



# NOT SUNDAY, NOT SCHOOL

Eleanor Zuercher

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**Through the year children's programmes for small churches**

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# INTEGRATING CHILDREN INTO THE WIDER CHURCH AND COMMUNITY

Integration is a two-way street. Not only should children be part of adult worship, but adults should also be part of children's worship in church. We are all part of the body of Christ and the worship of adults and children is impoverished if they are kept apart.

The ideas in this section are to help in the task of integration. One of the disadvantages of undertaking workshops or 'Sunday school' sessions outside the Sunday morning slot is that the adult congregation might forget that the children are there and children, who either stop coming to Sunday morning worship or who never went in the first place, may forget that they are an important part of the whole body of the church. If the 'Not Sunday, Not School!' club is a model you are looking to adopt, it is important to ensure that children's work is not left outside church life.

Church-based children's work should also be integrated into the wider community as a whole. Not only is it good that people get to know about your ministry to children, but once they know about you, the community is also likely to be able to assist you in certain projects, even in fundraising.

### IDENTITY

Think carefully about the name you give to your children's group or groups. Make sure it is attractive—perhaps one that is relevant to your locality. Check that it has no unpleasant undertones. A strong identity will help the wider community to recognize the group and remember specific past events. It will also assist with any fundraising efforts you may wish to undertake, since people will immediately know what you are doing and will understand what the money is for. Most importantly, it will engender a sense of belonging in the children.

It's also a good idea to have some kind of permanent banner on display to remind everyone that the children are there. Design a banner with the name or names of your group and the name of your church prominently displayed. Use a mixture of techniques to make it—whatever you are most comfortable with—and get the children to help. For example, they might use fabric paint to make handprints round the edge. Having a banner will help to reinforce your group's identity.

### DISPLAYS FOR THE CHURCH

It is important to have work produced by the children on display in the church building. The children will be proud of their work, but, more importantly, it will remind the adult congregation, particularly if your children's work happens on a day other than Sunday, that the children are part of the church family. Large sheets of MDF boarding can be used for displaying collages and other work. This provides a way of displaying work without having to fix anything to the wall (a problem in old church buildings). Freestanding displays, such as a giant Christingle or a cardboard box cross, are also effective, and exhibition display screens can be used for pictures. Full instructions for church displays are given in the book *Not Sunday, Not School!*

Try not to confine the children's art to a small, dark corner of the church, but put it in places where the congregation will see it during services.



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### FORMING A CHILDREN'S COUNCIL

Nowadays, many schools have children's councils, which aim to give children a voice in how the school is run. They also encourage children to 'take ownership' of the school and their education. In the school environment, children today expect to be listened to. Learning is no longer a matter of sitting in a classroom with a teacher talking to you; it is an interactive process, recognizing that the child too has something to offer.

With this in mind, it would be very worthwhile to give children a voice in the church and show them that their voice is heard. They should also be encouraged to be actively involved in their spiritual growth. Like education, spirituality is not something that is 'done' to a child, but something the child needs to be involved in and take some responsibility for.

Setting up a children's council provides a good basis for this. The form it takes will depend upon how your children's sessions run, but here are some suggestions:

- ★ Keep the meetings short so that business moves along briskly, but make sure they are proper meetings and are properly recorded.
- ★ Have a specific purpose or purposes for each meeting—something concrete to discuss.
- ★ Have a proper and fair election process for electing representatives on to the council. The children should choose who they want to elect and you may find that they are surprisingly responsible about whom they choose.
- ★ Produce minutes and put them on display so that everyone can read them.
- ★ Tell the whole group what the outcome of the council meeting is and what action has been or will be taken as a result.
- ★ Make sure the group members have enough time and opportunity to talk to their representatives about the subjects that will be discussed, so that representatives have heard the views of the children they represent.

- ★ Give the council members the opportunity (under Any Other Business) to say anything they want to say to the PCC (or your governing body).
- ★ Ensure that the minutes are circulated to and reported to the PCC.

Start simply. Begin with questions that are easy to discuss, so that the children will quickly be able to see the results of their decisions. For example, you might give them a small budget and ask what equipment they would like to buy to keep children occupied if they finish an activity before the next one is ready. The next session might consider how to encourage children to use the new equipment responsibly. Eventually, you can ask the children to think about the type of activities you do, how they could be done better and whether any should be added to the repertoire. They might also discuss what kind of fundraising events to hold or which charity they would like to support.

You are likely to find that the children rise to the occasion and take these council meetings seriously. You are more likely to struggle in persuading the PCC or governing body to take them seriously!



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# INTEGRATING CHILDREN INTO SUNDAY WORSHIP

The best way to share Sunday worship with children is to hold services that are appropriate for them. All-age worship should actively include every member of the congregation and help people of all ages to feel that they can contribute. However, all-age worship can be time-consuming to plan and difficult to get right. In a rural situation, it is often impractical to hold all-age worship every week, so children will need to be given the tools to help them feel included and involved in Sunday worship, whatever form it takes.

### HOLY COMMUNION PIE CHART

Children usually need a bit of help to sit through a Eucharist and the more pointers they can be given to keep them on track with the service, the better. The type of help you give will depend on the age of the children, and probably on whether they are boys or girls, but a visual aid will benefit all age groups.

A Holy Communion pie chart comprises a circle divided into coloured segments to match the different parts of the service (Greeting, Ministry of the Word, the Sacrament, Dismissal). During the service, the children place pictures round the outside of the circle to represent the portion of the service taking place: for instance, there will be one picture for the collect, another for the Gloria, the intercessions, the peace, and so on. This makes an ideal visual aid, taking the children through the service piece by piece and helping them to understand where they are in the overall plan.

To match the pictures, you will need to produce service books, made from sheets of A4 paper bound together in a presentation folder or folded in half and stapled to form A5 booklets. The text inside can be colour-coded for each section of the service, so that the

colour on the pie chart links with the colour in the service book. For example, if the 'Ministry of the Word' section on the pie chart is coloured green, the text in the accompanying service books will also be green. The service books should also include facsimiles of the pictures that the children will be placing round the outside of the pie chart, so that the children know which picture corresponds to which part of the service. There is no need to insert all the liturgy, but make sure the responses are included so that children who can read can join in. During the parts of the service where there is a lot of talking, suggest that they listen for certain things. For example, in the creed they might try to distinguish the sections relating to the Father, the Son and the Holy Spirit.

Ask the sidespersons or welcomers to give the special service books to the children as they come in. They should also distribute the pictures equitably, so this may need to be done just before the service starts. You'll need to explain to anyone new (and their parents) what the procedure is. Don't worry if someone forgets a picture, as long as you make sure they are all safely gathered up at the end of the service.

### Making the pie chart

You will need:

- ★ 1 metre of cotton calico
- ★ Scraps of fabric in red, purple, green and blue, cut into wedges to form a circle, or fabric paint (see diagram)
- ★ 2 broom handles

- ★ 0.5 metre of fabric in a contrasting colour, for the pockets
- ★ 16 squares of felt to match your picture size, with another 16 squares to use as backing for the pictures
- ★ Scraps of felt in a variety of colours
- ★ 4 pieces of fabric in the liturgical colours (white, red, purple, green)
- ★ Fabric in seasonal colours (2 x white for Christmas and Easter, 1 x red for Pentecost, 2 x purple for Advent and Lent, 1 x green for Ordinary time)
- ★ 1 piece of fabric to hold the Sunday cards, in a colour of your choice
- ★ 2 x 2 metre lengths of 50 x 25 mm wood batons (uprights)
- ★ 2 x 1 metre lengths of 50 x 25 mm wood batons (cross pieces)
- ★ 1 x 2 metre lengths of 50 x 25 mm wood batons (leg)
- ★ Scissors
- ★ Thread
- ★ 8 wood screws
- ★ Hinge and appropriate screws
- ★ Wood glue
- ★ PVA glue
- ★ 2 screw hooks, large enough to take the broom handle
- ★ Fabric pens
- ★ Velcro
- ★ Interfacing

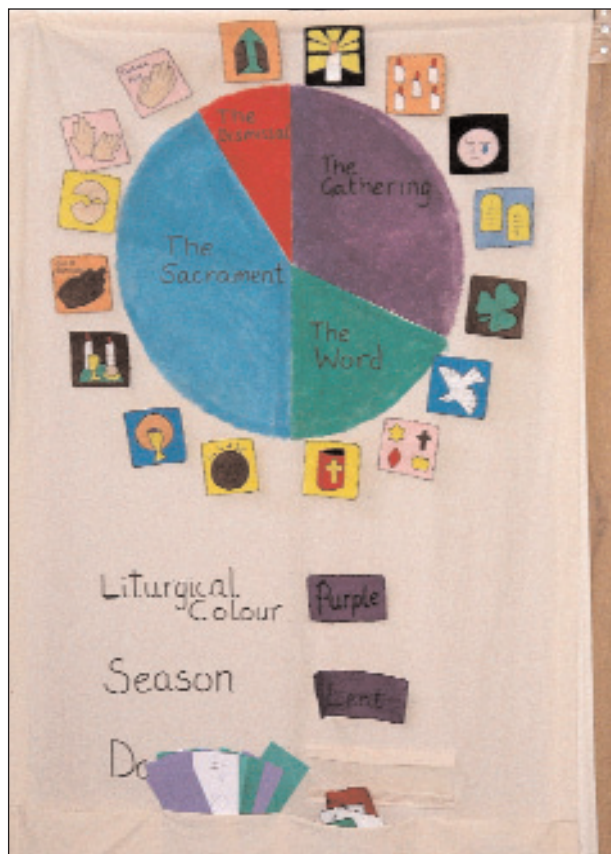
Make the chart out of calico, with broom handles threaded through casings at the top and bottom. It can be mounted on a simple A-frame/easel (which has the advantage of being portable) or hung somewhere convenient in your church, remembering that children will need to reach it.

To make the frame, lay the uprights on the ground. Place one cross piece at the top and the second cross piece approximately two-thirds of the way down the two uprights to form a rectangular frame. Glue and screw in place, using two screws for each joint.

