



Interactive puzzle
escape books

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Puzzle pages 6-10 have the
hidden word HOPE to
connect to the advent theme

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WARNING: Spoilers!

These notes are written to accompany “Arrival”, but ideally to be used after all the puzzles have been solved as it contains further background to the narrative and the conclusion that the puzzles reveal.

The concluding narrative suggests that Holly had experienced three life-lessons through the people she met which helped her on her journey.

We’ll unpack these to see why they may have been important and how the other characters influenced her. There are questions posed as discussion starters, ice-breaker ideas and activities to take the ideas further.

Perspective

Questions for discussion

Puzzles

6-10

The elderly lady ignored Holly’s mood.

Q1. Why do you think that was?

She wasn’t making light of the fact that Holly was upset, but was demonstrating to her that it was ok to feel like that. Holly probably needed to talk, but in her own time. This was an indication that the elderly lady was willing to talk. Maybe there was a different viewpoint to see about her situation but first she took the time to understand more about Holly before making any judgement about her situation.

Holly couldn’t help being caught up by the warmth and energy of this lady. It was clear that a lot of thought and organisation had gone into creating these gifts.

Q2. What different perspective do you think the elderly lady had?

There is great value in doing things for others and considering what is important to them. We don’t know what the gifts were, but we do know they weren’t all for her own grandchildren. Maybe she was visiting a children’s centre or even an orphanage. What little things could you do or offer which would have a huge effect?

“Wonderful dear, things have just become a little clearer,” she said with a glint in her eye.

Q3. What do you think had become clearer?

By reaching out in a small way and talking to Holly the elderly lady may have helped Holly shift her focus from her own problems to see the needs of others.



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When I first tried this, I invited a lady who was in her eighties and pre-warned her with the questions. She took it very seriously and prepared some answers. Initially the young people were a little shy, but after the first couple of questions which came back with quite unexpected answers, they were gripped and got fully into the flow of it.

Further ideas

That's just grand!

The grandparent role is very underrated within youth work. Some might take the view that leaders can get too old and irrelevant to do youth work, however, older generations with the right approach can be invaluable support. They have a wealth of knowledge and experience, more time on their hands, are often unshockable and can be a great listening ear. It is not so important to be up-to-date with what young people are "in to" but conversations about life and career choices, getting on with friends and other cross-generational conversations about how different life is and was can be such an asset to your work.

In a piece of research carried out by Youth for Christ, young people were asked what they look for in a youth worker. Surprisingly, 85% said they wanted a parental or grandparent figure in their ideal youth worker.

Why not invite a more senior person to share a story or a skill. Watch on as young people are captivated!

Try some of these questions:

- What piece of advice would you give a 14-year version of yourself now with the experience you have gained?
- Who is the person who influenced you the most?
- What would you say is the biggest difference to people growing up now compared to when you were younger?
- Which new technology has made the biggest difference to your life?
- Which is the worst?
- What are you most proud of?
- What are the most important lessons you've learned in life?
- Did you get pocket money? How did you spend it?
- What was your favorite thing to do for fun when you were a teenager?
- Do you remember any fads from your youth such as popular hairstyles or clothes? What world events had the most impact on you?
- What are some of the most important lessons you feel you have learned over the course of your life?
- Do you remember any "turning points" such as a key event or experience that set you on a different life track?
- What are some of the important choices or decisions you made that you have learned from?
- What would you say are the major values or principles that you live by?



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Puzzle pages 12-16 have the
hidden word LOVE to
connect to the advent theme

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Listening

Questions for discussion

Puzzles

12-16

Q1. Why do you think the arguing couple was particularly difficult for Holly to hear?

Holly had just run from an argument situation at home. Perhaps she could see how this could escalate to something similar to her own recent experience. Often arguments happen when there is misunderstanding and other viewpoints can't be understood. How often do arguments occur even with those whom you are closest to?

Q2. Why does stopping and listening make a difference when there has been a disagreement?

