

Warming Up, Warming Down

Got it!

{=children}{=11–18s}

Use this simple run-around game in a Sunday School class or youth group where there is sufficient space. It is based on the popular team game 'Captain's Coming'. Choose four material items (for example: money; trainers; toys; sweets). Indicate four places in the room – one for each item.

Explain that when you call out one of these items, everyone must run to the appropriate place. With older children get them to remember which place is which. For younger children label the places with appropriate pictures. Try this for a while before gradually introducing further instructions with appropriate actions. Try these and add your own:

- 'Christmas presents' – unwrapping action
- 'Go on holiday' – lie down
- 'Win a million' – stagger holding heavy weight
- 'Find a penny' – bend over and pick it up.
- 'Spot a celebrity' - gasp and point in awed wonder!

Play the game. Briefly conclude that often adults spend a lot of their lives chasing after money chasing money. While it is fun as a game, people can make themselves hot, tired and very unhappy when they try it as adults.

Throw six for chocolate

{=children}{=11–18s}

Use this adaptation of a popular traditional game to establish the theme of wanting to get hold of money. Buy some chocolate gold coins if possible; otherwise a simple bar of chocolate. Have a selection of old clothes – hat, scarf, wellies, gloves, coats, etc. The children sit in a circle and shake the dice. Whoever throws a six should attempt to put on all the clothes and open the gold coins. Meanwhile the others keep rolling the dice. If anyone shakes a six they take over getting dressed to try to get the chocolate. Reflect on the urgency and excitement with which children played to get the 'money'. It is just a game but for some people getting that real money is a very serious business. Our Bible story is about people who turned their money, their gold, silver and jewellery into a god and put it at the centre of their community and their lives.

Advertising quiz

{=children}{=11–18s}{=all-age services}

For this quiz you will need the separate Excel file [Logo Quiz](#). This simple quiz sets the theme of the weeks teaching by illustrates the power of advertising. The quiz uses well known company logos and can be geared to suit adults, children or an all-age congregation. The logo sheet in the Excel file can be printed on paper for individuals or onto OHP acetate or into PowerPoint for projection in church.

A useful extension of this activity is to create a quiz based on current well-known company slogans. For example:

- Vorsprung durch Technik (Audi)
- I'm loving it (McDonalds)
- You're the boss (Burger King)
- Because you're worth it (L'Oreal)
- The best a man can get (Gillette razor blades)
- Just do it (Nike)



- Works harder so you don't have to (Flash)
- How do you eat yours? (Cadbury's cream eggs)

At the end of the quiz reflect briefly on how slogans and images feed into our subconscious memory. In the Bible story, Aaron was put under pressure by the people of Israel to do something in Moses absence. He instructed the people to make a calf put it on the altar and then proclaimed a festival to the Lord. Money and possessions can be very seductive. We can be fooled into thinking we can serve both God and money. This activity can be linked to the prayer and reflection activity 'Advertising Africa' below.

Do you buy it?

{=11–18s}{=all-age services}

This activity helps people to think about priorities and spending patterns and explores the difficulties in knowing how to make wise choices in the way we handle our money. It would work well with a smaller congregation with flexible furnishings. Split into small groups. Each group will need an imaginary budget of £200 and a challenge card which sets a shopping challenge for the group. Download a [sample challenge card](#) which can be edited to suit. You might wish to use Monopoly money and have the actual items to purchase (Toaster, holiday brochure etc.) present to make it more visual. Together each group needs to decide how much money to spend and why or indeed whether they accept the premise of the challenge. In addition to the cards you will need to have a selection of shopping catalogues (e.g. Argos & Index) and maybe some catalogues from specialist suppliers. Set a 15-20 minute time limit to really focus the exercise. When their time is up ask each group in turn to read out the instructions on their challenge card and explain what they have bought and why. Discuss the following::

- 1 Was the challenge dealing with a genuine need?
- 2 How did you decide how much money to spend?
- 3 Could you have fulfilled the challenge with £100?
- 4 What values does your spending illustrate?
- 5 Are you more likely to buy the best if it is for you than for church use?
- 6 Would it have been easier with just two choices of product instead of a catalogue of choice?
- 7 Does more choice equal greater freedom?

Check your cheques!

{=11–18s}{=all-age services}

Billy Graham once said that a cheque is a theological document because it shows what you believe in. How we spend out money reflects our priorities. Obtain a few large-sized blank 'charity cheque' from a local bank. They are usually laminated so you can write on them. Ask the congregation to call out some basic categories of household expenditure: food, utilities, leisure, savings, debt repayments etc. Don't put amounts in; simply write a few things on each of the payee line of the cheques. For example have a "bills" cheque to include gas, electricity, water, phone etc. The next step is to:

- Ask if giving to God's work through the church features in our priorities?
- Show one of the presentation cheques and ask what the two *vertical* lines mean that cross through the payee line. Explain that this is a "crossed cheque"; It used to be possible to sign the back of a cheque and pass it to someone else to pay into their account. The two lines (which used to say "*not negotiable - account payee only*") mean that the cheque is only for the person named on it. The cheques I write are crossed - they go to whom I decide and are not negotiable. But does what we do with our money bear the cross of Jesus? Does my being a Christian make any difference to how I spend my money and the priorities I choose?.



Don't forget

{=children}{=11–18s}{=all-age services}

An adaptation of the traditional 'Kim's game' has been suggested before in Week 2. If the idea was used then it will be inappropriate here. If not, use the game as a way of reviewing the Exodus story so far and the importance of remembering what God has done for us. Make sure you explain the significance of all the objects (not everyone will have been present on the preceding occasions).

