



IFG Optional Programmes

Introduction to the IFG Optional Badges Manual

After the written badge subject manuals covering the nine years of the three different IFG age levels, Explore, Adventure and Challenge, was produced, leaders kept asking for more badges to be added for other subjects they wished to include in their i-girlz curriculum. And so the IFG Optional Badges system was introduced to meet these requests.

Leaders were asked to submit a design for the badge they wanted and a written outline of the programme. Although the written supporting material was not received in some cases the extra badges were all made available.

This Optional Badges Programme has now been reviewed and formalised into a printed manual. The material will also be available under Resources on the iconz4girlz website.

Unfortunately we do not have a complete record of the Units that submitted subjects but where we do those Units have been acknowledged.

We expect that leaders will wish to continue to request additional badges and they may certainly do this by submitting a proposed badge design and a written outline of the associated subject to info@iconz4girlz.org.nz Leaders will be advised via the leaders' newsletter of any new badges and subject outlines for these extra options and these will also be added to the resources on the website.

I trust you will continue to enjoy the flexibility that the Optional Badges offer when planning your i-girlz programme.

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For the iconz4girlz Ministry Team

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IFG Optional Programmes Manual



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and their registered leaders.*

Aim: To learn something about Asian cooking and to cook some Asian dishes.



Objectives:

- To find out the main ingredients of Asian food.
- To learn the different cooking styles and ingredients used in various Asian countries.
- To practise cooking some Asian food.
- To host an Asian food tasting afternoon/evening.

Preparation:

Ask some people with expertise in Asian cooking to demonstrate to the girls.
Organise a kitchen to work in and enough instructors so there are no more than 8 girls in each group.

Devotions:

Salt is an important ingredient in all cooking, but it is especially used in the sauces that are part of many Asian dishes. Jesus talked about salt when teaching the people.

Matthew 5:13 "You are the salt of the earth. But if the salt loses its saltiness how can it be made salty again? It is no longer good for anything except to be thrown out."

What did He mean by saying that we are the salt of the earth? Do you know anything about what salt does?

1. Salt is essential for our survival. Without it we would die.
2. Salt is a preservative. Harmful bacteria cannot survive in the presence of salt.
We can stop harmful things happening too, between people by:
Not agreeing with unkind words spoken about others.
Being peacemakers.
Not reacting in anger when someone does something we don't like.
3. Salt is a flavour enhancer. As humans we love the 'salty' flavour. Salt can intensify sweetness or change bitter flavours in food.
Salt changes the taste of everything it comes in contact with.

We can be people who change things for good. How?

1. Cheer someone up if they are down.
2. Look after someone who is hurt.
3. Be a friend to someone who is lonely.
4. Do the right thing when others are encouraging you to make wrong choices.
5. Look for ways to show kindness to others.



The programme is three weeks of cooking and two cooks were used. Venue was the church kitchen which has an island which one group used and a side bench for the other. Each group learned two recipes a week. The cooks suggested that four weeks would have been better as then each group could have then rotated to learn 8 recipes. There were about 7 girls in each group. The girls really enjoyed the time, especially the eating!

Extra Devotions:

Vinegar is also used in Asian cooking, especially rice vinegar. Vinegar has been used for centuries for many different things including as a preservative, a condiment, a medicine and a detergent! Vinegar can be made from just about anything that is fermented.

Here is a fun experiment that can be done with vinegar and an egg. Fill a clear container with white vinegar and drop an egg inside. You can see the bubbles start to form around the egg immediately. While watching this happening, talk to the girlz about 1 Corinthians 15:33. "Do not be misled; bad company corrupts good character." Sometimes the friends we choose to be around can make bad decisions - those decisions can, in turn, rub off on us too. We can choose to start being like them instead of how God wants us to be. Our closest friends should bring out the best in us. If we know someone is doing something wrong we need to make the choice to do what God wants us to do instead. If we don't, gradually before we realise it, we can be changed and our hearts turned away from God's purpose for us.

Check out <http://comfyinthekitchen.com> then click on 'Devotions' and 'Egg Experiment (and a Biblical lesson)' which is where these ideas and thoughts came from.

The egg will continue to react with the vinegar and over a period of around 24 hours the shell will be replaced by a rubbery skin and the egg will be like a soft ball. When we broke the skin by dropping the egg several times in the glass the yoke just looked like a broken yolk and the white was still OK although a little watery. There could be another lesson in there somewhere!

Here are some websites of Asian recipes just to get you started:

Sesame Chicken <http://www.food.com/recipe/sesame-chicken-44321>

Cashew Chicken <http://chinese.food.com/recipe/cashew-chicken-11669?ic1=obnetwork>

[11669?ic1=obnetwork](http://chinese.food.com/recipe/cashew-chicken-11669?ic1=obnetwork)

Sweet & Sour Pork <http://rasamalaysia.com/sweet-and-sour-pork/>

Fried Rice <http://rasamalaysia.com/fried-rice-recipe/>

Easy Chinese recipes <http://www.mrfood.com/Editors-Picks/26-Takeout-Dishes-to-Make-at-Home-Easy-Chinese-Recipes>

[Make-at-Home-Easy-Chinese-Recipes](http://www.mrfood.com/Editors-Picks/26-Takeout-Dishes-to-Make-at-Home-Easy-Chinese-Recipes)

Asian Food Tasting session:

Prepare all the food for tasting on the previous weeks.

Invite parents and families along to this session.

This subject outline is courtesy of Whangaparaoa IFG Unit.

Note: This badge looks more in depth at the safety side of bike riding as a follow on to the Wheelz badge.

Aim: To teach the girls about safety on the road and road rules in relation to cycling.

Teaching Sessions:

Bicycle riding is fun, healthy, and a great way to be independent, but it is important to remember that a bicycle is not a toy; it's a vehicle!

In this three week programme you will:

- Teach the girls about rules for cycling, look at appropriate clothing, visibility etc.
- Cover the need to keep hydrated if out on a long cycle ride and other gear needed for longer trips.
- Discuss consequences of bad choices.
- Discuss and demonstrate the following through a range of activities and games
- Organise a cycle rodeo (outline attached)
- Finish off with a bike ride



The official NZ code for cyclists is available on

<https://www.nzta.govt.nz/.../resources/roadcode/cyclist-code/docs/cycle-code-2016.pdf>

Rules to follow when cycling:

- Your cycle must have the right equipment e.g. lights, reflectors etc
- Where there is a cycle path, you may ride on the cycle path or on the road. Where there is no cycle path, you must ride on the road and keep as far left as you safely can. If specifically prohibited by a sign from riding on the road, you must ride on any cycle path or use an alternative road.
- You can only ride on the footpath if you're delivering newspapers, mail or leaflets.
- You may use a bus lane, as long as there isn't a sign forbidding this.
- If you're riding with other cyclists, don't ride more than two abreast. Ride in single file when you're passing other vehicles - including parked vehicles, or when you're slowing the traffic behind you.
- Use a clear arm signal if you intend to turn, reduce your speed or stop.
- At intersections, you must follow the same road rules as motor vehicles, or get off your cycle and walk across.
- You can only carry a passenger if your cycle has a pillion seat and footrests for that passenger. A container or seat for an infant must protect their legs from the wheels.

What are the rules for wearing cycle helmets?

It's compulsory for all cyclists on New Zealand roads to wear cycle helmets. Your cycle helmet must:

- meet an **approved standard**. Your helmet should have a sticker inside it stating which standard it complies with
- be securely fastened.

Check that your helmet is the right size - it should fit snugly on your head with a minimum use of pads. If your cycle helmet gets damaged, replace it with a new one. Please note that if a police officer stops you and asks to inspect your helmet, you must give it to them.

Riding in the 'hours of darkness'

If you ride during the hours of darkness, you must:

- have cycle lights fitted
- switch your cycle lights on
- wear reflective material (if you don't have pedal reflectors).

What are the 'hours of darkness'?

Legally, 'hours of darkness' means:

- any period of time between half an hour after sunset on one day and half an hour before sunrise on the next day, or
- any other time when there isn't sufficient daylight for a person or vehicle to be clearly visible at a distance of 100 metres.

Courtesy on the road

Be considerate to other road users. If the road is narrow, check that you are not slowing the traffic flow, and let motor vehicles pass as soon as it's safe.

Equipment for cyclists

Your cycle must have the following equipment:

Brakes

Your cycle must have good brakes on the front and back wheels.

Reflectors

You **must** have a **rear reflector** that is visible from a distance of 100 metres when light shines on it (eg a car's headlights).

You **may** have yellow or amber **pedal reflectors** on the forward and rearward-facing surfaces of each pedal.

Equipment you need in the hours of darkness

If you want to ride your cycle on the road during the hours of darkness, it must have:

one or two white or amber **headlights** that can be seen from a distance of 100 metres. (One of these headlights may flash.)

and

a red **rear-facing light** that can be seen from a distance of 100 metres. (This may be steady or flashing.)

Your responsibilities

It's up to you to:

- make sure your cycle is fitted with brakes, lights and reflectors that comply with the law
- wear your cycle helmet
- follow the road rules.

If you don't, you could get an infringement fine or be taken to court.

Manufacturers' and retailers' responsibilities

Manufacturers and retailers must make sure that any cycle they sell, and its equipment, complies with the law. Standards markings and information supplied by manufacturers can be

used to show that a cycle and its equipment comply. It's an offence to sell a cycle helmet that doesn't meet an approved standard.

Clothing and other gear:

It is safest to wear bright coloured and reflective clothing when you are on your cycle. If you wear a backpack it should also be bright and reflective, or covered with something bright and reflective such as a vest or cover.

It is also recommended that closed toe shoes are worn. Jandals should be avoided as they slip off easily. Clothing you choose to wear shouldn't catch on the chain or on any other part of the cycle. Shoe laces and the bottoms of trousers are normally the main culprits for catching on the chain.

The following things may be useful:

- Waterproof raincoat and pants.
- A reflective vest, sash or high visibility belt with tail.
- Reflective covers for bags.
- Puncture repair kit or spare inner tube.
- Bike pump.
- CO₂ canister - pumps up the tyre quickly.
- Multi-tool.
- Chain breaker and master chain link.
- Spare batteries for the bike light.

On longer rides:

- Mobile phone.
- Water bottle/food.
- First aid kit.
- Identification and emergency contact.
- Spare change for an ice cream/drinks etc.

Cycling Rodeo

All you need is a paved parking lot or other suitably secluded place for a cycle rodeo. Entrants may like to have opportunities to practice. Parents and others should enjoy watching, and prizes may be offered. Here are some events:

- **Spiral Course:** chalk an X in centre, and then lay out a spiral with string, keeping lanes 1 metre apart. The competition is to ride around the spiral to centre without touching the string. Subtract 5 points for each time the string is touched.
 - **Slow Race:** see who can take the longest to go 30 metres in a 1.5 metre lane without stopping or touching ground. Winner gets 25 points; all other competitors lose 1 point for each 5 seconds faster than winner.
 - **Pony Express:** ride 30 metres to a line, stop, put bike on stand, grab a handkerchief, remount bike, ride back to start. Winner is the one who does it in shortest period. Winner gets 25 points; all other competitors lose 1 point for each 2 seconds slower than winner. This could be a relay race.
 - **Figure Eight:** ride around inside of figure eight course three times, keeping on 15 cm wide chalk lines. Subtract 5 points for each time bike goes off chalk lines.
 - **Coasting:** pedal hard for 3.5 metres, then coast to see who gets the longest free ride. Winner gets 25 points; all other competitors lose 1 point for each centimeter back from winner. Start each competitor with 100 points, and winner is one with most points at end.
- Think up other events you might be able to add to the Rodeo.



Aim: To provide another avenue for girls to develop their creative skills

Objectives:

- To have fun and learn a new skill

Preparation:

- Plan the next three weeks activities well ahead and gather all equipment and ingredients required.
- There should be ladies in your church whose hobby is cake decorating so enlist them to come along and help out with presenting this subject.
- Have sufficient cakes ready for girls to ice at each session.

SetUp:

Begin your session at Home Zone for your usual notices and devotions

Devotions:

Brainstorm ideas for devotions over the next three weeks based on the theme of cake decorating -

Example - Taste and see that the Lord is good Psalm 34:8

Old Proverb "The proof of the pudding is in the eating" often shortened to "The proof of the pudding". What does this proverb mean?

Bake cupcakes for girls to eat but add a heap of salt to a small portion of the mix so although they all look the same on the outside, two or three of the cakes taste awful. Lead a discussion on what we can learn from this. How did the girls who got the salty cakes feel when they saw the others got nice cakes? Did anyone feel sorry for the girls who got the nasty cakes? (Have good cupcakes in reserve for the girls who got the nasty ones).

Girls should now understand the proverb. Don't be fooled by appearances.

Teaching Session:

Each week have cakes ready to decorate. Small teams could work on larger cakes one week and girls could work on their own individual cupcakes, cookies or a portion of a larger cake on the other weeks.

Demonstrate how to ice a large cake:

- Warming and rolling out the icing to ice the cake
- Colouring the icing
- Piping tools and how to use them
- How to do flooding

Keep demonstration short as girls will be keen to get hands on.

A simple demonstration may be found at:

<http://www.youtube.com/watch?v=PFTAxNx5I>

Icing a small cake, cookie and a cupcake

Bake or purchase from the supermarket/bakery a large rectangle cake and cut up into required pieces. If it is a chocolate or sponge type cake have it frozen as it makes it easier to ice. You can choose whether you use butter icing or fondant icing on a sponge type cake.

Bake or purchase un-iced cupcakes and cookies.

Girls to design on paper, choose their additional decorative elements such as M and Ms, sprinkles, and practice piping on a piece of paper first before attempting their masterpiece.

Additional ideas:

Finished products could be given away as gifts or packaged up into (say) lots of three and auctioned as a fundraiser.



Aim: To learn about Christmas and sharing the Christmas spirit.

Objectives:

- Share the Christmas story
- Learn what Christmas is really all about.
- Learn Christmas carols to sing to the elderly and at the final fling night
- Make cards and chocolates to deliver to a local rest home.

Preparation:

- Equipment for making cards and chocolates
- Words and music for Christmas carols

Set Up:

Begin your session at Home Zone for your usual notices and devotions

Devotions:

- The Christmas story
- Sharing the joy of Christmas with others
- God gave us the ultimate Christmas present, His Son.

Teaching Sessions:

Each week work on four Christmas carols that the girls can sing when they visit the rest home e.g. Joy to the World, Hark the Herald Angels Sing, Away in a Manager etc.

