

the number of stars in the sky.

**MG:** Have you counted them?

**Abraham:** No, there's too many.

**Sarah:** We can't believe it ourselves.  
Having a baby at our age?

**MG:** Who told you you were going to have a baby? Was it a doctor?

**Abraham:** Not quite, it was actually God.

**Sarah:** And we are going to call the baby Isaac.

**MG:** How do you know it's actually going to happen, then?

**Abraham:** I guess we just have to believe.

**Sarah:** And have faith. If this is God's plan, then God will help us through it.

## Song

Hints are everywhere we look as we investigate this book  
We must search to see if we can find the truths  
With a magnifying glass, and the right amount of sass  
We will be a group of modern supersleuths

Abraham and Sarah were quite old  
They could not have any children, they'd been told  
Ishmael did no wrong but then Isaac came along  
Who's the hero, who's the villain in this song?



## Interviewing the detectives

MG asks questions of the detectives, or holds a quiz to find out what they've learned and what conclusions they've come to.

## Closing prayer



God called Abram and Sarai (come here gesture).  
They listened (hand cupped by ear)  
And they wandered far (march movement):  
Up mountains (hands steepled),  
Down valleys (invert steeple),  
Over rivers (arms undulate in river motion),  
To follow God (point upwards).  
They met kings (put hand above head with fingertips down like a crown)  
And pharaohs (hand pointing out with back of hand on forehead like a snake)  
But it was God (point upwards)  
That they trusted (hands crossed on chest).  
And God (point upwards) gave them new names:  
Abraham (Make the sign for 'dad' by using the index and middle fingers of one hand to tap twice across the index and middle fingers of the other hand)  
and Sarah (To make the sign for mum, use three fingers of one hand to tap twice across the palm of the other hand).  
God (point up) promised them that their children and their children and their children's children (make cradle with arms and rock)  
would be as many as the stars (hands raised with fingers wriggling).  
Thank you (Sign 'thank you' by straightening your hand, bringing your fingers to your chin, and then pulling them away) for Abraham (dad sign) and Sarah (mum sign).  
**Amen.**

# APPENDIX 1: ENGAGING TODDLERS AND UNDER FIVES

These toddler activities are designed for pre-school children who may be attending because another family member is involved.

Many younger children will want to join in the whole-group activities, the singing and story, but at other times, providing something that can engage them is useful. Many of these activities are also good for children who have additional needs, as they are very sensory.

## Ongoing activities

Investigating hidden objects in a sensory tray or treasure box. You could also have available a sand tray, rice jars, play dough or Duplo.

Create a space with cushions and books where the children can be quiet – this is something that could be up all week.

## Ruth

Suitcase treasure box. This is a 'what's in the box' type of activity, with items relating to the story (travelling from home, loving each other). Let the toddlers play with the items, and explore what they think about them.

## Mary and Martha

Create a cooking corner with pots, pans and play food. Be busy like Martha. Encourage children to use the quiet space, and be still and quiet like Mary.

## Timothy

Today we are cheering people on, like we did when we cheered for the NHS. You can bang pots and pans, or use musical instruments.

You may want some quieter cheering activities, too. You could make a non-noisy party blower. Make a cardboard straw and cut a strip of



wrapping paper, and make it into a tube (make sure there are no leaks), join the two parts, and curl the wrapping paper up. Put it to your mouth and blow – you may need to roll it up after each blow. Or you could make some cheering pompoms.

### Abraham and Sarah

Abraham and Sarah were told they would have more descendents than the number of stars in the sky, so explore things which get more and more and more in number. Bubble fun - have a basin of soapy bubbles and lots of objects to create fun with; alternatively, you could create some 'find the stars' activities.

### Esther

Make some linking hearts by cutting heart shapes out of card, and play with them by linking them all together. Alternatively, play with balancing or linking toys you may already have.

Create mystery images using a mud tray, or disappearing pictures in water painting.



