

The Games

Organiser's Pack

All you need to run *The Games* programme



Compete

Create

Discover

One Day One School

THE way to engage church and school for 2012

“What a fabulous day for the pupils –they all participated, all learnt, all achieved and all thoroughly enjoyed themselves, as did our whole staff. Thank you!”

Headteacher



Contents

1. Front Cover
2. Contents Page
3. Intro – what is The Games
4. Draft letter to schools
5. A typical day
6. Resources provided by the organiser
7. Resources provided by the school
8. The preparation timeline
9. Job Description – The Games Co-ordinator
10. Job Description – Country/Team Leader/Captain
11. Job Description – Discovery Zone Co-ordinator
12. Job Description – Creative Zone Co-ordinator
13. Job Description – Sports Zone Co-ordinator
14. Content – Opening Ceremony
15. Opening Ceremony continued
16. Content – Discovery Zone
17. Zacchaeus drama
18. Zacchaeus drama continued
19. Content – Creative Zone
20. Creative Zone – Country Fact-file
21. Content – Sports Zone
22. Sports Zone challenges
23. Content – Closing Ceremony
24. Country/Team Scorecard – Sports Zone
25. Zone scorecard (for Zone Co-ordinators)
26. Master scorecard
27. Country Register
28. Certificate
29. Draft labels sheet
30. Draft The Games Worksheet
31. Draft The Games Worksheet
32. Draft Risk Assessment Form
33. Teachers' Briefing Sheet
34. Team Captain briefing sheet
35. Team Planning Evening outline / Morning Briefing outline
36. Schools Feedback Form
37. Team Feedback Form
38. Case Study
39. FAQs

What is The Games?

What is it?

The Games is a one day school-based activity programme for Key Stage 2. It is a day that mixes fun and activity with educational curriculum-based sessions that incorporate RE, PHSE, Art, PE, Geography and other areas.

Where has the idea come from?

KidsGames was launched in 1982 and has run in over 150 countries with over 4 million children participating. KidsGames is not the property of any one organisation but is a Christian-based initiative to use sport and activity to promote a holistic healthy lifestyle that includes, at its heart, a focus on the spiritual. It is generally run over a number of days by churches for children during the holiday periods. The Games has been developed in the UK since 2010, primarily as a response to the London 2012 Games, and the concept has been amended to reflect the specific context and educational nature of working in schools and so The Games is suitable for schools and pupils of all faiths or none.

Why choose The Games?

From a school's perspective, The Games is a great way to involve KS2 pupils (although is easily adapted for KS1 or 3) in a day of fun, activity and value-based learning in which many of the "Learning outside the classroom" aims are covered whilst remaining school-based. It is delivered by an external team and so makes little demand on staff in the way of preparation.

From a church perspective, The Games is a great way of adding value to the school and helps foster good relationships between the churches and schools. The day is based around **Christian values and concepts** and, in educationally appropriate ways, explores the Christian faith with the pupils involved. It's also great fun and easy to run because the school already has most of the resources you need and can provide its experience to enable the day to be a memorable one for all the right reasons!

What is the hope?

The hope is that a number of teams will be put together to run The Games so that it will have a national impact in 2012 as part of More than Gold's response to the Olympic and Paralympic Games. But more than this, the real hope is that The Games will be a tool that enables local schools and churches to partner together, using this initiative as a catalyst to build/develop/enhance a meaningful relationship of which a continuing The Games programme may be just one element. Once the concept is established, it is easy to repeat The Games based around other major international sporting events such as the Commonwealth Games, the Rugby or Football World Cups, the Winter Games etc. It obviously makes most sense to run the The Games day during or as close to the sporting event being featured as possible, so July 2012 is the initial key period.

What are you asking of me?

We are asking you to put together a team that will deliver either:

- a one day The Games programme in one local school OR
- a series of one day The Games programmes based in a number of local schools

The following information specifies exactly what you will require to run a The Games and what resources exist to support you. The Games, however, is very much a concept that can be adapted to suit local needs, so what follows should be viewed more as "resource bank" than a proscriptive list of "must do."

To make sense of the following pages, it will help you to note the following terminology:

- **The Games Co-ordinator(s)** - The Games volunteer who heads up the whole event
- **Zone Co-ordinators** - The Games volunteer(s) who heads up the activities of the zone
- **Country Team Leader** - The Games volunteer who leads the country/team of children
- **Country Groups** (sometimes referred to as Teams) – the children's groups/teams! In this pack we have suggested using nine countries, Brazil, Canada, China, Egypt, France, Greece, India, New Zealand, and South Africa but clearly you can select whatever you want.

Draft letter to Schools

Depending on whether you know the school well or not, it may be better simply to arrange a meeting with the Headteacher rather than send a letter but where you have no obvious route in, the following may open the door.

Dear Headteacher,

I am writing to you about an initiative called The Games, which is a school-based day of fun and energy for Key Stage 2 pupils that specifically focuses on Art, PE and RE/PHSE. The Games will be delivered by a team of local volunteers and uses a programme that has been tried and tested and delivered to hundreds of pupils across the UK during the past few years.

The aim of the day is to deliver a programme that develops the pupil's well-being, physically, morally and spiritually.

A strong sporting theme permeates the day because this initiative is part of More than Gold's response to the London 2012 Games. More than Gold is the umbrella body for all Christian denominations and organisations around the Olympics and Paralympics and works in partnership with LOCOG, the Games' Organising committee. The day is, however, educationally appropriate for those of all faiths or none.

The children involved are divided into teams or countries, which contain equal numbers of participants, for the whole day – we suggest between 10–15 pupils per team, ideally grouped vertically across the years that are involved. Each team participates in an Opening and a Closing Ceremony (assembly), which top and tail the day, and, in between, rotate around three zones that build on the themes explored in the ceremonies. The Discovery Zone has a strong values-based element while the Creative Zone picks up on the cultural- and arts-based side of the Games, and the Sports Zone focuses more on physical activity.

The school is expected to offer its facilities and some everyday resources (e.g. sports equipment, photocopying), and a gift of up to £50 towards the costs of the day would be greatly appreciated

We believe the day will be a great experience for all those involved and we look forward to working with you to deliver this high quality event.

A typical day

Obviously there can be no definitive blueprint for the day because each school will vary in its start and end times, the length of its breaks, and lunchtimes. It may also be that specific school requirements mean the outline below has to be amended due to demands on the school hall or playground for other pupils not involved in the The Games programme. But in general terms...

8:30 am	The Games team arrive and hold briefing
9:00 am	Children register in classes and are given labels for their teams*
9:15 am	Opening Ceremony (assembly) in School Hall
9:50 am	Children move in teams to their first zone.
9:55 am	Zone 1 activity starts
10:55 am	Break time
11:15 am	Zone 2 activity starts
12:15 pm	Zone 2 activity ends
12:20 pm	Lunch
1:20 pm	Registration
1:30 pm	Zone 3 activity starts
2:30 pm	Move to Closing Ceremony (School Hall or Games Field)
2:35 pm	Closing Ceremony**
3:10 pm	Return to classrooms
3:20 pm	School day ends

* It is vital that children are allocated to groups in advance so that the teacher taking registration does not have to do this.

** If a school normally has an afternoon break, this can easily be accommodated with a shorter closing assembly or by simply not returning to classrooms other than to collect coats etc.

Resources provided by the organiser

Broadly the resources required to run a The Games programme come under three categories:

- The people resources (volunteers) who form The Games team
- The venues and resources that the school will provide (see separate document)
- The resources that The Games organiser needs to provide to enable the programme to run.

1. The organiser needs two types of volunteer:

1. Able and willing volunteers who will act as Zone Leaders, delivering significant input in the zones and who may also be involved in the Opening and Closing Ceremonies and overseeing other team members. Zone Leaders need to be very organised and experienced volunteers who are familiar with the area of instruction and are used to leading activities with children in a school context.
2. Able and willing volunteers who have the time available to act as Team Leaders, preferably over a number of days in different schools. These people need to be good at building relationships with the children but are not required to have any specific skills.

