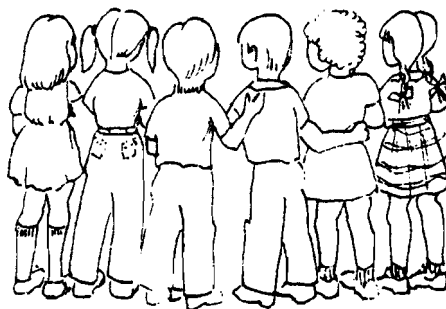


SUNDAY SCHOOL ACTIVITY BOOK

Games, craft projects and activities
to accompany the Dole Bible Study Notes



Compiled by the Teaching Aids Committee of the American New Church Sunday School Association: Betty Hill, Bill and Louise Woofenden. Printed under the auspices of Convention's Board of Education.

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TABLE OF CONTENTS

Introduction	v
To the New Teacher	vii
Warning!	ix
 BASIC TECHNIQUES (pink pages)	
Unleavened bread	3
Basic Cookie Recipe	4
Honey Wafers	4
Playdough	5
Cornstarch Clay	6
Baker's Dough	6
Modeling tools	7
Aprons	8
Glue	9
Dry Mounting with Rubber Cement	10
Toxic Substances	10
Bible Text	11
Letter Home	11
What About Money?	11
Printing Techniques	12
Enlarging with a Grid	13
Getting it Home in One Piece	14
Save Everything	15
You Have Helpers	15
Tapa	16
 PROJECT IDEAS (blue pages)	
Banners	103
Flannel boards	105
Village of the Holy Land	106
Sand Table	107
 PUPPETS IN THE SUNDAY SCHOOL (yellow pages)	
The Puppet as a Class Member	203
Sock Puppet and House	204
Storytelling with Puppets	205
Storytelling House	206
Finger Puppets	207
Finger Puppet Stages	208
Ready Quick Puppets	209
Rod Puppets	210
Real Puppets with a Real Stage	211
Table-top and Free-standing Stages	218
Outfitting the Stage	219
Hanging Stage	220
Cardboard Box Stage	221
Paper Bag Puppets	222

INTRODUCTION

This booklet is the first part of a 4-volume set of activities to accompany the Dole Bible Study Notes - 163 lessons in all.

The present section contains the 40 lessons of Series III as indicated on pages xxviii and xxix of Volume 1 of the Notes. The first part of the booklet contains introductory pages and hints for better teaching. Then the color pages follow: the pink pages contain basic recipes and how-to's. These instructions are also usually included in the lesson pages. The blue pages have instructions for general projects. The yellow pages are a manual of puppet construction and use.

Then follow the white pages, which are numbered in the upper corners with the lesson numbers which appear in the table of contents of each of the six volumes of the Bible Study Notes. Each lesson has its own page or pages of ideas for activities for children of different ages. They are not numbered consecutively. This is so that when you purchase other volumes of the set you can, if you wish, arrange them in number sequence instead of in the four series.

Other volumes also contain additional color pages which are in sequence with the project pages here and can be added to this volume.

The booklet is printed on punched paper to make it easy for teachers to remove sheets for photocopying.

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Teaching Aids Committee

TO THE NEW TEACHER

You've volunteered as a Sunday School teacher, and here you are with a book of lessons, a box of crayons and a used packet of colored paper, mostly pink. And the class is a wiggly group of eight, all the wrong size, and not a white glove in sight! It's only forty-five minutes, you say . . . FORTY-FIVE MINUTES! . . . Stop the "how-did-I-ever"s, forget those serene Sunday mornings, and brace yourself for the most invigorating, stimulating, educational and demoralizing Sundays you will ever know.

What goes into that forty-five minutes is what makes it special: the child, the teacher (you), your class space, the time, the preparation, and the lesson.

On the beginner child's part, the Sunday School is often the first venture out of the home circle, the first contact with an adult aside from family members, the first relationship with other children. It can be scary, overwhelming and wonderful.

The older child is already blasé about Sunday School. He's been there. He can enjoy it because his friends are there and they can have fun from nothing. You are the unknown part; concentrate on the work at hand, be thorough, inventive, and expect the best.

On your part, you are becoming a personal figure to these children. You are responsible to them for a good class, an enrichment of mind and spirit, a pleasing hour, new ideas, new language. You can make Sunday School a solid part of their lives.

For the little ones, the class circle should be the same each time: the same tables and chairs, the same corner, the same reliable place. You can spice it up with a new plant, a picture, etc., but the little ones like the security of a well-known place. You sit down with them, so that the timid child can be nearby, or the radiator climber can be encircled with an arm. Your books and materials are close at hand and you are low enough to be part of the group, but high enough for all to see what you are doing and watch while you tell the story.

The older classes should have their own space. Let them have a choice in decoration. Use class projects for hangings. Keep the bulletin board current. Have supplementary material available. Welcome "bring-ins".

You should be friendly. Use your normal voice as you would to your friends. Children react unhappily to the raised "isn't she cute" voice. These children are your friends, and this is your environment. These things available through your class are the special things, the treasure you want your friends to see and experience.

You have an allotted time in which to squeeze a great deal of material. Depending on how structured your school is, you will have some secular material to handle, too, such as the school treasury, purchase of materials, etc. In your teacher sessions with your superintendent or minister you will have reviewed the lessons and learned which ones have a long story or will have time for an activity connected with it. You will at some future time have to fit in rehearsal time for pageants or other projects. You will allot time for memory work. Don't forget handwork. Some children feel it isn't a good day unless something goes home for mother to see. You don't have to cut and paste every week, but it is good to have something other than the story: singing, puppets, act-it-out, a continuing craft project, a game. You must organize your time, and it helps to write yourself a little schedule and keep it in front of you as you are teaching.

Here are sample schedules:

10:00 Sam the puppet opens class with the song we are learning.
10:10 Attendance and collection of pennies.

10:15 Introduce story by showing sling shot you have made and telling about how little boys had to help tend sheep.
Continue into story of David.
10:25 Pass around rod puppets and act out story.
10:35 Gather up puppets and quiz class on story.
10:40 Go over memory verse.

or

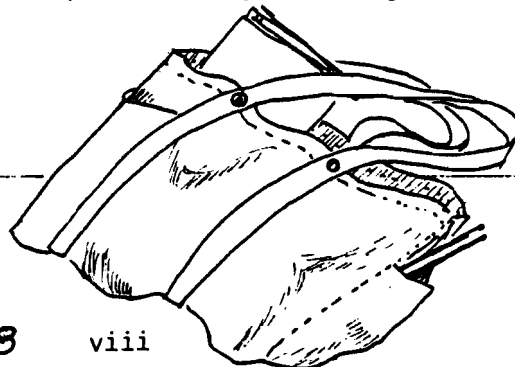
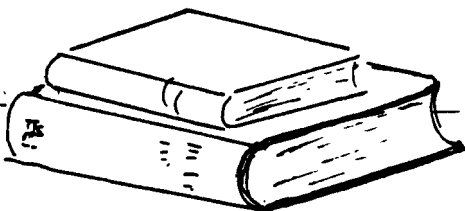
1. Drill memory verse
2. Tell story
3. Explain handwork and repeat story while children are working.
4. Have a quiz-down on story.
5. Closing song or prayer.

From all this you can see that preparation is important. If the teachers' meetings are regular that is a help as you will be working ahead and have acquainted yourself with the coming lessons. If you are on your own, set aside a time regularly for your class lesson. Check the handwork and see if the children can do it. Can you do it yourself? Terrible to wonder on Sunday morning where "tab A" goes! If your class is fond of acting it out, be sure you have all the props needed. If you are doing lots of craft work, work several weeks in advance, so one trip to the store will suffice for supplies for several lessons. When you get home from the store, put each week's materials into separate bags and date or label them. You won't have to sort everything out in a couple of days when you wonder if the gold paint goes with the sack of beads. If your class is older, look up background material: trees of the Bible, coins, clothing. Your local library can help, with books about Egypt, the Holy Land, costumes of the world, foods, etc.

So you have your little schedule, and you have checked on the tambourine construction; all you need is the main part of your lesson, the lesson itself. Oh, that's all printed there on the page . . STOP a minute! This story should come as easily off your tongue as Jack and Jill or Sunshine in My Soul. That means WORK. Your "daily bread" is to read your lesson every day, from the Word and from your chapter in the Study Notes. The first day, read the whole thing, from Primary through Adult. You can "place" your class and have answers for questions which arise. Then through the week keep reading, Word and lesson. Tell yourself the story. Forget anything? Tell it again. By Sunday you really know the story, and the phrases come easily. The most important part of story telling is to know the story.

Telling the story is the way you communicate the lesson to your children. Tell the story. Look into their faces and hold their attention and tell the story. Tell it once and then repeat it. Repeat it by reading from the Word, by having Sam the puppet comment on it, by acting the story out, by using the activity that goes along with the story. The literal story is what you want them to learn. Do not add on, do not embellish. Tell the story in older classes, too, and read from the Word, but do not depend on the children to read from the Word; it can embarrass them. You will find that you enjoy the story telling more every week.

Get yourself a large tote bag, sharpen the crayons and join the ranks. You've become a Sunday School teacher.



WARNING: DO NOT GET CARRIED AWAY BY CRAFT PROJECTS AND ACTIVITIES!

Everything a Sunday School teacher does should have as its primary goal the establishment of a deepening connection between the children and the Lord by means of the Word. If the craft period becomes an end in itself, the main purpose of the Sunday School is defeated.

The activities should do the following things:

- 1) Make the children excited about coming to Sunday School.
- 2) Make connections with the Lord's message in the Word through the five senses.
- 3) By repetition of the story while the activity is being done, impress on the memory the actual words of the lesson.
- 4) Give the children experiences in sharing, and of listening and talking with others about the Lord.
- 5) Give them something concrete which will remind them of the lessons they have studied.
- 6) Give them something to take home so that they will retell the story to their parents in explaining what they are showing.

BASIC TECHNIQUES

A reference section of recipes and "how-to"s.

BASIC UNLEAVENED BREAD

Recipe #1

Preheat oven to 350°

Blend together

5 tablespoons olive oil

3 tablespoons ice water

$\frac{1}{2}$ teaspoon salt (or less, to taste)

Add mixture to

1 cup sifted flour

Pat into $\frac{1}{4}$ " thick rounds on oiled cookie sheet

Bake 10-15 minutes. (Watch carefully, as it burns quickly.)

This bread can be given to your church's altar guild for use at the next Holy Supper. The bread will keep in the freezer.

Recipe #2

2 cups whole wheat flour

1 cup whole germ corn meal

$\frac{3}{4}$ teaspoon salt

$\frac{1}{3}$ cup oil

water

sesame seeds (optional)

Before class: mix the two flours and bring to class in a bowl.

In class: Preheat the oven to 350°. Have the children add the salt to the flours and mix. Add the oil, and then add water gradually until the dough holds together but is soft enough to roll. Divide the dough and have each child roll or pat out a cake on a piece of wax paper. Sprinkle sesame seeds on cakes and press the seeds into the dough. Place cakes on a greased cookie sheet and bake about 15-20 minutes.

For older children you could try cooking the cakes on the stove top, using a cast iron griddle or a soapstone. This would probably be closer to the primitive cooking methods of Bible times. For the little ones the oven is better: safer and down at their height.

This recipe is good for the lesson on Abraham and the angels (Genesis 18). You should have the children measure out three cups of the flour mixture into a bowl and then proceed with the recipe.

See also lessons on Elijah and the widow of Zarephath, the Passover, the tabernacle (table of showbread), etc.



BASIC COOKIE RECIPE

$\frac{1}{2}$ cup salad oil
 $\frac{1}{3}$ cup honey
1 egg
1 cup flour
few grains salt

In container with tight lid (or plastic bowl with snap-on lid) place the oil, honey and egg. In a second container put the flour and salt (you can add $\frac{1}{3}$ teaspoon soda for a lighter texture.)

In class, the children beat the egg mixture with an egg beater or wire whisk, add the flour gradually and drop by spoonfuls onto a greased cookie sheet. Bake in a 350° oven for about 10 minutes.

You can bring chopped nuts and/or raisins if you want, or spice with $\frac{1}{2}$ teaspoon of cinnamon.

By using oil and honey you are approaching more closely the type of ingredients used in ancient times. Also, the children would find it difficult to cream butter and sugar together, and that takes quite a bit of time.

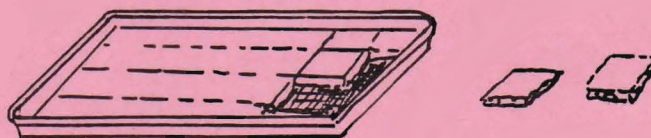


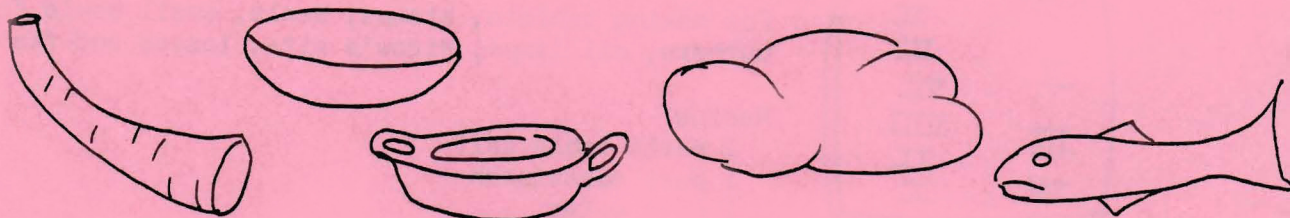
HONEY WAFERS

3 eggs
1 cup honey
1 cup flour
 $\frac{1}{8}$ teaspoon salt
 $\frac{1}{2}$ teaspoon vanilla (optional)
 $\frac{1}{2}$ teaspoon spice (coriander powder for lesson on quails and manna)

Preheat oven to 350°. Beat eggs and honey with eggbeater or wire whisk. Add flour and spices and mix. Add vanilla if desired. Spread thinly on greased 10"x15" cookie pan that has a raised rim. Bake for 10-15 minutes. This makes a chewy bar that doesn't leave crumbs all over the place.

This recipe can be treated as in the basic cookie recipe: Put all the wet ingredients in a covered mixing bowl and bring to class. Mix all the dry ingredients and bring in a second container. Then there are just two steps to the mixing, and you don't have accidents with broken eggs, etc. If your children are old enough, they will be able to do the whole process from scratch.





PLAYDOUGH

Recipe #1: 3-2-1 Playdough.

3 cups flour
2 cups salt
1 cup water, to start; add more as you go

Mix flour and salt. Add water and knead until dough is thoroughly mixed and workable. You can divide it into several parts and add different food colors. If kept sealed in plastic bags or containers that have tight lids, this dough will keep for a couple of weeks at least. When you use it for a project be sure to have containers for the children to carry their creations home in. You can use milk cartons cut off, soft margarine tubs, cottage cheese containers, etc.

Recipe #2

2 cups flour
1 cup salt
1½ tablespoon powdered alum
about 1 cup water

Mix dry ingredients and add water gradually until dough is a good working consistency. You can add food colors if you want.

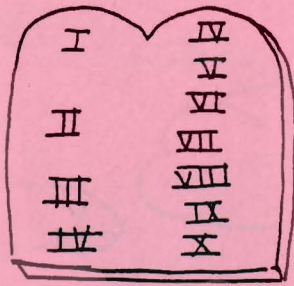
Recipe #3

2 cups flour
1 cup salt
1 cup water to start
½ cup cooking oil

Mix dry ingredients, add water and oil, mix thoroughly until of the right consistency. Add food colors if you want.

ALL THESE RECIPES MAY BE ADJUSTED BY ADDING A BIT MORE FLOUR IF THEY ARE TOO STICKY, OR A BIT MORE WATER (A FEW DROPS AT A TIME) IF THEY ARE TOO CRUMBLY.

CORNSTARCH CLAY



For making tablets, stamps, seals, small bowls for incense burners, oil lamps, widow's mite, loaves and fishes.

Recipe

2 parts table salt
1 part cornstarch
1 part water

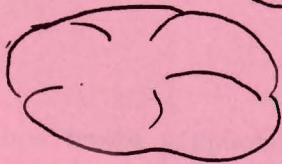
Mix and cook over low heat until stiff and makes a ball. Add a few drops of cooking oil to delay drying. Vegetable coloring can be added. Make in morning and carry in covered container to class.



To use:

Flatten balls of clay on waxed paper and shape coins, mites, seals with bottle caps or cookie cutters. Use plastic knives to cut tablets. Shape bowls and lamps with fingers. Bricks and stones can be shaped to make altars or well casings.

This clay will dry in about 2 days. It can be painted at the next class, glazed with polymer or varnish. If you use spray varnish, do it yourself inside a box, outdoors, so spray is contained and ventilated.



BAKER'S DOUGH

Use for small figures for crèche, animals for Noah's ark or shepherd stories, Daniel in the lions' den, lamps, loaves, fishes, baskets. Takes 2 sessions, one to make, a second to paint or glaze. Baking is done as soon as possible after making. Teacher can make dough the day before and store in plastic bag. Children work on squares of waxed paper and these can be slid onto cookie sheet for baking, which is done in a slow oven. Paper peels off.

Recipe

4 cups flour
1 cup salt
1½ cup water

Mix and store in plastic bag. Will keep several days. Bake one to two hours in 250° oven until hard. These are not edible.

Most Christmas craft magazines have basic directions for making figures. Rams' horns, bowls and lamps can be shaped by hand. Be sure they are not too thick as they take longer to bake and sometimes become misshapen.

Cookie cutters can be used for animals, and the old fashioned gingerbread man cookie cutter is the basis for figures, with clothing and other features added. If you are making a crèche, figures can be stored from year to year in a dry place.

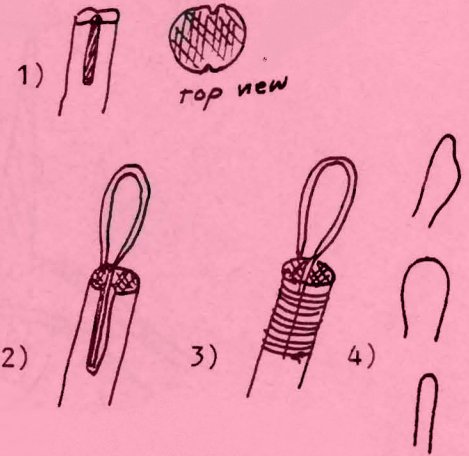
Watercolors, tempera and acrylics can be used to paint figures. Glazing can be done with polymer or spray. Do not let children use spray. Teacher should place objects in bottom of large cardboard box, take it outside and direct spray into box.

WORKING WITH MODELING CLAY OR OTHER SCULPTURE MEDIA

For working with clay, you will want tools. Children can sculpt with orange sticks, plastic knives and forks, popsicle sticks with the end shaped, large nails, or just sticks from the yard.

A handy professional-type sculpting tool can be made as follows:

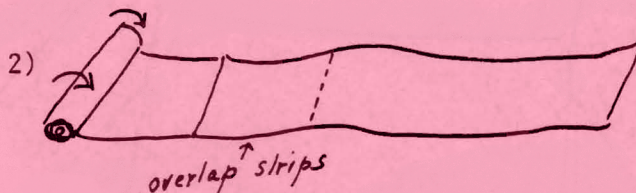
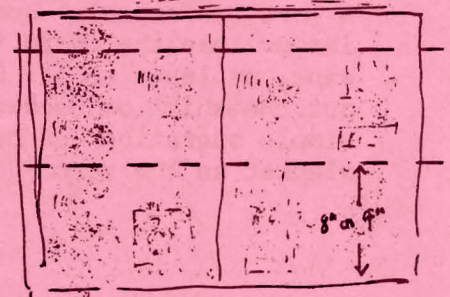
- 1) Cut a small groove in each side of any stick that is about 5" or 6" long and a good size to fit in a child's hand.
- 2) Take a piece of solid wire about 2" long and bend it double. Put glue in the grooves and fit the ends of the wire into the grooves.
- 3) With heavy thread or string wrap tightly for the length of the grooves, and tie tightly. You can secure the thread by brushing on more glue, or by brushing on shellac.
- 4) The loop can be shaped in various ways to achieve different effects.



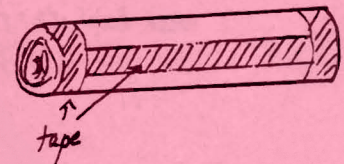
For some projects you will need rolling pins. You don't need to borrow from all your neighbors. You can use fat dowels (expensive), cylindrical blocks from a child's building block set (they can be washed up afterwards), or roll your own:

- 1) Lay about four thicknesses of newspaper out flat. Cut across all layers in 8" or 9" strips.
- 2) Taking one thickness at a time roll up tightly, adding another strip as you get near the end.
- 3) When your rolling pin is as fat as you want it, seal the free end with masking tape or wide transparent tape, and put tape around the ends.

1)



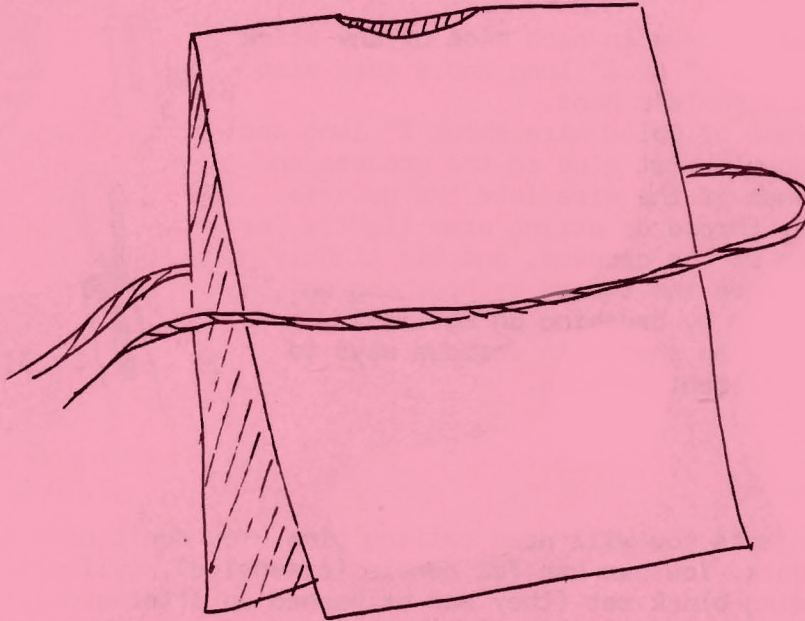
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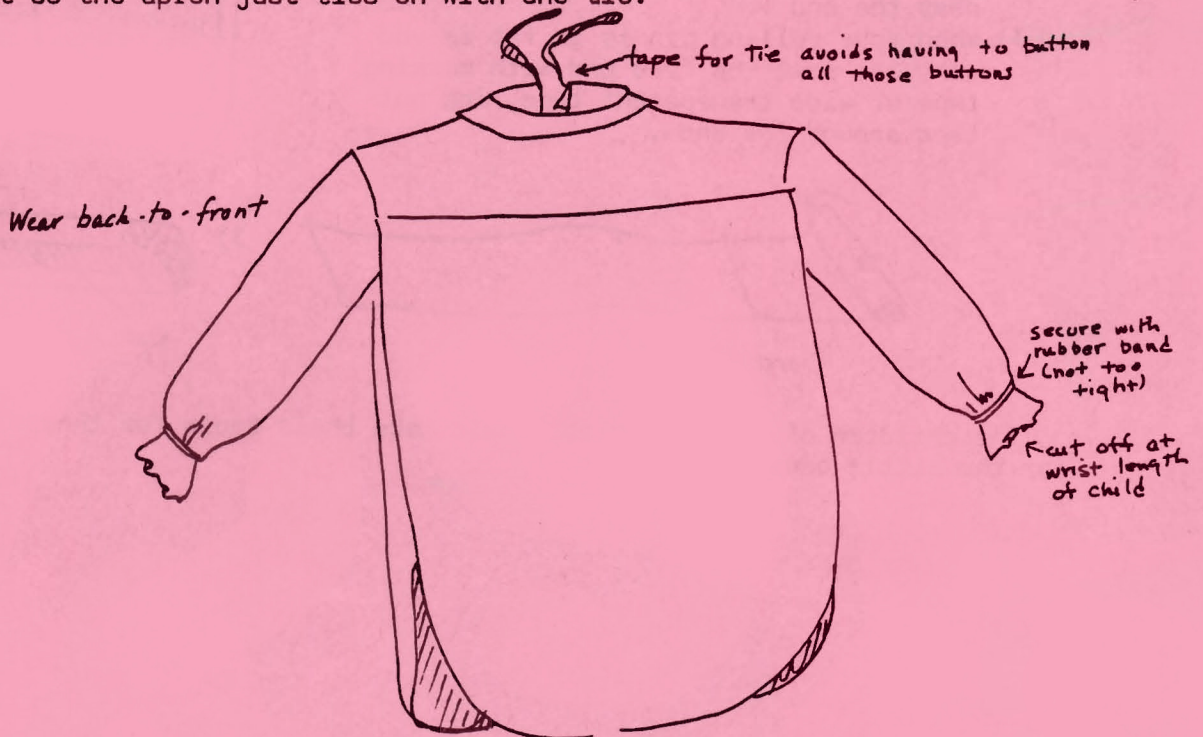
The children of an older class could make these tools for themselves and/or for the little ones.

FOR MESSY PROJECTS - A PLASTIC APRON

One large size trash bag, slit up the sides, with a hole cut for the head, makes a good apron or coverall. Tie around the waist with string. Roll or push up the childrens' sleeves. These aprons can be wiped off with a damp cloth and used many times.



A more comfortable smock can be made from an old shirt. Use any size that is larger than the child that is to wear it. Cut the collar from the shirt if you want, or leave as is. Cut off the sleeves at wrist-length for the child and put the shirt on backwards. You can secure the sleeves with rubber bands. For simple operation you can sew pieces of tape or bias binding at the top of the placket so the apron just ties on with one tie.



GLUE

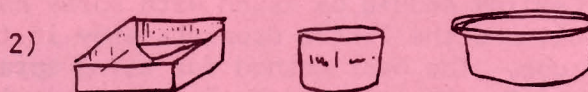
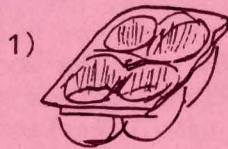
The kind of glue you use is very important and can make or ruin your whole project. We do NOT recommend Elmer's glue for any projects, especially in younger classes. It is too runny and the children have difficulty in controlling the flow. It is hard to wipe up when spilled. It takes too long to dry and soaks through fabric or thin paper.

For paper projects, plain library or paper paste is best. If they get too much on the paper it can easily be scraped off with the spreader or with a small square of thin cardboard. Older children can use mucilage on paper projects.

For gluing wood, leather, cloth, yarn, plastic, etc., use a craft glue such as Sobo, Tacky Glue, Hazel's. These are not so runny, don't soak through, dry clear and hold the surfaces together while the glue is drying. These are fairly expensive, but pay for themselves in convenience.

Here are some ideas to help with gluing projects:

- 1) Buy a large container of glue for the whole class and make small trays of egg cartons. Cut the cartons in thirds so that you have trays of four pockets each (you need a container this large for stability). Put a small amount of glue in one pocket of each tray for each child.
- 2) Use bottoms cut from waxed or plastic containers such as cream cartons, yogurt containers, cottage cheese cartons, etc. for paste cups.



Large-size containers may prove to be more expensive in the long run than buying separate glue bottles for each child, as it is difficult or impossible to pour leftover glue back into the big container, and you waste a lot.

- 3) Take a margarine box, Kleenex box, or other lightweight cardboard and cut a supply of 2" squares. These are handy for scraping up glue spills or excess glue on a child's paper. They are good for gathering up spilled sequins, rice, flour, salt, etc. on the table.



- 4) If you are using a messy project, bring a few small plastic containers (cottage cheese) and in each one place a wet paper towel or rag so that sticky fingers may be wiped without a trip to the bathroom. You can also use Handi-wipes, but this can be expensive.



DRY MOUNTING WITH RUBBER CEMENT

A strong smooth bonding of paper can be obtained by dry mounting, a process common for attaching photos to cardboard, and useful in any application where you want to avoid ripples and curling edges.

Apply a thin, even coat of rubber cement to both surfaces and let dry completely. You can wait until they are dry and then bond immediately, but the pieces will bond at any time, even if they are left indefinitely, as long as they are kept free from dust.

When dry, the pieces are joined with firm pressure. Be sure to put them together exactly right the first time, as they will be permanently bonded at touch.

This technique is great for mounting Bible pictures on cardboard for display in your classroom.

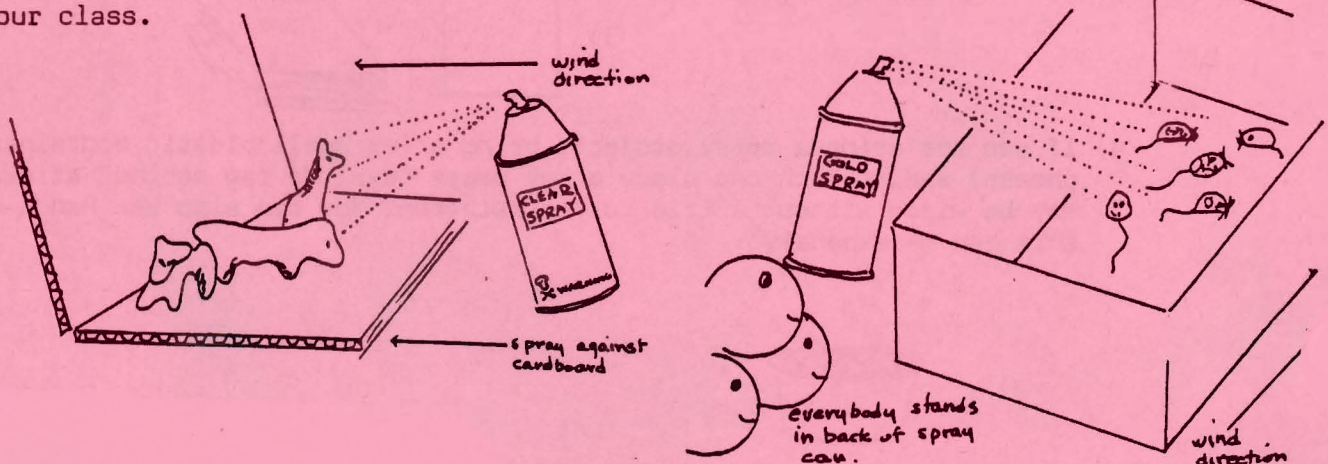
CAUTION: the fumes from rubber cement are toxic, so if you are going to be using this medium for any length of time, be sure to have good ventilation. Rubber cement is not recommended for classroom use.

SPEAKING OF TOXIC SUBSTANCES . . .

EXTRA CAUTION should be taken with spray paints and finishes. The fumes are very harmful, and the little droplets stay in the air for as much as half an hour after use. The best method for using spray cans is to take the whole project outdoors for the paint job. Put the objects to be finished into a carton, or lean them against a cardboard backdrop. Spray in the same direction with the wind, and be sure each member of the class is behind the spray can.

READ THE LABELS

Be sure to read carefully any instructions or warnings on the labels of all materials that you use. Whenever possible, try to use materials that have no toxic fumes or ingredients. This is a protection to you and to the members of your class.

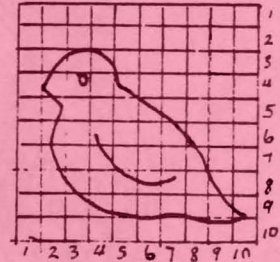


ENLARGING WITH A GRID

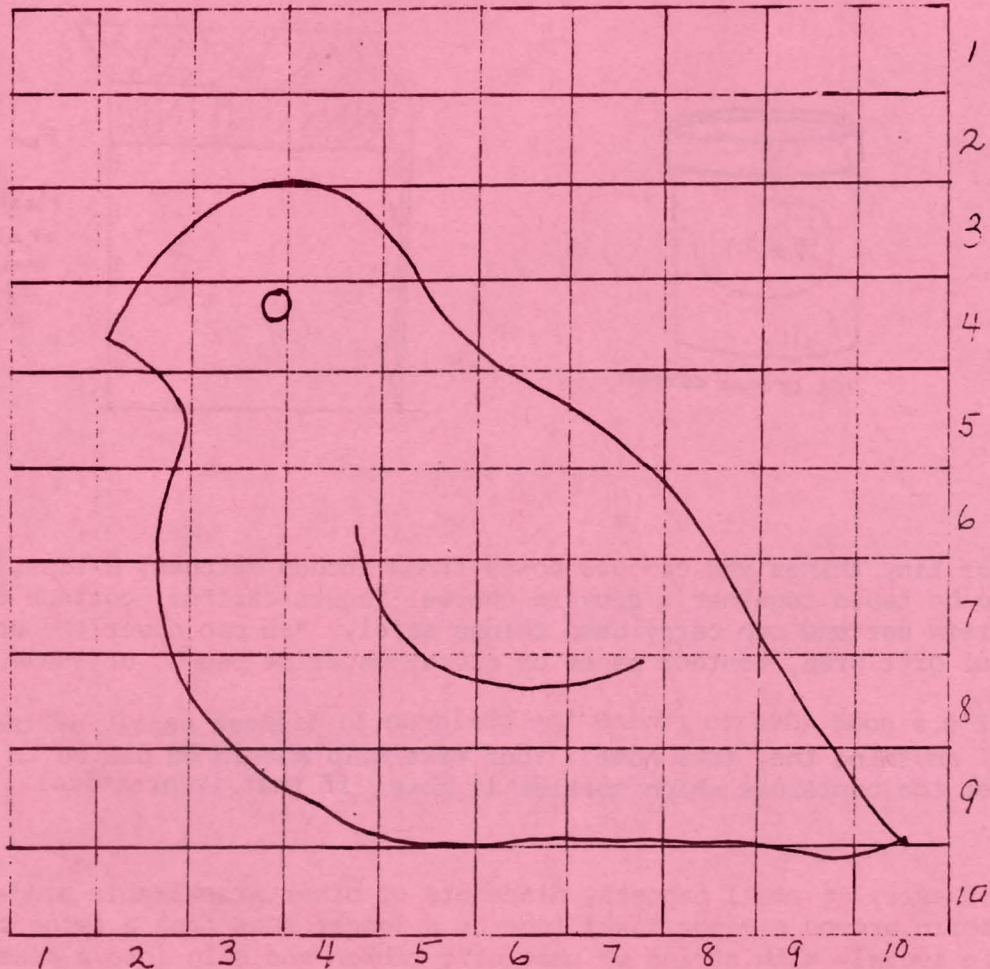
As far as possible the craft illustrations in this manual are actual size and can be copied and used as drawn. However, some of the illustrations can't be actual size, or you may want to have much larger illustrations for banners or wall decorations. The grid method is useful in enlarging or reducing drawings.

To enlarge:

- 1) Trace the illustration and over it draw a grid of evenly spaced lines. This one has a grid of lines $\frac{1}{8}$ " apart.



- 2) Now draw a corresponding grid with lines farther apart to obtain the size you want. The second grid has lines $\frac{1}{2}$ " apart to obtain a quail about $3\frac{1}{2}$ " tall for the border of a banner. In each square draw that part of the line that appears in the corresponding square in the small grid. Numbering the squares will keep you oriented.

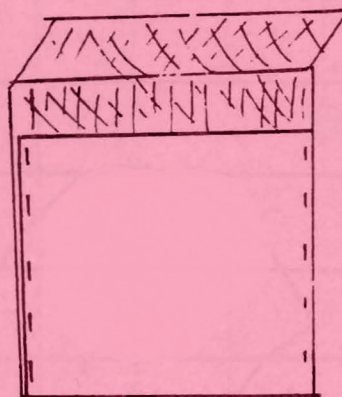
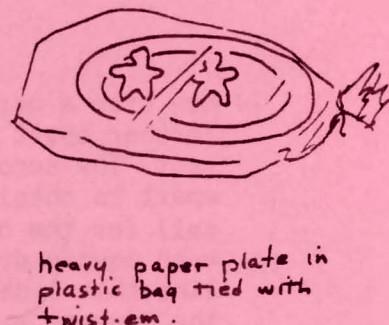
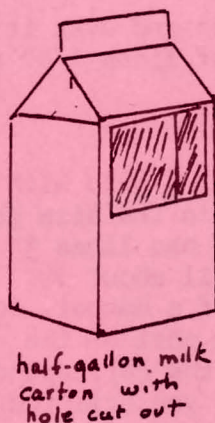
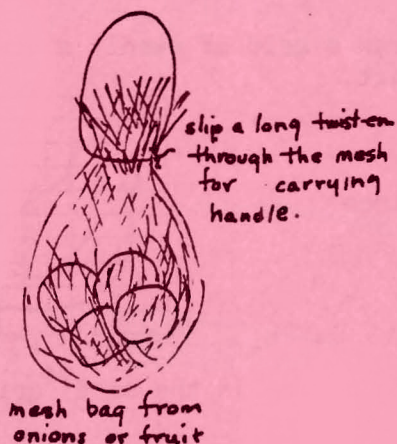


You can use a sheet of tracing paper over your dressmaking cutting board. It has 1" squares already marked. You can also draw a grid in technical drawing ink on a piece of acetate (available at art stores). You can place this over a drawing in a book and secure with paper clips while you are drawing the lines in on another grid.

To reduce, place a large grid over the drawing and transfer lines to a smaller one.

GETTING IT HOME IN ONE PIECE

Here are ideas for containers so that the child's precious creation (it means a lot to him!) will not be lost or spoiled on the way home.



For tiny things you can use boxes from kitchen matches, Q-tips, cream cheese (need to be taped together), gruyere cheese. Yogurt cartons, cottage cheese containers, cream cartons can carry damp things safely. You can cover the containers with colorful gift wrap, contact paper or glossy magazine pages, or leave as they are.

It's a good idea to remind the children to dispose neatly of the wrappings of anything they take home. Your text slip should be pasted to the creation itself, not the container which carries it home, if that is practical.

For carrying small banners, placemats or other wrinkleable projects: wrap the fabric around a paper towel tube or a longer tube from a large roll of foil. Tie loosely with string or used gift ribbon and slip into a plastic bag from the grocery store.



ADDING THE BIBLE TEXT

Almost every lesson page reminds the teacher to make a slip with the text printed on it to attach to the project before it gets taken home. You may think it a bore to type or write out the text eight times each week! But the text slips are one way of advertising the messages of the Word. All the people to whom the children show their handiwork read the Bible verses - parents, playmates, relatives, adult friends. And the verses are brought to the childrens' minds each time they use or enjoy their creations.

A LETTER HOME

When Sunday school is about to begin in the fall, a letter or postcard reminder to each child is a good way to be sure that everyone is invited to begin the new school year. And if the teacher has time, each time a child is absent a letter home is a very good idea. You can tell the child everyone missed him or her, and briefly recount the story and perhaps tell what you did for an activity. This may serve to make the child sorry he missed (if it was an avoidable absence) and the parents a little guilty about not getting the child to Sunday school. For the child who was sick or unavoidably absent, it serves to fill in the gaps in the continuity of the lessons, and for older children may stimulate them to read the lesson from the Word themselves. The postage bills may mount up, so see if your Sunday School treasury can foot the bill.

And while we are at it,

WHAT ABOUT MONEY?

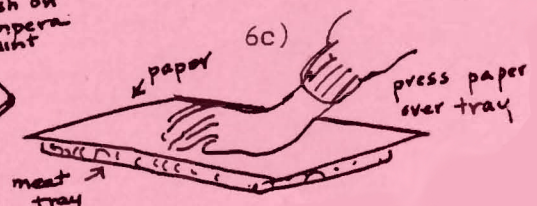
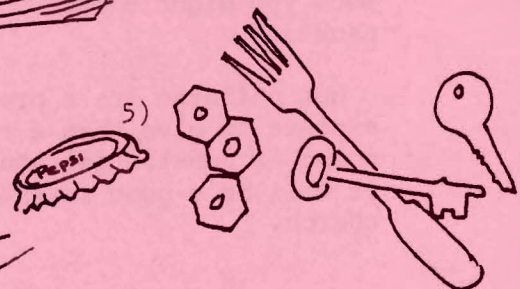
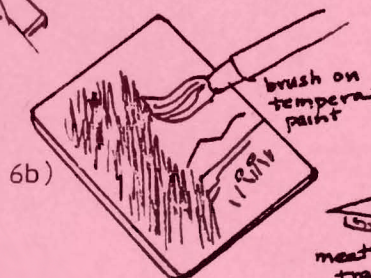
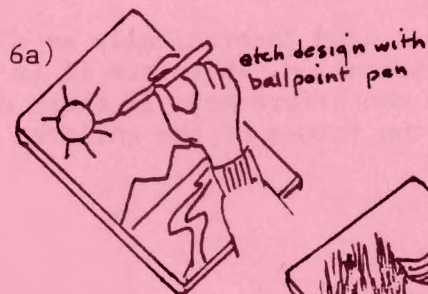
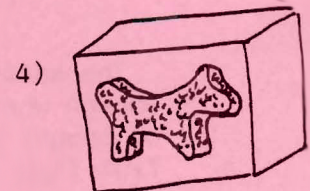
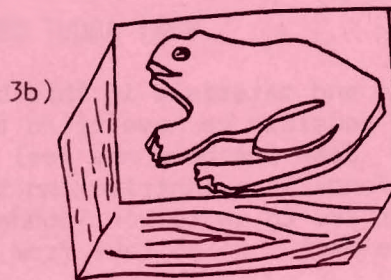
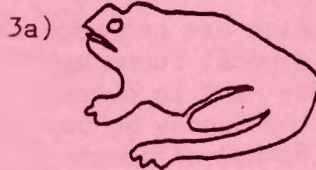
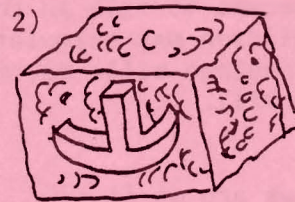
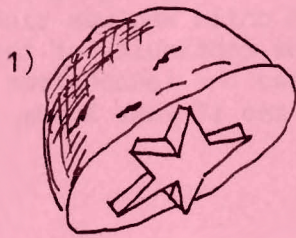
The activities and materials in this booklet are not necessarily cheap, though wherever possible we have tried to suggest found materials instead of bought ones. Some teachers may feel they want to purchase materials from their own funds as a contribution to the Sunday School. But it is quite proper for you to go to your Sunday School officers and find out how much you might expect them to take from the treasury to offset your expenses.

Our children are a precious asset, and theoretically we should spare no expense to give them a religious education. Therefore it is reasonable to spend a substantial amount - you can afford more if there are few children. It will be a good investment for the future of the children and of the church.

PRINTING TECHNIQUES

For any project which needs repeated motifs or in which the children are to design their own picture on paper, a number of different printing techniques can be used.

- 1) Potato prints: cut a potato in half, cut away unwanted portion with sharp knife. Brush on poster paint or acrylics and print.
- 2) Make a similar block from styrofoam packaging material. You will get a textured look.
- 3) Degrease a piece of inner tube by scouring it with cleanser. Cut out a shape from the inner tube and glue it to a small wood block.
- 4) From pieces of kitchen sponge cut shapes and glue to block or old spool.
- 5) Household objects can be used to make interesting prints. Try fork tines for grass or fringes of clothing, buttons for faces, bottle caps for circles, textures from sponges, sneaker soles, cloth, brushes, hair rollers. Try keys, erasers, nuts and bolts, anything from the kitchen drawer. Bring an assortment to class and the children will love to build forms and landscapes from the different shapes.
- 6) Cut out the flat bottom from a styrofoam meat tray. With a ball point pen draw and etch out a design. Lightly brush tempera paint over the whole surface. Lay paper over the styrofoam and press gently and evenly over the surface. Remove paper. The design will be in white (or the color of the paper) on a textured color background. Very attractive!





SAVE EVERYTHING!



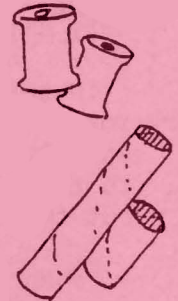
By now you're getting the idea that nothing should ever be thrown away! You may need to clean out the garage (it needed it anyway) to accommodate all the great stuff you can use for Sunday School projects.

Here's a partial list of things to watch for:

bottle caps
corrugated cardboard
towel and toilet paper tubes
cloth swatches
colored tissue
dowels
egg cartons
glossy ads and junk mail paper
gold and silver paper
L'eggs containers
meat trays
mesh bags



milk cartons and jugs
oatmeal boxes
plastic straws
pop tops from soda cans
popsicle sticks
rings of all kinds
salt boxes
spools
tiny boxes and bottles
used ribbon
yogurt containers
anything that makes you stop and look!

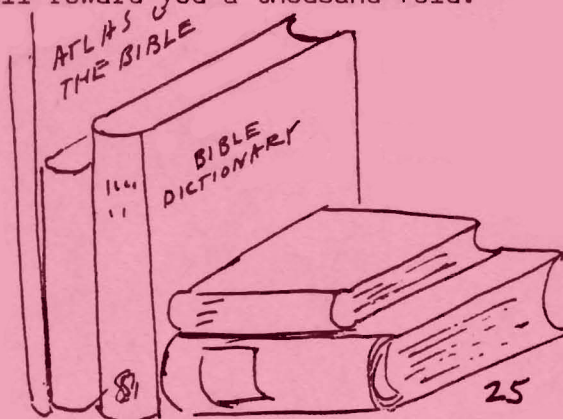


Store small things in tissue boxes labeled on the ends.

YOU HAVE HELPERS

One is a Bible dictionary - full of good stuff. Go to your Public Library and browse awhile. Then when you want to find out what kind of rig they used for threshing, or what a water jar looked like, you'll know how to go about finding out.

Other helpers are books on Palestine, Egypt, Assyria, costumes of the world, foods of the world, crafts, putting on a play, games, animals and plants, and on and on and on. . . . For older pupils a colorful book from the library illustrating some facet of life in Bible times helps to bring the story alive. Junior boys and girls might even get inspired to do some research themselves when they are preparing a pageant or other project. The more you look into related materials, the richer your store of information will become and the more interesting teaching will become for you. Teaching Sunday School is not something you do casually, but any effort you put into it will reward you a thousand fold.



TAPA

In the Hawaiian Islands the natives have for centuries made a kind of cloth from the bark of a certain kind of mulberry tree. By pounding the bark very thin they make it look and feel very much like cloth. It has a lovely beige color and is used for printing decorative mats, hangings and other objects.

You can make "tapa" from Kraft paper grocery bags. To practice, start by using a piece about 11" x 14". Crush the paper in your hands, open it out, smooth it flat, and then crush it again. Repeat this process over and over (many times), and you will see the paper gradually becoming soft and pliable, very different from its original texture.

When doing this with children, you will find they love crunching the paper into a ball, twisting it as hard as they can, putting the ball on the floor and stamping on it (keep it calm!). Young children will not have the patience to repeat the crushing process long enough to come out with a good product, but those six and over should be able to do it.

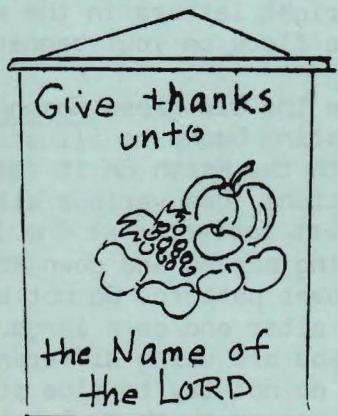
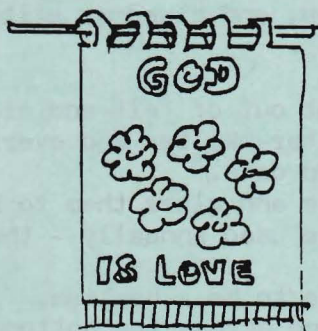
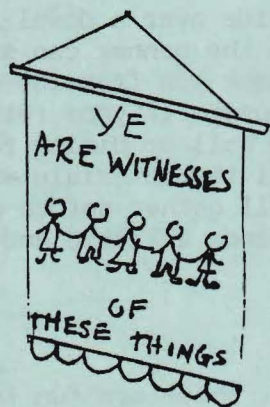
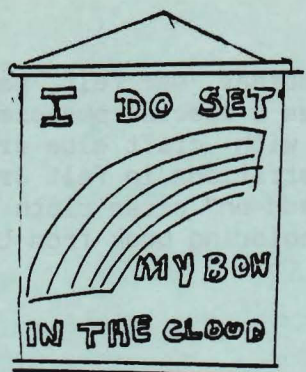
When planning a particular project, take into account the fact that the paper shrinks when worked.

There are a number of things you can do in class with tapa cloth. It makes great place mats, which can be used several times. Printed with styrofoam blocks, painted, or colored with crayons, they can be decorated with Bible scenes, religious symbols, the words of grace for a meal, a New Year's resolution. A tapa picture can be lightly glued into a meat tray from the supermarket for a "framed" picture to hang on the wall. Tapa can be used to simulate leather, for the belt of John the Baptist, or for a wineskin.



PROJECT IDEAS

BANNERS



Banners are a class project that can be hung on the walls of the classroom or the main meeting room, or made small to take home and be hung in the child's bedroom. The memory verses can be used if simple enough, with stylized illustrations. Special verses can be used pertinent to church festivals. Stories can be illustrated: the Lord is my shepherd, Daniel in the lions' den, Noah's ark. The older classes can use illustrated correspondences, or symbols. (See old green Hosanna.)

The most colorful and easiest to do are made of felt with felt letters and figures glued (use Sobo or other fabric glue, not Elmer's) to the background. Casings are stitched top and bottom for insertion of wood dowels. Strings are attached to dowels for hanging, or felt tabs are made by cutting slots out of the top of the banner. Burlap can be used as background fabric if you stitch the side edges also. Felt letters and figures should be used on burlap, and can be glued on or fused with stitch witchery. Colorful scraps of calico and plain cottons make attractive quilt-like banners, but should be lined for body. Letters and figures can be stitched or fused on. Check calicos at a distance, as some patterns seem to blend into each other.

Sizes: Bigger is better if banner is to be hung against a large wall space or in a large room. 18"x22" is small, 24"x32" is good, 32"x40" is better. 10"x12" is good for taking home. If in doubt, try hanging up a linen towel, a pillowcase and a small table cloth. Things on walls tend to become stamp size.

Verses should be short and simple. Trace letters on paper, cut out and trace on felt in reverse. LOVE traced from alphabet book, cut out and [VO] traced onto felt, cut out and LOVE glued on banner.

Give thanks banner could also be made with tracings of children's hands. Try a silhouette city for "Jerusalem is builded as a city..."

Little children like to cut out felt flowers for Easter banners. Many verses are applicable. The little figures on the witness banner are the old fold-and-cut paper doll chains.

"He gave unto us the scriptures" can show an open Bible.

(continued on next page)

BANNERS FOR SPECIAL OCCASIONS

RETREATS

An altar cloth. Can be used from one retreat to another. Use felt, pella or Indian head cut to fit your altar. If your retreat has a special purpose or motto, the letters can be cut from felt or calico and glued with craft glue or ironed on with stitch witchery as a border design. Use illustrations in felt or calico to symbolize your theme. For annual retreats, make an "add-on" altar cloth and each year add a symbol, figure or proverb. You can buy a coloring book from the dime store to use for tracing letters and figures.

THANK-YOU BANNER

A gift to the sponsoring church. Prepared ahead of the meeting. Cut from felt, burlap, pella or cotton fabric. Banner should be at least 18" to 24" wide and 28" to 36" long, hemmed or fringed. Loops at the top can slide over a dowel for hanging. Thank you letters can be glued on. All those working on the banner can sign in magic marker or embroidery floss. Add the date. If it is a thank you from the choir for new robes, add a couple of choir figures or a line of music. If your retreat is at one of the camps you can plan a fun banner for the rec hall or dining room, using camp symbols. Add names and date. If you plan ahead, all the materials will be ready and available to work with at a table where you all gather before meals or in the evenings. It is like a jigsaw puzzle - everyone adds a little and soon it is complete.

SUNDAY SCHOOL GROUPS

Special hangings and lectern cloths for special days. These are fun for small Sunday schools because all age children can work together. Measure your lectern or altar, allowing for draping. Burlap can be fringed, and only cotton fabric needs hemming. Figures and symbols are cut from felt or cotton, and glued or stitch witched on. Here are some ideas:

- 1) Children's Sunday. Each child traces his hand. Cut out of felt and sign across wrist as bracelet in magic marker. Glue hands helter-skelter and overlapping (except for names) on a bright burlap banner. Add date.
- 2) Easter or Palm Sunday. Each child cuts out flowers and glues them to banner. Palm Sunday can be just green leaves. These can be used annually - the children will love to see them again and again.
- 3) Lambs. For any time, or for a Sunday when there is to be a baptism. Cut lambs from felt, glue on cotton batting; they march across the bottom. Use the verse "Feed my lambs", spelled out in bright letters in the middle. Or cut several large lambs and overlap them in a flock on your banner, making the verse down one side as a border.
- 4) Classic. Cut large symbols and glue them on. See the old green Hosanna for patterns. Or use animal symbols traced from coloring books to illustrate animals of the Bible. Or make an altar cloth with the Faith on it (older children). Cut letters from calico and plain cottons. Use various sizes and types of letters. If you have a small altar, start lettering at the left edge, running across the top of the altar and continuing across and down to the bottom hem. This will give the effect of an all-over pattern. Do not be too rigid in rows of lettering. If you have a large altar and/or a large hanging, carry words across fabric, leaving margins. As you are using different types of letters, and different kinds of fabric, too, do not try to glue it on in rigid symmetrical rows. Let the words flow in waves or rhythmical patterns. It will be easier to read if each word is all in shades of one color.

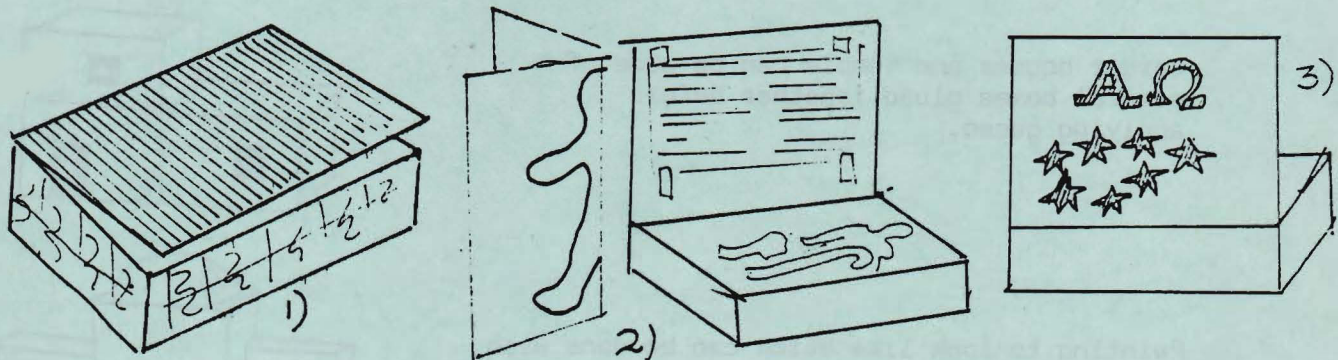
LAP-SIZE FLANNEL BOARD BOX

Primary storytelling for small classes in small areas.

Materials: cigar box, glue, cloth scraps to cover box sides, felt, preferably dark blue.

- 1) cover the box sides with cloth scraps. Glue a piece of blue felt to the top. This depicts sky and sea. Landforms can be cut from felt or flannel for each story.
- 2) Cut figures and objects from the story you are planning to tell. Store them in right order in the box, and tape the script to the inside of the box cover.
- 3) Hold the box on your lap with the lid raised. Take the flannel pieces one by one and place them on the background as you tell the story.
- 4) Cut simple figures as shown. Clothing can be separate and added as the story progresses, as in Joseph's coat, priests' raiment, etc. Animals can be traced from coloring books. Both felt and pellon can be used to stick to felt top. Pellon can be colored with magic markers for detail.

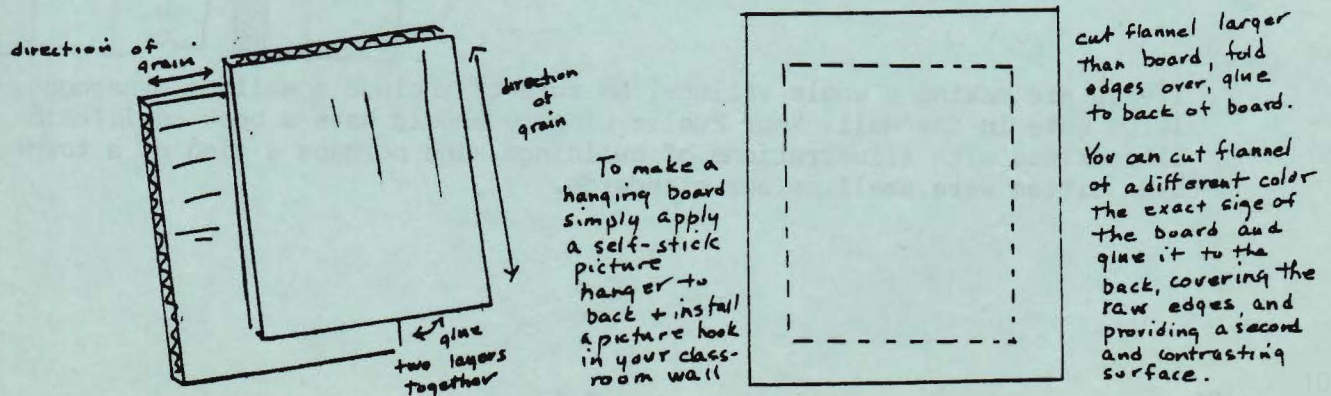
Some stories need only symbols to illustrate the points of the lesson: sun, moon, and stars, bowing to Joseph, sheaves of wheat, etc. Also: figures representing the objects in the tabernacle, musical instruments. You can make figures in silhouette, as the figure of Jonah, the boat, the waves, the great fish. Figures can be cut from coloring books or magazines and used, if felt or sandpaper is glued to back.



Using larger landforms and figures, use the directions above to make a

FULL-SIZE FLANNEL BOARD

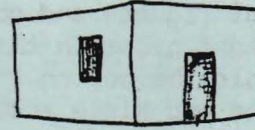
Glue a piece of thick flannel to a large piece of cardboard. 18" x 24" is a good size, but you can go larger or smaller. To make a light weight but sturdy board cut two pieces of corrugated cardboard, with the grain of the corrugations running in opposite directions and glue them firmly together. If your room is set up so that you can rest the board directly on a table or stand, you can use a wooden board, but if you are going to hold the flannel board on your lap, this cardboard model is easier to handle.



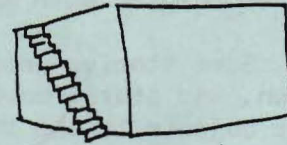
MAKE A VILLAGE OF THE HOLY LAND

Use small individual-size cereal boxes, small cream cartons, milk cartons. Stuff firmly with crumpled newspaper. Tape shut and paint with gesso (available at craft and hobby stores).

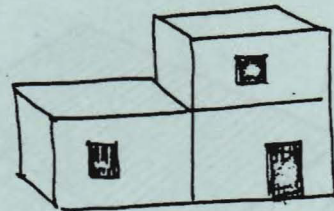
One small cereal box makes one small house. Cut window and door from construction paper and paste in place before applying gesso.



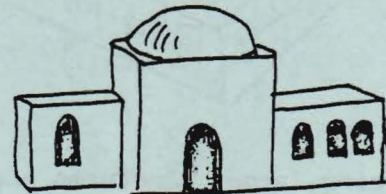
Stair to rooftop (used as outdoor room and place for drying food) can be made from peeled corrugated cardboard or folded construction paper taped to side wall.



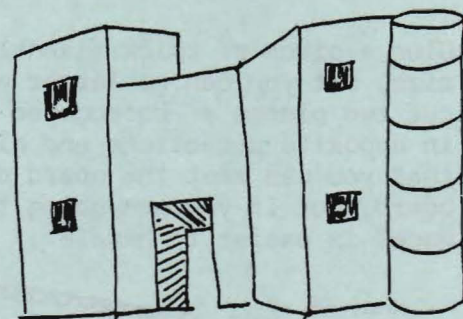
Larger houses and temple can be made of several boxes glued together before applying gesso.



Painting to look like brick can be done with tempera or acrylics.



Little children can make one small house. A walled town is a project for older children.



If you are making a whole village, be sure to include a wall, a synagogue, a large gate in the wall. Your Public Library should have a book on life in Bible times with illustrations of buildings, and perhaps a plan of a town. Even cities were small by our standards.

THE SAND TABLE

Many of us remember using a sand table in school or Sunday School. For some time now, the sand table has been virtually absent from the scene. But now it is making a timely comeback. It's known as the "stand-up box" in one commercial teachers' series.

An ideal sand table is a covered wooden tray set on legs at the proper height for the children, but you can use any sturdy wooden or cardboard box which can be covered to keep out the dust. Perhaps some handy person can adapt a surplus small table by adding sides and a removable lid. Covering the top with linoleum before the sides are added makes an excellent bottom surface, so that the children won't get splinters while digging.

Fill your sand table with beach sand, aquarium gravel, or even birdseed or other grain if there is adequate protection from insects and rodents. One kindergarten even uses spent coffee grounds.

For figures you can make clothespin people, pipecleaner figures, or cut-outs glued to popsicle sticks. Twig trees, or real plants, stones for paths, mountains, sheepfolds, etc., houses from small boxes or milk cartons can be used. Farm village sets sometimes have people and animals you can buy separately.

Some suggested rules:

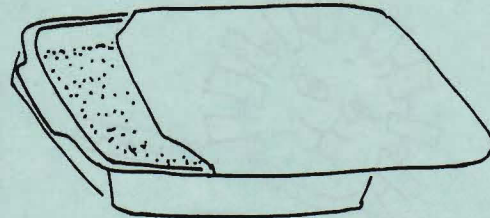
We keep the sand in the box.