During an argument, old quarrels sometimes get revisited and things are said which really aren't meant. Sometimes the original point that is being argued about is long forgotten too. Taking time to understand another point of view without interrupting can make a big difference. It's not easy though. It may need a third person to step in...

Q3. Discuss other ways in which an argument can be dispelled

In the story, a change of situation and the near miss of the puddle spray helps the couple to remember a sense of humour and shared experience together, forgetting all about the argument.

Further ideas

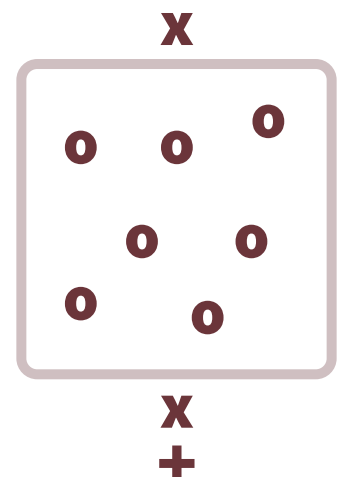
Ice breakers that involve listening

Introduce a neighbour

If you've ever seen the film Bridget Jones' diary, you'll have seen mentioned a technique employed at parties to be more interesting when introducing someone. Find out something about them to add to your introduction, the more unusual the better, for example: This is Sarah and she likes to go horseriding on Saturday mornings and can knit. After a few moments conferring in pairs, invite young people to introduce each other to the group.

Roving Robot minefield

This is a really practical listening game and involves marking the edges of a minefield with long lines of masking tape. In the safe zones at each end, mark out some shapes to stand on. At the start, mark an X and a + facing each other. At the far end, mark an X. Within the minefield place your mines, whatever you have to hand, to be collected. Tennis balls on top of plastic cone markers work well. Also placed a jelly sweet in a plastic cup as an incentive.





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To grab some quiet moments when you really need your group to listen well, then you might need to resort to “listening lollies”. Handing out some sweet lollies near the start (to get the flavour-choosing and unwrapping distraction out of the way) gives them something to occupy their mouths when you are talking. You might also have one for yourself and model the listening behaviour when you’ve invited someone else to speak.

Get one player as your "robot" to stand on the starting X and blindfold them. They should face the minefield and the task is to cross the minefield under verbal instruction to collect the mines and finish on the X at the other end. Get a second player to stand on the + with their back to the robot. They are the "computer" and their job is to speak instructions to the robot, however they cannot see the minefield or the robot. A third player is enlisted as the "programmer" to instruct the computer. They can see the minefield and the robot but are not allowed to speak, so they must mime the instructions. The computer will translate the mimes into verbal instructions. If the young people need any hints, suggest instructions include quarter turns left and right, steps forward and sidesteps.

Sofa so good

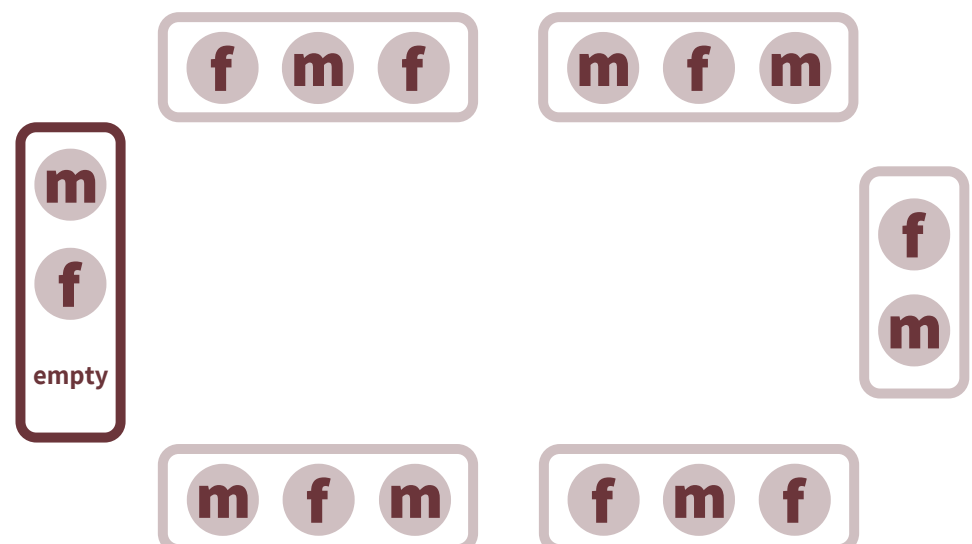
Get everyone to write their name on a small piece of paper. Fold these up and put them in a box / bowl / hat. Make sure you have either a 3-seater sofa or three chairs that are reserved in some way as to be the winning panel.

