

# MEGA MAKERS!

## **Holiday club programme**

for 5- to 11- year olds



SESSION OUTLINES **MEGA MAKERS!**

# All in a day's work

**PLANNING YOUR SESSION**

When you come to plan each day, make sure you have read the descriptions of the programme in Phase 1. Select the activities according to the children you are likely to have at the club. You do not need to include all the activities listed here in your programme.

**MAKING YOUR CHOICE**

There are many factors which will influence your choice of activities:

**The children involved**

The children should be the most important consideration when choosing the daily activities. Children respond differently to the same activity. Engineers in particular should bear this in mind when planning Power drill.

**The length of the club**

Simply, if you have a long club, then you will be able to do more! The timings given are merely guidelines; different children will take different lengths of time to complete the same activity. Be flexible in your timings, judge whether it would be more valuable to complete an activity, even though it may be overrunning, rather than cut it short and go on to the next activity. Have something in your programme you can drop if things overrun.

**The leaders available**

Not every club will be able to find leaders with the necessary skills to fulfil every requirement. If you can't find anyone with a Basic Food Hygiene Certificate, you will have to limit the refreshments you can provide. If you don't have musicians, then you'll have to rely on backing tracks or miss out the singing.

To help Engineers prepare for Power drill, the questions for each day are called 'Bible discovery' and can be found in the relevant section for that day and on the **Mega Makers!** website.

**SUNDAY 1** THE MESSAGE OF JESUS**Louder & louder****Key passage**

Matthew 3:1-17; 4:17

**Key storylines**

- John the Baptist bursts onto the scene, calling people to turn back to God.
- John baptises Jesus in the River Jordan.
- Jesus himself begins to preach the same message with the invitation to turn back to God.

**Key aims**

- To hear how John the Baptist came to announce that Jesus had come and how people needed to listen to his life-changing message.
- To launch the holiday club so that church members can commit to pray for the coming week.
- To welcome any children and parents/carers coming to the club who are not usually part of the worshipping community.

**For children and their families with no church background**

Children and adults will be present in church for a variety of reasons. Adults may have come to accompany the children but have little interest in the Christian faith. On the other hand, they themselves may be searching for God and registering their child for **Mega Makers!** may be part of their faith journey. The children will also have mixed experiences of church and understanding of the Christian faith. Each of them needs to be welcomed and helped to enjoy the service. Think about what will be unfamiliar to them, for example when to stand and when to sit, and what words they may not understand. It's good to involve in the service in some way the people they know, at least in planning it, preferably in presenting it.

**For church children**

Encourage church children to look out for their friends who don't usually come and sit with them to help them feel part of what is going on. Some church children take part in the service. By involving them you can help them feel part of the holiday club in a special way.

**For children and their families from other faiths**

If you do have children and their families coming to this first service make sure they receive a genuine but not overwhelming welcome. It may be their first visit to a church so have someone on hand to explain what is happening throughout the service and to reassure them that it's OK just to watch and listen rather than join in the singing or prayers. At the end, introduce them to other children and families with whom they could form friendships. If they are coming to a church service they will expect it to be a Christian act of worship so there is no need to 'water down' the message.

**For children with additional needs**

Parents will value your non-judgemental acceptance of their child. Ask parents or carers how best to welcome their child since they need to be confident that their child will be included, encouraged and kept safe. As you begin to make friends with the child, assume that they are able to understand you. Just because a child cannot speak, move or see does not mean that they do not understand. Each child will want to be treated the same as any other child of the same age.

**PHASE 4**

## Service outline

### What-you-need checklist

You will need:

- Someone from the drama team dressed up as John the Baptist
- Messages for the introductory activity
- Copies of the Bible reading and three readers
- A flip chart and pens
- An artist able to draw three simple sets of faces.

### Suggested songs

Songs should be about God's love and his ever-expanding greatness. They can be confessional since this is a service of Christian worship but be aware that visitors may not know the songs and may not want to sing words that they neither understand nor believe.