Turn frame over and fix the hinge to the middle of the top cross piece. Fix the other side of the hinge to the top of the leg. Finally, screw the hooks on the front side of the top cross piece, so that the broom handle from which the chart hangs fits nicely.

Make a pocket with four sections at the bottom of the chart to hold the pictures and words when not in use. Write the text for the liturgical colours, seasons and days in the centre of the chart as shown. The idea is similar

to the weather charts in use in many schools, in that the children are asked to notice what colour the church hangings are in any given week. The correct liturgical colour can then be added to the chart. This is further narrowed down by deciding what the season is, and then whether the particular Sunday is a special day (for example, Trinity Sunday). The colour and season can be made from felt with the words embroidered on them and with Velcro attached at the back of the picture or word. The other part of the Velcro is attached to the chart at the appropriate place so that the pictures or words can be stuck to the chart.



*Holy Communion pie chart*

The circular part of the chart at the top divides the service into 'Greeting', 'Word', 'Sacrament' and 'Dismissal'. Each picture represents a different part of the service. Again the pictures are made from felt, backed with interfacing and another square of felt to give them a bit more substance, with a piece of Velcro attached to the back. This Velcro will match up with pieces of Velcro round the edge of the circle.

Although the instructions here are for a fabric pie chart, the design can be adapted to other materials, such as wood, with the pictures hung from hooks on a board or card. It is important to bear in mind, however, that the chart will be used again and again, so it needs to be made from substantial materials.



Stained glass fuzzy felt

### EUCCHARISTIC PRAYER

The eucharistic prayer can be difficult for children to sit through. As it occurs towards the end of the service, their patience will be wearing thin and, because it is a quiet point in the service, additional noise is very noticeable. Laminated cards to represent each phrase or portion of the prayer will help to hold the child's attention, make it easier for him or her to understand what we are giving thanks for, and act as a reminder of the Bible stories behind the prayer. Make them out of strong card in a selection of colours of your choice.

One idea is to make a simple 'post box' so that, once the child has heard the prayer a few times, they can pick the relevant card as the prayer is said and post it into the box.

### KEEPING VERY YOUNG CHILDREN OCCUPIED

For very young children, have a plentiful supply of books and simple good-quality toys. Alongside shop-bought items, you may like to offer the following home-made alternatives.

#### Lacing cards

**You will need:** metallic or holographic card cut into squares, scissors, pens, laminating machine (office supply shops often provide this service), hole punch, shoelaces in bright colours.



Lacing cards

Cut the card into interesting shapes, but with a religious context. Laminate the card, then cut out the design and punch holes round the outside of the design. If drawing is not your gift, you could try cards in simple shapes such as the shape of a cross, dove, chalice, rainbow and so on. If you are artistic, you could make the cards even more interesting!



*Stained glass fuzzy felt*

### Stained glass fuzzy felt

**You will need:** scraps of calico or similar cheap but substantial fabric, black felt, iron-on interfacing, scissors, sewing thread and needle, scraps of brightly coloured felt, ribbon.

Cut the fabric into a rectangle shape and hem on all sides. Cut a rectangle of black felt large enough to cover

half the fabric, but leaving a border around the edge (see picture). Stiffen the felt with iron-on interfacing and sew to the fabric to make the fuzzy felt board.

Fold the other end over to meet the black felt, forming a pocket. Sew up the sides of the pocket. Cut up pieces of brightly coloured felt to put in the pocket. On the outside, attach some ribbon so that the kit can be rolled up, fastened and put away, keeping all the pieces safe. The children can be encouraged to create their own stained-glass window pictures: perhaps they could illustrate the Bible story that is read in the service.



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### INTEGRATION WITH THE LOCAL SCHOOL

Working closely with your local school is well worth the effort. In rural areas, where a local village school (if there still is one) is likely to be small, offers of help may be very well received. Taking your ministry into school will not only help you to integrate your children's work into the local community, but it will also mean that more children might be encouraged to come along to your sessions. If they have seen you at school, you will be a familiar face for them.

Schools often appreciate help with their assemblies, so if you are able to volunteer to lead assemblies on a regular basis, this will be a helpful way to build a good relationship with the school. Remember, however, that you are a guest in the school, and respect the school's need for reliability and precise timing. Remember, too, that schools are not allowed to proselytise, so make sure your message is open and biblical but not confessional.

Schools may also be grateful for help with RE lessons, particularly on subjects such as church rituals or sacraments such as baptism. It is possible that your resources for teaching in this subject will be more extensive than theirs.

The school may well wish to visit your church as part of their citizenship programme. It is important that you make sure someone from the church is on hand during these visits to show the children round and answer any questions they may have. The school may also like to use the church building for special assemblies, particularly those occasions at the end of term when parents are invited to take part. Your church building may accommodate more people than the school hall.

Some schools are very open to building a two-way relationship, giving help to the church as well as receiving it. This provides the opportunity for you to ask for assistance from the school, for example, in providing a harvest display of children's work to go on show in the church. If you were to have a flower festival, the school might be able to provide a display for it. The school might also be able to provide entries for a 'design-a-

kneeler' competition (see page 12), which would greatly help in widening the field of designs from which to choose.

If you are involved in the planning of services to which children from the local school are likely to come, it helps to know which hymns or songs they know (and enjoy) at school. Being involved with school assemblies will give you insight into this.



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### INTEGRATION WITH LOCAL ORGANIZATIONS

You are likely to find that, even with a number of willing volunteers, certain projects or activities you would like to introduce would be made possible or enhanced by some external expertise. This is a good opportunity to find out whether any of the local societies would be able to send a volunteer to one of your sessions to help the children with a particular area. For example, if you have a flower arranging or planting activity, a member of your local gardening or horticultural society might be very happy to come along to that one session to lend a hand; or your local dramatic society might help the children with the preparation of a sketch or tableau to be staged in front of the rest of the congregation.

Not only will these local societies be helping you out, they will also be encouraging interest in whatever field the societies operate (horticulture, drama, music and so on), which may eventually translate into increased membership of local societies in the future.

In the midst of this planning, don't forget your local paper. It is worth telephoning to let them know you are holding an event, particularly if you are planning something spectacular or unusual. They may come along to photograph it and insert an item in the local paper. Children usually enjoy seeing themselves in the paper and other people might get to know about your sessions and come along too. I would advise holding your first few sessions without the press, just to get into the swing of things and iron out any creases in practical matters, which will almost inevitably appear.

**NB:** If the paper intends to publish pictures of the children, it is paramount that you obtain written consent from the parents first and agree with the paper not to publish the children's full names.



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# CREATING A CHILDREN'S GUIDE TO YOUR CHURCH

Getting the children involved in producing a guide to your church can be a wonderful way of helping them to feel part of the history of the church, and showing the rest of the congregation and anyone who happens to visit that there are children there as part of the family of God.

Producing a guide does take some time and careful thought, so work on it is likely to take place over a number of sessions and to involve some time on the part of the adult volunteers. However, you could use parts of sessions, perhaps on your patronal festival, or as part of a Pentecost workshop, to produce material that can be used later.

Talking to the children about what they like best about the church will point you in the direction of what other children are likely to find most interesting, or even show up some aspects of 'church' that need work to help the children understand them. You could have an art competition to provide artwork for the guide: try asking the children to draw, write or otherwise create on paper something that illustrates what they like about the church. You may find that you have pictures relating to features of the building, or special festivals during the year, or something the children have enjoyed doing at a workshop event.

It is a good idea to adjust the usual focus of the standard church guide, which is often, however informative and interesting to a historian, a little dry to non-historians. If you work on the basis that the important thing about your church building is what happens inside it, it is easy to shift the emphasis to how the church lives in the building. You will find that the children have more to say about what they do in church today than about what generations of people before them have done in the past.

The framework below is only intended as a starting

place or rough guide. Take your cue from your church itself. There is bound to be something special about what goes on in church, or how the children view it, or about the building itself, that isn't covered here but deserves a place in your own children's guide. The document should come from your own situation. Start by listing the contents you wish to cover in the form of questions to be answered. For example:

### WHERE IS OUR CHURCH?

Perhaps you could use a map of the local area, with an outline of the parish boundary, identifying the position of any other churches in the same benefice.

### WHAT HAPPENS IN OUR CHURCH?

Include some material on regular services such as Holy Communion, Morning Prayer and Evensong. Your church may have ways of helping children through these services, or special roles for them to play (see pages 4–6 for ideas on helping children to understand a service of Holy Communion). Material on the different seasons in the Christian year and major festivals, including your patronal festival, fit well here, and the children will probably happily draw pictures or provide some written material for this section. Rather than using whole paragraphs, take sentences or phrases of their own words to use.

## LOOKING AFTER OUR CHURCH: WHO DOES WHAT?

There are lots of people to do different jobs in the church. It is a good idea to focus on the jobs themselves rather than the actual people who do them, since people come and go more often than the work that needs to be done. Writing this section provides a good chance for the children to think about all the different people who are part of the church. As part of this, they could try polishing some of the wood (something which, perhaps surprisingly, they seem to enjoy), or arranging some flowers. Older children might try playing some music. This section links well with an explanation of what it means to be the body of Christ (1 Corinthians 12:12–27).

## WHAT DO THE CHILDREN DO?

This is a chance to show what goes on. This is really important, particularly if you are following a non-Sunday model for your children's work. The rest of the congregation may not realize that the work is going on at all, or quite how successful it is. Use children's pictures (with parental permission) and photographs of the workshops, crafts and activities. If your children's events are held regularly, don't forget to add in a bit of advertising about when and where they occur.

## HISTORY

No church guide would be complete without some history, and many churches are so old and steeped in history that it is neither possible nor desirable to ignore it. You may find that there is a dusty copy of a guide to your church written by and for adults. Even if the style is very archaic and adult, this guide can be essential in providing the raw data to produce the brighter and more child-friendly document that you are aiming to provide.

