

# WATER WISE

## LEARNING OUTCOMES

Having completed this badge members will be able to:

- identify water storage areas with safety concerns in and around the home;
- identify places in their local area where water safety can be an issue;
- have knowledge of rules associated with water safety;
- demonstrate methods of land-based water rescue;
- use water wisely.

## BADGE REQUIREMENTS

1. Prepare a comprehensive list of water storage areas in and around the home and state their safety concerns.
2. Identify places in the local area where water is used for leisure, as a decoration, for farming activities or is a natural physical feature of the land.
3. Explain water safety rules for all water features in your local area.
4. Identify water features that are not in your local area. Outline the associated safety rules.
5. Research safety equipment used in water-based activities.
6. Outline and demonstrate simple methods of land-based water rescue.
7. Prepare a research project on the wise use of water.

ADVENTURERS  
SUNBEAMS

water wise



CATEGORY

The World  
and Me

TIME FRAME

Five weeks

AIM

To teach safe  
practices in  
the use of  
water.





# Teaching ideas

1. Prepare a comprehensive list of water areas in and around the home and state their safety concerns.

## Indoor Water areas

Ask members to brainstorm items, structures or areas that would contain water or be wet within the house. Most of the suggestions will be so common place in the home that children may never even consider that there could be an associated risk or any sort of danger.

Display examples or show pictures of items that may be mentioned. A variety of pictures can be found on **Leader's Resource 1**. Have members list safety concerns for a variety of these examples.

The following table lists many areas in the home where water could be a problem. Members may make other suggestions.

Wet/water area		safety concern
Wet floors/laundry		Wet floors can be found in most places in the house especially if there are tiled or polished floors. The main danger is from slipping over.
		There is also a danger of electrocution. Never use electric items before checking the area for water.
Bathroom	Bath tub	Even a small amount of water in the bath tub is dangerous. If a person falls in the bath and they are knocked unconscious their head could go under the water and they cannot breath. Babies and young children are more likely to overbalance when sitting in the bath water and need constant supervision. Never leave a child alone in the bathroom.
		Hot water burns! Always turn on the cold water tap first before the hot tap. Turn the hot water off first, so the last water from the tap is cooler.
		There is also a danger of electrocution. Never use electric items near a bath or basin that has water in it.
	Shower recess	Slipping over is a big danger. Use hot water in a safe manner because of the scalding risk. Always turn on the cold water first before the hot tap. Turn the hot water off first, so the last water from the tap is cooler.
	Toilet bowl	Inquisitive children may fall in.

# Teaching ideas



TEACHING  
IDEAS

Wet/water area	safety concern
Buckets and bowls	Buckets/bowls can be used for all sorts of things in the home from mopping floors, to soaking clothes or nappies. Care needs to be taken to keep the bucket out of the reach of young children because of soaps or other dangerous contents. Water also can be split causing the floor to become flooded. Never leave water in a bucket where children can fall in, there is a danger of drowning.
Fish tank or bowl	Children can be fascinated by watching fish but there is a danger if the children lean into the water.
Animal drinking bowl	Young children may fall in or tip the contents over the floor, causing a slip hazard.

Discuss with members as to what measures can be taken to avoid each of the hazardous situations which can be created with water within the home.

## Games

### Mop and bucket relay

Equipment: mop, bucket, apron and head scarf for each team.

Each patrol has half of their members at one end of the room and the other half at the opposite end.

Each patrol member must put on the apron, tie the head scarf onto their head, pick up the bucket and the mop and run to their team player waiting at the other end of the room. Each item needs to be exchanged with the next player who then runs to the other end. Make sure the apron and scarf are tied on properly. If they are not done up the player must go back to his/her starting position, correct the fault and set off again.

The game continues until all players have had a turn. The first patrol to complete the course is the winner.

**Don't spill a drop!** Warning: Keep a mop handy in case there is a spill – no accidents allowed!!

Equipment: a bucket (or large container) and a large jug of water for each team, a plastic cup for each player.