As well as learning the Carols:

Week One – make chocolates using chocolate moulds. When set, wrap in cellophane to give away.

Week Two – make a simple Christmas card.

Week Three – visit a local rest home, sing the carols and give the residents the cards and chocolates you have made.

Week Four – make this your last night for the year and invite the parents and families along. Girls can sing their Christmas carols again and will receive the badges they have earned this term.

Coaches Tip:

This subject outline is from Royal Oak IFG Unit. When they visited the rest home the girls dressed up in costumes from their Sunday School pageant. They had angels, Mary, Wise Men and a few sheep. The girls loved it and the elderly were beaming – what a nice thing to do. The girls enjoyed getting dressed up again and singing for their parents at the final break up.

This subject outline is courtesy of Royal Oak IFG Unit, Auckland

Aim: To learn how to respond in emergencies

Objectives:

- To teach the girls basic first aid
- To identify items required in an emergency survival kit and a getaway kit for CD emergencies.
- To learn and be able to demonstrate emergency actions to take when faced with an earthquake, storm, flood, tsunami, volcanic eruption and landslide.



Note: This programme will be conducted over four evenings - two for Civil Defence and two for First Aid.

Preparation:

Contact the Red Cross and enquire about their People Savers Course. They will come out to teach your girls.

New Zealand Red Cross People Savers is a free four or five hour course. This active, student orientated programme introduces children to first aid and how to react in emergency situations. People Savers is designed for 8 to 12-year-olds. Each student receives a certificate upon completion of the course. The course is organised around a workbook, which the students complete, and covers the following topics:

- DANGERS at an accident scene
- How to call for HELP
- Care of an UNCONSCIOUS person
- Treatment for CHOKING
- Treatment for BLEEDING
- Recognition and treatment for SHOCK
- Recognition and treatment for BROKEN BONES
- Prevention and treatment for POISONS
- Treatment for BURNS

The programme is very successful and popular with participants - but best of all it saves lives! Contact details for Red Cross are 0800 Red Cross (0800 733 276) or for further information google "People Savers Course Red Cross".

Equipment:

- Survival kit and items (see list at end of programme outline)
- Getaway kit and items
- Buckets
- Cards and pins
- Soft toys (pets)

Devotions:

Read the story about the Good Samaritan and discuss what you would do if it was you walking past? Or maybe if it happened to your friend?

Week one

Focus on survival kits and what you need in them.

Activity: Place names of items (both essential and non-essential) on cards on the wall. Each group then selects the items they believe to be essential and places them in their bucket. Discuss the items of each team's bucket.

Week 2

Focus on what to do in case of a...

Activity: Types of disasters and actions to take in

An earthquake - DROP, COVER, HOLD

A Storm - close windows/doors and stay away from them; if outside, stay away from trees and stay low.

A Flood - be prepared to evacuate, avoid flood waters, get above flood waters if you can't escape

A Tsunami - If your area could be subject to a tsunami, plan and practise your escape route to a safe place on higher ground.

A Volcano - close windows and doors and stay inside (unless evacuated), wear dust mask

A Landslide - evacuate, warn neighbours

Name different areas of the hall (like the game "Captains Coming" - see Games book) to suit each disaster. Eg High ground, evacuation area etc. When you call out the name of a disaster the teams have to stay together and race over to the appropriate area and take the necessary action to protect themselves and their pet (toy)

Week 3 and Week 4:

Have Red Cross come in and take their People Savers Course with the girls.

For more information on Survival, First Aid and Getaway kits check out this website:

<http://www.getthru.govt.nz/web/GetThru.nsf/web/BOWN-7GZTZF>

Emergency Survival Items:

- Torch with spare batteries or a self-charging torch
- Radio with spare batteries
- Wind and waterproof clothing, sun hats, and strong outdoor shoes.
- First aid kit and essential medicines
- Blankets or sleeping bags
- Pet supplies
- Toilet paper and large rubbish bags for your emergency toilet
- Face and dust masks

Check all batteries every three months. Battery powered lighting is the safest and easiest. Do not use candles as they can tip over in earthquake aftershocks or in a gust of wind. Do not use kerosene lamps, which require a great deal of ventilation and are not designed for indoor use.

Food and water for at least three days

- Non-perishable food (canned or dried food)
- Food, formula and drinks for babies and small children

- Water for drinking. **At least 3 litres per person, per day**
- Water for washing and cooking
- A primus or gas barbeque to cook on
- A can opener

Check and replace food and water every twelve months. Consider stocking a two-week supply of food and water for prolonged emergencies such as a pandemic.

First Aid Kit

You can buy First Aid Kits readymade. If you are making your own, these items are recommended by St. John as the minimum required for families.

- Triangular bandages (2)
- Roller bandages- 50mm (1 roll) and 75 mm (1 roll)
- Sterile gauze- 7.5 x 7.5 (2)
- Adhesive wound dressing- 6 cm wide x 1 metre long (1 strip)
- Plaster strip dressings (1 packet)
- Adhesive tape- 25mm hypoallergenic (1 roll)
- Sterile non-adhesive pads- small (2) and large (3)
- Sterile eye pad
- Eye wash container
- Eye wash solution- Saline Steritube 30ml (1)
- Antiseptic solution- Chlorhexidine Steritube 30ml (4)
- Safety pins (1 card)
- Scissors (1 pair)
- Splinter forceps (1 pair)
- Disposable gloves (2 pairs)
- Accident register and pencil
- First Aid Manual
- Card listing local emergency numbers

Getaway Kits:

In some emergencies you may need to evacuate in a hurry. Everyone should have a packed getaway kit in an easily accessible place at home and at work which includes:

- Torch and radio with spare batteries
- Any special needs such as hearing aids and spare batteries, glasses or mobility aids
- Emergency water and easy-to-carry food rations such as energy bars and dried foods in case there are delays in reaching a welfare centre or a place where you might find support. If you have any special dietary requirements, ensure you have extra supplies
- First aid kit and essential medicines
- Essential items for infants or young children such as formula and food, nappies and a favourite toy
- Change of clothes (wind/waterproof clothing and strong outdoor shoes)
- Toiletries - towel, soap, toothbrush, sanitary items, toilet paper
- Blankets or sleeping bags
- Face and dust masks
- Pet supplies

Include important documents in your getaway kit: identification (birth and marriage certificates, driver's licences and passports), financial documents (e.g. insurance policies and mortgage information), and precious family photos.

Aim: To become familiar with the coastal environment.

Objectives:

- Focus on rock pools and their importance and learn what we can do to help protect them.
- Teach about the different tidal zones found on the rocky shore. Relate the different zones with some of the environmental challenges that the marine creatures face e.g. animals in the high tide zone must survive dehydration, high temperatures etc.



Coaches Tips:

- Contact your local Department of Conservation or Department of Fisheries to help with information etc relating to your area.

Devotions:

Throughout this badge there are many opportunities to share about

- That there is a God who created all these things , things we can see easily and things we can't and the deeper we look the more amazing things are
- God's amazing creations and perfect planning and balance of life and how if it is treated properly it can be wonderful but if we neglect it then it will be destroyed,
- How God has a perfect plan for us too and we need to look after ourselves and others (what goes in comes out)

Depending on where your girls are at you can incorporate which ever angle best fits

Games:

In groups give out cards with different marine species on them and see which group can put them in the correct tidal zones the fastest.

Crab walk game.

Create an outline in the shape of an x (about 1 and a half metres wide for each line so making a path for the girls to race in between) on the floor with tape. Divide your girls into four teams. Each starts at a different corner. The object of the game is to get your whole team across to the other side without going out of the lines. (Kind of like Chinese checkers.) They start with only being allowed to bum shuffle across and you will get a hilarious congestion in the middle... Then you can get them to try again crab walking etc...

Rubber band game: Each girl takes a rubber band and pulls it behind her thumb and little finger, across the back of her hand and puts her other hand behind her back and leaves it there. Without touching any other part of her body she tries to get the rubber band off her hand. How long did it take? Could it be done? What is this trying to demonstrate in terms of litter and the effect it can have on animals? What bits of litter are particularly dangerous for sea animals?

Without touching any other part of your body try and get the rubber band off your hand. How long did it take? Could you do it? What do you think this is trying to demonstrate in terms of litter and the effect it can have on animals? What bits of litter do you think would be particularly dangerous for sea animals?

Teaching Sessions:

Check out the following website which has lots of information and activities to help you with this programme for your girls:

http://www.sirpeterblaketrust.org/userfiles/file/Teachers_Resource_4-8.pdf

Do a prior knowledge brainstorm with girls getting them to share their views about the rocky shore, the animals and seaweeds living there and the habitats they live in

Look at the human impact on the rocky shore environment. Do a consequence wheel in groups. In the centre of the circle you need to write the event that will have the consequences i.e. marine farming on the environment. The next circle out write the consequences good and bad. What other effects could this lead to?

Do a shore line clean up. Contact local council for rubbish bags, gloves etc. Some will deliver a pile for free and provide a free collection service afterwards.

Discuss what they have found and what impact that would have on the environment and the species living there.

Discuss the seashore code

- Observe marine species where you find them. You may place them in containers of cool sea water for short periods of time only, and then return them to the place of collection
- Make sure you have wet hands when touching marine species carefully, gently and only when necessary.
- Lift the rocks rather than roll them to ensure that you don't crush the marine species. Remember to turn rocks back the way you found them.
- Wear appropriate foot wear and watch the waves!
- Take your rubbish home with you and pick up what is left by others.

Field trip to the rock pools.

Make sure you check the tides first. www.hydro.linz/tides/majports/idex.asp

Marine's species scavenger hunt

Make an underwater spy glass to use on your visit to the rock pools-

You need a plastic bottle open at both ends, strong tight rubber bands or duct tape, plastic wrap.

Wrap a piece of plastic wrap around the bottom of the bottle, secure with rubber band or tape. Place covered end underwater to view what is hidden underneath

Sketch a rock shore creature

If you are near sand dunes discuss their importance and purpose and ways in which we can protect them, and enjoy them.

For those of you who are planning to take your girls on a weekend camp, here are some ideas for devotions and challenges around the theme Friendz.



Devotions:

Friday night:

F – secret friend – lucky dip. Pull out the name of the person who you will be the secret friend to for the duration of the camp.

Saturday morning:

R – relationships – getting along with the people who are not your usual friends.

Saturday lunch time:

E – encouragement.

Saturday evening:

N – never say never – do not be discouraged, never give up.

Sunday morning:

D – discovery – go out and explore God's creation.

Close of camp service:

I – that special ingredient in the life of a Christian.
Secret Friend reveal.

Challenges at Camp:

- Challenge One: The first night – settling in to your tent or cabin.
 Challenge Two: Friday night – evening torch walk or spotlight when its dark
 Challenge Three: Saturday – tramp or wet games
 Challenge Four: Make a camp **Friend**
 Challenge Five: Item for camp concert

Note: This is a great winter inside badge - the cost is nil and it is easy to set up.



Aim: Learn to play a variety of indoor games.

Objectives:

- Teach the girls to play by the rules and we all have fun.
- Sharing and taking turns is important.

Preparation:

- All leaders to bring in a collection of card and board games such as Twister, Dominos, knuckle bones, snakes and ladders, Uno, elastics, Cludeo etc.
- It is best if the games can be played in 20 minutes or so to hold the girls attention.

Set Up:

Begin your session at Home Zone for your usual notices and devotions

Devotions:

Team talk:

Week One - that the Bible has instructions in it for us and that if we follow Gods rules, we have more fun.

Week Two – to love one another. To be respectful to other people. Not to cheat so you can win. To share and take turns. How to be a gracious winner and loser.

Week Three – looking after other people’s property (the games that were lent to us), to pack them up when we are finished with them and check that all pieces are there.

Teaching Sessions:

Start the session with some altogether games – from the games resource book.

Divide into groups and play the board games etc – swap around after 20 minutes.

Finish each evening with some more “together” games.

Coaches Tip:

If your girls enjoy the toilet paper wars game, wrap the toilet paper in gladwrap and cellotape it to make the rolls last longer.

Aim: To give girls an opportunity to experience adventure from a hunting perspective while enjoying the outdoors of God's creation.



Objectives:

- Teach the girls how to fish: rigging the line, baiting hooks and catching fish.
- Making fishing lines or...
- Taking the girls fishing
- Filleting and gutting the fish and disposal of the waste

Equipment needed:

- Hand line making equipment:
 - Short stick 250-300mm long,
 - Fishing tackle (Not monofilament as it tangles on hand lines)
 - Hooks appropriate to your fishing expedition
 - Sinkers

Preparation:

It would be a good idea to get an experienced fisherman to come in and help with the making of the hand lines plus to share a few "fishy" stories with the girls.

Pre cut the wooden sticks for the hand lines, purchase fishing tackle, hooks and sinkers from the Warehouse. Cut the lines to the lengths needed and place all the parts into as many piles as you have teams.

If you are not near the sea then the alternative is to go to a river and try trout fishing or eeling - you would of course need different equipment for this.

SetUp:

Begin your session at Home Zone for your usual notices and devotions

Devotion:

The parable of the loaves and fish and talk about the miracle Jesus performed after a small child blessed Jesus. Matthew 14: 14-19

Teaching Session:

Using the materials listed above guide the girls through making the hand lines, which will be used next week. Throughout the session talk with the girls and build relationships with them. Encourage all leaders to do this.

Notices & home time:

You will need notices for the parents about going fishing next week, do you need parents to help with transport and to cover the 1 : 4 ratio of leaders to girls since you are doing a water activity?

Aim: Going Fishing

Objectives:

- Take the girls fishing; find out where the good spots are near your meeting place.
- If you were able to organise a boat to take them out on, they would enjoy that.
- You can either go salty with lines, nets or spears, trout or fresh water fishing or eeling.
- Teach the girls that they need to work to live, they need to rely on God as well and He provides us with our needs if we trust in Him and if we help ourselves too.
- Teach the girls that Jesus commanded the disciples to be fishers of men and that applies to us today.

Equipment needed:

- Fishing equipment
- Hand lines that the girls made last week.
- Some girls may be able to access fishing rods for use.
- Bait or flies

Preparation:

- Ensure everyone knows where to drop off and pick up the girls
- Ensure you have the correct 1:4 ratio
- Complete a RAMS form
- Remember to take your roll book with you, checking the roll at the beginning and at the end of the evening.

Devotion: 10-15minutes

This can be taken at the fishing spot outdoors with no difficulty at all. Jesus wants us to be "Fishers of Men": Mathew 4: 18-22; Mark 1: 16-20; Luke 5: 1-11

Teaching Session:

Fishing!

