**Messy Harvest- Friday 6th October 23**



* Children to start coming into the hall around **8:40am ish.** Bring any harvest produce they have donated to make a display by the altar (worship table).
* Messy Harvest worship with Rev Liz in school**- 8:45am- 9:15am**
* **9:15am-** Back to class to discuss learning activities for the morning
* **9:30am-11:30am-** Open doors for parents to come into school to work with children on ‘MessyHarvest’ activities. Some volunteers from church maybe supporting.
* **10:30am-10:45am- Break.** Any parents etc need to go to the hall for refreshments and should not be left in classrooms.
* **11:30am**- Parents leave
* Lunch as normal
* Afternoon resume back to normal timetable.

Messy Harvest activities should be run as a carousel style so parents can move around the classroom with their child/ren and also so there is no pressure on parents watching staff teach etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year Group | Activity Name | Instructions | Resources requires | Link- Reason for doing this |
| **EYFS/KS1** | Paper Plate scarecrow | Cut out the parts of the template before session. Arrange the pieces and stick in place.  | Template for scarecrow, paper plates, glue sticks. The template can be found at http://www.dltk- holidays.com/fall/mplates carecrow.htm.Print out in colour | The harvest theme activity reminds us that God provided and showed love and care for Ruth and Naomi.  |
| **All year groups** | Rainbow prayer | Colour the rainbow and make a prayer for someone as you colour each section of the rainbow. | Rainbow colouring template and crayons | Thinking of others through prayer |
| **All year groups** | Plant a seed | Plant a seed and watch it grow- tell children the Parable of the Sower and Seeds story linked to our school vision on growth | Seeds, pots/cups Story online suitable for age group of class | Linked to school vision on growth and links to harvest of growth |
| **KS2** | Harvest Bags for the community | Decorate a brown paper bag for a member of our community to give back to them at harvest to offer love and hope two of our school values. Then deliver it to our community.  | A joy jar- jam jar decorated with notes inside to make someone happy and offer love and hopeA little envelope – with make a scarecrow in to decorate person’s window at harvest.A poem written by the children about harvest and laminatedHarvest word searchBag of LavenderBiscuit decorated Anything else you wish to add | Giving back to others in the community. Church community need hope this harvest following the church break in at the weekend.  |
| **All year groups** | Make soda bread | Get children to make a batch of soda bread working in groups of, say, 4. (Or you could get chn to make smaller rolls if you can divide up the tasks more.)  | Plain white flour, plain wholemeal flour, porridge oats, bicarbonate of soda, salt, butter, buttermilk. Baking sheets, greaseproof paper, pencils, knives, mixing bowls, scales, freezer bags. A recipe for soda bread can be found at: http://www.bbcgoodfood. com/recipes/1432/irish- soda-bread.  | Making this bread reminds us of the harvest in the story of Ruth. The cross is a Christian symbol and reminds us of Jesus. Ruth was the great, great, great (lots of times!)... grandmother of Jesus.  |
| **All year groups** | Make a class scarecrow | Design and make a scarecrow as a class. Class whole school competition on making a scarecrow for the school scarecrow trail | Materials needed based on what children design. Scarecrow needs to be big enough to be placed on a trail around school on Friday. Approx 3ft.  | Encouraging teamwork as a class and also whole school working together for our school and community- bringing hope to all through our own trail.  |
| **All year groups** | Edible Parable of the Sower | Marshmallows- rocksCornflakes- pathCocoa paths- good soilGrape – for the seedGreen tissue/napkin- for the weeds/thorns | Mini marshmallows, cornflakes, cocoa pops. Grape, green napkin or tissue paper  | A fun way of engaging children in the Parable of the Sower story by making edible version.  |
| **All year groups** | Autumn I Spy | Go on hunt around the school surroundings looking for all things autumn. Can chn tick off what they find ? Or use a food bag to collect different items? Acorns, conkers, autumn leaves etc | Make a sheet of things to look for to do with autumn | Outdoor learning, being aware of the changes in seasons.  |
| **All year groups** | Hedgehog bread | Make hedgehog bread | Bread recipe  | Discussing how to make bread- wheat ingredient and where this is harvested from.  |