Divide the group into even-numbered teams. Distribute a plastic cup to each member. Place the empty bucket opposite each team at a distance from the starting line. On the word 'go', the first member of each team must put water into their cup from the jug (without spilling any!) and then carry the cup of water to their team's bucket. The water is then tipped into the bucket. The player returns to their team to tag the next player who then puts water into their cup, and so on.

The winner is not the first finished, but the team with the most water in their bucket! Measure the water in each bucket to see which team is the ultimate winner!



# Teaching ideas

## Magnet fishing game

Purchase a commercially-made game or members can make their own. Attach paper clips to one end of a string and tie the string onto a drinking straw. Make a variety of fish out of paper or cut from plastic (such as an ice cream container lid) to which a piece of magnet strip has been glued. Place the 'fish' into a plastic fish bowl (without water unless laminating the paper 'fish'). Allow members to go 'fishing' to see who can pick up the most fish in a set time limit.

## Outdoor water areas

Ask members to think of what things might be in their yard that hold water. The following table lists some things that members may suggest.

Wet/Water area		safety concern
Wet areas		Smooth pavement/tiles can be very slippery.
Swimming	Wading pool	A wading pool may be small but the quantity of water should be measured according to the age of the children using it. Like a bath tub, it is easy to get into trouble if the face becomes submerged. Supervision is vital at all times.
	Inground pool	Slipping over on wet surfaces around the pool is a danger.
		Inquisitive children may fall in or be unable to swim.
		All pools should be fenced and gated with a child proof locking system.
Above ground pool	Inability of some people to swim. Rupture of the lining can cause flooding.	
Water tank		Water tanks can be a fascination to children, especially when hiding or finding a quiet place.
		Never climb into a water tank as protection from fire. A metal tank may boil the water.

Discuss with members as to what measures can be taken to avoid each of the hazardous situations which can be created with water outside the home.

## Games

### Apple dunk

Equipment: shallow bowls of water, apples

Either individually or in teams, members attempt to take a bite from the bobbing apple.

### Find the coin

Equipment: wading pool, blue and/or green balloons, several coins. The balloons may be filled with some water to give them weight.

Ask members to wade through the balloon-filled wading pool to locate the coins or tokens.

# Teaching ideas

## Flipper run

Equipment: several sets of swimming flippers, goggles and snorkels (one set per patrol).

Each player puts on the flippers, goggles and snorkel when it is their turn to run in the relay.

## Fun with water

Hold a SAGALA special event using water-based activities such as water slide, sponge throw, water pistol games.



## 2. Identify places in the local area where water is used for leisure, as a decoration, for farming activities or is a natural physical feature of the land.

Each SAGALA group will have different answers for this badge requirement according to whether they are situated in a city, a small or large rural town or on the coast.

Water features may include:

- public swimming pool
- public fountain or pond
- river
- creek
- waterhole
- dam or weir
- stormwater drain
- lake
- beach
- reservoir
- drinking fountain
- animal water trough
- borehole or well
- old mineshafts

Some of these features may not be filled with water all year round, for example, when an area is in drought. Rivers, creeks, dams and stormwater drains can rapidly fill with water during excessive rain events posing significant danger to anyone who may be unaware of what may occur.

List the various activities that occur at each place where water is found in the local area. These may include: playing games, swimming, boating, canoeing, rafting, snorkelling, feeding animals on the farm, feeding ducks in the council park, ball games.

Ask members to depict the places in their local area where water is featured. This may be done by creating:

- a collage of the local community; or
- a diorama, using play dough or plasticine together with natural materials.



## 3. Explain water safety rules for all water features in your local area.

Once members have identified all possible areas of water in the local area, they should discuss what problems these may cause and the safety precautions that can be taken to lessen or avoid any negative impacts.