Make sure you are aware of any monuments or other features of the building that are especially noteworthy. You will need to pick out the features or facts that you will use in your guide. Don't ignore things that are so obvious when you walk into the church that they demand comment. You may also find some quirky and little-known facts, which might appeal to the children's imaginations. There are likely to be a number of things in between these extremes that are useful too, such as items that commemorate reasonably recent events (for example, the Queen's Golden Jubilee).

Include a plan of the building with the different areas marked on it. If the areas are colour coded, you can use the same colour coding for the text. For example, if there

is a particularly interesting monument in the chancel, you might colour the chancel area in blue on your plan, and then use blue to print the text referring to the monument. This works a bit like a treasure map. Give interesting information about what can be seen in the church, but don't get too bogged down. Less can be more!

Don't forget the churchyard. There are often interesting words or carvings on gravestones, or even some of the shapes might be unusual.

For a further history fix, a timeline is a good way of providing information. Put national or international events, such as the Norman Conquest, English Civil War, Queen Victoria's Diamond Jubilee and the start of the third millennium, on one side of the line, and events particular to your church on the other side—for example, the date of a memorial or the church clock, or when the bells were cast, or extensions added to the building.

## CHURCH QUIZ

A good way to finish the guide is with a church quiz. Don't have too many questions: more than ten but less than twenty would be ideal. Perhaps you could suggest counting the number of crosses in the church (the answer to this may be different during services from outside service times). Include questions that point to interesting facts about any memorials. Include a colour-in stained-glass window by taking a photograph of a window and using tracing paper and a pen to produce the outlines of the window lead. Sketch architectural features, such as the shapes of roof trusses or the shapes of arches in different parts of the church. Think up questions about the flags on display. Give clues to identify pictures of saints (for example, St George might have the St George's cross on a shield and St Mary is likely to have a baby Jesus on her lap). Look at the kneelers to see how many different designs there are.

When you have completed your research and documentation, you will be ready to turn your findings into a children's guide. Put all the material together on sheets of A4 paper and bind with a presentation folder (obtainable from an office supplier). Don't forget to add a title page and introduction and make sure you include the answers to the quiz on a separate page. If you can, make some colour photocopies to put in church for visitors to read and/or buy.



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### ORGANIZING A KNEELER PROJECT



Getting the children involved in a project to design a kneeler can be extremely rewarding both for the children who see their designs come to life as a real object for real use in the church building, and for the (probably adult) stitchers. Indeed, if the stitchers are adults, this will bring two groups of the congregation together. Creativity is a wonderful way to get to know people!

Unless you have a lot of money to spend and a large number of willing stitchers, this idea works well as a competition, even if only to ensure that you don't have

to make up every design submitted. Give each child a large piece of paper with the size of the top of the kneeler (usually 35 x 25 cm) marked out as a rectangle, and ask them to fill the rectangle with their design—the brighter the colours, the better. For inspiration, they could use Bible stories, the church building itself or something related to the larger community. If you have a local school, they might like to join in with the competition, so you may get some school-related designs too. If you need to gather some sponsorship to pay for the materials

to make up the kneelers, you could do this either by raising money in some sort of event, or, if you are happy to start in a small way, by asking members of the congregation if they would like to sponsor a kneeler. It's also a good idea to identify in advance any stitchers who would like to help with the project.

Once all the entries are in, you need to decide which designs to make up into kneelers. Having an experienced stitcher as one of the judges will help with this, since they will have some idea of which designs will transfer to tapestry and which will be more or less effective.

When you have the designs you wish to use, you need to calculate the materials needed or purchase blank kneeler kits, which can be obtained from various sources, including the Internet. The standard kits contain the canvas, a dense foam pad, the backing hessian, a large needle and a label to put on the back giving details of who stitched or paid for the kneeler. You will need one kit per design.

To work out how much wool you will need, cut a window the same size as the design area out of a large piece of card. Next, tape lengths of thread across the window at 2.5cm intervals so that you end up with a thread grid of 2.5cm squares. You will then find it much easier to make an educated guess at the number of

square inches of stitching required in a particular colour. Don't forget to include the sides of the kneelers in the calculation. The kit providers will be able to tell you how many square centimetres a skein of wool will stitch, and you can work out quantities from there.

In the interest of economy or even artistic merit, you may need to make small amendments to the actual colours you use. For example, it may not be sensible to buy one skein of bright pink for the sake of a very small area to be stitched in the corner of one design, so you may need to employ a certain amount of 'interpretation' of the design. The more designs are made up, the more opportunities there will be of using the bright pink in other designs.

When all the kneelers are finished, make sure you take pictures of the proud designers and stitchers. The local paper may even be interested in taking a photograph and writing an article about it. (**NB:** obtain parental consent first.) It's also a good idea to make sure the rest of the congregation are kept informed about progress and given the opportunity to appreciate the efforts of the designers, stitchers and sponsors by having an informal dedication of the kneelers at an all-age Sunday service.



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# INVOLVING CHILDREN IN FUNDRAISING

You may be fortunate enough to have funds available for children's work, or you may need to raise funds for the work. There are, of course, the usual ideas such as coffee mornings, car washes, chocolate parties and so on, which adults will need to organize, but if local people know about your group and understand what you do, fundraising will be that bit easier. Explore the opportunities in your locality. With the right approach, even your local pub may be prepared to help by giving the contents of the 'jar on the bar' to your children's work.

Whether or not you need to raise money for your work itself, getting the children to raise money for charity is an excellent idea. It shows the children that they can really make a difference and, if you involve the children in your choice of charity, it will be something they really care about.

For example, sponsoring a child in the Third World is not only very worthwhile, but also a good way to teach the children about how people live in other parts of the world. A picture of a child with whom they can have some sort of connection says much more than many words. The children can put letters or pictures together for the sponsored child, and over the years (since post will be slow), they will get to know more about the sponsored child and how they live. Raising money for this kind of charitable purpose becomes very meaningful for the children, and is easy to appreciate in terms of what they have been able to achieve.

The children I work with have been sponsoring a child in Uganda for some years, through one of the child sponsorship agencies. We hold a fundraising event to raise sponsor money every two years, which is regular enough to keep reminding people about our sponsored child, and not too regular to give them donation-fatigue!

Make the fundraising event something the children will enjoy doing, preferably something they can do at a workshop event, rather than something they do at home and then bring along later, since most will forget, or not get time to do it.

### SPONSORED TREASURE HUNT

There are plenty of options for fund-raising events, but one that works extremely well is a sponsored treasure hunt in the church and churchyard. You will find plenty of material for clues. If you have a digital camera, take plenty of photographs and then study them at leisure while sitting down to formulate your treasure hunt. Make sure the hunt is suitable for all the ages of children who will be taking part. Children who can't yet read may need help from an adult. Small prizes, such as bookmarks or a few sweets, are a good reward for a job well done for each child.

Send out sponsor forms and instructions, together with some information about how the money will be used, including where any excess will be sent. The sponsor form on the next page and three sample treasure hunt questions below are included as a guide.

#### Example

Find the answers to the following questions and fill them in on the grid. There is a map of the church that might help you find where everything is—or you could ask one of the helpers. All the answers can be found inside the church or within the boundaries of the churchyard. When you've finished, you'll see a message on your answer sheet. Return your answers at the end to be checked, and to receive a small prize. Have fun!

1. On the poster on one of the pillars in the north aisle, who is yesterday, today and for ever?
2. Mr Jones' family donated the cover for the font. What job did he do in church?
3. In the churchyard to the east of the church, there is a gravestone to a Mr Smith who died on 28 September 1852. What was his Christian name?





## NOT SUNDAY, NOT SCHOOL

Eleanor Zuercher

Through the year children's programmes for small churches

# HOLY COMMUNION LENT COURSE

This Lent course is suitable for children aged 7–12 and has been designed as an additional workshop, so that older children have a short run of workshops fortnightly instead of monthly during this period. As the sessions are quite intimate, choose your venue carefully. It may be appropriate to meet in a home, rather than in the church or a hall, especially if the group is small. Make sure that at least two adults are present, however, whatever the size of your group.

This series of workshops covers the main themes of a service of Holy Communion, culminating in an Easter Day service of Holy Communion, to which the children contribute. They may even participate in it if your church admits children to communion before confirmation.

The individual elements of each session should last between ten and twenty minutes, with each session taking approximately two hours. Each session is followed by an act of worship, which is repeated week on week to provide familiarity and continuity.

The aim of the course is to introduce the children to the service of Holy Communion and help them to understand the pattern and process of the service so that they will feel at home, be encouraged to attend and feel confident that they can be involved. The traditional pattern of Holy Communion is used throughout.

Many of the ideas for this extension course have been inspired by the resource book *Come and Join the Celebration* by John Muir and Betty Pedley (Church House Publishing, 2001).

### SESSION 1: GREETING AND LITURGY OF THE WORD

Start the session by welcoming the children and explaining that together you will be thinking about the service of Holy Communion, why we celebrate Holy Communion and the different elements of the service.

#### Story: Jesus and the children

MARK 10:13–16

Tell the story using a contemporary version of the Bible or three-dimensional materials in the method of *Godly Play*. Follow it with a reflective discussion on what it would have been like to be one of the children that Jesus blessed, and what his blessing means for us today.

Introduce the idea of greeting. How many ways do the children know of greeting one another in a foreign language or in sign language? Practise the greeting of the church together: 'The Lord be with you'; *And also with you.*

#### Prayer of preparation



**Time duration: 10 minutes**

**You will need:** a supply of different hats, as daft as you like (one per person), a large bag.

Invite everyone to choose a hat from the bag and put it on. Allow a few moments for the children to comment and enjoy the silliness of the exercise. Use this to lead into a discussion about the way we look: whatever we look like on the outside, God sees what we're like inside. It's important to prepare for God spiritually.

## Invitation to confession



**Time duration: 10 minutes**

**You will need:** slips of paper, pens, a metal bowl, safety matches, a domestic fire extinguisher, water or sand.

Start by discussing together why we need to confess the things we've done wrong. Talk about how, if you have something on your conscience, it disturbs your relationships with your friends, your families and teachers. Think of some examples. The same applies in our relationship with God.

