

GAMECHANGERS

Diocesan Education Team Project 2023-2024
EYFS and Key Stage One



Introduction

A Vision for and from our Nations.



Depending on where you get your stats, up to 70% of people in the UK wear glasses or contact lenses. I don't wear glasses all the time, but if I'm at the supermarket and have forgotten mine, it changes the situation completely – but interestingly, reminds me how helpful people are when asked to assist if I can't see something detailed that's required!

For most people in the UK, a trip to the Optician takes less than half an hour. In many African countries, it can take five hours. Not having glasses in these contexts typically means exclusion from learning; exclusion from participation; sadness and loneliness. But this is changing rapidly. In Rwanda, for example, there's a commitment to providing eye-care for all.

Volunteer optometrists, nurses, opticians and others; the one-dollar-glasses scheme; as well as funded programmes, are offering, quite literally, enlightenment for hundreds of thousands of people.

Individuals making this happen are Game Changers. However, it's not down to one person, but many individuals working and serving together under a shared vision -excuse the pun.

Whether 'standing on the shoulders of giants', or seated at the feet of lesser-known people, we can all be Gamechangers. We can do and be this by living and using our God-given gifts and skills for the good and benefit of individuals, families, local communities and society at large.

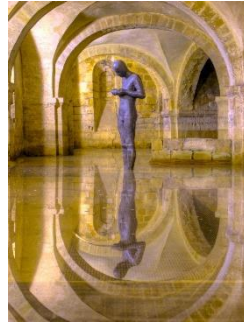
Our diocesan project this year celebrates individuals and groups who are Gamechangers. Focusing on people like this can lead one to feel ill-equipped personally or, and this is our aim, to enthuse and inspire individual pupils and staff; schools and governing bodies corporately. Knowing that together we can achieve lots and be Gamechangers is a demonstration of us living out in reality our commitment to 'Serve The Common Good' and to be 'Courageous Advocates' - at home and abroad.

We invite children, young people and adults to knowingly inhabit their place in St Paul's teaching on 'The Body of Christ' where we are co-constructors; inter-dependent and collaborators. We explore this through the lenses of Gamechangers in the realms of history, art, social entrepreneurs, music, sport and so many more.

So my invite, challenge and thanks go to you as you engage with us, and as you develop or discover your Game-changing place in the context where you can have influence and opportunity.



Our Gamechangers logo : The Greek word for fish is Ichthus. The ICHTHUS fish symbol has its origins in first century Israel, where early Christians, under Roman occupation were often persecuted. Sharing one's faith and commitment to follow the teachings and example of Jesus was epitomised in the casual scratching of the simple outline of a fish in the ground. This would be recognised by fellow followers, knowing Jesus' teaching on the symbolism of fish. It also captures the Greek letters that are formed in the simple drawing of the symbol : I Iesus (Jesus) X Christos (Christ) Th Theos (God) U Uios (Son) S Sotare (Saviour). Our logo highlights one of the fish tails pointing both upwards and onwards – to show how by the grace of Jesus we can, through prayer, become Gamechangers.



Gamechangers at the Summer Leavers' Days : we will share a separate leaflet with you next term outlining the details of art installations that we will create at the Cathedrals, Abbey and Priory during our Leavers' Days in July 2024. It is based on and inspired by the Game-Changing creativity of Anthony Gormley, who has brought a mass, public appreciation of sculpture and art across our country. Our installations will only gain meaning, appreciation and amazement as they 'grow' from the contributions of individual children and schools.

Meanwhile and going forward : our Project Booklet, as every year, is a 'work in progress'. We would really appreciate enhancing our initial ideas in this booklet by incorporating and sharing your wisdom, ideas and creativity. Do please share any with me, and I'll circulate through the Fortnightly Bulletin.

A request : my direct communication is with our own diocesan schools and those clergy and parishes attached to our schools. Would you please share this project booklet and our vision with other Anglican parishes and clergy, in our diocese and beyond? Equally, we have community schools and other denominations who enjoy using our ideas – both locally, across dioceses in England, and indeed, churches and schools in the USA and our World Partner Provinces – so please share widely!

Bless you for your Game-changing service and work in His name, and for the sake of the kingdom.

Jeff

Jeff Williams
Director of Education

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Collective worship - Jesus as a gamechanger

Gathering

Begin with the school's usual practice for the start of worship.

Explain to the children that today's worship will be about how we can become gamechangers through our service to others.



Engaging

Tell the children that you are going to show them a movie clip from Cars and watch how Lightning McQueen gives something up to serve his friends. Tell the children that, if they have not seen the Cars movies, the main character is Lightning McQueen who is a super fast red racing car. Lightning is all about winning races and becoming famous. As you watch, see if you can figure out what he gave up for the people in Radiator Springs. Use [this link](#) to play the video clip from the movie.

Ask the child what Lightning did for his friends in the video.

Lightning gave up something really important, the Piston Cup, so that he could help the other car finish the race. He wanted to win the Piston Cup more than anything, but he knew that serving others was more important than winning.

He gave up the Piston Cup so that he could help his friend.

Remind the children of the worship that they heard yesterday (above). Jesus said time and time again that serving others above ourselves is actually the best, most rewarding way to live! If we want to win...first we must lose! To Jesus, greatness isn't measured by how powerful or cool we are. It's measured by how much we serve others above ourselves.

Responding

Look at the clip below. It is a clip from someone who worked at Disney and he is talking about Lightning McQueen as a character.

Lightning McQueen is unique among Disney heroes, as he does technically both lose and win, as that he gave up his Piston Cup title to Chick Hicks so he can help The King finish his last race, but it was meant as a lesson for him as he learned that helping others is more important than winning races and that his heroic actions made him earn applause from the crowd. Therefore, McQueen still loses, but his good sportsmanship makes him the true winner of the eyes of his fans and his new friends from Radiator Springs.

Ask the children:

What did the person mean by saying that Lightning McQueen lost and won at the same time?

How was Lightning McQueen different to other Disney heroes?

In what way did the writers from Disney become gamechangers in the creation of the character of Lightning McQueen?

Sending

Give each child an envelope and a piece of paper. Tell them to think about one specific person in their life they want to serve. It could be mum, dad, a sibling, a friend, anyone. Ask them to write their name on the envelope. Then write/draw something encouraging to that person on the piece of paper (it could be a nice note or even a “coupon” for an act of service.) Put the paper in the envelope and seal it up. As they decorate, you could discuss: How do you all feel when someone says an encouraging thing to you? How do you think it will make someone else feel when you give them this note.

Tell the children that they should give this piece of encouragement to their chosen person this week!

Collective worship – Game changing Teams

Below is a collective worship based on the idea that we can ‘change the game’ through working as part of a team.

Gathering

Play [‘Unity Hymn’](#) as the children enter.

Begin with the school’s usual practice for the start of worship.

Explain to the children that we can all be gamechangers by playing our part alongside others.



Engaging

Discuss with the children:

What is a team? (An answer might be, a group of people working toward a shared goal.)

How many different examples of teams can you think of? (The obvious answers will be sporting ones but you could lead children toward other examples, such as fire fighters, military, medical teams in operating theatres, scientists. You could point out that there are

teams in the natural world such as wolf-packs.) It would be good to show some illustrations of these kinds of different teams.

Explore how the above kinds of teams 'change the game' for other people.

Tell children the story of Jesus calling his disciples (this is found in: Matthew 4:18-22, Mark 1:16-20, Luke 5:1-11, John 1:35-51). You could put this in your own words or use a version from YouTube such as [this](#) or [this](#). For Twinkl users, there are PowerPoint versions of this [here](#).

Discuss with the children how Jesus didn't choose people with special skills or people who were important to be part of his team, he chose ordinary people because he knew that everyone can be a gamechanger if they followed his message and worked together. Jesus' team were gamechangers because they carried his message out into the world and taught people that everyone is important to God because all people are made in his image.

Responding

Ask the children to reflect on:

What teams are we members of?

What skills do we need to be an effective member of a team?

Explain to the children that to be 'on Jesus' team', we don't need any special skills or abilities, because God's goal is for all people to have fulness of life. We can be a gamechanger as a member of Jesus' team simply by showing kindness to those in need.