Notices & home time:

Hand out notices for next week; it will be another night away from your usual venue.

Ask for parent help if required for transport and to cover your outdoor off site ratio of 1:6 leaders to girls.

Aim: To take the girls on a "hunt". The options for this could be to go to a small bore rifle range, an archery club or a farm that could provide you with space to complete the following activities.

Objectives:

- To visit a small bore rifle range and do target practice
- Learn how to use fire arms safely, respectfully and with discipline
- OR visit an Archery Club and do target practice
- The girls will learn that in earlier days parents always provided for their families by hunting or farming and the same principles can apply today as well.

An alternative to the above objectives could be:

(This alternative is courtesy of Northpoint IFG)

- Visit a farm, split girls into three groups (just to make it easier numbers wise with the rifles).
- One group can do air rifles and shooting at targets, safety stuff etc.
- Another group can do a blind rope trail through the bush.
- The third group plays spotlight.

(Comment from Northpoint - It was quite dark and some of the girls were pretty scared before we went but man what a difference when they had done it, they were so proud of themselves for overcoming fear and are all buzzing and want to do it again.)

Preparation:

- Completed RAMS Form
- Assistance with transport
- Blind folds and rope for the bush trail
- Any other equipment that is needed
- Ensure you take your roll book with you, checking numbers at the beginning and at the end of the session.

Devotions:

- If you have a number of girls who are from Christian homes, ask the question: Who can tell me of people in the Bible who went hunting for their food, or were fishermen, or farmers.
- Teach the girls that men and women have always had to provide for their families by hunting, fishing or by working and it is a biblical requirement for us to work for our living.
- Check out the following scriptures: Matt 1:33-9; Mark 4: 1-9; Luke 8: 4-8 and give the application to the lesson as well.

Teaching Session:

Ensure the girls know the safety aspects of the activities they are doing.

Notices and Home time

IFG Optional Programme

Three Weeks

Knitting

Interest

Note: This is a good winter badge with not a lot of cost involved particularly if you can get the equipment required donated.

Aim:

To teach the girls how to knit.



Objectives:

- Girls will learn how to cast on and cast off stitches and the two basic stitches - plain and purl.
- Girls will see that learning any new skill requires patient, practice and stick ability.
- Through this activity girls will develop hand/eye coordination and use both left brain/right brain hemispheres.
- (Optional) If there is extra time (say at a winter camp) girls could extend their new found skills by making a peggy square to contribute to a blanket or by making a simple toy.

Equipment Needed:

- A ball of wool and a pair of knitting needles for each girl. Double knitting wool and needles of about 4mm are about right for beginners.
- A named bag for each girl's knitting. (Knitting does not go home until the end of the three sessions)
- Several pairs of scissors.
- (Optional) Drinks for half time break.
- There is a pattern for a knitted teddy attached to this programme.

Ask ladies in your church to come and help with this programme. Church members may also wish to donate wool and needles or these items can often be found at a church op shop or girls may be able to bring from home (or grandmas). If girls are bringing make sure it is two weeks before the programme starts so you don't have girls on the night doing nothing because they "forgot" to bring their stuff.

Pre preparation:

Watch the You Tube clip <http://www.youtube.com/watch?vDiFEFL6ThRI>. This is a very old skit from classic comedians, Laurel and Hardy called "Kneesy, Earsy Nosey and is an excellent activity to introduce girls to the art of knitting. (See end of this session).

By having a practice yourself first you will be soon able to show the girls how it's done.

Cast on and knit a few rows - say about 10 cms.

Preparation:

Check that you have sufficient number of ladies to do the teaching. A ratio of one teacher to every two or three girls means that girls don't have to wait too long (and get bored) to receive assistance when something goes wrong -and it will!

Check that you have sufficient wool, needles and bags.

SetUp:

Begin your session at Home Zone for your usual notices and devotions

Devotions:

Ask all the girls to close their eyes. When you tell them to open them, be demonstrating "Kneesy, Earsy, Nosey".

Get all the girls to have a go at playing. Should be loads of fun, especially watching the leaders trying to get it right.

Lead a discussion:

"Why did we find this game so hard to play to begin with?"

(The scientific explanation follows at the end of Week One).

"Why did we find it easier when we had practiced a bit?"

"Did we feel like giving up before we had mastered the technique?"

Ask girls to close their eyes again. When you tell them to open them, be knitting the piece that you started during pre-preparation.

Discuss how learning the game and learning a skill like knitting are similar. Talk about how the same parts of the brain are used for both the game and for knitting - hand eye coordination etc.

Depending on the age of your group, read all or part of Psalm 139. Verse 13 refers to being knit in the mother's womb. Girls should like to know that they are wonderfully made and one of the benefits of being wonderfully made is to have brains to learn new skills.

Prayer:**Teaching Session:**

Organise girls and their tutors into small groups and get knitting.

Girls who are left handed should set opposite the tutor instead of alongside and mirror the movements.

Although you can find instructions on how to knit on the web, for girls it is important to have the support of a tutor who can put things back on track (or stitches back on needles).

If girls have short attention span you may like to have two twenty minute sessions with a five minute drinks break between.

Notices and Home Time:

End evening with a prayer

Note: If you have younger girls, i.e. Explore age, they may like to try French knitting.

French knitting is also called "spool knitting" or corking. The "spool" is basically a tube with four tines at one end. The yarn is looped over each individual tine resulting in what is basically a knitted rope. These ropes are often sewn together in a spiral shape, flat for a rug or in a curve cone shape for a hat. The knitting produced using this method is a narrow tube which can be used to make crafty items for the kids, like necklaces, dressing table mats, floor mats, soft toys etc. Many people used to make their own spools by taking an empty spool of thread (a wooden one of course) and hammering four nails into one end.

Robert Krampf's
Experiment of the Week – Kneesy, Earsy, Nosey.
www.krampf.com

Resources:

This week's experiment comes from the comedy of Stan Laurel. I love the old comedy teams! Laurel and Hardy, the Marx Brothers, Abbott and Costello, and of course, the Three Stooges. Growing up, my mother was always worried that watching them would lead me to do dangerous things. Maybe she was right, since I make my living by standing in water with one million volts of electricity. While you should not try slapstick such as poking someone in the eye or whacking them with a shovel, this is a part of Stan Laurel's routine which you can safely try.

You will need:

- practice and lots of coordination

It really is a simple experiment.

1. Sit comfortable, with your hands on your knees.
2. Lift your hands and grasp your nose with your left hand and grasp your left ear with your right hand.
3. Bring your hands back to gently slap against your knees.
4. Then repeat the process, but this time grasp your nose with your right hand and grasp your right ear with your left hand.
5. Bring your hands back to gently slap your knees.
6. Repeat this series at least 10 times, moving fairly quickly.

Well, how did you do? Very likely there were several times when one or both hands did the wrong thing. It seems such a simple thing. Why is it so difficult?

As you go through the process, you are making cross midline movements. Imagine drawing a vertical line straight down the middle of your body. Though it may seem strange, the left side of your brain controls the right side of your body and the right side of your brain controls your left side.

Usually, your right hand works on the right side of your left hand. If both hands are doing something, the right one is to the right of the left one. This time, your hands are performing a task in the normal orientation (clapping) and then reversed (crossing to grasp nose and ear.) To add to the confusion, your vision works the same way, so the left side of your brain is dealing with information from your right eye and the hand that it sees on the right side, although it is your left hand. The right side of your brain is getting a visual picture from your left eye, seeing movement of the hand on your left side, which is really your right hand. If that sounds confusing to read, just imagine how your brain feels in trying to deal with it.

Then you go back to the normal arrangement (hands on knees, each on the proper side) and then things are reversed in the opposite direction. This is something that your brain

probably finds difficult to keep straight at first. The right half and left half get their messages crossed and you wind up grabbing both ears, missing your nose, etc.

Even more interesting is that if you practice, you can learn to do it correctly, even at a very fast rate. Like riding a bicycle, once you learn it, you will be able to do it again easily, even after several years. Cross midline movements are something that you had to learn as you learned to crawl and then to walk. It plays a large part in the art of juggling. It is also important in coordinating eye movements to give use depth perception. From my research, cross midline movements are very beneficial, especially for children.

If you ever watch a baby learning to crawl or walk, now you will have a better appreciation of the task. I even got daring and tried a variation of earsy, kneesy, nosey with a bowl of ice cream. Basically do the same thing, but instead of grasping your nose, you put a spoon of ice cream in your mouth. It goes more slowly, because you have to swap the spoon from hand to hand, but it is fun trying to get more ice cream in your mouth than on your face. Just don't poke the spoon in your eye! Leave that to the Stooges.

Check out the internet for how to knit (You Tube) and for heaps of free patterns.

Aim: Objectives and equipment as Week One.

SetUp:

Begin your session at Home Zone for your usual notices and devotions

Devotions:

(Week 2)

Using your piece of knitting you had for last week's devotions, slowly start to unravel a few rows.

Ask the girls if they know what you are doing.

England's most famous playwright (person who writes plays) lived at the time of Queen Elizabeth the First. His name was William Shakespeare. In one of his plays called "Macbeth" is the line "Sleep...knits up the ravelled sleeve of care".

Have a discussion on what this might mean. Have you ever gone to bed at night worrying about something but after a good night's sleep you realise that there was really nothing to worry about after all? Sleep has refreshed your tired brain and you are able to think clearly.

Our bible reading today from our GB Bible is Ephesians Chapter 4. Verses 25 to 28 that talks about not going to bed angry, and using your hands to do something useful.

Do you think you would be able to sleep better if you are not angry when you go to bed?

What are some ways we can get over being angry?

Next week we will talk about one way we can help people by using our hands. What do you think that might be? (Pick up your knitting if girls need a clue).

(Week 3)

"Whatever you find to do with your hands, do it with all your might" (Eccl. 9:10)

In the Scriptures the hand was employed in relation to one's work ethic. Where there was a mind or willingness to work, especially for the Lord, such a one would receive God's blessing (Deut. 2:7; 30:9). Indeed, "diligent hands" bring wealth (Prov. 10:4) and/or a position of leadership (Prov. 12:24). The virtuous woman is a case in point: "Her hands take hold of the distaff and her hands grasp the spindle. She extends her hand to the poor and reaches out with her hands to the needy" (Prov. 31:19-20). Such a woman is not only efficient in her work but sees to its successful conclusion. She is also a caring and compassionate person, for she gives of herself to provide for the needs of her own and those beyond her family unit (vv. 21-22). Indeed, "She is the walking example of Proverbs 11:25 which says: 'Be generous, and you will prosper. Help others, and you will be helped. The attributes of the virtuous woman ought not to be lost on today's society.

Prayer:

Teaching Session:

Begin the session with a game of "Kneesy, Earsy, Nosey" to limber up the brain cells for knitting. Ask the girls if they have been able to do maths easier this week since doing this activity. Continue knitting as last week.

Notices and Home Time:

End evening with a prayer

Knitting Needle Conversions

Convert US - Metric - UK

Needle Size Conversion Chart

M.M	U.K	U.S.A
2 MM	14	0
2.25 MM	13	1
2.5 MM	-	-
2.75 MM	12	2
3.0 MM	11	-
3.25 MM	10	3
3.5 MM	-	4
3.75 MM	9	5
4.0 MM	8	6
4.5 MM	7	7
5.0 MM	6	8
5.5 MM	5	9
6.0 MM	4	10
6.5 MM	3	10 ½
7.0 MM	2	
7.5 MM	1	
8.0 MM	0	11
9.0 MM	00	13
10.0 MM	000	15
12.0 MM	-	-
15.0 MM	-	-
20.0 MM	-	-

On completion of this three-week programme girls will have earned their Oceanz badge.



Aim:

To investigate ways in which we can actively help look after our oceans and save the sea creatures who live there.

NB: Sessions 1 and 2 need to be in order. Session 3 (beach clean-up) could happen in any order, whichever suits your term plan.

Session One: Information gathering - video and craft

Preparation:

Make sure you have:

- Video link for "Once Upon a Tide": <http://thankyouocean.org/kid-zone/>
- Maui Dolphin book. These are available through DoC along with a selection of stickers, bookmarks and posters. They are happy to help. DoC may also be able to provide a speaker if you ask, depending on your area.
- Resources for your craft or art, depending on what you choose.

Teaching Sequence:

Introduce topic by watching the 10 minute video, "Once Upon a Tide".

<http://thankyouocean.org/kid-zone/>

Talk about what we know about ocean conservation - What does endangered mean? What marine species do we know that are endangered? What are marine reserves? Why is the ocean important?

Use the Maui Dolphin book issued by DoC and read through.

Art/Craft time - LOADS to choose from! We chose to make Maui Dolphin posters to display at our local Maui Dolphin Day, and paper plate whales OR go to Pinterest to choose a craft suitable for your group!

NB We chose Maui Dolphins as they are endemic to our area and critically endangered. As such there are plenty of resources available about them and there is a special Maui Dolphin Day in Raglan each year. However there are plenty of other endangered species in the sea that you could focus on instead if you preferred, or areas of conservation such as marine reserves. Choose what is appropriate for your local area.

Devotions: A whale of a tale - the story of Noah. Find an appropriate version, preferably with pictures. Many children have never even heard this story nowadays.

Session Two: Being an activist.

Preparation:

Check out the links below and be comfortable enough with the 3 different campaigns to be able to explain them in simple terms.

- <http://www.peggyoki.com/home>
- Video links (may require internet connection) <http://www.origamiwhalesproject.org/>
- <http://www.origamiwhalesproject.org/take-action-for-lolita>

On the night you will need:

- Picture links or printed pictures of Lolita in her pool.
- Paper for origami whales. Make sure you have practiced before the night!
- An image of a Maui dolphin, paper and pens if girls would like to draw their own version.
- Camera.
- Letter writing paper, pens or pencils, an example to copy. (on a whiteboard or large sheet of paper).

Teaching Sequence:

Discuss how it can be easy to receive information, file it away and do nothing with it. In order to see change, we have to be the change. It starts with us. That doesn't mean we all need to run away to sea to join the Sea Shepherds, but we can do something here and now to help show people in power, who make decisions that affect our oceans, what we actually think.