- ⊙ Come on and celebrate *The Source* 75
- ⊙ Come, now is the time to worship *Songs of Fellowship* 1205
- ⊙ Our God is an awesome God *The Source* 418
- ⊙ Our God is a great big God *Songs of Fellowship* 2004
- ⊙ Make way, make way *The Source* 349
- ⊙ God's love is deeper *kidsource* 84
- ⊙ Great is thy faithfulness *The Source* 138
- ⊙ **Mega Makers!** theme song  
See pages 88 to 90

### Welcome

Welcome everyone and explain that the service may be a little different from your usual style, as it is the launch of **Mega Makers!** Talk briefly about the holiday club so everyone is aware of what is happening in the week ahead. The club's theme and the role of the Mega Machine will become clearer through the service. (You will need to decide how much you want to share in advance about the Mega Machine and other aspects of the club and whether you want to introduce Boffin and Brainwave. You might also like to introduce the drama and get the drama team to perform the short sketch available for today (see script on page 76).

Start with a song(s) that recognises that we are welcomed into God's presence as we come to worship – see above for suggestions.

### Set the scene

Someone dressed as John the Baptist storms down the aisle or towards the front, speaking quietly and gets louder and louder as he gets to the front, 'Make way! Make way! Get ready! Change your hearts and minds because the kingdom of heaven is near!' The service leader then asks 'John the Baptist' who he is and why he has interrupted the service. He answers saying that he has an important message from God for everyone to hear – when John the Baptist lived (2,000 years ago) and now! (This is why he ended up shouting out so loudly in the service.) Then explain that in the service you will be hearing more about John the Baptist and what it was that he was (and is) shouting about louder and louder.

Acknowledge that sometimes we do not listen to what God is saying to us. Use the prayer below, inviting people to respond with the **emboldened** words.

**Leader:** Father God, John wanted people to get ready because the kingdom of heaven was near! That was why he shouted with such urgency.

**All: Help us to listen and obey.**

**Leader:** Father God, you call us to pay attention to what you say.

**All: Help us to listen and obey.**

**Leader:** Father God, forgive us for the times this week when we have failed to live as people who know your love, and we have shut you out of our lives.

**All: Help us to listen and obey.**

**Leader:** This week we pray that everyone taking part in holiday club will listen to what you are saying to them.

**All: Help us all to listen and obey.**

### Introductory activity

Explain that in **Mega Makers!** the children will be witnessing the launch of the Mega Machine which enlarges everything that goes into it. It has been developed by

our two inventors, Boffin and Brainwave. The Machine could be on view and you might even demonstrate how it works. Or you may wish to delay its official launch until the start of the club. Throughout the club everyone will discover that God's love gets greater and greater, wider and wider, deeper and deeper and goes on for ever and ever. That is why you have heard John the Baptist calling out his message louder and louder.

Since a voice getting louder and louder is part of this service's theme it would be a good idea to play a loud/soft voice game. This 'game' could be a version of Chinese whispers where one message is whispered by one person to several others standing in a line. How far has the 'message' been distorted by the time it gets to the end of the line? The message could be 'Prepare the way for the Lord', or 'Make the road straight for the Lord.'

### Bible reading

The following is taken from the Contemporary English Version (which is the version we are using in **Mega Makers!**) of Matthew 3:1–8,11,13–16; 4:17. You will need three people (who have practised beforehand) as readers. The main reader/narrator reads with a normal reading voice, depending upon the effectiveness of the PA, and readers 2 and 3 join in to add volume at the appropriate places.

**Narrator:** <sup>1</sup> Years later, John the Baptist started preaching in the desert of Judea. <sup>2</sup> He said, 'Turn back to God! The kingdom of heaven will soon be here.' <sup>3</sup> John was the one the prophet Isaiah was talking about, when he said:

**Narrator plus Reader 2 getting louder as they read:** 'In the desert someone is shouting

**Narrator plus Readers 2 and 3 shouting out:** "Get the road ready for the Lord! Make a straight path for him!"

**Narrator:** <sup>4</sup> John wore clothes made of camel's hair. He had a leather strap around his waist and ate grasshoppers and wild honey.

<sup>5</sup> From Jerusalem and all Judea and from the Jordan River Valley crowds of

people went to John. <sup>6</sup> They told how sorry they were for their sins, and he baptised them in the river.

<sup>7</sup> Many Pharisees and Sadducees also came to be baptised. But John said to them: 'You bunch of snakes! Who warned you to run from the coming judgment?' <sup>8</sup> Do something to show that you have really given up your sins.'

**Narrator reads getting louder:** John announced: <sup>11</sup> 'I baptise you with water so that you will give up your sins.'

**Narrator and Reader 1 read getting louder:** But someone more powerful is going to come, and I am not good enough even to carry his sandals.

