

CHRISTADELPHIAN
Bible School



He

healed

them all



Games
Appendix



MEMORY VERSE BURST

Theme

Whatever verse you choose to use from your lesson

You Will Need

Balloons - one per word for each set of verses, plus a few spares; small paper slips with the memory verse written on them - one word per slip, one complete verse for each team playing.

Roll the slips up, and insert each one into a balloon, blow it up, and tie the necks. Put two or three blank slips/balloons into each set for added fun! Keep the sets of balloons apart by putting each set into a separate bin liner.

To Play

Divide your group into teams. If your group is small, the teams can be quite small; you could even play in pairs if you provide enough sets of balloons. There should be at least as many words in your verse as there are team members, so that in larger teams everyone can take part. Place the bin liners on one side of your playing space. Seat the teams together on the other side of your playing space.

On the word 'go', the team members take it in turns to run to the team's bin liner, grab a balloon, and pat it gently to keep it in the air back across to their team. Once there, they must stamp on the balloon to burst it and get the paper slip out. As soon as the paper has been retrieved, the next team member may run to get another balloon. Meanwhile, the remaining team members must begin to assemble their memory verse from the paper slips they have collected. The first team to reassemble a complete verse and sit

down together with their hands up is the winner - let them shout their verse to you.

Top Tip!

It may be helpful to have a leader holding each of the team bin liners so that it is easy for them to grab a balloon, and to prevent the whole lot coming out at once!

Theme Points

Use this to reinforce the message of your lesson.



THE WRITING ON THE WALL

You Will Need

Sheet of A4 paper for each word of your memory verse, Blu-tack or sticky tape, wall or suitable surface on which the words can be displayed, ball or beanbag, dice.

To Play

Game 1 - Whole group

Choose a verse or verses from your lesson and write onto your paper sheets, one word per sheet. Use a different coloured pen for each word, if you wish. Write chapter and verse on the final sheet to give you twelve sheets altogether. Shuffle these up, and pile them face down on the ground at one end of your playing space. At the opposite end, you should have Blu-tack and a flat display surface or wall.

Each person, in turn, runs to the die (in centre of room) and tries to roll a 6 or, if using 2 dice, get a total of 10 or throw a double. Only when they have achieved the target score can they grab a word from the pile. They then run to the wall and stick the word up with blu-tack.

As more words are stuck to the wall, the rest of the team can start trying to put them into order - see how quickly they can stick all the words up AND get them in the right order.

Game 2 - Teams

For a team version, have two sets of words, two teams, and race to complete the unscrambled verse. To make this more challenging remove the chapter and verse or remove their Bibles!

Top Tip!

Provide a Bible at the end if they get completely stuck, so that someone can look up the correct order of words in the verse.

Theme Points

Memory aide to reinforce your lesson or key verse.



WHO WANTS TO HAVE FUN?

Theme

Bible quiz

You will need

- List of pre-prepared quiz questions each with four possible answers (base these on your topic),
- Three sheets of paper with the following words written clearly on one side:
 - 50/50
 - Ask a friend
 - Ask the team
- Large sheet of paper or whiteboard with this written on:
 1. 100
 2. 500
 3. 1,000
 4. 5,000
 5. 10,000
 6. 50,000
 7. 100,000
 8. 1,000,000

To play

This is ideally played as a team game, with two teams, each team choosing a volunteer to play 'Who wants to have fun?'

The volunteer comes forward, and you explain that they have a great opportunity to win a million points for their team! All they have to do is answer eight questions correctly. Show them the pyramid scale. The first question is worth 100, the second 500, and so on, up to a million points. Now show them the sheets of paper. These are the 'lifelines'. If they can't answer a question, they can choose to use a lifeline. 50/50 means that you will eliminate two wrong answers. Ask a friend means that they can ask a friend for the answer. Ask the team means they can ask their team for the answer. They can only be used once each!

