



# What does Joy bring to 0-5s?

Menna Godfrey

## Aims of session

- To consider when young children are joyful
- To consider how we can achieve the conditions for joy in our sessions for 0-5's
- To consider the effect of joy on learning

## When are young children joyful?

- What do we mean by joy?
- What circumstances and experiences cause/bring joy for young children?
- Why do we want young children to be joyful?

## How do we create the conditions for joy?

- What about us?

*The secret of joy in work is contained in one word - excellence. To know how to do something well is to enjoy it.* **Pearl S Buck**

- What about the environment?

*Since you get more joy out of giving joy to others, you should put a good deal of thought into the happiness that you are able to give.* **Eleanor Roosevelt**

- What about the relationships?

*Joy is prayer - Joy is strength - Joy is love - Joy is a net of love by which you can catch souls.* **Mother Teresa**

## What effect does joy have on our learning?

- Ideas from attachment theory

*Joy runs deeper than mere pleasure; especially in a spiritual context, it runs deep into the core of us, and radiates throughout. It is the response of something deep in the soul to someone (such as God, or a loved one) or something (such as liberation) supremely, even overpoweringly, wonderful.* **Anon**

## Resources

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# What Brings Joy to 5-7s

Helping 5-7s to know God

Rachel Carr

## Aims of session

- To explore the things that 5 to 7 year olds enjoy
- To reflect on how we can plan our sessions using our knowledge of 5-7 year olds

## What do 5-7 year olds enjoy?

### We've all been aged 5 to 7!!!

What is it like to be aged 5, 6 or 7? We were all that age once. What can you remember?

- Key memory *e.g. starting school, Christmas or birthdays*
- Best friends
- Favourite toy
- How did you spend your time?
- What programmes did you watch?
- What technology did you have available?

### What do 5 to 7 year olds enjoy today?

What do they like doing?

- Favourite toys and games
- Places they go
- Friends
- Television and games consoles

What makes them laugh?

- Jokes - *knock knock, very simple word play*
- Slap stick - *custard pies, falling over, being dizzy, cartoon – esque antics*
- Funny noises - *raspberries, body sounds!!, funny voices*

A day in the life of a 5, 6 and 7 year old!

- School
- After school clubs
- Television, games consoles
- Role play and pretending including dress up
- Craft – drawing, painting, sticking, box modelling, playdough
- Stories – read alone, picture books, read by an adult
- Outside play – climbing, bikes, trampoline, football, scooters
- Construction – building, lego, bricks, k'nex

Are boys and girls different?

Think about the girls and boys you know. How are they the same? How are they different?  
Is it OK to assume that all girls are different to boys?

## Why is it important?

### What's so special about fun and enjoyment?

How children learn

- Seeing, hearing, doing, playing, exploring
- I see and I forget, I hear and I remember, I do and I understand
- We learn best when we are happy, secure and having fun



“One of the most important dispositions for children is that of interest and the capacity to become absorbed in, and sustain, intellectual engagement.”

Contextualised Learning for 5–8-year-olds Dr Hilary Fabian

## Planning our children’s sessions?

### Remembering what we know about 5-7s?

- They like to be active
- They enjoy lots of different activities *e.g. pretend play, drawing, making*
- They have particular interests *e.g. Doctor Who, Star Wars, Peppa Pig, High School Musical*
- They are all different – boys, girls, 5,6 and 7s,
- They may not all be able to read and write
- They are capable of sustained attention when they are interested!
- They all attend some sort of educational establishment

### Linking our teaching point or story?

- Choose activities you know **your** children enjoy
- Preparation time linked to time spent on activity
- Make the links simple and clear
- Be creative – think fun!

