

Performing Arts

Aim: To introduce different performing arts



Taster 1

Soap Opera

Aim: To create two episodes of your own soap opera



Equipment:

- Digital video camera
- Laptop
- Flip chart
- Pens



1 hour



2-5

Instructions:

Our television screens are full of soap operas and even if we don't admit to watching them, in secret everyone loves a good cheesy episode. Now it's your chance to create your own:

- Split into teams and allocate jobs
- Start planning:
 - Story board the plot (there does need to be one!)
 - Write a script
 - Think about locations that you will film
 - Find props and costumes
 - Produce opening credits and theme tune
- Begin filming
- Edit the soap opera ready for its TV debut.



Preparation:

Make sure that you have the correct wires to download the video onto a laptop.



Tips / Advice:

Don't make each episode longer than 5 minutes.



Safety Issues / Risk Assessment:

Only film in areas within an agreed boundary.



Taster 2

Performance

Aim: To spend an evening at a performance



Equipment:

- Tickets
- Transport



2 hours +



Any

Instructions:

We all have stereotypes about certain pastimes, but have you ever been to an opera, theatre, or classical music performance? Choose one of the following, go along and try something new:

1. Opera

Believe it or not you may already be familiar with some tunes from famous operas. Listen to Nessun Dorma from Turandot, or something by the three Tenors, and you'll know it. If you do decide to attend a performance go for one of the "lighter operas" – Turandot, Tosca, Il Trovatore, Aida. Others are a bit heavier and could last for up to 6 hours – it is not recommended that you start with Wagner! Get a copy of the synopsis in advance and that you know how many intervals there are.

2. Theatre

Theatre for most of us either means the Panto or Shakespeare at school. A live performance of a modern play can be totally different – although there are still some excellent Shakespeare productions about! Why not get 4 or 5 tickets and take a few people along the next time a play is on at your local theatre. Some local amateur productions can be really good and are not too expensive. Or what about a trip to see a West End Musical – there are many touring productions going round the country.

3. Classical Concert

Have you ever listened to a live performance of Beethoven's 5th? Do you know the difference between Mussorgsky, Sibelius or Tchaikovsky? Does Bach just put you to sleep and it's only Coldplay for you? Whatever music you like what about trying something different? Go and visit the nearest concert hall get their programme for the season and decide on one concert to attend. Get any programme notes to help understand what it is all about.

Think about:

- What performance you want to see?
- How much will it cost?
- How will you get there?



Preparation:

- Check local press well in advance.
- If you ask nicely you should be able to get a discount or some free tickets.



Tips / Advice:

- Now that you've seen one of these arrange to go to see a band of your choice.
- Some of you might want ear plugs.
- Some groups may take some persuading to do this. You could link this with going out for the day or for a meal



Safety Issues / Risk Assessment:

Check the suitability of the production for the age group that you are taking.



Taster 3

Instrumental

Aim: To learn to play a simple tune on a musical instrument new to you



Equipment:

- Musical instrument
- Music



60 mins



Individual

Instructions:

Can you play an instrument? Well it doesn't matter! To learn to play an instrument takes dedication and skill, but almost anyone can get a note out of one and most can learn a simple tune. It's obviously easier with a piano, but try and be a bit more adventurous choosing something that you've always wanted to play. You never know you might be good at it!



Preparation:

Find someone who is good at playing the instrument of your choice to give you some tips.



Christian Faith Rock God

Aim: To attend a Christian band's concert or drama performance



Equipment:

- Tickets
- Transport



2 hours



Any

Instructions:

Attend a Christian theatre group's production e.g. *Riding Lights* or *Saltmine*, or attend a Christian band's concert. Go onto Myspace and look for groups that you might like, there are loads of choices.

Think about:

- How much will it cost?
- How will you get there?
- Do you like their music?



Tips / Advice:

- Go to www.ridinglights.org or www.saltmine.org for more information.
- Have a look at NGM's Luv Esther production (www.ngm.org.uk).
- You could put on your own concert and invite bands.



Safety Issues / Risk Assessment:

- Concerts can get rough if you are standing in the wrong place. If things look like getting out of hand, simply move!
- No crowd surfing or stage diving!



Project 1 Comedy Club

Aim: To write and perform a comedy routine



Equipment:

- TV
- DVD player
- Comic DVDs



5 hours +



Individual

Project Description:

You may have been called "a little comedian" before but was it a compliment? It's one thing to make some of your friends laugh, it's completely different to get on a stage in front of an audience and do stand-up comedy. To do any kind of live performance, you need to have a strong ego and nerves of steel. Now begins the tricky part:

1. Study the professionals

Watch some comics performing their acts, and think about what type of comic they are, e.g.

- Observational comics
- Topical comics
- Character comics
- Prop comics
- Gimmick comics
- Physical comics
- Impressionists
- Improvisationalists

Then determine their emotional attitude, are they really grumpy, hostile, or a little crazy?

2. Gather material for your act

Before you get on stage, you have to figure out what you are going to say. A starting point is your own experiences. Here are some exercises to get you started:

- Divide a sheet of paper into three columns. In the first, write down things that worry you. In the second, things that make you angry. In the third, things that frighten you.
- Make a list of all your negative personality traits or silly things you have done in the past. This is pretty safe territory. If you laugh at yourself, others will feel comfortable laughing at you too.
- Make a list of things that are unique about yourself.

These lists will provide you with the raw material from which to write your jokes. Always carry a little notebook with you wherever you go. You never know when you'll see something funny, and you can guarantee that if you tell yourself, "I'll remember it later," then you won't! Write down everything, even the rubbish things, because sometimes bad ideas can lead to good ones.

3. Turn your material into a routine

Turn your material into an actual routine, you'll need to:

- **Write some jokes** – Put the jokes in order. Look at your list of jokes and pick out the funniest one. Put it at the end of your routine. Now take your second funniest joke and put it at the beginning. That way, you start strong and end with your biggest laugh. The third funniest joke will go just before the end. The next funniest joke will go just after the first joke and so on until you've filled up your time allotment. The number of jokes you tell will depend on your delivery and how long your jokes are. Most jokes are based on the setup and punch line formula. First, the setup explains what the joke is about and then the punch line delivers the laugh (or so you hope).

e.g. *My brother Donald is so dumb, he thinks a Mars Bar is an alien food.*

Customer: Waiter, I'll have a steak and make it lean (Setup)

Waiter: Which way? (Punchline)

So with the exercises you did earlier as a reference, write your jokes using this and the following other comedy formats:

- **Lists** The magic number in comedy is 3. The first two are alike, but the third is the opposite.
e.g. *"Some are born great, some achieve greatness, and some hire PR officers." (Daniel J. Boorstin)*
- **Comparisons** Pointing out vast differences.
e.g. *The difference between dogs and cats is that a dog thinks: Hey, these people I live with feed me, love me, provide me with a nice warm, dry house, pet me, and take good care of me... They must be gods!*
A cat thinks: Hey, these people I live with feed me, love me, provide me with a nice warm, dry house, pet me, and take good care of me... I must be a god!

- **Simile** Describing something by likening it to something else.
e.g. *She walked into my office like a centipede with 98 missing legs.*
- **Observations** Pointing out how absurd everyday life is.
e.g. *You can't have everything. I mean, where would you put it? (Steven Wright)*
- **Mimicking** Making fun of someone by acting like him/her.
- **Callback** A joke with a punch line that refers to a joke you did earlier in your set.

After you've written your jokes, try to make the setups shorter and work out how you will link the jokes.

- **Decide what your stage persona is going to be** – Anybody can tell a joke, but real stand-up comics are funny to begin with. Work out which comics you identify with. Your personality is what brings your act to life. Otherwise, you'll end up just reciting your jokes instead of bringing them to life.
- **Rehearse your act** – You must remember your jokes, but also how to tell them in the right way. Most jokes aren't about the actual words, but about how you say them, so you have to practise your material over and over again. Remember that practising your jokes is not the same as memorising them. If you know your material too well, you'll become over rehearsed.
- **Be open to improvisation.**



Preparation:

Find examples of comic performers.



Tips / Advice:

- Make sure that the comedy doesn't offend or is inappropriate for a BB activity.
- Be careful when mimicking others not to be offensive. Choose who you do carefully.
- You could create comic sketches to include as part of the act.

The Duke of Edinburgh's Award:

Skills



Project 2 It's Show Time

Aim: To practise for a show and put on a performance



Equipment:

As required



8 hours +



5+

Project Description:

Is singing in a gospel choir, performing in a rock band, putting on a pantomime your kind of thing? Well plan a performance for wherever your talents lie.

Think about:

- What skills or potential you have?
- Who can help bring it together into a performance?
- When will the performance be?

- Who will attend?
- How much will they pay?
- Where will it be held?
- What needs to be planned?
- How many rehearsals will you need?
- How will the performance be advertised?
- How will the jobs be divided?
- What's the budget?



Tips / Advice:

This activity needs lots of forward planning and dedication.

The Duke of Edinburgh's Award:

- Skills: Conjuring & Magic
- Skills: Drama & Theatre
- Skills: Circus Skills
- Skills: Choirs
- Skills: Film & Video Making
- Skills: Music
- Skills: Playing an Instrument
- Skills: Singing
- Skills: Puppetry
- Skills: Musical Appreciation
- Skills: Puppetry



Going Further



Programme Ideas:

- Form a rock band
- Drama
- Music
- Circus skills
- Magic
- Gospel choir
- Film and video making
- Musical appreciation
- Ceremonial drill
- Video diaries
- Documentaries



Trips / Visits:

Watch a performance or concert



Programme Links:

- Creative Arts project
- Cultural Visit challenge
- Movie Time challenge
- Theatre Trip challenge
- What a Voice challenge
- Pop World challenge
- BB's Got Talent challenge



STOP & THINK!

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

Sports Person

Aim: To develop your skills and gain a recognised qualification in a sport



Taster 1

Sport Appreciation

Aim: To focus in on a sport of your choice



Equipment:

- Paper
- Pens
- Match tickets



60 mins +



Any

Instructions:

Select a sport of interest and choose one of the following tasks to complete:

- Research the development of the sport through the years, producing a visual record.
- Attend a match/competition or alternatively watch a match/competition on TV. Before the start note down some key points to look out for during the game. These could include: umpire's/referee's decisions, skills of players, a player's contribution to the match/competition, etc. After the game analyse the key moments.
- Look into the career of a professional sportsperson. Look at their life history, status, factors contributing to personal success, and their contribution to the development and image of the sport.

A variety of different methods could be used to present the work to the group.



Preparation:

It may be useful to get together some useful publications, e.g. *Match annual*, *Wisden* etc.



Tips / Advice:

If you want to go a "bit retro" you could create your own Top Trump cards.





Taster 2

Racquet Sport

Aim: To play a racquet sport



Equipment:

- Sports clothing
- Sports equipment
- Towel & toiletries



45 mins +



2+

Instructions:

Go to your local leisure centre (facilities are invariably better than a church hall!) and play a racquet sport, e.g. *badminton, squash, tennis* etc. You could choose one you don't play very often.

