

*Lighthouse Hazlemere,
Lighthouse High Wycombe,
Lighthouse Cressex
& Fresh Café*



fresh
café

Leaders' Handbook 2011

Sir William Ramsay School, Hazlemere
Highcrest Community School, High Wycombe
Cressex Community School, High Wycombe

Monday 25th to Friday 29th July 2011

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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. There are additional policy documents and “how to” information posted at 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, Lighthouse High Wycombe in 2006, and Lighthouse Cressex is new for 2011. In 2010 we registered over 1500 children to attend Lighthouse Hazlemere and Lighthouse High Wycombe. We are immensely grateful to Sir William Ramsay School, Highcrest Community School and Cressex Community 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.

Fresh Café (combined youth programme) will run on Tuesday, Wednesday and Thursday at Lighthouse Hazlemere. Fresh Café is available for young people helping at all three Lighthouses.

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/Hall 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 Cressex and High Wycombe the 4s join everyone for the Main Marquee/Hall mainstage teaching session.

There is a separate programme for parents and toddlers 10.15 a.m. - 12.15 p.m. For Lighthouse Hazlemere, a group meets at Holy Trinity Church. For Lighthouse High Wycombe a group meets at St. Andrew's Church, Hatters Lane. For Lighthouse Cressex a group meets at St Birinus and St Johns Church opposite the Cressex school.

3. Summary of Roles and Responsibilities

For the latest “who’s who” please go to 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 (preferred) or leave a message on 01494 714012. The team is made up of:

Trustees	<ul style="list-style-type: none"> • Overall Management of Lighthouse • Overall responsibility for Child Protection Policy enforcement
Age Group Leaders (AGL)	<ul style="list-style-type: none"> • Co-ordinate activities for year-group. • Work with Age Group Teachers to implement teaching programme for year-group. • Lead and support Lighthouse Keepers and Lamplighters in year-group.
Age Group Teachers (AGT)	<ul style="list-style-type: none"> • Prepare and deliver one whole-year teaching session each day. • Review the provided teaching materials for Lighthouse sessions and enable Lighthouse Keepers to use these materials with children.
At Lighthouse High Wycombe there is no distinction between AGLs and AGTs. At Lighthouse Cressex, the teaching is being done by a separate team.	
Lighthouse Keepers (LHK)	<ul style="list-style-type: none"> • Oversees a ‘Lighthouse’ of 10-15 children throughout the week. • Leads one Lighthouse session each day. • Support and manage Lamplighters (assistant leaders) in group.
Lamplighters (LL)	<ul style="list-style-type: none"> • Assist Lighthouse Keepers in looking after children in group throughout the week.
Teaching Co-ordinator	<ul style="list-style-type: none"> • Plans teaching themes for the week. • Works with Age Group Teachers to implement themes for teaching sessions suitable to each year-group.
Crafts Co-ordinator	<ul style="list-style-type: none"> • Plans craft programme consisting of one session each day for each year-group. • Leads crafts team.
Performing Arts Co-ordinator	<ul style="list-style-type: none"> • Plans performing arts programme consisting of one session each day for each year-group. • Leads performing arts team.
Sports Team Co-ordinator	<ul style="list-style-type: none"> • Plans games programme consisting of one session each day for each year-group. • Leads games team which delivers the games programme. • Help with leaders children at the beginning of the day, returning the children to the main marquee/hall after the early morning leaders’ meeting.
Music Co-ordinator	<ul style="list-style-type: none"> • Selects appropriate songs for the week. • Organises music, copyright etc. for the band. • Leads band which delivers worship for main stage each day.