Show the 3 examples that Peggy Oki is involved in:

1. Origami Whale project. If possible show this video so the girls can get an idea of what it is like: <https://www.youtube.com/watch?v=1hJq1ib-Hqg> or for stills put together, try <http://www.origamiwhalesproject.org/>
2. Discuss the Maui Dolphin visual message to the Minister of Conservation. Here's the link: <http://www.lets-face-it-dolphins.com/> or <http://www.peggyoki.com/activism/let-s-face-it-visual-petition>
3. 16,425 Days a Slave letter writing campaign. Here's a link to the information, keep the story of Lolita short and simple, it's remarkably heart wrenching, and the girls really relate, so you don't want to cause any tears! <http://www.origamiwhalesproject.org/take-action-for-lolita>

NB The night we did this we had no technology available. I used a couple of printed pictures and an example of the origami whale, and the girls still really related to the concept and were keen to try the stations.

Set up 3 stations around the room, and encourage children to participate in each one.

Station 1: Make origami whales. Here is a link to the pattern used: <http://www.doorigami.com/origami-whale.html>

Station 2: Take photos of girls with a Maui dolphin image. They could draw their own if time, or use one from a DoC poster or off the internet. Just ensure that it is a Maui Dolphin.

Station 3: Write letters. Put up an example with choices:

Dear Mr Fernando Eiroa,

At iGirlz/IFG in New Zealand we heard about Lolita the orca whale. I (insert name) think that it is cruel to keep Lolita in such a small tank / by herself. Please let Lolita move to a new home in the sea so that she can have room to move / she has the chance to meet her family again.

Signed:

Placename, New Zealand.

Session Three: Beach clean-up day

Preparation:

This week will probably not be at your normal venue. Make sure you have enough transport and take a master roll and emergency contact numbers. Ensure the girls have suitable clothing and footwear.

Also take: Small plastic bags (re-used) for each pair of girls.

Gloves (disposable or garden) - 1 pair for each girl, or 1 per girl if you are short.

First aid kit.

Water and snacks if required.

Don't forget your RAM!

Teaching Sequence:

Take smaller bags for each pair of girls, and gloves if necessary for any nasty pieces of rubbish. Talk about the fact that we don't want to add to the rubbish, so we re-use any plastic bags and only use disposable gloves if absolutely necessary. Divide into equal groups with adults and walk in at least 2 different areas. Rubbish often collects in dunes and grass verges, so don't forget to check them carefully as well, but be aware that in some areas you are not permitted to walk over the dunes. Make sure you have a finish time and basic first aid gear with you. If time, gather all the rubbish together and look at what kinds of things there are. Discuss how it got there and how you could adapt this clean up to everyday life. (picking up rubbish, not throwing stuff on the ground).

Other ideas:

If you don't live near to the ocean:

- The beach clean-up could be done as part of a camp.
- You could do a river or lake clean up and discuss how the water system is all linked together.
- Check to see if your town or area has "All drains lead to the sea" signs on the road drains. If not, approach your local council to see if you could spray paint some stencil ones on the drains near you.

Beach devotions:

This will need to be short and sweet. You could use the poem Footprints or show a brief example of the Wise and Foolish Man parable, or challenge girls to find 2 shells the same and talk about uniqueness.

Games ideas to link in:

Octopus/Seaweed: 1 girl is picked as octopus, others run across the space like in bull rush. If tagged, they stand where they are tagged and become seaweed. They are able to tag players, but are not allowed to move off their spot. Game continues until 1 player is left, they can choose to become the next Octopus.

Captain's Coming: Assign one person to be the "Captain." The role of the Captain is call out the actions and dismiss the players who don't do the actions quick enough or who break from character. Once the captain calls an action, each player has 3-4 seconds to start performing the action. If they don't find a group fast enough or perform the right action, they are out of the game.

Here is an explanation of each of the actions...

Captain's Coming - stand at attention and salute.

Port - move to the left

Starboard - move to the right

Bow - move to the front

Stern - move to the back

Submarines - lie on back with 1 leg pointed up

Man the lifeboats - join hands with another player and row a boat

Torpedo - lie on front, hand pointed in front of you

Man overboard - lie on back, wiggling hands and feet in the air

Crows Nest!: Three players stand backs to each other and lock arms at the elbows to form the crows nest.

Crab soccer

Place two cones at both ends of the room to be used as the goals. Use a large, soft ball when playing, the bigger the better. A fitness ball will work really well as long as it is soft. Have all players remove their shoes. Divide the group into two teams. Have the players sit on their bottom with their feet flat on the floor. Both hands should be palms down with fingers pointing away from their body. Players should then push their body up with their hands and feet and walk like a crab. If players stand up or walk during the game, give them a 2 minute time out penalty from playing. Each player has to continue to move in a crab walk position throughout the game, and try to kick the ball into the other team's goal. Set a score to be achieved, and the first team to reach it wins.

This subject outline is courtesy of Raglan IFG Unit

Aim: To provide an opportunity for girls to create and perform their own production.



Session Outlines:

Week One:

Start the evening off with the usual set-up, game, devotions etc.

- Introduce what you are going to be doing i.e. creating a play, skit, rap, musical which will be performed to the parents.
- Divide the girls into groups - this will be who they will work with for the three weeks. Allocate a leader to each group to oversee / help where needed.
- The Church will usually have some props that hopefully you can borrow, each group gets to draw a piece of paper out of a hat which will have the name of a prop on it and this is will be their background prop.
- Each girl then gets to choose a piece of clothing, again either from the Church costume box or have a box of Opp shop stuff they can use, this will be the base for their costume/character.
- In their teams come up with a play, skit, rap, musical item etc using their background prop and appropriately using each of their characters.
- If they wish to add extras to their character from home, they may do so.

Finish the evening with a suitable game.

Week 2

Start the evening off with the usual set up, game, devotions etc.

- Girls to get into their groups and practice their "show pieces".
- Ensure that the groups have everything they need for the performance next week.

Finish the evening with a suitable game.

Week 3

- Give the girls 15 minutes to get themselves sorted before the performance begins.
- All props etc will need to be easily accessed for the stage people to shift on and off as the different groups perform.
- Welcome the parents and let the show begin.
- As one group is performing another should be getting ready so the evening flows.

Coaches tips:

- You may wish to video the performances to show the girls at a later stage.
- Take photos, these could be used at a later date with the girls creating a photo frame and putting a photo of their performance into this.
- If the leaders get stuck in and have fun with this, direct softly and teach them the skills of compromise and listening when needed you will have a blast.

This subject outline is courtesy of IFG Northpoint Baptist, Taranaki.

Aim:

To give the girls an insight into the everyday lives of women living in New Zealand in the 1880's and to introduce skills that would have been used in the households of that time.



Objectives:

- To have the girls participate in a range of pioneering activities
- To gain an understanding of what life was like back in great, great, great grandmother's day
- To gain confidence by learning

Preparation

- This will depend on the topics you choose.

Set up

Begin your session at Home Zone for your usual notices and devotions

Devotions:

William and John Deans were two brothers who lived in Scotland in 1840. Their father was a lawyer and so was their brother, but William and John wanted to be farmers. There was no land for sale in Scotland at that time as all the farm land was part of huge estates owned by just a few people. William read in the paper about land for sale in New Zealand so he bought some in Wellington. John bought some in Nelson. When they got to New Zealand they found the land they had bought was hopeless for farming so they went further south and found what they were looking for. They named their farm after the Parish they came from in Scotland - Riccarton, and the river that ran through it after the river that ran through their father's property back home - The Avon. There wouldn't have been more than a dozen or so Europeans living in the district at the time.

Most pioneers that came from Britain back then were members of the Christian faith, but the "denomination" that they belonged to was very important to them. Like most people from Scotland, the Deans brothers were "Presbyterians".

After they had worked very hard establishing their farm they heard that there were to be four ship loads of new emigrants arriving in their district and they were made to give up some of their land for a town to be built for the new arrivals. The newcomers were from England so they belonged to the "Church of England" or "Anglican" branch of the Christian Church. Their new town was to be called Christchurch

The Deans were able to help out the new settlers by supplying them with fresh vegetables and other products from their farm. The leaders of the new settlers were not happy that they had planned a special very 'English' town for their people and it was 'spoiled' by a group of Scottish Presbyterians. They asked the Governor, Sir George Grey, to make the Scottish people shift away but the Governor said no - they were here first.

It is said that Hagley Park, the beautiful space between the Christchurch CBD and Riccarton that we can enjoy today, was established as a barrier between the English people and the Scottish.

Today most people, especially the younger generation, are not too worried about the 'denomination' of the church they go to. Unless there is a special family connection they tend to go to the one that they like best.

Prayer

Thank God for the brave people who travelled from so far away to establish a new country. Pray that we will be kind and caring towards other people regardless of where they have come from and what they believe.

Activity sessions:

Select from the following activities or create your own

Introduction:

You have just arrived in New Zealand having spent three months on a sailing ship travelling from the other side of the world. It will be many years before electricity is available, there are very few shops and you only have what you brought with you - what do you need to do to be able to survive?

Clothing- What would you be wearing? Try on some clothing from this era and do some activities wearing them.

Laundry- How do you wash your clothes and household linens? Learn the art of hand washing. Use a copper and a handwringer. Make some soap and make your own washing lines complete with props.

Cooking- Make scones and cook them in a camp oven. Make some jam.

Bread Making - make bread the old fashioned way i.e. without using a bread maker.

In the paddock- Hand milk a cow. Use a separator. Make butter the old-fashioned way. Feed the chooks. Collect the eggs.

Entertainment-What games were being played? Action rhymes, hopscotch, quoits, stilts, hoopla hoops etc. Make a set of quoits or stilts.

Dying- dye fabric (like calico) or wool using natural products.

Sewing- Learn how to hand sew, darn a hole, sew on a patch. (Use the dyed calico). Because the pioneers didn't have loads of different fabrics, they needed to be creative to spruce up their plain fabrics.

Medicine - Often the nearest doctor was at least a day's ride on horseback away so the 1880's household would keep a good stock of proprietary medicines bought across the counter at the general store. Find out what would have been used for stomach aches, headaches, toothache, coughs and colds.

Lighting - Lighting was by way of oil lamps or candles. Make some candles.

Clock- Make a sundial and learn how to tell the time.

Lost- Learn how to read a compass

Decorations- The most popular decorations were punga leaves (ferns) from out of the bush. As we are no longer allowed to take these find some other natural products to make a wall hanging.

Sending letters home- Make a quill pen and write with it. Learn how to tie up a parcel using brown paper, string and sealing wax.

Fix it- Make everyday items out of sticks etc eg pot stands, boot holders, wash stands etc.

Catch it- Make fishing lines and try and catch fish.

Fire - Fire was a real threat. Fires often started in the kitchen. Some larger houses would have their kitchen in another building separate from the main house. Methods used to put out fires were human chains with buckets of water or belting with wet sacks. Give it a go. Best not have a real fire.

Visit an historic house or museum:

Visit your local museum or an historic house. There are many people in your community who would love the opportunity to talk to you about the founding years in our country.

Try these with the girls:

Washing Clothes

Washing clothes was hard work. Doing the laundry took most of the day because everything was done by hand.

First water was hauled from the well or a nearby river. Everyone in the family helped to carry buckets (pails) of water. There had to be enough water for washing and rinsing. Water for washing was heated in an iron kettle or metal washtub. Rinsing was done in cold water.



Clothes were sorted and soaked in hot soapy water. First the whites were washed, then the coloured clothes and finally the dirtiest clothes. A long stick was used to stir the clothes around in the hot water and to pull the clothes out.

Then the clothes were scrubbed on the washboard with homemade soap to remove the dirt. A cake of soap was rubbed over the stains. The cloth was rubbed up and down on the ridges of the washboard and dipped in water. This was very hard on the arms and fingers and a person's back would get sore from bending over.

The wash water was reused until it got too dirty. Then more water had to be heated.

To get out the soapsuds, the clothes were rinsed in cold water. More than one rinse was usually needed so two or more tubs were used for rinsing. The clothes were wrung out by hand or with a wringer. A wringer had rollers and a crank that would turn the rollers and squeeze the water out of the clothes. Then the clothes were hung on lines outdoors to dry. Clothes lines were tied between trees or buildings.

In the winter snow was melted for washing. Lines were stretched across the room near the fireplace (or stove) and most of the clothes were dried indoors.

Ironing:

Irons were called sad irons or flat irons.

Some irons were made of two parts. The bottom part was heated up on the stove. Then the handle or cover was clamped on and the iron was ready. When a base (bottom) cooled, the iron was placed back on the stove. The handle unlocked the cold base and the hot base was picked up.



Sprinkling with water:

To get the wrinkles out of clothes, the clothes had to be dampened before ironing. Water was sprinkled on the clothes. The damp clothes were rolled up tightly.

Heating the Irons:

The iron was set on the stove to heat. Then the iron was tested to see if it was hot enough. If it sizzled when touched with a wet finger, the iron was ready to use. Another flat iron was heated on the stove while one was being used. `



Ironing:

When the hot iron was run over the material, steam was produced. If an iron was too hot there would be burn marks on the clothes. As soon as the iron cooled it was exchanged for a hot one off the stove. Ironing clothes was a hot steamy tiring job which took most of the day. The house got very hot in the summer. In the winter the clothes were taken off the line and ironed while still damp.

Making Soap:

Soap could be bought at the general store. Most of the early pioneers made their own soap using lard and lye. For lard they used animal fat or leftover cooking grease. Ashes were collected from the fireplace or from burning tree stumps. The ashes were placed in a barrel (with an opening at the bottom) or in a hollowed-out log. Then water was added to the ashes. Lye was formed when ashes were soaked in water. The lye was drained into pails. Lye was combined with the melted lard and water, then boiled in an iron kettle outside. After a few hours the mixture thickened and was poured into a pan and left to harden. Then the soap was cut up into squares or bars.

Children had to collect enough wood to prepare for soap-making day. The lye was very dangerous to work with. Lye could burn skin if it was touched and it was unhealthy to breathe in the fumes.

Making Bread:

Pioneers ate cornbread, biscuits and breads made from ground wheat, rye, oats and barley. A Dutch oven was used to bake bread in the fireplace. A Dutch oven was a cast iron pot which was placed on hot coals. More hot coals were placed on the lid. The bread dough was heated from the top and the bottom. Biscuits were also made in a Dutch oven. Some fireplaces had built-in ovens on the side. Bread was also baked in outdoor ovens. Once a family had enough money they bought a stove. A few loaves of bread could be baked at one time in the oven. "Yeast breads" were made once or twice a week, so 6 to 12 loaves were made at a time. First the dough was kneaded and left to rise in a large pan overnight. Then the dough was shaped into loaves, put in bread pans, left to rise once more and then baked. The house got very hot in the summer if bread was baked indoors.



The settlers learned about making "frybread" .