Think about:

- Where is your nearest leisure centre?
- Can you book a court or do you need to be a member?
- Do you know the rules?
- Has anyone played it before?



Preparation:

Make sure you are familiar with the rules of the sport you are playing.



Tips / Advice:

If someone is familiar with the sport ask them to give everyone else a few pointers.



Taster 3

Team Sport

Aim: To play a team sport



Equipment:

- Sports clothing
- Sports equipment
- Towel & toiletries



45 mins +



10+

Instructions:

Go to your local leisure centre or sporting facility (facilities are invariably better than a church hall!) and play a team sport, e.g. 5 a side football, basketball etc. You could choose one you don't play very often.

Think about:

- Where is your nearest leisure centre?
- Can you book the facilities or do you need to be a member?
- Do you know the rules?
- Has anyone played it before?



Preparation:

Make sure you are familiar with the rules of the sport you are playing.



Tips / Advice:

If someone is familiar with the sport ask them to give everyone else a few pointers.



Christian Faith 1 Rules for Life

Aim: To realise that faith in Jesus is based on a relationship, not a set of rules



Equipment:

- Bible



20 mins



Any

Instructions:

Although as part of a sporting body's qualification you will have studied some of the rules of the sport, the main aspects will have been on performance and reaching standards.

Think about:

- How do you view the Christian Faith?
- If you were asked to state a rule of the Christian Faith, what would you say?
- By simply following that rule will it bring us any closer to God?
- Think of someone that you love. Is that love based on rules or do we naturally do the things that we know will please them?

Read Matthew 22:34-37.

Think about:

- Can you simply follow a rule to love someone?
- If you made a rule up that person X had to love Y would it really work?
- Love is based on a relationship. How can we know that God loves us?



Tips / Advice:

Be ready to talk from your own experiences, as some of the questions may be very challenging.



Christian Faith 2

Giving It Everything

Aim: To understand what it means to give everything to follow God



Equipment:

- Bible



20 mins



Any

Instructions:

At the time of writing the big news story in the world of athletics was whether Dwain Chambers would be allowed to compete at the 2008 Olympics in Beijing. Dwain Chambers was a junior 100m world champion, widely regarded as a huge natural talent, but who took a cocktail of drugs as a short cut to success in the 100m. However at the same time Dean Macey a decathlete retired from athletics after a career that involved him finishing fourth in two Olympic games, a silver medal at the world championship at the age 21, and a gold at the commonwealth games. Dean Macey had always been plagued by injuries, and in the last years of his career he received minimal funding and made huge sacrifices to compete in his chosen sport.

Discuss

Think about:

- What are the "blue ribbon" athletic events?
- How do these two stories compare to each other?
- What motivated each of these athletes?

Dean Macey said that he never competed for money, and that he would not swap winning Olympic glory in the 100m or 400m, instead of being a decathlete. He was so focussed and in love with the sport that he would prefer to compete in rainy Hexham in the decathlon rather than win the 100m at the Olympic games, that's just how dedicated he was.

Read Philippians 3:7-14 and 1 Corinthians 9:25-27.

Think about:

- How can you train yourself to follow Jesus?
- What are you dedicated to?

Reflect

- How much are you committed to following Jesus?
- How well are you training yourself?
- Do you ever feel like you are running aimlessly?

Pray

Pray that you will be a dedicated athlete for God.



Tips / Advice:

Always use a translation of the Bible that will be accessible to the group e.g. *Youth Bible, The Message, The New Living Translation* etc.



Project

Gaining a National Governing Body Award

Aim: To gain a National Governing Body Award



5 hours +



Individual

Project Description:

Attaining an award from the Governing Body of a particular sport is a great way to develop skills in the sport as a player and a coach. National Governing Body Awards are sometimes separated into awards for players and awards for coaches, but many focus on the coaching of the sport. Sports Leaders UK has a range of Sports Leaders Awards for individuals to develop general skills in sports' leadership.

To take part in one of the courses there will be a cost and it will be necessary to seek one local to you. Depending on the number of participants it may be possible for the National Governing Body to run a course specifically for a group in your locality. The costs and time required to complete such courses should be considered a valuable investment on developing the skills of individuals and their contribution back to the group after taking part in the course.

Sports Leaders Awards (www.sportsleaders.org):

Sports Leaders Awards are nationally recognised awards focussed on developing a person's skills in organising activities, planning, communicating and motivating. They're suitable for anyone over the age of 14, and are fun and practical, with no qualifications required to start the course. Completing a Sports Leaders Award is not about focussing on a particular sport, but the course content is applicable across a wide range of sports.

There are a number of different levels that can be gained:

- **Level 1 Award in Sports Leadership** – For 14+ years this course is designed to help develop skills in planning and organising activities and communicating with and motivating people. Course length on average will be 30 hours including 1 hour demonstrating leadership skills.
- **Level 1 Award in Community Sports Leadership** – For 16+ years this course is designed to help individuals to lead safe sporting activities in the community. Course length on average will be 30 hours plus 10 hours demonstration of leadership skills.
- **Level 2 Award in Basic Expedition Leadership** – For 17+ years (but have to be at least 18 years upon completion of the course) this course is designed to help individuals learn skills needed for organising safe expeditions and camps in lowland areas. Course length on average will be 90 hours plus 30 hours demonstration of leadership skills.
- **Level 3 Award in Higher Sports Leadership** – The highest award is for 17+ years (but have to be at least 18 years upon completion of the course) this course is designed to build on the skills learnt in 'Level 1 Award in Community Sports Leadership'. Course length on average will be 90 hours plus 30 hours demonstration of leadership skills.

National Governing Body Awards (www.sportscoachuk.org):

National Governing Bodies of Sports run specialised courses focussed on the development of their particular sport. Many of these National Governing Bodies courses are endorsed by the UK Coaching Certificate which has been set up by the government to create and maintain standards for sporting qualifications across all sports. By creating a recognised standard for coach education the UKCC will make it easier to identify a quality coach in any sport at any level and hopefully improve the standard of coaching and coaches. National Governing Bodies which have awards include:

- **Basketball** (www.englandbasketball.com / www.basketball-scotland.com / www.basketballwales.com / www.basketballireland.ie)

Player Proficiency Awards – England Basketball has developed a series of individual player proficiency awards, which can be completed. The awards are designed to test a player's basketball skills and understanding. Awards are available as follows to under 16 year olds: One Star, Two Star, Three Star, Four Star; and for 16+ year olds: Gold Award. There are currently no recognised awards from Basketball Scotland.

Coaching Award Scheme – The 'Leaders Award' (1 day) is a basic level qualification covering instructing the basic skills of the game, officiating and club administration. There are further levels of the award to progress on to including Level 1 Coach Award (2 days), Level 2 Coach Award (3 days +), and Level 3 Coach Award. Basketball Scotland, Basketball Wales and England Basketball are all working together on a coach education programme that meets the needs of all coaches across the UK and will be of high standard so as to achieve the UKCC endorsement.

- **Lawn Tennis** (www.lta.org.uk / www.tennisireland.ie)

The Lawn Tennis Association is the National Governing Body for Lawn Tennis. The 'Level 1' (min 16 years, 3 day course) Coaching Assistant course is the first step to becoming a coach, the 'Level 2' (min 17 years, 5 day course) Community Coach course is for those that want to organise competition or coach groups on their own.

- **Table Tennis** (www.englishtabletennis.org.uk / www.tabletennisscotland.com)

The English Table Tennis Association is the National Governing Body for Table Tennis. ETTA run a 'Table Tennis Leadership Award' (6 hours or 1 day course) aimed at 15 to 18 year olds, which is ideal for providing a lead into Table Tennis coaching, organising competitions, umpiring and the development of the Sport. ETTA also has an 'Introduction to Coaching Award' and 'Sport Leader' award as basic coaching qualifications (both of which are direct entry). Table Tennis Scotland run courses to equip coaches with the UKCC levels 1 & 2.

- **Rifle Shooting** (www.nusra.co.uk)

The National Small-Bore Rifle Association is the National Governing Body for Rifle Shooting. NSRA runs a 'Youth Proficiency Scheme Tutor's Diploma' (1/2 days) which is a basic award for instructing rifle shooting.

- **Rugby** (League www.therfl.co.uk / Union www.rfu.com)

The Rugby Football League is the National Governing Body for Rugby League and The Rugby Football Union is the National Governing Body for Rugby Union. Both RFL and RFU run a Level 1 Coaching course for participants (min age 16 years old, 2 day course).

- **Rounders** (www.nra-rounders.co.uk)

The National Rounders Association is the Governing Body for Rounders. The NRA runs a 'Young Leaders Award' (min 14 years), Level 1 (min age 14 years, 1 day course) and Level 2 (min 16 years) coaching courses.

- **Golf** (www.englishgolfunion.org / www.scottishgolfunion.org)

The English Golf Union is the Governing Body for Golf. The EGU has created an award programme to meet the Duke of Edinburgh's Award requirements.

- **Canoeing** (www.bcu.org.uk)

The British Canoe Union is the Governing Body for Canoeing. The BCU has qualifications based on stars for 'Personal Performance & Safety' from 1 Star Award (beginner) to 5 Star Award (advanced). The BCU also has a coaching qualification for the teaching of canoeist from Levels 1 to 5 (min 16 years, 1 day course + practical).

- **Football** (www.thefa.com)

The Football Association is the National Governing Body for Football. The FA runs a coaching course 'FA Level 1 Club Coach' (min 16 years) which is the UK's most popular course and over 17,000 people go on the course each year. The FA also runs Level 2 (min 16 years) courses for the more experienced and those that have completed Level 1. Further anybody over 14 years of age, male or female, may train to become a football referee, and there are basic refereeing courses around the country. See also www.scottishfa.co.uk, www.irishfa.com, www.faw.org.uk.

- **Archery** (www.gnas.org)

The Grand National Archery Society is the Governing Body for Archery. The GNAS basic qualification is the 'Leader Course' (min 17 years, 4 day course) that covers safety, techniques, equipment and teaching.

- **Badminton** (www.badmintonengland.co.uk / www.badmintonscotland.org.uk / www.welshbadminton.net)

Badminton Scotland, Welsh Badminton and Badminton England are the National Governing Bodies for Badminton. They all runs coaching courses as per the UKCC standard with a level 1 (min 16 years) that is for those that are new to coaching, but have knowledge of the game, and level 2 (min 18 years, Level 1 required) which is about further development as a coach.

- **Athletics** (www.ukathletics.net)

UK Athletics is the National Governing Body for Athletics. UK Athletics run coaching courses at Level 1 (1 day) and Level 2 (2 days), which are basic qualifications, Level 3/4 is for those running regular Athletics coaching.

- **Swimming** (www.britishswimming.org)

Amateur Swimming Association is the National Governing Body for Swimming. The ASA has various awards to reward individual achievement; the awards to gain would depend on the ability of an individual. The ASA also runs coaching courses for swimming (as well as diving, aquatics and synchronised swimming), the basic coaching qualification is the 'Level 1 Certificate for Coaching Swimming' (min 16 years, 4+ day course).