TEACHING  
IDEAS



# Teaching ideas

Problems (and possible solutions) that can impact water areas may include:

- drowning (never swim alone; swim between the flags);
- being caught in a rip or undertow (swim adjacent to the beach don't try to swim against the flow – it will return to the shore further along the beach; raise hand so that people on the beach can see you are having a problem; leave rescue to trained lifesavers);
- flooding (be aware of past river heights from flood events; know where flooding can occur, a dry river bed doesn't mean there is not water under the surface);
- being washed away, for example, off a weir or bridge, from the bank of a swollen river, creek or stormwater drain (don't drive through deep water; stay well away from dangerous areas, be aware of recent rain in catchment areas);
- unknown snags in the water (check the area of water with a stick);
- unknown depth of water (test the depth of water; never dive in);
- accidental entry, for example, falling into water or down an unused mineshaft (never reach into water for an object such as a toy or ball; never wander over unknown tracts of land, never walk alone).

Add safety precaution notes to the collage or diorama made in **Badge Requirement 2**, for example, on the collage – make lift up flaps highlighting the safety rules/precautions.



## 4. Identify water features that may not be in your local area. Outline their associated safety rules.

From the list of water areas indicated in **Badge Requirement 2**, identify which features are not in your specific local area. Country groups need to research areas such as the beach and outline the safety rules for that area. City groups need to research water features that may only be found in rural settings such as a dam on a farm or a borehole/well.

Make some form of depiction of these other areas which may not be in your community but are vital for being well-informed and aware of water safety in all situations/circumstances.



## 5. Research safety equipment used in water-based activities.

**Public facilities** such as swimming pools, boatsheds and beaches normally have safety equipment provided and kept within easy reach if any problem should occur.

Discuss and ask members to draw pictures of various safety equipment normally found at a beach, a boatshed or swimming pool:

- life buoy or safety ring;
- life jacket;
- lifesavers' rescue reel, ski and /or boat;
- safety flags found at the beach.

Ask members what can be used if there is no safety equipment nearby. Outline different things that can be used as flotation aids:

- child's swimming ring or kickboard;
- child's swimming 'bubble' or 'Floaties';
- empty plastic container, with air forced inside;
- long sleeved shirt or trousers, tied and air forced inside.

# Teaching ideas

Demonstrate these techniques and allow members to try filling the various items with air to make flotation aids.

## safety precautions for a home swimming pool

Home swimming pools are required by law to be fenced off from the normal living areas of the house and yard. A childproof locking gate and no footholds are part of the requirements of the fencing. Some older pools however may still be accessible.

Children should be supervised by adult carers at all times. If flotation aids are used by children, adults should never assume that they are completely safe and don't need to observe the children.

All swimming toys, such as balls, noodles or flotation aids should be packed away after using the pool.

A safety chart with resuscitation techniques is also compulsory. Show **Leader's Resource 2**.

## Boating and Fishing

Only some members may have access to boating and fishing but all should be made aware of the safety precautions when engaging in either of these.

- Never go boating or fishing alone.
- Always leave word of destination and estimated time of return.
- Everyone should wear a Personal Flotation Device (PFD) when fishing or boating. Even in a kayak or canoe.
- Make sure your boat has emergency equipment (flares, first aid kit radio/phone).
- Know the limitations of the boat and do not overload it.
- Check the boat is sea worthy. Some canoes may be stored for extended periods and need to be checked before returning to the water.
- Follow the boating traffic rules.
- Check weather conditions when boating and/or fishing, and continue to monitor weather reports.
- Keep a lookout for the warning signs of bad weather, such as; clouds building up or waves becoming bigger and occasional white caps appearing.
- Wear and take appropriate spare clothes allowing for possible changes in the weather.
- Take water with you.
- Wear sun-block, hat and shirt. Protect yourself from sun burn and heat exhaustion.
- Stow all gear safely. If anything is blown or washed into the water it is better to leave it rather than risk your own safety.
- When entering or leaving a small boat, keep the weight low and centred.
- Keep the boat away from swimming areas, weirs, rocks and other craft. Fish away from swimmers, surfers and boats.
- Know the tides times. Don't risk being cut off by high tides or stranded by low tides.
- If bad weather threatens pack up and return home.
- Learn and practice capsize and person overboard drills.
- Adults should not mix boating/ fishing and alcohol.