Everyone has a turn.

Only the Sunday School lesson has a place in this sand table.

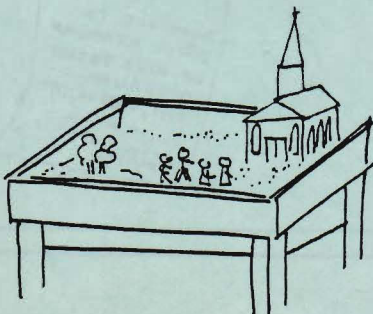
The cover comes off only after the lesson has been told and discussed, and is replaced promptly after we get tired of doing today's lesson.

If your class is held in a room where there is not enough space for a full-size sand table, or where you have to put everything away in a cupboard each week, how about a mini-box? You can use a 10" x 14" cake pan with a slide-on cover, and make mini-figures and buildings. Children love anything miniature, and the cover makes good protection from dust and spills.



Idea: Make a small model suggestive of your own church building. Using snapshots of your children, make stand-up figures for the sand table. Use these to illustrate the 122nd Psalm. (We suggest you do not use these figures in any Bible story. Don't confuse the children by inserting them in a story of historical nature.)

Idea: With rocks and twigs make a scraggy place where the lost sheep can hide for the shepherd to find him.



A SUNDAY SCHOOL BULLETIN BOARD

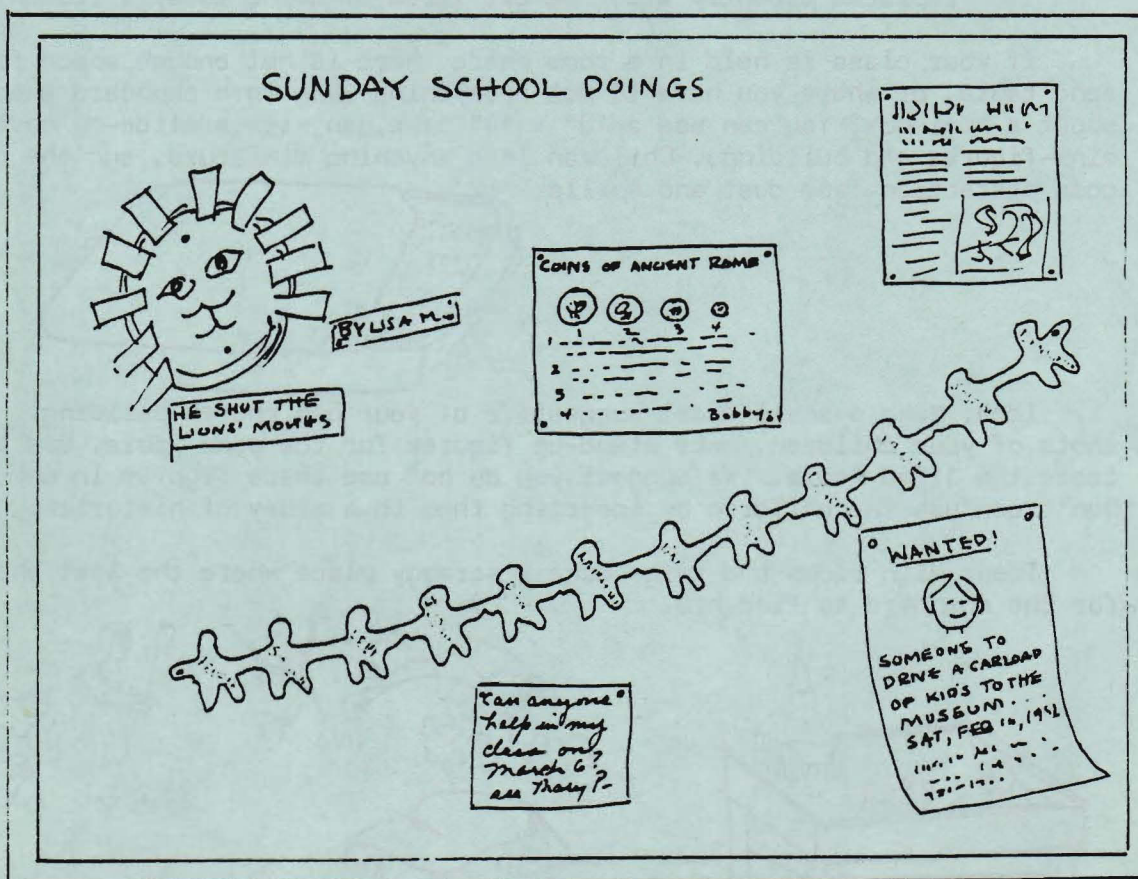
Ask your Church Council for permission to put up a large bulletin board, either in the narthex, where all the adults will see it as they enter and leave the Church, or in the room where you have the coffee hour.

On this board keep an up-to-date display of what your Sunday School is doing. There can be samples of the handwork done by your pupils. There can be riddles about the lesson (answer next week), articles cut from the newspaper that have to do with what you are studying, Bible pictures from a commercial series.

If you keep changing your display weekly - monthly at the very least - those adults who do not have any part in your School will know that the Sunday School is alive and well.

Another use for the board is to post requests for people to save milk cartons, towel tubes, etc., for your projects. You can put up a help wanted ad, or a request to borrow an out-of-print book. Notice of a Children's Day program or a sign-up sheet for special events can be posted.

If your board is in a dark place, see if one of your handyman members can install a light. Get as many people involved as possible. Do everything you can to make your space attractive and attention-getting. Some of the older children might like to take part of the responsibility for the board.



PUPPETS IN THE SUNDAY SCHOOL

THE PUPPET AS A CLASS MEMBER

There are several ways puppets can be used in the Sunday School class: as a class member, to illustrate the story, to present a dramatic representation of the story, to celebrate special days.

The first, the puppet as a class member is suitable for the younger classes and it is the teacher's responsibility to make this puppet an enjoyable and believable friend to the children. The puppet works as a liaison between pupil and teacher, serves as an example (not always a good example!), introduces new class habits and procedures (the puppet's comments sometimes take the heat off the teacher), acts as a lesson review, can encourage shy or unresponsive pupils, can get attention, and furnishes continuity.

A simple hand or mitten puppet is the type to use. It can be purchased or made at home. Do not use a spectacular or readily recognized TV puppet, as that character is established and won't belong to your class or to your pupils. A plain boy or girl puppet will adapt best and develop its own character. On the next page you will find directions for making a sock puppet. Or get a book on puppet construction from your library.

You, as teacher, do the talking for the puppet. You can modify your voice (not extreme, please) but it isn't necessary. And don't worry if the children can see your lips move. They realize the puppet is a puppet, that you are manipulating it, and speaking for it, but at the same time, the puppet is a person, real in himself, speaking as his personality would. You will find the children address the puppet as Sam, then turn and address you in the same breath, truly as if you were two entities. Do not let the puppet get silly or your whole class will dissolve. Sam should bring cohesiveness. However, Sam can be fun and eccentric. He can always ask for "Sunbeams" when you are practicing songs.

You must have a place for Sam, where he belongs: on a shelf, in your class bag, or in his own house. He says his piece and retires while the lesson proceeds. Only you manipulate him, never a pupil. (They will have a turn with other puppets.) On the next page are instructions for making a carton "house" for Sam. This is probably the best way to present and take care of him. With the carton house you have a little stage with a felt board in front and a place to keep Sam when he is not needed. Also he can pop up and down to get attention.

Teacher: Good morning, Sam, what are you doing?

Sam: Hi, class! (disappears)

Teacher: Well, Sam?

Sam: I've made a sun. Pops up and puts felt sun on felt square)

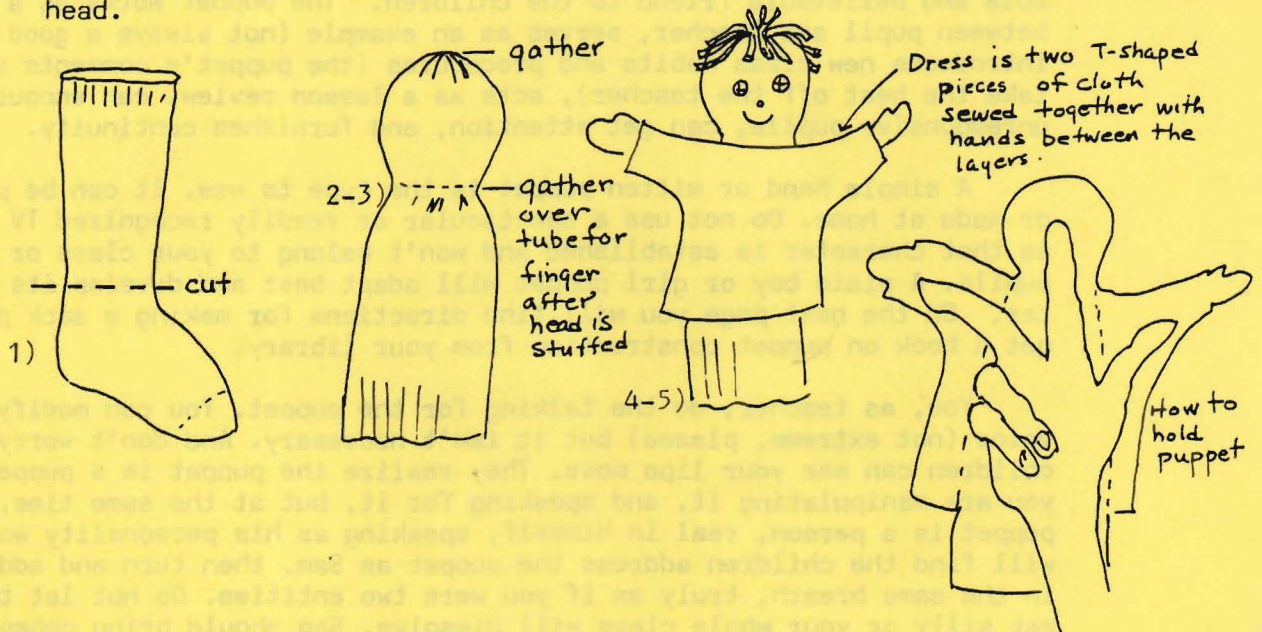
Teacher: That's a good sun, Sam.

Sam pops up with moon and stars, and teacher with casual comments about what Sam has made leads into the story of Joseph's dream. A simplification, of course, but you get the idea.

Another day Sam says hello to the class and asks teacher to tell his favorite story, David and Goliath. Teacher says it is not the story of the lesson, but to listen and he might like that day's story. This can be a running joke for several weeks until one day teacher does tell David and Goliath, and Sam is astounded and thrilled with many comments and asides as to isn't that the best story, etc. For several weeks after, Sam still refers to that day he heard his favorite. Of course, have Sam choose a favorite that will appear in the lesson lineup eventually.

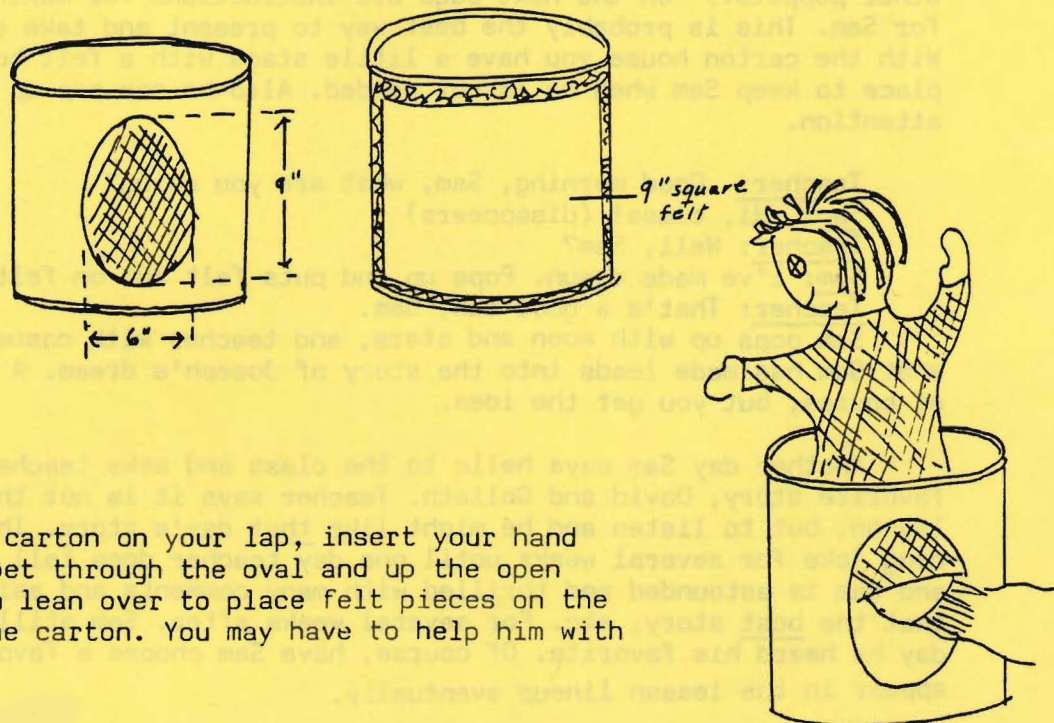
How to make a sock hand puppet.

- 1) Cut off a sock above the ankle. Turn sock inside out.
- 2) Gather the cut end and fasten tightly. Turn sock right side out.
- 3) Gather neckline and stuff head. If you have a small tube, insert it for a finger hole. Otherwise, just make a hole in the stuffing.
- 4) Attach yarn for hair, and embroider face, or use felt scraps for eyes, nose and mouth.
- 5) Make a simple dress with hands sewed in, and slip the dress over the puppet's head.



To make the carton house for Sam:

- 1) Get a round ice cream carton (ask at your local dairy bar for a used 3-gallon container) and on one side cut a 6"x5" oval about 3" from the top.
- 2) Cover the outside of the carton in felt (or some other fabric with a 9"x9" square of felt glued on the outside opposite the oval).



With the carton on your lap, insert your hand with the puppet through the oval and up the open top. Sam can lean over to place felt pieces on the outside of the carton. You may have to help him with this.

STORYTELLING WITH PUPPETS

Puppets are used in the story hour or class to make the story come alive, to attract the children's attention and to tell and retell the story with interest.

Two basic points for storytellers are 1) KNOW your story so you can tell it with familiarity, and 2) DO NOT elaborate the story line, as the meaning can be distorted.

Use a hand puppet - a sock puppet dressed as the character in a story, a papier mâché puppet, or a purchased one with added costume. Hold the puppet so you and it are face to face, and you and the puppet talk back and forth telling the story. Just bring out the puppet and begin. No introduction is necessary.

Puppet: When I was a little boy I lived in the house of a princess -

Teacher: How did that happen? Was it far away?

Puppet: It was in Egypt. There is a big river -

Teacher: Yes, we know, the Nile. There are strange plants growing along the banks.

Puppet: My mother used some of them to make a basket . . . my sister . . .

And so on to the end. After this telling, which is like an interview, you read the story from the Bible.

Two hand puppets can be used to act out parts of the story with you as narrator filling in. No stage is used. Props are not necessary. If you are telling the David and Goliath story, use a puppet as David, and when it is time for Goliath to challenge, raise your other hand in the air - giant size - make a big fist, roar the challenge, and the children will see the giant. Your little puppet will twirl his sling, and that same other hand will fall mightily to the table or your lap. Goliath has fallen. One puppet, one hand, and you, the storyteller.

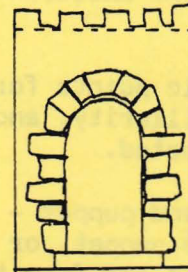
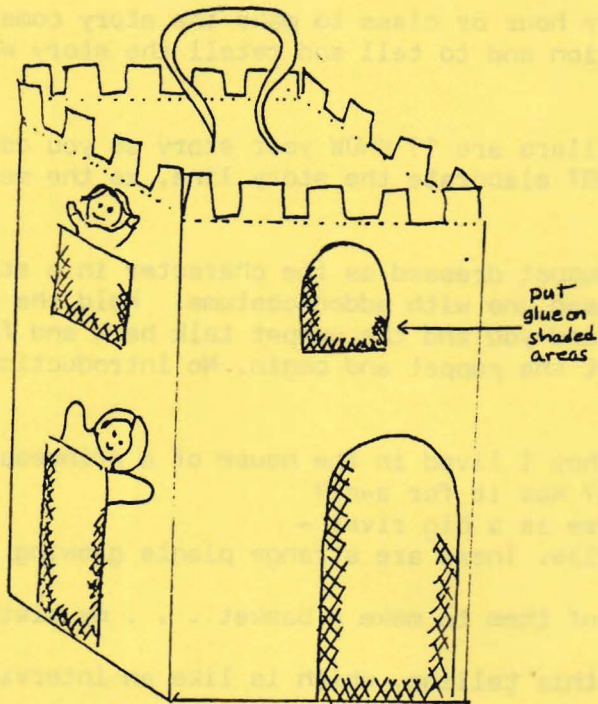
If you want to have a little more fun and you have younger children, make the story house with finger puppets, as shown below. You choose the side of the house that best fits the day's story, and in the window and door pockets you tuck the puppets. The house is easily carried and can sit on lap or table, serving as a backdrop for your finger puppets. With ten fingers you can have quite a group! You will have to keep some puppets in your lap as the pockets are small. It's fun to have Zacchaeus in the tree. You can have the puppets play a scene, or they can mime while you narrate. If you need a crowd, make a little Thumbkin for each child (just a pasted paper slip-on with face inked in). Can you see how effective this would be for Palm Sunday or the Sermon on the Mount?

STORYTELLING HOUSE FOR FINGER PUPPETS

Materials: Gallon milk carton (preferred) or Large Nabisco cracker box (size that contains 4 wrapped cracker packages), felt to cover, felt scraps, craft glue.

- 1) Cover the carton with felt - tan, probably for stucco effect. The house is solid; there are no openings. Each side will have a different type of house on it.
- 2) Cut out doors, windows and tree, and glue on as pockets. Windows should not be smaller than $2\frac{1}{4}'' \times 2''$, doors not smaller than $3\frac{1}{2}'' \times 2''$.

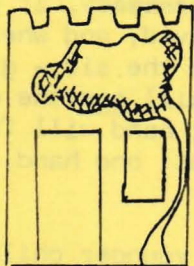
STORYTELLING HOUSE FOR FINGER PUPPETS (continued)



Elevation #1: City gate.

Dark felt for archway,
bits of felt for stones
(or make with markers)
Glue stones flat; glue
archway like pocket.

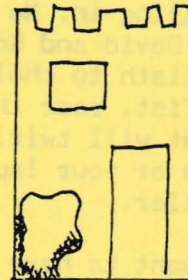
Use for
Palm Sunday lesson
Joshua and Jericho
Peter
Lame man at the gate



Elevation #2: House with
fig tree or vine.

Green felt for tree or
vine, bright felt for
door and window. Glue
door, window and vine like
pockets.

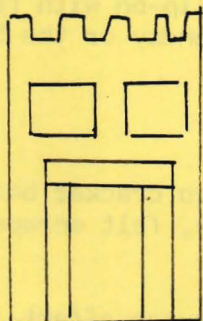
Use for
Jonah
Zacchaeus



Elevation #3: Simple
house.

Green felt for shrub,
bright felt for window
and door. Glue window,
door and shrub as pockets.

Use for
Elijah and widow's son
Mary and Martha



Elevation #4: Temple front or
city building.

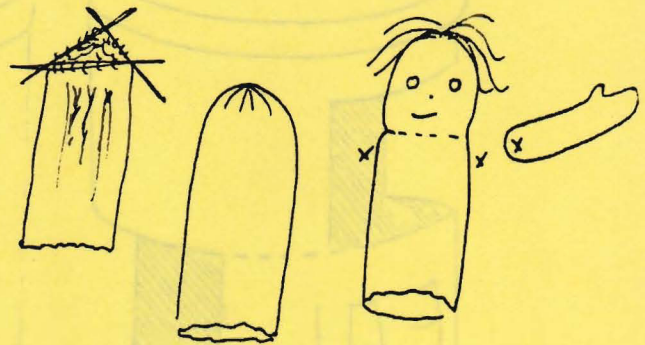
Bright felt for windows and door frame,
dark felt for doorway.
Glue windows and doorway as pockets.
Glue door frame pieces flat.

Use for
Pharaoh's palace
Temple
Daniel in the lions' den
Lazarus

FINGER PUPPETS MADE TO FIT HOUSE POCKETS

Yarn puppet

- 1) Knit or crochet tube about 3" long (13-16 stitches, depending on weight of yarn)
- 2) Gather top and tie off. Top of head can have a bit of stuffing to hold shape.
- 3) Gather neck with bit of yarn. Do not pull tightly as neck is about at first knuckle and puppet must slip on easily. Add arms (felt or cloth scrap), hair and features. Costumes can be minimal - a scrap of fabric for a robe, etc.



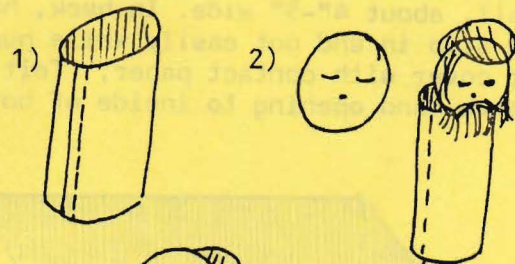
Quickies

Cut fingers from old gloves and add faces and costumes.

Felt puppets

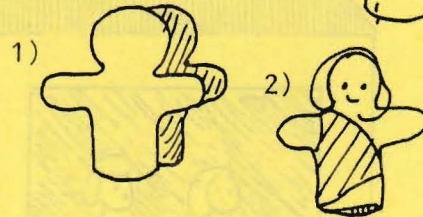
Tube puppet:

- 1) roll tube of felt to fit finger (about 3"x3½"). Glue or stitch.
- 2) Cut flat circle for face and glue to one side of tube. Decorate.



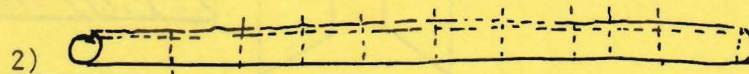
Flat puppet:

- 1) Cut 2 shapes like paper dolls.
- 2) Stitch or glue together. Decorate.

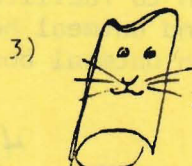
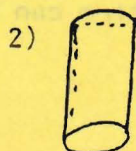


Puppets from knit fabric: Knits must be stitched. Velours are fine; sweater knits are fine for animals.

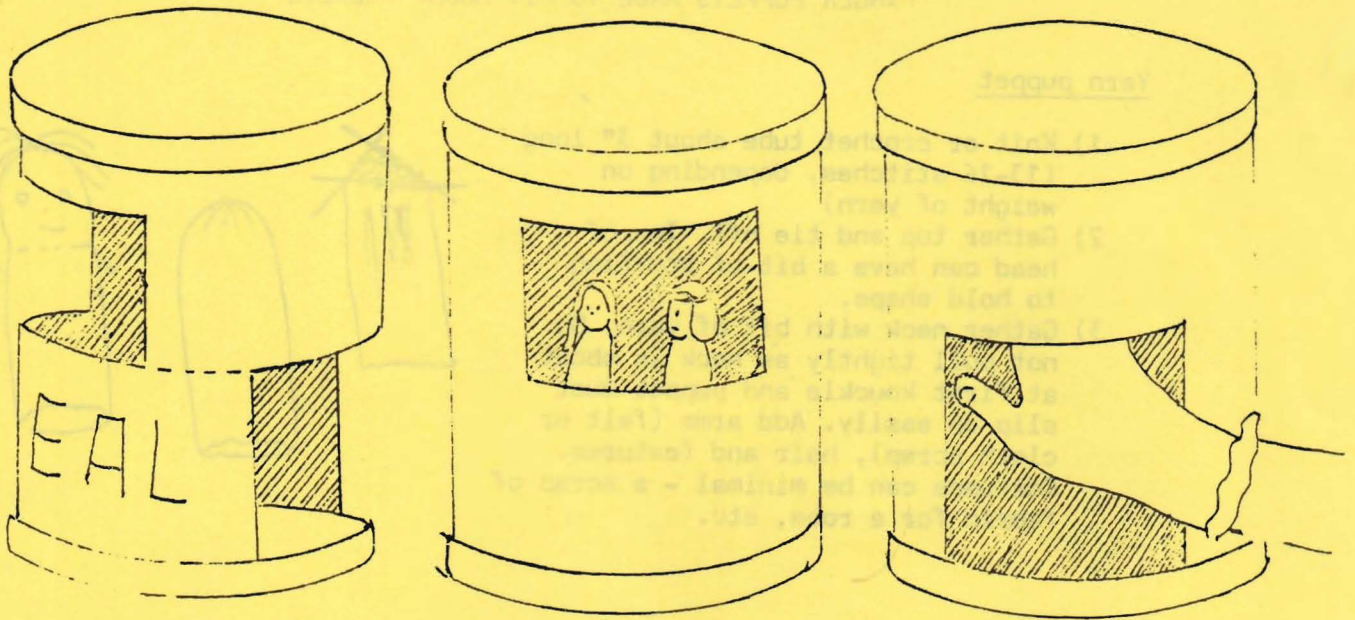
- 1) Cut a length of knit fabric about 3½"x3". For production method cut it about 18"x24" long. Be sure roll of knit follows roll of puppet:



- 2) Stitch side and top of 3½"x3", or stitch long edges of production-size piece, and then stitch across every 3". Cut off above every line of stitching. Turn inside out, gather neck as in yarn puppet, and continue as in yarn puppet.
- 3) If making animals, do not stitch straight across top, but stitch for ears.

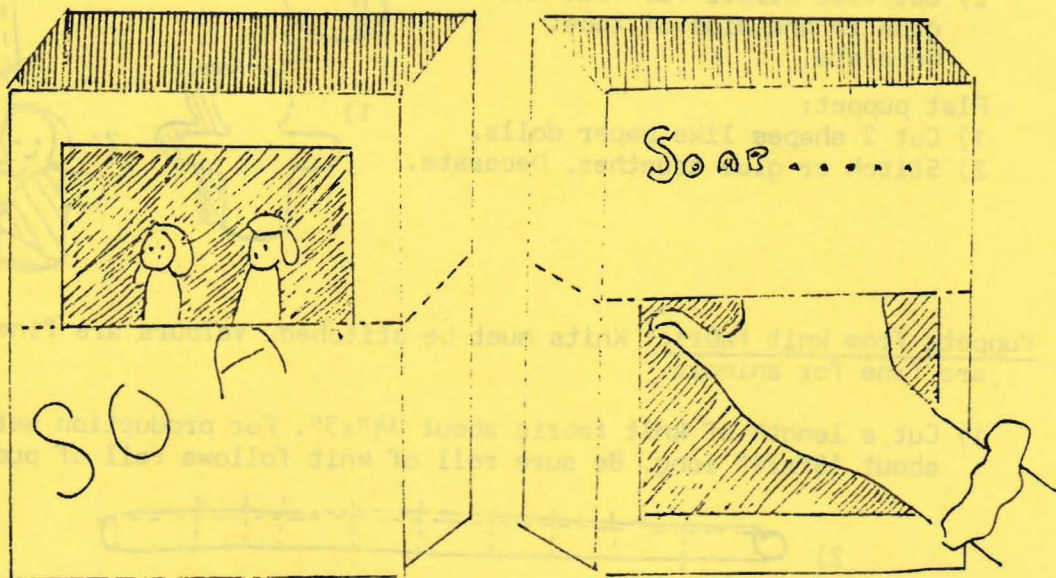


FINGER PUPPET STAGES



A large-size oatmeal box.

Draw line around center of box. In front, above line, cut opening 4"-4½" tall, about 4"-5" wide. In back, below line. Cut opening big enough for hand to slip in and out easily while puppets act on stage front. Paint with acrylic or cover with contact paper, felt or cloth. Paper scenery can be attached above hand opening to inside of box behind stage front.



Large soap carton.

Draw line around center. Cut opening in front above line and opening in back below line. Leave top open to facilitate hanging of paper scenery. Soap carton is not as steady as round oatmeal box, but bottom can be weighted if necessary. Cover or paint as in oatmeal box stage.

READY QUICK PUPPETS

Make this boxful at your leisure, for the day when you are without inspiration, all-behind-times, or in a teacher's slump.

Materials:

6 3" styrofoam balls

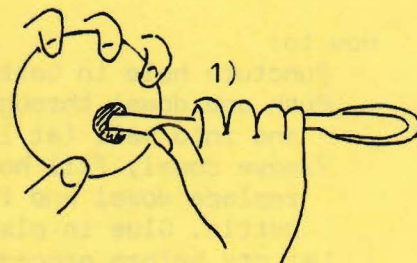
Assorted squares of fabric (14"x14" at least), all different colors and textures, can be pinked or zig-zagged around edges.

Circles of felt for eyes, noses and mouths.

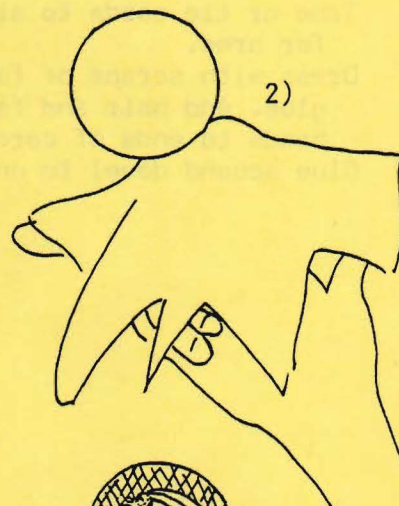
Pieces of felt for beards and hair.

Strips of fabric for headdresses.

Large-headed pins.



To make heads: 1) Hollow out finger hole with apple corer. Make hole almost all the way through the ball. Smooth out with wooden spoon handle. Enlarge with spoon handle to correct finger size if necessary. (Children's fingers are smaller than yours.)



How to use: In class:

2) Select a square of cloth suitable for the character - satin for a king, worn fabric for a poor man. Drape center of fabric over forefinger. Adjust draping so thumb and middle finger act as hands of puppet.

3) Pin eyes, nose, beard, yarn hair onto ball with large-headed pins.

In five minutes, while you are introducing the story or setting the scene, your puppet is ready. The children love to watch the character emerge. Older ones can construct additional characters for the story.



and

Best of all, the puppets can be reduced to components at the end of class, ready for another session.

WARNING: Do not use Ready Quicks too often; they will lose their spontaneity.

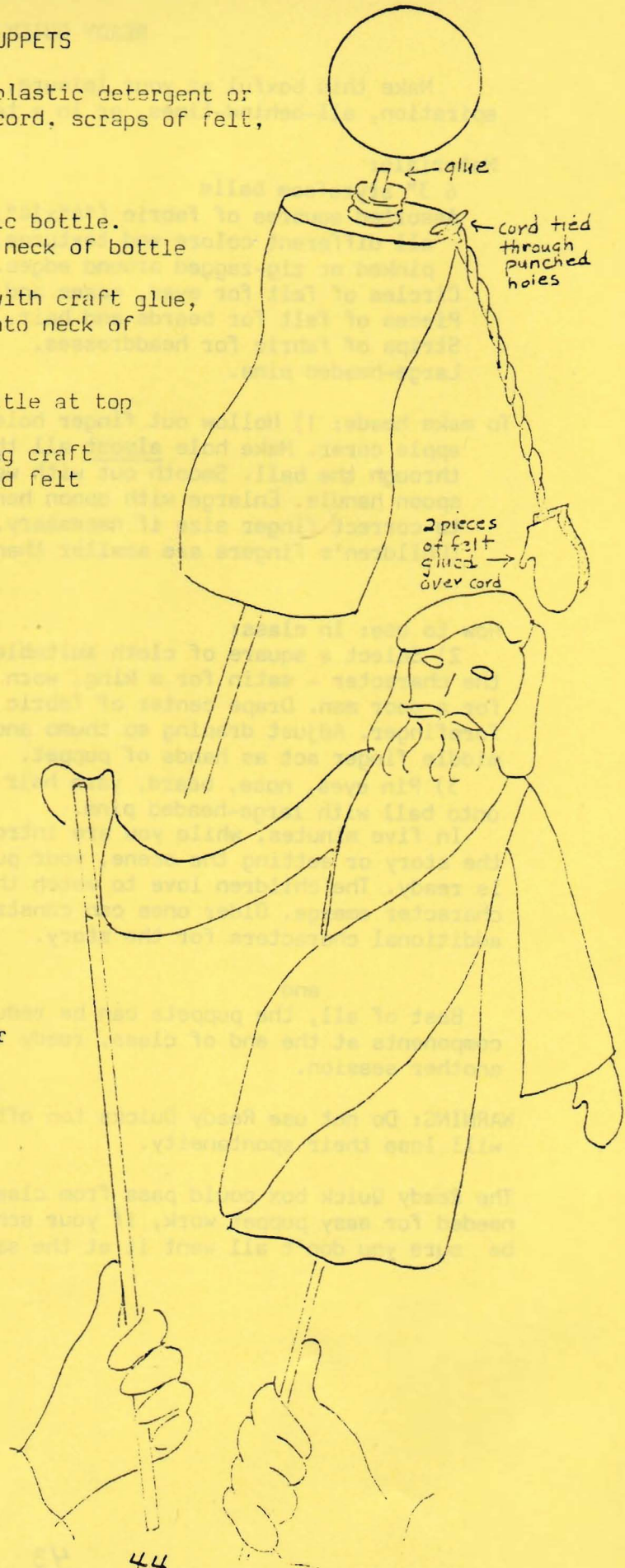
The Ready Quick box could pass from class to class as needed for easy puppet work, if your school holds craft supplies in common. Just be sure you don't all want it at the same time!

ROD PUPPETS

Materials: 1 $\frac{1}{4}$ " dowels 18" long, 1 plastic detergent or shampoo bottle, 2 4" lengths of cord, scraps of felt, fabric, yarn.

How to:

- Puncture hole in bottom of plastic bottle.
- Push one dowel through hole, out neck of bottle and into ball (at least 1").
- Remove dowel, fill hole in ball with craft glue, replace dowel and force ball onto neck of bottle. Glue in place.
- Let dry before proceeding.
- Tape or tie cords to sides of bottle at top for arms.
- Dress with scraps of fabric, using craft glue. Add hair and features. Add felt hands to ends of cords.
- Glue second dowel to one hand.



The rod puppet has action with one arm. The puppeteer holds puppet in position with one dowel and operates hand with the other. This is a bit rigid, but good for stories read by a narrator. Children will like to use these puppets. They take time to make, but you can add to your collection occasionally until you have enough to go around your class.

REAL PUPPETS WITH A REAL STAGE

Your class is going to present a play. and the children decide it would be more fun with puppets. It will be fun, and it will take time, so plan for several sessions of construction, work, practice - and more practice.

First of all, you need a play. You can take the words directly from the Bible, or the pupils can write up the story in their own words.

You have several options: 1) The regular play form with the puppeteers speaking their own lines and manipulating their own puppets. This is the first choice. Lines to learn or read behind a stage with a spotlight, and keeping minds on puppet action requires a lot of practice. 2) You can use a narrator and the puppeteers will just do the acting. This is great for beginners and can be shaped up rapidly. 3) The puppeteers can read and record the lines and the sounds and then act while the recording does all the work. However, taping doesn't leave space for mishaps (someone slow on cue or the beard falls off) or audience reaction, but it is fine for the teacher's peace of mind. 4) You can have narration and have the players read the important lines for contrast.

Decide what will be best for you. Have a part for everyone, lots of crowds and animals, or if your class is small, everyone doubles up with two characters.

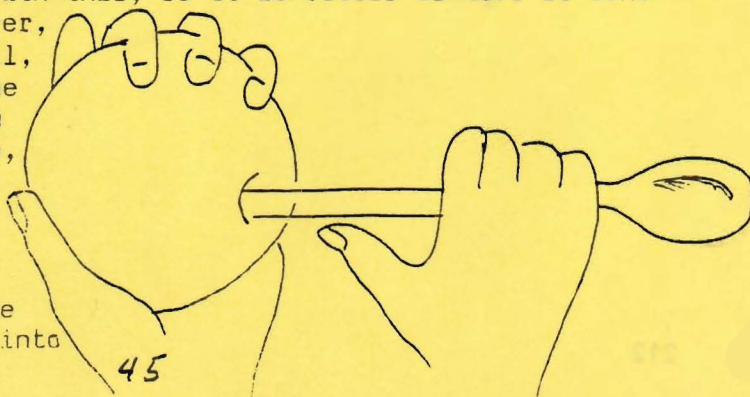
Second, you need a stage. Easy. You can build your own, using fabric, boxes, or wood framing. Just allow time to do it all.

Third, you need puppets - real puppets that fit on the hand and act.

So here is your puppet workshop. Allow three sessions for the children to make the puppets. Some will be done in the second session, but three will mean no rush. The first session is messy, so provide coverups. The second requires painting, so more coverups. The third is for touchup and costume adjustment and the little girl who is building up hair one strand of yarn at a time.

Supplies: 1 3" styrofoam ball for each character
1 package of Dip'n'Drape fabric (from craft store, or write Lee Wards, Elgin, IL 60120) Each puppet takes approximately 10"x10".
1 can or jar of gesso (craft or paint store)
Acrylic paints (small jars will do), and brushes
3/8" wooden beads for eyes
Yarn, felt, fabric

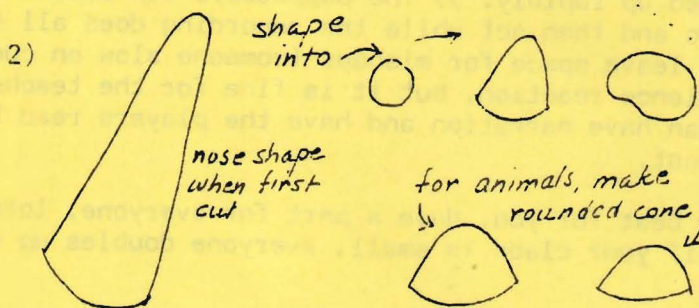
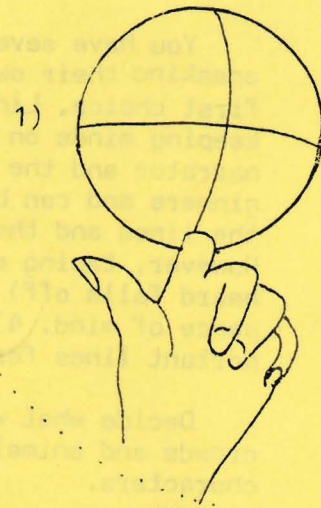
Before the first session: You carve the finger holes in the styro balls. Children have a difficult time with this, so it is better to have it done ahead of time. With an apple corer, carve the finger hole in the ball, going about three quarters of the way through. Go carefully so you will not puncture top. If you do, it can be covered over, but it makes a weak spot. Remove the core and save for the puppet nose. With wooden spoon handle smooth finger opening and enlarge it if necessary. Tuck nose back into hole for safekeeping.



First session.

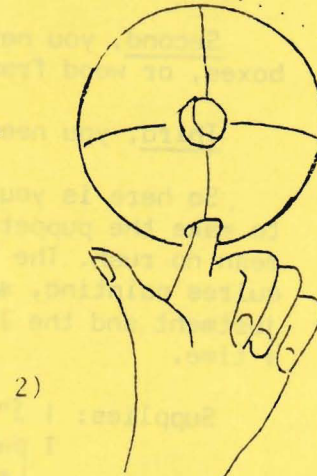
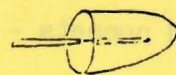
Be sure finger hole fits . . . gently glovelike. It must not be too tight, as puppet costume and finger both fit into finger hole. It must not be too big, as the head will fly off in action. It can be fitted with masking tape strips around inside of hole.

- 1) Put ball on finger and with pencil draw a line from finger front over top of ball to finger back, marking center. Draw a second line around ball horizontally at "equator".

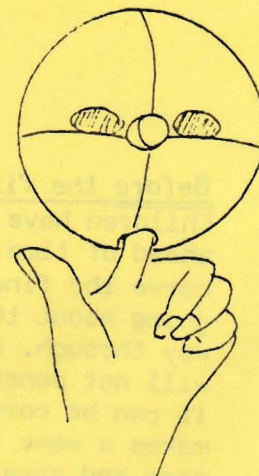


Take nose piece and cut and shape it with fingers. It will squeeze into shape.

Make a tiny round nose for children, bigger for adults, pointed or fat. For animals, a rounded cone. Break pieces of toothpick and glue them part way into the nose. Now apply glue to nose around toothpick, and attach nose to head at intersection of pencil lines.

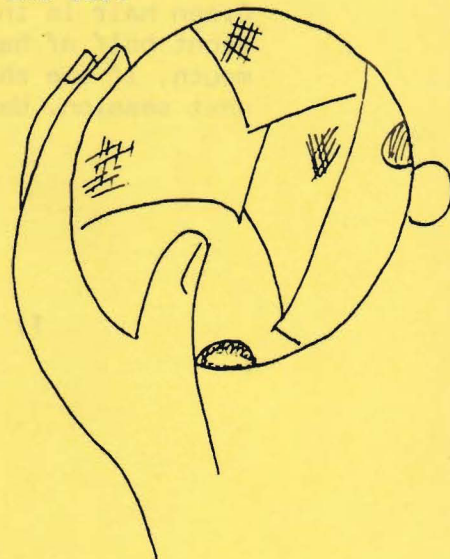


- 3) With spoon handle press eye sockets into ball on each side of nose, touching the horizontal line. The deeper the sockets, the "wicked" the character. Generally, the sockets are only deep enough for the half bead to be glued in easily.

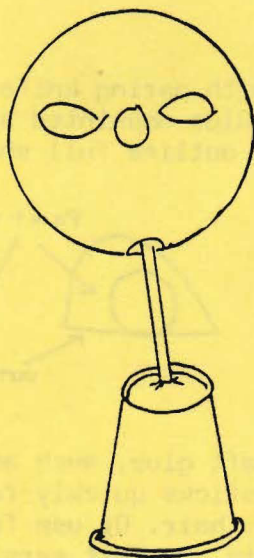


Now the nose is glued on and fairly secure, and the eye sockets look fairly hollow. You are ready for the next step.

Take a 10" square of Dip'n'Drape and tear the fabric into 2"x3" pieces. Dip these pieces one at a time into water until soft, and carefully apply them to ball, pulling and stretching them for a smooth fit over the entire ball, nose and eye sockets included. Try to get the wrinkles and joins at the sides of the face, as they will show. If you are doing a wrinkled old man, leave the joins prominent. Smooth with fingers. Completely cover the ball, and tuck the fabric into the finger hole so there is a rounded edge. Add ears by covering a cardboard shape with Dip'n'Drape and sticking to head with small piece of same. (For animals, wait and add ears of felt or fabric later.)



Prop your puppet head on a pencil stuck into the bottom of a paper cup or set in a jar.

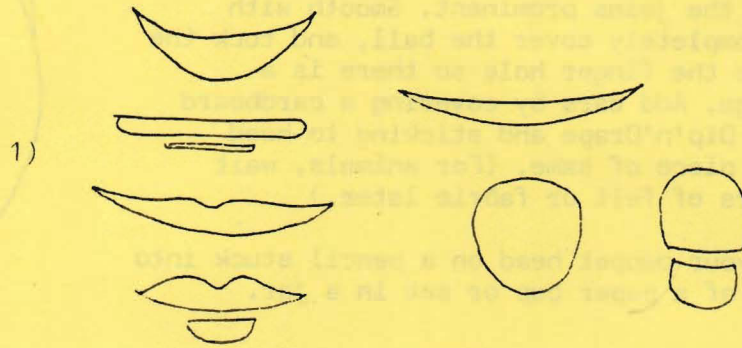


When dry, paint with two thinned coats of gesso. This serves as a base for acrylic paint, and Dip'n'Drape fabric will not take a good color without it. It makes a smooth surface. Generally, the workshop leader does most of the gesso painting, as the heads do not dry enough to gesso during the first session. Warn children that the heads will look a bit different when they return. When the leader does the gesso painting between sessions, the heads will be completely dry and perfect for color painting. Keep heads on pencil props for drying, and be sure they are name tagged. Gesso can be thinned with water. If you spatter clothing, rinse immediately. If gesso dries it is there forever on your best shirt.

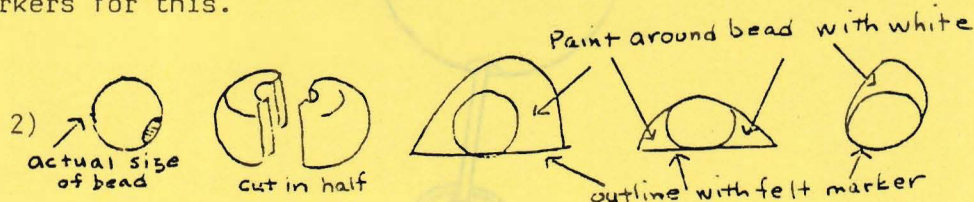
Second session.

Your puppet heads are dry and white. Use cut up egg carton bottoms for paint trays (Each carton makes three trays of four cups each.) Use acrylic paints mixed with thinned Elmer's glue for strength and permanence. Put a color in one cup and thinned Elmer's in another; mix while painting on the

head - a stroke of color, a stroke of Elmer's. If you have a good budget, use Hyplar gloss medium instead of Elmer's. The little jars of acrylic paints go a long way. Get flesh, a medium tone for skin and a dark tone, or mix your own. Use strong colors for the heads, except for babies and leading ladies. Children are used to muppet colors so purple faces just add to the joy of production. Green hair is in. Have the color agree with the character. Paint the face and front half of head and let dry on pencil prop. Paint cheeks if desired. Paint mouth. If the children are little, suggest they glue a felt mouth on in the next session. Use tiny brushes. Fig. 1 shows sample mouths.



- 2) Cut wooden beads in half with paring knife. Place knife edge on opening and hit it with a hammer. Glue unpainted side down into eye sockets. Paint around bead with white and outline full shape of eye. You can use felt markers for this.



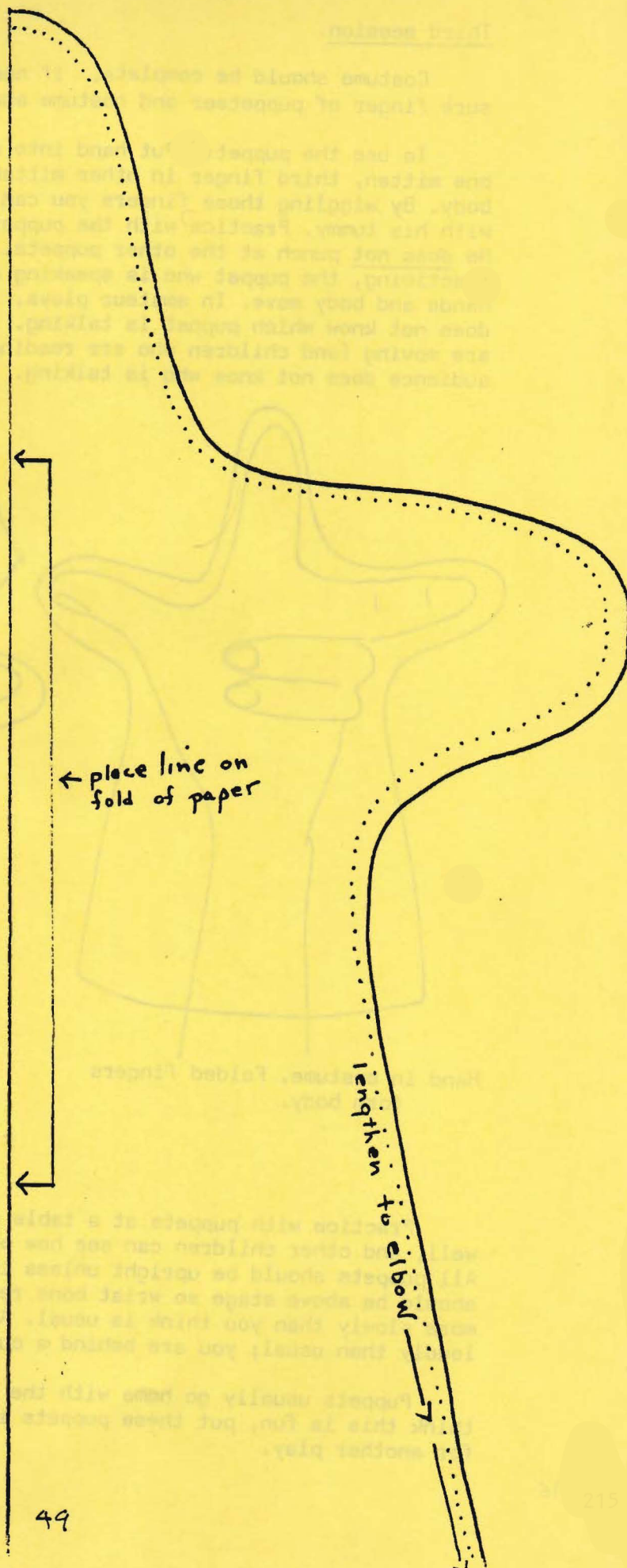
Glue on yarn for hair. Use craft glue, such as Sobo, Tacky glue or Hazel's. It is not runny like Elmer's and sticks quickly for the little ones. Hair can be made of a hank of yarn, or hair by hair. Or use fuzzy wads of fur. If you are making animals, this is the time to add felt ears, fur, and whiskers. There is a brushed mohair fabric in craft stores that is great for hair, just cut a size to fit and glue on. Animals do not have to be fuzzy, from a distance it isn't important. Remember, the puppets are seen from a distance, and little details do not show.

Between sessions:

Using costume pattern from next page, cut out two pieces for each puppet. Be sure to remember to lengthen the pattern (about 3") to reach to the child's elbow. Place pieces right sides together, stitch and turn right side out. Hem can be made, or you can zig zag the edges. Children can work on costume at home, or they can all be stitched by some nice Brownie and brought to third session.

PATTERN FOR PUPPET COSTUME

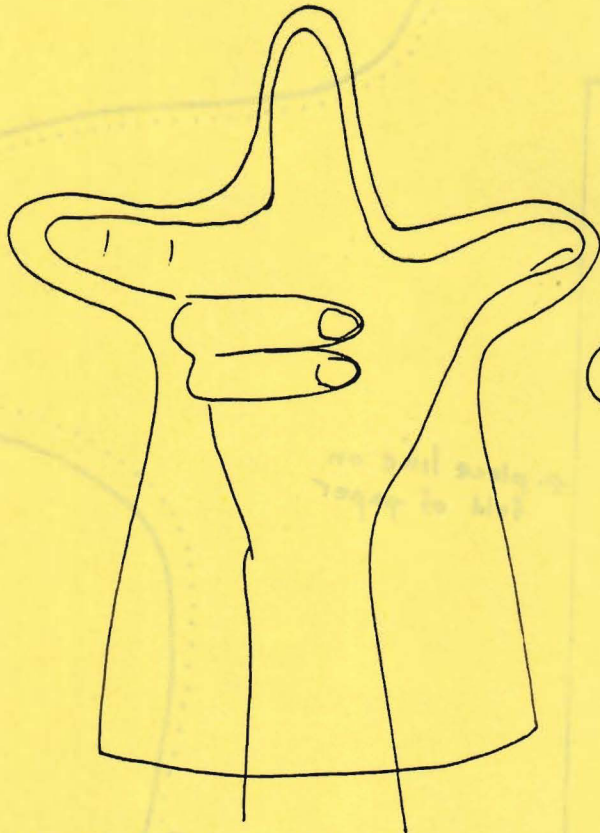
To make pattern, place this outline on folded piece of paper about 9"x14" and cut out. (Length is the distance from child's forefinger to elbow.) Unfold pattern and cut two pieces for each costume. Place pieces right sides together and stitch along dotted line. Leave bottom open. Hem or zig zag edges. Turn right side out. Decorate with felt, braid, jewels. Use craft glue or sew on.



Third session.

Costume should be complete. If necessary, finish details of head. Be sure finger of puppeteer and costume and head of puppet are compatible.

To use the puppet: Put hand into costume, forefinger in head, thumb in one mitten, third finger in other mitten, other two fingers fold and make body. By wiggling those fingers you can make your puppet breathe and chuckle with his tummy. Practice with the puppet. Have him bow, walk, run, wave hand. He does not punch at the other puppets. He is an actor, not a boxer. When practicing, the puppet who is speaking does the acting, that is, the puppet's hands and body move. In amateur plays, if all the puppets move, the audience does not know which puppet is talking. In reverse, if none of the puppets are moving (and children who are reading scripts forget to move puppets), the audience does not know who is talking.



Hand in costume. Folded fingers form body.

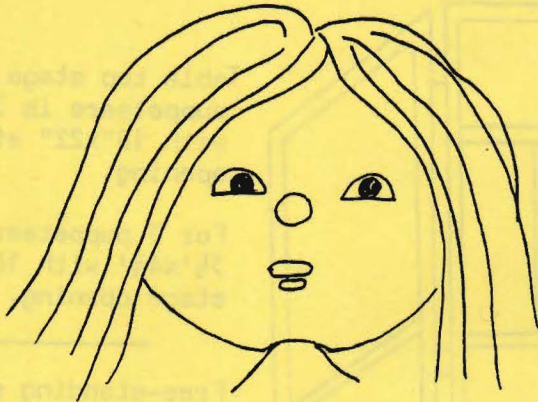


Slip ball over finger. Make puppet bow.

Practice with puppets at a table so you can see who is working puppet well, and other children can see how puppets work together. Work on voices. All puppets should be upright unless they are acting as old people. Puppets should be above stage so wrist bone rests on playboard. Speak slowly, or more slowly than you think is usual. Audience needs this speed. Speak more loudly than usual; you are behind a curtain and muffled.

Puppets usually go home with the children who make them, but if you think this is fun, put these puppets into a theatre box and you are ready for another play.

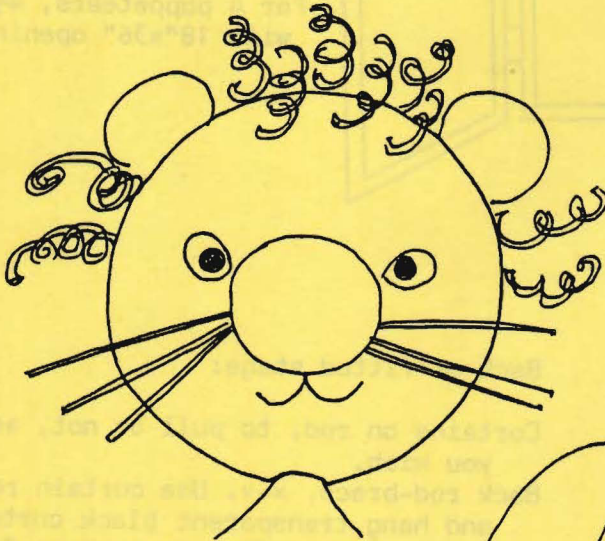
SAMPLE PUPPET HEADS



Child puppet with
yarn hair



Man with turban. Yarn
hair and beard,



Lion head with felt
ears, yarn hair.

Hair can also be made from mohair
fur fabric from craft store.

For curls, wind wet yarn around
pencil, let dry.



Lamb with large felt ears. Make
lamb fluffy with tufts of cotton
batting glued on.

All these puppets have eyes of half beads, painted around with white and
outlined with markers.

TABLE-TOP OR FREE-STANDING STAGE

This is foldable, portable. Framing is 1"x1" pine stock, joined together by screws and metal braces. Two side wings are hinged to front. After framing is done, opaque fabric is stapled to frame, wrapping around front for appearance.

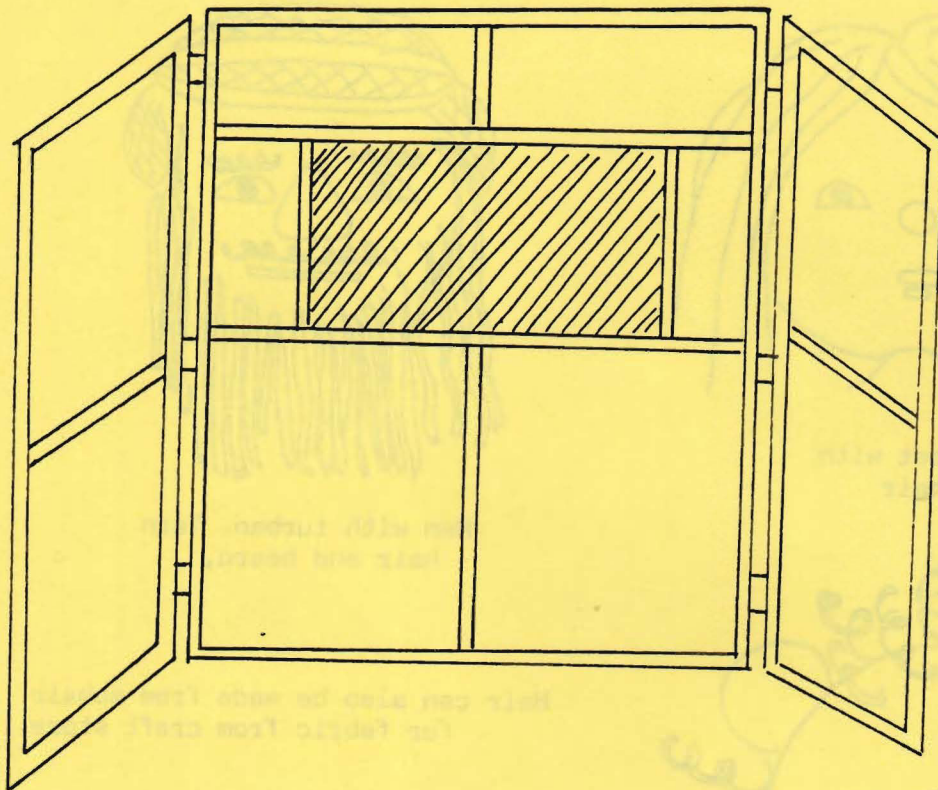
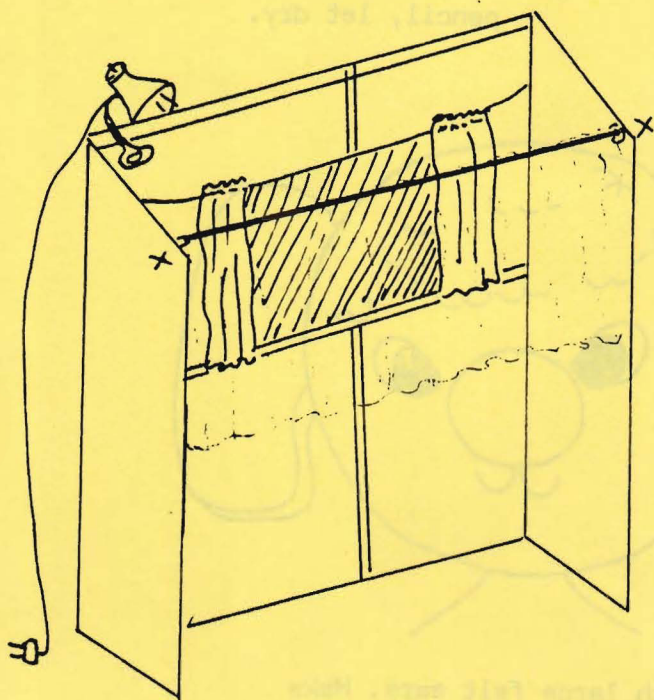


Table top stage for 2 puppeteers is 3'x4' with 18"x22" stage opening.

For 3 puppeteers, 3½'x4½' with 18"x28" stage opening.

Free-standing stage for 2-3 puppeteers is 4'x5½' with 18"x30" stage opening.

For 4 puppeteers, 4½'x6' with 18"x36" opening.



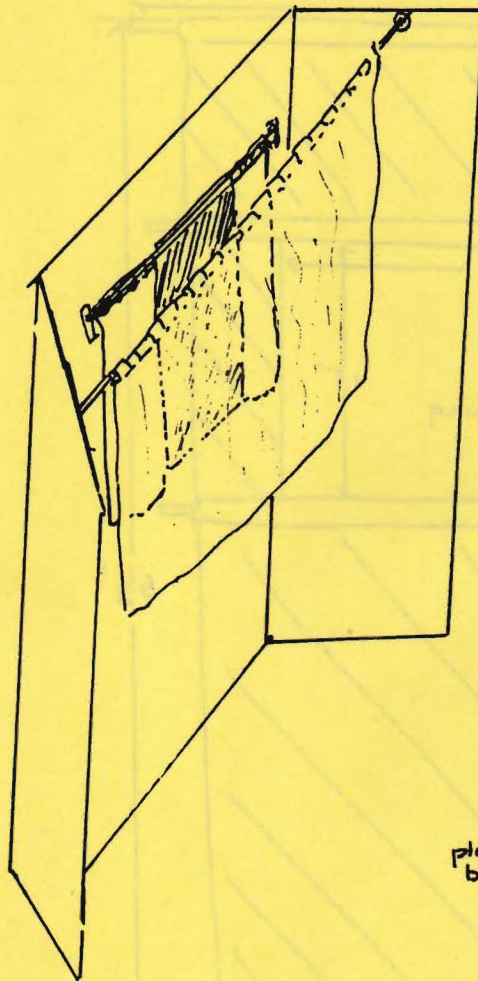
Back of fitted stage:

Curtains on rod, to pull or not, as you wish.

Back rod-brace, x-x. Use curtain rod, and hang transparent black curtain for backdrop. This is a sheer fabric; puppeteer can see through, but audience can't.