Stage Team Co-ordinator	<ul style="list-style-type: none"> • Leader of the team that prepares and delivers the main stage sessions.
Site Manager	<ul style="list-style-type: none"> • Liaises with school staff to make advance arrangements for site layout and managing the site for the week. • Liaises with outside suppliers / contractors on all matters re site. • Ensures that all health and safety requirements are met. • Organises stewards, site crew and security for smooth running of programme.
Site Crew, Stewards, Security	<ul style="list-style-type: none"> • Work with Site Manager to ensure smooth running of programme on-site. • Carry out a range of stewarding, maintenance and DIY tasks during Lighthouse week. Can be part-time or full-time.
Helpers' Refreshments Co-ordinator	<ul style="list-style-type: none"> • Co-ordinate the helpers' comfort zone which serves tea, coffee and squash throughout the day.
Parents Welcome Zone Co-ordinator	<ul style="list-style-type: none"> • Co-ordinate the Parent Welcome Team
Registration Co-ordinator	<ul style="list-style-type: none"> • Co-ordinate the registration of children on arrival.
Shop Co-ordinator	<ul style="list-style-type: none"> • Co-ordinate the Lighthouse shop and café.
First Aid Co-ordinator	<ul style="list-style-type: none"> • Co-ordinates first aid facilities for helpers and children.
Parents & Toddlers Co-ordinator	<ul style="list-style-type: none"> • Co-ordinates morning Parent & Toddler sessions.
Admin Co-ordinator	<ul style="list-style-type: none"> • Overall responsibility for administration during Lighthouse.
Coach Co-ordinator	<ul style="list-style-type: none"> • Co-ordinates coach escorts and manages logistics of children arriving by coach.
Fresh Café Co-ordinator	<ul style="list-style-type: none"> • Co-ordinate the team planning and managing Fresh Café.
Fresh Café Set Up Team	<ul style="list-style-type: none"> • Prepare site for Fresh Café on evening of events.
Fresh Café Event Team	<ul style="list-style-type: none"> • Assist with the running of Fresh Café.

For more details, and other roles, please go to 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/Hall. 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

There will be a register for leaders at the entrance to the site. Please sign in/out as you arrive/leave.

Children's Registration

The parents will be issued with five bar-coded entrance tickets for each child for whom 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/room 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.

There is a representative of First Aid at registration to take medicines as appropriate and to answer any queries from parents. Sick children should not be sent to Lighthouse and the parents

have been notified of this in the documentation. A form is filled in by the parents for any children requiring medicines during the day - dosage, permission, storage, what happens at the end of the day etc. Inhalers and Epipens will always be kept with the Lighthouse, or by the child themselves, if they are deemed old enough and responsible by the parent. Other medicines will be kept by First Aid, either in the First Aid room or the fridge if appropriate.

Children's End of Day

Parents who arrive early will not be allowed into any marquee/room 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, and will control the flow of adults with tickets into the tents/rooms. 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/rooms.

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/hall 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. 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 2011 is 'Madagascar'.

We will use the adventures of Alex, Marty, Gloria and Melman to introduce situations or emotions that the children can relate to.

These ideas are then developed by exploring the life of Peter and his experiences with Jesus. The structure of the teaching includes a daily Bible story and a film clip from Madagascar will mirror the teaching theme of the day.

Monday

Aim: *The children will understand that Jesus calls us to follow Him; through Him we can experience life in all its fullness.*

Bible Passage: Jesus calls Peter (Matthew 4:18-22 / Mark 1:16-20)

Memory Verse: Jesus says: "I have come that [you] may have life, and have it to the full." John 10:10 (NIV)

Life Application: If we decide to follow Jesus, with Him, we can experience life in all its fullness.

Biblical Context:

Peter was born in Bethsaida (John 1:44) and was working as a fisherman in Capernaum, on the Sea of Galilee. At the beginning of Jesus' ministry, it was to Peter and his co-workers that He calls to journey with Him. He calls them to not to be fishermen, but with His help, to become fishers of men (Matthew 4:19). The area around the Sea of Galilee was a fertile land, due to the freshwater and therefore had a dense population. The local people had a broad accent to their speech and because of this were seen as less refined and cultivated than those in and around Jerusalem. This was a factor in the Galileans being hated by those in Jerusalem. Fisherman would have been poor (possibly with little or no estate) and uneducated. However, their job would have shaped their character, reflected in their perseverance, patience, flexibility and courage. Peter was obviously captivated by Jesus and although he did not know where he would be going (just like Abraham), he knew he was following Jesus. As a disciple, he would be learning and being trained to carry on tasks after the teacher was gone.

Rationale:

As a fisherman Peter may have dreamed of other jobs as he would have seen traders travelling along the trade route in Galilee. However, he had little resources and was unlikely to experience anything else. Jesus comes along and changes all of this, offering him the chance to follow and experience life to the full. We can experience this too. We have the choice to get to know Jesus and in doing so, experience the adventure that is life in all its fullness.

Film Details:

Film Clip: 00:09:00 – 00:11:20

Duration: 2 mins 20 secs

Madagascar Storyline:

Alex, Marty, Gloria and Melman have lived their lives in captivity at New York's Central Park Zoo; this is all they have ever known. It is Marty's birthday and as they are celebrating, Marty understands that there is more to life than the zoo and yearns to experience it all.

Parallel:

There is more to live than what we know and just like Marty, Peter had the same opportunity. He was invited to experience more than just fishing.