### Don’t try to reinvent the wheel

There are some excellent resources on the market – use them

- Find one that suits your children/church
- Feel free to adapt the sessions – use as little or as much as you see fit

Scripture Union ‘Lightlive’ (<http://www.scriptureunion.org.uk>),  
Scripture Press (<http://www.davidccook.com/curriculum/scripturepress>)  
Urban Saints (Crusaders) (<http://web.energize.uk.net>),  
<http://www.kidssundayschool.com> ,  
Go Teach (<http://www.goteach.org.uk>),  
Kidzone (<http://www.familyministry.co.uk>)

### Some ideas

- Songs
- Games
- Craft *e.g. drawing, cutting, sticking, playdough*
- Construction
- Role play – with or without props
- Small world
- Story
- Creative prayer

## Resources

The Lion Storyteller Bible - Bob Hartman ISBN 0 7459 2921 4  
100 Creative Prayer Ideas for Children – Jan Dyer ISBN 0 85476 778 9  
Telling the Bible – Bob Hartman ISBN 0 7459 5124 4  
Telling the Bible 2 – Bob Hartman ISBN 0 7459 5188 0  
Anyone Can Tell a Story – Bob Hartman ISBN 0 7459 4587 2

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# What Brings Joy to 8-11s

*What do you call a donkey with 3 legs? ... A Wonkey!*

Dave Godfrey

## Aims of session

- To explore the life of an 8-11 year old
- To discover what makes them laugh, what they enjoy and how they have fun
- To spark our thoughts and creativity to help us effectively reach and disciple such children

## Bible Reading

**Matthew 19 v 14**

*Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these'*

- In Matthew 18, 19 and 21 Jesus makes it very clear that he is passionate for children, that he loves their company and their praises. He created them in his image – with an inbuilt desire for fun, laughter and enjoyment. Does our ministry reflect the needs of an 8-11 year old child?

## 8-11 Developmental Overview

Below is an overview of the Stages of Development for 8-11 year olds. Do these descriptions ring true for the children you know?

- **Physical** Continued significant improvement in physical co-ordination, interest in games and other physical activities develops, physical growth becomes slower, finer co-ordination, may become restless and energetic.
- **Mental** Logical reasoning develops, fantasy becomes less important, wants proof, begins to think abstractly without using concrete objects.
- **Social** Continues to enjoy belonging to organised groups, identifies with activity leaders, film stars, pop stars, sports stars, intimate affection for friend(s) of same sex, forms and joins gangs, cliques, growing ability to put self in others' shoes.
- **Moral** Fairness is important, wants to avoid blame and guilt, tries to obey the fixed social and religious rules.
- **Religious** Often finds joy and self esteem in work and learning, continues to take concepts as concrete, self esteem is important but might be shaky.

## The Life of an 8-11 Year Old

Pretend that you are an 8-11 year old and see if you can guess what the children said in our Family Fortunes Game Show Presentation!

- Name something that you think is fun:
- Name something that you said is boring:
- Finish the sentence: 'I really enjoy school when...'
- What is your favourite TV programme:
- Why is it your favourite TV programme:



- Name your favourite hobby or activity:
- Name something that makes you laugh:
- Why do you think having fun is so important?
- What is your favourite joke?

### **Challenges and Opportunities:**

Working with 8-11s is a wonderful window of opportunity to build great foundations in children's lives. The Bible encourages us to train a child in the way he should go (Proverbs 22 v 6). Children can know God from very young, but during the 8-11s years they can grasp the faith intellectually and their knowledge of the Christian faith can be translated into their everyday lives. This builds foundations that often remain during the turbulent teenage years.

Our teaching and leading needs to be full of integrity and relevance to their everyday lives. It does, however, need to recognise the insatiable desire of most children to have fun! When the two are combined the impact of our ministry takes on a whole new level. Indeed children open up and relationships are built when genuine joy, acceptance and fun are at the heart of our ministry.

- Children enjoy physical activity: *'I think doing all different sports is fun.'*  
Provide a fast-moving programme with lots of moving around activities  
Include active games and encourage the children to work with others
- Children are aware of what is fun and enjoyable: *'I really like school when I have fun'*  
Be aware that different children learn and respond in different ways. (e.g. VAK Learning Styles)  
Be aware of the things they find boring (e.g. reading, writing for some) – avoid generating negative associations with the Christian Faith. Genuine fun builds positive associations!  
Provide creative and fun activities that allow the children to teach, spark and inspire each other.
- Children love interaction: *'Throwing pies at each other makes me laugh!'*  
Provide opportunities for the children to enjoy each other's company  
As a leader, decide to enjoy your children's company and become an active part of the group
- Knowing Jesus is fun!  
Avoid the God slot mentality – we'll have fun, then do something boring. Make all your activities, including your teaching engaging, relevant, fun-filled, enjoyable and as creative as possible.