## APPENDIX 2: GOING DEEPER - FOR YOUNG PEOPLE AGED 11 TO 14

Often, the stories we are told as younger children have clear-cut heroes and villains. In these stories, it is easy to spot who is good and who is evil. But as we get older, we might start to see that things are not always as clearly defined. This section contains ideas to help young people explore the meaning of the terms 'hero' and 'villain'. It includes suggested discussion topics, and links to resources relating to the Bible stories covered in the 'Super Sleuths' holiday club materials.

What do we mean by 'hero' and 'villain'?

Have a group discussion about what makes a hero and a villain. Here are some suggested discussion questions:

- What characters or people come to mind when you think of the terms hero & villain?
- What makes a hero?
- What makes a villain?
- How would you define each of the terms?
- What are the key differences between the terms?

### Heroes and villains in the Bible

Split into groups, and challenge participants to create a list of heroes and a list of villains from the Bible. Ask each group to share their lists, and reflect on any similarities and differences between groups.

Use the URC Youth Triologue episode on the theme of heroes and villains – [bit.ly/tri-heroes-villains](http://bit.ly/tri-heroes-villains)

Watch clips from the episode, and ask participants to share their own thoughts on the questions raised. What other questions do participants have on the theme of Heroes and Villains?

- Which biblical characters come to mind when you think about the terms hero and villain. Why?

- Who is your personal hero? Why?
- Who do you find difficult to categorise as a hero or villain? Why?

Take a look at the Bible stories covered in the holiday club, and think about which characters in the stories might be heroes and villains. Here are some suggested discussion themes and resources for each Bible story:

### Ruth

#### Resources:

- Triologue episode on 'Refugees' which looks at the story of Ruth [bit.ly/tri-refugees](http://bit.ly/tri-refugees)
- JPIT Hostile Environment Youth Resource, focusing on welcoming the stranger [bit.ly/jpit-hostile-environment](http://bit.ly/jpit-hostile-environment)
- Wherever you will go, Charlene Soraia [bit.ly/wherever-you-will-go](http://bit.ly/wherever-you-will-go)

Listen to the song and reflect on the words. How do they relate to the story of Ruth? Ruth 1:16

Ruth had to make a decision: Go home to safety, or stay and look after her mother-in-law. She chose to stay.

According to The Children's Society, an estimated 800,000 children and young people are classed as 'young carers'.

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances, or who looks after somebody because the primary carer is unable to do so (maybe because of work commitments).

They can miss out on a lot of the things other people take for granted – days out with their



friends, holidays, sometimes even school, in order to look after an elderly or infirm relative. They are, usually, not just responsible for caring for another person, but for the household duties as well, like vacuuming, cooking and washing up.

- Do you know anybody who is a young carer?
- What things would you have to give up in order to look after someone you loved?
- Can you find out about what support is available for young carers?

## Mary and Martha

### Resources:

- Trialogue episode 'Taking time out' [bit.ly/tri-time-out](http://bit.ly/tri-time-out)
- Swedish Bible Study Method – Use the tool at [www.theresource.org.uk](http://www.theresource.org.uk) to explore the Bible story together [theresource.org.uk/wp-content/uploads/2019/11/Swedish\\_Bible\\_Study.pdf](http://theresource.org.uk/wp-content/uploads/2019/11/Swedish_Bible_Study.pdf)

Anyone who has a brother or sister will get angry with them at some time. If we want to have friends round to our house, or guests are coming to visit, we will often be told to help tidy up, and not everyone helps as much!

It was the same with Mary and Martha. They knew that Jesus, a friend of theirs, was visiting, and Martha got upset with her sister, and with Jesus, that while Mary sat and listened to what Jesus was saying, Martha was having to do all the work to make sure that their guest was comfortable.

It was all about priorities, really. What mattered more: making Jesus comfortable, or listening to what he had to say?

The advert for Mars Bars used to say 'A Mars a day helps you work, rest and play'. Which do you think is the most important?

Sometimes the work we do goes unnoticed, unrewarded and unappreciated. But that doesn't mean we shouldn't do it.

