

CBOQ Nature Daycamp



Timelines, Resource Lists, Activities, Schedules & How to pull off planning in 3 Days!



A NOTE TO OUR CHURCHES:

Let's be honest, it's not every weekend that we try and put together an entire week of camp! Circumstances right now in Ontario are unique. Many of our schools are facing possible closure beginning Monday. Camp can be a huge blessing to families faced with uncertainty and limited resources for child care options should school be cancelled. The following template can help jump start you into a week of tremendous ministry to families. Not only will you be caring and supporting the children, you will be helping lift these parents up as well in times of difficulty.

The following will give you a timeline & checklist for you to thoroughly have a plan in place. Additionally there are resources and materials referenced here that will give further inspiration and support in this process. Contact Tanya tyuen@baptist.ca for further details and support.

Blessings on you as you embrace this whirlwind adventure!

CBOQ Next Generation Department



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1. PREPARATION TIMELINE

FRIDAY NIGHT Recruit & Delegate!		
5-7 pm	Phone Calls <ol style="list-style-type: none"> 1. Lead Pastor/Deacon Chair- Get the Go Ahead! 2. Youth Contact- To recruit the volunteer team 3. Kitchen Contact- To buy and prepare snacks 4. Office Administrator Contact- Process proper paper work from volunteers & families, to send you the contact lists of families and any church specific necessary forms for registration 5. Three Core Families- Messengers to spread the word to the community 	
7-9 pm	Email: Copy and paste the forms templates from this doc into Word. and then save as a pdfs. Once in PDF format, attach and send the following: <ol style="list-style-type: none"> 1. The Daycamp Registration Forms → Church families (post it on the FB page, website- everywhere!) 2. Volunteer Registration Forms → to the Youth Pastor (who will send it to the volunteers) 	
SATURDAY Buy, Print, & Prep!		
9-11 am	Call up some avid campers in your church to bring all the tents, coolers, camping, chairs and memorabilia to the church basement. This will be an inexpensive way to decorate! ;) Email Supply Lists to the Craft & Snack contact person and send them off to the store	
11-12	Go sit down and have a coffee and a sandwich in a park somewhere. Breathe in! God is Good.	
1-4 pm	Print off 75 copies of Child Registration forms (Appendix III) Print 100 Flyers (appendix V) Print 20 Copies of the Camp Program Schedule (double-sided) Gather all the craft supplies you can find into your craft area. **Call your craft person, touch base on what you have found and what they have **Call your snack person and confirm they have the right supplies	
SUNDAY		

Engage, Promote, Equip		
10am - 12pm	<p>Worship Gathering</p> <p>Make announcement about the day camp</p> <p>Pray as a community over the families and the needs</p> <p>Have a Registration Table Set up by the Church Entrance for families to pre-register and take registration packs for their neighbours</p>	
12pm - 4pm	<ul style="list-style-type: none"> ● 12-1pm- Lunch & Learn: <ul style="list-style-type: none"> ○ Hand out Camp Program Schedule. Go over the themes of the week. Delegate roles. Encourage team to take it one day at a time and to familiarize themselves with each day's lesson the night before. ○ Considering buying your volunteers their lunch to say thank you. ● 1-2pm: Overview on your church's safety policy (go over appropriate discipline, touch, washroom guidelines, allergy alerts) ● 2-3pm: Set up all the camping equipment to give your space some ambiance ● 3-4pm: Hand out flyers in neighbourhood, talk to neighbours ● Gather on the church lawn and have a prayer huddle, it's going to be one exciting ride this week! 	

2. RESOURCE LIST

RESOURCE	QUANTITY
People	15 Leaders <ul style="list-style-type: none"> • 1 "Camp Director/MC" • 2 Craft Coordinators • 2 LG. Group Coordinators • 2 Snack Coordinators • 8 SM. Group Leaders
Decorations	Camping Gear Decorations <ul style="list-style-type: none"> • Tent • Foldable Chairs • Chinese Lanterns/White Lights • Sleeping bags
Snacks	Total = \$130 Mr. Freeze Jumbo Freezies (4 Bx) \$40 4Kg- No-name Hot Chocolate Mix- \$30 4Kg- No-name Juice Crystals- \$30 No Name Paper Cups (10 pk of 10)- \$30 **Perhaps some seniors in your congregation could donate peanut free cookies or rice krispie squares for the kids too?

**Youth ages 14-17 serving at the camp do not need to have police checks done. Anyone serving over the age of 18 must have a valid police check in place.

3. SAFETY PRACTICE CHECK-LIST

Safety Needs	Check
Physical Space of the Camp	✓ First Aid Kit clearly marked ✓ Smoke Detector Working on every level ✓ No peanuts/nut products on site
Police Checks	✓ Make sure you have up-to-date police checks for all volunteers over 18 yrs
Registration Forms	✓ Collect all signed child forms ✓ Collect all signed volunteer forms

	<p>✍ If volunteer is not a regular volunteer of your church program already be sure to follow up with references</p>
Volunteers	<p>✍ Training: Go over washroom policy, appropriate touch, discipline guidelines with your volunteer staff</p> <p>✍ Ratios: Be sure to refer to your plan to protect guidelines to make sure that we have</p>

4. ABOUT THE TEACHING MATERIALS...

CURRICULUM

The curriculum material we are basing this camp on is from A Rocha. **A Rocha** is an international Christian organization which, inspired by God's love, engages in scientific research, environmental education, community-based conservation projects and sustainable agriculture. A Rocha provides free resources for churches, schools, and camps to foster in believers a care for creation.

<http://www.arocha.ca/church-resources/>






Additionally many games, crafts and devotionals were adapted from online resources. These are referenced throughout.

THEME OF THE WEEK

“Nature Explorations”

Get kids excited about creation by learning about living things so that they will be good stewards of God's earth!

5. a) DAILY THEMES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Birds	Trees	Bugs	Mammals	Water Animals
				

5. b) DAILY SCHEDULE

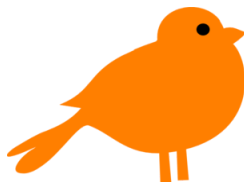
TIME	ACTIVITY	DESCRIPTION
8:30-8:50	Children Arrive	Check in, name tags, table games set up
8:50-9:10	Lg. Group GAME	In the multi-purpose room the children play a game
9:10-9:40	Lg. Group GATHERING	Music, Skit & Faith Builder (children sit clustered in their small groups)
9:45-10:10 10:15-10:40	Sm. Groups Activity 1 Activity 2	Small groups spend 25 minute at each station with a 5 min transition
10:45-10:55	SNACK	Freezies & Water
10:55-11:25	Lg. Group GAME	All the small groups gather together for a game in the multipurpose room
11:25 - 11:50 11:55 - 12:20	Sm. Groups Activity 3 Activity 4	Small groups spend 25 minute at each station with a 5 min transition
12:25 - 1:00	LUNCH	Children bring their own lunch. [Nut free please]
1:05-1:25	Lg. Group Gathering	Music & Interactive Teaching point
1:30-2:05	Lg. Group GAME	All the small groups gather together for a game in the multipurpose room
1:40-2:05 2:10-2:35	Sm Group Activity 5 Activity 6	Small groups spend 25 minute at each station with a 5 min transition
2:40-2:55	SNACK	Freezies & Music
2:55-3:20	Lg. Group Gathering	Music, Skit, & Wrap Up Faith Builder

3:20-3:20	Pick-Up	Parents encouraged to pick up children by 3:30pm
**3:20-4:00	**Table Games/Movie	For children who need to stay a bit longer there will not be a structured program but there will be a supervised area with table games and a movie.

*This camp is designed for a group of 45-50 children.

This will work best if you split your children into 8 small groups, leader kid ratio being 1:6

MONDAY MANUAL



THEME: BIRDS

MONDAY SCHEDULE

TIME	ACTIVITY	DESCRIPTION
8:30-8:50	Children Arrive	Check in, name tags 1.A Craft: Create their Bird Journal
8:50-9:10	Lg. Group	1.B Game: "Mix and Meet", a get-to-know-you game
9:10-9:40	Lg. Group	Faith Gathering: Music, Skit & Faith Builder
9:45-10:10 10:15-10:40	Sm. Groups	1:D Activity 1: Painted Birds 1:E Activity 2: Bird Houses
10:45-10:55	SNACK	Freezies & Water
10:55-11:25	Lg. Group	1:F Game: "The Blob"
11:25 - 11:50 11:55 - 12:20	Small Groups	1:G Activity 3- Bird Migration Game 1:H Activity 4- Bird's Life Game
12:25 - 1:00	LUNCH	Children bring their own lunch. [Nut free please]
1:05-1:25	Lg. Group	1:I Faith Gathering- Music & Interactive Teaching point
1:30-2:05	Lg. Group	1:J Game- "Everybody's It"
2:10-2:35 2:40-3:05	Sm Group	1:K Activity 5- "Bird Watch" 1:L Activity 6 - "Tip the Bird Nest"
3:05-3:15	SNACK	Freezie Break

3:15-3:30 3:30**	Lg. Group PICK-UP	1:M Faith Gathering: Music, Skit, & Wrap Up
3:30-4:20	**Colouring/ Movie	Appendix 1- Colouring Sheets Movie: Penguins of Madagascar

MONDAY RESOURCE LIST

CRAFTS	SUPPLIES
Bird Journal	plain craft paper journals, old wildlife magazines, glue, scissors, stickers
Painted Birds	bird poster board shapes, fluorescent paint, feathers, sticks, masking tape, bird pictures, scissors.
FAITH BUILDER SESSIONS	SUPPLIES
Morning	Bible, Mrs. Bush Wig, Apron, Sherlock holmes hat, jacket, pipe
Afternoon	Bible, Binoculars
ACTIVITIES	SUPPLIES
Bird Houses	Pictures of birds' beaks, buckets, tea leaves, water, strainer/sieve, 2 small bowls, beans/seeds, tweezers, chopsticks, various nuts, nut cracker, 2x4 boards, electric drill, hammer, nails, 2 containers of water, straws, baster, paper, table knives, large bucket, plastic fish, bugs, dipnet
Bird Migration	Map of North America, Chalk, scenario cards, migrating bird pictures, dice
Bird's Life	Floor mat with board game path drawn on it, beach ball with numbers and arrows
Bird's Watch	bird ID sheets, binoculars, a bird field guide

MONDAY INSTRUCTIONAL

1:A Craft- Nature Journal Activity

Large Group 8:30-8:50am

After children have registered and gotten their name-tag they can then make themselves a nature journal which they will use for the rest of the week.

As children arrive on the first day, let them make a Nature journal

Materials: paper cut in $\frac{1}{2}$ page size; staplers; foam for journal cover (folded or cut, and stapled), glitter glue, felt pens, scissors.

Children will choose a special spot on the first day, and go and spend 10 minutes there during each day with their journals - drawing and/or writing.

1:B Game: Mix-&-Meet Game

Large Group 8:50-9:10

How To Play Mix & Meet

Get each person to grab some M&M's. Tell them not to eat them.

Assign a different meaning to each colour:

Blue = family

Green = school

Yellow = friends

Red = hobbies

Brown = music/movies

However many M&Ms they have in their hands, that is how many facts they have to tell. For example, if they have three blue, they would have to say three facts about their family.

This game can also be played with toilet paper. They rip off how much they would normally 'use', and then they have to say a fact about them per sheet of toilet paper they have.

Materials Needed: M&M chocolates

1:C- Faith Gathering

Large Group- 9:10-9:40

SKIT: Introduce the Leaders

Introduction to Day Camp Leaders Skit (Line-up).

Have all the leaders stand in a line. The first person steps forward in the line, saying:

(example)I'm glad that I am _____[name]

There's no one I'd rather be

But if I wasn't _____[name]

A ___[birdwatcher] _____ I would be.

[Show 3 different actions, ending with one complete word/action]

'Here's a bird (pointing)

There's a bird (pointing)

Here it comes again (moving finger)

Splat! (Slap hand on forehead)

The second person steps forward in the line saying their name/occupation.

They show 3 different actions, ending with one complete word/action.

They repeat those actions. When it is being repeated for the first time, the first person joins in again with their 3 actions. Both should end with their one complete word/action (i.e. 'splat').

The third person steps forward in the line saying their name/occupation.

They show 3 different actions, ending with one complete word/action.

They repeat those actions. When it is being repeated for the first time, the second person joins in again with their 3 actions. When it is being repeated for the second time, the first person joins in again with their 3 actions.

Continue until all the leaders have introduced themselves.

FUN SKIT: Mrs. Bush Loses her birds

Skit: Mrs. Bush comes running, worried and upset. All the birds have disappeared from her garden and she doesn't know why. Sherlock Holmes appears and offers to help solve the mystery. Mrs. Bush suggests talking to the tree since that is where the birds live. She immediately thinks the stuff she's been spreading around the tree has been harming it. Sherlock is on the case. (exit)

Props: Mrs. Bush wig, apron, Sherlock Holmes hat, jacket, pipe?

FAITH BUILDER: God Created the Birds

Faith Builder:

Props: poster board bird shapes on sticks, bird picture poster/display board (can use Early bird game pictures or Top 10 ARC birds), felt pens, 4 bird poster board shapes.

Look at this poster of different birds. Ask 'What's your favourite bird?' Then ask for 4 volunteers to come up to the front table. Tell them that they can each use the felt pens to create a beautiful bird. As they decorate, READ....

Genesis 1:20

And God said, "...let birds fly above the earth across the expanse of the sky. So God created...every winged bird according to its kind. And God saw that it was good...."

Psalms 50:11

I know every bird in the mountains,
and the creatures of the field are mine

Ask children an open-ended question like: What does this passage tell you about the Creator?

(God) Do you think God is a good creator? Does He have a good imagination?

When you make something that you think is good, how do you feel? 'How do you think God feels about the things that He's made?'

Ask the 4 volunteers to show their created birds. How would you treat something that you've made yourself?

1:D- Activity 1: "Painted Birds"

Small Groups- 9:45-10:10 am

Faith Connection: As the children are creating a bird, talk about what it means to be an artist. Emphasize that God is the Creator, and His Creation is good. What do you think of your artwork? How would you feel if someone wrecked your artwork? How do you think God feels when we damage His creation? What can we do?

Materials: Bird poster board shapes, luminescent/fluorescent poster paints, any kinds of collected feathers (crow—not special ones, as they will get wrecked), sticks, masking tape, bird pictures from Faith Builder poster, scissors.

Activity: Cut out bird shapes ahead of time (intermediates can draw and cut out their own), collect sticks or the children can collect their own sticks - while walking around look and listen for birds. Look at bird pictures—colours, shapes etc. Design your own bird! Paint bird shapes with bright colours and whatever imaginative designs you choose! Tape a stick onto the back so it can be held up.

Alternate: make a bird mobile with strings and sticks.

1:E Activity 2: "Bird Feeder"

Small Groups- 10:15-10:40 am

Faith Connection: God made each bird unique, just as we are also made unique. We each have different skills and abilities, and so do birds. *Read Matthew 6:26*- Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them.

*if using drill, hammer, this activity needs 2 adults supervising

Materials: pictures of birds' beaks, buckets, tea leaves, water, strainer/sieve; 2 small bowls, beans & seeds, tweezers, chopsticks; various nuts, nutcracker(s), nut pickers; [OPTIONAL: several 2x4 boards, electric drill, hammer, nails]; 2 containers of water, straws, baster; paper, table knives; large bucket of water, plastic fish, bugs, dipnet; set of pictures to match bird beaks and tools together.

Activity: Look at bird pictures of different shaped beaks and food (use larger versions of birds and beaks pictures). Talk about different kinds of purposes for the beaks (what and how do different birds eat?). Relate how birds eat to how we eat. How do we eat milkshakes? Steaks? Sushi? So if birds don't have straws, knives, or chopsticks, what do birds use? Try matching cards with bird beak pictures and tool pictures.

