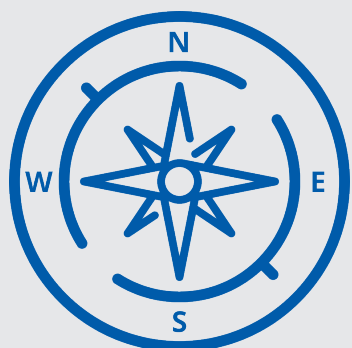


The Compass

2020 Edition

For Pilots Officers and those working with
Deckhands, Adventurers, Voyagers and Navigators





The Compass

For Pilots Officers and those working with
Deckhands, Adventurers, Voyagers and
Navigators

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This 2017 edition of *The Compass* was largely written
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Publications Board and the Pilots Management
Committee.

Welcome to *The Compass*

Pilots believes that children and young people matter, therefore: Pilots gives local churches the opportunity to share the love of God in the ongoing life of Jesus Christ by inviting children and young people on an exciting journey.

Statement of commitment by the Pilots organisation

It is with great pleasure that we write this welcome letter for the 2017 edition of *The Compass*.

The world has changed significantly over the past 10 years since the last edition of *The Compass*. The 2017 edition reflects how Pilots has adapted and changed to meet the challenges of the 21st century whilst retaining the caring, valuing and loving ethos for which Pilots has gained a reputation. Pilots has continued to maintain the integrity of the organisation which was set up in 1936 as a means of

- thanking and acknowledging children and young people
- recognising and accepting them as they are and the difference they can make where they are at this moment in time, NOW.

With its roots in mission and the world wide church of Jesus Christ, Pilots reflects the values displayed by John Williams as he ministered in the Pacific islands with an open mind, respecting and valuing, learning and sharing.

The Pilots programme is now offered with confidence by the Children & Youth department of the United Reformed Church.

To a local church Pilots can be a Mission resource, offering children and young people a safe place for self-discovery, faith development and an opportunity to find and respond to God.

We trust that this resource will be of great benefit and support to all those who have responded to the Call to children's and youth ministry.



General Secretary, the Revd John Proctor



Convenor, Pilots Management Committee

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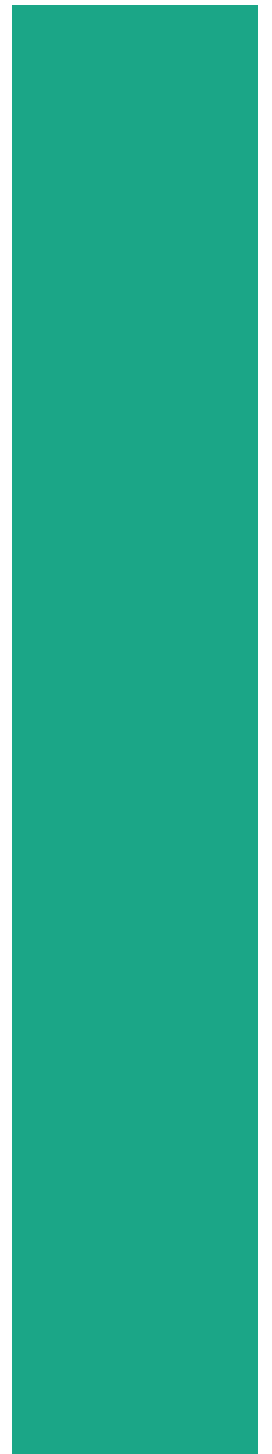
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Part 1

Getting Underway





This section explores the what is Pilots, how to set up a Pilots company and offers advice, practical forms and checklists in order to get you started.



Introduction

Pilots believes that children and young people matter, therefore:
Pilots gives local churches the opportunity to share the love of God in the ongoing life of Jesus Christ by inviting children and young people on an exciting journey.

Statement of commitment by the Pilots organisation

What is Pilots?

Pilots is a non-uniformed Christian organisation for all children and young people, between the ages of 5 and 18. Pilots was set up in 1936 by the London Missionary Society (LMS) in response to fund raising efforts by children who were raising money towards the purchase of missionary ships for work in the South Pacific. The LMS coordinated the missionary work in the South Seas and supported missionaries working there. In 1936 the LMS decided it wanted to give something back to the children, to thank them for their efforts and help them to understand more about the work to which their money was contributing and to feed their interest. So Pilots was created. Pilots take their name from nautical Pilots, who are now employed by Trinity House, the organisation which maintains all the navigation lights, lighthouses and Pilot boats around the UK.

Pilots Companies may also be found in local churches of other denominations as well as the URC.

What are the aims of the Pilots organisation ?

- to enable children, young people and those working with them to grow physically, mentally and spiritually through a programme of discovery, play, activities and projects
- to help children and young people to be part of the church locally, nationally and internationally
- to encourage self-respect and personal development
- to support children and young people in the development of their own, unique worldviews, promoting peace, justice, mercy, love and all that Christian Faith involves
- to encourage children and young people towards commitment to the Christian Faith
- to nurture loving concern for other people and the whole world.

How does Pilots benefit the local church?

Pilots:

- is a mission resource
- enables self-discovery in a fun and secure environment
- helps young people to grow in understanding and appreciation of the Christian faith
- introduces the extended families of children and young people to the church
- gives an opportunity to find and respond to God
- is rooted in the world wide church.



See Part 2: Section 2 –The John Williams Story, for more information (page 44)

The three core elements in the Pilots programme are Learning, Prayer and Service.

Getting Started.

How do we start a Pilots company?

A Pilots company is set up with the agreement of the church meeting. The process can be set in motion by:

- having a discussion with children's and youth workers in the church and with the minister or church leader
- speaking to the Synod Pilots Officer (SPO) or Children's and Youth Development Officer (CYDO)
- visiting a Pilots Company near you – the SPO can help you locate one
- presenting the idea at a Church Meeting or church council.

So, you have decided to explore the setting up a Pilots company in your church.

Once you have agreement to explore the possibility of opening a Pilots company you need to be sure of three things – that there is a demand for a group like Pilots in your area, that your church is supportive of you starting the group, and that you can get enough other adults to be as enthusiastic as you are about setting it up. Pray about it and do your research.

Demand in your area: You may want to first to decide whether you are providing for children within your church congregation (deepening discipleship), maybe as a supplement to Messy Church or in other such activity, whether you are regarding this as a missional outreach to the children in your local community, or whether it is a mix of both. Perhaps this could be an ecumenical enterprise shared with other local churches. This will influence how you publicise your group – but that comes later!

Working with your church: You will want/need to work closely with your church as Pilots company is designed to part of the mission of the church and you will need church's approval to establish as a Pilots company. A Pilots company can only be set up with the agreement of the church meeting. You may be asked to present your plans to the Elders' meeting or leadership meeting. YOUR CYDO or Synod Pilots Officer (SPO) can help you with this.

Make links with the minister and the elders, especially if there is an elder designated for children and youth work. Encourage them to be involved in recruitment, in praying for the group and visiting occasionally (even volunteering, perhaps!) and contributing to the adventure map.

You will also need to know who is the designated safeguard lead for the church.

You need to familiarise yourself with the procedures and policies of the church as you will need to work within these guidelines.

Request copies of:

- **Safeguarding policy and procedures**
- **GDPR procedures**
- **Health and Safety policy and procedures, including risk assessments**
- **Equal Opportunities / Equality and Diversity policies**
- **Fire/emergency procedures**

It is also worth making friends with the cleaner/caretaker – better to have a staunch ally than an irritated adversary!



Recruitment and volunteers

Recruit your volunteers: This is an essential part of the process and needs tact, good communication, and real insight. A small number of good volunteers is better than a crowd of reluctant, unhelpful volunteers or people who really don't understand children. To help you to be sure of your volunteers, we ask that you go through a code of conduct with them, sign the mutual agreement, and take up one or two references from people who can testify to their suitability for the role. All volunteers must have a DBS check too. We recommend you read Section 6 "Safer Recruitment" in Good Practice 5 and talk with your minister and elders about recruitment.

The recommended ratios are: 5 to 7 years: 1 member of staff to 6 children
8 to 11 years: 1 member of staff to 8 children.

The minimum number of staff present should be two and where possible there should be one male and one female adult for mixed gender groups. Obviously, these are minimum ratios – and it is advisable to have more.

Young Leaders: Older teens can be a real blessing as young leaders and the children will enjoy having young leaders around. However, it should be remembered that under 18s are still, by the legal definitions, not adults and cannot be counted as adults in calculating the adult to child ratios. Those ages 16 and 17 may lead groups but must be supervised by an adult. Those under 16 may act as helpers but cannot have any responsibility for supervising children and must themselves be directly supervised by an adult.

Talk through your expectations: Make sure that everyone in the team is happy with the expectations of how they should interact with the children and each other, how they should deal with any issues that may arise (safeguarding, challenging behaviour, accidents, bullying etc), how they should relate to parents. Talk through the session plans and make sure you know who is doing what, who is providing resources etc.

DBS and PVG (Scotland)

DBS checks: It is essential that the registered leader and all volunteers over the age of 18 have a DBS check. A DBS check enables the United Reformed Church (URC) to check the criminal records of workers and potential workers in order to ascertain whether or not they are suitable to work with children and/or adults at risk. For those who work with children on a weekly basis, there is a requirement to carry out an enhanced DBS check without a barred list check.

A DBS application can be completed electronically or via paper form available from our DBS service provider (please check the Safeguarding page on the URC website for details). DBS checks are free of charge for volunteers.

After completion of the relevant sections by the applicant, the church verifier will check the documentary evidence and complete the verifier section of the form.

Since June 2013, the DBS online Update Service has been available. This reduces the need for a person to submit multiple DBS applications for different organisations. If a worker subscribes to this service, they may not need to complete further DBS application in future for posts within the same workforce (ie the child or adult workforce). Ideally, the registration should be completed at the same time as completing a DBS application form, using the unique DBS for reference number given on the form (although it can be submitted within 19 days of the issue of a DBS certificate).

The verifier should still carry out ID checks and check the applicant's original certificate. A new DBS check should be carried out at least every 5 years.



Guidance for Scotland only (November 2012)

On 28 February 2011, the Scottish Government introduced a new membership scheme to replace and improve upon the disclosure arrangements for people who work with vulnerable groups – The Protection of Vulnerable Groups (PVG) scheme.

Scheme membership was only open to new workers, but now will be rolled out over the next four years for people who have already had a criminal record check for working with children and young people using the old system. The new PVG scheme also includes people who provide specific, targeted services for vulnerable adults. New volunteers should continue to join the scheme immediately.

Please do not submit any applications for people who have already been disclosed until you are told to. Please note that some people in your congregations may already have joined the PVG scheme through their job and there is a different application form for people who are already in the scheme.

Who should join the scheme?

Please visit the web site as there are two helpful documents <http://www.urc.org.uk/ministry/children/safeguarding-children.html>

The United Reformed Church uses the Churches Agency for Safeguarding to process our criminal record checks and they will continue to operate our applications to the PVG scheme.

Application Forms

Application forms are available for Vulnerable Groups workers, paid or voluntary from the CAS (Churches Agency for Safeguarding): 020 7467 5216.

Application and verifier guidance notes can be found on their Website: www.churchsafe.org.uk

Registered Verifiers

Church Secretaries by being appointed by their church to this role are automatically verifiers of identity however it is possible to nominate additional people but they need to be registered with the United Reformed Church.

Please notify the United Reformed Church of any verifier nominations that have been agreed by your church meeting via email safeguarding@urc.org.uk or 020 7916 8683 prior to individuals verifying application forms. Ministers, Local Church Leader or CRCW are no longer accepted as verifiers due to their work load. If you have any queries please do not hesitate to contact safeguarding@urc.org.uk

Registration

So you have got this far, now there is a 'new Pilots Company' registration form when a Company begins. On receipt of the Registration Form and the affiliation fee (which the church will pay) the Pilots Desk will send a 'setting up' package to the new Company which includes:

- a copy of The Compass (handbook for Pilots Captains and Officers)
- samples of Pilots section badges for Deckhands, Adventurers, Voyagers and Navigators
- samples of year badges
- a Pilots log book
- Crest stickers
- an order form for materials and resources

Resources and materials

Log books and Crest stickers are provided free of charge from the Pilots Desk.

Pilots badges, awards, Officers clothing, Pilots flag and additional copies of The Compass can all be purchased from the Pilots Desk. Check the website for additional information.

How do we make Pilots work for different age groups?

How do we make Pilots work for different age groups?

Within Pilots there are four age groups. They are:

Deckhands are aged between 5 – 6 years old, they wear a green Pilots badge and usually meet for about one hour each week. They enjoy a mixture of project work, worship, music, singing, Crest & craft work, stories, drama and discovery.

Adventurers are aged between 7 – 10 years old, they wear a blue Pilots badge and usually meet for two hours a week and follow a programme which includes all the elements listed above. They work for Crests in greater depth and Year Badges are available for this group.

Voyagers are aged between 11 – 14 years old, they wear a red Pilots badge. Voyagers also work for Crests. The programme for Voyagers is wider and is extended to offer more age related interests and Year Badges are available for this group.

Navigators are aged between 15 – 18 years old, they wear a yellow Pilots badge. The programme for Navigators is far less structured than the previous sections. Sessions are a mix of discussions, activities or project based work.



Ready to set sail!

Now the exciting part begins. Choose a good date for your first session and decide how frequent those sessions will be – weekly, fortnightly, monthly? Think about the timing of school and homework, term dates and whether you'll run during the school holiday. Now start your publicity.

Posters and flyers are obtainable from the PILOTS DESK and you can point people to the designated page on our website. <https://urc.org.uk/pilots>

Consider advertising on local noticeboards, other churches, local schools, maybe even on local radio or in a free magazine. You may want to arrange a "taster day" or run a drop-in coffee and cakes sessions for parents on their way home from the school run.

Parents must complete an information/contact/consent form (found in the next section) before their children join you and you must keep a register. Whether or not you charge is up to you – most groups will ask for the registration fee and a small weekly donation to cover the cost of resources.

All the resources, worksheets and forms can be accessed digitally through the URACLE portal on the URC website. You will be given the links and access passwords to this platform on completion of your affiliation.

Running a session well.

The key to running a session well is preparation.

As a team, read through the plans for the session well in advance and make sure that everyone knows their responsibilities.

- Check that you have enough scissors, that glue sticks have not run out, that pencils are sharpened etc.
- Ensure that you have arranged for any materials to be bought or gathered ready for the craft.
- If you are serving drinks/biscuits, make sure you know who is providing these, who is serving, who is washing up and tidying away
- Read through the activity and practice it so that you can explain it confidently and smoothly.
- Have the Prayer visible for the children and adults to read and join in.
- Have somebody ready to register children as they arrive (there will always be one who comes early) and to check them as they leave.
- Make sure that you know who will take charge if there is a fire or other emergency.
- Have some games or activities ready for the children as they arrive and to entertain them while they are waiting for parents to pick them up (there's always one!)
- Remember to read and sign risk assessments for the session – these do not need to be overly detailed but do need to show that you have thought about how to keep the children and adults safe during the session
- If you are encouraging parents to stay, think carefully about where they are going to be and what they are going to do.

Knowing the plans for the session well beforehand will help the session run smoothly and with a good pace. Children can get bored and distracted during down times between activities so maintain a good pace.

Some children benefit from a reminder of the programme being put up on the wall so they can check what comes next. Some adults benefit from this too!



Remember that the children are there to have fun and to build relationships and will learn more about the love of God in the loving welcome they perceive in the Pilots company than by all the activities Bible stories in the world. Do not think that adhering strictly to the programme is more important than meeting the needs of the children. Remember, too, that they can teach you as much as you are teaching them. Get them to wonder, to surmise, to talk about how they feel and what they have experienced and remember to value what they say. Don't be afraid to say "I don't know" or "I'm not sure" or "let's think about that together".

Get your timing right. Make sure that the session finishes on time and that nothing ends up being rushed or spread out too much.

Tidy up as you go along. If the craft things are finished with, either pack up with the children (giving each a specific job to do) or allocate one helper to pack away while the next activity is happening. Do not leave things lying around to put away later. However, never prioritise tidying/cleaning at the expense of the needs of the children. Similarly save your adult chat for before and after the session and make the children the priority for the time they are with you – try not to talk to each other over the children's heads, tempting though this may be.

Dealing with challenging behaviour.

When it comes to managing behaviour, it is always better and usually easier to pre-empt difficult situations than to deal with them when things go wrong – similar to doing a risk assessment.

Challenging behaviour is always a means of communicating how a child is feeling or what they want. Sometimes a child may need a change of activity, a change of person, chance to move away from too much noise or bright lights etc, or they may be feeling hungry or thirsty or tired, confused or anxious or out of their depth, and disguise this by exhibiting challenging behaviour.

Get to know your children and start to see when they are getting a little twitchy. You will soon learn what works best for them. Distraction is often the key. Asking them to help with a job is always a good way to deal with this, or taking them aside to do something different for a while. It is fine to give them a drink if they need one. Sometimes they may just need to know what comes next and how long they need to wait.

Remember, you must never smack or hit a child and should not hold or forcibly move a child unless absolutely necessary for their safety or that of others (and then for as short a time as possible and with absolute minimum force). You should not shout or talk at them in a threatening or unkind way. You are the adult in the situation. If behaviour is extreme, you may need to move the other children to a different room. Always remember safeguarding – you should avoid being on your own with a child and, if it becomes necessary, ensure that the door is open and people are aware you are there.

Always record incidents and ensure you state the facts rather than opinions. Remember, once an incident of challenging behaviour is over, it is important not to bear a grudge. A child may need any number of fresh starts. Their behaviour is not personal against you. Learn from the experience (what clues does it give you about the child's triggers and how to tell when things may be about to escalate?) then wipe the slate clean.



What does a session look like?

There are four primary aspects that can be used in a session, however that is not to say that you need to use all 4 in every session. These are:

Project work - Having a theme or project and following that topic for 3 or 4 weeks is a useful way of developing Pilots' understanding of an issue or theme. It also creates interest and can encourage regular attendance.

Faith exploration - Pilots makes no secret that at the heart of its purpose is to engage children and young people in the exploration of faith. Whilst every company will be different to the extent in which they wish to deliver the faith section, it is important that this section plays a key role in the Pilots company.

Games - Games are an important part of a Pilots company's programme. They are used for a variety of reasons: getting to know each other, theme-based, health and fitness, managing behaviour, team work, fun and more. Play needs to take a high priority in children's and youth work. Allowing children and young people to explore feelings, friendships, skills and abilities.

Crest work - Crests are achievement badges in the form of a sticker which are collected in a Pilots log book. Crests are offered in a number of subjects and help to deliver the core elements of the Pilots programme. Prayer, Interest, Talent, Overseas, and Service, are the crest areas in which Pilots work toward achieving in any one year. As they do so, they are Learning new and different skills in the process. Only one Crest is compulsory each year and that is the Prayer Crest. This is written in such a way that it can be developed and expanded as Pilots progress through the Company.

Annual Worship material

Every year a theme based resource with ideas, activities, games and prayers appropriate to use in the lead up to and including Pilots Sunday is produced and sent out to Pilots companies. Copies of these are sent to every Pilots Company and local URC. They are also available at: www.urch.org.uk/discipleship/childrens-and-youth/resources-cy.html

Annual Overseas Voyage material

Every year Pilots adopt an overseas country to explore. The material provides an opportunity for Pilots to learn and discover another country with which it has links through the Council for World Mission (CWM). The resource contains information on the geographic and historic aspects of the country, culture and customs, real life stories, games, recipes, music and drama activities, arts and crafts activities, Biblical links, reflections, meditations and prayers and lists of additional resources and useful addresses. An Overseas Crest is awarded to Pilots completing this project. Copies of this

Both of the above resources can be used week by week as part of the normal Pilots programme or for standalone special days, weekends or camps.

Some Pilots companies like to open and close with a small act of dedication to make a clear start and finish of a session. These are called all aboard and all ashore and can be found below. Not all companies use the set 'opening' and 'closing' pieces of worship and some use only one of them or none at all.

An Opening – ALL ABOARD!

Captain: All aboard!

(Pilots stop doing whatever they have been doing and circle round a given area where the flag and bridge, if used, are.)

Captain: Jesus said "Come to me"

Pilots: We come in the name of the Lord

Captain: Jesus made us a promise that he will be with us always, do we have a promise for him?

Pilots: (Pilots Promise) I will learn pray and serve, all I can, with the world wide church of Jesus Christ

(The navigation lights, if used, are switched on and the flag, if used, is hoisted)

A Closing – ALL ASHORE!

All: Lord help us to be:

(Pilots Prayer)

Prepared for adventure
In all we do.
Loving and caring,
Open to others
Together as one community
Sharing the love of Jesus on our way. Amen

Captain: Lord dismiss us

Pilots: With your blessing

(The flag, if used, is lowered and the navigation lights, if used, are switched off)

Captain: God be with us Until

Pilots: we meet again

Captain: All ashore!

What could a Pilots meeting look like?

Sample Session Plan

Game as Pilots arrive – Pilots may not always arrive on time for a variety of reasons. Choose a game which Pilots can join as and when they arrive. Skipping is good as are games involving a ball, throwing and catching around a circle. Such a game can help younger Pilots to develop ball skills and hand-eye coordination.

All Aboard!

Game

Activity – At your planning meeting you may have decided on a theme or project. This activity could relate to this and could involve painting, modelling, collage work etc. It may be that if this is your first or second meeting, you decide to make a large Pilots badge and discuss the various elements of the badge with the Pilots.

As you commence an activity session, discuss the theme with the Pilots, explaining how it will be developed over the next three or four weeks. Then be specific and set out the activity for this particular session. It is always good to find out what Pilots know on a subject and it might be that a time of sharing will show who knows what.

If the church has access to the internet, it may be that Pilots working in pairs, older and younger Pilots together, can find out more about the theme and they can have an input as how this extra information may be treated. They may want to keep a folder of their research and add to it each week that the project runs.

Game – After an activity a good running around game is always popular. Such a game as Port, Starboard, Quarterdeck or you may want to link the game to the theme. Most games can be adapted to meet needs in this way.

See Part 4 – Games, for more information (page 76)

Refreshments – many companies have some kind of simple refreshments such as juice and biscuits or fruit.

Whilst Pilots are having a refreshment break, it may be a good time to talk about enrolment. Describe what it means to be enrolled and the process of enrolment in Pilots. Include:

See Part 1: Section 4 – Early Days, for more information (page 36)

Game Not all games need to be running around games and there will be some Pilots who will welcome a more sedentary game now and then.

Worship or circle time This is a significant part of a Pilots session. It is important to set the scene and for Pilots to understand that this is a key part of Pilots. It is a part which they can join in hopefully with 'communal prayers' but they also need to know that it is ok not to speak out but keep their thoughts between them and God. Give out any notices.

All Ashore!



The next section contains all the forms you will require to start up your Pilots company



READY TO SAIL?

Please read through this checklist and initial and date as you complete each task. When it is complete, please give one copy to your Church Secretary and send one to The Pilots Desk, 86 Tavistock Place, London, WC1H 9RT.

	Date	Initial
I have approached the church leadership/elders and had my plans approved		
I have read the church risk assessment for the premises		
I have completed my own risk assessment for the premises		
I have read and understood the following church policies:		
<ul style="list-style-type: none"> • Safeguarding 		
<ul style="list-style-type: none"> • Health and Safety 		
<ul style="list-style-type: none"> • Equal Opportunities 		
<ul style="list-style-type: none"> • GDPR 		
I have obtained valid certification of a DBS check		
I have recruited enough volunteers to ensure at least minimum ratio requirements		
I have checked that the church has adequate liability insurance.		
I have received training in safeguarding.		
I have registered my group with the Pilots Desk		
I have carried out DBS checks on all volunteers.		
I have received references for all volunteers.		
All volunteers have read and signed the volunteer agreement and code of conduct		
I have a system for storing registers, incident/accident forms, and consent forms which fits with the Churches GDPR policy.		
I have familiarised the team with procedures for emergencies such as fire.		
I have made provision for volunteers to have training in safeguarding when available		
I have a system for risk assessing each session and recording incidents/accidents.		

Name _____ Church _____



For office use
Affiliation no.:

Annual Affiliation Form

Company name:

Company start date

Church information:

Name

URC ID

Address

Denomination

Synod/area

Is the Pilots Company is covered by this church's safeguarding and good practice policy? YES/NO

Name of church Safeguarding Coordinator:

Is the Pilots Company is covered by this church's insurance policy? YES/NO

Contact information:

Captain

Name

Address

Date of joining

Home phone

Mobile phone

Email

Officers and Crew

Name

Date of joining the Pilots





Annual Affiliation Form

Company information:

Number of Pilots attending:

Deckhands	<i>aged 5-6</i>
Adventurers	<i>aged 7-10</i>
Voyagers	<i>aged 11-14</i>
Navigators	<i>aged 15+</i>
<i>Total number:</i>	

Affiliation fee enclosed at £4.25 per Pilot as above = £

Support and training received in the last year:

Support and training we would like to receive:



Annual Affiliation Form

Free Merchandise:

The Pilots Summit decided to offer one item of clothing as an example for every company. If you haven't used the offer yet, please underline/circle below, which style and size you would like.

Officer T-Shirt, black
Officer T-Shirt, white

Officer Sweatshirt, black
Officer Sweatshirt, white

Officer Polo Shirt, white

S M L XL XXL

Forms and payment should be returned to the Pilots Desk by **Friday 7 February 2020**.

To pay electronically:

Account name: United Reformed Church Trust

Bank account number: 01191802

Sort code: 40-05-03

Reference: PILOTS

Once you have made the transfer, please email pilots@urc.org.uk to let us know the transfer has been made stating your name, amount paid, the date of transfer and the reference 'Pilots'.

Alternatively, cheques should be made payable to 'Pilots' and sent to:

The Pilots Desk, United Reformed Church House, 86 Tavistock Place, LONDON WC1H 9RT





INDIVIDUAL REGISTRATION FORM



Full name: _____

Address: _____

_____ Postcode: _____

Date of birth: _____

Doctor's name, address & telephone number: _____

Current medical conditions/illnesses (including asthma, allergies, migraine, diabetes, epilepsy, etc):

Any medication currently being taken: _____

Any additional needs (e.g. special dietary requirements, disability, etc):

Please fill in this information, if you know it:

National Health Number: _____ Blood Group: _____

Date of last anti-tetanus injection: _____

Contact Details of parent/carer/person legally responsible for this child

Name: _____ Relationship: _____

Address: _____

Home phone: _____ Other phone: _____

Email address: _____

Details of alternative emergency contact

Name: _____ Relationship: _____

Home phone: _____ Other phone: _____





General consent

Please read these statements and make sure you understand them. It is important that a parent, guardian or someone with legal responsibility for the child sign these statements.