- Organise a litter-pick around your church or

local area. Not everyone will notice' but some people will – and it will make a big difference.

- How can you make sure you get a good balance in life and in your faith between the busy times and the quiet times?

## Timothy

### Resources:

- Trialogue episode 'Hope in the darkness' [bit.ly/tri-hope](http://bit.ly/tri-hope)
- Random acts of kindness [randomactsofkindness.org/kindness-ideas](http://randomactsofkindness.org/kindness-ideas)

Sometimes, Timothy must have been overwhelmed by what he was being asked to do, and what was expected of him. He was only young, after all.

But Paul encouraged and supported his young friend all the time, and that was really important to Timothy.

When was the last time you encouraged someone? Who are the people who encourage you?

A 'thank you', a cheer or a quiet word can make a real difference to someone who is struggling, or who thinks they can't do what is being asked of them.

Set yourself a challenge to be more encouraging and supportive today.

And then do it again tomorrow, and the day after that. And the day after that...

- As a young person, do you feel called by God like Timothy was?
- How can you share your faith to encourage others?

## Esther

### Resources:

- Bible Project Esther Overview video [bibleproject.com/explore/video/esther](http://bibleproject.com/explore/video/esther)
- URC Youth Heroes and Villains [urc.org.uk/heroes-and-villains](http://urc.org.uk/heroes-and-villains)



A bible study on Esther is available on page 49 of the resource.

- Trialogue episode on Activism & Advocacy [bit.ly/tri-activism](http://bit.ly/tri-activism)
- Theory of Change video from URC Youth Advocacy month [bit.ly/theory-of-change-urc](http://bit.ly/theory-of-change-urc)

Have you ever been told a secret? Did you keep it?

Esther was told a secret and she knew that, if she kept it, the king would be killed. She decided it was not right to keep the secret, and the king's life was saved.

Sometimes we hear secrets. Sometimes those secrets are about other people being hurt. Every church has a Good Practice policy which explains what we should do when we hear, or suspect, someone is being hurt.

Ask someone in your church to show you the Good Practice policy, and learn what you should do if you hear that sort of secret.

Esther had to be honest about who she was. Her husband, King Xerxes, didn't know that she was a Jew, and had agreed with his advisor to kill all the Jews in his kingdom. She risked her life by telling Xerxes that she, too, was a Jew, and begged him to stop persecuting people who were like her.

It takes great courage to stand up for what is right sometimes. There are always people who are bigger or stronger than us. But it is important that we let our views be known when there is injustice.

- Make a list of the things that you know about, and where you wish you could make a difference. It could be the environment, poorer countries not having enough food and medicine, or it could simply be something like there not being a pedestrian crossing near the school.
- Ask someone at church to help you to do something about it – writing a letter to your local MP or starting a petition.



## Abraham and Sarah

- Table talk [www.table-talk.org](http://www.table-talk.org)

Table talk is a conversational game which creates space for the big (and not so big) questions of life. Invite some participants from across different generations to take part in the activity. What wisdom can you learn from the different generations? What questions would the different generations like to ask each other?

- Triologue episode on “Big Questions” [bit.ly/tri-big-questions](http://bit.ly/tri-big-questions)

Abraham and Sarah lived in a tent. They went from place to place with a group of other people in their tribe because God had told them to live in a new land, and had promised Abraham he would have a son. Abraham was the tribe’s leader.

Abraham and Sarah wanted a child, but Sarah was too old, so Abraham had a child, Ishmael, by another woman, and Sarah loved him.

But because they were faithful people, God granted them their wish and, despite being very old, Sarah gave birth to Abraham’s son, whom they called Isaac.

Isaac was Ishmael’s half-brother.

Nowadays, we would call Abraham, Sarah, Ishmael and Isaac a blended family, but it must have been a real shock to Ishmael to see that Abraham and Sarah now had a son, and that they seemed to love Isaac more than they loved him.