Sending

Ask the children to reflect on how they could 'change the game' for someone simply by helping them or showing kindness and to decide one something that they will do in the week ahead. Tell the children that you will be asking how they got on in your next collective worship.

End with this prayer:

Dear Lord,

Thank you that you chose all different kinds of people to be in your team.

Thank you that there are so many different kinds of people here in our school.

Please help us all to be a strong team together and to be gamechangers through acts helpfulness and kindness.

Amen

Collective worship – Faith in Ourselves

Below is a collective worship based on the idea that to be gamechangers, we need to have faith in ourselves.

Gathering

Begin with the school's usual practice for the start of worship.

Explain to the children that we can all be gamechangers, we need to have faith in ourselves.



Engaging

Prime two children to come out to the front and have a go at juggling. (It would make the worship more engaging if you can juggle – or you may wish to think of a similar activity which you can do but they can't.)

After both children have had a go and failed, ask the children in turn whether they think they could do it if they had time and really practised. The first child needs to be primed to answer yes and the second to answer no.

Ask the children why, the first child needs to be primed to answer something like, 'Because you can do most things if you try hard enough.' The second child needs to be primed to answer something like, 'Because I can never do anything like that, it's just too hard.'

Ask the rest of the children which of the two volunteers has faith in themselves.

Explore:

What does it mean to have faith in ourselves?

What prevents us from having faith in ourselves?

Tell the children that we are going to explore the story of St Paul to help us think about how we can have faith in ourselves.

Both of these animations of St Paul's life are suitable, use the version which you think will best engage the children. [Here](#) or [here](#).

Discuss how, at the beginning, Paul wasn't much of a gamechanger at all – he had no faith in himself so he just went around making life miserable for others. However, through his conversation to following Jesus, Paul very much became a gamechanger. In fact, he changed the future of the world by spreading the message of Jesus and writing letters which people still read to this day to help them understand what the message of Jesus means.

Display this famous quote from one of Paul's letters (Philippians 3:12–14, Living Bible translation).

I don't mean to say I am perfect. I haven't learned all I should even yet, but I keep working toward that day when I will finally be all that Christ saved me for and wants me to be. No, dear brothers, I am still not all I should be, but I am bringing all my energies to bear on this one thing: Forgetting the past and looking forward to what lies ahead, I strain to reach the end of the race and receive the prize for which God is calling us up to heaven because of what Christ Jesus did for us.

Responding

Ask children to reflect on Paul's words.

Did Paul have faith in himself because he suddenly realised that he was the best at everything?

Why did Paul come to have faith in himself?

Explain that we can have faith in ourselves and can be gamechangers when we know in our hearts that we are following God's values.

Have a time of reflection to think about the times when we lose faith in ourselves. Reflect that we don't need to be the best at everything to be a gamechanger – we just need to share God's values with others.

Sending

It is really important to say prayers for other people and for the world but sometimes we can forget to say a prayer for ourselves. Ask the teachers to set up a simple 'prayer bead' activity in the classroom, where children can put a bead into a bowl each morning (perhaps it could be labelled 'A prayer for faith in me') and say a prayer that they might have the faith to follow God's values.

End with this prayer:

Dear Lord,

Thank you that you have faith in every one of us.

Thank you that you give us the power to be gamechangers.

Please help us to have faith in ourselves through following your values.

In Jesus' name, Amen.

Get to know each other better game (EYFS)

This game is a good starter for children to start talking about themselves before you move on to talk about what they are good at.

Have a bowl full of notes with things like – favourite colour, favourite TV program, Favourite story, etc. written out. In advance, ask each child the answers to the questions and write out her/his favourites on a piece of paper and keep it with you. Then begin the game and ask the children to guess what they think is the favourite of the other people playing the game. After that each person corrects the other based on what they had written earlier. It helps each child know the other members of the group know each other better.

Cooperation games for EYFS

As practitioners will be aware, cooperative play lays the foundation for children’s relationships, and frames their long-term social development. When children practice cooperative play, they learn how to handle conflicts, to compromise, and regulate their emotions. Beyond that, cooperative play also teaches children how to collaborate with others towards a common goal, how to communicate their desired outcomes, how to negotiate, follow rules, and to assign and accept responsibility with one another.

Here are 8 easy cooperative play ideas you’ll want to try to encourage children to collaborate and play together.

1. Blindfolded guided obstacle course

What it’s about: By helping a blindfolded partner navigate a simple obstacle course, children learn to give directions to one another, and hone their communications skills. They’re encouraged to express their needs to others, and they learn to listen to their teammates' directions and work together toward the common goal, each one playing his/her distinct role in this

First, set up a simple obstacle course in your play space — this could be simple tape outlines to form a path, or perhaps a few piles of bins and blankets scattered around. Make sure to start simple, and match your children’s levels of development. Then, decide on pairs of children, one blindfolded and the other one guiding their partner along your obstacle course.

Explain the concept, and let the teamwork relays begin!



2. Hula hoop pass

Children hold hands in a circle, and try to pass a hula hoop all the way around. This challenges children to practice their communication and coordination, and motor skills to strategize on how they can work together towards their common goal.



Ask your children stand in a circle. Place the hula hoop on one of the child's arms and ask them to join hands with the two children next to them.. Then, ask all the children to hold hands and close the circle. Next, tell them to try and move the hula hoop all the way around — the challenge here is for them is to reach their common goal without letting go of their hands.



3. Build the tallest tower

Gather your children into groups, and take a minute to explain the concept for everybody. You might want to build an example tower, just to show how it's done, you can set this to music to add a bit of extra fun, or a set time limit. The activity challenges children to practice their creative thinking: they need to get inventive about what they'll use to make their tower the tallest — all while encouraging one another to communicate their ideas, explore together and cooperate to build their tower.

4. Exploring as an eight-legged octopus

Children link up to form an eight-legged octopus, and learn to communicate and move together so that they can explore new spaces in their fun eight-legged form.

Read the book *"My Very Own Octopus"* by Bernard Most. Start by reading your children the story, then ask them whether they'd like to be octopus themselves too. Highlight the idea in the book: that it's so cool for an octopus to have 8 legs. It gets to do so many things all at the same time! Challenge the children with the idea that they, too, could have 8 legs. Once you sell the idea to your children, tell them it's time to become an octopus. Group them into teams of four and have them sit back to back on the floor, hook their arms and work cooperatively to stand up and walk like that. Lots of fun guaranteed!



Finding kindness in stories (EYFS/KS1)

The Gamechangers project is about teaching children that they have the power to affect the way others feel, behave and act. In EYFS this starts with teaching very young children how to be kind, to develop feelings of empathy and build self-esteem. By thinking about others' needs, they're more likely to make connections and feel a sense of belonging. This can also help them feel happier. Suggested activities are below:

- Read [Be Kind](#). A book exploring what it means to be kind through the eyes of a little girl.
- Explore the book [Have You Filled Your Bucket Today?](#) This encourages positive behaviour with an 'invisible bucket' to hold good thoughts and feelings.
- Read [ABCs of Kindness](#). An illustrated book showing different ways children can help make the world a kinder place, from A to Z.
- Read [I Like to Be Kind](#). A little boy doesn't understand why he needs to help others, but changes his mind after seeing an inspiring example.
- Ask your children to draw a favourite TV character and talk about how they're kind to their friends.
- Ask your children to draw a picture of their hero at nursery or home. This could be their teacher, friend or a family. Talk about why they love them and what makes them a kind person.

Little planet savers

Show your children ways to be a gamechanger by being kind to the planet around their nurseries, schools and homes. Help them recycle or spot butterflies in the garden. Make it into a game with the Fireman Sam [Light Up Your Hero Training Manual](#) which encourages children to be safe in their homes and look after the environment. When your child has worked through the tasks in the booklet, they receive a 'Planet Protector Badge'. Other activities are below:

- Donate toys and clothes to charity shops rather than throwing them away.
- Go on a walk. Make it an adventure. Come up with ways to help the children notice nature and [create your own trail near you](#).
- If you have a garden or outdoor space, put food out for the birds or make a bug hotel.



Filling your Early Years setting with gamechangers

Talk to the children about how they can make someone else's day happier. This could be letting someone go before them in a queue or asking someone how they are.