I give consent for _____ to attend and take part in Pilots activities. I know that it is important for the young person to behave responsibly and to take note of any safety instructions.

I understand that during the event the child will be under the care and supervision of responsible adult workers appointed by the United Reformed Church. While these workers will take all reasonable care of the participants, they cannot necessarily be held responsible for any loss, damage or injury suffered.

In the event of illness or accident requiring emergency treatment, I give my consent for the child to receive emergency dental, medical or surgical treatment as considered necessary by medical professionals. I understand that every effort will be made to contact me before any action is taken. In the event of minor injury, I give my consent for the child to receive first aid administered by a qualified first aider and understand that I will be informed after the event.

Signed: _____

Date: _____

Photography and video:

Photographs and videos may occasionally be taken by adults running the session. These may be used to share news of this event or promote future events of this type on social media, websites, church displays, posters and flyers and occasionally in the press or on television.

Photos or videos used publicly will focus on activities and groups rather than individuals. The names of children in photographs or videos will not be revealed and the venue of the event will not be identifiable from the photographs or videos.

Anyone taking their own photographs or videos will be instructed not to share any of these photographs or videos in any way without the expressed permission of everyone in the photographs or videos.

Please sign below to give your consent for such photographs and videos to be taken and shared in these ways, or let us know if you do not agree to this.

Signed: _____

Date: _____

Electronic communication:

There may be information about other events or opportunities children which we'd like to share with participants.

Please tick Yes or No to let us know if and how we may contact you:

<i>Email</i>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<i>Post</i>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Signed: _____

Date: _____

GDPR

For further information on how your personal information is processed, please visit <https://www.urc.org.uk/faqs> for our Data Privacy Notice.

Name of Pilots company _____





Register (from _____ to _____)



Name / known as												

Register of adult helpers

Name / known as												





Part 2

Projects





This section introduces projects, gives an example of a project using the John Williams story and offers suggestions for creating projects for the company with which you work. Projects create an opportunity for the whole company to be involved together.





Introduction

Pilots believes that children and young people matter, therefore:
Pilots gives local churches the opportunity to share the love of God in the ongoing life of Jesus Christ by inviting children and young people on an exciting journey.

Statement of commitment by the Pilots organisation

What are projects?

Having a theme or project and following that topic for 3 or 4 weeks is a useful way of developing Pilots' understanding of an issue or theme. It also creates interest and can encourage regular attendance.

Who are projects for?

Projects are for the Pilots but Officers will benefit enormously from them.

How do projects fit into the Pilots programme?

A project or theme can **be** the Pilots programme for a half term or the theme for a Camp or an Away Day. Having a project and working through the key elements will fulfil some Crest work, especially Learning and in some cases, depending on the subject of the project, Service and Overseas.

What are the key elements needed in a project?

Discussion

Have an open session at the start of the project, discovering what Pilots know already about the topic. Is there an historical aspect to explore?

Playing games

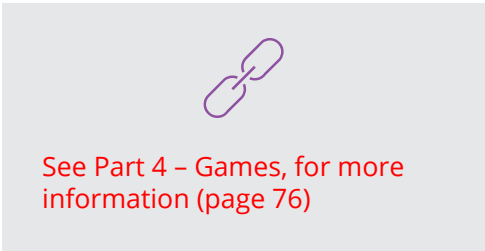
Choose or adapt games to suit the topic.

Thinking about it

Prepare some questions to challenge the Pilots e.g. what did they learn or what did they think was important etc.
Is there a Bible link?

Being creative

Prepare a craft or art activity to reflect the topic being researched. Perhaps a short drama could be appropriate or some music or singing.





Praying

Encourage Pilots to pray about aspects they have learnt whilst doing the project. They could be creative using musical prayers, whisper prayers.

As a general rule almost any subject can be explored.

Below are some suggestions for projects with indication of the types of activities you could include to expand and explore the topic of the project.

Which topics can be explored as a project?

Many topics can be explored as a project. Topics can relate to a place locally, such as a river or canal, historical building such as a mill or stately home or to something happening within a specific year such as the Olympics or a jubilee celebration. The choice is up to you. Here are a few suggestions to prompt your thinking:

- Festivals of the church – Christmas; Easter; Pentecost; Harvest; Advent
- Chocolate
- Water
- Homes
- Space
- Transport
- Natural world
- Time capsule
- The Seasons
- Local town/church
- Senses



The John Williams Story

Introduction

The story of John Williams is one of adventure and danger. It is a story of love and hate, of happiness and sadness, of sacrifice, commitment and dedication. All the elements of a blockbuster film!

Below is a short account of the life and work of John Williams. There are four sessions:

1. The work begins – here I am, send me!
2. The first job – Faraway places and ship building
3. The work continues – Travelling around the islands
4. The last days – Return to the islands for the final time

In each session there are questions, suggestions for activities, reflections and prayers. You may well come up with some of your own activities having read the story.

The project can be used over three or four weeks or be the focus of an 'Away Day' or a special Pilots day.

A collection of maps, illustrations and other resources about the work and life of John Williams can be found in *Part 7: Section 3 – Pilots Archive Resources*.



John Williams

Time line

- | | |
|---------|---|
| 1796 | John Williams was born in Tottenham, London on 29 June. |
| 1810 | John was apprenticed to Enoch Tonkin, an ironmonger, for seven years. He attended the Whitfield Tabernacle church where he met Mary Chawner. John felt called by God to do missionary work. |
| 1816 | The London Missionary Society (LMS) arranged for John to be released early from his seven year apprenticeship. Commissioned as a missionary. Commissioned by LMS to be a missionary. John and Mary were married. John and Mary sailed to the South Seas in the ship called The Harriet. |
| 1816/17 | They arrived in Rio where John saw evidence of the slave trade. |
| 1817 | April, they arrived in Tasmania, where they stayed because of bad weather. May, arrived in Sydney, Australia. September, left Sydney but were blown off course to New Zealand where the ship needed repairs. November, arrived in Tahiti. |

- 1818 June, settled on the island of Huahine for three months.
- 1818 September, settled on the island of Raiatea. John and Mary's first son was born – John Chawner Williams.
- 1821 John and Mary visited Sydney.
- 1822 John Williams was part of the team credited with discovering Rarotonga when his ship landed there. He remained on the island with his family for five years.
- 1827 Samuel Tamatoa Williams born.
Started building the ship called The Messenger of Peace on Rarotonga.
- 1828 Returned to Raiatea.
- 1832 Returned to Rarotonga.
- 1834 John & Mary returned to England to raise money to buy a new ship.
- 1836 The ship called The Camden was bought.
- 1838 John and Mary returned to Sydney in The Camden and many people came to hear him preach.
- 1839 The Camden landed on Erromango.
John Williams and colleagues were attacked and John was murdered.
- 1844 The ship, John Williams I, started its work amongst the islands.



John Williams I

Did you know ...?

In 1776 Captain Cook embarked on his third voyage of discovery. Cook landed at Botany Bay, 'discovering' Australia. Cook also discovered the many islands in the South Pacific.

The LMS was set up to coordinate the work of visiting the South Pacific islands and islanders to tell them about the love of God.

The first LMS ship to sail to the South Seas was called The Duff with Captain Wilson in charge. It set sail in 1796 with six carpenters, two shoemakers, two brick layers, two sailors, one surgeon, a hatter, a shopkeeper, a cotton factor, a cabinet maker, a draper, a tin worker and four ministers. It turned out to be a terrible experience for them. Only two out of the full complement lasted for more than a year. Many died and the whole expedition was forced to abandon its work on some of the islands.

Here is a series of sessions which Pilots companies can work through in exploring the story of John Williams in greater depth:



Session 1: The work begins – Here I am, send me!

John Williams was born at Tottenham High Cross, London on 27 June 1796, the son of John Williams and Margaret Maidmeet. John went to a school in Lower Edmonton and at 14 he was apprenticed to a Mr Elias Tonkin, an ironmonger.

He was invited to attend the Whitefield Tabernacle, City Road 1814 by Mrs Tonkin. Attending regularly, he was inspired by the preaching and over several weeks, he felt called to do missionary work. In 1815, he applied to the Missionary Society for work in the South Seas. It was at the tabernacle that he met Mary Chawner.

John was accepted by the newly formed London Missionary Society, who were keen to have him as a worker. So keen were they, that they made a financial settlement to Mr Tonkin, to release John from the remaining eight months of his apprenticeship.

Mary Chawner had also applied to become a missionary and the LMS thought her to be a suitable wife to accompany John.

John was commissioned as a Missionary at Surrey Chapel on 30 September 1816 and he and Mary were married on 29 October 1816. The newlyweds set off on the ship The Harriet on 17 November 1816 for Sydney, via Rio, Cape Horn and Hobart. A year later on 17 November 1817 they had their first sight of Tahiti.

Did you know ...?

Mary Chawner was born in 1795 in Cheadle, near Manchester. She attended the Whitfield Tabernacle in London where she met John. She too had applied to the LMS to be a missionary. Mary was described as being gentle and soothing, a woman of prayer and of great patience. These are qualities which she certainly needed when John was sailing around the islands and she was left alone.

Activities

Begin a diary for John or Mary Williams journeys, write the first few entries.

Make a map/chart of their journeys.

Draw a time line of your life so far.

Think about ...

Faraway Places – Have you travelled to a faraway place? Is there such a place you would like to go to? How do you think such a place would make you feel?

Getting There – How do you think you would have got on being on a boat for a year? What jobs would you have loved? What jobs would you have hated?

Reflection

Read Jeremiah 1:7.

How do we make decisions about what we want to do and where we want to go?

Do we include God in our plans, dreaming of faraway places and planning a big adventure? Does God still call people today? Are there any limits on what God can call people to do?

Prayer

Guiding God, help us to know the right way to go with our lives. Show us your way.

Give us patience and wisdom when the way ahead is difficult.

May we always listen for your call, hear your word and remember your promise to be with us always.

Amen



Session 2: The first job – Faraway places and ship building

John and Mary did not stay on Tahiti. They were asked to serve on a new island called Huahine, so it was there that John and Mary set up their new home. The island chief sent them nine pigs as a present and a roll of native cloth and all kinds of fruit, they also had five goats. They remained there for three months and then went on to Raiatea on 11 September 1818, where they stayed, along with two other missionaries, for 13 years.

The population of Raiatea was about 2000. John built a home for the family and also a small boat about 5 metres in length. Most local people did not have their own houses and boats. John Williams and his colleagues helped them build them. Soon there was a settlement stretching along the coast for two miles.

John respected people and wanted to understand their ways of living as well as teaching them about God, the universe and how to build houses and make furniture!

John's typical week

Monday, Tuesday and Thursday was a time for building and working on houses etc. Wednesdays, Fridays and Saturdays were times for preparing his services and sermons. Sunday services were at 6am, 9am, 11am, 1pm and 4pm. After this the missionaries and families took tea together and spent the evening singing, praying and reading together.

There was a daily school at noon, and on Monday evenings the local people could put questions to the missionaries. On Wednesday afternoon there was another service in Tahitian and a tea evening on Thursday. The missionaries could not do without their Ceylon tea.

One of the early converts was the Chief Tamatoa, who became a great friend to the Williams family. John gained the reputation of being a very enterprising missionary. He had his sights set on other islands, but to get to these islands he needed a boat. The LMS were reluctant to encourage his initiative.

Activities

Continue writing diary entries for John and Mary Williams.

Write up a timetable for your week. How does it compare with that of John Williams?

Design a garden. What would you grow if you had to feed your family from it? What animals might you keep?

Find out as much as you can about John Williams. John had to deal with many challenges in his life, both personally and in his work as a missionary. What problems did he have to overcome? How do think he coped? Why do you think he remained so resolute in the face of such discouragement?

Think about ...

John Williams wanted to learn from the people of the South Seas as well as teach them. He taught them new skills and encouraged them to leave their sometimes cruel ways of life and become caring and loving, reflecting the love Jesus had for them. Do you think we can learn from John Williams's way of working?





Despite his commitment to understanding the people and places he visited, John Williams, along with other missionaries, introduced native residents to new ways of doing things. They destroyed the statues which the people worshipped. They changed the rules which the people lived by. Even if some of these measures helped, such as encouraging people to have only one spouse and not to eat other humans, was it right for John Williams and others to intervene in this way?

Reflection

Read Acts 14:8-18. Paul and Barnabas were worshipped as being gods because of what they did. Do we falsely 'worship' people today?

Prayer

Teaching God, we thank you for all the people who have helped us to learn things – things about the world, things about you.
 May we be ready to learn as well as teach, to listen and not always be the one talking. Show us how we can learn from each other and give us the confidence to share our knowledge of you with others.
 Amen

Did you know ...?

John and Mary Williams had ten children, but only three survived to adulthood: John Chawner Williams b.1818; Samuel Tamatoa Williams b.1827; William Aaron Barff Williams b.1833

Samuel Williams stayed in England to continue his education and later became a Congregational minister. John (Chawner) Williams remained in Tahiti and later became a British consul in Samoa. William Williams ran a printing business, serving the LMS.

On one of his returns to the UK in 1834, John Williams supervised a translation of the New Testament into the Rarotongan language.





Session 3: The work continues – Travelling around the islands

In December 1821 John and Mary visited Sydney where he preached and addressed public meetings. On his own initiative he bought a ship to trade between Raiatea and Sydney. The family moved to the island of Rarotonga.

John and Mary were living there when his old ship was destroyed in a storm. So it was there, in the garden of his house that John built his new ship, remembering many of the skills he had learnt in the blacksmith's forge. He named the ship 'The Messenger of Peace'. John writes of the help he received from the local people, men who helped build and women who cleared and tidied things up!

The area of the islands was so big John developed 'island teachers'. He trained local people to be leaders, enabling them to work amongst their own people.

Travel was precarious, distances were great. 'Workers' could be stranded on an island for years having been blown off course in a gale.

In 1834, after 17 years of sailing around the islands, 'The Messenger of Peace' came to the end of its life. John and Mary returned to England to write about their work in a book, which was sold to raise funds, to recruit more workers, and to fund a tour of the country speaking and fund raising.

The tour lasted two years and raised enough money to buy a new boat, which was called The Camden.

Activities

Continue writing diary entries for John and Mary Williams.

Make a floating model of one of the six John Williams ships from scrap.

Create a board game for others to play. The game can enable players to 'travel' around the islands, using a dice to move their counter forward the correct number of places.

Think about it...

Long journeys, do you know anyone who has been on one? What did they enjoy the most about their trip? If you were going on a long journey, what foods might you miss the most? Why?

Reflection

Read Matthew 19:16-30. How important is home and family to you? What is the first thing you do when you get home after being away? (Visit familiar places, pets/visit family and friends with photos/tell them where you have been and what you have been doing.) What would you miss most if you had to live far away in a very different environment and culture? Imagine you are John's son, John Chawner Williams. What is life like for you? Will God find us if he really wants us?

Prayer

Ever present God, we thank you that we are able to travel widely and freely and discover your amazing world. We thank you for friends and families and the place which we call home.

Help us to remember those who are not as fortunate as we are, those who have no friends, family or home.

Amen



Session 4: The last days – Return to the islands for the final time

John and Mary with their oldest son John, his wife Caroline and their youngest son, William, returned to the islands on board the new missionary ship, called the 'Camden'. The family settled on the island of Upolu in the Samoan group of islands. John revisited Rarotonga, taking copies of the New Testament for the Hervey Islands.

In 1838 John Williams returned to Sydney in the Camden and drew crowds to his meetings. He had become a public figure.

In 1839, John visited the New Hebrides islands with the aim of settling new missionaries there and the Camden landed on an island called Erromango. The people were not friendly and chased the missionaries over the beaches back to their boat but John was caught and murdered on the beach. Shocked with grief his friends sailed home to Upolu to tell Mary the dreadful news.

There was shock and sadness throughout the Pacific islands. Many people went onto the beaches and wept openly for the man they had come to love. The King of Rarotonga led the prayers of thanksgiving for John's life, and monuments commemorating his work were erected on many islands. The monuments continue to be maintained and remain a part of island life today.

Did you know ...?

In John Williams's time the people of the islands worshipped statues made of wood and stone. These were set on vast stone or wooden platforms called Maraes.

Many practiced cannibalism and they also buried their aged relatives (alive) when they ceased being useful. Human sacrifice took place on the special occasions such as that of the installation of a chief or to placate the gods on the eve of a battle.

Most of the islands are very beautiful though some have been heavily mined for natural resources.

John's legacy ... the story continues

When the news of John's death reached England it was decided by the LMS, that the best way to honour him was to continue his work. Churches were asked to raise money for a new ship to continue that work and £4,000 was needed.

Children in Congregational churches all over the British Isles took up the challenge and thought of unusual, creative and amazing ways to make money. The sum of £6,237.00 (equivalent to £4,960,000 in the year 2016) was raised and a new boat was bought. It was named the 'John Williams I'. It sailed back to the South Sea Islands in 1844.

This was the first in a line of seven ships, all named 'John Williams', and all bought with money raised by children and Congregational churches. 'John Williams VII', the last ship in the line, went out of commission in 1978.

In 1936 the LMS started an organisation for children and young people, called Pilots. Pilots was a way for the LMS to say 'thank you' to the children for all their hard work. It was a way of letting them know how the money raised was being spent and it helped to keep them fired up to raise even more



money. Pilots gave children a place where they could meet with others, learn about God and the work of the missionaries and a place where they could play games and enjoy being together.



John Williams VII

Activities

Prepare a Newspaper report on the death of John Williams.

Watch the BBC report about the reconciliation of the Islanders of Erromango and the Williams' family in 2010.

Check the YouTube clips for the launch of 'John Williams VI' & 'John Williams VII'.

Research the story of the Cavendish bananas (see below).

Think about ...

The fund raising efforts made to buy a new ship. Can Pilots think of anything comparable today? What charity would Pilots like to raise funds for and why?

Reflection

Read Acts 9:1-19. Saul, who had once killed many Christians, turned his life around after having the full extent of what he had done revealed to him. Interestingly, missionary work in the Pacific region grew after John Williams's death and, in 2010, the people of Erromango where John died, now a predominantly Christian island, sought forgiveness and reconciliation from his family. Can good come from difficult situations, such as the death of John Williams? How can we bring good things out of bad circumstances?

Prayer

Loving God, we give thanks for John and Mary Williams and for all the work they did amongst the islands of the South Seas. We thank you for the faith and trust they had in you. We thank you for still calling people today. Let us remember we are all called to different tasks. Help us to know what you want from us.

Amen





Did you know ...?

John Williams used many of the trees which flourished on the islands.

The hardwoods were especially good for making canoes and houses and some were hollowed out into bowls and other receptacles for use in the home. The candle-nut tree, which has white foliage and the nut, about the size of a walnut, was used as a substitute for a candle. The bread-fruit tree can only grow where there is a good depth of soil. This grows well in Tahiti. The coconut palm tree however does not need depth of soil and so flourishes everywhere. The leaves are used for thatch and for baskets. The fruit provides both food and liquid, and is most valuable especially where there are no streams and springs.

Bananas

In the personal letters of John Williams there is reference to the introduction of the Chinese banana to the Western part of the Pacific region.

While on furlough, John Williams and his son, John, visited the Duke of Devonshire at Chatsworth House and took an interest in the banana specimens that existed in the hot houses. It was decided with and through the help of the Duke of Devonshire that cases of the specimens of the plant be taken in the Camden back to the islands.

One of the newly recruited missionaries who took on the task of propagating the species (*Musa Cavendishi* also known as *Chinese banana*), Revd William Mills (1836-1856), was eventually able to salvage just one of these plants. From it came all the bananas of this variety in Samoa, Fiji and other western Pacific islands.

The variety had benefits over the normal banana as it was shorter in size and therefore could survive hurricanes. It was very prolific in producing suckers and so it could quickly colonise whole areas of land, and it also had a good flavour. Mr Mills said that he managed to produce a bunch weighing 100 lbs. He was reminded of the parable of the mustard seed in the Gospel.

Look up the story of the Cavendish Banana on the internet and find videos on YouTube





Part 3

Faith

Exploration





This section provides a brief introduction to some key elements of faith exploration: spirituality; prayer; the Bible and worship, along with some ideas which Pilots Officers and Crew may find helpful as they seek to include these vital subjects in their Company's life, work and programme.





Spirituality

Pilots believes that children and young people matter, therefore:
Pilots gives local churches the opportunity to share the love of God in the ongoing
life of Jesus Christ by inviting children and young people on an exciting journey.

Statement of commitment by the Pilots organisation

What is spirituality?

Everything which makes us human, everything which gives us a sense of self, everything which allows us to be the people we are can be described as our spirituality. Just like the body, our spirit grows and changes throughout our life as we acquire new knowledge, gain new experiences and develop our beliefs about the reality around us, as well as our role within it.

Spirituality is not a mysterious subject requiring expert knowledge. It's something we all have and can play a role in helping each other develop.

Paul Hooper offers an image of spirituality as a series of journeys which we travel on, all of which determine who we are and how we relate to reality:

- **The Journey Inwards** – concerned with the individual self. Who am I? Why am I here? What are my thoughts and feelings? What is the purpose of my life?
- **The Journey Outwards** – emphasises relationships with other people and how we give and receive love and support. Includes our relationships with institutions, authority and the wider community.
- **The Journey Downwards** – considers our relationship with the planet and our environment, both local and beyond.
- **The Journey Upwards** – an opportunity to explore what we believe about the nature of life and, ultimately, to decide what we believe about religious matters, including the concept of God.

As we travel on these journeys we form relationships and establish our own identity as we strive to reach our full potential.

It is very important for people to take good care of their spirituality in order to ensure that their identity, the base on which everything else will be built, gains the underlying sense of fulfilment it needs to bear the load which life naturally brings.



How does spirituality relate to faith?

If spirituality focuses on the emotional journey of humans through life and the story which they write for themselves through such journeys, faith concerns the beliefs and related practices which one looks to as a source of fuel on the way. Just as everyone's spiritual journey is different to that of every other person's, so it is with faith.

For Christians, faith in the Trinitarian God, three in one, is the central source of fuel for the journey.

The Trinity consists of God the Father, the Son and the Holy Spirit.

In God the Father, we find our creator. God knows everything about our lives and the world surrounding us. Like a parent or guardian, God looks after us and guides us with wisdom.

In God the Son, we find a great friend. As he walked the earth, spreading good news, telling stories, carrying out miracles and encountering those whom no one else wanted to meet, Jesus offered a living example of the kindness, compassion, and love to which God calls everyone.

In the Holy Spirit, we find God with us, always. Christians believe that, through the death and resurrection of Jesus Christ, people can enjoy the benefit of God's presence and guidance in their lives, through the Spirit, wherever and whenever they may find themselves.

Together, these three are all part of the same God. In worshipping and serving God, Christians believe that God will lead us to a place where all will 'have life and have it to the full' (John 10:10), obtaining the hope, comfort and reassurance we need from our own story as we walk forward with God.

Faith is personal. No-one can determine the faith of another. What we can do, and must do, according to the will of God, is love one another (Matthew 22:37- 40).

As a Christian organisation, Pilots seeks to invite 'children and young people on an exciting journey' (Statement of Commitment by the Pilots Organisation) by allowing them to see the love of God in action in the lives of Pilots Officers, leaders and volunteers. In demonstrating the love of God, Pilots aims to offer children and young people the choice, if they feel it's right for them, to include God as part of their own journey of life.

How can spirituality be explored with Pilots?

Three of the most important tools in Christianity for exploring spirituality and faith are prayer, the Bible and worship. As such, the remainder of this section of The Compass is dedicated to exploring each of these crucial elements of Christian life and their significance for Pilots.

In terms of supporting Pilots pastorally, as they grow and develop spiritually, every Pilot is different. All of the Pilots associated with any given company will each have their own identities, spiritualities and needs which Pilots Captains, Officers and Crew will need to cater for. However, being aware of the general tendencies which children and young people often display when it comes to spirituality can greatly help.





- **Deckhands**, by 5-6 years old, tend to have very vivid imaginations, along with a great sense of awe and wonder, making them very inquisitive. They will ask lots of ‘why’ questions and use what they find to form their initial views about the reality around them. They are also likely to imitate the behaviours and actions of the adults they come into contact with, including religious practices.
- **Adventurers**, by 7-10 years old, tend to enjoy learning new things and gain a sense of esteem as they explore the world around them. They are also beginning to show more interest in their beliefs about things such as God and the Church. They can still find the difference between fact and fiction somewhat challenging to distinguish, however, and tend to trust the word of the adults around them.
- **Voyagers**, by 11-14 years old, develop an increasing awareness of their own, personal identity and self esteem. They are more aware than ever of their beliefs and core principles, with deeper and more searching questions about faith and spirituality. They also tend to grow a further sense that they are part of a wide world, with lots of different people, with different dreams, concerns, hopes and fears to their own.
- **Navigators**, by 15-18 years old, continue their exploration of spirituality, faith and life. Church, for many, is seen as out of touch and outdated as it fails to cater for their growing individual needs. Church youth organisations may play an important role at this stage as the flexibility and vibrancy of their programmes seem to cater better for them.

John Westerhoff offers the following explanation of the stages which children and young people often go through in developing faith; whatever shape this may take for each individual:

- **Experienced Faith** – During early years, children’s faith is associated with what or who is around them. Their experience of the trust, love and faith of others lays the foundation of their own faith.
- **Affiliative Faith** – In childhood and early adolescence, children accept the beliefs of another person or group, either at home, school or church. They love to ‘belong’ and are carried along by others’ enthusiasm. Experiences of awe, wonder and mystery are important.
- **Searching Faith** – In late adolescence, religion of the head becomes important and lies alongside religion of the heart. Doubt and critical judgement come in to play as young people are exposed to and experiment with alternative understandings and ways.
- **Owned Faith** – This is the point at which a young person gains a personal faith that is expressed in word and deed.

Whilst every child is different, an awareness of these general stages can help greatly in the process of tailoring a company’s programme and structure to best cater for the children and young people in its care.

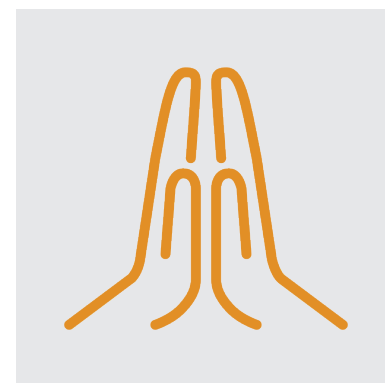
Perhaps the most important thing to remember when it comes to supporting Pilots in their spiritual development is that to be spiritual is to be human. We all have our own spirituality and are well placed, therefore, to help the youngest among us grow and develop in ways which will bring them health, happiness and fulfilment.



Prayer

What is prayer?

