

# QUESTION MARK

## Adaptations for Running an Online Program

There are many different ways of gathering, and in recent times, we've all experimented quite a bit with a variety of online and virtual formats for spending time together, sharing content, and discussing ideas. This document gives you a **starting point** to adapt some of the primary school-aged small group material of *Question Mark* into a real-time online form, such as Zoom. Not all sessions are included, but the ideas and approaches will help you do adaptations for other content and for your own context.

These ideas could be used to design an online Bible engagement experience for a single small group with two leaders, or for multiple small groups (breakout rooms) as part of a larger gathering and program (see the final 'further ideas' section for large group games).

Be sure to **refer back to the original resources** for linking lines and questions like the 'Has This Ever Happened To You' and other ideas to fill out the actual activities.

Generally, we (humans) all have a shorter attention span and tolerance for length when online. Where the 5 Cs in a small group might take 60 – 75 minutes when face to face, you might consider aiming for 45 minutes online. With this in mind, **write the time that you plan to finish each element** and start the next one, so that things keep moving and the group is still engaged when you get to the final (Consequence) activity. Avoid letting the first activity, game or conversation blow out and undermine the value of the others.

For further ideas and tips around engaging any group online (whether that be your participants, families, leaders, etc.), check out our *Engaging Online Gatherings* resource on <https://www.suvic.org.au/training/modules/>

# INTRODUCTION

**FEELING...**

**CURIOUS?**

**NOSEY?**

**INQUISITIVE?**

**INTRIGUED?**

**PUZZLED?**

*Question Mark* takes the questions that are asked in Mark's good news stories and invites us to scratch our heads and wonder along too.

Questions of all kinds are highly valuable ... and answers can be great as well, but here we are paying attention to the kinds of questions that will help us get to know Jesus.

Questions can be serious, really tricky, amusing, hilarious, perplexing, worrying, exciting ... so asking our questions along with other people can be great fun, helpful, reassuring, thrilling, engaging and - let's be honest - sometimes a little bit scary. But mostly questioning together is a great adventure.

It's important to let the questions help us, but not jump too quickly to the answers we might have had ready before we even heard the question. Many a game show contestant has come unstuck by answering before hearing the whole question. So let's be big listeners to these questions. Feel the weight and substance of them. By all means we will want to track down answers ... and we want them to be the kind of answers that we can live, not just think or say.

As we open up our question boxes, we can be encouraged that this is a discipleship activity. Jesus was a questioner, as well as a replier and responder; so as followers of his ways we question, reply and respond.

# DAY 1

## CONNECT...

### PHOBIAS

As per the original content (*Question Mark p. 44*), however make the list into a slide show and share the screen.

## CONTEXT...

### BOAT TRIP

You call out a direction together with a number and the participants have to take that number of steps in that direction, grab the closest item, and then bring it back to the screen. They can then share and show their item. If that direction takes them to a wall but they can get to the other side, they can run to the other side of the wall and collect an item as if the wall were not there. For very young children you can use arrows on the screen to help them with their directions. You can use compass directions (north, south, east, west) and link it to the story in that we will read about Jesus's disciples travelling east in the story. Or you could use nautical directions (left = port side, right = starboard, forward = bow, back = stern), which will link with the boat in the story.

Remember that, on Zoom, if they are on Speaker View, participants can only see the screen of the person talking, so participants would need to speak for others to see what they have collected. Otherwise a leader can call out some of the funniest things collected even though participants can't see it – this may be necessary if you have a big group to keep the pace moving.

## CONTENT...

### BUDDING DIRECTORS

*Ages 10+*

Using toys, (Lego men, dolls, wooden men) place them alongside a makeshift lake with a boat. You could use a small plastic tub or bath and Tupperware container for a boat. Set up this scene at one of the leader's house so it can be easily seen on the

screen. Using the chat function on Zoom, mute everyone except the leader with the props and try get each participant to type what they want the leader to do and say. That leader then reads the directions and follows them to try and re-enact the story from Mark 4:35-41.

## **CONSIDER...**

### **YOUNGER CHILDREN: STORM IN A BAG**

See original content (*Question Mark p. 52*).

### **AGES 7+: WOODEN POPSTICK BOAT**

See original content (*Question Mark p. 54*).

