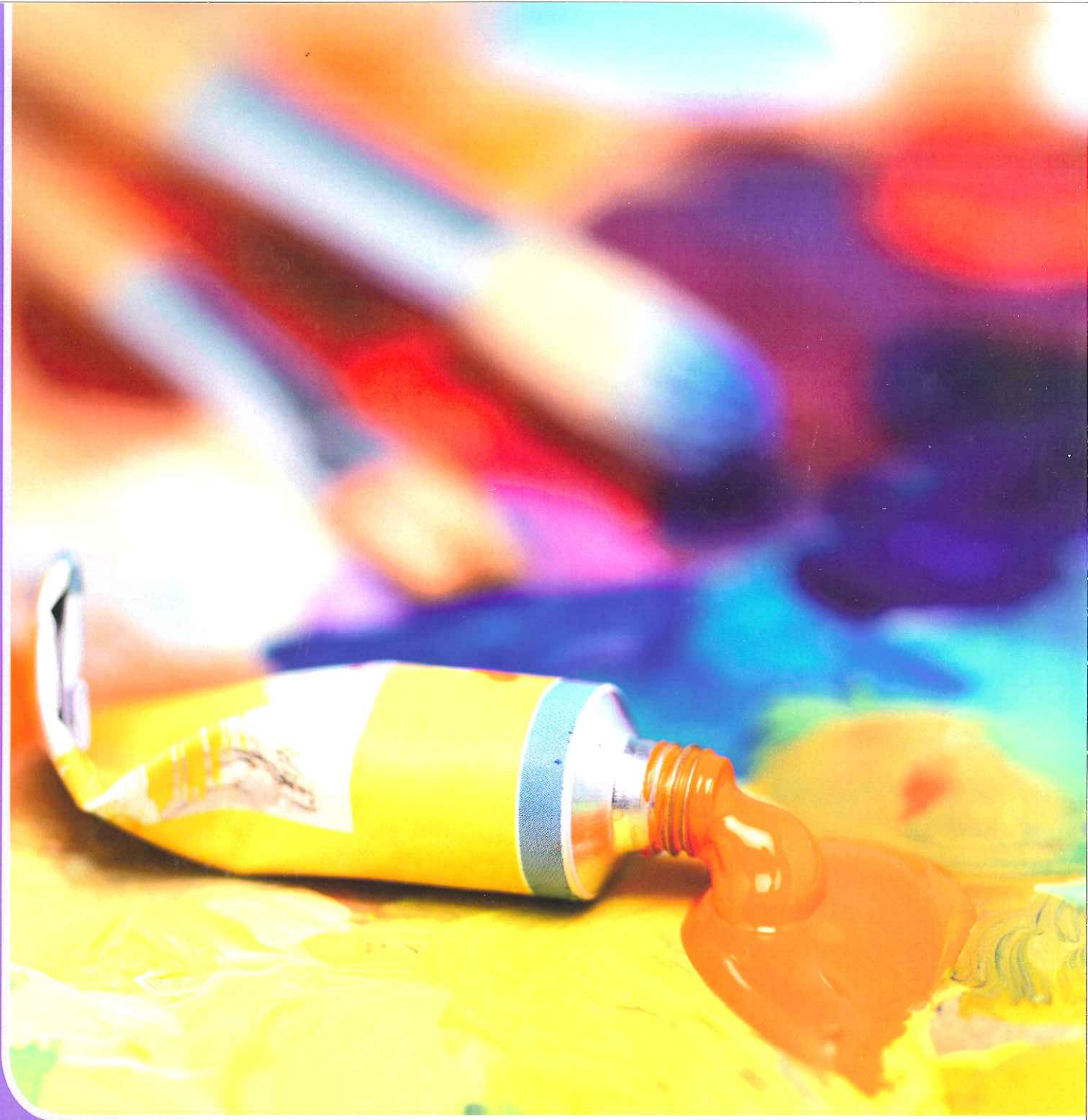




Skills

The **Skills zone** gives the opportunity to learn new skills and display creativity

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:

MEXICAN EVENING

Get your young people and leaders to attend dressed like a Mexican.

1. **Fajitas** (Skills / Life Skills / Cooking)
2. **Make a Sombrero** (Skills / Creativity / Craft)
3. **Mexico City** (Community / International / International Development)

MUSIC NIGHT

1. **Top of the Pops** (Skills / Creativity/ Music)
2. **Music in Worship** (Skills / Creativity/ Music)
3. **Band** (Skills / Interests)

Skills aims

Skills



CREATIVITY

Craft (T Shirt Design, Origami, Boomerangs, Bible Story Modelling, Stain Glass Windows)

- To develop young people's creative ability
- To provide young people with the chance to make something
- To stretch young people's imagination
- To take part in a first hand experience through a trip or visit

Media (Pod Casting, Web Site Design, Publicity)

- To enable young people to learn about different forms of media and their uses
- To be creative in conveying information
- To use different forms of media to communicate to an audience
- To take part in a first hand experience through a trip or visit

Music (Rap, Christian Song Writing, Music in Worship)

- To learn and develop creative musical talent
- To enable young people to express their feelings through music
- To encourage young people to appreciate others' work
- To take part in a first hand experience through a trip or visit

Arts (Mime & Drama, Art, Mime & Drama (Faith), Creative Worship)

- To learn and develop individual artistic skills
- To enable young people to express their feelings through the arts
- To encourage young people to appreciate others' work
- To take part in a first hand experience through a trip or visit

Images (Digital Photography, Video Production, Images for Worship)

- To learn and develop creative skills associated with the production of images
- To enable young people to express their feelings through the production of images
- To encourage young people to appreciate others' work
- To take part in a first hand experience through a trip or visit

INTERESTS

Enthusiast (Drill, Family Tree, Film Review)

- To provide young people with the opportunity to develop individual interests
- To learn about something in depth
- To enable young people to succeed
- To take part in a first hand experience through a trip or visit

Band (Bugling, Bass & Tenor Drum, Snare Drum, Piping, B^b Flute, Basic Music)

- To learn to play a musical instrument
- To play as part of a band and be a team player
- To perform in a public arena
- To take part in a first hand experience through a trip or visit

**Circus** (Circus Skills, Juggling)

- To develop performance skills of the circus
- To persevere and master a difficult skill
- To develop eye/hand coordination
- To take part in a first hand experience through a trip or visit

Science (Electronics, Astronomy, Scientific Experiments)

- To develop and apply scientific skills & knowledge
- To make science practical and useful
- To experiment and observe
- To take part in a first hand experience through a trip or visit

Computers (IT Skills, Computer Games)

- To develop and apply basic IT skills & knowledge
- To make IT practical and useful
- To explore how IT effects society
- To take part in a first hand experience through a trip or visit

LIFE SKILLS

Home improvements (Painting Project, DIY)

- To learn and practise basic DIY skills
- To use DIY skills in a practical and useful way
- To use the skills learnt in a safe manner
- To take part in a first hand experience through a trip or visit

Emergency Aid (Emergency Aid, First Aid)

- To understand and practise basic emergency aid techniques
- To give young people confidence to apply what they have learnt
- To encourage young people to pursue further training and a formal qualification in emergency aid
- To take part in a first hand experience through a trip or visit

Cooking (Indoor Cooking, Outdoor Cooking)

- To learn about food hygiene and safety in the kitchen
- To practise a variety of cooking skills in order to prepare and serve a menu
- To give young people confidence to apply what they have learnt
- To take part in a first hand experience through a trip or visit

Communication (Sign Language, Newspapers)

- To understand the importance of communication skills
- To learn about different types of communication
- To practice and develop communication skills
- To take part in a first hand experience through a trip or visit

Bible Story Modelling

Activity Fimo Clay Models



1 hour



Small group 4 or 5

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

Aim: To depict a Bible story by using Fimo clay models.

Equipment:

- Fimo clay
- Clay modelling tool
- Materials to build a background such as cardboard, wooden lolly pop sticks
- 'Fimo Clay Models' template

Instructions:

Part 1:

- Read through a Bible story and ask the young people to highlight their ideas of what could be depicted in clay models. (The template sheet depicts the story of Noah's Ark as an example of what could be done.)
- Write up ideas on a whiteboard or flip chart.

Part 2:

- From the list of ideas, decide which model each of the young people will make.
- If possible have pictures of suitable animals etc. which can be used to help make the model.
- Pre-heat the oven to 130 degrees and cook models for 10-20 minutes then allow to cool.

Part 3:

- Make a background and add the models to complete the scene.



Tips / Advice:

- Keep the models small and as simple as possible.
- Wash hands between working with different colours.

Safety Issues / Risk Assessment:

- Wash hands after use.
- Make sure the kitchen is well ventilated when cooking the clay.
- Models are hot after coming out of the oven – allow to cool before the young people handle.



STOP & THINK!

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



Skills



Origami

Activity Origami



10-15 mins per activity



Small group 4 or 5

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

Aim: To develop the art of paper folding.

Equipment:

- White or coloured A4 paper
- Scissors
- 'Water Bomb' template
- 'Catapult' template
- 'Emergency Cup' template

Instructions:

A selection of activities have been put together for young people to try including making a water bomb, catapult and an emergency cup. Follow the instructions on the templates to make the Origami object.



Tips / Advice:

- Crease paper well using your thumb nail to make better folds.
- There are lots of websites and books full of ideas for Origami. Why not try making some others once you have done those in this pack.

Safety Issues / Risk Assessment:

Let young people throw water bombs outside at a wall – not each other.



STOP & THINK!

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



Skills



Boomerang

Aim: To make and throw a boomerang.

Introduction:

A Brief Boomerang History:

People generally associate boomerangs with Australia and the Aborigines. However the boomerang dates back many thousands of years and has been found in many countries around the world including India, parts of Africa, Arizona, Europe and Egypt. Boomerangs have even been depicted in cave drawings. One boomerang that has been found in a cave in Poland was dated by archeologists at some 2,400 years old. Twenty boomerangs were also found in the tomb of Tutankhamun in Egypt.

There are three types of boomerangs – non-returning boomerangs (sometimes called kylie or killing sticks), returning boomerangs, and ceremonial boomerangs. The kylie travels in an almost straight trajectory from the thrower and was used for hunting. It does not return.

The ceremonial boomerang was highly decorated and was used for tribal ceremonies, and sometimes used for beating out rhythm time when used as clapper sticks at tribal occasions.

The returning boomerang is not a weapon and was used by the Aborigines for sport and games and to train hunters. The only hunting carried out with returning boomerangs was catching flocks of birds by throwing above them and scaring them down into suitably placed nets. The word 'boomerang' comes from the Turawal Tribe of Aborigines who lived near the Georges River area near Sydney and may have come from the Aboriginal word for wind.

The first explorer to meet the Australian Aborigines and see boomerangs was Captain James Cook who landed at Botany Bay in 1770.

Today there are boomerang groups and clubs around the world, and World Cup competitions with a variety of events are held every four years.



Activity 1 Making a Boomerang



Six x 30 mins



Any with adequate supervision and equipment

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

Aim: To make a simple working boomerang.

Equipment:

- 'Boomerang Blank' template
- G-clamps
- Half round files, coarse and fine
- Sandpaper, coarse and fine
- Pencils
- Ball point pens
- Felt tip pens, coloured
- Polyurethane varnish
- Small paintbrush, say 1/2 inch wide
- 'Details of Aerofoil Sections' template
- 'Examples of Boomerang Decoration' template

Instructions:

- Distribute pre-prepared 'Boomerang Blank' templates.
- Inform young people they are to make working boomerangs that they will later be able to throw outdoors and try some competitions.
- Mark the top of the blank lightly in pencil with a letter T, and an arrow to show the direction of rotation when thrown. (This is anti-clockwise for a right handed thrower and clockwise for a left handed thrower.)
- In pencil, carefully mark on the blank the aerofoil shapes as shown in the 'Details of Aerofoil Sections' template. (This shows a right-handed boomerang. For a left handed boomerang, use a mirror image of that shown.)
- Clamp the blank to a firm, flat surface using a G-clamp. Carefully shape the aerofoils as shown. The plys of the plywood act like contour lines as the wood is removed to show the shape of the aerofoil. Work with a file towards the edge of the blank to remove wood. (Take care that young people avoid damaging the table or surface on which they are working. A 'Workmate' or similar is ideal.)
- When the rough shape has been obtained with the coarse sandpaper and then a fine file, use coarse and then fine sandpaper to obtain a smooth finish. Avoid producing sharp edges on the boomerang.

Decoration:

- When the required shape has been obtained with a smooth finish, the boomerang can be decorated. This is done on the top surface only to help correct throwing later. The decoration can be simple or elaborate. A simple way is to draw lines with a straight edge and a ball point pen and then to colour in between using felt tip pens. Distribute the 'Examples of Boomerang Decoration' template.
- The flat underside is traditionally left plain and signed by the maker and dated.
- The boomerang then needs to be coated with polyurethane varnish and allowed to dry. When dry it should be sanded down with fine sandpaper and given a second coat of varnish. This protects it from damp when thrown outdoors.



Tips / Advice:

It is important that the plywood blank is of good quality and flat. If there is difficulty obtaining ply of the required thickness with uniform plys, this can be made by laminating up 1.5mm ply using a suitable wood glue (e.g. exterior wood glue) and uniform pressure. Plywood with thin outer plys and thick inner plys is not strong and unsuitable for boomerangs.

Safety Issues / Risk Assessment:

- Take care with polyurethane varnish. This must be carefully supervised.
- These boomerangs are NOT suitable for throwing indoors and must be thrown with supervision in a suitable open space free from obstructions and people!



Resources:

Further information on boomerangs can be obtained from the British Boomerang Society web site at www.boomerangs.org.uk

Additional Information:

This is a basic boomerang design. The Ultimate Boomerang Book by Michael Siems also provides further information. (ISBN 0-9655696-0-8).

Activity 2 Throwing and Competing



Sessions
as required



Any with adequate
supervision and equipment

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

Aim: To learn how to throw a returning boomerang and to participate in some simple competitions.

Equipment:

- Boomerangs made in Crafts Class or a commercially available boomerang. Avoid cheap flexible plastic toys as these will not work
- A peg, post or cone to mark a throwing position
- A flat, clear field, free of trees, goalposts and stray pedestrians. A clear space of 30-40 metres is required both in front of and behind the throwing position
- 'Guide to Throwing' template

Instructions:

- Boomerangs will NOT work unless thrown correctly.
- Only ONE thrower must throw at any one time. All others MUST watch the flight of the boomerang for safety reasons. All throwing should be done from the throwing marker position.
- The following instructions apply to a right-handed thrower with a right-handed boomerang. For a left-handed thrower these instructions should be reversed as a mirror image.
- Assess the direction of the wind by dropping a few blades of grass or by using a wind indicator made from a cane with a length of thin ribbon attached e.g. audio recording tape. A steady light wind is ideal. DO NOT throw in gusty wind conditions.

- Face into the wind and then turn to the right by about 45-50 degrees (see Fig 1 on the 'Guide to Throwing' template).
- Hold the boomerang close to the tip of one of the arms in the right hand so that the decorated, shaped side is facing towards the thrower. Either arm can be used. The grip is such that the first finger is wrapped around the arm (see Fig 2).
- Hold the boomerang VERTICALLY and then lay it over by about 5 degrees (see Fig 3). If the wind is very light the angle of layover should be increased up to about 20 degrees.
- Throw the boomerang out horizontally or at an elevation of about 5-10 degrees above horizontal (see Fig 4). It is important that spin is imparted to the boomerang as it is thrown. This is achieved by snapping the wrist as the boomerang is released. If the spin is insufficient the boomerang will not return.
- If the boomerang has been thrown correctly it will return to the thrower from the left of the wind and it will be spinning in a horizontal plane.
- To catch a boomerang use a 'sandwich' catch between the hands (see Fig 5). Do not attempt to catch a fast moving boomerang. If thrown correctly it should be hovering close to the throwing position on return.
- If the boomerang returns to the left of the thrower, increase the angle of throw to the wind direction. If it returns to the right of the thrower, decrease the angle of throw to the wind.
- The hardest thing to learn is the near vertical throw. People instinctively throw a boomerang horizontally like a frisbee when it will climb high and then crash to the ground. Practice is needed to acquire a throwing action that imparts sufficient spin together with forward velocity.
- All young people who are not throwing should be kept well back from the throwing position and watch any boomerang that is in flight at all times.
- When the throwing technique has been mastered, a number of basic competitions can be held.

SOME BASIC BOOMERANG COMPETITIONS:

1. ACCURACY

- Each player throws in turn, having one 'practice' throw and then three additional throws, throwing each time from a fixed throwing peg.
- The boomerang is allowed to land and the position where it lands is marked with a peg or other marker.
- Of each player's three throws, the one that is closest to the throwing peg counts for that player.
- The player whose marker finishes nearest to the throwing peg is the winner.

2. POSITION

- The object of this competition is to end up as the closest player to the throwing peg after a third and final throw.
- Each player in turn has three throws. If they catch their first throw then they make a second throw from the point at which they catch it. Similarly with their subsequent two throws. The aim is for the third throw to be caught as close as possible to the original throwing peg.
- If the player fails to catch a throw, they must take three large penalty strides from where the boomerang lands in a direction away from the throwing peg before making their next throw.
- If they fail to catch their third and final throw, they must take their three penalty strides away from the throwing peg before their final position is marked.
- The player whose final marker is closest to the throwing peg is the winner.

3. CATCHING

- Each player in turn throws from a fixed throwing peg and attempts to catch his boomerang on return. They may move from the throwing position if necessary to achieve a catch.
- All throws are made from the throwing peg.
- Each player has five throws.
- The player with the most catches out of his five throws is the winner.



Safety Issues / Risk Assessment:

- These boomerangs are NOT suitable for throwing indoors and must be thrown with supervision in a suitable open space free from obstructions and people!
- All those involved in the group must watch any boomerang that is in flight at all times.
- Ideal conditions for throwing are a light steady breeze, without bright sun that may make sighting of an incoming boomerang difficult. If it is sunny, sunglasses are desirable.
- Only one person must be throwing at any given time.
- Do not attempt to catch a boomerang that is coming in fast.
- Make sure to warn people in time if a boomerang flies towards them.
- Never toss a boomerang to anyone. Walk over and hand it to them.
- Safety glasses should be worn when throwing and catching.



Resources:

- Further information on boomerangs can be obtained from the British Boomerang Society web site at www.boomerangs.org.uk
- The Ultimate Boomerang Book by Michael Siems also provides further information. (ISBN 0-9655696-0-8)



STOP & THINK!

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

Skills



Stained Glass Window

Ideas for Trips & Visits!

- Visit a Cathedral
- Glass blowing workshop

Activity Stained Glass Window



1 hour



Small group 4 or 5

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

Aim: To depict a Bible story by using acetate sheets and glass paints.

Equipment:

- Acetate sheets
- Glass Paints
- Block outliner (permanent)
- Brushes
- Double sided sellotape
- 'Stain Glass Window' template

Instructions:

Part 1:

- Read through a Bible story and ask the young people to highlight their ideas of what could be depicted in a stained glass window (the template depicts the Christmas and Easter story as examples of what could be done).
- Each young person should decide what they are going to do.
- Ask each young person to draw a line drawing on a piece of paper, the same size as an acetate square, of the scene they are going to use as part of the stain glass window. Show the young people the examples on the template and any others you find.

Part 2:

- Sellotape a piece of acetate on top of the line drawing (to stop it moving) and using a black outliner, carefully draw round all the lines of the drawing. Try to avoid smudging.

Part 3:

- Carefully paint in appropriate colours starting at the top of the acetate sheet, when finished leave to dry.
- When dry, stick squares together with double sided tape to form a window or pattern.



Tips / Advice:

- Add names to the paper drawings and acetate sheets.
- Use separate brushes for each colour.
- Wash brushes after use.

Additional Information:

Further examples can be seen at <http://scotland.boys-brigade.org.uk/developmentgroup/worship.html>



Skills



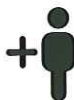
T-Shirt Design

Aim: To allow a young person to create their own style of T-shirt by using the different design methods.

Activity 1 Tie Dye



20 mins



Any

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

Aim: To create a style of T-shirt by using the method of tie-dye.

Equipment:

- White or light coloured 100% cotton t-shirt, or anything else you like
- Fabric dyes, any colour(s)
- Rubber bands
- Plastic sheet
- Bucket or bowl, you will need one each for each colour you choose

Instructions:

Each young person will need equipment as above, and should then follow the instructions below:

1. Protect the work area with plastic sheets or other appropriate material.
2. Wash the shirt in warm water to pre-shrink it.
3. Mix the different colour dyes according to the package directions.
4. If only tie-dyeing one item, it is not necessary to use all the dye solution.
5. Make the dye solution as light or as dark as desired.
6. Crumple, fold, twist, knot or stitch the shirt in any design, binding it tightly with elastic bands. No dye should penetrate where the fabric is binded.
7. Immerse the shirt in the dye.
8. If using more than one colour, dip the various parts in the different colours.
9. Allow the shirt to soak up as much colour as desired.
10. Let the shirt soak for a longer period for darker colour.
11. Once the shirt is dyed allow the shirt to dry for one to two days.

Do not remove the elastics during this period.

12. Once the shirt is dry, remove the elastics and gently re-wash it. Lay the shirt flat and allow it to dry.



Tips / Advice:

- The best dyes to use are fibre reactive.
- It is also possible to tie-dye pillowcases, bandanas, etc.

Safety Issues / Risk Assessment:

- Read full safety instructions before using dye(s).
- Use appropriate protection against dye(s) e.g. protective gloves, goggles, etc.



Activity 2 Fabric Pen Design



20 mins



Any

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

Aim: To design a T-shirt using fabric pens.

Equipment:

- White or light coloured 100% cotton t-shirt
- Multi coloured fabric pens
- Strong tape / drawing pins / clothes pegs

Instructions:

1. Iron the plain white T-shirt.
2. Once ironed place on flat surface and secure with sufficiently strong sticky tape; this is so the T-shirt does not crease. For making sure the T-shirt does not move, drawing pins or clothes pegs could be used.
3. Use the fabric pens to create the design.
4. When the design is complete and the T-shirt is dry, iron briefly without steam.



Tips / Advice:

- All the colours are water resistant up to 60°C.
- Practise beforehand on an old piece of material.
- Use tools such as a stencil and a ruler.



Resources:

- www.greatart.co.uk
- www.craftmaterialsupsies.co.uk

Activity 3 Company T-Shirt



30 mins



Any

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

Aim: To design a T-shirt to be produced by a T-shirt manufacturer.

Equipment:

- Paper
- Pencils
- Colouring pens/crayons
- Rulers
- Stencils



Instructions:

- Discuss what type you want the T-shirt to be like:
 - Colour.
 - Style e.g. hoodies, v neck, polo shirt, long sleeve and short sleeve.
 - Design e.g. picture, emblem and logo.
- The final design has to be a democratic decision of all young people taking part.
- Draw out the design of the T-shirt.
- Once all young people involved are sure that it is the design they want research the internet for a suitable company to produce the T-shirt / other items etc., at a reasonable cost.
- The T-shirt could then be sold at cost or as a fundraiser.

Activity 4 Stencil T-Shirt Design



20 mins



Any

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

Aim: To create a stencil design to be painted on to a T-shirt.

Equipment:

- White or light coloured 100% cotton t-shirt
- Picture to put on the t-shirt
- Access to a photocopier
- Marker pen
- Double sided sticky tape
- A sheet of acetate
- Craft knife
- Sponge
- Fabric paint

Instructions:

1. Each young person should: Find a simple picture of something they would like to put on a t-shirt. Photocopy the picture, then adjust the colour on the photocopier so it's darker, then photocopy your photocopy.
2. Repeat this process three or four times and this should end up with a picture that has a strong contrast between the light and dark bits.
3. With a marker pen colour in the darkest areas of the picture. Then trace the black bits onto a sheet of acetate.
4. Cut out the stencil with a craft knife.
5. Make sure not to have any 'islands' – areas of the picture that aren't touching anything – they'll fall out if you cut all the way round them. Leave a small line of acetate going to the island so it's still attached to the stencil.
6. Lay the t-shirt out flat, putting something protective like a magazine on the inside so the fabric paint can't run through to the back.
7. Use tiny pieces of double sided tape to stick the acetate template to the t-shirt – make sure it's straight!



8. Sponge the design onto the t-shirt.
9. Don't put too much paint on the sponge; gradually build it up padding the sponge over the template.
10. Add at least two layers of fabric paint.
11. It's best to remove the template while the paint is still wet so be very careful not to smudge the paint. Young people may need assistance with this.
12. Finally iron the t-shirt once the paint is dry.

**Tips / Advice:**

- Try to make the picture as simple as possible other wise the cutting out of the acetate becomes difficult.

Safety Issues / Risk Assessment:

Leaders may need to help cutting out the stencil with a craft knife.

**STOP & THINK!**

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

Podcasting

Ideas for Trips & Visits!

- Visit a radio station
- TV station

Aim: To use a podcast as a means of communication and develop some basic skills in writing a report for broadcast.

Introduction:

Podcasting is a newer, perhaps easier way of creating a radio programme which can be shared, potentially, with a worldwide audience. It can be done relatively easily with a computer and some fairly cheap software. You do not need to have a connection to the internet whilst recording.

Activity 1 Planning a Podcast (1)



20 mins +



Any

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

Aim: To give young people an understanding of the elements of planning a podcast/radio show.

Equipment:

- Paper for notes/planning
- A computer can be used, if available, to compile ideas and start reports if time allows

Instructions:

- The chances are the young people will know what a podcast is, but not all of them will. A podcast is a radio programme which is converted into an MP3 file which can be downloaded and played on a computer, MP3 player or iPod. Your podcast might have regular editions or it may be a one-off. If it has a regular edition, people will be able to automatically download each new edition as you publish it.
- Have a quick discussion about what makes a good radio show, in the young people's opinions. Points you might cover:
 - Variety – a mixture of content
 - Regular features to which people tune in
 - Music
 - Presenters who are lively, engaging
- Aim to make a podcast which has a variety of content items, in order to encompass as many of the young people's interests and talents as possible.
- Discuss what kind of items you could include in your show(s). You might have some regular features (such as news, sports/competitions/church updates) and some one-off performances. Some items you could include, if there is a shortage of suggestions:
 - Film/DVD, TV, music, computer game, car, website, store or technology reviews
 - Musical performances by the young people (could include their own compositions or silly songs – amusement value is always good!)
 - BB news (local, national, worldwide)



- Comedy sketches (be careful with copyright)
- Interviews (with young people, the minister, local personalities, leaders etc.)
- Competitions – a good way to get responses from people listening to the podcast
- Once you have a list of ideas, allocate the jobs (pairs work well) and ask them to begin brainstorming what they're going to do. If some young people are unsure about what to do, they could be the "continuity" guys who MC the programme and introduce each item/act.
- Remind the young people that if they are reporting about members of the BB, they should not mention any surnames in order not to identify anyone on the internet. They should also not mention specific venues and times of BB events.



Tips / Advice:

- Encourage all the young people to contribute in some way. There will be some who are shy about recording their voice or performing, but they can contribute by helping to write the script.
- Aim for a podcast which is about 8-10 minutes long, or shorter if you only have a few young people. Their items are not likely to last more than about 1 minute each.

Safety Issues / Risk Assessment:

Check with parents that they do not object to the young people's voices being available on the internet. You can choose whether to make the podcast publicly available or not, but it is best to check with parents.