All volunteers will need to meet the school's requirements regarding their safeguarding children policies

General resources

- Coloured T shirts for each volunteer
- Lanyards and name badges for each volunteer
- Flags/team name signs for each country (A4 laminated sign attached to a pole)
- The children's name label template (enclosed)
- The The Games worksheet (enclosed)
- Medals for winning team(s)
- Resources for the zones and ceremonies that the school is unable to provide
- Clipboards (1 per country + 1 for each Zone Co-ordinator) *School may provide*
- Registers for each country – ideally backed with a country specific flag (A4 sheet).
- An outline timetable and session content plan that satisfies the school.

Resources provided by the school

Each The Games will vary and detailed conversations should be held with the specific organiser but in broad terms, a school would generally be expected to arrange/provide:

- A full school day with the KS2 pupils who will take part (registration times excepted)
- A day with a structure that enables those participating to have a (30-40 min) opening and closing assembly time with the remainder of the day broken into roughly three equal time slots (normally, after assembly to morning break, morning break to lunch, and after pm registration to closing assembly)
- Access to the school hall for the assemblies above – including PE mats for groups to sit on – and facilities where the three zones (Discovery, Creative and Sports) can be delivered – classrooms and playground/playing fields throughout the day
- General resources, such as basic sports equipment, including stop watches, and art/stationery, such as paper, pencils, colouring pencils etc and, ideally, access to a data projector for the assembly times
- To allocate pupils in advance to specific equal-sized teams/countries – about 15 per group. If more than one year group is participating, these teams should ideally include both boys and girls from across all the years involved. *Ideally* there should be 3, 6, 9, or 12 etc. countries involved so there's an equal number of countries at each zone at any given time – thus, 9 countries of 16 pupils is better than 10 of 15 pupils. If it is easier for the school, pupils can be divided into numbered groups (i.e. 1-6 or 1-9) and on arrival in the hall these numbers can be matched to specific countries
- A suggested donation of around £50 for each day's The Games. (This does not cover anyone's time or salary but is a contribution towards the external resources required to run the event)
- Printed labels on which the children's names and country/team will be written. (*Organiser may do this*)
- A register detailing the names of each child in a specific country/team. (Alternatively this could be supplied and taken on the day by the Team Captain)
- An adult to travel with each country/team (who may be a teacher, teaching assistant, parent etc) or at the very least an adult to be based at each zone to help with activities and any discipline issues.
- Clipboards for Country/Team/Zone leaders to keep registers/note scores. (*Organiser may supply*)
- Photocopy of the A4 The Games sheet – one per child – if these are to be used. (*Organiser may supply*)
- A base where The Games team can meet in the morning, over lunch and at the end of the day
- Access to a kettle etc to provide teas & coffees etc for the team (who bring their own packed lunches)

The Preparation Timeline

This timetable is based on the premise that a team is likely to be delivering a number of The Games days over a week in a number of different schools... a one-day-only event in one school may be possible within a shorter time frame.

1. **6 - 9 months out**

- Approach local school and talk through the concept
- Approach 3 or 4 key volunteers who will work with you on managing the project.

2. **3 - 6 months out**

- If the school wishes to run a The Games session, work through the "What the school provides" document with the appropriate staff members
- Agree clearly the day/date, the number of children involved, their ages and the number of teams
- Recruit volunteers in sufficient quantities and with the relevant skills. Instigate any CRB checks etc that may be required.

3. **2 Months out**

- Run a training evening for your team to run through the concept, responsibilities and programme
- Organise the purchase of T shirts, lanyards etc

4. **1 month out**

- Contact/visit the school to confirm arrangements
- Confirm with team the exact dates/times etc.

5. **1 week out**

- Contact the schools to confirm final arrangements
- Send schools copies of the Teacher Briefing Sheet, any labels, The Games sheets and any team CRBs etc they need
- Final confirmation with team
- Ensure all your resources are in place.

6. **On the day(s)**

- Be on time! Stay on schedule and work with the school on any issues that arise. Ask them for feedback
- Ensure you do a short team debrief – especially if you are in a different school the following day.

7. **1 – 2 weeks afterwards**

- Contact your team to thank them for being involved. Include an Evaluation Form.
- Contact the schools to thank them for enabling you to come. Include an Evaluation Form.

Job Description – The Games Co-ordinator

Purpose To oversee The Games programme during its preparation and delivery.

Key skills

- Strong organisational skills
- Strong communication skills
- Understanding of school context and educational values
- Ability to recruit, train and manage a volunteer team

Tasks

- To hold a clear understanding of The Games ethos and programme
- To convey this vision to individual schools
- To recruit a team of volunteers (Zone co-ordinators and Country Captains) capable of delivering a high quality The Games experience
- To provide training for team in order for them to be adequately prepared for their role
- To liaise closely with participating schools regarding specifics of the programme delivery
- To liaise closely with participating schools regarding matters of risk assessment including a safeguarding children policy, photograph usage policy and vetting of volunteers.
- To be responsible for the delivery of a high quality The Games experience
- To consider ways in which The Games experience can form a strategic link in an ongoing relationship between participating schools and local churches/Christians.
- To oversee the provision of all relevant resources for the programme
- To ensure that the event runs to budget

The costs for a The Games day are low because the school are providing the main resources and volunteers are giving their time freely. There will be some administration costs and initial set-up costs in terms of buying T-shirts (c. £5 each) and making the Country/Team Flags. It may be that you are able to cover these costs yourself but it would be acceptable to ask schools for a donation of up to £50 per day. In the event of schools being unwilling to make a gift, churches could be approached and volunteers may be willing to pay for their own T shirts.

Job Description – Country/Team Leader/Captain

Purpose To lead a group of approximately 15 children

Key skills Strong ability to relate to children
Reasonable organisational ability

General Tasks

- To be responsible for the group of children assigned to your team, along with the representative of the school
- To take and carry a register of all the children in your group, ensuring no one gets lost
- To ensure all the children in your team are involved in the zone activities
- To befriend and come alongside the children to help them make the most of the day
- To be ready to answer any of their questions appropriately.

Specific Tasks

Opening Ceremony

- To complete register
- To give out labels
- To prepare group to say “hello” in given language (shown on register)
- To get children to complete front page of activity sheet

Discovery Zone

- To help with small group discussion as requested
- To assist with games as requested

Sports Zone

- To help lead a warm-up time as requested
- To lead a sub-team around the games
- To ensure fair play at the games
- To keep a score of points

Creative Zone

- To help children complete the activity sheet Country Fact-file activity
- To assist with other activities as requested

Closing ceremony

- To enthuse and participate in the song and other activities.

Job Description – Discovery Zone Co-ordinator

Purpose To prepare and oversee the Discovery Zone

Key skills Enthusiasm for creativity
Good organisational ability
Good communication skills
Good at leading drama

Tasks

In advance ensure that the overall The Games Co-ordinator has agreed with the school:

- What space is available
- What resources are available
- How many teams will be attending in any one session
- How many children will be in each group
- Whether any other adults will be available to help lead the activities
- What ages the children are
- How long each session will last.

Use this information to prepare how you will run the zone.

On the morning, set up the Discovery Zone.

As teams arrive lead them through the content of the Discovery Zone, as outlined separately.

At the end ensure that the points awarded are handed on to the Co-ordinator.

Job Description – Creative Zone Co-ordinator

Purpose To prepare and oversee the Creative Zone

Key skills Enthusiasm for creativity
Good organisational ability
Good communication skills.

Tasks

In advance ensure that the overall The Games Co-ordinator has agreed with the school:

- What space is available
- What resources are available
- How many teams will be attending in any one session
- How many children will be in each group
- Whether any other adults will be available to lead the activities
- What ages the children are
- How long each session will last.

Use this information to prepare how you will run the section

On the morning, set up the Creative Zone. Specifically make sure you have a good supply of the materials required and that each person in your team who is delivering some of the content is fully prepared.

As teams arrive, welcome them to the Creative Zone and explain that everyone will need to get involved and play their part in the team here, because much of what they prepare in this zone will be used in the Closing Ceremony. Explain that they will be doing three different activities in the zone – Music, My Country and Making - so they will be kept busy.

