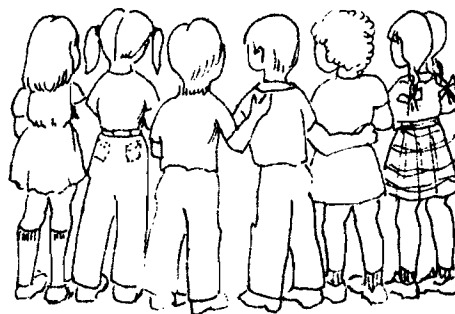


SUNDAY SCHOOL ACTIVITY BOOK

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



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

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INTRODUCTION

This booklet is the third 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 I as indicated on pages xxviii and xxix of Volume 1 of the Notes. The first part of the book contains introductory pages. Then follow the pink pages, which contain basic recipes and how-to's. These color pages are a continuation of those in the other two volumes, and are numbered in sequence with the previous pages. You will probably want to remove them from this binder and insert them in proper order with the others.

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

You may notice a slight irregularity in type faces in some of the lessons. This is because a new typewriter was purchased in the midst of preparing the books. Some corrections may appear in slightly bolder type. We considered that this was not a serious enough distraction to warrant redoing the whole set.

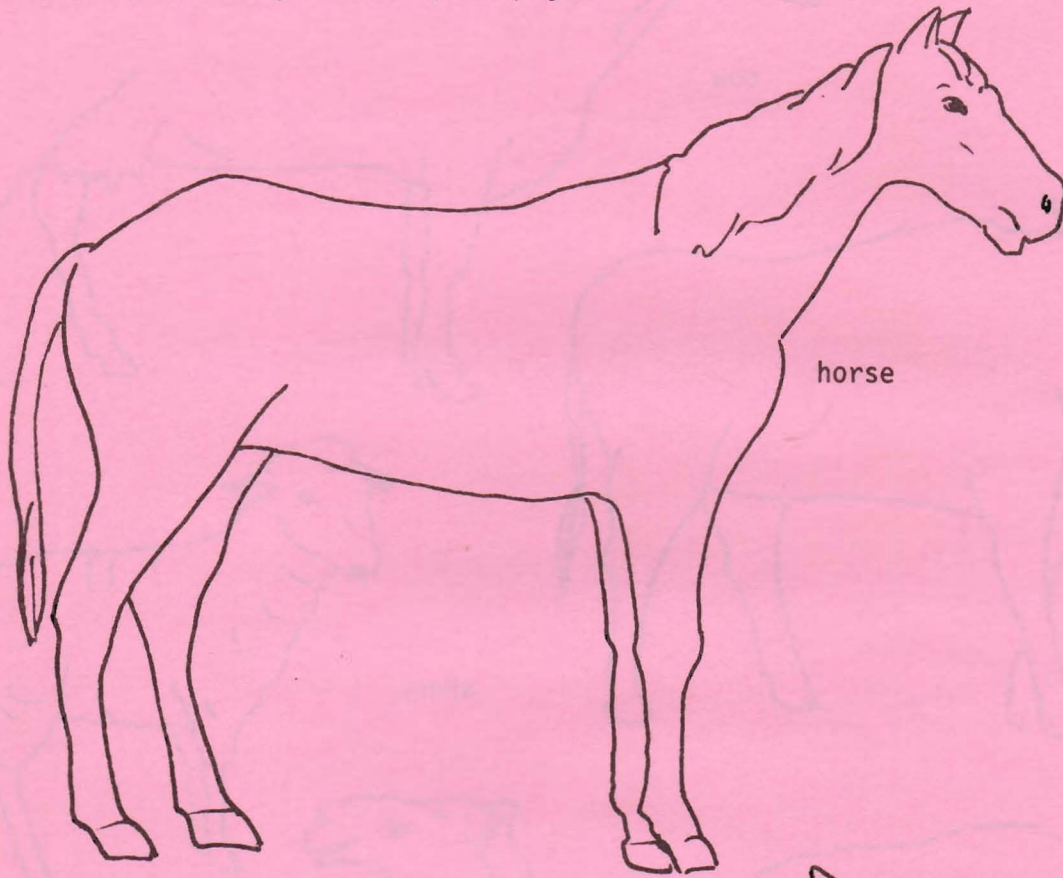
This booklet is printed on punched paper to make it easy for teachers to remove sheets for photocopying.

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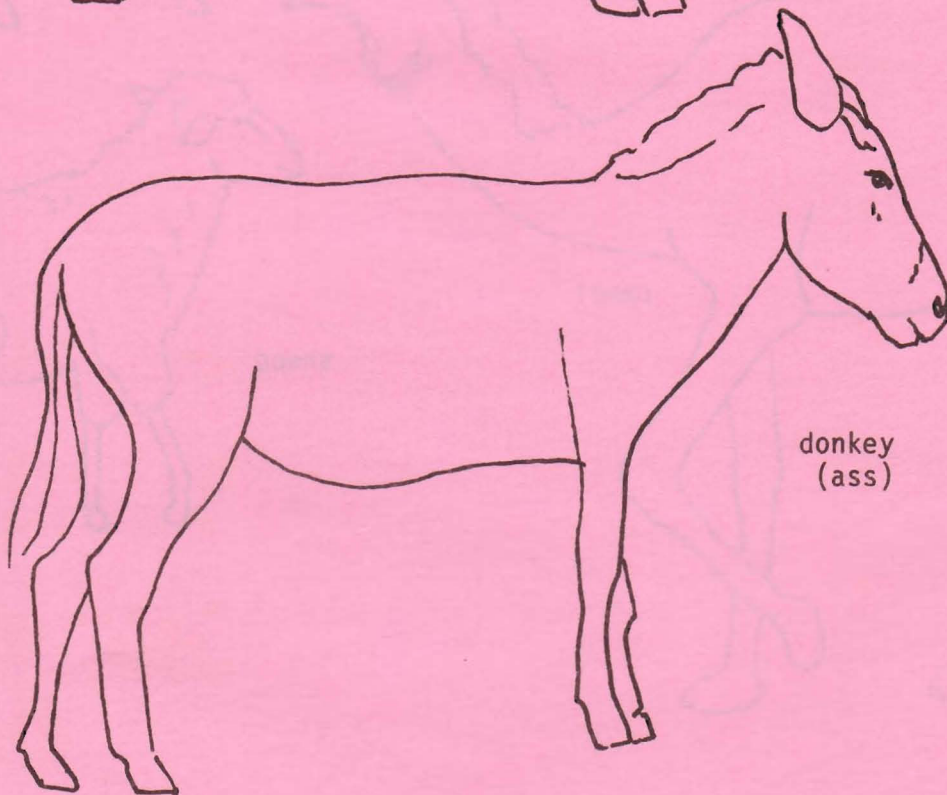
Teaching Aids Committee

PEOPLE AND ANIMALS

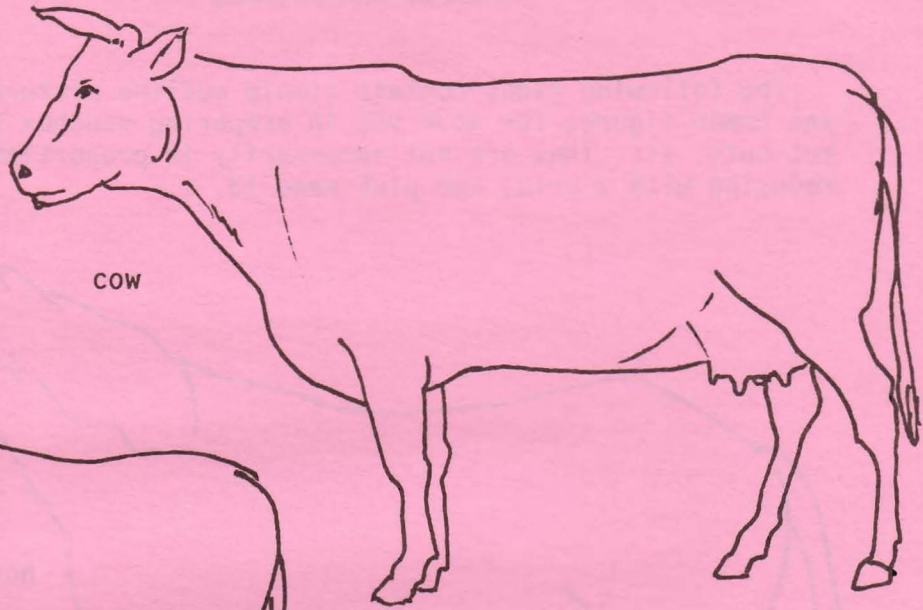
The following pages contain simple outline pictures of Bible animals and human figures for your use in preparing sandbox figures, flannel board cut-outs, etc. They are not necessarily in proportion. For enlarging or reducing with a grid, see pink page 13.



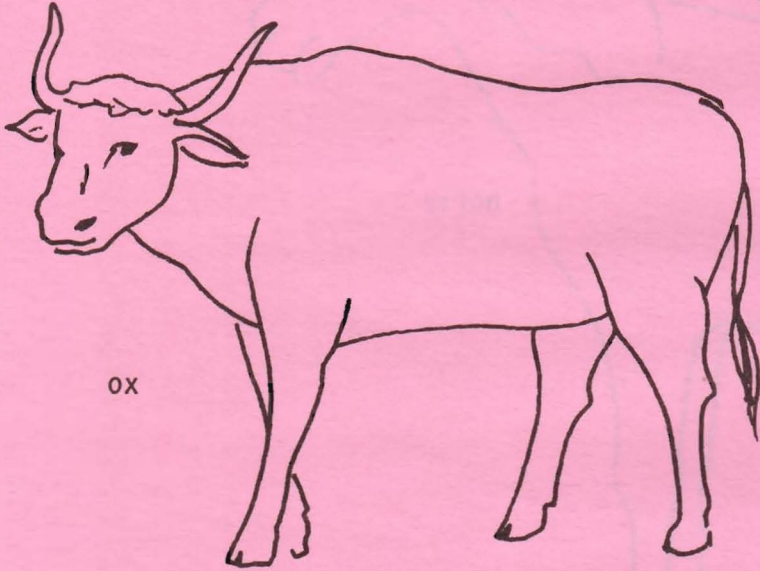
horse



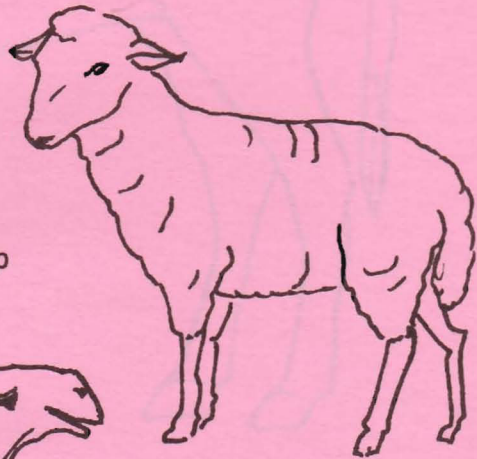
donkey
(ass)



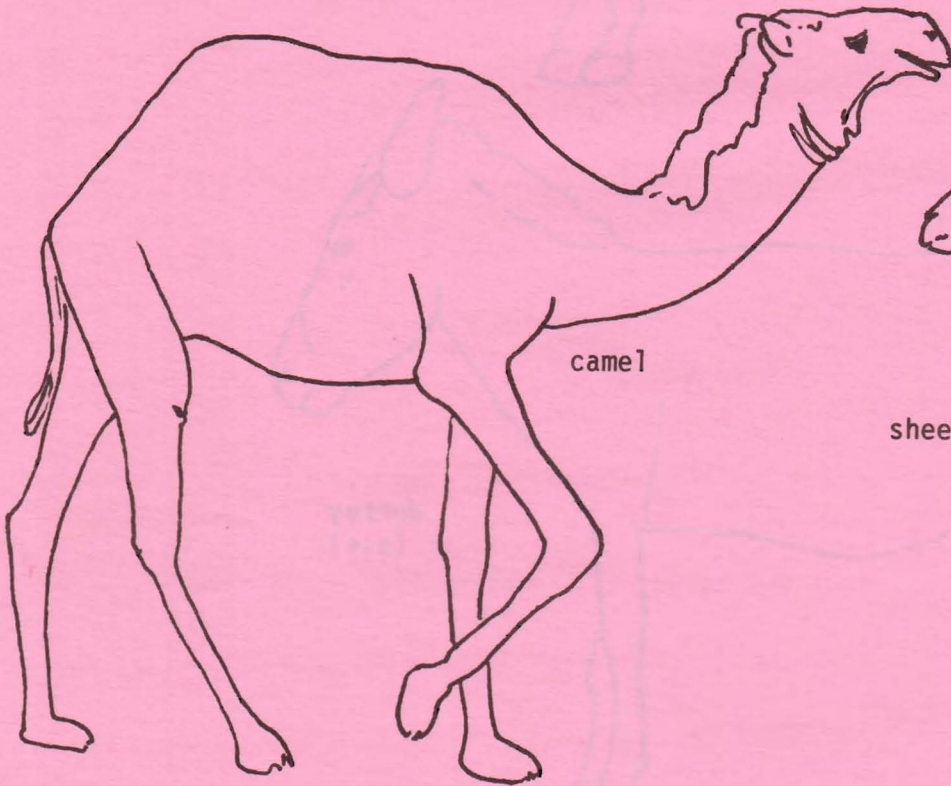
COW



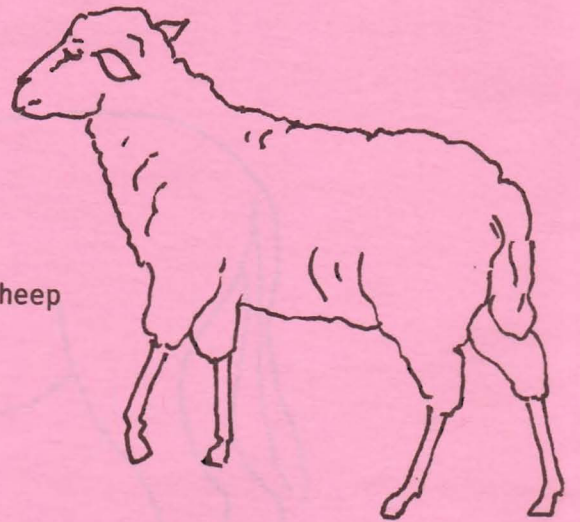
OX



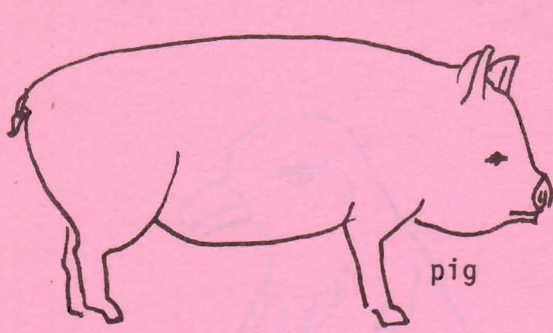
sheep



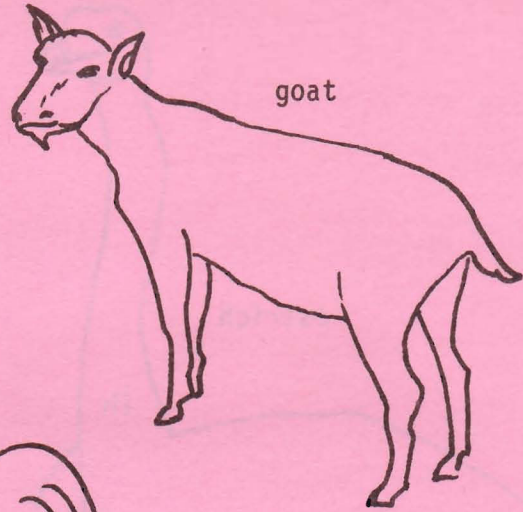
camel



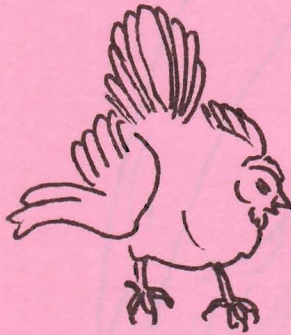
sheep



pig



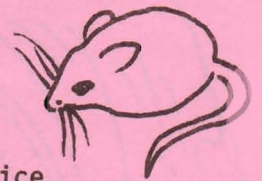
goat



rooster
(cock)



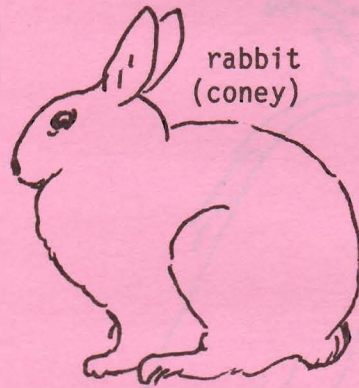
hen



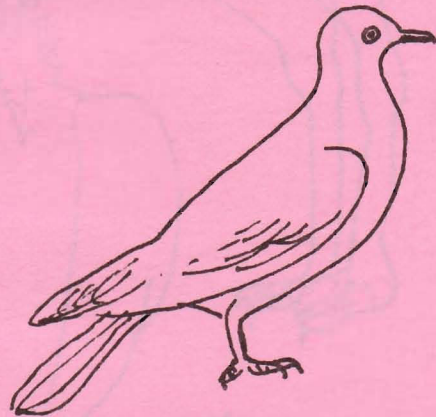
mice



bee



rabbit
(coney)



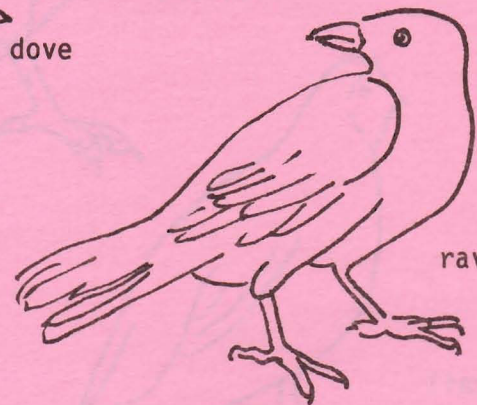
dove



peacock



dove



raven



ostrich



eagle



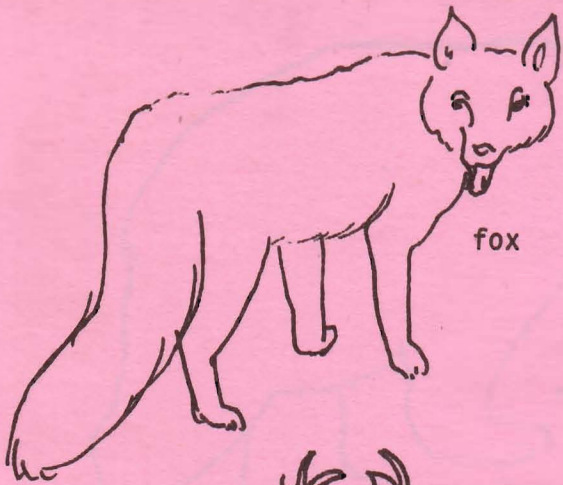
vulture



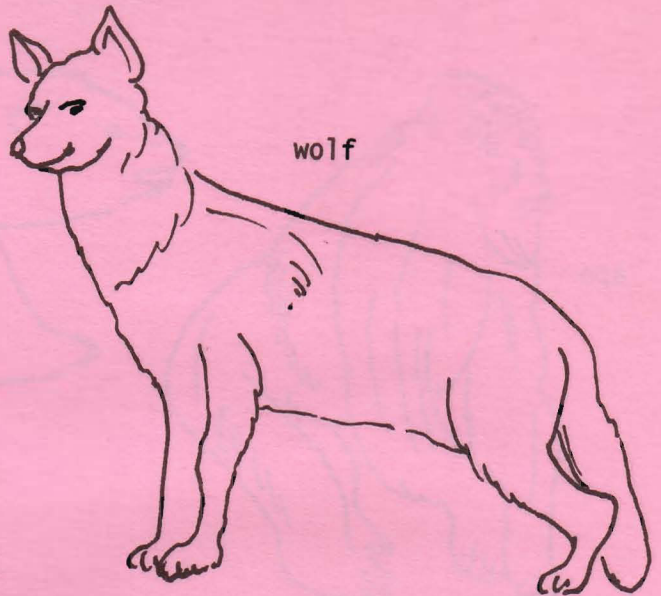
swallow



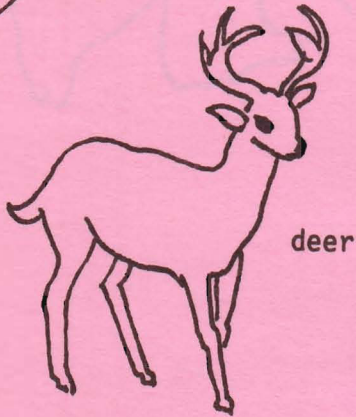
quail



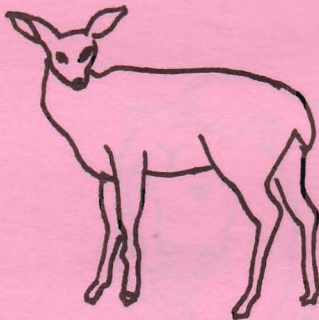
fox



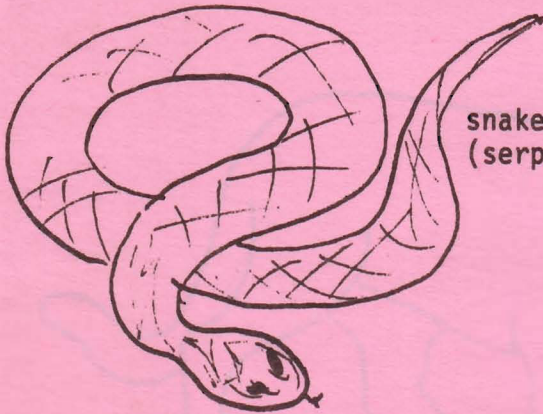
wolf



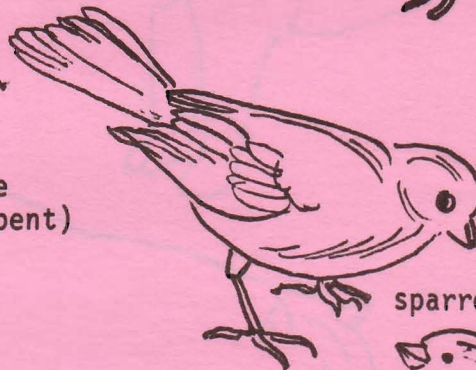
deer



grasshopper
(locust)

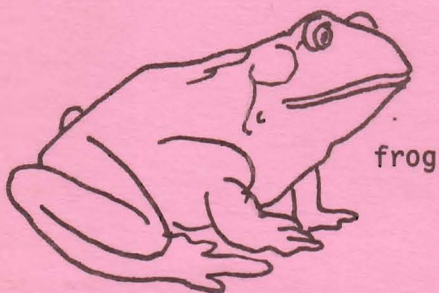


snake
(serpent)



sparrow

The Hebrew word "tzippor," meaning "chirp" or "twitter" is translated as "bird," "fowl," or "sparrow." It refers to any small bird.



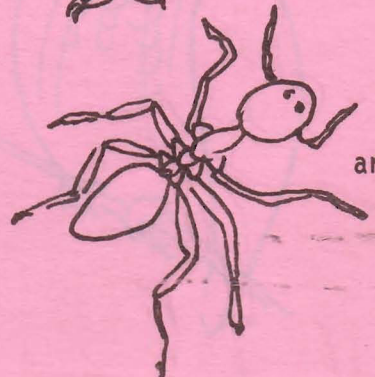
frog



frog



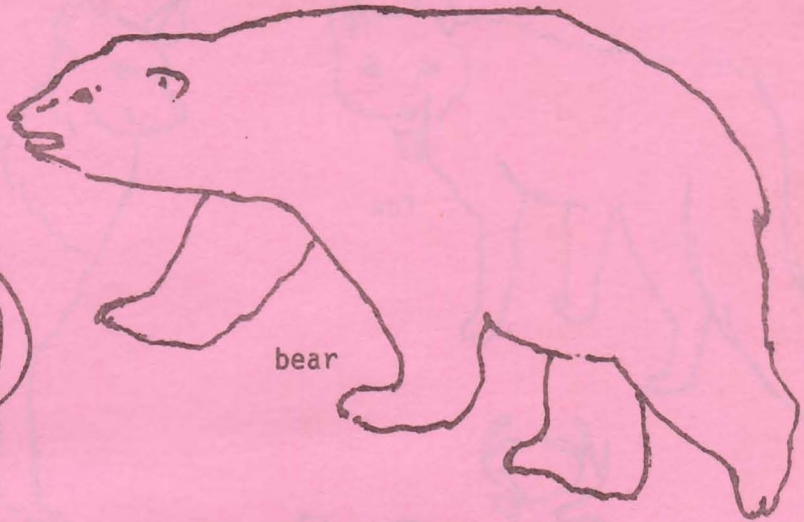
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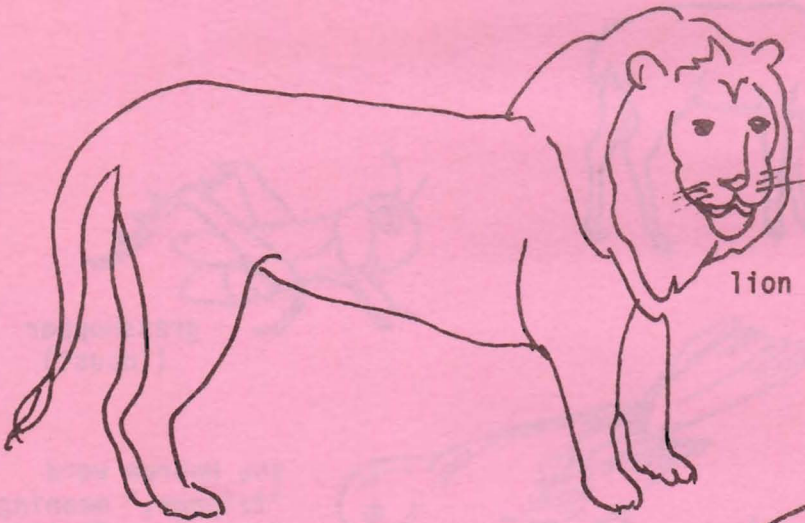
ape



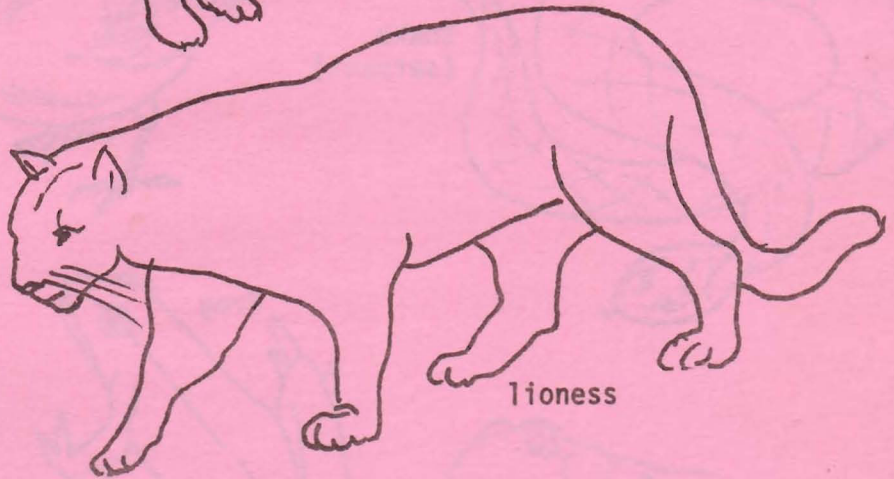
bear



lion



lioness



owl



RHYTHM INSTRUMENTS FOR THE NURSERY CLASS

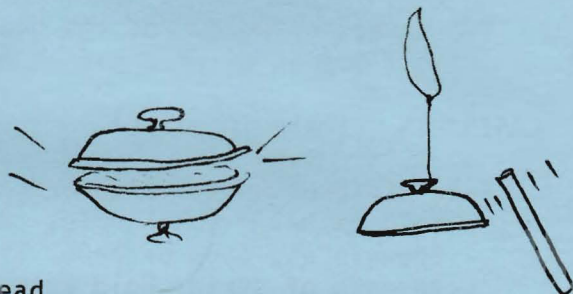
A number of lessons can be enhanced by the use of a small fry orchestra. You can buy an inexpensive set of rhythm instruments if you wish. (For a catalog, write: Childcraft Education Corp., 20 Kilmer Road, Edison, NJ 08818.)

Or you can make a large variety of instruments from materials you can find at home. Make them one at a time in your class, or suggest instrument making as a project for an older class, or your youth league. When complete, your set should be housed in its own carton and put in a place where you can control its use! Bring out the set only at special times for emsemble use or in acting out stories.

CYMBALS

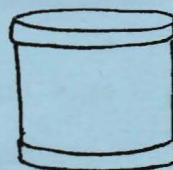
Use two pot lids,
Or suspend one lid
and beat with striker.

For striker, glue a large macrame bead
to a slender dowel. Or just use a
dowel as is.

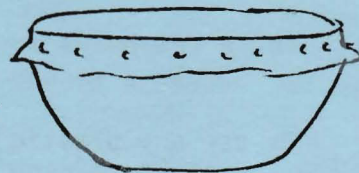


DRUMS

Cut down a large oatmeal box and glue the
lid on. Beat with hand, stick, or small
whisk broom.

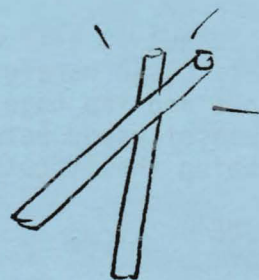


Take an old wooden mixing or chopping bowl.
Drill three finger-size holes in the
bottom. (This makes the drum more
resonant, and provides carrying holes.)
Tack a piece of oilcloth or heavy up-
holstery plastic fabric to the top. Start by
inserting one tack. Stretch and tack the
fabric at the opposite point. Then do two
points halfway between. Keep moving from
one side to the other. Use the same strikers
as above.



CLAVES (kla -vase)

Two hardwood dowels, pieces of broom handle,
or sections of bamboo (have to cut with
hacksaw) struck together. Hold one in
cupped hand, strike with the other.



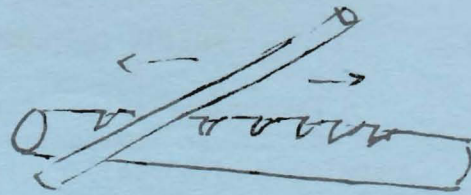
BONES

Save two bones from short ribs of beef. Clean
thoroughly with stiff brush and hot water.
Dry in the sun. Use as claves, above, or
(older children) minstrel-style: hold as
shown. Move hand back and forth at the
wrist so that bones rattle together.



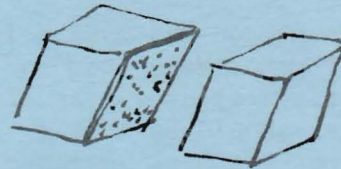
MORACHE (scraper)

File notches across a length of broomstick. Scrape across it with a dowel.



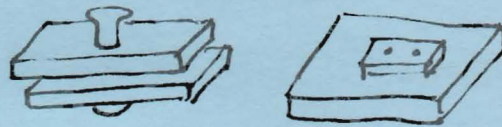
SANDPAPER BLOCKS

Glue coarse sandpaper to two chunky wood scraps. Play by rubbing together.



WOOD BLOCKS

Two scraps of wood. Pot lid handles, or small pieces of wood nailed on.



CASTANETS (make in pairs)

Take strip of heavy cardboard about 6" long, fold in half. Punch holes in bottle tops (remove any cork or paper liners) and tie to ends of strip. Hold between thumb and forefinger and clap together.



Drill holes in two walnut shells and tie together with string.

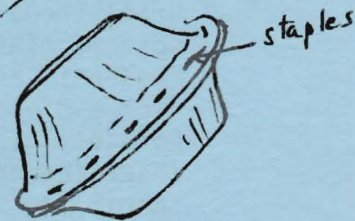
String 3 or 4 large wooden or metal buttons. Knot both ends of string. Wrap string around the hand, keeping the buttons in the palm. Open and close the fingers to make the buttons rattle.



MARACAS

Put a few beans in an aluminum pot pie pan. Staple a second pan on top, around edges.

Or use any plastic or metal container with a tight snap-on lid (coffee can, o.j. can, margarine tub, etc.).



COCOANUT HALVES

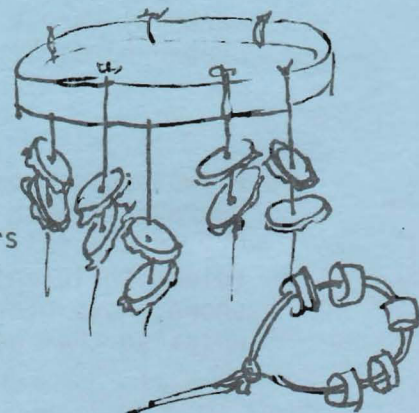
Cut coconut in half with sharp saw. Use meat. Clean carefully. Hold halves in hands and tap together. Try putting a piece of paper between the shells and rubbing them together.



JINGLE RING

Use the top from a round ice cream container (or any ring of similar size). Hang 5 or 6 pairs of bottle tops, punched and strung on yarn or twine (remove cork or paper liners from bottle tops first).

Or save little round bones from lamb chops and string on a wire loop. (Clean and dry as in bones, above.)



NAIL CHIMES

Make a simple wood frame and from it suspend nails of different sizes, from spikes down to smaller nails. Strike them with a large nail.



FORK CHIME

Suspend a fork from a loop of string or yarn. Strike it with another fork to make a silvery chime.



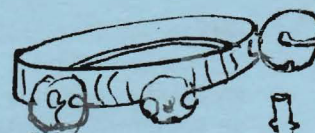
FLOWER POT BELLS

With a sturdy cord, hang three or more small flower pots of graded sizes, making a bulky knot for each pot to hang on. Strike with wooden striker. Go to the garden center and test out a selection of pots to get a given sequence of tones. The people in the store may think you're a little crazy, but they'll be intrigued by the idea and probably make a set for themselves. These can be hung on a tree outdoors, with a striker suspended nearby. The sound is pleasant and won't annoy the neighbors.



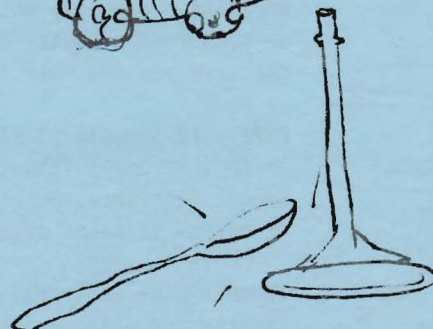
BELL BRACELET

Sew two or three sleigh bells to a piece of tape or webbing (or heavy elastic). The child wears one on each wrist. This way the hands are free to play another instrument. Also good for rhythm while dancing.



HAND CHIME

The stem from a discarded percolator, held upside down and struck with a spoon or metal rod makes a nice sound.



These are all simple instruments. There are lots of great stringed instruments, as well as some for the child to blow in or play with a bow. These would be more suitable for older children. Go to your library and find a book on making musical instruments.

MUSICAL INSTRUMENTS IN THE BIBLE

There are two classes of instrument in the Bible, stringed and wind instruments. Since the stringed instruments were not played with a bow, but were plucked with the fingers or picks, they are classed together with the percussion instruments.

In preparing lessons in which instruments figure, there may be confusion, since the names we find in the text may not represent the instruments we call by those names today. Scholars are not always agreed on the identification of some instruments. Here is a list of Biblical instruments and an attempt to classify them:

TIMBREL - probably a small bowl-shaped drum or tambourine-like instrument with skin top. Did not have the metal discs on the side like our modern tambourine. Mentioned mostly in connection with rejoicing, as in Ex. 15:20, where Miriam celebrated the crossing of the Red Sea; Judges 11:34 (Jephthah's daughter). Sometimes used in worship as in Psalms 68 and 150.

CYMBALS - either hollowed metal cups held in the hands, or little plates fastened to the fingers (castanets). Mentioned only in connection with religious celebration. In one place said to be brass.

CORNET - In II Sam. 6:5 "cornet" is used in KJV where other versions say "castanets." Probably refers to the sistrum, a loop-shaped metal frame with loose, jingling rods running through it. In most other places, such as the story of the fiery furnace (Daniel 3), a ram's horn is meant.

BELLS - Zech. 14:20, on the trappings of horses; Ex. 28:33 on Aaron's garment; Isaiah 3:16, 18, ornaments for the feet.

HARP - the lyre. Appears many times for both religious and secular uses.

PSALTERY - probably not a psaltery (zither), but either a triangular lyre or some form of lute. (So there were probably two main stringed instruments, the lyre and the lute.)

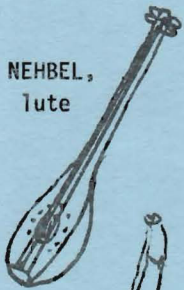
PIPE - (I Sam. 10:5) also called **ORGAN** (Gen. 4:21). Either a straight flute or an instrument like the oboe, made of cane or wood, or, as in the Samuel reference, perhaps a Pan-pipe or syrinx, a graduated set of pipes or canes. It seems always to be mentioned in connection with the lyre.

TRUMPET - 1) ram's horn, seldom mentioned, but probably in common use for signals and noisy celebrations; 2) shofar, a curved trumpet, derived from the ram's horn but often made of wood, for signals (Judges 7); 3) straight trumpet, probably made of metal. Used for signals and also in temple ritual. Became the characteristic instrument of priests.

If you want to check the identification of any instrument, look in Strong's Concordance. Look up the word in the concordance, and beside the column you will find a number. In the back of the book there is a Hebrew and Chaldee Dictionary for Old Testament words and a Greek Dictionary for New Testament words. There you will find each word transliterated for identification.



KINNOR, lyre



NEHBEL, lute



QEREN, ram's horn



NEHILOTH, double flute



RATTLE



TOPH, timbrel



SISTRUM



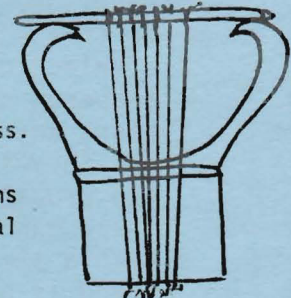
HALIL, pipe



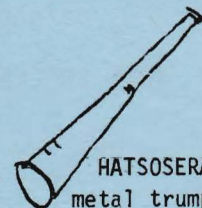
TSELTSELM, cymbals



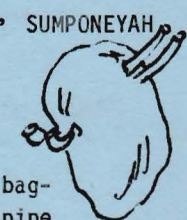
UGABH, organ



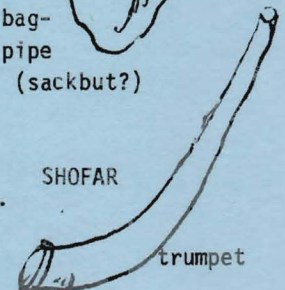
KINNOR, lyre



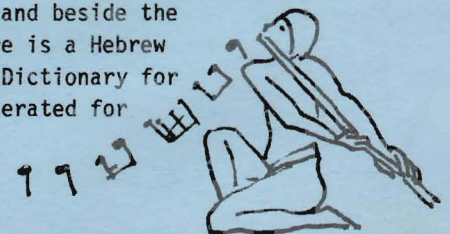
HATSOSERAH, metal trumpet



SUMPONEYAH, bag-pipe (sackbut?)



SHOFAR, trumpet



SERIES I

- | | |
|---|---------------------------|
| 1. The Creation - a General View | Genesis 1; 2:1-3 |
| 5. The Garden of Eden | Genesis 2:8-25 |
| 9. Noah Builds an Ark | Genesis 6 |
| 13. The Call of Abram | Genesis 11:27-32; 12:1-10 |
| 17. The Birth of Isaac | Genesis 21:1-21 |
| 21. Jacob and Esau | Genesis 25:19-34; 27 |
| 25. Joseph and his Brothers | Genesis 37 |
| 29. The Birth of Moses | Exodus 1; 2:1-10 |
| 33. Crossing the Red Sea | Exodus 13:17-22; 14 |
| 37. The Ten Commandments | Exodus 19:16-25; 20:1-21 |
| 41. Nadab and Abihu | Leviticus 10 |
| 45. Balaam | Numbers 22; 23; 24 |
| 49. The Taking of Jericho | Joshua 6 |
| 53. Deborah and Barak | Judges 4 |
| 57. The Birth of Samuel | I Samuel 1; 2:1-11 |
| 61. The Choosing of Saul | I Samuel 9; 10 |
| 65. The Anointing of David | I Samuel 16 |
| 69. The Wisdom of Solomon | I Kings 3 |
| 73. Elijah and Ahab | I Kings 17; 18 |
| 77. The Reign of Asa | I Kings 15:9-24 |
| 81. The Book of Psalms | Psalms 1 |
| 85. The Major Prophets (general survey) | Isaiah 6 |
| 90. The Fiery Furnace | Daniel 3 |
| 97. The Prophet Micah (general survey) | Micah 6 |
| 98. Rebuilding the Temple | Haggai 1 |
| 101. The Lord Comes into the World | Matthew 1:18-25; 2:13-23 |
| 102. The Visit of the Wise Men (Christmas Lesson) | Matthew 2 |
| 103. The Lord's Baptism | Matthew 3 |
| 104. The Lord's Temptations | Matthew 4:1-11 |
| 105. The First Disciples | Matthew 4:12-25 |
| 106. The Sermon on the Mount | Matthew 5; 6; 7 |
| 107. The Lord's Ministry | Matthew 8 |
| 108. Parables of the Kingdom of Heaven | Matthew 13 |
| 109. The Transfiguration | Matthew 17:1-13 |
| 110. Palm Sunday (Palm Sunday Lesson) | Matthew 21:1-27 |
| 111. The Lord's Last Days on Earth | Matthew 26; 27 |
| 112. Easter (Easter Lesson) | Matthew 28 |
| 147. John's Vision | Revelation 1 |
| 148. The Messages to the Churches | Revelation 2; 3 |
| 157. The Holy City | Revelation 21; 22 |

Genesis 1; 2:1-3: THE CREATION - A GENERAL VIEW

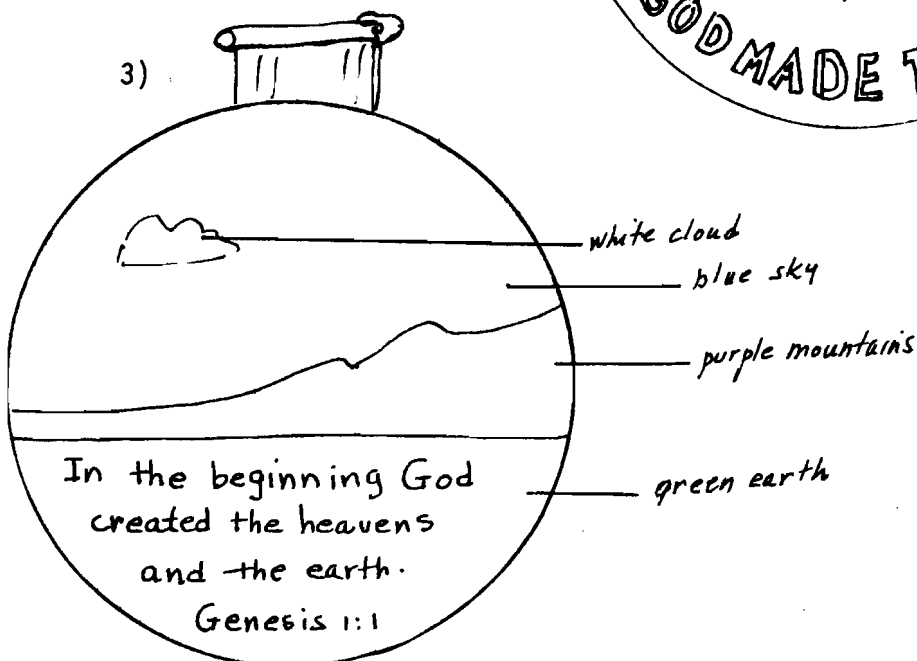
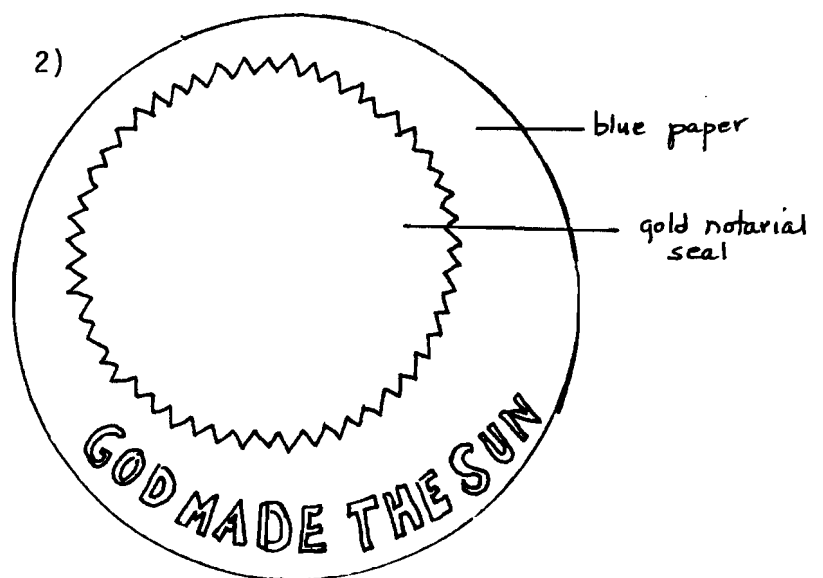
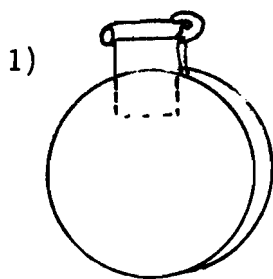
FOR THE LITTLE ONES: A bright badge to wear.

