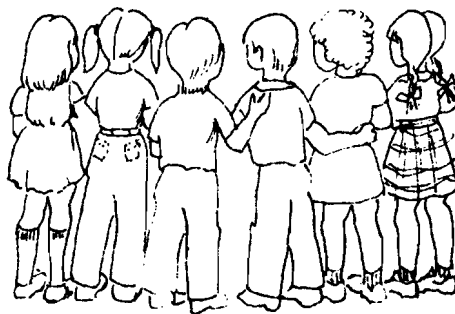


SUNDAY SCHOOL ACTIVITY BOOK

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.

Copyright 1985 by the American New Church Sunday School Association

Sales Agent:

Swedenborg Library
79 Newbury Street
Boston, Massachusetts 02116

TABLE OF CONTENTS

Introduction	v
To the New Teacher	vii
Warning!	ix
BASIC TECHNIQUES (pink pages)	
Unleavened Bread	3
Basic Cookie Recipe	4
Honey Wafers	4
Playdough	5
Cornstarch Clay	6
Baker's Dough	6
Modeling Tools	7
Aprons	8
Glue	9
Dry Mounting with Rubber Cement	10
Toxic Substances	10
Bible Text	11
Letter Home	11
What About Money?	11
Printing Techniques	12
Enlarging with a Grid	13
Getting it Home in One Piece	14
Save Everything	15
You Have Helpers	15
Tapa	16
Animals for Pins or Pendants	17
Fun-Jell	17
A Box for Playing Cards	18
Make Your Own Duplicator	19
Fake Plastic	20
Bread Dough Modeling Compound	20
Clothespin Dolls	21
Games	22
People and Animals	23
Monk's Cord	35
Frosted Glass	35
Preserve Fall Leaves	35
Tasty Stick-em	36
Sand Clay	36
Salt Ceramics	36
Finger Paint	36
PROJECT IDEAS (blue pages)	
Banners	103
Flannel Boards	105
Village of the Holy Land	106
Sand Table	107
Sunday School Bulletin Board	108
Advent Wreath	109
Play Corner for Kindergarten Class	110
Rhythm Instruments	111
Musical Instruments in the Bible	114
Stuffed Toys: Large Colt or Donkey	115
Small Colt or donkey	117

Stuffed Toys: Flat Camel	118
Small Colt and Sheep	119
Lion	120
Box Village and Little Figures for Storytelling	121
Middle Size People Pattern	122
Clothes for Middle Size People	123
Large Stuffed Doll	124
Clothing for Large Doll	126
Simple Alphabet for Banners, etc.	127
Breastplate of the High Priest	128
Bulletin Board Projects	129
Creation Card Game	130
Spool Animals	133
Double Slot Technique for Standing Figures	135
Stand-up Animals for Table or Sand Box	136

PUPPETS IN THE SUNDAY SCHOOL (yellow pages)

The Puppet as a Class Member	203
Sock Puppet and House	204
Storytelling with Puppets	205
Storytelling House	206
Finger Puppets	207
Finger Puppet Stages	208
Ready Quick Puppets	209
Rod Puppets	210
Real Puppets with a Real Stage	211
Table-top and Freestanding Stages	218
Hanging Puppet Stage	219
Outfitting the Stage	220
Cardboard Box Stage	221
Paper Bag Puppets	222
Finger Walking Puppet	225
Peanut Shell Puppets	226
Donkey or Colt Puppet Pattern	227
The Story of Gideon - a Puppet Play	229
Dragon Marionette	231

PAGEANTS (green pages)

How to Get Started	303
The Great Supper - Sample Pageant	305
Costumes, Music, Publicity	307
Authentic Costumes	308
Making Costumes: Hebrew Garments	310
Priest's Garments	311
Egyptian Woman's Headdress	311
Egyptian Loin Cloth, Cape, Crown	312
Roman Soldier	313
Footwear	314
Roman Toga	315
Animals	316
Quickies	319
Dragon	320
2-D Cardboard Extravaganza	321
Japanese Puppet Theater	322
All the Fixin's	323
Masks	324
Flameproofing Fabrics	324

INTRODUCTION

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

The present section contains the 40 lessons of Series II as indicated on pages xxviii and xxix of Volume I of the Notes, plus the five lessons for New Church Day found in Appendix 1 of Volume 6.

The first part of this Activity Book contains introductory pages. Then follow the color pages, which have basic recipes and how-to's, project ideas, instructions for making puppets, and pageant plans. They are numbered sequentially with similar color pages in the first three books. After the color pages are the Lesson Pages. These are identified by lesson number, according to Series II of the Dole Notes. There may be one or more sheets of activity ideas for each lesson.

We will not go into the reasons why the Activity Book was begun with Series III, but acknowledge that this has possibly made it difficult for many of you to arrange your books. In this final book we have tried to bring all loose ends together at the end of this four-year project, so here are some suggestions for arranging your books:

1. Extract pages vii-ix and all the color pages from the white, yellow and red covers and place them in their correct order in the front of the blue cover. This will place all the general instructions at the beginning of Volume 1.
2. Remove the chart of lessons for Series III from this book and place it just before the lesson pages in the white cover (we carelessly omitted this chart from the first book we published).
3. Remove and discard the tables of contents from the white and yellow covers. (The table of contents in this book is cumulative and will serve for the whole set.)
4. If you wish, you may arrange all the lesson pages in lesson-number sequence. This is the way they appear in the Dole Notes. Because the projects are mainly aimed at Sunday Schools using the four-year plan, and because the projects were worked out in the process of actually teaching classes in this series order, they are printed in this way.

We urge all teachers to reread occasionally the general suggestions for teachers found on pages vii-ix to refresh mind and spirit. And we emphatically recommend that you make each project yourself before class time so that you are sure you have all the materials and can do the putting together properly. This is a must for good performance, unless you are a really experienced craftsman!

And **LOOK AHEAD!** If you are going to need six milk cartons or six oatmeal boxes, Saturday night is too late to discover it. You'll want to ask friends to save these materials for you - weeks in advance.

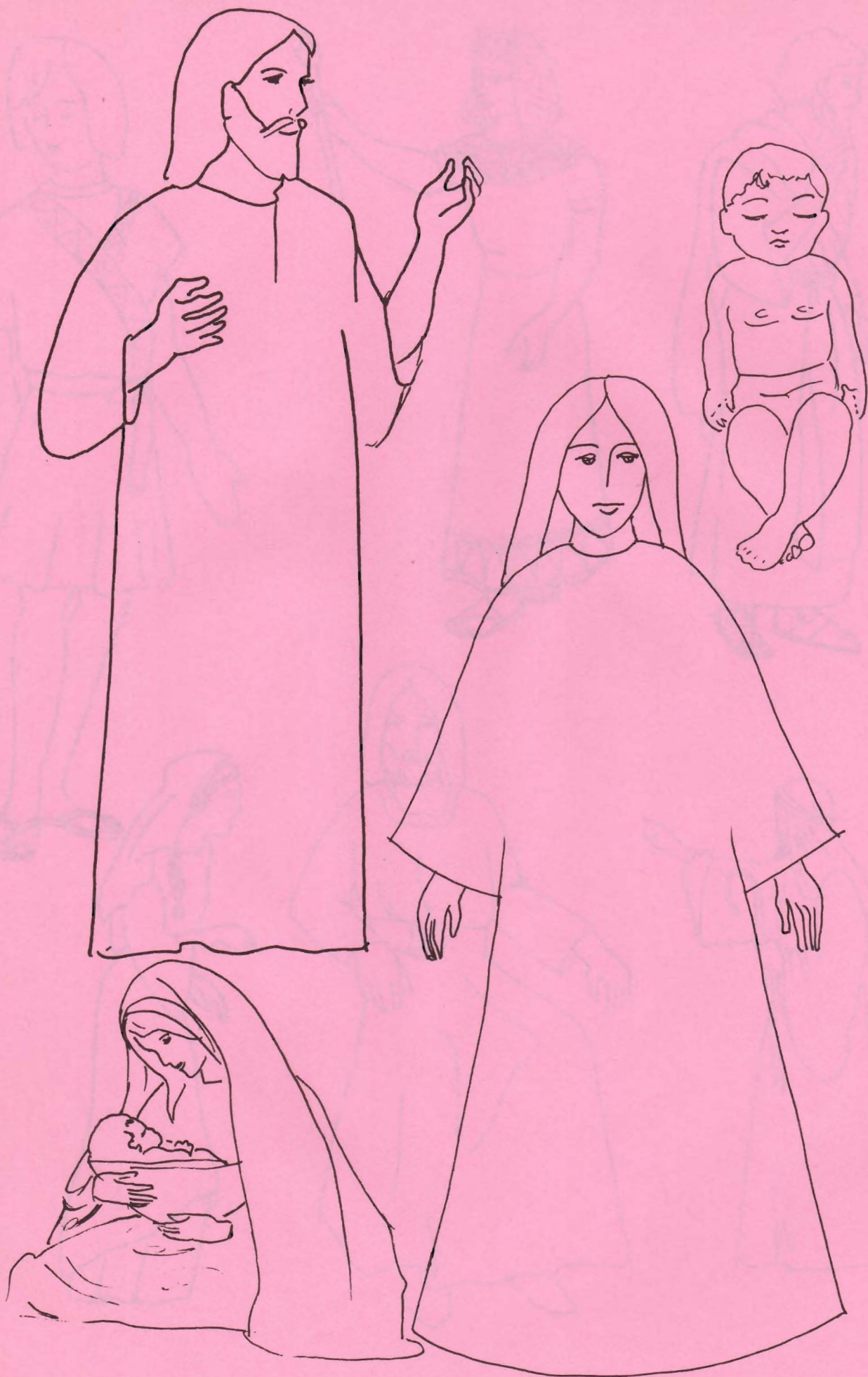
This booklet is printed on punched paper to make it easier for teachers to remove sheets for photocopying.

Teaching Aids Committee

NOTICE: This book is copyrighted. Any Sunday School teacher has permission of the publishers to duplicate any pages for use in a Sunday School class or home use. Any other reproduction without permission of the American New Church Sunday School Association is an infringement on the copyright.

SERIES III

3. The Creation - The Fifth and Sixth Days	Genesis 1:20-31
7. The Serpent	Genesis 3
11. The Rainbow	Genesis 9:1-17
15. Abraham and Ishmael	Genesis 16
19. Isaac and Rebekah	Genesis 24
23. Jacob's Wives and Sons	Genesis 29; 35:23-26
27. Joseph Ruler of Egypt	Genesis 41
31. The Ten Plagues	Exodus 7-10
35. Quails and Manna	Exodus 16
39. The Tabernacle	Exodus 26; 27
43. Korah, Dathan and Abiram	Numbers 16
47. Crossing the Jordan	Joshua 3-4
51. The Gibeonites	Joshua 9
55. Jephthah	Judges 11
59. The Capture and Return of the Ark	I Samuel 4:1-11; 5; 6:1-16
63. Saul and Jonathan	I Samuel 14:1-46
67. The Ark Brought to Jerusalem	II Samuel 6
70. Building the Temple	I Kings 6
74. Elijah's Mantle	II Kings 2
79. King Josiah	II Kings 22
83. Trust in the Lord	Psalms 91
88. Ezekiel's Vision of the Waters	Ezekiel 47:1-12
89. Nebuchadnezzar's Dream	Daniel 2
94. The Prophet Amos	Amos 8
100. Prophecies of the Advent	Malachi 3;4
124. The Birth of John the Baptist	Luke 1
102. The Visit of the Wise Men	Matthew 2
126. The Widow of Nain	Luke 7:1-30
127. The Apostles Are Sent Out	Luke 9:1-36
128. The Good Samaritan	Luke 10:25-42
129. The Scribes and Pharisees	Luke 11
130. The Great Supper	Luke 14
131. The Prodigal Son	Luke 15
132. The Unjust Steward	Luke 16
133. Palm Sunday	Luke 19
134. Easter	Luke 24:1-12
135. The Walk to Emmaus	Luke 24:13-53
151. The Four Horsemen	Revelation 6
152. The Seventh Seal	Revelation 8; 9
156. The Holy City	Revelation 21:9-27

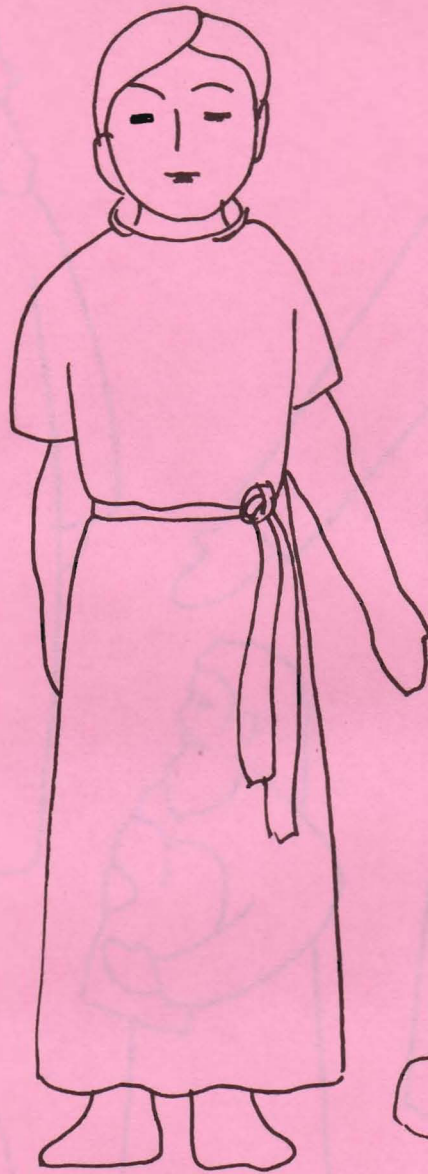








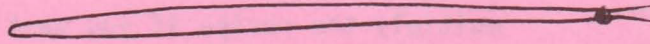




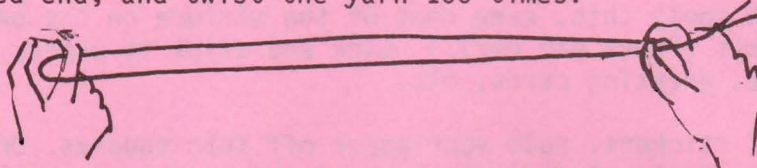
MONK'S CORD

Make gift tie, a tail for a paper donkey, a handle for a basket, a belt for a costume.

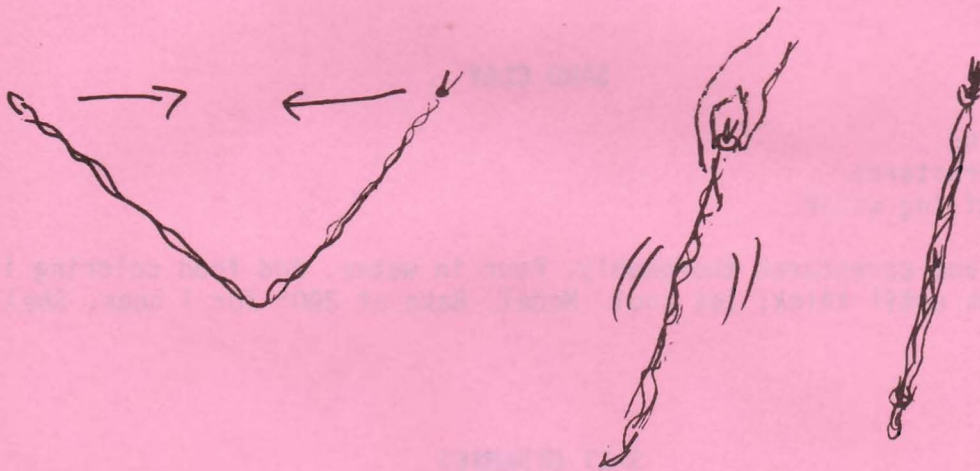
Measure 4 yards of yarn. Fold in half and knot the end.



Have a child hold the loop end firmly over the index finger. You take the knotted end, and twist the yarn 100 times.



Without letting go of either end, hold the cord by the middle. Bring the two ends together, hold the ends and let go of the middle. The yarn will magically twist again, making a nice thick cord about 30" long. secure by knotting both ends. You can make knots at intervals and cut apart for short lengths of monk's cord.



FROSTED GLASS

For decorating your windows at Christmas time, or other applications.

To 2 cups of boiling water add epsom salts until you have a saturated solution (no more can be added and dissolve). Add a few drops of liquid glue. Brush on.

PRESERVE FALL LEAVES

Mix 2 parts water and 1 part glycerine. In this solution stand branches of brilliantly colored fall leaves. Let stand about 2 weeks. The branches will absorb the solution and will remain supple and colorful a long time. You can remove individual leaves for craft projects, or use the whole branch for decorating your room.

TASTY STICK-EM

You can make your own lickable stickers! Use this recipe for stickers for the attendance chart, for match-the-shapes pictures of your own creation, and for other uses. Kids will love them!

1 t flavored jello
2 t water

multiply the recipe if you want

Warm over medium heat until gelatin is completely dissolved. Let cool a minute. With watercolor brush apply thin, even coat of the mixture on the back of sticker. Let dry one or two days (Paper may curl.) Lick and stick to paper, glass jars, stationery, envelopes, greeting cards, etc.

To make a sheet of stickers, rule your paper off into squares. Draw picture or symbol in each square. Apply stick-em to back of sheet. When dry, place the sheet on a few layers of fabric, and with a dressmaker's tracing wheel and ruler perforate along the ruled lines. Before tearing stamps crease the perforated lines in both directions.

SAND CLAY

1 c sand
 $\frac{1}{2}$ c cornstarch
 $\frac{1}{2}$ c boiling water

Mix sand and cornstarch thoroughly. Pour in water. Add food coloring if you want. Stir and cook until thick; let cool. Model. Bake at 300° for 1 hour. Shellac or paint.

SALT CERAMICS

1 c salt
 $\frac{3}{4}$ c cold water
 $\frac{1}{2}$ c cornstarch

Cook, stirring constantly until mixture gets as stiff as bread dough. Drop on wax paper, let it cool. Knead and mold. This dries very hard.

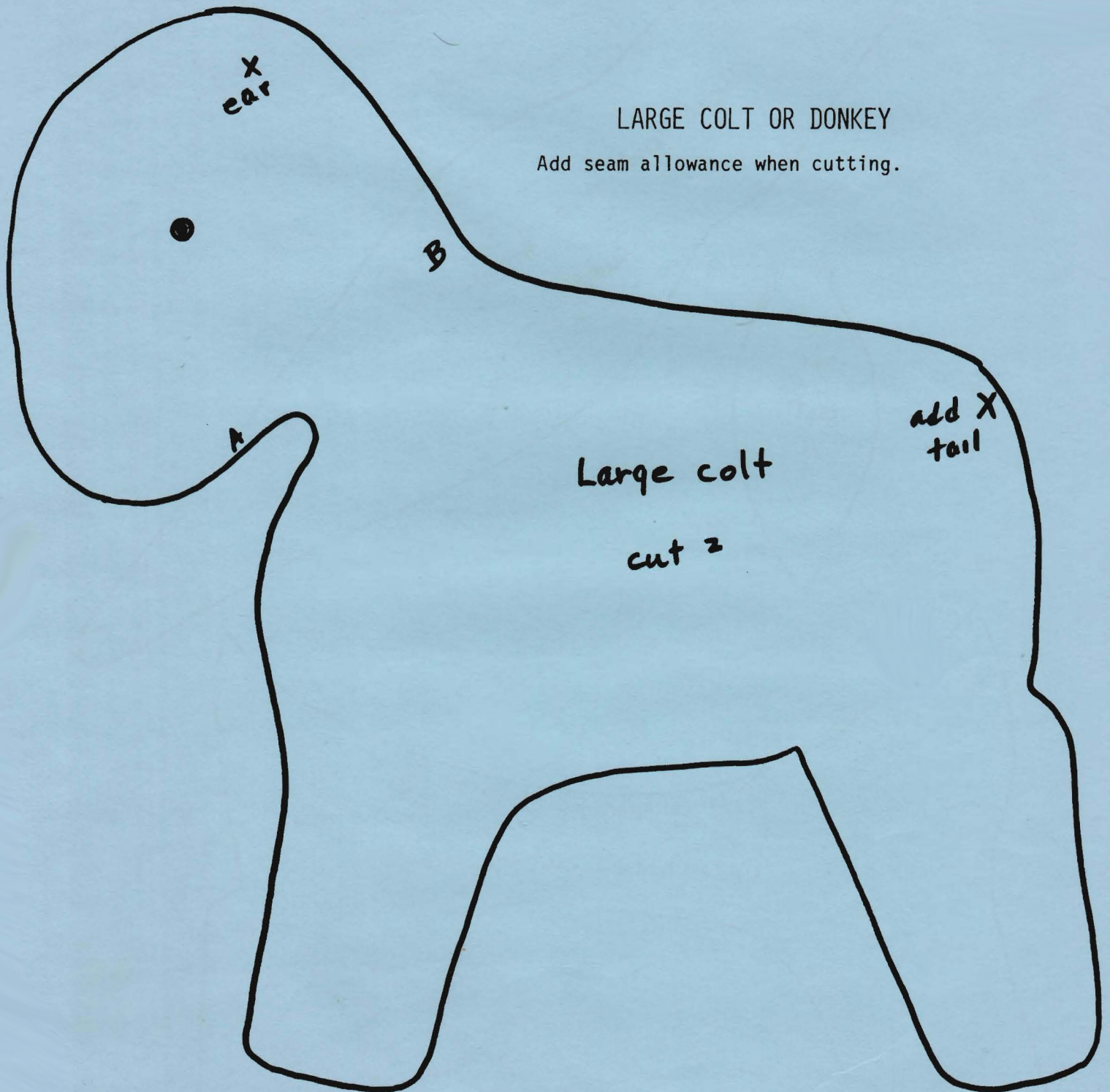
FINGER PAINT

Here are three ways to make finger paint. Experiment to see which one you like.

1. Mix hand lotion with powdered tempera.
2. Use equal parts of liquid starch and powdered tempera.
3. Mix together $\frac{1}{2}$ c flour, 1 c cornstarch, $2\frac{1}{2}$ c water. Cook until transparent. Cool. Add 1 t glycerine, 1 drop oil of cloves, $\frac{1}{4}$ t baking soda, vegetable coloring.

STUFFED TOYS

The next 6 pages contain patterns for stuffed toys. Add seam allowance when cutting from these patterns. Any pattern can be enlarged with a grid (see pink page 13). These animals are appropriate for your nursery (see blue page 110) or can be used in puppet plays.

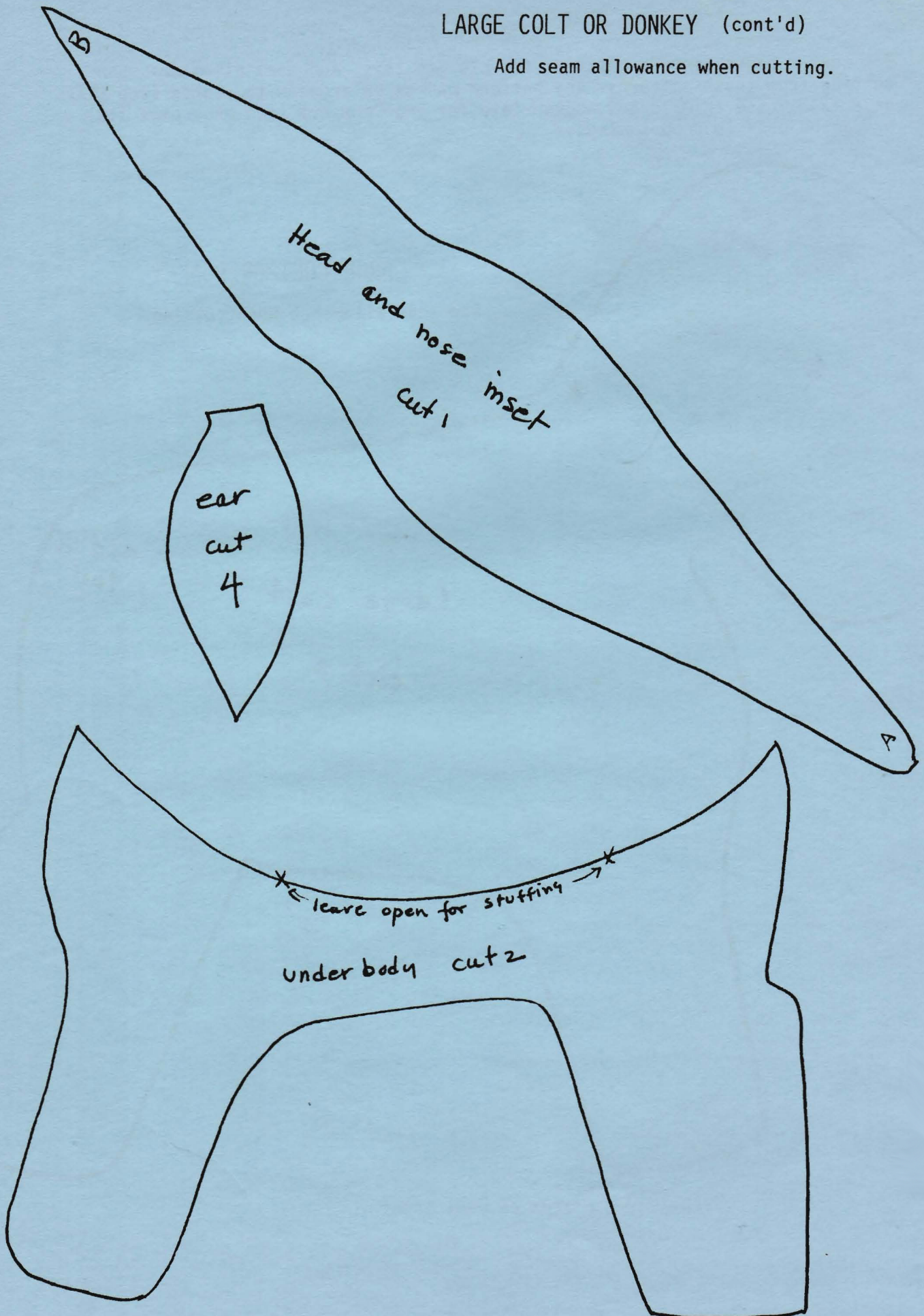


LARGE COLT OR DONKEY
Add seam allowance when cutting.

(remaining pieces on next page)

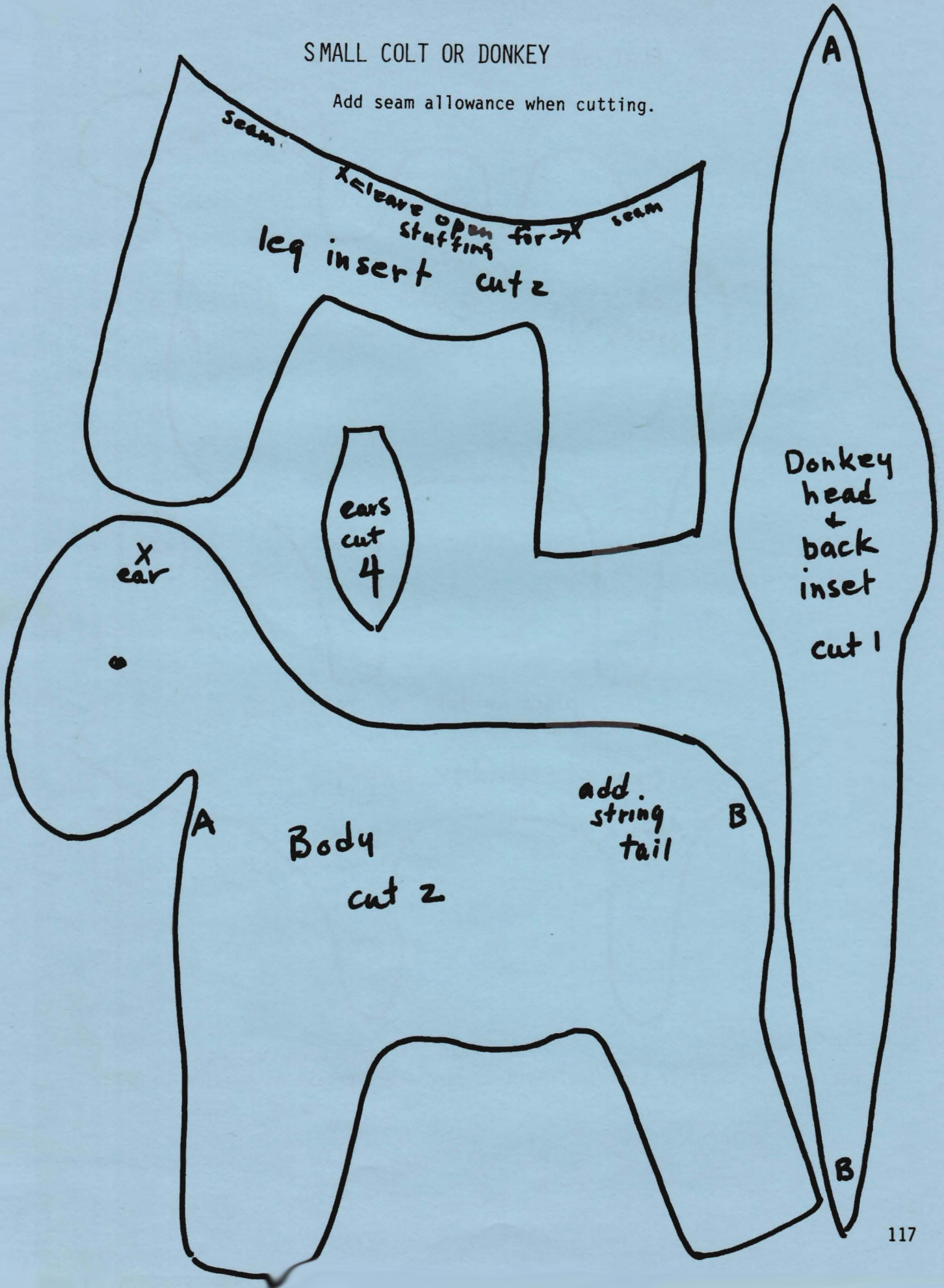
LARGE COLT OR DONKEY (cont'd)

Add seam allowance when cutting.

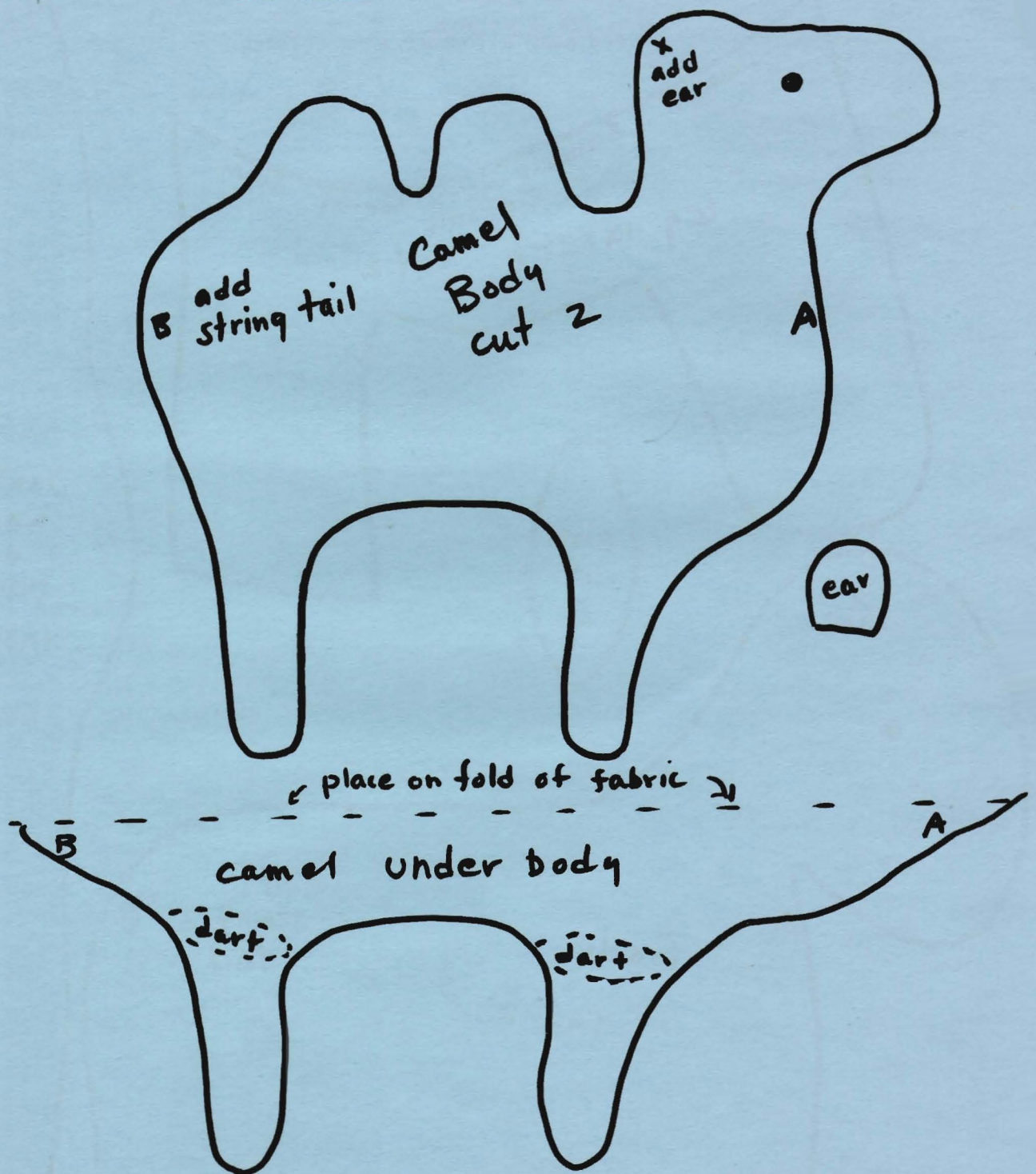


SMALL COLT OR DONKEY

Add seam allowance when cutting.



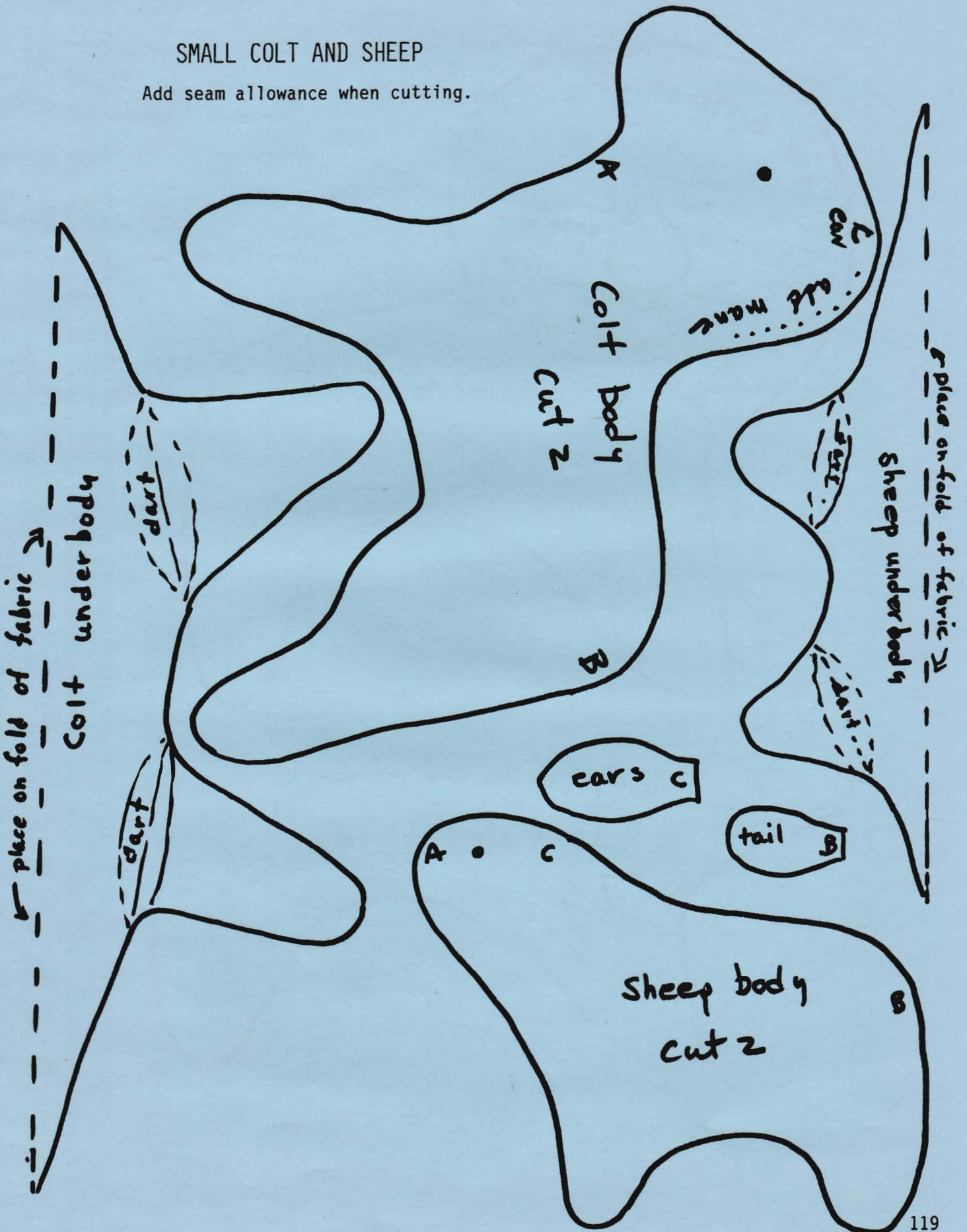
FLAT CAMEL



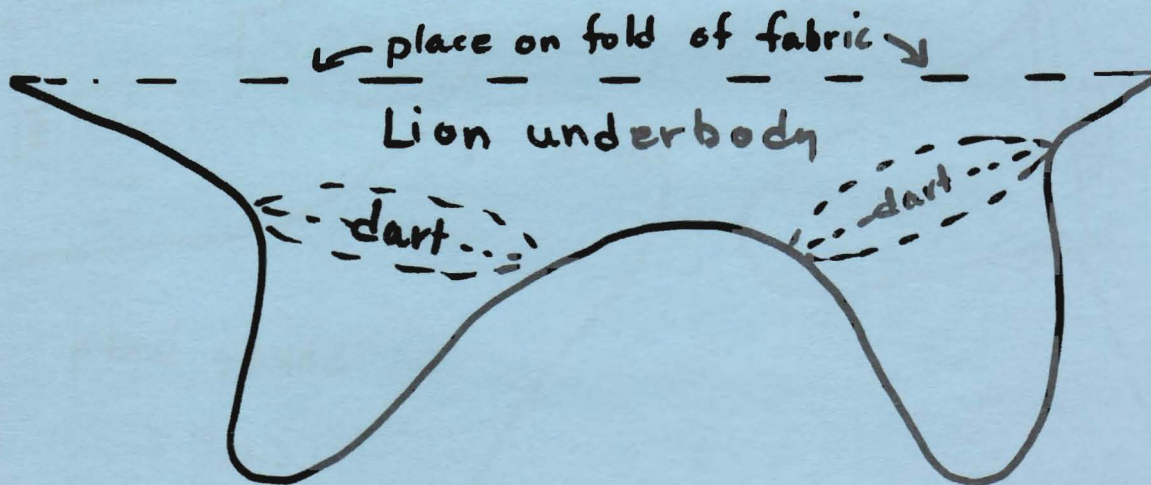
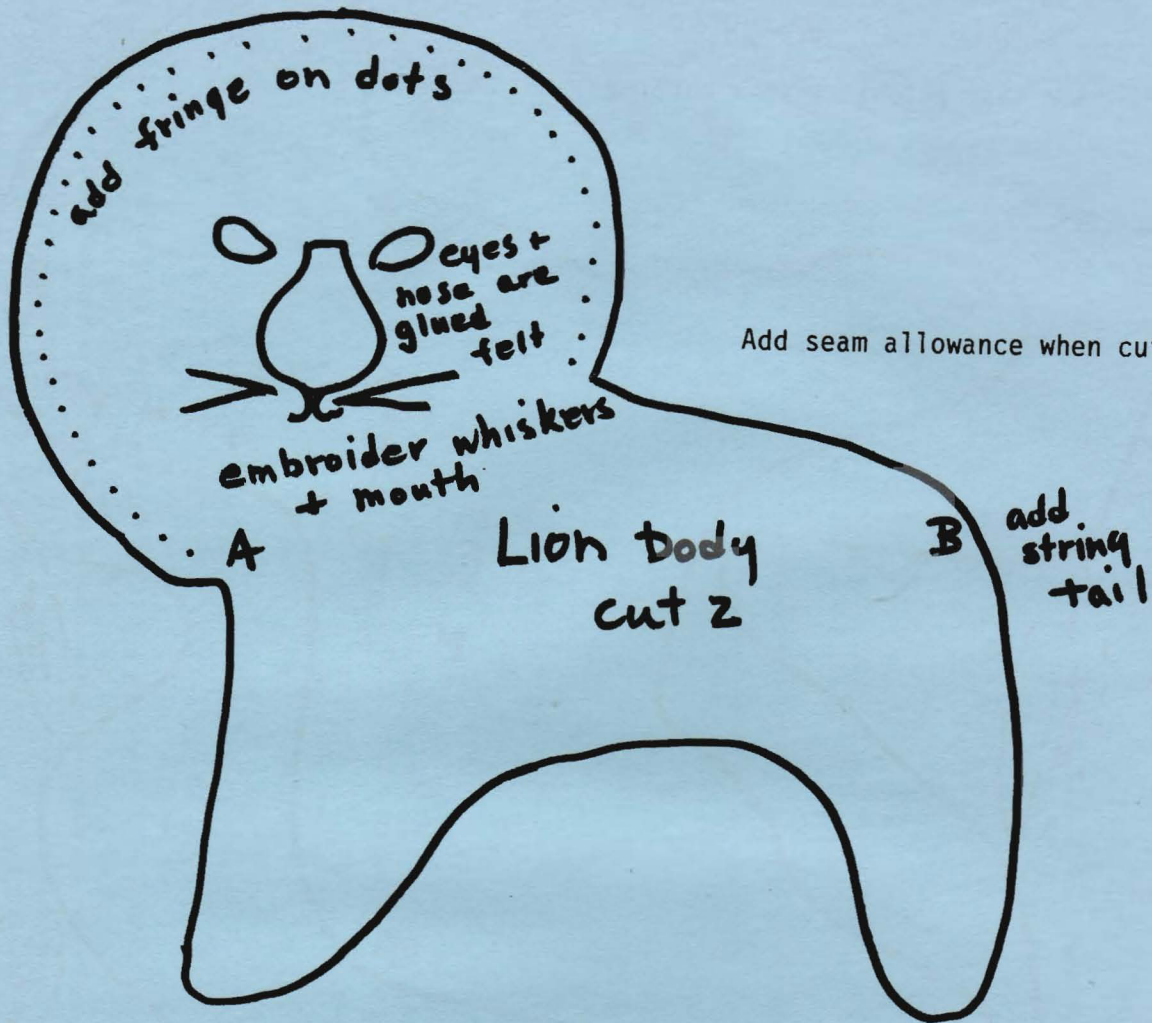
Add seam allowance when cutting.
Darts are made after stuffing. Push in dart and overcast on outside to hold.

SMALL COLT AND SHEEP

Add seam allowance when cutting.

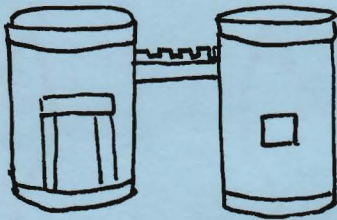


LION

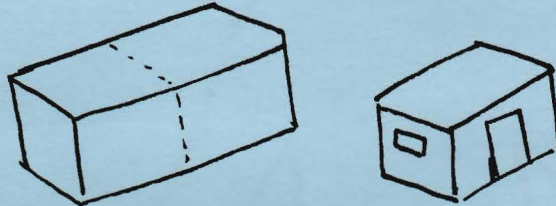


BOX VILLAGE AND LITTLE FIGURES FOR STORYTELLING

Make a box village and figures which you can adapt for many stories. Use oatmeal boxes, large tissue boxes, or any cardboard box of suitable size. Figures are roughly 2", 2½" and 2 ¾" tall, so doorways should be about 3" high. You can set aside a shelf or use a carton to store your materials to be ready for instant story telling. The children can also use them (under supervision) to recreate stories they have learned, if there is free time at the end of class.



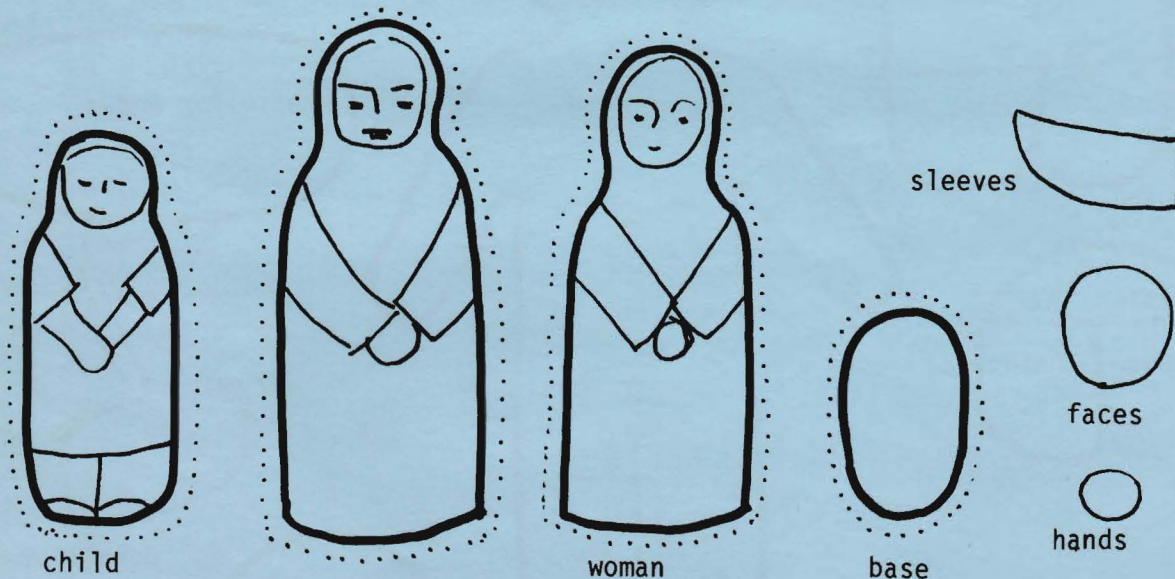
Glue strip of cardboard between two oatmeal boxes for gateway.



Cut large tissue box on dotted line. Telescope box and glue. Cut doors and windows.

Paint your houses with acrylic paint. You don't have to buy new paint if you have leftover acrylic house or wall paint. You may have to use two coats to cover. Several boxes can be glued together to make larger houses, a synagogue, etc. (See blue page 106 for ideas and shapes.)

Cut figures from felt or pelfon. Cut out on dotted line; stitch on heavy line. Do not turn: stitching is on outside. Stuff with polyfill and hand sew on base. A metal washer can be inserted at base after stuffing before you sew on the base. This will provide more weight and stability.



With markers draw faces on felt piece and glue on. Glue on sleeves and hands. Make as many figures as you need for your stories.

MIDDLE SIZE PEOPLE PATTERN

Cut from knit fabric for easy turning. Cut on dotted line; stitch twice on heavy line leaving bottom open. Turn; stuff lightly. Hand stitch base. Hand stitch on leg line for man or boy. Hand stitch foot fold.

Faces can be drawn on or embroidered, before sewing doll.

sew on dotted line for foot fold

cut back to here

base for woman

base
foot base

detail of foot base

See next page for clothing.

CLOTHES FOR MIDDLE SIZE PEOPLE

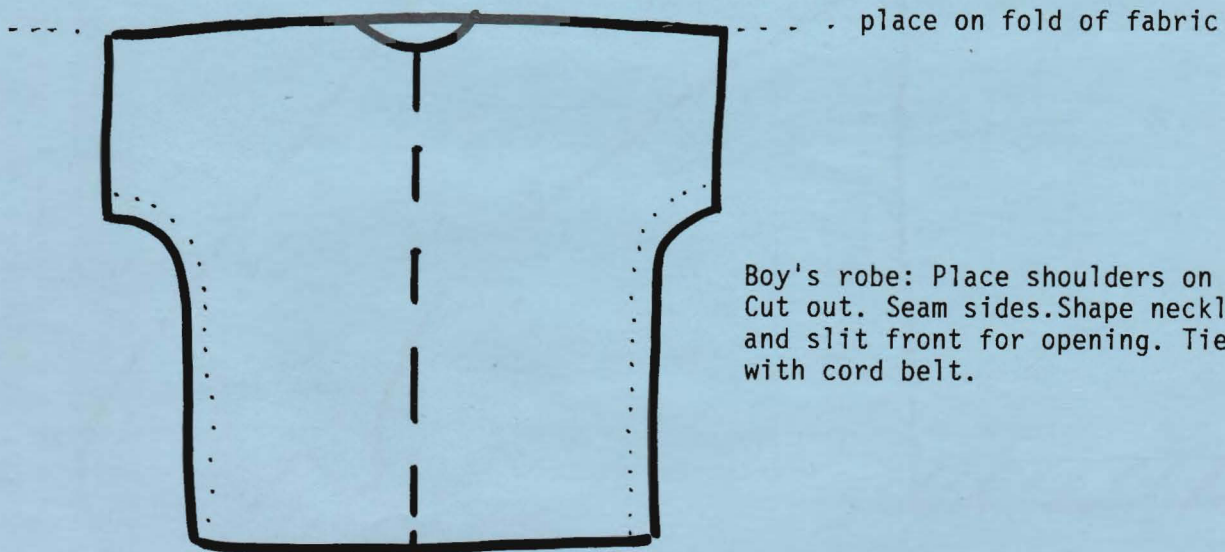
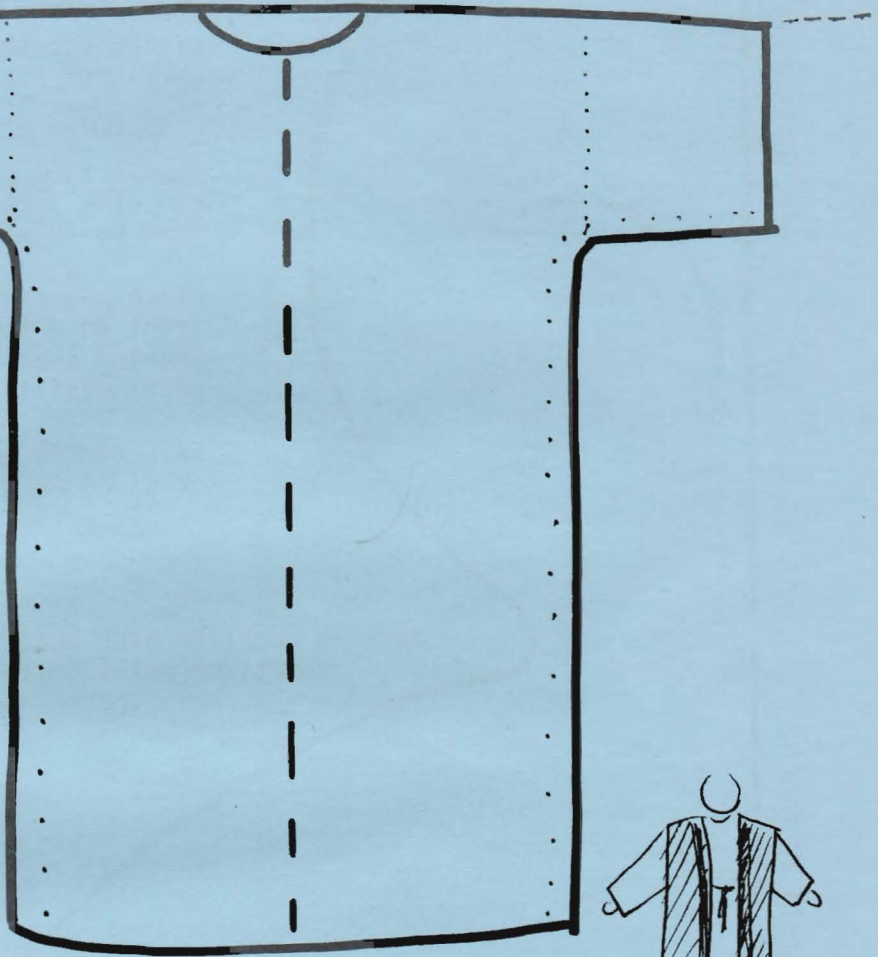
place on fold
of fabric

ROBES

Man's robe: Place shoulders on fold. Cut out. Stitch side seams. Shape neck and slit front for opening. Tie on with rope or cord. No need to hem or finish edges unless you want to.

A sleeveless robe can be made by cutting on fine dotted lines at armhole. Doll can wear sleeved robe (tied), with sleeveless robe over it hanging loosely.

Woman's robe: make the same as man's, but don't cut full length of front. Add colorful girdle and head shawl.



Boy's robe: Place shoulders on fold. Cut out. Seam sides. Shape neckline and slit front for opening. Tie on with cord belt.

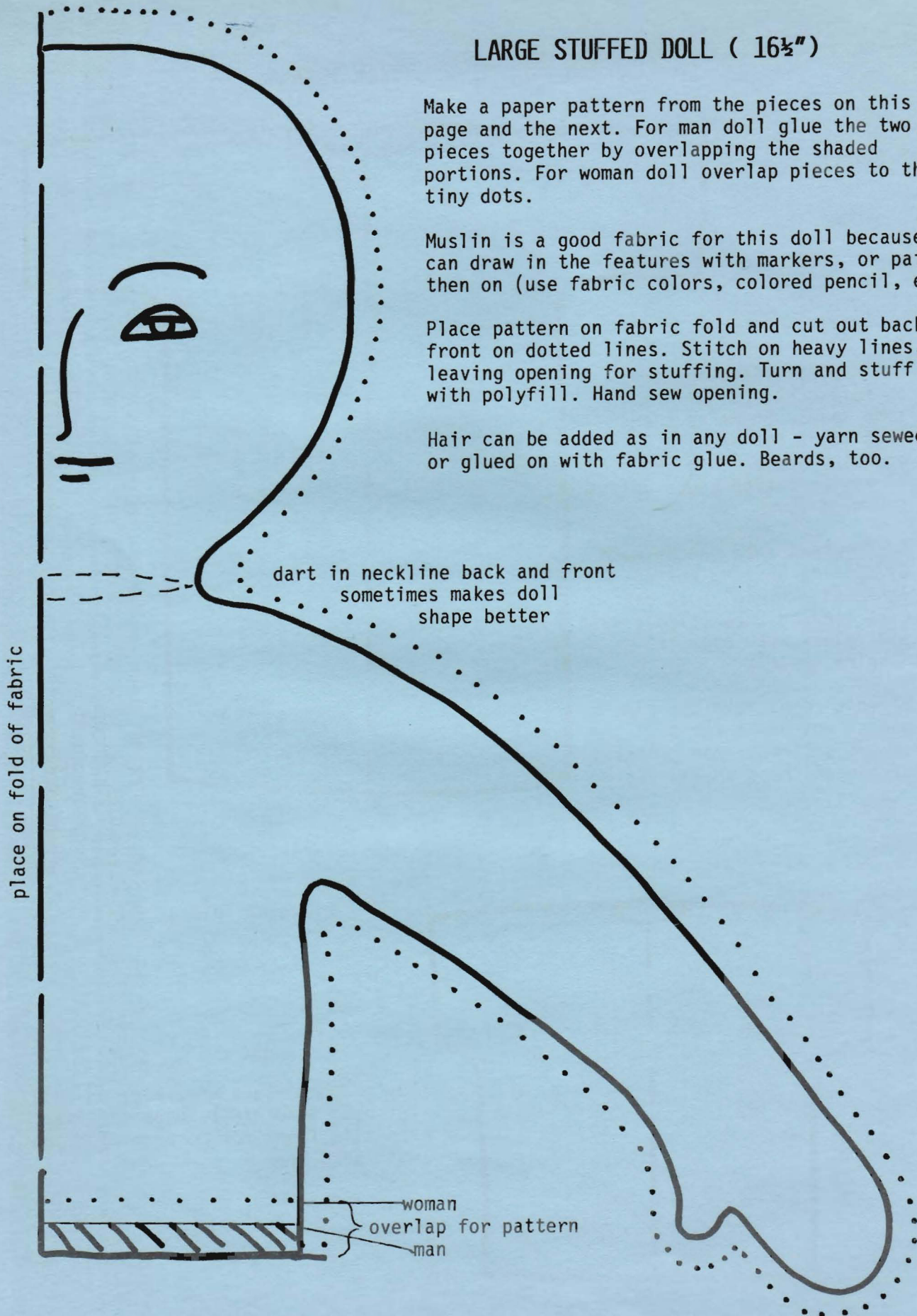
LARGE STUFFED DOLL (16½")

Make a paper pattern from the pieces on this page and the next. For man doll glue the two pieces together by overlapping the shaded portions. For woman doll overlap pieces to the tiny dots.

