

# Razzamatazz Robots Holiday Club!

A five-day holiday club plan, complete and ready-to-run

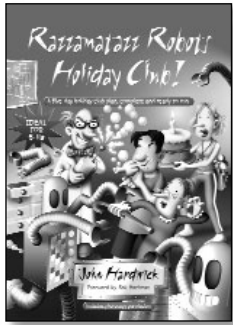


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# Introduction



Robots are here to stay! With the return of K9, the launch of the BBC's interactive *Little Robots*, films such as *Wall.e*, about the little robot who cleans up planet earth, robot kits and *Robots* the DVD, there is no doubt that robots are very popular. Robots are carefully designed—every little detail plays its part—but, however clever and amazing robots are, they will never

be alive in the way we are. When God created human beings he made us in his image. He gave us the ability to work things out and be creative, to communicate and make choices. Robots may have adventures in the world of film and television, they may fight wars on the silver screen and delight small children with their quirky 'characters', but they are controlled and limited in what they can do and they will never be human.

## Overview

*The Razzamatazz Robots Holiday Club!* is a fun-filled adventure, designed to help children understand the important truth of God's plan for each one of us. With plenty of opportunities for recreation along the way, the five sessions unpack the plan of the Master Designer from creation to re-creation as follows:

### *Day One: Creation appreciation!*

The story of creation in Genesis shows us just how wonderfully designed and beautiful our world is. First of all, light started shining and God created day and night. Next he created water below and above the surface of the earth and formed the land and the sea. Then he made green growing things, followed by the sun, moon and stars; then fish, birds and animals all bursting forth at the command of the Master Creator. The genesis of creation is a pastiche of colour, taste and smell, tactile and full of sound—a tapestry of unity within diversity. God looked at what he had done, and it was good.

- Bible story: Genesis 1:1–25
- Memory verse: 'God saw all that he had made and it was very good! God saw all that he had made and he was well pleased, well pleased!' (Based on Genesis 1:31, GNB)

### *Day Two: Creation's crown!*

Finally, God made human beings—the crown of his creation. He did not create us to roll off a robotic production line; he created us to be like him—able to think and feel, to be creative and to make choices. He made each one of us in his own image, but each one of us is special and unique: he created us with diversity within unity. He created our bodies with intricate detail, each part having its own special role to play. He made our minds to think creatively and our spirits to walk with him.

- Bible story: Genesis 1:26–31; 2:4b–25; Psalm 8:5
- Memory verse: 'I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well' (Psalm 139:14, NIV).

### *Day Three: Careless whispers!*

The ability to make choices means that we can get things right—or wrong. And it wasn't long before Adam and Eve started to get things very wrong. Walking in God's gorgeous garden one day, a thought popped into Eve's head that made her doubt everything she had, until then, believed to be true. The story tells of a cunning snake, whispering in her ear, 'What about that tree in the middle of the garden? Why shouldn't you be able to eat the delicious fruit hanging so temptingly from its branches?' Should she or shouldn't she? Poor Eve, she made the wrong choice! God didn't make us like robots, unable to make our own decisions. He made us with independent minds because he wanted us to be his friends, not his automata. And so creation's caretakers became creation's takers. No longer able to be trusted, we were banished from God's perfect garden.

- Bible story: Genesis 3:1–8
- Memory verse: 'Remember the Lord in all things, and he will show you the right way to go' (Based on Proverbs 3:6, GNB).

## Day Four: Enough's enough!

Before long, people were living in every corner of the earth, but things went from bad to worse. Everything they thought and planned was evil. God was very, very sad. His beautiful creation was being spoilt by the selfishness and greed of the very people who were meant to look after it. Only one person, Noah, seemed to be making the right choice and following the Lord. Enough was enough! God decided to start again. He kept Noah and his family safe, but everyone else was washed away in a great flood. Noah was saved because of his great love for God and because he chose what was right. When the flood was over, Noah and his family and all the animals stepped on to the rainwashed soil of a new beginning. Then God set a rainbow in the sky as a sign of his promise never to destroy the world again.