Materials: Lightweight cardboard, construction paper, ribbon or gift tie, safety pins, glue, your choice of press-on stickers, gold seals, etc. markers.

Before class: For each child cut two cardboard circles, one construction paper circle and a 2" length of ribbon. Plan the design of your badges and letter in the verse or motto on the construction paper circle. If you are using stickers, be sure you have enough on hand. If you are designing an original badge, pre-cut any pieces that will be pasted on.

In class:

- 1) Fold the ribbon in half and glue the open ends between the two cardboard circles. Slip the safety pin through the loop.
- 2) While the glue is drying, decorate the construction paper circles by adding the sticker or your pre-cut pieces. This may need your help as the pieces will of necessity be small.
- 3) Glue the construction paper circle to the front of the badge. Pin on the badge and wear it home.



Additional ideas:
 GOD MADE the birds, the fish, the animals, the stars, etc., (with the appropriate stickers). You can make a 2-sided pin; "Darkness was over the surface of the deep" on one side, "God said, 'Let there be light,' and there was light" on the other.

Lesson 1

Genesis 1; 2:1-3: THE CREATION: A GENERAL VIEW

FOR OLDER CHILDREN: A Bible bookmark.

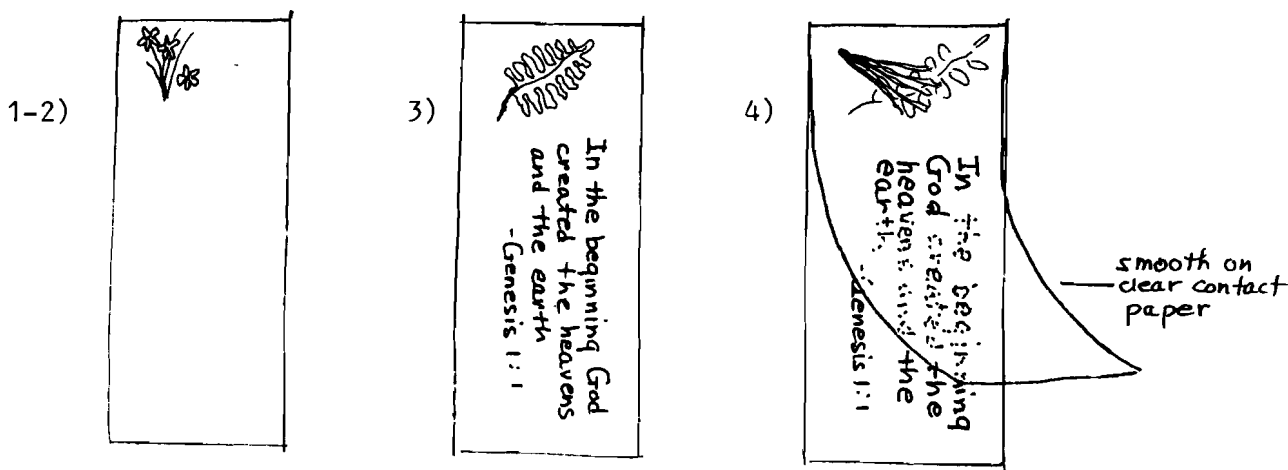
Materials: Lightweight white cardboard such as stocking cardboard or 4" x 6" file cards, magic markers, clear contact paper, small leaves, blossoms, ferns, etc.

In class: While you are talking about the Bible as the Word of God, you will be encouraging the children to read it on their own every day. Tell them that after the lesson is finished they are going to make something that will help them with their reading. Let them wonder what it is going to be.

- 1) Cut strips of cardboard about 2" x 6" for the bookmarks.
- 2) Position the tiny flowers or other natural objects on the top 1½" of the piece.
- 3) Noting just how these are arranged, use the rest of the cardboard to write a Bible verse. (We suggest "In the beginning God created the heavens and the earth," or "God saw all that he had made and it was very good," or "And God blessed the seventh day and made it holy.")
- 4) Reposition the decoration at the top of the bookmark. Cut a 2" x 6" piece of clear contact paper, strip off the backing and carefully apply it to the bookmark. Press carefully over and around the decoration and smooth out any bubbles.

If you have time and it is possible, you can take the children outside to gather tiny things in the church yard or in the neighborhood. Or you can use stick-on shapes, stars or other decorations instead of natural materials. The contact paper will give a nice effect no matter what decoration you use. Just be sure that the design is as flat as possible.

If the children want to, they can make two bookmarks and give one to a friend who does not come to Sunday School.



The back of the bookmark can be used to record their daily readings or to write down reading assignments.

Genesis 2:8-25: THE GARDEN OF EDEN

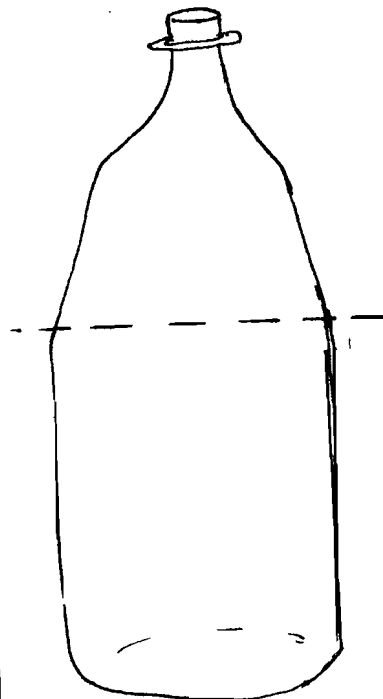
FOR THE LITTLE ONES: A terrarium.

Materials: Empty plastic soft drink bottles (2 liter size is good, but you can use smaller ones), soil, small plants, moss, small spoons, text slips and care instructions. If you can't get into the woods to dig plants (or if it's forbidden), and don't have anything in your yard, you will have to get terrarium plants at a garden shop. Ask for small things that don't grow too big. Each child needs two single plants to be the two trees in the garden, and some moss or baby tears as a ground cover.

Before class:

- 1) Run the bottom of the soft drink container under hot water to loosen the glue, and snap off the bottom piece. This will be your plant pot. Remove the label from the bottle.
- 2) Cut off the clear part of the bottle just above the bend, so that it will be small enough to slide inside the other piece.

In class: The children fill their pots with soil and plant the two "trees." Then cover the surface around the trees with moss, or plant the baby tears. If you want, you can bring pebbles to make a path through the garden. Water the terrariums until the soil is thoroughly moistened. Put on the clear dome. If you want, you can seal it with a piece of clear plastic tape around the outside. Glue text slip on the pot.



In the middle of the garden
were the tree of life and
the tree of the knowledge
of good and evil.

-Genesis 2:9

To care for your garden: Do not
water it unless it looks dry.
A tablespoon of water every four
to six weeks should be enough.
If there is moisture visible
inside the dome, it needs no
water.

Plastic bags for carrying home are
a good idea. The terrarium should
be placed on a saucer.

If you wish, you can use real tree
seedlings, such as white pine, which
you can find outdoors. But these will
have to be transplanted outside
eventually.

Lesson 5

Genesis 2:8-25: THE GARDEN OF EDEN

FOR THE LITTLE ONES: Paste-a-picture.

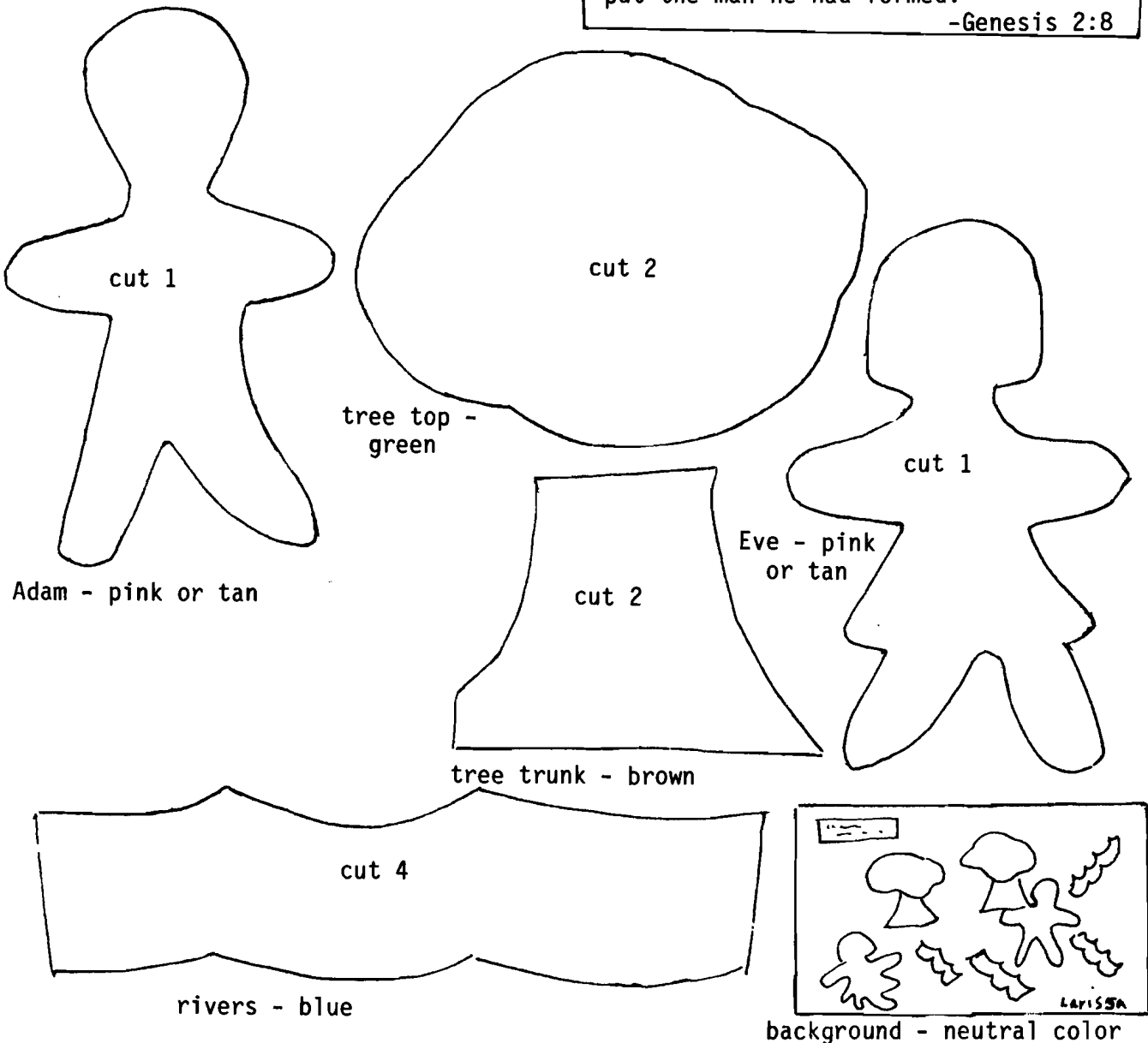
Materials: Construction paper, scissors, glue, felt marker, text slips.

Before class: For each child cut all the shapes below. Label Adam and Eve, the trees and the rivers if you wish. (The names of the rivers are slightly different in different Bible translations.)

In class:

As you tell the story hand out the shapes one at a time. First Adam is put in the garden; then the trees, two trees specifically; then the four rivers, going through the garden; then, as Adam needs a helper, God creates Eve, and she goes into the garden, too. Let the children decide where they want everything to go. It will mean something to them, even if it doesn't make sense to you! Text slip goes on last (or it may get pasted over).

Now the Lord God had planted a garden in the east, in Eden; and there he put the man he had formed.
-Genesis 2:8



Genesis 2:8-25: THE GARDEN OF EDEN

FOR OLDER CHILDREN: A word puzzle.

Before class: Xerox a copy of this sheet for each child. Cut off **these** headings.

Note: In the New International Version and Today's English Version of the Bible, Hiddekel is translated Tigris. We have used these and the King James, so that whatever version you use, all four rivers will be included. We have indicated the versions in parentheses. There is also a problem with the spelling of Pison. We've used KJV.

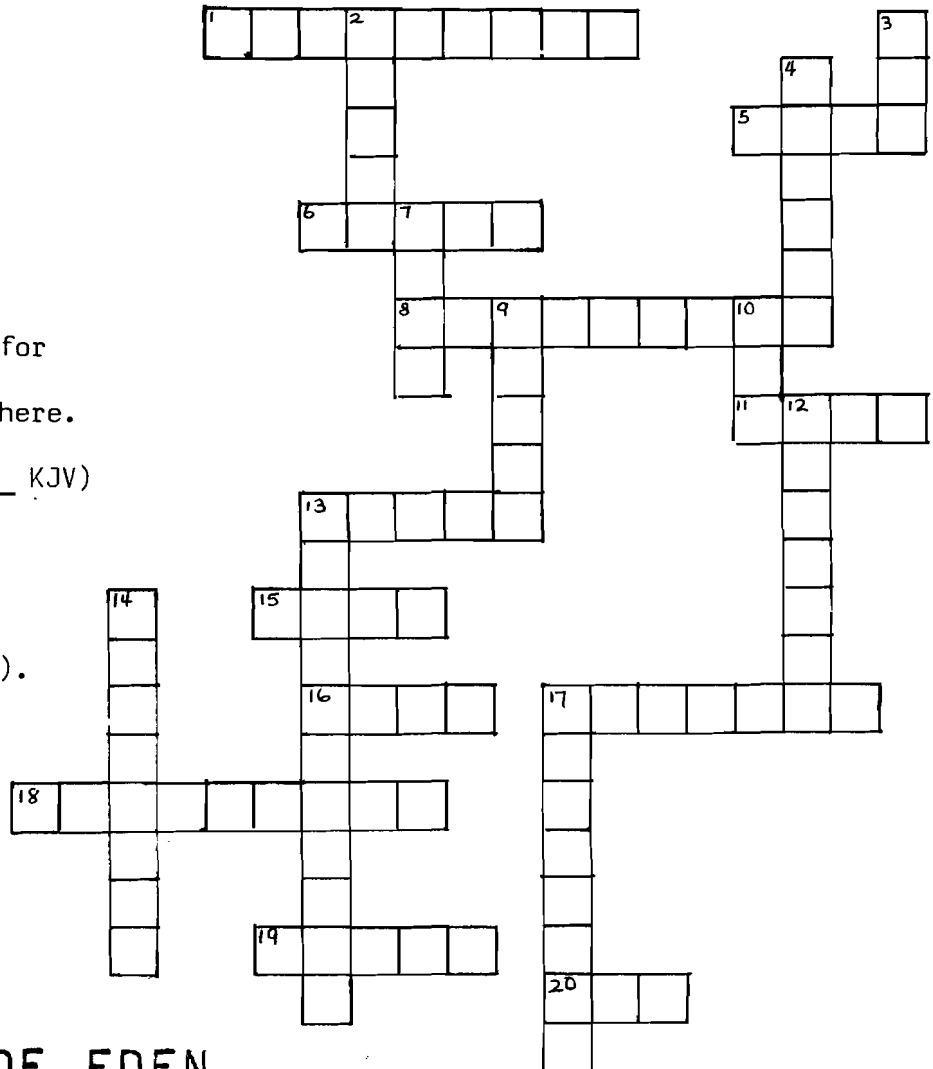
Solution: ACROSS: 1 four heads; 5 life; 6 trees; 8 Euphrates; 11 east; 13 Gihon; 15 food; 16 Adam; 17 Havilah; 18 knowledge; 19 sight; 20 eye.
 DOWN: 2 river; 3 die; 4 Tigris; 7 Eden; 9 Pison; 10 Eve; 12 Assyria; 13 good and evil; 14 Ethiopia; 17 Hiddekel.

ACROSS

- 1 Arrangement of rivers
- 5 Tree of _____.
- 6 God planted these.
- 8 Fourth river
- 1 Eden was here.
- 13 River in Ethiopia
- 15 What the trees were for
- 16 The man
- 17 The first river was here.
- 18 Can be dangerous!
- 19 Pleasant to the _____ (KJV)
- 20 The woman

DOWN

- 2 It went out of Eden
- 3 "Eat this and _____."
- 4 Third river (NIV, TEV).
- 7 The garden
- 9 The first river
- 10 Same as 20 across
- 12 An ancient country
- 13 Dangerous tree
- 14 Location of Gihon
- 17 Third river (KJV)



THE GARDEN OF EDEN

Genesis 2:8-25

Lesson 5

Genesis 2:8-25: THE GARDEN OF EDEN

FOR OLDER CHILDREN: The four rivers, an adventure in cut paper; a collage.

Materials: Construction paper, scissors, paste, magic markers.

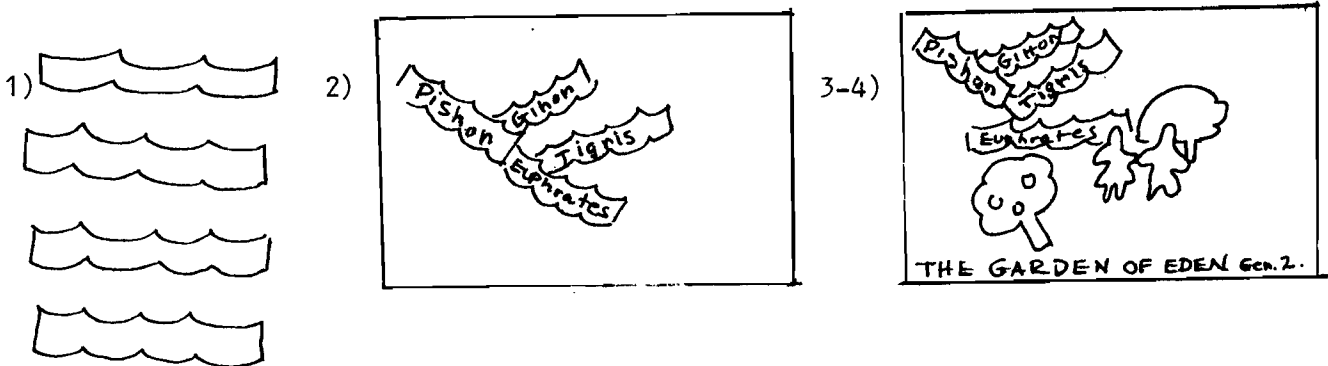
In class: Each child gets a sheet of construction paper, white, or some neutral color.

- 1) From light blue paper cut four wavy pieces to represent the rivers. Paste them on the background sheet.
- 2) On each river write the name (verses 11-14).
- 3) If there is time, use different colors and cut (freehand) two trees (verse 9) and fruits for the Tree of Life. A simplified figure for Adam and one for Eve may be cut from flesh-colored paper.

This collage may be very abstract or more representational, as in the examples below. The only important thing is to use the names of the rivers frequently and stress their number, and also the qualities of the two trees.

A variation on this is to use magazine pictures instead of construction paper. Do not cut pictures of trees out, but use a picture that is basically greens and cut out a large shape from the whole page. The patterns within each shape will make an interesting collage, and children that are approaching the teens will find this more challenging. (It's also a lot of work to find enough pictures for a whole class of choosy children!)

- 4) Title the collage and write the text.



Note: If you are using one of the more recent translations of the Bible, you may find the word Hiddekel translated as "Tigris." The Tigris is a name more familiar in ancient and modern geography (it is the name of a river in what is now Iraq). The Euphrates was also a historical name; it was located west of the Tigris in the land of Babylon. Though we view the story of the Garden of Eden as a parable, it would be natural for names such as these to be used by ancient peoples to name geographical features.

For more ideas for this project, go to your library and get out an illustrated book on the artist Matisse. In the last years of his life he did many art works of cut paper. His exciting use of color and free form shapes might interest the children and indicate to them that this type of art has been done by a mature artist!

Genesis 6: NOAH BUILDS AN ARK

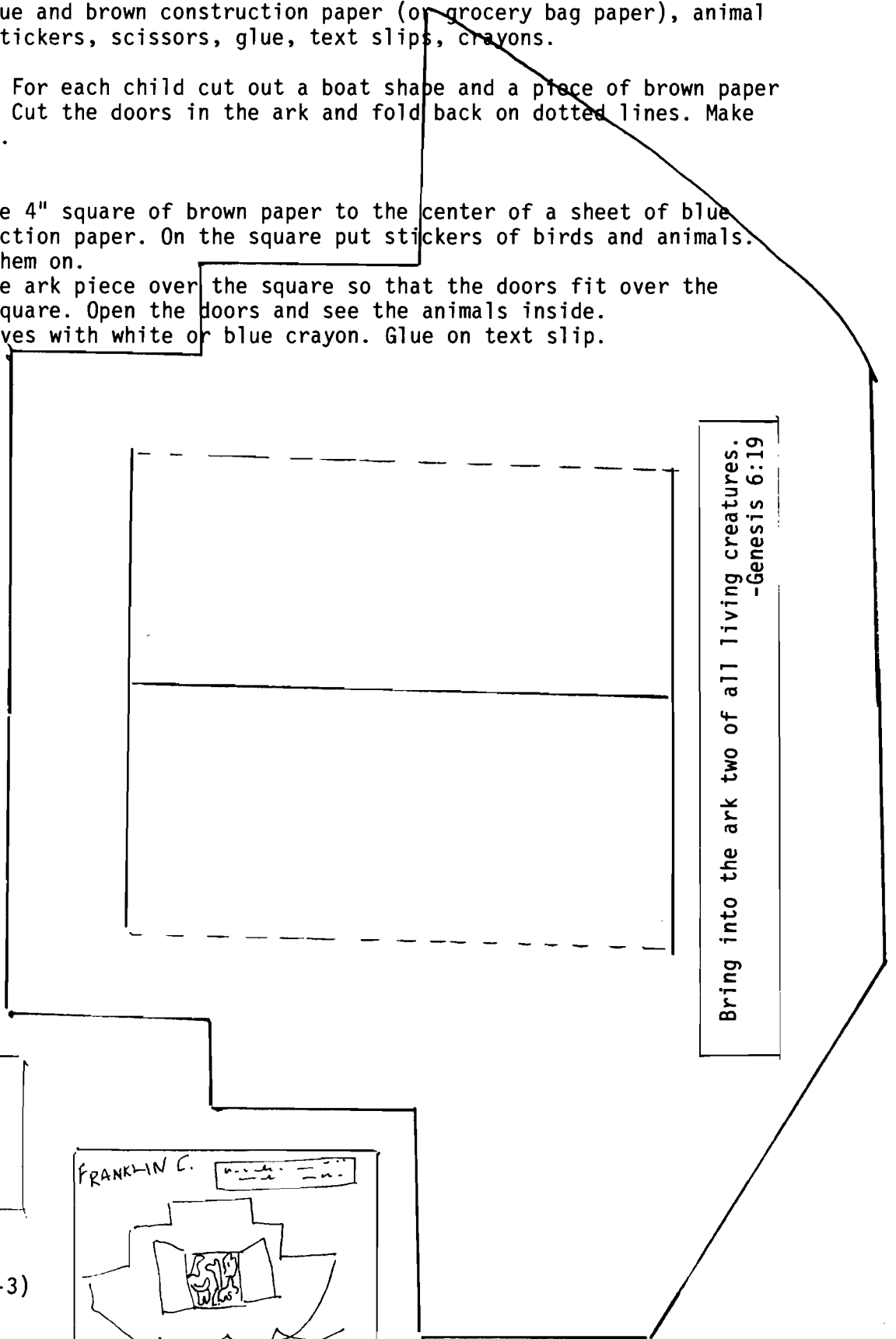
FOR THE LITTLE ONES: An ark full of animals.

Materials: Blue and brown construction paper (or grocery bag paper), animal and bird stickers, scissors, glue, text slips, crayons.

Before class: For each child cut out a boat shape and a piece of brown paper 4" square. Cut the doors in the ark and fold back on dotted lines. Make text slips.

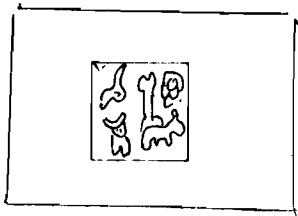
In class:

- 1) Glue the 4" square of brown paper to the center of a sheet of blue construction paper. On the square put stickers of birds and animals. Crowd them on.
- 2) Glue the ark piece over the square so that the doors fit over the brown square. Open the doors and see the animals inside.
- 3) Draw waves with white or blue crayon. Glue on text slip.

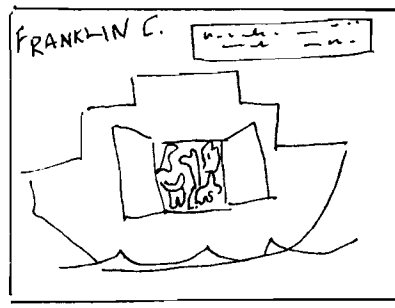


Bring into the ark two of all living creatures.
-Genesis 6:19

1)



2-3)



Lesson 9

Genesis 6: NOAH BUILDS AN ARK

FOR OLDER CHILDREN: A word puzzle.

Materials: Copies of the page, Bibles, pencils.

1			V	E															
2			V	E															
3			V	E															
4			V	E															
5			V	E															
6			V	E															
7			V	E															
8			V	E															
9			V	E															
10			V	E															
11			V	E															
12			V	E															
13			V	E															
14			V	E															

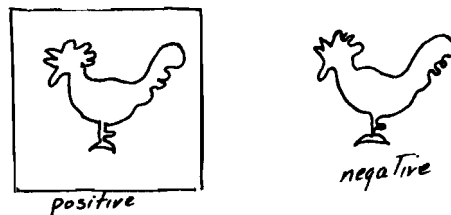
God told Noah he would destroy everything under the (1). He would make a (2) with Noah, his wife, his sons and his sons' (3). Noah was to build an ark and keep (4) two of (5) sort of creature and (6) of every clean creature. It rained and rained until the ark floated (7) the earth. Then it stopped raining and the waters went down. on the (8) day of the (9) month the ark rested on Mt. Ararat. Noah sent out a (10) and then a (11). The dove brought back an (12) leaf, so Noah knew the ground was uncovered. He (13) the cover of the ark and went out. God promised not to send another flood. Seedtime and (14) would always come.

Genesis 6: NOAH BUILDS AN ARK

FOR ALL AGES: Fun with animal stencils

Materials: Lightweight cardboard (stocking cardboard, old file folders, 4"x6" index cards), carbon paper, X-acto knife or small sharp-pointed scissors, lightweight Kraft bags or plain shelf paper or the classified ads from the Sunday paper, crayons. Optional: fabric, iron.

Before class: With carbon paper trace the four outlines on the back of this page onto lightweight cardboard. Using the X-acto knife or scissors, cut out the shapes, keeping the background intact. You now have two images, one positive, one negative:

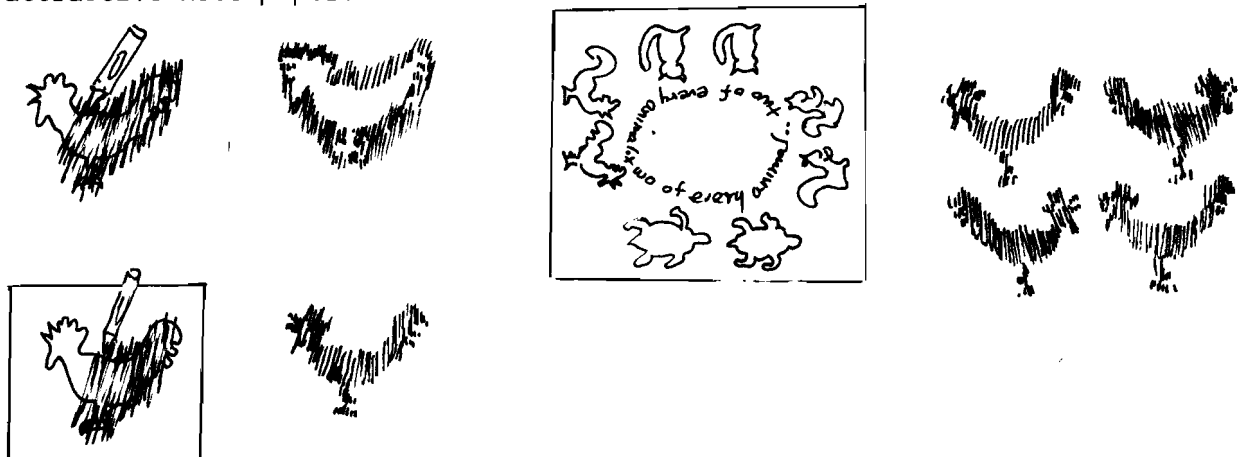


In class: You can choose several ways to use the stencils: 1) make gift wrap, using opened-out grocery bags, or shelf paper or the Sunday classifieds.

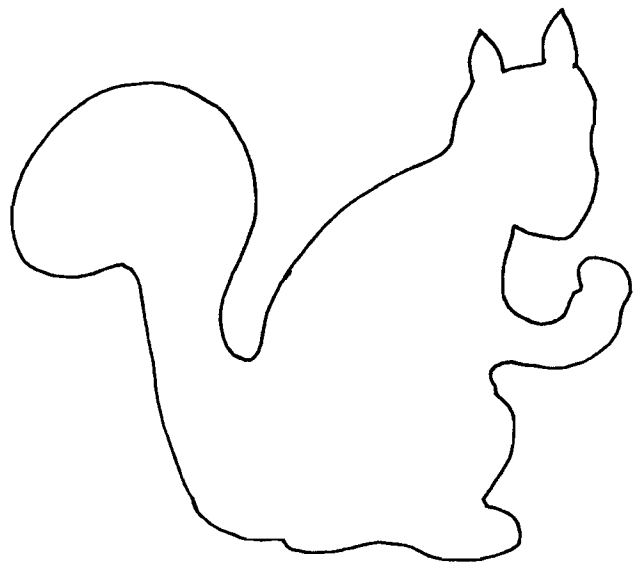
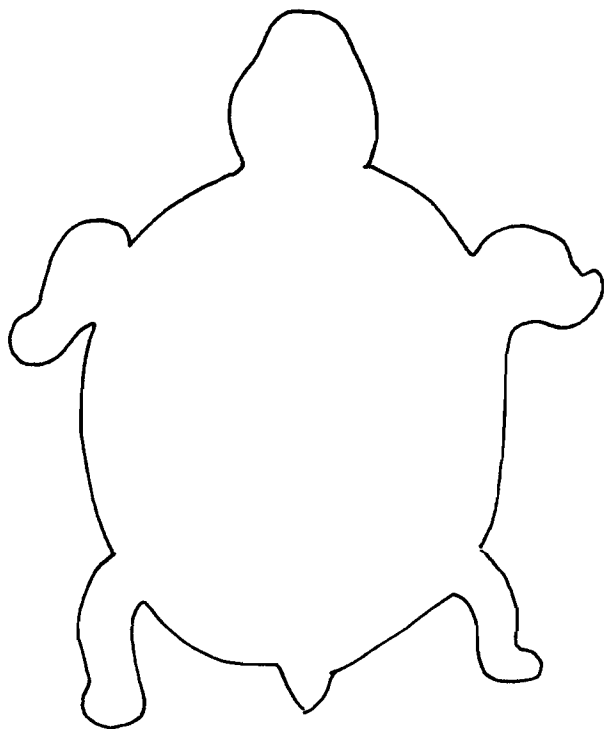
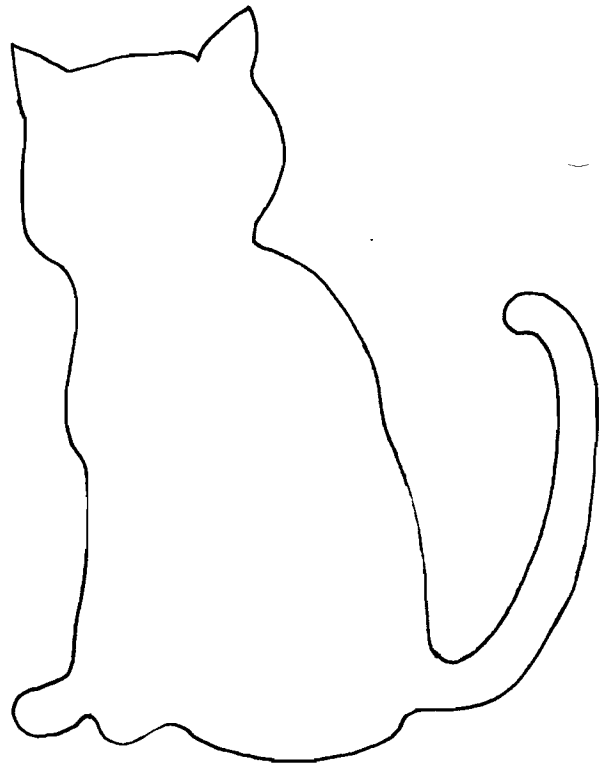
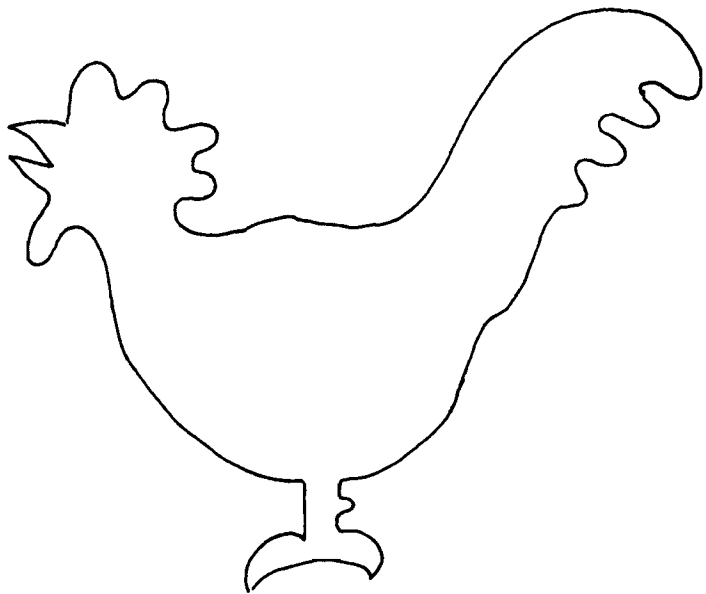
- decide on a pattern - a border of alternating figures, an all over arrangement of positive and negative, right- and left-facing images of the same animal, random arrangements, etc. **Choose a color scheme.** You can include a text written in afterwards with markers (e.g. "two of every animal ...").
- Place the stencil piece on the paper and draw the crayon over it, either all in one direction, or every which way. Repeat for your pattern.
- (optional) With iron at setting for cotton, press your design between double sheets of paper to melt the crayon into the paper. This makes the colors more vivid, and they won't rub off.

2) Using fabric, stencil a pattern on a 20" square for a kerchief, or make a belt or a drawstring bag. This should be ironed in.

3) French fold a piece of 8½"x11" paper and stencil on a design to make attractive note paper.



Suggestions: Use the fluorescent crayons. Make a figure using the positive stencil. Then mask out what you have done by covering it with the negative stencil and color around your original figure with another color. Make a line of overlapping figures in different colors or different intensities of the same color.



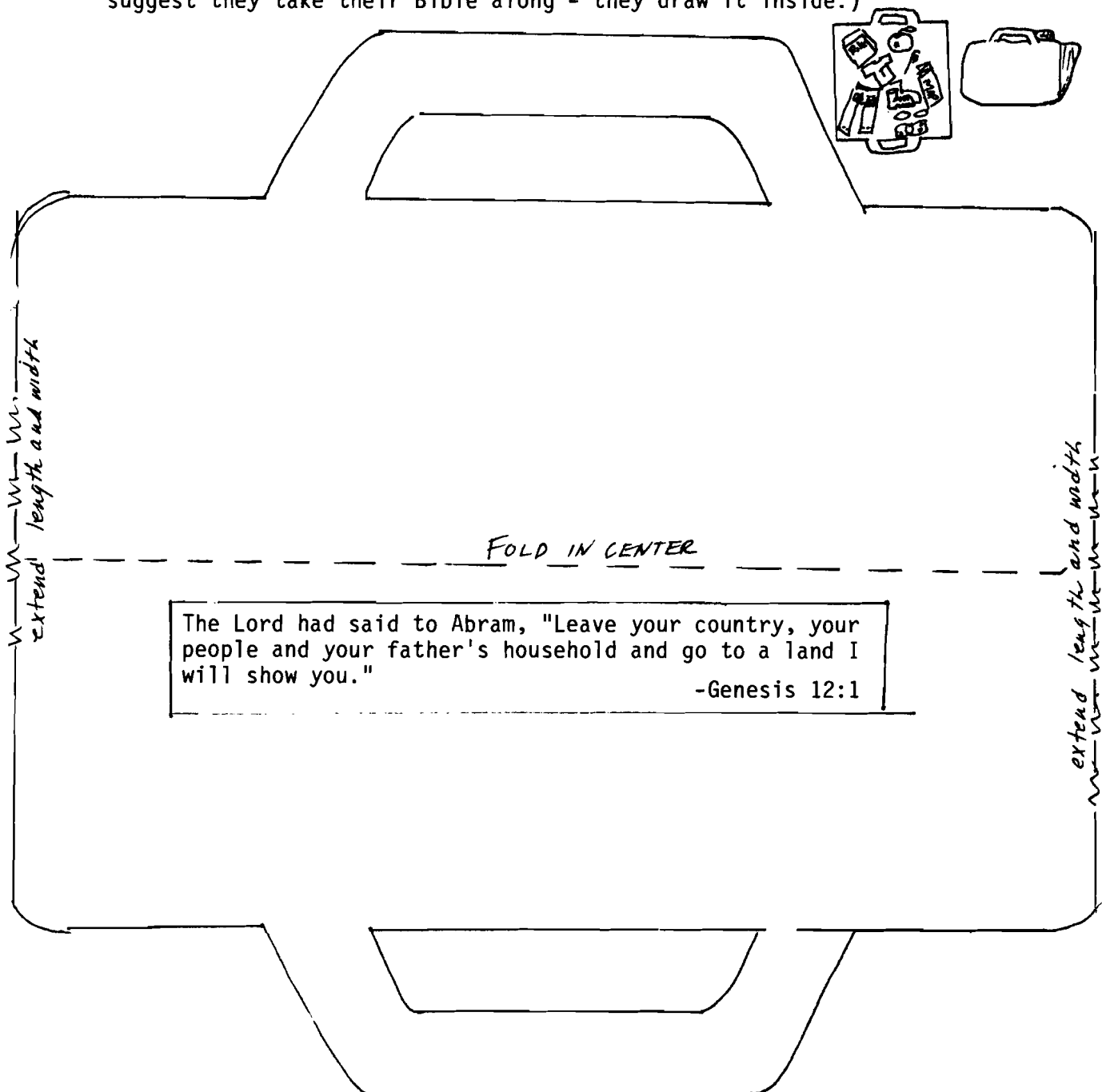
Genesis 11:27-32; 12:1-10: THE CALL OF ABRAM

FOR THE LITTLE ONES: A collage in a traveling bag.

Materials: Construction paper, or felt, or Kraft bags, pictures of clothes, food, etc., glue, text slips, crayons.

Before class: For each child cut the shape below from large sheets of construction paper, felt, or grocery bags. Enlarge the pattern to suit your paper, but keep the handles the same size. Fold across the center as shown by dotted line. 11"x14" would be a good size, but you can go bigger or smaller as you choose. From magazines or catalogs cut pictures of things to take on a trip.

In class: Talk about Abram's journey, and what things a person needs for going on a trip. The children select and glue the pictures into their traveling bags. They can also draw other things in if they want. Fold up the bag for carrying; everything is inside. Text can go inside or outside. (You might suggest they take their Bible along - they draw it inside.)



Genesis 11:27-32; 12:1-10: THE CALL OF ABRAM

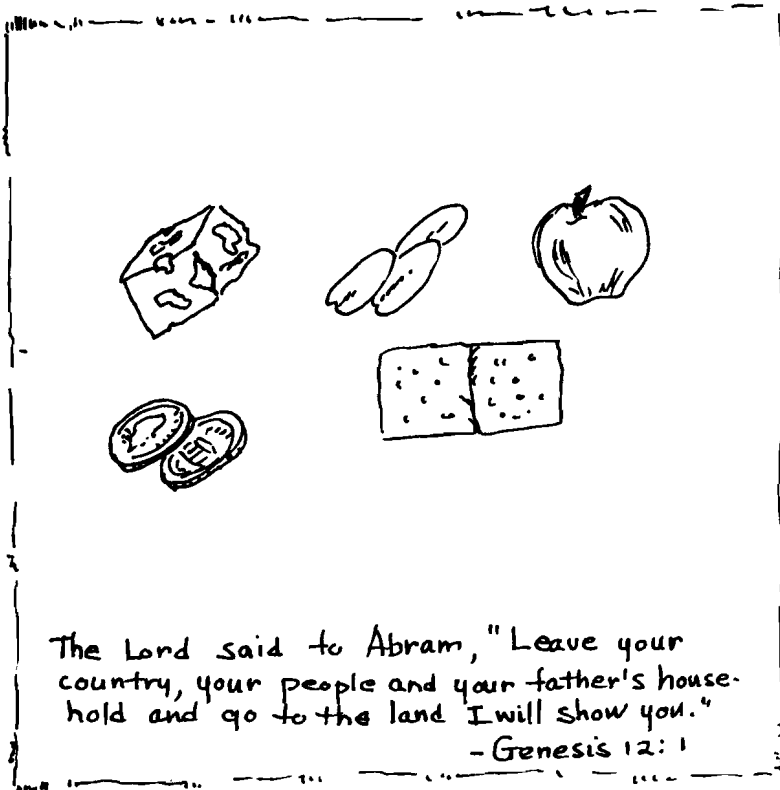
FOR THE LITTLE ONES: Getting ready for a trip.

Materials: 18" cloth squares, permanent marker, sections of old road maps, food (dates, crackers, other non-perishable non-goopy items), money (pennies), walking sticks.

Before class: The teacher tears or cuts a cloth square for each child. Use unbleached muslin, pieces of old sheet, or if you feel affluent, buy red bandanna handkerchiefs. On the plain fabric, write the text in permanent marker. If you use the red bandanna you'll have to write the text on white press-on tape and iron it on.

In class: Talk about what you need for a journey: a map to tell you the way, food to eat, and money to buy things you can't bring along. Explain that in those days there were no cars or planes. People either walked, or if they were wealthy enough to own animals, they might ride.

Now the children spread their cloth squares out and decide what they are going to take. They place the items on the square and you help them tie up the corners hobo style. Each chooses a walking stick. They can use the stick to carry the hobo bag over the shoulder, or use it as a staff to walk with. If the day is fair, you can actually take a walk, choose a resting place and stop to eat the snack. Or you can use your classroom and set up an itinerary. If there are enough children, you can choose one to be each character in the story. Abram leads the way. There were servants as well as the main characters.



Genesis 11:27-32; 12:1-10: THE CALL OF ABRAM

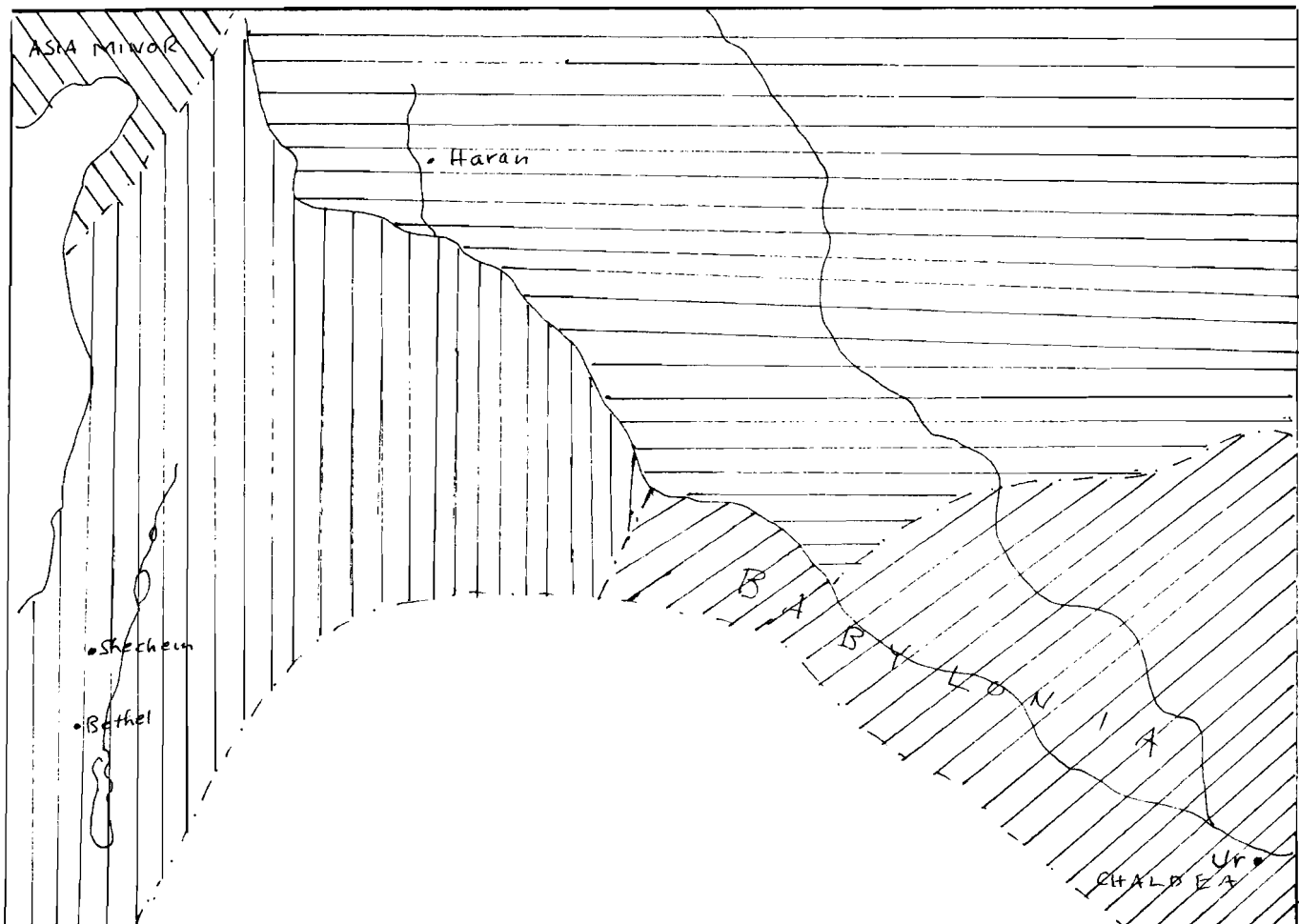
FOR OLDER CHILDREN: A map of Abram's travels.