At the end, finish promptly, ensure the children tidy up and thank them for participating so well in the Creative Zone. On the score-sheet, collate the marks from the three subzones and divide the total by three rounding up to the nearest half number, i.e. if a team scored 7, 7, and 8 in the three subzones the total of 22 is divided by 3 and rounded up to 7.5. Pass on this final mark to the Main Co-ordinator.

Job Description – Sports Zone Co-ordinator

Purpose To prepare and oversee the Sports Zone

Key skills Enthusiasm for sport
Good organisational ability
A “safety” mindset
Good communication skills.

Tasks

In advance ensure that the overall The Games Co-ordinator has agreed with the school:

- What space is available
- What resources are available
- How many teams will be attending in any one session
- How many children will be in each group
- Whether any other adults will be available to lead the activities
- What ages the children are
- How long each session will last.

Use this information to select a number of appropriate activities based on those listed on the Sports Zone sheet. Depending on the numbers in each group and the space/resources available it may be better to split each country into two sub-teams. The games listed have been tested and work well but do feel free to add/amend these to fit your situation. The key points are that teams should play each game for a specified time and then move on. As a guide, games could be played for 2 minutes with a gap of 2 minutes for each group to get their scores before moving to the next game. Make sure you allow sufficient time for the introduction and warm-up and at the end for a debrief – especially if you are using The Games sheet.

It may be wise to have a copy of the games you are running for each (sub) group leader so that they can remind their children before they start each particular event.

If there are any spare helpers, this is a good place to deploy them so that they can lead each game while the country captains focus more on motivating and encouraging their teams.

On the morning, set up the Sports Zone. Be aware of any safety concerns – will children slip, if it is wet? Is sunburn an issue? Amend what you have planned in the light of any specific concerns.

Specifically make sure you have a good supply of pencils ready if the groups are using The Games worksheet.

At the end collect in the score cards from the Team Leaders. Using these, award marks out of 10 for overall performance and teamwork and add on any individual bonus marks you may have awarded - worth 2 pts.

Make sure you give your scores to the main co-ordinator who is collating the overall scores.

Content – Opening Ceremony

Normally held in the School Hall

Resources required: PE mats (chairs?), country signs, registers, labels, activity sheets, pencils, Olympic torch, powerpoint with logo and rules (& flame?), 2 sets of words/letters for game, On Your Marks DVD (optional).

- Have a set of PE mats set around the hall as bases for the countries but ensure there is space to get round the hall behind them. If Team Captains require a chair, provide these.
- Have “Welcome to The Games” plus logo displaying on a projector.

Registration 5 –10 mins As the children come into the assembly hall, they should immediately form groups on their PE mat around their Team Leader, who is holding their flag (which is an A4 laminated double-sided sign mounted on a wooden baton) – as shown.



If the register has not been completed in advance, the Team Leader should complete this now. They may also have a sheet of address labels that display the country’s flag, onto which they can clearly write the child’s first name. Finally they can teach the children the word for “Hello” in the language of the country they represent (optional) – e.g. Bonjour (France), G’day (Australia), Privyet (Russian).

The Headteacher will normally give any announcements and then hand over to you...

Introduction 5 mins Welcome everyone to The Games. Explain it’s going to be a great day of fun, activity and learning and that the whole team is really excited to be sharing the day with them. Point out that The Games team can be recognised by their badges and T shirts.

Ask the children which major sporting event is about to take place. Then explain that all the countries taking part in The Games today are also involved in that event and that first of all you want to see who is here at the Opening Ceremony. One at a time (going round the room) ask a country to stand and announce, “Welcome to COUNTRY.” The children involved can then respond with a cheer (louder if it is not good enough first time!) or by saying “Hello” in their own language.

Explain that throughout the day the children will be moving in their country groups. Each country has a Team Leader and the children will need to recognise this person and their banner because they will stay together. Explain that everyone will be taking part in this, the Opening Ceremony and, at the end of the day, there will be a Closing Ceremony where awards will be given out! In between, everyone will be going to three zones; a Discovery Zone, a Creative Zone and a Sports Zone. These three zones represent the three major strands of every major Games/Tournament. The Discovery Zone will look at some of the values and characteristics that a good athlete and team player has to display. The Sports Zone will obviously be the place where the games and sports are played and the Creative Zone will focus on the performing arts, the crafts, and the cultural celebrations that are a major part of all festivals around the Games. Countries will do these in different orders but everyone is doing exactly the same thing! At each zone, teams will be able to earn points for their country based on a) how their team performs and b) how they work together as a team, and there will be some rare, hard-to-get bonus points if any individual does anything particularly special. So the key thing is to work together as a team, to try your best and aim to be the best!

Flame lighting 5 mins Ask if the children know what one thing always happens at a Games Opening Ceremony. (*Lighting the flame.*) Explain that you are going to do this by having your very own torch relay that will result in the flame being lit.



Have one representative of each country come forward to form a line at the front. They should take part in the Torch Relay by, one at a time, jogging (it’s not a race!) around the hall carrying the torch (example shown above) and handing it on to the next person. As they jog, the other children can clap them and you could play some suitable music to accompany this.

Once every country has run, you can ask the Head or a special guest – or perhaps from among the children an outstanding child athlete or a child who has overcome significant adversity in their life – to light the Olympic Flame. The flame could be a large candle or a flame that burns on a powerpoint or it could simply be placing the torch into a more fixed position. Once the flame is lit you can declare the The Games officially open. (A local dignitary do this – Chair of Governors, local mayor, visiting clergy...)

Theme Game 10 mins Ask for 14 Team Leaders and/or staff to come to the front and ask for two volunteer children to act as team captains. Explain that you are going to be playing a game and they need teams of seven. The children can pick their first choice by pointing at the leaders but then you should simply allocate the others to one of the teams. Then explain the following rules of the game. Line the two teams up so that everyone is facing the children but with a gap between each team; give each person a sheet of card which has a letter on it. One person at the far end of each team will not have a card. They each need to hold the letter facing inwards until they are asked to turn it around. (The letters are C H O S E N but they should be mixed up so that the word is an anagram when they are turned round.) Explain that the team cannot talk nor move and that no one can hold two letters so the child captaining the team will need to give one letter to the “spare” person and then move the other letters one at a time until they are rearranged in the correct order. (Sounds complex but it isn’t really. Play the game, getting the children to cheer for the team on their side of the hall and have a big cheer for the winning team. If time allows, you can play the game again (with new captains?) to spell B E L O N G and if you want/need a decider, with one extra person, you could spell out S P E C I A L. Thank everyone for taking part.

Ask the two people who were picked first, by the team captains, to join you at the front while everyone else sits down. Ask those who were picked first to say how they felt when they were chosen (Happy, excited, a bit nervous etc). Make the point that we all feel special and that we belong when we are chosen and it is great to feel as though you are on the Inside, belonging to a team.

At this point you could play an extract from Scripture Union’s “On Your Marks” DVD, Episode 1 (ISBN 9781844275700) or available free from www.scriptureunion.org.uk/The Games, which features a 3 minute clip of five professional Christian athletes talking about how special it felt for them when they were picked to represent their country.

In sport of course, there have to be rules about how many people are on a team. So when sports teams are chosen, some people will always be a bit disappointed when they are left out and are not chosen. (Perhaps ask if that has happened to anyone or mention a recent story of someone being overlooked for a national squad/team.) But tell everyone that as part of today’s programme you will be looking at a man called Zacchaeus (has anyone heard of him?) who was amazed to be chosen for a very special team and whose life was completely altered as a result and you will be discovering how everyone can be chosen, everyone can belong and everyone can feel that special.

Dismissal 5 mins Announce that it is now time for the countries to move off to their first zone but before they go, there are three Golden Rules that they will need to follow to make the most of the day. Either have these displayed on screen or have (golden) postcards that three children can read out:

- **Always stick with your Team captain** (Explain the children will be having break, lunch and afternoon registration as usual but during The Games time, they need to stick together and – when travelling – make sure they stay behind their flag.
- **Try your best to be the best** (Explain that some will win and others won’t but today is about trying your best whether you win or lose).
- **Always smile** (Today is about enjoyment so let’s see you having fun.)