The above provides some examples of qualifications that could be gained in particular sports, the list is not exhaustive and will be subject to change by the National Governing Body. Full details of all the qualifications can be found on the website of the National Governing Body.

To gain an award, seek a local branch/club and enquire about courses being run in the local area, although some National Governing Bodies also run courses nationally.



Tips / Advice:

It may be more fun if there is a group of you working towards the same award.



Safety Issues / Risk Assessment:

- Always follow the guidance given by the national governing bodies.
- Alternatively, look at gaining an officiating award in a sport, or an instruction award in an adventure activity.

The Duke of Edinburgh's Award:

- Physical Recreation
- Skills: Sports Officiating and Refereeing



Going Further



Programme Ideas:

- Climbing
- Mountain biking
- Horse riding
- Skiing
- Orienteering
- Rowing
- Sailing
- Sub aqua / scuba diving
- Wind surfing
- Surfing
- Refereeing
- Umpiring
- Organise sporting events



Trips / Visits:

- Sporting event
- Observe how an umpire or referee conducts a sporting event



Programme Links:

- Triathlon project
- Half Marathon project
- Crazy Golf challenge
- Beach Olympics challenge
- New Sport challenge
- Sporting Event challenge
- Winter Sports challenge



STOP & THINK!

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

Creative Arts

Aim: To produce pieces of “art”



Taster 1

Installation Art

Aim: To introduce the idea of installation art



Equipment:

As required



60 mins +



Any

Instructions:

Installation art is not about making one object, or one sculpture. Instead it is about the relationships between objects, materials or things, and the particular space that they are in. There is usually a physical experience, *e.g. walking through the space*. Installations often involve the viewer's senses of smell, hearing, touch and sometimes even taste. They can also often be highly interactive and invite the audience to make things happen. An example could involve hanging plastic strips from a ceiling, and then to walk through the room. You'll be amazed as to how long this will keep people entertained.

Think about:

- Where will the installation be?

Find out as much as possible about the space in which you are making the installation, *e.g. shape, light, sound, materials, function, history, context, people who use it etc.* An installation doesn't have to be a big space that you can walk around or in – it could be a desk, a box, a drawer, the palm of your hand – as long as the space you are using is considered part of the art work.

- What will your art say?

Decide what personal response, message, idea or statement you want to say about a space (*e.g. your bedroom could be seen as an installation the way you've arranged your possessions tells a lot about you as a person*). It could be to celebrate or commemorate a special event, *e.g. a birthday, Christmas etc.*

- What materials will you need?
- Who will see it?

Now get creating.



Preparation:

Think in advance about what sorts of materials might be useful, *e.g. clothes, sheets, lamp shades, toys etc.*



Tips / Advice:

- The materials you could use are endless. It could almost be anything from engine oil to flowers!!!! Literally whatever material suits the job, although it might not go down well if you spill engine oil all over the Church hall!
- Large scale installations usually have big impacts, as they create bold statements. Think about smell, sound, and light, and detail as well as overall impact.
- Let people know how to behave in the installation – usual ‘don’t touch’ art rules need not apply – how will they know?
- Remember to tidy away your installation afterwards, but take a picture first. Although we know this is art, other people who use your premises might just see it as mess!
- It could be part of a Christian celebration, e.g. *an alternative take on the nativity scene.*



Taster 2

Flick Book

Aim: To create a flick book animation



Equipment:

- Sheets of paper, approx. 10cm x 10cm, and a stapler, or,
- A small notebook
- A pencil



60 mins



Any

Instructions:

A flick book is a book with a series of pictures that vary gradually from one page to the next, so that when the pages are turned rapidly, the pictures appear to animate by simulating motion or some other change:

- Staple sheets of paper together at one edge or use a notebook.
- Draw a simple stick person on the last page of your notebook.
- On the page before, trace the first stick person, but this time make their arms or legs move a small amount.
- Continue tracing your previous drawing on the page before, each time make their arms or legs move a small amount.
- When you have used up all the pages, flick the book from back to front to see the person move!
- Now try and make one a bit more complicated!



Tips / Advice:

Software packages and websites are also available that convert digital video files into custom-made flick books.



Taster 3

Lego Animation

Aim: To create an animation using only lego



Equipment:

- Lego
- Digital video camera via a firewire cable
- Computer
- Animation software, e.g. *iStopMotion*



60 mins



2-4

Instructions:

If you like Wallace & Gromit and fancy a go at creating your own animation then using lego is a great place to start.

- Think of a story that you want to tell. Write your own or use a famous story.
- Draw a story board detailing what you want to depict and write a script to go alongside it.
- Create out of Lego the characters, back drop, and props for the film.
- Start animating, patience is definitely a virtue. Set your frame grabbing software to 20 frames per second. With this setting to animate a Lego man to walk you will need to take 3 pictures per step. Experiment and see what looks right, e.g. *you can make your characters run by exaggerating the movement of the arms and legs.*
- Adding simple sound effects such as footsteps adds lots to your movie.
- Record dialogue and add backing music.



Preparation:

Remember to bring in your Lego and make sure that you know who it belongs to.



Tips / Advice:

- It sounds obvious the longer and more complicated the film the harder it will be to produce. Start of with a simple concept.
- You may need to store the Lego somewhere in between animating. Try and finish a scene, and keep the backdrop intact.
- Use the sound from a film or TV programme and produce animation to it.



Christian Faith Psalm Art

Aim: To create some artwork for your church based on a Psalm



Equipment:

- Three canvases
- Paint
- Felt
- Coloured paper
- Bibles



2 hours



Any

Instructions:

The Book of Psalms consists of 150 Psalms, each of which constitutes a religious song. New Testament references show that the earliest Christians used the Psalms in worship, and the Psalms have remained an important part of worship in most Christian Churches. Some Psalms are among the best-known and best-loved passages of Scripture, with a popularity extending well beyond regular church-goers, e.g. **Psalm 23**, *The Lord is My Shepherd*, offers an immediately appealing message of comfort and is widely chosen for church funeral services, either as a reading or in one of several popular hymn settings; **Psalm 137**, *By the rivers of Babylon*, is a moody meditation upon living in slavery, and has been used in at least one spiritual, as well as one well-known reggae song.

Get permission from your church to create a series of three pieces of art for the building. Choose a Psalm. (Start by looking at **Psalm 23, 25, 121**).

Think about:

- What does it mean to you?
- How does it make you feel?
- What does it reveal about God?
- What ways do you understand or experience these words to be true about God?
- How does it apply to your life?
- What has it made you think about?
- How you can depict this in three images?

Design on paper or on a computer what it will look like, what words you will write, and what materials you will use. Create the artwork.



Tips / Advice:

- You could use photos as part of your artwork.
- Think about where the artwork will be situated.
- Ensure that the art is sufficiently large to be seen around the church.



Project Mural

Aim: To create a mural



Equipment:

- Paint brushes
- Paint
- Computer
- OHP or video projector
- Acetates
- Pencil



4 hours +



2+

Project Description:

Before you can create a mural think about where you are going to do it. It could be outside or inside, and there are many places that might appreciate a mural e.g. *primary school, church etc.* Make sure you agree a design before starting the painting.

- Choose an image. Keep it fairly simple, two-dimensional pictures or designs that don't rely on elaborate shading or perspective, and no more than 3-4 colours.
- Decide where you want the mural. See how you can incorporate architectural details, e.g. *you might paint a jungle animal "sitting" on a radiator.*
- Design the mural. You can use clip art to help you, greeting cards, or from a book. Make colour copies that everyone can work from.
- Make an acetate of the design and project it onto the appropriate part of the wall using an OHP. You can either draw directly onto it or print an image designed on a computer. Note that different types of acetate are sold for printers. Alternative project is straight from your computer.
- Mark the position of the projector on the floor with masking tape in case you need to move the projector before you've finished transferring the design.
- Use a pencil to trace the outline of the projected image onto the wall.
- Start painting:
 - a. Select acrylic paint colours for your mural.
 - b. Pour each paint colour into a plastic container.
 - c. Use a wide, flat paintbrush to paint in the large areas of your design first.
 - d. For straight lines use masking or painter's tape as a guide.
 - e. Blend and shade colours by painting one colour on top of another before the bottom colour has had a chance to dry.
 - f. Use a round paintbrush to add details and outline images.
 - g. For a more realistic effect, paint the background before the foreground.
 - h. Step back from your mural regularly to see how it looks from the distance it will be viewed from.



Tips / Advice:

- Go to a hobby craft shop (www.hobbycraft.co.uk) for ideas and stencils to aid your design.
- Ensure that you clean the surface before painting. There must be no grease, wax or oil on the surface and the surface needs to be structurally sound and free of loose particles. Remove all existing loose particles or damaged painted surfaces.
- If the wall has been painted with oil paint or is peeling, strip all the existing paint.
- If the surface has been painted with acrylic paint, sand the entire surface.
- If mould or mildew is present, use a stiff brush and scrub with a mixture of 1 part bleach and 3-4 parts water. Rinse twice with warm water and allow to dry.
- If your mural is outside you will need to use more durable outdoor paint.
- You could incorporate the following into your design:
 - **Adhesives** You can attach 3-D materials to the wall in a variety of ways, including double-sided tape, carpet tape, Velcro, wood glue, and small nails or tacks.
 - **Chalkboard paint**
 - **Cork** You can cut cork with scissors, then attach it to a corrugated cardboard base with wood glue or carpet tape. Large cork pieces curl while drying, so you may have to hold them down with masking tape.
 - **Felt**
 - **Glitter paint**
 - **Glow in the dark paint**
 - **Magnetic paint**
 - **Marker board**
 - **Mirrors**
 - **Wall paint** Be sure to use a semi gloss or eggshell paint for your background and accents. Both are much more washable than flat paints.



Safety Issues / Risk Assessment:

- Be careful using ladders, and always use the right type for the job.
- Wear old clothing.
- Clean brushes after use.

The Duke of Edinburgh's Award:

Skills



Going Further



Programme Ideas:

- Photography
- Art
- Cake decoration
- Candle making
- Clay modelling
- Embroidery
- Dough craft
- Drawing glass painting
- Kite construction
- Models
- Painting
- Paper craft
- Sculpture



Trips / Visits:

Art exhibition



Programme Links:

- Performing Arts project
- Cultural Visit challenge
- Fashion Show challenge
- Graffiti Wall challenge
- Movie Time challenge



STOP & THINK!

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

Projects

Half Marathon

Aim: To train for and complete a half marathon



Taster 1

Bleep Test

Aim: To attain as high a level as possible on the bleep test shuttle run exercise



Equipment:

- CD Player
- Bleep test CD
- Tape measure
- Running area 15m long



20 mins



2-12

Instructions:

The Bleep Test (sometimes known as the multi-stage fitness test) involves running continuously between two points that are preferably 15 metres apart. These runs are synchronised with a CD, which plays bleeps at set intervals. As the test proceeds, the interval between each successive bleep reduces, forcing the athlete to increase velocity over the course of the test, until it is impossible to keep in sync with the recording.

