

## 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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## INTRODUCTION

This is the second of four Activity Books designed to accompany the Dole Bible Study Notes. The present volume contains the 40 lessons of Series IV as listed on pages xxviii and xxix of Volume 1 of the Notes.

The format assumes that you have already purchased the first Activity Book. In it are found introductory material as follows: pink pages, with basic recipes and how-to's, blue pages with project ideas, yellow pages, a manual of puppet construction and use. The pink, blue and yellow pages you have here in the present book follow those in the first book, so that you should remove them from this cover and add them to the proper sections of the previous book. There is now also an added section (green pages) on pageants.

The white pages contain 1) a new cumulative index, and 2) the Lesson pages, which follow the color pages. These pages have, in the upper corners, the lesson numbers as shown in the tables of contents of the six volumes of the Notes. They are not numbered consecutively. This is so that when you have all four Activity Books you can, if you want, arrange the lessons in Bible sequence.

This book is printed on punched paper to make it easy for the teacher to remove sheets for Xeroxing.

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Teaching Aids Committee

**IMPORTANT NOTE:** In using these Activity Books there are two things which are especially important to remember. First, look ahead. There are many lessons which require certain kinds of containers, such as baby food jars, meat trays, etc. You may need a month or so to enlist the aid of friends in collecting enough for all the members of the class. No good to look the week before and find you need seven cream cheese containers! Second, always make a sample of the activity ahead of time, to be sure that you know how it goes together, and to find out whether you think your children will be able to handle it. Do this in time to plan an alternate activity if you think it wise.

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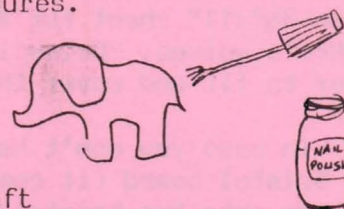
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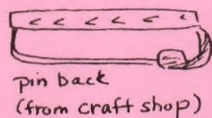
## ANIMALS FOR PINS OR PENDANTS.

Use animal crackers for attractive pins or pendants to go with any lesson which features animals: Noah's ark, the creation story, animals of the Bible. Or use for Christmas tree ornaments, sandbox figures.

- 1) Coat the back and front with 3 coats of clear nail polish. This goes quickly.



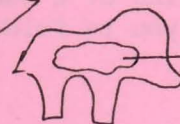
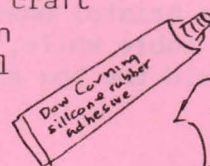
- 2) With Dow Corning clear silicone rubber hobby and craft adhesive (available in hardware store) glue a pin back or picture holder to the back of each animal cracker.



pin back  
(from craft shop)



picture holder  
(from hardware store)



blob of glue

## FUN-JELL

- 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 the amount of cold water added.

These can be made in any cookie cutter shapes for a lesson with animals, stars, sun and moon, boys and girls, etc. The children can eat them in class or take them home in sandwich baggies. They are durable and not sticky. They won't melt in the fingers and are deliciously bouncy when eaten.

## FUN-JELL #2 (all-natural)

- 4 envelopes unflavored gelatin
- $3\frac{1}{2}$  cups Juicy Juice or other all-natural, unsugared juice.

Soften gelatin in 1 cup of the juice. Heat the remaining juice to the boiling point and add to softened gelatin. Stir until completely dissolved. Pour into 9"x12" pan and refrigerate.

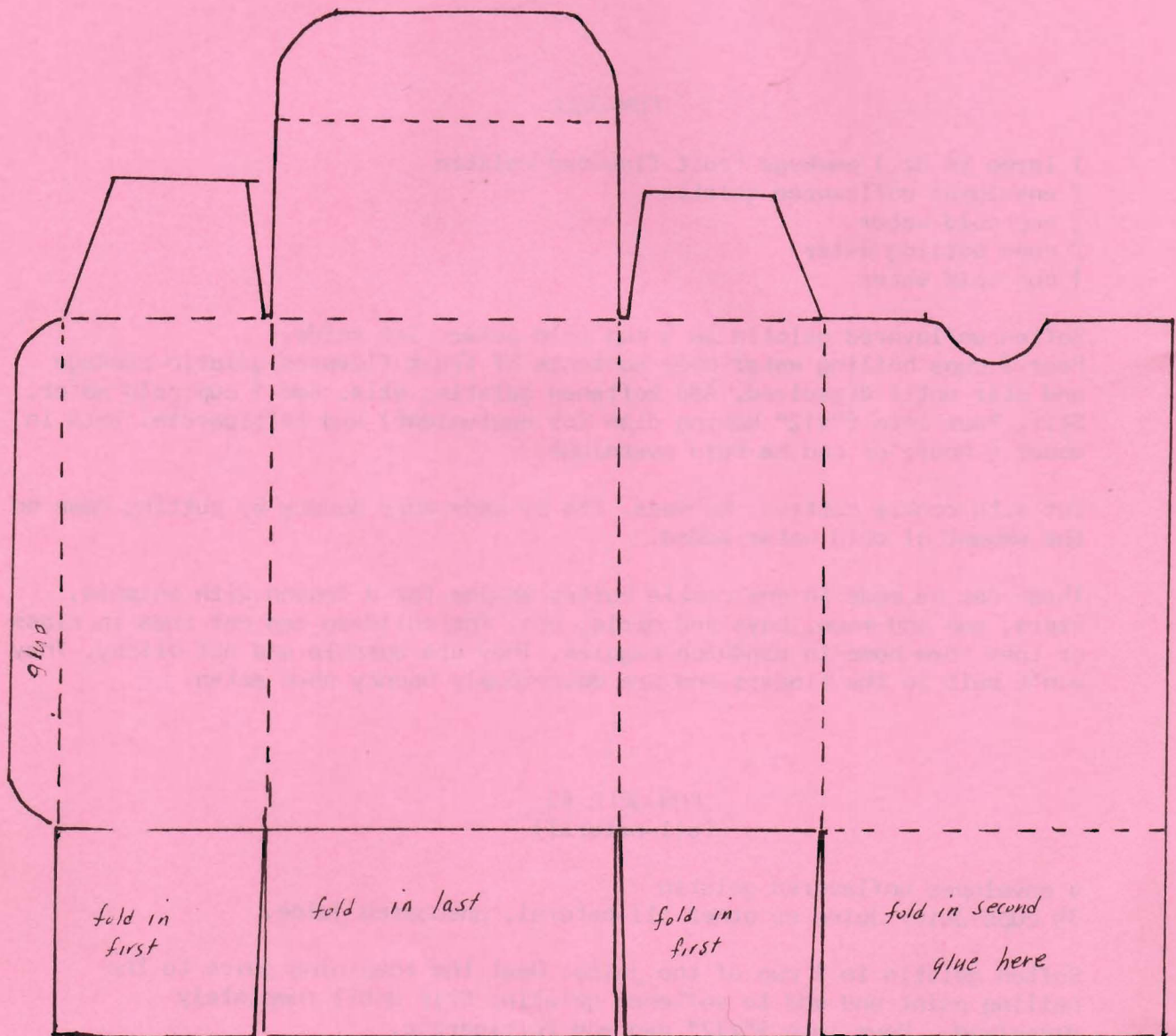
As with the first recipe, you can cut down on the amount of liquid (by  $\frac{1}{2}$  cup or so). Juicy Juice comes in several colors. The grape is quite strong and seems to be the children's favorite. The red is more delicate and not quite so sweet. The golden is cloudy and doesn't make quite such a sparkling jell. The Apple + is a bit tart for some children's taste.



## A BOX FOR PLAYING CARDS

There are several lessons in this set of books which involve making decks of cards. The cards are designed in a small size for two reasons: they can be put on an 8½"x11" sheet for Xeroxing, and they fit into a little box that comes with Durkee's spices. Below is a pattern for the box so that you can cut contact paper to fit and cover the box.

In case you don't have enough empty spice boxes to fill your needs, you can buy bristol board (it comes in several weights) and make your own boxes. Trace the pattern onto the bristol board along the solid lines. Now with a ruler and the blunt side of a table knife, score the lines indicated by the broken line (this will enable you to fold the box along crisp edges).





## MAKE YOUR OWN DUPLICATOR

You can make a hectograph at home, using easy-to-find materials. If you do not have access to a mimeograph or offset machine, this is a way of getting copies of materials you want to give your class.

3 oz. unflavored gelatin

6½ oz. water

18 oz. glycerine (this may cost \$7 or \$8, so phone several druggists and compare prices)

1/3 oz. baking soda

Put cold water in double boiler, top part.

Add soda and stir until dissolved.

Add gelatin and soak 1½ hours.

Heat water in lower part of double boiler until mixture in top part has reached 140° and the gelatin has melted. Don't stir until free foam has all been released; then stir slowly until the gel is uniformly dissolved in the water. Slowly add glycerine and stir into solution when the combination has again reached 140°.

Let stand until solution clears and cools to 120°.

Pour into 9"x12" pan.

Write or draw what you wish to reproduce on hard (bond) paper with hectograph ink (from your office supply store). You can also use Ditto masters, which means you can use the typewriter.

To print: Lay your finished paper or Ditto master face down on the surface of the hectograph and smooth it flat all over with your hand, to be sure the entire surface comes in contact with the gelatin surface. Let it remain for 3 to 4 minutes, then peel off carefully by lifting first one corner, then the top edge, then the whole sheet. Go slowly so that you won't damage the surface. Now, using the same type of hard paper, lay a sheet of blank paper on the surface and smooth it as before. Let it remain an instant and peel it off as you did the master. Succeeding sheets will have to be left in place a few seconds longer, as the image will gradually weaken as you continue your run.

When you have finished printing, wipe the surface with a wet (not dripping) cloth. Then wipe again with a damp cloth tightly wrung out. You will probably have to wait overnight before printing another master. The ink takes a little time to settle in to the hectograph, and if you try to print too soon, you may get shadow prints of the previous page.

To store your hectograph, place a piece of heavy duty wax paper over the surface to keep the moisture in, and/or seal tightly in a plastic bag. This can be stored in the refrigerator, or kept in any cool place, and will last almost indefinitely if not allowed to dry out.

## HECTOGRAPH RECIPE #2

An easier, but less permanent duplicator can be made as follows:

1 envelope unflavored gelatin

3 T water

½ t liquid detergent

Cook and stir gelatin and water over medium heat until all the gelatin grains



dissolve. Remove from heat and stir detergent in slowly so it doesn't foam. Pour into pan. Let set 3 hours.

Write or draw on bond paper with felt-tip pens. Apply to hectograph and print as in instructions above. The ink will slowly settle to the bottom after use, the same as in the other hectograph.

Store in plastic bag in the refrigerator. This hectograph will keep about 2 weeks.

#### FAKE PLASTIC

Here's a recipe the kids will love. It is easy to make, but has to set one or two days before shaping. The time factor is critical. If you leave it too long, it gets too brittle to cut.

- 1 envelope of unflavored gelatin
- 3 T water
- few drops of food color

Put ingredients into small saucepan and cook over medium heat until all the grains of gelatin dissolve. Remove from heat. Pour mixture into plastic coffee can lid. Push bubbles to the edges. Let harden one or two days, until the edges are dry but the center still feels rubbery. At this stage you can lift the edges and remove the disc from the can lid and cut the piece into any shape you want. Cut with scissors or knife. If you are making tree ornaments or pieces to hang in a window, punch a hole at the top with a plastic drinking straw. Lay the finished pieces on wax paper on a smooth surface. Pieces will shrink as they dry, become very thin and very hard. In fact, if you let the mixture get too hard after the first step you won't be able to cut it at all.

These pieces can be very beautiful when done in deep shades, like ruby glass or stained glass.

Variation: Make one batch of clear fake plastic and pour into can lid. When it is dry to the touch, lay on it a real flower blossom (pansy or other flat blossom). Then make a second batch of fake plastic and pour it on top. With a little practice you can embed a blossom in the plastic. Experiment with different size lids. The only requisite is that they be bendable so you can get your form out of the mold easily.

#### BREAD DOUGH MODELING COMPOUND

- 2 slices soft bread (white, rye, whole wheat or pumpernickel)
- 1 t Elmer's glue
- 2 t water
- few drops of food color if you want
- egg white (optional, for glaze)

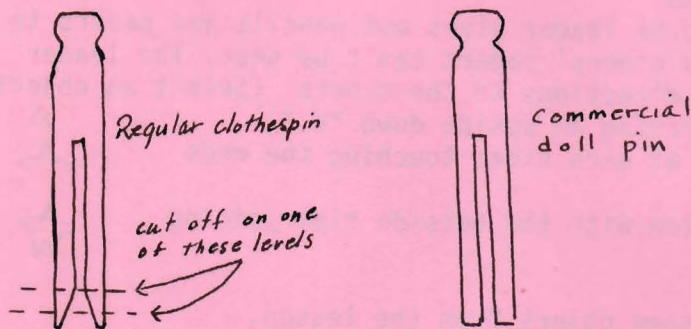
Trim off crusts. Spread glue on slices and sprinkle them with the water. Knead until smooth. Add a drop or two of water if the mixture is too dry. Knead food color into bits of the dough to make eyes, hair, etc. Attach pieces together by moistening a piece and pressing it on. Let dry 1 day. "Shellac" with egg white. You can put this dough through a garlic press to make terrific hair. Pieces can also be made first, then painted with a fine brush and food colors. You can also substitute shellac or a plastic spray for the egg white.



## CLOTHESPIN DOLLS

For the sand table or for table top re-enactment of Bible stories, a collection of clothespin dolls can mean a quick activity.

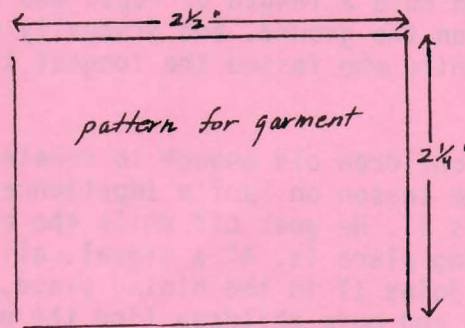
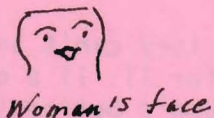
**Materials:** Round clothespins. If you can get to a hobby shop, by all means buy the kind especially made for doll making. These have a fairly large head, and straight sides. They are cut off flush at the bottom so they will stand. If you buy regular clothespins, check to be sure the head is large enough to draw the features on. (Some types of round clothespin have just a little flat place on top and don't make realistic people.) You will probably want to cut off the bottom of a regular round clothespin, but it can be tricky getting them cut even enough so they will stand.



Draw on the features with a fine point felt pen, and glue on yarn for hair. For clothes, wrap with colorful fabric scraps and glue on strips of felt for arms and hands. You can also make arms from chenille wire or from toothpicks, but these are more fragile.



Hair styles



If you buy your doll pins at a craft store, they will probably include a leaflet with full instructions. If you can't find the proper kind, write Forster Mfg. Co., Wilton, Maine 04294.



## GAMES

To illustrate your lesson, or to help the children let off steam, use a game once in a while. Here are some adaptable to Bible stories.

### INDOORS

Be Strong! (The charge to Joshua) For little children.

Fill a number of half gallon milk containers with water. See which child can lift the largest number at once.

"Draw what I draw." For older children.

The teacher or a child selected to be leader gives out pencils and papers to the class. Each person sits where the others' papers can't be seen. The leader then starts to draw, and gives voice directions to the others. (Select an object from the story.) For example: I am drawing an upside down "V."

Now I'm joining another V, like arms at each side, touching the ends of the upside down V.

Now I'm going to make a W at the bottom with the outside tips joining a V on each side.



It's hard to give directions! Draw some object from the lesson.

### OUTDOORS

Raise the water. For all ages. (Ezekiel's vision of the waters.)

Two children hold a length of rope, and the others try to jump over it. Start with the rope on the ground, and gradually raise the level until no one can jump over it. The child who lasted the longest time wins.

Sardines. For children old enough to remain quiet and hidden a long time.

Good for the lesson on Saul's Impatience (I Samuel 13:6).

One child is IT. He goes off while the others are kept apart so they can't see where the hiding place is. At a signal, all the others go to look for IT. If a child finds him, he joins IT in the hiding place, waiting quietly so he won't betray the place. As more and more children find the place, they have to pack in like sardines. The last child to find IT becomes the hider for the next game. If a spot becomes too small for the whole group of hidiers, they have two choices: either spill out and betray the hiding place, or move en masse to another spot, which will take some doing! This is a great game for a large space, such as at camp. You'll have to make rules, such as "you have to stay outdoors," or "keep on this side of the road," or "not in the dorms," etc. Be sure the guidelines are clear to all, or IT may hide in some completely impossible place!



## MAKE AN ADVENT WREATH FOR YOUR CHURCH

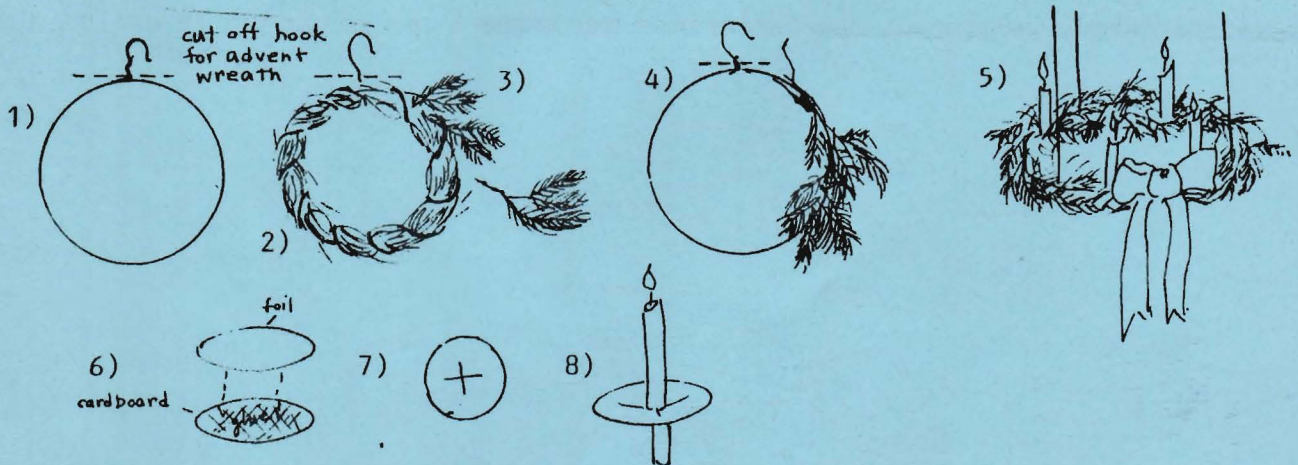
A project for older children, teens or adults

Here are two ways to construct a wreath:

- 1) Open out a coat hanger into a circle. If you wish to make a door wreath, leave the hook on. For a real Advent wreath, snip it off with wire cutters.
- 2) Using strong twine (a neutral color), fasten long bunches of straw (or dried grasses) around the loop and secure tightly. Use plenty - the wreath should be firm and full.
- 3) Cut short pieces of evergreen and stick them firmly into the straw all around until your wreath is plump and full. This takes time. Berries, seed pods dried flowers can be added if it is a door wreath. The Advent wreath is just greens.

Or

- 4) Using a coat hanger in the same way, cut long pieces of greens and with florists' wire attach them in overlapping layers all around the wreath. You do not need to cut the wire after each bunch, but can just keep winding the wire (tightly) around the ends of each bunch and continue with the next.
- 5) The Advent wreath is meant to be placed on the altar or table, or suspended by wires or ribbons. It is designed to hold four candles, one of which is lighted each of the four Sundays before Christmas. You can insert the candles directly into the straw, or make small drip collectors as follows:
- 6) Cut four circles of cardboard and four circles of heavy foil and glue them together.
- 7) With an X-acto knife cut a cross in the center of each.
- 8) Push each candle well through the disc, and stick the lower end into the straw or greens.



Finish your wreath with a bright ribbon. Remember, this is a highly flammable project, so be careful to hang it in a safe place, keep your greens tucked in carefully (fresh greens or artificial ones are best) and never leave the candles burning when no one is around to watch. If necessary, change the burned down candles each week. (Check your fire laws to see whether you are legally permitted to have real candles in the place where you wish to place your wreath.)

This can be a very inexpensive project if you can find growing evergreens that could stand gentle pruning, and if you live near a field where there are tall grasses or weeds for the wreath base.



## A PLAY CORNER FOR YOUR KINDERGARTEN CLASS

There is often time left over if you have the little ones for a period longer than a half hour. At this point the children are getting restless, and may be hard to handle if you have more than two or three. Giving them a choice of activities may divide them into smaller groups. One group could go to the sand table. Another could play with your beanbag game (Lesson 84).

Another group could go to the cozy corner you have made. To prepare it, you need a foam mattress with a cover, and lots of pillows. If you want to pad the walls in back of the mattress this makes it even cozier. In your cozy corner you put quiet things: Bible story books, and stuffed toys. You can sit there with some of the children and read to them, or let them be there by themselves. But establish the policy of quiet. If they start arguing or roughhousing, then move them to a different activity. You'll find that soon they instinctively settle down to a quiet activity in this corner.

For your corner you may want to make your own stuffed toys. Bugs Bunny and Oscar the Grouch are not appropriate here. If you are handy with a needle, here are some ideas, all Bible-related.

- Baby Moses in a little basket, with pad, blanket and colorful nightie.

- Pharaoh's daughter, perhaps a large stuffed doll with black hair and made-up eyes (see books on Ancient Egypt).

- Man and woman dolls with traditional Near Eastern dress.

- Animals of the Bible - a fluffy lamb, some birds, etc.

- A sun, moon and stars.

- A padded crown to put on.

- A collection of Bible costumes the children can put on.

Bible pictures, or some of the children's own artwork can be put up at children's eye level.



This might be a project for a parents' group. Idea: for your Church nursery, have only Bible-related toys. Gradually accumulate a good collection, and as a new toy is added, remove a truck, airplane or Sesame Street coloring book. Soon you will have a playroom that is unique to the children's experience, and will reinforce their Bible study.

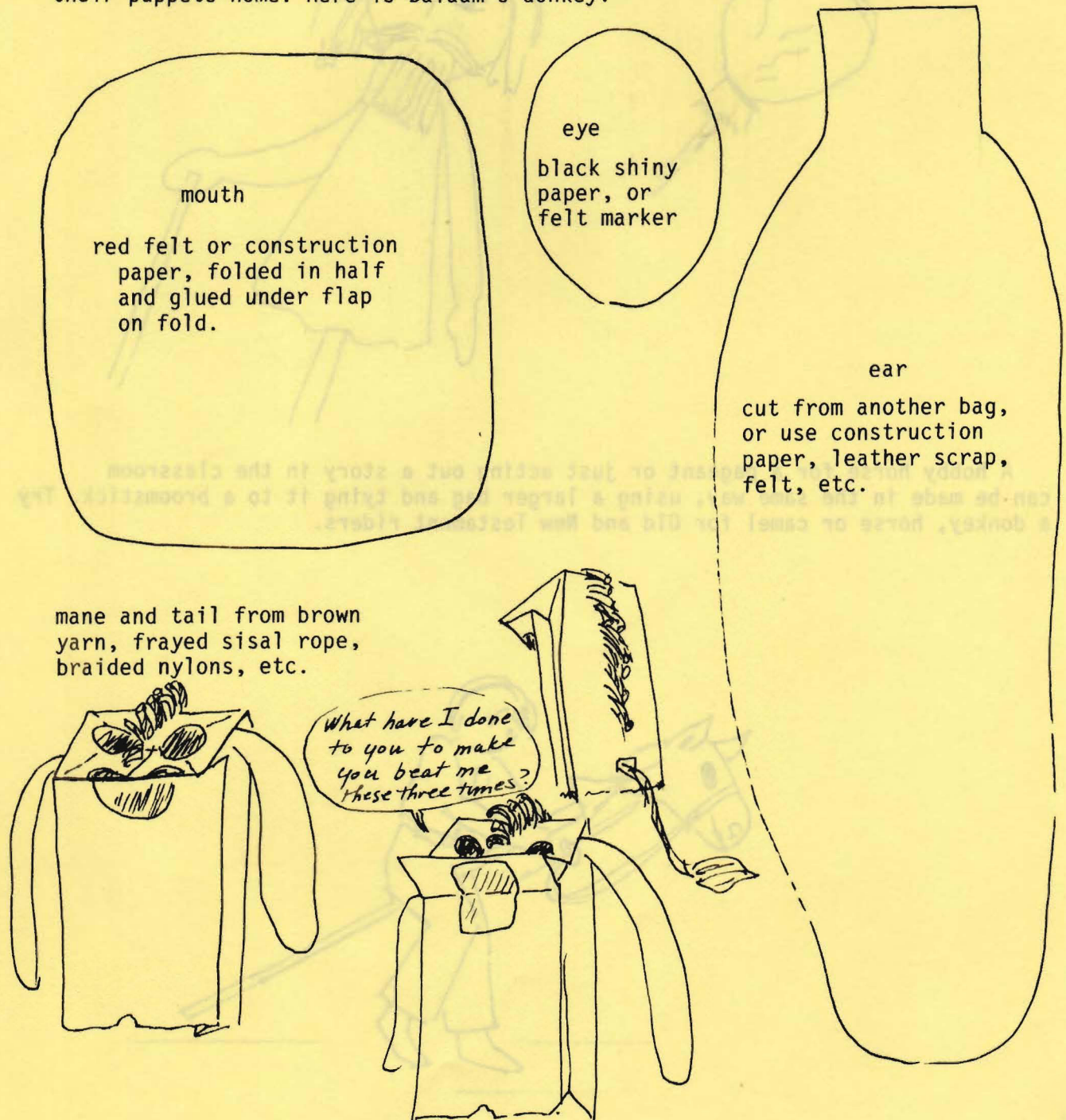


## MORE PAPER BAG PUPPETS

Paper bags can also be used to make hand puppets. They are quick and easy to make from lunch size bags decorated with yarn, scraps of felt, leather or "Sherpa" pile, with construction paper, crayons or paints, or many other recycled materials.

The bottom of the bag is the upper part of the puppet's face, and the part under this flap is the inside of the mouth. By inserting the fingers into the flap, the child can make the puppet talk.

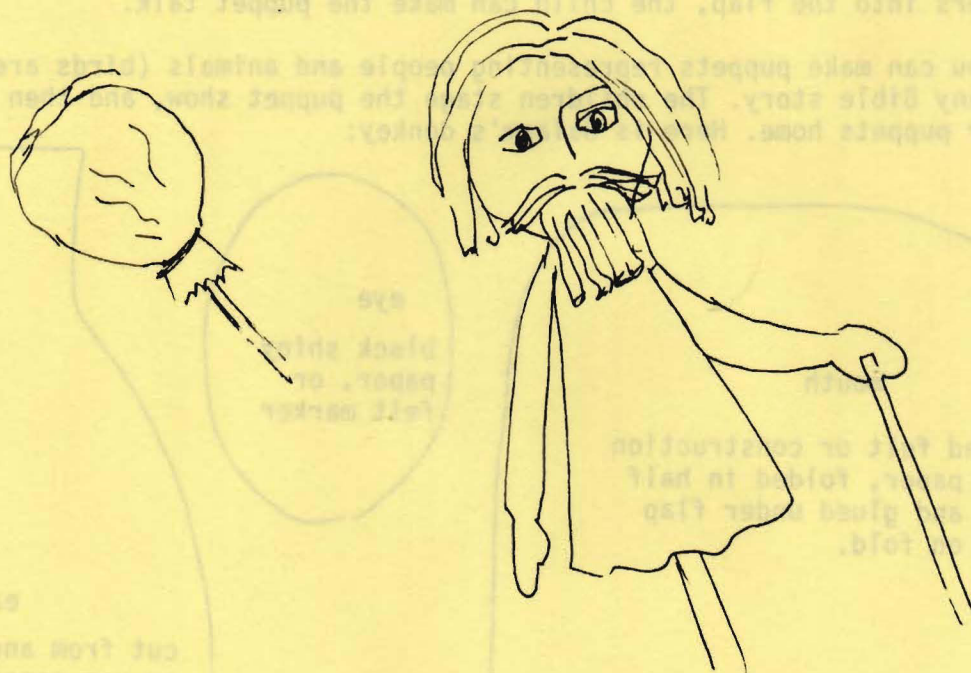
You can make puppets representing people and animals (birds are harder!) for any Bible story. The children stage the puppet show, and then take their puppets home. Here is Balaam's donkey:





## STILL MORE PAPER BAG PUPPETS

You can make rod puppets from lunch bags (or even smaller bags) stuffed with newspapers and tied tightly to a stick. Add features with yarn and scraps of paper or cloth. Tie a piece of colorful cloth on for a garment, and if you wish, glue or sew on arms from felt strips and attach to a second stick. See yellow page 210 for illustration of how this can work.



A hobby horse for a pageant or just acting out a story in the classroom can be made in the same way, using a larger bag and tying it to a broomstick. Try a donkey, horse or camel for Old and New Testament riders.

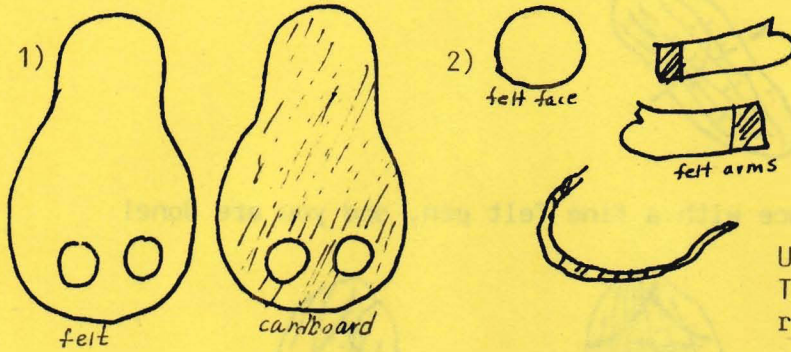




# FINGER WALKING PUPPET

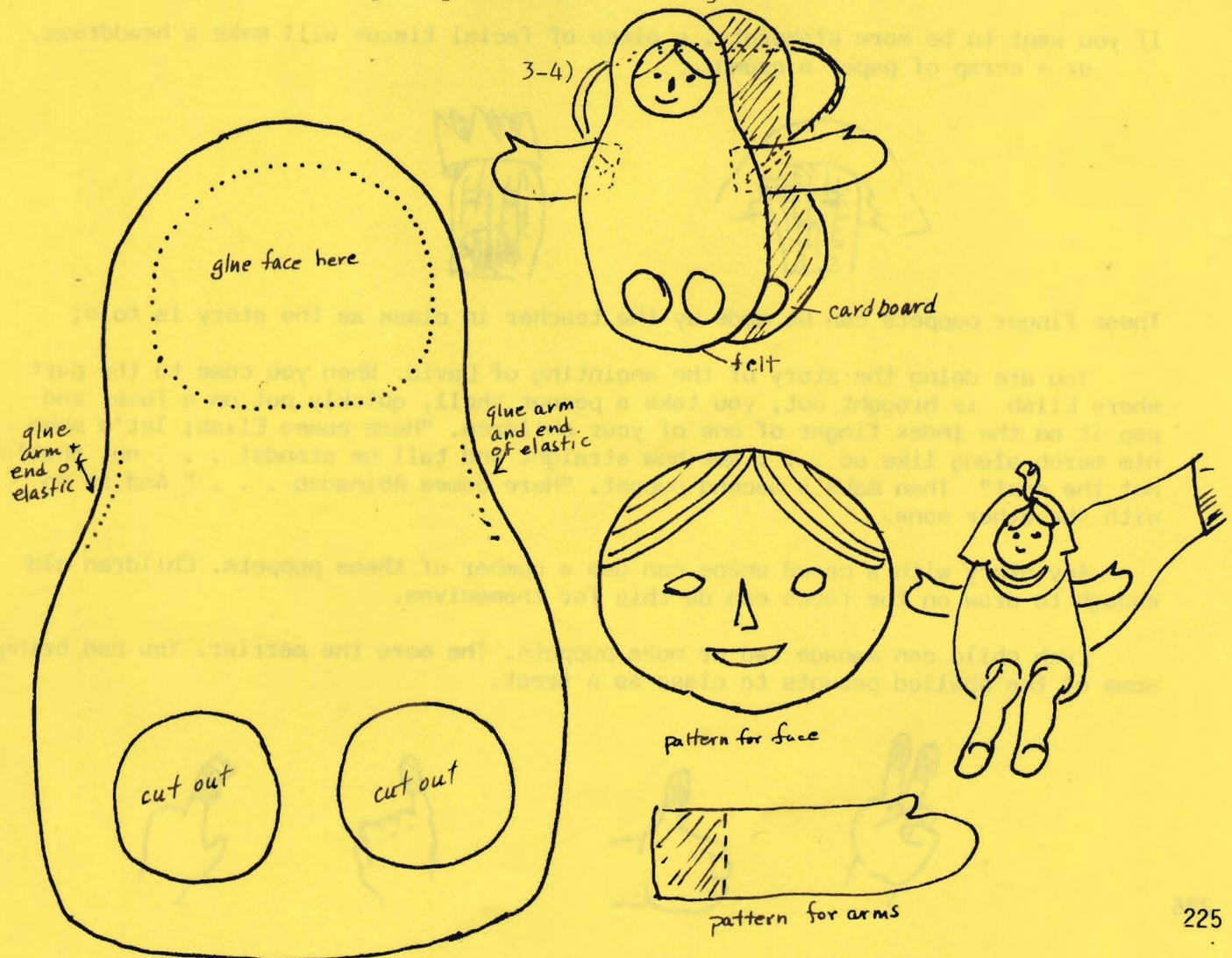
Materials: Cardboard, felt, elastic, Tacky glue, scissors, yarn.

- 1) For each puppet cut 1 shape from cardboard and 1 shape from felt.
- 2) Cut a felt face and arms, and a piece of elastic 4"-5" long.
- 3) Make a sandwich of felt and cardboard, fastening arms between. Also sandwich in the elastic from the back of one arm around to the other arm.
- 4) Glue on face of felt, and glue on yarn hair and felt snips for eyes, nose and mouth.



Use lightweight round elastic. This serves to hold puppet up-right on operator's hand.

To operate puppet: slip hand through elastic, first two fingers into holes. Curl up pinky and ring fingers and have thumb over elastic, pressing tightly against pinky and ring fingers. Walk with fingers.



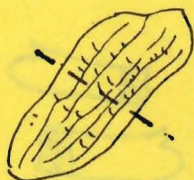


## PEANUT SHELL PUPPETS

For little fingers . . .

Materials: Peanut shells, felt marker.

Before class, cut a number of peanut shells. You will have to cut them crosswise with a knife:



Now draw in a simple face with a fine felt pen, and you are done!



If you want to be more elaborate, a piece of facial tissue will make a headdress, or a scrap of paper a crown.



These finger puppets can be made by the teacher in class as the story is told:

You are doing the story of the anointing of David. When you come to the part where Eliab is brought out, you take a peanut shell, quickly put on a face, and pop it on the index finger of one of your children. "Here comes Eliab; let's make him march along like so . . . see how straight and tall he stands! . . . no, that's not the one!" Then make a second puppet. "Here comes Abinadab . . ." And so on with the other sons.

Any story with a crowd scene can use a number of these puppets. Children old enough to draw on the faces can do this for themselves.

Each child can manage two or more puppets. The more the merrier. You can bring some of the shelled peanuts to class as a treat.



PAGEANTS



## PAGEANTS

### How to get started . . .

Many teachers remember "the old days" when the Sunday School had many children, and the Christmas pageant was an annual affair. Perhaps now for many years there has been no pageant, due to lack of children or enough adults to plan and direct. It seems like a lot of work.

It can be a lot of work if the production is elaborate. And the results will be guaranteed to be worth the effort, both in the excitement generated among the children and in the nice gathering of parents and friends at the time of the production.

But pageants can be very simple, and involve only a few children. This section will give suggestions and source materials for you to ponder and decide whether you can do a pageant (you can!) and on what scale.

THE FIRST THING TO DO is decide on a subject. If Christmas time is already too busy for you and a pageant would be one more thing to make the season frantic, choose another time. You don't need a holiday such as Easter or Christmas as a starting point. In fact, why not deliberately choose a slump in the school year to perk things up a bit?

We suggest that the easiest pageant is one using the direct Bible narrative, to be read aloud by a pupil or adult as the cast act out the story. This way no one has to memorize lines (which can be a factor in discouraging shy children from participating). Write out the story just as it comes from the Bible, and decide just how it is going to be acted out. If you are going to do this in the sanctuary you will chose different ways of staging from what you would use on a stage in the Sunday School room. Think big in terms of action. Have children enter and do their action in many places, from the back of the room, up the aisles, in corners, even involve the audience if it seems appropriate. Block out the action in your mind, but then write all the directions down as you type a script. First the Bible verse or verses, then the stage directions. It is useful to put the Bible narrative in capital letters, and the stage directions in lower case, with plenty of space between. Then the narrator will not get confused in reading, but will be able to read the directions and judge when to come in with the next passage. (A sample pageant will be found on page 305). Each adult involved should have a copy, but the children will usually feel more at ease and remember their actions better if they do not have a script in hand and do not take one home. (They would study the script and get uptight about doing everything just as you have written it; the action will be more spontaneous and make them less nervous if they have a lot of latitude and just do what seems right to them. They listen to the narration and do what is indicated. They don't have to think about what is ahead or worry about forgetting what to do.)

What about costumes? We have included pages of historical material so that the costumes can be accurate. But you do not have to go overboard on costumes. In fact a excellent pageant can be done without any costumes, and with very few props. But if you have adults who like to sew, glue, paint, etc., involving them will be good for your School. If you do decide to make costumes, plan on keeping them for future productions. The children may want to take them home, but by saving your costumes and props you will gradually acquire a collection which can be adapted to future pageants and allow you to be more elaborate because you will not have to costume the entire cast each time. There are four basic types of costumes which will be needed for Bible pageants: Hebrew, Egyptian, Babylonian/Assyrian and Roman. There are directions for all of these in the pages which follow. You can add to your expertise by combing the library for books on the four ancient cultures. You will also be able to find many books on making costumes and staging plays.



Scenery can also be a major undertaking. Large pieces of cardboard (from furniture boxes or refrigerator cartons) can be cut and painted to make trees, rocks, doorways, etc. With the unfolded carton from a double mattress, braced behind with cardboard or lath strips, you could even make Noah's ark with doors in the side big enough for children to enter, or the facade of a building.

But remember that there are many professional repertory groups with traveling shows geared for schools, libraries, etc., that use no scenery at all. The setting is implied by actions or description within the narrative, and the audience participates by imagining the setting in their own variety of ways.

Props make the children feel more important, and give them something to do with their hands (a problem for some amateur actors). A scroll, walking stick, money bag, or any other suitable prop helps give color and enriches the story.

#### IF YOU HAVE ONLY A FEW CHILDREN

1. The teachers can take some of the parts.
2. Invite a Sunday School of another denomination in your neighborhood to join you. You plan and run the show, they are your guests, and help in the amount mutually agreed on.
3. A child playing a mother can carry a baby doll, or even a child-size doll. (Not Grover or Smokey the Bear!)
4. Animal figures can be made from cardboard, put on lath sticks, and two can be carried by each child (the pairs of animals for the ark, for instance).
5. Plan your pageant so that the children can take more than one part each. If a character is on stage only for a few moments, a quick change will mean he can come on again. (Costumes are indicated here, so the audience will know it is a different character.)

#### PARENT INVOLVEMENT

If it seems a good idea, you can ask each parent to work on the costume for her child. (Men can help, too!) Be sure you keep the materials simple and inexpensive and the sewing demands equally easy. This can be more work than making the costumes yourself, but will get the parents involved in the Sunday School.

#### CASTING

You will naturally choose older children for more difficult parts, and the outgoing ones for parts that need someone who will "let go" and emote. Very small children (threes and fours) can take parts such as the guests in the sample pageant, since the servant goes to get them, tells them where to go, and can actually take them up front if necessary. The servants take over from there by telling them where to sit. They can be assured that "there's nothing to it," and made to feel at ease in their parts.

#### WHEN IT'S OVER

Be sure you have a clean-up committee, and someone who will see that any borrowed props get returned to owners. You need a place to store props and costumes. If the costumes can be hung up, they may not have to be ironed next time.



SAMPLE PAGEANT - THE GREAT SUPPER

Props: Table, chairs, place settings, bowl of flowers, serving pieces, etc.

Costumes: Basic robes for most characters (white for the Master); ragged clothes, eye patches, etc. for the lame and blind.

Cast:

The Master

Servants to set the table

Servant to summon those bidden

Man with piece of ground -(The action is planned so that this man plus the three

Man with oxen following characters can remove their costumes upon exit

Man and wife and assume characters of the sick and the poor.)

Poor, maimed, halt and blind

People from highways and hedges

NARRATOR: A CERTAIN MAN MADE A GREAT SUPPER AND BADE MANY:

The Master walks up center aisle, comes to stage center. He turns and beckons to his servants.

The servants come up from the sides, bring out the table and set the places. They put on a floral centerpiece (it is a banquet) and take positions at either side of the table.

NARRATOR: AND HE SENT HIS SERVANT AT SUPPER TIME TO SAY TO THEM THAT WERE BIDDEN, COME, FOR ALL THINGS ARE NOW READY.

The Master summons the head servant, who starts out on his mission. He knocks at the first door (use a side door into another room, or a corner). A man opens the door and comes out.

NARRATOR: AND THEY ALL WITH ONE CONSENT BEGAN TO MAKE EXCUSES. THE FIRST SAID UNTO HIM, I HAVE BOUGHT A PIECE OF GROUND, AND I MUST NEEDS GO SEE IT: I PRAY THEE, HAVE ME EXCUSED.

The man hurriedly takes his coat, throws it over his shoulders and hurries across the front of the room, and down the side opposite his door. (There are parents watching, so each child should get as much exposure as possible!) The servant proceeds to the next door, which is across the room from the first (to convey a sense of distance). He knocks; the man opens the door.

NARRATOR: AND ANOTHER SAID, I HAVE BOUGHT FIVE YOKE OF OXEN, AND I GO TO PROVE THEM: I PRAY HAVE ME EXCUSED.

This man takes his staff and, crossing in the other direction, goes to the back of the room. The servant crosses the room again to the last door and knocks. A man comes to the door.

NARRATOR: AND ANOTHER SAID, I HAVE MARRIED A WIFE AND THEREFORE I CANNOT COME.

As he says this, the man's wife comes to the door with him. As soon as he has finished speaking, the man draws his wife back inside with him and slams the door (not loudly, but firmly).

NARRATOR: SO THAT SERVANT CAME AND SHEWED HIS LORD THESE THINGS.

The servant returns to the Master and gives the news.



NARRATOR: THEN THE MASTER OF THE HOUSE BEING ANGRY SAID TO HIS SERVANT, GO OUT QUICKLY INTO THE STREETS AND LANES OF THE CITY, AND BRING IN HITHER THE POOR, AND THE MAIMED, AND THE HALT, AND THE BLIND.

The servant goes to the back of the room and brings up the aisle the poor, etc., who have begun walking about. They begin walking up the aisles and milling around in sight of the audience as soon as the verse above is begun. The servant approaches each one, points to the Master's house, and sends each one on his way to the banquet with a pat on the shoulder, a handshake, etc. These people walk one by one into the house, and the servants place them at the table, bowing graciously as if they were rich and famous guests.

NARRATOR: AND THE SERVANT SAID, LORD IT IS DONE AS THOU HAST COMMANDED, AND YET THERE IS ROOM.

AND THE LORD SAID UNTO THE SERVANT, GO OUT INTO THE HIGHWAYS AND HEDGES AND COMPEL THEM TO COME IN, THAT MY HOUSE MAY BE FILLED.

The servant bows and now goes back again, bringing back reluctant, ragged people. The servants greet them and seat them as they did the others.

NARRATOR: FOR I SAY UNTO YOU, THAT NONE OF THOSE MEN WHICH WERE BIDDEN SHALL TASTE OF MY SUPPER.

After all are seated and the narrator is finishing the last words, the Master takes his place at the center of the table. He bows his head, and as the guests see this, they do likewise. The Master says a silent grace, raises his head, and nods to the servants, who put on the serving dishes; - the guests begin eating as the curtains close. OR, if there are no curtains, after a pause, the guests rise and make a procession down the center aisle. The servants could quickly remove the table and chairs and fall in at the end of the line.

---

This pageant was performed at the Elmwood Church using the Elmwood and Bridgewater Sunday Schools. Instead of a real table and chairs, a huge flannel board was made by draping a piece of white flannelette over a large piece of cardboard. The plates, glasses, forks, serving pieces and the floral centerpiece were cut out of flannelette and colored with felt markers. The servants placed these on the upright board so that all the place settings were in view. The guests stood in back of the "table" or sat on the floor in front (facing the audience). A tape of sprightly classical guitar music was played as background, with a child (who was too shy to be in the pageant but wanted to participate) operating the tape player so that the music faded during the narration and became louder during the action. At the end of the pageant, an adult quartet sang the song "I CANNOT COME" as the children removed the props and marched down the aisle. ( The song, actually titled "The Wedding Banquet," is found in the book "Joy is Like the Rain," a book of twelve songs from Bible texts by the Medical Mission Sisters of Philadelphia. It is published by Vanguard Music Corp., 250 West 57th Street, New York, NY 10019. It is a song the children could easily learn.)



## COSTUMES

In most cases costumes will be kept simple. But if you are interested in authenticity, the following two pages will be of help. The drawings are taken from actual sculptures, paintings or friezes of the period.

The Children of Israel were prohibited from making "any likeness of anything in heaven above or in the earth beneath, or in the waters under the earth." So it is not surprising that virtually no representational art exists which would give a picture of what people wore in ancient Palestine. What little information we have is from representations of Hebrew people in other cultures: captives in Egypt, an Israelite king brought in chains to an Assyrian ruler. All Hebrew costumes will be traditional flowing robes and tunics, dressed up with jewelry, crowns, etc.

Egyptian, Assyrian/Babylonian and Roman costume is amply documented, and where possible it is fun to make costumes that are somewhat accurate.

We have included pages of instructions for making all kinds of costumes, for those who are interested. If you have Junior League or other youth groups, costumes and scenery can be a large part of the activity of the pageant. Only a couple of actual rehearsals may be enough for the action.

## MUSIC

Background music will add a nice touch and make your production more professional. Use a cassette tape and have one person handle the volume control so that the music fades in with the action and out (or down) with the narration. It may take some hunting to find instrumental music that is appropriate to the mood of your pageant.

If you have a children's choir, the pageant can be preceded or followed by a song that ties in with the theme of the production. Or action can be stopped in the middle (like a musical) for the inclusion of appropriate songs.

## PUBLICITY

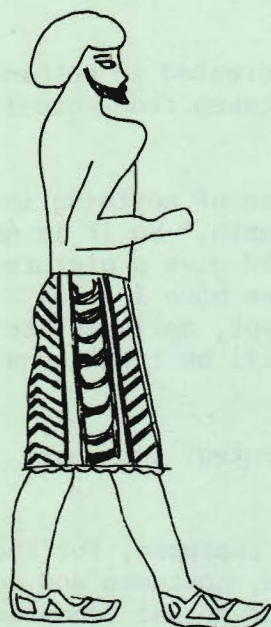
Every production should have publicity. This means announcing the dates in your church bulletin, sending postcard announcements to all the parents, putting a news item in the local paper, making posters to put on the bulletin board in the laundromats or supermarkets, or whatever means you choose. But be sure that all the adults in your congregation know about it; they should want to support the Sunday School by their attendance

## WHEN TO DO IT

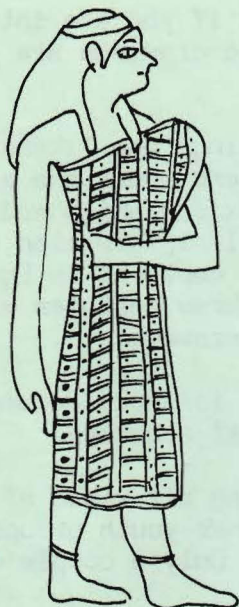
You can plan your pageant for a Sunday School session, for inclusion in the Sunday morning worship service of your church, or for a Saturday afternoon when the children can invite their friends and serve refreshments afterwards.