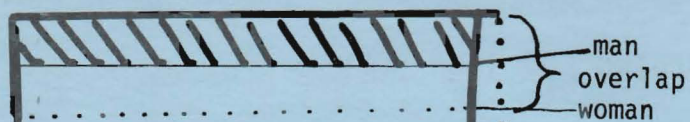
Muslin is a good fabric for this doll because you can draw in the features with markers, or paint then on (use fabric colors, colored pencil, etc.)

Place pattern on fabric fold and cut out back and front on dotted lines. Stitch on heavy lines, leaving opening for stuffing. Turn and stuff with polyfill. Hand sew opening.

Hair can be added as in any doll - yarn sewed or glued on with fabric glue. Beards, too.



(cont'd from preceding page)



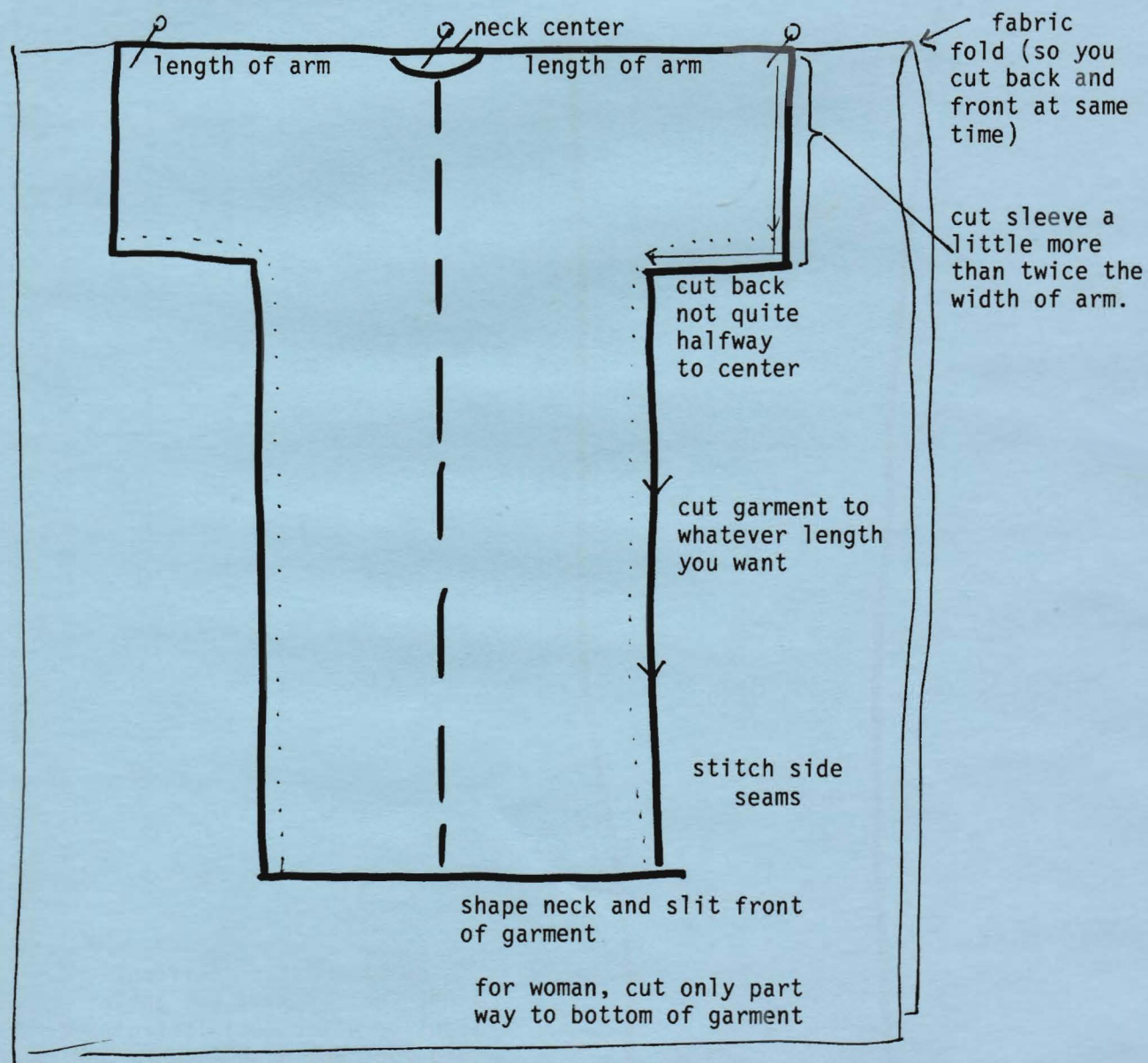
Dart, to be made after stuffing.
Stuff foot firmly, but ankle
lightly. After doll is finished,
fold foot up, push in dart and
overcast on outside to hold.

See next page for clothing.

CLOTHING FOR 16½" DOLL

Clothing for the large size doll is made the same way as that for the middle size doll. Shoulder seams are placed on the fold, the garment is cut, sleeve and side seams stitched and neck opening and front opening cut. (You may very well want to hem or finish the edges of these larger clothes.) Add tie belts, girdles, head cloths, shawls, etc. for women.

To determine size for large doll clothes, use guide below:



Garment construction detail. Mark center of neck with pin. Measure length of doll's arm from neck to wrist and transfer to fold of fabric. Cut down sleeve line a little more than twice the width of doll's arm. Cut in not quite halfway to center, then down for length of garment. Sew as in directions for middle size doll clothes.

A SIMPLE ALPHABET FOR BANNERS, POSTERS OR THE BULLETIN BOARD

A B C D E F

G H I J K L M

N O P Q R S

T U V W X

Y Z

Check your office supply or art store for plastic templates for making alphabets of various sizes and type faces. Choose a style that is easily readable. Old English, for instance, looks "religious," but is very hard to read, especially for children.

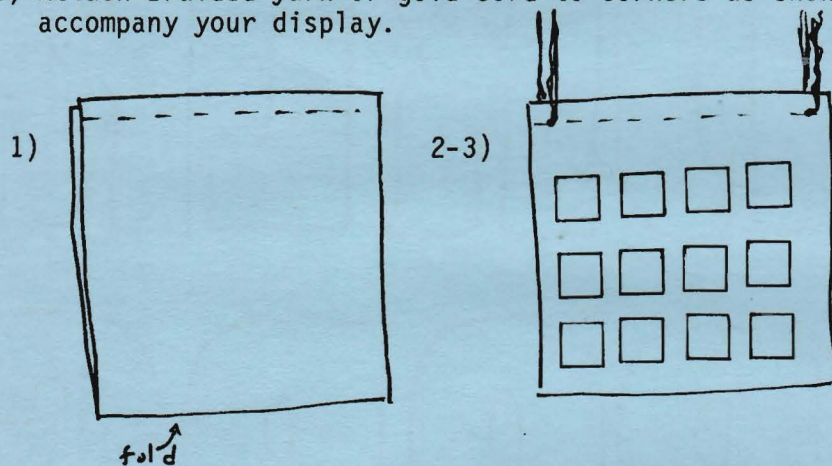
THE BREASTPLATE OF THE HIGH PRIEST












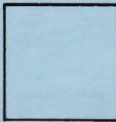
Exodus 28:15-28

A DISPLAY FOR THE BULLETIN BOARD OR YOUR CLASSROOM

Materials: Fabric, 1½" tiles or squares of paper or cardboard, paint, scissors, glue, needle and thread, yellow yarn or gold cord, text slip.

- 1) Cut a piece of fabric 9"x18". You could start with plain white fabric and color it in with markers if you want. Fold the fabric in half and sew together across the long open edges.
- 2) Paint twelve tiles in the proper colors for the gems, or cut twelve squares from construction paper or cardboard. Glue them to the fabric according to the chart below.
- 3) Attach braided yarn or gold cord to corners as shown. Type out the text to accompany your display.



	1. Ruby red		4. Turquoise sky blue to green		7. Jacinth yellow or cinnamon		10. Chrysolite green
	2. Topaz yellow		5. Sapphire blue		8. Agate banded colors		11. Sardonyx red, brown white black
	3. Beryl* yellow, blue, green		6. Emerald green		9. Amethyst violet		12. Jasper red yellow brown

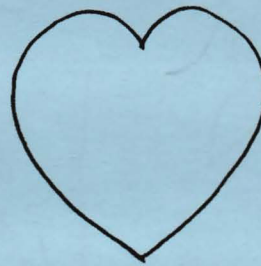
*There is not a real certainty of the exact identification of a number of these gems. KJV calls this stone "carbuncle," which is probably garnet (red), but this is only a guess. For more information helpful to this project, see Lesson 157.

A BULLETIN BOARD PROJECT FOR VALENTINE'S DAY

Valentine's Day is not a religious holiday, but the children will be excited about it, and you can inject a religious note by using this project.

Cut a large heart from bright red paper, red foil or red felt or satin. Have each child trace around one hand and cut out the shape. If you have only one child in your class, trace around both hands. Pin the shapes to the bulletin board with the following text:

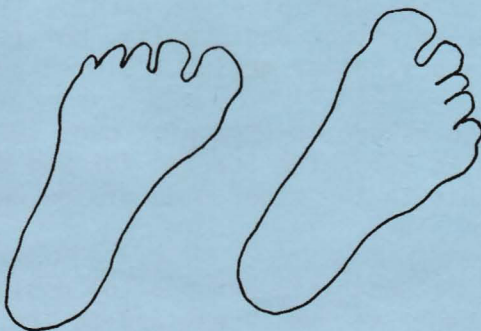
Who may ascend the hill of the Lord?
Who may stand in his holy place?
He who has clean hands and a pure heart.
-Psalm 24: 3,4



ON HOLY GROUND - A BULLETIN BOARD PROJECT

Text from Exodus 3:5, Moses at the burning bush, or Joshua 5:5, Joshua has just entered the Holy Land and near Jericho is met by an angel.

The children trace around their feet (bare feet, please) on flesh colored felt, construction paper or sandpaper (funny feeling!) with black markers (washable). Cut out the shapes and pin to bulletin board.



"Do not come any closer," God said,
"Take off your sandals, for the
place where you are standing is holy
ground."

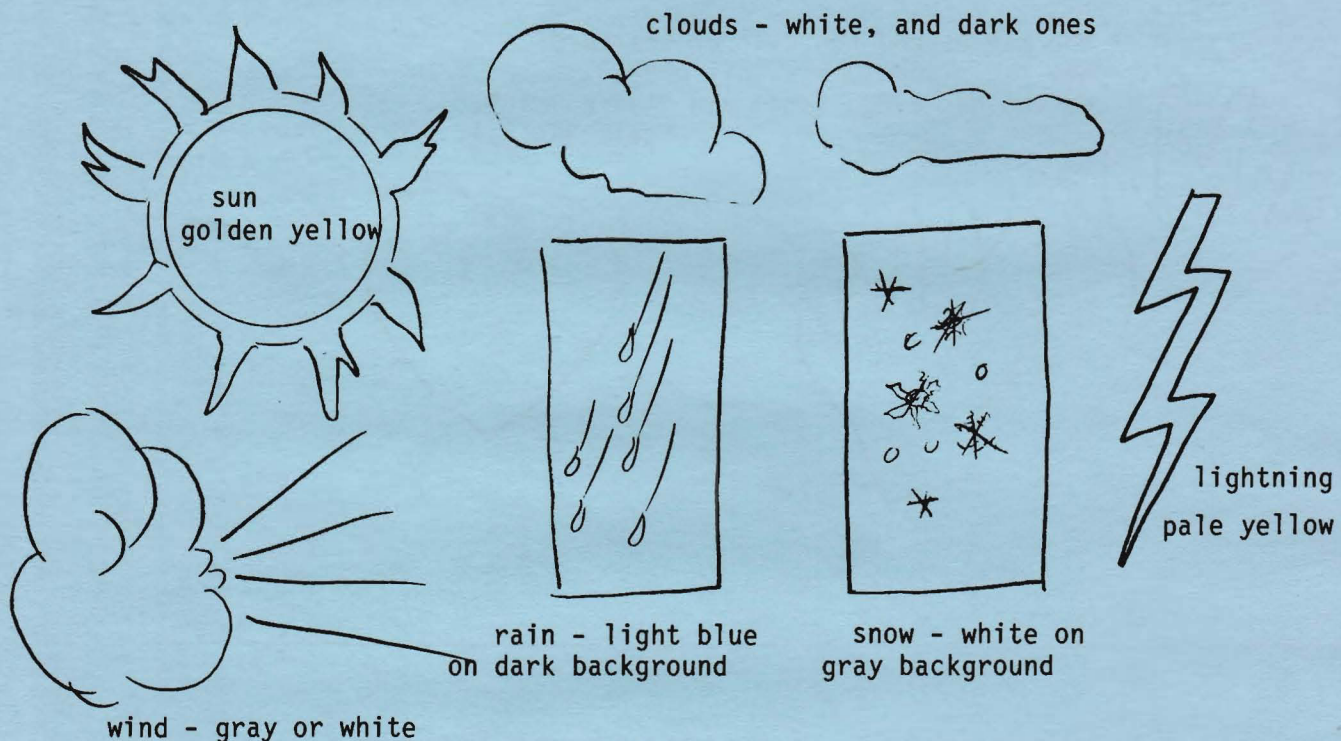
- Exodus 3:5

This project would also be suitable for washing the disciples' feet (John 13:4). Add a piece of fabric to represent the towel.

Another project on next page . . .

GOD MADE THE WEATHER - A PROJECT FOR THE BULLETIN BOARD

Cut colorful paper letters to say "GOD MADE THE WEATHER" or "GOD MAKES THE WEATHER." Make nice big symbols for sunshine, rain, wind, snow, etc. Each Sunday the little ones decide which symbol (or symbols) will be appropriate for that day. They pin or tack them up. You can also find some Bible quotations about the weather and let them select one for the day.



CREATION CARD GAME - A CLASS PROJECT

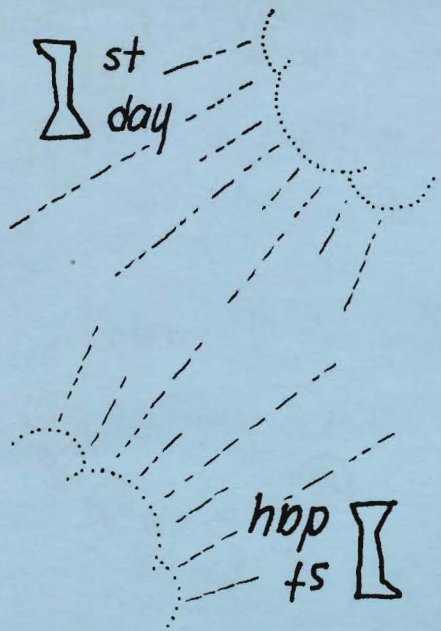


Materials: For one deck of cards, 6 copies of the next page (48 cards), lightweight cardboard (Bristol board is best for uniform weight and quality, but it is expensive), clear contact paper, sharp scissors, color medium (colored pencils or watercolor pencils).

Before class: Xerox the cards and drymount to cardboard (see pink page 10 for directions for drymounting). If you want, you may also Xerox the "backs" for the cards found on the reverse of the card page. Drymount this to the other side of the cardboard, being sure to get the sheet placed properly.

In class: Color the cards. A touch of color is enough to enhance the designs, or you can color them in full. Apply clear contact paper to the faces, and to the backs if you want. Cut the cards apart carefully with sharp scissors. You can round the corners if you want. Smooth out any bubbles in the contact paper and press firmly all around the edges of the cards.

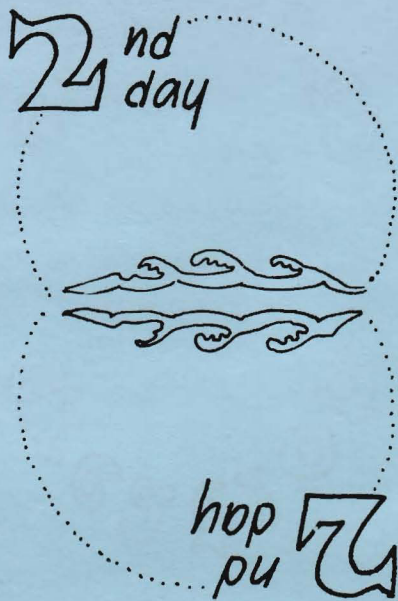
1st day



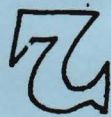
hap
+5



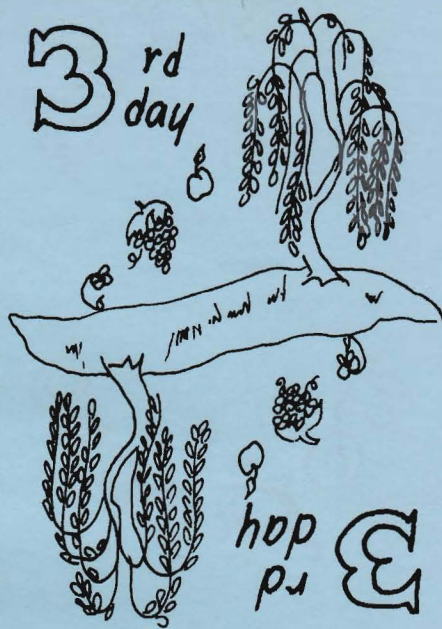
2nd day



hap
pu



3rd day



hap
pr



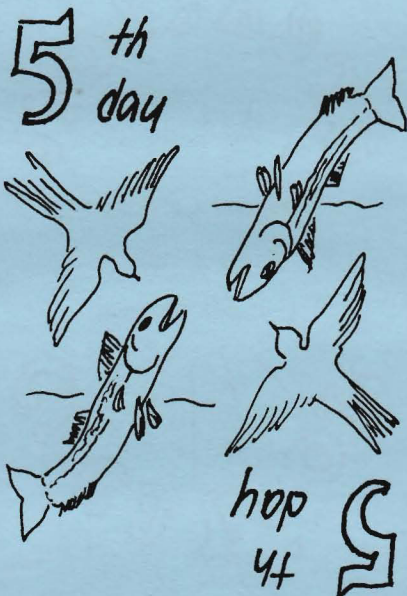
4th day



hap
4+



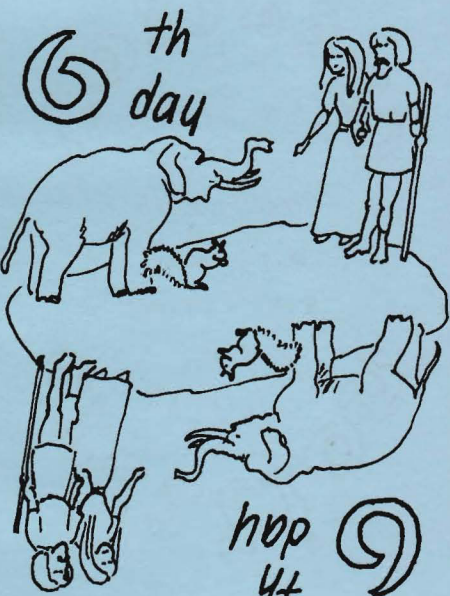
5th day



hap
4+



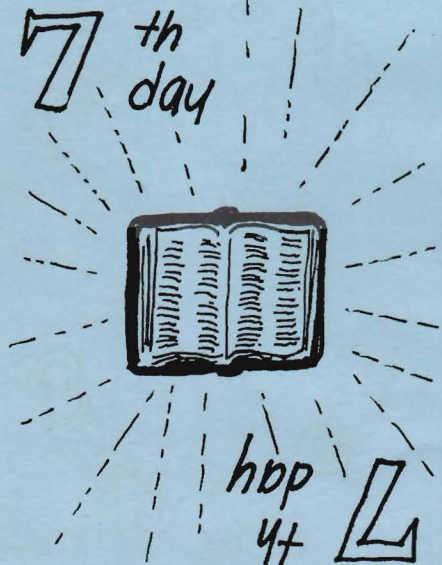
6th day



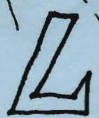
hap
4+



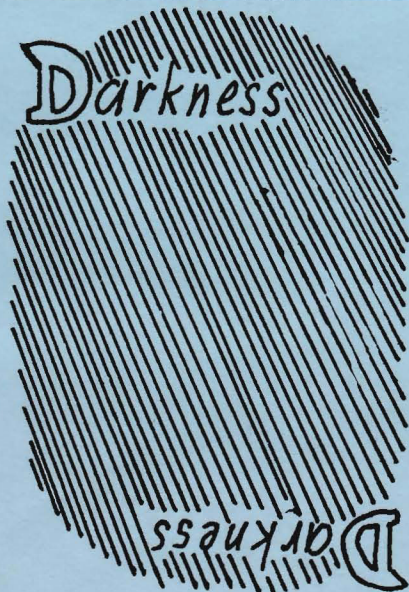
7th day



hap
4+



Darkness



Darkness

Directions

Game #1: Object: to make as many sets as possible + get rid of cards. 2-6 people may play. Deal 7 cards to each person if 2-4 are playing, 5 cards if 5-6 are playing. Place remainder of pack face down for bank. 1st player draws 1 card from bank. If he has 3 or more cards from one "day," he lays them down in front of himself. (On subsequent plays he may add 1 or more cards to his own sets.) When he has played all the cards he can, he discards 1 card, face up, on a separate pile, the discard pile. Subsequent players may draw from either pile. When bank is gone, discard pile is turned over for new bank, and another discard pile is begun. Players try to get rid of Darkness cards. Hand ends when one player gets rid of all his cards ("goes out"). He gets 10 points for winning the hand, plus 1 point for each card in front of him. Other players get 1 point for every card



Genesis 1, 2:1-3

©1977 ANCSSA

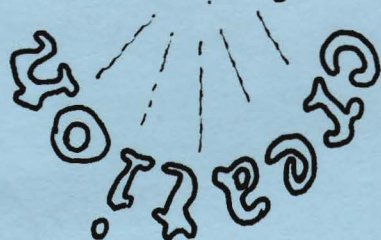
Genesis 1, 2:1-3



Genesis 1, 2:1-3

©1977 ANCSSA

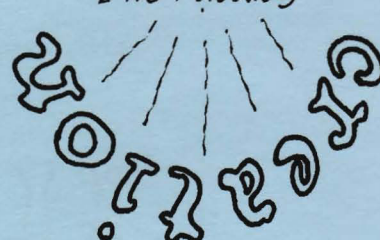
Genesis 1, 2:1-3



Genesis 1, 2:1-3

©1977 ANCSSA

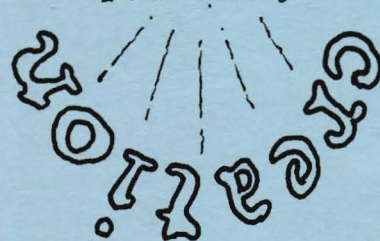
Genesis 1, 2:1-3



Genesis 1, 2:1-3

©1977 ANCSSA

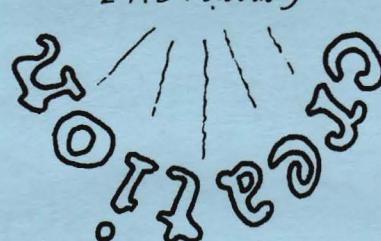
Genesis 1, 2:1-3



Genesis 1, 2:1-3

©1977 ANCSSA

Genesis 1, 2:1-3



Genesis 1, 2:1-3

©1977 ANCSSA

Genesis 1, 2:1-3



in front of them, minus 1 point for each card left in the hand. If a player holds a Darkness card, he gets no score for that hand. A player may add cards to another player's sets in order to go out, but the other player gets the points. A game limit may be set - perhaps 50 points.

Game #2 (for younger children)

Object: to make "books" of 3 cards.

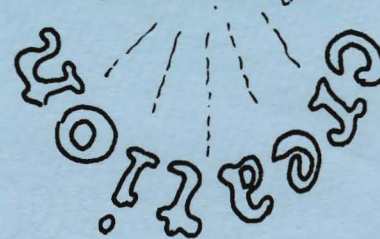
Deal: same as game #1. 1st player asks any one of others if he has a particular card. If the player has it he must give it up. If the 1st player now has a complete book, he puts it on the table in front of himself and continues calling for cards until he fails to secure one. He then discards 1 card face up to begin a discard pile. If the player asked does not have the card requested the first time, player draws from the bank, plays it he can, & discards. When all the books are completed, player having the most books wins.



Genesis 1, 2:1-3

©1977 ANCSSA

Genesis 1, 2:1-3



Genesis 1, 2:1-3

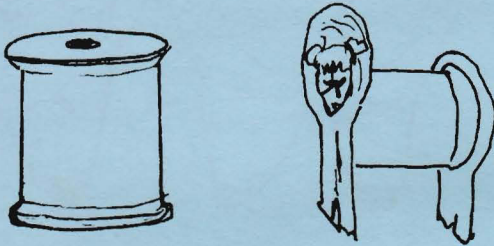
©1977 ANCSSA

Genesis 1, 2:1-3



SPOOL ANIMALS

These animals are designed for 1 1/8" diameter spools. Glue pieces 1 and 2 back to back and pieces 3 and 4 back to back. Glue to ends of spool. These figures may be cut from colored paper or from white paper and painted or colored with pencil crayons.



bear 1



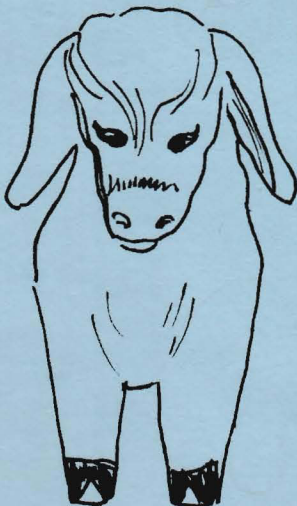
2



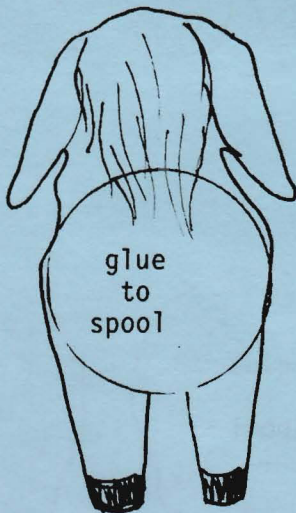
3



4



donkey 1



2



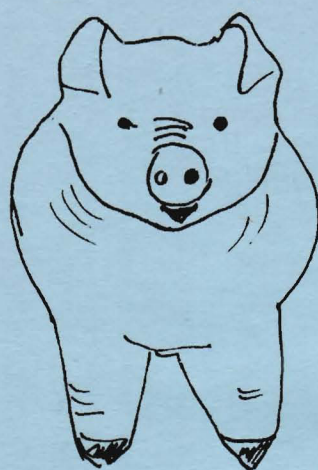
3



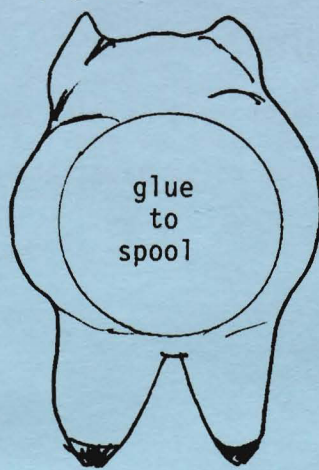
4

(cont'd)

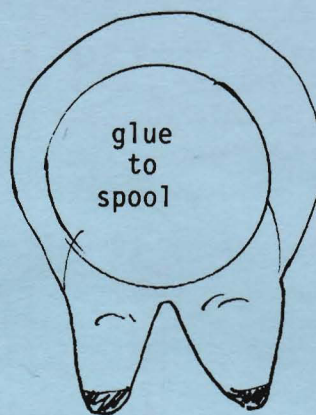
(cont'd from previous page)



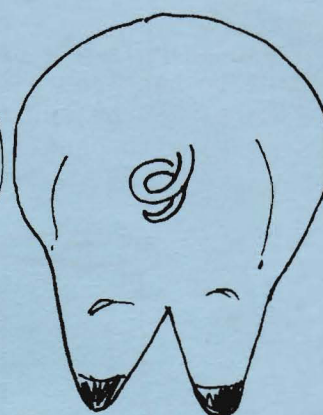
pig 1



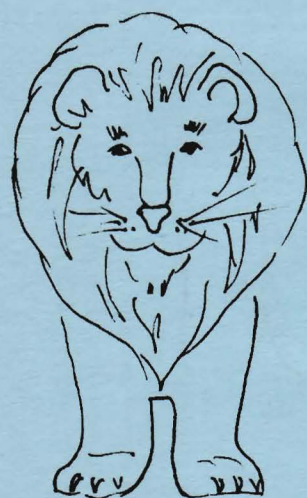
2



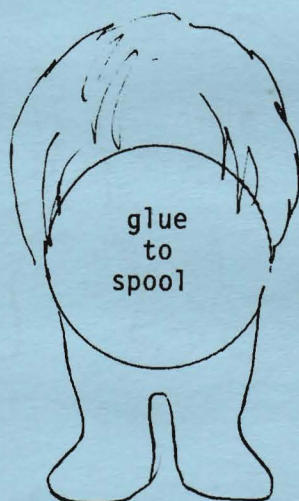
3



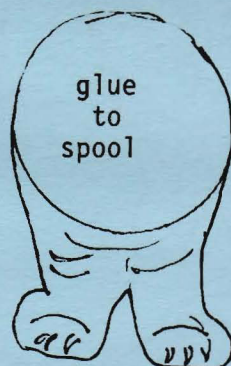
4



lion 1



2



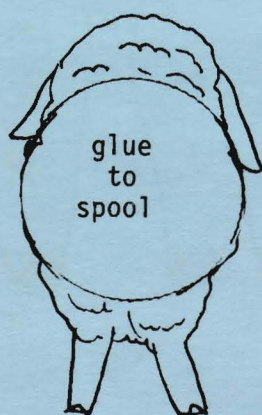
3



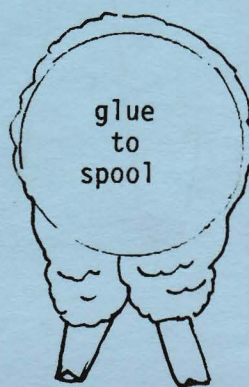
4



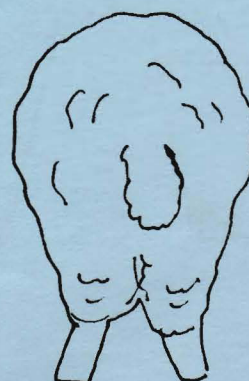
sheep 1



2



3

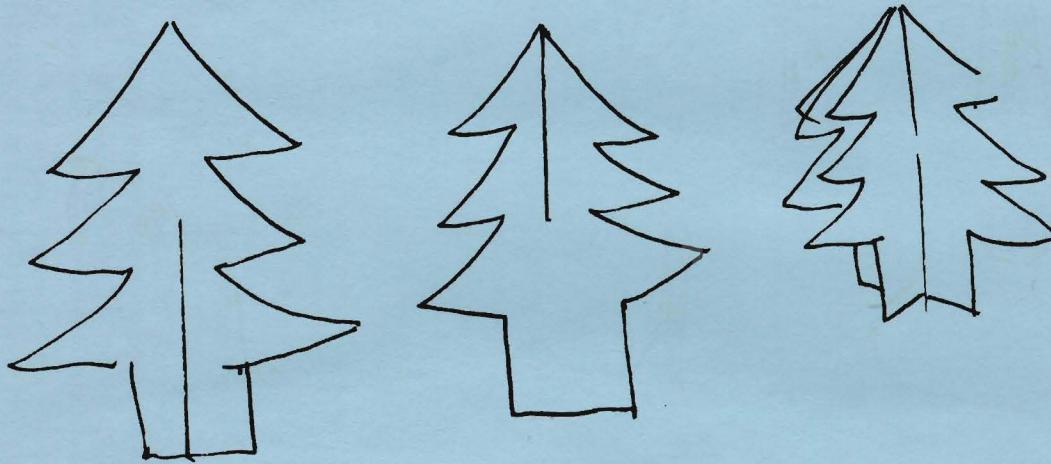


4

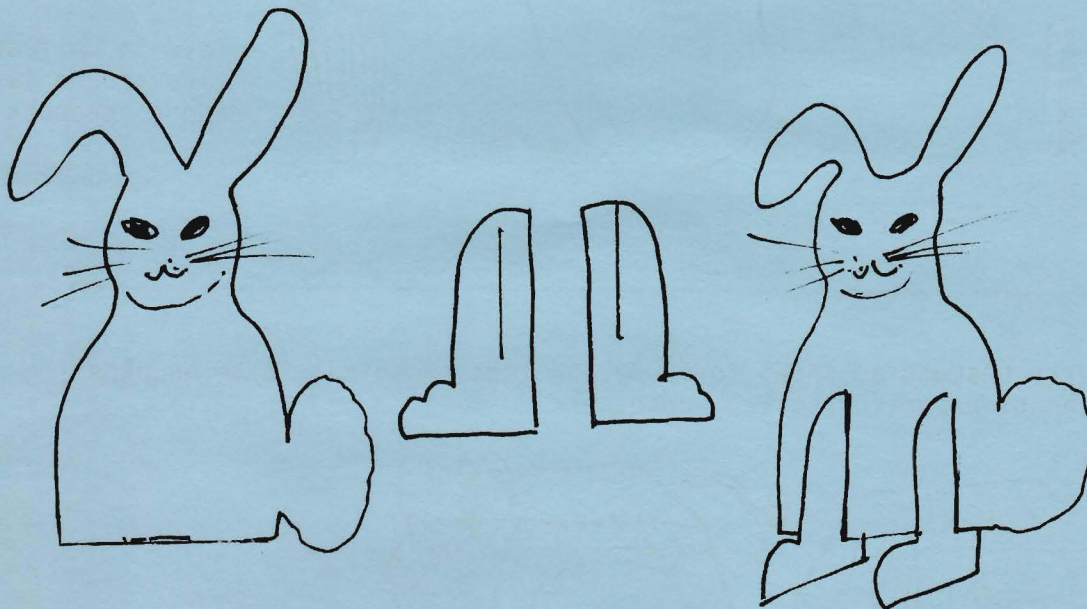
DOUBLE SLOT TECHNIQUE FOR STANDING FIGURES

The double slot technique can be used with paper or cardboard to make figures that will stand up for use in the sandbox, for dioramas or for single figures for the children to take home.

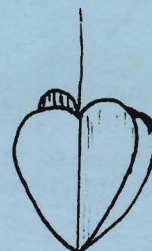
Two identical figures may be used. A slot is made from the bottom of one piece, extending half way up the height of the figure. A similar slot is made in the top of the second piece and the two are slid together.



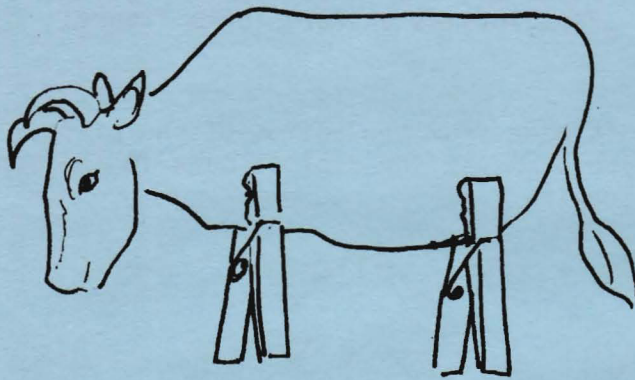
Another method uses one piece for the body of the figure and two pieces as legs. The length of the slots should be equal in all pieces.



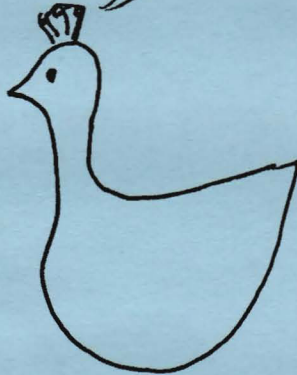
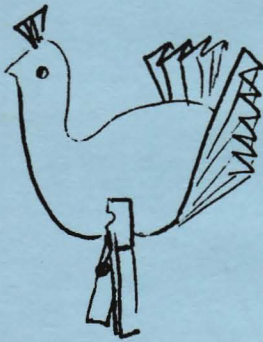
This technique is also great for hanging figures.



STAND-UP ANIMALS FOR TABLE OR SAND BOX



Make basic body shapes of Bible animals and clip on spring-type clothespins for legs.



accordion fold paper

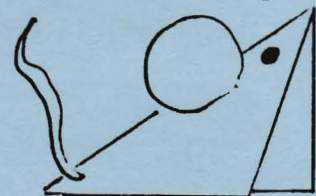
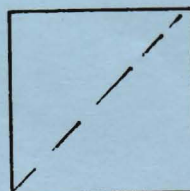


fold in half and glue around tail end of peacock

Cut paper berry baskets as shown for body and legs of animal. Glue on paper head. Tail can be paper, or string, rope, etc.



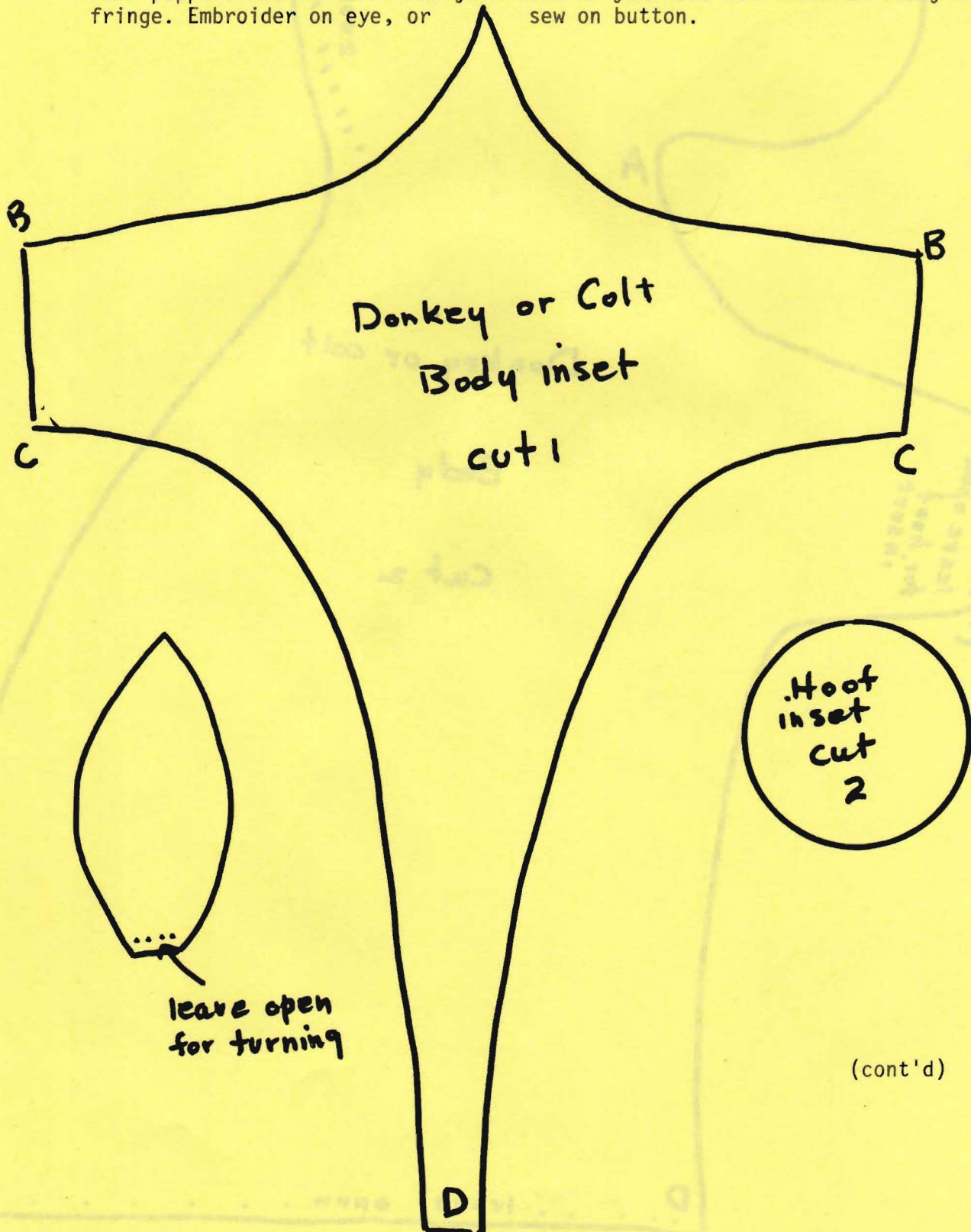
Make a simple but winning little mouse. Fold a square of cardboard on the diagonal and glue on ears and string tail. For a good crease, score the diagonal line first, pressing the back edge of a table knife along a ruler held on the line.



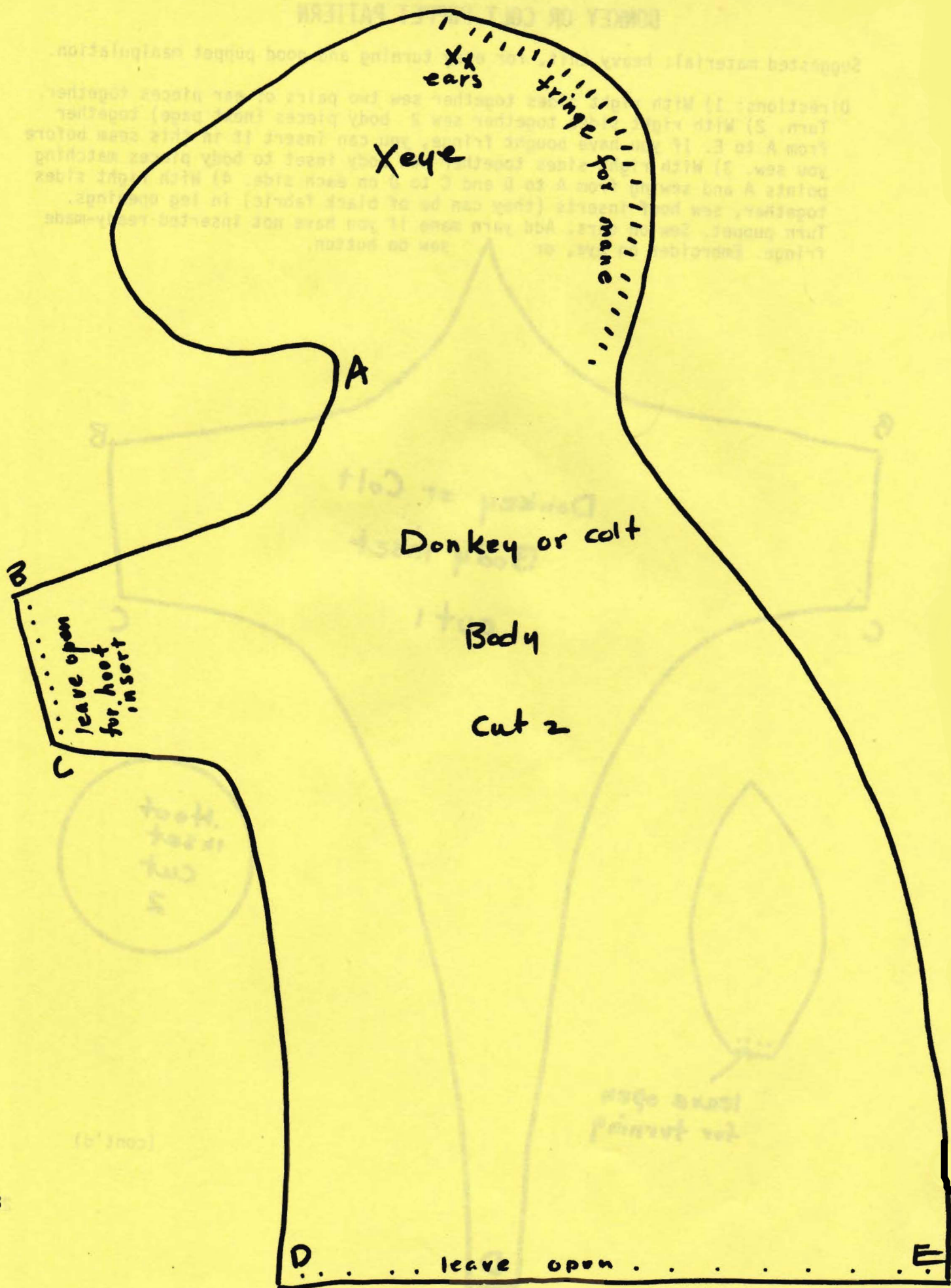
DONKEY OR COLT PUPPET PATTERN

Suggested material: heavy knit, for easy turning and good puppet manipulation.

Directions: 1) With right sides together sew two pairs of ear pieces together. Turn. 2) With right sides together sew 2 body pieces (next page) together from A to E. If you have bought fringe, you can insert it in this seam before you sew. 3) With right sides together sew body inset to body pieces matching points A and sewing from A to D and C to D on each side. 4) With right sides together, sew hoof inserts (they can be of black fabric) in leg openings. Turn puppet. Sew on ears. Add yarn mane if you have not inserted ready-made fringe. Embroider on eye, or sew on button.

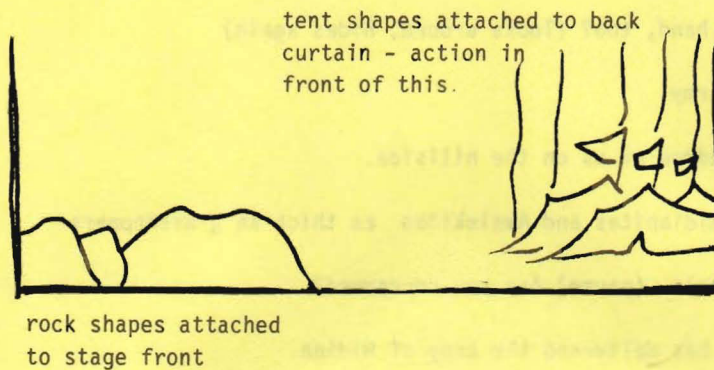


(cont'd)



THE STORY OF GIDEON - A PUPPET PLAY

This script was written to go with Lesson 54, but can be used for any occasion. Staging and puppets can be made according to directions in this puppet section. It will be very simple for those who already have a stage and a stock of basic puppets; it can be a challenging and rewarding project if you are starting from scratch.



Characters: Eder, soldier of Gideon's army
Hazor, second soldier
Captain of Gideon's army
Gideon
2-4 guards of the Midianites (more can be added)

Puppeteers: One for each character or one for each two characters. One puppeteer could be Eder and the Captain, one could be Hazor and Gideon, one could be two guards, and the extra guards could appear as different guards with new head dresses.

Eder: (Stumbles in from side behind rock) O...O. . . O. . . OW!

Hazor: (Popping up from other side of rock) Sh-Sh-Sh. Don't make so much noise!

Eder: It isn't easy climbing around the hills in the dark. I keep stubbing my toes.

Hazor: I know, I know. I almost dropped my pitcher twice.

Eder: You didn't!!!

Hazor: That would have spoiled Gideon's battle plan all right!

Eder: Seems funny to go to battle in the dark, and with a lighted lamp in an empty pitcher . . .

Hazor: And don't forget the trumpet.

Eder: I can't, it keeps poking me in the ribs.

Hazor: Sh. (Both hide behind rock.) Did you come to the army alone?

Eder: (Pokes his head up and looks around) There were three of us from the village that answered the call.

Hazor: (Head up) Are they on the hillside?

Eder: No. One went right home at first. (pause) He was afraid (pauses and looks around) of the dark.

Hazor: How about the other?

Eder: Well, when we went to the water, he bowed down.

Hazor: So you lapped from your hand, too? (looks around, hides again)

Eder: It certainly is a small army.

Hazor: (pops up) Only three hundred of us on the hillside.

Eder: And look at the valley. Midianites and Amalekites as thick as grasshoppers.

Hazor: Not to count all the camels. (pause) Are you concerned?

Eder: No. Gideon said the Lord has delivered the army of Midian.

Captain: (creeping in) Hush, soldiers, are you ready?

E&H: Yessir.

Captain: Are your trumpets ready to hand?

E&H: Yessir.

Captain: Watch the camp and at the changing of the guard, be ready.

E&H: (down behind rock) Yessir.

(Midianite guard appears at other side of stage. Another guard comes in. Marching and military noises, as many as you have characters for. Sounds of "All is well?" and "All's well .. ." guards begin to move off.)

(Gideon comes to center of stage, holding lamp and trumpet.)

Gideon: A sword for the Lord and for Gideon!

(Sound of breaking crockery . . . someone will love doing this.)

Captain and E&H: (lamps lit) A sword for the Lord and for Gideon!

Midianite soldiers mill around and run off.

Gideon: After them, men! (Turns to audience) The Lord has delivered the army of Midian. (leaves stage.)

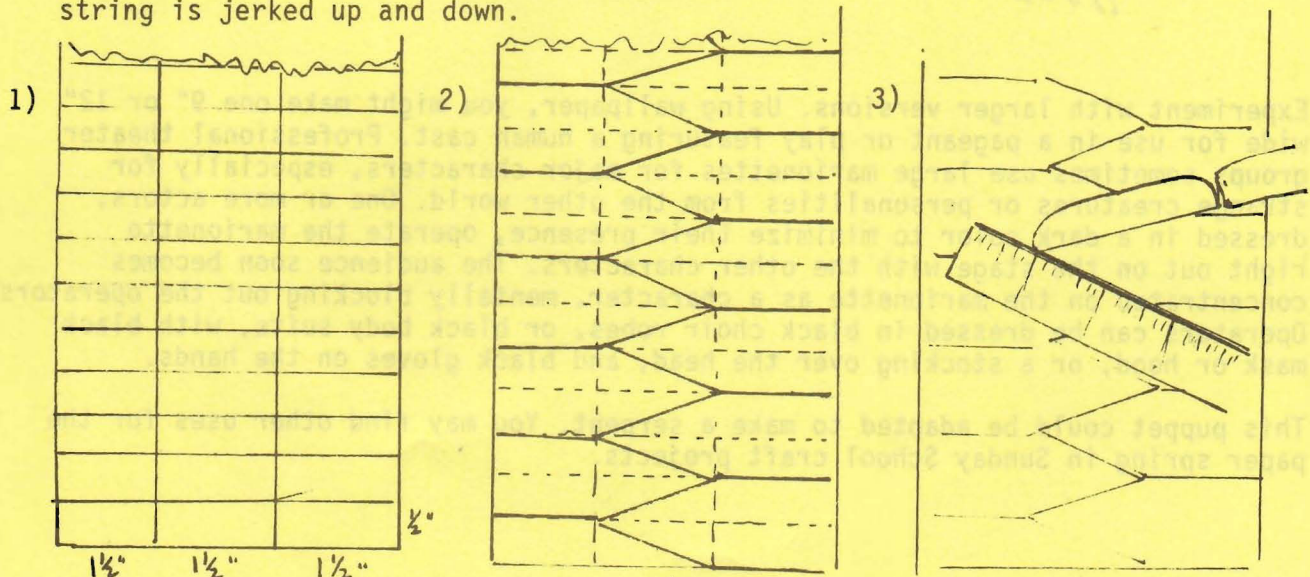
(Lights can be flashlights, or tiny tree lights attached to puppets and backdrop.)

This puppet play can be presented to the whole Sunday School, or to a class of younger children.

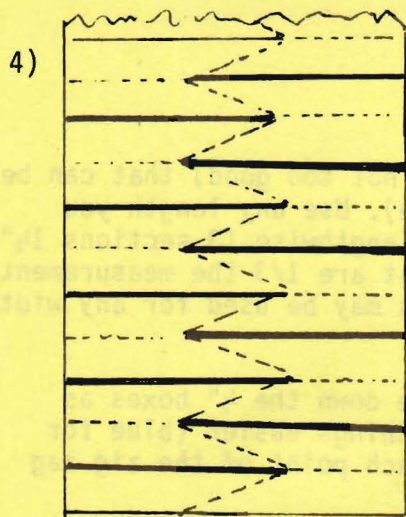
MAKE A DRAGON MARIONETTE

First make a paper spring:

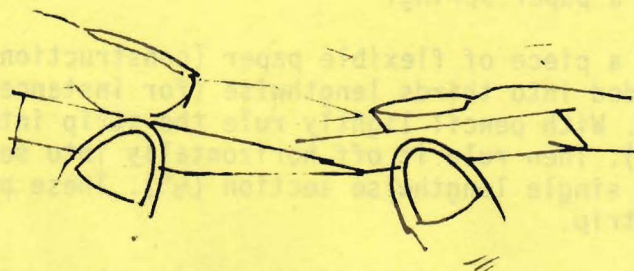
- 1) Take a piece of flexible paper (construction paper is not too good) that can be divided into thirds lengthwise (for instance, $4\frac{1}{2}$ " wide). Use any length you want. With pencil lightly rule the strip into thirds lengthwise (3 sections $1\frac{1}{2}$ " wide). Then rule it off horizontally into sections that are $\frac{1}{3}$ the measurement of a single lengthwise section ($\frac{1}{2}$ "). These proportions may be used for any width of strip.
- 2) On the center section of the strip make a zig zag line down the $\frac{1}{2}$ " boxes as shown. Using a contrasting color of pencil will make things easier (blue for illustration). With the blue pencil draw lines from each point of the zig zag line along the pencil line to the edge of the strip.
- 3) Place your strip on the table with several thicknesses of newspaper under it (you want a slightly resilient surface). With a ruler and the back side of a table knife score all your blue lines by placing the ruler along the lines and drawing the knife blade firmly along the ruler. Crease all these lines firmly inward.
- 4) Turn your paper over, smooth it out and score the lines between the creases as illustrated. Crease these lines. (They will be creased in the opposite direction from the ones on the first side.)
- 5) Turn the paper back to the right side and fold the whole piece flat by pinching all the creases. Hold a crease on the left side in your left thumb and forefinger and the next one on the right side between your right thumb and forefinger. "Push" the creases toward the center. Work your way along the creases until the whole piece is flat. This may seem a bit tricky at first, but it works!
- 6) When you are finished your piece will look like this. Press the whole piece together firmly to sharpen the creases. Your spring is finished.
- 7) Using a piece of paper the same width as your strip, make a dragon's head of your own design. Glue it to one end of the paper spring.
- 8) Fasten string and sticks to the dragon to manipulate. He will take many nice positions, twisting and humping. His jaw will flap open and shut if the head string is jerked up and down.



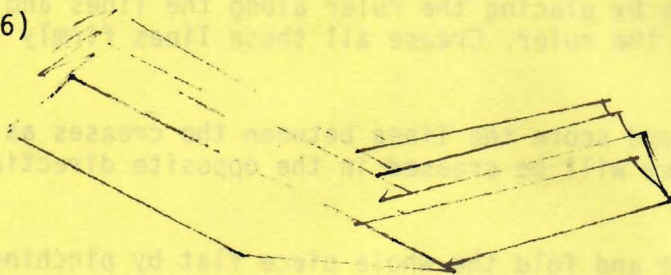
(cont'd)



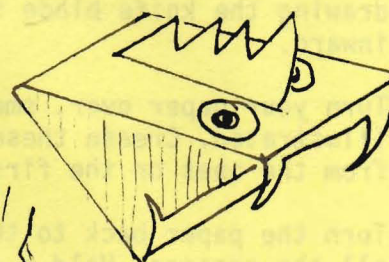
5)



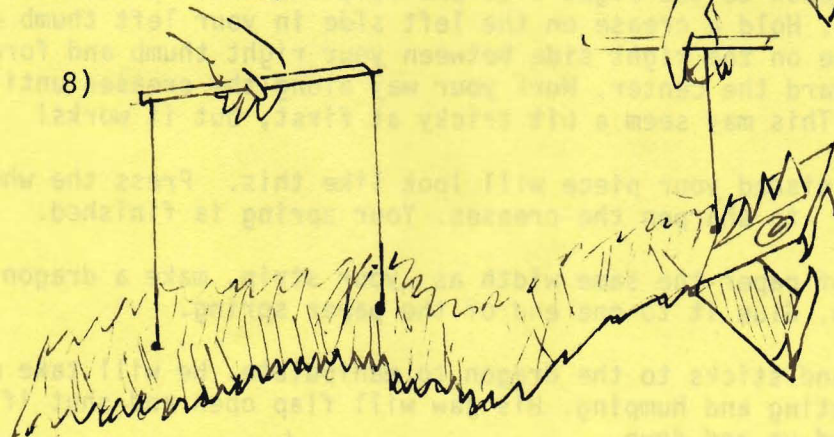
6)



7)



8)



Experiment with larger versions. Using wallpaper, you might make one 9" or 12" wide for use in a pageant or play featuring a human cast. Professional theater groups sometimes use large marionettes for major characters, especially for strange creatures or personalities from the other world. One or more actors, dressed in a dark color to minimize their presence, operate the marionette right out on the stage with the other characters. The audience soon becomes concentrated on the marionette as a character, mentally blocking out the operators. Operators can be dressed in black choir robes, or black body suits, with black mask or hood, or a stocking over the head, and black gloves on the hands.