Set up a table with 'food' items and corresponding tools. Use tools to get food the way a bird would:

- 1 bucket with tea leaves in water. Tools: strainer, sieves, extra bowl to deposit in.
- 2 bowls with varied beans- tweezers, chopsticks are used to pick them up and transfer into a different bowl
- bowl of nuts- pick & nutcracker to open them (*Caution: be aware of nut allergies), container for shells
- bucket of water- use baster to suck up water, squirt into another container.
- boards & drill, hammer & nails: Children learn to drill a hole, hammer a nail into a board

*needs careful adult supervision (1 on 1)

- paper- Gently serrated table knife. Cut/tear the paper
- large bucket of water with plastic objects floating- dipnet to scoop up objects, tray to put them on.

Additional: Apple Bird Feeders

Materials: Pictures of birds eating. 1 apple per child (pre-cored), several soup spoons, large mixing spoons, large bowl, bird seed, rehydrated dried fruit (raisins, currants, cranberries), bird seed, lard, $\frac{1}{2}$ sheet of scrap paper, pencil for recording child's name.

Activity: Look at pictures of birds and food: talk about different things different birds eat. Have children help mix bird seed, rehydrated dried fruit, lard. Stuff into apple centres, and talk about which birds would eat these kinds of things—what shape of beaks would they have? Where would be best to put the apple feeder (backyard, fence post, picnic table, deck)? Talk about whether those places would be safe for the birds coming to eat. What would be risks for the birds? (cats, people, bigger birds, dogs?)

Additional-Primary:

How do different birds act? Imitate them (as in Simon Says): Great Blue Heron stands on one leg, a duck dabbles its beak in the water, a hummingbird puts its long beak into a flower (other hand cupped).

Alternate: make a bird feeder out of a milk jug. Place some feeders in a nearby garden and watch for birds!

1:F Game: "The Blob"

Large Group- 10:55-11:25

Name of Group
Game: The Blob

Type:



Indoor

or



Outdoor

Number:



Medium Group (10 - 19
people)

to



Large Group (20 + people)

Age: Elementary
School

Time: 15 – 20
minutes



SHARE



Summary: Active game for kids- If the Blob touches you, you'll be part of the Blob.

Goal: To be the last person in the game, who isn't part of the Blob.

Preparation:

- You'll need to play in an area where everyone can easily run around

*****Note: Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will be part of the Blob.*****

How to Play The Blob Game:

1. Pick three volunteers. Have the volunteers line up in the front and hold each other's hands. These volunteers will start off as the Blob and must hold hands at all times.

2. The purpose of the game is to not be touched by the Blob. If a person is touched by the Blob, the person becomes part of the Blob and must hold hands with a person on either end.

3. The Blob tries to tag everyone while running together and holding hands. The last person standing wins the game.

Variation:

- For a quick game, you can split the Blob into two or three separate Blobs.

To add this game to your website or blog, simply copy and paste the following URL:

<http://www.greatgroupgames.com/the-blob>

1:G Game: "Bird Migration"

Small Groups- 11:25-11:50

Faith Connection: God provides food and shelter for birds. When we go on a trip, we have to plan where to stop and eat. God has already created that for birds, so that they can survive their long journeys. If people destroy habitat areas, then birds might not survive their migration trip! How can we help birds survive?

Materials: map of North America, chalk, scenario cards, migrating bird pictures, die.

[*note: this map is available (for purchase) from the National Geographic at:

<http://www.ngmapcollection.com/Product.aspx?pid=15828>]

Activity: Draw a chalk outline on the sidewalk of N & S America, post up the map. Spread out scenario cards along the outline. Talk about how birds migrate & look at migration map. Have students roll a dice to determine the card they start on. Follow directions on each card. When birds die/succeed, talk about the hazards and problems of migration. What is people's responsibility for any of these?

Look on the map at the kinds of birds that migrate. Are they all similar? (size, wing shape, etc)

Additional: Bird wing sizes

Materials: ropes with tags showing wing sizes (use Bird fact cards), measuring tapes, display of feathers

[*note an interesting site for feather identification: <http://www.lab.fws.gov/featheratlas/>]

Activity: Examine various feathers. Measure children's arm span with bird wingspans. Calculate migration distances for different birds on the migration map. How far do they fly? Who flies the farthest, and how big is its wingspan?

1:H Game: "Bird's Life"

Small Groups 11:55-12:20

Materials: Floor mat with board game 'path' marked on it, beach ball with numbers & arrows designating move forwards (arrow pointing up) or backwards (arrow pointing down), bird picture cards (Migration Bird wing document). See below:



Activity: Throw the beach ball to children in turn. Wherever their right hand touches, that's how many spaces they go on the mat. The closest arrow tells the direction—forward or backwards. Who finishes their journey first? Sometimes God uses us as helpers. How can we take care of them? What are some things we do that harm them? (Examples: pollution and chemicals from cars and factories goes into water and can poison birds. There is danger from wires, boats/cars, other animals, hunting).

Nesting places are disappearing: wetlands are being drained, trees cut down, land being developed for buildings. Industry and development along the beaches and lakes is interfering with migration stops). How can we help? (leave wild spaces, provide bushes and trees in our yards, safe bird feeders)

1:I Faith Gathering: Devotional

Large Group- 1:05-1:25

Theme God Cares for You

Scripture What is the price of two sparrows—one copper coin? But not a single sparrow can fall to the ground without your Father knowing it. So don't be afraid; you are more valuable to God than a whole flock of sparrows. Matthew 10:29, 31 (NLT)

Prop A pair of binoculars and a book about birds which you can find at the library.

HOOK

What are some hobbies that people enjoy? Reading, stamp collecting, and photography are popular hobbies. Some people like to build things like model cars or airplanes. Others may enjoy outdoor activities like fishing or hiking. Do you have a hobby? What is your hobby?
(Allow time for children to respond.)

BOOK

Do you think God has a hobby? OK, I know the Bible doesn't tell us that God has a hobby, but if He did, do you know what I think it might be? Bird watching! If I use my imagination, I can see God sitting in heaven with a pair of binoculars. Perhaps he has a book like this one that I found in the library and he is looking at pictures of all the beautiful birds which he has created and he is trying to see how many of them he can find with his binoculars. If I really stretch my imagination, I can even hear him saying, "There's a Bluebird, and a Cardinal. Oh look, there's an Eagle, a Meadowlark, and a Sparrow." A Sparrow? Of course he would see a Sparrow, there are millions of them. You've seen them -- common, ordinary, brown Sparrows -- but God must have loved them, because he made so many of them. One day Jesus was teaching his disciples that they should not be afraid. "Don't be afraid when people threaten you" Jesus said. "Two sparrows are sold for a penny, but not a single sparrow falls to the ground without your Father knowing it. So don't be afraid; you are more valuable to God than a whole flock of sparrows."

LOOK

It has been said, "God must have loved the common people, because he made so many of them." I don't think that God sees us as common or ordinary. If he did, he would not love us in such an uncommon and extraordinary way! The Bible says, "Give all your worries and cares to God, for he cares about you." (1 Peter 5:7 NLT) We are more precious to him than a whole flock of sparrows -- and we know how much he loves the sparrow.

TOOK

So if today in the busyness of camp, or tomorrow or the day after, you start to feel a little out of place. You wonder if anyone sees you or cares. Just remember how much God cares even for the smallest of little birds, and in the same way He cares for you!

PRAYER:

Father, we know that we are precious in your sight. Thank you for loving us with such an uncommon and extraordinary love. Amen.

*Devotional adapted from: http://www.sermons4kids.com/precious_in_his_sight.htm

CLOSING SONG: He's Got the Whole World in His Hands

1:J Game: “Everybody’s It” Tag

Large Group- 1:30-2:05

Type:



Indoor

or



Outdoor

Number:



Medium Group (10 - 19 people)
to



Large Group (20 + people)

Age: Elementary

School – High School

Time: 15 – 20 minutes



Summary: Easy 15 - 20 minute game. Brings a new twist to the regular game of tag. Great game for those who like to run around.

Goal: Be the last person standing.

Preparation:

- You'll need to play in an area where everyone can easily run around.

How to Play Everybody's It:

1. Ask everyone to spread out evenly on the playing area.

2. Once you say “go”, everyone tries to tag each other. If one person tags another person, the tagged person must sit down for the rest of the game. However, if two people tag each other at the same time, they both have to sit down.

3. The game continues until all but one person is eliminated. The last person standing wins the game.

To add this game to your website or blog, just copy and paste the following URL:

<http://www.greatgroupgames.com/everybodys-it>

1:K Activity: “Bird Watch”

Small Groups- 2:10-2:35

Faith Connection: An important part of bird watching is listening! Birds know who their Creator is and how to praise God. We could learn something from the birds.

Materials: bird ID sheets, binoculars, a bird field guide

Activity: Show children how to use binoculars: which part to look through and focus with. Have them try focusing on a designated spot. Binocular etiquette (strap over head, always hold with one hand, no swinging or banging). Visit bird feeders, garden, forest/pond area and watch the activity. Or go quietly into a treed/shrub area, sit quietly and watch for birds. Or visit a good-sized pond and see who visits there.

Indoor Alternate: The Early Bird gets the worm! Game [large open area]

Materials: bird picture cards (picture and information about what it eats), sets of different bird food cards (seeds, fruit, worms, small mammals, fish, bugs & beetles, spiders)

Activity: Divide into 2-3 groups. Give each child a bird card so they know their identity.

Scatter food cards around the area. Teams must try and collect the correct food cards for their team. (for primary ages, introduce vocabulary and use just pictures)

1:L Activity: “Tip the Bird Nest”

Small Groups- 2:40-3:05

Activity: Give each child a bird name (one of four, i.e.: robin, owl, heron, chickadee—good to have poster pictures). Have the children sit in a semi-circle, with one child 'It' standing at the open side with leader. Call out one of the four birds. Each child who is that bird gets up and tries to move to another spot, while the child in the center also tries to find an empty seat. There should be one child left over, who then becomes 'It', calls out another bird, and so on. The child in the center can call out more than one bird at a time, OR "tip the bird nest," at which time, everyone gets up and finds a different seat.

1:M Faith Gathering: Wrap Up & Song

Large Group- 3:15-3:30

Interactive Wrap-Up Questions:

- Who can tell me their favourite part of today?
- Was there anything people found challenging?
- Who can tell me something that they learned about birds?
 - What surprised you?
 - Did you have any new ideas about God?

Closing Song:

He's Got the Whole World

TUESDAY MANUAL



THEME: TREES & PLANTS

TUESDAY SCHEDULE

TIME	ACTIVITY	DESCRIPTION
8:30-8:50	Children Arrive Table Games	Check in, name tags 2.A: Set out games on the tables for kids to dabble in as they wait for everyone to get there.
8:50-9:10	Lg. Group	2.B: Game: "Freeze Tag"
9:10-9:40	Lg. Group	2.C: Faith Gathering: Music, Skit & Faith Builder
9:45-10:10 10:15-10:40	Sm. Groups	2:D Activity 1: Paper Making 2:E Activity 2: Leaf Rubbing
10:45-10:55	SNACK	Freezies & Water
10:55-11:25	Lg. Group	2:F Game: "Tree Nutrition Relay Race"
11:25 - 11:50 11:55 - 12:20	Small Groups	2:G Activity 3- Tree Hugging/Bark Casting 2:H Activity 4- Plant a Seed Craft
12:25 - 1:00	LUNCH	Children bring their own lunch. [Nut free please]
1:05-1:25	Lg. Group	2:I Faith Gathering- Music & Interactive Teaching point
1:30-2:05	Lg. Group	2:J Game- Nature Leaves Scavenger Hunt
2:10-2:40	Lm Group	2:K Activity 5- Forest Threat Game

2:45- 3:05	Sm. Group	2:L Activity 6 - Journal Time w/ Freezies
3:10-3:25	Lg. Group PICK-UP	2:M Faith Gathering: Music, Wrap Up, Announcements
3:30-4:20	**Colouring/ Movie	Appendix 1- Colouring Sheets Movie: The Lorax

TUESDAY RESOURCE LIST

SETTLING IN ACTIVITIES	SUPPLIES
Table Games	games like hungry hippo, boggle, trouble, Jenga...
CRAFTS	
Papermaking	scrap paper, plant/veggie scraps, cornstarch, 25 wooden frames with screen stapled to it, water, bowl, blender, large plastic basins, sponge, 2 clean dish towels, board to let papers dry on, ice cream bucket with water for clean up, rag, fabric dye (optional)
Leaf Rubbings Nature Cards	cardstock, crayons, pencil crayons, plain paper, leaves, leaf samples, glue
Plant a Seed Craft	milk cartons (or juice concentrate containers), pre-labelled tape, spoons/trowels, seeds, water container, sharpie for labeling, plant part poster [showing roots, stem, leaves, fruit, & seed]
FAITH BUILDER SESSIONS	SUPPLIES
Morning Session	2 Branches, green fabric
Afternoon Session	magnifiers, cut pieces of tree trunk (or pictures of the inside of a tree trunk)
ACTIVITIES	SUPPLIES
Leaves Scavenger Hunt	digital cameras, macro match sheets & cards
Forest Threat Game	Life Tokens (in 4 colours representing browsers, deer/moose/rabbits) Wind, armbands in four colours, poster board, identifying the 4 colours, ice cream bucket, cones & ropes four boundaries, flip chart paper/clipboard & sharpie

Tree Nutrition Relay Race	3-4 small cups (could be styrofoam egg carton cups), 3 empty small cups, 1 bottle of water, Nutrient bottle, bowl of buttons, 1 bowl of sugar with a scoop
Tree Hugging	Blindfolds
Barkcasting	magnifiers, self-drying clay, small pieces of paper, felts to label clay

TUESDAY INSTRUCTIONAL

2:A:Settle In- Name tags, table games, etc.

Large Group 8:30-8:50am

Set out games on the tables for kids to dabble in as they wait for everyone to get there.
Hungry Hippo, Boggle, Trouble, Jenga

TUESDAY INSTRUCTION 2:B

“Freeze Tag”

Large Group- 8:50-9:10

Name of Group
Game: Freeze Tag
Type:



Indoor

or



Outdoor

Number:



Medium Group (10 - 19
people)
to

Summary: Active, fun game for kids. Get away from the people who are "it", or else you'll be frozen!

Goal: Avoid being tagged OR freeze the entire team.

****Note:** *Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will automatically become frozen.***

How to Play Freeze Tag:

1. Ask for two volunteers*. These two people will be “it”.



Large Group (20 + people)

Age: Elementary

Time: 15 - 20 minutes

2. When you say “go”, the people who are “it” will try to tag as many people as possible. If one of volunteers tags another person, the tagged person is frozen (and needs to stand still) in his or her place.

The only way to “unfreeze” a person is to have an active unfrozen person tag a frozen person. If a person becomes unfrozen, he/she can run again.

3. The people who are “it” tries to freeze the entire team. If the volunteers freeze the entire team, the volunteers win. If at least one person remains unfrozen by the end of 3 minutes, then the team wins and you can choose two different volunteers.

*You can have more volunteers, depending upon the size of your group. You can also add more people who are “it” as the game progresses.

TUESDAY INSTRUCTION 2:C

Faith Builder Gathering

Large Group- 9:10-9:40

SKIT: Sherlock Interviews a Tree

SKit: Sherlock interviews a Tree. Tree says it wasn't Mrs. Bush POISONING things- she was spreading compost around the garden! It looks and smells awful, but it's very good for the soil. All of us trees love good stuff in the soil—it helps us grow better and healthier. But Tree says, 'talk to the caterpillar. I've felt the caterpillars crawling all over my branches. Maybe the caterpillar ate all the leaves the birds use to build nests and shelter. Sherlock pulls his chin. OK, I'll check with the caterpillar.