- If you have some food to spare, donate it to local foodbank. Get your children to help collect items to include. Explain why you're doing it and how it will help people. The Trussell Trust has a tool to [find your nearest food bank](#).
- Bake cookies with children and give them to neighbours by your setting.
- Make a kindness scavenger hunt. Write or draw ideas for being kind in the community on some paper and stick it up. Include activities like giving toys and clothes to charity, or donating books to your library. Get your child to tick each task off on the paper once they're done.



Everyone is Unique (EYFS and KS1)

This activity explores with the children the idea that everyone is unique and special. It is a starter activity to begin to explore ourselves as individuals with gifts that we can use to make a difference in the world.

Have images of magnified snowflakes to help children understand how incredible each snowflake design is. Emphasize that God created beautiful designs on each tiny snowflake. Just like snowflakes, people are also different from one another.

Tell the children that there is a special verse in the Bible that says: "I am fearfully and wonderfully made." (Psalms 139:14).

Explore with children their physical differences – eye colour, height etc. Move on to exploring the children's different talents and skills and discuss what each person can contribute to the world.

Create a take home snowflake craft to help remind children that God made them special.

You will need

Blue spoons (enough for 4 per child)

White spoons (enough for 4 per child)

Winter stickers (one for every 2 spoons)

Jewels or sparkly stickers (one for every 2 spoons)

Glue dots

Instructions

Hand out 4 blue spoons and 4 white spoons to each child.

Attach the spoons in an alternating design with glue dots.

Add winter stickers or jewels to create and decorate each unique snowflake.



Caught in a web

This activity builds on the previous one. It demonstrates visually how we are all connected to each other and must work together if we are going to do something special. The only thing you will need is a ball of wool (rainbow coloured, if possible)

Everyone sits in a circle.. Explain that you will start off the game with the ball of wool in your hand. Share something fun about yourself that makes you special. Some examples are:



- "I can bake good cakes"
- "I can swim well."
- "I am good at helping people when they are ill."

After you share something about yourself, roll the ball of yarn to someone else while holding onto the loose end. The child who gets the ball of wool will share something special about themselves, then roll the ball to another person, holding on to the strand of wool. Continue this pattern until you have created a giant web. Once the web has been created, ask everyone gently set it down on the ground. Take the time to look at the web together and discuss how you have put all your talents together to made something special. Talk about the different shapes you see and how fun it is to know that by sharing all different things about yourselves, you were able to create such an amazing web!

Encourage your children to remember that, just like everyone shared, God created each of us individually. Discuss how by playing the game you have shown that if we bring all our different and special gifts together, we can create something big, amazing, and beautiful—just like the web we made!

'I think you would' game.....(Years 1 and 2)

In the previous activities, children learnt how God has given them talents and skills. This is a dual purpose game. It encourages children to recognise the gifts of others and also to explore how individual gifts can be used to become a gamechanger.

- Ask the children to sit in a circle on the floor.
- Use an object to designate which kid has a turn to speak – like a ball.
- Model the game by sitting in the circle with the children.

- Ask them complete this sentence and then pass the object to the child they were talking about - *“You are really good at _____ and I can imagine God using this to _____.”* E.g. *“You are really good at talking and I can imagine God using you to be a teacher.”* *“You are really good with babies and I can imagine God using you to be a good Mum.”*
- The child who receives the object will go next. Instruct them to not repeat until everyone has had a turn.
- It creates a little surprise to see who they are talking about.

Use the games above to discuss with the children how they could use their combined talents to become mini gamechangers with big plans.



Play [this film](#) to see children who became gamechangers across the world:

Explain to the children they could be secret agents, carrying out small acts of kindness that would mean so much to others, for example:

At home: clean a bathroom, vacuum a living room, sweep a kitchen floor, unload a dishwasher, wipe down kitchen cupboard doors, fold some laundry.

Or try one of these ideas to find — or create — volunteer opportunities in your own community:

1. Clean Up Your Park or Playground

Choose your date and location, and then contact your local Parks and Recreation Department to find out any guidelines or permit requirements. Invite people in the neighbourhood, talk to other parents, and publicize your event with local organizations. Local businesses may be willing to donate freebies for volunteers, like bags, gloves, and water; or even some plants to beautify the area. Be sure to arrive early on the day and snap plenty of photographs to commemorate your efforts.

2. Save to Give Away

Challenge yourself and your friends to save part of your pocket money (if you are given any) or collect unwanted games, toys, and clothes. Visit a local shelter, church, or donation site together to make contributions.

3. Help Out at a Local Animal Shelter

Your local shelter probably needs help walking dogs, cleaning cages, or even just playing with animals that are cooped up all day.

4. Read, Perform, or Help Out With an Event at a Local Nursing/Retirement Home or Hospital

People who need long-term care often wish for more visitors and things to do. Call facilities in your area to see what they need. You could read or simply chat to residents, help clean or decorate for a party, or even sing or act for the residents. Remind the children about the individual talents they have discussed earlier.

5. **Host a Bake Sale, Car Wash, or Garage Sale for Charity**

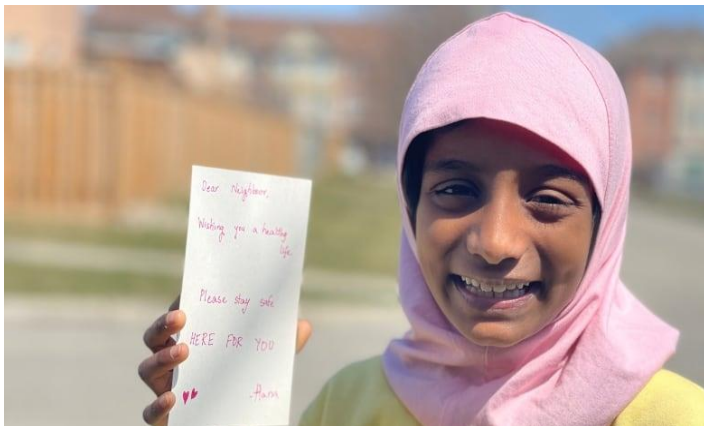
Choose an organization or charity that you would like to support. Recruit other kids and parents to help. Be sure to mention the charity in anything you do to advertise your event, and make sure that you explain what the group does to people who ask. Offer a donation box for non-buyers, and contact the organization ahead of time to get leaflets you can distribute. One little boy in America who wanted to help find a cure for childhood cancer raised more than 30 million pounds, encouraging families across America to sell homemade lemonade outside their homes. —it is an inspiring example of how small things can be true gamechangers.

Volunteer opportunities are sure to succeed if you use your talents. Environmental advocate? Try a clean-up project. Good actor? Give a volunteer performance.

You could just help someone bring groceries in, leave a happy note on a car, give a flower to 3 different people and wish them a great day.

These are tiny things but could completely change someone's mood and small ideas can spread into big ones. You may like to share the news story below:

A 9-year-old girl's simple act of kindness to help a neighbour during the pandemic turned into a grocery delivery network made up of 6,000 volunteers.



Hana Fatima's small pandemic gesture snowballed into a volunteer delivery network called the [Good Neighbour Project](#).

While shopping with her father at a supermarket in the early days of the [COVID-19 pandemic](#), Fatima noticed an elderly woman in the check-out queue struggling with her

groceries. She and her father offered to help carry her purchases to her car, and suddenly Fatima had an idea to help others.

Fatima and her father shared their number with a few elderly neighbours. The idea was that those who needed help could provide them with a list of items that they would purchase so those most at risk didn't have to be exposed to the virus in crowded stores.

They shared the idea with a few friends, and her father started a Facebook group to coordinate with others who wanted to help. Word spread, and within hours there were hundreds of people volunteering to do the same thing in their communities. More than a year later, the project — called the Good Neighbour Project — has 6,000 volunteers who speak more than 30 languages with chapters in Toronto, London, and Ottawa.

Those who need assistance accessing groceries, essential supplies, and medication are connected via the Good Neighbour Hotline with a person who is able to purchase and deliver the items. The person making the request pays only for the cost of the groceries — delivery is free. Since launching, the group has made more than 9,000 deliveries for vulnerable people including seniors, people with special needs, people who are pregnant, single parents, and others.

"When I saw the elderly person, I thought that was my opportunity to go and help somebody," Fatima said. "Because whenever you get a chance to be helpful and kind, just go and do it without thinking about it. Everybody should do that. You see an opportunity? Somebody needs help? Just go and do it."