This puppet could be adapted to make a serpent. You may find other uses for the paper spring in Sunday School craft projects.

ALL THE FIXIN'S

If you are planning a real event, you will want to make a program for your pageant. Depending on how you plan to reproduce it, there are several things you can think about:

Have the children illustrate the program with drawings from the Bible story you have chosen. If you plan to print by offset, the drawings should be in black ink done to the exact size you want them. If you are mimeographing, an adult will have to trace the drawing onto the stencil.

Don't forget to list the names of everyone involved - the cast, directors, stage hands, prop people, those who made costumes, provided refreshments, etc. Parents and children both like to see their names in print! And you can thank everyone for helping.

Is the pageant to be a money-raising affair? Then be sure to advertise the fact and have someone in charge of collecting and disbursing the money.

Are you planning refreshments? You could have them specially planned to go with your theme. For instance, for the Daniel stories, a Babylonian feast (see Lesson 91).

Will there be friends from outside the church in attendance at your performance? Perhaps a little free pamphlet handed to each person to acquaint him with the church.

Are you planning to send out invitations in advance? The children can make these themselves.



FLAMEPROOFING FABRICS

You may want to flameproof costumes, especially those made of gauze, flimsy fabric or synthetics, and especially if your production takes place in the chancel near lighted candles.

Mix 9 oz. borax, 4 oz. of boric acid and 1 gallon of water. Dip the costumes, wring out by hand and dry. Process must be repeated each time the garment is washed. You can dip your stage curtains, too.

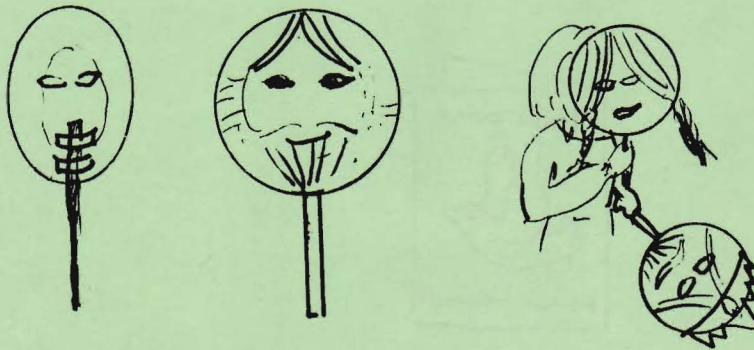
MASKS

Make masks by cutting large bleach or laundry detergent containers, or milk jugs. With hot ice pick make holes in the sides to attach elastic.

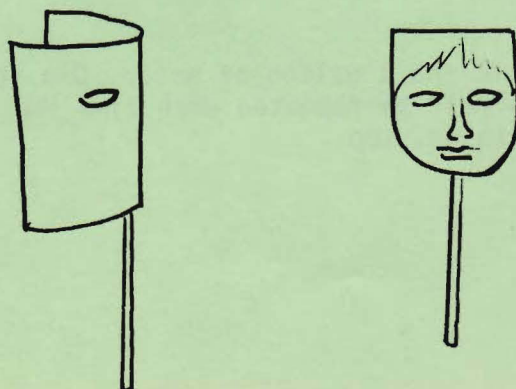


Here is a type of mask which can be used as the only costume element of a quickly prepared play or pageant.

Use large, heavy paper plates. Cut eye holes and decorate the masks for the different characters of your play. Glue or tape a dowel firmly to each mask. The actors hold the masks in front of their faces as they speak. This makes a stylized effect for the play which is different and interesting. Each child can assume different parts quickly by setting down one mask and picking up another. You can make the masks very realistic, or quite abstract. Animals, dragons, a voice from heaven, etc. can all be made. Just a little imagination will suggest many ideas. Keep the masks on hand for impromptu productions. These can be used for Bible stories, "conversations" between the good and the bad self to illustrate the lesson. A child who is too shy to get up in front of the whole Sunday School may be quite willing to take part with this mask. Voice projection is easy with this method, as the mask is not right upon the face.



You can also use large oatmeal boxes, cut open. Or find large photographs of faces in magazines or junk mail, glue to cardboard, add yarn hair, a crown, etc.



LESSON PAGES

SERIES II

2. The Creation - The First Four Days	Genesis 1:1-19
6. A Wife for Adam	Genesis 2:8-25
10. The End of the Flood	Genesis 8
14. Abram and Lot	Genesis 13:1-13; 14:1-16
18. The Sacrifice of Isaac	Genesis 22:1-14
22. Jacob's Dream	Genesis 28
26. Joseph in Prison	Genesis 39; 40
30. The Burning Bush	Exodus 3
34. Marah and Elim	Exodus 15
38. The Ark of the Covenant	Exodus 25:1-22
42. The Twelve Spies	Numbers 13; 14
46. The Call of Joshua	Joshua 1
50. The Capture of Ai	Joshua 7; 8
54. The Story of Gideon	Judges 6:7
58. The Lord Calls Samuel	I Samuel 3
62. Saul's Impatience	I Samuel 13
66. David and Goliath	I Samuel 17
71. The Glory of Solomon	I Kings 9; 10
73. Elijah at Horeb	I Kings 19
78. Hezekiah and Isaiah	II Kings 20
82. The Book of Psalms	Psalms 19
86. The Major Prophets	Jeremiah 1
87. Ezekiel's Vision	Ezekiel 1
93. The Minor Prophets	Joel 3:9-21
95. Jonah and the Great Fish	Jonah 1;2
113. The Lord's Baptism	Mark 1
114. New Wine	Mark 2
115. The Twelve Apostles	Mark 3
116. Parables	Mark 4
117. Miracles	Mark 5
118. The Loaves and Fishes	Mark 6
119. Little Children	Mark 10
120. Palm Sunday	Mark 11
121. The Holy Supper	Mark 14
122. The Crucifixion	Mark 15
123. The Easter Lesson	Mark 16
125. The Birth of the Lord	Luke 2:1-20
149. John's Vision of the Throne	Revelation 4
150. The Sealed Book	Revelation 5
155. The Judgment and the Holy City	Revelation 20:11-15; 21:1-7

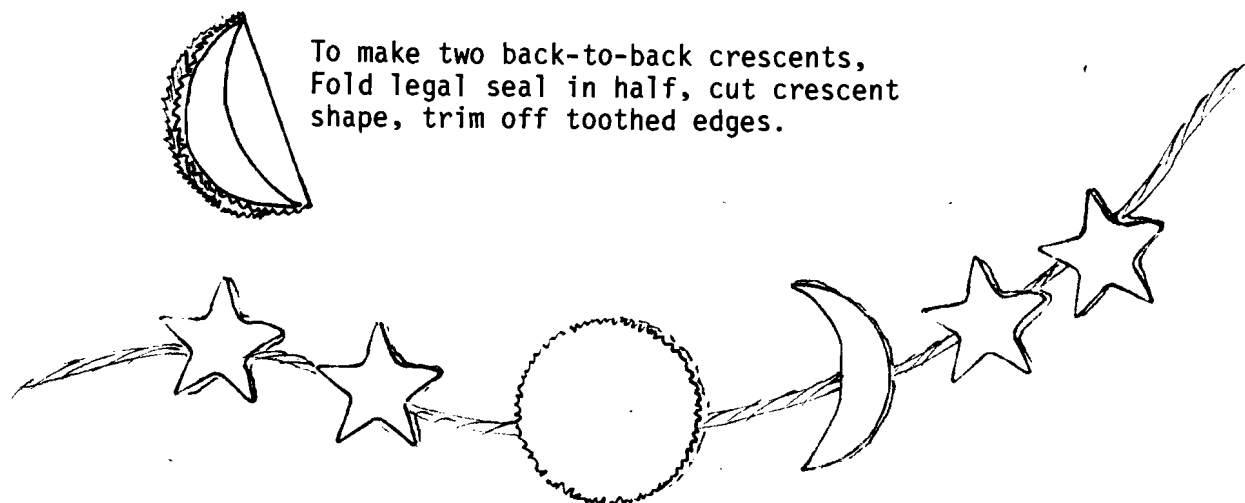
Genesis 1:1-19: THE CREATION - THE FIRST FOUR DAYS

FOR THE LITTLE ONES: A necklace to wear.

Materials: Large gold stars, gold legal seals, yarn, text slips.

Before class: For each child cut a piece of yarn about 2' long. Make two crescent shapes for each child by cutting them from legal seals as shown.

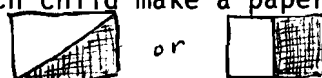
In class: The children lay their pieces of yarn out on the table. As you mention the sun, moon and stars, they fasten the gold shapes to the yarn, back to back with the yarn sandwiched between. Tie the ends of the yarn together and slip over the head.



FOR THE LITTLE ONES: A stick-on question and answer game.

Materials: Black and light blue construction paper, gold stars, gold legal seals, text slips, glue.

Before class: For each child make a paper that is half light blue, half black:



Cut 1 crescent shape for each child (from a legal seal, as above).

In class: After you have told and retold the story, ask the following questions and help the children give the answers:

What was the biggest, brightest light? (The sun. They fasten a large gold legal seal on the blue half of their papers.) The sun is nice and warm, just like God's love for us.

What was the other big light? (The moon. They each stick a crescent to the black half of the paper.) The moon shines at night when it's dark and we can't find our way around.

What little lights did God make? (Stars. They fasten on one star for this correct answer, and for the answers to all the next questions.)

What did God make that lives in the sky? (birds, butterflies, insects)

What did he make that lives in the water? (fish, whales, etc.)

What did he make that lives on the land? (puppies, cows, people, etc.)

What did God think of everything he had made? (It was good.)

Now glue on text slips.

"... let there be lights in the expanse of the sky to give light on the earth."
-Genesis 1:15

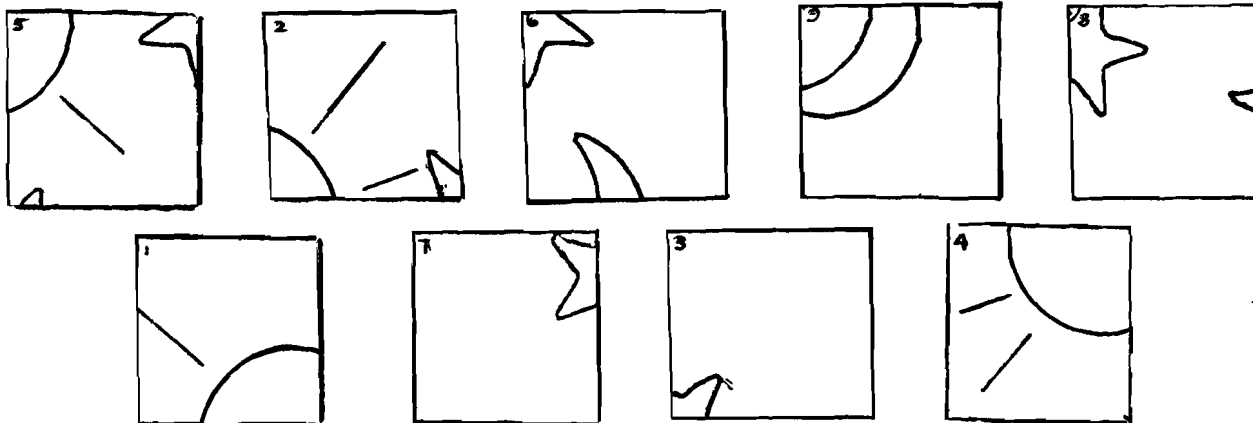
Lesson 2

Genesis 1:1-19: THE CREATION - THE FIRST FOUR DAYS

FOR OLDER CHILDREN: A scrambled picture.

Before class: Make a Xerox copy of the page for each pupil.

In class: Copy what you see in each of the little squares into the big square with the same number. Color the picture. Paste on the text.



1	2	3
4	5	6
7	8	9

And God said, "Let there be lights in the expanse of the sky."
-Genesis 1:14

Genesis 2:8-25: A WIFE FOR ADAM

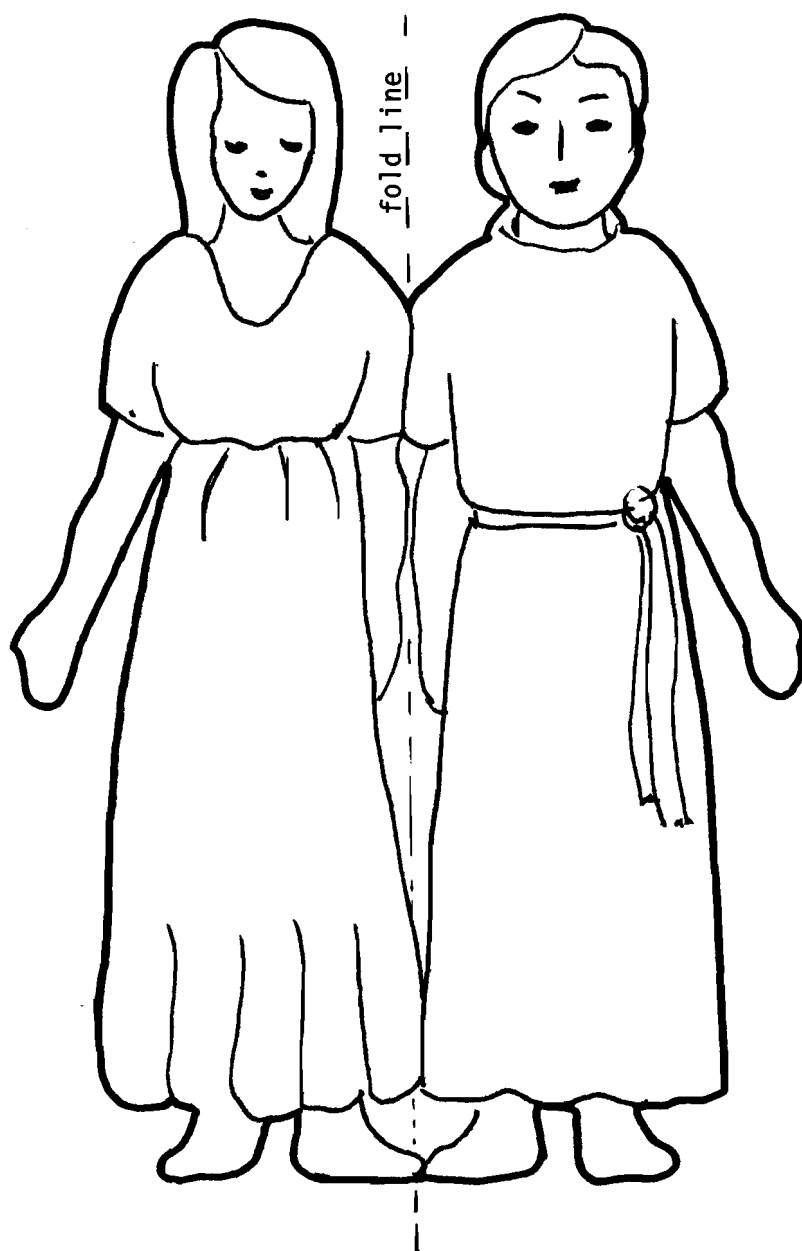
FOR THE LITTLE ONES: They will become one flesh . . .

Materials: Copies of the figures, scissors, color medium.

Before Class: For each child, trace or photocopy the two figures below. If the children are too young to handle scissors, cut out the figures.

In class: The children cut out and color the figures KEEPING THEM JOINED ALONG THE DOTTED LINE. Then fold along dotted line.

The figures represent a marriage in heaven. Fold them and you see one angel. Open out and you see a married pair.



glue text slips to
backs of figures

The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' because she was taken out of man."
-Genesis 2:23

For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh.
-Genesis 2:24

See Conjugal Love 42 for one of Swedenborg's descriptions of a married pair in heaven.

Lesson 6

Genesis 2:8-25: A WIFE FOR ADAM

FOR CHILDREN OLD ENOUGH TO READ: What's my name? A guessing game.

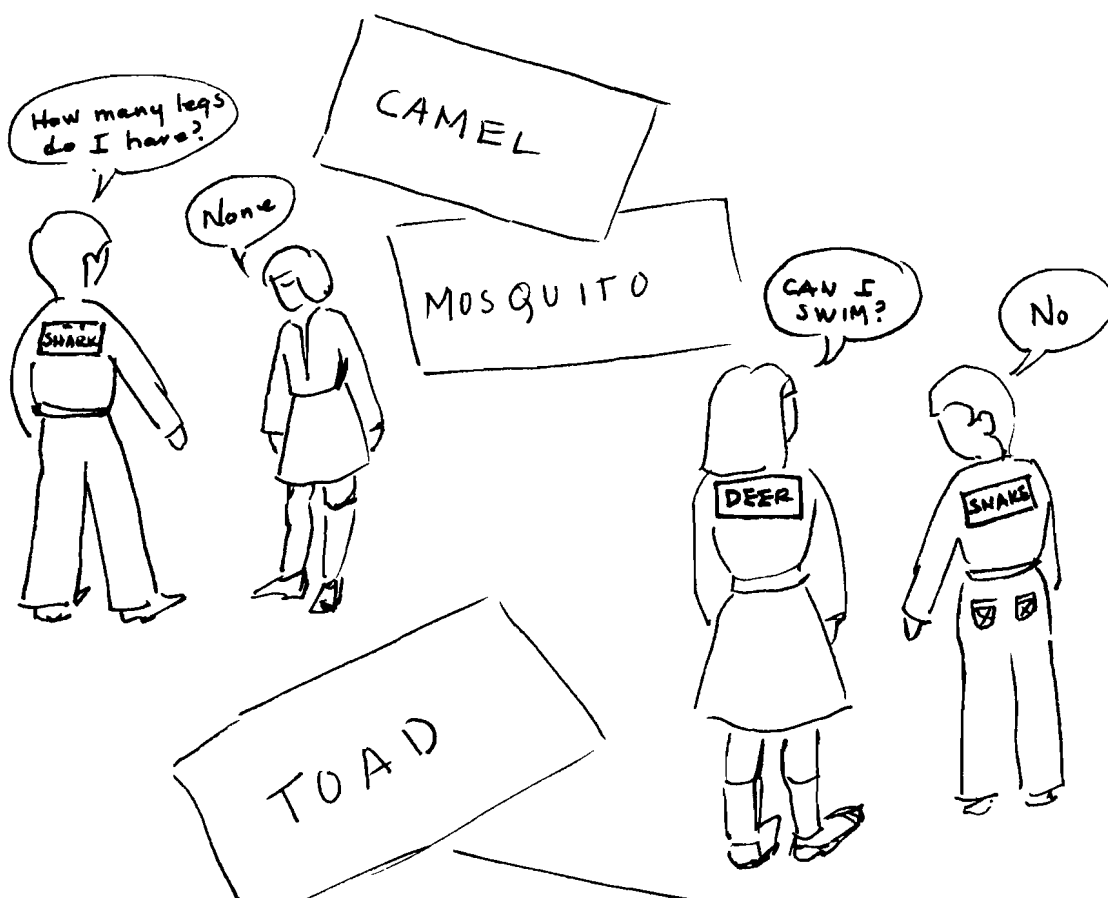
Materials: Paper, marker, pins.

Before class: Make a number of slips of paper, about 3"x6" and on one write "EVE." On the others write the names of various mammals, birds, fish, amphibians.

In class: Pin a slip on the back of each child. (The child does not know what name he/she has.)

Each child has to guess what his or her name is by asking questions that may be answered with "yes" or "no." Take turns: each child asks one question, then the turn passes. Go round and round until all have guessed.

You can vary the game by further restricting the questions for older children, for instance, questions must begin with "how many," "what color," (or, of course, "Am I a mouse, or cat," etc.) Or make up your own variations.



Each child can write one slip and pin it to someone's back.

If you want, you can restrict your list to Bible animals.

Genesis 2:8-25: A WIFE FOR ADAM

FOR OLDER CHILDREN: A Helper for Adam - a card game.

Materials: 2 copies each of this page and the next (48 cards), bristol board, clear contact paper, sharp scissors.

Before class: Drymount pages to bristol board (see pink page 10). In class: BEFORE CUTTING, apply contact paper to faces of pages. Cut out, smooth out bubbles.



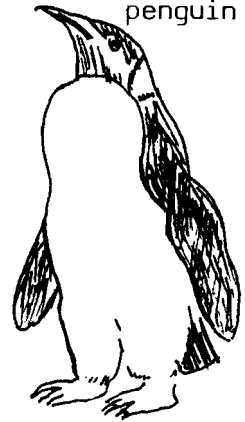
robin



bumblebee



squirrel



king
penguin



frog



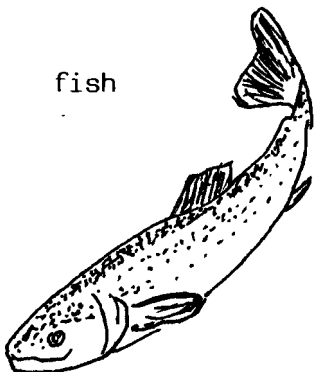
mouse



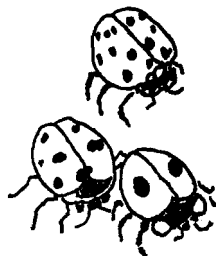
snail



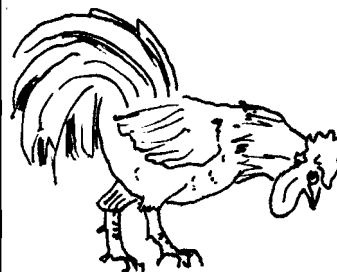
lizard



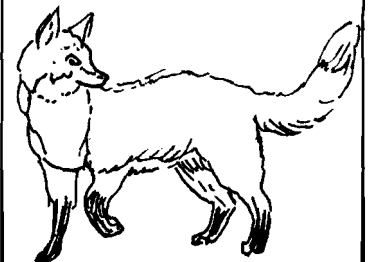
fish



ladybird beetles



rooster



fox

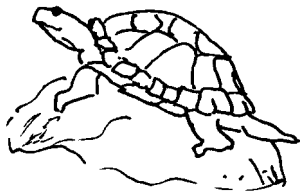
Lesson 6

DIRECTIONS: Lay deck face down. Players turn up one card at a time and place in face up on a separate pile. If a creature card comes up, that is not a suitable helper; turn passes. If Eve comes up, she is suitable; player gets whole stack of cards. At the end of the game, the player with the most cards wins.

OR: Teacher turns up cards. When Eve comes up, the first player to get his hand on the stack wins the pile. If a player mistakenly puts his hand on a creature card, he forfeits whatever cards he has won, and they are put at the bottom of the original pile again for further play.

This game can be played by any number of people, even the teacher and only one child.

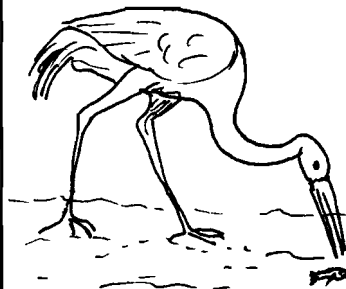
To make a box to hold the cards, see pink page 18.



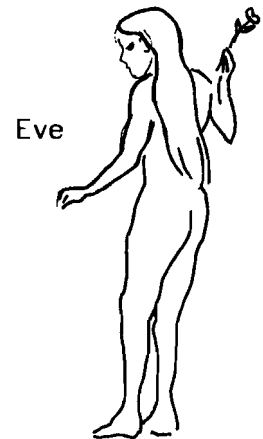
turtle



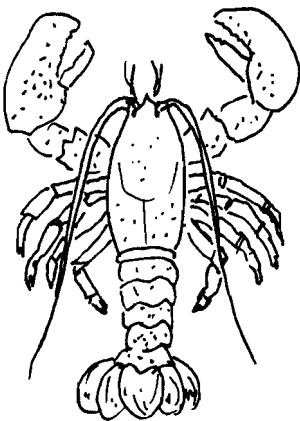
butterfly



egret



Eve



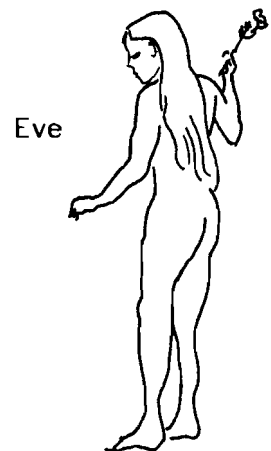
lobster



skunk

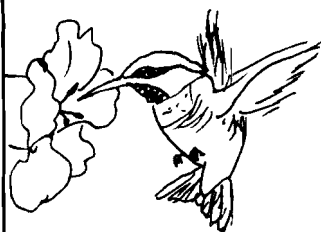
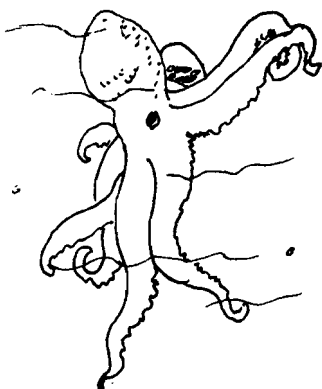


gibbon

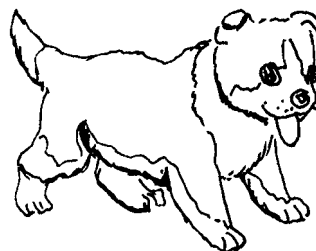


Eve

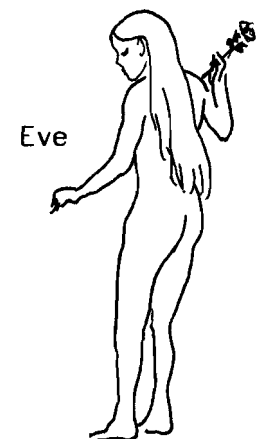
octopus



hummingbird



puppy



Eve

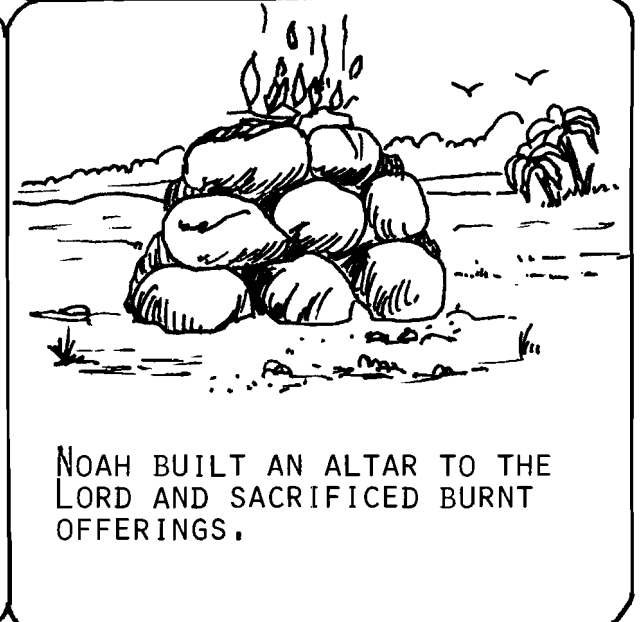
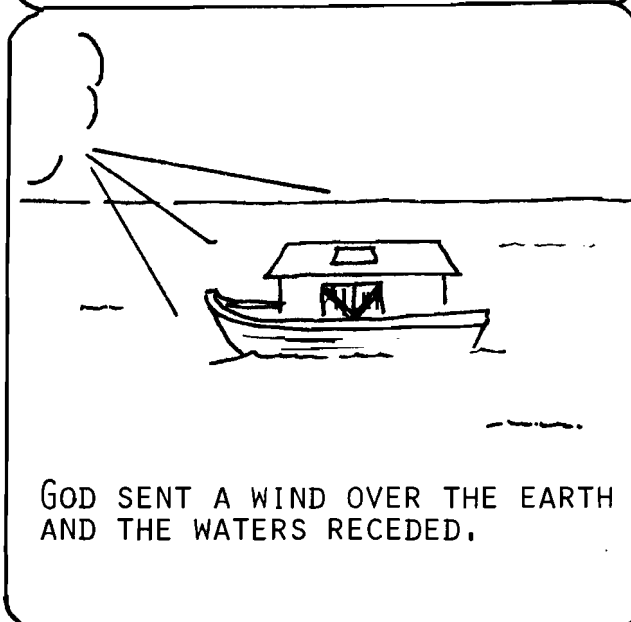
Genesis 8: THE END OF THE FLOOD

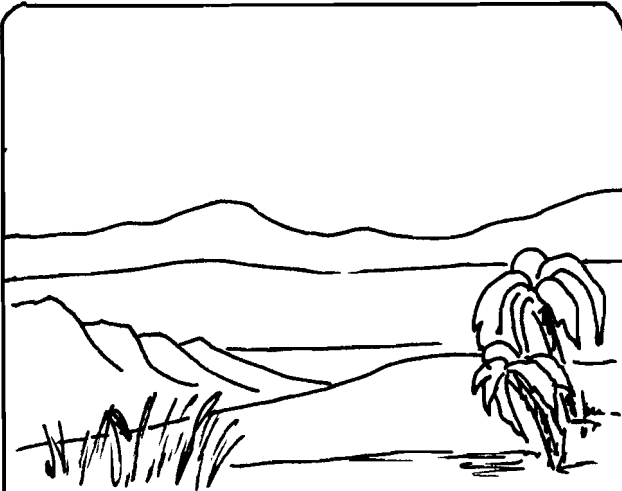
FOR OLDER CHILDREN: Do-it-yourself comic strip.

Materials: Xerox copies of this page and the one on the back, scissors, glue, plain paper, color medium.

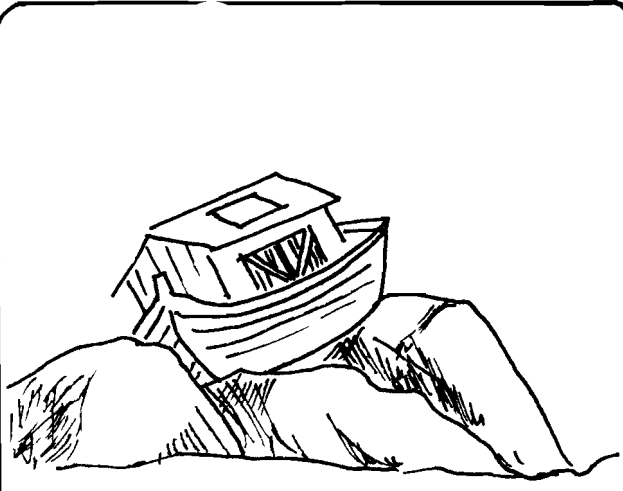
In class: The ten frames on the two pages contain parts of the story of Noah found in Genesis 8. They are not in the right order. The pupils cut the frames apart, arrange them in the right order by consulting the Bible account, and glue them to a sheet of paper (construction paper, typing paper, etc.). For children who don't read yet, the teacher can read the story and help them pick out the right frames by the picture content, perhaps gluing them as they go along.

FOR THE TEACHER: The frames are now printed in the following order (left to right): this page: 5,4,1,9; next page: 6,2,10, 7,3,8.





NOAH SAW THAT THE SURFACE OF
THE GROUND WAS DRY.



THE ARK CAME TO REST ON THE
MOUNTAINS OF ARARAT.

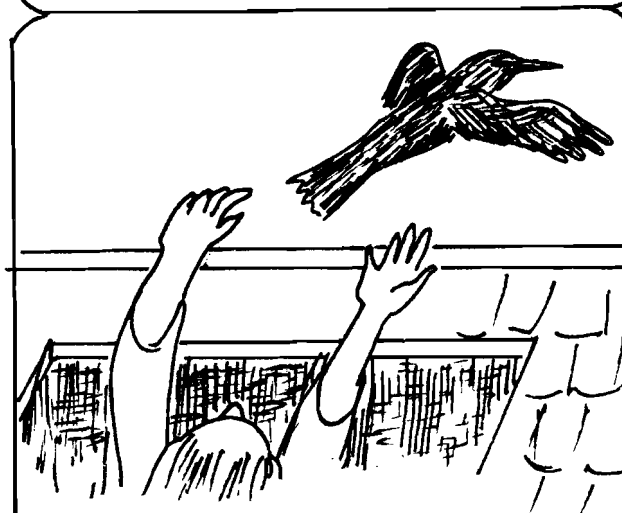
AND GOD SAID IN HIS HEART,
"NEVER AGAIN WILL I DESTROY
ALL LIVING CREATURES -

"AS LONG AS THE EARTH ENDURES,
SEEDTIME AND HARVEST,
COLD AND HEAT,
SUMMER AND WINTER,
DAY AND NIGHT
WILL NEVER CEASE."

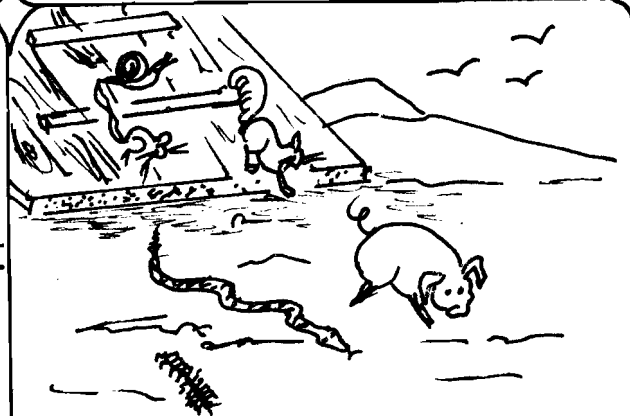
-FROM GENESIS 8



SO NOAH CAME OUT
OF THE ARK



NOAH SENT OUT A RAVEN, AND IT
KEPT FLYING BACK AND FORTH.



ALL THE ANIMALS AND ALL THE
CREATURES THAT MOVE ALONG THE
GROUND AND ALL THE BIRDS CAME
OUT OF THE ARK.

Genesis 8: THE END OF THE FLOOD

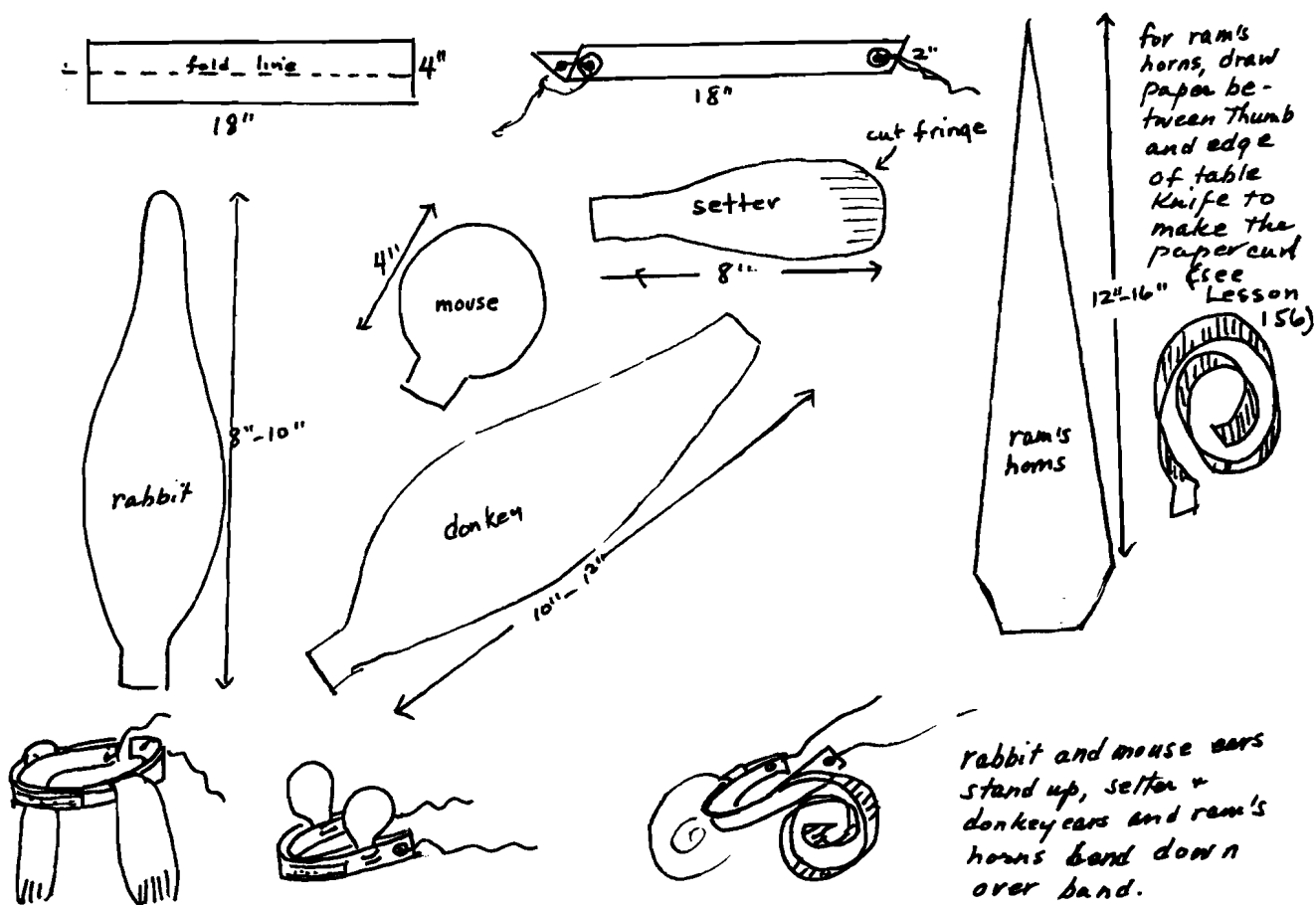
FOR THE LITTLE ONES: An animal headband to wear.

Materials: Kraft paper (heavy grocery bags), scissors, paper punch, paper reinforcements, string, stapler.

Before class:

- 1) Cut strips of Kraft paper about 4"x18" and fold in half lengthwise.
- 2) Punch holes through both thicknesses at both ends, and strengthen with paper reinforcements. Tie a piece of string at each end.
- 3) Cut out pairs of ears from Kraft paper. Styles below are just suggestions, you can make up your own ideas. Ears can be "lined" with pink construction paper, colored with poster paint, or made from other materials of your choice. Or they can be left in plain Kraft paper. The kids will love them.

In class: Each child chooses what animal he or she wants to be. You help them tie on the headbands, folded side down, and try the ears in the fold, marking the proper location on each side. Remove headbands and staple the ears into the fold (you are stapling through three layers). Now the children become animals. You can act out the story by choosing a corner of your classroom for the ark and closing it in with chairs or a table. Make sure it's crowded as you all get in and close the "door." You can read the story while you're inside, then when you get to the different actions pantomime the sending out of the birds, etc. At last it is time to get out and stretch!



Don't forget to
make and use
text slips!

All the animals came out of the ark.
-Genesis 8:19

Lesson 10

Genesis 8: THE END OF THE FLOOD

FOR OLDER CHILDREN: Scrambled words.

Materials: Xerox copies of the page, pencils, paper.

In class: Each of the words below comes from the lesson. Write the proper spelling in the spaces at the right. Now using your Bible, make some scrambled words. Exchange your paper with someone else in the class and see who can find the right words first. (You must each have the same number of words, of course.)

H O N A	_ _ _ _
T R A W S E	_ _ _ _ _
N I R A	_ _ _ _
T H E V E N S	_ _ _ _ _
A T A R R A	_ _ _ _ _
T R Y F O	_ _ _ _ _
V A R E N	_ _ _ _ _
V O D E	_ _ _ _
T E F E	_ _ _ _
D A H N	_ _ _ _
E V I L O	_ _ _ _ _
F A L E	_ _ _ _
V E E N S	_ _ _ _ _
T R E N U R	_ _ _ _ _
T H R E A	_ _ _ _ _
F E W I	_ _ _ _
N O S S	_ _ _ _
D R I B S	_ _ _ _ _
S L A M N I A	_ _ _ _ _
T R A L A	_ _ _ _ _

Genesis 13:1-13; 14:1-16: ABRAM AND LOT

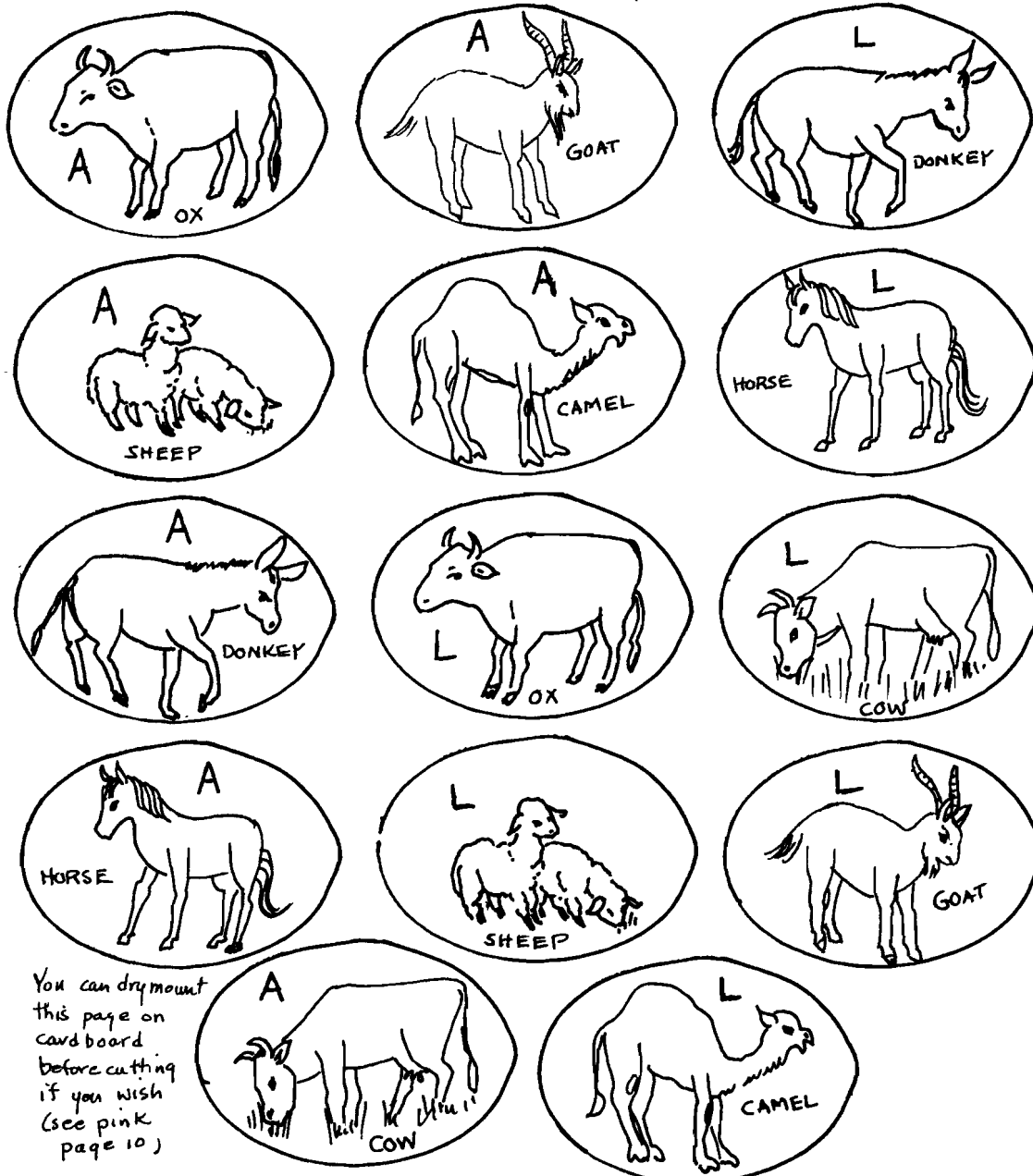
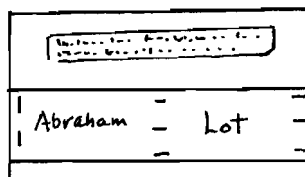
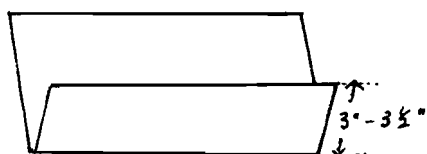
FOR YOUNGER CHILDREN: Dividing up the cattle.

Materials: 9"x12" construction paper, text slips (verses 11-12?), stapler, felt markers, scissors. For each child, one or more copies of this page.

Before class: (For the little ones) Cut out the animals.

In class:

- 1) Fold paper lengthwise, turning up about 3½"-4" at the bottom.
- 2) Staple two pockets; write names on each; glue on text slip.
- 3) Children who can handle scissors cut out the animals.
- 4) Each child places the animals mixed up in a pile, then tucks each one into the proper pocket. Little ones may need help, but they are learning their letters and will like matching the A and the L.



Cattle, or livestock, in Old Testament times, included varieties of oxen, bullocks, heifers, goats, sheep; and even donkeys, camels and horses. In this culture, wealth was measured in terms of cattle or a lump of metal (shekel).

You can drymount this page on cardboard before cutting if you wish (see pink page 10.)

Lesson 14

Genesis 13:1-13;14:1-16: ABRAM AND LOT

FOR OLDER CHILDREN: Weighing silver and gold.

Materials: Xerox copies of this page, scales which weigh in pounds and ounces (or a gram scale. Approximate equivalents: 28 grams = 1 oz, 450 grams = 1 lb.).

"Abram had become very wealthy in livestock and in silver and gold."

-Genesis 13:2

You can picture Abram traveling back from Egypt to the Negev (southern part of the Holy Land) with great flocks of animals. These might have been oxen, cows, goats, sheep, horses, camels or donkeys or a mixture of all of them. But even though the Bible verse says he was also rich in silver and gold, Abram did not bring back bags of coins. Why not? Because the Hebrews didn't have coins. They had little wedges of gold or silver, and bigger bars or ingots. They used a form of money measure developed by the Babylonians. Probably they didn't have coins until nearly 2,000 years after Abram's time.

You will find many references to money in both the Old and New Testaments, so here is a table of money weights.

20 gerahs = 1 shekel = .36 oz.

60 shekels = 1 mina = 1 1/12 lb. ("mina" is sometimes translated "pound".)

60 minas = 1 talent = 65 lb.

Both gold and silver were weighed in shekels. In value, 10 silver shekels = 1 gold shekel.

Now, using the scales, weigh some small objects from your classroom. Find out the equivalent in shekels, minas, or talents (you may have to weigh several batches and add them up to make a talent's worth).

See if you can find one or more objects weighing the equivalent of 60 shekels.

Look up II Kings 5:5 and find out how many talents of silver Naaman brought as a present to the King of Israel. How many pounds would that be? A lot of money, especially when you realize that he also brought 6,000 pieces of gold and ten changes of clothes!

Look up Genesis 23:15 and find out how much Abraham paid for a field. How many pounds? (Abraham used the field for a cemetery.)

Read Exodus 13:13. The shekel of the sanctuary was the standard offering at the temple.

In Joshua 7:21, read about the money Achan stole from the ruins of Jericho. Do you remember that story? How much did the silver weigh? the gold?

In II Samuel 15:26 we have a strange thing being weighed! Absalom cut his hair at the end of every year, and he weighed the hair. It weighed 200 shekels, and the verse says "after the king's weight." This brings up another interesting fact: There were three systems for shekels. The LIGHT weight is what you have listed above. But there was also the HEAVY shekel, which was two times the weight of the light shekel. And if you had to pay money to the king, his weight was a little bit heavier than the heavy shekel (his way of getting more money from his subjects!).

Genesis 22:1-14: THE SACRIFICE OF ISAAC

FOR ALL AGES: Bake a soft pretzel ram.

Materials: A batch of pretzel dough, egg glaze, pastry brush, Kosher salt, cookie pans, plastic knives, wax paper, sandwich bags, text slips.

Before class: (except for older children, who could make the dough in class)
Mix up a batch of dough and place in tight container in refrigerator. Make the egg glaze and store in a tight container. Grease the cookie sheets.

In class:

Turn on the oven to 425°. Place a sheet of wax paper on the table in front of each child. Give each one a piece of dough about the size of a small lemon. The ram is made as follows: Take about half of the piece of dough, roll it into a ball and press and shape it onto the cookie sheet. Make two snakes of dough, press them into (or under) the first piece as shown, score deeply with the serrated edge of the plastic knife, and curl around as shown. Add two bits of dough for eyes, and two larger bits for ears. Brush the ram with egg glaze and sprinkle with Kosher salt. Bake for 15 minutes or until nicely browned.

If you have made enough dough, the children can roll snakes and make pretzels in various shapes to snack on. If you plan to make enough to send home, have sandwich baggies with the text slips glued on.

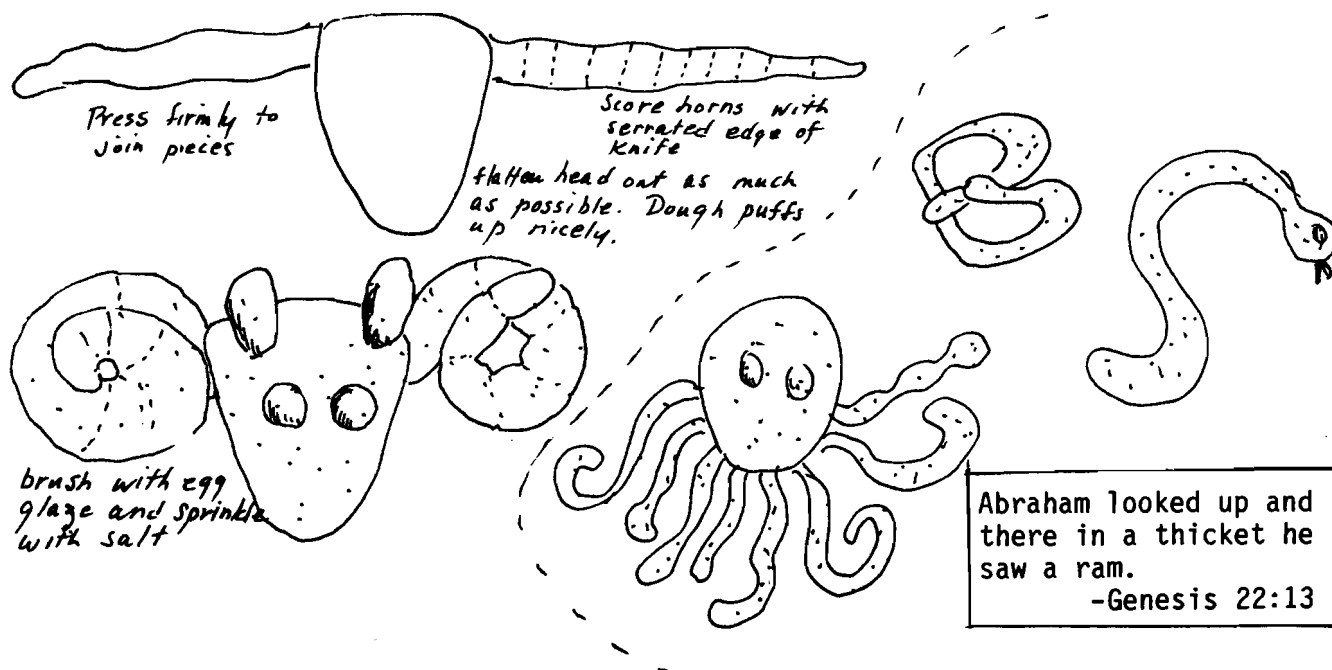
Pretzel dough

1 pkg (1T) yeast
1½ c warm water
1 T honey
1 T (or less) salt
4 c flour

Mix yeast, honey, water and salt in a small bowl. Stir in flour and knead until the dough is smooth.

Egg glaze

Beat one egg with 1 T cold water. Brush onto pretzels with pastry brush.



Lesson 18

Genesis 22:1-14: THE SACRIFICE OF ISAAC

FOR OLDER CHILDREN: A wordfind.

In this wordfind you will find the setting, cast of characters, animals, props, and words to ponder. Circle each word. When you are finished, the remaining letters will spell a key thought from the lesson.

(SETTING) Moriah, mountain, thicket.

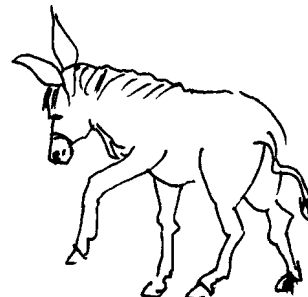
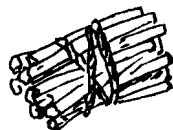
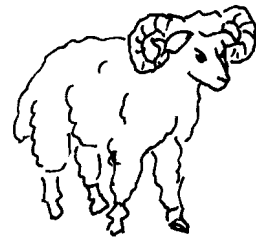
(CAST) God, Abraham, Isaac, servants, angel.

(ANIMALS) donkey, lamb, ram

(PROPS) wood, fire, knife, altar.

(WORDS TO PONDER) tested, offering, worship, provide, slay, heaven, third day, horns, son, hand, fear, bound, cut.

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



Genesis 28: JACOB'S DREAM

FOR OLDER CHILDREN: Learn the Jacob's Ladder fold.

Materials: Construction paper -9"x12", or any attractive paper that is not too fragile, scissors, glue.

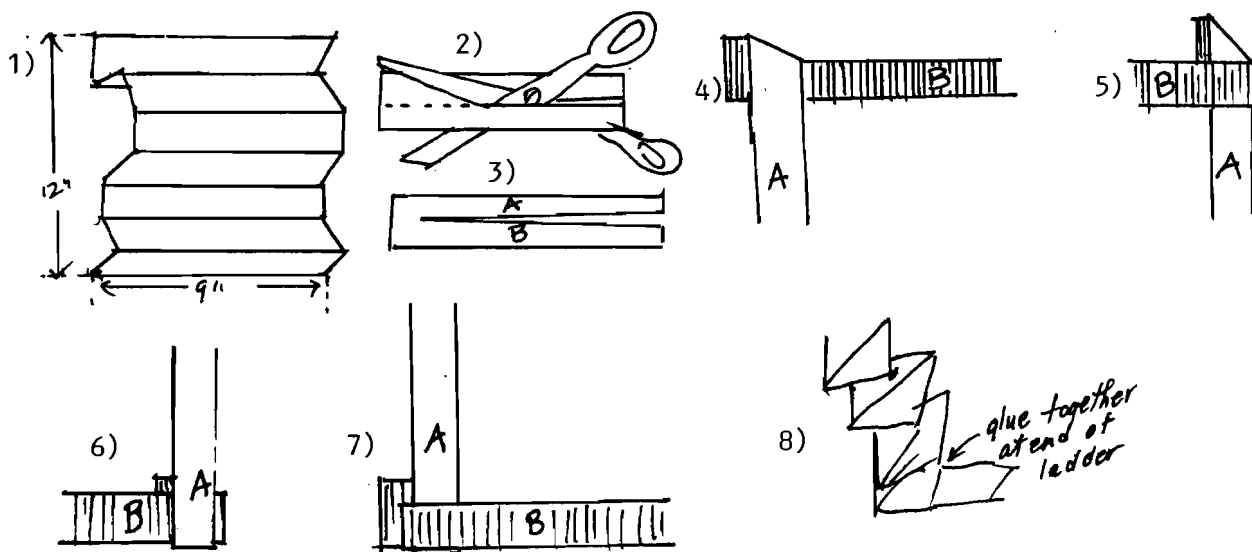
In class: This traditional paper folding process does not look like a ladder or a stairway, but is fun to learn and easy to do. It can be used for necklaces, festoons, etc.

- 1) Fold the paper crosswise in half. Repeat twice for eight sections.
- 2) Cut seven of the strips in half again.
- 3) Cut the eighth strip in half, stopping about $\frac{1}{2}$ " from the end.

Now begin folding:

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

Repeat steps 4 through 7 until you near the ends of the strips. With glue attach two new strips and continue. When you have used up all your strips you can cut more, or secure the end of your ladder with a drop of glue (8).



Genesis 28: JACOB'S DREAM

FOR THE LITTLE ONES: Up and down the ladder, a musical recognition game.

Materials: A musical instrument such as a slide whistle, xylophone, etc.