Prayer is one of the great privileges which God has given us. The ability to converse openly with our creator lies at the heart of our relationship with God. In supporting Pilots in developing their prayer life, it is important to look to one's own; one cannot effectively share what one has not experienced. Some people find praying difficult, not because they don't know God or because they're not an expert, but because they have not taken time or had the opportunity or support to think about what it really involves.



Praying is sharing our thoughts with God. Praying is God sharing thoughts with us. Praying can also involve sharing our thoughts with each other as we talk with God.

Prayer is personal. We do not need to speak prayers out loud or read them from a book. Conversations with God can happen at any time, in many different ways, depending on where we are, how we're feeling and what we need.

Sometimes we need to arrange a special time and place to pray so we will be able to concentrate. In other situations, we need to talk to God in the middle of the hustle and bustle of life. Sometimes we struggle to think of what to say and want to read prayers which others have written, or sit in silence. In other situations, we have a lot to say and want to shout it out to God. Sometimes we want our prayers to take a certain format so that we remember to speak with God about everything we need to. In other situations, we simply want to say a few words, not even in sentences, to let God know how we feel.

All of these forms of praying are acceptable to God, who is always waiting to listen to us and to speak with us, whatever form the conversation may take.

It is also important to remember that, when we finish praying, often by saying 'Amen', that this is not the end of the story. 'Amen' means 'may it be so'. When we say 'Amen' we're saying that this prayer is something we agree with and will do everything we can to support and make happen.

If we say that we love God, then we must be willing to do as God asks. If we say sorry to God, then we need to do our best not to get it wrong next time. Prayer isn't just about talking or thinking. It's about sharing our deepest thoughts and feelings with God so that we can be refreshed and prepared to carry on serving God's purposes of faith, hope and love.

How can prayer be explored with Pilots?

Some Pilots will already be familiar with the concept and practice of prayer in other areas of their lives, perhaps at home, church or through school. Adversely, others will not. If Officers, Crew and helpers feel comfortable doing so, sensitively sharing personal prayer experiences may help some Pilots to come to terms with the very abstract concepts associated with prayer. It is not necessary or helpful to share things which are too private or difficult with Pilots, but a few pointers about how to find a quiet space, gather one's thoughts and start the process off can be very useful to Pilots who don't know where to begin. Remember, Pilots will not be looking for miracles or blinding revelations, simply understanding and a chance to explore prayer for themselves.



Some important things to consider when exploring prayer with Pilots include:

- **Setting** – Prayer can happen at any time, of course, but it’s good to think about the place where the Company is meeting. Is the group gathered in a quiet or noisy location? Will the group sit in a circle on the floor or on chairs or stand? Is an area of the meeting space carpeted? Should the lighting be changed or the atmosphere of the room? Doing different things at different times can help the group to explore prayer through different ways and means.
- **Focal point** – It is helpful to have something to focus on. A circular cloth with a candle in the middle can act as a central point for everyone to gather round. Remember to make use of any stories, topics, issues or significant items in the Company’s life, work or programme as focal points. If the Company has spent the rest of the meeting thinking about creation and our responsibility to look after all of God’s creatures, then climate change may be a good focus for prayer. Likewise, if the Company is working its way through the annual Pilots Worship Materials, the theme of this resource could be a good focus for prayer.
- **Group object** – Perhaps a common item, such as a sculpture, plant or cuddly toy could help the group to focus on a theme for prayer.
- **Individual objects** – a personal item to take home, such as a seed, memory verse, picture, friendship bracelet or a craft which Pilots have made themselves can easily lend themselves to being used symbolically in prayer.
- **Being still** – Simple exercises can help everyone focus. Relaxing muscles, being aware of breathing, listening to the silence or enjoying a quiet piece of music can help Pilots to zone out of the busyness of life around them and focus on God.
- **Prayer anthologies** – When we don’t have the words to pray as we would like, collections of written prayers can be very helpful in giving us a head start. It is good to gather a selection of different anthologies as prayers from different people and places can help Pilots to grow an appreciation for the diversity of prayer materials available. Encourage Pilots to select prayers appropriate to their needs and also to adapt them for their own use.
- **Prayer folder or book** – A prayer scrapbook or collection developed by a Company might help Pilots think about what’s involved in forming and writing prayers, as well as provide support to fellow Pilots who may be struggling. This would also allow the Company to track progress on matters which have been prayed about previously.

When thinking about what to pray for or needing some structures to prayers, some find the ACTIP acronym helpful:

- A = Adoration** – we need to express our love for God.
- C = Confession** – we need to admit that we have done wrong and say ‘sorry’ to God.
- T = Thanksgiving** – we need to say ‘thank you’ to God for all our gifts.
- I = Intercession** – we need to ask God’s help for other people and places.
- P = Petition** – we need to ask for God’s help for ourselves.



Another helpful tool to remember important things to pray about is the human hand:

Thumb – this finger is closest to us. Remember to pray for family and friends, our nearest and dearest.

Forefinger – we use this finger to point. Remember to pray for all those who point out things to us and help us in our journey towards God.

Middle finger – this is the biggest finger. Remember to pray for those in authority, people with power and influence.

Ring finger – this is the weakest finger. Remember to pray for all those who are in need of God's help.

Last finger – this is the smallest finger. Remember to pray for yourself.

The themes covered above regularly appear in prayer resources (Prayers of Adoration, Prayers of Confession, etc), not because they are a definitive order of how prayers should be organised, but because, together, they offer a simple reminder of key issues to remember in conversation with God.

What examples are there of prayer activities for Pilots?

Prayer is such a crucial part of life in Pilots that every Crest in the Crests section has a prayer or reflection activity associated with it. These can be a great way of introducing the practice of prayer to Pilots by encouraging them to combine praying with practical activities, hobbies and interests.

The annual Pilots Worship Materials also contain a whole range of prayer suggestions and activities based on the topics covered by the annual theme. These are available here: www.urc.org.uk/discipleship/childrens-and-youth/resources-cy.html

These three examples may also act as a starting point for thinking about how Pilots might engage with prayer:

Looking Around – Look at a collection of nature scenery books and invite Pilots to choose their favourite photograph. Invite Pilots to say what they would like God to do for the world around us. Stand at the outside door of your meeting place and watch people go by. Look carefully, quietly and politely at each person. Notice details about them. They are each special to God. Invite Pilots to say what they would like God to do for the people around us. Stand in a circle. Each person in the group is created by God with a special purpose. Invite Pilots to say what they would like God to do for the Company. Finish by looking at each other, saying the words, 'You are special. Amen'

Tower Prayers – Set up a tower of wooden blocks and ask the Pilots to take turns removing a block from the tower. As they remove a block, ask the Pilots to pray. Perhaps there's a situation close to their heart which needs God's hand of strength and healing. Maybe someone they know is struggling with their faith and needs God's support.

Encourage the Pilots to think of contexts and groups in need of help. If they don't want to say a prayer, ask them simply to name the person or situation. If the tower topples before everyone has got a piece, rebuild it a little until everyone has had a chance to pray or name something. Ask the Pilots to rebuild the tower, piece by piece, thanking God for sources of hope, comfort and reassurance. Perhaps there are friends or family who support the Pilots. Maybe there's a particular place or organisation which is close to them. Again, if Pilots don't want to say a prayer, assure them that a silent prayer will be heard.



Sometimes, when the pressure is great, we feel like we might topple over, just like the tower, but there is always help available to us. We do not need to continue suffering in silence. When the going gets tough, God sends us the resources we need to rebuild ourselves. It is crucial that we keep God at the very centre of our lives, as our foundation, giving us a base from which to sprout forth and reach our full potential.

Prayer Poster – Invite Pilots to spend some time writing their prayers onto a large piece of paper or canvass. Once finished, all of the individual thoughts, feelings and offerings will be collected in one place. Although we are all individuals, with our own needs and desires, we are all truly joined together, as part of God’s family, whoever we are and whatever our background. Invite the Pilots to take some time looking at what others have asked for, remembering that we all must support each other if each of our needs are to be met and dreams fulfilled. Ask that, as these prayers have been brought together into one piece of art, so God might hear all of them, together, and hasten to make them happen.





Bible Exploration

What is the Bible?

The Bible, contrary to common belief, isn't just one book. It's a rich library of texts originating from a whole range of places, periods and contexts. As with any library, the collection of materials is quite extensive, with vast amounts of stories, letters, poetry, songs, history, fantasy, predictions of the future, family trees, rules and regulations all stored together.



Christians believe that, in these different texts, is the Word of God. God spoke to people through these texts at the time of their writing and still has yet more light and truth to share with us through them. The Bible is often referred to as Scripture (Holy Text) because of this.

There is no need to be an expert to use the Bible. The whole purpose of a library, after all, is to engage, inform and educate all people. However, given that the books of the Bible come from different places and different times, as well as being translated from Hebrew and Greek, we need to approach Scripture with an open mind and prayerful heart, ready to explore what God might have been saying to the people who wrote the texts, the people who were originally meant to read the texts and people reading the texts today.

The Bible is split into the Old and New Testaments.

The Old Testament speaks of the life and faith before the coming of Jesus. It contains stories about the beginning of the world, accounts of how God led the people of Israel through times of trouble and challenge to places of comfort and security, as well as rules for people to live by and predictions of how the future will be if people don't do as God wishes. It also has poetry, songs and great words of wisdom.

The New Testament, opening with the Gospels (Matthew, Mark, Luke and John) focuses on the life of Jesus Christ, the Son of God before going on to explore the effects of his ministry beyond his death and resurrection. It includes miracles, lessons and parables (fictional stories with a meaning). Accounts are given of how the Good News of Jesus was shared by Jesus' followers, as well as predictions of how the world might look if people are true to God's principles and, indeed, what things might be like if they are not.

The books contained within these Testaments each contribute to one story. A story which stands to offer everyone the chance to reflect on their faith, gain a sense of hope and know the love of God in their lives. This is why The Bible is so important to Christians and why it is vital to offer Pilots the chance to interact with its texts.

How can the Bible be explored with Pilots?

Three things matter in Pilots: God, world and people. So it is with the Bible. The hope in exploring Scripture with Pilots is that, whatever everyone may believe individually, all may find hope and inspiration through the Word of God.

Genesis 1:1-2:25 speaks of God creating everything (the sea, the land, the moon, the stars, animals etc) and seeing that all of it was 'very good'. He created humans to tend and care for it, giving them





special gifts and talents to do so. Not only has God given us a beautiful earth to enjoy, he has also given us the responsibility of looking after it! Pilots enables children and young people to appreciate the world and their part in it as stewards of God’s creation.

Psalm 119 tells us that we are ‘wonderfully and beautifully made’. Each one of us is unique. We all have different interests, different abilities, different strengths. This is important, as it means that, in order to make the world a better place, we need everyone to play their part, so that all these gifts can be enjoyed together. No-one should be left out! Through Pilots, children and young people explore how special they are. They can also think about how important it is to value and respect others, not to mention themselves, especially given that ALL people, whoever they are, are loved by God.

John 3:16 talks about the sacrifice of God’s son Jesus, for the good of all people, that they might enjoy eternal life. This great act of love is an example to us of how we must live out our lives, caring for one another, no matter what the cost, so that we can do all that is required, with and for God. Pilots gives children and young people the opportunity to choose to be part of this crucial task.

Matthew 28:16-20 sees Jesus, on his resurrection from death, instruct his followers to “go, baptise and make disciples” so that others might join in protecting God’s values. Pilots are very much included in this invitation.

These are just four examples of Scriptural texts which Pilots could explore.

There are a great number of different translations and interpretations of the Bible available. The Good News translation is recommended for use with Pilots as it presents the Bible in simple and accessible language. There are many other options, however, including Bibles especially adapted for children and young people.

What examples are there of Bible exploration activities for Pilots?

There are many ways we can explore the Bible. We can simple talk about what the passages we have read mean to us, use bible study: taking an in-depth look at a particular story or bible passages and we can use creative ways such as arts, music or drama to help us explore and understand a story. Below are several ideas.

Further ideas can be found in the Crests section which has a prayer or reflection activity associated with each crest. Many of these contain Bible readings or a challenge to think about relevant parts of Scripture related to the Crest. These can be a great way of introducing Bible exploration to Pilots in their practical activities, hobbies and interests.

The annual Pilots Worship Materials offer a series of sessions focussing around a yearly theme, all of which have opportunities to explore the Bible in greater detail. These are available here: www.urchurch.org.uk/discipleship/childrens-and-youth/resources-cy.html

A Bible Study about Forgiveness

Read: Matthew 18:21-35

Think about it:

Owing someone a debt which you know you can’t pay back can seriously affect your relationship with them. You worry about seeing them, in case they ask for their money back.





In this parable, that's exactly what happens. A servant owes their master a debt and they're worried about it. However, the master is very gracious and decides to cancel the debt. The servant must have been so relieved!

Instead of sharing this compassion with others, though, the servant immediately comes upon someone who, in turn, owes him a debt and, instead of cancelling it, he lashes out at the person, frightening and intimidating them.

The master is absolutely furious when he hears this as he has shown mercy to his servant, yet this has not been shared. The master calls the servant 'wicked' for not responding to his debtor with kindness and forgiveness.

Forgiving another person who owes you a debt can be difficult, whether it's money, gratitude or an apology, but there's a reason Scripture tells us to do it. If we don't forgive people, or cancel their debt when we know they won't be able to pay us back, then we only make bad situations even worse.

A Bible Study about Dealing with Challenges

Read: Jeremiah 17:5-8

Think about it:

Prepare two bowls or paddling pools, one filled with sand and the other with water.

Read verses 5 and 6 whilst gathered round the sand.

Has anyone been in a desert? What are they like? Can anything grow in a desert? Deserts are very dry places. There is no soil, just sand and, even at that, the sand is very fine, meaning, quite simply, that trees cannot grow there. They would just dry up like twigs. Tumbleweeds, which can often be found in the desert, blow around in the wind until they find a suitable place to grow. They may be in the desert, but even they can't survive in it. God doesn't want us to be a tree in the desert.

Read verses 7 and 8 whilst gathered around the water.

The Bible says that, if we trust in God, we will be like a tree planted by the water. What might a tree which grows by water look like? Would it be big and strong? Why would this be? Trees need water, not just to survive, but to grow and develop. Water helps to release nutrients from soil in the ground. The nutrients then give the tree energy to grow leaves, which, in turn, let them gain more energy from the sun. Even if the tree were growing in a place as hot as a desert, it would still be alright, because it would have access to water and good soil. Ask the Pilots which tree would you like to be? What type of tree does God want us to be How can we place our trust in Jesus so that we will be rooted firmly in God?



Bible Exploration through themes

When planning a theme for a Pilots programme or choosing the subject for a Project, you may decide to find out what the Bible has to say on that subject. For example should 'water' be chosen for the topic, issues such as drought, clean water, water uses may come to mind. Discovering interesting facts such as how much water is contained in the human body are all part of planning a themed project. In the same way finding out what stories there are in the Bible where water plays an important role is all part of the planning.

Crossing the Red Sea (Exodus 14) or the Calming of the storm (Mark 4:35-41) or Jonah (Book of Jonah) fit well with the theme of water. Reading some of these stories with the Pilots maybe part of the Worship time.

In order to explore one of the chosen stories in more detail, choose one and over the weeks interpret it through another medium such as drama, art, dance, news report or re-write in the language of today. This activity will run over 2 or 3 weeks or could be used as an activity for an Away Day or Pilots Camp.

Time needs to be spent deciding the most appropriate piece of scripture for this but once that is done, there will be a lot of pleasure, fun, learning and understanding as a result.

The end results could be able to be used at an Open Evening or a Pilots Worship service.

Below are some themes with related Bible stories. The list is not exhaustive.

Senses – Jesus heals blind Bartimaeus (Mark 10:46-52). Jesus heals the deaf man (Mark 7:31-37); and Jesus heals lepers (Luke 17:11-19). You will be able to find other stories like these, where Jesus touched people in order to heal them.

Heroes and Heroines – Abraham (Genesis 12); Moses (Exodus 3:1-16); Samson (Judges 16); Daniel (Daniel 6); Mary, mother of Jesus (Luke 1); and Miriam, sister of Moses (Exodus 2:1-10).

Food – there are so many stories in the Old and New Testaments about food and eating and banquets. Have a look at the wedding in Cana (John 2:1-12); the Royal Party (Luke 15:15-24); and the Prodigal Son (Luke 15:11-32).

Every Crest in the Crests section has a prayer or reflection activity associated with it. Many of these contain Bible readings or a challenge to think about relevant parts of Scripture related to the Crest. These can be a great way of introducing Bible exploration to Pilots in their practical activities, hobbies and interests.

The annual Pilots Worship Materials offer a series of sessions focussing around a yearly theme, all of which have opportunities to explore the Bible in greater detail. These are available here: www.urchurch.org.uk/discipleship/childrens-and-youth/resources-cy.html

Worship

What is worship?

Worship is often considered to be the act of glorifying God. While this is a fundamental element of worship, the concept stands for much more than setting time, space or energy aside to bring praise and honour to the Lord of heaven and earth.



Worship is holistic. It involves every aspect of our lives. Each individual, regardless of age, background or status, is created by God with gifts and talents. With appropriate guidance and nurturing these talents can be used to serve the holy purposes of faith, hope and love. In this way, every person is designed to glorify God as they work to reach their full potential. Hence, everything we are, say, think and do, can be worship!

Quite often, though, humans need to set aside specific time for worship in order to reflect on the place of God in the fullness and busyness of life. They need to find inspiration. They need to ask God for help. They need to be part of a worshipping community. They need to do something which they wouldn't normally do in order to fully recognise, thank and praise God, as well as come to terms with all that is expected of them in God's service.

Sometimes, it can be helpful for such worship to follow a set order or structure, often with pre-written words and responses, singing, silence, prayers and symbolic actions such as lighting candles or breaking bread together.

At other times, a less formal approach is needed and worshippers can enjoy a more interactive or collaborative experience. A group engaging in craft activities or team challenges which encourage them to think about the impact of a Scripture reading on their relationship with God would be as much an act of worship as attending a formal church service. The same could be said for allowing worshippers to visit a number of different stations around a room, with various activities and challenges encouraging them to explore God in relation to their own situation.

These different styles and forms of worship are fully acceptable to God as they each, in their own ways, help participants to keep God at the centre of their lives and develop their gifts and talents. Organising, preparing or leading worship need not be a source of worry or concern, but rather be an opportunity to support children and young people in becoming the best that they can be.

How can worship be explored with Pilots?

Some Pilots will already be familiar with the concept and practice of worship in other areas of their lives, perhaps at home, church or through school. Adversely, others will not. It is important to ensure that plans for worship take the needs of all Pilots into account so that everyone might find the worship experience accessible, engaging, understandable, relevant and enjoyable.

Some important things to consider when exploring worship with Pilots include:

- **Context** – It is important to begin any planning for worship by considering what Pilots need. Are they already familiar with worship, or is it a new experience which needs some explanation? What is the worship aiming to achieve? Does the Company generally tend to respond better to a quiet,

reflective approach, or is there a preference for energetic and creative activity? Thinking about these things can help to shape worship which will better impact the lives of those participating.

- **Setting** – The time and space in which the company meets can greatly impact the atmosphere and mood of the group. It is important to take these into account when planning worship. Is the meeting space quiet or noisy? Will the group sit in a circle on the floor or on chairs or stand? Is an area of the meeting space carpeted? Should the lighting or the atmosphere be changed? Doing different things at different times can help the group to explore worship through a range of ways and means.
- **Theme** – Once context and setting have been considered, a theme can greatly help to provide a focus for worship plans. Remember to make use of any stories, topics, issues or significant items in the Company's life, work or programme in deciding on a theme for worship. If the Company has been spending time looking at issues of poverty, for example, a time of worship to reflect on how Pilots might respond to the issues raised may be useful.
- **Focal point** – It can be helpful for worshippers to have something to focus on. A circular cloth with a candle in the middle can act as a central point for everyone to gather round. Alternatively, objects, photographs or other items related to the theme can be used to help participants connect with the issues and topics in question, as well as each other.
- **Being still** – Simple exercises can help everyone focus. Relaxing muscles, being aware of breathing, listening to the silence or enjoying a quiet piece of music can help Pilots to zone out of the busyness of life around them and focus on God.
- **Being Active** – As well as benefitting from reflective silence, it is also important for Pilots to have the opportunity to be vocal, move around and use their creative skills in worship. The chance to make something, play games and face challenges related to the theme can be as important to the holistic nature of a worship experience as prayer or singing.
- **Liturgy and Lectionary** – In situations where a specific structure would be helpful in worship, liturgies can prove very useful indeed. These provide a set order for worship, often with responses, Scripture readings, poetry, songs and activities. Lectionaries can also help users to work through the Bible as they plan worship by providing a different Scripture reading to focus on each week.
- **Worship folder or book** – A scrapbook or collection of worship materials developed by a Company might help Pilots think about what's involved in planning, organising and delivering worship. This would also allow the company to keep a record of the themes and means of worship used previously.

What examples are there of worship sessions and planning for Pilots?

Every Crest in the Crests section has a prayer or reflection activity associated with it. These can be a great way of introducing the concept of worship to Pilots by encouraging them to consider how their relationship with God can be enhanced in their practical activities, hobbies and interests.

Some examples of liturgies to mark specific events in the life of a Pilots Company can be found below. There are also many different sources of both liturgies and lectionaries which can help, including 'ROOTS for Children and Young People', a monthly collection of materials to assist children and young people's groups, including Pilots Companies, plan worship as part of their programme.

A great way to introduce the concept of worship, however, is to let Pilots experience, plan and run it for themselves. One of the best ways to achieve this with Pilots is through the use of the annual Pilots Worship Materials, which offer a yearly theme and a series of sessions to help Pilots consider the relevance of the theme in organising and participating in worship.

Although the sessions covered in the materials take a different format each year, there are core elements of each session which help Pilots get to the core of the issues in question, using them as a focus for worship:

- *Introduction* – A brief introduction to the content covered in the section.
- *Gathering Activity* – A short activity or discussion to get the group going.
- *Bible Exploration* – Explore a Bible story together and think about what God might be saying to us through Scripture.
- *Games* – A chance for the group to move around, play together and have some fun.
- *Activities and Crafts* – Get creative about the topic of the session with things to do and make.
- *Prayer* – Some ways to pray about the things that have been explored together.
- *Voyagers and Navigators* – Something for older Pilots to get involved with.
- *Something Different...* – A challenge to do something they might not normally do in relation to the topic in question.

The materials always end with a section dedicated to planning a worship service, which Pilots lead themselves. A suggested order of service and additional resource suggestions are also included to support this process.

You can find the latest resources here:

www.urchurch.org.uk/discipleship/childrens-and-youth/resources-cy.html

In this way, Pilots have the opportunity to delve into the excitement of worship in a fun, engaging, relevant and accessible way, using different methods, strategies and activities as they develop an understanding of what it means to celebrate God.

Resources from 'ROOTS' for children and young people can be very helpful in offering suggestions, ideas and plans for supporting Pilots as they explore and enjoy worship. More information can be found here: www.rootsontheweb.com



Pilots worship templates

Here are some liturgies specifically designed for use in Pilots Companies:

An Opening – known as ALL ABOARD!

Captain All aboard!

[Pilots stop doing whatever they have been doing and form a circle around the flag and bridge (if used).]

Captain Jesus said ‘Come to me’.

Pilots We come in the name of the Lord.

Captain Jesus made us a promise that he will be with us always, do we have a promise for him?

Pilots [Pilots Promise] I will learn pray and serve, all I can, with the world wide church of Jesus Christ.

[The navigation lights, if used, are switched on and the flag, if used, is hoisted]

A Closing – known as ALL ASHORE!

All [Pilots Prayer]

Teach us good Lord, to be true and faithful

Pilots

Intent upon our work and play

Loyal to our captain and Company

Obedient to our parents

Trustworthy members of our church

Strong in the service of our Lord and Master, Jesus Christ

Captain Lord dismiss us

Pilots With your blessing

[The flag, if used, is lowered and the navigation lights, if used, are switched off]

Captain God be with us

Pilots Until we meet again

Captain All ashore!

Not all companies use both the set ‘opening’ and ‘closing’ liturgies. Some only use one. Others do something completely different.



Inaugurating a new Pilots Company

[This liturgy may be used independently or as part of a larger worship service]

Leader Today we are delighted to be able to inaugurate a new Pilots Company in this church. Pilots is the organisation for children and young people in the United Reformed Church, with Companies in churches across the United Kingdom.

Pilots seeks to help children and young people to use and develop the gifts God has given them. It is hoped that, in doing so, Pilots will be encouraged to serve God in their daily lives and enjoy being part of the world-wide church of Jesus Christ.

The Church Meeting has decided that a Pilots Company will be launched in this church. Pilots are called to be disciples of Jesus. Let us hear, now, how Jesus called the first disciples to follow him:

Reading Mark 1:16-20

Leader As Jesus called the disciples to his service, so God calls us to use our gifts and talents to fulfil God's purposes.

The Church Meeting has called AB to be Captain of this Company, along with CD *[and others, mentioned by name]* to serve as [an] Officer[s].

[New Captain and Officers come to the front and face the congregation]

AB, we give thanks to God that you are willing to serve as Captain of our Pilots Company. We ask you now to assure us of your sense of calling.

Do you believe that God has called you to this work with children and young people as part of your service as a church member?

Captain I do

Leader How will you carry out this work?

Captain By the grace of God, I will lead the Company faithfully, sharing the love of Jesus Christ by my words, care and kindness.

Leader AB, in the name of our Lord Jesus Christ, we commission you to serve as Captain of our Pilots Company.

CD *[and others, mentioned by name]* we give thanks to God that you are willing to serve as [an] Officer[s] in our Pilots Company. We ask you now to assure us of your sense of calling.

Do you believe that God has called you to do this work with children and young people as part of your Christian service?

Officers I do

Leader How will you carry out this work?



Officers By the grace of God, I will be a faithful leader, working in partnership with the Captain and sharing the love of Jesus Christ by my words, care and kindness.

Leader CD *[and others, mentioned by name]* in the name of our Lord Jesus Christ, we commission you to serve as [an] Officer[s] in our Pilots Company.

May God give you [all] strength and joy as you fulfil this ministry.

Leader Will the Pilots please stand as they are able *[if there are any]*.

Do you promise to support your Captain and Officers, show them respect and seek to learn from them?

Pilots We do.

Leader How will you do this?

Pilots [Pilots Promise] I will learn, Pray and Serve, all I can, with the World Wide Church of Jesus Christ.

Leader By the grace of God, I declare the Pilots Company of this church to be duly inaugurated

[Presentation of the Registration certificate from the Pilots Desk]

Leader May the Lord bless you and take care of you;

May the Lord be kind and gracious to you;

May the Lord look on you with kindness and give you peace.

[The names of the Pilots being enrolled are read out. Their badges are presented.]

Leader Receive your badges and wear them to remind you that you are a Pilot in the world wide Church.

