



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.		

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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 any forthcoming church 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, challenge games (see Ideas Menu for opening games, pages 26-27)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 23) Song (see Music spot , page 23 for song suggestions) Team challenge Memory verse (see Ideas Menu , page 23) Song Quiz (see Ideas Menu , page 23)		
25 minutes	Crafts (see Ideas Menu , pages 24-26) 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 26) Quiz		
15 minutes	Small-groups time (see Ideas Menu , page 26)		
25 minutes	Games (see Ideas Menu , pages 26-27)—maybe do one big game all together at the end. Promote upcoming events and award any prizes.		

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Option B: Four-hour children's event

Gear

- Registration forms, name labels (with flags on)
- Giant flags (one for the country of each team)
- Colouring sheets and pencils
- Materials for team T-shirts and team banners
- Materials for your games, challenges and crafts
- Visual aids for the Bible talk
- Memory-verse props
- Small-group sheets and pencil for each child
- Music and words for songs
- Quiz questions and scoreboard
- Refreshments
- DVD player and screen
- DVD or information about Eric Liddell
- Publicity for upcoming 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 20 minutes)	Children arrive, register, sign up to a team (four different country options) and are given a name label—before being taken to their opening activities eg: colouring competition, parachute games, bouncy castle, challenge games (see Ideas Menu for opening games, pages 26-27)		
10 minutes	Team chants: Beforehand team captains need to come with a simple chant/song for their team to use. They will then have time to teach everyone in this opening session as teams are sent into different corners/rooms.		
30 minutes Together Time 1	Opening ceremony—one team at a time to proceed to their seat with a flag-waver at the front. You could even download their national anthems to play. Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , page 23) Song (see Music Spot , page 23) Team challenge Memory verse (see Ideas Menu , page 23) Song Quiz (1 st half, see Ideas Menu , page 23)		
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—Team T-shirts (see Ideas Menu , page 24) Activity 2—Team banners (see Ideas Menu , page 24) Activity 3—Mini-sports (see Ideas Menu , pages 28-29)		
35 minutes	Half-time break: Watch the <i>Torchlighters' Eric Liddell</i> DVD or tell his story or interview one of the leaders about their testimony. During this time serve drinks and snacks/choc-ices. 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.		
25 minutes Together Time 2	Team challenge Song Bible story (Talk 1—see page 20) Song Prayer		
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—Sports (see Ideas Menu , pages 26-27) Activity 2—Crafts (see Ideas Menu , pages 24-26) Activity 3—Small-groups (see Ideas Menu , page 26)		
10 minutes	Quiz (2nd half) Awards ceremony Announcements for any upcoming events.		

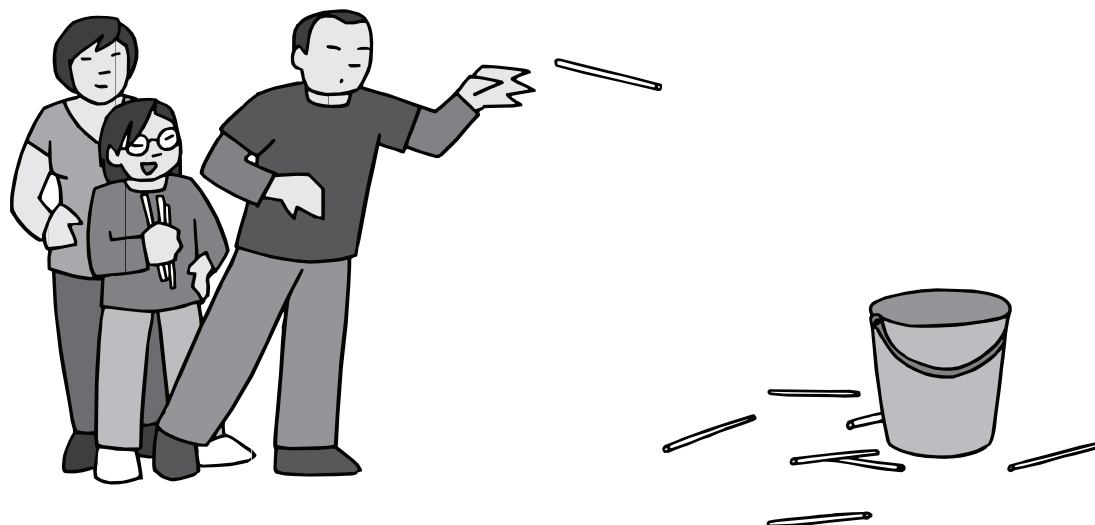


Option C: One-and-a-half-hour family fun event

Gear

- Score sheets and pens
- Dried peas
- Lots of small, low-denomination coins (eg: pennies)
- Materials for your choice of games, challenges and crafts
- Visual aids for the talk
- Screen test quiz
- Quiz questions and scoreboard
- Refreshments
- Prizes
- Publicity for upcoming 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		
5 minutes before (for 15 minutes)	Doors open Ice-breaker sports (see Ideas Menu , page 28)		
3 minutes	Introduction; then split entire group into 4 or 6 teams. All teams compete at the same time, one team per game. Try to choose a variety of games that will include everyone and need a range of skills (see Ideas Menu , pages 28-29).		
47 minutes	Family teams rotate around the different mini-sport side stalls / stations. If they complete all of them, they can always go back and try to improve their score.		
15 minutes	Refreshments Quiz (see Ideas Menu , page 23)		
10 minutes	Bible talk (Talk idea 2, pages 21-22)		
5 minutes	Prizes and announcements		



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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, remind the children of the memory verse: "The earth is the LORD's, and everything in it, the world, and all who live in it." Psalm 24 v 1

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. People in Athens celebrated things made of wood and stone instead of _ _ _ .

Question 1 is pretty straightforward. Don't forget to sell it to them eg: "Who here is clever enough to remember from the story...?" Afterwards think with them why it is silly to make something that isn't alive more important than God, eg: God made everything and is powerful—other things are just made and can easily break; God cares for us and is with us all the time—other things can't help us or hear us, etc.

2. What do you celebrate? What things matter a lot to you?

The three options are friends, computer consoles and bikes. If none of them apply to the children, they can always draw their own in. If you have time, chat to them a little about why these things are important. Alternatively, tell them about what matters to you. Both of these will help you in building relationships with the children.

3. God should matter most because He is King. Draw a crown and write "God" inside it.

After the children have drawn their crown and written "God",

chat with them about how we should treat a king: listen, respect, obey etc.

4. Because God is King, we should:

- ☐ Bow to Him
- ☐ Wave a flag
- ☐ Follow Him

On question 4, after they have ticked "Follow Him", give examples of different ways you follow God. Try and make them as practical and relevant as possible.

5. We can be forgiven by God and follow Him because Jesus died on a what? Draw your answer.

Discuss how Jesus' death means we can be forgiven. It may be useful to use an illustration such as having 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, reject God as King, it's like the pile adds up—and we deserve to be punished for it. However when Jesus, the perfect one, died, He took all our sin on Him and therefore our punishment. Now transfer rubble onto your clean palm.



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

1. **Lumps of wood and metal were really important to the people in Athens. What kind of things are really important to you? Draw or write your answer.**

For question 1 it may be helpful to have a group brainstorm. After the children have drawn or written what's important to them, encourage them to tell you why. If you have time, tell them about what matters to you. This will help you in building relationships with the children.

2. **Paul gave lots of reasons why God should be the most important to us. ✓ the ones you find most helpful.**

- ☐ He made everything
- ☐ He's powerful and perfect
- ☐ He cares for us and gives us good things
- ☐ He made us to be like Him
- ☐ He's the Judge over all
- ☐ He sent Jesus as our Rescuer
- ☐ He's willing to forgive us

After the children have ticked which of the answers they find most helpful, ask them to explain why. Again, time permitting, you could share your own answer.

3. **Think of one reason why you still find it hard to make God the most important.**

Make sure you link this question back to the previous two. Discuss with the children how easy it is to put things we can

see and touch before God—but that is not the right response to His awesome character.

4. **Paul says we should be punished, but there is one way we can be forgiven. What is it?**

Discuss how Jesus' death means we can be forgiven. It may be useful to use an illustration such as having a load of lego. Build a wall as you talk about the different ways we come short of God's standards. Talk about how each time we do something wrong, say something wrong, think something wrong, reject God as King, it's like the wall builds up—and separates us from God. Explain that when Jesus, the perfect one, died, He took all our sin on Him and therefore our punishment. Now 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 this is a gift they can ask for, a gift they can receive.

5. **Which group of people in the story are you most like?**

- ☐ Yes, God is King. I want to follow Him.
- ☐ Ha Ha! It's all rubbish!
- ☐ Ummmmmmmm... I think I need to know more

After they have chosen their response, ask if any of them want to share their answer. Be prepared to open up the discussion or re-visit it later in the day. Again, this question gives you the opportunity not only to see where the children are at, but also to share something of your own testimony.

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

1. **The people in Athens made objects really important to them. Can you think how you do the same?**

For question 1 it may be helpful to have a quick group brainstorm. Encourage the children to think about why at the same time. Be honest with your group and chat about maybe one or two things you know you make too important in your life. This will help you in building relationships with the children and will give you something to re-visit in question 2.

2. **Paul gave lots of reasons why God should actually be the most important. Jot down at least three of them.**

Some of the answers the children may come up with are:
He made everything; He's powerful and perfect; He cares for us and gives us good things; He made us to be like Him; He's the Judge over all; He sent Jesus as our Rescuer; He's willing to forgive us.

3. **Why do you find it hard to make God the most important?**

Make sure you link this question back to the previous two. Discuss with the children how easy it is to put things we can see and touch before God—but that is not the right response to His awesome character. Be ready to explain how you try to work through the things you mentioned in question 1, and seek to live with Christ as Lord.

Some children may say God isn't the most important because they don't believe in Him. If that comes up, make sure you recognise it and explain that a lot of people in the story were like that. Try and encourage the group to think of the reasons Paul gave to how we can know God exists.

4. **Paul said that God is Judge over all. What is the punishment for those who don't follow Him?**

This gives you the opportunity to teach about God's rightful judgment and to unpack some of the misconceptions your group may have. Take care to answer honestly—they need to understand what we can be saved from,

but we don't want to encourage emotional responses made out of fear.

The sentence God passes against us is entirely fair, because He gives us exactly what we ask for. In rebelling against God, we are saying to Him, "Go away. I don't want you telling me what to do. Leave me alone." And this is precisely what God does. God's punishment/judgment on rebels is to withdraw from them, to cut them off from Himself—permanently. But since God is the source of life and all good things, being cut off from Him means death and hell. God's judgment against rebels is an everlasting, God-less death.

5. **Although we deserve punishment, we do have a choice. How can we choose the alternative?**

Discuss what it means to follow God and how Jesus' death means we can be forgiven. It may be useful to use an illustration such as having a load of lego. Build a wall as you talk about the different ways we come short of God's standards. Talk about how each time we do something wrong, say something wrong, think something wrong, reject God as King, it's like the wall builds up—and separates us from God. Explain that when Jesus, the perfect one, died, He took all our sin on Him and therefore our punishment. Now 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 this is a gift they can ask for, a gift they can receive.

6. **Which group of people in the story are you most like?**

- ☐ Yes, God is King. I want to follow Him.
- ☐ Ha Ha! It's all rubbish!
- ☐ Ummmmmmmm... I think I need to know more

After they have chosen their response, ask if any of them want to share their answer. Be prepared to open up the discussion or re-visit it later in the day. Again, this question gives you the opportunity not only to see where the children are at, but also to share something of your own testimony.