In class: Show the children how the tones of the instrument can go up and down, just as the angels went up and down the stairway to heaven in Jacob's dream. Have all the children sit on the floor. Now you play the instrument. When the tone goes up, the children must rise from sitting to standing position, and even raise their arms and stretch if you continue raising the pitch. Now as you lower the pitch, they gradually sink down until they are sitting again. Vary the speed with which you change the pitch. When they are part way down, you can go up again. See how well they can follow the tone. This is a good musical training exercise, as well as being fun. And if your children are old enough, they can take turns being the leader. But this can get out of hand if the children get silly!

FOR THE LITTLE ONES: An old song to sing.

Here's an old Negro spiritual which the children will love. We have changed the last words of each verse from "Soldiers of the cross" to "Children of the Lord," and have slightly altered other words also.



- | | |
|---|---|
| <p>1. We are climbing Jacob's ladder,
We are climbing Jacob's ladder
We are climbing Jacob's ladder,
Children of the Lord.</p> | <p>4. If you love Him, why not serve Him?
If you love Him, why not serve Him?
If you love Him, why not serve Him?
Children of the Lord.</p> |
| <p>2. Every round goes higher, higher,
Every round goes higher, higher,
Every round goes higher, higher,
Children of the Lord.</p> | <p>5. We are climbing higher, higher,
We are climbing higher, higher,
We are climbing higher, higher,
Children of the Lord.</p> |
| <p>3. Children, do you love your Jesus?
Children, do you love your Jesus?
Children, do you love your Jesus?
Children of the Lord.</p> | |

Genesis 28: JACOB'S DREAM

FOR THE LITTLE ONES: An angel figure.

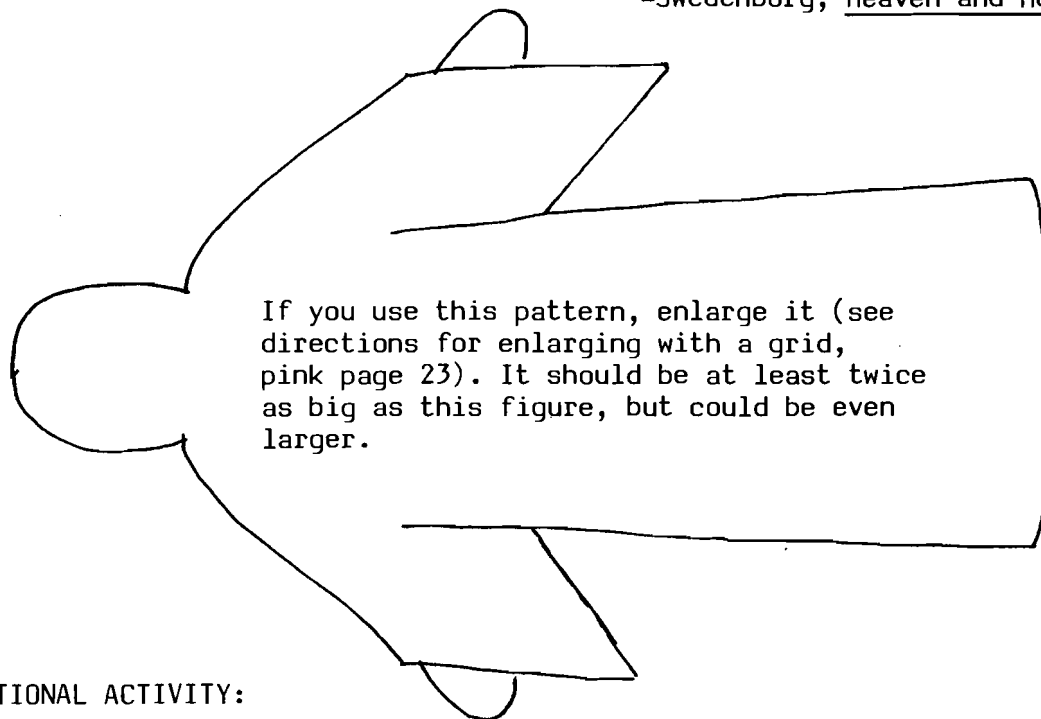
Materials: Lightweight cardboard, scissors, glue, fabric scraps, ricrac, lace, sequins, yarn, colored papers, etc.

Before class: Cut an angel shape from cardboard for each child.

In class: the children make angel self-portraits, drawing in the faces, adding the proper color yarn for hair, and decorating the garments with colorful scraps. See the quotes on the back of this page, and the following:

. . . in all of heaven there is not a single angel who was created at the beginning, nor is there in hell any devil who was created an angel of light and cast down. Rather, all the individuals in both heaven and hell are from the human race. In heaven are the ones who lived in heavenly love and faith in the world; in hell are the ones who lived in hellish love and faith.

-Swedenborg, Heaven and Hell 311²



ADDITIONAL ACTIVITY:

Since each child is a potential angel, you can use an idea of Swedenborg's, and tell them you will show them an angel. From the Tafel Documents (#291): A pretty maiden, only fifteen or sixteen years old, had often asked "Uncle" Swedenborg to show her a spirit or an angel. At last he consented, and leading her to a summer-house in his garden, he placed her before a curtain that had been lowered, and then said, "Now you shall see an angel;" and as he spoke, he drew up the curtain, when the maiden beheld herself reflected in the mirror.

Before class: Put a mirror, covered in some way, in a corner of your room.

In class: Tell the children you are going to show them an angel. Starting with the oldest (who can keep the secret better), take them one by one to the mirror. Tell them not to tell the others, as that would spoil the surprise. This activity could be the basis for a discussion of character building. You'll get suspense and giggles. The children will enjoy and remember.

Genesis 28: JACOB'S DREAM

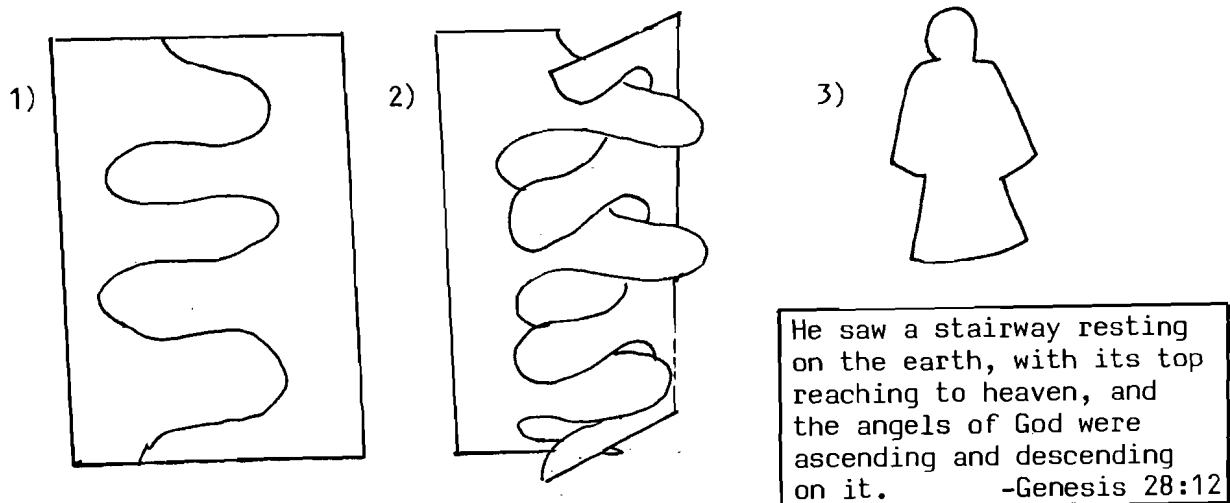
FOR OLDER CHILDREN: A 3-D stairway.

Materials: Construction paper, scissors, glue, text slips.

In class:

- 1) Cut a piece of blue construction paper (6"x9" is a good size) as shown.
- 2) Turn the pieces at an angle and interlock the tabs so the stairway will stand.
- 3) Cut human figures from colored paper and glue them to the stairway. Add text slip.

For children old enough to use an X-acto knife or other sharp pointed knife, this project can be done effectively using the blue styrofoam trays from the fish department of the supermarket. Be sure to have a piece of cardboard or layers of newspaper under the tray to prevent damaging the table when you cut. The angels could be cut from white and green trays, or from any brightly colored or white cardboard, packaging material, gift wrap, etc.



Some resource material for possible discussion:

Since angels are people, living together as people on earth do, they have clothes, houses, and many similar things. But there is a difference, that since angels are in a more perfect state, everything they have is more perfect. As angelic wisdom surpasses human wisdom so much as to be indescribable, so too does everything they perceive, everything presented to them. For everything they perceive, everything presented to them, corresponds to their wisdom.

Like everything else, the clothes angels wear correspond, and truly exist because they correspond. Their clothes correspond to their intelligence. So all the people in heaven are seen dressed in accord with their intelligence; and since one person surpasses another in intelligence one will have more outstanding clothes than another. The most intelligent have clothes that gleam as if aflame, some radiant as if alight. The less intelligent have shining white clothes without radiance, and those still less intelligent have clothes of various colors. The angels of the inmost heaven, though, are naked.

-Swedenborg, Heaven and Hell 177, 178

Also see Conjugial Love 42, where Swedenborg, in a memorable relation, describes the dress, jewels and appearance of a married couple.

Genesis 39:40: JOSEPH IN PRISON

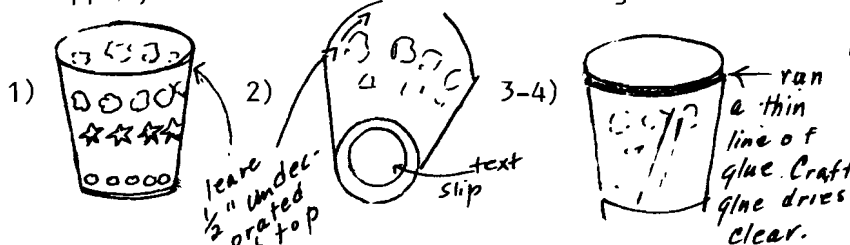
FOR THE LITTLE ONES: A cup for Pharaoh.

Materials: Clear plastic cups (2 for each child, with extras in case of breakage), stickers (flowers, stars, dots, etc), text slips, craft glue, grape juice and some special crackers or shortbreads.

Before class, cut circles of paper to fit on the bottoms of the cups, and print the text on them.

In class:

- 1) Decorate the outside of one glass with a pattern of stickers. From this surface, stickers can be removed and repositioned if they are the self-stick type
- 2) Glue text slip face up to bottom of glass (text is read from inside the glass).
- 3) Insert decorated glass inside a clear glass.
- 4) Teacher puts a small line of glue around glass where rims meet, to seal the two glasses together. The text is visible in the bottom of the glass and the decorations are sealed between the two layers.
- 5) Now pour and enjoy juice, with your selection of baked goods. The cups can be carefully washed with sudsy water and reused a time or two. However, these plastic cups are brittle, and may crack (and leak) if squeezed or dropped, so care is needed in handling them.



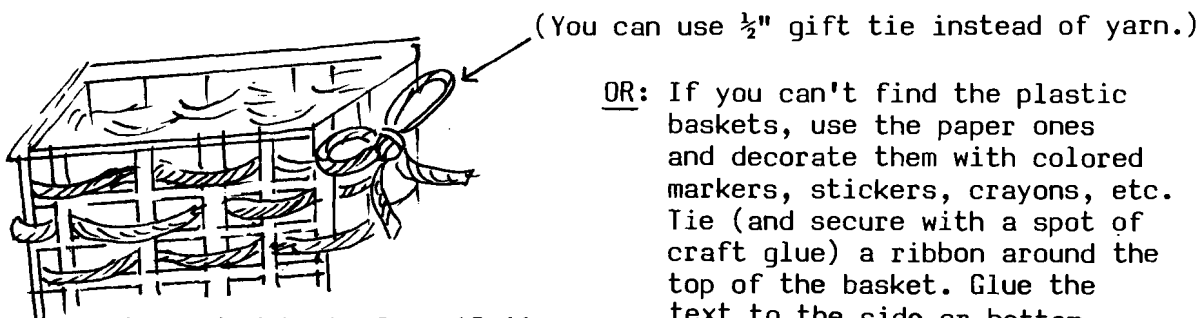
Act out the story: one child is cupbearer, and tastes, then pours the juice for Pharaoh and his guests.

FOR OLDER CHILDREN: A basket of baked goods.

Materials: Plastic berry baskets, colorful yarn, text slips, special crackers or shortbread cookies, cups and grape juice (or other juice which children will like).

In class: Cut lengths of yarn and weave them into the mesh of the berry baskets. On one round you can leave long ends and tie them into a bow. Glue the text slip into the bottom of the basket, and fill it with your crackers. If it is to be a gift for Mother, bring plastic wrap and rubber bands to cover the top.

Enjoy a snack of juice and crackers. The children can act out the story, with a scene of Pharaoh's banquet and his sending the two servants to prison. Their imaginations can supply the dialog.



Suggested text: Gen. 40:11.

OR: If you can't find the plastic baskets, use the paper ones and decorate them with colored markers, stickers, crayons, etc. Tie (and secure with a spot of craft glue) a ribbon around the top of the basket. Glue the text to the side or bottom.

Genesis 39;40: JOSEPH IN PRISON

The Royal Cupbearer

The royal cupbearer (translated "butler" in the King James and Revised Standard Versions) was an important figure in the palace. It was his duty to see that all the king's wine was pure and safe. The royal cupbearer tasted each container of wine before it was served - not only to be sure it was of excellent quality, but to test it for purity. There was always a chance, in those days of intrigue, that the wine might have been poisoned.

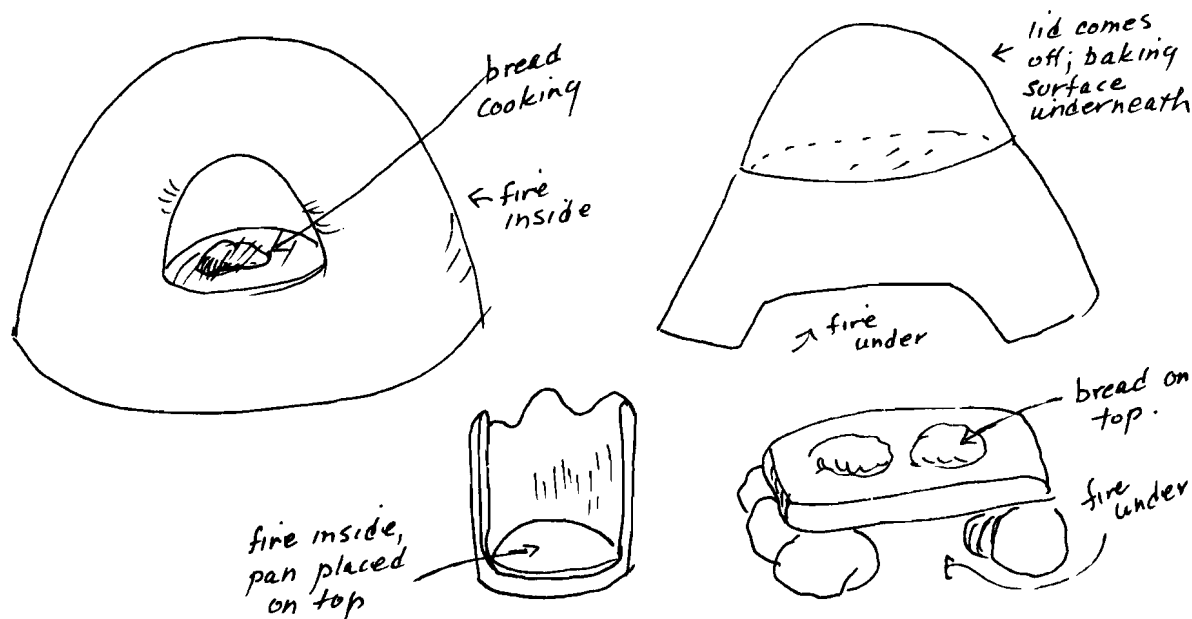
Only a man whose character was beyond reproach and who could be trusted with confidential information (as he was frequently present at important conferences) would be selected as royal cupbearer. Nehemiah, an extremely wealthy Jew living at Susa was royal cupbearer to Artaxerxes I of Persia (Nehemiah 2). So the dismissal of the cupbearer in the story might have been for several involved reasons, and was a fall from a very high to a very low state.

The Chief Baker

In ordinary family life, the women did all the cooking. There were several kinds of oven. One was a large conical or dome-shaped clay container. It probably had fire built underneath and the cover placed over the cooking surface. Some ovens had the fire inside, and the dough was pressed against the outside surfaces to cook. Or the "oven" might have been simple a flat stone supported by rocks, with fire underneath. In some villages there was a public oven, tended by a baker, whose duty it was to keep the fire evenly burning at the proper temperature (which meant tending at night, too). Each family would prepare the dough for the day's eating, and bring it to the public oven to bake it.

In the royal palace, however, a man was chosen to be the chief baker and superintend all the cooking for the king's household. This was, like that of the royal cupbearer a high position, though the rest of the kitchen help were probably slaves (I Samuel 8:13).

The word "bakemeats" or "baked goods" probably referred to special cakes and not to ordinary bread.



Exodus 3: THE BURNING BUSH

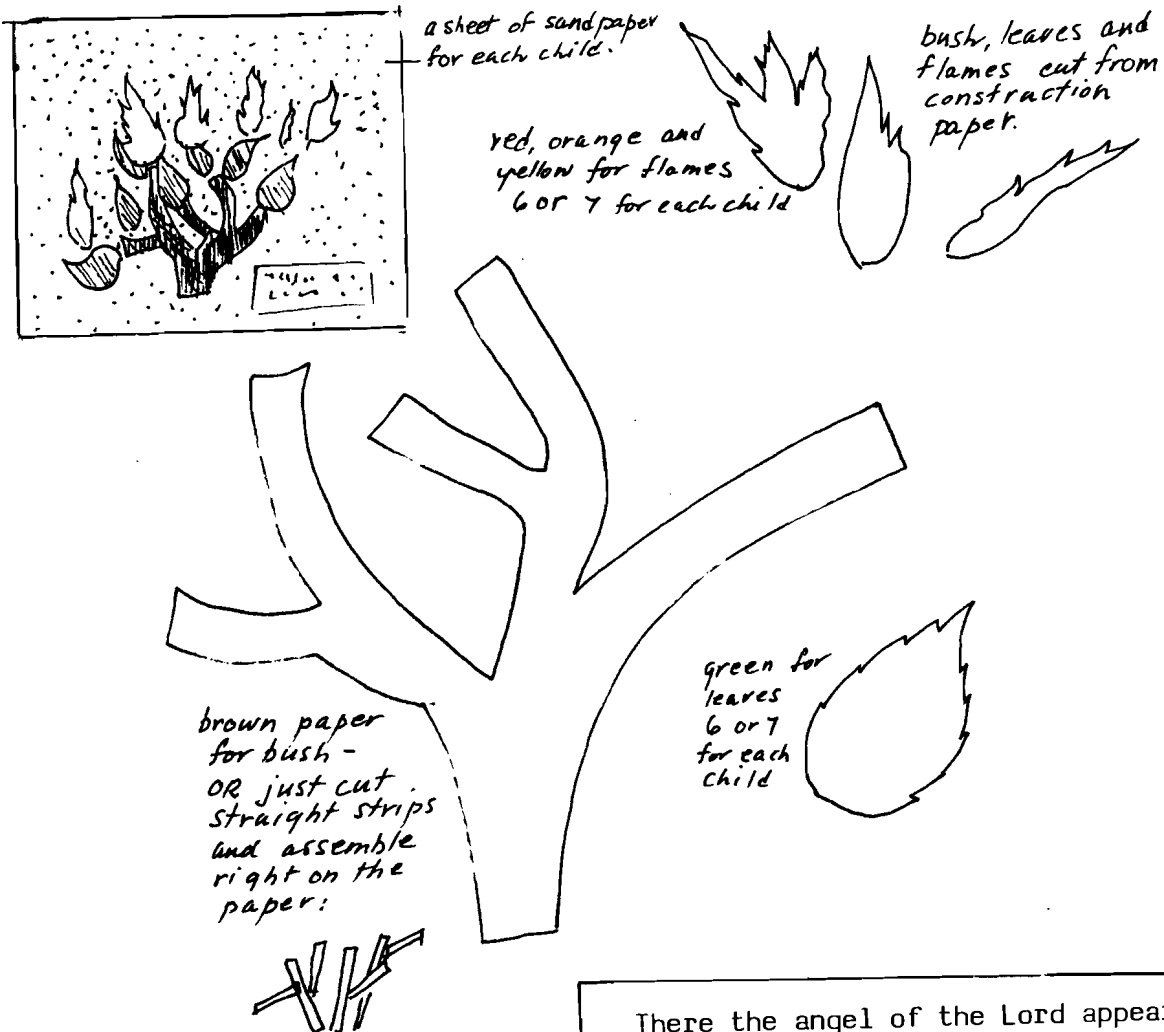
FOR THE LITTLE ONES: The bush in the desert - a paste-it project.

Materials: Construction paper, sandpaper, glue, scissors.

Before class: Cut free-form paper shapes of bush, leaves and flames, as suggested below. Be sure your sizes are adapted to fit on the size sandpaper you have purchased. (Older children could do the cutting in class, as there is no need for precision in cutting.) Stack paper and cut several at a time.

In class:

First the bush, stems and leaves, then the flames are glued on the piece of sandpaper. Last goes the text. The sandpaper is to represent the fact that Moses was way out in the desert.



If you have a sand table in your classroom, you can use plain paper instead of sandpaper. Just spread glue on paper, press it into the surface of the sand, shake off the excess, and proceed with the picture.

There the angel of the Lord appeared to him in flames of fire from within a bush. Moses saw that though the bush was on fire it did not burn up.

-Exodus 3:2

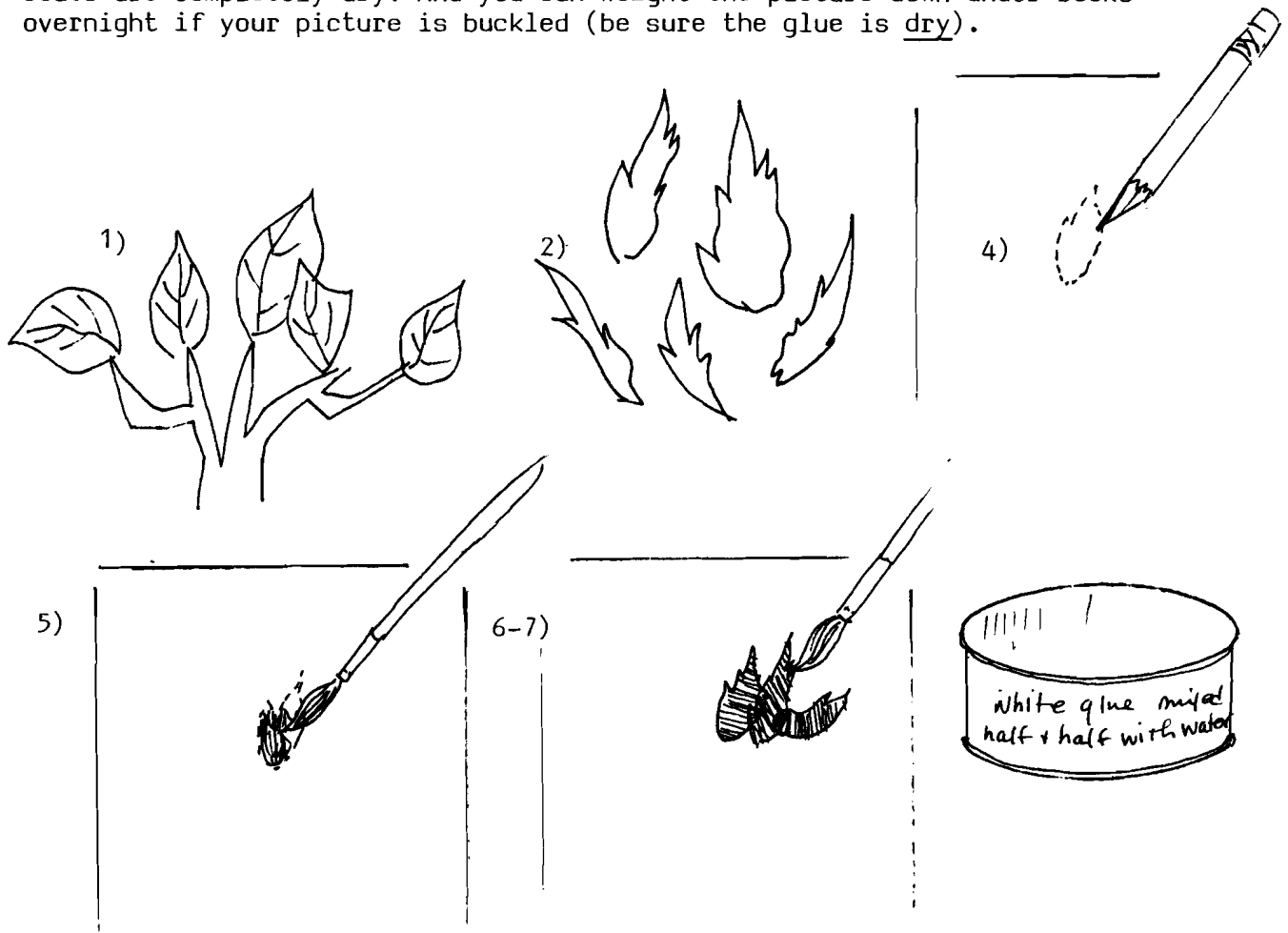
Exodus 3: THE BURNING BUSH

FOR OLDER CHILDREN: A bright tissue paper collage.

Materials: Large sheets of plain white paper (heavy paper such as watercolor pad is good), felt markers, red and yellow tissue paper, pencils, scissors, shallow containers (tuna cans), white glue (anything that dries transparent), watercolor brushes.

In class:

- 1) Draw the bush with felt markers. Write the text somewhere on the page, at the bottom, or perhaps around the edge for a "frame."
 - 2) Cut free-form flames in red and yellow tissue.
 - 3) Mix a small amount of glue in the containers. Dilute white glue 50/50 with water. Apply each flame as follows:
 - 4) With pencil lightly mark the position of the flame.
 - 5) Brush glue into the space.
 - 6) Gently press the flame onto the glue patch.
 - 7) Coat the flame with glue.
- By overlapping the flames you will get interesting variations of color and intensity. Wrinkles will add texture.
- 8) If you wish, you can coat the whole collage again with glue after the first coats are completely dry. And you can weight the picture down under books overnight if your picture is buckled (be sure the glue is dry).



Moses saw that though the bush was on fire, it did not burn up. -Exodus 3:2

Exodus 15: MARAH AND ELIM

FOR THE LITTLE ONES: Twelve wells and seventy palm trees.

Materials: Fresh drinking water, paper cups and plates, dates, matzos. (Fresh dates are almost a must. Expensive, but more authentic, and easier to distribute than the sticky dried ones. For very little ones, remove the pits.)

In class: Act out the story. Take a trip around your room, or through the building, or outdoors. Plan your itinerary so that you can stop at "Marah" and explain about the bitter water. Find a stick ("planted" there ahead of time) to illustrate throwing it into the water. Now have a cool drink of fresh water. Now on to "Elim," the oasis (back in your room, if you have left it) where you have a snack of dates and a drink of water. The matzos will complement the heavy sweetness of the dates. The children can glue text slips to their plates and take them home.

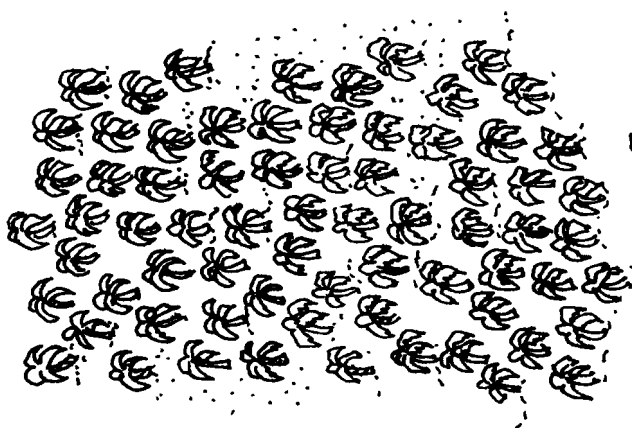
Then they came to Elim, where there were twelve springs and seventy palm trees.

-Exodus 15:27

FOR CHILDREN OLD ENOUGH TO COUNT: A card to take home.

Materials: Copies of the sheet below, scissors, glue, color medium (optional).

In class: Cut paper on solid line, fold on dotted line, glue together. Color the card if you want. Check to see whether there are really twelve springs and seventy palm trees.

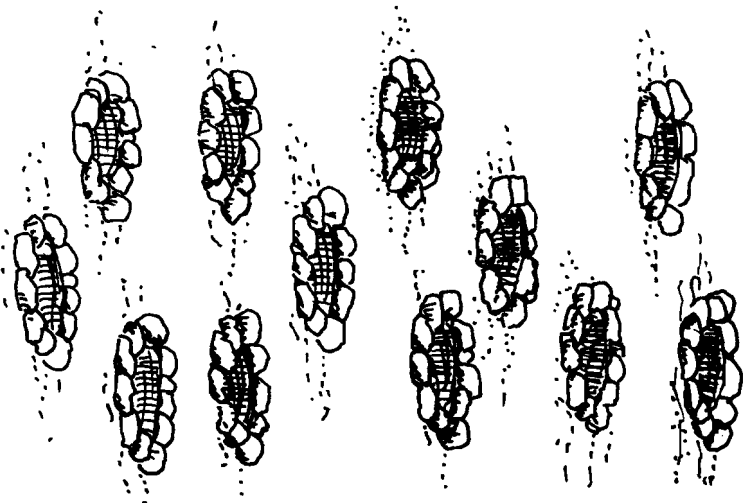


Exodus 15: 27

After the Children of Israel had crossed the Red Sea, they wandered in the desert. They were very thirsty, and the only water they found was not fit to drink. When they complained to the Lord, He showed them a piece of wood. When they threw it into the pool, the water became safe to drink.

Then the Lord led them to an oasis where there were twelve springs.

Pretend you are a bird flying overhead. How many palm trees do you see?



How many wells can you count?

After the hole is dug, a ring of stones is placed around the edge to mark the place and keep the sand from falling back in.

An oasis is a place in the desert where the land dips down low enough so it is possible to dig a hole and reach water.

Exodus 15: MARAH AND ELIM

FOR OLDER CHILDREN: The date palm, a profile and picture to color.

Just as we think of palm trees when we think of tropical islands, the outsiders in Bible times thought of the date palm when they thought of Palestine.

A straight trunk with no branches bears a cluster of leaves which grow directly out of the top. The dates hang down from under the leaves. Date palms grow with their feet in the water and their heads in the sun. That is, they need a hot sunny climate, but plenty of water. The date palm sends down long, tenacious roots that go down, down, searching for water.

The sight of palm trees is cheering to the traveler, because it is a sure sign of water. Palms can grow as high as 100 feet. The dates are used as food for men and animals (even the pits are used by being ground up, mixed with water and fed to animals). Palm wood is used for building, the leaves for thatching roofs. Leaves are also used for weaving baskets, floor mats and sleeping mats. Leaf fibers make rope for home use and boat rigging. Palm trees yield wax, oil, tannin, dyes, resin and a juice which is fermented and made into a liquor, arrack. Date sugar is made by grinding up well-dried dates.

No wonder that in the Near East the palm tree is called the Tree of Life!



Exodus 25:1-22 THE ARK OF THE COVENANT

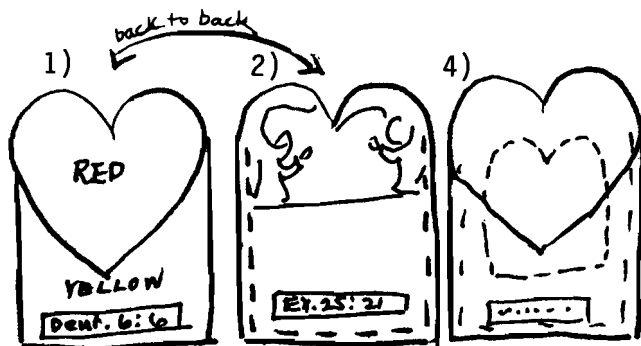
FOR THE LITTLE ONES: The commandments - in the ark and in my heart.

Materials: Red, yellow and gray (or tan) construction paper, scissors, glue, pencils or crayons, text slips, stapler.

Before class: Cut the three shapes below. Sketch in the cherubim and write in the commandments as indicated. Make text slips.

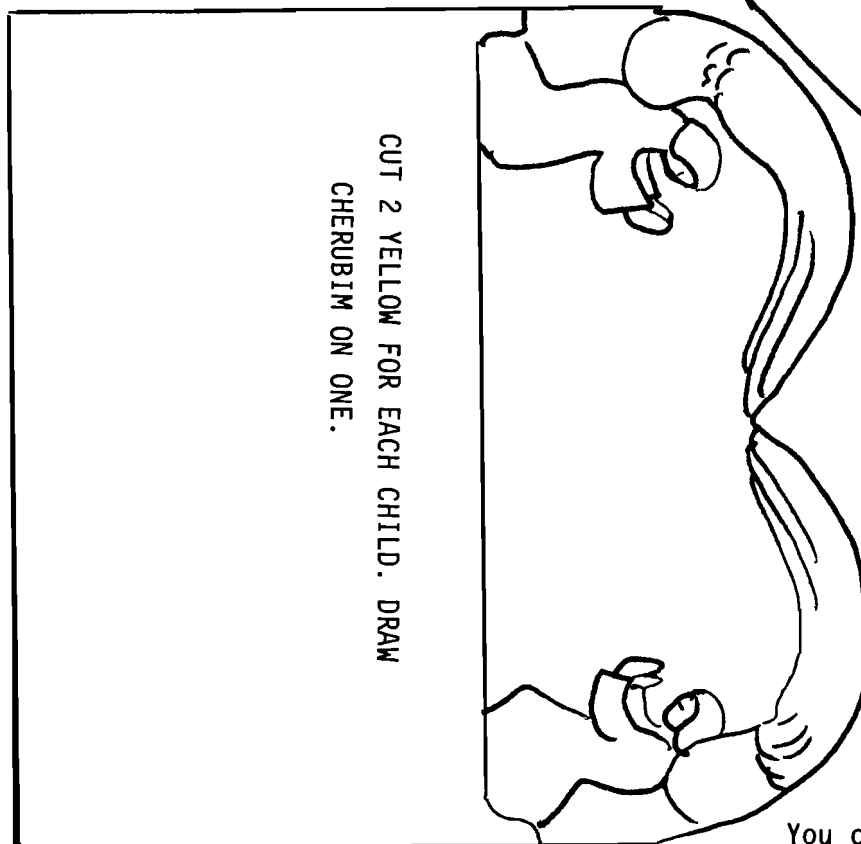
In class:

- 1) The children glue the heart to one yellow piece. They write their names.
- 2) Place the yellow piece with the cherubim back-to-back with the piece with the heart. Staple together along sides and bottom to make a pocket.
- 3) Glue on the text slips.
- 4) Slip the tables of stone into the pocket. Turn to one side and the commandments are in the ark; turn to the other side and they are in the heart.

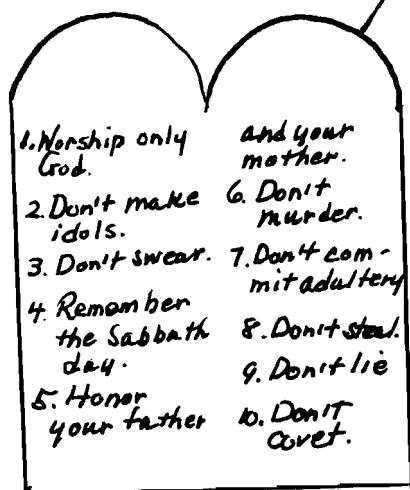


CUT 1 RED FOR EACH CHILD

child writes his/her name on heart



CUT 1 GRAY FOR EACH CHILD. WRITE OUT COMMANDMENTS.



You can enlarge these pieces (pink p.13)

Lesson 38

Exodus 25:1-22: THE ARK OF THE COVENANT

FOR OLDER CHILDREN: A wordfind.

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

half
Moses
meet
cubits
wings
cast

make
overlay
cover
chest
face
ark

hammered
testimony
acacia
gold
wood
top

upward
cherubim
rings
two
molding

ends
atonement
poles
four
pure

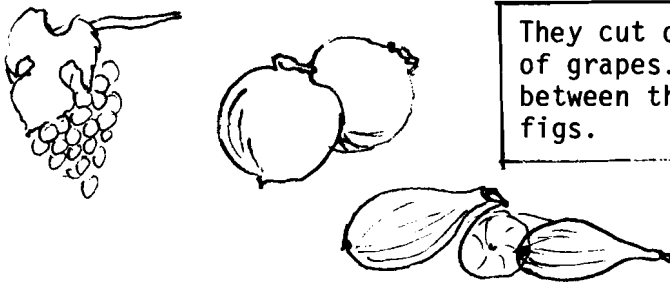
All the words in this puzzle are from Exodus 25:1-22. They are in a straight line, backwards or forwards, horizontal, vertical or diagonal. When you have circled all the words, the remaining letters spell out a part of a verse from the lesson. We have chosen the New International Version of the Bible for this puzzle, so some of the words may not seem familiar to you. For instance, the word "cover" is translated "mercy seat" in King James. (There doesn't seem to be an reason for this. Strong's concordance indicates that the Hebrew word merely means "cover.")

Numbers 13;14: THE TWELVE SPIES

FOR THE LITTLE ONES: A feast from the promised land.

Materials: Grapes, figs, pomegranates, knife, paper plates and napkins, text cards. Handi-wipes or a wet washcloth if you don't have access to a washroom.

In class: After the Bible story time, get out the fruits. Let the children touch, smell, admire and eat.



They cut off a branch bearing a single cluster of grapes. Two of them carried it on a pole between them, along with some pomegranates and figs.
-Numbers 13:23

FOR THE LITTLE ONES: Spy out the land: a spyglass.

Materials: Paper towel tubes, lightweight cardboard, scissors, paper punch, craft glue, text slips. (See pink page 9 regarding glue.)

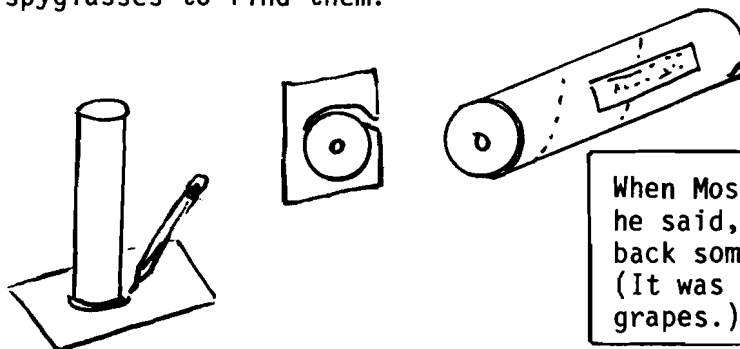
Before class: Trace around the end of each tube onto cardboard and cut out the circle, just outside the line. With paper punch make hole in the center of each circle. Make text slips.

In class: Put a line of craft glue around the edge of each cardboard circle. Press the circles onto one end of each tube. Let dry before using. Glue on text slips. You can decorate the tubes with cut paper, stickers, etc. if you want.

Now look through the little hole in the closed end of the tube. Also, turn the spyglass around and look through the big end (the children will undoubtedly do this without your suggestion).

This spyglass doesn't make things look larger, of course. But since it concentrates the vision on a small area, the details are more noticeable. The children will have fun just looking.

If you have also brought the three fruits, in the project above, you can "hide" them in obvious places around the room and have the children use only their spyglasses to find them.



When Moses sent them to explore Canaan, he said, . . . "Do your best to bring back some of the fruit of the land." (It was the season for the first ripe grapes.)
-Numbers 13:17,20

Lesson 42

Number 13; 14: THE TWELVE SPIES

FOR OLDER CHILDREN: Solve a problem.

REUBEN	REUBEN	SHAMMUA
SIMEON	SIMEON	
LEVI	JUDAH	
JUDAH	ISSACHAR	
DAN	EPHRAIM	
NAPHTALI	BENJAMIN	
GAD	ZEBULUN	
ASHER	MANASSEH	
ISSACHAR	DAN	
ZEBULUN	ASHER	
JOSEPH	NAPHTALI	
BENJAMIN	GAD	

The Twelve Tribes of Israel were the families of Jacob's twelve sons. The sons are listed in column 1 in order of their birth. Column 2 lists the twelve tribes as they appear in our chapter.

- 1) Put a check mark in front of each name that appears in both columns. Do you have a problem? (There are two tribes in each column which have no match.)
- 2) To solve this problem: Read Numbers 1:47-50. You see, the Levites were set apart to care for the tabernacle and to be priests throughout the land. They were not given any part of the land for their own, but were scattered about in all the divisions, so that each tribe would have the service of the priesthood. So put a circle around the name of Levi.
- 3) Now you have Joseph left in column 1 and Ephraim and Manasseh in column 2. To solve this problem, read Genesis 48:20-22. Remember that Joseph was Jacob's favorite son. On his deathbed Jacob (by then he was called Israel) gave Joseph's family a double portion of the inheritance by giving Ephraim and Manasseh each one portion. So instead of one tribe of Joseph there were two tribes, Ephraim and Manasseh. Draw lines from the name of Joseph in column 1 to those of Ephraim and Manasseh in column 2.
- 4) Now go back to Numbers 13:4-16. In column 3 write the name of each of the twelve spies beside the name of the tribe he represented.
- 5) Put another mark (a second check mark or a star) beside the names of the two spies who brought back a good report.
- 6) Oshea, Hosea and Hoshea are all different forms of the name Joshua. They all mean "salvation." The Greek form of this name is Jesus.

Teachers: Use King James for this lesson. Other versions may give an alternate translation of Genesis 48:22, obscuring the fact that Joseph got two portions.

Joshua 1: THE CALL OF JOSHUA

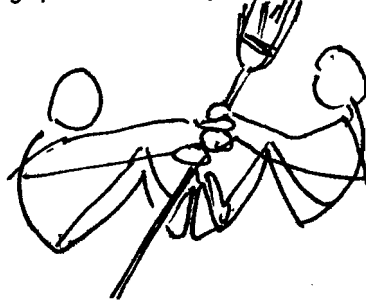
FOR THE LITTLE ONES: Be strong! - Tiny tot Olympics.

Materials: See individual events.

Here are several "Olympic" events designed to test strength and skill. Choose two or three that you think appropriate for your children. You can give prizes (cards with verses from the lesson?) or not, as you choose. After each test of skill ask, "Was that hard or easy?" What is hard for one person may be easy for another.

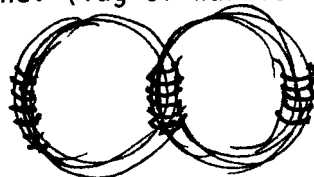
1. Weight lifting. Fill pairs of plastic milk containers (quart, half gallon and gallon) with water. One goes in each hand. Can you lift? raise them shoulder high? over your head? String a rope through the handles. How many can you lift at once (using two hands together)?
2. Stick pull. Two contestants sit on floor, knees bent, feet to feet. Grasp a broomstick (broom can still be on it!) with both hands. Each tries to pull the other to a standing position. (Not for really little ones.)

It's hard to be really happy for someone else who has something you'd like to have yourself!



Obedying the Lord's commands seems hard, but it is easier than taking the consequences of breaking them!

3. Hammer throw: Blow up medium size paper bags and tie off with 3' of string. Swing bag in circle and let go. See who can send it the longest distance.
4. Javelin throw: Use drinking straws.
5. Discus throw: Use paper plates.
6. Tug of war: a) use heavy rope with knot in center. Draw center line, under knot. teams try to pull each other so that knot crosses the line to their side. b) 2-man tug of war. Take 10 yd. heavy twine. Wrap around your hand 30 times, cut off remainder. Carefully divide loops in two so that center part remains joined. With leftover twine wrap center joint and tie. Wrap handholds on either side. Contestants stand at center line, try to pull each other over line. (Tug of war is not suitable for indoor use!)



*It's hard to admit you were wrong!
It's hard to forgive!*

Don't take too much time with these events. And stop immediately if the children get too wound up and won't calm down when you request it.

Now: You did some hard things! You're really strong! But there are some things that are even harder. How about these things?

Is it hard or easy to

Go to bed without any back talk when Mom or Dad says to?

Clean up your plate.

Stop fooling around when you get too noisy in Sunday School and I ask you to stop?

Not get mad and hit people if they take something you have away from you.

Lesson 46

Joshua 1: THE CALL OF JOSHUA

FOR OLDER CHILDREN: A review of the wilderness wanderings.

Materials: Question slips, Bibles, pencils, "rewards" (crackers, nuts, other small foods or favors).

Before class: Write the questions and Bible references on individual slips of paper.

In class: Deal out the slips. Set a time limit (perhaps 10 minutes). The children look up the verses on their slips and write the answer on the slip (most are one-word answers). When time is called, they go around the circle, reading off the questions and giving the answers. They get a cracker or other "reward" for each correct answer (see Psalm 19:8,11). Of course if the children know the answer already, they will not have to look it up, and will finish sooner. You may set this up as a contest, with a prize for the first one through.

-
1. What Sea did the Israelites cross when they escaped from Egypt? (Exodus 13:18)
 2. Who chased the Israelites when they crossed the Red Sea? (Exodus 14:10)
 3. Who was the leader of the Israelites? (Exodus 15:1)
 4. Where did the people find the water was bitter? (Exodus 15:23)
 5. What was the first meat they ate in the desert? (Exodus 16:13)
 6. How did Moses get water out of a rock? (Exodus 17:6)
 7. What was the first enemy they fought? (Exodus 17:10)
 8. Who was Moses' father-in-law? (Exodus 18:1)
 9. On what mountain did Moses receive the ten commandments? (Exodus 19:20)
 10. How did the people get the materials for the tabernacle? (Exodus 12:35,36; 25:2)
 11. Who were chosen to be the priests? (Exodus 28:1)
 12. What was the name of the mountain Moses climbed to get a glimpse into the Promised Land? (Deuteronomy 34: 1)
 13. Where is Moses' grave? (Deuteronomy 34:6)
 14. Who was the leader after Moses died? (Joshua 1:1,2)
 15. What book was Joshua told never to forget? (Joshua 1:8)
 16. What was the Lord's special command to Joshua? (Joshua 1:6)

(These questions come in three books only. If the children find the books first and put markers in them, it will be easier and quicker to look up the answers to the questions)

Joshua 7; 8: THE CAPTURE OF AI

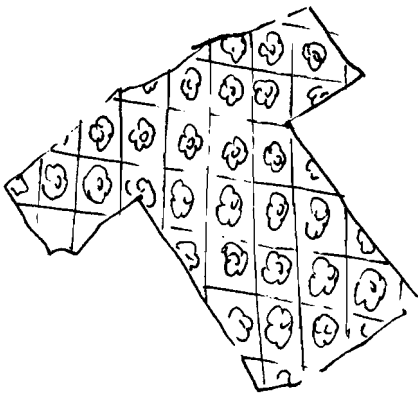
FOR THE LITTLE ONES: Stolen goods, a project for modeling and cutting that can also be used in the sand table.

Materials: Fabric, scissors, playdough (yellow and gray or white), text slips, containers with tight lids (cottage cheese, margarine tubs); for sand table: fabric pieces about 8"x12", sticks, animal and human figures if you have them.

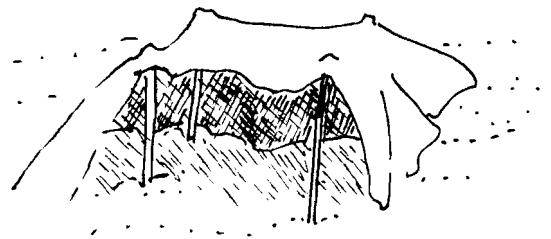
Before class: Make the playdough and model wedges of silver and gold and let them harden. From colorful fabric, cut out a robe shape.

In class: The children snip out "robes" from their choice of fabric. They model the gold and silver wedges. These three items can be put in the plastic containers to take home. Don't forget to glue the text slip on the cover.

For the sandbox: Make tents from the fabric pieces by sticking four or more sticks into the sand and draping the fabric over. (If you have On Holy Ground, by William L. Worcester, you will find pictures of tents on pages 13 and 109.) One tent is Achan's, and under it the children bury the wedges you have made ahead of time and dried, and the beautiful robe. See Joshua 7:21 to see which item was buried on the bottom. If you want, the story can be continued, by drawing lots (see Lesson 63), digging up the buried treasure.



When I saw in the plunder a beautiful robe from Babylonia, two hundred shekels of silver and a wedge of gold weighing fifty shekels, I coveted them and took them. -Joshua 7:21



FOR OLDER CHILDREN: Weigh the gold and silver: A project of conversion.

Materials: Pencils, paper, weight tables from Lesson 14.

Before class: Watch the Dow-Jones report on TV and find out how much gold and silver are worth today.

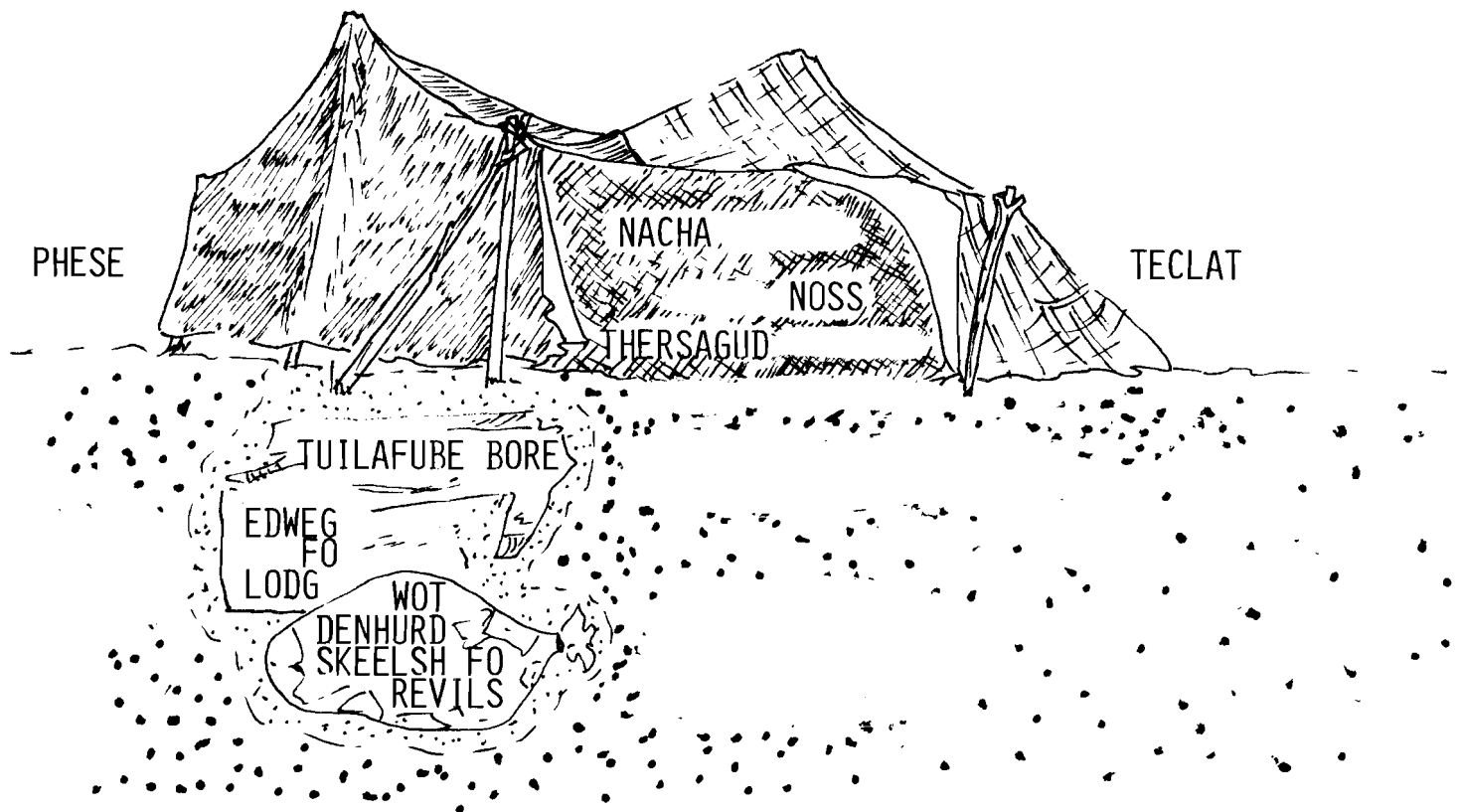
In class: Find out how much 200 silver shekels and 50 gold shekels would be worth today. Note that silver in those days was worth 1/10 of the price of gold. Is it the same today?

Joshua 7; 8: THE CAPTURE OF AI

FOR OLDER CHILDREN: Scrambled words.

THE SIN OF ACHAN -JOSHUA 7;8

Here is Achan's tent. By unscrambling the words, find out who was in the tent, what stood outside the tent, and what was buried under the tent. (Use the New International Version of the Bible.)



Here are more words from Joshua 7 for you to unscramble:

SNELOT

TONNAVEC

HUSAJ

HAJUD

ENNIDS

LUPERND

VECODET

YIFFT

LIPE

NEDOTS

BRENDU

SKROC

YALVEL

CHROA

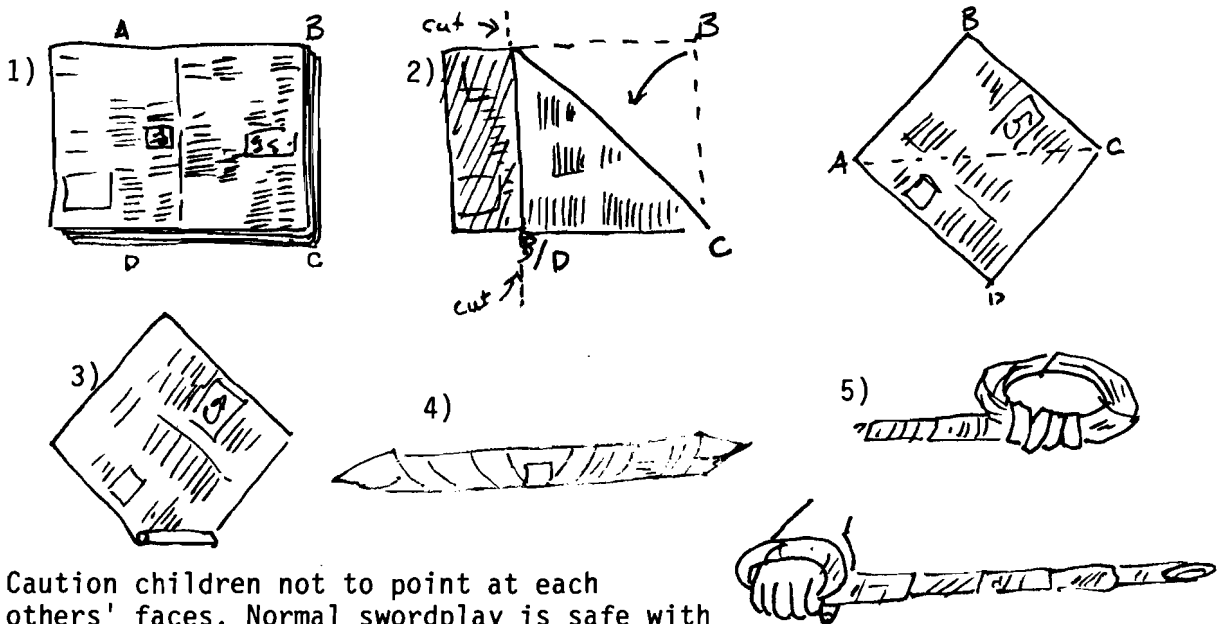
Judges 6;7: THE STORY OF GIDEON

FOR THE LITTLE ONES: A sword for the Lord and for Gideon.

Materials: Newspaper, masking tape.

In class:

- 1) Unfold 4 whole sheets of newspaper and lay them on top of one another.
- 2) To make a square, fold diagonally along line A/D. Draw a line from A to B/D and cut off on the line. Discard the narrow strip.
- 3) Starting at one corner tightly roll up the paper. The beginning should be about the size of a pencil in thickness.
- 4) Tape the tube firmly together.
- 5) Bend one end of the tube and secure with several windings of tape. Be sure the loop is big enough for the hand to slip through.



Caution children not to point at each others' faces. Normal swordplay is safe with this caution. For extra activity, make up sword drills ("Swords up! En garde! Swords right!" etc.).

FOR THE LITTLE ONES: A trumpet - added fun.

Materials: Large pieces of heavy construction paper, tape.

In class: Take a large piece of heavy construction paper and roll it into a narrow cone shape. Tape firmly. Have children pretend to blow - then all shout "A sword for the Lord and for Gideon!" As this will be noisy, you may want to save it for the end of class.