TEACHING  
IDEAS



# Teaching ideas

- When fishing from rocks:
  - Look for secure footholds.
  - Stay away from sloping, slippery edges.
  - Wear suitable clothing and footwear.
- When wading, check for hidden rocks or sudden drop-offs.
- Never turn away from the sea because a wave may knock you over. A fish on the line must not be allowed to alter this course of action.

Have a few PFD on hand for members to practise putting on and adjusting. Discuss different types of PFD's and their differing uses and qualities.

Reinforce safety points by playing charades. Have the situations written on cards for members to mime. For Example 'A young child rides the tricycle to the pool fence and climbs over' 'Dad mops the floor but leaves it too wet, along comes the toddler and slips over'

Play match up games. One member must find their partner by joining the clues together such as Rock = check for underwater hazards; Hat = protect from sunstroke; Bucket = always empty after use; Pool toys = put away after use.

Revisit water and sun safety from the **Safe Outside** badge and incorporate some ideas from this badge into your safety teaching.



## 6. Outline and demonstrate simple methods of land-based water rescue.

Land-based water rescue is only successful with absolute accuracy of direction, distance and pin pointing the target.

Rescuers often put themselves in danger so it is vital that a rescue is only attempted where safety to all participants is considered.

Different rescue methods include:

- throwing a flotation aid to a person in trouble;
- throwing a long rope to the person to pull them to safety;
- tie one end of a long rope to a tree or to other people on land. Tie the other end securely around the waist, and wade into the water towards the person in trouble.

Have members make a throw and rescue line out of a cordial bottle and rope, and practise using this. Discuss what else could be used.

Set up various activities for members to practise skills of pinpoint accuracy.

These could include:

- game of skittles;
- roll a ball three metres between a pair of skittles 30 centimetres apart;
- quoits;
- relay game of throwing a swimming ring over or to a person;
- dodge ball;
- rope throwing, keeping hold of one end;
- rope throwing to a specific target, for example, between two points 60 centimetres, and then down to 30 centimetres apart.

# Teaching ideas



## 7. Prepare a research project on the Wise use of Water.

Australia has such diverse weather conditions and from time to time, with drought and water restrictions, we need to know how to use water wisely.

Ask members to prepare a research project using any medium they wish, for example, a poster, project book, PowerPoint.

Topics could include:

- choosing plants for a garden that requires little or no watering;
- rain harvesting;
- use of grey water;
- keeping a check on water areas in the home, for example, toilet and shower usage, no dripping taps, no hosing of hard areas, washing cars on the grass using a bucket;
- keep a record of water usage of member's family for one week.

Members are to present their findings to the group. Discuss any points which will make everyone wiser in the use of water.



TEACHING  
IDEAS

# Leader's Resource 1

Pictures of wet areas in the home and outside the home.