Dismiss the countries in order – send those going to the same zone out together but ensure that they parade out behind their country’s flag.

Content - Discovery Zone

Normally held in the School Hall

Theme: Belonging/Being chosen

Bible base Zacchaeus, Luke 19:1-10

Resources required: Drama script, activity sheets, pencils, On Your Marks DVD (optional)

The way in which the content of the Discovery Zone is delivered will depend on a number of factors, such as whether there are capable (assistant) Zone Co-ordinators who can lead (part of) an activity (members of staff or Team Captains), whether it is possible to move outdoors for some (all?) of the time or to move into classroom(s) at some points. Timings here are approximate and leave additional time for movement.

Introduction **2 mins** Say hello to each country and welcome everyone to the Discovery Zone, the place to think about some important values that you touched on in the Opening Ceremony. To begin with you are going to play two games. The first game looks at being on the inside or the outside.

In or out **5 mins** Divide each country team into two groups with an adult in each group. One child is chosen as the "Outsider" and has to try to get into a circle that the others have formed, by facing inwards and holding hands (or wrists!). The group, using only reasonable force(!) have to keep the Outsider out. Let the game run for about 15–20 seconds only. (Remind them that points are given for being sensible!) Change the outsider. After 2 or 3 goes, adapt the game so that secretly one of the inner circle is appointed as a "Double Agent" and their job is secretly to try and help the outsider.

Got it? **5 mins** Keep the groups subdivided and seat each in a tight circle where they won't be overheard. The leader passes round two pencils in both groups saying that the pencils are either "crossed" or "uncrossed." The child then passes the pencils on to the person on their left and says whether they are "crossed" or "uncrossed" and the leader will say if they are correct or not. What matters is whether the person who is passing on the pencil has their legs (or arms?) are crossed and is nothing to do with the pencils. Alternatively play the game where each person in turn says, "I like X but I don't like Y" – e.g. "I like cheese but I don't like milk." The leader then says whether or not that person was right. The solution is that you "like" a word with a consecutive double letter in it and "not like" words that don't – e.g. I like coffee but don't like tea: I adore the Mississippi but don't like the Thames." Give hints but don't give it away too easily. *(If the children who do this zone first give the game away to their friends, you can play similar games such as passing on (safety) scissors crossed or uncrossed or by liking something or not depending if it starts with a vowel, or with the last letter of the previous choice etc.)*

Input **5 mins** Bring everyone together and, through questions, draw out the key themes from those games. How did it feel to be the outsider who couldn't get in or to be the insider who got you in? How frustrating was it when others knew the pencils/double letter game and you didn't?

Drama **10 mins** Explain that feelings of being an outsider wanting to be on the inside are nothing new and you are now all going to perform a drama based on a Bible story. Ask if anyone knows anything about Zacchaeus and give a very brief overview before performing it – see page 16 & 17.

Bible bit **10 mins** Give out the activity sheet and either in country groups or all together read through the Bible passage. Spend a few minutes discussing the questions either in 2s or 3s. You can ask the children to complete their answers on the sheets if you wish. If you are not using the activity sheet, then read out Luke 19:1-10 from a child-friendly version of the Bible and display the questions on powerpoint:

- How did the crowd feel when Jesus chose to eat at Zac's house?
- How did Zac feel when Jesus chose to eat with him?
- Can you think of a time when you were chosen or made to feel special in some way?
- Are there ways in which you can make others feel special or as though they belong?

DVD **3 mins** Show the extract from Episode 2 of the On Your Marks DVD (ISBN 9781844275700) or available free from www.scriptureunion.org.uk/The Games where the professional Christian athletes are talking about how it feels to be on God's team.

Conclusion **3 mins** Draw everyone together and ask them what they have discovered. Thank them for participating so well and ensure that the leaders know where their group is going next. Let them know that you will be awarding points that will count at the Closing Ceremony.

The story of Zacchaeus - And how he changed his ways

Characters: Zacchaeus, Jesus. Optional props: Blazer, Money bag. (FX = Sound Effects!)

Ladies, Gentlemen, Boys and Girls...

We're travelling back in time, to a place long ago
Welcome to the town of Jericho!
I'm going to tell a story, about a little chap
A tax collector called Zacchaeus; I'll refer to him as 'Zack'

It's not a case of, 'If you're sitting comfortably, then I will begin'
No! This is a story that you must JOIN IN!
I'll be looking for a 'Zack', someone to play the part
'YOU' are the crowd and sound FX, so if you're ready, we'll start

It was '**market day**' in Jericho, an ordinary day
So you've all got lots to shout about and say: -

Every time I say 'Market Day' you say... *One group says one phrase, the next the second phrase and so on etc – in Mexican wave style:*

'Roll Up, Roll Up' 'Apples for sale' 'Read all about it' 'Half a pound of bananas'

Organise the children into 4 groups who say one part each.

Let's practise: -

It was '**market day**' in Jericho, an ordinary day
Come on you lot; let's hear what you've got to say... FX
People were about their business, you know, doing such and such
Zack was collecting taxes, but he always took too much

OK, I need a Zacchaeus: -

*Choose a child and dress him in blazer and tie
Give him a moneybag to hold*

Zack was so unpopular, and he was very small
He worked for the government; no one liked him much at all
He always took more money than people actually owed
What a nasty thing to do, what a nasty little toad!

And so this little man was disliked by one and all FX 'Boooo!'
He had no friends; no one ever came to call
And yet this story takes a turn, it has a surprising end
Just wait and see what happens, will Zack find he has ONE friend?

Now, where were we? Oh yes, Jericho, it was '**market day**'... FX
Someone special is coming; so can you all shout '**Hooray!**' FX
You see Jesus was in town; he was walking down the street
Everyone wanted to see him; he was 'the man' to meet

Now it was custom in those days, to show you were the best
To invite a special person, to your house, to be a guest
So everyone wanted Jesus to come and have some tea
People started shouting; "Jesus, come and eat with me!"

FX “Jesus, come and eat with me!”

You need to make it sound more inviting than that!

Get children to shout the following in their 4 groups: -

‘Come to my house, we’re having fish & chips’

‘Oh no, come to ours, for caviar and dips’

‘Come to my house Jesus, we’re having chocolate cake’

‘Jesus, come to my house, tonight we’re having steak!’

While all this was happening, this noisy reaction
Zack wanted to see, to get a piece of the action
But you remember that I told you, he wasn’t very tall
Actually, he was so short; he could see nothing at all!

Go into pantomime style! (Get Zack to play along)

In fact, I can’t see Zack at all! Does anyone know where he is?

“He’s behind you!” “Where?” “Behind You!” “Oh no he isn’t” “Oh yes he is!” Etc...

Bring Zack to the front

Zack was so little, he really couldn’t see

The only way he’d see Jesus, was to climb up in a tree (*Stand on a chair, if safe to do so*)

He hoped no one would see him, so he hid among the leaves

But the pollen itched his nose; and he did a great big sneeze!

“A a a -Chooooo!” FX “Bless You!”

All eyes turned to Zack, as he blew his nose
The people all felt nervous, as Jesus stood and chose
Whose house would he visit, who would it be?
Jesus looked at Zacchaeus and said; “I’ll come to yours for tea”

The people couldn’t believe it, **FX** “Zacchaeus?” they cried
Why choose a thief, that little man who lied?
But Jesus didn’t judge him, like all the others had
Jesus knew he could change, and STOP being bad

And that’s just what happened, just as Jesus knew it would
With Jesus as his friend Zacchaeus turned out good
Zack changed his ways; he gave money to the poor
He paid back all he owed, he even gave back more!

So that’s the story of Zacchaeus and how he joined God’s team
Because Jesus chose him, he stopped being mean.
You see Jesus always loves us, whatever we have done
He shows us we are special and helps us to belong.

Adapted from an original sketch by Rachel Foster, Bridgebuilder Trust, used with permission.

Content – Creative Zone

Normally held in classrooms

Theme: Exploring and Creating

Resources required: Depends entirely on activities offered but may include atlases/globes, musical instruments, craft material, activity sheets, pencils.