[The flag is presented to the Captain]

Leader Receive this Company flag. It reminds us that this Company belongs to the wider fellowship of Pilots and the worldwide family of the Church.

Leader Let us join together in the Pilots Prayer:

All Teach us, good Lord, to be true and faithful
Pilots,
Intent upon our work and play,
Loyal to our Captain and Company,
Obedient to our parents,
Trustworthy members of our Church,
Strong in the service of our Lord and Master,
Jesus Christ.
Amen



Commissioning a Captain or an Officer in an established Company

[This liturgy may be used independently or as part of a larger worship service]

Leader Pilots are called to be disciples of Jesus. Let us hear, now, how Jesus called the first disciples to follow him:

Reading Mark 1:16-20

Leader As Jesus called the disciples to his service, so God calls us to use our gifts and talents to fulfil God's purposes.

The Church meeting has called AB to be Captain of this Company, along with CD [and others, mentioned by name] to serve as [an] Officer[s].

AB, we give thanks to God that you are willing to serve as Captain of our Pilots Company. We ask you now to assure us of your sense of calling.

Do you believe that God has called you to this work with children and young people as part of your service as a church member?

Captain I do

Leader How will you carry out this work?

Captain By the grace of God, I will lead the Company faithfully, sharing the love of Jesus Christ by my words, care and kindness.

Leader Do Pilots and Officers in this Company promise to support your Captain and Officers, show them respect and seek to learn from them?

Pilots and Officers We do.

Leader How will you do this?

Pilots and Officers [Pilots Promise] I will learn, Pray and Serve, all I can, with the World Wide Church of Jesus Christ.

Leader By the grace of God, I declare that AB has been commissioned as Captain of our Pilots Company.

May the Lord bless you and take care of you;

May the Lord be kind and gracious to you;

May the Lord look on you with kindness and give you peace. Amen



Service of Enrolment and Promotion

[This liturgy may be used as part of family worship or take place during a regular Pilots meeting, but should not be included in services inaugurating new Pilots Companies. Pilots who have earned a Year Badge may also be presented with this here]

Captain Jesus said, 'Come to me'.

Pilots We come in the name of the Lord.

Captain In this act of worship, we will receive into the Pilots Company of this church, those who are ready to be enrolled.

We are glad that Pilots are a part of this church. Through their involvement, we hope they will be helped to grow in body, mind and spirit. We are all encouraged to rejoice in the world-wide fellowship of the Church.

Long ago in Galilee, Jesus called people to be his followers.

Reading Mark 1:16-20

Captain As Jesus called the disciples, so God continues to call us, young and old, into his service. We are all glad to note that these children and young people have been meeting with our Pilots Company for several weeks and are now ready to be enrolled.

Officer We ask you to welcome (*Deckhand names*).

Captain Please offer the Pilots promise as your own promise.

New Deckhands I will Learn, Pray and Serve, all I can, with the world-wide church of Jesus Christ.

Captain We welcome you and hope you will enjoy being a Pilot.

(Deckhands are presented with their badges and welcome cards).

Officer Some Deckhands are ready to join the Adventurers and we ask you to welcome them along with others who are ready to be enrolled into the Adventurers section (*Adventurers names*).

Captain Please offer the Pilots promise as your own promise.

New Adventurers I will Learn, Pray and Serve, all I can, with the world-wide church of Jesus Christ.

Captain We receive you and welcome you.

Officer Some Adventurers are ready to join the Voyagers and we ask you to welcome them along with others who are ready to be enrolled into the Voyagers section (*Voyagers names*).

Captain Please say the Pilots Promise as your own promise to God.



New Adventurers I will Learn, Pray and Serve, all I can, with the world-wide church of Jesus Christ.

Captain We receive you and welcome you.

Officer Some Voyagers are ready to join the Navigators, and we ask you to welcome them along with others who are ready to be enrolled into the Navigators section
..... (Navigators names).

Captain Navigators play an important role in the leadership of a Pilots company. What commitment do you make in taking up this role?

Pilots I will Learn, Pray and Serve, all I can, with the world-wide church of Jesus Christ.

Captain We receive you and welcome you.

[Presentation of Crests and Year Badges to Pilots]

Captain We congratulate you all on your achievements and pray that you will continue to enjoy being part of this Company in this church.

We will all say the Pilots Prayer together.

All Teach us, good Lord, to be true and faithful
Pilots,
Intent upon our work and play,
Loyal to our Captain and Company,
Obedient to our parents,
Trustworthy members of our Church
Strong in the service of our Lord and Master,
Jesus Christ.
Amen

Pilots Sunday

Pilots Sunday is an opportunity in the year to celebrate Pilots, share the work of the company with others in the church and reflect together on how God is working, through the Pilots Company, in the Church.

Pilots Worship Materials are produced each year and contain a suggested order of service for Pilots Sunday with ideas, suggestions and materials to help Pilots Companies organise and lead a Pilots Sunday service linking with the annual theme focus, which all Pilots Companies are encouraged to engage with each year. Copies of the Pilots Worship material are sent to every Pilots Company and local URC. They are also available at:

www.urch.org.uk/discipleship/childrens-and-youth/resources-cy.html



See Part 1 – Introduction, for more information (page 12)



Part 4

Games





This section is all about games: how we use them, which ones to choose and when, and adapting favourite games to enhance the programme.



Introduction

Pilots believes that children and young people matter, therefore:
Pilots gives local churches the opportunity to share the love of God in the ongoing life of Jesus Christ by inviting children and young people on an exciting journey.

Statement of commitment by the Pilots organisation

Why games?

Games are an important part of a Pilots company's programme. They are used for a variety of reasons: getting to know each other, theme-based, health and fitness, managing behaviour, team work, fun and more. They can be used to illustrate a message where immersing the Pilots in a game in which they take on specific roles or challenges can be a positive experience.

Play needs to take a high priority in children's and youth work. Allowing children and young people to explore feelings, friendships, skills and abilities in a playful context is an important way of building community.

How might they be used?

As Officers of the Pilots Company, you will know your Pilots well. You will know what games and activities are likely to be well received by those in your Company. There is little point planning a programme full of high energy active games when the majority of your group like challenging brainteasers. The games you use will need to be planned as part of a well thought out structured programme. There are a variety of game styles and categories that can be used depending on the aim of your session.

How can we make play safe?

It is important that the games you play are played as safely as possible. It is likely that the more active the game, the higher the risk that someone could get hurt or something might go wrong. Here are a few things you'll need to consider before you run any game:

- there needs to be adequate Officers and Crew to Pilots ratios to supervise the game effectively
- ensure you have the appropriate amount of space in which to play
- ensure the equipment you are using is in good condition
- if physical contact is involved, make sure it's appropriate to the game
- be aware of any dietary needs with games involving food.

There is good information available on risk assessments and health and safety in the latest edition of the *URC's Good Practice 4 - Handbook for Churches*: This is available here:

www.urch.org.uk/good-practice-policy-and-procedures.html

What are some favourite Pilots' games?

If you have favourite games that are not in *The Compass*, share them with other Pilots Companies by sending them to the Pilots Desk for publishing in *The Bridge Magazine*.

Could we play computer/online games?

A games system can be a great resource for your Pilots Company. There are a number of ways these games can be incorporated into your sessions, but they are often limited to a small number of players, possibly excluding a larger group.

What resources might be useful?

Having access to some games resources can be a help. Maybe your Pilots can help think up new games using some of this equipment:

- pack of cards
- parachute
- tennis balls
- bean bags
- dice
- Bible
- paper and pen
- ball of string

Games can be found in other Pilots resources such as *The Bridge*, the annual Pilots Worship material and the annual Pilots Overseas Voyage material.

A wide range of resources are available from your RPO. Get in touch with them to find out what's available and how it can be used with your Pilots.

Games Directory

The number of games played around the globe, not to mention variations of them, are quite literally uncountable! As such, here are a few suggestions to help Companies get started.

Each game is referenced with a 'tag' describing how or where it can be used. A game tagged as 'quiet' is ideal if you need a more peaceful challenge. A game tagged as 'team building' is ideal for exploring how to develop team work skills within the group. Games may very well fit into more than one category.

Games can be adapted depending on the particular needs of your company or the session you're running.

Active

When you need some high-energy movement



Animal families	71	Love your neighbour	87
Balloon tails	71	Memory cards	88
Bean game	72	Monkey football	89
Big A Little a	73	Number crunch	90
Bring me	74	Numbers	90
Cat and mouse	75	On the bank...	91
Crab race	75	One day we were out walking	91
Cross tag	76	Pilots badge game	93
Crusts and crumbs	76	Scavenger hunt	94
Egger	78	Shuffle shuffle	96
Feathers no feathers	79	Sleeping bear	96
Four card mix up	80	Snatch	97
French skipping	81	Spider's web	98
Hockey	83	Spoons	98
Island hopping	84	The king says	99
Ladders	84	Traffic lights	101
Lifeboat, quarter deck...	87	Whales, whelks and winkles	102

Quiet

Calm and, sometimes, relaxing games



Eyes down eyes up	78	Scissors, closed and open	95
Getting to know you	82	Snail's race	97
Hey Harry, yes Harry	83	The man in the moon	100
Lah-di-dah	85	This is a tic, this is a toc	101
Matthew, Mark, Luke and John	88	You need hands	103
My aunt Sally likes...	89	(All the brainteasers)	

Non-active

Sitting down games, some are memory games



Beanbag game	72	Matthew, Mark, Luke and John	88
Biscuit beetle	73	Nursery rhyme game	90
Eyes down, eyes up	78	Snail's race	97
Heads & tails	82	Squeak piggy squeak	99
Hey Harry, yes Harry	83	This is a tic, this is a toc	101
Lah-di-dah	85	You need hands	102

Ice breakers

When you need to mix things up



Eyes down, eyes up	78	Squeak piggy squeak	99
Getting to know you	82	Untie the knot	102
Mathew, Mark, Luke and John	88	You need hands	103

Team building

Games that require working together



Building game	74	Salt dough team challenge	94
Cup stack	77	Shoe factories	95
Fire! Fire!	79	Untie the knot	102
Nursery rhymes	90	You need hands	103
Pass the chair	92		

Wide games

Games that need a lot of space



Letterbox game	86	Scavenger hunt	94
Lifeboat, quarter deck ...	87	Wool game	103
Pennies game	92		

Brainteasers

Challenges that test brain power, individual or team-based



Hey Harry, yes Harry	83	Scissors, closed and open	95
Lah-di-dah	85	The man in the moon	100
My aunt Sally likes...	89	This is a tic, this is a toe	101

Games

Animal families



Aim: to make animal noises and find the rest of the animal family

Equipment: music; sets of cards with animal pictures on them – four cows, four sheep, etc

How to play

- Give out cards, one to each Pilot and ask them not to show their card to others
- Pilots run around whilst the music is playing
- when the music stops, the Pilots have to make the noise of the animal illustrated and join up with others of the same animal family.

Variation: Pilots swap their cards with other Pilots whilst the music is playing. When the music stops they start making the noise of the animal on the card and join up with the rest of their 'family'.

Balloon tails



Aim: to be the last person to have their balloon 'popped'

Equipment: balloons and string

How to play

- Fasten lengths of string to inflated balloons and tuck the loose end into a waistband so each person has a balloon tail
- Pilots run around the room trying to pop other people's balloons (by pinching them) without losing their own.

Take care: some children, young people and adults are afraid of balloons or of the loud noises they make when burst.

Variation: tie the string loosely around each Pilots ankle, the balloon must touch the floor. The Pilots must pop each other's balloon by stamping on them, not forgetting to protect their own.

Bean game



Aim: to be the last one in the game

Equipment: none

How to play

Mark a circle on the floor. The Pilots walk round in that circle. The Officer calls out various beans and the Pilots should act accordingly:

- Runner beans – all run round
- Broad beans – walk round with chests out
- Dwarf beans – walk round, crouching
- String beans – skip round holding hands
- Haricot beans – hop round
- Baked beans – all scatter as the officers try to tag them before they reach the end of the hall.

The last Pilot to do the action or to be tagged is out. Pilots have three lives to avoid being out too soon.

Beanbag game



Aim: to aid concentration and develop catching skills

Equipment: beanbags

How to play

- Pilots stand in a circle
- one Pilot is given a beanbag
- they turn to the person on their left or right and give the beanbag to that person – the beanbag moves slowly around the circle
- Pilots must remember to whom they are giving the beanbag and from whom they are receiving it
- after the beanbag has completed the circuit, Pilots move places within the circle
- the beanbag is given to a Pilot and the game commences with that Pilot throwing the beanbag to their 'giving to' partner
- the game continues as Pilots look for their 'givers' and 'receivers'.

When Pilots have mastered the game with one beanbag, introduce more until four bags are being thrown around the circle.

To finish the game, remove a bag, one at a time, as the game continues until only one bag left.

Big A, little a...



Aim: to be the first to the 'cat' without being heard

Equipment: none

How to play

One Pilot is selected to be the cat

- the rest of the Pilots are the mice
- the cat stands at one end of the room facing the wall whilst the mice advance slowly up the room towards the cat chanting this rhyme: "Big A, little a, Bouncing B, the Cat's in the cupboard and it can't catch me"
- the cat without looking round judges how close the mice are and if s/he thinks they are not close enough, stamps her/his foot. The mice cannot retreat, once they have moved forward
- the rhyme is repeated and the mice advance again, getting even closer
- when the cat believes the mice are close enough to catch, instead of stamping its foot, it turns and runs and catches as many mice as possible
- the caught mice become catching cats alongside the original 'cat'.

Biscuit beetle



Aim: to complete a 'happy face' biscuit

Equipment: plain biscuits; icing to cover the biscuit; food decorations for parts of the face such as chocolate drops, cherry piece, liquorice laces to represent eyes, nose, mouth, hair. Paper plates on which to 'make' the biscuits.

How to play

This game is based on a Beetle Drive.

Pilots take turns to roll a dice, each number they get relates to a different part of the face:

6 = the biscuit

5 = icing to cover the face

4 = eye

3 = mouth

2 = nose

1 = hair

Pilots must throw a six to start with so that they have the biscuit face and then a five to get the icing on the face.

All other numbers are as they come. The eyes and pieces of hair are added one at a time.

All the other face parts can be gathered in any order and stuck onto the biscuit

Bring me



Aim: to be the team with the most points at the end of the game

Equipment: different items for Pilots to gather, some may be already in the room or on the Pilots (blue sock; book; scarf; pencil; thimble; pack of cards; white flower; cup; Pilots badge and so on)

How to play

- The Officer has a list of things that can be found in or around a defined area
- Pilots sit in their watches or groups and nominate a runner (the runner can change as the game moves on)
- the Officer sits in the middle of the room an equal distance from each group
- when the Officer calls out "Bring me" anyone in the group can find the item but **MUST** hand it to the runner who takes it to the Officer
- only the runner can take things to the Officer
- a point is given for the first one to get the item to the Officer.

Building game



Aim: to use themselves to make the shape of buildings

Equipment: none

How to play

- Pilots are in teams of four or five
- call out the name of a building, e.g. house, church, bridge
- Pilots try and make the shape of the building with their bodies.

The game could include building tools such as ladder, crane, big digger and so on.



Playday (playday.org.uk) is held on the first Wednesday in August to celebrate the importance of play in children's lives.

Cat and mouse



Aim: to prevent the Cat from catching the Mouse

Equipment: none

How to play

This game can be played two ways depending on numbers.

In each version, one Pilot is chosen to be the Cat, the 'chaser' and one is chosen to be the Mouse being 'chased'.

Version 1 (for smaller numbers of Pilots – a minimum of six Pilots plus Officers)

- Pilots stand in a circle holding hands
- the mouse is inside the circle and the cat is outside
- Pilots let the mouse through the gaps between them and keep the cat away from the mouse by closing up
- they have to remain holding hands
- they can encourage the cat and occasionally let it through to the inside of the circle
- once the mouse is caught, new players become the cat and the mouse.

To make the game more exciting, Officers can call "change" and the cat becomes the mouse and vice versa.

Version 2 (for a larger number of Pilots)

- Pilots stand in three rows holding hands and facing the same direction
- on the call from the Officer to "change" they turn through 90 degrees and hold 'new' hands. It is important to make sure that Pilots know which way they are going to make the 90 degree turn – left or right
- the cat chases the mouse up and down the rows, not breaking through held hands
- the call to "change" can expose the mouse to the cat or cut off one from the other. This is best played at a brisk pace.

Crab race



Aim: to race in the style of a crab

Equipment: none

How to play

Crabs move sideways, so in this race the Pilots should move sideways on all fours depending on numbers this could be a relay race.

Variation: Create a course with obstacles that the Pilots have to negotiate, sideways of course or play football.

Cross tag



Aim: To avoid being caught.

Equipment: none

How to play

This is a game of tag where there is one catcher

- One Pilot is the 'catcher'
- Pilots run around and the 'catcher' tries to catch them
- when a Pilot is caught they have to stand still where caught, legs apart and spread out their arms to form the shape of a cross
- they can only be freed by another Pilot going through their legs.

Crusts and crumbs



Aim: to run the right way

Equipment: none

How to play

- Pilots line up, one behind the other, in the centre of the room, facing an Officer who is at the front of the line
- the wall to their left is 'Crumbs' and the wall to the right is 'Crusts'
- the Officer calls out "Crusts" or "Crumbs" and the Pilots must run to the correct wall and back to the centre line
- Pilots are out if they hesitate or go the wrong way
- Pilots may be given three lives to prevent them being out too soon.

The Officer can make it harder by drawing out the first part of the word (Crrrrr...) making it harder to guess which way to run.

Cup stack



Aim: to build a pyramid of cups without touching them using skill and dexterity
Equipment: paper or plastic cups (six per group); elastic bands (one per group); six pieces of string per group (30- 60cm long)

How to play

- Pilots work in small groups of three to six people
- each group has an elastic band to which six pieces of string have been tied securely and evenly spaced. The finished band should look like a drawn image of the sun with six rays going out in different directions
- the teams must build a pyramid out of the cups (three on the bottom, two on the next row and one on the top)
- the challenge begins with the cups in a row on the table
- each Pilot holds one of the strings attached to the elastic band for their group
- working co-operatively the group pulls the elastic band apart, placing it around a cup and then move the cup into its position in the pyramid formation. This action is repeated until each cup is placed
- if there are less than six people on a team, some team members will have to hold more than one string
- team members may not touch the cups with their hands, or any other part of their bodies, even if a cup falls over or onto the floor
- the first team to complete the pyramid is the winner.

Variation: The challenge can be extended by asking the groups to take the pyramid apart (reversing the process) to end up with a row of cups on the table.



Scrabble is currently available in 29 languages. Klingon Scrabble is available for Star Trek fans.

Egger



Aim: to reach a player and hit them with the ball or beanbag, below the knee.

Equipment: a ball or beanbag

How to play

- Pilots are given a number (one through to however many are playing the game)
- the Pilots gather around the Officer with the ball in the centre of the room
- the Officer starts the game by throwing the ball up into the air and calling out a number
- the Pilot with the corresponding number (player A) must get to the ball as quickly as possible and shout "Egger"
- the other Pilots, who have run as far away as possible must stop running when "Egger" is called out
- they then stand still and cannot move
- Player A takes three steps only to get as near to another Pilot (Player B) (this can be adjusted depending on the age and size of those playing and the room size)
- the ball is thrown and must hit that player below the knee
- if successful, the 'hit' person becomes the 'caller' and the game proceeds
- if the ball misses, the player throws the ball up for a second time
- at the point where the ball is thrown up, the Pilots must be gathered around the thrower.

Variation: The game can be adapted to fit any topic (colours, animals, numbers in another language)

Eyes down - eyes up



Aim: a simple, fun icebreaker

Equipment: none

How to play

- Pilots stand or sit in a circle
- the Officer says "eyes down" everybody looks down at the floor
- on the instruction "eyes up" Pilots have to look up at another person playing the game
- if their eyes meet, that pair is out and the game continues until there is a winner.

Feathers or no feathers



Aim: to run to the correct side of the room

Equipment: none

How to play

- Pilots stand in a line across the centre of the room with the Officer in front of them
- one side of the room is 'Feathers' and the other side is 'No Feathers'
- the Officer calls out an object, e.g. sparrow, cat, duck, elephant
- Pilots have to decide whether the creature has Feathers or No Feathers and should run to the appropriate side of the room, then back to the middle
- those who run to the wrong side are out
- give Pilots three lives so that they will not be out too soon
- continue the game for as long as it remains enjoyable.

Variation: nominate four corners of the room to be: Feathers, Fur, Scales, Skin. Using the instructions above, Pilots now have four choices.

Fire! Fire!



Aim: to work together as a team, to move the most water

Equipment: a bucket/ cup/ water/ a bowl or pan. This game is best played outside.

How to play

- Divide the Pilots into two teams
- the teams line up, one Pilot behind the other
- a bucket of water is placed in front of the first Pilot in each team and an empty saucepan or bowl is placed behind the last Pilot
- the first Pilot is given a cup
- on the call, "Scoop" the first Pilot scoops out a cupful of water and passes it along the team to the end of the line
- the last Pilot pours what water is left in the cup into the bowl or saucepan
- the cup is passed back up the line and the process is repeated until the saucepan is full
- the team with the most water in the pan or bowl at the end is the winner
- the Pilots will get wet! Have plenty of towels handy.

Four card mix-up



Aim: to move around the circle until you get back to where you started

Equipment: two packs of playing cards, each pack should be well shuffled

How to play

- Pilots sit in a circle on chairs
- the Officer goes around the circle giving out the playing cards from one of the packs in turn until everyone has a card
- the Officer stands in the middle of the circle and, using the second pack of cards, turns the first card over and calls out the suit on the card (clubs, diamond, spades or hearts)
- everyone who has that suit moves one place to their left, if the chair on their left is empty they sit on it, if it is not, they stand in front of the person already on the chair
- the next card is called and everyone with that suit moves, unless they have another Pilot standing in front which prevents them from moving if their suit is called
- the game finishes when someone gets back to where they started.

Take care: Not everyone is comfortable with physical contact. If you know that this will be a difficult game for someone, give them a role of helping you call out the suites instead.



According to a statistical analysis, the property in Monopoly most landed on is Trafalgar Square.

French skipping



Aim: to complete the sequence of jumps

Equipment: a loop of elastic approximately three metres in length

How to play

- Two Pilots stand inside the loop with their legs apart and far enough away from each other so that the elastic is stretched fairly tightly around their ankles
- the other Pilots take it in turns to perform a sequence of jumps, given below
- when finished, the height of the elastic is raised to mid-shin, then to the knees
- The sequence
 - » Start inside the loop facing one of the two Pilots who are creating the loop
 - » jump and land with each foot on one length of the elastic
 - » jump again and land back with both feet inside the loop
 - » jump and land with each foot outside the elastic (both lengths of the elastic are between the player's legs)
 - » shuffle round 180 ° so that the elastic is caught between the ankles.
 - » do a scissor jump, releasing the elastic and land back with both feet inside the loop
 - » then stand outside the loop facing the elastic
 - » lift up the nearest side with one foot and use your heel to scoop the other side of the elastic towards you
 - » stand on this
 - » jump and release the elastic, landing on the length nearest to you
 - » stand outside the loop again
 - » this time, lift up the nearest side with one foot and take it over the other side
 - » stand on this, you should now have the skipping area behind you
 - » jump and release the elastic, landing on the length nearest to you (still facing away)
 - » raise the elastic to the next height and repeat.

Variation: There are many different versions of this game. You can see some in action by searching on the internet.

Getting to know you, getting to know all about you...



Aim: to learn people's names

Equipment: none

How to play

- Pilots and Officers stand or sit in a circle
- start with an Officer (to give an example) and go in the same direction around the circle
- the first person says their name along with something they like starting with the same letter as their name and carrying out an action related to what they've mentioned (e.g. "My name is Sam, I like skiing", "My name is Alex and I like ants")

Variation 1: choose a topic, such as fruit or animals, and Pilots to name something from the topic that begins with their initial ("My name is Sam and I like satsumas", "My name is Alex and I like Apples")

Variation 2: ask Pilots to repeat the names and actions of the other Pilots who have introduced themselves before them, or ask the Pilots, in pairs, to introduce each other's name and action to the rest of the group.

Heads & tails



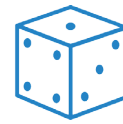
Aim: a quick, non-active game of chance

Equipment: a coin of the realm

How to play

- Pilots stand in a circle – the Officer has a coin
- Pilots are asked to choose 'Heads' or 'Tails'
- if they choose Heads, they put their hands on their heads
- if they choose Tails, they put their hands on the tails (bottom)
- the Officer throws the coin in the air and calls Heads or Tails
- if Heads is called those with their hands on their Tails are out and vice versa.

Hey harry, yes harry, tell harry



Aim: to develop concentration and avoid getting confused!

Equipment: sticky spots

How to play

- Pilots sit in a circle, on the floor or on chairs
- all the Pilots are called Harry at the start of the game
- the first Harry (Pilot 1) to start must say to the person on their left (Pilot 2) "Hey Harry"
- Pilot 2 will reply "Yes Harry?" to which Pilot 1 will respond "Tell Harry"
- this conversation is repeated around the circle
- when a Pilot falters, saying something like the person's own name or "Hi" instead of "Hey", they receive a sticky spot for their nose
- this person is now known as One Spot
- the game continues, adding more spots where needed until all have had enough of the game
- a typical conversation might be "Hey Harry", "Yes, three spot?", "Tell one spot"!

Hockey



Aim: to score as many goals as possible in the time allowed.

Equipment: two plastic golf clubs and two pucks (plastic puck or soft ball). A 'goal' (between chair legs)

How to play

- Divide Pilots into two teams sitting on chairs facing each other
- give each pair (i.e. sitting opposite each other) a number
- place the clubs and pucks in the centre between the two rows of chairs
- when the Officer calls out a number both Pilots collect a club and a puck, dribble the puck up the line, round the chairs and into a goal
- first puck into the goal gets the point.

Island hopping



Aim: to be standing on the last remaining island

Equipment: a small mat or sheet of newspaper, one per Pilot. big enough to stand on.

How to play

- Each Pilot places a mat (island) on the floor
- when the whistle blows they all run around, avoiding the 'islands'
- when the whistle blows again they have to stand on an island
- the game continues
- whilst Pilots are running around an island is removed so that when the whistle blows the next time, one Pilot will be left 'at sea'
- the game starts again and that Pilot steps on to an island and stays there
- the game continues with one island being removed between each round and the Pilot left at sea inhabiting one of the remaining islands
- the game continues until all the islands are inhabited
- take care – mats and paper may slip on a polished floor.