Props: 2 branches, green fabric

SONGS:

Camp Song: There was a Tree

Worship Songs:

God is Creator

God is Love

FAITH BUILDER:

Faith Builder:

Draw large chalk tree on the floor. Ask for 2 volunteers to come and help measure the tree with a tape measure. Then ask if they know how a tree THAT big can get food. (from its roots). If the tree has to get water and nutrients from way down in the soil all the way up to its branches and leaves, how can it do that? Ask another leader to come up. Give them a LONG line of straws taped together. This is like one of the pipelines inside a tree. Place a cup of water along the tree, and have the leader stand on a small stepladder. The leader must then try and suck water up the LONG straw. Can (s)he do it? Have some encouragement chants.....So you can see how hard a tree has to work to get what it needs. God knows where the best places are for trees to grow! (they need to be where they're near enough to water to survive!)

Props: chalk, measuring tape, straws taped together, cup of water, stepladder

Interesting tree facts:

The tallest tree in the world is 115.5 m, that's ~38 stories!

The widest tree in the world has a circumference of 48 m, or ~40 children holding hands.

The oldest tree in the world is a 4,600 year old Bristlecone (found in high elevation deserts in California).

The seeds of cottonwood trees can float for several days.

The birch tree produces 1 million seeds every year.

Tree roots can grow through concrete sidewalks.

Conifer trees in the north can survive negative 50 degree Celsius winters.

Baobab trees can survive drought with their own personal water tank in their trunk.

Mangrove trees can live permanently in salt water and never drown or turn salty.

Some trees can survive winds up to 200 km/hr.

Read Psalm 1:3

He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither.

This is how plants and trees grow!

Psalm 104: Beside (the mountains) the birds of the heavens dwell;

They lift up their voices among the branches.

...The trees of the Lord drink their fill, the cedars of Lebanon which He planted, where the birds build their nests

This is part of the reason why God made plants and trees: they are important for all sorts of other creatures, like birds, and US—to find shelter, safety and food.

How are trees and plants important for us? (wood for building with, fires for heat, fruit and leaves for eating, beauty products, medicine). How should we treat trees and plants then, if God cares for them? What happens when we are not careful of the trees or plants? (loss of habitat for animals, birds; erosion where trees are cut, loss of shade and protection. Trees clean the air, so if we cut too many, we are losing our air filters, sources of food, materials for building, heat source, medicines. This changes the environment so that other living creatures might not survive)

**Note:* we do NOT want to overstate this and make children fearful, although these are all true situations. Use discretion about how heavily to stress these points. These are *suggestions* of facts that could be pointed out.

TUESDAY INSTRUCTION 2:D

Papermaking Craft

Small Groups- 9:45-10:10 am

Materials: scrap paper, plant/vegetable scraps, cornstarch, (10 wooden frames with screen stapled on for a group of 10 children), water, bowl, blender, large plastic basins, sponge, 2 clean dish towels, board to let papers dry on, ice cream bucket with water for cleanup, rag, fabric dye-optional.

Activity: Tear the paper into little pieces, and soak in a bowl of hot water for 30 minutes (*or soak overnight).

Place a handful of wet scraps into a blender that is half-full of warm water. Blend at medium speed until the paper forms a mush. Collect and add some plant or vegetable scraps or add a few drops of non-toxic fabric dye for colour if desired, and blend again.

Pour the pulp into a large plastic basin, half full of warm water. Add a small amount of cornstarch to help hold the pulp together when on the screen.

Place the screen in the basin and move back and forth to collect the pulp. Once you have an even layer, lift it out and allow the water to drain [Note: thick layer of pulp = thick paper; thin layer of pulp = thin paper]. After the water has drained, carefully lay the mould upside down on a flat dish towel or absorbent cloth. Use a sponge to absorb the excess water through the screen. Let the paper sit for about an hour. Note: Because it's hard to re-use the frames immediately, you might need to have 20 frames. Gently remove the screen so just the paper is lying on the cloth. Let dry completely (overnight).

TUESDAY INSTRUCTION 2:E

Leaf Rubbings/Nature Cards Craft

Small Groups- 10:15-10:40 am

Faith Connection: God made everything unique for a purpose. God made different plants and trees especially suited to grow where they are—some where it's hot and sunny, some where it's damp and cool. Each has different roots, different leaves, shapes and sizes.
--

Materials: cardstock, crayons, pencil crayons, plain paper, leaves, leaf samples, glue.

Activity: Different plants have different kinds of leaves for different purposes. Some leaves of plants in very dry places are specially made to collect moisture. In wetter places, they might hang down to shed water. Some are thick and waxy, some are hairy, some are thin and smooth. Collect and examine some interesting leaves, with different shapes and textures. Make rubbings on paper with crayons or pencil crayons. Cut out and glue onto card stock. Design and decorate.

*2 children can do their 'papermaking with frames' while others are making their cards.

TUESDAY INSTRUCTION 2:F

Tree Nutrition Relay Race

Large Group- 10:55-11:25

Additional: Tree Nutrition relay

Materials: 3-4 small cups (could be Styrofoam egg carton cups), 3 empty small cups and 1 bottles of water, 'Nutrient' bottle, bowl of buttons, 1 bowl of sugar with a scoop

Activity: Use the chalk tree drawn for the Faithbuilder. Divide children into three teams: water, nutrients, and sugar. At the roots of the tree have 1 person from the water team with a full water bottle, 1 person from the nutrients team with a bottle labeled "Nutrients" (full of buttons) and a bowl full of buttons, and 1 person from the 'sugar' team holding an empty cup. At the top of the tree, 1 member from each of the water and nutrients teams will each be holding an empty cup. At the top of the tree, 1 member of the sugar team will be holding a container full of sugar with a scoop. The remaining team members are relay runners. They start at the source of their resource, for example, the full water bottle, and run a cupful at a time to their team's empty cup on the other end of the tree. The 'sugar' runner starts at the TOP, moving to the roots, as the phloem pipeline does. The relay preferably finishes when one of the resources runs out. It may also finish when one of the empty cups eventually fills up. What would happen if it was a very dry year? (the roots wouldn't get enough water to send up to the leaves. No leaves? Then the leaves wouldn't produce sugar for the tree to grow well that year)

TUESDAY INSTRUCTION 2:G

Tree Hugging/Bark Casting

Small Groups- 11:25-11:50

Tree hugging

Faith Connection: God has made us to learn about the world with our 5 senses—hearing, seeing, feeling, smelling and tasting. It's good for us to use them all to experience things around us.

Materials: blindfolds

Activity: Divide into partners. 1 is blindfolded and spun around, led on a circuitous route to a chosen tree. Blindfolded one investigates the tree until satisfied they know it well. They are then led back to home base, unblindfolded, and must guess which tree they felt. Switch places.

Bark Casting

Additional: Bark casting

Materials: magnifiers, self-drying clay, small pieces of scrap paper & felts to label clay.

Activity: Look at bark of different trees. Take a piece of clay and press it firmly onto the bark of a chosen tree. Then gently peel off, keeping the marks of the bark on the clay.

TUESDAY INSTRUCTION 2:H

Plant a Seed Craft

Small Groups 11:55-12:20

Alternate: Plant a seed to take home and grow:

Take-home Materials: milk cartons or juice concentrate containers pre-labeled with tape (if sending home) spoons/trowels, seeds, water container, Sharpie for labeling, plant part poster [showing roots, stem, leaves, fruit, seeds]

Activity: Look at the parts of a plant. Look at the seed size and colour first. Can they guess what plant it will grow into? Fill the container about $\frac{3}{4}$ full of soil. Poke a hole or 2 with a finger, then drop the seed(s) into the hole and gently cover. Water.

TUESDAY INSTRUCTION 2:I

Faith Builder Gathering

Large Group- 1:05-1:25

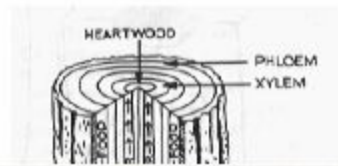
Teaching Segment:

Faith Connection: *Matthew 6:28*...see how the lilies of the field grow. They do not labor or spin. Yet I tell you that not even Solomon in all his splendor was dressed like one of these. If that is how God clothes the grass of the field Will he not much more clothe you?

What did you hear about plants or trees in these 3 verses? What do they tell you about how they look or grow or what they do? What is God's relationship to them? (need water, bear fruit for people/creatures to eat, are made by God, provide shelter for birds & others, God cares and provides for them).

Background: **Little Green Food Factories.** The food that trees need is made in the leaves. Each leaf contains millions of chlorophyll cells. Chlorophyll cells are green, which is why leaves are green in the spring and summer. These cells actually make food through a process called photosynthesis. Chlorophyll cells take in carbon dioxide (people and animals breathe out carbon dioxide). Chlorophyll cells combine this carbon dioxide with water sent up from the roots of the tree. In the chlorophyll cell, sunlight passes through this mixture and turns it into sugar and oxygen. The sugar is the food that trees need to grow.

Background: **Pipelines inside Pipelines.** Review the idea from the Faithbuilder that inside the trunk of the tree is a two-way pipeline. Just inside the bark there is a pipeline that the leaves use to send food down to the roots. This pipeline is called phloem (flo-em)—a way to remember this is that the food from the leaves goes down LOW (rhymes with phloem). Next to the phloem towards the middle of the tree is another pipeline - this one is called xylem (zi-lem) - that sends water up HIGH from the roots to the leaves. Between the phloem and the xylem there is an area of wood called the cambium. The phloem, cambium and xylem are the living portions of the trunk of a tree. Every year the tree trunk becomes wider as new layers of phloem and xylem grow from the sides of the cambium. When you look at a cut section of a log you can see the rings of new wood that are added each year the tree lives. In the center of the trunk of a tree is the heartwood. This portion of the tree is old phloem, cambium and xylem layers that are non living. The heartwood is very hard and gives a tree the strength to stand straight and tall.



VOLUNTEER PARTICIPATION:

Have a piece of wood with rings on it and get the kids to look up close.

Materials: magnifiers, optional: cut piece of tree trunk

Activity: search for a cut tree trunk. Can you count the rings? How old is the tree? Are all the rings the same? Why?/why not? (some years the tree doesn't get as much food and rain, so the rings are smaller)

TUESDAY INSTRUCTION 2:J

Nature Leaves Scavenger Hunt

Large Group- 1:30-2:05

Break the Group up into two teams.

Additional: Garden Camera Relay

Materials: digital cameras, Macro Match sheets & cards

Activity: Divide children into small groups of 3 or so. Leader gives a clue for what kind of plant to look for: i.e.-a plant with a flower, a plant with blue leaves, a plant with a bulb, a plant with a colourful stem, a plant with fruit, a plant with a strong smell, etc. First the child finds the given plant, takes a picture, brings it back and shows leader. Next person in the group goes. (relay style) Those who are waiting can work on matching up the cards and garden pictures on sheets.

TUESDAY INSTRUCTION 2:K

Forest Threat Game

Large Group- 2:10-2:45

Intro: What are the things trees and plants need to survive? (water, shade, sunshine for photosynthesis, seed dispersal) What are the things that harm a forest? (Discuss natural disturbances: fire, wind, disease and pests, snow damage, leaf litter, mushrooms, soil compaction) We're going to play a game about forest disturbances.

Materials: life tokens (in 4 colours representing browsers [deer/moose/rabbits], wind, insects/disease or fire), armbands in 4 colours, poster board identifying the 4 colours, ice cream bucket, cones & ropes for boundaries, flip chart paper/clipboard and Sharpie.

Activity: Divide the group in $\frac{1}{2}$. 1 half will represent the forest community. Hand out 20 different coloured tokens to each. They will represent trees in the forest. They need to find a place to grow and be best protected (within a given area).

Then divide the rest into 4 groups. Each group will represent a different natural disturbance.

They will create disturbances one category at a time. Their role will be to enter the forest and take a life token from as many trees as possible.

Browsers: Deer/moose/rabbit: walk into the forest, tag a tree and take a life token. Return to gathering area and put token into the bucket. Go back and repeat.

Wind: Walk into forest, tag a tree, take a token. Put in bucket. Repeat.

Insect/disease: Walk into the forest, tag a tree and take 2 tokens. Put in bucket. Repeat.

Fire: Walk into the forest, tag a tree, take the life token. Tag another tree, etc. *Fire does not have to return to the bucket each time.* Students need to collect a maximum of 10 tokens. Choose one volunteer to be the Chief Forester. This person must record the life tokens taken from the trees. To begin, send in the browsers. They have 2 minutes to collect. Stop! **If any tree loses all its life tokens, it dies. That person just sits down.

After the browsers go, did any trees die? Forester records how many tokens each tree lost. Trees collect tokens back.

Next, wind will go in (teacher can quietly 'rig' the situation by removing all but one life token from 2 trees to. These represent weak or older trees which could be susceptible to wind damage. Have them stand on the edge of the boundary, where wind damage has more effect) Give wind 1 minute. Then stop. Forester records damage. Any difference between the 2 disturbances? Trees collect their tokens back.

Insects/disease have 2 minutes to collect life tokens 2 at a time. Forester takes the tally again. Trees collect their tokens.

Fire has 3 minutes to collect tokens. When each 'fire' has 10 tokens, they have to put them in the bucket, to represent the fire being out. As each tree dies, they are allowed to go and get 1 token to represent seedlings regenerating. Forester records the number of trees lost. Chief Forester now tallies totals. Which threat had the most effect on the forest?

Switch roles so trees get a more active part.

*Garden threats: Identify some typical garden pests. Substitute those for the forest threats.

2:L: Journal Time

Small Groups- 2:50-3:05

Have kids sit in circles with their small group.

Kids will sit with their group and reflect on some of the things they have learned.

Have markers, stickers, glue, leaves etc.. available for kids to create a textured account of what they have learned.

2:M Faith Gathering: Wrap Up & Song

Large Group- 3:10-3:25

Interactive Wrap-Up Questions:

- Who can tell me their favourite part of today?
- Was there anything people found challenging?
- Who can tell me something that they learned about birds?
 - What surprised you?
 - Did you have any new ideas about God?

Wrap up with one more song.

WEDNESDAY MANUAL



THEME: BUGS

WEDNESDAY SCHEDULE

TIME	ACTIVITY	DESCRIPTION
8:30-8:50	Children Arrive Table Games	Check in, name tags 3.A: Slug Slug Bug
8:50-9:10	Lg. Group	3.B: Game: "Fruit Salad"
9:10-9:40	Lg. Group	3.C: Faith Gathering: Music, Skit & Faith Builder
9:45-10:10 10:15-10:40	Sm. Groups	3:D Activity 1: Tissue Paper Butterfly/Bug 3:E Activity 2: Bug Who Am I?
10:45-10:55	SNACK	Freezies & Water
10:55-11:25	Lg. Group	3:F Game: The "Moth"mallow Toss Game
11:25 - 11:50 11:55 - 12:20	Small Groups	3:G Activity 3- "Bug Blast" 3:H Activity 4- "Bug Cycle" Relay
12:25 - 1:00	LUNCH	Children bring their own lunch. [Nut free please]
1:05-1:25	Lg. Group	3:I Faith Gathering- Music & Interactive Teaching point
1:30-2:05	Lg. Group	3:J Game- "Queen Bee" Pin
2:10-2:40	Lm Group	3:K Activity 5- Life Cycle Tag
2:45- 3:05	Sm. Group	3:L Activity 6 - Journal Time w/ Freezies

3:10-3:25	Lg. Group PICK-UP	3:M Faith Gathering: Music, Wrap Up, Announcements
3:30-4:20	**Colouring/ Movie	Appendix 1- Colouring Sheets Movie: A Bug's Life

WEDNESDAY RESOURCE LIST

SETTLING IN ACTIVITIES	SUPPLIES
Fruit Salad Game	Chairs
CRAFTS	
Tissue Paper Butterflies/Bugs	Tissue paper, felt pens, thin skewers, tape
FAITH BUILDER SESSIONS	SUPPLIES
Morning Session	Caterpillar fabric “body” & pipe cleaner antennae
Afternoon Session	
ACTIVITIES	SUPPLIES
Bug Who Am I?	Two different sizes of straws cut into finger length sections, masking tape, small squares of nylon stocking, collecting containers (clear plastic containers with lids/clear film containers), magnifiers
“Moth”mallow Toss Game	Masking tape, jump rope, towels/cleaning materials, garbage bags, bags of large sized marshmallows
Bug Blast	chalk squares arranged in columns underneath the heading B-U-G. Bug cards, ice cream bucket
Bug Life Cycles relay	Bug life cycles poster, bug life cycle cards, bucket
Queen Bee Pin	15 Large orange sponge playground balls, 6 large bowling pins, 6 empty 2 liter plastic soda bottles

WEDNESDAY INSTRUCTIONAL

3:A Game: Slug Slug Bug

Large Group 8:30-8:50am

Name of Group

Game: Duck Duck
Goose

Type:



Indoor

or



Outdoor

Number:



Small Group (usually 5 or
more people)

to



Large Group (20 + people)

Age: Elementary

School (Kindergarten
and 1st grade)

Time: 15 – 20 minutes

Summary: Great classic circle game for kindergarten and first graders.