### **OCEAN IN A BOTTLE**

Materials:

- One- or two-litre plastic bottle with cap
- Baby oil or cooking oil
- Water
- Food colouring
- Funnel
- Duct tape or a hot glue gun
- Optional ingredients: glitter, sand, small toys that can fit the bottle opening

Create an ocean snow globe with your child by following the instructions below:

1. Fill the plastic bottle one-third to one-half full with water.
2. Add drops of food coloring to the water until you reach a desired colour. A combination of blue and green make the traditional colour of the sea. However, your child might want to make a red, orange, or even hot pink "ocean." Use this time to discuss colours and what happens when different colours are mixed (yellow + red = orange, blue + red = purple, yellow + blue = green).
3. If you have any extra colourful items (glitter, marbles, buttons, plastic figures), add them to the coloured water.
4. Using a funnel to prevent a mess, fill the remainder of the bottle with oil, leaving a couple of inches at the top. This is necessary to simulate the rolling of waves.
5. For older children, you can use strips of cellophane and have them write a memory verse from the story with permanent marker and place it in the bottle, it will swirl around.

# CONSEQUENCE...

## LIFE RINGS

Unsinkable Paper – as per the original material (*Question Mark p. 54*)

## OCEAN IN A BOTTLE

If you have done ocean in a bottle activity above you can ask the children to do an action to answer the questions. Demonstrate that they could:

- Shake the bottle vigorously to demonstrate things feel very hard, tumultous
- Rock it slightly to show things feel a little unstable, unsure
- Keep it perfectly still sideways to show things feel calm, safe
- Turn the bottle upright to show they don't know
- Turn the bottle upside-down to show that everything feels crazy, unbelievable, not realistic
- Make up their own interpretation

## QUESTIONS

You could ask ...

1. How are you feeling about your life at the moment?
2. How do you think God sees your life at the moment?
3. How do you feel about talking to God about how you are feeling?

# DAY 2

## CONNECT...

### THROUGH THE HOLE CHALLENGE

Each person needs at least one sheet of newspaper (or any paper at least A4 sized or larger). The challenge of this activity is to make a hole in the newspaper large enough for a whole person to step through it. Give everyone three minutes to try. As many times as they wish. Keep cameras on. Do a verbal countdown.

Seems *impossible*?

The trick is using the pattern. (**Question Mark p. 85**)

## CONTEXT...

### WONDERING ABOUT THE WORLD (7 MIN)

Have a look at the image(s) at <https://sites.google.com/view/wonderingabouttheworld> (or [here](#) if people are having trouble)

Give each person a chance to look closely at the pictures and name one thing they can see. Handle this sensitively.

*If working with younger children, you might rather use this slightly different set of images: <https://sites.google.com/view/wondering-about-the-world> (or [here](#) if having trouble)*

Say something like, “We can see that there are things wrong with our world, not everything is good for everyone. The Bible talks about this and questions why it is like this. In the bit of the Bible we are going to hear today, a man is completely paralysed, and Jesus says to him, ‘Your sins are forgiven’, and makes him better. *Whatever* is wrong in the world, Jesus wants it to be better.”

# CONTENT...

## GOT IT

Items featured in Mark 2 are featured on this Padlet  
<https://padlet.com/suvictoria/qm2content>

(You can 'remake' the Padlet so that you have your own version in your own account, ready to use together. Find 'remake' up the top, tick 'copy posts', click 'share' then 'change privacy' then visitors 'can write' and send around the url for others to click on to.)

Start with a test on the bottom right 'test' post.

Explain that you will read from the Bible. If you mention anything that can be seen in the middle of the group, anyone who notices can 'reach in' and add their name as a comment on that item and call "got it!" It's a race to be first.

## PAINT AS YOU GO

Share a whiteboard on Zoom, and allow everyone to annotate. Check that everyone can find the pencil and choose a colour first.

As you read the Bible passage (Mark 2: 1-12) invite individuals to draw one by one, or two/three at a time, and paint the part that you have just read. For example:

*1 Jesus went back to Capernaum, (draw a street sign, with brown)*

*and a few days later people heard that he was at home. (add a house, orange)*

*2 Then so many of them came to the house that there wasn't even standing room left in front of the door. (add crowd outside the house, blue and light blue)*

*Jesus (add Jesus with green)*

*was still teaching 3 when four people (add the 4 people, with purple) came up, carrying a paralysed man on a mat. (paralysed man in yellow)*

*4 But because of the crowd, they could not get him to Jesus. So they made a hole in the roof (adds a brown roof, and a big black hole)*

*above him and let the man down in front of everyone. 5 When Jesus saw how much faith they had, he said to the paralysed man, "My friend, your sins are forgiven." (draw a big pile of black sin, then a red cross through it for forgiveness)*