- How do you think Ishmael felt?  
How do you think Sarah felt?
- Has God ever asked you to trust and stay faithful when it’s difficult to believe?
- How do you decide what is true?

## Summary

All of these characters are being investigated by our detective teams. What evidence is there that they belong to the infamous gang of disciples? Choose some other Bible characters, such as Peter, David or Moses. Investigate them in the same way, and build up a case file. Then role-play a trial, with two teams giving evidence for and against each about whether they are true disciples – whether they are heroes or villains.

## Prayer



Almighty God,  
As we search and investigate the world around us, help us to be a magnifying glass for your love;  
Bringing focus to injustices and inequality in our society;  
Questioning when things are not right; interrogating those in power, and holding them to account.  
Help us to find the evidence of your truth and clues of your presence in the world,  
As we discover and share the wonder of all that you are with all those around us.  
**Amen.**

# APPENDIX 3: HOLIDAY AT HOME

## Holiday sessions for older people, and those living with dementia

### Getting started

There is a great delight in working with and serving people in their later life, and yet for many churches it is incidental and historical, rather than intentional and dynamic. If you are planning to adapt the holiday club material for your older people and those living with dementia, you, and they, will be richly blessed.

Taking time to consider the adaptations that will be needed is valuable. Considering the practicalities alongside the spiritual needs is essential to ensure smooth running, spiritual nourishment and everyone’s wellbeing.

In this appendix, you will find a mixture of practical hints to help in your planning. This list is not exhaustive, merely a starting point for your planning. There are also suggested additions of memory/sensory tables and adaptations of crafts for each day for the theme. At the end is a resources list of where additional information can be found, and resources shared.

In reality, the needs of your people will govern your choices and planning. Have ready ears to hear what they share about personal interests and needs. Have open eyes to see where joy is found, or struggles shared. Have open hearts to God’s leading in this vibrant, meaningful and rewarding area of ministry, that blesses participants and planners, hosts and visitors alike.

### Practical hints – in no particular order

**Space.** Ramps, access and facilities all need clear signage and volunteers to ensure safety. Trip hazards need identifying, as well as ensuring passageways are free of mobility aids. A full risk assessment for your access and space for use by older people is required, along with a safeguarding assessment for vulnerable adults. Appropriate signing in and out, security on external doors,

dietary requirements and a next of kin contact in case of emergencies should all be planned for.

**Volunteers.** Specific people with specific roles ensures the smooth running of a session. Clear roles dividing responsibilities, plus ‘listeners’ and ‘chatters’ to mingle, are beneficial. Some older people may wish to be volunteers, too, and recognising that some cross the participant/helper boundary is a blessing, as long as the essential ratios are already covered.

## Story snapshot



Bert first attended a Messy Vintage session on the insistence of his daughter. He had rarely left the house since his wife passed away, and was feeling that he had nothing to offer. Already experiencing the effects of declining health and memory loss himself, he was unsure what he would make of the session. Bert can now be found supplying participants with tea to their tables, and then assisting at the buffet table. He occasionally engages in the activities, but feels most comfortable helping as he can.

**Time.** Older people move at a different pace. Be prepared to slow the pace, have people joining mid activity and retain an attitude of ‘no rush, take your time, we’re just glad you made it’. Taking time to chat, listen, hear and tease out a story is a blessing and a delight.

**Dexterity.** Make no assumptions about people’s abilities and manual dexterity. Some may require help, and others would be offended by the offer. Visual impairments, cognitive ability, fine motor skills and co-ordination are all affected by age and dementia. Asking, watching, gently offering and listening to responses enable a happy balance and encouragement when needed.



## Story snapshot



Alfred was an engineer, and has been living with dementia for a number of years. When presented with the large pinecone, small pompoms and felt decorations needed to make an owl, he immediately responded with precision and care. His owl was beautifully precise, and he enjoyed helping others with their owl features. He was able to contribute, as well as responding to the activities that day, and a photograph of his smile captured the moment beautifully.