Materials: A Xerox copy of the map on the back of this sheet for each child, colored pencils or magic markers, a Bible lands map (back of your Bible or a large one from the Bible book store.)

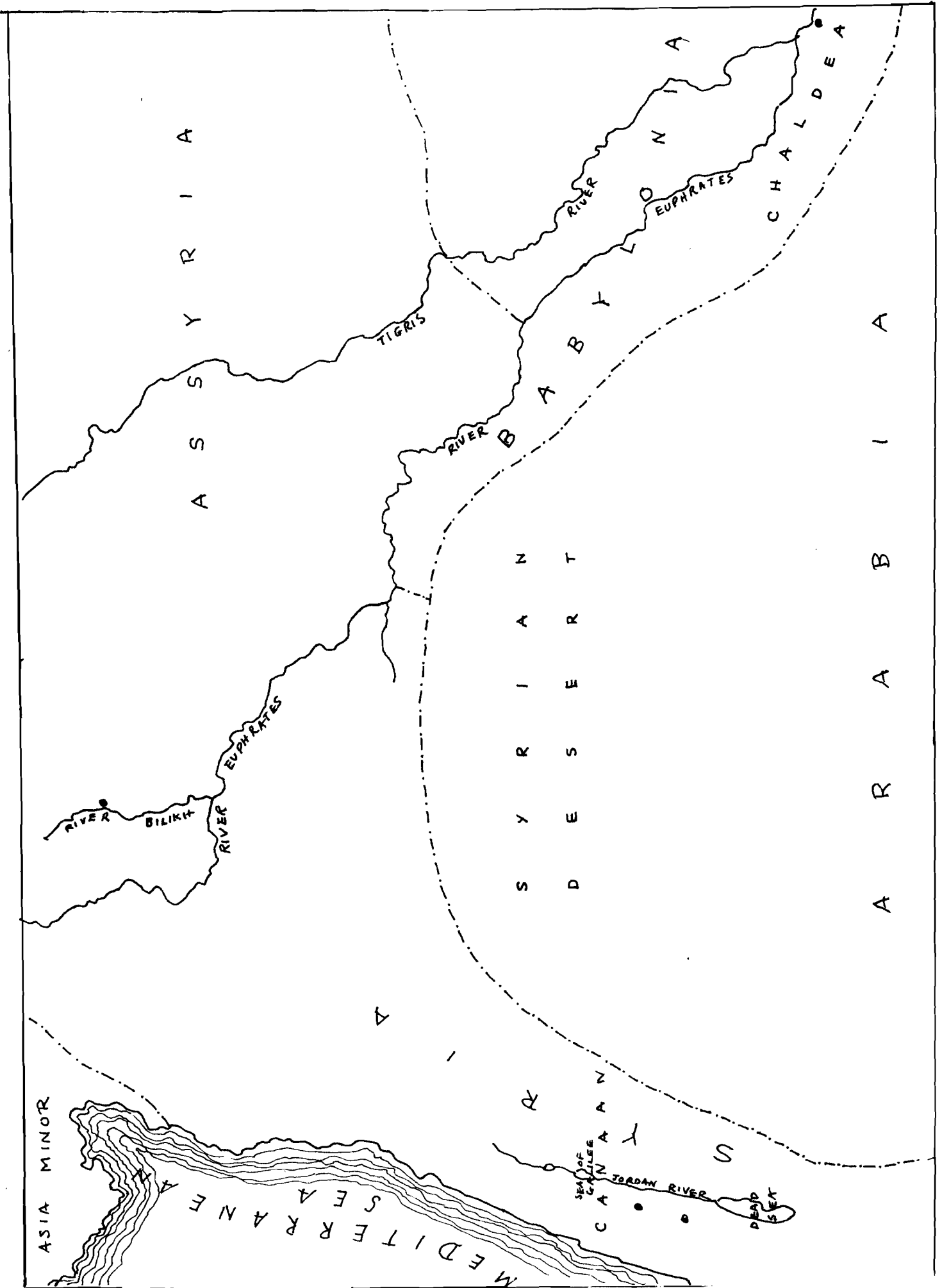
Before class: Xerox a copy of the map on the reverse of this page for each child in your class.

In class: With the Bible text before them and a map to go by, have the children trace Abram's journey.

- 1) Color the broad areas of the different countries in different colors. (See diagram below.) Color the rivers and seas blue if you want.
- 2) Find Ur, Haran, Shechem and Bethel as you read the story. Have the children write in these names.
- 3) Draw in a line from city to city showing Abram's journey. Stress that the journey began with Terah, Abram, Sarai and Lot from Ur. Terah died in Haran, and Abram, Sarai and Lot went on into Canaan.



Note that **Abram** could not go directly across from Ur to Canaan because of the impassable desert. Instead he followed the Euphrates **up** to Haran, then went south into Canaan.



Genesis 21:1-21: THE BIRTH OF ISAAC

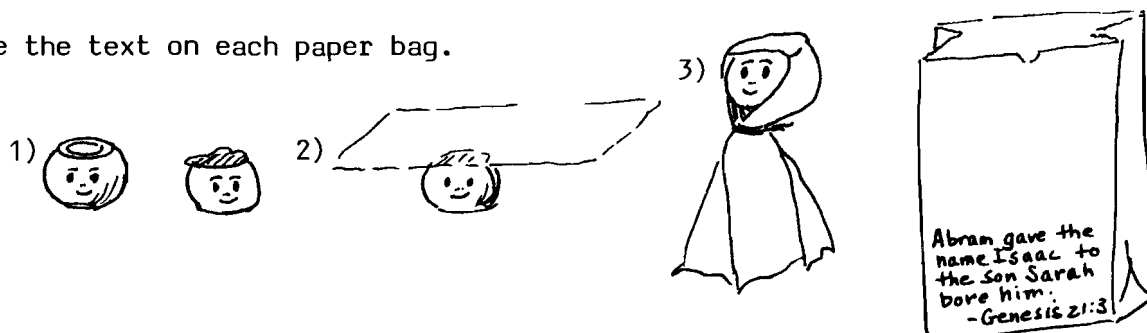
FOR THE LITTLE ONES: Baby Isaac in his cradle.

Materials: Large walnut shell halves, small (3/8" is good) macrame beads, cotton (cotton balls, wadding from vitamin bottles, etc.), permanent marker, thread, bits of fabric, glue, small paper bags.

Before class: With permanent marker draw eyes, nose and mouth on macrame beads. Cut bits of bright-colored fabric 2"x4". Make doll as follows:

- 1) Drop a blob of glue on the top of the bead.
- 2) Place center of one 4" edge of fabric scrap on glue (or do it upside down).
- 3) When glue is dry, wrap fabric around doll head and tie with thread.

Write the text on each paper bag.



In class:

- 1) Put a blob of craft glue into the bottom of each shell half. The children place a bit of cotton in for a soft mattress for the baby.
- 2) A bit of glue on the back of the baby and in he goes, too.
- 3) Now a fabric scrap on top for a blanket, secured with glue.



When it's time to go home, each child places his baby in a small paper bag for safe carrying. Pockets aren't a good place for a project as delicate as this, especially as the glue may not be entirely dry. And a small object is easy to drop or lose on the way home.

Note: If you can't get macrame beads, or the store doesn't have the small ones, you can make heads of playdough, let them dry and proceed according to directions. Be sure to allow a few days for the homemade beads to dry.

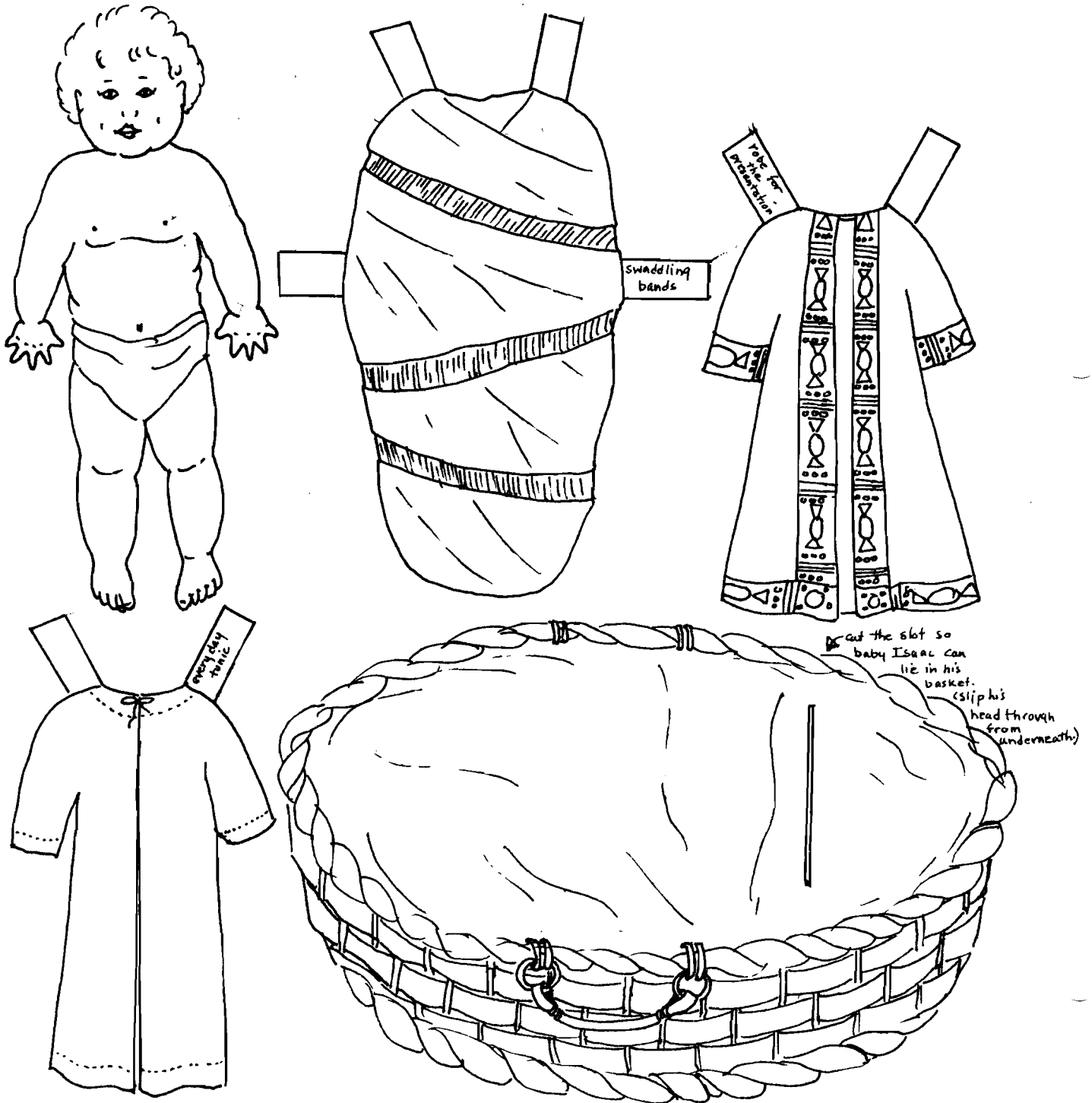
Afterthought: How would dried chickpeas do for heads? Or cherry pits?

Genesis 21:1-21: THE BIRTH OF ISAAC

FOR OLDER CHILDREN: Baby Isaac paper doll set.

Before class: Xerox a copy of this page for each child. If you want, clip out the doll and dry mount it on lightweight cardboard (see pink page 10).

In class: The children color and cut out the paper doll and clothes. They might be interested to know that at birth, babies in ancient Bible times were rubbed with salt and wrapped in swaddling clothes. At the age of about two months, the baby was taken to the temple and presented to the Lord, with gifts of a lamb and a dove or pigeon (see Leviticus 12). Between the ages of two and three years, the baby was weaned, and the parents gave a big feast (Genesis 21:8).



Genesis 25:19-34; 27: JACOB AND ESAU

FOR THE LITTLE ONES: A bowl of lentil soup.

Materials: Lentil soup, fresh parsley and mint leaves, dark bread or crackers, bowls, spoons, napkins.

Before class: Make the soup, but don't add the parsley or mint. This soup is better warmed over, so you can make it a day or two ahead.

In class: Let the children snip up the parsley with scissors and add to the kettle. And toss in the mint leaves. Heat the soup until warm (the right eating temperature for children). Serve. If you want, use a small paper plate under the bowl - Paste the text on this, and the children can take it home to remind them of the lesson. (However, they may spill soup on it first . . .)

Potage Esau
(Esau's Soup)

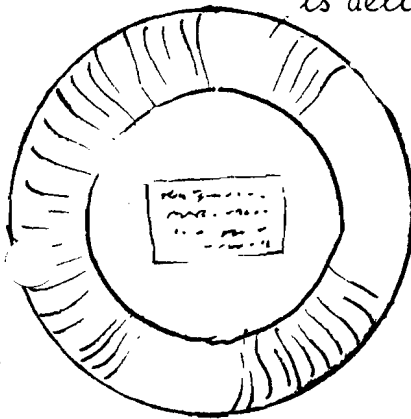
A 3500-year-old recipe.

This recipe is probably Arabic in origin, for it is the main dish throughout North Africa and Arabia.

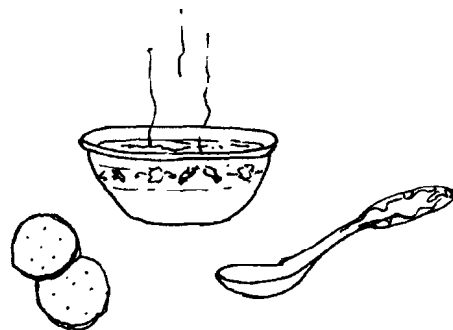
Pick over carefully and wash 1 cup lentils. Soak overnight in 1 cup water. Next morning put lentils, with the remaining water, in a saucepan and add 5 more cups water. Add 1 onion, chopped, and a bouquet garni composed of 1 bay leaf, 8 sprigs fresh parsley and 1 sprig of thyme (or the dried equivalent of these), and salt to taste. Gradually bring the soup to the boiling point and simmer gently for 1½ hours or until the lentils are tender. About 4 or 5 minutes before serving, stir in 3 tablespoons of finely chopped parsley and 5 or 6 fresh mint leaves. Serve with bread or crackers.

You can cook pieces of ham or bacon with this soup if you wish, but the ancient Arabs never ate pork. They kept the soup pot simmering on the fire throwing in whatever vegetables they had, in addition to the lentils, with chunks of goat meat or mutton.

This soup is better when warmed over, though it is delicious when first made.



Then Jacob gave Esau some bread and lentil stew. He ate and drank, and then got up and left. So Esau despised his birthright.
-Genesis 25:34



Lesson 21

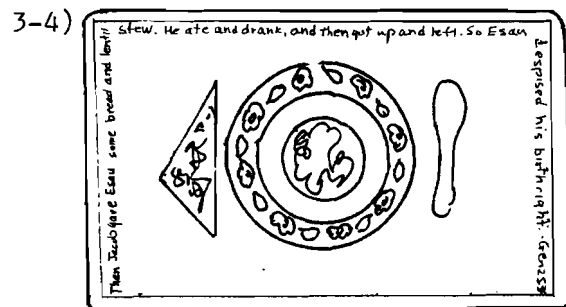
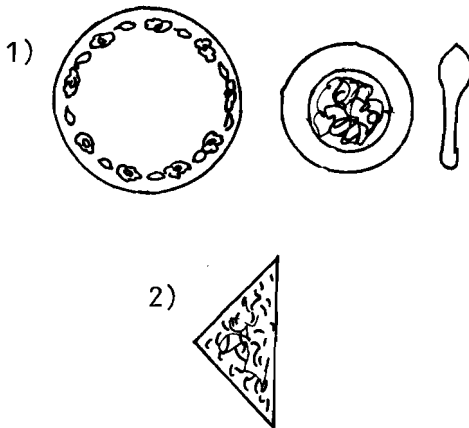
Genesis 25:19-34; 27: JACOB AND ESAU

FOR OLDER CHILDREN: A placemat.

Materials: For tracing around: 1 8" lunch plate, plastic spoon, soup bowl; colored construction paper, fabric scraps, scissors, glue, crayons or magic markers.
For each child: one piece of bristol board or lightweight cardboard 11"x14", two pieces of clear contact paper 12"x16", a copy of the lentil soup recipe on the back of this page.

In class:

- 1) Trace around the plate onto any color of construction paper. Decorate the "plate" if you want. Trace around the bowl on another piece of colored paper. With crayons draw the lentil soup in the bowl. On brown or gray paper trace around the spoon (wood or metal spoon). Cut out these pieces.
- 2) Cut a triangle (about 8" on the long side) from a colorful fabric scrap.
- 3) Glue the plate to the center of the bristol board, then the bowl on top of that, the spoon at the right and the napkin on the left. Glue on the text slip, or print the text around the outside edge of the placemat. Glue the recipe on the back. You can decorate that side, too, if you want.
- 4) Cut two pieces of contact paper 12"x16" and apply one to each side of the placemat. Be sure the cardboard is centered, so a border of contact paper will extend all around the edges. Press out the bubbles and carefully seal the edges. Trim the contact paper evenly and round the corners. These mats can be wiped with a damp cloth and used many times.



Then Jacob gave Esau some bread and lentil stew. He ate and drank, and then got up and left. So Esau despised his birthright.

-Genesis 25:34

If one of your other classes is making the lentil soup, they could share their treat with your class. Be prepared to have some of the children dislike it!

Genesis 37: JOSEPH AND HIS BROTHERS

FOR THE LITTLE ONES: A collage of natural materials.

Materials: Figure of Joseph, grasses (with seed heads, if possible), construction paper, craft glue, text slips.

Before class: Trace or Xerox a figure of Joseph for each child.

In class:

- 1) Color Joseph and glue him to paper.
- 2) Make small bundles of grass, tie them with another piece of grass, and glue to paper. Make one "sheaf" standing upright and the others bent over.
- 3) Glue on text slip.

ALTERNATE PROJECT: The wheat grown in Bible times was very much like ours today. Go to the health food store and buy a small packet of wheat for sprouting. Give each child a plastic food tray and several thicknesses of paper toweling. Put two sheets of towel into the tray, dampen with water. Spread wheat seeds on top, cover with more damp towels. Tell the children to keep the seeds moist, and in a few days they will sprout. When the sprouts are an inch or so long, they can be eaten. They are good - a bit chewy, and sweet in flavor.

glue a real piece of grass here!

Joseph said to them, "Listen to this dream I had: We were binding sheaves of grain out in the field when suddenly my sheaf rose and stood upright, while your sheaves gathered around mine and bowed down to it." -Genesis 37:6-7

Lesson 25

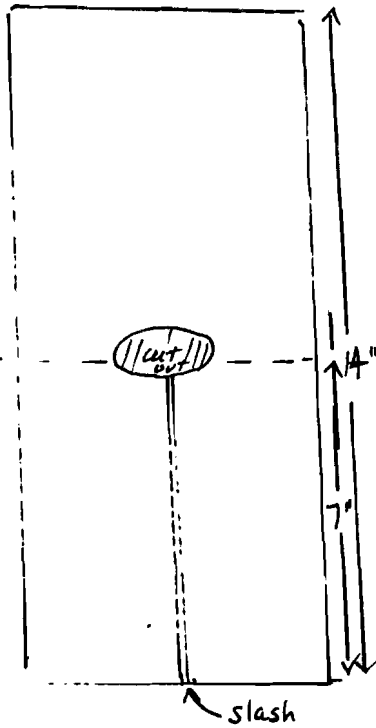
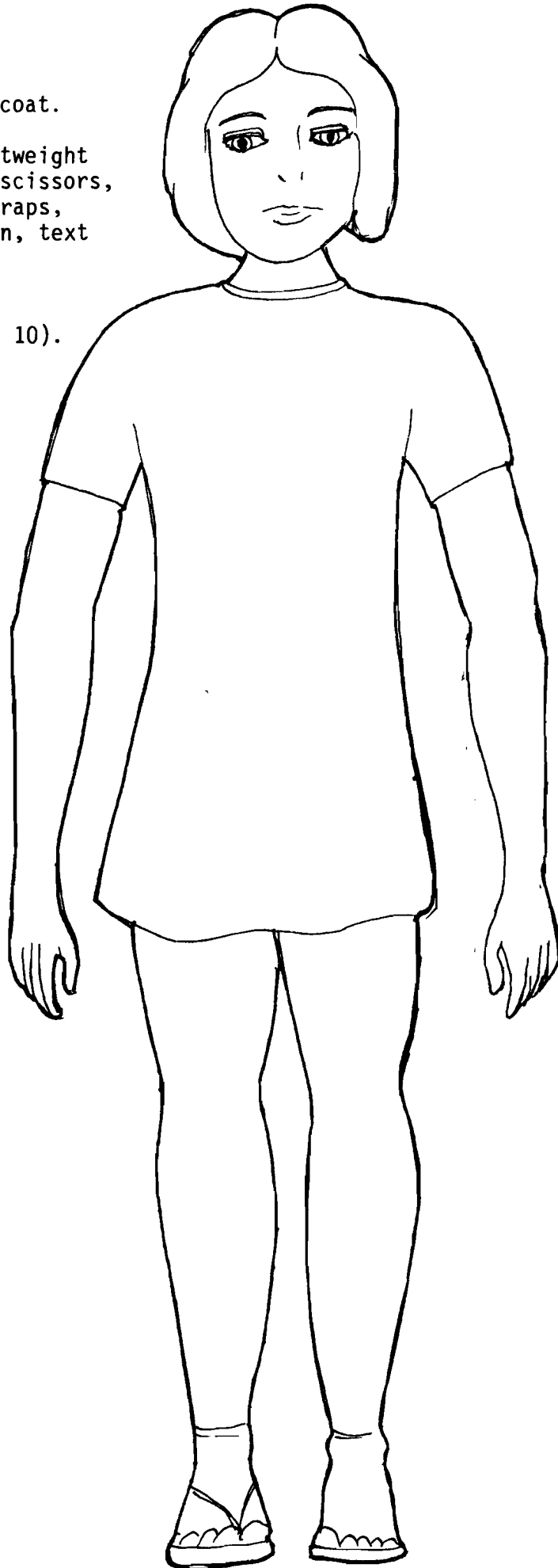
Genesis 37: JOSEPH AND HIS BROTHERS

FOR OLDER CHILDREN: Joseph and his coat.

Materials: Copies of the doll, lightweight cardboard, rubber cement, sharp scissors, color medium, colorful fabric scraps, tissue paper, straight pins, yarn, text slips.

Before class: Drymount the doll on lightweight cardboard (pink page 10).
Make a pattern for the robe on tissue: 4"x10", slit as shown.

In class: Color and cut out the paper doll. Glue the text slip on the back.
Pin the tissue pattern to a colorful scrap of fabric and cut out. Robe goes on and ties with yarn for a sash.



Now Israel loved Joseph more than any of his other sons, because he had been born to him in his old age; and he made a richly ornamented robe for him.
-Genesis 37:3



Exodus 1; 2:1-10: THE BIRTH OF MOSES

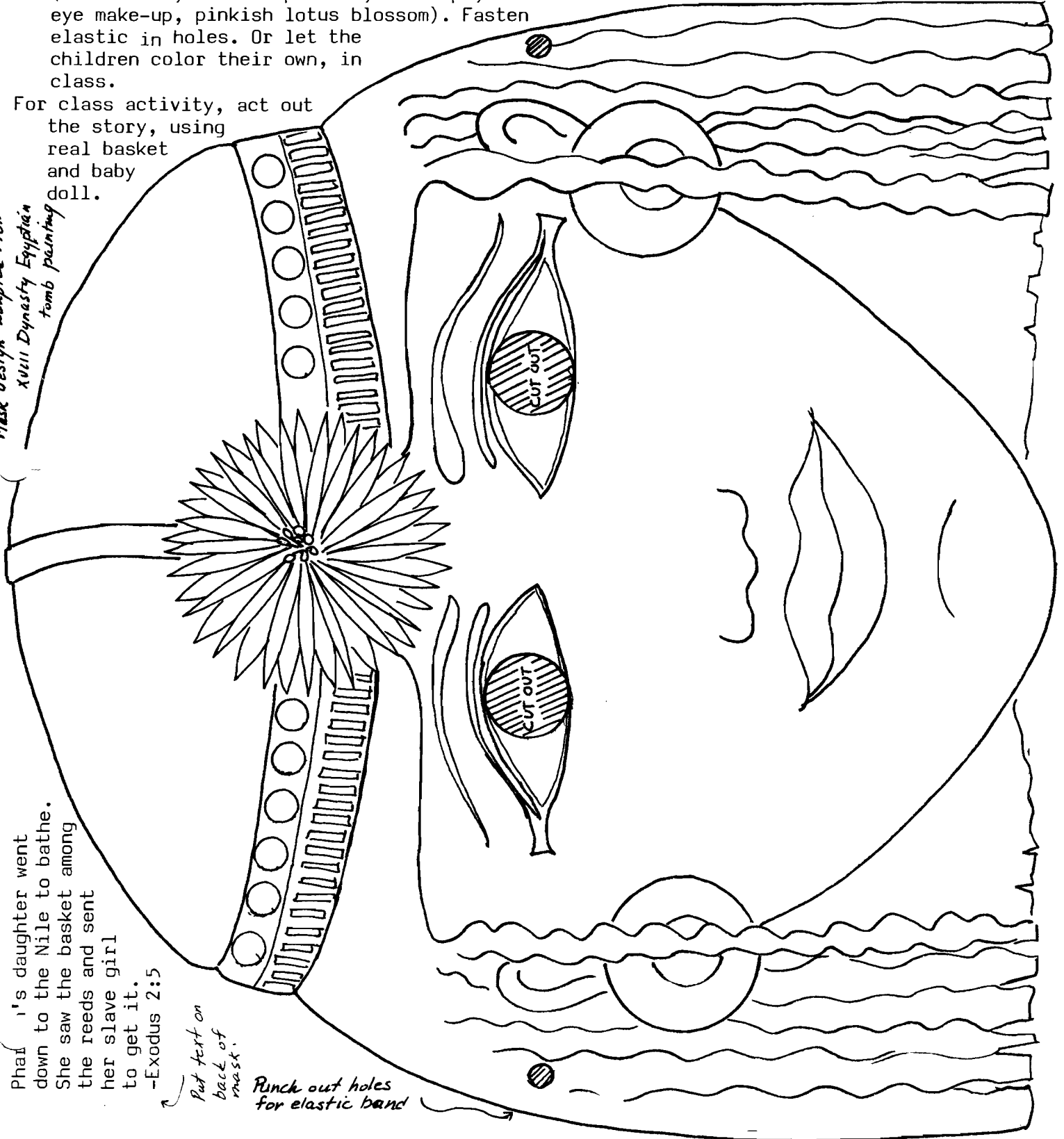
FOR THE LITTLE ONES: Pharaoh's daughter - a mask to wear.

Materials: Xerox copies of the page, 10" lengths of 3/8" elastic, lightweight cardboard, rubber cement, felt markers or other color medium.

Before class: Drymount page on cardboard (see pink page 10), cut out and color mask (black hair, dark complexion, red lips, black eye make-up, pinkish lotus blossom). Fasten elastic in holes. Or let the children color their own, in class.

For class activity, act out the story, using real basket and baby doll.

*Mask design adapted from
XVIII Dynasty Egyptian
tomb painting*



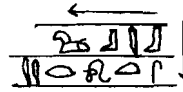
Pharaoh's daughter went down to the Nile to bathe. She saw the basket among the reeds and sent her slave girl to get it.
-Exodus 2:5

Put text on back of mask.

Punch out holes for elastic band

















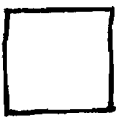


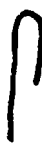
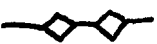
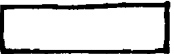





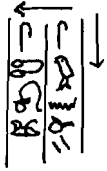
Exodus 1;2:1-10: THE BIRTH OF MOSES

FOR OLDER CHILDREN: Write in Hieroglyphics!



Materials: For each child, Xerox copy of the hieroglyphic characters on this page, paper, pen or pencil.

In class: Explain that when baby Moses grew up in Egypt, he was brought up in the palace as the son of Pharaoh's daughter. That meant he was taught to read and write, and learned all the things educated people studied. The Egyptian language was made up of over six hundred picture signs. Some of them stood for whole words, or ideas, but some of them represented sounds, just as we use our letters of the alphabet. The hieroglyphs on this page are all sounds, so you can spell your name, or write a secret message with them. Spell them by sound (for instance, since there is no C, you will have to use either s or K). The Egyptians preferred to write from right to left, but if you want to write the way we do, just make the hieroglyphs face the other way and write left to right. Or you can write in columns which go from top to bottom, and the rows go from left to right or right to left.

A - VULTURE 	B - FOOT 	D - HAND 	A or E - ARM 	F - HORNEED VIPER 	G - POTSTAND 	H - REED SHELTER 
H - TWISTED FLAX 	I or E - REED 	J - COBRA 	K - BASKET 	K - UNKNOWN OBJECT 	L - LION 	M - OWL 
N - WATER 	O - KNOTTED ROPE 	P - REED MAT 	Q - HILLSIDE 	R - MOUTH 	S - FOLDED CLOTH 	S or Z - BOLT 
SH - POOL 	T - LAAF OF BREAD 	CH (TCH) OR TH - TETHERING ROPE 	U, V, OR W - QUAIL CHICK 	Y - Z - DIAGONAL LINES 	Y (ALTERNATE) - 2 I'S 	

The names of royalty were enclosed in a cartouche (pronounced car-toosh'). This is a rounded rectangle drawn around the name. Here is the cartouche of Cleopatra. Most of the letters are on the chart. Pronounce *cl* like a hard C.



The Museum of Fine Arts, Boston, publishes a Hieroglyphic Alphabet and Tracing Set, which includes a 11"x14" punch-out stencil, detailed drawings and instructions for use, including coloring suggestions (formal inscriptions were in color). To obtain a copy send \$3.50 to the Teaching Aids Committee, 48 Highland Street, Sharon, MA 02067.

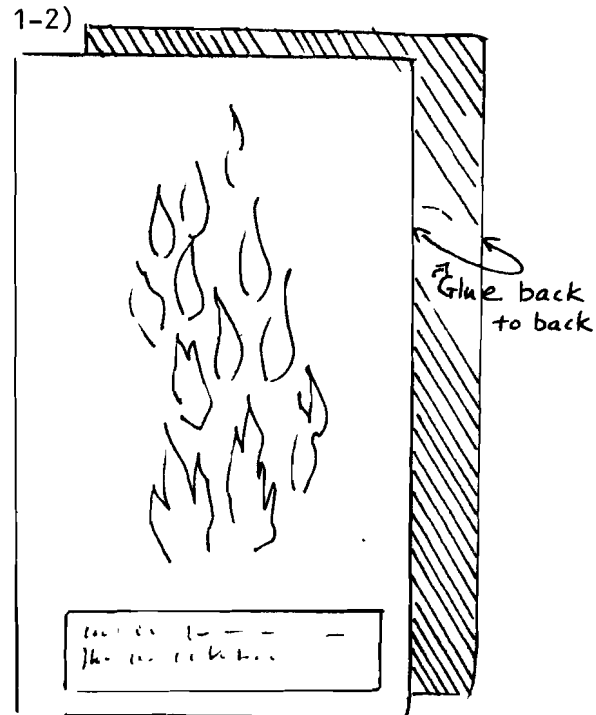
Exodus 13:17-22: CROSSING THE RED SEA

FOR THE LITTLE ONES: The pillar of cloud and fire.

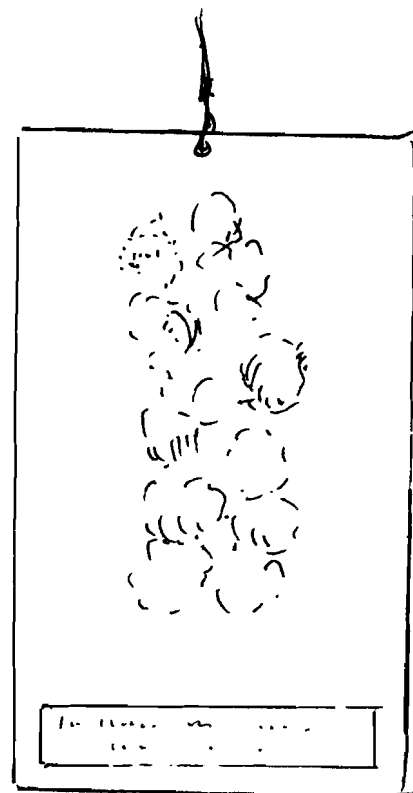
Materials: Blue and black construction paper ($\frac{1}{2}$ sheet of each for each child), absorbent cotton (can be wadding from pill bottles, or purchased in the form of a roll or cotton balls), glue, crayons ("neon" colors are great), text slips, hole punch, paper reinforcements, yarn or string.

In class:

- 1) Glue the two papers back to back.
- 2) On the black side glue text #2. Make a column of flames with bright crayons. (Be sure to do this side first, so paper will lie flat on table for doing the other side.)
- 3) On the blue side glue text #1. Spread a column of craft glue.
- 4) Pull off bits of cotton and press into the glue area to make a column of cloud.
- 5) Punch a hole at the top, fasten on reinforcements, and string a loop of yarn or string for hanging.



3-5)



By day the Lord went ahead of them in a pillar of cloud to guide them on their way . . .

#1

. . . and by night in a pillar of fire to give them light, so that they could travel by day or night.

#2

-Exodus 13:21

OPTIONAL TECHNIQUE FOR PILLAR OF FIRE: Bring a jar with a half cup of buttermilk, and a fairly wide paint brush (2" or 1" trim brush is good, or large size watercolor brush). Bring colored chalks. The children brush a column of buttermilk onto the black side, and color the flames in with chalk. The buttermilk intensifies the color and also binds the chalk to the paper so that it does not rub off much. Children love to do it.

Exodus 13:17-22: CROSSING THE RED SEA

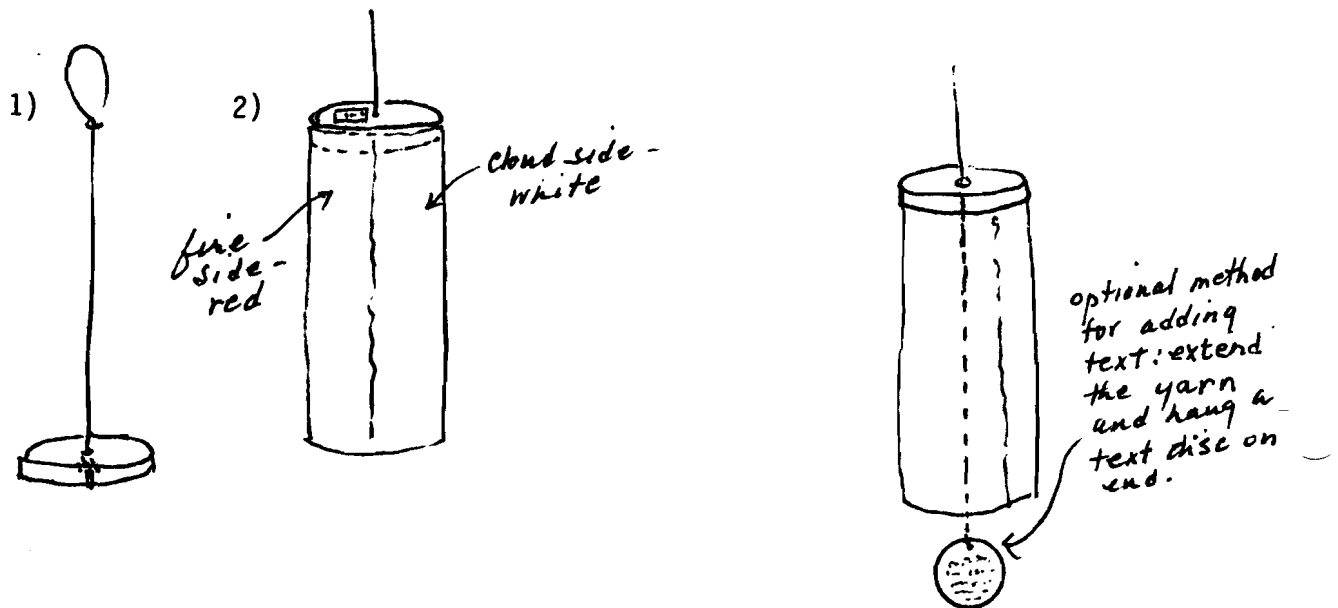
FOR OLDER CHILDREN: A cloud and fire mobile.

Materials: Circular frame (top from large oatmeal box or round ice cream container), colored tissue or film (apt to be expensive), yarn and yarn needle, scissors, glue, text slip.

In class:

- 1) Tie a bulky knot in the end of a 24" length of yarn. With needle thread the free end up through the center of the frame and make a hanging loop in the end.
- 2) Glue colored tissue around frame - red or orange on one side, white on the other. If you're using film, use only the red or orange, and use white tissue for the other side. Text slip can go on top, or on one side.

Take the mobile home and hang it from a ceiling fixture. It will turn and sway.



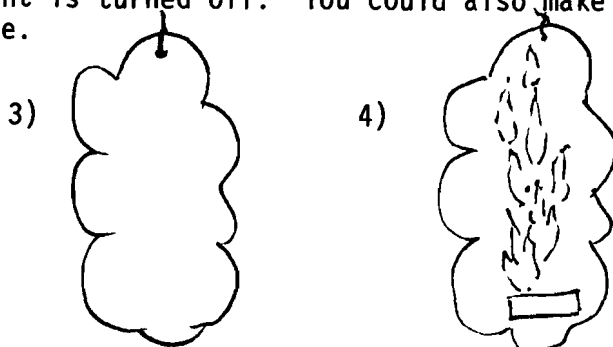
FOR OLDER CHILDREN: A glow-in-the-dark pillar.

Materials: Heavy white cardboard, scissors, glue, text slips, yarn, fluorescent paint, paint brushes.

In class:

- 3) Cut a good-size cloud shape from cardboard.
- 4) With fluorescent paint, brush on flame-like shapes on one side. Fasten in hanging loop. Glue on text slip.

NOTE: If you use white fluorescent paint, or a very pale color which won't show up in the daytime, you can put flames on both sides. Hung under a ceiling fixture, the paint will pick up light when the fixture is on, then glow nicely when the light is turned off. You could also make this project as a wall plaque in this case.



By day the Lord went ahead of them in a pillar of cloud to guide them on their way . . .

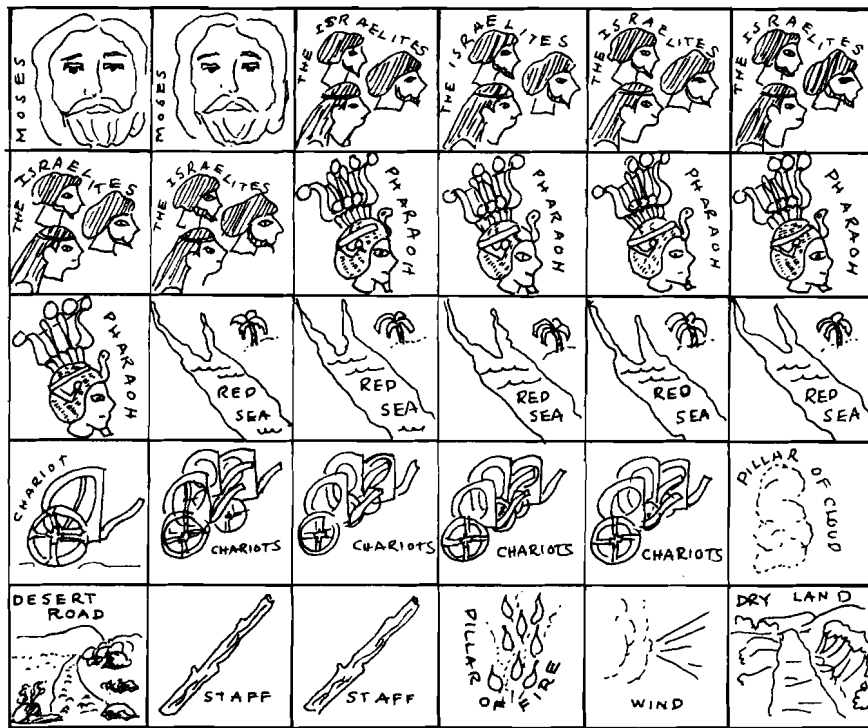
. . . and by night in a pillar of fire to give them light so that they could travel by day or night.
-Exodus 13:21

Exodus 13:17-22; 14: CROSSING THE RED SEA

FOR OLDER CHILDREN: A do-it-yourself rebus kit.

Materials: For each child, a Xerox copy of the rebus figures on this page and the story on the following page; colored pencils, scissors, glue.

In class: When the story has been told and retold, the children cut out the rebus figures. Referring to their Bibles, they glue each symbol in the proper box on the story page. Then color the pictures if there is time.



For an activity with all the children of the Sunday School, see green page 321, the 2-D cardboard extravaganza. This is a great lesson for acting out, with or without props.

CROSSING THE RED SEA (Exodus 13:17-22; 14)

When let go, God led them by the , toward the . By day, God went with them in a

, and by night in a . When heard that had escaped, he took his and six

hundred other , and chased the . When and his got close, the were

terrified. But stretched out his over the . An east blew all night and divided

. The went across on . and his followed. When the were safely

across the , stretched out his again, and the came together again, covering

and his , so that they were all drowned.

Exodus 19:16-25: THE TEN COMMANDMENTS

FOR THE LITTLE ONES: What's Missing? A guessing game.

Materials: An assortment of objects - toys, tools, fruit, books, etc. concealed in a bag or box. They should be things the children can identify easily.

This project correlates with the commandment against stealing. The little ones are prone to the temptation to take things they want from others. It is stealing if they knowingly take something that doesn't belong to them and try to keep it. But they can return it (sometimes embarrassing!). They can also accidentally walk off with something, and should also return that, even if it is a very small item. They can begin to form good habits of scrupulous honesty even at this age. Parents can set a good example!

In class:

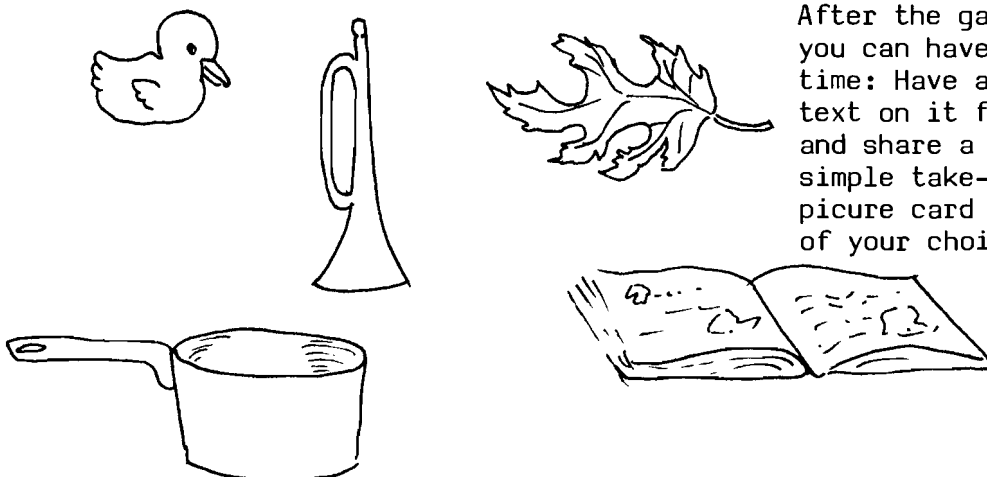
Take the objects, one by one, out of the bag or box and place them on the table. Comment on each object so that the children will pay attention. They do not know what they are going to be asked to do. Now take the children to a far corner of the room and have them stand with their backs to the table. (Or take them into another room.) While they can't see the table, remove some of the objects, at least as many as there are children in the class. It's good if you can have another adult help you today, to stand with the children while you are at the table.

Now, everybody look! Come back to the table - someone has taken some of our nice things! The children take turns trying to guess the missing objects. If a child guesses correctly, you hand him the object from your box, and he or she puts it back on the table.