# Leader's Resource 1 (cont'd)



# Leader's Resource 1 (cont'd)



# Leader's Resource 1 (cont'd)



# Leader's Resource 1 (cont'd)



# Leader's Resource 1 (cont'd)



# Leader's Resource 1 (cont'd)



# Leader's Resource 2



**Ambulance Service  
of New South Wales**

## CPR CHART

CARDIO PULMONARY RESUSCITATION

<p><b>1 COLLAPSED</b></p>	<p><b>IS THE PERSON UNCONSCIOUS?</b></p> <ul style="list-style-type: none"> <li>&gt; Check for <b>danger</b> eg electrical cord, petrol</li> <li>&gt; Confirm unconscious state:             <ul style="list-style-type: none"> <li>&gt; Squeeze person's shoulder</li> <li>&gt; Shout: "are you alright?" or "open your eyes"</li> </ul> </li> </ul>	
<p><b>2 POSTURE</b></p>	<p><b>TURN PERSON ONTO THEIR SIDE</b></p> <ul style="list-style-type: none"> <li>&gt; Bend closest leg at knee</li> <li>&gt; Lift and move closest arm towards other side</li> <li>&gt; Push bent leg towards other side</li> </ul>	
<p><b>3 AIRWAY</b></p>	<p><b>CLEAR AIRWAY</b></p> <ul style="list-style-type: none"> <li>&gt; Tilt person's head well back (NOT for an infant or the injured)</li> <li>&gt; Clear any foreign matter from mouth (and nose of a baby)</li> </ul>	
<p><b>4 AMBULANCE</b></p>	<p><b>GET HELP!</b></p> <ul style="list-style-type: none"> <li>&gt; Ask someone to <b>DIAL 000</b></li> <li>&gt; Ask for <b>AMBULANCE</b></li> <li>&gt; Give:             <ul style="list-style-type: none"> <li>- address</li> <li>- nearest cross street</li> <li>- type of emergency</li> </ul> </li> <li>&gt; <b>Do not hang up</b></li> </ul>	
<p><b>5 BREATHING</b></p>	<p><b>CHECK FOR BREATHING</b></p> <ul style="list-style-type: none"> <li>&gt; Look for rise and fall of chest</li> <li>&gt; Listen and feel for breathing</li> <li>&gt; If <b>breathing is present</b> leave person on their side</li> </ul> <p><b>IF BREATHING IS ABSENT START RESCUE BREATHING</b> ▼</p>	
	<p><b>REPOSITION PERSON</b></p> <ul style="list-style-type: none"> <li>&gt; Turn person onto their back</li> <li>&gt; Tilt their head well back (NOT for a baby or the injured)</li> <li>&gt; Lift jaw</li> </ul>	
	<p><b>ADULT, CHILD AND INFANT</b></p> <ul style="list-style-type: none"> <li>&gt; Pinch nostrils</li> <li>&gt; Seal your mouth over person's mouth and give <b>2 breaths</b></li> <li>&gt; Check that the chest rises and falls with each inflation</li> <li>&gt; Use <b>smaller</b> breaths for a <b>child</b></li> </ul>	
<p><b>6 CIRCULATION</b></p>	<p><b>CIRCULATION FOR AN ADULT</b></p> <ul style="list-style-type: none"> <li>&gt; Position one hand on the centre of the chest (breastbone) grasping wrist with other hand</li> <li>&gt; Compress breastbone <b>4 to 5cm</b> (or one third the depth of the chest) <b>30 times</b>.</li> <li>&gt; Continue with <b>2 breaths to 30 compressions</b></li> <li>&gt; Rate of compressions is <b>100 per minute</b> or almost 2 per second</li> </ul>	
	<p><b>CIRCULATION FOR AN INFANT</b></p> <ul style="list-style-type: none"> <li>&gt; Position 2 fingers on lower half of sternum</li> <li>&gt; Depress sternum approximately <b>one third the depth of chest</b></li> <li>&gt; Continue with <b>2 breaths to 30 compressions</b></li> </ul>	

**This chart is not a substitute for attending a first aid course. LEARN CPR NOW!**

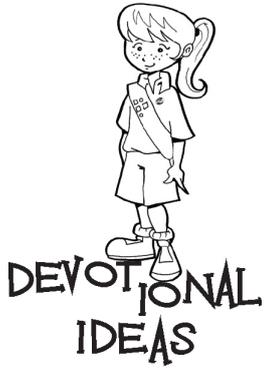
**CONTINUE CPR UNTIL AMBULANCE OFFICERS ARRIVE**

This CPR chart is provided free of charge and must not be sold. The chart is available to download from the Ambulance website at: [www.ambulance.nsw.gov.au](http://www.ambulance.nsw.gov.au)

For enquiries about this CPR chart contact: Ambulance Service of New South Wales Locked Bag 105 Rozelle NSW 2039 Tel: (02) 9320 7796

This chart conforms to the Australian Resuscitation Council's guidelines on effective CPR as at February 2006. For more information go to: [www.resus.org.au](http://www.resus.org.au)

071005



# Devotional ideas



1. **Title:** Lifesaver  
**Bible:** James 2:10  
**Thought:** What is Salvation?  
**Supplies:** Bible, 'Lifesavers' lollies, money, toy, mirror

Hand out 'Lifesavers' to each member and ask them to think about a situation where someone has been saved.