Frybread (1)

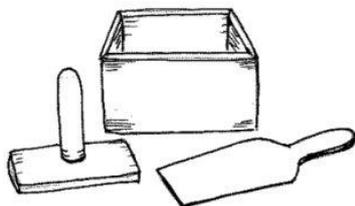
- 1 $\frac{1}{2}$ c. flour
 - 1 tsp. baking powder
 - 1 tbsp. melted butter
 - $\frac{1}{2}$ c. warm milk
 - pinch of salt
 - pinch of sugar
 - hot fat (oil) for frying
1. To make dough, mix all ingredients except oil in a bowl.
 2. Knead the dough until smooth.
 3. Separate into four pieces. Shape each piece into a flat circle.
 4. Heat oil in a frying pan.
 5. Fry dough rounds one at a time until brown and crispy.

Fry Bread (2)

- 4 c flour
- 1 tbsp baking powder
- 1 tsp salt
- 1 1/2 c warm water
- 1 c lard (oil) for frying
- Mix flour, baking powder and salt together. Add warm water.
- Knead until dough is soft but not sticky. (add more warm water if needed)
- Cover bowl and let stand about 15 minutes.
- Pull off pieces of dough and pat into round shapes about 1/2" to 3/4" thick.
- Make a small hole in the centre of each round.
- Melt lard in a heavy frying pan.
- One at a time brown each round (on both sides) in the hot fat.
- Good with honey or jam.

Butter Churning:

After cows were milked, the milk was strained and poured into a can. The milk was placed in cold water (well, river) or a cool place like a cellar. After several hours the cream rose to the surface. The cream was skimmed off the top and the "skimmed milk" was left. The cream was allowed to become slightly sour. Then it was made into butter in a churn. The butter was taken out and washed several times. A little salt was added.



This subject outline is courtesy of IFG Northpoint Baptist, Taranaki

Pioneering Days

There were very few Europeans living in New Zealand before the signing of the Treaty of Waitangi in 1840 making New Zealand a British Colony, but after that Companies were formed to bring ship loads of people from "The Old Country" - mainly from England, Scotland, Wales and Ireland.

The two decades of the 1870's and 1880's saw more and more emigrant ships arriving. Using the chart below and 1880 as our benchmark work out how many generations ago this was.

My name is		I was born in
My mother is		She was born in
My grandmother is		She was born in
My great grandmother		Was born in
My gt great grandmother		Was born in
My gt gt gt grandmother		Was born in
My gt gt gt gt grandmother		Was born in

Example

My name is Maddison	(I am ten years old)	I was born in 2000
My mother is Nickki	(She is 40 years old)	She was born in 1970
Grandma	(She is 65 years old)	She was born in 1945
Great Grandma		Was born in 1925
Gt Great Grandma		Was born in 1900
Gt Gt Great Grandma		Was born in 1880
Gt Gt Gt Gt Grandma		Was born in 1860

In days gone by women generally gave birth to children at a younger age. It was common for babies to be born during the long voyage on a sailing ship from Britain to New Zealand (about three months).

The Pioneer Women
The life and times of the women folk
by Anthony G. Flude ©2001

The sign, hammered onto the outside wall of a settlers wooden shack near the waterfront in the year 1844, indicated a great shortage of the fair sex in the colony.

"WANTED: A gentle-woman to marry. Contact: William Jerrard." European women were in great demand in New Zealand in those early times. That is, women prepared to marry the many single men who had arrived at the colony among the first whalers and settlers, who now had their own land and reasonable accommodation to offer. The single unaccompanied emigrant women, willing to marry and looking for a husband, were "snapped" up by the local men soon after their arrival.



Many of these single women and the married emigrant couples with young children, had left their native Scotland and Ireland because they had already experienced poverty and knew well the pangs of hunger, where there was only a meagre income for the family and little or no food to put on the table for the their children. These were the "assisted" passengers aboard the emigrant ships who were quartered in the hold. The family groups were herded together in small cramped conditions among the many other emigrants aboard and left to find their own space among the barrels, ropes and sails. There were no toilet facilities and so scarlet fever, measles, diphtheria and dysentery attacked many of the families. Death was not uncommon among the young passengers; the newborn aboard ship and the young babies in arms were the worst effected. Other fare paying passengers who were allocated cabins fared much better in their accommodation aboard ship.

Mary Long, her husband John and their two boys, 6 and 11 yrs, arrived in Wellington in the year 1849. After the ship had docked, several of the men went ashore, including John, to try and find accommodation.

He returned, after two hours, to the wharf, pulling a small hand cart. Together they gathered their belongings from the ship, carrying the remainder of their hand luggage to the only house that John could find. It was a humble dwelling, an empty wooden structure that had two small rooms upstairs and just one large one downstairs with a wooden floor. There were no shelves, no cupboards and no hooks to hang anything onto. Until they could find a carpenter to make them some pieces of furniture, they dined off of a large packing case, sat on soap boxes for chairs and slept on the floor on sugar sacks filled with fern.

There was little work available in the township for John, but being adaptable, he managed to get employment on the wharf. Mary had plenty to keep her occupied in the house. The wooden floors needed sweeping and scrubbing daily as roads were non-existent and the dust, which was thrown up from the horses hooves and carts that passed by, settled everywhere.

There was firewood to collect daily, fruit to be preserved, clothes to wash, dry and mend, lessons for the children in maths, spelling and geography, as there were no schools for them to attend and if there was any time left, to go shopping in Queen Street.

In the early settlers kitchen, cooking was done over an open fire. Pots for boiling were suspended on an iron frame from hooks over the heat, while roasting of meat and poultry was done on a clockwork or hand operated roasting spit. Cast iron cooking ranges were not introduced into New Zealand until the 1850's which were fueled by wood or coal and also supplied hot water.

The Auckland Gas Works was built in the year 1862, bring a supply of gas for cooking and lighting to Auckland Township houses. By 1869, gas was available to households in Wellington, Christchurch and Dunedin, although the first gas ranges were very primitive.

Another emigrant named Sarah, a single lady who had been in domestic service in Ireland and had helped with the children during the voyage, found lodging in what was called a 'hotel' with two other women. It was nothing more than a wooden hut with a shingle roof which had neither a proper door nor windows and the roof let in the rain. It had no table or chairs; a tea chest had been upturned and used as a table, soap boxes for chairs and only one set of knife, fork and spoon which was washed and used by each of them in turn.



Three pigs heads, that had been cooking all the afternoon in a large black pot hung over the burning embers of the fire, produced an edible soup, into which had been thrown a few potatoes. Ladled out into a large china dish, together with potatoes and a few pieces of pork, it was dished up for the evening meal. Next days bread was made from flour, baking soda and water, mixed until a sticky mess, when it was made into long rolls and stuck onto a stick which was rotated by hand in front of the fire. Sarah found employment with a family as a domestic some three days later.

It was E.J.Wakefield who first decided to offer helpful suggestions to the public as to what type of person should come out to the new colony in his booklet "Advice to Intending Colonists" which was published for the *New Zealand Company* in London.

This was later summarised, from a woman's point of view, by an emigrant already in New Zealand. She told it like it was and placed would be emigrants into these categories:-

(a) Those who should venture to emigrate. These should be strong and of good constitution and be prepared to ROUGH IT, work hard and can live and thrive on those things that are cheap to buy. Men of speculative tendencies, good business habits, and sufficient money to get them started in some business. Tradesmen of all types, the hard working class, for wages are better than in the old country and food is cheap.

(b) Those who should never venture out. Well to do ladies and gentlemen from high class families--this class of person is *utterly useless* in the colony and will suffer great hardships. People on low incomes from England who's money will not go far in the colony, for 30/- a week would be no more than £1 a week at home. Food is cheaper but everything else is dearer. Others, who's characters are not suited to colonial life, are those who are sympathetic, imaginative, poetic and refined in their tastes. These will be the ones who will pine for home and the companionship of their life in the old country.

The only employment openings for emigrants in the 'uneducated' ladies category, were domestic service, shop work or factory work. Those, who could show a better education, who could read or write, found office positions with various companies. They could also enroll in a four month's course of instruction as nurses.

A drapery assistant in a Queen's Street shop worked from 9am to 6pm; Saturdays 9am to 9pm. They had 1hr for dinner, were allowed no holidays except for Christmas Day, New Years Day and Easter and were paid £1/15/0 per week.

Work could be found at the various steam laundries which sprang up in the larger towns. The work was hot and tedious using the large steam irons from 8 am until 6 pm with a half hour for lunch. Wages were £1/0/0 a week and there were no holidays given except Xmas day and New

Years Day. At some of the laundries, young girls only 12 years old were working the same hours as the adults.

Farming 750 acres near Hamilton in the year 1872, immigrants Walter and Alicia Chitty cleared the land, burned off the bush and bred horses and sheep. She described life on the farm in her sketch, written in 1936, when she was 78 yrs old.

She described how the women walked many miles to the village with their baskets of eggs. They would barter these for other goods they required, as very little money changed hands at the stores. The earliest equipment in their home was a Colonial oven and big iron kettles, which could either be hung over the fire or rest on top of the bars on the stove.

They had large iron boilers for washing the clothes which rested on large stones outside so a fire could be lit beneath. Lighting was by candlelight and kerosene lamps which had to be cleaned daily. Dishes were washed in small hand basins, filled with hot water from over the fire. A well was dug nearby, but the water was not safe enough for her to make butter. She walked a quarter of a mile from the house to obtain water from a crystal clear spring. Alicia made butter in the dairy but there were no separators and the cream was collected off it for three days.



There was no refrigerators or ice for the pioneers women.

Alicia was married at fifteen and had her first child when she was twenty-one. She had nine children and all her confinements always took place at home; there was a doctor in Hamilton and a midwife in the district who seemed to always be out on call when needed.

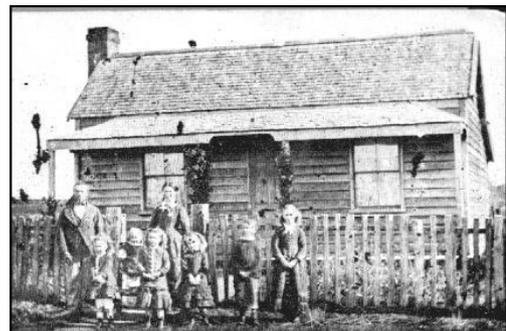
Milking was all done by hand. Bread was home-made; the fresh meat came off the farm, killed by Walter. If a pig was killed, it meant more work for the women when brawn had to be made. The bacon was cured by dry-

salting, then the meat was hung in a smokehouse. When there was poultry for the meal, the feathers were carefully saved in bags until there was enough to make a pillow.

As the land was cleared and cultivated, it became more productive. Crops of oats, wheat and barley grew in the paddocks. Fruit trees produced a good crop, enough for dessert the first season. In later years, cases of fruit were taken to the market on the dray.

Walter, like many of his neighbours, invested 2/6d in a bundle of blackberry plants and then spent a lot of money trying to eradicate it from the hillsides in later years. During the harvesting and shearing times there was a never ending supply of refreshments made by the housewife which was sent to the fields or sheds where the men were working.

Others emigrants found the farming life and times very hard. Jane Oates emigrated in 1856 with five children to join her husband Samuel on a Wairarapa farm. All money from the farm was put back into stock, land and crops.



She wrote exactly as she spoke in her letter to her sister in England:

"dear sister, you say that it is 8 yers since we saw each other and thare is a grate change since that for I have beene that I have not had a shue that wold stay on my foot, and Oates as sould the cloes of his back to the nateves for weate..... and I ham living in a werey of split slabs and bark naled on the nicks to keepe the wind out. It is a miserable place in winter..not fit to lie in. It is no wonder at me being hill, living in such a place as this.....The bedsted that I li on is

sowed logs with slabs nailed to them. I have got too chares-one that son Richard and is farther made-and a rocking chair. The rest is stools to sit on. But now we have got plenty of sheepe and cattel and corn...and now I hope brother is able to send me the money that dear farther left for me and then we will try to hav a hous to liv in..... "

Gradually the small villages and towns grew as more and more emigrants flooded into New Zealand and built roads and new dwellings. The old whares and sheds began to tumble down and be replaced with wooden sheathed and weatherboard houses. Timber shingles were cut for the roofs and even corrugated iron was imported from Australia. As more skilled tradesmen entered the colony, furniture was built from kauri and rimu timber from the surrounding forests and the homes began to take on a air of establishment.

The *New Zealander* published the following new land allotments for emigrants on the 8th January, 1859.



"Each capitalist emigrant is entitled to 40 acres of land for each over 18 year old member of his family and for each servant or labourer he may take out. Children, between five years and 18 years count as a half adult and receive 20 acres each. Extra land can be purchased, in addition to the above, at 10/- and acre. The above is conditional upon residents residing within the Province of Auckland for four out of five years after their arrival in New Zealand."

Those who had arrived in the new colony with some capital, found it much easier to become established. By the 1860's there were some very fine homes built in most of the towns of New Zealand. These employed the domestic servants, butlers, cooks, gardeners and grooms for the horses and coaches of Victorian style, much as it was in their homes in

England.

Domestics worked a long day from 6.30 am start till 11pm finish. Their duties included housework, ironing and sewing, for which they received the sum of 9/- weekly. They were allowed one night off a week, either Saturday or Sunday night.

Children were offered free education by the Government at a State School in 1877. It was found however, that half the children in the towns went to private schools, while others were taught at home by their parents or governesses. Up until the year 1903, attendance at a secondary school was a great privilege and many children left school at around 12 to 14 years old.

Up to the age of 3 years old, the children, both boys and girls, were always dressed in exactly the same clothes. Favourite were frocks and jackets, made of wool, silk, poplin or velvet. It was considered *shameful* to allow your children to wear no shoes or socks or allow them to run about barefoot. Once at school, the girls wore long dark coloured dresses, covered

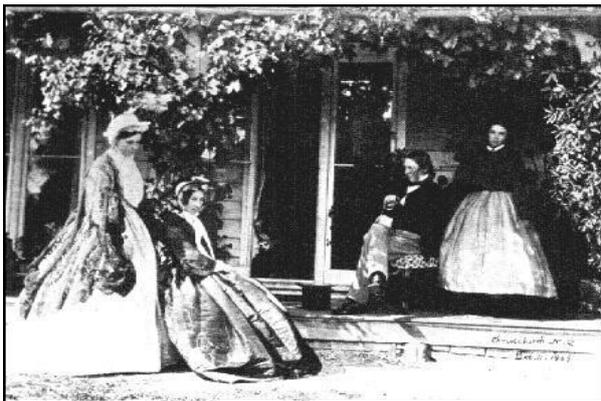


with a white embroidered pinafore. Boys were *breeched*, that is, put into their first trousers and their long curled hair cut off short. Older boys could wear a 'sailors suit' and high boots at 10/- a pair from England, or the local variety which fell apart after a few months in the rain, for 8/- a pair. At age 18 the young ladies were expected to put UP their hair on top of their head and lower their skirt hems DOWN.