- Bible story: Genesis 6:1—9:17
- Memory verse: 'Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind, and love your neighbour as you love yourself' (Luke 10:27, GNB).

## Day Five: The Master's plan

Not being a robot is great, but there is just one big snag: however hard we try, we keep getting things wrong. We just can't help ourselves. God has given us the Master Designer's instruction book to show us the right way. The trouble is, often we don't read it and, when we do, we still get things wrong. The Bible is full of stories about how people made the wrong choice and how God tried to help them get it right. But sending a message secondhand isn't always the best way to get us to listen. So God put his master plan into place and came himself to show us the way to live.

- Bible story: Luke 2:1–7; John 1:1–5, 14; Mark 1:1–11; Colossians 1:15–20
- Memory verse: 'Jesus said, "I am the way, the truth and the life; no one comes to the Father except through me!"' (Based on John 14:6, NIV)

## Extra story

God's love goes on and on and on! Ideal for a Sunday service or special holiday club event, this Bible story tells how God never gives up on us. Even when we wander off and lose our way, he doesn't forget us. He comes looking for us as if we were the only person in the world and, when he finds us, he gently leads us back into the fold of his love and throws a party in heaven to celebrate. What a great God!

- Bible story: Luke 15:4–6
- Memory verse: 'For God so loved the world, he gave his only Son. And whoever believes in him shall not die but have eternal life' (Based on John 3:16, NIV).

## Setting up

To set the scene for your holiday club, you could decorate the room with a mixture of different focal areas. One area could focus on 'God the Creator', showing the universe and space, pictures and models of trees, animals, people and other aspects of God's creation. Another area could focus on things that human beings have invented, such as cars, aeroplanes and plenty of robots. A third area could include a display about the environment and ways in which we can help to look after our wonderful planet.

Use the internet to find pictures and images for each area. You should be able to find some of the popular robots featured in films and television programmes for children by keying their names into a search engine. You could build some of the robot images into a rolling PowerPoint presentation for the children to enjoy as they arrive. They will no doubt recognize some of the popular robot characters.

## Roles and responsibilities

Good teamwork is essential for good children's work. As well as an overall holiday club coordinator, you'll need people to fill all the following roles.

### Registration officer

This role would suit a well-organized person. If the children are registered before the start date of the holiday club, you will save time on the first day of the club. If you choose to register the children on the first day, you will need a good team of helpers to cope with the workload.

You need to register the following details for each child.

- Name and address
- Date of birth
- Contact phone number
- Medical details (such as asthma or allergies)
- Parent's or guardian's permission for child to attend the club

You will need to split children into groups according to their age bands, and possibly sub-section them into

teams. It's advisable to issue each child with a colour-coded sticker or badge to identify him or her and the team to which they belong. Have a 'welcome' team available 15 minutes before the start to make the children feel at home when they arrive.

### *Team leaders*

Team leaders need to be able to deal with a high level of responsibility. Each team leader will be allocated to a particular group of children or age band. They will stay with the children the whole time, sitting with them and leading them through various activities. They will befriend, enthuse and maintain a level of control. It's important that team leaders join in the songs, as children will look to their leaders as role models.

### *Team helpers*

These are people who can help the team leader. They need to be free to fetch things, accompany children to the toilet and so on.

### *Games leader*

This needs to be someone with experience of sorting children quickly, and accustomed to organizing games. A powerful voice would be an asset. Keep the games in one location and bring the children to that area when it is their turn to play.

### *Craft leader*

This needs to be someone able to organize a simple craft activity. The craft leader will need to start collecting materials well in advance. Try to make the crafts theme-related. Once again, have a fixed location for crafts and bring the children to that area when it is their turn.

### *Time keeper*



This person watches the time and gives a five-minute warning to activity leaders that the session is about to end. He or she then rings a bell when it's time for the teams to move on to the next activity.