**Achievement.** People are people, and a sense of achievement at a task completed may feature strongly for some. Enabling participation and taking the time, if they wish, to complete a task while the programme moves on is important. Taking things home as well as having things that can be passed on to others can be valuable.

**Movement.** During the session, consider whether it is best to encourage participants to move, or to bring activities to tables where they remain seated. A combination of the two may be appropriate, depending on your participants' abilities and wishes.

**A quiet room.** If the event is an intergenerational one rather than just for older people, a quieter space, or room, may enable anyone feeling overwhelmed by sights and sounds to find a moment of calm. A memory box could be placed there, or some gentle music might be playing.

**Gender stereotypical activities.** Be mindful of the activities offered, and whether they appear typically to appeal to one gender, or cross the boundaries. Providing a balance and variety ensures all will find a point of access and relatability.

**Worship.** Consider where you will gather for worship. How do you plan to seat people to ensure

they can participate as they wish? Familiar hymns, readings and prayers may be appropriate to share. Some people may enjoy singing in parts, and will do so automatically. Consider loop systems for hearing, font size for any printed words, and how anything projected can be participated in as fully as possible. Inviting people to choose hymns, and share their stories and recollections of specific events such as harvest, Easter and Christmas, can be enlightening and refreshing.

## Story snapshot



Many older people will have a historical attachment to an experience of church, even if they have not attended church actively for many years. Singing together, hearing familiar stories and praying evoke emotions and memories long forgotten. Shirley was one such lady who had drifted from the Church many years earlier. As she sang the old harvest hymns and listened to Colin share tales of harvest as a young boy, she was moved to tears, remembering harvest festivals of her youth, her home and friends. 'What lovely memories,' was her comment before tucking into her harvest tea.

**Refreshments** Many older people will eat alone every day. Fellowship over afternoon tea, light buffet or soup and roll may be a highlight for them. Some may need practical help, others may wish to contribute, giving them a reason to bake. As you consider your participants and volunteers, be aware of dietary requirements, serving practicalities and the time you will need to allow if it is not to be rushed. Treats to take home are often appreciated.

## Adapting Heroes and Villains Holiday Club

Many of the story-telling methods and suggestions can be adapted for older people or intergenerational sessions. The suggestions below are specifically focused on engaging those in later life, and those living with dementia.

**Activities for the whole week** Familiarity and comfort helps ensure people feel at ease. These activities could remain present through the week for those who wish to visit and enjoy them. Consider leaving the tables/stations physically in the same place to aid this familiarity. Volunteers could encourage those who struggle to participate to engage in a one-to-one card game as a way to gain more interaction and involvement.

- **Props/pictures table** – where things are added and taken away each day to prompt recollections and discussion – representing different detectives and crimes shows through the ages. These could include a pipe for Sherlock Holmes, moustache for Poirot, helmet for Dixon of Dock Green, raincoat for Columbo, lollipop for Kojak, handbag for Miss Marple, typewriter for Murder She Wrote. These could have a quiz element.

- **Jigsaw table** – either a linked picture, or simply a jigsaw space to chat and be.

- **Games table** – vintage games like dominos, snakes and ladders, Cluedo, Scrabble etc.

- **Paper activities** – each day printed pages of word searches, mazes, code cracking, colouring, linked to the characters and theme of the day. These are readily available searching online, and can provide a talking point, if needed.

**Daily activities** These are specific to each day of the theme, and change each day. Using tables placed in the same place each day ensures familiarity, and can encourage confidence in moving between tables.

## Ruth – Loving and supporting

**Memory/sensory table** Suitcase (new or vintage) with holiday packing items for discussion and debate. Older items as well as new technology and fashions will get people talking.

**Craft/activity** 3D heart craft, as suggested, but made into a card that could be shared with a neighbour or friend.

## Marth and Mary – Praying and serving

**Memory/sensory table** Aids to prayer: praying hands, holding crosses, prayer shawls, old prayer books and hymn books, stones, electric candles, printed encouragement verses that are familiar such as Psalm 23, Psalm 121, Corinthians 13, the Lord's prayer, the Beatitudes, and a place to write their own prayer for friends, family or self.