| **KS2** | Scales of justice | This exercise is all about learning that when we work together, we can positively change the world.t | Set up the scales with a heavy weight on one side. It represents a large insurmountable problem, that we want to change. Invite people to take a smaller weight and take turns to see if each smaller weight is enough by itself to balance the large weight. When it doesn’t work, take it off and invite someone else to try. After a few goes, ask the group what the problem is (hopefully they will notice the smaller weights on their own are not heavy enough). Ask for suggestions for a solution (adding the weights together).. | Talk about what the heavy weights could represent? What could the smaller weights represent? When we think about the world and the ways we want to make it better as individuals, it can feel a lot like being a little weight on its own. Making change for the better is hard, and almost impossible on our own. But when we work together with our friends, our families and our community, it’s like adding all the little weights together. When we work together, we can make big changes over time, making the world a better place. |
| **All year groups** | Foods from around the world | You will need: dried foods from around the world (we recommend lentils, rice, pigeon peas, coffee beans etc.); small bags or cardboard boxes with a hole cut in the side for people to put their hands into Remember to risk assess for allergies. In each box, put a small amount of dried food.  | Encourage people to put their hands into the box without looking inside and feel the food, describing the size, texture etc. Can you guess what the food is and where in the world it comes from? Do you eat food with these ingredients | Talk about how at the start of the Bible (Genesis 1), God created the world with enough resources (food, water, natural materials) for everyone to have what they need. However, we read in Genesis 3 that after sin entered the world, our relationship with God, each other and the rest of creation was broken. We see this in our world today where some people have MUCH more than they need, while lots of people struggle to get enough to live full and happy lives. Jesus told a story about harvest to help people think about how much we really need. Harvest is an important time in the year to think about God’s creation and provision. What good things are happening in your life that we can thank God for? How can we make sure everyone has enough to live full and happy lives? |
| **All year groups** | Bigger barns | As a group, create the scenery to tell the story Jesus told of the farmer who had a big harvest, who kept building bigger barns. You will need to make a collection of barns that keeps on getting bigger! Use this during the celebration to tell the story. At the end of Messy Church, remember to take off the tape and recycle the boxes | You will need: a variety of cardboard boxes of different sizes and shapes; masking tape. You might like to have the Bible passage printed out: Luke 12:15–2 | Talk about the story Jesus told in Luke 12:15–24 of the farmer who kept on building bigger barns to store his bumper harvest |
| **KS2** | Design and write a postcard | You will need: A5 piece of blank thick paper or card; colouring pencils; pencils; colouring pens | Invite people to think about what a fair and sustainable future for everyone, no matter where they live in the world, could look like. What are their hopes for God’s creation? Once they have had a chance to share ideas, ask them to draw a picture of their hopes on a blank postcard. Take photos of the drawings and send them to schools@christian-aid.org. Now turn the postcard over and write a message to reflect your hopes for a just and sustainable future for everyone, in all parts of the world. You might like to send these postcards to your local MP as part of a climate justice campaign. For support on writing to your MP take look here: christianaid. org.uk/resources/get-involved/beyond-bake-sale.  | Talk about how all people in the world depend on a healthy natural environment to live full and happy lives. What is your hope for the future? How can we look after the planet and each other better? What would you like people with the power to make decisions to do, what is your message to them? Talk about how all people in the world depend on a healthy natural environment to live full and happy lives. What is your hope for the future? How can we look after the planet and each other better? What would you like people with the power to make decisions to do, what is your message to them? |
| **KS2** | Global connections | This is a collective activity. Ask participants to mark (with pins or stickers) places they have been in the world, or places they have connections too – such as via family or friends. They could mark places that they would like to visit, or places where they love the music/food. Use it to explore your shared connections and hopes, as well as celebrating the differences. | You will need: a large world map; stickers/pins; cork board if using pin | Talk about how we are connected to people around the world: the food we eat, the places where things are made, where food is grown, where our clothes come from, where our family come from, where our friends come from, the music we make, the cultures we join in with – we are all connected to one another. We are globally connected! The things we do and the choices we make can be felt around the world – for better or for worse. If we choose to buy ethically sourced food or clothing, it means that elsewhere in the world someone is receiving a fair amount of money for their work. If we chose to raise our voices to call for a fairer world, the impact can be seen and felt elsewhere! What we do matters. How could you shop for food and clothes in an ethical way, that also helps others? |
