



CATCH UP!

ACTIVITIES BOOK CHILDREN'S CLUB



Red een Kind (ReK) is a Christian, child-focused development organization working with local Partners in Asia and Africa. Internationally the organization is known under the name Help a Child (HAC).

Help a Child wants every child to have a loving and dignified existence and a promising future.

May 2016

Written by Inge de Kroon (student Ecological Pedagogy, University of Applied Sciences)

Supervised by Liesbeth Speelman (Coordinator Child Development HAC)

For more information, please contact Help a Child

P.O. Box 40169

8004 DD Zwolle

The Netherlands

Phone: +3138 460 4648

Mail: childdevelopment@redeekind.nl

Web: www.redeekind.nl

© Help a Child. This publication may be shared with others in any medium or format. It also may be adapted and build upon the material for any purpose, even commercially. However, you must give appropriate credit to the organization and provide a link to the license and indicate if changes were made. If you adapt, transform or build upon the material, you must distribute your contributions under the same conditions as the original.

INDEX

INTRODUCTION 6

EMOTIONS

INFORMATION 10

BIBLE STORY: THE BOY AND THE GIANT..... 12

THE FEELINGS ABC..... 14

THE LAND OF THE SMILE 16

THE EMOTION BUS..... 18

THE LITTLE SNAIL 20

THE ACTING GAME 22

THE INVISIBLE FRIEND 24

WHO'S THE BOSS..... 26

THE FEELINGS BOX..... 28

LISTENING

INFORMATION 31

BIBLE STORY: JONAH AND THE STORM..... 32

THE CLAP GAME 34

THE HUMAN KNOT 36

THE WHISPER GAME..... 38

COMMANDO PINKY DRUM 40

THE LINES..... 42

TALKING AND LISTENING 44

THE DIRECTIVES..... 46

COPY THE SOUNDS..... 48

RESPECT

INFORMATION 51

BIBLE STORY: JESUS HEALS 10 LEPERS 53

THE FUNNY FACE 55

THE SONG CONTEST 57

RESPECT DETECTIVES 59

THE SELF PORTRAIT 61

UNCLE JOHN IS SICK..... 63

SARAH SAYS 65

POSITIVE VIBES	67
WHAT AM I?	69

SETTING BOUNDARIES

INFORMATION	72
BIBLE STORY: JESUS IN THE TEMPLE	74
THE OVERANXIOUS HEART	75
THE PAINTING EXPERIMENT.....	77
I SEE BOUNDARIES.....	79
THE WALKING BOUNDARY	81
STOP AND GO	82
THE PERFECT DAY	84
THROW-AWAY-THOUGHTS	86
PLEASE DON'T DISTRACT ME.....	88

WORKING TOGETHER

INFORMATION	91
BIBLE STORY: FEEDING THE CROWD.....	93
TWINS	95
THE BALL GAME.....	97
HIDE AND SEEK: INSIDE OUT	99
THE BLIND BOAT	101
THE HUMAN KNOT	103
BLIND ARCHITECTS	105
THREE LEGGED SPORTS	107
CAPTURE THE FLAG	109

This document is part of the **CATCH UP!** package for children's clubs:

- **CATCH UP!** How to organize and facilitate a children's club
- **CATCH UP!** Activities Book
- **CATCH UP!** Training

This complete package is available at the knowledge portal
<http://howto.helpachild.org>



INTRODUCTION

This chapter presents the following information:

- **WHO** is this activities book for?
- **WHY** is this activities book written?
- **WHAT** is this activities book about?
- **WHERE** and **WHEN** can this activities book be used?
- **HOW** can this activities book be used most effectively?

Please read these pages carefully before you begin to use the activities!

WHO?

This activities book has been written for all the children's clubs of REK, Help a Child. The book can be used by all partners and volunteers who are facilitating children's clubs.

The stories and activities are focused on children in the age of 8 to 14 years. But most activities have options to make games easier or harder, so you can choose the level that fits your children's club, even if the children are younger than 8 years or older than 14 years.

WHY?

After a little research we found out that some partner organizations are struggling to make the children's club a success and to keep it running. Some of the partner organizations pointed out that more guidelines for the club would be helpful. We were planning on giving more directions to the children's clubs. Hopefully this book will help you organizing the clubs and make it full of original and informative activities.

WHAT?

The main focus of this activities book is to support the development of children by using different themes. This book will give you information about the development of children and why support in the development is important. Besides that the activities book gives you lots of subjects to talk about and games to play at the children's clubs, that will help the development of the children.

The book contains 5 different themes:

- **EMOTIONS**
- **LISTENING**
- **RESPECT**
- **SETTING BOUNDARIES**
- **WORKING TOGETHER**

Each theme is divided in three parts. The first part of each theme is the **information**. This chapter contains information and tips about the theme and the development of children

around this theme. The information forms a foundation for the rest of the activities around the theme.

After every introduction you can find a **bible story** about the theme. It starts with a short summary, followed up by the complete story. After the story you find questions about the story and the theme that you can use to have a group conversation with the children. There is always a bible sentence you can teach the children and a prayer to close the bible time.

Every theme contains 8 different **games** you can play with the children. All games are about the theme and help children to understand, to practice and to learn, but are also fun to do. Every game has 'options' in the end, if you don't think the game fits your children's club, check the options to make it fit. There are options to make it easier, harder, different or a contest. Also there are options if you don't have the materials that are needed or there are children with a disability at your club. At last there is often the option 'afterwards' which contains questions and subjects to talk about with the children after the game is played.

WHERE AND WHEN?

Use this activities book at the children's clubs at the place where you facilitate it. Per game it is made clear if the game can be played inside or outside. Feel free to use this activities book for other occasions or clubs!

HOW?

There is not one right way to use this activities book. It's up to you to see what you can use and how you can use it. See and discuss with others what will fit your children's club the most. The themes are placed in alphabetic order, the book does not have to be used from the first page until the last page.

The themes are really related to each other, so it is easy to combine and let the themes follow up. The order of rank doesn't matter: emotions are important while setting boundaries or working together. But setting boundaries is also about working to get to know and respect each other. Just like it is respectful to listen to each other and respect emotions of others. Look at your child club and see which one can be used the best at this moment.

The bible stories

The bible stories aren't obliged, it's up to you if you want to use it at your children's club. The stories don't have to be specifically used for Christian children. They can also be used as a way to talk about the theme with each other and enlarging general knowledge of the children.

The games

The games are placed in random order, see which game fits your club the best as introduction which can be used more deepening. You are not obliged to use all games, feel free to combine games from different themes at your club gatherings!

We chose to give a lot of games to do at the club gatherings because of the positive effect of playful learning. By playing children develop locomotion, creativity, fantasy, mental capacity, and special insight. They learn to work together, handle frustrations and they get to know

their selves and their skills and interests. Playful learning is the most natural form of learning. It challenges children to come in action and move their borders. So the games at the children's clubs will give a positive support in growing up and developing themselves!

Possible set up of children's club gathering:

1. Welcome the children and start up a song, a dance or a yell
2. Short group conversation about the theme of the day
3. A short and easy game to introduce the theme
4. A bible story about the theme with questions and prayer
5. A game about the theme that takes a long time
6. Sing a song (maybe you know a song about the theme or the bible story)
7. A last game to 'close' the club
8. Short talk with the children about what they think of the club today and an invitation for the next time

Feel free to adjust games or stories you learned when you were little. It is nice to pass through games and stories that are typical for your culture.

Be sure you prepare the children's club gathering very well! Know which theme you work on, prepare the story you are going to tell and know before the start of the gathering which games you are going to play. Be sure you know how the games work so you don't need to read the explanation again while the children are waiting. Good luck!



EMOTIONS

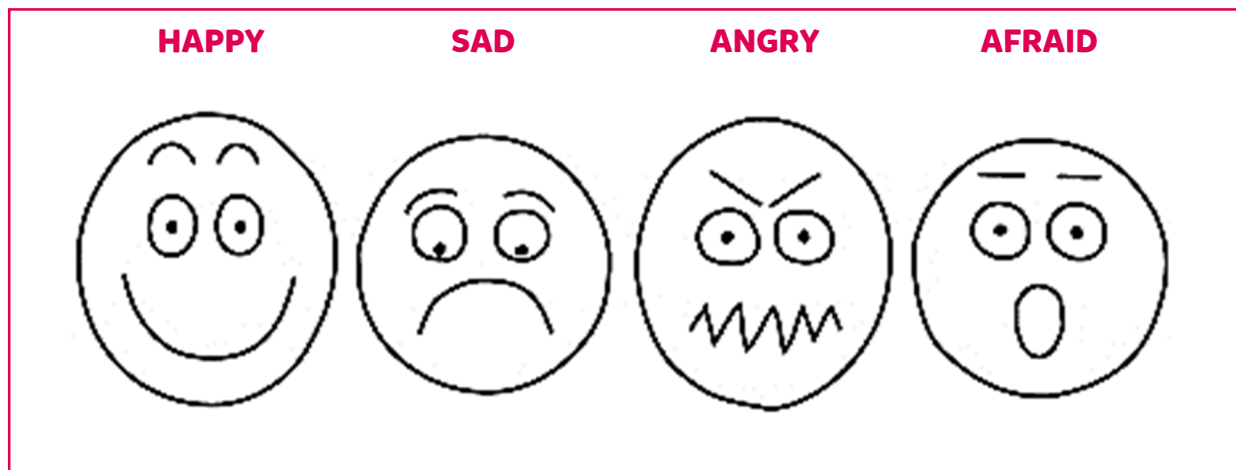
INFORMATION



EMOTIONS

There are four 'basic' emotions: happy, sad, angry and afraid.

Sometimes 'surprised' and 'disgusted' are also named as basic emotions, but researchers discovered that disgust & anger and surprise & fear are very look alike in facial signals. They say that the emotions surprise and disgust develop later, so that is why there are four basic emotions. The four emotions are called the basic emotions because all over the world, without cultural influences, they seem the same. Probably the mimics are native.



This four emotions are the head subject of this theme. Although there are a lot more emotions which probably will come forward at the children's club. Let the children think about what kind of emotions they already know and under which 'basic emotion' it can be placed. In the frame you see a couple of examples. Notice: these are not all emotions, there are a lot more!

Happiness: excitement, joy, fun, hope, optimism, relief, proud, admiration.

Sadness: pain, depression, disappointment, regret, grief, despair, guilt.

Fear: shock, fright, alarm, tension, nervous, anxiety, shame.

Anger: irritation, frustration, disgust, hate, jealousy, fury.

Emotions are a huge part of our lives. They influence the development of children a lot. That is why it is so important children know what emotions are, what they feel like and how they can handle them. Talk with the children about how they feel specific emotions, how their faces look when they are angry, sad, happy or afraid. What do they do when they feel like that? How long does the feeling last?

Children with a good emotional development have a stable self-esteem, strategies to solve problems, a kind of inner crisis management and, very important, they know alternatives for violence and drugs.

The development of emotional insight is subdivided in five aspects. The more a child is developed at the aspects, the more he can live a good social life. Keep this way of development in mind while working with the children.

Aspect 1: Becoming aware of your own emotions. At first there is the knowledge of own emotions. A child with a high emotional development is able to notice his own feelings and emotions and recognizes his own change of emotions.

Aspect 2: Handling emotions. This is about handling your emotions efficiently. Only the children who notice their feelings well can influence them and overcome emotions like anger or disappointment faster.

Aspect 3: Turning emotions into action. This is about using the noticed emotions, turning them into purposeful actions and to motivate yourself. At this point the skill of monitoring impulses has to be developed by the child.

Aspect 4: Developing empathy. Developing empathy is about recognizing feelings and emotions of other people, estimating them correct and develop sympathy.

Aspect 5: Becoming socially capable. The first 4 aspects are the foundation for accurate contacts and relationships. At aspect five the child is now able to live his life in a skilful way.

BIBLE STORY: THE BOY AND THE GIANT



Summary

In the story of the boy David and the giant Goliath the emotion *afraid* comes up a lot. David is not afraid because he trusts God. Talk with the children about emotions and how God can help them to deal with their different emotions. You can find this story in the bible in 1 Samuel 17.

The story

David looked around at the scared faces surrounding him. Why was everyone so scared of this big bully? God was on their side, so why were they afraid? Goliath was making them look stupid! And no one was doing anything!

David had just come to see how his three older brothers were doing at the battle and was delivering food their father had sent. He thought he would get to see the soldiers fighting. But there, on the other side of the valley, stood a huge giant! And, of course, no one wanted to fight him because he was just, well... just so big! So his brothers and the rest of the Israelite army were just standing there, looking very, very scared. David wasn't impressed. Something had to be done!

He walked up to one of the men and asked: "Excuse me, but isn't anyone going to fight that man?" The soldier looked down at him. "You mean Goliath?" David nodded. "Yes, is someone going to fight him or not?" "Are you kidding? He's too big!" the soldier replied. He'd crush our strongest men in a second! No one's going to fight that giant." David stared at him with a smile. "Then I will fight him!" The man laughed, "Oh, you're just a boy! In fact, you should be going home now. Your brothers have their food, so go!". David turned around and walked away, trying to ignore the laughter and sneers of the crowd. So what he was just a kid? God was on his side, too! But he did need to get home and it didn't seem like anyone was going to listen to him here.

Just as he was about to leave the camp, a man came running up behind him. "Excuse me. Are you David?" he asked. "Yes, I am. Is there something wrong?" David asked him. "Just come with me, please," the man responded, taking David's arm gently. He took David to a large tent where inside sat King Saul on his royal throne. David stepped forward and respectfully asked, "Sir, you wanted to see me?" The king looked down at the small boy before him. "Uh, yes. Go fetch the man who said he wanted to fight Goliath." David smiled proudly. "That's me!" King Saul looked at him strangely, and David stopped smiling. "Is there something wrong, King Saul?" he asked timidly. "Yes! You cannot fight Goliath! You are nothing but a small boy. He would crush you in an instant," King Saul bellowed. "But God is on my side, right? He'll protect me. You don't have to worry, King. It'll be okay. I promise," David said. "Once, when I was watching my dad's sheep, a lion tried to eat one of the lambs. I killed it with my bare hands. Another time, a bear tried to eat some of my dad's sheep. I killed it, too."

"If you must go, you will need armor," he said as he motioned for a guard to come over. "Go get my royal armor," he told the guard. When he came back, King Saul commanded the guard to put it on David. David stood, or tried to stand, under all the armor. It was heavy. Very heavy.

"Um, King Saul?" David mumbled from underneath the suit of heavy armor. "Yes?" he answered, trying to place the sword in David's hand. Clang! David dropped it. "This stuff is too heavy. I can't wear all this. I'll be fine without it, King Saul."

When he didn't seem convinced, David said, "King Saul, God is on my side. I'm not scared. Please let me go fight the giant." King Saul went back to his throne and sighed heavily. "All right. You may go," he said. "But please be careful. The Lord be with thee." David smiled, and as he walked out of the tent said, "Thanks!"

He soon reached the valley where the giant was standing on the other side. David turned and saw a small brook. He walked over to it and picked up five smooth stones. He placed one into his leather slingshot and stepped closer to where the giant was. "What is this?" Goliath shouted loudly. "The Israelites send me a boy to fight? I will feed your skin to the birds!" David shivered at the thought, then straightened his back and lifted his chin. "But God is on my side. You can't hurt me! And I'm not scared!"

Goliath laughed and David began to swing his slingshot in the air slowly at first, then faster and faster. Goliath saw what he was trying to do and began walking towards him. Then snap! David snapped the slingshot and the rock flew through the air, straight at Goliath's forehead, and wham! David's eyes widened as the giant went cross-eyed for a moment, then fell over! He was dead and Israel was saved! David had won the battle for the Israelites!

Think!

Does our size really matter to God?
Does He care if we are short or tall, fat or skinny?
What kind of emotion did the army have?
Why was David not afraid?
Could God use you to do something special for Him?
Think of a time when you really needed God's help.

Learn!

"Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am." – Philippians 4:13 (MSG, The Message).

Pray!

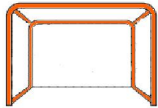
Dear God, help me to know that You love me just the way I am. Give me the courage to do what You want me to do. Help me to remember that You are with me at all times, ready to help me with all of my problems and emotions. In Jesus' Name. Amen.

THE FEELINGS ABC



EMOTIONS

GOAL



- Learning new emotions
- Learning new words to describe feelings
- Working together

MATERIALS



- Something to write down feelings: papers and pencils, a chalk board, etc.

TIME



- **10 - 20 minutes**

THE GAME

With almost every letter in the alphabet you can make up a word that describes a feeling. Let the children make a list of feelings from A to Z. Some examples:

Afraid

Bored

Confused

Disappointed

Excited...

Note: If your language doesn't use a lot of different letters then give the children the task to think of 15 different emotions.