Hand the sheets to the volunteer, to be handed back as they are used. Play the game by asking the multiple-choice questions. Each time a correct answer is given, put a team mark (use a different colour for each team) against the score achieved so far. Lifelines may be used whenever the player wishes to do so, but players must beware - any wrong answers mean they lose ALL their points!

They can choose to stop playing at any time, if they don't know the right answer, and their team will keep all the points scored. Keep a running total of team scores, and alternate play between teams.

Top tip!

Make the first few questions as easy as possible, and pitch them to the age and ability of the players.

Keep some really difficult questions in hand so that winning a million isn't easy - anticipation is what keeps this game going!



You could play this as a whole-group activity, with children taking it in turns to be in the hot seat, or let them play in pairs, helping each other to decide on their answer.

Theme points

Use this game as a fun way of encouraging children to think about what they have learned or to check they have been listening. Alternatively you could use it at the start of a lesson to find out what they already know then teach the gaps in their understanding.

FROG IN THE BOG

Equipment Required

None

To Play

One player is chosen as 'It'; the rest are frogs. For a quicker game have two players as 'It', especially if your group is larger than ten or twelve.

When a player is tagged by whoever is 'It', they must crouch down, frog fashion, and say, 'Rib-bit! Rib-bit!' loudly to show that they are 'stuck in the bog'. A free frog may release stuck frogs by leap-frogging over them. The game ends when the bog is full and all the frogs are 'Rib-biting' with no one left to release them. The last frog left hopping free may become 'It' for the next round.

Theme Points

What sort of things bog us down in our Christian lives? We all have times in our lives when we can feel 'bogged down' by the difficulties we may be facing. But we can be helped by our prayers and encouraged at times by friends too.



ARE YOU BEING SERVED?

This is an acting game with many applications. The theme here is 'service' but other themes could be substituted and the actions modified to fit.

Equipment Required

Slips of paper with the following written on them (or change to suit):

- Tennis stars practising their service
- Self-service in a supermarket
- A butler serving drinks to M'Lord
- Dinner ladies serving lunch

To Play

Allocate the slips to the children. They can share slips as necessary but they should not let any of the others know what is on their slip. They must take it in turns to act out what was on their slip. The others must guess what they were doing.

When all the slips have been guessed, ask the group what was the common denominator. The word 'service' should emerge.

Theme Points

Are we serving one another?

FOLLOW THIS

Equipment Required

None

To Play

This game is similar to 'Simon says' but consists of actions only. One person is selected as leader. The leader initiates a series of quick changing actions, e.g. patting head with the left hand then with the right hand, hands up, hands down, put an arm out etc.

The group must copy this sequence exactly. Anyone who makes a mistake is either out or becomes next leader.

Theme Points

Success depends entirely on keeping your eyes on the leader and doing exactly as the leader does. This is like following Jesus. We must keep our eyes on him and do as he does and not be distracted by things around us.



CONDUCTOR

Equipment Required

None

To Play

Explain that you are forming a band and one member of the group is going to be the conductor. One player leaves the room or closes his eyes. A second player is then chosen as the conductor and begins miming an imaginary instrument. The rest of the players, all sitting round in a circle, join in and imitate the instrument!

The first player is called back, or opens his eyes. When the conductor changes instruments everyone else must follow suit immediately - but without giving away who it is they are following. The first player stands in the centre and tries to identify the conductor. If he is successful then the conductor has to leave the room while a new conductor is chosen and the game begins again.

Theme Points

The game centred round following the conductor - but without letting on who you were following. Is this how you follow Jesus? It shouldn't be! We should want it to be obvious who we are following and why. How do we give ourselves away as following the conductor? How do we 'give ourselves away' as followers/imitators of Jesus?

TRIANGLE TAG

Themes

Caring, Sharing, Church family, Protecting, Working together, Encouraging, Responsibility

To Play

Divide your group into teams of four. Three players form a triangle by holding hands; the fourth is outside the triangle.

