



TIMETABLE FOR PUTTING ON AN EVENT

<i>Time</i>	<i>Activity</i>		<i>Leader</i>
	<i>Tick when materials are ready for each activity</i>	✓	
Four months or more before the event	Decide if you want it to be an event for children or families, and if you will have any follow-up events afterwards.		
	Set the date and check it doesn't clash with anything important (either within the church or local schools).		
	Chat to your church leadership about your aims and how they fit in with the church's vision and programme. Check that they are in support of the event.		
Three months or more before the event	Publicise dates to congregation and think about how many team members you're needing to recruit.		
	Consider long-term craft preparation (eg: what resources do you need the congregation to be saving?).		
	Decide what ages you are going to offer the event to and if you will split it down into smaller age groups.		
	Decide how you are going to promote the event in schools / at church.		
Two months or more before the event	Open meeting of interested individuals. Ensure your church's child protection policy is followed for everyone offering to join the team.		
	Estimate attendance.		
	Order any materials you need for the crafts, games etc.		
	Compile a registration list.		
	Send the publicity to print.		
One week before the event	Decorations		
	Check supplies.		
On the day!	Arrive early. Take time for prayer.		
	Watch for any rough patches that need adjustment (eg: timings that need to be altered or asking team members to sit with any unsettled children).		
	After the children leave, have a brief team meeting to tie up any loose ends.		
Week after the event	"Thank you's" to the team.		
	Review evaluations and suggestions from team.		
	Photo display for congregation (let them know what they missed).		
	Write to non-church families, reminding them about other upcoming events or regular church-based clubs.		

Confidential Declaration Form

In the UK, guidelines from the Home Office following the Children Act 1989 advise that all voluntary organisations, including churches, take steps to safeguard the children who are in their care. You are therefore asked to make the following declarations.

Because of the nature of the work for which you are applying, this post is exempt from the provision of section 4(ii) of the Rehabilitation of Offenders Act 1974, by virtue of the Rehabilitation of Offenders Act 1974 (exemptions) Orders 1975, and you are therefore not entitled to withhold information about convictions which, for other purposes, are "spent" under the provisions of the Act. In the event of an appointment, any failure to disclose such convictions could result in the withdrawal of approval to work with children in the church.

Do you have any current or spent criminal convictions, cautions, bindovers or cases pending?

Yes

No

Have you ever been held liable by a court under the Rehabilitation of Offenders Act 1974 for a civil wrong, or had an order made against you by a matrimonial or family court?

Yes

No

Has your conduct ever caused, or been likely to harm a child or put a child at risk, or, to your knowledge, has it ever been alleged that your conduct has resulted in any of these things?

Yes

No

Signed _____

Date _____

Referee's Name:

Referee's Address:

Referee's Telephone:

Referee's Email:

Registration and Parental Consent Form

Name of child _____ Date of birth _____

Name of child _____ Date of birth _____

Name of child _____ Date of birth _____

Address:

Postcode:

Email:

Phone:

Mobile:

Name(s) of parent / guardian:

School your child attends:

Please give details of any health problems, medical conditions or allergies affecting your child, or any medication that they may be taking.

Please give any other information that you think may be useful to us in caring for your child:

To be read and signed by a parent / guardian:

- ☐ I give permission for my son / daughter to take part. I understand that leaders will take all reasonable care during the club, but I acknowledge the possibility that my child, for a short time, may be out of sight of a leader during the club time. I understand that personal accident insurance is my responsibility. I give permission for emergency medical treatment to be carried out in the event that I cannot be contacted.
- ☐ I am happy for my details to be kept on a church database, to be informed of other events.
- ☐ I give permission for photographs / video to be taken of my child for internal use only.

Signed _____

Date _____



Option A: Two-hour children's event

Gear

- Name labels and pens
- Registration forms
- Colouring sheets and pencils
- Materials for your choice of games, challenges and crafts
- Visual aids for the Bible story
- Memory-verse props
- Music and words for songs
- Quiz questions and scoreboard
- Small-group sheets and pencils for each child
- Prizes
- Refreshments
- Publicity for Christmas services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate the room, get crafts ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: colouring competition, bouncy castle, opening games (see Ideas Menu for Christmas games, pages 28-30)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 25) Song (see Music spot , page 25 for song suggestions) Team Challenge Memory verse (see Ideas Menu , page 25) Song Quiz (see Ideas Menu , page 26)		
25 minutes	Crafts (see Ideas Menu , pages 26-27) Drink and a snack in groups		
25 minutes Together Time 2	Team Challenge Song Bible story (Talk idea 1 , page 20) Song Prayer (see Ideas Menu , page 28) Quiz		
15 minutes	Small-groups time (see Ideas Menu , page 28)		
25 minutes	Games (see Ideas Menu , pages 28-30)—maybe do one big game all together at the end. Promote upcoming events and award any prizes.		



Option B: Four-hour children's event

with parents invited to come and watch a half-hour performance afterwards

Gear

- Registration forms, name labels and pens
- Colouring sheets and pencils
- Materials for your games, challenges and crafts
- Visual aids for the Eyewitness accounts
- Memory verse-props
- Small-groups sheets and pencil for each child
- Music and words for songs
- Quiz questions and scoreboard
- Refreshments
- DVD player and screen
- Copies of play scripts
- Publicity for Christmas services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate room, get crafts ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: colouring competition, bouncy castle, opening games (see Ideas Menu for Christmas games, pages 28-30)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 25) Song (see Music Spot , page 25) Team challenge Eyewitness 1—Mary (see page 22) Prayer (see Ideas Menu , page 28) Song		
25 minutes	Crafts (see Ideas Menu , pages 26-27) Drink and a snack in groups		
25 minutes Together Time 2	Team challenges Song Eyewitness 2—Joseph (see page 22) Team challenge Song Quiz (see Ideas Menu , page 26)		
25 minutes	Games (see Ideas Menu , pages 28-30)—Maybe do one big game all together at the end. Give details about church groups and invite children to come.		
25 minutes Together Time 3	Team challenge Song Memory verse (see Ideas Menu , page 25) Team challenge Eyewitness 3—Shepherds (see page 23) Song		
40 minutes	Younger children watch a Christmas DVD (see Ideas Menu , page 28) Older children rehearse their play (scripts on pages 36-38) <i>Optional: some children to bake mince pies or small cakes and make props. Alternatively, this could be done in the earlier craft session.</i>		
25 minutes Together Time 4	Team Challenges Song Eyewitness 4—Wise men (see page 23) Team Challenge Song Quiz		
20 minutes	Small groups (see Ideas Menu , page 28)		
25 minutes	Lunch/tea (You may provide something simple eg: hot dogs, crisps/chips, fruit, biscuits/cookies; alternatively your publicity could mention bringing sandwiches.) Towards the end, award prizes and play a quick game with those who have finished.		
30 minutes	Performance—parents come to see "It's a kind of Magi", along with the memory verse and songs. Light refreshments served. Announcements for other upcoming events.		



Option C: One-and-a-half-hour family fun event

Gear

- Nativity signature bingo sheets and pens
- Materials for your choice of games, challenges and crafts
- Visual aids for the talk
- Wall quiz
- Quiz questions and scoreboard
- Music and words for carol
- Refreshments
- Team posters (eg: Puddings, Crackers, Stars, Trees)
- Prizes
- Publicity for Christmas services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate room, get games and refreshments ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Doors open Nativity signature bingo (see Ideas Menu , page 28) Superstars wall quiz (see Ideas Menu , page 30)		
3 minutes	Introduction; then split entire group into 4 or 6 teams. All teams compete at the same time, one team per game. Every 7 minutes each team moves on to their next game. Try to choose a variety of games that will include everyone and need a range of skills. The following are suggestions. You may want to replace some or all with other games from pages 28-30.		
7 minutes	Nativity scavenger hunt (see Ideas Menu , page 29)		
7 minutes	Build a snowman, Father Christmas and Christmas tree (see Ideas Menu , "Snowmen and some!", page 28)		
7 minutes	Snowball fight (see Ideas Menu , page 28)		
7 minutes	Ice-cube race (see Ideas Menu , page 30)		
7 minutes	Rapidough (see Ideas Menu , page 28)		
7 minutes	Ski-ing plank race (see Ideas Menu , page 30)		
15 minutes	Festive refreshments eg: mince pies or small cakes, yule logs, turkey baguettes Quiz (see Ideas Menu , page 26)		
5 minutes	Song: either children who are linked with the church sing a song they've learned, or everyone joins in with a well-known carol		
10 minutes	Bible talk (Talk idea 1, page 20)		
5 minutes	Prizes and announcements		

Leading a small group—notes for leaders

- Sit the children in a circle.

Ice-breaker:

- Start by introducing yourself and maybe say your favourite chocolate bar / colour / food.
- Ask children to do the same.
- Ask them what they have liked best so far today... and maybe share with them your favourite bit too!

Fun sheet:

- Explain that we are going to be thinking about the story we just heard.
- Give out a sheet each and pencil or felt-tip pen. Ask them to write their name on the sheet.
- Work through the questions one at a time, using the attached notes to help you. Encourage the children to talk about each question together, rather than racing ahead.

- Encourage them to complete the colouring and puzzle on the back at home. If they are coming to another event at church, or are a member of a weekly church club, then ask them to bring the sheet back and show you.

Memory verse:

If you have extra time at the end of the sheet, remind the children of the memory verse: "The Father has sent his Son to be the Saviour of the world." 1 John 4 v 14

There are a number of ways that you can practise the memory verse:

- Start small, build up
- Use actions or have pictures/symbols instead of, or as well as, words
- Jigsaw puzzle
- Word-cards / balloons (could mix order)—gradually take away or pop balloons
- A code
- March it / clap it
- Rap or song

Notes on questions for 4-7s (Reception to Year 2)

1. What gave Mary her special message?

Question 1 is pretty straightforward. Don't forget to sell it to them eg: "Who here is clever enough to remember from the story...?"

2. Who really gave Jesus His name?

Unpack why it was God who should choose the name—Jesus was His Son.

3. Jesus means "God saves". Why is that a good name for Him? Draw your answer if you like.

Use question 3 to check your children understand the gospel eg: Jesus came to save us from the punishment we deserve for the wrong things we do and for not treating Him as King. And He came to save us to make us His friends forever.

4. Draw how the shepherds felt after they saw the angel and after they saw Jesus. Also draw a friend you could tell about Jesus—copying the shepherds' example.

On question 4, maybe get them to show you the shepherds' expressions first by acting them out. After they've drawn all three, ask them who their friend is and one way they could tell them about Jesus eg: invite them along to club.

5. Think about the wise men. How can we show we love Jesus and treat Him as the King?

We can give our obedience (hearts)—do what He says; our time—spend time learning about Him, talking to Him, doing things that help others and please Him (have practical examples ready). We can give thanks—celebrate how amazing God is. We can even give our money!

Notes on questions for 7-9s (Years 3 and 4)

1. Why was “Jesus” such a great name for Him?

Use question 1 to check your children understand the gospel eg: Jesus means “God saves”. It’s a great name as Jesus came to save us from the punishment we deserve for the wrong things we do and for not treating Him as King. And He came to save us to make us His friends forever.

2. How did the angel’s message for the shepherds back this up?

Before asking question 2, check that the children remember the angel’s message. Then in answering the question, help them see that the angel actually had the best news in the whole world, EVER! For hundreds of years, people had been waiting for God’s Rescuer and now He had arrived—a way to be forgiven and be friends with God had come.

3. The shepherds told lots of people about Jesus. Write down the name of a friend you can tell about Jesus.

When you’re moving on to question 3, ask the children how we can be like the shepherds eg: we should listen to God (in the Bible). We can try to find out more about Jesus.

We can tell our friends about the good news that they can be friends of God. After asking the children to write down their friend’s name, challenge them to think how they can do that. Give some practical suggestions.

4. What did the wise men’s gifts show about Jesus?

On question 4 make sure the children know the gifts showed different things about Jesus. The gold showed that Jesus was a King; the frankincense, because it was used in temples/prayer, showed Jesus was God; and the myrrh showed He would die a special death. You see, all along, God had a plan to rescue us!

5. How can we show we love Jesus and treat Him as King?

We can give our obedience (hearts)—do what He says; our time—spend time learning about Him, talking to Him, doing things that help others and please Him (have practical examples ready). We can give thanks—celebrate how amazing God is. We can even give our money!

Notes on questions for 9-11s (Years 5 and 6)

1. How do we know Jesus was 100% God and 100% man?

Work through with the children how Jesus was God in “skin”. We know this through the message the angel passed on, as well as through the life Jesus went on to live. Help unpack why this is important. Jesus was 100% God, so 100% perfect and powerful and therefore able to take the punishment we deserve. And He’s 100% man, so He would still be tempted as we are, go through tough times like we do, and be able to be our substitute.

2. Put the angel’s message to the shepherds into your own words.

Things to draw out here are: the fact that it was a message that would affect everyone; for hundreds of years, people had been waiting for God’s Rescuer and now He had arrived; God’s chosen King had come and now a way to be forgiven and be friends with God had come. *The Message* puts it this way: “Don’t be afraid. I’m here to announce a great and joyful event that is meant for everybody, worldwide: A Saviour has just been born in David’s town, a Saviour who is Messiah and Master.”

3. The shepherds told lots of people about Jesus. Do you think it’s still a message worth sharing? Why / why not?

Question 3 will give you insight into where the children are at. Be sure to take the opportunity to explain why you think it is a message worth sharing. If appropriate, share a little of your own testimony.

4. What did the wise men’s gifts show about Jesus?

On question 4 make sure the children know the gifts showed different things about Jesus. The gold showed that Jesus was a King; the frankincense, because it was used in temples/prayer, showed Jesus was God; and the myrrh showed He would die a special death. You see, all along, God had a plan to rescue us!

5. Who are you more like—the wise men or Herod? Why?

Again question 5 is an “insight-provider”. The idea is that maybe we’re like Herod, who knew who Jesus was but wanted to get rid of Him. He wanted to live his own way and not allow Jesus to be King. Or we can be like the wise men, who worshipped Jesus and gave Him gifts. We can give our obedience (hearts)—do what He says; our time—spend time learning about Him, talking to Him, doing things that help others and please Him (have practical examples ready). We can give thanks—celebrate how amazing God is. We can even give our money!

CHRISTMAS CRACKERS

The Father has sent his Son to be the Saviour of the world.

1 John 4 v 14

1. What gave Mary her special message?



2. Who really gave Jesus His name?

3. Jesus means "God saves". Why is that a good name for Him? Draw your answer if you like.

4. Draw how the shepherds felt after they saw the angel and after they saw Jesus. Also draw a friend you could tell about Jesus. (That's how you can copy the shepherds.)

