

*Lighthouse Hazlemere,  
Lighthouse High Wycombe  
& Fresh Café*



fresh  
café

## Leaders' Handbook 2010

Sir William Ramsay School, Hazlemere  
Royal Grammar School, High Wycombe

Monday 26<sup>th</sup> to Friday 30<sup>th</sup> July 2010

Lighthouse Hazlemere and High Wycombe incorporating Fresh Café  
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If you have any comments or corrections relating to this handbook, please send them by email to Lighthouse Administration, [info@lighthouseadmin.org](mailto:info@lighthouseadmin.org). There are additional policy documents and “how to” information posted at [www.lighthouseadmin.org](http://www.lighthouseadmin.org).

Lighthouse is a faith activity and our prayer is vital. Please try to get Lighthouse on the prayer agenda of your church and to pray faithfully for all our leaders, for the children and for God's blessing over the whole week.

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### 1. What Lighthouse is about

**Lighthouse** is a holiday week for children run by Christians from local churches. As Christians we believe that the Bible is God's word to us. That is, it shows us how to live and, above all, that God sent His son, Jesus Christ, into the world to die, so that our sins may be forgiven, and to rise from the dead, so that we might know Him. We know from our experience that God is able to provide a peace and a hope that cannot be found elsewhere.

At Lighthouse our aim is for children to discover God's amazing love for us all. We aim to present God the Father, Son and Holy Spirit, to allow children to explore the Bible and to give opportunities for them to accept Jesus as their saviour and special friend.

It is our clearly stated aim that no child should be harmed, or endangered, whilst at Lighthouse. It is important that all helpers should read the sections on **Child Protection** and **Guidance for Leaders** in this handbook. We rely on the care and vigilance of all our helpers to ensure that children are kept safe from harm.

**Lighthouse** began in Great Missenden and Prestwood in 1987. Lighthouse Hazlemere began in 2000, Fresh Café in 2002 and Lighthouse High Wycombe in 2006. In 2009 we registered over 1500 children to attend Lighthouse Hazlemere and Lighthouse High Wycombe. We are immensely grateful to Sir William Ramsay School and the Royal Grammar School for permission to hold Lighthouse on their sites, and for the help they have given at every stage. It is up to every single person to make sure that we are welcomed back again next year!

Lighthouse provides buses to Lighthouse High Wycombe from some parts of town to give access to children without transport, and to alleviate parking problems.

There will be **Evening Activities** on the Lighthouse Hazlemere and Lighthouse High Wycombe sites. Fresh Café (combined youth programme) will run on Monday, Wednesday and Thursday at Lighthouse Hazlemere. Fresh Café is available for young people helping at both Lighthouse High Wycombe and Hazlemere events.

## 2. The Lighthouse Day for Children

A detailed timetable and site map will be issued at final briefings.

Children spend most of the day in their own year-group under the supervision of an Age Group Leader (AGL). Within each age-group they are split further into small groups of 10-15 children called Lighthouses. Each Lighthouse is run by a Lighthouse Keeper (LHK) with one, or more, younger helpers called Lamplighters (LL). Each day at Lighthouse has the same basic shape:

- At the start and end of the day all the children gather in the Main Marquee for the Main-Stage teaching session including worship songs, competitions and games.
- The rest of the day is split into five 30-minute sessions – teaching, Lighthouses (small groups), performing arts, craft and games – plus lunch.
- The 4's have their own mornings-only programme in a quiet part of the site. At Lighthouse High Wycombe the 4s join everyone for the Main Marquee mainstage teaching session.

*There is a separate programme for parents and toddlers. For Lighthouse Hazlemere, a group meets at Holy Trinity Church (10.15 a.m. - 12.15 p.m.). For Lighthouse High Wycombe, there are two sessions to choose from, 10.15 am – 12.15 am, or 1.30 p.m. to 3.30 p.m., both at St. Francis of Assisi Church.*

## 3. Summary of Roles and Responsibilities

For the latest “who’s who” please go to [www.lighthouseadmin.org/whoiswho](http://www.lighthouseadmin.org/whoiswho). On these hidden web pages you will find (i) a list of all helpers and their roles (ii) email addresses and telephone numbers for Age Group and other team leaders. Please send any questions to [info@lighthouseadmin.org](mailto:info@lighthouseadmin.org) (preferred) or leave a message on 01494 714012.

The team is made up of:

Trustees	<ul style="list-style-type: none"> <li>• Overall Management of Lighthouse</li> </ul>
Age Group Leaders (AGL)	<ul style="list-style-type: none"> <li>• Co-ordinate activities for year-group.</li> <li>• Work with Age Group Teachers to implement teaching programme for year-group.</li> <li>• Lead and support Lighthouse Keepers and Lamplighters in year-group.</li> </ul>
Age Group Teachers (AGT)	<ul style="list-style-type: none"> <li>• Prepare and deliver one whole-year teaching session each day.</li> <li>• Review the provided teaching materials for Lighthouse sessions and enable Lighthouse Keepers to use these materials with children.</li> </ul>
At Lighthouse High Wycombe there is no distinction between AGLs and AGTs.	