### *Snack team*

One person or team is needed to prepare drinks and biscuits for the children. Not all the children will need their drinks at the same time, as teams will take turns to have their refreshments. Please ensure that all the leaders, including the game leader and craft leader, also receive drinks.



### *First aider*

It is essential to have someone available who is a trained first aider, and to have a well-stocked first aid box. St John Ambulance may be able to offer advice if you are unsure about how to provide this facility.

### *Discipler*

Children may have questions about the Christian faith. Disciplers need to be able to talk in simple language and be good listeners. They should know what they believe and how to put it across without manipulation or forcing the children into making statements or promises they cannot understand or keep.

You will need to think about how to follow up children who are seeking to know more about the Christian faith.

### *Publicity officer*

This person is needed to design and organize posters, leaflets and school visits, and to contact the local press.

### *Floater*

Floater are helpers who cannot commit themselves to the whole week's programme but are able to come for a day or two. They can help wherever there is a need.

### *Stage team or presenter*

Either one person or a team is needed to lead the up-front programme, leading the songs, theme illustration, quiz, Bible story and teaching, and introducing the drama and puppet sketches. You may wish to fill this role from your own team, or you may decide to give your regular children's leaders a rest and bring in someone from outside.

## Dos and don'ts

It's worth repeating that good children's work relies on good teamwork!

- Do sit with the children during up-front time.
- Do be prepared to join in the songs and interactive parts of the programme. Don't forget that children will look to the team leaders as their role models.
- Do encourage, befriend and control your team of children.
- Do use your common sense.
- Do encourage children to go to the toilet during the activity times rather than the up-front/teaching times. Remember that children follow each other's lead: if you're not careful, all the young ones will decide at once that they need an outing to the toilet.
- Do expect to have fun yourself and be open to learn. The teaching aspect of the programme is not just for the kids—God may choose to speak to you, too.
- Don't loiter on the edge, chatting or distracting the children or presenter, as the programme is taking place.



concerning the Safeguarding Vulnerable Groups Act 2006, such as *Every Child Matters* (DfES) and *Safe from Harm* (Home Office 1993).

- No team member should be alone with a child where their activity cannot be seen by others.
- Always treat the children with respect and dignity.
- Never use physical punishment.
- Ensure that more than one person is present if a child needs to be washed or helped in the toilet.
- Male team members should not accompany female children to the toilet.
- Do not become overfriendly, with children sitting on your lap, hugging, or rough-and-tumbling.
- Do not play-fight with children or join in games where you could fall on a child.
- Do not run around with children on your shoulders.
- Do not go into a room alone with a child and never arrange to meet a child alone.
- Avoid any inappropriate touching or any excessively rough or physical games.
- Do not engage in any scapegoating, ridiculing or rejection of a child.
- Do not invite a child to your home alone.
- Avoid giving lifts to children on their own. If a car journey is necessary, a second person should be present and the child should sit on a rear seat of the car, using an appropriate seat belt.
- If you need to contact a child at home during or after the holiday club, ensure that you identify yourself as a member of the holiday club team.
- If abuse is suspected, do not encourage the child to talk further. Report suspicions immediately to the holiday club coordinator and make written notes of anything you and the child said to each other.

## Fire safety

- Do not use candles, matches or lighters on the premises.
- Familiarize yourself with the fire exits.
- Observe fire drills: they are for everybody's safety.

## Safety first



Child protection guidelines should be observed at all times, in order to maintain the safety and well-being of the children and members of the team. Any questions relating to Criminal Records Bureau (CRB) checks and disclosure should be raised with your church council, diocese or denominational body well before your holiday club start date. The points below are for general guidance only and are not intended to replace official documents

## Stay legal

- If your holiday club lasts for more than two hours and runs for six days or more in a year, you need to register with Social Services. If you are planning follow-up events, this rule might affect you.
- If under-8s are involved, write to inform Social Services of your plans.
- Have someone on security to stop children from wandering out or strangers from wandering into your premises.