Gamechangers in Sport (EYFS and KS1)

This is an opportunity for young children to get acquainted with the Olympic Games, but most importantly the central message during the activities is one of friendship and peace. People playing and working together in peace and friendship makes for a better and beautiful world.

Activity 1: Explaining the Olympic Games to younger children?

Many people from many countries get together to play games and celebrate friendship, unity and sports every four years. There are Summer Olympic Games and Winter Olympic Games. The games take place in a different country each time. The first Olympic games originated in Greece, a beautiful country in Europe - show this on a map or globe.

Tell the children they are going to have their own Olympic Day Games to celebrate the next Olympics which will be held in the summer of 2024.

Visit the [Olympic Games Web site](#) and share with the children some great Olympic pictures and a little history of the games.

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Activity 2: Make an Olympic Flag - A Flag of Friends - Focus on the Circle Shape and Letter O is for Olympic

Print this activity page with a resemblance of the official Olympic flag. Colour, cut and glue to a drinking straw. Explain that this is a very special flag - the Olympic Flag:

1. It has five interlocking coloured rings (circles) on a white background.
2. The rings represent the **five major land areas** of the world - show this land areas on a map or globe.
3. The rings are interlocked to show **friendship** among the nations.

Count the rings (circles) together, read and identify the colour words of each ring. Ask the children to stand-up and have them interlock their arms and form a circle, so that they can experience in a sensory way how the rings interlock and unify them. Demonstrate how the rings also resemble a letter **O** the first letter in the word **Olympic**.

Get ready to sing and march with their Olympic flag with the songs below.

Activity 3: Movement & Music: It's a Small World or The More We Get Together

Have the children pretend they are in the Olympic Games and walk or march around the room holding up the flag whilst the music is played. Here is: [It's a Small World](#) (music & lyrics), or [The More We Get Together](#) - great for 2 1/2 to 3 1/2 year olds (music & lyrics)

Activity 4: Olympic Torch Maze

Distribute a maze activity page - [colour version](#) or [black and white](#) - (cut out the maze portion from the page and save the medal templates for the next activity). Explain to the children that an Olympic torch bearer runs to light the Olympic cauldron to start the games during the opening ceremonies.

Ask the children to see if they can help the Olympic torch bearer to carry the torch to the Olympic cauldron. Encourage children to "stay on the path."

Activity 5: Making an Olympic Medal - Focus on Circle Shape

Tell the children they are now going to make an Olympic medal to wear for the games.

Choose the colour or black and white version that was printed with the maze activity. The medal has an optional ribbon holder pattern to glue to the medal, fold over ribbon and glue to the back of medal. The second method is to make a hole with hole punch and children can insert a ribbon and tape the ends.

Tell the children that athletes in the Olympic games receive medals for winning games ([show this poster](#)), such as running, swimming, jumping, and many other sports. Today every one is a medal winner of friendship. Now let's go to the games!

OPTIONAL: Group Picture Taking - Printable Picture Frames

This is a good time to gather the children with their Olympic flags and medals and make a group picture or individual pictures before the games.

Here are printable picture frames in colour and black & white to remember the occasion.

Cut out the centre circle of the stop watch image and tape picture from behind so the picture can be preserved without cutting. Ideas for using the picture frame: for family album or scrapbooks, gifts for relatives, or share with parents. You may also want to plan for someone to assist to video tape the activities and games!

Activity 6: Olympic Games for nursery children

1. Game One: The Drinking Straw Race

Each racer holds a bent drinking straw between his or her nose and upper lip. Make a demonstration. The children curl their lip to hold it tight. See who can run to the finish line without losing the straw. Make sure it is a short distance.

2. Game 2: The Balloon Between the Knee Race

Inflate the balloon, but not too much so that it fits comfortably between the knees of the child. Have the children put the balloon between their knees and run or hop to the finish line.

3. Game 3: Hug-the-Balloon-Friend Relay

Place a balloon between two children's tummies. Have the children hug each other tight and move sideways to the finish line without dropping the balloon.

4. Game 4: Birdie Feather Race

Have the children take off one shoe and sock on one foot. Tuck a feather between two toes. The children will walk to finish line without losing the feather, if they do they go back to the start and try again. This can also be done with both feet (older children) and instruct them to walk like ducks.

5. Game 5: Backward Race

Just **walk** fast backwards trying not to bump into each other to the finish line.

Activity 6: Olympic Games Closing Activity

Make sure to have an ending ceremony holding the flag and sing one of the songs again.

Bringing people together -The Olympics and Paralympics (Year 2)

As we have heard, the Olympics are a time for all of us to come together and celebrate athletic achievements, and cheer for our country with the hope it'll take home medals. Yet the Games are also a major gamechanger. The Olympic ideals are - **friendship, solidarity, fair play and mutual understanding**. Over the years they have changed laws, changed relationships between countries and have become increasingly inclusive. These are the some of the moments that shook the Olympics while the world was watching that you can share with the children. The text includes hyperlinks to articles on more game changers and their stories.



This section is followed by some suggested activities for schools and parishes to enjoy focusing on two of the human rights changes throughout Olympic history .

Paris, 1900: The first female athletes participate

The 1900 Olympics were a huge first for women. Female athletes weren't allowed to compete in the Olympics until the Paris Games, when their participation in lawn tennis and golf events secured a position for women in the future. The London 2012 Olympics signified a new gender milestone with the debut of Women's Boxing, and it was the first Olympic Games in

history with female athletes from every competing country.



London, 1948: Athletes first compete in wheelchairs

The 1948 London Games marked a milestone for athletes who use wheelchairs. English doctor Ludwig Guttmann founded the International Wheelchair Games to help rehabilitate wounded veterans of World War II. Using sports therapy, he invited wheelchair-using athletes to compete, and the event eventually became the modern Paralympic Games.

Activities

Dance

Take one of the above stories and discuss with the children what aspects of the information are important and why. Ask them:

Why do you think this person (people) acted in this way? How do you think they felt? What difference do you think this made? Was it the right decision/ the right thing to do? Did this make the situation better or worse?



Ask the children to pretend that they are going to include their thoughts as part of an opening ceremony of their school Olympics.

Ask the students to design a set of dance and drama routines that would portray these aspects.

How could Olympic ideals of friendship, solidarity, fair play and mutual understanding be included in the routines?

What message should be given out in the opening speech of the school Olympics and who should make it? Who should be chosen to light the school's very own Olympic flame?

If someone from the Bible performed these two tasks, who would be the best person? Why?

A game-changing board game (Year 2)

This man is the artist Derek Fordjour. He creates images of people in relation to sports and games. He thinks about what it's like for players to be in a game and part of a team.

Looking at the notions of winning and losing, fair play, rules and playing as a team, he thinks that sport is a bit like every day life.



Discuss with the children that a board game, video game or sporting event is a fun pastime, yet competition, chance, and the endurance and the skill required can be very stressful for players. Similar life situations take place in homes, schools, and offices every day – we are all playing the game of life



Throughout history, art has created space for expressing views, raising awareness, protesting, and contributing to social development. Many people enjoy art in the same way as sports as a fun thing. But art can also be a real game changer.

In this lesson, children choose a social issue that affects their school, city, or global community. With a combination of collaboration and individual work, they build a board game that progresses through positive advancements and road blocks to reach the goal of solving or bettering the issue. Each space on the board functions as if it were a mini poster and poses a design challenge. Children imagine their own role and create a token that puts them right in the game!

Materials

One large playing board surface (a strong mat, thick card or wood)

One sheet of cardboard, thin plywood or thick paper for each child (cut using a template to ensure consistency of size and shape. (Ensure the size fits onto the base board in a 'railtrack' design)).

Oil Pastels, Paint, felt tip Markers, collage materials for game space designs.

Wooden People Shapes or recycled materials for game tokens (see examples later)

Dice

Identify a social issue, problem, or concern in the school, local area or global community.