Ladders



Aim: to get back to your place before your opponent

Equipment: none

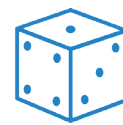
How to play

- Pilots sit on the floor in pairs, facing each other with their feet touching.
- the pairs are given a number or a name if a story is being told
- the Officer calls out a number (e.g. number five) or name
- the two Pilots who are that number or name get up, climb over the other pairs of legs to reach the top of the ladder then run back around the outside of their own team to the other end of the ladder and walk back over the legs of the other Pilots, back to their place
- the first Pilot of the pair to sit down again earns a point for their team
- continue until all numbered/named pairs have had an opportunity to race or the story has finished.

Take care: the ladder must keep still with its legs flat on the floor, elbows must also be kept in or this can become a dangerous game.

Variation: use this game to help tell a bible reading or a story. Give each pair a name or word from the story. Read the story to the Pilots. When they hear their name or word they must play the game using the instructions above.

Lah-di-dah



Aim: to develop focus and concentration

Equipment: a plastic ballpoint pen for every player

How to play

- Pilots kneel in a circle
- each Pilot has a biro, which they place on the ground in front of them
- the biro is moved in a tick tock rhythm to the chant of Lah di dah, lah di dah, lah di dah di dah di dah
- the biro should touch the floor on each lah and dah
- on the first Lah, Pilots bang their biro on the floor (not too vigorously) in front of their left knee
- on the di dah, they move the biro in front of their right knee
- this is repeated three times, but on the final dah, they move their biro across in front of the person to their right and let go
- they pick up the new biro which has been passed to them by the person to their left and carry on
- start slowly and pick up speed as the rhythm catches.

Variation: Can be played with upturned plastic cups or shoes.



The game of Scrabble was invented by Alfred Butts in 1921. He also produced another game called Alfred's Other Game. It was not a success.

Letterbox game



Aim: an active team-based challenge, posting as many postcards as possible

Equipment: 80+ postcards, 120+ stamps (a quantity of each chosen colour), lidded pots, lidded box, a post box

How to play

- Have ready a large amount of cards, these can be cut from cereal packets or old greetings/ Christmas cards and should be postcard size and placed in a lidded box
- gummed paper (cut into stamp sized pieces, enough different colours as there are groups (one colour per group, works well with more than four groups), lidded pots for the 'stamps' to be in, a lidded box with a posting hole to be the post box
- the game requires enough Officers to walk around either holding the box with the cards in it, a pot of stamps or the post box plus some 'spares' who can take the boxes and pots in turn
- this game is best played using a large area with different rooms or spaces
- Officers walk around the site holding one of the boxes or pots, they change their box or pot with another Officer as they pass
- Pilots have to first find the person with the postcards, take a post card, find the person with their colour stamp, fix it to their postcard and then post the postcard in the post box
- only one card per Pilot at a time, they can only have another card once their original card has been posted
- as the boxes keep changing hands Pilots do not know where or who to go to, to get what they need, so the game remains very lively and great fun
- end the game when Pilots have had enough or the postcards run out
- the team with the most completed postcards is the winner.



The first open international championship at the game of rock-paper-scissors was held in Toronto in November, 2002.

Lifeboat, quarter deck, starboard, port



Aim: to run around and not miss any turns

Equipment: none

How to play

- Designate the four walls of the meeting place: Lifeboat, Quarter deck, Starboard, Port
- Pilots stand in the middle of the room
- the Officer calls out one of these four words and Pilots run to the appropriate wall
- when the Pilots are 'midship' (in the middle of the room) the Officer can call out an action which the Pilots have to do, e.g. 'climb the rigging', 'haul the sails', 'scrub the decks', 'peel the onions' (cry) 'Captain on board' (salute)
- if the instruction is to "clear the deck" – Pilots must find a way of getting their feet off the floor
- if the instruction is "man overboard" – Pilots have to lie on their backs with their feet in the air
- if a Pilot goes to the wrong wall, or performs the wrong action they miss a turn.

Variation 1: Officers can be creative with 'midship' actions – the more the merrier!

Variation 2: There are many regional variations of this game, search the internet to find some.

Love your neighbour



Aim: to mix the group up

Equipment: none

How to play

- Everyone sits in a circle, one player in the middle, no extra chairs
- the player in the middle asks someone in the circle "Do you love your neighbour"?
- if the player says "Yes, I love my neighbour"; the two people on either side have to switch places and the player in the middle tries to steal one of their seats.
- however, the player may say, "No, I only love... people wearing white socks, people with brown hair, etc" all the people matching the description have to change chairs and the one in the centre tries to sit on one of them
- whoever is left without a chair becomes the person in the middle.

Mathew, Mark, Luke and John



Aim: to learn names

Equipment: none

How to play

- Pilots sit in a circle (on chairs or on the floor)
- each seat is assigned a name or number, starting with Matthew, Mark, Luke, John, (use numbers thereafter)
- everyone joins in, repeating a five-count rhythm, slapping their legs twice, clapping once, and clicking their fingers once each (slap, slap, clap, click, click)
- 'Matthew' always starts
- on the fourth and fifth counts (finger snaps), s/he calls out the name of where they are sitting and the name/number of another position
- that person must then call out the name/number where they are sitting and of another's position on the following fourth and fifth counts (finger snaps)
- if someone misses the rhythm, calls the wrong name or number, etc, they go to the last position, everyone moves around one place to the place that has just been vacated and the game starts again
- the aim is to become Matthew, and stay in that position for as long as possible.

Variation: use the name of Pilots instead of numbers. The Pilot's name at the beginning of the game stays where it is, even when the Pilot moves to another seat.

Memory cards



Aim: to develop team work and memory skills

Equipment: two suits of playing cards

How to play

- Pilots are in small groups or watches
- you will need an ordinary pack of playing cards – you can have as many as four teams playing – one suit for each team
- sort the cards into suits
- place the cards Ace to King face down on a table – shuffle them around
- the winning team is the one which 'finds' Ace to King in the shortest time
- team members, one at a time run up to the table and turn one card over – noting that card – if it is one that is required, i.e. in the right sequence – the card can be left face up – if it is not the required card – it is turned back over, the team member returns to their place and the next person runs up
- there should be a suitable distance between the team seats and the table – about two metres.

Monkey football



Aim: to score goals by knocking the ball between the legs of players

Equipment: a ball

How to play

- Pilots stand in a circle with their feet apart touching the feet of the next person
- Pilots are asked to put the hand with which they write behind their backs and only play with the other hand – this is now the playing hand
- a ball is placed within the circle and bending from the waist and using their 'playing' hand, Pilots try to score goals by getting the ball through the legs of the other players.

My aunt Sally likes...



Aim: an 'in the know' game and a fun brainteaser

Equipment: none

How to play

- The secret of the game is that Aunt Sally likes things that have a double letter in them
- the Officer should give a sequence of things Aunt Sally likes, e.g. "My Aunt Sally likes apples and lollipops"
- Pilots take it in turns to guess what Aunt Sally likes
- if they guess correctly, the Officer says "Yes, Aunt Sally does like"
- it may be that the Pilot has guessed the pattern, or that they had a lucky guess
- if they guess incorrectly, the Officer says "No, Aunt Sally doesn't like ..."
- with older Pilots you can add another dimension by making seemingly contradictory statements like "Aunt Sally hates sport, but she loves football and tennis"
- with younger Pilots, after a while it might be helpful to write out the things Aunt Sally likes so that they can look for a pattern.



In 1873, billiards became the first game or sport to hold an official world championship. The second was chess in 1886.

Number crunch



Aim: to make sure you always have a seat

Equipment: none

How to play

- Pilots sit in a circle, with one less chair than the number of people
- each player is assigned a number (no duplicates)
- whoever is 'it' stands in the middle, and calls two numbers
- those two must switch places, while 'it' tries to sit on one of their seats
- a volunteer will normally come forward to be 'it' in the first round
- if not, a Officer can pick a number at random.

Numbers



Aim: to form into groups of the right number

Equipment: none

How to play

- The Pilots run around in the hall
- when a number is called out they have to form a group with that number of people in the group
- the spare people are out for one turn
- they can help choose the next number before re-joining the game.

Nursery rhyme game



Aim: a team game testing their ability to remember

Equipment: none

How to play

Pilots sit in four groups or watches in separate areas of the meeting room taking turns, the groups have to sing the first verse of a nursery rhyme once a nursery rhyme has been sung, it cannot be repeated (an Officer could make notes of what has been sung, it's always surprising how many Pilots know) play continues until no-one can think of any more different nursery rhymes, the last group to come up with a nursery rhyme is the winner.

Variation: play the game using Christmas carols.

On the bank, in the pond



Aim: to remain in the game for as long as possible.

Equipment: none

How to play

- Pilots stand in a circle on the floor, facing each other
- inside the circle is 'in the pond'
- outside the circle is 'on the bank'
- at the start of the game ask the Pilots to stand on the bank facing in towards the pond
- the Officer calls out "in the pond" or "on the bank" and the Pilots have to either jump into, or out of, the pond
- the Officer does this at random and at speed
- the Officer can call out the same instruction in consecutive rounds – for example, if the Pilots are already in the pond, none of them should move if the next instruction is "in the pond" again, such as: "in the pond, in the pond, on the bank, in the pond, on the bank, on the bank" etc, to catch the Pilots out
- if someone jumps the wrong way they are out and stand with the Officer
- the winner is the last one in the game.

One day we were out walking



Aim: to be in the right season

Equipment: none

How to play

- Allocate four spaces in the room to be Spring, Summer, Autumn, Winter
- Pilots walk around the space saying "One day we were out walking when we saw"
- the Officer calls out "daffodils" or "Christmas tree" or something associated with a season
- Pilots run to that season's space
- the last one to reach the space helps the Officer choose the next object 'seen'.

Pass the chair



Aim: a physically active game involving moving chairs.

Equipment: one sturdy chair for each Pilot – Officers must ensure that the chairs used are in good repair and able to withstand the weight of two Pilots at one time

How to play

- Each Pilot has a chair, the chairs are placed in a row and everyone stands on their chair
- the person at the end, must move on to their neighbours chair, pick their chair up and pass it to their neighbour who passes it down the row
- when the chair reaches the other end of the row it re-joins the row
- the person now walks, with the help of everyone on chairs, down the line of chairs to their own
- play continues with everyone and their chairs passing down the line
- all this must be done in complete silence
- Officers should remain on the ground (one on each side of the line) to help steady any unsteady Pilots.

Pennies game



Aim: an active scavenger challenge to find all the pennies.

Equipment: one hundred 1p coins

How to play

- Place (not hide) 100 pennies around the room(s) and let the Pilots find them
- Pilots work individually to collect as many of the pennies as they can
- pennies are well camouflaged against dark wood so churches are particularly good for this game
- to add another dimension to this game, have an old set of scales with a 1lb weight on one side and the bowl on the other in which the found pennies are collected
- the scales will balance at around 97 pence.

Pilots badge game



Aim: to teach or remind Pilots the meaning of the Pilots Badge.

Equipment: two* copies of the Pilots badge, enlarged to fill an A4 piece of paper. The separate elements of the badge need to be cut out; two* circles of blue card cut to the same size as your photocopied badge; two* copies of the various symbols of the badge (boat, cross, fish, waves etc – see Part 1, section 2 – What does the Pilots Badge mean?) – number the symbols one to six; two* dice

How to Play

- Pilots sit in groups or watches
- Officers sit some distance away with all of the badge elements and the list of symbols
- Pilots take it in turns to throw a dice
- they must throw a one to start so that the blue badge is collected first
- Pilots run to the Officer and tell them the number they have thrown
- the Officer asks them a question relating to the number (e.g. one – why is the badge round?)
- if the Pilot answers correctly, the Officer gives them the relevant element
- if Pilots cannot answer, they may run back to their team and ask for help – very new Pilots can be accompanied on their turn by their watch Officer**
- if a Pilot throws a number that has already been collected, they simply pass the dice on and play continues
- as the symbols are collected, the team assembles the badge
- the watch Officer should ensure that the meaning of the symbol is repeated as it is placed on the badge
- the first team to complete the badge is the winner.

*If you have a large company, you might want to do this activity in three or four groups.

** Officers can adjust the difficulty of questions or expect more information according to the age and stage of the Pilot. For example four – Why is there a cross in the middle of the boat? Simple answer – Jesus died on a cross. Developed answer – Jesus is at the centre of our lives/ gives stability and direction to our lives.

Salt dough team challenge



Aim: to develop communication and team work skills
Equipment: salt dough, pre-printed cards (see below)

How to play

- Make (or purchase) some saltdough for each team
- prepare a number of cards on which a word or object is printed (e.g. snow, Bible, cup, DVD, etc)
- one member from each group comes to the Officer and is shown the first card
- they must then return to their group and, using the Saltdough only, model the word for the rest of the group to guess
- when the word has been guessed correctly another member of the team can go up and get the next word
- the game continues until time, or cards, have run out
- teams will complete the tasks in different times so the Officer needs to ensure that team members seeking a word only see the card they will be using
- to make the game more difficult, some of the cards could have words that are less tangible than objects e.g. sadness, Easter, fog.

Scavenger hunt



Aim: a team-based 'finding' challenge
Equipment: a pre-prepared list of items to find

How to play

- Prepare a list of items which can be found in or around the premises in which Pilots meet (e.g. hymn book, small pebble, fallen leaf, shiny penny, brown leaf)
- split into groups or watches – each group is given a copy of the list
- set time (e.g. ten minutes) by when the teams must have completed the task by collecting as many of the items as they can
- see which groups managed to collect the most objects
- the list can be as long as you wish to make it
- make sure, though, that Pilots do not have to leave the premises and grounds to collect the objects unless they are supervised
- remember to include in the list some things which the Pilots might have with them (mobile phone, digital watch, red sock, etc).

Scissors, closed and open



Aim: to figure out a secret rule in order to play the game successfully

Equipment: a pair of scissors or an alternative object for passing around a circle

How to play

- A few pilots are informed of a secret rule (see below)
- all Pilots sit on a circle on the ground
- a pair of scissors (or an alternative object) is passed around the circle with Pilots declaring whether they are passing the scissors 'open' or 'closed'
- most Pilots will presume that 'open' or 'closed' refers to whether or not the scissors are open or closed when they are passed to the next Pilot. However, the secret rule changes this slightly. It could be that 'open' or 'closed' refers to whether or not a Pilots legs or fingers are closed when they pass on the scissors
- slowly, Pilots will begin to realise what's going on and, as such, will be able to play the game successfully
- one alternative involves using shoes to make a representation of a number when, in fact, the shoes can be arranged however Pilots like, as long as they place the shoes with one hand behind their back, displaying the number with their fingers.

Shoe factories



Aim: to work in teams to win an enterprise challenge

Equipment: sheets of A4 paper, scissors, pencils, artificial money, tables, chairs

How to play

- Pilots are split into watches
- a member of the Pilots Crew draws round their shoe on pieces of A4 paper, one per watch
- each watch is given a set number of pencils, scissors and pieces of A4 paper
- each watch is challenged to make as many 'shoes' as possible within a time limit (perhaps 5 minutes) by drawing and cutting the shoe outline out of the blank A4 sheets
- once pairs of shoes are complete, these can be 'sold' to the Pilots captain for a certain amount of 'money' which Pilots may then use to purchase more paper, scissors and pencils
- the watch which has made the highest profit at the end of the game wins
- to make the game more realistic in terms of world trade the game could start with different watches being given different amounts of equipment, just as people in different parts of the world face different challenges to others.

Shuffle, shuffle



Aim: to prevent the person in the middle of the circle from sitting on the spare chair.

Equipment: chairs

How to play

- Pilots sit on chairs in a circle with chairs touching
- one chair is left empty
- one Pilot is in the middle of the circle
- the objective of the game is for the person in the middle to sit down but the seated Pilots keep 'shuffling' along and filling up the spare chair
- when the person in the middle does make contact with a seat, the person who left the space, that is the person to the right of the space, goes in the middle.

Sleeping bear



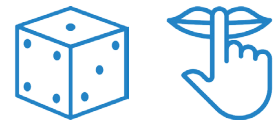
Aim: to steal the keys off the bear without being caught

Equipment: keys or a bell

How to play

- The Pilots sit on the floor in a circle facing inwards
- one Pilot is chosen to be the 'bear'
- the bear crouches on hands and knees in the centre with a large bunch of keys behind them
- the bear's eyes are closed and they must not peep
- a second Pilot is chosen to be the 'thief' and creep up on the bear, snatch the keys or bell and run around the outside of the circle and back to their own place
- as soon as the bear hears the keys being moved or the bell being rung, the bear opens their eyes, stands and gives chase
- if the bear catches the thief then the thief becomes the new bear
- if the thief gets away the bear takes another turn and a new thief is chosen.

Snail's race



Aim: to be the last to finish

Equipment: none

How to play

- Pilots line up
- on the word "Go" they have to move forward as slowly as they can
- they must keep moving
- the Pilots will find they need great concentration
- to ensure that the race doesn't last too long, keep the course quite short.

Snatch game



Aim: to be the last remaining set of three

Equipment: a means of playing music

How to play

- Pilots are split into groups of threes, and one pair
- each group is given three chairs (including the pair)
- each group is allowed to sit anywhere in the room they like with their arms linked when the music starts, the pair can go to any group of three and 'snatch a player' and return to their seats, the snatched player cannot refuse to go
- the new pair must wait until the new three have sat down before they can go and snatch another player to become a three again
- the music is stopped at random intervals and the last three that sat down is 'out' and they must sit with their arms folded – they cannot be snatched
- the game continues until the last three is out
- players must keep their arms linked at all times and are not allowed to snatch another player until the team which snatched from them have sat down
- players must not be rough.



Charles Dickens hated the game of croquet.

Spider's web



Aim: a technical and physical challenge against the clock

Equipment: rope (or tough string)

How to play

- A rope is tied to and from several chair legs making random crisscross patterns
- the rope is at different heights
- the Pilots are timed as to how long it takes them to get through the web
- they can either go under the rope or step over it but they must not touch the rope
- if they touch the rope they have to stand still for a five second penalty
- this challenge works most effectively if the course is not too difficult
- as the Pilots get used to it, the course can be made more challenging.

Spoons



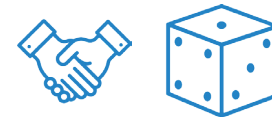
Aim: to be the last person not to be holding the spoon.

Equipment: a wooden spoon; music

How to play

- Pilots sit on chairs in a circle facing outwards
- a wooden spoon is given to someone in the circle
- the idea is to pass the spoon from Pilot to Pilot whilst music plays
- when the music stops the Pilot holding the spoon is out and will turn their chair around to face into the circle
- the spoon continues to be passed to the next person and continues around the circle
- as the game continues and more people are 'out', Pilots will need to leave their chair to pass the spoon onto the next Pilot in the circle, returning to their seat when they have passed the spoon on
- the last person not to be holding the spoon is the winner.

Squeak, piggy, squeak



Aim: a guessing ice-breaker game

Equipment: a blindfold

How to play

- All the Pilots except one sit in a circle on the floor
- the remaining Pilot, A, is blindfolded and all the Pilots change places
- when everyone is seated, Pilot A is led around the outside of the circle until they say "stop"
- Pilot A is then led to the nearest Pilot and their hand is placed on that Pilot's shoulder
- Pilot A says, 'Squeak, piggy, squeak' and the Pilot whose shoulder has been touched has to make an animal noise
- from that noise Pilot A tries to identify the Pilot
- if Pilot A is wrong they try again
- if Pilot A is right they change places with the other Pilot and the game begins again
- after three goes change places anyway.

The King says



Aim: to do what the king says

Equipment: none

How to play

- This game is the same as 'Simon Says'
- Pilots must do what the King says (e.g. "The King says: wave your right hand")
- Pilots must not respond to instructions without the King's permission (e.g. "wave your right hand").



Rudyard Kipling invented the game of snow golf, played in the snow with red balls.

The man in the moon



Aim: an 'in the know' game

Equipment: none

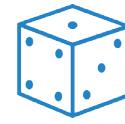
How to play

- Pilots sit in a circle
- the Officer draws on the floor with index finger
- as they are drawing, they say: "The man in the moon (draws a circle on the floor) has two eyes (draws two eyes), a nose (draws a nose), and a mouth (draws a mouth)"
- they then tell the Pilots to do exactly as they have done
- the Pilots take it in turns to draw their moon using the exact same actions as their Officer
- they will be puzzled that even though they copy the drawn actions exactly, they will be told that it is not right
- The secret: just before the Officer starts to draw, they cough or fold their arms or cross their legs or some other 'natural' action, very casually, so that the Pilots don't notice
- the Pilots think that that they are getting the actions wrong, but really it doesn't matter how they draw their moon, only that they must do the cough or other action first
- repeat until the majority of Pilots have guessed the secret
- if you have very young Pilots, or if one or two are not catching on, the cough or other action can be exaggerated after a while.



The name of the game Jenga comes from a Swahili word meaning "build".

This is a tic, this a toc



Aim: a game that develops concentration

Equipment: two pencils

How to play

- Have two pencils that look different from each other
- one is a 'tic' and the other is a 'toc'
- the Pilot (A) starting the game holds both pencils
- they pass the first pencil to the Pilot (B) on their left saying, "this is a tic"
- (B) takes the 'tic' in their hand, looks at it, then passes it back to Pilot (A) saying "a what?"
- Pilot (A) takes it back, looks at it and then passes it to person (B) again saying "this is a tic"
- Pilot (B) then passes the 'tic' to the Pilot (C) on their left saying "this is a tic" and the whole conversation repeats as before, only this time when the question "a what?" is asked of Pilot (B), they pass it back down the line to Pilot (A) again, with the pencil passing all the time
- meanwhile, when Pilot (A) has passed the 'tic' for the second time, they pass the 'toc' to the Pilot (Z) on their right saying "this is a toc"
- the same conversation happens with the pencil passing backwards and forwards
- play continues with both pencils passing around the circle (up and down the line) and back to the starting point, until the pencils have been all the way around
- half way through the game, the pencils will cross over
- this is a particularly useful game as it can be played for as long as it stays fun
- other items can be substituted for pencils.

Traffic lights



Aim: to reach the Officer without being caught

Equipment: none

How to play

- The Officer stands at one end of the room and all the Pilots are at the other
- the Officer has their back to the Pilots and says, "one, two, three, four, Green Light"
- on the words 'Green Light' the Pilots start to move towards the Officer
- meanwhile the Officer has continued, "one, two, three, four, Red Light"
- on the words 'Red Light' the Pilots must stand still
- the Office turns round and anyone seen moving must go back to the starting point
- the winner is the Pilot who reaches the Officer first.

Untie the knot



Aim: to develop communication amongst Pilots

Equipment: none

How to play

- Pilots all stand in a tight circle and reach their hands into the middle
- with their eyes closed, they must find two other hands to hold, but must not cross their own hands over
- Pilots open their eyes and must then try and untangle the knot created by their arms without letting go of the hands they are holding
- Pilots are allowed to alter the grip on the hands they are holding, but mustn't let go
- Officers should be on hand just in case, during some of the trickier manoeuvres, or a Pilot looks as though they might fall over
- do not worry if several mini circles form.

Whales, Whelks and Winkles



Aim: to have fun and not crash into anyone else

Equipment: chairs, but can be played with the Pilots sitting in a circle on the floor

How to play

- Pilots in a circle, on a chair or on the floor, facing outwards
- they are 'given' three lives
- moving around the circle, an officer names the first pilot 'Whale', the next 'Whelk' and the next 'Winkle', the naming goes on until everyone is either a Whale, a Whelk or a Winkle
- when the Officer calls out a name, e.g. "Whale", all the whales get up and run around the outside of the circle until the Officer calls "shark" or "Tide in"
- all the whales then have to run back to their own chair and sit down
- the last one back loses a life
- they have to move forwards, they cannot go back
- the game continues as the different groups are called out
- more than one group can be out at any one time, perhaps Winkles and Whelks, and if all three groups are called out (Whales, Whelks and Winkles), each player returning to their own seats is more challenging!
- once a Pilot's three lives have been lost, they can either turn their chair into the centre of the circle or just sit with arms folded
- the Officer can vary the speed of running round by calling "the sea is very calm" (slow) "the sea is very rough" (fast).

Wool game



Aim: Teams compete to make the longest length of wool when the pieces are joined together

Equipment: different coloured wool (cut into approximately 20cm lengths). Have a different coloured wool for each group playing.

How to play

- Place the bits of wool all over the area in which they are to be gathered (not the room you are meeting in but perhaps the church, the church grounds or local park)
- Pilots are in groups or watches and one Pilot at a time from each group or watch run to gather a piece of wool of the colour they are collecting and bring it back to their group
- only one piece of wool can be gathered at a time
- the next Pilot can only gather a piece once the first Pilot from their group has returned
- as the pieces are brought back to the group they are tied together to make a continuous rope
- the longest length of wool created when all of a group's wool is tied together, wins.

You need hands game



Aim: develops concentration skills

Equipment: none

How to play

- Pilots sit in a circle on chairs or on the floor
- everyone places their left hand on the right knee of the person to their left and their right hand on the left knee of the person on their right
- the person starting lifts their right hand and taps, the hand to its right follows on as does the hand on its right and so on, a bit like a Mexican wave. The hands must go in turn and always in the same direction, as the group grows in confidence, the speed can increase.
- if the wrong hand moves it is no longer in the game and must be placed behind the persons back, play continues
- If a player wishes to change direction, they tap twice, this action immediately changes direction, which could catch out the hand immediately next in the sequence
- the game ends when all the hands are behind backs except one hand!

Note: if participants are not comfortable with minimal body contact, this game can be played around a table.



Part 5

Crest Work





This section contains information about Crests, what they are and how Pilots can achieve them. The Crests cover a wide range of subjects and are both challenging and enjoyable. There should be something for everyone in the suggestions made but the list is not exhaustive.



Introduction

Pilots believes that children and young people matter, therefore:
Pilots gives local churches the opportunity to share the love of God in the ongoing life
of Jesus Christ by inviting children and young people on an exciting journey.

Statement of commitment by the Pilots organisation

What are Crests?

Crests are achievement badges in the form of a sticker which are collected in a Pilots log book. Crests are offered in a number of subjects and help to deliver the core elements of the Pilots programme.

Crest work is included in the Pilots programmes to encourage, expand and develop a Pilots confidence and increase their knowledge. They help a Pilot to discover more about themselves as individuals and to aid their development, always remembering that they have the love and support of God in their lives. The completion of a Crest by a Pilot should be judged against the individual's ability, capability and personality. Crests should be both enjoyable and challenging to do.

The Pilots Promise has the words "all I can" within it which allows each Pilot to do the best that they can. This will vary widely for each Pilot and if it is evident that a Pilot has done their very best, a Crest can be awarded even if the tasks performed are less than stated. Pilots should be encouraged to choose a Crest about which they know little but may want to know more.