**Narrator plus Readers 1 and 2:** He will baptise you with the Holy Spirit and with fire.

**Narrator:** <sup>13</sup> Jesus left Galilee and went to the Jordan River to be baptised by John. <sup>14</sup> But John kept objecting and said, 'I ought to be baptised by you. Why have you come to me?'

<sup>15</sup> Jesus answered, 'For now this is how it should be, because we must do all that God wants us to do.' Then John agreed.

<sup>16</sup> So Jesus was baptised. And as soon as he came out of the water, the sky opened, and he saw the Spirit of God coming down on him like a dove.

<sup>17</sup> Then a voice from heaven said, 'This is my own dear Son, and I am pleased with him.'

**Narrator plus Readers 1 and 2 as loud as they can:** <sup>4:17</sup> Then Jesus started preaching, 'Turn back to God! The kingdom of heaven will soon be here.'

## Bible talk

**Storytelling method:** drawing

Lots of different people came to hear John the Baptist shouting out his message in the desert. He really, really believed that what he had to say was the most important message anyone could ever hear. He was calling people back to God saying that someone far greater than him was coming who would judge all people. But there would be a difference between

those who had turned back to God and those who had not, those who wanted to change their hearts and lives and those who did not. This person would bring God into people's lives. We know that this person was God himself, Jesus.

Jesus then came and was baptised with water. God the Father in heaven spoke saying, 'This is my Son and I am pleased with him!' The Spirit of God came down from the sky like a dove and rested on Jesus. Wow!

*Explore the different ways people reacted to John the Baptist's message.*

**The crowds** 'Artist' to draw lots of simple faces together as though in crowd, either with mouths wide open or mouths smiling. They could also draw some droplets of water on the faces of the crowd when you talk about them being baptised, although it almost certainly was not baptism by sprinkling!

The crowds had hurried into the desert to hear John's message. Many of them were curious to hear John's message and listened open-mouthed. Some of them, though, were convinced by John's challenge to turn back to God and realised that living in a way that does not please God was wrong. They wanted to be baptised as a sign of wanting to 'give up their sins' that is, live to please God, which was by far the best way to live. The water was a sign that they were being made clean from their wrongdoing.

**The Pharisees and Sadducees** Artist to draw a few faces with downturned mouths – men only

The Pharisees and Sadducees were religious leaders and they were very critical of anyone who said things that they disagreed with. They came to hear John's message and Matthew even says that they wanted to be baptised. But John knew that in their hearts they did not want to 'give up their sins' or take his message seriously. In fact, they criticised Jesus' message even more and three years later they put him to death. John knew that God could see what they really thought.

**Jesus** Artist to draw one face only, head

*bowed, mouth one straight line, with a dove dropping onto his head and droplets of water on his face.*

When Jesus arrived (he was in fact John's cousin) John knew straightaway that this was the one he had been speaking about. Jesus wanted to be baptised and insisted that John should do it. (John did not think he was good enough.) As Jesus came up out of the water in the River Jordan, God the Father spoke and affirmed the fact that Jesus really was this promised one, his Son. Jesus then began his job of travelling round telling people about God, healing people and performing some amazing miracles. He began by preaching exactly the same message as John (see 3:2 and 4:17) and spent three years making it clearer and clearer what John meant – we could say that Jesus was shouting out his message louder and louder.

## So how do we respond to this message from God?

Go through the options of being curious, of being critical and thinking this is all wrong, or actually of wanting to turn back to God, trusting that John's and Jesus' message is true. We too need to follow Jesus.

Explain that this is what the central theme and message of **Mega Makers!** is. Children will hear how Jesus invited people to follow him, to become like him and to change their hearts and lives. (Give more details of how the club is going to run.)

## Prayer

Lead several short prayers about the things that people will be doing this week. Children and team members could take part in this. Pray for the leaders, for the children, for all the practical details and safety, and give thanks to God that everyone has the opportunity to hear Jesus' message.

DAY 1 THE INVITATION TO FOLLOW JESUS

# Wider & wider

**Key passage**

Matthew 9:9-13

**Key storylines**

- Jesus invited Matthew to follow him. Matthew was a tax collector, despised by many people who saw him as someone who collaborated with the Roman authorities and was probably a cheat!
- Matthew later invited Jesus to have dinner with him and his friends and acquaintances. This meant that Jesus met some of the unsavoury characters Matthew associated with.
- The Machine 'receives' small bread rolls and spits out huge loaves of bread.
- Storytelling method: Children call out 'Boo' and 'Hurray' at appropriate times and lots of invitation cards are needed.