Begin with a brainstorming session or pre-arrange a list for children to choose from. Identify the resolution of this issue as 'the goal' and name the game based on that goal, for example, the goal of ending hunger could be the 'No More Hunger Game'. For example:



Create the end goal space. Design the end goal as a special space. Use a different colour and make it larger to generate excitement. For example, in "The No More Hunger Game," the goal space might look like:



Create a start space. Board games usually have a space designed to begin the game, a launching space. Design this space as the furthest from the goal. For example, in "The No More Hunger Game," the start space might look like:


Create game spaces. Two types of spaces are key to the game: advancement and blocking spaces. Divide into teams or work as a class to share ideas for games spaces. This activity may be an opportunity to discuss how the school's Christian values can be reflected in some game spaces (see below for more information). After ideas are gathered, children can choose which spaces they want to do.


Advancement Spaces


Brainstorm the content of these spaces by thinking of some of the positive things that can be done to move toward solving or changing the issue. Ask what actions could move individuals, a school or community closer to the goal.

Advancement spaces might also include rewards, such as moving ahead in the game or receiving bonus points.

In the example game mentioned in the preparation process, called "The No More Hunger Game," an advancement space might look like one of these:

(A)  Stock the shelves of the local food pantry by organizing a community food drive.

(B)  Make a monetary donation to an organization dedicated to providing food to the needy.


(C)  Create a website that would make people aware of the problem and connect them to solutions.


Blocking Spaces


In sports, the defense is the team that is trying to block the way to the goal. What are some of the things that keep the issue from being resolved? Why does it continue to be a problem?

Defense spaces might prevent a player from moving forward in the game or cause them to lose a turn.

For example, in "The No More Hunger Game," a defense space might be:

(A)  Negative Thinking. Including thinking there is nothing that an individual can do to help or that someone else is taking care of the problem.

(B)  Mistrust. People don't trust organizations to manage resources properly.

(C)  An Increasing Problem. The percentage of the population experiencing hunger is growing at an overwhelming rate.

4. Create game tokens.

In many board games, the token is selected at the beginning of the game to represent each player.


After setting the end goal and building to path to reach it, students may have an idea of what their own role might be in the game. On a sports team, there are coaches, trainers, players, equipment handlers, referees, and cheerleaders.

Students reflect upon their own strengths, talents, and interests, then imagine what position they might play in reaching the goal and being part of the solution.

Tokens are designed as small, 3-dimensional pieces that can be created from scrap pieces of cardboard, clay, wooden shapes, recycled materials, etc.

For example, in "The No More Hunger Game," some of the game tokens might be:

(A)  Someone who can drive a truck or fly an airplane to take the food where it is most needed.

(B)  A person who can use technology and social media to let people know about the issue of hunger and how to help.

(C)  A grower who can share their crops and teach others how to have success growing their own.

Create the game board . Arrange the spaces on the chosen game board and glue in place.

Play the game. Once everything is dry, pupils can play the game. You may like to offer a games night for parents or church group.

Useful game information is available [here](#) and [here](#).

Gamechangers dice game (KS1)

Learn about 52 extraordinary [black heroes in history](#) who blazed the trail and changed the game! This card deck tells the stories of 52 amazing Black heroes who overcame overwhelming obstacles to change the world for the better. From talented artists like James Baldwin to awesome athletes such as Simone Biles, inspiring activists like Martin Luther King Jr. to sensational scientists such as Gladys West, learn about people who blazed a trail with their courage, hard work, and perseverance.

Each deck includes:

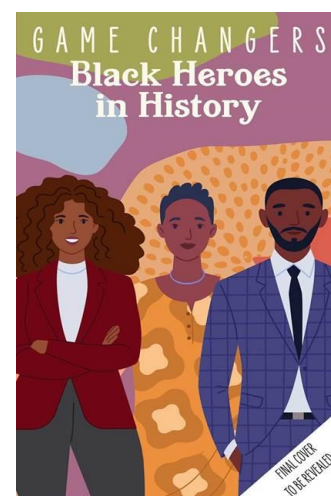
52 Cards: Each unique card features a colour portrait, an inspirational quote, and challenging trivia questions.

A 64-Page Booklet filled with timelines, little-known facts, and even more inspirational information on the heroes featured in the deck

A keepsake Box

There are six categories and children will learn fascinating facts about heroic black activists, artists, entertainers, athletes, leaders, pioneers and visionaries.

Read through the cards and discuss each bold, courageous, compassionate hero as you play the game. Game Changers: Great Women in History is also available.



Adam's Ale – Aqua - H₂O



.....of course, otherwise known as **water**. Access to water is something we take for granted, isn't it? Just turn on the tap! But it isn't as simple as that for millions of people across the globe.



WaterAid: When a community gets clean water for the first time, it's the start of something truly life-changing.

Right now, millions of children around the world like many in Ethiopia don't have **clean water** to drink, **decent toilets** to use or **good hygiene** to protect themselves. Without these basics, breaking the cycle of poverty is just a dream.

Toilet Twinning: Without proper toilets, people get trapped in a vicious cycle

They're likely to become sick through sanitation-related diseases. Illness keeps people from working, children miss school, parents have to pay for medicines or food and fall into debt.

There is a lot more to it than that and these two charities work hard to address the huge inequality that exists across the world when it comes to clean water and sanitation. This is a good example of courageous advocacy, championing those that need help and support – in this way, these two charities are definitely good examples of **gamechanging** organisations.

The Bible teaches us that we are all part of the family of God, the body of Christ (1 Corinthians 12:12-31; Romans 12:4-5). We are all children of God and therefore should look to do all we can to love and support one another. Foreign aid is one way that whole countries can do that to support communities in need but, as school communities and individuals, we can also directly support charities too – you probably do already!

Activities to explore this further:

- Explore the importance of clean water for cooking, cleaning, washing and sanitation – what other basic needs are there in life? There is a lot of interesting information on the World Health Organisation's website, here: <https://www.who.int/news-room/fact-sheets/detail/drinking-water>
- Explore other charitable organisations and consider how they are **gamechangers**. You can find a list of the UK's top ten charities by expenditure on the Charity Commission's website: <https://register-of-charities.charitycommission.gov.uk/sector-data/top-10-charities> Have a look at what those charities do to 'change the game'. Who or what do they support? Debate whether they are all as important as each other? Why do you think some receive more funding and donations than others?
- '*Peace, dignity and equality on a healthy planet*' - Explore the work of the United Nations, perhaps with a focus on the work of UNICEF - <https://www.unicef.org/>
- The Charities Aid Foundation (CAF) further explores reasons and benefits for giving to charity: <https://www.cafonline.org/my-personal-giving/long-term-giving/resource-centre/five-reasons-to-give-to-charity> Exploring these reasons should generate good debate and discussion.



Christian Aid unpacks the concept of courageous advocacy as follows: Children and Young People are integral to building a fairer and more sustainable world for everyone. Courageous Advocacy equips them with the skills, tools, confidence, and opportunity to speak up and take action on issues of justice.

Courageous Advocacy is an integral part of the Church of England Education Office's vision for education.

The Children and Young People's hub at Christian Aid is dedicated to resourcing those who work with children and young people, to support their learning, not only to learn about global justice issues, but to provide tips and tools to support them to help shape the world around them through courageous advocacy and campaigning.

Our commitment is to support children and young people to use their agency with autonomy and freedom on the issues they care about. We provide learning and advocacy tools on themes and issues we work on that empower children and young people to make up their own minds and act accordingly

Download the courageous Advocacy guide from Christian Aid [here](#). Global Neighbours and Christian Aid's wider activities and resources are also signposted in the RE unit of work later in this booklet.

Gamechangers

2023-24 RE Unit of Work: Key Stage 1

This is an optional scheme of work for Year 2, that links to this year's Diocesan project **Gamechangers** and the 2024 leavers' services. The resources explore what makes a good gamechanger, look at stories from Jesus' life that show him being a gamechanger, research modern gamechangers and discuss how we can be gamechangers in today's world.

There are more ideas here than you will be able to use, but we hope some of them will generate good discussions with your class, or inspire you to develop your own enquiry.

Communicate and Apply

Use a film clip where a character acts decisively to change the course of history, to open up the discussion about **gamechangers**. There are some suggestions here, but choose something that you know your class will respond to.

For example, in the [Lion King](#) Rafiki reminds Simba who he really is and encourages him to return to the Pride Lands as their true king. Rafiki isn't one of the main characters, but his actions change the ending of the film.