# Hebrew



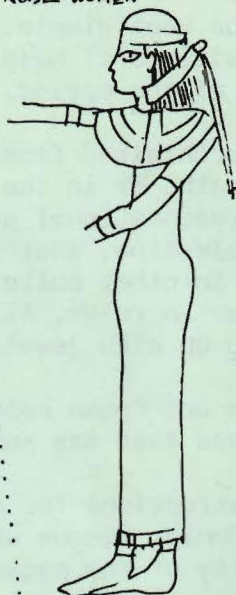
PATTERNED WOOL  
LOIN CLOTH  
(TAN WITH RED)



PATTERNED WOOL DRESS  
(BLUE, YELLOW, RED)

# Egyptian

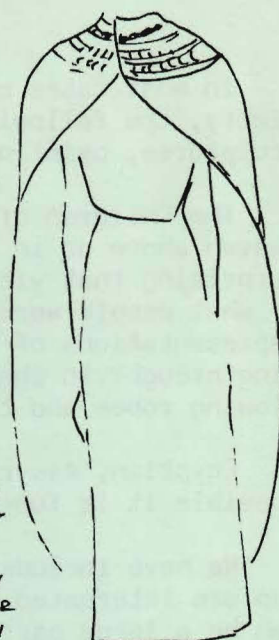
NOBLE WOMEN



LONG, NARROW  
DRESS + SHOULDER  
CAPE



LONG PLEATED  
DRESS - PROBABLY  
SHEER, WORN OVER  
NARROW COTTON  
TROUSERS

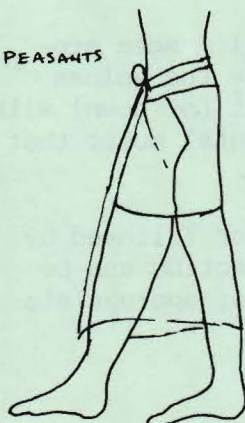


LONG CAPE - CUT AWAY  
AT FRONT FOR EASY  
MOVEMENT

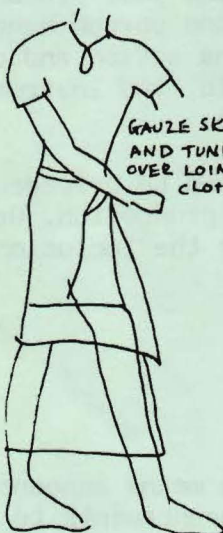
SLAVES AND PEASANTS



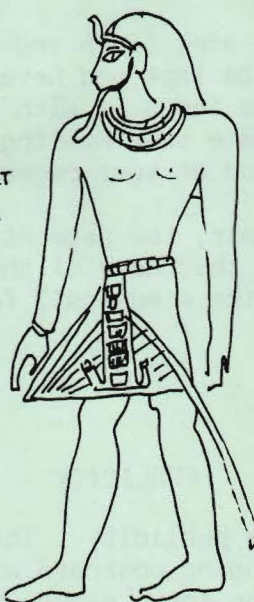
SHORT LOINCLOTH



GAUZE SKIRT  
OVER LOINCLOTH



GAUZE SKIRT  
AND TUNIC  
OVER LOIN -  
CLOTH



SHORT ROYAL DRESS  
WITH JEWELLED COLLAR  
AND BELT - FALSE BEARD



THE KING'S  
APRON

ROYAL DRESS

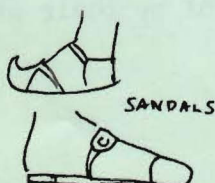


UPPER EGYPT

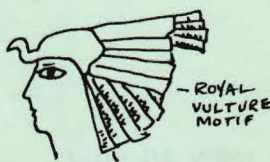


LOWER EGYPT

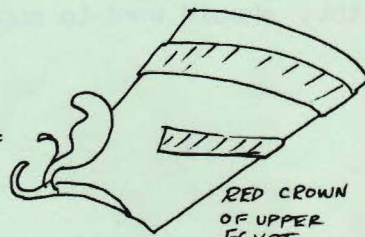
CROWNS



SANDALS



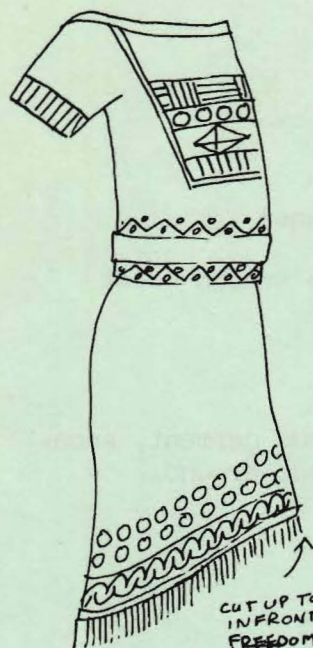
HEADRESS FOR  
QUEEN OR  
PRINCESS



RED CROWN  
OF UPPER  
EGYPT

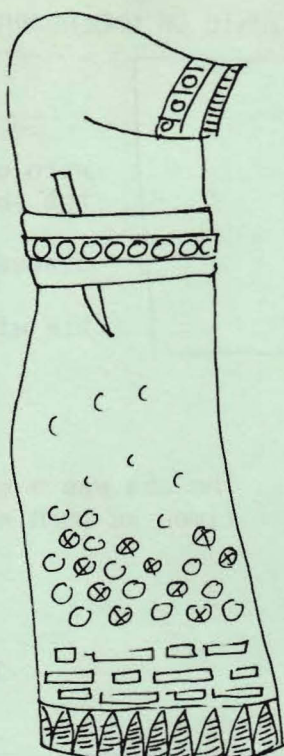


# Assyrian/Babylonian

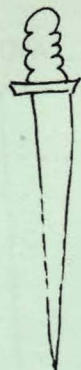


BASIC TUNIC FOR SOLDIERS

CUT UP TO A POINT IN FRONT FOR FREEDOM OF ACTION



LONG TUNIC (OFFICERS)



SWORD



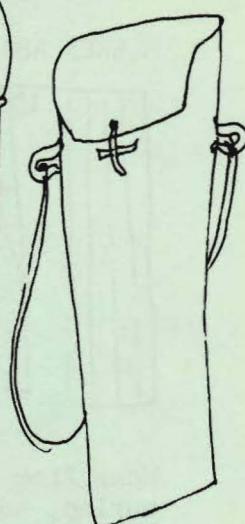
KNIFE



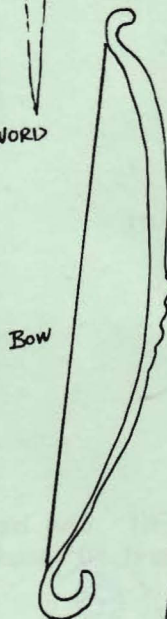
WHIP



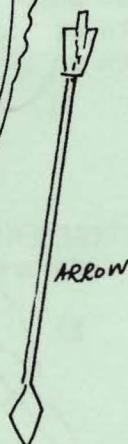
SPEAR



QUIVER



BOW



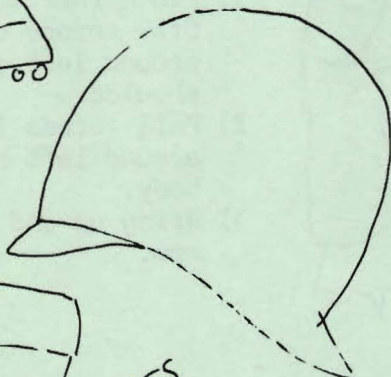
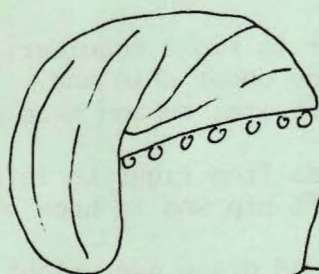
ARROW



QUIVER



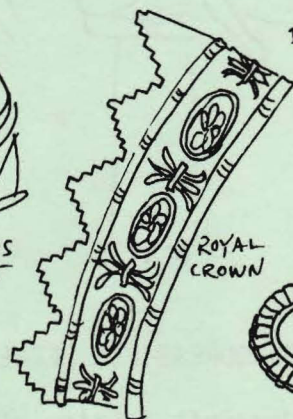
BRACELET



HATS (MEN'S)



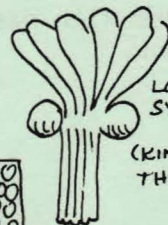
SOLDIER'S HELMET



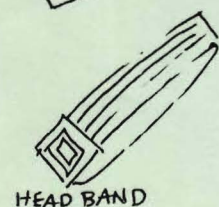
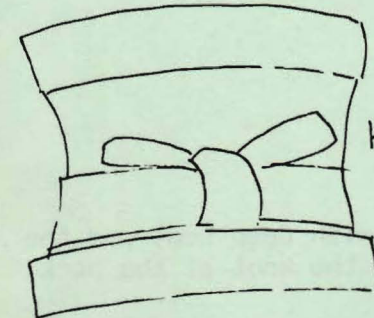
ROYAL CROWN



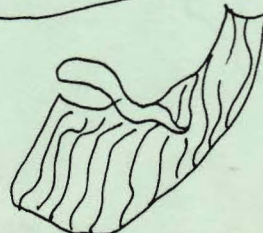
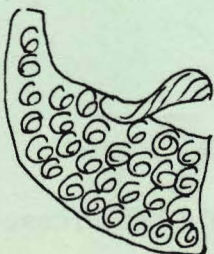
SCEPTER



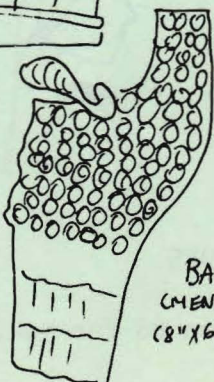
LOTUS SYMBOL (KING HOLDS THIS)



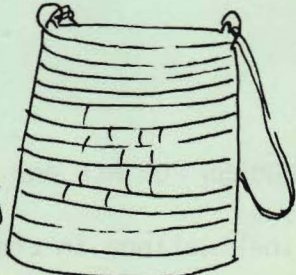
HEAD BAND



BEARDS

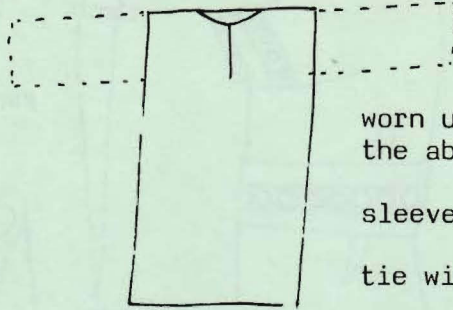
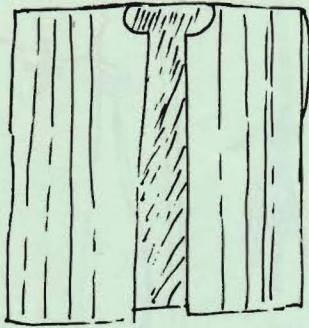


BAG (MEN'S) (8" X 6")





## HEBREW ABA OR OUTER GARMENT, AND TUNIC OR UNDERGARMENT



worn under  
the aba

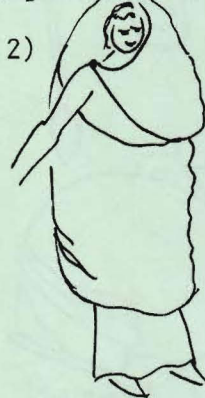
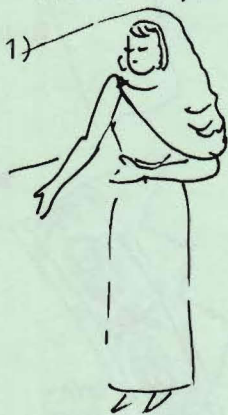
sleeves optional

tie with sash around waist

Make from heavy fabric:  
burlap, monk's cloth,  
flannelette. Use bold  
pattern or baste or  
paint on stripes or  
plaids.

The aba was a voluminous garment, some-  
times as much as 3 yards around.

HIMATION OR OVERGARMENT Can be used for Hebrew women, or for Roman men or  
women. 4 yd. long and 50" wide.



- 1) Pin corner to right shoulder.  
Draw across under chin and  
around left arm, behind head and  
shoulder.
- 2) Pull across from right to left,  
around left hip and in back of  
body.
- 3) Bring up and drape over right  
arm.

## HEADRESS FOR HEBREW WOMEN AND GIRLS

Use soft fabrics of any color 32"x22." Hem one long side with deep hem, and the  
other sides with narrow hem. Tie on like a kerchief with the knot at the back  
of the neck.

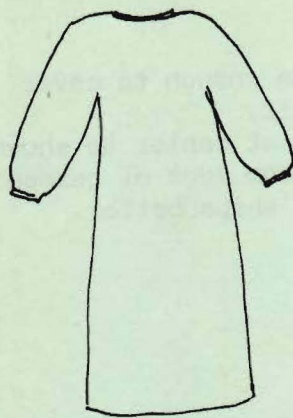


## HEADRESS FOR MEN AND BOYS

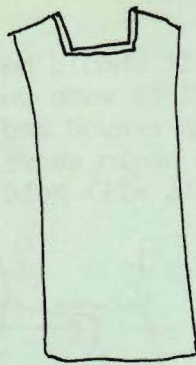
See instructions in Lesson 88 for making two kinds of men's headress.



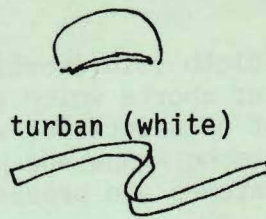
## GARMENTS FOR HEBREW PRIESTS



robe (blue)



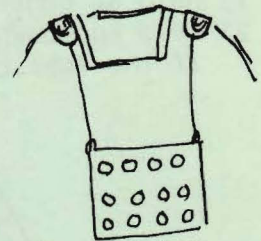
ephod (white)



turban (white)

sash (white for priests, blue, purple and scarlet for high priest) long enough to wrap around waist and fall to hem of robe.

For the high priest add:



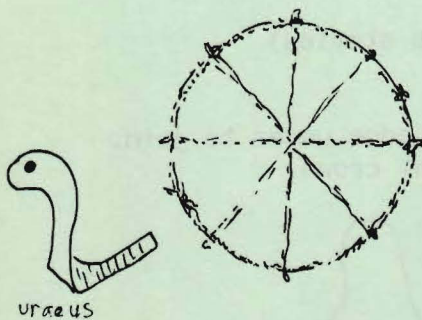
breastplate and epaulettes

△△△△△△△△△△  
bells around hem of robe

This is over simplified. For more detail see The Tabernacle of Israel, by George de Charms. Available through Swedenborg Library.

## HEADDRESS FOR EGYPTIAN MAIDEN

- 1) Twist chenille wire together to make a form which will fit child.
- 2) Take it apart and string the wires with macaroni (plain or dyed) or sections of drinking straws. You can alternate either of these with colored beads.
- 3) Put the form back together again and tie on strands of black wool all around, short in the front for bangs and shoulder length around sides and back.
- 4) Braid the long strands together with the child's hair in numerous tight braids. (If the child has short hair, use lots of yarn and braid independent of hair.) You can also add more strands of yarn strung with macaroni or straws.
- 5) If the headdress is for a queen or princess (Pharaoh's daughter) add a uraeus to the front of the headdress. Uraeus means cobra.

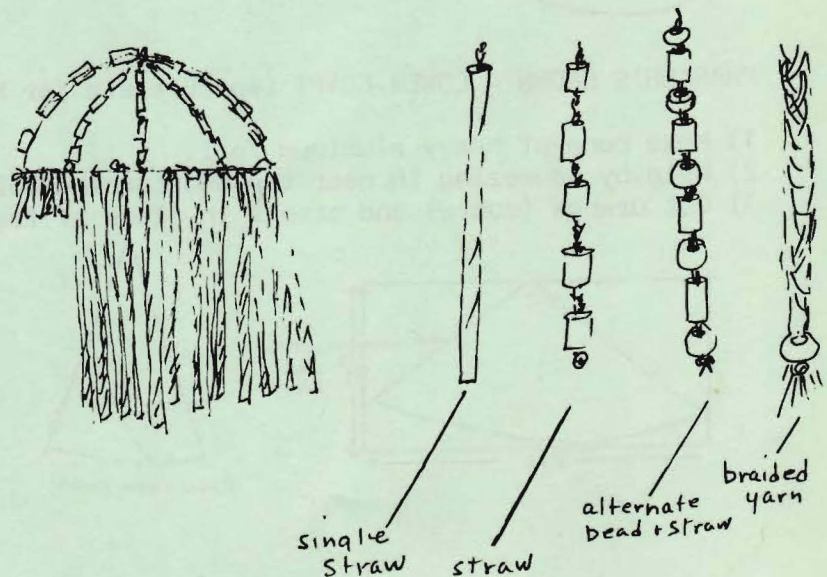


uraeus

## HEADDRESS FOR PHARAOH



You can make a nemes, or cloth headdress for Pharaoh. Directions will be found in Lesson 27.



single straw

straw

alternate bead + straw

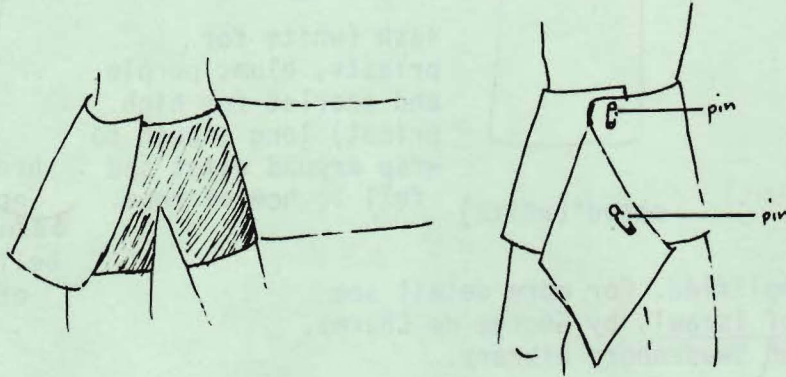
braided yarn



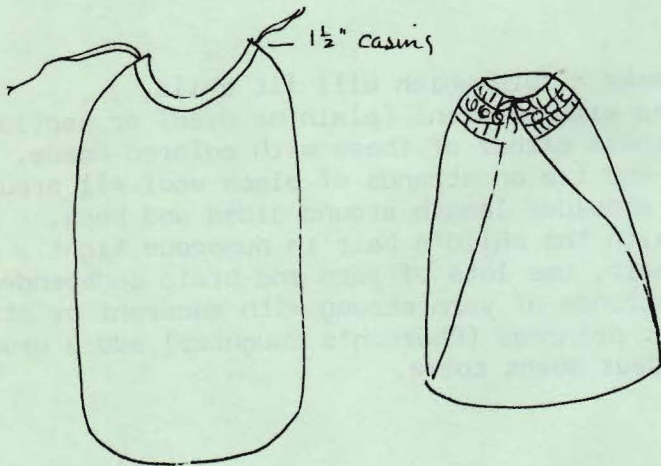
## EGYPTIAN LOIN CLOTH

Use 54" long white cloth (old sheet). It should be wide enough to cover the swim trunks or shorts which will be worn under it.

- 1) Hold at center front of waistline, wrap around and pin at center as shown.
  - 2) Fold end down in diamond shape and pin again above bottom edge of garment.
- If the fabric is starched and pressed it will hold its shape better.

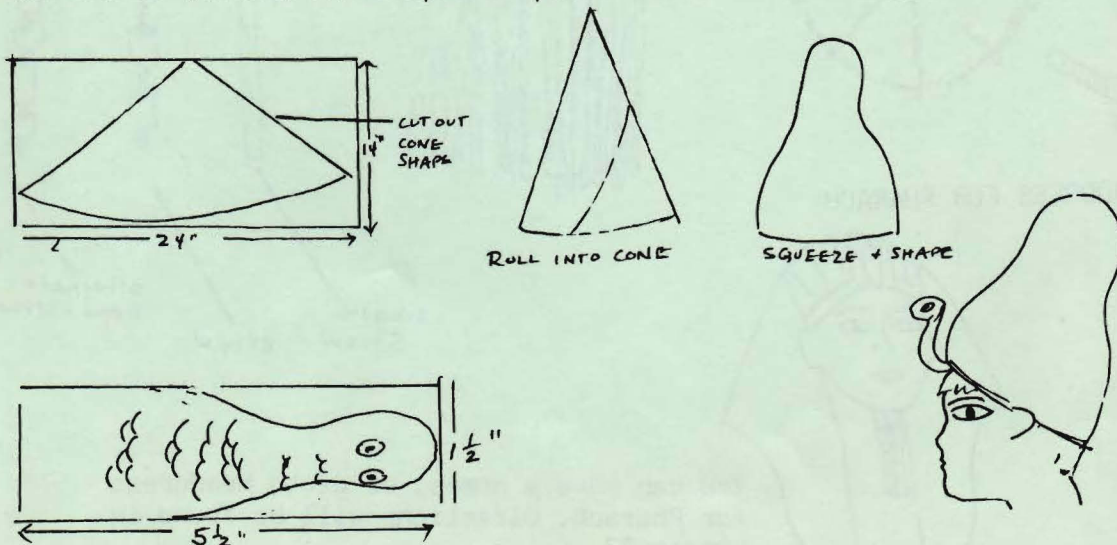


## EGYPTIAN WOMAN'S CAPE



## PHARAOH'S CROWN - LOWER EGYPT (appropriate for Moses stories)

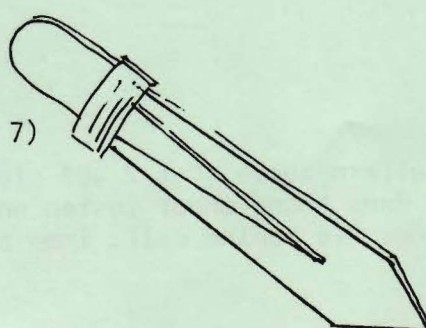
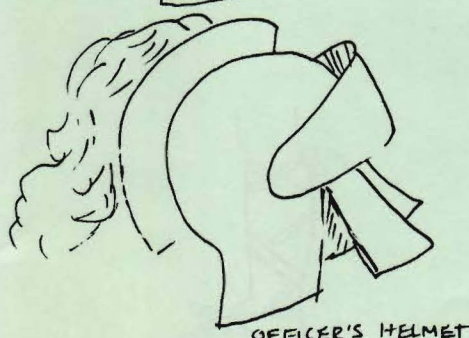
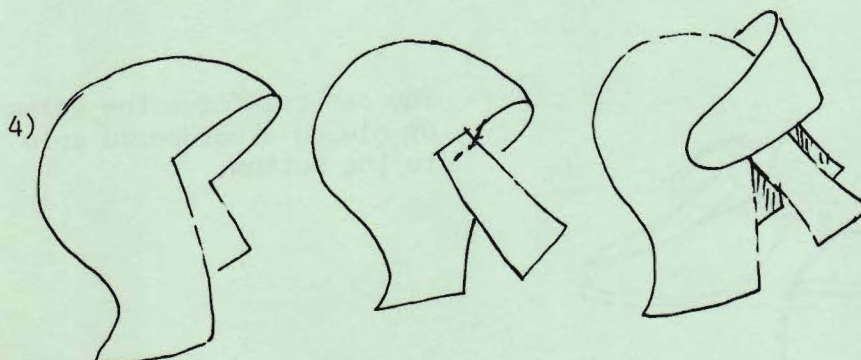
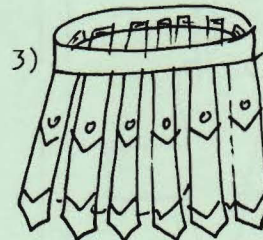
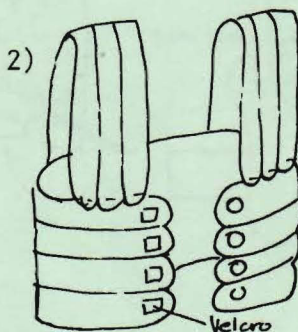
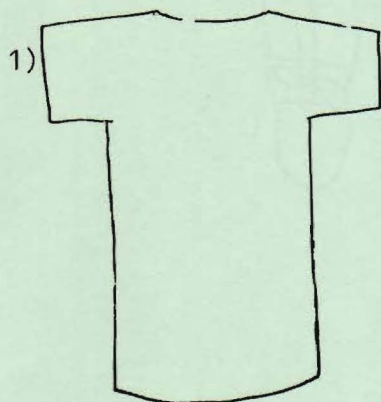
- 1) Make cone of heavy aluminum foil.
- 2) Mold by squeezing in near top and turning bottom edge under to join.
- 3) Cut uraeus (cobra) and staple in place at front of crown.





## THE ROMAN SOLDIER

- 1) Make a simple tunic of bright colored fabric (red if possible).
- 2) From corrugated packaging material (the flexible kind) or flexible cardboard cut the body armor pieces. If using plain cardboard, you can dampen it and bend it to fit the body. You can spray or paint with gold paint if you wish. With felt markers draw in the lines to simulate the metal strips. Glue small pieces of Velcro for fastening. The shoulder pieces can be stapled to the chest piece.
- 3) Cut a waistband from heavy cloth and staple strips of Kraft paper all around. With markers draw in the pattern.
- 4) The helmet is round on top. An old felt hat cut and sprayed with gold paint can be used. Cut pieces of cardboard for ear protectors and visor and staple or glue on. Papier mache applied to a balloon may be used, but will be scratchy and stiff. (The ordinary soldier had a plain helmet; officers had a plume.)
- 5) A red neckerchief is worn over the armor, and topped with an off-white cloak made from a 54"x20" rectangle. The cloak is fastened with a large decorative brooch.
- 6) For footwear. Over brown kneesocks crisscross a long strip of vinyl or ribbon by fitting the center of the strip under the arch of the foot and crossing the strip back and forth around the leg and tying in back of the calf. Put brown shoes on over the sock and strip.
- 7) A short wide sword is made of cardboard in one or more layers.



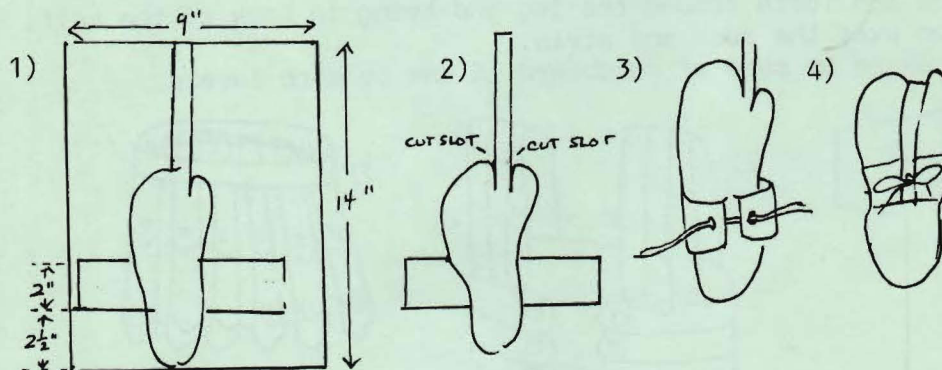


## FOOTWEAR

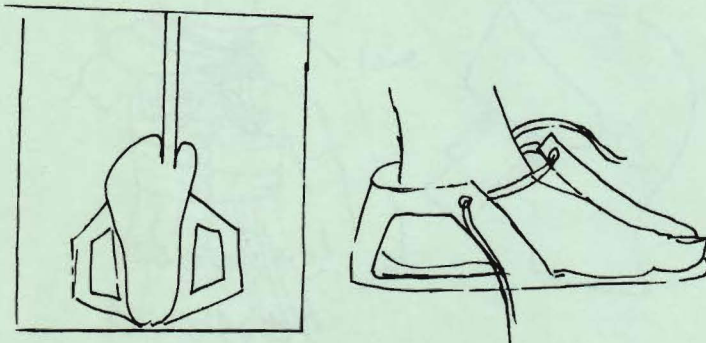
### SANDALS FOR HEBREW OR EGYPTIAN MEN OR WOMEN

Materials: heavy paper or felt, leather, vinyl; string or thongs.

- 1) Trace around foot. Draw down between big toe and second toe. Draw side tabs and toe thong.
- 2) Cut out, making slots on each side of toe thong.
- 3) Try on sandal and poke holes through side tabs and toe thong where they come together. (If using paper, reinforce all holes on both sides with notebook paper reinforcements.)
- 4) Cut 16" thongs or strings and thread through holes. Cut off ends of toe thongs and side tabs if necessary.



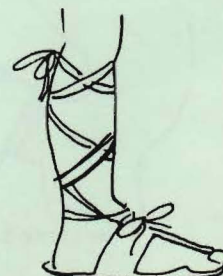
### ALTERNATE SANDAL STYLE



You can reinforce the soles by gluing a cardboard sole to the bottom.

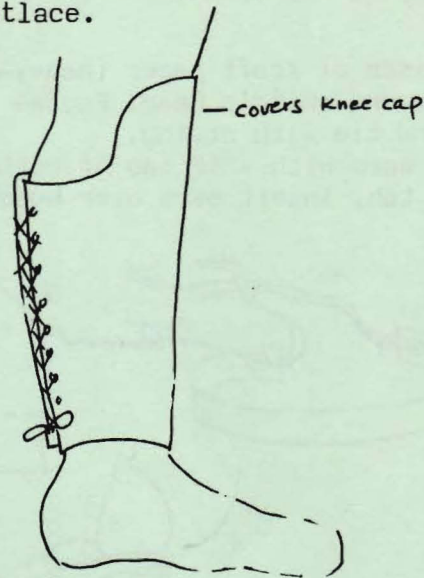
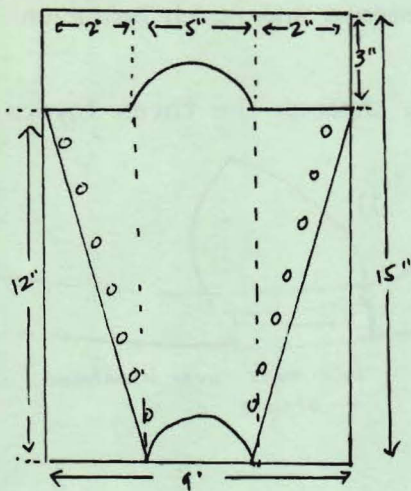
### ROMAN SANDALS

Make first sandal pattern above. Cut 2 48" pieces of thong or string. Pass thong under instep and crisscross around leg. Tie behind calf. Then put on sandal.



## GREAVES FOR ROMAN OR ASSYRIAN/BABYLONIAN SOLDIERS

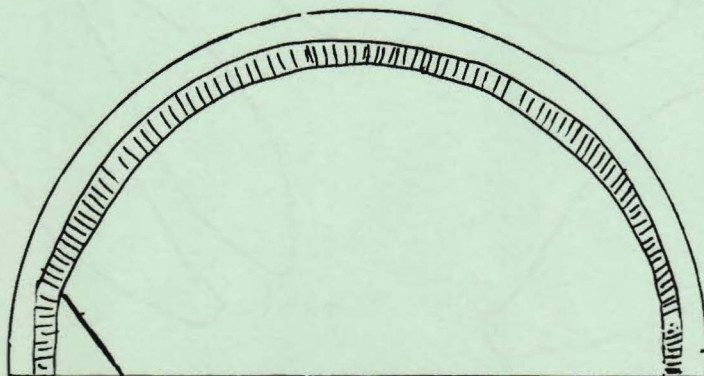
Cut basic pattern from Kraft paper, felt or flexible cardboard. For leather greaves, leave plain color, for metal, spray with gold paint. Punch holes and tie on leg with yarn, thong or bootlace.



## ROMAN TOGA - for Roman men.

From an old sheet cut a half circle, using the whole length of the sheet as the diameter (if you use a double sheet or larger, you can get two togas from one sheet by adjusting the dimensions slightly).

To drape, pin the straight edge to the left shoulder, let it hang down to the left foot, then draw it back around the body, under the right arm, and the end hangs over the left shoulder to hang down the back. The layers are pinned together at the shoulder with a heavy pin or brooch. (The Romans had the fibula, which was a kind of safety pin.)

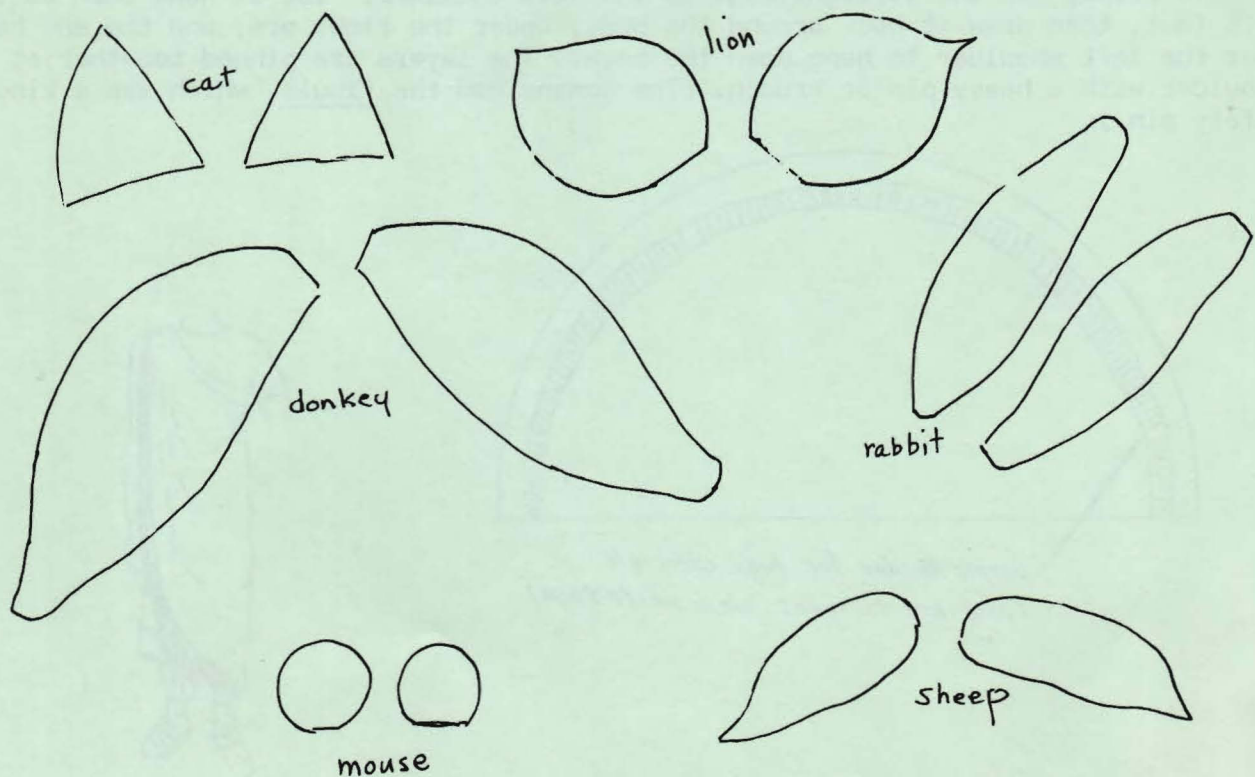
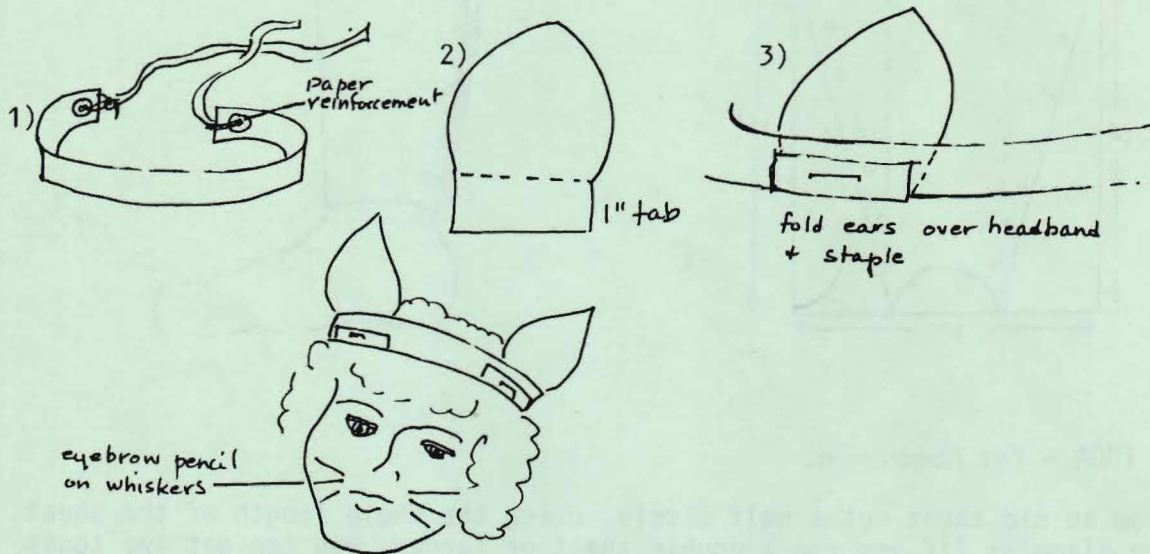




## ANIMALS

Animals can be costumed with only a headband with ears, or with ears and tail.

- 1) Cut a piece of Kraft paper (heavy-duty grocery bag)  $1\frac{1}{2}$ " wide and long enough to go around child's head. Fasten paper reinforcements and punch holes on ends, and tie with string.
- 2) Cut out ears with a 1" tab at bottom.
- 3) Fold up tab, insert ears over headband and staple through the three layers.

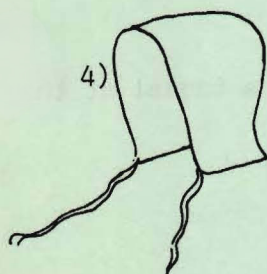
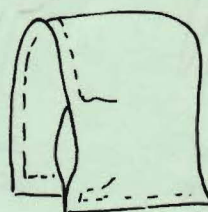
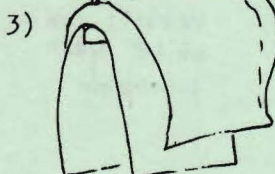
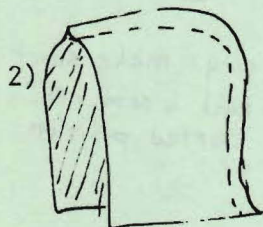
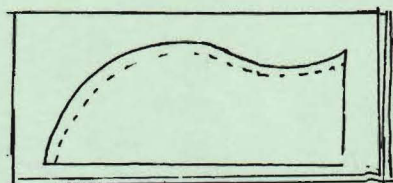
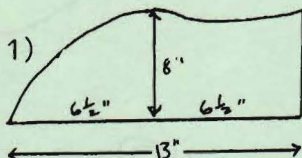


## COMPLETE ANIMAL COSTUME

One-piece pajamas with feet, leotards and tights, or costumes made from commercial patterns can be used. If you have a basic costume (i.e. p.j.'s) make a hood, ears and tail.

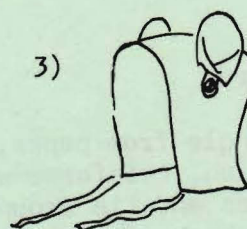
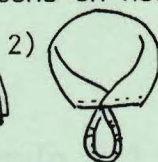
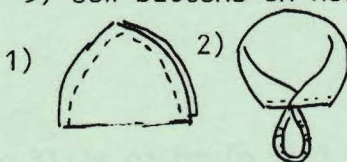
### HOOD

- 1) Make a pattern as shown, cut four pieces.
- 2) Sew each pair of pieces together along stitching line.
- 3) Right sides facing, stitch the two pieces together, leaving opening to turn.
- 4) Turn right side out, hand sew opening and add ties at corners.



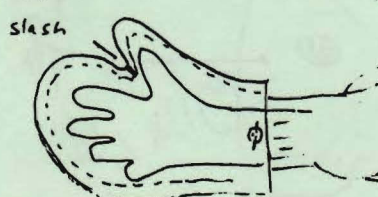
### CLOTH EARS

- 1) Cut four ear pieces, sew each pair together, turn.
- 2) Fold bottom (or gather), sew to elastic loop.
- 3) Sew buttons on hood to attach ears.



Suggestion: Make two-color reversible hood which can be used for more than one kind of animal. For example: White on one side, used with large ears for white horse. Inside yellow, which with lion ears becomes lion. Also could be used for bird with beak added.

PAWS can be made of gloves or mittens with iron-on patches for pads. Or make your own by tracing around child's hand, sewing together and turning.

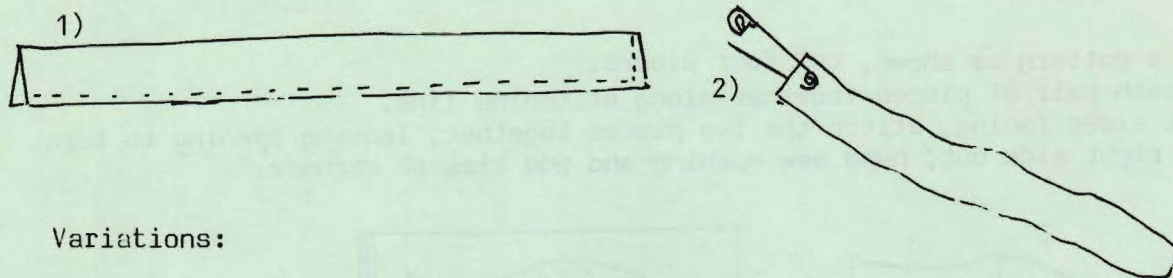


You can sew a button to each sleeve of the costume and make button holes on paws.



## TAILS

- 1) For basic tail, cut fabric 20" long and 5" wide. Fold, sew across end and down one side.
- 2) Turn, stuff and fasten to child's trousers or dress with safety pin.



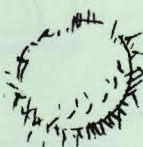
Variations:



lion: add  
plump yarn  
tassel



donkey  
add tassel



rabbit: pin on  
white yarn  
pom-pom

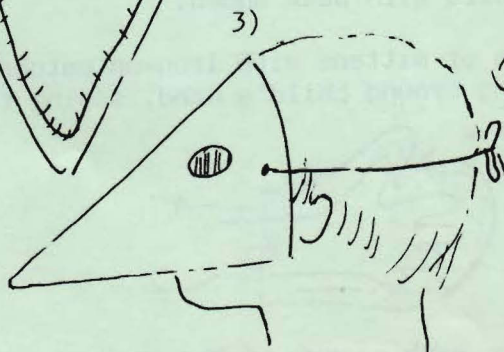
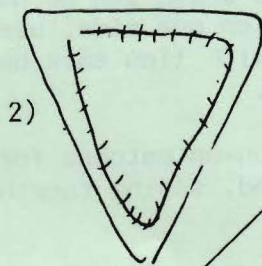
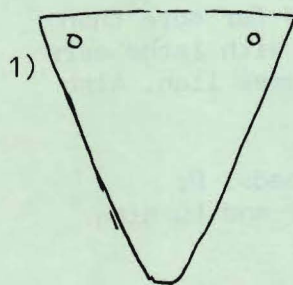


pig: make short  
tail + sew in  
curled position

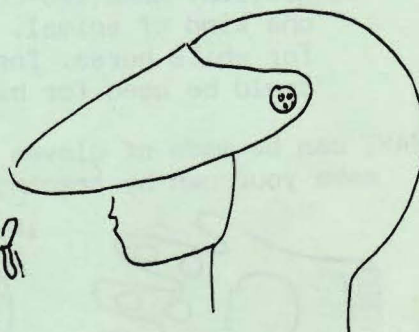
You can also braid a length of rope, twine or bulky yarn. Leave a tassel at the end. Suitable for horse, lion, etc.

## BEAK for bird.

- 1) Cut triangle from paper, or use felt glued to stiff paper.
- 2) If you wish, reinforce with chenille wire or pipe cleaners sewed on underside.
- 3) Make holes and tie around head. OR sew buttons on costume hood and make button-holes in beak. Cut eye holes, or child can look out from under beak.



tie-on

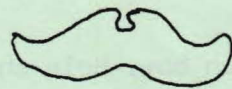


button-on



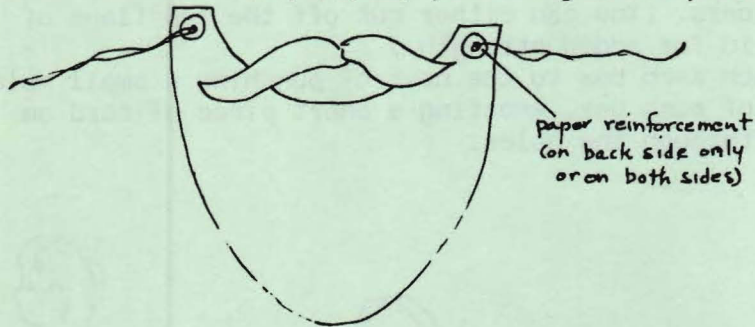
## QUICKIES

Mustache: Cut from heavy paper, with nose hook cut out. Merely slips on.

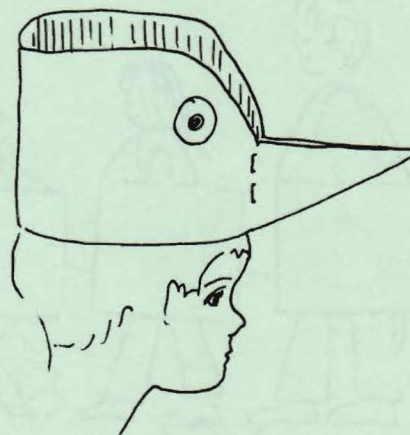
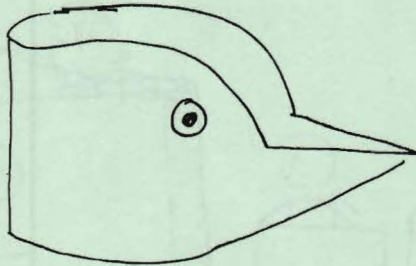
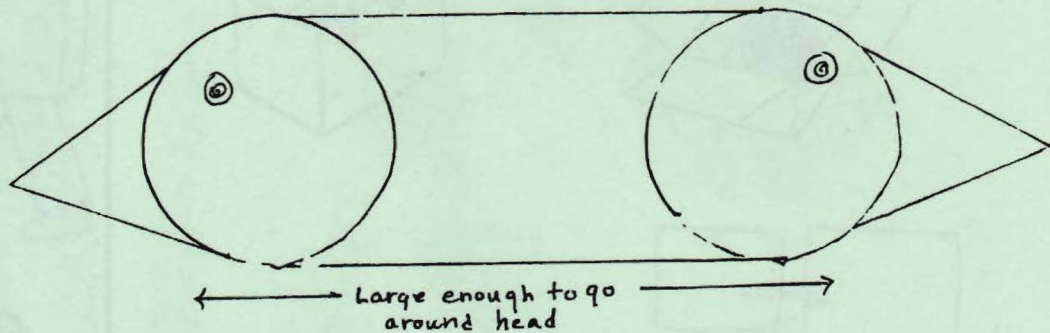


OR - fasten on with tape  
tube of scotch tape or masking tape  
sticky side out

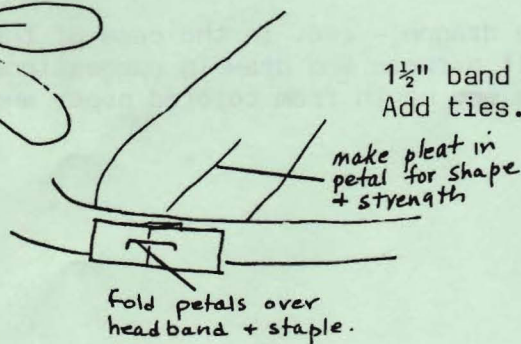
Beard: Cut from heavy paper, you can glue on yarn if desired. Ties on.



Bird: Cut from large piece of paper. Try on child's head and staple at proper place.



## FLOWERS



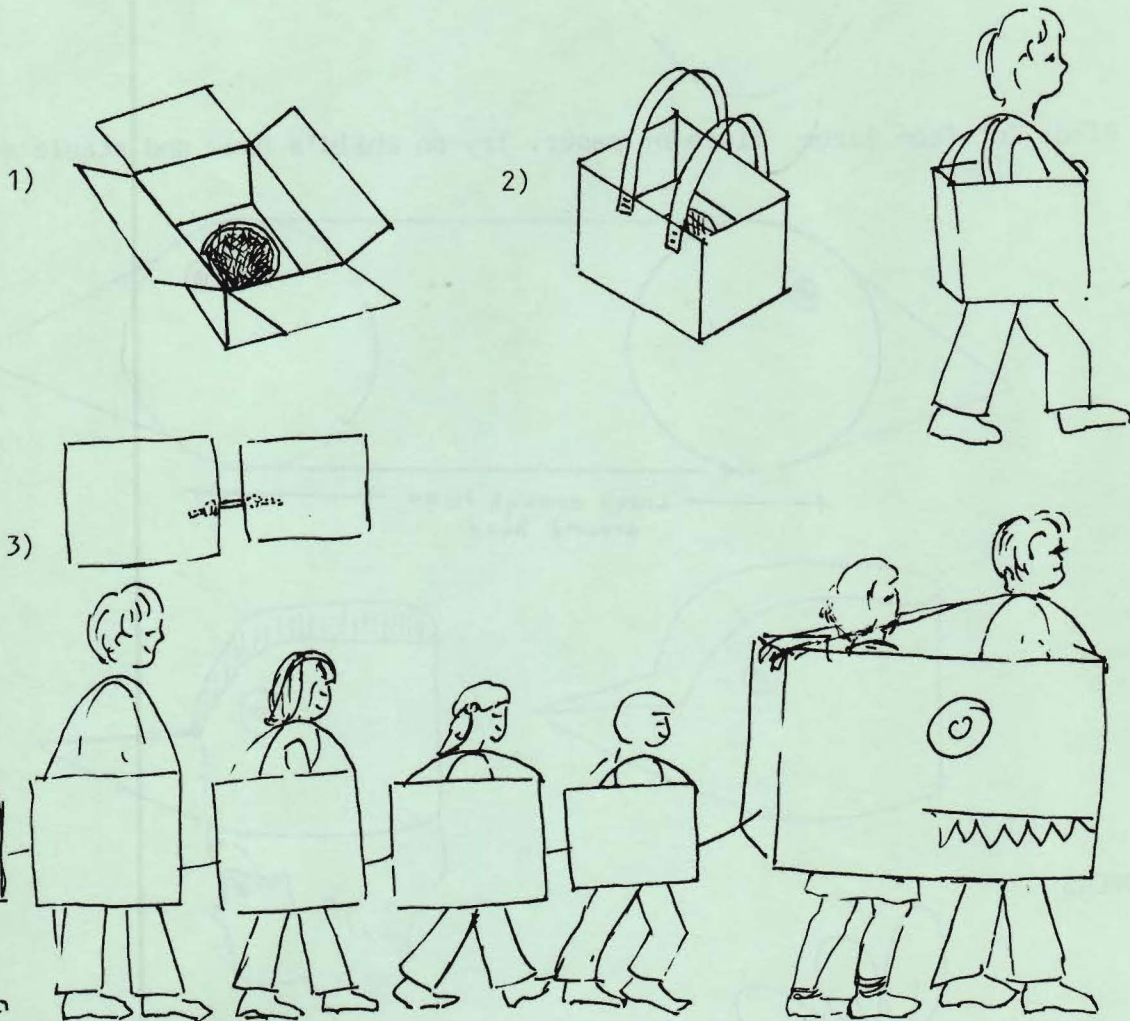
1½" band of cloth or heavy paper.  
Add ties. 8 or 9 petals 10"x6"

Fold petals over  
head band + staple.

## A HUGE DRAGON

Collect cardboard cartons. They can be of different sizes, or similar in size.

- 1) Cut a large round hole in the bottom of each box. Hole should be large enough to fit over a child.
- 2) Attach cord suspenders to the sides of each box so that costume hangs from the child's shoulders. (You can either cut off the top flaps of the box, or turn them in for added strength.)
- 3) With strong cord attach each box to the next by punching a small hole in the front and back of each box, knotting a short piece of cord so that it will not slip through the holes.



You can paint the entire dragon - red, in the case of the one in Revelation - or you can just use broad felt markers and draw in suggestions of eyes, mouth, scales, etc. Or cut out eyes and mouth from colored paper and glue on.