In short:

1. Explain the game to the children
2. Make groups of 4-7 children, they have to work together
3. Give them about 10 minutes time to think of the emotions from A to Z
4. Gather everyone together again and discuss about the emotions the children have written down. Discuss which letters were easy and which letters were hard to think of an emotion.

OPTIONS

- **Make it harder:** let the children make sentences about the words of feelings, for instance: 'My mom is really *mad* when I come home too late'.
- **Make it harder:** let the children think of emotions individually, now the children really have to think to find original emotions on their own.
- **Make it different:** let the children think of different emotions, as many as possible. Discuss with the children and try out the mimics and expressions that come with that emotion.
- **Make it a contest:** (individual or in groups) the child/the group who has finished the ABC as first has won. Compare all answers with the rest of the group.
- **Make it a contest:** (individual or in groups) the child/the group who has found the most different feelings in the ABC within a specific amount of time (for instance, 10 minutes), has won. Compare all answers with the rest of the group: are there a lot of the same answers or are they different?
- **Afterwards:** when the children are mentioning the feelings, ask them questions: when do they have that feeling? How does that feel? Why do they have that feeling? Does the rest of the group recognizes this?

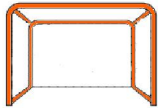
abc

THE LAND OF THE SMILE



EMOTIONS

GOAL



- Recognizing face expressions
- Practicing and expressing different (new) face expressions

MATERIALS



- No materials needed

TIME



- **10 - 15 minutes**

THE GAME

There is a land that is called the land of the smile. The people who live there are always, every day, really bored. But there is one secret clown in the land. That secret clown can bring a big smile on the face of the people in the land of smile! When a bored person receives a wink of the clown, he or she suddenly has the biggest smile on his face and shines around the circle! The clown has to be secret, no one may know who he is. Every day he winks without the bored people knowing who the clown is. But sometimes one of the bored people finds out who the secret clown is.. What will happen today?!

If someone of the bored children thinks to recognize the clown, he can raise his hand and call the name. If he is wrong, he automatically goes to the land of smile. If he is right, the game is over and there can be played a next round.

In short:

1. Explain the game and tell the story to the children
2. Let the children stand or sit in a circle
3. Let every child close his eyes
4. You tap someone on the shoulder, that child is the secret clown
5. The children can open their eyes and make a bored face
6. The secret clown has to look around and give someone in the circle a wink. The child who receives the wink is from now on in the land of the smile, he has a big smile on his face.
7. If someone of the bored children thinks to know who is the clown, he can raise his hand and

call the name. If he is wrong, he automatically goes to the land of smile. If he is right, the game is over and there can be played a next round.

8. If no one guesses who is the clown, the game continues until the secret clown has winked every child into the land of smile. The clown wins.

OPTIONS

- **Make it easier:** discuss, before you start, how the face expressions 'bored' and 'happy' look and practice it with the children.

- **Make it harder:** if you have a big group of children you can make it harder to point out more clowns, it makes it harder to recognize. Also, the bigger the group the bigger the circle, so it is less easy to see who the clown can be.

- **Make it different:** in new rounds, let the children make up new emotions/feelings. So instead of smiling and shining in the land of smile, the child who receives a wink will go to the land of love/sadness/shyness and discuss which face expression matches with that kind of land.

- **Afterwards:** talk with the children about what they think of the game. Was it hard to play? What made it hard? Do they want to play it again?

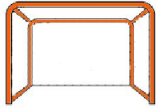


THE EMOTION BUS



EMOTIONS

GOAL



- Learning new emotions
- Learning to express different emotions
- Practicing in switching between emotions

MATERIALS



- Chairs to create a 'bus'
- Something to create a 'bus stop' (this can be anything, a book, a box, just something so the children recognize where the bus stop is)

TIME



- **10 - 20 minutes**

THE GAME

There is a bus that drives through the town/community. One child is the bus driver and sits in front of the bus. The bus driver can make up where the bus is going to and he sells tickets to the passengers.

The other children, the passengers, are waiting for the bus at the (invisible) bus stop. The bus driver acts like he's driving and stops at the bus stop. One child can go in and buy a ticket. When the child enters the bus he brings an emotion with him, so for instance he acts like he is really angry. The bus driver takes over the emotion and sells a ticket to the passenger in a very angry way. When the passenger is seated, the bus driver drives to the 'next' stop. They both are still acting really angry. A second passenger enters the bus and takes another emotion with him, for instance: in love. Everybody who is in the bus (bus driver and all passengers) take over the emotion in love and act like it. They stare, they sigh, say lovely things, they look really in love. When everybody is sitting down, the bus driver goes to the 'next' stop. This continues till all passengers are in the bus.

Play it again and let another child be the bus driver.

In short:

1. Explain the game and tell the story to the children
2. Let one child sit in front of the bus, he is the bus driver
3. Let the other children stand and wait at the bus stop
4. Choose one child that will be the first passenger: let him think of an emotion that he is

going to play

5. Let the child step in the bus, the first passenger and the bus driver act together

6. Choose the second passenger, let him think of an emotion that he is going to play

7. Go on until all children are in the bus

8. When the bus is full: let everybody go out of the bus

9. Play the game again, choose a new bus driver

OPTIONS

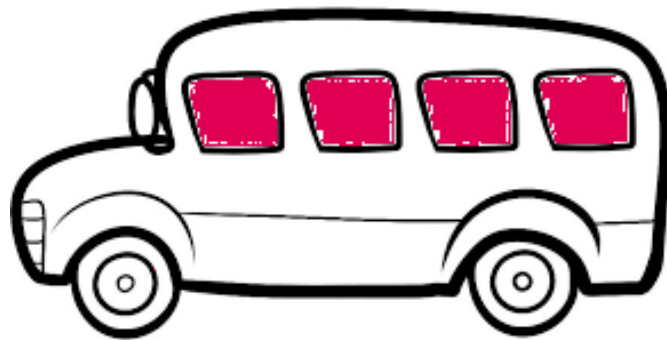
- **Make it easier:** play the game in a smaller group, so the children can choose out of a lot of emotions. Are the children really young, help them finding original emotions by asking questions about specific moments and how they feel when they are in that moment. You can also give them an emotion they have to play.

- **Make it harder:** play the game in a bigger group, now the children really have to think (and help each other) to find original emotions.

- **Lack of materials:** don't you have (enough) chairs for the children? Use something to mark 'seat' spots at the ground (a branch of a tree, a circle in the sand).

- **Big group of children:** if your child club is really big, split up the group and have more busses at one time.

- **Afterwards:** you can talk at the end of the game with the children about how they experienced playing this game. Which emotion is easy to play and which emotion is hard to play? Why is that? What is different in attitude and talking in different emotions?

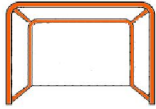


THE LITTLE SNAIL



EMOTIONS

GOAL



- Finding a quiet and safe place to relax
- Experiencing own feelings
- Learning to call up pleasant feelings

MATERIALS



- No specific materials needed (you can let the children squat on the ground or if you are sitting on chairs with tables, you can also tell them to lay on the table with their upper body)

TIME



- **10 minutes**

THE GAME

After a busy (school)day it is good for children to relax a bit and find some rest. Some children are feeling really small, unimportant or they feel a lot of pressure to perform or of taking care of others. That are the kind of moments in which they prefer to move back from everything. To ease the group of children you can give them a moment of safety, like a snail who gets back into his little house and is alone and safe. You can do this by telling them what they do and what they feel. Tell it really slow and in a calm way, so the children will relax:

“Go and make a squat. Put your head between your knees, make your back round, put your hands on your head and close your eyes. Imagine that you are a small snail who pulls back in his little house to have a safe place to be. Take a deep breath. Now you feel that a kind person takes you in his arms, really careful. While you are laying in his arms, you relax every muscle you have. You become real soft and your head feels light. You feel the warmth of the whole snail house through your body. You have a very warm and lovely feeling. Now you feel strong enough to come out of your snail house. You are curious about all things that are outside. Really carefully you stretch your arms amongst your body, like a snail stretches out his feelers. Also your body becomes longer and longer. Slowly you open your eyes. Maybe you can put a smile on your face.”

In short:

1. Explain to the children what you are going to do
2. Make sure there is a safe and quiet place to do this game

3. Check if all children have enough space to relax
4. Tell the story
5. When you are done, slowly finish the game. Make sure there is a nice transition to the next game so the children keep having the safe feeling.

OPTIONS

- **Disability:** if there is a child who can't participate in this game because of a disability, he can just sit at his chair with the eyes closed.
- **Big group of children:** split up the group and do this exercise in small groups.
- **Afterwards:** talk with the children about how they experienced it. What do they feel? Do they feel more peace? Was it nice to do?

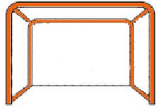


THE ACTING GAME



EMOTIONS

GOAL



- Learning to talk and act in front of a group
- Practicing in recognizing and representing emotions

MATERIALS



- Papers and pens to make the acting cards (sentences + emotion)
- If you have some materials that the children can use to act like their character, it is fun to make a box of stuff they can pick from.

TIME



- **20 – 30 minutes**

THE GAME

Make little cards with a few sentences and an emotion on it. Two children are going outside (the room) and they get a card. They can discuss in a minute who is going to say which line. Back inside they have to act out a short scene with the sentences from the paper in the emotion from the paper. The other children of the group are watching and have to guess which emotion they are representing.

In short:

1. Explain the game to the children
2. Make couples, decide who is going first
3. Give a card to the first couple, let them go outside and discuss
4. Let the first couple act in front of the group, make sure everyone can see it
5. Ask the children who are watching which emotions they say in the play of the couple, lead the conversation with the children about what they just saw
6. Let the couple give the final answer: what emotion did they act?
7. Do this with all of the couples

OPTIONS

- **Make it easier:** help the children to prepare the little scene, by discussing with them how they are going to do it.
- **Make it harder:** make it harder by putting emotions on the card that are harder to represent.
- **Lack of materials:** if you don't have any materials you can still do this game. Just tell the couples what emotion they have to act and let them improvise the lines.
- **Afterwards:** talk with the children about the game, which play was really fun to see? Which emotion was hard to guess?

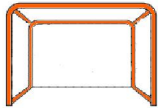
EMOTION: Angry
LINES: "Give me back my ball!"
"No! It's my ball. I'm not giving it."
"That's not true! I found it!"
"Well, now it's mine. Go away!"
"I'm going to tell the teacher!"

THE INVISIBLE FRIEND



EMOTIONS

GOAL



- Being nice to each other
- Experiencing what it is like when others do something really kind for you
- Experiencing how positive it feels to treat each other nicely
- A good atmosphere at the club gatherings

MATERIALS



- Pieces of paper and pencils
- Something to put in the papers, a box / a hat / a bag / a basket

TIME



- **10 - 20 minutes**
- **After that: 1-4 weeks**

THE GAME

All children write their name on a little paper, fold it and put it in a box. Be sure you mix the papers very well. Now all the children have to pick, one by one, a paper out of the box. If a child picks his own name, he has to put it back and pick another paper. Everybody has to keep the name on their paper a secret. You, the leader of the game, can decide for how long. This can vary from the duration of the child club till a week or two. In this period every child has to do as much as good things for the child whose name is on their paper, as an invisible friend. Everything has to happen in secret, so it will be a surprise who is the invisible friend. Good deeds of the invisible friend can be giving compliments, cleaning up for the other, surprising by sneaky giving a little gift or card, opening the door for the other, etc. The children have to discover who their invisible friend can be. If the arranged period is over, there can be a moment in which the invisible friends are being exposed in the group. Everybody can guess who their invisible friend was. Talk about why the children had some suppositions and what the good deeds of the invisible friends were.

In short:

1. Explain the game and tell the story to the children
2. Let the children write down their name, put the papers in a box
3. Let every child pick a name out of the box
4. Tell the children the game starts now and tell them when the game is over (for instance, next club gathering)

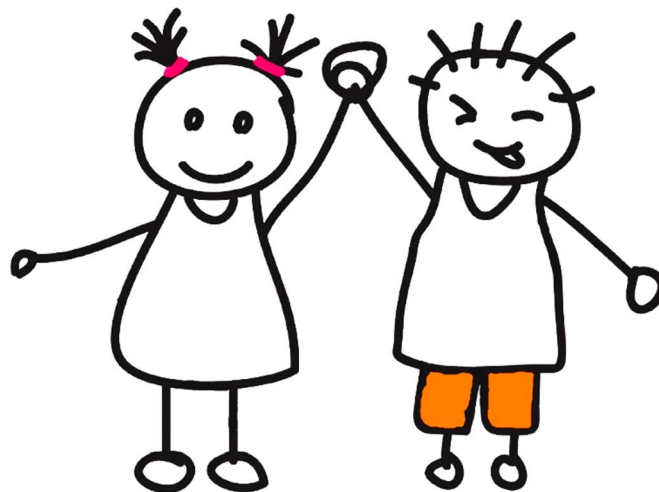
5. Make clear again that the friend is invisible, so they have to keep it a secret

OPTIONS

- **Make it easier:** help the children finding nice things to do and little presents that cost nothing.

- **Make it easier:** when the children can't write yet, write the papers by yourself.

- **Afterwards:** when the period is over and the children can find out who their invisible friend was, talk with them in the group. How was it to be extra nice to someone? Did they notice a difference in the group? What was the nicest thing someone has done?

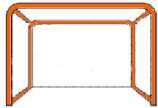


WHO'S THE BOSS



EMOTIONS

GOAL



- Practicing different emotions
- Learning to analyse behaviour, attitude and emotions of others

MATERIALS



- No materials needed

TIME



- **10 - 15 minutes**

THE GAME

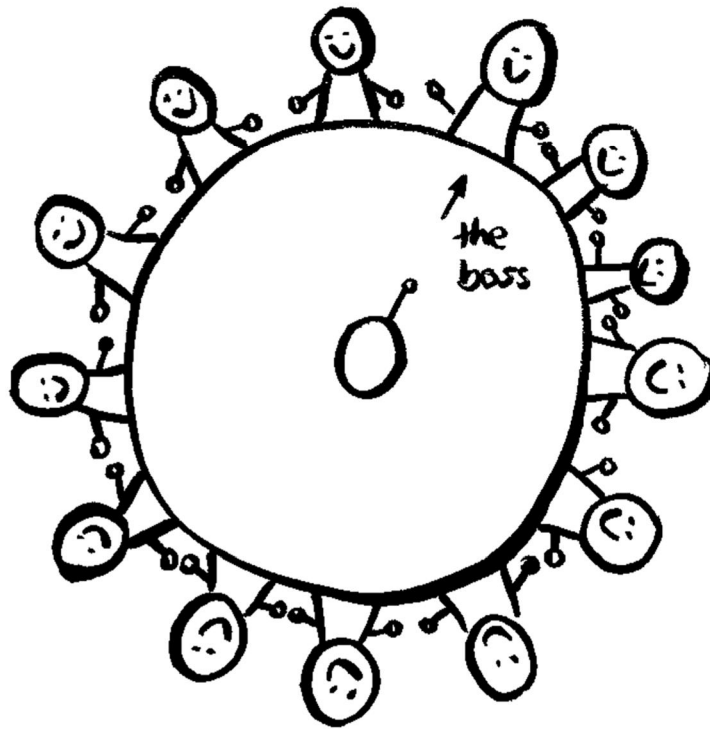
All children are sitting or standing in a circle. One child has to go outside for a short time. When that child is outside, the rest will decide who is going to be the boss. The boss decides the behavior, attitude and emotion of all the other children in the circle. When the boss scratches madly his head, the rest of the children have to copy his behavior, attitude and emotion by scratching their head madly. When the boss is sitting on his hands and looks shy, the rest of the children have to sit on their hands and look shy. When the boss looks happy and smiles, the rest of the children have to look happy and smile. And so on. The child who was outside is called back in and has to stand in the middle of the circle. He has to find out who is the boss. That is not so easy, especially when the boss changes something when the child in the middle is standing with his back to the boss. The other children in the circle have to copy the boss as much as possible, but not too obvious of course, the best is when they don't look at the boss so much.

In short:

1. Let the children sit or stand in a circle
2. Explain the game to the children
3. Ask who wants to guess and send that child away for a minute
4. Discuss with the group who is going to be the boss
5. Ask the child that went away for a minute to come back and let him stand in the middle
6. The boss starts to do his 'work', the rest of the group follows
7. The game is over when the child in the middle has guessed right and knows who the boss is

OPTIONS

- **Make it harder:** put a limit on guessing for the child in the middle, discuss with the group how often there can be guessed (for instance, 3 times).
- **Big group of children:** split up and play the game in different groups at the same time.