Lighthouse Keepers (LHK)	<ul style="list-style-type: none"> <li>• Oversees a 'Lighthouse' of 10-15 children throughout the week.</li> <li>• Leads one Lighthouse session each day.</li> <li>• Support and manage Lamplighters (assistant leaders) in group.</li> </ul>
Lamplighters (LL)	<ul style="list-style-type: none"> <li>• Assist Lighthouse Keepers in looking after children in group throughout the week.</li> </ul>
Teaching Co-ordinator	<ul style="list-style-type: none"> <li>• Plans teaching themes for the week.</li> <li>• Works with Age Group Teachers to implement themes for teaching sessions suitable to each year-group.</li> </ul>
Crafts Co-ordinator	<ul style="list-style-type: none"> <li>• Plans craft programme consisting of one session each day for each year-group.</li> <li>• Leads crafts team.</li> </ul>
Performing Arts Co-ordinator	<ul style="list-style-type: none"> <li>• Plans performing arts programme consisting of one session each day for each year-group.</li> <li>• Leads performing arts team.</li> </ul>
Sports Team Co-ordinator	<ul style="list-style-type: none"> <li>• Plans games programme consisting of one session each day for each year-group.</li> <li>• Leads games team which delivers the games programme.</li> <li>• Help with leaders children at the beginning of the day, returning the children to the main marquee after the early morning leaders' meeting.</li> </ul>
Music Co-ordinator	<ul style="list-style-type: none"> <li>• Selects appropriate songs for the week.</li> <li>• Organises music, copyright etc. for the band.</li> <li>• Leads band which delivers worship for main stage each day.</li> </ul>
Stage Team Co-ordinator	<ul style="list-style-type: none"> <li>• Leader of the team that prepares and delivers the main stage sessions.</li> </ul>
Site Manager	<ul style="list-style-type: none"> <li>• Liaises with school staff to make advance arrangements for site layout and managing the site for the week.</li> <li>• Liaises with outside suppliers / contractors on all matters re site.</li> <li>• Ensures that all health and safety requirements are met.</li> <li>• Organises stewards, site crew and security for smooth running of programme.</li> </ul>
Site Crew, Stewards, Security	<ul style="list-style-type: none"> <li>• Work with Site Manager to ensure smooth running of programme on-site.</li> <li>• Carry out a range of stewarding, maintenance and DIY tasks during Lighthouse week. Can be part-time or full-time.</li> </ul>
Helpers' Refreshments Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinate the helpers' comfort zone which serves tea, coffee and squash throughout the day.</li> </ul>
Parents Welcome Zone Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinate the Parent Welcome Team</li> </ul>
Registration Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinate the registration of children on arrival.</li> </ul>
Shop Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinate the Lighthouse shop and café.</li> </ul>
First Aid Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinates first aid facilities for helpers and children.</li> </ul>
Parents & Toddlers Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinates morning Parent &amp; Toddler sessions.</li> </ul>
Admin Co-ordinator	<ul style="list-style-type: none"> <li>• Overall responsibility for administration during Lighthouse.</li> </ul>
Coach Co-ordinator	<ul style="list-style-type: none"> <li>• Co-ordinates coach escorts and manages logistics of children arriving by coach.</li> </ul>

Fresh Café Co-ordinator	• Co-ordinate the team planning and managing Fresh Café.
Fresh Café Set Up Team	• Prepare site for Fresh Café on evening of events.
Fresh Café Event Team	• Assist with the running of Fresh Café.

For the complete list and description of each role, please go to [www.lighthouseadmin.org/whoiswho](http://www.lighthouseadmin.org/whoiswho).

#### 4. General Information for All Lighthouse Leaders & Helpers

**Morning Meeting** – The morning meeting is for ALL helpers (except essential security and staff looking after helpers’ children) in the Main Marquee. This meeting is important for our spiritual and practical preparations, and is not optional! Please arrive promptly at 9.00 a.m., ready to begin worship. During this meeting there are special arrangements for **helpers’ children** of Lighthouse age – please refer to the site map for venue.

**Comfort Zone & Pastoral Care** – The helpers’ comfort zone serves tea, coffee and squash throughout the day. Activity teams can take breaks as directed by the Team Leaders. LHKs and LLs have a short break during Performing Arts and Games sessions as directed by Age Group Leaders. Lighthouse provides pastoral cover for any helpers (young or old) who find that they need help, or would value prayer for personal issues during the week, and someone from the pastoral support team can be contacted via the office or the “spiritual room”.

**Child Safety & Protection** – Please make sure that you wear your official Lighthouse badge and T-shirt at all times. Be ready to challenge (firmly, but politely) any adult without a badge, especially any spending a long time staring at the activities going on, trying to talk to the children / younger helpers, or doing anything else which you think is suspicious; or notify Lighthouse security, the site manager or Age Group Leader.

*Please read and note the sections on Child Protection / Guidance for Leaders / Behaviour Policy guidelines later in this manual.*

**Leaving site** – no leader or child should leave site without clearance from their Age Group Leader. If you are not part of a year group, then speak to your team co-ordinator. If a child needs to leave the site, Age Group Leaders, please co-ordinate with the Admin team so that a phone call can be made to the child’s parent/guardian. If you are less than 16 years old, for legal reasons we need you to stay inside the Lighthouse boundary fence or tape at all times. Thank you.

**First Aid** – Qualified medical staff will be present in the medical room. Please be aware of qualified First Aiders in your teams. There will be First Aid equipment within each of the main venues. Children who are injured, or unwell, should normally be taken to the First Aid Room.

**Incident Book** – Age Group and Team Leaders will have an incident book in which should be recorded any accident, or injury, and any action taken. This should be signed both by the LHK and by the parent / carer when collecting the child.

**Dress and general conduct** - We ask that all helpers at Lighthouse act, speak and dress appropriately. For example, no bare midriffs, wearing shirts off the shoulder, builder’s bums, mini skirts or other fashion statements! Please don’t decorate or cut the provided helpers red T-

shirts. Replacing them annually is expensive, and they are primarily a security measure. Shoes should be worn at all times on site.

**Don't feed the children!** - If you want to give your group a "treat", please check with the Age Group leaders who will have a list of children who are allowed to have sweets, biscuits, etc. From experience we have learnt to be very cautious about food allergies, etc. For some children, merely handling some types of food can cause illness.

**Mobile phones and photography** – This technology is very useful but please be aware of security and appropriate use, i.e., occasional and essential. Please don't text while you are supervising a Lighthouse, but wait until a break. Due to Child Protection issues, no photography of children is allowed. General pictures for the web site and publications will be taken by a nominated photographer on behalf of the Lighthouse. Sorry but this really is a necessary precaution for everyone's protection.