Ask the children to write down the things they have done wrong on pieces of paper (tell them first that no one will read them). Put the completed slips of paper into a suitable container, such as a metal bowl or bin, and burn them. (NB: Place the container where it cannot cause damage to surfaces or furnishings, and have water, sand or a domestic fire extinguisher to hand as a precaution.)

Explain that God forgives our sins if we ask him to, and when he forgives us whatever we have done wrong is wiped away, or destroyed.

## The Gloria



**Time duration: 15–20 minutes**

**You will need:** paper, pens, brushes, paint, chalk, pastels or glitter glue (as desired).

Explain that the Gloria is a hymn of praise. Read it to the children, or play them a recording of a Gloria if you have one. Give the children art materials and ask them to interpret the Gloria in colour. They could use glittery or fluorescent paint or chalk or pastel—whatever is to hand, but make sure the materials are exciting!

Teach the children a sung version of the Gloria. Perhaps they could teach it to the adult congregation at the Easter service.

## Readings



**Time duration: 10 minutes**

**You will need:** a selection of Bibles (one per person).

Talk about the Bible and how it is really a library containing books of history, law, poetry, letters,

prophecy and so on, rather than just one book. Play the game 'Old Testament/New Testament'. Identify two points in the room, one for the Old Testament and one for the New. When you shout out the name of a book of the Bible, the children point or move to the correct area of the room. Alternatively, call out books of the Bible and see who can find the book first in their Bible.

## Refreshments

Have a break! Supply squash and biscuits and time for a stretch and a general chat.

## The sermon



**Time duration: 15 minutes**

**You will need:** sheets of A5 paper, pens or pencils, sheets of paper with designs already drawn on them (using geometric shapes, such as squares, circles and triangles).

Explain that the sermon explains or interprets the Bible readings in order to help us to understand them better. Play the following game to illustrate this point.

Put the children into pairs. Give one person in each pair a sheet of paper with a simple drawing on it. This person has to give instructions to their partner to draw the same picture without seeing it. Compare the two drawings to see how similar they are.

## The creed



**Time duration: 10–15 minutes**

**You will need:** a flip chart or large sheet of paper, pens, a candle with three wicks (optional), polystyrene pizza bases, washed and ready-cut in three-pronged shapes, felt-tipped pens.

Explain that the creed sets out the things that we believe about God. Ask the children what they believe about God, and write their ideas on a flip chart or large sheet of paper.

Next, light the candle with three wicks and talk about how the creed is in three separate parts. Read the creed together and ask the children to see if they can identify when the words change from the part dealing with God the Father, to those about God the Son, and finally to the part about God the Holy Spirit.

Give each child a three-pronged boomerang made out of polystyrene pizza bases to represent God the Father, God the Son, and God the Holy Spirit. Invite them to decorate their boomerangs with pens. (This idea comes from *Theme Games 2* by Lesley Pinchbeck, published by Scripture Union.)

### Prayers of intercession



**Time duration: 15 minutes**

**You will need:** a large sheet of paper at least A2 in size (painted to look like a wall), Blu-tack (optional), pens, a map of the world.

Talk about why we need to pray, and discuss what situations we might pray for. Use a map of the world to assist your discussion.

Lay the paper wall on the floor in the centre of the group, or fix it to a wall. Explain that this is a graffiti wall and invite the children to write their prayers, or what they would pray for, on it.

### The peace

Exchange the peace and relate the words of the peace to the Christian greeting. This is a good note on which to conclude the workshop.

### Act of worship

Conclude the session with an act of worship.

## SESSION TWO (SACRAMENT AND DISMISSAL)

Start by recapping the previous session. Follow this by sharing the peace together and the eucharistic responses.

### Story: The last supper

LUKE 22:7–20

Tell the story using a contemporary version of the Bible or three-dimensional materials in the method of *Godly Play*.

### Preparation of the table



**Time duration: 30 minutes**

**You will need:** a series of laminated cards representing, in picture form, each phrase of the eucharistic prayer (see page 6), a prepared collage board, glue, collage materials, including plenty of shiny paper and card.

Explain to the children that the eucharistic prayer is just a prayer saying ‘thank you’ to God. Use the laminated cards to work through the words of the prayer, asking the children to spot when each item is mentioned. You may need to go through this a couple of times for them to get the idea.

Ask the children to make a collage showing all the things that we’re thanking God for in the eucharistic prayer. This is a suitable time to teach the children a song (such as ‘Spirit of the Living God’, ‘Abba Father’ or ‘Be still, for the presence of the Lord’) that might be sung while everyone is receiving bread and wine during the Easter service.

### Breaking of bread



**Time duration: 10 minutes**

**You will need:** squash, water, cups, bread, plates, tablecloth, candle, safety matches.

This is an appropriate point to break for squash and share freshly baked bread. Put a tablecloth over the table and light a candle to make the time special. Say a grace over the bread and ask for silence while you break it.

### Giving the communion



**Time duration: 25 minutes**

**You will need:** For peppermint creams: 1–2 tbsp milk, a few drops of peppermint oil, 250–300g icing sugar (sifted), mixing bowls, mixing spoons, rolling pin, small pastry cutters, baking tray, greaseproof paper, small cardboard gift boxes, ribbon.

Explain that the giving of communion is about receiving the gifts that God gives us, and giving in return what we

have been given. Ask the children to make gifts to give to each other, so everyone will have a gift to take home.

The recipe for peppermint creams makes approximately 20 sweets, so you will need to work out how many quantities you will need for your group.

To make the peppermint creams, put the milk in a bowl and add the peppermint oil. Gradually add the icing sugar until a stiff mixture is formed. Turn the mixture out on to greaseproof paper dusted with sifted icing sugar, and roll out to 5mm in thickness.

Cut into rounds with a small pastry cutter. Gather the trimmings, re-roll and re-cut until all the mixture is used up. Place sweets on a baking tray lined with greaseproof paper, until dry.

Have available some small attractive boxes to put the sweets into when they are dry. Talk about how the giver confers value, not the gift itself.

### The dismissal



**Time duration: 20 minutes**

**You will need:** copies of a simplified map of your local area (one per person), pens.

The service concludes with the dismissal, which sends us out into the world to take God's message to the people we meet. Talk about where we go during the week. Include local schools, clubs, shops, and anywhere else the children go during a normal week. Use this starting point to talk about the way we behave when we are in those places. It is important that we live in the way Jesus asks, so that other people might see him through the way we live and want to know him too.

Give each child a map of your locality and ask them to mark the places where they go. They can personalize their map if they wish, by drawing their car, their house and so on. Round the outside they could then write a prayer for people they see during the week.

### Act of worship

Conclude the session with an act of worship.

## SESSION 3: AN OVERVIEW

If your church is planning to hold a Good Friday workshop, this third session could be combined with that event.

### Story: the good shepherd

JOHN 10:7-16

Tell the story using a contemporary version of the Bible or three-dimensional materials in the method of *Godly Play*.

After the story, recap on the first two sessions and spend some time talking to the children about the service. Give time and attention to any questions they may have.

### Preparing for Easter Day

You will need to discuss with your minister the ways in which the children can be involved in the Easter Day service. Ideas might include preparing a short dramatic presentation or a series of tableaux telling the Easter story, reading the Bible passage(s), singing, greeting people at the door, taking the collection and, for the children in your church who do not receive Holy Communion, learning a simple anthem to be sung while everyone else is receiving.

The children can then spend the rest of the session practising for their part in the service.

If there is time, you may wish to consider making bread with the children. Each child can make a roll to take home, but make some extra rolls to use for the service of Holy Communion on Easter Day. A recipe for bread dough can be found on page 177 of the book *Not Sunday, Not School!*

### Visiting lambs

You may be able to arrange for a local farmer to bring some lambs to meet the children. When we arranged this, the children were spellbound. They talked to the farmer about how he looked after the lambs. They were able to stroke them and help to give them some milk. This links very well into the story of the good shepherd.



## NOT SUNDAY, NOT SCHOOL

Eleanor Zuercher

Through the year children's programmes for small churches

### LORD'S PRAYER LENT COURSE



This three-session workshop covers the main themes of the Lord's Prayer. The individual elements of each session should last between ten and twenty minutes, with each session taking approximately two hours. Each session is followed by an act of worship, which is repeated week on week to provide familiarity and continuity. The main activity for each workshop is the creation of a wall hanging, which can be displayed in the church on Easter Day. However, the course would also be suitable for use at other times of the year.

**You will need:** 2m hessian or heavy furnishing fabric in a neutral colour, thread, fabric glue or good-quality iron-on webbing.

Prepare the wall hanging by sewing a hem round the outside edges. On the top and bottom (the long edges) fold the fabric over again to make casings. The top one will take a pole; the bottom one may be needed to take either another pole or weights, so that the finished article hangs well.

Using fabric pens, divide the wall hanging into eight equal squares.

The prayer has been divided into three parts, each part being covered in a two-hour session, as follows:

#### Session 1

*Our Father in heaven,  
hallowed be your name,  
your kingdom come,  
your will be done on earth as in heaven.*

## Session 2

*Give us today our daily bread.  
Forgive us our sins  
as we forgive those who sin against us.  
Lead us not into temptation  
but deliver us from evil.*

## Session 3

*For the kingdom, the power and the glory are yours  
now and for ever.  
Amen*

### SESSION 1: OUR FATHER IN HEAVEN

Begin the session by talking about dads. Be aware that this is not always a positive relationship for children, and be sensitive to those children who come from single-parent or step-families. Together, think of some of the titles we use for the person who is our dad. Lead this into a discussion on what characteristics the best parent ever might have. You may wish to split the children into groups to brainstorm this. Be positive with all the suggestions the children come up with.

#### 'Best parent ever' pictures



**Time duration: 20 minutes**

**You will need:** lining fabric cut into a simple figure shape, small squares of fabric backed with iron-on webbing (two per child), fabric pens, fabric glue (if you are not using the webbing).