Pray, **I**nterest, **T**alent, **O**verseas, and **S**ervice, are the crest areas in which Pilots work toward achieving in any one year. As they do so, they are Learning new and different skills in the process. Only one Crest is compulsory each year and that is the Prayer Crest. This is written in such a way that it can be developed and expanded as Pilots progress through the Company.

All crests have a **P**ray element to them and or reflection where appropriate or a way in which the subject of the Crest could be used in worship or as a service to others.

The initial letters of the crest areas spell out the name **P I L O T S**.

Crests are written in such a way that **all** Pilots can work for them. There is an initial first task, which all Pilots should attempt. There is then a choice of 6 other tasks which are presented in a random order. Depending on which section Pilots are in (Deckhands, Adventurers or Voyagers), Pilots choose an additional one, three or five tasks. Some will be more suitable for younger Pilots and others for older Pilots, all should be challenging to those doing them. There are Crests which can be worked for individually and those which could be a whole Company effort.

Who are crests for?

The Crests are for all Pilots. They are written in such a way to expect varying requirements across the age ranges, as they progress through from Deckhands to Voyagers. Pilots aim to complete six Crests in a year: Prayer; Interest; Learning; Overseas; Talent; Service. The Crests are triangular in shape and when stuck in the Pilot's log book make a 'ships wheel' spelling out – P I L O T S.



How are Crests awarded?

Completing a Crest can give a Pilot a sense of achievement. This achievement can be celebrated by awarding the Crest at a whole Company meeting or at a Pilots service or Family service.

Can Crests be repeated and new ones created?

Crests can be used more than once, but the expectation of what is achieved will increase with age. If a Pilot wants to add a new task of a comparable standard, this can be done in agreement with their Pilots Officer.

New Crests can be created, but should be in a similar format to those in the Compass. Remember to email your new crest to the Pilots Desk to share it with other companies.

Who can help deliver Crests?

Remember to use the skills and knowledge of members of your congregation. There may be a lot of experience to be tapped into and people are pleased to be asked.

How do Crests fit into the Pilots programme?

As there are several tasks to each Crest, these will of necessity, run over several weeks. It is important to ensure a balanced programme continues and other activities are undertaken.

How will the Reflection and Worship be used?

Each Crest has a reflection and a suggested prayer included, reminding Pilots that prayer is and can be relevant to everyday life. Having undertaken the Crest activities, Pilots should be encouraged by the Pilots Officer, to engage with both of these elements in order to complete the Crest.

How is the Prayer Crest obtained?

There is only one compulsory Crest and that is the Prayer Crest. Pilots are expected to complete this Crest each year, focusing on different aspects of the Crest with more depth and rigour being added for older Pilots.

How is the Learning Crest obtained?

The Learning Crest is awarded at the end of the year when a Pilot has completed all the other five Crests. It is a given that in completing five Crests during the year, there has been a lot of learning going on and the awarding of the Learning Crest, acknowledges this fact.












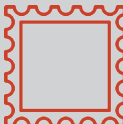




How is the Overseas Crest obtained?

Each year an Overseas Voyage resource is sent to each Pilots company. It contains information on geographical, historical and religious aspects of the country, its culture and customs. This resource includes real life stories, games, recipes, music and various activities, prayer and worship ideas to be used as part of a whole company project. An Overseas crest is awarded to Pilots completing this project.



Crests Directory

See above for information of Prayer, Learning and Overseas Voyage crests.

<p>Actor</p>  <p>124</p> <p>P I L O T S</p>	<p>Angler</p>  <p>124</p> <p>P I L O T S</p>	<p>Archaeologist</p>  <p>125</p> <p>P I L O T S</p>	<p>Artist</p>  <p>125</p> <p>P I L O T S</p>
<p>Astronomer</p>  <p>126</p> <p>P I L O T S</p>	<p>Author</p>  <p>126</p> <p>P I L O T S</p>	<p>Bird Watcher</p>  <p>127</p> <p>P I L O T S</p>	<p>Camper</p>  <p>127</p> <p>P I L O T S</p>
<p>Carer</p>  <p>128</p> <p>P I L O T S</p>	<p>Church Volunteer</p>  <p>128</p> <p>P I L O T S</p>	<p>Coder</p>  <p>129</p> <p>P I L O T S</p>	<p>Collector</p>  <p>129</p> <p>P I L O T S</p>
<p>Comedian</p>  <p>130</p> <p>P I L O T S</p>	<p>Community Volunteer</p>  <p>130</p> <p>P I L O T S</p>	<p>Cook</p>  <p>131</p> <p>P I L O T S</p>	<p>Craft Worker</p>  <p>131</p> <p>P I L O T S</p>

P rayer I nterest L earning O verseas T alent S ervice

<p>Cyclist</p>  <p>132</p> <p>P I L O T S</p>	<p>Dancer</p>  <p>132</p> <p>P I L O T S</p>	<p>Debater</p>  <p>133</p> <p>P I L O T S</p>	<p>Disaster Campaigner</p>  <p>133</p> <p>P I L O T S</p>
<p>Entertainer</p>  <p>134</p> <p>P I L O T S</p>	<p>Entrepreneur</p>  <p>134</p> <p>P I L O T S</p>	<p>Enviromentalist</p>  <p>135</p> <p>P I L O T S</p>	<p>Fashion Designer</p>  <p>135</p> <p>P I L O T S</p>
<p>Film Enthusiast</p>  <p>136</p> <p>P I L O T S</p>	<p>Financier</p>  <p>136</p> <p>P I L O T S</p>	<p>First Aider</p>  <p>137</p> <p>P I L O T S</p>	<p>Flower Arranger</p>  <p>137</p> <p>P I L O T S</p>
<p>Footballer</p>  <p>138</p> <p>P I L O T S</p>	<p>Fund Raiser</p>  <p>138</p> <p>P I L O T S</p>	<p>Game Player</p>  <p>139</p> <p>P I L O T S</p>	<p>Gardener</p>  <p>139</p> <p>P I L O T S</p>















P rayer **I** nterest **L** earning **O** verseas **T** alent **S** ervice

<p>Home Helper</p>  <p>140</p> <p>P I L O T S</p>	<p>Horse Rider</p>  <p>140</p> <p>P I L O T S</p>	<p>Ice Skater</p>  <p>141</p> <p>P I L O T S</p>	<p>Journalist</p>  <p>141</p> <p>P I L O T S</p>
<p>Knot Tier</p>  <p>142</p> <p>P I L O T S</p>	<p>Leader</p>  <p>142</p> <p>P I L O T S</p>	<p>Map Reader</p>  <p>143</p> <p>P I L O T S</p>	<p>Meteorologist</p>  <p>143</p> <p>P I L O T S</p>
<p>Modeller</p>  <p>144</p> <p>P I L O T S</p>	<p>Musician</p>  <p>144</p> <p>P I L O T S</p>	<p>Naturalist</p>  <p>145</p> <p>P I L O T S</p>	<p>Netballer</p>  <p>145</p> <p>P I L O T S</p>
<p>Orienteer</p>  <p>146</p> <p>P I L O T S</p>	<p>Pet Carer</p>  <p>146</p> <p>P I L O T S</p>	<p>Photographer</p>  <p>147</p> <p>P I L O T S</p>	<p>Politician</p>  <p>147</p> <p>P I L O T S</p>



P rayer I nterest L earning O verseas T alent S ervice

<p>Prayer</p>  <p>148</p> <p>P I L O T S</p>	<p>Racket Sportsperson</p>  <p>148</p> <p>P I L O T S</p>	<p>Radio Presenter</p>  <p>149</p> <p>P I L O T S</p>	<p>Reader</p>  <p>149</p> <p>P I L O T S</p>
<p>Road User</p>  <p>150</p> <p>P I L O T S</p>	<p>Roller Skater</p>  <p>150</p> <p>P I L O T S</p>	<p>Rounders Player</p>  <p>151</p> <p>P I L O T S</p>	<p>Rugby Player</p>  <p>151</p> <p>P I L O T S</p>
<p>Swimmer</p>  <p>152</p> <p>P I L O T S</p>	<p>Transport Enthusiast</p>  <p>152</p> <p>P I L O T S</p>	<p>Video Producer</p>  <p>153</p> <p>P I L O T S</p>	<p>Water Sportsperson</p>  <p>153</p> <p>P I L O T S</p>

Actor



P I L O T S

Rehearse a piece of drama over a number of weeks, and learn their lines completely.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Arrange a visit 'backstage' at a local theatre or amateur dramatic group and arrange to watch a performance of the play.
2. Act out a Bible story with others in their group and present it during worship at Pilots.
3. Write a short play and perform it for parents/carers.
4. Design sets and costumes for their favourite pantomime.
5. Demonstrate with the whole body: sadness, excitement, anger, surprise.
6. Show 4 different facial expressions.

Reflection:

Communication is very important as we have to live with other people and they need to know how we feel. We are told that we should not get angry but sometimes it is the only way we can show that something is wrong. Matthew 21:12-18

Prayer:

Give thanks for those who entertain us and make us happy.

Angler



P I L O T S

Keep a log book over a period of time of at least three fishing trips. The log should contain a note of water conditions, weather, wind direction and strength, species and numbers of fish caught and baits which proved successful.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Recognise six different fish from photographs.
2. Know the best bait for any four fish, the places they lie in and the best way to fish for them.
3. Know how to remove an unbarbed hook from a fish's mouth without damaging the fish and how to handle the fish properly.
4. Show an understanding of the care and upkeep of tackle.
5. Be able to explain the difference between river fishing and sea fishing.
6. Find out about a fishing technique used in a different part of the world and share the information found out with the rest of the Pilots Company.

Reflection:

Read John 21:1-14. In this story Jesus shows the disciples how to catch an enormous number of fish. Before Jesus was with them, they had fished patiently all night and not caught a single fish. How good are we at waiting patiently? What is worth waiting for?

Prayer:

Ask Jesus to help you to be patient when you need to be.

Archaeologist



P I L O T S

Visit (or learn about) a local archaeological site and create a presentation for the Pilots Company

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Find out about Stonehenge and make a simple model or drawing, illustrating how it might have looked when it was first built.
2. Illustrate and point out the interesting features of two of the following: An Irish sea-going Coracle, a Viking long ship or a Roman galley.
3. Make an illustrated history of their church suitable for display to the church members.
4. Find out and talk about three archaeological objects known to them.
5. Find out about the archaeology of their town and explain how it has changed over time.
6. Have a treasure hunt where objects have to be discovered in the ground (or a sandpit).

Reflection:

Archaeologists have helped us to understand the Bible. How was life different for children and young people in Jesus' life time?

Prayer:

Pray that we will learn lessons from the past and respect different cultures both from the past and in the present.

Artist



P I L O T S

Prepare a colourful poster (A1 size) to advertise an event which the Pilots Company or church is holding. This can be an imaginary event.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Choose three countries and learn about one artist from each country. Present the findings to the Pilots Company in any way they wish.
2. Make a sculpture out of scrap. Decorate and talk about it to the rest of the Company.
3. Prepare a plan, with sketches, for a Big Art project for a major Christian festival. Use this as part of worship in the church if possible.
4. Name six famous art galleries, in the UK and abroad. Choose three of them and describe what famous collections they house.
5. Discover what colours the Christian church uses at different seasons of the year.
6. Look at art in three countries in different parts of the world. What differences, if any, can be identified?

Reflection:

A rainbow is used as a sign of Peace. Read the Rainbow People 'sketch' in the Pilots Worship Material 2015 Treasures.

Prayer:

Thank God for this colourful world and for the skills of artists. Give thanks for people who 'colour' our lives, bringing joy, fun, hope and comfort.

Astronomer



P I L O T S

Make a model of the solar system, include information about each planet e.g. size, distance from the sun, time to orbit the sun, composition, number of moons etc.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be able to recognise the main constellations and know their use in identifying the main star groups and the brighter fixed star.
2. Know how to find their direction by using the stars.
3. Write a profile about the following scholars scientists, including an outline of their contribution to the science of Astronomy: Galileo; Newton; Kepler and Aristotle.
4. Find out about, and visit if possible, a local observatory or Astronomical Society.
5. Present a brief account of the history of space travel.
6. Find out about one of the space programmes currently in operation.

Reflection:

Read Matthew 2:1-12. The Wise Men who visited Jesus after he was born followed a star. They had studied the stars and noticed an unusual event. What other things have been discovered by studying the stars?

Prayer:

Ask Jesus to help you notice things around you that will help you follow him better.

Author



P I L O T S

Write an original, fictional story appropriate for their Pilots section and share it with them.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Write a review of their favourite book.
2. Write a prologue or epilogue for their favourite book.
3. Re-write a chapter of their favourite book as they would like it to be.
4. Make a poster advertising their favourite book.
5. Learn more about the life and story of their favourite author.
6. Learn more about their local library and the services it provides.

Reflection:

Words are important and can help guide our thinking and words and phrases from our favourite books can inspire us as much as books specifically written for that purpose.

Prayer:

Give thanks for the written word and for stories.

Bird Watcher



P I L O T S

Keep a diary of birds that they see in a particular place e.g. garden, park and school for one month.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Know when, where and how to watch birds.
2. Identify 10 different birds from pictures.
3. Contact the Royal Society for the Protection of Birds (RSPB) to find out about their work: www.rspb.org.uk
4. Find out all they can about owls native to the British Isles.
5. Go on a bird-watching expedition (this should be supervised by an experienced bird watcher following volunteer helper guidelines).
6. Take part in one of the 'Big Birdwatch' projects, such as, Big Garden Birdwatch or the Big School Bird watch, organised by the RSPB.

Reflection:

Consider the variety of different types of birds, the different sizes, feathers, behaviour. Why is there such a variety? How are people different from each other? In which ways are they the same?

Prayer:

Pray that people will respect nature and preserve habitats for wildlife. Give thanks for birds, the beauty of each one and the joy they bring to people.

Camper



P I L O T S

Understand basic camp safety ~ Do's and Don'ts.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be able to pitch a basic tent (with help).
2. Know how to store a tent properly after use.
3. Know how to keep warm and dry while camping.
4. Explain the safe use of camping stoves.
5. Know the countryside code (England, Wales, Northern Ireland) or Outdoor Access code (Scotland).
6. Plan an overnight camping stay.

Reflection:

Consider how camping is different from sleeping/living in a house? Think about how camping can connect us with the outdoors. Can camping help us to feel closer to God? If so, how?

Prayer:

Give thanks for your surroundings where and how you live. Remember refugees, for whom a borrowed tent is home. Take the opportunity to pray in a less familiar environment.

Carer



P I L O T S

Design and make cards that could be given to members of their family or church. e.g. Get Well; Happy Birthday; New Home; Thinking of You; Easter and Christmas Cards, etc.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be a Buddie to a younger member of the Pilots Company or a new member in their class at school.
2. Research a local caring charity and arrange to visit them or have a visitor come and speak to the Pilots Company.
3. Find out about a care home or hospice in the area. Offer to put together an entertainment or a Christmas carol evening for them.
4. Having established the links with a care home, 'adopt' a resident (Grannie or Grandad) and send them birthday and Christmas cards.
5. Arrange a fund raising event for their chosen charity.
6. Organise a tea party for the elderly members of the church.

Reflection:

Read Matthew 25:34-40. Here is Jesus telling us to care for all people. How do we care for those who need help?

Prayer:

Say the Pilots Prayer. Remember those who are in need, pray for agencies who help and provide care and comfort

Church Volunteer



P I L O T S

Perform one voluntary task to support their local church or Pilots Company.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Make as full a list as possible detailing tasks people volunteer to do in their local church.
2. Interview at least three volunteers in the church about why they offer their service to the church.
3. Explore opportunities for children and young people to volunteer in their church. If there are no opportunities find out why not.
4. Visit (or contact) another church to find out about the volunteering opportunities available.
5. Design a poster to encourage more people to get involved with their local church as a volunteer.
6. Design a thank you card for people who give their time to serve their local church.

Reflection:

Reflect on the different groups which make up your church and the people who are involved in leading these groups.

Prayer:

Give thanks for volunteers in the church community and the different needs and concerns which they have. Pray for encouragement and support.

Coder



P I L O T S

Find a web-based development site and code a simple game or function. Share what they've developed with their Pilots Company.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Visit the BBC website and research the BBC Micro Bit project, how might it benefit Pilots?
2. Using a BBC Micro Bit or Raspberry Pi, explore how to code a basic function.
3. Using a smartphone or tablet, develop a basic game.
4. Research the story of a popular web site or game. Present the findings.
5. Review some basic games developed by other young people, aiming to understand how they were coded.
6. Prepare a short presentation explaining the benefits of learning how to code.

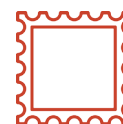
Reflection:

Transport yourself back to the time when Jesus was alive, how would he use the opportunities we now have for coding? How can the church benefit from coding?

Prayer:

Give thanks for the people who devise our computer games and programmes. Pray that such knowledge will always be used for good.

Collector



P I L O T S

Submit a mounted and well organised collection of things that interest them, for example: stamps; book marks; snow globes; books etc.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Present a small exhibition of the collection at a Company meeting.
2. Be able to explain why they started collecting and how they plan to add to their collection.
3. Know some of the background to their collection.
4. Create a leaflet of hints and tips for successful collecting and how to start collecting.
5. Be able to name three famous collections, in the UK or abroad.
6. Swap items with another collector.

Reflection:

Read Matthew 19:23-24. Think about the things that belong to us. Why are some more important than others? Are they 'treasures'? Why did Jesus say that it is difficult for a rich man to enter heaven?

Prayer:

Pray that you will be able to use your belongings for good, and keep a good attitude towards things you 'own'.

Comedian



P I L O T S

Write or find material for a comedy presentation, rehearse and then perform it to the Pilots Company.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be able to tell at least ten one-liners, with some awareness of comic timing.
2. Try out a few practical jokes on their friends or family (take care that they are not dangerous or cruel).
3. Identify three different genres of humour, give examples.
4. Choose three famous comedians and give brief biographical details about them.
5. Tell as many jokes as they can in one minute (find out what the current world record is and see if it can be beaten).
6. Use a selection of props to create humour such as: pies, squirting flowers, silk handkerchief.

Reflection:

Are there any funny stories in the Bible? Should we tell Bible stories in an amusing way? Does humour help to get the message across? Do you think God has a sense of humour?

Prayer:

Look up and pray 'The Clown's Prayer'.

Community Volunteer



P I L O T S

Take part in a one-off volunteering experience in their local area (e.g. a litter pick in their street or local park, help out at a local foodbank, etc)

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Research issues which bring problems to their local area (unemployment, alcohol and drug use etc) and find out what volunteers are doing to help tackle these issues.
2. Prepare a presentation on the importance of volunteering.
3. Contact a local volunteering agency (Voluntary Action, Council for Voluntary Services, Volunteer Centre) to find out what local volunteering opportunities are available in the area.
4. Organise, lead or take part in fund-raising for a local voluntary organisation or charity.
5. Design a poster to encourage people to volunteer in the local community.
6. Design a thank you card for people already volunteering in the local community.

Reflection:

Reflect on the different groups which make up the local community and the different concerns they may each be working with. They need prayerful support.

Prayer:

Cover a map of their local area with words and pictures detailing problems, issues and concerns requiring prayer. Ask everyone to walk around the map saying the area and the word out loud. Ask God to hold the people in the areas and the people affected by the words in his hands.

Cook

P I L O T S



Know and demonstrate basic food hygiene and proper use of equipment, including how to wash hands properly.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Make simple cookies and bread.
2. Invite parents, carers and church members to a tea party which they have prepared.
3. Make a two course meal suitable for an elderly person.
4. Cook two vegetable dishes.
5. Make a timed diary for a three course seasonal meal and use it to make the meal.
6. Invent a new ice cream sundae and give it a name.

Reflection:

Read Luke 10:38-41 Jesus was aware that as well as knowledge, people needed to eat to stay fit and healthy. He shared food also as a show of friendship and sharing.

Prayer:

Remember all those who do not have enough to eat. Ask God to help us be thankful for the food we do have to eat.

Craft Worker

P I L O T S



Create something using a craft of their choice. They must be able to show their plans, explain how they made the object and some basic information about the type of craft they have chosen.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Using salt dough create a set of beads. When they are dry decorate them with bright colours, varnish them and they use them to make a necklace.
2. Using craft materials available locally, try a new craft.
3. Using knitting needles, knit a scarf for a soft toy using different coloured wool.
4. Using different textures and colours, create a mounted collage about their favourite hobby.
5. Make a model from air drying clay – a detailed animal, flower or building.
6. Decorate a small drinking glass or other glass object using glass paint.

Reflection:

Read Exodus 26-28 These chapters contain God's instructions for building the tabernacle (the place where the Israelites believed that God lived). There are many different crafts mentioned and each is considered important for this work. How is your craft important to God?

Prayer:

Say thank you for each person's different skills, talents and interests.

Cyclist



P I L O T S

Go on a bike ride demonstrating safe road use including wearing the correct safety equipment.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be able to clean and oil a bicycle and understand the important parts (brakes, chain etc)
2. Answer six questions on the Highway Code on matters relating to cycling
3. Know how to mend a puncture and be able to pump up the tyres
4. Know how to adjust the brakes and what checks need to be made before setting off on a journey
5. Plan a journey in the area for a cyclist. Take care to avoid main roads and consider the cyclist's needs
6. Use the internet to find local cycle paths – then use them to plan a journey

Reflection:

For a bike to work well each individual part must be in good working order. Your bike must be cared for and looked after. How is each individual member of your Pilots Company looked after? How can you help with this?

Prayer:

Praise God for the chances we have to be active. Create an active prayer and use it with the Pilots.

Dancer



P I L O T S

Listen to a piece of music and make up a dance on their own, with a partner or in a group.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Know what rhythm is and be able to clap to various rhythms - 2/4; 3/4; 4/4.
2. There are many different types of dance. Select five and describe them.
3. Name three famous dancers. Say what type of dance they were famous for.
4. Choose three countries and learn about their national dances. Present the information to the Pilots Company.
5. Devise a dance to use as part of worship either in Pilots or for Sunday worship.
6. Visit the web page of UK – Dance www.ukdance.org.uk Describe the aims of this organisation.

Reflection:

Our body is a gift from God and we should look after it, the Bible tells us it is a temple. Dance is a healthy way to exercise. Use your body to give thanks and worship to God. Choose words and/or music to do this

Prayer:

Help me God to discover the rhythm of life and to dance to your tune.

Debater



P I L O T S

In two groups discuss 'My favourite subject at school is ..' each group taking an opposite stance to the other. (NB They do not have to believe in the stance they've taken for a debate but be able to argue the point)

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Hold a 'mock' election, with the different party nominees candidating for election. Each candidate should give good reasons for why they should be the next Pilots Captain, for example "I should be your next Pilots Captain because I would". A ballot box and ballot papers should be provided.
2. Listen to or watch a Parliamentary debate and discuss how effective it was. Did it turn silly and how did the Speaker handle it?
3. Ask the local Councillor to arrange a visit for the Company to a Council Meeting.
4. Discuss 'Church – is it relevant to today?'
5. Write three points for and three points against the argument 'Everyone is responsible for Global Warming'.
6. Join a debating club.

Reflection:

Jesus sometimes said and did the most outrageous things to get people talking. He turned people's thinking upside down. He shocked people including his own disciples. Mark 10:17-31. He got people to question all they had been taught.

Prayer:

Pray for all in authority and that they will consider the effects of their decisions on others and listen to different point of view before acting.

Disaster Campaigner



P I L O T S

Find out about the work of one organisation campaigning to help people affected by disaster (Christian Aid, Oxfam, Save the Children).

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Offer prayers for people affected by a specific, current disaster.
2. Contact their local MP to ask for action on a specific topic (climate change, poverty, etc.)
3. Research some of the causes and impacts of one major disaster.
4. Raise money for an organisation involved in campaigns for justice in disaster situations.
5. Do something to raise awareness of disaster campaigning and how to engage in it (e.g. make a poster, give a presentation, share a story with friends, etc.)
6. Take part in a current campaign of an organisation researched.

Reflection:

Think about one, specific major disaster, considering why it happened, how it unfolded and what people had to face as a result of it.

Prayer:

Say or write prayers focussed on that disaster, asking God's comfort, strength and guidance of the most vulnerable in times of uncertainty, suffering and pain.

Entertainer



P I L O T S

Arrange an entertainment show for the Pilots Company. Ask members of the Company to take part in the show.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Learn how to juggle.
2. Try balloon modelling.
3. Perform a puppet show (make the set/puppets, write a script).
4. Learn three face-painting designs.
5. Perform a ventriloquism act.
6. Take part in a discussion about entertaining. Describe a good entertainer and the skills an entertainer must have.

Reflection:

Think about the different gifts the Pilots in the Company have. Who has the gift of entertaining and laughter? How can people with these skills and abilities be supported and encouraged?

Prayer:

Give thanks for entertainers, for the gifts and skills and talents and our ability to enjoy being entertained.

Entrepreneur



P I L O T S

Design and produce a product by taking materials and adding value using creativity. For example making greetings cards. Pilots should consider the cost of the materials and decide how much they can sell for in order to turn a profit. Any proceeds from sales to family and friends should have a clear purpose e.g. charity, church building project or a Pilots party.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Using a directory look at the names of local businesses and discuss which names are effective. Decide on a name for a company and design themselves a business card.
2. Conduct market research by preparing a survey about their product. Use the survey to get feedback from family and friends.
3. Research similar products available in shops. How does their product differ and how can they make it more successful?
4. Find adverts for products in a magazine, discuss how effective the adverts are. Design an advert for their product.
5. Make a plan to sell their products at an event. How many items do they think they can sell? How much will the materials cost to manufacture enough products? How much profit will be made if all stock is sold?
6. Interview a local entrepreneur or business owner. How did they have the idea for their business and have faced any problems?

Reflection:

What would you consider to be the most useful item to have been invented or discovered? How has this helped people?

Prayer:

Creator God, you have made all things. You have given us skills to make and invent things. Help us to use our skills and gifts wisely so that the things we make may help and benefit others.

Enviromentalist



P I L O T S

Learn to identify which types of rubbish can be recycled and recycle waste where possible.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Produce a picture album of as many different plants and animals they can find in their local area.
2. Find out what is meant by the term 'Carbon Footprint' and make a list of ways to lower energy usage.
3. Keep a weather diary for two weeks, recording the temperature and amount of rainfall each day. Visit this website for details on how to make a rain gauge: www.metoffice.gov.uk/learning/weather-for-kids/weather-station/rain-gauge
4. Prepare a presentation about different renewable energy resources (e.g. solar, wind, etc)
5. Write to the local MP to encourage them to do more in the struggle against climate change
6. Research ways in which the Company or church could save on their energy bills and/or make use of renewable energy sources.

Reflection:

Reflect on the story of at least one nation which is significantly affected by climate change, focussing especially on its effects on quality of life.

Prayer:

Pin prayers for sustenance, strength and action to places on a map or globe of the world which are significantly affected by climate change.