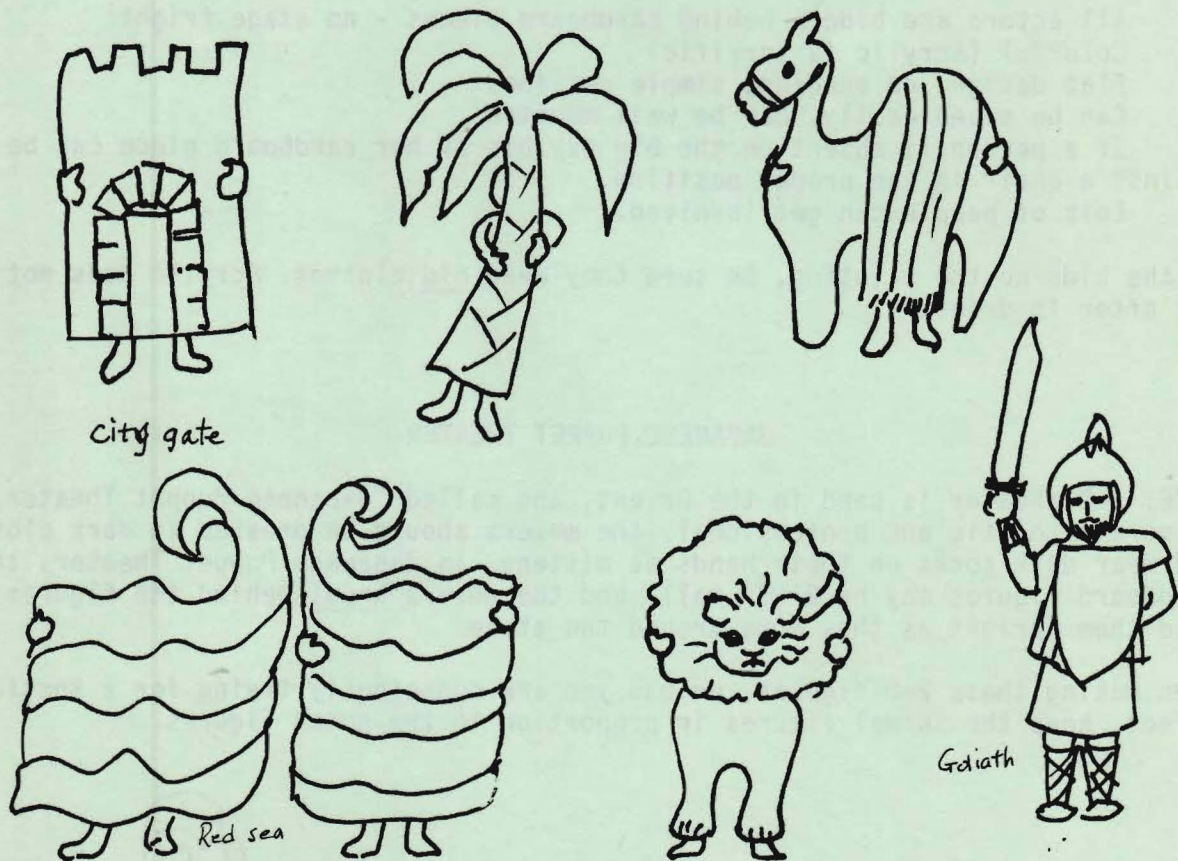


## 2-D CARDBOARD EXTRAVAGANZA

**Materials:** large cartons from a furniture or appliance store. Telephone around first, then use van or station wagon to collect. Hand-held jigsaw or electric knife for cutting the cardboard. Acrylic paints. Get them at a paint store, not a craft store, as you will use a lot. If you get a gallon of white you can mix colors. It's like stage painting,

These pieces are cut like paper dolls. They are painted in flat colors, no shading. Pieces are carried into action by the pupils. They are sturdy, colorful and durable. They can be used again and again, and can be wall-mounted in hall or stairwell when not in use.

Make the figures large. Trace around a child lying on the floor for size. Draw simply as a child does, making an outline only. For filling in details, keep it simple and stylized. Look at faces on playing cards, or go to the library and take out books with illustrations of Greek Orthodox icons, murals from the Byzantine period, Egyptian tomb paintings, etc. You can outline areas in black paint for emphasis and decorative finish if you want, or just paint in broad simple areas with bright colors.



To use: As the narrator reads the story the actors, holding up their cardboard figures, move about as the story dictates. Props can be brought in, leaned against the wall or the chancel furniture, and the child can slip out and come in again with another piece as the characters come and go.

Did you ever see the Red Sea part?  
The walls of Jericho fall down?

You can do a colorful representation of Joseph's dreams. The sheaves of wheat



can be painted in groups of three or four, and a few children can handle them all.

You could make a great segmented dragon for the Revelation stories, a 2-D version of the one on page 319.

Build the temple or the tabernacle. See the walls or curtains move into place. See where the laver, altar and other furniture stand. (See Lesson 39.)

Other suggestions:

Noah's ark

Adam naming the animals

Elisha

Dreams. A play within a play: the pageant is done with human characters, and the dream done with 2-D cardboard figures.

Revelation stories

Manger scene. This could be used year after year.

There are many advantages in 2-D productions;

Narrator reads story - no lines to learn

All actors are hidden behind cardboard pieces - no stage fright

Colorful (Acrylic is terrific)

Flat design, no shading, simple outlines

Can be saved easily, can be wall mounted

If a person is absent on the big day his or her cardboard piece can be leaned against a chair in the proper position.

Lots of people can get involved.

If the kids do the painting, be sure they wear old clothes. Acrylic does not wash out after it dries.

### JAPANESE PUPPET THEATER

NOTE: 2-D theater is used in the Orient, and called "Japanese Puppet Theater." To be more authentic and professional, the movers should be dressed in dark clothes and wear dark socks on their hands as mittens. In Japanese Puppet Theater, the cardboard figures may be 2'-3' tall, and the movers kneel behind the figures and hold them upright as they move around the stage.

When making these 2-D figures, unless you are consciously trying for a special effect, keep the animal figures in proportion to the human figures.

"mover" in dark clothes, holds and moves cardboard figure





LESSON PAGES

## SERIES IV

4.	Creation - The Seventh Day	Genesis 2:1-7
8.	Cain and Abel	Genesis 4:1-15
12.	The Tower of Babel	Genesis 11:1-9
16.	Abraham and the Angels	Genesis 18
20.	Isaac and Abimelech	Genesis 26-1-33
24.	Jacob's Return	Genesis 35
28.	Joseph's Sons	Genesis 48; 50:22-26
32.	The Passover	Exodus 12
36.	At Rephidim	Exodus 17
40.	The Golden Calf	Exodus 32:1-24
44.	Aaron's Rod	Numbers 17
48.	At Gilgal	Joshua 5
52.	The Division of the Land	Joshua 18:1-10
56.	Samson	Judges 14
60.	Asking for a King	I Samuel 8
64.	Saul Spares Agag	I Samuel 15
68.	David and Nathan the Prophet	II Samuel 12:1-25
72.	Solomon's Last years	I Kings 11:1-11, 26-43
76.	Elisha and Naaman	II Kings 5
80.	Zedekiah and Jeremiah	II Kings 24; 25:1-12; Jeremiah 21
84.	A Psalm about the Word	Psalms 119
91.	Belshazzar's Feast	Daniel 5
92.	Daniel in the Lion's Den	Daniel 6
99.	Prophets of the Restoration	Zechariah 4
96.	Jonah and the Gourd	Jonah 3;4
125.	The Birth of the Lord (Christmas Lesson)	Luke 2:1-20
136.	The Word Made Flesh	John 1
137.	The Miracle at Cana	John 2:1-11
138.	The Lord and Nicodemus	John 3:1-21
139.	The Lord at Jacob's Well	John 4:1-42
140.	The Pool of Bethesda	John 5:1-16
141.	The Man Born Blind	John 9
142.	The Good Shepherd	John 10
143.	The Raising of Lazarus	John 11:1-46
144.	Palm Sunday	John 12:12-50
145.	The Parable of the Vine	John 15
146.	The Resurrection	John 20
153.	The Woman and the Dragon	Revelation 12
154.	The Beast Overcome	Revelation 13; 19:11-21
158.	The End of John's Vision	Revelation 22:8-21



## Genesis 2:1-7: CREATION - THE SEVENTH DAY

FOR THE LITTLE ONES: "What do we do on Sunday?" A calendar.

Materials: Construction paper, plain paper, pencils, crayons, paste; cut-outs of daily activities, Bible stickers, etc. (optional).

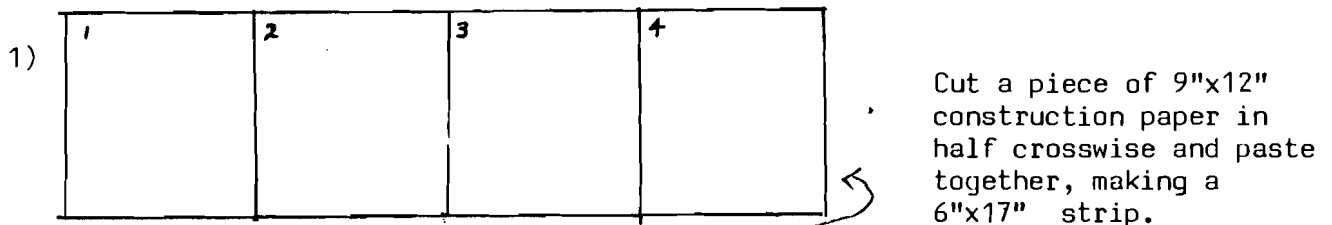
Before class: If you are planning to prepare cut-outs ahead of time, find colorful pictures of children playing, reading, dressing, helping Mom, etc. and cut them out. You will have to plan the size so that the pictures will fit into the calendar (see below). You can buy self-stick seals of an open Bible, or some religious emblem or figure for the seventh day if you wish.

1) Make a blank calendar for each child from construction paper. All you need is a strip marked off in seven equal sections. Sunday will be the last day (there are some calendars now that are using the right hand column for Sunday).

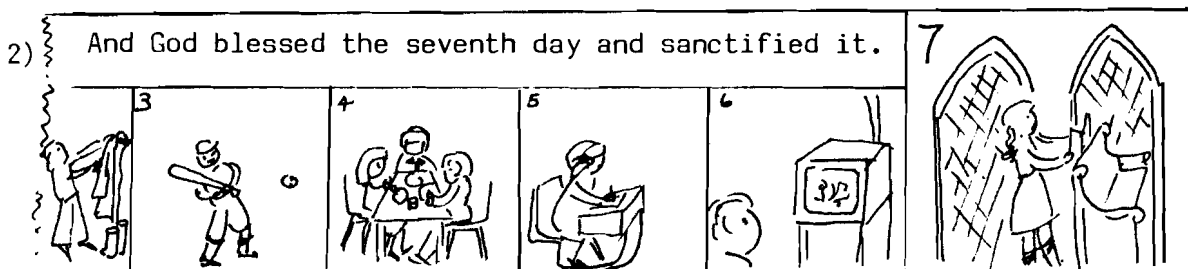
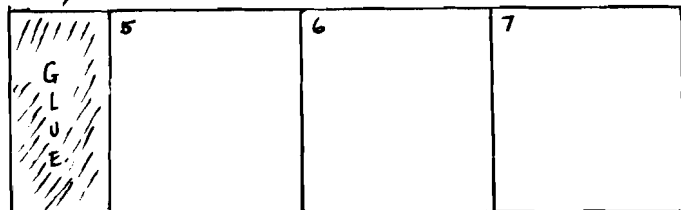
In class: The children discuss with you what they usually do on the days of the week. (Saturday, if the father is home all day may be a day for family outings. Perhaps they have a swimming lesson each week. etc.) If the class is very young, they won't remember which day, but they can come to the realization that there is one thing very different that they do every Sunday: go to Sunday School to worship the Lord.

Now you pass out the calendar blanks and the children pick pictures from those you have brought and paste one into each of the first six spaces. If the children are older, you may choose to let them draw their own pictures of themselves doing the various things you have discussed, instead of pasting in ready-made pictures.

Finally each child selects (or draws) a suitable religious picture for the last space. If you want, when you make up the calendar blanks, you can make the seventh space larger than the others. (2)



OR cut a 12"x18" sheet of construction paper in half lengthwise, making 2 6"x18" strips.



Lesson 4

Genesis 2:1-7: CREATION - THE SEVENTH DAY

FOR OLDER CHILDREN: Learn the days of creation. A memory-help.

Materials: Paper and pencil, ruler.

In class:

- 1) The children rule off their papers as shown below and number the boxes.
- 2) Referring to Genesis 1 and Genesis 2:1-7 they discover what happened each day and fill in the chart.

The earth was without form, and void. -Genesis 1:2	
1 LIGHT -Genesis 1:3-5	4 SUN, MOON & STARS -Genesis 1:14-19
2 WATER & SKY (FIRMAMENT) -Genesis 1:6-8	5 FISH & BIRDS -Genesis 1:20-23
3 DRY LAND & PLANTS -Genesis 1:9-13	6 ANIMALS & MAN -Genesis 1:24-31
7 GOD RESTED -Genesis 2:1-3	

This chart can make it easy to learn the days of creation. Point out that each left-hand column relates to the one on the right:

in #1 light is created ----- in #4 the specific lights are created

in #2 are defined ----- in #5 creatures that live in  
are created

in #3 dry land appears ----- in #6 animals and man, who live on  
land, are created.

If the children visualize a top-to-bottom scheme: light at the top, then sky and water, and land at the bottom, they will have the right-hand column fixed in their minds, and the left hand column follows easily.



## Genesis 4:1-15: CAIN AND ABEL

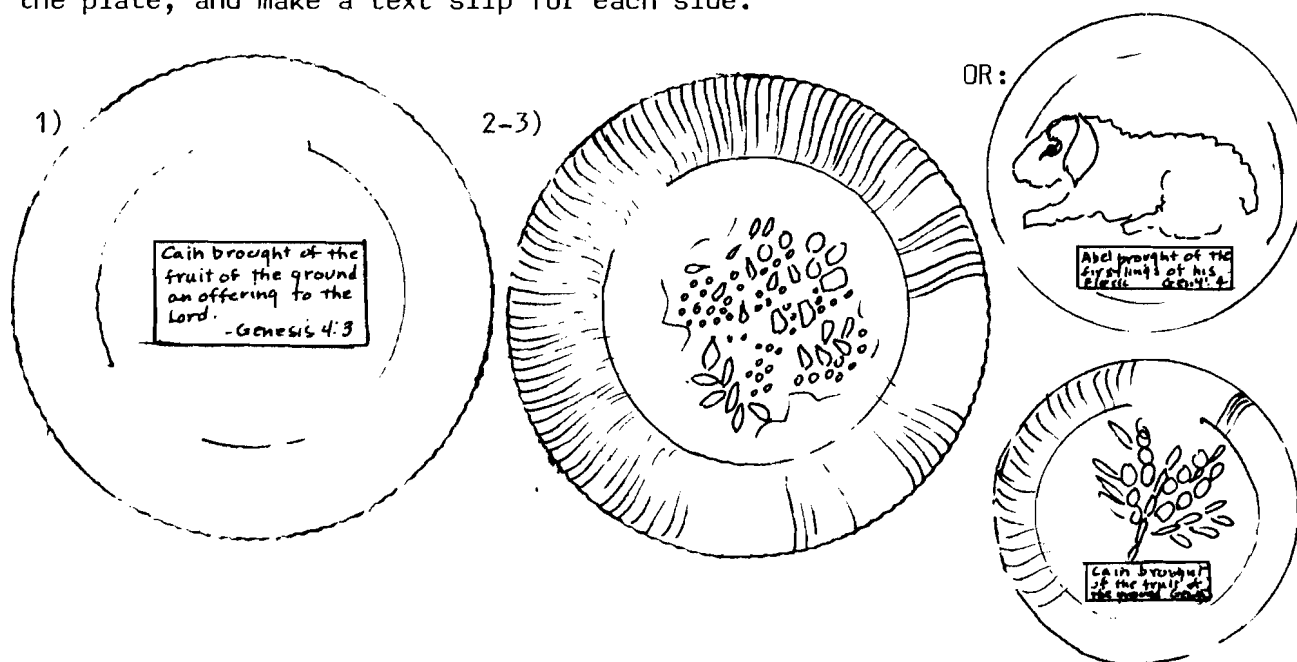
FOR THE LITTLE ONES: Offerings.

Materials: Small paper plates, text slips, glue, different grains (dry soup mix, wheat, barley, oats, popping corn, millet, etc.).

In class:

- 1) Text slip is glued on the back of the plate.
- 2) Child spreads glue (craft glue is best as it dries clear and sets quickly) on the center of the plate.
- 3) You put the containers of different grains on the table and each child selects different kinds to sprinkle on the glue or to press into glue in patterns.

Optional: You can bring white flannel cut-outs of lambs to glue on one side of the plate, and make a text slip for each side.

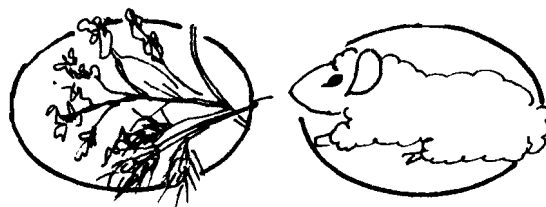
FOR THE LITTLE ONES: Flannel board "offerings."

Materials: Pellon, felt or flannel; scissors, felt markers.

Before class: From fabric cut two large ovals to represent offering trays.

For one tray cut a sheaf of grain or two with stems and leaves. Color with markers if you wish. For the second tray make a cut-out of a lamb. This could be enhanced by adding cotton tufting. You may want to consult an illustrated dictionary for pictures of different grains.

In class: As you tell the story of Cain and Abel, place the pieces on the flannel board at the appropriate times. If you have human figures in your flannel collection, find appropriate figures for Cain and Abel and place them on the board, and then their offerings. Make sure the children understand that it was not the offering itself that was unsuitable, but the character and motive of the giver. (If Cain had really loved the Lord he would not have done what he did later.



## Lesson 8

### Genesis 4:1-15: CAIN AND ABEL

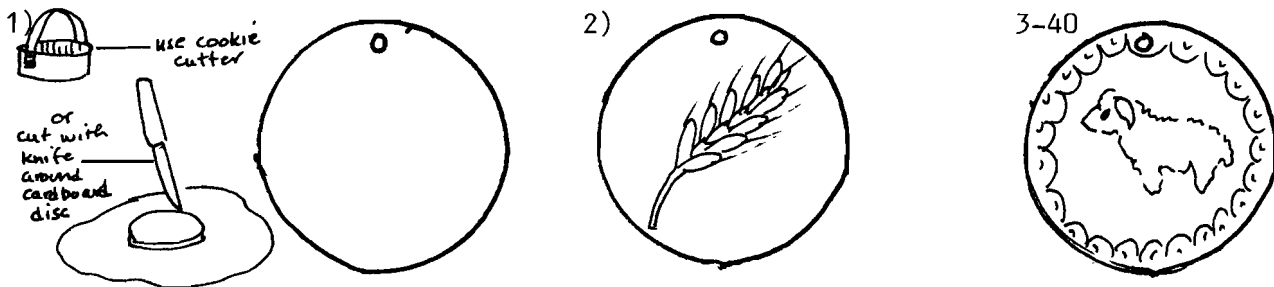
FOR OLDER CHILDREN: Faith and love are inseparable. A medallion: three variations.

I. Materials: Cornstarch clay (pink page 6), round cookie cutter or knife, sharp tool (knitting needle, cuticle stick), rolling pin, paint, cord for stringing.

Before class: Mix the cornstarch clay, place in tightly covered container.

In class:

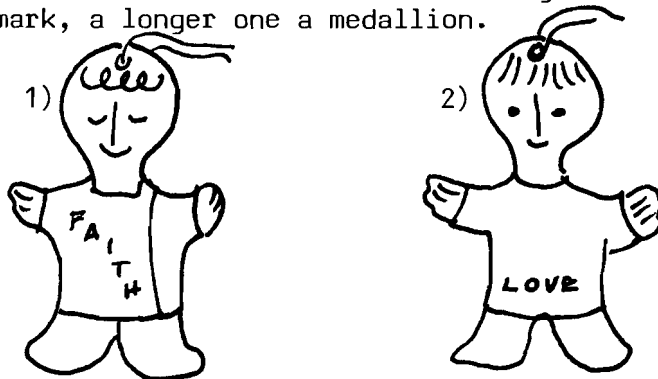
- 1) Roll out clay  $\frac{1}{4}$ " thick, cut out  $1\frac{1}{2}$ " or 2" circle. With sharp tool punch hole at top edge.
- 2) On one side engrave or score outline of head of grain.
- 3) On reverse score outline of lamb. Edges may be decorated.
- 4) Let dry, paint, gild or use Run-n-buff. Or leave plain and spray with clear acrylic (see pink page 10 for hints on spraying). String on cord to wear around neck or hang in window, etc.



II. Materials: Same as I, but use  $1\frac{1}{2}$ "-2" boy cookie cutter (from gourmet shop).

In class:

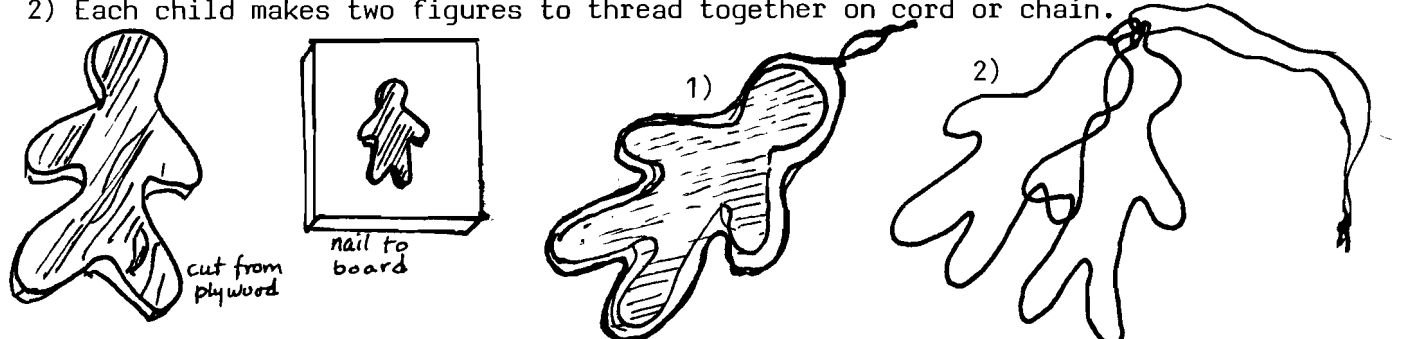
- 1) Roll and cut out boy shape. Punch hole for stringing.
- 2) Engrave on front and reverse and string as above. A short cord makes this a bookmark, a longer one a medallion.



III. Materials: Plywood, saw, nails, wire, cord, file.

Before class: Cut boy shape from  $\frac{1}{4}$ " plywood and nail it to wood square.

In class: 1) Bend copper wire (or whatever you have, as long as it is easy to bend) around shape, twist together at top and twist again to form loop. File down rough edges.  
2) Each child makes two figures to thread together on cord or chain.





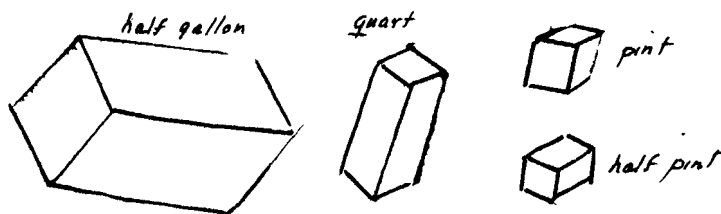
## Genesis 11:1-9: THE TOWER OF BABEL

FOR THE LITTLE ONES: Build a tower: two variations.

1. Materials: Milk and cream cartons of all sizes, heavy tape, contact paper or acrylic house paint.

Before class: make milk carton blocks (could be a project for ladies' group or junior or senior league). Wash thoroughly and dry empty milk cartons. Tape tops down flat. Cover with contact paper or paint with acrylic house paint. (The acrylic paint will eventually chip. The contact paper will give extra strength to the blocks and can be wiped clean.)

In class: The children build a tower with the milk carton blocks. (You may have a built-in illustration of the lesson if they can't agree on how it is to be done!)

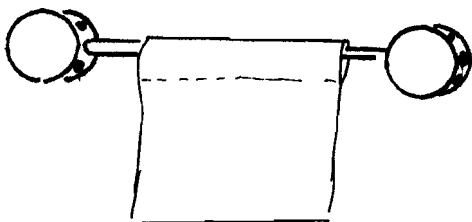


## II. Build a tower with tinker toys.

Tinker toys are a good addition to the Sunday School equipment. They don't fall down as easily as blocks and are enjoyed by children who may be a bit too old for blocks.

Before class: Cut small pieces of paper the width of the rods you are going to use. Fold down the tops and tape or staple as shown.

In class: The children build a tower, slipping on paper "walls" as they go. Let them take turns adding on to the tower. Because the Tinker Toys make a rigid, stable building, the different stories can jut out at crazy angles and the tower will become more grotesque as the children do their own thing.



## Lesson 12

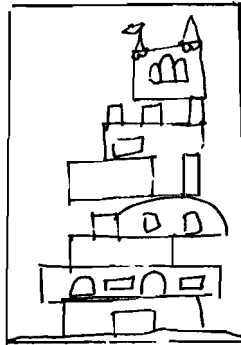
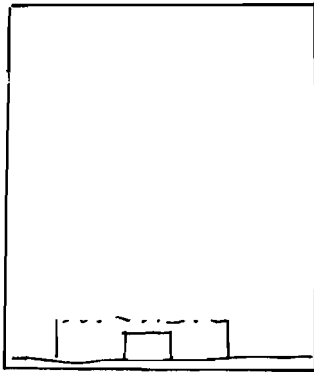
### Genesis 11:1-9: THE TOWER OF BABEL

FOR OLDER CHILDREN: Build the tower: two variations.

I. Materials: Poster board, construction paper, glue, crayons, pencils, markers, etc.

Before class: Prepare a poster board to hang on the wall. Draw in ground line or cut green construction paper for the ground. Make the base of the tower from construction paper at least  $\frac{1}{2}$  as wide as poster board.

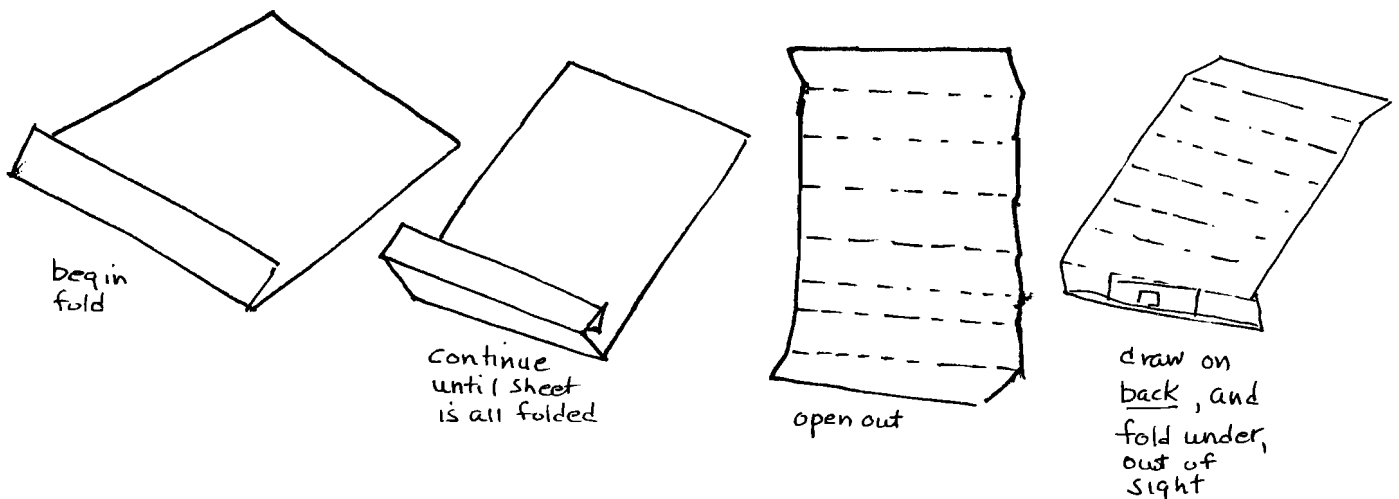
In class: Give each pupil one or two pieces of construction paper about 4" high and as wide as tower base. Each child draws, colors and cuts out his tower section - adding windows, archways, balconies, etc. Give them a set time in which to complete their pieces, then they take turns pasting on the different stories of the tower. What have they built?



II. Materials: Paper (legal size or two pieces taped together), pens, pencils or crayons.

Before class: Fold the paper over and over to make about 8 or ten sections. Unfold. On the back of the paper draw with pencil, pen or crayon (not markers this time, as they bleed through) a ground line and the base of the tower.

In class: The first pupil draws the base of the tower on your ground line, shielding the paper so that the others cannot see what he is drawing. He folds under his section and passes the paper on to the next pupil. When all are finished, the paper is unfolded to see what the tower looks like. Discuss the obvious conclusions about the strength of a building when all the builders are just thinking about what they want. Note that the purpose was to make a tower that would reach heaven, but instead of starting on a hill, the people began building in a valley, so it was a poor choice to begin with. If your class is large, you can start two papers going around, from opposite directions so that there won't be so many children waiting for a turn. Each child will want enough time to draw something imaginative.





## Genesis 18: ABRAHAM AND THE ANGELS

FOR ALL AGES: A project for the Church kitchen.

Materials: Bowl, 1-cup measure, spoons, cookie sheet, rolling pins, wax paper.

## Recipe

2 c whole wheat flour  
1 c corn meal  
3/4 t salt  
2/3 c oil  
water  
sesame seeds (optional)

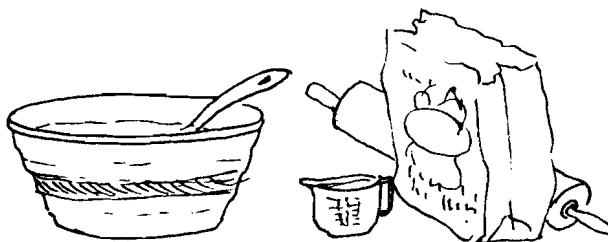
Before class: Mix the two flours, assemble the ingredients and materials. You may want to measure out the oil and put it into a small container.

In class: Preheat the oven to 350°. Have the children measure the three cups of "meal" (NIV translates it "fine flour") into the bowl, and take turns adding the salt, mixing in the oil, and adding water gradually until the dough holds together but is soft enough to roll. Do not knead too much. Divide dough and have each child roll out or pat out a cake on a piece of wax paper. Sprinkle on sesame seeds and pat them into the dough. Transfer cakes from wax paper to cookie sheet and bake about 20 minutes, watching carefully.

For older children you could try cooking the cakes on the stove top, using a cast iron griddle or a soapstone. This might be closer to the story, for the method of baking was probably on a pottery "oven" which was a container with fire inside, the cakes being placed on top, and a bowl-shaped lid placed over the top.

For little ones, the oven is better: safer and down at their height. Try the recipe at home first; the crackers are good.

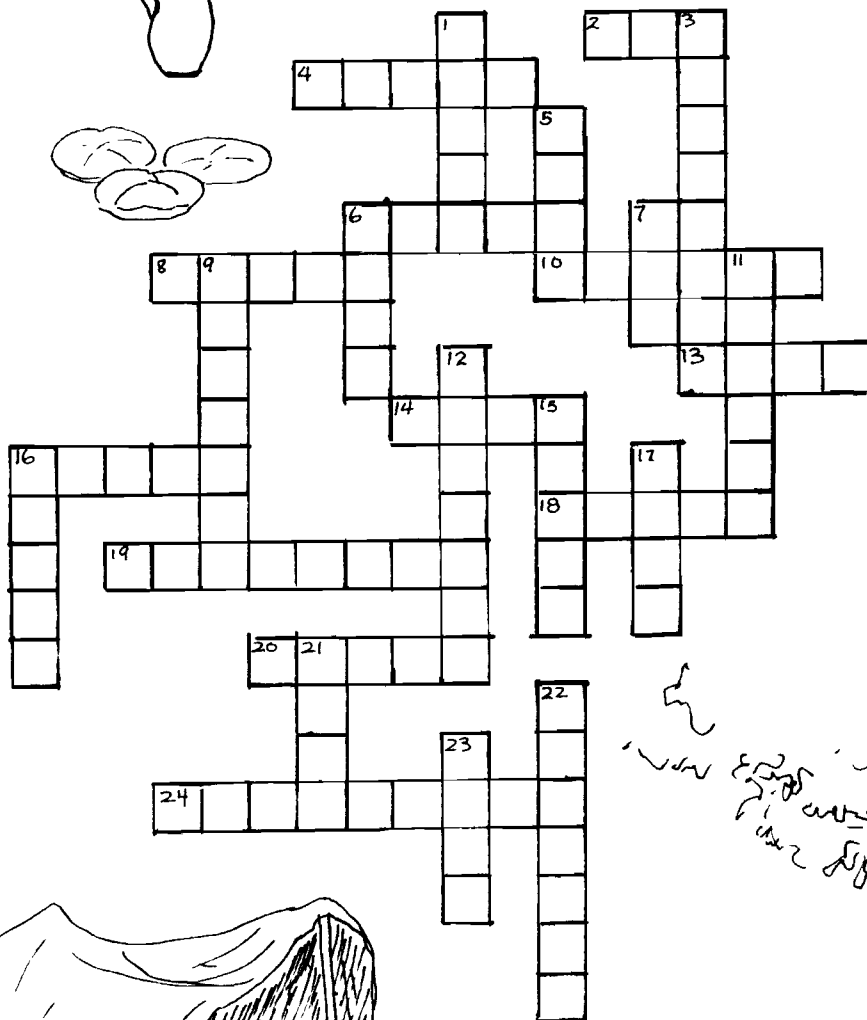
This project is also suitable for the story of Elijah and the widow of Zarephath (I Kings 17:8-16).



## ABRAHAM AND THE ANGELS Genesis 18

- ACROSS 2 To do evil  
 4 Grain food  
 6 The number of angels  
 8 Where Abraham pitched his tent  
 10 Four times five  
 13 A drink  
 14 Abraham used this for meat  
 16 Abraham's wife  
 18 The number in Abraham's third question  
 19 A wicked city  
 20 Promised to Sarah  
 24 Number in the second question

- DOWN 1 Liquid for washing  
 3 Country  
 5 Method of travel  
 6 Dwelling place  
 7 Number in the last question  
 9 The father of the Hebrew nation  
 11 Three tens  
 12 What Sarah did  
 13 Half a hundred  
 16 A wicked city  
 17 The angels ate under it  
 21 The reason Abraham sat in the tent  
 22 Happy  
 23 Sarah was Abraham's \_\_\_\_.





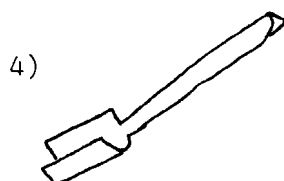
## Genesis 26:1-33: ISAAC AND ABIMELECH

FOR ALL AGES: A stand-up figure.

Before class: For each child, copy the figure and shovel on the reverse of this page onto lightweight cardboard. OR Xerox the page and dry mount to cardboard (see pink page 10). For little ones cut out the figures.

In class:

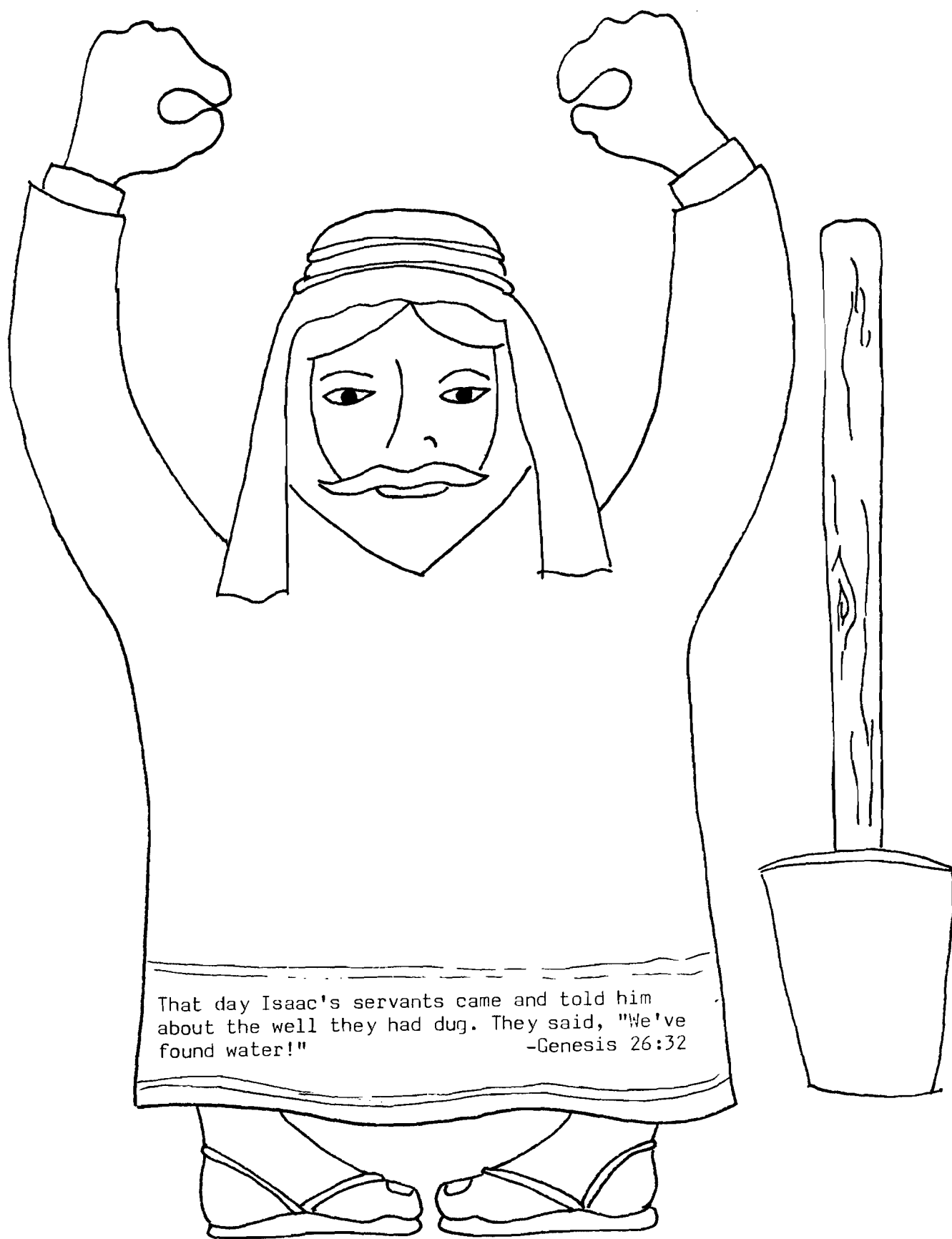
- 1) Color the figure. His robe can be plaid, striped, patterned. Color the shovel.
- 2) Cut out the figure and shovel on solid outline.
- 3) Fold figure in half. Bend and fold arms down.
- 4) Fold shovel handle backwards and shovel blade forwards.
- 5) Insert shovel handle into holes between figure's fingers and thumbs.



Water was very scarce in Palestine because of scanty rainfall and frequent droughts. The absolute necessity of a water supply meant that the locations of towns and cities were determined by the finding of water, either in natural springs or in wells made by digging.

The digging of a successful well was marked by rejoicing and singing (read Numbers 21:17). People on journeys often had to buy water from people whose land they traveled through (see Deuteronomy 2:28). Possession of a well was sometimes disputed as in this lesson, especially when the users were so numerous that the well might go dry in a drought.

Discuss with the children how many things they do that use water, and try to illustrate how crucial water is to survival and pleasure. For instance, without water you could not swim, drink, make any food with liquid (juice, milk), grow any food, wash anything, even a paintbrush, have house plants, goldfish, a puppy or cat.





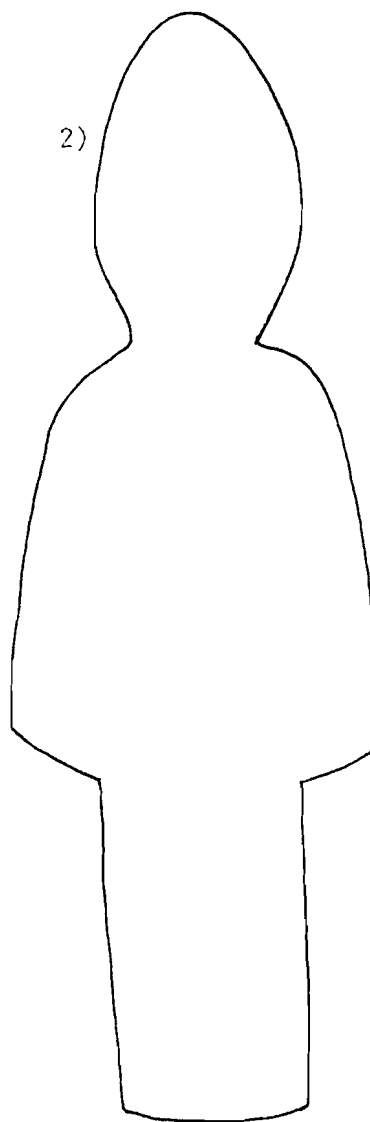
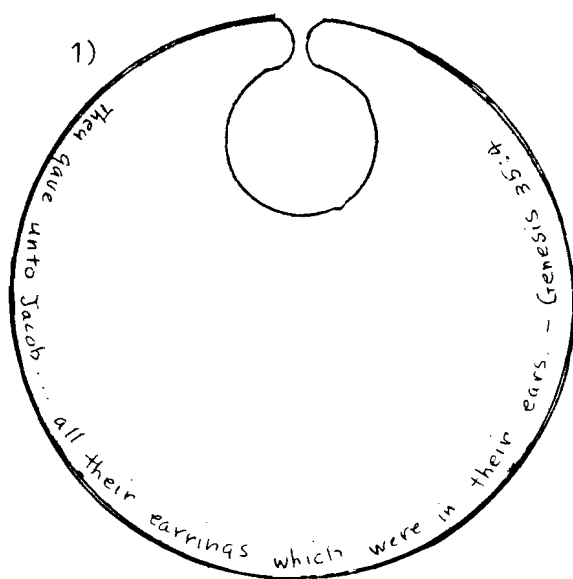
## Genesis 35: JACOB'S RETURN

FOR THE LITTLE ONES: Earrings and idols.

**Materials:** Lightweight cardboard (from shirts, stockings, etc.), gold or silver foil, stick-on stars, dots, etc., sequins, **snippings** of gold braid, etc., glue.

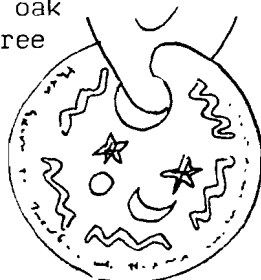
**Before class:** for each child, cut out two cardboard earring blanks (1), and one or two idol shapes (2). Write the text somewhere on each piece.

**In class:** The children decorate both sides of the earrings with dots, stars, etc. Help them slip them on their ears (boys and girls wore earrings), snipping away a little cardboard if they feel too tight. They can wrap the idol shape in foil, pressing it in tightly around the shape, and then glue on two dots for eyes.



**Note:** the idols were probably human figures, used as offerings for Jehovah, or as amulets to ward off evil, to bring rain, for good luck. Such charms were common throughout the Near East. Amulets have been found in the shape of serpents, crescents, crocodiles, dogs.

You can act out the story in the sand table. One child takes the part of Jacob. The others hand over their earrings and idols, to be buried under the oak tree (a cardboard tree or a branch pruned from a real tree or shrub). Be sure the childrens' names are on each piece.



Genesis 35: JACOB'S RETURN

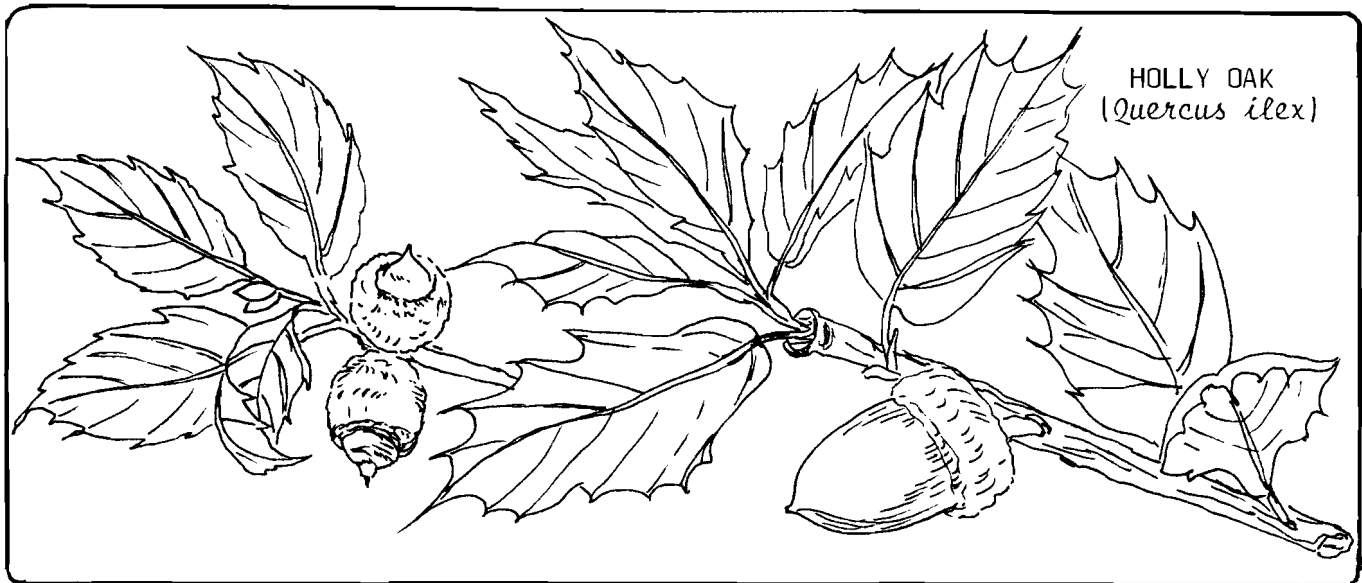
FOR OLDER CHILDREN: The oak tree. A bookmark and a natural history lesson.

Materials: Xerox copies of the sheet, colors, lightweight cardboard, scissors, glue.

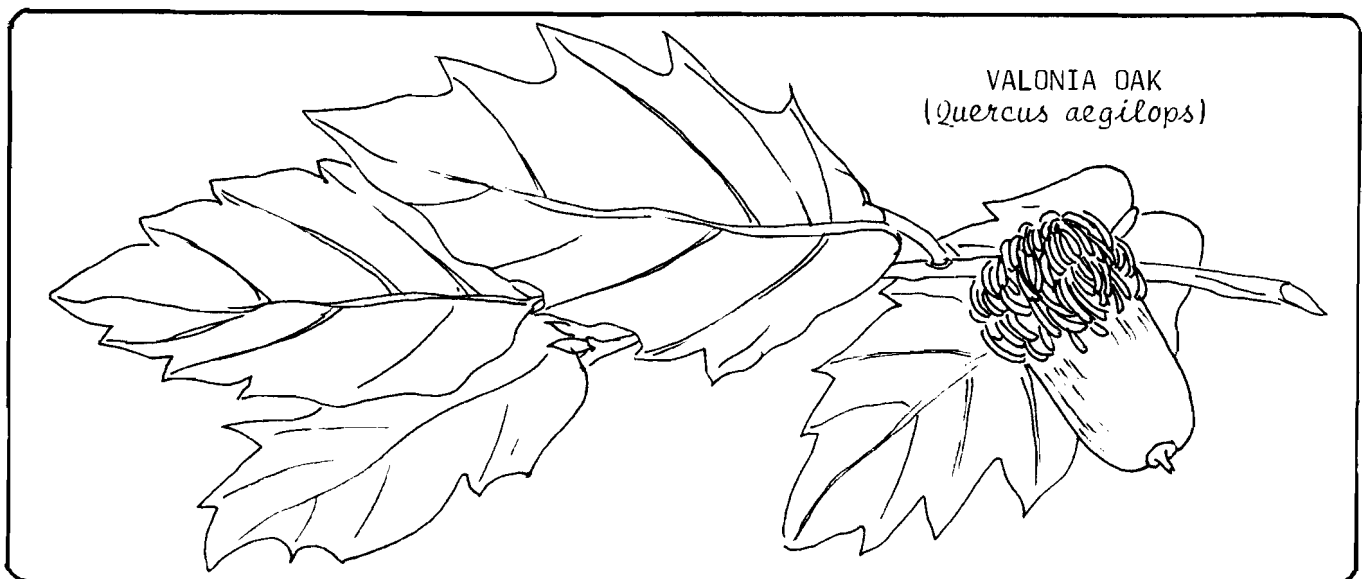
In class: Color the pictures, cut on broken lines. Glue to cardboard. Cut out the information slips and glue them to the back.

There are several kinds of oak in the Holy Land. Here are two:

HOLLY OAK: Evergreen. Leaves: 3" long, shiny dark green on top, lighter green underneath, spiny, slightly cupped. Acorns: 3/4" long, green, with yellow-green caps. Height: up to 50'. Root system goes very deep. Habitat: grows alone, never in forests. Often found near the sea. Grows on high, dry ground, never in swamps. Also called the holm oak. Holm means "small island." Holly means "holy."



VALONIA OAK: Deciduous. Leaves: 4" long, turn copper color in Fall. Acorns: Large, tan, become reddish orange in Fall. Caps: yellow strips that look like suede. Strong black dye made from caps. Height: like our oaks. Habitat: great forests. Acorns used as pig fodder and food for poor people. Valonia means "acorn."





Genesis 48; 50:22-26: JOSEPH'S SONS

FOR THE LITTLE ONES: Jacob's blessing.

Materials: Construction paper, scissors, glue, crayons, Xerox copies of the page, roundheaded fasteners.

Before class: Cut out the pieces.

In class: The children color the pieces. They glue piece #1 to a piece of construction paper, and the two sons on either side with the dotted lines as guides for placement. The two arms are fastened to Jacob's shoulders with roundheaded fasteners so that he can cross his arms to place a hand on each boy's head.



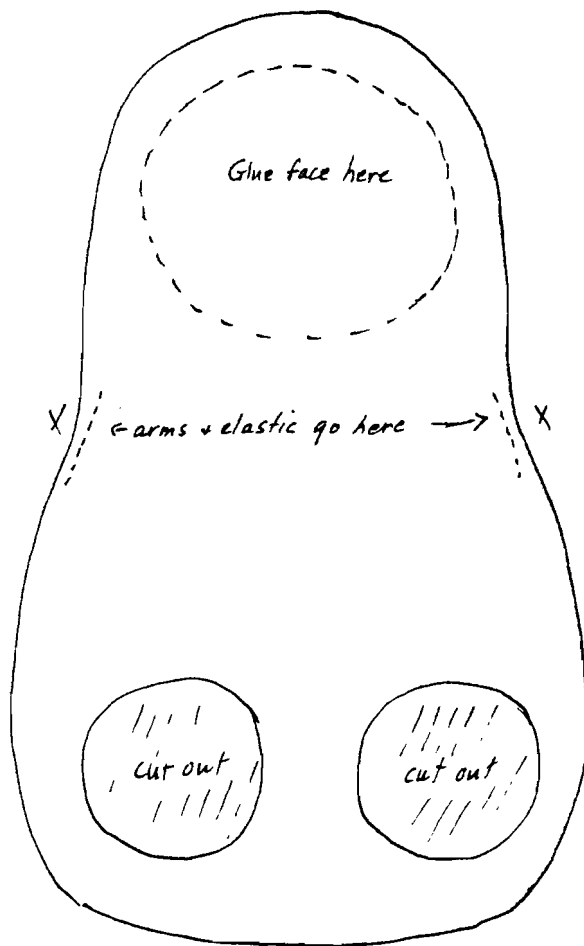
Genesis 48; 50:22-26: JOSEPH'S SONS

FOR OLDER CHILDREN: Finger walking puppets. Act out the story.