5. Think about the wise men. How can we show we love Jesus and treat Him as the King?

CHRISTMAS CRACKERS

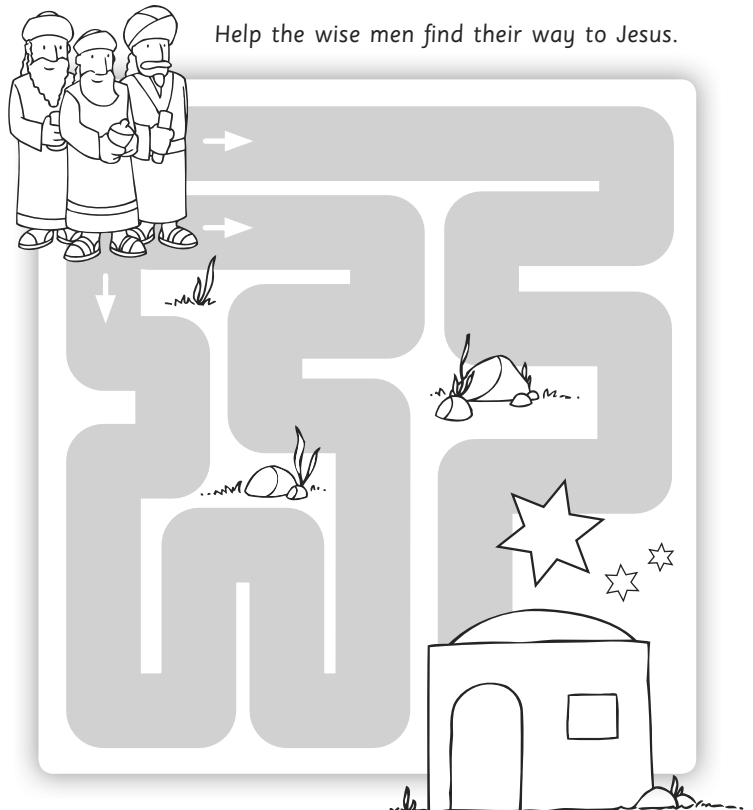
Joseph saw an angel in a dream. The angel told him about Mary and Jesus.

Colour in the picture.



Wise men, called Magi, came from the east to visit the new King. They had special gifts for King Jesus.

Help the wise men find their way to Jesus.



CHRISTMAS CRACKERS

The Father has sent his Son to be the Saviour of the world.

1 John 4 v 14

1. Why was “Jesus” such a great name for Him?
2. How did the angel’s message for the shepherds back this up?
3. The shepherds told lots of people about Jesus. Write down the name of a friend you can tell about Jesus.
4. What did the wise men’s gifts show about Jesus?
5. How can we show we love Jesus and treat Him as King?

CHRISTMAS CRACKERS

“Do not be **afraid**. I **bring** you **good news** of **great joy** that **will** be for **all** the **people**. **Today** in the **town** of **David** a **Saviour** has been **born** to you; he is **Christ** the **Lord**.”


Luke 2 v 10-11

**“Glory to God in the highest, and on earth
peace to men on whom his favour rests.”**

Luke 2 v 14

Now copy the left-over letters (in order) to find out who said these words.

H	S	P	O	M	S	B	L	E	B	G
I	A	E	N	G	A	A	R	O	O	O
G	L	O	R	Y	V	F	E	I	R	O
H	L	P	S	S	I	R	M	E	N	D
E	E	L	P	J	O	A	R	N	E	G
S	G	E	E	O	U	I	U	T	W	T
T	O	D	A	Y	R	D	O	W	S	O
B	D	Y	C	R	D	A	V	I	D	W
G	G	R	E	A	T	O	A	L	D	N
C	H	R	I	S	T	H	F	L	L	A

Find the **bold** words in the wordsearch.
Some are diagonal - or backwards! 

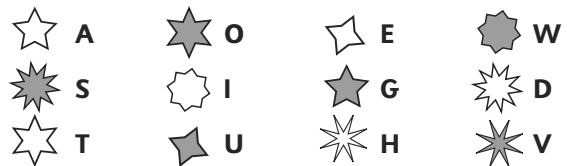
CHRISTMAS CRACKERS

The Father has sent his Son to be the Saviour of the world.

1 John 4 v 14

1. How do we know that Jesus was 100% God and 100% man?
2. Put the angel's message to the shepherds into your own words.
3. The shepherds told lots of people about Jesus. Do you think it's still a message worth sharing? Why / why not?
4. What did the wise men's gifts show about Jesus?
5. Who are you more like—the wise men or Herod? Why?

CHRISTMAS CRACKERS



An angel told Joseph that Mary was going to have a son, who was to be called Jesus.

Crack the star code to see what the name **Jesus** means.



— — — — —



It tells us **who** Jesus is – He is **G** — —



It tells us **what** Jesus does – He **S** — — — —

Jesus was given another great name as well – the name Immanuel.

What does **Immanuel** mean?



— — — — —

These brilliant names tell us loads about God. You could read about them for yourself in Matthew 1 v 18-25.

It's a Kind of Magi

Scene 1: News office

Announcer:

When Jesus was born, in days long past,
There was no TV to spread the news fast,
But just for a while, imagine there had been,
How do you think they'd have reported the scene?
Well, let's go back and find out today,
Through our "It's a kind of Magi" Christmas play!

Newsreader 1: *(Shaking their newspaper)*

News! News! Get your evening news!
Shock tax tactics! Will the Romans lose?
Emperor orders census, all must go
Back to the town of their family's abode!

Editor:

Now listen up guys, a big story's breaking.
If we get to it first, it could be our making.
Let's cover the census from a different view,
A family-interest angle with a twist or two.

Journalist 1:

What you on about boss? That seems rather flat.
A lady and a baby? Where's the fun in that?

Editor:

Ah, you've got it wrong—it's special in every sense.
With stars and royalty involved, it's simply immense.
In fact it's even better, as God's played a part
In sending an angel to launch His mission start.

Journalist 2:

I've heard that too sir, God's chosen Mary
To have His Son, and even though it's scary,
To call Him Jesus, for a Saviour He will be,
And though she didn't get it all, Mary agreed.

Journalist 1:

But that's crazy sir, why would Joseph stay?
Surely he'd have ditched her and run away?

Journalist 2:

He would have done but he saw an angel too,
Who told him it was God's plan, good and true.
He knew he had to marry, and at the child's birth,
Call Him Jesus for He'll be the "Saviour" of the earth.

Editor:

It's just like Isaiah said, all those years ago.
It's finally happened, so off you go!
The waiting has seemed like insanity,
But this dawn will affect all eternity!

Journalist 1 and 2 leave to the right, editor to the left.



Scene 2: Bethlehem

Newsreader 2: *(News headlines music)*

Good evening to all viewers, wherever you are,
For the census you may have had to travel far.
One very crowded place is Bethlehem town,
Our correspondent's there to see who's around.
Good evening, _____ and _____.
How are things tonight in Bethlehem?

Journalist 1:

Good evening, from a very crowded town.
As you can see, there are people all around.
(Wave arm around behind.)

Journalist 3:

Yes that's right, they're simply filling the streets.
The innkeepers seem to be run off their feet.
Let's chat to one and see how it's been.
Excuse me sir, how full is your inn?

Innkeeper:

Full? FULL? Full to the brim, no room left at all.
In fact, I've even lent my stable to one couple.
She's just had her baby among the hay,
And called Him Jesus, so her husband says.

Journalist 3: *(Very excitedly)*

Did you hear that? The Rescuer has come.
We'll try to get in and find out about the son.
We also need to find somewhere to nap
So I'll hand back to the studio for the next lap.

Newsreader 1:

Well thank you very much for that news,
We'll return later to hear other views.
But for now we'll cross over to the grassy banks,
To find out how things are in the shepherds' ranks.

Journalist 2:

Hello, here we are looking down on the town.
It's all very quiet, only the sheep around.

Journalist 4:

And of course the shepherds, how are you?
How are you coping with those coming through?

Shepherd 1:

To be honest, chum, it's making us jumpy!

Journalist 4:

That sounds like a joke! Woolly Jumper—jumpy!

Shepherd 2:

We're all feeling it, like something's about to pass.

Can't settle down at night, on the grass.

Shepherd 3:

It's like a bell that rings inside our mind.

It's challenging the doors of time.

Shepherd 4: *(Angel enters)*

Yikes—look at that! There's an angel just come!

Why's it here? Shall we go on the run?

Gabriel:

Don't be afraid, I've got some good news

For all the world, not just for Jews.

God's Son's been born in Bethlehem tonight.

He's on a rescue mission to put things right.

He's the shaft of light that shows the way,

The immortal God-man that'll win the day.

You'll find him wrapped in cloth, lying in the straw.

Hurry down to see Him, go and adore!

Other angels:

Glory to God in Heaven, who reigns over all.

Peace on earth to God's people, one and all.

(Angels sit down)

Shepherd 1: *(Stands up and pulls at others)*

Come on then, why hang around?

You all heard that angel sound.

Journalist 4: *(To the audience)*

This is sensational! How amazing!

Angels singing while the sheep are grazing!

Let's follow them down and see this boy

Who brings hope to us all and such joy.

Newsreader 2:

Let's do exactly that, faithful viewers.

And for all you chariot-racing pursuers,

The race will be shown, as soon as we are able,

But for now, what's the latest from the stable?

Journalist 1:

Well I'm standing outside the small, smelly stable.

Shepherds are packed in, as many as are able.

They are talking to Mary about what they just saw,

And seem to be filled with wonder and awe.

Journalist 4:

Let's speak to them now as they get ready to leave.

(Turn to the shepherds)

How do you feel? What do you believe?

Shepherd 2:

Excited and glad, God chose to tell us.

Shepherd 3:

And being the first is a real plus.

Shepherd 4:

We've got to tell others, right here, right now.

Journalist 4:

So it's back to you _____ in the studio.

**Scene 3: Some time later...****Newsreader 1:**

Good evening viewers and to all of you—welcome.

Today we're following up on the news of God's Son.

We're going to find out how things are with his folks,

But first to the palace, where some news has just broke!

Journalist 5:

Good evening from Herod's mighty abode.

A few men have arrived from the eastern road.

They asked to see the new king as soon as they came,

And that's why Herod's in a mood, they're to blame.

Journalist 6:

Yes that's right, they're a kind of Magi from afar.

They were studying the sky and spotted a new star.

They knew from their books that it meant God's King,

And so they have come to see and worship Him.

Journalist 5:

Let's chat to them and find out what Herod said.

Hey guys, over here, give us info for our spread.

Tell us what went on and why you're leaving here.

Herod seems angry and you—full of fear.

Wise man 1:

Well, when we spoke to Herod, he went pale,

And then all his advisors he did hail.

They checked out their scrolls and said to him

What Micah had said about the birth of God's King.

Wise man 2:

They told Herod He'd be born in Bethlehem,
A town just south-west of Jerusalem.
God's King had been sent to set people free,
Which left Herod as worried as he could be.

Wise man 3:

Herod seemed to us such a sneaky man.
He came back and told us he had a plan.
He told us to find this Saviour, and tell him when we do,
For he'd really like to go and see; he wants to worship too!

Wise man 4:

We're not convinced by him, but we are by God,
So we've got our gifts and to the town we'll plod.
Come along with us, follow the star as well.
Who knows what you'll see and stories you will tell.

Journalist 6:

So Herod's got a problem, he's forgotten he's just a man,
No one in the world can ever stop God's plan!
If this child's the Saviour, let us each and every one
Seek Him ourselves, as our Magi have done.

Journalist 1:

Thanks _____. We're actually outside their house,
But you'll notice it's as quiet as a mouse.
The reason is quite simple, they've all gone.
The Magi have fled and the family too at dawn.

Journalist 3:

This was after they gave gifts for the boy.
He's the world's Rescuer, the one who'll bring us joy:
Frankincense, a gift for God, and gold for a King,
They also brought Him myrrh, for His death and suffering.

Journalist 5:

Then in a dream they were warned to flee from the place,
To go a different way, not return to the palace,
The news had filled Herod with anger and dread.
He planned to come and strike this God-sent infant dead!

Journalist 6:

An angel also spoke to Joe in a dream,
And warned him of King Herod's evil scheme,
And so they left from here, before it was light,
And headed towards Egypt in the dead of night.

Announcer:

Well that's not the beginning nor is it the end.
So what's it all about? Why was Jesus sent?
What were the gifts about? Was there something more?
Well let's stop to think on this—and truths explore.

Narrator 1:

Long, long ago when the world by God was made,
We were made to be His friends and to follow His way.
But people choose to disobey and ignore Him,
And so there's a problem with a thing called sin.

Narrator 2:

God hates sin and, though it's sad,
We're barred from Heaven 'cos we're bad.
But there's great news that'll warm your heart:
God offers to us all a brand-new start.

Narrator 1:

For in love, God sent His only Son,
Who died for sin and victory won.
"King of the Jews" the sign did say...

Wise man 1:

Gold, a gift for a king we gave that day.

Narrator 2:

He paid the price as He hung up high...

Wise man 2:

Myrrh, a gift for the one who must die.

Narrator 2:

No barrier now, if we will pray,
Admit our sin and sorry say.
We can be forgiven through what He's done...

Wise man 3:

Frankincense, a gift for God's Son.

Narrator 1:

He wants to clean your heart from sin...

Wise man 4:

And hear you say to Him: "Come in!"

Announcer:

So it's not a kind of magi or magic,
And it's certainly not a myth nor tragic.
It's all about God's amazing love for us;
So right now, to Him will you turn and trust?



Combining parts: This drama script has 24 speaking parts. However, many of the parts can be merged to reduce the number of children needed. Eg: have 1 newsreader, 3 journalists, 2 shepherds, 2 wise men. The editor can also be narrator 1.



Option A: Two-hour children's event

Gear

- Name labels and pens
- Registration forms
- Colouring sheets and pencils
- Materials for your choice of games, challenges and crafts
- Visual aids for the Bible story
- Memory-verse props
- Music and words for songs
- Quiz questions and scoreboard
- Small-group sheets and pencils for each child
- Prizes
- Refreshments
- Publicity for Easter services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate the room, get crafts ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: colouring competition, bouncy castle (available to rent), opening games (see Ideas Menu for Easter games, pages 52-54)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 49) Song (see Music Spot , page 49 for song suggestions) Team challenge Memory verse (see Ideas Menu , page 49) Song Quiz (see Ideas Menu , page 49)		
25 minutes	Crafts (see Ideas Menu , pages 50-52) Drink and a snack in groups		
25 minutes Together Time 2	Team challenge Song Bible story (Talk idea 1 , page 44) Song Prayer (see Ideas Menu , page 52) Quiz		
15 minutes	Small-group time (see Ideas Menu , page 52)		
25 minutes	Games (see Ideas Menu , pages 52-54)—maybe do one big game all together at the end. Promote upcoming events and award any prizes.		



Option B: Four-hour children's event

with parents invited to come and watch performance at end

Gear

- Registration forms, name labels and pens
- Colouring sheets and pencils
- Materials for your games, challenges and crafts
- Visual aids for the Eyewitness accounts
- Memory-verse props
- Small-groups sheets and pencil for each child
- Music and words for songs
- Quiz questions and scoreboard
- Refreshments
- DVD player and screen
- Copies of play scripts
- Publicity for Easter services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate room, get crafts ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: colouring competition, bouncy castle (available to rent), opening games (see Ideas Menu for Easter games, pages 52-54)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 49) Song (see Music Spot , page 49) Team challenge Eyewitness 1—A disciple (see page 46) Prayer (see Ideas Menu , page 52) Song		
25 minutes	Crafts (see Ideas Menu , pages 50-52) Drink and a snack in groups		
25 minutes Together Time 2	Team challenge Song Eyewitness 2—Peter (see page 46) Team challenge Song Quiz (see Ideas Menu , page 49)		
25 minutes	Games (see Ideas Menu , pages 52-54)—maybe do one big game all together at the end. Give details about church groups and invite children to come.		
25 minutes Together Time 3	Team challenge Song Memory verse (see Ideas Menu , page 49) Team challenge Eyewitness 3—Barabbas (see page 47) Song		
40 minutes	Younger children watch an Easter DVD (see Ideas Menu , page 52) Older children rehearse their play (see drama suggestions on pages 60-62) <i>Optional: some children to ice biscuits/cookies and make props. Alternatively, this could be done in the earlier craft session.</i>		
25 minutes Together Time 4	Team challenge Song Eyewitness 4—Mary (see page 47) Team challenge Song Quiz		
20 minutes	Small groups (see Ideas Menu , page 52)		
25 minutes	Lunch/tea (You may provide something simple eg: hot dogs, crisps/chips, fruit, biscuits/cookies; alternatively your publicity could mention bringing sandwiches.) Towards the end, award prizes and play a quick game with those who have finished.		
30 minutes	Performance—parents come to see the Easter play, along with the memory verse and songs. Light refreshments served. Announcements for other upcoming events.		