FANTASTIC OLYMPTASTIC

The earth is the LORD's, and everything in it, the world, and all who live in it. Psalm 24 v 1

1. People in Athens celebrated things made of wood and stone instead of:

2. What do you celebrate? What things matter a lot to you?



3. God should matter most because He is King. Draw a crown and write "God" inside it.

4. Because God is King, we should:

- ☐ Bow to Him
☐ Wave a flag
☐ Follow Him

5. We can be forgiven by God and follow Him because Jesus died on a what? Draw your answer.

FANTASTIC OLYMPTASTIC

Paul told the people in Athens about God, who made the world and everything in it.



The people in Athens prayed to statues. But Paul told them that God is King over everything.

Help the people find the real King.



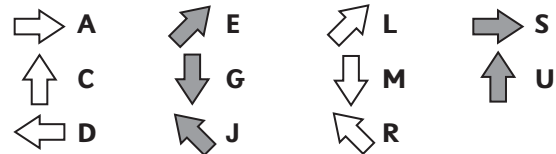


FANTASTIC OLYMPTASTIC

The earth is the LORD's, and everything in it, the world,
and all who live in it. Psalm 24 v 1

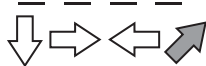
1. The people in Athens made objects really important to them. Can you think how you do the same?
2. Paul gave lots of reasons why God should actually be the most important. Jot down at least three of them.
3. Why do you find it hard to make God the most important?
4. Paul said that God is Judge over all. What is the punishment for those who don't follow Him?
5. Although we deserve punishment, we do have a choice. How can we choose the alternative?
6. Which group of people in the story are you most like?
 - ☐ Yes, God is King. I want to follow Him.
 - ☐ Ha Ha! It's all rubbish!
 - ☐ Ummmmmmmm... I think I need to know more.

FANTASTIC OLYMPTASTIC



Paul told the people in Athens about God. Crack the code to see three of the things he said about God.

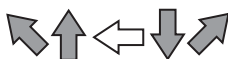
God _____ the world, and everything in it.



God _____ the world. He's in charge.

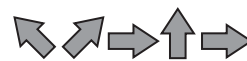


God will _____ the world, and everyone in it.



We all let God down. We do what we want instead of what God wants. The Bible calls this sin. So God the Judge will find us all guilty. But God provided a way for us to be rescued from our sin.

God sent _____ to be our



Everyone who puts their trust in Jesus will be rescued from their sin and become friends with God for ever.



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 any forthcoming church 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, challenge games (see Ideas Menu for opening games, pages 49-51)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , pages 43-44) Song (see Music spot , page 44 for song suggestions) Team challenge Memory verse (see Ideas Menu , page 44) Song Quiz (see Ideas Menu , page 44)		
25 minutes	Crafts (see Ideas Menu , pages 45-48) Drink and a snack in groups		
25 minutes Together Time 2	Team Challenge Song Bible story (Talk idea 1 , pages 40-41) Song Prayer (see Ideas Menu , pages 48-49) Quiz		
15 minutes	Small-groups time (see Ideas Menu , page 49)		
25 minutes	Games (see Ideas Menu , pages 49-53)—maybe do one big game all together at the end. Promote upcoming events and award any prizes.		

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Option B: Four-hour children's event

Gear

- Registration forms, name labels and pens
- Colouring sheets and pencils
- Materials for team T-shirts and team banners
- Materials for underwater scenes, "It's a washout!" and your choice of games, challenges and crafts
- Visual aids for the Bible talk
- Memory-verse props
- Small-group sheets and pencil for each child
- Music and words for songs
- Quiz questions and scoring materials
- Refreshments
- Publicity for upcoming 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 20 minutes)	Children arrive, register and are given a name label—before being taken to their opening activities eg: colouring competition, bouncy castle, challenge games (see Ideas Menu for opening games, pages 49-51)		
35 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , pages 43-44) Song (see Music Spot , page 44) Team challenge Truth spot (see Ideas Menu , page 45) Song Memory verse (see Ideas Menu , page 44) Song Quiz (1 st half, see Ideas Menu , page 44)		
60 minutes Rotation 1 (in two different age groups)	Split the children into two age groups: 4-7s and 7-11s 4-7s are to make an "Under the sea" display and various props which will then be used as a backdrop for the Bible story later (see Ideas Menu , page 48). 7-11s will be split into smaller, mixed-age groups and rotate around the games you have selected for "It's a washout". How much time they spend on each station will be determined by how many activities you run, alongside if you have to change location eg: take the children to a local park / the church garden etc.		
20 minutes	Lunch/tea: you may provide something simple eg: hot dogs, crisps/chips, biscuits/cookies, fruit; alternatively, your publicity could mention bringing sandwiches. Towards the end, run challenges or play a quick game with those who have finished.		
40 minutes Together Time 2	Team challenge Song Bible story (Talk 1—see page 40) Song Team challenge Prayer Quiz (2 nd half, see Ideas Menu , page 44) Song		
60 minutes Rotation 2 (20 mins on each)	Split the children into three groups and rotate them around the three activities, spending 20 minutes on each: Activity 1—Sports (see Ideas Menu , pages 49-51) Activity 2—Crafts (see Ideas Menu , pages 45-48) Activity 3—Small-groups (see Ideas Menu , page 49)		
15 minutes	Team challenge John Newton presentation Awards ceremony Announcements for any upcoming events.		

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

Gear

- ▮ Treasure hunt maps
- ▮ Treasure hunt clue sheets
- ▮ Pens or pencils
- ▮ Materials for extra games in case it rains
- ▮ Visual aids for the talk
- ▮ Quiz questions and scoreboard
- ▮ Refreshments
- ▮ Prizes
- ▮ Publicity for upcoming 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	Doors open Give families instructions and introduce them to a team member. Let them begin as soon as they are ready.		
60 minutes	Teams complete the treasure hunt (Ideas Menu , pages 53-54) If it is raining, then have some games to join in as people arrive so that everyone can then start the indoor treasure hunt at the same time (eg: Flying fish, Pin the tail on the shark, Fish bobbing—see Ideas Menu , page 50).		
15 minutes	Refreshments Quiz (see Ideas Menu , pages 44-45)		
10 minutes	Bible talk (Talk idea 2, pages 41-43)		
5 minutes	Prizes and announcements		



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John Newton presentation

Gear

- Enough copies of the script (pages 56-57) for each person taking part
- Chairs for studio guests
- Two microphones
- Sail
- Rope
- Naval jacket and hat
- White curly wig
- Walking stick

Augusta Wind: Well, hello there, and welcome to another exciting episode of "Aquaventures" with me, Augusta Wind.

Today's studio guest is no stranger to danger, as from a young age he was travelling the high seas, experiencing many watery adventures. Yes, that's right. Later on tonight, I'm going to be introducing you to none other than John Newton, but before we ship him in, let's give a warm welcome to Dec Hand.

Applause, as Dec Hand enters and shakes hands with Augusta.

Hi there Dec. Thanks so much for coming on the show. Now I believe you met John at a young age. Can you just fill us in on what he was like, share a few details, you know—that kind of stuff?

Dec Hand: Aye, of course I can. In fact, I've brought along one or two things to show you as well. You see I've been working on the ships for years, sailing in and out of Liverpool. Anyways, one day we were just heading out to sea, and I had just sorted out the sails (*hold up sail*), when I noticed this whipper-snapper of a lad trying to pull in this rope (*hold up rope*). He was struggling under the weight of it, almost falling back into the water in fact. Not surprising really when you think how heavy it is, especially when wet. He didn't look much older than my boy, so I thought I better check if he should be on board.

Augusta Wind: So, what did he say when you asked him?

Dec Hand: Well, he told me that he was nine, his mum was dead and his dad was the captain of the ship. He said he had to come on board since his step-mum didn't want him at home anymore 'cos he was too naughty. I have to tell you, I wasn't sure living on the boat was going to be the best for him. There's a load of swearing and drinking going on, you know. Not the place for a young 'un to be.

Augusta Wind: And yet that's where John stayed for years, hanging out with the sailors, helping man the boat and eventually joining the navy. And, later, a different type of ship altogether—a slave ship. Let's meet our next guest now, the Captain of *The Pegasus*.

Applause, as the Captain enters and shakes hands with Augusta.

So, Captain—tell us, what are your first memories of John?

Captain: Well, umm (*clear throat*), I have to say—I wasn't terribly impressed. Here was this young chap whose attitude and behaviour seemed worse than the rest of my sailors. Not only did he swear constantly and get drunk regularly, he also refused to obey my orders at first. Can you believe that? He wouldn't listen to me—the Captain! Pah, the scoundrel. Absolutely outrageous it was. And on top of all that, he was a bully.

Augusta Wind: A bully? Who did he pick on, Captain?

Captain: Well, anyone who believed in God. Seems he'd been taught all about God as a child but had decided that God didn't exist—so he made anyone's life a misery who disagreed with him. Silly fellow! Mind you, we did get quite chummy for a time.

Augusta Wind: What? You and John became friends! How on earth did that happen?

Captain: Well, I suppose we had to work pretty closely really. Sailing back and forth to Africa and America, looking for slaves, packing them into our boat, making sure the chains were nice and tight—and helping them survive the journey, so we could make as much money as possible. Over time, John started to mellow a little, obey my orders, you know—that kind of thing. And so, we enjoyed a little drink together at the end of the working day. Quite good company to be fair, although my wife wouldn't agree. In fact, it was my lovely lady who eventually persuaded me to leave John in America, working with the slaves in the fields.

Augusta Wind: So what happened next to John? Would he ever return to England? To find out, let's get the man of the moment in. Ladies and gentlemen, boys and girls, please put your hands together and welcome in Johhhhhhhnnnn Newton!

Applause, as John enters as an elderly man, with a walking stick, and shakes hands with Augusta.



John—good to have you here. It's been fascinating hearing about your childhood and times at sea, but tell us—how did you get from those fields in America to where you are now?

John Newton: I managed to smuggle a note back to my father, who arranged for me to be rescued by Captain Manesty and given board on the Greyhound ship, back to Ireland. It felt so good to be back on the waves. But then a dreadfully fierce storm struck. The ship was thrown from side to side as the waves crashed and the lightning flashed. Our sails were tattered and our cargo bit by bit slipped overboard. As our boat splintered into pieces, I feared it would be men soon going overboard with the barrels—not even ropes could keep us safely tied to the ship. Never before had I come so close to death.

Augusta Wind: Oh, how frightening. Did you cry? Did you scream? What did you do?

John Newton: I prayed. I yelled out to God and asked Him to help us, to save us. I begged Him to have mercy on us, even though I knew I didn't deserve it. As I began to tell God I was sorry for not following Him and for doing so much wrong, I felt peace—like He had forgiven me. It was incredible. God hadn't just saved me from the storm, but He rescued me from the punishment I deserved by giving me life that lasts for ever. I just had to go in search of a Bible as soon as the storm stopped and find out more about this amazing, loving, powerful God.

Augusta Wind: Wow John! That's quite a story. What a dramatic rescue! And it sounds like quite a change in your attitude too. So I must ask you—did it last? And did others notice a change?

John Newton: I suppose what changed first was I stopped swearing and I started treating the slaves more kindly. But really it wasn't till a few years later, when I was 30, that I actually truly started following and trusting God. I realised that Jesus had died in my place and God was the one who needed to change me, to make me more like His Son.