**Appreciation and commitment** - Each year Lighthouse gets wonderful feedback and appreciation from children and parents thanks to the effort and enthusiasm of our helpers. Please remember that this is a holiday week for the children, not the helpers! Do support each other in your Lighthouses and other teams; don't leave other team members to struggle on alone. **If you need to leave the group at any time, make sure that your children are cared for and that someone else knows where you have gone.**

**Electrical testing** – If you need to use any electrical equipment (CD player, etc.) that plugs into mains electricity, please take it to be safety tested by the Techie team BEFORE you use it. Even if it is brand new!

**Smoking** – No smoking on site please.

**Chewing gum** – please dispose of chewing gum thoughtfully in the bins provided, not in the toilets!

**Cars and bikes** – No cars, motorbikes, bicycles, or other vehicles are allowed on site except during set up and break down, except with the Site Manager's permission. Please use the parking areas provided.

## **5. Lighthouse Registration & End of Day**

### **Leader Registration**

Please sign in/out as you arrive/leave. At Lighthouse Hazlemere there will be a register for leaders at the entrance to the site. At Lighthouse High Wycombe, please register with your Age Group Leader; if you are not part of an age group, please register at the site office.

### **Children's Registration**

The parents will be issued with five bar-coded entrance tickets for each child for which they are responsible (one for each day).

On arrival, children come with their parents to the Registration Point(s). There will be a 'Fast Track Check-In', which can be used by any child with a bar-coded entrance ticket. There will also be a check-ins for children with lost tickets and other enquiries.

Children will be welcomed by a team of LLs and taken to the marquee where their age group is based. Here they will meet their Age Group Leader and LHKs. On Monday AGLs will allocate children to individual groups. Parents will be allowed to accompany their children on Monday to assist the 'allocation to group' process where this is necessary.

AGLs, please be aware that occasionally children turn up at the wrong Lighthouse and/or the wrong age group. If a child is not on your age group register, please DO NOT accept them as the AGL leader in the group where they are expected will be told they have arrived on site, but will not be able to find them! Please refer the child and parent to the site office; they may be able to transfer once the administration team has established that this is acceptable to all parties.

LHKs will be given a blank form for the week to fill in the names of their children and to confirm their attendance day by day. They should use this list throughout the day to check that they still have all their children with them. This will also be checked by the AGL against the list of children provided by Admin prepared using the bar-coded entrance tickets. AGLs – if children have registered at Lighthouse but are not in their Lighthouses, please contact the site office immediately.

### **Children's End of Day**

Parents who arrive early will not be allowed into any marquee until they are invited in to collect their child/children.

As well as entrance tickets, parents will be issued with five collection tickets for each child for which they are responsible (one for each day). The parents will have clear instructions that if they do not have their collection ticket, they are likely to be delayed. They may give the collection ticket to another responsible adult to pick up their child if they wish.

Age Group Leaders will ask parents to queue up behind a barrier and control the flow of adults with tickets into the tents. There will be only one entry/one exit point for each age group. Even in a large group of children and leaders, a parent will identify their child relatively quickly (after Monday it will be faster if you sit in the same place). When the adult arrives at the group to pick up their child, LHKs and Lamplighters check, but do not take the collection ticket before letting the child go. Ask the adult collecting the child to initial the register. Age Group Teachers stationed at exits will re-check and collect the ticket before letting the child and parent/guardian leave the tent. All available staff (Techies, Craft, Security, etc.) are expected to help supplement security by joining AGLs and AGTs at the entrance/exits to marquees.

Adults without a collection ticket should be asked to wait outside the tent until the rush has ended. At this point, AGL and AGT, please confirm the identity with the child, and issue a substitute collection ticket only if you are totally satisfied that it is safe to do so. Otherwise, please escort the child to the site office so that a telephone call can be made to the contact numbers we have on the database.

Details for children arriving and leaving on coaches will be given on-site at the final briefing session as part of the site dedication event.

## 6. Notes for Lighthouse Keepers & Lamplighters

Children spend most of the day in their own age group under an Age Group Leader (AGL). Within each age group they are split further into small groups of 10-15 children, called Lighthouses. Each Lighthouse is run by a Lighthouse Keeper (LHK) with one, or more, younger helpers called Lamplighters (LL). **You are at the heart of Lighthouse.**

Your job is to care for the children in your Lighthouse throughout the week. This entails:

- Meeting them at Registration and taking them to the marquee for Mainstage.
- Counting them (before and after moving from place to place).
- Going with them to the various activities.
- Helping and joining in with the various activities.
- Helping them to enjoy themselves, and being attentive to their welfare.
- Eating with the children at lunch.
- Providing drinks as necessary.
- Taking them to the toilet, where necessary.

LHKs, it's helpful to give specific responsibilities e.g. one LL responsible for the water and the other responsible for the children's workbooks.

Be prepared to help and join in with all the activities (performing arts, games, teaching, craft, Lighthouse sessions) under the direction of the Team Leaders. There are more notes on the various activities further on in this handbook. LHKs and LLs have a particular role in the Lighthouse sessions, using materials and activities planned by the Age Group Leader and Teacher to reinforce the teaching theme through the small groups. This is a particular opportunity to get to know the children and build relationships with them.

**What You Need To Bring** – On the first day each LHK should bring a **LARGE**, sturdy box to store the lunchboxes for their Lighthouse and rugs / blankets for the whole Lighthouse to sit on – the floor is very prickly! Each LHK will also need to bring a large, shallow, and stackable fruit box to hold their group's craft. Your Lighthouse also needs a banner indicating the age and name of the group, e.g. lion or twix, for the Lighthouse to follow when moving between activities.

All LHKs and LLs should bring: a watch, a notebook, a Bible where possible, plenty of pens and pencils, tissues and/or wet wipes, a large water container (2-3 litres), a pair of scissors, bum-bag or shoulder bag and **very importantly, this HANDBOOK!** A hip pocket sized piece of stiff card (12 x 9 cm) with the timetable written on one side and the names of your group on the reverse is very useful.