Option C: One-and-a-half-hour family fun event

Gear

- Mini eggs
- Materials for your choice of games, challenges and crafts
- Visual aids for the talk
- Wall quiz
- Quiz questions and scoreboard
- Refreshments
- Prizes
- Publicity for Easter services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate room, get games and refreshments ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Doors open Mini-egg yes/no game (see Ideas Menu , page 54) Easter egg wall quiz (see Ideas Menu , page 52)		
3 minutes	Introduction; then split entire group into 4 or 6 teams.		
47 minutes	Family teams rotate around the different Easter-themed side stalls (the team challenges could be used as some of the side stalls). If they complete all of them, they can always go back and try to improve their score.		
15 minutes	Refreshments Smashing egg quiz (see Ideas Menu , page 49)		
10 minutes	Bible talk (Talk idea 2, page 45)		
5 minutes	Prizes and announcements		



Leading a small group—notes for leaders

- Sit the children in a circle.

Ice-breaker:

- Start by introducing yourself and maybe say your favourite chocolate bar / colour / food.
- Ask children to do the same.
- Ask them what they have liked best so far today... and maybe share with them your favourite bit too!

Fun sheet:

- Explain that we are going to be thinking about the story we just heard.
- Give out a sheet each and pencil or felt-tip pen. Ask them to write their name on the sheet.
- Work through the questions one at a time, using the attached notes to help you. Encourage the children to talk about each question together, rather than racing ahead.

- Encourage them to complete the colouring and puzzle on the back at home. If they are coming to another event at church, or are a member of a weekly church club, then ask them to bring the sheet back and show you.

Memory verse:

If you have extra time at the end of the sheet, remind the children of the memory verse: "For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God." 1 Peter 3 v 18a

There are a number of ways that you can practise the memory verse:

- Start small, build up
- Use actions or have pictures/symbols instead of, or as well as, words
- Jigsaw puzzle or a code
- Word-cards / balloons (could mix order)—gradually take away or pop balloons
- March it / clap it
- Rap or song

Notes on questions for 4-7s (Reception to Year 2)

1. Circle which events in Jesus' life proved He was God's King. Tell your leader why.

Question 1 is pretty straightforward. Don't forget to sell it to them eg: "Who here is clever enough to remember from the story...?" The pictures are: Zacchaeus, Feeding of the 5000, Calming of the storm. Remind the children that here Jesus showed He had power over weather; power to provide for people and power to change people—what a superhero!

2. Who was set free? What had he done wrong?

Ask the children if they can remember who was the baddie in the story, who was set free—you may need to prompt them eg: "sounds a bit like 'Barry'". After the children have filled in what Barabbas had done wrong, it would be good to point out that even though we may not be exactly the same, we do still do wrong things... AND think wrong things... AND say wrong things... AND disobey God... and so we deserve to be punished by God. Link to when we disobey our teachers/parents—they punish us because we deserve it.

3. Who died in his place?

Nice, easy one that pretty much everyone should be able to answer... JESUS!

4. Who else did Jesus die for? Why?

The 4th question is straightforward, but it would be useful to link back to the fact that we *all* deserve to be punished, but Jesus took God's punishment for us. He died in our place so we can be forgiven and become His friend for ever.

5. How did Jesus coming back to life make people feel? And you?

Run through what the different expressions are on the funsheet. Maybe make the faces yourself or get the children to do so. After they have completed how others felt, ask them to think about how they feel about Jesus coming back from the dead ... and then get them to look up and show you that face.

Notes on questions for 7-9s (Years 3 and 4)

1. Can you think of three ways we know Jesus is the Son of God from today's story?

Question 1 is really asking for examples of Jesus' miracles which are touched on in the different eyewitness accounts, and maybe even His birth and teachings. The fact that Jesus knew He was going to die and kept fulfilling different prophecies is further evidence, as was the fact that not even death could conquer Him. If the children struggle, mention some examples, eg: Zacchaeus, calming of the storm, feeding of the 5000, healing someone. Remind the children that Jesus showed He had power over weather and illness; power to provide for people; power to change people; power over death.

2. What had Jesus done wrong? What about us—what have we done wrong?

Remind the children how we've seen Jesus prove that He is God's Son and should be obeyed. Jesus is the only perfect person ever to live—this is important as it meant He really was God and was the only one who could die in our place. Explain that whether they write a few things or lots, they do wrong. Even though we may not be exactly the same, we do still do wrong things... AND think wrong things... AND say wrong things... AND disobey God... and so we deserve to be punished by God.

3. Whose place did Jesus die in and why?

Explain that those who ignore/disobey God deserve to be punished, but because God is loving, He wanted to provide people with a way out, a rescue plan. Jesus took God's punishment for us. He died in our place so we can be forgiven and become His friend for ever.

4. Look at some of the ways Jesus showed He was alive again. Which of these would help you?

Remind the children that not even death is stronger than Jesus—and if we are His friends, we can live for ever with Him. The pictures are: empty tomb, Jesus appearing to people, Jesus eating and drinking with His friends. Ask the children which helps them understand Jesus had come back to life. Ask them to explain why, and share which things help you and why.

5. How did the resurrection make different people feel? And you?

Run through what the different expressions on the funsheet are. Maybe pull the faces yourself or get the children to do so. After they have completed how others felt, ask them to think about how they feel about Jesus coming back from the dead ... and then look up and show you that face.

Notes on questions for 9-11s (Years 5 and 6)

1. What was surprising about what happened to Jesus? So why was Jesus not surprised?

The surprise factor of Jesus—the perfect one, God's Son, the miracle worker followed by crowds—being arrested should contrast sharply with the fact He didn't struggle and actually knew about it all. It was planned to the tiniest detail since before time began!

2. Lots of people let Jesus down that first Easter. When and how do you let God down?

Interestingly most of the people go against Jesus out of fear or pride. Why not give some up-to-date, relevant scenarios where that still happens. It may be good to point out, whether they write a few things or lots, even though we may not be exactly the same, we do still do wrong things... AND think wrong things... AND say wrong things... AND disobey God... and so we deserve to be punished by God. Link to when we disobey our teachers/parents, they punish us because we deserve it (an opportunity to recap on yesterday).

3. Who did Jesus die for... and why?

The third question is straightforward, but it would be useful to link back to the fact that we all deserve to be punished, and yet Jesus took God's punishment for us. He died in our place so we can be forgiven and become His friend for ever.

4. What evidence is there that Jesus died and rose again?

For question 4, remind the children that not even death is stronger than Jesus—and if we are His friends, we can live for ever with Him. Link to the prophecies and eyewitness accounts eg: people seeing, touching and eating with Jesus, etc. You may want to tell the children that many of Jesus' followers were put to death for insisting that He had come back to life again. They wouldn't have been willing to die for something they weren't sure of.

5. How does it affect you, knowing Jesus beat even death, is alive for ever and offers us forgiveness?

You may find it useful to tell a bit of your own testimony, before getting the children to think what difference it makes at school, on the footy pitch / sports field etc.

EASTER EGGSPERIENCE

For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God.

1 Peter 3 v 18a

1. Circle the things in Jesus' life that proved He was God's King. Tell your leader why.



2. Who was set free? What had he done wrong?

B _ r _ b b _ s
F _ g h t _ n g and M _ r d _ r

3. Who died in his place?

4. Who else did Jesus die for? Why?



5. How did Jesus coming back to life make people feel?

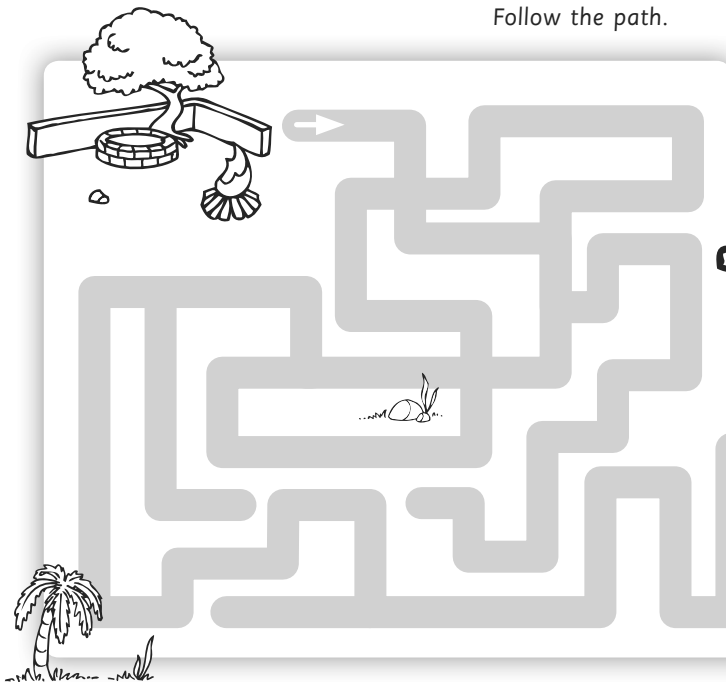


And you?

EASTER EGGSPERIENCE

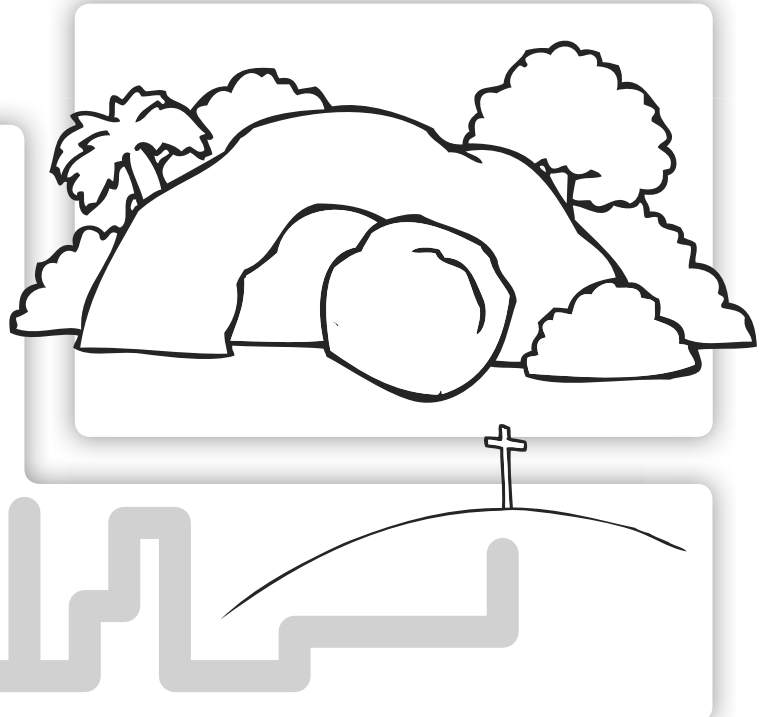
Soldiers led Jesus into a courtyard. Later, they led Him to the place where He was crucified.

Follow the path.



After Jesus died, He was buried in a stone tomb. But He didn't stay dead! God brought Jesus back to life.

Colour in the picture.



EASTER EGGSPERIENCE

For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God.

1 Peter 3 v 18a

1. Can you think of three ways we know Jesus is the Son of God from today's story?

- 1.
- 2.
- 3.

2. What had Jesus done wrong? What about us—what have we done wrong?

3. Whose place did Jesus die in and why?

4. Look at some of the ways Jesus showed He was alive again. Which of these would help you?



5. How did the resurrection make different people feel?

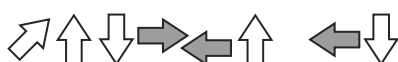
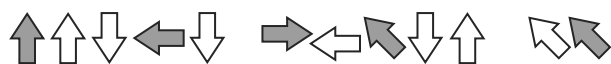


And you?

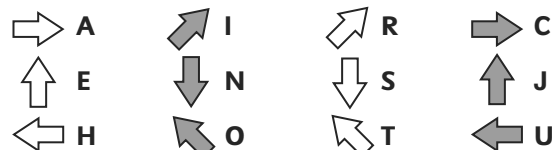
EASTER EGGSPERIENCE

When the soldiers came to arrest Jesus, He could have escaped – but He didn't!

Crack the code to see why.



Jesus didn't fight back because He chose to die as our Rescuer.



Three days after Jesus died, some of His friends went to the tomb where He had been buried. Two angels surprised them by saying:



Jesus didn't stay dead! God brought Him back to life again.

You can read about this for yourself in Luke 24 v 1-12.

EASTER EGGSPERIENCE

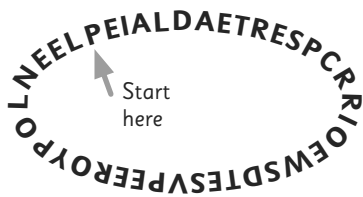
For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God.

1 Peter 3 v 18a

1. What was surprising about what happened to Jesus?
So why was Jesus not surprised?
2. Lots of people let Jesus down that first Easter. When and how do you let God down?
3. Who did Jesus die for and why?
4. What evidence is there that Jesus died and rose again?
5. How does it affect you, knowing Jesus beat even death, is alive again and offers us forgiveness?

EASTER EGGSPERIENCE

When Jesus was arrested, these people all turned their backs on Him. (Take every 2nd letter to see who they are.)



¹P _ _ _ _ _ ²P _ _ _ _ _

³P _ _ _ _ _ ⁴L _ _ _ _ _

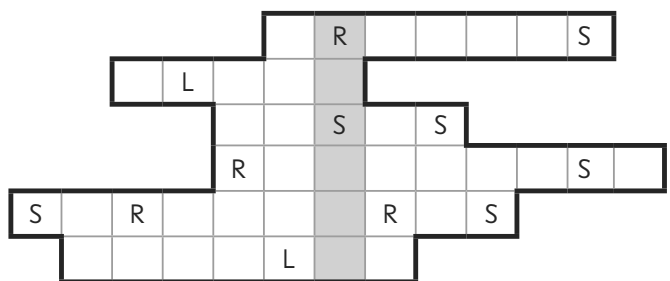
⁵C _ _ _ _

What word is left over?

E _ _ _ _ _

The people who voted to have Jesus killed weren't the only ones who let Jesus down. The Bible says that **everyone** turns their backs on Jesus. We all let Him down. The Bible calls this sin.

Three days after Jesus died, God brought Him back to life again. Jesus was **alive** – but His **friends** didn't know that yet! Two of them walked to a nearby village, called Emmaus. On the way, **Jesus** came and walked with them – but they didn't **recognise** Him! They were sad and **puzzled** by everything that had happened, so Jesus showed them what the **Scriptures** (the oldest part of the Bible) said about Him.