Using fabric pens, write the words 'Our Father in heaven' in the top left-hand square of the hanging. Attach the cut-out figure to the hanging in the centre of this square.

Give each child a small fabric 'label' and ask them to write or draw something to represent one of the things the best parent *does*. On a second label, ask each child to write or draw something to represent all the things the best parent *is*. Stick the 'is' labels inside the parent figure and the 'does' labels round the outside.

#### Hallowed be your name...

Tell the story of Moses and the burning bush using a contemporary version of the Bible or three-dimensional

materials in the method of *Godly Play*. The story can be found in Exodus 3:1–15. Follow this by a reflective discussion on the meaning of 'hallowed' (holy) and a discussion about power. In what way is the power that comes from God different from the power people use?

#### Burning bush pictures



**Time duration: 15 minutes**

**You will need:** branches of the burning bush made out of brown fabric or felt, scraps of fabric or felt in reds, oranges and yellows, cut in the shape of flames, sheets of A4 paper, fabric glue, fabric pens, scissors, pencils.

Using fabric pens, write the words 'Hallowed be your name' in the second square at the top of the hanging. Attach the shape of the burning bush to the hanging in the centre of this square. Ask the children to attach the pre-cut flame shapes to the bush to complete it.

Give each child two sheets of A4 paper and ask them to draw around their bare feet. Cut out the footprints and use them as templates to make up foot shapes in coloured fabric or felt. Attach the fabric footprints to the wall hanging, arranging them around the burning bush.

If your hanging isn't big enough to accommodate foot shapes of actual size, you could provide templates for smaller foot shapes.

#### Powerful God pictures



**Time duration: 15 minutes**

**You will need:** A5 medium-weight card (one sheet per child), strips of quilling paper, quilling tool (optional), blunt knife or scissors, PVA glue.

To symbolize God's power, get the children to make the word 'God' out of the quilling paper. Show them how to curl the paper with the quilling tool, the edge of a blunt knife or even a fingernail.

Glue the paper to the card to make the shape of the letters. If the children are young, they might find this tricky, in which case you can allow them to create a different picture.

## Refreshments

Provide refreshments of squash and biscuits.

## Your kingdom come...

Tell the story of Gethsemane using a contemporary version of the Bible or a DVD or video clip from the film *The Miracle Maker*. The story can be found in Matthew 26:36–46. Follow this with a discussion about what characteristics a leader of a country, such as a president, a prime minister or a king, might have. You may wish to break into groups to brainstorm. Make a list of the good and the bad characteristics.

## Good things, bad things game

Designate one end of the room as 'good' and the other as 'bad'. Using the list of characteristics that the children have identified, call out the things a leader might do. If the children think it is something good, they either run or turn to the 'good' end of the room. If they think it is something bad, they either run or turn to the 'bad' end of the room.

## Heart to heart



**Time duration: 15 minutes**

**You will need:** a circle of beige fabric, about 40cm diameter with a rough outline of the world marked on it, to fit into the third square at the top of the wall hanging, pre-cut heart-shaped stamps, made using corks, potatoes or thin foam glued on to empty cotton reels, fabric paints in red, green and blue, fabric pens.

Attach the world shape to the wall hanging and, using fabric pens, write the words 'Your kingdom come' above it. Ask the children to colour in the world by dipping the heart-shaped stamps into fabric paint and pressing them on the world shape. Stamp the land in green hearts, and the ocean in blue. Finish with red hearts round the outside.

Don't allow the hearts to get so dense that you can't distinguish the shape. It's a good idea to give the children some spare fabric to practise on so that they can gauge how much paint they need on the stamps.

## Your will be done...



**Time duration: 15–20 minutes**

**You will need:** pre-cut felt squares in a variety of colours, glitter glue, ribbon, luggage labels, PVA glue, felt-tipped pens.

Using fabric pens, write the words 'Your will be done' in the right-hand square at the top of the wall hanging. Discuss with the children the sort of presents that God might want us to give him.

Give each child a felt square and ask them to decorate it using glitter glue and ribbon to look like a nicely wrapped present. Next, give each child a luggage label and ask them to write something they would like to give God: for example, peace, fairness, kindness and so on. Attach the labels to the parcels and, when the glitter glue has dried, attach the parcels to the wall hanging.

## Our world prayers

Conclude the session with prayer. Sit the children in a circle and pass objects around the circle. Items could include a model house to represent home, a book to represent school, a ring to represent the world outside our own lives, a teddy bear to represent other children. As each person holds the object, invite them to pray either silently or aloud for something prompted by the object.

## Act of worship

Conclude the session with an act of worship.

## SESSION 2: GIVE US TODAY OUR DAILY BREAD



**Time duration: 15 minutes**

**You will need:** a slice of bread shape cut out of neutral fabric to fit into the left-hand square at the bottom of the wall hanging, fabric pens.

Begin the session by talking to the children about the things we need for a full life. Turn this into a brainstorm. Using their suggestions and a flip chart or large piece of paper, write a recipe for a full life. You might start with a list of ingredients (God, love, friends, family, and so on) and then decide on the method (put God at centre of

your life, add generous measure of love for other people, mix well, and so on).

When you have all agreed on the recipe, write the words in the slice of bread shape (using fabric pens) and attach it to the wall hanging.

### Need it, want it game



**Time duration: 5 minutes**

**You will need:** a list of items such as water, air, bread, chocolate, Ferrari car, clothing, expensive jewellery and so on.

Designate one point in your room for 'need it' and another for 'want it'. Call out items from the prepared list. The children decide whether the item is necessary or desirable and run or turn to whichever point is the most appropriate.

### Forgive us our sins...

Tell the story of Jesus on the cross using a contemporary version of the Bible or the version told from a child's point of view on page 66 of *The Lord's Prayer Unplugged* by Lucy Moore (published by BRF). In the Bible, the story can be found in Luke 23:32–43.

### Chocolate gambling



**Time duration: 15 minutes**

**You will need:** small bars of chocolate broken into segments, paper plates (one per child), a pack of cards, scraps of paper, pencils.

Sit the children in a circle. Hand out equal quantities of chocolate to each person (two or three pieces each). Give everyone a plate to put his or her chocolate on, and place an empty plate in the middle of the circle. Ask everyone to put one piece of chocolate on the plate in the middle of the circle.

Deal out one card to each person. When everyone has a card, ask them to turn their cards over. Whoever has the highest number wins all the chocolate on the middle plate. Make sure everyone knows whether aces are high or low, and which suit takes precedence: for example, hearts win over diamonds). The child with the highest card takes the chocolate in the centre of the circle.

Repeat the procedure. By the third time, a number of

children will be in debt, having no chocolate left on their own plate, but they can write IOUs.

When you have a number of IOUs in circulation, stop the game and talk about what it feels like to owe money/chocolate. Is anyone prepared to tear up the IOUs and write off the debt? What does it feel like, having been forgiven the debt?

### Cross-stitch crosses



**Time duration: 15–20 minutes**

**You will need:** a cross shape cut from reasonably large-gauge canvas, thick wool, tapestry needles, scissors.

Split the children into groups of no more than four. Invite each group to make a number of cross-stitches on the cross shape, to remind us that Jesus forgives us. As the children are sewing, note that the cross stitches look like kisses.

While one group is sewing, the other groups could be learning a song (such as 'I, the Lord of sea and sky'). Continue the activity until all the groups have had a turn at sewing.

When the cross is completed, attach it to the second square at the bottom of the wall hanging. Write the words 'Forgive us our sins' above the cross and the words 'As we forgive those who sin against us' below it.

### Refreshments

Provide refreshments of squash and biscuits. You may also use this time to share some bread together, to remind the children that we remember that Jesus died on the cross when we break bread together in a service of Holy Communion.

### Lead us not into temptation...



**Time duration: 10–15 minutes**

**You will need:** a large sheet of paper or flip chart, felt-tipped pens.

Tell the story of Jesus' temptation in the wilderness using a contemporary version of the Bible or the three-dimensional approach of *Godly Play*. The story can be found in Matthew 4:1–11, Mark 1:12–13 and Luke 4:1–13.

Talk about what temptation is and what kinds of things are tempting. Why is it a good idea to resist temptation? Draw a 'decision tree' on the sheet of paper to show the children the possible effects of a decision. Write the issue at the top of the paper or flip chart and make a flowchart of the possible decisions and outcomes.

### Shields



**Time duration: 20 minutes**

**You will need:** scraps of card, scraps of paper, empty cardboard boxes, scissors, masking tape, newspaper.

Divide the children into two teams. Give each team a supply of card, paper and boxes and masking tape, and tell them that they have ten minutes to make a shield from the materials.

After ten minutes, one team tests the other team's shield by throwing missiles made from balls of newspaper while the builders of the shield shelter behind it. The first team can then test the second team's shield.

But deliver us from evil...



**Time duration: 15–20 minutes**

**You will need:** print blocks in the shapes of keys, chains and padlocks cut from thin foam and glued to stiff card from an old cardboard box, medium-weight card to make handles so that the blocks can be easily managed, fabric paint in a selection of colours, brushes to apply the paint.

Write the words 'Lead us not into temptation, but deliver us from evil' in the third square at the bottom of the wall hanging. Use the print blocks to make a design around the words. Give the children an offcut of spare material to practise on first and make sure the paint is applied sparingly. Make sure the hanging isn't folded over on itself in case some of the paint seeps through.

### The mummy game

Divide the children into two teams. Each team wraps one member of their group in toilet tissue, mummy-fashion, from the knees upwards. The person being wrapped will need to stay still! Leave the end hanging free.

Each bandaged member has to try to escape without breaking the tissue. They may need a little help to get the end free so that they can unravel the tissue just by turning their bodies.

### Act of worship

Conclude the session with an act of worship.

### SESSION THREE: FOR THE KINGDOM, THE POWER AND THE GLORY ARE YOURS...

Explain that the part of the prayer we are exploring today is known as the doxology, which is a final short hymn of praise to God, used to conclude the prayer. These words are not part of the prayer that Jesus taught his disciples, but were added later. Read the story of the Lord's Prayer using a contemporary version of the Bible. The story can be found in Matthew 6:9–13.