**Key aims**

- To welcome each child to the club, setting the tone for the next few days.
- To help children grasp that Jesus' invitation started with a few people but was spread wider and wider, to all sorts of people, of all ages and included those who were popular.
- To plant the truth from the start that Jesus invites everyone at **Mega Makers!** to follow him, whatever they are like, whatever their background. His invitation is offered to a wider and wider group of people.
- To enable children to see the vastness of God's love for them.

**For children with no church background**

The story of Jesus calling fishermen to become his followers is sometimes told in RE lessons for KS1 (infants) children but the call of Matthew is less familiar. All children need to grasp the background to this story. If they have travelled abroad they might know the phrase 'duty free', and will almost certainly have passed through the 'NOTHING TO DECLARE' channel in customs. The payment of a tax to transport goods (which was Matthew's business) may make sense to some.

The second part of the story is about a meal with Jesus which is of interest to anyone who likes food. Children may be puzzled by the term 'sinner' which is commonly used today with no reference to God but just means being a bit naughty. Jesus explained that he came not for good people but for sinners. We would define a 'sinner' in this context as people who don't live the way God wants them to.

**For church children**

Little is known about Matthew (also known as Levi) even though he is the named author of this Gospel. Is this because Matthew kept dubious company so Jesus' call to the more appealing fishermen is better known? The message of this story is powerful especially for church children. These days Jesus has certainly come to call people who have grown up in church to follow him. They have had many opportunities to accept his invitation. But he has also

come to call those who so far have not heard much about him. Here is the challenge for church children to reach out to those more on the margins of their society (which includes children!). How wonderful it would be if, as part of Mega Makers!, many children would want to share Jesus with their friends and those who are less loved and popular. Jesus' love reaches out to them too.

**For children with other faiths**

All the major faiths will have an understanding of the 'wrongness' of collaborating with the enemy. Children from many African, South Asian and Semitic/Arab cultures will recognise the importance of eating together - and of who is invited and who accepts the invitation. For Hindu children there may be echoes of the caste system and a parallel to be drawn between accepting an invitation from those of a different caste or even no caste. High caste Hindu children may find this scandalous. Sikh children may be used to the concept of welcoming and feeding whoever arrives for the meal, as this is the way their Gurdwaras (temples) operate.

**For children with additional needs**

Remember that some children with additional needs will take longer to settle in on the first day because everything is new and strange. Try showing them around the building when they arrive, and make a visual diary using either Makaton-style symbols or photos so they can see what happens when.

## Engineers' briefing

### Spiritual preparation

Read Matthew 9:9–13

Talk about what might have been going through the minds of the Pharisees and Matthew's friends whom he invited to eat with Jesus. What was it about Jesus that made some people question and judge him while others accepted him?

Comment that Jesus encountered a wide range of people in his ministry. You are likely to have a wide variety of children coming to **Mega Makers!** Ask what differences there will be between the children – eg boys and girls, ages, sizes, family backgrounds, faith backgrounds, from different churches, different schools, on their own or with friends – just as the team of leaders is made up of different people. Jesus invites every one of you to follow him.

In the light of these differences pray for the children who are coming, asking God that each child will feel welcomed.

### Practical preparation

Talk through the programme. Remind people of the key learning aims and who is doing what, making sure everyone knows their role and has everything they need. Check that younger team members or those who have not been involved before are OK. Encourage them during the session too. The overall leader could do this or it could be assigned to another member of the team, or member of the church whose sole role is to encourage the team. It is important that people feel able to ask about anything they are not 100 per cent clear about.

Set up the different areas of the club, making sure everything is in place in plenty of time, so you are ready as the first children come from the registration area. You will probably need extra help as it is the first day. Leaders should be especially welcoming to parents and children who have not been before or any adults accompanying children who look uncomfortable being in a church setting.

The concept of 'wider and wider' may be hard to understand for some children. As they settle in, play a fun game with your hands showing the space between them getting wider and wider in different directions. Ask them to play the game by doing it too, or ask them to say the word 'wider' as an instruction to make you move your hands wider apart. You could then use this during Power drill to help them understand.