| **All year groups** | Prayer people chain | The purpose of this activity is to reflect and pray for people around the world who are being affected by the climate crisis and are experiencing harvest failure. Read the Christian Aid story below or watch the video, and then make a people people chain. Cut a long strip of paper and fold the paper accordion-style into a rectangle. Make the folds as even as possible. Draw half a person on one edge of the rectangle. The person’s body and head will be on the edge. The arm will extend out to exactly the middle of the paper. Draw the second person on the opposite edge. The second person can be different. Make sure the hands of the two people are touching. Cut out around the people, making sure the hands stay connected. Unfold to reveal a chain of people. There are lots of templates and instructions online you can use to help. Write a short message or prayer on each figure, representing different people on the front line of climate change. Christian Aid video clip: youtu.be/N0qBPJpURm0 | You will need: pens; A5 paper; scissors; colouring pencils; Christian Aid story about impact of climate change on harvest | Talk about what part of this story stands out for you? Who are the people who are being most affected by climate change? Climate change will affect all of us, but it has been affecting and will continue to affect people living in poverty the worst. What do you think about this |
| **All year groups** | Community harvest collage | Cut out images to make a community harvest collage. Start by writing, ‘We give thanks for…’ in the middle of a large piece of paper. Add images that represent different things to thank God for. These might be favourite animals, landscapes like the trees in the forest, foods you like to eat, activities you enjoy, or communities of people in faraway places that help you see yourselves and the world differently. | You will need: paper; glue; images/magazines with a range of themes of people, places and nature | Talk about how at harvest time, we celebrate God’s gifts, the food we have grown and the wonderful things we have to eat. However, climate change is affecting the harvest in some parts of the world. Right now millions of people in east Africa (Ethiopia, South Sudan and Kenya) are unable to grow crops as the climate crisis rages on. After the worst drought in 40 years, they are facing the threat of famine |
| **All year groups** | Create a blessing tree | Make a class blessing tree- children draw round their hand on coloured paper. Cut the handout and right what they are thankful for this harvest. Then compile hands on to a class blessing tree.  | Coloured paper Glue | Thinking about what children are thankful for this harvest.  |
| **EYFS/KS1** | Leaf Hedgehog | Go on a walk around the school grounds collecting leaves. Then children to add leaves to hedgehog template.  | LeavesHedgehog outlineGlue | Linking how hedgehogs store food when they hibernate to story in the bible where they had to harvest for 7 years<https://www.youtube.com/watch?v=8pYfytcoJAs> |
| **KS2** | Explores global aspect of faith  | Research climate crisis and write a letter to local MP about climate crisis and the impact this is having now and will have in the future on harvest.Make a pledge | Chrome Books | Talk about harvest. Explain how some people are dependent on the harvest and how, if the harvest fails, they can be in trouble and face tough times. Especially now, as more of the world is waking up to the climate crisis and our collective failure to care for God’s creation, it can be easy to feel helpless. |
| **KS2** | Why is harvested celebrated?Why are regions of the UK suited to arable farming? | Chn will investigate why harvest is celebrated by Christians and explore their own beliefs. They will learn why certain regions of the UK are suited to arable farming and will have the opportunity to write for different purposes, including writing a thank you letter and an explanation. | Chrome Books | Importance of harvest to Christians |
| **KS2** | Where does your food come from? | Hold up a bag of crisps: 'Where does this food come from?' Gather responses. Where does a Gayton’s loaf come from?Discuss journey of growth from planting, to harvesting of potatoes into crisps, wheat into bread etc Walkers- LeicesterGayton’s in the VillageIs this where it comes from? | Chrome Books | Importance of harvest on our world and community |

It is about engaging with our community, opening our doors, our children having fun, all whilst learning about Harvest and supporting our school Christian ethos.

Children can take work home at the end of the day, but please can all teachers put something in R.E books as evidence. Can all teachers send me some photos, context and pupil voice that I can add to the newsletter and also to collate as evidence towards SIAMS- Inspection.

Below are some activities for you to choose from or feel free to choose some of your own as well if you wish. If you need any resources, please let me know **Heidi know by Tuesday PM** to give her chance to order and organise for you.

 





 