Goal: Don't end up in the middle of the circle.

How to Play Duck Duck Goose:

- 1.** Have all the kids sit in a circle, facing inwards. Select one volunteer to be "it".
- 2.** The person who is "it" starts the game by walking on the outer circle and tapping each person's head. The person names each person as "Duck", "Duck", "Duck" until he or she selects one person and names him or her as a "Goose".
- 3.** Once named a Goose, the "Goose" must get up to chase the first person around the outer circle and try to tag him/her. If the "Goose" tags the person who is "it", the "it" person sits in the middle of the circle. If the "it" person sits down in the "Goose"'s spot before he or she gets tagged, the "Goose" is now "it" and starts a new game by walking on the outer circle.

3:B Game: "Fruit Salad"

Large Group- 8:50-9:10

Name of Group**Game:** Fruit Salad**Type:**

Indoor

Number:

Small Group (more than 6 people)
to



Large Group (20 + people)

Age: Elementary -
Middle School

Time: 15 - 20 minutes



Summary: Good icebreaker game, especially for kids.
Easy to learn and play, with little preparation.

Goal: Avoid being left in the middle of the circle.

Preparation:

- Chairs (one chair per person)

How to Play Fruit Salad:

1. Have everyone sit in a chair, arranged in a circle facing inwards. Select one person to be in the middle and remove his or her chair from the circle.

2. Explain the rules: The person in the middle needs to say something that applies to at least 2 people in the circle. For example, "Anyone who has a pet", "Anyone who is wearing jeans", "Anyone who has a brother or sister", "Anyone wearing the color purple". If the person's statement applies to someone sitting in the circle, that person has to move from his or her seat and sit in a different chair. If the person says "Fruit Salad", then everyone needs to move to a different chair.

3. The person in the middle tries to sit down. There'll be one person left without a chair- this person will be the next person in the middle of the circle. The standing person starts a new round by saying a different statement.
Note: People cannot move to seats on their immediate left or right. For example, a person is allowed sit two seats away, but they cannot move to the left or right of their current chairs.

3:C Faith Gathering: Music, Game, Faith Builder

Large Group- 9:10-9:40

WELCOME

SONGS

Camp Song: If I were a Butterfly
Worship Song: God is Creator

SKIT: Sherlock & the Caterpillar

Skit: Sherlock comes in dragging a caterpillar. Questions the 'suspect', asking if it knows anything about why the birds have all disappeared. Did the caterpillar destroy their habitat? Caterpillar denies any knowledge. Says we don't eat enough to destroy a whole tree! Says they eat plants too, not just trees, so there are lots of leaves around for everyone. But maybe it was the cat - the caterpillar has seen the neighbourhood cat running around the yard. The cat perhaps has eaten all the birds.
Sherlock says he will follow up, but don't leave town!

Props: caterpillar-fabric 'body' and pipe cleaner antennae

FAITH BUILDER:

Faith Builder: Read *Genesis 1:25*

Props: poster of bugs (Optional - create your own!)

God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.

Enter: a person dressed up to look like they're camping. Sits on a chair, drinking coffee, talking about the beautiful sunset. Then slowly begin to occasionally slap a bug, then become more & more frenzied till they run offstage whacking and yelling.

'There are a lot of times when we look at things around us in the world and wonder why they're there—like mosquitoes! Sometimes we think a person we don't like shouldn't be around, just like those pesky mosquitoes that bite us—what good are they? But, as we learned about in the Creation Story, God looked at everything He made and said that 'it's good!' So we know that there's a reason for everything God made, and it's good.even if we don't understand why! It's amazing that scientists are still figuring out the incredible ways all sorts of things work in the world. They have discovered that one kind of beetle or bug actually keeps another kind or a plant from taking over too much. God made it so that there's a balance in nature. And sometimes people kill off one thing we don't like, only to find out that *that* creature was important for keeping certain other things in balance. (i.e.—Who knows what a mosquito is GOOD for?if there were no mosquitoes, then dragonflies, frogs, birds and other creatures wouldn't have the food they need!) Bugs are part of that balance!'

Proverbs 6:6 Go to the ant, you sluggard; consider its ways and be wise

God tells us that we can even learn things from bugs! (Proverbs) A sluggard is a lazy person, so God is telling the lazy person to watch how hard an ant works, and learn to be wise! So this teaches us that people should pay attention to the other living beings in God's creation, including bugs!

3:D Activity 1: Tissue Paper Butterfly/Bug

Small Groups- 9:45-10:10 am

Faith Connection: When God created, He designed the places for creatures to live and made it good. This gives you a chance to create a world for a bug. While you're doing this, you can think about how we can help create good spaces for bugs in our neighbourhoods and backyards!

Alternate: Butterfly

Materials: tissue paper, felt pens, tape, thin skewers

Activity: Draw a butterfly shape on tissue paper. Cut out (with extra margin around edges to tape skewers afterwards). Colour designs on the body and wings with felt pens. Tape skewers around edges and along main design lines (body & wings) for support.

Optional: suspend with fishing line. Can it fly?

3:E Activity 2: Bug Who Am I?

Small Groups- 10:15-10:40 am

Faith Connection: There are some very beautiful things in the world God created. This is your chance to not only notice the great big parts of creation, but also see the incredible and tiny things which are just as important!

Materials: Use 2 different sizes of straws (cut into finger-length sections), masking tape, small square of nylon stocking, collecting containers (clear plastic containers with lids/clear film containers), magnifiers

Activity: Put the 2 different-sized straws together with the nylon between. Secure with tape. You can now suck up bugs without them going into your mouth. Collect insects and gently blow them into containers. Observe with magnifiers.

3:F Game: The “Moth” mallow Toss Game

Large Group- 10:55-11:25

Name of Group

Game: Marshmallow

Toss Game

Type:



Indoor

or



Outdoor

Number:

Summary: Catch as many mini marshmallows in your mouth before the time runs out!

Goal: To have your team catch the most marshmallows in their mouths as possible

Preparation:

- Masking tape/Jump rope- make two long parallel lines on the ground

- Bags of large-sized marshmallows

- People to volunteer as marshmallow “counters”



Medium Group (10 - 19 people)

to



Large

Group (20 + people)

Age: Elementary School - Middle School

Time: 15 - 20 minutes



- Towels/cleaning materials/garbage bags (this game can get messy if the marshmallows are stepped on)

How to Play the Marshmallow Toss Game:

1. Separate everyone into teams of 4 or 5. Ask for one volunteer from each team to be the "Catcher".
2. All of the Catchers will need to be behind one of the parallel line, while the rest of the teams line up by team behind the other parallel line. The object of the game is to toss marshmallows into their team Catchers' mouth. The Catchers need to catch marshmallows using only their mouths (and eat them).
3. Hand a bag of marshmallows to each team and ask each person to grab three marshmallows.
4. When you say "go", the first person in line tosses his/her three marshmallows to their team's Catcher, then goes in the back of the line and retrieves 3 more marshmallows. Then, the second person tosses his/her three marshmallows to the Catcher, and goes back in the line to get 3 more marshmallows, and so forth.
5. The team whose Catcher catches the most marshmallows in their mouths and eats the most marshmallows wins the game.

Variations:

- If you have enough teams and marshmallows, you can have the top two teams of the first round go against each other.
 - You can use small marshmallows instead of the large marshmallows. The after-game cleanup may potentially be more messy.
-

3:G Activity 3: Bug Blast!

Small Groups- 11:25-11:50

Bug Blast!

Materials: chalk squares arranged in columns underneath the heading B-U-G. Make 4 rows down in each column, bug cards (use summit relay cards), ice cream bucket.

Activity: Have a bucket with the bug cards at a designated spot. Let everyone quickly choose a card. Leader will call out a category for each column: i.e.- under the B-flying bugs! Any child with that type of bug makes a run for a spot under that column. Anyone left out will have to wait for another chance. Keep the play moving quickly!

*see Bug Blast sheet for ideas

3:H Activity 4: Bug Life Cycles Relay

Small Groups 11:55-12:20

Faith Connection: Every stage of life is important—that's why God made every creature to go through a particular life cycle. So even babies and kids are an important part of life!

Materials: Bug Life Cycle Poster, Bug Life Cycle Cards (use life cycle pictures and adult pictures), bucket

Activity: Put bug life cycle cards into a bucket. Divide the players into groups of 3 or 4. The first player from each group needs to run to the bucket and take one of the cards. The player brings it back to their team. The next player from each team goes and picks one card and brings it back. The team must decide if the card will help or not to complete the bug life cycle of the same bug. For example, if the first card chosen is a mayfly egg and the second card chosen is a dragonfly larva, then the team will need to choose which bug life cycle they want to create. Each player needs to get a card from the bucket in turn. Players will go more than once until all the cards are used up, and the team has formed one or more complete bug life cycles. Teams are able to trade with each other at the end after the bucket is empty. (i.e., if team A has a honeybee egg card and team B needs that card, team B can give team A one of their cards and get the honeybee egg card from team A). The game ends when each team has created complete bug life cycles.

Modifier for Primary - Have the same number of bug cards as there are groups (i.e., If there are 3 groups, have only 3 complete bug life cycles).

3:I- Faith Builder Gathering

Large Group- 1:05-1:25

SONGS: Impress Theme

INTERACTIVE TEACHING POINT:

Additional: Life Cycle Growth

Materials: CD player with music

Activity: Explain the different life cycle stages (egg, larva, pupa, adult). Show the different actions that represent each life cycle stage. Make an 'O' to represent the egg. Put your arms at your side to represent larva. Spread your arms wider to represent pupa. Use your arms as wings to represent the adult. Each person begins as an egg. The goal of the game is to grow into an adult. When the music plays, the children move around (rolling as an egg, slowly for larva and pupa, flying for adult if they choose). When the music stops, the children must find another player of the same life stage (i.e.. Egg and egg, larva and larva). The players play rock,

paper, scissors. Note: you may need to teach the young children how to play rock, paper, scissors. Whoever wins rock, paper, scissors grows one stage (i.e. egg to larva, or larva to pupa, or pupa to adult, or adult remains an adult). Whoever loses decreases one stage (i.e. egg remains egg, larva to egg, pupa to larva, adult to pupa). Continue playing until all children have had sufficient opportunity to grow into an adult.

READ:

Ecclesiastes 3

- 1 For everything there is a season,
a time for every activity under heaven.
- 2 A time to be born and a time to die.
A time to plant and a time to harvest.
- 3 A time to kill and a time to heal.
A time to tear down and a time to build up.
- 4 A time to cry and a time to laugh.
A time to grieve and a time to dance.
- 5 A time to scatter stones and a time to gather stones.
A time to embrace and a time to turn away.
- 6 A time to search and a time to quit searching.
A time to keep and a time to throw away.
- 7 A time to tear and a time to mend.
A time to be quiet and a time to speak.

...

14 And I know that whatever God does is final. Nothing can be added to it or taken from it. God's purpose is that people should fear him. 15 What is happening now has happened before, and what will happen in the future has happened before, because God makes the same things happen over and over again.

Take Home Thought:

I bet the caterpillar wonders sometimes why it's taking so long to change into a butterfly, it must be frustrating to be in a cocoon for so long! Sometimes we might

wonder why each year it takes so long to get to Christmas or to our birthday. In the Bible we read though that God has a purpose for every season. Even when we feel like nothing is happening, or too much is happening for us to handle- God is always in control! God has a purpose for each season, for the bugs and for us too!

3:J Game: “Queen Bee” Pin

Large Group- 1:30-2:05

Name of Group

Game: King Pin

Type:



Indoor (gym)

Number:



Medium Group (10 - 19 people)
to



Large

Group (20 + people)

Age: Elementary

School – Middle

School

Time: 30 - 45 minutes

Summary: Knock down your enemy's pins- Fun game to play in a gym.

Goal: Knock down your opponent's bowling pins.

Preparation:

- 15 large orange sponge playground balls. Line all of the orange sponge playground balls in the center line of the gym.

- 6 Large Bowling Pins, or 6 empty 2-liter plastic soda bottles (three for each side). These bowling pins are placed in line at the end of the court (two side pins and a middle pin).

How to Play the King Pin Game:

1. Arrange everyone into two teams. Line the opposing teams on both sides of the gym. The teams cannot cross the middle line to the opponent's side.

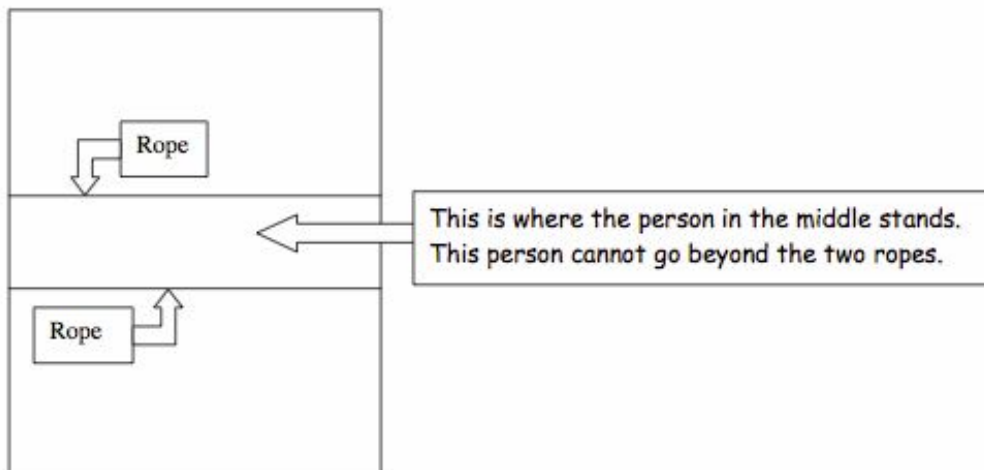
2. Ground rules: If a person goes out of bounds or crosses the middle court line, that person is automatically out. If a person is hit by a ball, the person is “out” and needs to form a line off the court. If a person catches a ball, then the first person in the “out” line gets to go back into the game. If a person tries to catch a ball and fails, that person is “out”. If someone is hit on the head, the thrower is automatically “out”. A person can block by holding a ball and deflecting oncoming balls.