**Craft/activity** Mindfulness colouring of familiar biblical verses and images.

## Timothy – Companionship and encouragement

**Memory/sensory table** Images of superheroes (and villains) that have stood the test of time. Images of the original Superman, Batman, Spiderman and The Joker can prompt discussion and debate about changing images, storylines and the modern look of recent years.

**Craft/activity** Painting using fingertips and hands only to recreate a rainbow image within an outline that says 'God's promise to love'.

## Abraham and Sarah – Faith and believing

**Memory/sensory table** Find an image of Abraham and Sarah entertaining their visitor from God delivering God's message, and print this onto large card/paper. Cut it into pieces that can then be re-formed by small groups. The table will need a host who then disassembles the picture to engage the next participants as they tell the story. Alternatively, find different images from around the world, different eras and styles of the same story, and encourage a discussion of which people like/dislike and why.

**Craft/activity** Decorating star biscuits with icing, hundreds and thousands, etc. Making a few each enables people to take them home at the end.

## Esther – Stand up for the oppressed

**Memory/sensory table** Gather leaflets and stories from local charities and international aid agencies such as Christian Aid, Tearfund and



Cafod that tell good news stories about places where communities are being supported in face of oppression today. Current newspapers could be added and ripped apart looking for oppression and prejudice in society today, and added to a prayer wall. People may share their stories of working in different countries, or for agencies supporting the oppressed.

**Craft/activity** Using salt dough or clay, form, paint and decorate a small pot that can hold an electric tealight that can be taken home and used to focus thoughts and prayers for those who face challenges today. A prayer card could be created to accompany the tealight takeaway craft.

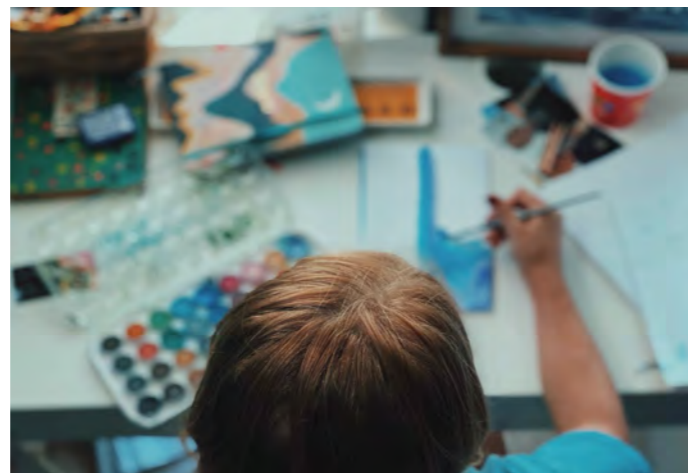
### All together activities led from the front, or round tables in smaller groups

**Getting to know you Bingo** – finding out about each other’s work, families, skills, interests.

Table based quizzes on hero themes, both biblical and fictional. Good-humoured competition works at all ages, and volunteers can be hands on to encourage and support as needed.

### Resources

Liveability – Dementia Inclusive church guide: travelling together [www.liveability.org.uk](http://www.liveability.org.uk)



Bible Reading Fellowship’s Messy Vintage – 52 sessions to share Christ-centred fun with the older generation by Katie Norman and Jill Phipps [www.messychurch.org.uk/messy-vintage](http://www.messychurch.org.uk/messy-vintage)

Lichfield Diocese - Diocese of Lichfield, Dementia-Friendly Church ([anglican.org](http://anglican.org))

Anna Chaplaincy Anna Chaplaincy – The Bible Reading Fellowship ([brf.org.uk](http://brf.org.uk))

Pinterest/Messy Vintage – for specific resources [www.pinterest.co.uk/MessyChurchBRF/messy-vintage](http://www.pinterest.co.uk/MessyChurchBRF/messy-vintage)

## APPENDIX 4: DEVELOPING AN INTERGENERATIONAL APPROACH

Here are some ideas which may help you to adapt or augment the holiday club material with an intergenerational group. Some of the five-to-11s material may need adjusting to fit a wider age range without excluding anyone.