Find four objects for each of the weeks. For example:

- Week 1 brick, chain, whip (stick and string), trowel or other tool
- Week 2 gold, item of clothing, toy cow or sheep, broken chain
- Week 3 'manna' (ice-cream wafers; prawn crackers), water, sand, tent peg

You can use more objects for an older group or fewer with young children. Some could be items used during the service/group time over those three weeks.

With a small group place the objects on a tray covered with a cloth. Put it in the centre of the group and remove the cloth, asking the group to remember the items. Replace the cloth, take the tray out of sight and remove three objects. Bring the tray back and ask the group to tell you what is missing. Repeat the activity, taking a further three objects, asking the group to name all six missing items. Repeat until there are no objects left and the group is able to name all the objects. With older children or adults who are all confident writers, distribute pencils and paper and invite them to list the missing items.

In a service provide pencils and paper. Place the objects in a box. Hold them up one at a time in silence. When each item has been shown, ask everyone to work with those around them to write down all the items shown. Make sure that everyone is included in the activity.

The Israelites fell into idolatry when Moses was absent for longer than they could cope with. Instead of remembering what God has done for them they looked for something else in which they could put their trust. It is important for us to remember as well, to remember what God has done for us. Ask people to suggest objects that they would use as reminders of what God has done for them. The leader should show a personal example to get this started – for example, a reminder of a particular step in their Christian faith, a photo of a special person, a cross. Make a link to the rest of the service or group time by explaining that you are going find out what can happen when we do forget what God has done for us.

Use Psalm 103:1-2 as a responsive reading.

Leader: With all my heart I praise the Lord,

All: and with all that I am I praise his holy name!

Leader: With all my heart I praise the Lord!

All: I will never forget how kind he has been.

Scene builder

{=children}{=11–18s}

This activity uses simple freeze-frame drama to explore reactions to the golden calf and to how we spend our money.

Preach Exodus

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Week Four Where your heart is...

Warming Up, Warming Down



Ask everyone to stand in a circle facing outwards, so no one's face is visible to the rest of the group. Call out a series of feelings. Each person has to show that feeling on his or her face – for example: happy, scared, excited, bored, worried, amazed, adoring, angry.

Then set the scene. Ask the group to imagine they are the Israelites at the foot of Mount Sinai. Aaron has built the golden calf. Get suggestions of different ways in which people may have reacted to the calf (for example, the emotions listed above).

Note that Exodus 32:5-6 shows that most of the Israelites joined in celebrating. Later events suggest some were more to blame and others more loyal to God. Some thought of the calf as representing different gods (32:4) while Aaron is related as linking it to the Lord (32:5).

Indicate a point in the middle of the room where the imaginary golden calf stands. Have a clear space around it. Explain that you are going to make a freeze-frame shot of the moment when the newly built calf had just been revealed to the Israelites. Ask one person to play the part of Aaron who has just unveiled the statue. Ask Aaron to get in position. Then ask another person to add him or herself to the scene. They can choose any position and show any reaction to the calf that they like. Once in position they should freeze. Ask the rest of the group to add themselves to the scene one by one – as one person freezes the next one can move. Encourage a good variety of different reactions. At the end you could take one or two photos of the scene constructed. At the end do a countdown and relax. Sit round and chat through reactions to the activity and to the freeze-frame created. How do the group members think they themselves would have reacted if they were there?

Create a second freeze-frame in the same way. The situation this time is that a member of your congregation has just inherited a lot of money from a distant relative. He has spent it all on a very expensive sports car. The scene is a church picnic, where he has just driven up in it for the first time. Again get a few ideas for possible reactions (admiration, envy, excitement, interest, boredom, anger, congratulation) and then create the scene person by person.

Discussion questions:

- If this really happened, how would you react?
- In what ways can possessions become 'gods'?
- How is our use of money important to God? What guidelines should we follow on how we use it?
- Why is 'coveting' (wanting something that belongs to someone else) forbidden alongside actions such as murder and stealing? How does it hurt anyone? How does it affect our attitude to God?

Advertising Africa

{=children}{=11–18s}{=all-age services}

This powerful activity can be used as the basis for the intercessions. Unfortunately because of copyright problems it has not been possible to provide the pictures so each church will have to find their own on the web. We are hoping to work with TEAR Fund to develop this idea so watch the web site for developments. Find photographs of life in developing countries. Then add at the bottom of the picture some of the slogans used in the advertising quiz. The contrast of basic needs and the slogans of our consumerist society will make a telling point. This activity can form the basis of the intercessions. Examples:

- A man on a bicycle – *Vorsprung durch Technik*
- Women working in the fields – *Because you're worth it!*

- Man holding bread, food etc – *The best a man can get*
- Children with water or tea pickers– *It's the taste!*

Song for love

{=all-age services}

'Song for love' by Anna Briggs would be an appropriate choice to link with this theme and could be used as a lead in to the prayers. (Iona Abbey Music Book, Wild Goose Publications)

Living by the rules

The trade rules and practices that govern international trade often discriminate in favour of the rich countries and play a major part in keep poor people poor. The teenagers in church may be using the TeenTalk resources which are part of Giving in Grace. One of the issue they will be looking at is fair-trade. Invite the teens to make a presentation in church about what they have discovered. It could be as simple as illustrating the problem through a bar of chocolate or a jar of coffee. Alternatively if there is no youth group or they are not exploring this issue ask some young people in advance of this weeks session to explore the Christian Aid Global gang website at www.globalgang.org.uk. This is a superb site with interactive games which teach a lot about issues of trade and poverty. Invite them to talk about what they have learned for a few minutes. They may also wish to explore some of the TeenTalk resources on the Giving in Grace web site. If access to the site is a problem ask the clergy or member of the planning group. The resources can be accessed from the link to TeenTalk on the Essentials page of the preaching section of the website.