<p>Grasping the torches in their left hands and holding in their right hands the trumpets they were to blow, they shouted, "A sword for the Lord and for Gideon!"</p>	<p>-Judges 7:20</p>
--	---------------------

Lesson 54

Judges 6;7: THE STORY OF GIDEON

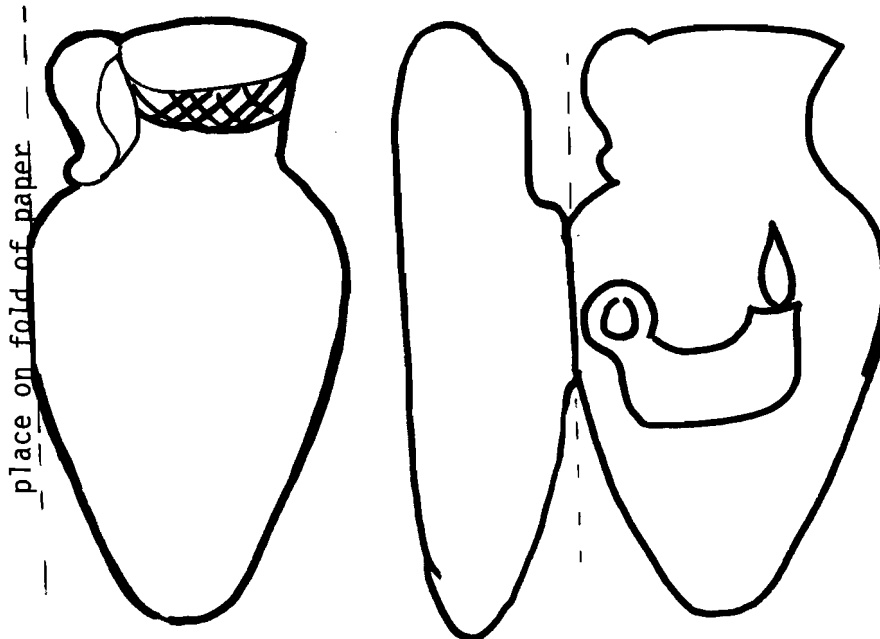
FOR ALL AGES: The lamps and pitchers

Materials: Cardboard, construction paper, scissors, color medium (optional), text slips.

Before class: Make cardboard templates of lamp and pitcher shapes. For littlest ones do all the cutting.

In class:

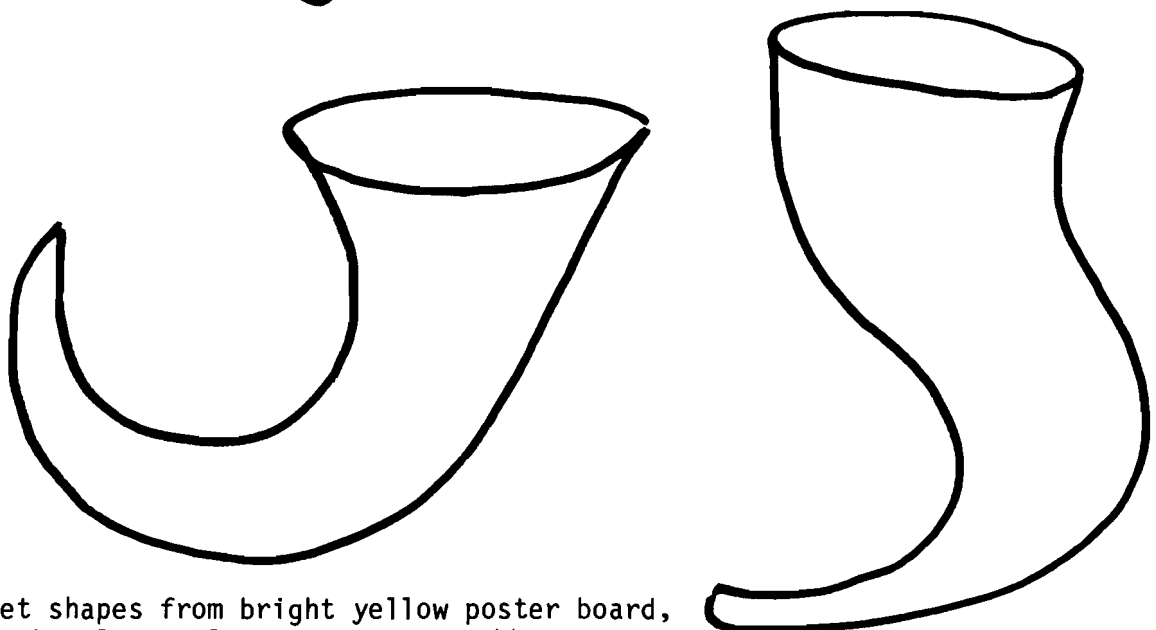
- 1) Children place pitcher shape on fold of paper, trace around it and cut out shape. Decorate outside of pitcher if desired.
- 2) Trace and cut out lamp shape on single thickness of paper.
- 3) Paste lamp inside pitcher. Text can go on facing area.



Make your shapes as big as you want! With small ones you could punch a hole in the top for stringing.

The three companies blew the trumpets and smashed the jars. -Judges 7:20

AND ALSO:



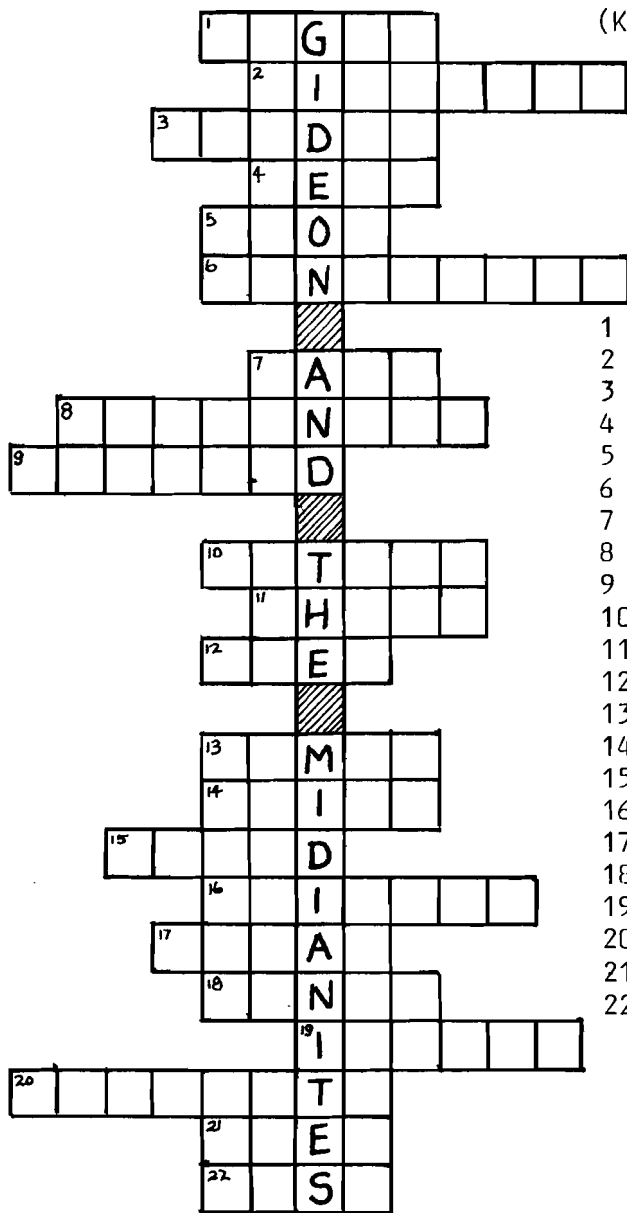
Make trumpet shapes from bright yellow poster board, about 12 inches long. Glue on a text and/or correspondence of the trumpet, "Power of the Lord speaking through the Word."

Judges 6;7: THE STORY OF GIDEON

FOR OLDER CHILDREN: A wordfind.

GIDEON FIGHTS A BATTLE

--Judges 7:15-25
(King James Version)



- 1 The trumpet hand
- 2 Containers
- 3 A river
- 4 The lamp hand
- 5 Sound the trumpet
- 6 Grape juicer
- 7 Army encampment
- 8 Army divisions
- 9 Chased
- 10 River ingredients
- 11 _____ hundred men
- 12 Midianite prince
- 13 Lights
- 14 Get up
- 15 Weapon
- 16 Members of royalty
- 17 Vision in sleep
- 18 Useful extremities
- 19 Winning army
- 20 Horns
- 21 The other prince
- 22 Army

Lesson 54

Judges 6;7: THE STORY OF GIDEON

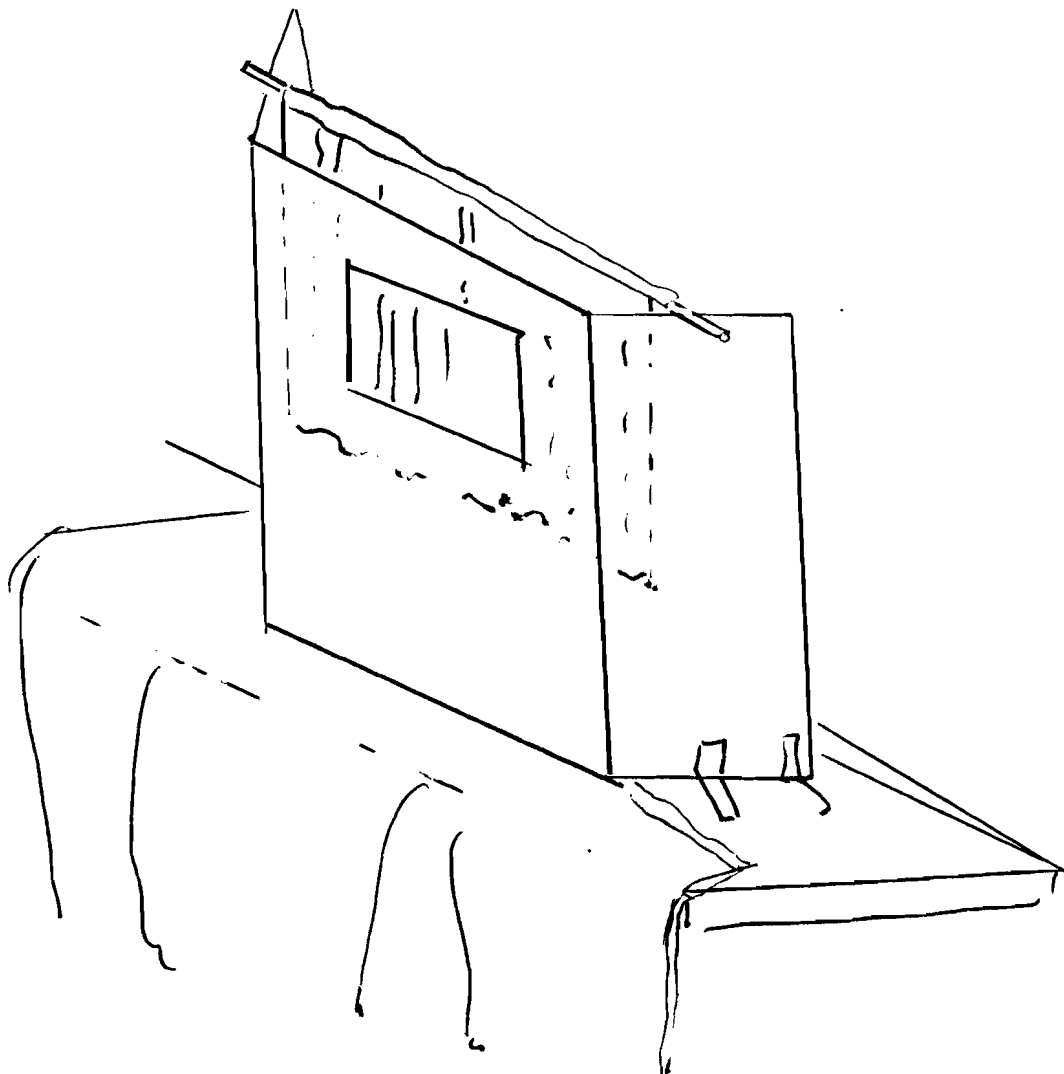
FOR OLDER CHILDREN: Put on a puppet play.

Materials: Stage with cardboard scenery, puppets.

Using the script found on yellow pages 229-30, present a puppet play for the whole Sunday School, or for a younger class. You can make the stage and equipment over a series of Sundays, or have a special Saturday project time with refreshments and fun. Your outfit can be professional, or very simple. The simplest stage we have seen is made by cutting off the top, bottom and one side of a large corrugated carton and making a rectangular opening on one side, as shown below. The curtain is a hemmed piece of fabric slipped onto a curtain rod and placed over the stage top. You may want to use masking tape to secure the stage to the table and the curtain rod to the stage, as several children reaching up under the curtain could easily dislodge it.

Puppets can be from your stock of basic characters, with added military touches.

Scenery is simply cut from cardboard and colored appropriately. It is glued or taped right to the stage and curtain.



I Samuel 3: THE LORD CALLS SAMUEL

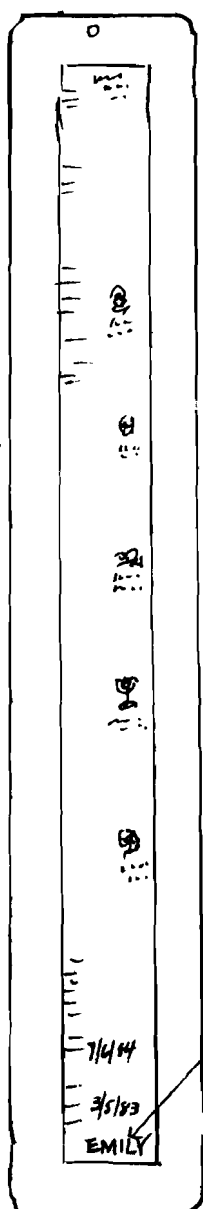
FOR THE LITTLE ONES: Growing up with the Lord - a growth chart.

Materials: Xerox copies of this page and the next, contact paper (bright colors), craft glue, color medium.

Before class: Cut a strip of contact paper 4" wide and 40" long for each child.
For the very little ones, cut out the strips of chart.

In class:

- 1) Cut out the strips and color them.
- 2) Glue them to the strip of contact paper, overlapping at the glue tabs, and leaving a strip of contact paper 2" wide all around.

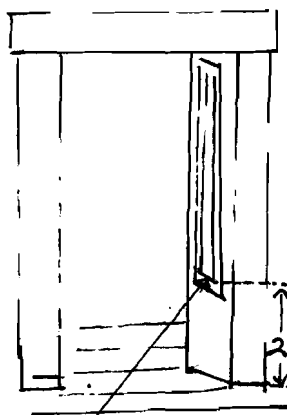


At home:
To mount the growth chart:

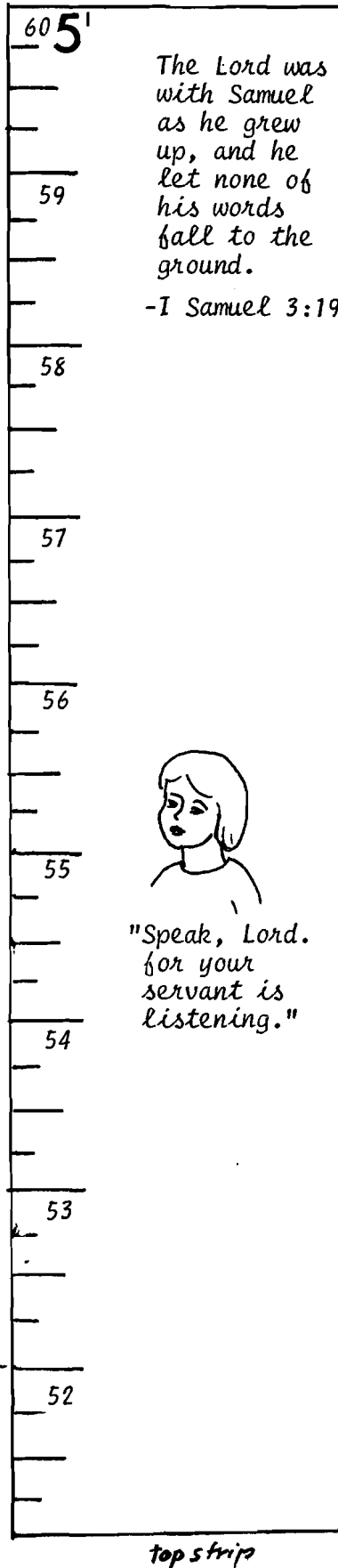
You can peel off the back and attach chart directly to the inside of the door frame, or punch a hole in the top of the chart and hang it from a hook.

IMPORTANT!
THE BOTTOM OF THE WHITE MEASURING STRIP SHOULD BE PLACED EXACTLY TWO FEET FROM THE FLOOR.

Send mounting instructions home with child.



bottom measuring line goes 2' from floor



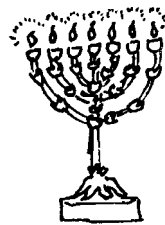



The Lord was with Samuel as he grew up, and he let none of his words fall to the ground.

-I Samuel 3:19

"Speak, Lord.
for your
servant is
listening."

top strip

bottom strip	second strip	third strip
Glue	Glue	Glue
33	42	51
32	41	50
31	40	49
		
The boy Samuel ministered before the Lord.		Samuel answered, "Here I am."
30	39	48 4
29	38	47
		
28	37	46
	The lamp of God had not yet gone out.	
27	36 3	45
26	35	44
		
25	34	43
		The Lord called Samuel.

I Samuel 3: THE LORD CALLS SAMUEL

FOR OLDER CHILDREN: A hidden message.

Starting at the arrow, find the path of the hidden message. The first letter of each word begins in a box directly adjacent to the last letter of the preceding word. (This may be in any direction, horizontal, vertical, diagonal, front- or backwards, up or down.) Use the New International Version.

* end here

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

↑
start here

I Samuel 3: THE LORD CALLS SAMUEL

FOR OLDER CHILDREN: The temple service - Samuel and Eli. Help with your Sunday Service.

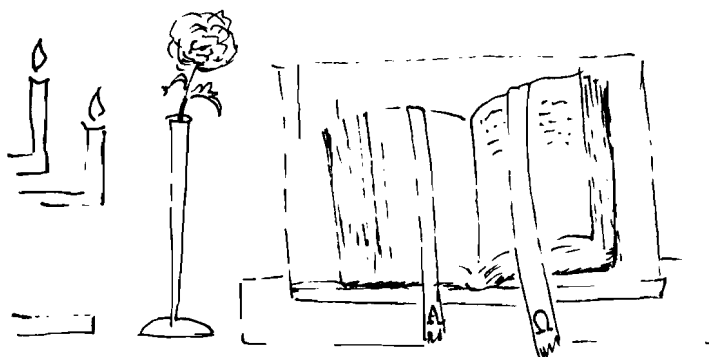
Materials: Flowers, vases, (or just greens), candles, banner - any decoration for the Sunday School chancel.

In class: Discuss the probable duties of Samuel. He was not a Levite, so he would not have engaged in any of the duties of the tabernacle itself. (And even the Levites were not allowed into the tabernacle itself except to remove and carry the furniture when the tribes were on the march. They served in the outer court, assisting the priests at sacrifice, etc..) Samuel might have assisted Eli in his personal life, with cleaning up, keeping his clothes in proper condition, reading to him (Eli was nearly blind), running errands, attending him and helping him get from place to place. He must have been very small when he first came to Eli - children were weaned at about two to three years of age. So he probably was at least three. Note that Hannah dedicated him to the Lord for life. Since very ancient times it had been the custom that the firstborn male child was dedicated to the Lord. Often that had come to mean just a ritual with little or no actual change in the child's life, but here Hannah made the vow to be carried out literally. (In the degenerate religions of the period, this dedication of the firstborn had often meant child sacrifice. In the Valley of Hinnom, archaeologists have found remains of human infant bones, together with ashes, indicating that the children were sacrificed by burning.)

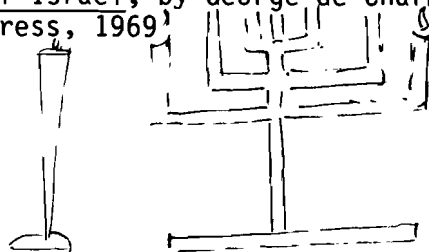
Now Eli: He was high priest, and was the one who entered the holy place to care for the rituals there, the lampstand must be kept lit, the showbread kept fresh on the table, the incense burned morning and night, etc. Once a year, on the Day of Atonement, he entered the most holy place to hear the Lord's word from the mercy seat. He had charge of the entire conduct of the tabernacle and its rites and ceremonies.

Now the children can serve in their own "tabernacle." They arrange the flowers or greens for the altar, or put up the banner, or whatever decorations you have decided on. They can also, by prearrangement with the Sunday School superintendent, light the candles, take the offering, read from the Word, open and close the Word, or whatever part of the service you have planned.

OR: You can arrange that they participate in the altar preparation and/or the conduct of the morning church service. Contact the church altar committee ahead of time, and have the fact of the children's participation announced or printed in the bulletin. This might be a good time to have a parents' day, children's Sunday or other special day. The church service is more solemn and dignified than the Sunday school exercises, and will make a big impression on the children.



For more source material see The Tabernacle of Israel, by George de Charms, N.Y.: Pageant Press, 1969.



Note: Do you have a problem with verse 15, which implies solid doors? We know that at this time the temple had not yet been built, and the people still had the tent-church. However, the three cloth hangings for the openings were (in English translation) sometimes called the veil (most holy place), the door of the tent (holy place), and the gate of the court (outer court).

I Samuel 13: SAUL'S IMPATIENCE

FOR THE LITTLE ONES: Find a hiding place.

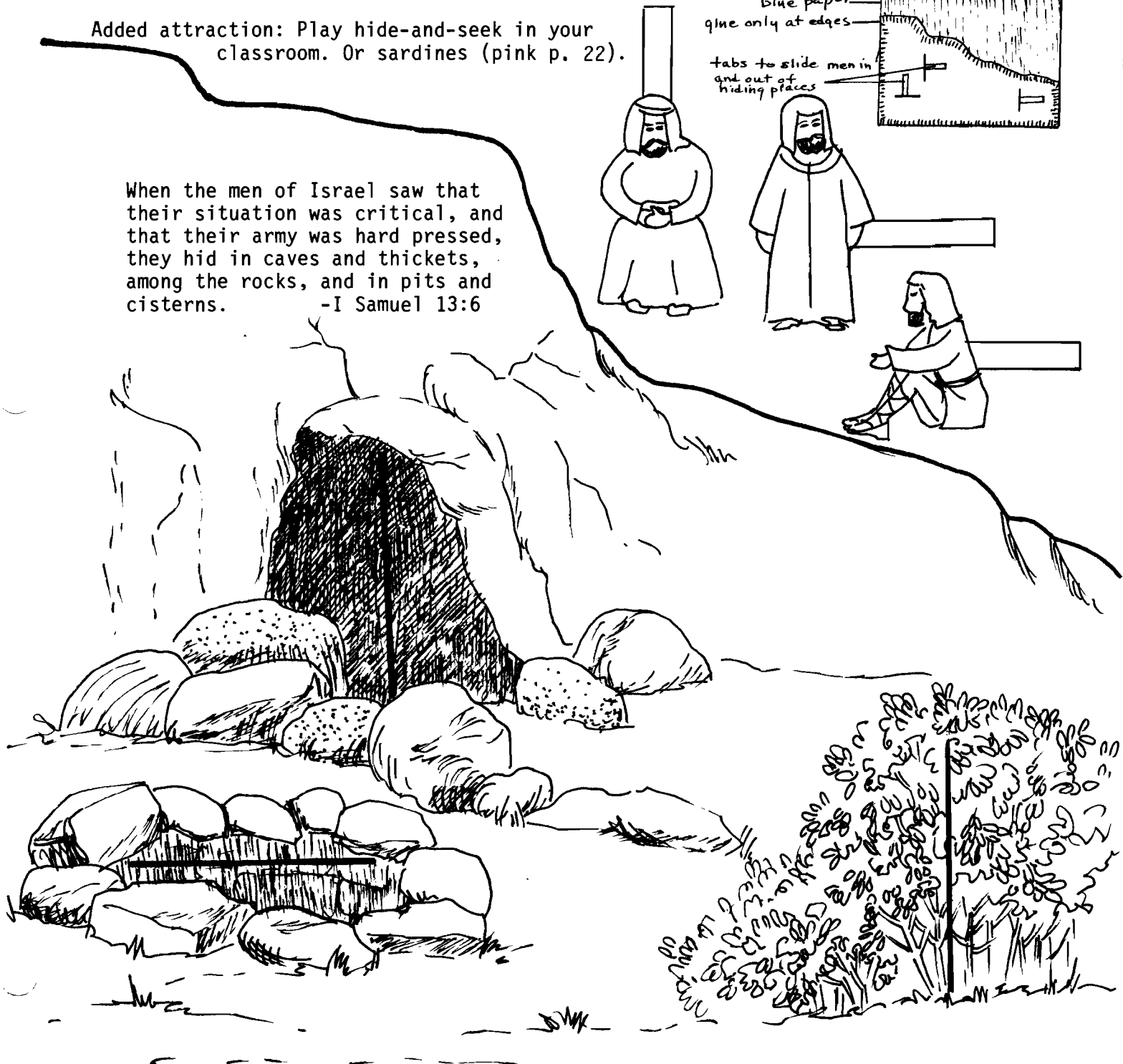
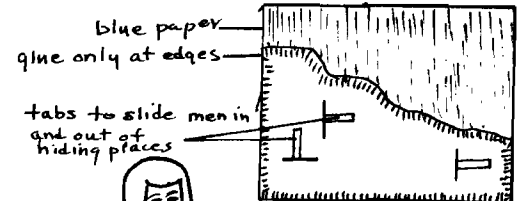
Materials: Copies of the page, blue paper, glue, scissors.

Before class: Cut the page on solid line, cut three slots on heavy lines, cut out figures.

In class: The children paste the picture to blue paper (blue at top makes sky). The glue is applied to edges only, so there will be a pocket between the layers. The figures can be slipped into the slots to hide.

Added attraction: Play hide-and-seek in your classroom. Or sardines (pink p. 22).

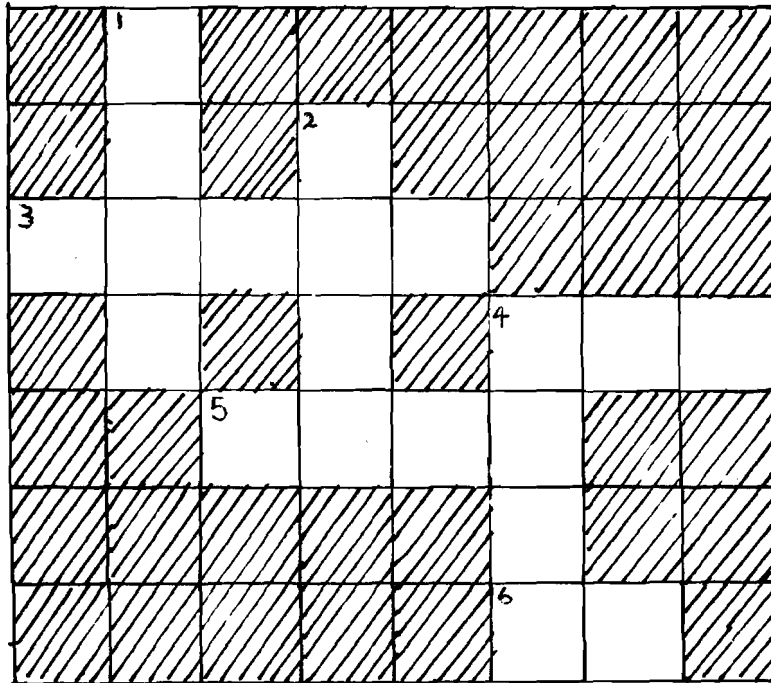
When the men of Israel saw that their situation was critical, and that their army was hard pressed, they hid in caves and thickets, among the rocks, and in pits and cisterns. -I Samuel 13:6



I Samuel 13: SAUL'S IMPATIENCE

FOR OLDER CHILDREN: How many? - a cross number puzzle. (Based on King James Version)

Fill in the numerals. (6 Across is tricky!)



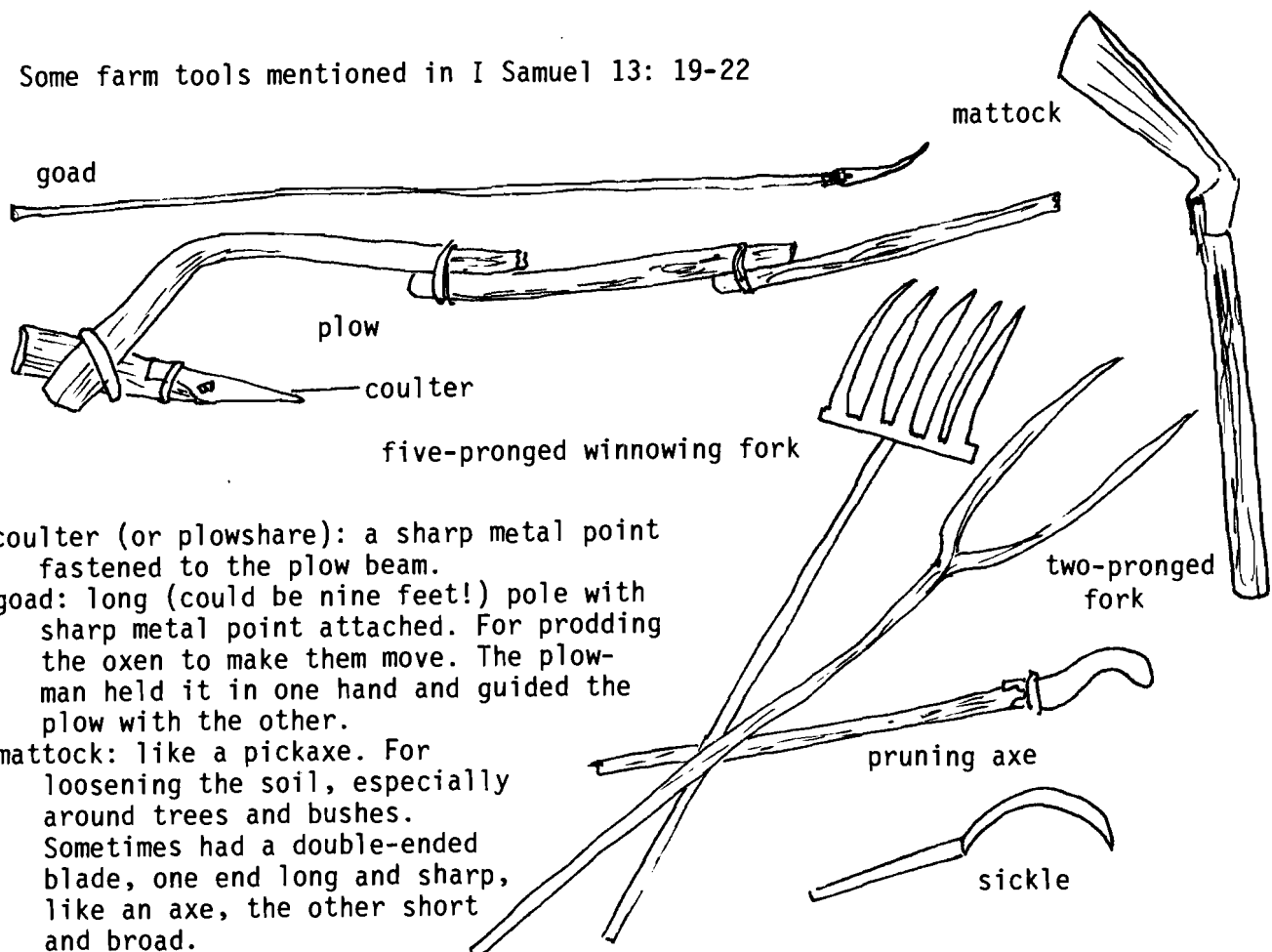
Across

3. How many chariots did the Philistines have? (verse 5)
4. When Samuel left Gilgal and went to Gibeah, how many men did Saul have? (verse 15)
5. How many men did Saul choose at first? (verse 2)
6. How many days did Saul wait? (verse 8)

Down

1. How many men were with Saul at Michmash? (verse 2)
2. How many men were with Jonathan at Gibeah? (verse 2)
4. How many horsemen did the Philistines have? (verse 5)

Some farm tools mentioned in I Samuel 13: 19-22



coulter (or plowshare): a sharp metal point fastened to the plow beam.

goad: long (could be nine feet!) pole with sharp metal point attached. For prodding the oxen to make them move. The plowman held it in one hand and guided the plow with the other.

mattock: like a pickaxe. For loosening the soil, especially around trees and bushes. Sometimes had a double-ended blade, one end long and sharp, like an axe, the other short and broad.

I Samuel 17: DAVID AND GOLIATH

FOR THE LITTLE ONES: Five smooth stones.

Materials: Smooth stones (more than enough for five apiece), small screw-top jars, text slips, glue, water sterilized with chlorine bleach, mesh or paper bags.

Before class: 1) Get a collection of smooth stones. Make them not smaller than 1"-2" in size, but not too big to go into the jars. Smooth stones get that way by being bounced about in running water, so you'll find them at the beach or in a river bed. If you have been smart enough to plan for the lessons before last summer's vacation, you can ask all your friends to collect for you as they travel throughout the country on their vacations. Otherwise you probably will have to make a trip to some site which has or had at some geological period, a body of water.

2) Put a few drops of chlorine bleach in a jug of water.

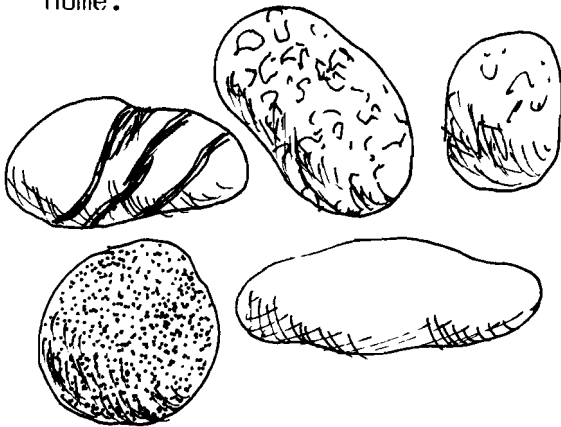
3) On white or colored paper, trace around the jar lids and write the text within the circles.

In class: 1) Let the children take their time selecting five smooth stones apiece. They can make swap deals if there are arguments. While they are choosing and trading, you can explain to them how smooth stones get that way (over many years), and tell them where David found his five stones. If there is time, retell the whole story at this point. Let the children feel the stones, examine them carefully and get to "know" them.

2) The stones go into the jar. As you cover them with water, have them notice how much brighter the colors get when they are under water. Screw the jar lids on as tightly as you can.

3) The children cut out the text circles and glue them to the jar tops, thus covering up the brand name and information. Now they have a nice "show-me-off" to set on a shelf or mantel.

4) This is breakable (unless you are able to find wide-mouth small plastic jars), so give each child a plastic mesh bag (from onions, fruit, etc.) or a sturdy paper bag to take the project home in. And help them to get it to a parent or older sibling as quickly as possible to insure safe transport home.



Then he took his staff in his hand, chose five smooth stones from the stream, put them in the pouch of his shepherd's bag and, with his sling in his hand, approached the Philistine.

-I Samuel 17:40



ALTERNATE METHOD: Cut a circle of Naugahyde or vinyl fabric 10"-12" in diameter. Punch holes around the edge and thread a shoestring through to make a drawstring bag. Older children can write a Bible verse in fine permanent marker on each stone: "Remember the sabbath day," "Honor your father and your mother," "Swear not at all," "Do not judge, or you will be judged," "You shall not give false testimony," or others of their choice.

Lesson 66

I Samuel 17: David and Goliath

FOR OLDER CHILDREN: Draw a roaring lion and a bear.

Materials: Plain paper, felt markers or crayons.

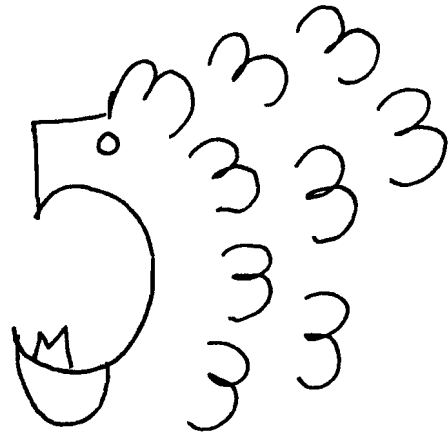
In class: With letters and numbers, draw a lion and a bear. Write the text on the page.



5



C, 3



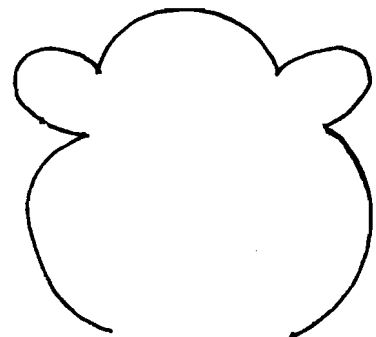
M, O, 3,3,3,3, etc.



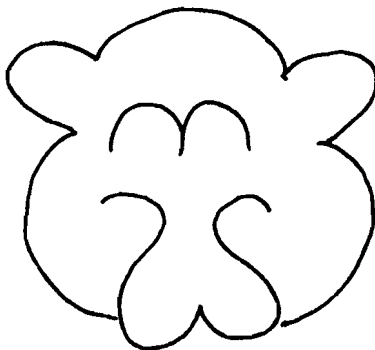
C



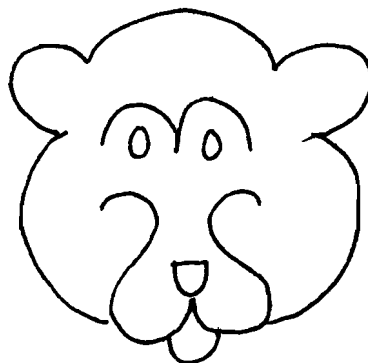
U,U



C,C



3, S, S



D, C, O, O

David said, "Your servant has killed both the lion and the bear . . . this Philistine will be like one of them."
-I Samuel 17:36

I Kings 9; 10: THE GLORY OF SOLOMON

FOR ALL AGES: So many spices! A color and fragrance picture.

Materials: Spices of various sorts, white glue, glue spreaders, light-weight cardboard (shirt board, poster board, etc.), text slips.

In class:

- 1) Spread a small amount of glue into a spot on the cardboard (make a circle for this, or just make a glue patch).
- 2) Shake or spoon a little spice onto the glue. Press in with a plastic spoon if you want.

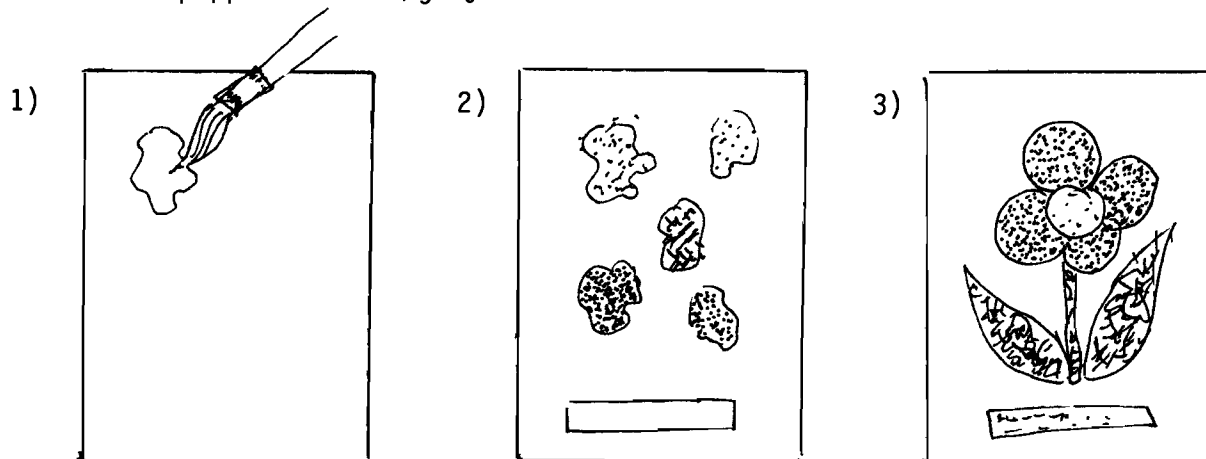
Repeat these two steps for each spice. When glue is dry, shake off excess spice. Now rub lightly with finger and sniff.

- 3) Older children can draw a picture and "paint" it with spices, using watercolor brushes and white glue thinned slightly with water.

Color chart:

cayenne - red
 cloves - red-brown
 curry - orange
 mustard = yellow
 cinnamon = rusty orange
 parsley flakes - green
 garlic powder - white or pale cream
 pepper - black/gray

Never again were so many spices
 brought in as those the Queen
 of Sheba gave to King Solomon
 - Kings 10:10



FOR OLDER CHILDREN: Spices are expensive!

And they were in Solomon's time - even more so than they are now. Only the very rich could afford them, as they were brought from faraway lands in boats or on camel back, in trips that could take several years. See Mark 14:3-5, Luke 23:55-24-1, John 19:35ff.

Taking the prices marked on the containers of spices used for the project above, figure out how much per pound each spice costs. The teacher can bring a dictionary to class and have the children look up the different spices and find out where they come from. If you also have a world map, you can see graphically how far they must be brought to get to your kitchens.

Lesson 71

I Kings 9; 10: THE GLORY OF SOLOMON

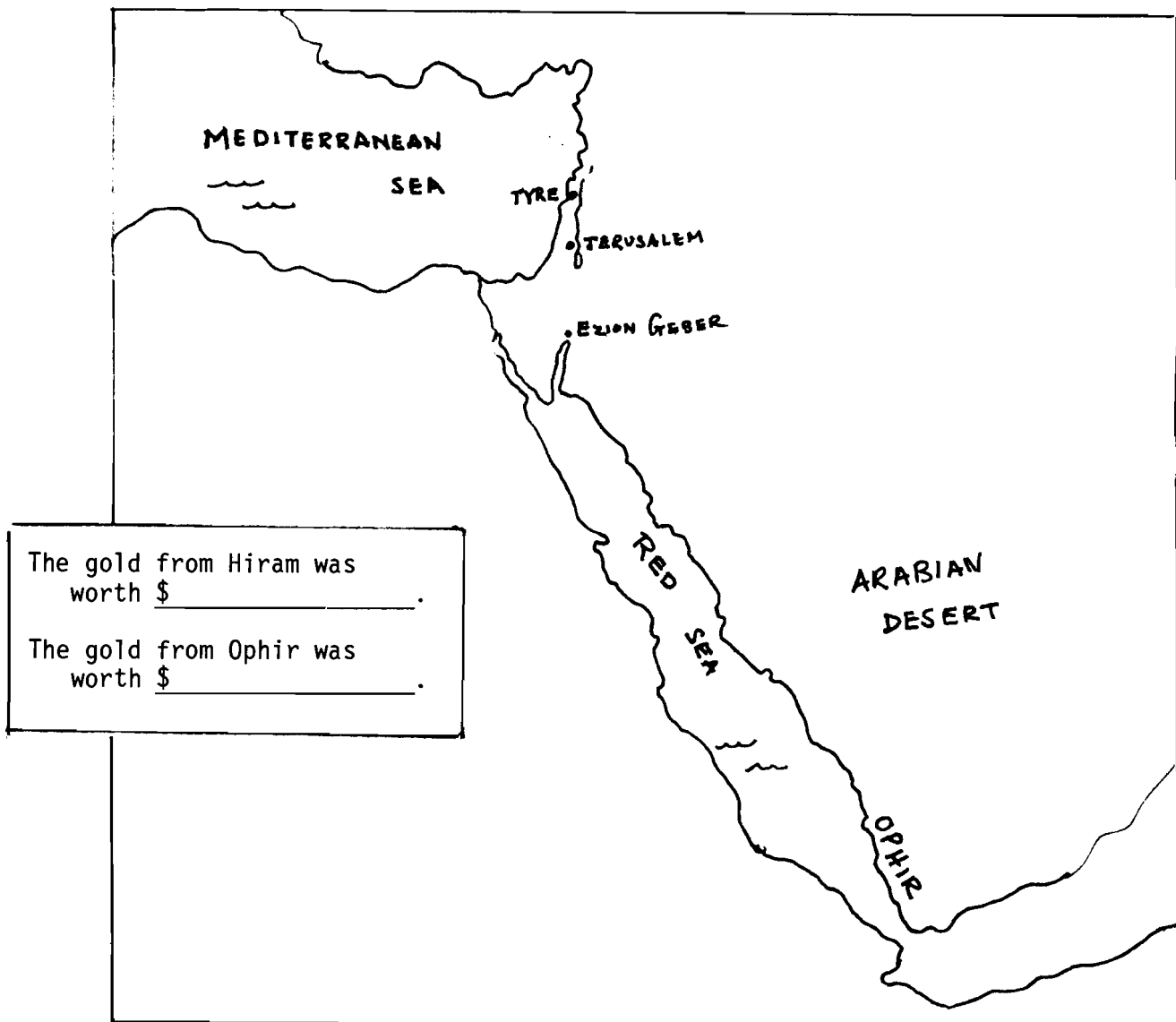
FOR OLDER CHILDREN: Solomon gets gold.

Materials: Copies of the map, paper, pencils.

In class: Read I Kings 9:11,14. Find Tyre on the map, and see how Hiram brought gold in ships down the coast to Solomon. You can draw a little ship sailing just off the coast. Now, just how much was 120 talents of gold? Scholars haven't been able to find out exactly because different people had different weights. But two estimates are: 1) about 8 tons, and 2) about 16 tons. At sixteen ounces per pound and 2,000 pounds per ton, find out how many ounces in a ton. Now multiply by the current price per ounce, which is \$300.00 (1985) and you get a staggering amount of money. Were you surprised? You can multiply this by 8 or 16 to see how much Hiram's gold was worth.

Now find Ezion Geber on the map. That was a smart place to build ships if you wanted to get gold from Ophir. Draw a little ship on the Red Sea. What was the value of the gold Solomon got from Ophir? 420 talents is about 1) 28 tons, or 2) 56 tons.

Note that Solomon relied on slave labor to do all the work, including mining the gold. One Bible dictionary says that because of frequent halts for excessively hot weather the round trip from Ezion Geber to Ophir and back took three years.



I Kings 19: ELIJAH AT HOREB

FOR THE LITTLE ONES: Bread and water - act out the story.

Materials: Blanket, small pillows (optional), a jar of water and cups, bread (something unusual that will catch the imagination, such as small hard rolls, whole wheat rolls, Swedish flat bread, etc. Not sliced bread or sweet rolls.)

In class:

Start the story:

"Elijah had a problem. Queen Jezebel said she would kill him. Elijah ran away and went into the desert."

(In a group you all "travel" - around the room, or somewhere in the building - as if running away. You can keep looking back to see whether anyone is following. Now back to your room, or back to the story corner.)

"Elijah was tired, hungry and discouraged. He prayed to the Lord to let him die. He lay down under a broom tree."

(Spread out the blanket and pillows. The children lie down and pretend to go to sleep.)

"Eyes shut, everyone! An angel of the Lord touched Elijah and said, 'Get up and eat.'"

(You touch each child. Everyone sits up.)

"Elijah looked up and saw some nice hot bread and a jar of water! So he ate the bread and drank some water."

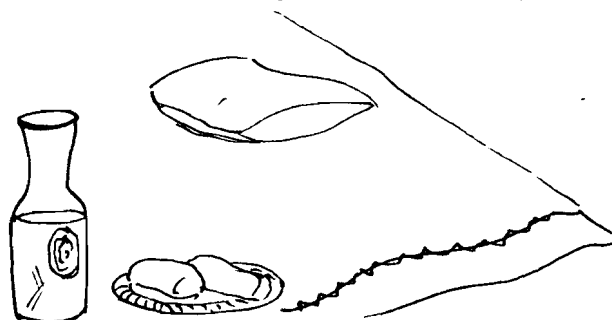
(Get out the snack. Let the children eat a small amount, and have a small drink of water.)

"Then Elijah went back to sleep again. He was so tired!"

(All lie down again to "sleep.")

"Then the angel touched him again and said, 'Get up and eat, for the journey is too much for you.'"

(You touch the children again, and they get up and continue their snack. Now tell the rest of the story, verses 9-14.)



Strengthened by that food, Elijah traveled forty days and forty nights until he reached Horeb, the mountain of God.

-I Kings 19:8

If you want, you can have sandwich baggies with the text pasted on for the children to take home with their remaining bread.

I Kings 19: ELIJAH AT HOREB

FOR OLDER CHILDREN: The broom tree.



The flowering broom of the desert is found abundantly in the wilderness of Judea and south throughout the Sinai Peninsula and into Arabia. It provides welcome shade from the hot sun in areas where other plants are scarce. Broom is a shrub, rather than a tree. It is a member of the pea family, with beautiful white to pale pink blossoms. The leaves are very narrow and small.

The Hebrew word for this bush is "rothem" which means "to bind." The supple branches of the broom tree are cut and tied in bundles to use as supports for growing vines.

The seed pods are brown when ripe, and contain two rows of tiny, very bitter peas.

Branches of the broom tree are burned to make charcoal, an excellent and highly valued (and high priced) product. Arabs claim that charcoal made from broom branches will hold its heat for a year.

ELIJAH AT HOREB - A wordfind

Jezebel
Ahab
Elijah
prophets
tomorrow
afraid
Beersheba
Judah
servant
went
journey
desert
broom tree
die
ancestors
asleep
angel
touched
eat
head
cake
bread
baked
hot

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

coals
jar
water
lay
food
forty
days
Horeb

Draw a box around each of the listed words as you find them in this wordfind. Words go in a straight line, backwards or forwards, horizontal, diagonal or vertical. The leftover letters in the puzzle will tell you what Elijah did in the desert.

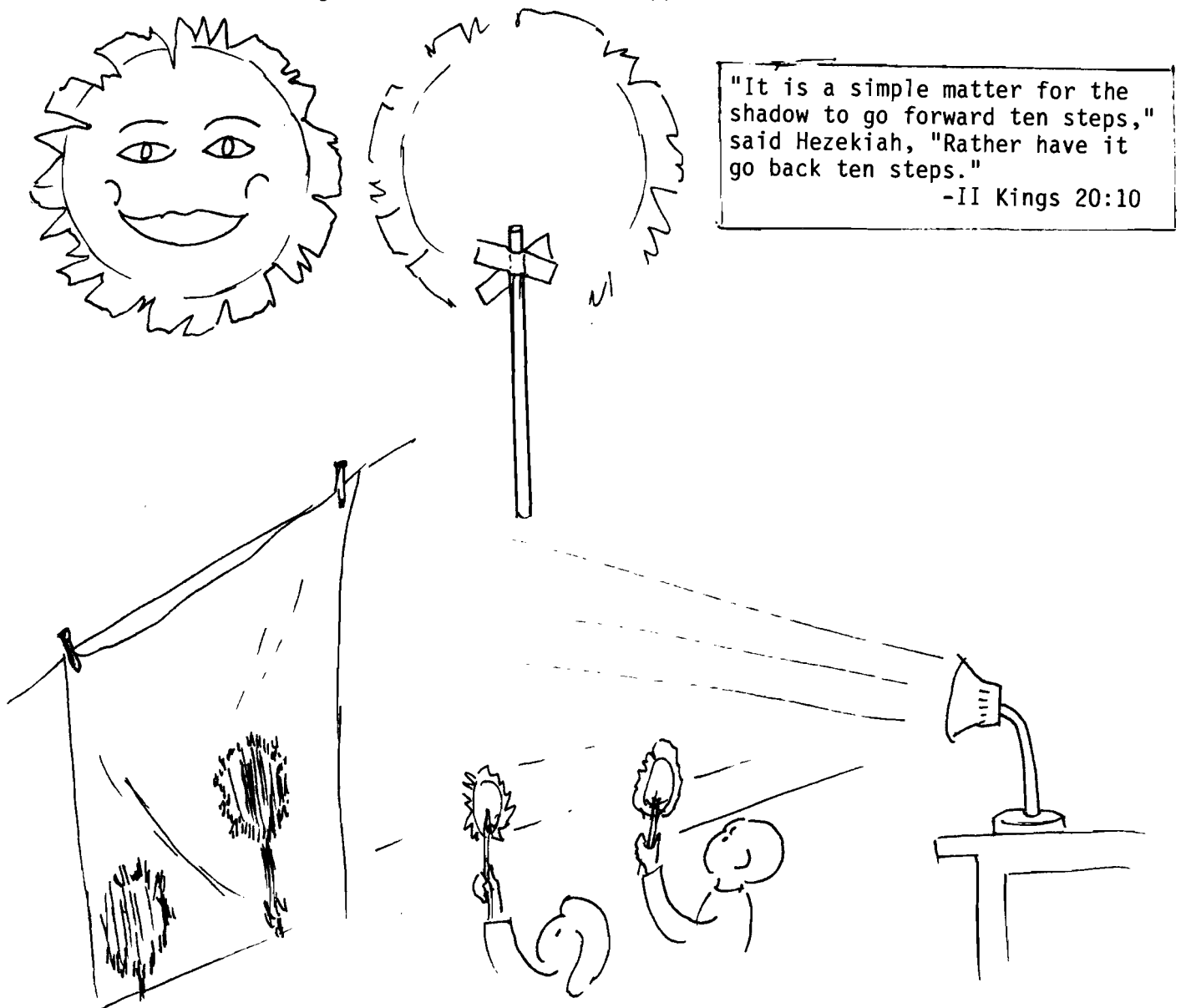
II Kings 20: HEZEKIAH AND ISAIAH

FOR THE LITTLE ONES: A shadow puppet.

Materials: Plain paper plates (any size), scissors, crayons (get out only sun colors), plastic drinking straws, masking tape, text slips, a strong light.

In class:

- 1) With sun color crayons (yellows, oranges, etc.) make a sun face on the plate. With scissors cut a ragged edge to simulate the sun's rays.
- 2) Tape a plastic drinking straw firmly to the back of the plate. (It's best not to use the kind with the pleated bend)
- 3) Set up your light source and let the children hold up their shadow puppets so that the image projects on the wall or on a sheet you have tacked up. Now move the light a bit and see what happens . . .

FOR THE LITTLE ONES: Hezekiah prayed . . .

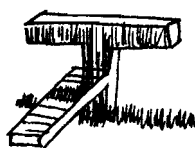
Extra time activity: brush up on the Lord's Prayer.

II Kings 20: HEZEKIAH AND ISAIAH

FOR OLDER CHILDREN: Tell time by the sun.

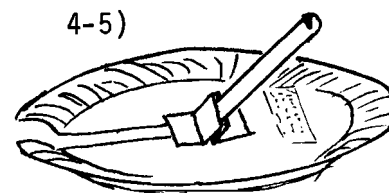
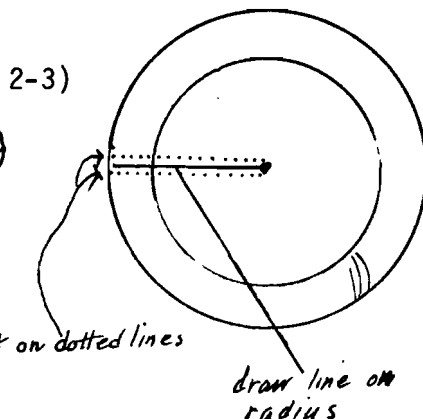
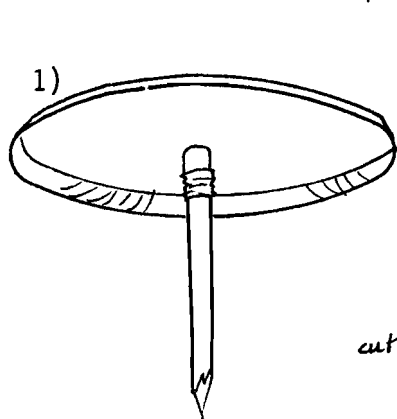
Materials: 8" paper plates (the kind with the rippled edge, if possible), scissors, pencils with erasers, rulers, heavy tape (masking tape is good), text slips.

KJV and RSV both translate the sun clock as the "dial of Ahaz." NIV is probably more accurate in using the word "steps," as scholars have not found evidences of the use of sun dials in Bible times, and step-clocks were known. The Egyptians had a clock with a slanted piece marked with degrees and a T-shaped piece to cast the shadow, and some early peoples merely set a pole in the ground with a ring of stones around it. (Ahaz was the king who ruled Judah just before Hezekiah.)