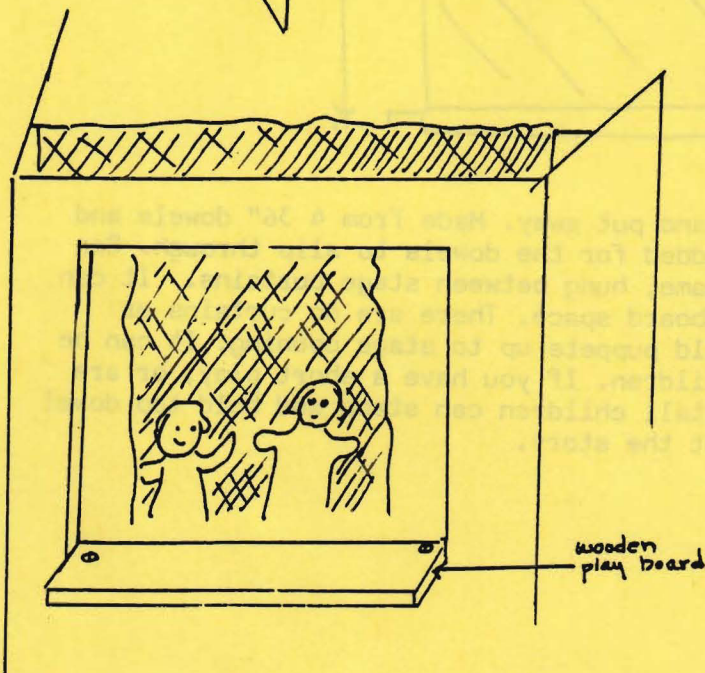
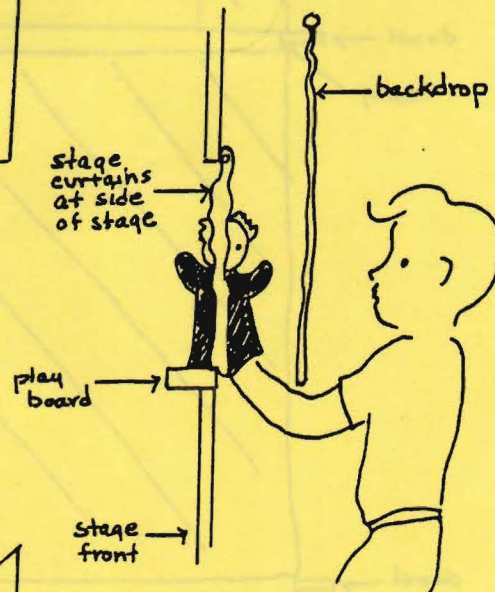
Clip clamp lamp on top or side. Makes show more effective, and enables puppeteers to see through back drop better.

OUTFITTING THE STAGE



Hang transparent backdrop (dark dress lining or sheer black batiste) on rod from top of stage wings, about 1 foot back of stage opening. Bottom of backdrop should be level with bottom of stage opening.

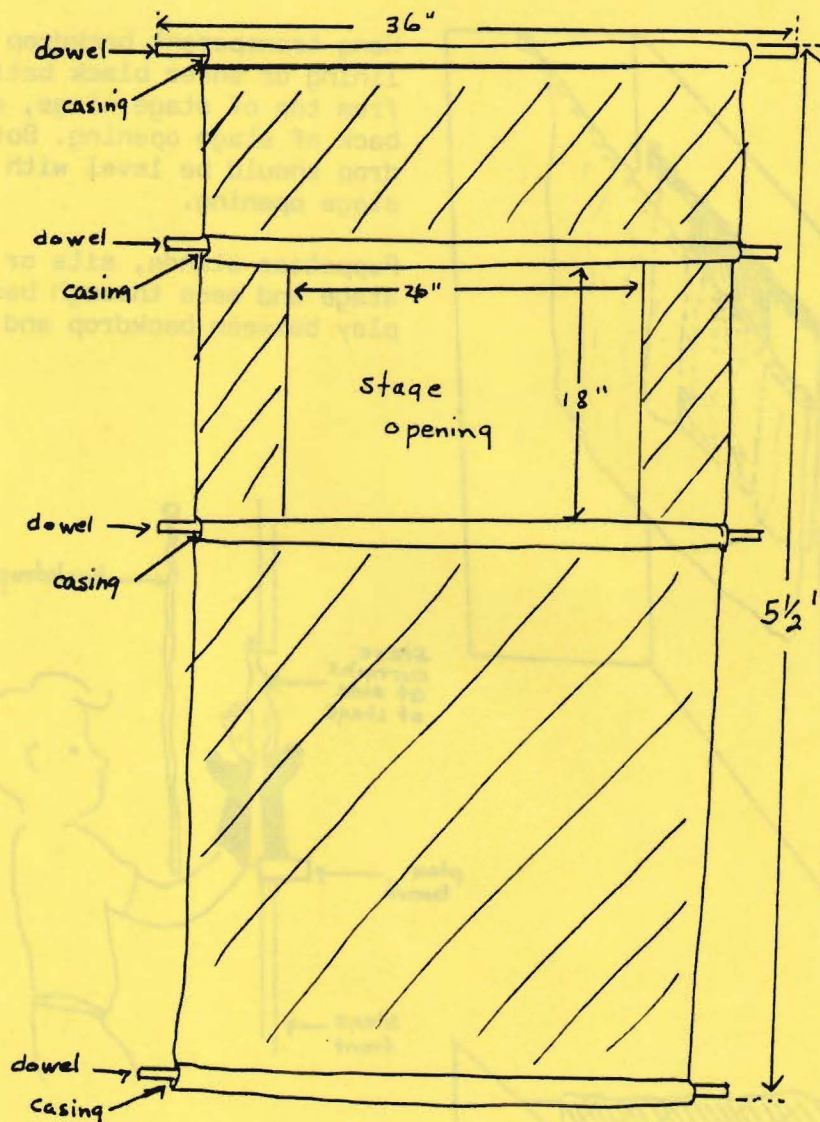
Puppeteer stands, sits or kneels behind stage and sees through backdrop. Puppets play between backdrop and stage opening.



The playboard: 3"x1" stock the length of the stage opening. Attach with 2 screws into top of wooden framing of stage opening. Serves as stage, puppet prop and scenery holder.

Scenery can be taped to backdrop. Do not use solid piece, but pieces (puppeteers must be able to see through backdrop). Do not use too much scenery; the play is the thing, not the scenery.

HANGING PUPPET STAGE



This stage can be rolled up and put away. Made from 4 36" dowels and a length of fabric with casings added for the dowels to slip through. Can be hooked or taped into a door frame, hung between stage curtains. It can be doubled in width for more playboard space. There are no curtains or backdrop. Puppeteers kneel and hold puppets up to stage opening. It can be hung at the correct height for children. If you have a short play, or are just dramatizing the lesson, two tall children can stand and hold top dowel rod while the smaller ones present the story.

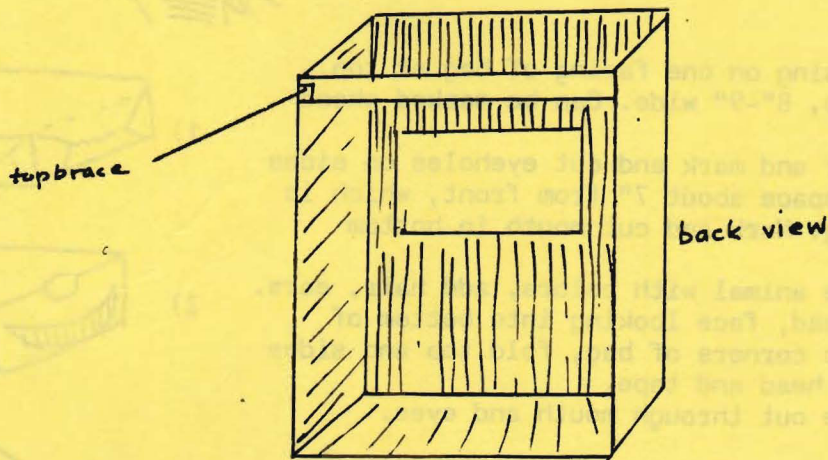
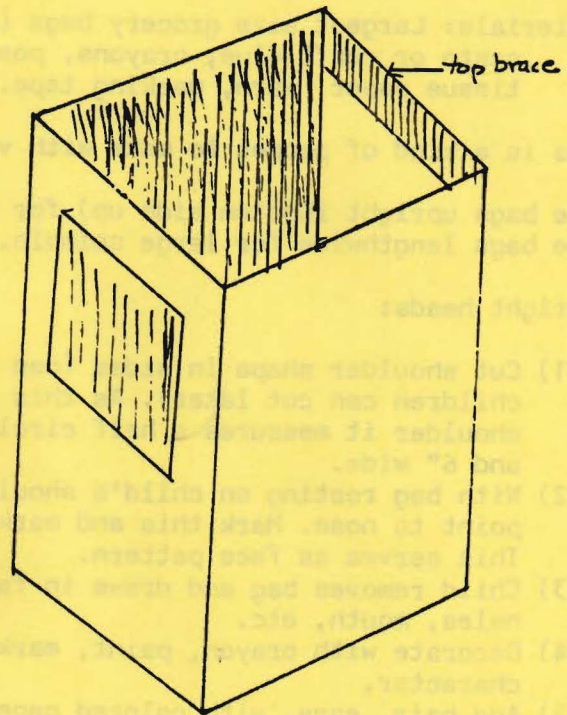
CARDBOARD BOX STAGE

Cut out back of large box; leave strip at top for brace.
Cut stage opening in front; can be fitted with curtains and back-drop or not, as you want.

Large box (from stove, dryer or chair) has puppeteers inside.

If small box is used for table top, cut the sides down to half width so arms can reach stage opening.

Outside of box can be decorated with paint, fabric scraps, sheets of color comics, etc. to cover any advertising material printed on the box. Glossy pages of travel ads with the printed material cut off make a bright exterior. Old theater posters are perfect.



PAPER BAG PUPPETS

The child is the puppet. Large grocery bags make heads for characters.

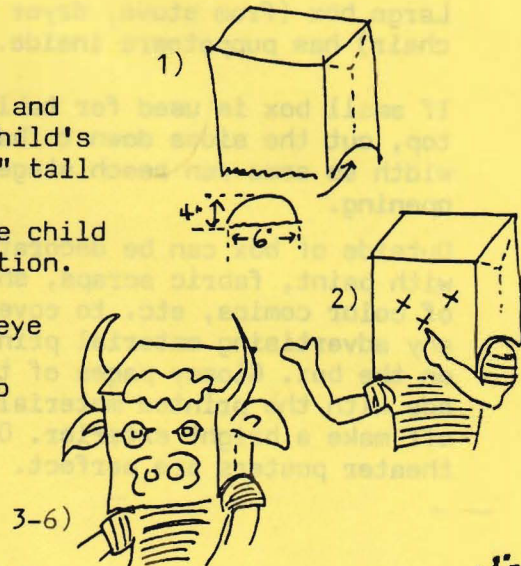
Materials: Largest size grocery bags (not heavy duty or printed), scissors, paste or craft glue, crayons, poster paint, markers, colored paper, tissue paper, yarn, masking tape.

This is a kind of puppet to make with very small children, or any age.

Use bags upright (bottom side up) for most characters.
Use bags lengthwise for large animals.

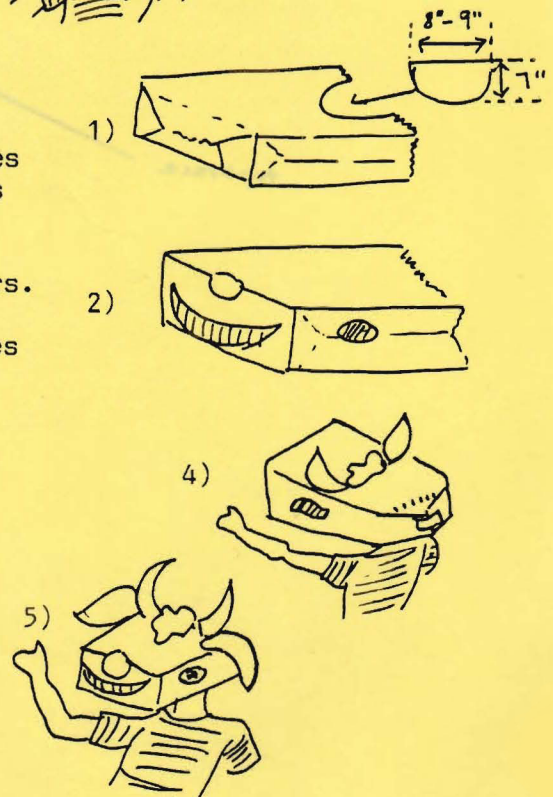
Upright heads:

- 1) Cut shoulder shape in sides (can be marked and children can cut later). As this fits on child's shoulder it measures a half circle about 4" tall and 6" wide.
- 2) With bag resting on child's shoulders, have child point to nose. Mark this and mark eye position. This serves as face pattern.
- 3) Child removes bag and draws in face, cuts eye holes, mouth, etc.
- 4) Decorate with crayon, paint, markers, as to character.
- 5) Add hair, ears, with colored paper, yarn.
- 6) Put over head and be a puppet.



Lengthwise heads:

- 1) Cut neck opening on one facing of bag at top, about 7" deep, 8"-9" wide. Can be marked ahead of class.
- 2) Turn bag over and mark and cut eyeholes on sides with folds; space about 7" from front, which is bottom of bag. Mark and cut mouth in bottom of bag.
- 3) Decorate like animal with colors, add hair, ears.
- 4) Place over head, face looking into bottom of bag. Slit top corners of bag, fold top and sides over back of head and tape.
- 5) Child can see out through mouth and eyes.



WARNING: These are costumes. Vision is limited.
Take off after use. Do not let children wear them while walking home.

LESSON PAGES

Genesis 1:20-31: CREATION — THE FIFTH AND SIXTH DAYS

In this lesson all the animals and people are created.

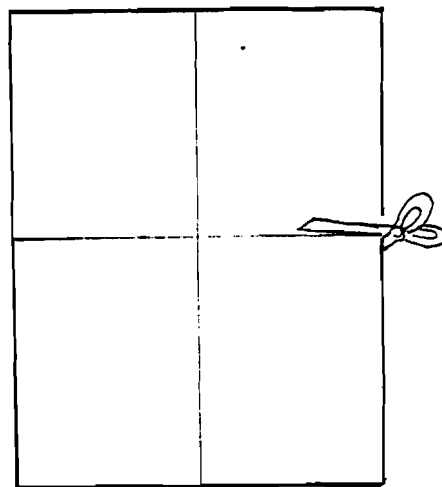
FOR THE LITTLE ONES: A creation book.

Materials: 8½"x11" paper, construction paper, self-stick animals and people (or you can cut them from magazines and use paste).

Before class: Make a booklet for each pupil.

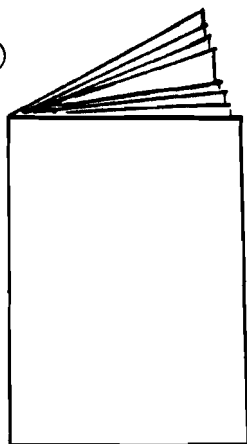
- 1) Cut the paper into fourths.
- 2) Fold the four sheets into a booklet.
- 3) Cut a cover from construction paper.
- 4) Staple the booklet with two staples.
- 5) On the cover write a text verse from the lesson, perhaps parts of verses 21 through 26.

1)



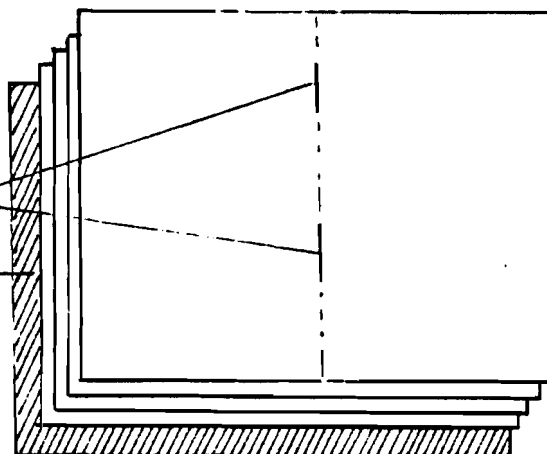
In class: As you discuss the lesson, have the children pick out the animals they like from the booklets of stickers (or the animals you have cut out) and attach one to each page of their books. (You can use each side, or only the right hand page.) Stress how many different kinds of animals God made. Now let them do the same with people. God made many kinds of people, too.

2)

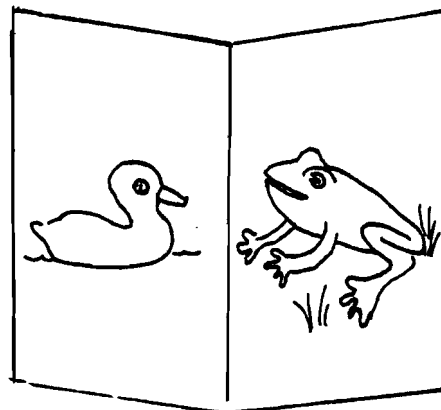
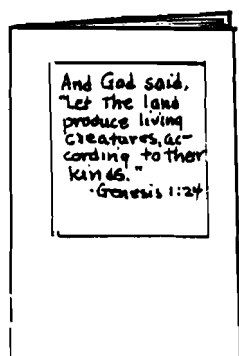


3-4)

two
staples
construction
paper



5)



Lesson 3

Genesis 1:20-31" CREATION -.THE FIFTH AND SIXTH DAYS

FOR OLDER CHILDREN: A creation book: a class project.

Materials: 11"x14" poster board (eight sheets, or whatever you need to make the size book you want), magazine pictures of animals and people, glue, yarn or ring fasteners, hole puncher.

In class: 1) Cut the poster board in half, making 16 sheets 7"x11".

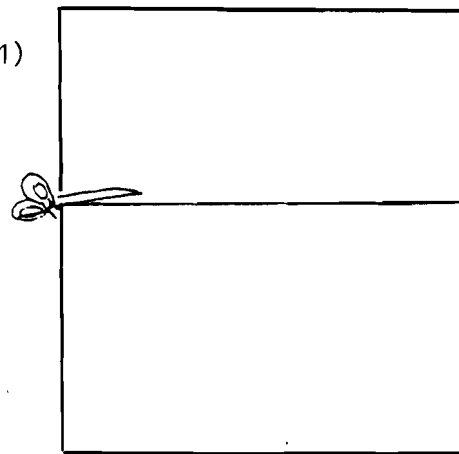
2) Make a paper template 7"x11" and punch holes at 1) the 2" and 5" marks.

3) Using the template as a guide, punch holes in all the cardboard pages.

4) On one piece of posterboard print a title: "GOD MADE THEM ALL" or a Bible verse.

5) Cut out pictures of animals and people and make up the book. The pages can be classified: a page for birds, one for jungle creatures, one for forest animals, one for sea creatures. The people pages could be divided into helpers (mailman, policeman, fireman), sports figures; or into age groups (children, adults), racial groups (Black, Hispanic, Oriental, Indian). One page could have the members of a typical family, or a group of schoolchildren, or pictures of your class in Sunday School.

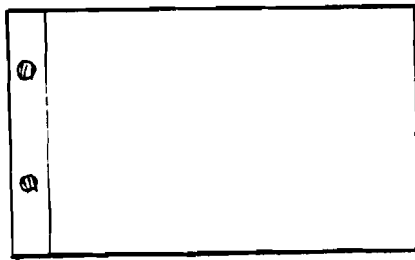
6) When all the pages are complete, thread yarn into the holes and tie, or use ring fasteners.



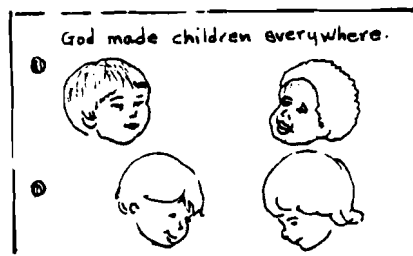
2)



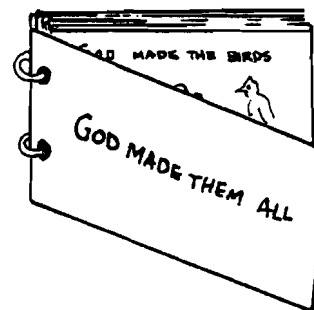
3)



5)



6)



If this is the first lesson of the year, you can send out postcards the week before reminding the children that Sunday School is about to begin, and asking them to bring in big, colorful magazine pictures of people and animals.

This project can be used to make a gift for the Church nursery, an orphanage, children's hospital, etc. You can also use the idea for other subjects such as I CAN HELP (children doing useful tasks for others), THANK YOU GOD FOR EVERYTHING (food, clothes, houses, toys, friends), GOD GIVES US WEATHER (rain, snow, sunshine, and appropriate dress for each), GOD MADE THE WORLD (mountains, rivers, fields, lakes, scenes from different parts of the world).

Genesis 1: 20-31: CREATION - THE FIFTH AND SIXTH DAYS

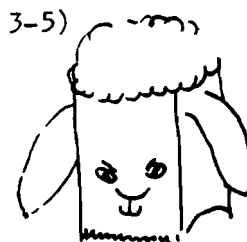
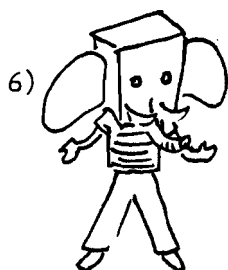
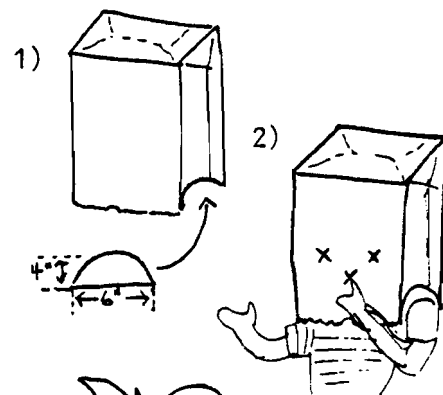
FOR ALL AGES: A parade of animals. The child becomes a puppet.

Materials: largest size grocery bags (not heavy duty or printed), scissors, paste or glue, crayons or poster paint or markers, colored paper, tissue paper, yarn, masking tape.

Before class: (if you have little ones) Cut noses, ears, eyes, hair, etc. from the various materials, and have them ready for the children to select and paste on. Have another adult to help you in class, as there is a lot of cutting and fitting.

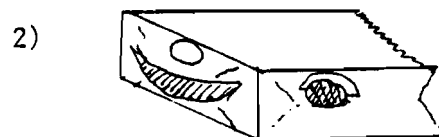
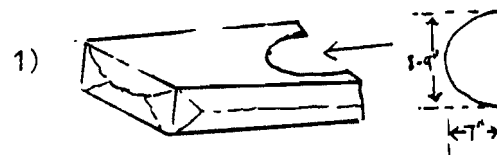
In class: Use bags upright for most animals.

- 1) Cut shoulder shape in sides. This measures a half circle about 4" tall and 6" wide, and fits bag on child's shoulders.
- 2) With bag resting on the shoulders, have child point to nose. Mark this and mark eye position.
- 3) Child removes bag and draws in face, cuts eye holes.
- 4) Decorate with crayon, paint or markers.
- 5) Add hair, ears, eye markings, stripes, etc. with yarn, colored paper, tissue paper.
- 6) Put over head and be a puppet.



Use bags lengthwise for larger animals:

- 1) Cut neck opening on one facing of bag at top, about 7" deep, 8-9" wide.
- 2) Turn bag over and mark and cut eyeholes on narrow sides. Space about 7" from front (bottom of bag). Mark and cut mouth in bottom of bag.
- 3) Decorate with colors, add hair, ears.
- 4) Place over child's head, face looking into bottom of bag. Slit top corners of bag, fold top and sides over back of head and tape.
- 5) Child can see out through mouth and eyes.



WARNING! THESE ARE COSTUMES. VISION IS LIMITED. TAKE OFF AFTER USE. DO NOT LET CHILDREN WEAR THEM WHILE WALKING HOME.

Lesson 3

Genesis 1: 20-31: CREATION - THE FIFTH AND SIXTH DAYS

FOR THE LITTLE ONES: Incredible edibles. Fun-jell fish, birds and animals.

Materials: Two recipes of fun-jell; fish, bird and animal cookie cutters; 9"x12" pans or cookie sheets with rims; metal spatula; sandwich bags.

Before class: Make two recipes of fun-jell in different colors (use different colors for day five and day six).

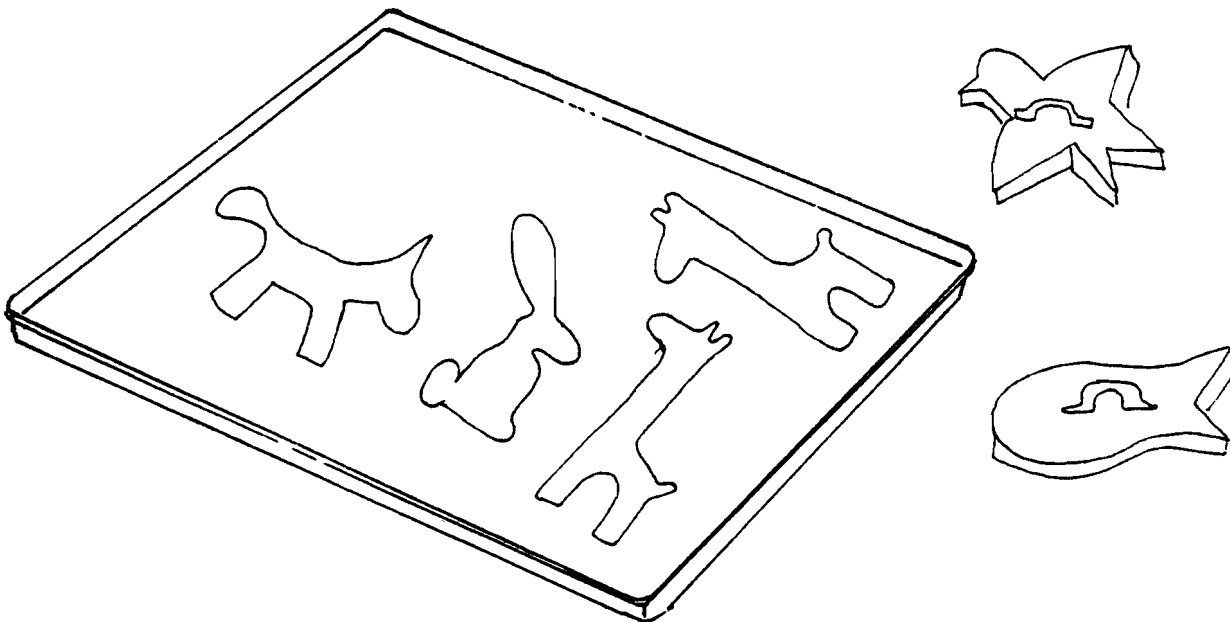
In class: After you have told the story, get out one pan of fun-jell and the fish and bird cookie cutters. The children take turns cutting out the shapes. You will have to help lifting the shapes out of the pan. Then with the other flavor of fun-jell cut out animal shapes. The children can eat them in class or tuck them into sandwich bags for taking home. They are durable and not sticky. They won't melt in the fingers and are deliciously bouncy when eaten.

RECIPE

- 1 large (6 oz.) package fruit flavored gelatin
- 2 envelopes unflavored gelatin
- $\frac{1}{2}$ cup cold water
- 2 cups boiling water
- 1 cup cold water

Soften unflavored gelatin in $\frac{1}{2}$ cup cold water. Set aside. Pour 2 cups boiling water over contents of fruit flavored gelatin package and stir until dissolved. Add softened gelatin, stir. Add 1 cup cold water. Stir. Pour into 9"x12" baking dish (or equivalent) and refrigerate. Sets in about $\frac{1}{2}$ hour; or can be held overnight.

Cut with cookie cutters. No mess. Can be made more bouncy by cutting down on amount of cold water added.



Genesis 3: THE SERPENT

FOR THE LITTLE ONES: Playdough snakes.

Materials: Playdough, tiny beans (Azuki beans, navy beans, dried peas), a small sturdy paper plate for each child, wax paper.

Before class: Make playdough and place it in plastic containers with snap-on lids, or seal it in plastic bags.

Recipe:

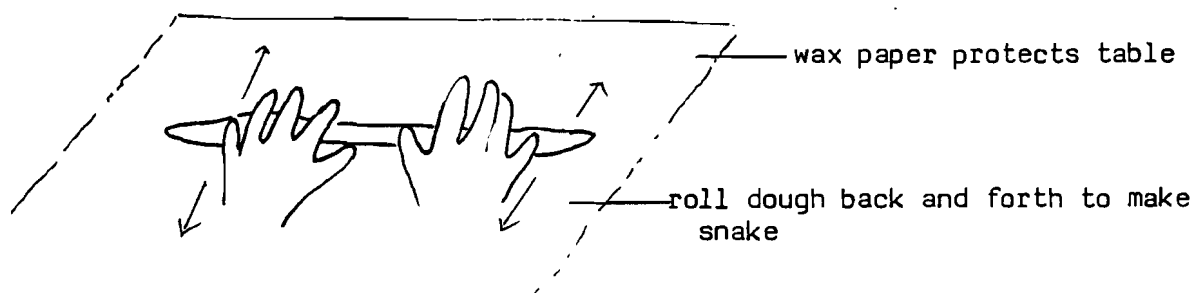
3 cups white flour

2 cups salt

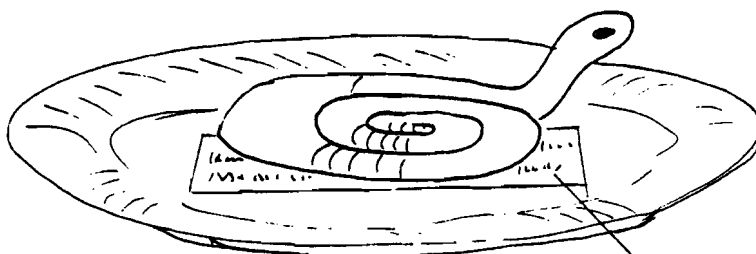
1 cup water, more or less

Mix all ingredients thoroughly. Add water a few drops at a time if mixture is too stiff. Add extra flour if mixture is too sticky. You can divide the dough and color the parts with different food colors.

In class: Give each child some playdough and show how to roll a snake on a piece of wax paper. Press two beans into the snake for eyes. The plate is for the children to carry the snake home on without damage. You can type or write out a text and glue it to the plate. Give each child part of left-over dough to take home. Or if there is time they can make the fruit from the tree, figures of Adam and Eve, or other animals in the garden.



take snake home on
paper plate



Lesson 7

Genesis 3: THE SERPENT

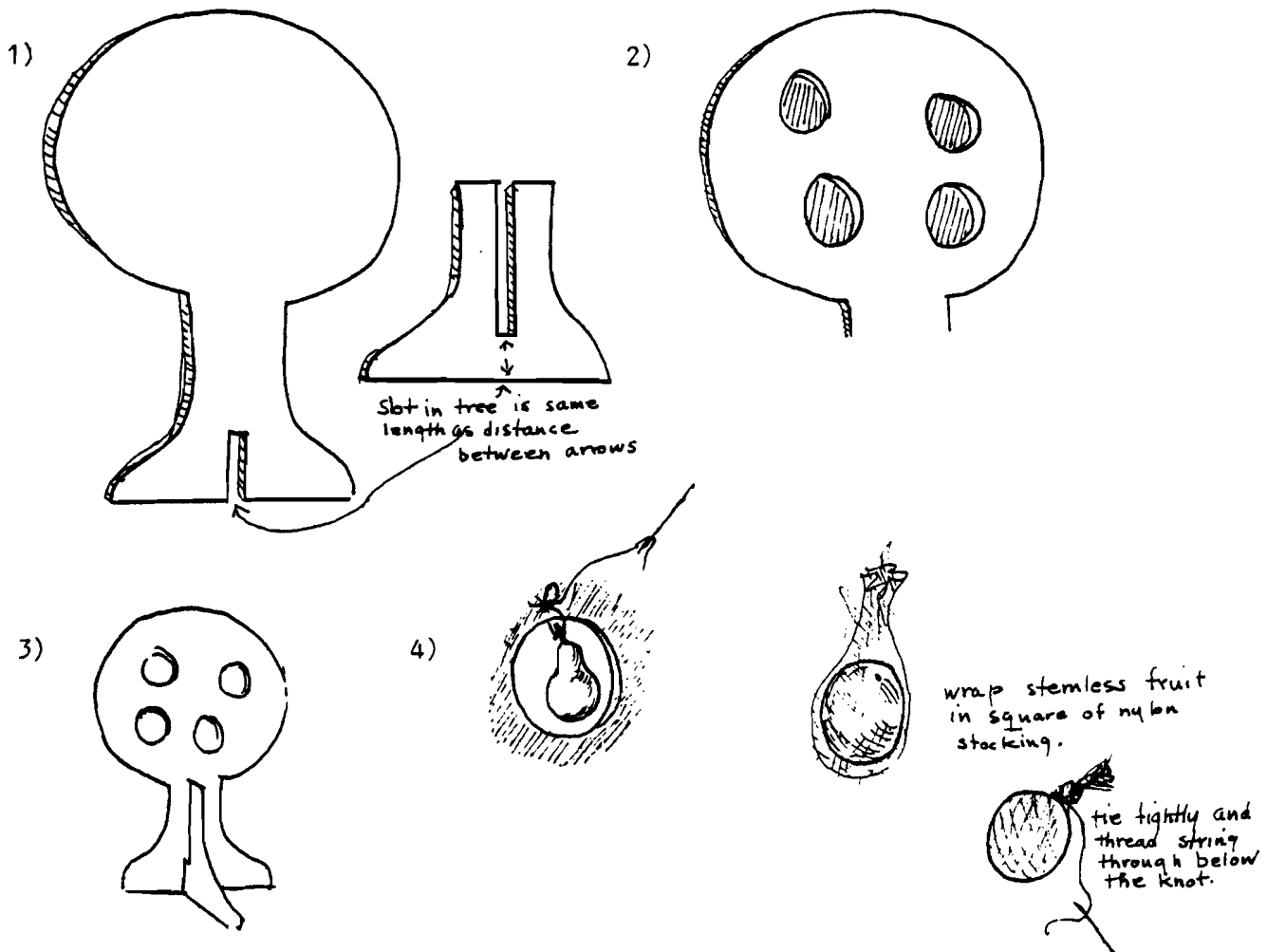
FOR THE LITTLE ONES: A standing fruit tree.

Materials: Corrugated carton, sharp knife, string or yarn, large needle, real fruit with stems (pears, apples, grapes).

Before class:

- 1) From carton, cut slotted tree as shown - any size, table top or larger. Cut a second slotted piece for the trunk by tracing around the base of your tree.
- 2) In the crown of the tree cut a hole for each child in the class. Make the holes larger than the fruit you have selected.
- 3) Fit slots together to make tree stand up.
- 4) Tie string or yarn to fruit stems and with needle bring string end through cardboard and tie so that fruit hangs in the holes. (The Near East does not have apples as we know them, so the fruit could not have been exactly what we know as apples. Any fruit can be used.) If you have only stemless fruit, take squares of sheer nylon stockings, wrap them around the fruit tightly and fasten. Tie the string to this. The stocking will be practically invisible.

In class: The children take the parts of Adam, Eve and the serpent and act out the story. They can actually "pick" the fruit. Everyone gets a turn. They can eat the fruit in class, or take it home.



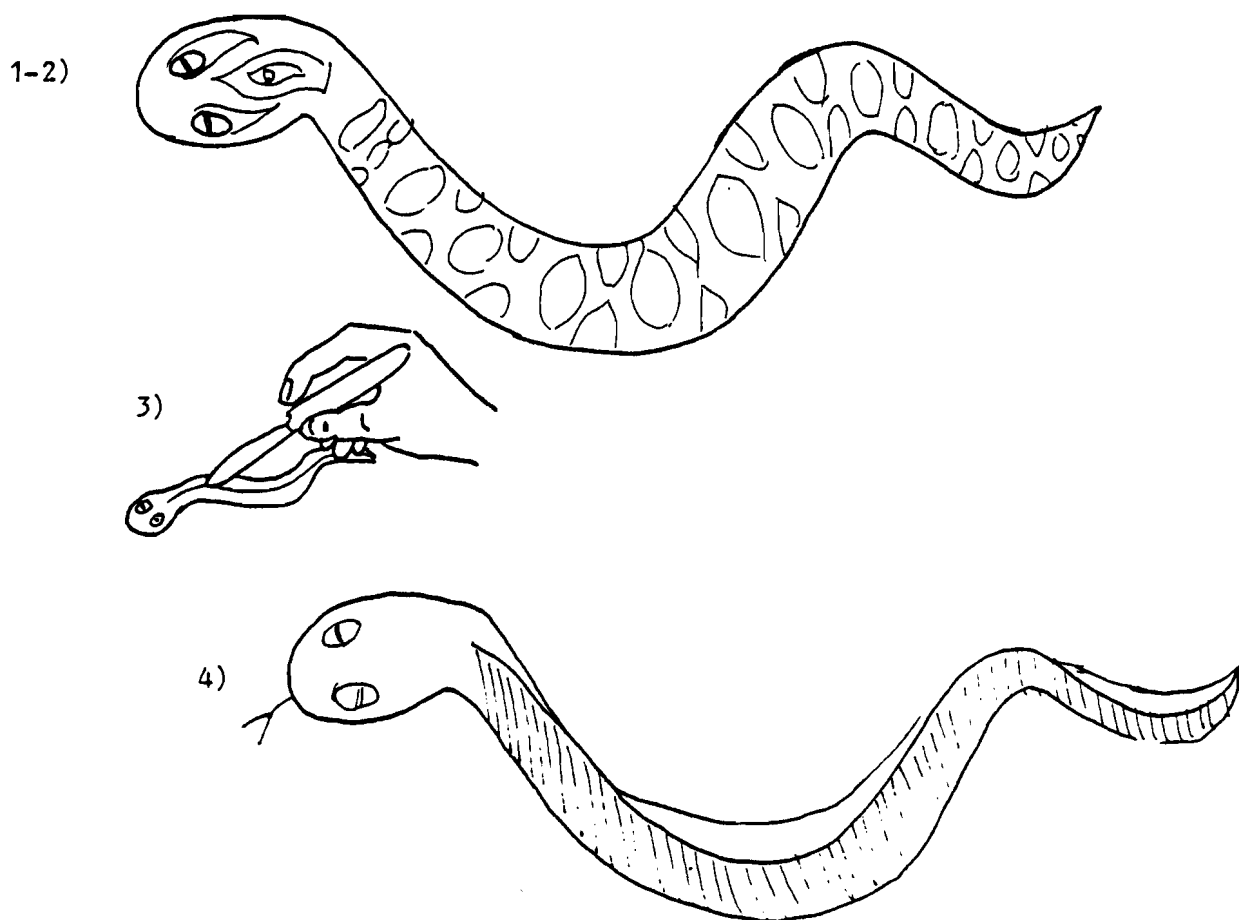
Genesis 3: THE SERPENT

FOR OLDER CHILDREN: A paper serpent.

Materials: Good quality paper, small kitchen knives, paints, crayons or colored pencils, scissors, thread, glue.

In class:

- 1) Have each child draw a snake, as large as desired, similar to the one below.
- 2) With any color medium, decorate the snake. You can bring in a field guide with illustrations of actual species of snake, or let the children design their own.
- 3) Cut out the snakes, and with the knife held like a pencil and the back edge to the paper, score the snake along an imaginary line down the center.
- 4) Now the snake will bend along the score line and will be three-dimensional. Glue on a tiny filament of thread for the tongue.



Before the children score the snake, they should practice making scoring lines on scrap paper. The score must just break the surface of the paper, and not go through, so a light, even pressure is necessary. The children will be surprised at the shapes they can score and bend, even circles.

Lesson 7

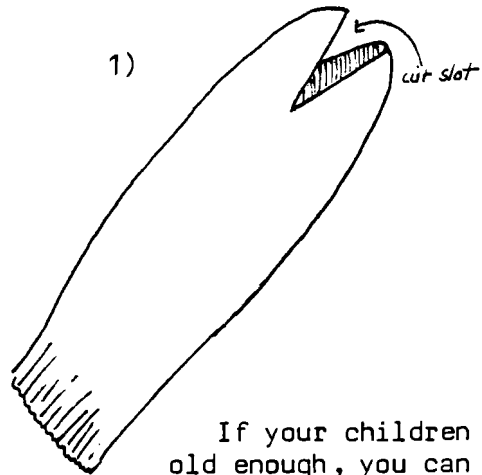
Genesis 3: THE SERPENT

For ALL AGES: A sock puppet. (The teacher can make this if she has only one or two very small children. Older children can make it for themselves. For some ages the teacher can do the sewing ahead of time and let the children glue on the eyes, and stripes or patterns.)

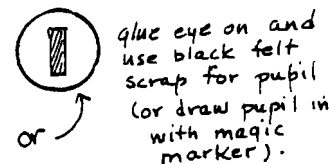
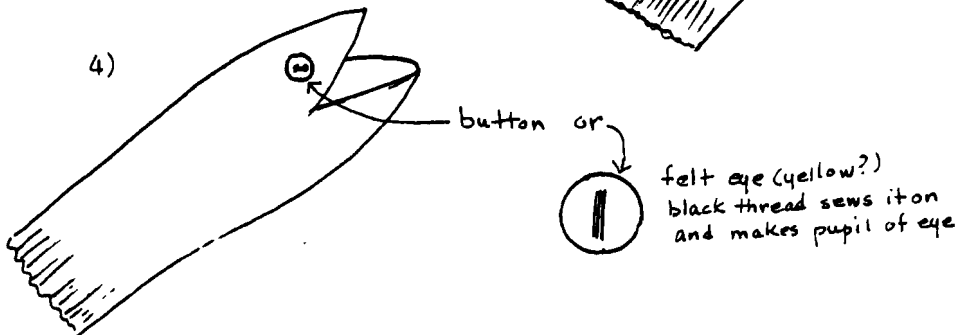
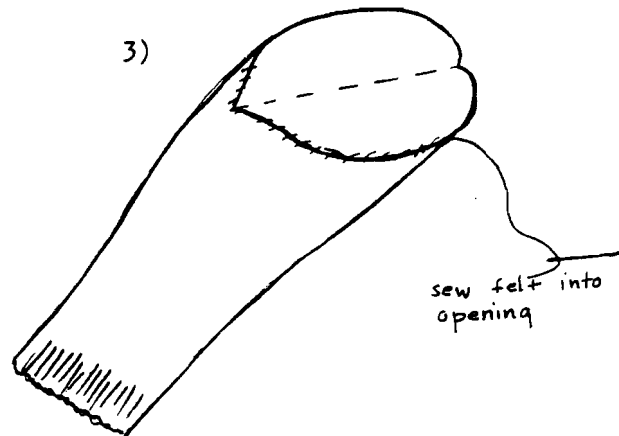
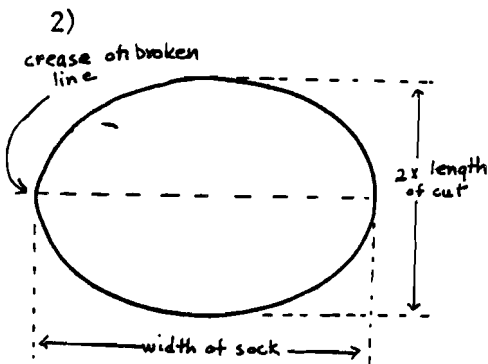
Materials: tube socks - any color (here's a use for those odd socks), felt scraps, buttons, thread and needles.

- 1) Cut a slot around the end of the sock.
- 2) From felt (red is all right, but green, yellow or tan would be fine) cut an oval as wide as the width of the sock and as long as twice the depth of your cut. Experiment with paper first to get the right size. Use the paper for a pattern to cut the felt.
- 3) sew felt into the opening.
- 4) Sew on button eyes. For very young children, do not use buttons, but cut eyes from felt and glue or stitch on.

The children can use the puppets to act out the story, then take them home.



If your children are old enough, you can get a field guide from the library and let them look at pictures of actual snakes and decorate their puppets with felt scraps in patterns adapted from real species.



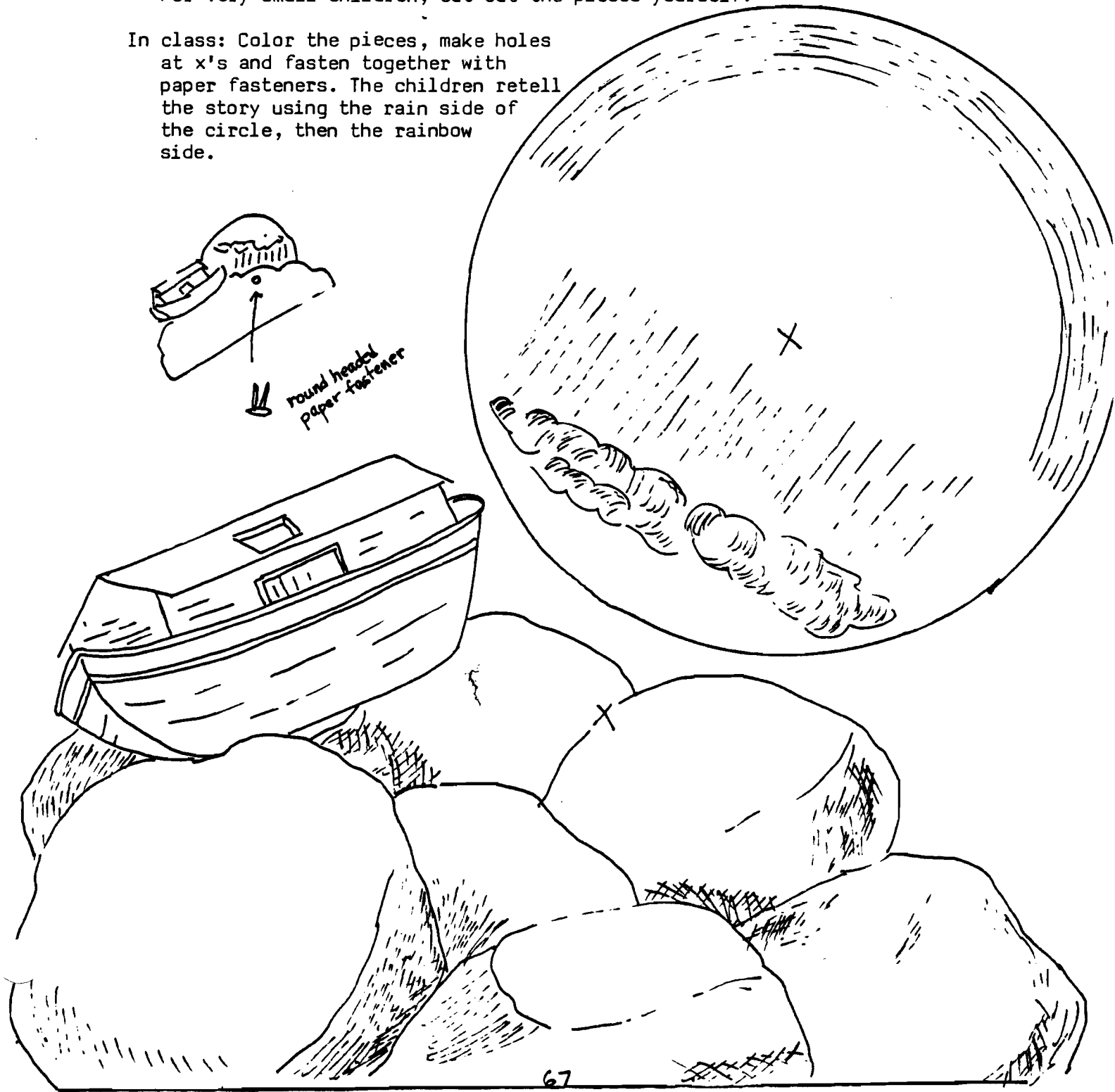
Genesis 9: 1-17: THE RAINBOW

FOR THE LITTLE ONES: Rain and shine

Materials: Xerox copies of the sheet, shirt boards or other light cardboard, rubber cement, scissors, color medium, paper fasteners.

Before class: Brush an even, thin coat of rubber cement on the back of each Xerox sheet and on the top surface of the cardboard. Let dry. Press the surfaces together. This drymounting process will make a smooth bond without bubbles or wrinkles. CAUTION: rubber cement fumes are toxic. Use only in well ventilated area. For very small children, cut out the pieces yourself.

In class: Color the pieces, make holes at x's and fasten together with paper fasteners. The children retell the story using the rain side of the circle, then the rainbow side.



Genesis 9:1-17: THE RAINBOW

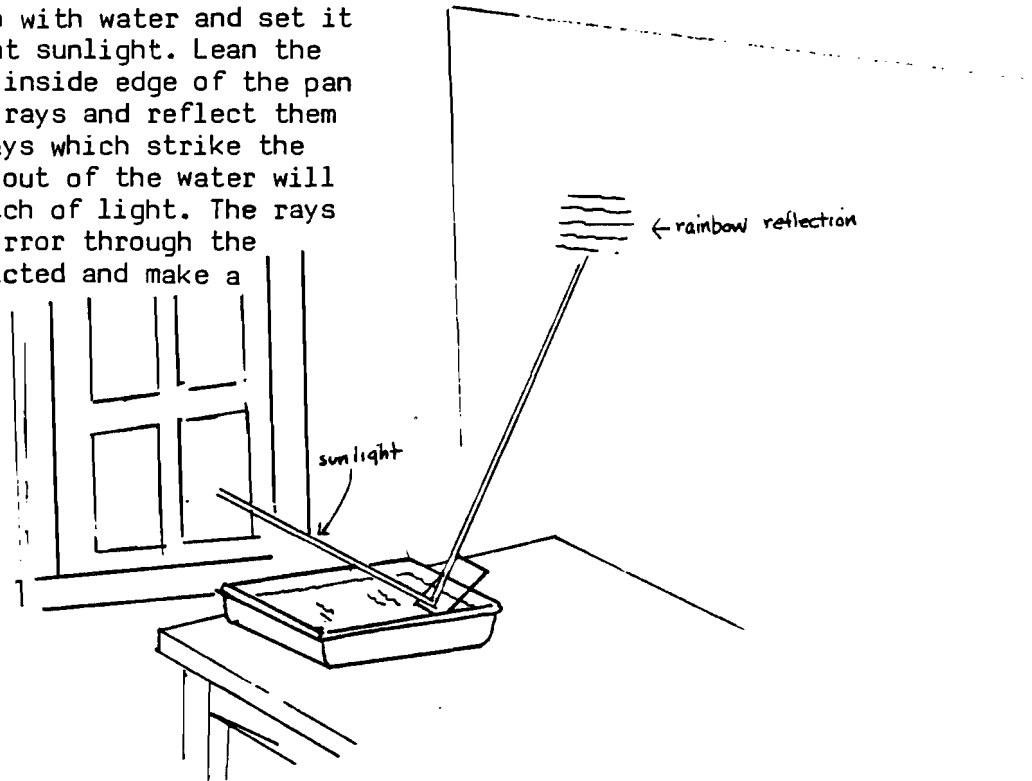
FOR ALL AGES: Make a rainbow.

This project is only for a sunny day, and only for a room that gets sunshine at the time of your class!

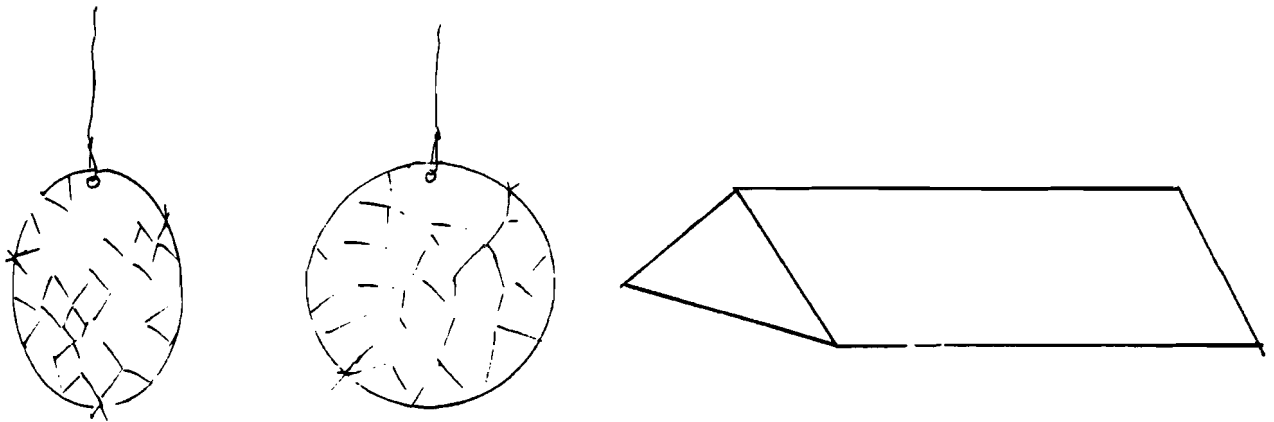
Materials: Small cake pan, rectangular pocket mirror, water.

Before class: Set up this demonstration at home to gain practice and to see how it works. It might also be a good idea to try it out in your classroom to see if the wall surfaces and space relationships are good.

In class: Fill the pan with water and set it in a patch of bright sunlight. Lean the mirror against the inside edge of the pan to catch the sun's rays and reflect them on the wall. The rays which strike the mirror where it is out of the water will reflect a white patch of light. The rays which strike the mirror through the water will be refracted and make a rainbow.



You can also bring some Austrian crystals or a prism to make rainbows.



See William Worcester's The Language of Parable, last part of the chapter on clouds.

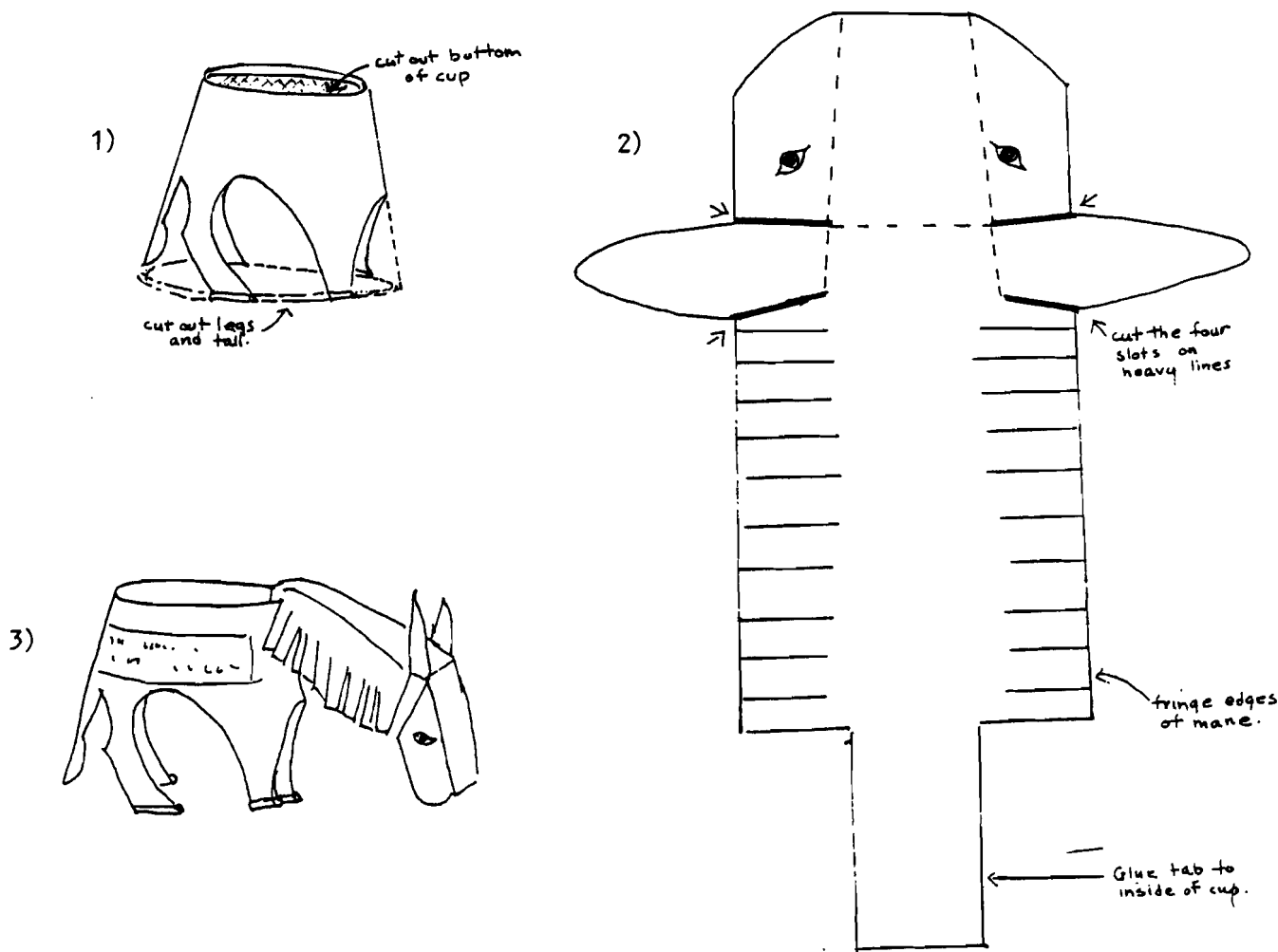
Genesis 16: ABRAHAM AND ISHMAEL

FOR OLDER CHILDREN: Ishmael, a wild donkey of a man. Make a wild donkey.

Materials: 7 oz. paper cups (preferably hot cups without handles, and not plastic coated), sharp pointed scissors, heavy paper (Kraft grocery bag), glue, text slips.

In class:

- 1) Cut the bottom out of the cup, leaving the heavy ridge intact. Cut the donkey's feet, legs and tail out of the cup as shown.
- 2) Using the pattern, cut head and neck from heavy paper. Cut along ears on heavy lines, fringe mane, and fold on dotted lines.
- 3) Squeeze cup into narrow oval shape. Glue text to side of donkey. Glue tab of head and neck piece to inside of cup.



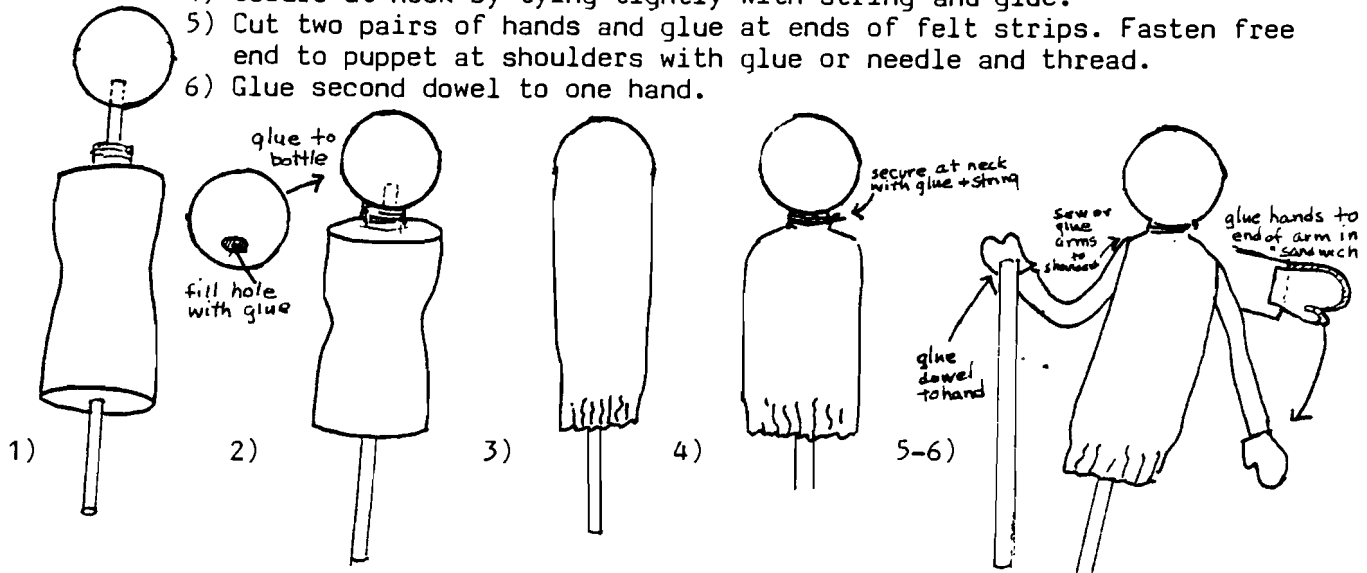
He will be a wild donkey of a man; his hand will be against everyone and everyone's hand against him. - Genesis 16:12

Genesis 16: ABRAHAM AND ISHMAEL

FOR THE LITTLE ONES: Dramatize the story with rod puppets.