**Break Time** – For LHKs and LLs this is during **Games** and **Performing Arts** sessions for their age group, *at the direction and discretion of the Age Group Leader*. During each of these sessions, half the helpers take a **15-minute break** and then swap with the other half, without disturbing the session. There is a Comfort Zone especially for helpers with free coffee, tea and squash. There may be an opportunity to have a short break at lunchtime if you team up with another Lighthouse.

**Toilet runs** – Leaders must never be alone with a child. This is for your protection (from allegation) as well as theirs. Wherever possible, encourage the children to go to the toilet between sessions. Otherwise, where individuals need to go two leaders must accompany the

child. Age Group Leaders, we suggest that you arrange individual Lighthouses to “team up” so that one LL from each Lighthouse can do the toilet run at each occasion.

**Children arriving by bus** - In the morning they will be taken through registration by their bus escorts and then join the other children outside waiting to be taken by LLs to their Lighthouses. At the end of the day, members of the site team will collect children from their ‘home’ marquee where they will then be escorted to the coach pick-up point.

Remember, if you have a problem of any kind that you cannot cope with, your Age Group Leader is there for you to turn to.

## **7. Notes for Lighthouse Age Group Leaders and Age Group Teachers**

At final briefings Lighthouse Administration will provide AGLs with:

- A database report of the special needs of children in their groups. Please treat this report as confidential, but pass on necessary details to LHKs and LLs.
- A list of children expected, and who have registered on each day
- Blank registers for Lighthouses to use
- Allocation sheets to assist in the allocation of children to groups on Monday
- Substitute child collection tickets to issue to parents who have forgotten to bring their tickets after the necessary checks
- Incident books for recording accidents
- Letter to give to parents of children who have asked to know more about becoming a friend of Jesus, together with a booklet for the child.

Preliminary versions of these reports may be requested from Lighthouse Admin, but are subject to change as allocation of places continues up to the beginning of Lighthouse as some children drop out, and others on the waiting list are given places.

AGLs please do not brief LHKs and LLs in front of the children, especially if there is something to discuss that “we need to improve on”! Thank you.

For consistency, all Lighthouse age groups from the 4s through to the 10s are required to follow the main theme of teaching for each day as agreed by the Lighthouse Trustees. The themes, aims and principles for each day are set out in the following sections of this handbook and the accompanying children’s workbooks. How these are applied is down to the individual age groups.

## **8. The Lighthouse Teaching Programme**

The teaching and main stage programme for Lighthouse is prepared and managed by Wycombe Youth for Christ, who do a brilliant job on our behalf. Here is their introduction and details of the teaching for this year.

*We think that all of you do a tremendous job and want to encourage you this year. You are a vital part of the teaching programme. In fact you’re probably the most important, because with you the children think through and apply what they have learnt in the teaching sessions.*

*We know how busy you will be throughout the week that's why we thought we would give you some hints about your vital role in leading your Lighthouse sessions.*

### ***Teaching Notes and Aims***

*In this handbook section you will find the teaching notes for each day's topic, it's important that you become familiar with the stories and teaching aims as soon as possible. Then take some time to pray, it can be simple and not long, just ask 'what does God want to say to your Lighthouse through you and the teaching material?' Ask him to guide you as you lead the children through the week.*

### ***The importance of following and guiding the children***

*Knowing the material is vital because it's down to you to bring the message of the day home. To take it to a personal level and help them apply that directly into their life situations. We will provide worksheets in the activity books along with the puzzles and pictures. These worksheets will help you to take the children through the day's teaching and find how it is meaningful for their lives.*

*Remember what the main points are for each day and what you see God is trying to say to them. Your goal for your Lighthouse session is that the children understand the main point of the day and what it means for them. Think carefully about the main points. Do you have any stories and experiences from your or your family's life that would apply? Personal application is quite important as it demonstrates that the point being made also works in our lives. Asking the children questions can be helpful to them. What do you think ..... means? Can anyone tell me when... can help us? Where and when can we use this in our lives? Tailor your questions to get the children to the place where they understand the main point of the day. The worksheets will be handy here as some of them will be conversational and question based. Think about other leaders in your group. Make sure everyone gets an opportunity to contribute.*

*Pray for the children and don't be afraid of praying with them. It's a good idea to set the scene by using prayer, open up and close your chat about the teaching by saying a simple prayer; you could even encourage the children to pray. There are lots of ways to make prayer fun, just think that prayer is not a monologue, but rather a creative and interactive conversation. Prayer within the group should include everyone. Do not force a child to pray, but insist that if they choose not to pray they must respect those who do. They do this by being quiet and still when the rest of the group are praying.*

## **9. Lighthouse Teaching**

The theme for Lighthouse 2010 is 'Toy Story'. We will utilise the adventures of Woody, Buzz Lightyear and friends, contained within the second film, to explore themes found in the Gospel message. The Biblical teaching focuses around Jesus' encounters and parables that He told.

The structure of the teaching will be similar to last year; the Bible story will be told during the morning main stage session and a film clip from Toy Story 2 (which mirrors the teaching of the day) can be shown during the Age Group teaching session.

## Monday

**Aim:** *The children will understand that our identity is found in God; we are loved and special to Him.*

**Bible Text:** Matthew 9:9-13 / Mark 2:13-17

**Narrative:** Matthew the Tax Collector

### **Biblical Context:**

This event takes place towards the beginning of Jesus' ministry. He has already caused a stir throughout the area. He has healed the sick, casted out demons (Mark 1:29-34), taught at the synagogue (Mark 1:21) and flouted local customs by speaking with women and a Samaritan one at that (John 4:5-42)! News about him is spreading quickly and he is collecting a large following with people desperate to see and hear him. He is staying outside of the towns (Mark 1:45) and even when he tries to find privacy, it is quickly interrupted (Mark 1:37).