Think about life threatening situations. Members may know someone who was caught in a fire, who has just been told they have cancer, who has almost drowned. When we are faced with a situation like this we only want one thing. To be saved. We need someone's help. Everyone in this situation would want help. Everyone would want to be saved.

The Bible says that we have another reason to need help. We need help because of a 'sin' problem.

Although everyone needs to be rescued from sin in their life, not everyone wants to be rescued. Why don't some people want to be saved? (*They are too focused on themselves, show mirror; maybe they don't understand who God is.*)

Some people have too much stuff (*Show money and toy*) to think about their sin and what is going to happen later in their life.

Read the Bible – James 2:10. How many sins do you have to commit before you are guilty? Just one!

God has a gift for us in forgiveness – all we have to do is ask for it. Jesus is the only person who can save us and forgive the wrong things that we have done.

All you have to do is accept the free gift of forgiveness. If you have never asked God to forgive you for your sins, today is the day to do that.

Ask members to take their lifesavers to a quiet corner and as they eat each one ask to be forgiven for something that they may have done wrong. You may have to start off with an example of your own.

# Devotional ideas



- 2. Title:** Saved  
**Bible:** John 3:16  
**Thought:** Sailing with Jesus  
**Supplies:** Bible, Personal Flotation Device (PFD)

Many people enjoy boating, fishing, sailing, and canoeing on lakes, rivers, and streams. Show the PFD to members and ask them if they have worn one. It is very important to put on a life jacket any time you go out in a boat. You never know when an accident might happen or when a storm might come up. If you are thrown from the boat, a life jacket can save your life.

One day, some people went fishing on a lake. Before they got into the boat, they began to put on their life jackets. One of them refused to put on a life jacket. Perhaps they thought it made them look like a sissy, or maybe they thought, 'I know how to swim. If anything happens I can save myself.' They had only been on the lake for a short time when a sudden storm came up. The wind blew and the waves became so high that they turned the boat over. The ones who were wearing life jackets made it to shore and were saved. The one who was not wearing a life jacket drowned because they had refused to take the one thing that could have saved them.

Read the Bible verse. Jesus wants to save us and take us to Heaven to be with him, but there are some people who think they might look like a sissy if they admit that they need Jesus. They think that they can take care of themselves without him. When the storms of life come up, they are thrown overboard and are lost forever because they refused to take hold of the one thing that could save them ... Jesus.

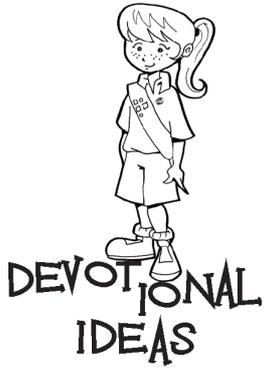
It is foolish to go out onto the water without a life jacket, but it is even more foolish to try to live life without Jesus.

Dear Lord, we know that you sent Jesus to die on the cross to save us. We pray that as we sail upon the sea of life, each and every one here today will take hold of the one thing that can save us from the storms which we are sure to encounter ... Jesus, our Saviour. Amen.

You may like to make a verse reminder card in the shape of a life jacket with the verse written in the inside.



DEVOTIONAL  
IDEAS



# Devotion ideas



- 3. Title:** Going fishing  
**Bible:** Matthew 4:19  
**Thought:** Teaching others about Jesus is important  
**Supplies:** Bible, fishing rod and reel (for a real demonstration include bait), invitations or flyers

Show members the fishing rod and ask if any of them have been fishing. Demonstrate how to use the rod. Show the members that the fishing line has a sinker and a hook. First put the bait on the hook, fish like worms or green prawns. Then when you cast it out far into the water the sinker carries the bait down into the water where the fish may be. Then you wait. You feel a little tug on the line. That tells you the fish are nibbling at your bait and then you reel the fish in.