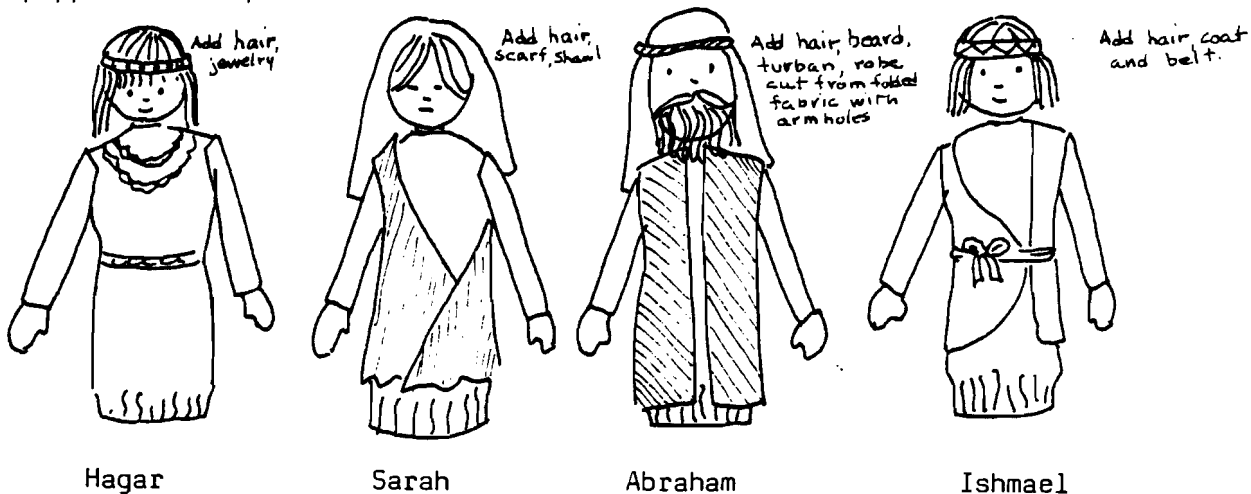
Materials: For each puppet: 2 $\frac{1}{4}$ " dowels 18" long, 1 plastic detergent or shampoo bottle, 1 $1\frac{1}{2}$ " styrofoam ball, 2 4" lengths of felt or fabric for arms, thread or glue, children's size sock. Also string, felt scraps, sequins, yarn, fabric, etc.

- Before class:
- 1) Puncture hole in bottom of plastic bottle. Push 1 dowel through hole, out neck of bottle and into ball (at least 1"). Remove ball.
 - 2) Fill hole in ball with white glue. Replace dowel and force ball onto neck of bottle. Glue in place. Let dry.
 - 3) Slip sock over whole puppet.
 - 4) Secure at neck by tying tightly with string and glue.
 - 5) Cut two pairs of hands and glue at ends of felt strips. Fasten free end to puppet at shoulders with glue or needle and thread.
 - 6) Glue second dowel to one hand.



Now you have your puppet with basic costume. Add felt scraps, sequins, etc. for features. (See Basic Techniques: rod puppets and ready-quick puppets for details.)

In class: Tell the story: This is Hagar, she is an Egyptian. She is proud of Ishmael (as you add hair, jewelry). Introduce Abraham, Sarah and Ishmael the same way. Now give out the puppets and let the children do the dramatization as you read or tell the story. They just sit around the table and do their parts when the time comes. Repeat with other children (if you have more than four) or let the children exchange puppets and repeat. The children can do it better each time.



If you do this with older children, they can put in features and dress the puppets themselves.

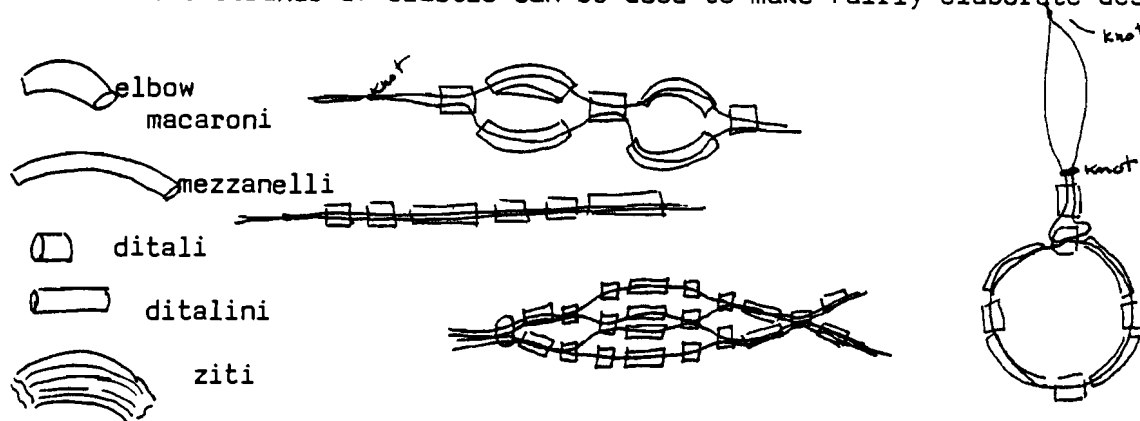
Genesis 24: ISAAC AND REBEKAH

FOR THE LITTLE ONES: Two gold bracelets.

Materials: Several kinds of pasta, nylon-elastic thread, gold spray paint.

Before class: In well-ventilated area, spread out the pasta on newspapers and spray them with the gold paint. When dry, turn them over and spray the other side.

In class: Cut two 8" lengths of elastic thread for each bracelet. Knot each pair of threads together. The children can then string the gold beads, measuring the length against their own wrists. Knot firmly and cut off the ends, tucking the knot inside a piece of the pasta. Practice at home and discover many ways that the beads can be strung to make good designs. If the children are older, four or more strands of elastic can be used to make fairly elaborate designs.

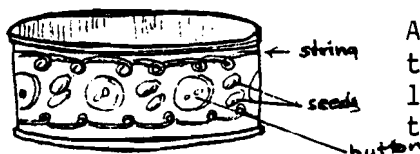


A gold earring. Use basic materials and techniques above, but string as illustrated above right. The children just hang an earring over one ear. Bring a small mirror to class so that they can see what they look like.

FOR OLDER CHILDREN: A gold arm bracelet.

Materials: Tuna cans, glue, buttons, seeds, string, etc., gold paint, shellac or clear spray.

Remove both top and bottom of cans. Glue on buttons, seeds, string for embossed effect. When dry, paint with gold paint and shellac if desired. (Shellac inside, too.)



An alternative method for decorating: Cover with gold foil and make layers of patterns to be glued on top of one another.

three foil leaves of decreasing size glued on top of one another



NOTE: If possible, use non-toxic materials. Spray paints and glue may be harmful to breathe. Read instructions carefully and work outdoors if you can. Remember that when several children are using these materials at the same time the danger is multiplied.

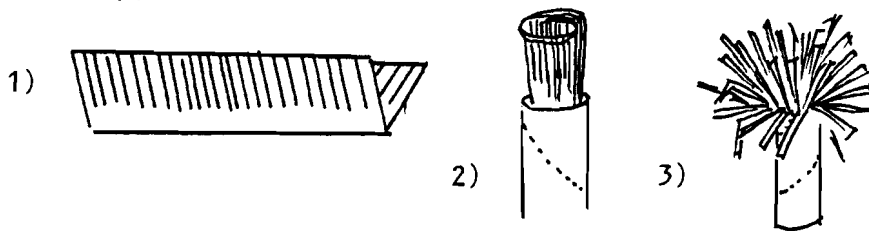
Genesis 24: ISAAC AND REBEKAH

FOR THE LITTLE ONES: Ten camels, a sand table project.

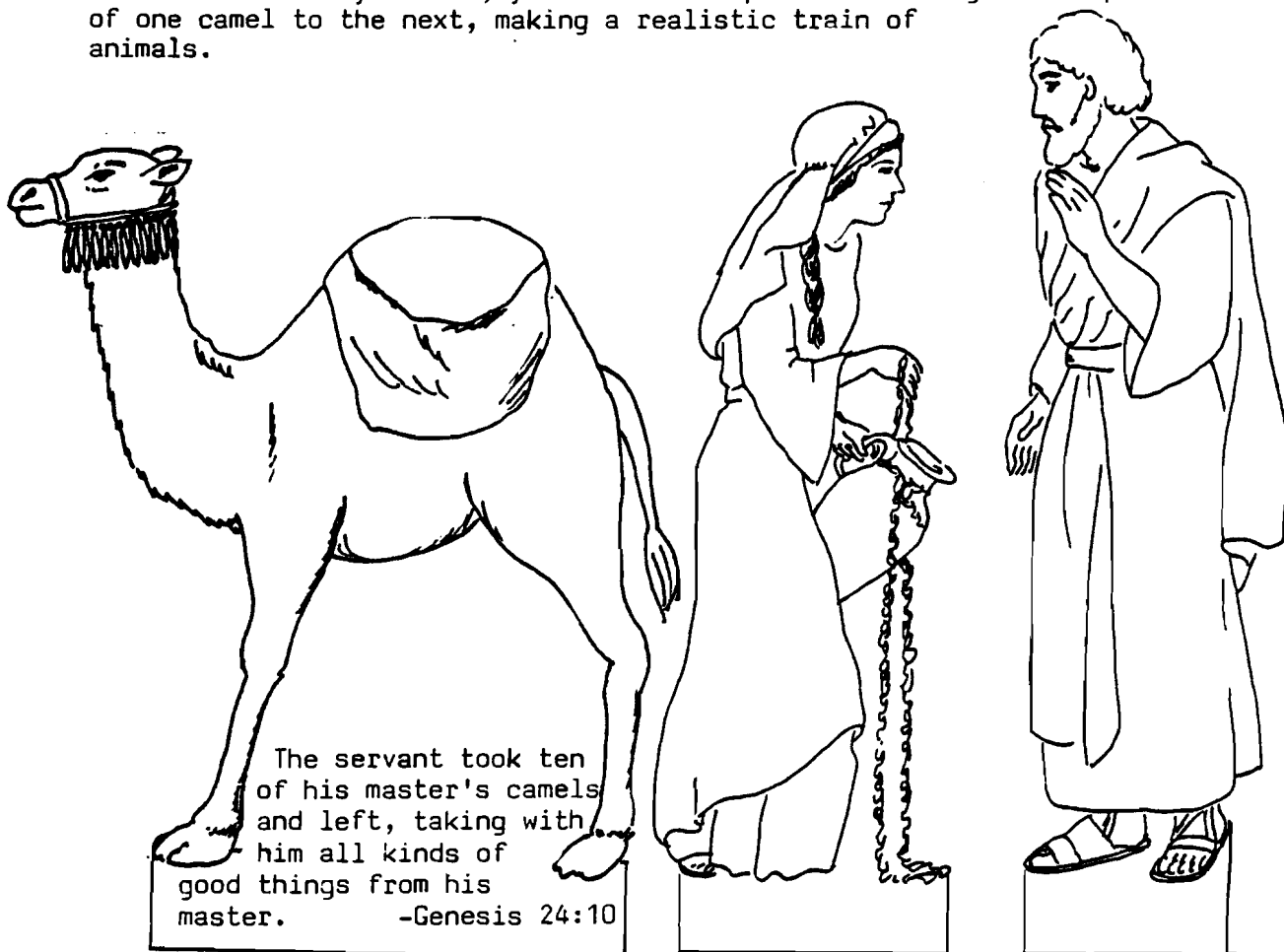
Materials: Paper, lightweight cardboard, glue, scissors, crayons, toilet paper tubes.

Before class: Trace the servant, Rebekah and ten camels onto white paper and glue to lightweight cardboard (see instructions for dry mounting in Basic Techniques). Cut out all figures.

In class: The children color all the figures. Make palm trees as follows: 1) Fold a piece of green paper (tissue, mimeo paper or construction paper, 8½"x11" or 9" x12") in half lengthwise and fringe the edges to within an inch or so of the fold. 2) Roll it up and glue it into the top of a toilet paper tube. 3) When the glue is dry, fan out the leaves.



Now set up the sand table: A circle of rocks for the well, palm trees around it, a path. Read the story from the Word, or tell it, as the children act it out. The servant with his train of camels comes to the well. Along comes Rebekah, etc. Repeat if the children want to. Each child gets a camel to take home. The other figures can be put into the box of sandbox materials and take different characters another time. If you want, you can take a piece of string and loop it from the neck of one camel to the next, making a realistic train of animals.



Genesis 29; 35:23-26: JACOB'S WIVES AND SONS

FOR THE LITTLE ONES: Twelve boys.

Materials: Playdough. gingerbread man cookie cutters (2" size is perfect, but you can use larger), rolling pins (or pieces of fat dowel or cylindrical building blocks), paper trays or large paper plates (heavy construction, such as Chinnet), wax paper.

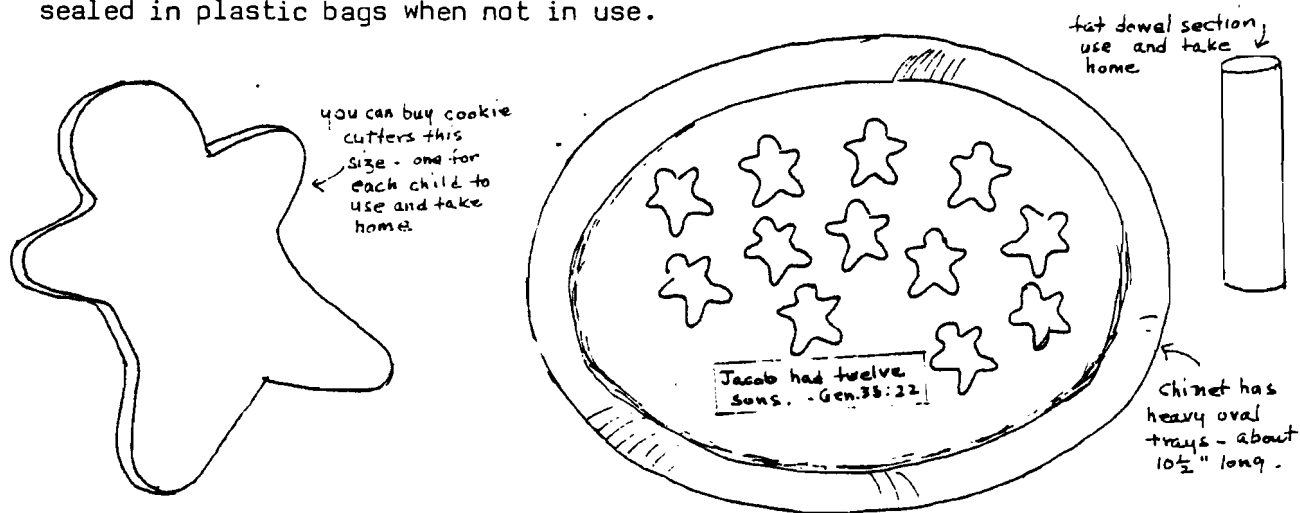
Before class: make playdough and place it in containers with snap-on lids, or seal it in plastic bags.

Recipe:

- 3 cups white flour
- 2 cups salt
- 1 cup water, more or less

Mix all ingredients thoroughly. Add water a few drops at a time if mixture is too stiff; add extra flour if mixture is too sticky. You can divide the dough and color the parts by kneading in different food colors.

In class: The children roll out the dough and cut twelve little men each. They put them on the paper trays to carry home. They can let them dry, or punch them down later and reuse the playdough. The dough will keep for some days if kept sealed in plastic bags when not in use.

FOR OLDER CHILDREN: Bake cookies.

Materials: Cookie mixture, gingerbread man cookie cutter, rolling pins (or fat dowels or well-scrubbed cylindrical building blocks), wax paper, cookie sheets, spatula, cooling rack, containers to take cookies home in. (Check the church kitchen for tools: you may not have to bring them from home.)

Before class: Make any basic recipe for rolled cookies, place dough in plastic bag and refrigerate until needed. Note oven temperature and baking time required.

In class: Preheat oven. Each child rolls dough on wax paper and cuts out a man, marking a name of one of the sons with a knife blade. You can use raisins, etc. for eyes and clothing details if you want. As the children work, discuss the story, mentioning the names often. If you don't have the right cookie cutter, the children can cut out their own human shapes with a knife. Bake and enjoy.

Lesson 23

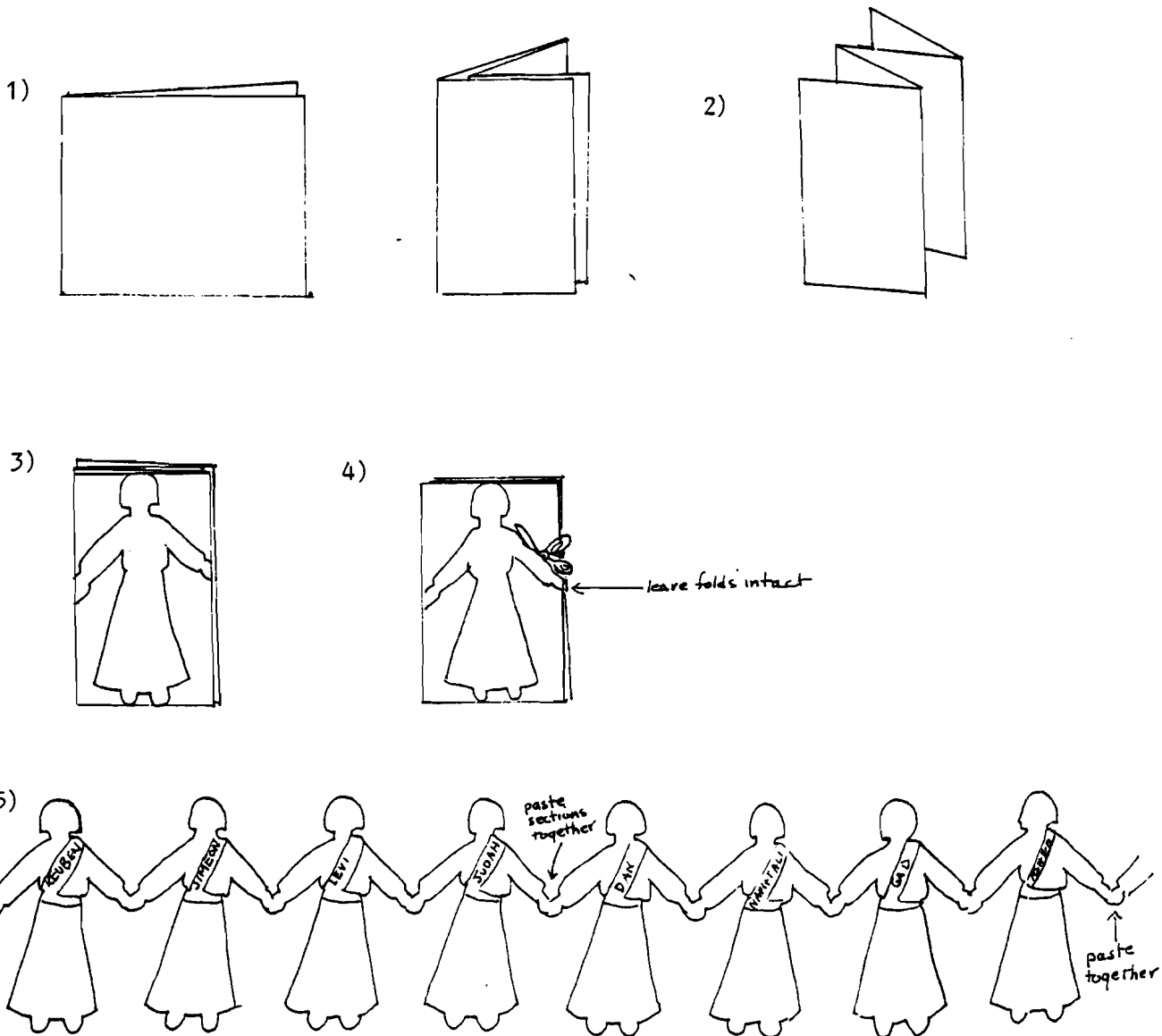
Genesis 29; 35:23-26: JACOB'S WIVES AND SONS

FOR OLDER CHILDREN: A paper doll chain.

Materials: $8\frac{1}{2}$ "x11" paper (any color or colors), scissors, paste.

In class: Cut the paper in half lengthwise. Each child gets three pieces $4\frac{1}{2}$ "x11".

- 1) Fold each piece in half; fold in half again.
- 2) Refold in accordion fashion.
- 3) On the top section draw the outline of a person.
- 4) Cut through all sections at once (each sheet at a time), leaving the folds intact where the hands meet the edges.
- 5) Unfold, paste the three sets of four men together at hands. Write the names on the sons. Post on the bulletin board or in your classroom. Many adults do not know the names of the twelve sons, so this can be educational for them, too.

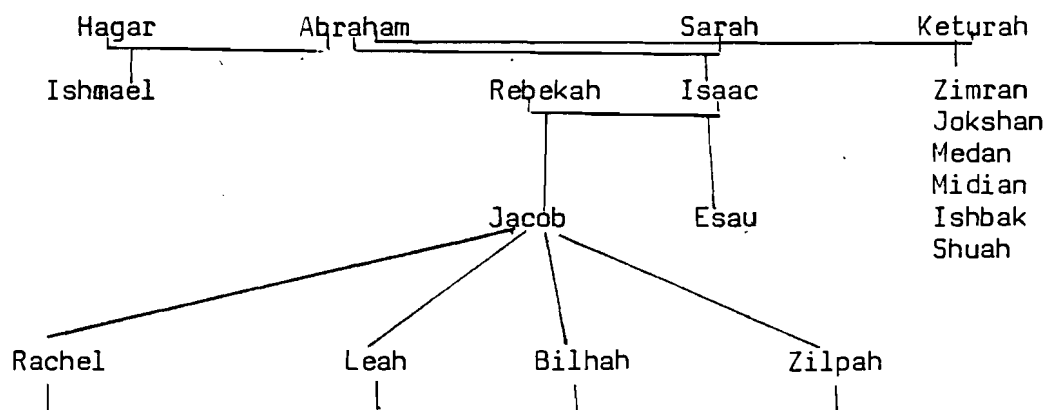


Genesis 29; 35:23-26: JACOB'S WIVES AND SONS

FOR OLDER CHILDREN: Roots.

In class: Make a family tree. Using the style of a genealogical chart, have the children look up and fill in the names of Jacob, his two wives and the two handmaids, and their twelve sons. (Genesis 29,30). Or, go back to Abraham (Genesis 16, 21, 25; I Chronicles 1:32). Each child can make a chart, or you can make one big one as a class project and post it. Later on they can fill in further descendants as they appear in future lessons. The names are interesting and they sound strange (and sometimes amusing). The children will love saying them and writing them down. Point out that each name has a meaning, which can be looked up in a Bible concordance. For instance, "Jokshan" means "fowler," which means that he caught birds for a living. Do everything you can to give the children a feeling of the charm and vitality of the letter of the Word. Encourage them to take delight in digging into the Bible accounts and discovering the richness and variety they will find.

Here is a suggestion of one way the family tree could be diagrammed:

FOR OLDER CHILDREN: Sons of Jacob card game.

Materials: For each child, 4 Xerox copies of the cards on the back of this page, clear contact paper and patterned contact paper big enough to cover the 4 sheets, sharp scissors, a box or envelope to keep the cards in.

Before class: Xerox the card page.

In class: Here is a pack of 48 cards to be played like "Authors" (or any game the children know which fits this type of deck). The sons of Jacob appear in order of birth, so go over the names a bit before you cut out the cards. For the meaning of the picture on each card, turn to Jacob's blessings for his sons (Genesis 49).

Each child covers the face of his page with clear contact paper, and the back with patterned contact paper (BEFORE CUTTING OUT THE CARDS). With very sharp scissors carefully cut out the cards. Smooth out bubbles and press edges tight. These cards will fit into a Durkee's spice box (e.g. 2 oz. peppercorns).

The object of the card game is to get the most books, but the real goal is to get the children familiar with the names.

Genesis 29; 35: 23-26: JACOB'S WIVES AND SONS

Sons of Jacob card game (See preceding page).

DIRECTIONS: Deal out all the cards (they may not come out even). The player to the left of the dealer asks a particular player for a certain card. (He must have at least one of the same kind in his own hand.) If the player asked has the card, he must hand it over, and the asker gets another turn. If not, the turn passes to the next player to the left. When a player gets four of the same card, he places this "book" on the table in front of him. When all the cards are played, the person with the most books wins.



Genesis 41: JOSEPH, RULER OF EGYPT

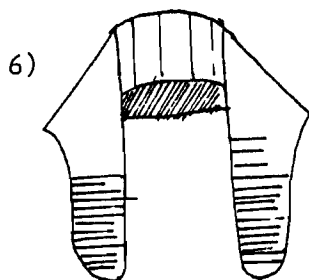
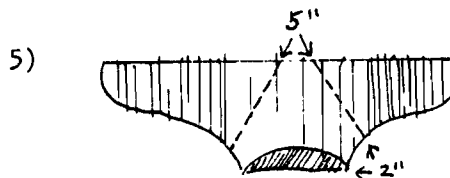
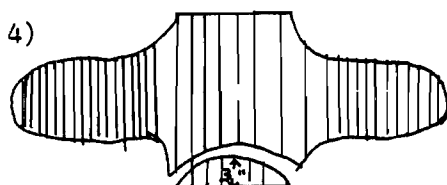
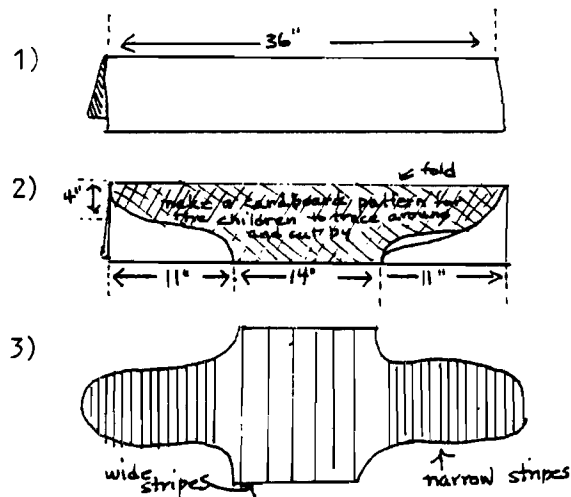
FOR OLDER CHILDREN: Make a nemes. (pronounced nem-ess)

In the times when Joseph and his people were in Egypt, the rulers wore a head cloth called the nemes. Because of the way in which it draped, the nemes looked as if the stripes on the head part were vertical, while the side pieces had horizontal stripes. Joseph may well have worn the nemes as a symbol of the authority which Pharaoh had given him.

Materials: For each child, a piece of plain fabric (old sheet) 16"x36", fabric glue or needle and thread, magic markers or iron-on textile crayons. Mirror.

In class:

- 1) Fold the fabric in half.
- 2) Cut the corners as shown in diagram.
- 3) Open fabric out and make stripes with magic marker or crayon. If magic marker is used, place layers of newspaper underneath, as color may bleed through fabric.
- 4) On one layer only, cut out a 3" half-moon as shown. Refold.
- 5) At the fold, mark two points, each $2\frac{1}{2}$ " from center. Mark two more points at cut edge about 2" from edge of half-moon cut, as shown. Stitch (or glue with fabric glue) along a line between these two points.
- 6) Fold the ends down as shown. Wear the nemes proudly.



You can also make your nemes from Tapa cloth:

In the Hawaiian Islands the natives have for centuries made a kind of cloth from the bark of a certain kind of mulberry tree. By pounding the bark very thin they make it look and feel very much like cloth. It has a lovely beige color and is used for printing decorative mats, hangings and other objects.

You can make "tapa" from Kraft paper grocery bags. To practice, start by

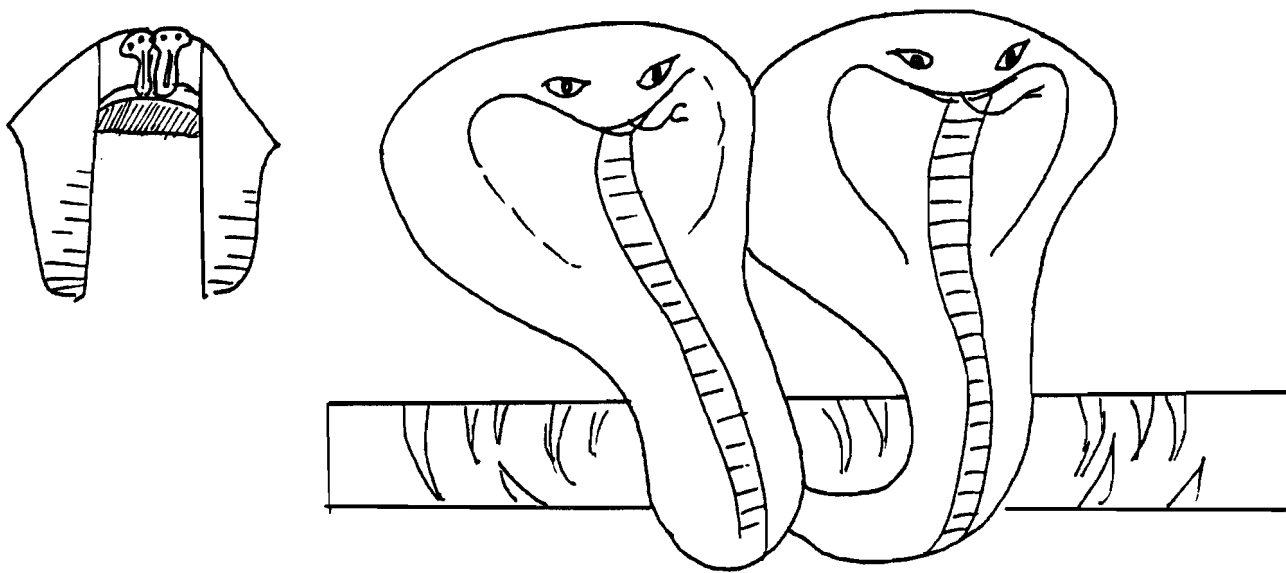
using a piece about 11"x14". Crush the paper in your hands, open it out, smooth it flat, and then crush it again. Repeat this process over and over (many times), and you will see the paper gradually becoming soft and pliable, very different from its original state. When doing this with children, you will find that they love crunching the paper into a ball, twisting it as hard as they can, putting the ball of paper on the floor and stamping on it (keep it calm!). Young children will not have the patience to repeat the crushing process long enough to come out with a good product, but those six and over should be able to do it. When planning a particular project, take into account the fact that the paper shrinks when worked. A kraft grocery bag cut around the bottom line and opened out makes a size suitable for one nemes. When the children have made their tapa, proceed as in directions for fabric, using glue for joining.

AND MORE . . . Make a double uraeus (u-ray-us).

Uraeus is another name for cobra. Many kings of Egypt had a single or double uraeus on their crowns or nemes.

Materials: Stiff paper, magic markers, glue.

In class: Trace the uraeus below full size onto paper. Fill in the markings with magic marker and glue to the front of the nemes as shown in the sketch.



If you get a book on Egypt from the library, the children can see the vivid colors used in Egyptian art. The nemes illustrated on the preceding page is from one of the gold mummy cases found nested within the sarcophagus of King Tut. It has stripes in royal blue and gold. (Time-Life has an excellent volume on the subject.)

A book on snakes will show the proper markings for the cobra. For older children, every source you can bring in will make the lesson more vivid.

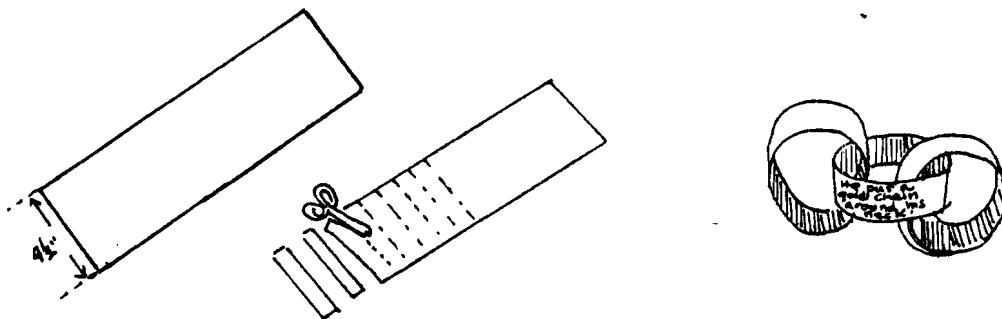
Genesis 41: JOSEPH, RULER OF EGYPT

FOR THE LITTLE ONES: A gold chain for Joseph's neck (verse 42).

Materials: Gold paper, or yellow construction paper, scissors, paste.

Before class: Cut the paper into strips about $4\frac{1}{2}$ " wide.

In class: The children cut across the paper strips about every $\frac{3}{4}$ " as shown. The chains are made by pasting the strips into interlocking rings as in the diagram. If you wish, the text may be written on one or more of the links to the chain. A smaller strip can make a ring.

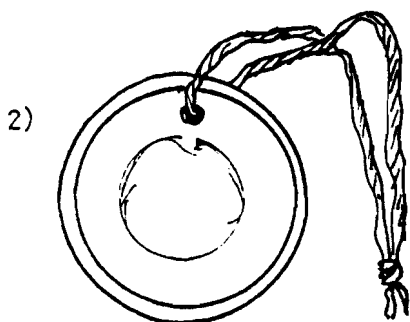


FOR OLDER CHILDREN: A more elaborate gold necklace.

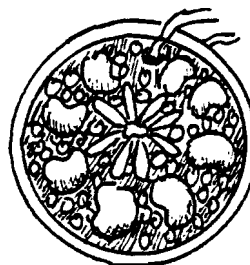
Materials: Orange juice can tops (the kind that have the plastic pull strip, leaving a molded metal top with rolled edges. Or use a plastic top of the same size.), small block of wood, hammer, large nail, dried beans, tiny pasta, barley, etc., glue, gold cord or strong string, gold paint.

In class:

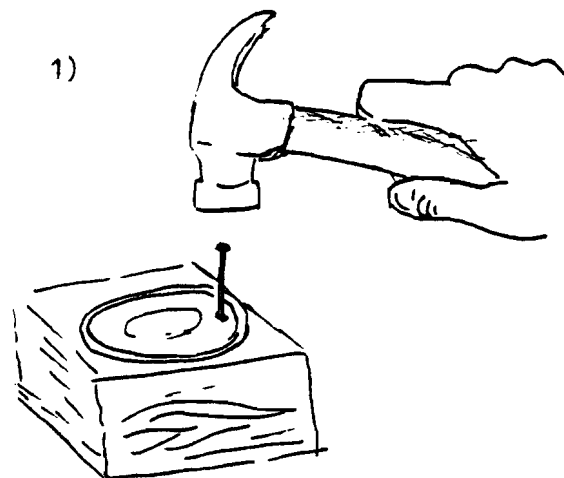
- 1) Place can top on the wood block and with hammer and nail make a hole at the top. (With plastic lid, make hole with heated ice pick, or drill with hand drill.)
- 2) Thread cord through hole and tie, making it long enough to go over the child's head.
- 3) Glue beans, grain or pasta into the depression in the can top, making an embossed effect for your medallion.
- 4) OUT OF DOORS spray the medallion with gold paint. Or indoors, paint with brush-on gold color.



3)



1)



4)



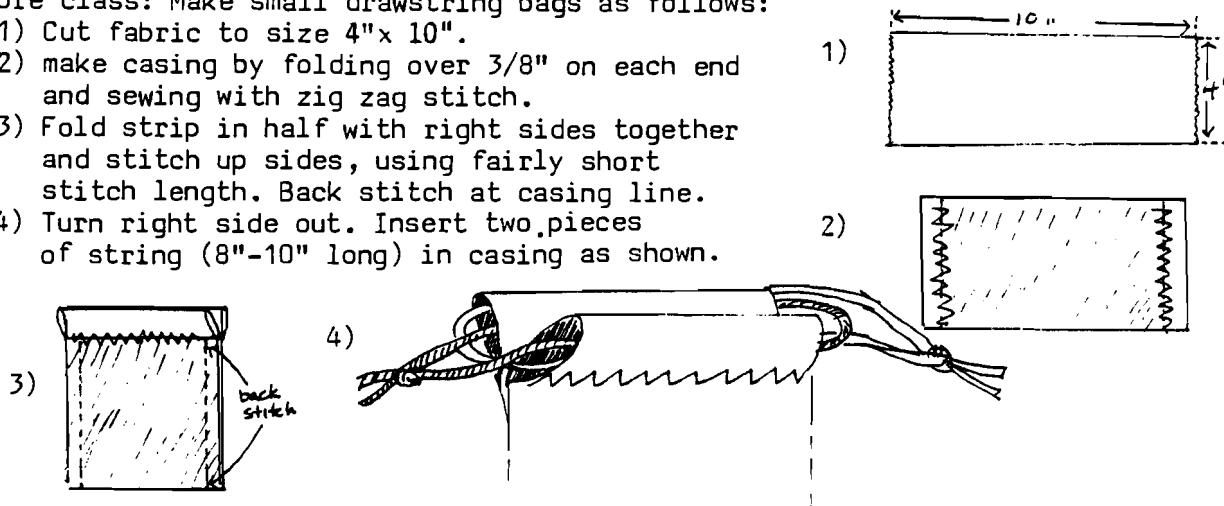
Genesis 41: JOSEPH, RULER OF EGYPT

FOR THE LITTLE ONES: Joseph stores up grain, a sand table project.

Materials: Fabric scraps, string, different grains, small cardboard boxes, paper figures.

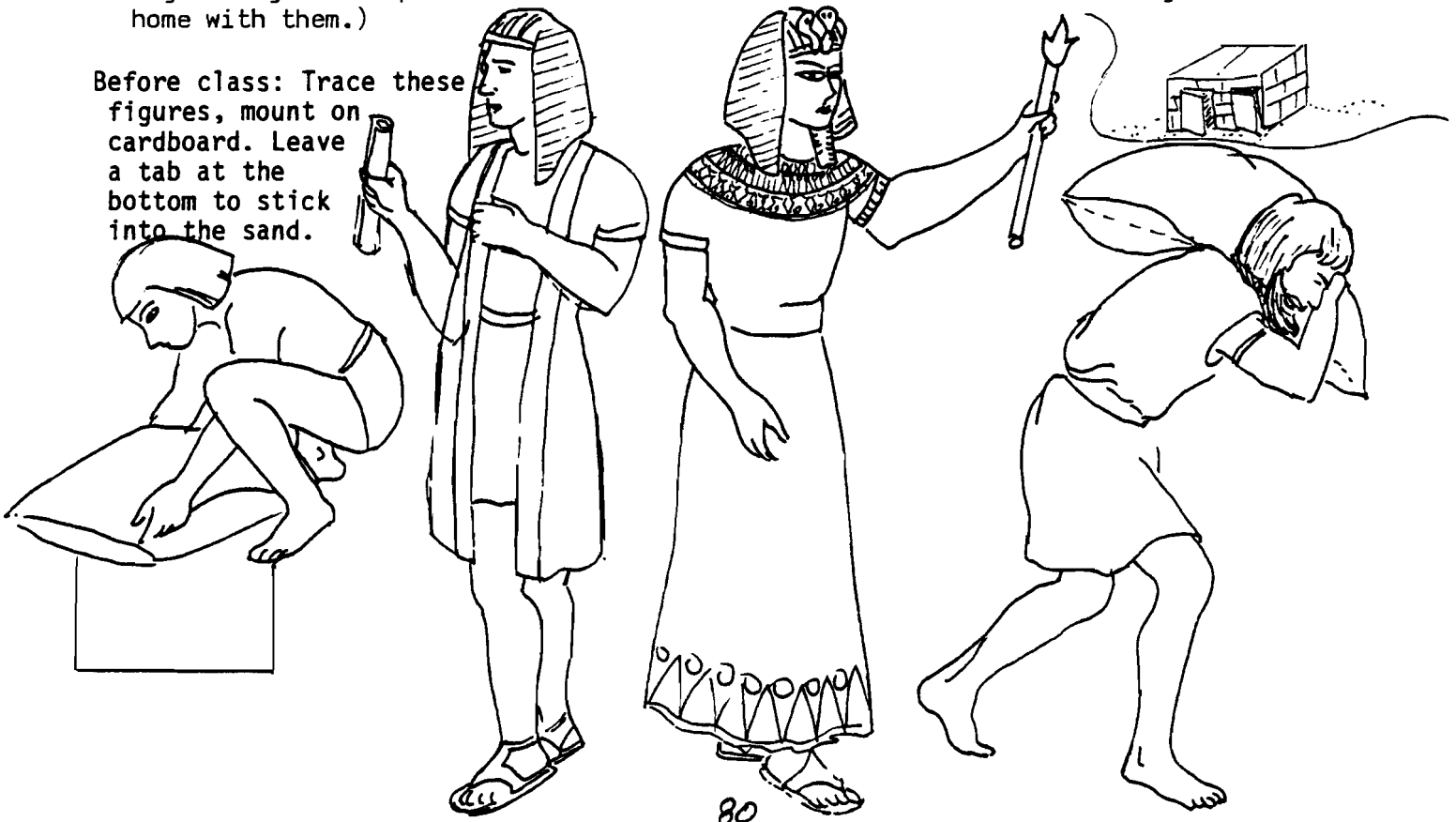
Before class: Make small drawstring bags as follows:

- 1) Cut fabric to size 4"x 10".
- 2) make casing by folding over 3/8" on each end and sewing with zig zag stitch.
- 3) Fold strip in half with right sides together and stitch up sides, using fairly short stitch length. Back stitch at casing line.
- 4) Turn right side out. Insert two pieces of string (8"-10" long) in casing as shown.



In class: The children make one or two storehouses from boxes as shown. They look at the different kinds of grain you have brought. Explain that grain keeps indefinitely if kept dry (Egypt has a very dry climate!). Each child fills one bag with his choice of grain, and pulls the drawstring tight. Then set up the scene in the sand table: storehouses in various locations, a figure for Pharaoh, one for Joseph, others for Hebrew and Egyptian laborers. The children put their sacks of grain into the houses and shut the doors tight. A guard is put at each door. (The children take the sacks of grain home with them.)

Before class: Trace these figures, mount on cardboard. Leave a tab at the bottom to stick into the sand.

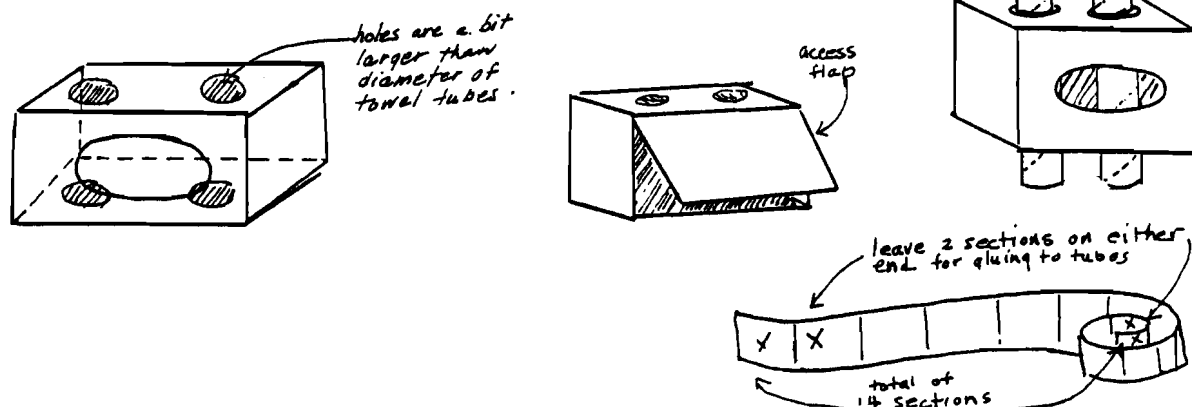


Exodus 7-10: THE TEN PLAGUES

FOR ALL AGES: A TV documentary film.

Materials: Empty tissue box, 2 paper towel tubes, plain shelf paper, scissors, glue, magic markers or crayons, tape.

Before class: Cut 4 holes in the tissue box as shown. Cut three sides of the back of the box to make a lift-up flap for access. (Tape this shut after the project is complete.) Cut a strip of shelf paper 4"x7" and mark it off in 6" sections.



In class: Leaving the first two and last two sections of the paper strip blank for gluing space, number the remaining spaces from 1 to 10. Have the children draw in pictures or symbols of the plagues (in the right order). For example, the river turned to blood: wavy red lines, a couple of dead fish (to make a fish look dead, make the eye with an "x"); for the death of the firstborn, a face with tears. Don't make suggestions unless the children ask - let them put down their own expression.

When the strip is finished, slip the two towel tubes through the holes. Reaching in through the back flap, glue one end of the strip to a tube. Be sure the picture is facing out through the hole! Roll up the paper and glue the other end. Tape the back flap shut.

Now have a show: You (or an older child) read the story and someone else turns the frames. Take your TV show to another class.

If your class is large, you may want to cut ten pieces of paper 4"x6" and have each child do a picture or two, then fasten them together in a strip with transparent tape on the back and front of each seam. If there are only a few, spread the strip out on the table and the children can space themselves so that they have enough room to work, then shift around. Be sure to tell them which plague goes in which space, so they will be in the right order for telling.

THE TEN PLAGUES

1) River turned to blood	Exodus 7:14
2) Frogs	8:1
3) Gnats	8:16
4) Flies	8:20
5) Plague on livestock	9:1
6) Boils	9:8
7) Hail	9:13
8) Locusts	10:1
9) Darkness	10:21
10) Firstborn	11:1

Lesson 31

Exodus 7-10: THE TEN PLAGUES

FOR OLDER CHILDREN: A plague of frogs.

(This is a fairly difficult project. Make one yourself to see whether you think your group can handle it.)

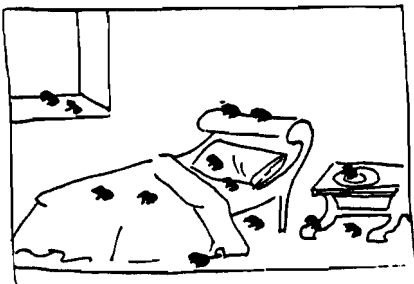
Materials: For each pupil: a 2"x2" scrap of inner tube, a block of wood about the same size, glue, sharp scissors or X-acto knife, stamp pad, paper, drawing materials.

Before class: Scrub the inner tube with cleanser to remove all grease.

In class:

- 1) Trace the outline of the frog on the inner tube and cut out with scissors or knife. The eye can be cut by folding the rubber and taking a tiny bite with the scissors; it doesn't have to go all the way through.
- 2) Glue the frog to the scrap of wood.
- 3) Draw a room interior, or an exterior scene.
- 4) Use the stamper to make frogs all over the picture.

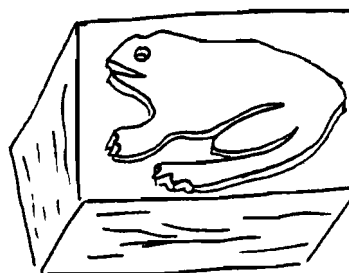
3-4)



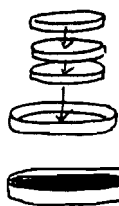
1)



2)



A simple stamp pad can be made from a plastic sponge (the fine-textured kind). Simply place it in a saucer and spread it with tempera paint. Or you can buy commercial stamp pad ink and make individual pads by cutting layers of felt to fit into a jar lid. NOTE: commercial ink is permanent, so care should be taken to protect clothing from stains. Green is recommended for either tempera or ink.



cut circles of felt to fit tightly in jar lid big enough to accommodate stamper

saturate with ink.



seal tightly in plastic bag when not in use

You could also do this project by carving the frog in a piece of potato, or styrofoam packaging material. Prints best with tempera medium.

Consider this technique also for the twelve sons of Jacob (Lesson 23), the seven lampstands (Lesson 147), or any lesson with multiple images.

Exodus 16: QUAILS AND MANNA

FOR ALL AGES: Wafers made with honey.

Materials: Cookie ingredients, cookie pan with raised edge, wire whisk or eggbeater, spoons, spatula, gallon milk containers or $\frac{1}{2}$ gallon ice cream cartons, coriander seeds and/or powder, text slips.

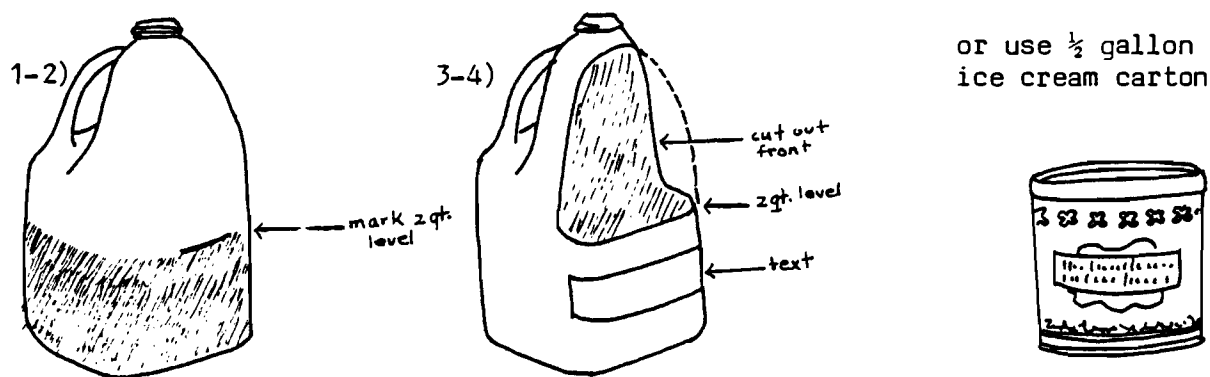
Recipe:	3 eggs	1 c. flour	$\frac{1}{2}$ t. coriander powder
	1 c. honey	$\frac{1}{8}$ t. salt	$\frac{1}{2}$ t. vanilla

Before class: Break eggs into large mixing bowl with snap-on lid, add honey. Into separate container sift together flour and salt.

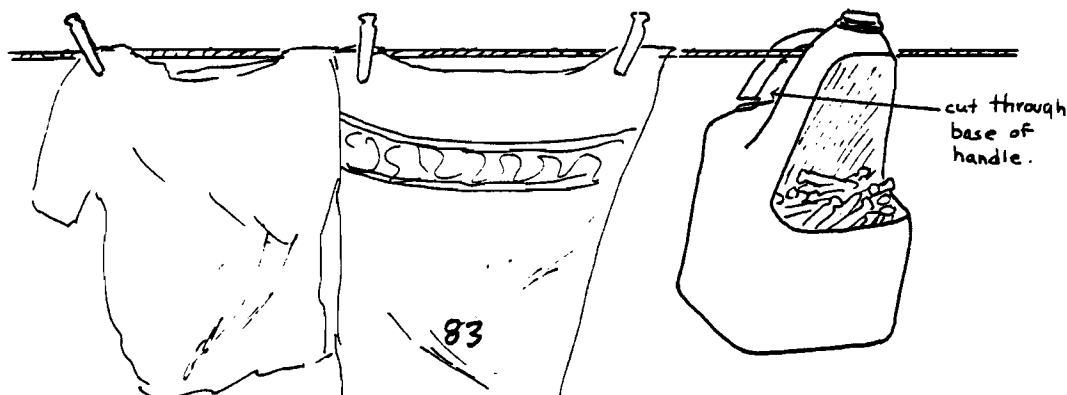
In class Preheat oven to 350°. Show the children the coriander seed. Let them smell it, and taste the lemony flavor. Coriander is a frequent ingredient of North African and Near Eastern main dishes, and is also one of the spices used to flavor hot dogs. If you have only the whole seed, it will have to be ground up fine before you add it to the cookie mix. Now make the cookies: The children beat up the egg and honey mixture with wire whisk or eggbeater add and mix the vanilla, and add the coriander powder to the flour mixture before mixing that into the first mixture. Spread thinly on the cookie pan and bake for 10-15 minutes. Cut into squares.

To make a container for the wafers: (Do this ahead of time for little ones.)

- 1) Wash out a 1-gallon container and measure 2 qt. water into it.
- 2) Mark the level of the water and empty the container.
- 3) Cut the container as shown. Two quarts is about the size of the measure of manna each person was told to gather each day.
- 4) Paste text slip on container.



The milk jug can later be given to Mom as a clothespin holder to hang on the line. Cut across the base of the handle as shown.



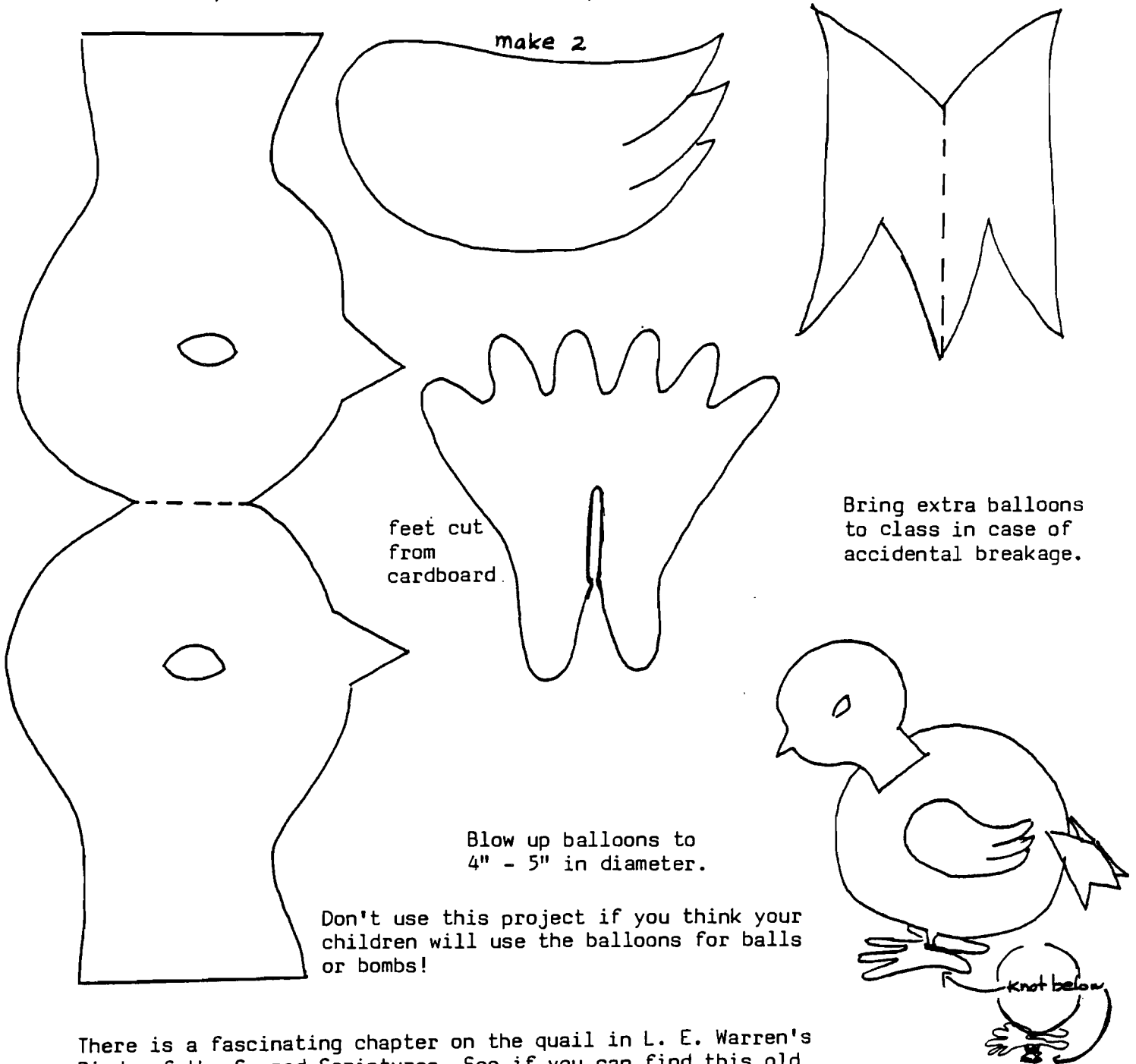
Exodus 16: QUAILS AND MANNA

FOR THE LITTLE ONES: A quail balloon.

Materials: Small round balloons, construction paper, cardboard, transparent tape.

Day before: Blow up the balloons and tie. Let them rest overnight. Deflate. This is so that the children will be able to blow them up. Trace head, wings and tail onto paper, feet onto cardboard. (For very little ones, cut them out.)

In class: Cut out head, wings and tail. Fold head on dotted line and tape to balloon. Cut two wings and tape to balloon. Cut and fold tail and tape on. Cut cardboard feet. Blow up balloon and knot the end. Slip the feet over the knot.



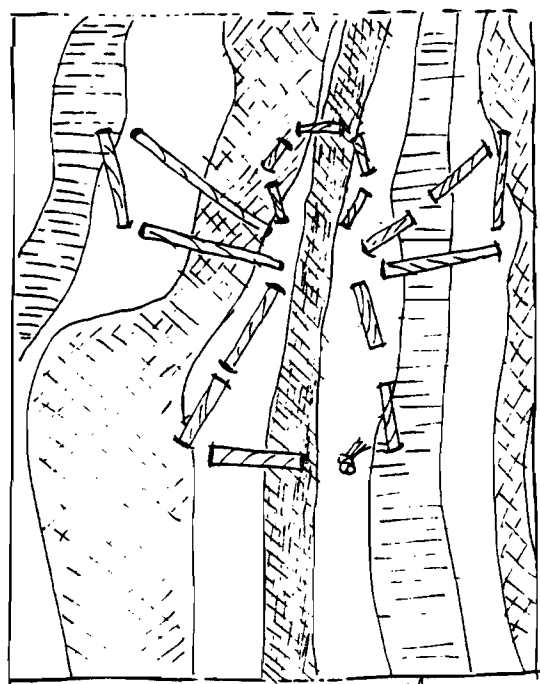
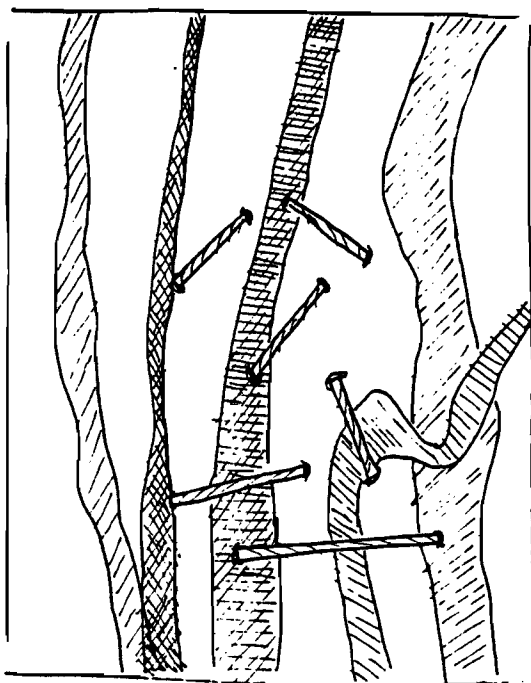
There is a fascinating chapter on the quail in L. E. Warren's Birds of the Sacred Scriptures. See if you can find this old (1880) New Church book in your Church library.

Exodus 26-27: THE TABERNACLE

FOR THE LITTLE ONES: Make a color abstraction.

Materials: White construction paper, magic markers, gold yarn, large metal needles with fairly blunt points.

In class: To give the children a vivid sensory impression of the bright colors which met the eyes of the Hebrew worshippers, have them draw blue, purple and scarlet stripes on the white paper. (Do not get out any colors except the blue, purple and scarlet. In this way you will automatically get the desired effect.) The drawings can be as free or as controlled as the children wish. Tell them that the doorways and walls were hung with curtains. The doorways had curtains that had stripes of the three colors and also figures of cherubim.* Talk about the bright colors and praise each child's effort. Before they get too much space covered, give each one a threaded needle and have them sew the yarn in and out, either in the shape of a figure, or in any way they want. Paste an appropriate text on the back or front of the finished page.



* Apparently the curtains of the Holy of Holies and the Holy Place had both the stripes and the cherubim woven in, while the hanging at the gate of the Outer Court had the stripes woven in, but the cherubim embroidered on.

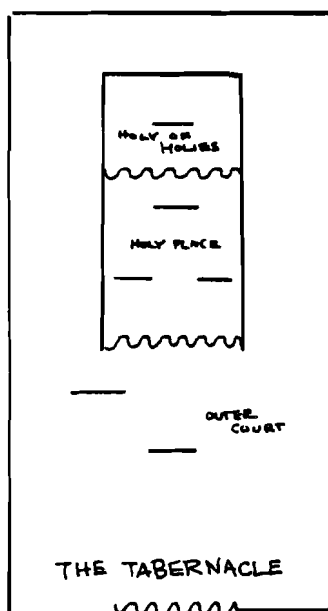
A MUST-HAVE for your Sunday School is The Tabernacle of Israel by George de Charms, New York: Pageant Press, 1969, with beautiful color plates, diagrams, charts, and a text containing descriptive material and explanation of the spiritual sense.

Exodus 26-27: THE TABERNACLE

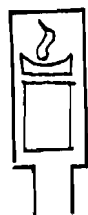
FOR OLDER CHILDREN: A plan of the tabernacle.

Materials: Large construction paper, any color except yellow (12"x18" if you can get it), yellow or gold paper, rulers, pencils or Flair pens, scissors, glue, small envelopes (or make your own).

In class: Each child takes ruler and pencil or pen and makes a large diagram of the ground plan of the tabernacle, using page 146 of the Bible Study Notes as guide. They can try to measure and figure out the proper proportions, or just approximate the dimensions. At every point in the diagram where a piece of furniture is located a small horizontal slit is made. Now using page 145 as a guide, the children draw the pieces of furniture (or stylized symbols as shown below) on the yellow paper and cut out, leaving a tab at the bottom. Glue the envelope on the back of the chart to keep the pieces in when not in use. Have a race to see who can get all the pieces in the proper slots first. The chart can be titled "The Tabernacle," and the name of each piece written on the back with its proper location.