Activity 2 Planning the Podcast (2)



20 mins



Any

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

Aim: To compile, finalise and rehearse the items for the podcast.

Equipment:

- Computer with podcast software and microphone
- Paper, pencils and/or computer for typing up scripts
- Musical instruments being used for any performances

Instructions:

- This week is the time to put together all the items. It is helpful if the young people have a script ready to read for the recording to help it flow. WebPodStudio and other software packages have a teleprompter built in to help with this, or you can read from a printed sheet. You should also think about the continuity and whoever has this job should write out the links.
- Young people should think about whether they want to include any sound effects (assuming the software you have is capable of this).
- There are lots of websites available where you can download short audio files to use for this.
- The young people may need advice/guidance about how to "write for radio".
- They should think about how it will sound when read aloud to an audience. It is worthwhile practising the items so they can think about how they will use their voice. Making some test recordings using the software is a good idea, too, so you can check on the volume.

! Tips / Advice:

Make sure the young people are ready to record for the following week.

Safety Issues / Risk Assessment:

Check with parents that they do not object to the young people's voices being available on the internet. You can choose whether to make the podcast publicly available or not, but it is best to check with parents.

Activity 3 Recording and Publishing the Podcast



30-45 mins



Any

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

Aim: To get young people to perform & record their items with confidence and to publish the podcast in order that it can be downloaded & feedback received.

Equipment:

- Computer with podcast software
- Microphone for computer
- Scripts for items
- A quiet room in which to record and another room for those not recording to wait in
- Webpace (to upload to)

Instructions:

- Copy sound effect files into the podcasting software if these are needed. The young people may bring these in on a memory stick or CD or could e-mail them in advance.
- Some podcasting software does not have the facility to record in small chunks and then put them together. However, it does allow you to pause and then carry on with the recording. This means that if you make a mistake, you'll have to record everything again. Check this out in advance!
- Record the podcast – remember to have a good introduction and ending and give out a web or e-mail address for people to send feedback to.
- If you can get internet access during your BB meeting, you can also upload the podcast to your site and publish the "feed" which updates people's computers automatically. You will need to know the web address where you have uploaded the file in order to do this.
- Use www.podcastblaster.com to create the feed file you need, and then upload this file to your web space, too. When you have the address for this file, you can tell people to use this to manually subscribe to your podcast using iTunes or other MP3 library software they have. In iTunes, you choose Advance > Subscribe to podcast... and type in the address of the XML feed file. It will then download the latest edition each time you add one.

! Tips / Advice:

- Encourage the young people to listen to the podcast at home if they can, or make it available to those who may not have an internet connection by burning a copy to CD for them. Next week, get them to feedback on how the podcast sounded and, if you plan to make more editions, what they can improve on for next time.

**Safety Issues / Risk Assessment:**

- When the recording is done, review it before publishing. Ensure that no unnecessary details have been included, such as full names or details of venues/times of BB events.
- Discuss with other leaders and parents whether they are happy to make the podcast available to the wider world or only by giving selected people the address. You can submit your podcast to iTunes so that it's searchable by others if you choose.

**STOP & THINK!**

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

Web Site Design

Aim: To introduce the group to the process and thought behind building a website.

Introduction:

Many of your young people will regularly use the internet to view websites but not know how to produce their own pages. A good website is well thought through before any pages are created and the knowledge and interest in subject of the site you are creating is important. They can create a site for your group or create pages for a subject they have interest in, such as their football team.

Activity 1 Introduction to Web Design



20 mins +



up to 10

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

Aim: To introduce web design.

Equipment:

- PC or Laptop
- Projector

An internet connection is recommended but not a necessity.

Instructions:

- Discuss with the group websites that they have seen, what they think makes a good /bad site in their opinion.
- Split the young people into smaller groups or pairs, give them a large piece of paper and pen and ask them to identify some websites they like and why they like them, and those that are not so good and the reasons why.
- Then follow that up by asking them to write down the features they would expect to see on a website. These will vary depending on the websites the young people are thinking about, and this is good as there should end up being a long list.
- Next, as a whole group discuss (going through the questions) the following:
 - How do you navigate around a website?
 - Is the site accessible to all? (Is there a text only version of the site? Are colours appropriate and text easy to read, etc.? Are there any facilities for the blind or deaf?).
 - Has anyone created a website before?
 - Does anybody know of any programming languages and/or programs used to create websites? (Languages to program/design – HTML (Basic), PHP, ASP and programs may include notepad for basic code, Dreamweaver, Frontpage).





Tips / Advice:

- If an internet connection is available browse to some sites and ask members to review the pages for content, aims, visual effect, audience etc.
 - www.google.co.uk
 - www.bbc.co.uk
 - www.msn.com

Safety Issues / Risk Assessment:

See activity 6.

Activity 2 Web Site Structure



20 mins



up to 10

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

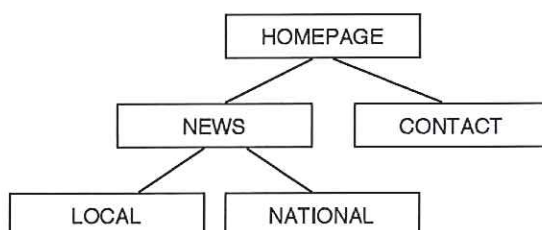
Aim: To produce a site structure for a chosen subject.

Equipment:

- Whiteboard or Flip Chart
- Pens

Instructions:

- This activity is about considering how the website will look and what will be on it.
- In pairs or small groups the young people should consider what they want to appear on their website, thinking about what pages they want and what these pages will contain.
- Once they have done this, ask the young people to create a site structure using a hierarchal structure, i.e. the top level would be Homepage, and then might go down to a number of key pages such as 'news', 'contact'. The 'news' page has sub pages of 'local' and 'national'. This structure shows how the pages will be linked.



With the completed site structure, the final task is to ask the young people to create a description and rough layout for each page. This should indicate what content will go on each page along with what type of pictures. The sketch layout is important to ensure the young people can be more focused in the next activity with researching and collating content, locating images, etc. It is important the young people do not start writing content at this point.



Tips / Advice:

- Use mind mapping sessions to develop the subject and content of the website.

Safety Issues / Risk Assessment:

See activity 6.

Activity 3 Content



30 mins +



Any

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

Aim: To collect and create content for the pages of the website.

Equipment:

- Pens & Paper
- PC with Word Processor
- Digital Camera
- Scanner

Instructions:

- In this activity the young people are to write the content, by researching their chosen topic.
- Encourage the young people to put as much effort in as they can, finding images to go along with the text.
- At this point they should be using a word processing program such as Microsoft Word or alternatively writing it out if computers are not available.
- Once this is completed, the next session takes the young people onto learning about creating web pages. The work done in this activity will be used again in activity 5.



Tips / Advice:

- If the site is a group activity assign small groups or pairs to work on individual pages.

Safety Issues / Risk Assessment:

See activity 6.



Resources:

<http://www.boys-brigade.org.uk/leaders/library/factsheets/dataprotection.pdf>

Activity 4 HTML Tutorial



20 mins



Any

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

Aim: To learn how to write in html, to create a webpage.

Equipment:

- At least 1 Computer



Instructions:

- Before starting to put together the web pages it is important that the young people learn some basic html by following a set of instructions to create a simple web page. It's not as scary as it sounds.
- To do this the young people will need access to a computer which has Notepad or a similar program. The tutorial can be done as a group with the leader giving the instructions step by step (if only 1 computer available), or alternatively could be done individually/in pairs (if more computers are available).
- Below you will find a tutorial for using html:

Basic Text & Font Tags

Before getting started, it is important to know that HTML code almost always uses beginning and ending tags. These tags surround the text that will be affected by the code. A beginning tag is generally a word surrounded by brackets. The closure tag is surrounded by the same brackets but with a forward slash right after the opening bracket.

For example, if you want to bold a portion of a sentence, then you would use **** for the opening tag and **** for the closing.

Therefore to write the word "Hello!" from the sentence below in bold, your HTML code would look like this:

****Hello!**** The Boys' Brigade

The output would be: **Hello!** The Boys' Brigade.

Only the word "Hello!" is in bold because the tags surround that word. If you wanted to make the whole sentence bold, then you would have put the closure tag, ****, after the word "Brigade". Be sure to always include your closing tag because if you forget, your entire page will be affected by the tag.

You can apply this same concept to many other HTML codes. Here are several of the basics ...

New Paragraph: **<p>** Starts a new paragraph and creates a blank line between your new paragraph and the one above it. The closing tag is **</p>**, but is not mandatory.

Line Break: **
** This will break your text to the next line. Two **
** tags is equivalent to one **<p>** tag. There's no closing tag needed for this one.

Bold: **** Closing tag is ****

Underline: **<u>** Closing tag is **</u>**

Italics: **<i>** Closing tag is **</i>**

Centering text: **<center>** Closing tag is **</center>**

Left aligning text: **<p align="left">** Just use **</p>** for the closing tag

Right aligning text: **<p align="right">** Just use **</p>** for the closing tag

Change text color: **** The ending for any font tag is ****

Changing font face: ****

Change font size: **** (choose a size between 1 to 7)

It is not necessary to go through all of the above, but pick a selection and if possible let the young people create their own basic page, writing their name, age and 3 facts about themselves. Encourage the young people to use different fonts, colours and font style (such as bold, underline, italics).

Inserting Hyperlinks

Hyperlinks are links that take you to another page or web site. You create them by using the code below:
****Name of link****

The link would appear as, Name of link



Inserting Images

In HTML, images are defined with the tag. To insert an image use the code below:

 e.g. If the image is named "anchor.gif" the code would be:

Next is the basic structure of an HTML page.

A basic html page would look like this:

```

-----

<html>

<head>

<title>Title that is displayed at the top of your web browser</title>

</head>

<body>

<p align="left">
The Boys' Brigade, <a href="http://www.2createawebsite.com">www.boys-brigade.org.uk</a>.
</p>

</body>

</html>
-----

```

The <html> tag just tells the browser where the HTML starts. It is not necessary to include this tag to get your page to show.

The <title> tells your browser the title of the page and you'll see this text at the very top of your web browser. This is also used by most search engines when indexing your page. Whatever text you have here will be the title of your site when displayed in the search engines.

The <head> tag is used for information about the document which will not be displayed. The body of your site should be included inside the <body> tags.

After doing the above it is then necessary to save the page, go to 'save' and in the filename box name the page 'index.html'. It is important that the '.html' extension is used (although there are other extensions such as .htm which will also work). Once saved the document can be opened in an Internet Browser window such as Microsoft Internet Explorer. You should then see the results of your html, you could then go back into the file (opening in Notepad) and make a change and re-save to show how the changes are displayed.

Now this has been completed, the young people can now go on to creating their web pages using the skills learnt and based upon the content and structures that have been put together in the previous activities.



Tips / Advice:

If you have an experienced leader or young person to lead the session this would be ideal, otherwise it would be advisable for the leader running this activity to familiarise themselves with the above tutorial.

Safety Issues / Risk Assessment:

See activity 6.

Activity 5 Site Construction



1 hour



Any dependant on
PC's available

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

Aim: To create pages and build the website.

Equipment:

- At least 1 PC with Notepad or program such as Frontpage, Dreamweaver or any free web page building program

Instructions:

- To create your website there are a number of different programs that you could use, dependent on the skills and knowledge of leaders and young people and the time to be spent on this activity.
- It is important that the young people have completed the HTML Tutorial activity so they are aware of basic html coding.
- You could use a program such as Notepad (which can be found on all Microsoft Operating Systems), although this will require some knowledge.
- If an HTML Editor was used such as Microsoft FrontPage or Macromedia Dream weaver (Note: Microsoft Word and some other Desktop Publishing/Word Processing programs now also have html features) they provide a user friendly interface. Therefore using ones of these programs requires much less knowledge before starting to put the web pages together. If an HTML Editor is going to be used there should be a quick overview given to the young people of the key features they will need to use.
- The young people should be reminded that they should now be using the content and structures put together in the previous activities when creating their web pages.



Tips / Advice:

- Work together to design a template for the pages that each section can then be based on.

Safety Issues / Risk Assessment:

See activity 6.



Resources:

<http://www.boys-brigade.org.uk/leaders/library/factsheets/dataprotection.pdf>

Activity 6 Publishing a Website



30 mins



Any

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

Aim: To publish pages created to a live server.

Equipment:

- At least 1 PC with internet connection (Preferably broadband or other high speed connection)

Instructions:

- To upload the web pages to the internet, web space is required on a server to which FTP access is available. Free web space is available from many ISP's (Internet Service Providers) as well as other companies, these will include domain names related to that company e.g. <http://Bb183.btopenworld.co.uk>
- If the project is being used to set up a Company website then it may be more appropriate to set up web space through an ISP and obtain a domain name for the company; alternatively The Boys' Brigade provides discounted hosting services to companies with domain name using boys-brigade.org.uk, for example <http://yourcompany.boys-brigade.org.uk>. More information on The Boys' Brigade hosting services is available online at www.boys-brigade.org.uk
- FTP (File Transfer Protocol) is used to upload web pages to a web server. 'FTP' access is the standard way of uploading files and the ISP will provide details of how to connect using FTP. These details would include a 'hostname' or 'domain name', 'username', 'password'. With these details a connection can be made by using a browser such as Internet Explorer or an FTP client (software).
- Internet Explorer – Using Internet explorer type 'ftp://yourhostnameordomain' in the address bar e.g. <ftp://www.boys-brigade.org.uk>. A new windows requesting username and password should then appear, enter these details. The browser should now display any files or folders in the web space; you can upload by dragging and dropping or copy and paste.
- FTP Client – This is a piece of software, there are many freely downloadable off the internet, although some will need to be brought. A free FTP client which can be downloaded is Smart FTP (<http://www.smartftp.com/>). The 'hostname' or 'domain name', 'username', 'password' will need to be set up.
- Note: If there are problems connecting, the Security / Firewall settings should be checked to ensure they allow FTP (which uses port '21').
- Once connected using one of the above methods you can upload and download files as necessary to update the web pages.



Tips / Advice:

- Use a free program such as Smart FTP to upload pages (www.smartftp.com).
- Email the BBUK Web Support Team for help and advice on using FTP and setting up webspace (websupportteam@boys-brigade.org.uk).

Safety Issues / Risk Assessment:

- Ensure any electrical equipment is correctly set up.
- Keep drinks and food away from equipment.
- Check the BB regulations and your church's child protection policy regarding taking or using photos of children. Check members' consent forms before proceeding with photography.
- When working on the internet make sure that the content viewed is appropriate for the young people viewing the website.

Skills



Creativity : Media

Skills



Publicity

Aim: To look at how membership organisations promote themselves to attract new members and use this knowledge to encourage young people to join their local company.

Introduction:

Many BB Companies would benefit greatly from increased publicity about their activities. This topic looks at involving the young people in promotion of their own Company through reflection on its activities and selling points. Remember don't be shy about advertising the great work that you do.

Activity 1 Adverts/Adverts/Adverts



30 mins



Any

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

Aim: To consider why membership organisations advertise themselves.

Equipment:

- Adverts from magazines

Instructions:

- Collect a wide range of advertisements from magazines and newspapers and distribute them around the room in which the young people are meeting.
- What is the common bond between them? They are all trying to sell something.
- Comment on any particular features – imagery, logos, slogans etc.
- How would the young people advertise the BB?
- Look at an image of the Anchor and strapline. Is this “appropriate”, can the group develop a new strapline?
- If the group were to advertise their own Company, what things would they need to consider?



Activity 2 Company Advert



60 mins + over 2-3 weeks



Any

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

Aim: To design a recruiting poster for your own Company.

Equipment:

- Pens
- Paper
- Access to laptop or PC
- Digital camera
- Photo library

Instructions:

Ask the young people to think about the following:

- What are the best things about BB? Leaders need to be open and receptive to answers.
- If you were to ask a friend to come to BB, what would you say?
- Think carefully about the Company and all its age groups. What attracts a younger member? What things have kept your interest?
- Look at some of the recruiting posters that are available from BB supplies – Do they reflect your Company?
- What images are there for your own Company? If there are none suitable, can you arrange for some to be taken? (It may be that some of young people could arrange to visit another section and photograph activities.)
- Now that young people have had some discussion about the way they might advertise the company, it's time to design an advert. Remind the young people to use images and keep text simple and attractive.
- Finally arrange for posters to be used in church, distributed to friends at school etc.

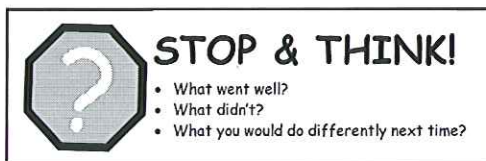


Tips / Advice:

If this activity is seeking to recruit new members ensure that other leaders are aware and that all other necessary preparations are completed to welcome potential new members. You must be able to cope with all the new members.

Safety Issues / Risk Assessment:

Be aware that consent is required to use photographs of young people.



Christian Song Writing

Ideas for Trips & Visits!

- Attend a Soul Survivor training course or New Horizons

Aim: To take part in writing a Christian song.

Activity Christian Song Writing



20-60 mins +



Any

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

Aim: To write a Christian song.

Equipment:

- Paper
- Pens
- Musical instruments
- CDs / Music Books

Instructions:

1. Listen to some modern worship songs and read the lyrics at the same time to gain some ideas of how and what to write about in a Christian song.
2. List some simple topics / themes and then think about the lyrics that need to be included in a Christian song, e.g. loving God, praising the Lord, needing the Lord.
3. You could get lots of ideas by mind mapping with the young people.
4. Most gospel songs have been written on these themes because they work! However, what you must do is treat these topics differently. Find innovative ways of saying these things. Put a different twist/ perspective on these subjects and make it fresh.
5. More useful tips and advice can be found on the web sites below.



Tips / Advice:

- A good rhyming dictionary is a very useful song writing tool.
- It's important to identify some young people who are gifted / skilled in writing and playing music.



Resources:

- www.rhymezone.com
- www.ultimatesongwriting.com



Skills



Music in Worship

Aim: To encourage a wide range of music styles in contemporary worship.

Ideas for Trips & Visits!

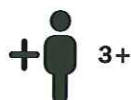
- Attend Soul Survivor, Spring Harvest, Firm Foundation, Crossover, TurningPoint, etc.
- Put on a youth service

Activity

Choosing Contemporary Music for Worship



20-60 mins



3+

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

Aim: To learn more about selecting music for worship.

Equipment:

- CDs
- CD player

Instructions:

Below are some tips for worship:

- It's best to have several young people looking at this topic because you get different perspectives, different voices, and fresh music.
- Perhaps you could invite new bands in your community looking for exposure to play at your worship.
- Break out of the expected time slots. Worship does not have to only happen on Sunday mornings. It can also happen on Wednesday evenings, Sunday afternoons or Saturday mornings. Maybe your group could offer a contemporary Sunday morning service after the normal scheduled service.
- The young people also need to be looking at what they want the atmosphere to be like, whether it's going to be lively, reflective and whether they would like to be a praise party or youth service.
- Don't label your contemporary worship as "alternative", which translates as "less than". Good contemporary worship is the worship of your community of faith.
- Think about adding multimedia components. Multimedia doesn't have to mean expensive or complicated. Start by projecting hymn lyrics on an overhead projector. This encourages people to sing out instead of down. Think about projecting slides of interesting artwork during a meditation.
- Create programmes that are attractive to young families with small children. These worship services can be great opportunities – if children are welcomed and encouraged to stay.
- Choose hymns that are easy to sing. Complicated, plodding hymns bring the tone of your worship services down, shut out young children and people lacking confidence in their singing abilities. Try to make some of them child-friendly, and take special care to teach them to the children present.
- Have a somewhat predictable structure. Believe it or not, contemporary doesn't mean that the order of service is radically different every week. It is comforting to many, especially those wary of coming to a worship service in the first place, to have something that feels familiar.
- Think embodiment. How is your message embodied? Are people only encouraged to think, or are they asked to move, to feel, to sense? Do people get to dance to the wonderful music? Are there portions that engage our eyes through visual stimulation? Sharing taste sensations is another idea for worship, e.g. love feasts or communions of different sorts.

Resources:

- www.wesleyowen.com
- www.standrewsbookshop.co.uk



Skills



Rap

Aim: To introduce young people to rap and provide them with the opportunity to record their music.

Ideas for Trips & Visits!

- Attend a rap concert
- Put on a concert

Activity 1 Writing a Rap



30-40 mins +
over 2-3 weeks



Any dependent on supervision

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

Aim: To write a rap.

Equipment:

- Pens
- Paper

Instructions:

- This activity is about the young people writing a rap, based on a subject of their choice.
- To introduce the activity start off by playing a popular rap song which the young people would have already heard of, then follow that up by asking them what the rap was about and ask one of the young people if they would be able to repeat some lines of the rap.
- Additionally the leader could write their own rap, relevant to the young people and perform the rap to the group. Don't worry if you embarrass yourself, it will be funny. Just don't take it too seriously!
- Next, for the practical part of this activity, decide if the young people should do this on their own, in pairs or in a group, although it would be recommended that maximum group size is 3 to ensure all the young people have an opportunity to take part.
- The young people should then spend 5 minutes thinking about what subject or subjects they want to rap about. This could be done by mind mapping with pens and paper in their groups.
- Some tips for the young people when considering their topic:
 - You have to know enough about your topic to rap about it. Make it school, friends, family or something they enjoy doing.
 - You could make it a bit more challenging by giving the young people a topic like the environment, war, drugs or any other issue that is of concern to the young person.
 - You could even link it to the devotions or a bible passage. Once you learn all about your topic you're ready to rap.
- Before starting to write the rap, give the young people the following tips:
 - Rap about anything but remember to write to the beat.
 - Raps are talk songs. They are not sung; they are spoken.
 - They have a lot of rhyme.
 - Most raps rhyme in 'couplets.' That means lines rhyme two at a time. Lines one and two rhyme with each other, but not with the other lines. Lines 3 and 4 rhyme with each other, but not with the other lines. And so on. The two lines that rhyme together are a "Couplet".
 - Don't rap about personal things that are not true. While some people might take a "I can rap about anything I want to!" attitude, it's best to stick with the truth.



- It's important that some ground rules over the suitability of content and language are laid down from the start. The media is full of performers whose choice of both is unsuitable in a Christian organisation. Set it as a positive challenge for the young people.
- Next it's the young people's time to start to write their rap, allow them 20-30 minutes to do this. Tell them you are looking for about 8 to 10 lines in the rap.
- Encourage the young people to think and be creative.
- If the time allowed is not sufficient, if time permits allow the groups to continue. It may also be a good idea to split this activity over 2-3 weeks.



Tips / Advice:

- You may need to go around to give the young people some starting ideas if they are struggling.
- Ensure all lyrics are suitable.

Activity 2 Performing a Rap



20 mins



Any dependent on supervision

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

Aim: To allow young people to gain confidence in performing.

Equipment:

- Pen
- Paper

Instructions:

- Now the young people have written their raps, it is time to test them out. Before performing to the rest of the young people, in their groups or as individuals they should practise their rap as necessary.
- Then ask each group or individual to perform their rap; encourage groups to have everyone involved splitting up the rap as required.
- Once all the groups or individuals have performed their raps, using a mind mapping exercise ask the young people to list all the subjects used in the raps e.g. friends, family, football clubs, etc. See if there is a common subject running through. Also this could be expanded to ask why the young people chose those particular subjects.



Tips / Advice:

- Do not put too much pressure on an individual performing if they do not want to.
- A drum beat could be added at this point, the young people could come up with their own beat to fit their rap. There are a number of computer programs available on the highstreet from PC World and other stores which can be used to create beats or backing tracks such as Sony ACID Music Studio, Magix Software Movie Maker and Dance E-JAY amongst others. Or you could use an electric keyboard.
- Give the young people the opportunity to dress up to perform and practise some dance moves. With permission video tape the artists in action.

Activity 3 Recording a Rap



20-40 mins



Any dependent on supervision and recording facilities

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

Aim: To produce a CD with the young people's raps.

Equipment:

- Cassette recorder or other recording device
- PC with CD writer

Instructions:

- This activity is to once again get the young people to perform their rap, and on this occasion record it using a cassette recorder or other recording device (some MP3 players have recording features). This is the easier part; to create the CD it will be necessary to transfer the recording on to a PC (or other device) and compile all the recordings and burn them onto a CD.
- Burn as many CD's as required ensuring all the young people have a copy. If the facilities are available creating a cover or sleeve/case and a label to go on the CD would add that finishing and more professional touch.



Tips / Advice:

- It may be that one or some of the raps could be played at a church service or a display.
- CD's with the young people's raps could be sold as a fundraising exercise. Although this would be dependent on the quality and suitability of the raps.



STOP & THINK!

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



Skills



Mime & Drama (Faith)

Aim: To explore a Bible passage through the use of drama.

Ideas for Trips & Visits!

- Theatre
- Panto

Activity 1 Christmas Night



20 mins



3-6

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

Aim: To tell the Christmas story from the shepherd's perspective.

Equipment:

- Table ready for breakfast
- 3 chairs
- Scripts

Instructions:

Cast: Father, a shepherd: Andrew, his elder son: Philip, his younger son.
Scene: Father and Andrew seated at the breakfast table, both waiting to start.

Father: (*raised voice*) Philip! Get a move on... breakfast's ready.

Andrew: It'll take more than that to wake him. He didn't go to bed until the early hours of this morning.

Father: What was he doing until then?

Andrew: Search me. I was settling down the sheep for the night, when he comes running up, mutters something about Bethlehem, grabs a lamb and goes running off again with some of his friends.

Father: Not to Bethlehem, I hope. You know the scrape he got into last time with those Roman soldiers. (*calls again*) Philip ... for the last time!

(*Philip appears, rather sleepy*)

Andrew: You made it then. And what were YOU up to last night?

Father: Andrew!

Philip: (*excited*) We went to Bethlehem. We had a FANTASTIC time.

Andrew: Here comes trouble. The Romans won't let you off a second time.

Philip: No it was nothing like that. I would like to tell you about it but we were asked not to say anything.

Andrew: That's it. I knew it. We're all going to be arrested and thrown into some stinking cell.

Father: Wait a minute. Can't you tell us anything about what you were up to?

Philip: (*hesitates*) Well, we did go to Bethlehem. You didn't mind me leaving you with the sheep, did you?

Andrew: Oh no! It was a quiet night really, hardly anything happened. Just 4 lions, 6 wolves and 3 foxes to fight off, single handed.

Philip: Gosh! Really!

Andrew: No, thinking about it. It was 3 lions, 4 wolves and a bear.



Philip: A bear! You're not serious.

Father: No, he's being stupid, just like you running off to Bethlehem in the middle of the night.

Philip: Do you want to know what happened, or don't you?

Andrew: We might as well.

Philip: I was sitting on the hillside when suddenly there were bright lights and I could hear singing.

Father: Roman soldiers, I expect. Another of their wild parties.

Philip: No. It was singing like I've never heard before. You must have heard it, Andrew.

Andrew: Not, not a thing. I was too busy watching the sheep, remember.

Philip: Well. The singing died away and these angels appeared.

Father: Angels, angels? What are they?

Philip: Angels, you know. They're ...er...beings. They bring messages from God.

Father: Messages from God? Why not the prophets or even the rabbis?

Andrew: We haven't had a decent prophet for centuries. And nobody listens to the anything the rabbis say.