This is the zone that offers the most variety and therefore probably requires the most detailed planning. The aim is to try and tap into the mood of the cultural Olympiad and give rein to those whose skills lie more in the area of the arts than sports. It also provides the best opportunity for the children to discover a little more about the country that they are representing and work across a number of curriculum areas. However, exactly what appears in this zone will depend on the range of skills of the Zone Co-ordinator(s) and it is probably best that a number of co-ordinators with complementary gifts are deployed in ways that offer a range of activities. Again the space (and size of that space) that the school has available will, to some extent, determine what is offered here. What is vital is that every child is engaged and involved throughout.

The Creative Zone can focus on the performing arts – dance, movement, music, singing are all options – as well as more craft-orientated activity and the The Games sheet can also be used as a means of reinforcing some country-based learning. But as well as offering the opportunity for children to shine, one of the key aims in this zone is to give some time for Country leaders to sit with their teams and chat with them while they are engaged in an activity – so it is better not to spend the whole time as one big group deployed in a centrally led activity such as dance but to have subzones that the children rotate around every 20 minutes as a single country group.

What follows is just one option, when a number of classrooms are available...

Introduction **2 minutes** Say hello to the countries and welcome them to the Creative Zone. Explain that this is a place to develop their creativity and for them to discover a little more about the countries they represent. Some of what they do here may be showcased in the Closing Ceremony and they need to remember that points are available for how well they do, how they act as a team and for any moments of individual excellence, so they should always aim to try their best to be the best. Say that they will be spending their time in three ways and that the countries will rotate for equal time periods around the three subzones of ***Music, My Country and Making.***

Music Your music leader needs a set of hand-bells/boom-whackers and/or other musical instruments which the school may have that can be incorporated instead. The group spend a few minutes learning to play “He’s got the whole world in his hands.” They then act as a choir and sing the song but replace the words to sing, “He’s got COUNTRY NAME in his hands x3, He’s got the whole world in his hands.” They will be performing as a choir in the Closing Ceremony performing this verse!

My Country This is a time for the leaders to sit with the children as they discover more about their country. The following sheet contains some information about a range of countries that you might use. Be selective – there is more displayed than most children will manage! They can have maps, atlases or (inflatable) globes to help them discover where their country is or they can simply ask questions. The final few moments can be spent in a circle with each child saying one (different) thing that they have learnt about their country (language, currency, size, life expectancy, food, famous sight, flag colours, capital city, neighbouring countries, native animals etc. etc). If there is time they could end by playing a variation on the “I went to Paris and I bought...” game called “I represent COUNTRY where...” The information here could also be followed up by a teacher outside of The Games.

Making Using the colours in their flag, the children can make a friendship bracelet for their wrist or something similar – perhaps a bead necklace or ankle bracelet. Do be aware that children may need considerable help so do try to have extra adults on hand to help. Alternatively they could use bits of old material to make an A4 sized flag that the school can later display.

Ensure that each subzone co-ordinator gives each country a mark out of 10.

Country Fact-File

Country	Size Rank out of 224 countries	Population Rank out of 224 countries	Biggest City not always the capital	Currency	Life expectancy Age & rank out of 224	Continent & colour of Olympic ring represented
UK	79 th	22 nd	London	Pound	79.4 (20 th)	Europe Blue
Brazil	5 th	5 th	Sao Paulo	Real	72.4 (91 st)	America Red
Canada	2 nd	36 th	Toronto	Dollar	80.6 (11 th)	America Red
China	4 th	1 st	Beijing	Yuan Renminbi	73.0 (80 th)	Asia Yellow
Egypt	30 th	15 th	Cairo	Pound	71.3 (106 th)	Africa Black
France	42 nd	21 st	Paris	Euro	80.7 (10 th)	Europe Blue
Greece	96 th	73 rd	Athens	Euro	79.5 (18 th)	Europe Blue
India	7 th	2 nd	New Delhi	Rupee	64.7 (139 th)	Asia Yellow
New Zealand	74 th	123 rd	Auckland	Dollar	80.2 (13 th)	Australasia Green
South Africa	25 th	24 th	Johannesburg	Rand	49.3 (178 th)	Africa Black

Country	Food	Animal	Language	Hello	Landmark	Climate V UK
UK	Fish & Chips	Cats & Dogs	English	Hello	Big Ben	****
Brazil	Nuts	Monkey	Portuguese	Ola	Statue of Christ	Hotter
Canada	Maple syrup	Moose	English French	Hello Bonjour	Niagara Falls	Both!
China	Rice	Panda	Chinese Mandarin	Lei ho	Great Wall	Both!
Egypt	Kebab	Camel	Arabic	Sabahou el kheir	Pyramids	Hotter
France	Garlic	Cockerel	French	Bonjour	Eiffel Tower	Same
Greece	Yoghurt	Goat	Greek	Yah-soo	Acropolis	Hotter
India	Curry	Cow	English + 22 others!	Namasté (Hindi)	Taj Mahal	Hotter
New Zealand	Lamb	Sheep	English Maori	Kia Ora (Maori)	Mount Cook	Same
South Africa	Steak	The Big 5	English Afrikaans & 9 tribal languages inc Zulu	Sanibonani (Zulu)	Table Mountain	Hotter

Content – Sports Zone

Normally held on the playground/field

Theme: Playing/Developing teamwork

Resources required: See sports equipment below, sports zone challenge and scorecards.

This is a series of games/challenges that the teams should rotate around. Ideally countries should be subdivided into two equal groups so that everyone gets plenty of “game-time.” There should be enough activities for each sub-team to be alone at their activity, although if space is tight then it is OK to have two teams at each station. If you do this, however, ensure the two teams rotate in opposite directions so that one sub-team does not do all its challenges against the same sub-team because it can be disheartening if you are constantly losing to a better team. Team Leaders should be able to keep their own scores for the challenges and run the games themselves on the whistle with the Zone Co-ordinators watching out for good teamwork (= points), keeping things moving and particularly checking that things are running safely.

Introduction 2 mins Say hello to each country and welcome the teams to the Sports Zone. Explain that they will be representing their countries in a number of challenges and that points are at stake for how well they do in those challenges as well as how well they perform as a team, such as cheering and encouraging each other. Give out the Sports Zone Challenges sheet and the scorecard to the team captains

Game overview 5 mins Explain that each challenge will start on your whistle and will run for two minutes. Each country will be subdivided into two equal groups with one sub-team at any one challenge at a time and you will simply rotate around them all (time permitting). Walk the teams around the challenges explaining how they work but don't get distracted by questions. Most games involve taking turns (e.g. relays) and so the person who goes first must go last in the next relay while the second person becomes first etc.

Warm Up 5 mins Get the countries to divide in two (equally) and then each (sub) team should be encouraged to find its own space and spend 2–3 minutes in a warm-up. This works well if the team is in a circle and one person takes it in turn to come to the centre and lead an exercise for 20 seconds such as running on the spot, jumping jacks, star jumps etc. Leaders need to be ready to step in if an exercise suggested is likely to result in an injury....!

The Games 40 mins Move the teams to their designated starting point. Check that everyone is happy with the rules of their first game. Blow your whistle. After two minutes blow the whistle again to end the game. The Team Leader should note their score (no cheating!) and ensure the game is set up ready for the next team before they move (on your whistle) to their next station. Repeat as necessary. Ensure at least five minutes is left at the end of the session for...

Conclusion 5 mins Bring all the teams together and get everyone to do a short wind down that involves a few stretches before they sit down in their full country teams. Ask them which game they enjoyed, which game they think they did best on etc. Thank them for trying to do their best to be the best and for working as teams. Ensure the Team Leaders know where they are going next and collect in the score cards. If the The Games sheet is being used, leave time at the end for children to complete this with their country captains.

Equipment required for games listed

1. A variety of sports equipment – one piece per participant
2. Five small bean bags; three hoops
3. A bucket; water; a jug; plastic cups
4. A marker (peg); a tape measure
5. Two wooden spoons; egg(s) or satsuma(s)
6. Blindfolds; football(s); goal (cones)
7. Netball hoop; balls – see alternatives if hoop not available
8. Water; cups

A supply of cones is helpful to separate off challenge areas and mark out the starts and ends of relays.