The recording is typically structured into 23 'levels', each of which lasts 60 seconds. Usually, the initial intervals of bleeps require a speed at the start of 8.5 km/h, which increases by 0.5km/h with each level. The progression from one level to the next is signalled by 3 rapid bleeps. The highest level attained before failing to keep up is recorded as the score for that test.

- Stand at one end of the hall (the length of the hall will be specified on the CD but normally needs to be approximately 15m long).
- Start the CD which will provide all necessary instructions.
- You will be instructed to run up and down the hall in time with the bleeps on the CD.
- If you fail to complete three lengths in a row in the necessary time they must leave the exercise.
- Record the level that you leave the exercise.
- The exercise will last approximately 20 minutes including recovery time.

Try and improve levels over a series of weeks.



Preparation:

Buy a copy of the Bleep Test.



Tips / Advice:

A CD version of the Bleep Test can be purchased from various websites (e.g. www.amazon.co.uk). It may also be possible to download an audio file version off the internet, although there would be a charge for this.



Safety Issues / Risk Assessment:

- The Bleep Test is not a competition against peers.
- Ensure that any person carrying an injury or that has a cold does not participate in any running / exercise – they will run the risk of aggravating the injury/virus and causing long term damage.
- For any person with asthma or similar breathing difficulties, encourage them not to push themselves too far, and ensure that they have the appropriate inhaler/medication to hand if needed.
- Do not run if the weather is particularly warm – young people are much more susceptible to temperature changes than adults and will quickly become dehydrated.
- If any person picks up a sprain, they should lie on their back and have their injured ankle/foot elevated. Packs of ice should be compressed on the ankle/foot to reduce swelling.



Taster 2

Outdoor Run Training

Aim: To plan and complete a short run



Equipment:

- Stop watch
- Running clothes
- Map
- Water bottle



45 mins



2-5

Instructions:

When you start running build up to a distance of five kilometres. If you're not doing a round-trip run, then choose a turn-around point that's no further than 2½ kilometres away.

Think about:

- What route will you take? Ensure that the route is safe (e.g. away from major roads) and is of suitable terrain.
- What is the experience of the group? There will likely be a large range of abilities amongst the group – the aim is to complete the run rather than get an individual personal best. Ensure the “most able” are at the front and back of the group, to ensure a reasonable pace is maintained and that no one is left behind.

- What do you need to do before the run?
 - a. Check the weather. If it's particularly hot outside, shorten the proposed run, or postpone it for another time.
 - b. Drink water about 20 or 30 minutes before you start your run, and make sure there is water available to hand along the way.
 - c. It is very important for people of all ages to warm up the body before running or walking or doing any sports activity.
 - d. Wear appropriate clothing:
 - Lightweight running shoes that fit well and have plenty of support.
 - If it's hot out, a hat keeps the sun off your face. In cold weather, it keeps heat in.
 - Light, breathable fabrics are best.
 - Thin socks that wick sweat from your feet.
 - Light colours are best for visibility and reflecting the sun.
 - If running in the dark, ensure that you are wearing bright, reflective clothing.
 - Do not run with headsets – they will distract you from what's going on around you, e.g. approaching cars.
- What do you need to do during the run?
 - a. Don't break into a sprint as soon as you start. Begin by walking for at least three or four minutes to get your muscles warmed up. The same way, end your run with a few minutes of walking to cool down. Abruptly starting and stopping is not good for your heart or your muscles.
 - b. Have fun! Keep your face, shoulders and hands relaxed (don't tense up). You should be able to keep a conversation going with your running partner the whole time. If you're too out of breath to do this, then slow down.
- What do you need to do after the run?
 - a. When you're finished, take a few minutes to stretch, especially your leg muscles. Your calves, hip flexors and hamstrings need it the most.
 - b. Your body lost a lot of fluid while you ran, so make sure you drink some water or juice.
 - c. You'll also want to eat something within an hour of running to help replace lost energy stores. The best choices are a combination of carbohydrates (breads, cereals, rice and pasta) and protein (meats, nuts, dairy foods and beans). A turkey sandwich or a bowl of cereal would both be good after-run snacks.



Preparation:

Plan the route well in advance taking into account the size of the group. A large group should not run on pavements.



Tips / Advice:

- If you're involved in sports already, adding running to your busy schedule might be too much. Talk to your coaches to get advice. Your body can't become healthier unless it has time to rest and repair itself between activities.
- Don't run every day at first – two or three times a week is plenty. Again, your body needs to rest and repair, and to get used to this new activity. Just go for a walk, a swim or a bike ride on your days off. Combining activities like this is called "cross training", and it's one of the best ways for young people to stay in shape.
- If you're brand new to running and it seems too difficult, use interval training to work yourself up. Start by walking for five minutes, running for two minutes, walking for five and so on. As your body gets used to it, you can walk for two minutes and run for five, walk for one minute and run for seven... whatever works best for you that day. Eventually, you'll be able to run for longer periods without becoming exhausted.

- Running events can provide a great opportunity to fundraise for your group or a charity.
- Check with your BB Battalion/ District for details about forthcoming running/athletic events.
- BUPA coordinate a series of junior (under-17) running events across the country. Details about these can be found in their Junior Programme on www.greatrun.org/events.



Safety Issues / Risk Assessment:

- Ensure that any person carrying an injury or that has a cold does not participate in any running / exercise – they will run the risk of aggravating the injury/virus and causing long term damage.
- For any person with asthma or similar breathing difficulties, encourage them not to push themselves too far, and ensure that they have the appropriate inhaler/medication to hand if needed.
- Do not run if the weather is particularly warm – young people are much more susceptible to temperature changes than adults and will quickly become dehydrated.
- If any person picks up a sprain, they should lie on their back and have their injured ankle/foot elevated. Packs of ice should be compressed on the ankle/foot to reduce swelling.



Taster 3

40 minutes

Aim: To complete 5km in 40 minutes



Equipment:

- Running shoes
- Stop watch
- Map



40 mins



2-5

Instructions:

Before beginning a training plan for a half marathon you should be able to run 5km in 40 minutes. Use taster 2 to build up to this level. When you think you are ready:

- Plan a 5 km route
- Time the group completing it
- Do it within 40 minutes

Remember this is a group activity so work together until the whole group can complete 5km in 40 minutes.



Preparation:

Complete Taster 2.



Tips / Advice:

- Don't just begin with this time trial build up to it with at least one previous run.
- Completing this activity will ensure that you are ready to start training for the Half Marathon project.



Safety Issues / Risk Assessment:

- Ensure that any person carrying an injury or that has a cold does not participate in any running / exercise – they will run the risk of aggravating the injury/virus and causing long term damage.
- For any person with asthma or similar breathing difficulties, encourage them not to push themselves too far, and ensure that they have the appropriate inhaler/medication to hand if needed.
- Do not run if the weather is particularly warm – young people are much more susceptible to temperature changes than adults and will quickly become dehydrated.
- If any person picks up a sprain, they should lie on their back and have their injured ankle/foot elevated. Packs of ice should be compressed on the ankle/foot to reduce swelling.



Christian Faith Persistence

Aim: To teach the value of never giving up



Equipment:

- Bible
- Stop watch



20 mins



Any

Instructions:

A wall sit is an exercise done to strengthen the quadriceps muscles. In silence get each member of the group to place their back against a wall with their feet shoulder width apart and a little way out from the wall. Then, keeping the back against the wall, lower the hips until their knees form right angles. Time each person using a stop watch, and see who can do it for the longest. It can be very painful to hold this position for extended periods of time.

Think about:

- What do you need to be able to do this for a long time?
- What keeps a long distance runner going and going?
- When does a runner need persistence? *e.g. when we are training, when we have failed, when we feel we might not make it, when we feel like giving up.*
- Are there areas in your life that you feel like giving up on? *e.g. exams, BB, God.*
- How can you help yourself not to give up? *e.g. be determined, be positive, remember it's not over until you decide, tell others of your struggles, ask for help, look to change the situation for the better, believe things will get better.*
- How can God help? *e.g. gives us strength to cope and overcome, put supporting people around us, he is with us.*

Read Philippians 3:14.

When training for a race they are many times when you can feel like just giving up. If you want to achieve not only at the highest level of professional sport, but to complete a half marathon or even an exam, persistence is essential. Jesus faced many obstacles in his life, but he never gave up. Jesus had a clear aim and found strength to keep on going from God.

Read Matthew 26:42. Jesus stuck with it even when it got hard. Jesus also taught us that he would be with us always (**Matthew 28:20**).

Think about:

- How do supporters encourage professional athletes or teams?
- How do they discourage?
- How can you help others not to give up? *e.g. offer encouragement in practical and vocal ways, sharing our own experiences, offering support.*
- Have you ever caused someone to fail?

Now get half the group to perform the wall sit exercise, this time with the encouragement of someone else. Try and get them to beat their previous times. Swap over roles. Did they do it for longer?

Reflect

- Do I help others to keep on going even when they are struggling?
- Is there one thing I can do this week to support someone else?
- Do I give up too easily?

Pray

Pray that God will help us to be a persistent and determined runner in life, and an active supporter of others.



Tips / Advice:

During the wall sit exercise make sure that two right angles are formed by the body, one at the hips and one at the knees.



Safety Issues / Risk Assessment:

Be aware if anyone is pushing themselves too hard during the wall sit exercise. It's not worth getting an injury.



Project Run a Half Marathon

Aim: To successfully complete and prepare for a half marathon



Equipment:

- Trainers
- Running clothes
- Water bottle



12 weeks



Individual

Project Description:

Running a half marathon should not be entered into lightly. A training programme needs to be followed to ensure that you complete the half marathon safely. If you plan wisely ...

- You are less likely to get injured.
- You will be more motivated.
- You will maximise your performance.

Before beginning your training plan you should be able to run 5km in under 40 minutes.

Go to www.bupa.co.uk/health_information, or www.adidashalfmarathon.co.uk/training, or similar website for training plans.

The best advice is to get organised with your running. If you know what you are doing each session and why, it will help you to keep up your training momentum and give you the confidence to adapt your programme to suit your routine.



Tips / Advice:

- Completing a half marathon is a big commitment, so make sure you are ready for it.
- 1 half marathon = 21.097494 km = 13.1 miles
- Regular half marathons around the UK & Ireland include Asics Reading Half Marathon, Adidas Silverstone Half Marathon, Joe Cox Half Marathon (Stourbridge), Alloa Half Marathon, Broadland Half Marathon (Norwich), Hastings Half Marathon, Inverness Half Marathon, The Children's Mutual Half Marathon (Tunbridge Wells), Sussex Beacon Half Marathon (Brighton), The Dover Mercury Half Marathon, Great East Run (Bungay), Wokingham Half Marathon (Torrington), Liversedge Half Marathon, The Brands Hatch Half Marathon (Nr Swanley), Omagh Half Marathon, Rollin Irish Half Marathon.
- You could use this as an opportunity to get sponsorship to raise money for a charity.