For further information about legal requirements for child protection, contact your local council, your diocese or church office, or:

The Criminal Records Bureau  
CRB Customer Services  
PO Box 110, Liverpool L69 3EF  
Tel: 0870 9090811  
Website: [www.crb.gov.uk](http://www.crb.gov.uk)

The Churches Child Protection Advisory Service  
Disclosure Service  
PO Box 133, Swanley, Kent BR8 7UQ  
Telephone: 0845 120 4549  
Fax: 0845 120 4552  
E-mail: [disclosure@ccpas.co.uk](mailto:disclosure@ccpas.co.uk)  
Website: [www.ccpas.co.uk](http://www.ccpas.co.uk)

## Incentives

Throughout our lives, we have incentives to help us achieve our very best, and to keep up our enthusiasm and excitement for the job in hand. In schools, children are awarded stars or house points and receive qualifications, which reflect their achievements. In the workplace, there are company perks, plus the chance of promotion or a pay rise. Incentives can help with the boredom of routine. There is always a new target to reach.

At weekly children's clubs, incentives or a little competition can help to create and maintain enthusiasm, and there are many ways you can add them to the weekly programme. For example, with a personal achievement chart or a team achievement score board, children can earn points that are visible on a card, scoring chart or token. They earn points for:

- Attendance
- Answering a question in the quiz
- Being the coolest-behaved girl and boy
- Being outstanding at joining in activities
- Bringing along a friend

The scoring chart could be based on the theme of the day. For example:

- **Creation appreciation:** Have a team tree, or give each child their own tree to 'climb'. Stickers are added to the tree as the children progress.
- **Creation's crown:** Make a team crown out of gold card, or give each child a small card crown. Stickers are added to decorate the crown for each point won.
- **Careless whispers:** Make a slithery snake out of card for each team, or give each child a slithery snake card. Stickers are added to create a pattern on the snake's back for each point won.

- **Enough's enough:** Cut a simple ark shape out of card for each team, or give each child a small ark-shaped card. Have a pack of animal-shaped stickers to add to the ark as each point is won.
- **The Master's plan:** Make a simple hand shape for each team, or give each child his or her own hand shape to which stickers are added. When a child reaches five stickers, he or she receives a small prize (for example, a sweet). When the child reaches ten stickers, he or she is given a bigger prize (for example, an item such as a pencil, yo-yo or badge).

You could continue the incentive by having a big prizegiving event at the end of the holiday club to which parents are invited. If you choose to do this, make sure you keep it light-hearted and have something for everyone, so that individual children don't feel that they are missing out.

Equally, you could have a different chart or card for each day, or use tokens instead. If tokens are used, a child receives a token for the same reasons as before, which can be exchanged at the end of the day for a prize.

Try to avoid the 'tuck shop' idea where children can exchange their own money for sweets. Some children have plenty of money, while others have very little. It's far better to have a prize system where they all have an equal opportunity to earn a prize.

## Prayer

Many children who come along to holiday clubs may never have had the opportunity to pray at home or school, so they may not realize that God actually wants them to pray to him. You may wish to consider using the holiday club to introduce children to prayer, encouraging them to pray in a simple way. It is helpful to remind the children about who God is and to explain that, even though he is so great, he still wants us to talk to him. Talking to God is called prayer. We can pray to God at any time and about anything. God listens to every word. We don't just ask God for lots of different things for ourselves—that would be greedy. We ask him to help others, especially our friends and family.

Include a few sample prayers to help the children get started. For example, as the Razzamatazz Robots theme is about the celebration of life, the prayer might be, 'Thank you, God, for giving me my life. Help me to live it for you!'

There are some creative prayer suggestions on pages 86 and 92.

# Razzamatazz rap

The verses are sung in the style of a chant, with the leader singing a line and everybody else echoing what was sung—in the way that the American army sings as the soldiers jog along.

Yeah, yeah (*echo*), listen to me (*echo*).  
It's the Master's plan (*echo*) that will set you free (*echo*).