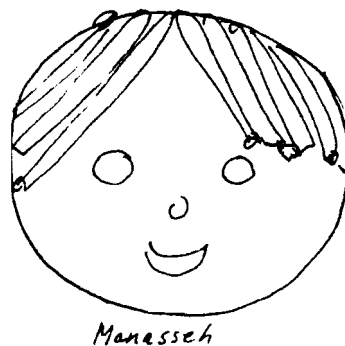
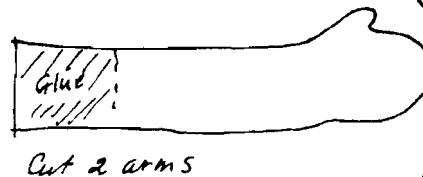
Materials: Felt, lightweight cardboard, scissors, craft glue, yarn, thin round elastic.

In class:

- 1) For each puppet cut 1 shape from cardboard, and 1 from felt.
- 2) Cut a felt face and two arms for each puppet. Cut features from snips of felt.
- 3) Glue on face to felt shape, use yarn for hair, beards, felt scraps for hats.
- 4) Glue together a sandwich: The back of the puppet is the cardboard shape, then the elastic, fastened in at x's and going around in back of the cardboard. Then the arms on top of the elastic, then the felt shape on top. For full instructions and diagram, see yellow page 223.



To operate: Slip the hand into the elastic band (this keeps the puppet upright against the hand), and the first two fingers into the holes (these are the puppet's legs). Curl up pinky and ring fingers and press thumb against them, over the elastic.





## Exodus 12: THE PASSOVER

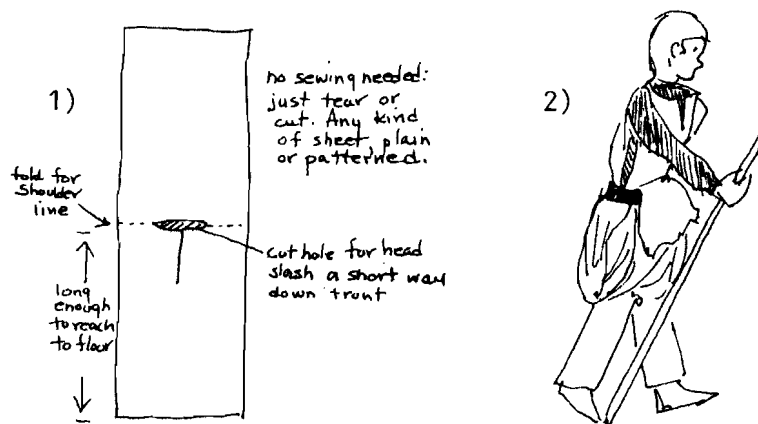
FOR THE LITTLE ONES: Preparing to escape.

Materials: Old sheets, scissors, strips of contrasting fabric (or yarn).

In class:

- 1) Cut or tear a piece of sheet to the right length and width for each child. Cut hole in front on fold line and slash as shown.
- 2) Child puts on cloak, ties strip of contrasting fabric (or yarn) for sash.
- 3) Act out the story, tucking the cloak up into sash. Explain that if you are wearing a long garment, it will get in your way if you want to move fast or travel difficult terrain; hence you tuck the bottom up out of the way.

Note:(NIV translation says "with your cloak tucked into your belt"; KJV says "With your loins girded", which is less easily understood by the children.



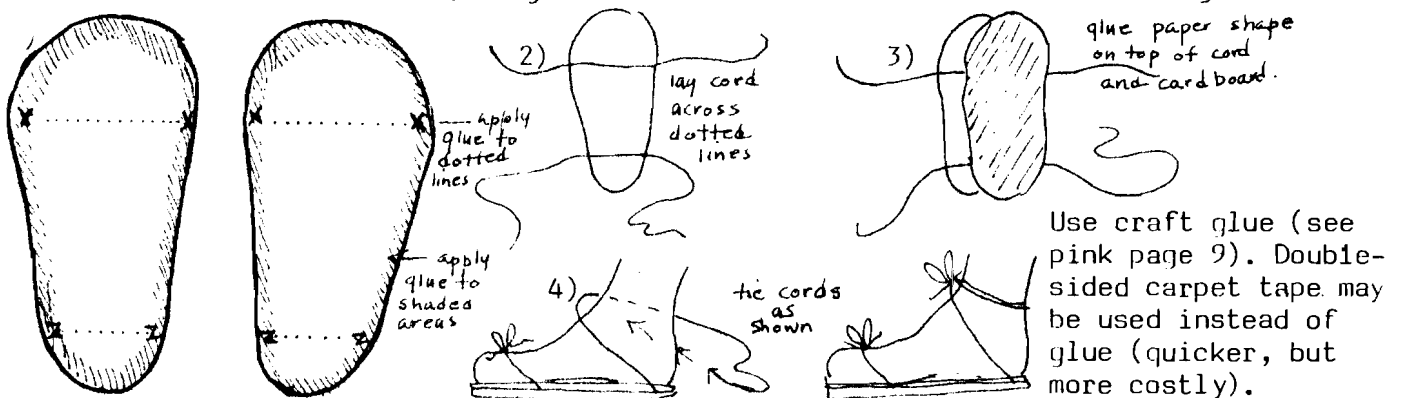
If you can, bring in long sticks to use as staffs. If the weather is right, you can go on a walk as part of the lesson. For older children do this project and also make the sandals below.

FOR THE LITTLE ONES: A pair of sandals.

Materials: Kraft paper (grocery bags), corrugated cardboard (cartons; or any heavy, sturdy cardboard), 3 yards yarn or cord for each pupil, glue, scissors.

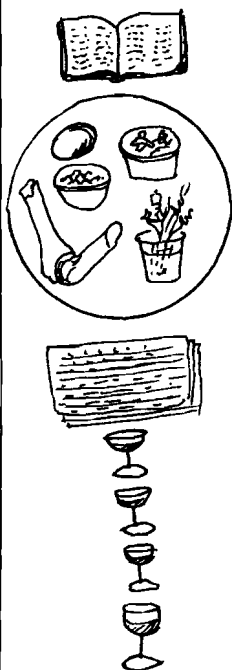
In class:

- 1) Trace stockinged feet on Kraft paper, cut out 2 shapes and trace on the cardboard and cut out. (4 pieces for each child)
- 2) Cut two pieces of yarn 18" long and two pieces 36" long for each child.
- 3) Put a line of glue on the cardboard pieces across lines x...x and z...z. Lay the 18" pieces of yarn across glue line x...x and the 36" pieces across line z...z. Spread glue around the edges of soles, lay the Kraft paper pieces on top and press under weights.
- 4) When glue is dry, wear sandals. Tie short cords across toes, and long cords around ankles (bring around from front to back and to front again).



ANCIENT  
PASSOVER

The ancient Passover was a seven-day feast. The first meal was roast lamb served with bitter herbs and unleavened bread. Read Exodus 12:11. It was a hasty meal. Read verse 15. It was very important that the house be cleaned and every bit of leaven (yeast) removed. The Passover was to be celebrated every year forever. The Children of Israel mostly obeyed, but they did not always keep it just as it was commanded. Read II Kings 23:21-23; II Chronicles 30:1-5 and 15-26; II Chronicles 35:1-19 and Ezra 6:19-22.

MODERN  
JEWISH  
PASSOVER

Jewish rabbis added to the simple ritual over the years. Today orthodox and conservative Jews still keep the Passover, but it is an elaborate ritual, and lasts 8 days. Cleaning the house includes removing any dishes that have ever had chometz (yeast) in them. The Orthodox family keeps a set of dishes used only this once during the year. After a thorough housecleaning, a few crumbs of yeasted bread are put on a windowsill and brushed with a feather onto a wooden spoon. This is done the day before Passover begins. The next morning, before 10:30, it is taken outdoors and burned. To be sure there is no leaven (chometz) left in the house the family can actually remove all the dishes from the house, or put them in a sealed and marked closet. They can have the rabbi perform a ceremony in which they renounce the ownership of any leaven that may accidentally remain in the house, and it is declared not to exist. The Passover meal (Seder) is a family gathering. On the table are the Haggadah, a sacred book telling of the exodus, matzoh (unleavened bread), and a plate or platter on which are these symbolic foods: an egg (life), bitter herbs (horseradish, for bitter slavery), parsley dipped in salt water (salty tears and green shoots of hope), charoset (a mixture of apples, nuts and wine, for the mortar the slaves used to build the pyramids), and a lamb bone (the sacrificial lamb). There are four glasses of wine for each person. The youngest child begins the meal by asking "Why is this night different from all other nights?" The answer to this and three other questions is found by reading the Haggadah. After each question a glass of wine is drunk. An extra glass of wine on the table is for Elijah. The door is opened so that he will come in, sip from the glass and herald the coming of the Messiah. Three matzoh are specially wrapped, on the table. The father has broken one of these and hidden a piece somewhere in the room. After the Seder the children hunt for the missing piece (the afikomen) and the one who finds it is rewarded with a small gift. During and after the Seder many songs are sung, some serious, some funny. It is a happy occasion.

CHRISTIAN  
COMMUNION

Jesus celebrated the Passover each year. The last Passover he celebrated with his disciples, and set the custom for Christians, which we call the Holy Supper, or communion. Our celebration consists of eating bread and drinking wine, usually during a church worship service, but sometimes in other places and in other ways. Some Protestant Churches celebrate the Holy Supper as a meal around a table, and also have a foot-washing ceremony (see John 13). Catholics have communion every Sunday (the Mass), in our church we have it several times a year. Our service in the Book of Worship (page 166) contains many verses from the Bible (see Luke 22). Other references you might want to check are Matthew 26 and Mark 14.



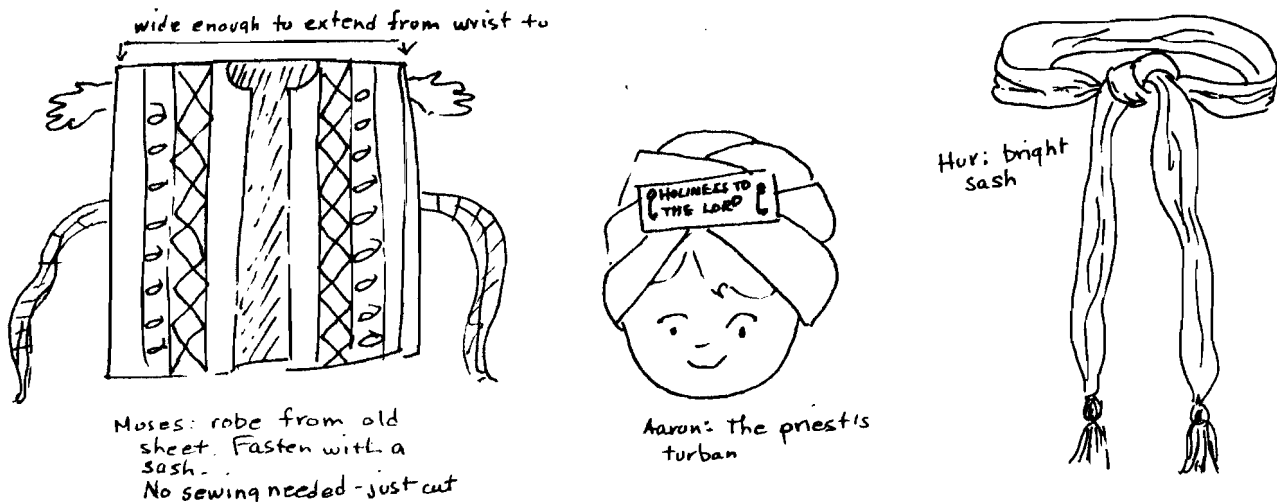
## Exodus 17: AT REPHIDIM

FOR THE LITTLE ONES: Act out the story.

Two things happened at Rephidim in our chapter for today: Moses got water from the rock, and the Children of Israel fought their first battle. Either part of the lesson is good for acting out.

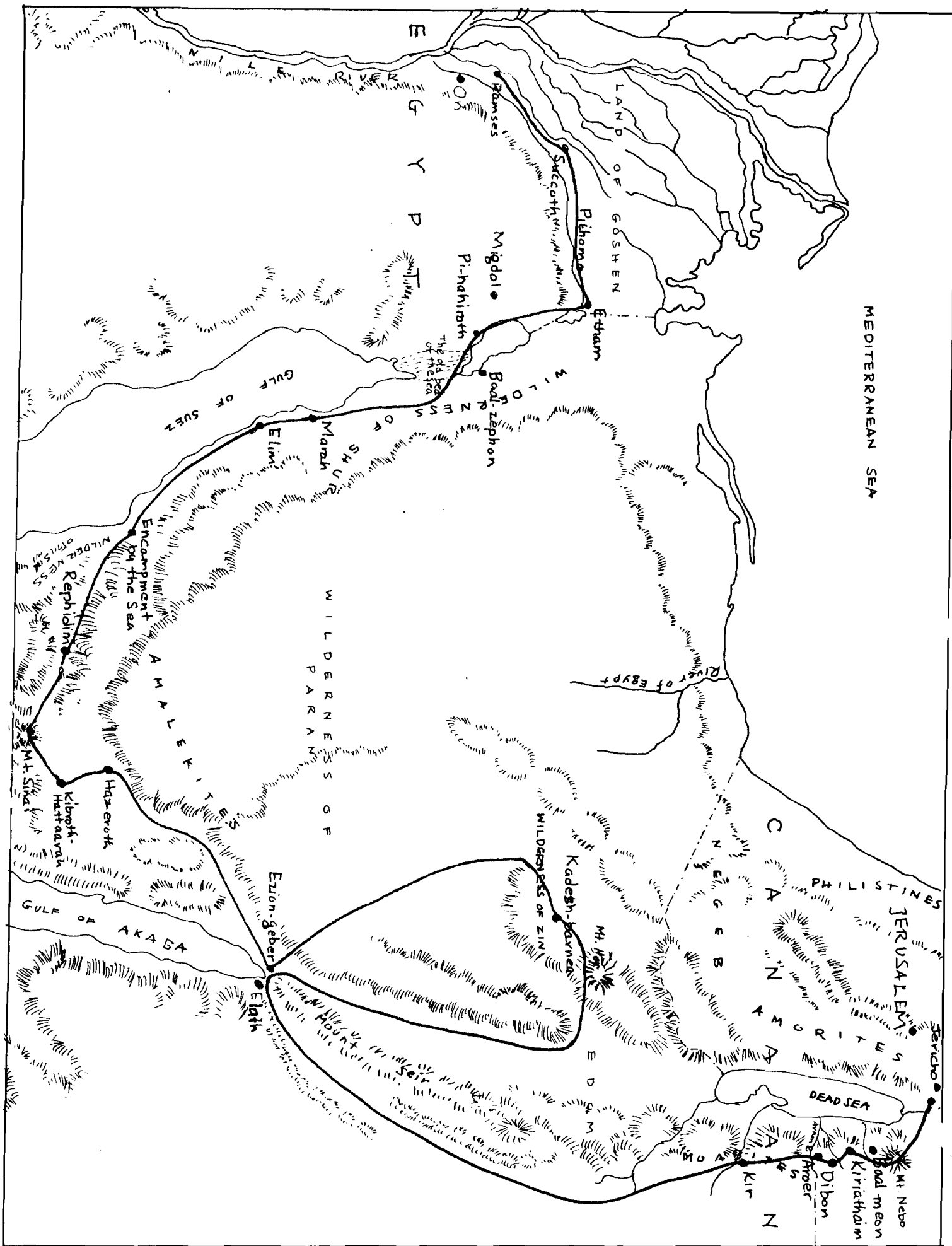
- I. The people complain, Moses prays to the Lord, then Moses takes his rod, strikes the rock and water comes out.
- II. The battle with Amalek. Moses stands on a stool or platform. The other children are divided into two groups (you may want to combine two classes for this activity). As Moses raises his arms the group representing the Israelites surges toward the other group. When Moses lowers his arms, the group representing Amalek presses them back (no actual contact!). Then Aaron and Hur help Moses hold up his hands; they have him sit down on the stool and they hold up his hands. Now Israel comes forward and the Amalekites retreat.

To distinguish the main characters have simple costumes. For Moses a bright kimono costume with full sleeves, so when he raises his arms it will be more dramatic. For Aaron a white headdress, as he is a priest. The priest's headdress, called a "mitre" in the KJV and a "turban" in the NIV, was made of white linen in a long strip wound around the head. Across the front of this was a gold plate engraved with the words "Holiness to the Lord." You can wind a long strip of sheeting around the child's head and pin on a piece of yellow construction paper with those words written on it. For Hur a brightly colored sash, perhaps of striped material with yarn tassels on each end.

FOR OLDER CHILDREN: Trace the wilderness journey: a map project.

Materials: Xerox copies of the map on the back of this page, colored pencils.

Beginning with the Passover lesson there are 6 lessons on the journey from Egypt to Canaan. This can be a continuing project. Color all bodies of water blue. Choose colors for Egypt (all the area west of the Gulf of Suez, with the eastern border running east of the old sea bed and along the broken line to the Mediterranean), Canaan (the broken line from the Mediterranean around the end of the Dead Sea, along the Arnon River and off the map along the broken line), and the desert (the rest of the land). Note the location of Rephidim and the Amalekite country. Trace the journey so far with a red pencil.





## Exodus 17: AT REPHIDIM

FOR OLDER CHILDREN: Motto of the week: A poster contest.

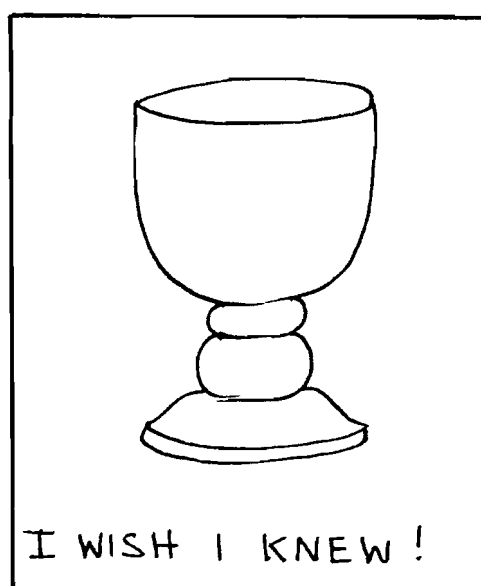
**Materials:** Large sheets of paper or poster board, glue, old magazines, scissors, construction paper, felt markers, etc.

**In class:** Decide on mottos from the lesson: Remember the victories, I wish I knew. We can't get through life on one resolution, Jehovah Nissi, etc. Each child makes a poster with a choice of media. When all are finished, the whole school may vote on the best, or the class members themselves can have a secret ballot. Posters can be displayed in the Church or Sunday School room for a week or so and then taken home.

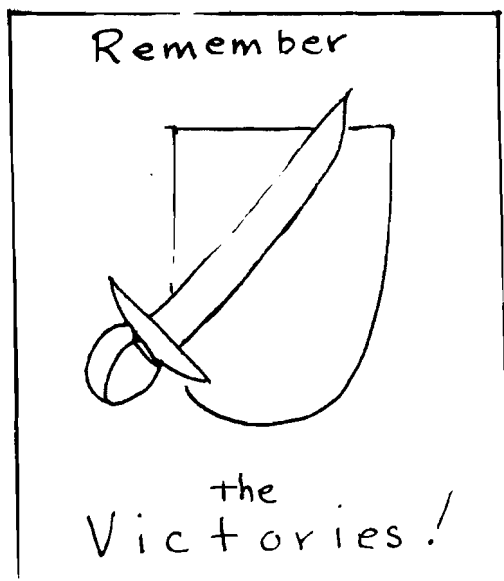
## SAMPLE POSTERS:



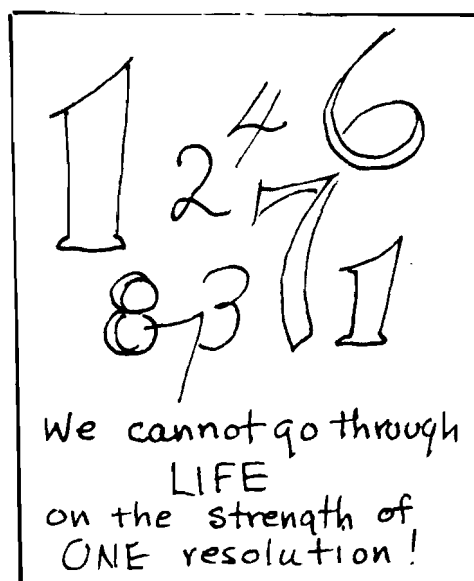
*The altar for remembrance - Experiences strengthen us for the next conflict - Altar and flame*



*Thirst represents our need for truth - search for truth in the Word - draw empty cup*



*Experiences strengthen Remember when the Word helped*



*Cut-out numbers pasted on - "Try try again"*

Exodus 17: AT REPHIDIM

FOR OLDER CHILDREN: Remember the victories.

Materials: Small stones and cardboard; or paper shapes cut to represent stones and plain construction paper.

In class: The Children of Israel built altars to commemorate certain happenings. The one in this lesson (verse 15) marked the victory over the Amalekites. This enemy had the nasty habit of attacking the weak and the weary, the old, feeble, the women and children, the stragglers.

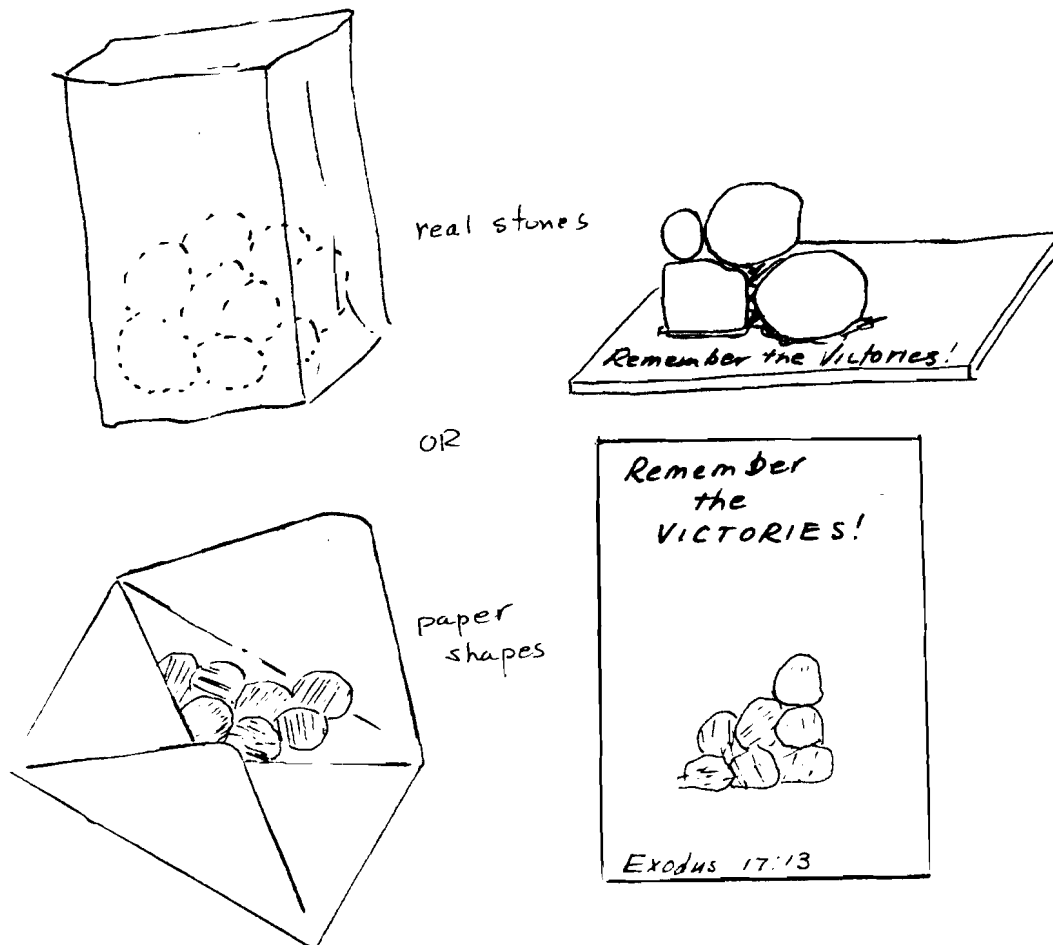
Discuss what our personal struggles and victories might be (NOT getting our own way or demolishing little brother or being the hero of the playground, but secret inner victories).

We are tempted, when we are tired or discouraged, to answer back when criticized, to refuse to help when asked, to take out our feelings on others.

Each child gets a bag of stones and a piece of cardboard (or scrap of wood?), or an envelope with paper stone shapes and a piece of construction paper. In class they write on the cardboard or paper "REMEMBER THE VICTORIES!"

The materials are taken home, and whenever a real victory is accomplished, a stone can be glued to the altar. (Be sure to remind them of Cain's falseness! We can become self righteous if we aren't careful.)

This altar is not meant to be brought back to Sunday School, but you could mention it in succeeding weeks.





## Exodus 32:1-24: THE GOLDEN CALF

FOR THE LITTLE ONES: Playdough fun.

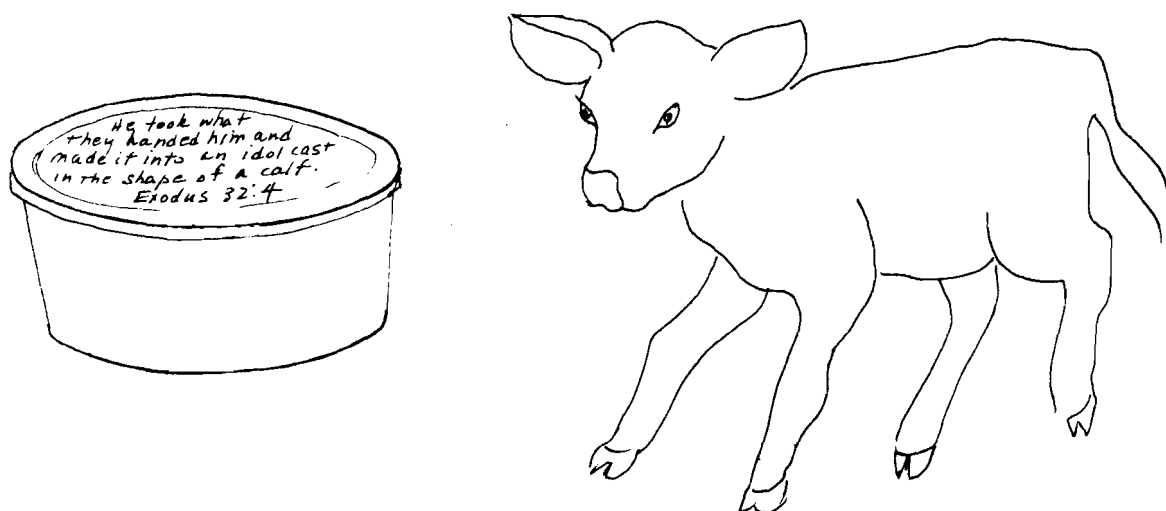
Materials: Playdough (recipes on pink page 5), modeling tools (pink page 7).

Tight containers for keeping the dough (plastic tubs from margarine, cheese spread, etc.), text slips.

Before class: Make enough playdough so that each child will have some to take home. Color the dough with yellow food coloring.

In class:

Show the children pictures of a calf from a coloring book, farm animal book, etc. They each model a calf, which they can take home, or put back into their container when they are through. Have them glue the text slip to the top of the container.

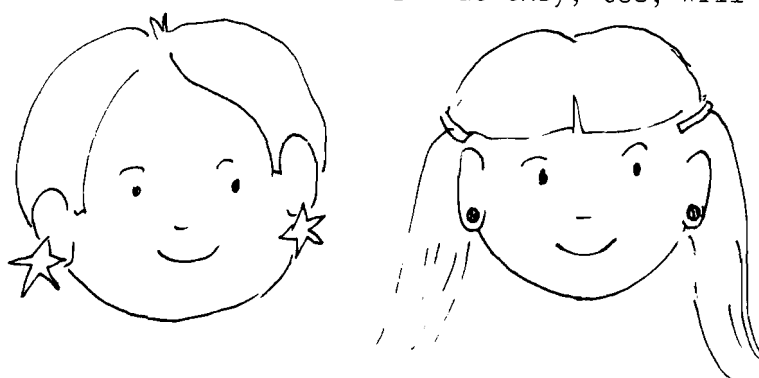


Wasn't it foolish of the people to worship a calf? We would never do such a thing! No wonder the Lord told them not to make any images! This calf can remind us never to worship anyone but God.

FOR THE LITTLE ONES: Golden earrings.

Materials: Gold dot or star stickers from the stationery store.

In class: Happiness results from obedience to the Lord. So the golden earrings remind the children that they should hear the commandments. That is, obey them. You can review the commandments, adapting the meaning to their level. Then as the children are leaving the classroom fasten a gold sticker to each earlobe as a reminder that they, too, will try to obey them.



Men and women both wore earrings in ancient times

## Lesson 40

### Exodus 32:1-24: THE GOLDEN CALF

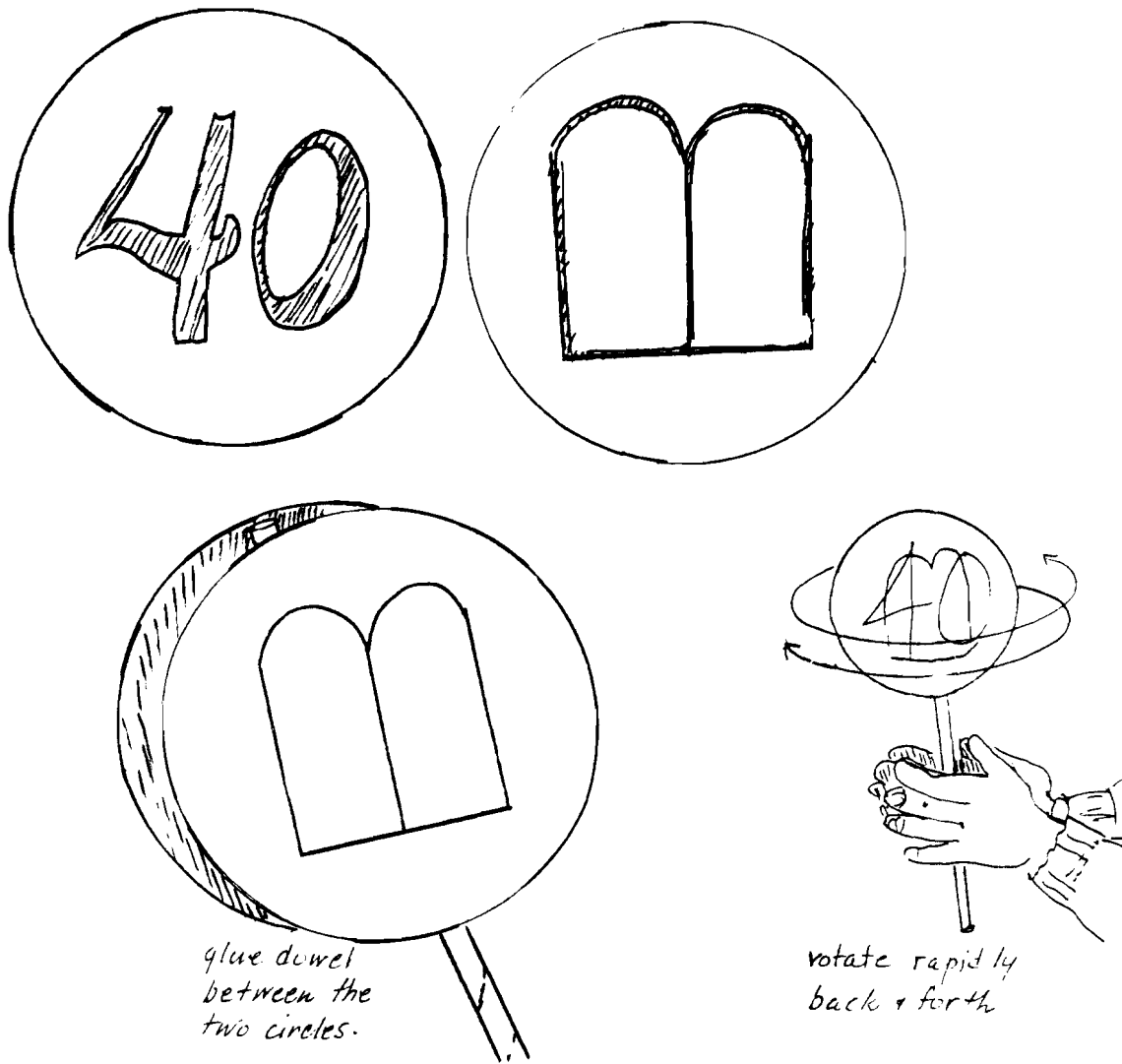
FOR ALL AGES: A spinner.

Even while Moses was receiving the Ten Commandments on Mt. Sinai, the people down below, though they had heard the voice of God and had promised to obey the commandments, were making an idol in violation of the commandment about making images! This project represents how we can be tempted (symbolized by the number 40), and how the commandments can help us.

**Materials:** Lightweight cardboard, glue, dowels or plastic drinking straws, markers and/or colored paper.

In class:

- 1) Cut two 2" diameter circles for each spinner. On one write with marker the number 40 (or glue on colorful paper cut-out figures); on the other draw the outline of the two tables of stone (or cut and glue paper shape).
- 2) Take a slender dowel 6"-8" long (or a plastic drinking straw - the kind without the pleated bend), insert the top 2" between the two circles and glue with craft glue (Hazel's, Tacky Glue, Sobo, etc.). Press together tightly to adhere properly.
- 3) When the glue is dry, rapidly roll the dowel between the palms of the hands. You will see 40 emblazoned on the tables of stone. Sometimes 40 will seem more distinct, and sometimes the two tablets.



## Numbers 17: AARON'S ROD

FOR THE LITTLE ONES: A rod for Aaron.

**Materials:** Wooden paint paddles (from the hardware store), cut-out letters, craft glue, text slips, cut-out flowers (construction paper or tissue).

**Before class:** Cut out enough letters for all the children in your class. Cut out flower shapes from white and/or pink construction paper or tissue.

**In class:**

- 1) Read the names of the twelve tribes to the children. Explain that each tribe had a leader, whose name was to be written on a rod (staff or stick). The tribe of Levi had Aaron for its leader. His name would go on the stick for that tribe.
- 2) Give each child a paint paddle and place the proper letters, in the right order on the table in front of each child. Explain what they are going to do before you give them the glue.
- 3) A dab of glue, and press the letters on. (If they get them in the wrong order, don't fuss.)
- 4) Flowers decorate the stick.
- 5) Text slip goes on the back.

A A R O N

2-3)



4)



5)

The next day Moses entered the Tent of the Testimony and saw that Aaron's staff, which represented the house of Levi, had not only sprouted but had budded, blossomed and produced almonds. -Num. 17:8

A A R O N



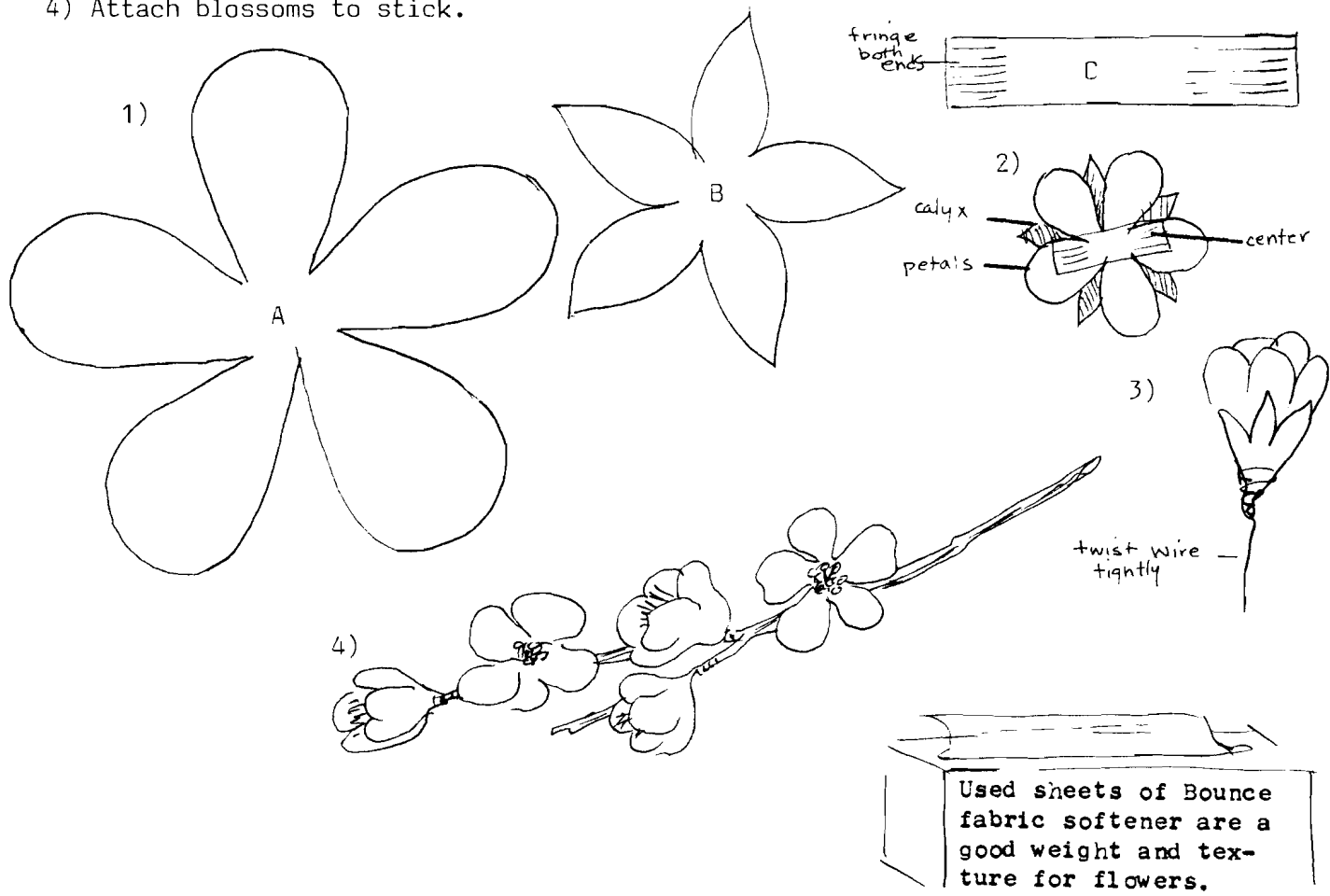
Numbers 17: AARON'S ROD

FOR OLDER CHILDREN: An almond branch.

Materials: Pink, white, yellow and green facial tissue, florist's wire (or wire stripped from paper twist-'ems), 12" - 18" sticks from your yard.

In class:

- 1) Cut several sets of petals from pink and white tissue (pattern A). Cut calyxes from green tissue (pattern B). Cut centers from yellow tissue (pattern C) and fringe both ends.
- 2) For each blossom, stack 1 calyx, 1 petals and 1 center and fold together. Twist.
- 3) Fold together and twist a length of wire tightly around base.
- 4) Attach blossoms to stick.



Almond trees bloom as early as January in Palestine. As the blossoms appear long before the leaves, it is sometimes called the "hasty tree." Almond blossoms are pink, and sometimes white. The nuts are encased in a heavy husk, and the shell is soft and porous, easily cracked. In Bible times oil was produced from almonds, one hundred and fourteen pounds of nuts were needed to make fifty pounds of oil. If you can find almonds in the shell, the children will enjoy cracking and eating them.

(This project is also suitable for Lesson 86, Jeremiah 1)

## Joshua 5: AT GILGAL

FOR THE LITTLE ONES: A collage of natural materials.

Materials: Heavy paper plates or oval trays (for instance Chinet brand), tiny stones (flattish ones are best), grain, such as wheat or barley, pictures of bread or crackers cut from magazines, craft glue, text slips.

In class:

- 1) Each child gets a plate and
- 2) selects 12 stones to glue on, either in a circle or clustered like an altar,
- 3) selects a picture of bread to glue on.
- 4) He finally glues on grain.
- 5) The text slip goes on the back.



5) The day after the Passover, that very day, they ate some of the produce of the land: unleavened bread and roasted grain. The manna stopped the day after they ate this food from the land.  
--Joshua 5:11, 12

FOR ALL AGES - EVEN ADULTS: Camping at Gilgal.

Materials: A blanket, bulgur wheat or Kasha (available at market, probably in the Kosher or international section), dates, figs, grapes, coriander (from spice department), matzos (or crackers).

In class: Spread the blanket on the floor - for camping atmosphere. The children (and/or adults) sit eastern style and eat the foods while you talk about the lesson. Coriander is like the taste of manna (see Exodus 16:31). The work translated "corn" in KJV was not our corn (maize), but was a generic term meaning grain. Maize was not known in the Near East, so use Kasha, barley, bulgur, etc. Note (Joshua 4:19) that the people camped at Gilgal on the 10th day of the first month, and ate the Passover on the 14th. So the Passover celebration took place in the New Year.

KIDS WILL LOVE THIS ACTIVITY! You can combine it with the one above if you want. Skip the blanket part for adults if necessary.

## Joshua 5: AT GILGAL

FOR OLDER CHILDREN: Palestine before Joshua.

Materials: Xerox copies of the puzzle, pencils, Bibles.

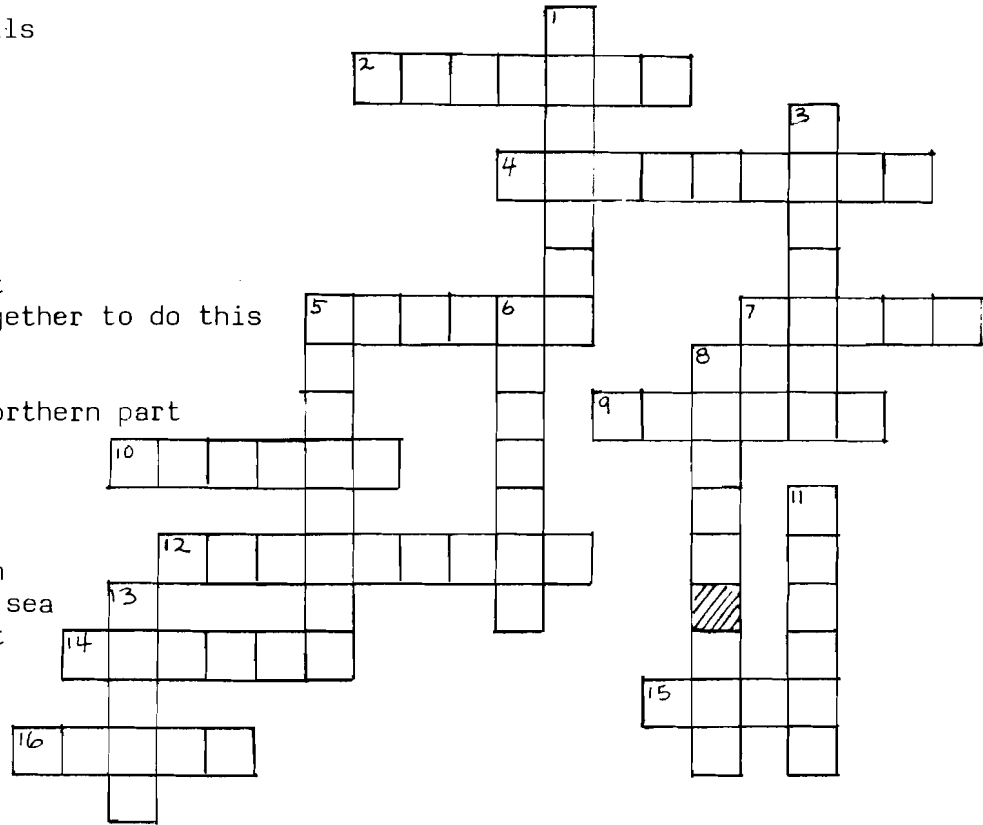
In class: Have the children read the first verse of the chapter. Then have them turn to Joshua 9:1,2. This tells what peoples were ruled by these kings, and how they banded together to fight Joshua. The names of these tribes (and others) pop up in the Bible narrative from time to time. All the words in the puzzle are from Joshua 9:1,2. (If you use a version other than King James, the tribes may be named in the plural and some of the words may be slightly different. So have a King James Bible on hand.) The starred words are the names of the hostile tribes.

## ACROSS

- 2 Areas between hills
- 4 \*\*\*
- 5 The river
- 7 High places
- 9 Joshua's people
- 10 Israelite leader
- 12 \*\*\*
- 14 \*\*\*
- 15 Toward the sunset
- 16 The kings got together to do this

## DOWN

- 1 Country in the northern part of Palestine
- 3 \*\*\*
- 5 \*\*\*
- 6 \*\*\*
- 8 The Mediterranean
- 11 Lands beside the sea
- 13 They were against Joshua



JOSHUA 9:1,2

Solution: 1 Lebanon, 2 valleys, 3 Hittite, 4 Canaanite, 5 Jordan, Jebusite, 6 Amorite, 7 hills, 8 great sea, 9 Israel, 10 Joshua, 11 coasts, 12 Perizzite, 13 kings, 14 Hivite, 15 west, 16 fight



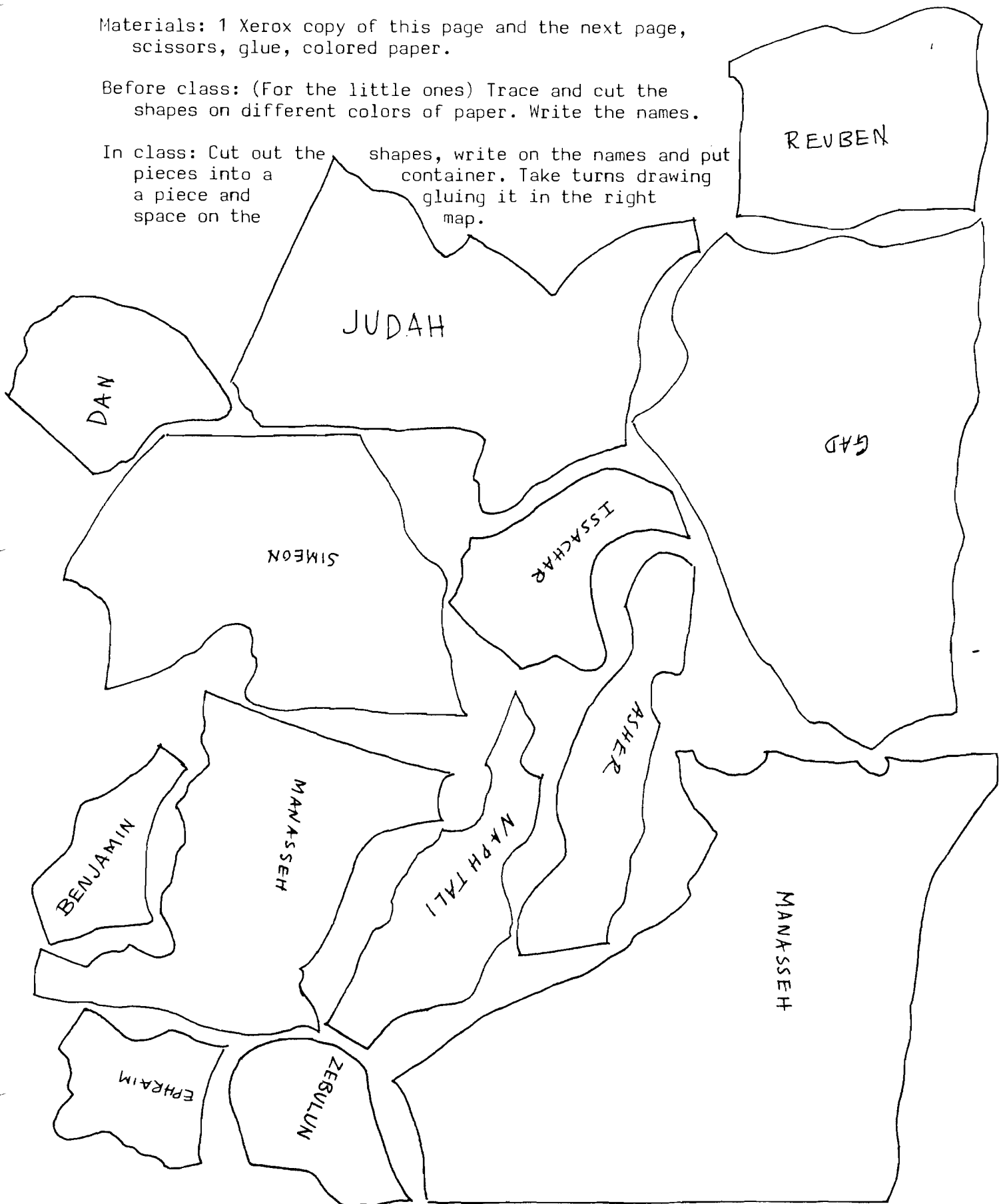
## Joshua 18:1-10: THE DIVISION OF THE LAND

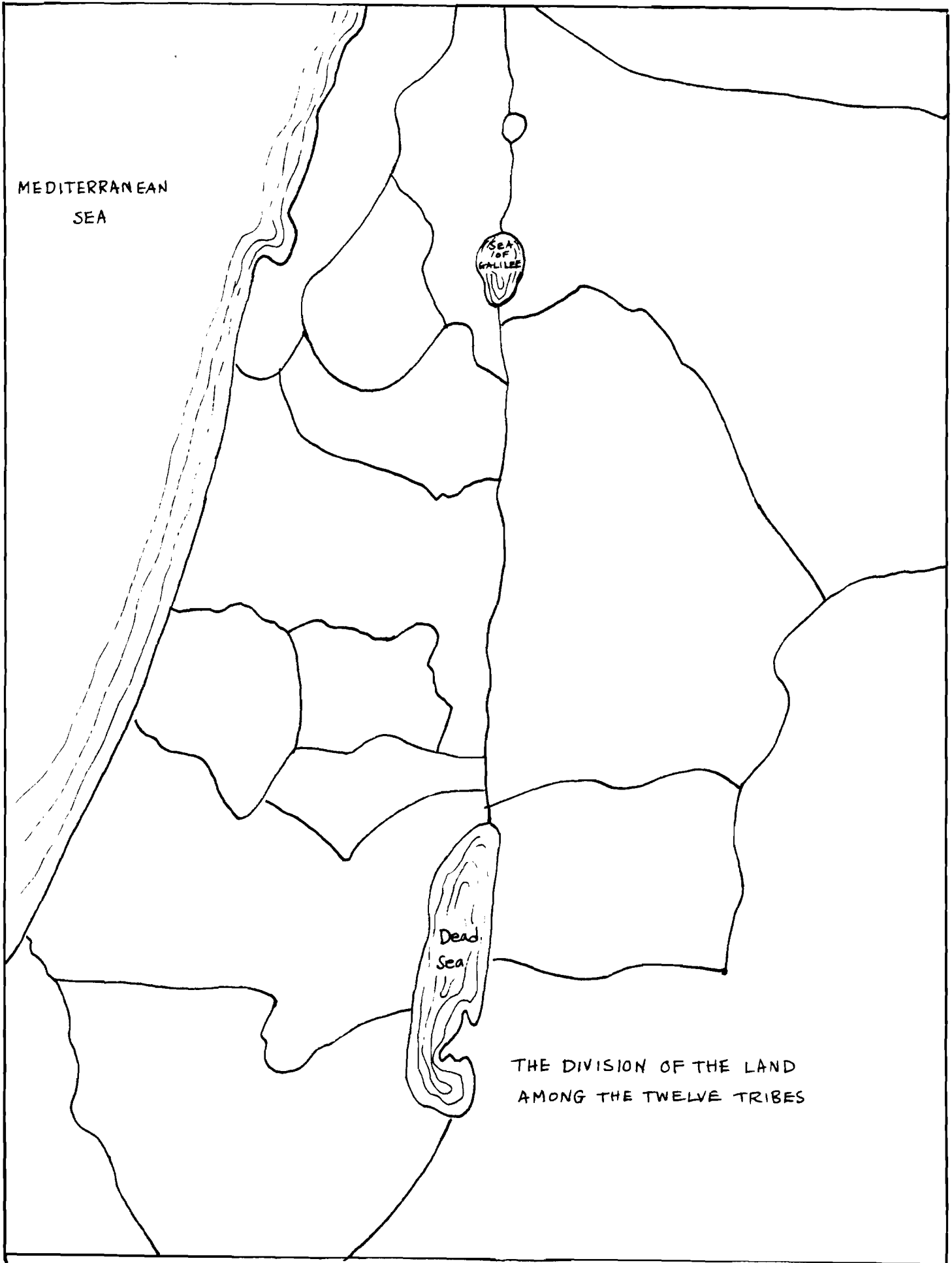
FOR ALL AGES: Cast lots for the country.