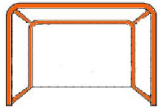


THE FEELINGS BOX



EMOTIONS

GOAL



- Learning to speak up for their selves
- Good atmosphere at the child club gatherings

MATERIALS



- A box, or something that looks alike
- Papers and pencils

TIME



- Making the box: **10 – 15 minutes**
- Discussing what is in the box: **15 – 20 minutes**

THE GAME

Create a special box where children can ‘drop’ their feelings. Make sure there are papers and pencils next to the box, so when children want to share something, they can put it in the box. This can be anything, something they worry about, something about their home situation, something that happened at the club, etc. The child can decide for itself if he wants to put his name on the paper or not.

Make an agreement with the children about when you open up the box. For instance this can be at every start of the club gathering. Read the little messages out loud and discuss them in the group. What is on the paper? What can the group do about this? Does someone know a solution or something that can change? How are they going to realize this?

In short:

1. Explain how it works to the children
2. Plan in a regular moment with the children when the box will be opened
3. Make clear to the children that they can choose if they put their name on the paper or if they drop their feelings without their name.

Important: Make sure you make a few rules by introducing the feelings box, the best is to make the rules together with the children. Example: how often you open up the box, be respectful to each other, do not laugh about what is on the paper, etc.

OPTIONS

- **Make it easier:** for children who are (very) young or disabled, talk to them individual and propose to them to fill in a paper together.
- **Small group of children:** if you have the materials you can choose to make/decorate the feelings box together with the children.





Listening

INFORMATION



LISTENING

Listening is really important in life. It consists of showing interest, giving someone space to tell, showing that you are listening, asking questions and giving feedback. It maybe sounds obviously, but it can be really difficult. That is why it is important children learn to listen and have the space to practice it.

Listening starts very early: in the 21th week of pregnancy the embryo can already hear. The actual listening: hearing voices, recognizing them and reacting on it, starts growing from the 36th week of pregnancy. In the years that follow the child develops more and more skills in listening. The children at the club can work on specific skills to improve their relationships with others and their selves.

By listening very well, you increase in knowledge and you become more wise. Besides that it improves your relationships with people in your environment. If you listen well, people will find that you are a nice person. Listening is a very important part in working together.

How to listen well

- Give the speaker space: let him finish his talking, do not rush him.
- Keep having contact with the speaker: make eye contact, nod and make sounds that you understand what he says.
- Give the impression that you listen very good: summarize what the speaker says, ask if you understood him well.

Good listening is not a passive action: the art of good listening also contains asking good questions. Ask the speaker a question to explain something he says to show your interest, to be critical or to let the speaker think about something he says. By asking questions you let the speaker know that you have listened and the conversation gets more meaning.

Concentration. To listen very well, you need to concentrate. If you don't pay attention, you miss for instance important information or the story line. Especially for children it is hard to concentrate, because there are so much distraction in the environment. At the children's club you ask the children to concentrate for a long time, for example when you are telling a Bible story. The more you learn the children to concentrate, the more they are able to concentrate for a longer time. You can set a goal for the children, or tell them that they have to listen very well because you will ask a few questions at the end of the story. That will give the children motivation to pay attention. The younger the children, the shorter the time that they can concentrate and listen. Make the child club really interactive and be sure there is variation.

Talking Stick. A fun and good way to learn children to listen to each other is by using a talking stick. In former times the Indians invented the talking stick to communicate with each other in a kind way. The one that is holding the talking stick may talk, the rest is silent. When the stick is being passed to the next person, that person can talk and the rest is silent. A talking stick can help you to let children listen to you and to each other at your children's club.

BIBLE STORY: JONAH AND THE STORM



Summary

In this story God sends Jonah to go to Nineveh, but Jonah decides to run away, he doesn't listen to God. God makes clear that He thinks it is not ok that Jonah doesn't listen to Him. You can find this story in the bible in Jonah 4:1-11.

The story

A prophet named Jonah was giving the word of the Lord to the Israelites. To Jonah the Lord spoke, saying: "Go to Nineveh, that great city, and preach to it, for its wickedness rises up before me."

But Jonah did not wish to preach to the people of Nineveh, for they were the enemies of his land, the land of Israel. He wished Nineveh to die in its sins, and not to turn to God and live. So Jonah tried to go away from the city where God had sent him. He went down to Joppa and took a ship for Tarshish.

But the Lord saw Jonah on the ship and the Lord sent a great storm upon the sea, so that the ship seemed as though it would go to pieces. The sailors threw overboard everything on the ship. When they could do no more, every man prayed to his god to save the ship and themselves. Jonah was now lying fast asleep, and the ship's captain came to him, and said: "What do you mean by sleeping in such a time as this? Awake, rise up, and call upon your God. Perhaps He will hear you and save our lives." But the storm continued to rage around the ship and they said: "There is some man on this ship who has brought upon us this trouble. Let us cast lots and find who it is."

Then they cast lots, and the lot fell on Jonah. They said to him, all at once: "Tell us, who are you? From what country do you come? What is your business? To what people do you belong? Why have you brought all this trouble upon us?" Then Jonah told them the whole story, how he came from the land of Israel, and that he had fled away from the presence of the Lord. And they said to him: "What shall we do to you, that the storm may cease?"

Then said Jonah: "Take me up and throw me into the sea; then the storm will cease and the waters will be calm; for I know that for my sake this great storm is upon you."

But the men were not willing to throw Jonah into the sea. They rowed hard to bring the ship to the land, but they could not. Then they cried unto the Lord, and said: "We pray thee, O Lord, we pray thee, let us not die for this man's life; for thou, O Lord, hast done as it pleased thee."

At last, when they could do nothing else to save themselves, they threw Jonah into the sea. At once the storm ceased, and the waves became still. Then the men on the ship feared the Lord greatly. They offered a sacrifice to the Lord, and made promises to serve him.

And the Lord caused a great fish to swallow up Jonah, and Jonah was alive within the fish for three days and three nights. In the fish Jonah cried to the Lord, and the Lord caused the great fish to throw up Jonah upon the dry land.

Notice all through this story that, although Jonah was God's servant, he was always thinking about himself. God protected Jonah and saved him, not because he was such a good man, but because he wanted to teach him a great lesson.

Think!

Why was Jonah angry?

Why didn't Jonah listen to God?

Why did God sent Jonah to Nineveh?

Is it hard to listen to God?

Learn!

"God isn't late with his promise as some measure lateness. He is restraining himself on account of you, holding back the End because he doesn't want anyone lost." - 2 Peter 3:9 (MSG, The Message)

Pray!

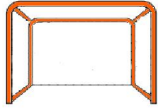
Dear God, thank You for the stories in the Bible that teach us how we should live. Help me to remember that listening to you is much more important than only listening to ourselves. In Jesus' Name. Amen.

THE CLAP GAME



LISTENING

GOAL



- Listening very strictly
- Reacting fast
- Talking in the group

MATERIALS



- No materials needed

TIME



- **10 - 15 minutes**

THE GAME

Let the children sit in a circle. Tell them that they are going to play a handclap game. The clap game contains four steps:

Step 1: Clap both of your hands on your upper legs.

Step 2: Clap your hands once

Step 3: Point with your right thumb over your right shoulder

Step 4: Point with your left thumb over your left shoulder

Step 5: Start again with step 1

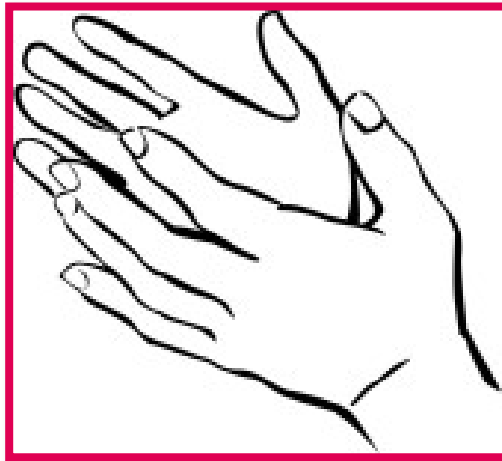
All children follow the steps. Now give one child the order to say his own name when he points his right thumb over his right shoulder, and say a name of a child in the circle when he points his left thumb over his left shoulder.

In short:

1. Let the children sit in a circle
2. Explain the game to the children
3. First practice the clap rhythm until everyone can do it
4. Then you start the game, so follow the steps, call your name and the name of a child
5. The game is over when all of the names of the children have been called at least once

OPTIONS

- **Big group of children:** how bigger the group, how harder it is to listen, so make it easier by splitting up the group and play the game in small groups.
- **Make it a contest:** as option you can make this game a contest. When a child does not react on his name within 3 seconds, he is out of the game. The last 3 children are the winners.
- **Make it harder:** to make it harder for everyone, speed up.
- **Make it harder:** instead of calling names, you can come up with something else. For instance the color of t-shirts, first name the color of your own t-shirt 'blue' and then the color of the t-shirt of someone else 'red' (the t-shirt game can only be played in small groups, when there are two children in a pink shirt, the game can't be played).

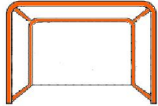


THE HUMAN KNOT



LISTENING

GOAL



- Listening to each other
- Working together

MATERIALS



- No materials needed

TIME



- **15 - 20 minutes**

THE GAME

Create a human knot and make a circle again without letting go of hands. The ultimate game to practice listening to each other and working together!

In short:

1. Let the children stand in a circle
2. Explain the game to the children
3. Everyone has to grab with their right hand, the hand of a child
4. Now everyone has to grab with their left hand, the hand of another child
5. Now there is a human knot!
6. Let the children talk, listen, climb and crawl to undo the knot
7. Important rule: it is forbidden to let go of hands!
8. The game is over when the knot is undone and there is one or more circles of children

OPTIONS

- **Make it easier:** give specific hints to the children about what they have to do to undo the knot.
- **Make it easier:** play the game in separate, smaller groups so the knots are smaller and easier to undo.
- **Make it harder:** give one child the task to undo the knot. He has to tell what the rest of the children have to do, they have to listen to him.
- **Make it harder:** let one child (or do it yourself) make the knot by saying for each child individually how he has to stand and which hands he has to hold. He can make it extra hard for the children.
- **Make it harder:** make up some rules to make the game more difficult, for instance: 'one person can speak at the time', 'the words yes, no, you and here are forbidden' or 'no one can speak'.
- **Afterwards:** talk with the children about how they experienced the game: was it hard or was it easy? What helped them to undo the knot? And what did not help them to undo the knot?

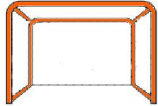


THE WHISPER GAME



LISTENING

GOAL



- Listening very strictly
- Training to remember sentences

MATERIALS



- No materials needed

TIME



- **5 - 10 minutes**

THE GAME

The whisper game asks for good listening and concentration. Besides that it is a good and fun way to practice this skills with the children. This game can also be used as a short game to fill up a short time of waiting.

In short:

1. Let the children stand in a line
2. Explain the game to the children
3. Make up a funny sentence and whisper it to the first child in line. For instance: 'Uncle John went in his red car to the city to paint the hair of Sarah blue.'
4. That child has to whisper that sentence in the ear of the child next to him
5. That child has to pass it through by whispering the sentence in the ear of his neighbour
6. This goes on until the sentence has 'arrived' at the last child
7. The last child has to tell what the sentence is
8. Talk with the group about what has changed in the sentence: has everybody listened well?

OPTIONS

- **Make it easier:** make the sentence really short to start with.
- **Make it harder:** make up a really difficult sentence by yourself and pass it through the group.
- **Make it different:** let one of the children make up a sentence.

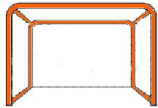


COMMANDO PINKY DRUM



LISTENING

GOAL



- Listening very strictly
- Reacting fast

MATERIALS



- Chairs
- A table

TIME



- **10 - 20 minutes**

THE GAME

At the game Commando Pinky Drum there are a couple of movements.

- Pinky Drum: drum with your pinkies at the table
- Flat: two hands flat on the table
- Cave: all the tops of the fingers on the table, create a small 'cave'
- Ball: the back of the hands on the table, all fingers up in the air, like the hands are holding a ball

Important rule: when the game leader says 'commando' before he calls a movement, everybody has to do the movement. When the game leader says only the movement, without 'commando', no one has to do the movement.

In short:

1. Let the children sit at a table and explain the game to the children
2. You are the game leader so you have to say what everybody has to do, start with 'commando pinky drum!' and do it yourself, the rest has to do it also
3. Name a new movement, for instance 'commando flat!', everybody has to do it
4. Now name a 'false' movement, for instance 'cave!' and do the movement yourself
5. The children who are also making the cave are out of the game because you didn't say 'commando' before the movement
6. Go on with naming movements with and without the word 'commando' until there is a winner

OPTIONS

- **Make it easier:** play the game without 'losers'. Everybody can stay in the game, the mistakes don't count.
- **Make it harder:** when all of the children know how the game works you can let them lead the game so they can practice in leading others and speaking in front of others.
- **Make it harder:** make up more movements, for instance 'commando flags': the thumbs on the table and the other fingers waving in the air. Or 'commando up': two arms in the air. You can also let the children come up with new movements. The more movements, the more difficult this game.
- **Lack of materials:** if you don't have tables and or chairs to use you can let the children play the game on their legs. Only the 'pinky drum' will become a clap on the leg, so there is a sound with the movement.
- **Afterwards:** talk with the children about the game, what was difficult? What is important in this game?

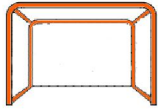


THE LINES



LISTENING

GOAL



- Listening very strictly
- Reacting really fast

MATERIALS



- Something to create lines, this can be drawing chalk, tape, or items (one left, one right) that make clear an 'invisible' line

TIME



- **10 - 30 minutes**

THE GAME

'The lines' is an active game where children can lose some energy. It gives space for them to run and act a bit crazy. At the same time they practice the skills of listening very strictly and reacting really fast. A fun game to do outside.

In short:

1. Create 7 lines (length: 15 meters) with a distance of 5 meters
2. Explain to the children the order of numbers of the line: 1 to 7
3. Let all the children stand at line 1 and tell them to listen very well
4. You call a number of a line, for instance number 5: all the children have to run to line 5
5. The last child that arrives at line 5 is out of the game
6. You call another number, for instance 2: all the children have to run to line 2
7. The last child that arrives at line 2 is out of the game
8. Go on till there is one winner

OPTIONS

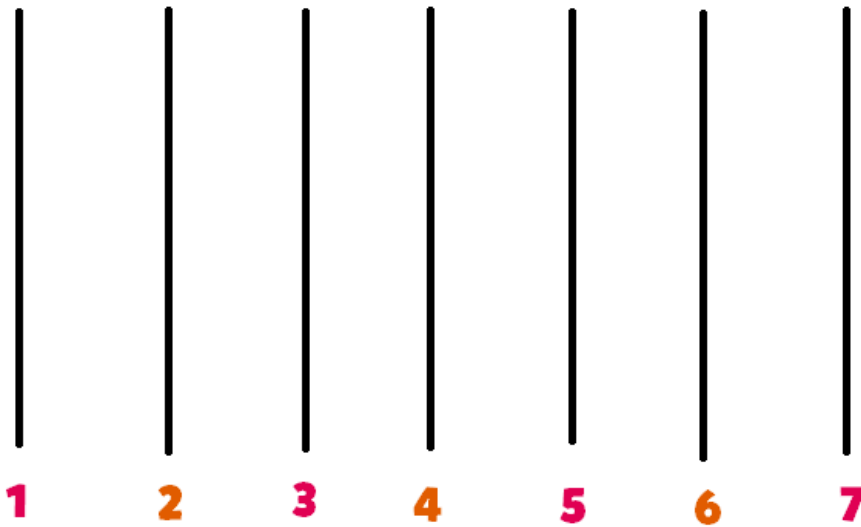
- **Make it easier:** play the game without 'losers', everyone stays in the game for about 10 minutes, then the game is done.

- **Make it harder:** instead of calling the numbers of the line you can choose to clap the numbers, so if you want them to go to line 5, clap 5 times in your hands. Now the children have to listen really carefully and count before they start running.

- **Make it harder:** make some jokes: name for instance 'line 0' or 'line 8', these lines do not exist so the children have to stay at the line their standing at. The children that go off the line are out of the game.

- **Disability:** if there is a child that can't run with the other kids he can be the one who is calling the lines. He can lead the game.

- **Afterwards:** talk with the children about the game: what was important in this game? What was the most fun thing that happened?

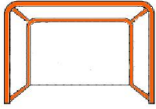


TALKING AND LISTENING



LISTENING

GOAL



- Having different experiences with listening

MATERIALS



- No materials needed

TIME



- **10 – 20 minutes**

THE GAME

A calm game to experience different ways of talking and listening. This game will make children aware of good ways of listening to each other by trying out different reactions.