One player in each triangle is chosen as the 'target'. The outside player has to try to tag the target; the others try to protect him by revolving the triangle and moving about. They must keep holding hands. If the target gets tagged then he becomes the outside player and a new target is chosen.

Theme Points

The aim of the triangle was to protect their target player. We are told to take especial care of vulnerable members of the church family. See 1 Corinthians 12:22-23. Who might these be (the old, infirm, very young, people with problems)? How can we protect them (by working together with everyone doing their bit - praying, visiting, caring, sharing, encouraging etc.)?



FOLLOW YOUR LEADER

You Will Need

Lively music, simple obstacle course (use tables, chairs, cushions etc.).

To Play

Game 1 - Whole group

All the children line up - the child at the front of the line is the leader. The leader moves forward and around the room - under, over and around the obstacles - while the rest of the children must all follow exactly where the leader goes. The leaders should also perform a series of actions as they go along, e.g. wave their left arm then their right, jump to the left then the right, turn right round, pat themselves on the head. The rest of the line must copy the movements exactly, in a ripple effect down the line, with each child copying the one immediately in front.

Let the children take turns to be the leader, changing over when the music stops, with the leader going to the back of the line, until everyone has had a turn.

Game 2 - Teams

Divide the group into small teams of four or five children. Play as before, with all the teams moving around the obstacle course together, following their team leader's actions. Change team leaders as above.

Theme Points

Talk together about how some leaders were easier to follow than others - some moved too quickly, performed complicated actions etc. To play the game, you had no choice but to follow the leader.

Jesus gives us a choice - we don't have to follow him. If we do, though, he will help us through and around all the things we come across in our lives. How can we also copy his actions as we go? Are we reflecting how he would act in the situation we find ourselves in?



HEART RESPONSE

Themes

Opportunities to serve God, doing good, doing what God asks.

You Will Need

Pack of well shuffled playing cards for each team

- Pieces of paper with words or phrases from Ephesians 2:10 on them, repeated for however many teams you plan to have
- Blu-tack
- Large sheet of paper per team to stick smaller pieces of paper on

Adapt this game to your needs.

To Play

Split the children into teams and give each a pack of cards.

At the opposite end of the room, place the large sheet of paper and next to it the pile of paper with the words from Ephesians 2:10 on them, along with some blu-tack.

When you say go, the team takes turns to turn over the top card of the pack until a heart is revealed. Card turning stops while that member of the team runs to the large sheet of paper and chooses one of the sheets of paper with a word on it and blu-tacks it to the large sheet. They return to the team and then the team can begin to turn cards over again until another heart turns up. That member then runs to the front and chooses another word sheet and sticks it up. As play continues the person sticking up words will need to move

some of them around and the rest of the team can help to work out what order the words should go in.

When all the word sheets are up, the team need to get all the words in the right order and then they can all shout 'Hearts'.

Theme Points

No one knew when a heart would be turned over, or who would be responsible for turning it. Some members might have had lots of hearts, others none at all. In the same way, we don't know when an opportunity to serve God from our heart will turn up, but when it does we need to grab it and make the most of that opportunity to do good.



MIRROR IMAGES

Themes

Actions, reflecting Jesus

You Will Need

Strong supermarket fruit boxes, with the centres cut out to leave a narrow 'mirror' frame.

To Play

Stand the mirror frames upon tables, weighing the bottom with books or similar objects, to stop them falling over during the game. Ask two children to come and sit or stand either side of the table, so that they can see each other 'framed' by the gap in the cardboard. If you haven't got frames, simply sit or stand the children in pairs, facing each other, about an arm's length apart. Explain that they are going to imagine that they are looking in a mirror. One player will start performing a set of actions, e.g. getting ready for school. This would involve hair brushing, teeth cleaning, clothes straightening, eating breakfast etc. The other must try to 'mirror' these actions as accurately as possible. The rest of the group can try to guess what they are doing. Then swap roles.