**6** Some of the teachers of the Law of Moses were sitting there.  
(more blue people, sitting)

They started wondering, (adds question marks above their heads)

**7** "Why would he say such a thing? He must think he is God! Only God can forgive sins." **8** Right away, Jesus knew what they were thinking, and he said, "Why are you thinking such things? **9** Is it easier for me to tell this paralysed man that his sins are forgiven or to tell him to get up and pick up his mat and go on home? (extra question marks over Jesus' head)

**10** I will show you that the Son of Man has the right to forgive sins here on earth." (blue & green planet earth in a blank space)

So Jesus said to the man, **11** "Get up! Pick up your mat and go on home." **12** The man got right up. He picked up his mat and went out while everyone watched in amazement.

They praised God and said, "We have never seen anything like this!" (draw man walking, yellow)

## CONSIDER...

### WEAVE A MAT

Participants each need: 2 x A4 paper, preferably different colours; Scissors

Chop both A4 papers into strips, but stop your cuts 2cm from one of the edges so everything holds together. One page horizontal, the other vertical. Then weave them together into a mat. Ask:

- Has anything like this ever happened to you?
- You tried to see someone famous but couldn't get in?
- You were really sick for a long time?

Imagine you were there, watching the story as it unfolds, who do you see yourself as being, what might you be wondering, what questions might you have?

## CONSEQUENCE...

### WHERE ARE YOU? DECISION HOUSES

Place yourself on this Padlet: <https://padlet.com/suvictoria/qm2consequence>



(You can 'remake' the Padlet so that you have your own version in your own account, ready to use together. Find 'remake' up the top, tick 'copy posts', click 'share' then 'change privacy' then visitors 'can write' and send around the URL for others to click on to)

Add yourself as a drawing (click the Padlet to add a card, then the three little dots, then 'draw').

Once everyone has done that... drag/position yourself to indicate what you are thinking/feeling about Jesus right now:

- In the crowd outside – not particularly interested in Jesus, but I don't mind him
- Going in through the door – I want to find out more about Jesus
- On the roof – I'm really keen to get closer to Jesus and have him as my friend
- Inside lying on the floor – I know Jesus can help me

(Note that the exact positioning might not line up the same on different computers, so don't read into other's positions as they appear on your screen.)

# DAY 4

## CONNECT...

### HEADS OR TAILS

Ask people to turn their body away from the computer to represent 'tails'.

Screen share and use any of the virtual coin flip websites that you'll find in a quick search.

You could ask a few others (e.g. someone who has gone 'out') to do a screen share and do one or two coin flips before giving someone else a go.

*Zoom Tip #1:* Use caution if allowing others to share screen as they could show anything (intentionally or accidentally). As Zoom host, you have the ability to stop someone else from sharing screen – be familiar enough with how to do this that you could do it very quickly if needed.

*Zoom Tip #2:* It's possible to see up to the usual 25 faces on screen as well as a shared screen (yours or someone else) by turning on the 'Dual Monitor' option in Settings, under 'general'. This works best if you do have dual monitors but can be used on a single screen too. This can help you watch everyone that is playing to see their 'heads' or 'tails'. You'll need to restart Zoom for the setting to take effect.

### BE A SMARTIE

Take a copy of this drawing

<https://docs.google.com/drawings/d/12PKVRSzTsDjEiCo92MHrms4Jo0ektWNPk796I13Fr0Q/edit?usp=sharing> and either screen share or share your new drawing with a link (view only) for everyone to view themselves. They will see live updates to your edits. Distribute 5 'smarties' to each person by dragging the circles into each person's "corner", then follow the activity as written.

(Have an assistant leader in your group control and update the Google drawing so you can concentrate on the conversation)

## CONTEXT...

### FAMOUS ROMAN EMPERORS

As per the original resource (**Question Mark p. 156 "Crowns"**), but send the 'cards' around by copying the text into a private chat to the relevant person(s).

## CONTENT...

### CAESAR CODE AROUND A STICK

You could send these paper strips ahead of time for people to attempt at home, or look into possible online text decoding games or make your own.

### PICTURE BOOK

As per the original resource (**Question Mark p. 164**), using a share screen.

## CONSIDER...

### COIN THROUGH THE PAPER

Do it yourself and everyone else at home. Advise them ahead of time to bring a 20c coin, a sheet of paper and scissors to today's session.

### MOSAIC

You could send these paper strips ahead of time for people to attempt at home.