Jesus' encounter with Levi (Matthew), the son of Alphaeus (Mark 2:14), takes place in Capernaum. Levi was a Jewish tax collector and this profession was not viewed by the Jews as a reputable one. Levi would have been collecting money on behalf of the Roman occupying force and would have been viewed as a traitor and enemy collaborator. He would have been viewed on a par with 'sinners' (Mark 9:11) as in the *Mishnah* it says, 'If a tax-gatherer enter a house, [all that is within] the house becomes unclean.'

### **Rationale:**

In Jesus' encounter with Levi, and the other tax collectors and sinners that join them for dinner, He shows his love and compassion for everyone. Jesus shows that He was not interested in Levi's job, or how others perceive him; Levi was special to Jesus because he was loved by God.

Sometimes we may not feel special; others may tell us we are not because we do not wear the right clothes. However, our identity comes from God; we are special to Him because He made us and loves us.

### **Life Application:**

We are loved and special to God.

### **Bible Verse:**

God says 'I have written your name on the palms of my hands' Isaiah 49:16a NLT

### **Toy Story Parallel:**

00:04:40 – 00:06:47

Woody is preparing to go to camp with Andy. However, he is panicking because he cannot find his cowboy hat; without it, he fears that Andy will never take him along. However, he is reminded by Little Bo Peep that Andy isn't interested whether Woody has his hat; Woody is important because he is loved by Andy.

## Tuesday

**Aim:** *The children will understand that sin grieves God and separates us from Him and other people.*

**Bible Text:** Luke 19:1-10

**Narrative:** Zacchaeus the Tax Collector

### **Biblical Context:**

This story takes place in the town of Jericho. This was an excellent place for a tax collector to be situated as it served as a major customs route for goods coming from the East. Tax collectors had to bid for the right to oversee a region; once the authority to do so by the Romans was granted, they were tasked to bring in the required (and promised) amount of money. Any tax collected above and beyond this target was kept by the individual, making this profession open to exploitation, bribery and cheating. One of the poignant descriptions that Luke uses is that Zacchaeus was rich (19:2); this possibly indicates the extent to which taxes on the local population were being inflated and the extortionate revenue that he was receiving.

Jesus looks on Zacchaeus and sees how his actions (sin) have caused him and others to suffer, but yet looks and treats him as someone whom God loves.

### **Rationale:**

Because of Zacchaeus' greed and the unforgiveness of the crowd towards him, a huge rift has developed between them; both sides are hurting because of their actions. It is through this story that we can see the devastation and suffering that is caused by sin.

Our sin also causes separation; most devastatingly in our relationship with God. Each one of us sins (Isaiah 53:6) and our sins cause God to be grieved (Genesis 6:5-6), as we have abandoned Him, going instead our own way (Isaiah 53:6).

### **Life Application:**

Sin causes separation between us and God.

Separation causes hurt to us, others and God.

### **Bible Verse:**

'All of us, like sheep, have strayed away. We have left God's paths to follow our own.' Isaiah 53:6a NLT

### **Toy Story Parallel:**

00:14:04 – 00:17:29

Wheezy is being sold in the Yard Sale and Woody attempts a rescue, which turns out to be successful. In the process however, Woody gets taken by a Toy Collector and separated from his friends. This highlights the sadness and hurt that Buzz and co. felt when Woody was separated from them.

## Wednesday

**Aim:** *The children will understand that Jesus came to rescue and reunite us with God.*

**Bible Text:** Luke 15:1-7

**Narrative:** The Lost Sheep

### **Biblical Context:**

It is interesting to note, that again, Jesus has a mixed and divided crowd in front of Him. The crowd would have understood the metaphor of sheep and shepherds well, given the agricultural culture and the increasing intensity of farming at this time. Sheep and cattle were very valuable assets to own, providing wool, milk and meat. The shepherd would have known each sheep under his care and would have watched over them carefully day and night (John 10:1-6).

In this parable, Jesus clearly expresses the importance and care that the shepherd has for all the sheep. He demonstrates the importance of losing one by stating that the shepherd would 'go after the one which is lost until he finds it' (v4). The effort and time that this decision could have meant would have been very costly. It is also important to note that the sheep would be unable to find its own way back and was solely reliant upon the shepherd to bring it back to the herd.

### **Rationale:**

Through this we can see a clear parallel between the sheep and shepherd and us and God. The sheep would have been unable to return home by itself and its only hope would have been for the shepherd to save it. We too are unable to take away our sin and are solely reliant upon Jesus to do so (Hebrews 2:17, 10:4 and 9:23).

The shepherd had a 'whatever it takes' attitude to return the sheep to safety. This is the same attitude that Jesus has with us. He did whatever it took to take away our sins and reunite us to God; He sacrificed His life and died on the cross for our sins.

### **Life Application:**

Jesus died on the cross to restore our relationship with God.

God will forgive us for our sins because of Jesus' death and resurrection.

### **Bible Verse:**

Jesus said 'I am the good shepherd, and the good shepherd gives up his life for his sheep.' John 10:11 CEV

### **Toy Story Parallel:**

00:36:27 – 00:38:52

Woody is being held in a room by the Toy Collector. Buzz and co are attempting to rescue him. They set off on a dangerous mission and have to cross the road to get to Al's Toy Barn, where they believe Woody is being held. It is dangerous plan, but they are willing to risk their own lives to save him.

## Thursday

**Aim:** *The children will understand that we have to decide what is important to us; friendship with Jesus is the most precious gift.*

**Bible Text:** Matthew 19:16-30 / Mark 10:17-22 / Luke 18:18-30

**Narrative:** The Rich Young Ruler

### **Biblical Context:**

This meeting takes place as Jesus is making His way towards Jerusalem around 30AD. Jesus has spent the last three years challenging the behaviour and attitudes of those around Him. Here in front of Jesus is a young man who has expressed an honest desire to know what he must do. As a rich ruler, Middle Eastern culture dictates that adults (especially rich and powerful men) do not run in public. The young man's actions (Mark 10:17) demonstrate his desire to meet Jesus and learn the answer to his questions.

We have seen how Jesus loves the oppressed, the poor, the needy and those rejected by others; here we see an example of Jesus loving those who appear to have everything; Jesus looked on this young man and loved him (Matthew 10:21).