Jesus came to show the way  
Of the Master's plan for us today.  
We're not robots, we have the choice  
To turn away or follow God's voice!

Yeah, yeah (*echo*), listen to me (*echo*).  
It's the Master's plan (*echo*) that will set you free(*echo*).

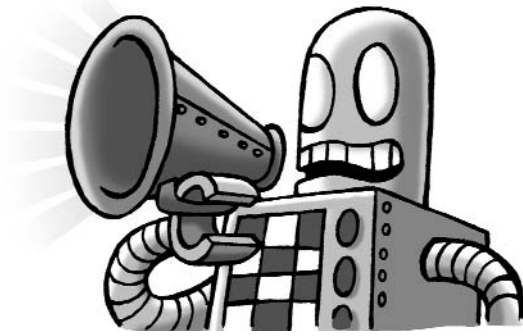
Jesus died, the price to pay,  
But he rose again on Easter Day.  
He opens the door and welcomes us in.  
He died for us and forgave our sin.

Yeah, yeah (*echo*), listen to me (*echo*).  
It's the Master's plan (*echo*) that will set you free (*echo*).

Now God invites you and me  
To be a part of his great family!  
The Master's plan for us will be  
Final destination: heaven's party!

Yeah, yeah (*echo*), listen to me (*echo*).  
It's the Master's plan (*echo*) that will set you free (*echo*).

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# Opening talks

## Day One: Creation appreciation!

Start by giving an overall welcome to the *Razzamatazz Robots* holiday club. Then say, 'I wonder if we have got any robots here today? Are you sure? Look at the person next to you. Are they a human being or a robot? Look into their eyes, look at their nose and their hands. Thank goodness for that! Of course, everyone here is human.'

'Don't worry, in real life you can't mistake a robot for a human being. Robots don't really look like humans. But perhaps you have seen the programme *Little Robots* on TV, or the films *Robots* or *Wall.e*, the little robot who cleans up planet earth? Or perhaps you have heard of iRobots? In films and on TV, some robots seem almost human, but real robots aren't like us—they can never be alive in the way that we are.'

### Make it visual

Beforehand, make a junk robot out of small cardboard boxes, with yogurt pot eyes and so on. Show it to the children to illustrate the following story.

Say, 'Look what I've got here! Wow, you won't believe what happened this morning! I came downstairs and there in the middle of the living room was this robot (*show robot*). I checked to see if my... (*name people you share a home with*) had made it, but none of them had. The only explanation is that the cardboard boxes and yogurt pots must have dragged themselves across the floor and all the bits just came together and made a robot. Isn't that amazing?'

'Do you believe me? Of course you don't! We know *someone* made this robot. It couldn't just happen—it's been carefully designed and put together.'

Go on to explain that planet earth is amazing and, guess what? It was carefully designed and created by a master creator. (*Show a picture of planet earth.*)

### Toy robot

Show a picture, or have to hand one of the amazing toy robots that are now available in toy shops. Show the picture or the toy robot to the children to illustrate the following thought.

Say, 'Just imagine what it would be like to meet the person who invented the amazing toy robots that you can buy nowadays. Imagine what it would be like if they tried to explain how they made the robot. Their explanation would probably be so complicated that we wouldn't understand a word they were saying. (*Show the picture of planet earth again.*)'

'God made our wonderful, amazing and complex world. It's far cleverer than any robot. The Bible doesn't tell us *how* God made the world—the explanation would be very complicated. Instead, the Bible tells us a great story to help us understand *why* God made the world. We'll hear this wonderful story later.'

## Day Two: Creation's crown!

Say, 'Which are better: robots or human beings? Robots can do jobs humans can't do! Robots never get distracted or bored or even tired. Provided they have a power supply, they can work 24/7. Robots can work without air, which is why they've already gone to Mars. Robots never argue.'

'Well, it sounds as if robots are better than human beings! But are they really? Can you have a chat with a robot? Can you share a joke with a robot?'