Safety Issues / Risk Assessment:

- Make sure that you have trained properly in the build up to the event.
- Drink plenty of water to keep yourself hydrated.
- Wear appropriate clothing and footwear.

The Duke of Edinburgh's Award:

Physical Recreation: Running



Going Further



Programme Links:

- Sports Person project
- Triathlon project
- Fundraising project
- Beach Olympics challenge
- New Sport challenge
- £100 challenge
- Fun Run challenge
- Sporting Event challenge



Trips / Visits:

Watch a marathon



STOP & THINK!

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

Triathlon

Aim: To train for and complete a triathlon



Taster 1

Iron Man

Aim: To complete an indoor triathlon to improve levels of fitness



Equipment:

- Bleep test CD
- CD player
- Exercise bike with computer
- Rowing machine with computer
- Record sheet and pen
- Stop watch



40 mins



2-10

Instructions:

Complete the following exercise as part of an indoor triathlon:

- Complete the exercises in a cycle so they are completed one after the other with a short break in between.
- Repeat the exercise on two further weeks to improve results.

Rowing Machine:

Using a computerised rowing machine see how far you can travel in 5 minutes. Record the distance.

Bleep Test:

The Bleep Test (sometimes known as the multi-stage fitness test) involves running continuously between two points that are preferably 15 metres apart. These runs are synchronised with a CD, which plays bleeps at set intervals. As the test proceeds, the interval between each successive bleep reduces, forcing the athlete to increase velocity over the course of the test, until it is impossible to keep in sync with the recording.

The recording is typically structured into 23 'levels', each of which lasts 60 seconds. Usually, the initial intervals of bleeps require a speed at the start of 8.5 km/h, which increases by 0.5km/h with each level. The progression from one level to the next is signalled by 3 rapid bleeps. The highest level attained before failing to keep up is recorded as the score for that test.

- Instruct the group to stand at one end of the hall (the length of the hall will be specified on the CD but normally needs to be approximately 15m long).
- Start the CD which will provide all necessary instructions.
- You will be instructed to run up and down the hall in time with the bleeps on the CD.
- If you fail to complete three lengths in a row in the necessary time they must leave the exercise.

- Record the level that you leave the exercise.
- The exercise will last approximately 20 minutes including recovery time.

Exercise Bike:

Using a computerised exercised bike see how far you can travel in 5 minutes. Record the distance.



Preparation:

Get hold of rowing and cycling machines.



Tips / Advice:

Try asking people in your Church to borrow any of the necessary equipment.



Safety Issues / Risk Assessment:

- Use the equipment in accordance with their instructions.
- Remember when the machinery is not used properly it can be dangerous.
- Provide a constant supply of water throughout the exercises.
- Keep an eye on the participants and withdraw any member who shows signs of excessive fatigue.



Taster 2

Swimming

Aim: To improve levels of swimming fitness



Equipment:

- Swim wear
- Towel



30 mins



Any

Instructions:

Find the nearest swimming pool and see how many lengths you can do in 20 minutes. Choose a pool that has sessions to swim lengths, rather than a pool that has lots of slides etc.



Safety Issues / Risk Assessment:

Ensure that you only swim at a supervised swimming pool.



Taster 3

Cycling

Aim: To complete a bike ride



Equipment:

- Bike
- Repair kit
- First aid kit
- Food
- Drink
- Appropriate clothing and footwear



2 hours +



3-10

Instructions:

Arrange a day's bike ride. You could tie it in with a visit to an attraction. Go to www.bikeforall.net to search for a local cycle route.

Think about:

- Where will you ride?
- How far will you travel?
- Have you planned your route?
- What kit do you need?
- How will you get the bikes to the start of the route?



Tips / Advice:

Stick to cycle routes.



Safety Issues / Risk Assessment:

- Make sure there is a suitably qualified leader on the trip.
- Ensure you have adequate kit for emergencies.
- Don't cycle on main roads.



Taster 4

Running

Aim: To plan and complete a short run



Equipment:

- Stop watch
- Running clothes
- Map
- Water bottle



45 mins



2-5

Instructions:

Complete Taster 2 "Outdoor Run Training" in the Half Marathon topic.



Christian Faith Weaknesses

Aim: To see the value of working on our weaknesses



Equipment:

- Bible



20 mins



Any

Instructions:

Everyone's got weaknesses. Perhaps you're good at swimming but can't run very well. Maybe you get easily frustrated or angry if someone is better than you. There are three things that you can do when your confronted with your own weaknesses:

1. Ignore them.
2. Recognise them, but don't do anything.
3. Work on them over a period of time and change.

Think about:

- Which of the triathlon disciplines are you weakest at? It's easy to just focus on what we are good at because it is a secure place to be. However you can't get away with this in triathlon.
- What do you need to do to complete a triathlon? Work on all the phases, but work especially hard on your weakest areas and be willing to accept criticism.

The story of Zacchaeus (**Luke 19:1-10**) tells how when Jesus met him he wanted to help him. He didn't run in the opposite direction, but wanted to help him change. Whether it's swimming, cheating in sport or a bad temper, Jesus can help us overcome our weaknesses.

Read 2 Corinthians 12:9

Think about:

- Does this mean that we should just accept our weaknesses? No, it is only when we humbly fall on our knees that we begin to fully rely on God rather than on ourselves.
- What are some possible weak areas in your life? e.g. *temper*
- What can we do about our weak areas?
 1. Identify them
 2. Ask for help and work on them
 3. Be accountable to someone
 4. Ask God to help change us

Reflect

- Do you automatically give up when you find something hard?
- Do you welcome criticism and help it to improve yourself?
- What areas do you want to improve in your life?
- What can you do to change?

Pray

Pray that you will fully rely on God to change those areas of your life that you are not happy with.



Project Triathlon

Aim: To successfully complete and prepare for a triathlon



Equipment:

- Trainers
- Running clothes
- Swim wear
- Cycling clothes
- Bike
- Water bottle



12 weeks



Individual

Project Description:

A triathlon is an endurance sports event consisting of swimming, cycling and running over various distances. As a result, it is important to be good in all of these activities, and to race each stage in a way that preserves energy and endurance for subsequent stages. These events are placed back-to-back in immediate sequence and a competitor's official time includes the time required to "transition" between the individual legs of the race, including any time necessary for changing clothes, shoes and equipment.

1.) The Swim Section

Often considered to be the scariest of the three disciplines. Your training sessions should try to make the distance that you are going to compete. For a sprint distance this can be between 400m and 750m. Don't worry if you can't complete the distance just yet. Make a note of how far you can swim and the time that it takes you. The next time that you train aim to swim a little further and longer. By doing this regularly you will soon find that your swimming improves.

Remember:

- Relax, don't rush your stroke. Try to go slower and perfect your technique rather than trying to be as fast as you can. It will help you as you emerge from the water also. If you are too exhausted after the swim you will not perform well on the bike or the run.
- Most open water Triathlons in Great Britain require a wetsuit to be worn. Try the wetsuit before the day of the event as they can feel tight and restrict your breathing.
- Start by swimming continuously for 20 minutes. Count how many lengths you manage to do and work out the distance you have covered. If it is not the distance of the race aim to improve by 2 lengths per week until you have covered 200m more than the race distance.

2.) The Bike Section

This is the longest discipline and most novices under prepare for it.

Remember:

- Make sure that the bike is in good working order.
- You must wear a helmet during the bike section of a triathlon so make sure that it is comfortable and tight fitting.
- Build up to two to three rides per week of up to one hour.

3.) The Run Section

This is normally seen as the easiest part, but after a swim and a bike ride you won't be surprised to hear that the run can be very hard. Build your running mileage up gradually. Start with walking for one minute and jogging for one minute. Every week try to increase the time that you do. If you are more confident about your running ability then run continuously for 30 – 45 minutes. You could also try intervals. Jog for one minute and run hard for one minute and repeat until you have completed 30 minutes.

Remember:

- Try to practise running after you have been cycling or combining cycling with runs. This will help get you used to running after the bike leg and will provide you with a great workout.
- The week before the day of your race start to taper the sessions down.
- If you feel tired it is important to take a day off.



Tips / Advice:

- Only complete this task under the instruction of an experienced and qualified triathlete and coach.
- Only take part in official races, do not create your own.
- Leave plenty of time prior to a race to prepare.
- The most important component of any training programme is rest, so that the body is able to adapt to training. Inadequate rest can result in excessive fatigue, loss of motivation and at worst, injury.



Safety Issues / Risk Assessment:

- Make sure that you have trained properly in the build up to the event.
- Drink plenty of water to keep yourself hydrated.
- Wear appropriate clothing and footwear.

The Duke of Edinburgh's Award:

Physical Recreation: Triathlon



Going Further



Programme Links:

- Sports Person project
- Half Marathon project
- Fundraising project
- Beach Olympics challenge
- New Sport challenge
- £100 challenge
- Fun Run challenge
- Sporting Event challenge



Trips / Visits:

Watch a triathlon

STOP & THINK!

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

Projects

Healthy Living

Aim: To explore issues surrounding our health and how to look after our bodies and minds responsibly



Taster 1

Walk for Fitness

Aim: To walk for at least 30 minutes



30 mins



Any

Instructions:

From as early as nine months old lots of us will have been able to walk. It's something that comes naturally and even if we don't get much above 5 km/h, it is a great form of exercise. Walking is the simplest and cheapest of all exercises, and making it your regular activity and focusing on the intensity or distance covered can greatly increase your fitness. Walking improves the condition of your heart and lungs (cardiovascular fitness) and works the muscles of the lower body. It's a weight-bearing activity, so it may improve bone density, yet it's also low impact, putting less stress on the joints than some other forms of exercise.

The following tips can help kick-start your walking programme:

- Walk to the local shop. If you have a lot to carry, take a small rucksack.
- Get off the bus or train a stop or two early. This will give you some extra daily exercise and might even reduce your fare!



Tips / Advice:

- You could try power walking as you burn more calories walking at this speed than you would running at the same pace.
- Half an hour's walk after a meal will cut the amount of fat you store by using it to fuel your exercise.



Taster 2

Circuit Training

Aim: To develop a personal circuit comprising appropriate exercises



Equipment:

- Tape measure
- Stop watch
- Basketball
- Cones
- Chalk



30 mins



Any

Instructions:

Circuit training aims at the progressive development of general fitness. Although a number of people can participate at the same time, it is essentially an individual activity with everyone seeking to make personal improvement. Scoring is usually the number of the repetitions within a certain time (30 seconds) or the time taken to complete an activity.