ALTERNATE METHOD FOR CHILDREN OLD ENOUGH TO COMPREHEND: After the objects have all been put on the table, each child goes to the corner, where the other adult gives each a paper bag.

Still sequestered in the corner, the children are chosen one by one, to come to the table, select an object and hide it in the bag, returning to the corner, or going to another place in the room. When all have made a selection, the group gathers around the table again. They take turns guessing the missing objects, and each one is urged to hope that the one in his bag will be chosen first. When a correct object is named, the child who has it puts it on the table.

The children may want to play this game over again. You can have a different set of objects.



AND NOW, the other side:
After the game is over, you can have sharing time: Have a baggie with text on it for each child, and share a snack or simple take-home toy, picture card or other object of your choice.

Exodus 19:16-25; 20:1-12: THE TEN COMMANDMENTS

FOR OLDER CHILDREN: Hebrew writing.

Materials: For each child, a Xerox copy of the lower part of this page, extra paper, pencils.

In class: Tell the children that the Old Testament was written in Hebrew, which, unlike English, is written from right to left. Hebrew is also different from English in that it is written without vowels. In Old Testament times (and until the 6th century A.D.) oral tradition was the only guide to just which vowels were intended. Show the children how this could be confusing: Have them write b - d and try out different things it could mean: bad, bed, bid, bud, bide, body, etc..

But eventually scholars made up a system of marks (little dots, lines and t's) to indicate the proper vowels should be, so that the true meanings would not get lost. Can the children see that before this method was devised it was necessary for certain people (Scribes, for instance) to spend their entire lifetime studying the Scriptures from learned men of an older generation so that the books could be kept accurate down through the years?

Section I below is the Hebrew of Exodus 20:1,2. Notice the pointing (the marks indicating vowels and pronunciation differences).

Section II is the same two verses with the English underneath.

Section III is another verse in English letters, but written from right to left and without vowels. See if the children can figure out what it is (verse 3) and find it in their Bibles. (Thou shalt have no other gods before me.)

If there is time in class, have each child secretly write out a short passage from Exodus 20:1-17, cross out all the vowels and rewrite it from right to left on another piece of paper. (Vowels are not only a,e,i,o and u, but also y, h and w whenever they are used as vowels or are silent. If your children are old enough to make this distinction, have them omit these, too.) When they have done this, they exchange papers and try to decipher the passage and locate it in the Bible.

וַדַּבֵּר יְהוָה אֱלֹהִים אֶת כָּל־הַדְּבָרִים הָאֵלֶּה לְאַמְרָ: ׀ אֲנֹכִי

יְהוָה אֱלֹהֶיךָ אֲשֶׁר הוֹצֵאתֶךָ מֵאֶרֶץ מִצְרַיִם מִבֵּית עַבְדִּים:

II

וַדַּבֵּר יְהוָה אֱלֹהִים אֶת כָּל־הַדְּבָרִים הָאֵלֶּה לְאַמְרָ: ׀ אֲנֹכִי

I ,saying ,these words all God And spoke (am)

יְהוָה אֱלֹהֶיךָ אֲשֶׁר הוֹצֵאתֶךָ מֵאֶרֶץ מִצְרַיִם מִבֵּית עַבְדִּים:

:bondage the from ,Egypt the from brought has who your Jehovah of house of land out you God

III M RFB SDG RHT N VH TLHS HT ←

Leviticus 10: NADAB AND ABIHU

FOR THE LITTLE ONES: Offering incense.

Materials: Playdough, stick incense, matches, containers, text slips.

Before class: Make the playdough. It should be firm. Buy incense. Pick the fragrance with care; the odor will permeate the building and hang in the air for a long time. You may be able to find incense sticks in frankincense fragrance. This is probably not true frankincense, but the name is appropriate! The incense used in the tabernacle consisted of equal parts of stacte, onycha, galbanum and frankincense, with salt. The ingredients were crushed in a mortar. Read the page for the older children for more information.

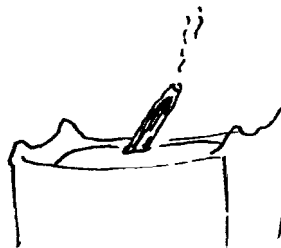
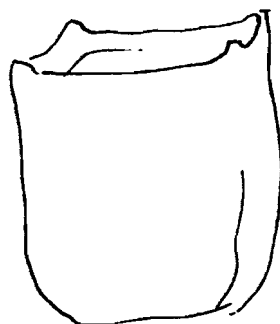
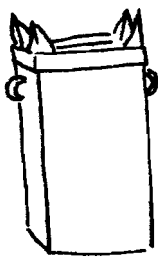
In class:

- 1) The children make altars from playdough. One reconstruction of the altar of incense is shown below. At least have the children make an edge around the top and pinch up horns at the corners.
- 2) Place a small length of stick incense upright in each altar and light it.
- 3) Give each child a container to place the altar in for taking home. Text slip can go on the container. If your children are old enough to be responsible, they can take incense home, but they must be strictly warned not to light it. Only Mom or Dad can do that.

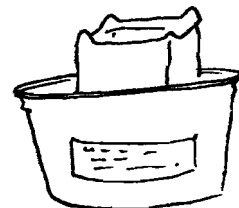
3-2-1 PLAYDOUGH

3 cups flour
2 cups salt
1 cup water, to start (add more as you go, a little at a time)
yellow food color

Mix flour and salt. Add water and knead until dough is thoroughly mixed and workable. For this project, add yellow food color, as the altar of incense was overlaid with gold.



Aaron's sons Nadab and Abihu took their censers, put fire in them, and added incense; and they offered unauthorized fire before the Lord, contrary to his command. Leviticus 10:1



NOTE: If you are using the 4-year lesson cycle, this lesson stands alone. But if you are using the lessons consecutively, the project is repeated in Lesson 43, and you may want to use the project on the other side of this page instead.

Lesson 41

Leviticus 10: NADAB AND ABIHU

FOR THE LITTLE ONES: Mourning the dead.

Materials: Pieces of old sheet, or rags, junk jewelry, yarn or string, ashes or dirt, washcloth, incense, snacks, paper plates and cups, text slips.

Before class: Begin some tears in the pieces of cloth so they will rip easily.

OLD TESTAMENT MOURNING RITES: Although the Children of Israel were warned against excessive mourning (Deut. 14:2; Lev. 19:27,28) and the priests were forbidden to mourn, except for close relatives, the people as a whole practiced certain mourning customs, such as:

- 1) leaving off all their jewelry
- 2) tearing the garments, wearing sackcloth or mourning garments
- 3) not combing the hair
- 4) putting earth or ashes on the head
- 5) removing sandals
- 6) covering the head
- 7) cutting the flesh
- 8) shaving the head and/or beard
- 9) uttering loud laments, or hiring professional mourners and musicians to do so
- 10) offering sacrificial meals to the dead
- 11) burning spices
- 12) fasting, then eating a ceremonial feast for the dead.

In class: Distribute junk jewelry for the children to put on (both men and women wore jewelry). Now announce the death of a friend, and act out the mourning. The children put on the rags, tearing the fabric where you have started it for them. They take off their shoes, rumple up their hair, take off all the jewelry, and smear ashes on their foreheads. (The yarn is in case they need to tie on the rags.)

Now light the incense, and the children form a parade. If you have rhythm instruments, give them out. The children march around the room wailing and moaning ("ai-eee!," "oi!," "hoi!") and playing the instruments to a slow, heavy beat. (Better warn the other teachers ahead of time you are going to make a racket!) If you want, the mourning procession can leave the room and parade through the other classrooms, but arrange this in advance.

After they are back in their own room, remind them that they haven't eaten for a long time. Clean up (the washcloth is to remove the ashes from dirty faces), take off the rags, comb the hair, put on the shoes and the jewelry. Sit around the table and enjoy the funeral feast, first setting aside a portion on a makeshift altar (cardboard carton?).

The text slips can be put on the paper plates or cups.

This is a great lesson to photograph. If someone in the congregation has a Polaroid camera, the children can have a picture to take home on the spot, with the text slip and the day's date on the back. Be sure to reimburse the photographer for the cost of the film.

Your relatives, all the house of Israel, may mourn for those the Lord has destroyed by fire. -Leviticus 10:6

If the jewelry is some you want to keep, make it clear from the outset that it is just loaned, so the children won't be disappointed that they can't keep it.

Leviticus 10: NADAB AND ABIHU

FOR OLDER CHILDREN: Spices for incense.

Materials: A Xerox copy of the next page for each child; pencil crayons or other color medium. (Aquarelles or another brand of water-soluble colored pencils are fun to use. You pencil in the colors and then go over each area with a small paintbrush dipped in water. The colors intensify and blend to make a very attractive effect.)

Before class: Xerox a copy of the picture on the next page for each child.

In class: The children can color the pictures according to the descriptions below.

Read Exodus 30:34-38 for the command of the Lord concerning the making of the incense for the tabernacle. This was to be burned every morning when the lamps were trimmed, and also in the evening. Incense was also used with the shewbread (Leviticus 24:5-8), and with the "meat" offering, which was really a bread offering.

The recipe for this incense one was an equal part of each of the four spices, with salt added, crushed fine in a mortar. The people were to use this recipe for tabernacle use only, and were forbidden to make any for themselves for private use.

Stacte: Found on the hillsides in Israel. Has beautifully perfumed clusters of waxy white snowdrop-shaped blossoms with bright orange anthers. When in full bloom the plant appears as if covered with snow. Cuts were made in the branches and the juice collected in reeds, where it hardened.

Onycha: The rock rose. The blossoms are 3" across. They are white, and at the base of each petal there is a glowing scarlet-rose blotch which deepens to black in the center. The blossom has hundreds of gold stamens in the center. Late in the year the resin exudes from the leaves and stems and hardens in the air.

Galbanum: Grows from Syria to Iran. 9 species grow in Israel, but in Bible times it was imported. It has small greenish-white flowers with yellow centers. The gum is collected by cutting the young stems a few inches above the ground. Milky juice flows out and soon hardens. When burned it is pungent and pleasant.

Frankincense: Grows from India to Arabia. Has clear green leaves like a mountain ash and pretty star-shaped pink flowers with lemon yellow centers. At the end of February a thin layer of bark is peeled off. A month later this is done again, and the juice flows out. This juice hardens and becomes brittle, glittering and bitter-tasting. Frankincense is considered the finest-burning incense in the world, in fact "frank"incense means "free-lighting" incense.

Do you know about All the Plants of the Bible, by Winifred Walker? This was first published with black and white illustrations in 1957. In 1979 it was reprinted with 113 stunning full-color plates of Bible plants. It includes the four mentioned in this activity. With each plate is a page of facts and lore about the plant. It professes to contain pictures of every tree, shrub and plant mentioned in the Bible. We have never known it to lack what we were looking for! A must for your Sunday School Library. (Doubleday and Co., N.Y.)

Numbers 22, 23, 24: BALAAM

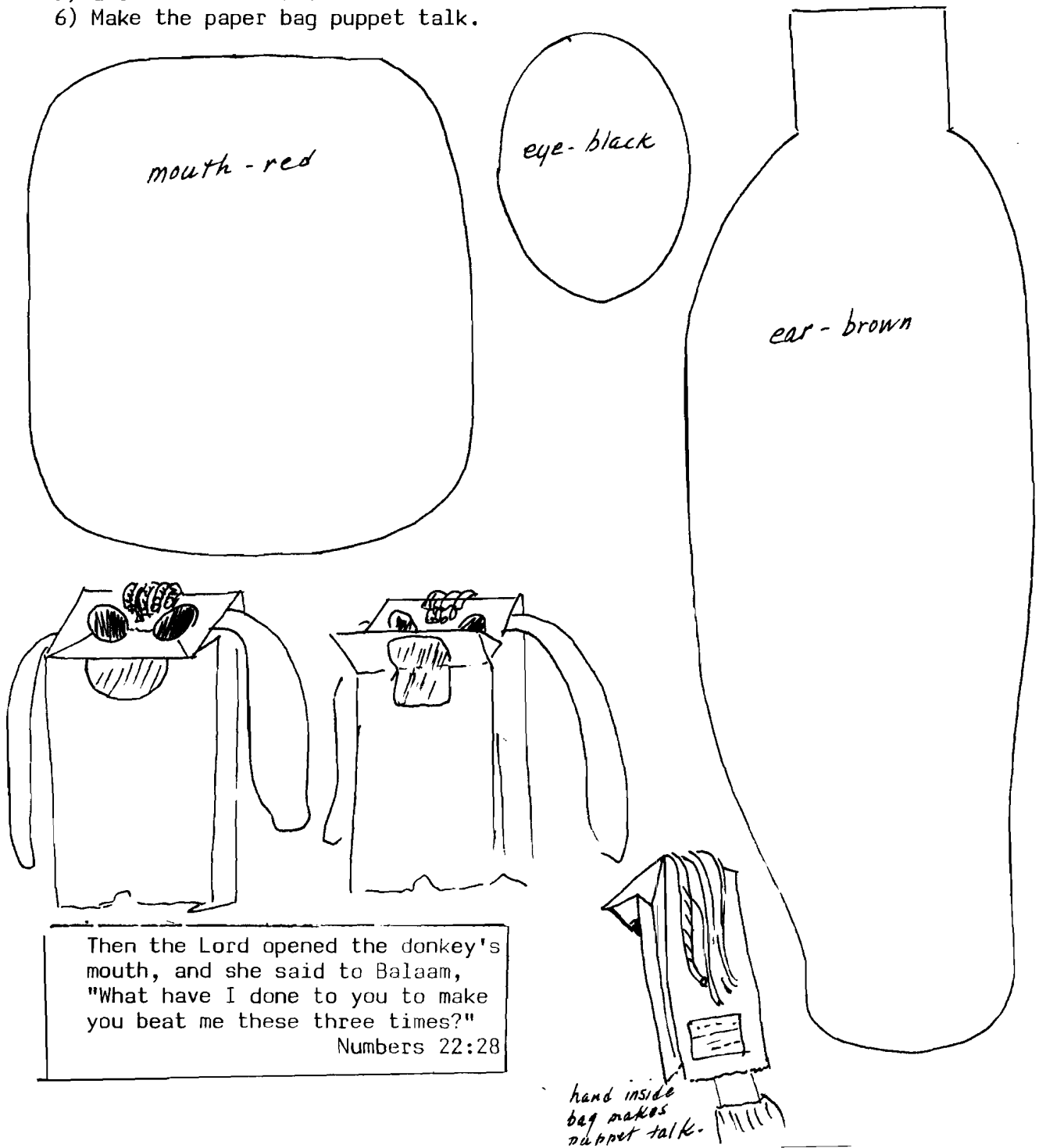
FOR THE LITTLE ONES: A talking donkey.

Materials: Brown paper lunch bags, extra Kraft paper (grocery bag), red and black construction paper, glue, brown yarn (optional), text slips.

Before class: (For those too young to use scissors) For each child cut two ears, two eyes, and lengths of yarn (8" is adequate).

In class:

- 1) Glue eyes to bag bottom.
- 2) Fold mouth piece in half and glue inside fold.
- 3) Glue ears under head piece.
- 4) Glue yarn mane, lapping over the forehead 1"-2", and continuing down back.
- 5) Glue text on back.
- 6) Make the paper bag puppet talk.



Then the Lord opened the donkey's mouth, and she said to Balaam, "What have I done to you to make you beat me these three times?" Numbers 22:28

Lesson 45

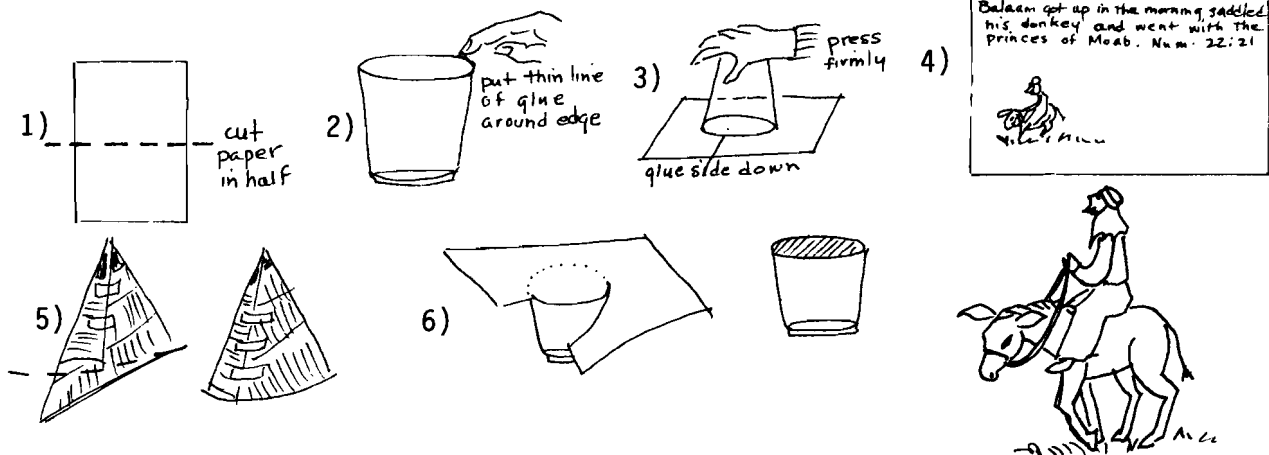
Numbers 22, 23, 24: BALAAM

FOR OLDER CHILDREN: Balaam the magician: make Balaam disappear.

Materials: Sharp scissors, craft glue, transparent tape; for each child: a clear plastic cup (not the kind that are slightly cloudy), 1 piece 8½"x11" white paper, pencil, piece of newspaper about 8"x12", paper lunch bag to carry project home in.

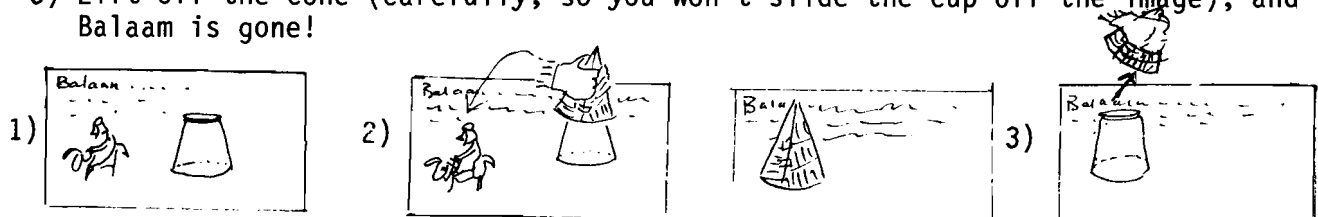
IN class:

- 1) Cut paper in half crosswise.
- 2) Put a thin line of glue around the top edge of the plastic cup. (Use your finger; you don't want glue to run down sides of cup.)
- 3) Place the cup, glue side down, on one piece of the paper and press down firmly to make full contact of glue with paper.
- 4) While glue is drying, write text across top of other piece of white paper. Trace or draw Balaam on the donkey at one side under the text. Be sure your drawing is quite a bit smaller than a circle made by the top of the cup.
- 5) Roll the newspaper into a cone hat, fasten with tape, and trim the open edges even.
- 6) When the glue is dry on your cup, carefully cut away the paper from around the edge of the cup, leaving the top of the cup covered with white paper.



Now do the disappearing trick:

- 1) Place the trick glass upside down on the paper beside Balaam. (Your observers can't see that there is paper glued to the glass.)
- 2) Say, "Now my magic glass will make Balaam disappear!" Placing the cone over the cup, pick up the cup and place it on top of Balaam.
- 3) Lift off the cone (carefully, so you won't slide the cup off the image), and Balaam is gone!



By concealing the glass inside the cone while you are lifting it, you prevent your observers from detecting the paper glued to the opening.

Reverse the procedure and Balaam magically reappears. Let the audience see that there's nothing in the cone.

Numbers 22, 23, 24: BALAAM

FOR OLDER CHILDREN: Magic in Bible times.

Magic was commonly practiced in eastern countries in Bible days. When the Israelites entered the Holy Land, they settled among peoples with long traditions of occult practices. (See Isaiah 2:6)

Balaam came from Pethor, between the Jordan and the Tigris-Euphrates river valley. He was a soothsayer, or foreteller of future events.

There were a number of kinds of magic practiced in Old Testament times:

Sympathetic magic: an effort to get results by acting out the desired effect in dance or gestures (pouring water on the ground to cause rain).

Black magic: calling in of evil spirits for aid.

Witchcraft: conniving with evil spirits, enchanting, wizardry, necromancy (consulting with the dead).

Divination: Peering into the future by means of special cups (Genesis 44:5, 15), or "reading" the entrails of sacrificed animals, etc.

Belomancy: shaking arrows in a quiver and taking the direction of the first arrow to fall.

Soothsaying: predicting the future by the appearance of the clouds, etc. The word comes from a Hebrew root that means either "a crooning" or "a cloud." (See Numbers 22-24.)

Dream interpretation: (See Genesis 37:5 ff.; 40:8 ff.; 41:12-15.)

Casting lots: Numbers 26:55.

Ordeals: Numbers 5:11-31.

Astrology, stargazing: Isaiah 44:25; 47:12-15.

Here are a few of the interesting instances of the practice of magic:

10 plagues (Genesis 7:11)
Joseph's divining cup (Genesis 41; 44:5)
The bronze serpent (Exodus 4:2-4; 7:9). The serpent was often used in magic and was worshipped by some eastern peoples.
Aaron's rod (Numbers 17)
Elijah and Baal (I Kings 18:18-40)

FOR OLDER CHILDREN: A belomancy walk.

Materials: A quiver and arrows. Real one, or fake one with a paper bag and plastic drinking straws.

In class: Go outdoors. As soon as you are outside on the sidewalk, shake the arrows or straws from the quiver or bag, and follow the direction of the first arrow to fall. Stop at the first corner you come to, and repeat the process. Object lesson: this may be fun, but it's not a very good way to get anywhere!

Lesson 45

Numbers 22, 23, 24: BALAAM

FOR OLDER CHILDREN: The order of encampment.

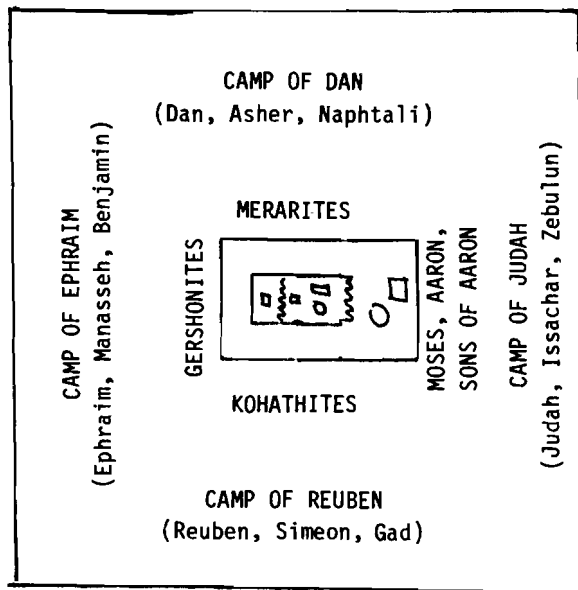
Materials: Large sheets of paper, pencils.

In class: The children make diagrams of the order of encampment. They can use triangle symbols of tents and flags for each tribe (See Numbers 2:2) or just write the names. There are many fascinating details in Numbers 1,2, and only time will limit what you can cover with the children. They will be interested in almost every facet of the material. Study those chapters ahead of time so you can direct their research.

Balaam was unable to curse Israel because he looked down on their camp. Read the Junior notes and see how the orderly arrangement of the twelve tribes pictures the true order of a heavenly character, which cannot be assailed by evil.

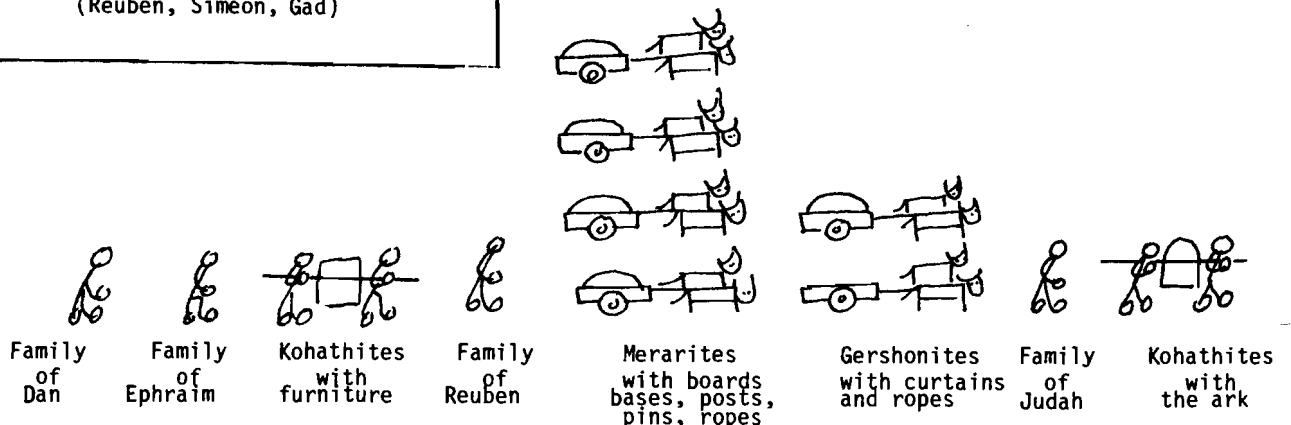
Numbers 1 lists the tribes and their chiefs. Chapter 2 explains the order in which they were to camp around the tabernacle.

First were the Levites (see diagram). Moses and Aaron were of the tribe of Levi. Levi's three sons were Kohath, Gershon and Merari. (Moses and Aaron were descended from Kohath.) The Kohathites had charge of the ark and all the other furniture, including the dishes, plates, spoons, etc. of the tabernacle. The Gershonites took care of the curtains, coverings, hangings, stakes and ropes of the tabernacle, and the curtain for the door of the outer court. The Merarites were responsible for the boards, bases, posts and pins of the tabernacle and outer court and the stakes and ropes of the outer court. These Levites had their place immediately around the tabernacle. The other tribes were arranged around the tabernacle, outside the tents of the Levites.



EXTRA ACTIVITY: The order of march, Numbers 3-4.

There was a special way in which the tabernacle was to be dismantled and packed up each time the pillar of cloud and fire indicated that it was time for the Israelites to move on. This is a process that will interest the children. If you have time, or wish to study this lesson on two consecutive Sundays, a companion sheet of the order of march can be made to go with the one on the order of encampment.

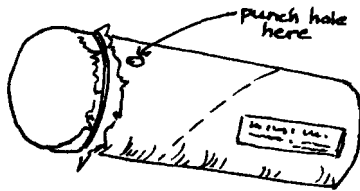


Joshua 6: THE TAKING OF JERICO

FOR THE LITTLE ONES: Around the city in seven days.

Materials: Paper towel tubes, wax paper or aluminum foil, rubber bands, pencil, text slips, glue, old blanket and throw pillows, march music.

In class: Cut a piece of wax paper or foil a bit larger than the end of the tube. Place it over one end of the tube and secure tightly with a rubber band. With the pencil punch a hole about an inch from the end of the tube. Glue the text slip near the other end. Hum or sing into the open end of the tube. It takes a little practice, but children of school age or over should soon be able to make the trumpet vibrate with a musical sound. The very little ones can just sing into it, and they will be happy. (You could even give them just a plain tube, or one decorated with stickers or felt markers). A thin walled tube seems to be easier to play, and high pitched tones vibrate better.



March around the city once with all the armed men. Do this for six days. Have seven priests carry trumpets of rams' horns.
-Joshua 6:3,4

Now act out the story: One corner of the room is the Israelite camp. Put down the blanket and the pillows. The table or sand box is Jericho. The children line up, trumpets in hand, and you put on a record or tape of lively march music. You all march once around the city, then back to camp. Time to go to sleep. All lie down on the blanket for a minute. Then wake up the next morning, and around the city again, blowing the trumpets, of course. So on for six circuits. On the seventh day, march around seven times. (Make a wide loop around the room, so you won't get dizzy!) At the end of the seventh time, the children shout, the "walls" fall in, and they gather around the table or around the sandbox while you remind them that the Children of Israel were supposed to destroy all living things, except Rahab and her family (Joshua 2). The gold, silver, bronze and iron articles were to go into the treasury of the temple, and nothing was to be kept by an individual for himself.

The children may be excited and tired at the end of the seventh day. They can tumble down onto the blanket and pillows for a rest and a story, or enjoy a snack of juice at the table.

FOR THE LITTLE ONES: Build Jericho in the sandbox.

Materials: Stand-up figures, some rocks.

In class: Build an enclosure with rocks in the sandbox. Inside you can put small boxes, or blocks for houses, or make stand-up houses. Each child gets a stand-up priest or soldier and you can reenact the story, making the trumpet noises as you want, and pushing down the walls at the end of the seventh day.

To make a stand up figure of a priest, see the project on the back of this page. You might pattern a soldier after the figure of Goliath on green page 311.

Lesson 49

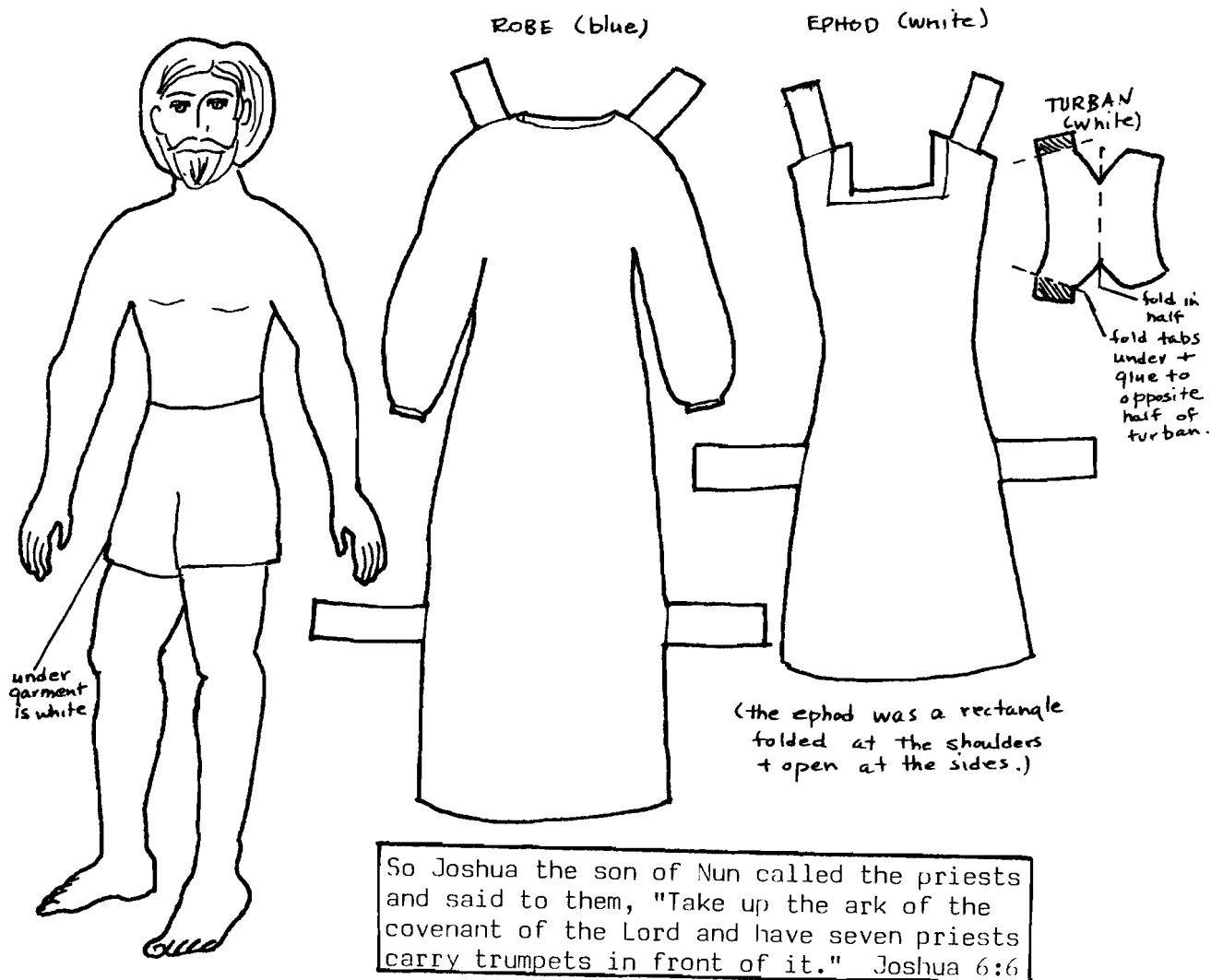
Joshua 6: THE TAKING OF JERICO

FOR OLDER CHILDREN: The priests who carried the ark.

Materials: Crayons or other colors, scissors, glue; for each child a Xerox copy of the paper doll set and a 9" or 10" piece of 1/4" wide white ribbon or tape.

Before class: Mount the doll on lightweight cardboard if you want (pink page 10).

In class: Color the priest and his garments. Then dress the paper doll. Put on the blue robe first, then the white ephod and turban. Tie the ribbon around the waist for a sash.



EXTRA ACTIVITY: Look up Exodus 28 for the description of the robes of the high priest. They were similar to those of the ordinary priests, but more elaborate. See The Tabernacle of Israel, by George DeCharms for illustrations and text.

Note: The King James Version translates "turban" as "mitre."

See the activity for Lesson 47 for an illustrated explanation of how the priests removed and carried the ark.

Joshua 6: THE TAKING OF JERICHO

FOR OLDER CHILDREN: A map project.

Materials: Pencil crayons, a copy of the map (on the other side of this page) for each child.

In class: The children find all the bodies of water and color them blue. Next comes Egypt (all the area west of the Gulf of Suez, with the eastern border running up east of the old bed of the sea and **through** the broken line to the Mediterranean). **Canaan's** southern border is shown in the upper right hand corner of the map by a broken line running from the Mediterranean Sea around the end of the Dead Sea, along the Arnon River and off the map on the broken line. The children can **choose their own colors for these countries**. What is left may be colored a fourth color. It is almost entirely desert.

This map can be used to review the wilderness journeys. The children can see that at Kadesh-barnea the Children of Israel were very close to the promised land. This is where the twelve spies were sent out. If the people had been willing to go in and conquer the land at that point, they would have reached their destination after only about two years of traveling. But they did not have faith that the Lord would prosper them, and so they wandered for thirty-eight more years before they finally reached the east bank of the Jordan and crossed into the Holy Land.

The children can also find the location of several tribes whom the children of Israel met on their way: the Amalekites (their first battle after crossing the Red Sea --Exodus 17), the Edomites (who refused to let the people pass through their land --Numbers 20: 14 ff.), the Moabites (the story of Balaam --Numbers 22).

After they have done the coloring, they should know where Gilgal and Jericho are to be found.

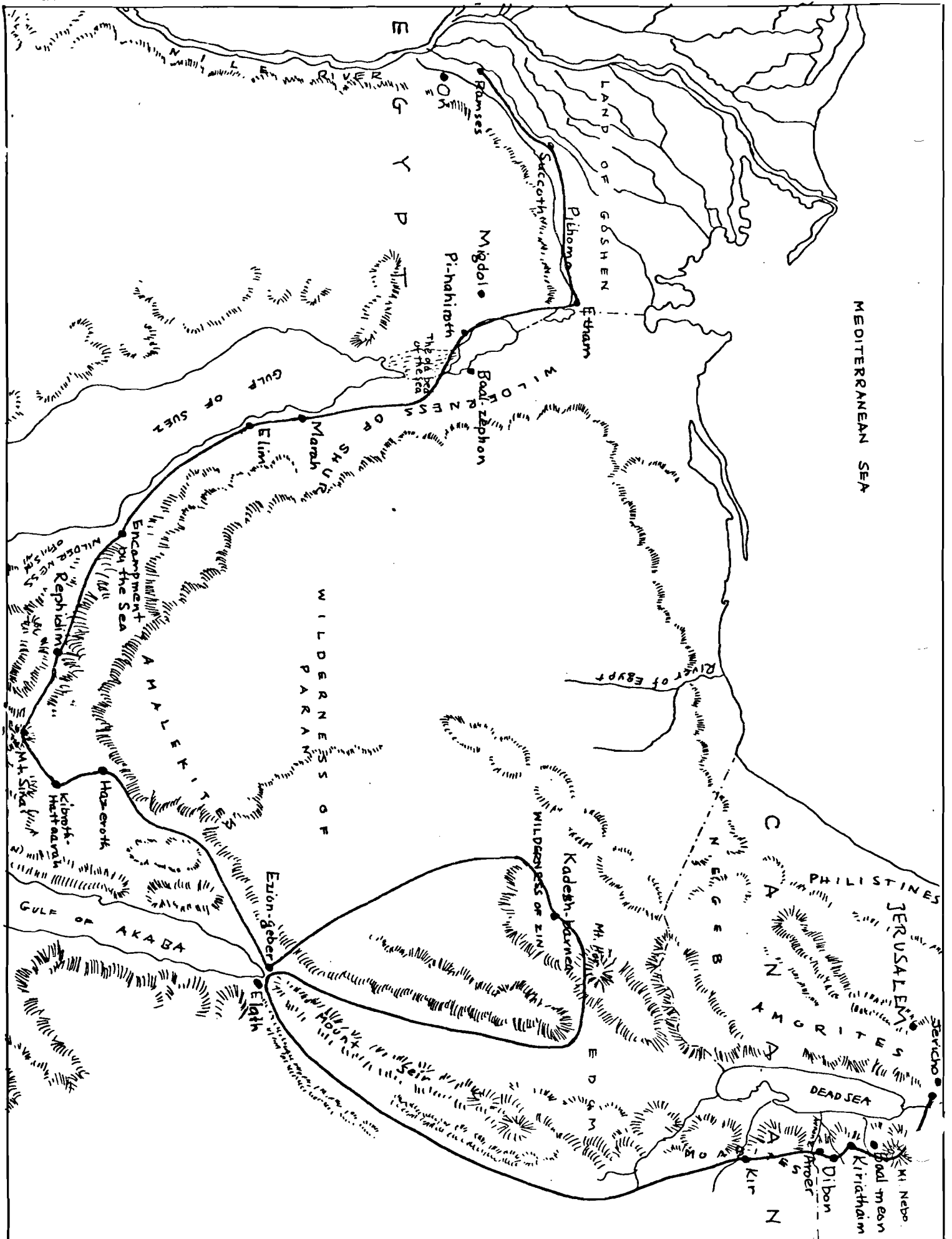
You can use the map for a contest. Divide the class up into groups. Each group in turn calls out the name of a place or feature of the map. Set a time limit (5 seconds?) for members of the other team to find it. They score a point if they do. Then it is their turn to call, and so on.

Notes on Jericho

Although archaeologists have been excavating at Jericho since the early years of this century, there is not much known about the city of Old Testament times, because nothing remains from that time. (Joshua's invasion of the Holy Land took place about 1450 B.C.) However earlier settlements on that site do remain and have been **systematically** excavated and carefully documented.

House walls dating before 5000 B.C. have been found. These walls were made of sun-dried bricks and fitted together so firmly and with such precision that when they were dug out after eight or nine thousand years it was difficult to dismantle them or separate out individual bricks.

Evidences of earthquake action have been found: a stout wall 16' high collapsed, was rebuilt, collapsed again and was rebuilt to a height of 21' subsequently. A strong tower 30' high was found, and also houses that were built against the city wall, using that wall for one side of the house. A double wall was excavated that had collapsed outwards.



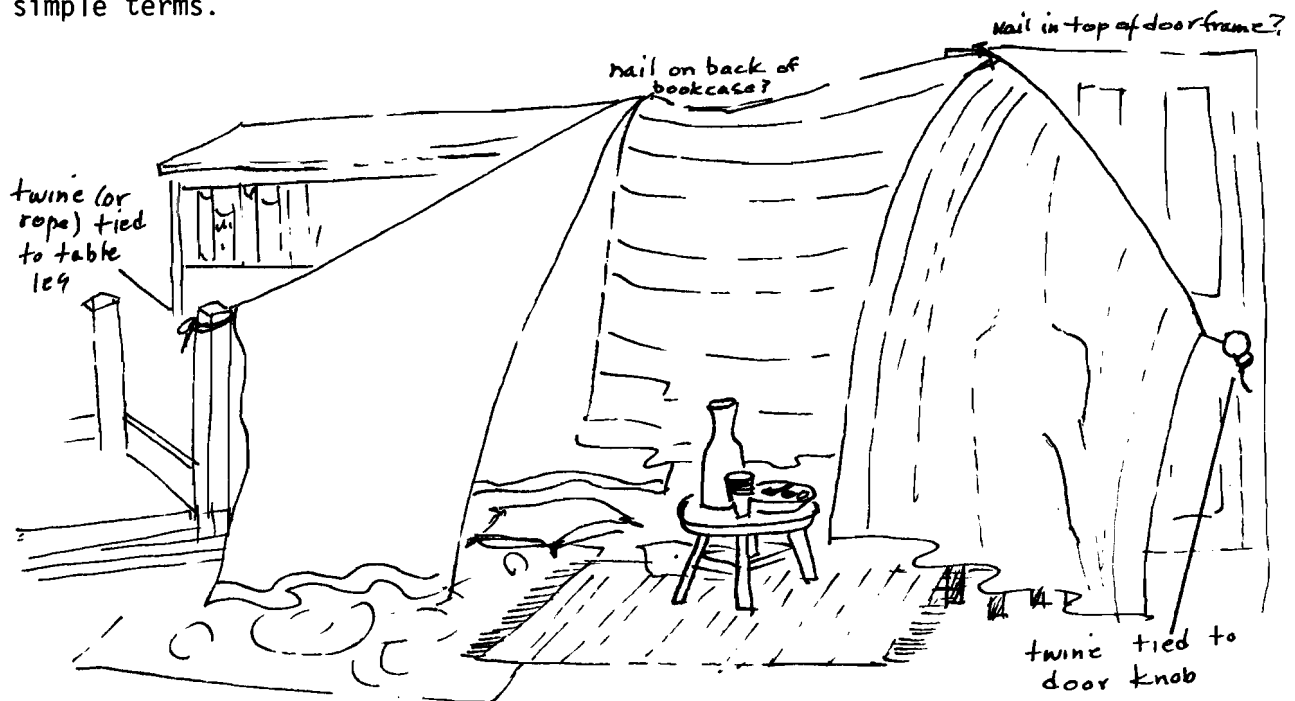
Judges 4: DEBORAH AND BARAK

FOR THE LITTLE ONES: Desert hospitality. Make a tent and entertain travelers.

Materials: Several large blankets, pillows, scatter rugs, twine (and scissors to cut it), milk and paper cups, dates or other dried fruit, yogurt, etc.

Before class: Reconnoitre your classroom and decide how you can set up your tent. Are there tables than can be put on their sides for props; can you weight down a corner of a blanket on top of a bookcase; would spring type clothespins and a piece of rope help: etc.?

In class: With the children's help, set up a tent large enough so that you can all sit inside. Put the scatter rugs down for a floor, pillows for seats. Set the milk, cups and fruit inside, perhaps on a low table or child's chair. Now you enter the tent. The children "journey" (around the room?) and arrive at the tent door. You invite them in, have them sit, and serve the milk and snack. Then you can retell the story and explain Arab hospitality to them in simple terms.

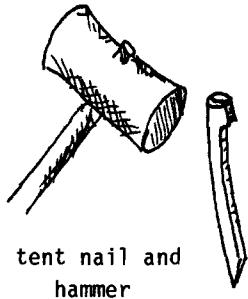


Arab hospitality: It was a sacred obligation in Arab countries to offer food and shelter to any journeying stranger. In the first place, with the harsh country, the weather and the distances involved, refusing shelter might mean the death of the traveler. But there was more to it than that. There was a feeling that one might be entertaining an angel, unawares (see Genesis 18:1-16). Wealth was sometimes measured by the number of guests one could entertain. The hospitality code directed that even an enemy could claim protection if he so much as touched your tent cords. He had to be kept for 3 days and 4 hours (based on the time it was believed the guest could be sustained by a meal) and he could also claim immunity from harm for 36 hours after he left. So Sisera had every reason to believe he was safe in Jael's tent, and Jael committed a serious breach of hospitality in killing him while he slept.

See On Holy Ground, by William L. Worcester, pages 13 and 109 for pictures of real Bedouin tents.

A WORDFIND FROM JUDGES 4

All the words in this wordfind are from Judges 4 (King James Version). Words go in a straight line. They may be backwards or forwards, horizontal, vertical or diagonal.