### Shoebox theatres



**Time duration: 30 minutes**

**You will need:** one shoebox per child, with a viewing square cut in one end, and slots cut in the lid and each side to light the scene (lighting holes can be covered with cellophane or tissue paper to produce special effects), thin card in a selection of colours, tissue paper, cellophane, pens, scissors, sticky tape, glue.

Give each child a prepared shoebox and ask them to make an Easter garden scene (or an alternative if at a different time of year) in the shoebox, using card to create layers of scenery. When the scenes are complete, secure the lid to the box with sticky tape.

### Amen



**Time duration: 15 minutes**

**You will need:** scraps of coloured fabric, fabric paints, toothbrushes, glitter glue.

Pre-cut the word 'Amen' from scraps of coloured fabric. Pre-cut blocks of fabric to give a background or frame effect to the word. Get the children to colour the

background blocks by flicking paint to make a firework effect (using the toothbrushes) or dabbing on glitter glue for a more sparkly effect. Use layers of fabric to build up the background and give emphasis.

Using fabric pens, write the words 'For the kingdom, the power and the glory are yours, now and for ever' in the right-hand square at the bottom of the wall hanging. When the background is complete, leave it to dry and then attach it to the hanging below the words. Stick the word 'Amen' on top of the background.

### Refreshments

Provide refreshments of squash and biscuits.

### The Lord's Prayer in action

Ask the children to make up their own actions to go with the prayer to help them express it. When they have decided on their movements, say the prayer together.

### Walking the Lord's Prayer

The resource book *The Lord's Prayer Unplugged* by Lucy Moore is full of creative ideas to help children explore the Lord's Prayer. The final section of the book puts the whole prayer together and includes an idea for a prayer labyrinth. You could use this idea, either from Lucy's book, or by using the images on the wall hanging as a prayer journey. This is a great way to recap the whole prayer and to finish by praying the prayer together.

### Exploring the Lord's Prayer through Godly Play

You may wish to finish the workshop using a *Godly Play* version of the Lord's Prayer, which is based on a script by Sue Doggett. This activity can be found by following the link from [www.barnabasinchurches.org.uk/nsns](http://www.barnabasinchurches.org.uk/nsns). It also appears in Lucy Moore's book *The Lord's Prayer Unplugged*.

### Act of worship

Conclude the session with an act of worship.

# REGISTRATION FORM

## Child's details

|   |                          |
|---|--------------------------|
| Name:   | Date of birth:    /    / |
| Address:  |                          |
| Telephone:  |                          |
| Details of any allergies:                                     |                          |
| Other medical conditions/anything else we should be aware of: |                          |
| Name of doctor:   |                          |
| Surgery:  | Telephone:               |
| Emergency contact details                                     |                          |
| Home telephone number:  |                          |
| Emergency telephone/mobile number:                            |                          |
| Any other relevant emergency contact details:                 |                          |

# PARENTAL CONSENT FORM

In the event of an emergency, we need your consent to administer First Aid to your child and, if necessary, take them to hospital for medical treatment. We have trained First Aiders among our helpers or can call on local First Aiders.

Occasionally, photographs of the children may be taken during workshops for one of the following purposes: (i) for our records; (ii) for children to use during workshops; (iii) for reporters from the local paper who sometimes visit to report on the workshops; (iv) for training for our helpers.

As we have no toilet facilities in the church building, children needing to use the toilet are accompanied to ..... to use the toilet there. We also sometimes arrange for activities to take place in the churchyard, and we may want to take the children (properly supervised, with a ratio of two adults to every six children for younger children, and two adults to every eight children for older children) on a short walk in the nearby vicinity. We will notify you in advance if outside activities are planned.

I consent/do not consent to the above in respect of:

- First Aid
- Photographs for club records
- Photographs for workshop activities
- Photographs for the local press
- Supervised activity outside the church building

*Delete as appropriate*

Form completed by: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



# WORKSHOP PLANS FOR ADVENT

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## PARABLES OF THE KINGDOM

MATTHEW 13:31–32, 33, 44, 45–46

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                           | DETAILS  |
|------------|------------------------------------|--|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks  |
| 10 minutes | Story                              | The story of the mustard seed                      |
| 10 minutes | Craft (3 rotating groups)          | Crowns   |
| 10 minutes | Craft (3 rotating groups)          | Heart cards  |
| 10 minutes | Game (3 rotating groups)           | Treasure hunt                                      |
| 10 minutes | Story                              | The story of the yeast                             |
| 10 minutes | Break                              | Refreshments                                       |
| 10 minutes | Story                              | The story of the valuable pearl                    |
| 10 minutes | Church display (3 rotating groups) | 'The kingdom of heaven is like...' pictures        |
| 10 minutes | Craft (3 rotating groups)          | Mustard and cress                                  |
| 10 minutes | Song (3 rotating groups)           | 'Lord, the light of your love' or 'Colours of Day' |
| 10 minutes | Prayer                             | Star prayers                                       |
| 30 minutes | Concluding worship                 | Worship with parents and carers                    |

## THE TEN GIRLS

MATTHEW 25:1–13

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY           | DETAILS   |
|------------|--------------------|---|
| 10 minutes | Registration       | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story              | The story of the ten girls                        |
| 30 minutes | Craft              | Clay lamps  |
| 10 minutes | Game               | Paper clothes                                     |
| 10 minutes | Break              | Refreshments                                      |
| 30 minutes | Display for church | Jesse tree  |
| 10 minutes | Game               | Distraction race                                  |
| 10 minutes | Prayer             | Star prayers                                      |
| 30 minutes | Concluding worship | Worship with parents and carers                   |

# WORKSHOP PLANS FOR CHRISTMAS

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## THE CHRISTMAS STORY

MATTHEW 1:18—2:14; LUKE 1:26–38 AND 2:1–21

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                           | DETAILS   |
|------------|------------------------------------|---|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks       |
| 5 minutes  | Story                              | Story of Christmas (magnetic nativity theatre optional) |
| 15 minutes | Craft (3 rotating groups)          | Star pictures   |
| 15 minutes | Craft (3 rotating groups)          | Glass painting  |
| 15 minutes | Craft (3 rotating groups)          | Sun-sensitive pictures                                  |
| 10 minutes | Break                              | Refreshments  |
| 10 minutes | Games                              | Pass the parcel   |
| 15 minutes | Church display (2 rotating groups) | Stained-glass window                                    |
| 15 minutes | Nativity prep (2 rotating groups)  | Card figures  |
| 10 minutes | Prayer                             | Star prayers (from Advent theme)                        |
| 30 minutes | Concluding worship                 | Worship with parents and carers                         |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY               | DETAILS   |
|------------|------------------------|---|
| 10 minutes | Registration           | Pen, paper, registration forms, badges and blanks |
| 5 minutes  | Story                  | Story of Christmas                                |
| 15 minutes | Game                   | Christmas quiz                                    |
| 40 minutes | Nativity preparation   | Shadow play or sketch (devise and rehearse)       |
| 10 minutes | Break                  | Refreshments                                      |
| 20 minutes | Display for the church | Stellated icosahedrons                            |
| 10 minutes | Craft                  | Cradle Christmas tree decorations                 |
| 10 minutes | Prayer                 | Candle prayers                                    |
| 30 minutes | Concluding worship     | Worship with parents and carers                   |

# WORKSHOP PLANS FOR CHRISTINGLE AND EPIPHANY

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group. The children can be split into groups for activities such as collage and banner making. Have extension activities for children who finish early, such as Epiphany pictures, stained-glass windows or crowns. If time allows, the programme can be concluded with a quiz before the act of worship begins.

## THE CHRISTMAS STORY

MATTHEW 1:18—2:14; LUKE 1:26–38 AND 2:1–21

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                           | DETAILS   |
|------------|------------------------------------|---|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                              | The story of Epiphany                             |
| 20 minutes | Church display (2 rotating groups) | Christingle collages                              |
| 20 minutes | Craft (2 rotating groups)          | Candle no-bake chocolate cake                     |
| 10 minutes | Break                              | Refreshments                                      |
| 15 minutes | Craft                              | Tapestry pictures                                 |
| 15 minutes | Craft                              | Stained-glass window pictures                     |
| 15 minutes | Craft                              | Epiphany pictures                                 |
| 5 minutes  | Prayer                             | Thank you prayers                                 |
| 30 minutes | Concluding worship                 | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY           | DETAILS   |
|------------|--------------------|---|
| 10 minutes | Registration       | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story              | The story of Epiphany                             |
| 30 minutes | Craft              | Christingle banners                               |
| 10 minutes | Break              | Refreshments                                      |
| 15 minutes | Craft              | Epiphany lanterns                                 |
| 15 minutes | Craft              | Beeswax candles                                   |
| 15 minutes | Craft              | Illuminated manuscripts                           |
| 15 minutes | Prayer             | Dress giant Christingle with prayers              |
| 30 minutes | Concluding worship | Worship with parents and carers                   |

# WORKSHOP PLANS FOR LENT

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## JESUS IN THE DESERT

MATTHEW 1:18—2:14; LUKE 1:26–38 AND 2:1–21

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                             | DETAILS   |
|------------|--------------------------------------|---|
| 10 minutes | Registration                         | Pen, paper, registration forms, badges and blanks |
| 5 minutes  | Story                                | Jesus in the desert                               |
| 15 minutes | Craft (3 rotating groups)            | Stone painting                                    |
| 15 minutes | Craft (3 rotating groups)            | Sand pictures                                     |
| 15 minutes | Church display (3 rotating groups)   | Transitory art                                    |
| 10 minutes | Break                                | Refreshments                                      |
| 20 minutes | Display for the church (in 3 groups) | Temptations frieze (in 3 parts)                   |
| 10 minutes | Craft                                | Lenten trees                                      |
| 10 minutes | Game                                 | Simon says  |
| 10 minutes | Prayer                               | Sorry prayers                                     |
| 30 minutes | Concluding worship                   | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY           | DETAILS   |
|------------|--------------------|---|
| 10 minutes | Registration       | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story              | Jesus in the desert                               |
| 20 minutes | Game               | Stepping stones                                   |
| 20 minutes | Craft              | Lenten trees                                      |
| 10 minutes | Break              | Refreshments                                      |
| 25 minutes | Craft              | Picture in a box                                  |
| 15 minutes | Game               | Directions game                                   |
| 10 minutes | Prayer             | Sorry prayers                                     |
| 30 minutes | Concluding worship | Worship with parents and carers                   |