In [The Lorax](#), Ted plants the last Truffula seed and the trees begin to grow again. Why do pupils think the Lorax left the word 'Unless' behind?



The film ends with Dr Seuss' words, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not". What do pupils think this means? How does it apply to real life?

In Paddington, Mr Curry changes from wanting to get rid of Paddington, to trying to save him, when he tells the Browns that Paddington has been kidnapped. ([Paddington clip](#) 3:36 – 4.54) This shows that sometimes a minor character can act as a gamechanger.



What other examples can the class suggest, either from books or films, where one character speaks up or acts courageously at a pivotal moment?

What makes a good gamechanger? What qualities should they have? (Courage? Knowing what's right and wrong? Good communicator?)

What needs changing in today's world? Draw up a class list of issues such as protecting our oceans or making sure everyone has enough to eat. Ask pupils to design a wanted poster for a gamechanger who will inspire people to sort out one of these problems. Include the qualities your gamechanger will need to have to get the job done.



Inquire

How was Jesus a game changer?

This part of the enquiry will look at different events in Jesus' life which show how he stepped in and acted as a gamechanger. Please feel free to use other stories if your class knows these ones already, or if you think others would work better with your children. There are various suggestions here for ways to unpack the stories, but please use your imaginations and use drama, dance, music, art, poetry or any method that appeals to you. Play to your strengths, so if you love junk modelling, or rapping, or animation, then use that to engage your class!

Depending on the time, you could decide just to look at one story in detail and then ask the class what other stories they know about Jesus that showed he was a gamechanger.

Jesus stills the storm



In this artwork by the African American artist Laura James, you can see the stormy waves, the terrified disciples in the boat (why have some of them got no faces?) and Jesus calmly telling the storm to calm down.

Before you tell the story, ask the children to work in pairs and think of five words to describe the painting.

If they could ask the artist one question, what would they ask? Encourage more interesting questions such as 'Why did you choose to...' rather than 'How many people are there in the boat?'

What do they think is happening in the picture? What do they think happens next?

Either tell the story from the Lion Storyteller Bible ([The Storm on the Lake](#)) or another children's Bible such as the Desmond Tutu Children of God Storybook Bible.

Or Make a boat outline on the carpet / hall floor / playground with masking tape and ask the class to come and sit with you inside the boat and join in with suitable actions as you tell the story. They will need to step over the edge of the boat and sit down carefully. As the storm builds up, you could encourage them to move with the movement of the boat, they could act as if they're sleeping like Jesus, show how terrified they are, try to wake Jesus up, pretend they're telling the storm to be still, and then settle down in the boat as the storm dies down again. Talk with them about how they were feeling at different points in the story and what they think about Jesus now the storm is over (in role as his disciples).

Or use one of these videos: Saddleback Kids, [Jesus Calms the Storm](#), or the Kids Hub TV [Jesus Calms the Storm](#).

If you didn't do the drama activity above, then ask the children to work in groups and create freeze frames of the different parts of the story:

- Jesus and the disciples set off in the boat
- A fierce storm terrifies the disciples, but Jesus carries on sleeping
- The disciples wake Jesus up
- Jesus speaks to the wind and waves and calms the storm
- The disciples are confused / afraid / amazed / reassured....

Ask various children to tell you what they are thinking or feeling at each point in the story and why.

Why is this story important for Christians? What new information does it give us about Jesus?

Ask pupils to discuss this in pairs, then take some suggestions. There is no one right answer, but some of their ideas could include:

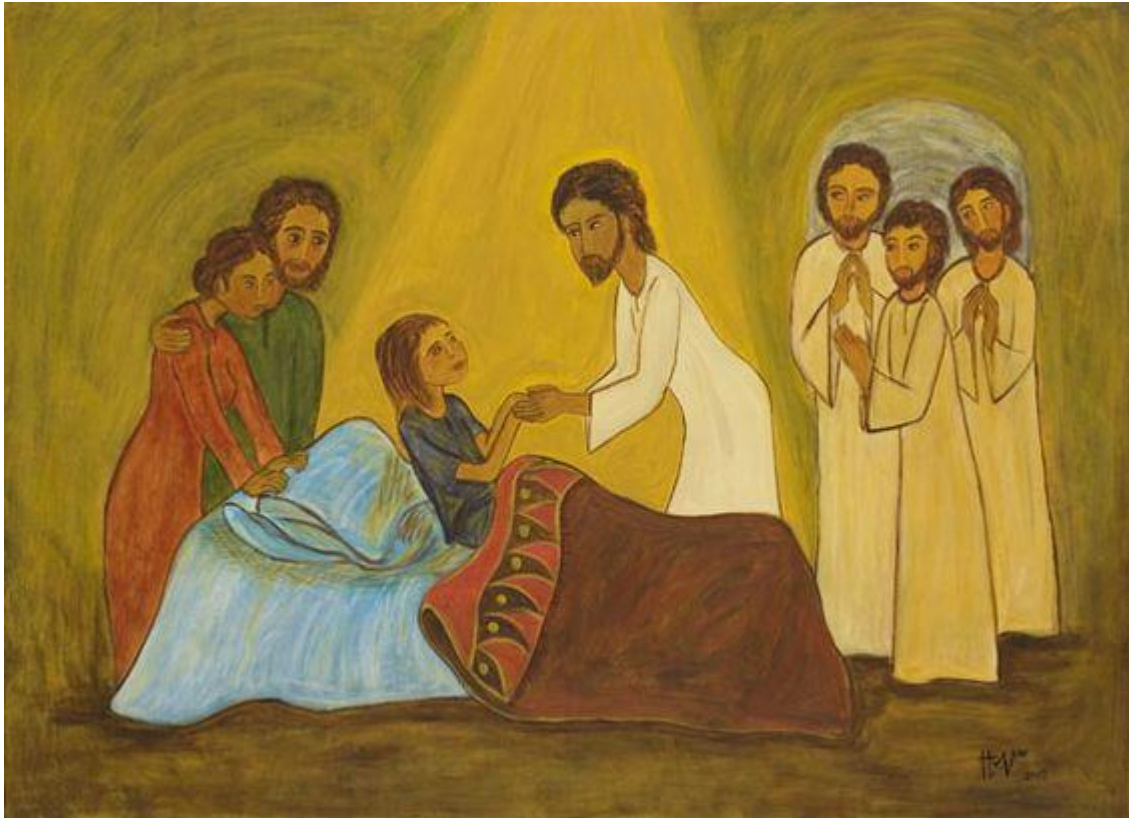
The story shows how powerful Jesus is. Christians believe that he has power over nature, the wind and waves obey him.

In Jesus' day, people believed that only God could control the weather. This is one of the stories that led Christians to believe that Jesus was God, not just an ordinary religious leader.

Jesus has been teaching his followers that they can trust him. Christians believe that this story shows he can help them through storms, including other 'storms' in their lives and things that make them afraid.

Jesus heals a little girl

Use your judgement whether to tell this story or not. If a child in the class has lost a family member or someone close to them, it may be better to use a different healing story. If children ask, then explain that it's not normal for dead people to come to life again, that's probably why the story is in the Bible, because it was so unusual! It may be wise to warn your TA or ELSA that you will be looking at a story about a girl who dies, just in case anyone is affected by it.



This artwork is called 'Little Girl... Arise' by Hanna Varghese, a Malaysian Christian artist.

Before you tell the story, ask the class to talk about what they think is happening in the picture, who could the people be? Why do they think the girl is in bed? What do they think will happen next?

Give them each a piece of A4 paper and ask them to fold it into three. (It might be quicker if this has been done already!) In the centre section, ask them to draw a quick sketch of the picture on the screen. In the left hand box, ask them to draw what they think was happening ten minutes earlier, and in the right hand box, what they think will be happening ten minutes later.

Ask them to share their ideas with a partner and ask a few children to tell the rest of the class what they think is happening.

What was happening ten minutes earlier?	Quick sketch of the picture.	What might be happening ten minutes later?
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Then tell the class the story of Jairus' daughter. Did they guess right? Were there any surprises?

You can either use the Lion Storyteller Bible, ([Time to Get Up](#) leave out the part about the woman who touched his cloak) or another children's Bible such as the Desmond Tutu Children of God Storybook Bible. Or show one of these videos: Saddleback Kids [Jairus' Daughter](#), or Kids' Hub TV [Jairus' Daughter](#).