Then comes the crux of the encounter; the young man, being desperate to know what he must do, is asked by Jesus to relinquish his wealth and fortune. The question Jesus asked, although it appears to be related to money, is not. Jesus was challenging the young man to consider what it was he valued most; his wealth or relationship with Jesus. Unfortunately for the young man, he considered his wealth to be of ultimate importance and, albeit sadly, walks away from Jesus; the price is too high for this young man.

### **Rationale:**

In this encounter, the young man had freewill to choose what he deemed important. He eagerly desired to follow Jesus but at the same time he valued his wealth too. This young ruler made an important decision, that his wealth was more important to him than following Jesus; the result is separation.

We too have a decision to make; what is most important to us? What is worth more, our possessions or friendship with Jesus? Jesus does not force our hand and we have the freedom to make our own decisions.

### **Life Application:**

We have freedom to choose what is most important in our lives.  
Friendship with Jesus is the most amazing and precious gift.

### **Bible Verse:**

'Come to the Lord Jesus ... he [is] precious.' 1 Peter 2:4 NCV

### **Toy Story Parallel:**

01:00:54 – 01:07:36

Buzz Lightyear and co have found Woody and have come to rescue him and take him home. However, Woody has a hard choice; does he want to go to Japan (with all the fame and fortune) more than he wants to go home to Andy and his friends. At first he chooses fame and fortune;

however, after thinking about the consequences of his choice, he realises that Andy and his friends are more important.

## Friday

**Aim:** *The children will understand that good friends are important; Jesus is the ultimate friend.*

**Bible Text:** Mark 2:1-12 / Luke 5:17-26

**Narrative:** Healing the paralytic

### **Biblical Context:**

This event takes place towards the beginning of Jesus' ministry in Galilee around 27AD. Crowds are flocking to see and hear Jesus as news of him spreads; so many people that the house was full and people could not get near the premises (Mark 2:2 / see Monday).

At this point in the story, the paralysed man and his friends appear. It must have been hard work for the friends to carry the man to the house, with crowds of people rushing and jostling past them to get there first. Once they arrive, they are met by a down heartening scene; there are so many people that there is no room for anyone to squeeze closer, let alone a group of men carrying a paralysed friend.

So desperate are they to help their friend see Jesus that they then struggle onto the roof of the house. As if they weren't tired enough already, they now start to dig through the roof. Finally, through their faith, determination and friendship, the paralysed man meets Jesus and is not only healed of his physical ailments, but his spiritual ones too.

### **Rationale:**

This story demonstrates what it means to be a friend. The men wholeheartedly did everything they could for the paralysed man in the hopes that Jesus would be able to help. This show of true friendship and of Jesus' generosity towards the paralysed man is one of love.

The men demonstrate what it means to be a friend. Jesus also gives us a glimpse of His true character; His friendship to us is characterised by generosity and help.

### **Life Application:**

Good friends are important.

Jesus is the ultimate friend.

### **Bible Verse:**

'A friend loves you all the time, and a brother helps in time of trouble.' Proverbs 17:17 NCV

### **Toy Story Parallel:**

01:17:18 – 01:21:37

Jessie is in danger and needs help; she is in the luggage and headed for the plane to take her to Japan. Woody and Buzz show that they are true friends by going to rescue her.

## **10. Lighthouse Group Sessions**

The Lighthouse sessions are a time for the daily teaching theme to be reinforced through a variety of activities. It is a time when relationships can be built within the Lighthouse.

The LHKs and LLs lead the session within their group. It's a good opportunity to talk with the children about the theme. To find out what it means to them, help them explore it and apply it using the various activities offered. It is also a good opportunity to talk with the children about believing, trusting and following, in ways appropriate to the Age Group. LHKs and LLs should have some easy and fun small-group activities up their sleeves (for example, on the first couple of days something to help the children learn each others' names) that can be done quickly within the space and without creating undue disturbance to their groups.

Each child has a workbook to use during the Lighthouse sessions, which contains a summary of the drama and daily activity materials appropriate to the child's age. Workbooks should be kept by LHKs through the week and given to children on Friday (or the last day the child is known to be attending) as a permanent reminder of the week.

The 10+ Lighthouse sessions are workshop-based.

## **11. Other Lighthouse Activities**

### **Mainstage**

At the beginning of the day we all meet in the main marquee for a mixture of songs, games and teaching. At lunchtime the 4s have songs before going home.

The Stage Team rely on LHKs and LLs to set an example to the children by not talking and concentrating on what is happening on stage. Please help them to keep the children focused; a gentle tap on the shoulder and a 'Shh' is normally all that is needed. Other teams, please don't talk around the edge of the tent. If you need to have a conversation, please leave the tent. Please note, if you are in the mainstage session, taking part is obligatory – doing the song actions is not optional!

The Stage Team plan to start and finish on time according to the programme. They are allowed to overrun in special circumstances when they feel that it is important to allow more time for what God is doing in the session. If this happens, then the following session is shortened to make up the time.

Please note that the stage, backstage and the band area are out of bounds. Please keep children and parents out of these areas.

During mainstage the main marquee can be crowded. Please ensure the fire exits are kept completely clear.

### **Performing Arts**

Each day 5-9's have one session of performing arts. 10+'s have their own afternoon activities. 10+'s have Creative and Performing Arts as a double session every afternoon, working towards a 'show & tell' session to their Age Group on Friday.

## **Craft**

Craft is always one of the children's favourite sessions and you do not need to be particularly talented to take part, because the activities are designed to be simple enough for children to carry them out with minimal assistance and clear instructions are always provided. Please note that the craft programme depends on participation of LHKs and LLs to help children complete their project in the time available.

Please note the special arrangements for the different Age Groups.

### **Craft with the 4's**

The 4's have a craft as part of their morning activity each day.

### **Craft with 5-9's**

In these age groups, there is a different craft activity available each day. On the Monday the LHKs and LLs should bring their Lighthouses to the Craft Marquee where they will be allocated a table to use throughout the week.