Sports Zone Challenges

1. Sports equipment relay. Gather an array of sports equipment e.g. tennis ball, cone, bib, hockey stick (one piece per member of the team) and divide the team into two groups that are lined up behind two cones about 10 m apart with each person holding one piece of equipment. On the whistle, the first person must run to the first person opposite (1 length). They hand over their piece of equipment to this person who runs back and passes it and their own piece of equipment on to the next person. In the end everyone is handing over all the equipment but they keep running lengths until the whistle blows.
How many lengths were run?

2. Bean bags in the hoop Each person has five small bean bags. There are three small (different sized) hoops set a certain distance(s) away that score 5 pts, 3 pts and 1 pt. Taking turns, the players throw their five bags and see how many points they score. Only the person throwing is allowed to retrieve the bags for the next thrower. The team keep taking it turns for the whole 2 minutes and the total points scored is counted.
What was the points total?

3. Water relay There is a bucket of water and an empty jug next to it. (Make sure you know in advance how many cup-fulls it takes to fill the jug!) The team lines up in a circle around these with each person holding a plastic cup. On the whistle the first person fills their cup from the bucket then empties it into the next person's cup. That person passes the water on until the last person drops any remaining water into the empty jug. Only then can the first person refill their first cup. Keep going until the whistle blows. If the jug is full, pour the water back into the bucket and keep going. At the end pour the water in the jug into the cups to count how many cupfuls were completed – only complete cups are counted!
How many cups were filled?

4. Long Jump From a standing start the first person does a jump. A mark is made at the furthest point at the back of their landing point (normally the back of their heel – unless they fall backwards on landing). This mark is the start point for the second person and so on until there have been ten jumps (so a few children may go twice). (This game is not timed so there may be time for a second go but this second go only counts if everyone has jumped before the final whistle goes).
How far was jumped?

5. Egg and spoon The team is split in two behind two cones about 5 m apart. The first person to go has a large wooden spoon on which they are balancing an egg (or satsuma or similar). On the whistle they run (hop?) to the next person who also has a wooden spoon and the egg is transferred (by hand). If the egg is dropped the person must resume their length at the point they dropped it. You could add in obstacles to make it harder e.g. climb over a chair.
How many lengths were completed?

6. Blind penalties The team are partnered up. One of the team is the instruction giver while the other person is the "shooter" – and they will then switch. On the whistle the first shooter tries to score a penalty into an empty net while blindfolded. Their partner is the helper who can give instructions and will retrieve the ball. Once the first person has had one shot, that pair move away for the second pair. Once the final person has shot, the first pair return with the helper now the shooter.
How many goals were scored?

7. Netball Taking it in turns each person has two shots to score a point by throwing a ball into a netball hoop. The leader should return the ball between throws. If a netball hoop is not available or as it may be too difficult for smaller children, throwing tennis balls etc into a bucket is a reasonable alternative.
How many points were scored?

8. Drinks break Use one of the stations as a drinks break and check children are not getting too hot etc. This is also a great chance to talk tactics and for Team Leaders to chat to their group.

Content – Closing Ceremony

Normally held in the School Hall

Theme: Celebrating

Resources required: Drama script

There are a number of ways to launch the Closing Ceremony, which depend on space available in the main hall (or, if the weather is good, outdoors?) and how quickly the various groups arrive there, so again be flexible.

Gathering 2 mins Gather all the teams in a central venue and get them to form distinct country groups on their PE mats. If you used a flame in the Opening Ceremony, ensure it is lit for the Closing Ceremony.

Welcome 5 mins Using the song “He’s got the whole world in his hands” (piano accompaniment?) explain you are going to welcome each country individually to the Closing Ceremony. Get each country in turn to parade around the hall behind their banner while everyone sings. Mention each country in turn – don’t wait for a country to return to its base before sending off the next – have several countries rotating with just a small gap between them. Finish by everyone singing the first verse again and end with a great big cheer.

Review 3 mins If you have been able to take photos throughout the day, show these on a big screen because the children love seeing pictures of themselves in action. It would be good to have some suitable music to accompany the slide show. If you haven’t been able to do this, simply miss this section out.

Zone Review 3 mins Ask your three Zone Co-ordinators to give a quick summary of what went on, how everyone did and perhaps mention any particularly amusing or spectacular moments. Perhaps one group could be chosen to perform their musical version of “He’s Got the whole world” though it is probably better if this team isn’t getting a medal later. They should all say a big thank you to all the children for doing so well.

Input 8 mins Remind the children that the aim of the day was to have fun (have they had any????!!) – Spend a few minutes asking the children to share their highlights. But then remind them that today has also been about learning about how special it feels to belong to a team and to think about how they can help others to feel special and to belong. Remind them of how Zacchaeus felt special when he was chosen by Jesus and made to feel as though he belonged. (*Show Episode 6, “The Cheat’s House” on DVD from SU’s Streetwise (ISBN 978 1 84427 111 5) or available free from www.scriptureunion.org.uk/The Games – running time of 4 minutes.*) Christians believe that Jesus wants everyone to be special and to belong to God’s team. All the volunteer helpers today are people whose lives have been changed through a meeting with Jesus and they belong to God’s team, so let’s give them a big cheer for helping out today!

Awards 5 mins Remind the children that they have been busy scoring points throughout the day and that the time has now come for the results to be announced. Remind them that, as good sportsmen and women, they should be pleased for the success of others and so you only expect to hear cheering. In reverse order read out the top five countries, building up the tension as you do. (Later on you can give final positions and points quietly to the lower placed teams but doing this keeps all teams involved until the final moment. Have gold medals available to present to the winning team and ensure there is great applause (and suitable music) as they come forward to receive their medals – perhaps awarded by the Headteacher or another special guest? There is also a certificate in this pack that can be given to all participants or amended so that bronze, silver and gold certificates are given to those in the top three countries.

Flame extinguishing 5 mins Announce that the time has now come to close the Games formally and to extinguish the flame. Invite a dignitary or a child who excelled during the day to come and blow out the candle. Announce that the Games are formally closed.

Conclusion 2 mins It is likely that the Headteacher may wish to take over at this point but if they don’t, ask all the children to give a big round of applause for their teachers/TA’s who have been with them all day – perhaps award Gold Medals to them! Send the countries back one at a time to their classrooms remembering to collect in the country flags as they depart. DO finish promptly - the school will much prefer you to under-run than over-run because the latter causes problems for coaches/parents who are waiting and/or after school clubs which may require use of the hall.

Sports Zone Team Scorecard

Country/Team Name

Country/Team Leader

Event	Score
Sports relay	
Bean bags in hoops	
Water relay	
Long jump	
Egg and spoon	
Blind penalties	
Netball	

Zone (Co-ordinator) Scorecard

Zone **Delete as appropriate:** **Discovery/Creative/Sports**

Remember that you are awarding points for:

- Performance (how well a team achieved the task – out of 5)
- Team work (how well they co-operated and encouraged each other – out of 5)
- Individual inspiration – a hard-to-earn bonus point – out of 1

So the maximum possible is 11 out of 10!

Country/ Team	Score/10
Brazil	
Canada	
China	
Egypt	
France	
Greece	
India	
New Zealand	
South Africa	

Combined Final Scorecard

Country/ Team Name	Discovery Zone Points	Creative Zone Points	Sports Zone Points	Total	Final Position
Brazil					
Canada					
China					
Egypt					
France					
Greece					
India					
New Zealand					
South Africa					

Country/Team Register

Country	Number in Country/Team
Team Leader	School Adult
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16

Timetable

9:15 am	Opening Ceremony (assembly) in School Hall
9:50 am	Children move in teams to their first Zone.
9:55 am	Zone 1 activity starts
10:55 am	Break time
11:15 am	Zone 2 activity starts
12:15 pm	Zone 2 activity ends
12:20 pm	Lunch & Registration
1:30 pm	Zone 3 activity starts
2:30 pm	Move to Closing Ceremony
2:35 pm	Start of Closing Ceremony

Zone Allocation

Country	1	2	3	Hello
Brazil	D	S	C	Ola
Canada	D	S	C	Hello Bonjour
China	D	C	S	Lei Ho
Egypt	C	D	S	Sabahou el kheir
France	C	D	S	Bonjour
Greece	C	S	D	Yah soo
India	S	C	D	Namaste
New Zealand	S	C	D	Kia Ora
South Africa	S	D	C	Sanibonani

(Hello's based on pronunciation, not necessarily spelling!)
 (Indian = Hindi, NZ = Maori, SA = Zulu)

This certificate is awarded to:



for participating in The Games

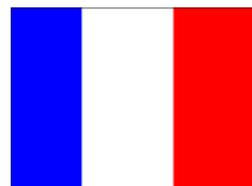




Brazil



New Zealand



France



India



Egypt



Greece



Canada



China



South Africa

Print out a separate label sheet for each country.