Augusta Wind: So what then? Did you keep taking and selling slaves?

John Newton: At first I did, but after a while I realized it was wrong. I became a preacher who travelled around telling people the good news of Jesus—how they, like me, could be saved even though we don't deserve it, and how God promises us eternal life and forgiveness, if we put our trust in Him. I also spent a bit of time trying to stop slavery.

Augusta Wind: Fantastic! What a huge turnaround. So John, as you look back over your life—what do you think the main thing is that you have learned?

John Newton: That's easy! I know that I am a great sinner and Jesus is a great Saviour.

Augusta Wind: Well, it's time for us to finish but what a great place to end "Aquaventures". I wonder, viewers, do you know the same thing? Have you, like John, realised that you have done wrong and angered God, but because of Jesus' death, you can be forgiven by Him? Have you asked Him to be your great Saviour?





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, remind the children of the memory verse:

Jesus said, "All authority in heaven and on earth has been given to me". Matthew 28 v 18 (NIV)

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. While Jesus was sleeping in the boat, what was the weather like?

Question one is straightforward. Don't forget to sell it to them, eg: "Who here is clever enough to remember from the story...?". The pictures are of the sun, snow and a storm.

2. How did the disciples feel? Did they need to be scared?

Maybe ask the children to act out how the disciples were feeling and talk about why (eg: the weather was worse than they had ever seen it, they couldn't save themselves, they thought they were going to die), before they fill in the face shape. Afterwards, have a discussion as to why they didn't need to be afraid—because Jesus was with them and had the power to save them.

3. We can't tell the weather what to do, but Jesus can because He's ____.

Jesus controls:

- ☐ Everything
- ☐ Just the weather
- ☐ Only big and scary things
- ☐ Nothing

Discuss with the children the fact that we can't tell the weather to change. Maybe have a go at commanding snow to fall and a day off school! Remind them that no ordinary person can control the weather, so Jesus must be someone special. After the children have filled in the blanks ("GOD"), and hopefully ticked "He controls everything", ask them why the wind and the waves did exactly as Jesus asked. Draw out from them the fact that He is the Creator, He made them. That means that since Jesus made everything, He has power over everything. Nothing is bigger or better than Him.

4. Draw something that worries or frightens you. Then go over the dots to spell a message about Jesus.

After the children have done a quick drawing and written "Jesus is more powerful", you may want to brainstorm with them on different ways Jesus showed His power, eg: healing, providing food for the 5000, forgiving sins etc. Whether you brainstorm or not, do take time to explain that the greatest way Jesus showed His power was by rising from the dead. He wasn't doing it to be a show-off—He was doing it to show He was God and had come on a rescue mission. Jesus had to die in our place so He could take the punishment for our sin—the wrong we do, say and think. Explain that because of Jesus dying and rising again, we can be His forgiven friends for ever if we trust in Him.



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

1. How did the disciples feel? Why was that silly?

Maybe ask the children to act out how the disciples were feeling and talk about why (eg: the weather was worse than they had ever seen it, they couldn't save themselves, they thought they were going to die), before they fill in the face shape. Afterwards have a discussion as to why they didn't need to be afraid—because Jesus was with them and had the power to save them.

2. What happened when Jesus spoke to the wind and the waves?

- ☐ Nothing
- ☐ The wind stopped, but the waves kept crashing
- ☐ They stopped immediately
- ☐ He was blown overboard

Discuss with the children why that is incredible—relate it to the fact that we can't tell the weather to change. Maybe have a go at commanding snow to fall and a day off school—or have a bowl of water as a demonstration and ask the children to try and control a small quantity of water.

3. Why could Jesus tell the weather what it should do?

Explore further how this miracle shows that Jesus is God. Remind them that no ordinary person can control the weather. Discuss with them how the obedience of the wind and waves

points to the fact that Jesus is the Creator, He made them. That means that because He made everything, He has power over everything. Nothing is bigger or better than Him.

You may want to brainstorm with them on different ways Jesus showed His power, eg: healing, providing food for the 5000, forgiving sins etc. Whether you brainstorm or not, do take time to explain that the greatest way Jesus showed His power was by rising from the dead. He wasn't doing it to be a show-off—He was doing it to show that He was God and had come on a rescue mission. Jesus had to die in our place so He could take the punishment for our sin—the wrong we do, say and think. Explain that because of Jesus dying and rising again, we can be His forgiven friends for ever if we trust in Him.

4. Draw or write something that worries or frightens you. Then write underneath in the box: "Jesus is more powerful".

After the children have done a quick drawing and written "He is more powerful", discuss with them how they can show their trust in Him in the situations that frighten them. Try to make it specific, eg: rather than worrying about speaking in class and thinking everyone is going to laugh at them, they can trust that God is with them and that what He thinks about them is more important; rather than be frightened in the dark, they can remember that God never sleeps, so is watching over them all the time.

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

1. Write down the different feelings the disciples experience during the storm and immediately afterwards:

- Fear / terror
- Panic / out of control
- Helpless / hopeless
- Amazement / wonder
- Even more afraid at Jesus' power

2. What's so amazing about the way Jesus controls the storm?

Ask the children to think of the most beautiful places that they have ever been to, and then to also think of recent tragic floods or earthquakes around the world. This will help them to see that nature can be your best friend or worst enemy.

Discuss with the children why Jesus' authority is incredible—it's both total and instant. He shows almighty power and awesome control. Relate it to the fact that we can't tell the weather to change. Maybe have a go at commanding snow to fall and a day off school—or have a bowl of water as a demonstration and get them to try and control a small quantity of water.

Depending on your group, you may want to point out that one day Jesus will stop all storms, that things that spoil this earth will be defeated, that the consequences of us disobeying God will be dealt with, and there will be a perfect creation for those who belong to God to enjoy.

3. What does this miracle show us about Jesus? Can you think of another miracle that backs up your answer?

Explore further how this miracle shows that Jesus is God. Remind the children that no ordinary person can control the weather. Discuss with them how the obedience of the wind and waves points to the fact that Jesus is the Creator, He made them. That means that because He made everything, He has power over everything. Nothing is bigger or better than Him.

Brainstorm on different ways Jesus showed His power, eg: healing, providing food for the 5000, forgiving sins etc. Take time to explain that the greatest way Jesus showed His power was by rising from the dead. He wasn't doing it to be a show-off—He was doing it to show that He was God and had come on a rescue mission. Jesus had to die in our place so He could take the punishment for our sin—the wrong we do, say and think. Explain that because of Jesus' dying and rising again, we can be His forgiven friends for ever if we trust in Him.

If you have time, it would be great to look at how this account also shows Jesus is fully human—as He slept. Discuss why it is important that Jesus is 100% man and 100% God. (He must be a man to take our place and to be able to die; He must be God to be a perfect sacrifice to pay for our sins.)

4. The disciples didn't trust Jesus. Can you think of a time you have been scared or untrusting like the disciples? Why were you like that?

The thing to try to do here is unpack why we don't trust God. Maybe it's because we don't believe in Him or we think He should be doing things in a different way—like the disciples. Maybe it's because we want to be in control of how things go or make what other people think of us bigger than how God views us. Think with the children how this miracle is a huge reminder that we can trust God in every situation because He is in control, and a big challenge to live with Him as King of our lives.

Discuss some specific applications as a group, eg: rather than worrying about speaking in class and thinking everyone is going to laugh at them, they can trust that God is with them and that how He sees them is more important; rather than be frightened in the dark, they can remember that God never sleeps so is watching over them all the time.



AQUAVENTURES

Jesus said, “All authority in heaven and on earth has been given to me.” Matthew 28 v 18

1. While Jesus was sleeping on the boat, what was the weather like?



2. How did the disciples feel?



Did they need to be scared? Yes / No

3. We can't tell the weather what to do, but Jesus can because He's _____

Jesus controls:

- ☐ Everything
☐ Just the weather
☐ Only big and scary things
☐ Nothing

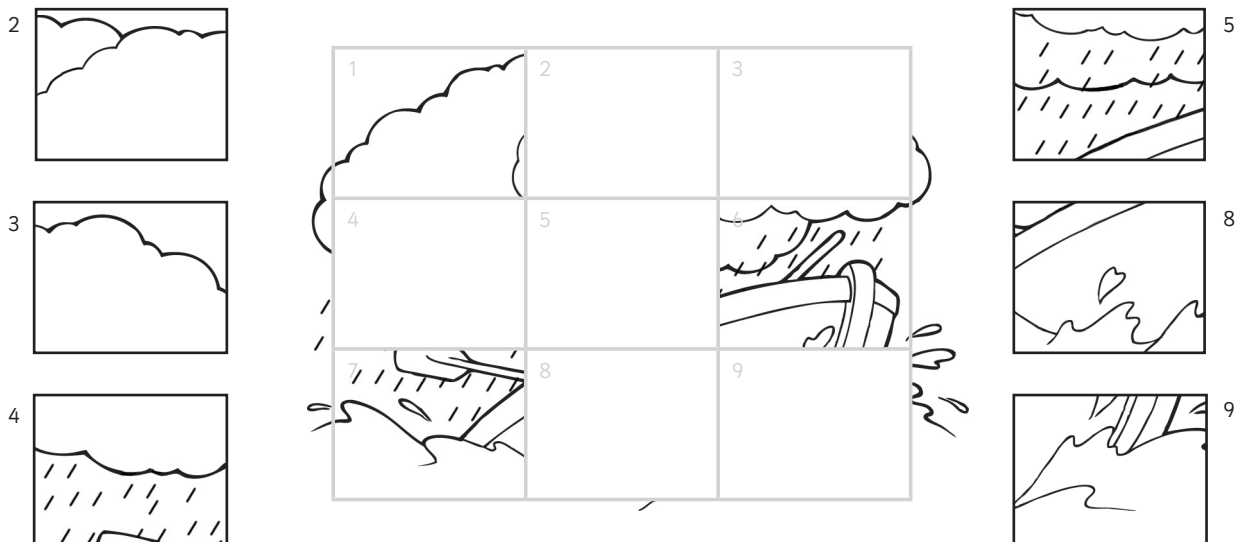
4. Draw something that worries or frightens you. Then go over the dots to spell a message about Jesus.

Jesus is
more powerful

AQUAVENTURES

The disciples were scared of the storm, but Jesus saved them. He told the wind and waves to stop—and they did! Jesus can do this because He's God.

Finish drawing the picture by copying the missing squares.





AQUAVENTURES

Jesus said, “All authority in heaven and on earth has been given to me.” Matthew 28 v 18

1. How did the disciples feel?



Why was that silly?