In short:

1. Let the children make couples
2. Every couple has to stand in opposite position
3. Let them decide: one of them is number 1, the other is number 2
4. Now give them the task: number 1 and number 2 have to tell about what they have done last week, both at the same time for one minute
5. Ask the children how they experienced it, could they understand each other? Or do they only know their own story now?
6. Now give them the second task: number 1 tells about his family and friends and number 2 has to act like he is not interested. So he makes no eye contact, yawns, looks to another couple, etc. Let them do this for one minute, then switch. So now number 2 has to tell about his family and friends and number 1 is not interested.
7. Ask the children how they experienced it, how did it feel for the person who talked? Did he have the idea the other one listened to him?
8. Now give them the third and last task: number 1 tells about what he wants to become when he is older to number 2. Number 2 listens, is interested and asks questions. Switch after a minute and then let number 2 tell to number 1 what he wants to become when he is older.
9. Ask the children how they experienced it, how did it feel for the person who talked? Did he

have the idea the other one listened to him?

OPTIONS

- **Make it different:** instead of directly letting all children try out the options, you can show it in front of the group, so children see what happens at different actions. Play out the game with two volunteers and talk with the children about what they see. You can also let two children of the game do the little plays in front of the group.

- **Afterwards:** talk with the whole group about listening in general, which one of the three exercises was the most fun to do? Which one felt the best for the talker? And in general, when do they have to listen? And when do others have to listen to them? Is that always going ok? What did they learn?

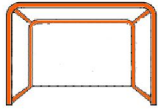


THE DIRECTIVES



LISTENING

GOAL



- Listening very strictly
- Reacting really fast

MATERIALS



- No materials needed

TIME



- **10 - 20 minutes**

THE GAME

Let all the children stand at a place that they can see you and hear you really good. Give the children directions they have to follow. Start simple, for instance with 'jump', 'turn around', or 'blink your eyes'. Once the children can follow simple one step directives, start to make it a little harder with two items of information, like: 'jump two times and blink your eyes'. You can then add three part directives like 'jump three times, then turn around and go sit on the ground'. Keep on adding more directives until it is too difficult for the children. If the children are struggling, take back a step.

In short:

1. Gather all the children around you and make sure they can hear you well
2. Explain the game to the children
3. Start the game by giving them the first directive
4. Check if all children get the game
5. Continue the game by giving the children the second and third directive
6. If the children can follow the directives, make it harder by giving two directives
7. If the children can follow the directives, make it harder by giving three directives, etc.

OPTIONS

- Make it easier: when you're starting the game you may want to give the directions and then show the children what you want them to do. For example, tell them to 'jump' and then jump

yourself to show the movement. This will give children a visual.

- **Make it easier:** if the children are really young, join them in doing the movements so they have the right example to copy.

- **Make it harder:** to make it harder you can play this game with winners and losers. Each time a child makes a mistake in doing the movements, he is out. Keep on playing the game until there is 1 winner. The children who lost can be judges and watch if the children who are still playing the game make mistakes.

- **Disability:** if there is a child that can't do the physical movements with the group, he can be the judge. The judge watches if the children make mistakes and who has to go out of the game.

- **Afterwards:** talk with the children about the game: what was important in this game? What was the most fun thing that happened? When was it hard to listen?

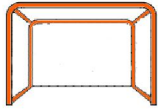


COPY THE SOUNDS



LISTENING

GOAL



- Listening very strictly
- Reacting really fast

MATERIALS



- No materials needed

TIME



- **10 - 20 minutes**

THE GAME

Let all children sit or stand in a circle. Make sure they can see and hear you loud and clear. Make a sound with a part of your body and let the children copy it. Make the game step by step a bit harder by putting more and more sounds together. Check if the children can follow and copy all the sounds you make, if not, take back a step. Examples of sounds are: whistle, click with your tongue, clap a rhythm your hands, stamp your feet, jump, sneeze, grunt, etc.

In short:

1. Gather all the children around you and make sure they can hear you really good
2. Explain the game to the children
3. Start the game by giving them the first sound
4. Check if all children get the game
5. Continue the game by giving the children more sounds after each other
6. If the children can follow the sounds make it harder by giving more sounds

OPTIONS

- **Make it easier:** join the children in making the sounds. First make it yourself and let them listen, then after that make the sounds again and let them join. To make it more easy, repeat the same sounds a few times before you go on to the next sound-combination.

- **Make it harder:** to make it harder you can play this game with winners and losers. Each time a child makes a mistake in doing the sounds, he is out. Keep on playing the game until there is

1 winner. The children who lost can be judges and listen if the children who are still playing the game make mistakes.

- **Make it harder:** to bring the game to a next level, make one child of the group the leader of the game. He can now make up the sounds the rest of the group has to copy. This will help him to practice in leading a group. Go around the circle and let all the children be the leader for a short time.

- **Disability:** if there is a child that can't do the physical sounds and movements with the group, he can be the judge. The judge watches if the children make mistakes and who has to go out of the game.

- **Afterwards:** talk with the children about the game: what was important in this game? What was the most fun thing that happened? When was it hard to listen?





RESPECT

INFORMATION



RESPECT

It doesn't matter if you are blind, deaf, black, white, muslim, christian, boy or girl: everyone deserves respect! The rights of every child and every adult are the same, all over the world. Important with respect is that children know and respect their selves and that they notice and respect each other's similarities and differences.

Respect contributes to safety and it rejects discrimination: two things that are very important in a community. It is important that respect is taught to children, but also to their social environment like family and neighbors. Everybody has the right to be their selves, feel free and feel free to express their selves.

Selfrespect

Selfrespect is an important part of respect. Selfrespect means that you accept and love yourself. If you respect yourself, you know you can be who you want to be, you don't expect things of yourself you are not capable of. You admire others, but you don't ignore yourself. Teach children how to respect their selves by setting boundaries, having self-confidence, speaking up for themselves and listening to their own body and mind.

Model

Children will take their cues from you. Simply said: if children are around respectful adults, they are more likely to show respect. However, when they are around disrespectful adults, they are more likely to show disrespectful behavior. Young children will express themselves as you do. When you speak with respect to the children, they learn respect. When you speak with disrespect, they learn that just as well. Teaching respect takes patience, time and the will to do as you preach. But remember time isn't everything: it takes years to rear a respectful child, but only moments to fill one with anger and disrespect.



10 tips for teaching respect and curbing disrespect to children:

- 1. Model it!** If you want them to do it, you have to do it too. Show them the right behavior!
- 2. Expect it!** Children rise to the occasion when you set your expectations reasonably high.
- 3. Teach it!** Give children the tools they need to show respect, tell them what respect means and how it can be shown.
- 4. Praise it!** Pay attention to the behavior of the children: when you see or hear the children using respectful language and making respectful choices, recognize it and praise them for making positive and respectful decisions.
- 5. Discuss it!** Discuss with the children about respect when you see other children using respectful or disrespectful language or behavior.
- 6. Correct it!** Be strong, firm, direct and consistent when you are teaching respect. At the same time, be sure you are being respectful yourself while correcting behavior.
- 7. Acknowledge it!** Be sure that you notice when respectful behavior is shown and make sure to call the children on disrespectful behavior!
- 8. Understand it!** The children are learning and growing. Sometimes choice of words and behavioral decisions are made out of incapacity to find the right words.
- 9. Reinforce it!** Remind the children of their good decisions so that they will remember the feeling they had, the praise they received and the experience of being respectful.
- 10. Reward it!** Respectful behavior should be something children want to do without receiving overindulgent rewards. However, it is good to associate respectful behavior with intangible rewards such as praise, recognition, extra responsibility and privileges.

BIBLE STORY: JESUS HEALS 10 LEPERS



Summary

In this story Jesus heals ten men of leprosy, but only one comes back to Him to thank Him and show respect. You can find this story in the Bible in Luke 17:11-19.

The story

Zinzi and Rosie were walking outside in Jerusalem. Far away they heard people shouting and they wondered where it would come from. Zinzi and Rosie started running towards the sounds.

The sound of shouting was getting louder, and there seemed to be a small crowd of people just outside the walls of the town. "Jesus! Jesus!" the voices shouted. "Jesus! Have mercy on us!" Zinzi and Rosie were excited to hear the name Jesus. They knew who Jesus was, and they had even seen him turn water into wine. They just couldn't wait to see what was going to happen this time! "I'm curious what Jesus is going to do today" said Rosie to Zinzi.

As they walked to get closer to the action, Zinzi noticed something that made her very afraid. As she listened carefully, what she heard confirmed her fears. She could see that the people in the crowd looked sick, and she heard someone say "leprosy". The small crowd of ten people that were shouting to Jesus were all lepers. Zinzi shouted to Rosie: "Rosie, this is not good! They have the terrible disease that is easily spread from one person to another!" But Rosie was so curious that she didn't stop, she got closer and closer to the crowd.

"Jesus! Jesus! Have mercy on us! Jesus! Jesus! Have mercy on us!" the crowd kept shouting. Zinzi and Rosie watched in wide-eyed amazement as they saw Jesus move closer to the crowd. "No! No... Noooo! He can't do that!" Zinzi whispered to Rosie. "It's so dangerous!" Of course Jesus didn't hear the whispers of Zinzi and He continued to get closer. "Oh my... Oh my... Oh my!" Rosie whispered. "I just can't bear to look! This just isn't good at all. He's going to get sick, too. I just know it. He is, He is, He is!"

But Zinzi and Rosie were so curious that they kept watching and listening, wondering what was going to happen next. "Go show yourselves to the priests," they heard Jesus say to the 10 lepers. "That is a mighty strange thing for him say. I wonder why he said that?" Zinzi wondered. But before she had time to give it anymore thought, they heard screams and shouts of joy coming from the small crowd. These shouts were even louder than the shouts for mercy! "We are healed! We are healed! We are not sick anymore!" they shouted, and they joyfully started running down the road to the temple to show themselves to the priest, as Jesus had commanded them.

Zinzi and Rosie could hardly believe their eyes and her ears! They knew she had just witnessed a most wonderful miracle. At that time, there was no cure for leprosy, and very few people ever recovered from having it. Just as the excitement began to take off, Zinzi noticed one man coming back. "Hmmm. I wonder why he's coming back?" she said. "Maybe he didn't get healed like the rest of them?" Rosie said. But that wasn't the case at all. They watched as the man

bowed down right there on the ground in front of Jesus. He was so grateful to be well, that he had come back to say "Thank You."

Jesus looked down at the man who was bowing at his feet, then looked up at the crowd that had gathered around. "Were there not ten that were healed? Where are the other nine?" he asked. "Only one has come back to give glory to God." Then he spoke to the man that was still bowing. "Arise and be on your way. Your faith has made you well."

Think!

What is leprosy?

How many people did Jesus heal?

How many people said thank you?

Who of the healed men showed respect to Jesus?

In what different ways can you show respect to someone?

Learn!

"You hold strength and power in the palm of your hand to build up and strengthen all. And here we are, O God, our God, giving thanks to you, praising your splendid Name." - 1 Chronicles 29:13 (MSG, The Message).

Pray!

Dear Jesus, thank You for coming down to earth and performing miracles that help us learn of Your great love for us. Help us remember to be thankful to You, and to say thank you when others show us kindness. Help us to show respect. In Your Name we pray. Amen.

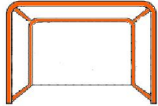
THE FUNNY FACE



RESPECT

GOAL

- Learning about respecting each other



MATERIALS



- No materials needed

TIME



- **5 - 10 minutes**

THE GAME

Showing respect is not always easy. Sometimes you have to laugh about something but it is not respectful to laugh. Then it's good to be serious and respect the person you have to laugh about. This game is a good way to practice!

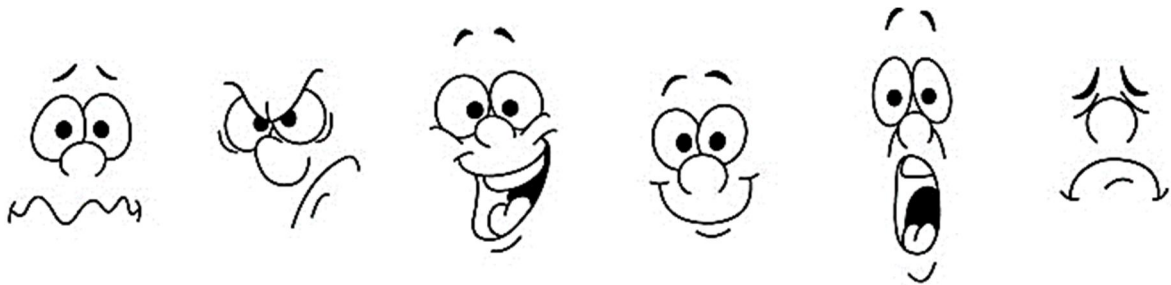
All children are standing in a long line. Every child looks to the back of the child before him. On your sign the first child (1) turns around and makes a funny face to his neighbor (2). Then the neighbor (2) turns around on your sign and makes the same funny face to his neighbor (3). And number 3 copies the funny face to show it to number 4 in line. In this way the funny face will be sent through the entire group. If the funny face arrives at the last child he can make a new funny face and everyone has to copy that face. But: who laughs is out of the game! Each time when a child laughs he has to go out of the line. Eventually the funny face King or Queen is left, he or she is the winner! As reward he can show his most funny face to the group.

In short:

1. Let the children make a line
2. Explain the game to the children
3. Play the game like the description above

OPTIONS

- **Make it easier:** play the game without losers, so when a child laughs he can stay in the game. Play the game for about 10 minutes.
- **Make it different:** give the children the option to make sounds that go with their funny face. Now everyone has to copy the sound also.
- **Make it different:** instead of a line you can play this game also in a circle (or another shape) as long as the children look to the back of the next child.
- **Afterwards:** talk with the children about the game: was it hard not to laugh? How did it feel when someone laughed about you? Does that happen more often? How do you react to something like that? And is there a difference between laughing together and laughing at someone?

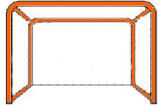


THE SONG CONTEST



RESPECT

GOAL



- Learning about respect
- Performing in front of a group

MATERIALS



- Pens
- Papers

TIME



- **30 – 60 minutes**

THE GAME

Let the children form little groups to work together. Their assignment is to create a song, rap or poem about respect. The words they use have to tell why respect is important and how it could make the world a better place. Let them write the lyrics on a piece of paper and let them practice together. When everybody is ready the songs, raps and poems can be performed to the group. Of course the audience respect the performances!

In short:

1. Explain the assignment to the children
2. Let the children make groups
3. Give the groups 30 minutes to create a song, rap or poem
4. If they need it, give them 10 minutes extra time to practice their performance
5. Gather everyone together, create a sort of 'stage' and 'audience place'
6. Discuss with the children the order of performances
7. Start the performances!

OPTIONS

- **Make it easier:** while the children are creating their performances, walk around and help them by giving them inspiration. Ask them questions about how they think about respect and how they can use that in their performance.
- **Afterwards:** talk with the children about the performances. How was it like to perform to a whole group? How did the group react to their performance, with respect? How did they show respect?

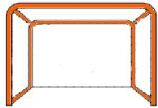


RESPECT DETECTIVES



RESPECT

GOAL



- Learning about respecting each other
- Learning about respecting the community

MATERIALS



- No materials needed

TIME



- **20 – 30 minutes**

THE GAME

Take the children for a walk through the neighborhood. Tell the children that they are going to be ‘respect detectives’. The job of respect detectives is to look for ways people are not showing respect to others. While walking through the community, look for litter and graffiti. Use any of the following questions for discussion to encourage the children how they can be a respectful member of their community. To take this lesson a step further, pick up litter when you go on a walk to make your community a more beautiful place.

Questions:

- Does the street look better clean or full of litter?
- Did those who dropped the litter show respect to the community and to others?
- How can we show respect to others by taking care of our community?

In short:

1. Explain the activity to the children
2. Go into the community for a walk
3. Talk during the walk about what you see
4. After the walk, talk with the children about the questions above

OPTIONS

- **Big group of children:** if you have a big group of children then split up for the walk. Make groups of about 10 children and be sure there is a volunteer with every group. Discuss afterwards what kind of respect or disrespect was shown in the community. Are there differences or similarities between what the groups have discovered?

- **Make it different:** in this activity it is the task to look for things in community that show disrespect. You can also put the focus point on things that show respect in community. How does that work and why does it show respect?

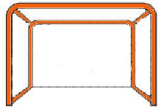


THE SELF PORTRAIT



RESPECT

GOAL



- Learning about respecting each other
- Getting to know each other
- Giving compliments

MATERIALS



- Pens
- Papers
- Drawing supplies

TIME



- **50 – 60 minutes**

THE GAME

In this activity it is all about respecting yourself and respecting others. Start with letting the children draw a self-portrait. When the drawings are completed, let the children make a list of the following points:

- What I like about me:
- What I like to eat:
- What I like about my family:
- What I like about school:
- What I like to do:
- What I like to think about:

When the list is also completed, gather all drawings and lists together and make sure everyone has written their name on it. Lay it on the ground or hang it on a wall. Gather all children together for a discussion. Discuss the topics from above: invite two or three children to share their responses to the topics. After the shares, invite other children to tell about what they have learned about the children who shared about the topics. Help the children to present their comments to the children as compliments. For example:

- It's clear that you really love your dog.
- I agree that your blue eyes are your best feature.
- It's nice that you take time to help out your grandmother.