All LHKs and LLs will need to stay with their Lighthouse throughout the craft sessions. A Craft Table Head will be responsible for demonstrating the craft, but often children, especially the younger ones, need assistance to complete the craft. Others may require an additional activity, which will be available, if they finish early.

Each LHK will need to bring a large, shallow, and stackable fruit box to hold their group's craft. This should be clearly labelled and taken away at the end of each session. Alternatively, they may be stacked at the end of the Craft Marquee if it is more convenient. However, it should be noted that LHKs are responsible for collecting the box before the end of the day, so that the children can take their craft home each day.

## **Games**

A programme of sports and games has been organised for the week. Each age group will attend one session each day. All children should be encouraged to participate. Children who do not want to join in can watch.

To avoid getting badges caught, please encourage children to wear badges under their shirts during the games sessions.

The Sports team also help to look after leaders' children at the beginning of the day.

## **12. Fresh Café Programme**

Fresh Café is largely a social space, originally intended for teenagers involved in Lighthouse, but now with a wider scope, and over 350 young people (11 to 17 year olds) attending. There will be the usual mix of cafe, football, volleyball, inflatables, Wii challenges, music and much, much more. There is also the chill out zone and reflective tent where the challenge to faith comes to life.

The theme for this year is “Fresh Stories”. The theme will be investigated in 2 ways; people sharing their own stories about God from the stage and also a chance to explore for yourself in the “explore” tent.

Fresh Café is on Monday, Wednesday and Thursday evenings at the Lighthouse Hazlemere site and the doors open at 7:30pm, and close at 9:30pm.

We ask Fresh Café leaders to be on site, parking in the helpers’ car park, by 7pm. Please make sure that you bring your badge with you. On arrival, please sign in at the Entrance Marquee. Here you will be given a lanyard, for your badge, and your Fresh Café t-shirt. Please make sure that you wear both of these on top of any other clothes all evening. Fresh Café sweatshirts are also available.

With your lanyard and t-shirt you will get a job card. This outlines your duties for the evening, details of the risk assessment for your activity, what to pack up at the end and who is overseeing your activity. Duties vary from refereeing football to looking after Wii challenges, from supervising the inflatables to looking after giant Jenga and Connect Four, from being available in the reflective tent to serving in the café.

Fresh Café begins, for the team, with a briefing at 7pm, including prayer, before the “doors” open at 7:30pm. We are anticipating 350+ young people, again, this year. Please make sure that you are familiar with the Lighthouse and Fresh Café Child Protection Policy, in this manual.

Fresh Café closes at 9:30pm. Once the young people have left the site you will have a few minutes of clearing up before our final briefing and prayer time after which you are free to leave, at around 10pm.

If you are not signed up to help with Fresh Café, are 18 or over, and are signed up to help at Lighthouse High Wycombe or Lighthouse Hazlemere then you still can help. Please see either Helen Baker or Anthony Croft (10’s Lighthouse Keeper) at High Wycombe or Paul Scott from main stage at Hazlemere.

If you can help as part of the set up team (from 4pm getting the site ready) or part of the packing up team (from 10pm returning the site to its original state) then please volunteer.

### **13. Our Policy for Managing Behaviour**

Within Lighthouse there are standards of behaviour that everyone is expected to observe:

- Children may not hurt themselves, hurt others, or damage equipment or surroundings.
- Smacking or hitting a child is **NEVER** acceptable at Lighthouse.
- Our overall aim is to encourage good behaviour through praise and rewards (e.g. stickers etc.)
- We will ensure that all children understand how they are expected to behave. Some children may need several reminders and appropriate early intervention by leaders.
- Should children continue to exhibit unacceptable behaviour, the Lighthouse Keeper will talk to them and say why that behaviour must stop. This will be done as calmly as possible and without humiliation.
- Should further action be necessary, a child should be temporarily separated from friends, or whatever is encouraging the difficult behaviour. They could be moved to a different place within the group, perhaps next to a Lamplighter or Lighthouse Keeper.

- If the problem continues, the Age Group Leader should be involved to talk to the child and reinforce what the LHK has said.
- The next step would be for the child to be removed from the whole activity and to sit at the side and watch for a period of time.
- Finally they will be given a warning that if their behaviour does not improve, they will be sent home from Lighthouse. If they are given this warning, the Age Group Leader will talk to their parent/carer at the end of the day and agree that if the unacceptable behaviour continues, the child will be sent home and will not be able to return to Lighthouse.

The above policy is to give an idea of the procedure in dealing with unacceptable behaviour. As Lighthouse Keepers get to know the children in their group they will know how to apply these steps in the most appropriate way for each child.

The Quiet Area is available for children who are over-tired, or over-excited. This, however, should not be used as a disciplinary measure.

## **14. Guidance for Leaders**

We will do all we can to ensure that children and young people are treated with respect, as individuals. The welfare of the child is paramount. The following recommendations provide a framework within which children should be safe from harm, and adults protected from false allegations or temptation.

**Do** treat all children and young people with respect.

**Do** watch your speech, tone of voice and body language.

**Do** praise and encourage the children.

**Do** set clear boundaries for children and make them aware of the consequences of stepping over those boundaries. (See the Lighthouse policy on behaviour.)

Where possible there should be a gender balance among leaders and helpers.

**Don't** invade a child's privacy whilst washing or toileting. Younger children may ask for help with clothes. If they can manage on their own then respect their independence.

**Don't** play rough, physical, or sexually provocative games. Don't give piggy backs, swing the children, or let them use you as a climbing frame. Accidents do happen and a child could get hurt, and so could you.

**Don't** be sexually suggestive about, or to, a young person, even in fun.

**Don't** touch inappropriately, or intrusively.

**Don't** scapegoat, ridicule, or reject a child or young person.

**Don't** show favouritism to any one child. Some children will want to sit on leaders' knees and hold hands. That's fine as long as one or two children don't dominate and take the majority of your attention.