Fashion Designer



P I L O T S

Design an outfit for their favourite celebrity, doll or action figure and say when they would wear it.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Design an outfit for an alien in a sci-fi movie and explain the features included.
2. Research the fashion of an historical period and make a scrapbook or story board showing the designs.
3. Design a Prom Night outfit with accessories.
4. Research three modern designers and say what their 'signature' is
5. Make a garment and discuss choice of style, fabric, colour, etc.
6. Take part in an eco fashion show using recycled materials to create clothes.

Reflection:

A lot of the clothes and shoes we can buy are made overseas by women and children who are very young and work in very poor conditions. This is a form of modern day slavery and it is wrong that people should be treated badly in order for others to have nice things sold at low prices.

Prayer:

Pray for those in other countries who make clothes for our shops in difficult conditions.

Film Enthusiast



P I L O T S

Watch three films from different genres and talk about them or write a review. At least one film should be watched at the cinema. *Genres of film include comedy, animation, mystery or detective, crime, martial arts, romance, science-fiction, musical, true life, period drama and foreign language.*

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Recognise the symbols for British film classifications and know what they mean.
2. A story board is often created at the beginning of the making a film. Make up or choose a short story and create a story board to film it in four scenes.
3. Find out if any films have been made in or near their town or local area.
4. There are many jobs and skills involved in making films. Look at the credits at the end of any film and choose three jobs to research (best boy, grip, Foley artist, etc)
5. Explain these terms: CGI, stunt-double, Bollywood, cameo, wrap, clapperboard, franchise, extra, POV, film score.
6. Present information on one of the following topics:
 - » their favourite actor
 - » their top favourite film
 - » the Oscars.
7. Compile a scrapbook, produce a PowerPoint presentation or talk to other Pilots about being a film enthusiast.

Reflection:

A film editor chooses the best shots in a film. If mistakes are made in the filming, they can be removed and are known as out takes. We cannot change or delete our mistakes but we believe that Jesus can forgive us if we are sorry for making mistakes.

Prayer:

Give thanks that we can be forgiven for our mistakes. Help us to forgive others for theirs.

Financier



P I L O T S

Visit two High Street banks (with a responsible adult) and ask for their children's savings account information. Share the information with the Pilots Company.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Ask the Pilots Company treasurer to talk to their group about what is involved in looking after the Pilots Company funds.
2. Interview the church treasurer about what they do.
3. Ask someone from the church to visit and talk about money (savings, pensions, loans).
4. Look through the Financial Times and find three articles to share and discuss with the Pilots Company.
5. Find three news stories from around the world about money and the economy. Discuss these with the Pilots Company and encourage a debate.
6. Play the 'Shoe Factories' game (see Part 4 – Games)

Reflection:

How we use our money is something the Bible takes very seriously. Can you think of stories or instances in the Bible where money is talked about?

Prayer:

Pray that God will show us how to make sensible decisions about money.

First Aider



P I L O T S

Understand what to do in a first aid emergency, i.e. who to call and what information should be given.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Know where the first aid equipment is in the building where the Pilot Company meets and who is responsible for maintaining the equipment.
2. Know and demonstrate how to treat someone who has fainted.
3. Demonstrate a knowledge of the treatment for cuts and bruises.
4. Demonstrate the uses of a triangular bandage.
5. Explain the action for a nose bleed.
6. Be able to explain the term R.I.C.E. regarding sprains.

Reflection:

Jesus was concerned about people, their physical needs as well as their spiritual needs. He healed the sick, the lame and the blind, sometimes putting the healing of the body before his teaching. Read the story of the Good Samaritan.

Prayer:

Healing God, thank you for the skills of all those who administer First Aid to people. Thank you for the organisations such as the Red Cross and St John Ambulance, which train people in First Aid.

Flower Arranger



P I L O T S

Make a scrapbook showing flower arrangements for each of the seasons. In each season include arrangements for general use and for special occasions including the following:

Spring – Easter
Summer – wedding
Autumn – Harvest
Winter – Christmas

This can be pictures, drawings or photographs of actual arrangements completed during the Crest.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be able to recognise five flowers suitable for arranging and know what the terms 'variegated' and 'conditioning' mean
2. Know the use of, and the different ways in which Oasis and Oasis Sec. are used in flower arranging
3. Draw the five classic flower arrangement shapes i.e. triangle, asymmetrical, Hogarth, crescent and inverted crescent and make a simple arrangement in one of the classic shapes
4. Make a floral arrangement from dried or silk flowers
5. Assist in the decorating the Church for Easter, Harvest or Christmas Festival
6. Discover how many plants and flowers are mentioned in the Bible

Reflection:

Read Psalm 8.

Prayer:

Thank God for the amazing number of flowers and plants; for their beauty and individuality; for people who grow and tend them. Thank God for the seasons.

Footballer



P I L O T S

Play football at least once a week and develop ball skills: passing, shooting and goal-keeping.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Demonstrate with their feet how to make a ball swerve.
2. What does FIFA stand for? What is its purpose?
3. Give a one minute talk about their favourite player or club, use pictures to make it interesting.
4. Take part in a football match either at school, at a club or in Pilots.
5. Challenge another Pilots Company to a football tournament, maybe seven aside.
6. On a map, plot the Premiership football teams, where are the majority of them based?

Reflection:

Read 1 Corinthians 12:12-27. Football is a team game where every player has a part to play. Paul said that the church should work in the same way. What do you think?

Prayer:

Give thanks for other members of your team (or people you play football with) and the different strengths they have.

Fund Raiser



P I L O T S

Make or bake something that can be sold at Church to support a charity of their choice.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Find out about one local charity, one national charity and one global charity. Prepare something about the work each one does.
2. Choose a charity and organise a fund raiser to support it – car wash, sale, shoe boxes, etc.
3. Plan activities around the ‘Telethon’ charities (Children in Need, Comic Relief, etc) and hold an event at the church.
4. Decide if it is better to react to a disaster appeal or support a charity regularly (remember that however much they care, people have limited funds).
5. Adopt a project as a company to support over a year e.g. a school or building project overseas. Decide and plan how that can be done.
6. Do a sponsored activity for something you care about.

Reflection:

Jesus went out of his way to meet the needs of people, where they were. He was concerned with the ones who were marginalised and forgotten about, the needy, the hungry and the homeless. Are these areas in which 21st century Christians should care about and get involved with?

Prayer:

Pray for all those who find life a struggle and do not have all the advantages we take for granted. Pray for the many agencies, voluntary and state aided which help these people.

Game Player



P I L O T S

Arrange a big screen video games tournament with Pilots taking part.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Write a short article explaining the differences between the Playstation and the XBOX.
2. Play three different types of games (adventure, sports, driving) and write a review of each one.
3. Arrange a video games taster evening for your Pilots Company offering a choice of games to try.
4. Write a review of their favourite game and send it to a gaming magazine or website.
5. Design their own game with levels, rules, characters and scenes.
6. Survey all Pilots in the company to find out what games system they use, if any, and what games they play.

Reflection:

If you could be a character in a game, who would you be? Do you feel part of a game when playing? Are you able to easily 'switch off' after playing a game? Paul saw life as a race (game) to be played and won, what do you think about this? What do you think about winning?

Prayer:

Help me to play fairly in all I do, recognising the winners and the losers in life.

Gardener



P I L O T S

Plant seeds and care for the plant that grows such as: cress or spring bulbs.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Identify each of the following: flowers, shrubs, herbs, trees, vegetables and know what is meant by the terms annual, biennial or perennial.
2. Identify three types of wildlife in the garden – are they pests or are they helpful?
3. Draw a chart of 'the life of a seed' or draw a diagram of a flower and name the various parts.
4. Find out about a local planting scheme for charity and take part.
5. Grow a variety of vegetables or herbs.
6. Make and tend a garden at your church – ask for a corner of the grounds or use a large pot, container or a grow bag.

Reflection:

God created the world to be beautiful and perfect and gave Adam and Eve the job of looking after it but they disobeyed Him and everything was spoiled.

Genesis 2:15-18; Genesis 3:6-13 (Children's Bible version recommended)

Prayer:

Pray for God's beautiful world and that people everywhere will take care of it and not litter or destroy the land in any way. Thank God for gardens, public and private where people can relax and enjoy plants, trees, flowers and birds.

Home Helper



P I L O T S

Keep a diary of how you have helped at home over a four-week period. Get your diary signed by a parent/carer with a comment on how well the tasks were performed.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Tidy and clean a room, including vacuuming, dusting and polishing.
2. Clean and polish a metal object.
3. Clear out a cupboard, clean it and replace the contents in an orderly fashion.
4. Clean two large windows.
5. Know the usual points at which supplies of electricity, gas and water can be cut off and where they are in their house. Know what to do if there is a gas leak or power cut in their house.
6. Change a bed.

Reflection:

Read Exodus 20:12. The Bible tells us to honour our parents (or those who take care of us). How does helping in the house show this? In what other ways can we take care of our family?

Prayer:

Thank God for your family and home.

Horse Rider



P I L O T S

Over a four-week period keep a record of the riding activity in each lesson and what has been learnt. *NB The assumption is that the Pilot currently goes horse riding (e.g. at a riding school or stables) or is about to start riding.*

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Identify ten parts of the horse and name the different colour types of horses.
2. Be able to explain how to mount and dismount, how to sit properly, how to hold and use the reins, how to give instructions to the horse and describe the different movements of the horse – walk, trot, canter, gallop.
3. Talk about four different breeds of horse – describe their characteristics, size and what they would be used for.
4. Find out how horses have been used to work for people. Share their findings with the Company.
5. Spend a day at the stables, mucking out, feeding and exercising the horses and explain the requirements of safe riding.
6. Find out information about Riding for the Disabled Association (RDA). Share what they find out with the Company.

Reflection:

Horses are amazing animals and respond to good instructions making a happy horse. Bad instructions given in an uncaring way, can damage, injure and cause pain. Think how you speak to people. Make sure that it is in a caring way. Treating people well gets the best from them, just as it does from horses.

Prayer:

Pray for all animals but especially for horses and ponies. Remember those who work with animals especially those which are mistreated.

Ice Skater

P I L O T S



Visit their local ice rink and have at least one session of Ice-skating.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Describe the parts of the boot and blade and their functions. Demonstrate how to wear boots correctly and how to take care of them.
2. Know some safety rules regarding skating. Show what clothing and protective equipment is appropriate. Know how to fall safely.
3. Find out about the Zimboni machine and how it cleans and clears the ice.
4. Design a poster to encourage other people to skate.
5. Investigate the health benefits of ice-skating.
6. Present information on one of the following topics:
 7. the history of ice-skating
 8. the development of skates
 9. Olympic skating champions
10. Compile a scrapbook, produce a PowerPoint presentation or give a short talk on the chosen topic.

Reflection:

Imagine the ice as your life. It starts off clean and fresh but as things happen, it gets messy. Sometimes you fall down, sometimes you find it difficult to go in the right direction without tripping up on the bumps. And you, the skater, can't do anything to make it better. You need the Zamboni machine.

Prayer:

Write a prayer asking God to be your Zamboni. You could base the prayer on Psalm 23.

Journalist

P I L O T S



Write a story about something that happened at Pilots and ask for it to be included in the Church Newsletter (include Photographs).

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Ask if they can visit a local newspaper offices and talk to a reporter about their work. Write a follow up article for inclusion in the Church or School newsletter.
2. Create their own magazine or newsletter over a four-week period and give it out in church.
3. Choose a current news topic and write their own report.
4. Write an 'editorial' piece about any subject that interests them and present it at Pilots.
5. Research the career of their favourite news reader or presenter.
6. Create a photo story of an event or activity at the Pilots Company.

Reflection:

Knowing what is happening in the world is important to us even though it may feel a long way away. There have always been bad things like, war, famine and poverty but knowing about them means we can often help even in a small way. Read Exodus 12:37-43. Look up Aid Agencies (Christian Aid etc) for ways to help.

Prayer:

Thank God for those who 'inform' us. Pray for all those who endanger their lives bringing us the news from around the world.

Knot Tier

P I L O T S



Research eight different types of knot and make your own knot board.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Learn the uses of the knots on their board.
2. Be able to tie their own shoelaces and another person's and tie a simple Reef Knot.
3. Find out how important knots are to sailors and fishermen.
4. Tie a tie in a simple knot and a Windsor knot and a bow tie for a Prom Night.
5. Make a diagram of how to tie two favourite knots.
6. Help a younger Pilot to learn their knots.

Reflection:

Read Luke 8:22-25. We associate knots with fishermen and sailors. Jesus chose fishermen to be His disciples they knew the dangers of being at sea and would have used knots. John Williams would certainly have used knots on the ships he used around the islands.

Prayer:

Pray for all those who work at sea to bring us food and items from overseas and those who keep us safe. Remember people who seem to get their lives in a bit of a knot and need help. Pray for fishermen who often sail in deep waters to catch fish.

Leader

P I L O T S



Navigators only - complete all tasks:

1. Attend and participate in a Pilots Planning Meeting for your Company.
2. Attend training either national or regional.
3. Plan and run a Pilots session.
4. Run games regularly.
5. Shadow one of your Officers.
6. Attend a Camp or residential event as a Watch Leader and discuss the experience with your Officers on return.

The Pilots Desk and Regional Pilots Officers can be contacted for details of courses available.

Reflection:

Being a good leader carries responsibility. God has used people like Moses, Abraham, Isaac and many more. He sent Jesus, His only Son to be a more visible leader. Today there are leaders around the world, some good and some who exploit their people for their own advancement. Look at some of the old and new leaders and think about what qualities make a good leader.

Prayer:

Pray for world leaders, that they might be just and wise and caring. Pray for Officers and Crew in Pilots who help others to develop and enjoy being in Pilots. Thank God for the many gifts that Pilots Officers have and share within the church.

Map Reader



P I L O T S

Draw a floor plan of the church and grounds, Voyagers should draw this to scale.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Draw a map of their local area showing home, church, school, shops, friends' houses and any other points of interest.
2. Plan a walking day trip – where to go, what to take and complete a risk assessment.
3. Know 15 symbols on an Ordnance Survey (OS) Map.
4. Go on a walk using a compass and OS Map in a group with an Officer.
5. Discuss which is better – map or Satellite Navigation system?
6. Complete an orienteering activity.

Reflection:

Knowing where we are geographically is important to us as we need to feel safe. The Children of Israel fled Egypt not knowing where they were going but put their trust in God that he would look after them. Who might we rely on to lead us in the right way?

Prayer:

Pray for the Mountain Rescue Teams and Air Ambulance and all those who help people who are lost or hurt. Pray that God will lead and guide us through our life.

Meteorologist



P I L O T S

Keep a weather diary for four weeks including information about weather types, wind strength (Beaufort scale) and amounts of cloud.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Find out the effects of different types of weather on everyday life where they live and in another country.
2. Make a weather recording instrument such as rain gauge, barometer or anemometer.
3. Create a presentation about the different types of clouds and how they are formed; include some common and some rare types.
4. Find out about extreme weather; see if they can find someone who has an extreme weather story.
5. Read about the rainbow in the Bible (Genesis 9), create a rainbow using light or craft materials, and talk about the weather conditions that cause a rainbow to appear.
6. Invite a local weather person to talk to the Pilots company e.g. Met Office, Royal Navy, TV or radio or a local enthusiast.

Reflection:

Read Mark 4:35-41. In this story the disciples are scared of the extreme weather and Jesus shows that his power is bigger than their fear. What are you scared of? Do you think that God is bigger than what you fear?

Prayer:

Pray for people affected by extreme weather events.

Modeller

P I L O T S



Plan and create a model from your own design using any modelling materials e.g. lego, clay.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Using air drying clay make a small box or pot and a lid for the pot.
2. Make a large model of something using 'safe' rubbish.
3. On a board or piece of heavy cardboard build a model of a village or housing development including a main road, church, playing field or park, a local shop, some houses with gardens.
4. Make sad and happy face masks from papier-mâché.
5. Make a shadow theatre and do a small show for other Pilots.
6. Make small detailed badges (the Pilots badge?) out of 'Fimo™' clay.

Reflection:

Models allow us to be creative, they help us at times to put things in perspective. Read Genesis 11:1-9 In this story the people built a tower to try to reach God. There are many other stories of how people have tried to be equal to God. Is this them getting things out of perspective – trying to be equal to God? Could this ever happen? Why or why not?

Prayer:

Pray for children everywhere that they are free to play and develop their creativity. Pray for people to get the right perspective on life.

Musician

P I L O T S



Learn and either play on a musical instrument or sing a piece that they have chosen, and explain why they have chosen it.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Listen to a piece of music. Use their imagination to explain what the music suggests to them. What story is the music telling them?
2. Name five popular singers or groups and say what they like about their music. How do they differ from one another?
3. Listen to a piece of orchestral music carefully and identify three of the instruments being played.
4. Look at a piece of written music and learn what each of the symbols are called: treble clef, bass clef, stave, crotchet, minim, semi-breve, and so on.
5. Write a song based on the Pilots Promise. Compose and write a tune for it.
6. Learn about a composer or song writer and listen to some of their work.

Reflection:

Joshua 6 In this story God tells Joshua how to defeat the city of Jericho. The musicians are a crucial part of the demonstration of God's power. How is music used to show God's character in your Pilots Company or church?

Prayer:

Psalm 150

Naturalist



P I L O T S

Go for a walk in the countryside or a park, make a 'walk diary' noting the weather, the wild life, insects, the lie of the land, flowers and trees.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Learn the Countryside Code and explain why it is so important.
2. Identify three different trees. Identify and mount a leaf from each tree and be able to recognise its fruit or seed.
3. Draw accurate pictures of two animals that can be found in the area local to the Pilots Company.
4. Make a collection of seeds. They can be from home, from the garden or from the wild – make a seed picture, organising the seeds in their groups. Fresh seeds will need to be dried out first.
5. Spend some time watching a wild bird, animal or insect. Tell another Pilot about the bird's or animal's behaviour.
6. Plant some wild flowers, and be able to explain why they are important for wildlife.

Reflection:

Read Luke 12:27. Think about how God cares for the natural world he made. Think about how the needs of nature for growth and development are provided. How is your church and Pilots Company providing for you to grow?

Prayer:

Pray that people will respect nature and will create and preserve habitats for wildlife.

Netballer



P I L O T S

Set a target to improve their current skills level in Netball over a four-week period.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Name and give five facts about at least three teams that play Netball, nationally or in their local area.
2. Know the rules of Netball, and be able to explain them to an Officer.
3. Know how to be safe playing Netball, including what to wear and exercises to do to warm up and cool down.
4. Make a display about famous Netball players, past or present.
5. Try to attend a Netball match or watch one on TV and tell another Pilot about the highlights of the event.
6. Find out about the England Netball Association and any schemes it may have for young people.

Reflection:

Sport encourages us to do our best for ourselves and our team. Jesus' disciples were a team and supported each other. How can you support other people at Pilots, at school or at home?

Prayer:

Help us to remember we are here to help each other, to play fairly, being considerate to others.

Orienteer



P I L O T S

Understand how a compass works and for which purpose it is used.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Know the basic compass readings N, S, E and W.
2. Explain basic orienteering rules.
3. Understand a basic orienteering map.
4. Recognise orienteering control points.
5. 'Walk' and talk through a simple orienteering map.
6. Find where the nearest local orienteering club is and what the aims of the club are. Arrange to visit the club if that is possible.

Reflection:

Life is complicated at times. It is not always easy to see the way ahead and know it is the right way. Jesus is the Way, the Truth and the Life. He is always there for you. Keep Him in your sights.

Prayer:

Guiding God, keep us on a straight and true course. Thank you for people who give us guidance and help us to see the way ahead. We thank you that when we get ourselves lost, you do not lose us, you are always beside us, ready to guide us back to your way.

Pet Carer



P I L O T S

Keep a diary over a four-week period of how they have cared for a pet (real or imaginary).

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Know what should be considered before getting a pet and how to choose one that is appropriate for you.
2. Make a leaflet about a type of pet, showing how to take good care of it.
3. Explain how they can tell when an animal is healthy and well taken care of.
4. Find out about their local vet's surgery; what kinds of things does a vet have to do?
5. Present a short talk or a photo display of their pet to the Pilots Company.
6. Create an imaginary pet and be able to explain what it is like and how to take care of it.

Reflection:

Having a pet can teach us lots of different things such as responsibility, perseverance, consideration etc. Are there any Bible stories which teach us similar things?

Prayer:

Pray that people will treat animals well and show respect to all of God's creation. Thank God for the joy and love that pets give to people.

Photographer



P I L O T S

Present a series of six photographs on a subject of their own choice. Mount the prints and give appropriate titles to form a display.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Show how to care for a camera including how to load a film or digital memory card.
2. Investigate the different types of cameras available (for either digital cameras or wet film cameras). Give prices, uses, features and for whom and what purpose they might be appropriate.
3. Show an understanding of how to get pictures from the camera to print (for digital and traditional cameras).
4. Create a small fact book with the title 'The History of Photography' or 'The History of Film'.
5. Show they understand the purpose of the various picture modes on most modern cameras or video cameras.
6. Make a pinhole camera (instructions can be found on the internet).

Reflection:

Photographs record events and times from the past. They help us to remember special times, times with friends, sad times.... Are there any photos that are special to you? Why are they special?

Prayer:

Use some photographs/images as a focus for prayer.

Politician



P I L O T S

Make a poster with contact details for their local MP and Councillor, as well as MSPs or AMs if appropriate, encouraging people to use their democratic right to contact their representatives with any concerns or queries.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Prepare a speech on a matter important to them, telling others why they ought to care too
2. Learn about the structures of the UK's parliament and how bills become law
3. Research the key policies of one UK-wide political party
4. Organise or participate in a Pilots Company ballot
5. Organise, chair or take part in a debate (e.g. at school, in church or with their Pilots company)
6. Find out who your local MP (MSPs or AMs) or Councillor is and invite them to Pilots to answer questions or tell about their work

Reflection:

Read Ephesians 6:12-17. Do you believe we still need to do this?

Prayer:

Offer prayers for wisdom, dignity and respectfulness amongst those in positions of leadership. Ask for God's guidance in seeking ways of making the world better by exercising their democratic rights.

Prayer



P I L O T S

A Prayer Crest should be completed each year as part of the annual Crest work programme. The tasks suggested below can be expanded upon and changed to suit the needs of individual Pilots.

Be able to say the Lord's Prayer and the Pilots Prayer and understand what they mean.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Learn a Grace for use at mealtimes. Teach this to the younger Pilots.
2. Find out about the different types of prayer.
3. Choose their own medium and express how they feel about God. This could be a drawing, a poem, a song or a collage.
4. Research the prayers of Sir Francis Drake, St Brendan and St Ignatius Loyola. Share some of these prayers during Pilots Worship time. Find out a little information about each of these people. What other prayers of saints can be found?
5. Prepare some prayers for the world, for your country and your town. Use these during Pilots Worship or at a Family service. Find a psalm or hymn /worship song which could be used as a prayer.
6. Make a prayer cube to use in your Company. Use a Cross Box template to create the cube.

Reflection:

Read Psalm 95:1-7. Think of all the things you would like to praise God for. Are there similarities with those that the Psalmist lists? Reflect on some of the prayers you have 'discovered' whilst doing this Crest. Is there one which is your 'favourite'?

Prayer:

Thank you God that we can talk to you and that you listen to us. Help us to listen to what you are saying to us.

Racket Sportserson



P I L O T S

Choose a racket sport to try and set themselves a target to improve their performance over a four-week period.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Be able to name and describe at least three sports that use rackets.
2. Know the rules of at least one racket sport and be able to explain them to an Officer.
3. Know how to be safe playing the chosen sport, including what to wear and what to do to warm up and cool down.
4. Make a display about famous players, past or present, who takes part in their chosen racket sport.
5. Try to attend a racket sports event or watch one on TV and tell another Pilot about the highlights of the event.
6. Find out about the governing body that oversees their chosen racket sport and any schemes it may have for young people.

Reflection:

Paul used lots of sporting metaphors in his letters (for example: "I have fought the good fight, I have finished the race, I have kept the faith"). How do you think the image of a hard fought match can relate to the Christian life? Think about commitment and discipline; persistence; loyalty and 'fair play'.

Prayer:

Pray for those who do not have the access to sporting facilities that we have in the developed world.

Radio Presenter

P I L O T S



Plan and present a radio show (preferably recorded) about a subject of interest.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Write a proposed playlist of songs for a radio programme for a hospital radio station.
2. Plan and carry out an interview of an interesting person e.g. a Pilots Officer, a church member, a local celebrity.
3. Prepare a news report about current events either in the Pilots Company or their local area.
4. Find some fun facts to present as part of a radio programme.
5. Create a quiz that listeners can take part in.
6. Record a sports round up, this could be imaginary or relating to a particular team or day's sport.

Reflection:

Think about a current news story. How would Jesus have responded to this situation? How should you respond? Is there anything you can do about it?

Prayer:

Pray for the people in the news story you have read.

Reader

P I L O T S



Read at least six books, then bring their favourite book to Pilots and say why they like it so much.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Belong to their local library and be able to show their membership card.
2. Make and decorate a bookmark.
3. Know the meaning of fiction and non-fiction and give two examples of each.
4. Set up a book swapping club in their Pilots Company or church.
5. Write a description of their favourite character from a book and say what qualities they admire about them.
6. Arrange their own books in alphabetical order and show a photograph to their Pilots Company.

Reflection:

Books are a valuable source of knowledge as well as pleasure. Jesus spent a lot of his time teaching the people about God and the world around them and what God expects of his people.

Prayer:

Pray that all children are given an education and are able to read.

Road User



P I L O T S

Go on a walk or bike ride with your Pilots Company demonstrating safe road use.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Recognise road signs and explain what they mean – Deckhands (4), Adventurers (6), Voyagers (10), Navigators (20)
2. Demonstrate to an officer that they can ride a bike safely on the road, or bring in a relevant certificate
3. Know the stopping distances from the Highway Code and say why it is important for all road users to know them
4. Identify all road users and draw a T junction showing where everyone should be.
5. Organise (Voyagers and Navigators) or participate (Deckhands and Adventurers) in a game of traffic lights
6. Show that they know how to cross a road properly using pelican, zebra crossings and unmarked crossings

Reflection:

Read Luke 10:29-37. Travelling has always been risky but people do need to move around to live their lives. Jesus moved from place to place teaching people but it was a dangerous thing to do. What were the dangers in his day?

Prayer:

Pray for all who use the roads to be considerate and aware of others to avoid accidents.

Roller Skater



P I L O T S

Know what safety equipment should be worn when skating and be able to balance and skate forwards.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Learn to stop correctly.
2. Learn to do crossovers.
3. Learn to skate with speed and endurance.
4. Learn to skate backwards.
5. Learn to jump over an object.
6. Skate for one mile or make up a short dance routine to demonstrate skills.