What do the shaded boxes spell? _ _ _ _ _

Jesus explained to His friends that He came to rescue His people. You can read this story for yourself in Luke 24 v 13-35.

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Drama presentation ideas for older children

GROUP 1:

Palm Sunday and Last Supper

Luke 19 v 28-48; Luke 22 v 1-38

Introduce yourself; then ask if your group have ever seen someone famous in town—what did they and everyone else do or say? Explain that this group is looking at how an important person was welcomed and cheered.

Re-cap on the Palm Sunday story.

Demonstrate how to make palm branches (see below); then each child makes one to use as props in the drama.

Palm branches

Gear

- Thin green card / card stock per child (A4 / US letter)
- Templates for palm leaves (see page 91)
- Newspapers—around eight sheets for each child
- Scissors
- Sellotape (transparent tape)
- Felt-tip pens

1. Take eight sheets of newspaper and roll up along the longest side so you have a long stem. Fasten tape several times around the stem.
2. Place the leaf template on the green card and draw round it.
3. Copy the cutting lines from the template onto the green paper.
4. Cut round the green leaf, and cut along the lines so that your leaf is in seven parts. Assemble these on the floor in front of you in the shape of the leaf.
5. Take the top section of the leaf and tape it to the top of your newspaper stem so that it sticks out beyond the newspaper.
6. Take the next section of the leaf, and place it below the top one, leaving a 1cm gap—about the width of a child's finger. Tape it to the newspaper stem.
7. Continue with the remaining sections of leaves in order, leaving a small gap between each section.
8. If children finish early, get them to decorate their palm branches with the word "Hosanna!" or anything else that they might shout to Jesus.

Chat about their favourite food and memorable meals.

Re-cap the last supper—quickly run through the bread and wine and why Christians still take communion today.

Then as a group, practise acting out the two passages (eg: by miming or saying simple phrases as the story is read out from the Bible passage).



GROUP 2:

Arrest and denial

Luke 22 v 39-71

Introduce yourself; then ask if your group have ever been let down by friends and how it made them feel. Encourage them to strike a pose to show you!

Go over what Peter had to say about the arrest and denial of Jesus.

Demonstrate how to make swords (see below); then each child makes one.

Swords

Gear

- Cardboard boxes or thick card / card stock
 - Felt-tip pens
 - Masking tape or duct tape
 - Sellotape (transparent tape)
 - Kitchen foil
 - Sword templates (see page 91)
 - Scissors and knife for cutting cardboard
 - Glue stick (optional—for securing down the foil and for decorations)
 - A variety of thin sticks or tubes to use one in the centre of your cardboard sword to give it strength.
1. Draw two outlines of a sword on the card and cut out.
 2. Tape your stick or tube in the centre of the sword. Make sure a lot of it is in the handle (for strength).
 3. Put the second sword outline on top and tape the two halves together.
 4. Now wrap the sword blade in foil—making sure the shiny side is showing.
 5. Add details and decorations to the sword.

Then as a group, practise acting out the passage (eg: by miming or saying simple phrases as the story is read out from the Bible passage).

GROUP 3: Trial and crucifixion

Luke 23

Introduce yourself; then ask if your group have ever been blamed for something they didn't do, eg: eat the last bit of cake or break a model in the classroom. Talk about how you might feel and what you would do.

Then ask them to think about a time they deserved to be in trouble—and how they would have felt if someone took their punishment.

Go over what Barabbas had to say.

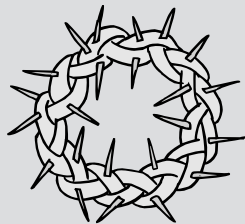
Demonstrate how to make a salt-dough crown of thorns or a nail cross (see below); then each child makes one.

Crown of thorns

Gear

- 4 cups of plain flour
- 2 cups of table salt
- 2 cups of water
- Toothpicks

1. Mix flour and salt.
2. Mix with enough water to make a stiff clay.
3. Knead until smooth to remove any air bubbles.
4. Roll three long ropes and loosely plait them. Form plait into a circle and stick toothpicks throughout the entire crown.
5. Bake at 160° F for an hour or until it is dry and light brown.



Nail crosses

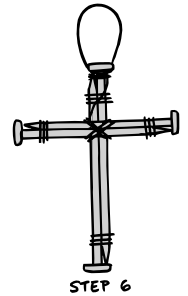
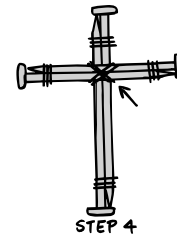
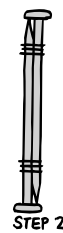
Gear

- Two long masonry nails per child
- Two medium masonry nails per child
- Thin wire

1. Place the two long nails side by side, facing opposite directions.
2. Wind wire round the two nails several times, near each end.
3. Do the same for the medium nails.
4. Place the medium nails across the long ones to make a cross. Wind wire round diagonally both ways until firm.

5. Bring the wire up to the top and wind round the head.
6. Make a hanging loop and wind wire round the head several times again.

Then as a group, practise acting out the passage (eg: by miming or saying simple phrases as the story is read out from the Bible passage).



GROUP 4: Resurrection

Luke 24

Introduce yourself; then show the group a bulb and ask if they have ever planted bulbs. What did the bulbs grow into? What do they think this bulb will grow into? It looks dry and dead, but if you plant it something amazing happens—show them a flower.

Explain that later we're going to see how Jesus actually did die but then came back to life—but we're having a sneaky preview...

Go over the passage from Luke (make sure you're familiar with Luke's account yourself).

Demonstrate how to plant the bulb and make the flowers.

Pot of bulbs

Gear

- Plant pots (one per child)
- Soil/compost
- Bulbs
- Paper
- Pencil
- Scissors
- Green pipe cleaners (or straws)
- Tape or glue
- Stapler

1. Fill the pot with enough soil/compost so that bulbs placed on top can then be covered with more soil to bury them at the proper planting depth (at least an inch or more).

2. Put the bulb in and cover with more soil.
3. Trace a child's hand on paper. Cut the tracing out.
4. Curl each of the fingers around a pencil.
5. Using the palm of the handprint, form a cone (with the fingers curling outwards). Glue or tape the cone together to make a flower.
6. Staple the flower to a pipe cleaner or a drinking straw.
7. Draw some leaves on green paper, then cut them out.
8. Staple or tape the leaves to the straw.
9. Make a few of these flowers for a beautiful bouquet.



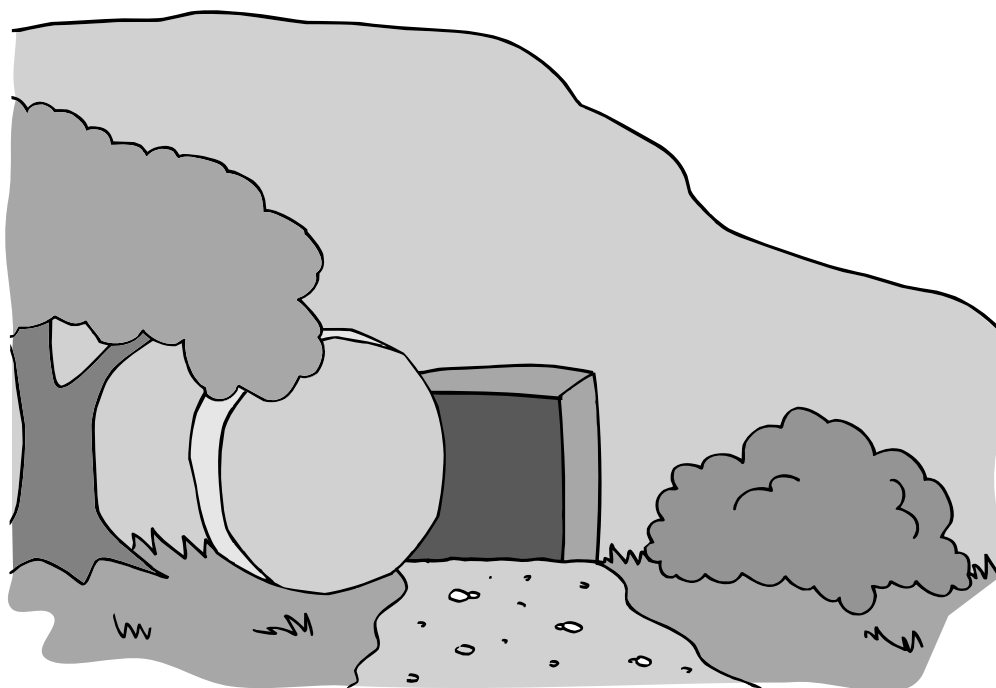
Then as a group, practise acting out the passage (eg: by miming or saying simple phrases as the story is read out from the Bible passage).

PRESENTATION:

Telling the whole Easter story

In this final session, you will gather all the children together, with parents, and go over the Easter story from Palm Sunday to the Resurrection. Act as the link person drawing out the main points, as the older children act out the different stages. Eg:

- Explain that Jesus wanted to enter the city of Jerusalem in a special way to show that He was the King of the Jews.
- Jesus showed in the last supper that He knew He would be killed shortly.
- Both Judas and Peter let Jesus down, but this was no surprise to Jesus—He knew what would happen because it was all part of God's plan.
- The crowd shouted for Jesus to be crucified and for a criminal called Barabbas to be set free. Pilate did what they had asked.
- Jesus died in our place as well as Barabbas' place. He was taking the punishment we deserve from God so we can be forgiven by Him and be friends with Him for ever. Jesus knew that He would face a horrible death but He was willing to do that because He loves us so much.
- Jesus did not stay dead. Nothing is more powerful than Jesus because He is God. We too can have new life if we believe in Him.





Option A: Two-hour children's event

Gear

- Name labels and pens
- Registration forms
- Bookmarks and colouring pencils
- Glowsticks
- Materials for your choice of games, challenges and crafts
- Visual aids for the Bible story
- Memory-verse props
- Music and words for songs
- Quiz questions and scoreboard
- Small-group sheets and pencils for each child
- Prizes
- Refreshments
- Publicity for regular services and children's groups plus any upcoming events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate the room, get crafts ready, etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: bookmark colouring, glowstick jewellery, opening games (see Ideas Menu for Light games, pages 76-78)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 72) Song (see Music Spot , page 72 for song suggestions) Team challenge Memory verse (see Ideas Menu , page 73) Song Quiz (see Ideas Menu , page 73)		
25 minutes	Crafts (see Ideas Menu , pages 73-75) Drink and a snack in groups		
25 minutes Together Time 2	Team challenges Song Bible story (Talk idea 1 , page 68) Song Prayer (see Ideas Menu , page 75) Quiz		
15 minutes	Small-groups time (see Ideas Menu , page 75)		
25 minutes	Games (see Ideas Menu , pages 76-78)—maybe do one big game all together at the end. Promote upcoming events and award any prizes.		

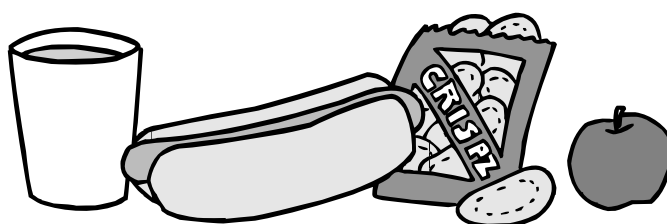


Option B: Four-hour children's event

Gear

- Registration forms, name labels and pens
- Bookmarks and colouring pencils
- Glowsticks
- Materials for your games, challenges and crafts
- Visual aids for the Eyewitness accounts
- Memory-verse props
- Small-groups sheets and pencil for each child
- Music and words for songs
- Quiz questions and scoreboard
- Refreshments
- Copies of play scripts
- Publicity for regular services and children's groups plus any upcoming events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate room, get crafts ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 20 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: bookmark colouring, glowstick jewellery, opening games (see Ideas Menu for Light games, pages 76-78)		
40 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 72) Song (see Music Spot , page 72) Team challenge Song Talk 1 (see page 68) Quiz (1st half, see Ideas Menu , page 73)		
60 minutes Rotation 1 (20 mins on each)	Split the children into three age-groups and rotate them around the three activities, spending 20 minutes on each: Activity 1—Sports (see Ideas Menu , pages 76-78) Activity 2—Crafts (see Ideas Menu , pages 73-75) Activity 3—Small groups (see Ideas Menu , page 75)		
15 minutes	Half-time break: During this time serve "light refreshments" eg: drinks and snacks If your half-time break is over lunchtime, you may provide something simple eg: hot dogs, crisps/chips, biscuits/cookies, fruit; alternatively, your publicity could mention bringing sandwiches.		
40 minutes Together Time 2	Team challenge (see Ideas Menu , page 72) Song Prayer Team challenge Bible story (Talk 2—see page 69) Song		
60 minutes Rotation 2 (20 mins on each)	Split the children back into three age-groups and rotate them around the three activities, spending 20 minutes on each: Activity 1—Drama (see Ideas Menu , page 76) Activity 2—Team banners (see Ideas Menu , page 73) Activity 3—Bouncy castle or parachute games (see Ideas Menu , page 76)		
15 minutes	Quiz (2nd half, see Ideas Menu , page 73) Prize giving Announcements for other upcoming events		





Option C: One-and-a-half-hour family fun event

Gear

- ▮ Materials for your choice of games, challenges and crafts
- ▮ Visual aids for the talk
- ▮ Wall quiz
- ▮ Quiz questions and scoreboard
- ▮ Refreshments
- ▮ Prizes
- ▮ Publicity for Easter services or events

Time	Activity		Leader
	<i>Tick when materials are ready for each activity</i>	✓	
Before event	Preparation eg: decorate room, get games and refreshments ready etc		
One hour before	Team meeting for prayer and final instructions		
10 minutes before (for 15 minutes)	Doors open Pumpkin carving challenge (see Ideas Menu , page 75) "Who am I?" icebreaker game (see Ideas Menu , page 78)		
8 minutes	Introduction; then play "Lightbusters" (see Ideas Menu , page 77) as one large group.		
2 minutes	Split entire group into 4 or 6 teams. All teams will compete in each game at the same time. Try to choose a variety of games that will include everyone and need a range of skills.		
40 minutes	Family teams rotate around the different light-themed activities.		
15 minutes	"Light" refreshments Quiz (see Ideas Menu , page 73)		
10 minutes	Bible talk (Talk idea 1, page 68)		
5 minutes	Prizes and announcements		



Leading a small group—notes for leaders

- Sit the children in a circle.

Ice-breaker:

- Start by introducing yourself and maybe say your favourite chocolate bar / colour / food.
- Ask children to do the same.
- Ask them what they have liked best so far today... and maybe share with them your favourite bit too!

Fun sheet:

- Explain that we are going to be thinking about the story we just heard.
- Give out a sheet each and pencil or felt-tip pen. Ask them to write their name on the sheet.
- Work through the questions one at a time, using the attached notes to help you. Encourage the children to talk about each question together, rather than racing ahead.

- Encourage them to complete the colouring and puzzle on the back at home. If they are coming to another event at church, or are a member of a weekly church club, then ask them to bring the sheet back and show you.