## CONSEQUENCE...

### PAY YOUR TAXES CARD GAME

You can play the game as described in the original resource (**Question Mark p. 169**) on <https://playingcards.io/>. It takes a few clicks to get set up but we have done the hard work of configuring a virtual table and deck to allow playing this game online.

**Set Up:** *Do this at least an hour before your program, and at most 14 days before*

1. Download our configuration file from [https://drive.google.com/file/d/1kG-fP4-TKehv5WvReNhWdQuy5fpy1\\_g2/view](https://drive.google.com/file/d/1kG-fP4-TKehv5WvReNhWdQuy5fpy1_g2/view) (click 'download file')
2. Go to <https://playingcards.io/game/standard-deck>, click 'start game' then 'enter'

3. Click the suitcase  to 'edit table' then 'room options' then 'import from file'
4. Select the .pcio file you downloaded in step 1
  - *Optional: if you will have fewer than 10 players, you can delete any unnecessary card holders and automation ('deal') buttons with a left click then 'remove' on each of them*
5. Click the suitcase again to leave edit mode
6. Click  to get your room code to share – then give this to everyone who is going to play

**Play:**

Share the game link (e.g. <https://playingcards.io/abc123>) to everyone so they can click and play

- A. Allocate each player to one of the card holders. They can click on the title above and rename to themselves to avoid confusion
- B. On the dealer deck (bottom left) click recall and shuffle, then 'deal'. This gives each player an even number of cards. Each player keeps their cards face down
- C. Nominate the first player, go clockwise from them
- D. The first player drags their top card into the card holder in the middle of the screen, then clicks on it to turn it face up. The second player then does the same from their own pile, placing it on top of the first card in the centre and again clicking to turn face up, and so on
- E. This continues until someone overturns a "Caesar" Card (Ace, King, Queen, Jack)
- F. The player following that player must pay tax to the player who put down the "Caesar" card – via the pile in the centre
  - a. An Ace requires 4 cards tax
  - b. A King requires 3 cards tax
  - c. A Queen requires 2 cards tax
  - d. A Jack requires 1 card tax
- G. When the tax has been payed into the centre pile, the person who had played the initial Caesar Card clicks their own 'deal' button – this will take all the cards from the centre (including the recently paid tax) and shuffle them into their own pile to keep
- H. This "Caesar" player then starts again, dragging their top card to the centre and clicking to turn it face up
- I. The only way to avoid paying a tax is if in overturning your cards to pay the tax, you draw a Caesar card yourself. That Caesar card cancels out the first one, and the next player along now must pay whatever the tax due from the new Caesar card.

This game replicates the way one Caesar usurped the next, and that once you start to win, winning gets easier and once you start to lose, losing gets more inevitable. See the linking lines in the original resource (**Question Mark p. 170**) for some language to use when explaining this to your group during and after the game.

# DAY 6

## CONNECT...

### LINE UP IN ORDER

10 cards with images of different and diverse people are available on this Padlet <https://padlet.com/suvictoria/qm5lineup>

(You can 'remake' the Padlet so that you have your own version in your own account, ready to use together. Find 'remake' up the top, tick 'copy posts', click 'share' then 'change privacy' then visitors 'can **edit**' and send around your new Padlet's url for others to click on to yours and work together on it).

Nominate someone in the group to call out a number between 1 and 7, which you then reveal as being:

1. Height
2. Birthday
3. Darkest hair
4. Longest hair
5. Number of living in household
6. Brightest clothing colour
7. Years spent at school

Then ask that person to drag the cards around until they are in order of that thing – our best guess.

Repeat as many times as you can, giving each person a go. Or get them to work in twos or threes.

## CONTEXT...

### PROGRESSIVE DRAWING

This would take an assistant leader who is proficient and quick with basic image editing or desktop publishing software.

Send around a blank image file, wide and slim rectangle, with two small marks along the top and the bottom to show where the sides of the drawn figure need to start and end... [Like this for example](#).

Explain to the group that they are going to draw their design of someone who is absolutely the greatest in every way.

Everyone is allocated a 'section' of the body (e.g. head to neck, neck to belly button, belly button to knees, knees to toes) to draw in the middle in paint. Then they send it back in for a quick compile together into one image which is shared on screen.

Take time to look and laugh at how the drawings have turned out. Invite people to explain the super features they have included. (Be sure to see the linking lines in the original resource [**Question Mark p. 241**] for this activity)

(Alternately – you could create a google drawing per participant, share them each an individual link to their section. This is more preparation work for you but it's easier on the participants.)