Father: You mean YOU don't listen to the rabbis.

Andrew: And I suppose you do?

Philip: Shall I go on?

Father: Yes. We're listening.

Philip: Well, the angels told us to go to Bethlehem because that night a king had been born.

Father: King! We've got one already. Not that he's much good.

Philip: This king will be different. He will rule over a kingdom of peace and love.

Andrew: Peace and love! I can see the Romans going for that.

Father: And did you find this baby king?

Philip: Yes, just like the angels said, in a stable.

Andrew: In a stable!

Philip: Yes. Lying in a cattle manger, all wrapped up.

Andrew: (*patronisingly*) My dear child, kings aren't born in stables.

Philip: This one was, with all the animals looking on.

Father: (*muttering*) Downright unhygienic if you ask me.

Philip: He seemed happy enough. And his parents were really pleased with the lamb I gave them.

Andrew: So that's what happened to it.

Father: You gave him a lamb!

Philip: It seemed the right sort of present.

Andrew: Couldn't you have found something smaller and less expensive?

Philip: I'm sorry. I didn't have anything else to take. And I thought you would understand.

Father: You see beings in the sky; hear voices; go running off to Bethlehem in the middle of the night to give a lamb to a king born in a stable. Of course I understand. Come on, let's go and look at the sheep. (*father leaves*)

Philip: You think I'm making it up. You believe me, don't you, Andrew?

Andrew: Every word. Come on, we've got work to do. (*Andrew and Philip leave together*)

- Having performed the sketch discuss the points that it raised.
- Why were the family sceptical at Philip's news?
- Are people today equally sceptical at the Good News of Jesus?

Activity 2 The Unforgiving Servant



20 mins



2-6

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

Aim: To perform a drama based on the Parable of the Unmerciful Servant (Matthew 18: 23-34), in order to stimulate discussion and explore the meaning of the passage.

Instructions:

Cast: Reader One, Reader Two.

One: There was once a king

Two: Who decided to check his servants' accounts.

One: In case one of them

Two: Had made a mistake,

One: Was not quite up to date,

Two: Had lost some money

One: Or something?

Two: He ordered all the account books to be brought.

One: Scrupulously,

Two: Meticulously,

One: Painstakingly,

Two: He went

One: Checking,

Two: Double-checking,

One: Cross-checking,

Two: And finally

One: Cross-eyed.

Two: To his horror, the king discovered

One: That one servant

Two: Had been less than honest.

One: And had misappropriated

Two: Miss a what?

One: Misappropriated.

Two: Where does she fit in?

One: Where does who fit in?

Two: This Miss Appropriated.

One: It's not Miss Anybody. (*stressing each syllable*) Mis-a-pro-pri-a-ted. It means illegally borrowed.

Two: You mean stolen.

One: Yes.

Two: Then why didn't you say that in the first place?

One: Okay. The king discovered that one servant had stolen

Two: TWO HUNDRED THOUSAND POUNDS!

Skills



Creativity : Arts



One: The servant was summoned to the king
Two: And ordered to repay the money he had stolen
One: The servant had to admit that he could not pay back the money.
Two: "Very well",
One: Said the king,
Two: "You will be sold as a slave, and your wife and your children. (Pause) In fact everything you have will be sold to make good what you have taken from me."
One: "Your majesty",
Two: Replied the servant,
One: "I beg you, be patient with me and I will pay back every penny."
Two: The king felt sorry for the servant and forgave him the debt.
One: The whole debt?
Two: The *WHOLE* debt.
One: He didn't have to pay back anything
Two: Not a single penny.
One: Did he tell his friends how generously he had been treated?
Two: Did he show how grateful he was to be free of his debt?
One: Not this one.
Two: He went and found a fellow-servant who owed him a few pounds.
One: He grabbed hold of him
Two: And demanded his money.
One: The servant begged for time to pay.
Two: But the servant whom the king had let off wanted his money
One: So he had the debtor thrown into prison until he paid up.
Two: When the king heard what had happened,
One: He ordered the first servant to be brought to him.
Two: "You worthless slave. I let you off the whole debt simply because you asked me. You should also have shown mercy to your fellow-servant. If you will not forgive, then neither will I."
One: The servant was taken away to jail,
Two: And stayed locked up,
One: Until he had paid back
Two: Everything that he owed the king.

- After performing the sketch ask the young people what the purpose of the parable is.



Tips / Advice:

- The script need not be learned, it is intended to be read.
- The script can be changed to include more readers. The direct speech of the king and the servant need to be spoken by the same readers.

Activity 3 Come Down Zacchaeus



20 mins



4-6

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

Aim: To use drama to study the story of Jesus and Zacchaeus.

Equipment:

- Table
- Chair
- Notebooks
- Pencils
- Sign with "Zac's for Tax"
- Pair stepladders

Instructions:

Tell the group that this drama is about Zacchaeus' meeting with Jesus in Luke 19:2-8.

Cast: Zacchaeus, 1st Man, 2nd Man, Jesus.

Scene: Zacchaeus is seated at a table with notebooks and pencils. Large sign displaying "Zac's for Tax". Pair of stepladders nearby.

Zacchaeus: *(speaking to a queue offstage)* Now then, no pushing out there. You'll all get a chance to pay your taxes. Who's first? *(enter 1st man carrying a small bag of money)*

1st Man: Let's get it over with. How much?

Zacchaeus: Patience. We've got to get it right. It wouldn't do to let you pay too much, or too little. Now then, what's your occupation?

1st Man: Innkeeper.

Zacchaeus: Innkeeper eh. Business is good, I trust. Plenty of customers?

1st Man: One or two stay overnight. The rest are mostly sightseers.

Zacchaeus: Sightseers. To an inn?

1st Man: The stables actually, everybody wants to see the place where the three kings visited. We're in the Good Inn Guide, you know.

Zacchaeus: No I didn't. Must make a note of that *(writes)* Do you, er, charge these sightseers?

1st Man: Business is business, you understand.

Zacchaeus: Of course. And how long have you been open for sightseers.

1st Man: *(proudly)* Thirty years.

Zacchaeus: Really! Thirty years of sightseers at one shekel....

1st Man: *(showing off)* Two shekels.

Zacchaeus: *(gleefully)* Two shekels a head, that works out at, er, um *(writing it all down)*. No overheads, all clear profit. You owe 600 shekels for taxes.

1st Man: *(shocked)* 600 shekels. I haven't got that much.

Zacchaeus: How much have you got?

1st Man: 400 shekels.

Zacchaeus: That'll do. Hand it over. *(Man hands over cash and leaves)*. Next. *(enter 2nd man carrying a small bag of money)* And what do you do for a living?

Skills



Creativity : Arts

- 2nd Man:** I used to be a farmer but now I'm a carpenter.
- Zacchaeus:** Oh, good!
- 2nd Man:** Is that good?
- Zacchaeus:** Oh yes. It's very good. As a former farmer you come under paragraph 3 of subsection 4 of clause 8, AND section 9 of clause 10. So you are liable for land tax, ox tax and cart tax.
- 2nd Man:** But I don't have a cart.
- Zacchaeus:** Doesn't matter you still pay. Now where was I? Oh yes, carpenter. That's easy you come under the whole of section 7 (*consults his book*). So you pay house tax, roof tax, wood tax and tin tax.
- 2nd Man:** But I've not had much work for ages.
- Zacchaeus:** Why not, aren't you any good?
- 2nd Man:** The best. That's why I'm under exclusive contract to the Romans to build their crosses for them.
- Zacchaeus:** I expect you'll get some work soon, Still, since we're both working for the same outfit, I'm sure we can work something out.
- 2nd Man:** Thank you your worship. How much will I have to pay?
- Zacchaeus:** Not too much, I've nearly finished. For you, a special offer, 300 shekels.
- 2nd Man:** 300 shekels! Is that the best you can do?
- Zacchaeus:** That's my final offer. If you don't like it, you can always try somewhere else.
- 2nd Man:** No. It's not worth it. You tax collectors are all the same (*hands over cash and leaves*).
- Zacchaeus:** Next (*pause, louder*) Next (*pause*) Come along I haven't got all day. Funny, I'm sure there was a queue out there. I'll go and see (*climbs stepladder*) It's Jesus, the preacher from Galilee. (*enter Jesus*)
- Jesus:** (*firmly*) Zacchaeus, come down immediately. I want to talk to you.
- Zacchaeus:** Talk to me? (*comes down*)
- Jesus:** Yes. I want to come to your house for tea.
- Zacchaeus:** To my house? (*excited*) Jesus coming to MY house?
- Jesus:** That's right.
- Zacchaeus:** But I'm not
- Jesus:** Not what, Zacchaeus?
- Zacchaeus:** Not quite ready. I've got all these taxes to (*pause*) give back. Four times as much as I've collected. I'll pay it all back.
- Jesus:** And then you'll be ready?
- Zacchaeus:** Oh, yes! (*Jesus and Zacchaeus leave together*)

Discuss the story.

- How do you think Zacchaeus got himself ready to meet Jesus?
- What would we do if we knew we were to meet Jesus?
- People were surprised that Jesus went to the home of Zacchaeus. Why do you think Jesus went there?



STOP & THINK!

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

Mime & Drama

Ideas for Trips & Visits!

- Theatre
- Panto

Aim: To provide the opportunity for the group to develop their acting skills.

Activity 1 Drama Starters



20 mins



Any

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

Aim: To get the group relaxed and aware of their acting talents.

Equipment:

- Pictures of people

Instructions:

Select some of the following starters to get the group thinking about drama;

IMPROVISATION STARTERS

Give a pair one of the following scenarios. The actors should improvise their characters and play out the scene.

1. A teacher tells a young person that she is going to fail maths. The young person tries to convince the teacher that she will improve, and asks them not to put a U on their report.
2. A mother and son are shopping for school clothes. The mother does not think her child's attire is appropriate.
3. One friend tries to convince another that they have seen a UFO.
4. A young child is at the doctor's to get an injection. The child is very frightened and the doctor has to use various tactics to give the injection. The mother is very nervous.
5. A young person has to write an essay on (*pick an historical character*), but does not want to have to read a lot. They try to get a salesperson in a bookstore to tell them about the person without reading the books.
6. Two people are at an amusement park. One wants to ride the newest roller coaster in the park, but the other one is terrified. They try to convince the other not to ride without letting on that they are scared.
7. Babysitter tries to get a child to go to bed. The child will not fall asleep, because they are afraid of a monster.

PARK BENCH

One participant sits on a bench. The setting is a park, and the person on the bench has no character until the second participant enters. The second participant has decided who they are, and who the person sitting on the park bench is. For example, the person entering could decide, "The person on the bench is a famous author, and I am a great fan of their work." In this situation, the actor would recognise the person on the bench, react to seeing their favourite author in person, ask for an autograph, and tell the author about which books she likes best. The actor on the bench, meanwhile, has to adapt to the situation, developing their own character bit by bit. The improvisation ends when one actor exits, hopefully after everyone figures out whom they are.



PEOPLE PICTURES

- Participants spread themselves out in the room, so that each person has enough space.
- The leader passes out a picture to each participant, explaining, "DO NOT let anyone else see your picture. You have three minutes to look at the person in your picture and become them. Decide what kind of personality he or she has, how old they are, what kind of life they lead, etc. Try to create a "story" for this person, as well as a voice, mannerisms, attitude. All of your characters will attend a party at the end of the three minutes."
- The participants should not talk to one another before the three minutes are up. At the end of the three minutes, the participants hand in their pictures.
- As soon as they hand in the picture, they transform into their character. The leader should explain that they need to talk to the other characters, as if they are at a party. The participants should attempt to talk to everyone else, and try to remember things about the other characters. The party lasts five minutes.
- At the end of this time, the leader asks everyone to discard their characters and become themselves. The leader then shows the participants the pictures that were used, and asks the group to identify whose character matches with the picture.
- The group should discuss their reactions to their pictures, and to others' as well as how everyone developed their character.

Notes: Try to get a good assortment of people – all ages, races, levels of attractiveness, and don't put any famous faces in the bunch. The more interesting the setting and the appearance of the person, the more there is for the participants to use for inspiration. Remember, there are no wrong answers – but the participants should be able to answer "why" questions about the character and picture.

EYE-TO-EYE ARGUMENT

- In pairs, decide on a topic to argue about in the roles of parent and child (e.g. curfew, allowance).
- Argue for a minute or two, trying to maintain eye contact throughout the debate.
- Partners keep track of the number of times the other breaks eye contact.

FROZEN PICTURES

- Young people perform a scene and, at a critical point in the action or at the height of a dramatic moment, they are directed to "freeze," creating a still frame or "frozen picture".
- After an interval, actors are directed to resume action until the next "freeze" is called. Examples of scenes that lend themselves to the "frozen picture" activity might be a bank robbery, a roller coaster ride, beach volleyball, or a blind date.
- Then get the group to recreate a biblical scene, e.g. Jesus walking on water, Garden of Gethsemane, David and Goliath etc.
- Read out the story and get the group to discuss the different characters and how they might be feeling.
- Then tell the group to form a frozen picture.

NUCLEAR BOMB CHICKEN

- You can do this only once with a new group.
- Tell them they are all chickens in a henhouse, and a nuclear bomb is about to drop on the henhouse within 30 seconds.
- Ask the players to play the chickens as truthfully as possible, then give them the start signal.
- Any chicken that shows acknowledgement of the incoming bomb, fails the exercise. Chickens have no clue what a bomb is.
- The goal of the exercise is to show the difference between the reality of the player and the reality of the character.

SLOMO TAG

Play tag, but in slow motion. This is immensely entertaining if played well; players are not to escape the tagger by making a sudden movement, and the tagger cannot lash out to tag another player. Tell players to breathe, scream and groan in slow motion. You may want to have the players exercise walking in slow motion first, to make sure they are aware of how they (naturally) move, and learn how to stick with that in slow motion.

Activity 2 Writing a Drama



3 x 20 mins



3-6

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

Aim: To get young people creating their own drama.

Equipment:

- Props
- Video Camera
- 'Strictly Dragon Factor – Final Script' template
- 'Strictly Dragon Factor – Outline Script' template

Instructions:

- Give the group of young people an outline of the script and get them to improvise to add detail.
- Write down the lines that they add.
- You might like to use the 'Strictly Dragon Factor – Outline Script', which is based on Luke 6:37 and requires films to be recorded and played as part of the drama. However, you could write your own.
- In the first session plan the drama and through improvisation add lines to the script.
- In the second session do a dress rehearsal. In the third session record the drama.
- The drama could then be performed as part of a church service or display.
- Look at the 'Strictly Dragon Factor – Final Script', which is an example that some young people produced.



Tips / Advice:

Use www.dramatix.org for some good scripts if you just want to get the young people to perform a sketch. Try and get them to pick the topic or even get them to write one from scratch.



STOP & THINK!

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



Skills



Art

Ideas for Trips & Visits!

- Visit or create an art gallery

Aim: To give the young people the opportunity to express themselves through art.

Activity 1 Self Image Collage



20-30 mins



Any

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

Aim: To create a self-image collage which says something about the young person producing it.

Equipment:

- Large pieces of paper
- Glue
- Scissors
- Magazines
- Paints & paintbrushes
- Other items suitable to produce a collage

Instructions:

- Give everyone a piece of paper and the instructions that they are to create a collage that illustrates themselves. It can either be a self portrait or something that illustrates some aspect of their life or personality.
- Put on some music and give them some time and space in which to do this.
- You will be amazed by what is produced; some reveal things very personal to them, others deep feelings or longings.
- When done it is good to display the pictures and then get them to give a one minute presentation of what it represents. If people are scared to do this in a large group do it within smaller clusters.
- You can then build on what has been produced.



Tips / Advice:

- Make sure that there is enough room for the young people to have their own space whilst producing their collage.
- Ensure sensitivity when talking with the young people about their collage.



Activity 2 Angry Art



20-30 mins



Any

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

Aim: To allow the young people to deal with anger through art.

Equipment:

- Large boards – hardboard
- White matt emulsion
- Paintbrushes
- Paints – dark colours (black, browns, reds, dark purples etc.)
- Paints – light colours (yellows, whites etc.)

Instructions:

- Get some large boards and paint them white with matt emulsion – hardboard works well for this (the smooth side).
- Then have brushes and paint available, but choose colours such as blacks, browns, reds, dark purples etc. These are colours that express anger.
- Get the group to think about what always makes them angry then simply let them paint.
- When they have finished ask them to explain briefly what their paintings mean and why they chose the colours they did.
- Then talk about how they can control their anger and about letting go of things and then bring out other colours – yellows, whites, etc. These are all colours that are happier.
- Ask them to add these to their paintings to transform them from the dark oppressive pictures to something more hopeful.
- When they have finished display their paintings and talk about how letting go of the things that make them angry has a similar effect.
- It is good if you can photograph the first process so that they can see the difference.
- For some young people it is the first time they will open up about such things but the end result is not guaranteed.



Tips / Advice:

- Make sure that there is enough room for the young people to have their own space whilst producing their painting.
- Ensure sensitivity when talking with the young people about their painting.

Safety Issues / Risk Assessment:

Ensure that floor surfaces are covered in case of any spilt paint.

Activity 3 Art Gallery Display



20-30 mins



Any

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

Aim: To create a picture to be displayed in an art gallery setting.

Equipment:

- Large pieces of card
- Paintbrushes of varying sizes
- Paints – a wide variety of different colours will be required

Instructions

- This is an opportunity for the young people to create their own painting either by having a free choice or based on a set theme which could be agreed by the young people themselves.
- This activity is to allow freedom of expression.
- The completed paintings can then be displayed in an 'Art Gallery' setting and could be used as a fund raising opportunity depending on the quality of the finished products!



Tips / Advice:

- Make sure that there is enough room for the young people to have their own space whilst producing their painting.

Safety Issues / Risk Assessment:

Ensure that floor surfaces are covered in case of any spilt paint.



STOP & THINK!

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



Skills



Images for Worship

Aim: To produce suitable images for use in worship.

Activity 1 Determining What Images are Required



20-30 mins



Any

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

Aim: To determine what sort of image(s) are needed.

Equipment:

- Bible

Instructions:

- It is really important for the young people to talk through why they think images may enhance worship.
- The first point then is to decide the theme of the worship in order for the young people to think about what sort of image(s) they are going to produce.
- The verses of a Bible reading being used in the worship will help the young people to think about what sort of image(s) would be appropriate.
- A flipchart could be useful for the young people to mind map their ideas and then final choices can be decided upon.
- The method of producing the image(s) needs to be decided by the young people ready for the next activity.
- If a digital camera or laptop is required for the next activity make sure that they are made available and if some of the young people are able to bring either, then make sure they are given the date when they will be required.
- To help with some ideas then the website www.heartlight.org has a very wide selection of images based on Bible verses which are free to download.
- Produce a few for the young people to look at in readiness for the next activity.



Activity 2 Creating the Image(s)



30-40 mins



Any

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

Aim: To produce the image(s).

Equipment:

- Digital camera(s)
- Laptop(s)
- Pictures
- Appropriate items to be photographed

Instructions:

- Produce the list of ideas decided during the last activity.
- The method by which the image(s) are to be produced needs to be decided.
- The use of digital camera(s) will be useful. The young people could look around the premises to see if there is anything suitable to be included in a picture.
- The young people should be encouraged to use a number of different methods of producing an image, e.g. using items found in the church like a cross, suitable pictures that could form a backdrop with words then overlaid, setting up items to be photographed.
- A laptop could also be used to produce images using the programmes that are installed.
- A number of images should be prepared around the theme or Bible verse chosen so that it will give a wider choice for the young people to use.
- The final images chosen would need to be shared with the group / people leading the worship and then transferred to the laptop being used in the service.

Activity 3 Reviewing the Impact of the Images



20 mins



Any

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

Aim: To give the group the opportunity to review the images that were used in the worship.

Equipment:

- Laptop with the images

Instructions

- This last activity will give the young people the opportunity to review and evaluate the impact the images had in the worship.
- It will also be good for the leaders to explore with the young people any future opportunities there will be where images can be used to enhance worship or any other activity.

Digital Photography

Ideas for Trips & Visits!

- Photograph a city, area of outstanding natural beauty, etc.
- Visit a photo gallery
- Create your own gallery

Aim: To encourage young people to develop skills in the area of photography, to understand the various features and mechanisms of using a camera through activities and games.

Introduction:

Digital photography offers an easy way to store and edit images on a computer.

Activity 1 Practising with a Digital Camera



20-30 mins



6-12 depending on equipment available

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

Aim: To practise taking photographs.

Equipment:

- Digital Camera(s) with instruction manual(s)
- Batteries (including spares)
- PC / Laptop / Printer (optional)

Instructions:

- It is important that each person becomes familiar with the basic functions of a camera, and how to utilise such functions in order to take effective photographs. In this activity participants should be able to address the following:
 - Image Quality
 - Exposure
 - Focus
 - Zoom
 - Camera Flash
- If possible, try and split the members into groups of no more than 3 to 4, with each group having a digital camera. By referring to the 'tips and advice' below, groups should take a series of photographs of people or objects, seeing how editing the various functions of a camera can have significant results.
- The 'tips' section addresses some background information on each of the above headings. In addition, the handbook for the digital camera used should be referred to.
- You could download the photographs onto a PC or laptop for editing / printing.



! Tips / Advice:

- **Image quality:**

Most digital cameras allow you to reduce resolution or increase compression to get more images on to a memory card. However, both these will reduce quality. Unless you have a very small memory card, select the highest resolution pictures.

When it comes to how much resolution you need, it depends on how much detail you want to capture. More mega pixels means higher detail and this allows bigger enlargements or crops before the image starts to become pixelated.

- **Exposure:**

All digital cameras have an auto setting which calculates what it anticipates will be the most suitable exposure. Most devices get it about right, but mistakes happen. There will also be times when you want a darker or brighter result.

In these situations use the exposure compensation settings available on all but the most basic cameras. These allow you to deliberately over- or underexpose the image and are normally offered in a range described as -2EV to +2EV, in EV increments of a third. A setting of -1EV doubles the exposure making it brighter.

Deliberately underexposing an image can be an effective way of cutting through haze or bringing out a colourful sunset. Overexposing is also handy if your subject is dark and you can't or don't want to use a fill-in flash. Remember to set the exposure compensation back to zero afterwards.

- **Focus:**

Digital cameras have an auto focus mode but, as with auto exposure, this can go wrong. A common problem is where the subject in the foreground is out of focus, but the background is in sharp focus. It's clear that the camera has focused on the background by mistake.

You need to understand that most cameras will only focus on the spot in the middle of the frame. So if your subject is not bang in the middle you should first point your camera at it, and then lock the focus by pressing the shutter button halfway.

Next recompose the shot while keeping the button half-held and, finally, press it all the way to take the photo.

The first time you try this it's easy to press the button all the way and accidentally take the photo early. It takes practice to learn the right pressure, but at least a digital camera lets you delete the pictures that went wrong.

Focus-Locking is an invaluable technique, but it relies on the camera's auto focus system to be working in the first place. Under some conditions the auto focus won't work properly, e.g. at dark parties or through windows. In such cases you'll need to use manual focus, with a setting of 1-2m for people at parties and infinity when shooting through a window. If you're taking extreme close-ups activate your camera's macro mode, indicated by a small flower icon. Like exposure compensation, though, ensure you set your camera's auto focus mode afterwards.

- **Zoom:**

Most digital cameras are fitted with optical and digital zoom facilities. It's best to disable the digital zoom as it just crops the centre of the picture and enlarges it, thereby losing quality. The optical zoom uses lenses to get closer to a subject with no loss in quality, but zooming in and out also has other effects.

Shorter focal lengths have larger depths of field, so if you want the maximum in focus zoom out to the widest setting. Conversely, longer focal lengths have smaller depths of field, so if you want a portrait with a blurry background stand back and zoom in to the closest setting. Adjusting the lens in this way in combination with specific aperture settings will best control the depth of field.

Instead of just standing still and zooming in and out, try moving closer or further away from your subject to see how this changes the image.

- **Camera Flash:**

The key to using the flash is to understand its limitations. Built-in flashes are only effective over a distance of a few metres and, beyond this, have no effect at all. Unless your subject is within a few metres, you might as well switch off the flash. It's also a good idea to switch off the flash when shooting through windows to avoid reflection.

Flashes are useful in more than just darkened rooms, though. If you're taking a portrait outdoors during dusk, at dawn, in dim conditions or even on very bright days, forcing the flash to fire can really help illuminate the foreground subject. This is known as a fill-in flash and is essential when taking a picture of someone in a long exposure night scene.

Source: Tips and Tricks for Digital Photography <http://www.alexnolan.net/>

- Remember you can experiment with digital photo software. There are lots of things you can do to change your pictures once they've been taken.

Activity 2 'Where was it taken? What's going on?'



20-30 mins



No max.

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

Aim: For participants to utilise their camera skills in a game.

Equipment:

- Digital camera/s
- USB connection
- Laptop or PC

Instructions:

- Split members into groups of 2 to 4 people. Have each group (without being viewed by the other groups) take photographs of a series of 'close-up' objects (i.e. a plug socket, poster), and action photographs (i.e. running, throwing a ball).
- Download the photographs onto a Laptop or PC. The other groups need to determine either where the photograph was taken or identify the action that has been captured.

Activity 3 Create a BB Company Collage



30-45 mins



No max.

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

Aim: Create a photo collage of your BB evenings and other events.

Equipment:

For collage or wall display:

- Photographs
- Large sheet of paper
- Scissors/glue
- Felt pens

For computer presentation:

- Computer/Laptop
- Digital camera + USB connection
- Suitable programme PowerPoint or Windows Movie Maker (or similar)

Instructions:

- Over your weekly meetings, and at sports events, camps etc., take a series of photographs that illustrate the range of activities that your company does.
- After having the photographs developed / printed, young people can produce a wall display, collage or even a media file presentation on computer.



Tips / Advice:

- This can be used as a tool for encouraging new members to join the company.

Activity 4 Portrait vs Landscape



30-45 mins



No maximum depending
on amount of equipment

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

Equipment:

- Digital camera + USB connection
- Computer / laptop

Instructions:

- Get your young people to either take portrait pictures of each other or take landscape pictures at an appropriate location.
- Print off the pictures. This is best done at a photo shop or over the internet.



Resources:

Get your pictures off the internet it's cheap and easy. Try these sites:

- www.truprint.co.uk
- bonusprint.co.uk



STOP & THINK!

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

Video Production

Aim: To create a documentary.

Activity 1 Planning Your Documentary



40 mins + over 1-2 weeks



4-6

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

Aim: To get the group to identify a subject for their documentary and the tools they need to make it.

Equipment:

- Paper
- Pens

Instructions:

- Tell the group that their task is to produce a documentary. A topic could be given to the young people or they could come up with their own idea.
- Some examples could be:
 - Why come to BB?
 - What young people think about the BB? (Strengths, weaknesses, opportunities, threats.)
 - What's Church all about?
 - My Community
 - What's the meaning of life?
- Next, ask the group to define the purpose of their movie. What message do they hope to convey? Ask them to list ways (by mind mapping) that they can use their video to get this message across.
- Get the group to think about what they want to record, whether they want to ask anyone questions (interviewing), who they want to ask, and the composition of the video.
- The group should decide what roles different members of the group might take in the production of the documentary. Roles may include: a director, interviewer, interviewee, crowd control, background extras, etc.
- Get the group to create a storyboard, to show the different scenes in the documentary. For this provide the group with lots of A4 paper and pens.
- It may be a good idea to get the group to present their storyboard and ideas at this point, to ensure that the group is ready to record next week.