The School Committee and teaching staff at Devonport School posed for the photograph (right) in 1889. It shows the formality of dress expected from staff and no doubt their pupils which lasted well into the turn of the century. School dress was a little more relaxed out into the country areas but a good standard of dress was always expected, especially from the girls. The Victorian families who had a good income and whose husbands held positions in offices, government, or their own business, found life in the new colony much easier. Husbands and older sons left home each morning and went about the business of the day in their offices, shops or factory.



For the women, there was the day to day running of the house. The maids filled the bath, washed and dressed the children, who were later handed over to their governess for daily lessons including music and singing. Instructions were given every day to the gardener, the groomsman and cook, who discussed the day's meals with her mistress.



Then there was the social life. Afternoon tea, attendance at various functions around the town for social discourse, dances at night and the occasional visit to the Town Hall for a show or musical concert, or to shop for the latest in fashion, driven by the coachman in the horse and trap.

Although many letters to England from the 'well-to-do' complained of the lack of social life in the colony to their friends they had left

behind, Victorian life for the wealthy and their families was little different in New Zealand than it had been in their previous homes in England, Ireland or Scotland.

Some magnificent and substantial homes were built around the towns of both islands of New Zealand in the period of the 1860-1880's, many of which still survive today.

Others have been left in trust to the nation for the general public to view, or for the bride and groom to pose for their wedding photographs with their bridesmaids and family, in the well maintained and manicured gardens.

Stories and photographs about Pioneer Women can be found at
homepages.ihug.co.nz/~tonyf/women/nzwomen.html

Aim: To learn and understand what prayer is

Objectives: To learn about prayer
To look at different types of prayer



What is prayer:

Communication is important in all our relationships, so it should be no surprise that prayer is one of the most important parts of our relationship with God. You'd think talking to God would be harder or more complicated than it is but God gave us five verses to show us how to do it right. These sessions will help the girls understand how to pray, that anyone can pray, and to also learn the Lord's prayer and the meaning of it. Jesus' closest friends, the disciples wanted to know how to pray. As his closest companions the disciples would have heard Jesus pray but they were still unsure how they were supposed to pray.

Jesus says:

Matthew 18:3 Jesus said we need to pray with the heart of little children, simple, reverent, specific, and trusting....

God listens to us no matter if our prayers are long or short and if you just don't have the right words God knows what you mean (and we don't need to use fancy words either)!

This is how Jesus told us we should pray, it is known as the Lord's Prayer:

Our Father in heaven, help us to honour your name.

Come and set up your kingdom, so that everyone on earth will obey you, as you are obeyed in heaven.

Give us our food for today.

Forgive us for doing wrong, as we forgive others.

Keep us from being tempted and protect us from evil.

Matthew 6 : 9 - 13 CEV Girls' Brigade Bible

Break the Lord's Prayer into "chunks" and go over one or two parts each night.

Our Father in heaven means we're praying to our father who is in heaven. We start the prayer out this way so we know that we're praying to God our father and we're not alone. God likes it when we call him father and he wants us to talk to Him like we talk to our own father. God is our loving father and we are his special children.

Help us honour your name is next and it means holy is your name. Even though God wants us to call him our father, he is still God. It's sometimes really hard to understand who God is and what he's like. How did he make us? How is he perfect and never makes mistakes? God just wants us to remember that we need to treat him super special because he is God and when we pray to him we need to be respectful.

Come and set up your kingdom so that everyone on earth will obey you, as you are obeyed in heaven. If we think about where God lives, we know it's pretty great. The Bible says that in heaven there will be no more crying, God will live with us, and there will be no hunger or hurt there.

This part of the prayer says to come and set up your kingdom on earth so that everyone will obey you here as you are obeyed in heaven. This means we are praying that people would live in peace and love with one another the way it is in heaven. It reminds us that we should be living the way God wants us to everyday.

Give us this food for today means please give us today all that we need. Keep in mind that these are things that we can't live without. We don't need video games and princess dolls those are the things that we want, we need food, water and shelter.

Even though we pray for things we need, that doesn't mean we'll get them. There are still people with no food in many parts of the world but that doesn't mean we stop praying for these things. When we ask God for things that means we trust him and we'll leave the decision to God.

What about those who do not have what they need eg food, shelter etc. What could we do about this?

Forgive us for doing wrong, as we forgive others. This next part of the prayer is asking for forgiveness for our mistakes. Forgiveness means that we are sorry for something we've done and we don't want to do it anymore. But we also need to forgive people who have done wrong to us. Sometimes others hurt us very badly, so we need to ask God to help us forgive them because it's hard or we don't want to. If we forgive others, God will forgive us.

Keep us from being tempted and protect us from evil. Is it sometimes tempting to do something you're not supposed to? This part of the prayer is really neat because it asks God to help us to know the right thing to do. To protect us against the evil that is in the world and keep us away from it.

Anyone can read the Lord's prayer, so it's important to think about what you're saying. When you pray "give us this food for today" think about all the things you have to be thankful for and how God has given you everything you need, or things you need to ask for or pray for others. When you pray "forgive us from doing wrong" ask forgiveness for those things you did wrong.

Prayer is our special way of talking to God so remember to pray as often as you can. God loves you and wants to know everything about you and how you're doing.

The Lord's Prayer with props

The following has been taken from a UK website, which you may like to adapt.

Using everyday ordinary household items as props can help us in understanding the Lord's Prayer. You can use any props you like, but suggested examples are listed below. You may find that discussing what props to use before you pray is the most interesting part of the whole exercise!



Our Father in heaven: a picture of a parent and child.

Help us to honour your name: an honours board, a prize-giving programme, or a picture of an Oscar or Nobel Peace Prize being presented.

Come and set up your kingdom: a national flag, or a postage stamp.

So that everyone on earth will obey you: a recent newspaper, a dog lead, or a map/atlas

As you are obeyed in heaven: a picture of earth from space, or a newspaper.

Give us our food for today: a loaf or pictures of food, clothing and houses.

Forgive us for doing wrong: share a picture a someone doing something wrong

As we forgive others: a cross

Keep us from being tempted: adverts for expensive items.

And protect us from evil: a bottle labelled 'poison' (note: don't use a real poison bottle!).

You can use this prayer activity in three ways:

1. You could project the images digitally as you pray rather than using the real props, making sure you give space for reflection on each image. If each line of the prayer was printed alongside the image, people would know when to say the next line.
2. You could distribute the props amongst the people in the room. Discuss together which item belongs to which line of the prayer. Then attempt to put them in order! Pray the prayer slowly while each person holds their item up.
3. Gather all the props/items together and place them in the centre of your group. As you pray each line of the prayer, pass the appropriate item around your group, pausing long enough for it to make its journey around everyone. Finally, return the items to the middle of the room. Use the time to reflect on each item and the relevant line of the prayer.

Different Types of Prayer:

Share with the girls that they can use the fingers on one hand to remember five things that they can pray about. Get them to hold up one hand and for each type of prayer they can lift up a finger until their whole hand is up.

1. Praise
2. Thanksgiving.
3. Request for Someone Else.
4. Forgiveness/Sorry
5. Request for You

Activities:

Popcorn prayers:

Make popcorn for a snack. When we pray popcorn prayers, more than one person can pray at a time, loud or soft, the prayers are short, you can jump as you pray.

Sorry Prayers:

Spray foam on a table outside, girls can write or draw the things they want to bring to God. When they have done one, they can blot it out with the foam and maybe do another.

Write beginnings of different prayers:

Write the beginnings of different prayers so the girls just need to use a word or two to complete a prayer.

Please God would you help.....
Thank you God for
Please God would you help those who

Lord's Prayer Mini colouring book for younger girls:

<http://www.dltk-teach.com/minibooks/prayer/index.htm>

(Please note that this is the KJV)

*You will find more ideas for sharing about prayer are in the Challenge Programme Book Year3,
the Spiritual Fitness programme.*

This subject outline is courtesy of IFG Long Bay Unit.

Aim: To get the girls to step out of their comfort zone, try something new, to develop their trust and confidence in someone else and to relate that back to life as a Christian.

Preparation:

For this badge you need:

- A qualified instructor and all their equipment
- A place to practice climbing skills like a rocknasium etc.
- A follow up session putting what has been learnt into practice outside, off a cliff, a hill, or a bridge etc. just whatever is available in your area.



Devotion: Share the story about the wise man who built his house on the rock and the foolish man who built his on the sand. Show a practical demonstration if you can for maximum impact. Discuss what happens and how Jesus is our rock and if we build our lives on Him we will hold fast when the storms of life come through and that we can rely on Him to be our strong hold. Discuss then how when we do rock climbing or abseiling how we need to have an anchor point that is strong and reliable. Things might look good on the face but you can't always trust that. But when you have a strong safe place to put your anchor point you need to totally trust in it and go for it. The more you 'let go' the better it is and the more fun you have.

Teaching Activity:

Get in contact with your local abseiling, rock climbing group, YMCA or climbing wall centre and ask them if they would run some sessions with your girls. They need to explain all the safety requirements, what the equipment is and what it is used for, explain how to be a belay. Etc.

Week 1 Include in this week the devotion, trust games, make up a quiz about equipment/ safety issues to find out what they already know. Have someone come in and go through the safety requirements and teach them about the equipment etc. and share some of their adventures (a PowerPoint of pictures off the net would help cement the teaching and capture interest)

Week 2 Reminder about the use of equipment and safety regulations etc. then put into practice indoor lessons learned.

Week3 Remind again about the use of equipment and safety regulations etc. then put into practice outdoors lessons learnt

Trust activities:

Trust Falls and Wind in the Willows:

As the name states, Trust Falls involve purposefully falling---and most importantly, being caught. To start performing Trust Falls, break girls into groups of two. One partner stands in front of the other, makes her body stiff and communicates when she is going to fall backwards. When she falls, the girl behind her gently catches her and lowers her to the ground. Partners should start close together and put greater distance between them as they become more confident with themselves and each other. Always be sure this exercise is done safely. If you think your girls are ready for a larger group bonding experience, they can join other

partner groups for a common variation on Trust Falls called Wind in the Willows. To play, the group stands in a circle with one girl in the middle. The centre girl makes her body stiff and falls in any direction when everyone is ready. The girls in the circle use their hands to gently push the centre girl away from them and pass her around the circle until she is again upright.

Trust Walks

A Trust Walk, also known as a Blind Walk, is an activity that encourages girls to expand their boundaries and trust one another. To perform this exercise, put girls into groups of two.

Blindfold one of the pair and instruct each pair to hold hands. The non-blindfolded half of the pair guides the "blind" child as they slowly walk together on normal terrain or through obstacles on a course you have arranged, such as stairs, railings or furniture. Again, be sure any obstacles set up are safe and age appropriate.

Girls should switch roles so that they each get to have both experiences as this will help them better understand each other.

Aim:

Outcome of the programme is to perform a song in sign language to an audience at the end of the term. (This badge can be earned in conjunction with another badge as it is not the main term project.)

**Background Information:**

Sign language is a combination of hand shapes, facial expressions and body movements.

New Zealand Sign Language (NZSL) is the natural language of the Deaf community in New Zealand; so it reflects the country's culture by including signs for Māori concepts which cannot be found in other sign languages or countries.

As one of the country's official languages, more than 24,000 New Zealanders use NZSL daily. It is also the 12th most frequently used languages out of approximately 190 languages currently used in New Zealand (Census 2006).

There are hundreds of sign-based languages in use around the world, and even within a given language there can be regional dialects, for example people in Christchurch may sign something slightly differently to those in Wellington.

As spoken languages can be different from one region or country to another (e.g. English), so too are sign languages. American Sign Language, for instance, is quite unintelligible to a British Sign Language user.

NZSL became the third official language of New Zealand in April 2006, joining English and Māori.

Teaching Sessions:

1. To learn a song in Sign language.

2. To learn the basics of sign language.
 - a. Greetings and farewells
 - b. The alphabet and numbers
 - c. Some basic sentences

Resources: New Zealand Sign Language Website
Australian Sign Language Dictionary
There are several other NZ websites, just google New Zealand Sign Language

Total hours for this activity:

4 hours plus the performance day

This subject outline is courtesy of Lincoln Road IFG Unit.

How New Zealand became the very first self-governing country in the world to give women the right to vote and what happened next.



Preparation

If you are a little hazy on the circumstances around the passing of the landmark 1893 Electoral Act the website nzhistory.govt.nz covers it off in a clear, straight forward manner. Extracts are printed at the end of this subject for your convenience.

You may wish to enlist the aid of a local social history expert and/or visit a museum and it would be good if all leaders are able to share with the girls the pride of this great achievement of the New Zealand women who have gone before us.

Girls may have learnt about this subject at school so here is an opportunity for them to discover fresh insights.

If you are going out (eg to visit a museum) organise transport and necessary Health and Safety documents well in advance.

Have a \$10 note available to show the girls.



Themes for devotions

Choose a theme for your devotions. Girls like to hear about heroes. Look at women heroes in the Bible. - Women of Courage, Women who made sacrifices for other women, Women serving their community - just like the Suffragists. Or 'Who is my neighbour?' (Luke 10).

Points to Ponder

- New Zealand women and their male supporters worked hard to achieve women's suffrage. They did this by knocking on doors, passing out leaflets, writing letters and

telegrams to Members of Parliament, newspapers and other important people and by holding rallies. This resulted in one quarter of all adult European women living in New Zealand at that time signing a petition.

- The acknowledged head of the New Zealand Suffrage Movement, Kate Sheppard of Riccarton in Christchurch, was a very well-mannered Victorian lady and she would not tolerate violent action even though suffrage had a very hard time (and not just from men) getting their views accepted. Mrs Sheppard's image appeared on the NZ \$10 note.
- The Women's Christian Temperance Union played a major role at that time advancing social justice. Mrs Sheppard was a member of this organisation.
- British women were also struggling for suffrage. Although most women worked peacefully the progress was slow so a faction referred to as 'suffragettes' resorted to civil disobedience and many of their number were imprisoned. Although voting was given to some women in Britain from 1917 it was not until 1928 that it was extended all women aged 21 and over, a full thirty five years after NZ.
- Following is a copy of the first page of the main 1893 petition. There were also smaller petitions gathered in different parts of the country. Kate Sheppard's signature appears about two thirds of the way down the page.
- There are 546 sheets in this main petition with approx. 25,000 signatures. Another 7,000 signatures were included in the smaller petitions. Each sheet of the petition was glued to the next with old fashioned glue made from boiled up horse's hooves and bones. This has helped preserve the document. Imagine if it had been stuck together with sellotape?