Materials: 1 Xerox copy of this page and the next page, scissors, glue, colored paper.

Before class: (For the little ones) Trace and cut the shapes on different colors of paper. Write the names.

In class: Cut out the shapes, write on the names and put pieces into a container. Take turns drawing gluing it in the right space on the map.





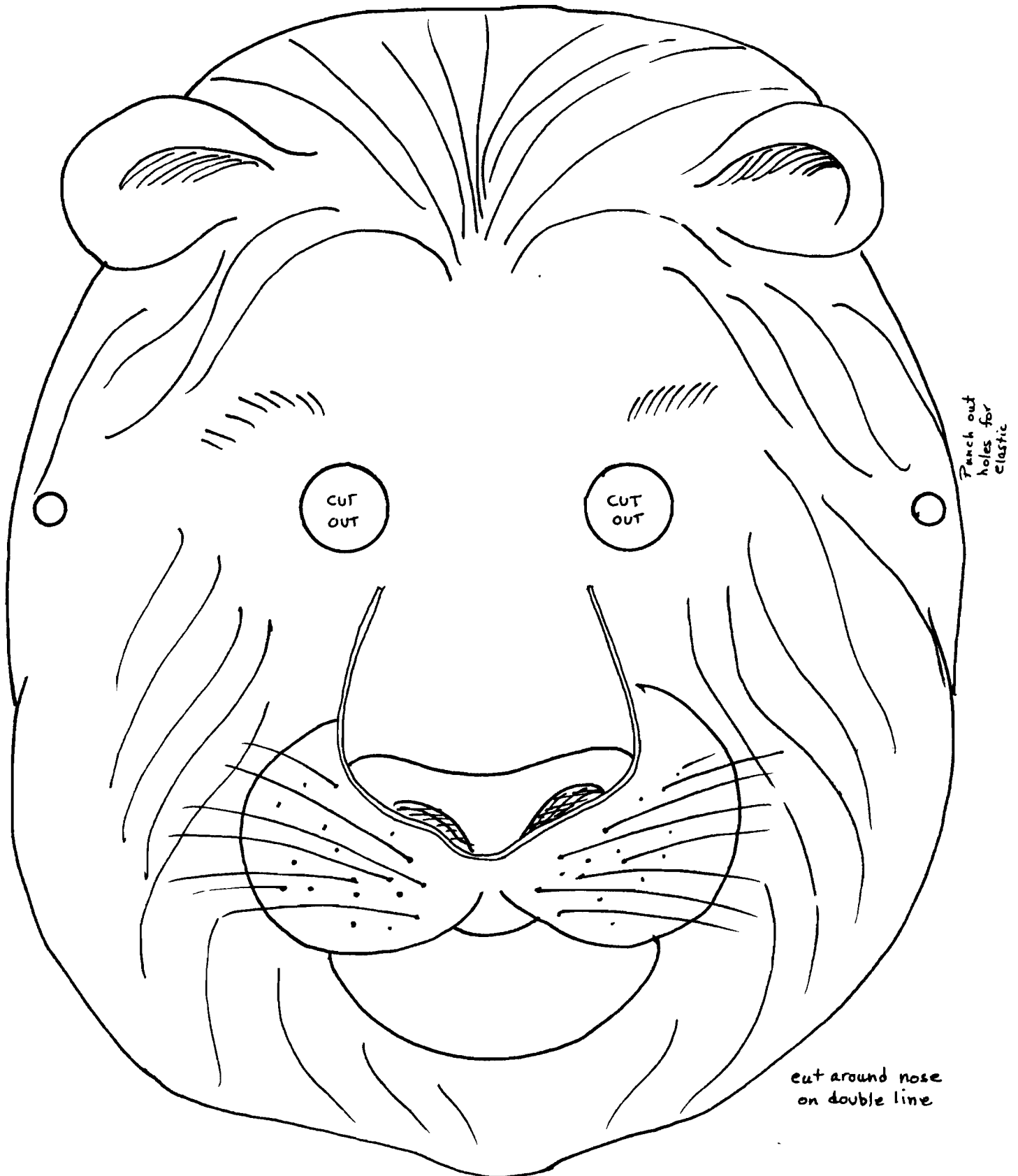
Judges 14: SAMSON

FOR THE LITTLE ONES: A lion mask.

Materials: Xerox copies of the page, light cardboard, string or elastic, glue.

Before class: Mount the page on cardboard (pink page 10) and cut out.

In class: The children color the mask and attach the elastic.



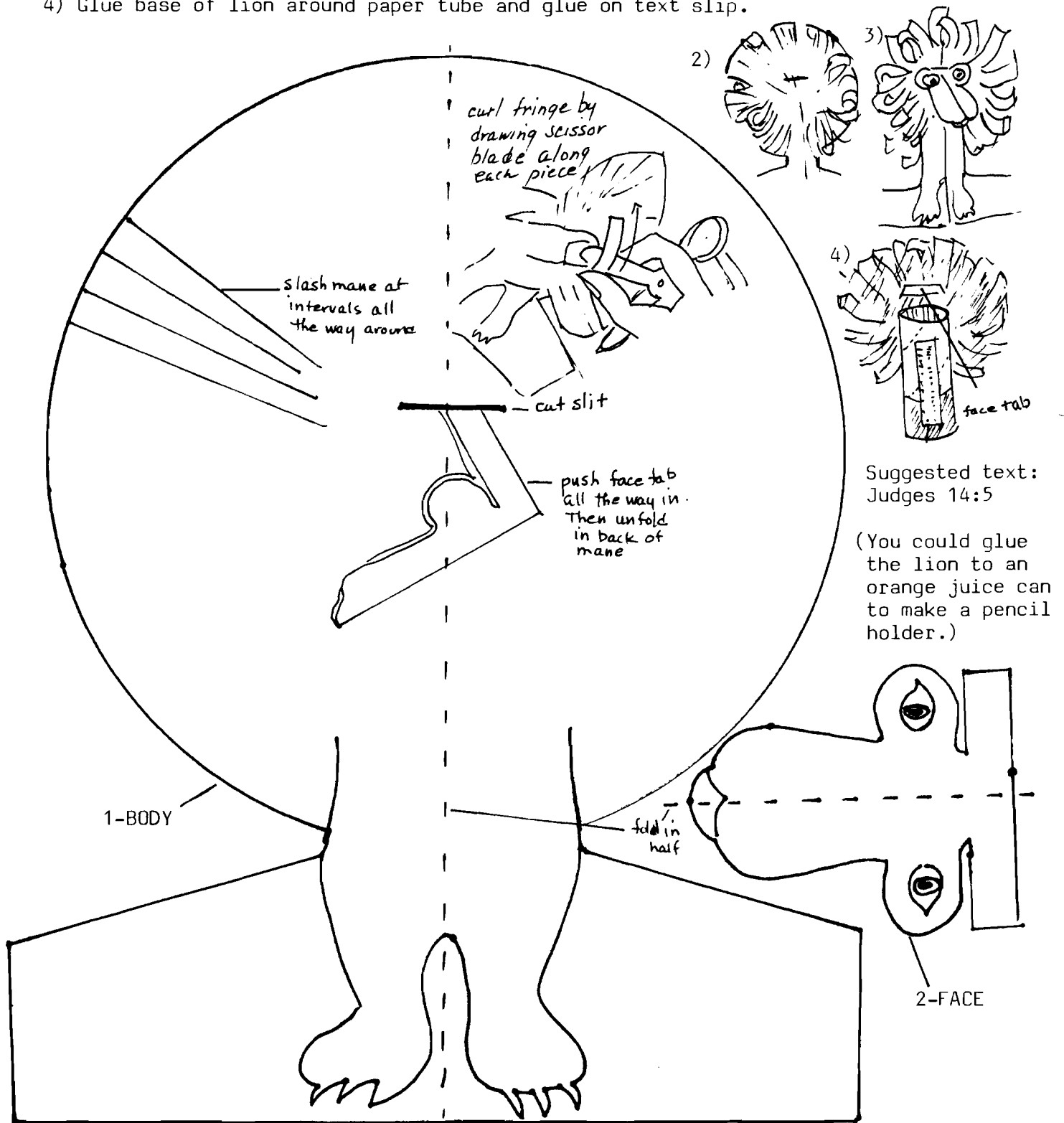


FOR OLDER CHILDREN: A 3-D lion.

Materials: Yellow paper, toilet paper tubes, scissors, glue, marker, patterns, text slips.

In class:

- 1) Trace and cut pieces 1 and 2 from yellow paper. Fold down the middle. Draw details of legs and face with black marker. Cut slit in piece 1.
- 2) Slash mane all around and curl fringe over scissor blade (see Lesson 156).
- 3) Fold face and insert tab in slit as shown.
- 4) Glue base of lion around paper tube and glue on text slip.



## I Samuel 8: ASKING FOR A KING

FOR THE LITTLE ONES: Be a cook or a charioteer.

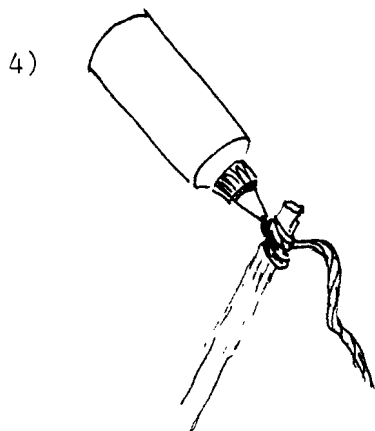
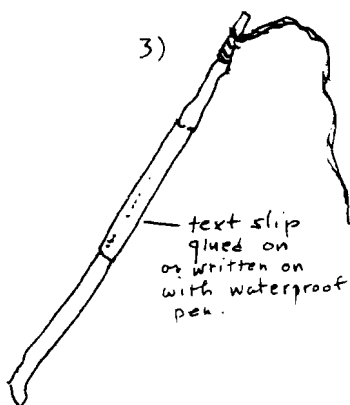
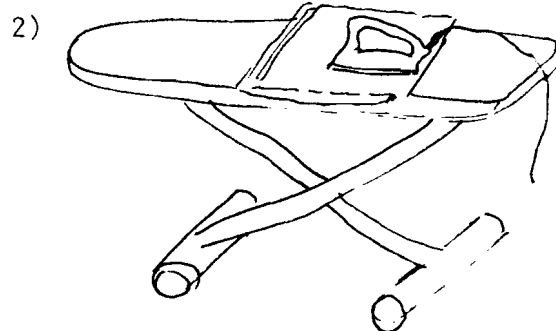
Materials: Old sheeting, laundry pen, needle and thread, crayons, grocery bags, iron and ironing board, sticks, string, glue.

Before class: Cut or tear a piece of sheet 12" to 14" square for each child. Sew on ties of strips of sheet, ribbon or tape. Draw a pocket on each square and write in the text with laundry pen.

In class:

- 1) The children decorate their aprons with crayon.
- 2) With fabric between two layers of paper from the bags, press color in with hot iron.
- 3) Take a 12" length of string, wrap and tie tightly to end of stick. You will have to do this for little ones, but they can put a finger on the string when you knot it.
- 4) Apply craft glue around the string to secure it. Let dry.

Now act out the parts: with the whips the children can pretend they are driving the King's chariots. With aprons on you could actually serve some snacks, or just talk about helping at home.



## Lesson 60

### I Samuel 8: ASKING FOR A KING

FOR OLDER CHILDREN: Weapons and ointments.

Materials: Xerox copies of the sheet, pencils.

#### Asking for a King

Samuel told the people that a king would take their sons for soldiers (and weapon makers) and their daughters for confectionaries and cooks. The word translated "confectionaries" in the King James Version means makers of perfume or ointment.

The Israelites had a number of weapons. Weapons of OFFENSE were

- 1) SPEAR, wood tipped with bronze or iron, used for thrusting, and JAVELIN, LANCE or DART, shorter, used for throwing.
- 2) SWORD, made of iron and kept in a leather SHEATH.
- 3) BOW, wood or bronze, strung with ox or camel gut, ARROWS made of reed or light wood and tipped with bronze or iron, kept in a QUIVER.
- 4) BATTLE AX, MAUL, or WAR CLUB.
- 5) SLING, a slingshot used to hurl STONES.
- 6) CHARIOT, 2-wheeled and open behind. 3 people inside: driver, warrior, shield bearer.

Weapons of DEFENSE were

- 7) SHIELD, small, or large enough to cover most of the body, made of wood or wicker covered with oiled leather and sometimes studded with bronze.
- 8) HELMET, made of bronze or leather and worn only by kings and high officers.
- 9) BREASTPLATE or coat of mail, made of bronze or of fabric strengthened with plates of iron, or reinforced with iron or bronze studs. Could be ankle or knee length, or be a sleeveless vest.
- 10) GREAVES, mentioned only once in the Bible (I Samuel 17:6) in regard to Goliath.

Perfumes and ointments were used for

- 1) ANOINTING OIL for the priests, made of olive oil with MYRRH, CINNAMON, CALAMUS and CASSIA.
- 2) INCENSE for the temple, which contained STACTE, ONYCHA, GALBANUM and FRANKINCENSE.
- 3) Perfume for FEASTS, which people put on to express joy. Contained myrrh, ALOES, SAFFRON and Cassia
- 4) Ointment for BURIAL contained oil of CEDAR

A A S E V A E R G E T A L P T S A E R B B H  
I C J V I D T E K W S T S A E F R F L A G T  
S H L S H I C H A R I O T J D R A K I T N A  
S L S M E G A L B A N U M N A A E O O T I E  
A A P S L Q T S T O N E S D R N P R G L L H  
C A L A M U S T N U O V E W T K S Z N E E S  
D I Y M E Z N Y A H F C B S L I N G I A V W  
E L N B T C C D R E F F U W G N H O T X A O  
F A E N I H J R K O E L R O M C N P N O J R  
E N P I A Q Y R L S N T I R U E Q U I V E R  
N C V C H M W I X D S Y A D Z N A W O B B A  
S E E Q Y S O F R T E A L O E S G S N H T X  
E S A F F R O N B U L C R A W E L U A M I U

*You will find all the CAPITALIZED words in the lists above in this puzzle. Words go in a straight line, but they may be backwards or forwards, horizontal, vertical or diagonal.*

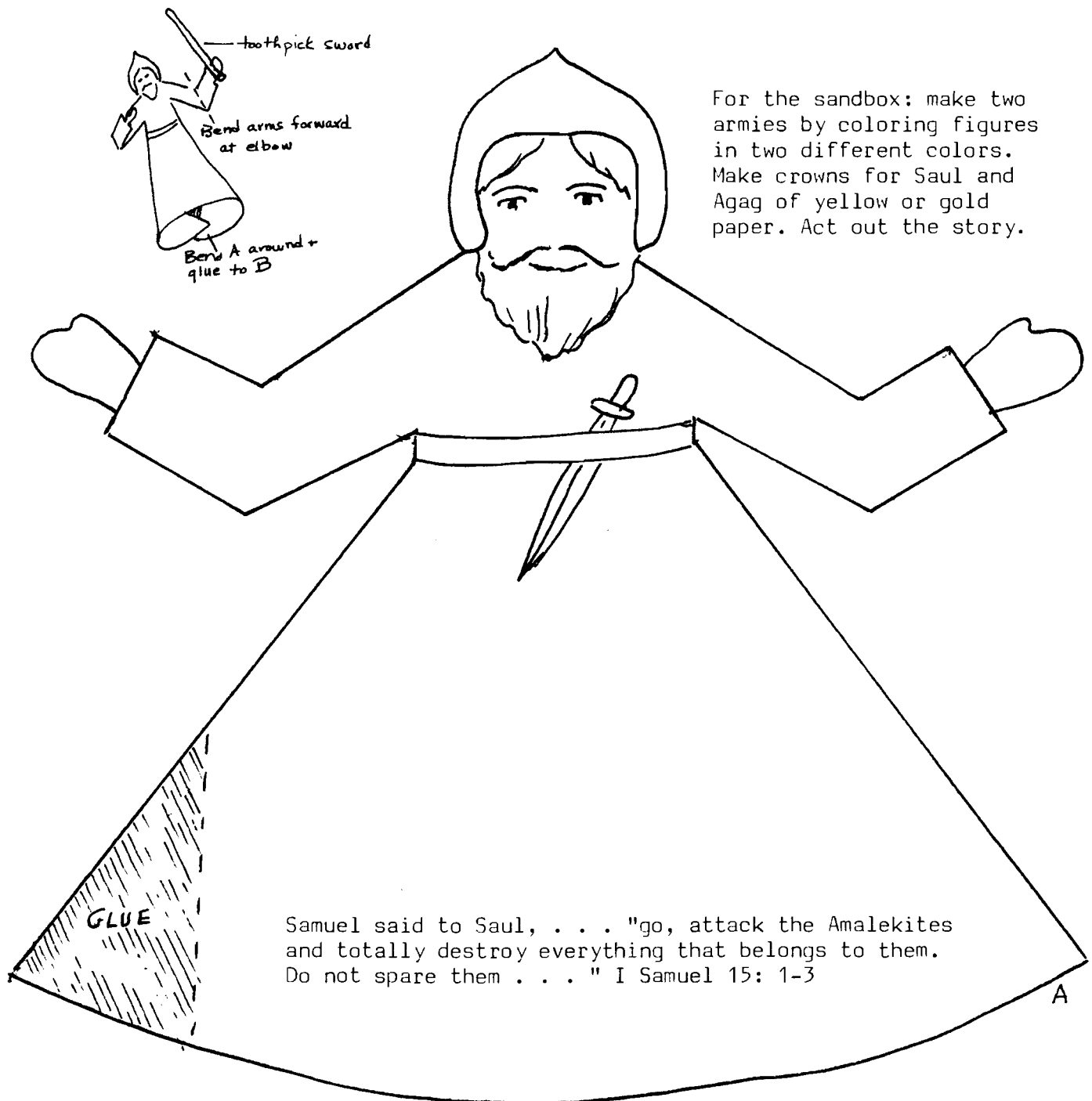


## II Samuel 15: SAUL SPARES AGAG

FOR THE LITTLE ONES: A soldier for the sandbox or table.

Materials: Xerox copies of this page, scissors, crayons, toothpicks, glue.

In class: color and cut out the figure. Bend corner A around to back and glue over area B to make figure stand up. Glue a toothpick in one hand for a sword.



II Samuel 15: SAUL SPARES AGAG

FOR OLDER CHILDREN: Smiles and Frowns. A card game about obedience (2 or more players).

Materials: File cards (3"x5" or 4"x6"), scissors, marker or pen.

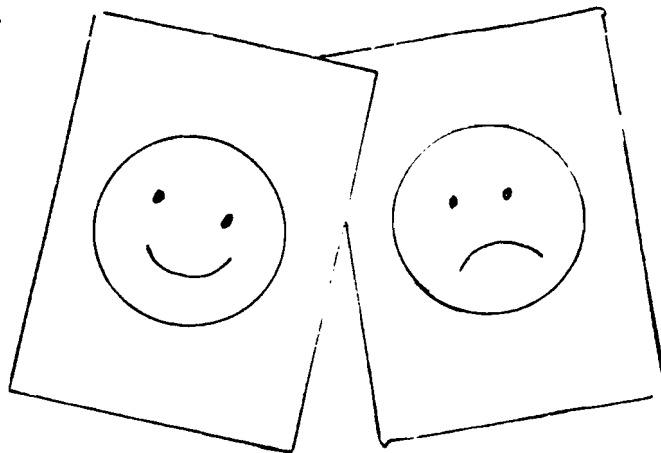
In class: It's easy to say on Sunday, "I will follow the Lord's commandments." But - ! Mother says, "Get rid of that junk (meaning the stuff on the closet floor). Do you make a clean sweep? The weight watcher says, "I shouldn't eat that, but no one wants it, and it's wasteful to throw away good food." Are you saving the king and the best animals? You say, "Sure, I like everybody in the group - except Harry." Are you saving your old prejudices, not throwing away unworthy thoughts? What are you clinging to, or hanging on to, that is dated or unworthy in your thoughts or actions? Do you still poke your little brother? And so on . . .

As you discuss the meaning of the lesson with the children, you can be making a card game. First cut 20-24 file cards in half, making 40 or 48 cards (2½"x3" or 3"x4"). Take half the cards, and as you draw from the children things they see as ways of thought and action they must get rid of, write them on the cards. Suggestions:

Clean closet  
Be polite to parents' adult friends, even you don't like them  
Do a good job on your homework  
Don't put things off  
Practice for music lesson  
Do chores without being reminded  
Don't be envious of things others have  
Don't join in when friends are making fun of someone  
Don't say mean things  
Etc. Some are inner faults, some outer. If you want, you can "grade" the cards, write a "10" on each card that has a hard, spiritual temptation, a "5" on simpler, more concrete things from the natural plane.

On half the remaining cards draw a smile face; on the other half a frown face. Your game is complete.

To play: Shuffle the smile and frown cards and deal them out. They remain in a face-down pile in front of each player. Now place the idea cards in a face-down pile in the center of the table. The first player turns up an idea card and reads it aloud. Then he turns up a card from his own pile. If it is a smile, "Good! You've done well on that problem." He gets to keep the idea card. If he turns up a frown, "Too bad, you didn't do so well." The idea card goes face up in a second pile in the center of the table; the smile or frown card goes back at the bottom of the player's pile. Now there are two piles of idea cards, and the next player has a choice. Point out that though in the game, we have no control over whether we draw a smile or a frown, in real life we can draw a smile every time, that is make the right choice if we try hard enough. So in real life we can all be winners.



## I: Samuel 12:1-25: DAVID AND NATHAN THE PROPHET

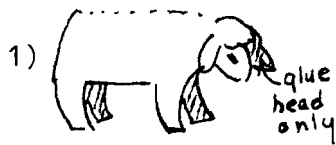
FOR THE LITTLE ONES: Make a flock of fluffy sheep.

Materials: Xerox copies of this sheet, cotton balls, scissors, glue.

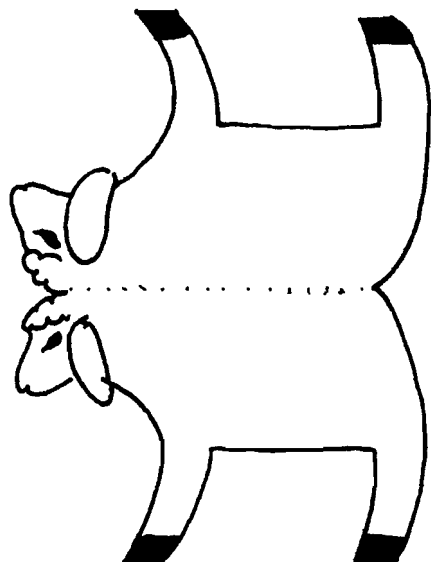
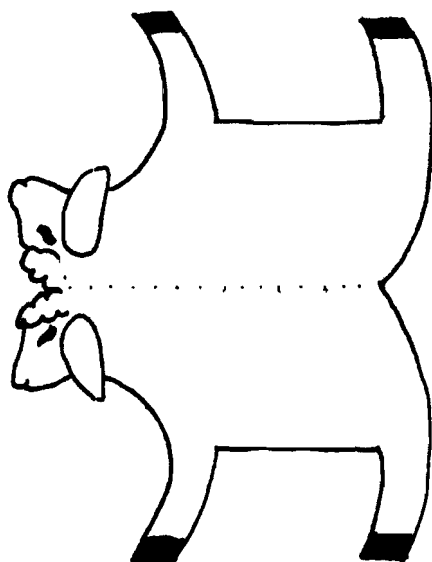
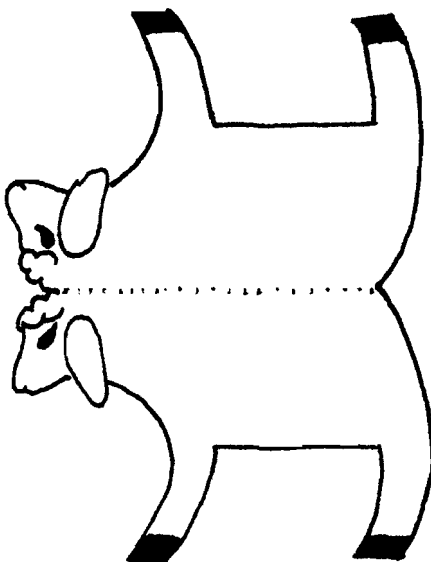
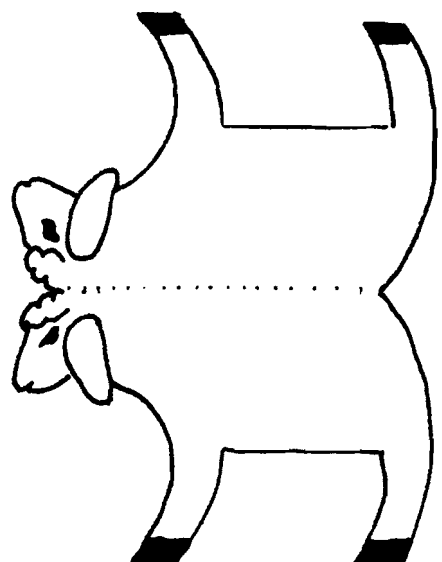
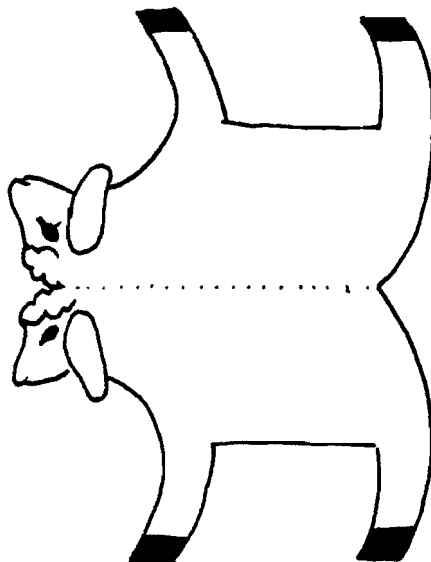
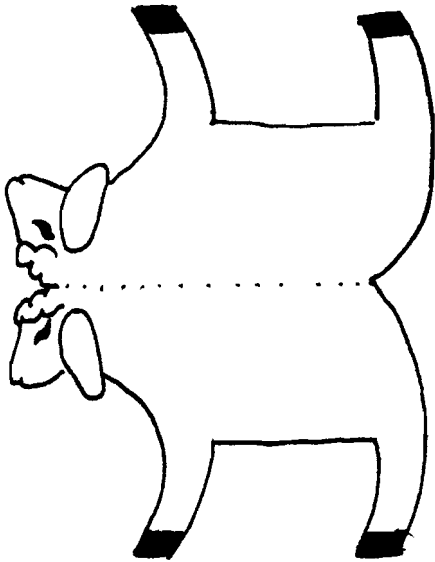
Before class: Xerox the sheets, dry mount on stiff paper (see pink page 10) and cut out.

In class:

- 1) Fold sheep on dotted line and glue head pieces together.
- 2) For each sheep cut a cotton ball in half, almost all the way through. (For very little children you'll have to do this yourself, as it's not easy cutting.)
- 3) Apply glue to both sides of the sheep's back and stick the cotton on, folding it over the back. Pinch and twist out a bit of cotton for the tail. Spread the legs apart and the sheep will stand.



(The cotton wadding from vitamin bottles can be used instead of cotton balls.)





II Samuel 12: 1-25: DAVID AND NATHAN THE PROPHET

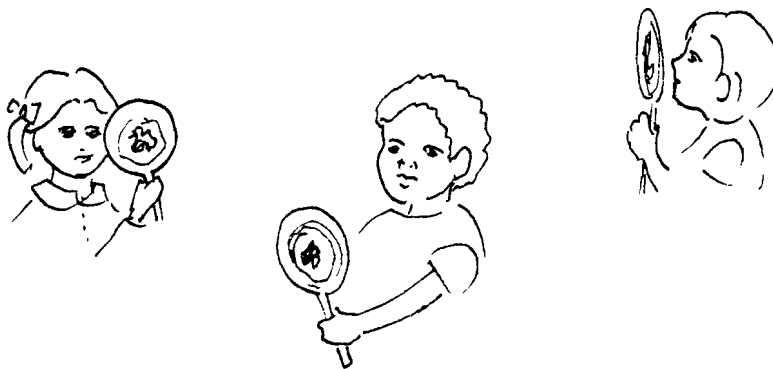
FOR OLDER CHILDREN: Thou art the man. Taking a look at ourselves.

**Materials:** A hand mirror or shaving mirror, large enough for a "good look" but easy to pass from pupil to pupil; large self-stick labels, felt markers.

**In class:** Talk about Nathan's parable. Relate it to the everyday life of the children. Do we criticize others for things we are doing ourselves? Have you ever noticed that when you find fault with someone else for something, chances are you will make the same mistake yourself soon after? Now - each pupil looks in the mirror. Can you honestly see your face and think, "I am doing right," or, "I am thinking right"? Ask the children to see themselves at home. Not the curly hair or the freckles, but the inner self - "Thou art the man."

Now make a stick-on. Print "Thou art the man" in large letters on the peel-off label. The border can be decorated with colorful motifs, or the motto can be left plain and stark.

"Now take this home and stick it on the mirror in your room. When you look in the mirror each day, remember that you should also look at your inner self. Some days you look better than others!"



Thou art the man.

I Kings 11:1-11, 26-43: SOLOMON'S LAST YEARS

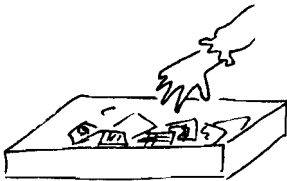
FOR THE LITTLE ONES: The torn cloak.

Materials: Paper, colorful fabric, glue, name slips, text slips.

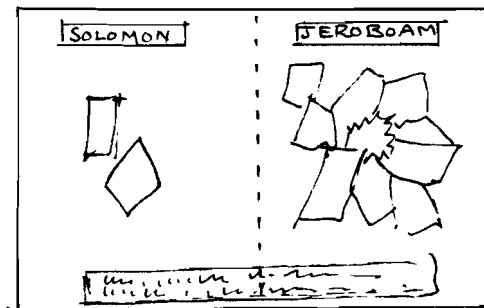
Before class: Tear (or cut) enough pieces of fabric so that each child will have 12. The pieces should probably be not larger than 3" square. Make the name and text slips.

In class:

- 1) Put the fabric pieces in a box and pass it around. Each time the box goes around the children can pick out one (or two or three - you decide) piece.
- 2) When all have twelve pieces, each chooses a piece of colored paper of his or her choice. Fold the paper in half and unfold again. Paste the word "SOLOMON" on one side and "JEROBOAM" on the other. Two swatches go on the first side and ten on the second. The text slip goes on last.



(Another thing to save: those little fabric samples that come in the mail . . . )



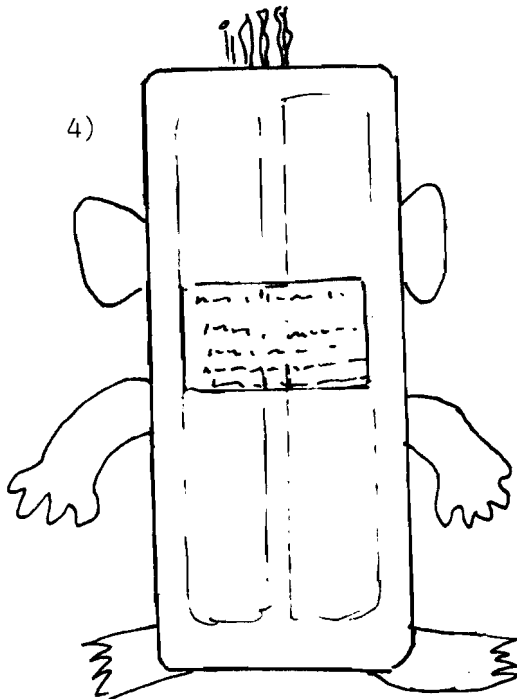
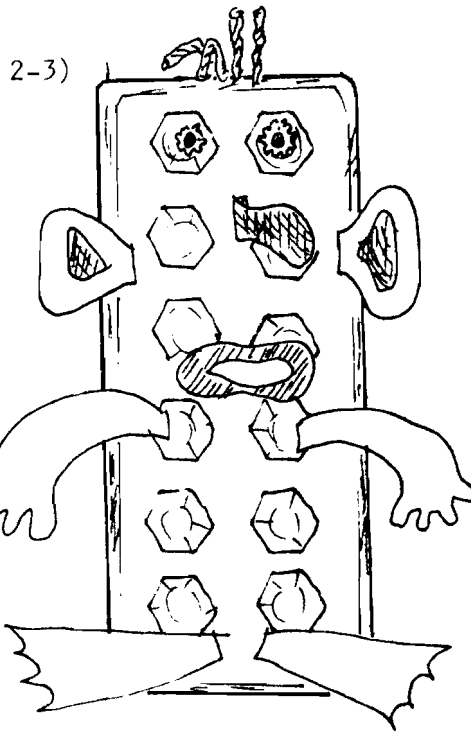
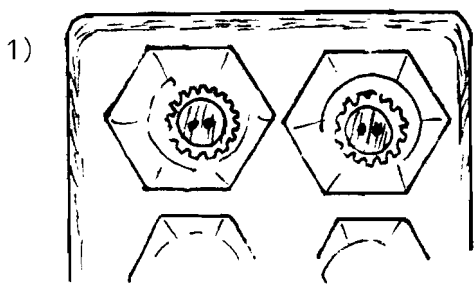
I Kings 11:1-11,26-43: SOLOMON'S LAST YEARS

FOR OLDER CHILDREN: An egg-carton idol.

Materials: Egg cartons, large buttons or bottle caps, construction paper, scissors, glue, other materials such as yarn, foil, cardboard - your imagination reigns.

In class:

- 1) Glue in two buttons or bottle caps for eyes. Or use bottlecaps with buttons inside.
- 2) Cut ears, nose, mouth, hands and feet from construction paper or other materials and glue on.
- 3) Add any other details you wish, crown, wings, tail, claws, yarn hair, etc.
- 4) Be sure to glue text slip on back.



Our God is in heaven; he does whatever pleases him. But their idols are silver and gold, made by the hands of men. They have eyes, but they cannot see; they have ears, but cannot hear; they have hands, but cannot feel; feet, but they cannot walk; nor can they utter a sound with their throats. Those who make them will be like them, and so will all who trust in them.

-Psalm 115:3-8



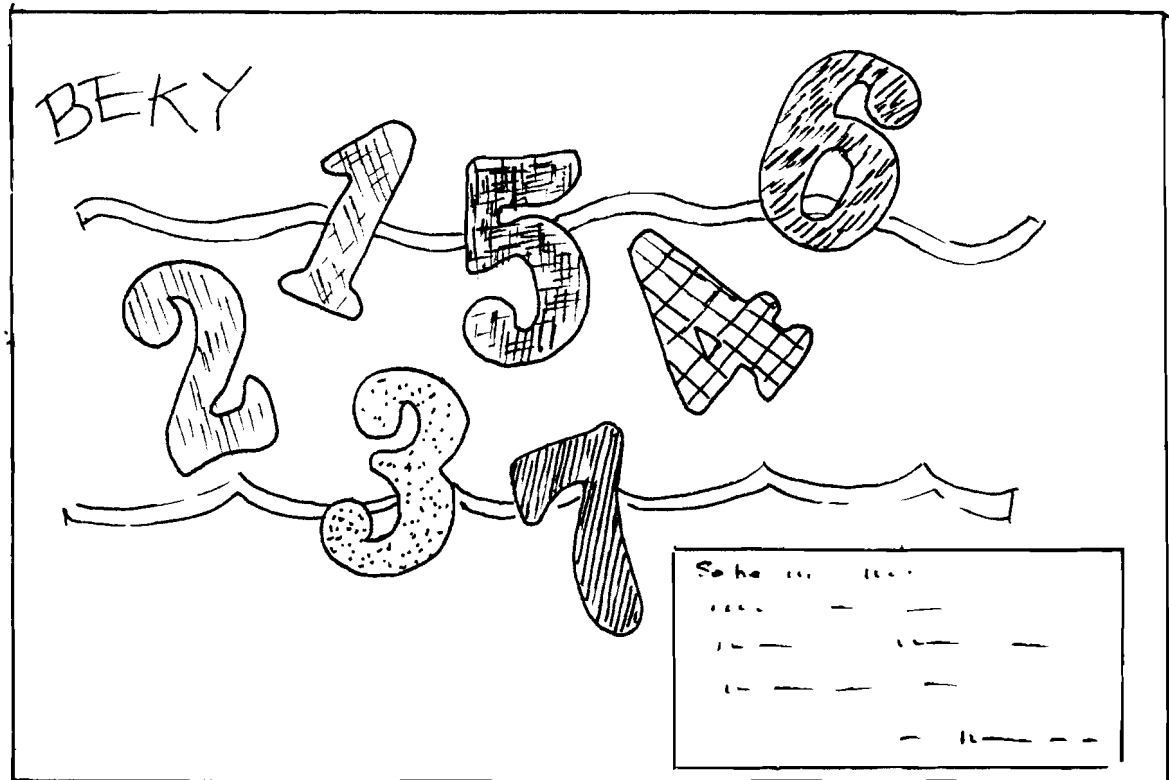
## II Kings 5: ELISHA AND NAAMAN

FOR THE LITTLE ONES: Seven times - a number collage.

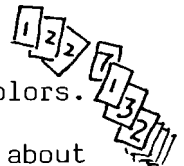
Materials: Large blue construction paper, white crayon, glue, text slips, gummed or press-on numerals (you can get 1" gold gummed numerals, or sheets of press-on numbers in various colors), or make your own numerals from colored paper.

In class:

- 1) Draw waves to represent the Jordan. Use white crayon.
- 2) "Seven times! That was a lot of times to wash, wasn't it? Let's see just how much that is, shall we? Naaman washed once - " (give each child a numeral 1 to paste on the paper) "Twice" - (each child gets a 2) - and so on.
- 3) Now paste on the text slip (verse 14?). Better write each child's name on paper as they will look similar and there may be some argument as to which paper belongs to whom!



FOR OLDER CHILDREN: Wash in the Jordan - a board game.



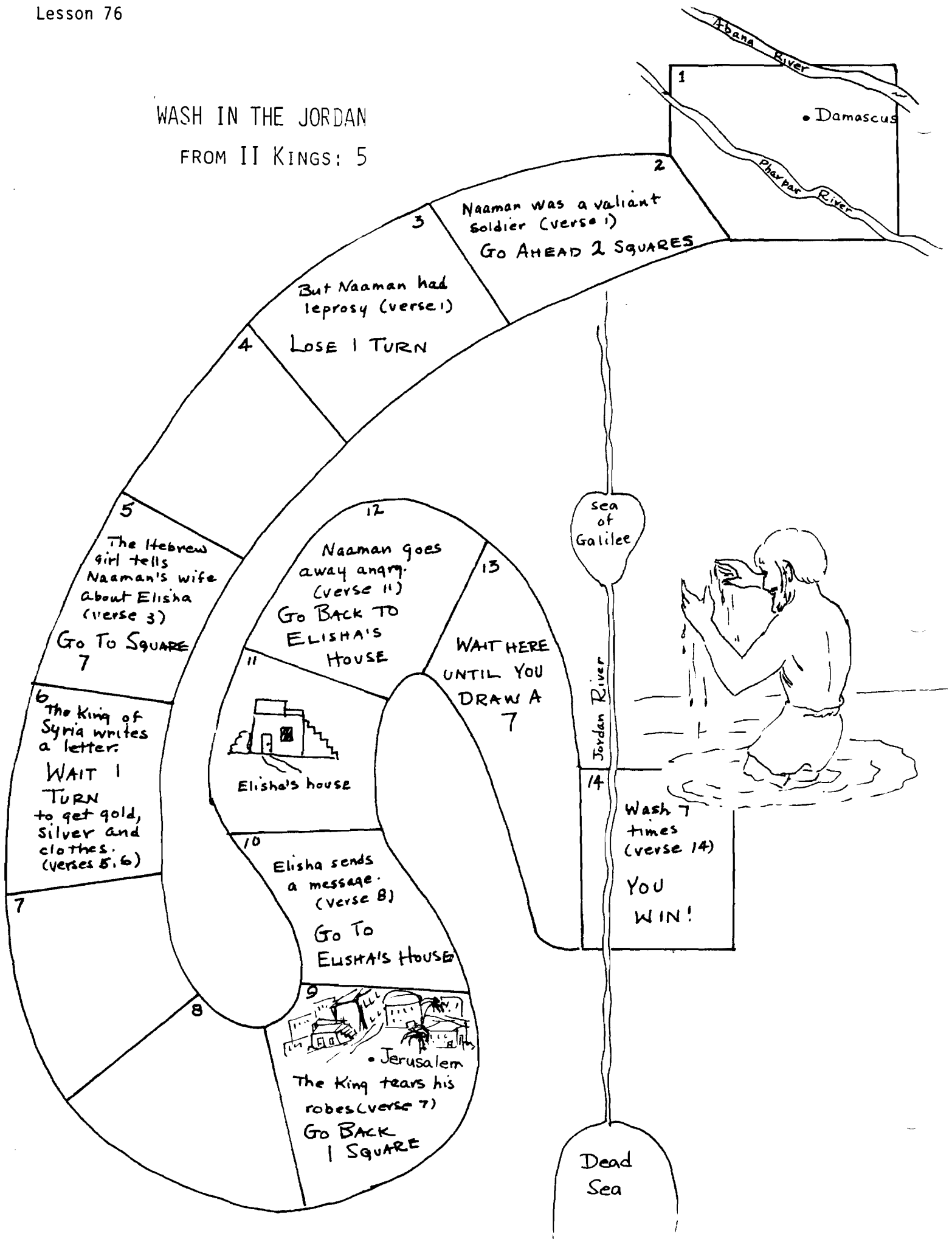
Materials: Xerox copy of the next page, paper slips, buttons of different colors.

Before class: Mount game sheet on cardboard if you wish, and color it. Make about 12 cards or paper slips with 1's, 2's and 3's on them, and one with 7.

Directions for play: Each child chooses a button and places it in square 1. Place the pile of number cards face down on table. In turn, players draw a card and advance the number of squares indicated, following any directions where they land. If 7 is drawn, it cannot be used unless player is in square 13. Otherwise, the turn is lost. Used cards are placed face up in a separate pile and turned over when the first pile is used up. Pupil or teacher may read the directions in the squares.

# WASH IN THE JORDAN

FROM II KINGS: 5



II Kings 24; 25:1-12; Jeremiah 21: ZEDEKIAH AND JEREMIAH

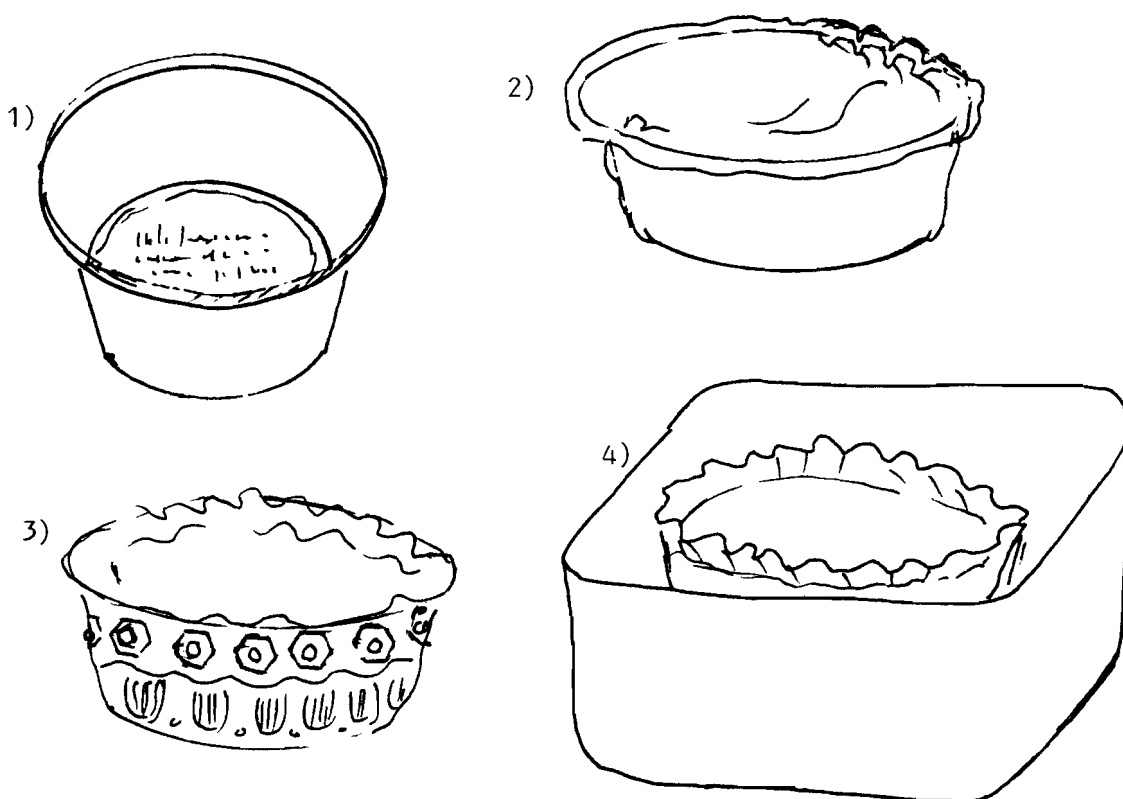
FOR THE LITTLE ONES: Treasures of gold.

Materials: Yellow playdough, small cream cheese tubs or other small plastic containers, text slips, glue, small objects for pressing in patterns, boxes for home transport.

Before class: Buy or make playdough. If you make your own (pink page 5), make it as dry as you can and still have it hold together well. Put in plastic bag until class time. Make text slips on round paper a bit smaller than the inside bottom surface of container. Leave plenty of margin.

In class:

- 1) Glue text slip inside container.
- 2) Cover container with playdough inside and out, leaving text slip visible in center of bottom. Edge of playdough can be fluted like a piecrust.
- 3) With small objects press designs into playdough to make effect of richly embossed surface. (Use bottle caps, hex nuts, keys, forks, dowel ends, buttons, etc. for a variety of texture choices.)
- 4) At end of class each bowl is put in some sort of box so that it will arrive home without getting squashed. (Cut off the top of a gallon milk jug or half gallon milk carton; or any container that will be the right size.)



As the Lord had declared, Nebuchadnezzar removed all the treasures from the temple of the Lord and from the royal palace, and took away all the gold articles that Solomon king of Israel had made for the temple of the Lord.  
-II Kings 24:13



II Kings 24; 25:1-12: Jeremiah 21: ZEDEKIAH AND JEREMIAH

FOR OLDER CHILDREN: Learn some great names, and declaim a prophecy.

Materials: Blackboard, newsprint pad, or other means of writing large.

In class: Write the great names from the chapter on the board or pad:

Jeremiah  
Zedekiah, King of Judah  
Pashhur, son of Malkijah  
the priest, Zephaniah, son of Maseiah  
Nebuchadnezzar, king of Babylon

(A teacher's Bible will help you on pronunciation.)

Now your class becomes a speaking choir: you all chant the names in sonorous tones. Repeat and repeat till the names come easily. You have set the mood of doom . . .

Now, take parts and declaim the story:

ZEDEKIAH: Go, and inquire of Jeremiah, O Pashhur, son of Malkijah, and Zephaniah, son of Maseiah.

PASHHUR AND ZEPHANIAH (together, to Jeremiah): Inquire of the Lord for us, because Nebuchadnezzar King of Babylon is attacking us. Perhaps the Lord will perform wonders for us as in times past so that he will withdraw from us.

JEREMIAH: Tell Zedekiah, this is what the Lord, the God of Israel says: (Jeremiah reads on from verse 4 through verse 11.)

THE WHOLE CLASS now declaims the prophecy of verses 12 through 14.

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FOR OLDER CHILDREN: History and geography. (Can be in addition to activity above.)

Materials: Bible map of Early Bible Lands (Abingdon Bible Study Map #10, 11"x14" is excellent), tracing paper or tissue paper, colored felt, scissors, markers, pins.

In class: Trace with tissue the shapes of the early countries: the Holy Land, Syria, Assyria, Babylon. You can make the two parts of the Holy Land, Israel and Judah, or mark them with marker on one piece (Palestine is very small in comparison to the other countries). Cut out the shapes and pin them to felt pieces and cut out. Label the country names with marker. Now put the countries together on your flannel board (or use a piece of old blanket, or a piece of flannel or felt).

You can keep the whole set in a large envelope and keep in your classroom for the children to put together if you have a little time left after class at a future date. If you accumulate several different projects, card games, puzzles, etc., then the children have a choice of activity for those remnants of time. They will have fun, and also be reviewing old lessons.

If you find there's interest, you can review the history of the period if you have just skimmed over it in preceding lessons. Here's where teachers' meetings are a great help: your minister or leader can help you catch up on your own knowledge of Bible history. (The teacher always learns more than the pupils - that's one of the great things about teaching Sunday School!)

II Kings 24: 25:1-12: ZEDEKIAH AND JEREMIAH

FOR ALL AGES: A rebus.