## **CONTENT...**

### **JUMP IN JUMP OUT**

As per the original (**Question Mark p. 242**)

## **CONSIDER...**

### **TROPHIES**

Have everyone draw a trophy on <https://brush.ninja/>

Ask the discussion questions (**Question Mark p. 246**) while working on these.

e.g.

[https://drive.google.com/file/d/1ILJSVaVVaVNa9A0HrB87mZTA\\_RuYSJ6Uio/view?usp=sharing](https://drive.google.com/file/d/1ILJSVaVVaVNa9A0HrB87mZTA_RuYSJ6Uio/view?usp=sharing)

## **CONSEQUENCE...**

### **MESSAGE BALLOONS**

As per the original resource (**Question Mark p. 249**), but prior to the program, send everyone a pack including a balloon with the message inside.

## PRAYER MAZES

- Send the maze (See **Appendix 6.5** ([suvic.org.au/question-mark](http://suvic.org.au/question-mark)) ahead of time (printed) or send as a PDF and ask them to print at home
- Share the maze on screen and allow annotating on screen in different colours – everyone scribbling on top of each other
- Make a Google Jamboard with many duplicate slides (the maze) per person, get them to each draw on their own slide. You can watch them all happening in the overview mode. You can take a copy from <https://jamboard.google.com/d/1tB1tzLA3ZUUbUs2BiL5kJHzq3d7k27fxjsP-sWvvug8/edit?usp=sharing>

ONLY FOR USE BY SU VICTORIA

# DAY 7

## CONNECT...

### CELEBRITY HEADS

Play a few rounds of celebrity heads, using identities that the group suggest.

Takes a little bit of admin... assistant leader does a private chat to everyone in the group naming “who” each of the players are, subtracting out the answer that shouldn’t be seen by the player in question. If you’re really keen, a spreadsheet (especially using the CONCAT function) could help automate this to make it quicker.

Give each person time to privately suggest 3 names of celebrities/famous people to you. Be discerning about which names you choose from the kids suggestions.

Remember that the players can only ask questions that have a yes or no answer. Before you start, go through a list of helpful questions in getting to know someone, these develop the idea of what goes into a person’s identity, and will help speed the game along.

See **Appendix 7.3** ([suvic.org.au/question-mark](https://suvic.org.au/question-mark)) for a suggested list of questions.

## CONTEXT...

### THE INFO WE’VE GATHERED SO FAR

As per the original resource for this activity (**Question Mark p. 278**), but rather than butcher’s paper use a blank <https://padlet.com/>. Encourage text as well as little drawings.

## CONTENT...

### FAKE WORDS

As in the original material (**Question Mark p. 281**).



## CONSIDER...

### MASKS

Give everyone a minute to find some “masks” around their home. Could be real masks, a banana, a scarf, a paper (plate) with a hole cut in it.

Everyone holds their masks to their face – OR – enables a mask-like video filter on Zoom / video call. All at once, lots of busyness. Everyone calls out ‘fake’ on a *real* mask, if they spot someone using one amongst the many virtual ‘masks’.

*See the original resource (**Question Mark p. 285**) for linking lines, and give space for connections with the many masks we’ve seen in recent times – that recognition by eyes and forehead alone has become quite normal for us!*

## CONSEQUENCE...

### WHICH PICTURE OF JESUS

As per the original resource (**Question Mark p. 290**), consider giving everyone the link to view the images themselves rather than introducing the resolution/zooming/scrolling limits of a shared screen.