### **Extra Quotes from the Family Fortunes Game-show to make you think:**

*'Life is very short so you might as well have fun while it lasts.'*

*How do you make toast in the jungle? Put it under the gorilla!!*

*Name something you think is boring: Doing R.E.*

*'Doctor, Doctor, my sister thinks she's an actress.' 'Oh don't worry; it's just a stage she's going through!'*

*Name something that you think is fun: Playtime!*

### **Resources**

[www.omegazone.org.uk](http://www.omegazone.org.uk) – Dave's website with an Activity Zone full of games and activities  
[www.smiffys.com](http://www.smiffys.com) (for pie foam!!!)

Dave Godfrey, Omega Zone, PO Box 94, Copmanthorpe, York, YO23 3WW: 01904 778848  
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# What Brings Joy to 11-14s?

*Top tips on effective, fun engagement with 11-14 year olds*

Neil Jackson

## Aims of session

- To identify the activities that give 11-14s enjoyment and those that rob them of joy.
- To consider how we can build positive relationships with 11-14s through having fun.
- To consider how we can help 11-14s to enjoy using the bible.

## What 11-14 year olds enjoy in 2009

### Activities

Note below the types of activities that young people enjoy.

### Television/media

What sort of TV programmes do 11-14s watch? What websites do they visit? What magazines do they read? Make a note below:

## What robs 11-14s of their joy in 2009?

### Pressures

- Family
- Peer – NB variety of subcultures
- School/education
- Financial
- Social/media
- Change – physical, psychological, social

### Social Trauma

- Family break-up.
- Relationship problems.
- Death of a close relative/friend.
- Disappointments & failures.

## Engaging with 11-14s

### How?

We need to be pro-active in relating to young people, but bear the following in mind:

- Relationships are key.
- Huge diversity in the young people with whom we engage – no 'one size fits all' approach.
- What are your reasons for engaging?
- It takes time!
- Be safe.
- Know yourself and your co-workers.
- Draw on the strengths of your team.



## Getting practical – relating to 11-14s

Build variety into your programme in order to allow a range of circumstances in which young people can relate and learn:

- Have fun!
- Small groups
- Social activities
- Interact!
- Devolve responsibility
- Build trust
- Engage with their world

## Getting practical – using the bible with 11-14s

- Small group practicalities
- Variety – NB different learning styles
- Multi-sensory approaches
- Connecting with the whole person
- Making it relevant to their lives/contexts
- Ask, don't tell!

## Resources

### Websites

- LightLive: [www.lightlive.org.uk](http://www.lightlive.org.uk)
- SchoolsLive: [www.schoolslive.co.uk](http://www.schoolslive.co.uk)
- SUBmerge: [www.scriptureunion.org.uk/submerge](http://www.scriptureunion.org.uk/submerge)

### Printed resources

- Working with 11-14s - Pretty much everything you need to know about..., Williams & Stephenson (SU)
- Essential Youth, Andy Hickford (Authentic Media)
- Top Tips on Exploring the Bible with young people, Clutterham & Stephenson (SU)

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# What brings joy to 14-18's

*The life and times of Generation A*

John Stephenson

## Aims of session

- To understand the world of 14-18's
- To recognise the aspirations and ideals of the current generation
- To look at activities that connect with today's 14-18's

## The world of 14-18's

### Education

- 50% in education beyond 18
- All in education or training post 16 from 2013
- Increased emphasis on individualised learning

### Home

- Poverty Gap greater but overall increasing affluence
- Privatisation of life related to a 'know your rights' culture
- On-line and off-line worlds are indistinguishable

### Leisure

- Increased choice in entertainment
- Networked rather than geographical
- Increased access to the world for some