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

Deborah
Harosheth
Jael
Bethel
Kedesh
sleep
Kenites
tent
dead
iron
ten thousand
woman
river
door
Ehud

Naphtali
Ramah
palm
Mt. Tabor
Zebulun
sword
drink
nail
Canaan
Ephraim
nine
army
peace
host
sell

Barak
Sisera
chariots
Jabin
Heber
mantle
milk
hammer
Gentiles
honour
hundred
Moses
tree
evil

Judges 4: DEBORAH AND BARAK

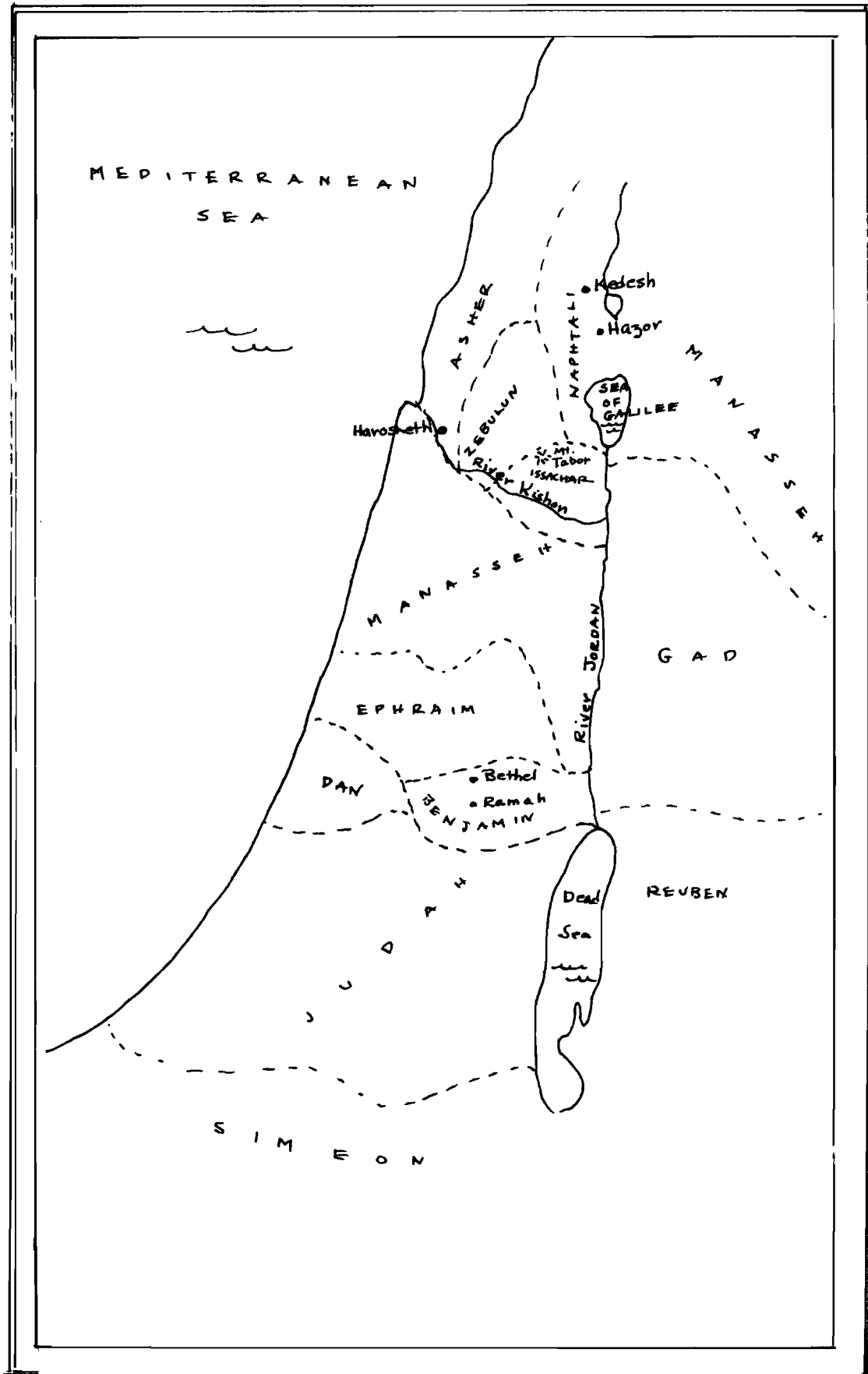
FOR OLDER CHILDREN: Fill in the blanks: a map review.

Materials: For each child a Xerox copy of the questions on this page and the map on the next page.

In class: With the aid of their Bibles and the map the children fill in the blanks. The numbers in parentheses indicate the verses in Judges 4 in which the answers will be found.

1. Jabin was king of (2) _____ . That city is north of the Sea of _____ .
2. Jabin's army commander was (2) _____ . He lived in (2) _____ which is on the River _____ .
3. Deborah lived between (5) _____ and (5) _____ .
4. Her army commander was (6) _____ , who lived in (6) _____ which is _____ of Hazor.
5. Deborah told Barak to take 10,000 soldiers from the tribes of (6) _____ and (6) _____ . Find them on the map.
6. The two armies fought near Mt. (14) _____ .
7. The River _____ is nearby.
8. Barak chased Sisera's army all the way to (16) _____ .
9. Sisera escaped to the tent of (17) _____ which was near (11) _____ .
10. The Kenites were descended from (11) _____ . They were friendly to (17) _____ .

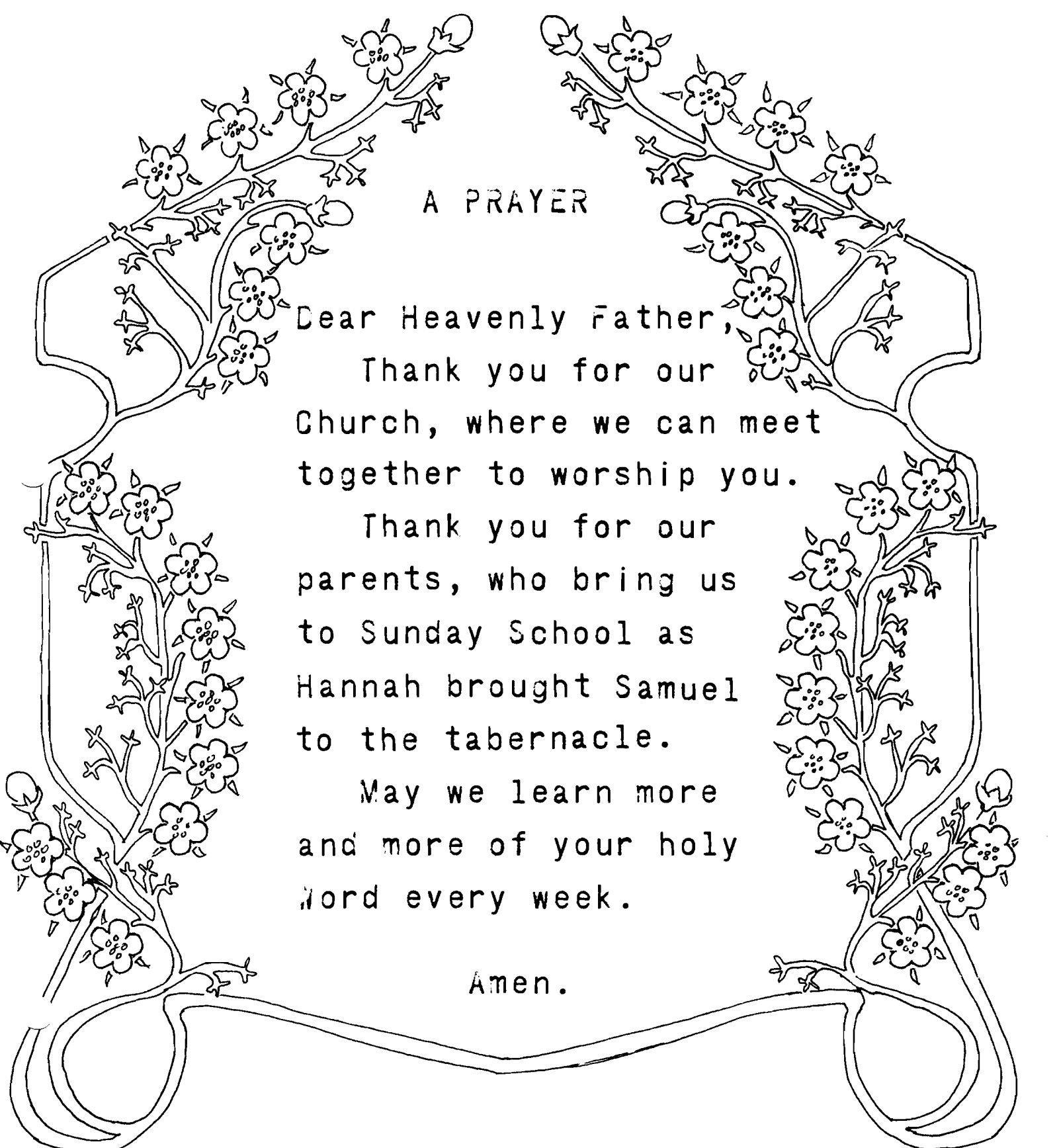
KEY: (For the teacher only) 1) Hazor, Galilee 2) Sisera, Harosheth, Kishon. 3) Ramah, Bethel 4) Barak, Kedesh, north 5) Naphtali, Zebulun 6) Tabor 7) Kishon 8) Harosheth 9) Jael, Kedesh 10) Moses' brother-in-law, Jabin



Samuel 1;2:1-11: THE BIRTH OF SAMUEL

FOR THE LITTLE ONES: A prayer picture to color and mount (to mount, see Lesson 129).

Materials: Xerox copies of the prayer, color medium, construction paper, yarn, tape.



A PRAYER

Dear Heavenly Father,
Thank you for our
Church, where we can meet
together to worship you.

Thank you for our
parents, who bring us
to Sunday School as
Hannah brought Samuel
to the tabernacle.

May we learn more
and more of your holy
Word every week.

Amen.

I Samuel 1;2:1-11: THE BIRTH OF SAMUEL

FOR OLDER CHILDREN: Ancient religious customs.

Materials: Xerox copies of this page, Bible and pencil.

Elkanah's visit to the tabernacle was probably the result of a family vow. (Read I Samuel 20:5-6 for another mention of this kind of vow.)

After Samuel was born, Elkanah went again to Shiloh for his annual sacrifice and took the following: three bulls (NIV says one 3-year-old bull), an ephah of flour (about ½ bushel), and a skin of wine. He brought three of the four possible kinds of offering, which were 1) animals or birds, 2) vegetable offerings (flour, cakes, meal), drink offerings (wine), and incense.

Animal offerings could be made in two ways. Some were killed, skinned, washed and burnt up entirely on the altar of burnt offering. Others were made in which only part of the animal was burnt up, the rest being used for food by the many priests and Levites on duty at the tabernacle. The persons who offered the sacrifice must also have received some of the meat (verses 4&5).

If the offering was to be an animal it had to be selected very carefully. It had to be without blemish (see Deuteronomy 15:21). It had to be at least seven days old, and there were specific requirements of the age of the animal for certain types of offering. Later on many priests and merchants made a good deal of money because of these requirements. Since many people traveled a long way to get to the tabernacle (later the temple), the animals might become injured or emaciated on the trip, so people brought money and bought the animals when they got there. They were strictly required to have certain animals, so they were at the mercy of the merchants, who charged exorbitant prices.

There were laws listing which animals were suitable for food, that is, which animals were "clean" and which were "unclean." Only clean animals could be used for sacrifices. A clean animal had to have a divided (cloven) hoof and also chew the cud. Fish had to have both fins and scales. Look up Leviticus 11:1-30 and fill in the chart below.

	CLEAN	UNCLEAN
ANIMALS		
BIRDS		
FISH		
INSECTS		

How about clams, lions, eels, dogs, salmon, beetles, flies, rats, horses? (Leviticus 11:21 is referring to insects, but we know insects have 6 legs.)

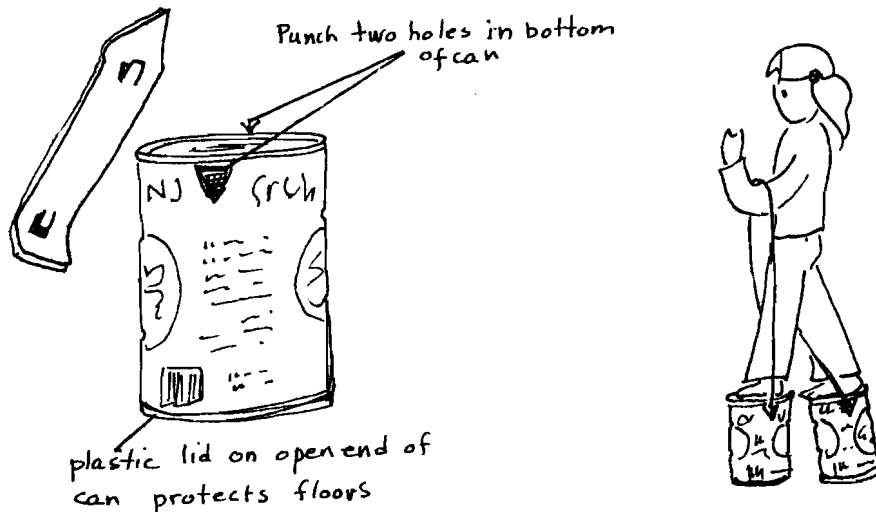
I Samuel 9:10: THE CHOOSING OF SAUL

FOR CHILDREN FIVE AND UP: Be a head taller! Coffee-can stilts.

Materials: Can opener (triangular type), heavy twine (poly or nylon would be best), glue, text slips, construction paper (optional); for each child: two 1-lb. coffee cans with plastic lids.

In class:

- 1) (Optional) Cover cans with construction paper. (They'll be more durable if you omit this step, but the advertising material will be noticeable.)
- 2) With can opener, make two holes, one on each side of the bottom, in each can. Glue on text slips. Be sure plastic lid is on the open end.
- 3) Pass length of twine through holes and tie in loop. Length of loop is determined thus: The child stands on the cans. The loop should be just long enough to pass over the crook of the elbow, so that a little tension will secure the can to the foot. It's a good idea to have an extra adult around to help the children learn to walk on the stilts.



As Saul stood among the people, he was a head taller than any of the others. Samuel said to all the people, "Do you see the man the Lord has chosen? There is no one like him among all the people." Then the people shouted, "Long live the king!" -I Samuel 10:23,24

Object lesson: "Now you're taller! But, are you really taller? No, of course not. And physical height (or good looks, or talent) in itself means nothing if you don't use it well. It's whether you live as the Lord wants you to that counts."

Note that later Saul was rejected because he obeyed the Lord's commands very imperfectly. When Samuel reproved Saul for his disobedience, he said, "When you were little in your own sight, weren't you made . . . king over Israel?" And he said that the Lord was looking for a man after his own heart.

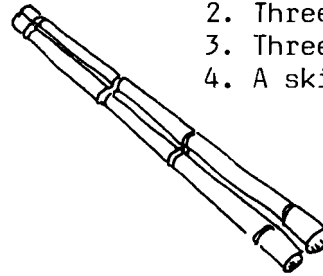
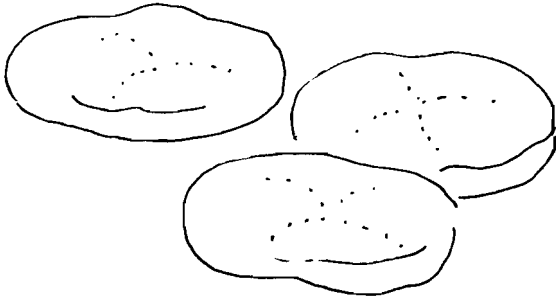
Lesson 61

I Samuel 9;10: THE CHOOSING OF SAUL

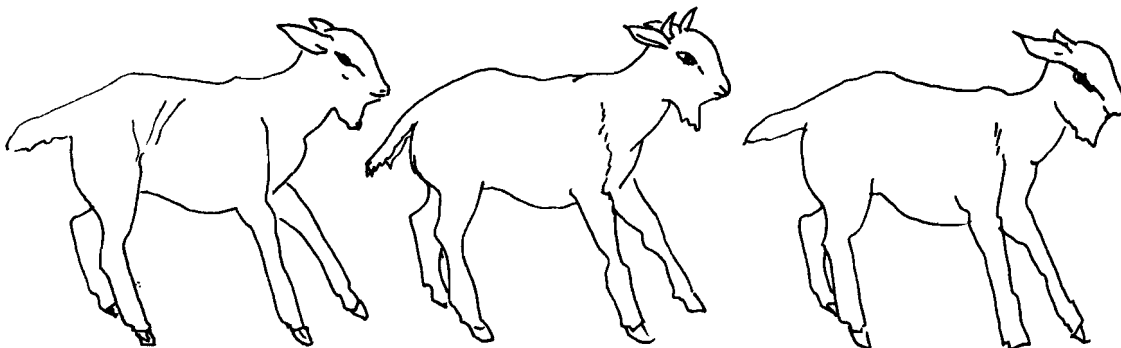
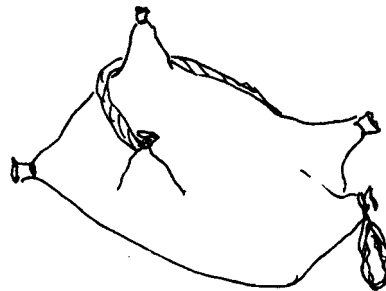
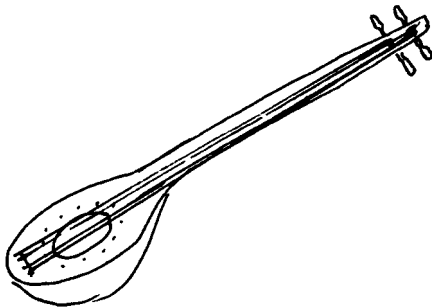
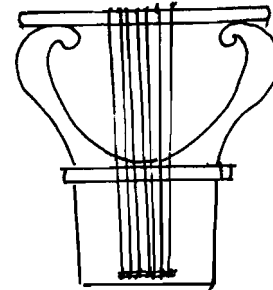
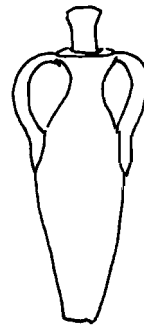
FOR THE LITTLE ONES: Match and color.

Materials: Xerox copies of the page, crayons.

In class: Tell the story and as you come to the objects in chapter 10, have the children identify them on their pages and color them. Children old enough to read can use the list and write the correct number beside each object. (The instrument called the lyre or psalterly was probably some kind of lute.)



1. A flask of oil
2. Three young goats (kids)
3. Three loaves of bread
4. A skin of wine (bottle)
5. A lyre (psalterly)
6. A tambourine (tabret)
7. A flute (pipe)
8. A harp



I Samuel 16: THE ANOINTING OF DAVID

FOR ALL AGES: The Holy Anointing Oil.

Materials: Pure olive oil, cinnamon, small bottles with screw caps (extract bottles, vitamin bottles, etc), glass measuring cup, spoon, small funnel, text slips.

Before class: Make text slips to fit as labels on the bottles. (Older children can make their own in class.)

In class: Read aloud Exodus 30:22-33. If you are reading a recent version you will read "sweet cane." This was probably calamus root, not what we know as sugar cane, but it was a similar plant or grass.

Now pour a few ounces of olive oil into the cup (perhaps $\frac{1}{2}$ -1 oz. for each child present). Add a few good shakes of cinnamon, stir well and pour a bit into each child's bottle using the funnel. If you don't have a small funnel, you can use a plastic drinking straw. Simply put the straw down into the liquid, make a pressure seal by putting your finger tightly over the top opening, lift the straw, insert it into a bottle, and remove your finger to let the oil flow down into the bottle. This is slow, and messy, as you probably will release your finger sometimes in getting from cup to bottle!

Now look, smell (taste if you want).

Act out the story, combining classes if necessary to get enough people. The children can go through I Samuel 16:1-14 and draw up a cast of characters. You may want to draw lots for roles, as the children will all want to be Saul or David.

Note: Weights and measures are a little difficult to figure out, but the anointing oil was very thick, if you can judge by the translation of TEV which lists 12 pounds of liquid myrrh (a gum or resin), 6 pounds of cinnamon, 6 pounds of cane, and 12 pounds of cassia (a bark) mixed in only 1 gallon of oil.

If your Sunday School wants to make the expenditure, for about \$10.00 you can get all four of the authentic spices (2 oz. of each). For a catalog write The Lhasa Karnak Herb Co, 2513 Telegraph Avenue, Berkeley, CA 94704. Put into tightly sealed jars and kept in a cool place, they will retain their fragrance for years, and can be used in connection with a number of lessons, for smelling or for mixing, as in this lesson, to make it even more exciting.

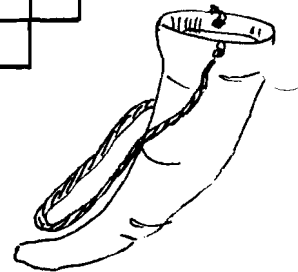
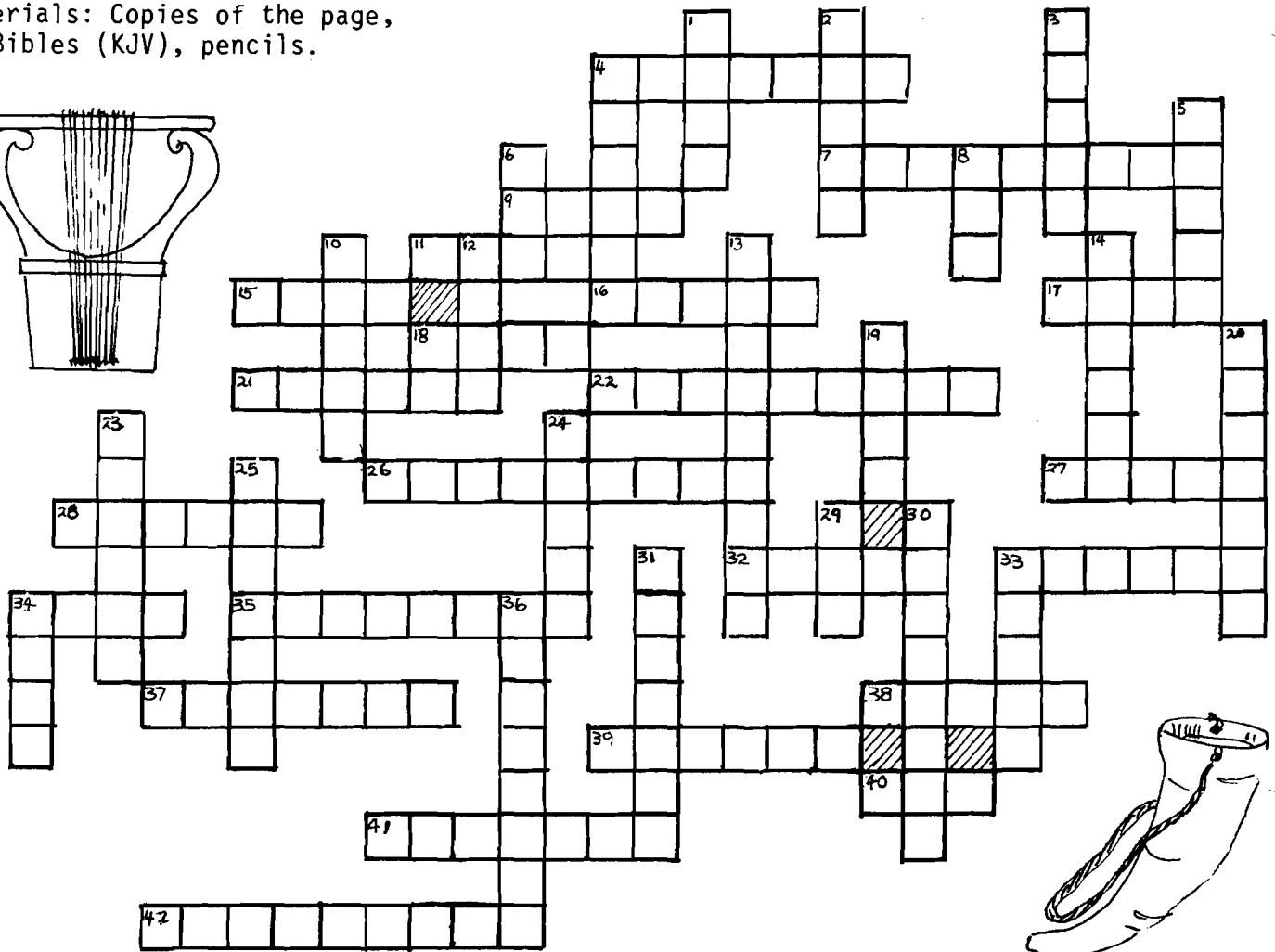
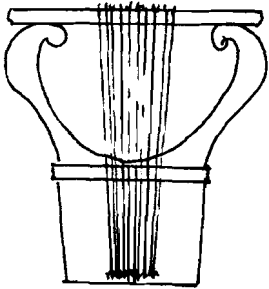
Added activity: Make simple cardboard shapes for the articles of furniture, etc. mentioned in Exodus 30:26-30, stand them up in the sandbox, and "anoint" each one by putting a bit of the oil on a finger and dabbing each piece. The children will remember by adding the visual image of the ceremony to their hearing of the words from the Bible.

Read Exodus 30:31-33! If you want, you can tell the children they must not put any of the oil on themselves! Or at least impress them with the dire consequences (excommunication) to the Israelites if they made or used any of this special recipe for themselves.

I Samuel 16: THE ANOINTING OF DAVID

FOR OLDER CHILDREN: A crossword puzzle.

Materials: Copies of the page,
Bibles (KJV), pencils.



ACROSS

- 4 The third son
- 7 Correspondence of sheep
- 9 The king
- 11 David's father
- 15 See
- 16 Burdened
- 17 Container for oil
- 18 A drink
- 21 The nation
- 22 Jesse's home town
- 26 Religious observances
- 27 The Lord sees this
- 28 Good looking
- 32 The first son
- 33 Carrier
- 34 Ruler
- 35 David was the _____ son
- 37 Smart
- 38 Samuel's home
- 39 A young cow
- 40 Conflict
- 41 Brave
- 42 In peace.

DOWN

- 1 Musical instrument
- 2 The hero
- 3 Gentle animals
- 4 The prophet
- 5 David's older brothers
- 6 Donkey
- 8 Anointing liquid
- 10 Grieve
- 12 Bad
- 13 See 22 Across
- 14 Wineskin
- 19 You
- 20 Height
- 23 Pour oil on
- 24 Sons of Jesse
- 25 Strumming
- 29 Young goat
- 30 Second son
- 31 Wise
- 33 Staple food
- 34 Murder
- 36 Make holy

----- (Teacher may cut this off before handing out to pupils) -----

Solution: Across: 4 Shammah, 7 innocence, 9 Saul, 11 Jesse, 15 look, 16, laden, 17 horn, 18 wine, 21 Israhel, 22 Bethlehem, 26 sacrifice, 27 heart, 29 comely, 32 Elisha, 33 bearer, 34 king, 35 youngest, 37 cunning, 38 Ramah, 39 heifer, 40 war, 41 valiant, 42 peaceably. Down: 1 harp, 2 David, 3 sheep, 4 Samuel, 5 seven, 6 ass, 8 oil, 10 mourn, 12 evil, 13 Bethlehem, 14 bottle, 19 thou, 20 stature, 23 anoint, 24 eight, 25 playing, 29 kid, 30 Abinadab, 31 prudent, 33 bread, 34 hill, 36 sanctify.

I Samuel 16: THE ANOINTING OF DAVID

FOR ALL AGES: The Holy Anointing Oil.

Materials: Pure olive oil, cinnamon, small bottles with screw caps (extract bottles, vitamin bottles, etc), glass measuring cup, spoon, small funnel, text slips.

Before class: Make text slips to fit as labels on the bottles. (Older children can make their own in class.)

In class: Read aloud Exodus 30:22-33. If you are reading a recent version you will read "sweet cane." This was probably calamus root, not what we know as sugar cane, but it was a similar plant or grass.

Now pour a few ounces of olive oil into the cup (perhaps $\frac{1}{2}$ -1 oz. for each child present). Add a few good shakes of cinnamon, stir well and pour a bit into each child's bottle using the funnel. If you don't have a small funnel, you can use a plastic drinking straw. Simply put the straw down into the liquid, make a pressure seal by putting your finger tightly over the top opening, lift the straw, insert it into a bottle, and remove your finger to let the oil flow down into the bottle. This is slow, and messy, as you probably will release your finger sometimes in getting from cup to bottle!

Now look, smell (taste if you want).

Act out the story, combining classes if necessary to get enough people. The children can go through I Samuel 16:1-14 and draw up a cast of characters. You may want to draw lots for roles, as the children will all want to be Saul or David.

Note: Weights and measures are a little difficult to figure out, but the anointing oil was very thick, if you can judge by the translation of TEV which lists 12 pounds of liquid myrrh (a gum or resin), 6 pounds of cinnamon, 6 pounds of cane, and 12 pounds of cassia (a bark) mixed in only 1 gallon of oil.

If your Sunday School wants to make the expenditure, for about \$10.00 you can get all four of the authentic spices (2 oz. of each). For a catalog write The Lhasa Karnak Herb Co, 2513 Telegraph Avenue, Berkeley, CA 94704. Put into tightly sealed jars and kept in a cool place, they will retain their fragrance for years, and can be used in connection with a number of lessons, for smelling or for mixing, as in this lesson, to make it even more exciting.

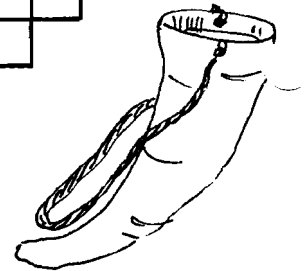
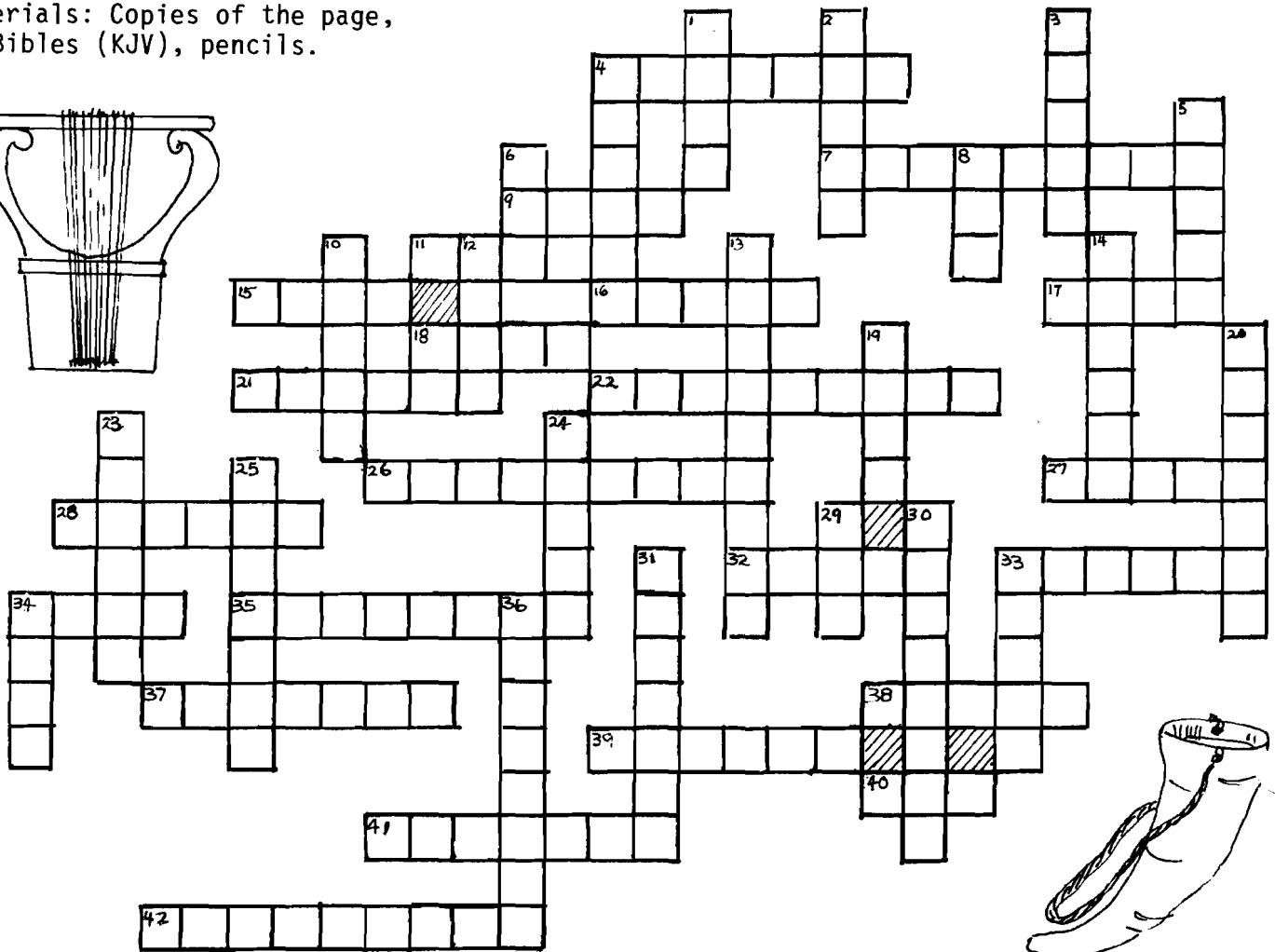
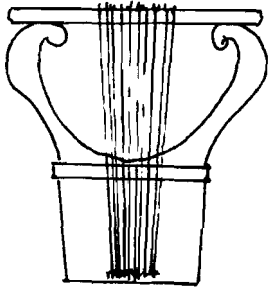
Added activity: Make simple cardboard shapes for the articles of furniture, etc. mentioned in Exodus 30:26-30, stand them up in the sandbox, and "anoint" each one by putting a bit of the oil on a finger and dabbing each piece. The children will remember by adding the visual image of the ceremony to their hearing of the words from the Bible.

Read Exodus 30:31-33! If you want, you can tell the children they must not put any of the oil on themselves! Or at least impress them with the dire consequences (excommunication) to the Israelites if they made or used any of this special recipe for themselves.

I Samuel 16: THE ANOINTING OF DAVID

FOR OLDER CHILDREN: A crossword puzzle.

Materials: Copies of the page,
Bibles (KJV), pencils.



ACROSS

- 4 The third son
- 7 Correspondence of sheep
- 9 The king
- 11 David's father
- 15 See
- 16 Burdened
- 17 Container for oil
- 18 A drink
- 21 The nation
- 22 Jesse's home town
- 26 Religious observances
- 27 The Lord sees this
- 28 Good looking

- 32 The first son
- 33 Carrier
- 34 Ruler
- 35 David was the _____ son
- 37 Smart
- 38 Samuel's home
- 39 A young cow
- 40 Conflict
- 41 Brave
- 42 In peace.

DOWN

- 1 Musical instrument
- 2 The hero
- 3 Gentle animals
- 4 The prophet
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- 20 Height
- 23 Pour oil on
- 24 Sons of Jesse
- 25 Strumming
- 29 Young goat
- 30 Second son
- 31 Wise
- 33 Staple food
- 34 Murder
- 36 Make holy

----- (Teacher may cut this off before handing out to pupils) -----

Solution: Across: 4 Shammah, 7 innocence, 9 Saul, 11 Jesse, 15 look, 16, laden, 17 horn, 18 wine, 21 Israel, 22 Bethlehem, 26 sacrifice, 27 heart, 29 comely, 32 Eliah, 33 bearer, 34 king, 35 youngest, 37 cunning, 38 Ramah, 39 heifer, 40 war, 41 valiant, 42 peaceably. Down: 1 harp, 2 David, 3 sheep, 4 Samuel, 5 seven, 6 ass, 8 oil, 10 mourn, 12 evil, 13 Bethlehem, 14 bottle, 19 thou, 20 stature, 23 anoint, 24 eight, 25 playing, 29 kid, 30 Abinadab, 31 prudent, 33 bread, 34 kill, 36 sanctify.

I Kings 3: THE WISDOM OF SOLOMON

FOR THE LITTLE ONES: Solomon's dream - a wishing game.

Materials: Color catalogs, magazines, scissors, construction paper, red foil or paper, text slips, glue.

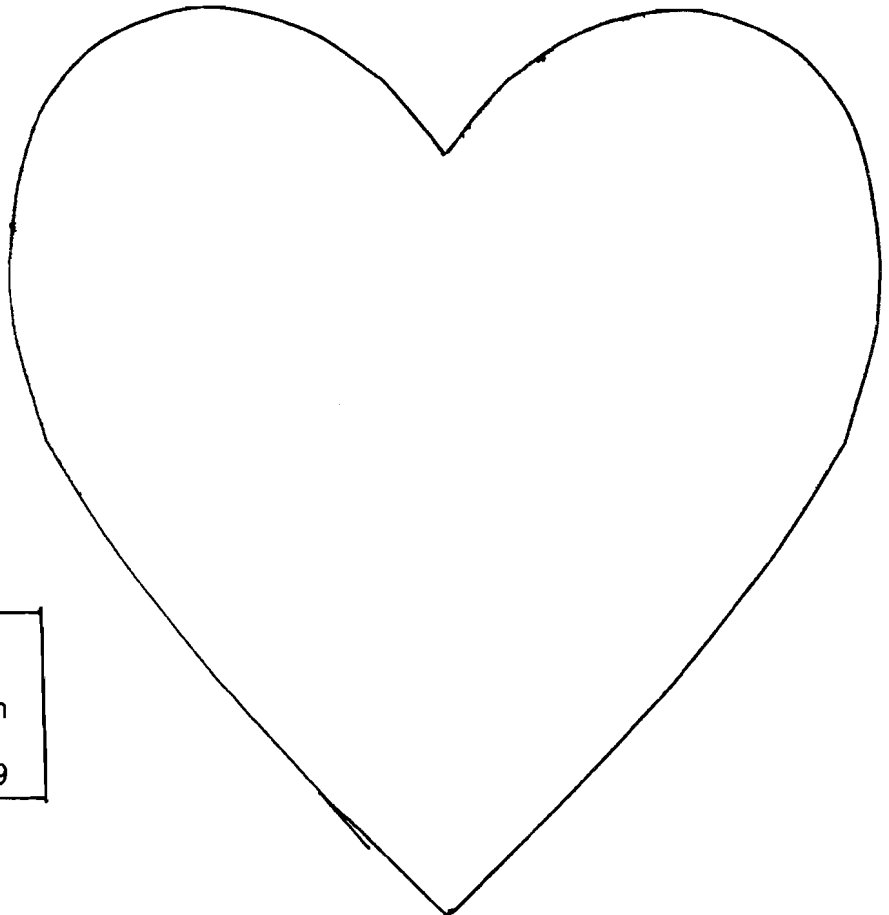
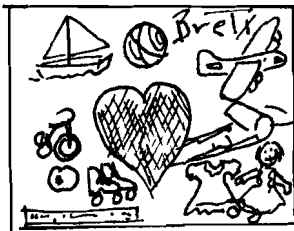
Before class:

From catalogs and magazines cut out a lot of pictures of toys, children's clothing, foods, pets, cars and trucks, planes, sports equipment, etc. For each child cut a heart (3"-5" high) from red foil or paper. Select sheets of construction paper (11"x14" or 9"x12") in colors other than red, and in the center of each lightly draw a circle about the same size as the hearts.

In class: Play the wishing game.

The teacher deals out all the pictures to the children, as if starting a card game. Each child goes over his collection and discards unwanted things, spreading them out face up in the center of the table. Then the children take turns selecting things they see in the center of the table for their collections. When everyone is happy with his or her collection, the pictures are pasted on the sheets of construction paper, leaving the circle bare. You may let the children swap among themselves, also, if you want.

Now you say, "Well, you all have a lot of nice things! But there is one thing you must have, or all the other things won't make you happy! Solomon asked for that one thing, and the Lord told him that was the right thing to ask for. Can you remember what it was? " Then bring out the text slips and read them. "Oh, yes, a wise heart makes whatever you have bring happiness!" Now out come the hearts, to be glued to the center, over the circle.



. . . Give your servant a discerning heart to govern your people, to distinguish between right and wrong.
-I Kings 3:9

Lesson 69

I Kings 3: THE WISDOM OF SOLOMON

FOR OLDER CHILDREN: A heart pin to wear.

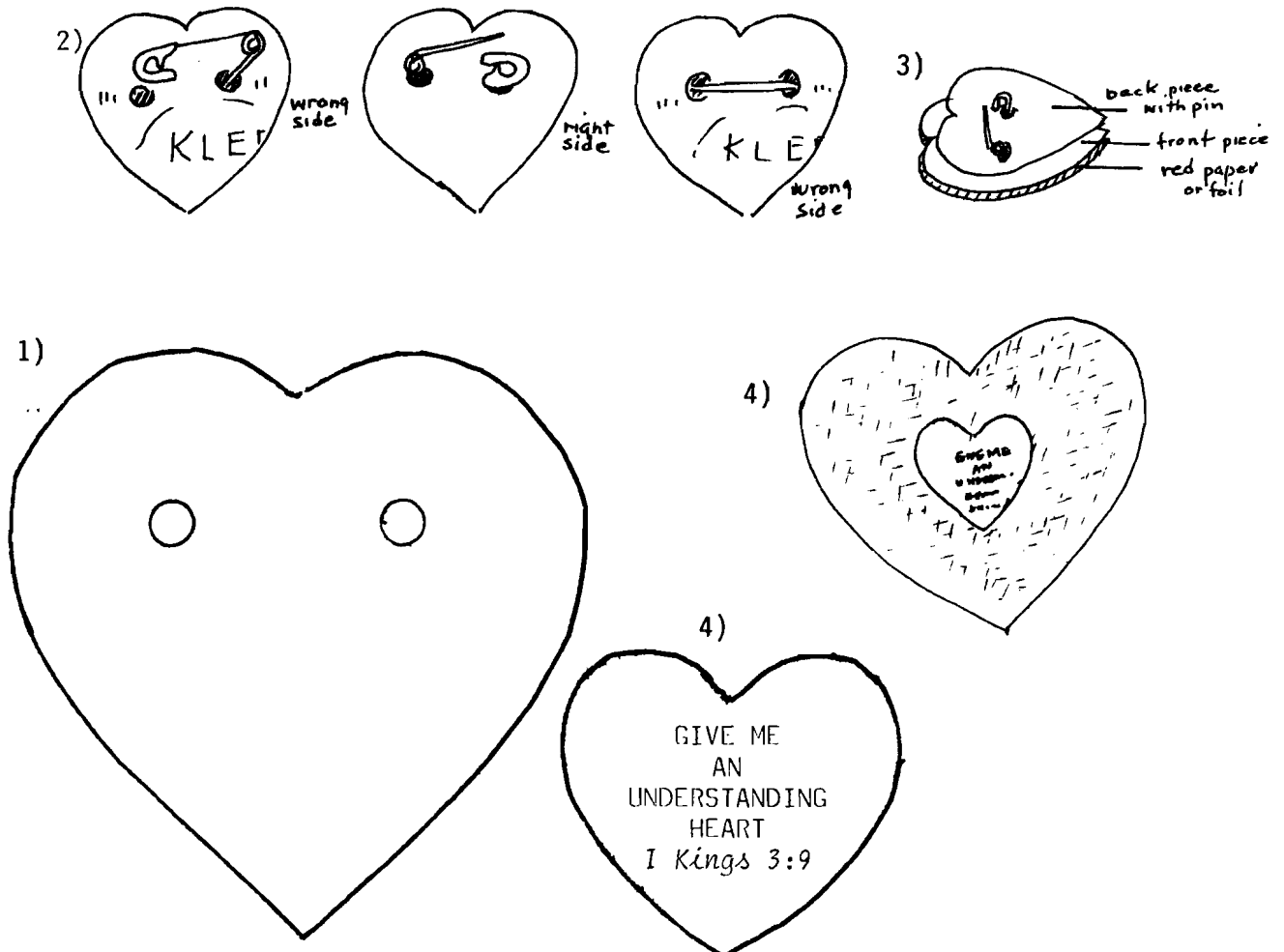
Materials: Light cardboard (Kleenex boxes, etc.), red paper or red foil, safety pins, craft glue, scissors, white paper, paper punch, cardboard templates.

Before class: Make cardboard templates for hearts A and B.

In class:

- 1) From pattern A cut two cardboard hearts and one red paper (or foil) heart. In one cardboard heart punch two holes at a distance apart proper for the size of your safety pins. (The holes shown are for a 1½" pin.)
- 2) On the printed side of the cardboard heart (if you're using old boxes), stick the pointed end of the pin through one hole and force the head end through the other. Only the wire bar should lie on the wrong side.
- 3) Glue the red heart to the cardboard heart without the pin, then glue the two pieces together, wrong sides facing so that the pointed wire and pin head are on one side and the red heart on the other.
- 4) Cut out a white heart according to template B. Write the text on it and glue it to the center of the red heart. Fasten the pin over your heart.

Note: If you are using red foil, you may want to cut that heart ¼" larger all around than template A. Then, when the foil is glued on, you can fold the border under all around and sandwich it in between the two cardboard hearts. This makes a nice looking edge.