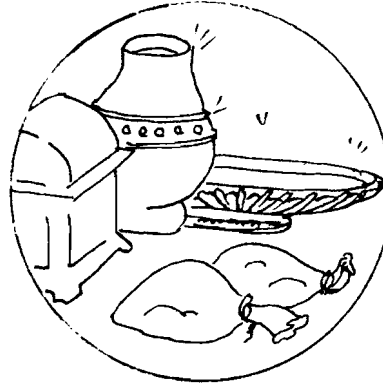
Materials: Copies of this page and the one on the reverse, color medium, scissors, glue.

In class:

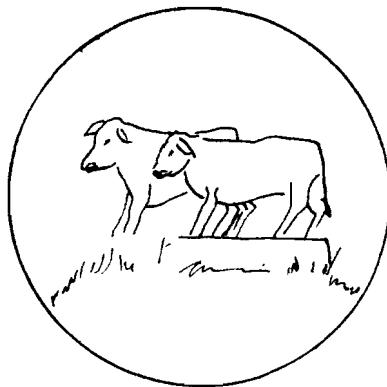
- 1) Color and cut out the circles on this page.
- 2) Read the story on the other page and glue the pictures in at the proper places.



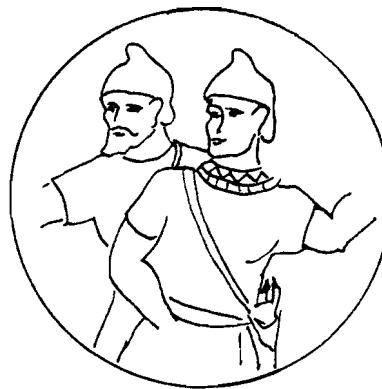
the poorest people



the palace treasures



idols



the fighting men



the king



officers - princes

ZEDEKIAH AND JEREMIAH

THE PEOPLE OF JUDAH DID NOT OBEY THE LORD. THEY WORSHIPPED

AND SO HARM CAME TO THEM. THE

OF BABYLON CAME AND FOUGHT

AGAINST JERUSALEM. HE TOOK AWAY ALL THE PRECIOUS THING FROM THE TEMPLE. HE TOOK AWAY

THE

OF THE HOUSE OF THE KING OF JUDAH. HE TOOK CAPTIVE

INTO BABYLON ALL OF THE

AND

THEN HE CONQUERED JERUSALEM. HE LET THE

STAY IN THE LAND

TO TAKE CARE OF THE GRAPE VINES AND FARMS.



## Psalm 119: A PSALM ABOUT THE WORD

For all ages: Make a beanbag game.

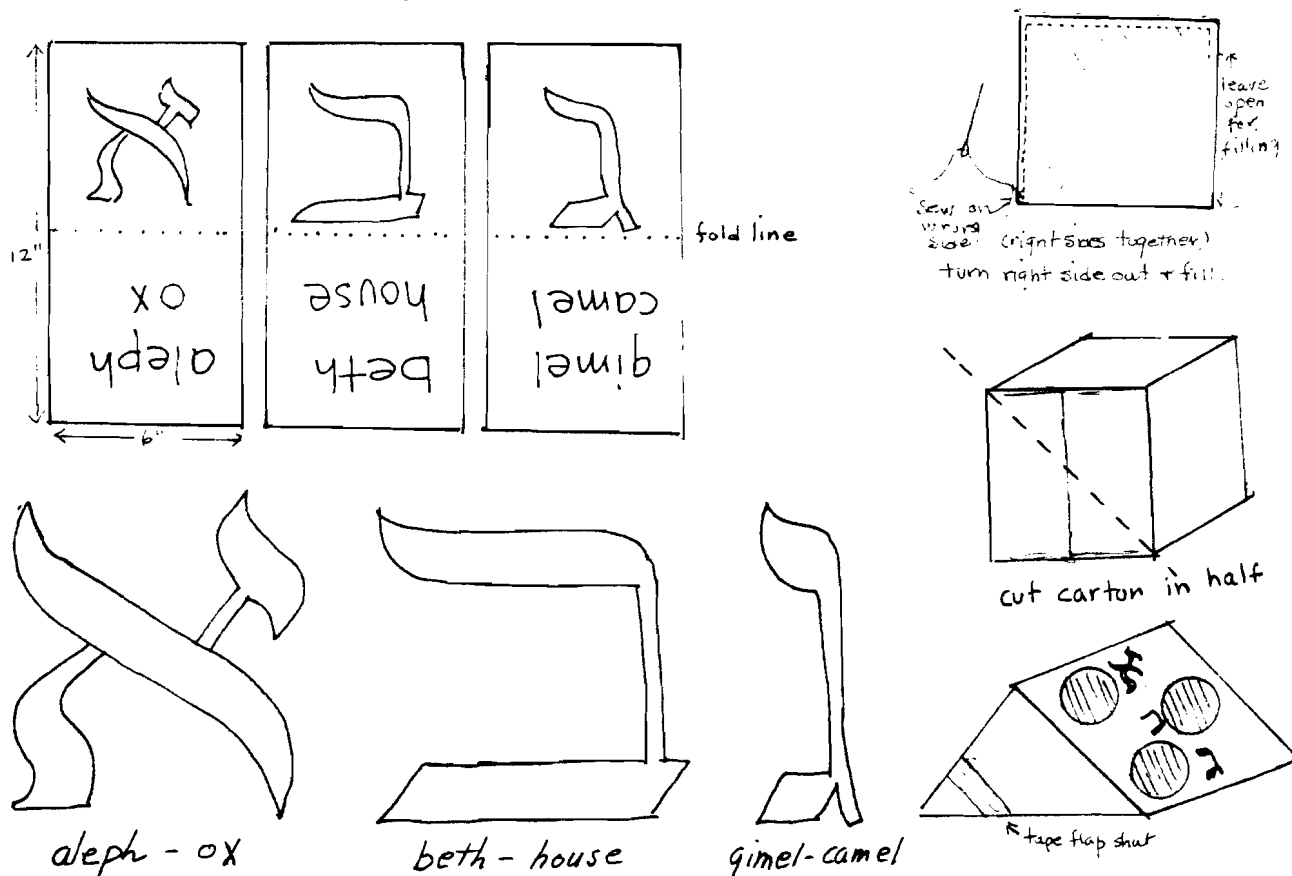
Materials: Large carton, muslin fabric (or other light color plain cloth), dry beans (about  $\frac{1}{2}$  lb for each child), permanent markers, thread, needles, tape.

Before class: For each child cut three pieces of cloth about 6"x12". For the little ones, you make the Hebrew letters with colorful markers as shown below, fold and sew on the wrong side, leaving an opening wide enough for easy filling. (Older children can do this in class.) Now take a carton, cut it in half diagonally and tape the loose flaps on the sides. Cut three holes 4"-6" in diameter and mark each one with a Hebrew letter as shown.

In class: The children make and fill the beanbags. (For the little ones, you sew up the opening.) As they are working, tell them that each stanza of the Psalm is identified by a letter, and since there are 22 letters in the Hebrew alphabet, there are 22 stanzas in Psalm 119. The Hebrew letters are fun, as they were originally pictographs. Aleph means ox, and the letter looks a little like ox horns; beth means house, and you could walk right in; gimel means camel, and there he is, looking back over his shoulder.

Don't fill the bags too full, just loose and sloppy.

To play the game: set the box on the floor. Each child in turn calls out the name of a letter on one of his bags and tries to throw it into the hole with the same letter. Keep score: a point for each right throw, no score if the bag goes into the wrong hole or misses.



Psalm 119: A PSALM ABOUT THE WORD

FOR OLDER CHILDREN: Double wordfind from Psalm 119. (New International Version)

Materials: Xerox copies of the sheet, pencils.

In this wordfind there are 11 words about the Lord's Word. Find and circle them. They may be horizontal, vertical or diagonal, backwards or forwards.

There are also 15 action words - what we do on our part. Find and circle these.

Now find and circle the 8 remaining words. The letters left over spell two verses from Psalm 119. Write them in the spaces provided. What two verses are they? Write that below the quotation.

Y	O	U	P	R	O	M	I	S	E	R	W	E	O	R	statutes
S	D	I	S	S	A	L	A	E	M	P	T	C	O	M	decrees
Y	D	R	O	W	T	F	E	E	E	T	A	I	N	D	commandments
A	L	N	A	I	W	A	L	K	G	H	T	O	T	O	precepts
M	Y	Y	A	P	A	T	T	H	I	H	A	J	U	V	law
E	S	T	E	M	A	N	J	U	D	G	M	E	N	T	promise
A	I	K	E	L	M	N	A	N	T	O	A	R	D	T	word
H	N	E	S	I	M	O	R	P	A	E	N	D	E	E	ways
C	G	O	N	V	D	E	C	R	E	E	S	F	R	V	judgment
I	R	M	E	E	D	I	T	E	T	H	A	T	S	E	understanding
I	E	V	O	L	W	I	L	C	T	S	U	R	T	I	name
L	F	O	B	L	L	H	O	E	W	Y	F	O	A	L	walk
U	S	R	E	S	I	A	R	P	R	I	O	G	N	E	seek
H	P	T	Y	E	O	S	U	T	S	L	L	A	D	B	praise
M	E	D	I	T	A	T	E	S	W	S	L	H	I	M	obey
E	A	H	I	D	D	E	N	H	T	U	O	M	N	D	rejoice
N	K	I	N	G	S	N	U	O	Y	A	W	A	G	O	meditate

\_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_. Psalm 119: \_\_, \_\_.

# Daniel 5: BELSHAZZAR'S FEAST

FOR THE LITTLE ONES: The writing on the wall.

Materials: Xerox copies of this page and the one on the back, scissors, crayons.

Before class: Cut out the hand with the writing, and cut slot in picture.

In class: The children color the picture. Lampstand can be gold, frieze of animals bright blue - everything bright colors.

Now bend the tab ends and slide the piece in the slot as shown. Children can retell the story and pull the writing out to illustrate.



FOR THE WHOLE SUNDAY SCHOOL: Put on a feast in the manner of the Babylonians.

Menu: Soup, fruit, bread (hard crusted, to tear), cheese.

Before class: prepare soup and bring in thermos, or heat in church kitchen.

1. Pass a pitcher of water and a bowl. Each diner rinses hands. Pass towel.
2. Dip soup from large bowl into small handleless cups. Guests drink soup.
3. Fruit - grapes, raisins, dates - is eaten with fingers from one serving bowl, all dipping in in turn.
4. Bread, broken in chunks (if host is rich, as Belshazzar was, the bread would be dipped in honey).
5. Cheese broken or cut from a large piece.

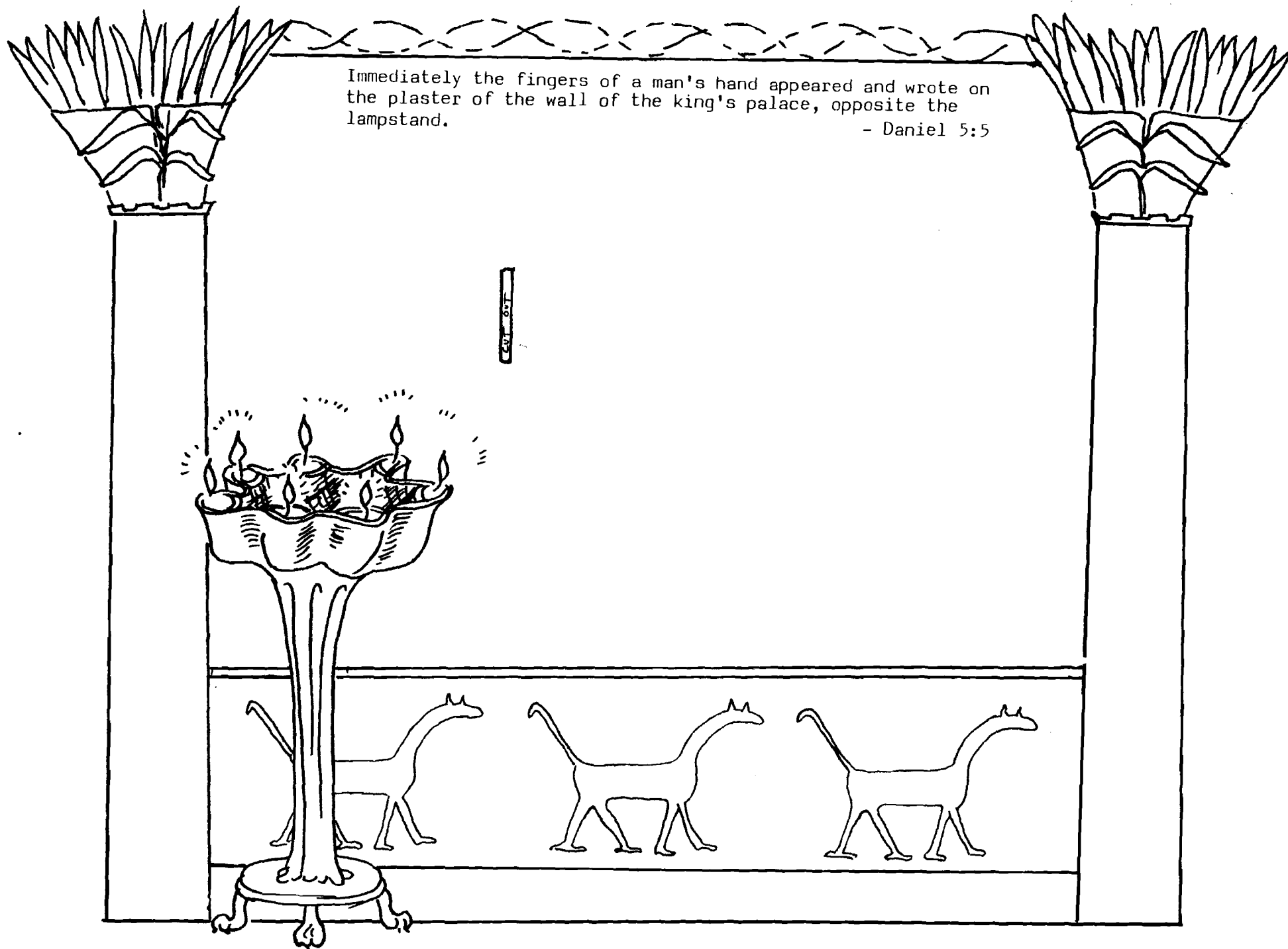
Smack lips loudly to express pleasure (the best part).

Pass the pitcher of water and bowl for cleanup. Pass towel.



Immediately the fingers of a man's hand appeared and wrote on  
the plaster of the wall of the king's palace, opposite the  
lampstand.

- Daniel 5:5



## Daniel 5: BELSHAZZAR'S FEAST

FOR OLDER CHILDREN: A gold chain for Daniel.

Materials: 9"x12" yellow construction paper or gold gift wrap, scissors, glue.

In class:

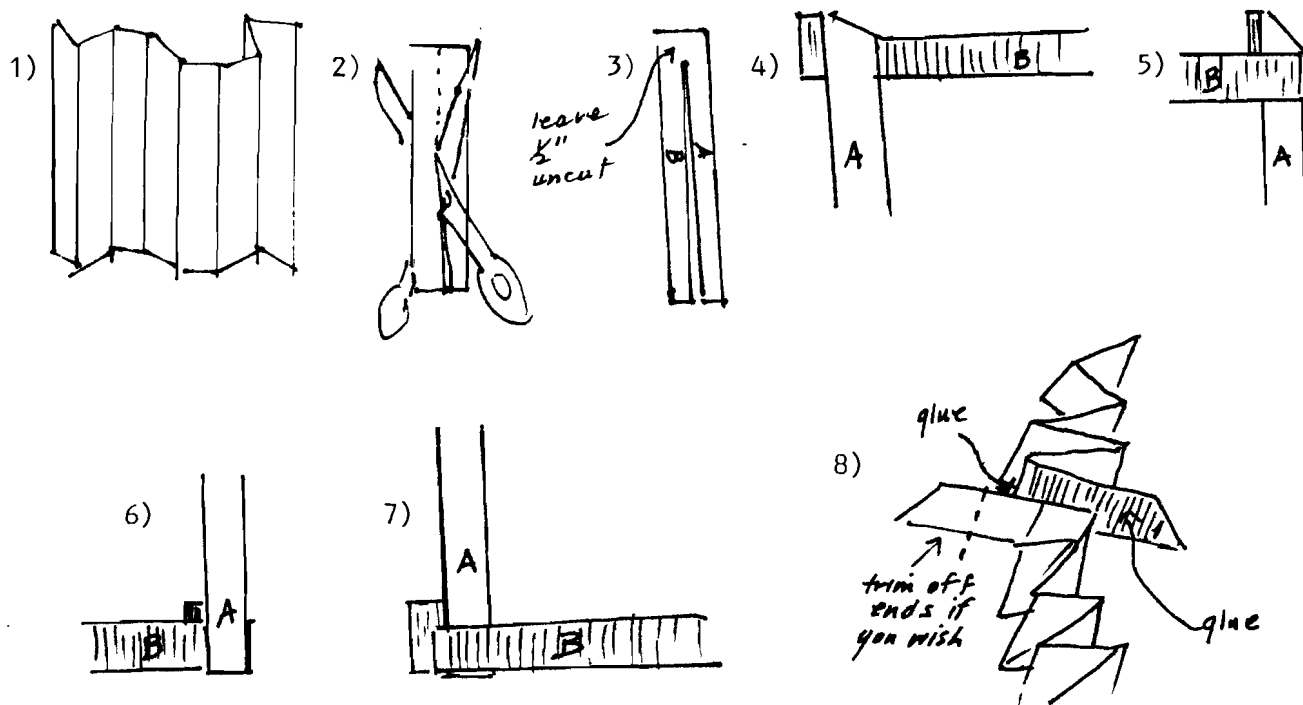
- 1) Fold the paper lengthwise three times, into eighths. Cut into strips along fold lines. (Or measure off and rule lines, then cut.)
- 2) Cut seven of the strips in half again, lengthwise.
- 3) Cut the remaining strip in half to within  $\frac{1}{2}$ " of the end.

To make the chain:

- 4) Fold strip A down at right angles.
- 5) Fold B across to the left.
- 6) Fold A up.
- 7) Fold B to right.

Repeat steps 4-7 until you near the end of the strips. Now glue two more strips to the ends of A and B and continue folding. Proceed, adding new strips until you have used all the strips.

- 8) Glue the end of the chain, and glue the two ends together. Chain should stretch enough to fit over child's head.



OPTIONAL: Make a pendant for chain by fastening gold seal on end tabs. You can buy gold notarial seals (fairly expensive!). Press two of the self-stick seals back-to-back on place where chain ends are glued together.



### SOME FACTS ABOUT BABYLON

- \* Babylon is the name of the country and also of the capital city.
- \* Babylon influenced Hebrew culture more than any other city except Jerusalem.
- \* Babylon is mentioned in Scripture about 300 times.
- \* Abraham originally came from this land (Genesis 11, 12).
- \* Babylon conquered Assyria and the two cultures are intertwined.
- \* Babylon and Assyria attacked the Holy Land again and again.
- \* Assyria finally conquered Israel and Babylon conquered Judah (c.587 B.C.)
- \* Two rivers of the Garden of Eden have the same names (Tigris, Euphrates) as the two great rivers of Babylonia.
- \* Babylon reached its height during the reign of Nebuchadnezzar II (the one in our story).
- \* The famous Ishtar Gate, faced with glazed-tile lions and dragons, opened into the twin citadel of the city of Babylon. (Go to the library and find pictures of this beautiful work of art. The children will love looking at it.)
- \* Through the Ishtar Gate led a Procession Street to Nebuchadnezzar's palace.
- \* The palace contained the famous Hanging Gardens of Babylon, named by the ancient Greeks as one of the Seven Wonders of the World.
- \* Idols worshiped in Babylon included Marduk (Merodach, Baal, Bel) and Ishtar (Ashtoreth, Astarte), Anu, Enlil, Ninhursag, Sin, Dumuzi, Inanna, Kingu.
- \* Nebuchadnezzar's army destroyed Jerusalem, burned it with fire and knocked down the official buildings stone by stone, so that almost nothing of Solomon's temple or palace can be found by archaeologists.
- \* Nebuchadnezzar sent armies to Jerusalem several times: In 598 B.C., he fought there, took 10,000 captives and left a puppet king in charge. Then he besieged Jerusalem and destroyed it in 587 B.C., and took more citizens captive. In 582 B.C., he took more people captive.
- \* Cyrus the Persian conquered Babylon in 539 B.C., and was known for his clemency to all conquered peoples. He authorized the Jews to return to their homeland and rebuild the temple.

## Daniel 6: DANIEL IN THE LION'S DEN

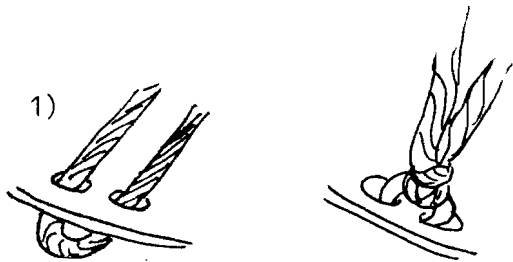
FOR THE LITTLE ONES: A lion face.

**Materials:** Stiff cardboard, paper punch, bulky orange or yellow yarn, text slips.

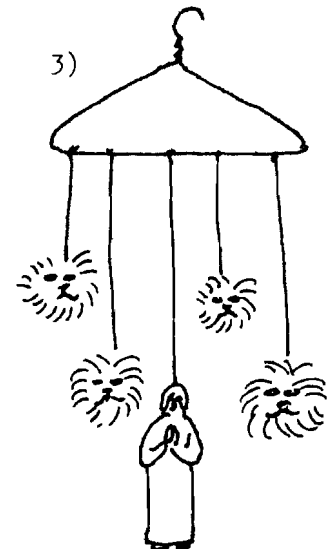
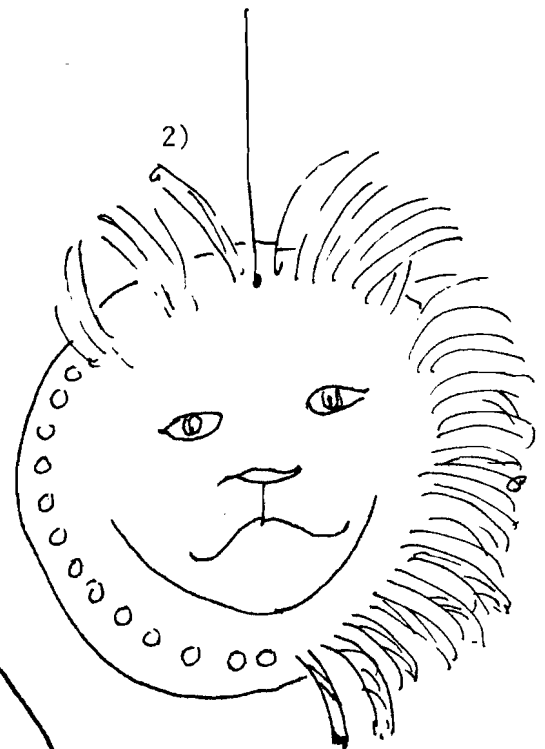
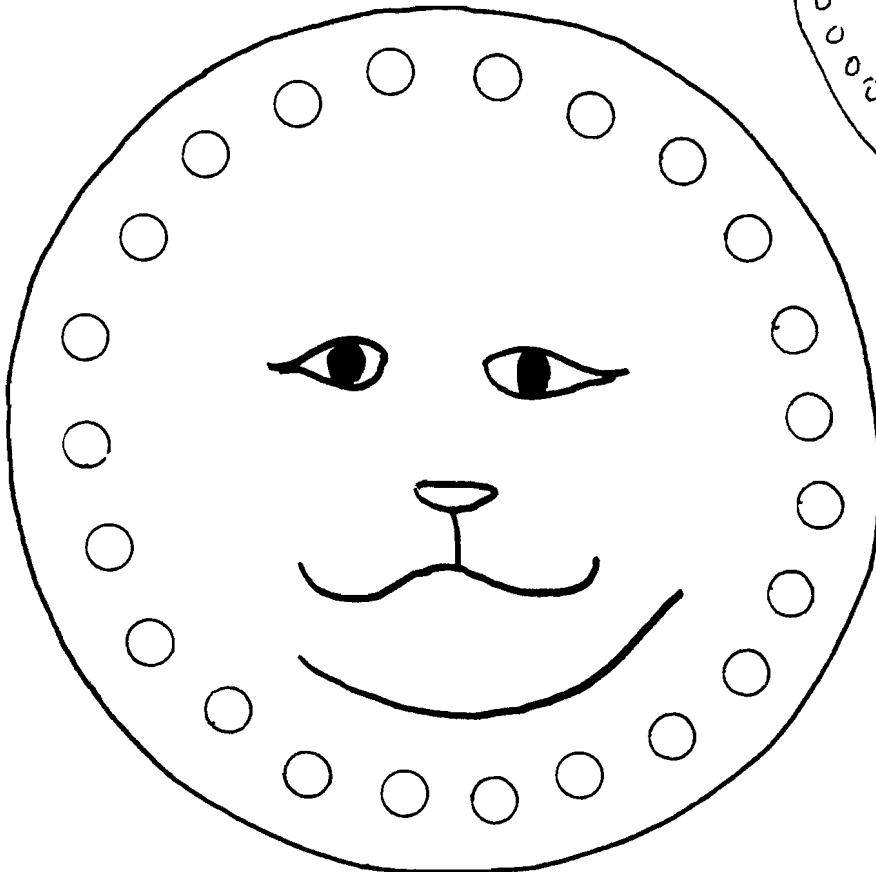
**Before class:** Cut circles from cardboard, punch holes around edge, and draw on the simple lion face. If the children are too young to use scissors, cut the yarn into 3"-4" pieces.

**In class:**

- 1) Snip the yarn into pieces, thread each piece through a hole and knot.
- 2) At the top thread one long piece for a hanging loop.
- 3) If your children are older, they can make a mobile, using several lions and a figure of Daniel in the middle.



Don't forget to glue a text slip on the back.





Daniel 6: Daniel in the Lions' Den

FOR OLDER CHILDREN: The king's signet ring.

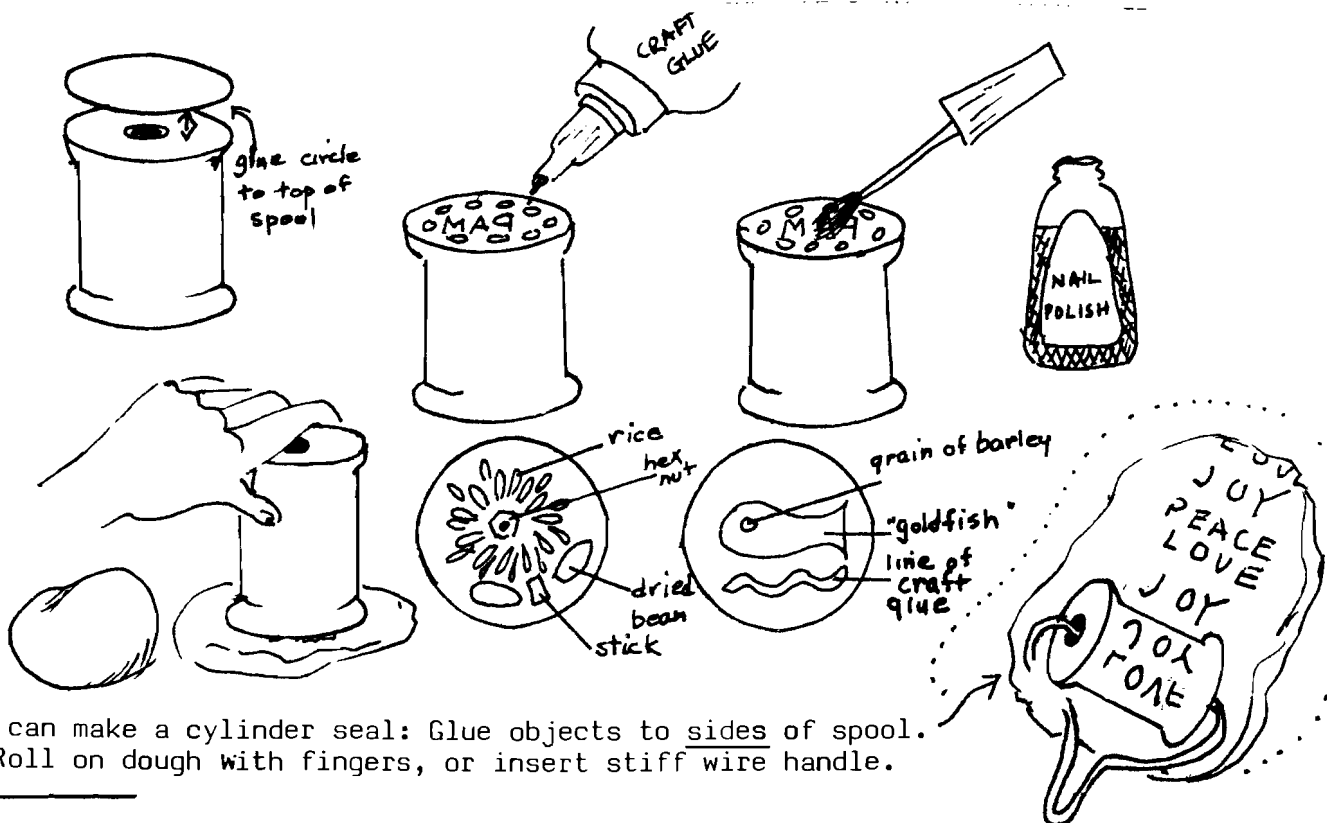
Materials: Empty thread spools, alphabet macaroni, clear or colored nail polish, lightweight cardboard, scissors, craft glue, batch of playdough (or use real sealing wax if your pupils are adept), miscellaneous small objects.

Nebuchadnezzar's signet ring probably had his name and/or royal symbols on it. Signets were used to mark and seal official documents, and also containers of wine, olive oil, unguents and other expensive items bottled for shipping. Often the signet was on a hand stamp which had a hole through it so it could be worn around the neck on a chain. In earlier times the seal was on a cylinder made so that when rolled across the wax, clay or plaster it would imprint a continuous band. (See your Bible Dictionary\* for fascinating information about the making and use of seals.) The Babylonian seals were engraved into stone or other hard substance, and thus printed in raised letters, but the one we will make will have raised letters on the seal, and will make a concave impression.

In class:

- 1) Trace around end of spool onto scrap of light cardboard and make a disc to glue to top of spool.
- 2) With macaroni letters glue your initials or a word (PEACE, JOY, LOVE, etc.) to top of spool. Place them BACKWARDS and from RIGHT to LEFT (you can check in a mirror if you want).
- 3) When the glue is dry (which is quickly if you use real craft glue, not Elmer's), coat the seal with a thin coat of nail polish.

You can use objects of varying thicknesses to make your seal design more interesting. Try dried beans of various sizes, washers, nuts and other small hardware items, Pepperidge Farm Goldfish crackers, sewing findings such as buttons and snaps, grains, odds and ends of plastic parts.



You can make a cylinder seal: Glue objects to sides of spool.  
Roll on dough with fingers, or insert stiff wire handle.

\* An excellent small Bible dictionary: Harper's Bible Dictionary, NY, Harper and Row, 1973

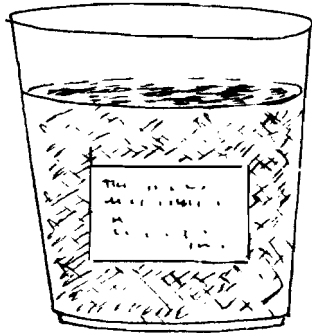
## Jonah 3,4: JONAH AND THE GOURD

FOR THE LITTLE ONES: Plant some seeds.

Materials: Seeds, small plastic plant pots or party glasses, potting soil, plastic spoons, water, a plastic sheet or discarded shower curtain, text slips, care instructions, plastic bag to take project home in.

In class: Spread the plastic sheet over the table to contain the mess. Each child is given a plant pot or glass. The text slips are pasted on first, and then the children spoon soil into the pots, plant several seeds (three to a pot is a good number), firm down the soil and water the seeds.

Discuss with them how they are going to care for their plant, and tell them to get help transplanting it outdoors if this is indicated. Stress that if their plant grows nicely they will feel very happy (see text slip), but that if it withers, they will be sad.



Then the Lord God provided a vine and made it grow up over Jonah to give shade for his head . . . and Jonah was very happy about the vine. --Jonah 4:6

Allow plenty of time so that the children can help you clean up.

Note: Scholars are not certain just what the gourd plant was. KJV says "gourd" and NIV says "vine". The Hebrew is qiqayon (pronounced kee-kaw-yone), which comes from a root meaning nauseous, so the plant is thought by some to be the castor-bean plant, which is toxic and can cause vomiting if the seeds are eaten.

Other sources identify the plant as a curcubit of some kind. Our ornamental gourds and cucumbers are curcubits.

So in buying seeds, any quick-growing vine, such as gourds, pole beans, or even squash would be suitable.

For very small children you should probably write out directions for care. If you are using this lesson as part of Series IV, it will probably come in February or March, which will be a good time (in northern climates) for starting seeds indoors. In this case you will want to include directions for transplanting.

Jonah 3,4: JONAH AND THE GOURD

FOR OLDER CHILDREN: WHICH IS RIGHT? A quiz page on the lesson.

Materials: Copies of the sheet, pencils.

**WHICH IS RIGHT? A QUIZ ON JONAH 3,4**

*Underline the correct answers. Read your story carefully; there may be more than one right answer to a sentence.*

\*The Word of the Lord told Jonah to go to  
Nineveh      Tarshish

\*Nineveh was  
a river      a city      an island

\*Jonah traveled into the city for  
two hours      a day

\*The people of Nineveh announced  
a fast      a party      a trip      that they would wear sackcloth

\*The King of Nineveh  
took off his shoes      took off his royal robes      polished his crown

\*The King told all the people (and animals)  
to wash their hands      not to eat or drink      to pray to God

\*God decided  
not to destroy them      to bring thunder and lightning

\*When Jonah saw that the people had repented he  
was delighted      didn't care      was angry

\*Jonah made himself a shelter  
by the ocean      on the east side of the city

\*When the sun got hot, the Lord  
sent a friend with a drink of water      caused a vine to grow for shade

\*But something chewed the vine. It was  
a rabbit      a worm      a goat

\*Jonah was angry when the vine died. He wanted  
to go away      to die

\*The Lord scolded Jonah and said  
"You should have killed the worm."      "You didn't tend the vine."  
"You didn't make the vine grow."      "I have a right to be concerned."

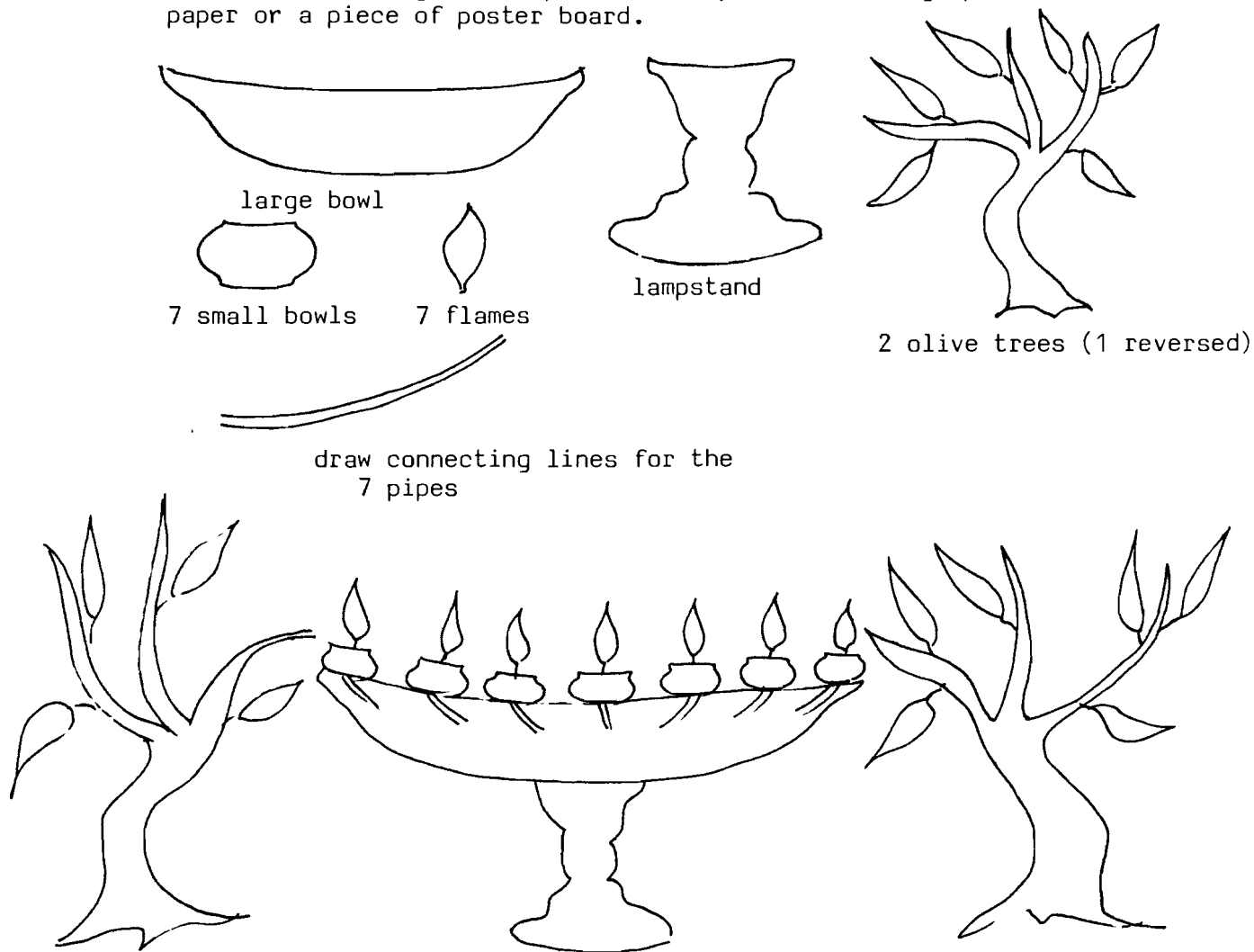
Zechariah 4: PROPHETS OF THE RESTORATION

FOR THE LITTLE ONES: The solid gold lampstand. Poster or flannel board activity.

Materials: Construction paper or flannel, scissors, markers, glue.

Before class: Cut out the shapes from paper or fabric. See blue page 105 for general directions for flannel boards.

In class: As you describe Zechariah's vision, build it step by step on your flannel board or glue the pieces one by one to a large piece of construction paper or a piece of poster board.



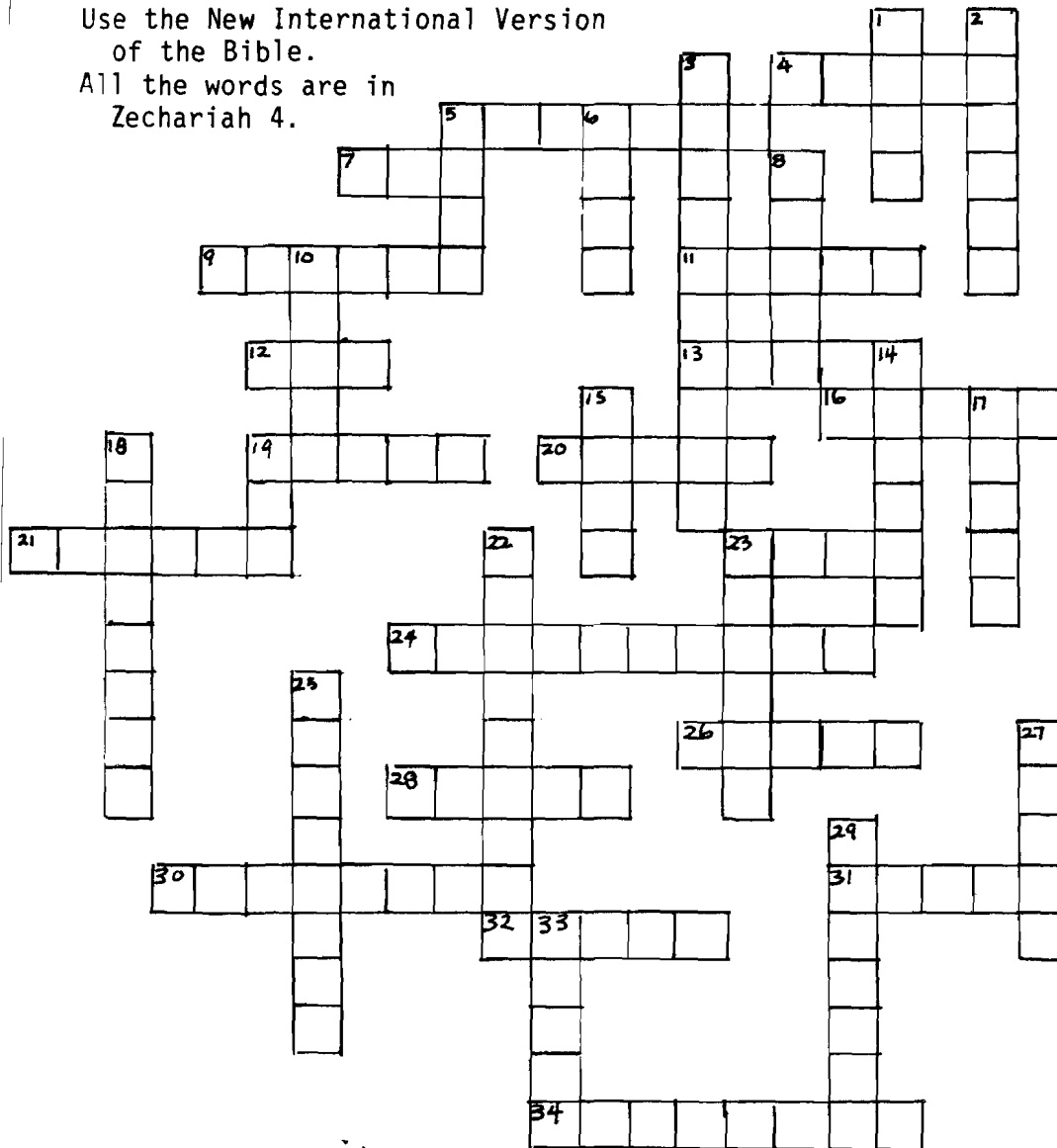
Such a lamp could be constructed from clay and demonstrated, but there is a fire hazard. Modern civilization has forgotten that oil lamps can explode, throwing burning droplets widely. Our grandparents were very careful to keep wicks clean and trimmed and prevent wicks from burning down into the oil reservoir. Modern glass globes which use vegetable oil and floating wicks are unsafe where small children are involved.



## Zechariah 4: PROPHETS OF THE RESTORATION

FOR OLDER CHILDREN: A word puzzle.

Materials: Copies of the page, Bibles, pencils (with erasers!).

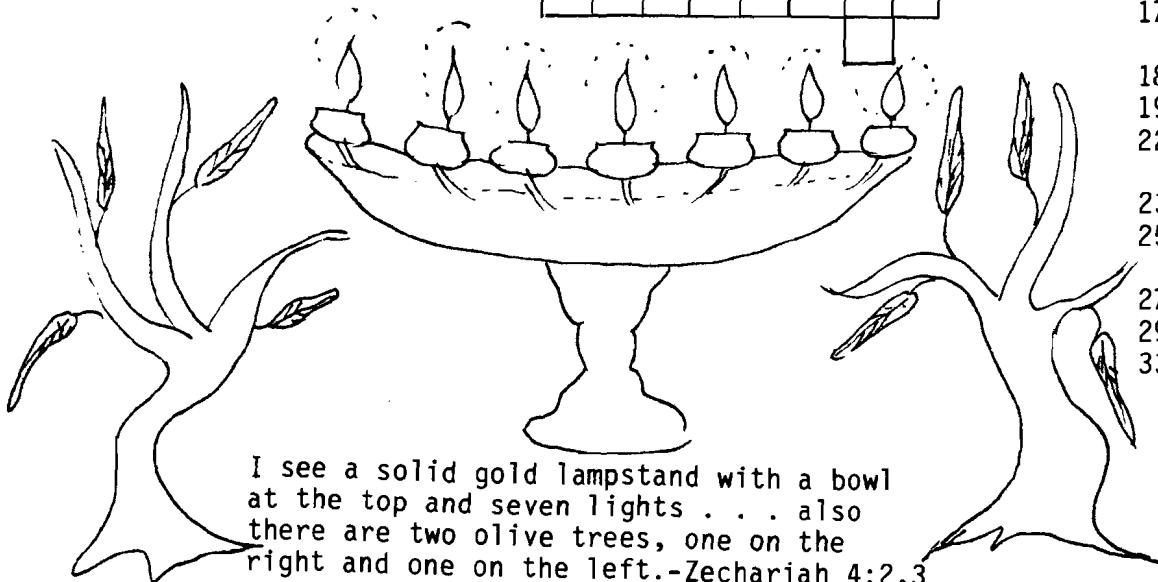
Use the New International Version  
of the Bible.All the words are in  
Zechariah 4.

## Across

4. Slumber
5. Aroused
7. The number of trees, pipes.
9. Earth
11. Carry to
12. Soothing liquid
13. Being from heaven
16. Strength
19. number of lights
20. Might
21. Building for worship
23. Dispatched
24. Groundwork
26. Tubes
28. Through and through
30. Big hill
31. Roam
32. The world
34. Hates

## Down

1. Not right
2. The breath of life
3. The king
5. The Lord's sayings
6. Organs of sight
8. The day of small s
10. Kind of tree
14. Flames
15. Precious metal
17. At the ends of your arms
18. All-powerful
19. Look at
22. Device for getting things straight
23. Same as 2 down
25. Marked with oil chosen to rule
27. Even
29. Offshoots
33. Inquired



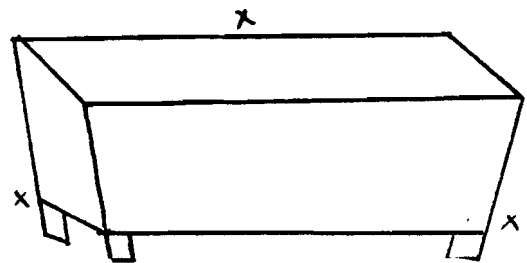
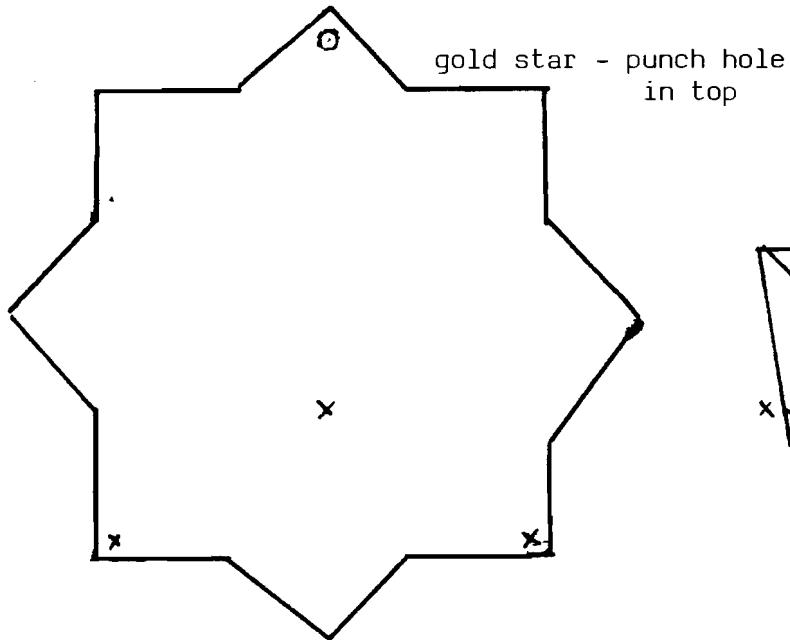
I see a solid gold lampstand with a bowl  
at the top and seven lights . . . also  
there are two olive trees, one on the  
right and one on the left.-Zechariah 4:2,3

Luke 2:1-10: THE BIRTH OF THE LORD

FOR ALL AGES: A hanging manger for the Christmas tree.

Materials: Felt or colored paper, scissors, glue, yarn or cord.

In class: Cut out the shapes below from colored felt or paper and glue together as shown. Make hole in top of star and insert loop of cord or yarn.



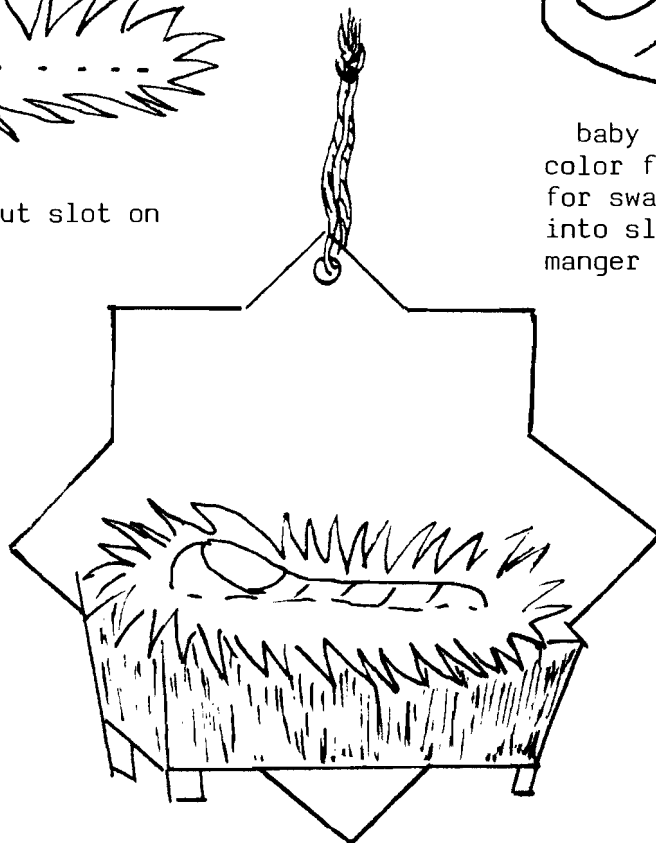
manger - brown, glue at x's



straw - beige, cut slot on dotted line



baby - white  
color face, draw in lines  
for swaddling clothes, glue  
into slot in straw, glue to  
manger



## Lesson 125

### Luke 2:1-20: THE BIRTH OF THE LORD

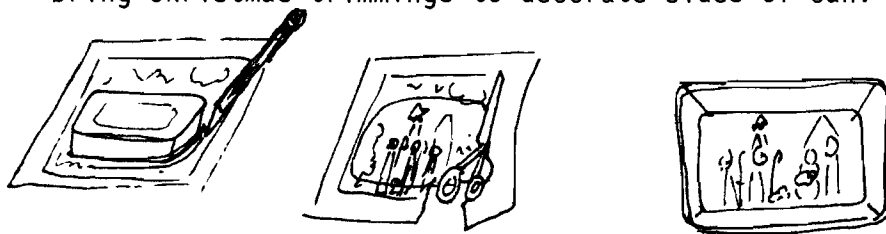
#### FOR THE LITTLE ONES: A Nativity scene.