# WORKSHOP PLANS FOR MOTHERING SUNDAY

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## THE BOY JESUS IN THE TEMPLE

LUKE 2:41-52

### Plan 1 (children aged 3-8)

| TIME       | ACTIVITY                    | DETAILS   |
|------------|-----------------------------|---|
| 10 minutes | Registration                | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                       | The boy Jesus in the temple                       |
| 15 minutes | Craft (2 rotating groups)   | Flower arranging                                  |
| 15 minutes | Cooking (2 rotating groups) | Gingerbread mums (ready-made dough)               |
| 10 minutes | Break                       | Refreshments                                      |
| 15 minutes | Craft (3 rotating groups)   | Hens  |
| 15 minutes | Craft (3 rotating groups)   | Chicks  |
| 15 minutes | Craft (3 rotating groups)   | Daffodil cards                                    |
| 15 minutes | Prayer                      | Mothering prayers                                 |
| 30 minutes | Concluding worship          | Worship with parents and carers                   |

## BIBLE MUMS

EXODUS 2:1-10; 1 SAMUEL 1:1-28; LUKE 1:5-25 AND 57-66; LUKE 1:26-38 AND 2:1-7

### Plan 2 (children aged 7-12)

| TIME       | ACTIVITY               | DETAILS   |
|------------|------------------------|---|
| 10 minutes | Registration           | Pen, paper, registration forms, badges and blanks   |
| 20 minutes | Story                  | Bible mums (baby Moses, Hannah, Elizabeth and Mary) |
| 25 minutes | Cooking                | Gingerbread mums                                    |
| 10 minutes | Break                  | Refreshments  |
| 25 minutes | Display for the church | Mothering collage                                   |
| 20 minutes | Craft                  | Biscuit boxes                                       |
| 10 minutes | Prayer                 | Mothering prayers                                   |
| 30 minutes | Concluding worship     | Worship with parents and carers                     |

# WORKSHOP PLANS FOR EASTER

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group. The children can be split into groups for activities such as collage and cooking. Provide extension activities for children who finish early, such as sad-to-happy dolls or Easter baskets. Cookery activities may also be added in. If time allows, the programme can be concluded with an Easter tableau before the act of worship begins.

## THE STORY OF EASTER

MATTHEW 21:1–9; MATTHEW 26:14–19, 26–28; MARK 14:32–42; JOHN 19:1–34; MATTHEW 27:45–51, 57–61; MATTHEW 28:1–2, 5–10.

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                  | DETAILS   |
|------------|---------------------------|---|
| 10 minutes | Registration              | Pen, paper, registration forms, badges and blanks |
| 30 minutes | Story                     | Resurrection eggs                                 |
| 10 minutes | Craft (2 rotating groups) | Cardboard tube sheep                              |
| 10 minutes | Craft (2 rotating groups) | Sad-to-happy medals                               |
| 10 minutes | Break                     | Refreshments                                      |
| 15 minutes | Display for the church    | Easter gardens                                    |
| 10 minutes | Craft (3 rotating groups) | Easter bonnets                                    |
| 10 minutes | Craft (3 rotating groups) | Green cross cross                                 |
| 10 minutes | Craft (3 rotating groups) | Painted stones                                    |
| 5 minutes  | Prayer                    | Prayer stones (unpainted)                         |
| 30 minutes | Concluding worship        | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY                           | DETAILS   |
|------------|------------------------------------|---|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks |
| 20 minutes | Story                              | Dream of the Rood (listen and perform)            |
| 30 minutes | Display for the church             | Cardboard box cross collage                       |
| 10 minutes | Break                              | Refreshments                                      |
| 15 minutes | Church display (3 rotating groups) | Giant cross mosaic                                |
| 15 minutes | Craft (3 rotating groups)          | Springy sheep cards                               |
| 15 minutes | Game (3 rotating groups)           | Kim's game  |
| 5 minutes  | Prayer                             | Easter prayers                                    |
| 30 minutes | Concluding worship                 | Worship with parents and carers                   |

# WORKSHOP PLANS FOR AFTER EASTER

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## ON THE ROAD TO EMMAUS; JESUS AND THOMAS; THE BARBECUE ON THE BEACH

LUKE 24:13–35; JOHN 20:19–29; JOHN 21:1–14

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                  | DETAILS   |
|------------|---------------------------|---|
| 10 minutes | Registration              | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                     | The barbecue on the beach                         |
| 20 minutes | Display for the church    | Fish tank   |
| 10 minutes | Story                     | Jesus and Thomas                                  |
| 10 minutes | Craft (2 rotating groups) | Wax candle drawings                               |
| 10 minutes | Song (2 rotating groups)  | Learn a song, such as 'Abba Father'               |
| 10 minutes | Break                     | Refreshments                                      |
| 20 minutes | Story                     | On the road to Emmaus (including sharing bread)   |
| 20 minutes | Display for the church    | Footprints painting                               |
| 30 minutes | Concluding worship        | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY               | DETAILS   |
|------------|------------------------|---|
| 10 minutes | Registration           | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                  | The barbecue on the beach                         |
| 20 minutes | Display for the church | Fish tank   |
| 10 minutes | Story                  | Jesus and Thomas                                  |
| 10 minutes | Craft                  | Wax candle drawings                               |
| 10 minutes | Break                  | Refreshments                                      |
| 20 minutes | Story                  | On the road to Emmaus                             |
| 20 minutes | Game                   | Who am I?   |
| 10 minutes | Prayer                 | Recognizing Jesus                                 |
| 30 minutes | Concluding worship     | Worship with parents and carers                   |

# WORKSHOP PLANS FOR ASCENSION, PENTECOST AND TRINITY

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## JESUS RETURNS TO HEAVEN; THE COMING OF THE HOLY SPIRIT; THE BAPTISM OF JESUS

LUKE 24:50–53; MARK 16:19–20; ACTS 1:9–11; ACTS2:1–42; MATTHEW 3:13–17; MARK 1:9–11; LUKE 3:21–22

### Plan 1: Ascension (children aged 7–12)

| TIME       | ACTIVITY               | DETAILS  |
|------------|------------------------|--|
| 10 minutes | Registration           | Pen, paper, registration forms, badges and blanks    |
| 15 minutes | Story                  | Jesus returns to heaven (with discussions/questions) |
| 25 minutes | Display for the church | Coronation collage                                   |
| 10 minutes | Craft                  | Ascension candles                                    |
| 10 minutes | Break                  | Refreshments   |
| 15 minutes | Craft                  | Fish badges and fish signs                           |
| 20 minutes | Display for the church | Celebration bunting                                  |
| 15 minutes | Prayer                 | Balloon prayers (including writing luggage labels)   |
| 30 minutes | Concluding worship     | Worship with parents and carers                      |

### Plan 2: Pentecost (children aged 3–8)

| TIME       | ACTIVITY                           | DETAILS   |
|------------|------------------------------------|---|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks |
| 15 minutes | Story                              | The coming of the Holy Spirit                     |
| 15 minutes | Church display (3 rotating groups) | Celebration bunting                               |
| 15 minutes | Craft (3 rotating groups)          | Self-sculpture candle holders                     |
| 15 minutes | Craft (3 rotating groups)          | Picturing the Holy Spirit                         |
| 10 minutes | Break                              | Refreshments                                      |
| 15 minutes | Craft (2 rotating groups)          | Fish whirligig or Pentecost windmills             |
| 15 minutes | Cooking (2 rotating groups)        | Cake decorating                                   |
| 10 minutes | Craft                              | Pentecost crowns                                  |
| 30 minutes | Concluding worship                 | Worship with parents and carers                   |

Plan 3: Trinity (children aged 7–12)

| TIME       | ACTIVITY                             | DETAILS  |
|------------|--------------------------------------|--|
| 10 minutes | Registration                         | Pen, paper, registration forms, fish badges and blanks |
| 10 minutes | Story                                | The baptism of Jesus                                   |
| 20 minutes | Display for the church               | Trinity banner   |
| 20 minutes | Game                                 | Trinity triathlon                                      |
| 10 minutes | Break                                | Refreshments   |
| 10 minutes | Craft                                | Holy Spirit spinners                                   |
| 20 minutes | Craft                                | Trinity triptychs                                      |
| 15 minutes | Craft                                | Picturing the Holy Spirit                              |
| 5 minutes  | Prayer                               | Three-pronged prayers                                  |
| 30 minutes | Worship after session to conclude it | Worship with parents and carers                        |

# WORKSHOP PLANS FOR HARVEST

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## THE STORY OF CREATION

GENESIS 1:1—2:4

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                           | DETAILS   |
|------------|------------------------------------|---|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                              | Creation story with props or Godly Play           |
| 10 minutes | Cooking (3 rotating groups)        | Bread plait or roll                               |
| 10 minutes | Craft (3 rotating groups)          | Painting plates                                   |
| 10 minutes | Craft (3 rotating groups)          | Modelling harvest produce                         |
| 10 minutes | Break                              | Refreshments                                      |
| 15 minutes | Church display (3 rotating groups) | Harvest collage, or fabric printing banner        |
| 15 minutes | Craft (3 rotating groups)          | Fruit and vegetable people                        |
| 15 minutes | Craft (3 rotating groups)          | Flower arranging                                  |
| 10 minutes | Game                               | Bible harvest memory game                         |
| 5 minutes  | Prayer                             | Prayer using painted plates                       |
| 30 minutes | Concluding worship                 | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY              | DETAILS   |
|------------|-----------------------|---|
| 10 minutes | Registration          | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                 | Creation story with props or Godly Play           |
| 30 minutes | Display for church    | Collage letters banner                            |
| 15 minutes | Craft                 | Fruit and vegetable people                        |
| 10 minutes | Break                 | Refreshments                                      |
| 15 minutes | Game                  | Guess the vegetable                               |
| 15 minutes | Discussion            | Water activity                                    |
| 15 minutes | Discussion and prayer | Geography activity and prayer                     |
| 30 minutes | Concluding worship    | Worship with parents and carers                   |