Memory verse:

If you have extra time at the end of the sheet, remind the children of the memory verse: "The Lord is my light and my salvation." Psalm 27 v 1a

There are a number of ways that you can practise the memory verse:

- Start small, build up
- Use actions or have pictures/symbols instead of, or as well as, words
- Jigsaw puzzle or a code
- Word-cards / balloons (could mix order)—gradually take away or pop balloons
- March it / clap it
- Rap or song

Notes on questions for 4-7s (Reception to Year 2)

1. Who's in charge of the world we live in? Why?

Question 1 is pretty straightforward. So, once they have written "God", ask the children to think about how they can show He's in charge, eg: how can they listen to Him and obey Him?

2. If someone is in charge, how do we treat them?

For question 2 the pictures are:

- an ear (listen)
- someone bowing (respect)
- funny face (being cheeky)
- cheering (celebrating the person)
- hands over ears (ignoring)

Link back afterwards to question 1 and point out that we often do the last (ignore) with regards to God—we forget about Him.

3. Adam and Eve ignored and disobeyed God. Draw one way in which you do the same:

Remind the children what Adam and Eve had done wrong. Then point out that even though we may not be exactly the same, we do still do wrong things...AND think wrong things... AND say wrong things... AND disobey God... and so we deserve to be punished by God.

After they have drawn their answer, explain how these things make God sad because He is King. It makes Him angry that we are selfish, and hurt each other, and make a mess of His world.

4. What happens at home or school if you break rules?

When we disobey our teachers/parents, they punish us because we deserve it—and it's the same for God. It wouldn't be fair if God just said: "It doesn't matter", when we do something unkind to someone. And it wouldn't be right if He said: "It doesn't matter" when we treat Him as if He isn't the King. God is the King and in charge, and it is very wrong of us to pretend that He's not the King by disobeying Him.

5. When we ask God to forgive us, what happens to the things that cut us off from God? Can you draw that?

You may find it useful to have some props—either drawn on paper or made of lego—to show that the wrong things we do cut us off from God. Then you can rip up or knock down the wall to show the result of Jesus' death. Ask them what now gets in the way between people and God. (Nothing) Explain that this is a gift they can ask for, a gift they can receive.

Notes on questions for 7-9s (Years 3 and 4)

- 1. At the beginning of the story, we saw that God is in charge as He created the world. Think of different words to describe Him.**

Remind the group that God made everything out of nothing, before thinking about question 1. Look to pull out of the group words like “amazing”, “powerful”, “perfect”, “in charge”, “wise”, “eternal”, “loving” etc.

- 2. If someone is in charge, how do we treat them?**

Ask how we treat kings, or important people who are in charge, like teachers. (Obey them / listen to them etc.) Then ask about God—give some examples of how we can listen to Him or ignore Him and forget about Him.

- 3. Adam and Eve ignored and disobeyed God. Write or draw one way in which you do the same:**

Remind the children what Adam and Eve had done wrong. Then point out that even though we may not be exactly the same, we do still do wrong things...AND think wrong things... AND say wrong things... AND disobey God... and so we deserve to be punished by God. After they have given their answer, explain how these things make God sad because He is King. It makes Him angry that we are selfish, and hurt each other, and make a mess of His world.

- 4. How does God punish us? Is that fair?**

When we disobey our teachers/parents, they punish us because we deserve it—and it's the same for God. It wouldn't be fair

if God just said: “It doesn't matter”, when we do something unkind to someone. And it wouldn't be right if He said: “It doesn't matter” when we treat Him as if He isn't the King. God *is* the King and in charge, and it is very wrong of us to pretend that He's not the King by disobeying Him.

- 5. Why did Jesus die and rise again?**

You may find it useful to have some props. Eg: have a load of rubble on the palm of your hand. Talk about how each time we do something wrong, say something wrong, think something wrong or reject God as King—it's as if the pile adds up—and we deserve to be punished for it. However when Jesus, the perfect one, died, He took all our sin onto Himself and therefore our punishment—now transfer the rubble onto your clean palm. Explain that by rising again, Jesus proved to us He was God and death had been beaten. Because of His sacrifice, we can not only be forgiven, but also know we have a place in heaven.

- 6. How can you be a “lightbuster” (friends with God)?**

- ☐ Walk around with a torch/flashlight
- ☐ Be good all the time
- ☐ Trust in Jesus' death. Say sorry for not living God's way.

Use question 6 to check that the children really understand what it means to become a Christian, and to look for any misconceptions (eg: being good earns us salvation).

Notes on questions for 9-11s (Years 5 and 6)

- 1. How do we know that God is perfect, powerful and in charge? Think back to the story and come up with as many ways as possible.**

Go over the story, focusing on the main points of creation, God's reaction to our sin and the punishment we deserve, Jesus' life and death, and the choice He offers us.

- 2. Can you think of ways you put yourself in charge instead of God?**

Ask how we treat kings, or important people in charge, like teachers. (Obey them / listen to them etc.) Then ask about God—we can listen to Him yet often ignore Him and forget about Him. Ask them to jot down ways in which they know they do that. After they have written their answer, explain how it makes God sad because He is King and it makes Him angry that we are selfish, and hurt each other, and make a mess of His world.

- 3. What will happen to us because of our attitude against God? Is it fair?**

When we disobey our teachers/parents, they punish us because we deserve it—and it's the same for God. It wouldn't be fair if God said: “It doesn't matter” when we do something unkind. It wouldn't be right if He said: “It doesn't matter” when we treat Him as if He isn't the King. God *is* the King and it is very wrong to pretend that He's not the King by disobeying Him.

- 4. Why did Jesus die and rise again?**

You may find it useful to have some props. Eg: have a load of rubble on the palm of your hand. Talk about how each time we do something

wrong, say something wrong, think something wrong or reject God as King—it's as if the pile adds up—and we deserve to be punished for it. However when Jesus, the perfect one, died, He took all our sin onto Himself and therefore our punishment—now transfer the rubble onto your clean palm. Explain that by rising again, Jesus proved to us He was God and death had been beaten. Because of His sacrifice, we can not only be forgiven, but also know we have a place in heaven.

- 5. How can we accept Jesus' invitation to be His friend? Have you done this?**

Offer a sweet to someone, then ask what they have to do to make it their own. They have to take it—it's no good just looking at it or knowing about it; they need to accept it. Use this sweet illustration to discuss question 5. Go through ways of accepting Jesus' invitation to be His friend and how we can start living with Jesus as our King:

1. Say “sorry” to God for not treating Him as your King.
2. Say “thank you” to God for sending Jesus to die so that you can be forgiven.
3. Ask God to please forgive you, and help you to live with Jesus as your King. You can trust Jesus.

- 6. How can we be “lightbusters” and follow Jesus' example?**

Use question 6 to check that the children really understand what it means to become a Christian, and to look for any misconceptions (eg: being good earns us salvation). Talk about how it can be really hard following God—but it's worth it as being His friend lasts for ever. It will help if we remind ourselves how good God is and how He's always kept His promises, as well as asking others to pray.

LIGHTBUSTERS

The Lord is my light and my salvation.

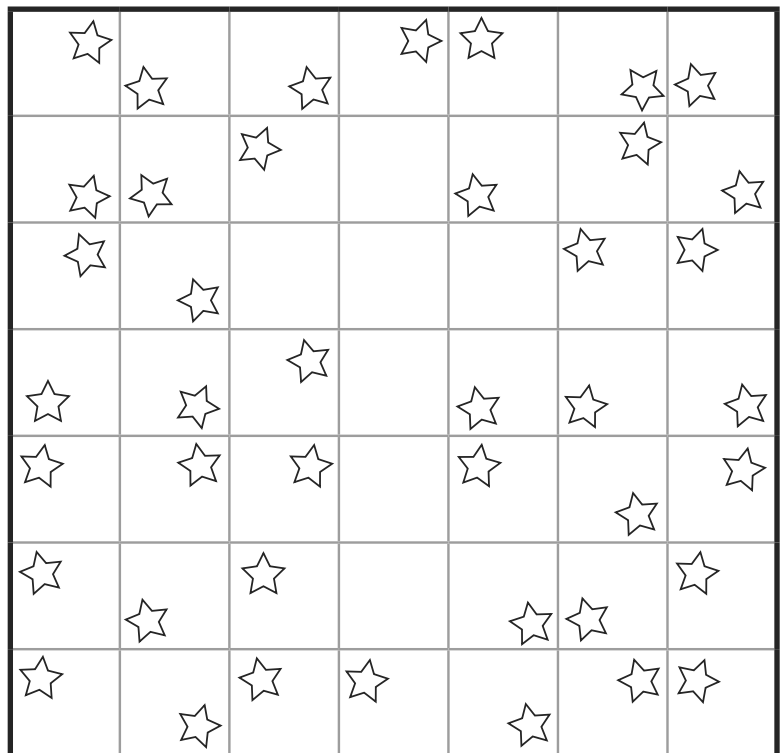
Psalms 27 v 1a

1. Who's in charge of the world we live in? Why?
2. If someone is in charge, how do we treat them?
3. Adam and Eve ignored and disobeyed God. Draw one way in which you do the same.
4. What happens at home or school if you break rules?
5. When we ask God to forgive us, what happens to the things that cut us off from God? Can you draw that?

LIGHTBUSTERS

Jesus died on a wooden cross. But He didn't stay dead! God brought Jesus back to life.

Colour in the squares with a star in them.



LIGHTBUSTERS

The Lord is my light and my salvation.

Psalm 27 v 1a

1. At the beginning of the story, we saw that God is in charge because He created the world. Think of different words to describe Him.
2. If someone is in charge, how do we treat them?
3. Adam and Eve ignored and disobeyed God. Write or draw one way in which you do the same.
4. How does God punish us? Is that fair?
5. Why did Jesus die and rise again?
6. How can you be a "lightbuster" (friends with God)?
 - ☐ Walk around with a torch
 - ☐ Be good all the time
 - ☐ Say sorry for not living God's way and trust in Jesus' death.

LIGHTBUSTERS

Jesus said, “I **am** the **light** of the **world**. **Whoever follows** me will **never walk** in **darkness**, but **will** have the **light** of **life**.”

John 8 v 12



Find the **bold** words in the wordsearch.
Some are diagonal - or backwards!

D	S	O	R	E	V	E	O	H	W
A	W	A	L	K	W	A	M	E	S
R	W	C	T	H	G	I	L	R	W
K	J	O	A	N	B	E	E	L	O
N	E	I	R	G	H	V	L	T	L
E	S	B	U	L	E	W	I	L	L
S	U	S	T	N	D	E	F	R	O
S	S	L	I	G	H	T	E	S	F

Now copy the left-over letters (in order) to find out who said these words.

“Lightbusters” are friends with God. Jesus came so that the dark things in our life (our sin) can be forgiven. Anyone who trusts in Jesus’ death can be friends with God and live with Him for ever.

LIGHTBUSTERS

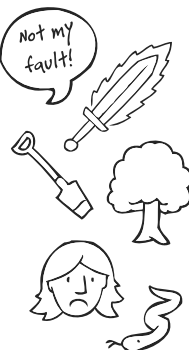
The Lord is my light and my salvation.

Psalms 27 v 1a

1. How do we know that God is perfect, powerful and in charge? Think back to the story and come up with as many ways as possible.
2. Can you think of ways you put yourself in charge instead of God?
3. What will happen to us because of our attitude against God? Is it fair?
4. Why did Jesus die and rise again?
5. How can we accept Jesus' invitation to be His friend? Have you done this?
6. How can we be "lightbusters" and follow Jesus' example?

LIGHTBUSTERS

Adam and Eve disobeyed God. They ate fruit from the tree He told them not to eat from. These "snapshots" show what happened next. Copy each picture into the right box.



1. Adam and Eve hid from God among the **trees**.
2. Adam **blames** Eve. Eve **blames** the snake.
3. The **snake** is cursed by God, and will be hated by people.
4. God says **Eve** will now have great pain when she gives birth to children.
5. God says Adam will have to **work** very hard to grow enough food to eat.
6. They are banned from the garden. A flaming **sword** keeps them away from the tree of life.

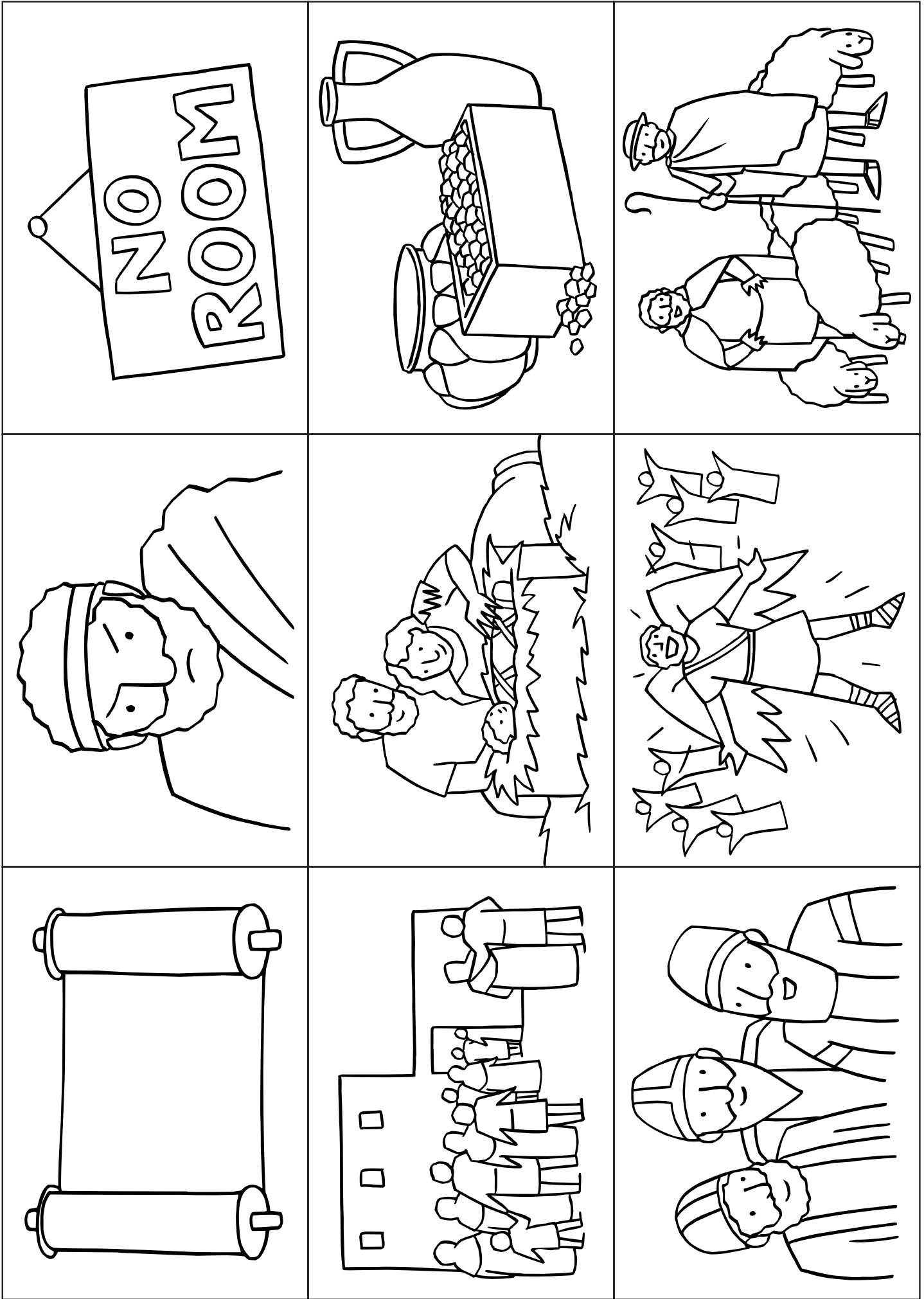
But God says something surprising to the snake. Cross out the **X**'s to see what it was.