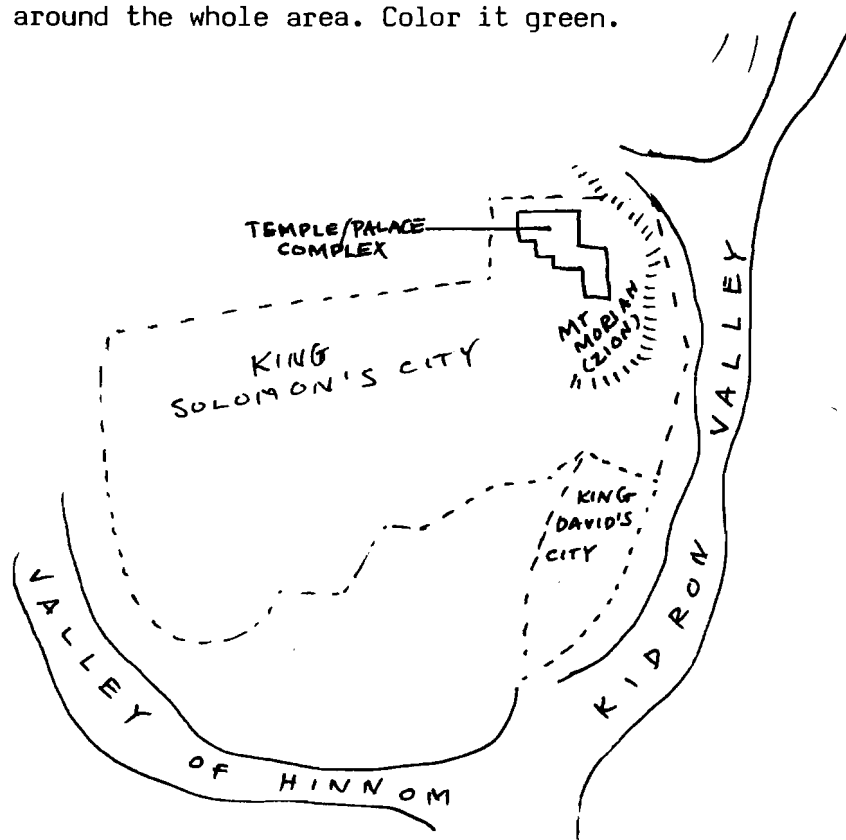
I Kings 3: THE WISDOM OF SOLOMON

FOR OLDER CHILDREN: Solomon's great building project.

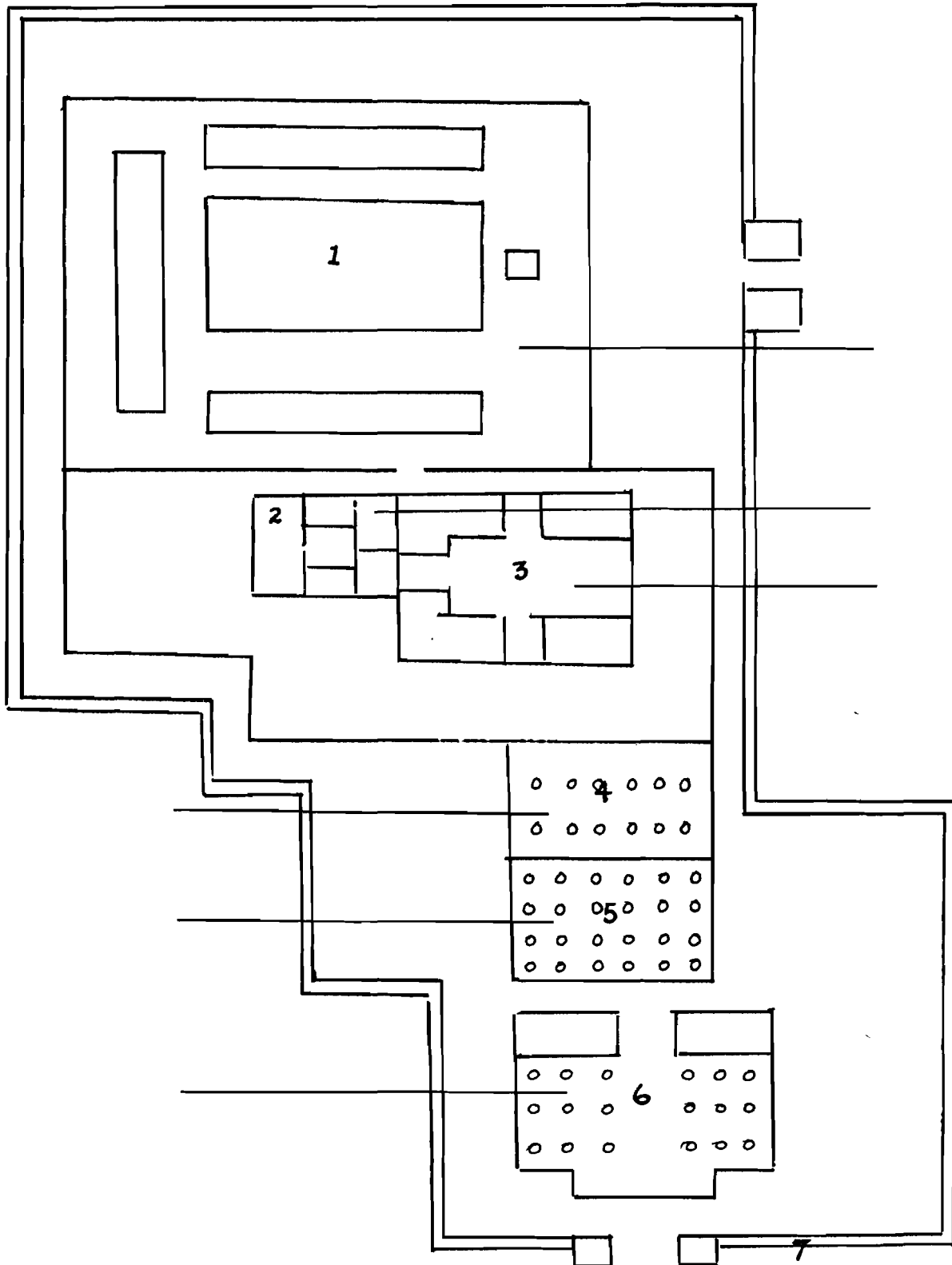
Materials: Xerox copies of this page and the one on the other side, colored pencils, pens, a teacher's Bible, or a map of the city of Jerusalem.

In class: Referring to the information below, the children color in and label the diagram of Solomon's building project. In the back of your teacher's Bible you will probably find a map of Palestine with insets of the area on which the temple/palace complex was built. This will give the children an idea of where their diagram fits in to the whole city and country.

- 1) Color the whole temple area yellow. The temple is in the center, with three buildings of chambers to house the priests. In front is the great altar of burnt offering. The temple had not yet been built at the time of our chapter. Label the area at the end of the pointer line.
- 2) The house of Pharaoh's daughter. See verse 1 to see why Solomon would build a house for her. Color it pink and label it.
- 3) The King's house. Solomon's Palace. Color it blue. See I Kings 7 to find out how long it took Solomon to build his palace. Label it.
- 4) The Porch of Judgment. Solomon's throne hall. See I Kings 10:18-20 for a description of the throne. Color the hall purple and label it.
- 5) The Porch of Pillars. A waiting room for those who came for an audience with the King. Color it orange and label it.
- 6) The House of the Forest of Lebanon. This was where they kept the weapons. See I Kings 10:16. Color it red and label it.
- 7) The wall around the whole area. Color it green.



KING SOLOMON'S GREAT BUILDING PROJECT
I Kings 3



I Kings 17; 18: ELIJAH AND AHAB

FOR THE LITTLE ONES: A flying raven.

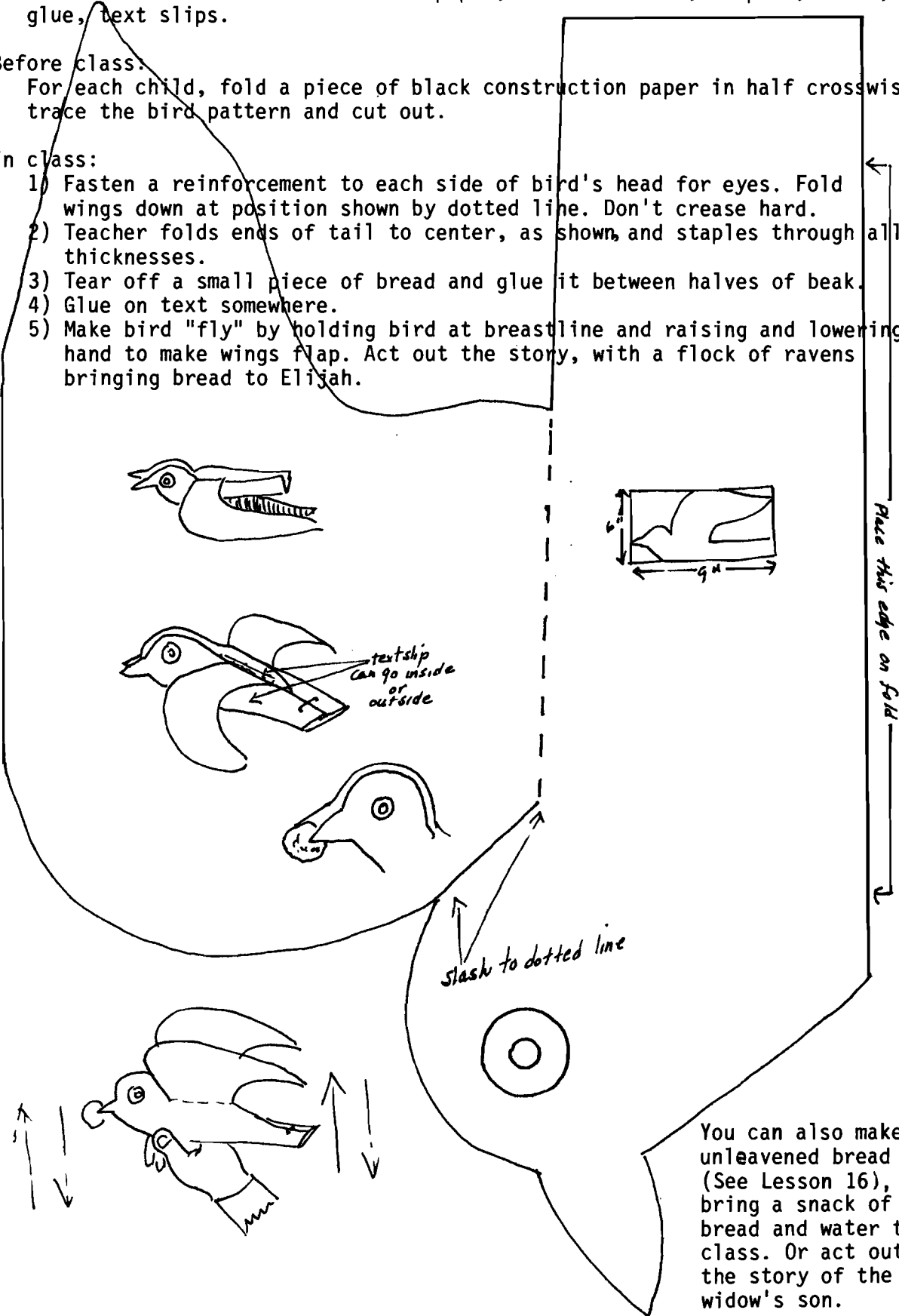
Materials: 9"x12" black construction paper, reinforcements, stapler, bread, glue, text slips.

Before class:

For each child, fold a piece of black construction paper in half crosswise, trace the bird pattern and cut out.

In class:

- 1) Fasten a reinforcement to each side of bird's head for eyes. Fold wings down at position shown by dotted line. Don't crease hard.
- 2) Teacher folds ends of tail to center, as shown, and staples through all thicknesses.
- 3) Tear off a small piece of bread and glue it between halves of beak.
- 4) Glue on text somewhere.
- 5) Make bird "fly" by holding bird at breastline and raising and lowering hand to make wings flap. Act out the story, with a flock of ravens bringing bread to Elijah.



You can also make unleavened bread (See Lesson 16), bring a snack of bread and water to class. Or act out the story of the widow's son.

I Kings 17; 18: ELIJAH AND AHAB

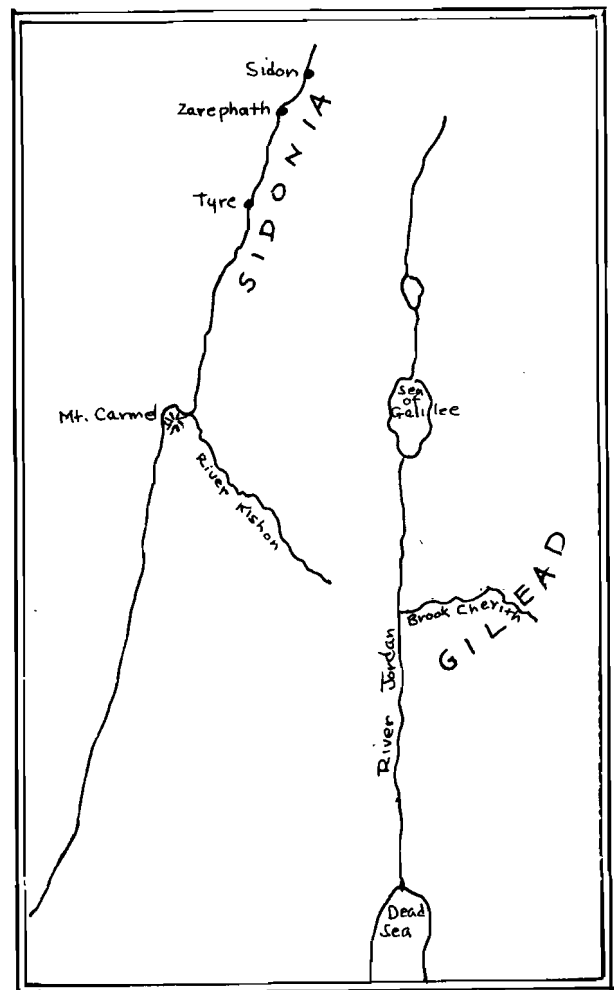
FOR OLDER CHILDREN: Some Bible characters - a work sheet. Get out your Bible.

ELIJAH AND AHAB

- AHAB** was the King of Israel (874-853 B.C.) He made an alliance with Sidonia (Phoenicia). Underline it on the map. He married
- JEZEBEL** daughter of the king of Tyre and Sidon. Underline these cities. Jezebel worshipped Baal, and persuaded Ahab to do the same. Ahab would have kept the worship of Jehovah in addition to Baal worship, but Jezebel had Jehovah's altars torn down and ordered all his prophets killed.
- OBADIAH** was the head servant of Ahab's household. He worshipped Jehovah and hid some prophets in caves so Jezebel wouldn't kill them. How many men did he save in this way? _____.
- ELIJAH** was Jehovah's prophet. He came from _____ Underline it. Elijah prophesied there would be no rain or dew for several years because the country was worshipping Baal. How many years of drought were there? (James 5:17) _____. Of course Ahab was very angry with Elijah. So Elijah escaped to the Brook Cherith. Underline it on the map.
- THE RAVENS** brought Elijah food twice a day, and he drank from the brook. When the brook dried up, the Lord told Elijah to go to Zarephath in Sidon. Underline it. Elijah stayed with
- THE WIDOW** who was poor and had one child. Elijah performed two miracles for her: he made her flour and oil replenish themselves during the whole period of the drought, and he brought back
- THE WIDOW'S SON** from death. The drought got so bad that King Ahab personally went out with Obadiah to look for patches of grass for the mules and horses. The Lord told Elijah to go see Ahab. Elijah proposed a contest to see who was the true God. He challenged
- THE PROPHETS OF BAAL** to make a sacrifice. How many prophets of Baal were there? _____ Elijah's altar was made of how many stones? _____ How many times did he pour water on his altar? _____. What happened in the Kishon Valley? _____

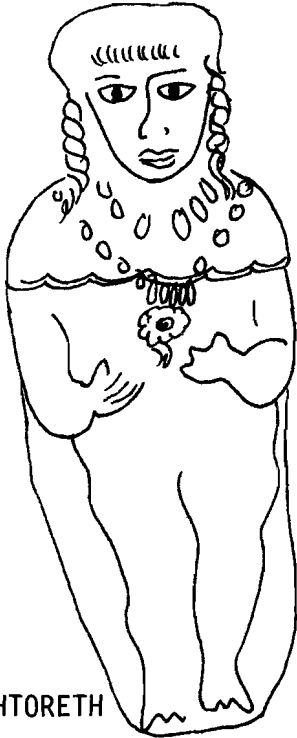
 Underline the Kishon River. Where did Elijah go to look for rain clouds? _____

_____. Underline it on the map.



I Kings 15:9-24: THE REIGN OF ASA

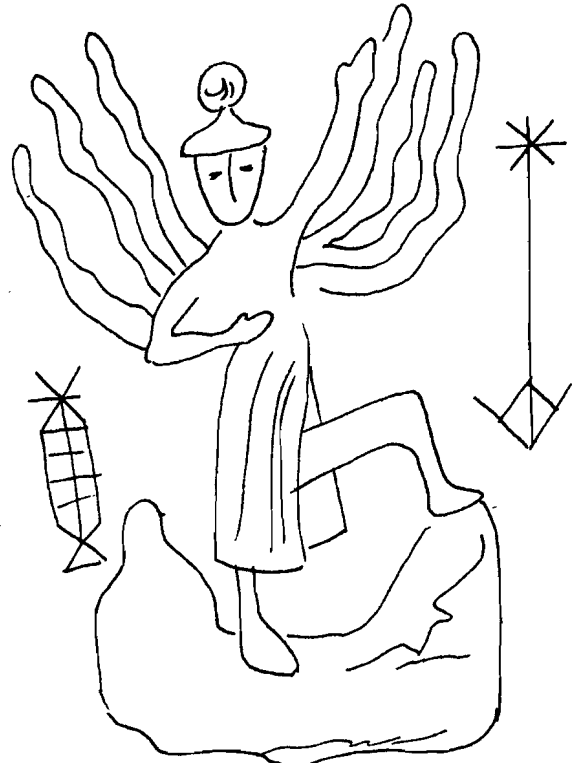
FOR ALL AGES: Idols of Bible times. Some of the many objects of ancient worship brought to light by archaeologists.



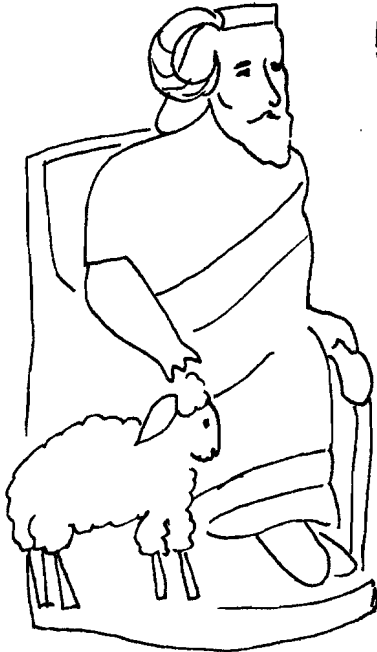
ASHTORETH



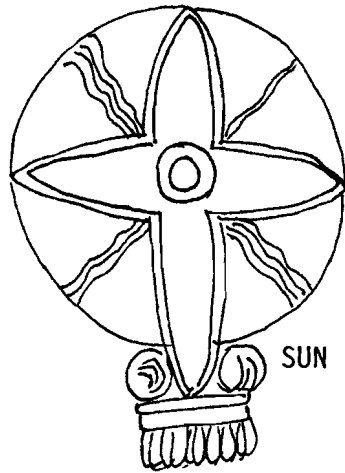
STONE PILLAR



SUN GOD



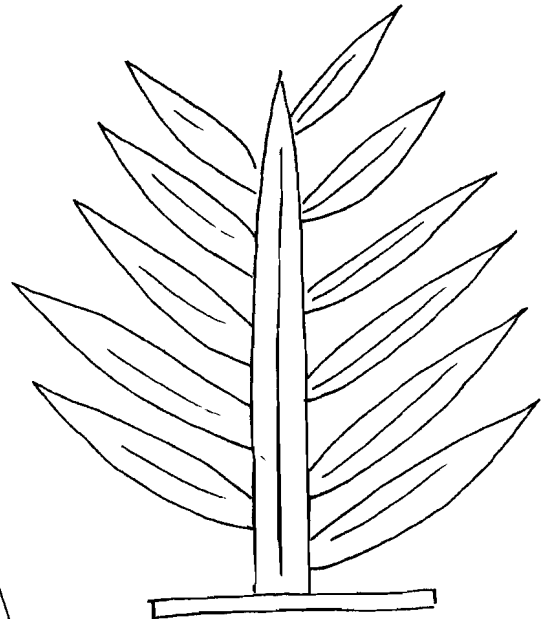
BAAL FIGURE



SUN DISC



WORSHIPPERS SOMETIMES WORE GROTESQUE MASKS



SACRED TREE

Lesson 77

I Kings 15:9-24: THE REIGN OF ASA

FOR OLDER CHILDREN: The good and the bad - an inventory of the kings of Judah.

Materials: Copies of the sheet, Bibles, pencils, gummed stars.

In class:

Look up the Bible references and put a star in front of the name of each king who was good in the sight of the Lord. Though there are many references, they are in order, so that if there is a marker in the place, it doesn't take long to find the next reference. You can divide the class and let each pupil or group work on a different series of kings, then compare notes and fill in the stars.

When the chart is finished, point out that we are a mixture of good and bad. Following the thoughts in the Junior and Intermediate notes, point out that we can correct bad practices without necessarily eliminating the bad motives behind them. The lower part of the chart is a personal inventory to be done privately, listing things they feel are good, and things, especially inner motives, that need work. Assure the children that they will not be asked to share these personal thoughts.

THE KINGS OF JUDAH

REHOBOAM	I Kings 14:22	JOTHAM	15:34
ABIJAH	15:3	JEHOAHAZ I	16:2
ASA	15:11	HEZEKIAH	18:3
JEHOSHAPHAT	22:43	MANASSEH	21:2
JEHORAM	22:52-3	AMON	21:20
AHAZIAH	II Kings 8:26	JOSIAH	22:3
ATHALIAH	11:1-3	JEHOAHAZ II (SHALLUM)	23:32
JEHOASH	12:2	JEHOIACHIM (ELIAKIM)	23:37
AMAZIAH	14:3	JEHOIACHIN (JECONIAH)	24:9
UZZIAH	15:3	ZEDEKIAH (MATTANIAH)	24:19

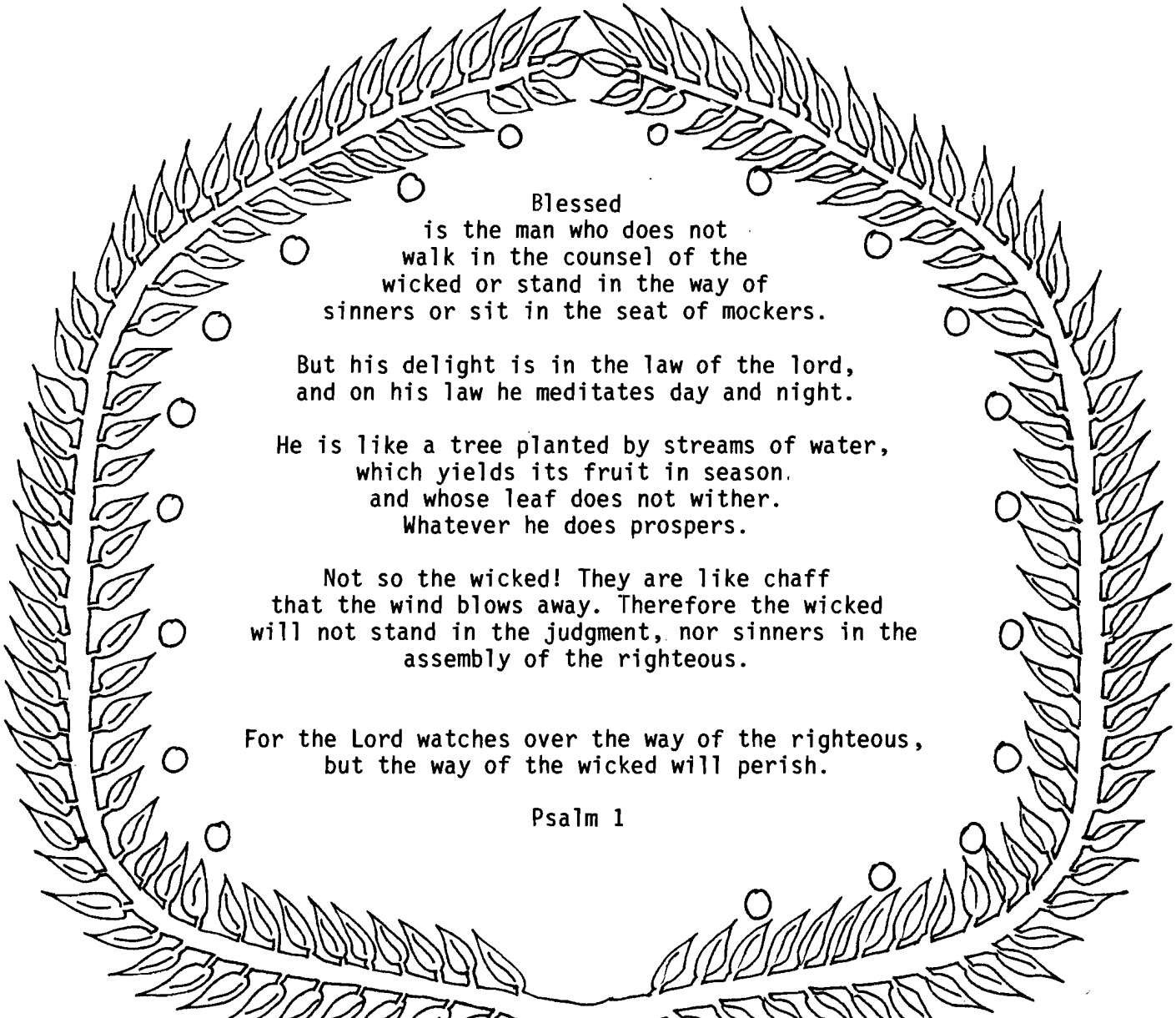
BONUS QUESTION: Which one of these was a QUEEN? _____

GOOD THINGS I DO

BAD THINGS THAT NEED WORK

II Samuel 23:1,2; Psalm 1: THE BOOK OF PSALMS

FOR ALL AGES: Color a picture, learn a Psalm.



Blessed
is the man who does not
walk in the counsel of the
wicked or stand in the way of
sinners or sit in the seat of mockers.

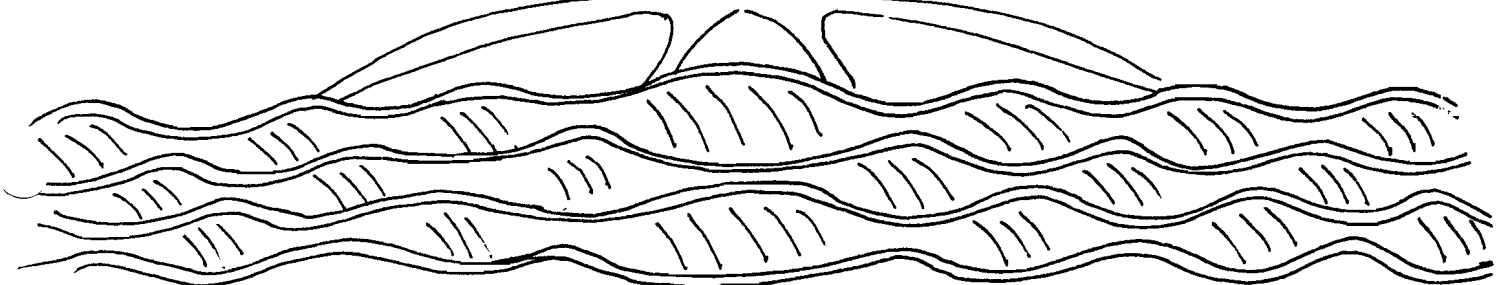
But his delight is in the law of the lord,
and on his law he meditates day and night.

He is like a tree planted by streams of water,
which yields its fruit in season,
and whose leaf does not wither.
Whatever he does prospers.

Not so the wicked! They are like chaff
that the wind blows away. Therefore the wicked
will not stand in the judgment, nor sinners in the
assembly of the righteous.

For the Lord watches over the way of the righteous,
but the way of the wicked will perish.

Psalm 1



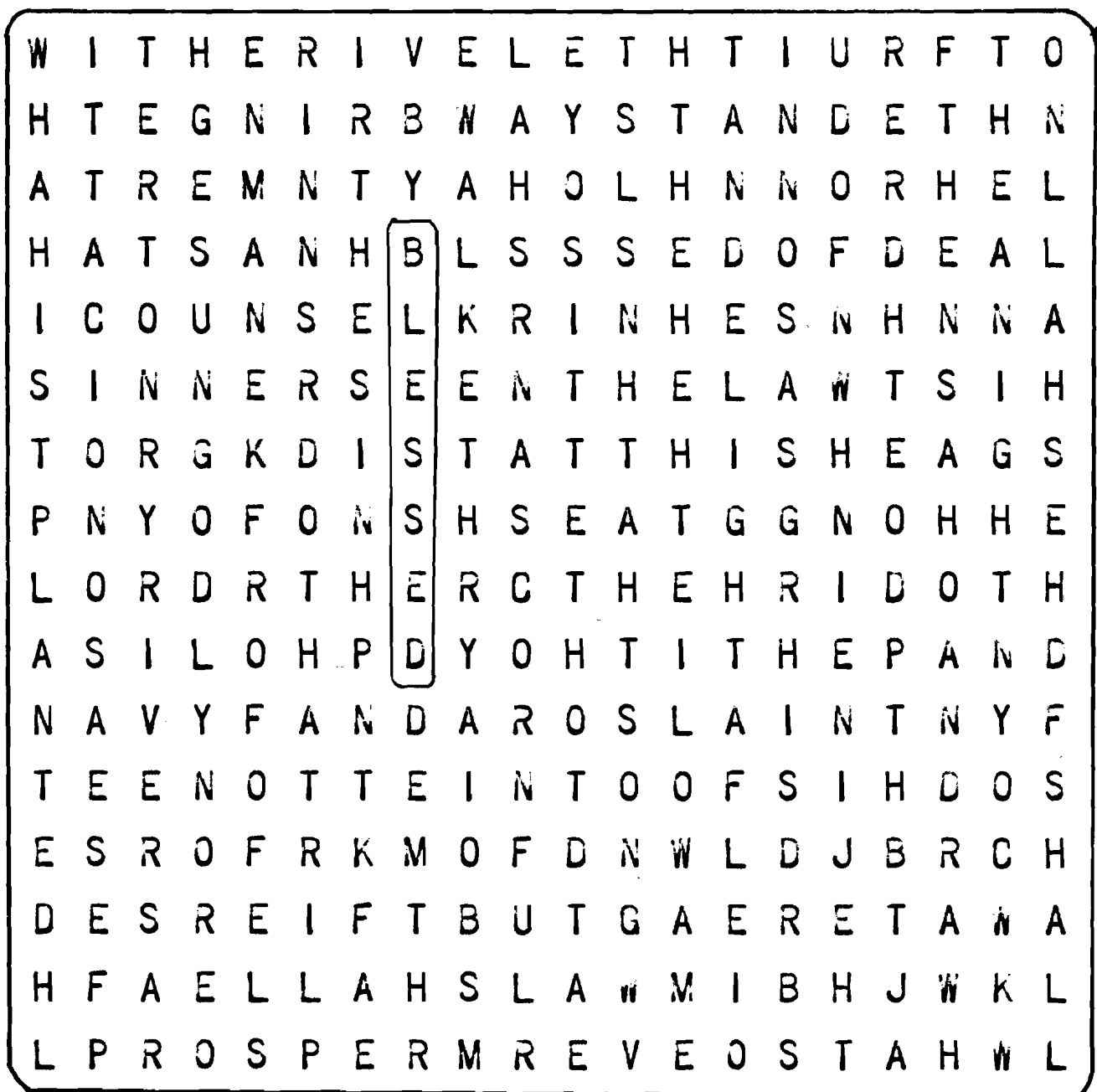
Lesson 81

II Samuel 23:1,2; Psalm 1: THE BOOK OF PSALMS

FOR OLDER CHILDREN: A Wordfind.

PSALM 1 (King James Version)

You will find every word of the first three verses of Psalm 1 in this wordfind. Each word appears again if it is used again. (For example, the word "the" will be found in eight different places.) Words go in a straight line, forwards or backwards, horizontal, vertical or diagonal.



Isaiah 6: THE MAJOR PROPHETS

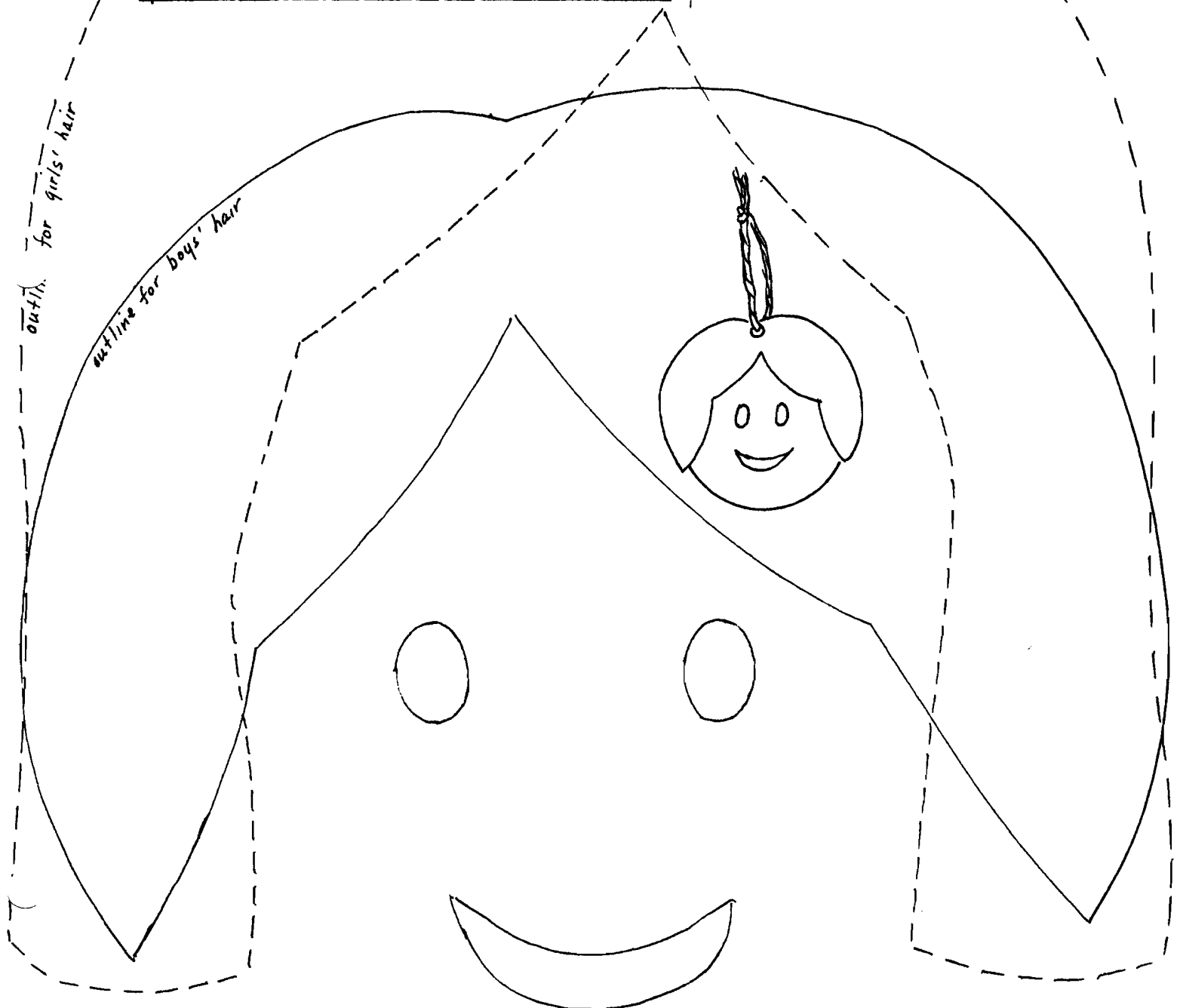
FOR THE LITTLE ONES: Here I am, send me! A self-portrait reminder.

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

Before class. For each child cut a circle $7\frac{1}{2}$ " in diameter from pink or tan paper. Cut pairs of eyes, blue brown, etc., mouths, and hair from the patterns below, in the right colors for your class members (yellow, brown, black, carrot).

In class: The children select the right colors and hair styles and paste together their self portraits. Text slips go on back. Punch a hole at the top and put in yarn loop for hanging (optional).

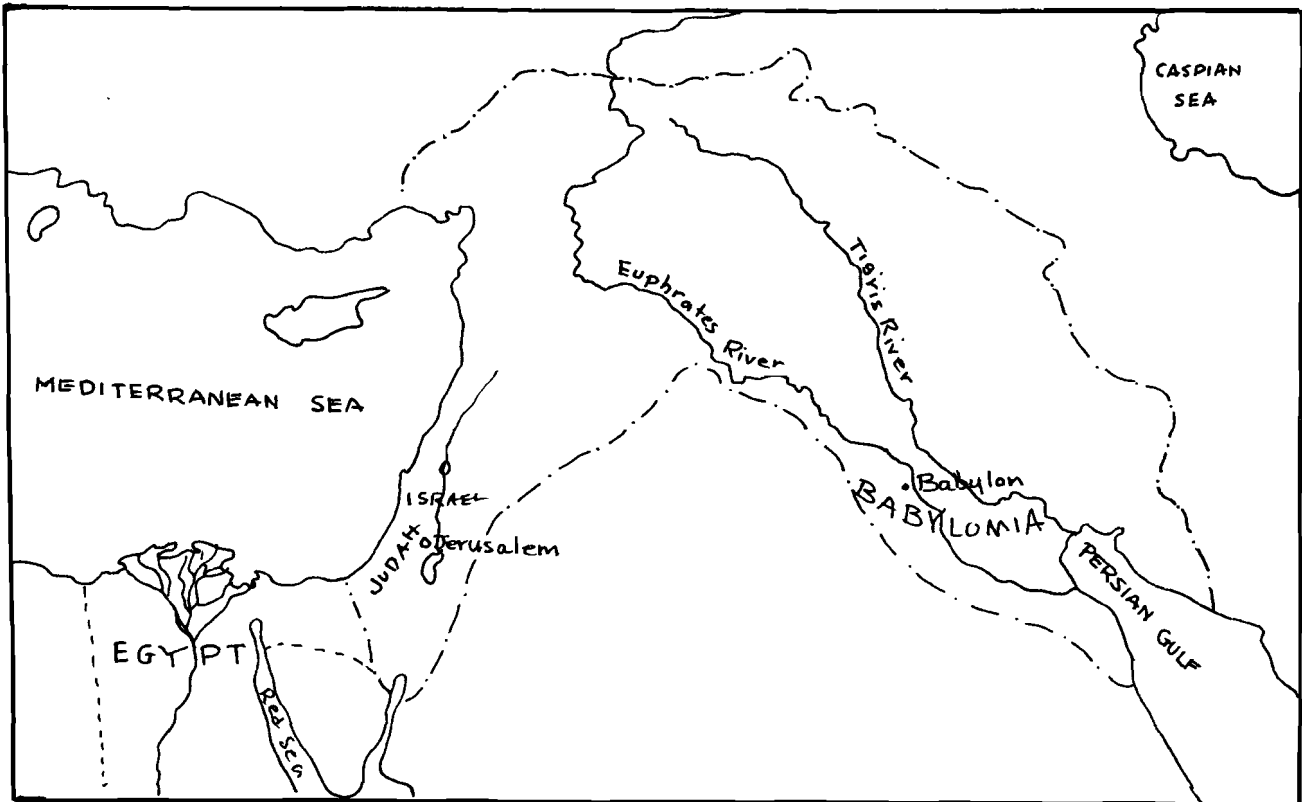
And I heard the voice of the Lord, saying,
"Whom shall I send? And who will go for us?"
And I said, "Here am I, send me!"



Isaiah 6: THE MAJOR PROPHETS

FOR OLDER CHILDREN: A worksheet and map.

1. The four major prophets are _____, _____, _____, _____.
2. Isaiah prophesied to the kingdom of _____ and the city of _____ (Isaiah 1:1). Underline the name of the country on the map and make a red dot for the city. Isaiah spoke out bravely against the evils the people were doing.
3. Jeremiah prophesied to the kingdom of _____ (Jeremiah 1:1). He told the people they should surrender to the attacking Babylonians. They refused. The country was conquered and all the important people taken captive. Jeremiah decided to stay in Jerusalem, even though he had been granted safe conduct to Babylon. But some of his own countrymen kidnapped him and took him to Egypt. Jeremiah wrote Jeremiah and also Lamentations.
4. Ezekiel was a captive in Babylonia. Underline it. Ezekiel prophesied to the Hebrew captives. He had a vision in which he was taken to the city of _____ (Ezekiel 8:3). He saw the temple of _____ (Ezekiel 8:16).
5. Daniel was a Hebrew prince taken to _____ with other members of the royal family. (Daniel 1:3). He could interpret dreams, and had dreams and visions himself.



— · — · — · — This line indicates all the land eventually captured by Babylonia.
 - - - - - This line indicates the boundaries of Egypt (later Babylonia conquered Egypt).

6. Color Egypt pink. Color the area conquered by Babylonia yellow.

Daniel 3: THE FIERY FURNACE

FOR THE LITTLE ONES: Inside the furnace.

Materials: Copies of the strip at the bottom of the page, black or brown construction paper, red and/or orange scraps, scissors, glue.

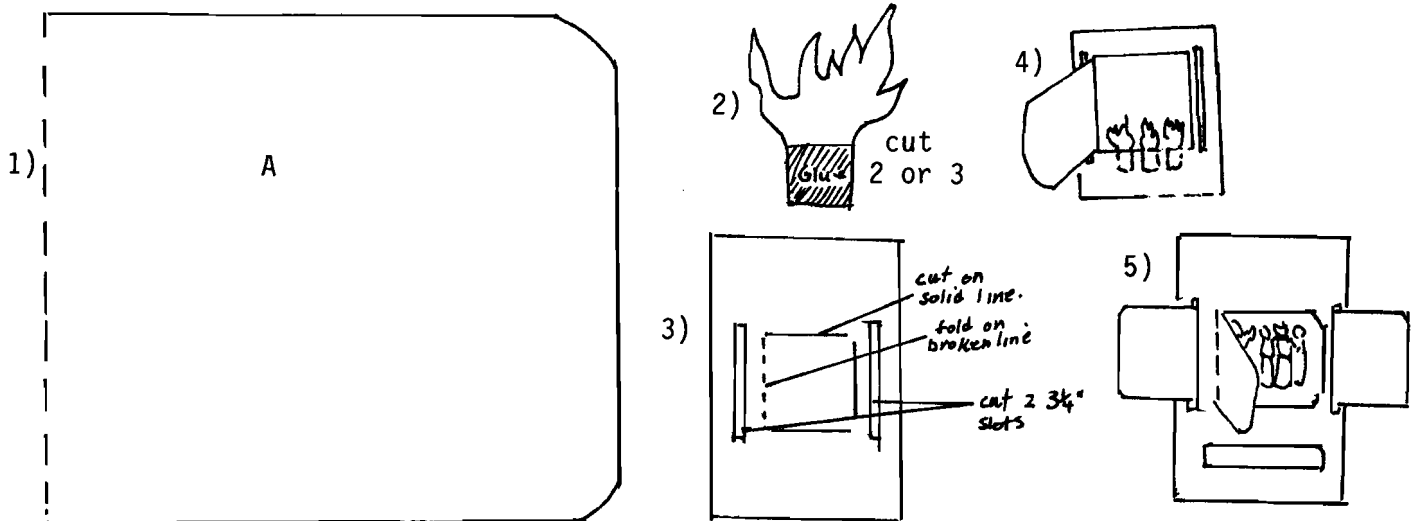
Before class:

- 1) Trace around outline A in the center of 6"x9" brown or black paper. Cut around three sides and fold open on dotted line for door.
- 2) Cut flames from outline B.
- 3) Cut two slots $3\frac{1}{4}$ " long as shown, about $\frac{1}{2}$ " in from each side of paper.

In class:

- 4) Glue the flames to the back of the paper in front of the door opening.
- 5) Color the strip and slide it through the slots as shown. The young men can appear first, then the Lord with them. Glue on the text.

Then King Nebuchadnezzar leaped to his feet in amazement and asked his advisers, "Wasn't it three men that we tied up and threw into the fire?" They replied, "Certainly, O king." He said, "I see four men walking around in the fire, unbound and unharmed, and the fourth looks like a son of the gods."
 -Daniel 3:24,25



Daniel 3: THE FIERY FURNACE

FOR OLDER CHILDREN: What's in a name?

Materials: A Xerox copy of the bottom part of this page for each child, pencils.

For the teacher: Solution to the names: 1) God is my judge 2) May Baal protect the king
3) The Lord has been gracious 4) Command of Aku 5) Who is like God? 6) Who is
like Aku? 7) The Lord has helped 8) Servant of Nabu 9) May Nabu protect the boundary

WHAT'S IN A NAME?

Daniel and his three friends were given new names when they were captives in Babylon. Their Hebrew names all contained the name of the Lord. Instead of the Lord's name, all the Babylonian names contained the name of an idol.

Using the key below, see if you can figure out what all the names mean.

abed = servant of	mi = who is
Aku = Aku, the moon god	Nego = the god Nabu
azar = has helped	Nabu = the god Nabu
Balat = Baal	sha = like
dan = judge	shar = the king
El = the Lord (from Elohim)	shudur = command
hanan = is gracious	usur = protect
kudurri = the boundary	Yah = the Lord (from Jehovah)

1. Daniel = dan - El = _____
2. Belteshazzar = Balat - shar - usur = _____
3. Hananiah = hanan - Yah = _____
4. Shadrach = shudur - Aku = _____
5. Mishael = mi - sha - El = _____
6. Meshach = mi - sha - Aku = _____
7. Azariah = azar - yah = _____
8. Abednego = abed - Nego = _____
9. Nebuchadnezzar = Nabu - kudurri - usur = _____

Micah 6: THE PROPHET MICAH

FOR THE LITTLE ONES: Three rules on a scroll.