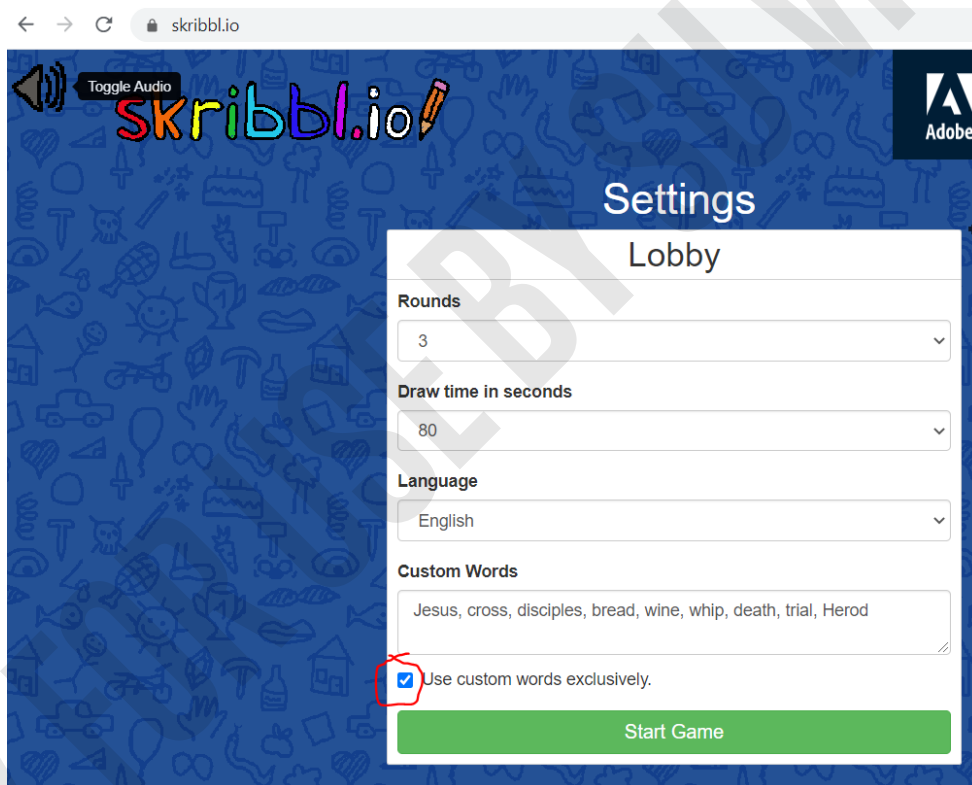
After giving some solo browsing time, consider sharing your screen and zooming into the image being discussed at the time, so that everyone can feel more on the same page.

# DAY 8

## CONNECT...

### SKRIBBL.IO

Create your own pictictionary game to play together online using <https://skribbl.io/>. Click on “create private room” and then enter in your custom words from the story. Select the box that says “custom words exclusively” and start the game.



## CONTEXT...

### CONTEXT – BINGO CARDS

Find a free bingo card generator online and enter in words or pictures connected to your story. Randomly put the images into a powerpoint slideshow. Share the slide show until someone calls out bingo. You may be able to find some Christian Easter bingo games already created.

## CONTENT...

### BE THE VOICE

Share a video clip of the Bible story without any sound. This could be a YouTube clip from a movie, an animation, a recording of your own puppet show or reenactment. Run the clip through once. Then ask for some of that participants to volunteer to be the narrator, characters and there can also be sound effects people as well. Then have them try and retell the story as best they can, while you replay the clip. At the end reflect on the parts they couldn't remember or what was easy to recall from the story.

## CONSIDER...

### DRAW THE SCENE

Divide the group into 4 different characters from the Bible story (Jesus, Pilate, Mary Magdalene, Roman soldier, the crowd). Each group then selects someone to draw the character in the chosen scene from the story. They then share what that character is thinking and feeling in the scene. Repeat this for two or three more scenes in the story and have them reflect on what their character is thinking or feeling. You could choose for example, the sentencing, the actual death at noon, and the burial. At the end invite discussion on what things that the other characters were thinking and feeling in the story that stood out to them. Which of the different characters could they relate to or not relate to at all.

### TOMB CUPS

Materials:

- Two clear plastic cups
- Paper print out with tomb/cave picture, trees and large rock.
- Scissors
- Clear sticky tape or glue