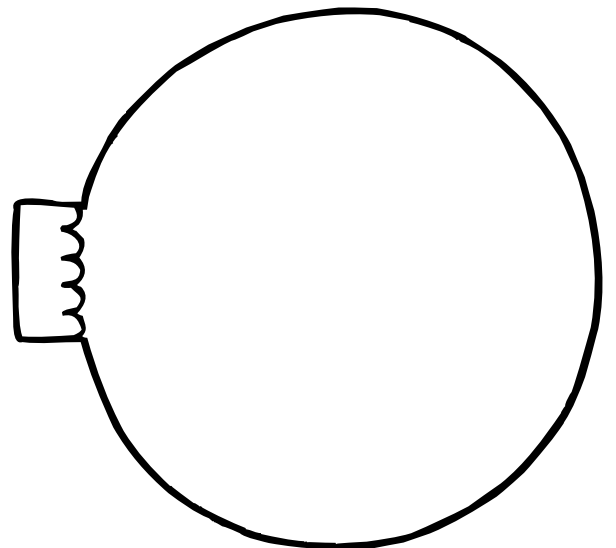
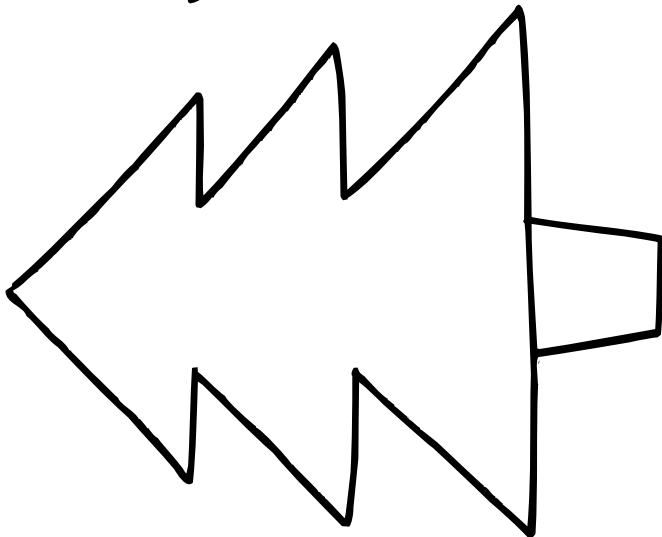
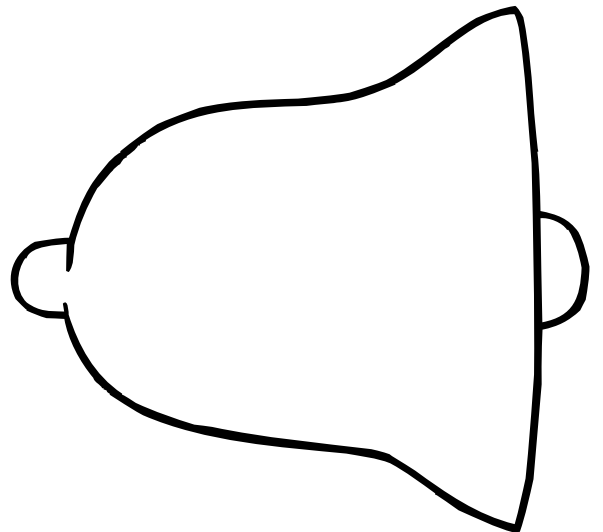
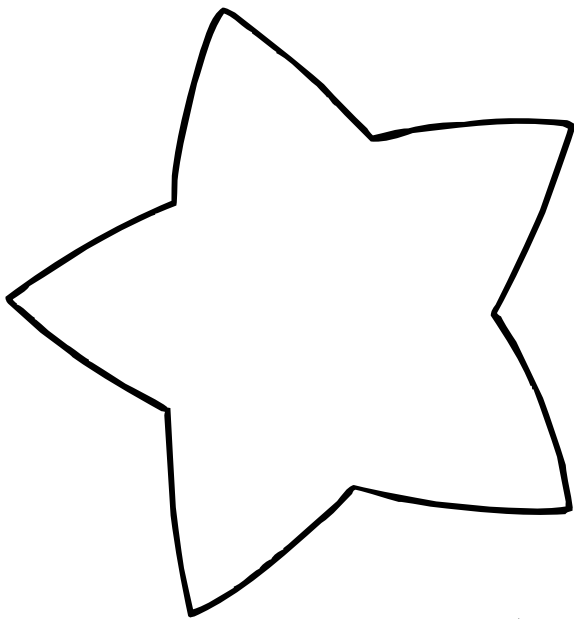
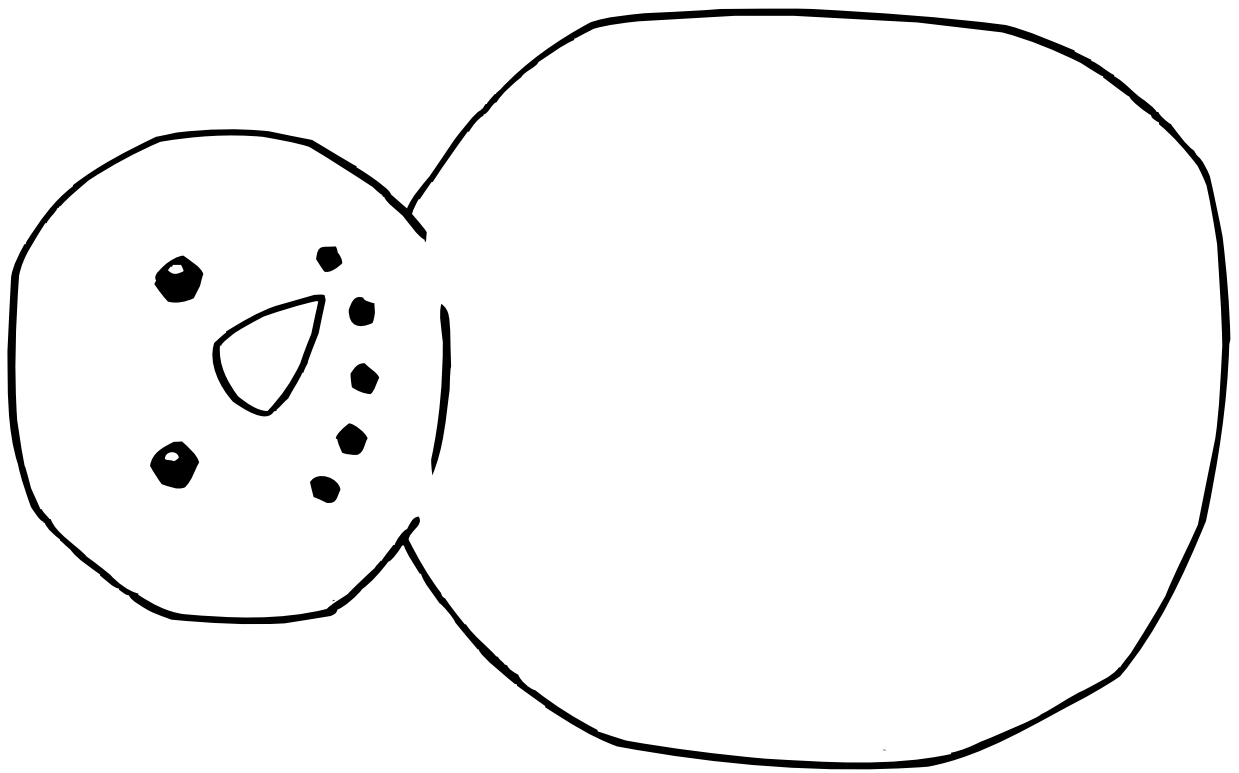
XHXERXOFXFSXPXRINXXGWXILXL
CXRUXSHXYOXURXHXEAXDX

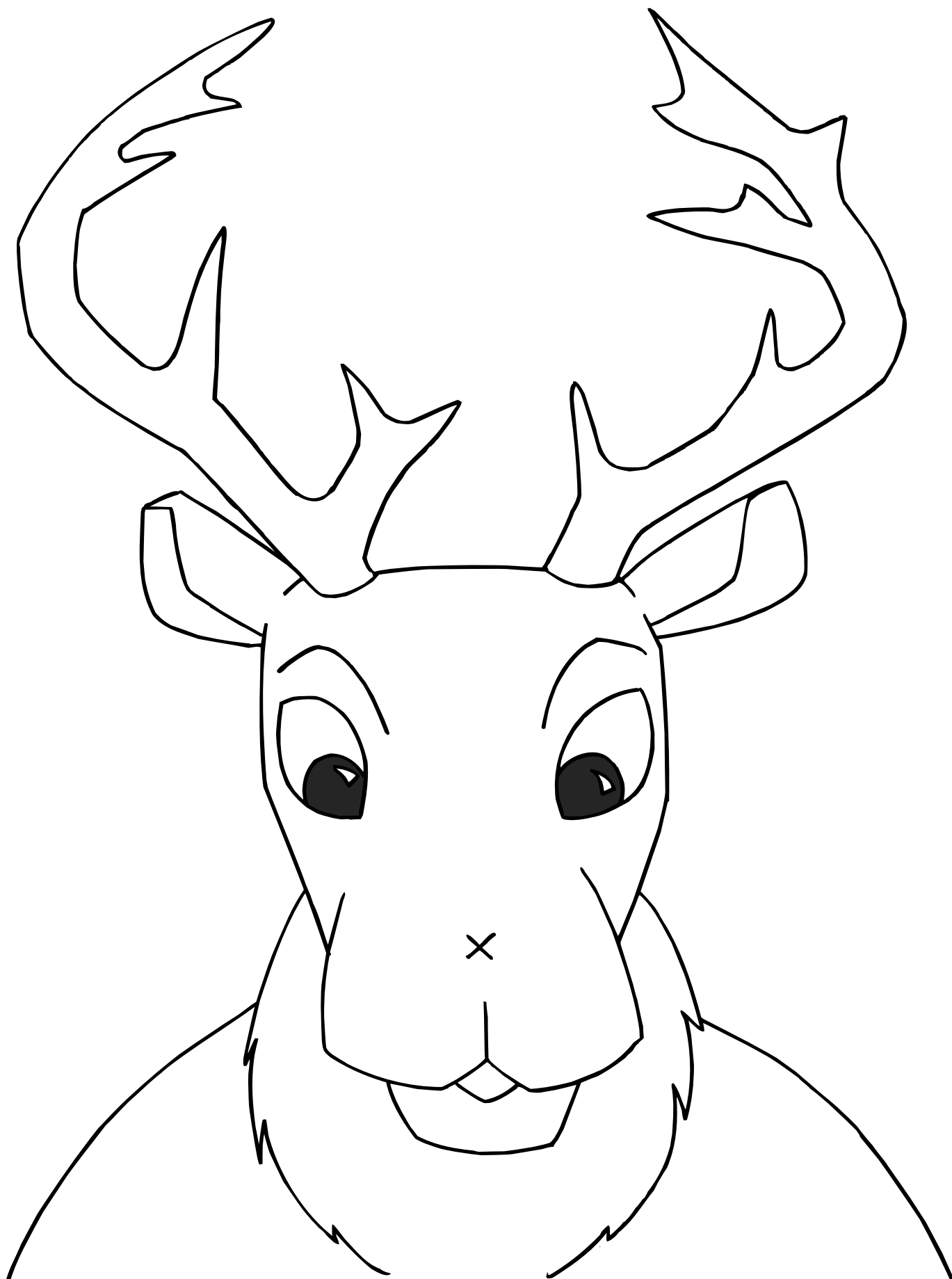
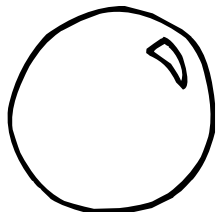
It sounds odd doesn't it? But God is promising that one of Eve's family (her offspring) will beat the devil (the snake). This promise is actually all about Jesus! He came as our Rescuer to beat the problem of sin for ever.

You can read this story for yourself in Genesis 3 v 8-15.

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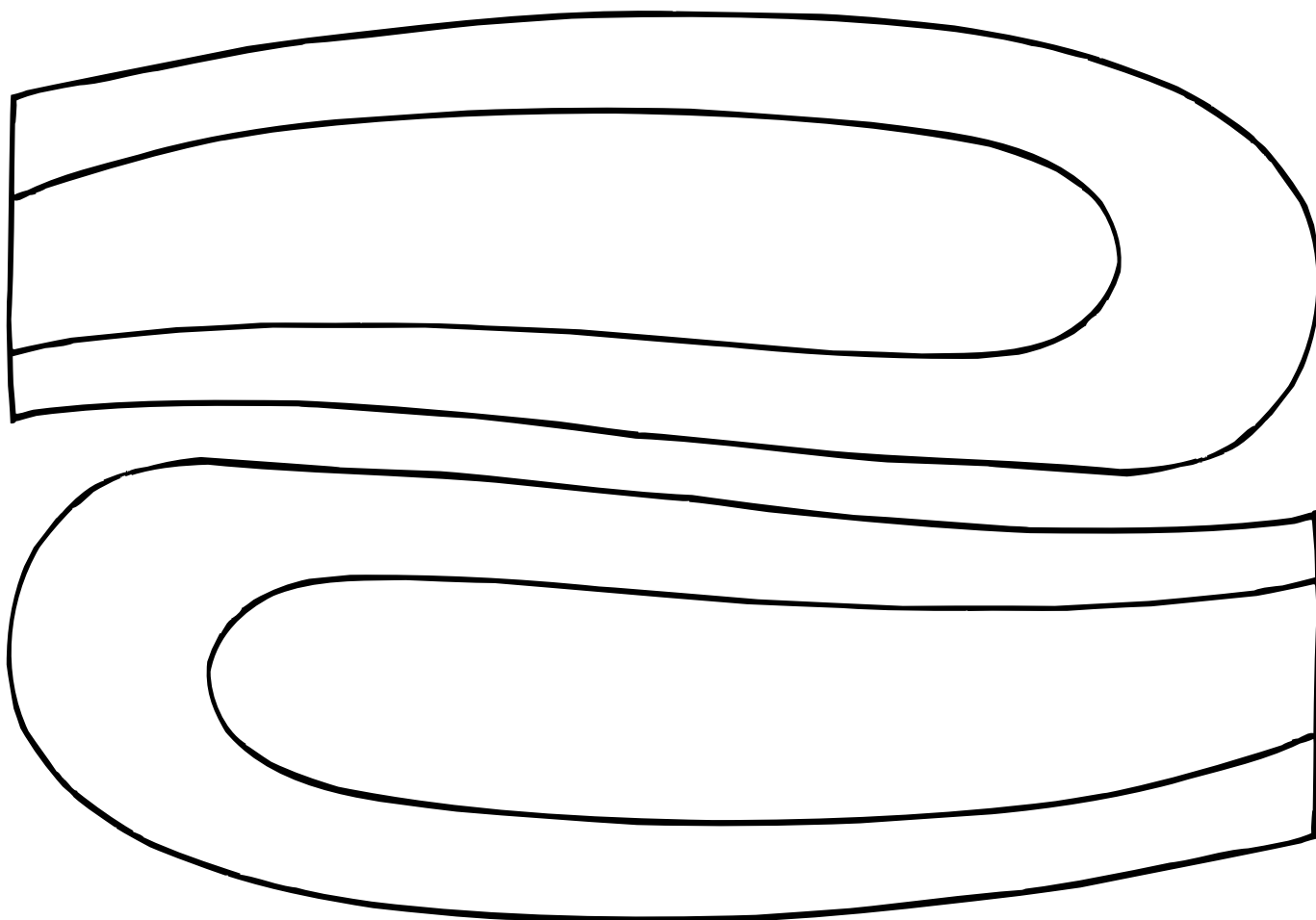