'The word "robot" actually means "slave", which in turn means forced labour. God didn't want a world full of mindless slaves or robots that he could control; he wanted the crown of his creation to be thinking and feeling human beings, with the capacity for loving, laughing and enjoying life.'

‘Human beings can think for themselves. Human beings can be great friends and are good at chatting. Human beings are creative and fun-loving. In fact, we humans are the crown of God’s creation. We have the ability to think things through and work things out. We are the most amazing part of God’s creation and, what’s more, we’ve been made in his image. Wow!

‘You and I are unique and amazing... what are we? Amazing! Some animals are clever, some are fantastic, but no animal has our imagination and creativity. No animal has ever invented so much as the wheel. Today we are going to discover more about how God made us and the purpose he has for our lives.’

### Day Three: Careless whispers!

Adapt the following idea to suit your situation.

Say, ‘I have two children and I love them very, very much. But there are times when I wish they were robots so that I could program them to obey instant commands, or so that I could just flick a switch for instant results. Wouldn’t it be great to have a “tidy your room” switch, a “clean your teeth” switch, or an “increase speed” switch?

‘It would be so useful, especially in the morning when their mum and I are trying to get them out to school. They get distracted so easily! I’m constantly asking, “Are you out of bed yet? Are you dressed yet? Are you downstairs yet? Have you cleaned your teeth yet?” Does that sound familiar? Is it like that in your house, too? Oh, how I wish I could just flick a switch so that they would do these things instantly.

‘But we’re not machines or robots. We’re people with personalities and that’s exactly how God wants us to be. The only problem is that this means we’re not perfect and sometimes (in fact, quite often) we get things wrong and make mistakes.

‘Later, we’re going to hear about a big mistake that spoils everything.’

### Day Four: Enough’s enough!

Say, ‘Yesterday we thought about how wonderful it would be to have children with switches built in, to be able to make them do things instantly, such as a “tidy your room” switch, a “clean your teeth” switch, or an “increase speed” switch. We also thought about how sometimes we make mistakes and let each other down.

‘But just imagine how horrible it is for a mum or dad when their child deliberately and constantly disobeys them all the time. Mums and dads would soon become very sad if that happened, and everyone’s life would be miserable because of the child’s behaviour.

‘Perhaps a mum or dad in that situation really might start to wish that their son or daughter were just a robot, instead of a human being with the ability to choose to do wrong things all the time. How very sad! The Bible tells us that, unfortunately, human beings started to behave like that right from the beginning of time. They constantly and deliberately disobeyed God until, finally, God had to say, “Enough is enough.”’

### Day Five: The Master’s plan

Say, ‘Have you noticed how some people seem to love their car or their computer more than they love actual people? But however much attention someone pays to a car or a computer, they certainly don’t very often give it a hug! We all rely on gadgets at home, such as a washing machine or a vacuum cleaner, and they rarely let us down, but most of us don’t love these things more than we love people.

‘In the future, everyone’s home may be filled with robots to do the household chores, and I’m sure that people will think their robots are wonderful, but even highly sophisticated robots will never be able to replace a living person in terms of love and affection.

‘Children and parents sometimes let each other down, but above all they love each other. Even when we’ve done something wrong, we show each other affection. Perhaps you have seen a mum or dad give their little child a hug just as he or she is lining up to go into their classroom at school. Perhaps this has happened to you.

‘When we show affection to each other, it makes us feel loved and valued. After the flood had subsided and Noah was ready to leave the ark, if I had been God I would probably have said to Noah and his family, “Before you go off into the world, I just want to put a control panel in your head so that I can flick a switch and stop you doing bad things. Is that OK?” God didn’t choose to do that, but he did have a plan! He knew that, because he had given us the capacity to make choices, we would sometimes make wrong choices and get ourselves into a mess. But, because God loves us very much, he will always forgive us if we accept and follow his plan. God wants us to choose to be his friend for eternity.’