Now when all children had the chance to share about their topics, give them a last task. Let each child write down a compliment on the self-portraits of the other children. In the end, every

child can take their list of topics and the self-portrait full of compliments home 😊.

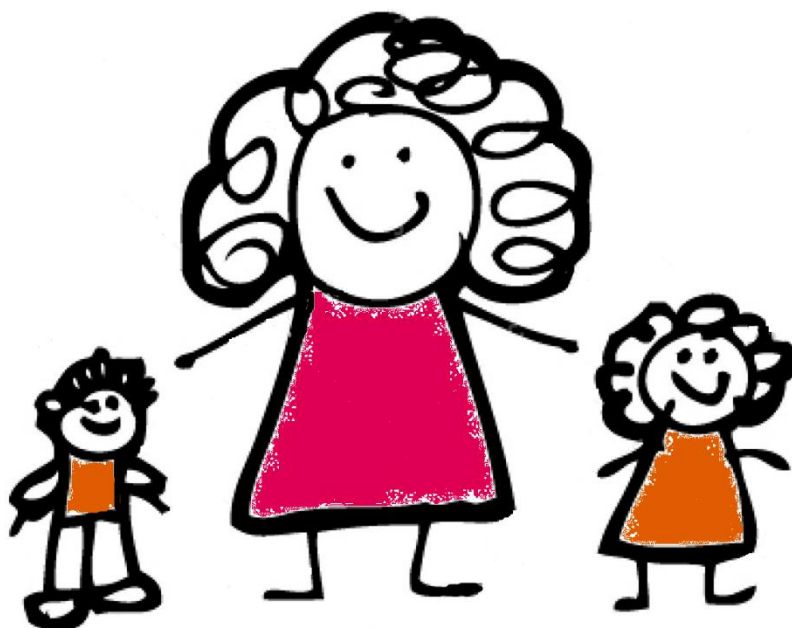
In short:

1. Explain the activity to the children
2. Hand out papers and drawing supplies
3. Give the children the task to make the self-portrait (10-15 minutes)
4. Give the children a blank paper and let them write down the topics (5-10 minutes)
5. Gather everyone together and talk about the topics (10-20 minutes)
6. Help the children giving compliments
7. When all children have shared about their topics, give the task to write down a compliment on each self-portrait
8. Evaluate the activity, how do the children think about it? How did it feel to receive compliments?
9. Let them take their papers (topics + self-portrait) home

OPTIONS

- **Big group of children:** if there are a lot of children at the club gathering, split up. Otherwise it will take a long time until every child has shared his topics in the group. Make sure that there is a volunteer with every separate group.

- **Make it easier:** the self-portrait doesn't have to be just their face. Let the children draw things that are related to them: their home, sports they like, their family, etc.

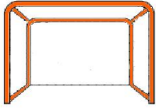


UNCLE JOHN IS SICK



RESPECT

GOAL



- Learning about respecting each other

MATERIALS



- No materials needed

TIME



- **5 - 10 minutes**

THE GAME

The children are sitting in a circle. One child tells to his neighbor: “Uncle John is sick!”. Then the neighbor asks concerned: “What is wrong with him?”. The first child doesn’t answer but shows a weird move, for instance: scratching his head, winking with one eye, pulling his earlobe or kicking one foot. The little dialog will be repeated by number 2 and 3 in the circle. The first move will be repeated and the child adds a new movement to it. Now the question is: who can, despite the fun, repeat all movements in the right order?

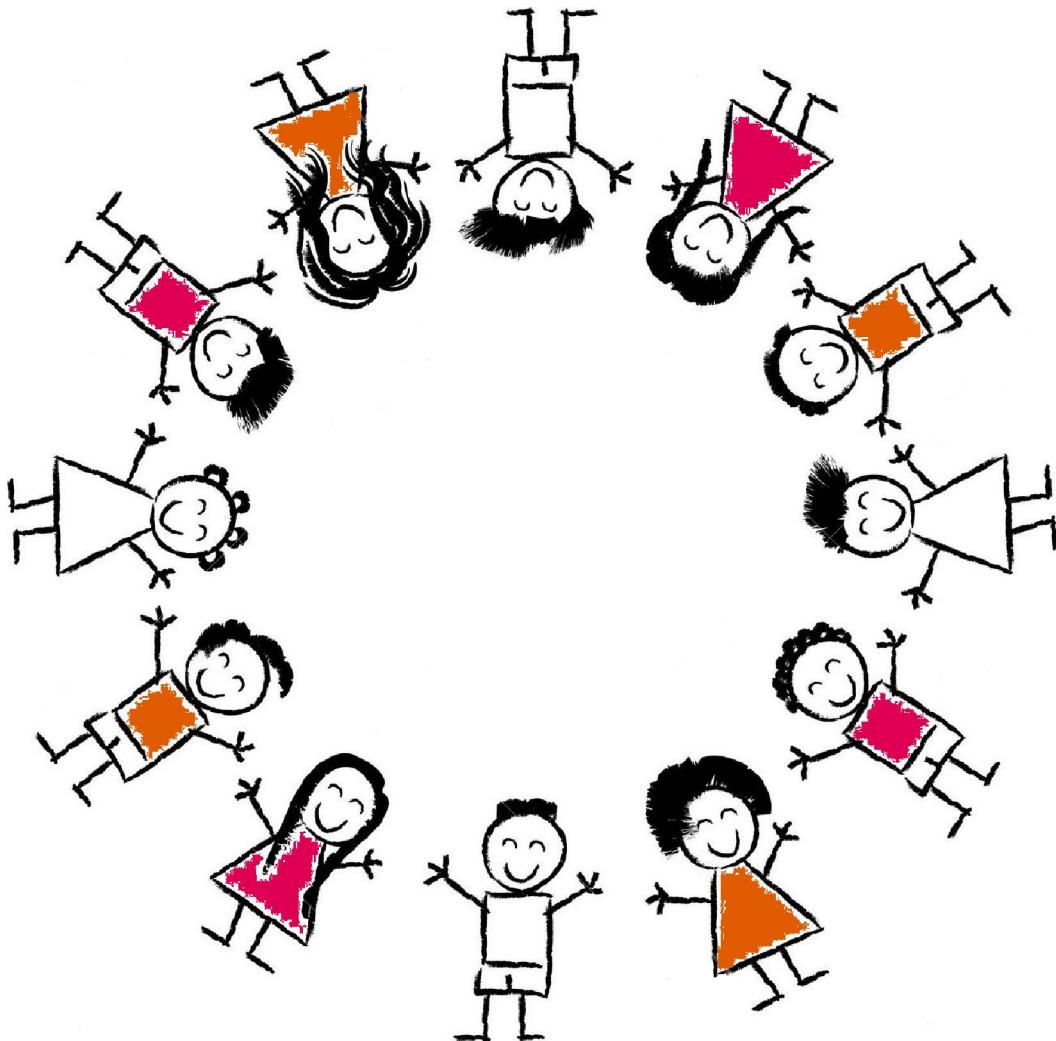
Important during this game that all ideas will be respected. The children can laugh with each other, not about each other. Be aware and point this out to the children!

In short:

1. Let the children sit in a circle
2. Explain the game to the children
3. Invite a child to be the starter
4. Start the game
5. Go on until the right order of movements can’t be accomplished anymore

OPTIONS

- **Make it easier:** to make it more easy to remind the movements make the rule that the whole group repeats the movement after the small dialog. In that way the children do the movements more often until it is their turn, so it is easier to remind the movements.
- **Make it harder:** give the children the option to make sounds that go with their movement. Now everyone has to copy the sound also.
- **Make it different:** instead of sitting the children can play the game standing. This gives options for more different movements which can also make it harder.
- **Make it a contest:** every time a child makes a wrong movement or forgets a movement, he is out of the game. In this way eventually there will be a winner, the child who reminded all movements.
- **Big group of children:** if you have a big group of children at the club gathering, split them up. Make groups of about 10 to 15 children and let them play the game together. Otherwise, with bigger groups, the waiting will be too long.

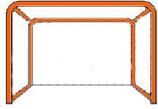


SARAH SAYS



RESPECT

GOAL



- Learning about respecting each other
- Exploring differences and similarities

MATERIALS



- No materials needed

TIME



- **10 – 20 minutes**

THE GAME

In 'Sarah Says' it is all about getting to know each other a little more by experiencing all differences and similarities in the group. Tell the children that they must watch carefully as they play the game because at the end, each child must tell a new thing they learned about a club member.

You lead the game by providing such directions as:

- Sarah says: "Everyone with brown eyes, stand up"
- Sarah says: "Everyone who has a dog, put your right hand on your head"
- Sarah says: "Everyone whose favourite sport is soccer, stand on one foot"
- Sarah says: "Everyone who speaks more than one language, jump up and down"

And so on. Choose categories appropriate for the children of your club, subjects that fit their age. At the end of the game ask each child to name one way in which he and another child are alike. The trait they share must be something they didn't know before playing the game. For example a child can say: "I didn't know that Zinzi has a dog, just like me". After that, ask each child to name one way in which he and another child are not alike. Also something they didn't know before playing the game.

Note: be aware with the subjects you use. Start with easy subjects like 'Everyone on a green chair, put your hands in the air'. Then make it a bit more personal by using sentences about characteristics or things children like, for instance 'Everyone who likes rice, get your feet of the ground'. Before you go on to make it really personal, make sure that the children feel safe in

the group and that they trust each other. Use sentences like: 'Everyone who has a brother, stand up'. Talk with the children about the answers. It is possible that a child had a brother but he passed away, so be easy on this. Discuss how that feels for the child and how the other children can help her to feel ok.

In short:

1. Explain the game to the children
2. Let the children sit in a circle
3. Start with the "Sarah Says" sentences in the group. Be sure you prepare this game well and have a couple more (about 15 sentences) to share with the children.
4. When all sentences are done, invite each child to share something to name one way in which he and another child are alike.
5. When all children have shared something, make another round in which all children share something in one way which he and another child are not alike.

OPTIONS

- **Make it different:** let the children think of new "Sarah Says" sentences to do with the group.

- **Afterwards:** talk with the children about what they found out. How do they think about it?

Do they maybe share more they don't know about? Do they respect each other's characteristics, habits and possessions?

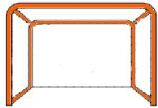


POSITIVE VIBES



RESPECT

GOAL



- Experiencing the good things in life
- Creating positive vibes

MATERIALS



- Pens
- Papers

TIME



- **15 - 25 minutes**

THE GAME

This game contains talking about life with the children, creating comfort and safety and a positive vibe. Life is not easy and sometimes the environment can give you a negative vibe. But there are so many things to be thankful for! Find a right moment in the club gathering to gather everyone around you and have a group conversation. Talk with the children about the negativities in life and the influence of it. Tell what appreciating means to you personally, for instance that you focus on what is important and valuable is for you. Explain that life isn't about judging what is good about someone or something, but what makes that you feel warm, safe, at ease or inspired when you are with that someone. That you can enjoy the positive influence of that person.

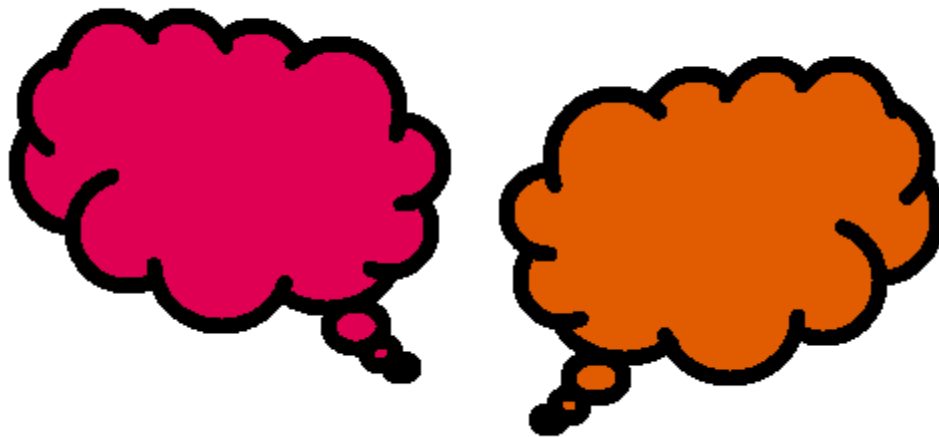
In short:

1. Gather everyone around and start the group conversation
2. Be sure every child can say something in the conversation
3. Now hand out pens and papers and let children sit on their own
4. Give the children the task to make a list about what they really appreciate, this can be people, an event, things, etc. At least they have to write 5 down.
5. Talk with the children about their lists. Let them look into their heart and talk about each other's appreciations, what feelings do come with the appreciations? Help each other in expressing these appreciations.
6. Remind the children that they can look at this list of positive appreciations when they are

feeling down, it helps them to cheer up.

OPTIONS

- **Make it easier:** when the children are a bit young, help them making the list by asking questions: what was really fun? Why was it really fun? Who do you really like? Why do you like him or her? What feelings do you get when you see him or her?
- **Make it different:** make this game a club evaluation by changing the theme 'life' into 'club'. Let the children make a list of 5 things/people/events they appreciate about in the club gatherings and talk about it with them.
- **Make it different:** make this game different by letting the children pick one child at the club gathering and make a list of positive characteristics he or she has. Let the children exchange the lists and talk about what they like about each other and why.

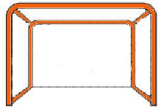


WHAT AM I?



RESPECT

GOAL



- Respecting each other
- Talking and acting in front of a group

MATERIALS



- Papers
- Pens

TIME



- **20 – 30 minutes**

THE GAME

This game is all about acting. Before the club gathering, make little cards with words on it. These words can be anything: things (pen, chair, tree), animals (bear, snake, butterfly), family members (grandpa, baby, mother), work (fireman, teacher, mechanic), etc. Make about 40 cards to be sure you have enough.

The game works like this: one child stands in front of the others and gets a card from you. Now that child has to represent the word on the card, the others have to watch and guess. The child that has to express what is on the card may not use any words, but sounds are allowed. When the right word is guessed, the next child can go. Go on like this until all children have represented a card and all cards are guessed.

Important during this game that all representations will be respected. The children can laugh with each other, not about each other. Be aware and point this out to the children!

In short:

1. Explain the game to the children
2. Let everyone sit down so everyone can see the child that has to act
3. Pick the children one by one, let them come to you to get a card
4. Let the child who represents the card stand in front of the group so everyone can see him
5. When the game is done, talk with the children about the game. Was it fun to do? Which cards were hard to guess? Which word was hard to represent?

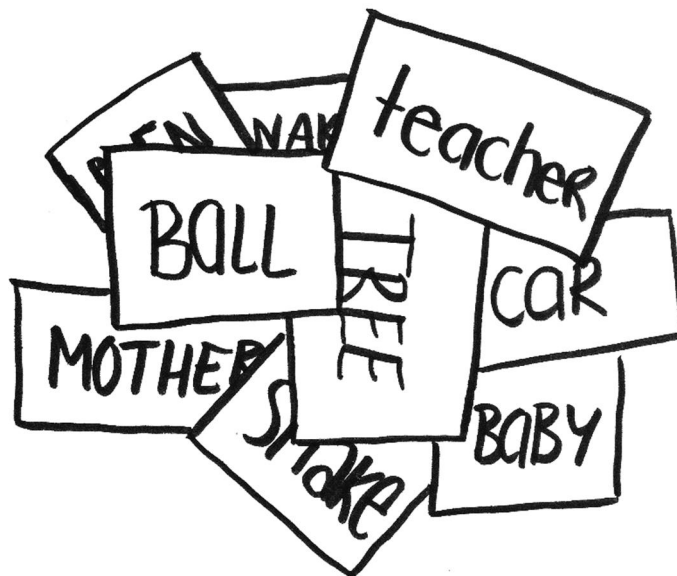
OPTIONS

- **Make it easier:** if a children can't read (well) yet, help him by reading the card for him and discuss with him how he can represent that word. Be sure the rest of the group can't hear you.

- **Make it different:** instead of representing the cards, you can give the children other tasks. Let them explain the word on the card without being able to say the word (or parts of the word) that are on the card! The other children have to guess. Another task can be that the children have to explain the card by saying 1 word (not the word on the card) and the rest has to guess. After playing the game a few times, this is a way to make it harder. Because everyone will know by then the words that are written on the cards.

- **Make it different:** if all the cards are represented you can think, together with the children, about other cards for the game. Make new cards and play the game again, with old and new cards together.