Delete the country name and add in the individual children's names

Ask them to display their labels prominently

Creative Zone - Country Fact-file

Category	England	My country
Size	79 th	Bigger/Smaller
Population	22 nd	More/Less
Biggest city	London	
Currency	Pound	
Life expectancy	79.4	
Continent	Europe	
Olympic Ring Colour	Blue	
Neighbours	Scotland, Wales, Ireland	
Flag colours	Red, White, Blue	
Food	Fish & chips	
Animal	Cats & Dogs	
Language	English	
Hello	Hello	
Landmark	Big Ben	
Climate	*****	



Name:

Country:

The Games is organised by a range of Christian organisations under the More than Gold banner. More than Gold is the body representing the Christian ministry for the London 2012 Olympic and Paralympic Games.



Discovery Zone

Zacchaeus the Tax Collector (Luke 19:1-10)

Jesus entered Jericho and was passing through. A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy. He wanted to see who Jesus was, but being a short man he could not, because of the crowd. So he ran ahead and climbed a sycamore-fig tree to see him, since Jesus was coming that way.

When Jesus reached the spot, he looked up and said to him, "Zacchaeus, come down immediately. I must stay at your house today." So he came down at once and welcomed him gladly. All the people saw this and began to mutter, "He has gone to be the guest of a 'sinner.' "

But Zacchaeus stood up and said to the Lord, "Look, Lord! Here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount."

Jesus said to him, "Today salvation has come to this house, because this man, too, is a son of Abraham. For the Son of Man came to seek and to save what was lost."

- How did the crowd feel when Jesus chose to eat at Zac's house?
- How did Zac feel when Jesus chose to eat with him?
- Can you think of a time when you were chosen or made to feel special in some way?
- Are there ways in which you can make others feel special or as though they belong?

Sports Zone

Which challenge did you enjoy most?

Which sports activity did YOU do best on?

Which activity did YOUR team do best on?

What did you learn from these activities?

The Games - RISK ASSESSMENT FORM

School:

Date:

Identify Hazard	Risk Involved	Risk	Minimise Risk by (Control Measures)	Residual
Inappropriate TG team member being used	Potential risk to school, pupils and The Games.	Low	<ul style="list-style-type: none"> All team to be appropriately trained and vetted A school representative to travel with each group All activities undertaken in public areas 	Very low
Children going missing during the day	Abduction, accidents	Low	<ul style="list-style-type: none"> Group leaders have a register of children's names 	Very low
Sports Zone – active games	Bumps, bruises from falling over	Low	<ul style="list-style-type: none"> All groups to be supervised and only one group doing any one activity at one time. 	Low
Discovery Zone – active game	Bumps, bruises from falling over	Low	<ul style="list-style-type: none"> Activity done in small groups and children clearly briefed about possible injuries 	Low
Creative Zone Activity Closing & Opening Ceremonies	None other than children face in normal school life	Low	<ul style="list-style-type: none"> These activities require normal everyday skills, so no specific inherent risks but groups are closely supervised throughout 	Very Low
Risk of crowding/collision while moving to and from ceremonies/zones	Bumps, trips, crowding	Low	<ul style="list-style-type: none"> Teachers supervise arrival at Opening Ceremony and dismissal from Closing Ceremony Designated breaks (inc lunch) between zones Zone supervisors briefed to manage their areas safely Team Leaders briefed to manage their teams safely 	Very Low

Signed: (The Games Leader)

Print name:

Date:

Teachers' Briefing Sheet

Thank you for allowing The Games team into your school and we hope that the day will be both enjoyable and beneficial for the children and enjoyable and stress-free for you.

What's it all about?

The Games is a national initiative that has been launched in connection with the 2012 Games in London. It is under the banner of More than Gold, which is the umbrella body for all Christian agencies and denominations who are working with LOCOG. It is Christian in ethos but is educationally valid and is suitable for children of all faiths or none.

How does it work?

Children will be put into groups of about 15 (ideally vertically grouped across the key stage) and each group is given the name of a Country. Each country has a Team Leader (a The Games volunteer) who leads the group throughout the day and helps to encourage and motivate the children as well as ensure their safety and well-being. All countries will attend the Opening Ceremony (Assembly) and Closing Ceremony and, in between, will rotate around three distinct zones: Discovery, Creative, Sports. ***You will need to decide in advance whether children should wear normal uniform, PE kit or their own clothes but we certainly recommend the use of trainers/PE shoes.***

In each zone they will do a range of activities, such as games and crafts, which will be led by a member of the The Games team. Throughout, they score points for how well they are working as a team and, at the Closing Ceremony, medals will be awarded to the winning team.

What is being asked of me?

We ask that there is at least one adult from the school at each zone and, ideally, where there are children with special needs or particular behavioural issues, that an adult from the school rotates with that country. Your help is specifically required in a number of areas:

1. **Activity input.** At each zone there will be a range of activities and your knowledge of the children's abilities and the school's resources will be a great help. Please feel free to offer a helpful suggestion to the Zone Co-ordinator and/or just pitch in with helping lead a game/activity.
2. **Discipline.** Your help with maintaining good classroom order and discipline is vital. If a child is letting themselves or the school down, please feel free to call them out for a quiet word or give them a time out. Clearly it is more helpful if this is done without detracting from the leadership of The Games team.
3. **Organisational.** You will know about school routines - such matters of going to the toilet, where music lessons are happening, routines around lunch and break times, registration etc. Please help us ensure that we support your routines in what we say and do.
4. **Feedback.** It is likely that this event will be happening elsewhere so please feedback your comments on both the material and the way in which it was delivered so that we can offer an even better experience to children in the future.

Thanks again for your support – we do appreciate it.

Team/Country Leader Briefing Sheet

Thanks ever so much for agreeing to help out at the The Games day on DATE in SCHOOL which is being run by XXXXX. You are probably a little in the dark about what this is all about and what will be expected of you but I hope that what follows will put your mind at ease (to some extent, at least!).

Background

The Games is being developed as part of More Than Gold's response to London 2012. In essence it is a 1 day programme for 8-11s in a Primary School. It has a strong (Christian) values ethos but is also great fun, educational and appropriate for those of any faith or none.

The children will be divided in advance by the school into X countries (teams) with about 16 pupils in each. Each country will have a Captain (you/one of our team) and most teams should also have an adult from the school – teacher, teaching assistant etc. These teams will have a mix of boys and girls and a spread of ages between 8–11 so they should be fairly equal in terms of abilities. The day will start with an Opening Ceremony (assembly) and finish with a Closing Ceremony (all together in the School Hall). In between the teams will rotate around three zones: Discovery (Bible), Creative (Music PLUS) and Sports (games). These zones will all be led by Zone Co-ordinators. The zones run before morning break, between morning break and lunch and after afternoon registration. Each country visits each zone, with three countries at a zone at each time. There is a rota!

FYI the countries are: Brazil, Canada, China, Egypt, France, Greece, India, New Zealand, and South Africa. If you have been to one of the more distant countries, please let me know as it would make sense to allocate that country to you... (I am guessing most of us have made it to France...)

Your Role

You will be responsible for your country, chatting to the children, enthusing and encouraging them and building a positive rapport with them. You will have a register and must ensure you don't lose them, and you will be encouraged to get into the action at the zones. Some of this will be made clear on the morning but nothing will be too onerous – examples include finding your country on an inflatable globe, keeping score for your team in the sports and asking some questions about Zacchaeus in the Discovery Zone.