3. The purpose of the game is to knock down the opponent's bowling pins. There can only be one guard for each bowling pin, who can stand within 2 feet of the bowling pin. When you say "go", each of the teams run to the middle to retrieve a ball.
4. Once a person has a ball, he or she can throw the ball at an opponent on the other side of the line or try knocking down a pin. If someone is hit or touched by a ball, that person is "out". The people who are "out" need to get off the court and form a line.
5. The team that knocks down all three of the opponent's bowling pins wins the game.

3:K Activity 5: Life Cycle Tag

Large Group- 2:10-2:45

Materials: 2 ropes or cones. Set up the playing field as follows:



Activity: Set up a playing field wide and long enough for players to run. Choose one person to stand in the middle. That person is an egg. The other players stand on one side of the field. These players begin as larva. When the person in the middle says GO, the players need to run to the other side without getting touched. If the person in the middle catches one person, then they join hands. Now there is an egg and a larva in the middle. This time, the players at the end are pupa. The egg and larva (with hands joined) need to catch a pupa. The following time, all the players are adults. The egg, larva, and pupa (with hands still joined) need to catch an adult to create a complete bug life cycle.

3:L Activity 6- Journal Time

Small Groups- 2:40-3:05

Take some time as small groups to split off and do some journalling with pictures, stickers, markers, and felt. Kids should feel free to express any learning or reflection they have about the day.

3:M Faith Gathering: Wrap Up & Song

Large Group- 3:10-3:25

Interactive Wrap-Up Questions:

- Who can tell me their favourite part of today?
- Was there anything people found challenging?
- Who can tell me something that they learned about birds?
 - What surprised you?
 - Did you have any new ideas about God?

Wrap up with “If I were a Butterfly”

THURSDAY MANUAL



THEME: MAMMALS

THURSDAY SCHEDULE

TIME	ACTIVITY	DESCRIPTION
8:30-8:50	Children Arrive Table Games	Check in, name tags 4.A: "The Blob"
8:50-9:10	Lg. Group	4.B: Game: "Bat & Moth"
9:10-9:40	Lg. Group	4.C: Faith Gathering: Music, Skit & Faith Builder
9:45-10:10 10:15-10:40	Sm. Groups	4:D Activity 1: Bat Art 4:E Activity 2: Mammal Memory Game
10:45-10:55	SNACK	Freezies & Water
10:55-11:25	Lg. Group	4:F Game: "Frozen Monkeys"
11:25 - 11:50 11:55 - 12:20	Small Groups	4:G Activity 3- Mammal Clue Hunt 4:H Activity 4- Mammal Survival Game
12:25 - 1:00	LUNCH	Children bring their own lunch. [Nut free please]
1:05-1:25	Lg. Group	4:I Faith Gathering- Music & Interactive Teaching point
1:30-2:05	Lg. Group	4:J Game- "Habitat Hop"
2:10-2:40	Lm Group	4:K Activity 5- Mammals in the Meadow
2:45- 3:05	Sm. Group	4:L Activity 6 - Journal Time w/ Freezies

3:10-3:25	Lg. Group PICK-UP	4:M Faith Gathering: Music, Wrap Up, Announcements
3:30-4:20	**Colouring/ Movie	Appendix 1- Colouring Sheets Movie: Brother Bear

THURSDAY RESOURCE LIST

SETTLING IN ACTIVITIES	SUPPLIES
Bat & Moth Game	2 rocks or 2 shells
CRAFTS	
Bat Art	Bat Poster pictures, construction paper, pastels, fishing line, sticks
FAITH BUILDER SESSIONS	SUPPLIES
Morning Session	cat ears, gloves, black boots & clothes
Afternoon Session	stuffed sheep, shepherd rod
ACTIVITIES	SUPPLIES
Mammal Memory Game	Memory Game Cards
Mammal Clue Hunt	poster of local mammals, track cards (copy from clue hunt cards), stamps of animal tracks, clue cards (6 different sets)
Habitat Hop Game	CD, music, material squares of different colours, poster with Habitat destroyer pictures
Journal Time	stickers, paint, glitter pens

THURSDAY INSTRUCTIONAL

Large Group 8:30-8:50am

4:A- “The Blob”

Name of Group Game:

The Blob

Type:



Indoor

or



Outdoor

Number:



Medium Group (10 - 19 people)
to



Large Group (20 + people)

Age: Elementary School

Time: 15 – 20 minutes

Summary: Active game for kids- If the Blob touches you, you'll be part of the Blob.

Goal: To be the last person in the game, who isn't part of the Blob.

Preparation:

- You'll need to play in an area where everyone can easily run around

****Note: Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will be part of the Blob.****

How to Play The Blob Game:

1. Pick three volunteers. Have the volunteers line up in the front and hold each other's hands. These volunteers will start off as the Blob and must hold hands at all times.

2. The purpose of the game is to not be touched by the Blob. If a person is touched by the Blob, the person becomes part of the Blob and must hold hands with a person on either end.

3. The Blob tries to tag everyone while running together and holding hands. The last person standing wins the game.

Variation:

- For a quick game, you can split the Blob into two or three separate Blobs.

4:B Game: "Bat & Moth"

Large Group- 8:50-9:10

Additional: Bat & Moth game

Materials: 2 rocks or shells

Activity: Choose 2 children to be bat & moth. Form a circle with a 'bat' and moth inside. The bat is blindfolded, and the moth clicks 2 rocks together. The bat must try and catch the moth.

4:C- Faith Builder Gathering

Large Group- 9:10-9:40

WELCOME

- How have you enjoyed Camp this week?
- Anyone do anything interesting last night?

SONGS

Camp Song: Great Big Moose

Worship Song: Impress Them

SKIT: Sherlock & the Car

Skit: Sherlock pulls cat in. Asks if he's been eating all the birds in Mrs. Bush's yard- or chasing them all away. Cat protests, saying he's not eaten or chased any birds- he's a vegetarian! No teeth, no claws! Says he's too busy sleeping in the sunshine. But he wonders if the birds at the nearby pond have disappeared too. Why don't you ask the frog from down there—she might know!

Sherlock goes off to speak to the frog.

Props: cat ears, gloves, black boots & clothes

FAITH BUILDER:

Faith Builder: Read *Job 12:7-*

But ask the animals, and they will teach you, or the birds of the air, and they will tell you;
Or speak to the earth, and it will teach you,
Or let the fish of the sea inform you.

Which of these does not know that the hand of the Lord has done this?
In His hand is the life of every creature and the breath of all mankind.

Isaiah 43:20-

The wild animals honor me, the jackals and the owls,
Because I provide water in the desert and streams in the wasteland

Invite volunteers up to make different animal sounds. Do you know what they're saying? We don't understand them, but God does! What do these verses tell you about the relationship between the animals and God? (see Job--They know He is God. They honor and respect and understand God as the one who created them and provides what they need to live. He knows all the details.). If the animals know how great God is, I wonder why people don't always recognize that about God? God is our Creator too.

How can we learn about God from the other living things He created? Have you ever sat quietly and watched creatures from close up? Then you know how amazing the creatures God made are! I'm impressed when I see the beautiful feathers on a bird, or the amazing eyes of a dragonfly. So when I see God's work in creation, I am reminded of God's power and care. How can we honour God too?

4:D Activity 1- Bat Art

Small Groups- 9:45-10:10 am

Station 1: Bat Art

Faith Connection: God created all sorts of creatures, but He didn't just make them and leave them to fend for themselves. He provides what they need. So some creatures, like mammals, God made to care for their young too. They protect them and feed them milk until they're old enough to survive on their own.

Materials: Bat poster pictures, black construction paper, pastels, fishing line, sticks. See <http://www.kidzone.ws/animals/bats/index.htm> for pictures and information.

Intro: Talk about what makes a mammal: warm-blooded creatures with spines, babies are born live, and fed milk by the mother. What kinds of mammals do you know? Which is the mammal—bat or moth? We're going to learn something about bats today.

Activity: Look at the poster and talk about the different kinds of bats, what they eat, where they live, etc. Go for a walk to collect sticks. Create your own bat (or other mammals) on black paper with pastels. Tie fishing line onto sticks and suspend your mammal. Talk about how bats find their prey, their roosting habits, diet, etc. Take a walk and look at the bat box on site. Do they see any activity? When would be a good time to try and see bats?

4:E Activity 2- Mammal Memory Game

Small Groups- 10:15-10:40 am

Materials: memory game cards (mammals)

Activity: Have cards spread out. Each child can turn over 2 cards. If they match, they get another turn. If not, let everyone see, and turn them over in place. Make note of where different cards are for future reference!

4:F Game: "Frozen Monkeys"

Large Group- 10:55-11:25

Name of Group Game:
Freeze Tag

Type:



Indoor

or



Outdoor

Number:



Summary: Active, fun game for kids. Get away from the people who are "it", or else you'll be frozen!

Goal: Avoid being tagged OR freeze the entire team.

*****Note: Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will automatically become frozen.*****

How to Play Freeze Tag:

1. Ask for two volunteers*. These two people will be "it".

2. When you say "go", the people who are "it" will try to tag as many people as possible. If one of volunteers tags

Medium Group (10 - 19 people)
to



Large Group (20 + people)

Age: Elementary School

Time: 15 - 20 minutes

another person, the tagged person is frozen (and needs to stand still) in his or her place. The only way to “unfreeze” a person is to have an active unfrozen person tag a frozen person. If a person becomes unfrozen, he/she can run again.

3. The people who are “it” tries to freeze the entire team. If the volunteers freeze the entire team, the volunteers win. If at least one person remains unfrozen by the end of 3 minutes, then the team wins and you can choose two different volunteers.

*You can have more volunteers, depending upon the size of your group. You can also add more people who are “it” as the game progresses.

4:G Activity 3- “Mammal Clue Hunt”

Small Groups- 11:25-11:50

Day 4 Station 2: Mammal clue hunt

Faith Connection: We can find animals by looking for the tracks they make. It takes great skill to be a good tracker, and to identify creatures this way. God knows each creature and each of us very well. He doesn't need to look for our footprints to know where we are—He already knows, and is with us all the time!

Materials: poster of local mammals (see Mammal memory cards), *(optional) track cards (copy from clue hunt cards), *track stamps(optional: make with craft foam glued onto wooden blocks), clue cards [6 different sets]. See attached suggested clues, though they will need to be modified according to your location.

Activity; Guess what kind of mammals might live around here. What might live by a river or pond? (beaver, muskrat). Where there's easy availability of different kinds of food? (raccoon) Divide into 3 groups. Give them the first clue, and then have them go and find the next clue. Can you observe any evidence (tracks) of any creatures? Clues will lead you to the creatures' identities.

4:H Activity 4: “Mammal Survival”

Small Groups 11:55-12:20

Alternate: Mammal survival game

Materials: picture cards of local mammals with survival info on the back &/OR poster showing carnivores & herbivores.

Intro: Review what a mammal is. Have kids suggest what kinds of mammals we might find around here. SOME of these are predators and some are prey. Can you tell me which kinds would be predators or carnivores? What would the other ones eat? Raccoons eat a larger

variety—they might eat other animals, or plants and garbage---they'd be called scavengers or omnivores—they eat everything! We're going to play a tag game that shows how a mammal has to try and survive in the wild!

Activity: You need at least 10 kids playing including a caller. All the players must first line up in front of the caller, and the caller whispers a mammal name (their identity for the game) to each player. Once everyone has an identity, the caller gives them ten seconds to run around.

Afterwards, the caller starts calling animals out. When the caller calls an animal, that person has to run from everyone, and all the other players have to tag that person to get him/ her out. But the caller doesn't have to wait until the person is out to call the next animal. The caller can call another animal before or after the person is tagged, it's up to the caller. This goes on until there are only two players left. Those players must stay within smaller designated boundaries and play till 'sudden death'. They do the same thing, but this time they are not allowed to step out of the boundaries. If they step out or are tagged, they are out and the last one standing is the winner. The winner will be the caller in the next game.

4:I- Faith Builder Gathering

Large Group- 1:05-1:25

Songs: God is Love

Devotional

Scripture: Isaiah 40:11: He will feed his flock like a shepherd. He will carry the lambs in his arms, holding them close to his heart. He will gently lead the mother sheep with their young.

Opening Questions:

- Who can name me their favourite Mammal?
 - What about Sheep? Are sheep anyone's favourite animal here?
- Who here has ever seen a sheep on a farm? What did it look like/ behave like?
- Can anyone tell me what shepherd do? Do you think it's a difficult job? Are their still shepherd around today or did they just live a long time ago?

Shepherds have been around for thousands of years. In fact, shepherding is probably one of the oldest occupations in the world. Shepherds are discussed in the Bible and featured prominently every Christmas in nativity displays. But are there still shepherds around today?

You bet there are! Although modern farming methods and reduction in natural predators have made raising sheep easier in today's world, there are still many places in the U.S. and around the world where shepherds still roam the pastures, tending their flocks.

From the mountains of the American West to the highlands of Peru and Chile, you'll find shepherds tending flocks of thousands of sheep. Sheep are still popular animals today, both for their meat and their wool.

It's actually a very tough job. In addition to difficult weather, shepherds must keep a constant eye on their herds, for fear of predators, like wolves and mountain lions.

Shepherding can also be demanding physically, as work days are long and filled with exercise. In cold weather, the days seem even longer. Plus, tending thousands of sheep can be a lonely and dirty job, too. (Source: <http://wonderopolis.org/wonder/are-there-still-shepherds-today/>)

In Isaiah we read: He will feed his flock like a shepherd. He will carry the lambs in his arms, holding them close to his heart. He will gently lead the mother sheep with their young.

God cares about the smallest of sheep. He is so pleased that there are people in this world who will put up with all sorts of challenges to care for each one! They may be stubborn and wander off, but God wants to have people who will oversee them and take care of them.

In the same way God is so pleased to take care of us. He tells us in the Bible that we people are sometimes like sheep. We wander a bit, get in to trouble, get stuck in tricky situations. But God is so patient with us and wants to gently lead us back to the right path.

If this week you find yourself making some mistakes or maybe getting into scary situations, remember that God loves you so dearly, just like he loves the smallest of sheep.

4:J Game- "Habitat Hop"

Large Group- 1:30-2:05

Day 4 Summit: Habitat Hop (modified from Musical chairs)

Materials: CD, music, material squares of different sizes and colours, poster with Habitat 'destroyer' pictures

Activity: Spread out different mats around the area. Review the idea of habitat [an environment providing the food and shelter required for an animal to make its home]. Ask kids to identify what different kinds of creatures might live in a forest/pond/meadow. Tell them that when the music plays, they can move around like animals would, looking for food, water, and finding shelter. Warn them that there might be a 'bulldozer' working, clearing land—destroying habitat for animals, or a polluter (taking away some of the mats). When the music stops, kids must find a habitat mat to be safe on (more than one child per mat, if there's space!) Any creature who can't find habitat space is 'out' of the game for the time being. At the end, when there are only a couple of survivors, talk about what happens when habitat is destroyed.

4:K- Mammals in the Meadow

Large Group- 2:10-2:45

Primary Alternate: Mammals in the Meadow (Fish In A Pond)

Divide children into groups of two. Give each group a name of a mammal. Then have one member of each pair form a circle at one end of the playing area by holding hands, while the other partners do the same at the opposite end. Select one person to stand in the space between the circles. This person calls the name of the mammals and the two people who represent this mammal rush to their partner's circle to switch places. The person in the space attempts to catch one of the partners. If caught this mammal calls a different name and their position is taken by the person originally in that space. Positions are marked by gaps in holding hands.

4:L Journal Time

Small Groups- 2:50-3:15

Split into your small groups and spend some time reflecting on the day.

Allow kids to create a reflection using markers, sparkles, old magazine photos, felt, buttons etc.

Kids can sip on their freezies as they create/Alternatively you can hand these out when the kids are done their craft.