Tips / Advice:

- Allow the group appropriate time. It is always best to give deadlines and extend them if necessary rather than giving none.



Activity 2 Filming the Documentary



40 mins



4-6

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

Aim: To get the group to film the documentary.

Equipment:

- Video camera

Instructions:

- Now its time to use the video camera!
- Go through what the group previously agreed, the concept of the film and the different roles. Then get the group to start recording their documentary.
- Give the young people specific guidelines on where they are allowed to carry out the filming (ensuring a leader is always aware of the location of the group) and the time they have to complete the filming.
- Remind the group they should follow their story board.



Tips / Advice:

- Allow the group appropriate time. It is always best to give deadlines and extend them if necessary rather than giving none.

Safety Issues / Risk Assessment:

- Always be aware where the group is filming.
- A leader should accompany the group if filming outside of the premises.

Activity 3 Editing the Documentary



30 mins +



4-6

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

Aim: To edit the documentary so that it can be viewed.

Equipment:

- Computer
- Video Camera
- Connecting lead



Instructions:

- Now the filming has been completed, it's time to do some editing.
- Connect the video camera and download their documentary to a computer. There are lots of video editing utilities available, although 'Windows Movie Maker' is perfect for this project, and is free and installed on Microsoft Windows operating systems. Windows Movie Maker is very easy to use, and there are lots of tips in the help function built into this software.
- Don't forget to get the group to create a title scene and ending credits for the documentary.
- Once the video is finished why not show the film to the rest of the company at a display and/or to the church.



Resources:

- **iMovie Tutorial** <http://www.atomiclearning.com/freeimovie.shtml>
QuickTime tutorial that covers all aspects of iMovie including tips on working with sound and techniques for transitions and titles. Look here for the StoryBoard Pro software download.
- **Short Course in Digital Video** <http://www.shortcourses.com/video/>
Information on digital video equipment and how it works.
- **Freeplay Music** <http://www.freeplaymusic.com>
Thousands of free and royalty-free music clips to use as background music. Lengths range from 10 seconds to 2 minutes.
- **Pics for Learning** <http://www.pics4learning.com>
A large collection of copyright friendly images donated by young people, teachers, and amateur photographers.

**STOP & THINK!**

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

Skills



Drill

Ideas for Trips & Visits!

- Enter a competition
- Do a display item

Aim: To perform simple drill and plan a series of drill movements.

Introduction:

Drill is an activity which can involve small or large numbers of young people. Drill is an activity which young people may not have the opportunity to take part in outside The Boys' Brigade. Drill can help with discipline, self-control, teamwork, as well as smartness.

As a leader good drill is demanding and not easy, but for that very reason success is highly rewarding. To achieve a high standard in drill, the leader must develop appropriate qualities of leadership and the following will assist in this:

- Make drill interesting, by teaching in a progressive and attractive way.
- Never be unprepared.
- The leader must be smart to demonstrate this example to the young people.
- Introduce new elements, as there is real value in learning something new and different.
- Understanding, and helpful hints for the young people, especially those that find it more difficult.
- Be confident in the commands and instructions given.
- Give the young people a standard to aim for, perhaps entering a competition.

This topic is meant as an introduction to basic drill, and some different ways of improving techniques through games which involve drill movements. The Drill Manual contains a comprehensive guide to using drill in The Boys' Brigade and should be used if looking to go further than the resources available in these activities. The Drill Manual is available to purchase from BB Supplies.

Words of Command

Good drill is impossible unless clear and correct words of command are given. Although the leader should give commands clearly, there is no need to shout. A word of command is divided into 3 parts: Introduction (this tells the young people what they are about to do e.g. 'Turn About'), Caution (This gives warning to expect the final part e.g. 'About'), Executive (This tells the young people to act e.g. 'Turn'). Although there are some commands for which there is no need for an introduction, there must be a caution given (for example with words like 'halt' could use 'Squad Halt' or 'Company Halt'). Some words can become a caution in themselves such as 'For-ward' and 'Atten-shun'. More detail on the words of command can be found in the Drill Manual.



Activity 1 Introduction & Drill Basics



15-20 mins each week,
over a period of 3-4 weeks



Any number

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

Aim: To learn or revise basic drill positions and movements.

Equipment:

- Flip chart or OHP

Instructions:

The next steps provide the basic drill elements to start off with your young people. These are assuming they have not done drill before, but are ideal as a refresher as well.

Basic Elements (at the halt)

Command Movement

Stand at EASE: Feet should be 15cm apart, measured from heel to heel and turned outwards at an angle of thirty degrees; hands are placed behind the back with arms fully extended; the back of the right hand placed in the palm of the left; fingers straight and thumbs interlocked; head and eyes facing the front.

Attention: Heels together and in line, feet turned outwards at an angle of thirty degrees; arms straight by the sides; hands clenched; thumbs to the front and immediately behind the seams of the trousers; head and eyes facing the front.

When moving from Stand at Ease to Attention and Attention to Stand at Ease, the left foot only is moved.

Right TURN: Turn is made 90 degrees to the right on the right heel and sole of left foot; the left foot is brought up to the right foot to complete the turn.

Left TURN: As for Right Turn but the movement is performed on the left heel and right sole.

About TURN: As for Right Turn but continue the turn until facing the rear, i.e. turn 180 degrees.

The LEFT, RIGHT and ABOUT TURNS above can be practised 'By Numbers' where the first part of the movement is completed and held on '1' and the completion of the command on '2'. As an example 'Right Turn by Numbers – ONE' – Keep the body straight, a turn is made 90° to the right on the right heel and left toe, the left heel and the right toe being raised in doing so, and the arms being kept by the side. On completion of this preliminary movement the right foot must be flat on the ground, the left heel raised and both knees straight, the weight of the body on the right foot. On 'TWO' – The left heel is brought smartly up to the right foot, to resume the position of attention.

Basic Commands (on the march) that will be used are as follows:

Next, it is time to get the young people moving, and developing their marching skills. To do this form the group up in one line.

Command

By the Left, Quick
MARCH

Squad will retire,
About TURN

Movement

Squad moves off with left foot, marching (by the left indicates that dressing is by the left).

Squad about turns. The command is given on the left foot. A pace forward is taken with the right foot (check pace) and the turn (to the right) is completed in a time equal to four paces:-

1. The left instep is placed at right angles to the right foot (T).
2. The right foot is raised and turn to point in the new direction (L).
3. The left foot is placed alongside the right foot (V).
4. A further step marking time is taken with the right foot (CHECK).

Marching commences with the left foot.



Squad will move to the Left, Left **TURN**

Squad turns left. The command given on the left foot, a check pace is taken with the right foot and pivoting on the ball of the right foot a complete left turn is made. The left foot takes a full pace forward to complete the turn.

Squad will move to the Right, Right **TURN**

Squad turns right. As for Left Turn, except the command is given on the right foot and pivot on the left foot.

Change Direction Right, Right **WHEEL**

Squad wheels round to the right. (A wheel is a movement to turn a squad through 90 degrees by marching in a curve. The command is preceded by the instruction Change Direction.)

Change Direction Left, Left **WHEEL**

Squad wheels round to the left. (A wheel is a movement to turn a squad through 90 degrees by marching in a curve. The command is preceded by the instruction Change Direction.)

Squad **HALT**

Squad halts. Command is given on the right foot and a check pace taken with the left foot, and right foot brought up to the left foot.

Note: Always move off left foot first. The above movements are not shown in an illustration, but the text explanation should be suitable if the leader taking this has some basic experience of drill and or has access to the drill manual which contains illustrations of movements.

During this part complete the following sets of commands in sequence, moving on once the young people have learnt the commands (do not try to do too much at once, this could be introduced in parts over several weeks):

Squad Atten-SHUN,
By the left, Quick MARCH,
Squad HALT.

Squad Atten-Shun,
By the left, Quick MARCH,
Squad will retire, about TURN,
Squad HALT.

Squad Atten-Shun,
By the left, Quick MARCH,
Change direction Right, Right TURN,
Squad HALT.

Squad Atten-SHUN,
By the left, Quick MARCH,
Squad will move to the Left, Left TURN,
Squad will move to the Right, Right TURN,
Squad HALT.

It is very important that this is not rushed – take time to learn this over a period of time and get the young people to work on improving these movements before moving on any further.

Once completed the young people have then learnt the basic elements of drill at the halt and on the march. Remember further drill can be learnt from the Drill Manual. (IMPORTANT NOTE: This activity is to cover the very basics of drill for beginners, and does not go through in the detail that the drill manual does.)



Tips / Advice:

- The direction RIGHT and LEFT are the drill squad's right and left, not the Instructor's.
- Quick MARCH is at 120 paces per minute.
- Drill does not involve stamping, so this should be discouraged.
- When marching arms should be straight and fist clenched with thumb pointing down seams of trousers (avoid arms bending).
- Arms should be swung when marching, no higher than waist.
- Once the young people are more experienced why not look at entering a drill competition which may be run by your local battalion.



Resources:

The Boys' Brigade Drill Manual (available from BB Supplies).

Activity 2 Figure Marching



15-20 mins
over a period of 3-4 weeks



Any number

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

Aim: To introduce young people to Figure Marching.

Equipment:

- Music (if desired)

Instructions:

Figure marching can be great fun and you can be very adventurous with it. Traditionally this has been a Junior Section activity, but there is no reason it cannot be done at Company Section level. The Figure Marching Handbook has lots of ideas, plus you can create your own movements. The young people should be familiar with the basics of drill before doing figure marching.



Resources:

Figure Marching Handbook (available from BB Supplies).

Activity 3 Mirror Drill



15-20 mins
over a period of 3-4 weeks



Any number

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

Aim: To introduce drill in a different style.

Instructions:

- This activity could add something a bit different for the young people to try. There are a variety of different ways in which mirror drill can be done.
- Mirror drill uses all the same movements from the Drill manual, but instead of having one squad, there are 2 or more. These squads mirror what each other are doing, this can be achieved by each squad responding to a command in a different way, e.g. If 2 squads are formed and both squads are marching up the hall side by side, then the command is given 'Squads Left and Right Turn', one squad would turn out to the right and one to the left, marching away from each other they would then be marching to the side of the hall. The command 'Squad will Retire, about turn' is given and the squads will be marching back towards each other, then the command 'Squads Left and Right Turn' is given to bring them back into the centre of the hall marching up the hall again side by side.
- Mirror drill can be fairly simple or fairly complex, but makes drill much more interesting for the young people. As there are now 2 squads, a competitive element could be put on it for smartness and deportment (carrying out the commands correctly). Mirror drill could be done with 4 young people or 50 young people dependent upon space and the number of young people.
- Come up with a set of movements to try with the young people, or as an activity the young people could come up with a set of movements.
- Mirror drill is an ideal item for a Company Display or Presentation evening.



Tips / Advice:

It is important to keep it simple to start with and build on as the young people progress.



Resources:

The Boys' Brigade Drill Book (available from BB Supplies).

Family Tree

Aim: To give young people an introduction to tracing their family history.

Activity 1 First Steps



20 mins



1-4

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

Aim: To collate oral family facts.

Equipment:

- 'Researching Your Family Tree' template

Instructions:

Give the following instructions to the young people:

- Using the 'Researching Your Family Tree' template, write down everything known about yourself and your family! Focus on full names, dates of birth, marriage and death, and where these events occurred – geography will play an important part in your research as you attempt to locate relatives who may not be familiar to you.
- Next, it's time to talk to the family. Start with parents, uncles and aunts and then work back a generation if you can. The aim is always to find out names, dates and places, and you should be able to compile a fair amount of information about your grandparents' grandparents, people you are unlikely to have met. You may find some of your relatives are reluctant to talk about aspects of their lives, and this is when you have to remember that there are some things that will be off limits.
- An important part of the research process will be to verify what you have heard. Dates and events can often get muddled with the passing of time. For example, Uncle Jack Smith may well have been born Michael John Smith; and non-relatives are often accorded 'uncle' or 'aunt' status, so be prepared to do a bit of pruning of your family tree.



Tips / Advice:

- Allow young people to take a copy of the template home. This will act as an aid for building the foundations of their Family Tree.

Activity 2 Look for Physical Clues



20 mins



1-4

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

Aim: To research physical objects and data.



Instructions:

Give the following instructions to the young people:

- Once you have obtained as much oral history about your family as you can, it's time to widen the search to include physical objects. You will be amazed at the amount of documentation you can uncover simply by asking if you can look through drawers, boxes and files (one person's 'rubbish' is another's treasure trove!). In particular, keep an eye out for personal documents, e.g. certificates of birth, marriage and death, wills, employment records, pension payments, military service papers and other miscellanea. These items will allow you to piece together the outline of your ancestors' lives, as well as provide clues as to what they did and where they did it!
- Birth and death certificates are particularly important, as they are essentially the 'building blocks' of your family tree. Since 1837, every birth, marriage and death has to be registered, although many people didn't bother until the law was tightened up in 1875, and a copy of each certificate was handed to the informant. This means that all your ancestors who were born, married and died would have generated this paperwork, and the documents are often retained in families, alongside other official papers such as wills. These are particularly poignant, as they reveal what your ancestors' last wishes were, how their possessions were to be distributed and who their closest friends and family were.
- Photographs can also hold vital clues. If they exist, it is worth talking to your relatives to see if they can name any of the people, and make sure you then note down who the people are either on the back of a copy in pencil, or by photocopying or scanning the photo into your computer and labelling it. Letters are another incredibly personal source of information, so be tactful when asking about family correspondence. Keep an eye out for other objects of interest – family heirlooms such as bibles often have entire family trees inscribed inside the cover. All of these items are part of your personal heritage, and will have their own story to tell about their former owners.

Activity 3 Organise the Data

30 mins



1-4

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

Aim: To create a family tree record.

Instructions:

Give the following instructions to the young people:

- Once you have gathered together as much information as you can, it's time to arrange it into a family tree. Essentially, this is a map of your roots, a diagram that shows at a glance how your family are related to one another. Start with a large, blank sheet of paper and write your name, including all relevant biographical details, such as date of birth. Above you go the names and relevant dates of your parents, and above them, your grandparents. As you work up the tree, you are going back in time, generation by generation, and doubling the number of direct ancestors you find. Therefore you have four grandparents, eight great-grandparents, sixteen great-great grandparents, and so on. You may be surprised how little information you know about some of these people, and may simply know a name and possibly a date of death (marked 'd'). This is the whole point of drawing up a family tree, as it makes you realise where the gaps in your knowledge lie, and this will help you to develop a research plan.
- It is important to keep an accurate master copy of your family tree, on which you update all research results at the end of each trip to the archives, library or online search. Date the tree each time you amend it, and keep previous copies, just in case you make a mistake in your research – that way you can go back to an accurate version and start again. It's also useful to make copies of sections of your family tree to take with you when you venture on a research trip – it's easy to get confused when you start working in archives for the first time, or even to look at the wrong family, so your family tree can help focus your mind on the task in hand.

Activity 4 Develop a Research Strategy



20 mins



1-4

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

Aim: To start to find the missing information.

Instructions:

Give the following instructions to the young people:

- It's up to you to decide what you do next, but most people concentrate on filling some of the gaps in their family tree. First, though, it is always sensible to double check the information you've already been given, so you should ensure that all the names, dates and places are correct by checking the information against official records – particularly the indexes to birth, marriage and death certificates.
- Many of these can be found online at websites such as www.findmypast.com or www.ancestry.co.uk, though you can usually find copies at your nearest county archive, local studies centre or at the Family Records Centre, London. The next step is to work back in time and use the information contained in certificates and census returns (1841-1901) to discover new and previously unknown relatives. However, this is not the only way to proceed; you may have heard an interesting story about a particular ancestor, or want to concentrate on only a couple of people in more detail. This may mean a trip to a more specialist archive or institution. Either way, both routes will keep you busy and you will soon see why family history is so addictive!

Tips / Advice:

- There are plenty of ways to get assistance with researching a family tree. For a start, there are numerous books, magazines and trade journals in circulation that offer advice and practical tips about all aspects of family history. Most can be bought in major bookstores and newsagents. You can also access the research library of the Society of Genealogists in London, where you may even discover that someone has already done some research on a branch of your family!
- Finally, many archives provide lists of independent researchers, who can save you time and money by undertaking specialist research for a fee. This is particularly useful if the collections are hard to understand, or are a long way from where you live.

Resources:

- **The National Archives** <http://www.nationalarchives.gov.uk/>
- **Find My Past** <http://www.findmypast.com/>
- **Ancestry.co.uk** <http://www.ancestry.co.uk/>
- **The Family Records Centre** <http://www.familyrecords.gov.uk/>
- **1901 Census online** www.census.pro.gov.uk
- **British Genealogy** www.british-genealogy.com
- **Commonwealth War Graves Commission** www.cwgc.org



STOP & THINK!

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

Skills



Interests : Enthusiast

Skills



Film Review

Ideas for Trips & Visits!

- Cinema
- DVD night

Aim: To develop the skills needed for the young people to undertake a film review.

Activity 1 Picking a Suitable Film to Review



20-30 mins



Any

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

Aim: To choose which film is to be reviewed.

Equipment:

- List of latest films being shown in the local cinemas
- Or a list of films on DVD

Instructions:

- This first activity is to determine which film is to be watched and then reviewed. It is really important that the film chosen is of the right age rating for the young people undertaking the review so leaders will need to ensure that this is acceptable.
- If the chosen film is to be watched at the local cinema then showing times of the film, the price and how to get to the cinema plus which leaders are available must be decided upon.
- If you are going to watch a DVD on your meeting night then make sure that forward planning is undertaken. The length of the film will also need to be noted.
- There is also a need to give some indication of what the young people should be looking for in a film. Below are some ideas:
 - Who were the main characters and how did they portray their role?
 - What was the storyline?
 - Did the film 'flow' in its content?
 - Relationships between characters, e.g. racism, jealousy, anger, etc.



Tips / Advice:

- Make sure that parents are informed if you are going to a cinema and what film is being watched and for what reason.

Safety Issues / Risk Assessment:

Make sure that there are enough leaders for the number of young people going to the cinema.



Activity 2 Watching the Film



90-120 mins



Any

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

Aim: To watch the chosen film.

Equipment:

If you are watching a DVD on your meeting premises:-

- DVD Player & Television
- or
- DVD Player, LCD Projector, Speakers and Projector Screen
- Pen
- Paper

Instructions:

- Watch the chosen film either at the cinema or at your meeting premises.
- It may be useful to provide the young people with a pen and paper to enable them to make notes.



Tips / Advice:

- If you are watching a film on your meeting night you could provide some popcorn, sweets, drinks etc.

Activity 3 Reviewing the Film



20-30 mins



Any

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

Aim: To share the young people's reviews of the chosen film.

Instructions:

- This activity is to share what the young people thought of the film. Notes could have been made by the young people before this and those notes shared, or you could have a discussion with the group to find out their collective views.
- Some sample questions that could help with reviewing the film could be:
 - Who were the main characters and how did they portray their role?
 - What was the central focus of the story?
 - Did the film 'flow' in its content?
 - What was the best part of the film?
 - What was the worst part of the film?
 - Was there any part of the film they did not understand?
 - Would you recommend the film to other young people to watch and why?



Tips / Advice:

- Give examples of a film critic's review from a local newspaper so young people can see the style.

Band

Ideas for Trips & Visits!

- Marching band show/performance
- Concert

Aim: To teach young people how to play an instrument and be part of a band.

Introduction:

These areas of work (bugling, piping, drumming, B^b flute, musicianship) fall outside the format in which other topics are presented. For a young person to become proficient it is anticipated that this is an ongoing process and there is a progression of skills and ability.

Each of the topics has been split into four levels of activity. These could reflect the four years of the Discover programme, but young people will naturally differ in their rate of progress.

As explained within the Award Zone of the Programme Pack, points towards a badge correlate to time spent on the activity. No more than 4 activity points can be awarded for any one topic.

All of the topics on bandwork can be found on the CD accompanying this programme pack.

The topics include:

- Bugling / Brass Instruments / E^b Trumpet – Practical
- Bass & Tenor Drum – Practical
- Snare Drum – Practical
- Drum – Theory
- Bagpipe – Practical
- Bagpipe – Theory
- B^b Flute – Practical
- B^b Flute – Theory
- Band Music



Skills



Circus Skills

Aim: To introduce the group to different circus skills and give them opportunities to practise and perform them.

Ideas for Trips & Visits!

- Circus
- Invite a clown to teach some circus skills
- Do a fundraising charity concert

Activity 1 Devilstick



25-30 mins



Any with adequate supervision

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

Aim: To introduce the devilstick and teach the basic horizontal and vertical control skills and also some additional tricks.

Introduction:

The name 'devil' has nothing to do with the devil. Probably the origin of the devilstick is situated in China. In the course of time the English name has been established from the original meaning for hitting the stick back and forth. The devilstick was probably brought back from China to the west in the beginning of the 19th century. Using written documents it has been proved that the devilstick is more than 200 years old but it is thought that it existed long before. As the Europeans brought the stick to the west they changed the name from the original meaning for playing the stick back and forth (greek: diabolos) to the English word 'devilstick'.

Equipment:

- Devilstick (also known as Flowerstick / Lunastix / Spinstix)
- Control Handsticks (usually included in the cost of the above item)

Instructions:

- Hand out a pair of control handsticks and a devilstick/flowerstick to each young person.
- Tell the young people to place the handsticks on the ground, balance the devilstick horizontally on top of their handsticks and then lift them up. We are going to learn some horizontal tricks with the devilstick before learning the slightly more difficult vertical tricks!
- The handsticks should be as far apart as possible to allow for stability (although obviously not too far apart or else the devilstick will just fall to the ground!).

SOME HORIZONTAL TRICKS

- 1) Arm Roll – Lift your arms up slightly, and the devilstick should roll up your arms towards your chin. You could then trap it under your chin, then release and let it roll back down your arms which you have lowered this time. Make sure you decrease the rolling speed on the way down, otherwise the devilstick will keep going and fall off the end of the sticks!
- 2) Throw – Throw the devilstick straight up in the air, not too high. As you are about to catch the devilstick, bring your handsticks down a little to absorb the impact.
- 3) A 180 Degree Spin – Now as you repeat your throw (previous trick), lift one arm slightly higher than the other so that the devilstick will turn 180 degrees in the air. Repeat this trick but in the opposite direction (if you did clockwise, now do anti-clockwise). It is important to learn all tricks with both hands so that you don't develop a one-sided looking performance!



- 4) A 360 Degree Spin – same as 180 spin, except you need to throw the devilstick either a bit higher with the same amount of energy as before, or lift your arm slightly higher as you release (so you will either have a slow turning high 360 degree pattern or a low and fast pattern). You could also attempt a 720 degree throw if the ceiling is high enough!
- 5) Cross Arms – Throw devilstick straight up in the air, and switch your arms over so that you catch the devilstick with your arms at opposite sides. Not as easy as it sounds!
- 6) Roll Onto Handsticks – When your devilstick inevitably falls onto the ground, instead of just picking it up and placing it on the sticks, place your handsticks on top of the devilstick, and roll the devilstick as quickly as you can towards yourself. Quickly insert your handsticks underneath and the devilstick should now roll on top! This may not work as efficiently with a flowerstick as the tassles tend not to allow much rolling to occur!
- 7) Pirouette – Throw devilstick straight up in the air, do a 360 degree pirouette (spin yourself) and then catch the devilstick.
- 8) Kickup – Throw the devilstick (just a little throw), then move your handsticks out of the way so that you can kick it back up in the air, and then catch it. If your kick is exactly on the centre of the devilstick, then it will go straight up in the air, and if your kick is slightly to one side, then it will make the devilstick do a turn (such as 180 degrees).

SOME VERTICAL TRICKS:

These are harder to learn than the horizontal tricks, but worth persevering with if you have some time to spare at the end of your session.

Kneel with the devilstick standing upright. Using just your hands, toss it back and forth so that the bottom end of the devil stick does not leave the floor. Now use the handsticks in place of your hands. Catch the devil stick on your handstick 3 quarters of the way up and throw it to the other handstick (while still keeping the bottom of the stick firmly on the ground). You should be allowing the devil stick to rest gently on each handstick, like you are throwing and catching the devilstick, rather than hitting it back and forth.

Gradually see if you can get the devilstick to lift a little off the ground, by giving some upward push also. It takes a lot of practice, and you may find that after a few throws, the stick gets out of control:

- If your handsticks are in a V shape, with the wide end nearest you, then the devilstick will come towards you.
- If your handsticks are in a V shape, with the wide end furthest away, then the devilstick will head away from you.

When you notice that the stick is out of control, make sure that your handsticks are parallel to one another and horizontal. You should now be able to start from a kneeling position, and slowly stand up whilst tapping the devilstick. Try to keep the movement slow and even. If the pattern becomes fast, this could be because the handsticks are too close to each other.

When you can achieve a smooth tapping motion of the devil stick from handstick to handstick, this is known as a steady rhythm or "tick-tock". When you can tick-tock smoothly, you are ready to try some more tricks!

SOME VERTICAL DEVILSTICK TRICKS

- 1) Spins allow you some time when the devilstick is in the air. This time can be used for a number of more advanced moves. Spins are very easy to do though!

SINGLE SPIN: Get a steady rhythm going and then push and lift a little harder with one handstick to make the stick do a half turn.

DOUBLE SPIN: You require a bit more force than for a single spin (experiment until you get the right amount)! The stick should do a complete 360 degree turn, before it lands at your other handstick.

- 2) Juggling – if participants can already juggle clubs, then they should be able to attempt juggling two control handsticks and a devilstick.
- 3) Balance – Balance the stick upright on a handstick, then try to spin it over and catch it once again in the upright position!



! Tips / Advice:

- Horizontal tricks are much easier than the vertical tricks. By beginning with teaching the horizontal tricks, you can build up some confidence in the participants before they move on to the vertical tricks.
- Make sure that the leader can demonstrate each trick in front of the young people before they are given a try. It is vital that the young people can see what they are meant to be attempting rather than just have it verbally explained to them!
- Silicon Handsticks can be used for scarf twirling and toothbrush twirling (see the Toothbrush Twirling Circus Skills activity for more details).
- Lending a devilstick and control sticks to each young person would enable them to put in a lot of practice in order to fully master using this prop.

Safety Issues / Risk Assessment:

Bruising if hit by the devilstick. SOLUTION: You are only going to get hurt by doing high throws, or abusing equipment. Equipment is only given out after it has been demonstrated and an eye is kept on people using this equipment.

Resources:

- You can purchase devilsticks online at www.jugglingworld.biz/ (UK only). A bulk buy discount can be arranged!
- More devilstick tricks can be found online at www.jugglingworld.biz/tricks/
- You can find out more about the benefits of juggling / circus skills by visiting www.jugglingworld.biz/performances/

Activity 2 Plate Spinning



25-30 mins



Any with adequate supervision

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

Aim: To learn how to plate spin and learn a few simple tricks.