### Introduction

‘Intergenerational’ is a growing way of approaching all areas of church life, including ministry and mission. Intergenerational, or IG for short, is more than all ages being together in the same place and doing the same thing (great though that can be!). IG is about fostering interaction between the generations, enabling relationships to blossom that enrich everyone. Building friendships with people of different ages and at different stages to ourselves helps us to see the world from some very different perspectives. Sharing experiences, interests, skills and stories helps us grow each other up as we grow closer to each other. Being together binds us together. And having fun is one of the easiest places to start this habit!

‘As a church community we must learn to do only those things in separate age groups which we cannot in all conscience do together’, according to the URC Charter for Children in the Church, 1990.

People are now used to the idea of a household bubble, a support bubble (for childcare or those living on their own), and joining bubbles together. You could draw on this idea. However, some people have spent too much time with their own household, and will want to be with others. Think about how to create diverse and safe groups for everyone, within the bounds of current restrictions for your locality, as necessary.

It is OK to have some time in age/peer groups, but make this the exception rather than the norm.

Expect more chaos, and embrace the randomness of who chooses to do what with whom. Expect things to take longer, as people have to translate across the generations and negotiate more with each other. The benefit is the relationships being developed and the co-learning and forming of community.

### An Intergenerational Holiday Club

This could be offered as a ‘fun day’, a weekly get together (early evening – bring your picnic tea) or a holiday club over a few days.

### Principles

The aim is to enable people to build relationships with those of other ages and generations. To do this they need opportunities to spend time together doing things together and talking together.

**Groups:** organise into small groups that mix up the generations! Difference is an asset. You give groups things that not everyone in that group can do, but they can share out the tasks between them – like reading instructions, running to find things, drawing on previous knowledge, accessing new information, creating things from junk. Help them be a team – give points for how many different things each person contributes to.

Include things that draw on everyone’s knowledge – eg a quiz that includes current culture, kids TV shows, history, Bible knowledge, local information, your church etc. Picture rounds are good, too.

Give specific tasks to the oldest, youngest, tallest, shortest, sportiest, most stylish, silliest, wisest member.

**Pairs** – challenge people to find a partner at least 15 years older or younger for a listening exercise, or to each share something about themselves (eg favourite thing to eat/place



to go/person to travel with/thing to wear/  
way to be brave etc – link to the story)

**Response styles** – organise people by their preferred activity (rather than age) – construction, art/craft, discussion, drama – and ask each multi-generational group to prepare something to share with everyone else linked to the character/story. When you get to the sharing time, encourage people of all ages to share/present their group's work, and to give feedback on the other groups.

**Immerse in the story** – grill the character. Invite people of different ages to play the character, and sit in the hot seat and be asked three questions about themselves, ensuring questions come from different ages. Don't worry about biblical accuracy in the answers – the aim is for people to experience the stories from the inside imaginatively, to play with being the characters. Swap around to give a few people ago for each story, or even different characters in the same story.

**Crafts** – encourage different ages to work together and help each other, sharing skills.

**Games/songs** – invite different ages to choose, and say briefly why they like their choice.

**Prayers** – invite different ages to work together to create and lead prayers.

**Things to do together** – telling the stories, watching videos etc; eating and drinking; playing games (keeping score or being the referee are key roles for less mobile); collective art projects; singing and dancing.

**Team time topic talks** – these may be particularly useful for stimulating conversation among the adults and young people while the children are engaging in something more suitable for younger ones alone.



The United Reformed Church Children's and Youth Work  
86 Tavistock Place, London WC1H 9RT  
020 7916 8637 [www.urc.org.uk](http://www.urc.org.uk)

Follow us on Facebook: [www.facebook.com/URCchildren.and.youth](https://www.facebook.com/URCchildren.and.youth)  
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