Suitable activities (dependent on equipment and hall size):

- **Shuttle Run** Run there and back between two lines 10 metres apart three times (60 metres in total). Record the time taken.
- **Press Ups** Record the number achieved in 30 seconds. Ensure that press ups are completed correctly.
- **Ball Wall Bounce** Stand three metres away from a wall. Throw a basketball against the wall and catch. Record the number of successful catches in 30 seconds.
- **Seated Ball Throw** In pairs sit on the floor facing each other. Lean back with the ball behind your head, rise forward and pass the ball to your partner, in the same manner as you would a sit up. Record the number of successful catches in 30 seconds.
- **Stamina Run** Place four cones to make a rectangle 15 metres by 10 metres (50 metres perimeter). Run around the rectangle ten times (500 metres) and record the time.
- **Sit Ups** Record the number achieved in 30 seconds. Ensure that press ups are completed correctly.
- **Continuous Sideways Jumping** Jump over a gap between two chalk lines 30 cm apart. Record number of jumps in 30 seconds.

Many other exercises can be added and physical activities can also be interspersed with skilful ones such as football shooting, consecutive heading etc. Individuals should record their scores and over a number of weeks seek to make improvement.



Preparation:

Ensure there are appropriate warm up and stretching activities before starting a circuit.



Tips / Advice:

- Work in pairs and record each other's score.
- There should be some built in resting time between the activities.



Taster 3

Gym Session for Fitness

Aim: To undertake gym exercises for at least 30 minutes



Equipment:

- Sports wear



30 mins



Any

Instructions:

The gym can be a good place to work on overall aerobic fitness and build muscle strength, or just somewhere to exercise on days when you can't face the cold or the rain. Gym-based activities include aerobic exercise such as running, rowing or cycling machines, weight training, and classes, such as aerobics or aerobic dance. All ages and fitness levels can be catered for and improvements measured and exercise programmes tailored to your needs.

In recent years there have been an increasing numbers of "youth gyms", for those aged under 18 and you will probably have one in your local area. SHOKK® provides specialist equipment and training for such facilities. Supplying a full range of specialist equipment, training and services, SHOKK® has a complete offering to suit the needs of young people aged between 5 and 18. Central to this is an exciting, identifiable brand and a physical activity solution that is effective, safe and fun. Go to www.shokk.co.uk to find your nearest gym and start training.



Preparation:

Find your nearest youth gym.



Tips / Advice:

- You should attend induction sessions in order to receive training on the equipment.
- Check your instructor is qualified to recognised standards, especially if you're weight training. Incorrect technique can easily lead to injuries or make existing problems worse. For advice, take a look at the at the Register of Exercise Professionals www.exerciseregister.org and the Fitness Industry Association www.fia.org.uk.
- Some gyms can be expensive to join, but council-run facilities offer a cheaper alternative where you can pay per session rather than shelling out for an annual membership.



Safety Issues / Risk Assessment:

- Gym equipment should only be used that is age appropriate.
- Only use equipment under appropriate supervision.



Christian Faith

Your Body – Your Responsibility

Aim: To consider the responsibility you have for your own body



Equipment:

- Bible
- “Everything” by Tim Hughes



20 mins



Any

Instructions:

Having looked and spent time thinking about your own lifestyle now is a good time to consider how through your body other people can see God working through you.

Read 1 Corinthians 6:19-20.

Think about:

- How do you honour God with your body?
- Why is it important that we honour God with all of ourselves, our bodies as well as our minds?
- How do people see God through your body?

Reflect

Play “Everything” by Tim Hughes, and think about:

- Are there any areas of your life that you hold back from God?
- Are there any things that you need to change to honour God more with your body?
- Are there any things that you know are “unhealthy”?

Pray

Pray that you will be able to give your whole self to God.



Tips / Advice:

Go to iTunes (www.iTunes.co.uk) to download individual songs.



Safety Issues / Risk Assessment:

Personal issues may crop up in this session, which may require further one-to-one discussion.



Project You Are What You Eat

Aim: To develop a personal plan for healthy living and adopt it



Equipment:

- Laptop
- Paper
- Pens



5 hours +



Any

Project Description:

During the taster activities we have touched upon some areas that make up a healthy life. You might have heard the phrase “you are what you eat” and to an extent this is true. What you eat is a really important part of a healthy lifestyle.

Five-a-Day

Scientific studies have shown that people who eat a lot of fruit and vegetables may have a lower risk of getting illnesses, such as heart disease and some cancers. For this reason, health authorities recommend that you eat at least five portions of fruit and vegetables every day – and it doesn't matter whether they're fresh, tinned, frozen, cooked, juiced or dried.

How much is a portion?

- One piece of medium-sized fruit *e.g. an apple, peach, banana or orange etc.*
- One slice of large fruit, such as melon, mango or pineapple
- One handful of grapes or two handfuls of cherries or berry fruits
- One tablespoon of dried fruit
- A glass (roughly 100ml) of fruit or vegetable juice
- A small tin (roughly 200g) of fruit
- A side salad
- A serving (roughly 100g) of vegetables *e.g. frozen or mushy peas, boiled carrots or stir-fried broccoli etc.*
- The vegetables served in a portion of vegetable curry, lasagne, stir-fry or casserole

Think about:

- How does this advice translate to your life?
- How do you make sure that you get your five portions a day?

Here's some ideas on how to get one of your five a day:

- Glass of pink grapefruit juice for breakfast
- Small pack of dried apricots for mid-morning snack, instead of a chocolate bar or bag of crisps
- Side salad with lunch
- Sugar snap peas and asparagus
- Strawberries with dessert

Having read through the information above, plan how you can disseminate this information to a group of Juniors in a meaningful way.

Think about:

- What level are you going to pitch your message?
- What will be the focal message of the campaign?
- How are you going to communicate the message?
- What different ways are you going to use to reinforce the message? *e.g. video, activities, games, food tasting, cooking etc.*



Tips / Advice:

The project will include nutritional advice to the group/individual – remember that some may not be able to determine what they eat.



Safety Issues / Risk Assessment:

- Be aware of any food allergies.
- Sensitivity is required in dealing with issues surrounding food, refrain from using words like “diet” and making judgements about individual's weight.

The Duke of Edinburgh's Award:

- Physical Recreation: Fitness Activities
- Physical Recreation: Keep Fit
- Physical Recreation: Physical Achievement Tests
- Skills: Health & Style



Going Further



Additional Resources:

- **Know Your Limits** www.knowyourlimits.gov.uk
Know Your Limits is a website run by the NHS that gives information about alcohol, including guidance on units and advice.
- **Get Connected** www.getconnected.org.uk
Get Connected provides a free, confidential helpline that gives young people in difficult situations the support and information you need to decide what you want to happen next. It could be anything from a listening ear to somewhere safe to stay for the night.



Programme Ideas:

- Diet?
- Injuries
- Endurance activities
- Body & mind
- Body image



Trips / Visits:

- Youth gym
- Doctor / Community Nurse



Programme Links:

- Triathlon project
- Half Marathon project
- Smooth Operator challenge
- Cross a Map challenge
- Get Fit challenge
- Hike challenge
- New Sport challenge



STOP & THINK!

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

Projects

Survivor

Aim: To survive in the outdoors with minimal equipment and aid



Taster 1

Tool Time

Aim: To teach the safe use of tools



Equipment:

- Wood
- Carving knife or pen knife
- Spoon scoop
- Sandpaper
- Saw



45 mins



Max 8

Instructions:

Wood carving is a form of working wood using a cutting tool held in the hand. A simple and useful wood carving project is creating a wooden spoon:

- Find an appropriate piece of wood; these could include hazel, birch, pine, or poplar (20cm x 10cm x 4cm). To pick out wood for carving, there are a few things to look for. You want a straight grain and very little change in colour, since changes in colour indicate changes in hardness. The grain of wood is the pattern created by its fibres. You can test hardness by pressing on the wood with your thumbnail. You can get wood from your local timber yard or D.I.Y. store, but craft wood might be easier to find at a craft store or through mail-order sources. You can also ask your local timber yard if they have a scrap bin. Sometimes you can find some wood suitable for carving in the scrap bin and best of all, it's usually free!
- Use a pencil to draw the outline pattern of a spoon on the piece of wood. If needed, use an existing spoon as a pattern.
- Use a saw if you have one to cut out the basic pattern approximately 2 cm from the edges.
- Hold the wood in one hand and carefully begin removing the excess wood from your pattern with the carving knife. Whittle away at the wood until it takes on the shape of a spoon.
- By now your spoon is really beginning to take shape, but it lacks the bowl dug out. Draw a pencil line around the outside edge of the bowl, then about a 1mm in toward the center of the bowl, outline it again. That is the bowl edge and you carve inside the second outline.
- Now it's time to begin the fun part of making a wooden spoon: Carving the bowl. There are number of ways you can approach this task and no one of them is the "right" way it's personal preference. Go to the dead centre of the bowl and start carving it out from there. Others like to start working the edges and move into the centre. Try both and see which method fits you best. Give the spoon scoop a little "walking" motion when taking out some wood and make sure you take tiny pieces out at first, until you get a good feel for how the spoon scoop works. Remember to keep the carving motion away from you. If you are hanging on to the spoon by the top of the handle, and digging out towards your hand you might get into "flesh carving" and that hurts! The thing you want to do is make sure the thickness of the bowl is the same on the bottom as it is on the sides. A set of callipers can help you figure this out to the millimetre. When it feels close enough, it's done.

- Use the sandpaper to rub the carved spoon smooth. By using a twisting motion on the handle you can round out the edges.
- Wash your spoon to remove any dust or dirt. Your spoon is now ready to use.



Tips / Advice:

- Always cut away from your body.
- Have a piece of leather protecting the palm of your hand (if you don't, you'll have blisters for sure!).
- Now you've carved a spoon try doing something else, e.g. *coasters with patterns carved into them; key fob; desk pen holder, etc.*



Safety Issues / Risk Assessment:

- Do not use aromatic woods (like cedar for instance) for eating or kitchen utensils.
- Use a vice and keep your hands away from the cutting area.



Taster 2

Bonfire

Aim: To create a controlled bonfire



Equipment:

- Wood
- Matches



1 hour



2-10

Instructions:

Campfires can be a fun and rewarding way to stay warm, cook food and provide a place for social gathering. Follow these instructions ...

1. **Decide upon the fire's location** You will need a site that is sheltered, especially during high winds. You will also need to take into account the layout of the rest of the camp. Do not place your fire at the base of trees, stumps or rocks.
2. **Gather materials** There are 4 basic types of materials and wood that are needed to begin a fire: tinder, kindling, sticks and large pieces of wood.
 - a. **TINDER** is any kind of material that will take very little effort to light, e.g. *birch bark, dried grasses, fine wood shavings, cotton fluff, bird down, waxed paper, pine needles, pulverized fir cones, and the inner bark from cedar trees.*
 - b. **KINDLING** is the next step up from tinder. It is the wood that you use to raise the fire from the (short burning) tinder so that eventually you can use larger pieces of fuel. e.g. *small dry twigs.* Make sure you have a plentiful supply to hand, arranged in different 'grades' according to size. The smallest kindling grade should be thinner than a matchstick, working up to the thickness of two or so matches.
 - c. **STICKS** will be used to hold your fire structure together and light even larger pieces of wood. Properly aligning sticks will allow oxygen into your fire. Sticks used should be 2-5 cm in diameter. It's important that sticks are dry and never taken from living, upright trees.