2. What happened when Jesus spoke to the wind and the waves?

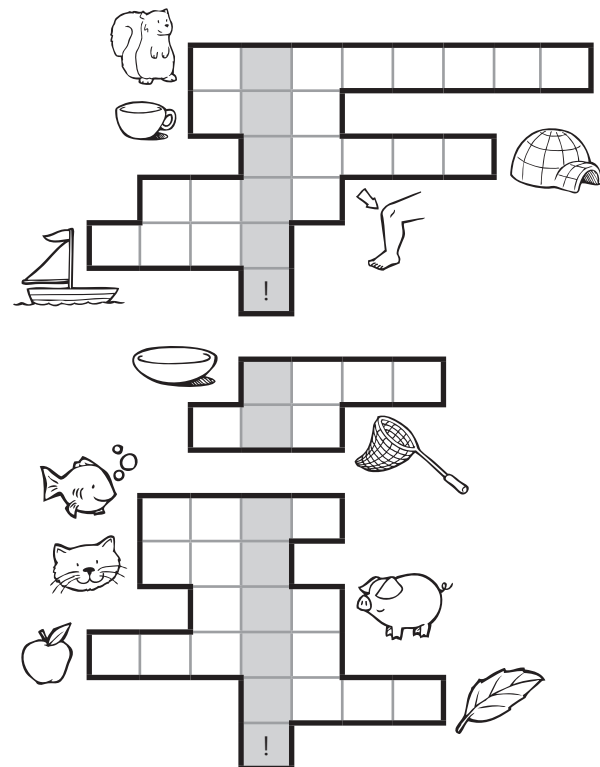
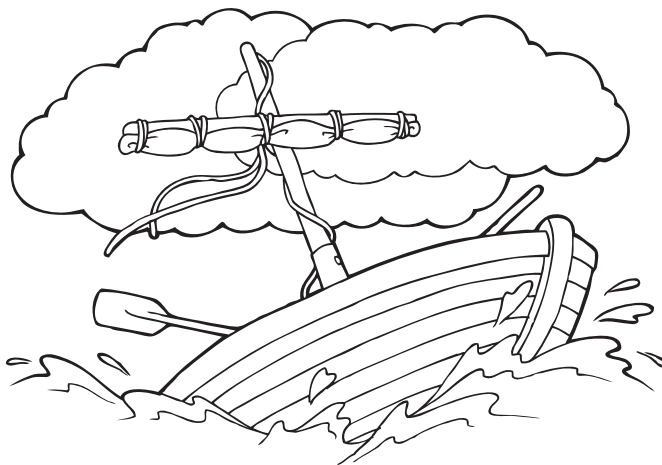
- ☐ Nothing
- ☐ The wind stopped, but the waves kept crashing
- ☐ They stopped immediately
- ☐ He was blown overboard

3. Why could Jesus tell the weather what it should do?

4. Draw or write something that worries or frightens you. Then write underneath in the box: “Jesus is more powerful”.

AQUAVENTURES

What did Jesus say to the sea? Write the name of each item in the boxes. The shaded boxes will spell out what Jesus said.



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AQUAVENTURES

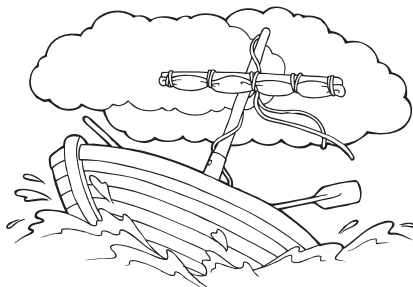
Jesus said, "All authority in heaven and on earth has been given to me." Matthew 28 v 18

1. Write down the different feelings the disciples experience during the storm and immediately afterwards.
2. What's so amazing about the way Jesus controls the storm?
3. What does this miracle show us about Jesus? Can you think of another miracle that backs up your answer?
4. The disciples didn't trust Jesus. Can you think of a time you have been scared or untrusting like the disciples? Why were you like that?

AQUAVENTURES

Can you find all the words in the wordsearch? ↓
Some are diagonal - or backwards!

ASLEEP PERISHING
BOAT SAVE
CALM SEA
DISCIPLES TEMPEST
FAITH WAVES
FEARFUL WINDS
JESUS
LORD
OBEY



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

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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 any forthcoming church 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, challenge games (see Ideas Menu for opening games, pages 77-78)		
25 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , pages 71-72) Song (see Music spot , page 72 for song suggestions) Team challenge Memory verse (see Ideas Menu , page 72) Song Quiz (see Ideas Menu , page 72)		
25 minutes	Crafts (see Ideas Menu , pages 73-76) Drink and a snack in groups		
25 minutes Together Time 2	Team Challenge Song Bible story (Talk idea 1 , pages 68-70) Song Prayer (see Ideas Menu , page 76) Quiz		
15 minutes	Small-groups time (see Ideas Menu , page 76)		
25 minutes	Games (see Ideas Menu , pages 77-78)—maybe do one big game all together at the end. Promote upcoming events and award any prizes.		

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Option B: Four-hour children's event

Gear

- Registration forms, name labels and pens
- Colouring sheets and pencils
- Materials for your choice of games, challenges and crafts
- Visual aids for the Bible talk
- DVD player and screen
- Memory-verse props
- Small-group sheets and pencil for each child
- Music and words for songs
- Quiz questions and scoreboard
- Refreshments
- Drama scripts
- Publicity for upcoming 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 20 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), challenge games (see Ideas Menu for opening games, pages 77-78)		
30 minutes Together Time 1	Welcome—introduction of leaders, what's going to happen, rules etc Team challenge (see Ideas Menu , pages 71-72) Song (see Music Spot , page 72) Team challenge Truth spot (see Ideas Menu , page 73) Song Memory verse (see Ideas Menu , page 72) Song Quiz (1 st part, see Ideas Menu , page 72)		
60 minutes Rotation time (in two different age groups)	Split the children into three groups and rotate them around the three activities, spending 20 minutes on each: Activity 1—Games (see Ideas Menu , pages 77-78) Activity 2—Crafts (see Ideas Menu , pages 73-76) Activity 3—"Baking" Younger children could make tasty creations to eat themselves, as well as baking some jungle cookies to serve to parents later. Older children could make fruit kebabs to eat themselves, as well as help prepare a non-alcoholic fruit punch to serve to their parents later (see Ideas Menu , pages 73-74).		
30 minutes Together Time 2	Team challenge Song Bible story (Talk 1—see pages 68-70) Song Team challenge Prayer Song		
60 minutes (in two different age groups)	Split the children into two age groups: 4-7s and 7-11s 4-7s are to watch a Daniel DVD with refreshments (20 min); then into small groups (20 min). Afterwards, they complete a simple drama activity (20 min, page 76). 7-11s will be in small groups with refreshments (20 min). Then, in their groups, work on the Jungle Doctor drama project, in which they will put together a short play and make or collect together necessary props (40 min, pages 79-80).		
20 minutes	Lunch/tea: you may provide something simple eg: hot dogs, crisps/chips, biscuits/cookies, fruit; alternatively, your publicity could mention bringing sandwiches. Towards the end, run Quiz (2 nd part, see Ideas Menu , page 72) to wrap up the main children's session.		
30 minutes	Performance—parents come to see the Jungle Doctor mini-dramas, along with hearing the memory verse and songs. Light refreshments served. Announcements for any upcoming events.		



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

Gear

- Team posters (jungle animals)
- Score sheets
- Pens or pencils
- Materials for your choice of games
- Visual aids for the talk
- Quiz questions and scoreboard
- Refreshments including ice cream, bananas, sprinkles, wafers, sauces.
- Disposable bowls and spoons
- Publicity for upcoming 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		
5 minutes before (for 15 minutes)	Doors open Bananarama scavenger hunt Banana modelling		
3 minutes	Introduction; then split entire group into 4 or 6 teams. All teams compete at the same time, one team per game. Each team has a joker card, which they can opt to play on one round and double the points they earn on that particular game, but they must declare the joker beforehand. Try to choose a variety of games that will include everyone and need a range of skills. Suitable games include Monkey standing long jump, Elephant race, Go bananas, Thread the snake, Tastes good, Free the animals relay race, Spot the sound and Obstacle course (see Ideas Menu , pages 77-78).		
47 minutes	Family teams rotate around the different games. If they complete all of them, they can always go back and try to improve their score.		
15 minutes	Banana splits and other refreshments Quiz (see Ideas Menu , page 72)		
10 minutes	Bible talk (Talk idea 2, pages 70-71)		
5 minutes	Prizes and announcements		



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Drama presentation ideas for older children

GROUP 1:

The trap

Introduce yourself; then ask your group how good they are at avoiding being tricked.

Play a version of "Simon says" with the group. Use some more unusual actions, eg: pose like a pop star; act like a dying fly; act like a monkey. Children who make a mistake are out of the game or must pay a forfeit.

Afterwards consider that often in life we don't listen because we think we're being told ridiculous things or we think we know better. Sometimes we don't listen to God because the alternative is more attractive.

Demonstrate how to make a "temptation jar" (see below); then each child makes one.

Temptation jars

Gear

- Empty, clean jam/jelly jars
 - Glass pens or permanent OHT (OHP) pens
 - Nuts, or an alternative if any of the children have nut allergies
1. The children decorate their jars with the glass pens or permanent OHT pens.
 2. Fill the jars with nuts or alternative.

After congratulating them on their attractive, tempting jars, explain that God loves us and that living His way is the best. But if we don't listen and give into temptation, there are consequences, just as in the game earlier.

Look at **Romans 6 v 23** with them and see if they can work out what it means.

Explain that you are going to tell them a jungle fable, which they then have to make into a drama.

Tell the story "Beware of pumpkins" (see below). Then as a group, practise acting out the story.

"Beware of pumpkins" comes from **Jungle Doctor's Monkey Tales** pages 21-25. Published by Christian Focus Publications. ISBN 978-184550609-4

Summary: Tumbo the monkey is taken in by the hunter's pumpkin full of peanuts. Tumbo's arm gets stuck in the pumpkin but he won't let go of the peanuts. This leads to him being captured by the hunter.

GROUP 2:

The great wall

Introduce yourself; then ask your group if they have been in a situation where they felt totally stuck? Share some examples and discuss what they did to try and solve the problem.

Think with them how there are some things we can't fully fix on our own—or even with the help of others. One of those things is the problem of sin.

Check that they understand sin is not just doing things wrong but also how we don't treat God the way He deserves. These things cut us off from God—like a wall.

Explain how you are going to make a wall together.

The wall

Gear

- Marker pens
 - Lots of cardboard boxes
1. The children are to be given a few boxes each.
 2. On the side of each box, they are to write some things they think, say and do wrong. Encourage them to write in big, bold writing.
 3. Build a wall out of the boxes.

Ask the children how God has provided a way for us to be reconciled to Him, a way for the things that separate us from Him to be dealt with. Use this as an opportunity to check their understanding of how Jesus' death on the cross makes it possible for anyone who trusts in Him to be forgiven, and be friends with God.

Explain that you are going to tell them a jungle fable, which they then have to make into a drama.

Tell the story of "The great wall" (see below). Then as a group, practise acting out the story.

"The great wall" comes from **Jungle Doctor's Fables** pages 17-24. Published by Christian Focus Publications. ISBN 978-184550608-7

Summary: The animals awake in the jungle to find a huge wall blocking them from food and clean water. They try using their different attributes to get around it, under it, over it and so on, but with no success. The letters on the wall, that the animals don't understand, spell SIN. Jesus is the only way through this wall.



GROUP 3:

The goat who wanted to become a lion

Introduce yourself; then ask your group if they have ever wanted to really fit in with a group of people. Share some examples and discuss what they did and why.

Explain that, sometimes, people think that what makes them a Christian is if they do certain things, eg: go to church, pray etc. But the Bible teaches that there is only way we can be forgiven and made right with God.

Use this as an opportunity to check their understanding of how Jesus' death on the cross is the only way to be forgiven, and be friends with God.

Explain how you are going to make a collage together.