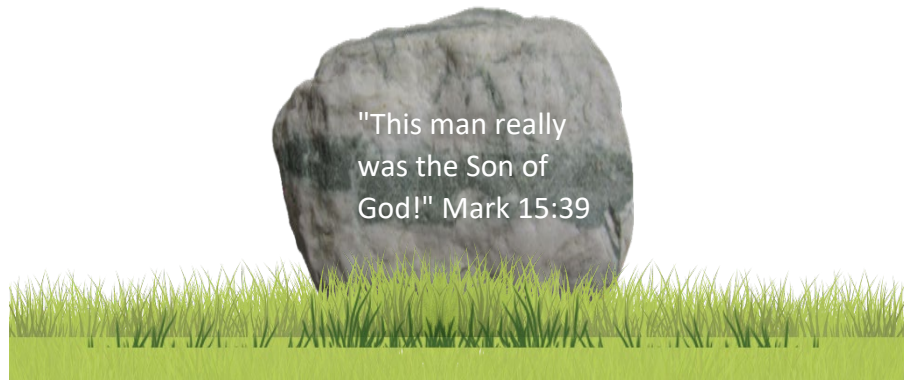
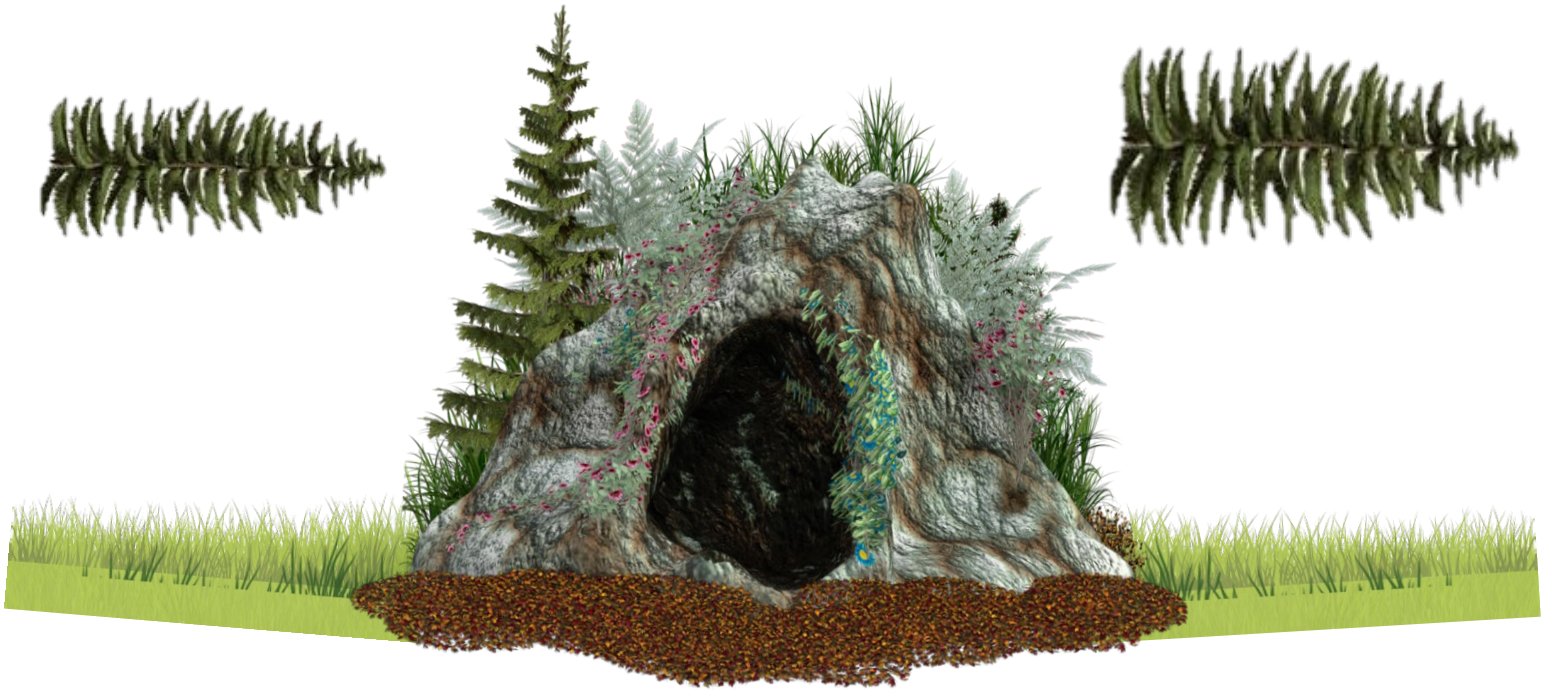
Cut out the paper print outs of the pictures on the next page.

On one cup, turn it upside down (rim on the table) and stick on the cave and all the trees with the grass around the base of the cup on the inside of the cup.

On the second cup, also turn it upside-down and stick the rock with the grass running along the bottom edge of the cup, on the outside of the cup.

Place the two cups, one on top the other and twist around to show the tomb entrance being open and closed.

You could add a wrapped up Jesus with blue tac to show him being burried inbetween the two cups, but as it uses blue tac they can remove him to display the resurrection as well.



# CONSEQUENCE...

## WHERE ARE YOU?

Cut and paste some images of the different characters for the final death scene in Mark 15. Or you could draw the scene yourself. Then ask if they were to put themselves in the scene where would they be and why?