- **Make it a contest:** make the game a contest by splitting the children up in 2 teams. The two teams will do a competition. Let the teams play after each other. Team 1 starts, one of them can stand in front of his team and represent a card. The team members have to guess within 10 seconds (you watch the time!). If they guess it right, they get a point. If they don't guess it within 10 seconds, they get nothing. Then it's the turn of team 2, one of them gets a card and has to represent it in front of his group. If they guess it right, they get a point. If they don't guess it within 10 seconds, they get nothing. Go on until you're out of cards. The team with the most points is the winner! You can also expand this game with the variations above.





SETTING BOUNDARIES

INFORMATION



Setting boundaries in life can be difficult. Although, it is very important.

Your personal boundaries define who you are compared to others.

They are a manual to decide which behaviour of others we accept in our presence and which not. If you don't know what your boundaries are, people will not know who you are because you do not even know who you are yourself.

If you can set your own boundaries, you can also respect the boundaries of others. It is your right to create your own boundaries, where the limits are will be different per person. It depends on who you want to be and what you want to accomplish in your life.

Because boundaries are so different per person, it is important all children are taught about this subject. Children have to learn that they have to discover their own boundaries and how they can make their boundaries clear to others.

If you set a boundary, you always set it for yourself, because you are the only person you can control. Making a rule like 'you can't speak to me like that' is powerless, that doesn't work. What actually can work is making a boundary for yourself by telling what you will do if someone speaks to you like that. For example you can say: 'If you speak to me like that, I will leave the room'.

These three points are important by making clear your boundaries. By reminding yourself and the children to these points you can tell your boundaries without being rude or make it a conflict.

1. **Stay calm**

Make clear what you want, but keep calm. When you get angry or start yelling, you will awake those feelings of the other person and he/she will get mad too. People get more impressed by someone who tells where it's all about in a calm way.

2. **Keep it to yourself**

Don't use words like 'you have to do this' or 'you have to do that'. The other person will only react in a negative way when you do, and then you are in a conflict real soon. You can better use words like: 'I don't like it when you do that' or 'I notice that I find it irritating when you do this..'. In that way you tell the other person what you think, and it's your right to do that. The other person can decide now if he wants to respect that.

3. **Give a solution**

Say for example: 'I suggest that...' and tell what you want to happen. You can wait until the other person comes up with an idea, but it's better to do it yourself. What do you expect from him?

And last but not least three important guidelines by making clear your boundaries:

- **Be consistent**

It's important to be consistent, keep your boundaries the same. If you change them often, others probably don't know what's ok and what's not ok to you. So keep on reacting the same when you feel your boundaries are being crossed.

- **Teach others how to treat you**

Tell and show others how you want to be treated. Be reasonable in that: don't make a drama of little unimportant things. But make clear your boundaries when it's necessary. If you don't, you teach the other person to cross your boundaries and then it will happen more often.

- **Respecting others starts by respecting yourself**

Maybe the most important one of all: you can't ask others to respect you if you don't respect yourself. Stand for who you are and what you want. Respect your opinion as much as you respect the opinion of others, they're equal.

BIBLE STORY: JESUS IN THE TEMPLE



**SETTING
BOUNDARIES**

Summary

Jesus goes to a temple in Jerusalem and sees that the people turned the temple in to a market. He makes clear his boundaries in an impressive way. You can find this story in the Bible in John 2:12-25.

The story

Sometimes you have to clean up. Maybe your home, the kitchen or the class room. It's good to give a place a good going over, clean everything up and get rid of a lot of junk that you don't need. And that is what Jesus also thought.

There was a time when Jesus did some cleaning. It was time for the annual Passover celebration, so Jesus traveled to Jerusalem. When he arrived in Jerusalem, Jesus went to the temple. He couldn't believe his eyes. There in the temple area he saw people who were selling cattle, sheep, and doves for the people to use as sacrifices in the temple. There were tables set up for money changers so that people could change their money to pay their temple taxes. It looked more like a carnival than a house of worship.

Jesus did not like what he saw. He was so angry that he made a whip from some rope and he drove the cattle, the sheep and those who were selling them from the temple. He went to the tables of the money changers and turned them over, scattering coins all over the temple floor. To the ones who were selling the doves he said, "Get these out of here! How dare you turn my Father's house into a market." Yes, you can say that Jesus did some cleaning in the temple that day!

As we think about Jesus cleansing the temple, we should also think about some other cleaning that needs to be done. It is time to look inside ourselves and see if there is anything in us that needs to be changed. Are there some areas of your life where Jesus needs to do some 'cleaning'?

Think!

Why is Jesus so upset?

Do you know what your boundaries are?

How does Jesus makes clear his boundaries in the temple?

What are other, maybe more peaceful ways, to make clear your boundaries?

Learn!

"He keeps the peace at your borders, he puts the best bread on your tables." - Psalm 147:14 (MSG, The Message).

Pray!

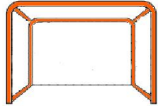
Dear Jesus, during this time when we think of 'cleaning', we ask you to forgive us when we do wrong and to make us clean. Help us by discovering and making clear our boundaries. Amen.

THE OVERANXIOUS HEART



**SETTING
BOUNDARIES**

GOAL



- Discovering boundaries
- Discovering different kinds of care/anxiety
- Respecting each other

MATERIALS



- Papers
- Pens

TIME



- **30 – 45 minutes**

THE GAME

When children are getting older, they tend to be overanxious. In puberty children are insecure about their self-image and often there is a pressure from peer groups. Children can be anxiety about for instance their looks, friends, social status, grades, drugs and violence. The more they worry, the less space they have to be their selves. By doing this activity you and the children can discover their worries and which solutions are possible to be less anxious.

Ask the children what they think the word 'anxious' means. If you can, write the words that come up down, for instance on a chalkboard or a paper. Check a dictionary (or let the children check it) to see if the answers match with their ideas. After that, split up the groups in small groups of about 5 children. Give them pens and papers and let them exchange their thoughts. Let them split up the paper in two sides, 'side a' and 'side b'. Let them write down on side a where they care for, and on side b where they are anxious about. After you have done this, gather everyone together again and discuss the answers. What is the difference between the answers of side a and side b? Look at the answers that are named often, why are they so important?

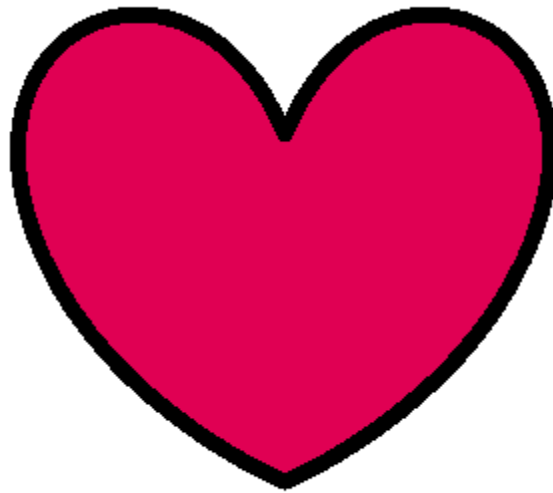
In short:

1. Explain the activity to the children
2. Ask the group about the meaning of the word 'anxious', compare it with the dictionary and discuss it with the group for about 10 minutes
3. Let the children split up in groups of about 5 children and give them pens and papers

4. Give the small groups the task to discuss and write down about side a (where they care for) and side b (where they are anxious about)
5. After 20 minutes, gather everyone around you again and discuss the different answers (use the option 'afterwards')

OPTIONS

- **Make it easier:** walk around the small groups and help the children by asking specific questions about differences between caring about and being anxious for something.
- **Afterwards:** talk with the whole group about setting boundaries: in the examples they gave, where are their boundaries? When they care for someone, how much do they think about their selves in that? If someone is sick and they have to take care of them, but they also have homework to do for the next day. Where is their boundary? What is more important for them and why? This can be different for everyone! Be sure there is a lot of respect in this conversation!

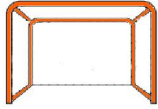


THE PAINTING EXPERIMENT



**SETTING
BOUNDARIES**

GOAL



- Discovering boundaries
- Making clear boundaries
- Working together
- Respecting each other

MATERIALS



- (Big) papers
- Pens / crayons / paint / brushes / markers

TIME



- **20 – 30 minutes**

THE GAME

In this game it is all about discovering boundaries, making clear boundaries and dealing with boundaries of others. Use the biggest pieces of paper you have and make small groups of children (2 or 3). Try to put children together who don't know each other so well (yet). Let them make art on the paper with the materials you have. This can be paint, crayons, pens, markers, as long as you can make something with it on a paper it is ok. Give the children 20 minutes to make the art. There are no rules or directives about what they have to make, but they all have to use the same materials. After the 20 minutes, gather everyone around and start a group conversation. How did it go in the little groups? What happened? Is the space on the paper divided in a fair way? What are the boundaries on paper? Was it easy or was it hard to take place at the paper? Did you give each other space to make the art? Who gave the most space and why? Did you have struggles? Did all of you drew in a corner of the paper or all over the paper? What emotions did you feel? How did you set your boundaries in this activity? Enough to talk about!

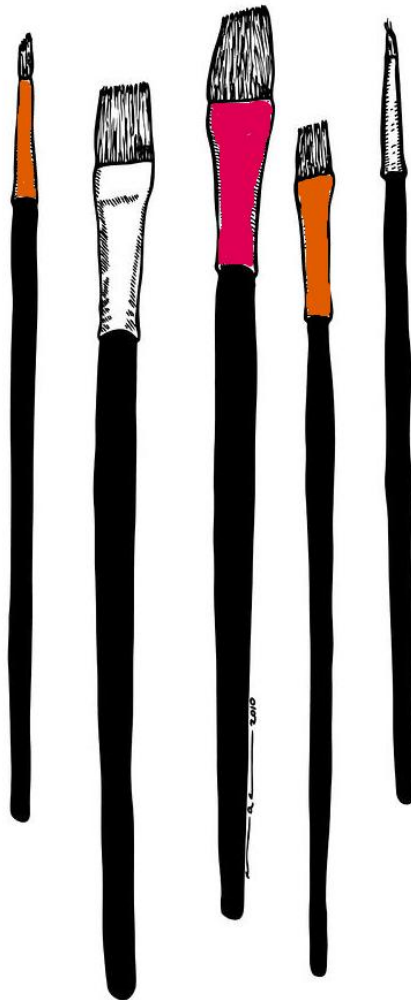
In short:

1. Explain the activity to the children
2. Make little groups of 2 or 3 children and let them sit together
3. Be sure that every group has a paper and drawing/painting materials
4. After 20 minutes, gather everyone around you and talk about the questions above

OPTIONS

- **Big group of children:** if there are a lot of children at your club gathering you can still do this game. Divide them in small groups, but after the activity, don't let everyone come together at 1 group. Create more groups with a maximum of 15 children and be sure that the conversation every group is leaded by a volunteer. The smaller the groups, the more space there is for children to share their experience.

- **Lack of materials:** if you don't have the materials that are named above, you can also do this activity on a sandy foundation. Mark the space in the sand with the branch of a tree or your finger. Let the children make art in the sand with their fingers, like they otherwise would do on the paper. Let them create for 20 minutes and have a group conversation with the questions above.

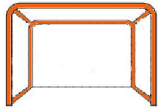


I SEE BOUNDARIES



**SETTING
BOUNDARIES**

GOAL



- Discovering boundaries
- Discussing about boundaries, rules and consequences

MATERIALS



- Paper
- Pen

TIME



- **30 - 45 minutes**

THE GAME

'I see boundaries' is a calm activity which contains a group conversation. It helps the children to understand the concept of boundaries and how they promote safety. The conversation contains 3 parts:

I see boundaries: look around your environment and identify things that are boundaries. For example, a door or wall forms the boundary between rooms or the boundary between indoors and outdoors. The lines on the road define where cars belong and how multiple cars can safely travel on the same road. Ask the children to explain the reason for fences, house walls and other common boundaries. Compare these boundaries to personal boundaries, such as not touching without permission, social etiquette rules and other invisible boundaries (10 minutes).

Name the rules: social and personal rules form boundaries that help children learn how to function in society. Rules such as not hugging or kissing someone who makes you uncomfortable or not keeping secrets from parents protects children from abuse and peer pressure. Have the children name the rules that protect them, such as not using anything of others without permission. Ask them what other rules they think might make them safer. Discuss the reason they believe these rules are good (10 minutes).

Logical consequences: breaking a rule has consequences, such as punishment. Use your set of house or school rules (from the previous point) to list the consequences of breaking each rule. Use a paper to match the consequences to the rule. Allow the children to create more logical consequences for broken rules. Compare the consequences to each other. Discuss the

appropriateness of responses, such as shooting someone you don't like or beating them up. Apply logical consequences to those situations and responses (10 minutes).

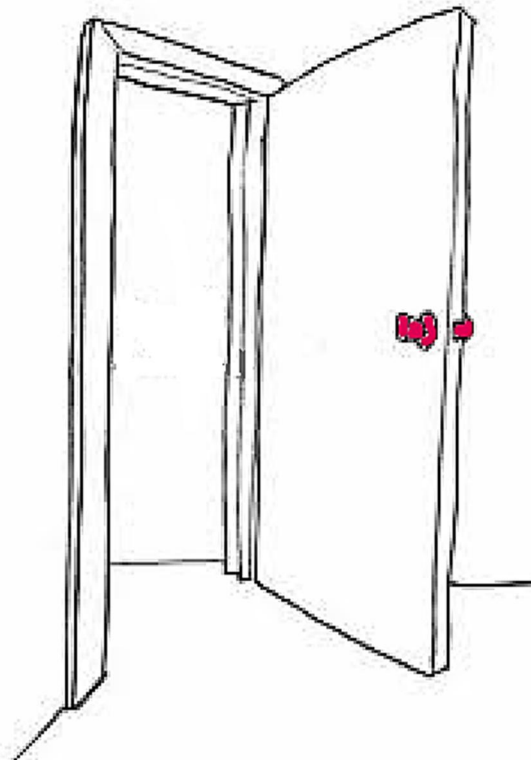
In short:

1. Explain the activity to the children
2. Attend all three subjects, each subject for about 10 minutes
3. Talk and discuss about the answers of the children
4. Conclude the definition of boundaries and which boundaries (and consequences) are good to think of during club gatherings

OPTIONS

- **Make it harder:** to make it harder for the (older) children, give them the task to first discuss all of these points in small groups. Let them write down their answers, and after that gather everyone together and talk about the subjects and the answers of all different groups. Compare it with each other and start a discussion.

- **Afterwards:** if you have concluded the definition of boundaries and talked about the boundaries and consequences at the children's club, make a list of important rules at the children's club. Write it down on a paper and hang it on the wall. Because the children joint the decision making, they will take the rules more serious.

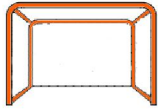


THE WALKING BOUNDARY



**SETTING
BOUNDARIES**

GOAL



- Discovering boundaries
- Working together
- Respecting each other

MATERIALS



- No materials needed

TIME



- **5 - 10 minutes**

THE GAME

A calm game to discover boundaries. This game will make children aware of their own boundaries and boundaries of others.

In short:

1. Let the children make couples
2. Every couple has to stand in opposite position
3. Let them decide: one of them is number 1, the other is number 2
4. Now give them the task: number 1 starts at 10 meters distance from number 2. Now slowly the number 1 walks closer and closer to number 2. The final point can be a hug. Number 1 has to tell number 2 where his boundary is. He has to watch his feelings and say 'stop' when number 1 may not come any closer. This is where his boundary is.
5. Now let them change, number 1 stands still and number two walks towards him.

OPTIONS

- Make it different: if the first couples are done, gather everyone together and talk about what they experienced. Now play the game a couple of more times and each time form new couples. In this way, the children will have different experiences with boundaries.

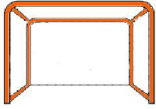
- Afterwards: talk with the children: how did it experience it? Was it scared to do? Or did they know their boundaries already before they started? This can be very different per person.

STOP AND GO



SETTING BOUNDARIES

GOAL



- Discovering boundaries
- Making clear boundaries
- Respecting each other

MATERIALS



- Something to create a circle (a hula hoop or a rope)
- Pens
- Papers

TIME



- **10 - 20 minutes**

THE GAME

A calm game to discover boundaries. This game will make children aware of their own boundaries and boundaries of others. Make nametags with the pens and papers with 'stranger', 'friend', 'family member' and 'teacher'.

Give each child a hula hoop (a circle to stand in) and have the child stand in the yard or in a large room. Be sure all children fit in the same space. Use the name tags you made: when you hold up the tag 'friend', the children have to imagine that you are their friend. Move towards the children, walk through the group and have them use the words 'stop' or 'go' to tell you when you have reached their personal boundary. Change the name tags during the game, so you give the opportunity to tell someone to move out of his boundary space.