Tuesday

Aim: *The children will understand that Jesus is always with us and will help us.*

Bible Passage: Peter walks on water (Matthew 14:22-33)

Memory Verse: God has said, "Never will I leave you; never will I forsake you." Hebrews 13:5 (NIV)

Life Application: We can trust in Jesus that He will be with us wherever we are. We can turn to Jesus for help, in times of trouble.

Biblical Context:

During his time with Jesus, Peter has heard Jesus preach and seen many miracles and healings; most recently feeding the crowd with five loaves and two fish (Matthew 14:13-21). It is after this

(and due to the pressure from the crowd), that Jesus tells the disciples to travel to the other side of the Sea of Galilee (Matthew 14:22). Jesus himself, goes to the top of the mountainside to pray alone (Matthew 14:23). The Sea of Galilee is shallow and due to the climate, strong winds often blow through the hills, causing a violent effect on the lake. The disciples could not have anticipated in time the storm and in spite of their experience, skill and expertise, things did not look good. It is believed to be between 3am-6am when Jesus approaches the boat, and in doing so demonstrates His goodness and care for them in their time of need. Peter demonstrates his impulsive character and devotion to Jesus by his request and as he focuses on Jesus, and with His help, he walks on top of the water.

Rationale:

Jesus demonstrates to Peter and the disciples that even in their darkest and loneliest moments, He is with them. As Peter becomes terrified of the storm ranging around him, Jesus stretches out His hand to keep him from sinking. We can experience situations where we feel alone and afraid. However, Jesus says that He is always with us and ready to help when we call out to Him. We do not need to fear about being alone, because He is with us.

Film Details:

Film Clip: 00:27:30 – 00:29:55

Duration: 2 mins 25 secs

Madagascar Storyline:

Alex, Marty, Gloria and Melman are in wooden shipping containers and are onboard a ship destined for a National Park Reserve in Africa. However, a group of penguins who are onboard have other plans. They have escaped and have taken control of the ship and its Captain. They drastically change the ships course and in doing so, Alex, Marty, Gloria and Melman fall overboard. Alex feels alone, isolated and scared.

Parallel:

Alex is alone and feels scared; there is no one to help him. Peter must have felt scared, but unlike Alex, Jesus was there to help him.

Wednesday

Aim: *The children will understand that we can turn away from Jesus in our words, actions and thoughts.*

Bible Passage: Peter denies Jesus

(Matthew 26:69-75 / Mark 14:66-72 / Luke 22:54-62 / John 18:16-18; 25-27)

Memory Verse: “See to it ... that none of you has a sinful, unbelieving heart that turns away from the living God.” Hebrews 3:12

Life Application: We all turn away from Jesus and do things that are wrong (sin). When we sin, it causes pain and separates us from God.

Biblical Context:

Peter has seen and experienced so much with Jesus: the feeding of the 5000, healing the lame and blind, raising the dead to life and was there on the Mount of Transfiguration. Earlier in the evening Peter has said that he would never disown Jesus; yet before the morning breaks he has done so three times. Outside the Sanhedrin, Peter is recognised and questioned, not by officials or

Priests, but by a servant girl (Matthew 26:69). Each time he is asked about his allegiance to Jesus, his denial gets stronger. Each time he could have rectified the situation, but does not. At the end, we see that Peter regrets what he has done. His tears (Luke 22:62) demonstrate the seriousness of his repentance as he seeks forgiveness for his actions.

Rationale:

Peter demonstrates that anyone can sin and turn away from Jesus; he lied about knowing Jesus. Peter's actions separated him from Jesus and caused much hurt and pain. We may find ourselves in similar situations; we may end up lying (or doing something that is wrong) because we are afraid. We may lie about knowing Jesus or do something that is wrong. When we do this, we cause hurt and pain, not only to ourselves but in our friendship with Jesus. Like Peter, we need to honestly repent for our actions.

Film Details:

Film Clip: 00:57:28 – 01:00:08

Duration: 2 mins 40 secs

Madagascar Storyline:

Alex has not eaten meat in so long he has been tempted to eat Marty on more than one occasion! At this moment he has his teeth firmly around his friend's backside! When Alex is challenged about this, he denies what he has done.

Parallel:

Alex lies because he is scared of the reaction from his friends. Peter found himself in a similar situation; scared of how people would react, he turned away from Jesus and lied, denying knowing Jesus.