## Generation A

Douglas Coupland has coined the phrase Generation A, others see this as the millennial generation. They are greatly influenced by the global, political and economic situation. Issues for them include:

- Identity – advertising drives a tribal culture. Fashion, music and media all work together to influence buying
- Celebrity – most want to be famous. Reality TV feeds on this aspiration
- Relationships – they long for authenticity and depth as they see superficiality in so much of life
- Technology – mobile phones, games consoles, computers. These are all part of their lives with no discontinuity between the on-line and off-line world
- Success – is defined by being happy and you achieve this through friends and activity
- Truth – is relative because of the influence of Postmodern thinking
- Globalisation – the world is now one global village and decisions that affect one part of the world affect all
- Justice – from fair trade to climate change, this generation is concerned that we care for the world and its people

Having recognised all of that, when pushed this generation is also concerned for their own comfort and often only stay within a very small zone of contacts. There is no such thing as youth culture, rather a multitude of cultures.



## Connecting with today's generation

### Tensions

There are tensions at work in current youth work practice. It revolves around a number of issues

1. The Professionalisation of Youth Work: an increasing number of paid youth workers in churches and a strong push towards qualifications for all volunteers. What are the implications for work with this group?
2. Programmatic versus Relational: typical church based work has revolved around activities and programmes. A swing towards a relational approach has been at work and the importance of relationships has rightly been emphasised. However today's generation long for both relationships and experiences. How does what we do with them offer the chance for both?

### Making Connections

Young people need adults who will work with them in the following ways

- A place to belong
- People who care about them
- Space to grow
- Learning from young people
- Church of today not the church of tomorrow
- Intergenerational activity
- Journeying with young people

### Resources

Bible based teaching for 14-18's : free downloadable resources also available to buy in book form  
[http://www.scriptureunion.org.uk/SU\\_Core/Light/WhatisLight/SUBstance\(for14to18s\)/43744.id](http://www.scriptureunion.org.uk/SU_Core/Light/WhatisLight/SUBstance(for14to18s)/43744.id)

Books about Youth Work

Contemplative Youth Ministry: Practicing the Presence of Jesus: Mike Yaconelli  
Practicing Passion: Youth and the Quest for a Passionate Church: Kenda Creasey Dean  
The Godbearing life: the art of soul tending for youth ministry: Kenda Creasey Dean  
Youth Ministry 3.0: A Manifesto. Mark Oestreicher

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# Help! It's the Family Service

*A chance to steal each other's good ideas!*

Simon and Kate Biddlestone

## Aims of session

- To consider (briefly!) what is meant by Family Service / All-age Worship
- To consider (hopefully even more briefly) the challenges of Family Services
- To share what has worked well in Family Services
- To go away ready for action, having stolen lots of other people's good ideas

## What does Family Service / All-age Worship mean?

### Different models

- Once a week / once a month / special events / once a year / as often as possible / as irregularly as possible
- Everyone in all the time / younger children going out / all children going out / adults going out

## Why All-age Worship?

### Some relevant Bible verses

## What challenges do we face?

A brief opportunity for participants to share challenges

## How can we overcome the challenges?

### Some ideas from us

- coffee in the middle
- 5-minute rule
- lots of different people
- memorised readings
- interactive prayers
- optional groups for under-5s
- visual aid / series
- noise is OK
- children sometimes on ministry team
- meals / special events
- children involved in leading, music etc.
- sung worship

## F.A.M.I.L.Y.

### What does it stand for?

- F: Five-minute rule
- A: Authentically all-age
- M: Milestones and markers
- I: Involvement and interaction
- L: Language barrier
- Y: Yawn-free zone



## How can we overcome the challenges?

### Some ideas from you

- an opportunity for you to share your good ideas and an opportunity for us to steal your good ideas

## Resources

[www.thebricktestament.com](http://www.thebricktestament.com) – see [en.wikipedia.org/wiki/The\\_Brick\\_Testament](http://en.wikipedia.org/wiki/The_Brick_Testament) first

[www.screenvue.com](http://www.screenvue.com)

Notes will be sent out based on the day's discussions.

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