Materials: White shelf paper (must have one side which will take ink and color medium), scissors, glue, color medium, ribbon or yarn, two paper towel tubes for each child.

Before class: Cut a strip of shelf paper 3' or more in length and 10" wide (or 2" narrower than length of tubes). In the center of each strip write the three rules.

In class: Explain about scrolls. There were no "books" in Bible times; everything was written by hand on scrolls. Each of the major prophets was written on a separate scroll, but the minor prophets were shorter and were all written on one scroll.

- 1) Each child glues the two ends of the strip of paper to a paper towel tube.
- 2) The teacher reads and talks about the three rules. See the last section of the primary notes for the lesson.
- 3) Inside the scroll, decorate around the three rules with pictures of images from the lesson: mountains, calves, city, bag of weights, sword, olives, grapes, wine, etc.
- 4) When the lesson time is over, roll the tubes toward the center, and tie the ribbon around for a closure. The children can continue to make more drawings of their own choice when they get home.



FOR OLDER CHILDREN: (Continued from other side)

HOW TO PLAY CONCENTRATION: The cards are all laid out singly, face down, center of the table. The first player turns up two cards in place, calling out the name of the prophets as he does so. If the cards are a match, player keeps them and the turn passes. If they are not a match, they are returned to the face-down position and the turn passes. Next player turns up one card, saying the name. Now the object is to remember the previous cards, and if one is a match turn that up, and so get the pair. After each turn any unmatched cards are turned face down again. If you want, you can make it a stipulation that the player must call out the prophets' names. If he fails to do this, any player who calls his attention to the fact, gets to keep the pair, providing he calls out the names. (Soon the difficult names will trip off the children's tongues like old friends.)

NOTE: The cards are numbered from 1 to 12 in Bible sequence, so the children can learn the names of the prophets in order.

Micah 6: THE PROPHET MICAH

FOR OLDER CHILDREN: Concentration: a card game

Materials: Light cardboard, rubber cement, sharp scissors, color medium, clear contact paper, 2 copies of the page for each child (24 cards), boxes - either from spices (e.g. Durkee's 2 Oz. peppercorns) or make them (pink page 18).

In class: Color and dry mount the page on cardboard. Cover the mounted page with clear contact paper. Cut cards out carefully. Smooth and press out bubbles from surface of cards. Directions for play on reverse of this page.

<p>1 HOSEA</p>  <p>An eagle is over the house of the Lord. -8:1</p>	<p>2 JOEL</p>  <p>Beat your plowshares into swords. -3:10</p>	<p>3 AMOS</p>  <p>"What do you see, Amos?" he asked. "A basket of ripe fruit." -8:2</p>	<p>4 OBADIAH</p>  <p>The house of Jacob will be a fire. -4:18</p>
<p>5 JONAH</p>  <p>The Lord prepared a great fish to swallow Jonah. -1:17</p>	<p>6 MICAH</p>  <p>Hear, O mountains, the Lord's accusation. -6:2</p>	<p>7 NAHUM</p>  <p>Clouds are the dust of his feet. -1:3</p>	<p>8 HABAKKUK</p>  <p>Their horses are swifter than leopards. -1:8</p>
<p>9 ZEPHANIAH</p>  <p>I will sweep away the birds of the air and the fish of the sea. -1:3</p>	<p>10 HAGGAI</p>  <p>You earn wages to put in a purse with holes. -1:6</p>	<p>11 ZECHARIAH</p>  <p>I see a solid gold lampstand with seven lights. -4:2</p>	<p>12 MALACHI</p>  <p>A scroll of remembrance was written in his presence. -3:16</p>

Haggai 1: REBUILDING THE TEMPLE

FOR THE TEACHER: The three temples - some background material.

At the time when Moses was given the Ten Commandments on Mt. Sinai, the Lord also gave instructions for building the tabernacle - or tent-church. During the time the Children of Israel wandered in the wilderness, conquered the land of Canaan, and settled in the land, they used this portable church for worship. But in the time of Solomon, a permanent building was erected, using the general plan of the tabernacle, but built with stone, brass and wood, overlaid in many parts with gold, and provided with richly ornamented furnishings. (This was about 1000 B.C.)

In 586 B.C. Babylon conquered Judah. The wall of Jerusalem was broken through and the invaders burnt the temple and broke down the walls stone by stone. Today archaeologists can find virtually nothing they can identify with this first temple. The Babylonians carried off all the furnishings and dishes. The ark completely disappeared. Legend has it that the prophet Jeremiah buried it in the temple courtyard; other legends locate it in various far-off places. But it was never recovered.

The people of Judah were carried into captivity in Babylon, and after seventy years, when Cyrus became king, they were allowed to return and rebuild the temple. Today's lesson tells of the set-backs and discouragements the people had in building this temple. Finally, however, it was completed. It is not described in the Bible, but we can assume the general floor plan copied that of the tabernacle and first temple. We do know that it was a much more humble building than Solomon's temple (See Ezra 3:10-13.) Josephus, an ancient history writer, says that the altar of burnt offering was of unhewn stone. And of course the Holy of Holies was empty. So was the worship, and the church became more and more corrupt, until in the time of Christ, only a few simple good people remained to receive the Messiah. The priests and teachers had become corrupt and greedy. Palestine was ruled by several different countries: Babylon, then Persia, Egypt and Syria. In the time of Antiochus, king of Syria, temple worship was so profaned that pigs (forbidden to the Jews) were sacrificed to Zeus within the temple walls. At one point the Jews, under Judas Maccabeus, revolted, took control of Jerusalem and purged the temple of all pagan idols and worship. The temple was rededicated and this event is still celebrated by the Jews as Hannukkah. The Maccabeans ruled for about a hundred years, and then Jerusalem was conquered by Rome.

Under King Herod the Great, the temple underwent a complete reconstruction which involved major alterations in the walls and fortifications of the hill. If you look at a map, you will see that the temple complex was perched on a hill. The east side of the temple area was at the edge of a steep cliff which dropped into the Kidron Valley. Herod apparently wanted to demolish the second temple and build one which would be identified with his name. However, he knew that the Jews would not tolerate this, so he began a reconstruction which would seem to be a simple process of repairing various sections of the old one, with services and functions going on as usual. When he was finished, however, the temple was really a completely different building. It was dedicated in 12 B.C., though in fact was not finished until after Herod's death.

The third temple (Herod's temple) had an outer court, or Court of the Gentiles, into which everyone, even foreigners, could go. Then there was the Court of Women - Jewish women could go this far. Within this was the Court of the Pure Jews - for Jewish men only. On the outside of the entrances to this court were signs in Greek and Latin, "Let no alien enter within the balustrade and embankment about this sanctuary. Whoever is caught makes himself responsible for his death, which will follow." Only the priests entered the temple proper.

Haggai 1: REBUILDING THE TEMPLE

FOR OLDER CHILDREN: A review of the tabernacle and Solomon's temple.

Materials: Xerox copies of the page, felt markers.

1) Read Ezra 3:10-13. The "first temple" was Solomon's temple. This was 60 cubits long and 20 cubits wide. A cubit is the distance from a man's elbow to fingertips. It has been set at 18".

2) On the grid at right, beginning at the top line, make a red outline showing the dimensions of Solomon's temple. This building had a porch on the east end that was 20 cubits wide and 10 cubits long.

3) Add the porch in red.

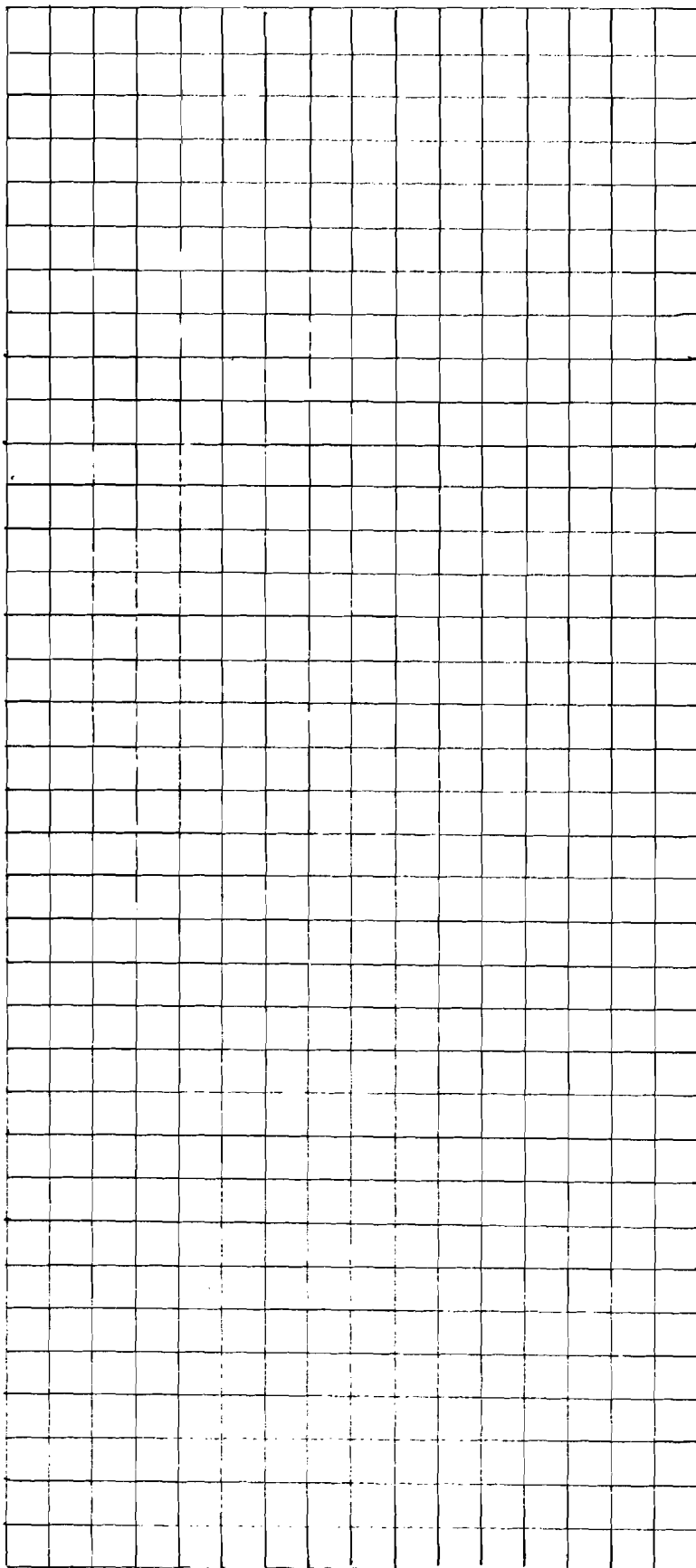
The tabernacle was 30 cubits long and 10 cubits wide.

4) With a blue marker draw the outline of the tabernacle inside that of the temple.

(We don't know how big the second temple was.)

The tabernacle contained: the ark, a 7-branched lampstand, a table for showbread, an incense altar, a laver (washing basin), an altar for sacrifice, many dishes, spoons, tongs, shovels, etc.

Solomon's temple had: the ark, 10 lampstands, a gold table, a gold altar, a huge laver holding over 11,000 gallons of water, 10 smaller lavers holding over 230 gallons (about 4 55-gallon drums), an altar of sacrifice. Many dishes, ladles, wick trimmers, censers, spoons, etc. King Cyrus gave to the people who returned to Jerusalem all the gold and silver utensils that had been taken from the temple. Read Ezra 1:7-11.



1 square = 3' or 2 cubits



Haggai I: REBUILDING THE TEMPLE

FOR THE WHOLE SUNDAY SCHOOL: A ceremony with verse-speaking choir and instruments.

Materials: Copies of the script, trumpet or other instrument, nursery rhythm instruments. (The herald can use a fake trumpet if no pupil has a real one.)

It is thought by scholars that Psalm 24 was used ceremonially at the time the ark was brought to Jerusalem by David (I Samuel 6. See Lesson 67). It is also appropriate for the dedication of the second temple (see Ezra 3:10, 11, which says that they praised the Lord with songs and instruments, as prescribed by King David).

In class: Read Ezra 3:10-13 to the children. Then rehearse the procession, to be performed in Church, or as a part of the closing exercises in Sunday School, or just as a class activity. The quotation in verse 11 is from Psalm 136, known as the "Great Hallel." "Hallel" means "praise," as in Hallelujah.

CAST:

Herald, with trumpet
Guard of the gate
First choir (two or more children)
Second choir
The people (Little ones too young to read can carry rhythm instruments.)

THE SCENE:

Your chancel. When the ceremony begins, all actors are at the back of the Church lined up to march, in two's or three's.

GUARD marches up the aisle and takes a place at the entrance to the chancel.

HERALD marches up the aisle, stopping at the front pew; turns, sounds the trumpet and reads:

THE EARTH IS THE LORD'S, AND EVERYTHING IN IT, THE WORLD, AND ALL WHO LIVE IN IT; FOR HE FOUNDED IT UPON THE SEAS AND ESTABLISHED IT UPON THE WATERS.

HERALD turns toward Guard

GUARD looking towards group at the back of the church:

WHO MAY ASCEND THE HILL OR THE LORD? WHO MAY STAND IN HIS HOLY PLACE?

FIRST CHOIR:

HE WHO HAS CLEAN HANDS AND A PURE HEART, WHO DOES NOT LIFT UP HIS SOUL TO AN IDOL OR SWEAR BY WHAT IS FALSE.

SECOND CHOIR:

HE WILL RECEIVE BLESSING FROM THE LORD AND VINDICATION FROM GOD HIS SAVIOR.

ALL:

SUCH IS THE GENERATION OF THOSE WHO SEEK HIM, WHO SEEK YOUR FACE, O GOD OF JACOB.

Now the procession starts slowly up the aisle.

(cont'd)

Lesson 98

HERALD:

LIFT UP YOUR HEADS, O YOU GATES; BE LIFTED UP, YOU ANCIENT DOORS, THAT THE KING OF GLORY MAY COME IN!

GUARD:

WHO IS THIS KING OF GLORY?

ALL:

THE LORD STRONG AND MIGHTY, THE LORD MIGHTY IN BATTLE.

HERALD:

LIFT UP YOUR HEADS, O YOU GATES; LIFT THEM UP, YOU ANCIENT DOORS, THAT THE KING OF GLORY MAY COME IN!

GUARD:

WHO IS HE, THIS KING OF GLORY?

ALL: THE LORD ALMIGHTY - HE IS THE KING OF GLORY! (Cheering and playing on instruments)

Now the Guard stands aside and all march up into the chancel. At this point a hymn can be sung (The Church's One Foundation?) or a Bible passage read (Psalm 136, read responsively, the children reading the first part of each verse, the congregation adding "His love endures forever.") Then the children march back to their seats.

FOR THE LITTLE ONES: A scene in the sandtable.

Materials: Stones, small blocks or wood scraps, stand-up figures of men, women and children, rhythm instruments (see blue pages 111-113).

In class:

Tell the children about the rebuilding of the temple, as found in Ezra 3.

Build an altar of stones in the center of the sand table. (Ezra 3:2).

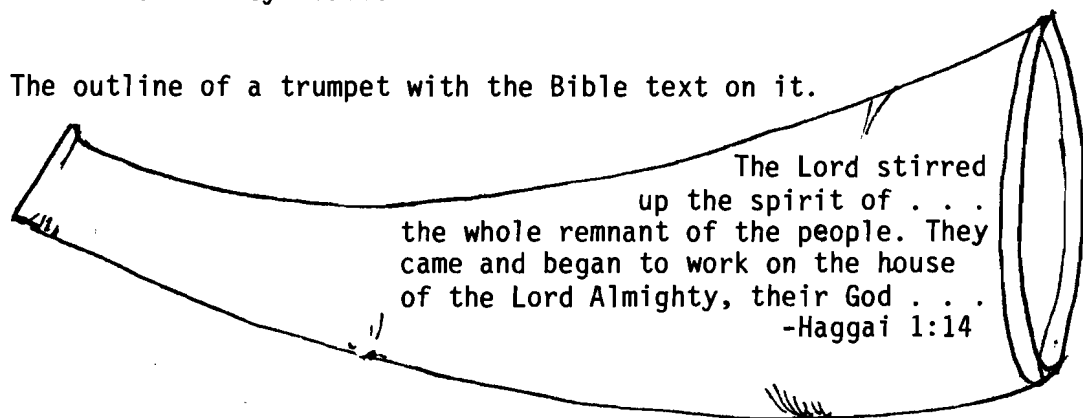
Make a wall of blocks or wood scraps (or stones if you have enough) around the altar (Ezra 3:10). Set up figures of people for a parade in front of the foundations.

Now give out the instruments and have a procession. All say "Praise to the Lord!

He is good; his love to Israel endures forever!" (Ezra 3:11) The children cheer, march and play their instruments.

If your children are good actors, some can weep also - and you may be sure the sounds will be heard far away (Ezra 3:13). You might want to warn other teachers in advance that this will be a noisy class.

To take home: The outline of a trumpet with the Bible text on it.



Haggai 1: REBUILDING THE TEMPLE

FOR OLDER CHILDREN: Build a house.

Materials: White paper 8½"x11" (good crisp paper is best), pencils, crayons, scissors, craft glue.

This project looks complicated, but it goes very quickly!

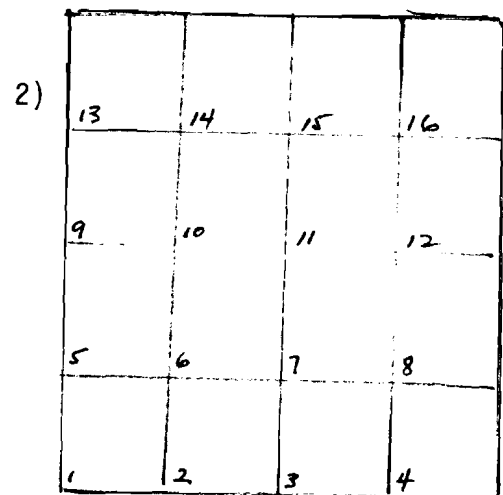
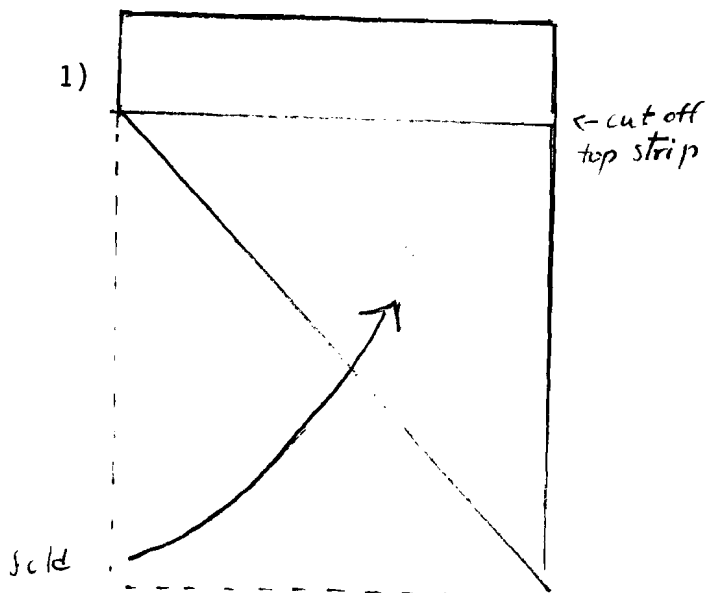
In class:

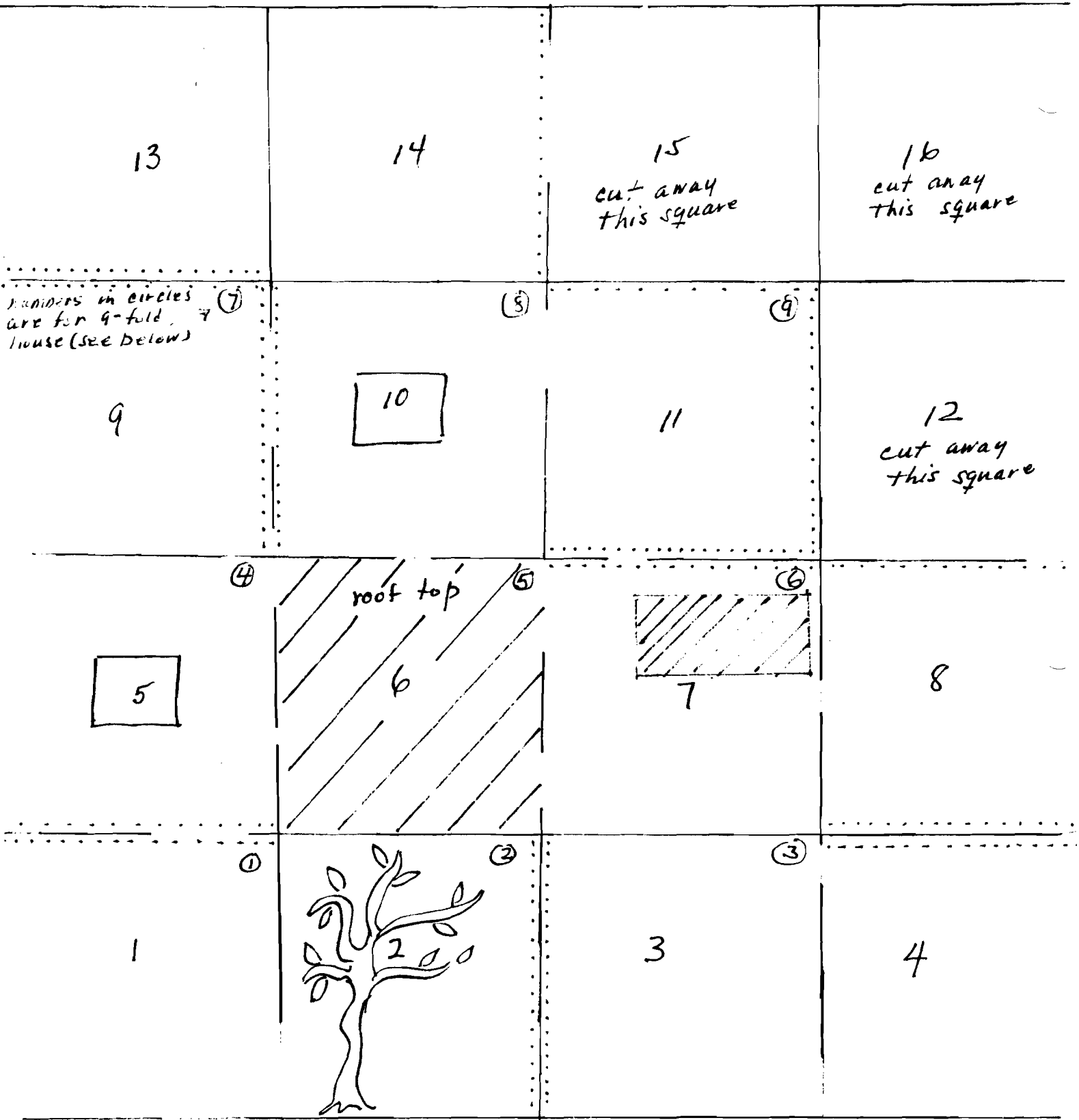
- 1) Fold and cut paper to make an 8½" square.
- 2) Fold square in half twice in each direction to make 16 squares. Number each square very lightly in pencil, starting at the bottom.
- 3) Using the pattern on the reverse of this page draw and color in the squares as follows:
 - Square 6 is rooftop; color it brown.
 - Square 2 has fig tree; draw and color it.
 - Square 5 has square window; draw and color it.
 - Square 7 has a door; draw it on its side with the bottom toward square 8.
 - Square 10 has square window; draw and color it.
- 4) Cut away squares 12, 15, 16.
- 5) Cut on folds as follows (see dotted lines on pattern on reverse of this sheet):
 - 1-5
 - 2-3
 - 4-8
 - 7-11
 - 13-9
 - 9-10

DO NOT CUT 13-14 to get to 9-10!
- 6) Now paste:
 - 1 under 5
 - 3 under 2
 - 11 under 7
 - 9 under 10

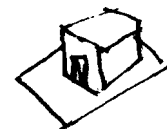
Slide in 13 to make 14 the bottom of house box.
Paste extra squares over.
Text slip goes on bottom.

"You expected much, but see, it turned out to be little. What you brought home, I blew away. Why?" declares the Lord Almighty.
"Because of my house, which remains a ruin, while each of you is busy with his own house" -Haggai 1:9





FOR YOUNGER CHILDREN: A simpler version of the house: Using an $8\frac{1}{2}$ " square, make a 9-fold piece by folding in thirds twice. Draw in features as in larger version, noting that now the circled numbers apply. This house has no bottom. You can run glue around the bottom edge and stick the house to colored paper so house box stands firmly.



Matthew 1:18-25; 2:13-23: THE LORD COMES INTO THE WORLD

FOR THE LITTLE ONES: "My Book about Jesus" - a coloring book.

Materials: Copies of this page and the next three pages, rubber cement, stapler.

Before class: Xerox the pages. Dry mount back to back, so that you have two sheets, correctly numbered. Fold in the center and staple.

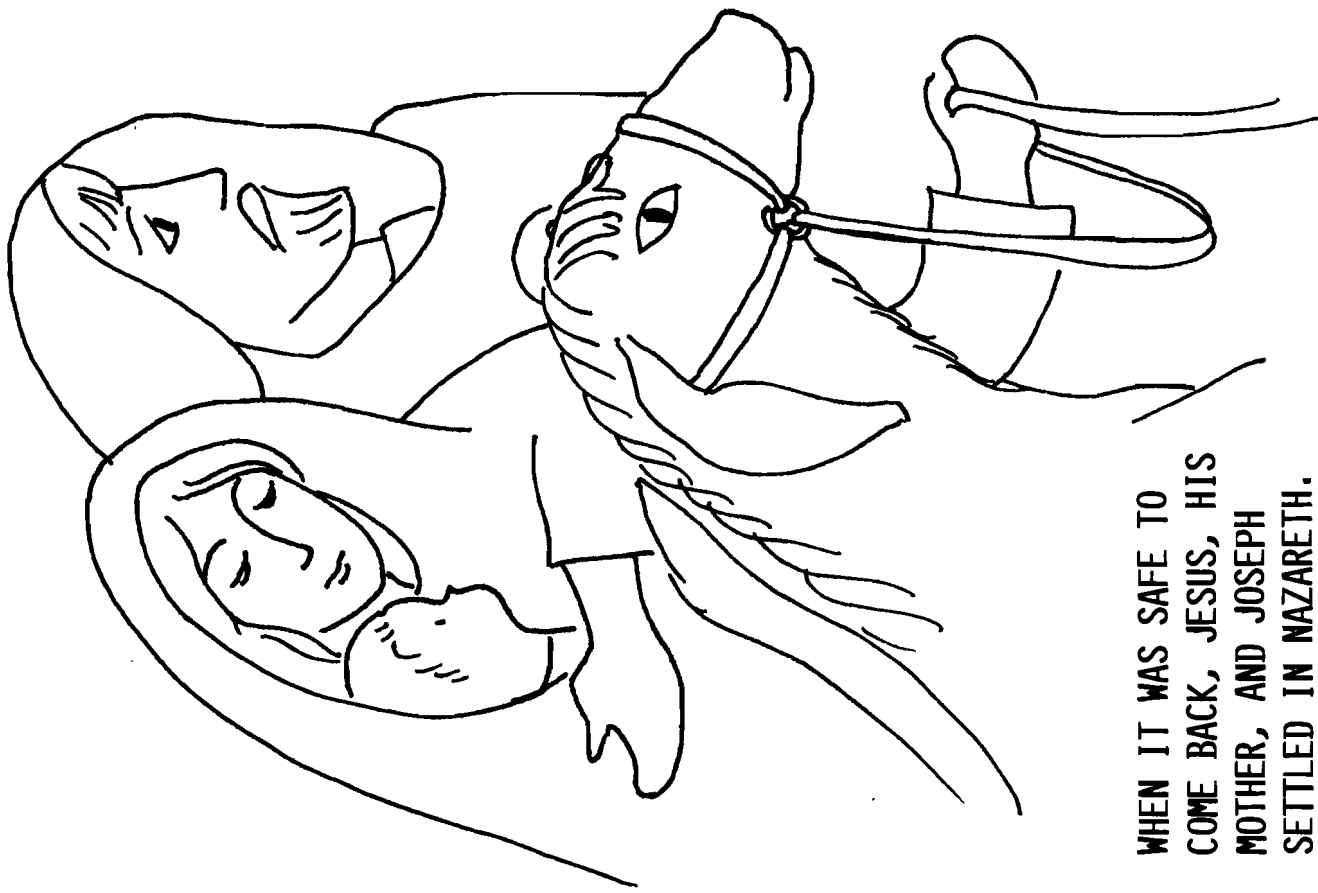
Important: When Xeroxing this page, cover up these instructions so that this half of the sheet will be blank. It forms the back cover of the coloring book. (For instructions for dry mounting, see pink page 10.)

Most commercially produced books stress the sonship of Jesus and leave the impression in the children's minds that Jesus was a separate person from the Father. Without touching on the complicated theology of the incarnation, we have tried to plant the idea that God Himself came into the world in the form of a baby. Later on the children can learn about the process in more detail. The wicked state of people on earth is also mentioned, as a basis for understanding the reason why the Lord had to come.

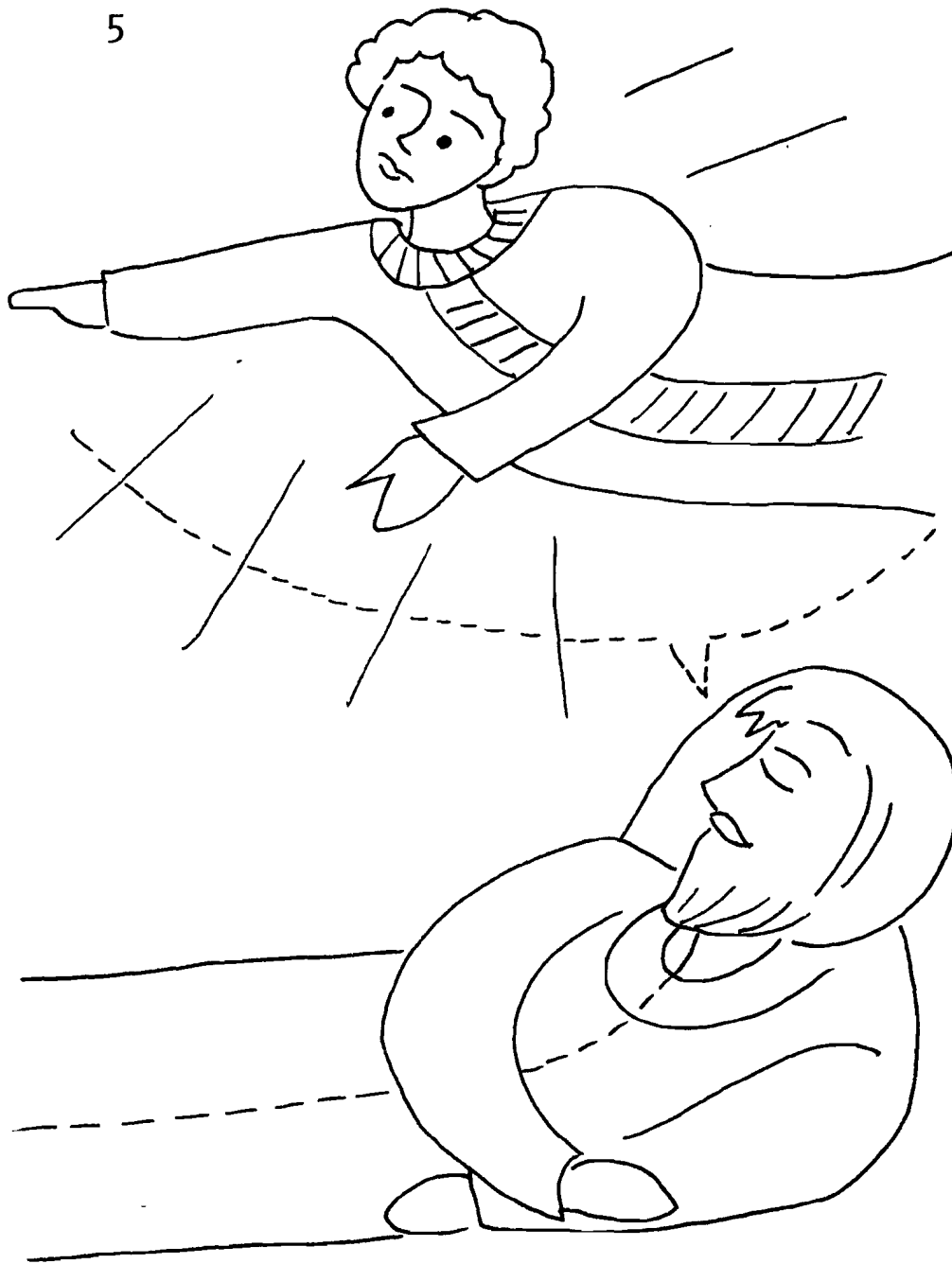
My Book
about
Jesus



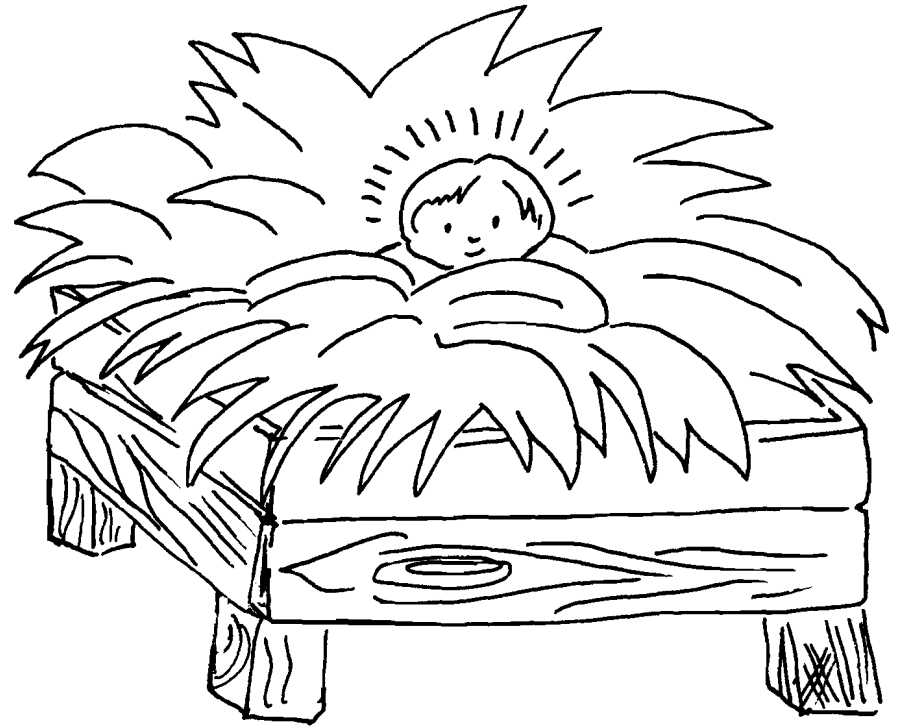
LONG AGO, PEOPLE HAD BECOME VERY WICKED. THEY WOULD NOT OBEY THE COMMANDMENTS. THEY WOULD NOT EVEN LISTEN TO THE PROPHETS WHO TOLD THEM THE MESSAGE OF GOD.



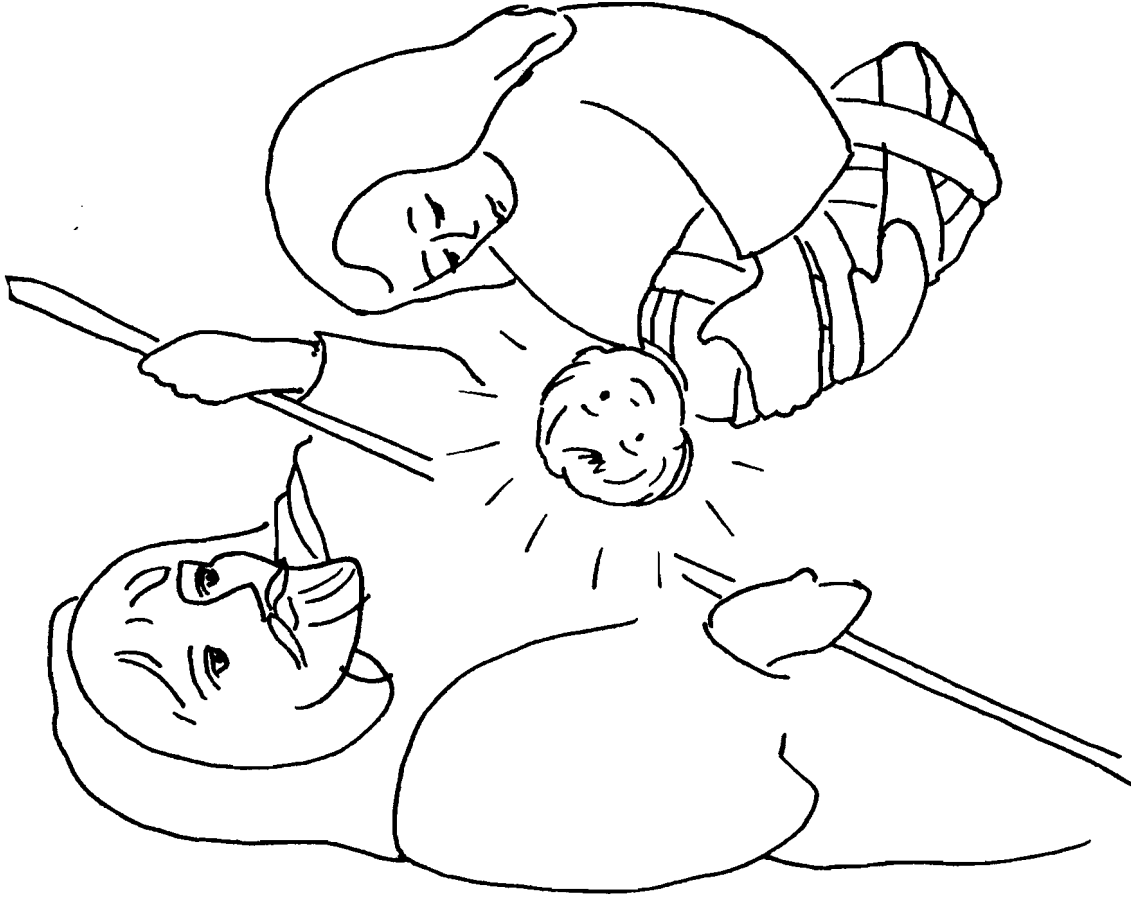
WHEN IT WAS SAFE TO COME BACK, JESUS, HIS MOTHER, AND JOSEPH SETTLED IN NAZARETH.



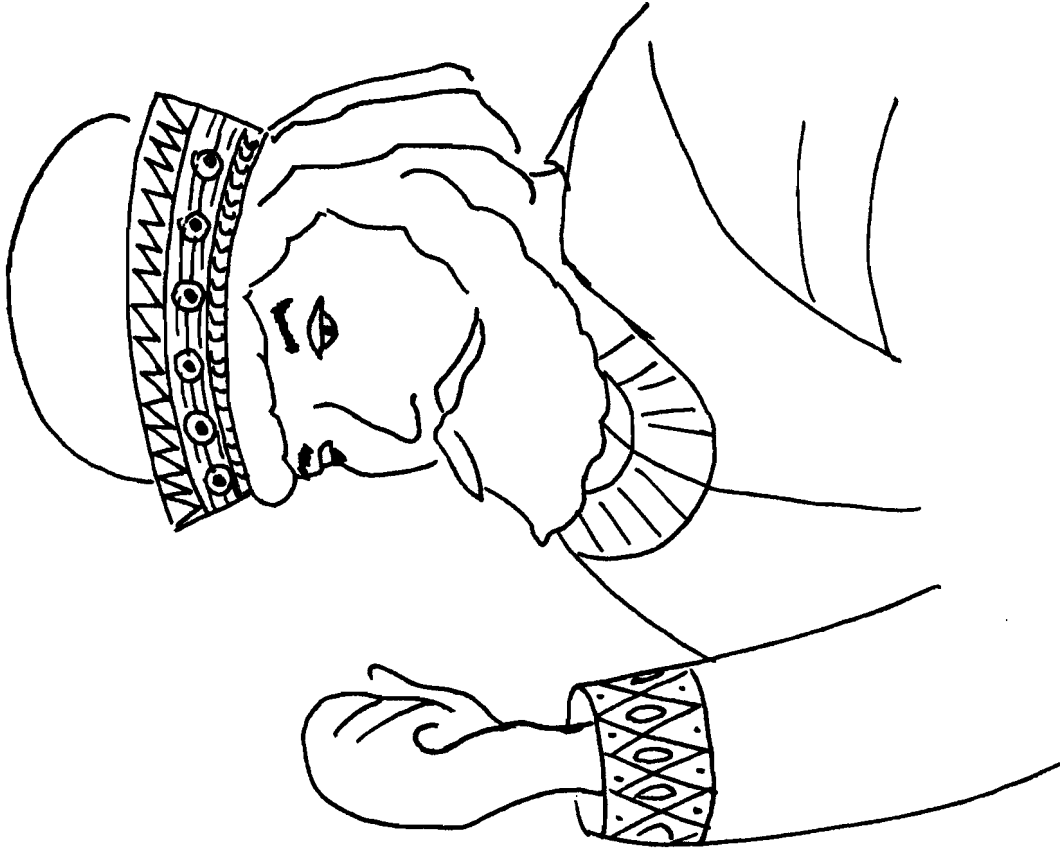
SO AN ANGEL WARNED JOSEPH IN A DREAM TO
ESCAPE TO EGYPT WHERE JESUS WOULD BE SAFE.



GOD DECIDED TO COME DOWN TO EARTH HIMSELF
TO SHOW PEOPLE THE RIGHT WAY TO LIVE. HE
CAME AS BABY JESUS AND GREW UP JUST AS WE
DO. HE SHOWED US HOW WE SHOULD LOVE HIM
AND LOVE EACH OTHER.



JESUS' MOTHER, MARY, AND HER HUSBAND, JOSEPH, TOOK CARE OF JESUS.



THE PROPHETS HAD SAID JESUS WOULD BE A KING. KING HEROD WAS JEALOUS AND TRIED TO FIND JESUS AND KILL HIM.

Matthew 1:18-25; 2:13-23: THE LORD COMES INTO THE WORLD

FOR OLDER CHILDREN: Prophecy and fulfilment.

Materials: Paper and pencils

In class: Each pupil draws a line down the middle of a sheet of paper, or folds it in half to make two side-by-side sections.

The teacher gives one reference from Matthew. The children look it up and write the verse on the left side of the paper. Then the teacher gives the reference from the prophets of which the New Testament verse is the fulfilment. The children look it up and copy it.

Do these one at a time, and stop when the children get bored or pressed for time. Here are the pairs of references:

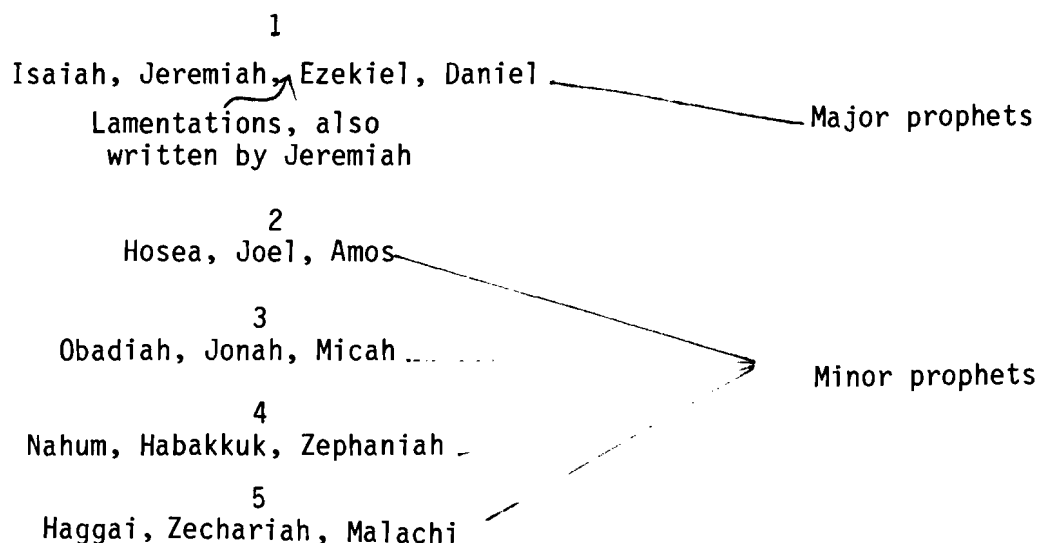
- 1) Matthew 1:23 - Isaiah 7:14
- 2) Matthew 2:1 - Isaiah 60:3
- 3) Matthew 2:6 - Micah 5:2
- 4) Matthew 2:4 - Hosea 2:7
- 5) Matthew 2:15 - Hosea 11:1
- 6) Matthew 2:17 - Jeremiah 31:15

Explain to the children that the books of the prophets were full of prophecies of the Advent, so that the Jewish people were expecting the Messiah. The fact that they did not recognize Him when He came (and still do not!) is a crucial point in the Gospel story.