Materials: Sardine (or small tuna) cans, old Christmas cards, scissors, glue.

Before class: Select from old Christmas cards those with the Holy family and or shepherds (the Wise Men aren't in the story in Luke). Have size and shape of cans in mind.

In class:

- 1) Children select card and can, and trace around can on picture. Help them place it so the picture is in the middle!
- 2) Cut out picture just inside the can outline. Little ones will need help trimming to fit.
- 3) Glue picture inside can. It's now nicely framed. If you want, you can bring Christmas trimmings to decorate sides of can.



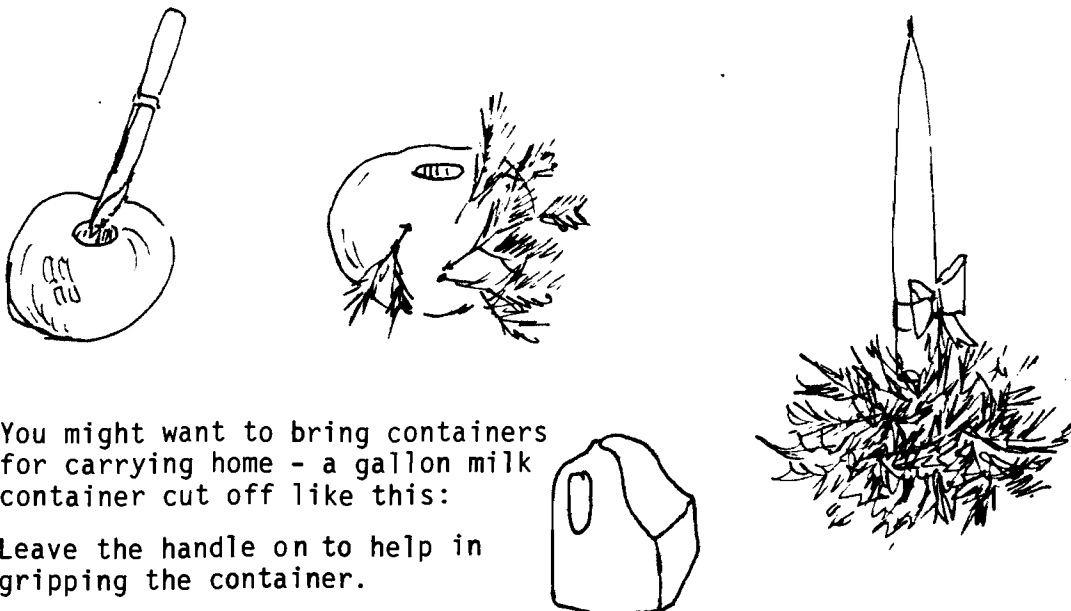
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#### FOR THE LITTLE ONES: A living candle holder.

Materials: Medium-size apples, corer, lots of shippings of evergreen (flat needle ones like yew are prettiest), candles, red gift ribbon.

In class:

- 1) With corer make hole 2" deep in the top of the apple.
- 2) Stick little pieces of evergreen (3"-4" long) all over the top and sides of the apple. The apple juice will keep the greens fresh a long time.
- 3) Tie a bow around the candle and insert candle in holder.



## John 1: THE WORD MADE FLESH

FOR THE LITTLE ONES: Make a "Bible."

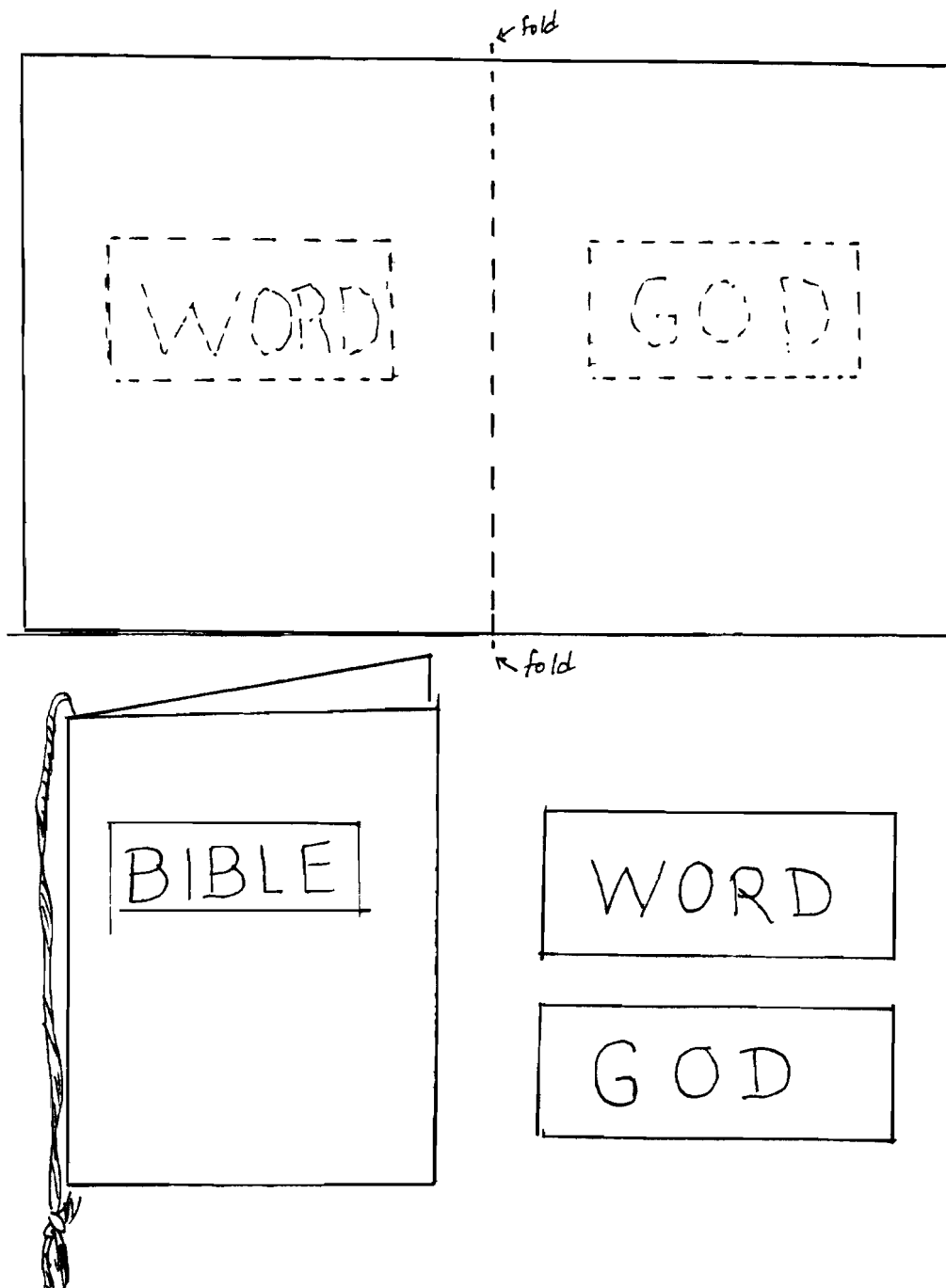
Materials: Colored poster board, plain paper, markers, scissors, glue, yarn.

Before class: Cut poster board according to pattern. Write "BIBLE," "WORD," and "GOD" on plain paper and cut out.

In class:

- 1) Glue "WORD" on the left hand side of poster board, "GOD" on the right.
- 2) Fold posterboard in the middle, glue "BIBLE" on the outside. Tie piece of colored yarn around the fold.

Even the small ones can "read" these words, and they can learn what is in the Bible on the altar. When they finish making this they will know that the WORD of GOD is in the BIBLE.





John 1: THE WORD MADE FLESH

FOR OLDER CHILDREN: "That life was the light of men" - a light switch cover

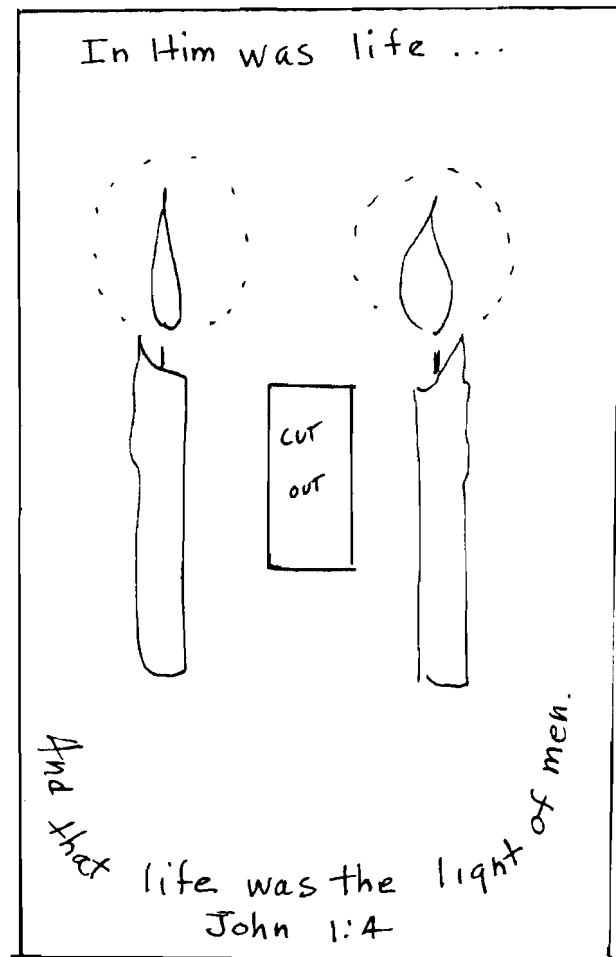
Materials: Clear plastic switch plate covers, if you can find them inexpensively. OR clear or plain light-colored contact paper; Permanent markers, scissors.

In class: From the pattern below, make a template and trace it onto a piece of contact paper. Cut out the slot for the switch. (Omit this step if you bought switch plates.)

Carefully write the text around the edge of the plate cover. Decorate the spaces with pictures: a lamp or a candle, or your choice of flowers, geometric designs, etc.

Or cut out shapes from contact paper, remove the backing and press onto your cover.

Do not peel the backing off your cover until you get home. Then, apply the cover to the light switch in your room. If you have used a bought cover, you will have to get a screwdriver, remove the two screws, and attach the clear plate over the old one by replacing the screws.

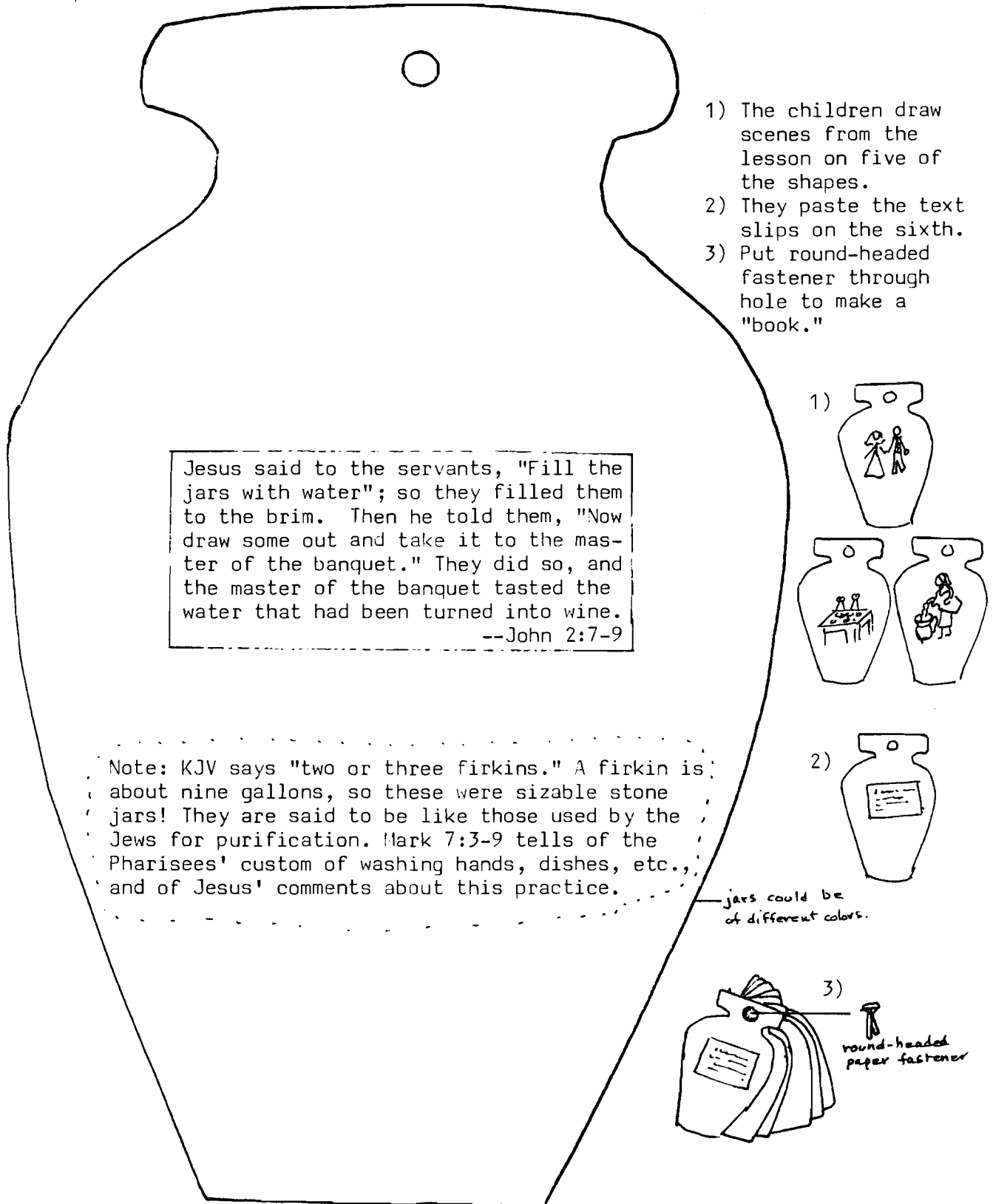


## John 2:1-11: THE MIRACLE AT CANA

FOR THE LITTLE ONES: Six water jars.

Materials: Construction paper, scissors, paper punch, round-headed fasteners, text slips, glue.

Before class: For children too young to use scissors, cut six construction paper shapes for each child, using pattern below. Punch hole as indicated. Make text slips.



## Lesson 137

### John 2:1-11: THE MIRACLE AT CANA

FOR OLDER CHILDREN: Wedding customs in Bible times.

Materials: Copies of the sheet, Bibles, pencils, slips with text notations.

Before class: On separate slips of paper write all the text notations (i.e. Judges 14:12). Sort them by Bible books. If you have only one child, or if your children are too young to look up so many texts, insert all the slips in your own Bible at the proper places. You don't want looking up the texts to be too much of a chore.

In class: Give each child the texts for one book (i.e. all the Genesis slips). Have them insert them in the proper pages of their Bibles. Now go through the questions and have each child read aloud the appropriate verses. They can write in the answers on their sheets.

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### WEDDING CUSTOMS IN BIBLE TIMES

We don't know exactly what went on at weddings in Bible times. But we can find out a lot of fascinating facts from reading the Bible. Here are some questions and references for you to look up to find the answers.

1. What was the most important rule about choosing a wife? (Genesis 24:1-4)

---

(Now look up and read Genesis 27:46, and 28:1,2,6-9.)

2. How were invitations sent? (Matthew 22:3) \_\_\_\_\_

3. Before the wedding, where were the bride and groom? (Joel 2:16)

---

4. How did they get to the wedding? (Jeremiah 7:34) \_\_\_\_\_

5. Where was the wedding? (Genesis 22:67) \_\_\_\_\_

The tent ceremony is still used in the Jewish Church. Marriages are performed under a wedding canopy (huppah), often outdoors. Sometimes the huppah is portable - mounted on four poles, and carried by four unmarried young men. The bride is led to the huppah by the two mothers, and the groom by the two fathers.

6. How were the bride and groom dressed? (Genesis 24:65; Isaiah 49:18, 61:10) \_\_\_\_\_

---

(Also look up Ruth 3:3; Isaiah 3:18-23; Ezekiel 23:40 to see how people dressed for special occasions.)

7. What food was served at wedding banquets? (Matthew 22:4; John 2:9,10) \_\_\_\_\_

---

8. How long did the feast go on? (Genesis 25:27; Judges 14:12) \_\_\_\_\_

9. What proof was there that the marriage had actually taken place? (Ruth 4:10,11)

---

Also notice the blessing on the bride and groom which continues through Ruth 4:12.

John 3: 1-21: THE LORD AND NICODEMUS

FOR THE LITTLE ONES: How the wind moves.

Materials: Several objects such as: feather, ping pong ball, potted plant, crumpled facial tissue, marble.

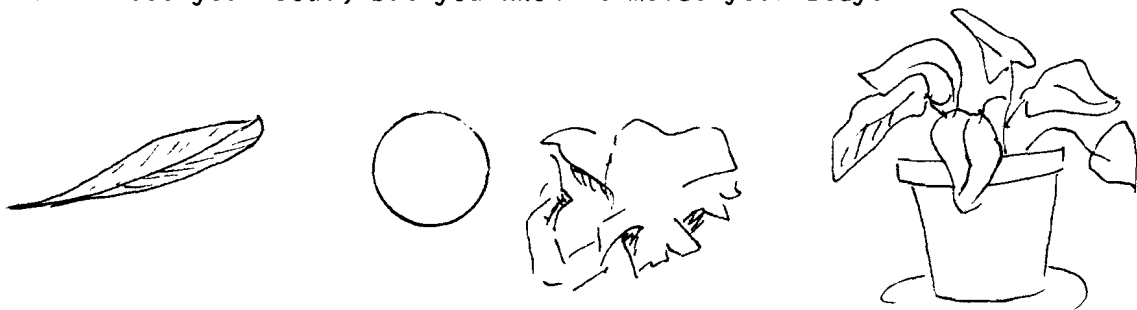
In class:

Place the objects on the table. The children blow on each one (You'll have to control this somewhat):

the feather moves  
the ball rolls  
the leaves of the plant shake

You can see this. But can you see the wind? No, but you know it has power to move things. You can see that your friend is blowing, you can feel the breath on your hand, but you can't actually see the wind itself.

This is how your soul moves within you. You can see your body, and you know about your brain and nerves (older ones), but your soul guides your actions. You can't see your soul, but you know it moves your body.



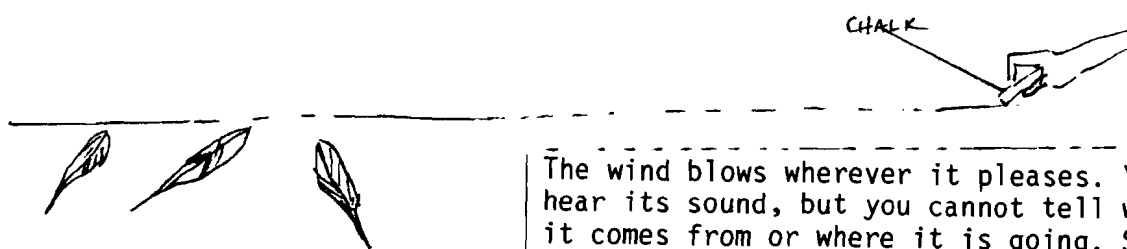
FOR THE LITTLE ONES: A wind race.

Materials: A feather for each child, envelopes with the text on them, chalk.

In class:

Draw a starting line, and on it place a feather for each child (leave plenty of room between each feather). Draw a finish line at the opposite side of the room. At the signal, each child starts to blow his feather to the finish line.

The children take their feathers home in the envelopes.



The wind blows wherever it pleases. You hear its sound, but you cannot tell where it comes from or where it is going. So it is with everyone born of the Spirit.

-John 3:8



## Lesson 138

John 3:1-21: THE LORD AND NICODEMUS

FOR OLDER CHILDREN: Men loved darkness instead of light. A walk in darkness.

Materials: Blindfolds, or hoods of some sort.

In class:

After you have told and discussed the story, place a hood or blindfold on one or two pupils. Then you direct them on a course about the room. They try to find the way to a spot you have selected, following your spoken directions. It is hard to find our way if we refuse to see the truth of the Lord's words, just as it is hard to find our way when we are blindfolded.

Now take off the blindfolds, and direct the same two children on another route. See how easy it is! If we are willing to see the Lord's way, and willing also to let our faults come out into the light and be examined, we will find our way more easily.

---

FOR OLDER CHILDREN: Make a blindfold (bandanna).

Materials: Pieces of inexpensive black fabric (20"-24" square), fabric crayons, plain paper, iron and ironing board, newspaper.

In class;

Using the directions on the fabric crayons, draw a design on plain (not glossy) drawing paper and color in with heavy pressure for bright colors. (If your design includes your name, or other words, make them in mirror image.) Now put several layers of newspaper on the ironing board, then a piece of plain paper, then your black square. Place your design face down on the square of cloth, top with another piece of plain paper, and iron with steady pressure (no sliding around, or that will blur your design). Iron should be set at cotton, no steam. When you see the colors starting to come through the top paper a bit, your design is transferred to the cloth. Remove your design paper carefully. The pattern is permanently on the fabric. Wear and enjoy!

Edges may be finished by hemming (at home) or by pulling threads, if you have cut the squares carefully on the fabric grain.

---

FOR OLDER CHILDREN: Let the light shine through.

Before class: On small pieces of paper write, in pencil, some mirror-image words, such as

HTUAT

The paper should not be too thin, or the writing will show through the other side.

Hand the pieces around. The children hold them up to a window or light source, and "TRUTH" can be read through the paper. At first they saw obscurely, then clearly, and light shining through made the difference.

## John 4:1-42: THE LORD AT JACOB'S WELL

FOR THE LITTLE ONES: Build a well.

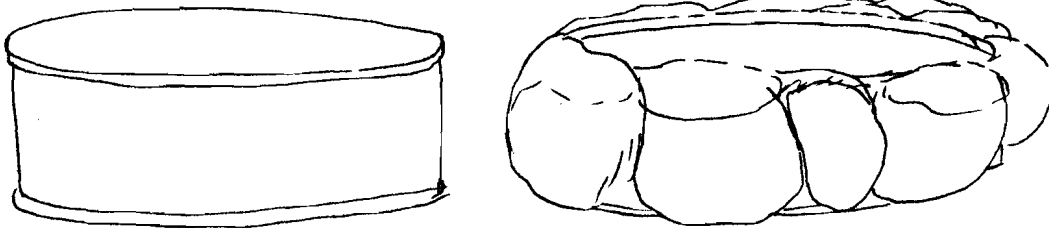
Materials: Tuna can, modeling clay, clothespin figures (or pipe cleaner figures).

Before class: If you do not have a stock of clothespin figures (see pink page 21), make a figure for Jesus, and one for the Samaritan woman. If you have time, figures for the disciples, too. Or make pipe cleaner figures.

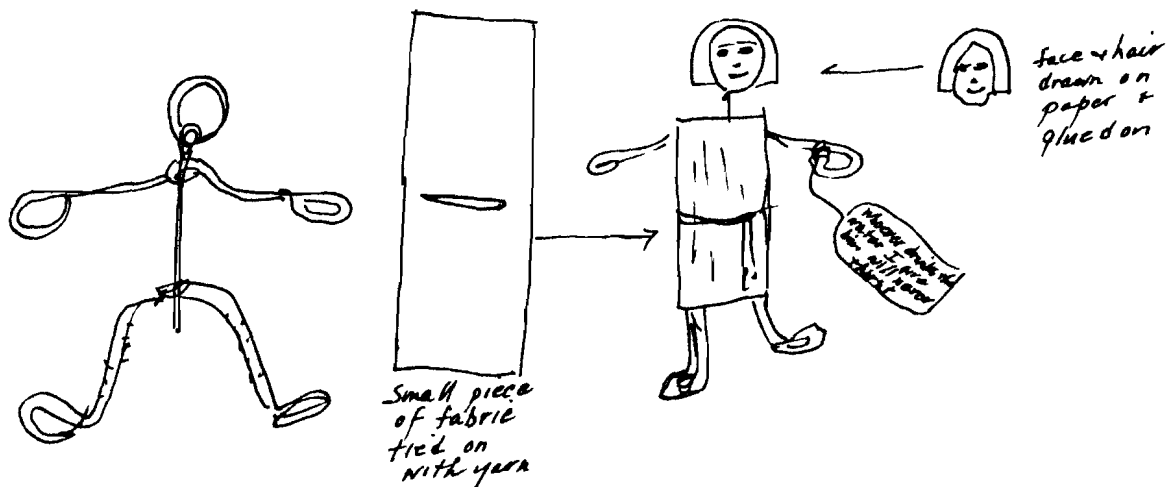
In class:

Start with empty tuna can. The children each make clay stones, and build them around the can to make a well with a wide rim. You can put real water in the well if you want. The children can also make a pitcher of clay for the woman.

Now, using your little figures, act out the story, simplifying the dialog to suit the age of the children. The children can move the figures into place.



If you use pipecleaner figures, you may want the children to have one apiece to take home, perhaps with a text slip attached.

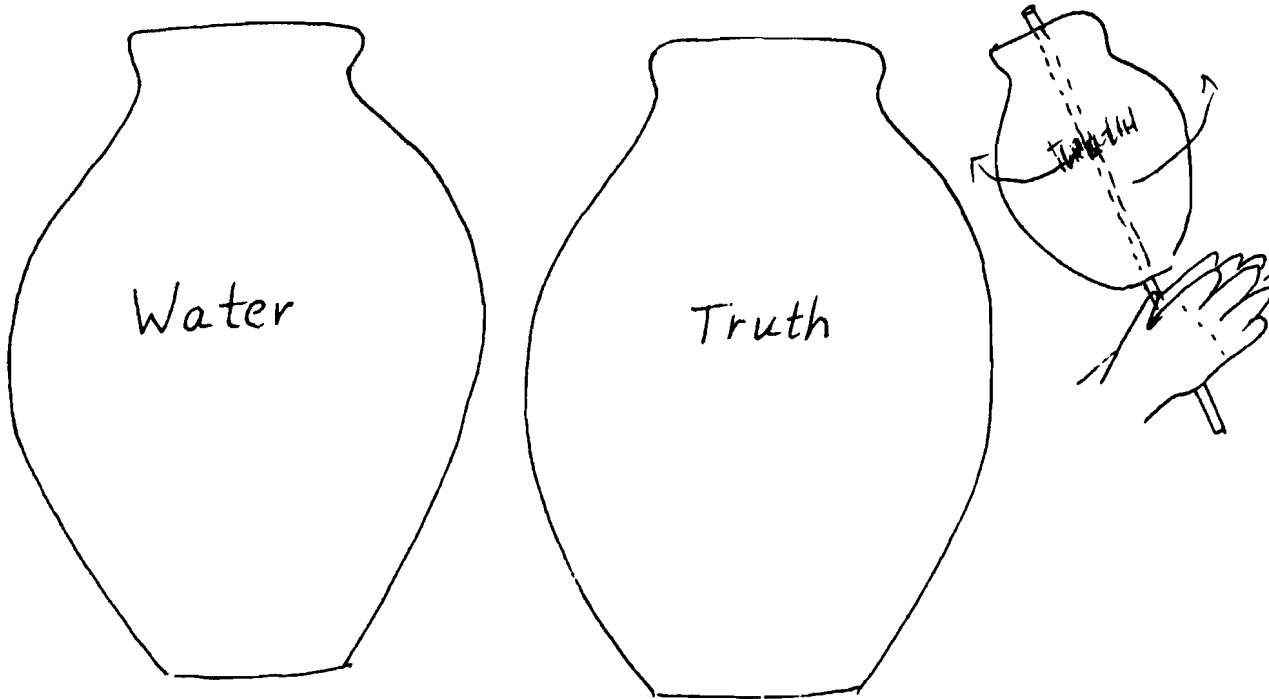


John 4:1-42: THE LORD AT JACOB'S WELL

FOR CHILDREN OLD ENOUGH TO READ: Water corresponds to truth.

Materials: Paper, scissors, markers, drinking straws.

In class: On plain paper, cut and label two pitchers, using the patterns below. Paste together over a drinking straw, broom straw, or tiny dowel. Place straw between the palms of the hands and spin. Water and truth merge as the meaning should.



---

FOR OLDER CHILDREN: How thirsty are you?

In class: Place a glass of water on the table. Talk about the importance of water to the body and community. Pupils will be well versed in the ecology of water from their studies at school.

After a brief discussion, refer to the Word. How much water do you drink from the Word each day? Do you ignore that thirst? Or are you maybe not very thirsty for that kind of water?

For a home project: For one week "drink" night and morning. Keep track of what verses you read each time. Hunt for "water" verses. Some pupils' Bibles may have a simplified concordance, in which case show them how to look up these verses that mention water (also see rivers, lakes, seas, springs, wells, fountains, rain, floods, etc.) Have them bring in the record of their reading next week.

By the end of the discussion, they may be thirsty! Bring out a pitcher of water and small paper cups, and have a drink of cold water.

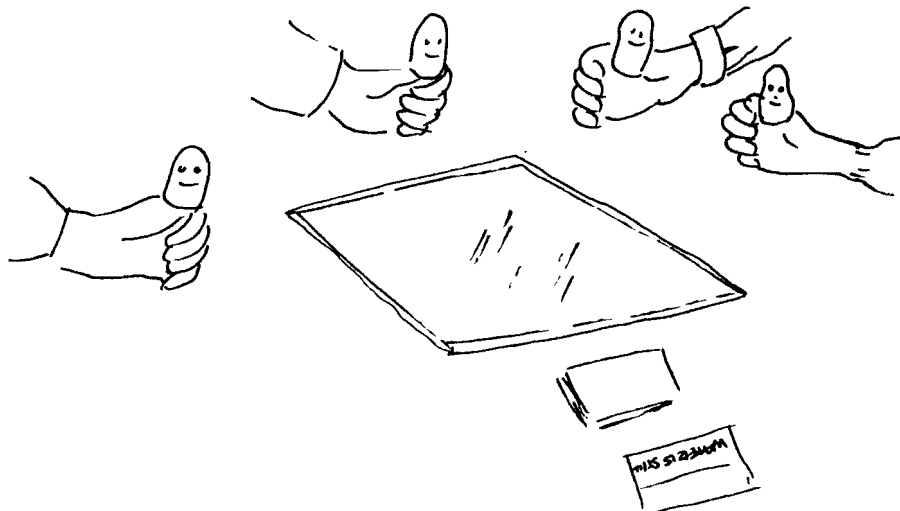
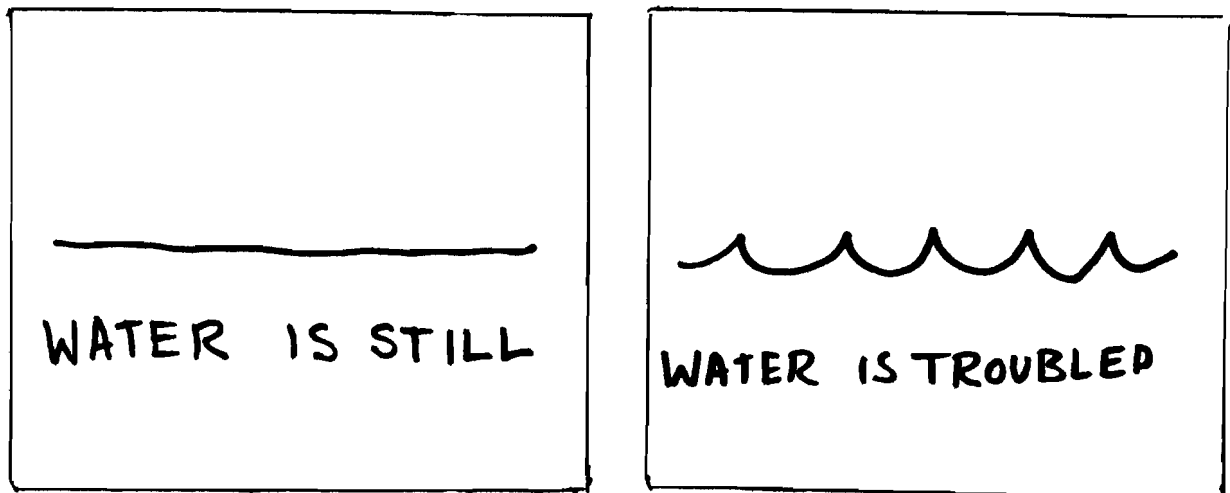
## John 5:1-16: THE POOL OF BETHESDA

FOR THE LITTLE ONES: Who can get there first? A game.

**Materials:** Lightweight cardboard or 3"x5" file cards, a mirror, finger puppet for each child.

**Before class:** Make 12 cards ( $\frac{1}{2}$  file card is a good size). On three cards write WATER IS TROUBLED and/or a symbol of waves. On the remaining nine write WATER IS STILL and/or symbol of smooth water. For each child make a finger puppet according to directions on yellow page 207, or the peanut shell puppet on page 224. (Or any finger puppet of your choice.)

**In class:** Place a small mirror flat in the center of the table. Each child puts a finger puppet on his thumb. These are the sick people waiting around the pool. Place the cards face down in a pile on the table. The children take turns drawing a card and placing it face up in a second pile. When a card which says WATER IS TROUBLED is turned up, the first child to get his puppet on the mirror gets a point.





## Lesson 140

### John 5:1-16: THE POOL OF BETHESDA

FOR OLDER CHILDREN: A coded dot to dot.

In class:

Starting at dot L27, go from dot to dot, following the code below.

When you have finished, draw in what you find in John 5:3.

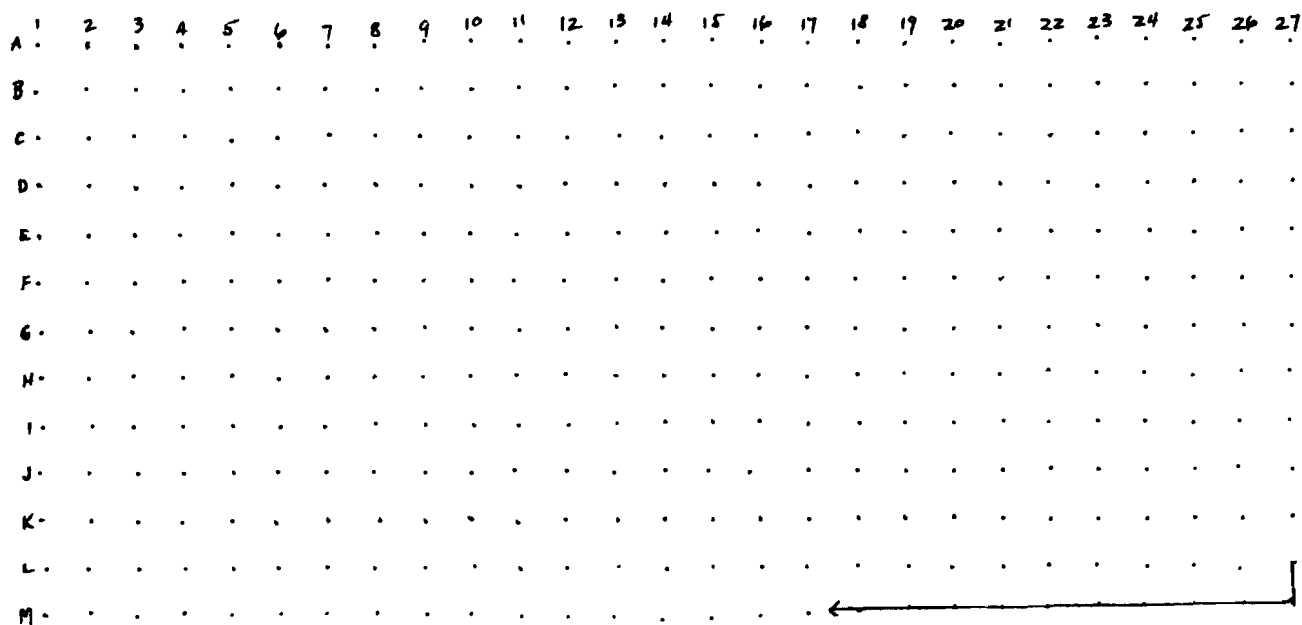
→L27, M27, M1, L1, L2 C2, B3, B5, C6, L6, L7, C7, B8, B10, C11, L11, L12, C12,  
B13, B15, C16, L16, L17, C17, B18, B20, C21, L21, L22, C22, B23, B25, C26, L26  
L27, A27, A1, L1.

---

### THE POOL OF BETHESDA

Now there is at Jerusalem near the Sheep Gate a pool, which in Aramaic is called Bethesda and which is surrounded by five covered colonnades.

-John 5:1,2



## John 9: THE MAN BORN BLIND

FOR THE LITTLE ONES: What is it like to be blind? A feeling box.

Materials: X-Acto knife or sharp scissors, black felt or heavy cloth, black construction paper, text slips, glue; for each child: 18 oz. oatmeal box, small objects such as acorns, pebbles, paper clips, marbles, dried beans, macaroni, snips of ric-rac, etc., one of each for each child.

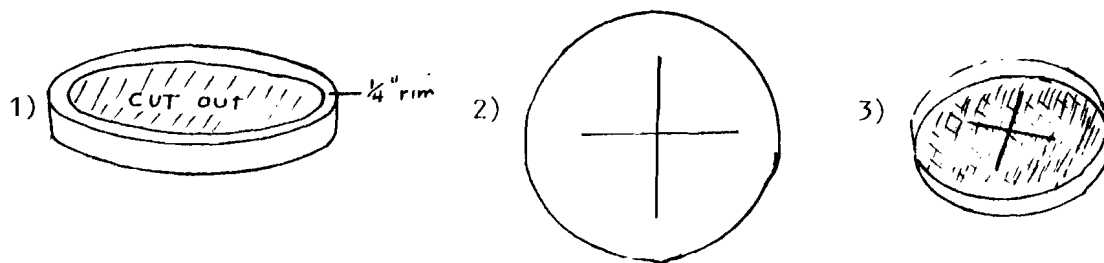
Before class: For each child:

- 1) Leaving a  $\frac{1}{4}$ " rim, cut a hole in the top of each box.
- 2) Cut a circle of black felt  $3\frac{3}{4}$ " in diameter. Slash an X in it as shown.
- 3) Glue it to the inside of the box lid. This cloth prevents the children from seeing inside the box, while allowing them to reach in to feel and identify the objects.
- 4) Cut a piece of black construction paper 7"x13".
- 5) Make text slip.

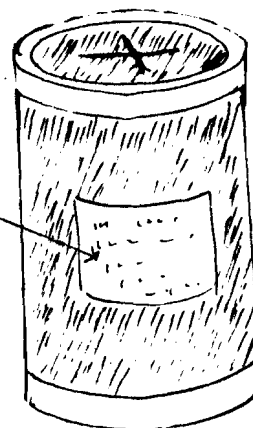
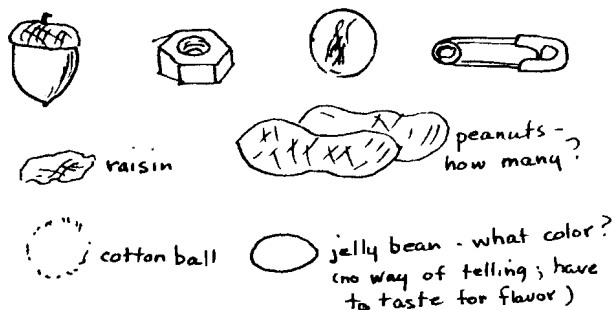
In class:

- 6) The children glue the black paper around the box. Help them hold the cover on while they do this so that the cover will be secured by the black paper. Or they glue the cover on first to make it more stable.

Now: without letting the children see what it is, put an acorn or other object in each child's box. Tell them to feel it and guess what it is. You can ask them not to say the word aloud, but raise a hand if they know. When all the hands are raised, you call on one child to tell. (This gives everyone a turn.) Each remaining object is added in turn, so that soon they have to feel around among the objects they already know to find and identify the new one.



- 5) As he went along, he saw  
a man blind from birth.  
--John 9:1



John 9: THE MAN BORN BLIND

FOR OLDER CHILDREN: Two guessing games.

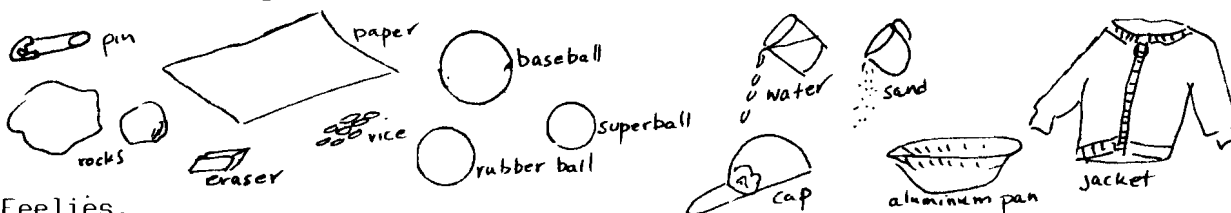
I. Ears for eyes.

**Materials:** An assortment of objects of different materials, sizes and weights; pencil and paper for each child (optional).

This game can be played with pencil and paper or by voice. If you choose pencil and paper, have the children number the lines from 1-10, or as many numbers as you have objects. They write their guess opposite the proper number. NO peeking at the paper of the person next to you! If you decide to play by voice, decide ahead of time whether you want them to raise a hand before speaking, take turns, or speak out ad lib.

**In class:** Have the children sit so that you can be in back of them, out of sight. Drop one of your objects onto the floor. What is that? A rock. How big? Little. How about this rock? Is it bigger or smaller? Bigger. How about this rock? It isn't a rock. Then what is it? A spoon. No. A fork. Yes. What is this? We can't hear anything! (a tissue). What is this? A ball. What color? We can't tell. . . and so on. If you want, the children can take turns dropping objects, but you should take care that the "dropper" doesn't see your whole collection ahead of time.

The object of the game is to see what it would be like to be blind.



II. Feelies.

**Materials:** Six to ten lunch bags, each with a number on it. Pencil and paper for each child.

**Before class:** Number the bags and in each put one or more objects of your choice. You can get as tricky as you want: several sizes of coin, some hardware objects that they may not even know by sight, etc. Be sure there is nothing sharp that might cut them.

**In class:** The children number the lines on the papers. Tell them they MUST NOT peek. Put a bag in front of each child. They feel inside the bags and write opposite the proper number what they think is inside. Then the bag is passed on to the next person. When they have each had a chance at every bag, exchange papers and check the answers. See who guessed the most right. (It will take resourcefulness on your part to come up with objects they can't identify.)



## John 10: THE GOOD SHEPHERD

FOR THE LITTLE ONES: Finger puppet lambs to follow the Good Shepherd.

Materials: Sherpa (knit fuzzy synthetic fabric), sewing materials, glue, felt.

Before class (or in class if you wish to use this project with older children):  
Construct the puppets according to one of the patterns below.

In class: Act out the story.

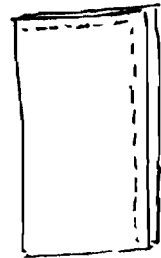
I. Tubular puppet. For full instructions see yellow page 207.



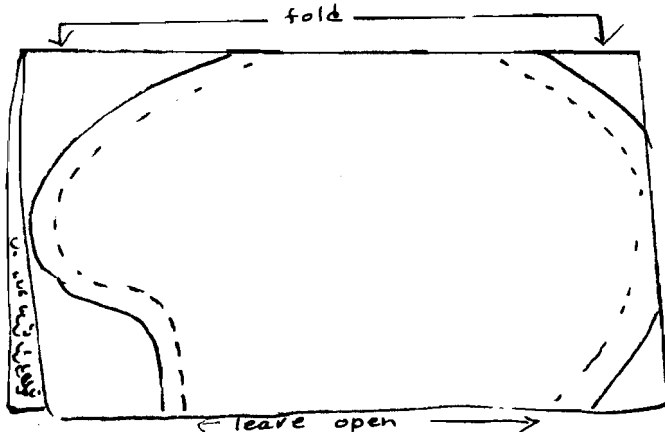
- 1) Cut piece of Sherpa  $3\frac{1}{2}$ " x 3".
- 2) Sew into tube. Turn right side out.
- 3) Cut ears from felt, glue to head.
- 4) Add eyes and nose from bits of felt glued to face.



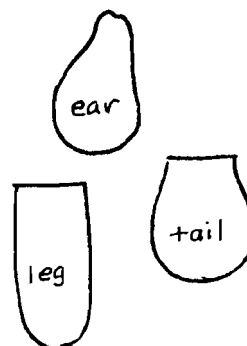
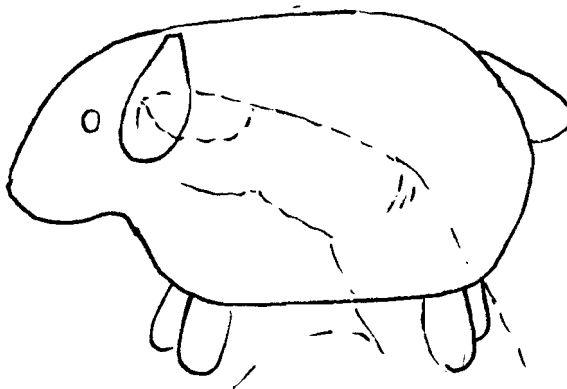
2)



II. Alternate style.



- 1) Cut Sherpa 3" x 4". Fold with pile inside. Trace pattern. Cut and stitch as shown.
- 2) Cut 2 ears from felt and glue on.
- 3) Cut 1 tail from Sherpa and glue on.
- 4) Cut 4 legs from black felt and glue onto inside.
- 5) Glue two snips of black felt on for eyes.



First finger goes inside puppet.



## John 10: THE GOOD SHEPHERD

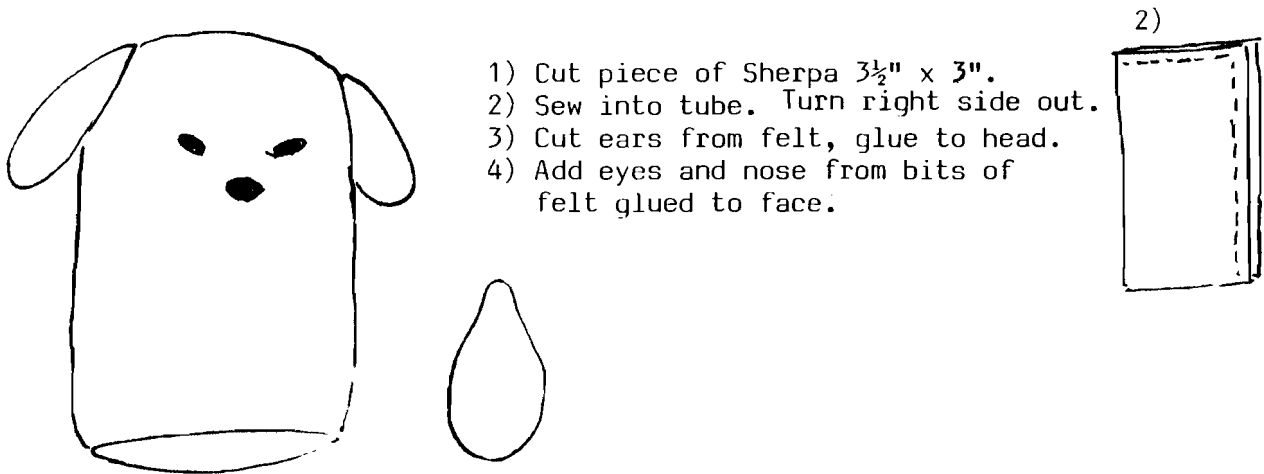
FOR THE LITTLE ONES: Finger puppet lambs to follow the Good Shepherd.

Materials: Sherpa (knit fuzzy synthetic fabric), sewing materials, glue, felt.

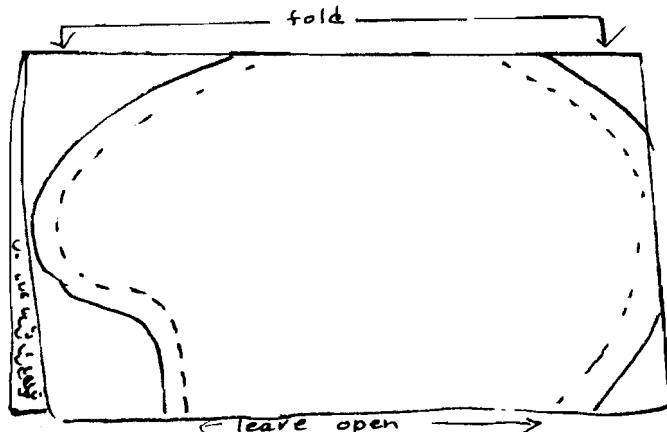
Before class (or in class if you wish to use this project with older children):  
Construct the puppets according to one of the patterns below.

In class: Act out the story.

I. Tubular puppet. For full instructions see yellow page 207.



II. Alternate style.



- 1) Cut Sherpa 3" x 4". Fold with pile inside. Trace pattern. Cut and stitch as shown.
- 2) Cut 2 ears from felt and glue on.
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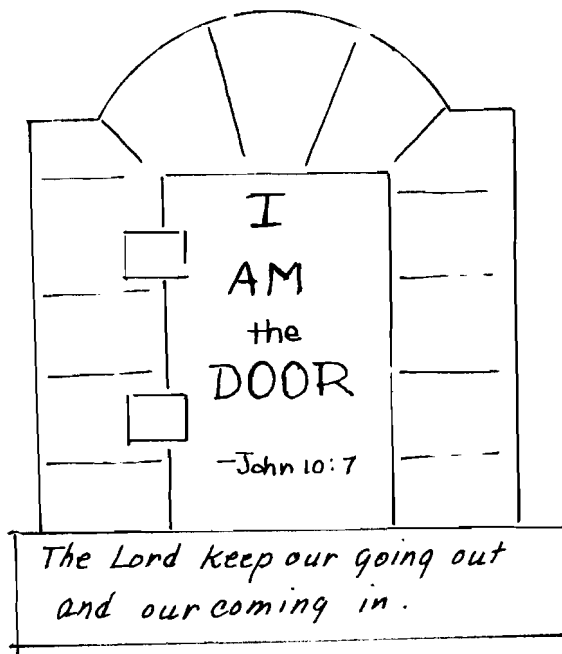
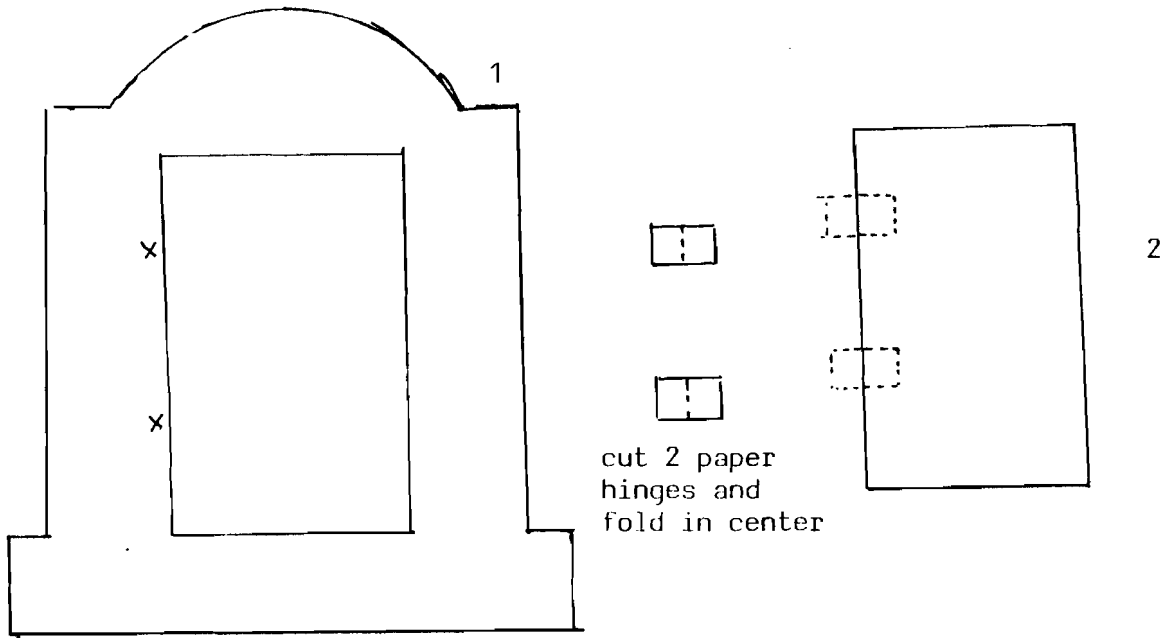
First finger goes inside puppet.