Equipment:

- Spinning plate
- Plastic spinning plate stick

Instructions:

- Spinning plates have a large rim on the underside. You will also see that the underside slopes towards the centre.
- There are 2 good techniques for learning to spin a plate. One is very simple and enables all participants to spin a plate quite quickly and thus enables them to attempt various tricks. This will be taught first. If there is time, then the other method can also be taught. It allows for a much faster spin, although the technique is much harder and usually requires 5-15 minutes (or even more) of practice. Some people won't be able to plate spin using this latter technique so don't worry too much if they don't get it!
- Be aware that using the simple method to spin plates doesn't keep them spinning for much time. When the plate starts slowing down, give it another spin as attempting tricks with a slow (or non) spinning plate is very difficult indeed!

PLATE SPINNING – SIMPLE METHOD

Ask participants to hold their stick near the bottom end. They should then place the centre of the spinning plate on top of the stick and let go with their hand. The plate should now be balanced and ready to be spun. Ask the participants to make their hands into a spider shape (so that the fingers are all dangling down) and then rest the fingers and thumb on top of the plate and just give a little spin. On subsequent attempts, they can try giving a much faster spin, but beware that if they try to give the plate the fastest spin they can, it will just fly off, so there will be an optimum level of spin that each participant needs to find.

Once each participant can spin a plate, they are then ready to try the following tricks:

- 1) Throw and Catch – Do not throw the plate too high! A simple low throw will be adequate. When the plate is about to land on the stick, bring the stick down a little to absorb the impact.
- 2) Under the Leg – Pass the stick under the leg to your other hand. It is usually easier to grip the stick nearer the top end so that you don't have to raise your leg really high!
- 3) Spin Plate on Finger – You can replace the stick with your finger. Just slowly move your forefinger up the stick and then when it reaches the top, substitute your finger for the stick and bring the stick away cleanly.
- 4) Go for Numbers – Once you have got one plate spinning, ask a friend to pass you some more plates. You will have to experiment with the best way to hold the sticks once you have more than one plate and sticks in each hand!
- 5) Curls – While spinning a plate on a stick, curl it under your arm (it may be easier to hold the stick near the middle or top to achieve this if you have shorter arms). You can then pass it behind the back to your other hand, and finally curl the plate under your other arm. It is important to do this as quickly as possible before the plate stops spinning, but not too quickly otherwise the plate will fall off the stick!
- 6) A Grand Finish! With the plate spinning on the stick, give a little push straight up in the air and let go of the stick. You should be able to catch the stick in one hand and the plate in the other and go straight into taking a bow (and hopefully get a round of applause!)
- 7) Combining other Skills – If you have developed some other circus skills (such as riding a unicycle, pedal go, fun wheel, or juggling 2 balls/rings/clubs in one hand, then this can be combined with plate spinning).

PLATE SPINNING – THE MORE DIFFICULT METHOD

This method is more difficult, but it makes the plate spin for far longer and thus makes all the tricks listed above far easier to accomplish! This method takes quite a bit of time to learn, but if you have time at the end of your session above, then it's worth attempting...

- 1) Hang the plate on the stick (like putting a jacket on a hook) so that the tip of the stick is resting against the rim of the plate.
- 2) Slowly draw some tiny circles in the air to get the plate starting to spin. This motion should only involve your hand and wrist and your arm should not be moving in a circle.
- 3) Now twirl the stick faster and faster while increasing the size of the circles you are drawing in the air, until the circle is as big as the rim of the plate. When the plate looks as if it is horizontal (e.g. it is not dangling vertically but it looks horizontal on top of the stick) then just stop spinning. The plate will gravitate to the middle of the stick as the underside is sloped to allow this to happen!

Make sure that the stick is pointing straight up in the air the whole time.

If you find that your arm is moving in a circular motion, then grip it and hold it still with your spare hand so that it is only your wrist that is doing the spinning.

SOME ADDITIONAL TRICKS USING THE DIFFICULT METHOD OF SPINNING:

Because you now no longer require two hands to spin a plate (one to hold the stick and one to spin a plate) you are now free to pass your spinning plate (either directly across, or under the leg, or curling under arm and behind back) so that it ends up in your other hand, at which point you can start spinning another plate using your good hand once again.

- 1) You could then spin some more plates and keep feeding them across to your weaker hand. You will have to experiment with the way you hold the spinning plate sticks and the angle they are held at, but it is quite possible to hold 4 spinning plates in one hand.



- 2) Your throws can be a bit higher now. You could also hold the stick halfway up, but with your hand twisted so that as soon as you throw the plate, you turn the stick round the other way and catch the plate on the opposite end of the stick. Experiment with finding a grip that is comfortable for you to do this trick.
- 3) Try learning to plate spin using your weaker hand. You know the technique now, so go on, give it a try!



Tips / Advice:

- Make sure that the leader(s) in charge of this activity can plate spin and do at least a couple of the tricks mentioned. It is important and most helpful that the young people see what they are about to try for themselves.
- Make sure that all participants can spin a plate before moving on to teach tricks, otherwise you are leaving some participants behind and they will feel excluded. If you have more than one leader, then it would be OK to give a bit of one-on-one tuition while the rest of the group moves on.
- Lending a spinning plate and stick to each young person would help them to practise at home and really improve their skills.

Safety Issues / Risk Assessment:

- It is possible for young people to poke themselves or others with the sticks, or fall while running. The worst case would be for them to fall on their own stick stabbing themselves. This is very unlikely. SOLUTION: Plastic sticks are best when teaching young people to spin plates. Wooden sticks may be used once a person has shown an aptitude for plate spinning and can be trusted. Most people find wooden sticks easier to use, but safety comes first!
- Young people could use the spinning plate sticks as a weapon or as frisbees. As long as discipline is maintained, the likelihood of injury is very low.
- Do not use real plates!



Resources:

- You can purchase spinning plates online at www.jugglingworld.biz/ (UK Only) – go to Spinning Plates page. A bulk buy discount can be arranged!
- Plate spinning tricks can be found online at www.jugglingworld.biz/tricks/
- You can find out more about the benefits of juggling / circus skills by visiting www.jugglingworld.biz/performances/

Activity 3 Toothbrush Twirling



20 mins



Any with adequate supervision

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

Aim: To learn the art of toothbrush twirling!

Equipment:

- Toothbrushes (a toothbrush with a slightly bendy head is better than a straight one!)
- Silicon Coated handsticks

The silicon coated handsticks are ideal for this task. They are usually supplied as a pair with a devilstick. If you do not wish to purchase these sticks, then you could try using any other sticks you can think of (plate spinning sticks, garden canes etc.).

Instructions:

Make sure that the leader(s) in charge of this activity can toothbrush twirl and are able to demonstrate each of the tricks. It is important and most helpful that the young people see what they are about to try for themselves. Spend some time making sure that everyone can spin one toothbrush on a stick before you move on to demonstrating all of the other tricks, as this is the basis for every subsequent trick attempted.

Before handing out the equipment, demonstrate how to toothbrush twirl. The idea is to move your stick or finger in little circles so that the toothbrush rotates under the finger and then over the top of the finger.

If you find that the toothbrush just flies away as soon as you start, then it is possible that you are trying to spin the toothbrush in the wrong direction. If you are having problems, then either change the direction you are spinning the toothbrush, OR change the side on which the toothbrush hangs (so that it is facing the other direction). Do not change both the side and the direction or else you will have the same problem again! The idea is for the toothbrush to stay touching the stick at all times, so only one direction can possibly work.

Hand out one toothbrush and one stick to each participant. Ask them to balance the toothbrush near the end of the stick (furthest away from them) so that the toothbrush head balances on top of the stick and the rest of the toothbrush is just dangling.

Once you have succeeded in spinning one toothbrush, the following tricks can be demonstrated and then tried out:

- 1) Use your weaker hand. (if you have been learning using your right hand, then switch to your left and vice versa!)
- 2) Use both hands. Try spinning toothbrushes on sticks in each hand at the same time.
- 3) Try spinning multiple toothbrushes on one or two sticks. This is nearly just as easy as spinning one toothbrush. Do not get discouraged if one or two toothbrushes fly off, as you will probably still have a few on your stick still spinning which is still very impressive! See how many you can do.
- 4) Pass stick from hand to hand while keeping the toothbrush spinning. Quite tricky – but just needs some practice and a quick changeover!
- 5) Behind the Back – just pretend to spin it as no-one can see what you are doing!
- 6) Catching the toothbrushes – when you stop spinning, the toothbrushes will fall to the ground. You could instead try and stop spinning, then catch all of the toothbrushes!
- 7) If you have spinning plates then you can spin a plate on a stick then pass it on to a toothbrush (the non-bristle end!) A good combination trick and it looks quite silly!
- 8) Marching: You can try and accomplish a marching routine with participants spinning their toothbrushes on their stick at the same time. Alternatively, they can pretend to be a plane with a stick in each hand serving as propellers.
- 9) Spin on finger – It is possible to spin the toothbrush on your finger. Not as easy as with a stick. Either the forefinger or pinkie are the best fingers to use.

If anyone is really struggling with toothbrush twirling, you can join two toothbrushes together by interlocking the bristles, and this acts like a stabiliser!

! Tips / Advice:

- If you hand out equipment before explaining how to toothbrush twirl, it will be very hard to keep your classes attention. They will either start trying to toothbrush twirl while you are speaking, or the room will be filled with sounds of toothbrushes dropping, and participants exclaiming "I can't do this, it's impossible"!
- Let the participants' imaginations run wild with toothbrush twirling! They can probably think of some more tricks that aren't listed above.
- If you lay your handstick on the floor, you can place the toothbrushes onto the stick ready to be lifted. This can be a lot easier than trying to load your stick with toothbrushes while holding the stick in one hand! Alternatively the participants can group together to help each other out.



- You could have a competition to see who can spin the most toothbrushes on one or two handsticks.
- You will have many participants saying that they cannot toothbrush twirl. You just need to watch exactly what they are doing and correct them as the problem will ALWAYS be that they are spinning the handstick in the wrong circular direction or that they have swapped the toothbrush to the other side AND changed direction of spin instead of changing just one!

Safety Issues / Risk Assessment:

Toothbrush could fly off the stick and hit someone. This is unlikely to cause an injury as the toothbrush would have to be moving particularly slowly to be able to fall off the stick! SOLUTION: Ask every participant to find a big space all to themselves when practising.



Resources:

- You can purchase toothbrushes from any Chemist or supermarket, but the best idea is to visit some 99p / Poundland type stores as they will usually have special deals such as 12 toothbrushes for £1. You will need more than one toothbrush per participant as it doesn't take long for them to master spinning just one toothbrush!
- You can purchase silicon devilstick handsticks (in pairs) online at www.jugglingworld.biz/shop.html (UK only).
- Bowl of water and towel may also be used. Water increases friction and may help people to spin the toothbrush on their finger (don't put water on a silicon stick though!) Towel is just useful for making sure there isn't dampness on the floor!
- Toothbrush twirling tricks can be found online at www.jugglingworld.biz/tricks/
- You can find out more about the benefits of juggling / circus skills by visiting www.jugglingworld.biz/performances/



STOP & THINK!

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

Skills



Juggling Skills

Aim: To learn the skills of juggling and practise some tricks.

Activity 1 Juggling 3 Scarves



25 mins



Any with adequate supervision

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

Aim: To become a scarf juggler.

Equipment:

- 3 Juggling scarves (1 set) for each participant. These can be small scarves (a bit faster in the air) or large scarves (a bit slower in the air)

There are 2 sizes of scarves to consider:

- 1) small scarves (a bit faster in the air)
- 2) large scarves (a bit slower in the air)

Instructions:

- Make sure that the leader in charge of this activity can scarf juggle! It is important that the young people can see the pattern.
- Make sure that each participant has 3 scarves in front of them and can clearly see and hear the person who is instructing this session.
- Inform the young people that they are going to learn to scarf juggle today. Let them know that it isn't as difficult as it looks, and that all they need is to be able to catch 9 times in order to call themselves a juggler!
- Demonstrate the juggling pattern below. Keep juggling. It may be helpful to shout out the colour of the scarf you are throwing, as the participants will see that they follow the same pattern (e.g. red, yellow, blue, red, yellow, blue etc.). Ask the participants to study the pattern, and then close their eyes and try to visualise the pattern.
- Ask the young people to hold one scarf by the end, and this scarf should be in their dominant hand. The other 2 scarves should be on the floor in front of them.

Scarves are a far slower way to learn some patterns, such as the basic cascade. Because the scarves float gently in the air, you have more time to put your hands in the right place to catch them. First trick to learn is the 3 scarf cascade, which you will see written out move by move below:

1. Scarf: Hold the scarf in the centre. Lift your arm as high as you can across your body, and toss the scarf with the palm of your hand facing outwards (like you are waving goodbye to someone)! Reach high up with your other hand and catch the scarf as you bring your hand down (this is called clawing). You are now ready to repeat the above moves and throw back to the first hand! Practise this for a minute or two until it seems natural and graceful before moving on to two scarves. Try to make each throw to the same height (peak).
2. Scarf Exchange: Hold a scarf in each hand. Throw a scarf from your dominant hand. When it reaches its peak (as high as it is going to go), then throw the second scarf. The throws and catches should follow a nice rhythm (throw, throw, catch, catch). Do not throw or catch both scarves at the same time! Practising the "exchange" to some music may help you to space out the throws so they all happen in time with the music. Remember to practise starting from your weaker hand also!



3. Scarf Cascade: The first thing to learn is how to hold your 3 scarves. In the hand that contains two scarves, hold one at your fingertips. This will be the first scarf to throw. When your first throw reaches its peak, throw the next (second) scarf from your other hand. When this scarf reaches its peak, then throw your next scarf which is in the hand that you started with. You will soon see a pattern emerging which is like a figure of eight on its side. Every time you throw from one hand, you get ready to throw from your other hand and keep going!

Remember that with scarf juggling (as with a lot of juggling), only one object is usually in the air at any given time. This knowledge should help you to take your time and make your pattern smoother.

! Tips / Advice:

- After everyone has had 5 minutes of practice with the 3 scarfs, it may be worth telling the participants some of the following advice:
 - If you are stuck with 3 scarves, then try moving back down to trying just 2 scarves for a while, then try again!
 - Dropping is a sign of progress (if you never dropped a scarf, you would never learn how to correct yourself!).
 - Try and visualise the pattern. Watch the leader juggling scarfs, and then close your eyes and try to recreate that pattern in your mind.
 - If you keep making mistakes, have a break, relax, don't worry about it. Try again later!
 - Above all else, have fun. Juggling is a well known form of relaxation, If you concentrate on your juggling, then all other thoughts/worries/problems etc. are forgotten (for a short while anyway)!
 - It is worth knowing that the methodology for learning the 3 scarf cascade can be used for learning to juggle, balls, rings, clubs etc! You may throw each item slightly different, but they all follow the same pattern (cascade) that you have just been taught!
 - It would be very worthwhile if at all possible to lend the sets of scarfs to some young people so that they can practice some more in their spare time. Scarf juggling needs lots of repetition and practice in order to become a solid skill!

Safety Issues / Risk Assessment:

Participants should be advised not to run around with their scarfs, and to stay clear of everyone around them.



Resources:

- You can purchase scarfs in large or small size online at www.jugglingworld.biz/shop.html (UK only).
- More scarf juggling tricks can be found at www.jugglingworld.biz/tricks/
- You can find out more about the benefits of juggling by visiting www.jugglingworld.biz/performances/

Activity 2 3 Scarf Juggling Tricks



25-30 mins



Any with adequate supervision

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

Aim: To learn some scarf juggling tricks to accompany the cascade pattern previously learned.

Equipment:

- 3 Juggling scarves (1 set) for each participant. These can be small scarves (a bit faster in the air) or large scarves (a bit slower in the air)



Instructions:

- Make sure that the leader in charge of this activity can scarf juggle and is able to demonstrate each of the tricks! It is important that the young people can see the pattern.
- It may be worthwhile having a 5 minutes 3 scarf cascade practice session before starting this activity.
- Make sure that each participant has 3 scarves in front of them and can clearly see and hear the person who is instructing this session.
- Inform the young people that they are going to learn some scarf juggling tricks today.
- Demonstrate each trick in turn, giving the young people some time to practise each trick, before moving on to the next one. It may be worth asking if anyone is having problems, with any trick, so that you can assist them before moving on.
- If the participants can do the 3 scarf cascade prior to this session, then they should attempt each trick, returning to the cascade between tricks.

Here are some suggestions for 3 scarf tricks you can practise during this session. There is a trade-off in quantity of tricks to learn, and quality time to spend on each trick, so you may want to choose just a few tricks to practise, or try all the tricks briefly, and then let the young people choose which trick they want to spend time practising.

KICKUP: Start your routine with one scarf balanced on your foot, then kick it up into the juggling pattern. Alternatively, at some point in your routine, let the scarf fall onto your foot, and it makes a nice pause or finish to your routine!

TWO IN ONE HAND: Practise throwing two scarves in one hand in a clockwise and then anti-clockwise direction. Remember to practise this trick with your weaker hand also.

COLUMNS: Throw one scarf straight up in line with the centre of your body, then throw the other two scarves (which are still in your hand) up on either side of the middle scarf when it reaches its peak. Catch the middle scarf, toss it again, catch the outer scarves and toss them...and keep going!

UNDER THE LEGS: Start your routine by throwing a scarf under your leg. Make sure you can throw it so that it still goes to a decent height and you can continue your pattern. Remember that you can throw with your left hand under each leg, and also with your right hand under each leg, thus giving you 4 different moves! Once you can do these moves from a start, try doing them during your routine!

CATCH ON HEAD: Throw a scarf extra high and make sure you can get your head underneath it, and let it gently fall on your head or upturned face! From this move, you can either let the scarf fall towards a hand to continue juggling, or blow the scarf back into the air and continue! Try landing all 3 on your head in quick succession!

BLOW UP: As the scarf begins to fall, blow as much air as you can in its direction. You can blow the scarf out in front of you, or even back up in the air if you get your face directly underneath the scarf!

! Tips / Advice:

- After everyone has had 5 minutes of practice with the 3 scarves, it may be worth telling the participants some of the following advice:
 - If you are stuck with any of the tricks, then break them down into their smallest components and practise each section of the trick individually.
 - Dropping is a sign of progress (if you never dropped a scarf, you would never learn how to correct yourself!).
 - Try and visualise the pattern. Watch the leader juggling scarves, and then close your eyes and try to recreate that pattern in your mind.
 - If you keep making mistakes, have a break, relax, don't worry about it. Try again later!
 - It would be very worthwhile if at all possible to lend the sets of scarves to some young people so that they can practise some more in their spare time. Scarf juggling needs lots of repetition and practice in order to become a solid skill!



Resources:

- You can purchase scarves in large or small size online at www.jugglingworld.biz/shop.html – (UK only).
- More scarf juggling tricks can be found online at www.jugglingworld.biz/tricks/
- You can find out more about the benefits of juggling by visiting www.jugglingworld.biz/performances/

Activity 3 Juggling 3 Balls



30 mins



Any with adequate supervision

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

Aim: To become a ball juggler.

Equipment:

- 3 x Juggling Balls or Beanbags (1 set)

Instructions:

- It may have been worthwhile to conduct the following programmes in prior weeks before moving on to this activity: Juggling 3 Scarfs, 3 Scarf Juggling Tricks.
- The 3 scarf cascade is very similar in methodology and identical in pattern, to the 3 ball cascade the young people will be learning.
- The correct position and stance for 3 ball juggling is as follows: You should be standing up, feet should be shoulder length apart, arms should be bent at the elbow at a 90 degree angle from your body, and slightly out from the body. You should have two balls in your best hand (the one that you use most), and one ball in the other hand. The two balls should be in line with each other so that when you throw one, the other one can roll to the tips of your fingers ready to be thrown.
- Make sure that the demonstrator can juggle 3 balls in a solid cascade pattern. Ask the young people to concentrate on this pattern, and then close their eyes and try to visualise the pattern. If their brains can work out the pattern, then it becomes a lot easier to teach it!

Step 1 – Practise throwing one ball from one hand to the other until it is fairly consistent. Throws should not be out from your body, but upwards. The ball should peak just above the head, and fall neatly into the other hand.

Step 2 – Hold one ball in each hand. Toss one as before. As it reaches its peak, toss the other ball inside the first one, to the same height. (Most people at this point, are known to panic after the first ball is thrown and pass the ball horizontally from their weak hand, but this is a habit you MUST break, so repetition and continual practice will help solve this problem!)

Step 3 – Two balls should be held in your strong hand, and one ball in your weakest. You start by throwing from the stronger hand. When the first ball peaks, toss from the opposite hand. When this ball peaks, throw from your first hand, and keep going...

Consider doing another week's activities with tricks from <http://www.jugglingworld.biz/tricks> or another website. You might even like to have some of these on hand for the more advanced members of the group. Why not try one of the following:



Shower

One hand throws high to the other hand, which passes to the first. In essence, one hand does all the throws, and the other hand makes all the catches. The balls travel in one direction (a kind of triangle). To begin with, just use two balls. Have them both in your dominant hand, and throw them high and quickly (one after the other). As soon as one ball lands in your sub-dominant hand, pass it horizontally to your dominant hand. When you feel ready to try three, remember that this will take a lot of practice to look smooth. Remember to throw high and accurately, as you have no time to chase far-flung balls! It is vital to master the shower in both directions.



Tips / Advice:

- If you are stuck with 3 balls, then try moving back down to trying just 2 balls for a while, then try again!
- Dropping is a sign of progress (if you never dropped a ball, you would never learn how to correct yourself!).
- It is worth knowing that the methodology for learning the 3 ball cascade can also be used for learning to juggle scarves, rings, clubs etc! You may throw each item slightly different, but they all follow the same pattern (cascade) that you have just been taught!
- If some young people are finding that they are running forward each time they try to make another catch, then you can stand them about 30cm away facing a wall. They won't be able to run forward any more!
- If some young people are getting stuck on throwing the third ball (the one that is at the back of the dominant hand when you start the cascade), then encourage the young people to just practise throwing all 3 balls up in the cascade pattern without worrying about catching them.
- Playing music during the practising part of this session may help participants to juggle, as they can throw on catch to each beat.
- It would be very worthwhile if at all possible to lend the sets of balls to some young people so that they can practise some more in their spare time. Ball juggling needs lots of repetition and practice in order to become a solid skill!

Safety Issues / Risk Assessment:

A young person may get hit in the face by a ball causing a nosebleed or bruising. The other hazard is tripping on discarded balls. These are both unlikely. SOLUTION: Balls will be kept in the area they were set out in. Each young person shall be in charge of his 3 balls, and removed from the session if he is seen abusing the equipment. If discipline is maintained throughout the workshop, then the likelihood of someone being hit is negligible.



Resources:

- You can purchase balls or beanbags online at www.jugglingworld.biz/shop.html (UK only).
- More juggling tricks can be found online at www.jugglingworld.biz/tricks/
- You can find out more about the benefits of juggling by visiting www.jugglingworld.biz/performances/
- Check out <http://didier.arlabosse.free.fr/balles/english/figures.html>. The website has some really useful animations, workshops and some great tricks. If you can master the Mill's Mess trick then you are a juggling champion!
- <http://jugglingtricksunlimited.com> also has lots of great tricks.



STOP & THINK!

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

Skills



Astronomy

Aim: To advance young people's knowledge and experience of astronomy.

Introduction:

Astronomy is a science which is finding itself increasingly in the media spotlight, with major advances in technology meaning that it will continue to do so in the 21st Century.

It is likely that the group will have a varying level of knowledge of astronomy depending on their interests and year of school education. The first activity is therefore designed to introduce a broad scope about astronomy in our own solar system, whilst the subsequent activities are largely craft-based. This will encourage young people to consider aspects such as the relative vastness of space and motion.

Ideas for Trips & Visits!

- Go away from the city to see the stars
- Invite a member of an astronomy society
- Go to an observatory or planetarium

Activity 1 Astro Bingo



20 mins



Working individually or in pairs

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

Aim: To introduce young people to astronomy.

Equipment:

- Pens/Pencils
- Bingo score sheet (one per participant)
- 'Astro Bingo!' template
- 'Astro Bingo! – Terms List' template

Instructions:

- Distribute a copy of the Astro Bingo sheet to each young person.
- On the sheet there is a grid with 25 boxes, and 25 words listed below. Instruct the young people to enter one word in each of the boxes, until all 25 boxes have been filled with a different word.
- The bingo caller will then read off the meaning of each of the 25 words (randomly), without disclosing which word they are referring to. The participants will need to relate each term to the correct meaning, and cross that word off on their grid.
- Once a young person has completed a straight line (up/down or across) they should shout BINGO, and have the answers checked through.



Tips / Advice:

- You could read out the terms to the young people in subsequent weeks, to see how much information they have retained.



Activity 2 Survival on the Moon



45 mins



Working in groups of 4-6

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

Aim: A fun group communication and decision making exercise.

Equipment:

- 'Scenario' template – one sheet per group
- Pens / pencils

Instructions:

Scenario:

Handout the 'Scenario' template and read it with the group:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

Scoring:

After the allocated exercise time has passed, stop the groups working, and read out the following scores:

Item	NASA Ranking	NASA's Reasoning
Box of matches	15	Virtually worthless – there's no oxygen on the moon to sustain combustion
Food concentrate	4	Efficient means of supplying energy requirements
50 feet of nylon rope	6	Useful in scaling cliffs and tying injured together
Parachute silk	8	Protection from the sun's rays
Portable heating unit	13	Not needed unless on the dark side
Two .45 calibre pistols	11	Possible means of self-propulsion
One case of dehydrated milk	12	Bulkier duplication of food concentrate
Two 100lb. tanks of oxygen	1	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's – each tank would weigh only about 17lbs. on the moon)
Stellar map	3	Primary means of navigation – star patterns appear essentially identical on the moon as on Earth
Self-inflating life raft	9	CO2 bottle in military raft may be used for propulsion
Magnetic compass	14	The magnetic field on the moon is not polarized, so it's worthless for navigation
5 gallons of water	2	Needed for replacement of tremendous liquid loss on the light side
Signal flares	10	Use as distress signal when the mother ship is sighted
First aid kit, including injection needle	7	Needles connected to vials of vitamins, medicines, etc. will fit special aperture in NASA space suit
Solar-powered FM receiver-transmitter	5	For communication with mother ship (but FM requires line-of-sight transmission and can only be used over short ranges)



Tell the groups that for each item, mark the number of points that their score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better the score.

0-25 excellent

26-32 good

33-45 average

46-55 fair

56-70 poor

71-112 very poor – you're one of the casualties of the space program!

Possible Debrief Questions

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- How was conflict managed?
- How did people feel about the decisions?
- How satisfied was each person with the decision? (Ask each participant to rate his / her satisfaction out of 10, then obtain a group average and compare / discuss with other groups' satisfaction levels.)
- What have you learnt about the functioning of this group?
- How would you do the activity differently if you were asked to do it again?
- What situations at work/home/school do you think are like this exercise?

! Tips / Advice:

- Appoint a time keeper in each group and encourage them to be the person who monitors the progress of the group towards achieving consensus within the time frame.
- To emphasise individual versus group decision making, split the session into three parts:
 - 1 Individuals make their own selections first, on paper (5-10 minutes).
 - 2 Groups (or sub-groups) then discuss and create a group decision.
 - 3 Compare individual and group performances, e.g.:
 - For equipment scenarios, group decisions are usually more accurate than individual answers, helping to illustrate the importance of collaborative group decision-making.
 - For people scenarios, score individuals according to how close the group's decision was to their own selections of who is to live and die (an indicator of each person's influence over the group).