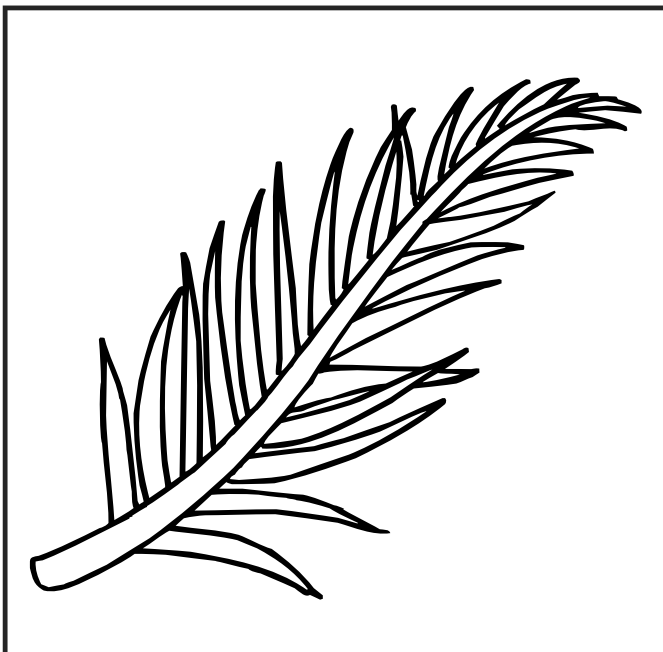
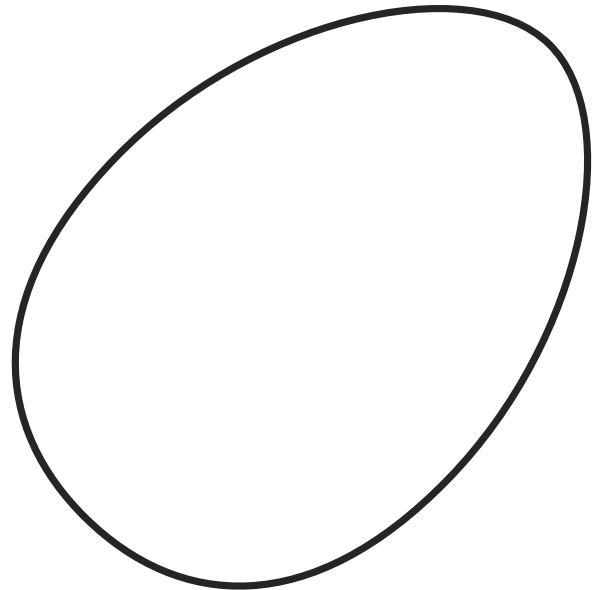
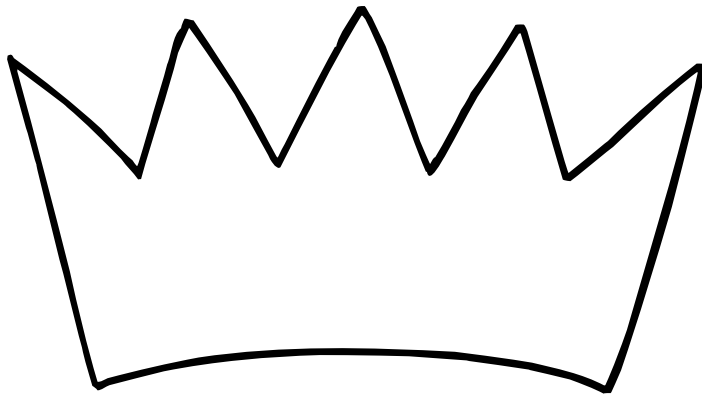


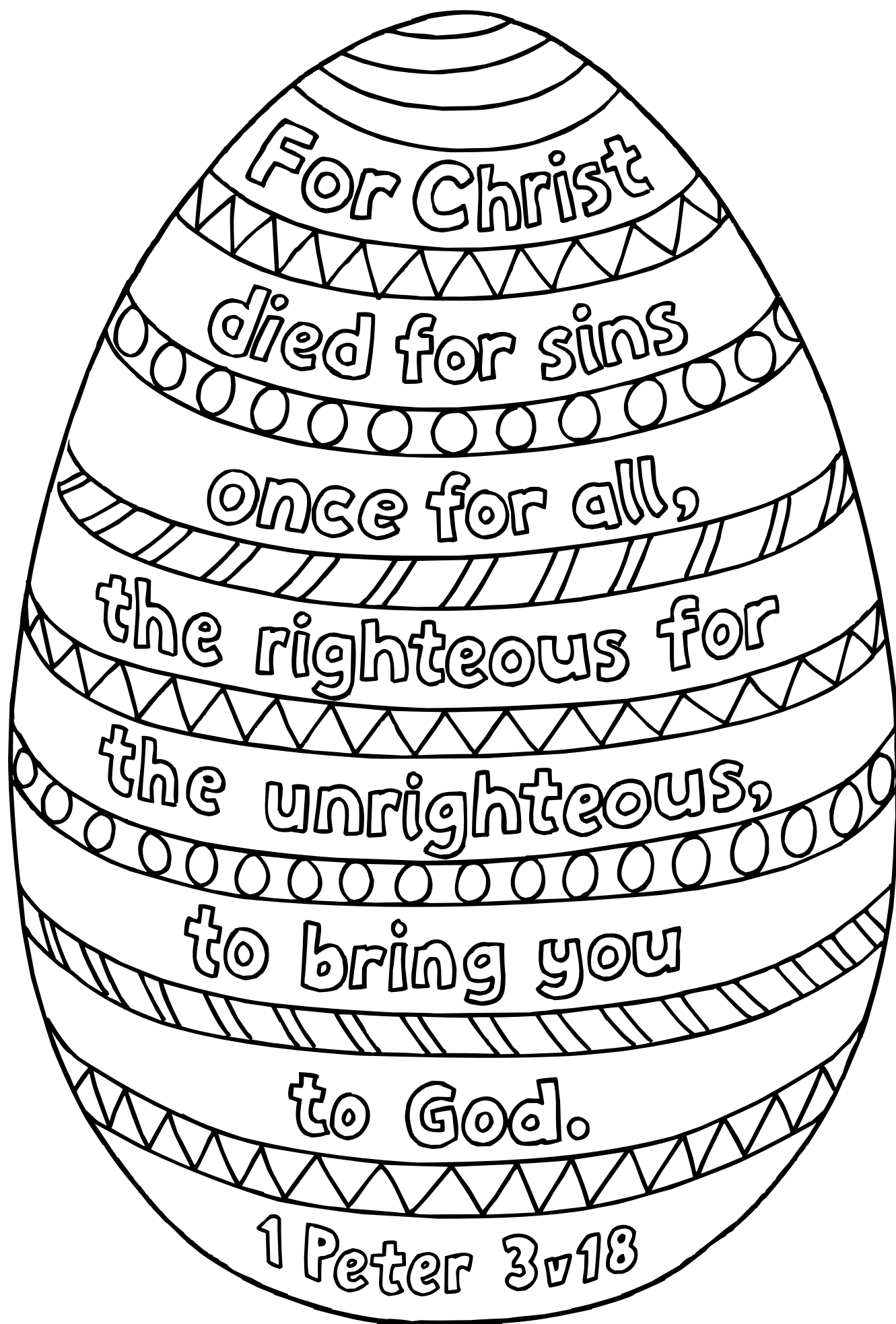
Nativity Signature Bingo

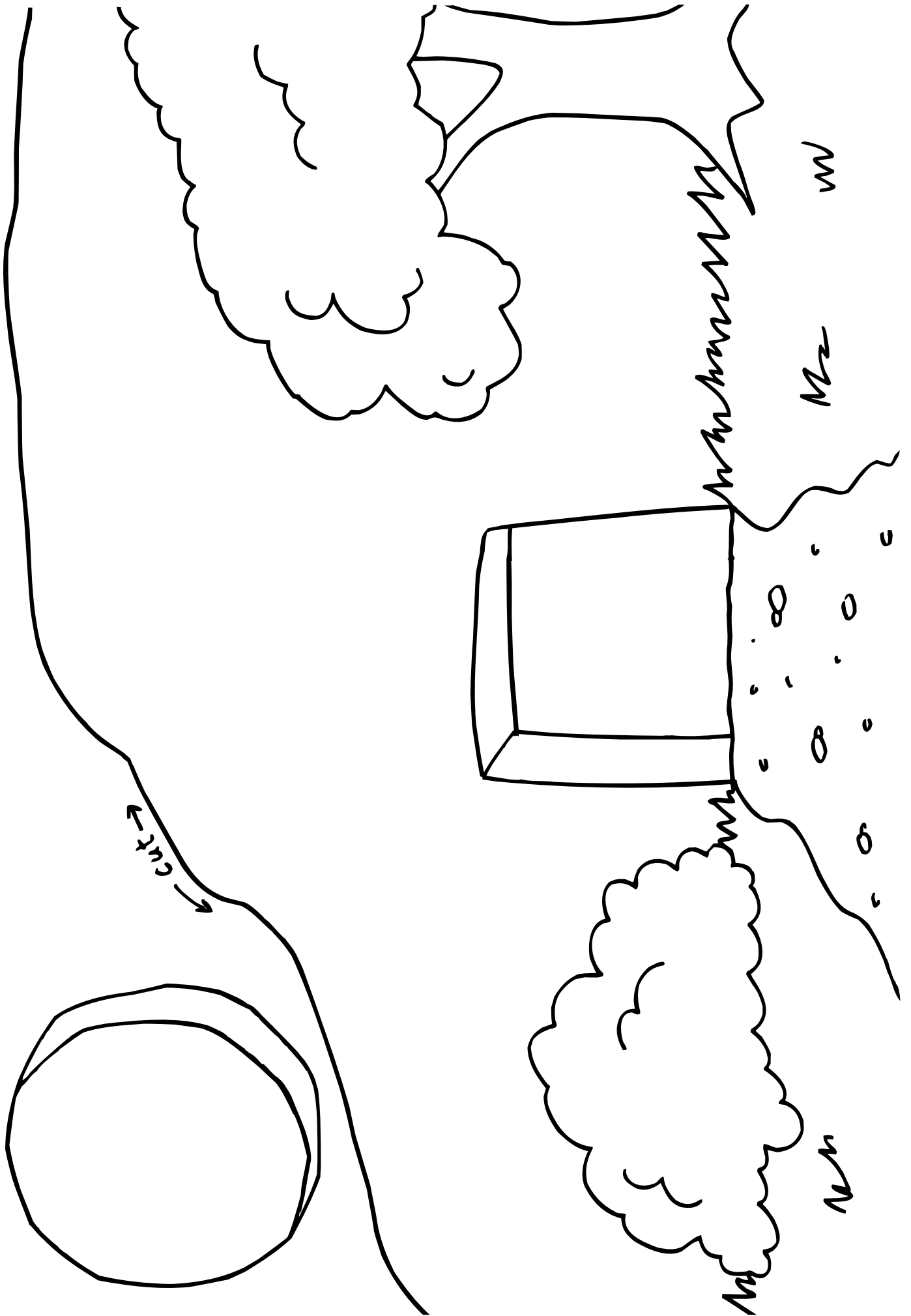
Get a signature in each box. No one can sign your sheet more than three times.

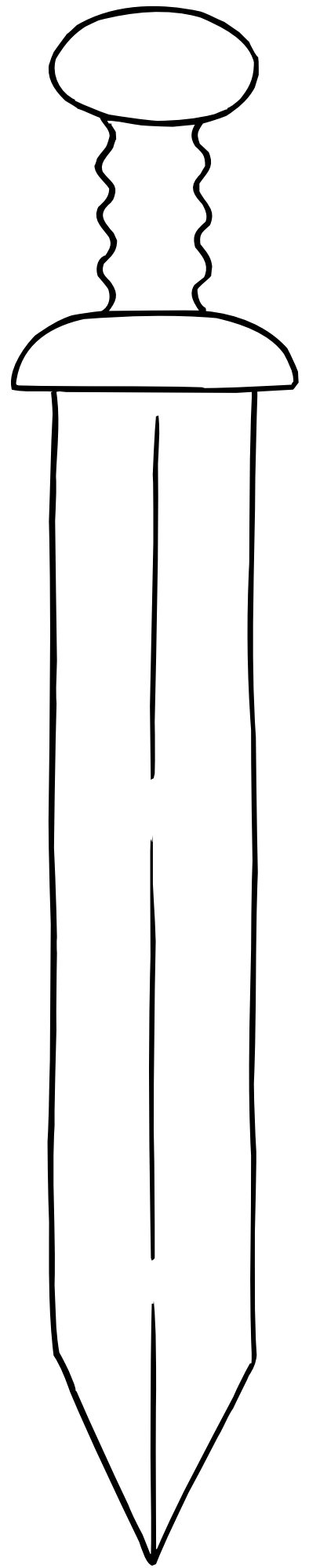
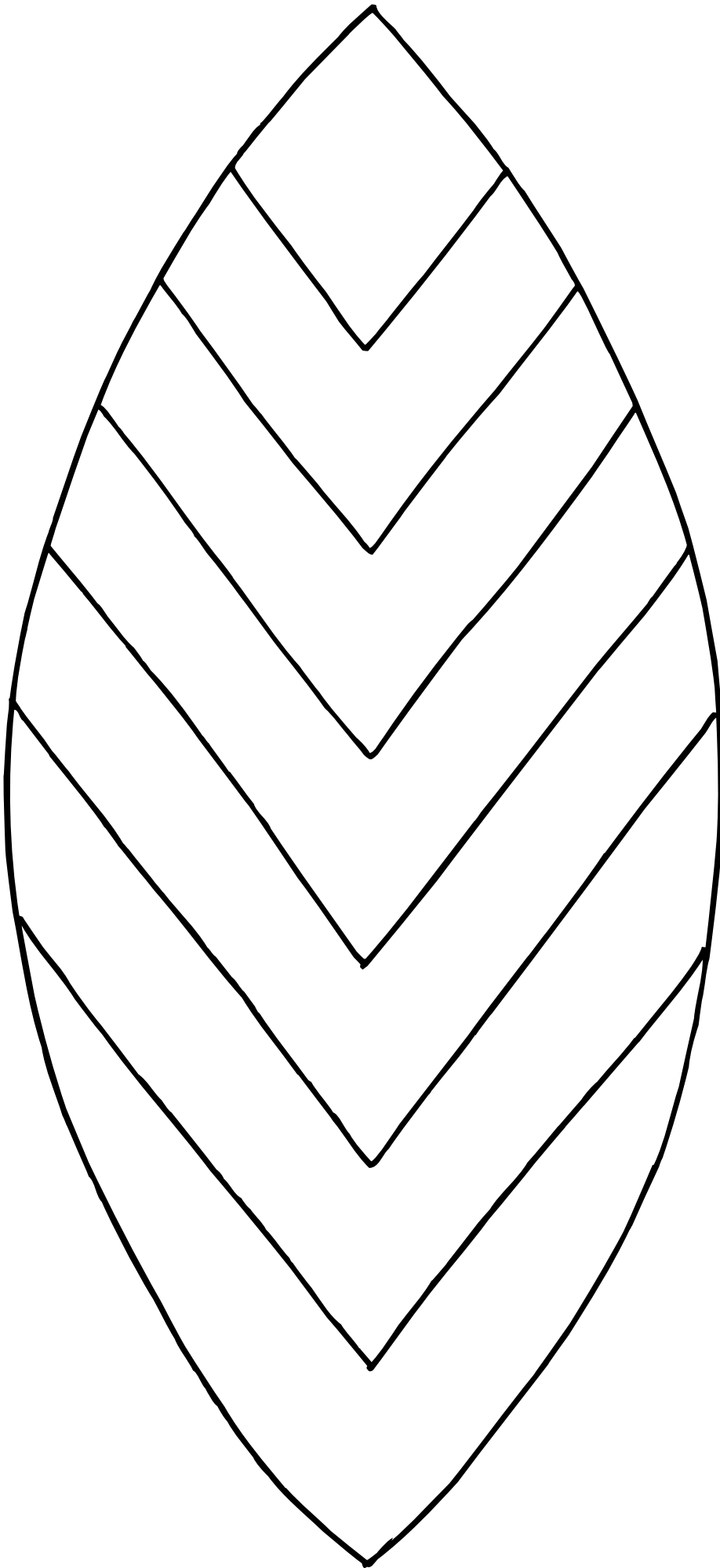
Someone who has a dog	Someone who is wearing red	Someone who loves brussel sprouts	Someone who knows how to sail a boat
Someone who hasn't bought any Christmas presents yet	Someone who is taller than you	Someone with blond hair	Someone who has never been on an airplane
Someone who loves peanut butter	Someone whose name begins with "J"	Someone who can play the piano	Someone who has the same favourite Christmas Carol as you
Someone with laces on their shoes	Someone who is eight years old	Someone with an older brother	Someone who can do a handstand