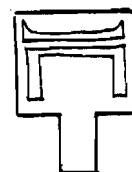
1 Ark of the Covenant



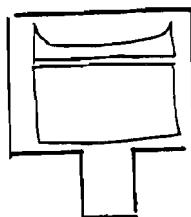
2 Altar of Incense



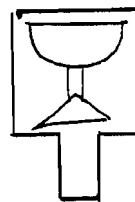
3 Seven-branched Lampstand



4 Table of Shewbread

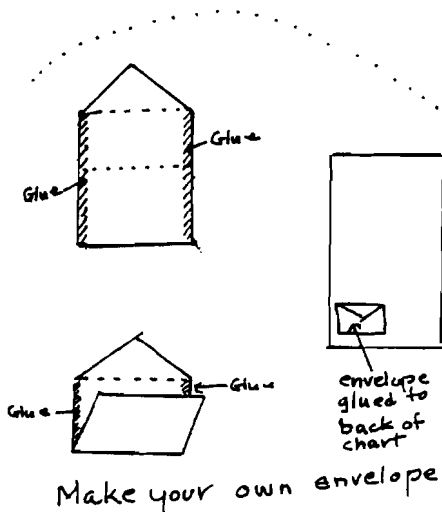
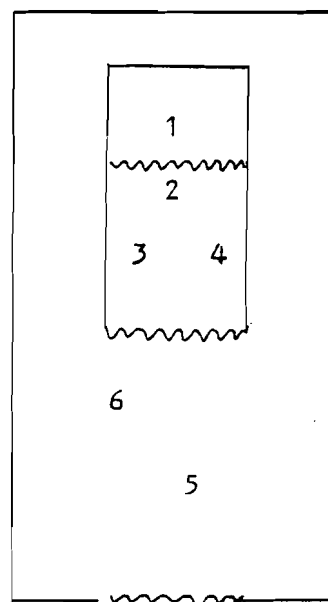


5 Altar of Burnt Offering



6 Laver

Where to put them:



Numbers 16: KORAH, DATHAN AND ABIRAM

FOR THE LITTLE ONES: An incense burner.

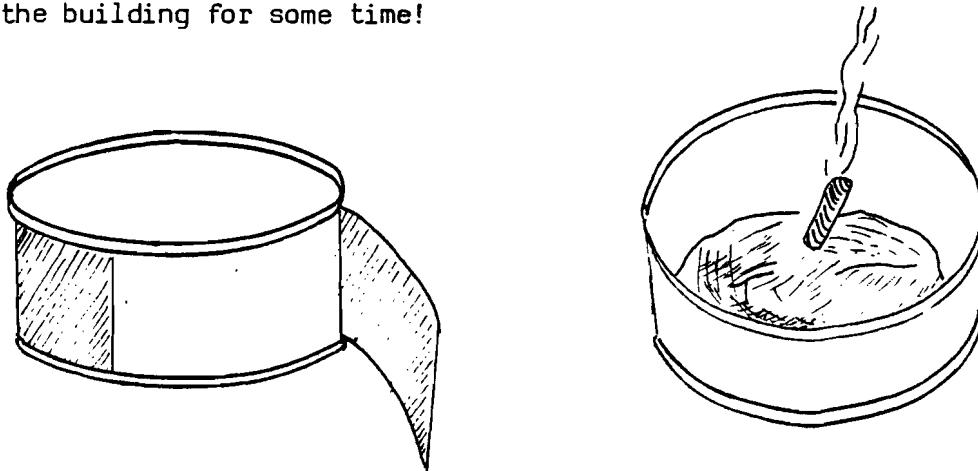
This project can be an exciting one as it involves the sense of smell; this can make a lasting impression on the children. It also involves a small burn hazard, so the presence of an extra adult is helpful.

Materials: Tuna cans, gold or yellow paper, glue, modeling clay or play-dough, stick incense, matches.

In class:

- 1) Cut strips of paper $1\frac{1}{2}$ "x11" and paste around tuna can.
- 2) Press a lump of clay into the bottom of can. Break an incense stick into several pieces and stick one upright in the clay in each can. Light and sniff as the story is retold.

Or you can start telling the story, then interrupt at the point where the censers come in, make the censers, and while they are burning tell the rest of this exciting story. Tell the children that every time the Children of Israel went into the tabernacle, they smelled the odor of incense in the air. If you can get frankincense sticks, do so (even though they are probably not the real thing). Frankincense was one of the spices used in the incense, as well as playing a part in the use of the shewbread. Think of how every time we smell Easter lilies we feel a special association - perhaps with the feelings of joy we have at our Easter services and the connection with the idea of resurrection. Perhaps the smell of cooking popcorn reminds us of the movie theater! The ancient Hebrews must have felt similar stirrings whenever they smelled the distinctive odor of incense. The burning of incense in this lesson will perhaps have this same sort of lasting connotation with the children. NOTE: Whatever fragrance you choose, take care, as the odor will linger in the building for some time!



From The Tabernacle of Israel by George de Charms: "The spices from which the incense was made were stacte, onycha, galbanum and pure frankincense. These were mixed in equal proportions and salt was added. They were then bruised or triturated in a mortar until they were reduced to a fine powder. This powder was placed in the golden censer and burned with fire taken from the altar of burnt offering, where a perpetual fire was kept."

From the same book: (in regard to the shewbread) " . . . frankincense was to be placed on the bread after it was baked, and this incense also may have been kept in one of the vessels on the table."

Lesson 43

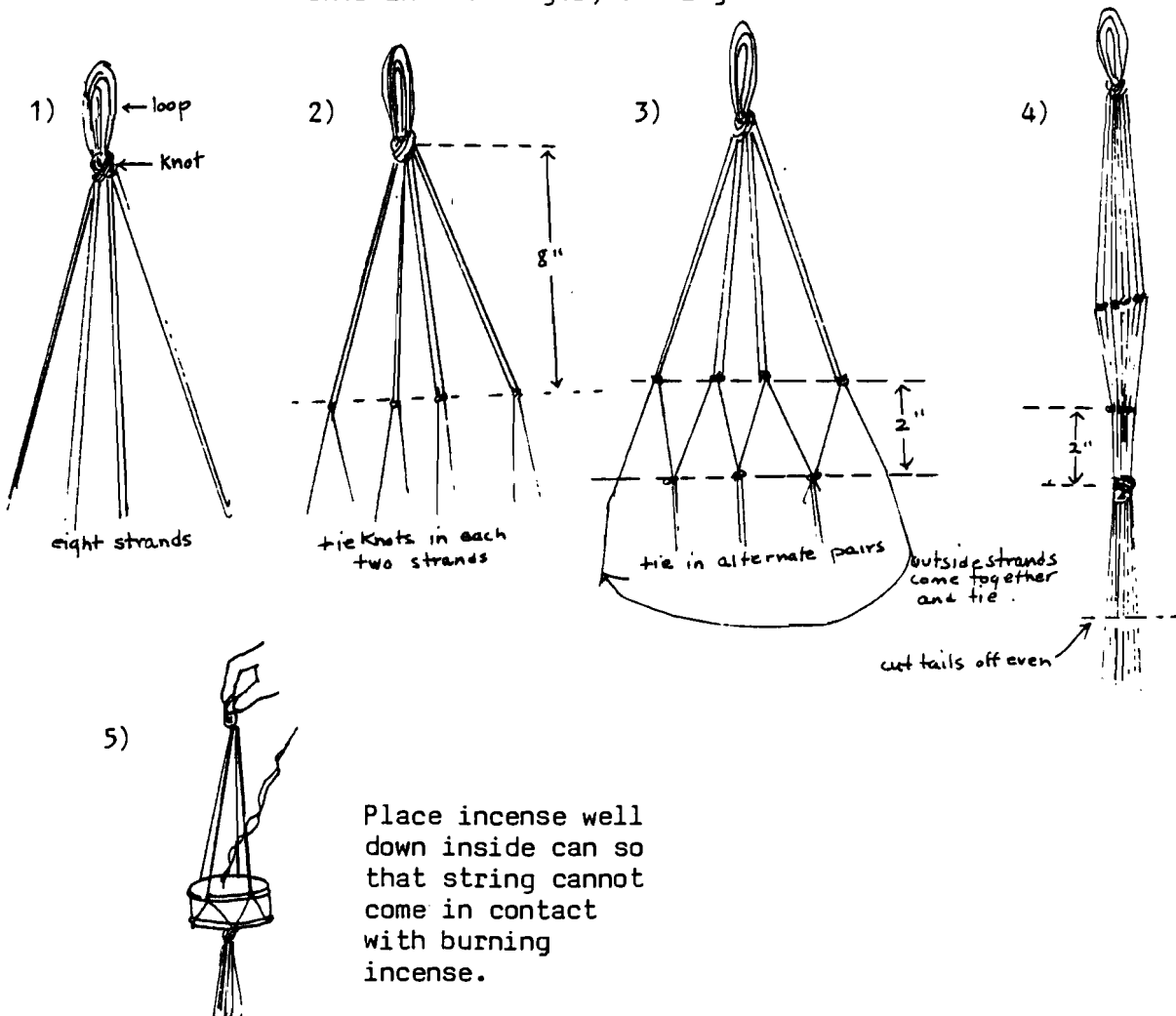
Numbers 16: KORAH, DATHAN AND ABIRAM

FOR OLDER CHILDREN: An incense burner with hanger.

Materials: Tuna cans, gold or yellow paper, modeling clay or playdough, stick incense, macramé cord or string.

In class: Make the incense burner as in the project for little ones on the preceding page. Make the hanger as follows:

- 1) Cut four 48" pieces of cord, fold in half and tie a loop at the fold.
- 2) Lay the cords flat on the table and tie knots in each two strands, making the knots about 8" from the loop.
- 3) Now separate the strands and tie knots in alternate pairs, as shown in the diagram. The two outside pieces come forward and tie together. Make this second row of knots about 2" below the first row.
- 4) Now, holding the hanger by the loop, pull down and straighten out all the cords and tie in a single knot about 2" below the last row of knots.
- 5) Place the incense burner in the hanger, and light.



Older children should be able to handle this project without fire hazard, but you should insist that they get parental o.k. if they burn it at home. Or you can remove the incense at the end of the class and suggest that they use their creation as a plant hanger (not so much fun!).

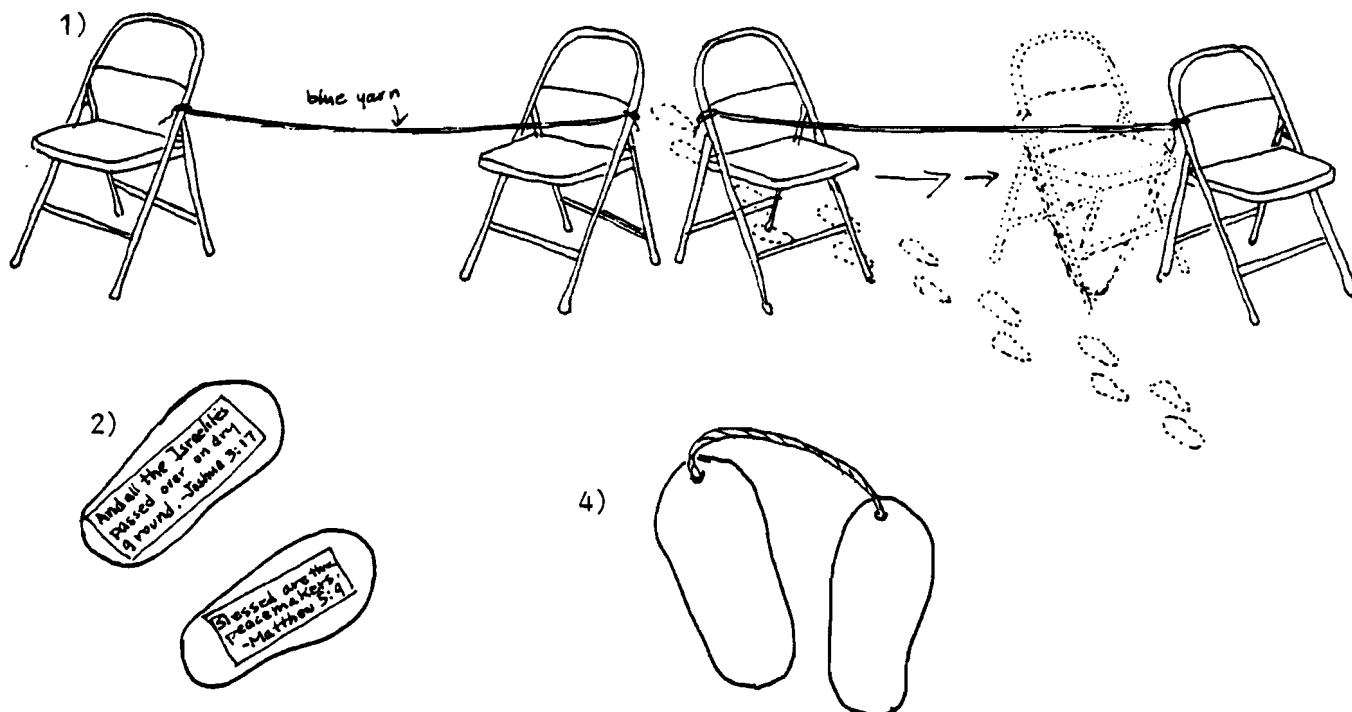
Joshua 3-4: CROSSING THE JORDAN

FOR THE LITTLE ONES: Footprints on the riverbed.

Materials: Brown construction paper, pencils, scissors, paste, text slips, blue yarn, four chairs, (twelve stones (optional)).

In class:

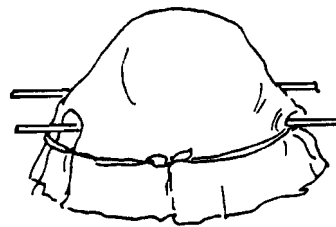
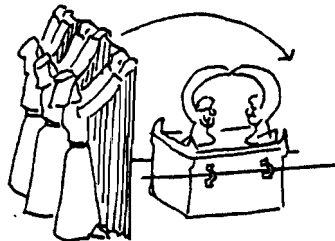
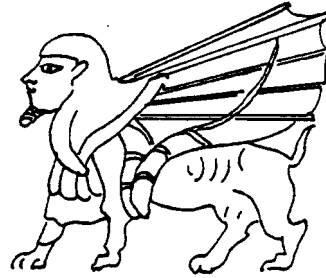
- 1) After you have told the story, tell the children, "Now we're going to make a river!" Show them how to set up the four chairs and tie two long pieces of yarn on as shown. No one can get through. How are we going to get across?
- 2) Each child traces around each foot on the construction paper and cuts out the pieces. Paste the texts on the back. The texts can be from the story, or, since the Jordan River represents basic truths needed to enter the spiritual life, you can use quotes from the ten commandments the blessings (or other parts of the Sermon on the Mount) etc.
- 3) Act out the story: You or one of the children represent the priests with the ark (a picture of the ark will help here). As the "priests" step into the "river" it parts (the chair on one side is moved over) and each child walks through, placing his footprints on the floor as he goes. When all are safely across the priests follow and the river closes up again. (If you want to extend this story, bring twelve stones, place them under the chair which will be moved, and before the river closes up again send the children back to the riverbed to pick up the stones, bring them over and set them in a circle on the other side as in chapter 4:1-8.)
- 4) After you have finished acting out the story (the children may want to do it more than once), take down the blue yarn, cut it into lengths and have the children punch holes in their footprints so that they can tie the yarn for a carrying handle as shown.



Joshua 3-4: CROSSING THE JORDAN

FOR OLDER CHILDREN: The ark of the testimony.

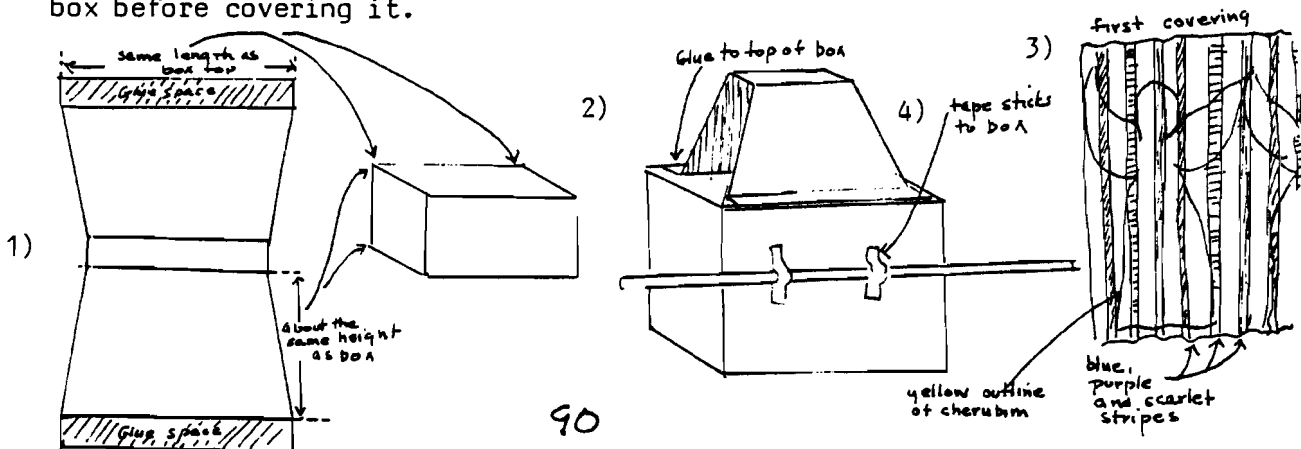
The children may have seen pictures of the ark, and visualize it as having been carried by its poles. Some historians believe that the cherubim on the ark were not human figures, but animal composites. In any event, the children may be surprised to know that the Children of Israel never saw the ark itself. Only one person (after the makers) ever got to see it. That was the high priest, and even he was allowed to enter the Holy of Holies only once a year, on the Day of Atonement (Leviticus 16). Whenever the ark was moved, the high priest and his helpers would approach the veil which curtained off the Holy of Holies, lift it from its fastenings and spread it over the ark, as shown below. Thus they never looked at it. Over this first covering was placed a cover of kidskin, and then a final covering of blue linen. So that what the people saw was a bulky, rather shapeless object carried by poles, the color of the object being blue.



Materials: For each child, small box, 2 sticks, glue, three pieces of cloth as follows: one plain muslin or white fabric, one tan or brown piece, one blue piece, string, tape, cardboard, crayons. (The ark was 44"x27", so your boxes could be roughly in proportion; a box from 3 5/8"x6 1/2" envelopes is not too far off.

In class:

- 1) Cut a piece of cardboard for a top piece.
- 2) Cut, fold and glue it to top of box to simulate the cherubim on the ark.
- 3) Cut the fabric scraps big enough to wrap over the assembled ark. Color the plain piece with blue, purple and scarlet stripes. With yellow crayon sketch in a rough outline of the cherubim to simulate gold embroidery.
- 4) Tape the sticks to the sides of the box and wrap the three layers over it. First tie on the striped piece, then the tan, and over all the blue one. If you want, you could place a copy of the ten commandments inside the box before covering it.



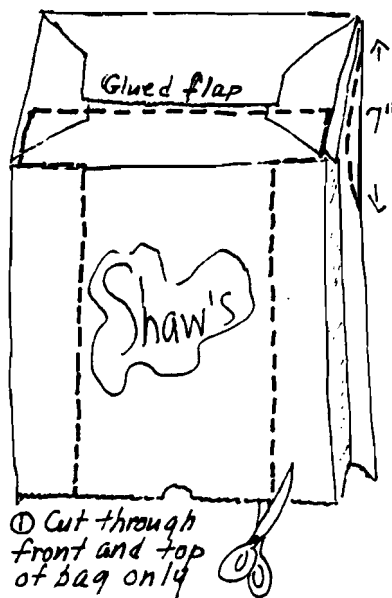
Joshua 9: THE GIBEONITES

FOR THE LITTLE ONES: Dress up in rags.

Materials: Large grocery bags, scissors, cloth strips.

Before class: Cut the bags on dotted lines as shown. The printed logo of a grocery bag is on the side without a seam, and you will want to remove the printing when you cut. But if you are lucky enough to find bags without printing, cut on the side with the seam, so that what remains is seamless. Leave enough of the bottom of the bag so that the glued part will hang together. Tear strips from old sheets or pillowcases for belts.

In class: Have the children make tapa cloth out of the prepared bags: crush the bag in the hands, smooth it flat again, crush again, open out, crush. Do this repeatedly and you will see the paper gradually becoming soft and pliable. (See pink page 16 for full directions.) As the paper is worked the square corners of the bottom of the bag (the top of the garment) will more or less disappear. As the children are crushing their bags they can rip little tears around the bottom of the coats and snip some holes here and there. When the coats are soft enough to put on, tie them at the waist with strips of cloth. The costume can be enhanced by the addition of a walking stick and pieces of burlap tied around the shoes to represent the fact that the Gibeonites' shoes were worn out. The children will love dressing up in these "old" clothes, and the parents will meet a procession of ragged travelers when Sunday School is over. Tapa could also be made for wineskins, and real or make-believe loaves of bread obtained. (You can sometimes get stale French loaves very cheaply at the Day-old counter.)

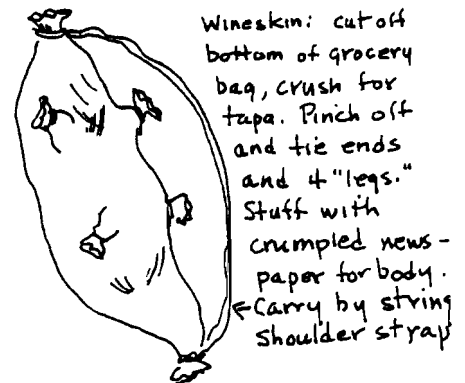


① Cut through front and top of bag only

② Cut one fold on each side of bag for armholes.



You can also use old cloth or worn-out clothes from the rag bag.



Wineskin: cut off bottom of grocery bag, crush for tapa. Pinch off and tie ends and 4 "legs." Stuff with crumpled newspaper for body. Carry by string shoulder strap



Mom can use them for stuffing - or kids can eat them & see how it feels!

Joshua 9: THE GIBEONITES

FOR OLDER CHILDREN: First impressions, or "Who are you? - WHO are YOU?"

Before class: Cut from newspapers or magazines ten to twelve pictures of real people. They can be full figure or heads. Cut off all labels or identifying objects. Paste each picture on a paper square. Number each square. On a separate sheet write the numbers, and after each one write the name of each person and important information: a convicted murderer being led from the courtroom (you have cut off the part that shows the handcuffs or the uniformed guards), a woman weeping after fire has burned her house and all belongings, a man making a speech about some government affair.



In class: Give each pupil paper and pencil. Start the pictures around the table. Give the children a few minutes to examine each picture and write down the number of the picture and beside the number who he thinks the person is, or what he does, or something he believes about the person. Is he dirty because he is poor? because he has been in an accident? because he doesn't care? Is he a happy or sad person, an honest or dishonest one? Is he selfish or caring?

When all the pupils have seen and commented on all the pictures, take each one in turn and discuss it. You reveal the true nature of the picture. Were the children fooled or put off or favorably inclined by something they saw in the pictures?

As you discuss the results of the experiment, relate it to the lesson. The Gibeonites pretended to be something they were not, and deceived Joshua and his men. Relate our judgment of others to life at school and in the neighborhood. What happens when we pretend to be something we are not? Are people hurt or deceived? Could it be that if we are dissatisfied with ourselves we can pretend to be better than we are, and actually become better as a result? Do we sometimes pretend to be worse than we are to impress our acquaintances? Is it easy to be ourselves all the time? Do we maybe have many selves? How can we be our best self?

What was the result when Joshua learned the truth? Can we ever deceive others without causing some harm? To them? To ourselves?

Does a bad impression of someone sometimes change for the better as we get to know him better? Or can that work in reverse?

Judges 11: JEPHTHAH

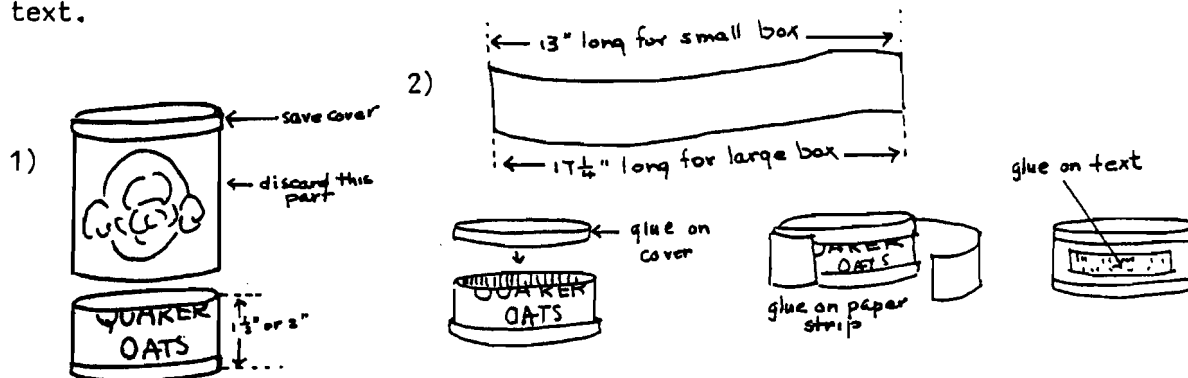
FOR THE LITTLE ONES: Dance to the sound of tambourines. An activity involving sound, touch, and motion.

Materials: Oatmeal boxes (large or small), glue, colored paper, text slips, record or tape of lively music.

Before class:

- 1) Cut off bottoms of the boxes on a line about 2" from the bottom for large boxes, $1\frac{1}{2}$ " from the bottom for small boxes.
- 2) Cut strips of colored paper to paste around the outside of box to cover label and type out slips with text (part of verse 34).

In class: The children glue the covers on the boxes and glue on strip of paper and text.

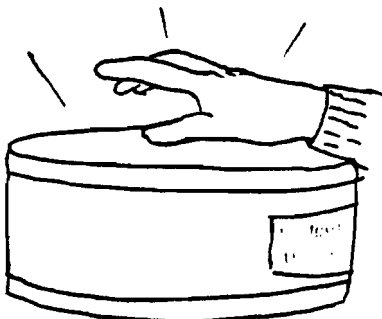


The instrument used by Jephthah's daughter in this lesson was probably not the tambourine as we know it (with little metal discs in the sides) but a simple hand drum, a circular or dish-shaped piece with hide stretched across it, so this instrument is very close to the original.

Now practice rhythms with the children: You chant sentences and they beat the rhythms. Samples

How are you this morning?
 I love to go to Sunday School!
 Singing and dancing and beating the drum!
 Don't make foolish promises!

If the children are old enough, they can think of their own sentences and take turns leading the group. Try to encourage sentences that have something to do with the lesson. Now play your record or tape and let the children dance while they beat the tambourines in time to the music.

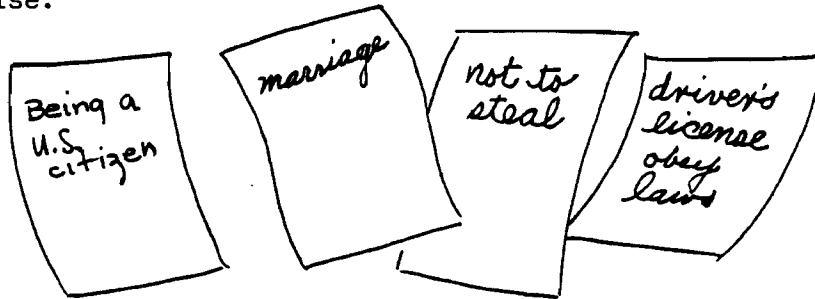


Judges 11: JEPHTHAH

FOR OLDER CHILDREN: Making promises.

The last sentence of the adult notes reads: "Parents should not form the habit of constantly exacting promises from their children, and they should not allow their children to enter into pledges which they do not fully understand and whose consequences they cannot possibly foresee."

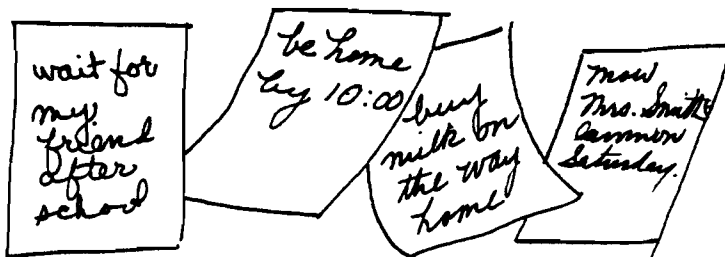
In class: Give each pupil a piece of paper and pencil. Ask them to write down an "important" promise.



Now have them write down an "everyday" promise.



Now a promise to someone else.



Discuss the importance of meaning what you promise. Go over the promises they have written down and discuss the implications of each one. How important is a promise? Our character is partly revealed by how much we can be trusted to keep our promises. We should never promise anything lightly, and not let people down. Someone gets hurt if we make a foolish promise or fail to keep a worth while one.

Discuss promises that are binding on others, such as promising that mother will bake cookies for the next band meeting, or promising that sister will do our babysitting job so that we can do something else. Are these fair?

If you want, you can research materials such as vows in Greek myths, in tales of the knights of England, in expeditions of the explorers, etc., and compare them with our standards today.

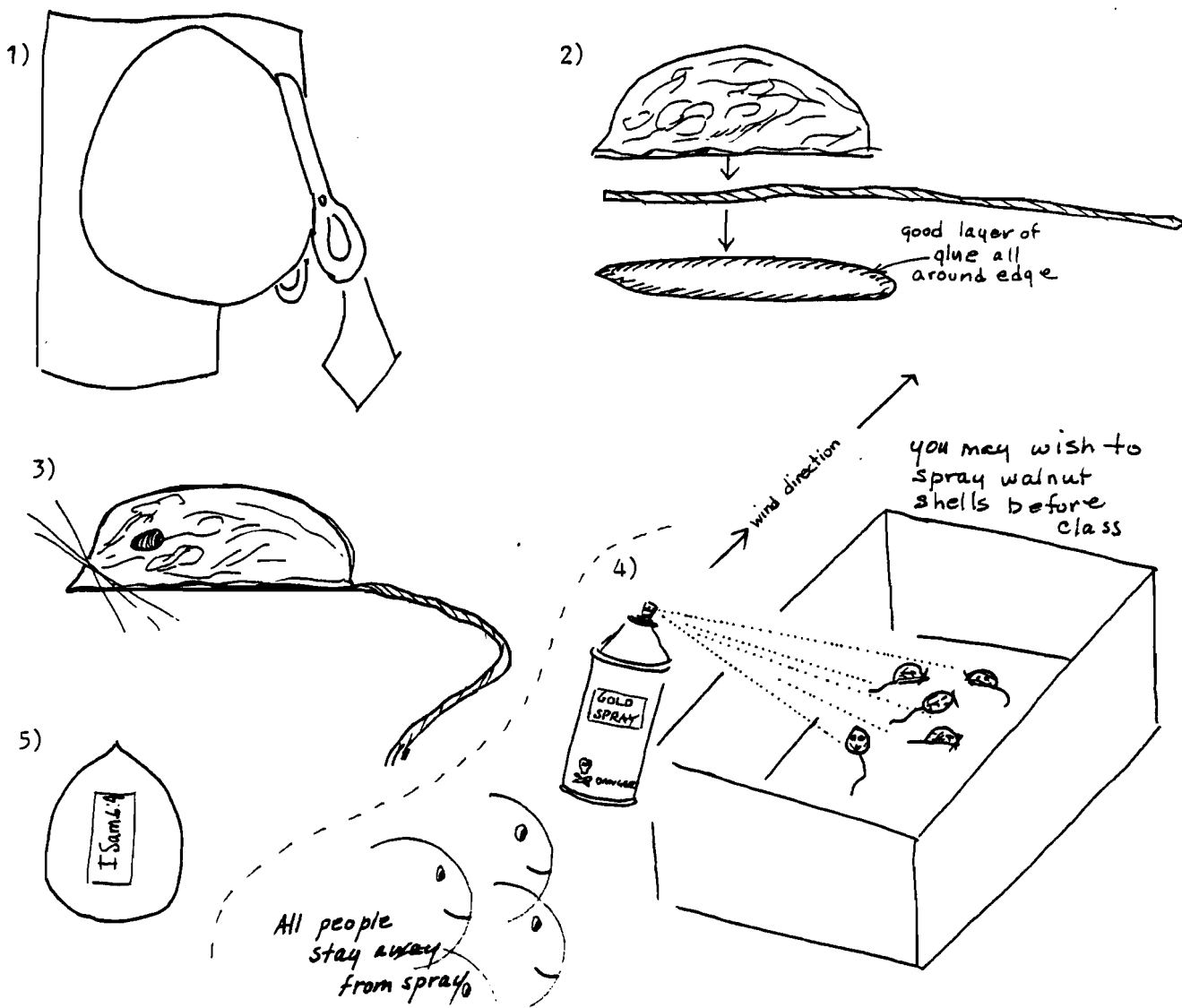
I Samuel 4:1-11; 5; 6:1-16 THE CAPTURE AND RETURN OF THE ARK

FOR THE LITTLE ONES: Golden mice.

Materials: Walnut shell halves, paper from a grocery bag, string, craft glue, gold spray paint or brush-on gold paint, tiny beans, thread, large carton, slips with "I Sam. 6:4" Written in small letters, mesh onion bags, or other containers.

In class:

- 1) The children trace around the walnut shells on pieces of Kraft paper and cut out the shapes.
- 2) They lay the paper shape on the table, apply glue, and place the string and walnut shell in a sandwich as shown. (Use craft glue, such as Sobo, Tacky Glue, Hazel's, etc. It is less runny and dries faster than Elmer's.)
- 3) Glue on beans (or split peas, etc.) for eyes, and thread for whiskers. The teacher will have to do a lot of helping on this project. Another adult would be a good idea.
- 4) Place mice in carton, take OUTDOORS and spray with gold paint. Or the children can brush on paint if they are wearing aprons and have clean-up facilities.
- 5) When the paint is dry, paste the text identification on the bottom of each mouse.



Lesson 59

I Samuel 4: 1-11; 5; 6: 1-16: THE CAPTURE AND RETURN OF THE ARK

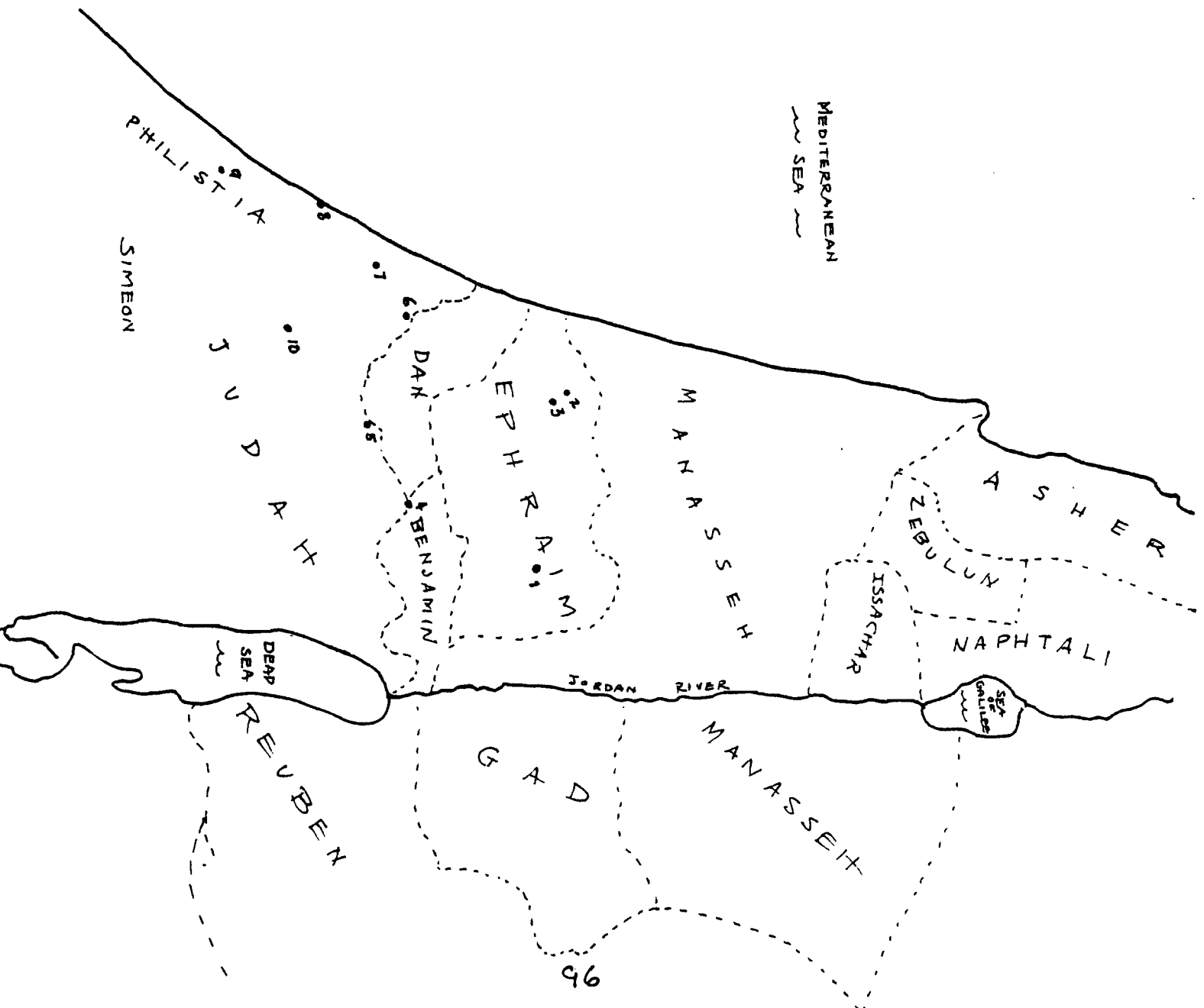
FOR OLDER CHILDREN: Trace the journey of the ark.

Materials: Xerox copies of the map, pencils or pens, black and colored, a good Bible map for a guide.

Before class: Xerox a copy of the map for each child. Block out these directions and the map key.

In class: As you go through the story have the children find each place mentioned, using the Bible map. If they have Bibles with maps, they should use these. Show them how to use the index to the maps to find the places. When all the towns are neatly lettered in, go over the story again, and have the children trace with a colored line the route of the ark, starting at Shiloh (Ch. 4:3-4) and ending at Kirjathjearim (Ch. 7:1)

For your help: a key to the towns: 1) Shiloh, 2) Aphek, 3) Ebenezer, 4) Kirjathjearim, 5) Beth Shemesh, 6) Ekron, 7) Ashdod, 8) Ashkelon, 9) Gaza, 10) Gath.



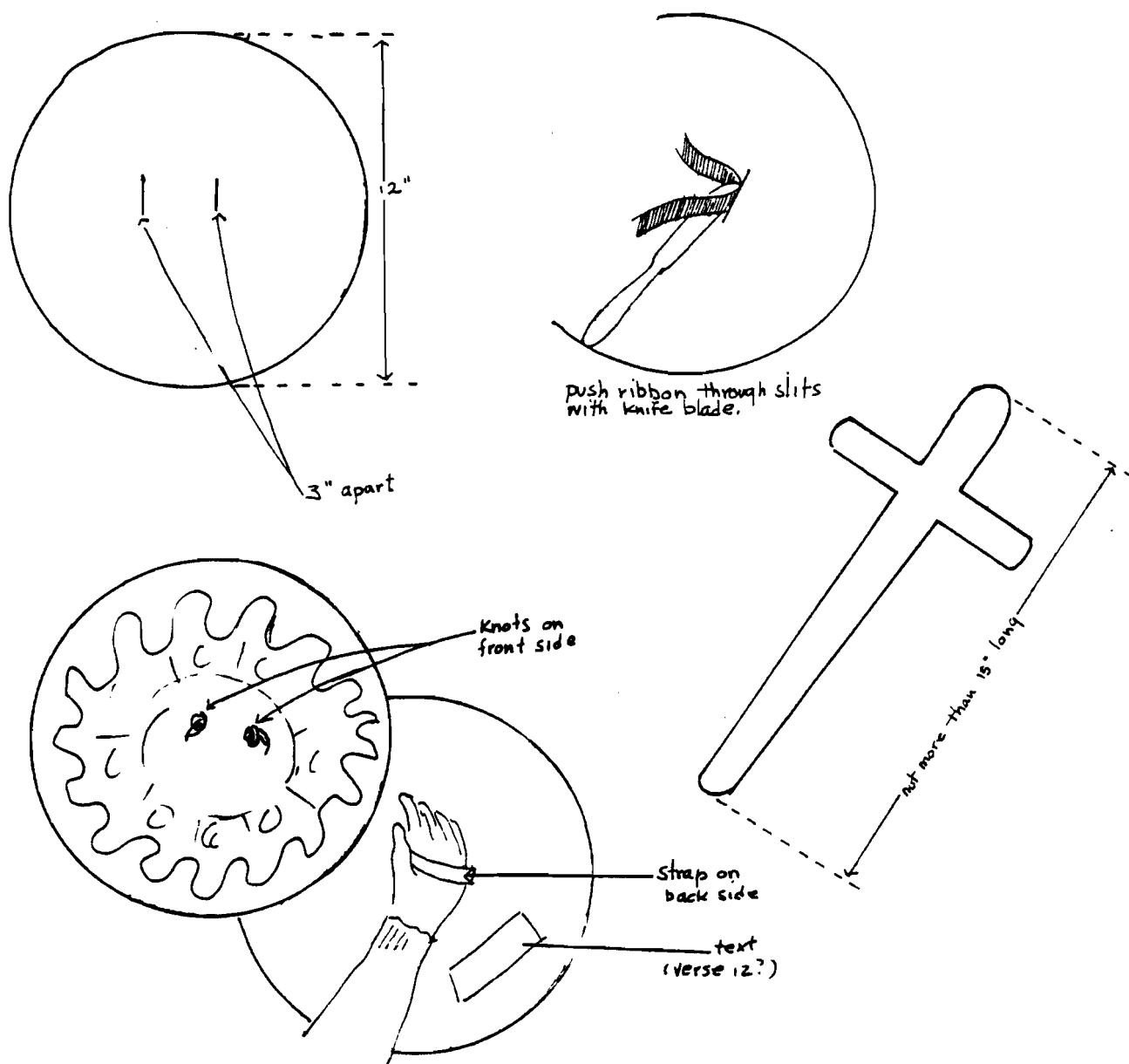
I Samuel 14: 1-46: SAUL AND JONATHAN

FOR THE LITTLE ONES: A shield and sword for Jonathan.

Materials: Corrugated cardboard cartons, sharp knife, 8" lengths of ribbon or tape, table knife, magic markers, text slips, masking tape.

Before class Cut 12" diameter round discs from carton sides. With sharp knife cut 1" slits about 3" apart in center of discs as shown. Cut sword shapes from cartons. These should be not more than 15" long.

In class: The children decorate their shields with magic markers on one side (this will be the front). Now push the ribbon ends through the back side of the shields, using the blunt edge of a table knife. Knot the ends of the ribbon on the front side of shield. Glue texts on sword and shield. Wrap sword handle with masking tape (optional).

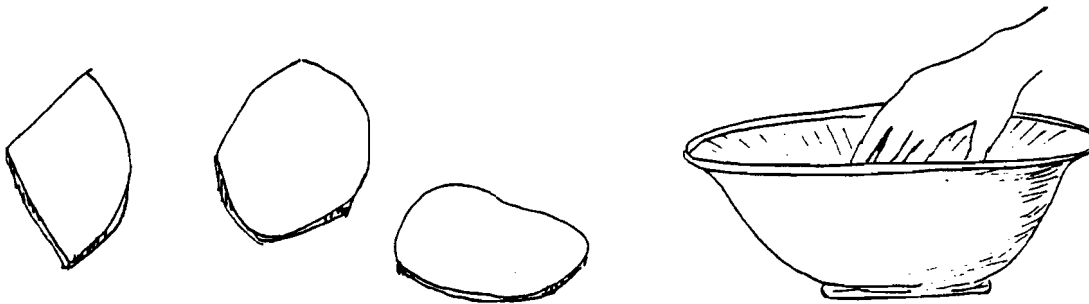


I Samuel 14: 1-46: SAUL AND JONATHAN

FOR THE WHOLE SUNDAY SCHOOL: Casting lots. (Adult class join in, too)

Materials: Styrofoam food trays in at least two colors, scissors, a bowl or hat or other container, magic markers.

In class: Cut the trays into pieces, any shape, but probably not bigger than 2" or so. Divide people into two equal groups and give each person a "lot" - all green, let's say, for one group, all white for the other. Each person puts his lot into the container, and someone, not a group member, draws one lot. It's green? Then all the white group can sit down. The greens take another piece (or their original green pieces) and each writes his or her name, initial or symbol on it and drops it into the emptied bowl. A second drawing chooses the single person.



Explain that this procedure was used also to discover who had disobeyed the Lord after the battle of Jericho (Joshua 6-7).

The children may want to do this again! You can set it up this time for some honor, or little job: the person who is chosen gets to close the Word, or is to collect all the "lots" and see that they are properly disposed of. If you do this, the one who was chosen the first time around may say, "What about me? I didn't get to do anything!" in which case be ready with a similar reward or duty.

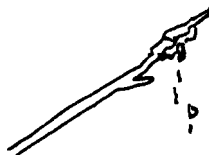
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FOR ALL AGES: Honey on a stick.

Materials: Comb honey, sticks.

Before class: Buy honey and put it into a wide-mouth container. (If you can't find honey in the comb, substitute a natural unfiltered honey that isn't too runny.) Collect sticks and peel them or scrub them clean (or have the children do this in class).

In class: Keep the honey out of sight at first. At the appropriate point in the story get it out and let the children dip in with their sticks. If you want to make a real snack, bring small squares of bread, and the children can spread the honey with their sticks. If you do not have access to a sink and towels, bring Handi-wipes. This is a sticky project!



II Samuel 6: THE ARK BROUGHT TO JERUSALEM

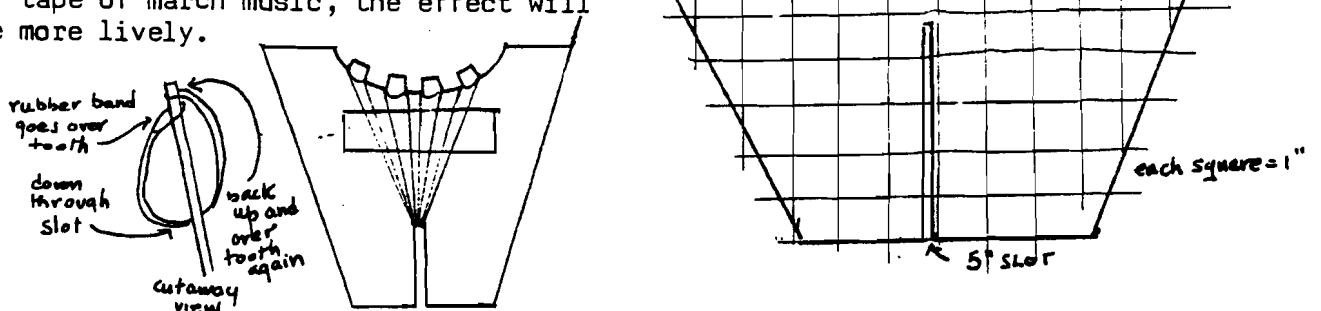
FOR THE LITTLE ONES: Make a harp to praise the Lord.

Materials: Corrugated cardboard, sharp knife, glue, magic markers, rubber bands.

Before class: For each child cut two pieces of cardboard as shown.

In class: The children glue their pieces together for double thickness, and decorate the harps (both sides, if they want) with magic markers. Using colorful rubber bands, hook each band over one tooth, down through the slot and up the other side and over the same tooth again. If you use bands of varying length and thickness, you will get a variety of tones.

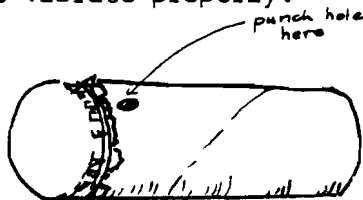
Now make a parade around the room. The teacher can represent the ark, by carrying a picture of it, and the children can follow. If you play a record or tape of march music, the effect will be more lively.



FOR OLDER CHILDREN: A trumpet.

Materials: paper towel tubes, wax paper or aluminum foil, rubber bands, pencil.

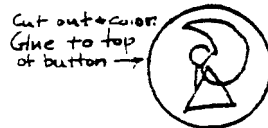
In class: Take a paper towel tube and cut a piece of wax paper or foil a bit larger than the end of the tube. Secure it over one end tightly with a rubber band. Punch a hole with a pencil, about an inch from the end of the tube. Hum or sing into the end of the tube. It takes a little practice but children six or over should be able to get the hang of it. Foil makes a thinner sound (it's quieter). If you want, the children could cover the tubes with gold foil or contact paper before punching the hole. A thin walled tube seems to be easier to play. High pitched tones are more likely to vibrate properly.



For resource material on musical instruments of the Bible, see Basic Techniques section. See Lesson 98 (Series I) for liturgy probably used on this occasion.

II Samuel 6: THE ARK BROUGHT TO JERUSALEM

FOR OLDER CHILDREN: The route of the ark: a game.



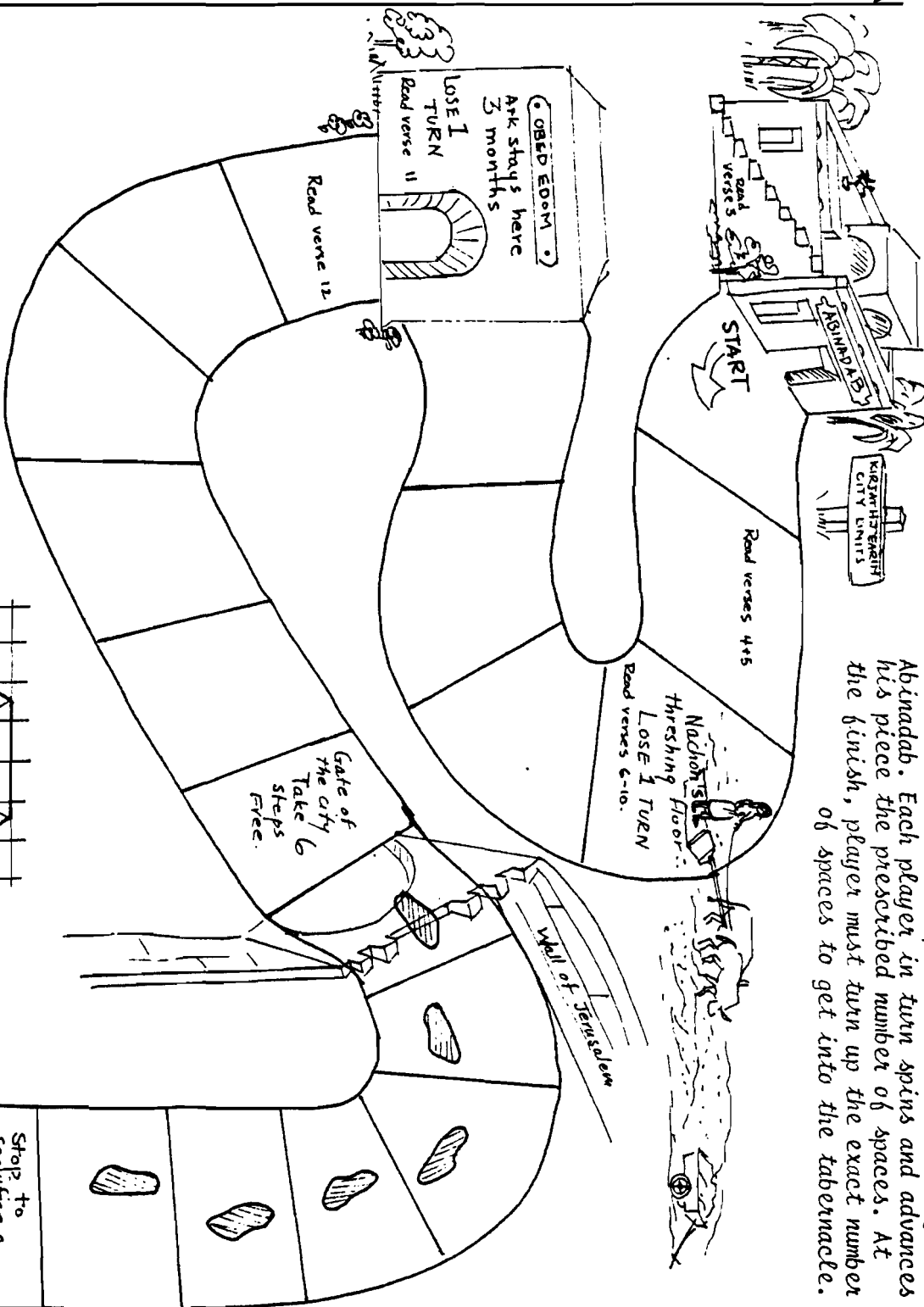
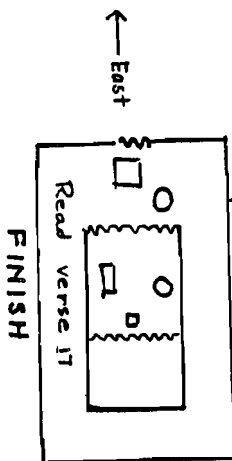
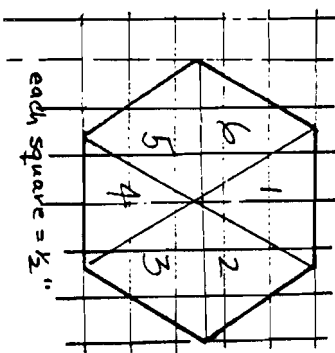
Materials: Xerox copies of this page (you can lay a piece of plain paper over the directions for the spinner if you wish, to block it out), light cardboard, glue, contact paper, a die or a spinner (cardboard and dowel), buttons for playing pieces.

In class: Mount the Xerox sheet on cardboard. Color with any medium. Cover with clear contact paper. Make the spinner. Cut out ark symbol and glue to top of button.

To make spinner: Enlarge hexagon onto light cardboard and cut out. Sharpen small dowel and push through center.

or

Use a single die.



Directions: Pieces are placed in the house of Abinadab. Each player in turn spins and advances his piece the prescribed number of spaces. At the finish, player must turn up the exact number of spaces to get into the tabernacle.

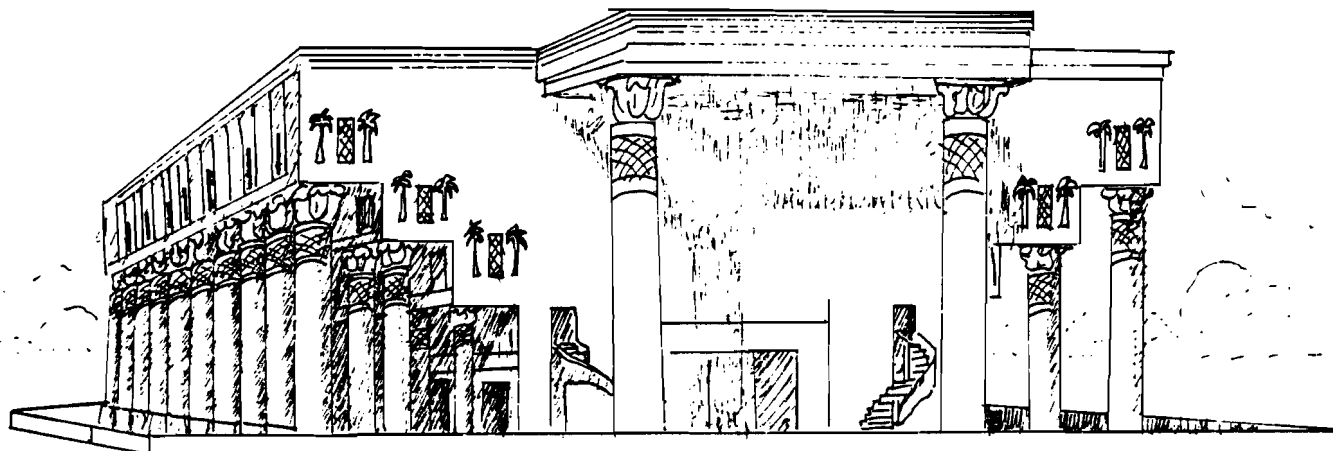
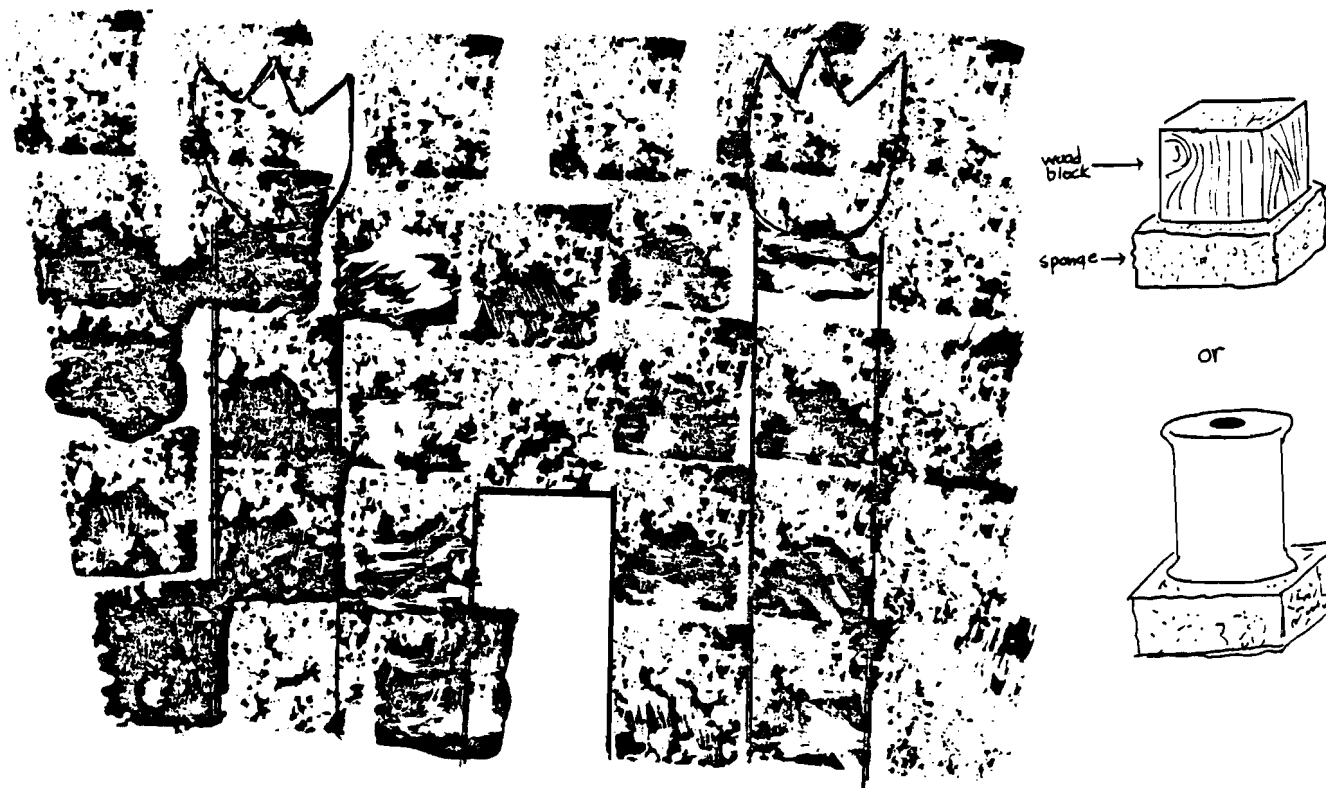
I Kings 6: BUILDING THE TEMPLE

FOR THE LITTLE ONES: Build a temple.

Materials: Plastic sponge, small wood blocks (about 1½" square), glue, styrofoam trays (1 for every 2 pupils), poster paints, text slips.

Before class: Cut the sponge into 1½" square pieces and glue each one to a wood block. (You can substitute empty thread spools.) You can use squares of rubber inner tube or styrofoam packaging material instead of the sponge.

In class: Put a small amount of poster paint in each tray. The children press the stampers into the paint and print the building stones on the paper to make a temple. To impress them with the quiet of the construction (verse 7), ask them to be quiet for a while as they work (a minute will seem like a long time).



from Solomon's Temple, by T.O. Paine, a New Church minister

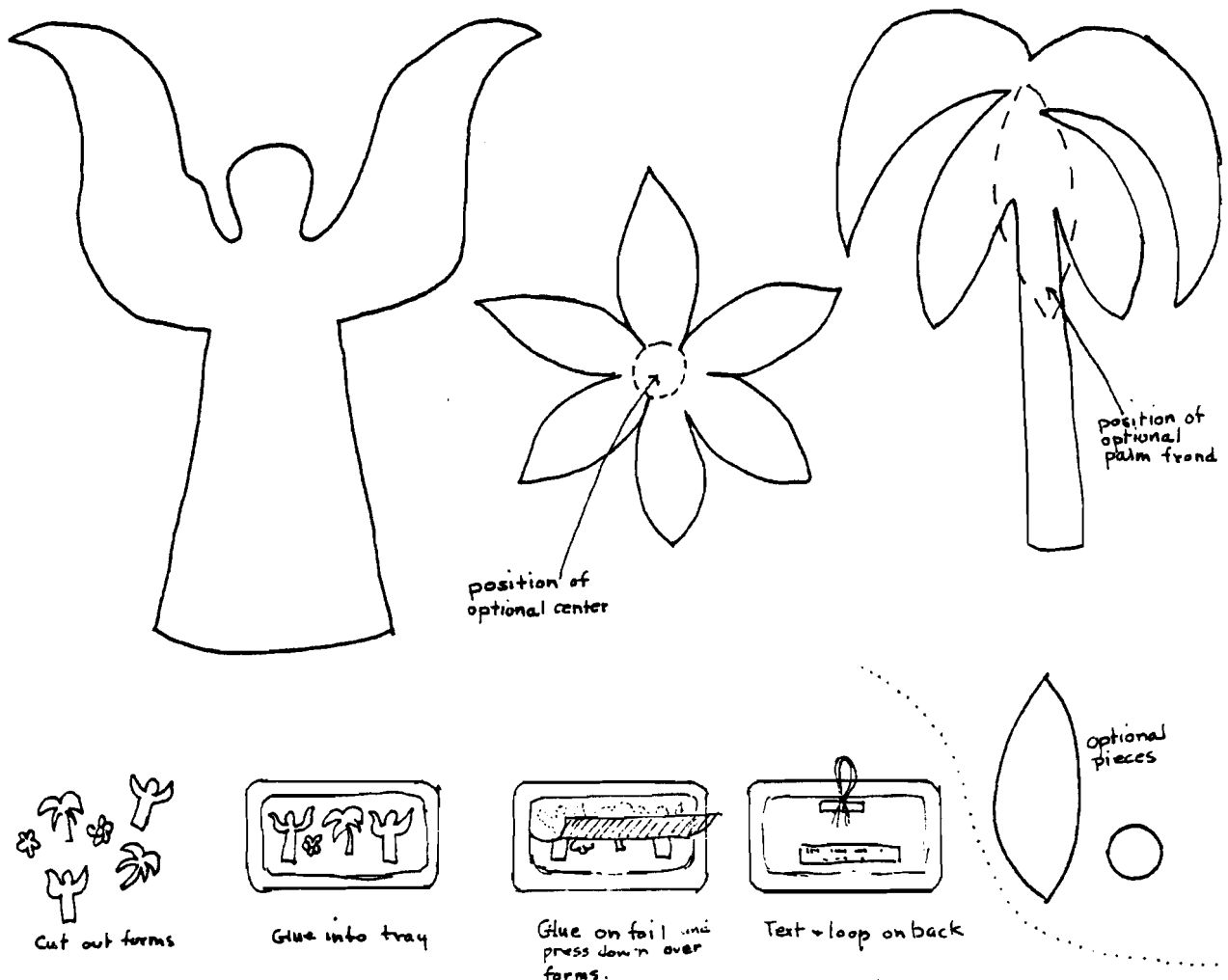
I Kings 6: BUILDING THE TEMPLE

FOR OLDER CHILDREN: Cherubim, palms and open flowers.