4:M Faith Gathering: Wrap Up & Song

Large Group- 3:10-3:25

Interactive Wrap-Up Questions:

- Who can tell me their favourite part of today?
- Was there anything people found challenging?
- Who can tell me something that they learned about birds?
 - What surprised you?
 - Did you have any new ideas about God?

Wrap up with “Great Big Moose” Camp Song

FRIDAY MANUAL



THEME: WATER CREATURES

FRIDAY SCHEDULE

TIME	ACTIVITY	DESCRIPTION
8:30-8:50	Children Arrive Table Games	Check in, name tags 5.A: Table Games: Boggle, Jenga, Trouble, Hungry Hippos, Go Fish
8:50-9:10	Lg. Group	5.B Game: "Octopus"
9:10-9:40	Lg. Group	5.C Faith Gathering: Music, Skit & Faith Builder
9:45-10:10 10:15-10:40	Sm. Groups	5:D Activity 1: Amphibian Quest Q&A 5:E Activity 2: Dragonfly Creations
10:45-10:55	SNACK	Freezies & Water
10:55-11:25	Lg. Group	5:F Game: Frog Hop Relay
11:25 - 11:50 11:55 - 12:20	Small Groups	5:G Activity 3- Wooden Spoon Sharks 5:H Activity 4- Diving Dolphin Craft
12:25 - 1:00	LUNCH	Children bring their own lunch. [Nut free please]
1:05-1:25	Lg. Group	5:I Faith Gathering- Music & Interactive Teaching point
1:30-2:05	Lg. Group	5:J Game- Pond Invasion
2:10-2:40	Lm Group	5:K Activity 5- Telephone Pictionary
2:45- 3:05	Sm. Group	5:L Activity 6 - Journal Time w/ Freezies

3:10-3:25	Lg. Group PICK-UP	5:M Faith Gathering: Music, Wrap Up, Announcements
3:30-4:20	**Colouring/ Movie	Appendix 1- Colouring Sheets Movie: Brother Bear

FRIDAY RESOURCE LIST

SETTLING IN ACTIVITIES	SUPPLIES
Table Games	Boggle, hungry hippos, Go Fish, Trouble
CRAFTS	
Dragonfly Creations	glue, craft clothespins, tissue paper, felts, paper, sparkles, googley eyes, dragonfly pictures
Wooden Spoon Sharks	grey paint, one wooden spoon/child, craft foam in white, black, pink, glue
Diving Dolphin Craft	2 paper plates per child, dark blue paint, sky blue paint, split pin/paper fastener, silver or holographic card, white card, glue, bible verse (139:8-9), printed on paper
FAITH BUILDER SESSIONS	SUPPLIES
Morning Session	green frog fabric, pom pom eyes, pictures of water creatures, chalk board, chalk
Afternoon Session	none.
ACTIVITIES	SUPPLIES
Amphibian Quest Q&A	small nests, jar, magnifiers, amphibian picture poster
Telephone Pictionary	Lots of index cards! (Enough for 5 cards per person), pencil/pen for each child
Journal Time	Odds and ends for kids to make a creative journal entry. Colourful markers, stickers, glue, pompoms, old magazines, scissors

FRIDAY INSTRUCTIONAL

5:A Settle In: Name tags, Table games etc.

Large Group 8:30-8:50am

As kids arrive invite them to join a small group of kids playing table games.

Table Games: Boggle, Jenga, Trouble, Hungry Hippos, Go Fish

5:B Game- "Octopus"

Large Group- 8:50-9:10am

Instructions

1. Pick one person to be "It." This child, the Octopus, stands in the middle of the playing field. The person supervising the game should show all the children the boundary lines. No one is allowed to go outside the boundaries during the game; else he or she is out.
2. Line the other students up at one end of the playing field. They are the "Fish."
3. Yell, "Go!" The Fish should try to run as fast as they can to the other end of the field. The Octopus should attempt to touch them. If they are tagged, they are out, but they must sit in the spots where they were tagged. They then act as additional "arms" of the Octopus and assist him or her. They must remain seated, but they can tag any student that runs by that can be reached with their arms.
4. Continue playing the game until only one Fish remains. This person gets to be the Octopus the next time. The Octopus can run anywhere he or she wants to try to tag students; the only restriction is that the Octopus must initially start the game in the middle of the course.

Read more : http://www.ehow.com/how_2067055_play-octopus-tag.html

5:C Faith Gathering

Large Group- 9:10-9:40

SONGS

Camp Song: I'm a Jellyfish

Worship Song: Impress Them & God is Creator

Skit: Sherlock Interviews a Frog

Skit: Sherlock interviews frog. Frog says s/he's noticed that the birds have been leaving the pond too. Mentions that maybe it's because it's getting colder now. Says that s/he's thinking about burying herself down in the mud at the bottom of the pond—winter's coming. "You can feel it in the air." Tree comes in and says he thinks that the birds have gone to warmer places, because the weather's been getting colder, and fall is approaching. The tree shows how its leaves are starting to turn brown and yellow. Some have fallen to the ground. Mrs. Bush enters. Sherlock Holmes presents her with the facts about the birds. She is relieved and glad to know the birds are ok. "So I'll see them again next spring??" Tree and frog and Sherlock nod in agreement. "Oh good!" All troop offstage.

Props: green 'frog' fabric, pom pom eyes

Faith Builder:

Faithbuilder:

Materials: pictures of water creatures, chalk board, chalk. A good source of photos for local sea life is: <http://scuba.huskychemist.org/PacificNorthwestMarineLife/index.htm> .

Read Genesis 1: 9-10; 1:20-21

9 And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. 10 God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

20 And God said, "Let the water teem with living creatures... 21 So God created the great creatures of the sea and every living and moving thing with which the water teems, according to their kinds... And God saw that it was good.

God created a beautiful world, and lots of interesting things to learn about. The more you learn about them, the more you can appreciate God's creativity. God chose to create these living creatures, as well as human beings. It is no accident!

God also gave a job to people to take care of the world. It is our responsibility to care for the things God created.

***draw a side view of beach and ocean, showing different zones from beach to low tide and into deep ocean.

Ask for a few volunteers to choose a favourite water picture and explain what they like about it. Make it into a prayer to God, thanking Him for what He's made.

5:D Activity 1- Amphibian Quest Q&A

Small Groups- 9:45-10:10 am

Faith Connection: God lives in the world but also outside of it! Amphibians are part of pond life, but also part of the world outside the pond! Often we can learn things about God from looking at how creation works.

Materials: small nets, jar, magnifiers, amphibian picture poster

Activity: Look at the poster picture of what kind of amphibians live here. Talk about where amphibians live, and what they need (cool, moist habitat near water, shelter under rocks, logs, bugs to eat). Give everyone a magnifier and decide together where to hunt for amphibians. Go on the amphibian quest!

5:E Dragonfly Creations

Small Groups- 10:15-10:40 am

Station 1: Dragonfly Creations

Faith Connection: God created the earth and separated it from the water. But God made everything dependant on water for life—plants and all living creatures. Dragonflies are part of life in water and air because they start their lives in the water. They only come out of the water to fly when they become adults. So they're very connected to water!

Materials: glue, craft clothespins, tissue paper, felts, paper, sparkles, googly eyes, dragonfly pictures

Activity: First look at some close-up pictures of different dragonflies. Observe their body parts and colours. Make a dragonfly: Bunch tissue paper for wings and insert into body of clothespin. Decorate clothespin with felts or whatever. Glue on eyes.

Take time to have a dragonfly hunt—how many can you see? What kinds/colours?

*Does a dragonfly live in the water? (No—but in the first 2 stages of its life, it does!)

5:F Game: Frog Hop Relay

Large Group- 10:55-11:25

Activity: form two even teams.

The first players from each team get into frog position, squatting with their hands on the ground. While making frog sounds, they then have to "frog hop" to the end of the playing field and back. Then the next person on each team goes. The first team to finish wins.

5:G Activity 3: Wooden Spoon Sharks

Small Groups- 11:25-11:50



Supplies Needed:

Grey paint
Wooden spoon
Craft foam in white, black and pink.
Glue

Instructions:

Paint the spoon grey and leave to dry.

Draw around the bowl of the spoon onto black foam and cut out. Glue to the spoon, at the base of the handle only, so that the rest of the foam is loose. This forms the bottom jaw.

Draw around the spoon once again, this time onto the pink foam, but this time cut out the shape a few millimetres smaller on all sides. Glue to the inside of the bottom jaw.

From white foam cut out two sets of jagged teeth. Glue these around the curve of the spoon and to the edge of the pink foam (be sure to use the glue sparingly).

Cut out two white circles as the eyes, adding two smaller black circles as the pupils. Glue to the back of the spoon.

Finally, cut a diamond from black foam. Cover with glue and fold around the handle to form the fin.

(source: <http://www.activityvillage.co.uk/wooden-spoon-shark>)

5:H Activity 4: Diving Dolphin Craft

Small Groups 11:55-12:20



Supplies Needed:

2 paper plates

Dark blue and sky blue paint (if you are doing this with a group look for coloured plates to save time)

Split pin/paper fastener

Silver or holographic card

White card

Glue

Bible Verse Printed on paper:

Psalm 139:8-10

8 If I go up to the heavens, you are there; if I make my bed in the depths, you are there.

9 If I rise on the wings of the dawn, if I settle on the far side of the sea,

10 even there your hand will guide me, your right hand will hold me fast.

Instructions

Paint the plates so one is dark blue and one is sky blue.

Cut a wave design across the dark blue plate. You need to make sure the centre of the plate is part of your sea design.

Place the dark plate on top of the sky blue plate.

Use a pencil to push a hole through the midpoints of both plates and push a split pin through to connect them.

Cut a dolphin from card and glue to the sky blue plate. Cut clouds from white card and glue to the other side of the sky blue plate. Use our photos as a guide.

Now hold the sea and turn the sky blue plate it will look like the dolphin is jumping in and out of the waves!

* Glue the Bible Verse to the Back of the Plate for kids to remember when they get home!

(Source: <http://www.activityvillage.co.uk/diving-dolphin-craft>)

5:I Faith Gathering:

Large Group- 1:05-1:25

Song: God is Love

Scripture: Psalm 139:1-10

You have searched me, LORD, and you know me.

2 You know when I sit and when I rise; you perceive my thoughts from afar.

3 You discern my going out and my lying down; you are familiar with all my ways.

4 Before a word is on my tongue you, LORD, know it completely.

5 You hem me in behind and before, and you lay your hand upon me.

6 Such knowledge is too wonderful for me, too lofty for me to attain.

7 Where can I go from your Spirit? Where can I flee from your presence?

8 If I go up to the heavens, you are there; if I make my bed in the depths, you are there.

9 If I rise on the wings of the dawn, if I settle on the far side of the sea,

10 even there your hand will guide me, your right hand will hold me fast.

Introduction Questions

- Have you ever played hide and seek and had such a good spot that no one could find you? Where was it? Or have you ever hidden something like easter eggs so well that you forgot where they were until months later?
- Have you ever tried hiding after you have done something wrong?
le. you mom said not to eat any of the cookies on the counter but you swiped some and hid in your treehouse to eat them? :)
- What about from God? Have you ever felt like maybe God wasn't paying attention to you, or wasn't really watching over you?

Sometimes we are going through something scary. Our parents are fighting a lot or maybe we are struggling in school, and it doesn't feel like anyone is with us. Sometimes we make big mistakes and think that maybe God is mad at us and won't look at us.

However, in Psalm 139 we read that there is nowhere that we can go that God won't be with us! God will never leave our side.

If we were like a bird, we could fly to the highest clouds and God would be there with us. If we were like a fish, or maybe a shark (like the shark spoon craft we just made!) and we swam to the deepest part of the ocean, God would be there with us.

God wants us to know that there is nothing that can happen in this world that would make him leave our side. So when you feel like you are in deep, deep troubles- know that Jesus is right by your side.

Prayer: Thank you Jesus that you never leave us. You care about us so much that even if we were at the bottom of the ocean, you would come right down there with us.
Thank you for your love.

5:J Game: "Pond Invasion"

Large Group- 1:30-2:05

Activity: Everyone gathers in the middle of the playing area. The leader sets the stage for the group going on a boat journey across the pond. On the way, you'll have some challenges and adventures. You're going to meet frogs, dragonflies, ducks and water boatmen.

*In the story, when you meet frogs, you have to run to that (designate) corner and jump like frogs. When you meet dragonflies, you go to that (designate) corner and fan your wings like a dragonfly. If you meet a duck, you have to go to *that* corner and waddle like a duck. And for a water boatman, you row with your arms. Leader then starts telling the story. Children must listen for their cue to go to the proper corner and do the appropriate action.*

5:K Activity: Telephone Pictionary

Small Groups- 2:10-2:35

Description

This is a great twist on the games Telephone and Pictionary!

Start out with a group of five or more (the more, the merrier!), and give everyone a stack of index cards equaling the amount of people playing, as well as a pen or pencil. For example, in a group of five, each person would receive five index cards.

In the first round everyone should write a sentence on their top card. Try to make it something fun and descriptive. Everyone then passes their entire stack of index cards clockwise to the next person in the circle, keeping their sentence on top.

That person would now read the sentence you just gave them, put that card at the very bottom of the stack, and draw a picture depicting the sentence they just read on the top card.

Then everyone passes their entire stacks of cards again, keeping the picture on top. When people see the drawings, they would put that card at the bottom of the stack, and write a sentence describing what they see on the top card.

The pattern continues until you receive YOUR stack of cards that you started!

Once everyone receives their own stacks, you begin with your first sentence, and read and show it aloud like a picture story. The story usually becomes pretty convoluted, which makes for a hilarious time. This is a really fun game that will have everyone cracking up!

(Source: <http://www.ultimatecampresource.com/site/camp-activity/telephone-pictionary.html>)

5:L Journal Time

Small Groups- 2:50-3:15

Split into your small groups and spend some time reflecting on the day.

Allow kids to create a reflection using markers, sparkles, old magazine photos, felt, buttons etc.

Kids can sip on their freezies as they create/Alternatively you can hand these out when the kids are done their craft.

5:M Faith Gathering: Wrap Up & Song

Large Group- 3:10-3:25

Interactive Wrap-Up Questions:

- Who can tell me their favourite part of today?
- Was there anything people found challenging?
- Who can tell me something that they learned about birds?
 - What surprised you?
 - Did you have any new ideas about God?