To be presented to Parliament at the first Session of 1893.

To the Honourable the Speaker and Members
of the House of Representatives in Parlia-
ment assembled.

THE Petition of the undersigned Women, of the age of twenty-one years and upwards, resident in the Colony of New Zealand, humbly sheweth:—

THAT large numbers of Women in the Colony have for several years petitioned Parliament to extend the franchise to them.

THAT the justice of the claim, and the expediency of granting it, was, during the last Session of Parliament, affirmed by both Houses; but, that for reasons not affecting the principle of Women's Franchise, its exercise has not yet been provided for.

THAT if such provision is not made before the next General Election, your petitioners will, for several years, be denied the enjoyment of what has been admitted by Parliament to be a just right, and will suffer a grievous wrong.

THEY therefore earnestly pray your Honourable House to adopt such measures as will enable Women to record their votes for Members of the House of Representatives at the ensuing General Election.

THEY further pray that your Honourable House will pass no Electoral Bill which shall fail to secure to Women this privilege.

And your petitioners, as in duty bound, will ever pray, &c.

NAME.

ADDRESS.

Mary J. Carpenter	Galdhurst
Annie Gilberthouse	Galdhurst
Susann Clarkson	Hornby
Julia F. Shelton	Hornby
Yvonne F. Smith	Johnston
Esabella Chaplin	Templeton
Mary Hansen	Templeton
Lovisa Rosendale	Templeton
Priscilla Marshall	Templeton
Margaret Watson	Templeton
M. Ester Tharte	Templeton
Jessie Sudwell	Templeton
Julia Majors	Templeton
Mary Giff	Templeton
Aliza Whiff	Riccarton
Annie Lambert	Hornby
K. W. Sheppard	Riccarton
Le Wallis	"
J. Manson	"
J. Scallion	"
Joe Gulley	Lyttelton
S. W. Herwinson	Hindalton
C. Keplern	Riccarton
L. Keplern	
J. A. Derran	Seidallou
H. Pearce	Seidallou
F. Egan	Hindalton
L. Schyn	Hindalton
E. Marshall	Hindalton
M. H. Derriston	Hindalton

- The suffragists enlisted the aid of MP Sir John Hall to present their petition to the House of Representatives (Parliament). Members were expecting to see a small petition but Sir John with dramatic flair unrolled the petition along the centre aisle in the chamber and it didn't stop until it reached the wall at the other end with a thump. Sir John was nicknamed 'The Carpet Knight'. The bill to give women the right to vote was passed!



- In those days New Zealand had an upper house called the Legislative Council who had to approve any bill passed by the House of Representatives. (The Lower House). The Prime Minister, Richard John Seddon, tried to influence the vote of the Council as he was against women's suffrage but some members became angry with him for doing this so they changed their vote to support the bill.

- The 1893 Electoral Act was signed into law on 19 September 1893 by the Governor, Lord Glasgow. That is why 19 September is observed each year in New Zealand as a very special day.
- Members of Parliament who supported the bill were given white camellias to wear in their buttonholes while those against were given red ones. That is why we remember 19 September with the white camellia and why one is pictured with Kate Sheppard on our \$10 note.
- The original petition along with the two other constitutional documents, the 1840 Treaty of Waitangi and the 1835 Declaration of Independence of the United Tribes of NZ are now carefully housed at 'He Tohu' in the National Library in Wellington. Before installing the petition in its new home it was digitised and anyone can go online and do a name search of the signatories:



<https://nzhistory.govt.nz/politics/womens-suffrage/petition>



Digitising the 1893 petition

Choose Activities

Design an 1890's style poster "Votes for Women".

Dress up in 1890's clothing.

Complete the word find.

Look at Youtube clips.

Choose and research one of the key players from the NZ Suffrage Movement. Come back to the group with your findings. Who has the most interesting story to share?



Mary Ann Muller (pen name Femina)

Mary Cloclough (pen name Polly Plum)

Sir John Hall - the Carpet Knight

Kate Sheppard - the lady on our money

Meri Te Tai Mangakahia and the Maori women's votes

After the bill was passed

With new Act in place women needed to enrol to become eligible to vote and the General Election was just two months away! In that short space of time 65% of all European women were on the electoral roll. That's 109,461 in eight short weeks!



Women voting in Auckland

What is our legacy?

New Zealand firsts. What special place in NZ history do these women have? Choose and research one of them and share findings with the group.

Elizabeth McCombs

Mabel Howard

Jenny Shipley

Helen Clark

Dame Catherine Tizard

Margaret Wilson DCNZM

Sian Elias

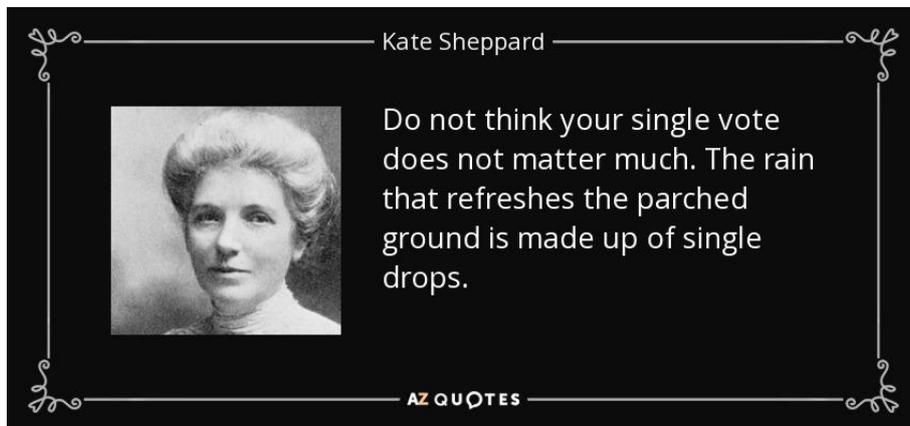
Local Council

Invite a woman member from your local City or District Council along to talk to the girls about serving in local government.

What social issues face NZ women today?

Examples - Pay parity / The 'Glass Ceiling' / Parental leave

Is it important for NZ women to vote today?



Suffrage Word find

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

ACHIEVEMENTS
 CONTACTS
 KATE
 PAMPHLETS
 SEDDON
 TEMPERANCE

ACTIVE
 CYCLIST
 LEADER
 PARLIAMENT
 SHEPHERD
 VOTE
 CHRISTCHURCH
 DIGNITY
 LETTERS
 PETITIONS
 SUFFRAGE
 WOMAN

CHURCH
 FIRST
 NEW
 POLITICIANS
 TALKS
 ZEALAND

W O N . S O D T E T E Y V O A S
O N G O R E M E S N W H

Unscramble the tiles to reveal a message

Resources for Leaders

Women and the vote

<https://nzhistory.govt.nz/politics/womens-suffrage/petition>

Suffrage and beyond

On 19 September 1893 the governor, Lord Glasgow, signed a new Electoral Act into law. As a result of this landmark legislation, New Zealand became the first self-governing country in the world in which all women had the right to vote in parliamentary elections.

In most other democracies - including Britain and the United States - women did not win the right to the vote until after the First World War. New Zealand's world leadership in women's suffrage became a central part of our image as a trail-blazing 'social laboratory'.

That achievement was the result of years of effort by suffrage campaigners, led by Kate Sheppard. In 1891, 1892 and 1893 they compiled a series of massive petitions calling on Parliament to grant the vote to women. In recent years Sheppard's contribution to New Zealand's history has been acknowledged on the \$10 note.

Today, the idea that women could not or should not vote is completely foreign to New Zealanders. Following the 2014 election, 31% of our Members of Parliament were female, compared with 9% in 1981. In the early 21st century women have held each of the country's key constitutional positions: prime minister, governor-general, speaker of the House of Representatives, attorney-general and chief justice.

Women and the vote

Brief history

The right to vote

In early colonial New Zealand, as in other European societies, women were excluded from any involvement in politics. Most people - men and women - accepted the idea that women were naturally suited for domestic affairs, such as keeping house and raising children. Only men were fitted for public life and the rough-and-tumble world of politics.

In the later 19th century, some women began to challenge this narrow view of the world. New opportunities were opening up for women and girls (especially those from wealthy or middle-class families) in secondary and university education, medicine, and in church and charitable work. Attention soon turned to women's legal and political rights.

A movement emerges

The suffrage campaign in New Zealand began as a far-flung branch of a broad late-19th-century movement for women's rights that spread through Britain and its colonies, the United States and northern Europe. This movement was shaped by two main themes: equal political rights for women and a determination to use them for the moral reform of society (through, for example, the prohibition of alcohol).

New Zealand's pioneering suffragists were inspired both by the equal-rights arguments of philosopher John Stuart Mill and British feminists and by the missionary efforts of the American-based Women's Christian Temperance Union (WCTU).

A number of New Zealand's leading male politicians, including John Hall, Robert Stout, Julius Vogel, William Fox and John Ballance, supported women's suffrage. In 1878, 1879 and 1887 bills or amendments extending the vote to women (or at least female ratepayers) only narrowly failed to pass in Parliament.

Outside Parliament the movement gathered momentum from the mid-1880s, especially following the establishment of a New Zealand WCTU in 1885. Skilfully led by Kate Sheppard, WCTU campaigners and others organised a series of huge petitions to Parliament: in 1891 more than 9000 signatures were gathered, in 1892 almost 20,000, and finally in 1893 nearly 32,000 were obtained - almost a quarter of the adult European female population of New Zealand (You can [search a database of the 1893 signatures here.](#))

Political manoeuvres

By the early 1890s opponents of women's suffrage had begun to mobilise. They warned that any disturbance of the 'natural' gender roles of men and women might have terrible consequences. The liquor industry, fearful that women would support growing demands for the prohibition of alcohol, lobbied sympathetic Members of Parliament and organised their own counter-petitions.

The suffragists' arch-enemy was Henry Smith Fish, a boorish Dunedin politician who hired canvassers to circulate anti-suffrage petitions in pubs. This tactic backfired, however, when it was found that some signatures were false or obtained by trickery.

The Liberal government, which came into office in 1891, was divided over the issue. Premier John Ballance supported women's suffrage in principle, but privately he worried that women would vote for his Conservative opponents. Many of his Cabinet colleagues, including Richard Seddon who was a friend of the liquor trade, strongly opposed suffrage.

In 1891 and 1892 the House of Representatives passed electoral bills that would have enfranchised all adult women. On each occasion, though, opponents sabotaged the legislation in the more conservative upper house, the Legislative Council, by adding devious amendments.

Victory at Last

In April 1893 Ballance died and was succeeded by Seddon. Suffragists' hearts sank, but following the presentation of the massive third petition, another bill was easily passed in the House.

Once again, all eyes were on the Legislative Council. Liquor interests petitioned the council to reject the bill. Suffragists responded with mass rallies and a flurry of telegrams to members. They also gave their supporters in Parliament white camellias to wear in their buttonholes.

Seddon and others again tried to torpedo the bill by various underhand tactics, but this time their interference backfired. Two opposition councillors, who had previously opposed women's suffrage, changed their votes to embarrass Seddon. On 8 September 1893 the bill was passed by 20 votes to 18.

The battle was still not over. New anti-suffrage petitions were circulated, and some members of the Legislative Council petitioned the governor to withhold his consent. In a battle of the buttonholes, anti-suffragists gave their parliamentary supporters red camellias to wear.

Finally, on 19 September, Lord Glasgow signed the bill into law. Suffragists celebrated throughout the country, and congratulations poured in from suffrage campaigners in Britain, Australia, the United States and elsewhere: one wrote that New Zealand's achievement gave 'new hope and life to all women struggling for emancipation'. For women in many countries, the struggle for voting rights would be long and difficult.

Women at the polls

Suffrage opponents had warned that delicate 'lady voters' would be jostled and harassed in polling booths by 'boorish and half-drunken men', but in fact the 1893 election was described as the 'best-conducted and most orderly' ever held. According to a Christchurch newspaper, the streets 'resembled a gay garden party' - 'the pretty dresses of the ladies and their smiling faces lighted up the polling booths most wonderfully'.

Even so, New Zealand women still had a long way to go to achieve political equality. They would not gain the right to stand for Parliament until 1919, and the first female Member of Parliament (Elizabeth McCombs) was not elected until 1933 - 40 years after the introduction of women's suffrage. The number of female MPs did not reach double figures until the mid-1980s and women are still under-represented in Parliament.

Searching the Petition:

Did one of your ancestors sign the historic 1893 petition calling for women's right to vote? If so, you can now search for their names online and contribute information about them. To mark Women's Suffrage Day on 19 September, Manatū Taonga/Ministry for Culture and Heritage has made the names and address details of the women who signed the petition available as a searchable database on [NZ History](#) so New Zealanders can search for family ties to this historic event.

'Women's suffrage is rightly celebrated as a great milestone in New Zealand history,' says Neill Atkinson, Chief Historian at Manatū Taonga. When the governor signed a new Electoral Act into law on 19 September 1893, New Zealand became the first self-governing country in the world to grant all women the right to vote in parliamentary elections. In most other democracies - notably Britain and the United States - women couldn't vote until after the First World War. 'New Zealand's world leadership in women's suffrage has become part of our national identity,' says Atkinson.

That achievement was the result of years of effort by suffrage campaigners. In 1891, 1892 and 1893 they compiled a series of massive petitions calling on Parliament to grant the vote to

women. The biggest of them all, submitted on 28 July 1893, was signed by 'Mary J. Carpenter and 25,519 others' - about one in five New Zealand women at the time.

The petition contains the signatures of many leading suffragists and feminists, including Kate Sheppard, Marion Hatton, Rachel Reynolds, Ada Wells, Tailoresses' Union leader Harriet Morison, writer Edith Grossman, and sisters Christina and Stella Henderson (whose younger sister, Elizabeth, then too young to sign, would later achieve fame as New Zealand's first woman MP - under her married name, McCombs).

This huge roll of names is now preserved at He Tohu in the National Library, Molesworth Street, Wellington New Zealand, alongside the Treaty of Waitangi. The international significance of both documents has been recognised by their inclusion on the UNESCO Memory of the World register of documentary heritage.