Children take it in turns to come forward and sit at the mirror. If necessary, give them ideas for miming, e.g. a new hairstyle, putting on a tie, trying on hats, putting on makeup etc.

Theme Points

Discuss afterwards how we recognise people by their actions. We know who they are, and what kind of person they are by what we see them doing. How can we recognise someone who follows Jesus? What kind of actions would we expect to see, and why?



BLINDFOLD BREAKFAST

Themes

Helping, Trusting

You Will Need

For each team you need a bar of chocolate on a plate, knife and fork, die and throwing cup, scarf for blindfold and a pair of gloves.

To Play

For each team put a plate with a bar of chocolate and knife and fork on a chair or table on the opposite side of the room to the players. Give each team a die, throwing cup, blindfold and pair of gloves. It is a good idea to have a referee available to check that the blindfolds are securely tied as required.

The teams commence play, passing their dice round and trying to throw a six. When a player throws a six, he has to put the gloves on and allow the other team members to blindfold him. He is now turned round three times, then the team must direct him to the chocolate without touching him at all. Once he has found the table, the team then tell him where to put his hands to find the knife and fork, and where to aim with the knife and fork to cut the chocolate, spear a piece on the fork, and eat it.

The winning team is the first one to feed their blind man a square of chocolate. Share the remaining chocolate between the team members.

Theme Points

This game illustrates trusting - the blindfolded player had to trust the others to lead him safely. We are like the blindfolded person when living our lives – not always sure which way to go or seeing a clear path of action to take. We need to trust God and Jesus to lead us safely and be content that He will not allow us to wander off in the wrong direction or lose our way if we truly trust Him. When we can trust in Him we do not worry about these things but are content and have godly peace.



PRAISE BALLOONS

Themes

Praise, celebration

You Will Need

Inflated balloons (stored in an old duvet cover); indelible marker pens (OHP pens are ideal); lively music, whiteboard, clear playing space.

To Play

Explain that you are going to have some fun praising God together. Ask the children what kind of things people say when they are happy and excited? Write some of these up where they can be seen. What words do people often use when they are praising God? Write these up as well. Your list might include: Hallelujah! Hooray! Yes! Fantastic! Terrific! Praise the Lord! Now explain that you want everyone to choose ONE of these words or phrases, and copy it onto their balloon. Hand out the balloons, and if necessary, help them to write their chosen words. When everyone is ready, explain that you will play some music, and while it plays everyone must keep patting their balloon up in the air. Every time a player pats their balloon, they must shout the word they have chosen. Now play your music, and encourage everyone to leap about and keep their balloons in the air. This game could also be used in a different way; by writing key words from your lesson on each balloon and helping to confirm what the children have learned.

Top Tip!

Have some spare balloons in case of bursting. Be ready to stop the music for lost balloons to be safely retrieved and rowdy players to calm down a little as necessary.

Theme points

‘Rejoice in the Lord always and again I say rejoice.’

Phil 4:4



FUNNY FEELINGS

Equipment required

One pillow-case, with identical contents, per team; pencil and paper.

Suggested contents:

Toothbrush	Battery
Comb	Empty Coke can
Pencil	Carrot
Tennis ball	Teaspoon
Ping-Pong ball	Packet of jelly
Nail brush	Cork
Marble	Pill bottle
Pine cone	Cassette case
Clothes peg	Hair slide
Acorn	Whistle

To play

Divide the group into teams. Tie the necks of the pillowcases with string so that no one can see the contents. Say that you will give the teams sixty seconds to feel the pillow-case and guess what's in it, they will then have to get together and write a list of the contents. Everyone can feel the contents at once. After sixty seconds take away the pillowcases and provide pencil and paper. Each team works to produce the most complete list of contents. If you like, you can tell them how many items were in the pillow-case. The winning team is the one with the most complete list. Tip a pillow-case out and hold up the contents one at a time as a visual check-list.