In class:

- 1) Find the center of the plate: balance it on the eraser end of the pencil. When the plate is level, the eraser is at the center. Mark the center with a dot.
- 2) With a ruler, draw a line from the dot to any point on the edge of the plate.
- 3) Using this line (the radius) as a guide, cut a $\frac{1}{2}$ " strip from the edge to the center.
- 4) Fold the strip back to a 45° angle from horizontal, and tape it on both sides to hold it in place. In a real sundial, this strip is called the "gnomon" (pronounced nō-mōn).
5. Glue on the text slip.



"It is a simple matter for the shadow to go forward ten steps," said Hezekiah. "Rather, have it go back ten steps."

-II Kings 20:10

Now place the sun dial in the sun with the gnomon pointing north (if you have a compass, bring it so that the children can find north for themselves). The shadow will fall directly under the gnomon at noon, to the left of it in the morning, and to the right of it in the afternoon. If it is a sunny day, and if you have enough time left, you may be able to see a slight change in the shadow even while you are in class. You could make a slight pencil mark on the dial at the position of the shadow, and see if the shadow moves.

As a home project, ask the children to set up and observe the sun dial. They will put it in a south window, with the gnomon pointing north (If they are old enough to have learned something about the sun and the earth, ask them where they would put it if they lived in the southern hemisphere.) Perhaps they would like to mark the rim of the sun dial with the hours of the day as checked on a clock. At any rate, they will see the Bible text each time they look at it!

Psalm 19: THE BOOK OF PSALMS

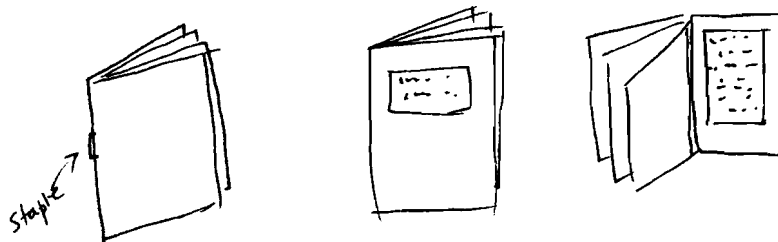
FOR THE LITTLE ONES: A book about the Lord's creation.

Materials: Plain paper, scissors, pencils and crayons, stapler, text slips, glue.

Before class: Cut the paper in halves (8½"x11" paper is a good size), make two text slips for each child (verse 1, verse 14).

In class:

- 1) Two folded half sheets make a book. Staple them at the fold.
- 2) Glue the first text (v.1) on the cover, and the second (v.14) on the last inside page.
- 3) Draw and color images from the psalm on each page. For example; things from the heavens, such as sun, moon, stars, clouds, rain, snow, wind; also gold, the servant (the child him/herself), the heart, honey, light, the eyes.



FOR THE LITTLE ONES: Sweeter than honey from the comb

Materials: Comb honey, squares of firm bread, spoon, milk, paper plates and cups, means of washing sticky fingers and faces.

In class: Talk about verse 10. Honey is very sweet (½ cup of honey can be substituted for 1 cup sugar in cooking). The children can pass out the plates and cups and the bread squares. You spoon a dab of honey on each piece of bread and pour the milk.

The Hebrew word for honey, debhash, can mean either bee honey, or a sweetening made from dates or other fruit. "From the comb" identifies it as bee honey here. Honey was used to sweeten baked goods, was eaten alone, or was mixed with milk.

In Bible countries milk (usually goats' milk) develops a sour taste soon after milking, because of the hot climate (and little means for refrigeration). This flavor is relished as a thirst quencher and milk is served with every meal. But it is common to mix it with honey for a sweet taste.

FOR THE LITTLE ONES: Sing a psalm. This is a wonderful opportunity for extra songs! Your notes tell you that the Psalms were songs. (The word "psalm" even sounds a little like "song.") Choose some songs about the Word, about creation, or about praise to the Lord. (in the red Mosanna, Nos. 140,170, 175).

Look in your Christian bookstore for collections of simple songs for beginners. (Check all words to be sure they don't suggest a tri-personal God!)

Lesson 82

Psalm 19: THE BOOK OF PSALMS

FOR OLDER CHILDREN: A word race and a coded message.

Materials: Copies of the sheet, pencils, watch for timing the race.

1. Verses 4-5 speak of the sun as a champion rejoicing to run his course (race). Have a race: Each person takes a pencil. The teacher calls "start" and you race to see who can get the largest number of words from the word

TRANSGRESSION

If you have time, do a second race with the word
RIGHTEOUS

-
2. Here is a coded message:

G S V K I V X V K G H L U G S V O L I W Z I V I R T S G
- - - - - - - - - - - - - - - - - - - - - - - -
-K H Z O N 19:8
- - - - -

You will have to figure out the code! But we have given you a clue: What is the last word (the one before the numbers)? Got it? Fill in those letters on the chart below. You should be able to guess the code and fill in all the letters. Now go ahead and decipher the message. It is an important message for everyone!

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

For the teacher: The last word is "psalm." The code is the alphabet reversed.

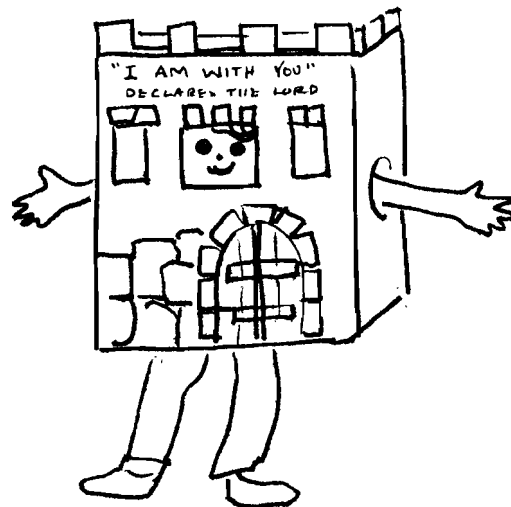
Jeremiah 1: THE MAJOR PROPHETS

FOR THE LITTLE ONES: Safe in a fortified city.

Materials: Large carton (or one for each child), color medium (paint, magic markers, or cut paper and glue), utility knife.

Before class: Cut peek hole and arm holes in carton(s). Use a real child to measure by, or wait until you get to class.

In class: The children make the bricks, stones, windows, gates, etc. to make the carton into a fortified city (KJV says "defended"). Across the top of the carton print in bold letters, **"I am with you," declares the Lord.** Children can take turns feeling safe inside the city, and the project can become a part of your extended time activity materials. Or if you have made one for each child, they go home. Be sure the children do not wear them as they go out onto the street!



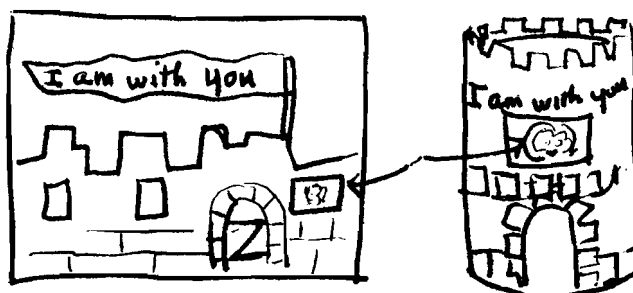
(In a pinch large grocery bags could be used.)

FOR THE LITTLE ONES: Two more ideas.

Materials: Polaroid camera, film, construction paper, color medium, scissors, glue.

In class: Take a Polaroid picture of each pupil. Children draw the fortified city on a large sheet of construction paper. Make a banner with the text and place it on the top of the wall. Glue the childrens' pictures to the picture.

OR Make the picture in the proper size to glue around a large can - from chocolate drink mix, coffee, etc. (It's easier to glue to a cardboard container.) Can may be used to keep things in.



Use the can idea with older children - place in the can slips of paper with strengthening verses to memorize each week as a defense against evil.

Jeremiah 1: THE MAJOR PROPHETS

FOR OLDER CHILDREN; Let's talk about a fortified city.

In class: Discuss how ancient cities used to be fortified (Do research in your Bible Dictionary. Look under "defense," "fort," "walls," etc.)

Now, how are cities made strong today? What makes a city safe for you to live in? Not just the police force, but the fire department, safety laws, the goodness of individual citizens, neighborhood organizations, etc. You would like to live in a city that had these. (Do not get into nuclear weapons unless you feel strong!)

How does a person relate to such a city? Can you be strong yourself? Good! Would people like to live with you in a community? What kind of people would you like to have around? (The children should begin to look at themselves objectively and see just how desirable they themselves are to have around.)

What are our real defenses? Honesty, kindness, unwillingness to hurt others, regard for the property of others, etc. Where do these qualities come from? Truths from the Word. Find some in the Bible.

If you want a project, have the children look up and write Bible verses on paper squares (building blocks of character) and pasting them onto a large piece of paper or on a poster in the form of a tower and wall. The Psalms are a good source for strengthening verses. Or you could suggest the ten commandments, the blessings, or favorite verses of your own. You can write the texts on the paper squares ahead of time and have the children look them up and write them out. Or the children can use a Bible concordance and look under headings such as "steal," "kill."

SOME BACKGROUND MATERIAL

When the Children of Israel entered the Holy Land under Joshua, they found armed and aggressive inhabitants living in heavily fortified cities (Numbers 13:28). Jericho had walls thick enough for a house (Rahab's) to be built on it. Some cities might have walls twenty feet thick. Sometimes an inner wall was also built a distance from the outer one, with the corridor between used for patrols, for conferences, or for markets. Towers were built at various points along the walls so that lookout stations could be maintained. There also were protected points from which groups of archers could shoot down upon the invading army, or soldiers could drop heavy rocks on the heads of enemies who had reached the wall itself.

In some cases the earth was cut away sharply in front of the outer wall, adding to the elevation and making approach more difficult.

The history of Jerusalem is characterized by a continual building and rebuilding of walls. It was originally a walled city. David reinforced and extended the wall, Solomon also added walls. Whenever invaders battered the walls, they had to be rebuilt. The Babylonians demolished the walls of Jerusalem when they conquered Judah in 587 B.C. Seventy years later, when the Hebrews were allowed to return, they started rebuilding the walls and the gates. Nehemiah 1-6 has a fascinating account of how the families divided up the labor and rebuilt the wall in fifty-two days.

Historically the reason why the Children of Israel were so successful in conquering the heavily fortified cities of the enemy and defending their own cities was that they relied not so much on fortification as on a power stronger than they - the protection of the Lord (Psalm 118:7-14). The morale of Hebrew soldiers was famed throughout the Near East. (Check these texts: Ps. 7:10; 59:9,17; 62:2; 89:18; 94:22; Zech. 9:15.)

Ezekiel 1: EZEKIEL'S VISION

FOR THE LITTLE ONES: Four faces - a paper bag puppet.

Materials: Heavy duty grocery bags, yellow, brown and white construction paper (or substitute), felt marker, scissors, glue, text slips.

Before class: Cut out the pieces: From yellow, 1 9" diameter circle, 1 beak, 2 1" diameter eyes. From brown, 1 ox face. From white, 1 horns, 1 eagle head. Draw in faces with felt marker. (Patterns continue on next two pages.)

In class: Referring to yellow page 222, construct a puppet for each child. Cut out front of bag to frame child's face, and cut shoulder holes.

Now the four faces:

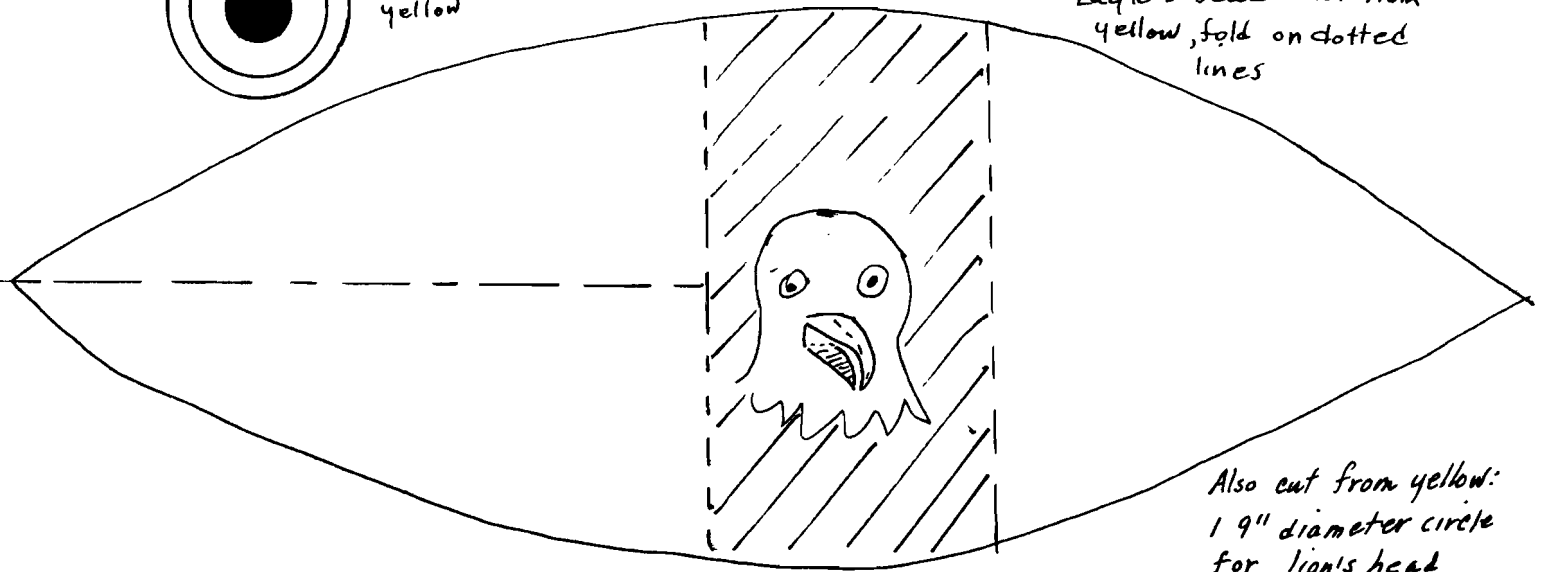
- 1) The man (person) is the child's own face. (good for vision, too!)
- 2) Assemble the lion: The child slashes all around the edge and you curl the pieces over a knife blade to make the mane. Draw in the lion's face and glue this piece to the right side of the bag.
- 3) Assemble the ox: First glue on the horns, and on top glue the face - this is on the left side of the bag.
- 4) Assemble the eagle: Glue on the yellow eyes. Fold the beak crosswise, then fold the upper beak lengthwise. Bend the upper beak down. Glue the finished eagle to the back of the bag. Glue on text slip somewhere.

If you have four children, you can practice running together: line them up, with their hands upraised and touching, and see if they can coordinate actions and run lightly and smoothly together in a forward direction without turning (see verse 9). If you can go outdoors, do so.

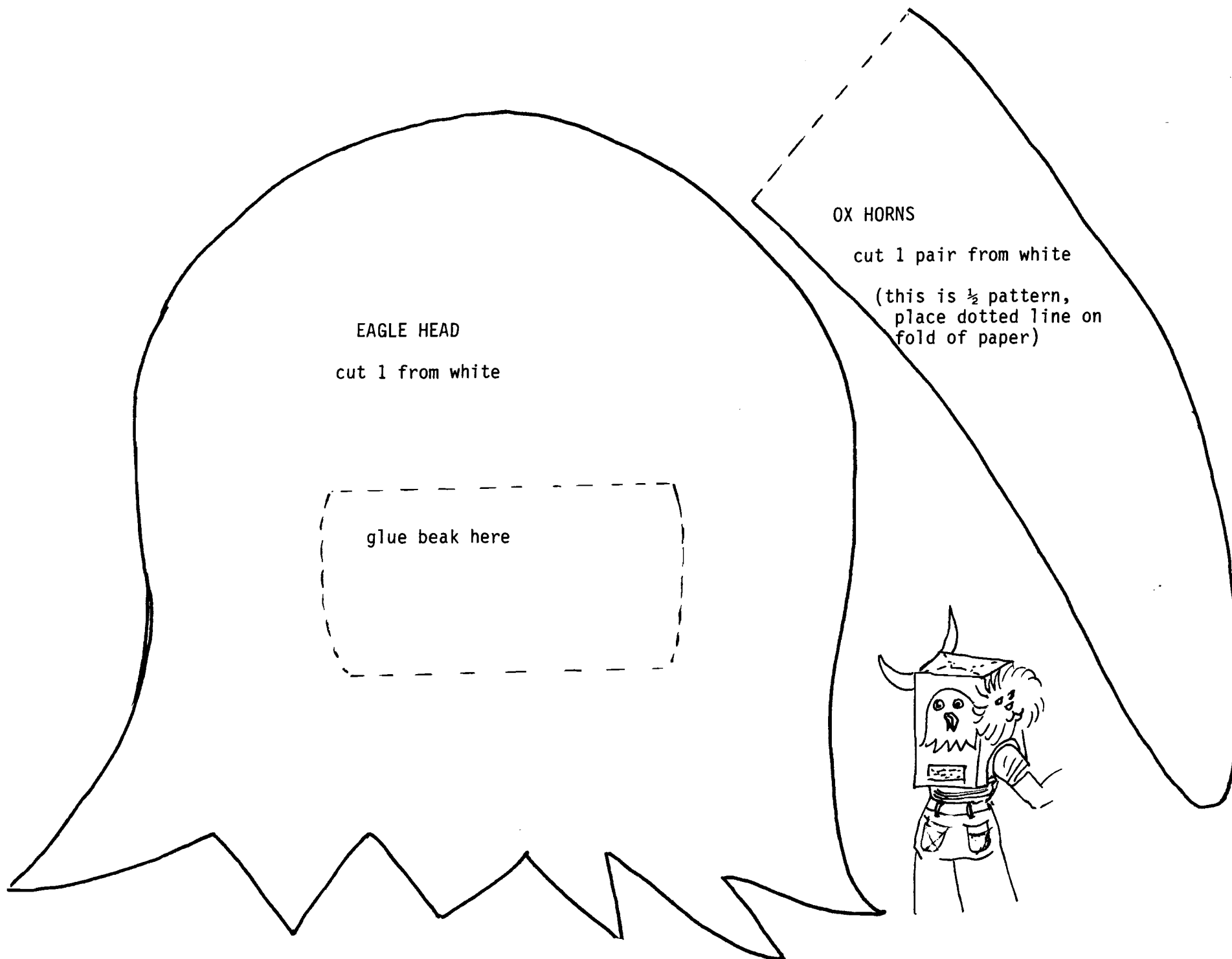


Eagle's eyes
cut 2 from
yellow

Eagle's beak: cut from
yellow, fold on dotted
lines



Also cut from yellow:
1 9" diameter circle
for lion's head



OX HEAD
cut 1 from brown
draw in face and glue to left side of bag

Ezekiel 1: EZEKIEL'S VISION

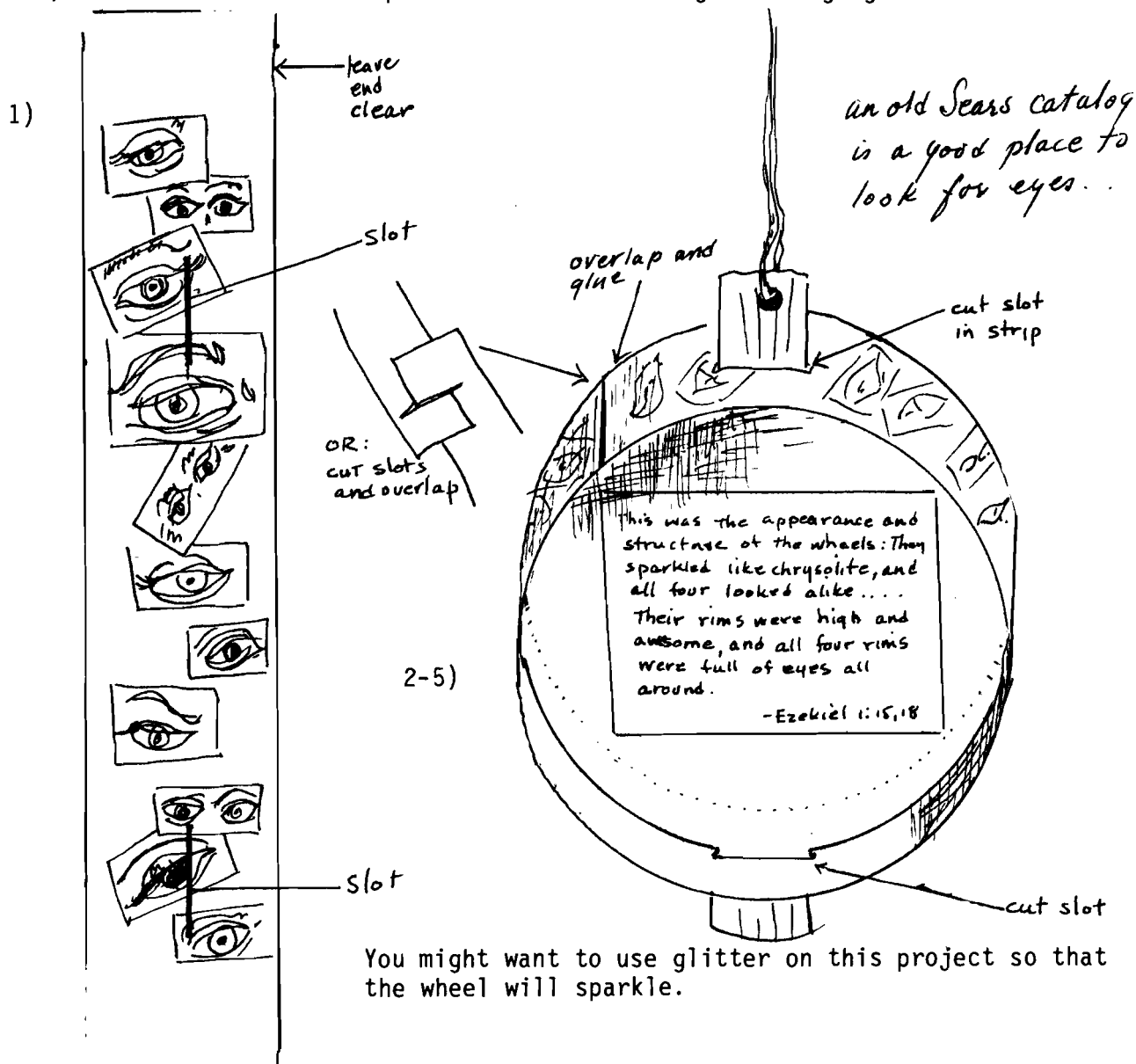
FOR OLDER CHILDREN: A wheel-mobile.

Materials: 7" or 8" paper plates, construction paper or Kraft grocery bag, scissors, glue, paper punch, string, text slips, pictures of eyes, cut from magazines (or, if you have enough class time, just bring a stack of old magazines and let the children hunt for and cut out the eyes. Bigger is better, and no glasses!)

Before class: (For situations in which you don't have much time) Cut off the rims of the plates, leaving a tab at top and bottom, as shown. Cut a construction paper (or Kraft paper) strip 2" wide and long enough to go around the plate and overlap. The center of a 7" plate is about 4½" in diameter, and a 16" strip of paper will fit nicely.

In class:

- 1) The children cut and paste eyes all over one side of the paper strip, leaving 1" or 1½" clear at top.
- 2) Glue text slip to plate. (Or write the text in.)
- 3) Match the strip with the tabs and cut slits for the tabs to slide through.
- 4) Wrap the strip around the plate and glue the ends together (or cut slots and overlap).
- 5) Punch a hole in the top tab and insert string for hanging.



Joel 3: THE MINOR PROPHETS

FOR THE LITTLE ONES: Twelve men who wrote books.

Materials: Paper, pencil, scissors.

Before class: For those too young to cut, make the paper doll chains.

In class: Fold and cut paper chains (for full directions see Lesson 23). Stretch them out and count them. All these men wrote short books. Now fold them all together again. These "books" were all contained in one scroll. (The major prophets each had a scroll.)

Older children can write the names of the twelve minor prophets on the figures. Lots of repetition of the names will begin to familiarize the children with these prophets. Do they know any children with the same names? Be sure you know how to pronounce them! (Most older Bibles have a pronouncing key and use the phonetic marks for proper names in the text.)



OR

Make clothespin dolls (pink page 21) or finger puppets (yellow page 207). Give each a name. Call the roll and have them march in order (each child can hold more than one) All sorts of marching in and out ("Micah, come forward!") as you call the names - another device for learning the names.

OR

You can give each child the name of a prophet. That will be his/her name for the class period. The children make large name tags and wear them. If you want, you can put a verse from that prophet on the tag, too, or one fact about the man. ("Jonah was sent to Nineveh." "Amos saw a basket of ripe fruit.")

OR

Each child can make a large picture with an event from one of the minor prophets, along with the name in large letters.

AND

Any of the paper projects can be posted on the bulletin board for other classes and adults to see. You might be surprised how many adults do not know the names of the minor prophets, and few know them in order!

(Also see the projects for other Series on the minor prophets.)

Lesson 93

Joel 3: THE MINOR PROPHETS

FOR OLDER CHILDREN: "Way to go!" - a direction signal.

Materials: Poster board (bright colors), scissors, markers, dowels or string, glue.

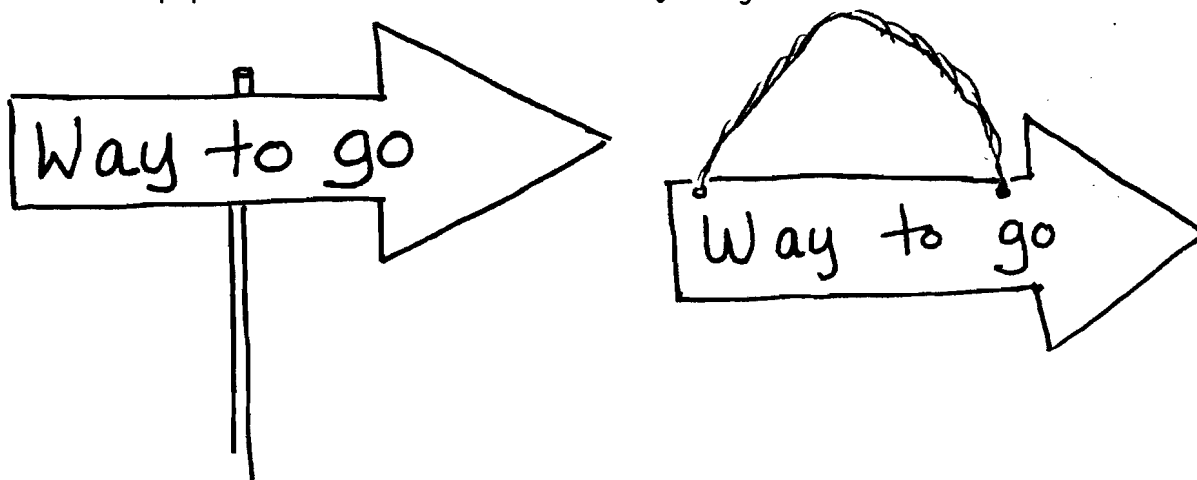
The theme for this project is from verse 14: "Multitudes, multitudes in the valley of decision! For the day of the Lord is near in the valley of decision." You may recognize in this one of the many Bible phrases which have been used for book titles.

In class:

Discuss decisions. How to choose? When we have options, they are not usually equal in value. In fact often there are right choices and obviously wrong choices. We need a reminder to choose the Lord's way. And we need to remember that when we are in temptation, the Lord is very close to us (read Arcana Coelestia 1974).

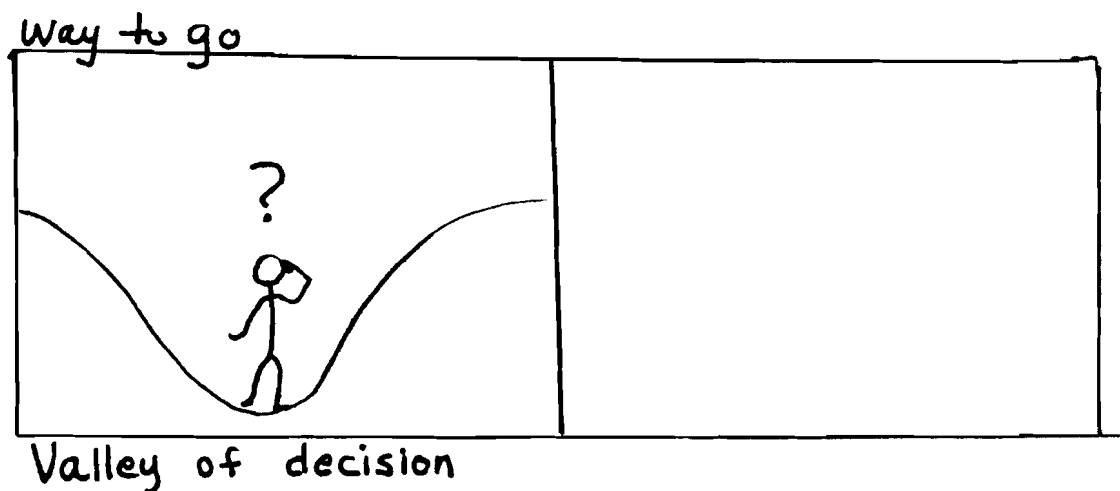
Now cut large arrows from poster board. Make them 16"-18" long. Print with marker "WAY TO GO" on one side. On the other side put verse 14, or the latter half of it, or any verse from the chapter which strikes the children forcibly.

Now glue a thin dowel to the arrow so that it can be stood up somewhere in the child's room. Or punch two holes and insert a string loop so the arrow can hang from a light fixture or window latch or curtain rod. Could seeing this arrow and Bible verse affect pupils' decisions as to the "way to go?"



OR

Prepare and copy a cartoon like the one below. Have pupils fill in the empty box with a picture showing what happens if the figure chooses a "way."



Jonah 1;2: JONAH AND THE GREAT FISH

FOR THE LITTLE ONES: A tub toy.

Materials: Plastic meat trays, for each child a $\frac{1}{2}$ gallon waxed milk or juice carton, text slips, sharp knife, ice pick or large nail, stapler.

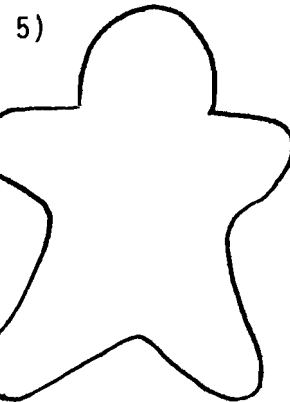
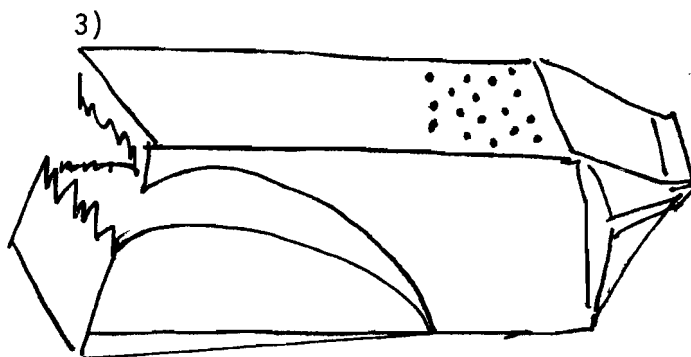
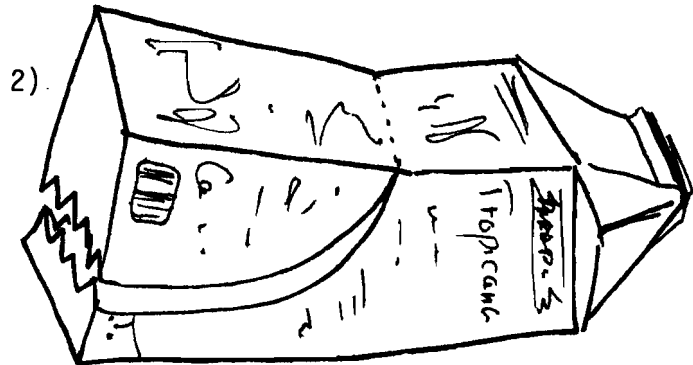
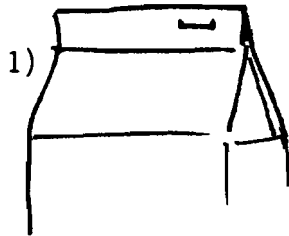
Before class:

- 1) Staple the top of the carton shut.
- 2) With very sharp knife cut each carton as shown. No need to cover or paint cartons; they look like whales even with the printing on them. The wax surface of the carton makes it suitable to take in the bath tub.
- 3) Punch a number of holes in the bottom of the carton whale.
- 4) From meat trays cut little Jonah figures. Make extra to allow for breakage in playful handling. If you have a mini-gingerbread man cookie cutter, press it into the plastic tray hard to get a nice crisp cutting line.
- 5) Make cards with text. The children take these home; they aren't glued to the whale.

In class: The children pair off and use the pieces for a toss game.

OR

FANTASTIC FUN: Before class set up a small wading pool on the church lawn (if the season is right). Float the little Jonahs on the water, and let the whales come swimming along and swallow them. (You may want to advise the parents ahead of time to dress the children in play clothes.)



- 6) But the Lord provided a great fish to swallow Jonah, and Jonah was inside the fish three days and three nights.
-Jonah 1:17

(See the note on Matthew 12:40 on the other side of this page.)

Lesson 95

Jonah 1;2: JONAH AND THE GREAT FISH

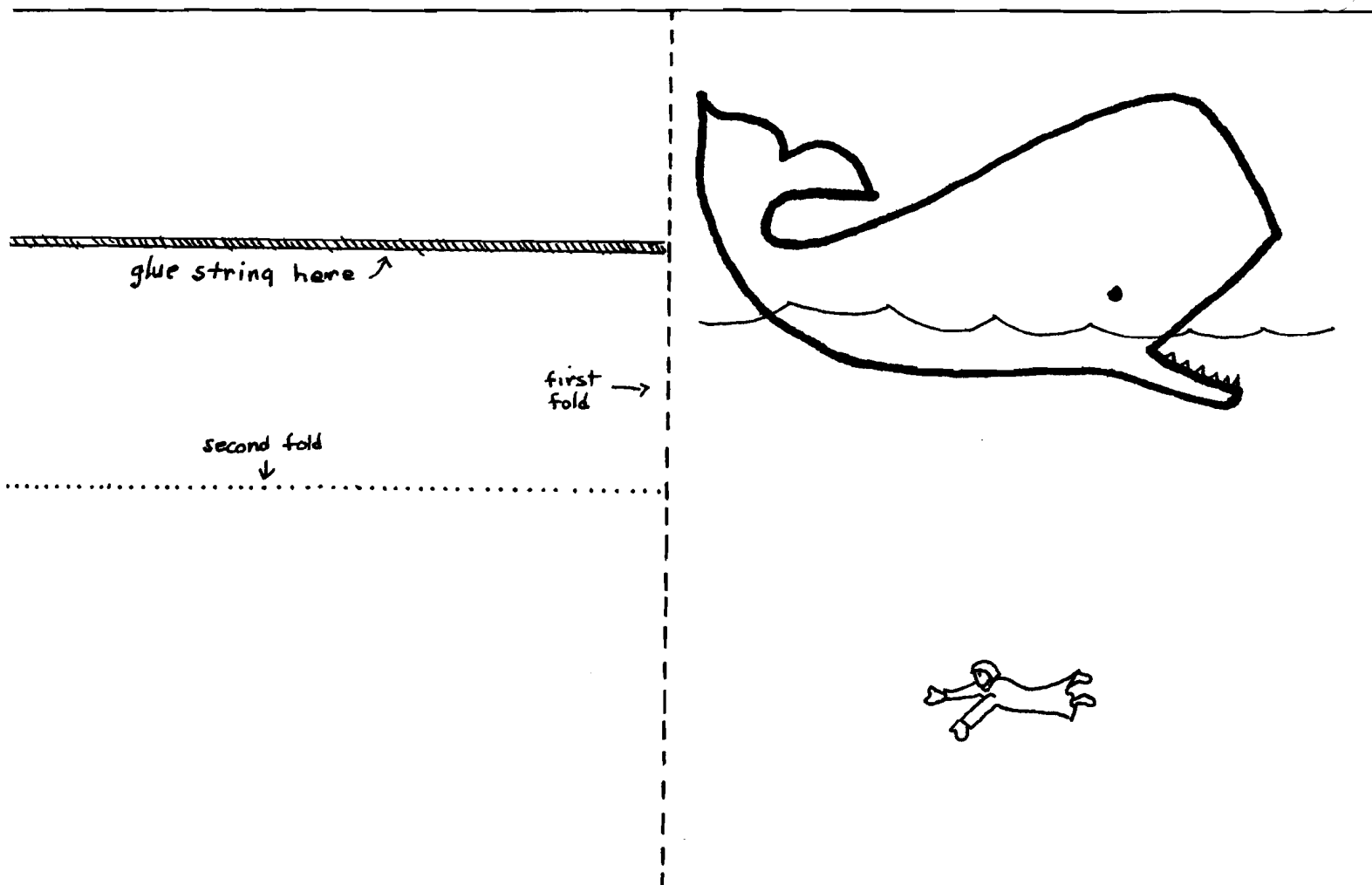
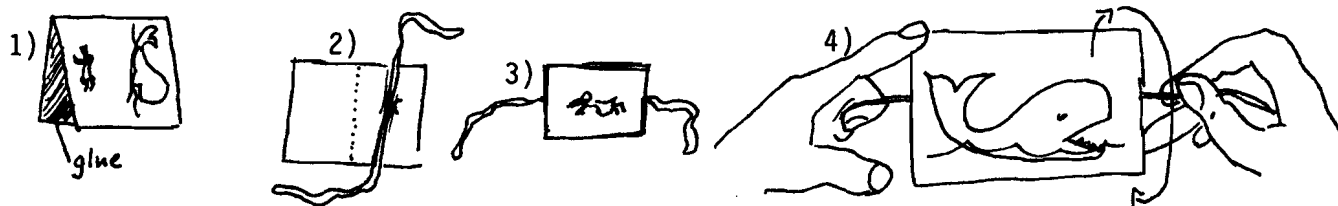
FOR OLDER CHILDREN: Put Jonah into the belly of the whale.

Materials: Xerox copies of the lower half of this page, string, glue.

Matthew 12:40 refers to Jonah and the "whale." For a long time scholars believed that it was physically impossible for a whale to swallow a man. They scoffed at the story and said it was untrue. (The book of Jonah uses the words "great fish.") But in the 19th century there were several documented instances of a man's being swallowed by a whale. Since it has been proved possible, and since the popular conception includes a whale, we have used that image.

In class:

- 1) Fold the page (half sheet) on the broken line. Glue together.
- 2) Tie a 30" piece of string into a loop. Center it on the shaded area and glue.
- 3) Spread glue over the entire side, fold on dotted line and glue together with string inside, ends hanging out.
- 4) Hold the two ends of the string firmly and wind the card 20 times or more.
- 5) Keep holding the string; let the card spin free as you stretch your hands apart and put tension on the string. Watch Jonah go inside the whale.



Mark 1: THE LORD'S BAPTISM

FOR THE LITTLE ONES: A torn paper collage.

Materials: Construction paper, scissors, glue, white doves, text slips.

Before class: Trace a dove on white paper for each child. Cut them out if your children are too little to handle scissors.

In class: The children cut out and glue the dove to a large piece of construction paper (light blue?). Then they tear or cut bits of paper (darker blue?) for the waters of the river, and glue them below the dove. They can also cut bits of green for trees, or draw in the figures of Jesus and John the Baptist (see verse 6). Glue on the text slip.

As Jesus was coming up out of the water,
he saw heaven being torn open and the
Spirit descending on him like a dove.
- Mark 1:10



Mark 1: THE LORD'S BAPTISM

FOR OLDER CHILDREN: A puzzle page. (Use NIV.)

THE LORD'S BAPTISM - MARK 1

FOLLOW THE DOTS

UNSCRAMBLE THIS MESSAGE:

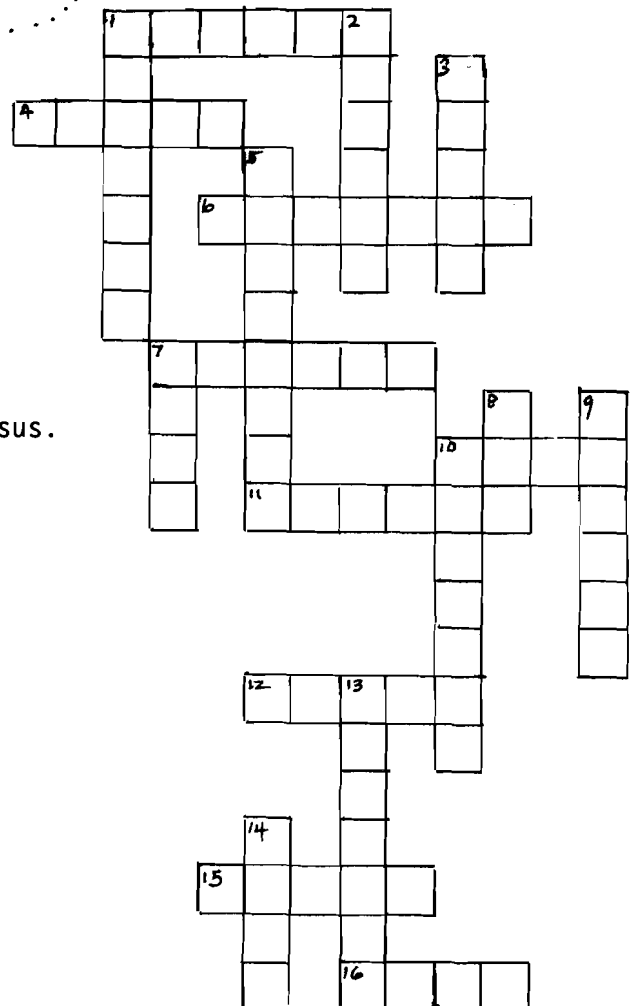
UYU REA YM NOS, WMOH I VOLE: THWI UUY
I MA LEWL SLEAPED.

ACROSS:

1. Heavenly beings.
4. It came from heaven.
6. Northern part of the country where Nazareth is located.
7. The river where Jesus was baptized.
10. Bird.
11. The dove came down from _____.
12. A name for the forces that tempted Jesus.
15. } Jesus was in the desert _____.
16. }

DOWN

1. They were in the desert with Jesus.
2. The Holy _____.
3. Found in the river.
5. Jesus came from _____.
7. He baptized Jesus.
8. The voice said, "You are my _____."
9. A barren place.
10. Come down.
13. Tested.
14. The _____ Spirit.



Mark 2: NEW WINE

FOR THE LITTLE ONES: Old and new wineskins.

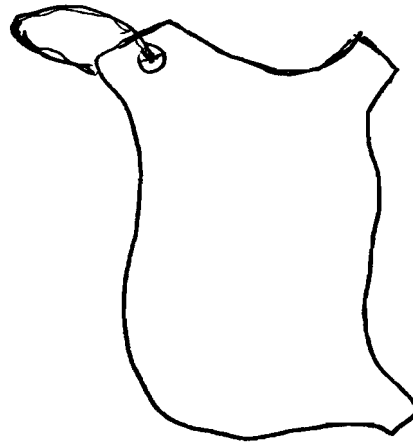
Materials: For demonstration: pieces of leather, old leather gloves, chamois from the hardware store, heavy needle and thread. For each child, a scrap of sturdy leather, real or fake, a length of yarn or cord.

Before class: Cut out a wineskin shape for each child from real or fake leather and punch a hole in it. You can make a small wineskin from chamois if you want. Also you can look up a picture of a wineskin in a Bible dictionary or resource book on the Holy Land.

In class: Have the children feel the softness and stretchiness of the leather. Show them the wearing thin of the old gloves. If possible have a torn leather piece which is worn, show them how you can sew it, but the mended place is easy to pull apart because the thread tears the fragile parts of the leather.

Wine represents goodness. See how far you can go with the ideas in the Primary notes. You might illustrate with some outmoded ideas for behavior from the early days of our country - things children were expected to do in the name of religion which we realize now were just burdensome external piety without real goodness in them. Now have them think of some words which express real goodness - helping, sharing, giving, kindness, mercy, sympathy, hugging, etc. Each child is given a leather skin shape, and one of the words will be written on it, a different one for each child. You could also write "Mark 2:22" to remind them where the statement about the wineskins is found.

This would be a good lesson in which to serve a snack of juice as a refreshing illustration of the lesson.

FOR OLDER CHILDREN: The changing country, a map project.

Materials: Copies of the next page, Bible maps, pencils, color medium.

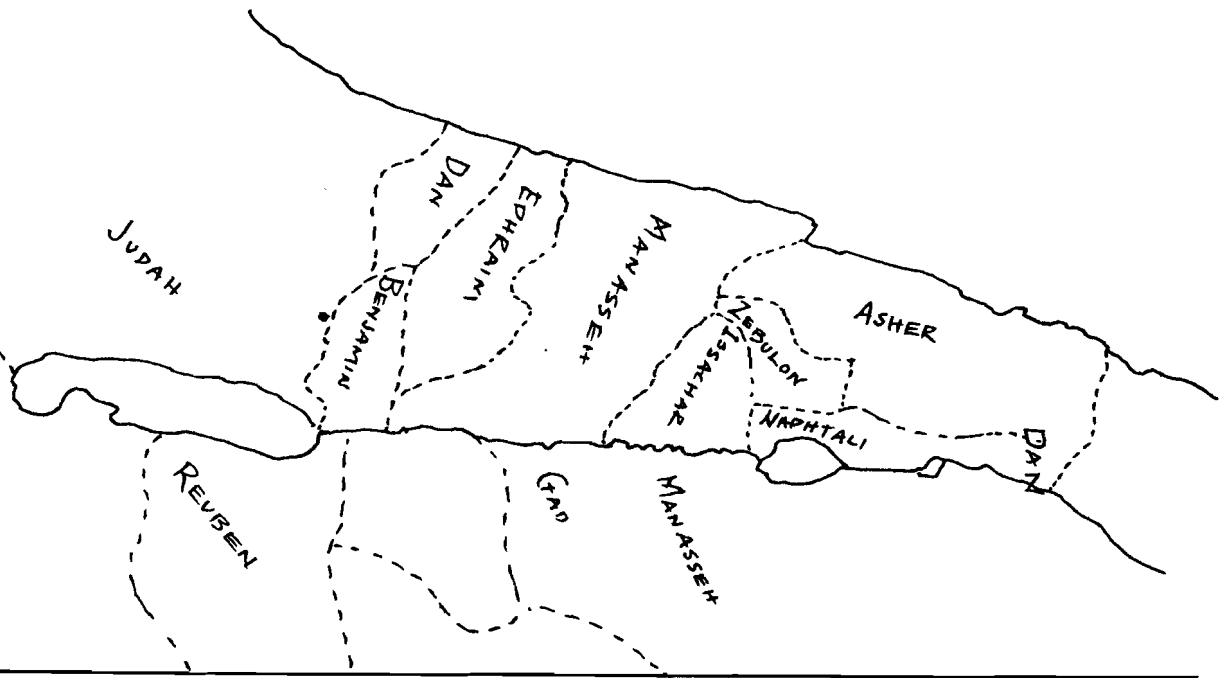
In class: Map 1: Label Jerusalem. Color the sections.

Map 2: Label Jerusalem. Label Israel and Judah. Color the sections.

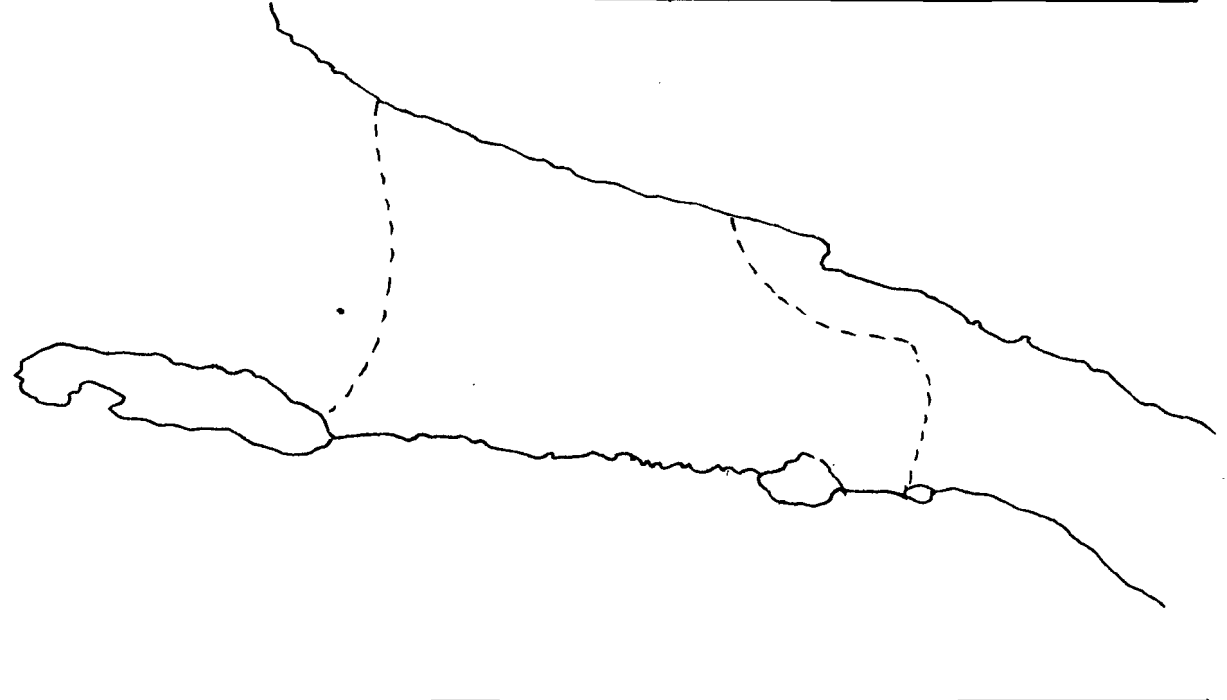
Map 3: Label Jerusalem, Capernaum, Nazareth. Label Galilee, Samaria, Judea. Color the sections.

If you have time: Label the Jordan River (all maps), the Sea of Chinnereth (Maps 1 & 2), the Sea of Galilee (same as Sea of Chinnereth, Map 3), Perea (Map 3), the Mediterranean Sea (all maps). Color the seas blue.

PALESTINE DIVIDED AMONG THE
TWELVE TRIBES



THE DIVIDED KINGDOM



PALESTINE IN THE TIME OF JESUS



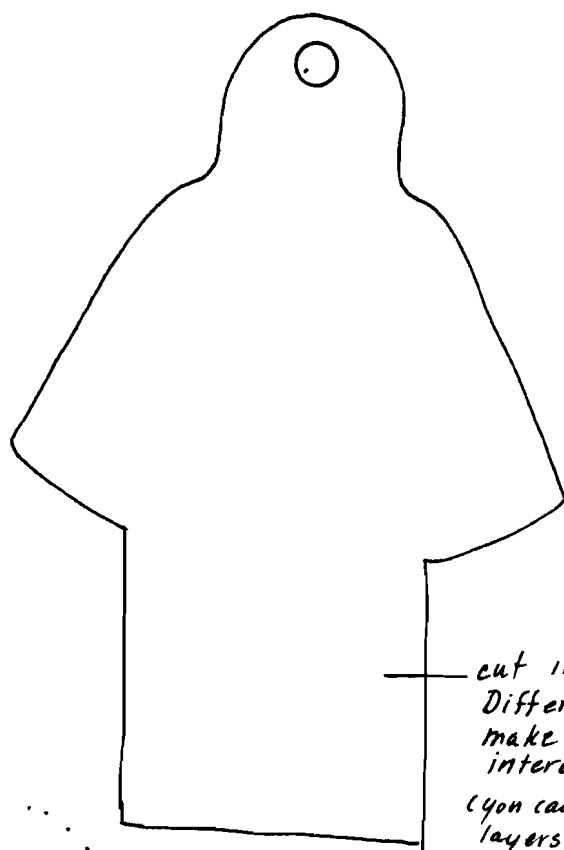
Mark 3: THE TWELVE APOSTLES

FOR THE LITTLE ONES: Count to twelve!

Materials: Construction paper or colored card stock, scissors, hole punch, yarn and yarn needles, text slips

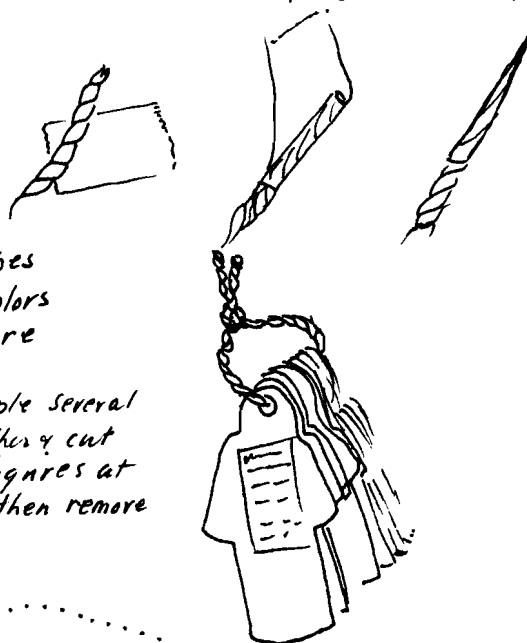
Before class: If your children are too young to cut, you cut out 12 shapes for each child, and punch a hole in each one.

In class: Trace and cut out 12 shapes. Write the name on each one if you want. (Teacher may have to help. You can cut through several layers at once and hasten the process.) Count the shapes - one for each one of the friends that Jesus chose to be with him and to go out preaching and healing. Do you have twelve close friends? Probably not! Jesus was very special. Now with yarn and needle, thread all the figures onto a length of yarn and tie a knot to keep them on the loop. Glue the text on the top one.



He appointed twelve -
designating them
apostles - that they
might be with him and
that he might send
them out to preach
and to have authority
to drive out demons.
-Mark 3:14,15

To prepare yarn for lacing, you can
wrap the ends with tape, cutting this
end off when the project is complete.



cut 12 shapes
Different colors
make it more
interesting
(you can staple several
layers together & cut
multiple figures at
one time; then remove
staple)

FOR ALL AGES: Make twelve friends.

Referring to the instructions in Lesson 23, you could make playdough figures, or bake cookies for the twelve apostles.