Jesus lived near a lake and often went down to watch the fishermen. Jesus watched as they were fishing. Read Matthew 4: 18 - 20. In verse 19 it tells us that Jesus chose two men to be his disciples while he watched them fish. He said to them that he would make them 'fishers' of men instead of fish. What did Jesus mean by this? And Jesus wants *us* to be fishers of men as well.

He doesn't want us to take a rod and reel in people. What he really wants is for us to *catch* people and help them find Jesus. We can catch people by showing them what Jesus has to offer and inviting them to learn about what God can do for them.

Use this as an opportunity to send flyers home or make invitations for members to invite friends to SAGALA, Sunday School, or Kids Club.

# Devotional ideas



- 4. Title:** Thirst quenching  
**Thought:** Jesus gives us living water  
**Bible:** John 4:13 - 14  
**Supplies:** Bible, a jug of water and a cup for each member

Ask members if they drink a lot of water. How much water do you drink each day? Most experts agree that we should drink about eight or nine glasses of water a day. Of course, that depends on how hot it is and whether we are doing a lot of running and playing. If so, we may need more water, and there are other things to drink besides water. Ask members what else can they drink. What is the best when they are thirsty? Really there is no substitute for water when you are hot and thirsty.

The part of the world where Jesus lived was very hot and dry. In the Bible in John 4 it tells us a story of Jesus giving water to a woman. (*Show members where the passage is in the Bible*) One day, as he was travelling through Samaria, Jesus passed through a small village by the name of Sychar. Jacob's well was there and Jesus, hot and tired from the long walk, sat down beside the well about midday to rest. Soon a Samaritan woman came to the well to fill her water jar. 'Please give me a drink,' Jesus said to the woman.

The woman was shocked! You see, in those days a Jew wouldn't be caught dead talking to a Samaritan. 'Why are you, a Jew, asking me, a Samaritan woman, for a drink?' Jesus answered, 'If you knew who it is who is asking you for a drink, you would ask him for a drink and he would give you living water. 1 John 4:13 - 14 tells us, 'Everyone who drinks from this well will be thirsty again, but whoever drinks the water that I give will never thirst.'

The woman said to him, 'Sir, give me this water so that I won't get thirsty and have to keep coming to this well to draw water.' She didn't understand that the 'living water' was to believe that Jesus was the Saviour. Jesus asked her to get her husband and then told her that he knew she didn't have a husband and had been married several times.

The woman said 'You must be a prophet because you know everything I have done'. Then Jesus explained to her that he was the Messiah. The woman was so excited that she ran into the city and told her friends, 'Come and see a man that told me everything I have done. Surely he must be the Christ.'

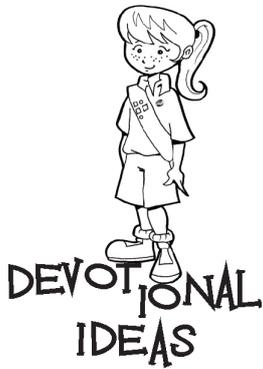
Because of what the woman told them, many Samaritans came to know Jesus and accept his offer of living water. They said to the woman, 'We no longer believe just because of what you said; now we have heard for ourselves, and we know that this man really is the Saviour of the world.'

Water – it refreshes the body, but it can't compare to the 'living water' that Jesus gives. It refreshes our soul! Just like the Samaritan woman we can have that 'living water' if we ask for it.

Give members a drink of water to remind them that Jesus is the living water. Close in prayer thanking God for His gift of 'living water'.



DEVOTIONAL  
IDEAS



# Devotional ideas



- 5. Title:** Walk out in faith  
**Thought:** Jesus asks Peter to walk on water  
**Bible:** Matthew 14:22 - 33  
**Supplies:** Bible, two coats/robes, a blue sheet or tarp

Read the Bible passage and have members act it out (alternatively use script below). One member can be Jesus, another Peter and the rest will be the disciples in the boat. Lay the sheet, blanket or tarp to represent the water and have two members hold the edges of this and gently wiggle it to make waves. Have Jesus at one side of the tarp and the disciples sitting in the boat on the tarp. If you have a competent reader you may like to give them the script to read.