Thursday

Aim: *The children will understand that Jesus will forgive us and will reinstate us to Him.*

Bible Passage: Jesus reinstates Peter (John 21:1-18)

Memory Verse: Jesus says: "... people can be forgiven all their sins ..." Mark 3:28 (NIV)

Life Application: Jesus will forgive our sins and renew us. We need to choose to love Jesus and follow Him.

Biblical Context:

Peter is back where he started - fishing in the Sea of Galilee. There is much to be said in this story, but for Peter, the crux is towards the end, during his conversation with Jesus. Up until this point, and even at the beginning of the conversation, Peter may well have been unsure of Jesus' reaction and possibly fearful of what He may say. Peter must have felt awful; believing that he had blown it and let Jesus down. However, Jesus' actions towards Peter are encouraging; He offers forgiveness for his sins and lets Peter know that he is as dear to Him as ever. There is more than just forgiveness. Jesus then reinstates him and recommissions Peter, no less than three times!

Rationale:

When we have done things wrong, we can feel ashamed, embarrassed and guilty. We often believe that we are no longer good enough or worthy of forgiveness. However, Jesus shows that will forgive us; failure is never final with God. Like Peter, Jesus calls us to love Him. We need to

make the decision to say 'I love you' and if we choose to, we can begin again and embark on the ministry that Jesus has for us.

Film Details:

Film Clip: 01:06:50 – 01:09:19

Duration: 2 mins 29 secs

Madagascar Storyline:

Alex has isolated himself away from Marty, Gloria and Melman; he is ashamed of what he has done. Although he is deeply sorry, he is reliving his guilt and shame over and over again.

However, Marty reaches out to Alex, going to him, showing forgiveness.

Parallel:

Alex deeply regretted his actions, living in fear and anxiety. Peter felt similar and went back to Galilee believing that he was no longer worthy to be Jesus friend.

Friday

Aim: *The children will understand that with Jesus we can do amazing things for Him.*

Bible Passage: Peter heals the paralytic (Acts 3:1-10)

Memory Verse: "... all things are possible with God." Mark 10:27 (NIV)

Life Application: With Jesus, we can do amazing things.

Biblical Context:

This particular afternoon, Peter is on his way to the Temple to pray. Outside the gates, a man who was lame from birth (v2) over 40 years ago (4:22), is sat. Unable, to work, this would have been his main source of income. The Temple was a good location to beg as Jews believed that helping a beggar would gain favour with God. The lame man does not look up (v4) as he asks for money from the passersby. Upon hearing the man, Peter explains that he has no money, as from a worldly perspective the disciples had little going for them. However, what they did have was power from Jesus. They heal the man in Jesus' name and in doing so demonstrate Jesus' love for him.

Rationale:

We can feel that we are not good enough, or have the resources to do anything for Jesus. Peter shows us that with Jesus, anything is possible. If we love Jesus, we have His power with us and we can do amazing things. With Jesus, Peter was able to heal a lame man and help him, showing him Jesus' love through his actions.

Film Details:

Film Clip: 01:13:14 – 01:15:57

Duration: 2 mins 43 secs

Madagascar Storyline:

With Alex, Marty, Gloria and Melman reunited together start to celebrate. The time has come to leave Madagascar, but they decide that they are ready to start their next adventure, whatever it is that awaits them.

Parallel:

There are still many adventures to be had for Alex, Marty, Gloria and Melman and they cannot wait to get going. They do not know what is in store, but they are excited at what life may bring.

Jesus had given Peter an adventure - to go and build His Church. He did not know what was going to happen, but he was ready to go and see.

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 other's 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/hall 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 will 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/hall 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/room 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/room 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 are many activities going on through the evening including; football, volleyball, inflatables, games

consoles, nail painting, and, of course, the Café. This year we are introducing some new areas and activities. These include a new Café, a skate park night and the option to learn to play some American sports such as Baseball and American Football.

Fresh Café is on Tuesday, 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, if you do not already have them. 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 console challenges, from supervising the inflatables to looking after giant Jenga and Connect Four, from nail painting to serving in one of the cafés.

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, Cressex or Hazlemere then you still can help. Before Lighthouse, please contact the Lighthouse Admin office (details on the front of this leader manual). During Lighthouse, please ask the site admin office to contact Dave Cooper on the Hazlemere site for you. 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. If a one to one chat or prayer is requested, make sure you are in clear view of others.

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 arm's 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. Make sure you are in clear view of others.
- 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. If the AGL has any questions about sending the information to the child's parents, please speak to the Coming to Faith Coordinator.

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 and Social Services.
- 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/buildings**. 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.