**Don't** go outside the shared areas of Lighthouse with a child. Don't be alone with children in potentially vulnerable situations.

**Don't** permit abusive peer activities (e.g. ridiculing, bullying, rough physical games, etc.).

**Don't** allow unknown adults access to children. All Lighthouse Team Members can be easily identified by their badges and RED t-shirts. No stickers on badges please. Authorised visitors on site will be wearing Visitor badges.

### **A word about touch**

*Some children, especially younger ones, are very affectionate. Touch is part of the way we express love to others. We don't want to keep children at arms length, but we must be sensitive and realise our responsibilities. Holding hands, or a hand on the shoulder, is often enough for children to feel you care.*

## **15. Tips for Praying with Children**

Praying is part of being a friend of Jesus and it's great to pray with the children that we are working with in the Lighthouses. Here are just a few guidelines to consider and help you when you pray with the children.

- Be friendly and encouraging.
- Don't go anywhere on your own to pray with a child.
- Don't lay your hands on the child.
- Listen to what the children want to pray about.
- Don't laugh or dismiss what the child/children want to pray for, even if it is for a pet!
- Speak slowly and clearly without using Christian jargon.
- Keep your prayers short and simple so that you know they have been understood.

Bear in mind that praying is allowed to be fun! At Lighthouse, we finish our prayers with a 'Twirly Whirly' Amen. This helps the children to see that praying is exciting and will help them to want to do it more often.

Praying can take many forms; you can get the children to say their prayers; you can encourage the children to write their prayers down on paper and 'post' them to God by putting them into a box; or you can ask the children to draw their prayers. These are just examples, praying can be done in so many different ways and it is great to encourage the children to experiment with the way they pray.

## **16. Children Who Want To Know More**

We have a fantastic opportunity at Lighthouse to share the love of Jesus with children who don't know him and to help those who do, grow. The children have the opportunity to hear about Jesus and respond to what they hear. Jesus emphasises how important response is (Matthew 7:24) but **this must be done very sensitively and appropriately with children.**

There is a 'Coming to Faith' procedure that prepares AGLs and LHKs in how to help bring children to faith. We recommend that as many people as possible do this training.

If a child expresses an interest in becoming friends with Jesus go and tell your Age Group Leader. The Age Group Leader will arrange for someone from the trained team to meet with the child.

The Age Group Leader or a Lighthouse Keeper will need to catch the parents at the end of the Lighthouse day to:

1. Explain to them that their child has shown an interest in knowing more about Jesus
2. Give them a letter and the appropriate booklet.

Failing that, hand the letter to the child to pass onto their parents. It is vital that this procedure is followed.

## **17. Child Protection Information**

### **Dealing with an allegation of abuse**

Abuse falls into four categories, which can be defined as follows:

- **Physical Injury**  
Any injury to a child or young person, caused by a family member or other person with responsibility for their care.
- **Neglect**  
A failure to meet a child or young persons basic needs for food, warmth, protection and care.
- **Emotional Abuse**  
The persistent, severe emotional ill treatment, or rejection, that severely affects the emotional and behavioural development of a child or young person.
- **Sexual Abuse**  
The use of a child or young person to meet an adult's sexual needs.

The most important consideration for all Team members is to safeguard and promote the welfare of the children and young people in our care. Any allegation of abuse must be taken seriously and Lighthouse has a duty to report it to the relevant statutory agencies. Allegations may come from a child, or young person, themselves and may relate to abuse from a family member, or someone outside the family that could be a teacher, youth leader, pastor etc. No group of people are exempt from being abusers.

If a child or young person begins to tell a Team member about abuse, it is **VITAL** that you do the following:

- Never promise to keep it a secret and not to tell anyone.
- Listen carefully but do not press for information.
- Reassure the child, or young person, that they have done the right thing by telling someone.
- Pass the information immediately to your Age Group Leader (or during Fresh Café direct to the Child Protection Officer). This is confidential information; do not discuss it with anyone else.
- It is the responsibility of the Age Group Leader's (or Child Protection Officer during Fresh Café) to write-up the information in the Incident Book as soon as possible, using the child's own words to describe the abuse.

- During Lighthouse, the Age Group Leader must then contact the Site Office. From there, the Child Protection Officer is responsible for any further action.

### **Important things to remember**

- It is not the responsibility of Lighthouse or Fresh Café to investigate the truth of any allegation. This is the responsibility of the Police, Social Services and the NSPCC.
- What has been disclosed is very confidential and should only be shared with others on a need-to-know basis. The first person to be told of the abuse may be asked to provide a statement for the Police.
- After telling of abuse a child or young person can be distressed, frightened and worried about what will happen next. They should be reassured that they have done the right thing and should not be left on their own.
- The best interest of the child or young person, and the need for the abuse to stop, comes before the interests of the organisation or the abuser.

## **18 Fire & Emergencies**

Please ensure that Fire Exits are kept completely clear at all times.

Please, always be on the alert both in sight, sound and smell for anything that might suggest any problem. If you do detect anything, always alert Control through someone with a 'Walkie-Talkie Radio', or go direct to the Site Office and make your report. (Make sure that your children are cared for and that someone else knows where you have gone.)

If it becomes necessary to clear all the Marquees and buildings, the following repeated announcement will be made in all venues with PA, and a **written message** brought directly to Age Group or Team Leaders in other areas.

**ATTENTION PLEASE. HERE IS AN IMPORTANT ANNOUNCEMENT. EVERYONE MUST VACATE ALL MARQUEES AND BUILDINGS. PLEASE MAKE YOUR WAY QUIETLY, BUT PROMPTLY, TO YOUR EVACUATION AREAS.**

Children should be taken in Lighthouses to the **school field beyond the marquees**. It is important for leaders to remain with their children and ensure that all are accounted for. **There will be no movement of cars permitted during the emergency.**

When the emergency is over, the following announcement will be broadcast.

***ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO NORMAL ACTIVITIES.***