### What-you-need checklist

You will need:

- Registration:** registration forms, badges, labels, pens, team lists
- The Mega Machine:** the equipment to complete it; two bread rolls and a large round loaf
- The Brainbox:** for jokes, messages, questions and pictures
- Messy mechanics:** ingredients to make the dough, bowls, flour, aprons, covering for the floor
- Technology:** PA system, laptop, PowerPoints and projection/OHP and acetates, **Mega Makers!** DVD
- Toolsheds:** material for mini-machines and opening and closing activities; Bibles, *Inventor's Notebooks* or *Inventor's Sheets*
- Music:** Innovation band or backing tracks
- Drama:** costumes and props
- Activities:** equipment for games and construction
- Boffin and Brainwave** (presenters): running order, equipment for Mega words, the Learn and remember verse, praying for the wide world, quiz questions
- From the Maker's Manual:** story script, two individual invitations in an envelope and a pile of ten invitations stuck together
- Down tools:** Drinks and biscuits or other refreshments

Listen to any last-minute information or instructions from Boffin and Brainwave, or from the drama, music or refreshment team.

## Programme

### Clocking in 10 minutes

As this is the first day of the club, make sure the registration team with extra helpers are ready to greet and register the children so that any new children and

parents don't have to wait long. Have a welcome team on hand to take the children to their Toolshed.

It is important that children can relate to their Toolshed leaders who will be with them all the time of the club. Relationship-building and trust begins as soon as each child is welcomed into the Toolshed! These first few minutes are vitally important. Leaders should be familiar with the names of expected children and use the name of each child as much as they can. Introduce unknown children to one another and begin to decorate your Toolshed and make a mini-machine unique to your group of children. For ideas of how to do this, see page 17.

Alternatively, introduce the idea of inventions in one of two ways. All gadgets and machines have to be invented by someone! In advance, print off resource page 92 of the list of ten inventors, their invention and its date. Cut these out as shown on the sheet and lay them out on the floor in categories but with each category muddled up. Can the children match them up? As they arrive they can join in with another child or pair to do this together. Getting the dates right will be the real challenge!

Or print off on card a copy of the pictures of the ten inventions from the website, cutting the pictures to make playing cards. Play a simple game of snap with groups of four or five.

Ask children to name other inventions or inventors – or you could suggest some.

## The inventor's workshop

45 minutes all together

Once all the children are settled in the workshop, Boffin and Brainwave, the inventor and his apprentice introduce themselves, setting a slapstick tone to the programme. Boffin is a studious-looking type whereas Brainwave is a fuss pot who keeps getting things mixed up and lacks confidence in both Boffin's machine and in his ability to make anything work.

Establish three ground rules which might be:

- ⦿ what to do if the fire or smoke alarm goes off
- ⦿ where the toilets are and whether you need to ask before you go
- ⦿ in any small group time, only one person talks at a time when it is their turn

### Stretch inventions

Elastic Eureka calls three leaders to the front having primed them to invent a body position which they can hold in a frozen position for 15 seconds. Two leaders could devise a position together, such as one leader goes down on their right knee, holds the left foot of the other leader, who raises both arms in a triangular shape above the head, while the kneeling leader places their face on their other knee. Each child or pair has to attempt to copy this invented position and then hold it for 15 seconds (or longer if the children are able to sustain it).

Play a stretch invention jingle while the children 'stretch'.

On subsequent days, ask older children to devise a body position, but do check that it is physically possible for younger children to imitate. Leaders' bodies may be less flexible than children's!

### Mega Machine

Boffin assisted by Brainwave has been creating a Mega Machine and today is the topping off occasion. However your machine has been created (see page 5) you need to leave something incomplete, whether it is a surface that needs painting, a piece of scaffolding or a ladder that needs installing, or a flag to be put in place! Boffin invites children to contribute to this act of completion amidst a fanfare of noise and applause. Now the Machine has to go through a strict series of trials, which will continue throughout the club.

Devise a dramatic way of switching on the Machine, such as pulling down a handle, turning on a light, making a klaxon sound. Build up the sense of suspense. The first trial is set in motion. What will it be? Boffin is puzzled and muddled!

Brainwave loses interest and starts eating his lunch of two bread rolls, but gets told off for making a mess. Boffin then has the bright idea that the first trial will be to deposit Brainwave's other bread roll into the Machine to see what emerges. Despite Brainwave's protest, the roll is deposited into the machine, there are grunts, bangs, steam, water etc and finally out pops... a large loaf of bread! Much applause!

### Messy mechanics

Invite two leaders and two children to come to the front and pair off one child to one leader. Each pair needs a mixing bowl, wooden spoon, ingredients needed to make bread dough and simple instructions on how to make it, all laid out on a table. (If you have not made bread dough before, seek advice for the recipe and technique most trusted by your adviser!) Ensure you also have something to cover the floor.