Theme points

How easy was it to identify things by touch alone? What must it be like to be blind? What does it mean to be spiritually blind? What things are we unable to see if we are spiritually blind? We are like the players in the game, fumbling around trying to work things out by ourselves without seeing clearly what it is we are doing.



COUNTING THE COST

Equipment required

Bag of shopping. Make the items as varied as possible and keep a list of the contents and their price.

Suggested items:

Packet of crisps	Bottle of squash
Can of beans	Watch*
Tube of toothpaste	Paperback book**
Biro	Packet of chewing gum
Camera	Packet of seeds
Tin of dog food	Bar of soap
Can of air freshener	Roll of sticky tape
Battery	

* use catalogue to check price of this sort of item

** cover or erase price on back

There should be at least as many items as there are group members, and a minimum of about fifteen items.

Pen and paper for each player, star stickers or a red marker pen for the leader.

To play

The leader produces the bag of shopping and announces that the group is going to be tested for 'cost consciousness'.

The bag is placed on a table, and three group members step forwards. The leader produces the first item of shopping and places it on a table where

everyone can see it; the three players have ten seconds to individually write down their estimates of the cost of the item. If they haven't a clue they should guess. Now ask for their answers, reveal the price, and stick a star/draw a red star on the papers of the two closest estimates. The third player resumes his seat and is replaced by another. Any 100% correct estimates gets two stars! Play on until all the shopping is stacked around the table, and then offer a bonus of five stars to any group member who can estimate most closely the total cost of the whole lot.

Tot up stars to find the winner.

Theme points

Who wins? Whoever does the most shopping, most likely? This is an introduction on the theme of 'counting the cost'. Friendship and service has a cost. Are we prepared to pay the price?



CROSS TAG

Themes

Self-sacrifice, taking responsibility

To play

One player is chosen as 'It', the rest scatter. When 'It' is chasing somebody, if another player manages to run between him and his quarry, then 'It' must now chase the person who crossed in front of him. As soon as there's a wide enough gap again between pursuer and pursued another player can do the same. The idea is that all the players co-operate to 'stay alive'. In practice, the cross-runner will often miscalculate his chances and be tagged himself. Either play an elimination game, or play that anyone tagged plays the next round as 'It'.

Theme points

This game of tag features an element of potential self-sacrifice. Were some players more willing to take risks than others? Rescuing someone in peril of being tagged meant you were more likely to get tagged' yourself - unless someone else rescued you.

CARPET CHARIOT RACING

Equipment required

Large playing area with smooth surface (polished wooden floors are ideal), offcuts of carpet cut into squares (rubber backed carpet is perfect as it gives the rider a good grip)

To play

Assemble 'chariot teams' of three players. Give each team a carpet square, and line them up on one side of your playing space. One team member should crouch down on the carpet square (carpet-side down) and hold their arms out to the other two team members. This is the 'chariot' and rider. The two other team members should stand slightly in front of the chariot, holding one of the charioteer's hands each. These are the 'horses'. The charioteer must stay in a crouching position, leaning back slightly, and on the word 'go', the horses must pull their chariots and race across to the far side of the room, around a mark on the floor (or a chair, or a leader) and back to the start. Now swap places within the teams, so that everyone gets to ride in the 'chariot'.

Try to create teams which are evenly matched – different sizes and weight of children in each team etc. This is a popular, if rowdy, game but you do need to keep your eyes on things to see no one gets over-enthusiastic!

Theme points

Team work



Who Am I?

Equipment required

None

To play

One player must leave the room; the rest of the group decide who he is going to be on his return.

The player comes back in and asks the group members in turn questions about his identity, e.g. 'Am I a musician?' 'Am I a woman?' etc. He has twenty questions and they may only be answered with a 'Yes' or 'No'.

Theme points

If you are about to do a Bible study which focuses on a particular person (e.g. David) in the Bible, allow them to play the game for fun for a few rounds and then when you are ready to end the game tell the group that the next character will be the one you will be discussing after the game.