Activity 3 Construct a Model Rocket



20 mins



Any

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

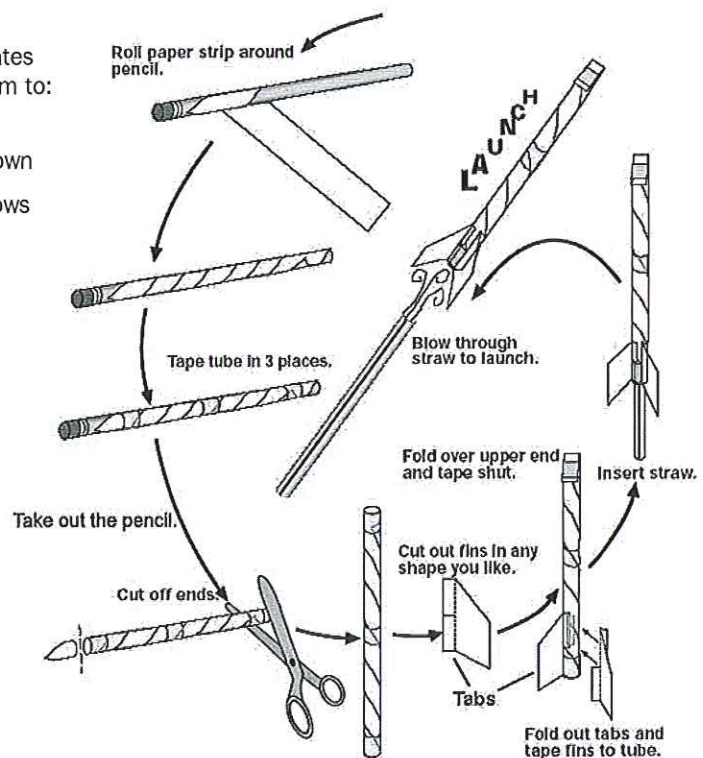
Aim: To construct a simple model rocket

Equipment:

- Pencils
- Paper
- Tape
- Scissors
- Straws
- 'Straw Rocket Patterns' template
- 'How to make a Straw Rocket' template

Instructions:

1. Distribute a copy of the templates to each young person. Ask them to:
 - a) Cut out the paper strip
 - b) Cut out fins or make your own
2. Instruct them to follow the arrows to build the rocket.



Tips / Advice:

- Young people can take it in turns to 'fire' their rockets, seeing whose rocket can reach the furthest distance.

Safety Issues / Risk Assessment:

- When launching rockets, leaders should ensure that no person is in the 'firing line'.
- For obvious hygiene reasons, each person should only use their own straw.



Resources:

<http://www.nasa.gov/audience/forchildren/activities/>

Electronics

Aim: To develop a greater understanding of electronics through activities, crafts and games.

Activity 1 Steady Hand Game



30 mins



4-12

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

Aim: Build a game that lets you test how steady your hand is, by moving a loop around a wire figure without touching the wire. This makes a fun activity, and demonstrates the fact that current can only flow if there is a closed circuit.

Equipment:

- Shoebox
- Tape
- 1 metre of copper wire (or other conducting bare wire)
- 1/2 metre insulated wire
- 9v battery
- Lamp and/or small buzzer
- Ballpoint pen
- Wire cutters
- 'Electrical Components' template
- 'Steady Hand Diagram' template

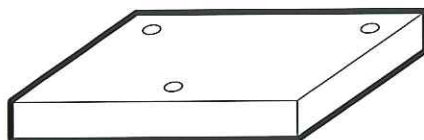
Instructions:

Cut up the 'Electrical Components' template. Ask the group if they know what each sign is. If they are struggling give the group the cut up names and ask them to match the components to their names.

Steady Hand Game:

Distribute the 'Steady Hand Diagram' template and instruct the young people to:

- Use the ballpoint pen to poke three holes in the lid of the shoebox, as shown.

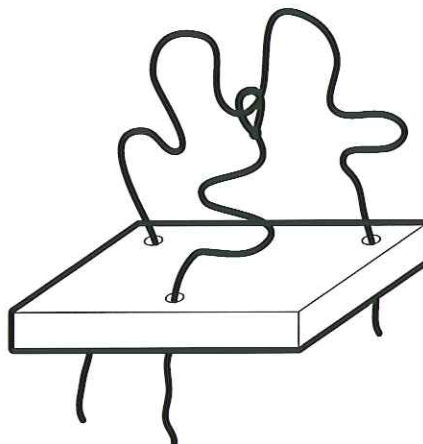


- Snip off about 2cm of the insulated wire and put it aside for later.
- Bare both ends of the remaining wire.
- Make a small loop out of a short piece of the copper wire, and twist it onto one end of the insulated wire. Seal the join with tape to make a handle for the game.
- The size of the loop will determine how easy or difficult it is to win the game; the smaller the loop, the harder it is to win. You can modify the size of the loop later if it proves to be the wrong size.





- Pass the wire through the single front hole in the box lid.
- Transform the remaining copper wire into a series of bends. Make sure that the bends aren't too close together, and that they don't touch. Make as many bends as you want. (The more bends there are, the harder the game is to win.)
- Pass the loop handle you made earlier onto the wire with the bends, and then insert the ends of this wire into the remaining two holes in the lid.

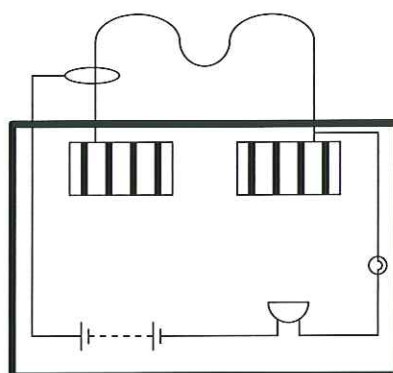


- Turn the lid over and tape down the end of the wire.
- Make a hole in the left front side of the box and insert the light bulb, as shown. Place the 9v battery in the box.

Note: The game is much more fun if you can find a buzzer to replace or in addition to the light bulb.

Tell the group that in order for the game to work, electricity must flow from one terminal of the battery, in a closed path (called a *circuit*), back to the other terminal.

- Attach one end of the wire to the bulb; twist it on tight and use tape to hold it.
- Use the short piece of insulated wire we cut off at the start, bare both ends, and attach it to the bulb socket tip, and one battery terminal. (Use tape to attach it to the socket tip; if you know how to use a soldering iron, a little solder will hold it permanently in place).
- Finally, attach the other end of the wire (this is the insulated wire with the loop) to the other battery terminal.



Now the game is ready to play. The object is to move the loop around the bends in the wire shape, from one end to the other, *without letting the loop touch the wire*. If the loop is very small, this can be very difficult to do! You'll know when you lose, because the light bulb (or the buzzer) will come on! When this happens, it means the wire has made a complete circuit and you need to return to the beginning.



Ask the group:

What do you need to make a circuit?

In order for a circuit to work it is necessary to have an energy source, some conducting wires and an electrical device.

What is a circuit?

Electrical current happens when all the electrons move in the same direction. In a wire this would create a flow of electrons, like a flow of water. The electrons are already in the wire, but to make them move in the same direction they need a push. The battery provides the push the electrons need. Making a circuit means that there are no leaks or breaks, but there also needs to be a power supply which is the battery and this acts as a pump to send the water around. Consequently the electrons can carry energy all the way around the circuit.



Tips / Advice:

- Go to Maplin to get your electrical components <http://www.maplin.co.uk>
- For some more really good inexpensive kits including a motorised glider, solar fountain, electrical noughts and crosses game, a radio, hovercraft, as well as ideas for wood work including a lantern, a woodpecker door knocker, a sand yacht and rockets then go to www.opitec.co.uk. You can also get components here as well. It's really worth a look!!

Activity 2 Lemon Light



20 mins



4-12

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

Aim: To light a lamp using only fruit.

Equipment:

- Citrus fruit (lemons or limes work best)
- 1 copper screw about 5cm long
- 1 zinc screw about 5cm long
- 1 bulb with 5cm leads
- Wire cutters

Instructions:

Tell the group that your laboratory is running out of electricity and has asked you to help find a temporary source of energy to get a single light to help them work. Remind the group that a battery is nothing more than a device that stores metals and chemicals.

1. Roll the fruit under the palm of your hand to soften but don't break the skin. Work it gently on a piece of scrap paper or a paper towel.
2. Insert the screws into the fruit about 5cm apart. Don't allow the screws to go through the bottom of the fruit.
3. Using wire cutters carefully remove about 1cm of the insulation from the leads connected to the lamp. Do not cut into the wire beneath the insulation.
4. Twist one end of the wire around one screw and the other end around the other screw.
5. If the bulb does not light try adding more lemons in a series circuit. If it does light what effect does adding another lemon have on the bulb.
6. Try using different fruits to make electricity. Ask the group why one fruit might work better than another.

Activity 3 Battery Tester



40 mins



4-12

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

Aim: To build a battery tester to test for the flow of electric current.

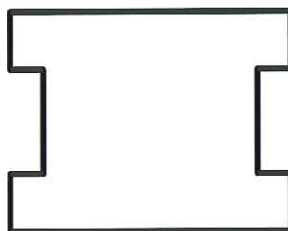
Equipment:

- 12cm square of balsa wood
- Two pieces of insulated copper
- Wire 20cm each
- 9cm x 5cm piece of cardboard
- Small compass
- Enough un-insulated copper wire to wrap around compass 15-20 times
- Two alligator clips
- Two paper clips
- Two screws with washers
- Screwdriver
- Wire stripper
- Various batteries any size
- 'Battery Tester' template

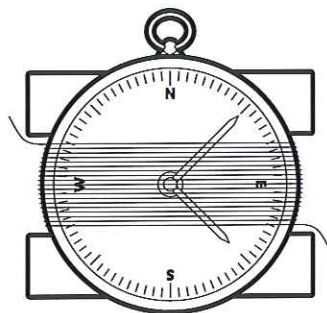
Instructions:

Instruct your young people to:

1. Cut a piece of cardboard in the shape below using the 'Battery Tester' template.



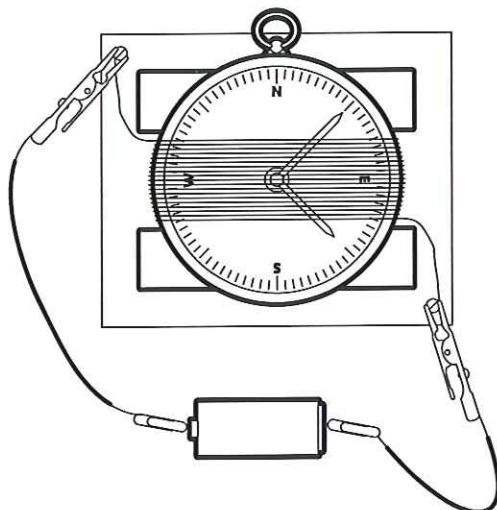
2. Place the compass on the cardboard as shown. Using the un-insulated copper wire, lash compass to the cardboard 15-20 times, leaving 5cm of wire on each end.



3. Screw one of the screws in a corner of the balsa wood. Screw the second screw in the corner diagonally opposite. Attach washers to the back of the screws to hold them in place.



4. On a flat surface, place the compass face up on the balsa wood.
5. Attach one end of the copper wire that is wrapped around the compass to the top screw, and then attach the other end to the bottom screw.
6. Strip 5cm of insulation from each end of the two insulated copper wires.
7. Attach one end of one of the insulated wires to an alligator clip and the other end to the paper clip.
8. Repeat with the other insulated wire, alligator clip, and paper clip.
9. To test the battery, place paper clips on the positive and negative terminals of the battery, and then clip alligator clips to the screws on battery tester.



10. Note the movement of the compass needle.
11. Continue to test other batteries, and compare the amount of movement for each.

Ask the group:

1. **How much of a difference was there in compass needle movement between batteries?**
2. **Why was there a difference? What are some factors that could cause a difference?**

Some batteries may have been creating a stronger electrical current. Other factors might include the number of times the wire is wrapped around the compass, the type of battery tested, temperature, or the age of the battery.

3. **Why does the compass needle move?**

The compass needle moves because of the magnetic field created by the flowing current through the wire wrapped around the compass.

4. **Why was it necessary to wrap the copper wire around the compass?**

It was necessary to wrap the wire around the compass to create a magnetic field strong enough to move the needle. The more wraps of copper wire around the compass, the more sensitive the battery tester.

! Tips / Advice:

- www.NASAexplores.com
- You could try making a casing for the batter tester out of a cardboard box. Find a way to attach the paper clips on the outside of the box.
- You could also replace the compass with, or add to the circuit, a light bulb.



STOP & THINK!

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

Skills



Scientific Experiments

Aim: To develop a greater understanding of various scientific principles through activities, crafts and games.

Ideas for Trips & Visits!

- Visit a science museum

Activity 1 Make Your Own Working Volcano



1½-2 hours



No max.

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

Aim: To create a working volcano model.

Equipment:

- 1 empty plastic water bottle
- Lots of strips of newspaper
- Paper maché mix (can be made by mixing glue and water)
- Paint
- Piece of tough cardboard approx 60cm by 60cm
- Vinegar
- Baking soda
- Apron
- Red food colouring (optional)

Instructions:

Guide your young people through the following process:

Constructing Your Volcano:

1. Take the water bottle and cut off the top or the spout part.
2. Tape the water bottle with the open side up to the cardboard.
3. Crumple up lots of pieces of newspaper into balls but do not make the balls tight.
4. Place them around the water bottle and tape them to the cardboard and the water bottle. You should make it slope to the front and back. Don't worry if at this stage it looks bad.
5. Take a strip of newspaper and dip it all the way in the paper maché mix so it is completely covered.
6. Put your pointer finger in the front of the strip on the top, and your thumb behind it. Pinch and slide your two fingers all the way down to the bottom of the strip to get off all the excess paper maché mix.
7. Put the very end of the newspaper strip at the very top of your volcano and make the rest of it go all the way down the volcano and if there is more, flat on the cardboard. It should be touching the volcano all the way down the volcano.
8. Do this all the way around the volcano and then apply a second layer. When finished, it should look somewhat like a volcano.



Painting Your Volcano:

9. Leave the paper maché for a minimum of 24 hours and then paint your volcano. A brown 'earthy' colour is best. To create a lava effect, you can do red streaks going down the volcano.

Creating An Eruption:

10. Pour the baking soda into the crater of your volcano, filling it roughly a quarter-way full.
11. Pour a small amount of vinegar into the crater. Stand back and watch an eruption of fizzing baking soda and vinegar!

**Tips / Advice:**

- This activity may need to be completed over several weeks.
- Try adding red food colouring to the vinegar mix to create a more realistic eruption-effect.

Safety Issues / Risk Assessment:

Ensure that participants use baking soda and vinegar with caution, and that it does not come into contact with their eyes.

Activity 2 Pin Hole Camera



1 hour



5 max.

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

Aim: To make a camera.

Equipment:

- Empty Pringles® tube
- Marker
- Ruler
- Utility knife
- Drawing pin
- Masking tape
- Aluminium foil
- Scissors
- Bright sunny day
- Paint can with plastic lid
- Black paint
- Size 10 sewing needle
- Heavy duty aluminium foil
- Card
- Opaque dark paper
- Tape
- Wire
- Film
- Photographic paper

Instructions:

Instruct your young people to do the follow:

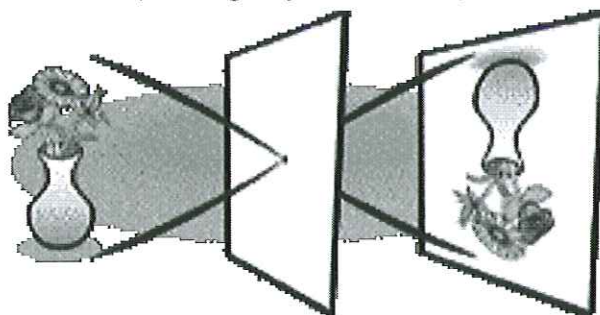
- Take the plastic lid off a Pringles® can and wipe out the inside. Draw a line with the marker around the can, about 5cm up from the bottom. Cut along that line so the tube is in two pieces.
- The shorter bottom piece has a metal end. With the drawing pin make a hole in the centre of the metal.
- Put the plastic lid onto the shorter piece. Put the longer piece back on top. Tape all the pieces together.



- To keep light out of the tube, use a piece of aluminium foil that's about 30cm long. Tape one end of the foil to the tube. Wrap the foil all the way around twice, then tape the loose edge of the foil closed.
- Go outside on a sunny day. Close one eye and hold the tube up to your other eye. Cup your hands around the opening of the tube to make the inside of the tube as dark as possible.
- Look around through the tube. The lid makes a screen that shows you upside-down colour pictures!

How does a hole in the bottom of a Pringles® can make a picture?

The hole doesn't make the picture. The image is always there. All the hole does is make it possible for you to see it. If you hold a piece of white paper near a green object, some of that reflected light will shine on the paper, but it won't look like anything. That's because light bouncing off the green object ends up overlapping with light bouncing off other coloured objects around it. The hole in the camera isolates a small part of the light, sorting a single image from the jumble. Only a few of the light rays reflecting off each point on the object are travelling in a direction that will let them pass through the hole. On the other side of the hole, these light rays reveal an image.



This kind of camera is called a camera obscura – which is Latin for “dark chamber.” The first camera obscuras were small rooms that were completely dark except for a tiny hole in a wall that let in a dot of sunlight. People in the room saw an image of the trees and sky on the wall opposite the hole-and were amazed when the image disappeared at sunset!

How to Take Pictures Using a Pinhole Camera

- To make a pinhole camera to accept roll or sheet film you can use any can that has a tight-fitting top. You can use a pringles can, clean paint can.
- If the can you use has a plastic lid, you can paint the lid black. Be sure to paint it inside and out; then before using it, check to make sure no paint has chipped off. Chipped or peeling paint on the lid will allow light to enter the camera and ruin your pictures.
- Paint the inside of the camera body with dull black paint or line it with black paper to prevent light reflections.
- Make the pinhole opposite the removable end as it's easier to attach the film here. You can make the pinhole in the box or the can itself, but it's much easier to make it in a separate piece of heavy black paper or thin metal. Then fasten this piece over a larger hole cut in the centre of the permanent end of the can or box. Heavy-duty aluminium foil or the backing paper from Kodak roll film is good for this purpose.
- You'll get the best results if the pinhole is about 0.03cm in diameter. You can make a hole this size by pushing a No. 10 sewing needle through the paper or metal to a point halfway up the needle shank. You'll get a smoother hole if you rotate the needle as you push it through. If you're using aluminium foil or paper, sandwich it between two lightweight cards while you make the pinhole. This will help you make a smoother, rounder hole.

- If you make the pinhole in a separate piece of black paper or metal, you should now make a hole 0.6cm or more in diameter in the centre of one end of the camera body. Then tape your pinhole in position over the centre of the hole. You can check your pinhole to make sure it's perfectly round by looking through the back of the camera.
- To see if the image is clearly visible, aim the camera toward a printed page to determine if you can see the letters clearly.
- The shutter for the camera can be made out of a flap of opaque dark paper hinged with a piece of tape. You can use a small piece of tape to hold the shutter closed while you aren't taking a picture.
- A viewfinder for a pinhole camera, while usually not necessary, can be made of cardboard or wire. The larger frame should be slightly smaller than the film size and located directly above the pinhole at the front of the camera. If the film isn't square, the viewfinder should have its longer dimension parallel to the longer dimension of the film. The small frame is a sighting peephole directly above the film and squarely behind the centre of the large frame.
- When you aim your camera at subjects closer than 1.5m, tip the camera up slightly to allow for parallax (the difference between the view you see through the viewfinder and the image recorded on the film). This effect is caused by the separation between the viewfinder and the pinhole.
- Load the camera either with film or fast photographic paper. Paper is easier to handle since you can load it into the camera under a safelight. If you don't have a safelight, you can work by the light of a flashlight covered with several thicknesses of red cellophane paper placed over 2m away. Most film, on the other hand, must be handled in total darkness. Your choice of film or paper may depend in part on the exposure times. Paper, because it is less sensitive to light than film, will probably require an exposure of about 2 minutes for sunlit subjects. Film may require only 1 or 2 seconds for subjects in sunlight.
- When you have the size of paper or film you need, tape it firmly to the inside of the end of your camera opposite the pinhole. The emulsion should face the pinhole. The emulsion side of photographic paper is the shiny side. The emulsion on roll film is on the inside of the curl. Sheet film is identified by notches cut into one of the shorter sides. When you hold the film in a vertical position with the notches in the top edge toward the right side, the emulsion is facing you. Another way to determine the emulsion side of either paper or film is to touch both sides with a moistened finger. The emulsion side will feel slightly tacky. Test near the edge to avoid a fingerprint in the centre of the picture. You will need to tape down the four corners if you use cut-up roll film or paper. Taping two diagonal corners will work for sheet film. Close the camera, making sure the shutter is closed.
- To get clear, sharp pictures, you must keep your camera very still while the shutter is open. Use tape or a lump of modelling clay to hold your camera to a table, windowsill, chair, rock, or other firm support.
- Lift the black paper to uncover the pinhole and keep the pinhole uncovered for the recommended time.
- Cover the pinhole with the black paper between exposures.

Activity 3 Making a Sun Dial



20 mins



4-12

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

Aim: To tell the time using only a compass and the sun.

Equipment:

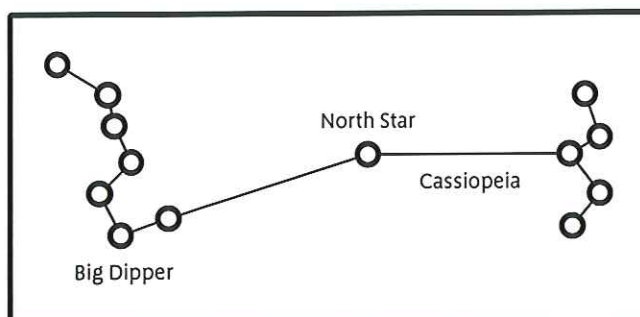
- Pencil
- Compass
- 'Sun Dial' handout template



Instructions:

This activity will need to be done on a sunny day. Instruct your young people to do the following:

- Locate the north by either putting your compass on the ground and turning it so that the arrow and the "N" (for "North") line up. OR. Go out at night and look for the North Star. (You may need a book of constellations to help you find it.) Mark an arrow on the ground that points toward the North Star. That's geographic north. The North Star forms part of the Little Dipper handle and can be confused with the Big Dipper. Prevent confusion by using both the Big Dipper and Cassiopeia together. The Big Dipper and Cassiopeia are always directly opposite each other and rotate counter clockwise around Polaris, with Polaris in the centre. The Big Dipper is a seven star constellation in the shape of a dipper. The two stars forming the outer lip of this dipper are the "pointer stars" because they point to the North Star. Mentally draw a line from the outer bottom star to the outer top star of the Big Dipper's bucket. Extend this line about five times the distance between the pointer stars. You will find the North Star along this line.



- Position your print-out of the 'Sun Dial' template with the geographic north arrow (in the top right-hand corner of the diagram) pointing toward geographic north. Remember to adjust for magnetic declination.
- Now follow the rest of the instructions on the 'Sun Dial' template.



Tips / Advice:

- **Why do I need to adjust for magnetic declination?**

A compass needle (which is attracted to the magnetic field of the earth) points in a direction called magnetic north. That isn't exactly the same as true north, or geographic north, which is the direction of the earth's north pole. The Sun Dial uses geographic north as a reference point. If you don't line up the diagram print-out with geographic north, the Sun Dial won't give you the right time of day.

The difference between magnetic north and geographic north is called magnetic declination, and it's different in different locations. When you position the Sun Dial according to the directions on the diagram, you are compensating for the magnetic declination of where you live. After you do this, the "Geographic North" arrow at the top of the diagram will be pointing to geographic north and your Sun Dial will work just fine.

- **Why doesn't the time on my Sun Dial exactly match the time on my watch?**

The time you get from your Sun Dial is solar time, not standard time. The two aren't exactly the same. According to solar time, it's noon when the sun reaches its highest point in the sky. But the sun is always moving across the sky which means that noon where you are is at a slightly different time than noon at a place a few miles to the east or west. If you are in the middle of a time zone, your Sun Dial will be fairly accurate. If you are at one edge of your time zone, the time on your Sun Clock (solar time) may differ from the time on your watch (standard time) by as much as forty minutes.

Activity 4 Bubble Bomb



20 mins



4-12

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

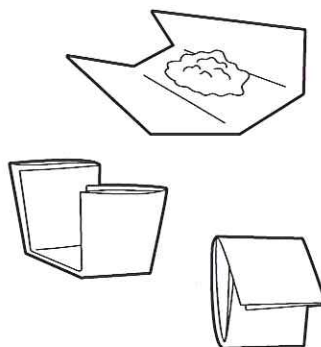
Aim: To create an exploding bubble bomb.

Equipment:

- Water
- Measuring cup
- Zipper-lock plastic sandwich bags
- Paper towel
- Tablespoon baking soda
- Vinegar

Instructions:

- Work out where you want to explode your Bubble Bomb. The bags often make a mess when they pop, so you may want to experiment outside. If it's a rainy day, you can explode your Bubble Bombs in a sink.
- It's very important to use a bag without holes. To test the zipper-lock bag, put about half a cup of water into it. Zip it closed and turn it upside down. If no water leaks out, you can use that bag. Unzip it and pour out the water.
- Tear a paper towel into a square that measures about 12.5cm by 12.5cm. Put 1½ tablespoons of baking soda in the centre of the square, then fold the square with the baking soda inside. This is the "Time Release Packet".



- Pour into your plastic bag ½ cup of vinegar and ¼ cup of warm water.
- Zip the bag halfway closed and then drop the "Time Release Packet" into the vinegar. Zip the bag closed the rest of the way in a hurry. Shake the bag a little, put it in the sink or on the ground, and stand back! The bag will puff up dramatically and pop with a bang.



Tips / Advice:

- **Why does the Bubble Bomb explode?**

The bubbles in the Bubble Bomb are filled with carbon dioxide, a gas that forms when the vinegar (an acid) reacts with the baking soda (a base). Most cakes rise because of bubbles in their batter. Those bubbles, like the ones in your Bubble Bomb, are created by the chemical reaction of an acid and a base.

Try using a different size of zipper-lock plastic bag. What do you think might happen? Do you think you'll need to use more baking soda, vinegar, and water to make the bag explode? Try using cold water or hot water. Does changing the temperature change the results? How? Instead of using paper towel, make the "time release packet" using a different kind of paper, like toilet paper, tissue paper or notebook paper. What happened?



Resources:

Why not try making a crystal radio or motor. Go to <http://www.sciencebuddies.org> for more details.

IT Skills

Aim: To advance young people's skills in using a computer and familiarise them with tasks that are performed regularly in IT.

Introduction:

IT Skills are used in many areas of our everyday life, and so we need to learn to use them effectively. You may choose to complete these activities while working on a different project with your group which gives an end product or you can just use the topics as individual sessions. It is important that young people are aware of the dangers with using the web and how to browse the web safely and securely.

Activity 1 PC Set Up



30 mins



Max. 4 per computer

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

Aim: To set up a PC correctly and introduce the different connections used.