- d. **LARGE PIECES** or chunks of wood will be added to the fire last. Chunks should be dry and no more than 1m in length. Large chunks of wood should always be placed inside the fire ring or pit.
3. **Prepare a fireplace that will help control the fire** Clear the surrounding area to form a wide circle of bare earth (clear all twigs, leaves etc.) around 2m across. If the ground is too wet to place the fire on directly, build a small platform from a layer of green logs covered with a layer of earth or you could use a layer of stones (Do not use stones from a river bed/ bank. They will crack and explode when heated).
4. **Put 2 handfuls of tinder into a small pile** You can compact the pile into one, softball sized ball. The ball should be placed in the centre of the fire pit or fire ring.
5. **Build a tepee** Using your small sticks of kindling, build a small tepee around the kindling ball. Align your sticks at a 45-degree angle to the ground, making certain to leave some gaps in the tepee to allow oxygen to circulate inside the tepee.
6. **Strike a match and ignite the tinder** If your fire ignites correctly, it should begin burning the kindling first, spread to the tinder within a few moments, and then, as added, ignite the larger pieces of wood, as well.
7. **Blow gently around the base of the fire to help get past the kindling stage**
8. **Gradually using larger sticks and logs, continue to build the tepee structure** However be careful not to introduce the largest pieces too early.



Preparation:

It is often useful to have some dry kindling ready to use.



Tips / Advice:

- To break a large log with an axe, stand behind it with your feet well apart. Swing down and chop away from yourself so that if the axe missed it would not hit you but follow through to the side. Do not chop downwards.
- Place the log on a flat surface, this could be another larger log section.
- If you wish to split a smaller log, lay it against another log. Do not put your foot on it.
- Once the axe is embedded in a small log, you can hit both the log and embedded axe on a larger log to split.
- Do not hold the wood upright in your hand and try to split the wood with an axe.
- Remember that damp wood is sometimes useful. Damp wood will smoke, and the smoke will keep off flies and mosquitoes. Damp wood will also burn longer.
- Don't forget your marshmallows.



Safety Issues / Risk Assessment:

- A safe campfire should meet all of the following criteria:
 - Build on bare rock or sand.
 - Locate far away from anything flammable, including overhanging tree branches.
 - Do not burn dangerous rubbish like aerosols etc. or use petrol or other flammable liquids.
 - Keep small. For example, you can sit within one metre of it comfortably, the flames are not over one metre high and it can be controlled.
 - Have a responsible person watching it at all times.

- How to extinguish a campfire:
 - Drown the fire with water.
 - Stir the ashes with a long stick to turn over hot coals and ashes.
 - Move rocks to find hidden embers and coals.
 - Drown the fire with water again.
 - Repeat the procedure until the ashes stop smoking and hissing and everything looks wet.



Taster 3

Cooking

Aim: To cook a meal on a camp fire



Equipment:

- | | |
|-------------------|------------------|
| • Skewers | • Aluminium foil |
| • Brush | • Lemon |
| • Silver foil | • Potatoes |
| • Kebab sticks | • Carrots |
| • 3 cups of flour | • Tomatoes |
| • Water | • Peppers |
| • Corn on the cob | • Green beans |
| • Mushrooms | • Salt |
| • Olive oil | • Pepper |
| • Garlic | • Cayenne |
| • Marshmallows | • Cups |
| • Horse chestnuts | • Mixing bowls |
| • Baking potatoes | • Sharp knife |
| • Onions | • Plate |
| • Dill | • Knife |
| • Parsley | • Fork |
| • Bacon bits | • Spoon |



60 mins



2-10

Instructions:

Once the bonfire has died down a bit, you can use the smoldering embers to cook some of the following ...

- Corn on the cob:
 - Skewer from either end.
 - Wrap in silver foil.
 - Place on the fire and cook until ready to eat.

- Mushrooms:
 - Brush with olive oil.
 - Add chopped garlic.
 - Wrap in silver foil.
 - Place on the fire and cook until ready to eat.
- Marshmallows and chestnuts:
 - Pierce with a stick and heat over embers.
- Campfire Potatoes
 - Slice potato almost all the way through, but leave enough to hold it together.
 - Slice the onion, and put one slice in between each potato slice.
 - Sprinkle with bacon bits and a little dill.
 - Wrap well with heavy aluminium foil and bury in the coals of the fire.
 - Leave untouched for about 45 minutes, and test by piercing with a fork – the fork should lift out without lifting the potato.
 - Cooking time depends on size of potatoes and strength of fire.
 - Serve with butter and a few sprigs of parsley.
- Doughy dampers:
 - Add water to flour until it is thick and doughy.
 - Make into a round shape and put in foil.
 - Dig out a hole in the fire using a stick and put damper in and cover with ashes.
 - After approximately 30 minutes or so, dig out the damper, bang off the ashes.
 - Rip apart and eat. Eat with jam or honey.
- Bannock:
 - Put 2 – 3 cups flour, 1-2 Tbsp baking powder, 1 tsp salt (optional), 2-3 Tbsp oil, butter or lard in a bowl.
 - Mix with your fingers until crumbly.
 - Slowly add 2/3 cup warm water and mix until dough feels soft.
 - It may seem that you don't have enough water, but keep working the dough till it holds together. Don't add more water!
 - Take a small handful and wrap around the end of a stick, like a marshmallow. Squish the dough around smooth sticks about 1cm wide. Don't make them too thick or they'll burn before the inside is cooked.
 - Toast it over the fire for about 10-12 minutes, rotating to cook evenly.
 - Eat as it is, or remove the stick and where the hole is, fill with golden syrup, jam or honey.
- Pocket Meal
 - Tear off a 30cm sheet of foil and fold it back over your fist, making a "pocket".
 - Roll the sides in a few turns so the pocket is only open at the top, and roll a turn or two up from the bottom for extra strength. If your foil is thin, you may need two layers.
 - Start by lining the bottom of the pocket with thin slices of lemon. This helps keep the food contents from burning, and adds flavour.
 - Chop potatoes and carrots (small enough to cook all the way without overcooking everything else), tomatoes, mushrooms, peppers, onions, green beans, etc. and stuff the pockets.
 - Add garlic, salt and pepper, olive oil, and a dash of cayenne.
 - Add 1/4 cup or water, fold the top edges of the pocket closed and set directly into the hot coals.
 - Cook for 20 to 40 minutes, depending on how thick everything's cut.



Tips / Advice:

Cooking on a camp fire is not an exact science so experiment with flavours and quantities to get it just right.



Safety Issues / Risk Assessment:

- Be careful around a camp fire. Never lift food off without using an implement.
- Ensure food is properly cooked before eating.
- Follow best practice in food preparation.



Christian Faith Slum Survivor

Aim: To spend a few days like a billion people around the world spend a lifetime



Equipment:

- Slum Survivor Pack



Weekend



Any

Instructions:

Slum Survivor is a challenge to spend a few days the way a billion spend a lifetime. This activity involves building your own temporary settlement outside (or inside) your church and living there for a weekend, eating a limited diet and undertaking real life challenges. Through doing this you can raise money and awareness for Soul Action projects that work in some of the poorest communities in the world. The idea is that for a short time the reality of the world's poor is our reality, and through this experience money is raised for change and we are changed in the process.

The Reality

Around 1 billion people – that's about one sixth of the world's population – live in slums. Life in townships, shanty towns and temporary settlements across the world is hard. Often situated on the outskirts of cities throughout the majority world, these slums are populated by people and families who've travelled to urban centres to find work ... often unsuccessfully. The everyday normality of life in the UK is alien to the world's temporary settlements. Running water, electricity, employment, schools and other basic services are rarely present. The cramped conditions mean disease and crime are usually rife. Just as bad is the 'temporary' nature of slums. They are often not officially sanctioned government communities and thus ignored on maps and in council policy. The threat of bulldozers tearing down slum settlements is always present.

Find out a bit more about Slum Survivor by viewing the promo video at www.soulaction.org/slumssurvivor/movie.html.

The Challenge

The idea is that over a weekend, you should take part in a Slum Survivor challenge, gain sponsorship, spend time in prayer, worship and reflection and potentially take over a Sunday morning church service to focus on issues of worldwide poverty.

People who are involved in the Slum Survivor event as Slum Dwellers will undergo challenges that mirror and draw out what life in a slum is like. You can get an idea of the challenges by downloading a pack from www.soulaction.org/slumssurvivor/pack.html.

There are also a few more challenges, studies and ideas free to download from www.soulaction.org/slumsurvivor/resources.html. 'Slum rupees' are a form of money that you can make yourself and give to Slum Dwellers or families who either manage to sell products they make, or win in challenges. Rupees can then be exchanged by Slum Dwellers with the Slum Survivor organisers for more food/treats. However, you might want to make certain meals dependent on how many rupees a family/team or slum dweller has earned. The fewer the rupees the less food they can afford.

All the money raised through sponsorship would go to Soul Action and the projects they support that work in poor communities in South Africa, Zimbabwe and around the world (see some of those projects on the website).

The Rules

These are the suggested rules that all involved in the Slum Survivor challenge should accept as part of their weekend. They are quite tough, but that's the point! Feel free to adapt them to suit the needs of your group though!

Rule 1: During Slum Survivor, you can only sleep in the slum house you've built.

Rule 2: You'll be able to eat two tasty meals a day – of rice and dhal. During Slum Survivor you can't eat any other food, unless you win it as a prize in one of the challenges you'll face.

Rule 3: During Slum Survivor, all the water you need for drinking, cooking and washing can only be collected from one tap. You'll be allowed to wash in a private shower space, but you can't use running water from the shower – it's bucket baths only for Slum Dwellers!

Rule 4: If anyone visits your slum house, you must offer hospitality in the form of food and drink (the guest may refuse to eat, but you can't tell them that, and a drink must be provided for them anyway).

Rule 5: You must be present at the slum on time to participate in each challenge. You may not leave the slum during Slum Survivor unless required to participate in a challenge, or in an emergency.

Rule 6: You'll be limited on the items you can bring into your slum house. Here's what you can bring (if it's not on this list, you can't bring it):

Only one complete set of clothes:

Shoes, socks, shorts or jeans/trousers, t-shirt or shirt, jumper, coat, hat or cap and as many pairs of undies as you want.

One set of cutlery and crockery, a cup, bowl or plate, fork and spoon, toothbrush and toothpaste, a bar of soap, towel, sleeping bag, sunscreen and sunglasses (if you're doing this in summer), feminine hygiene as required, prescription medication as required, a Bible, a notepad and a pen.

Here's just a sample of what you can't bring:

No other toiletries, makeup, hairbrushes, combs or deodorant. No pillows, blankets, pyjamas or teddy-bears. No mobile phones, MP3 players, discmans, laptops, TVs. No books, newspapers, or magazines, or anything else in the world at all!