Materials 2 or 3 styrofoam meat trays for each child, sharp scissors, pencils, gold foil, glue, text slips.

Before class: Make a copy of the figures below for each child.

In class: Lay the figure outlines on a meat tray and trace over the outline with a blunt pencil. If you press firmly but gently, the outline will make an impression on the surface of the tray. Cut these figures out and glue inside another tray, in your own design or arrangement. Cut a piece of foil the size of the tray. Spread glue over the surface of the raised figures and lay the foil on top. Starting at the center, press the foil down over the raised forms, making a relief picture. You can do this another way: glue a plain piece of foil into the tray first, then wrap each form in a small piece of foil, press the foil around the form carefully, and glue into the tray. Or you can simply glue a plain piece of foil into the tray and use a blunt pencil to "etch" the design into the foil. The teacher should try this project in advance to see whether the pupils will be able to handle the project without too much frustration. If they are capable of detailed work, they can cut out the center of the flower and the extra frond for the palm tree and add this extra layer of relief before applying the foil. Glue text on the back of tray. You can make a hanging loop by taping a loop of yarn to the back.



II Kings 2: ELIJAH'S MANTLE

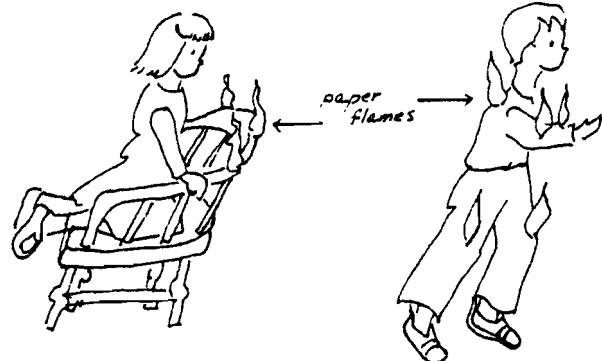
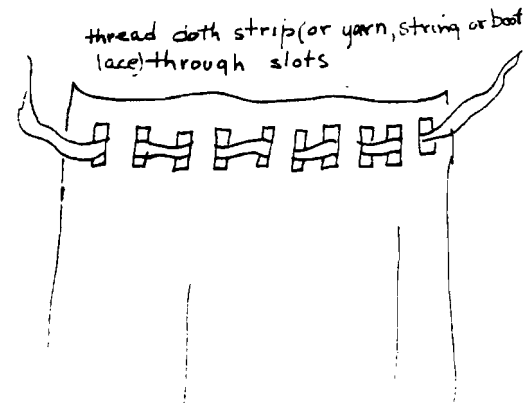
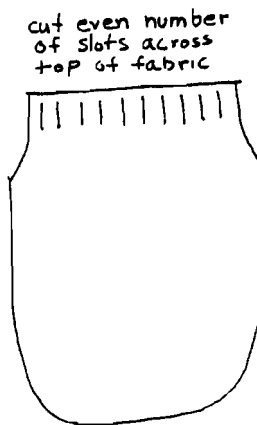
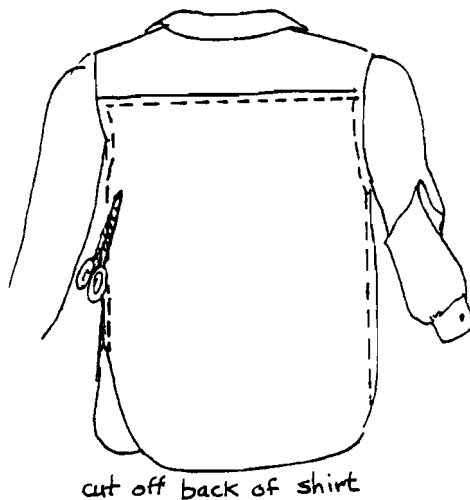
FOR THE LITTLE ONES: A mantle to wear.

Materials: cloth (old shirts, sheets, etc.), scissors.

Before class: Prepare one piece of cloth for each child. The back of a discarded shirt (men's) is perfect: about 18" x 28". Just cut up the side seams and across just below the yoke. No sewing necessary. Use any color or pattern, the brighter the better. Cut small slots across the top as shown. (Make an even number.) Rip narrow strips of cloth 30" or more in length. (or you can use yarn, old boot laces or string).

In class: The children thread the cloth strips in and out through the slots in the top of the mantles, and put them on. Now they may want to act out the story. Both the parting of the waters of the Jordan, and the departure of Elijah make exciting presentations. A chair makes a great chariot. You can have the children cut jagged pieces of yellow construction paper to tape to the chair and the "horses" to represent flames.

Note: The word translated "mantle" seems to be a bit uncertain. It may have meant a cape, tied about the neck, or a wrap intended to be tied around the waist. So the children can wear them either way.



II Kings 2: ELIJAH'S MANTLE

FOR OLDER CHILDREN: The bowl of salt (King James Version: cruse).

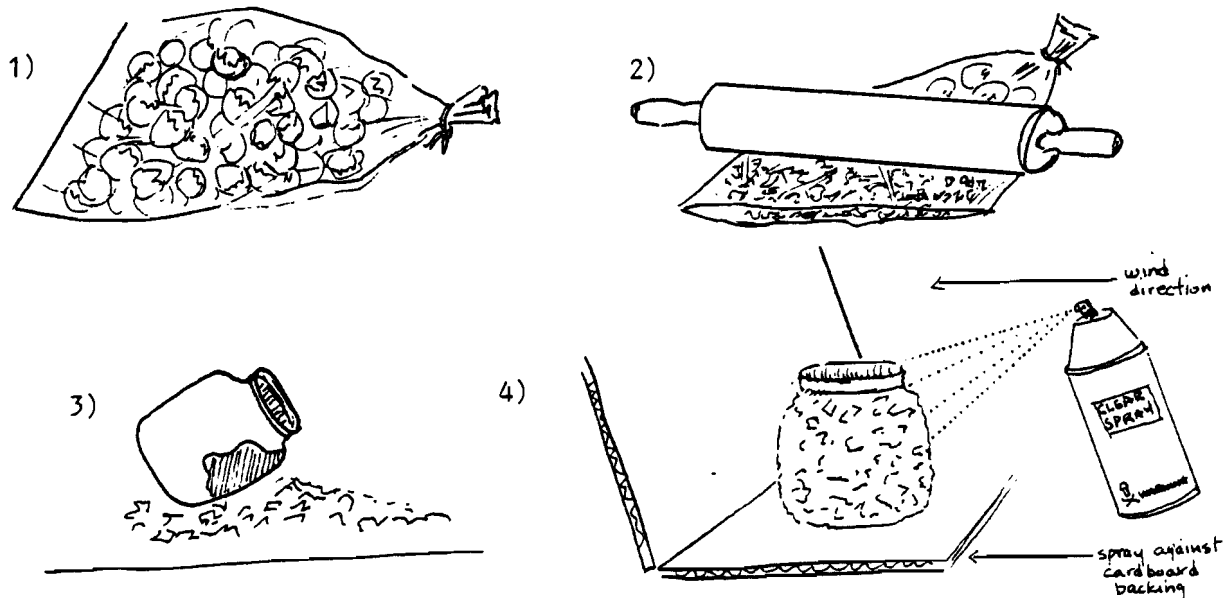
Materials: Small baby food jars, or other containers, egg shells, plastic bags, rolling pin, craft glue, clear spray or shellac, salt, wax paper.

Before class: Save egg shells (ask friends to help). Just rinse them out. It takes time to collect enough, but they are free.

In class:

- 1) Put the egg shells into double plastic bags. Press out as much air as possible and fasten securely with a twist-em.
- 2) Place bag on table and roll back and forth to break the shells up into fine pieces.
- 3) Pour a small pile of shells onto a piece of wax paper. Apply glue to jar a small area at a time and press and roll the jar in the eggshells. Keep applying more glue to places that didn't "take" until the whole jar is thickly covered.
- 4) When the glue is dry, take OUTDOORS and spray with clear finish, or indoors brush on white shellac. Fill with salt. You can make a round text slip to glue to the bottom of the jar.

Kosher salt is more interesting than our regular table salt.



OR

The Hebrews obtained salt by evaporating the water of the Dead Sea, or more readily by digging it out of a salt cliff on the southwest shore of that sea. This cliff stretched for seven miles along the shore. Salt was used for seasoning, and in sacrifices. It was also rubbed on the bodies of newborn babies!



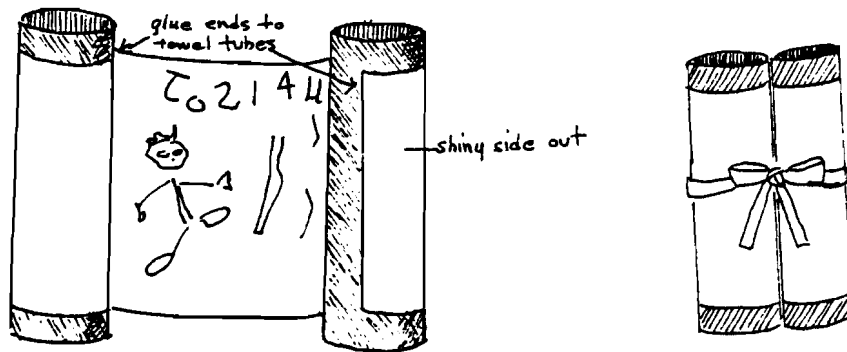
II Kings 22: KING JOSIAH

FOR THE LITTLE ONES: The scroll of the Law.

Materials: Paper towel tubes, roll of shelf paper (white), craft glue, magic markers or crayons, ribbon or yarn.

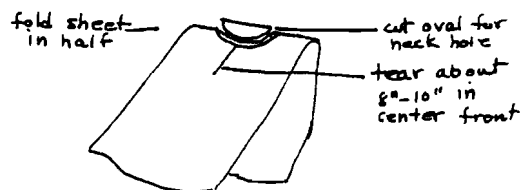
Before class: Cut the shelf paper in strips about 9" wide (or 2" narrower than the length of the tubes). Make the strips as long as you can and still get the right number of them out of your roll of paper. The children will love having an extra long scroll to take home and use for future drawings.

In class: The children glue the ends of the paper (uncoated side in) onto the tubes and roll them up. Explain that a "book" in Old Testament times meant a scroll. If the children are old enough you can explain that Hebrew was written from right to left, and have them use their scrolls in this direction. (The "Law" meant the books of Moses.) If they are able to write the alphabet, they can make the name "JOSIAH" at the beginning of their scroll. Then let them draw scenes from the story: the child Josiah, Josiah at 18 years, the carpenters with boards, hammers and nails, a scribe with pen and paper, Huldah, the temple. At the end of the class period, they tie a length of ribbon around the scroll to hold it together.

FOR OLDER CHILDREN: Act out the story.

Materials: Scroll (made as above), old sheet for Josiah's robe, other appropriate props.

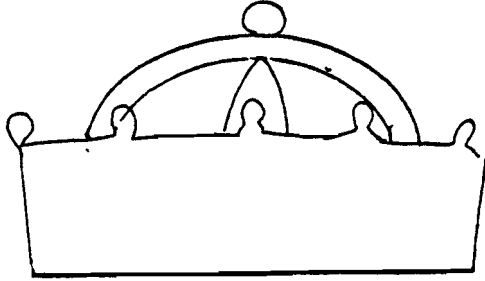
In class: The children make a scroll (or one for each pupil). Cut sheet into size appropriate for Josiah and start a small tear somewhere in the front. Rehearse the play and present it to the assembled Sunday School: Josiah sends Shaphan the scribe to the temple to have it repaired. Shaphan finds the scroll of the Law. He brings it to Josiah, who unties the ribbon, reads it and tears his robe in despair. He sends Shaphan to Huldah, who gives her prophecy. Shaphan returns and tells Josiah. You can also include the first 3 verses of Chapter 23: Josiah has the people assemble (the children of the audience can be asked to come forward) and reads them the Law (he could read the first few or all of the commandments). He promises to keep the Law and makes the people promise, too.



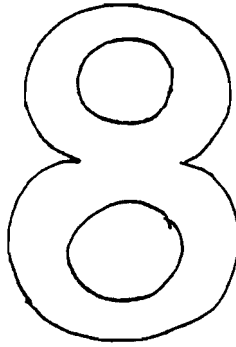
II Kings 22: KING JOSIAH

FOR THE LITTLE ONES: A story on the flannel board.

Before class: Use the pictures below to make illustrations for the story. Sometimes simple objects stick in the mind better than elaborate cutouts of king, scribe, etc. Cut the figures out of felt or pellow. Pellow can be drawn on with magic marker. (See blue page 105 for directions for making a full size flannel board.) Know your story thoroughly so that you can make a smooth presentation!

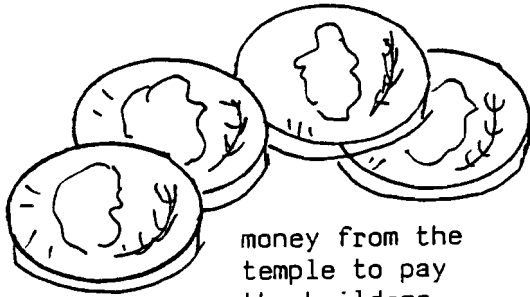


Josiah's crown

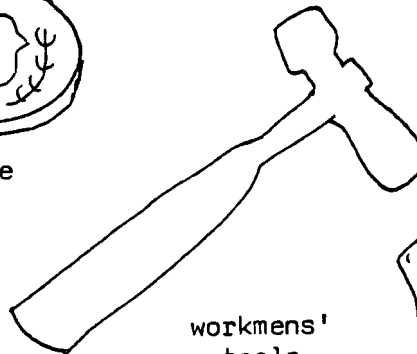


Josiah was 8
years old.

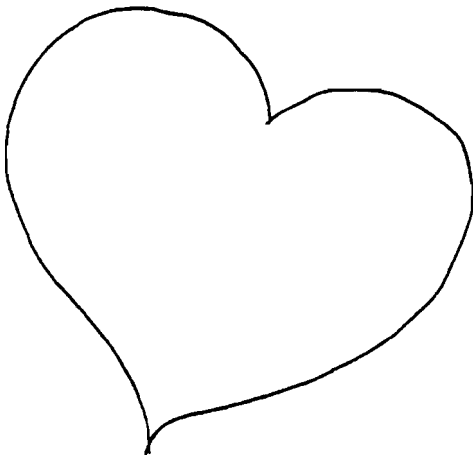
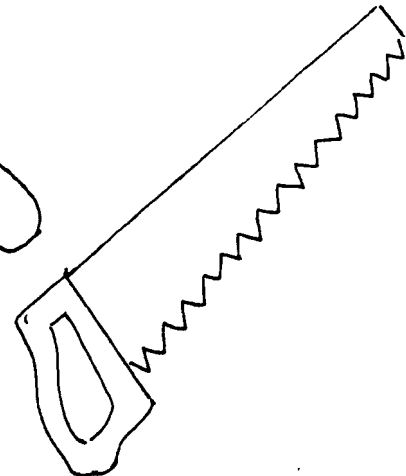
add 1
when Josiah
becomes 18



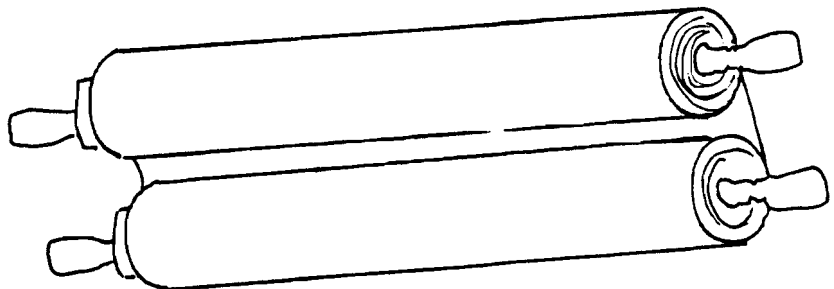
money from the
temple to pay
the builders



workmens'
tools



Josiah's tender heart



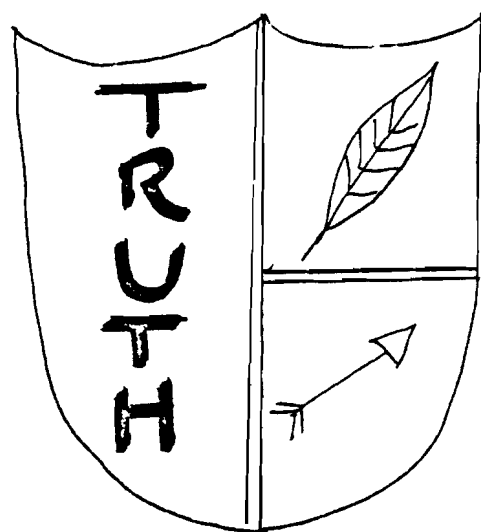
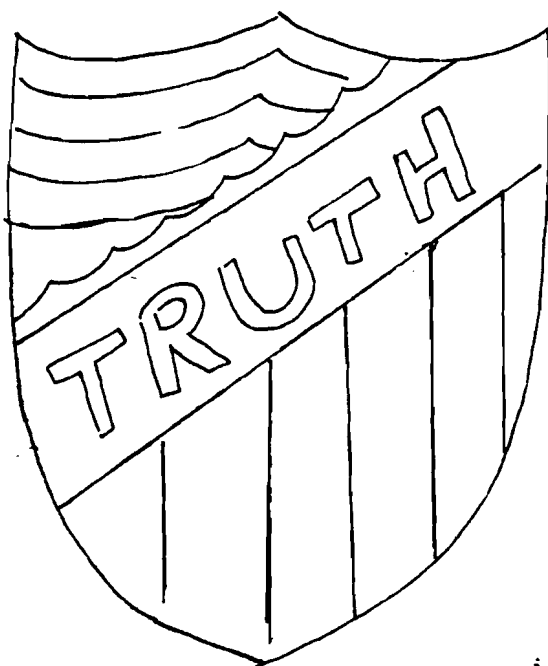
the Book of the Law

Psalm 91: TRUST IN THE LORD

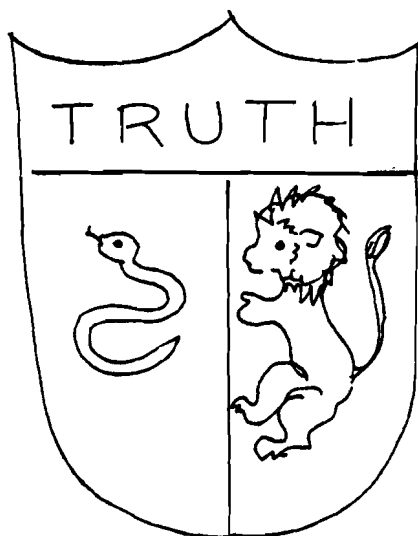
FOR THE LITTLE ONES: His truth shall be thy shield.

Before class: Cut large shield shapes from cardboard or from sides of corrugated cartons. Cut out letters spelling "TRUTH" from construction paper (a set for each child). Or you may plan to write the word on each shield in class with magic markers. If you cut out the letters, gold paper or silver paper would be ideal.

In class: The children paint or use magic markers to decorate their shields. Write the text somewhere on the shield, either on the front or back.



Notice that the symbols on the shields illustrated here are from the word-pictures in the Psalm. The children can study the Psalm carefully to find and choose symbols of their own.



Older children might want to make shield-shaped buttons or badges from felt or colored paper. Attach small safety pins to the back with a few stitches (for felt) or tape (for paper).

Note: Several newer translations of the Bible use the word "faithfulness" instead of "truth." You can use this same project, using "faithfulness."

Lesson 83

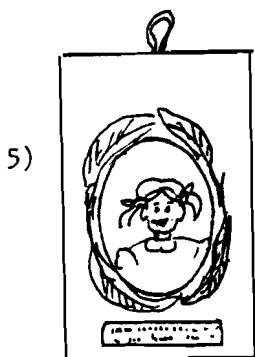
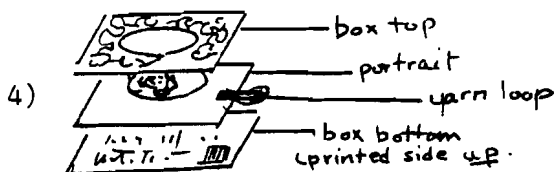
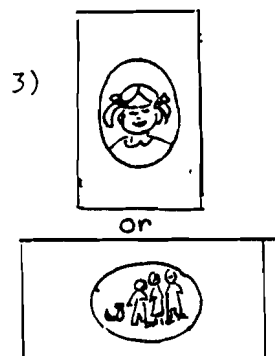
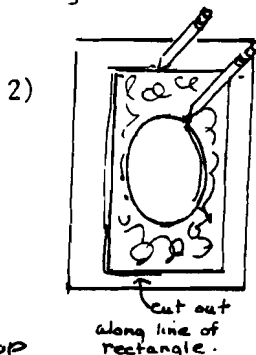
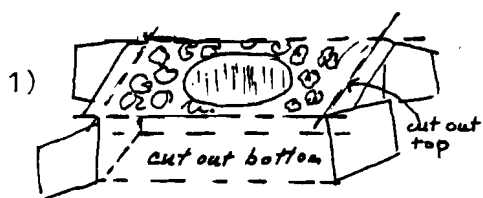
Psalm 91: TRUST IN THE LORD

FOR OLDER CHILDREN: He will cover you with his feathers. A self-portrait.

Materials: Plain 8½"x11" paper, scissors, glue, feathers; for each child an empty box from any brand of tissues with the hole in the top (not pop-up tissues), text slips, yarn.

In class:

- 1) Each child opens out the flaps of a tissue box and cuts out the top and bottom carefully on the bend lines.
- 2) Placing the box top (with the opening) on a piece of plain paper, the child draws around the outside shape of the box and around the inside of the opening. Cut out the rectangular shape.
- 3) On the paper the child draws a self-portrait within the shape of the opening. This could be a picture of the whole family.
- 4) Make a sandwich: glue together the box bottom, the portrait, a loop made from 3" of yarn, and the box top.
- 5) Glue the text under the portrait, and glue feathers to frame the opening.



If you can't find feathers, cut some from white paper, using this outline. Fringe the edge.

He will cover you with his feathers, and
under his wings you will find refuge.

Psalm 91:4

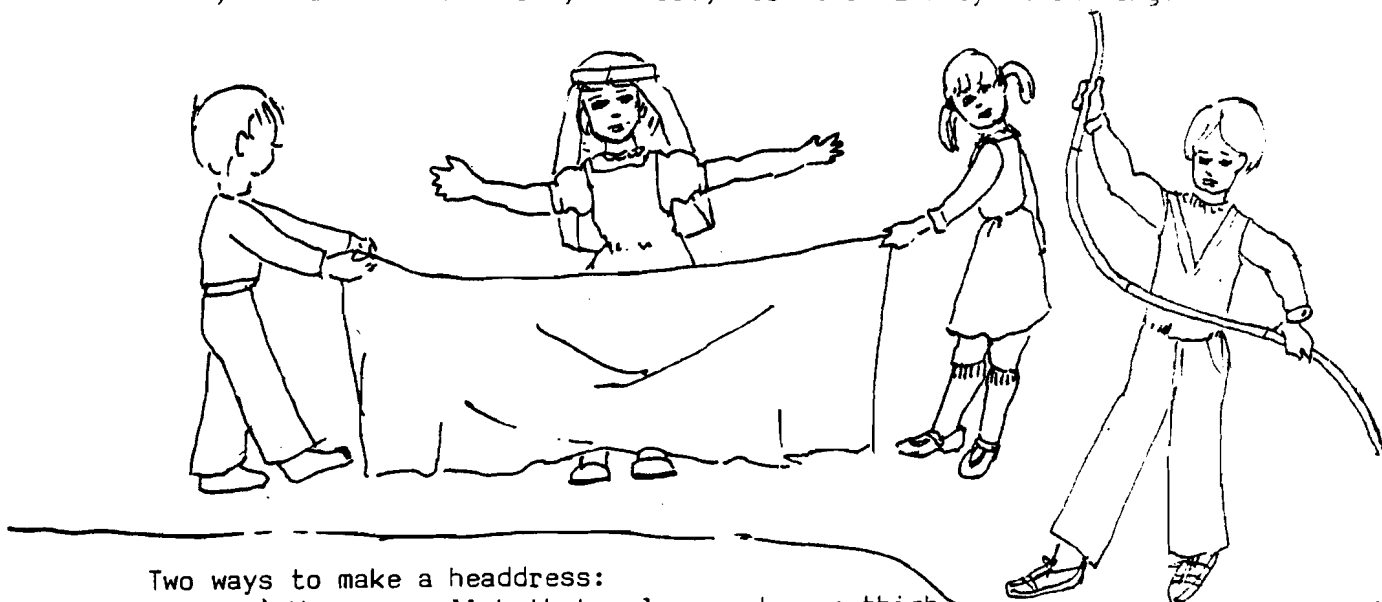
To make this project super-special: Ask someone who has a Polaroid camera to come to class and snap a photo of each child to put into the frame. Feathers can cover any gaps between frame and picture. (Be sure to reimburse your photographer from Sunday School funds.)

Ezekiel 47:1-12: EZEKIEL'S VISION OF THE WATERS

FOR THE LITTLE ONES: The man with the measure and the rising of the waters.

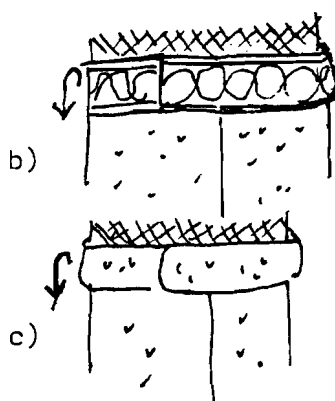
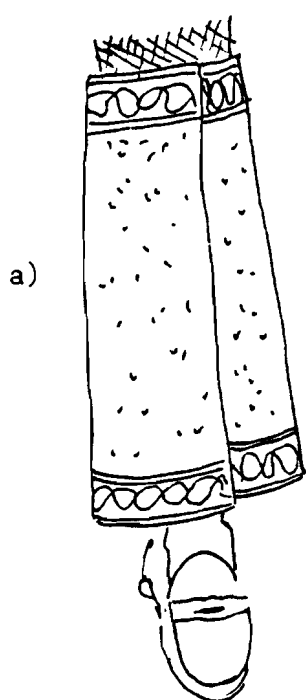
Materials: Length of blue cloth (old sheet dyed blue), piece of tape marked off at 18" intervals, small bath towel or a hand towel.

In class: The children act out the story. One child takes the part of Ezekiel, one the part of the man with the measuring line, and two hold the blue cloth representing the water. Ezekiel, wearing the headdress stands by the water. The man with the measure measures off a distance and calls out, "One thousand cubits!" The cloth is raised ankle high. And so on for the other measurements, until the cloth is up to or over the head of Ezekiel. A cubit is 18" long, so 1,000 cubits would be 1,500 feet, more than a city block long.

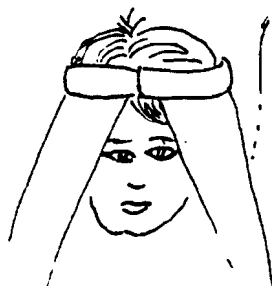


Two ways to make a headdress:

1. a) Wrap a small bath towel around your thigh.
 b) Keeping the overlapping areas tight, fold the top down 2"-3".
 c) Fold over tightly once or twice more, remove carefully, and voilà!



c)



2. Place a hand towel over child's head and secure with elastic or string. (Use the top band from a discarded pair of pantyhose, or the elastic from a pair of boys' undershorts.)



The word "cubit" means "a bending," and was the distance from a man's fingertips to the elbow. Have the children use the measuring line to find the length in cubits of objects in the classroom, their own height, etc. Any oddments may be measured by the "span," the distance between the tips of thumb and little finger of the outstretched hand (9")

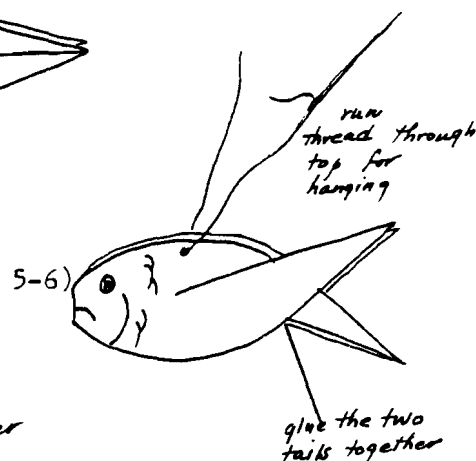
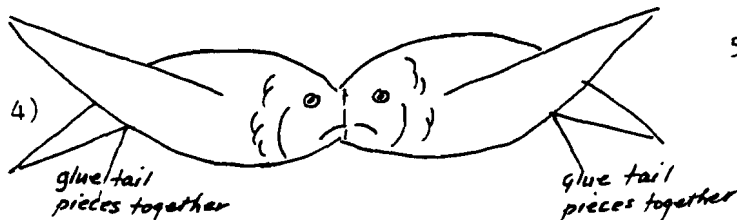
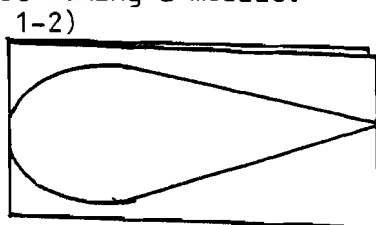
Ezekiel 47:1-12: EZEKIEL'S VISION OF THE WATERS

FOR OLDER CHILDREN: 3-D fish (verses 6-12). A mobile or 3-D picture.

Materials: Paper, scissors, glue, needle and thread, stick or dowel. (Use construction paper, foil paper, origami paper, color magazine covers, or any color page that is fairly stiff. Junk mail is great for this.)

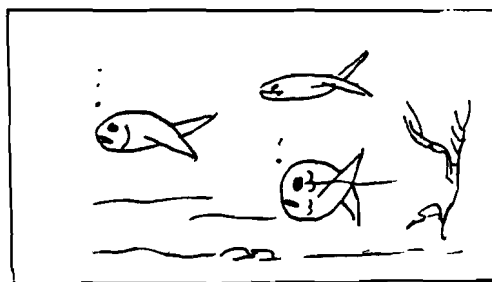
In class:

- 1) Fold paper in half.
- 2) Draw teardrop shape so that the rounded end touches the fold.
- 3) Cut out the shape, leaving fold intact. Cut half way into fish through both layers. Draw in face and scales.
- 4) Unfold piece, overlap tail pieces, and glue.
- 5) Refold and glue the two tail sections together.
- 6) Carefully run a thread through the top of fish for hanging on the stick if you are making a mobile.



Try short, fat fish, long, thin fish, fish of several sizes.

You can cut one-layer fish and paste to a sheet of paper for a 3-D picture.



FOR THE LITTLE ONES: Cut fish shapes of various sizes from styrofoam food trays of different colors. Bring "fishnets" (plastic mesh bags). The children "catch" a large selection of fish and take them home in the bags. This could be a quiz, a hide-and-seek, a blindfold game, etc.

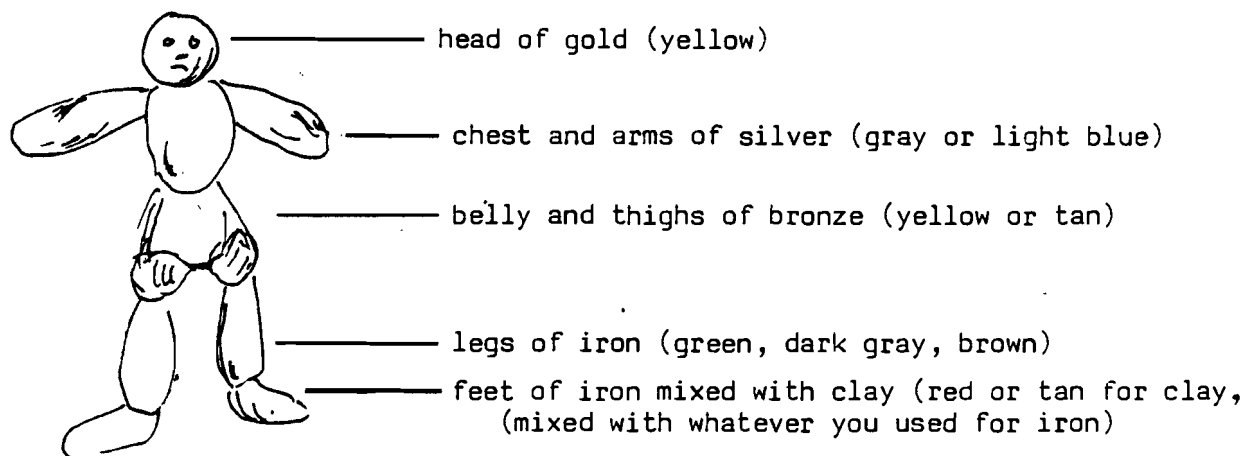
Daniel 2: NEBUCHADNEZZAR'S DREAM

FOR THE LITTLE ONES: Make a statue.

Materials: Modeling clay in five colors (Yellow, gray or blue, red, tan and green would work, or you could use the same yellow for both the gold and the brass.)

Before class: This lesson is your chance to get brand new packages of fresh modeling clay! So it's a good idea to put it in a warm place for a while before class so it will be easier to work.

In class: The children make their own version of the statue. If you use the King James Version, explain that "image" means "statue." Warn any little would-be blenders that there's no mixing of colors until they get to the feet!



Note: The New International Version has a nice translation of the description of the image: "... an enormous, dazzling statue, awesome in appearance."

Trying to keep the figure standing or sticking together without blending is difficult and helps illustrate the story.

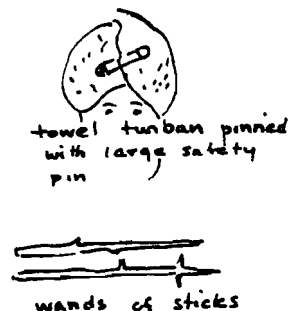
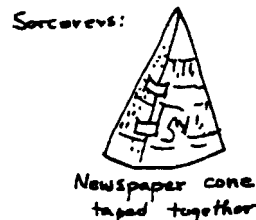
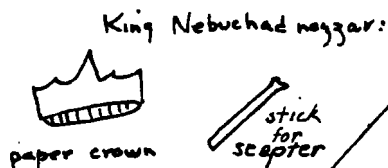
FOR ALL AGES: Act out the story.

In class: This is a good story for acting out, or using your box of Ready Quick puppets (See yellow page 209).

Tell the story. Talk about it. Then let the children act it out or use puppets. You will have lots of fun with the magicians and sorcerers.

If desired, you can prepare a simple drawing of the statue beforehand to use as background.

Suggestions for costumes for acting out:



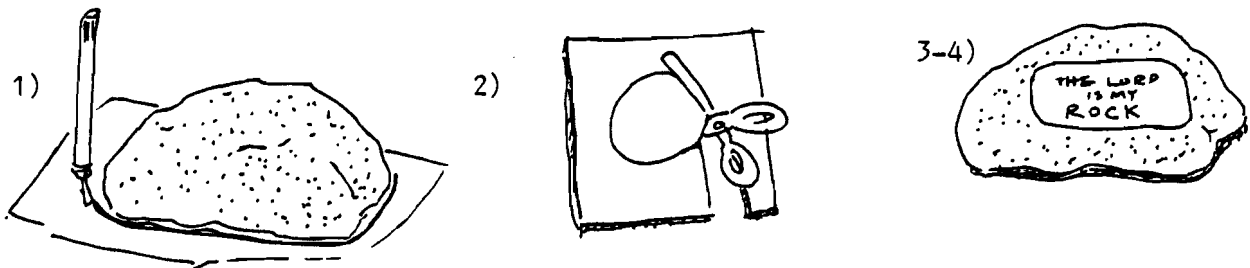
Daniel 2: NEBUCHADNEZZAR'S DREAM

FOR ALL AGES:The stone cut out without hands: a paperweight.

Materials: felt scraps, glue, scissors, liquid paper (white-out), fine-tip magic markers: for each child a rock the size of a large lemon. The rocks should be able to rest on the table without wobbling, and have one other side smooth enough to write on.

In class: You have told and retold the story. Now let each child pick out a rock (have enough so that they can pick and choose. Allow plenty of time for decisions) and decide which way up it is going to sit, and which side will have the text.

- 1) Place the rock, bottom down, on a felt scrap and trace around it with magic marker.
- 2) Cut out the felt shape and glue it to the bottom of the rock.
- 3) With liquid paper, fill in an area at least 1"x2" on a smooth part of the rock. (It's a good idea to have the window open, as the liquid paper, though labeled "non-hazardous" smells strong.)
- 4) With magic marker write in the text "The Lord is my rock," or other suitable words. You can use this as a basis for explaining the correspondence of stone, and you will think of many other texts, such as the five stones of David (I Sam. 17:40), Jacob's pillow (Gen. 28:11) or the Lord as a stone (Ps. 118:22). Check a Bible Concordance for many more references.



FOR OLDER CHILDREN: Using a Bible dictionary, they do research on magic in Old Testament times. With a Bible concordance look up the references to witchcraft, such as Leviticus 20:27 and Deuteronomy 18:9 f. They may be interested to find that Baal-zebub (II Kings 1, 2) means "Lord of the flies," and received his messages through the humming of insects.

If you have an assembly time in which all the classes get together after the lesson period, your class could make a short presentation of some of the interesting discoveries they have made. Even adults will learn something they didn't know.

Or have the children write up small paragraphs illustrated with drawings on full sheets of paper to post on the bulletin board. (People will read something with a big picture and short text more quickly than they will be attracted to something with a long text!)

Amos 8: THE PROPHET AMOS

FOR THE LITTLE ONES: Honest scales.

Materials: Ice pick or knife, scissors, a pound of peanuts in the shell or a box of raisins or other nourishing snack, a small object for a weight; for each child: a wire coat hanger, 1 6" and 2 24" pieces of yarn (or ribbon, tape or twine), two identical paper or plastic containers (tofu containers, yogurt cups, soft margarine tubs, etc.), grocery bag for carrying the project home, text slips.

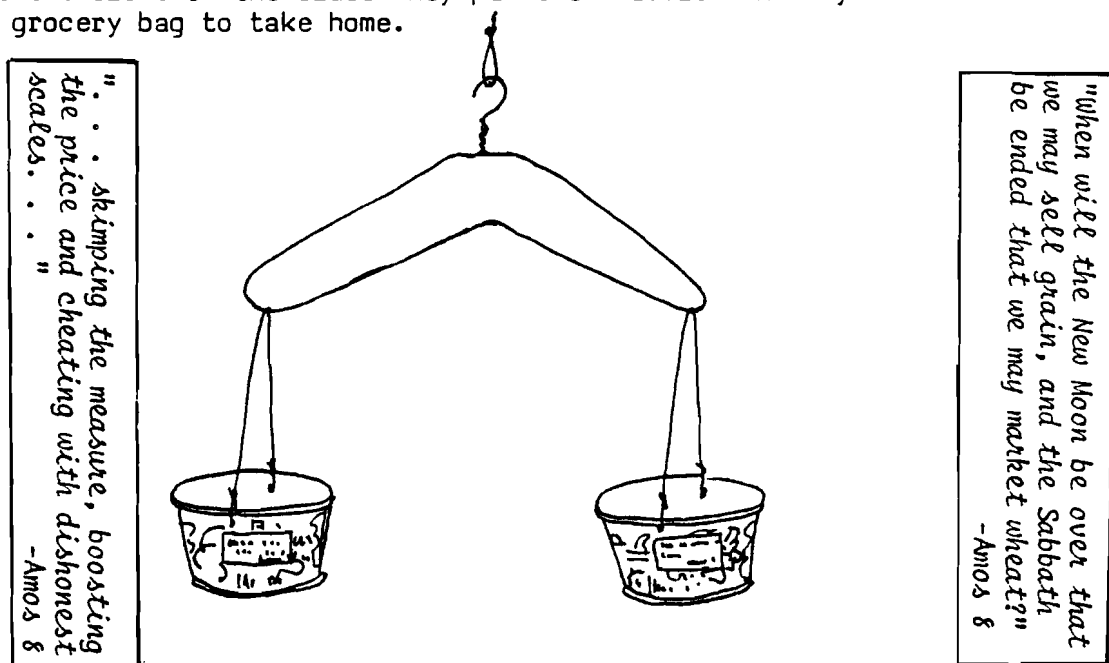
Before class: With ice pick or knife make a hole on each side of the upper edge of each container. Cut the yarn into the proper lengths. Bend the lower wire of the coat hangers up as shown in illustration.

In class:

- 1) The children paste a text slip on each container.
- 2) Help them thread the yarn through one hole of the container, up over the bar of the coat hanger and down through the other hole.
- 3) Tie the 6" piece of yarn into a loop and slip it onto the hook.
- 4) Have one child hold up his or her scales for you to demonstrate. Explain how the balance scales work: put your weight in one container and let one of the other children place peanuts into the other container until the two sides are roughly on a line. (For a weight use a small stone or piece of metal. The regulator top from your pressure cooker weighs 3 oz. and is a nifty weight.)

How could one cheat? By altering the weight, by pressing down on one side, etc.

- 5) Now let each child have a turn and weigh out his/her peanuts. They can then experiment, using small objects from your classroom: crayons, sand from the sand table, etc.
- 6) At the close of the class they put their scales and any uneaten snacks into a grocery bag to take home.



You can also bring a basket of ripe fruit to share with the children.

Lesson 94

Amos 8: THE PROPHET AMOS

FOR OLDER CHILDREN: A famine of hearing the words of the Lord.

Materials: The Sunday paper, scissors.

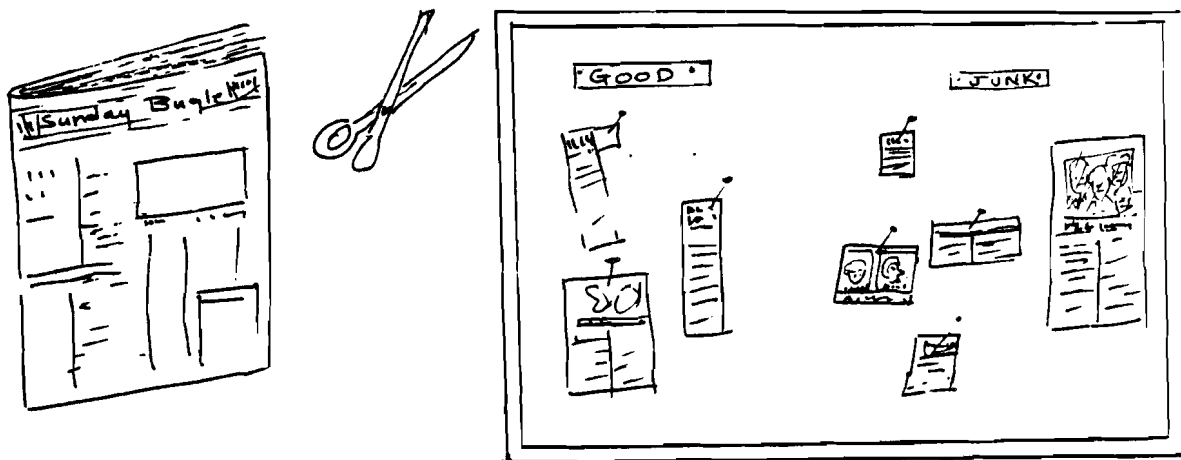
Before class: Get a copy of that morning's paper.

In class: Read and tell the story. Talk about famine and our daily schedule of consuming three meals and snacks. It all tucks into the tummy = good food, nourishing food, junk food (all those fudgies and fries!). Can we distinguish in our menu what is good and what is harmful to our bodies?

Is there nourishment for the mind also?

Pass out sections of the Sunday paper and a pair of scissors for each child. Give them 10-15 minutes to scan the sections, cutting out mental "junk food," "nourishment," "poison," "pick-up for the heart."

Call time, and have them pin their selections to the bulletin board.



Now discuss: Of what kind do we find the most? What is the result to us? Are we getting our mental and spiritual daily bread? Where? How? Have we a famine?

Where do we go to hear the words of the Lord? Can we hear them at home? How?

Can we make a resolution now to go to the Word more often? Maybe the class would like to set up a short reading schedule for the next week. (Don't forget to check up next week to see how they are doing, and reinforce the habit by a new schedule.)

Malachi 3:4: PROPHECIES OF THE ADVENT

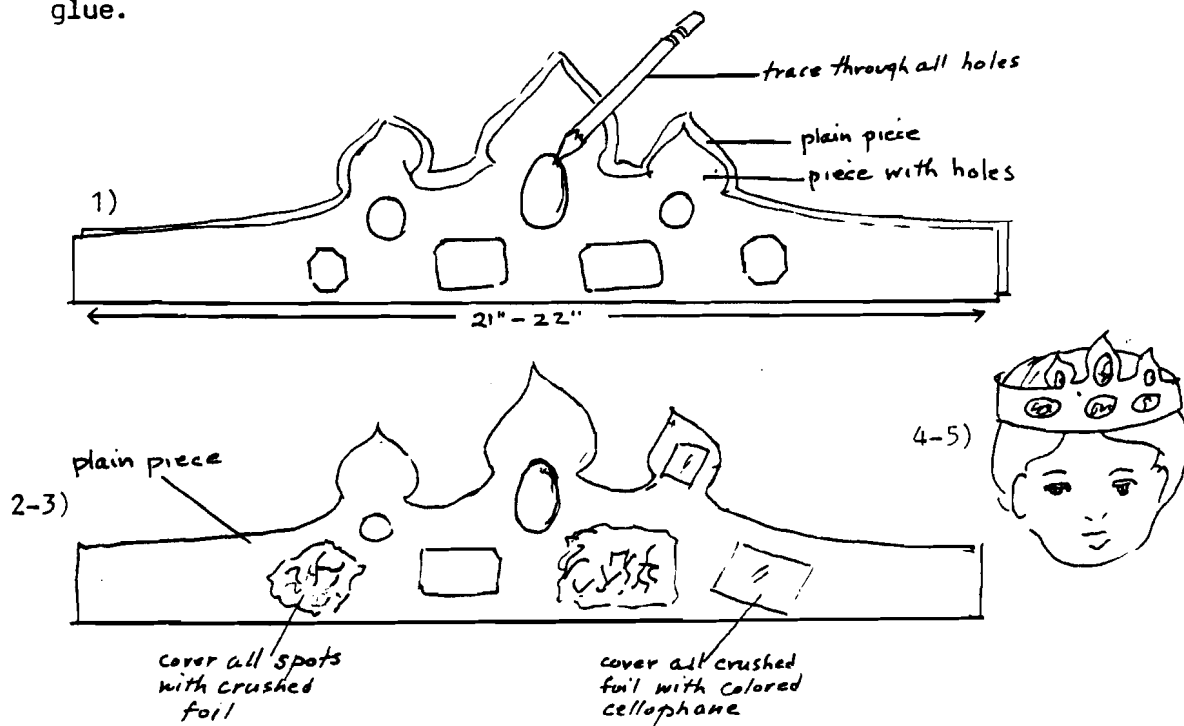
FOR THE LITTLE ONES: The Lord's treasure.

Materials: Construction paper, aluminum foil, colored cellophane wrap, scissors, glue, pencils, paper clips.

Before class: For each child, cut a crown from construction paper. Do not join the ends; you will do this in class. In the crown cut circular and rectangular holes to represent gems. Cut a second piece the same shape as the first, but without the holes.

In class: After you have discussed the lesson, sing the song "Jewels" with the children (No. 180 in the Hosanna). (NIV translates the word as "precious treasure" and this may be more accurate, but the meaning and the lesson are the same.) As the Notes suggest, tell the children that when they are doing what the Lord wants them to do, they are his jewels, his precious treasure.

- 1) Give each child two crown pieces: the one with holes on top of the blank one. Each child traces through the holes onto the other piece.
- 2) Now they take squares of foil, crumple them up and partially smooth them out again - so that they are fairly flat, but crinkly. Glue one piece over every outline they have made.
- 3) Now they take pieces of colored cellophane and glue them over the foil patches, making colored gem-like areas.
- 4) The piece with the holes is then glued over the one with the foil, defining the "gems."
- 5) Fit the crowns on the childrens' heads and fastened with paper clips or glue.



The foil tops from milk bottles may be used instead of sheets of aluminum foil. These tops can be poked out from the back before gluing to make a 3-D effect. Glue the cellophane on top with this method also.

Malachi 3:4: PROPHECIES OF THE ADVENT

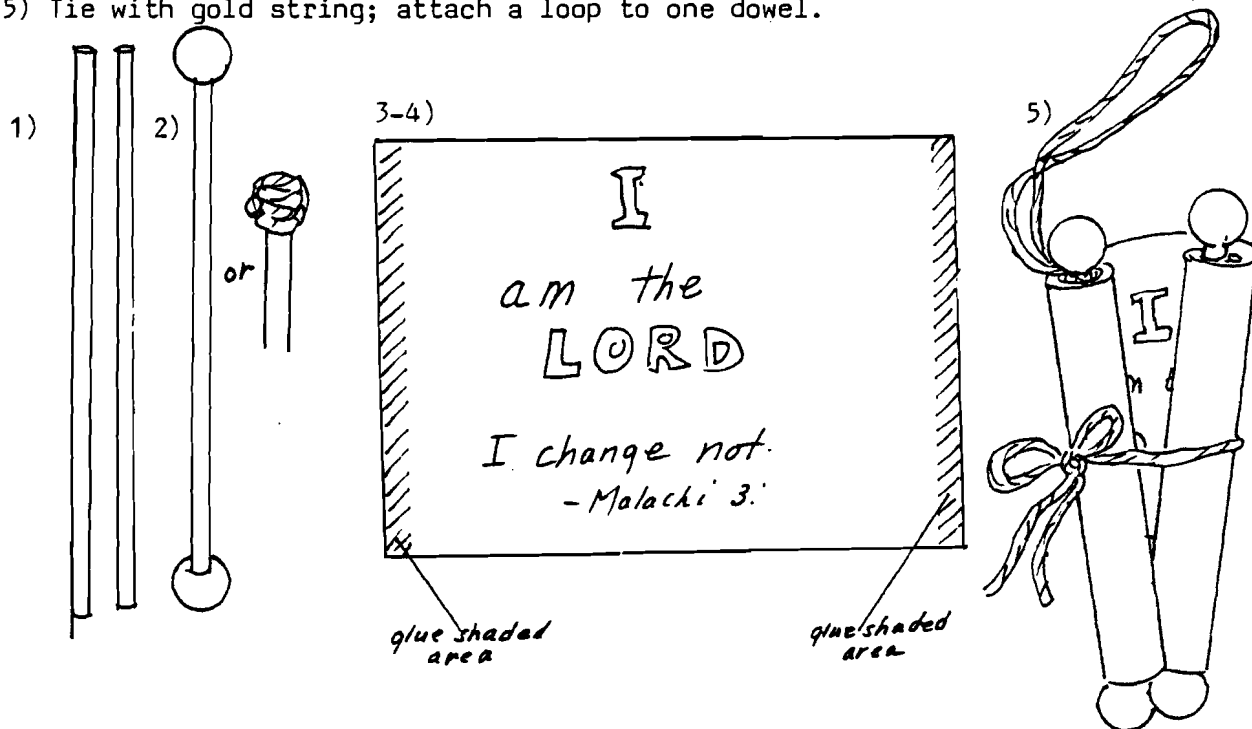
FOR OLDER CHILDREN: A Book of remembrance (Malachi 3:16)

Materials: Thin dowels (one 36" dowel will make 12 3" pieces, enough for 6 scrolls), colored wooden beads (4 for each scroll; be sure to get a size that will fit on your dowels), gold Christmas wrap (the kind that is gold on one side and white on the other), scissors, craft glue, gold string, pruning clippers or coping saw.

Note: The King James Version says "book." Later versions use "scroll," which is more accurate, since bound books as we know them were unknown in Bible times.

In class:

- 1) With clippers or coping saw, each child cuts 2 3" pieces of dowel.
- 2) A colored wooden bead is glued to each end of each dowel. (If you can't get wooden beads, apply glue to the tips of the dowels and wrap with colorful yarn.)
- 3) Cut a 2½"x5" piece of gold paper and write the text on the white side.
- 4) Apply glue to edges of paper (shaded area) and glue to dowels; keep gold side out and roll paper from each end. A tacky glue is especially important for this project (see pink page 9).
- 5) Tie with gold string; attach a loop to one dowel.



If this project is used at Christmas time, use the scroll as a very attractive tree ornament.

Malachi 3:4: PROPHECIES OF THE ADVENT

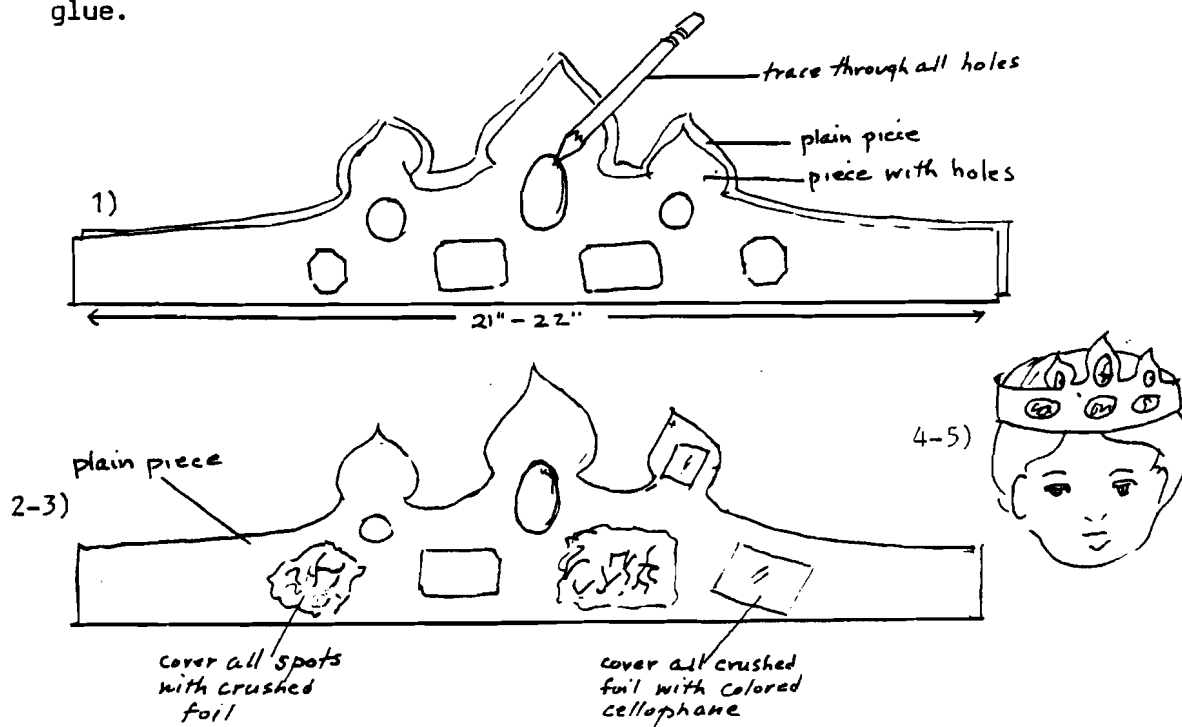
FOR THE LITTLE ONES: The Lord's treasure.

Materials: Construction paper, aluminum foil, colored cellophane wrap, scissors, glue, pencils, paper clips.

Before class: For each child, cut a crown from construction paper. Do not join the ends; you will do this in class. In the crown cut circular and rectangular holes to represent gems. Cut a second piece the same shape as the first, but without the holes.

In class: After you have discussed the lesson, sing the song "Jewels" with the children (No. 180 in the Hosanna). (NIV translates the word as "precious treasure" and this may be more accurate, but the meaning and the lesson are the same.) As the Notes suggest, tell the children that when they are doing what the Lord wants them to do, they are his jewels, his precious treasure.

- 1) Give each child two crown pieces: the one with holes on top of the blank one. Each child traces through the holes onto the other piece.
- 2) Now they take squares of foil, crumple them up and partially smooth them out again - so that they are fairly flat, but crinkly. Glue one piece over every outline they have made.
- 3) Now they take pieces of colored cellophane and glue them over the foil patches, making colored gem-like areas.
- 4) The piece with the holes is then glued over the one with the foil, defining the "gems."
- 5) Fit the crowns on the childrens' heads and fasted with paper clips or glue.



The foil tops from milk bottles may be used instead of sheets of aluminum foil. These tops can be poked out from the back before gluing to make a 3-D effect. Glue the cellophane on top with this method also.

Malachi 3:4: PROPHECIES OF THE ADVENT

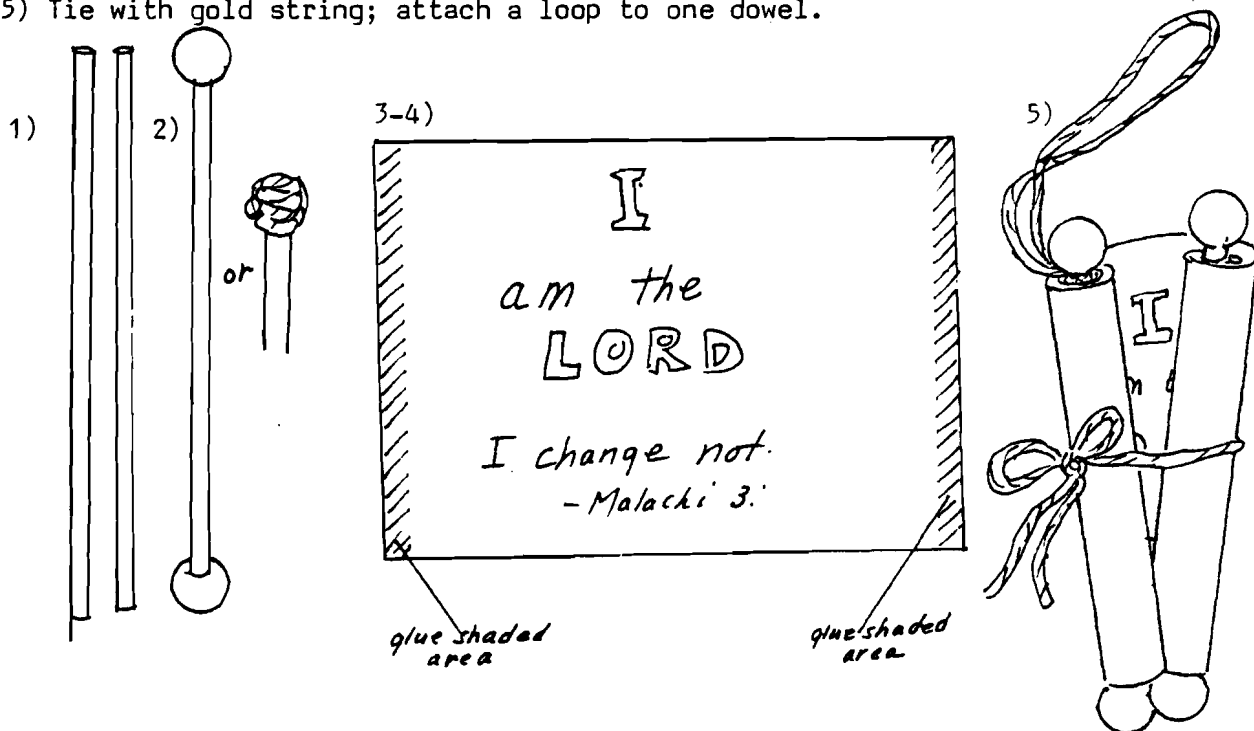
FOR OLDER CHILDREN: A Book of remembrance (Malachi 3:16)

Materials: Thin dowels (one 36" dowel will make 12 3" pieces, enough for 6 scrolls), colored wooden beads (4 for each scroll; be sure to get a size that will fit on your dowels), gold Christmas wrap (the kind that is gold on one side and white on the other), scissors, craft glue, gold string, pruning clippers or coping saw.

Note: The King James Version says "book." Later versions use "scroll," which is more accurate, since bound books as we know them were unknown in Bible times.

In class:

- 1) With clippers or coping saw, each child cuts 2 3" pieces of dowel.
- 2) A colored wooden bead is glued to each end of each dowel. (If you can't get wooden beads, apply glue to the tips of the dowels and wrap with colorful yarn.)
- 3) Cut a 2½"x5" piece of gold paper and write the text on the white side.
- 4) Apply glue to edges of paper (shaded area) and glue to dowels; keep gold side out and roll paper from each end. A tacky glue is especially important for this project (see pink page 9).
- 5) Tie with gold string; attach a loop to one dowel.