The leader, after looking at the table, is blindfolded and the child gives instructions on how to make the bread dough but can't touch anything. The leader must follow the instructions and find everything; the first to finish wins.

Then talk about how yeast makes dough enlarge over time. **Mega Makers!** is all about things getting bigger and bigger! When the children come back to the workshop after Power drill they can see how much the dough has risen. Roll all the dough into one large lump, placing it in a large container, marking how far up the side the dough is, so that it is obvious how much it has risen. Cover with a cloth and leave in a warm place. (It might be a good idea to have a stand by – 'here's one I made earlier' – in case the above doesn't work!)

### Music makers

Introduce Innovation, the band (if you have one) and get them to teach the **Mega Makers!** theme song and any actions, if you've come up with some. Sing it a couple of times so that the Mechanics begin to get the hang of it, rather than singing other songs at this point. Say that you'll sing it again later!



### From the Maker's Manual

Boffin declares how glad he is that so many children have come to the launch of The Machine. Everyone is welcome. But he has heard that some people never got their invitation to come to view it, some people just didn't want to come and some people didn't want to come because they had heard that Brainwave was going to be there! How shocking is that! And that reminds him of a story which our storyteller (name) is going to share with you all.

### Storytelling options

Each day, there are three options suggested for telling the Bible story: you can use the same approach each time, mix and match how you tell the story, or combine two or more approaches. Choose which will be most helpful for your team, your children and the style of your club.

- ⦿ The storyteller tells the story based on Matthew 9:9–13 using their own words if possible. You can use the section headings and interactive ideas from the script (see option 3) as memory joggers and to vary your story presentation each time.
- ⦿ Introduce today's episode from the **Mega Makers!** DVD. (If you are telling the story and using the DVD, tell the story first, then show the DVD so the children already have the outline of the events before seeing the episode.) In today's episode Bob and Gemma will be at the Eden Project in Cornwall, exploring their incredible 'biomes' made of hexagonal sections that lock together and form the perfect environment for a riot of awesome plant life that couldn't otherwise exist in the UK. This in turn will lead us into Bob telling us about the calling of Matthew, and how Jesus invites everyone to be his friends. Just like the 'biomes', God's love is wide enough to include us all!
- ⦿ Or the storyteller may prefer to follow the fully scripted retold Bible story for Day 1 on pages 70 and 71.

**Storytelling method:** child participation and props.

The storyteller needs to make sure they are familiar with the script so that they

can tell the story fluently, preferably in their own words, maintaining eye contact with the children. The storyteller is dressed in casual clothes but with something smart to put on to go to a party, such as a scarf, fascinator or bow tie. The storyteller should have a leader to hold up signs to indicate when the children shout 'Boo' or 'Hurray!'

You will also need the three kinds of invitations which can be downloaded from the **Mega Makers!** website:

- ⦿ a large invitation from Matthew to Jesus in an envelope, labelled 'Jesus of Nazareth'
- ⦿ a large invitation from Jesus to Matthew in an envelope, labelled 'Matthew, the tax collector'
- ⦿ a set of at least 10 A4 sheets with 10 invitations from Jesus to others printed on each which are stuck together as a long strip, ideally perforated, to be torn and separated easily.

### Mega words

Each day has a key phrase (which is in two parts: the 'expanding words', and the subject of expansion). This will help children to remember what they have learnt and will keep leaders focused on the message they want children to learn. Jumble up the words of today's phrase and write them on a long/wide strip of paper – similar to the long strip of invitations above. Ask two children to cut up the words, give one word each to eight younger children and then arrange the words in the right order. Today's phrase is:

**'WIDER AND WIDER** – the invitation to follow Jesus'

### Ask an engineer

Boffin asks a leader (who is not going to be embarrassed) if he can measure how wide their leg span is if they stretch their legs out wide, almost as far as they can. A couple of children can help. Then ask if they can get their stretch wider and wider. Measure again (with a bit of huffing and puffing) and the stretch has increased.

Ask the leader how many people they

know who have heard and accepted Jesus' invitation to follow him. Boffin comments on how wide Jesus' invitation has gone, then asks if more people are hearing and wanting to follow Jesus (with the answer, Yes!). Why do they think Jesus' invitation is so wide and gets wider and wider to include everyone? (Because this is how wide God's love is.) This naturally leads on to the Learn and remember verse.