Lion collage

Gear

- Sawdust or brown paper
- PVA (white) glue and spreaders
- A large sheet of paper (eg: A1 / ANSI D / 22" x 34") with "Lion" written on it in bubble writing

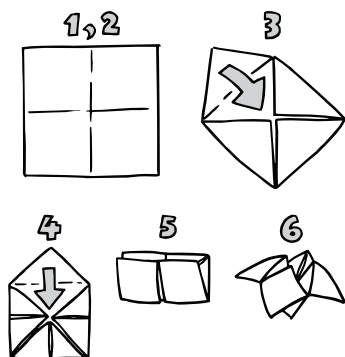
The children work together to make a collage, sticking the sawdust or small squares of paper inside the lettering.

Explain that you are going to tell them a jungle fable, which they then have to make into a drama.

Tell the story of "The goat who wanted to become a lion" (see below). Then as a group, practise acting out the story.

"The goat who wanted to become a lion" comes from **Jungle Doctor's Monkey Tales** pages 11-19. Published by Christian Focus Publications. ISBN 978-184550609-4

Summary: A goat is desperate to become a lion. He tries to follow the monkey's advice of going where lions go, doing what lions do, eating what lions eat and saying what lions say. In the end he discovers the only way to become a lion is to be "born again" as a lion.



GROUP 4:

Famous monkey last words

Introduce yourself; then ask your group if they can think of a time they have had to pay the consequences for disobeying someone, eg: being kept in at school break time. Ask how they felt in those situations.

Think with them why both rules and consequences can be good things and link their comments to the fact we all have choices to make in life.

Explain you are going to make "chatterbox choosers".

Chatterbox choosers

Gear

- Felt-tip pens
- Squares of paper, 20cm x 20cm, one per child

1. Fold the paper in half from side to side. Crease the fold well, then unfold the paper.
2. Fold the paper in half from top to bottom. Crease the fold well, then unfold the paper.
3. Fold each corner of the square toward the middle, so that the points meet and the edges of each folded corner line up with the creases in the paper.
4. Turn the paper over. Fold each corner toward the middle again, so that the points meet.
5. Fold the paper in half to make a rectangle. Fold the paper in half again to make a square. Crease the paper, then unfold these two folds.
6. Children to quickly write colours on the top, numbers on the inside flap and then silly (but not inappropriate) forfeits.

Check the children understand the "forfeit" we deserve from God—the consequences of our disobedience to Him. Then, having checked they understand how we can be rescued by Him, consider with them what our response should be to God's offer of forgiveness.

Explain that you are going to tell them a jungle fable, which they then have to make into a drama.

Tell the story of "Famous monkey last words" (see below). Then as a group, practise acting out the story.

"Famous monkey last words" comes from **Jungle Doctor's Monkey Tales** pages 67-74. Published by Christian Focus Publications. ISBN 978-184550609-4

Summary: The jungle animals are told that it pays to be obedient and see how these words are wise – but obedience should come from love.



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, remind the children of the memory verse:

"The LORD your God is with you, He is mighty to save."
Zephaniah 3 v 17 (NIV)

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. How many times did Daniel pray each day?

After they have quickly circled "3", ask your group what prayer is. Check they understand it's talking and listening to God, and can be done anytime, anywhere and about anything. Ask if they pray and what kind of things they pray about.

2. What was Daniel fed to?

After the children have answered "lions", discuss with them how incredible it was that God sent angels to protect Daniel—and how it was something no one else could do. Even King Darius was unable to change the law to save Daniel.

3. How did King Darius feel after Daniel was kept safe?

Ask the children to show you on their own face and then fill in the expression on the funsheet. Ask them how we know that King Darius was worried beforehand and excited afterwards. (He tried to change the law and he couldn't sleep, but in the morning, he had Daniel pulled out and checked over. Then he had the other servants punished for the way they had tricked him into passing a law to mistreat Daniel. After that, Darius had a new decree passed, commanding everyone to worship God because God lives, rules, rescues and shows power.

4. Draw or write down one thing King Darius had learned about God.

For example, how awesome and powerful God is; He is with us all the time and longs to protect us.

Explain that God is just the same now as He was then. He wants to rescue us from the punishment we deserve for the wrong things we say, think and do. Explain how Jesus died in our place so He could take the punishment for our wrong. Explain that because of Jesus' dying and rising again, we can be His forgiven friends for ever if we trust in Him. Encourage the children to tell someone all about how great God is.

5. God never changes, so all the things King Darius learned are still true. Draw one thing you can thank God for, when you pray to Him.

It would be helpful to brainstorm ideas with your group before they draw.

If you have time, it would be great to say some "thank you" prayers to God with your group.



RUMBLE IN THE JUNGLE

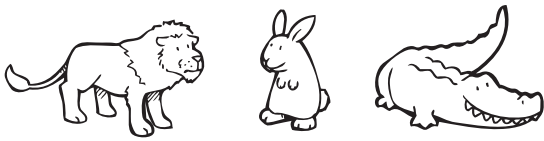
The LORD your God is with you, He is mighty to save.
Zephaniah 3 v 17

1. How many times did Daniel pray each day?

1 2 3

4. Draw or write down one thing King Darius had learned about God.

2. What was Daniel fed to?



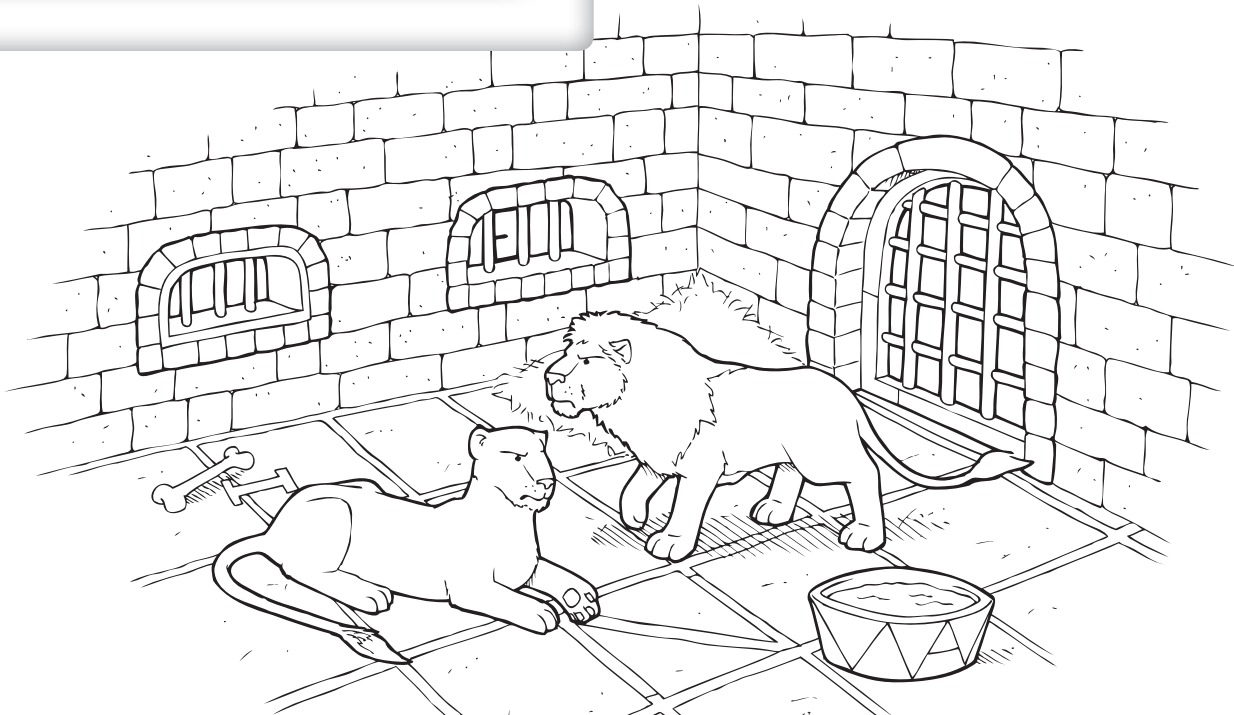
5. God never changes, so all the things King Darius learned are still true. Draw one thing you can thank God for when you pray to Him.

3. How did King Darius feel when Daniel was kept safe?



RUMBLE IN THE JUNGLE

Find the letters **DANIEL** in the picture.
Circle each letter.



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RUMBLE IN THE JUNGLE

The LORD your God is with you, He is mighty to save.
Zephaniah 3 v 17

1. What did Daniel do that got him into trouble?
2. Why didn't the lions eat Daniel?
 - ☐ They weren't hungry
 - ☐ They ate the soldiers instead
 - ☐ God shut their mouths
 - ☐ They ran away
3. What did the king do after Daniel was kept safe? Why?
4. How can we be rescued from our great danger?
5. Brainstorm as many things as possible that we learned about God today.

RUMBLE IN THE JUNGLE



Use the code to fill in the blanks in the story.

..... was a good man and was trusted by the Some of the other servants were jealous of
They tricked the into making a new For 30 days no one could pray to any god or man except the
Anyone who disobeyed was to be thrown into the den. When heard about the new, he went
home to pray, just as he always had. The jealous servants told the that had broken the Then
the knew he'd been tricked. He was very sad, but he couldn't change the As was sent to the
..... den, the said to him: "May your God you!" The stayed up all worrying. When
morning came, he hurried to the den to what had happened to The found
alive and well. God had sent an to shut the mouths of the so that would be kept safe.

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RUMBLE IN THE JUNGLE

The LORD your God is with you, He is mighty to save.
Zephaniah 3 v 17

1. What law did Daniel break and why do you think he did that?
2. Why did Daniel's situation look like it couldn't be changed?
3. Can you think of two reasons why the lions didn't eat Daniel?
4. How can we be rescued from our great danger?
5. Brainstorm as many things as possible that King Darius and we learned about God.

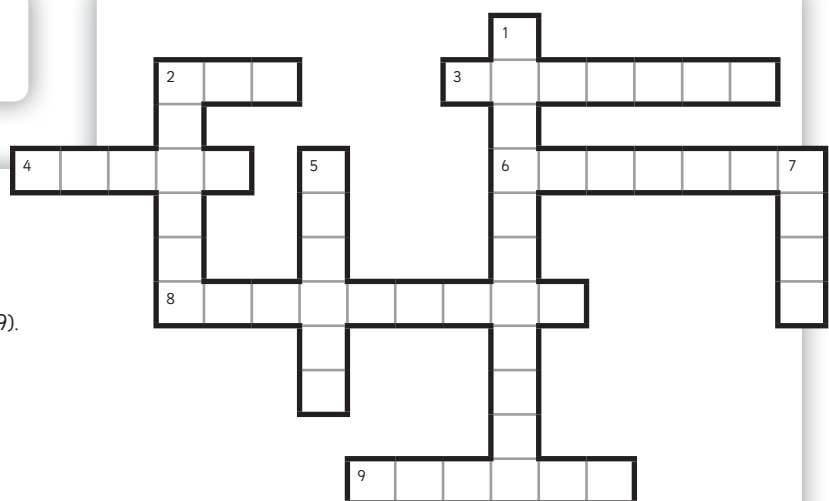
RUMBLE IN THE JUNGLE

Across

2. In the morning King Darius went to see what had happened to Daniel in the lions' (Daniel 6 v 19).
3. God protected Daniel because he had in God (v 23).
4. Because of the law he had made, King Darius had to throw Daniel into the den (v 16).
6. King Darius appointed 120 to rule throughout the kingdom (v 1).
8. After Daniel was rescued from the lions' den, King Darius made a new law. Everyone in the kingdom was to worship the (v 26).
9. Daniel ignored the king's law and each day to God (v 10).