Equipment:

- 'PC Set Up' template
- PC base unit
- Monitor
- Keyboard
- Mouse

Optional:

- Printer
- Speakers
- USB Flash Drive or memory stick
- Digital camera

Instructions

- Start with a PC that is disconnected as if it had just been bought and taken out of the box.
- Introduce the various connections that allow the computer to be set up. You can use the diagram on the 'PC Set Up' template to allow the young people to label the ports.
 - Serial
 - PS2 (Purple = Keyboard, Green = Mouse)
 - Parallel (Printer)
 - Universal Serial Bus (USB)



- Audio
- Modem
- VGA (monitor)
- Power AC

- Get the group to connect each device to the computer highlighting how the connectors on the devices match those on the back of the computer.
- Explain that a PC should be turned off for swapping hardware such as monitors, PS2 and Parallel connected devices and that USB allows for 'hot' swapping and easy use of mice, keyboards, cameras and much more.
- Once everything is connected turn on the PC.
- To finish go to the start menu and shutdown.



Tips / Advice:

- Ensure you have enough power supplies available to plug in the equipment you are setting up.
- If you are connecting memory devices such as USB memory sticks make sure they are removed correctly when the computer is running (Safely Remove Hardware).

Safety Issues / Risk Assessment:

- Ensure all electrical equipment is safe before allowing young people to touch it.
- Power off all equipment before removing devices.

Activity 2 Word Processing



30 mins +



up to 10

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

Aim: To introduce word processing.

Equipment:

- Computer with word processing program
- 'Word Processing' template

Instructions:

- Many of the young people will have regularly used a word processor of some sort, whether at school or at home, introduce to them the word processing program that you are using and explain the layout of the screen and how to start a new document when required.
- The most basic function required when word processing is typing, all the other advanced features are worthless if there is no text to work with. Use a small magazine, newspaper article, or a couple of paragraphs from one as a copy typing exercise making sure that sentence punctuation, spelling and paragraphs are correct. Most word processors have a spell checker and often a grammar checker, so ensure the group know where these are found.
- Formatting – Word processors have many functions that allow the document to be presented in a way that emphasises certain text, titles and position on the page. Stress to the group that unnecessary formatting can make a document look very untidy and the emphasis of the format is lost. Complete the formatting task.



- Get the group to write a letter to someone, ensure that they use the correct position for their address, the date and that they use a suitable font. Arial or Times New Roman are fonts that should be considered for letters; other fonts that could be considered more stylish are not suitable for letters as they are not as clear to read. The letter should be signed off suitably in the correct way.



Tips / Advice:

- It is not necessary to spend money on expensive programs such as Word and Excel; this activity can be done using any Word Processor or Spreadsheet program.
- Try introducing tables, columns and pictures.
- Many of the functions have keyboard shortcuts to allow for quicker formatting; encourage the group to use these.
- A project idea could be to write an entry for the church magazine, company newsletter or an article for another publication.



Resources:

- <http://www.openoffice.org/>
- http://homepages.westminster.org.uk/it_new/ecdl/mod3/mod3.asp

Activity 3 Spreadsheets



20 mins +



up to 10

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

Aim: To introduce how to use and utilise spreadsheets.

Equipment:

- Computer with spreadsheet program
- 'Spreadsheets' template

Instructions:

- Spreadsheets are used to handle various amounts of data that needs presenting, sorting or calculations performed on it. This session is to introduce data entry and some simple calculations that can be completed. If the group has an interest then this subject could be done in a lot more detail as spreadsheets are very powerful software tools.
- Introduce the group to the spreadsheet program you are using and open a new worksheet. Instead of typing information onto a page, like in a word processor, the data or text goes into the cells. If you have covered word processing before this session then the group will be aware of the formatting options; these can be used in spreadsheets to emphasise information in the same way.
- A cell is identified in the same way as a grid reference on a map. You start with a letter to identify the column and then a number to identify the row.
- Spreadsheets are used primarily for numbers; from simple addition through to complex formula that can produce forecasts and predictions if one cell is changed. All formulas begin with an equals sign and the result is shown in the cell.
- Use the task template to introduce completing cells, simple addition and formula including:
 - SUM
 - AVERAGE
 - Percentages
 - Range

- The format of data in a spreadsheet is important as the presentation of figures needs to be as clear as possible. A page of numbers means very little unless it is labelled clearly, columns and rows should have headings where possible. Sheets and cells can be filled with alternative colours and borders to define the area of information.



Tips / Advice:

It is not necessary to spend money on expensive programs such as Word and Excel; this activity can be done using any spreadsheet program.



Resources:

<http://www.openoffice.org/>

Activity 4 The Internet



1 hour +



up to 4

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

Aim: To introduce searching for information on the web and to increase awareness of safe surfing practice.

Equipment:

- PC with Internet connection, preferably broadband or other high speed connection

Instructions:

- Tell the group that the internet is a very powerful tool that can be searched quickly for information on many things. When using the internet with the amount of information available also means that a lot of rubbish or false information can be found. It is therefore important to be selective, use trustworthy sources and corroborate information with multiple sites.
- Discuss what the group would consider good criteria for ascertaining websites credibility. Consider brand logos, content, author's authority for the subject, known domains.
- Get the group to find information on activities that are near your company's meeting place that they could do or even in the location that you are going on a residential (camp/holiday, etc.).
- Encourage them to find the information on cost, distance, opening times or something that takes their interest.
- Get them to produce a spreadsheet that details the costs.



Tips / Advice:

- Ask the young people to plan the whole event (e.g. transport, timing, etc.) and present their idea to a leader and the rest of the group.

Safety Issues / Risk Assessment:

Inappropriate content on websites. Ensure the security level on the browser is at a good level to prevent content being viewed.



Resources:

- www.google.co.uk
- www.ask.com

Computer Games

Activity Computer Games



20 mins +



up to 10

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

Equipment:

- Computer console and controllers
- A multiplayer game
- Television

The young people will usually be able to identify games that would be enjoyed by everyone, but make sure that the age ratings on all games are checked. It may be possible to get one of your young people to bring in a console and/or games if you do not have the equipment.

Instructions:

- The best way to involve lots of young people is to create a tournament. First you need to find a suitable game that will only last a few minutes per round. The best games tend to be racing or sports games. Obviously the more people that can play at once the better. There are different ways of playing and rotating the players:
 - Winner stays on – is the easiest system to set up, simply the winner gets to keep playing. You may find however that one of the young people is a lot better than everyone else and then it may be necessary to state that you can't stay on for more than 3 consecutive rounds.
 - League – this takes some more planning but ensures that everyone gets the same number of turns. The number of games played should obviously be tailored to the situation.
 - Tournament – this system works in a classic knockout style whereby the winner of each round goes through to the next level until there is only one person left. You may find however, that some of the young people become restless if they are knocked out in the first round. In that case it is worth setting up a wooden spoon trophy for the losers of the first round.

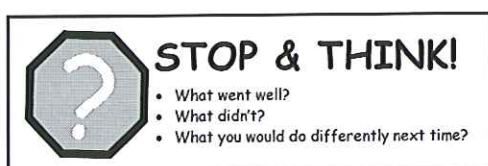


Tips / Advice:

- Keep the rounds short and ensure that there are swift change overs to keep everything moving.
- If there is a favourite game that the young people enjoy, why not set up a section wide knock out tournament that can be played over the session.

Safety Issues / Risk Assessment:

As with all electrical equipment, always make sure that there are no drinks that may get spilt nearby.



Skills



Painting Project

Ideas for Trips & Visits!

- Decorate someone's house as a community project

Aim: To get young people to plan and learn how to use DIY skills safely.

Introduction:

This activity introduces to the group different DIY skills and to get them thinking about the planning processes associated with such work.

Activity 1 What Needs to be done?



20 mins



4-8

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

Aim: To get the young people to think about what needs to be done to paint a room.

Equipment:

- Flip chart pad
- Pens
- Paper
- Tape measure
- Ladder

Instructions:

- Identify a small room that needs painting.
- Planning your decorating:

Tell the group that planning sounds boring but it does save time in the long run and is crucial in getting a job like decorating done. It helps you think the job through, make all those difficult decisions about colour scheme, and get together everything you need before you start work. Ask the group what they need to do to plan this project? Write the answers onto a flip chart pad and then get them to work out what needs to be done first. You should end up with a list like the one below:

- What's the budget?
 - Choose a colour – Who decides on the colour?
 - Measure the room
 - Preparing the room – Rubbing / washing down and filling
 - What's going to be done? Walls / Woodwork / Ceiling
 - Painting
 - Clearing away
 - When will the work be done?
- Tell the group what the budget for the room is and if any specific colours have been requested.
 - Ensure the group has considered that the walls/woodwork may need to be rubbed/washed down, and that there may be holes which require filling.



- The group should decide if they are only going to paint the walls, for example, or if they are also going to paint skirting, ceiling, radiators, windows, doors, etc. In some cases there may be a picture rail or dado rail in the room.
- Get the group on the flip chart pad to draw a basic 3D diagram of the room. Label the drawing with measurements of the walls, windows and doors.

! Tips / Advice:

- The leader should be sure to request permission from the church or owner of the premises in which the work will be taking place and ensure that all users of the facility are aware of the work if it means the room will be out of use for a period of time.

Safety Issues / Risk Assessment:

Instruct the young people to be careful with the tape measures and not to climb on any furniture whilst measuring the room. Depending on the room it might be necessary to use a ladder, which needs to be used responsibly.

Activity 2 Preparations Before Starting Work



20 mins



4-8

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

Aim: To work out what materials are needed to complete the project.

Equipment:

- Paint colour chart
- Paint price lists
- Computer / calculator
- 'Paint Calculator' template / spreadsheet

Instructions:

- Bring to the group some colour charts and paint price lists.
- In pairs or as a group, ask the young people to work out how much paint they need and how much it will cost. You might like to use the 'Paint Calculator' template / spreadsheet or get them to make a spreadsheet themselves (have the formulas in the example spreadsheet ready to help if necessary) to calculate the amount and cost of the paint.
- Instruct the group to think about what equipment they need to actually paint the room, e.g. paint brushes, paint, floor coverings etc.
- The group should think about who will do what and how everyone can be involved. Also get the young people to think about the length of time the work will take.
- Ensure the young people consider what they might need to protect areas / items such as carpets / flooring, switches, etc.

! Tips / Advice:

- It is often better to overestimate how much paint you need rather than have too little.

Safety Issues / Risk Assessment:

The leader should carry out a risk assessment based upon the work which is to be carried out in the next practical activity. This should pay particular attention to the use of steps/ladders, etc.

Activity 3 Painting the Room



1 hour + tidy up time



4-8

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

Aim: To get your young people to learn how to paint a room.

Equipment:

- Brushes
- Paint
- Rollers
- Dust sheets
- Ladders

Instructions:

Instruct the young people to:

Prepare all the equipment and protect the floor and other areas as appropriate. A leader with some experience (or a skilled painter/decorator who might be willing to come in and help with this activity) should then demonstrate some techniques and tips for painting as below:

1. Using a Brush:

- Choose a brush that is the right size:
 - Window frames 25mm
 - Door panels 75mm
 - Walls 100mm
- Grip large brushes around the handle and smaller brushes like a pencil.
- Flick the bristles against your hand to remove dust.
- Dip the brush into a pot about $\frac{1}{3}$ of the bristle length and brush against the pot to remove excess paint.

2. Painting:

- Start at the top of the wall applying the paint in all directions. Do not apply the paint too thickly.
- Finish with light brush strokes and a fairly dry brush, working in a criss-cross pattern. Lift the paint finally on an upward stroke.

3. Cutting in:

- Achieve a neat finish along walls or ceiling edges by first painting with a brush, before switching to a roller or pad.
- Paint four or five overlapping strokes at right angles to the edge.
- Cross-brush over the painted area in a long, sweeping motion, keeping parallel with the edge.

4. Using a roller:

- You can cover an area more quickly with a roller, but you may need to apply more coats.
- Fill about one third of the roller tray with paint.
- Dip the roller into the paint, and then run it lightly on the ridged part of the tray.
- Push the roller backwards and forwards alternating diagonal strokes at random.
- Do not apply too much in one coat and do not work too fast.

5. Recap:

- Get the group to state what they are going to do, e.g. cutting in, rolling, and cleaning up.



**Tips / Advice:**

- Cleaning brushes immediately after use is the best option if possible:
 - To clean the brushes after use, get as much out as possible by brushing it on newspaper, wiping with a rag and pushing the brush hard against the edge of the paint pot and squeezing out as much paint as possible.
 - You can even lay the brush flat on the newspaper and push down the length of the bristles with a paint scraper.
 - Rinse any water based paints under a running tap. Slightly warm water is best and work your fingers through the bristles as you flush.
 - A drop of fairy liquid will not hurt and the water should be crystal clear before you finish.
 - When you have been using oil based paints, put on some household rubber gloves and tip some white spirit into a paint kettle or bowl.
 - Put the brush in and work the white spirit into the bristles well.
 - Repeat in clean white spirit until it remains fairly clear.
 - Only a little white spirit is needed in the bottom of the bowl or kettle but remember white spirit is cheaper than good paint brushes.
 - When you are sure the brush is clean, swap the white spirit for hot, soapy water, work the bristles thoroughly and finally rinse out under a warm tap.
 - Shake as much of the water out as possible and run the brush gently up and down a sheet of newspaper.
 - Wrap the brush, in its natural shape, in 5 or 6 sheets of newspaper thickness and hold together with an elastic band.
- If you do not have a wall that you can paint, you could make a free standing wall and just do the third activity along with putting up a shelf and hanging wall paper.

Safety Issues / Risk Assessment:

- Close supervision of the group is necessary to ensure appropriate use of the equipment, especially on ladders and whilst using the paint. It is probably best if a leader does the hardest to reach areas.
- Get the group to identify any risks at the beginning of the session.
- The leader responsible for the activity should have undertaken a written risk assessment before starting this practical activity with the young people.

**STOP & THINK!**

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

DIY

Aim: To get young people to plan and learn how to use DIY skills safely.

Ideas for Trips & Visits!

- Do some community service
- Renovation project and sleepover

Activity 1 Putting up Shelves



30 mins



4-8

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

Aim: To teach young people how to put up a shelf.

Equipment:

- Spirit Level
- Pencil
- Masonry or wood bit to fit wall plugs
- Screwdriver
- Brackets
- Screws
- Wall plugs
- Shelf
- Small crews for fitting shelf to brackets

Instructions:

- Tell the group that when you are putting up shelves the most important part of the job is getting the shelves horizontal and the brackets and tracks vertical.
- Get them to check the walls with a battery-powered pipe and wire detector so as not to drill through any hidden pipes or cables. Use it to detect the positions of the studs on a timber-framed wall.
- Instruct them to hold a spirit level against the wall at the point where you want the shelf. Check that it is level and draw a pencil line on the wall. For a long shelf, rest the spirit level on a straight wooden batten.
- Hold one bracket against the wall with the top against the mark. Use the spirit level to check that it is vertical, and then mark through the crew holes with the pencil.
- Repeat for the second bracket. If there are more than two brackets, it is best to fix the outside ones to the wall, and then tie a piece of string tightly between them across the tops. Then the intermediate brackets can be lined up exactly.
- Drill holes about 45mm into the wall. Use a masonry bit (or a twist bit for wooden studs).
- Insert plugs into masonry, and crew the brackets tightly to the wall. If the plug turns in the wall as you drive in the screw, remove it, insert a larger one and try again. Do not use wall plugs in wood.
- Lay the shelf across the bracket. Using a pencil mark the underside of the shelf through the bracket holes.
- Drill pilot holes for the small screws and screw the shelf into position (right angled brackets will need screws about 45mm long).



**Tips / Advice:**

- Wear appropriate clothing.
- Get the group to identify any risks at the beginning of the session.

Safety Issues / Risk Assessment:

- Close supervision is needed during this session, particularly when the drill is in use.
- If you do not have a wall that you can attach a shelf to, you could make a free standing wall.

Activity 2 Hanging Wall Paper



30 mins



4-8

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

Aim: To teach the group how to hang wall paper.

Equipment:

- Pasting table
- Bucket
- Brush
- Tape measure
- Plumb line
- Pencil
- Wallpaper scissors
- Sponge
- Seam roller
- Wallpaper
- Wallpaper paste
- Size

Instructions:

Get the group to:

- Size the wall to seal it. You can either buy size or use a dilute form of the paste you will use to hang the paper.
- Take a roll of paper and check which way the pattern goes. Decide where definite motifs should be in relation to the top of the wall.
- With a steel tape measure the wall height down to the top of the skirting board. Add 100mm for trimming at the top and bottom.
- Unroll the paper on the pasting table, pattern side down, measure the length and draw a line with a pencil and straight edge across the back.
- Cut along the line with the scissors.
- Turn the paper over, unroll the next length and match the pattern by placing it edge to edge with the first length. Using the cut length as a guide, cut off the second length. Continue until several lengths are ready for pasting. Number them on the back so that you know which order to hang them in.



- Lay the cut lengths on the table, pattern side down.
- Position the top piece of paper so that all the spare paper hangs down off the table to the right.
- Adjust the paper so that the long edge aligns with the edge of the table.
- Load the paste brush and wipe off excess paste by dragging the brush across the string on the bucket.
- Brush the paste down from the centre of the paper, then out to the edges. If any paste gets on the table, wipe it off with a damp cloth.
- Check that all the paper is evenly covered with paste, especially the edges. Holding on the left hand edge, loosely fold the paper over – paste side to paste side – to about the centre of the length.
- Slide the paper to the left of the table so that the pasted part hangs off the edge.
- Paste the right hand end of the paper as you did the left until the paper is all pasted.
- Fold the paper over – without creasing it – so the top and bottom edges meet.
- Leave the pasted paper to soak for as long as the manufacturer recommends.
- Pencil a mark near the top of the wall, 480mm out from the corner, so that enough paper will turn onto the other wall.
- Hold the plumb line to the mark and let the bob hang free about 1.2m down. When it settles mark directly behind the string. Check the distance to the corner all the way down the wall. If it is greater than 480mm at any point because the corner is not true, not enough paper will turn. So make the top measurement shorter using the plumb line again.
- Carry the pasted length to the wall and release the top fold gently, holding it at both sides. Do not let the lower half suddenly drop. Hold the top right corner against the wall so that the right hand edge of the paper aligns with the pencil mark. Make sure about 50mm of excess paper is left at the top for trimming.
- Keep the left edge off the wall while you align the right hand edge on the lower pencil mark.
- Once in place smooth the paper with your hand or paper hanging brush diagonally up until the top left hand corner is on the wall.
- Let go and smooth out the top half of the paper working from the centre out.
- Release the lower fold. Brush down the centre of the length then out to the edges. Dab down the edges with the top of the brush.
- With the length in place, run the back of a pair of scissors along the paper where it meets the skirting board to crease it. Pull the paper gently away and cut along the crease with the underside facing you. Brush the trimmed edge back in place and repeat the process at the top of the paper.
- Hang the next length following the same procedure but without using the plumb line. Match the top section of the left edge of the new length with the length on the wall, and then run your hand diagonally up and to the right to press the top of the paper to the wall. Continue as before.

! Tips / Advice:

- Get the group to identify any risks at the beginning of the session.
- Wear appropriate clothing.
- If you do not have a wall that you can decorate, you could make a free standing one.

Safety Issues / Risk Assessment:

Close supervision of the group is necessary during this exercise, particularly if the young people are using ladders.

Activity 3 Tiling



30 mins +



4-8

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

Aim: To introduce the group to the skills of tiling.

Equipment:

- Timber batten
- Notched spreader
- Stripping knife
- Damp cloth
- Tiles
- Tile adhesive
- Spacers
- Tiling gauge

Instructions:

- Identify a flat service.
- Use a horizontal timber batten fixed to the wall beneath the bottom edge of the lowest row of whole tiles as a guide.
- Use a vertical batten fixed to the wall to ensure that the tiles are precisely vertical.
- Scoop some adhesive from the tub with your spreader and spread it on the wall in a band a little more than a tile wide. The notches form ridges in the adhesive which will be compressed to an even thickness as you place the tiles.
- Place the first tile in the angle between the guide battens. Rest its lower edge on the horizontal batten, and then press it into the adhesive.
- Place more tiles one by one along the row, fitting a spacer between them, until you reach the corner. Press the spacers at the top corners into the adhesive so that they will be covered when you fill the joints with grout. At the bottom corners, push one leg of each spacer into the gap between the tiles; these will be pulled out when the batten is removed.
- Check with a tiling gauge that the tiles are flush with each other.
- Apply another band of adhesive and place the second row of tiles.
- When you have placed the top row of tiles, scrape off any excess adhesive from the wall with a stripping knife and wipe off the remaining traces with a damp cloth.
- Allow the adhesive to set.
- Next remove the battens and fill the gaps between the tiles with grout.



Tips / Advice:

- Once the battens have been removed you might like to cut tiles to be put in their place.
- Wear appropriate clothing.
- If you do not have a wall that you can decorate, you could make a free standing one.

Emergency Aid

Ideas for Trips & Visits!

- Invite a member of St John's Ambulance or Red Cross

Aim: To give young people some basic skills as an introduction to Emergency Aid.

Introduction:

Remember that this is not a qualification but an introduction to Emergency Aid. There are numerous organisations that could provide courses and qualifications in First Aid, as well as help in leading a session. Why not check out the following websites for advice and training courses:

- <http://www.sja.org.uk>
- <http://www.redcrossfirstaidtraining.co.uk>
- http://www.bbc.co.uk/health/first_aid_action

The person leading this session should be qualified to do so.

Activity 1 Introduction to First Aid



30 mins



10 max.

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

Aim: To introduce to the group the basic aims of First Aid.

Equipment:

- Pens
- Paper

Instructions:

- Get the group, as individuals, to write out what they think are the aims of First Aid. Get them to share their responses with the rest of the group. Tell them that the following are probably the most basic aims of First Aid:
 - To preserve life including your own.
 - Limit the effect of the condition – make sure that the casualty doesn't get worse.
 - Promote the casualty's recovery.
- In small groups get the young people to role play an accident. Tell them to go through what they would do if they found themselves in a situation where First Aid could be required.





- Take the group through the different stages involved in managing an accident that the groups should highlight in their role plays:

1.	Assess the scene of the accident	Ensure rest of group that are not involved, are safe. Ensure you are safe to enter scene.
2.	Make the area safe	Protect yourself and others. Move objects or obstructions. Switch off electricity. Ensure no moving vehicles – stop traffic.
3.	Give emergency aid	Make sure you know exactly how many casualties you have. Prioritise on treatment – Breathing, Bleeding, Burns, Broken Bones.
4.	Get help	Call emergency services if necessary. Call for other agencies – coast guard, mountain rescue, water, gas, etc.
5.	Aftermath	Record the details in the accident book and tell the person in charge. Replenish first aid box. Tell relatives. Be aware of the effects on other members of staff, even some time after the event. DON'T discuss the accident with the press or name the casualties. DON'T discuss legal responsibilities or fault.

- In pairs get the young people to role play a 999 call. Tell the young people:
 - If you need help quickly, you should ring 999. These calls are free.
 - Lift the telephone and press 999. You will hear a voice asking...
“Which emergency service do you require?”
Ask for POLICE or AMBULANCE or FIRE BRIGADE.
 - You will then wait a short time whilst the operator puts you through and then you will be asked some questions:
What is the number of the telephone you are using?
What is your name?
What emergency have you seen?
 - Don't panic, just answer the questions as clearly as you can.
 - Don't speak too fast.
 - Try to provide as much information as possible about the casualty and the situation.

Activity 2 Resuscitation



45 mins



10 max.

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

Aim: To teach the group basic resuscitation techniques.

Equipment:

- Resuscitation dummies
- Antiseptic wipes
- 'Adult Basic Life Support' template

Instructions:

A casualty will need to be resuscitated if they are not breathing normally. Remember that if a person needs resuscitating they are, to all intents and purposes, dead so you can't make them worse. In some cases however, but not all, you can restore life.

Resuscitation seeks to restore function to the circulatory and respiratory systems when they have stopped.

- Get the group to list the most common reasons why this might be required:
 - Heart attack
 - Electric shock
 - Head injury
 - Poisoning, including drugs
 - Drowning
 - Blood loss leading to shock
- Tell the group that when practising CPR it is important to do so at working speed and keep a sense of urgency.
- Give out resuscitation dummies and work through the process using the "Adult Basic Life Support" handout.

Initial Assessment:

- Check for danger – assess the danger that is faced by yourself, the casualty, and other people around. Don't become another casualty! If it's too dangerous to do anything, then call the police.
- Check for a response – Announce your presence, talk to them in their ear, and gently shake their shoulders. Look for a response.
- Check the mouth for anything that may block the airway.
- Open the airway by tilting the head and lifting the chin.
- Check for NORMAL breathing for up to 10 seconds. Look for chest movement, listen for breath at the mouth and feel for air on your cheek.

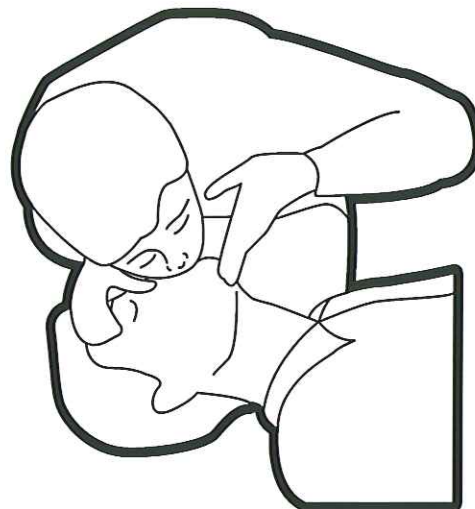
Giving Chest Compressions:

- Place the heel of one hand in the centre of the chest and place the heel of the other hand on top and interlock the fingers. Lift them to ensure no pressure is applied to the casualty's ribs and do not apply any pressure over the upper abdomen or bottom tip of the sternum.
- Position yourself vertically above the casualty chest and with your arms straight, press down on the sternum to depress it between 4-5cm.
- Release the pressure, without losing contact between the hand and sternum, then repeat it at a rate of 100 times a minute.



Combining Chest Compressions with Rescue Breaths:

- After 30 compressions open the airway by tilting the head and lifting the chin.
- Pinch the soft part of the nose closed. Allow the casualty's mouth to open but maintain the chin lift.
- Take a breath and place your lips around the casualty's mouth making sure there is a good seal.
- Blow steadily into their mouth and watch for their chest to rise. Take about one second to make their chest rise as in normal breathing.
- Maintaining head tilt and chin lift, take your mouth away from the victim and watch for their chest to fall as air comes out.
- Take another breath and blow into the victim's mouth once more. Without delay return to the correct position to give a further 30 chest compressions. Continue working at a ratio of 30 compressions to two breaths.
- Stop to recheck the victim only if they start breathing normally. Otherwise do not interrupt resuscitation.



Give out the 'Adult Basic Life Support' template cut out into each stage. In groups get the young people to rearrange the pieces into the correct order. Then get them to practise their resuscitation techniques as a pair on the dummies. Go around and check their techniques.

Activity 3 Recovery Position



30 mins



10 max.

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

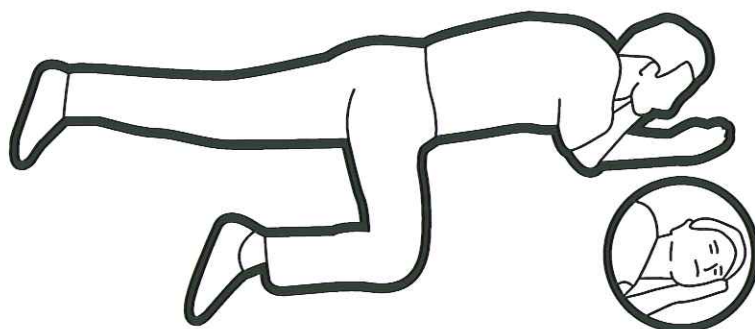
Aim: To teach to the group how to put a casualty into the recovery position.