Ask how they know that they are a follower of Jesus.

### Learn and remember

**'I pray that you, together with all God's people, may have the power to understand how broad and long, how high and deep, is Christ's love.'**

Ephesians 3:18 (GNB)

This verse helps children grasp that Jesus' love is far beyond what any of us can understand but God gives us the power to begin to grasp and experience God with us. This is central to the theme of **Mega Makers!**

Explain that the apostle Paul spent a lot of time in a city on the western coast of Turkey, called Ephesus, where he told others about Jesus. Later he wrote a letter to the people who lived there, who had accepted the invitation to follow Jesus. Here are some of the things he wrote to them which we can read in the Bible in his letter to the Ephesians, chapter 3 verse 18. Use the following signs to help them to remember.

Paul wanted them to know how wide Jesus' love was (*open arms out wide in a semi-circle*), how long Jesus' love was (*stretch your arms out as far as you can*), how high Jesus' love was (*stretch up as high as you can*) and how deep Jesus' love was (*stretch down as low as you can*). Display the words of verse 18 and repeat it several times with actions.

Use the Learn and remember verse song with actions.

PHASE 4

**Power drill**

45 minutes in  
small groups

**Down tools**

Make sure children are comfortable in their Toolsheds, as they settle for their refreshments. With younger children who can take longer over this, you may want to begin talking about the story as they drink their drinks.

**Bible discovery****With older children (8–11s)**

Talk about the children's favourite inventions and what they think is particularly good about them. You could name a few of your favourites to get them started. Then turn to page 7 of *Inventor's Notebook* and ask the children to fill in the names of the inventions by using the codecracker on page 4. You might like to take a vote on which of these they rate the highest.

Read Matthew 9 verses 9–13 on pages 8 and 10 of *Inventor's Notebook*. On page 9 get the children to draw where Matthew was sitting and to find the hidden coins. As they do this, talk about whether they think Matthew knew much about Jesus or whether he decided to follow Jesus on impulse. (*Jesus had been around some time performing miracles and teaching, so it is unlikely that Matthew knew nothing about him. Jesus was a local boy from the area around the Lake of Galilee.*)

Invite the children to draw the following people at Matthew's dinner: two guests, one of Jesus' close friends and Jesus, on page 11. Explain that people in those days ate lying down, leaning on their right elbow, with their feet sticking outwards. Talk about the fact that the tax collectors and sinners were not really nice people to have as friends or to go to parties with and ask the children why they think Jesus wanted to mix with this sort of person. (*Jesus cared for people from a very wide selection of society, including lots of outsiders and social misfits.*)

Ask the children if they have ever been to a party or been friends with people who others don't like or look down on. Talk about whether Jesus would have joined

their group of friends or come to a party like that.

Invite the children to draw the Pharisee on the grey cross. Explain that the Pharisees were the teachers of the Law of Moses who did not like what Jesus said or did.

Ask the children what they thought Jesus meant when he said he was like a doctor and get them to put their answer in the speech bubble on page 12. You may need to go into some explanation here to help their understanding (There's one on page 13 of *Inventor's Notebook*.) Ask the children if they'd been at Matthew's meal where they would be in the room – sitting with Jesus and Matthew's friends or standing in the corner with the Pharisee.

**With younger children (5–8s)**

Ask the children to think about if they were having some friends around to play or eat with them, who they would invite. Say that you're going to hear about a dinner party in today's reading and encourage them to listen out to who was invited. Also say that you need their help to tell the story by moving the figures around.

You will need DUPLO (Lego may be a bit small) or PLAYMOBIL® figures, or small dolls to place around two tables, which can either be PLAYMOBIL® versions or made out of card (in proportion to your figures).

Read Matthew 9:9–11 from a child-friendly Bible followed by an explanation in your own words of verses 12 and 13. Sit the children round in a rectangle as though sitting at a table so that they can all see and help to place the figures to represent Jesus, Matthew, four of his friends and two Pharisees. Using the *Inventor's Sheets*, invite the children to draw a circle or small picture of Matthew and Jesus at the dining table and then do the same for Jesus' friends and the Pharisees. As they do this, encourage the children to think about the different characters. Did Matthew get up and follow Jesus straightaway? Were the people invited to Matthew's party nice people to have as friends or the sort of people others didn't like? What did Jesus think of them? Now talk about where the children would put themselves in the story. Finish by inviting the children to circle the eight differences in the 'spot the difference'.