With:

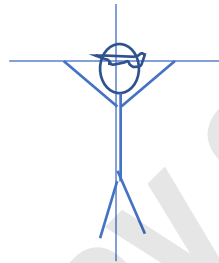
- The disciples, not with Jesus
- Mary Magdalene, with Jesus until the end
- The roman soldier, only just realizing that Jesus is the son of God
- The crowd
- The Jewish leaders
- Somewhere else?

# DAY 9

## CONTEXT...

### GAME OF CROSS MAN

Choose a word or theme from the story. Using the whiteboard play a game of hangman except instead of the traditional hanging man, make a mark towards drawing a stick figure on a cross as below for each incorrectly guessed letter.



## CONTENT...

### ANNOTATING THE STORY

Using the whiteboard have the participants draw a map of the story. First have them read through the story to consider all the different parts they will need to include on their map. Then use the map to mark out key events. They can use the stamp feature from the annotations tab to mark the following on the map:

✕ (cross) Where the women bought their spices

★ (star) Where the women asked each other which disciple could help them roll away the stone

♥ (heart) Where the man in the white robe spoke to them

→ (arrow) The direction for them to go to Galilee

? (question mark) the location of the 12 disciples

## CONSIDER...

### OBJECT LESSON

Object lesson on how Jesus takes away our sins on the cross

<https://www.youtube.com/watch?v=sMWIPJVCFSg>

Materials:

- Plate
- Glass jar (not plastic)
- Tea light candle
- Food colouring
- Water

Give each participant a recycled glass jar and coloured permanent markers. Have them decorate the jar by colouring it with any patterns they like. They can then use it as a tea light holder, or get an adult to help recreate the object lesson above.



## CONSEQUENCE...

### ANNOTATIONS AGAIN

Using the whiteboard again bring up the map drawn in the content section earlier.

Suggest that the marks made earlier could have a different meaning:

- ✗ (cross) Where the women bought their spices, could also mean preparing to meet Jesus
- ★ (star) Where the women asked each other which disciple could help them roll away the stone, could represent hanging out with other people of faith, maybe still asking them questions or for help
- ♥ (heart) Where the man in the white robe spoke to them, could represent having an understanding that Jesus is risen
- The direction for them to go to Galilee, could mean a willingness to tell and share with others about the news of Jesus
- ? (question mark) the location of the 12 disciples, could mean that you don't know or unsure.

Then ask them to draw themselves on the map. If some are willing they may want to share where they placed themselves on the map and why. It doesn't matter if the above meanings are changed or lost, it's more of a chance for them to reflect on where they see themselves in relation to Jesus.



# SOME FURTHER IDEAS

## ENTRANCE TIMES

Whenever you're gathering a larger group, make a plan for the slow entry time. A 5-10 minute game that's easy to understand whenever you arrive can help fill the time and give a sense of energy in preparation for splitting into small groups. Try Zoom Out, Hangman or Quick Draw from <https://parenting.firstcry.com/articles/20-best-zoom-games-for-kids/>.

And while this is happening, have one leader specifically assigned to greeting each arrival by name – either verbally or in the chat.

You could also consider some (very quietly) sound shared music for atmosphere, but don't allow it to drown out conversation – set your media player volume to approximately only 5% level.

## MEMORY GAME

Using objects found in the story. Show it once for several seconds, time will depend on the number of objects. Obscure the view by turning off the video, or blocking the camera. Then have them write down a list of as many objects from the Memory Game as they can. For younger children select fewer objects and rather than have them write it down ask them to each call them out until every object has been named.

## CATALOGUE GAME

Give each child a copy of the same catalogue, for example the Woolworths or Aldi catalogue. Name a product and first one to yell out the page number wins. For older children you can give clues about the product rather than naming it outright. Although not every item will link to the story, you may be able to find one or two images that you can finish on and then link into the story.

## SCAVANGER HUNT

List common household objects that can be found in the story, some items you will want for the craft and get them to find it. For younger children make up a page with pictures as well as words to share on the screen so preliterate children can join in.



## PEOPLE'S CHOICE AWARDS

### People's Choice Awards

Make your nominations for these Award Categories.  
The moment in the story you would give the:

1. Most embarrassing moment award:

---

2. Most selfish character award:

---

3. Worst behavior award:

---

Based on the video of the Bible story:

### MORE...

For further ideas and tips around engaging any group online (whether that be your participants, families, leaders, etc.), check out our *Engaging Online Gatherings* resource on <https://www.suvic.org.au/training/modules/>