Or you could choose to use a number of different characters that you will touch on in your lesson.

MINEFIELD

To play

Divide the playing area into three sections, one in front of the other. One section (not necessarily large) is 'home base': the next, wider strip is the 'minefield': on the far side is another, narrower strip which is 'safe haven'. Make the minefield as big as you can with a large group playing.

To begin with, everyone is in home base except for one player, who is 'It' and can only roam the minefield. At the signal to start, everyone must rush from home base across the minefield, while 'It' tags as many players as possible. Once tagged, they have to join 'It' and try to tag the other players - but only players in the minefield may be tagged. Once the first rush is over, give the signal again - and everyone must re-cross the minefield to home base without being tagged. The last player - or two - to remain untagged becomes the first 'It' for another round of the game if you wish to play again.

Theme points

What sort of things in our lives might be represented by a minefield? What sort of troubles might we encounter? Others tagged you and trapped you in the minefield and we can be led astray and caught up in wrongdoing by others. We should avoid this and set our eyes on the 'safe haven' – a life following God.



ZIP! ZAP!

Equipment required

None

To play

Everyone sits in a circle, and holds their hands in front of them, palms together, fingers pointing to the centre of the circle. One player starts off, wagging their hands to left or right. If they wag to the left they must shout 'Zip!' If they wag to the right they must shout 'Zap!' The person immediately to their left/right hand must respond immediately likewise, wagging their hands either left or right and shouting 'Zip!' or 'Zap!' as appropriate. When the players are familiar with this add 'Zoom!' As an alternative action – hands may point across the circle to any other player, who then picks up and carries on the actions. Finally, add 'Bam!' If anyone is sent a 'Zoom!' they can say 'Bam!' and send it right back to the sender.

For extra fun, with a big group, or an especially competent one, try introducing a second wave of zip-zaps, to run at the same time as the original one!

You may need to add a rule that actions can only be bounced back three times before moving on to stop play being blocked.

Theme points

A fun game to play at the start of the session to open discussion about how we often copy what other people are doing, without really thinking about where our actions will lead us.

Some children will develop mini-trials of strength with each other, zip-zapping and zoom-bamming back and forth between the two. Discuss why this is, why some refuse to give way. How does this affect us in real life situations?



RUMBLE IN THE JUNGLE

Equipment required

None

To play

Explain everyone is to imagine that they are a troop of monkeys in the jungle. Encourage them to start acting like monkeys, then stop for a minute and tell them every troop of monkeys has a 'king' who warns when danger, such as a hunter or predator, is coming. When the monkey king sees danger coming, he crouches down and puts his head down and his arms over his head – demonstrate this! They can all go and 'rumble in the jungle', but as soon as the monkey king crouches down, everyone must instantly do the same.

Explain you will play the monkey king to start with, then others can take a turn. Now shout 'rumble!' and join in the general havoc, crouching suddenly, without warning. When everyone is crouched down, shout 'rumble!' again and play on.

For a twist, try keeping the identity of the monkey king a secret each time, by secretly tapping your chosen king, without the others knowing who you have chosen. This will test their alertness, as they will have to try to watch every other player for the danger sign.

You could even introduce someone to create a 'false' signal by bending down but not covering their head with their arms. See how many copy this. We need to be alert to false advice and guidance!

Theme points

This game considers guidance and safety. From whom do we seek guidance or advice? Do we look to the right person? Do we read the signs well? Can we tell if someone is giving us false advice or just bluffing?



COLLISION COURSE

Equipment required

Chairs, books, sponge balls, small table etc, to create an obstacle course in the centre of your playing space. Blindfolds.

Assemble an obstacle course with enough space for a child to walk between the various objects, but arranged at random so that some twisting and turning will be necessary.

To play

Divide the group into three or four teams and have team members line up on one side of the room. One member of each team steps forward to be blindfolded. Make sure these are secure. At the signal to start, the blindfolded players must make their way across the obstacle course as fast as they can with their arms folded. The other team members must shout directions – and warnings – to their own team member. Anyone who knocks into an obstacle, steps on a book or kicks a ball loses two team points each time. You need an eagle-eyed referee.