In short:

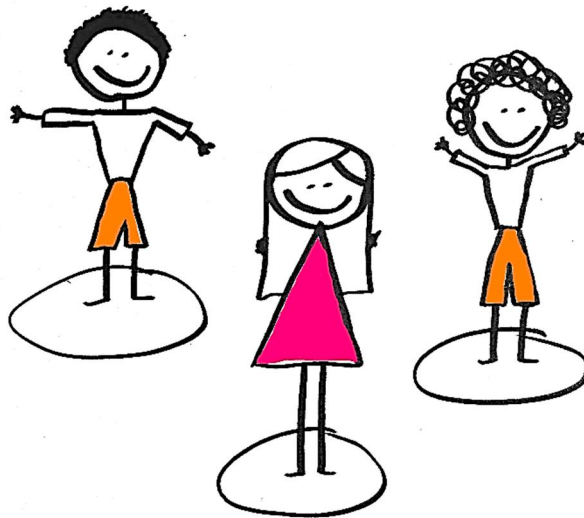
1. Explain the game to the children, show them the name tags
2. Let everyone stand in their own circle
3. Start the game and go on walking in front of the children with different name tags for about 10 minutes. Let the children say 'stop' or 'go' when you come closer to them.
4. Gather everyone around and talk about the game: where are the boundaries of the children? What is the difference between a teacher and a friend? Why is the boundary to a family member different then to a stranger?

OPTIONS

- **Make it easier:** before you start the game, begin with sitting in a circle and talk with the children about boundaries. What are boundaries? How can you make them clear to others? (see the information about setting boundaries at the start of this theme). Practice a bit before starting the game.

- **Make it different:** to make the game a bit different, think together with the children about other people who can be on the name tags. Make extra name tags and use them in the game, now the children have new boundaries to make clear.

- **Lack of materials:** if you don't have a hula hoop or a rope to create circles for the children, see if you can use nature. If there is a sandy place, write with your finger circles in the sand.

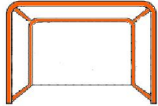


THE PERFECT DAY



SETTING BOUNDARIES

GOAL



- Discovering boundaries
- Making clear boundaries

MATERIALS



- Pens / crayons
- Papers

TIME



- **25 – 35 minutes**

THE GAME

A drawing game for children to discover their daily boundaries. Each child is going to make two drawings. At the first drawing, the children have to imagine that they have a busy day at school and that they are tired. Give them the assignment to think of all the things they can do to feel relaxed and fresh again. Let them draw or write on the paper the things they would do. On the second paper the children get the task to imagine a perfect day. Let them draw what will happen, how it will happen, what will be in their perfect day. How does it become perfect? By doing this task children will become aware of how they can take care of their selves, what their boundaries are and which boundaries they have to make clear to others to make their day more perfect.

In short:

1. Let everyone sit at a table
2. Explain the game to the children
3. Hand out the papers, pencils and crayons
4. Give the children the first task: let them imagine that they had a rough day and that they're tired. Let them draw or write what they can do to make themselves feel more relaxed and fresh again. This will take about 10 minutes.
5. Give the children a clean paper and let them do the second task: imagine a perfect day. Let them draw or write things about a perfect day for them. This will also take about 10 minutes.
6. Talk with the children about the drawings. What is the difference between the papers? How can they make a day more perfect? What do they do when they are really tired? What helps

them to relax? Are there any boundaries that they discover? Which boundaries do they have to make clear to others to make a day perfect?

OPTIONS

- **Make it easier:** ask questions to the children to let them think of things they can draw or write. What makes them tired? What helps them to relax again? How does a perfect day look for them?

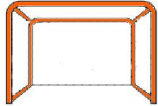


THROW-AWAY-THOUGHTS



**SETTING
BOUNDARIES**

GOAL



- Discovering boundaries
- Exercising positive thinking

MATERIALS



- Pens
- Papers

TIME



- **15 - 25 minutes**

THE GAME

Sometimes our thoughts are not so useful. Negative thoughts about what you can or can't do, are useless. It only makes you mad, sad, disappointed or depressed, you don't believe in yourself (anymore). This game helps children to relativize negative thoughts and think positive. Sometimes we need to set boundaries to our own thoughts.

In short:

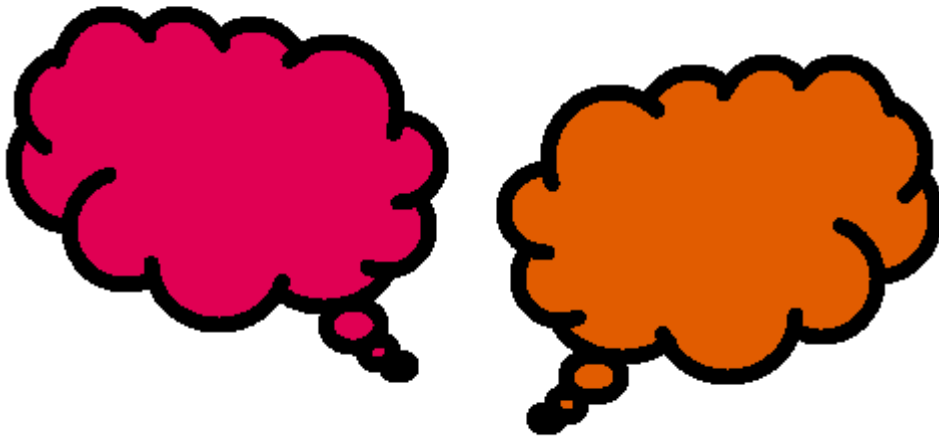
1. Explain the goal of the game to the children
2. Let everyone sit at a table at their own
3. Give the children a pen and a paper
4. Let the children think of a few useless thoughts people can say to themselves, for instance what causes that they never learn something new, like volleyball or driving a car. Let them write it down, give them about 5 minutes.
5. Let the children think of a few useful thoughts people can think, thoughts with a positive vibe. Let them write it down, give them about 5 minutes.
6. Let the children think of a moment they have to do something really difficult and ask them what they could say to themselves before the difficult thing. Let them write that down. For instance: 'If I do this it will help me for my future'.
7. Ask the children what they can say to themselves when they are in that difficult situation. Let them write that down. For instance: 'Come on, I can do this!'
8. Ask the children what they can say to themselves when they can say to themselves after that difficult situation. Let them write that down. For instance: 'I told you that you could do

this! Well done!

9. Talk with the children about the answers. What will help them more in difficult situations, negative thoughts or positive thoughts? What thoughts are 'throw-away-thoughts'? Positive thoughts will always help you to develop yourself and look further.

OPTIONS

- **Make it easier:** instead of letting them write all the answers on the paper, you can also make it a group conversation. Talk with the children about the questions and give examples.

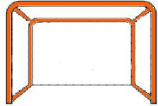


PLEASE DON'T DISTRACT ME



**SETTING
BOUNDARIES**

GOAL



- Concentrating
- Making clear boundaries

MATERIALS



- Pens / crayons
- Papers

TIME



- **10 - 20 minutes**

THE GAME

A game that can be played in small groups with a maximum of 10 children. This game will help children to understand how difficult it is to stay focused on something. By doing this game they can discover new ways to help them focus.

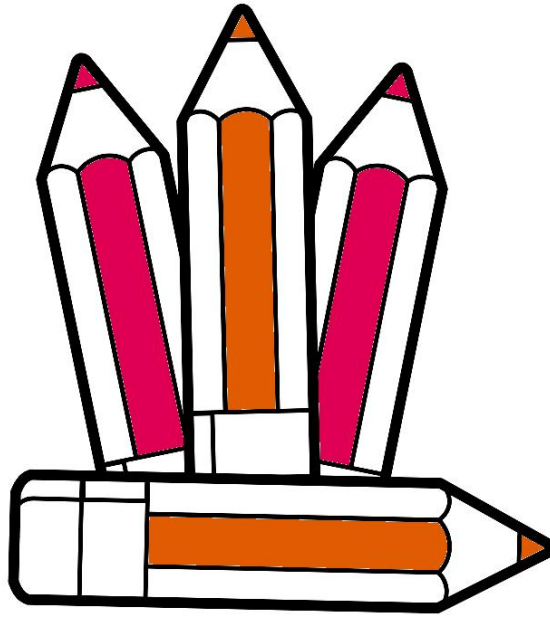
In short:

1. Explain the game to the children
2. Make clear the rules to the children: no aggression, no touching
3. Now pick 2 children out of the group and place them in a position where everyone can see them. Give child 1 a paper and pencils and let him draw what he wants. Now give child 2 the task to distract child 1. As soon as child 1 is distracted, the game stops. Then change place, now child 2 is going to draw and child 1 has to distract. The facilitator is the timekeeper (or give a child of the group the task to watch the time) to measure who can last the longest.
4. Switch in the group and let every child have each role for one time.
5. After everyone had both experiences, talk about what happened. Was it difficult to concentrate? Why? When is it also hard to concentrate? Does this happen in the classroom at school? What can help you to concentrate? How can you make clear your boundary?

OPTIONS

- **Make it different:** think of another task than drawing for the children, for instance telling a story or doing a dance.

- **Make it a contest:** measure the time that all the children are drawing, the one that last the longest without being distracted is the winner!





WORKING TOGETHER

INFORMATION



**WORKING
TOGETHER**

Two people together have more knowledge than one individually.

Children have to learn that they can work together to fix certain problems.

Working together contributes to a positive atmosphere in a group and it improves self-knowledge. Working together is not always easy, especially for young children. They are not able yet to learn several social skills.

Social insight

While working together it is important that children are able to view the situation from the perspective of another person and reason from their own. When they have to learn this you can help them by asking questions how things would be for another person in the group.

Listening

Listening is one of the most difficult things to do for children, but it is a very important skill in working together. While working together it is important to listen to each other and really hear what they have to say. Making rules can help in learning to work together. Examples for rules are: put your hand in the air if you want to tell something or if you have a question, when someone else talks you are quiet, etc.

Sharing

Working together also means sharing. Most of the time the children have to share materials they have to use and divide tasks they have to do. The basics of sharing are learned at a really young age while playing together. To develop the skill to share you can help the children by talking about it, asking questions about what is the right thing to do in sharing and showing them that you also share.

Waiting

With sharing comes waiting. For instance waiting for materials you want to use or waiting until you may say something in the group. Waiting is hard for children, especially when it takes a long time. Be aware of this and make sure that how younger the children, the shorter they have to wait.

Above are the skills that are needed while working together and by doing it the children will develop these skills. But there are more skills that will develop in a positive way. The children realize that all members of the group share the same goal and the rewards of achieving it. Working together can also be seen as cooperative learning, learning together. Cooperative learning goes hand in hand with social and emotional learning.

The skills that the children will develop are:

- **self-awareness:** recognizing own feelings and identifying interest, strengths and weaknesses
- **self-management:** managing own feelings and behavior to control impulses
- **social awareness:** understanding the feelings and needs of others and appreciating similarities and differences in the group
- **relationship skills:** maintaining positive relationships with others
- **responsible decision making:** making good choices together with the group through discussion

BIBLE STORY: FEEDING THE CROWD



Summary

In the story about Jesus and the disciples feeding a huge crowd with only five pieces of bread and two fishes it is obvious that the disciples have to trust each other and Jesus, and that they have to work together. You can find this story in the Bible in John 6:1-5 and in Luke 9:11-17.

The story

On a beautiful spring day, a young boy, carrying his picnic lunch, was skipping along a dusty road. He saw many people gathering on a hill by the lake just up ahead so, being curious, he took his picnic lunch and decided to join them. His mind was racing with questions as he darted in and out through the crowd, trying to make his way to the front so he could see just exactly what was happening. "What's going on? I wonder why there are so many people here... Is it a big party?" were some of the questions going through his mind.

He sucked in his breath and scrunched himself as small as possible to squeeze through the crowd. The boy nudged people to the left and right, and occasionally he stumbled over someone's foot. But he finally made his way to the front where he discovered the reason for the huge gathering. A man named Jesus and some of his friends had arrived in a small fishing boat. The crowd of people was pushing to get a good look at him.

Seeing the great multitude, Jesus and his friends decided to stay in the boat. Jesus stood up in the little boat and welcomed the people. He knew they had come to see him and he wasn't going to disappoint them. The people in the crowd were edging themselves closer and closer so they would be able to hear what Jesus was saying. Minutes passed and even hours, but the people didn't get tired of listening to Jesus. They had never heard anyone as interesting as this man. He had so many wonderful stories to tell, and they were hanging on to his every word.

As the evening drew near, one of the disciples turned to Jesus and asked: "Shouldn't we send them away now? It is getting late, and none of them have eaten anything the entire day." Much to his surprise, Jesus answered him: "No, do not send them away. You find food to feed them." Looking around at the crowd that had continued to grow larger and larger, and hungrier and hungrier, the disciple was a little confused and bewildered. "But, Jesus!" he exclaimed, "there is no way we can feed this many people! It would take about months to get enough food to satisfy this large crowd!"

As the disciples looked around the crowd wondering how they would ever be able to follow Jesus' wishes, one of the disciples saw the small boy with his lunch. The disciple knelt down and asked kindly, "Would you be willing to share your lunch?" The boy jumped up and down in excitement and joyfully answered, "For Jesus, I will gladly give it all!" The disciple took the lunch to Jesus, and said, "I found a little boy who was willing to give us his lunch. It is small,

but here it is." Another disciple spoke up, "There is only five small loaves of bread and two tiny fish in there! How is that supposed to feed all these people?"

Jesus didn't take time to explain. He wanted each person to see for himself what was going to happen next. Jesus simply took the lunch; he broke the bread and fish into pieces, and he blessed it. Then he gave it to the disciples, and told them to feed the people. Even though they knew there wasn't going to be enough for everyone, they also knew it was better to obey Jesus than to try to argue with him. They scattered themselves around the crowd and started passing out pieces of fish and pieces of bread. They walked and walked, stooping down to hand the food to the hungry people sitting on the hillside. They were so busy that they didn't even notice that their baskets were not getting empty. Finally when everyone had eaten enough to fill them up and it started getting very late, the crowd started to get smaller as people began to go back to their own homes.

Jesus told his disciples to pick up baskets and collect all the leftovers so that nothing would be wasted. The disciples were surprised as they stared at the sight before their eyes. As they gathered the leftovers, there was a buzz of excitement. "How amazing it is that Jesus could take a small boy's lunch and fill all these hungry people!" one exclaimed. "Yeah, and I've already picked up a whole basket of pieces over here!" another yelled back. "My basket is almost full also!" said another with awe. When they finished, they took it all to Jesus and began to count. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve! Twelve baskets leftover! Wow! What a miracle Jesus had performed right there before their very eyes! Two little fish and five small loaves of bread had fed over five thousand people with plenty of food to spare!

Think!

Why did the crowd gather on the hillside?
Why did the disciples want to send the people home?
What was in the little boy's lunch?
What did the disciple ask the little boy to do?
Did the little boy want to share his lunch?
How many people shared the little lunch?

Learn!

"Jesus said, "I am the Bread of Life. The person who aligns with me hungers no more and thirsts no more, ever." -John 6:35 (MSG, The Message).

Pray!

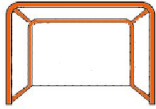
Dear Heavenly Father, thank you for giving each of us something that we can give back to You. Help us to give cheerfully knowing that, no matter how small our gift may seem, You can turn it into a miracle. In Jesus' Name we pray. Amen.

TWINS



**WORKING
TOGETHER**

GOAL



- Working together
- Listening to each other
- Development of empathy

MATERIALS



- No materials needed

TIME



- **15 – 20 minutes**

THE GAME

In the twins game the children have to work together in couples. In this game they are going to work together and you tell them what to do. Everything they do they have to do together, they won't make it on their own. A difficult but fun game to do.

In short:

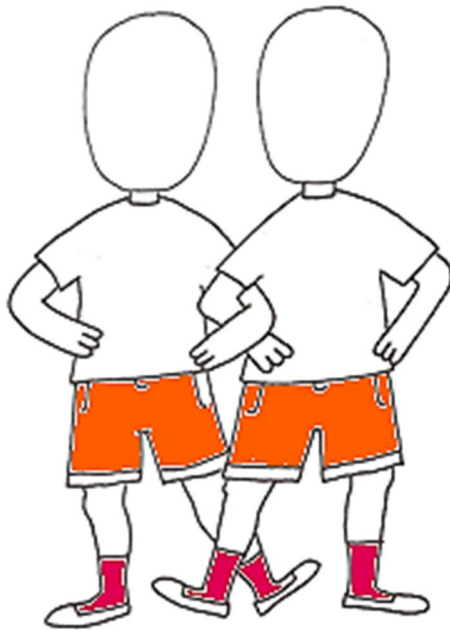
1. Explain the game to the children
2. Let the children make couples and let them stand in a place where they have enough space
3. Let the couples sit down with their backs against each other
4. On your sign they have to try to stand up straight while keeping their backs together
5. Wait until every couple stands
6. On your sign they have to walk as far as possible while staying back-to-back
7. As last the couples have to try to sit down again while keeping their backs together
8. Gather everyone around you and talk with the children about the game. Was it difficult to do? What worked well? What helped them to finish the task?