Down

1. Daniel was (Daniel 6 v 4).
2. The king planned to make ruler over his whole kingdom (v 3).
5. King made a law that no one was to pray to any god or man during the next 30 days except to the king (v 9).
7. God the mouths of the lions so that Daniel was not hurt (v 22).





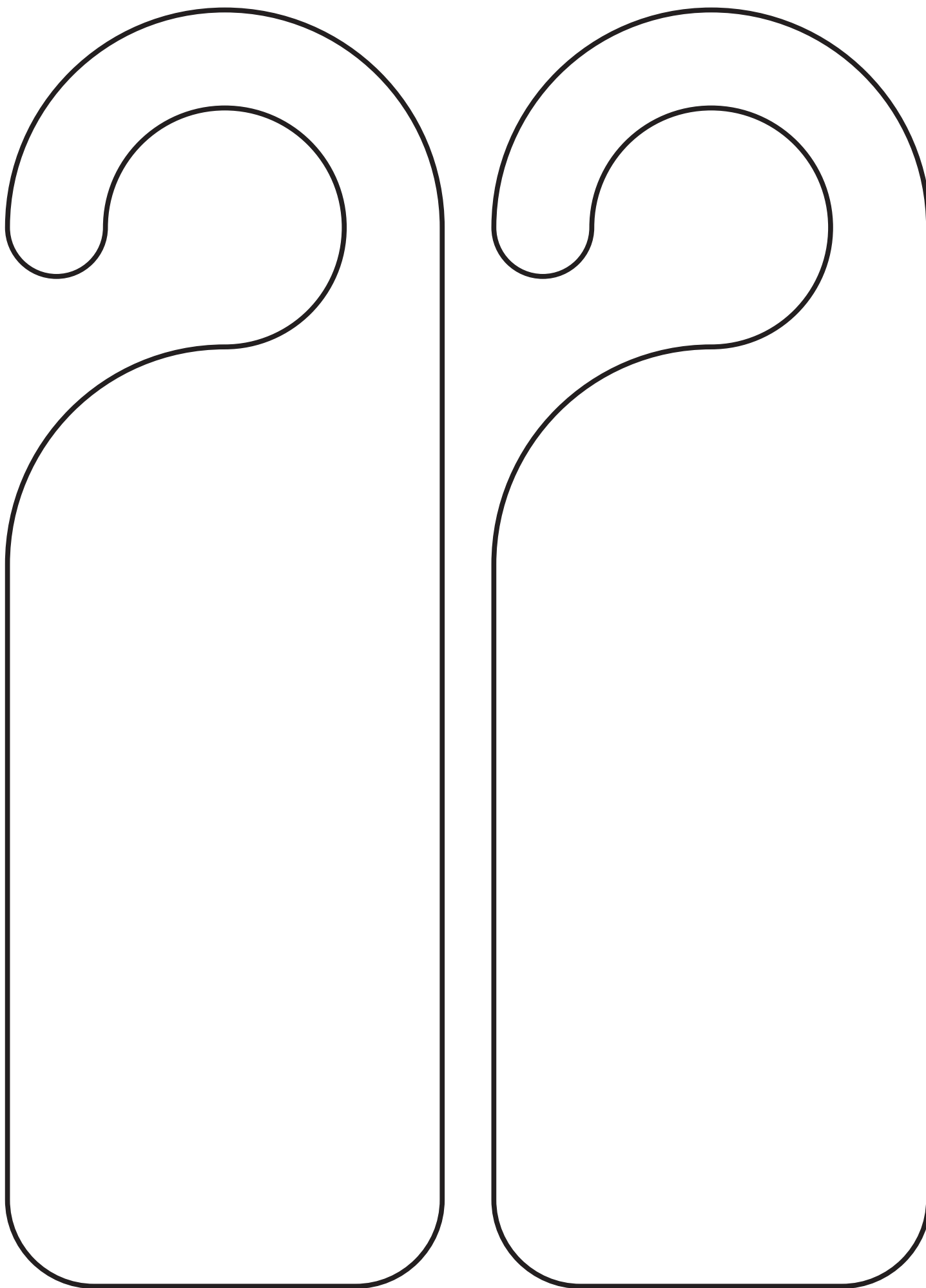
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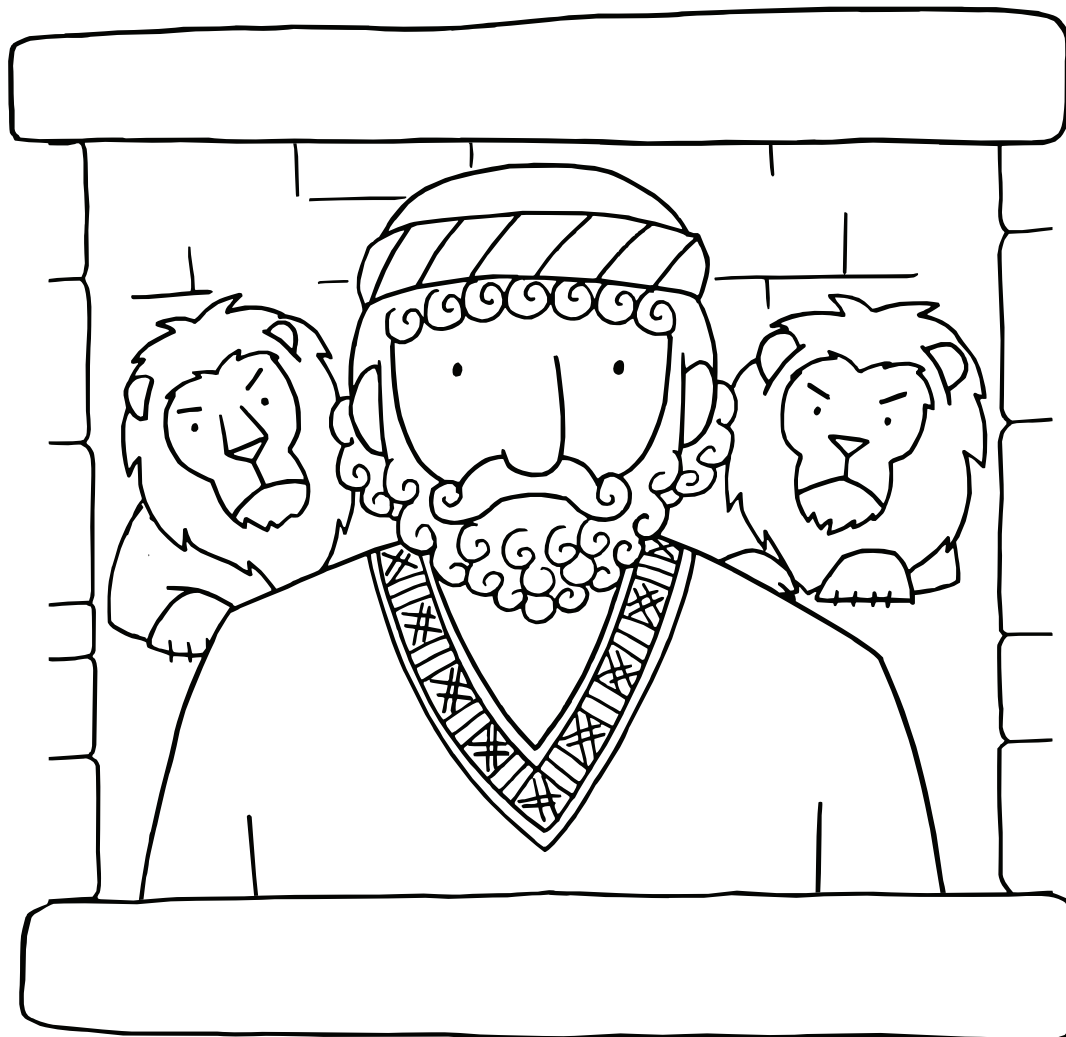