As soon as the blindfolded players reach the far side of the room they remove their blindfolds and run back to their team. Now blindfold the next team member checking they are secure.

The first team to get all its members across scores ten points. Second team will get eight points, third will get six and so on. Penalty points incurred by collisions must then be taken off this. Who wins? Not necessarily the team who finishes first. A slower more careful approach can win by not receiving any penalty points.

Theme points

With several teams all shouting instructions at once it is necessary for the blindfolded players to listen very carefully and only respond to their instructions. We need to listen carefully to what we are being told to work out if the advice is good and relevant for us.

What might the obstacles represent in our lives? How can we avoid running headlong into them? Sometimes we have to slow down or even stop and wait for the right advice to help us round the problem.



QUICK DRAW

Equipment required

Large sheets of paper/flip chart and felt pens

To play

Divide the group into teams. One member from each team leaves the room temporarily or closes their eyes while you hold up a piece of paper with one item written on it – the object to be drawn. Once the rest of the players know what it is, the artists may return/uncover their eyes. Objects could be:

Fried egg	Bicycle
Wellington boot	Dustbin
Deck chair	Egg Beater
Light bulb	Telephone
Screwdriver	I-pod

At the signal to start, the team members take it in turns to give instructions to their artist, who must endeavour to draw exactly what he is told.

Instructions must only relate to the drawing, not the object. For example, draw a straight line; draw a circle at the bottom, draw a line across the top. No one can giveaway what the object is or they lose the game for the team. The aim is for the artist to guess what they are drawing.

Theme points

How is success achieved in this game? We need to listen carefully to the instructions, and follow them. But those giving the instructions also need to give clear and accurate directions too! The two are linked. God's instructions

are always good, but we need to listen carefully and then wholeheartedly follow them – giving of our best (even if we aren't very good at drawing!).



NOISES OFF

Equipment required

Pencils and paper. Either a large empty box or a curtain plus noise-making equipment or a recording of noises, such as, a paper bag bursting, water running from a tap, a door closing, keys jangling, footsteps, water boiling in a kettle, a book being shut quickly, newspaper rustling, milk bottles clinking together, someone eating crisps, etc.

Keep a list of the noises so you can identify them later. Leave gaps between them.

Or you can make the noise yourself behind a screen or curtain – such as pouring water into a glass, cutting paper with scissors, striking a match, opening a packet of crisps etc.

To play

Play as teams or individually, giving each a pencil and piece of paper. Explain you want them to identify the sounds they are about to hear and write them down. Don't wait too long between sounds and encourage them to guess if they're not sure.

When you have listened to them all, replay them stopping and allowing the teams to say what they think the sound was. You can award points if you wish.

Theme points

Listening carefully without being distracted by those around you is a vital part of this game. We need to listen carefully to be able to discern what we are listening to and to tell different noises apart. The same is true of advice.

What is godly advice and what is worldly? We need to listen carefully to work out the difference.



PHEW!

Equipment required

Pencils and paper. Strong-smelling substances in screw-top jars. Number the jars. Possible substances are:

Curry powder	Chopped Mint
Moth balls	Soap Powder
Chopped onions	Dried Lavender
Grated orange or lemon rind	Garlic
Vinegar	

You don't need a great deal of each one, just enough to give a good aroma when the lid is removed. Pop each jar into a paper bag so the contents aren't visible, and secure bags around neck of the jars with rubber bands.

To play

Have the group seated in a circle with a pencil and paper each. Tell them they are going to see how many things they can recognise simply by smell! Each player in turn must close their eyes as you unscrew the jar tops one at a time and pass them fairly swiftly round the circle under their noses. They need to write down, in turn, what it is they think they've just smelt.