OPTIONS

- **Make it easier:** if the children are too young to do the game with only the backs together you can make it easier for them if they can stand back to back and twist their arms together. In that way they have more balance. The game can stay the same.

- **Make it harder:** give the children a 'no talking rule'. When they are not allowed to talk they have to try harder to view the situation from the perspective of the other child.

- **Make it a contest:** after a short try out you can make this game a contest. Make a course the couple has to follow. The couples that fail in keeping their backs together during the course are out of the game. The first couple that walks over the finish line is the winning couple!

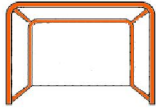


THE BALL GAME



**WORKING
TOGETHER**

GOAL



- Working together
- Listening to each other

MATERIALS



- Ball
- A playfield

TIME



- **20 – 30 minutes**

THE GAME

This game will be played in two teams. The team members have to work together to win. Team 1 is scattered through the field, team 2 stands at one edge of the field, behind a line. All the members of team 2 are standing behind each other, in a long line. The child in the front, the first one in the line, has the ball. He can kick or throw the ball into the field. Now he starts running around his team members, so he runs around the line. Every time he has made one round it counts as one point. He has to gather as much as possible points. In the meantime team 1 in the field has to fetch the ball. Once they have the ball the team also has to come together and stand in a line behind each other. The first one has the ball and has to pass it to the child behind him, over his head. That child grabs the ball and passes the ball also over the head to the child behind him. When the last child in line has the ball he can run to team 2 and bounce the ball behind the line. Now the child of team 2 has to stop running. Collect all points. Now the next child of team 2 can stand in front and throw or kick the ball into the field. This goes on until all the members of team 2 had their try. Calculate all points together. This is the score of team 2. Now the teams can switch, team 2 goes into the field, team 1 can throw or kick. Calculate in the end which team has gathered the most points: that team is the winning team!

In short:

1. Explain the game to the children
2. Make two teams, both teams have about 10 children
3. Make clear the lines of the field to the children

4. Start the game, you are the leader so lead the game with a loud voice
5. When the teams are done, switch
6. When all the children had their try at kicking the ball, calculate all points and tell which team is the winner!

OPTIONS

- **Make it different:** to bring a change in the game you can change little aspects. For instance for the team in the field: instead of passing the ball above the head, let the children pass through the ball between their legs. Think creative!
- **Lack of materials:** if you don't have a ball you can use another object. Before using it: think about the safety of the children. Is the object safe enough for the children to throw, kick and catch?
- **Big group of children:** if you have a big group of children at the club you can make more teams. For instance 3 teams of 10 children. Let two teams play while the third team waits next to the field. After that all teams have had all three positions and their done. Calculate all the points of the teams, now one team is the winner.

<u>In a corner, throwing the ball</u>	<u>In the field, fetching the ball</u>	<u>Waiting next to the field</u>
Team 1	Team 2	Team 3
Team 2	Team 3	Team 1
Team 3	Team 1	Team 2

- **Disability:** if there is a child who is not able to participate in a team, you can give him a task to help you. For instance he can stand with the team who throws/kicks the ball. He can count out loud the number of rounds the child runs. Or he can support the team in the field by giving tips what they have to do.

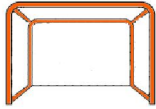


HIDE AND SEEK: INSIDE OUT



**WORKING
TOGETHER**

GOAL



- Working together

MATERIALS



- No materials needed

TIME



- **10 - 30 minutes**

THE GAME

Play this game in a place with enough options to hide. This game is just like the regular hide and seek, but then in the opposite direction. One child hides, the rest of the children have to go look for him. The children that are looking around have to search individually. When a child finds the child who hid, he stops searching and joins him at his hiding place. The game is finished when everybody found the child and the whole group is together at the hiding place. Play the game again, the child who found the hidden child first can hide now.

In short:

1. Explain the game to the children
2. Discuss with the group how far they may go, how big is the place they play the game in?
3. Choose a child who can go hide himself
4. Let the other children close their eyes and count to 20
5. Let the children search
6. Wait until all the children are at the hiding place
7. Play the game again

OPTIONS

- **Make it easier:** make the area of the game smaller so the hiding spot is easier to find.
- **Make it harder:** make the area of the game bigger so the hiding spot is more difficult to find.
- **Afterwards:** talk with the children about the game, how did they experienced the game? How did it feel to search on your own? Did they find the hidden child fast?

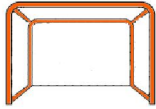


THE BLIND BOAT



**WORKING
TOGETHER**

GOAL



- Working together
- Listening

MATERIALS



- Blindfold

TIME



- **10 - 25 minutes**

THE GAME

There is a boat, but the boat is blind. The boat has to find the harbor without damages! One child of the group is the boat, he has to close his eyes. The rest of the group has to scatter around, they are the rocks in the ocean. The boat starts at the beginning and has to go, through all of the children, to the harbour where he is safe, that is the end. It sounds simple, but it is difficult because the boat can't see: he has to trust the group. The group has to work together to lead the boat to the harbour. The group can guide the boat by giving tips: 'two steps to the left', 'stop!', 'to the right!' But watch out! When the boat hits a rock it will s

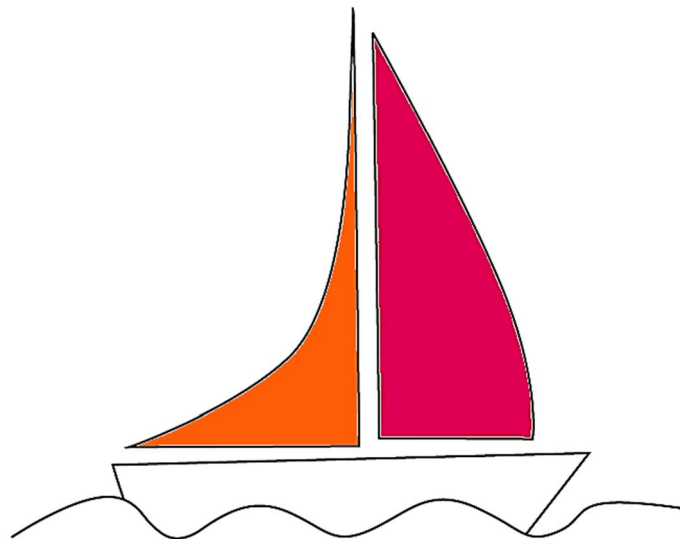
Note: When using a blindfold be sure the children of the group trust each other and the ground is safe to walk on. When there are new children or young children in the group, just let them close their eyes so when they are scared they can peek a little.

In short:

1. Explain the game and tell the story to the children
2. Choose one child who can be the boat and discuss the point of beginning and the finish
3. Make sure the eyes of the child are closed, if you can, use a blindfold.
4. Spread the other children through the space
5. Spin 'the boat' around himself and let him start
6. When the boat arrived in the harbor, choose a new child who can be the boat
7. The game is done when all children have been the boat, use the options below to make the game different

OPTIONS

- **Make it easier:** help the children giving tips to the boat.
- **Make it harder:** make new rules in the game. For instance the rule that the children can't talk. If they want to make something clear to the 'boat' they only can make a sound.
- **Make it different:** discuss with the children and let them think of new rules. For instance the rule that children guide the boat with noise. When the children make loud noises the 'boat' is wrong, when the children make no noise the boat goes in the right way.
- **Make it different:** instead of letting the group lead the boat, give the boat a guide who tells him where to walk.
- **Make it different:** instead of letting the children be the rocks, let them be people who have to be saved out of the ocean. Let the boat first pick all of the people out of the ocean and eventually bring them to the harbor. The boat needs a guide to tell him where to walk.
- **Afterwards:** talk with the children, how did it feel be the boat? Was it hard to reach the harbor? And how did the group experience it, how did they work together?

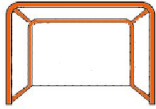


THE HUMAN KNOT



**WORKING
TOGETHER**

GOAL



- Listen to each other
- Work together

MATERIALS



- No materials needed

TIME



- **5 - 15 minutes**

THE GAME

Create a human knot and make a circle again without letting go of hands. The ultimate game to practice listening to each other and working together!

In short:

1. Let the children stand in a circle
2. Explain the game to the children
3. Everyone has to grab with their right hand, the hand of a child
4. Now everyone has to grab with their left hand, the hand of another child
5. Now there is a human knot!
6. Let the children talk, listen, climb and crawl to undo the knot
7. Important rule: it is forbidden to let go of hands!
8. The game is over when the knot is undone and there is one or more circles of children

OPTIONS

- **Make it easier:** give specific hints to the children about what they have to do to undo the knot.
- **Make it easier:** play the game in separate, smaller groups so the knots are smaller and easier to undo.
- **Make it harder:** give one child the task to undo the knot. He has to tell what the rest of the children have to do, they have to listen to him.
- **Make it harder:** let one child (or do it yourself) make the knot by saying for each child individually how he has to stand and which hands he has to hold. He can make it extra hard for the children.
- **Make it harder:** make up some rules to make the game more difficult, for instance: 'one person can speak at the time', 'the words yes, no, you and here are forbidden' or 'no one can speak'.
- **Afterwards:** talk with the children about how they experienced the game: was it hard or was it easy? What helped them to undo the knot? And what did not help them to undo the knot?

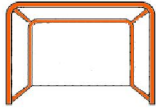


BLIND ARCHITECTS



**WORKING
TOGETHER**

GOAL



- Working together
- Listening

MATERIALS



- A large rope
- Blindfolds

TIME



- **10 – 20 minutes**

THE GAME

Blind architects is a game that requires working together and good communication to succeed the tasks.

In short:

1. Let the children stand individually, scattered through the place
2. Let them close their eyes and to be sure, if you can, give every child a blindfold
3. Tell the children: 'Now all put your hands in front of you, open your hands. I am going to put a big rope in it.'
4. If all the children have the rope in their hands, go on: 'Now together you are going to make a square, good luck!'
5. Watch the children how they work together. When the time is up (10 minutes) or when the square is complete, they are done
6. They can take of their blindfolds. Talk with the children about the game, how did it go? Did they work together? Did it take a long time before they had the square?

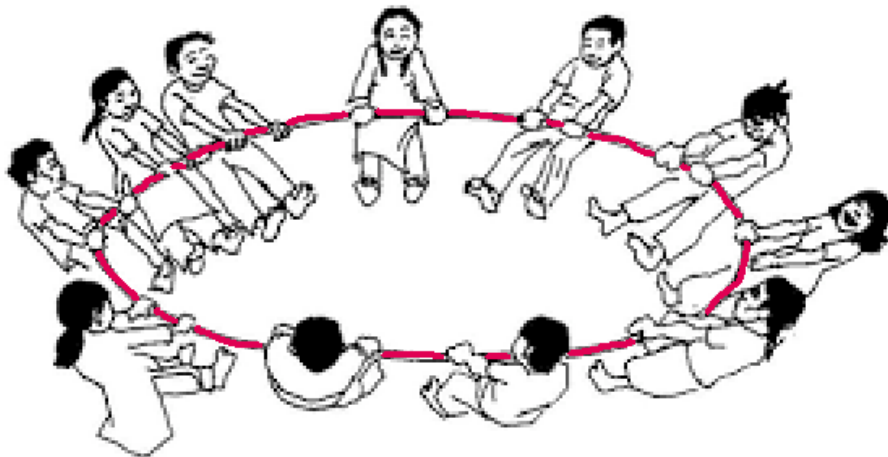
OPTIONS

- **Make it easier:** give the children the hint to lay down the rope on the ground, that is the easiest way to make a square.

- **Make it different:** if the children succeeded in making the square you can give them new tasks. For instance new shapes like a circle, a triangle or a heart.

- **Lack of materials:** if you don't have a rope you can give the children the task to stand in different shapes themselves, without a rope. You can let them hold hands.

- **Big group of children:** if you have a big group of children, split the group into two groups. Let one group do the task with the rope and let the other group watch. Afterwards they can reflect together, what did the group do and what did the other group see? What could be done better?

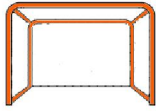


THREE LEGGED SPORTS



**WORKING
TOGETHER**

GOAL



- Working together
- Listening to each other

MATERIALS



- A soft rope / bandana / something to hold two legs together
- A ball (if that is used in the sports game)
- A field (if that is used in the sports game)

TIME



- **20 – 30 minutes**

THE GAME

Discuss and choose with the children a sports game they play often. This can be netball, football, basketball or something like that. Today the children will be playing this game in a different way. Let the children make couples, let them stand next to each other and bind the middle two legs together. Now play the game in the normal way, so make teams, make sure where the field is, etc. The children are now challenged in a game they know well, but they get to know the game in another way. They have to communicate and coordinate their movements together. Being connected will require practice in order to field a ball, catch, throw or score. It reinforces teamwork, listening and communication.

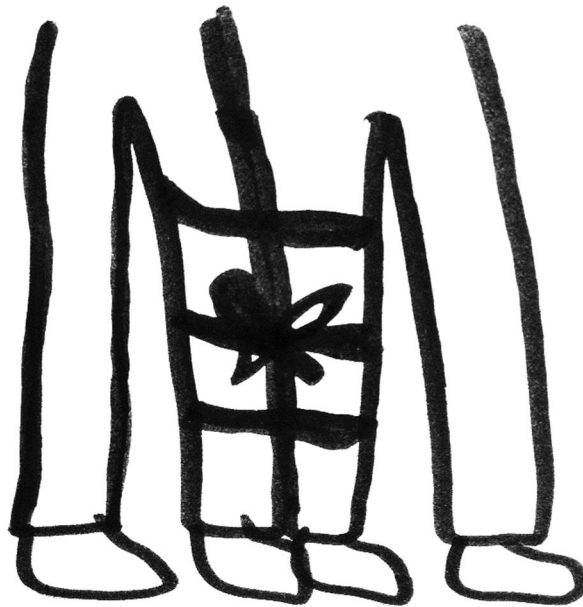
Important: connecting the children is important to the game, but help keep the children safe. They will likely fall at times, so a loose bandana tied around their legs should suffice. Be sure not to cut off circulation and make sure the playing field is relatively level!

In short:

1. Explain the game to the children
2. Let the children make couples, bind them together
3. Start the sports game
4. Afterwards, talk about the differences in the game in the 'normal way' and the 'three legged way'. What was different? How did the working together went? Was it hard? What was important to do if the children wanted to be a good team?

OPTIONS

- **Make it easier:** before starting the sports game, let the children do some tasks to practice to work together and to get used to be tight together. For instance, walk or run 100 meters together, throw a ball, jump at the same time, etc.
- **Make it different:** let the children switch from partners, so they experience different styles of working together.
- **Lack of materials:** if you don't have the materials to bind the legs of the children together, then let them hug each other or hold hands the entire game, without letting go of each other.

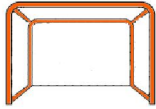


CAPTURE THE FLAG



**WORKING
TOGETHER**

GOAL



- Working together

MATERIALS



- Two flags (a piece of fabric can also be used)

TIME



- **20 – 30 minutes**

THE GAME

Make sure there is a large area, which can be roughly divided in two parts. This is the field where the children will play the game. Split the children into two teams and allocate each team with one half of the area. Each team chooses a base position, where they keep their "flag". This place may not be known by the other team. Also they have to choose a 'jail' position, where they will keep their prisoners, and makes it known to the other team.

Each team tries to capture the other team's flag. Whenever a team member ventures onto the other team's territory, he is at risk of being caught (tagged) by the enemy team. When caught he is taken to that team's 'jail', where he must remain until he is freed (touched) by one of his team members.

When someone manages to capture the other team's flag and return it to their own territory, their team wins.

In short:

1. Explain the game to the children
2. Decide with the children what the lines of the field are
3. Make two teams
4. Let the children hide their flags on their side of the area (without the other team knowing where) and make sure everyone know where the two 'jails' are.
5. Let the game begin
6. Make sure you are standing on a central point of the playing area, so the children know

where you are and can come to you when they need you

OPTIONS

- **Make it easier:** help the teams with finding a good hiding spot for the flag and a good place for the 'jail'.

- **Make it different:** if the children are a bit older and get the game, you can participate in the game.

- **Lack of materials:** if you don't have a flag or another piece of fabric, think of something else that can be used as something that needs to be found. For instance, a ball, a book or a bin. Keep in mind: the younger the children, the bigger the item, the easier it is. The older the children, the smaller the item can be, then it's harder to find.