# 'LOVE CONQUERS FEAR' WORKSHOP PLANS

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## STORY: LOVE CONQUERS FEAR

ROMANS 8:31–39

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY                        | DETAILS   |
|------------|---------------------------------|---|
| 10 minutes | Registration                    | Pen, paper, registration forms, badges and blanks |
| 5 minutes  | Story                           | Romans 8:31–39                                    |
| 15 minutes | Craft (3 rotating groups)       | Monster skittles                                  |
| 15 minutes | Craft (3 rotating groups)       | Crossed monsters                                  |
| 15 minutes | Craft (3 rotating groups)       | Fear pictures                                     |
| 10 minutes | Break                           | Refreshments                                      |
| 10 minutes | Craft (3 rotating groups)       | Saintly crowns                                    |
| 10 minutes | Craft (3 rotating groups)       | Planting bulbs                                    |
| 10 minutes | Cooking (3 rotating groups)     | Spider web cake or biscuits                       |
| 15 minutes | Game                            | Playing monster skittles                          |
| 5 minutes  | Prayer                          | Fear prayers                                      |
| 30 minutes | Worship with parents and carers | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY     | DETAILS   |
|------------|--------------|---|
| 10 minutes | Registration | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story        | Romans 8:31–39                                    |
| 20 minutes | Craft        | Monster skittles                                  |
| 20 minutes | Craft        | Christian lanterns                                |
| 10 minutes | Break        | Refreshments                                      |
| 20 minutes | Craft        | Fear pictures                                     |
| 20 minutes | Game         | Playing monster skittles                          |
| 10 minutes | Prayer       | Fear discussion and candle prayers                |
| 30 minutes | Worship      | Worship with parents and carers                   |

# WORKSHOP PLANS FOR ALL SAINTS

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group.

## ALL SAINTS

### Plan 1 (children aged 3–8)

| TIME       | ACTIVITY               | DETAILS   |
|------------|------------------------|---|
| 10 minutes | Registration           | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Song                   | When the saints go marching in                    |
| 10 minutes | Display for the church | St George collage                                 |
| 10 minutes | Craft                  | St Cecilia instruments                            |
| 10 minutes | Craft                  | St Peter key pictures                             |
| 10 minutes | Break                  | Refreshments                                      |
| 10 minutes | Craft                  | St Stephen stones                                 |
| 10 minutes | Craft                  | St Augustine mitres                               |
| 10 minutes | Craft                  | Gladys Aylward lanterns                           |
| 10 minutes | Craft                  | St Mary hyacinths                                 |
| 10 minutes | Discussion             | St Paul letters                                   |
| 10 minutes | Prayer                 | St Mary Magdalene prayer chain                    |
| 30 minutes | Worship                | Worship with parents and carers                   |

### Plan 2 (children aged 7–12)

| TIME       | ACTIVITY               | DETAILS   |
|------------|------------------------|---|
| 10 minutes | Registration           | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Song                   | When the saints go marching in                    |
| 15 minutes | Display for the church | St George collage                                 |
| 15 minutes | Craft                  | St Peter key pictures                             |
| 10 minutes | Break                  | Refreshments                                      |
| 15 minutes | Craft                  | Gladys Aylward lanterns                           |
| 15 minutes | Craft                  | St Mary hyacinths                                 |
| 15 minutes | Discussion             | St Paul letters                                   |
| 15 minutes | Craft and Prayers      | St Mary Magdalene prayer chain                    |
| 30 minutes | Worship                | Worship with parents and carers                   |

# WORKSHOP PLAN FOR NOAH'S JOURNEY

If the workshop is part of a holiday club programme, the suggested age banding is recommended.

## STORY: THE STORY OF NOAH

GENESIS 6:1—9:17

Suitable for children aged 5–11

| TIME       | ACTIVITY                        | DETAILS  |
|------------|---------------------------------|--|
| 10 minutes | Registration                    | Pen, paper, registration forms, badges and blanks        |
| 10 minutes | Story                           | The story of Noah  |
| 15 minutes | Craft (3 rotating groups)       | Cork boats   |
| 15 minutes | Craft (3 rotating groups)       | Rainbow mobiles  |
| 15 minutes | Craft (3 rotating groups)       | Chalk pavement art                                       |
| 10 minutes | Break                           | Refreshments   |
| 15 minutes | Craft (3 rotating groups)       | Cardboard tube animals (to display against ark backdrop) |
| 15 minutes | Craft (3 rotating groups)       | Animal masks   |
| 15 minutes | Craft (3 rotating groups)       | Rainbow doves  |
| 30 minutes | Worship with parents and carers | Worship with parents and carers                          |

# WORKSHOP PLAN FOR THE EXODUS

If the workshop is part of a holiday club programme, the suggested age banding is recommended.

## EXODUS / TEN COMMANDMENTS / REACHING THE PROMISED LAND

EXODUS 12:31-42; EXODUS 14:5-31 / EXODUS 20:1:17 / DEUTERONOMY 34:1-7; JOSHUA 3:1-17

Suitable for children aged 5-11

| TIME       | ACTIVITY                        | DETAILS  |
|------------|---------------------------------|--|
| 10 minutes | Registration                    | Pen, paper, registration forms, badges and blanks  |
| 10 minutes | Story                           | The story of the Exodus                            |
| 10 minutes | Song                            | Song, such as 'One more step along the world I go' |
| 10 minutes | Craft                           | Compasses  |
| 10 minutes | Craft                           | Packed suitcases                                   |
| 10 minutes | Game                            | Memory game  |
| 10 minutes | Break                           | Refreshments                                       |
| 10 minutes | Story                           | The Ten Commandments                               |
| 15 minutes | Craft                           | Personal arks                                      |
| 15 minutes | Display for the church          | Road signs   |
| 10 minutes | Story                           | Reaching the promised land                         |
| 30 minutes | Worship with parents and carers | Worship with parents and carers                    |

# WORKSHOP PLAN FOR JONAH'S JOURNEY

If the workshop is part of a holiday club programme, the suggested age banding is recommended.

## THE STORY OF JONAH

JONAH 1:1—4:11

Suitable for children aged 5–11

| TIME       | ACTIVITY                           | DETAILS   |
|------------|------------------------------------|---|
| 10 minutes | Registration                       | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Story                              | The story of Jonah                                |
| 30 minutes | Craft                              | Junk modelling                                    |
| 10 minutes | Break                              | Refreshments                                      |
| 30 minutes | Display for the church             | Box scenes  |
| 10 minutes | Craft and game (3 rotating groups) | Aeronautical engineering                          |
| 10 minutes | Song (3 rotating groups)           | Song, such as 'Wide, wide as the ocean'           |
| 10 minutes | Craft (3 rotating groups)          | Lolly-stick photo frames                          |
| 30 minutes | Worship with parents and carers    | Worship with parents and carers                   |

# WORKSHOP PLAN FOR PAUL'S JOURNEY

If the workshop is part of a holiday club programme, the suggested age banding is recommended.

Provide extension activities for children who finish early, such as snakes and ladders, or discussion on travelling in biblical times.

## ROAD TO DAMASCUS / PAUL IN PRISON / SHIPWRECK / ON THE ISLAND OF MALTA

ACTS 9:1-19 / ACTS 16:16-40 / ACTS 27:1-44 / ACTS 28:1-10

Suitable for children aged 5-11

| TIME       | ACTIVITY                        | DETAILS   |
|------------|---------------------------------|---|
| 10 minutes | Registration                    | Pen, paper, registration forms, badges and blanks |
| 5 minutes  | Story                           | The road to Damascus                              |
| 15 minutes | Display for the church          | Plotting Paul's journeys                          |
| 15 minutes | Craft                           | Passports   |
| 5 minutes  | Story                           | Paul and Silas in prison                          |
| 10 minutes | Craft                           | Paper chains                                      |
| 15 minutes | Craft                           | Prison pictures                                   |
| 10 minutes | Break                           | Refreshments                                      |
| 10 minutes | Craft                           | Postcards   |
| 5 minutes  | Story                           | The shipwreck                                     |
| 5 minutes  | Story                           | On the island of Malta                            |
| 15 minutes | Craft                           | Jointed snakes                                    |
| 30 minutes | Worship with parents and carers | Worship with parents and carers                   |

# WORKSHOP PLAN FOR THE CHRISTIAN JOURNEY

Although activities have been placed in suggested age bandings, they are interchangeable according to the ability of your group. Provide extension activities for children who finish early, such as footprints Bible verse cards or the 'Guess who?' game.

## CHRIST'S LOVE FOR US

EPHESIANS 3:14-21

Suitable for children aged 5-11

| TIME       | ACTIVITY                        | DETAILS   |
|------------|---------------------------------|---|
| 10 minutes | Registration                    | Pen, paper, registration forms, badges and blanks |
| 10 minutes | Discussion activities           | Where are we going on holiday?                    |
| 25 minutes | Display for the church          | Christian journey collage or Footprints painting  |
| 20 minutes | Cooking                         | Food for the journey                              |
| 15 minutes | Break                           | Refreshments (picnic)                             |
| 10 minutes | Game                            | Guess the place                                   |
| 10 minutes | Game                            | Mode of transport                                 |
| 10 minutes | Game                            | Directions game                                   |
| 10 minutes | Prayers                         | Where are we going on holiday prayers             |
| 30 minutes | Worship with parents and carers | Worship with parents and carers                   |