When you have been through all your collection of odours, go through them again and ask what the children thought they were. It gets harder as you go on because your nose gets confused!

Theme points

Although we might be able to work out what each smell is initially, as time goes on we get 'overloaded' with information and we can't discern between smells. Advice can be similar. If we have lots of conflicting advice all at once it can be hard to discern what is good and what is bad. Be careful not to take on too much advice – seek out advice carefully.



ACTING UP

To play

One player leaves the room and the others choose a word (an adjective) which can be acted out, e.g. happily, angrily, carefully etc. The player returns and has to guess what word the others have chosen. He does this by asking the members of the group in turn – or, if you like, the whole group together – to perform an action in the manner of the word. It may be helpful to display a list of actions, e.g.:

- a. Stand on a chair and wave to me
- b. Pick up a book and start reading
- c. Get up and hop round the room
- d. Shake hands with your neighbour
- e. Get up and walk round the room backwards
- f. Clap your hands five times
- g. Take your shoes off and put them on again
- h. Get up and turn round three times quickly

The player can then ask someone to do 'a.' As soon as the player guesses the word, they re-join the group and someone else leaves the room while the remaining group choose a new word to act out.

Theme points

Let the children play this a few times to get the idea and then introduce a word related to the theme of the day (such as 'Trusting'). Afterwards discuss how we see the effects of someone trusting in God in the way they act in life. Do they respond differently from other people to situations?

BANANAS

To play

One player leaves the room and the other players choose a 'key' word. This can be an object (e.g. chair, motorbike, donkey) or an action (e.g. caring, laughing, crying, etc.).

The player returns and by asking questions to the group members in turn, tries to discover the key word. The group members must answer the question, incorporating the keyword but substituting 'Bananas' in their answer. So if the key word is 'donkey' the dialogue might go like this:

What's the weather like?

It's wet and cold; I wouldn't want to ride a banana today.

How did you get here today?

I rode my bike, not my banana.

Theme points

Let the group play this a couple of times then introduce your 'theme' words. If you explain the last word relates to the theme for the lesson you can use it to open your thoughts.



TWIRLING

Equipment required

Fairly large metal or plastic plate/tray/pan lid – anything unbreakable that will spin for a while when placed on the floor and given a twirl.

To play

Everyone sits round in a large circle. This game really needs everyone to know everyone else's name but if they don't, number everyone instead. Make sure they know their own number well. One person is chosen to be 'It'. That person goes into the middle of the circle and spins the plate and at the same time shouts either a name or number. The person whose name and number is called must leap up and run to the centre of the circle and grab the plate before it stops spinning. If that person fails, they become 'It' but if they catch the plate the first person remains 'It' and has another go to catch someone unawares.

Theme points

To succeed everyone has to listen carefully and respond immediately they are called to have a good chance of catching the plate in time. A half-hearted response will see the tray fall to the ground! We need to respond wholeheartedly and immediately to God and listen carefully to what he is asking.

MEMORY VERSE SIT

Equipment required

Roll of lining paper, with memory verse written out on a strip of paper. You can play with one strip and a whole class of people playing as a team or with two strips and two teams. If playing in teams, write one set of words in red and one in blue to identify the difference.

To play

Unroll one strip and have two players hold the ends so that the words can be seen and read. Give the children thirty seconds to repeat and memorise the verse, then cut the strip (s) up into the requisite number of pieces.

Put one chair – or two for the team version – at the front of the room. The jumbled words are put at the far side of the room. (For the team version use two sets of words, jumbled together.)

ON the signal to start, everyone must rush and grab a word at random. (For the team version they then split into a red and a blue team.) Everyone must now sort themselves out into a reassembled memory verse. They then sit on the chair and on each other's knees in correct sequence and hold their words up over their heads. As soon as the last player is seated the whole team must shout the words in turn to produce a complete memory verse. If you play the one team version, you may like to time them and give them an opportunity to play again and 'beat the clock' later on.

Theme points

Co-operation