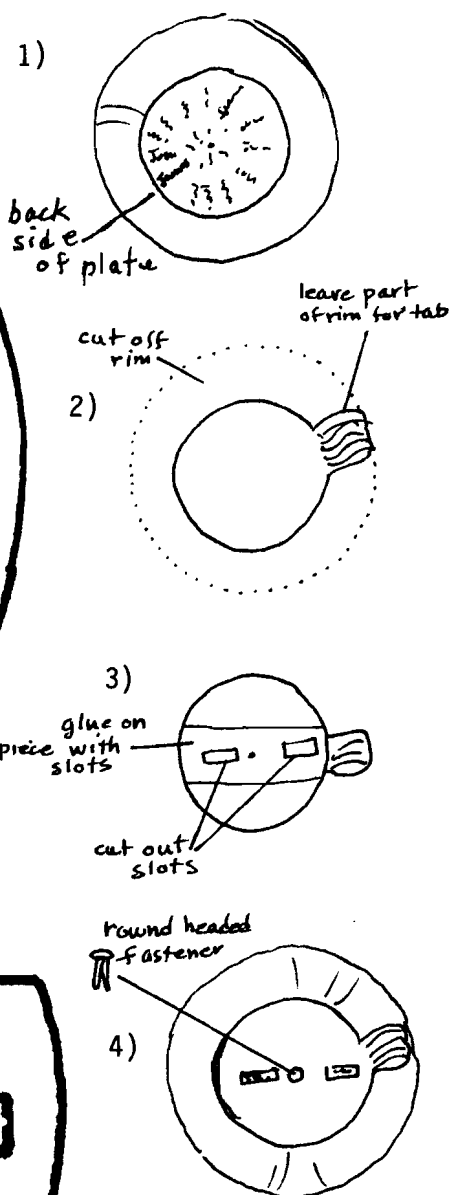
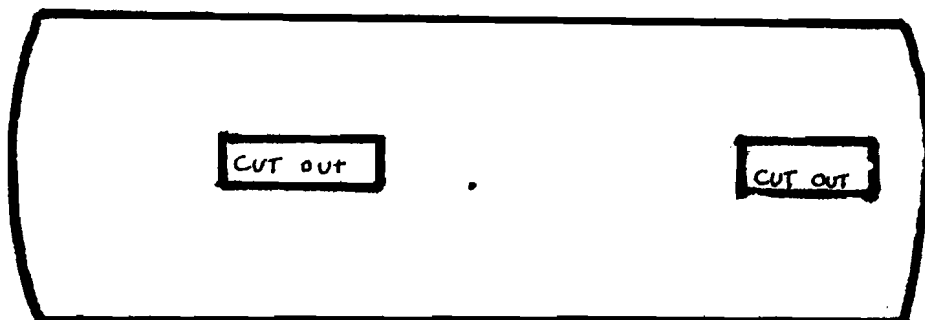
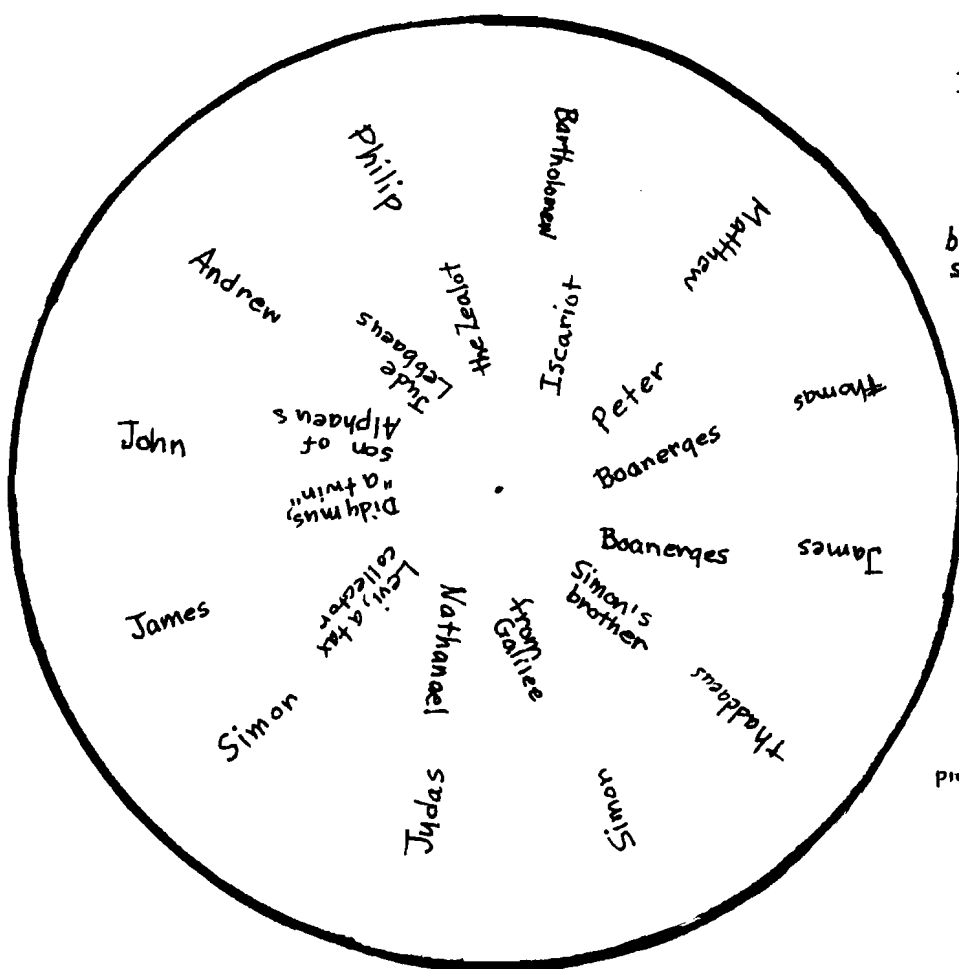
Mark 3: THE TWELVE APOSTLES

FOR OLDER CHILDREN: Learn the names of the apostles.

Materials: Scissors, glue; for each child a Xerox copy of the sheet, 2 7" paper plates, round headed fastener.

In class:

- 1) Cut out the circle and glue it to the bottom of one plate, in the exact center.
- 2) Cut the rim of the second plate, leaving a tab, as shown.
- 3) Cut out the piece with the slots, glue it to the top of the second plate, in the exact center. Cut the slots through both layers, using sharp pointed scissors, or X-Acto knife.
- 4) Fasten the two plates together, bottom sides together, with a round headed fastener going through the dots in the center of each piece. The name of the apostle should appear in the left hand slot, and another name for him, or some fact about him in the right hand slot. (Note that in different places the apostles are listed in different orders and some with the alternate names.)



Mark 4: PARABLES

FOR THE LITTLE ONES: A pecking bird.

Materials: Shirt board, construction paper, scissors, glue, black marker, text slips.

Before class: For each child cut the three pieces below. Draw in the eye and wing of the bird. Write out text slips to go on the back.

In class:

- 1) Fold the cardboard circle in half.
- 2) Glue the bird on one half as shown.
- 3) Glue on the beak. Glue text to the back.
- 4) Rock the bird and watch him peck at the seeds the Sower has planted.

1)



2-3)



4)



Cut circles from shirt board,
Bristol board, or any light
cardboard or heavy paper.

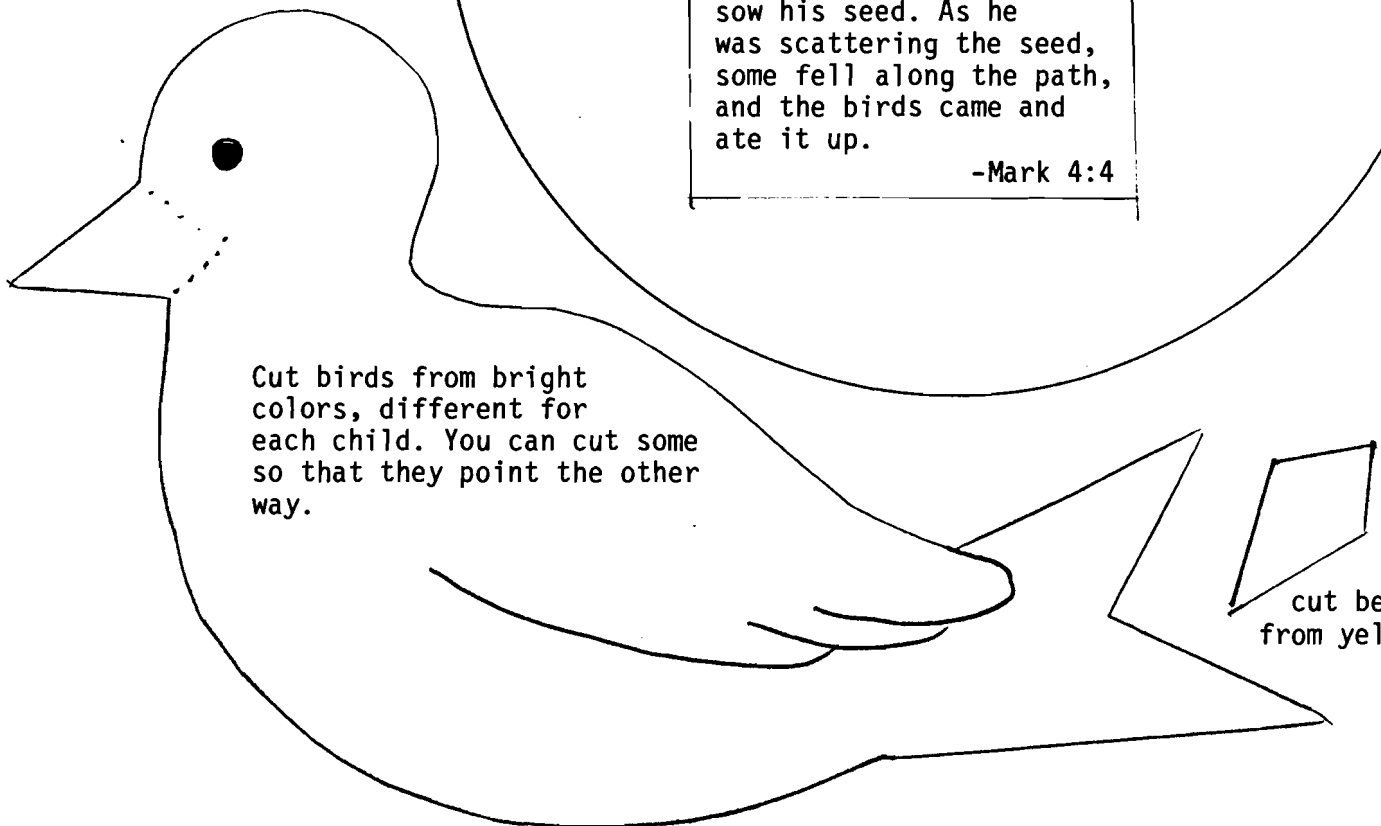
Text goes on back of circle.

A farmer went out to
sow his seed. As he
was scattering the seed,
some fell along the path,
and the birds came and
ate it up.

-Mark 4:4

Cut birds from bright
colors, different for
each child. You can cut some
so that they point the other
way.

cut beak
from yellow



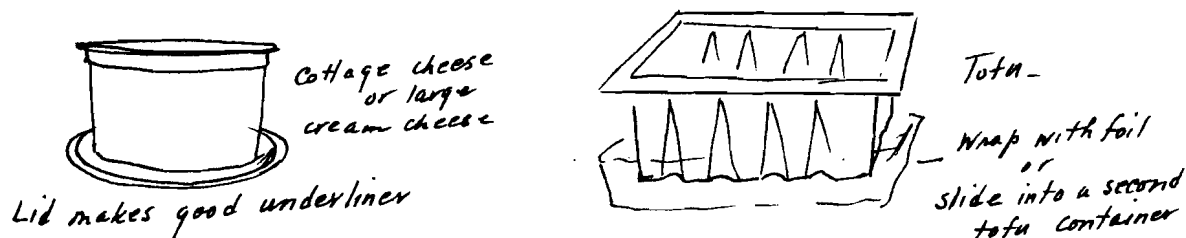
Mark 4: PARABLES

FOR ALL AGES: Some fell on good soil . . . Plant some seeds.

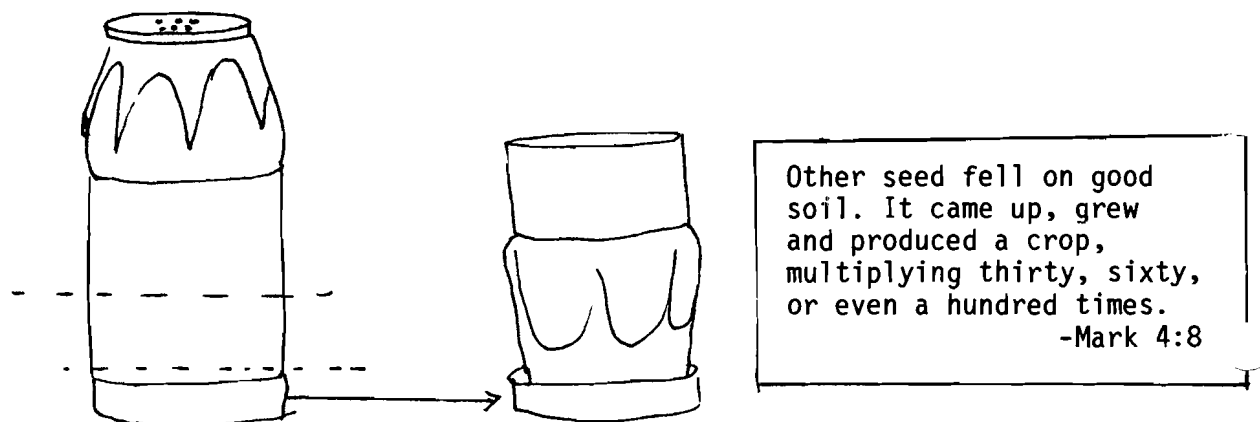
Materials: Containers with some sort of underliner, soil, seeds, container of water, text slips, instruction card for care of plant.

Before class. Assemble your containers. They can be from cottage cheese or cream cheese (the lids make good underliners); tofu containers are great, but they will need foil for a wrapping to prevent dripping. Or make the nifty pot from a cleanser container shown below. Punch holes with ice pick in the cheese containers. Choose seeds that will germinate quickly and transplant easily, such as zinnias, marigolds, tomatoes, beans, etc. (The back of the seed packet will say, "to start indoors . . .") If the season is wrong, choose seeds that can grow as potted plants, such as herbs, etc. If in doubt, go to a garden shop and ask advice.

In class: Be sure to show the children the seed packet with the picture, so they will know what they are expecting! Each child should plant three or more seeds in the container. Plant according to packet instructions, and water the soil. Glue on the text slip (or do this before putting the soil in the container). Be sure the care instructions (with the name of the plant - the children may forget before they get home) get to the parents.



To make plant container from a plastic cleanser shaker: Cut off the bottom just above the molded line. Cut off the top about two thirds of the way down. Invert the top and place it in the bottom as a saucer. The drainage holes are ready made. Older children can do this themselves with a sharp knife.



Mark 5: MIRACLES

FOR OLDER CHILDREN: A pig finger-walking puppet.

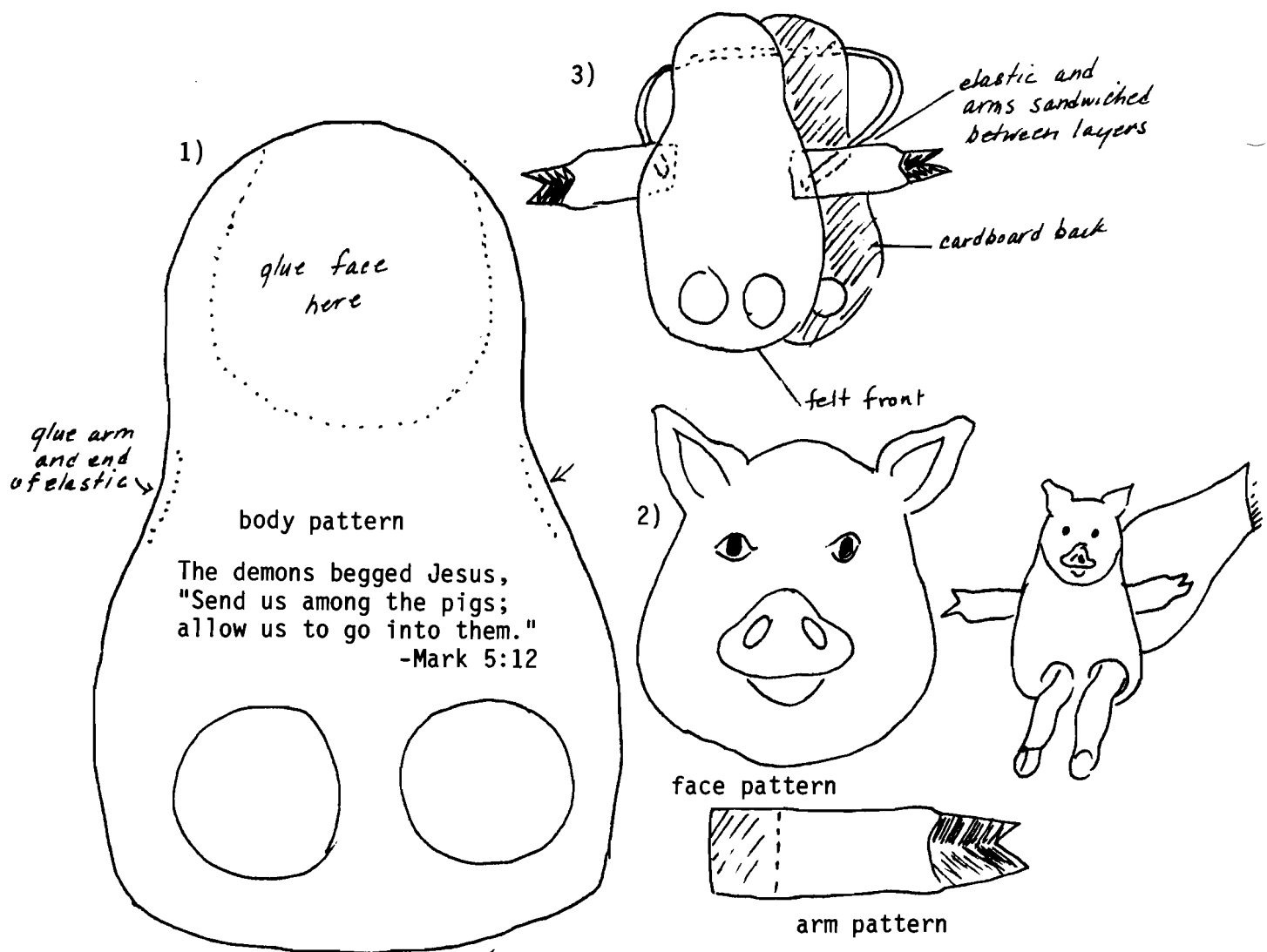
Materials: Cardboard, pink felt (and/or pink construction paper), lightweight round elastic, fabric glue, scissors, templates for the three basic pieces, text slips.

In class:

- 1) Cut 1 body shape from cardboard and 1 from felt.
- 2) Cut arms and face from felt and fill in details with marker. If your felt is really fuzzy, you may want to cut the face from pink construction paper so that the features can be put on easily. Cut a piece of elastic 4"-5" in length.
- 3) Make a sandwich of your materials as follows: on the bottom, the cardboard body shape. Then the elastic and arms (legs!) at the places indicated on the diagram below. On top glue the felt body shape. Glue on the face.

To operate puppet: Slip the hand through the elastic, first two fingers through the holes in the body. Curl up pinky and ring fingers and have thumb over elastic, pressing against the pinky and ring fingers. Run with the fingers.

If you have time, each child can make a puppet for each hand - a whole herd of pigs.



Mark 6: THE LOAVES AND FISHES

FOR THE LITTLE ONES: A 3-D plaque.

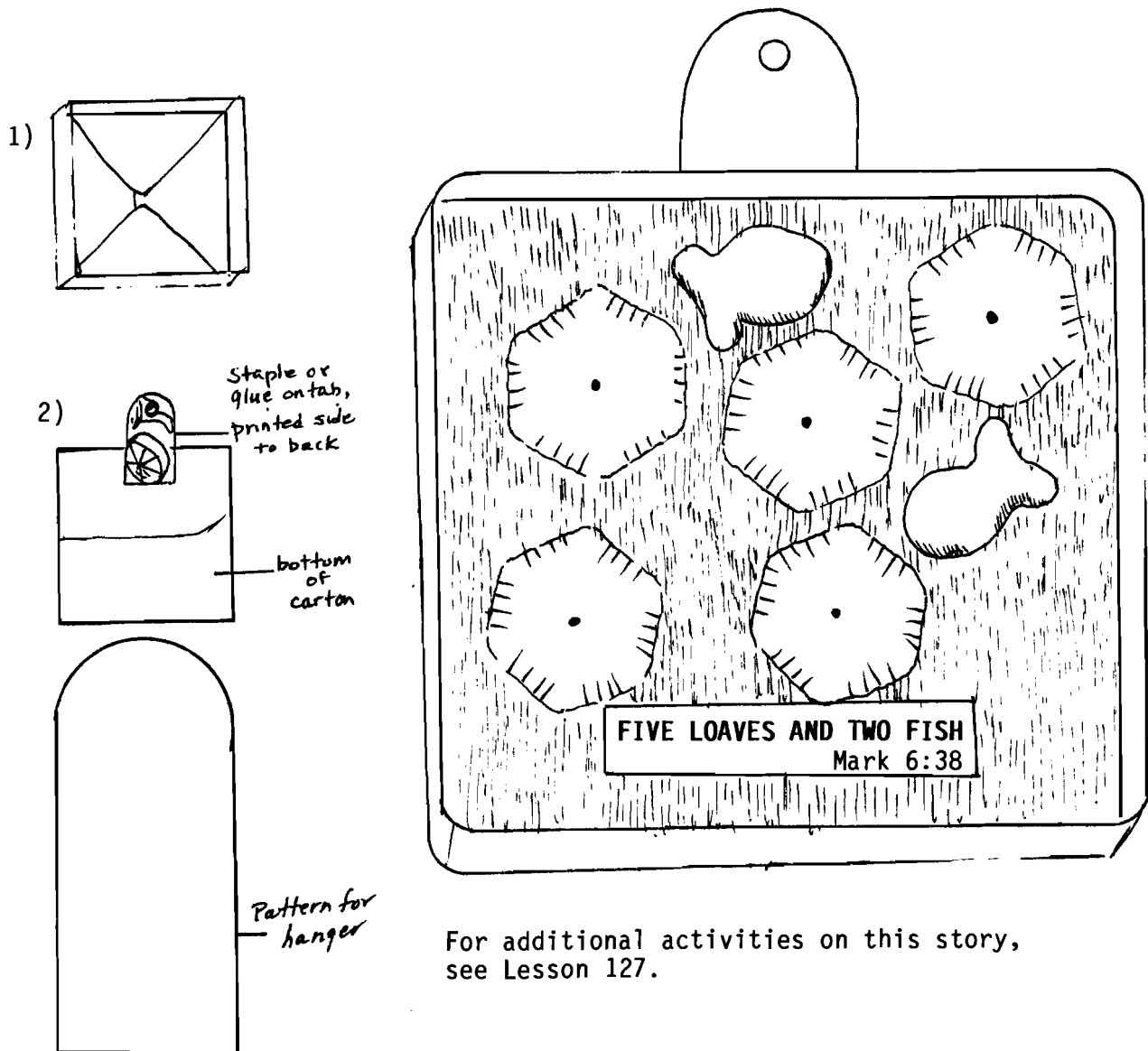
Materials: Oyster crackers, Pepperidge Farm Goldfish crackers, craft glue, half-gallon milk or juice cartons, hole punch, stapler, text slips, juice for snack, clear nail polish or lacquer (optional), construction paper.

Before class:

- 1) For each child make a tray by cutting off all but the bottom 3/8" of a milk carton.
- 2) Cut a hanger from the leftover carton piece and staple it to back of tray.
- 3) Cut a square on construction paper to fit into each tray, It could be green, because they sat on the grass, or blue, because they were by the lake.

In class:

The children glue the colored paper into the tray. They select five oyster crackers (loaves) and two Goldfish, and glue them into the trays, along with the text slips. You can leave the plaques as is, or coat with clear polish or lacquer (be sure you have good ventilation).



For additional activities on this story, see Lesson 127.

Mark 6: THE LOAVES AND FISHES

FOR OLDER CHILDREN: Five loaves and two fish - get the beans into the holes.

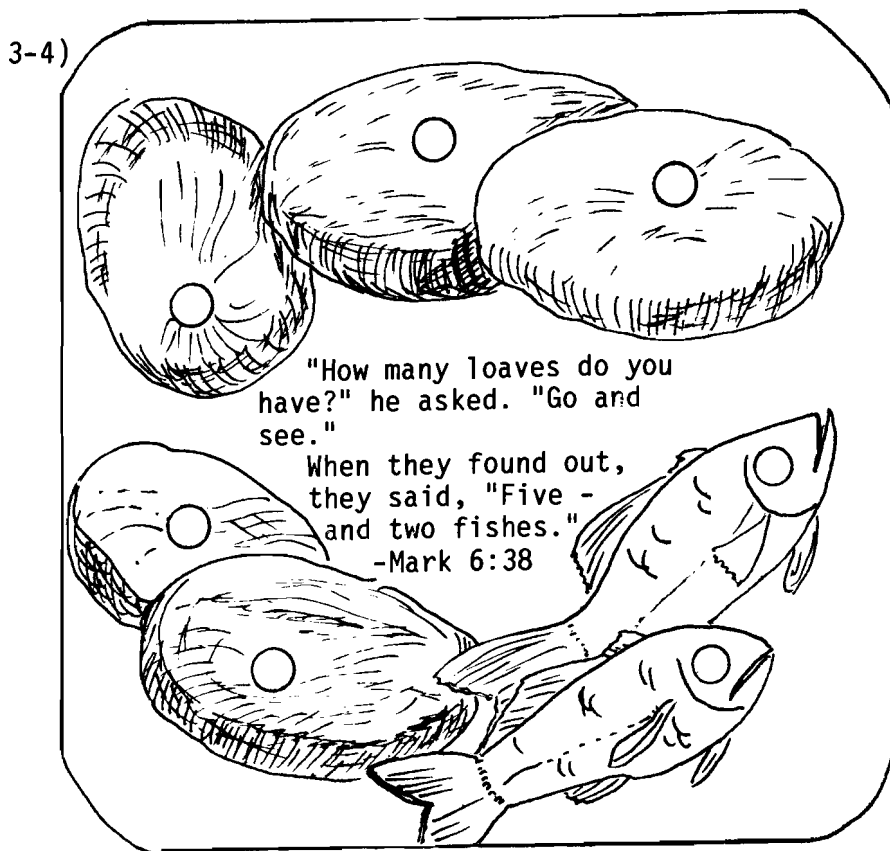
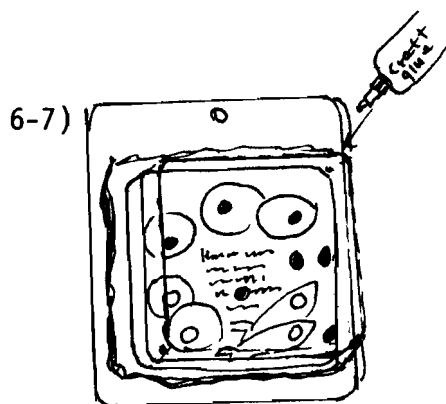
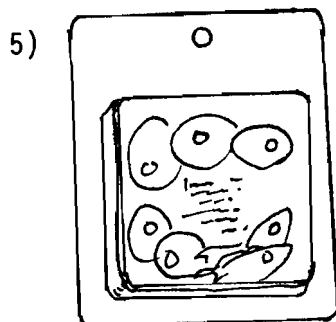
Materials: Lightweight cardboard, rubber cement, color medium, paper punch, sharp scissors, craft glue, soybeans or whole dried peas or other small roundish beans; for each child a Xerox copy of the picture and an empty package from square pressed meats (**IMPORTANT:** Check by tapping the clear part of the meat package to be sure it is made of rigid plastic. The ones that are made of thin film molded onto the meat won't work.)

Before class:

- 1) Drymount the design to cardboard (see pink page 10).
- 2) Remove any labels from the meat package. If any sticky residue remains on the clear part, it can be removed with rubbing alcohol.

In class:

- 3) Color the loaves and fishes and cut out the picture on solid line.
- 4) Punch 7 holes at the circles in the loaves and fishes (maybe too stiff for little ones, so teacher may have to do this).
- 5) Glue picture to the raised square on the package.
- 6) Place 7 dried beans in the clear part and press the back in place again.
- 7) Run a bead of craft glue between the edges and press tightly to seal. Let dry.
- 8) Now try to get the beans into the holes. (Soybeans make a good challenge because they are not quite round and are tricky.)



Mark 10: LITTLE CHILDREN

FOR THE LITTLE ONES: A motto for your bureau or shelf.

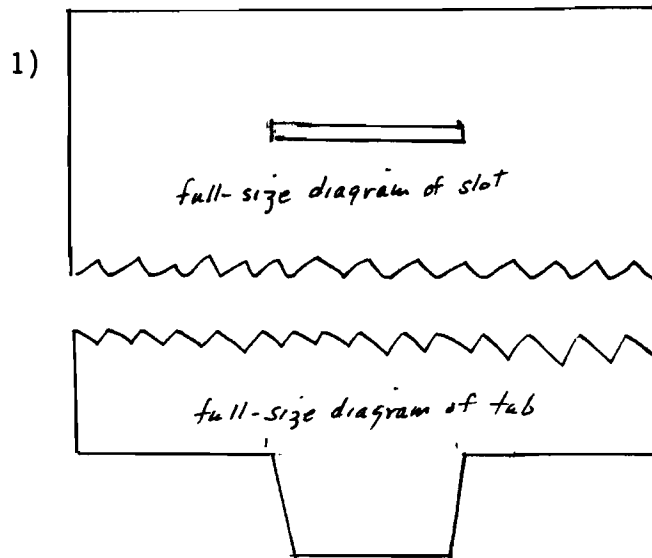
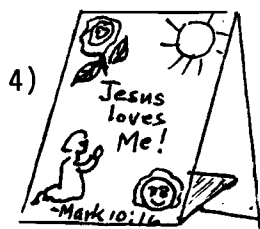
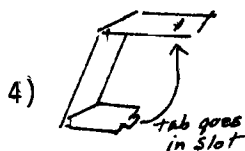
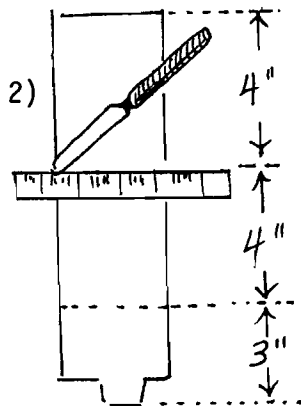
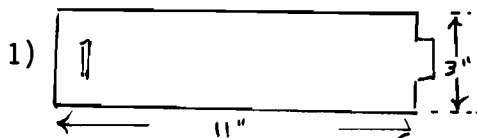
Materials: Cardboard, scissors, materials such as press-on letters, letter stamps, felt markers, etc; any kind of decorations you want, table knife, ruler.

Before class:

- 1) For each child cut a strip of cardboard 3"x11" and cut a tab on one end and a slot in the other as shown.
- 2) Score each strip across the width 3" from the tab end and again 4" from the slotted end. Use a table knife, pressing firmly with the back side of the knife along a ruler for a guide. (This makes folds come out crisply.)
- 3) Prepare the "picture" which will go on this easel. You can draw the motto with felt markers, glue gummed letters on a piece of colored paper, use press-on letters - any attractive method of your choice.

In class:

- 4) Fold the strips along scored lines and insert the tab into the slot as shown. Easel sits nicely on table.
- 5) Decorate your "picture" with stickers, or color with crayons, etc, and glue it to the easel. Every time you look at it, you will be reminded of Jesus' love for little children.



JESUS
LOVES
ME!

Mark 10: LITTLE CHILDREN

FOR OLDER CHILDREN: "All these I have kept since I was a boy." Learn the commandments.

Materials: Copies of the sheet, gummed stars. Put a star in the box when you have learned each commandment. Primaries may choose to memorize only the capitalized words at first.

And God spoke all these words: "I am the Lord your God, who brought you out of the land of slavery.

- ☐ 1. YOU SHALL HAVE NO OTHER GODS BEFORE ME.
- ☐ 2. YOU SHALL NOT MAKE FOR YOURSELF AN IDOL in the form of anything in heaven above or on the earth beneath or in the waters below. You shall not bow down to them or worship them; for I, the Lord your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to thousands who love me and keep my commandments.
- ☐ 3. YOU SHALL NOT MISUSE THE NAME OF THE LORD YOUR GOD, for the Lord will not hold anyone guiltless who misuses his name.
- ☐ 4. REMEMBER THE SABBATH DAY TO KEEP IT HOLY. Six days you shall labor and do all your work, but the seventh day is a sabbath to the Lord. On it you shall not do any work, neither you, nor your son or daughter, nor your manservant or maidservant, nor your animals, nor the alien within your gates. For in six days the Lord made the heavens and the earth, the sea, and all that is within them, but he rested on the seventh day. Therefore the Lord blessed the Sabbath day and made it holy.
- ☐ 5. HONOR YOUR FATHER AND YOUR MOTHER, so that you may live long in the land the Lord your God is giving you.
- ☐ 6. YOU SHALL NOT MURDER.
- ☐ 7. YOU SHALL NOT COMMIT ADULTERY.
- ☐ 8. YOU SHALL NOT STEAL.
- ☐ 9. YOU SHALL NOT GIVE FALSE TESTIMONY AGAINST YOUR NEIGHBOR.
- ☐ 10. YOU SHALL NOT COVET your neighbor's house. You shall not covet your neighbor's wife, or his manservant or maidservant, his ox or donkey, or anything that belongs to your neighbor."

"You know the commandments: 'Do not murder, do not steal, do not give false testimony, do not defraud, honor your father and mother.'"

"Teacher," he declared, "all these I have kept since I was a boy."

-Mark 10:19,20

Mark 11: PALM SUNDAY

FOR THE LITTLE ONES: A little donkey.

Materials: Construction paper (gray or brown), scissors, round-headed fasteners, text slips.

Before class: Trace the donkey head and ear onto brown or gray paper. Cut them out if your children are too young to handle scissors. Make text slips.

In class: Cut out donkey head and ear. Fasten ear to head through circles with fasteners. Glue text slip on back.



Go into the village ahead of you, and just as you enter it, you will find a colt tied there, which no one has ever ridden. Untie it and bring it here.

-Mark 11:2

You can also make the donkey's mane from black felt and glue on, or glue on pieces of black yarn. This will mean a little adjustment in attaching the ear.

Note: Mark and Luke say that the Lord rode on a "colt." Matthew and John identify this as a donkey's colt.

Lesson 120

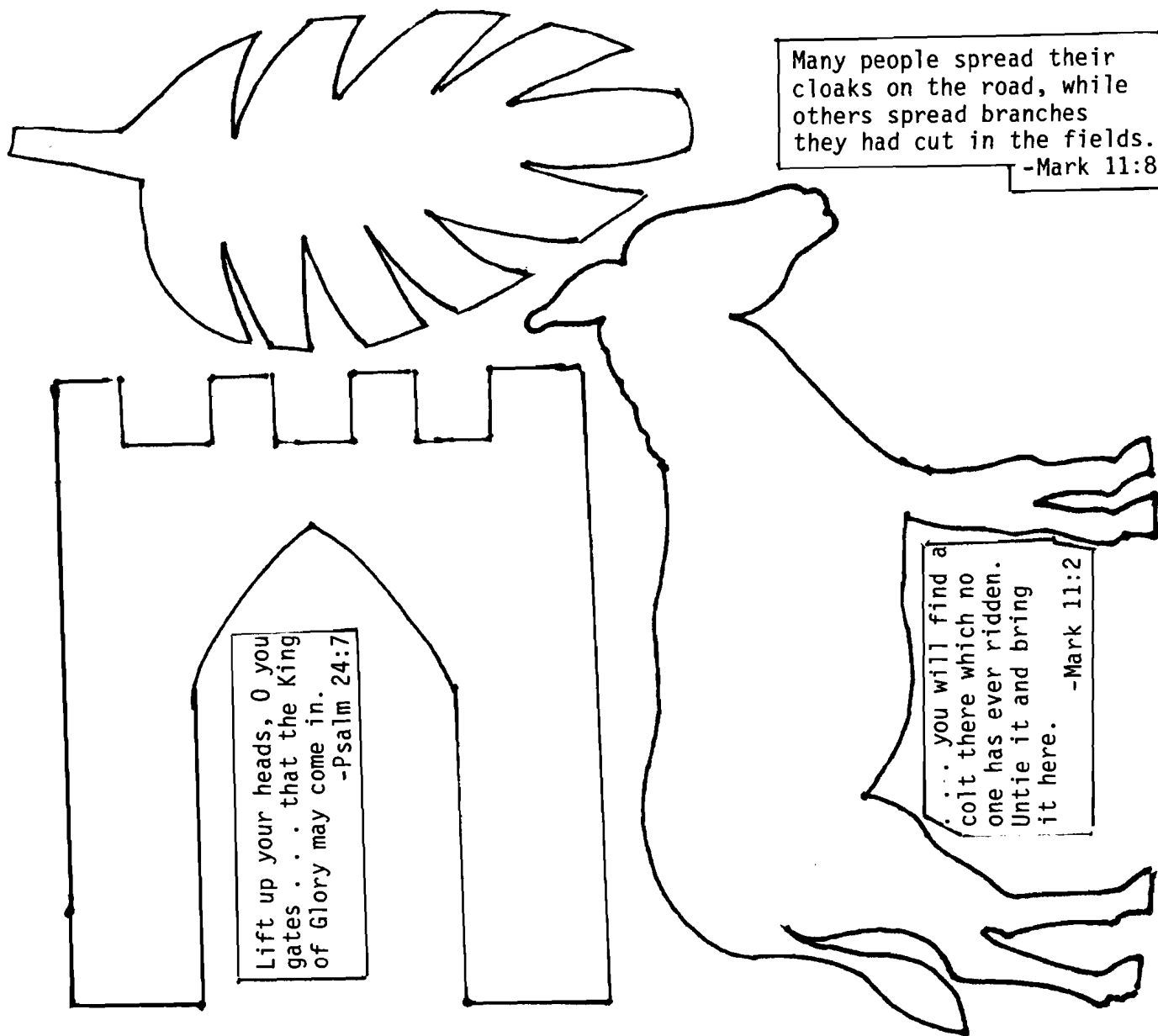
Mark 11: PALM Sunday

FOR OLDER CHILDREN: Make an embossed picture.

Materials: Plain white paper (inexpensive typing paper), heavy paper (construction paper or unwrinkled grocery bag paper), sharp scissors, cuticle stick (or softwood stick sharpened and slightly blunted), color medium, text slip.

In class:

- 1) Cut a shape from heavy paper (choose from the shapes below, or make your own).
- 2) Trace around it lightly on a piece of white paper.
- 3) Color the picture.
- 4) Lay the heavy paper shape on the table and place the white paper on top so that the paper shape and your outline exactly match.
- 5) With the cuticle stick press all around the edge of the heavy paper shape, through the white paper. Press hard enough to make a groove, but be careful not to cut through the white paper.
- 6) Now lift the white paper and look at your nice embossed (raised) picture. Glue on the text slip.



Mark 14: THE HOLY SUPPER

FOR THE LITTLE ONES: The upper room.

Materials: Copies of the reverse side of the page, scissors, glue, color medium.

In class: The children color and cut out the house shape, the bread and the wine. They glue the cup and loaf onto the table in the upper room.

FOR OLDER CHILDREN: The Passover, a study sheet.

THE PASSOVER

There were three feasts which every male Jew 13 years old and over had to celebrate each year:

- 1) The Passover, which came at lambing season and lasted 7 days. When the Children of Israel celebrated the first Passover at the time of their escape from Egypt, the Lord decreed that this would from that time be the first month of the religious calendar.
- 2) The Feast of Weeks, a harvest festival at the time of the first fruits - the wheat, barley, etc. In Acts 2 we learn about what happened in the Christian Church at this time - it was the beginning of the organized Christian Church, and is called Pentecost.
- 3) The Feast of Booths (Succoth) at the time of the grape harvest and the final gathering in of olives and fruits. This was the beginning of the civil year. It was like our Thanksgiving.

Turn to Exodus 12 and review the events of the first Passover. Jesus kept this Jewish feast with his disciples. According to our calendar, this was on Thursday evening of Jesus' last week on earth. Friday he was crucified, and on Sunday (Easter) he rose from the dead.

Here are some of the elements of the Passover feast. In the blank after each thing, write its correspondence. See the Dole Notes Vol. 2, p. 53, and Vol. 5, p. 139.

the upper room _____

the bread _____

the wine _____

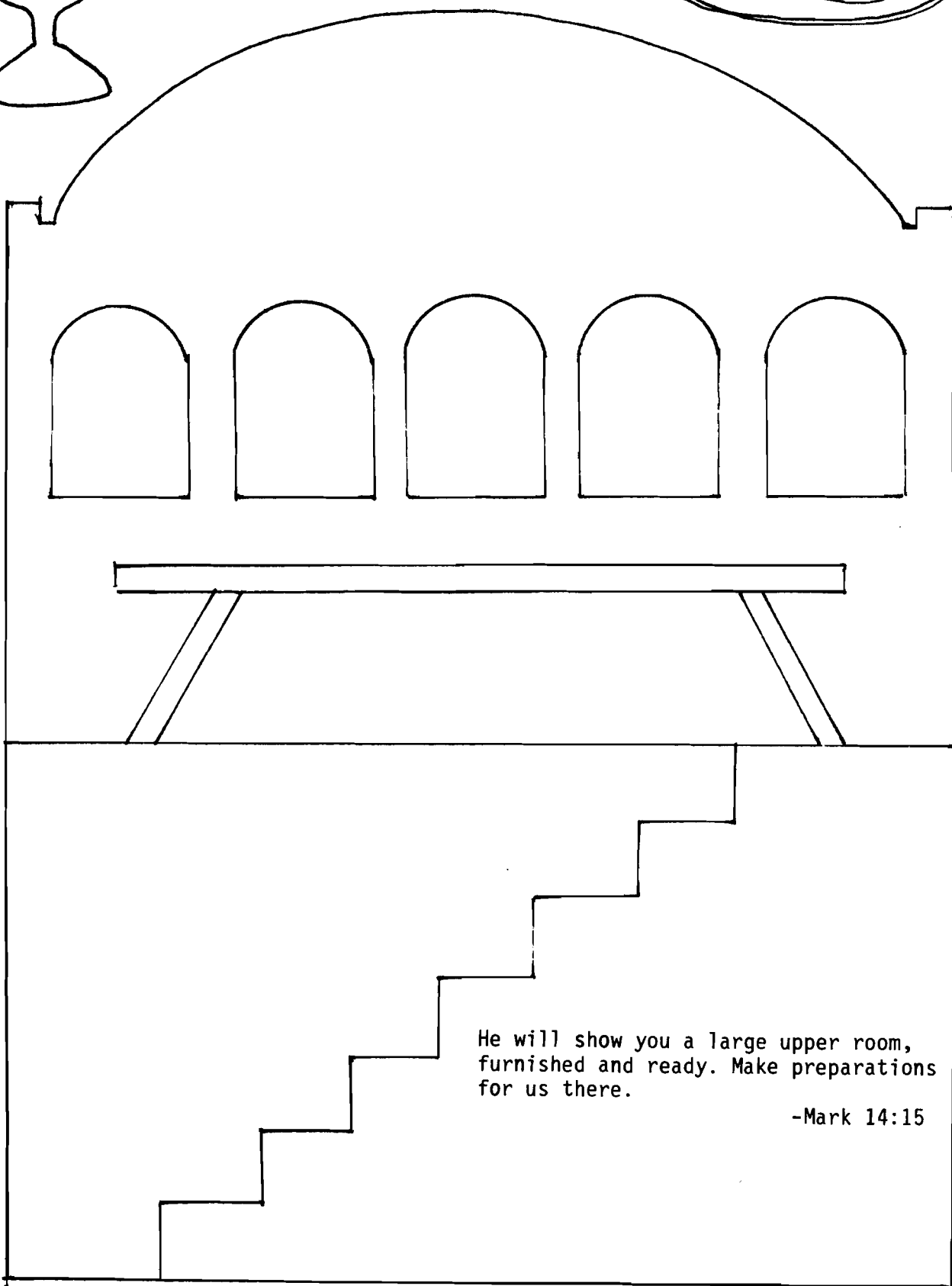
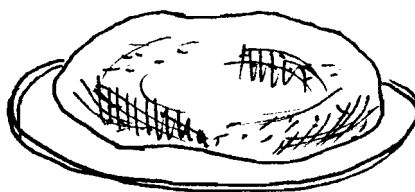
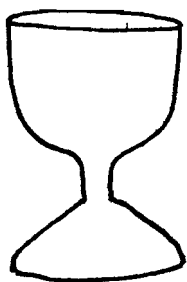
the lamb _____

bitter herbs _____

Today the Christian Church celebrates Holy Communion. Which of the elements above are included in this feast? Mark them with a check mark.

The Jewish Church still celebrates the Passover (See Exodus 12:14). There is a meal called a Seder, celebrated at home, to which persons not of the Jewish faith may be invited. It is a happy occasion. At the meal roast lamb, bitter herbs (parsley), unleavened bread (matzoth), hardboiled eggs, and a mixture of apples and nuts are served. The Haggadah is recited, a ritual of verses and responses, given by adults and children, and accompanied by the drinking of wine.

*Let your fingers do the walking - climb
the steps to the Upper Room.*



He will show you a large upper room,
furnished and ready. Make preparations
for us there.

-Mark 14:15

Mark 15: THE CRUCIFIXION

FOR THE LITTLE ONES: He lived for me.

In other Christian denominations the tendency is to emphasize the physical suffering of the Lord on the cross. As you have seen from the lesson notes, in the New Church it is acknowledged that this was the least of his sufferings. This church emphasizes the lifelong work of Jesus and the spiritual torments he endured throughout his life on earth.

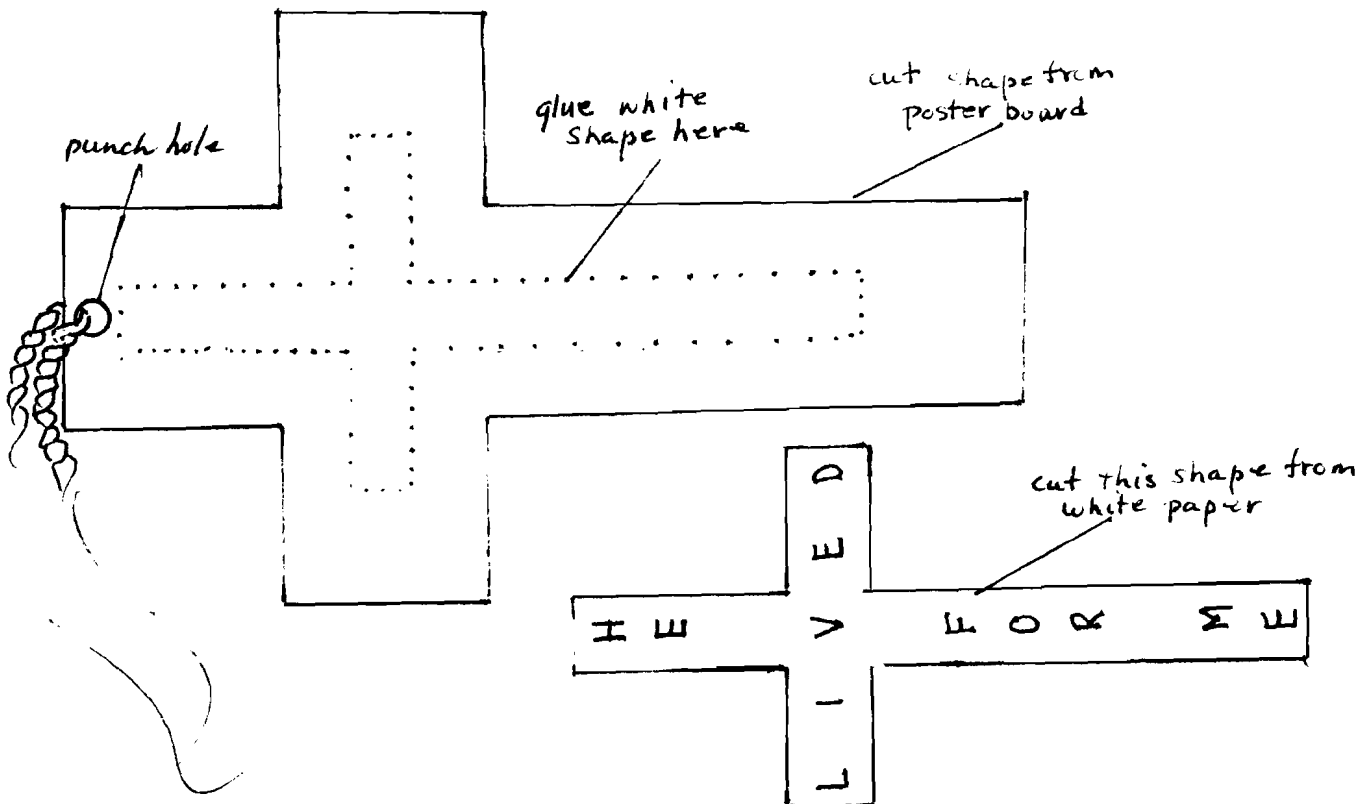
Many other denominations also believe that by his suffering and death on the cross, Jesus made atonement for our sins; this belief is due to a mistaken interpretation of some texts such as Mark 10:45. The belief that we need only accept Jesus as our Savior to be saved is contrary to New Church teaching.

Because of the traditional beliefs concerning the nature of the cross, some New Church people have not wanted it as a symbol. However, it has been a valid symbol of Christianity from the first, and can be valid for us if we understand it rightly. In fact the Lord told us to "take up our cross," and follow Him. Today's project is aimed at acquainting the little ones with the idea that the Lord's whole life on earth was lived for us. The second to last paragraph in the Junior notes is the keynote.

Materials: Colored posterboard or construction paper, plain paper, scissors, glue, hole punch, yarn, markers or pencils.

Before class: (For those too young to cut) Cut out the cross shape from posterboard. Letter and cut out the white shape. Cut lengths of yarn.

In class: Glue the words to the cardboard cross. Punch a hole in the top of the cross and thread yarn through for hanging around the neck.



Mark 15: THE CRUCIFIXION

FOR OLDER CHILDREN: Make a book.

Materials: Copies of this sheet, white paper 8½"x11", stapler, pencil.

In class:

- 1) Cut the white paper in half crosswise. Fold pieces to form booklet, staple.
- 2) Cut out title, glue to cover. Cut out pages 3-6, paste into booklet.
- 3) Fill in the blanks to complete the lists.
- 4) On page 2 write the second half of Mark 8:34.

**TAKE UP
YOUR CROSS**



My cross is NOT burdens that come to me from the disorders of the world, like

1. being poor.
2. being sick.

3. _____

4. _____

3

My cross is NOT burdens that come to me by inheritance, like

1. being too short (or too tall!).

2. having a face I don't like.

3. _____

4. _____

4

My cross is NOT burdens other people put on me, like

1. being made fun of.

2. having to do things I don't like.

3. _____

4. _____

5

My cross IS burdens I freely take - any sacrifice, large or small, that I make to give happiness to someone else, like

1. spending time with Grandma when I'd rather be with friends.

2. giving something I wanted myself to someone else (and being glad about it).

3. _____

6

Mark 16: THE EASTER LESSON

FOR THE LITTLE ONES: Ointment with spice.

Materials: Tiny screw-top bottles or plastic containers with tight lids, cooking utensils, funnel, unflavored gelatin, glycerin (from the drug store), oil of rosemary (from the health food store) or dried rosemary, jar labels.

Before class: Make labels to fit around containers.

In class: Make the "ointment" from the recipe above, letting the children help measure and stir. While the mixture is cooling, glue the labels to the little bottles. Pour with funnel into each container. Sniff the spicy aroma (tie in with verse 1 of the lesson).

Spicy Skin Gel

Dissolve 5 teaspoons unflavored gelatin (1 packet = 3 teaspoons) in $2\frac{1}{4}$ cups hot water. Allow to cool to lukewarm. Add 3 tablespoons glycerin and a few drops of oil of rosemary. If you can't get oil of rosemary, we suggest you use almond extract, oil of mint or other concentrated flavoring. Look in your Bible dictionary for a list of authentic spices.

When cooled, the gel is a nice consistency - won't spill easily. The family can use it on hands and face to soften the skin. This must be used promptly, as it will spoil after a few weeks, even if kept in the refrigerator.

SPICY SKIN GEL

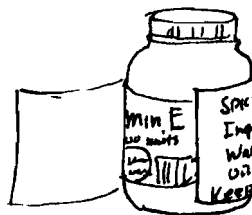
Ingredients:
Water, gelatin, glycerin,
oil of rosemary.

Keep refrigerated.

When the Sabbath was over,
Mary Magdalene, Mary the
mother of James and Salome
brought spices so that they
might anoint the body of
Jesus. -Mark 16:1



*glue your label on over
the original one.*

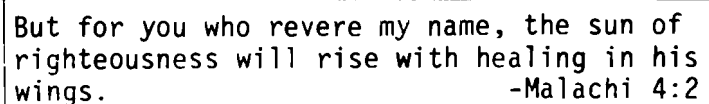


*Jar opening should
be large enough
to get your finger
in, as this gel
doesn't pour.*

Mark 16: THE EASTER LESSON

Materials: 8½"x11" good quality white paper (or a pastel that will harmonize with yellow), yellow tissue paper (or gold paper or plain yellow paper), scissors, craft glue, texts.

- 1) Make a French fold in the plain paper by folding in half twice (crosswise first). Draw a picture on the front of the folder (angels, flowers, etc., and write an Easter message.
- 2) Cut a piece of yellow tissue paper (not facial tissues!) 3"x11" and fold it in half carefully 4 times to establish crease lines accurately.
- 3) Unfold tissue and refold accordion style.
- 4) Apply glue sparingly to one side of the folded piece. Don't use Elmer's glue, as it will soak through into the other layers and spoil the project. Place the tissue, folded side down, on the inside of the folder, near the top and just at the fold line.
- 5) Apply glue sparingly to the top of the folded tissue, fold the white paper shut and press to secure the glue.
- 6) Open, and Voila! the "sun" rises. Glue the two texts under the sun.



Don't be alarmed. You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here. -Mark 16:6

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

FOR THE LITTLE ONES: Swaddling cloths.

Materials: Light cardboard, copies of the infant figure below, scissors, 6" squares of white flannelette, very narrow ($\frac{1}{4}$ "- $\frac{3}{8}$ ") strips of flannelette, text slips.

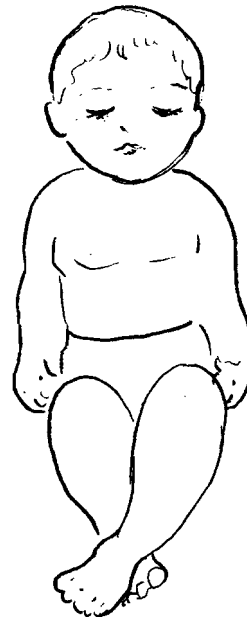
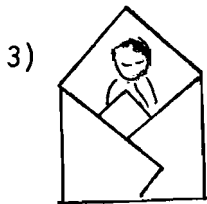
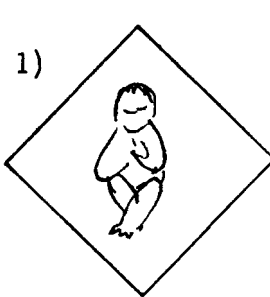
In Bible times a newborn Hebrew child was washed, rubbed with salt and wrapped in a square of cloth in the manner shown below (see Ezekiel 16:4). With the baby's arms bound close to the body, swaddling bands were tied around the little bundle, and the baby could be carried anywhere on the mother's back. At night the infant hung in a cloth cradle suspended from forked sticks. When the baby was changed, he or she was rubbed with olive oil and dusted with powdered myrtle leaves. Even today all parts of the myrtle plant are used in making perfume, so the Hebrew mothers had their baby oil and fragrant baby powder just as modern mothers do. In some cultures today, as in some parts of Russia, babies are still wrapped in swaddling cloths. If any of the children have baby brothers or sisters, you can draw from them information about what Mommy does with the baby. Perhaps she wraps him or her in a receiving blanket? Make a point of how the baby is cozy and warm and safe. Sometimes the baby's fingernails are very sharp and scratch the face as the baby moves. There are lots of little details you can discuss which relate to the swaddling of the baby.

Before class:

Drymount (pink page 10) the infant figure on light cardboard and cut it out. Color it if you wish. Cut 6" squares of flannelette and strips of the same cloth for swaddling bands. Text slips can go on back of figure or on a card.

In class:

- 1) Place the infant figure on the cloth, head in one corner, feet in the opposite corner.
- 2) Fold up the bottom corner.
- 3) Fold over the side corners.
- 4) Wrap with swaddling bands and tie.



If you have access to a Xerox machine with the capability of enlarging, you can make the baby bigger.