Hot seat activity

Choose a confident pupil (or play the role yourself, or ask your TA) to play the part of Jairus' daughter (or son?) Ask pupils to work in pairs and write down some questions they'd like to ask her. Encourage them to focus on questions about thoughts and feelings, not just 'What did you have for tea?' Some pupils will benefit from a selection of question stems such as (How did you feel when ...? What was it like....?)

Give the character a prop, such as a shawl to cover their hair, and sit them on a special chair (hot seat) to answer the class's questions in role.

You could repeat this for other characters, such as Jairus or a disciple or a bystander. If the class are used to hot seating, then ask them to work in groups of 4 and hot seat each other, taking it in turns to be a different character in the story.

There are some useful tips [here](#) on how to make a hot seating activity more effective.

Why is this story important to Christians? How does it show Jesus being a gamechanger?

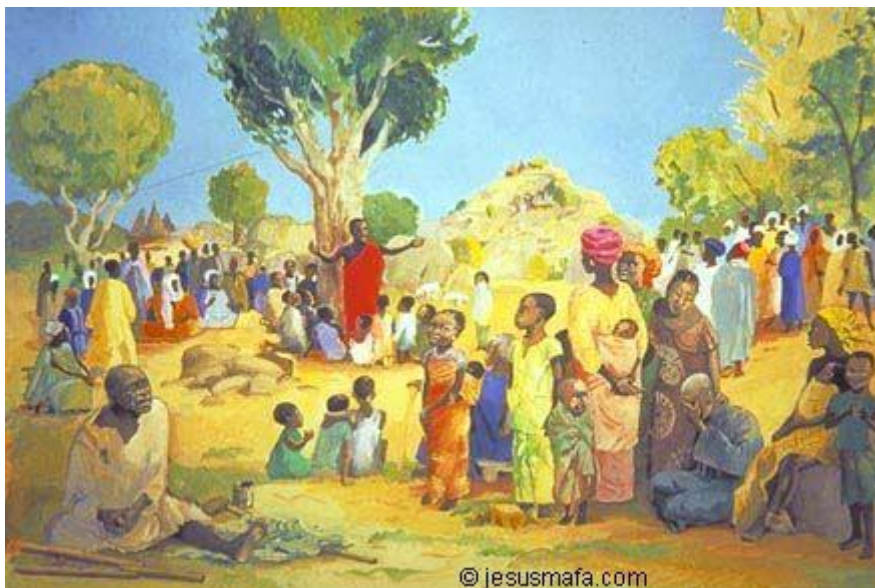
Ask pupils to discuss their ideas in pairs, then fours, then as a class. There are no right answers, but some of their ideas could include:

Jesus changed everything for the girl in the story and for her parents.

Christians believe that Jesus has the power to heal people who are ill. (Some believe it only happened in Bible times, others believe he can still heal people today, though this may not happen all the time.)

This story encouraged more people to follow Jesus, because of his power and the way he helped people.

Jesus teaches the crowds



This painting shows the Mafa people of North Cameroon acting out the Sermon on the Mount. (Google Jesus Mafa for lots more examples of Bible stories in an African context.)

What can your children see in the picture? What else can they see? Can they spot something that nobody else in the class has noticed?

If they were part of the crowd listening to Jesus, where would they be in this picture? Why?

The Bible writers collected a lot of Jesus' teaching together in 'The Sermon on the Mount.' One of the stories Jesus told the crowds was the parable of [The Two Houses](#). (Lion Storyteller Bible). A parable is a story with a meaning, why do pupils think Jesus chose to teach using stories, rather than just telling people what to do?

Ask pupils who has built a sandcastle on the beach? What happens when the tide comes in? This is a story Jesus told about two people who build houses, one on the beach and one on the rocks. It's not really a story about building houses, it's a story with a meaning! As they listen, ask them to work out what it's really about. Read the story from a children's Bible, or show one of these videos: [The Parable of the Two Builders](#), Saddleback Kids, or [The Wise and Foolish Builders](#). (Stop at 3:17, before it gets preachy!).

If you have a sandpit, you might try to recreate the story, perhaps as a Science or DT experiment. You can see an example of that [here](#).

There is a well-known children's song based on this parable there are examples [here](#) and [here](#) (maybe stop at 1:19, or explain to the class that the song is aimed at children in a church setting, not an RE lesson). You could work together as a class to create your own rap / song / poem / dance / drama – or let the children work in groups and come up with their own way of recreating the story.

What other stories can the class remember that Jesus taught? (The lost sheep? The Good Samaritan? The Sower?) Can they remember anything else that Jesus taught? (Love your neighbour? The Lord's Prayer?)

How does Jesus' teaching show that he was a gamechanger? Think, pair, share. There are no right answers, but these are some of the answers your class might give:

Jesus taught using stories, so people would remember what he said and work out the meaning for themselves.

People still remember his stories today, 2 000 years later.

At the time, people said that his teaching was different from anything they'd heard before.

Crowds of people came to listen to him.

Even people who don't follow Jesus still think his teaching was important and try to live by his rules.

People from other religions (Muslims, Hindus etc) also believe that Jesus was a good teacher.

Contextualise

Modern Game Changers

Choose some modern people who have made a difference in the world, e.g. from the [Little People, Big Dreams](#) series, or invite someone in from a local charity or a local hero to come in and talk about what they have done. You could decide to work together as a whole class and explore the life of one (or more) people who have been game changers – or let the children work in groups and choose their own game changer to research. (Maybe from a list of suggested names)

Alternatively you could use a children's book about children who have made a difference in the world, such as [Kamala and Maya's Big Idea](#), based on the real story of Kamala Harris and her sister building a playground. This is a really empowering story of everyone working together to be gamechangers. 'No-one could do everything, but everyone could do something.'

There is a list [here](#) of books about real-life children who have changed the world, and your children will probably have other suggestions too.

Encourage your pupils to think of creative ways to present their research. They could make a poster, write a song, put on a play – the more freedom they have to choose, the more ownership they will have of their work.

Evaluate

We've looked at ways that Jesus was a gamechanger and examples of gamechangers in today's world. Return to the original class list of the qualities a gamechanger needs (From communicate and apply) – what else can we add to the list? How have our ideas changed?

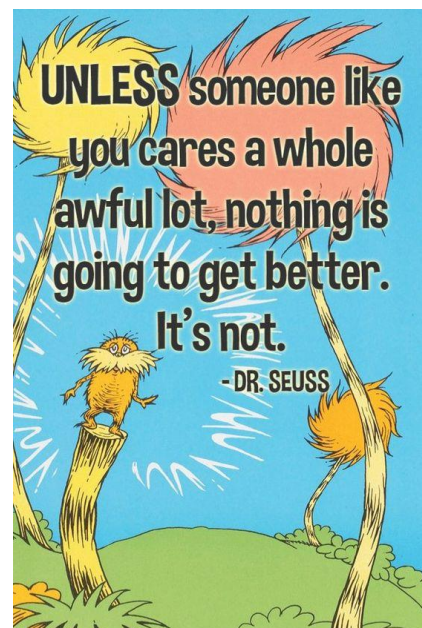
How can we be game changers in today's world? Remind the class that in the film clips the game changers weren't always the central characters, everyone has the potential to speak out or to act on behalf of others. Not all the role models the class researched were celebrities, sometimes an ordinary person can make a real difference in the world.

Read out these statements and use a strategy such as [Giant Steps](#) or [Four Corners](#) for pupils to show whether or not they agree with each one. It's often a good idea to start with a couple of fun ideas as a warm up!

- Crisps are healthier than fruitcake.
- I'd like it to be my birthday every day.
- The problems in the world are too big for me to do anything.
- If we all work together, we can make a difference.
- Other people's problems are nothing to do with me.
- Even ordinary people like us can be game changers.

You could finish with this quote from The Lorax. Do the children agree? What are the things that they care 'a whole awful lot' about? What could they do to make a difference?

It would be great to end with something practical that your class could do to try and make a difference in the world. This could be anything from an environmental project, to writing letters or making posters about something they care strongly about; from sending cards (and sunflower seeds or similar) to people who live nearby, to hosting a tea party for lonely older people. As far as possible, encourage the class to come up with their own ideas, so that they have ownership of the project, even though you will need to guide them and offer practical support.