John 10: THE GOOD SHEPHERD

FOR OLDER CHILDREN: The door to the sheepfold.

Materials: Construction paper, oak tag board, color medium, scissors, glue.

- In class:
- 1) Cut out door frame (piece 1) and color in stone lintel and jamb.
  - 2) Cut out door (piece 2). Glue door to doorway using paper hinges folded on dotted line.
  - 3) Print "I AM the DOOR" on the door as shown and the words to the benediction below the door. The door will swing in and out.



Explain to the children that the door could be set in a wall of stones or adobe, or in a thick wall of shrubbery or piled-up brush. You could set up a wall of some sort in your sandbox.

## John 11:1-46: THE RAISING OF LAZARUS

FOR THE LITTLE ONES: Sad face, happy face.

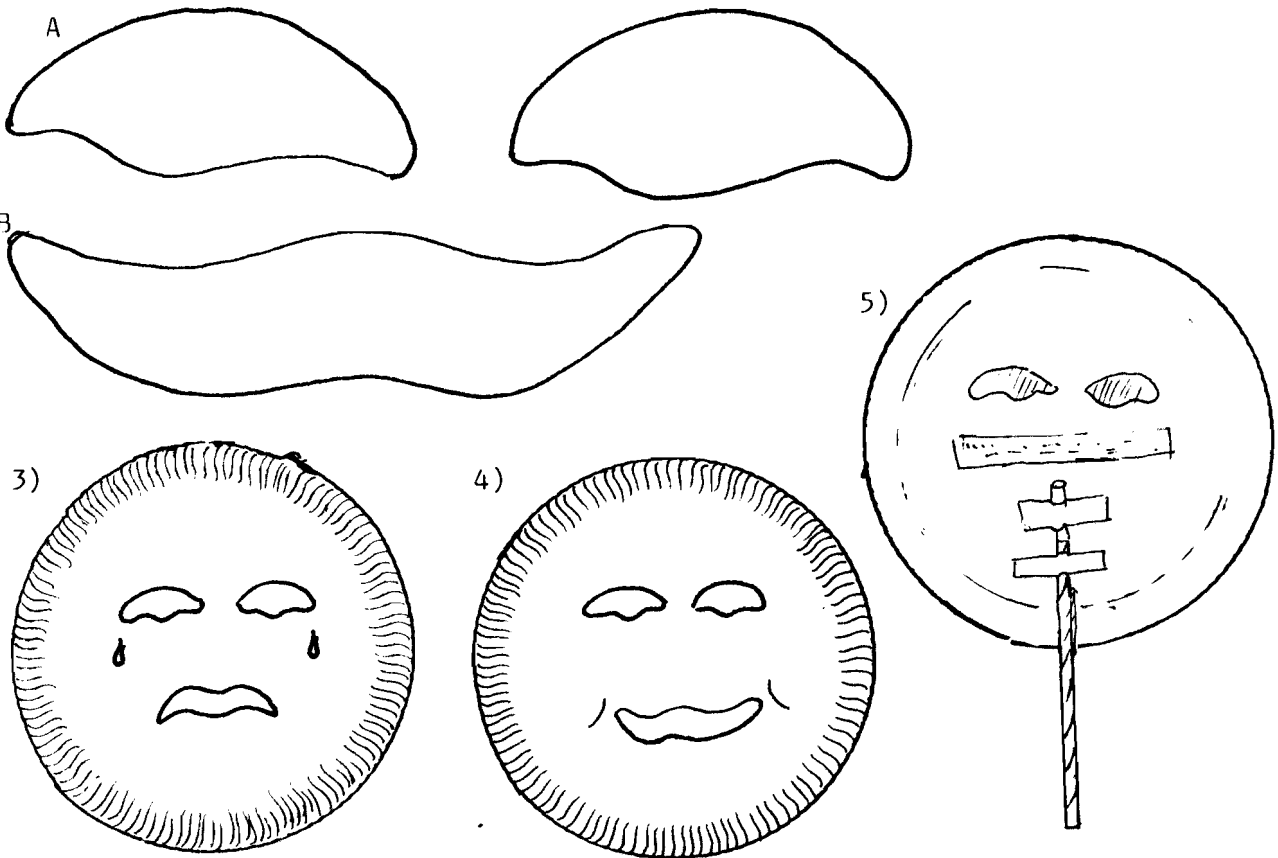
Materials: Red construction paper, glue, scissors, masking tape, text slips;  
For each child: a blue paper plate and a white one; two dowels or sticks  
about 8" long, or a plastic drinking straw (the kind without the pleated bend).

Before class:

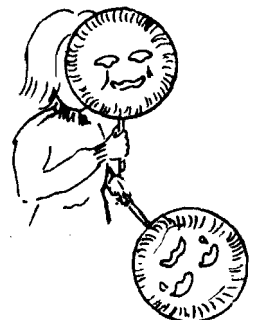
- 1) Using pattern A, cut eye holes in each paper plate, as shown in figure 3.
- 2) From red construction paper cut a mouth for each plate, using pattern B.  
Make text slips.

In class:

- 3) On the blue plate glue on the mouth upside down to make a sad face. Draw tears at the corners of the eyes.
- 4) On the white plate glue the mouth right side up for a happy face. Draw cheek lines at the corners of the mouth.
- 5) Glue and tape a dowel to the back of each plate.
- 6) Glue the proper text to the back of each plate.



- 6) Jesus saw her weeping, and the Jews who had come along with her also weeping . . . --John 11:33 for the sad face
- Jesus called in a loud voice, "Lazarus, come out! . . . Take off his grave clothes and let him go. --John 11:43-44 for the happy face



### THE RAISING OF LAZARUS - A WORDFIND

ask  
asleep  
Bethany  
better  
brother  
Christ  
cloth  
come  
out  
comforting  
day  
daylight  
dead  
Didymus  
die  
disciples  
end  
face  
feet  
four days  
friend  
get  
God  
grave  
hands  
hear  
heard  
house  
Jerusalem  
Jesus  
Judea  
Lazarus  
linen  
Lord  
loss

R B T W O M I L E S S H E A R W  
O N R U O M O V E D N E O S A C  
E V E O G N I P E E W D B K L O  
N I G O T H G I L Y A D E O F M  
O O D O R H D R I B M O T A S E  
T R O U B L E D V T T H H S D O  
S A B E T T E R E V E N A L I U  
C H R I S T N E N I L G N E S T  
O L I I P H L A N M A R Y E C S  
M O S O N O F G O D Z A M P I S  
F V E E R M A R T H A V E S P E  
O R S D O A I B B A R E E U L N  
R S E R A S S O L P U E T M E K  
T D N H E B J E S U S D A Y S C  
I N T H C E D N E I R F W D E I  
N A M E L A S U R E J S T I B S  
G H C E S H E A R D T A E D U J  
O A E S U O H T V I L L A G E H  
F E E T Y P E S S Y A D R U O F

Martha  
Mary  
meet  
mourn  
moved  
never  
odor  
Pharisees  
Rabbi  
rise  
sickness  
sister  
Son of God  
stone  
Teacher  
Thomas  
tomb  
troubled  
two miles  
village  
wake  
weeping

*Draw a line around each word in this wordfind. Words are all in a straight line. They may be backwards or forwards, horizontal, vertical or diagonal.*



John 12:12-50: PALM SUNDAY

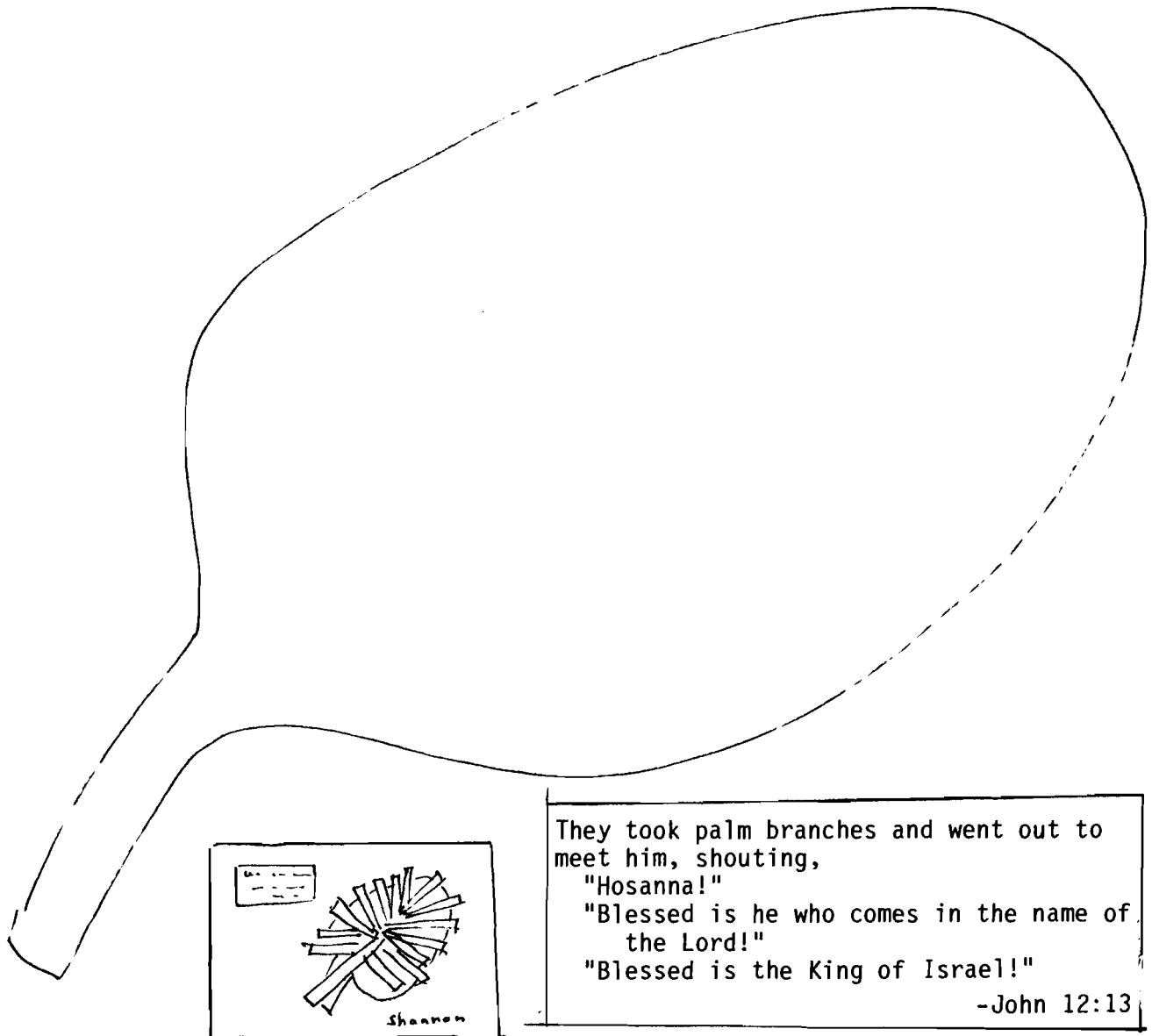
FOR THE LITTLE ONES: A palm branch collage.

Materials: Plain paper, green paper, scissors, glue, text slips.

Before class:

On each plain sheet of paper, draw a simplified palm leaf outline.

In class: The children cut strips of green paper and glue them to the outline.  
Then glue on the text slip.



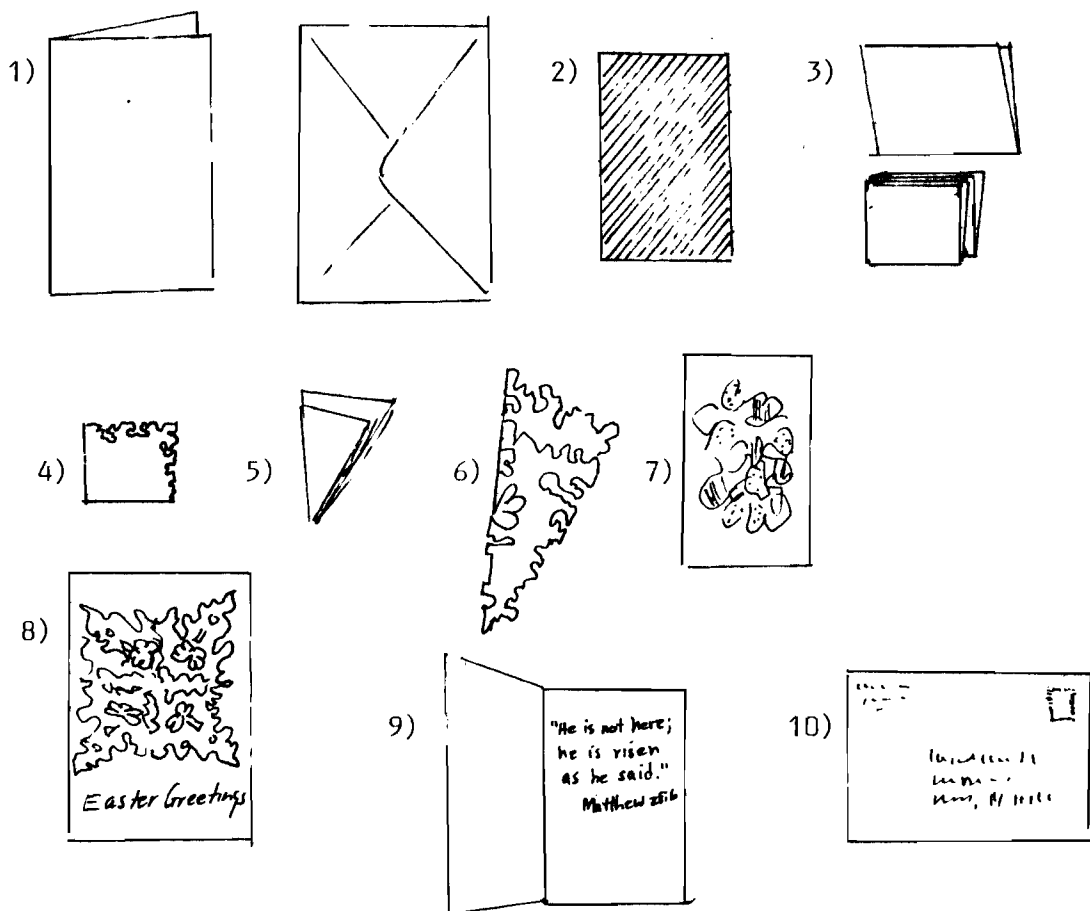
Also, see Lesson 133. Actually, John is the only gospel which specifies palm branches. Matthew and Mark say simply "branches," and Luke doesn't mention branches at all.

FOR OLDER CHILDREN: Make a card to send for Easter.

Materials: Plain paper, construction paper, scissors, bright colored markers or crayons, glue, envelopes, stamps.

In class:

- 1) Cut the plain paper so that when folded it will fit into the envelope.
- 2) Cut a piece of construction paper smaller than the size of the folded card. If you chose black, the effect will be like a stained glass window. You could also choose a pastel color which will be Easter-y, too.
- 3) Fold the construction paper in half twice.
- 4) Cut out patterns from the two unfolded edges.
- 5) Fold the paper up again and make one more fold, on the diagonal.
- 6) Cut patterns on both folded edges, being careful to leave enough of the fold to keep the paper together when you unfold it.
- 7) With markers make bold splashes of color on the front of your card.
- 8) Glue the construction paper cut-out over your colors so that they show through the holes in the construction paper.
- 9) Write "Easter Greetings" or "Happy Easter" on the front of the card and a verse from the lesson on the inside.
- 10) Send your card to someone who lives far away, to a shut-in or elderly person, or just someone you love.



## John 15: THE PARABLE OF THE VINE

FOR THE LITTLE ONES: We are the branches. A mural.

Materials: Picture of the Lord (from Bible store, or old S.S. materials), pictures of children (cut from magazines), construction paper, glue, tape, text slips, yarn.

Before class: Cut out pictures of children, one or more for each pupil. Cut colored construction paper for "frames" big enough for pictures to fit. Oval or round shape would be attractive. Make text slips.

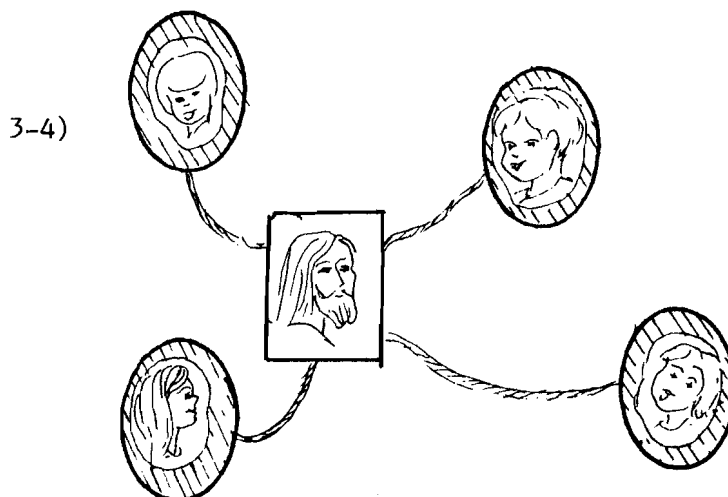
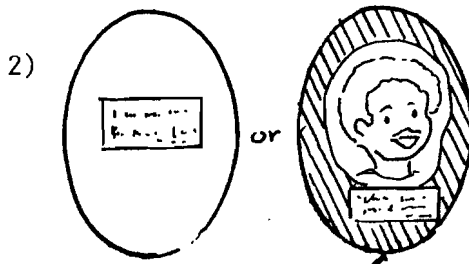
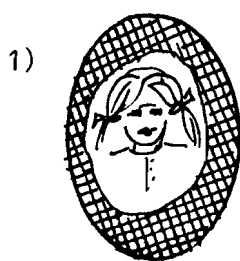
In class:

- 1) Children glue pictures to their color choice of construction paper.
- 2) Text slip goes on back, or under picture.
- 3) You fasten the picture of the Lord to wall, or in center of large posterboard.
- 4) Children fasten their pictures around it and connect to the Lord with yarn.

Kids get to take their pictures home at the end of class.

Added attraction if you can get someone with a polaroid camera to take pictures of the children themselves and use these. Picture can be a gift to Mom and Dad.

Also nice idea to bring real grapes for tasting, pictures of vineyards.



I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing.

-John 15:5.

John 15: THE PARABLE OF THE VINE

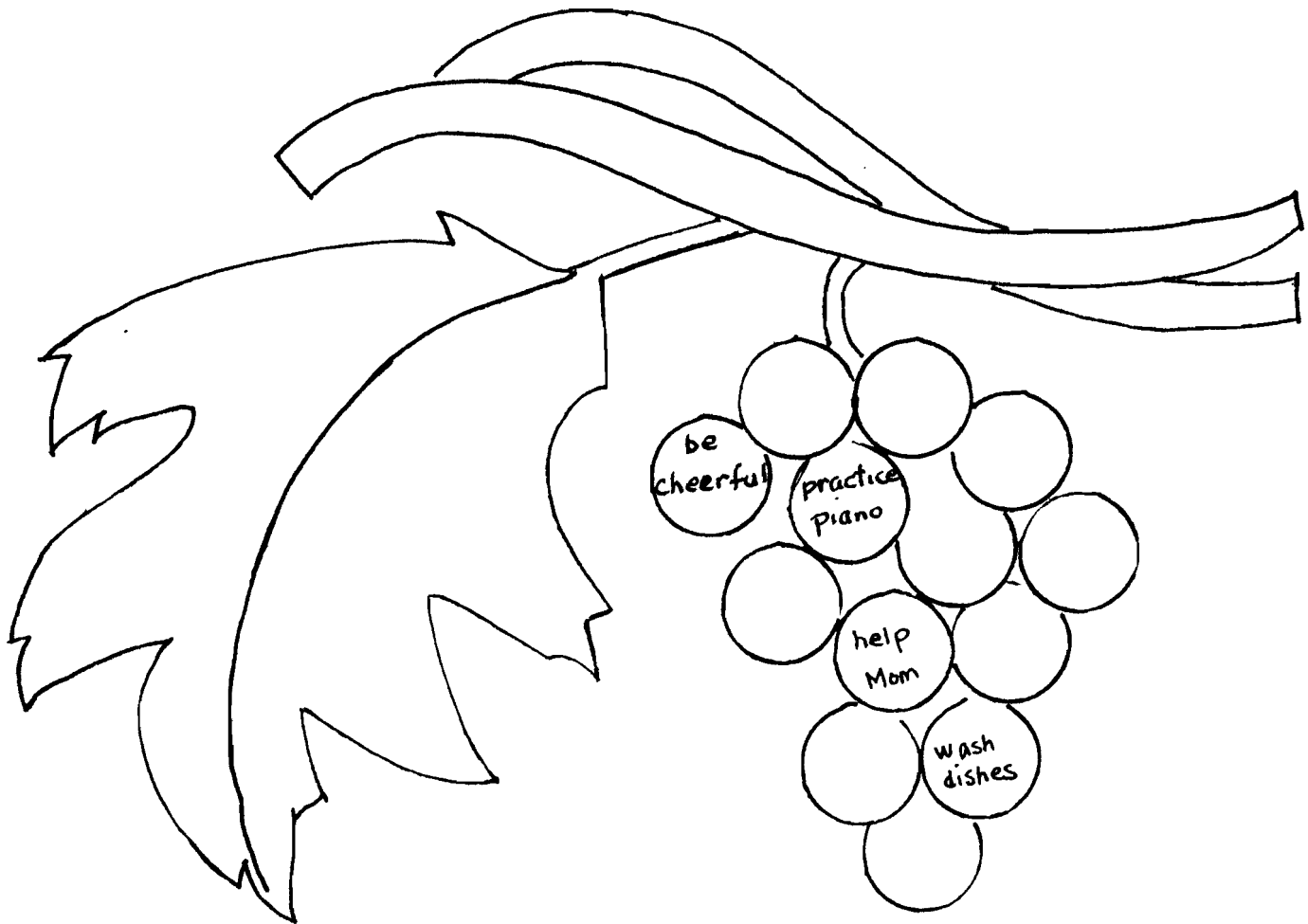
FOR OLDER CHILDREN: A good deeds poster.

**Materials:** Construction paper, scissors, glue, pen or felt marker.

**In class:** You can make one poster for the whole class as a group project, using a fairly large format, or have each child make a smaller poster.

**As a class project:** Talk about how the fruit corresponds to good deeds. As specific good deeds are mentioned by the children they are written on circles and pasted on the poster.

**For individual use:** Paste the vine and leaf on construction paper. Cut out circles for fruit. The child takes the poster and an envelope of circles home and as he or she does deeds a piece of fruit is pasted on the paper. This is for self image only, there is no checking up . . .





## John 20: THE RESURRECTION

FOR THE LITTLE ONES: A mini-flannel board.

**Materials:** White and colored felt, cardboard, glue, scissors, yarn, 6½"x9½" manila envelopes, text slips.

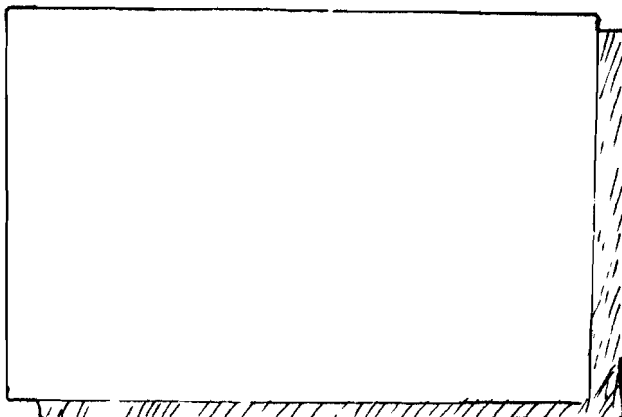
**Before class:**

- 1) For each child cut a piece of felt about 5"x8" and glue it to a piece of cardboard the same size.
- 2) Using the patterns below, cut for each child two angels from white, and a figure of Mary and one of Jesus from colors. Make text slips, or write the text on the outside of the envelopes.

**In class:**

- 3) As you tell the story, give out the pieces: first, a 12" piece of yarn, to be placed in a circle on the flannel board. It is the opening of the tomb. Then Mary, outside the tomb. Then the two angels inside the circle of yarn. Finally Jesus in back of Mary. Mary can turn around (just turn the figure over so it faces the other way) to see Jesus.

1)

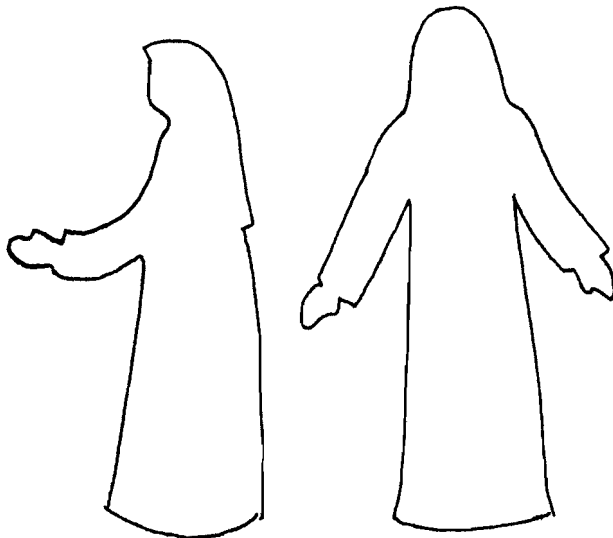


Mount felt on cardboard to stiffen it.

2)



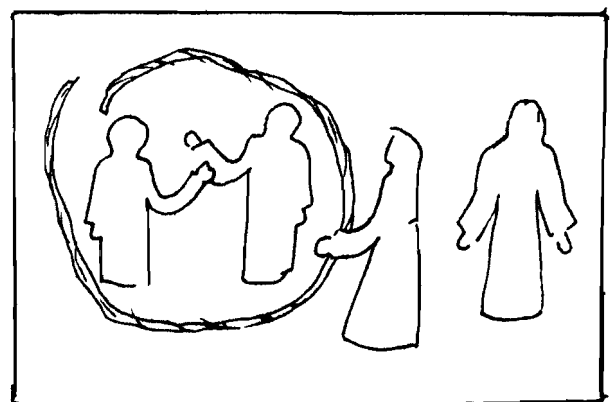
angel  
cut 2



Mary

Jesus

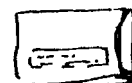
3)



Mary of Magdala went to the disciples with the news: "I have seen the Lord!"

-John 20:18

Text goes on carrying envelope.



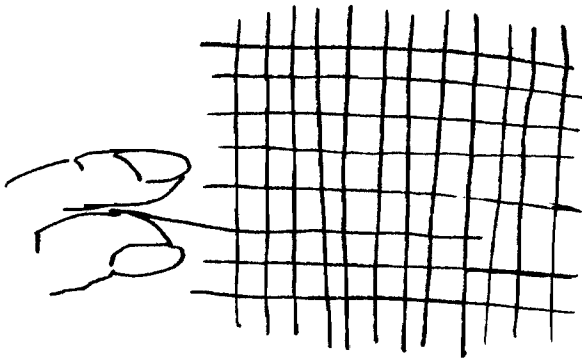
John 20: THE RESURRECTION

FOR OLDER CHILDREN: A thread at a time - making the human divine.

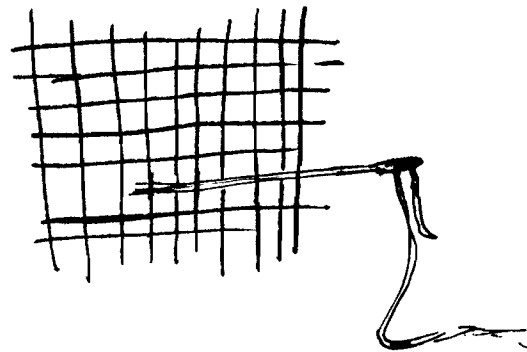
Materials: Canvas, even-weave linen, burlap, etc., gold thread (embroidery or metallic), embroidery needles.

In class: Give each child a small square of fabric, about 2" x 2". Gently pull one thread out and reweave gold thread in vacant space. Continue with warp and woof threads.

Care and gentle handling is necessary. Perhaps only a few threads should be done in class.



Gently pull out one thread



Replace with gold thread.

"From this it is evident that His Human was not Divine from birth, but that He made it Divine by His own power. That He did this by His own power was because He was conceived of Jehovah, and hence the inmost of His life was Jehovah Himself."

Swedenborg, Arcana Coelestia 6716<sup>2</sup>

"The idea generally entertained respecting the Lord's "putting on" during the glorification of His Humanity, is that He received Divine substance from above, which in some way removed a portion of the substance of His body and took its place, and that this process continued during the whole of the Lord's life in the world, the last of the substance of the body being removed by the last temptation. Yet we find, according to the Gospels, that after all His states of temptation were past, and consequently the last "putting off" was effected, He had a whole body complete, even when taken down from the cross, and when entombed. From which it must appear evident that the "puttings on" and the "puttings off" during glorification were not substantial (i.e., material, -Ed.). If substance had been put on in the Lord's case, in the ordinary sense of the phrase, it could not have been assimilated, nor could it have received life. These puttings on were similar in their nature to man's putting on during regeneration, the whole of which is mental. . . . man is made altogether new when he is regenerated, for in this case all and singular the things appertaining to him are arranged to receive celestial loves; nevertheless, with man the former forms are not destroyed, but are removed; but with the Lord the former forms were altogether destroyed and extirpated, and Divine forms received in their place; for the Divine love does not agree with any but a Divine form; all other forms it absolutely casts out: hence it is that the Lord, when glorified, was no longer the Son of Mary."

Samuel Smith, The Divine Humanity, its Origin, Nature, and Glorification, pp. 98,99.

## Revelation 12: THE WOMAN AND THE DRAGON

FOR ALL AGES: Make a dragon puppet.

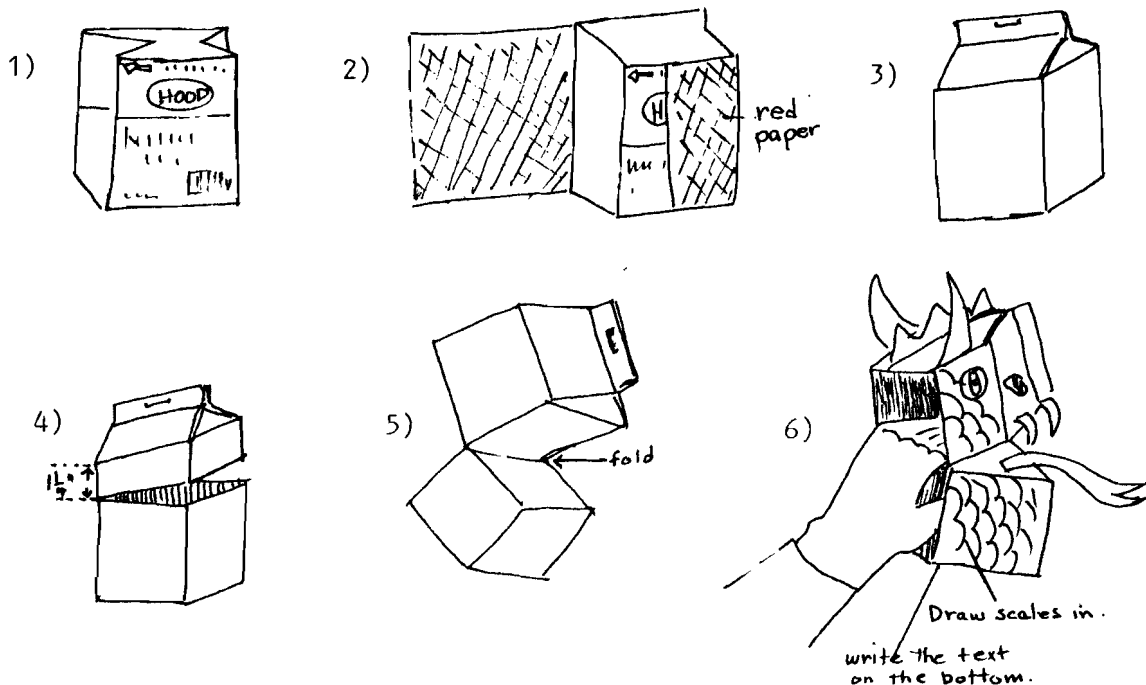
Materials: Pint milk or cream cartons, construction paper, scissors, glue, stapler.

Before class (for the little ones):

- 1) Open out the milk carton.
- 2) Cut a piece of red construction paper 5 5/8"x12" and glue it around carton.
- 3) Staple the top shut again.
- 4) Measure down 1 1/4" on the straight side of the carton and cut straight across on three sides.
- 5) Fold carton ends back. Pre-cut horns, fangs, eyes, etc.

In class: The children glue on horns, fangs, eyes, scales, etc. in their choice of arrangement (6). If you have time, they can make a simple crown and put it on.

Older children can do all of the steps above in class.



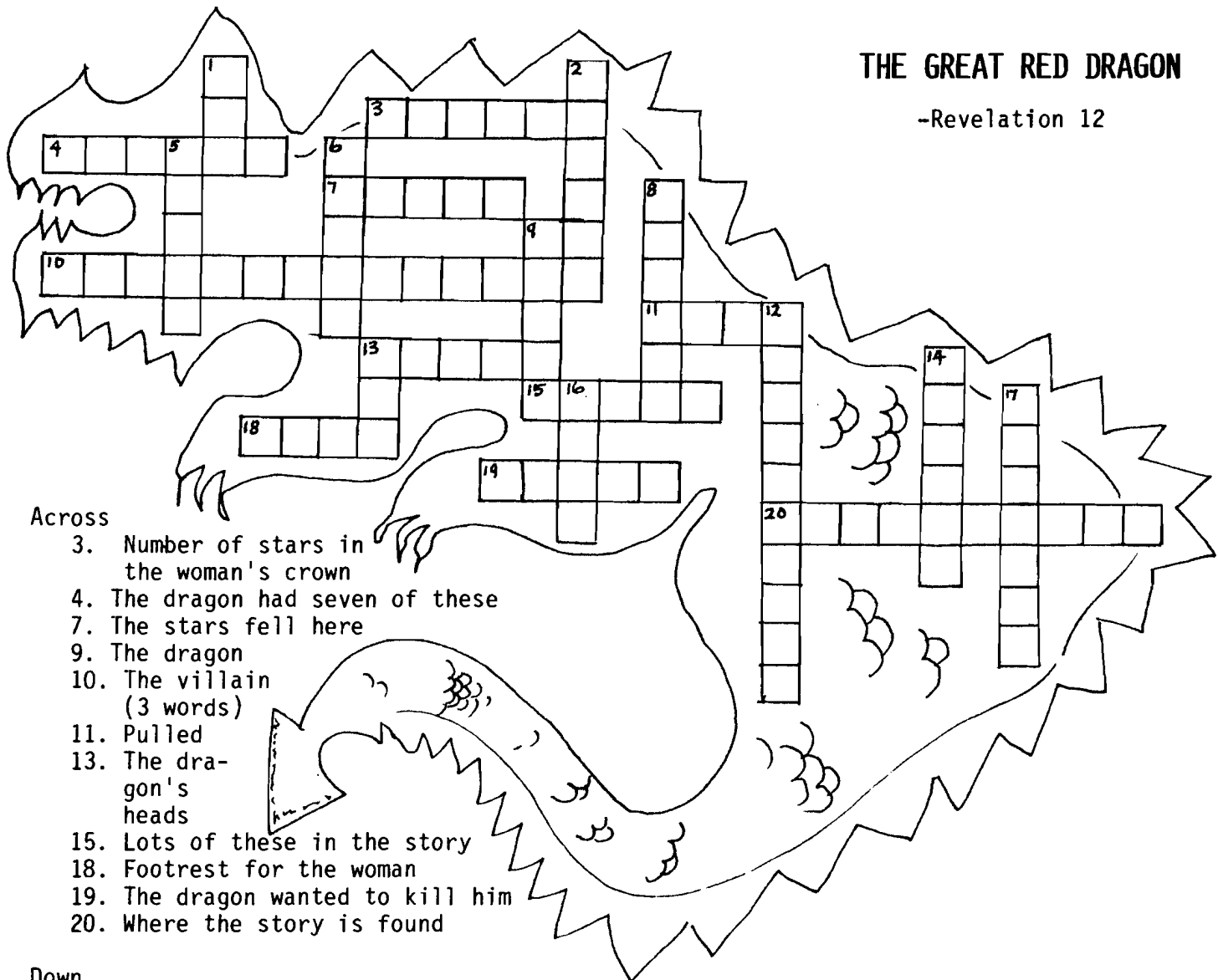
Then another sign appeared  
in heaven: an enormous red  
dragon. --Revelation 12:3.

This basic pattern using milk cartons can be used for human puppet figures as well as animals. With yarn for hair figures for a whole Bible story can be constructed. Each child could make a different character and put on a puppet show telling of the story.

Revelation 12: THE WOMAN AND THE DRAGON

FOR OLDER CHILDREN: A dragon crossword puzzle

Materials: Copies of the page, Bibles (King James Version), pencils (with erasers!).



Notice these sets of words:

behold, wonder  
sun, moon, stars  
heaven, earth  
heads, feet, horns, tail  
seven, ten, twelve  
clothing, horns

Can you find any more ?

Revelation 13; 19:11-21: THE BEAST OVERCOME.

FOR ALL AGES: Count the number of the beast.

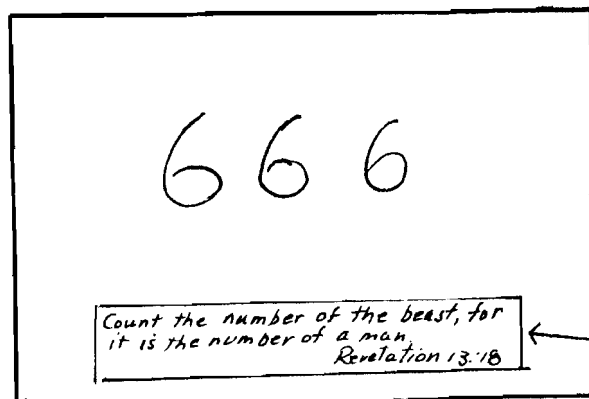
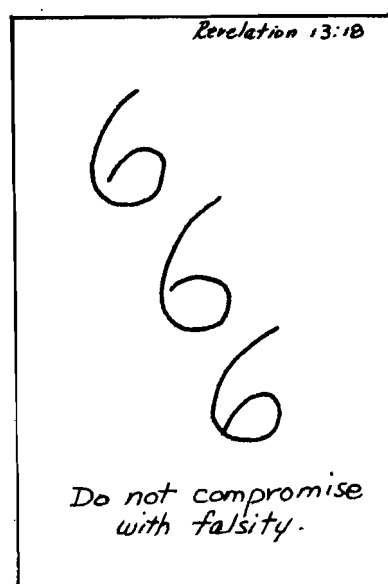
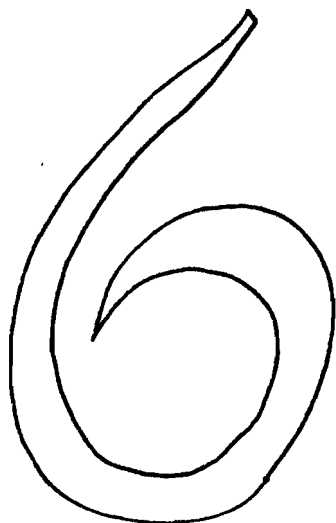
Materials: Construction paper, scissors, glue, felt pens.

Before class: For the little ones: cut numbers from colored paper.

In class: Have the little ones paste the 6's on a piece of contrasting construction paper. Be sure they know that this is the number of the beast.

For older children: Have them cut out the 6's and paste as above, writing the verse underneath. Or make a wall poster with 666 and the verse, and the line from the lesson: "Do not compromise with falsity." They will like the correspondence as illustrated by "I've got your number."

Alternate verse to put on posters: "Count the number of the beast, for it is the number of a man."



For the little ones, you print up text slips ahead of time.



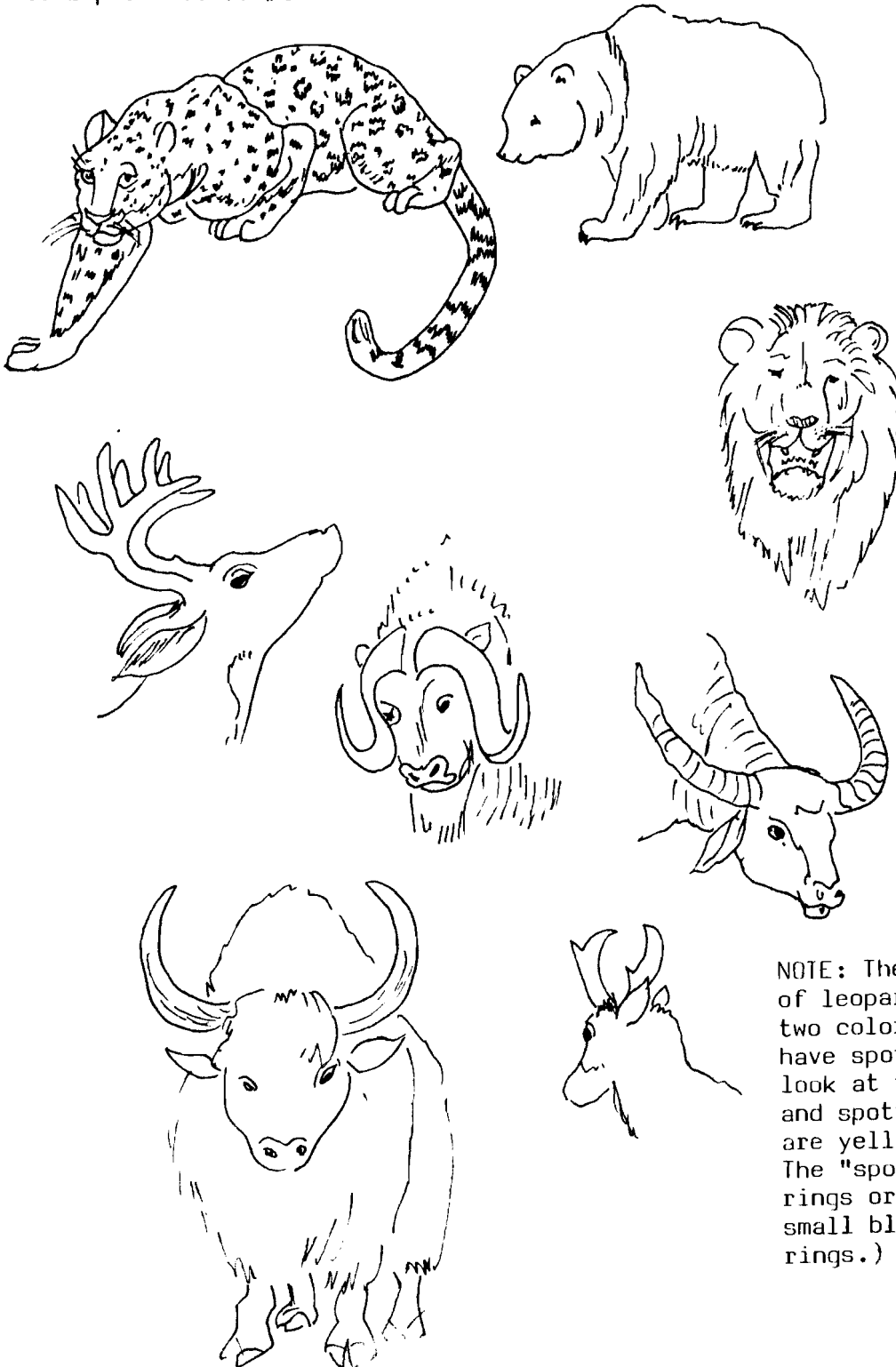
Revelation 13; 19:11-21: THE BEAST OVERCOME

FOR OLDER CHILDREN: Draw the beasts.

Materials: Paper, color medium, pictures of the various animals mentioned.

In class: This is a great lesson to try to draw. Putting seven heads on one body and ten horns on seven heads will require a lot of ingenuity, and trying to get the proper feet, mouths and body will be a challenge. The second beast is easier than the first!

If the children ask about putting a blasphemous name on each head, don't put them off. Ask how swear words are written in the comics, and they will be able to improvise: !!\*#@



And I saw a beast coming out of the earth. He had ten horns and seven heads, with ten crowns on his horns, and on each head a blasphemous name. The beast I saw resembled a leopard, but had feet like a bear and a mouth like that of a lion. . . Then I saw another beast, coming out of the earth. He had two horns like a lamb, but he spoke like a dragon.

-Revelation 13:1,2,11

NOTE: There is only one species of leopard, but many sizes and two color patterns: black (they have spots you can see if you look at them in the right light) and spotted. All spotted leopards are yellowish with black markings. The "spots" are really broken rings or rosettes. (Jaguars have small black spots inside the rings.)

## Revelation 22:8-21: THE END OF JOHN'S VISION

FOR THE LITTLE ONES: A star medallion.

Materials: Gold card or gift wrap, cord, scissors, glue, felt marker;  
OR cardboard, gold glitter, glue, marker, cord.

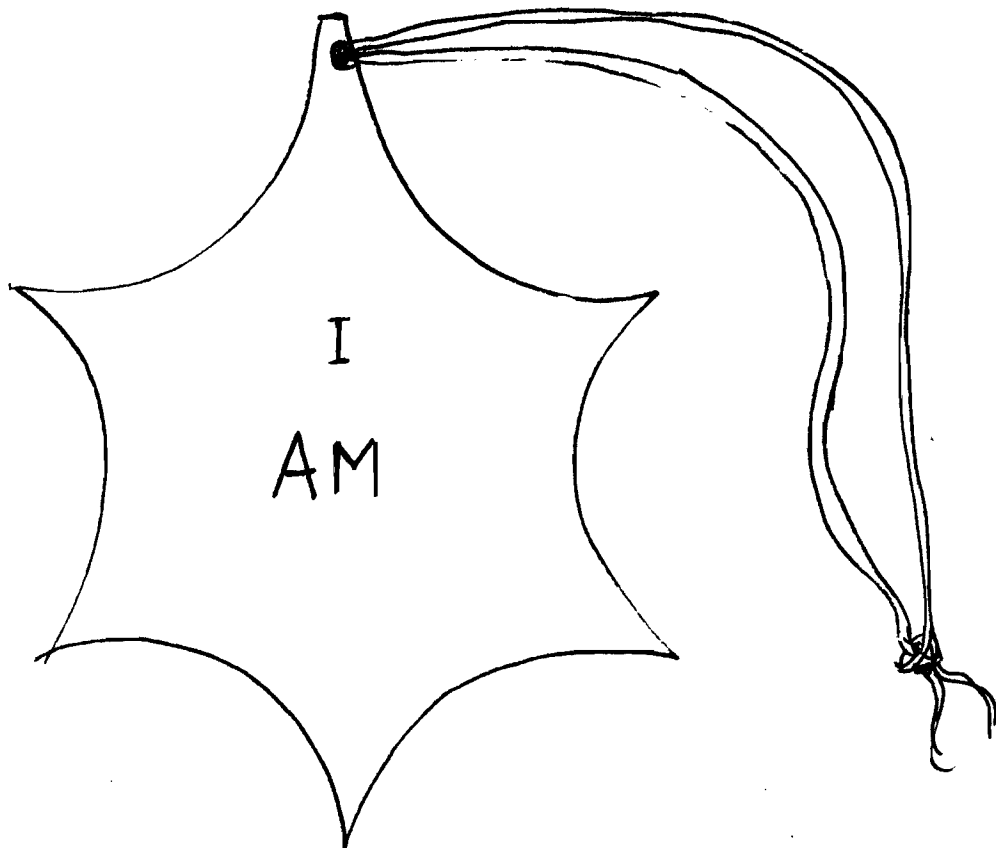
Before class: Cut out the stars. If you are using gold gift wrap, cut two for each child, as the stars will be glued back-to-back.

In class: The children punch holes in the top of the gold card or gift wrap, and glue the gift wrap stars together. Cut lengths of cord or yarn, string through holes and tie so that medallions can be worn around the neck.

Write I AM in the center of each star. Explain that this is in the verse, and also in Exodus 3:14, where Moses asks the Lord what His name is, and the Lord answers, "I AM."

You can make a text slip for the back of each star: "I am the bright and morning star. --Revelation 22:16."

If you decide to use cardboard and glitter, it's smart to cover the table with a plastic cloth for ease in cleaning up.



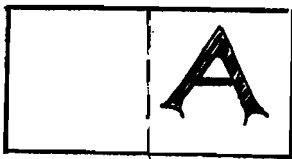
Revelation 22:8-21: THE END OF JOHN'S VISION

FOR OLDER CHILDREN: An Alpha-Omega bookmark.

Materials: For each child, 10" ribbon (grosgrain is good), colored paper, scissors, glue, markers.

In class: On pieces of paper  $\frac{3}{4}$ " x  $1\frac{1}{2}$ " (folded in half as in illustration) mark the letters Alpha and Omega. Children can choose colored paper, gold paper, etc., and harmonizing color of markers. Fold paper over the end of the ribbon and glue together firmly. Be sure glue is dry before putting the bookmark in a Bible or other book.

If Bibles are to be given out soon, for Children's Sunday, the class of older children might wish to make one as a gift for each child receiving a Bible.



apply glue to inside of folded paper and press together around end of ribbon.