**With all ages**

Adapt these questions to suit your group, sharing your own feelings, opinions and experiences as appropriate:

- ⦿ Do you think Jesus knew much about Matthew or was this the first time they had met?
- ⦿ How do you think the tax collectors and sinners felt when Jesus said he came to invite sinners to be his followers?
- ⦿ Who are the people you know who others don't like much? What could you do to show them kindness?
- ⦿ What have you learnt about God from today's story?

**Power tool (prayer)**

Arrange everyone as though they are sitting round a table. Ask each child to say how they are different from others in the group. Encourage them to think of as many differences as possible (eg gender, height, skin, eye and hair colour, families, glasses, different abilities etc). The amazing thing is that Jesus sends out his invitation wider and wider to include everyone who is in the Toolshed. Make sure that the children know each other's names. Invite each child to go round and say the following: Thank you, Jesus, that I am different from X (the child on their right) because... Thank you, Jesus, that you love them.

**Construction**

Choose a construction activity from pages 63 to 67. For extra craft ideas, see *Ultimate Craft* (SU 978 1 84427 364 5).

**Games**

Help the Mechanics shape up by choosing suitable games from pages 67 to 69. For more games ideas see *Ultimate Games* (SU 978 1 84427 365 2).

**Back to the workshop**  
25 minutes**Brainbox**

Welcome everyone back together by playing the **Mega Makers!** theme song, then hold up the bowl of dough from the messy game so the children can see how much it has expanded.

There will not be many jokes, messages, pictures and questions in the Brainbox today apart from those the team has produced in advance or the children have written or drawn during the session so you might want to have a couple up your sleeve. Encourage children to bring their contributions, but also to bring any inventions they have created. There will be an opportunity to demonstrate these in following sessions.

### **Music makers**

Innovation lead the children in a couple of lively songs.

### **Drama: Professor Vantor's Miracle Matter-Maker**

Introduce the comedy-drama, 'Professor Vantor's Miracle Matter-Maker'. It's an exciting day for the professor, ROBOT and May Kameess, as they prepare to enrol four new apprentices to their workshop. But the applicants aren't quite what Ian Vantor had expected and one of them is a decidedly suspicious character.

### **Wide, wide world**

Jesus invites people from all over the world to become his followers. His invitation gets **wider and wider**. It would therefore be appropriate to pray for a part of the world where people need to hear that Jesus loves them. This might be somewhere in the news right now or it could be a project overseas that your church is involved in. Show some pictures on the screen of the situation giving an explanation to children who do not come to your church. Talk about how you might pray for this situation and then pray simply, explaining that if the children agree with what you say, they should say 'Amen'. Encourage the children to close their eyes since it helps them to concentrate and to put their hands in a position where they can keep them still – on their knees or folding their arms.

### **Bench test**

Rivers get **wider and wider** as they come close to the sea.

How many rivers can the children name? If they run out of rivers they know, they

can ask their Engineers. (Write them down and give one point for each answer.)

Alternatively, write out the names of 6 to 10 well-known and local rivers leaving a blank for the vowels. Split the room in half. Taking each half in turn, children suggest a vowel until they work out the name of a river.

Final question: what are the **Mega Makers!** words for today? Use the key words to summarise the story and to reinforce what the children have learnt and discovered about Jesus.

### **Fusion finale**

Round off Back to the workshop by asking two children to say in one sentence what one thing they will share when they get home. Children are used to doing this in school. Leaders can ask a similar question when the children are back in their Toolsheds.

Boffin reminds everyone about the collection procedure, and assures them that he looks forward to seeing them the next day. What will Boffin and Brainwave want to enlarge next in the Mega Machine? What will the apprentices get up to in the drama tomorrow? Then send the children back to their Toolsheds.

### **Clocking off**

10 minutes

If you have a tape measure, the children can work out who has the widest stretch of legs – and getting wider! Make sure that children have what they need to take home, including any construction items they have made. Ask the children what one thing they are going to share about **Mega Makers!** when they get home.

### **Workshop clear-up**

30 minutes

Once the children have gone, tidy up and do any necessary preparation for the following day. As many as possible in the team should meet to debrief on how the first day has gone, identify any hitches that could be put right or any children who have been unhappy.

Report back on how children and leaders in each Toolshed have settled and pray together. Remember to acknowledge and affirm team members' contribution to the session. If possible, share a meal together, although you may only wish to do that on the last day.

PHASE 4