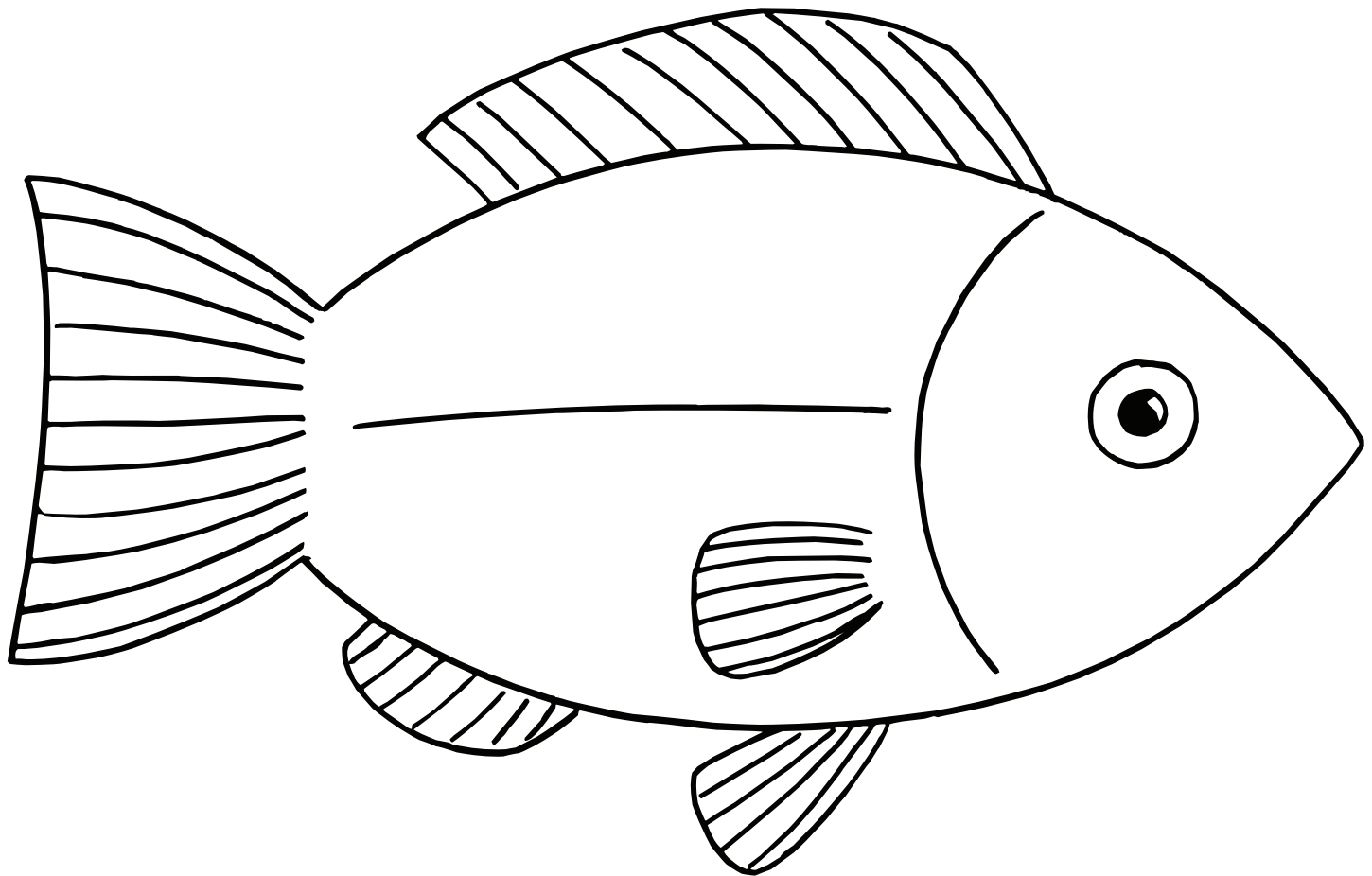
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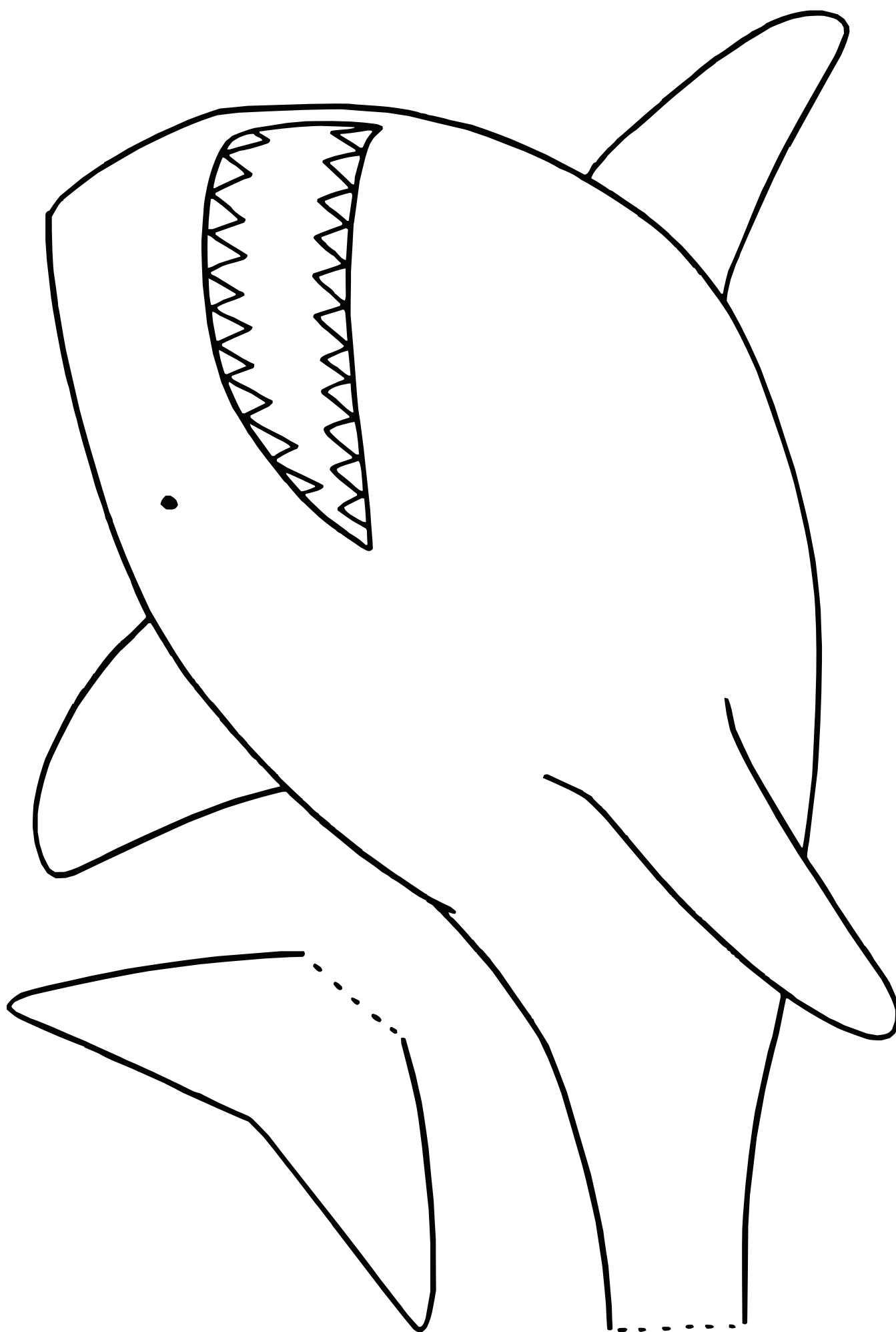
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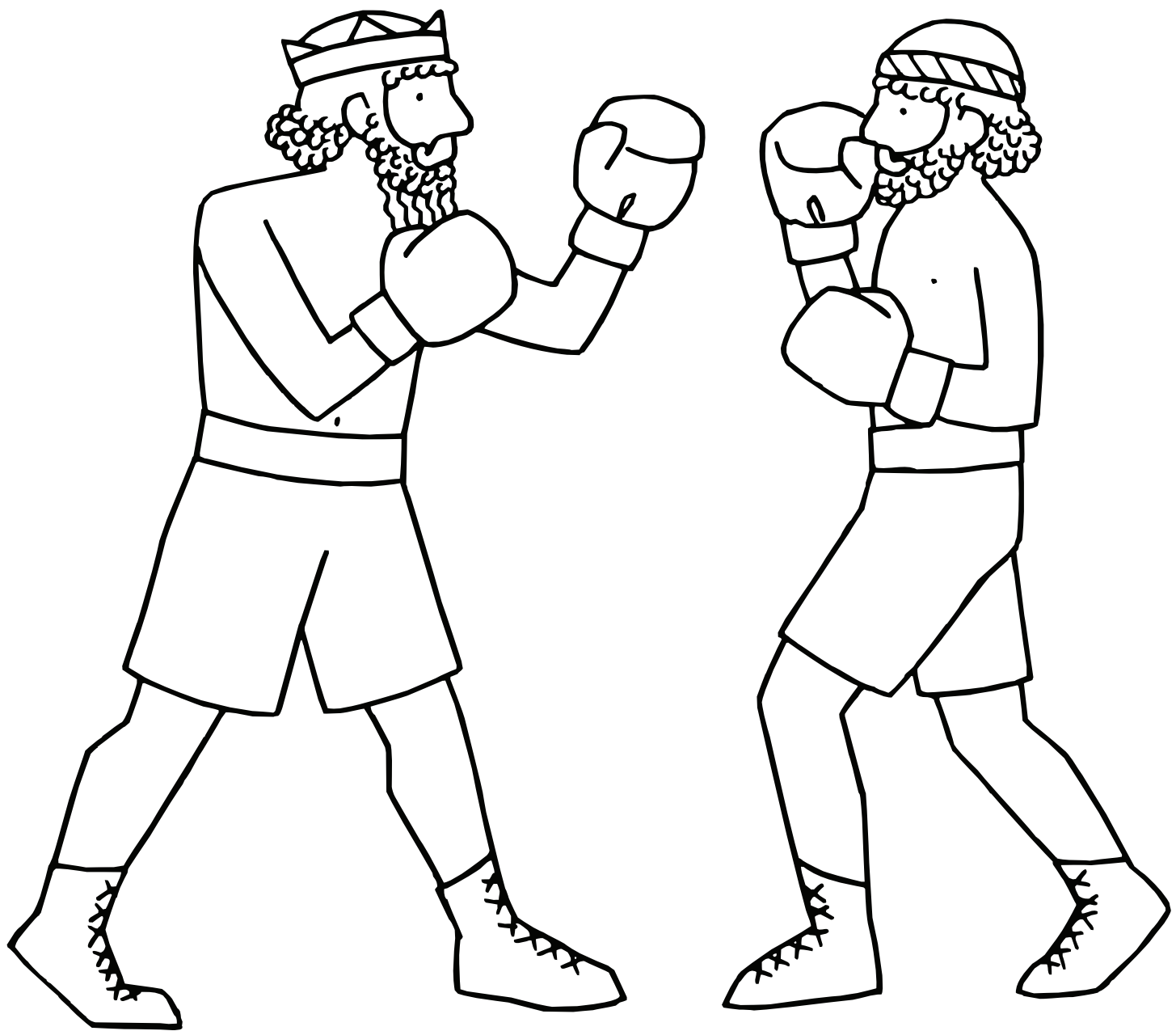
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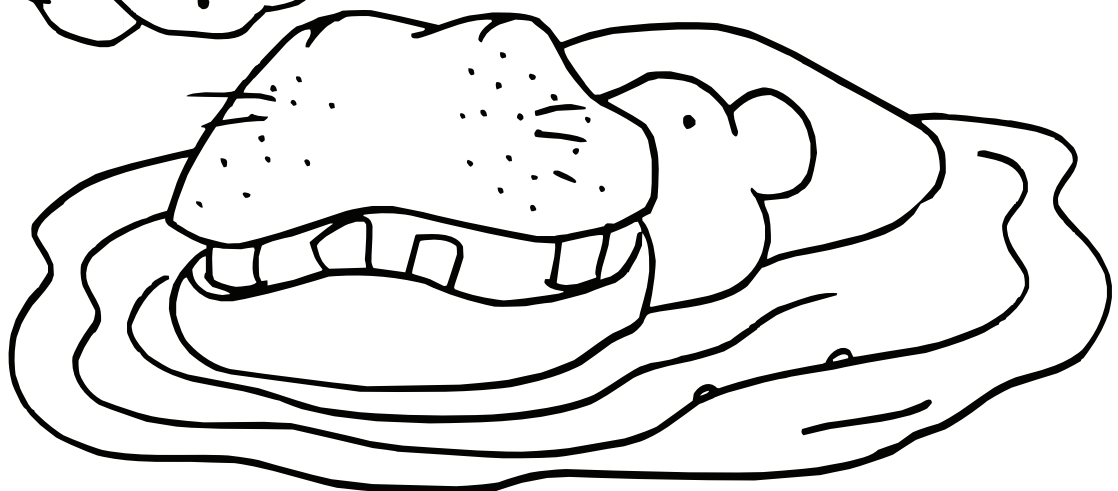
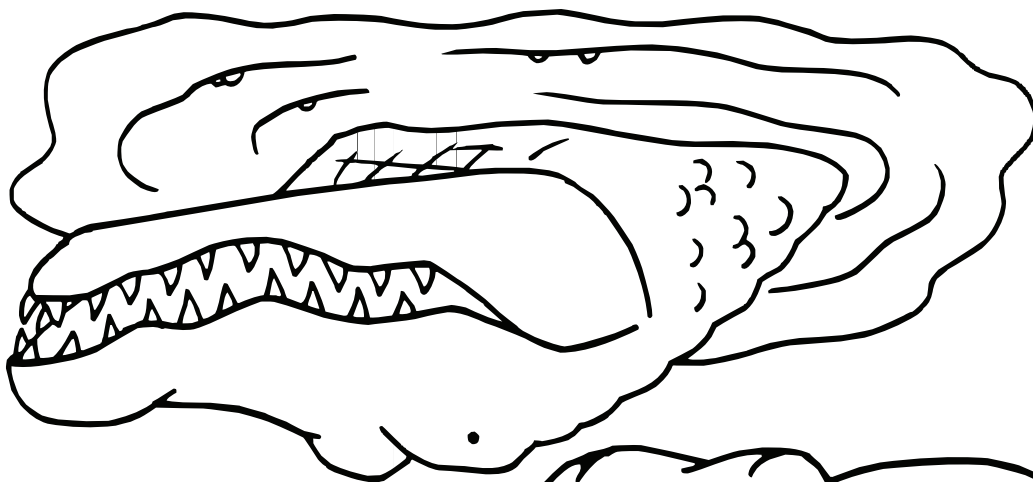
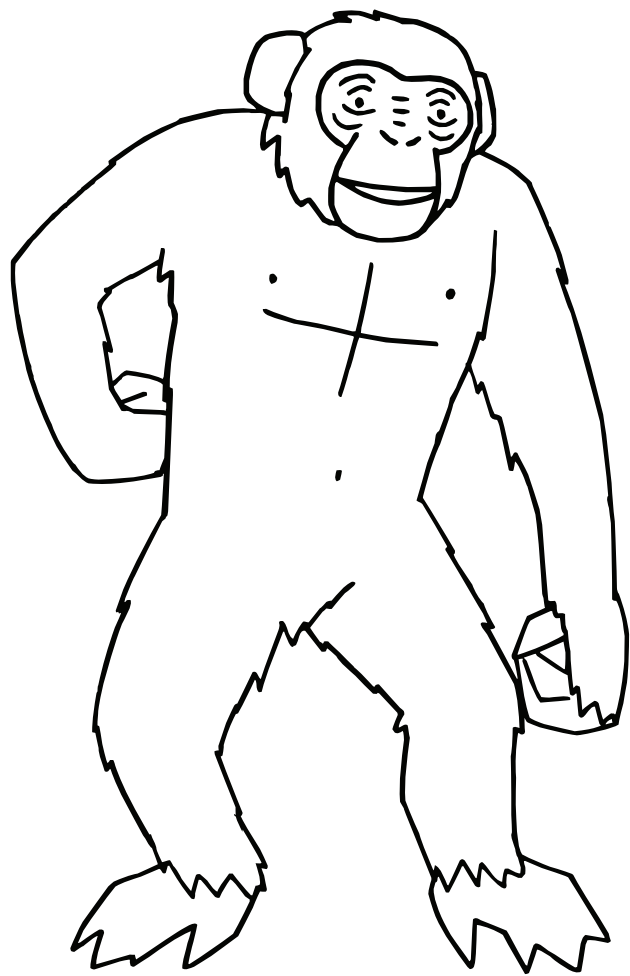
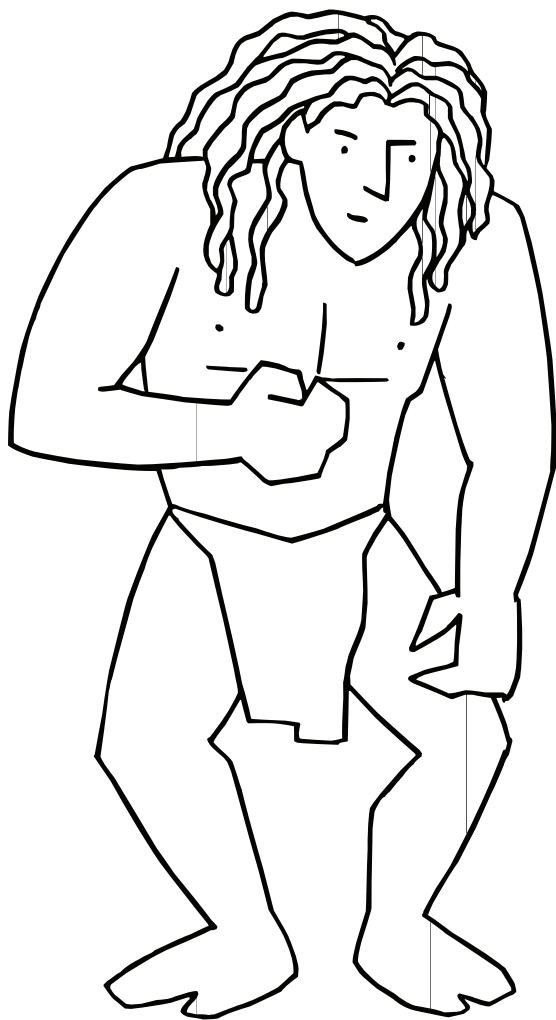