If this project is used at Christmas time, use the scroll as a very attractive tree ornament.

Matthew 2:1-15: CHRISTMAS

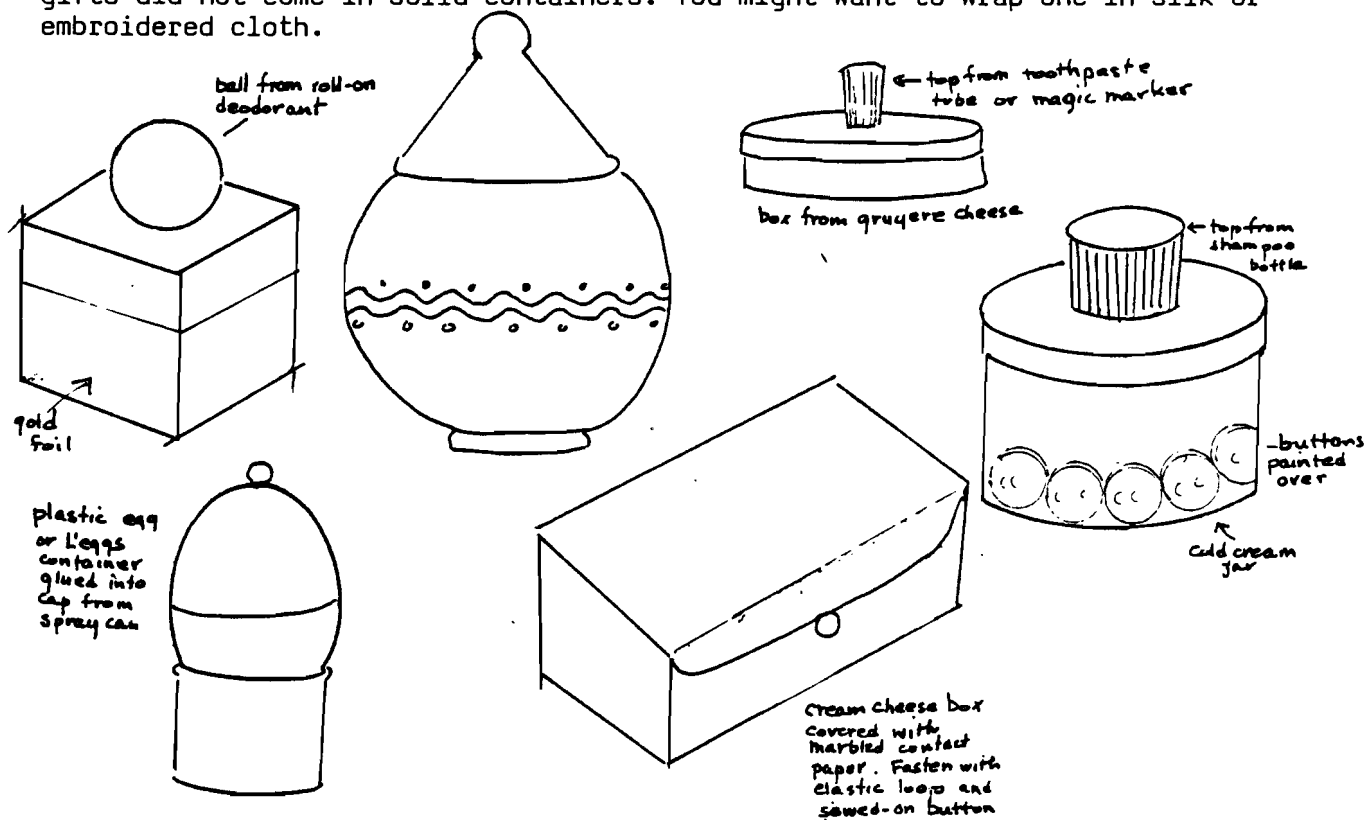
FOR THE LITTLE ONES: The three gifts.

Materials: Three unusual boxes or three different shaped containers for each child.

Suggestions: cold cream jars, perfume bottles, small vitamin bottles, match boxes, metal tea boxes. Fancy papers, fabric, ric-rac, glitter, paint, glue.

Before class: Cover the containers with fabric or paper if necessary.

In class: Decorate the containers with paint, sequins, gold braid, etc. Perhaps the gifts did not come in solid containers. You might want to wrap one in silk or embroidered cloth.



Into one container put articles to represent gold: nuggets from your local rock shop, costume jewelry, coins, small rocks painted gold.

Into the second: search your local Pier I or holiday candle shop for incense labeled "frankincense." It is probably not the real thing, but is good for the purpose.

Into the third box you can put the real thing: a tincture of myrrh from the pharmacist, or powdered myrrh from a health organization mail order catalog. (Try the Lhasa Karnak Herb Co., 2413 Telegraph Ave., Berkeley, CA 94704, which has both the powder and the whole myrrh gum "tears".)

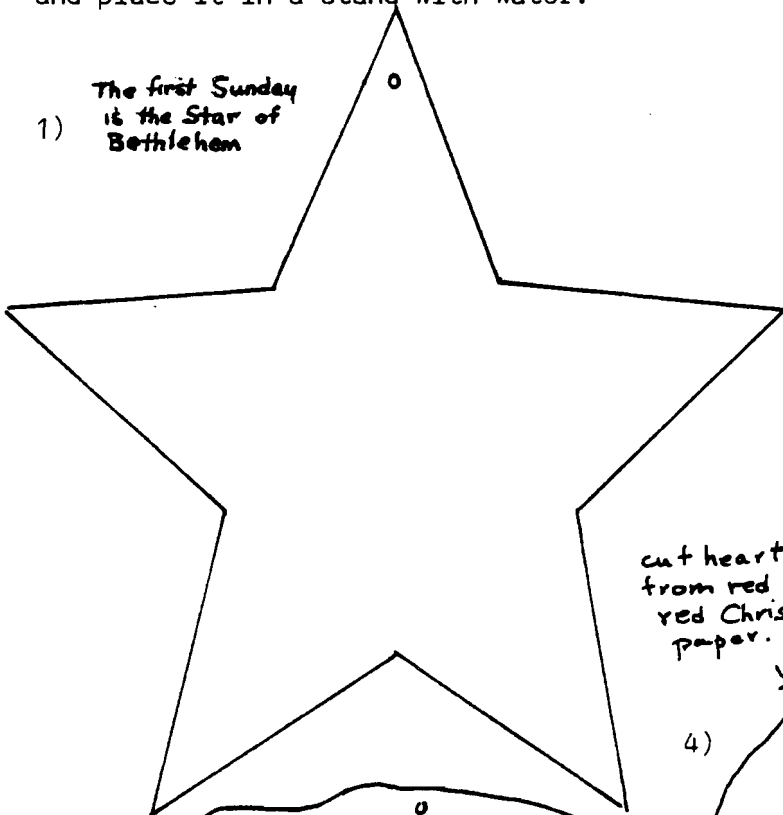
These containers are fun to look at and fun to open. The odors are unusual and compelling. Put a text slip on the bottom of one of the containers.

FOR ALL AGES: An Advent tree.

Materials: Your choice of paper, felt, styrofoam trays, felt, string, yarn, etc.

In class: Each week for four weeks before Christmas make figures representative of the Christmas story and hang them on the tree. They can be a) traced in duplicate on colored paper, pasted together and attached with loops tied through the top, b) cut in styrofoam and decorated, c) cut in duplicate in felt and glued with fabric glue. If you dislike gluey projects, iron the pieces together with stitch witchery. Older kids can handle the iron and will enjoy this project. (Be sure your outlet is properly fused for this.) Since the project covers four weeks, you may want to set your tree up early, in which case get a fresh tree (cut-your-own?) and place it in a stand with water.

1) The first Sunday is the Star of Bethlehem



2)

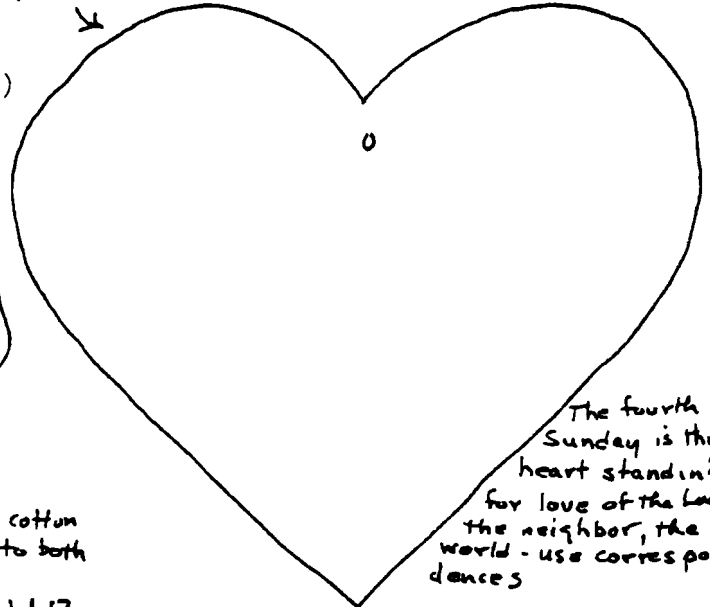


The second Sunday is the Lamb for the shepherds, and symbolically for the Lord

Apply cotton batting to both sides.

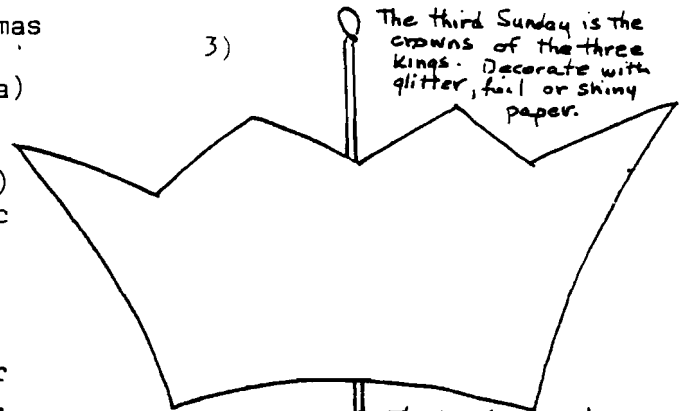
4)

cut heart double from red felt or red Christmas paper.

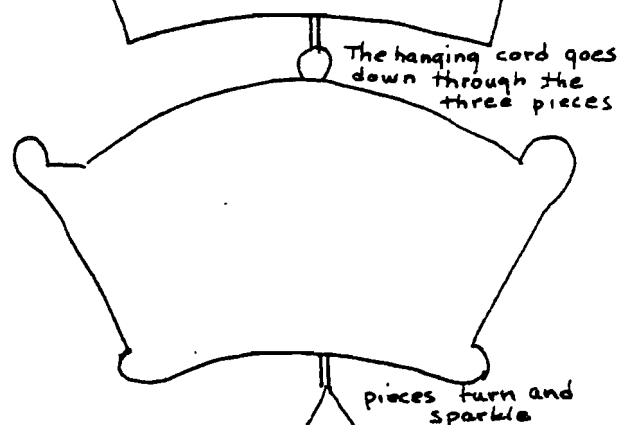


The fourth Sunday is the heart standing for love of the Lord, the neighbor, the world - use correspondences

3)



The third Sunday is the crowns of the three kings. Decorate with glitter, foil or shiny paper.



The hanging cord goes down through the three pieces

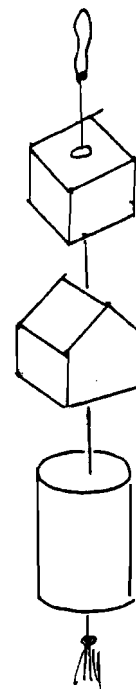
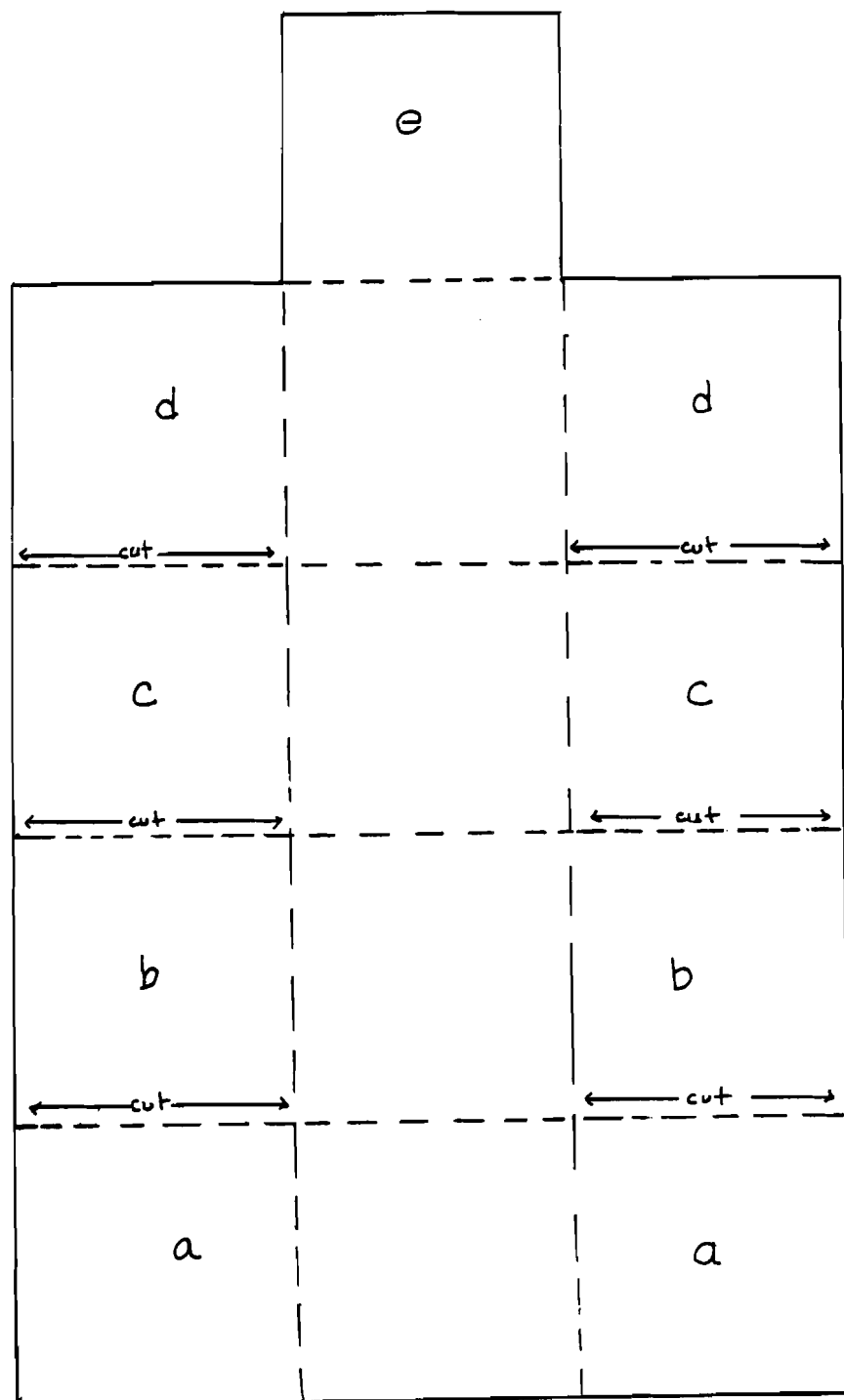
pieces turn and sparkle

Matthew 2: 1-15: CHRISTMAS

FOR OLDER CHILDREN: Three caskets - for gifts of the Wise Men.

Materials: Construction paper or heavy bond gift wrap, scissors, paste, transparent tape, ribbon or cord.

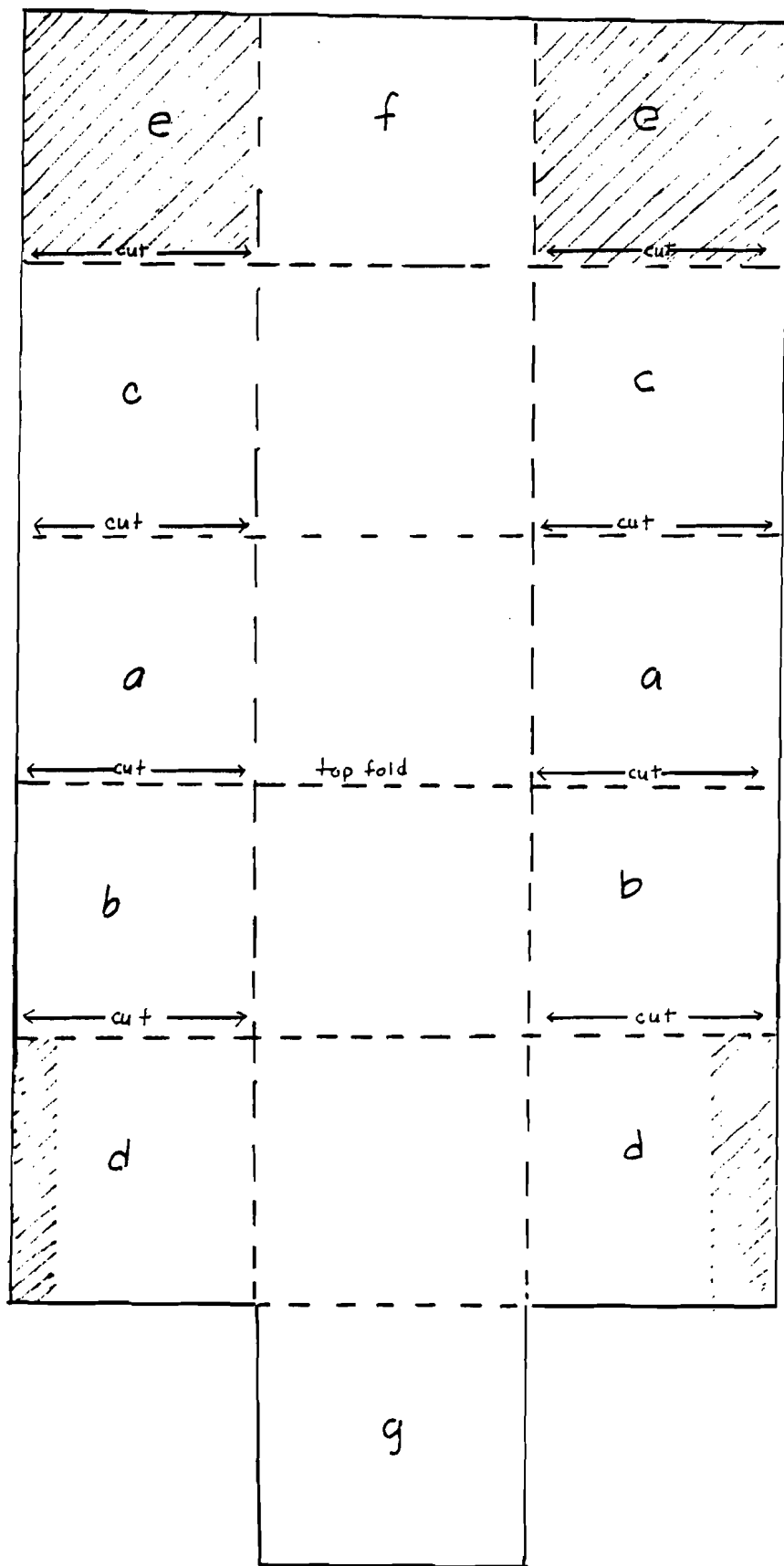
In class: Cut, fold and paste or use transparent tape to seal the three boxes (the patterns are full size). Each child can make one or three. String on cord or narrow ribbon to hang on tree. The boxes can be decorated with paper dots or sequins if desired.



Square box: Cut on heavy outside line. Fold all dotted lines so outside of folds are on same side of paper. Cut where marked from edge to fold corners. Put paste on a and attach to b. Put paste on c and push inside a-b. Put paste on d and push inside a-b-c. Bring e over raw edge. Paste, forming bottom of box. (You can see how tape will be faster.)

(continued on next page)

FOR OLDER CHILDREN: Three caskets (continued).

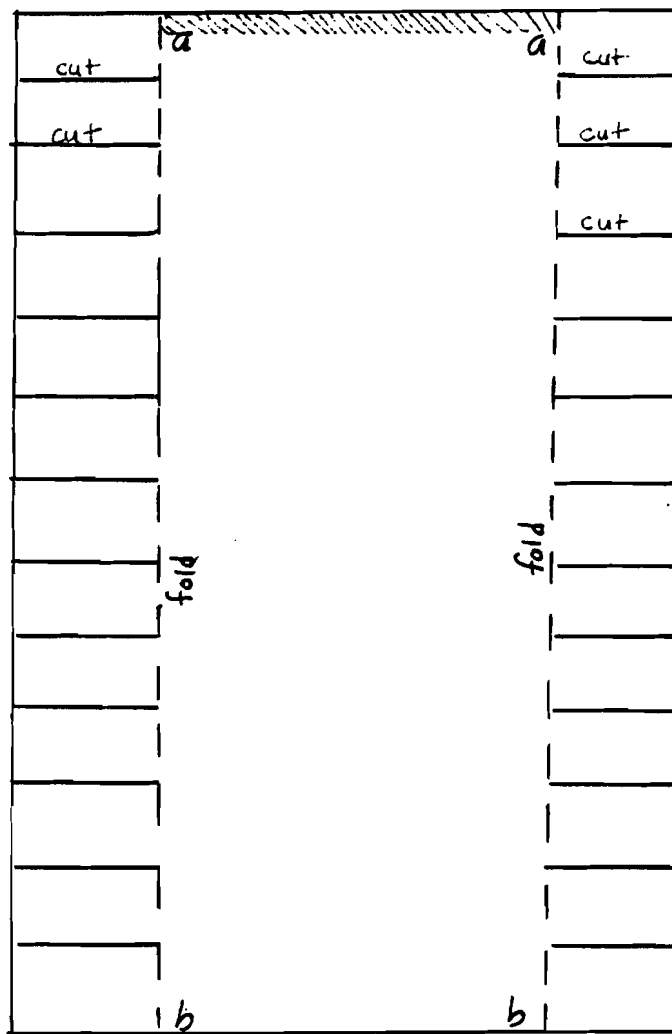


Pointed-roofed casket:

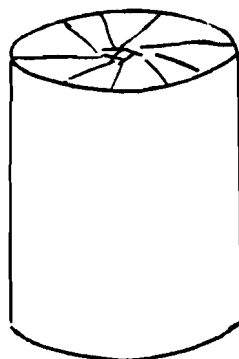
Cut on outside heavy line. Fold on dotted lines so that outside of folds are all on same side of paper. Cut fold lines as marked from edge to first corner fold. Start at top fold for construction. Paste square a over square b, matching exactly. Apply paste on shaded edge of d and paste edge of c over d. You now have a little house shape. To make bottom: Put paste on e and tuck e and e into open space under c-d. f acts as bottom. Slide g under f and tape.

(continued on next page)

Matthew 2:1-15: CHRISTMAS

FOR OLDER CHILDREN: Three caskets (continued)

Circular casket: Cut around heavy outline. Fold edges on dotted lines. Roll gently from a to b with folded edges leaning in. Cut edges on all solid lines to fold. Tape or paste a-a to c-c. Tape flaps flat.



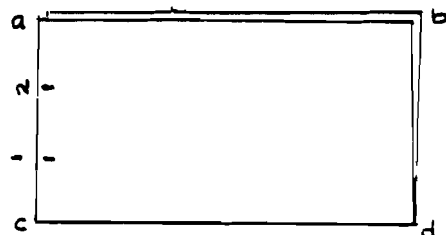
Matthew 2:1-15: CHRISTMAS

FOR OLDER CHILDREN: The star of Bethlehem.

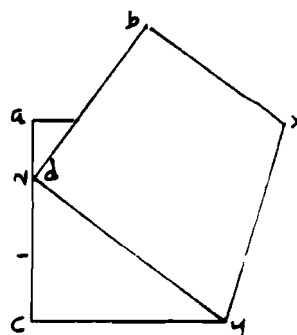
Materials: Gilt paper or any other nice quality paper, scissors, ruler, thread.

In class: Make a five-pointed star as follows:

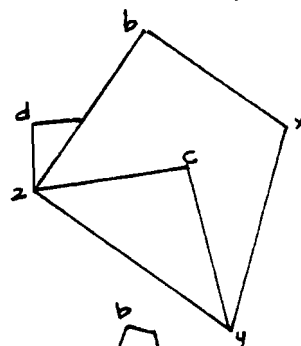
- 1) Take a 6" square of paper and fold in half to make an oblong. Place ruler along short edge at left side and make two dots - one 1" from fold and the second 2" from fold.



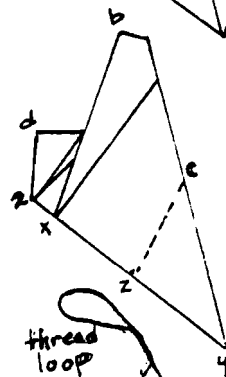
- 2) Fold corner d over to dot 2.



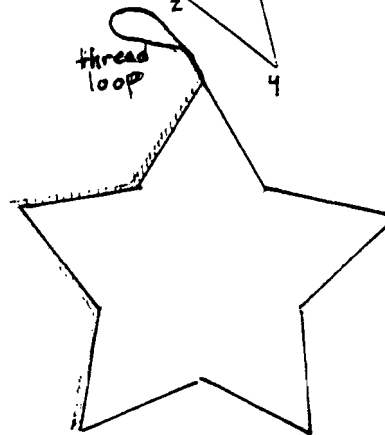
- 3) Fold corner c over as far as it will go.



- 4) Fold edge x-y over to 2-y. Mark a dot half way between x and y. Cut across through all thicknesses from c to z.



- 5) Unfold your star. You can take two stars and glue them together with a thread in the middle to hang on your tree. Or make a mobile with one large star and several smaller ones. If you remember that the two dots are in positions which divide the edge a-c into thirds, you can start with any size square you wish. A 6" square makes a star about 5" across.



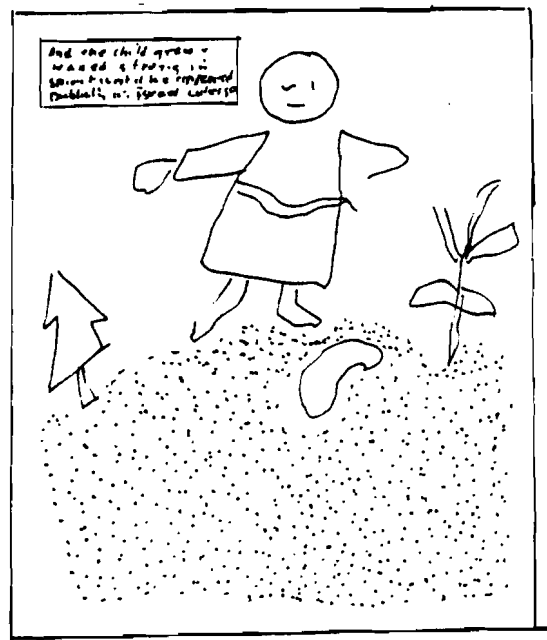
Luke 1: THE BIRTH OF JOHN THE BAPTIST

FOR THE LITTLE ONES: A sand painting.

Materials: light blue construction paper (or any paper), crayons or magic markers, glue, sand, text slips.

In class: Tell the story and tell how John the Baptist lived in the desert. What is a desert? They will probably be able to tell you. It is a place where there is almost no rain, and things can't grow, so the soil becomes loose and can blow around. There may be only scrubby bushes and trees, rocks and sand.

- 1) Give each child a piece of paper and drawing materials. If you have color pictures of a desert from a magazine or Bible story book they will like that. They are to draw John the Baptist. Tell them about his clothes of camel skin and his leather belt.
- 2) When they are finished, spread glue on the paper around the figure of John and around the bushes, etc.
- 3) The children sprinkle sand over the glue. Help them get it on thickly enough so that it will look substantial. When the glue is dry, they can spill off loose sand. Allow time for a sweep-a-thon to leave the classroom neat and tidy.



- 4) Paste text slips to the back or front of the pictures.

And the child grew and became strong in spirit;
and he lived in the desert until he appeared
publicly to Israel. -Luke 1:80

Lesson 124

Luke 1: THE BIRTH OF JOHN THE BAPTIST

FOR OLDER CHILDREN: A writing tablet. Project to be done in the church kitchen.

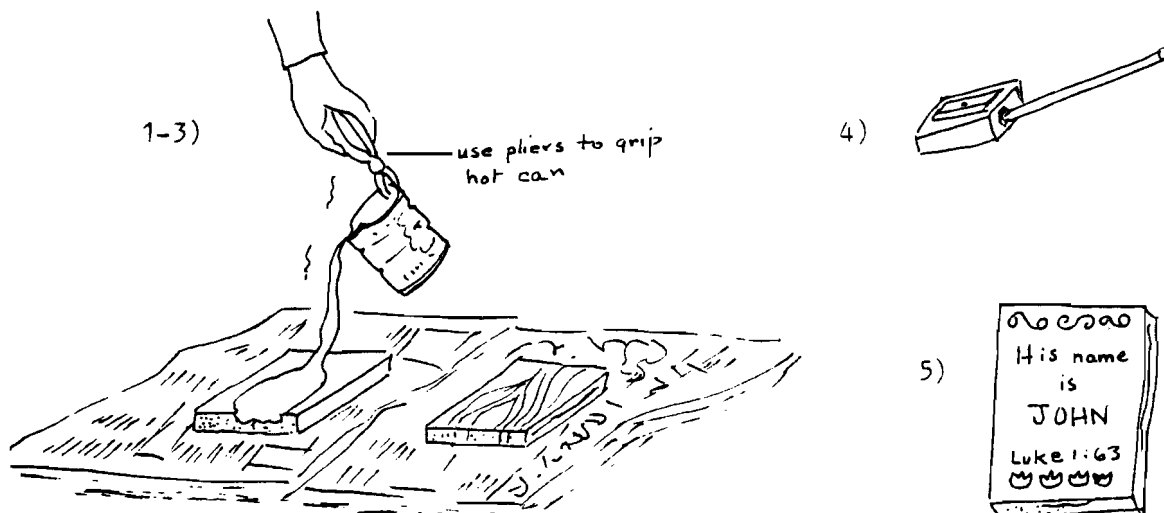
Materials: Candle stubs or crayons or paraffin or a mixture of these, coffee can, pliers, hand pencil sharpener; for each child a piece of pine shelving or other scrap lumber at least 6"x8" and a 5/8" dowel or a stick from your yard.

Before class: Make a pouring spout in a coffee can by bending the rim with pliers.

In class: Explain that in New Testament times a writing tablet was not a pad of paper as it is today. It was a block of wood coated with wax on which a stylus was used to etch out a message.

- 1) Put the wax material into the coffee can and set it in a pan of actively boiling water on the stove. Or put the coffee can directly on a burner set at low and watch it every minute.
- 2) Spread several thicknesses of newspaper on the table and set out the wood "tablets."
- 3) Pour hot wax over the tablets. The children may have to tilt the wood so that the wax spreads over the entire surface. And you may have to pour a second or third time to get enough to coat the whole thing. Try to get an even coat.
- 4) While the wax is cooling, sharpen the dowels or sticks.
- 5) Now each child writes the text "His name is John. --Luke 1:63" on the tablet. The tablet may also be decorated with flowers or other motifs, or a geometric border can be added.

This is a project that would be appropriate to try yourself at home first, as it is not easy to coat the blocks of wood evenly unless you have tested out the process and discovered how the hot wax behaves.



The teacher of a younger class could make one of these for each child and let the children draw or write on them.

Note: A simpler writing tablet is described on the second sheet of activities for this lesson.

Luke 1: THE BIRTH OF JOHN THE BAPTIST

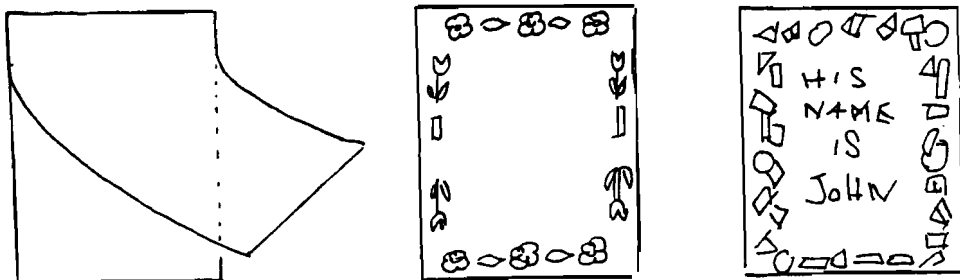
FOR THE LITTLE ONES: A reusable writing tablet.

Materials: Heavy white cardboard, such as poster board, clear and patterned contact paper, scissors; for each child, a washable felt-tipped pen and a piece of paper towel.

Before class: For each child cut a piece of white cardboard, any size (5"x7" is plenty large enough.) Cut a piece of clear contact paper the same size.

In class: Explain about the wax tablets that were used in the days of John the Baptist. (See the other page of activities for Lesson 124.) The children are going to make a tablet that can also be used again.

- 1) Help the children peel off the backing of the clear contact paper and apply it to the cardboard.
- 2) They decorate a border all around the tablet by cutting pieces of the patterned contact paper and applying them. If you have a flowered paper, they can just cut out the flowers. Or they can cut strips, random shapes, etc. If the children are very little you may want to make pencil lines to show them the area in which they are to put their decorations. (Do this before class.)
- 3) They can write "His name is JOHN," or just "JOHN" on the tablet. The marks can be erased by rubbing with the paper towel, and they take both the tablet and the marker home to use again.



FOR OLDER CHILDREN: The Song of Mary and the Song of Zacharias.

Both the songs in this chapter have been set to music and are sometimes sung in our worship services. The Magnificat, or song of Mary, is often used at Christmas time. It is found on page 27 of the Book of Worship. the Benedictus, or Song of Zacharias, found on page 25, is a part of the regular morning worship service on page 4. Whether or not these are used in your church, you might want to play and sing them with your class. If you have someone who could teach this (is your choir director a member of the Sunday School?) this could be an activity for the assembled school.

If you have the new loose-leaf Book of Worship you will find these two selections under Thanksgivings and Songs, pages 10 and 11.

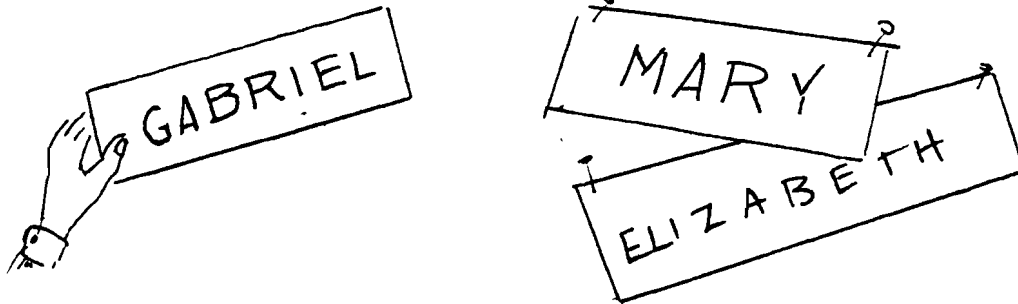
Lesson 124

Luke 1: THE BIRTH OF JOHN THE BAPTIST

FOR OLDER CHILDREN: A name game.

Before class: Write the names of all the characters in the story on separate pieces of cardboard or paper large enough to pin on the flannel board or hold up before the class.

In class: As you tell the story, hold up the correct name or move it to the top of the flannel board.



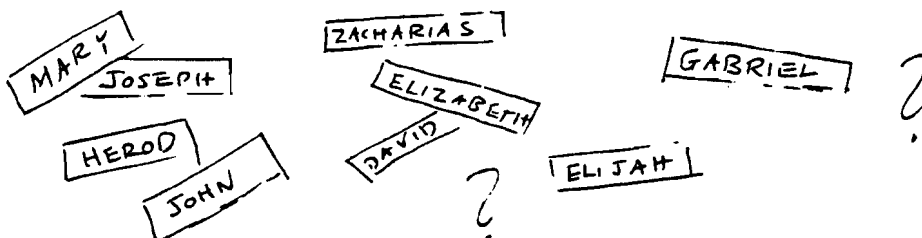
Seeing and hearing at the same time reinforces the learning process.

When the story is finished, put the name cards into a bowl or box. (If you have a larger class, duplicate the names so that each child will have one card.) To play the game: Each child draws one name. Then go around the class. Each child holds up his card and tells just one thing about the character. For example: Zacharias was a priest. John was the name the angel told them. Go around the group again and again. The second time around, the fact about the character must be a different one. If the child can remember nothing more, he drops out. The one who remembers the most is therefore the winner.

As a variant, you could make a set of cards for each child. When his turn comes, he can select any card he wants and give a fact. Then he sets that card aside and the next time around will have to use a different one. That way he can save the hardest ones for last and stay in the game longer. Each child gets to take a set of cards home.

If there is time in class, just bring the cardboard or paper slips and have the children make their own set of cards.

Your class could make the cards and then challenge another class or classes to a "spelldown" (this would have been arranged before hand with the other teachers). If the class you are challenging is a younger one, the teacher of that class would try to prepare her children for the game by emphasizing the names. If the class you are challenging is an older one, perhaps the teacher would want to let her class know about the challenge at the last minute, to give your children a fairer ground for competing with children more advanced than themselves.



Luke 7:1-30: THE WIDOW OF NAIN

FOR THE LITTLE ONES: By the town gate, a torn paper collage.

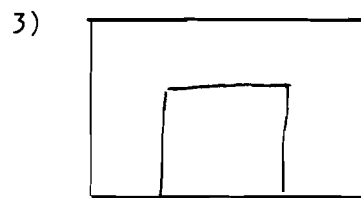
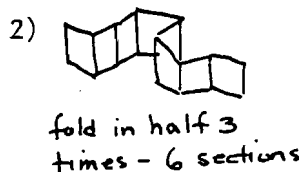
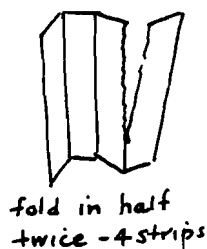
Materials: Plain paper, crayons, tan or brown construction paper, paste, text slips.

Before class: (If the children are too young to do this themselves) 1) Fold the construction paper in half lengthwise; crease folds. Fold in half again lengthwise; crease folds. Tear along folds.

2) Fold each strip in half three times, crease folds and tear into pieces.
(A 9"x12" sheet will yield 24 2½"x1½" pieces, plenty for two children.)

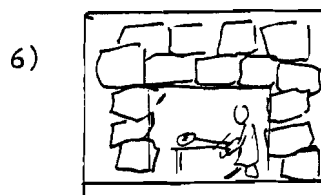
3) On each plain piece of paper draw a rectangle as shown.

4) make text slips.



In class:

- 5) The children draw the boy lying on the stretcher. Be sure they stay inside the rectangular area. If they want, they can draw other figures from the story: the widow, Jesus, people following the bier.
- 6) Now they paste the torn paper building stones around the opening to represent the wall and gate of the city. Tell them that the cemetery was outside the city walls.



- 7) Paste text slip on back or front of the picture.

As he approached the town gate,
a dead person was being carried
out - the only son of his mother,
and she was a widow.

-Luke 7:12

Luke 7:1-30: THE WIDOW OF NAIN

FOR OLDER CHILDREN: Ancient burial customs.

Materials: Small rectangular boxes, cardboard, scissors, glue, fabric, chenille wire.

The children will be interested in some description of ancient burial customs:

1) Not to be buried was a terrible fate: the soul was obliged to drift about aimlessly forever.

2) As soon as a person died, it was a duty of the family to close the eyes, and probably also the mouth. The body was washed and wrapped with a linen sheet, the hands and feet being bound with linen bands. The face was covered with a piece of cloth (translated "napkin" in the resurrection story in KJV).

3) Burying was done on the very day of death (Jewish custom remaining today).

4) They did not put the body in a box, or coffin, but carried it on a litter or bier. (The litter could also be used to carry a sick person.)

5) Each family had a plot. Family members were buried in the same place so that they could be together in the afterlife.

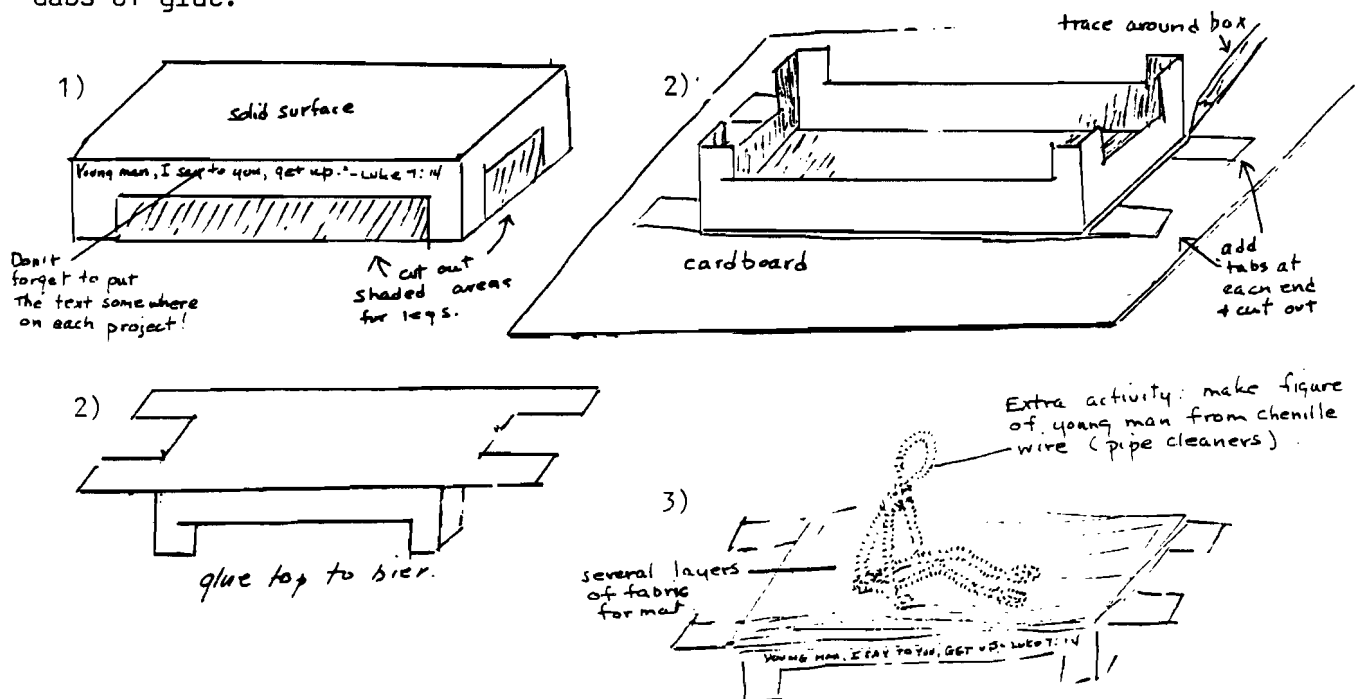
6) The burial place was sometimes in a garden or in a group of shade trees, but more often was in a cave or crevice in the rocks. A stone was put in front of the opening of the cave or cleft to keep out animals. Burial was outside the walls of the city.

7) Upon receiving news of the death of a relative, a person tore his clothes and put on a mourning garment. Mourners went bare-headed and bare-footed, and put dust and ashes on their heads. Often they sat in dust and ashes.

8) A funeral feast was held, and food and drink were put by the grave, also.

In class: Make a litter and covering.

- 1) Cut out the sides of a small box as shown to make the base of the litter.
- 2) Trace around the shape of the box and make a top with carrying poles as shown. Glue the piece to the top of the litter.
- 3) Cut several thicknesses of fabric the size of the litter. Tack them together on the corners with fabric glue. Attach the pad to the litter with one or two dabs of glue.



Luke 9:1-36: THE APOSTLES ARE SENT OUT

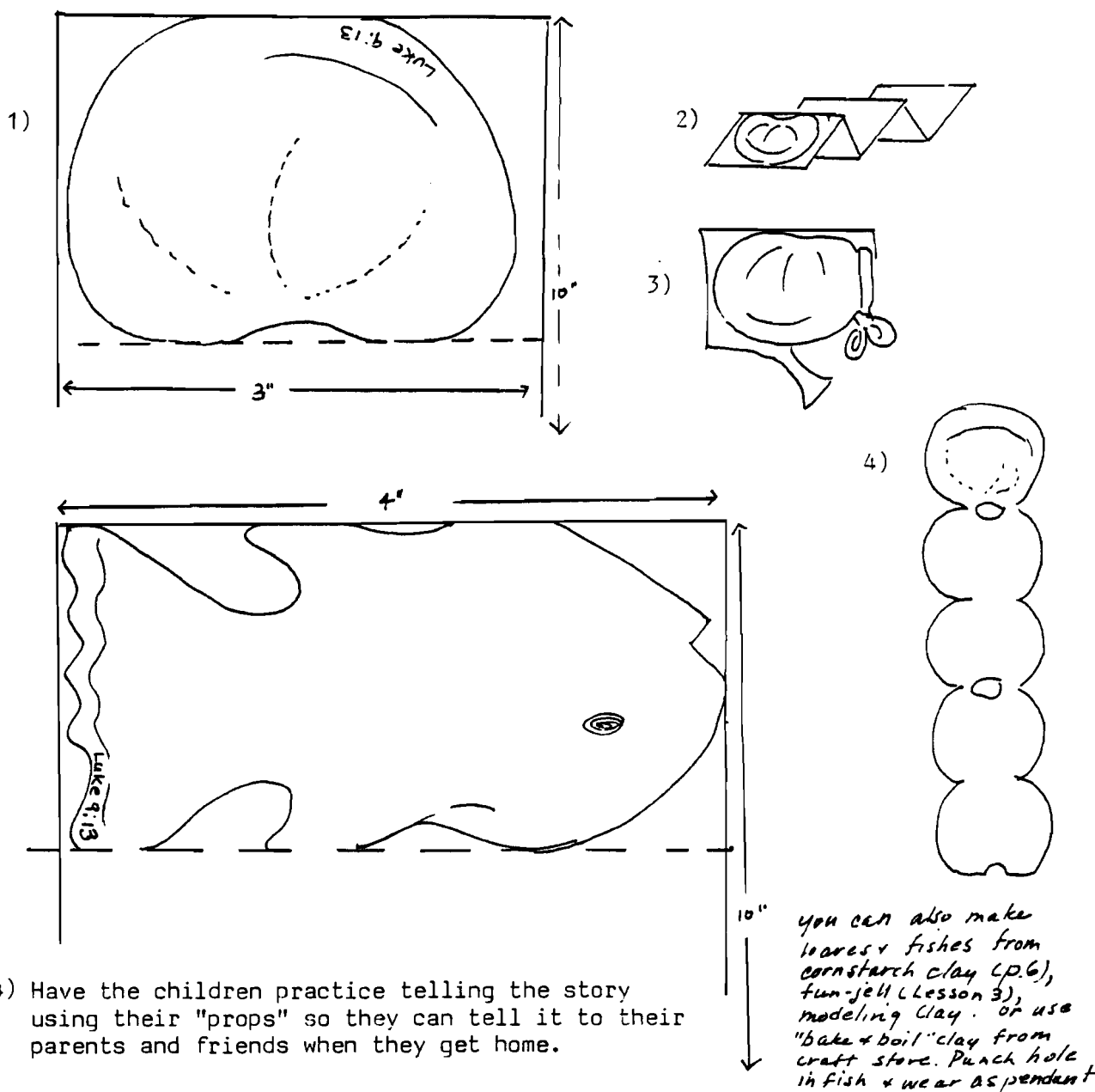
FOR THE LITTLE ONES: Multiplying the loaves and fishes.

Materials: Paper, markers, scissors, crayons (optional).

Before class: For each child, cut a strip of paper 3"x10" and a strip 4"x10".
With marker, draw loaves and fishes on the ends of the strips.

In class: Tell the story and then tell the children they are going to have their own loaves and fishes, which will grow into more loaves and fishes.

- 1) Each child gets the two strips and if they want, they can color the loaf and fish.
- 2) Show the children how to fold their strips accordion style. They may need help to keep the folds even.
- 3) With the strips folded, they cut around the outline of loaf and fish, taking care to keep the folds intact.



- 4) Have the children practice telling the story using their "props" so they can tell it to their parents and friends when they get home.

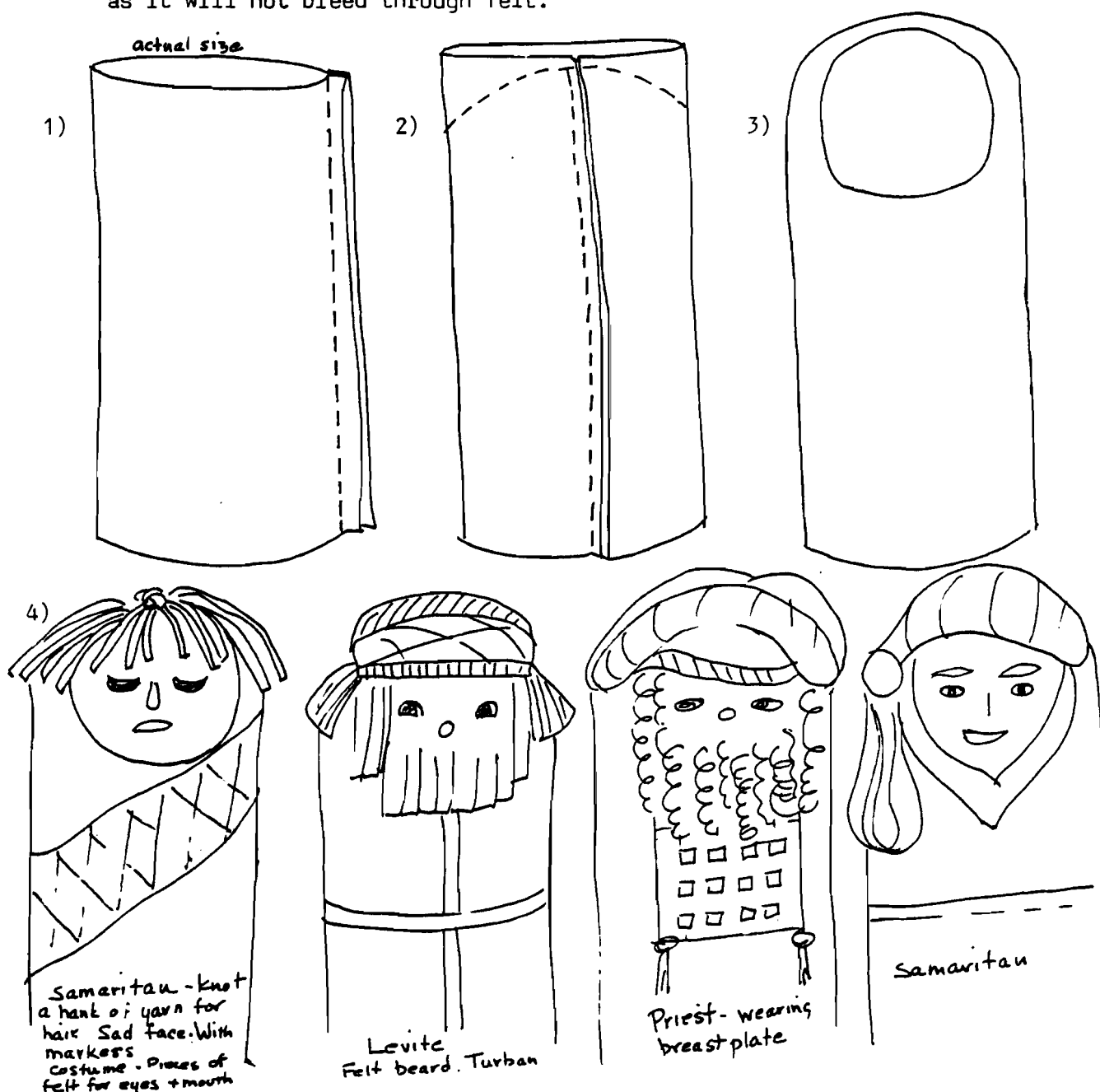
Luke 10:25-42: THE GOOD SAMARITAN

FOR THE LITTLE ONES: Acting out with finger puppets.

Materials: Felt scraps, yarn, small findings such as ric-rac, cord, edgings.

Before class:

- 1) Cut 3"x3½" pieces of felt. Stitch to make tube.
- 2) Flatten tube and with seam in center as shown stitch one end in semi-circular shape. (This will make the puppet head.)
- 3) Turn inside out and glue a felt circle on seamless side for face.
- 4) Make your characters as shown below. Use Tacky glue (see pink page 9), as it will not bleed through felt.



You could make thieves, but that might be too much fun!

Luke 10:25-42: THE GOOD SAMARITAN

FOR OLDER CHILDREN: The Shema. A large banner for your classroom.

Materials: Muslin, iron-on fabric, magic markers, dowel for hanging; OR poster board, contact paper, picture hanger; OR wood plaque, macaroni, paints, glue, picture hanger.

In class: Explain that when the Lord asked the lawyer what was written in the law, the man answered with the Shema. Shema means "hear" and it is the first word of the Jewish confession of faith. This faith is sometimes also called by the longer name "Shema Yisrael," which means "hear, Israel." Does this sound familiar to the children? It is from Deuteronomy 6. In Jewish ritual three sections of the law were read each morning and each evening. They were Deuteronomy 6:4-9 and 11:13-21, and Numbers 15:37-41. This confession of faith was probably the only such recitation which was found in every sect and class of the Jewish church, and is still used today. It was recited regularly with certain benedictions. It was also customary for a dying person to recite it, or if he/she was too ill to do that, those watching by the deathbed would recite it for the dying person.

Make a large banner with the first part of the Shema. Or make a small banner to take home to hang on the wall of the child's room.

For a large banner, use letters from iron-on fabric, pressed onto muslin, or letters cut from contact paper fastened to poster board. You can trace large letters from a child's alphabet book or a coloring book from the dime store. If you use fabric, stitch a heading to slip a dowel through; a poster can be thumb-tacked to the wall (if this is allowed) or hung with a paste-on hanger.

If your children are old enough to do careful lettering, you can use magic markers directly on fabric or poster board. Be sure to pencil the verse in first for guidelines.

For a small banner or plaque (individual project for each child to take home) you could also use a wooden plaque with macaroni letters glued on (takes time and a lot of macaroni to get all the letters for each child). You can also use macaroni letters on heavy cardboard, but the letters tend to pop off.



The children may be familiar with our Adoramus if they attend church or if you use it regularly in Sunday School. Tell them that the lawyer had said the Shema every day in the same way, so this was a natural reply to Jesus' question. And Jesus told him (and us) that indeed his "faith" was correct and was the right recipe for spiritual life; thus Jesus tied together the old tenets of Judaism with his new Christian religion. (Juniors and Intermediates might be interested in looking up the three passages cited above.)

Luke 11: THE SCRIBES AND PHARISEES

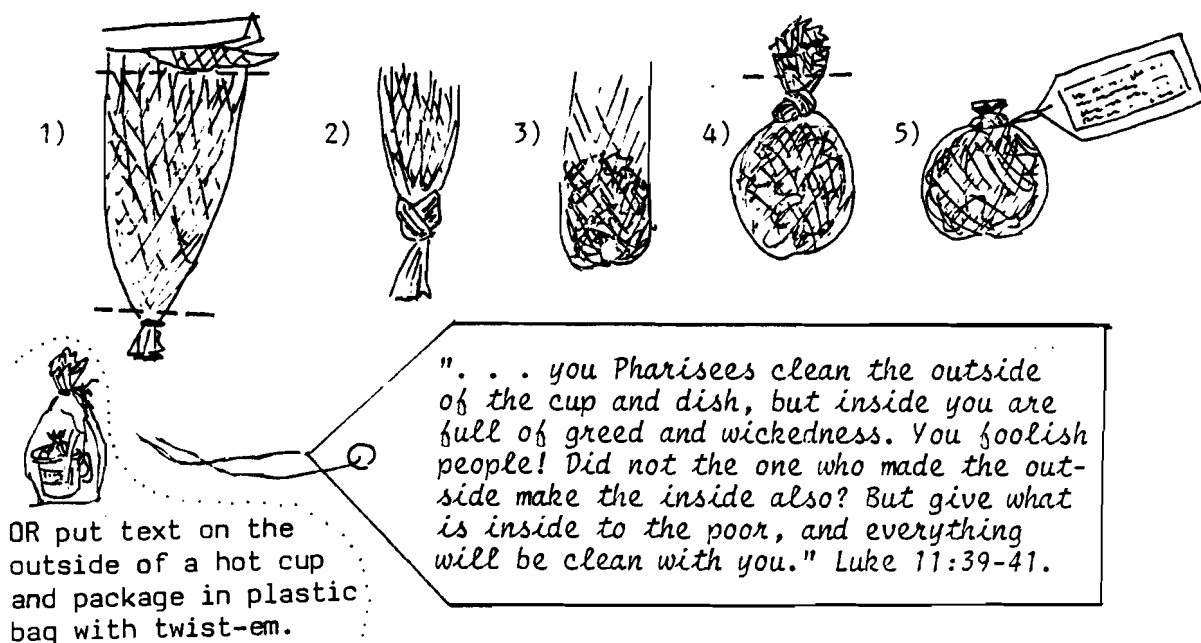
FOR THE LITTLE ONES: Clean inside and outside of the dish. A scrubber.

Materials: scissors, 3 plastic mesh bags for each child, tags with text.

Before class: Write out the text on heavy tags or card stock and insert loop of string for fastening to scrubber.

In class:

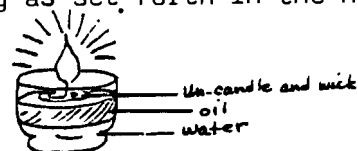
- 1) The children cut off both ends of the bags to remove fasteners.
- 2) They tie a tight knot near one end of one bag.
- 3) Turn the bag inside out and stuff the other bags inside.
- 4) Tie a tight knot in the open end of the bag, pushing it down as close as possible to the bunched-up stuffing. Trim off the excess above the knot.
- 5) Attach the text tag (Mother will remove it before using the scrubber).



FOR ALL AGES: A lamp on a lampstand.

Materials: Small dish set up for Un-candle and a container big enough to fit over it.

In class: Set up the Un-candle and explain that in Bible days they did not have wax candles but put oil in a lamp with a wick. Explain the parable, illustrating it by lighting the Un-candle, then placing the bowl over it. How much light does it give? Now remove the bowl and set the lamp up where it can shed light. Explain the spiritual meaning as set forth in the notes for the age level you are teaching.



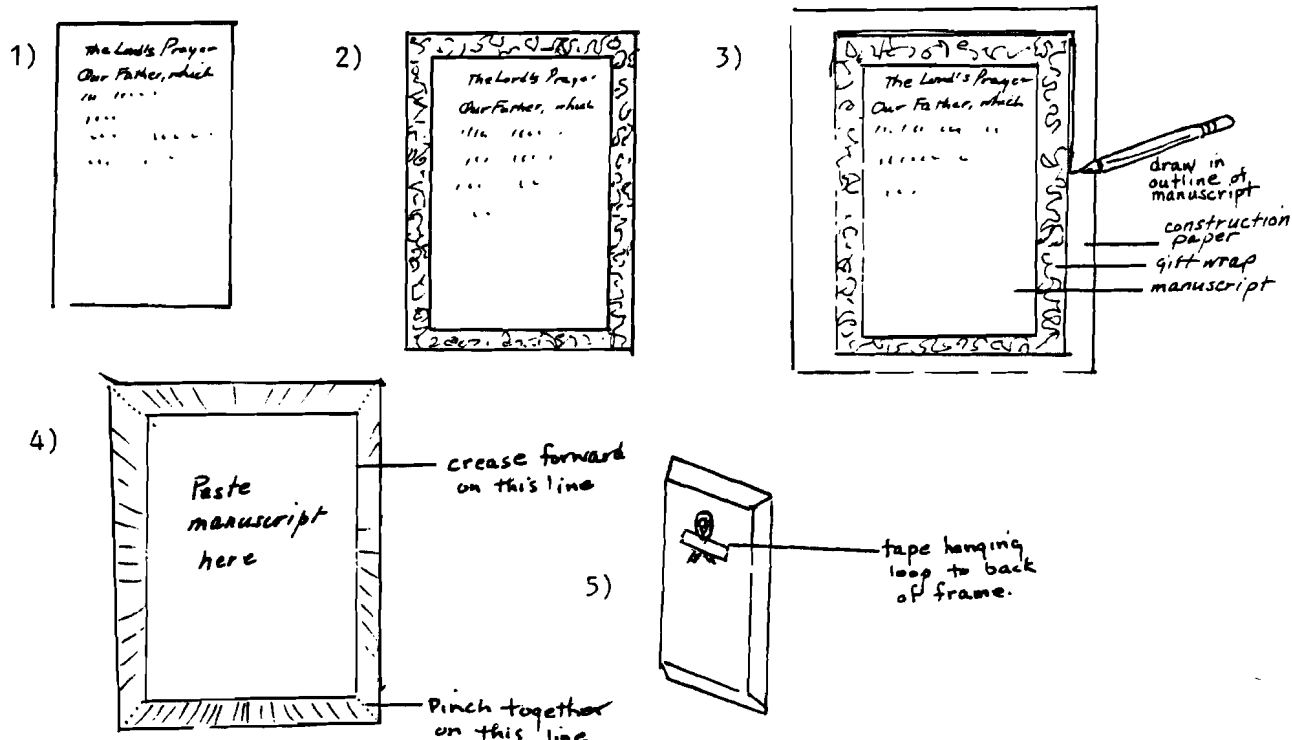
Luke 11: THE SCRIBES AND PHARISEES

FOR OLDER CHILDREN: Copying the Scriptures.