Reflection:

Roller skating, like many vigorous activities can help people to feel a sense of freedom and excitement as they skate along. Like many sporty activities, skating can add to a person's sense of well-being. It can be exhilarating.

Prayer:

Thank God for the freedom we enjoy to follow a fun and healthy life and think about those in other lands where freedom is a word that is never heard.

Rounders Player



P I L O T S

Set themselves a target to improve their performance in Rounders over a four-week period.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Name and give five facts about at least three teams that play Rounders locally or nationally.
2. Know the rules of Rounders, and be able to explain them to an Officer.
3. Know how to be safe playing Rounders, including what to wear and exercises to do to warm up and cool down.
4. Make a display about famous players, past or present, who play Rounders.
5. Try to attend a Rounders match or watch one on TV/online. Tell another Pilot about the highlights of the event.
6. Find out about rounders in your area and any national or local schemes available for young people.

Reflection:

In Rounders, it is necessary to keep your eye on the ball. To be a Christian you need to keep your eyes fixed on Jesus (to keep your focus). How can you do that? What sort of things should you focus on?

Prayer:

Say thank you for the Bible and its advice and instructions about how to live as a Christian.

Rugby Player



P I L O T S

Play rugby at least once a week and develop their ball skills: passing, kicking and ball holding/handling.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. What are the main differences between Rugby Union and Rugby League? Which one do you play?
2. What does RFU stand for? What is its purpose?
3. Give a one minute talk about your favourite player or club, using pictures to make it interesting.
4. Take part in a rugby match either at school, a club or in Pilots.
5. Challenge another Pilots Company to a rugby tournament, maybe Rugby Sevens.
6. On a map of the UK, plot as many Premiership rugby teams as you can. Where are the majority of them based?

Reflection:

Read Luke 11:15. To win a rugby match the team needs to be persistent, in the same way Jesus tells us not to give up when we are praying for something. Is there something you need to keep praying about?

Prayer:

Pray persistently for something that is important to you.

Swimmer



P I L O T S

Understand basic water safety – the Do's and Don'ts. Learn local pool rules and be able to answer two questions about it.

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Swim five metres on their front or back, unaided
2. Hold a star float position for three seconds
3. Jump in out of depth safely, tread water for one minute and swim back to the poolside
4. Swim one width of the pool in a recognised front stroke, either front crawl or breast stroke
5. Push and glide, or swim to the bottom of the pool (at least 1.8m), to retrieve an object
6. Perform a straddle entry and swim 25m in swimmers own choice of stroke

Reflection:

The Bible says 'When you pass through the waters, I will be with you; and through the rivers, they shall not overwhelm you...' (Isaiah 43:2). Many people are afraid of the water and fear being overwhelmed. Think about how this can be the same in other aspects of life and how following Jesus can help overcome these fears. The water can support us if we know the right thing to do.

Prayer:

Pray for all those whose life is on the sea. Pray especially for those risking their lives to save others or to seek asylum from persecution.

Transport Enthusiast



P I L O T S

Make a scrapbook, folder or collection of transport documentation (e.g. local bus and train timetables, airline adverts, holiday brochures, tickets)

Pilots should also complete further tasks:

Deckhands: 1 of the following
Adventurers: 3 of the following
Voyagers: 5 of the following

1. Do some trainspotting at their local station or plane spotting at their local airport noting down classification/registration numbers, destinations and times as appropriate.
2. Give a presentation encouraging people to use their favourite method of transport and describing why they should do so.
3. Make a model of their favourite transport vehicle.
4. Figure out the fastest, quickest and most carbon efficient ways to travel between two UK cities of your choice.
5. Revise the fleet of their regional railway operator (e.g. Northern Rail, East Midlands Trains, South West Trains)
6. Compare the cost, carbon emissions and times of a journey of their choice using different forms of transport, deciding on the best option and why.

Reflection:

Consider the different types of journey people take and write prayers for those who are travelling, whether by choice or force, whether in happiness or uncertainty, courage or fear.

Prayer:

Write or say prayers asking God to bless the journeys of all who are travelling, whatever their purpose or destination.

Video Producer



P I L O T S

Create a short video including visuals and sound to advertise their Pilots company.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Create a storyboard for a short film showing different scenes and camera angles
2. Create a slideshow from a series of photographs
3. Demonstrate how to cut, fade, order and move sections of film
4. Add titles and text to a film
5. Create a soundtrack that fits with a piece of film
6. Understand how to stay safe on the internet – see Good Practice 4 – Handbook for Churches for guidance

Reflection:

Read Luke 15:3-7. In this story Jesus creates a picture with words that makes his meaning more effective. In what ways do pictures make things easier to understand?

Prayer:

Pray for people who post films on Youtube and other websites that they aim to give a positive message to young people.

Water Sportsperson



P I L O T S

Choose a water sport to try and set themselves a target to improve their performance over a four-week period.

Pilots should also complete further tasks:

Deckhands: 1 of the following

Adventurers: 3 of the following

Voyagers: 5 of the following

1. Name and describe at least three sports that take place in water.
2. Know the rules of at least one water sport, and be able to explain them to an Officer.
3. Know how to be safe playing their sport, including what to wear and which exercises to do to warm up and cool down.
4. Make a display about famous players, past or present, who take part in their chosen water sport.
5. Try to attend a water sports event or watch one on TV and tell another Pilot about the highlights of the event.
6. Find out about the governing body that oversees their chosen water sport and any schemes it may have for young people.

Reflection:

Water features in many stories in the Bible. One of the most famous is the story of Noah where water is a very dangerous thing flooding the land. How many uses/types of water can you think of? Which are safe and which are dangerous. How can one thing be both safe and dangerous?

Prayer:

Pray for those who work at sea or on water. Pray for their safety.



Part 6

Additional Resources





This section includes additional information and resources which assist with setting up a Pilots company and directs you to other sources of information for support.



Additional information

Who can be a Pilots Captain?

Pilots Captain – has overall responsibility for the running of the Pilots Company.

A Captain must be:

- 18 years of age or over
- a church member of the denomination setting up the Pilots Company

The Captain coordinates and supports the running of the company, but does not need to do everything themselves. They work alongside Pilots Officers and Pilots Crew members.

Pilots Officers – leaders within the Company working alongside the Captain

Pilots Crew – older Pilots and those working towards becoming an Officer. Pilots Crew work in a supporting role.

Helpers – parents, friends and church helpers who support the Company on an occasional basis, such as on a trip or at a special event.

The Captain must be a church member and all Officers and Crew must be practising Christians.

During their first year, as part of their induction, new Pilots Officers and Crew members should complete the *Pilots Officers Basic Introductory Training* course. This can be led by the Company's Captain, an experienced Pilots Officer or the Regional Pilots Officer. In addition, every officer should attend at least one regional or national Pilots training event per year.

More details about the *Pilots Officers Basic Introductory Training* course and other relevant courses such as CORE Skills Training can be found below or from RPOs or CYDOs.

How are new Pilots Officers and Pilots Crew commissioned?

It is important that the church celebrates the commissioning of new Pilots Officers and Crew. A simple service of commissioning could be part of a Family or All Age Worship service.

An example of possible wording which could be used is given in [Part 3: Section 5 – Pilots Worship Templates](#).

How are Pilots enrolled?

To become enrolled Pilots need to:

- hear the Pilots Story
- know a little about John Williams and how Pilots began
- understand the meaning of the Pilots Badge
- know the Pilots Promise
- have attended Pilots meetings for 4 weeks
- be aware of the Pilots Prayer

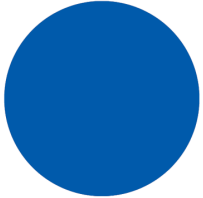


See [Part 1: Section 2 – What Pilots do. \(page 17\)](#)

[Part 1: Section 4 – Early Days. \(page 36\)](#)

The Pilots badge?

As part of their enrolment Pilots have to learn about the meaning of the Pilots badge and there are various ways of doing this and making it fun. The Pilots badge incorporates the ship symbol from the World Council of Churches. It is also a reminder of the origins of Pilots. Each element of the badge is symbolic. All Pilots should have an understanding of the symbolism.



The badge is round – God’s love surrounds us all and envelopes the whole earth.



The sea is rough – This reminds us of our life which has both smooth and rough times.



On the sea is a boat – For hundreds of years this has been the symbol of the Church in the world. Boats featured heavily in the ministry of Jesus. Jesus called his disciples to be ‘fishers of men’. The Ark has traditionally been seen as a symbol of the church.



In the boat is a cross – Christ is the centre of the church, the world and Pilots. As the cross stands in the centre of the boat, so the cross stands at the centre of our lives giving stability and direction.



Under the boat is a name – The name on the badge is either ‘Pilots’ which applies to everyone in the organisation or it may be a particular group in Pilots; Deckhands, Adventurers, Voyagers or Navigators.



In the sea there is a fish – The fish symbol has been traditionally used by Christians since earliest times. The letters of the Greek word for fish – ichtus – are the acronym formed from the Greek words for ‘Jesus Christ, Son of God, our Saviour’.

How is a Pilots Company inaugurated by the church?

Having agreed to set up a Pilots Company, it is important for a local church to mark and celebrate this decision as part of a normal act of worship.

A sample order of worship can be found in *Part 3: Section 5 – Pilots Worship Templates*.

How can the local church support its Pilots Company?

The local church can support its Pilots Company:

- with prayer
- by inviting church members or friends with specific experience or skills to help with Crest work
- by providing extra volunteers should help be needed by supporting company open evenings or open days
- financially

What training is available?

The RPO and Children's and Youth Work Development Officer (CYDO) are available to offer advice on what training is available and appropriate. The following is offered by the Pilots organisation.

Basic Introductory Training – for Officers and those leading Pilots (2015)

This is available for all new and existing Pilots Officers and Pilots. It covers:

- core elements of organising and running a programme
- familiarisation with written materials (The Compass, Voyage and Worship Materials, etc)
- how to share worship with Pilots
- behaviour management – basic
- child protection/safeguarding – basic

The programme can be delivered regionally or locally by RPOs and CYDOs.

Developing Leadership Skills (DLS)

This is a programme for young leaders, 15 to 19 years of age. It consists of three modular weekend sessions. Each weekend is a standalone session.

CORE Skills for Children's workers – Training

Recommended for all people working with children and young people in the United Reformed Church, this module-based course allows participants to do a training programme based on what is most important in their context or what they need to learn more about. Most of the main Christian denominations in the United Kingdom recommend Core Skills as a training course for their workers.

Courses are often delivered ecumenically, regularly and in many locations making it as accessible as possible. The CYDO for your region can advise on the dates and locations of CORE Training sessions across each Region, helping Pilots Officers and Crew to find the best options available in each circumstance.

How do Pilots progress?

Deckhand to Adventurer

When Deckhands reach the age of seven they can move to the Adventurers section. This transition can happen at any time in the year when they are seven and when the Captain, the Deckhand and the parents/carers feel the time is right for the move.

The Deckhand will need to know the *Pilots Promise* and be familiar with the *Pilots Prayer*.

Adventurer to Voyager

When Adventurers reach the age of eleven or begin secondary school, they can move to Voyagers. This transition can happen at any time in the year when they are eleven and when the Captain, the Adventurer and their parents/carers feel the Adventurer is ready.

Voyager to Navigator

When Voyagers reach the age of fifteen they can move to Navigators. This will happen when the Captain and Voyager feel they are ready. Some Voyagers may wish to take on a leadership role within the Pilots Company. It is important to remember that these young people will still need a programme planned specifically with them in mind.

Becoming a young leader (Pilots Crew)

Some Voyagers and Navigators may wish to take on leadership roles within their Company. There are training courses available and the Captain should encourage older Pilots to attend the *Pilots Basic Initial Training Course for new Officers and Crew* or to a *Developing Leadership Skills* course, where they will meet other young leaders. It might also be useful for older Pilots to consider CORE Skills Training. [See Part 1: Section 3 – Starting a Company for more information.](#)



See [Part 1: Section 3 – Starting a Company](#), for more information (page 28)

How do Pilots worship?

Along with Learning and Serving, Worship is part of the core elements of Pilots and therefore plays a significant part in the life of a Pilots Company. It is recognised that not all Captains, Officers or Crew feel comfortable about leading worship and so there are some helpful hints as to how to go about this in the Faith Exploration section. The aim of worship is to provide an opportunity for Pilots to have a time of prayer, share thoughts, thanks, sad or happy things, in an interactive way, if this is appropriate, or in any other way that engages the Pilots.

How is Pilots supported?

Local church support

The local church takes the ultimate decision about setting up a Pilots Company through the Church Meeting or other appropriate council of the denomination. By so doing, it undertakes to support the Company with prayer, support and is pastorally responsible for its Pilots Company, its Officers and Crew. Most churches also give financial help with start-up and on-going costs. Opening a Pilots Company immediately links that Company to a network of regional and national support.

Regional and National support

This comes from:

- the Regional Pilots Officer (RPO) – assisting and supporting companies in different regions of the UK
- the Pilots Desk – central administrative point for the Pilots organisation based at United Reformed Church House in London
- the Children’s and Youth Development Officers (CYDOs) – children’s and youth work specialists working in the Synods of the United Reformed Church.

Information and contact details for each of these can be found on the Pilots website at www.pilots.org.uk, or contacting the Pilots Desk by phone on 020 7916 8637, email to pilots@urc.org.uk or by post to The Pilots Desk, United Reformed Church House, 86 Tavistock Place, London, WC1H 9RT.

Financial support

The Pilots organisation is funded by the United Reformed Church (URC), and is the Children’s and Youth Work programme for those aged between 5 and 18 years in the URC.

Pilots Companies are funded locally by the church of which they are a part or through subscriptions collected weekly by the Company.

Funds may be available from the Synod to help Companies with set-up fees and Affiliation fees. The Regional Pilots Officer can give advice in this area.

Grants can be sought from the Children’s and Youth Work Department of the URC for support in different ways.

Management support

Pilots Management Committee (PMC) is a sub-committee of the Children’s and Youth Work Committee of the United Reformed Church. It is responsible for management decisions relating to Pilots and for setting and monitoring the budget, including setting the Affiliation fee. It meets three times a year.

Pilots Publication Board (PPB) is a sub group, set up under the direction of the Pilots Management Committee and has responsibility for overseeing all materials produced for use by Pilots. It meets twice a year.

All Pilots Companies have access to the above support structure regardless of denomination.

What awards are available for Pilots?

There are two special awards which can be awarded to Pilots

- The Master Mariner Award
- The Pilots Medal

The Master Mariner Award (MMA)

Pilots can be nominated for this award when they have completed no less than five years as a Pilot with a Company. During those years they should have demonstrated:

- helpfulness
- enthusiasm
- personal development
- respect for others
- evidence of a significant contribution to the life of the local Company.

The Pilots Captain will decide who to nominate and this must be done mindful of the above elements.

The award is ordered through the Pilots Desk. The boxed award will be sent to the Captain, the Pilot's name will appear in *The Bridge* magazine and the Pilot will receive a special golden coloured button badge. There is a small financial cost to the Company for this award.

If a Pilot moves companies during the five years, the Master Mariner Award can still be made, with details being sought from the Pilot's previous Company.

The Pilots Medal (PM)

In order to receive this Award, a Pilot must have done at least one of the following:

- given exceptional service to others in acts of bravery and courage
- given exceptional service to others and overcome personal difficulty
- given exceptional service to others through outstanding commitment to the Pilots organisation.

Nominations for the Pilots Medal should be made to the Pilots Management Committee and be supported in writing by:

- Pilots Captain and the Church
- Regional Pilots Officer

What awards are available for Officers?

There are two special awards which can be made to individual Pilots Officers and Crew in recognition of their achievements and commitment through learning, prayer and service to Pilots:

- the Distinguished Service Award (DSA)
- the Long Service Award (LSA)

Distinguished Service Award (DSA)

The Distinguished Service Award may be awarded to any volunteer Pilots Officer or Crew who has:

- shown outstanding commitment to the Pilots organisation
- made a major contribution to the life of the Pilots organisation.

Or to:

- Christians who have given outstanding service through their faith which is a great example and encouragement to Pilots.

Nominations for this award must be supported by two sponsors: a Pilots Officer, Pilots Captain, or local church representative and sent in writing to the RPO who will make the case for the award to the Pilots Management Committee.

Long Service Award (LSA)

This award is made to any volunteer Pilots Officer or Crew in the Pilots organisation.

Recipients of this award will receive a certificate and badge:

- bronze for 10 years
- silver for 25 years
- gold for 40 years

Nominations for this award must be supported by the local Church and sent in writing to the RPO. The latter will make the case for the award to the Pilots Management Committee.

Careful consideration should be given to nominations for all the awards.

The presentation of an award is a special occasion. This may involve the RPO or some other suitable guest and the ceremony could be in a special time of worship during a Pilots meeting or in a Family Service.



Moving Forward

This section deals with questions which arise as a Pilots Company grows and develops its life beyond that of the local church. As Pilots Companies grow and develop, so will their activities, so it is important to consider what measures need to be in place in order to plan new and different activities in ways which are safe and enjoyable for all. It is also important to think about how Pilots might extend their involvement in the wider church community which Pilots promise to serve.

What opportunities are available for Pilots in the wider church?

Pilots are encouraged, once they become Navigators and/or Pilots Crew members, to join in other youth activities within the United Reformed Church, particularly the annual Youth Assembly. There is an opportunity to become the national Pilots Representative, an appointment made by the Pilots Management Committee (PMC). The Pilots Representative attends all PMC meetings and may become involved with writing materials and publications. This post also secures a seat on the national Youth Executive, ensuring the ethos and ideology of Pilots can be heard there in discussions, business and decisions.

There are also opportunities at a Synod level to become involved in the Synod Youth Executive and be part of youth exchange programmes with other countries.

What do I need to do when planning activities away from the church?

Away Days and Camps

Pilots has enjoyed away days and camps throughout its history.

Camps and Away Days have great value in the life of a Pilots Company. They promote fellowship, allow longer periods of time to be spent on a particular piece of work or project, encourage individual Pilots to take some responsibility for themselves and others, and foster care and understanding. Above all, a well-run camp is great fun.

An *Away Day* is a day away from the local situation, such as using a different church or in another venue, for fun and games or a day focused on a piece of work or project.

A *Camp* is any residential get together ranging from a 'sleep over' to a weekend or week away in another church, residential centre, school or even under canvas. Some camps are run by a regional team. Information on these can be obtained from your RPO. The majority of camps are run by the local Pilots Company.

Advice on running a Pilots camp can be sought from the RPO, CYDO or a denominational Children and Youth worker.

Pilots Camps Policy

The PMC requires that residential Pilots camps, irrespective of whether they are a weeklong camp or simply a one-night sleep over, should be run with a Camp Policy in place. A camp policy enables both Pilots Officers, helpers and Pilots to enjoy a secure and exciting camp experience, in a safe environment This is extremely important.



The policy should be agreed by Officers from each Company involved in the camp and the camp must be registered by the elected Camp Leader with the Pilots Desk by completing a Camp Registration form. The RPO should also be aware of that the camp is taking place.

It is not necessary to register the camp with the Pilots Desk if only one Company is involved in a camp as the camp must be run according to local church guidelines.

All relevant insurance policies should be checked to ensure that the event is covered and the appropriate Risk Assessments, and preventative measures, should be in place.

For further and more detailed information, consult the latest edition of the United Reformed Church's *Good Practice 4 – Handbook for Churches* document, available at www.urc.org.uk/good-practice-policy-and-procedures.html

Risk Assessment

Leaders of activities for children have a key part to play in risk assessment. They must assess any hazards associated with their group activities and take appropriate measures to minimise or manage the risk of harm.


In the risk assessment, it is important to take into account:

- types of activity
- the space being used
- the nature of the children in the group
- the amount of supervision available

A risk assessment should be carried out:

- annually for regular groups/activities and kept up to date
- for unusual activities which present additional risks
- for activities away from the usual meeting place, including travel arrangements and checking the credentials of instructors for specialised activities
- if the space used changes significantly

There is good information and templates on risk assessments and health and safety in the latest edition of the *URC's Good Practice 4 – Handbook for Churches*: This is available at: www.urc.org.uk/good-practice-policy-and-procedures.html



See Part 6: Section 1 – Other Templates. (page 156)

Camp Registration Form

The Pilots Management Committee takes its responsibility for the safety and welfare of Pilots, Pilots Officers and the reputation of the organisation very seriously. In order to help manage this responsibility it has introduced a policy which requires registration for overnight stays which involve more than one Pilots Company. This includes both camps and sleep-overs.

It is a requirement of the Pilots camp leader to complete this form in full and return it to:

Pilots Desk, United Reformed Church, 86, Tavistock Place, London, WC1H 9RT

..... Pilots (affiliation no.....)
..... Pilots (affiliation no.....)
..... Pilots (affiliation no.....)
..... Pilots (affiliation no.....)
..... Pilots (affiliation no.....)

are holding an overnight camp from to

Camp venue.....

Camp leader.....

Estimated numbers of:

Deckhands Adventurers Voyagers Navigators Officers

Requirements:

Risk assessment undertaken (venue and programme)

Parental consent forms collected for all Pilotsdate

Camp Code of Conduct Policy distributed to Parents/Pilots/Officersdate

I confirm that the above-mentioned Pilots Camp is operating under denominational Safeguarding guidelines, a copy of which has been provided to, and approved by, the Regional Pilots Officer.

Signed:
(Camp Leader)

Phone number: Email:

Guidance on developing a Pilots camp policy, Risk Assessments and Code of Conduct agreements can be obtained from your RPO/CYDO/Denominational Children's and Youth workers.

This form must be received by the Pilots Desk at least one month before the date of the camp. The Pilots Desk will send an email acknowledgement upon receipt.



Safeguarding

Pilots Companies strive to be places of safety and security for everyone involved. For the latest advice and guidance on Safeguarding issues, Pilots Captains, Officers and Crew should consult *Good Practice 4 – Handbook for churches*, available here:

www.urch.org.uk/good-practice-policy-and-procedures.html

The document's pages and various appendices contain further information and sample forms on which companies can base their own.

All local churches should have a Safeguarding Policy. A sample policy can be found in *Appendix A* here: www.urch.org.uk/good-practice-policy-and-procedures.html

Sample Consent forms can be found in *Appendix F* here: www.urch.org.uk/good-practice-policy-and-procedures.html

A guide to Risk Assessment can be found in *Appendix I* here: www.urch.org.uk/good-practice-policy-and-procedures.html and Sample Risk Assessment forms can be found in *Appendix J* here: www.urch.org.uk/good-practice-policy-and-procedures.html

Records and retention information can be found in *Appendix X* here: www.urch.org.uk/good-practice-policy-and-procedures.html

Pilots Specific Resources

Annual Materials

Pilots Annual Worship and Overseas Voyage Materials are available to download here: www.urch.org.uk/discipleship/childrens-and-youth/resources-cy.html

These are also sent to every Pilots Company and, in the case of Worship Materials, to all local URCs.

See Part 1: Section 2 – What Pilots Do for more information about these (p17)



Other templates and resources

Pilots Badge Song

Our badge it is round
Showing God's love is unending
Our badge it is round
God's love is world wide.

Our badge shows the sea
With its waves ever moving.
On that sea we must sail
All the days of our lives.

Our badge has a boat
Sailing out on the ocean.
Jesus taught from a boat
We would learn from him still.

In the boat is a mast
It's the sign of our Master.
For its shape is a cross
As on Calvary's hill.

Our badge has a fish
We are proud of this symbol.
Early Christians drew a fish
Jesus' friends used this sign.

Our name, can you guess
is P I L O T S
Jesus helps us to steer
On the ocean of life.

Written by Rosemary Malin

1. Our badge is round Sho - wing God's love is un - en - ding Our
badge is round God's love is world wide.

Pilots Promise Song

Chorus
I will learn pray and serve all I can
I will learn pray and serve all I can
In the world wide Church of Jesus Christ
I will learn pray and serve all I can.

I will learn all I can from the Bible
Learn about Jesus and His Way.
I will learn about life with a capital 'L'
I will learn I will serve I will pray.

Chorus

I will pray for my family and friends
Pray with Jesus every day.
I will pray for the sick and the lonely and sad
I will learn I will serve I will pray.

Chorus

I will serve by helping those in need
Serve with Jesus if I may.
I will serve by doing kind and helpful things
I will learn I will serve I will pray.

Chorus

Written by Rosemary Malin



To Learn, To Pray and then to Serve

In 1942, Gordon P Smailes penned a hymn focussing on the Pilots Promise. The lyrics can be sung to the tune 'Old 100th' ('All people that on earth do dwell').

To learn, to pray and then to serve.
These promises, O Lord, I make.
These would I, all my life, observe
and strive to live for Thy dear sake.

Move me, O Lord, that I may SERVE
in every way love asks of me.
Help me to live without reserve
to bring the whole wide world to Thee.

Teach me, O Lord, for I would LEARN
to love Thy children everywhere;
to make Thy Kingdom my concern
and to the world Thy love declare.

O loving Shepherd of the sheep,
Whose love I never can deserve,
help me, these promises, to keep –
TO LEARN, TO PRAY AND SO TO SERVE. AMEN.

Guide me, O Master, when I PRAY
for those of every land and race
and help me, this and every day,
to seek Thee in the quiet place.

Pilots 80th Anniversary Song

The Revd Janet Lees penned a hymn especially for the anniversary, which can be sung to the tune 'Theodoric' (*Rejoice and Sing* 274). You can listen to the tune here (with a 12 second introduction): youtu.be/VcvnISi3ZQA

On the sea was a boat,
'John Williams' was afloat
Children gave money saved
Not one ship but seven
Not one ship but seven
World so round, round, round
Sea so rough, rough, rough.
P-I-L-O-T-S
We are here to praise God

Badge so round, round, round
Sea so rough, rough, rough.
P-I-L-O-T-S
We are here to serve God

On our badge is the sea
Sea can calm or rough be
Crashing waves, Jesus saves
Those who trust and love him,
Those who trust and love him
Badge so round, round, round
Sea so rough, rough, rough.
P-I-L-O-T-S
We are here to love God

In the boat is a cross
Like a mast, but a cross
Keeps us stable, we are able
All to follow Jesus
All to follow Jesus
Badge so round, round, round
Sea so rough, rough, rough.
P-I-L-O-T-S
We are here to love God

On the sea in a boat,
Jesus' friends all afloat.
Some asleep, some in deep
Learning how to serve God
Learning how to serve God

In the world where we live
We are still called to give
80 years, give our cheers
We have come to praise God
We have come to praise God
World so round, round, round
Sea so rough, rough, rough.
P-I-L-O-T-S
We are here to praise God





The Compass

For Pilots Officers and those working with
Deckhands, Adventurers, Voyagers and
Navigators