Now sit alternate boys and girls around a circle of other chairs. The “sofa” or whatever you have designated should start with one space at one end and a boy and a girl in the other two spaces. If you don’t have equal boys and girls in your group, you may need to indicate which ones are playing as different genders. There is enough mixing up in the game to not require any further confusion. We once played this and evened up by adding girls with football markers as hats to supplement the boys team.

Ask each player to draw out a name slip (checking they don’t have their own name - put it straight back if that’s the case), note it and not show anyone else. This is now their name for the duration of the game.

Play ensues by the person with the space to their left calling a name of someone they would like to sit in that space next to them. The person who has been assigned that name (not their real name) should move and sit in the empty space. This creates a new space and the person who has that space on their left now calls another person to sit there. The same name cannot be called twice in succession.

The aim of the game is to fill the sofa with either all boys or all girls, thus becoming the winning team. The game will be primarily about remembering names with the added challenge that they are not the players’ real names. You will quickly see some strategy in whether to call people to or from the sofa.





Generosity

Questions for discussion

Puzzles

18-22

Q1. Why do you think Holly felt the need to help?

Had this scene been at the beginning of the story, then perhaps Holly would have had a different viewpoint. It may be that the two other scenes had helped her to start to have a change of heart - seeing a different perspective or viewpoint.

Q2. What was the “difference” that Holly had been able to make? Why might this have been important to her?

We're not told exactly what the argument was about at the beginning of the story, but the conclusion suggests it was concerning Holly's life choices. Maybe she felt these weren't entirely hers and this scene was something about that she'd been able to control and even enjoy.

Q3. What was the turning point?

Holly had been able to see a different perspective and had realised that small acts helped her see a way to control her own future, turning the situation around and being less isolated. The elderly lady had given time to her to talk, the couple had shown it was possible to reconcile with a little help and the generous acts that Holly had then performed had shifted the focus away from her own problems to see that there may be others to consider.

Further ideas

Try these generous acts

- Compliment three strangers: a child, someone your own age, and an elder. Congratulate them on something very specific.
- Find a free book library near you and donate a book.
- Choose a struggling artist and publicly thank them on social media. “I love your work. Please keep going.”
- Choose a celebrity that you admire and write them a genuine, heartfelt letter of thanks. Just to say, “Your work really moves me and I appreciate what you do.” No “request” or “ask” or “gimme” attached.
- Tell a parent: “Thanks for all you do. The biggest lesson I've learned from you is this: _____.”
- Go through your wardrobe and donate some of your lightly-worn items to a local clothing project. Be generous, not your old painty t-shirts.
- Put away your smartphone for a day. Give the world the gift of your undivided, non-digital attention.
- Turn a photo from your smartphone into a real postcard. Send it.
- Call up a friend who's been having a rough time — or a crazily busy week. Offer to do a chore for them.
- Ask someone, “How was your day — really?” Let that person talk about themselves. Lean in. Stay there. Be present. Let them ramble. Give it that extra five minutes.

Puzzle pages 18-22 have the hidden word JOY to connect to the advent theme.

Puzzle pages 23-25 have the hidden word PEACE to connect to the advent theme.