Rule 7: If anyone breaks any of these rules then their family will be subject to further limitations on food or other privileges.



Tips / Advice:

- If you are totally on your own and no-one else fancies it, why not try the Slum Survivor on your own challenge? Get sponsored for living for a weekend, five days, a whole week or however long you want to live on just a pound a day. 3 billion people live on just \$2 a day, which roughly equates to one English pound. Doing Slum Survivor on your own therefore asks you to limit yourself to spending just a pound a day on food, drink, going out and any other luxuries (obviously you'll be living in your home so don't include the cost of rent, council tax and bills... otherwise you'd be evicted!). You may also want to exclude some activities like watching TV, surfing online and listening to music as part of your challenge.

- Remember to get sponsored, get parental permission, contact the local press to let them know about your Slum Survivor, and register your event at www.soulaction.org.



Safety Issues / Risk Assessment:

It is important that all BB regulations for overnight stays and expeditions are abided by.



Project I'm a Celebrity Get Me Out Of Here

Aim: To survive for 24 hours with no outside support



Equipment:

- Expedition equipment



2 nights



3-10

Project Description:

I'm a Celebrity... Get Me Out of Here! is a reality television show in which celebrities live in jungle conditions with few creature comforts and have to earn human essentials.

- Each member of the team should take one of the following areas and skill up prior to the event in order to teach other members of the group:
 - Map work
 - First Aid
 - Camp craft
- Ask someone not on the trip (e.g. a leader) to devise a scenario, e.g. *you have crash landed your plane and need to get to a certain point by a set time to get rescued*. Include a suitable location to setup camp overnight.
- Use the skills you have learnt through the taster activities to set up a camp. Try and make it as homely as you can.
- Devise some of your own bush tucker trials, e.g. *eat a can of baked beans using a cocktail stick in 60 seconds*.



Tips / Advice:

- You might need to buy some books and resources to assist you in your research.
- You could try bivouacking.
- Remember to create a camp fire, do some wood carving, and use your imagination to create a seated area.



Safety Issues / Risk Assessment:

It is important that all BB regulations for overnight stays and expeditions are abided by.

The Duke of Edinburgh's Award:

- Expedition
- Skills: Bush Craft and Survival



Going Further



Additional Resources:

Slum Survivor is run by Tearfund and Soul Survivor. All this information and much more is available from www.soulaction.org.



Programme Ideas:

- Faith endurance
- Jesus in the wilderness
- Castaway
- Bush craft
- Camp craft
- Bivouacking



Trips / Visits:

National Park



Programme Links:

- Travel & Residential project
- Discover the DEA challenge
- Hike challenge
- Bonfire challenge



STOP & THINK!

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

Projects

Travel & Residential

Aim: To plan a travel experience which will include a residential and exploring a new location



Taster 1

Where have you been?

Aim: To find out places where you have visited



Equipment:

- Maps
- Laptop
- Paper
- Pens



30 mins



Any

Instructions:

People in your group will have travelled to a wide variety of locations:

- Make a list of the places you have visited – either in your home country or abroad.
- Make a list of the plus and negative points of the 'best' place you have visited.
- Create a 'scoring system' and give each place a 'score' based on what you thought about the experience.
- When you have decided which place was the best experience share with other members of your group why.



Taster 2

Wish You Were Here

Aim: To record a review of a holiday destination



Equipment:

- Video camera
- Laptop
- Props



30 mins +



Any

Instructions:

Wish You Were Here...? is a television show containing reports from holiday destinations all around the world. In your hall produce your own report from a destination of your choice.

Think about:

- What's the location?
- How will you make the scene look like the location?
- What can you use as props, *e.g. surf board, palm tree etc.?*
- What are you going to say?



Tips / Advice:

Show an old clip from the TV show, and produce your own interpretation. I'm sure they're going to be funny!



Taster 3

Themed Night

Aim: To create an evening's themed activity based on a country



2 hours +



Any

Instructions:

Choose a country and produce an evening's activities based around it as your theme. You might like to think about including food, games, information about the country, inviting someone to talk about the country, fancy dress etc. The more you go to town with this, the more fun it will be!



Preparation:

- Research the country of your choice.
- Prepare your fancy dress outfit.



Tips / Advice:

There is a difference between having a good time experiencing a different culture and being disrespectful making fun of a country's traditions.



Christian Faith Going to Jerusalem

Aim: To explore what walking with Jesus means



Equipment:

- Bible
- Paper
- Pens
- Travel brochures
- "Clinging to the Cross" by Tim Hughes



30 mins



Any

Instructions:

Gather together some travel brochures with a range of holiday experiences, e.g. *safari, city breaks, etc.* Create your own giving details of a holiday destination from a war torn location, e.g. *Baghdad*. Ask everyone to choose their ideal holiday destination.

Read Mark 10:32-34.

Think about:

- Would you knowingly travel somewhere where you know you would die?
- Why did Jesus not just turn around and start walking the other way?

Reflect

Read Mark 14:32-35. Play "Clinging to the Cross" by Tim Hughes, and take a few moments to consider how Jesus must have felt, yet he was willing to go to the cross for you and me.

Pray

Thank Jesus for the enormous sacrifice he made, and pray that you will understand more of what he went through for us.



Tips / Advice:

- You might like to play the clip of the Garden of Gethsemane from The Passion of The Christ, although be warned the film is brutal and some artistic license is used.
- Download music from iTunes.



Project Planning a Residential

Aim: To plan and take part in a residential as a group



Equipment:

- Maps
- Laptop
- Paper
- Pens
- Travel Guides



10 hours +



Any

Project Description:

When you think of a traditional holiday you might think of Punch and Judy, donkeys on the beach, candy floss and a stick of rock. Not your idea of fun? Well here is your chance to plan your own. Today more and more people go abroad for their holidays. Europe is the most popular destination for UK residents, accounting for 80 per cent of visits abroad. Spain is the most popular country with 13.8 million visits. In 1971 6.7 million people took trips abroad, today it stands at over 67 million. The world really is your oyster! You could organise a week long camp, a weekend trip to a European city (with the availability of low-cost flights, it's feasible to do this reasonably cheaply), or youth hostelling.

Think about:

- What do you need to do?
- Where and when will you go?
- What's the opinion of the group?
- How many people will go?
- What's the budget?
- What are the risks?
- What safety considerations are there?
- What will you do?
- How will you get there?
- What travel plans do you need to make?
- What kit will you need?

Produce a timeline for when decisions need to be made and actions carried out.

Once on your residential experience keep a scrap book with photos, postcards, travel tickets, receipts, memorabilia, personal reports/accounts from the different places you visit on the way, and make a display of it when you return to the UK.



Tips / Advice:

- Start planning well in advance. It could take at least 6 months prior to departure to plan.
- Remember to evaluate what you've done.
- You will have your own ideas about where you would like to go, but it may be useful to look at a trip from the angle of what you want to learn, or what do you want to experience?

- Share your experiences with others on the BB Forums website.
- If you travel late on a Friday evening by plane you can often get good deals – the most expensive flights are in the late afternoon to early evening.
- You could make use of the several sleeper trains in the UK to travel from the south-east of England to many parts of Scotland or Devon/Cornwall (or from those places to London) which combine your travel and accommodation in one amount and have a high novelty value, too.
- You might choose to focus your weekend around one main event – for example, a sporting match, a music/theatre performance, a particular event/exhibition.
- Consider offsetting the carbon emissions from your trip.
- Going by rail is undoubtedly the best way to see Europe and planning a week or 10 days worth of travel around the continent will be an exciting experience. Make use of the excellent DB website (www.bahn.de) to plan an itinerary, as well as the Thomas Cook European Rail Map. There are some fantastic deals to be had by buying a week-long or fortnightly rail pass for certain countries or groups of countries, which are even better value than the already-good standard rail fares. Remember that in Europe, young adults often get a discount off “adult” fares right up until the age of 26 without any need for a railcard etc. When planning your trip, you can save money on accommodation by using the extensive network of EuroNight and other sleeper trains that run daily all over the continent, sometimes connecting the most unlikely of places together.



Safety Issues / Risk Assessment:

- Non-YHA hostels don't implement exclusive use of dorms for youth organisations, so do bear child protection issues in mind. (BBHQ can advise)
- You'll want to have travel insurance for you, no matter where you're going, and if travelling to Europe, E111 health certificates are crucial, as well as ensuring you have an up-to-date passport.
- Remember that you will have to have at least one leader who has taken the BB Holiday Leadership course to travel with you.
- All holidays must be notified to your regional headquarters and all international travel must be notified at least 3 months in advance.

The Duke of Edinburgh's Award:

Residential



Going Further



Additional Resources:

- **Books**
 - a) *Europe on a Shoestring* (Lonely Planet, £15.99)
 - b) *The Rough Guide to First-Time Europe* by Doug Lansky (£10.99 Rough Guides)
 - c) *Europe by Rail* (£14.99 Independent Traveller's Guides)
 - d) Other travel guides relating to the area you wish to explore. You can often find second-hand copies from travellers who are finished with them on amazon.co.uk and eBay.
- **Newspapers**
 - a) *Weekly travel sections tend to appear on Saturdays and Sundays in the major newspapers and can provide good insights into particular areas.*

• Websites

- a) **Bahn.de** www.bahn.de
The English version of this site is excellent for planning rail journeys throughout the entire European continent
- b) **National Rail** www.nationalrail.co.uk
Plan and purchase UK rail tickets via this website
- c) **STA Travel** www.statravel.co.uk
Offers deals on air, bus and ferry travel as well as Eurostar trains at special discounted rates for 16-25 age group
- d) **Travel Line** www.traveline.org.uk
Coordinated information linking train, bus and ferry timetables across the United Kingdom
- e) **Euro Lines** www.eurolines.com
Coach journey planner for continental Europe (including journeys starting in London)
- f) **Sustrans** www.sustrans.org.uk
UK National Cycle Network site for planning cycling trips around Britain
- g) **European Cycling Federation** www.ecf.com
This has details of cycle networks around Europe.
- h) **Youth Hostel Association** www.yha.org.uk
England & Wales Youth Hostel Association
- i) **Scottish Youth Hostel Association** www.syha.org.uk
- j) **Hostelling International Northern Ireland** www.hini.org.uk
- k) **Hostels Ireland YHA** www.anoige.ie
- l) **Direct Gov** www.direct.gov.uk
For more information and guidance on travel.
- m) **PGL** www.pgl.co.uk
PGL is the UK's leading provider of school trips and educational tours – offering outdoor adventure courses, subject specific courses, overseas tours and ski trips.
- n) **Jeka Holidays** www.jeka-groupolidays.co.uk



Programme Ideas:

- Lead devotions on camp
- Extreme sleepover



Programme Links:

- BB Global project
- International project
- (K)night challenge
- 24hr Travel challenge
- Far, Far, Away challenge
- Holiday Snaps challenge
- Royal Palace challenge



STOP & THINK!

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