Communicate and Apply

Use film clips that show game changers speaking or acting at key moments to change the course of events in a film. What are the qualities of a game changer?

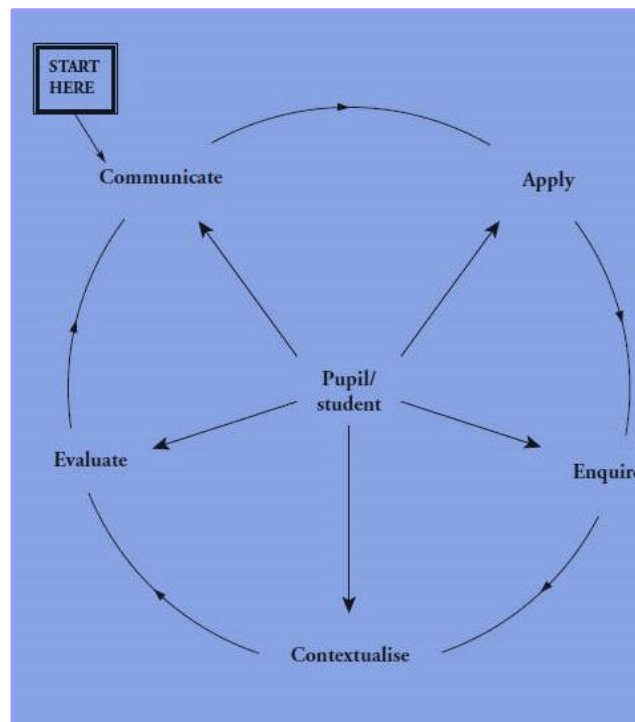
What needs changing in today's world? Talk about the qualities a gamechanger would need and create wanted poster for a gamechanger who would tackle one of these issues.

Evaluate

Have our ideas about gamechangers changed?

How can we be gamechangers? What are the issues we feel called to speak out about or make a difference? What does it mean to be an agent of change?

Is there something practical we could do to be gamechangers in our school or neighbourhood?



Inquire

How was Jesus a gamechanger?

Look at a selection of stories such as Jesus calming the storm, Jesus healing the little girl and Jesus teaching the crowds, to see how he made a difference to people.

Contextualise

Research modern gamechangers, especially children who have made a difference in the world.

Links to Other Resources to Support Gamechangers

If you are unfamiliar with the [Christian Aid Global Neighbours](#) award scheme, do have a look at their website. This is a great way to encourage pupils to become courageous advocates or agents of change. You don't have to apply for the award to access their free resources and read the case studies of how pupils in other schools have become gamechangers.



Schools in Winchester and Portsmouth Dioceses have more award winners than anywhere else in the country, including two gold award holders, St Luke's CofE Primary School, Sway and Milford on Sea CofE Primary School.

Please contact

Jane.Kelly@portsmouth.anglican.org if you would like to know more about Global Neighbours and empowering your pupils to be agents of change, and keep your eyes open for free Diocesan training events on courageous advocacy.

There are also useful resources available from:



[Christian Aid](#) have a good range of curriculum resources, games and assemblies, especially on tackling poverty and climate justice.



[CAFOD](#), including a series of resources on Sport and Peace.



[Oxfam](#), including The World Cup: A Fair Game? And 'A Sporting Chance' using the Olympics to explore issues of inequality.



The [Global Dimension](#) Website, contains links to many other websites and resources, on all aspects of global learning, including materials on the environment, peace, human rights and justice.



[Deed](#), Global Learning resources and CPD for teachers in Dorset, BCP and parts of Hampshire.



[RISC](#), the Reading International Solidarity Centre, has a range of global citizenship resources, including collective worship ideas.



[The Archbishops' Young Leaders Award](#) empowers young people to play their part in transforming the world, building leadership skills, opportunities for teamwork and serving their local communities.

Linvoy Primus (Portsmouth based) ['Faith & Football.'](#)

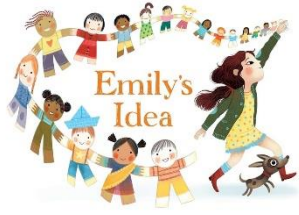
Saints Foundation (Southampton based) <https://www.southamptonfc.com/en/saints-foundation-home>

Link to Marcus Rashford, Raheem Sterling & other Christian sports people [Christians in Sport.](#)

Book List

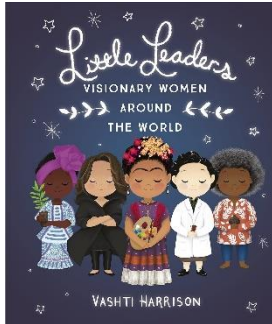
As well as the books detailed throughout this booklet, below are a number of books that teachers may like to consider.

[Read out loud version](#) of "The Kid Who Changed The World" By Andy Andrews

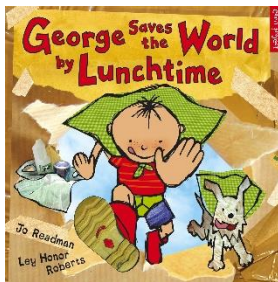


Written by Christine Evans • Illustrated by Marta Álvarez Miguéns

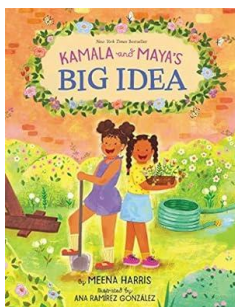
Emily's Idea, by Christine Evans shows how a simple idea like making paper dolls that are 'all different, but the same' can spread and spread.



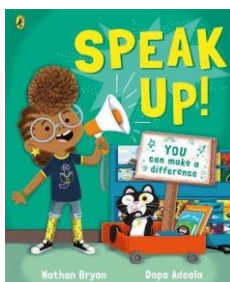
Little Leaders, by Vashti Harrison is one in a series looking at inspirational people who have changed the world.



George Saves the World by Lunchtime by Jo Readman is a book from the Eden Project that has stood the test of time and reminds us that simple actions such as recycling can make a big difference.



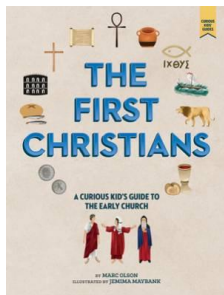
Kamala and Maya's Big Idea, by Meena Harris tells the story of two sisters who inspire the other families in their block to help them build a garden to play in.



Speak Up! By Nathan Bryon is the latest in the series about Rocket, a girl who inspires others to help her speak up about the things that matter to her.

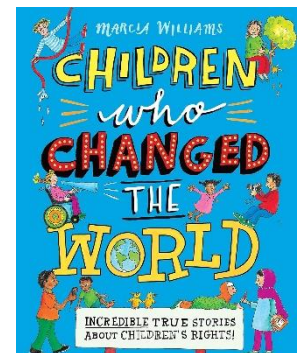


This book is built around **The Global Game Changers**, a fictional team of superheroes whose leader, Global Girl, and her sidekick, Little Big-Heart, and their trust dog Pixel, recruit real-life children to help change the world for the better by doing good things for others without expecting anything in return.



The life and teachings of Jesus changed the world forever--but what happened after the events of the Gospels? How did Christianity grow from a small group of followers to one of the largest religious movements in human history? How did the first Christians survive in an oppressive Roman Empire? What did the early church believe, and how did they worship?

From the heroes familiar to everyone, such as Malala Yousafzai, to the not so well known, like Baruani Ndume, the teenager who gave a voice to fellow refugee children in Tanzania, discover the incredible true stories of child activists. An inspirational and moving book providing the an introduction to an important subject and marking 30 years since the Convention on the Rights of the Child was signed by the United Nations General Assembly.



A journal that prompts children to think and write about simple ways they can spread kindness, hope, love, and joy in their school, and community. "Be the Change" lists will motivate children use their own God-given abilities and gifts to create brighter places to play, live, and serve. Children can take the quiz at the front of the book to help you begin to understand how God might use them for His greater purpose!

There is a list [here](#) of books to inspire younger children to change the world, including **The Activist** by Nikkolos Smith, **Change Sings** by Amanda Gorman and **Malala's Magic Pencil** by Malala Yousafzai.