Instructions:**Placing the Casualty in the Recovery Position:**

- Split the group into pairs and explain the Recovery Position. As you go through the instructions get the pairs to demonstrate the position on each other. Get one of the pair to be the casualty and the other to administer the First Aid.
- Explain that it can be dangerous to leave an unconscious casualty laid on their back. The tongue could close off the airway. If the casualty suddenly vomits, it could cause air obstruction and the vomit may be inhaled. Similarly saliva could drain to the back of the throat and be inhaled.
- The Recovery Position seeks to alleviate these potential problems. There are three specific criteria which should be observed:
 - The position is as near true lateral position as possible with the head dependent to allow free drainage of fluid.
 - The position should be stable.
 - No pressure on the chest to impair breathing.
- To turn a casualty into the recovery position:
 - Remove the casualty's spectacles.
 - Kneel next to the casualty and make sure both legs are straight.



- Place the arm nearest to you at right angles to the body, elbow bent, palm up.
- Reach across the casualty, lift up their hand (palm-to-palm) and gently place the back of their hand against the side of their face.
- Keeping this hand in position lift above the far knee with the other hand. The bent leg acts as a lever to roll the casualty.
- Supporting the head with one hand, gently pull the knee towards you to turn the casualty.
- Adjust the upper leg so the hip and knee are bent at approximately right angles. This will stop the casualty rolling over onto their front.
- Gently remove your hand and allow the casualty's head to rest on the back of their hand. Tilt the head back to ensure the airway remains open and recheck breathing. Ensure secretions can drain out of the mouth.
- Check the circulation in the arm which passes under the casualty's body by feeling for a pulse at the wrist. If it is absent reposition the casualty.



- Go through the instructions again with the pairs swapping around.
- Now allow the pairs to put each other in the correct position with minimal help.

**STOP & THINK!**

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

Skills



First Aid

Ideas for Trips & Visits!

- Invite a member of St John's Ambulance or Red Cross

Aim: To train young people in First Aid procedures.

Introduction:

This topic is about the training of young people in First Aid procedures. Remember that this is not a qualification but an introduction to First Aid. There are numerous organisations that could provide courses and qualifications in First Aid, as well as help in leading a session including St John's, British Red Cross and St Andrews.

Activity First Aid



Depends on level being worked to and group size



10 max.

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

Aim: To train young people in First Aid.

Equipment:

- First Aid Handbook (on CD)

Instructions:

- The topic is about the training of First Aid for young people, the handbook provided on the CD is a reference document.
- It is set out by Level and when all sections are put together will provide a reasonably comprehensive First Aid manual.



Tips / Advice:

- Keep the training as practical as possible.



Resources

- British Red Cross – <http://www.redcross.org.uk>
- St John's Ambulance – <http://www.sja.org.uk>
- St Andrew's Ambulance – <http://www.firstaid.org.uk>



STOP & THINK!

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



Skills



Indoor Cooking

Ideas for Trips & Visits!

- Put on a fundraising meal
- Cook for a BB party

Aim: To develop cooking skills.

Introduction:

There are some key issues to bear in mind when undertaking cooking with young people:

- When using the church kitchen you will need to ensure that all the health & safety requirements are fulfilled – please check what guidelines and procedures your church has laid down before commencing any preparation / cooking.
- The young people must wash their hands before they start any preparation or cooking.
- Care must be taken with any sharp utensils.
- Operation of an oven and lighting of gas should be done by a leader.
- Hot appliances must be used with great care.
- Hygiene is an absolute priority.

Activity 1 Bhajis



30 mins +



+ Any depending on space

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

Aim: To enjoy cooking.

Equipment:

- Kitchen knives
- Large bowl
- Measuring spoons/cups
- Deep frying pan or deep-fat fryer

Instructions:

Ingredients:

- 200g gram flour (or 1 large cup)
- 1 potato
- 1 onion
- 1 teaspoon curry powder (or other spice)
- ½ teaspoon fennel seeds
- 1 heaped teaspoon baking powder
- 1 cup cold water (150ml-200ml)
- ½ litre vegetable oil for frying
- Optional extra vegetables, e.g. spinach, aubergine, grated carrot, broccoli, cauliflower, courgette, peppers etc.



Method:

1. Chop vegetables quite finely.
2. Put all ingredients in a large bowl (except the oil). Mix together until vegetables are coated in a smooth batter (you may need a little extra flour or water to adjust the batter).
3. Drop several spoonfuls of the mixture into the hot oil. They will rise up.
4. Fry for 4/5 minutes or until pale golden. Lift and drain on to absorbent paper.
5. Serve with minty yoghurt.

**Tips / Advice:**

- Although fried, these popular snacks are a great way of getting children to eat vegetables, especially unusual ones.
- Bhajis can have endless variations with different combinations of vegetables and spices.
- The gram flour is high in protein, and as the vegetables are raw, initially the batter seals in the flavours and vitamins. The seeds have digestive qualities.

Safety Issues / Risk Assessment:

Wash the vegetables thoroughly.

Activity 2 Chicken and Potato Tortilla



30 mins +



Any depending on space

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

Aim: To enjoy cooking.

Equipment:

- Potato peeler
- Kitchen knives
- Saucepans
- Frying pan
- Chopping boards

Instructions:**Ingredients for 4 people:**

- 450g / 1lb potatoes, peeled and diced
- 1 courgette, thinly sliced
- 1 onion, finely chopped
- 1 red pepper, diced
- 2 large eggs, beaten
- 2 boned chicken breasts
- 1 garlic clove
- 2 tsp chopped fresh herbs (or a sprinkling of dry herbs)
- Salt and ground black pepper

**Method:**

1. Cook potatoes in boiling water for about 5 minutes.
2. Skin the chicken breasts. Pour the stock into a large shallow saucepan. Bring the liquid up to simmering point. Poach the chicken breasts for about 15 minutes until cooked thoroughly.
3. When cooked, remove from the pan and allow to cool before cutting into bite-sized chunks.
4. Heat the oil in a large frying pan which can also be used under the grill.
5. Add the onion and pepper and cook gently for 3-4 minutes until they begin to soften.
6. Add potatoes, garlic and courgettes to the pan.
7. Add the cooked chicken slices.
8. Cook for about 5 minutes, shaking the pan occasionally to prevent the potatoes from sticking to the bottom of the pan, until the potatoes are lightly browned and the courgettes are softened.
9. Stir the herbs into the eggs and season. Pour the mix over the ingredients in the frying pan and cook over moderate heat until the tortilla is set.
10. Meanwhile, preheat the grill.
11. Place the pan under the grill and cook for a few minutes until the top of the tortilla is cooked.
12. Cut into wedges and serve from the pan, with a fresh green salad.

Safety Issues / Risk Assessment:

Make sure you use separate chopping boards for vegetables and meat. Wash the vegetables thoroughly. If the dish is taken home by the children recommend that it is eaten the same evening or otherwise is kept refrigerated and reheated through the following day.

Activity 3 Flapjacks



30 mins +



Any depending on space

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

Aim: To enjoy cooking.

Equipment:

- Kitchen scales
- Saucepan
- Mixing spoons
- Grater
- Measuring spoons
- 14cm x 14cm baking tin

Instructions:**Ingredients:**

- 150g porridge oats
- 2 tablespoons desiccated coconut
- 1 tablespoon sunflower seeds
- 1 tablespoon sesame seeds
- 25g chopped dates
- 3 tablespoons golden syrup
- 1 grated apple
- 100g butter, cut into pieces

Method:

1. Preheat oven to gas 4 / 180°C / 350°F.
2. Mix all the dry ingredients together in a saucepan.
3. Add the grated apple, syrup and butter.
4. Heat gently over a low flame until the butter and syrup have melted, stir the ingredients.
5. Press a lightly greased 14cm by 14cm tin and bake for about 25-30 minutes.
6. Cut into fingers and leave to cool in the tray.

**Tips / Advice:**

- Store the flapjacks in an air-tight container and eat within a few days. Be aware of possible allergies with the coconut and seeds.

Activity 4 Top Hat Pizza



30 mins +



Any depending on space

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

Aim: To enjoy cooking.**Equipment:**

- Cutting board
- Kitchen knives / scissors
- Grater and bowl
- Baking sheet
- Wire cooling rack
- Measuring spoons
- Small spatula or spoon
- Pizza cutter (optional)
- Oven gloves

Instructions:**Ingredients – serves 1:**

- 1 wholewheat pitta bread
- 3 tablespoons prepared pizza sauce
- ½ green or red bell pepper
- ½ small onion
- ½ teaspoon dried Italian herb seasoning
- ½ ounce mozzarella cheese (2 tablespoons grated)
- ½ teaspoon grated Parmesan cheese

Method:

1. Peel and chop the onion. Measure out 2 teaspoons and set aside.
2. Rinse the bell pepper and place it on a cutting board. Remove the seeds and white pith from inside the pepper. With a small, sharp knife, chop the bell pepper. Measure out 1 tablespoon and set aside.



3. Grate the cheese if it is not pre-grated.
4. Preheat oven to 400°F.
5. Using kitchen scissors cut a circle from the top layer of the pitta bread, leaving 1 inch all around to form an edge or border. Save the cut out circle.
6. Place the bottom of the pitta bread on the baking sheet. Using oven gloves, put it on the middle rack in a hot oven and bake for 5 minutes.
7. With oven gloves, carefully remove from the oven and place pan on wire cooling rack. Cook slightly.
8. Place the cooled pitta on a cutting board. Using a small spatula or spoon, spread the pizza sauce evenly on top and also under the edge of the pitta bread. Sprinkle bell pepper, onion, Italian seasoning, and mozzarella cheese evenly on top of the sauce. Top with reserved circle of pitta bread to form a 'hat'.
9. Return the completed pizza to a baking sheet. Bake in a hot oven for 8-9 minutes.
10. With oven gloves, carefully remove the pan from the oven to a cooling rack.
11. Sprinkle with Parmesan cheese and leave to stand for a few minutes.
12. Place the pizza on a cutting board. Cut in half and serve hot.

Activity 5 Lunch on a Stick



30 mins +



Any depending on space

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

Aim: To enjoy cooking.

Equipment:

- Skewers
- Kitchen knives

Instructions:

Ingredients:

For the Turkey & Cheese Kebab:

- Cooked turkey, chopped
- Sliced cheese
- Cucumber, chopped
- Cherry tomatoes

For the Fruit Kebab:

- Strawberries, halved
- Peach or nectarine, chopped
- Kiwi, chopped
- Apple, chopped
- Dried apricot, chopped

Method:

Thread your chosen foods onto a skewer until full, leaving just enough room at each end to hold it.

Activity 6 Chocolate Fridge Cake



40 mins



Any depending on space

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

Aim: To enjoy cooking.

Equipment:

- Cling film
- 20cm (8in) square tin
- Rolling pin
- Plastic bag
- Heatproof bowl
- Saucepan
- Mixing spoon
- Potato masher
- Kitchen scale

Instructions:

Ingredients (makes 12 squares):

- 250g/8oz digestive biscuits
- 150g/5oz milk chocolate
- 150g/5oz dark chocolate
- 100g/3½oz unsalted butter
- 150g/5oz golden syrup
- 100g/3½oz dried apricots
- 75g/2½oz raisins
- 60g/2oz pecans, chopped (optional)

Method:

1. Use cling film to line a 20cm (8in) shallow, square-shaped tin. Leave extra cling film hanging over the sides.
2. Bash the biscuits into pieces using a rolling pin (put them in a plastic bag first so they don't go everywhere!).
3. Melt chocolate, butter and golden syrup in a heatproof bowl set over a pan of simmering water. Stir occasionally.
4. Remove the bowl from the heat and stir in the broken biscuits, apricots, raisins and pecans (optional).
5. Spoon the mixture into the tin. Level the surface by pressing it down with a potato masher.
6. Leave to cool, then put the chocolate mixture in the fridge for 1-2 hours to set.
7. Turn out the cake and peel off the cling film. Cut the cake into 12 squares and enjoy!



Tips / Advice:

- Try this recipe using as many fair trade ingredients as possible.

Outdoor Cooking

Activity 1 Barbecues



30 mins



Any with adequate supervision

Ideas for Trips & Visits!

- Cook during a camp or expedition
- Have a camp fire
- Restaurant
- Visit a professional kitchen

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

Aim: The use of barbecues in outdoor cooking.

Equipment:

- Enough “barbecueing space” for the number of young people taking part
- Sufficient food – hamburgers, sausages etc. or thin cuts of meat (minute steaks, pork escalopes, small chicken breasts, tuna steaks etc.). You’ll need some bread, salad, sauces etc. as accompaniment
- Long utensils, plates, cutlery etc.
- Barbecue

Disposable barbecues are a good, inexpensive means of providing sufficient for everyone. These are in the form of a foil tray, filled with charcoal and with a metal mesh cooking surface. Be aware, however that they will need to be placed on a suitable surface (e.g. paving slab, bricks, bare earth); they become very hot in operation and could provide an ignition source for inflammable surfaces (e.g. wooden tables).

Instructions:

- Split the young people into smaller groups (up to 3 per group) – the same number as you have barbecues (note that disposable barbecues are quite small, so 1 between 2 may be a better ratio). And explain that we’re going to cook a simple meal using the barbecues.
- Distribute barbecues & fuel to each group. Demonstrate how to add fuel (where appropriate), and how to light the stove. Explain that charcoal barbecues require some time to reach the correct temperature (the flames die back and the charcoal turns white). NEVER add petrol or other flammable liquids (including barbecue lighter fluid) to a lit barbecue.
- Allow the groups to light their barbecues (be on hand to help with this) and leave to heat up.
- While waiting, spend some time preparing the food (you may wish to prepare salad, butter bread / rolls, marinade meat etc.). Take time beforehand to ensure that everyone has washed their hands, and to stress the importance of good hygiene practices. Pay particular attention to raw meat – this MUST be kept away from cooked meat, salads, bread etc. Used marinade must be disposed of carefully, and hands washed after handling raw meat. Explain the importance of separate utensils and chopping boards.
- Supervise the groups as they cook the meat, taking care that it is cooked thoroughly (use a skewer to check that juices are clear, and cut steaks or larger pieces of meat to ensure that they are not pink inside). Take care with sausages, that may burn quickly before cooking through.



Tips / Advice:

- If you have a large group, set the barbecues out in advance – each will need to be set up on stable flat ground with sufficient space around.
- Make sure that you check for vegetarians BEFORE you buy the food. There are many suitable alternatives to meat (vegetables such as butternut squash or aubergine can be roasted on the barbecue and provide a tasty alternative to vegetarian sausages etc.). It would also be a good idea to check for allergies, dislikes and “fussy eaters” too. Better still, get the young people to choose the food themselves (but don’t be afraid to tempt them to try something new).



Safety Issues / Risk Assessment:

- Fuels and flames must be treated with the greatest respect. Ensure that there is sufficient adult supervision at all times.
- Ensure that no loose clothing or hair comes in contact with flame or hot surfaces.
- Wherever possible, avoid using liquid barbecue lighter fuel, and NEVER spray this on lighted barbecues.
- NEVER use petrol or other fuels to light a barbecue.
- Solid firelighters are poisonous – take appropriate precautions. In particular, if using firelighters, ensure that the young people wash their hands before handling food.

Activity 2 Camp Fire Cooking

30 mins +



Any with adequate supervision

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

Aim: The use of camp fires in outdoor cooking.**Equipment:**

- A number of pen knives or small sheath knives will be useful
- Have the group search for straight sticks around 1m-1½m in length, and 1-2cm thick
- Good quality aluminium foil
- Sufficient food for the group – large thick frankfurter / bockwurst sausages (these are best as they are normally pre-cooked), bread or croissant dough (prepare beforehand or buy chilled), bananas, chocolate, large apples, crumble-mix (prepare beforehand with sultanas and cinnamon), butter
- An apple-corer, utensils, plates, cutlery etc.

Instructions:

- If not already burning, light the fire. If the group didn't participate in making the fire, explain briefly how it was built. Explain safety precautions and set rules.
- While the fire is taking hold, have the group prepare the food:
 - Wrap sausages in bread dough, or ready-prepared croissant dough.
 - Core the apples and stuff with the crumble-mix. Double-wrap in foil (add a little butter inside the foil).
 - Without peeling the bananas, slit them open length-ways and fill the cavity with pieces of chocolate. Squeeze back together and wrap tightly in several layers of foil.
- Have the group sharpen both ends of the sticks. The sausages are cooked by placing them on the end, and positioned close to the fire. The other end of the stick is stuck into the ground. These will need to be monitored / turned to make sure they cook evenly and don't burn.
- The apples and bananas are placed in the embers at the bottom of the fire (the apples require longer and hotter cooking than the bananas – but cooking times are really trial-and-error (try 5 minutes for the bananas and 15 for the apples).
- Once cooked, sit round the fire, enjoy the food and tell stories (or sing songs)!



! Tips / Advice:

- This works well as an evening activity – if it will be dark before you finish, ensure you've plenty of torches, and make sure the area round the fire is kept completely clear.
- If you're going to tell stories, a little preparation helps (and remember you may not be able to read if it's dark) – if you plan to sing songs, try to learn some beforehand.
- Make sure that you check for vegetarians and food preferences BEFORE you buy the food, and choose suitable alternatives.
- This is an introduction to cooking on an open fire; you may wish to combine this session with building the fire as an evening activity at camp; or prepare the fire beforehand, ready for lighting at the start of the session. If using as an evening activity, ensure the group is warmly dressed as it can feel quite cold when not close to the fire. You may also wish to make arrangements for a hot drink.

Safety Issues / Risk Assessment:

- Fires must be treated with the greatest respect. Ensure that there is sufficient leader supervision at all times.
- Ensure that no loose clothing or hair comes in contact with flames or hot surfaces.
- NEVER use petrol or other fuels to light a fire.
- Solid firelighters are poisonous – take appropriate precautions. In particular, if using firelighters, ensure that the young people wash their hands before handling food.
- Care should be taken when using knives or other sharp tools. Take care with sharpened sticks.

Activity 3 Small Stoves



30 mins



Any with adequate supervision

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

Aim: To explore the use, advantages and disadvantages of different types of camping stove.

Equipment:

- As many different types of camping stove as you can assemble (e.g. Gas, Meths, Gel Petrol/Spirit, Parafin, Solid Fuel etc.)
- Fuel for the above
- Matches
- Suitable cooking pots for the above
- Water
- Spoons
- Sufficient bowls / plates / cutlery for each young person
- Sufficient food that can be easily warmed up (e.g. tins of sausages & beans – no raw meat!)
- Tin openers
- Hot soapy water, dish cloths, pot scourers, dish towels etc. (for cleaning up)
- 'Outdoor Cooking: Stores' template

You may be able to assemble a good assortment of different stoves just by asking around. Some of the young people may have their own. Try to get hold of a Greenheat stove, or fuel cell for a Trangia.

You should have a fire extinguisher and / or a fire blanket on hand. A supply of cold water may also be useful in case of minor burns / scalds.

Instructions:

- Split the young people into smaller groups (up to 3 per group) – the same number as you have stoves. And explain that we're going to investigate the merits of several different types of camping stove. Ask if any are familiar with particular types and try to ensure that they get to experience a different type if possible.
- Distribute stoves and fuel to each group. This could be done by putting each stove/fuel in a bag and asking the groups to each choose a bag (without knowing the contents). Alternatively, you could set the stoves out before-hand and allocate groups to stoves. DO NOT DISTRIBUTE MATCHES AT THIS POINT.
- Explain briefly the features of each type of stove, and by going round the groups, get the young people to fill the stoves with fuel as appropriate. ENSURE THERE ARE NO NAKED FLAMES WHILE THIS IS BEING DONE.
- Once all stoves are ready, ensure all remaining fuel is closed and safely put away then distribute the matches.
- If time allows, distribute ½ litre of water to each group, and explain that we will assess each stove to see how long it takes to boil the water.
- Discuss the effects of temperature, weather and altitude on the stoves and the cooking process.
- Distribute food, and ask the young people to heat up and serve.
- Whilst enjoying the food, discuss the relative merits of each stove. Which was fastest? Which was most controllable? Which was easiest to use? Which is easiest to carry (remembering that you need to carry fuel too)? You could ask the group to score or rank each stove against different criteria.
- Don't forget the dishes – but once the stoves are cool, help the young people to clean and put away the stoves and pans.

**Tips / Advice:**

- Have a look at the 'Outdoor Cooking: Stores' template for more information.

Safety Issues / Risk Assessment:

- Adequate supervision is key. Risks involved as with all cooking activities include hot foods / liquids and heat sources, and food hygiene considerations.
- Particular risks relate to the safe use of matches and different fuels. Be particularly careful that stoves are not used near tents or other inflammable materials, and that clothing and hair is kept away from sources of ignition. All fuels are inflammable – but some are more volatile than others. All fuels are poisonous to a greater or lesser degree, and appropriate hygiene should be employed at all times. Be aware of the following considerations:
 - Solid Fuel:
This is relatively inert, and requires a little effort to set alight. Take care in handling, and always wash hands thoroughly afterwards. Be aware also that, once lit, the flame is difficult to control, and can be smoky.
 - Greenheat Gel:
This is a safer, and easier to handle alternative to meths for Trangia-type stoves, and also comes as a cooker – as an alternative to solid fuel; but take care when handling – particularly as the tin becomes hot.
 - Paraffin:
This once common fuel was used in Primus & Optimus Stoves. It is less volatile than the other liquids, and will not burn unless pre-heated. If using this type of stove, supervise closely, as the fuel tends to flare and spurt until the optimum temperature is reached.
 - Methylated Spirit:
This fuel is highly volatile, and burns with a flame that is invisible in sunlight, and difficult to see in daylight. As with all liquid fuels, spillage is a possibility.



– Unleaded Petrol / Coleman Fuel:

These are highly volatile, and produce noxious, inflammable vapours. They should always be stored in small quantities in a suitable container, and only be handled in a well-ventilated area, away from sources of ignition. Stoves that use these fuels usually employ a heating loop, where the fuel passes along a metal tube, through the flame to heat the mixture. While a petrol/air mix will burn without pre-heating (unlike paraffin), it benefits greatly from heating, and may flare a little until the tube heats up.

– Butane / Propane:

These gases are explosive when mixed with air. They are stored under pressure in canisters. Take care when changing an empty canister: this should only be done outdoors, well away from sources of ignition. Dispose of empty gas canisters sensibly. Note that while some stoves use re-sealable canisters, that can be removed (with care) while gas remains; others (e.g. Camping Gaz) have a device to puncture the sealed gas canister – which should not be removed until completely empty.



STOP & THINK!

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

Skills



Sign Language

Ideas for Trips & Visits!

- Invite a member of the RNID (Royal National Institute for the Deaf)

Aim: The aim of the section is to raise the awareness of the young people to the issues faced by people who have difficulty hearing, and for them to learn some basic sign language.

Activity 1 Learning to Spell



30 mins +



up to 10

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

Aim: For young people to become familiar with sign language and be able to sign their name and other words.

Equipment:

- 'British Two-Handed Finger Spelling Alphabet' template

Instructions:

- Give copies of the template to the young people and ask them to read it.
- First ask each member to spell out their name.
- Next go round the group spelling out the whole alphabet. Go around a few times so that the young people have a go at different letters.
- As a final activity play a quick game of hangman, using only sign language, which hopefully will have allowed all of the young people to use most of the different letters.



Tips / Advice:

- Be aware that friends or family who have hearing difficulties may have affected some members of the group, and being sensitive to this is essential.
- This activity can be repeated over 2 or more weeks, so that young people can develop their skills in sign language, learning perhaps to put sentences together and to have basic conversations.

Safety Issues / Risk Assessment:

Make sure there is adequate supervision for the number of young people, to both help some with their technique whilst also watching the rest.



Resources:

<http://www.deafblind.com/card.html>



Activity 2 Discussion



30 mins



No max.

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

Aim: To allow the young people to discover some of the difficulties faced by those who are hard of hearing.

Instructions:

The session is run from a set of open questions that are designed to provoke thought in the young people and allow them to discuss the issues around hearing loss. It also gives an opportunity to share experiences with each other and staff members.

Questions:

- How would we react to a deaf person if they came to visit?
- How would your daily routine differ if you could not hear anything?
- What initiatives are put in place to help those with hearing difficulty?
- Is there enough information for those who are not hard of hearing to understand the difficulties of deaf people?
- Is it wrong to call someone deaf, if they mishear something?
- Would my perceptions of a person change because they were deaf, or had any disability? If so why?

After consideration and discussion of the above questions, ask the young people to plan an evening that would allow people who may have learning difficulties to participate as fully as possible.



Tips / Advice:

As with Activity 1 it is important to be conscious of the fact that some members of the group may be affected by the issues covered.



STOP & THINK!

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

Newspapers

Ideas for Trips & Visits!

- Visit a local newspaper
- Write a report for an event

Aim: To develop an understanding of the variety / style and content of newspapers.

Activity 1 Newspaper Knowledge



30 mins



Any number

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

Aim: To introduce the topic of newspapers and look at the different information they contain.

Equipment:

- Sufficient copies of the same newspaper

Instructions:

- Ask the young people to name as many newspapers as possible.
- Can they put them in categories? e.g.
 - local / national
 - weekly / daily
 - tabloid / broadsheet
- Have examples to show.
- Split the group into pairs and give each pair a copy of the same newspaper.
- Ask questions which the young people have to search the newspaper for answers to (award points for first team). Select questions from different sections.



Tips / Advice:

- A local newspaper can be useful for the quiz activity.
- Check some newspapers for suitability of content.

Activity 2 Same Story??



30 mins



Any number

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

Aim: To look at how different newspapers cover the same story and to see if a particular type of content is more likely to appear.

Equipment:

- Sufficient copies of the different newspapers



Instructions:

- In pairs, ask young people to search a newspaper for stories of a particular type, e.g stories to do with crime, violence, stories about young people, good news stories.
- Why do the young people think some types of stories are more prevalent?
- Are young people portrayed positively?
- Prepare beforehand by selecting a story about the same incident from two different newspapers. Have copies for each pair. Do the stories reflect the incident in the same manner? Compare the headlines? Is some reporting more sensational? If so, why do young people think this is the case?

**Tips / Advice:**

- Look for a news story that has contrasting reports in different newspapers.
- Check some newspapers for suitability of content.

Activity 3 Over to You

Variable



Any number

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

Aim: To write a short article on an event to submit to the local newspaper.

Equipment:

- Word processing facility
- Digital camera

Instructions:

- Select an event worthy of a newspaper report (adventure activity, visit, fundraiser, etc.).
- Appoint your young people as journalists to report on the event.
- Appoint somebody else to photograph it.
- Interview key participants.
- Compile a short report that could be submitted to the local newspaper (most have electronic means of doing this).

**Tips / Advice:**

- Young people need to know about this in advance to prepare for photography, interviews etc.
- Make sure the young people know there is no guarantee that their work will get in the newspaper.

Safety Issues / Risk Assessment:

Obtain permission before submitting photographs.

**STOP & THINK!**

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