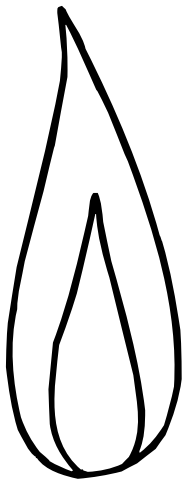
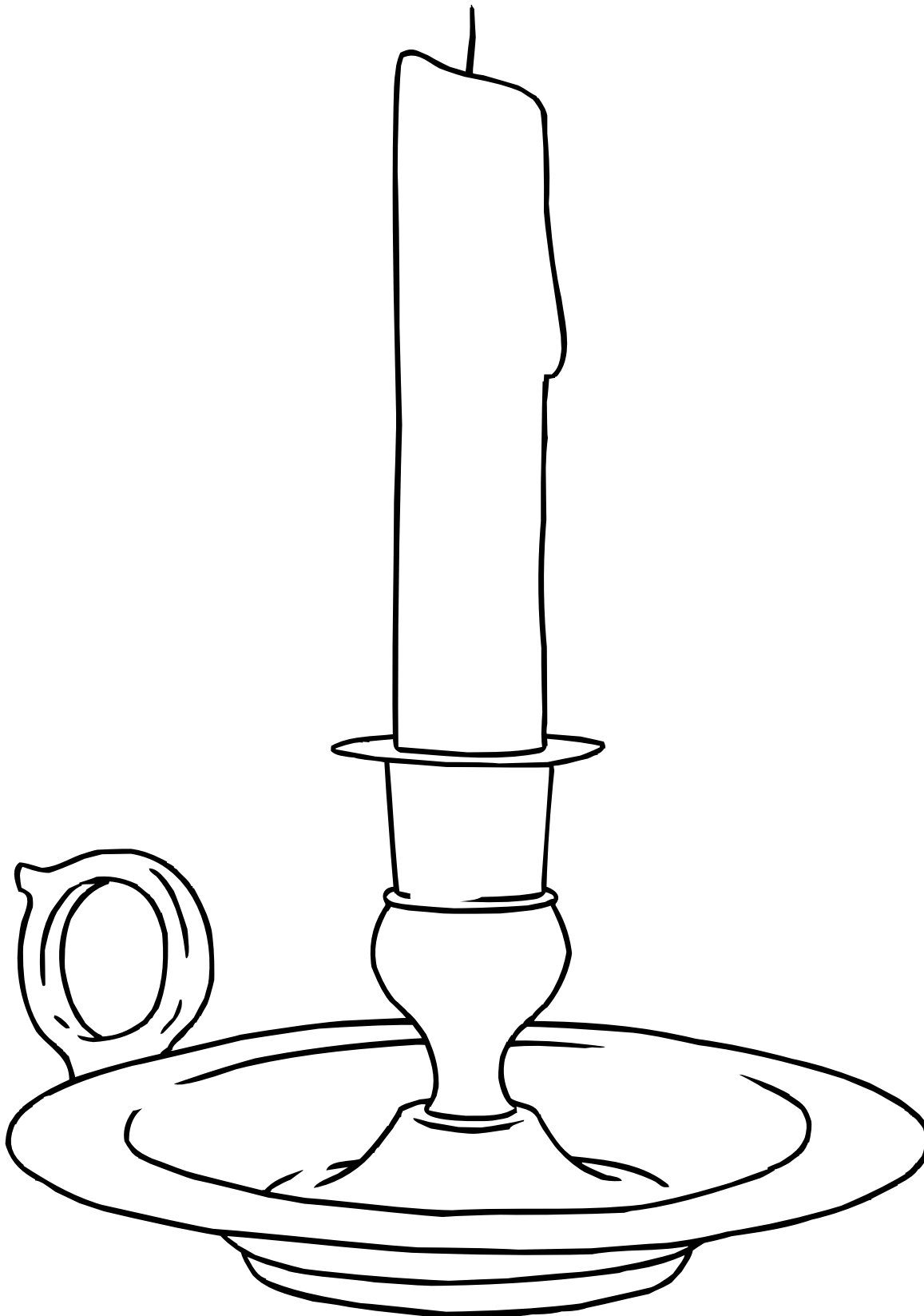


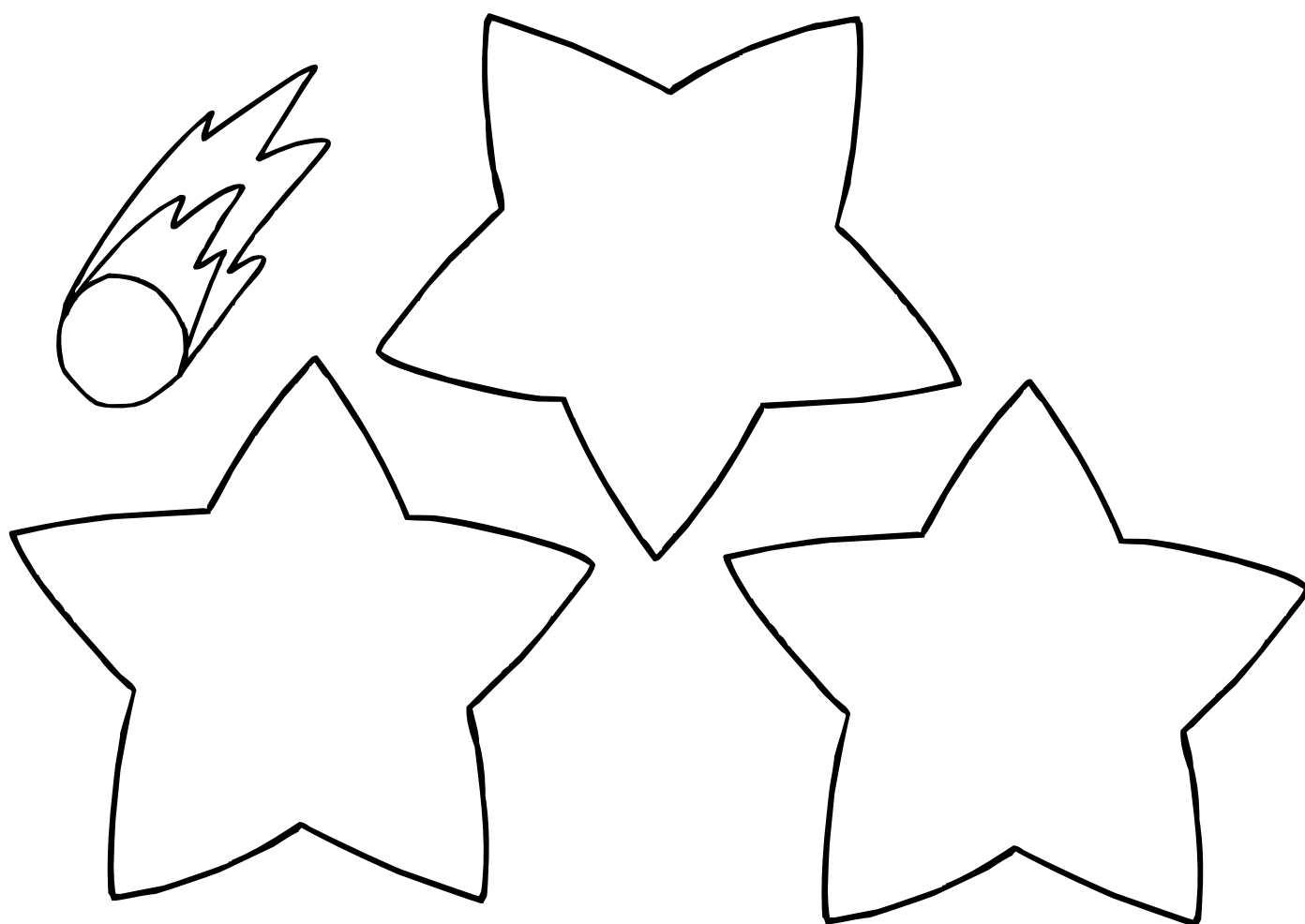
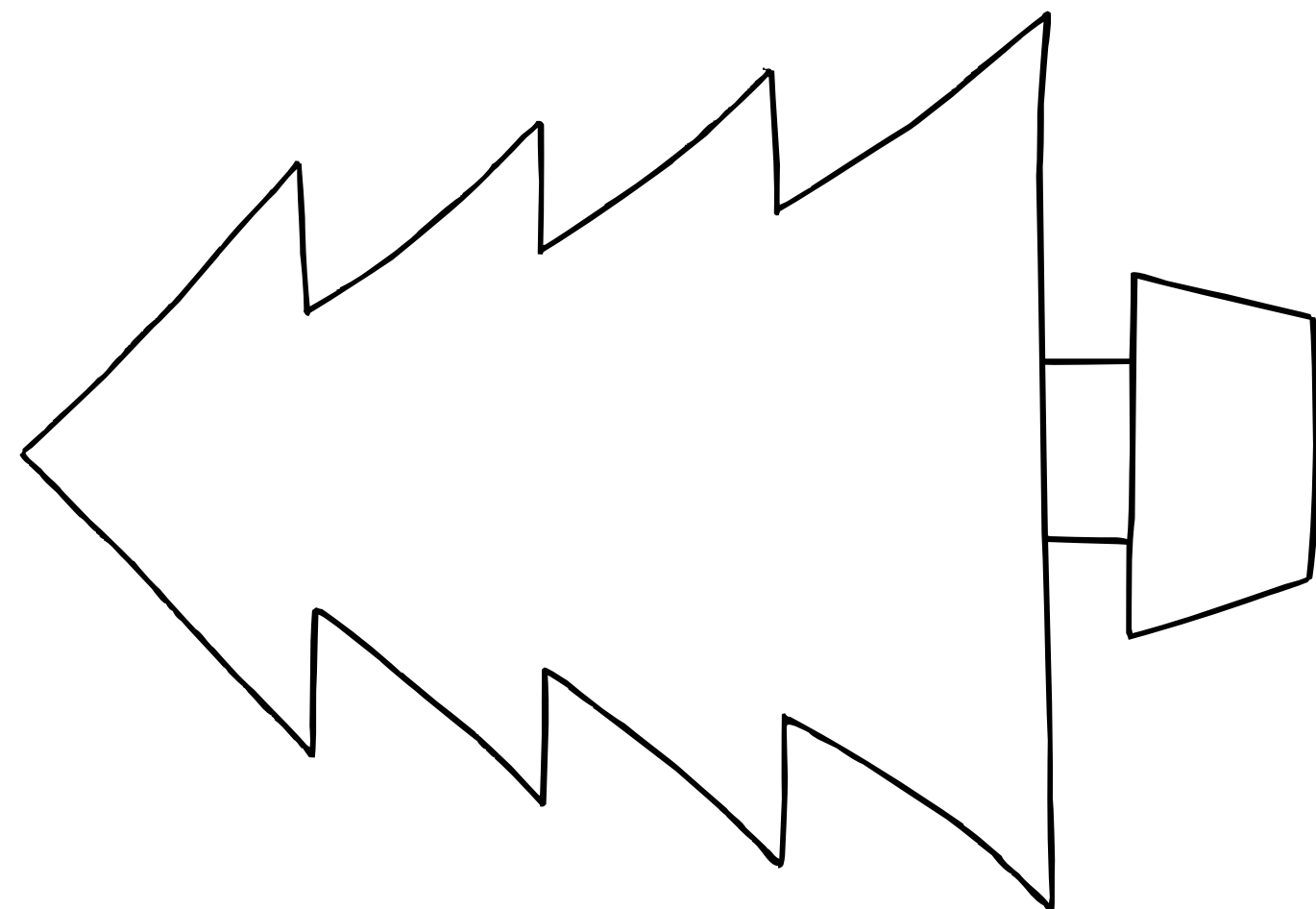


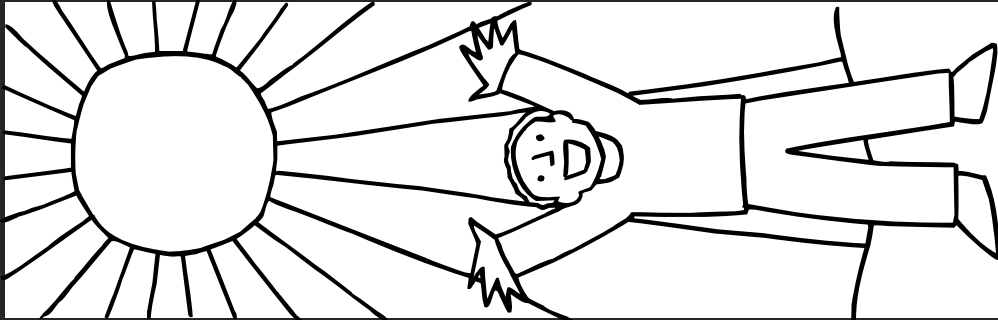












The Lord
is my light
and my
salvation
Psalm 27v1