Materials: Plain paper 6½"x9", fine tip markers, colorful gift wrap, 12"x14" construction paper (or substitute heavy Kraft grocery bags), masking tape, string or yarn, glue, scissors.

In class: The Bible Study Notes explain who the Scribes and Pharisees were. Tell the children that the Scribes took pride in their skill in calligraphy and their accuracy in copying. For this morning the children will pretend they are Scribes, and they will copy the Lord's Prayer, carefully and accurately. (Use either the version in this chapter, which will not be as familiar to them, or use the one printed in the order of service in the Sunday School book.)

- 1) On the 6½"x9" plain paper the children copy the prayer. They can rule in very light lines as guides if they want. If you can get an illustrated book on Mediaeval Bible manuscripts, or a book on the Book of Kells from the library, they may be inspired to make fancy capitals, use color, etc.
- 2) Cut a piece of gift wrap 8½"x11" and glue the prayer sheet in the center.
- 3) On construction paper cut to 10½"x13" trace around the outline of the prayer page, placing it in the center, with a 1" margin all around (or measure and mark a 1" border all around the construction paper).
- 4) Crease the construction paper forward along the lines. Pinch the corners together along a line shown by the dotted line in the diagram. You have a 3-D frame. Glue the prayer manuscript into the frame.
- 5) Cut a short piece of string or yarn and tape it to the back for a hanger.



Luke 14: THE GREAT SUPPER

FOR ALL AGES: Put on a feast.

Materials: Paper tablecloth, paper plates and cups, plastic spoons, hors d'oeuvres picks, flowers, fruit juice, carrot sticks, raisins, cheese cubes, bananas, etc. - a variety of healthful foods, a pitcher for the juice.

In class: Tell the story and suggest that it was very foolish of the invited guests to refuse the master's invitation. Then tell the children that they are going to prepare a nice feast, too. Have them sign their names to an invitation that reads simply, "Please come to supper." Two children may be chosen to deliver this invitation to another class. (You have arranged this beforehand with the other teacher but he or she has not told the class.)

Now let the children put the picks into the cheese chunks, cut up the fruit and insert picks for easy handling, or mix cut-up fruit in a serving dish. They put the foods onto plates and serving dishes, set the table, arrange the flowers and put the juice into a small pitcher.

When all is ready, someone goes to tell the other class that all is ready. Your children receive the guests and see that they are seated before they sit down themselves. They pass the food and offer seconds (a lesson in being good hosts).

You may want to comment on what a nice occasion it is and how glad you are that the others could come. If the other class has not had the same lesson, review the parable by drawing the story from your children's memories.

Be sure to allow enough time so that your class can help clean up.

(If you want parent cooperation, perhaps some of the food could be brought by one or more of the parents of your children.)



Lesson 130

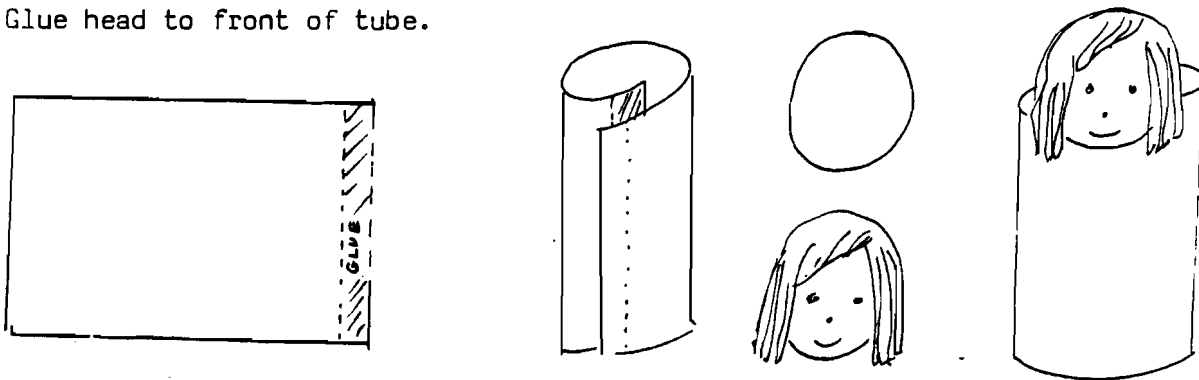
Luke 14: THE GREAT SUPPER

FOR OLDER CHILDREN: Finger puppets to take home.

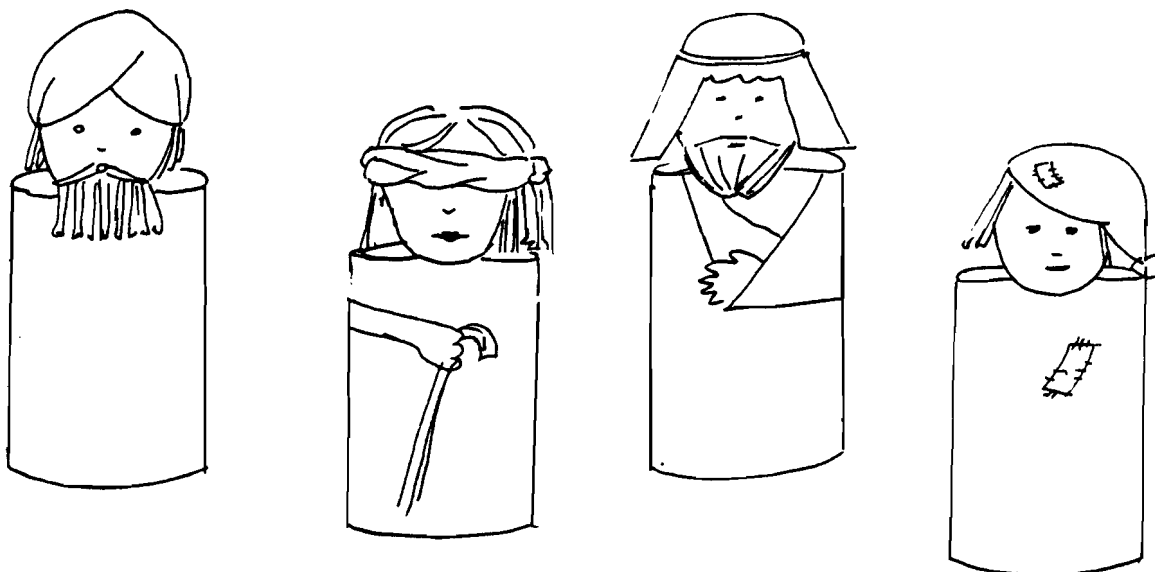
Materials: Construction paper, scissors, glue, crayons or magic markers, yarn.

In class:

- 1) Cut colored construction paper into pieces $3\frac{1}{2}" \times 2\frac{3}{4}"$.
- 2) Glue into tube.
- 3) Cut head shape about the size of a quarter and draw in features. Glue on yarn for hair or beard, make hats or turbans of fabric or paper.
- 4) Glue head to front of tube.



Now act out the story: One pupil will have "a certain man," others will have the servant, the man who had bought ground, the man who had oxen, the man who married a wife. All pupils also have other puppets who represent the guests who were finally invited - the poor, lame, blind, etc. (have fun making these!). The pupils can make as many puppets as time allows, so the great supper will have many guests.



Luke 15: THE PRODIGAL SON

FOR THE LITTLE ONES: A game and project.

The chapter for this lesson includes three parables, all involving something that was lost and then restored. For the little ones we have chosen the story of the lost coin. This activity combines teaching with role-playing and a game.

Materials: a broom (child-size preferred), a dime for each pupil, a small cream pitcher or other ceramic container with a broad mouth, salad oil, an un-candle disc and wick, matches, water.

Before class: Hide the dimes in concealed places on the floor: under the radiator, under table legs, etc. If you can't remember the position of each coin, write it down.

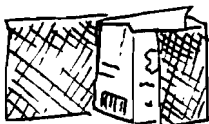
In class: After you have told and retold the story, bring out the cream pitcher and the un-candle set. Tell the children that since the woman had to light a lamp it must have been dark in the house. You can pull the shade if you wish. Explain what the lamp was (they didn't have candles, but used a wick in a container of oil). Let the children help you fill the pitcher with water and oil, set in the disc and wick, and light the lamp. Now explain that each child will have a turn with the broom until he or she has found one coin, then the broom will be passed on. Youngest first, as the hunting will get harder. You may have to help with hints about where they have missed, or what piece of furniture they forgot to move. They may keep the coins. When the last coin is found, celebrate. (You have already cheered as each was found.)

If you wish, this may be extended by constructing a bank to keep their money in.

Materials: Half-pint cream carton, heavy foil, knife, glue, stapler, text slip.

In class:

- 1) Open out the cream carton.
- 2) Cut a piece of foil $11\frac{1}{2}" \times 4\frac{1}{8}"$ and glue to carton. (The foil keeps the theme of silver.)
- 3) Staple the top shut again and cut a slot in the side.
- 4) Glue on the text slip.



*"Rejoice with me, I
have found my lost coin."
-Luke 15:9*

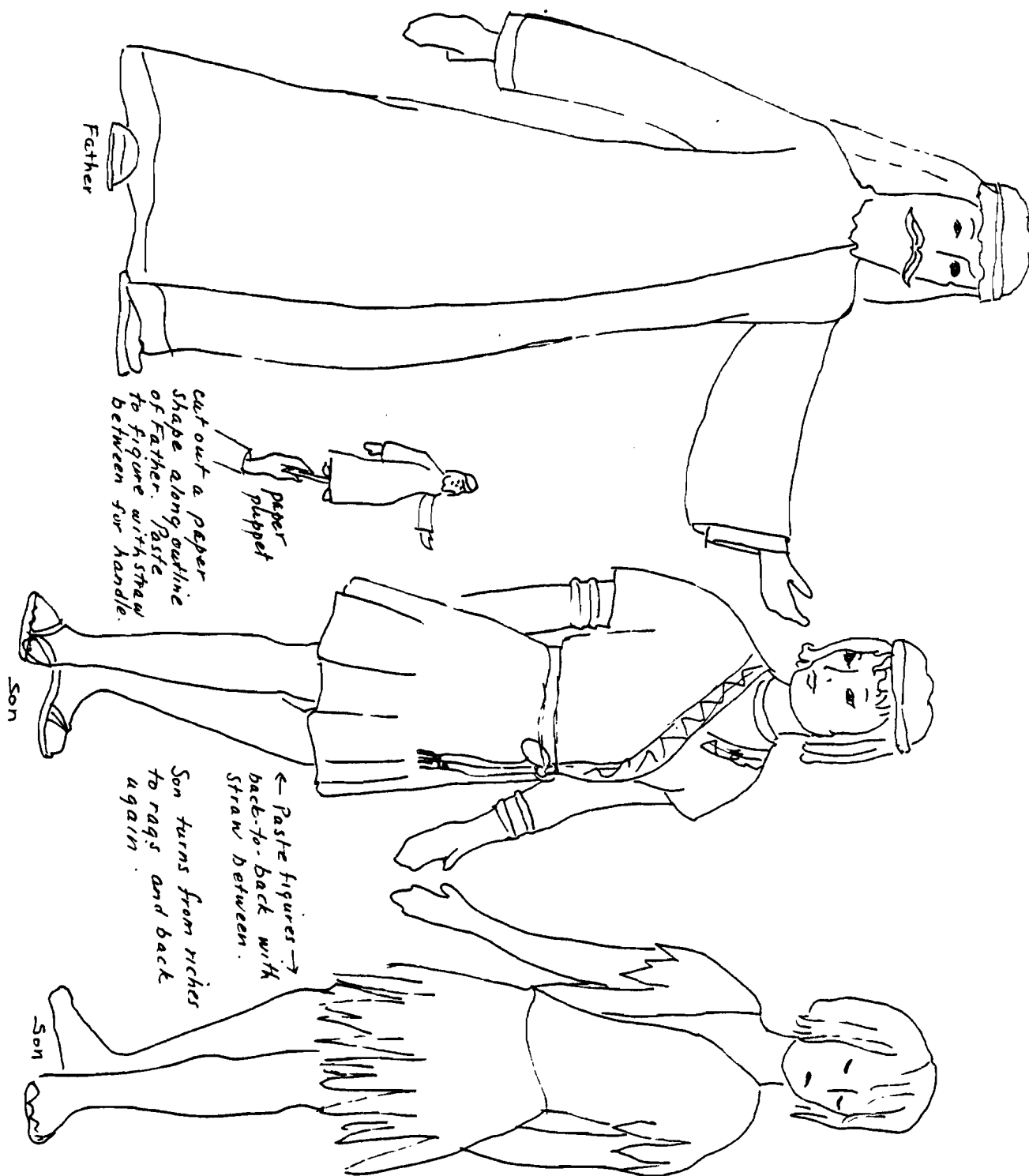
Luke 15: The Prodigal Son

FOR ALL AGES: Tell the story with puppets.

Materials: Copies of the figures, scissors, crayons, glue, drinking straws.

Before class: Trace or Xerox the figures - a set for each child.

In class: Color and cut out the figures and glue together with a straw in between.



"Prodigal" means "given to reckless extravagance." Be sure the children know that word is used because the boy spent all his money foolishly.

Luke 16: THE UNJUST STEWARD

FOR THE LITTLE ONES: Stewardship.

Materials: Construction paper, pictures clipped from old magazines, glue, text.

Before class: Clip from magazines colorful pictures of clothes, pets, books, toys, food, flowers, money, anything the Lord gives us.

In class: Tell the story and bring out the idea that the Lord gives us everything to use well. Stewardship means making good use of what we have. (NIV translates it "manager" which may be easier for the children to grasp.)

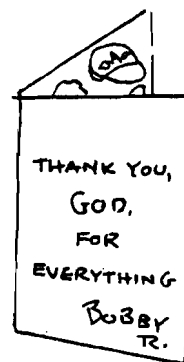
Let the children look at all the things you have cut out. (If they are old enough to use scissors, you could just clip the page, and let them cut around the object.) They choose some to paste to their sheets of construction paper. Each thing they choose is something they promise to take care of, and share where appropriate. They can sign their names at the bottom of the page to show that they promised this.

You can write a title on the page: "Thank you, God, for everything," or "All good gifts are from God," or "Use God's gifts wisely." Or you can write a verse from the lesson.

The paper can be folded as a booklet before starting, if you wish, and the title put on the cover.



You could also use self-stick birds, animals, etc., or have the children draw and color the objects. This is a good lesson to stress our responsibility to the environment, the underprivileged, the handicapped, the elderly. Just keep it general and don't press for any particular "cause" which might be beyond the children's ability or means to implement. Make it suitable for where they are.



Luke 16: THE UNJUST STEWARD

FOR OLDER CHILDREN: The Law and the Prophets.

In verse 16 of our chapter the Lord says, "The law and the prophets were proclaimed until John. Since that time, the good news of the kingdom of God is being preached, and everyone is forcing his way into it. It is easier for heaven and earth to disappear than for the least stroke of a pen to drop out of the Law." (NIV) Later in the same chapter, in the parable of the rich man and Lazarus, Abraham says, "They have Moses and the Prophets; let them listen to them." Here are two times in the same chapter that the law and the prophets are referred to. This activity sheet is aimed at introducing the older children to the Hebrew canon of scripture.

The process of agreeing on the canon of Hebrew scripture took 1,000 years of pondering and debate, beginning with the time of King Josiah (read II Kings 22 and II Chronicles 34). As finally evolved the scriptures were as follows:

1. THE LAW (also called the books of Moses, or the Torah.)

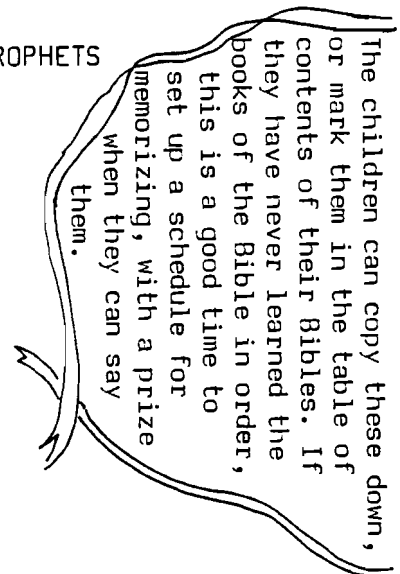
Genesis
Exodus
Leviticus
Numbers
Deuteronomy

2. THE FORMER PROPHETS

Joshua
Judges
I Samuel
II Samuel
I Kings
II Kings

3. THE LATTER PROPHETS

Isaiah
Jeremiah
Ezekiel
Daniel
Hosea
Joel
Amos
Obadiah
Jonah
Micah
Nahum
Habakkuk
Zephaniah
Haggai
Zechariah
Malachi



The Torah was regarded by devout Jews as fundamental in the life of Israel. The five books were arranged in a reading cycle so that the entire contents was covered in one year of Temple worship. This is still done today.

The New Church canon of the Old Testament is almost the same as the Jewish canon. There are three exceptions: Psalms, Daniel and Lamentations are included in our canon by Swedenborg, who says they have the continuous, connected internal sense, and so are part of what we call technically "The Word," as distinguished from the books of Ruth, Chronicles, Ezra, Nehemiah, Esther, Job, Proverbs, and Song of Solomon, which we recognize as important sacred writings, though not having the continuous, connected internal sense.

Why did the Hebrew scriptures not include the Psalms? Perhaps it seemed too familiar and commonplace to them to be included. It was their hymn book and they used it every day. Lamentations and Daniel are a different story: they were written outside the Holy Land, and the opinion was that no holy book could be written in a Gentile land! They are part of the Hagiographa or Sacred Writings and are read in Temple worship, but are not part of the Prophets.

Note: There are a dozen or so other books which were a part of the original King James Bible. These are the Apocrypha. They were considered unsuitable by the Puritans and were omitted from the Protestant Bible, though they appear in the Catholic Bible. Some of the children may have heard of the books of Judith, Tobit, Baruch, Maccabees, etc. You could get the Apocrypha from the library to show them.

Luke 19: PALM SUNDAY

FOR THE LITTLE ONES: A Palm Sunday procession.

Materials: Palm branches (or ti leaves) from the florist, colorful fabric for headdresses (about 18"x24"), ribbon or elastic.

In class: Using a piece of fabric, make a headdress for each child (see Lesson 88). It's smart to try your fabric pieces on yourself at home first, to be sure they are not too slippery to stay on.

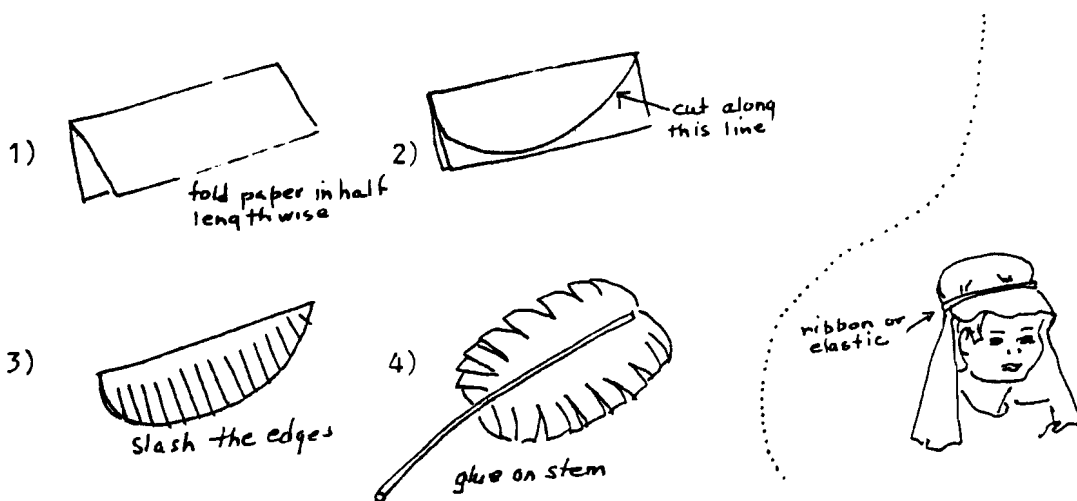
When you are retelling the story, make up a procession. Each child has a palm branch and is dressed with the headdress. If you have closing exercises, they can march out into the assembly room. If not, march around your room. As they go, the children can sing praises to the Lord. There are two Palm Sunday songs in the Hosanna, No. 62, "All Glory, Laud and Honor," and No. 63, "Ride On, Ride On." However, perhaps more suitable for your young children would be one of the songs for little children, such as "Praise Him, Praise Him" (No. 175), or "Happy Hearts" (No. 166). Also consider Nos. 16, 17, 22, 27, 31.

If you cannot get real palm branches, the children can make their own. (Try to get the real thing, as it makes the lesson extra special, not just another craft project.)

Materials: Green construction paper, scissors, cardboard strips.

In class:

- 1) Fold the green paper in half (12"x18" size is ideal for this).
- 2) Cut the leaf out by cutting away the edges as shown.
- 3) slash the edges through both thicknesses on the side opposite the fold.
- 4) Open out and glue to a narrow strip of cardboard for a stem. Or you can use stems from dried weeds if they are strong enough.



Luke 19: PALM SUNDAY

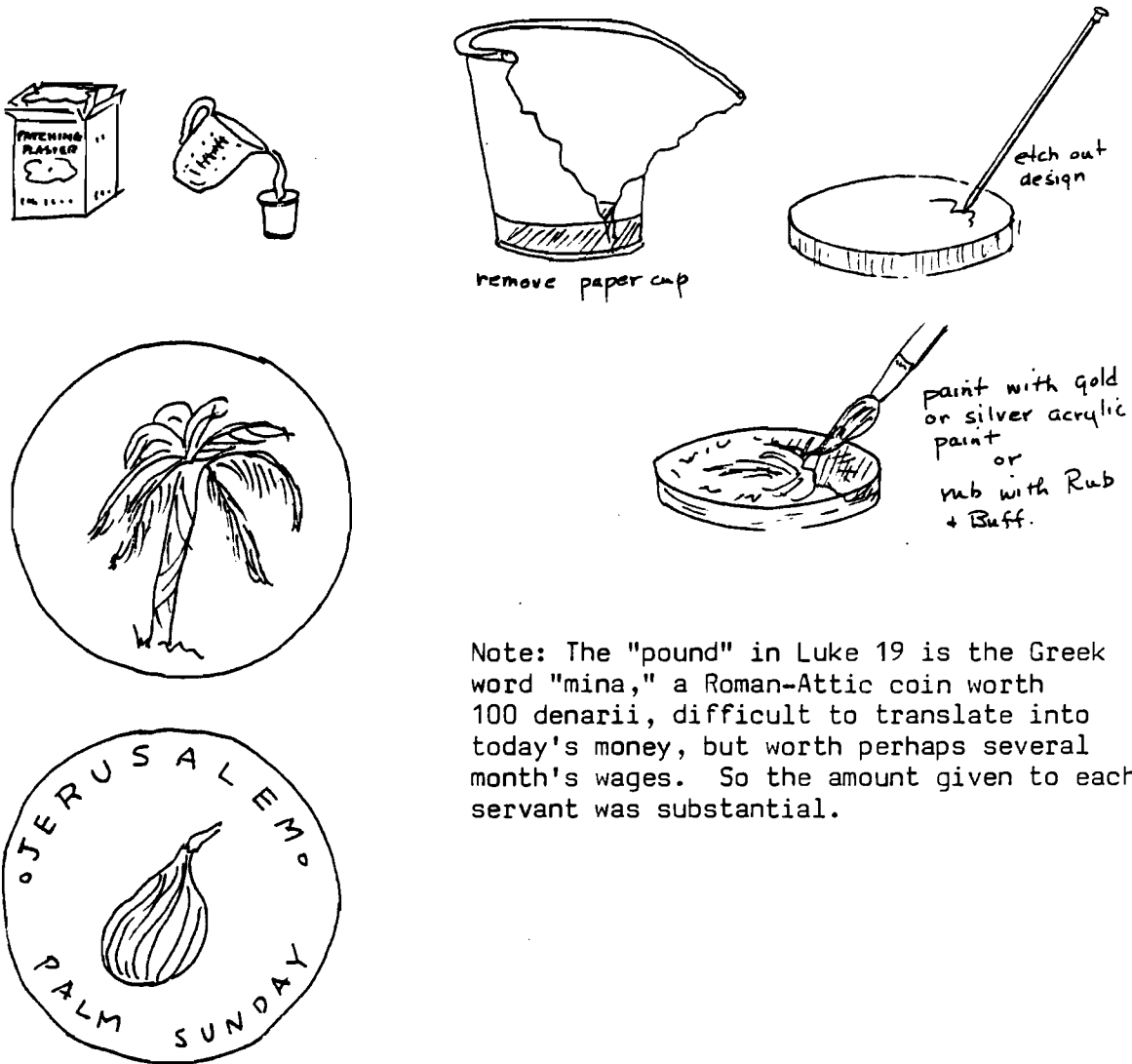
FOR OLDER CHILDREN: The parable of the pounds (minas).

Materials: Plaster of Paris, small paper cups, small knitting needles, old ball-point pens (empty of ink), etc., acrylic paints or Rub & Buff (from craft store).

Before class: Mix plaster of Paris and pour into the bottom of small paper cups.

In class: The children carefully peel off the cup from the plaster and using a knitting needle or old ball-point pen etch designs on the "coins." Bring your Bible dictionary so they can copy authentic coins, or let them design their own coin using themes from the chapter: Zacchaeus on one side and a fig on the other, a palm tree on one side and the word "Jerusalem" on the other, etc.

When they are satisfied with their designs, rub with Rub & Buff, or paint with gold or silver acrylic paint. (Coins might require 2 coats.)



Note: The "pound" in Luke 19 is the Greek word "mina," a Roman-Attic coin worth 100 denarii, difficult to translate into today's money, but worth perhaps several month's wages. So the amount given to each servant was substantial.

Luke 19: PALM SUNDAY

FOR THE LITTLE ONES: Colt puppet for storytelling.

Before class: Make the colt puppet (pattern on the back of this sheet).

In class: Use the colt as the story teller. Put colt on your hand and -

COLT: I was a little colt who belonged in a village near the Mount of Olives. And - sometimes my mother was working for our master. I would be tied up with my rope so I wouldn't follow her or run away into the fields (shake head so bridle moves). I really wouldn't have run away . . .

TEACHER: Oh, that was a good little donkey! What happened to you?

COLT: Well, one day when my mother was working, two men came into the village and looked at me and began to untie my rope.

TEACHER: Well, what happened then?

COLT: The men started to lead me away, and my master said, "Where are you taking my donkey's colt? He's very young. No one has ever ridden on him."

TEACHER: And what did the men say then.

COLT: They said, "The Lord needs it."

TEACHER: Oh, and then what happened?

COLT: Well, we walked to where Jesus and the other men were - I heard them called disciples - and these disciples put their clothes on my back to make a riding place. I had never had a rider before, did I tell you that?

TEACHER: You mentioned it. (Puts cloth on colt's back.) Like this?

COLT: The disciples set Jesus on my back and I walked carefully down the Mount of Olives through the city gates. And the disciples were following, and all the people were throwing clothes on the road to make a carpet on the path.

TEACHER: What else?

COLT: They were making a great noise and waving branches from the palm trees, and throwing those on the roadway, too. It was exciting. All that shouting! We went straight up to the temple, and Jesus went in.

TEACHER: What were the people shouting?

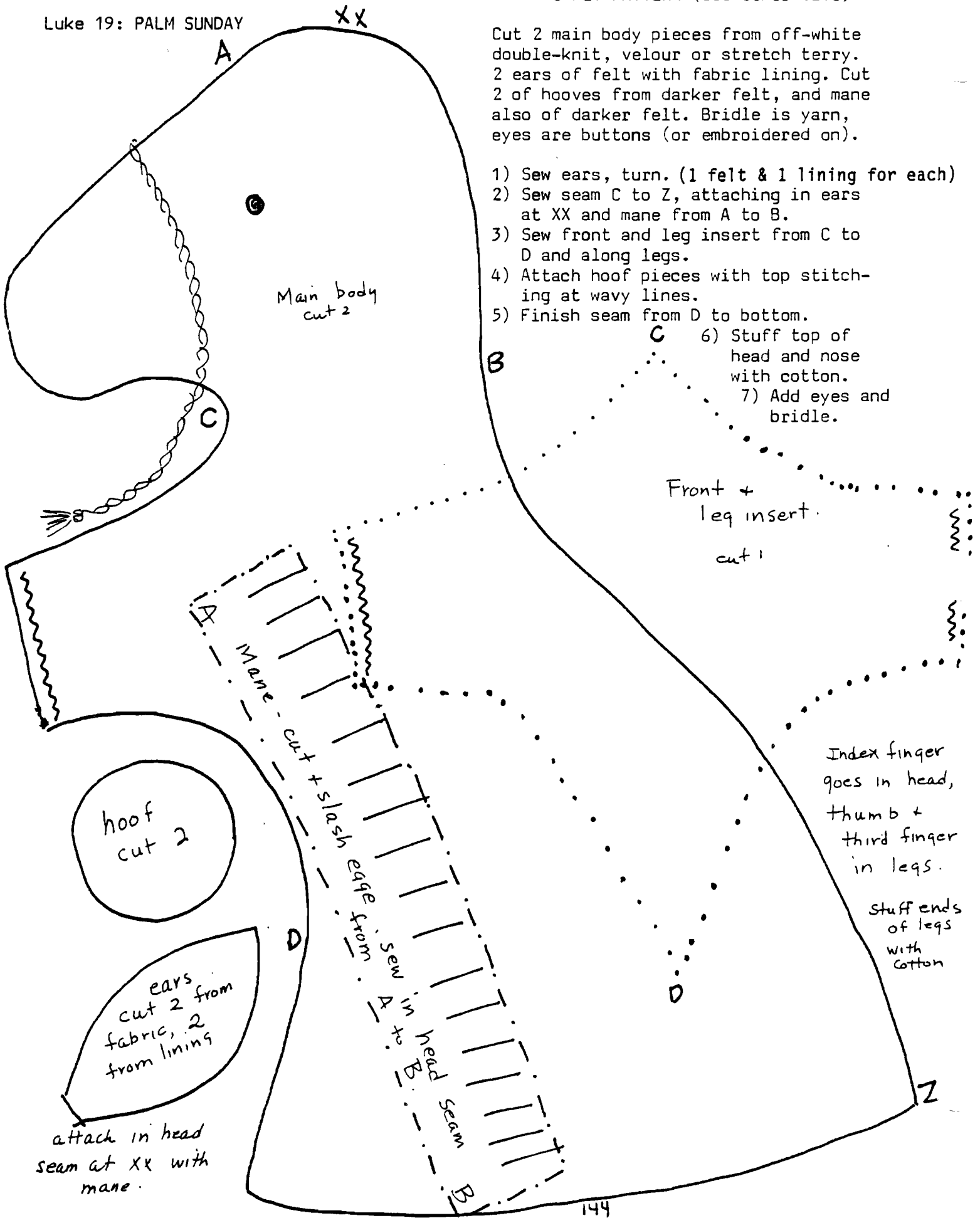
COLT: "Blessed is the King who comes in the name of the Lord!"

This dialogue is just a hint; you should do your own thing, based carefully on the Bible story. If you make the puppet move only when he is talking, attention will be focused on him and you will not need to be concerned with altering your voice (or talking like a donkey) or moving your lips. Speak his part naturally and your questions also.

By reading all the other Palm Sunday lessons from the Bible Study Notes you will broaden your scope and the colt will be ready to field questions from the children. If a question is relevant, answer it. If not, have the colt say, "That isn't important to the happening." If you don't know, have him say "I can't remember that," or simply "I don't know."

You can use this colt puppet with other puppets in play-acting the story with the children; they can take people puppets and be the crowd, or the disciples, etc.

Luke 19: PALM SUNDAY



Cut 2 main body pieces from off-white double-knit, velour or stretch terry. 2 ears of felt with fabric lining. Cut 2 of hooves from darker felt, and mane also of darker felt. Bridle is yarn, eyes are buttons (or embroidered on).

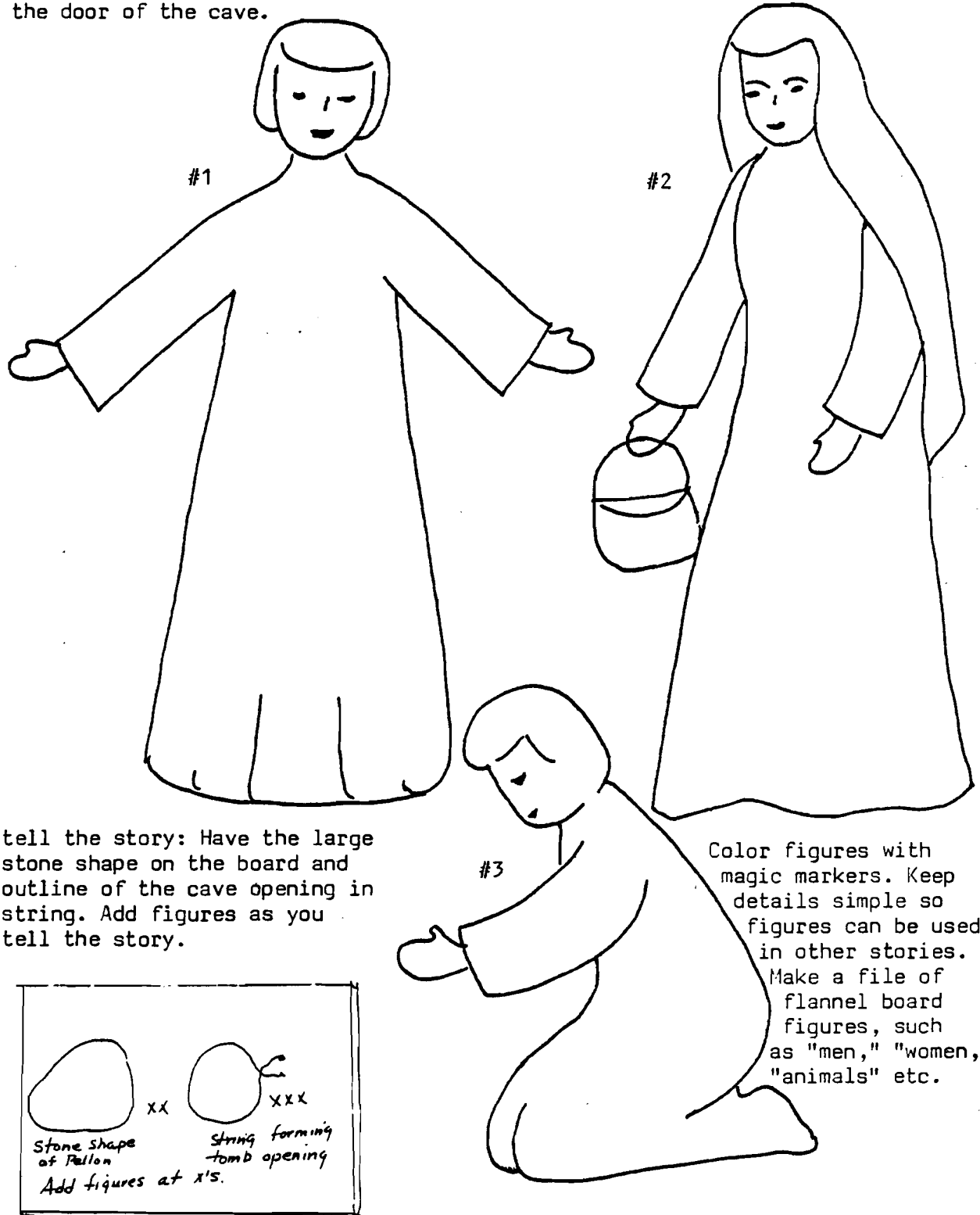
- 1) Sew ears, turn. (1 felt & 1 lining for each)
- 2) Sew seam C to Z, attaching in ears at XX and mane from A to B.
- 3) Sew front and leg insert from C to D and along legs.
- 4) Attach hoof pieces with top stitching at wavy lines.
- 5) Finish seam from D to bottom.
- 6) Stuff top of head and nose with cotton.
- 7) Add eyes and bridle.

Luke 24:1-12: EASTER

FOR THE LITTLE ONES: Flannel board figures.

Materials: Pellon or felt, magic markers, scissors, string.

Before class: Trace and cut figures from Pellon (or felt, which is not so easy to draw on). Cut two figures from #1 for men in tomb, 3 figures from #2 for Mary Magdalene, Joanna and Mary. Cut one figure from #3 for Peter. Cut a large stone shape and have a piece of string to make an oval to represent the door of the cave.



Directions for making flannel board are on blue page 105.

Luke 24:1-12: EASTER

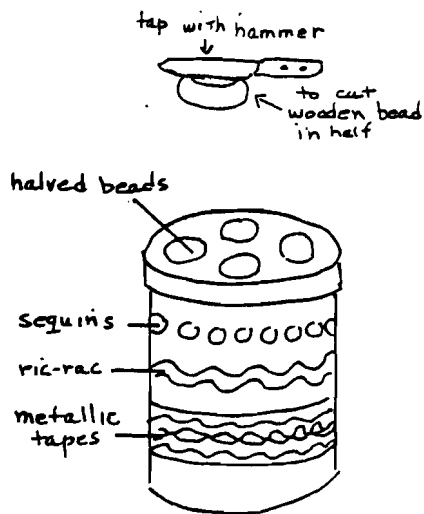
FOR OLDER CHILDREN: Spice boxes.

Materials: tiny cardboard jewelry boxes, small empty tin spice boxes from the kitchen, small plastic pill boxes or bottles from pharmacy; sequins, wooden beads, ribbon, lace, braid, old jewelry stones, gummed paper dots, etc.; glue, acrylic craft paint or contact paper, various kinds of spice.

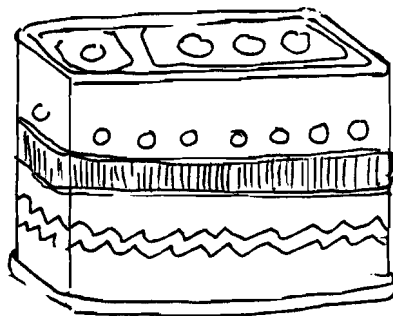
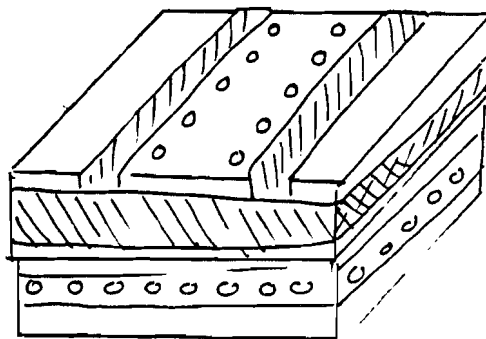
Spices were precious. They had to be imported from faraway lands at great cost. So the containers they were put in were also precious, decorated and treasured.

In class:

- 1) Paint the containers with acrylic craft paint. It will dry quickly so the box can be decorated at the same session.
- 2) While the paint is drying each child selects trimmings and thinks about how to design the box.
- 3) Glue the decorations on with Tacky glue. Wooden beads can be cut in half with knife and hammer. Put knife blade on top of bead and tap blade gently with the hammer.
- 4) Fill boxes with whole cloves, bay leaves, cardamom, cinnamon stick, nutmeg, or dried flower petals.



These boxes could also be covered with gift wrap in gold or other appropriate (religious) patterns. Glue with Sobo or Tacky glue and decorate.



You can cover these boxes with contact paper instead of painting. Contact paper sticks well, but is harder for children to handle.

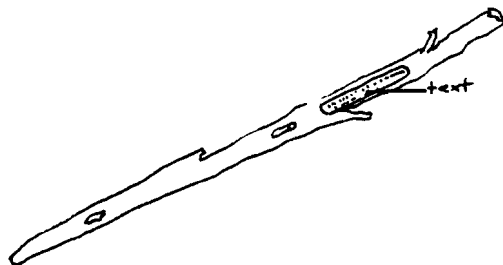
To tie the Palm Sunday and Easter lessons together, and save wear and tear on Easter clothes, do spice boxes on Palm Sunday using leaf motif cut from paper, and fill boxes with spices on Easter.

Luke 24:13-53: THE WALK TO EMMAUS

FOR THE LITTLE ONES: Learn while you walk.

Materials: For each child, a sturdy walking stick. You get a nice walk in the woods to select fairly straight sticks of the proper length for your class. If you want, sand down a flat place near the top and with indelible ink write a text, such as "Jesus himself came up and walked along with them, -Luke 24:15."

In class: Take the children outside with their walking sticks and go with them to a place where you can sit down and discuss the lesson. Plan the distance with regard to the age of your class. You can have a refreshing pitcher of juice waiting for them when they get back.

FOR OLDER CHILDREN: A two mile walk.

The distance from Jerusalem to Emmaus is about four miles.* Point out to the class that people in those days were used to walking fairly long distances. It was several miles from Bethany in to Jerusalem, and Christ walked that almost every day to and from the temple during the last week of his life, as he stayed each night with Mary, Martha and Lazarus.

Before class: Plan a walking route which will be around two miles round trip from your church. Arrange with the Sunday School superintendent for your class to be absent from the opening exercises.

You might want to write a card to each child during the week before, telling them to wear comfortable shoes and clothes to suit the weather.

Sunday morning: Meet your class as they come to Sunday School and take them for a walk. As you go along, tell and retell the story. Bring your Bible with you, and at some point find a good stopping place, gather the children around you, and read the lesson from the Word. The children will get the idea of how long it might have been before the disciples were joined by the Lord, and it will be a different kind of Sunday School experience for them.

An adult can walk 3 miles in an hour at a good pace, but not rushed.

Have an alternate project ready in case of rain!

* NIV says seven miles.

Lesson 135

Luke 24:13-53: THE WALK TO EMMAUS

FOR OLDER CHILDREN: Opening the Scriptures (v.27)

In class: The children know that in the inner sense the whole Word deals with the life of the Lord. However there are many passages which in the literal sense deal with his life on earth. The children can look up some or all of the passages in the left-hand column below and relate each one in turn to its fulfillment in the opposite passage (right-hand column).

Genesis 3:15	Mark 15:15	• You can divide your pupils into teams of two. One member of each team has several Old Testament references and his/her partner has the New Testament references of fulfillment. Or you can write each pair of references on a separate slip of paper and have the children take turns drawing slips. This could be a quiz-down with time limits and a prize for the winning team. At some point in the game, each pair should be shared with the rest of the class so the children can see some of the passages which Jesus might have quoted to show his disciples how the Old Testament was really talking about Him.
Genesis 12:3	John 15:11	
Numbers 24:17	Matthew 2:2	
Isaiah 9:7	Luke 1:32-33.	
Isaiah 7:14	Luke 1:26-31	
Micah 5:2	Luke 2:4-7	
Jeremiah 31:15	Matthew 2:16-18	
Hosea 11:1	Matthew 2:14-15	
Psalms 2:7	Matthew 3:17	
Isaiah 9:1-2	Matthew 4:13-16	
Isaiah 61:1-2	Luke 4:14-20	
Isaiah 53:3	John 1:11; Luke 23:18	
Zechariah 9:9	Mark 11:7-11	
Psalms 41:9	Luke 22:47-48	
Zechariah 11:12	Matthew 26:15	
Psalms 35:11	Mark 14:57-58	
Isaiah 53:7	Mark 15:4-5	
Isaiah 50:6	Matthew 26:67	
Zechariah 12:10	John 20:27	
Psalms 22:7-8	Luke 23:35	
Psalms 69:21	Matthew 27:34	
Psalms 22:17-18	Matthew 27:35-36	
Psalms 34:20	John 19:32-36	
Zechariah 12:10	John 19:34	

Revelation 6: THE FOUR HORSEMEN

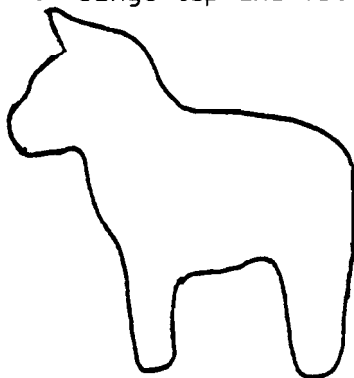
FOR ALL AGES: A Bible bookmark.

Materials: Felt or Pellon, scissors, craft glue, magic markers.

Before class: For the little ones, cut out the bookmark and the four horses ahead of time.

In class: (All classes old enough to cut fabric)

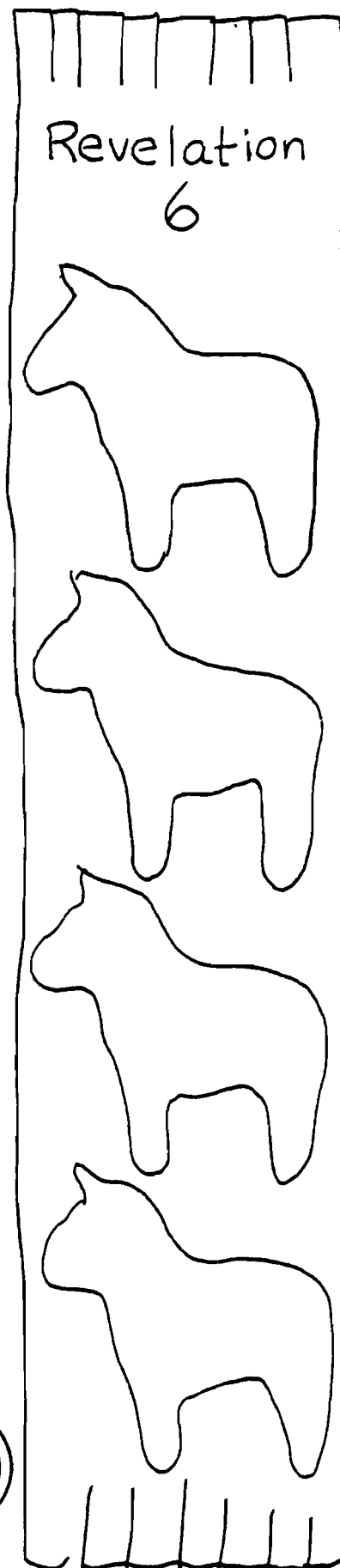
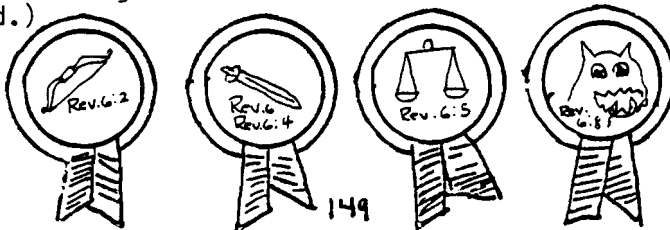
- 1) Cut large strip of felt or Pellon as shown. Felt can be a bright color that will contrast with the colors of the horses.
- 2) Using horse pattern below, cut four horses of felt or Pellon. If using felt, make one white, one red, one black, and one gray or tan. If using Pellon, color horses with crayon or magic marker, leaving one white.
- 3) Using fabric glue (Tacky, or craft glue), paste horses onto bookmark as shown.
- 4) At the top write in magic marker: REVELATION 6. Fringe top and bottom of bookmark.



FOR CHILDREN OLD ENOUGH TO READ: An extra activity.

Have a practice session using the bookmark. Give the children a Bible text and see which one can find it first. The first one to hand you his/her Bible with the bookmark in the right place wins a prize: a card with a Psalm written on it, or some other small item. For young children it could be a small prize ribbon made from paper, self-stick seal and ribbon.

(Find the table of contents for the children if you want, so they can look up the page number of the book they are looking for. Even this method helps them get used to where the books are located.)



Revelation 6: THE FOUR HORSEMEN

FOR OLDER CHILDREN: A horse and rider.

Materials: Newspapers, string (lots) or yarn, paint (optional).

In class: For horse:

Leg: (make 2). two full sheets of newspaper folded up.

Roll, twist, and make a V.

Body: same fold, roll, twist, slide up into V's.

Bend down head, insert small roll for ears.

For rider:

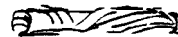
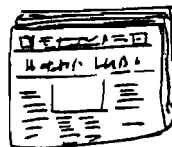
Body: unfold paper, roll, twist, fold.

Arms: fold paper, roll, twist insert as shown.

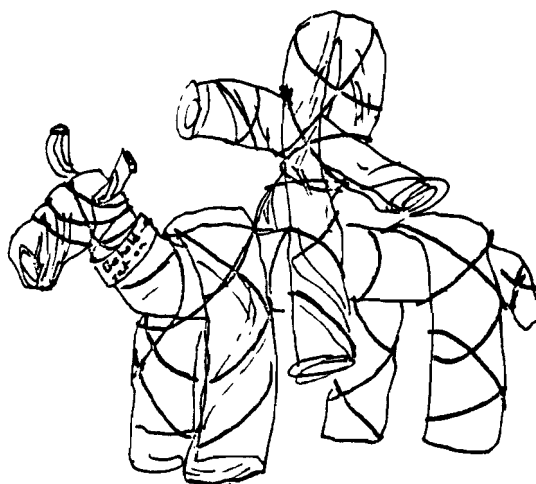
When the pieces are made and assembled, wrap tightly with yarn and tie. This may take teamwork, one child to hold the piece while the other wraps the yarn round and round.

The text can be written on paper for a collar on the horse, or for a saddle blanket.

These figures can be painted with poster paints, but this is not at all necessary. They are effective as they are. You could use red, black, gray and white yarn if you wanted.



All pieces (except ears) use two sheets.



It's a good idea to try this one at home yourself first. You can bring the finished product to class to show the children.

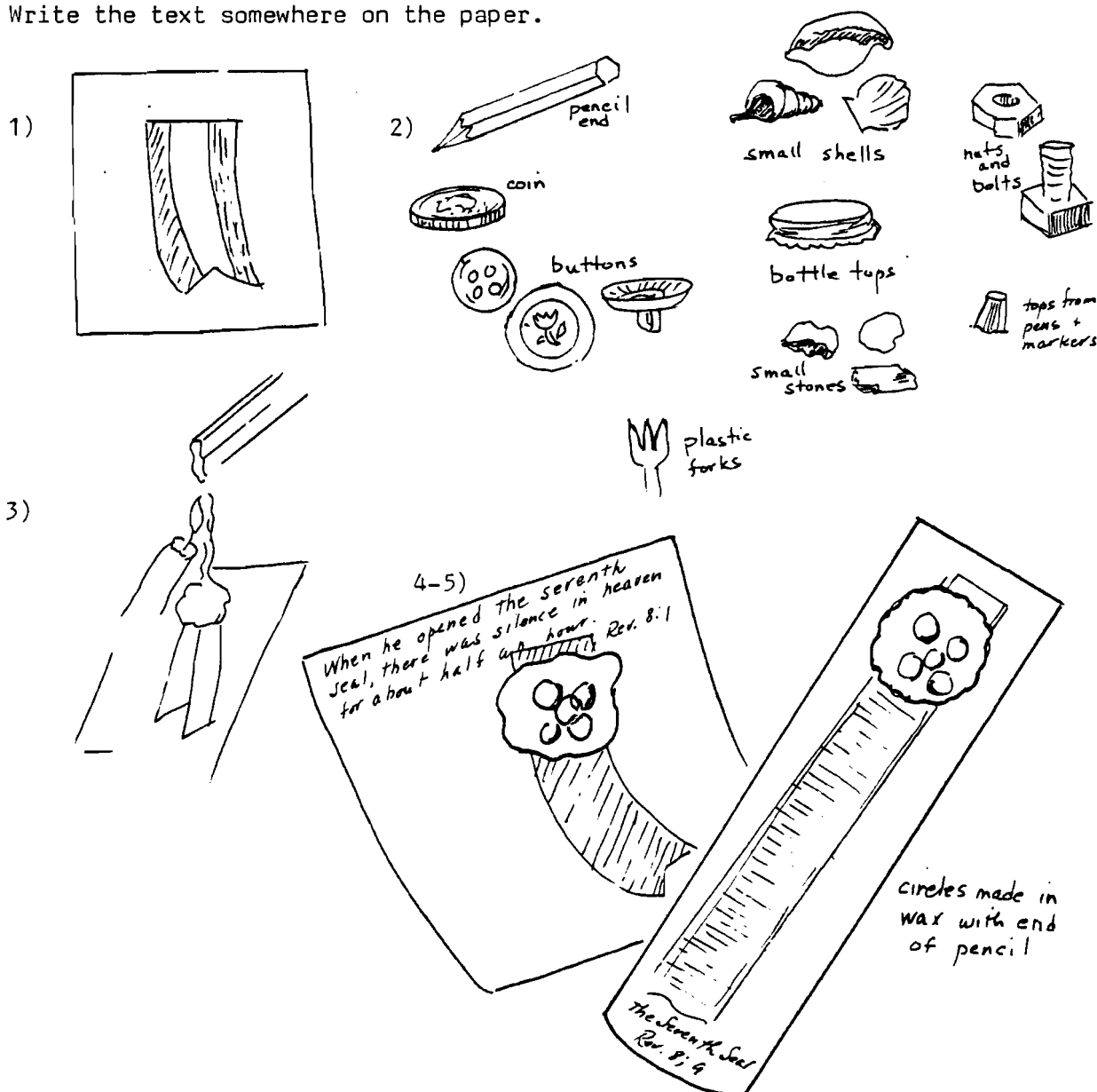
Revelation 8;9: THE SEVENTH SEAL

FOR ALL AGES: Make a real seal.

Materials: Paper, ribbon, glue, a stick of sealing wax (from the stationer), candle, matches, little objects for stamping.

In class: First explain what a seal is, and that it is used to prevent tampering.

- 1) Let each child choose a piece of ribbon and glue it to a brightly colored square of paper or a strip for a bookmark.
- 2) Each one selects an object for stamping.
- 3) The teacher lights the candle and melts a circle of wax onto the ribbon of each child. (Older children could do this for themselves.)
- 4) While the wax is still warm, the children carefully stamp a pattern into the wax.
- 5) Write the text somewhere on the paper.



Revelation 8,9: THE SEVENTH SEAL

FOR OLDER CHILDREN: A dramatic reading of the Word.

Materials: Paper, scissors, pencils, a trumpet, real or toy.

The account of the seven trumpets is a long one, but you may be able to keep the attention of the children by a dramatic reading of the lesson. Plan this ahead of time with the superintendent so that it can be a part of an assembly time for the whole Sunday School.

In class: The children trace the trumpet shape below (the ram's horn from Temple worship). There should be seven in all. If you have fewer than seven children, you can either combine classes or have each child do more than one. Number the trumpets from 1 to 7.

On each trumpet the following verses should be written (legibly so the children can read without stumbling!):

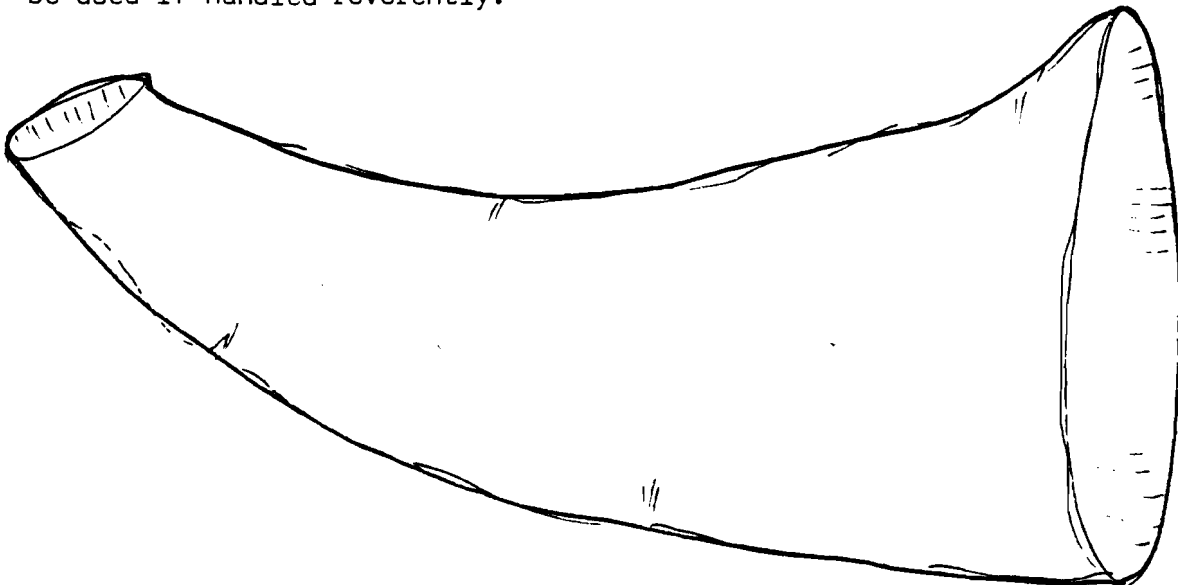
- 1 Revelation 8:7
- 2 Revelation 8:8,9
- 3 Revelation 8:10,11
- 4 Revelation 8:12,13
- 5 Revelation 9:1-12
- 6 Revelation 9:13-21
- 7 Revelation 11:15-17

At assembly time a narrator reads verses 1-6 of Chapter 8. As he/she reads verse 6, seven children (or whatever number you have) step to the front of the room with their prompt-slips (trumpets) in their hands.

After verse 6 is read, a child with a trumpet sounds a note or notes. Then child #1 reads the slip.

The trumpet sounds again and child #2 reads the slip, and so on through the seven trumpets.

If you have a child in a school band, you may be able to get a real trumpet. This is the most desirable instrument, as the sound of the real instrument will be quite compelling. However, a toy instrument, such as a plastic recorder, kazoo, etc., can be used if handled reverently.



Revelation 21:9-27: THE HOLY CITY

FOR THE LITTLE ONES: A map of the city. A flannel board project.

Materials: Felt or flannel, gold ribbon or gift tie, striped fabric, scissors, glue.

Before class: Use strips of felt or flannel to cut walls for your flannel board city. Cut them to the size of your board. For example, if your board is 2 feet wide, cut the strips 18" long. Place strips on the board for the walls. The city is foursquare. Your "map" is rather a bird's eye view, or medieval perspective.

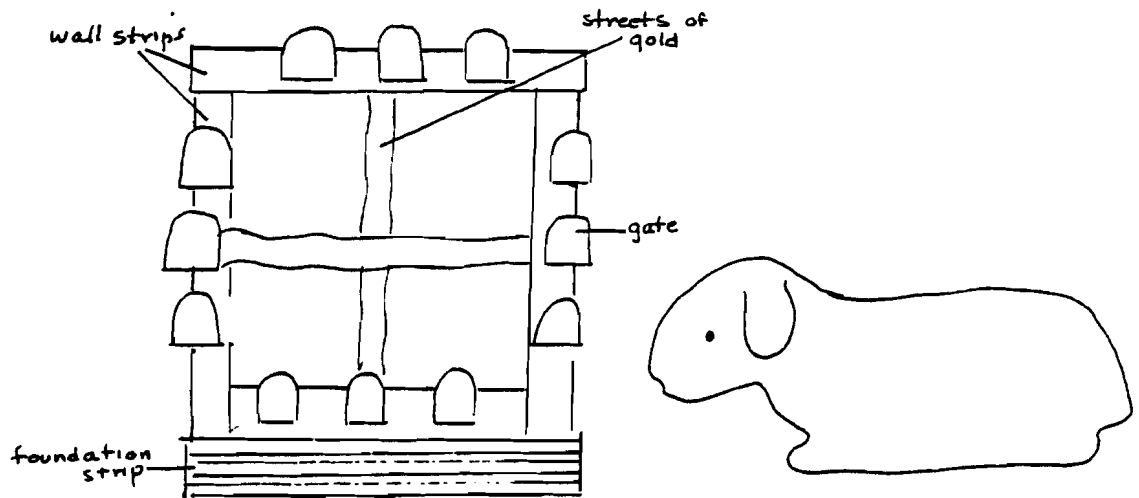
Make gates, roughly the shape of a slice of bread, three to each wall.

Make the foundation of striped fabric. Explain that the foundation extends under all the walls, though you have placed the strip just across the bottom.

Cut streets from gold ribbon, paper of gift tie and glue narrow strips of flannel under them so they will adhere to the board.

Enlarge the lamb shape to fit your city dimensions, and place him in the middle of the city for the light. (If you need an aid for enlarging the lamb, see pink page 13.)

Use colored bits of fabric or felt or sequins for the different gems as named in the story. You don't have to put them on the walls or gates; just place them on the flannel board so the children can see the colors. You may want to do a little research on the gems, as the names in the Bible account are not just the ones we use today. Check your Bible Dictionary under precious stones; also George deCharms' The Tabernacle of Israel under the stones of the breastplate.



In class: Tell the story, placing the felt pieces on the board as the description of the Holy City develops.

File the pieces away in a labeled envelope for later use.

You can use construction paper glued to posterboard as an alternative way to present the story. Make pieces from colored paper and glue to background.

Revelation 21:9-27: THE HOLY CITY

FOR OLDER CHILDREN: A contoured paper lamb.

Materials: Construction paper, white bond paper, butcher paper, etc., sharp knives, scissors, glue, newspapers, paper hole punch, text slips.

Before class: Make a cardboard pattern of the lamb below.

In class:

- 1) Trace around the lamb on the white paper and cut out around outline.
- 2) Place cut-out on layer of newspapers and with X-Acto or other sharp knife cut rows of tabs on body. Cut two lines for ear.
- 3) Curl each tab: Place the knife blade over a tab, holding thumb firmly underneath. Scrape knife blade to the end of tab. (Hold your other thumb and index finger at the base of each tab to prevent it from tearing off the lamb.)
- 4) Pinch a fold in the ear piece between the two slots and parallel to them.
- 5) Punch a hole for the eye.
- 6) Glue lamb to a piece of construction paper. (Remember that the eye and texture slots will show through in the color you have chosen. Light blue is good.) Glue the text slip in place.