Wrap up some songs around the fire:

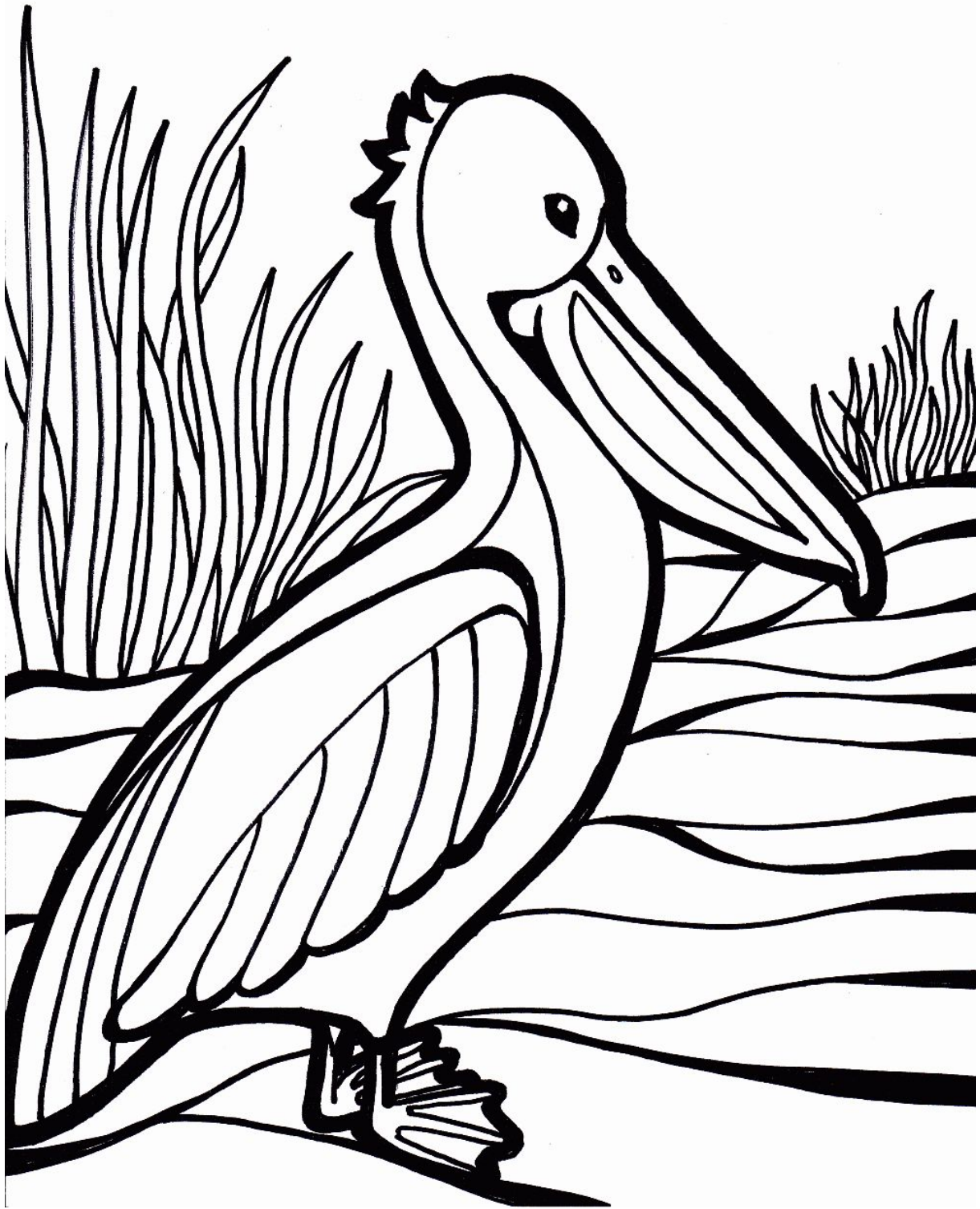
I'm a Jellyfish

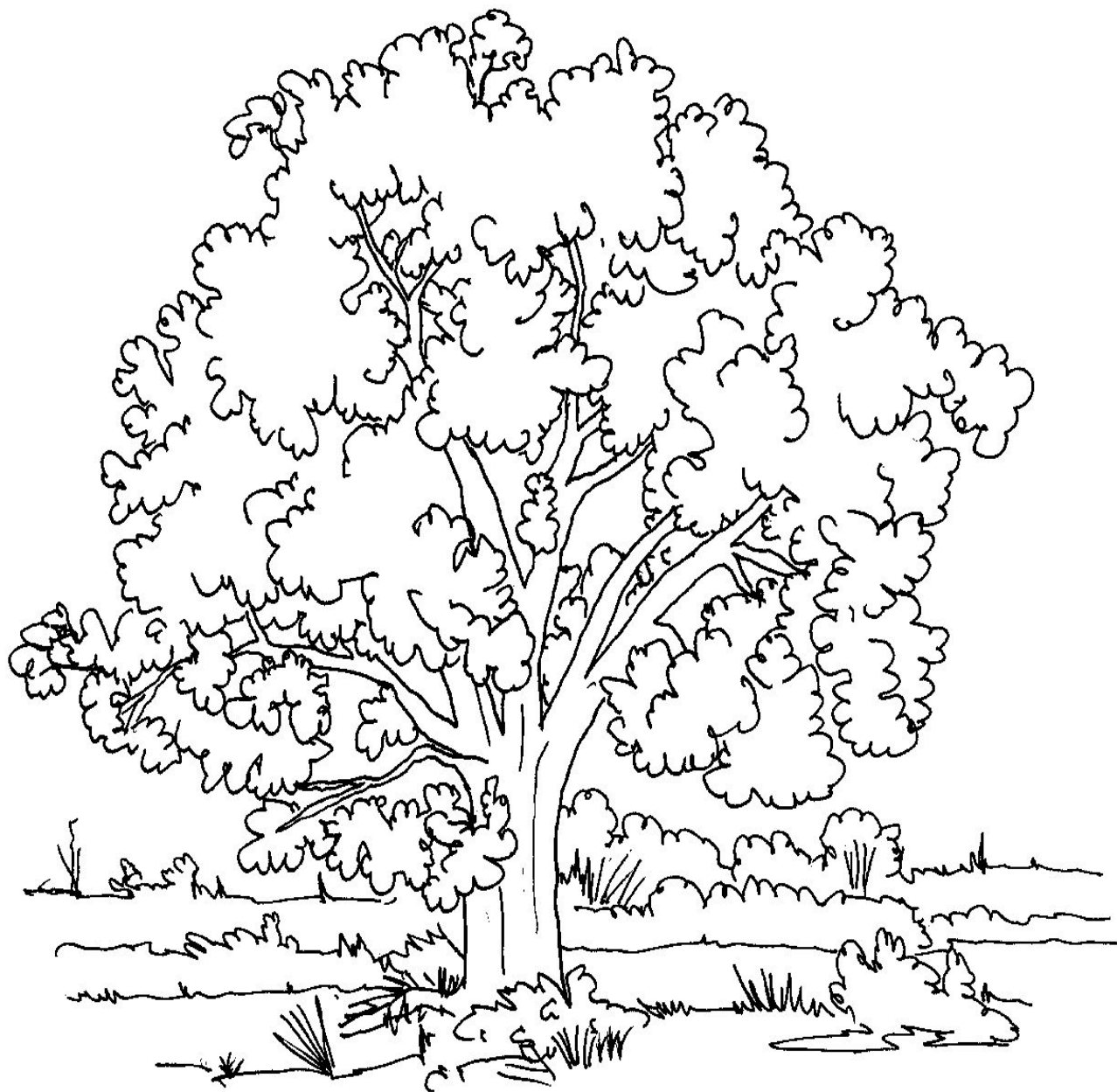
If I were a Butterfly

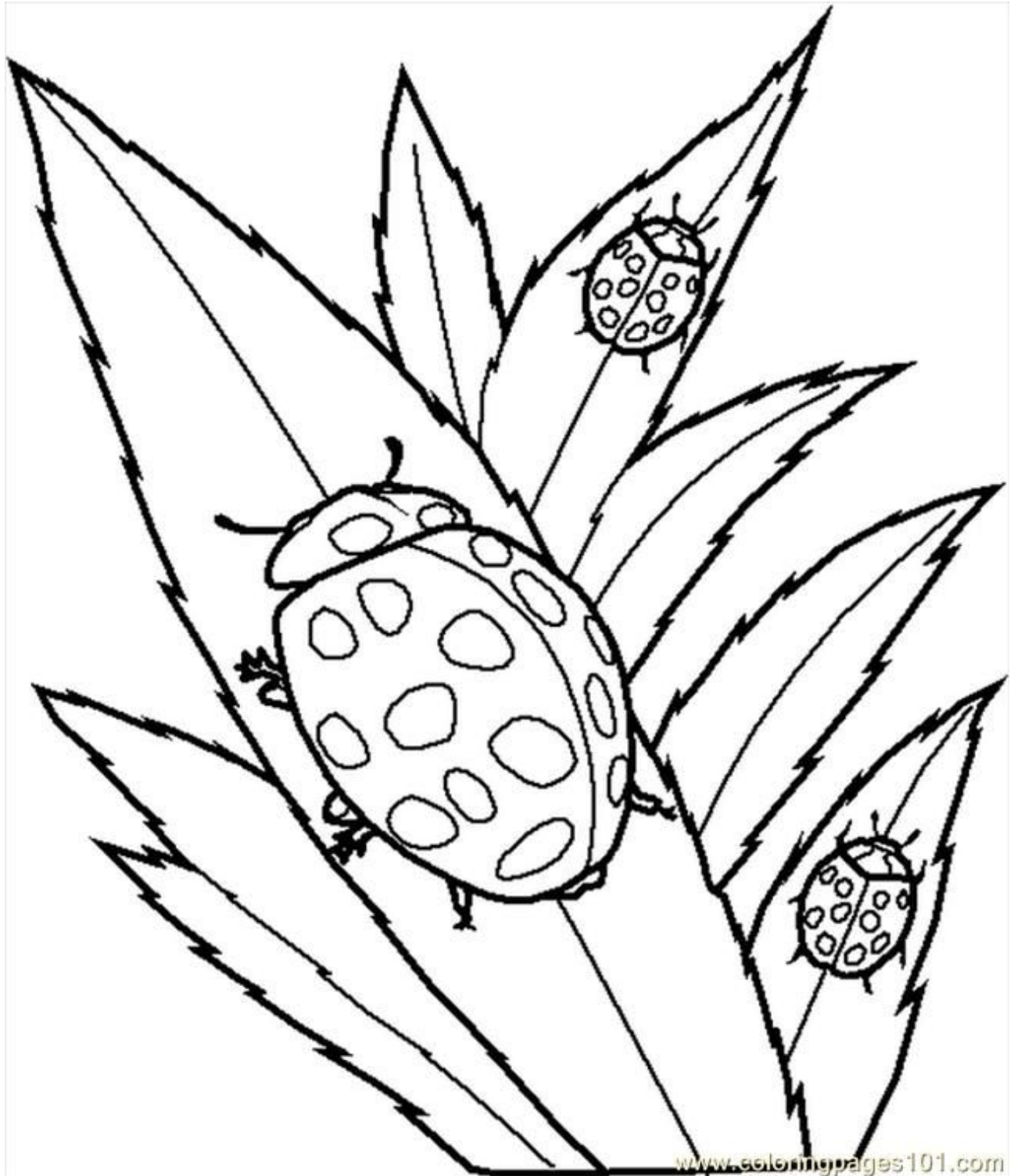
God is Love

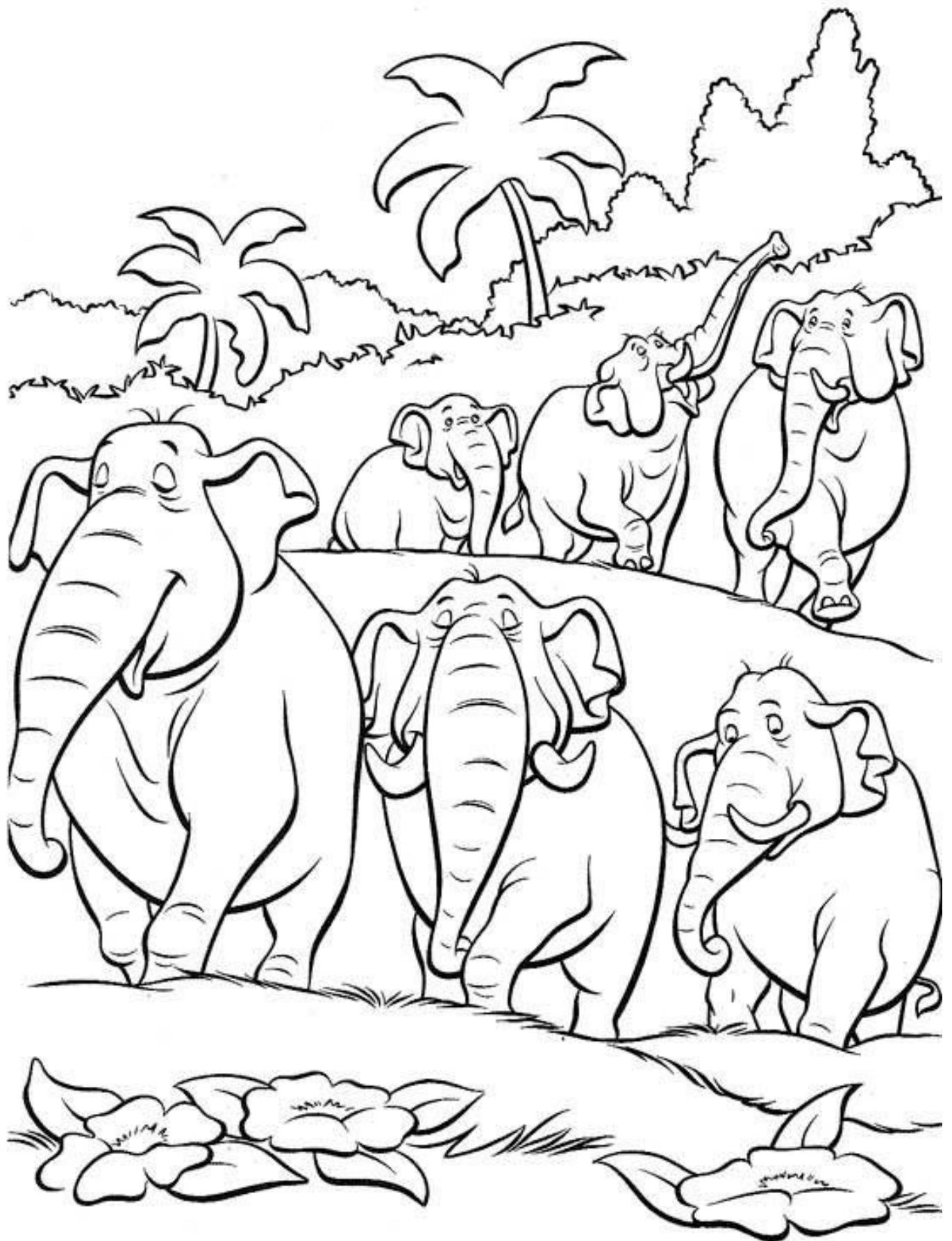
Appendix I

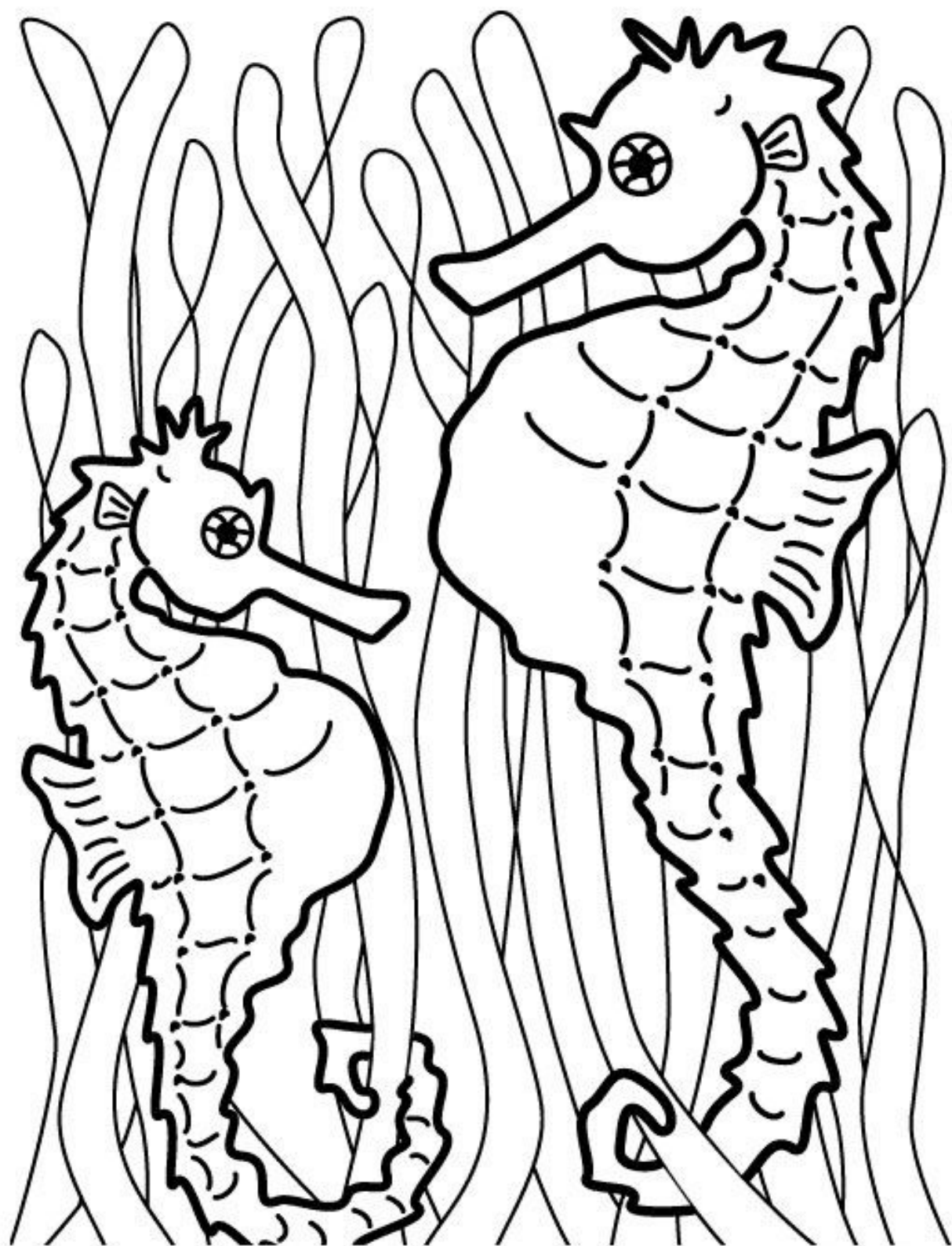
ACTIVITY SHEETS











APPENDIX II

MUSIC

Worship Songs

Download Seeds Family Worship

1. God is Creator:

<https://seedsfamilyworship.bandcamp.com/track/god-is-creator-genesis-1-1-3>

2. God is Love:

<https://seedsfamilyworship.bandcamp.com/track/god-is-love-i-john-4-16>

3. Impress Them:

<https://seedsfamilyworship.bandcamp.com/track/impress-them-deuteronomy-6-4-7>

Campfire Songs

Day One (Birds)- I saw a Bird

Day Two (Trees)- There was a Tree

Day Three (Bugs)- If I were a Butterfly

Day Four (Mammals)- Great Big Moose

Day Five (Water Animals)- I'm a Jellyfish

I SAW A BIRD *An Old Campfire Song*



I saw a Bird, with a Yellow bill.
It landed on, my windowsill.
I coaxed it in, with a loaf of bread.
Then I stroked, its fluffy head.

I saw a Bird, with a Yellow bill.
It landed on, my windowsill.
I coaxed it in, with some money.
Then I fed it, some golden honey.

I saw a Bird, with a Yellow bill.
It landed on, my windowsill.
I coaxed it in, with an Ice Cream Cone.
Then I hit it, with my mobile phone.

I saw a Bird, with a Yellow bill.
It landed on, my windowsill.
I coaxed it in, with some lace.
Then I punched it in, its little face.

I saw a Bird, with a Yellow bill.
It landed on, my windowsill.
I coaxed it in, with a bowl of trifle.
Then I shot him down, with my air rifle.

THERE WAS A TREE



Instructional Video: <https://www.youtube.com/watch?v=rA5y4s5FgZU>

There once was a tree
(There once was a tree)
A pretty little tree
(A pretty little tree)
The prettiest little tree
(The prettiest little tree)
That you ever did see
(That you ever did see)

Oh, the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this tree
(Now on this tree)
There was a limb
(There was a limb)
The prettiest little limb
(The prettiest little limb)
That you ever did see
(That you ever did see)

Oh, the limb on the tree,
A and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this limb
(Now on this limb)
There was a branch
(There was a branch)
The prettiest little branch
(The prettiest little branch)
That you ever did see
(That you ever did see)

Oh, the branch on the limb,
And the limb on the tree,
And the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this branch
(Now on this branch)
There was a bough
(There was a bough)
The prettiest little bough
(The prettiest little bough)
That you ever did see
(That you ever did see)

Oh, the bough on the branch,
And the branch on the limb,
And the limb on the tree,
and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this bough
(Now on this bough)
There was a twig
(There was a twig)
The prettiest little twig
(The prettiest little twig)
That you ever did see
(That you ever did see)

Oh, the twig on the bough,
And the bough on the branch,
And the branch on the limb,
And the limb on the tree,
and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this twig
(Now on this twig)
There was a leaf
(There was a leaf)
The prettiest little leaf

(The prettiest little leaf)
That you ever did see
(That you ever did see)

Oh, the leaf on the twig,
And the twig on the bough,
And the bough on the branch,
And the branch on the limb,
And the limb on the tree,
and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this leaf
(Now on this leaf)
There was a nest
(There was a nest)
The prettiest little nest
(The prettiest little nest)
That you ever did see
(That you ever did see)

Oh, the nest on the leaf,
And the leaf on the twig,
And the twig on the bough,
And the bough on the branch,
And the branch on the limb,
And the limb on the tree,
and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now in this nest
(Now in this nest)
There was a bird
(There was a bird)
The prettiest little bird
(The prettiest little bird)
That you ever did see
(That you ever did see)

Oh, the bird in the nest,
And the nest on the leaf,
And the leaf on the twig,
And the twig on the bough,

And the bough on the branch,
And the branch on the limb,
And the limb on the tree,
and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this bird
(Now in this bird)
There was a feather
(There was a feather)
The prettiest little feather
(The prettiest little feather)
That you ever did see
(That you ever did see)

Oh, the feather on the bird,
And the bird in the nest,
And the nest on the leaf,
And the leaf on the twig,
And the twig on the bough,
And the bough on the branch,
And the branch on the limb,
And the limb on the tree,
and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

Now on this feather
(Now in this feather)
There was a flea
(There was a flea)
The prettiest little flea
(The prettiest little flea)
That you ever did see
(That you ever did see)

Oh, the flea on the feather,
And the feather on the bird,
And the bird in the nest,
And the nest on the leaf,
And the leaf on the twig,
And the twig on the bough,
And the bough on the branch,
And the branch on the limb,
And the limb on the tree,

and the tree in a hole
And the hole in the ground
And the green grass grew all around, all around
And the green grass grew all around

IF I WERE A BUTTERFLY



Video With Lyrics: <https://www.youtube.com/watch?v=o6WeVBHtL9o>

If I were a butterfly
I'd thank you Lord for giving me wings
If I were a robin in a tree
I'd thank you Lord that I could sing
If I were a fish in the sea
I'd wiggle my tail and I'd giggle with glee
But I just thank you Father for making me, me

CHORUS

For you gave me a heart and you gave me a smile
You gave me Jesus and you made me your child
And I just thank you Father for making me, me

If I were an elephant
I'd thank you Lord by raising my trunk
If I were a kangaroo
You know I'd hop right up to you
If I were an octopus
I'd thank you Lord for my fine looks
But I just thank you Father for making me, me

If I were a wiggly worm
I'd thank you Lord that I could squirm
If I were a fuzzy, wuzzy bear
I'd thank you Lord for my fuzzy, wuzzy hair
If I were a crocodile
I'd thank you Lord for my great smile
But I just thank you Father for
making me, me

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www.ButterflySong.com

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CCLI - 35445

GREAT BIG MOOSE LYRICS



Video with Lyrics: <https://www.youtube.com/watch?v=oHmzOMVBcgU>

There was a great big moose
There was a great big moose

He liked to drink a lot of juice
He liked to drink a lot of juice

There was a great big moose
There was a great big moose

He liked to drink a lot of juice
He liked to drink a lot of juice

Singin' oh way oh
Singin' oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh

WAAAY oh way oh
WAAAY oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh

The moose's name was Fred
The moose's name was Fred

He liked to drink his juice in bed
He liked to drink his juice in bed

The moose's name was Fred
The moose's name was Fred

He liked to drink his juice in bed
He liked to drink his juice in bed

Singin' oh way oh
Singin' oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh

WAAAY oh way oh
WAAAY oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh

He drank his juice with care
He drank his juice with care

But he spilled some in his hair
But he spilled some in his hair

He drank his juice with care
He drank his juice with care

But he spilled some in his hair
But he spilled some in his hair