King Darius

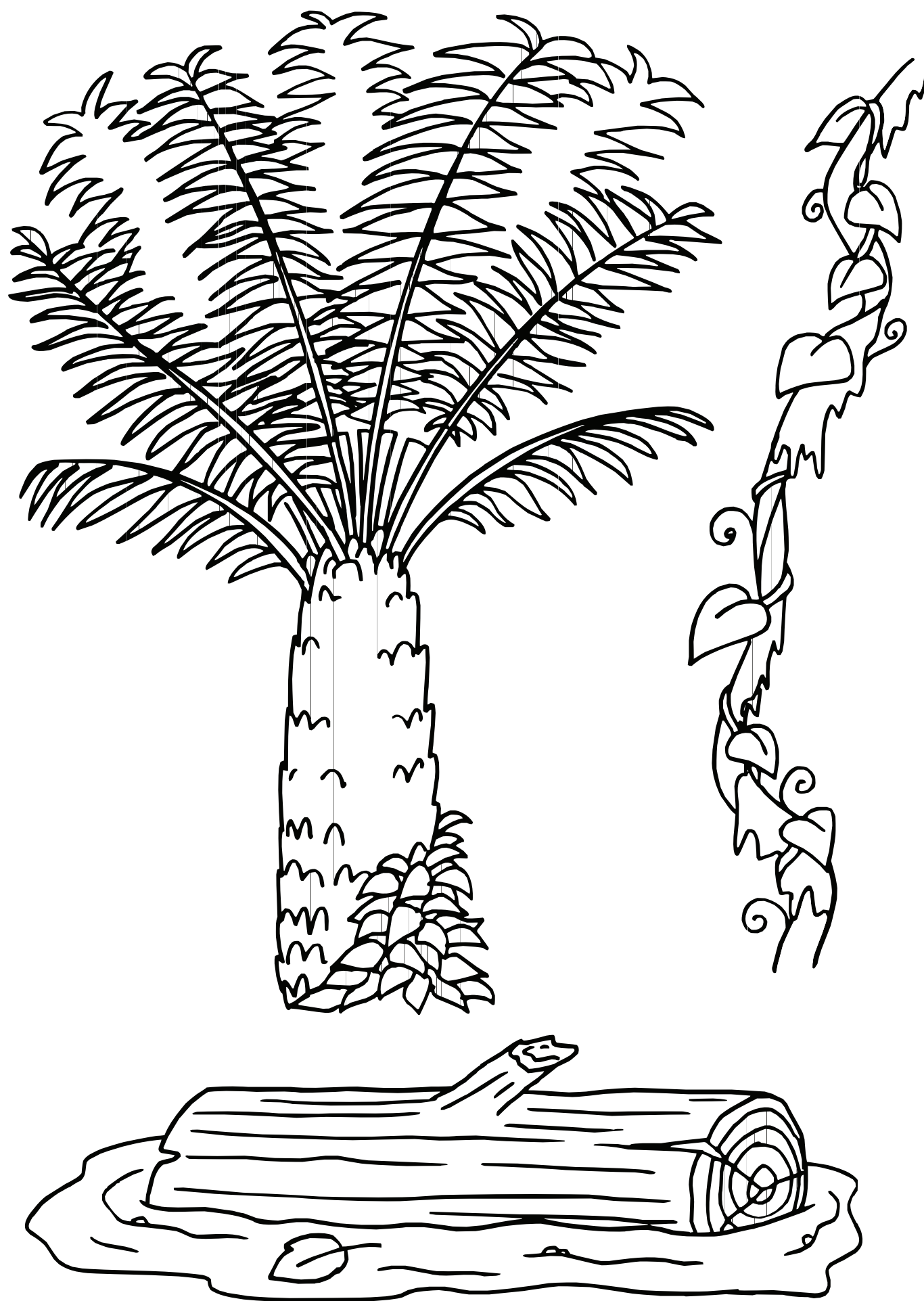
Daniel





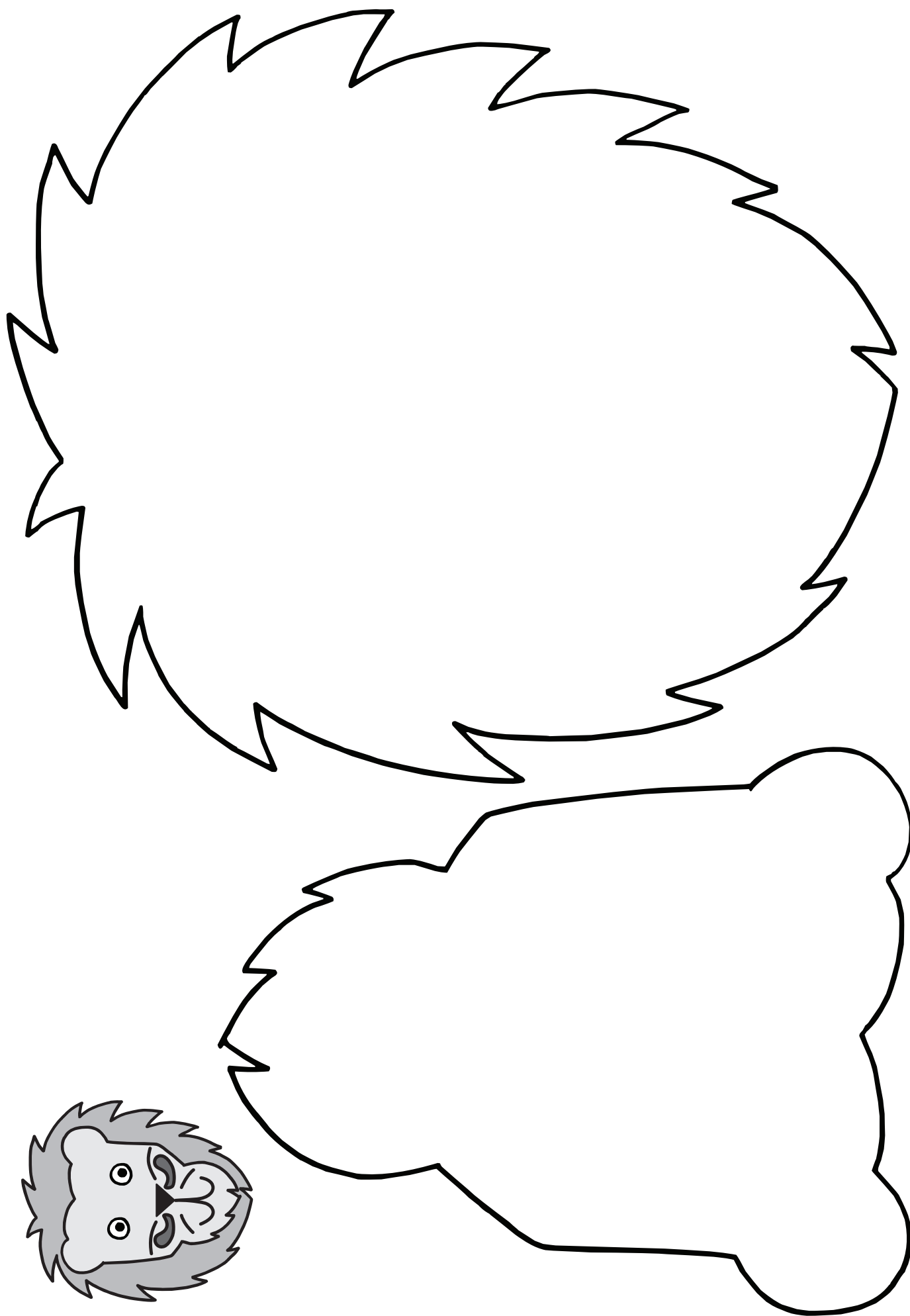
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