- “Jesus’ friends were out in their boat one day rowing across the lake. It was fairly windy and a storm was approaching so they had to row hard. They looked out and saw a person coming towards them who appeared to be walking on the water. The disciples squinted and stared and pointed to the person across the lake. The disciples were amazed, excited but also scared. Was this a real person?
- Then as the person got closer he yelled out to them. They listened, astonished as he yelled ‘Take Courage. It is I. Don’t be afraid.’ It was Jesus! *(Have the member playing Jesus speak this part as they walk towards the ‘boat’. Make sure the waves are still wiggling.)*
- Peter, one of Jesus’ friend, a disciple, stood up and said ‘If its you, tell me to come out on to the water.’ *(Ask members if they think Jesus will ask Peter to get out of the boat. What do they think the other disciples think about Peter asking this? Ask members if they would get out of the boat?)*
- Jesus said ... ‘Come’. The disciples watched in amazement as Peter got out of the boat and walked on the water. At first Peter looked at Jesus as he was walking towards Him but then he noticed the waves were quite rough and getting bigger and bigger. The wind was blowing around him. *(The other members can make wind noises have the members move the tarp faster.)* Peter was watching the waves and began to sink. Peter became scared and called out to Jesus. ‘Save me!’ *(Have Peter kneel down and yell out.)* Jesus reached out and took Peter’s hand and they climbed into the boat together. They were safe.”

Peter started to sink when he took his eyes off Jesus. He was afraid he was going to drown and was watching the waves and listening to the wind. And it is the same for us when we are afraid and facing scary times we need to focus on Jesus. Pray to Jesus, tell Him our fears and He will comfort us.

**Pray:** Dear God, Please hear us when we tell you we are afraid. Please help us to keep our eyes on you and know that you will comfort us. You are always with us and thank you for helping us. Amen.

# Devotional ideas



- 6. Title:** Don't hide  
**Thought:** Jesus will find us  
**Bible:** Jonah 2:7 - 10  
**Supplies:** Bible, defined running area

Ask for a volunteer to be the chaser and explain that everyone must hold onto the chaser until the key word is said. Have the chaser hold out their arms and everyone holds onto the arm, or fingers. The chaser will call out names at random until he calls out 'Jonah' which is the signal for all members to run away while the chaser tries to catch someone. The person caught becomes the next chaser. Anyone who lets go too early is out for that round.

Use this game as an introduction to the story of Jonah. Read the following story from the book of Johan.

'Jonah,' said God, 'go to Nineveh and tell them I've seen their wickedness.'

But Jonah didn't like the people of Nineveh and he thought he could run away from God. So he got on a ship sailing away from Nineveh. Soon a storm began to beat upon the ship until the sailors were afraid that it would break into pieces. The wind roared and the waves crashed! Finally, Jonah realised he was the reason for the terrible storm. 'Throw me overboard,' said Jonah, 'and the storm will end.' The sailors didn't want to throw Jonah out, but the storm grew even wilder. At last they agreed. They threw Jonah into the sea. Instantly, the sea became calm. Then God sent a gigantic fish to swallow Jonah. For three days and three nights, Jonah stayed inside the fish. While he was inside the fish, he asked God to help him. Finally, God made the fish spit Jonah out onto dry land. This time, Jonah obeyed God. He went straight to Nineveh and began to preach. 'God has seen your wickedness,' said Jonah. 'He will destroy Nineveh in forty days.'

The people listened to Jonah. They were sorry for the bad things they had done. They began to pray. They returned to God. God did not destroy them.

Read Jonah 2:7-10 This shows us that Jonah realised he could not run or hide from God and decided to go to Nineveh and do what God had asked. Ask members to reflect if they are hiding or running away from God and what God wants us to do.



DEVOTIONAL  
IDEAS