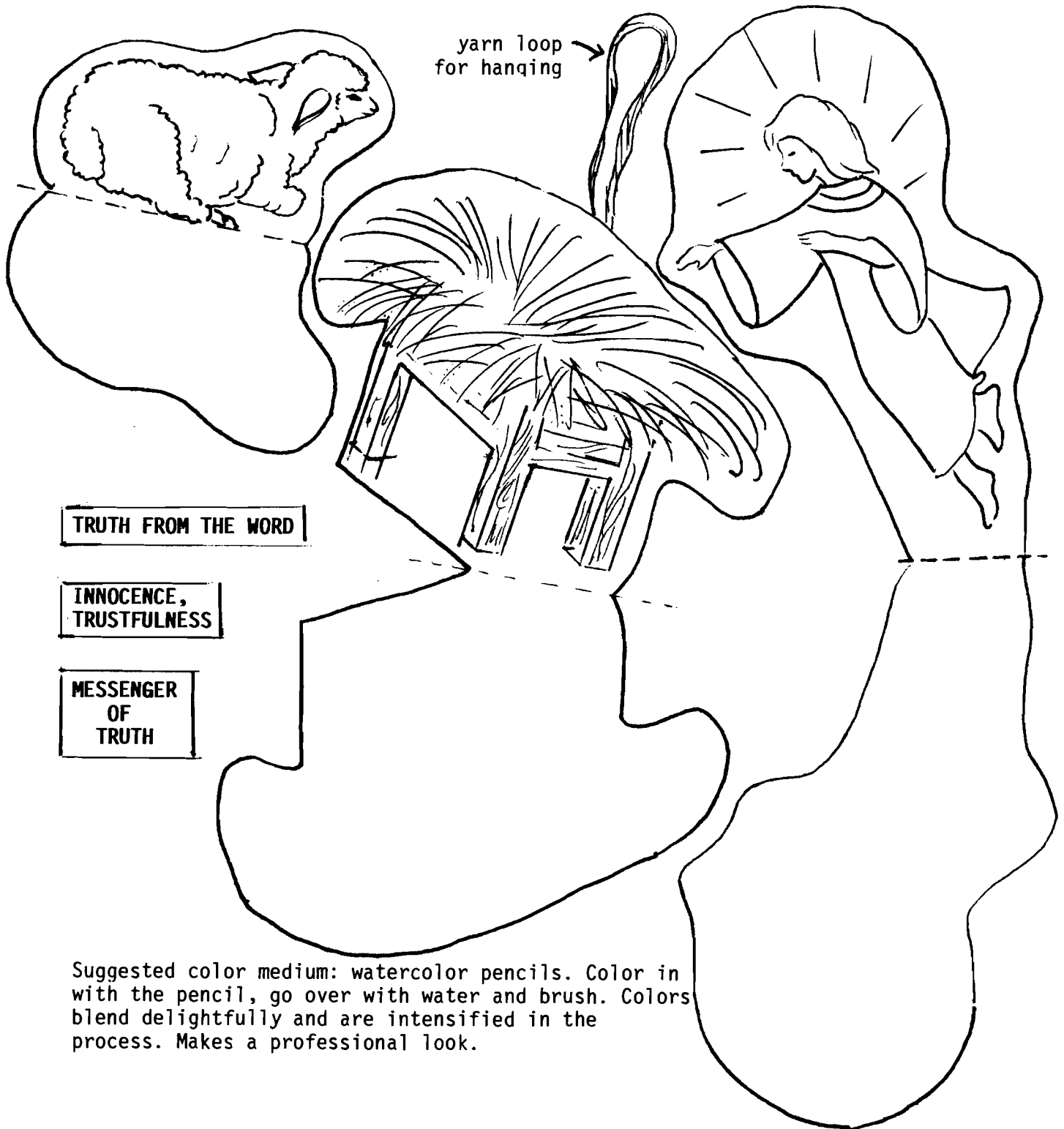
If, by any chance, you can find inexpensive tiny infant dolls, this will make the project even more fun.

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

FOR OLDER CHILDREN: What does it mean?

Materials: Copies of the page, color medium, scissors, glue, yarn or cord.

In class: Color and cut out the outlines below. Fold on dotted line and glue together, with yarn loop between layers for hanging on the Christmas tree. Glue the correct correspondence on the back of each piece. (For the teacher: manger = truth from the Word; angel = messenger of truth; sheep = innocence, trustfulness.)



Suggested color medium: watercolor pencils. Color in with the pencil, go over with water and brush. Colors blend delightfully and are intensified in the process. Makes a professional look.

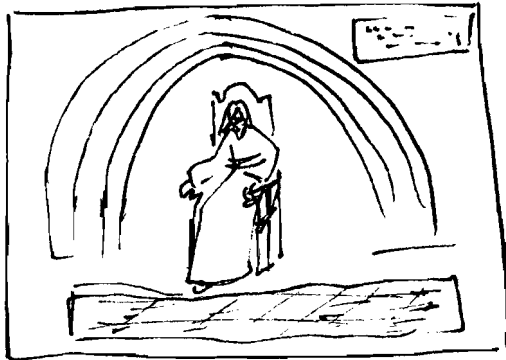
Revelation 4: JOHN'S VISION OF THE THRONE

FOR THE LITTLE ONES: The rainbow throne.

Materials: Green construction paper, white paper, glue, rainbow forms, the two cut-outs on this page, clear plastic (from food trays), text slips.

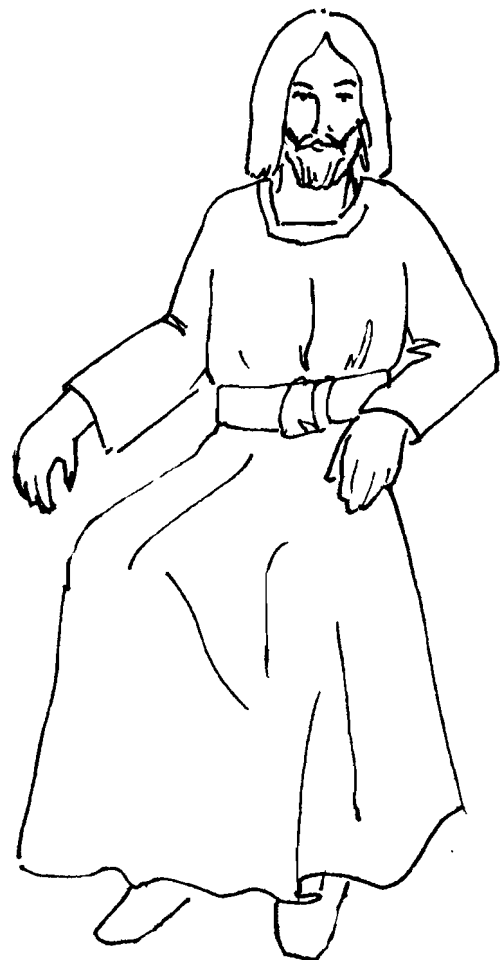
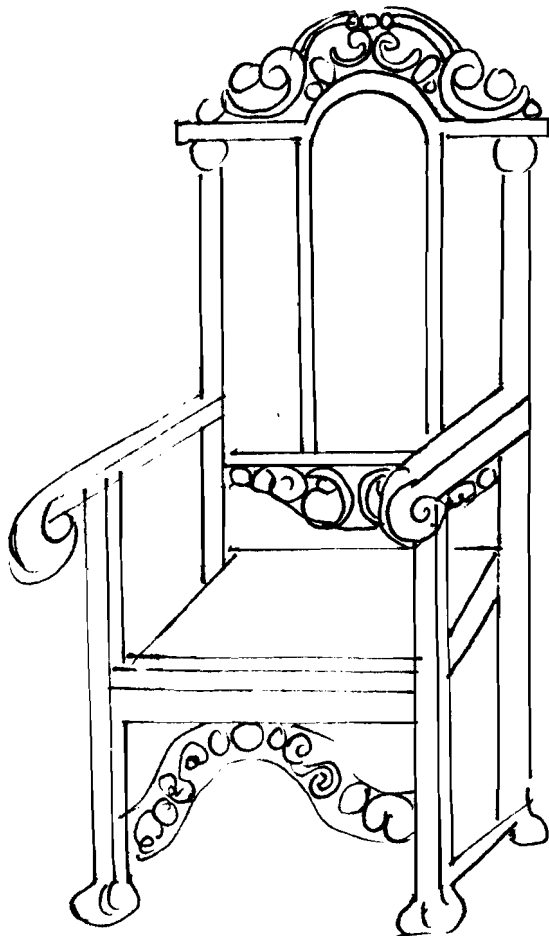
Before class: Make a rainbow for each child by using felt markers on white paper. Cut out, if children are too young. Or buy rainbow stickers or party napkins with rainbow decoration. (Or draw the rainbow in black pen and let the children color it in class.) Make the throne and figure on white paper. Make text slips.

In class: Glue rainbow arch to green paper. Color throne gold and glue it under arch. Color figure and glue it to the throne. Cut a strip of clear plastic for the sea of glass and glue it before the throne. A textured piece is quite attractive and adds a 3-D look. Glue on text slip.



I was in the Spirit, and there before me was a throne in heaven with someone sitting on it. . . . A rainbow, resembling an emerald, encircled the throne. . . . Before the throne was what looked like a sea of glass, clear as crystal.

-Revelation 4: 2,3,6



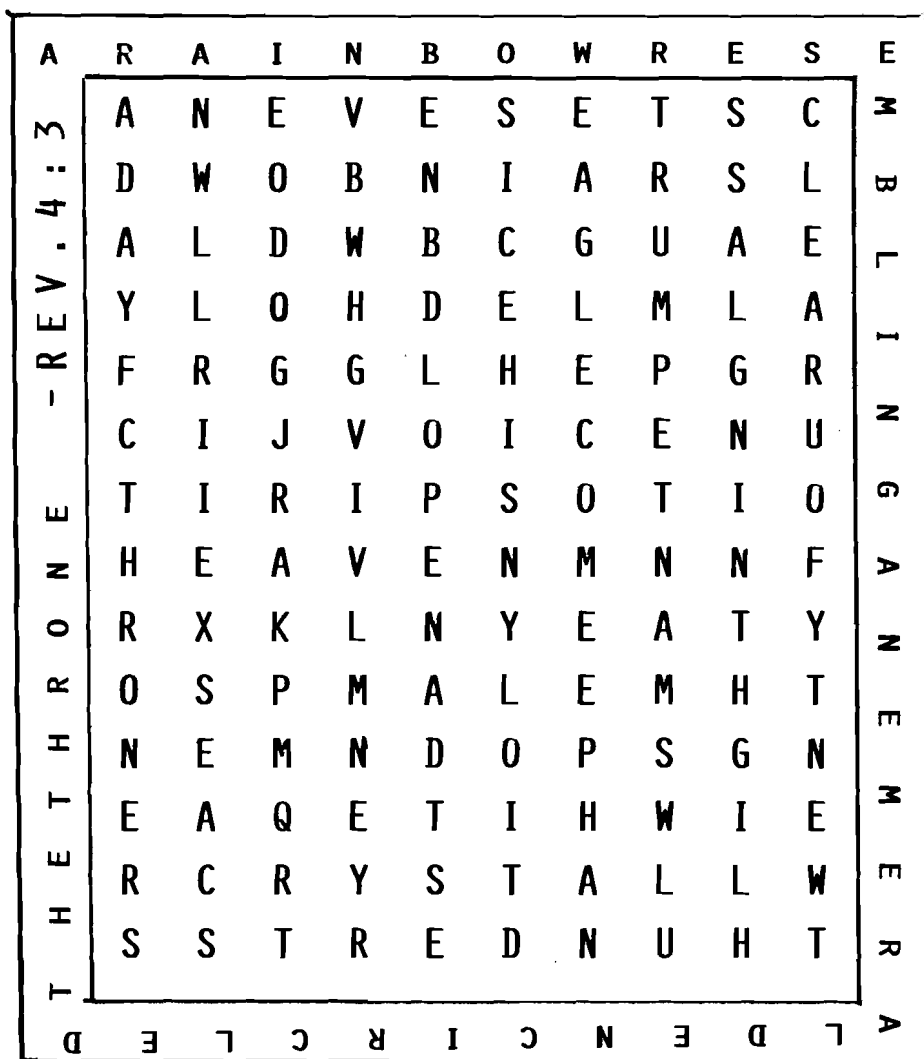
Revelation 4: JOHN'S VISION OF THE THRONE

FOR OLDER CHILDREN: Rainbow wordfind.

Materials: Copies of the puzzle, felt markers in rainbow colors.

RAINBOW WORDFIND

open
Spirit
voice
throne
trumpet
heaven
come
rainbow
twenty four
elders
white
crowns
gold
lightning
thunder



lamps
seven
glass
crystal
sea
eyes
lion
ox
man
eagle
holy
day
clear

With green marker, fill in the border. This is a quotation from the lesson. Inside the puzzle, find all the listed words. Circle them in rainbow colors. Words are all in a straight line. They may be forwards or backwards, horizontal, vertical or diagonal.

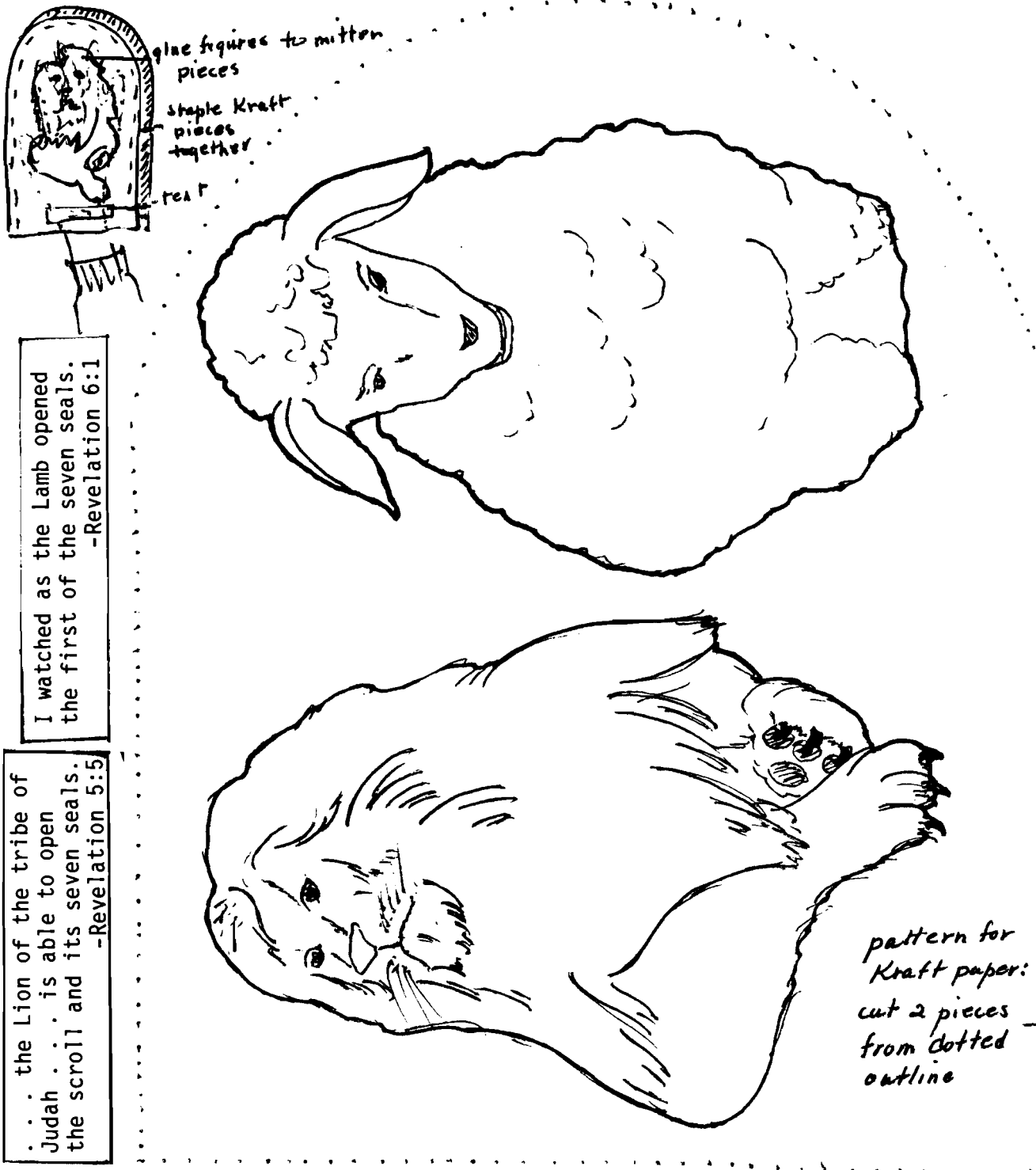
Revelation 5: THE SEALED BOOK

FOR THE LITTLE ONES: The Lion and the Lamb - two sides of God.

Materials: Copies of the page, Kraft paper, scissors, crayons, stapler, glue.

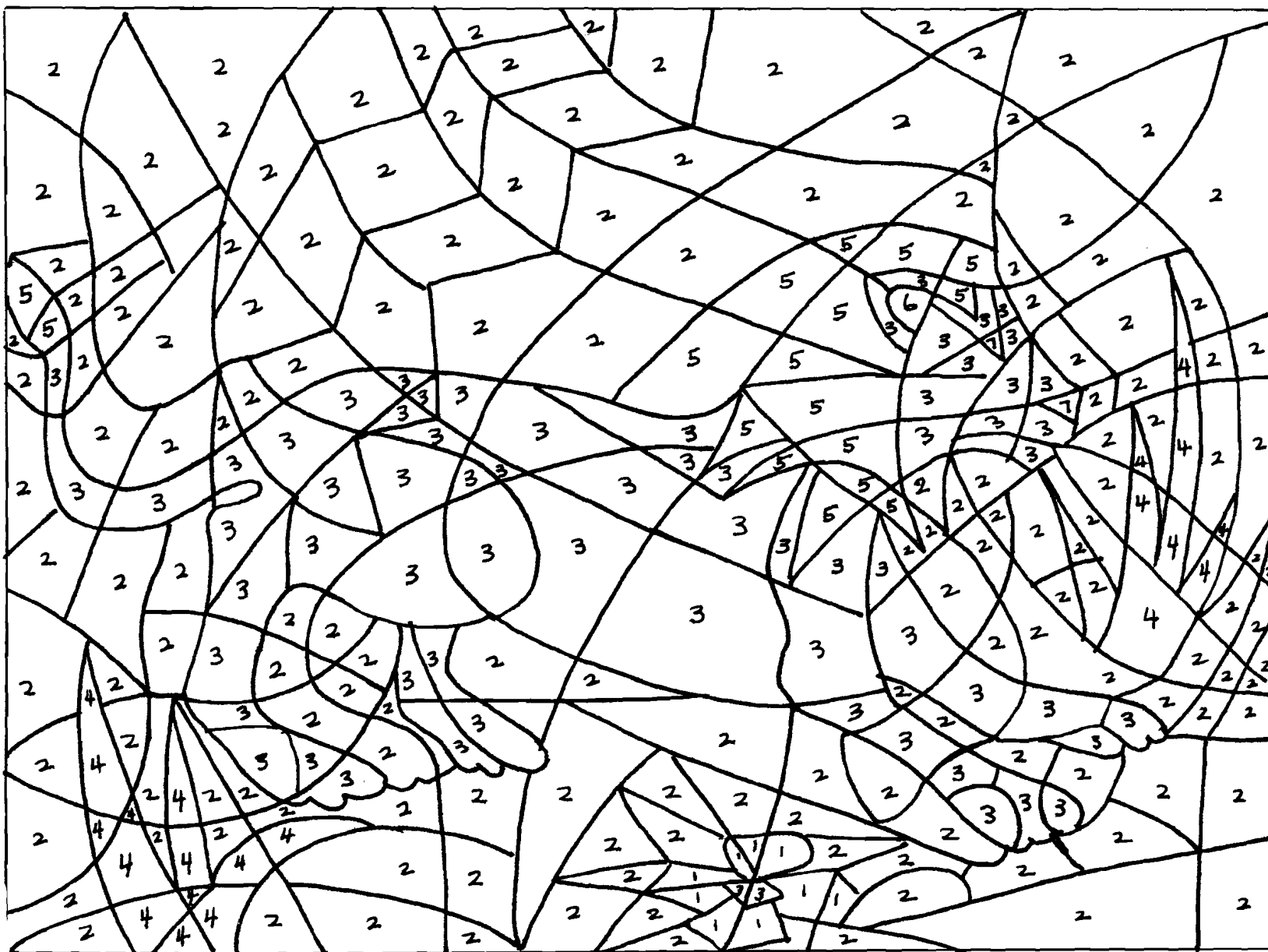
Before class: From Kraft paper (grocery bags) cut two pieces from the dotted outline for each child.

In class: Color and cut out the Lion and the Lamb, glue each to one Kraft piece. Glue on text slips to the appropriate sides. Staple "mitten" together around edges, leaving bottom open. Slip the hand in and turn to see the two sides of God's nature.



FOR OLDER CHILDREN: Who can open the seals? Color-by-number.

Key: 1-red, 2-blue, 3-yellow, 4-green, 5-tan, 6-brown, 7-black.



Do not weep! See, the Lion of the tribe of Judah, the Root of David, has triumphed. He is able to open the scroll and its seven seals.
-Revelation 5:5

Revelation 20:11-15; 21:1-7: THE JUDGMENT AND THE HOLY CITY

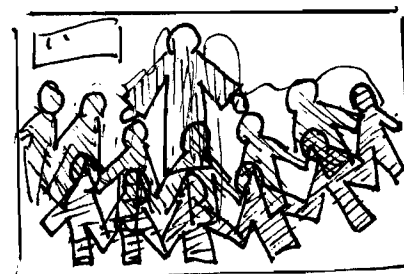
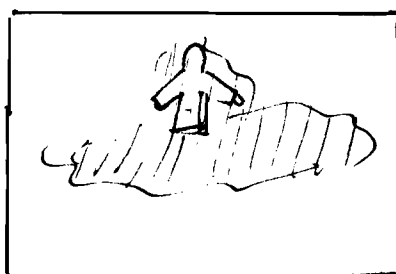
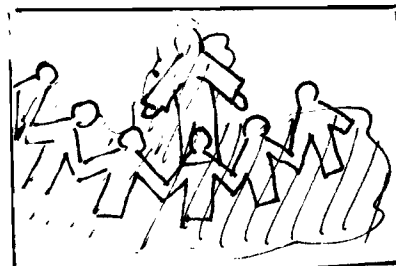
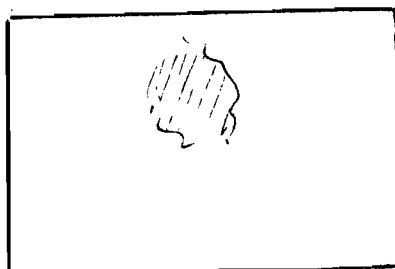
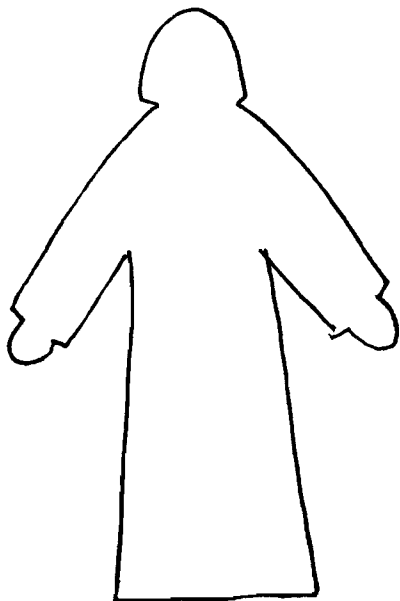
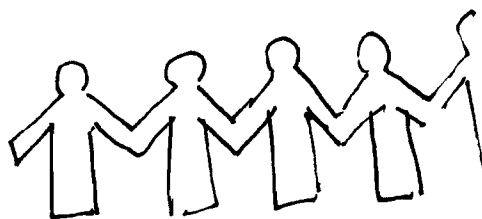
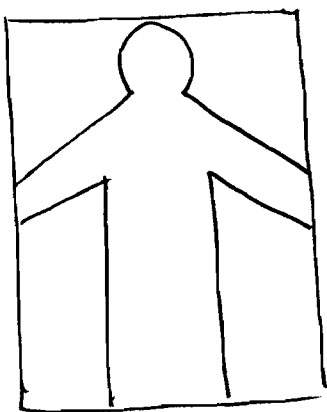
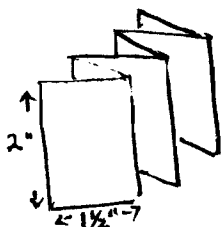
FOR THE LITTLE ONES: Standing before the throne.

Materials, White paper 8½"x11" or larger, tissue paper in several colors (red, yellow and blue would be ideal), lightweight cardboard, Elmer's glue thinned slightly with water, paintbrushes, text slips.

Before class: For those too young to cut, make the paper doll chains and the larger figure. Make cardboard templates of the small and larger figures for older children.

In class:

- 1) Make strips of colored tissue 2"x9" and accordion fold into 6 1½" sections. You don't have to be exact. Each child should have two or three strips of different colors.
- 2) Place small template on top fold and trace. Cut through all layers around outline, being careful to keep the folds (arms) intact). Now you have two or three strips of people in different colors.
- 3) Cut one larger figure from template. Use either a contrasting shade of tissue (yellow is good) or cut from opaque colored paper.
- 4) Brush some thinned white glue over the paper. Lay the larger figure on the glue at the top center of the page.
- 5) Brush more glue over the figure and below it. Attach a strip of figures. Continue to brush on glue, under and over the figures until they are all placed on the paper. Glue on text slip.



Revelation 20:11-15; 21:1-7: THE JUDGMENT AND THE HOLY CITY

FOR OLDER CHILDREN: A book about your life. Make a diary.

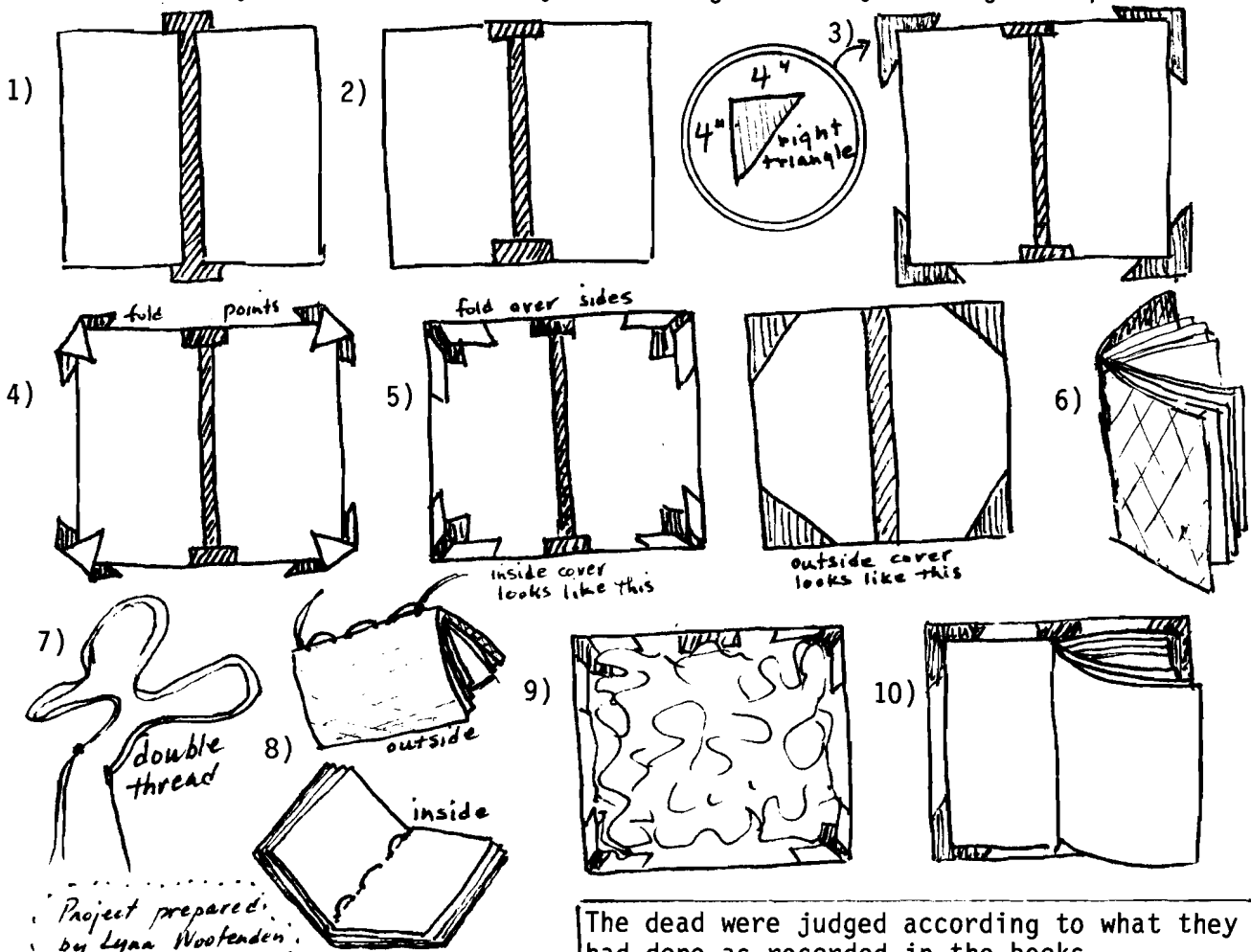
Materials: For each child, 5 or 6 pieces white paper 8½"x11", 1 piece colored paper (gift wrap?) 8½"x11", 2 pieces posterboard 5 3/4"x9", 1 strip contact paper 2"x11", 4 contact paper triangles 4" on a side, needle, heavy thread, glue.

Before class: If your class time is short, precut the poster board and contact paper.

In class:

- 1) Peel backing from contact paper strip and lay sticky side up on table. Place posterboard pieces on top, leaving about ¼" between.
- 2) Fold over excess.
- 3-5) Peel backing from corners and apply as shown.
- 6) Fold white paper in half. Fold colored paper in half and wrap it around the white pages.. (If the paper is colored on only one side, place colored side towards white pages.)
- 7) Thread the needle. Knot the end, leaving a good tail.
- 8) Sew the pages together along the fold, leaving both ends on the outside. Tie knot in the other end, and leave a tail.
- 9) Spread glue on the inside of the cover.
- 10) Glue the pages in. Color page will make contact with the glue and act as end papers. Be sure the fold lines up with the space between the posterboard pieces. Press end papers with fingers to smooth out any bubbles.

Now keep a record of your thoughts and feelings. Fill all the pages with a diary of your life! Perhaps the summer vacation will be a good time, if this is your last lesson for the year. Save this diary to read again when you are grown up.



The dead were judged according to what they had done as recorded in the books.

-Revelation 20:12

PROJECTS FOR NEW CHURCH DAY

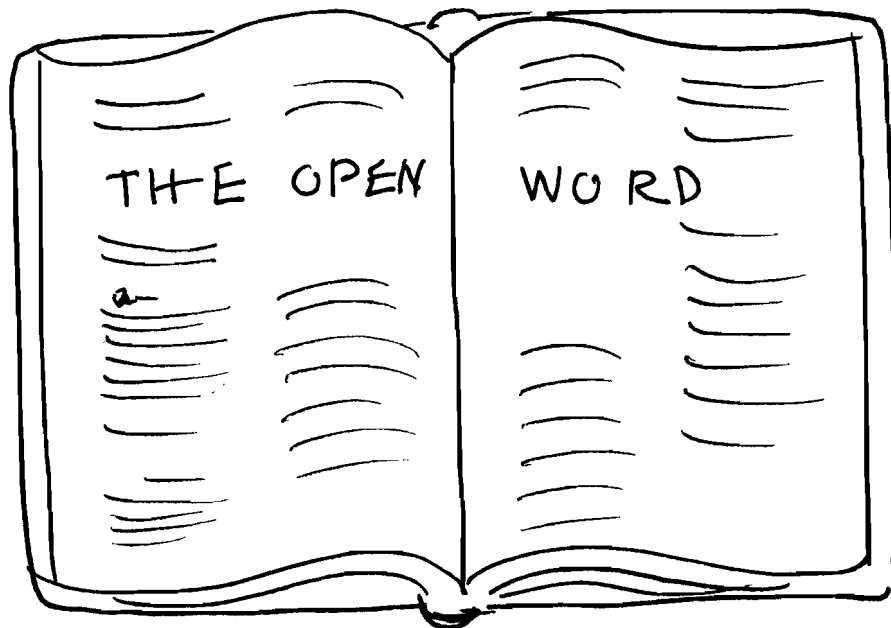
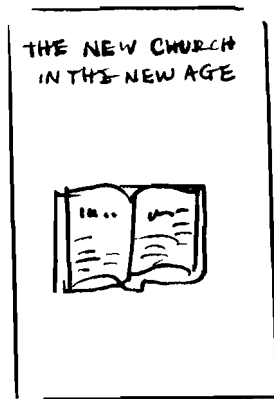
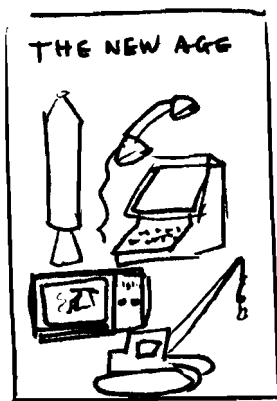
(Appendix I of Dole Notes)

FOR THE LITTLE ONES: The New Age

Materials: Construction paper, cutouts of planes, computers, space vehicles, modern construction equipment, etc., glue, for each child a drawing of the opened Word, as suggested below.

Before class: Hunt in magazines for colorful pictures of modern inventions which are characteristic of the new age. Make the pictures of the Word.

In class: Discuss space-age marvels. Contrast methods of travel, communication and living in the past - before cars, telephone, planes, radio. Let the children select some of the cutouts and glue them to one side of the paper. At the top of the page print THE NEW AGE. Now talk about the revelation of the inner meaning of the Word and the knowledge that Jesus Christ is the one God. The children turn their papers over and glue on the open Word. At the top of this side print THE NEW CHURCH IN THE NEW AGE.



You can make a 3-D Word by using colored stock for a "cover" and white paper for inside pages, printing a Bible verse on each page (one piece of white, folded, is adequate, and will make four "pages"). Open the book and glue the covers to the page.

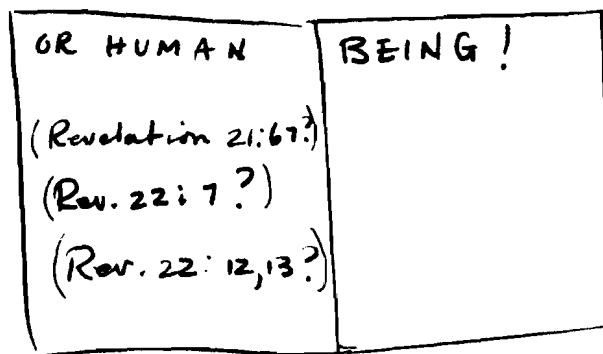
New Church Day - A

FOR OLDER CHILDREN: Animal or man?

Materials: Paper, pens and pencils, color medium.

In class: The theme is taken from the intermediate notes. Discuss what it is to be truly a human being.

The children fold the paper in half to make a booklet. On the outside they draw a ferocious animal. On the inside they write verses from Revelation 21 or 22. Title the outside ANIMAL? and the inside MAN, or HUMAN BEING.



(Also see Lessons 102 and 158.)

FOR THE LITTLE ONES: Trees beside the river - match the shapes.

Materials: Construction paper, scissors, glue, copies of the picture on the other side of this page.

Before class: Copy the picture. Cut out two green tree shapes, two brown trunk shapes, one blue river shape for each child.

In class: The children match their shapes to the outlines on the picture, and glue the colored pieces in place - first the river, then the trunks and green tops. They can draw fruits in the trees. Or you may be able to find fruit stickers.

FOR OLDER CHILDREN: Learn the books of the Word.

Materials: Paper, pens, Bibles.

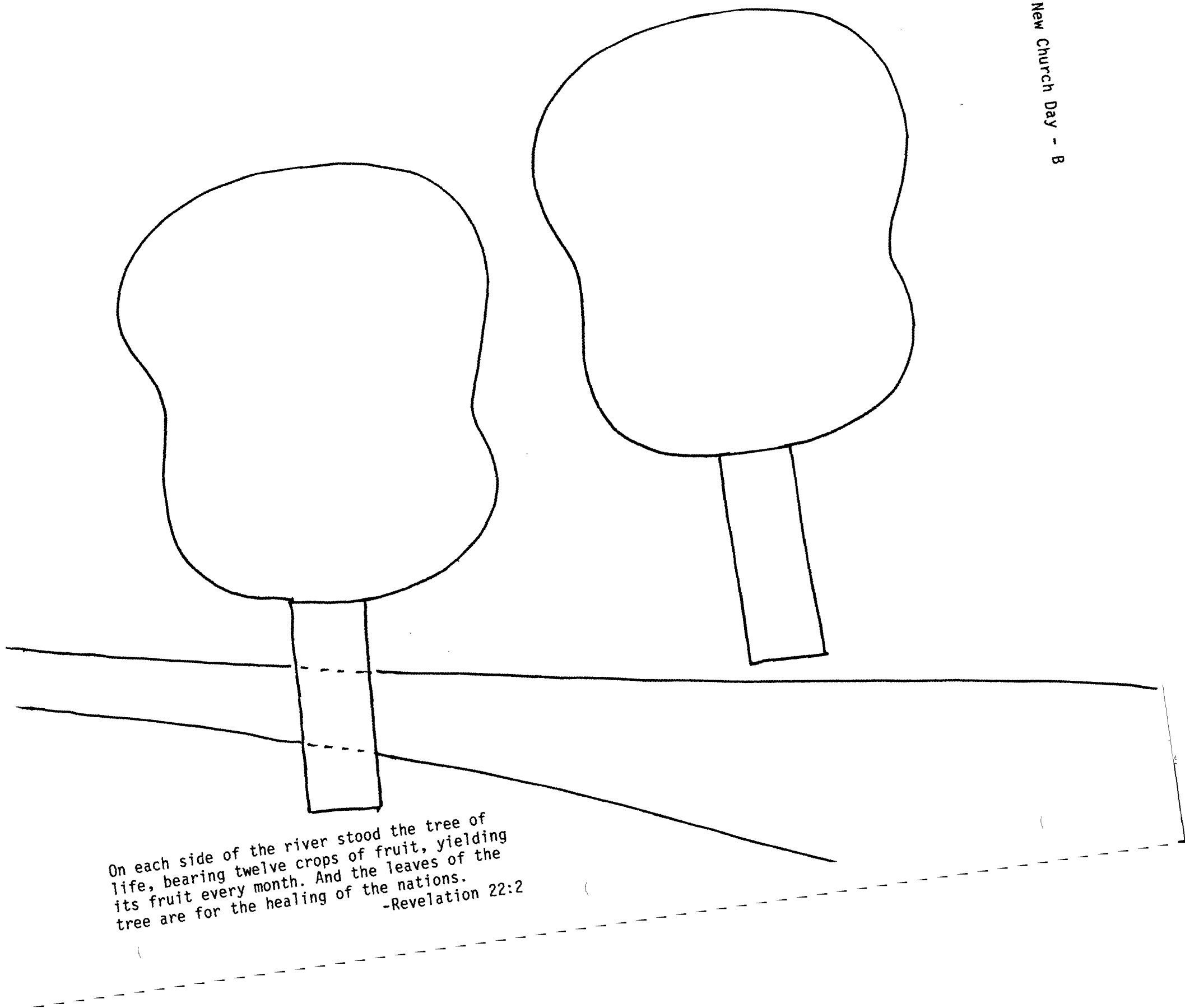
In class: The children copy the list of Bible books. The ones starred are those which the New Church classes as the Word - those books with a continuous connected internal sense. If you wish, you may omit the others from the list. However the other books are valuable for history and teaching, and a good thing to know. We do not place these non-canonical books in a lower position than do other churches. We elevate the books we call the Word to a far higher position. Swedenborg says that the book of Job has an internal sense, but not in a connected order (White Horse, 16, which has a list of books of the Word). In dealing with friends from other churches we are in a weak position if we do not know the content of the non-canonical books of the Bible, for they are the mainstay of their theology and must be understood to deal with their concepts.

*GENESIS
*EXODUS
*LEVITICUS
*NUMBERS
*DEUTERONOMY
*JOSHUA
*JUDGES
RUTH
*I SAMUEL
*II SAMUEL
*I KINGS
*II KINGS
I CHRONICLES
II CHRONICLES
EZRA
NEHEMIAH
ESTHER
JOB
*PSALMS
PROVERBS
ECCLESIASTES
SONG OF SOLOMON

*ISAIAH
*JEREMIAH
*LAMENTATIONS
*EZEKIEL
*DANIEL
*HOSEA
*JOEL
*AMOS
*OBADIAH
*JONAH
*MICAH
*NAHUM
*HABAKKUK
*ZEPHANIAH
*HAGGAI
*ZECHARIAH
*MALACHI

*MATTHEW
*MARK
*LUKE
*JOHN

ACTS
ROMANS
I CORINTHIANS
II CORINTHIANS
GALATIANS
EPHESIANS
PHILIPPIANS
COLOSSIANS
I THESSALONIANS
II THESSALONIANS
I TIMOTHY
II TIMOTHY
TITUS
PHILEMON
HEBREWS
JAMES
I PETER
II PETER
I JOHN
II JOHN
III JOHN
JUDE
*REVELATION



On each side of the river stood the tree of life, bearing twelve crops of fruit, yielding its fruit every month. And the leaves of the tree are for the healing of the nations.
-Revelation 22:2

FOR THE LITTLE ONES: Dress the bride.

Materials: Outline figure of bride, colorful fabric scraps and trimmings, glue, text slips.

Before class: Make bride figures on lightweight cardboard. If possible, enlarge figure to 12"-18" tall. Cut fabric scraps to shape of dress. (Note: Conjugal Love 20 describes a bride in heaven wearing a scarlet mantle, richly embroidered dress, golden belt and gold crown set with rubies.) Make text slips.

In class: The children select a "dress," glue it to the figure and add trimmings. A piece of ricrac could be a crown. You can use sequins for children who are old enough to handle tiny pieces. Text slip goes on back.

I saw the Holy City, the new Jerusalem, coming
down out of heaven from God, prepared as a
bride beautifully dressed for her husband.
-Revelation 21:2



See pink page 13
for enlarging with
a grid.

FOR OLDER CHILDREN: A commemorative booklet.

Materials: 9"x12" construction paper, texts, markers, glue.

Before class: Copy the texts.

In class: Fold construction paper in half. On the outside print:

THE LORD GOD JESUS CHRIST REIGNS
NEW CHURCH DAY

(date)

Inside glue the two panels of text.

I was once taken up as to my spirit into the angelic heaven and into a society there; and some of the wise ones came to me and asked, "What news from the earth?"

I answered, "The news is that the Lord has revealed mysteries, which in excellence surpass all the mysteries revealed from the beginning of the church even to the present time."

They asked, "What are they?"

I replied, "They are the following: 1) that in each and in all things in the Word there is a spiritual sense corresponding to the natural sense; that by means of that sense the Word conjoins the men of the church with the Lord, and also associates them with angels; and that the holiness of the Word resides in that sense. 2) The correspondences of which the spiritual sense consists are disclosed.

-T.C.R. 846

After this work was finished the Lord called together his twelve disciples who followed him in the world; and the next day he sent them all forth throughout the whole spiritual world to preach the gospel that **THE LORD GOD JESUS CHRIST** reigns, whose kingdom shall be for ages and ages, according to the prediction in Daniel and in the Apocalypse.

-T.C.R. 791

In my vision at night I looked, and there before me was one like a son of man, coming with the clouds of heaven. He approached the Ancient of Days and was led into his presence. He was given authority, glory and sovereign power; all peoples, nations and men of every language worshiped him. His dominion is an everlasting dominion that will not pass away, and the kingdom is one that will never be destroyed.

-Daniel 7:13,14

The seventh angel sounded his trumpet, and there were loud voices in heaven, which said,

The kingdom of the world has become the kingdom of our Lord and of his Christ, and he will reign for ever and ever.

-Revelation 11:15

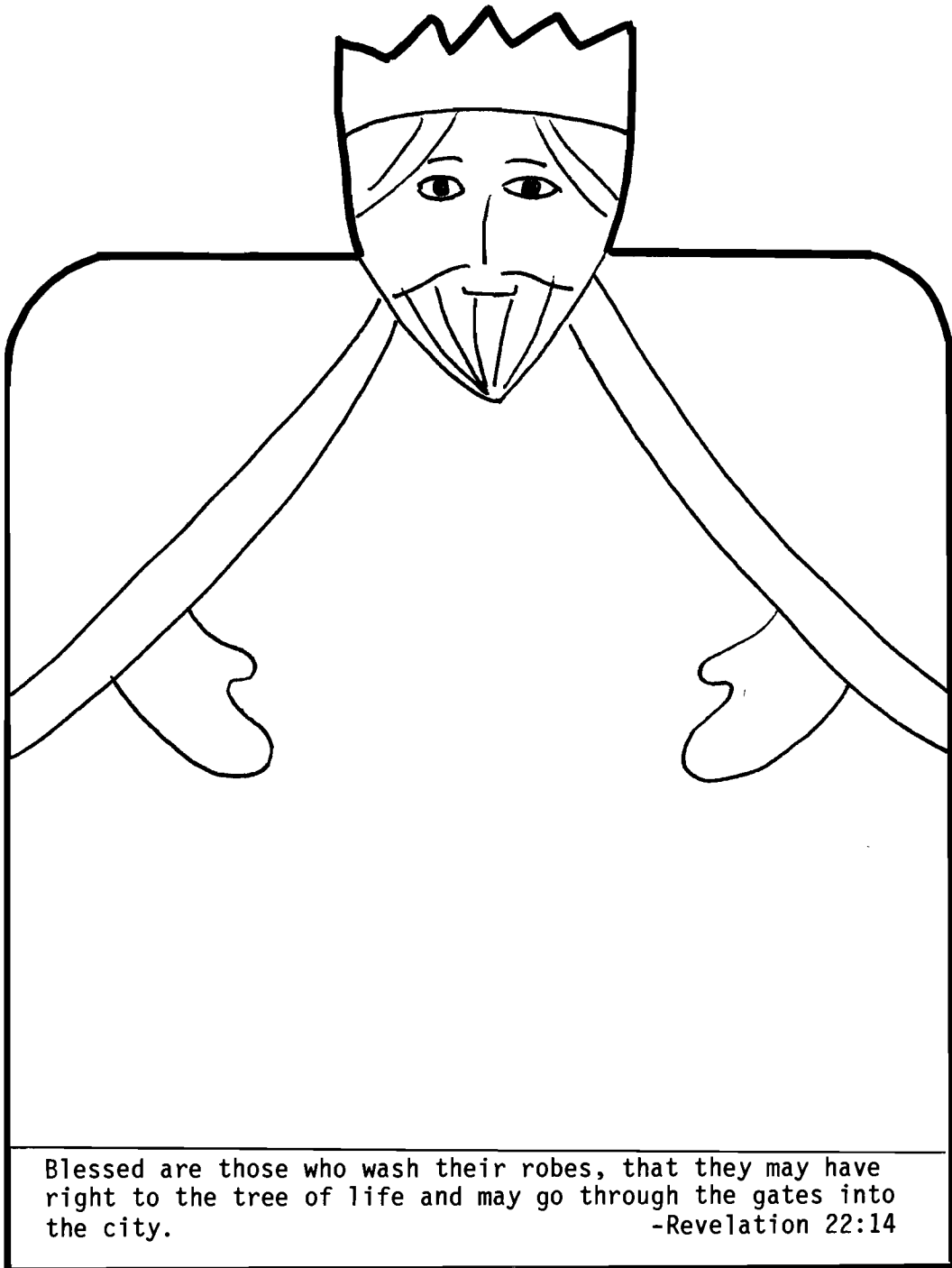
Extra activity: Have your whole Sunday School sing the hymn The New Kingdom, by the Rev. Brian Kingslake. This hymn is a spirited one, and begins "The Lord God Jesus Christ Reigns!"

FOR THE LITTLE ONES: Washing the robes.

Materials: Copies of the figure, lightweight cardboard, clear contact paper, washable markers, paper towels or tissues, color medium, scissors, rubber cement.

Before class: Copy the figure and drymount to cardboard (see pink p. 10).

In class: 1) Color the figure and apply clear contact paper to surface. Cut out on heavy line (you may have to do this for them). 2) With the washable markers make spots, stains, etc. on the robe. 3) Wipe off the spots with dampened towel or tissue. This wipe-off board can be reused many times. Give each child at least one marker to take home. (You should test your markers ahead of time, as some colors do not wipe off easily. Set these aside. You can buy a set of very inexpensive markers; they will be marked "washable.")



Blessed are those who wash their robes, that they may have
right to the tree of life and may go through the gates into
the city.
-Revelation 22:14

New Church Day - D

FOR OLDER CHILDREN: Read the Word this summer.

Materials: 8"x8" colored construction paper or heavy marbled paper or other attractive material of substantial weight, stapler, 3"x5" notecards or slips of paper.

Before class: Work out a summer program of readings from the Word. There may be 8-10 weeks of vacation in your area. Find out about this. Decide how many verses a day the children in your class can handle. Don't make it too many; they will miss days from time to time, and you don't want them to be too discouraged to make up the missed readings. Your goal is to get them to read the material. Divide your references into 8-10 sets of 7 readings each. You can choose a consecutive story - Moses or Joseph, the Holy Week narrative - or select Psalms, or parables, or miracles. You may want to select material you had to skip over in Sunday School.

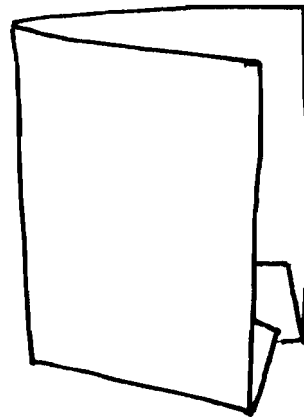
In class:

- 1) Fold up 2"-3" on one side of the construction paper.
- 2) Fold the paper in half. Open out and staple the folded part at the edges and in the center to make two pockets.
- 3) Put a title and name and date on the cover.
- 4) As the teacher reads off the references, the children copy them onto notecards, one week's readings per card.
- 5) The cards go into the lefthand pocket of the folder. As the readings are done, they can be checked off. When a week's readings are completed, the card goes into the righthand pocket.

1)



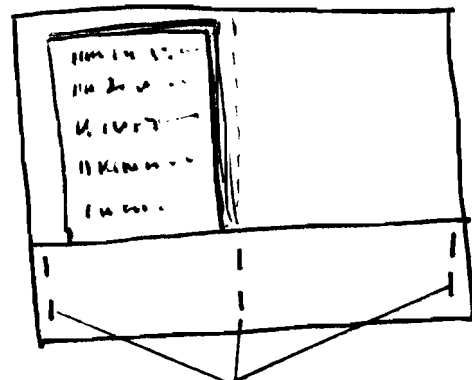
2)



3)



2&5)

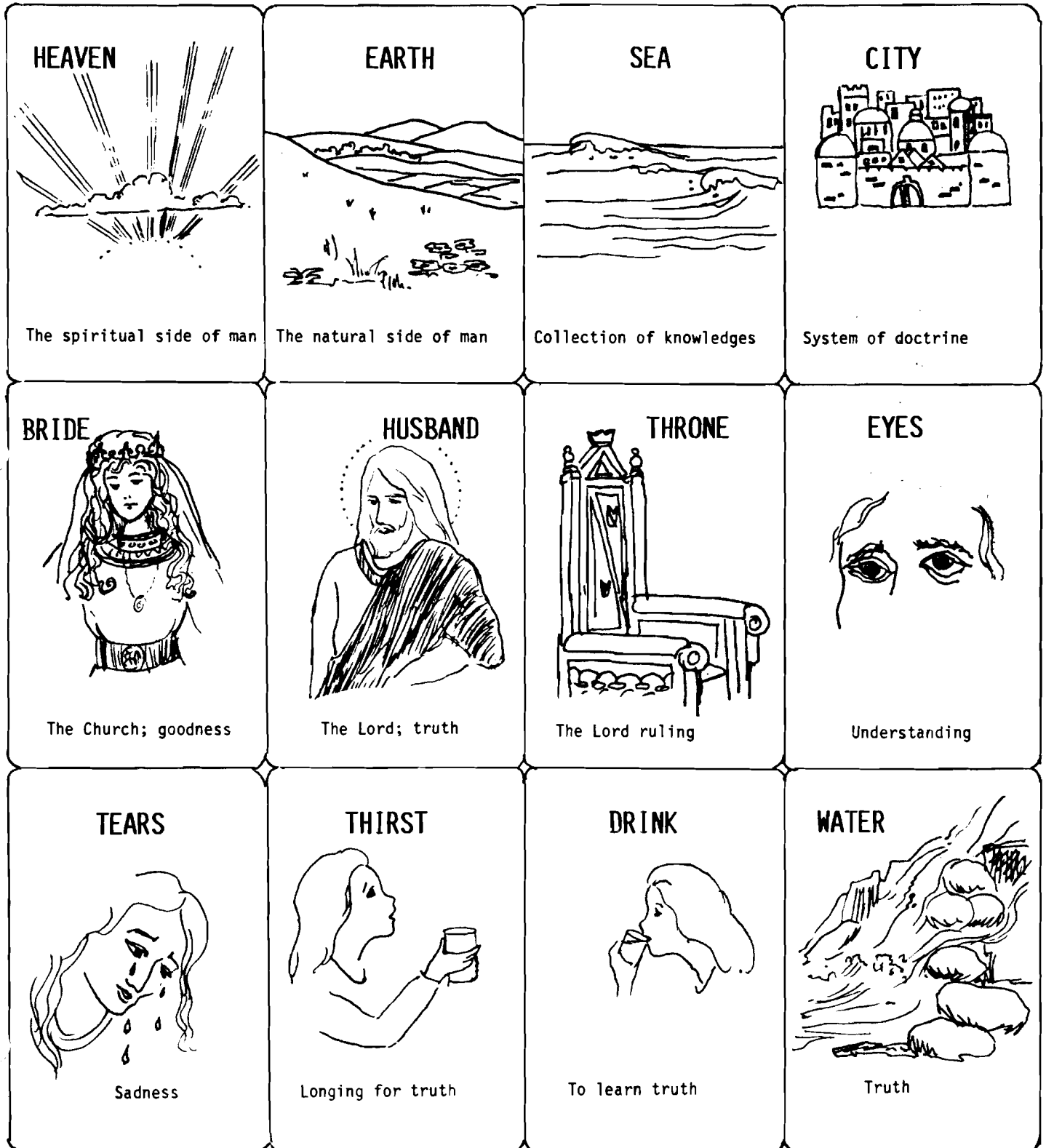


staples

FOR ALL AGES: Images from the story; and some correspondence cards.


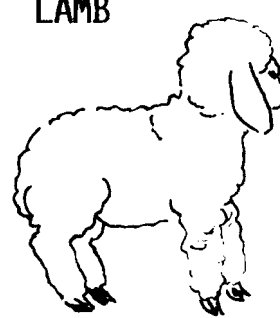
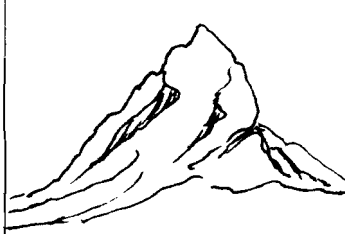
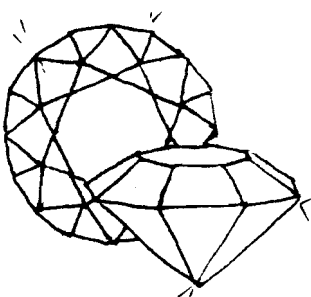
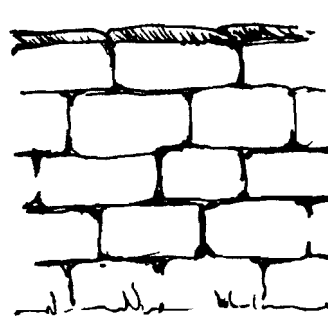
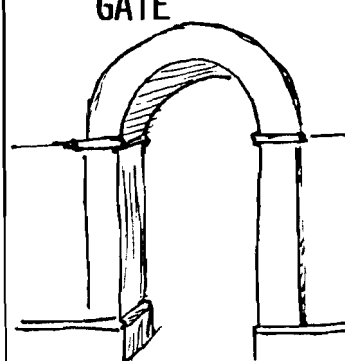


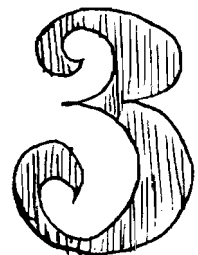



Materials: Copies of this page and the reverse, color medium (colored pencils are suggested), lightweight cardboard or bristol board, rubber cement, clear contact paper, sharp scissors, zip-lock sandwich bags.

Before class: Copy the pages, drymount to cardboard (see pink p. 10). You may choose to use only the first page of cards for little children. (cont'd overleaf)



In class: Add just a touch of color to each card to enhance the appearance. Write your own name on the card titled NAME. Apply contact paper to pages. Cut out carefully. Smooth out surface bubbles. Keep cards in bag (or see pink p. 18).

Younger children use cards just to look at and remember the story. Older children begin learning the correspondences. Note: Most things have both a good and a bad correspondence; for instance: the lake and the fire could have a different meaning in a different setting. "City" could have a bad meaning elsewhere (as in Sodom and Gomorrah). These images are specifically geared for Revelation 21:1-14. You could add this text by putting it on the bag or box in which the cards will be kept.

<p>ANGEL</p>  <p>A message from the Lord</p>	<p>LAMB</p>  <p>The Lord as Innocence Willingness to be led by the Lord</p>	<p>MOUNTAIN</p>  <p>State of spiritual vision</p>	<p>JEWELS</p>  <p>Spiritual truths</p>
<p>WALL</p>  <p>Literal sense of the Word</p>	<p>GATE</p>  <p>Introductory truth</p>	<p>TWELVE</p>  <p>All truths and goods for life</p>	<p>NAME</p>  <p>The quality of a thing</p>
<p>THREE</p>  <p>That which is complete</p>	<p>LAKE</p>  <p>Collection of false ideas</p>	<p>FIRE</p>  <p>Love of self</p>	<p>FOUNDATION</p>  <p>Basic doctrine of the Church</p>