Singin' oh way oh
Singin' oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh

WAAAY oh way oh
WAAAY oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh

Now there's a sticky moose
Now there's a sticky moose

All covered in juice
All covered in juice

On the LOOOOOOOOOSE
On the LOOOOOOOOOSE

I AM A JELLY FISH



Video with Lyrics: <https://www.youtube.com/watch?v=3jRAq9q5leo>

I'm a Jelly fish,
Jellyfish
Jellyfish
(repeat)

I'm purple and I'm round
And I'm fat and I'm wriggly

I'm a Jellyfish
Jellyfish
Jellyfish
(repeat)

I'm a little jellyfish floating in the sea
Stinging a bit like a bee
I love to swim in the ocean
I love to swim with my friends
My friends love to swim
with me and my family
In the big blue sea

I'm a Jellyfish
Jellyfish
Jellyfish
(repeat)

I'm purple and I'm round
And I'm fat and I'm wriggly

I'm a Jellyfish
Jellyfish
Jellyfish
(repeat)

APPENDIX III

PARTICIPANT REGISTRATION FORM

PARTICIPANT INFORMATION

Child's Full Given Name:

Age: _____ Gender: M F Date of Birth: _____
DD/MM/YY

PARENT/GUARDIAN INFORMATION

	Parent/Guardian 1	Parent/Guardian 2
Name		
Relationship		
Street Address		
City		
Province		
Postal Code		
Home Phone		
Cell Phone		
Work Phone		
Email		

EMERGENCY CONTACTS

	Emergency Contact 1	Emergency Contact 2
First & Last Name		

Relationship to participant		
City, Province		
Home Phone		
Cell Phone		

HEALTH INFORMATION

Doctor's Name	
Doctor's Phone Number	
Date of last exam	
Participant's Health Card #	
Health Card Expiry Date	

MEDICATIONS

Is Medication being brought to program? No ☐ Yes ☐

If yes, please complete the following:

ALL NECESSARY CARE AND ATTENTION WILL BE PROVIDED FOR The HEALTH AND COMFORT OF The PARTICIPANT. THE INFORMATION CONTAINED WITHIN THIS RECORD IS STRICTLY CONFIDENTIAL.

Medication Name	Dosage	Times to Administer	Reason for Taking

*Please keep all medication in the original containers**

ALLERGIES

	Details	Reaction
Drugs		
Food		
Environmental		
Insect stings/bites		
Dietary restrictions		
Other medical conditions		

My child carries: Puffer No ☐ Yes ☐ Epi-pen No ☐ Yes ☐
ANA kit N ☐ Yes ☐

Please describe any Physical or Behavioural Disabilities that your child may have:

EMERGENCY AUTHORIZATION

To the best of my knowledge, this person does not have a communicable disease and is physically able to participate in all activities. If the child comes in contact with a communicable disease three weeks prior to activity start date, I am obligated to inform the daycamp staff immediately. All medical concerns or conditions requiring ongoing medical supervision or care have been fully noted. I give permission for this health information to be shared with the appropriate staff and outside medical personnel as necessary. If the parent cannot be reached, permission is hereby given to the physician selected by the staff to hospitalize, secure proper treatment, order injection, anaesthesia or surgery for my child as named above. I hereby, certify that all information completed in this form is accurate and up to date.

Parent/Guardian Name: _____

Signature: _____

Witness: _____

Date: _____

CHILD PICK-UP

The following people have permission to pick-up child (please print):

1. Name _____ Phone: _____ Relation to child: _____

2. Name _____ Phone: _____ Relation to child: _____

3. Name _____ Phone: _____ Relation to child: _____

**Only the persons listed above are permitted to pick-up your child.
Child will not be released to any other persons.**

2. Photo Release

I/We _____ and _____
Name of Parent/Guardian Name of Parent/Guardian

Parent(s) / Guardian(s) of _____,
Child's name in full

understand that the CBOQ Churches often keep records in the form of photographs to document and promote its programs and activities. We understand participation in *The CBOQ Nature DayCamp* may result in our child's photograph being captured. We understand that these materials may be used for the purpose of public information and may appear in newsletters or church bulletin boards. We agree that our child may be identified by name and as a participant in the CBOQ Nature Daycamp.

Parent/Guardian Signature

Date

If you DO NOT wish for your child's photo to be taken, please sign here:

Parent/Guardian Signature

Date

3. Informed Consent Form

THIS FORM MUST BE READ AND SIGNED BY THE PARENT AND/OR GUARDIAN OF A PARTICIPATING CHILD.

Elements of Risk

Children will be participating in certain activities such as water games and walks to the park that may contain some element of risk. While participating in these activities, accidents may occur resulting in injury to your child. By allowing your child to participate in the CBOQ Nature Daycamp activities, you are assuming the risk for any accident involving your child or any injury incurred by your child.

If you allow your child to participate in activities, you must understand that you have assumed the responsibility for any accident that may occur to your child. The CBOQ does not provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of the children participating in these events.

Acknowledgement

We have read the above; we understand that in participating in any day trip activity, we are assuming the risks associated with doing so.

Name of Participant:	
Name of Parent/Guardian:	

Witness:	
Date:	

Permission:

I, _____ give _____
(PRINT Parent/guardian) **(participant)**

permission to participate in all day trip activities.

Signature of Parent/Guardian

Date

APPENDIX IV

DAYCAMP STAFF REGISTRATION FORM

Date of Application: _____

An application can be submitted by:

- Dropping it off at _____
- Emailing it to _____

PERSONAL DETAILS

Name: _____ Mr. ☐ Mrs. ☐ Miss. ☐ Ms. ☐

Address: _____

County: _____

Telephone: (Home) _____

(Mobile) _____

E-Mail: _____

Birth-date: _____
Day / Month / Year

If you are involved with us as a volunteer and an emergency arises, whom should we contact?

Name: _____

Relationship: _____

Telephone: (Home) _____

(Mobile) _____

Position Registering For: *(Check the applicable circle)*

- ☐ Small Group Leader
- ☐ Crafts Coordinator
- ☐ Games Leader
- ☐ Music Leader
- ☐ Snacks Coordinator

Number of Hours Available to Volunteer This Week:

- ☐ Half Days

○ Full Days

Please Highlight which days (mornings/afternoons) you are available:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 8:30-12:30					
Afternoon 12:30-4:30					

PREVIOUS VOLUNTEER EXPERIENCE

	Organization	Position	From:	To:
1				
2				
3				
4				

EMPLOYMENT BACKGROUND

	Organization	Position	From:	To:
1				
2				
3				
4				

SKILLS/INTERESTS

Do you have any particular skills or qualities that you could use this week at camp?

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REFERENCES

	Name	Relationship	Contact Info Email & Phone
1			
2			
3			

Have you ever been convicted of an offense, other than a traffic violation for which a pardon has not been granted? Y ☐ N ☐

If yes, please explain:

I declare that the information I have provided is true. All my actions as a volunteer will reflect the ethos of Canadian Baptists of Ontario and Quebec and I agree that being child centered will be central to my role.

Signed _____ Date _____

For office use only

Notes

Volunteer Position _____

Volunteer Interview _____

Volunteer Role Description sent _____

References Collected _____

Volunteer Start Date _____

CBOQ Nature Daycamp



THIS WEEK!



Monday-Friday

8:30am-3:30pm

Games & Nature Exploration.

Crafts & Faith Builder Lessons.

Camp Songs & Skits.

Hot Chocolate & Campfires

You don't want to miss it!