Manatū Taonga worked with Archives NZ and the Ministry of Women's Affairs to make the petition available online. Now, members of the public can help preserve and contribute to our rich history by accessing the database, which contains information on more than 24,000 New Zealand women. You can search by name or location, arrange the database according to town, city or region, and add your own comments (or email information to the NZHistoryteam at: info@nzhistory.net.nz).

To search the petition visit: <http://www.nzhistory.net.nz/politics/womens-suffrage/petition>.

Or learn more about the history of women and the vote in New Zealand at: <http://www.nzhistory.net.nz/politics/womens-suffrage>.

Physical, 3-6 sessions

Aim: To introduce surfing and give girls an opportunity to 'give it a go'.



Objectives:

- Learn beach and wave safety
- Improve water confidence in the surf
- Learn the process of catching a wave and surfing
- Have the opportunity to enjoy physical activity in God's creation

Equipment needed:

- Suitable beach nearby
- Surfboards with leg ropes, long/soft beginners boards are the best, you do not need one for everyone, make do with what you can borrow
- Body boards for those not surfing
- Wetsuits if the girls have them, especially if they tend to get cold easily
- Encourage the girls to bring a change of clothes and water bottle and remember sun screen even on a cloudy day/evening.

Personal required/other considerations:

- As this is a water activity a minimum ratio of one adult to four girls is required, but higher if conditions are less favourable. Have at least one person on the beach out of the water keeping an overview on everything.
- Instructors to teach/help the girls learn. Ask around at church for surfers who would help out and may have boards you can use. Christian Surfers <http://christiansurfers.org.nz/> may have a group near you who can help and also provide boards. Using a surf school may be an option but more expensive.
- Complete a risk assessment plan. Risks include cold/hypothermia, drowning/near drowning, being caught in a rip, hit by board, hit by ground/dumped in surf, cut feet from shells/crabs, possibly jellyfish stings
- Remember first aid kit
- The best time to do this badge is at the beginning of term one when the weather is more settled, it is light in the evening and the water is warm

Preparation:

Try and inform parents a couple of weeks before the beginning of term about the badge to get parent help and equipment.

Arrange for pick up and drop off at the beach and ideally have 3 sessions at the beach to maximise the opportunity for the girls to gain some skills.

Session:

Girls can play a game on the beach which everyone can join in as everyone arrives such as bull rush or a variation of tag.

Introduce all the parents/helpers/surfers to each other and the girls.

Start and finish the evening in prayer. A short devotion could be around God's amazing creation, the beach, waves etc.

Set some ground rules. For example only to go to waist or chest height in the water, surfing in the white wash (not green lip waves), reporting to an adult on the beach if you get out of the water, being aware of currents that take you down the beach and look for landmarks or signals from adults on the beach to get out of the water and walk back along the beach.

Discuss rips, identify where they are and what to do if you feel you are being taken out to sea.

Get one of your surfers/instructors to take a session on the beach, principles of paddling, catching a wave and 'popping up' before you get into the water with a surf board.

In the water have one instructor with 1-2 surfers if possible especially if the conditions are not ideal. Have the rest of the girls on body boards or playing in the surf/body surfing in a separate area so they are not hit by any surf boards. Ideally have at least one adult in the water with them depending on numbers. Rotate every 20-30 minutes depending on numbers.

Some girls will find learning to surf easier than others and want to have multiple turns over the sessions, but encourage all of them to have a least one go. Body boarding develops skills of reading and catching waves and even playing in the surf develops water confidence and is a lot of fun.

Watch for girls getting cold. Try to get them out of the water 10 minutes before the end of the session but this may be difficult if the weather is warm!

Prayer of thanks and thankyou to all helpers at the end of the session and get the girls to carry boards back to cars etc at the end. Don't forget to thank surfers/instructors at the end of the sessions with a card and small gift, possibly a block of surf wax.

Alternative ideas to extend programme/if conditions adverse:

- Beach/surf safety. There is lots of information at Surf Lifesaving NZ <http://www.surflifesaving.org.nz/> under the education tab. You may be able to get someone from the local club to take a talk for you.
- Watch the movie **Soul Surfer**. This is the true inspiring story of Bethany Hamilton who survived a horrific shark attack and with God's grace returned to competitive surfing and became an inspiration to others. Rated PG. The movie is 150 minutes long so may need 2 sessions to show.

This subject outline is courtesy of Bethlehem IFG Challenge Unit

Aim: To learn about life and surviving in Antarctica and Arctic.

Objectives:

- To find out what life is like in these places?
- To learn about who lives there – people, animals etc
- To take part in lots of snow/ice/cold related activities



Teaching Sessions:

Following are ideas to include in this three week programme. We haven't set them out in weekly sessions – you can choose what you want to do and when.

- Find Antarctica and the Arctic Circle on a map and discuss how you would get there from New Zealand. What equipment would you need to survive in the conditions there.
- Learn something of the history of Antarctica eg The race to be first to reach the South Pole, The part Huskies played in the exploration of Antarctica. The preservation of Scott's hut. What is life like in Antarctica and the Arctic today?
- Who lives there? Why are they there?
- What animals / birds live there?
- Source a DVD on Antarctica or the Arctic circle and show the girls
- What extra precautions do the people living in these places need to take to survive on a day to day basis?
- Hypothermia – what is it and how do you prevent it?
- Record the sound of the wind to have playing in the background to set the mood during your evenings.

Activities could include:

- Divide girls in to small groups and each group to make a sledge using a range of items provided. Each group is then provided with a map of a course along which are several points where activities to be completed are set up.
- 'Race to the South Pole' obstacle course
- Build an igloo out of boxes
- Make snow flakes
- Snow ball fight
- Iceberg relay
- Ice cream sculptures
- Ice cream eating competition
- Ice cube lifts (give girls a few things including salt and string) see if they can work out how to lift the ice cube without touching it. (Put the string on the cube sprinkle it with salt and leave for a few minutes then lift)
- Fill a small room with white balloons. Blindfold girls, then they need to crawl in and retrieve items.

Outdoor activity:

- Visit a mountain. Prepare the girls well for this activity ensuring that they have the correct clothing, foot wear, food etc.
- Complete a RAMS form.

IFG Optional Programme

Three Weeks

Week One

Trust

Spiritual



Aims:

To help girls understand what it means to have trust in each other through games and activities and what it means to have trust in God by sharing the story of Esther.

Objectives:

- To introduce the girls to the word "Trust"
- To develop mutual trust within the group through games and activities
- To share the story of Esther and extend the learning into a production that can be performed for the parents by assisting the girls to either write a script or narrative OR make costumes and props OR bake a traditional dish that is served at the Jewish festival celebrating Esther.

Planning and Preparation:

- Select games and activities that will encourage trust amongst your girls. (See IFG Games Book.)
- Gather several dictionaries for the girls to look up the meaning of the word Trust..
- Have newsprint and marker pens to brainstorm ideas as to why and who do we need to trust.

Activities:

- Divide girls into groups each with a dictionary and ask them to find the word Trust and then read what it means.
- Brainstorm - who can they trust and why do they need to trust them
- Play Trust games (see Game Resource)

Coach's Tip

- Be aware that some girls may be reluctant to talk about "Trust" for a variety of reasons.

Devotions:

Introduce the story of Esther. Read the story from a Children's Bible OR familiarise yourself with the Book of Esther and then retell the story in your own words OR hire a video/DVD from a Christian Bookshop.

Explain to the girls that they will be putting on a production for their parents in a couple of weeks time and ask for preferences as to which working group they would like to join - the writers, the costume and props department, or the bakers. Give girls parts to play in the production. If all the girls choose to be in the same team, allot the writing to the eldest, the costumes and props to the next and the baking to the youngest. Or if this causes a riot get the leaders to write the play and the girls take week about doing the other two activities.

Closing prayer / Notices / Home Time

Aim.

To show how that by trusting in God, Esther was able to save herself and her people

Objectives:

- To present a play or narrative that demonstrates Esther's trust in God.
- To prepare refreshments to serve to parents next week.

Planning and Preparation:

- Have more Trust Games
- Have Bibles or Video/CD
- Have a script of the Esther story for either miming or dramatizing
- Have equipment and materials to make props for the play
- Have recipe, ingredients and equipment to bake "Hamantashen" or similar

Activities:

- Continue to prepare for performance as set last week
- If time allows play some Trust games

Hamantashen

These are traditional pastries or cookies eaten during the Jewish festival of Purim, when the time Queen Esther saved her people is celebrated each year.

The name means Haman's Hats, named after the type of three cornered hat supposedly worn by Haman, the villain in the story of Esther.

You can use either pastry bought from the supermarket or your favourite cookie dough to make these, or there are many, many recipes to be found on line. Usual fillings include a prune mix, apple and raisin mix or apricot or cherry jam. Any sweet filling you have available should work well. The important thing is to shape the dough so the cookies are three cornered to represent the three corned hat.

Prayer:

Notices; Invite parents to come earlier to pick up their girls and watch the play next week

Planning and Preparation:

- Check all is ready for the performance.
- Check that refreshments are ready to be served to the parents - Hamantashen and a drink.

Activities:

- Have a dress rehearsal of the play using the props and dressing up in the costumes
- Perform play for parents
- Serve refreshments to the parents

Coaches Tip:

You may find you will need to extend the subject for another week as the girls may not be ready to perform their play.

Closing Prayer Notices and home time:**Script:****The Story of Esther**

Narrator	Welcome to our story of Esther. Not so long ago there was a king called Xerxes. He was holding a feast with his friends to celebrate the third year of his reign. Meanwhile, Queen Vashti, was holding a party for all the women.
King	(The King commanded) Servants, come here now. I order you now to bring me my Queen, Vashti, wearing her royal crown. (Servants leave to get the Queen).
Servant	The king has ordered you to come with us wearing your royal crown.
Vashti	No way, I'm not going with you.
Narrator	The servants went back to the King and told him what the Queen had said. The King called his advisors in.
King	Queen Vashti refused my command, what can I do?
Advisors	Well your majesty, the Queen has insulted not only yourself, but also your officials, in fact every man in the empire. Every woman in the empire will begin to look down on their husband as soon as she hears what the Queen has done. I suggest that you let everyone know that Vashti cannot appear before you again and make sure everyone knows about this. I suggest that you give her place to a better woman.
Narrator	The King let the Nation know that the husband of the man of the house had all the authority. The King then sent out a message to the Nation saying that he wanted beautiful women to come to his palace so he could pick his new Queen. (Have girls getting nails/hair done)
Narrator	Amongst these young girls was a beautiful young woman. Her parents died when she was young and her cousin Mordecai adopted her and brought her up as his own daughter, Esther was amongst girls who were sent to the palace for the King.

Esther had a little secret though - she was Jewish.

Each girl was then taken in turn to the King - then it was Esther's turn. She was admired by everyone, so in turn the King crowned her Queen.

In Esther's honour the palace held a huge party with gifts and all for everyone - it was even declared a public holiday.

The King gave Mordecai an administrative position, although Esther was still unknown. Mordecai had recently discovered that two guards had plotted an assassination of the King. He told Esther the news which found its way back to the King, resulting in death by hanging.

A minister was appointed named Haman and all officials had to treat him with respect and bow down to him. Mordecai refused because he was Jewish. Because of his actions, Haman put out an order to kill him along with all the Jews. The seal of appointment was made by the King.

King The people and the money are yours. Do with them as you will.

Narrator The word was sent to all governors and officials were advised.

On the 13th day of that year all Jews were to be eliminated from all generations and the King had made it known to all, especially in the capital city of Susa, which is where the event would take place.

While the horror ran wild in the city the King and Haman sat and drank to their hearts content.

Mordecai (Writing letter) Give this to my cousin Esther at the Court of the King.

Servant (Runs over) Here is a letter from your cousin Mordecai.

Esther Thank you (reads the letter aloud)

Dear Esther

The King has decided the Jews are to die. You are to help your people, I plead you to go to the King and beg for mercy.

Your cousin

Mordecai

Narrator It was well known in the land that to go and see the King without summons would mean death, so with fear and trembling she approached the King.

(King sitting centre stage on throne)

(Esther approaches)

King Esther, come and sit with me. You look troubled, what is wrong?

Esther I would like you and Haman to come to a dinner party tomorrow night that I am putting on for you.

At the Banquet

King What is troubling you Esther?

Esther King I would like you to attend another dinner party tomorrow evening where I will tell you what I want.

King We'll be there!!

Narrator The king is unable to sleep that night and reads the records of how Mordecai uncovered the plot that was to have the King assassinated.

King (To servant) - has Mordecai been rewarded for this deed?

Servant No.

(Haman now the gallows have been finished starts off towards the King)

King (Sitting on throne) - Haman, just the person I wanted to see. I want to honour someone very much, what can I do?

Haman (to the audience) - He must mean me.

King I would give him the Kings royal robes and parade him through town on the Kings

own horse proclaiming this is the man honoured by the King That sounds great - do exactly that for Mordecai.

(Haman sulks off stage) .

Haman The King has decided Mordecai should have all the honour and glory when it should be me.

Wife You are beginning to lose power to Mordecai and he is a Jew. You cannot overcome him, he will certainly defeat you.

Banquet No 2

King What is worrying you Esther?

Esther If it pleases your majesty, I would like my people to live - they are about to be destroyed.

King Who dares to do such a thing, who is this man?

Esther Our enemy, our persecutor, is this evil man Haman

Narrator The King storms about the palace gardens in a wild rage while Haman begs for mercy from Esther. The Kings servant tells him Haman has built gallows for Mordecai to be hanged. At this news the King sentences Haman to death. Esther explains to the King that she is a cousin of Mordecai and asks for his help in stopping the plot that Haman started. So a new decree goes out to the people stating that the Jews can fight back in their defense.

ESTHER HAS SAVED HER PEOPLE.

"Tycoonz" is a fancy name for a small marketing venture, to fundraise for something specific e.g. an IFG camp to help offset registration fees, or for a worthy cause within your community.

Aim: To fundraise for a specific event or worthy cause.



Objectives:

- Teach marketing, advertising and selling skills
- How to present goods for sale
- Create the marketable goods

Coaches Tip:

If possible bring in a sales expert to give the girls the basics of marketing, advertising and selling.

Some ideas of goods to sell:

Mosaic rocks
Potted plants
Aprons
Art work
Greeting cards
Home made jam, pickles, baking
Jewellery - simple necklaces, bracelets, earrings
Sets of cards
Go karts
Layered jars of cookie mix and soup mix

Note:

Northpoint IFG Unit completed this badge. The comments were amazing from the people who came to purchase saying they were very impressed with the girls' sales skills which showed in the \$1,500 they bought in on the night. (They did sell a few other things at the same time).