- We provide – all you will need including labels, badges, T shirts, tea & coffee, registers etc
- You provide - a packed lunch

You need to be at SCHOOL ADDRESS for TIME. DETAILS ON PARKING/PUBLIC TRANSPORT. You will be free to go at TIME although if you have to leave earlier, the day with the pupils finishes at TIME.

The Material

I am attaching the content of the various ceremonies and zones. Please note that this is written in general way that can be adapted for specific locations, so the programme will not run exactly as suggested but it gives you a good overview. It is NOT vital that you have read this in advance but you may feel more at ease if you have at least scanned it. The full pack is about 40 pages so I haven't attached that for fear of daunting you and most isn't directly relevant to you.

School Context

This will be covered in our morning briefing but for those unfamiliar with working in schools

- Matters of discipline or concern should be referred immediately to the school adult travelling with each country. If there isn't one, there will certainly be one with you at the Zone.
- Dress - It is a school so no jeans, please. We will provide Polo shirts for you.
- It is fine to say "As a Christian I believe," or "The Bible says" but not OK to say "You should believe..." or to be dismissive of other faiths or points of view.
- Do not undermine the school, any teachers or indeed the home circumstances of any child.
- We should never be alone with an individual child – we are operating as visitors within the school.

And finally

Thanks again for agreeing to help out. Do pray for the day and let me know if you have any questions...

Team Planning Evening – Draft outline

It is extremely helpful to run a planning evening especially if you are running the programme in more than one school. However, if that is not possible, or as extra help for those who are unable to attend, the Team Leader briefing sheet can be edited and sent out. It is assumed that more detailed conversations will be held with Zone Co-ordinators who may also help you deliver some of the training below.

1. Welcome – possibly take a register
2. Background to and aims of The Games
3. Details of YOUR The Games programme – where, when etc
4. Overview of day – roles, zones, ceremonies etc
5. Details of the day as it will unfold
6. Detailed explanation of team role
7. Show of resources – T shirts, banners, lanyards, The Games sheets etc
8. Input on schools context and being educationally appropriate
9. Q & A
10. Prayer

Team Briefing –outline for morning meeting

1. Coffee!
2. Welcome; short Bible reflection
3. Check who has arrived
4. Guidelines from school re toilets, safety etc
5. Reminder about appropriate behaviour within school
6. Short Bible thought
7. Summary of day's timetable
8. Detail of Zone activities – Zone leaders give briefing
9. Detail of Opening & Closing Ceremonies
10. Reminder about points scoring
11. Allocation of leaders to countries
12. Prayer
13. Distribution of T shirts, lanyards and badges,
14. Country Leaders compile/collect packs
15. Zone Co-ordinators set up

School Evaluation Form

1 is Excellent, 2 is Good, 3 is adequate and 4 is poor – we hope you don't need a 5!

1. Please rate the pre-visit communication 1 2 3 4

Comment:

2. Please rate the Opening Ceremony/assembly 1 2 3 4

Comment:

3. Please rate the Sports Zone 1 2 3 4

Comment:

4 Please rate the Discovery Zone 1 2 3 4

Comment:

5. Please rate the Creative Zone 1 2 3 4

Comment:

6. Please rate the Closing Ceremony/assembly 1 2 3 4

Comment:

7. Please rate the overall organisation 1 2 3 4

Comment:

8. Please rate the overall value to the school 1 2 3 4

Comment:

9. Please rate the general quality of the team 1 2 3 4

Comment:

11. Please make any other comments:

(Please return to)

The Games Team Evaluation Form

1 is Excellent, 2 is Good, 3 is adequate and 4 is poor – we hope you don't need a 5!

1. Please rate the pre-event communication

1 2 3 4

Comment:

2. Please rate the planning/training evening

1 2 3 4

Comment:

3. Please rate the The Games day

1 2 3 4

Comment:

4. Please make any other comments:

Case Study

I have had the pleasure of helping organise The Games projects in various schools on three different occasions over the past five years. We have cast the vision to schools and churches and found that the concept has been warmly received by both. The schools we have served have found that the project complements some of their curriculum objectives and reinforces the values they try to implement whilst teaching the 'whole' child. In fact, all of the 12 schools where we have held a The Games have appreciated a caring team visiting their school towards the end of the summer term to enable their children a new experience of such rich and wholesome activity. Teachers have been supportive and often assisted although many have valued some time away from their class for a day to catch up on marking or planning. Above all, the children have enjoyed themselves thoroughly and seem disappointed when the team has had to leave. The sporty children really get stuck into the sports and games whilst the discovery and arts and crafts enable those less passionate about P.E. to contribute and feel valued as part of a team. A comment we often receive is that the children don't feel excluded by others because they all have a passion/skill that they can use during the day.

Church volunteers that we have trained have been mightily impacted by how open and talkative un-churched children are in the discovery sessions and have used The Games model to invite children and their families to other church-based activities that they put on.

Once a team of volunteers are assembled, we have found The Games training easy to implement and, with a range of templates available including lesson content, it's an incredibly fun, impacting and easy event to stage.

Grant Sheppard
World Sport Ministries

FAQs

Q. There is so much going on for London 2012, why choose The Games?

A. We believe it will really add value to the relationship between the church and the school. It is great fun, the children will love it and the school will be delighted with it. It is not hard to organise and it has a structure that you will find helpful but has the flexibility for you to adapt to need your particular circumstances.

Q. Our local school is not a Church school and has pupils from a variety of faith backgrounds?

A. That's fine. The Games promotes Christian values but is suitable for children of all faiths or none.

Q. Can I run it in more than one school?

A. Absolutely. Having done it once it is so much easier a second time and so why not see if there are other schools close to you that would be willing to get involved. You could have a week of The Games! Alternatively a school may ask you to do it with some pupils on one day or with others on the next. That's fine too. Or a school may want you to have two mornings rather than one whole day...

Q. Is there a good time to run The Games?

A. It has been designed to run toward the end of the summer term when the weather is warmer (if not drier) and schools often have Activity Days where the emphasis is more on team building than individual academic achievement. A level, GCSE and College/University students should also be available then to help deliver the programme. Having said that, there is no reason why it couldn't run at other times and the concept can easily be tweaked to fit in with events such as the Winter Olympics/Paralympics, the Commonwealth Games or the Rugby/Football/Cricket World Cups.

Q. Do we have to stick to the contents of the pack?

A. The pack has been put together by those who have run The Games and so it is proven to work and it contains all that you need. The structure of teams/countries attending the Opening and Closing Ceremonies should be kept, as should the rotation around the three zones. Although it may be tempting to focus on one zone (e.g. the Sports Zone) the Discovery Zone is where the values of the day are earthed and the Creative Zone allows the non-sporty pupils to shine and gives time for the team to sit and chat to the pupils.

But you are free to adapt the actual contents of the zones and you can choose whether or not to use the activity sheet, how much emphasis you want to give to the points/scoring and obviously exact timings and locations will need to be fitted around the needs of the school.

Q. So I have got the pack, can I just get on and run one?

A. We would love to know you are running a The Games so we can help you think through some of the issues involved and give practical training on how to run the activities and manage your team and the liaison with the school. We would also encourage you to go and see a The Games day in action before you run one yourself. Please use the contact e-mail at the foot of the page for further information or visit the More Than Gold website at www.morethangold.org.uk and click on Sports Outreach. And if you are running an event, we would love to know about it so we can pray for you and even encourage others to come and see you and so get inspired themselves to run one in future years. The Games is not just for 2012.

Q. What happens once I have run one?

A. Please let us know how you got on and share any resources, materials or insight you gleaned. The Games is a relatively new concept and, as such, is evolving all the time. We'd love to harness your experience to help others deliver an even higher quality event. More than that, we would also want to encourage you to return to the school for 2013 and beyond or take the same material to new schools.

For further information and more / electronic copies of this pack please contact Simon Barker

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The pack and all downloads are available free at www.scriptureunion.org.uk/The Games