FOR OLDER CHILDREN: A find-it race.

Materials: Bibles.

In class: Put a marker in the Bible between the Old and New Testaments. The Gospels are on one side of the marker, the Prophets on the other. A pupil calls out the name of a Prophet or Gospel and the others try to be the first to find it. Take turns. A card with the Major and Minor Prophets could also be made, and the names memorized. Here is a scheme for memorizing in groups:



Matthew 1:18-25; 2:13-23: THE LORD COMES INTO THE WORLD

FOR OLDER CHILDREN: People and places.

Materials: Xerox copies of the page, pencils.

In class: Unscramble the names. Fill in all the place names on the map. Take the letters which fall in the circles and discover something found in Jerusalem.

R H O D E

○ _ _ _ _

S U J E S

_ ○ _ _ _

R A Y M

_ _ ○ _ _

P H O J E S

_ ○ _ _ _ _

H U D J A

_ _ ○ _ _

A R A M S I A

○ _ _ _ _ _

T A Z A H E R N

_ _ _ _ _ ○ _

E A G L E L I

_ _ _ _ _ ○ _

M A R S E L U J E

_ _ _ _ _ _ _ ○

R E A P A M U N C

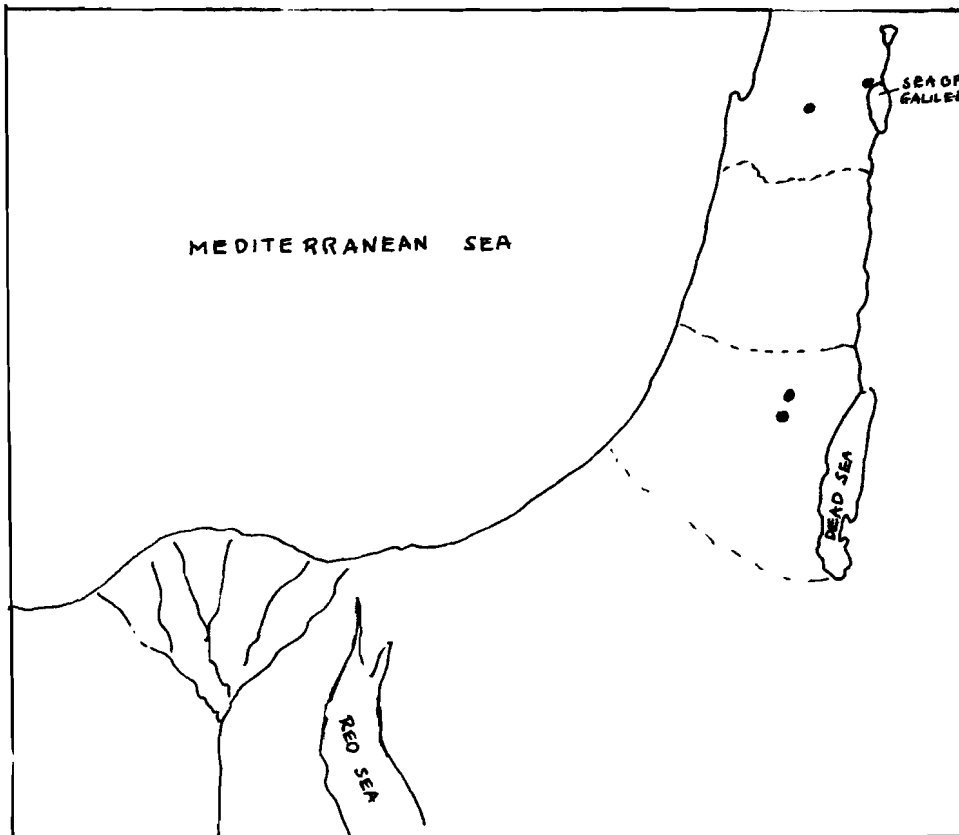
_ _ _ ○ _ _ _ _

M E E T H B E H L

_ _ _ _ _ ○ _ _

T Y P E G

○ _ _ _ _



Matthew 2: CHRISTMAS. The Visit of the Wise Men

FOR THE LITTLE ONES: The best gift of all.

Materials: A small box for each child (it should open on one of the large surfaces), heavy duty aluminum foil, glue; glitter, sequins, ric-rac, fabric scraps, macaroni, torn paper, press-on stars, dots, etc., text slips.

Before class: Carefully cut a piece of foil the size of each box bottom and glue it inside, trying not to wrinkle it.

In class: Discuss the Wise Men's gifts. "The best gift of all was the one Jesus gave us - Himself." Explain this. "Did you know that there is a gift you can give to Jesus? And you can give it every day, not just on Christmas. If you want to know what it is, look in the box!"

Pass out the boxes. Each child looks inside and sees his or her reflection.

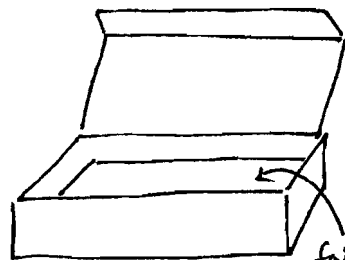
"That's right! you can give yourself." Explain how they do this by helping others and worshiping the Lord only.

Now the children close the boxes and decorate the outside with whatever materials you have provided.

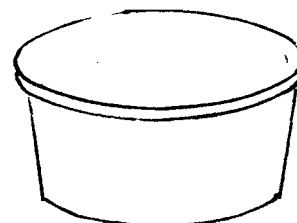
The text slip can go on the inside surface of the cover.

Then they opened their treasures and presented him with gifts of gold and of incense and of myrrh.

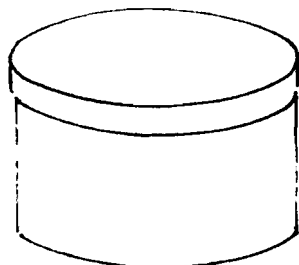
-Matthew 2:11



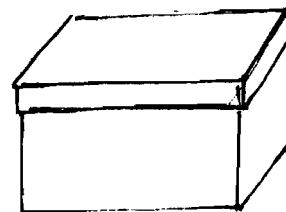
foil goes
in bottom
of box



cream, cheese
container



cold cream jar
(plastic)



any small
box

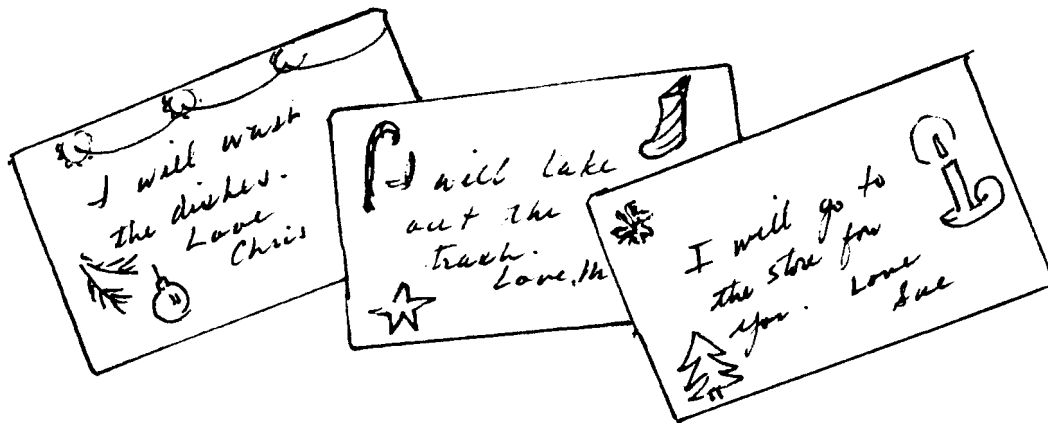
Matthew 2: CHRISTMAS. The Visit of the Wise Men

FOR ALL AGES: A book of gift certificates.

Materials: 8½"x11" paper, pens or pencils, color medium, envelopes (optional).

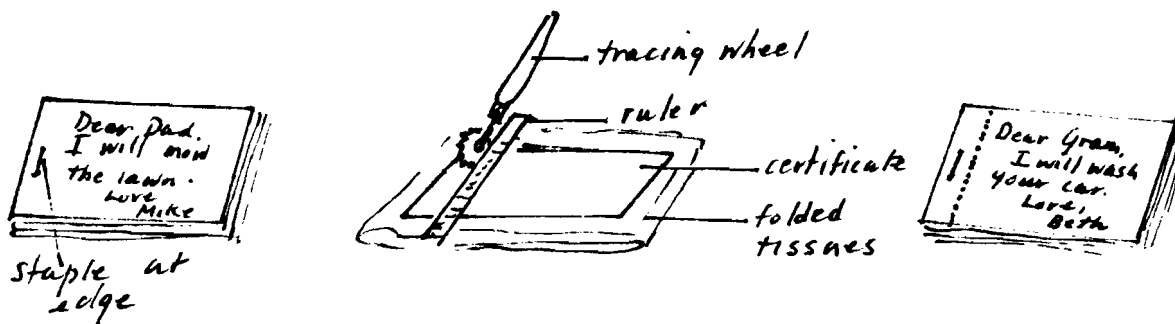
In class: After you have discussed the meaning of the three gifts, repeat the idea given in the junior notes, that our custom of giving Christmas gifts derives from the gifts of the Wise Men. Also note (intermediate notes) that our real happiness at Christmas time should come for the things we can do for others to make them happy, and not in the presents we receive ourselves.

Now each child cuts a piece of paper in half three times, making six pieces. In the center of each write something they will do for Mom, Dad, or someone else. Decorate the edges with colorful Christmas symbols. Put each in an envelope (optional) and address it to the proper person, to be put under the tree.



This idea is also good for Mother's Day. In this case, since all the gift certificates will be going to the same person, staple them together at the edge to make a booklet. If you have a dressmaker's tracing wheel, here is a nice way to make the booklet more professional: place each certificate on a folded stack of facial tissues and with a ruler run the wheel up one side of the paper to make a perforated, tear off line. Then staple the booklet together and Mom can tear each certificate off when she needs that particular job done.

Also good for Father's Day, birthdays.



Matthew 3: THE LORD'S BAPTISM

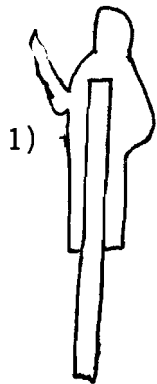
FOR THE LITTLE ONES: Create the scene in paper.

Materials: 9"x12" blue construction paper, white paper, scissors, glue, text slips.

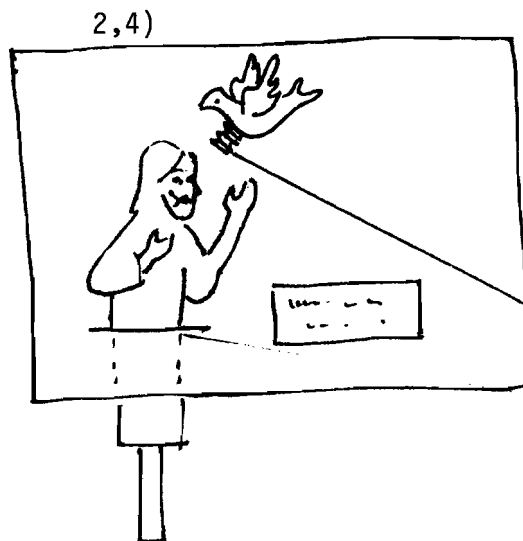
Before class: Trace the figures of Jesus and the dove onto white paper and cut out. For those too young to handle scissors, cut a 3" slot in the blue paper about 3" from the bottom of the page, as shown in figure 2. Make text slips.

In class:

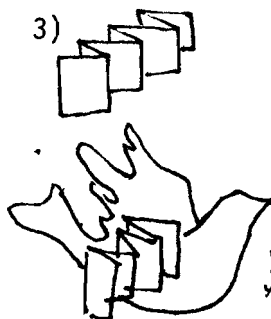
- 1) Color the figures of Jesus and the dove. Cut a 1"x9" strip from the edge of the blue sheet. Cut off 1" of this for step 3. Glue 9" strip to Jesus' back.
- 2) Cut a slot 3" wide in the blue paper as described above. Insert the figure of Jesus. You can move Him up and down, in and out of the water.
- 3) Make a paper spring: accordion fold the 1" strip of blue paper.
- 4) Glue one end of the spring to the back of the dove, and the other about 6" above the slot, just above Jesus' hand. When Jesus comes up out of the water, the dove will rest on His hand.



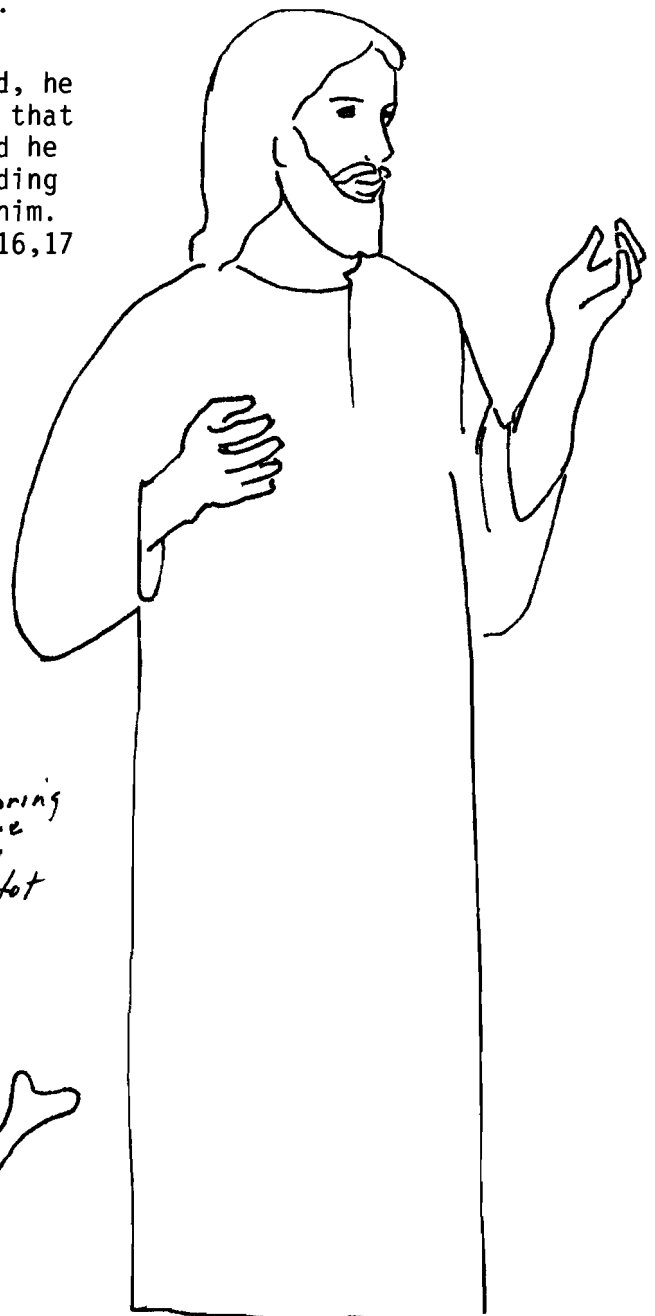
As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and lighting on him.
-Matthew 3:16,17



glue paper spring with dove about 6" above slot



glue spring to back of dove



Lesson 103

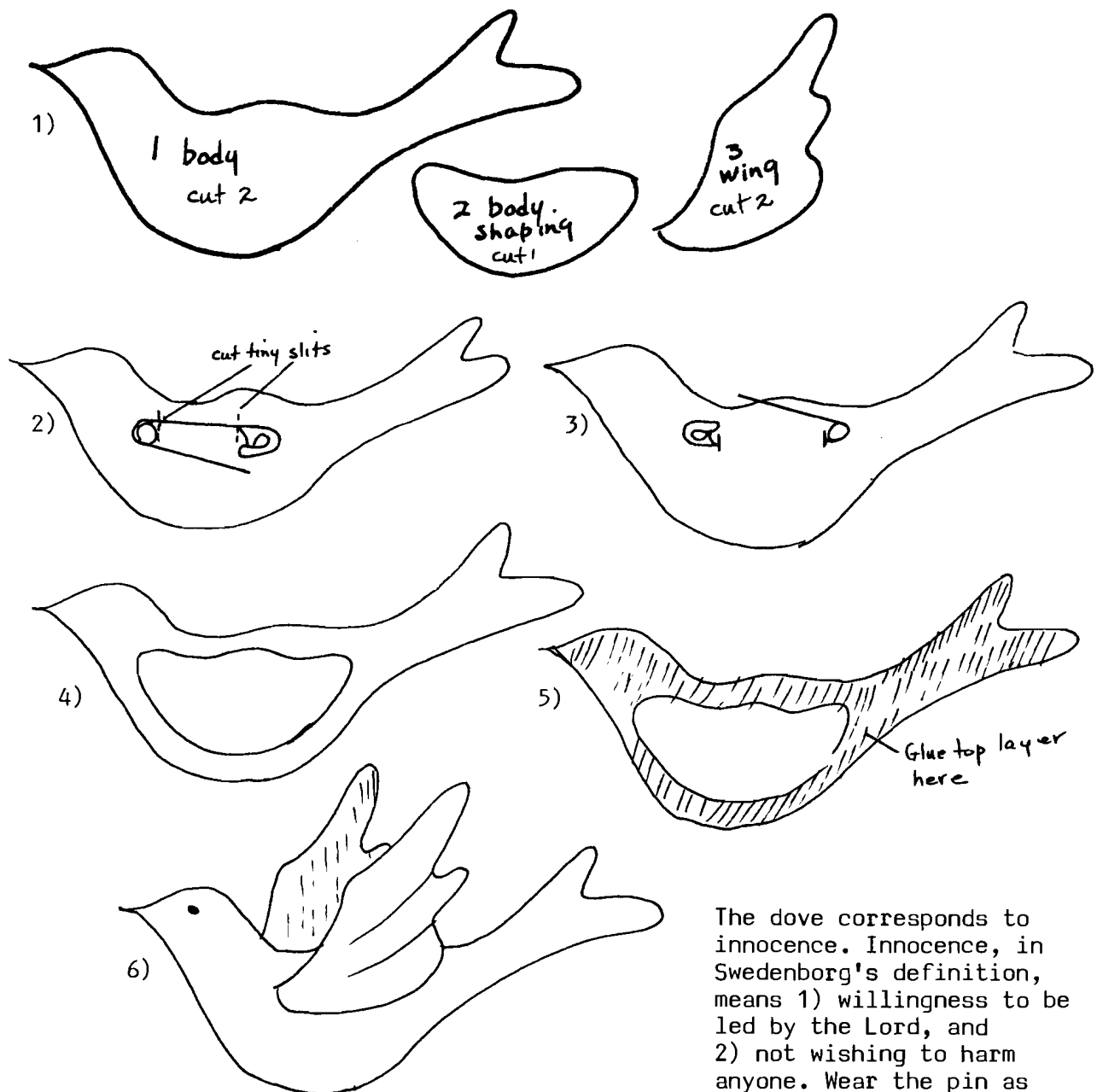
Matthew 3: THE LORD'S BAPTISM

FOR OLDER CHILDREN: A dove to wear.

Materials: White felt, scissors, craft glue, small safety pin (1" or smaller), light blue marker.

In class:

- 1) Trace around pieces 1, 2 and 3 on white felt and cut out.
- 2) Using your safety pin as a guide, cut tiny slits in one body piece.
- 3) Force the head and pin ends through the slits so that only the bar lies along the back of the piece.
- 4) Glue body shaping over pin bar on wrong side of piece.
- 5) Apply glue around edges and glue second body piece over the first, sandwiching the body shaping in between. Press layers together with fingers.
- 6) Glue wings to sides of bird. Lightly draw in eye and wing lines.



The dove corresponds to innocence. Innocence, in Swedenborg's definition, means 1) willingness to be led by the Lord, and 2) not wishing to harm anyone. Wear the pin as a reminder!

(This pattern can be enlarged, using a grid, See pink page 13.)

Matthew 3: THE LORD'S BAPTISM

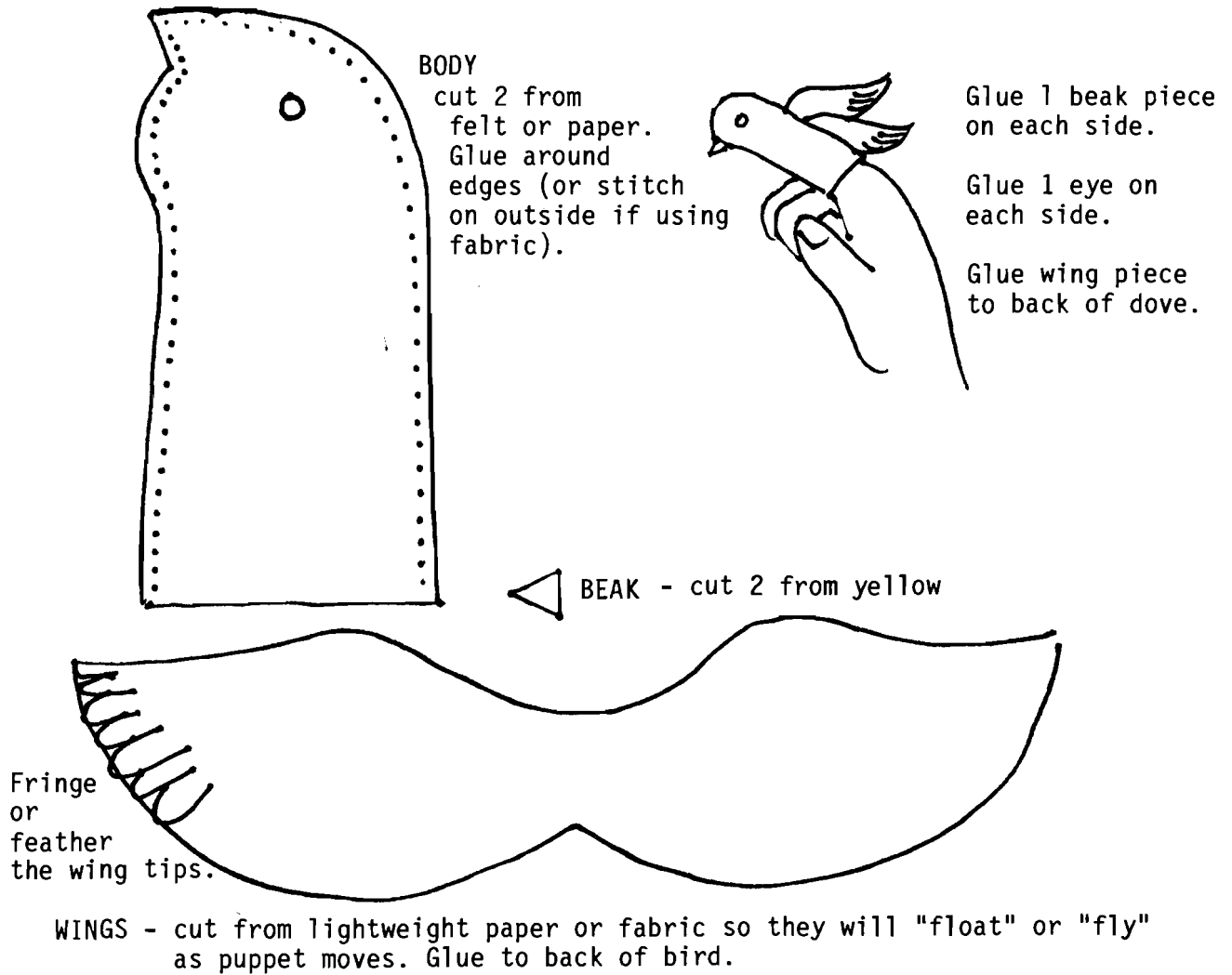
FOR THE LITTLE ONES: Finger puppet doves.

Materials: White felt or paper, scraps of yellow and blue felt or paper, glue or thread, scissors.

Before class: Cut out the pieces.

In class:

- 1) Glue or stitch the two body pieces together. Glue on eyes cut from blue scrap.
- 2) Fringe the edges of the wings, or cut into feathers as shown.
- 3) Glue wings to body. Glue on scraps of yellow for beak



In class: Take the children into the sanctuary and show them the baptismal font. Tell them about the service of baptism, where the minister stands, how the parents bring the baby up, what happens, what it means.

BAPTISM - SOME BACKGROUND MATERIAL

The Christians were not the first to use a ceremony of water. In ancient Greece, very similar rituals were used in the Eleusinian Mysteries. And just before the time of Christ, Gentiles were baptized into the Jewish faith! Jewish priestly laws (as in Numbers 19:7) included various ceremonial washings.

John the Baptist, then, was not using a new ritual, but an established one, when he began to baptize people. Baptism was adopted as a ceremony for converts to the Christian Church.

Jesus did not administer baptism Himself, but his disciples did.

Read Acts 2: 38-41. This is the story of Pentecost, the beginning of the Christian Church.

We don't know whether infants were baptized in the early church. Perhaps not, as only adult baptisms are mentioned. But later infant baptism became common. Today most Churches baptize infants. Baptists practice adult baptism which becomes the equivalent of our baptism and confirmation together.

In Jesus' time immersion was the common form of baptism. Today most churches use just a sprinkling of water, though some Baptist groups use total immersion, either out of doors in a river or lake, or even the ocean, or in the sanctuary in a special pool of water built into the chancel.

FOR OLDER CHILDREN: Find the order of service for the sacrament of baptism as you use it in your church. Have the children read through it and discuss its meaning. If any of your group has attended baptisms in other churches find out if these services differed from yours.

Often the whole family goes up to the altar with the parents and baby. Sometimes Grandparents, godparents, sponsors from the Church go up. Sometimes the minister has an informal talk about baptism. Sometimes the minister carries the newly-baptized infant down through the aisles, "introducing" him or her to the congregation and asking their friendship and cooperation in the Christian life of the little one.

The River Jordan, where Jesus was thought to have been baptized, is still a popular place for Christian baptism, and on certain religious holidays there may be mass baptisms. In gift shops you can sometimes buy small clay jars with water from the River Jordan, to be used in baptisms elsewhere.

Note the correspondences listed at the end of the Intermediate Notes. We see that baptism is a symbol only - the real work is a lifelong task on the three levels.

Matthew 4:1-11: THE LORD'S TEMPTATIONS

FOR THE LITTLE ONES: It's up to me.

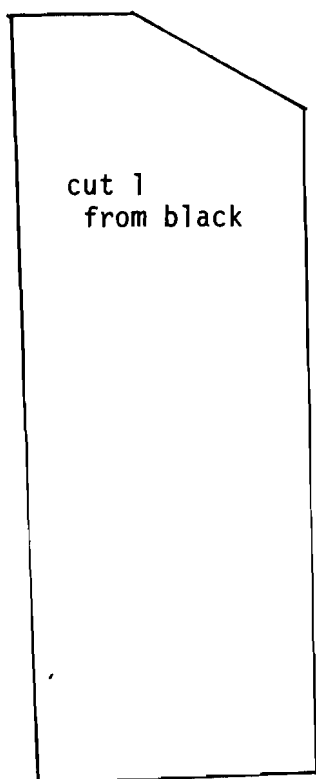
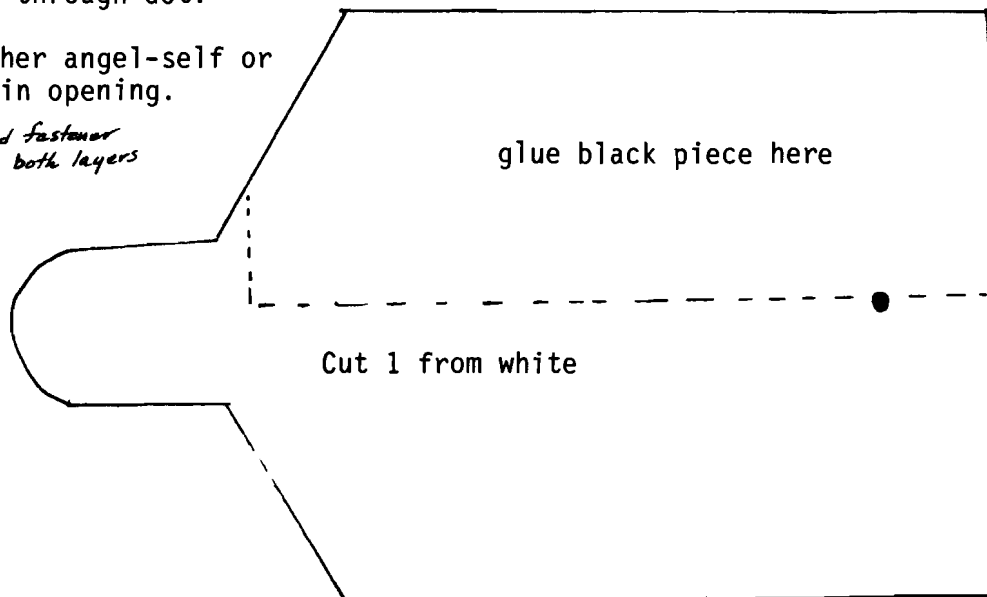
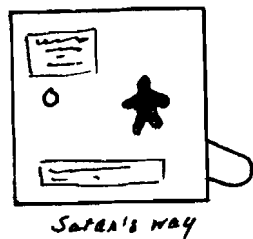
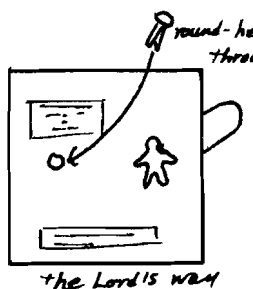
Materials: Construction paper, scissors, glue, round-headed fasteners, text slips.

Before class: Cut out pieces, make text slips.

In class:

- 1) Glue black piece to white piece along dotted lines.
- 2) Fasten black/white piece to colored piece (colored piece on top) with round-headed fastener through dot.

Child can make either angel-self or Satan-self appear in opening.



IT'S UP TO ME -
The Lord's way
or
Satan's way.

- cut 1 from any bright color



Away from me, Satan! For it is written: "Worship the Lord your God and serve him only."

-Matthew 4:10

Lesson 104

Matthew 4:1-11: THE LORD'S TEMPTATIONS

FOR OLDER CHILDREN: Help in Temptation - a worksheet.

TEMPTATION

Throughout his life, the Lord was repeatedly tempted. He said this to his disciples:

--Luke 22:28

He was constantly tempted by his enemies: _____

--Matthew 16:1

He was also tempted by his own disciples: _____

--Matthew 16:22

And read his answer! (Matthew 16:23) Compare this with our lesson (Matthew 4:10).

Jesus used quotations from the Word to answer his tempter. We can do the same. Here are some verses for us when we are tempted

1. to get angry: _____

--Psalm 37:8

2. to be discouraged: _____

--Joshua 1:9

3. to be afraid: _____

--Psalm 91:5,11

4. to want something we can't have _____

--Luke 12:15

5. to hate people who are mean to us _____

--Psalm 37:1

Matthew 4: 12-25: THE FIRST DISCIPLES

FOR ALL AGES: Follow Jesus - a T-shirt transfer.

Materials: Transfer fabric crayons (from your craft store or variety store), T-shirts, iron and ironing board, copies of the pattern included with this lesson (optional).

Before class: By phone or postcard, ask parents to send a T-shirt to Sunday School with each child. This doesn't have to be a new one, but should be plain white or plain pastel color. If you plan to use the design we have given, trace it onto non-glossy drawing paper - one for each child.

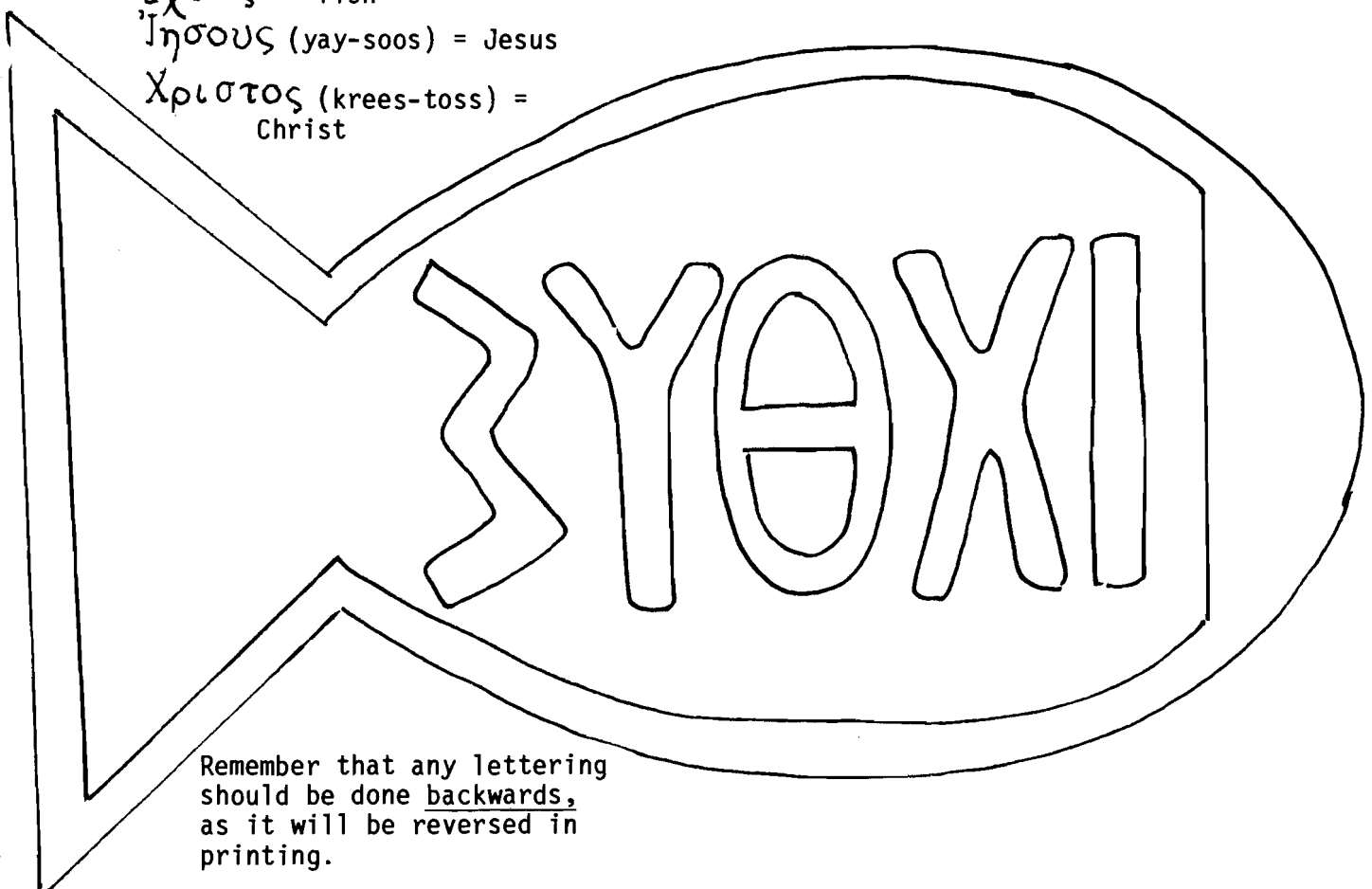
In class: Following the directions on the crayon package, have the children color in the design. OR give them each a piece of drawing paper and have them draw and color their own designs - a fish, or a net design with fish superimposed. Make the design bold and upbeat! Then the teacher irons on the transfer. You might want to try doing a design at home first, using scrap cloth, just to see how much pressure you have to apply to the crayons to get a good impression.

The design below is an early Christian fish symbol. Since the religion was outlawed and its members were subject to persecution, secret symbols were used, the fish being one. The Greek word inside the fish (pronounced ik-thoos) means fish. The first two letters, iota and chi are the initials of Jesus Christ in Greek. To wear this symbol means you are a follower of Christ.

ΙΧΘΥΣ = fish

ΙΗΣΟΥΣ (yay-soos) = Jesus

ΧΡΙΣΤΟΣ (krees-toss) =
Christ



Remember that any lettering should be done backwards, as it will be reversed in printing.

For the littlest ones: Draw just the outline of the fish. Have them color it in in bold, varied colors. Cut it out along outline, then transfer to T-shirt.

Matthew 4:12-25: THE FIRST DISCIPLES

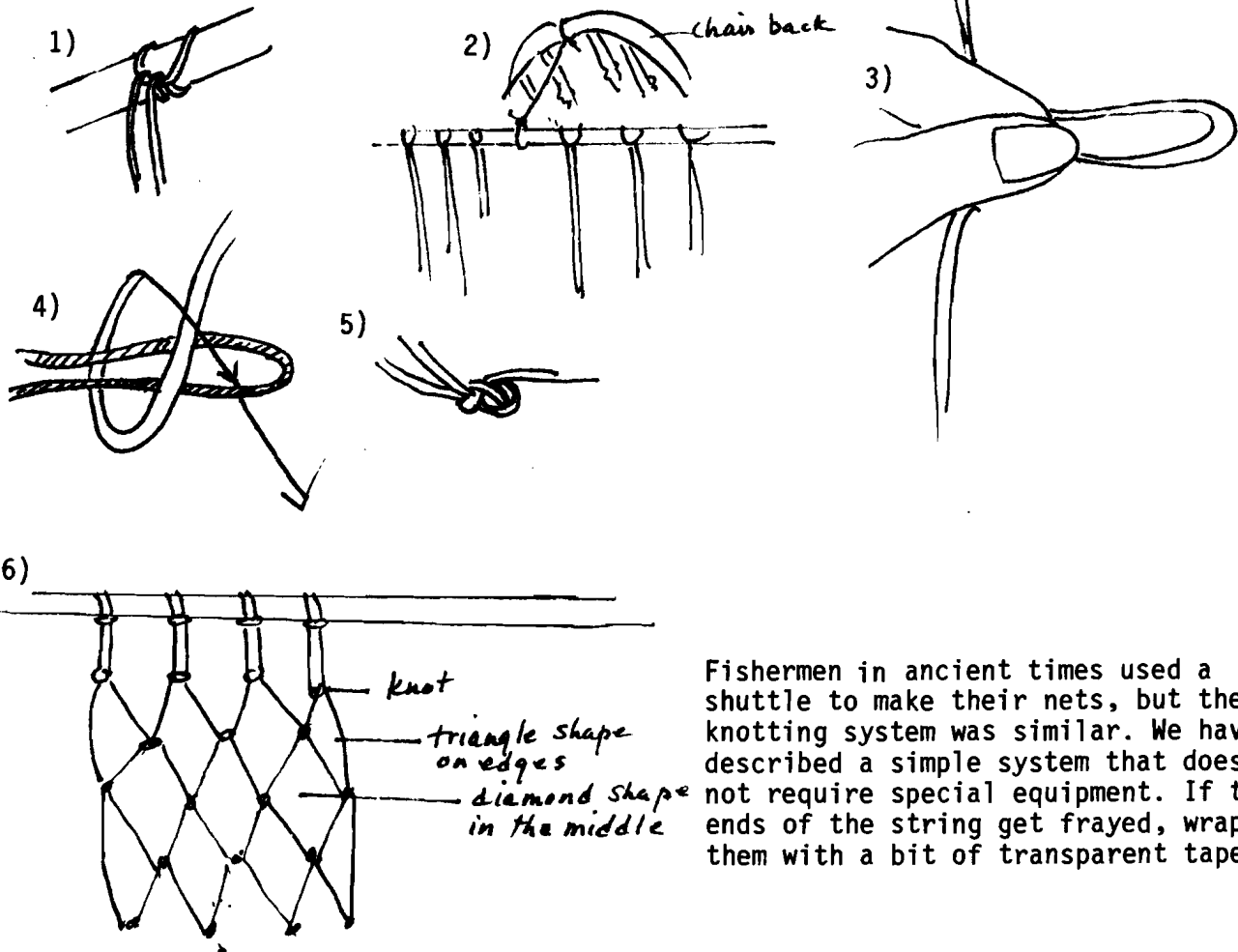
FOR OLDER CHILDREN: Making nets.

Materials: String, sticks or dowels 2'-3' long.

The first four disciples left their nets to follow Jesus. A good deal of a fisherman's time was spend making or mending nets. See Matthew 4:21, Mark 1:19. (KJV and RSV use the word "mending," while NIV and TEV say "preparing." At any rate, the children, as they try to get their knots straight and the mesh even, will begin to appreciate the skill needed to make good nets. Also, the heavy twine used would be hard on the hands and take a certain amount of strength to manipulate, especially as the net got bigger and heavier.

In class:

- 1) Each child cuts 6 or more pieces of string 36" or more long. Fold each piece in half to make a loop in the middle and attach to the stick as shown.
- 2) Tie a piece of string to the center of the stick and fasten it to a doorknob or chair frame for support.
- 3) Now start knotting: Make an open loop to the right with the left strand, without crossing the strand over itself. Hold the loop between the left thumb and forefinger.
- 4) Bring the right strand down over the loop and up behind it, so that it comes out at the left of itself. Then cross it over itself and down through the loop at its curved end.
- 5) Let the loop go and pull both strands to tighten the knot. (Lefties reverse the directions!) This process is simpler than it sounds, and will become easy to do. The children will finish their nets at home.
- 6) Weave thus. When finished, untie the dowel and slip it out.



Fishermen in ancient times used a shuttle to make their nets, but the knotting system was similar. We have described a simple system that does not require special equipment. If the ends of the string get frayed, wrap them with a bit of transparent tape.

Matthew 5;6;7: THE SERMON ON THE MOUNT

FOR THE LITTLE ONES: The Golden Rule

Materials: Paint paddles from the hardware store, yellow tempera or acrylic paint, brushes, water container, text slips, glue, yarn.

Before class: Drill holes in handles of paint paddles.

In class:

Paint the paddles yellow. If using tempera, you will need more drying time, but acrylic won't wash out of clothing when dried.

When the paint is thoroughly dry, paste on text slips, add yarn loop.

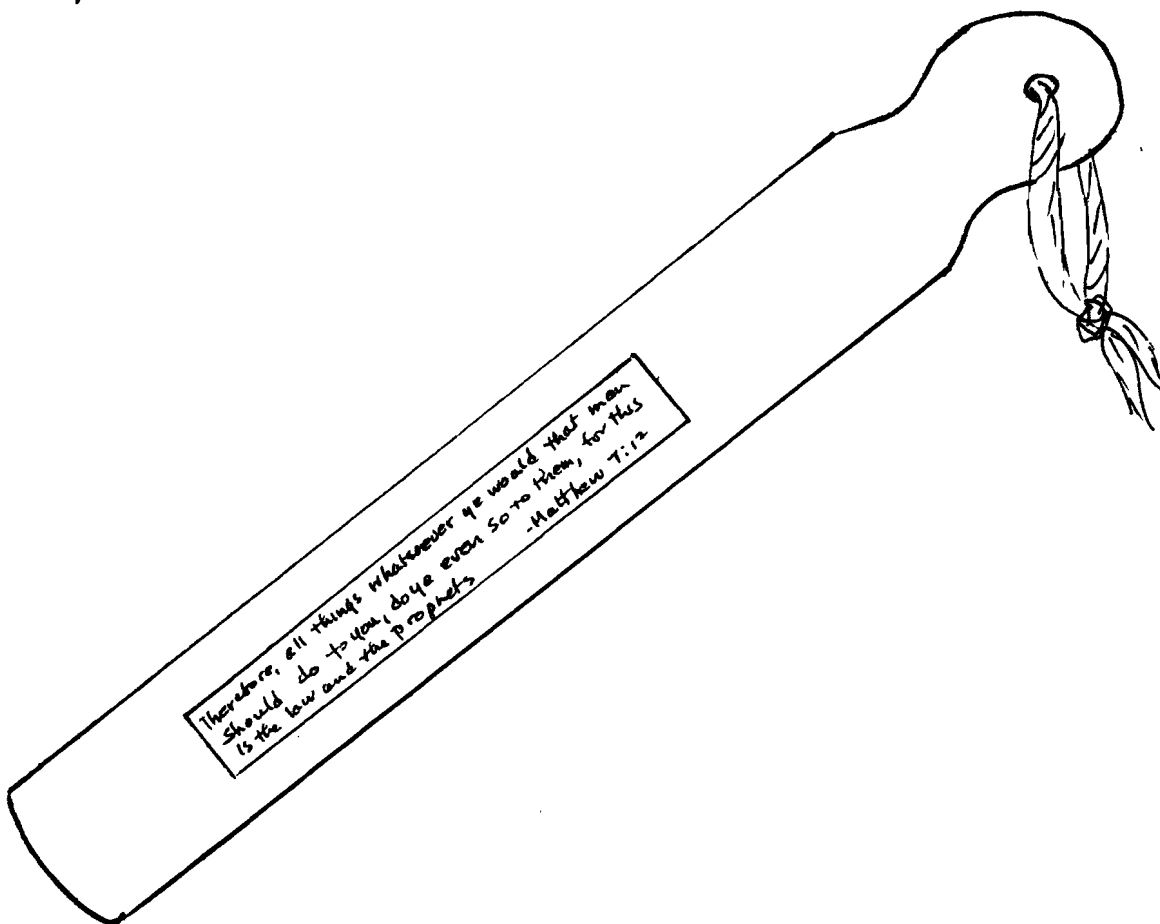
Therefore all things whatsoever ye would that men should do to you, do ye even so to them, for this is the law and the prophets.
--Matthew 7:12

(King James)

OR

In everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.
--Matthew 7:12

(New International)



Matthew 5; 6; 7: THE SERMON ON THE MOUNT

FOR THE LITTLE ONES: Help your heavenly Father feed the birds.

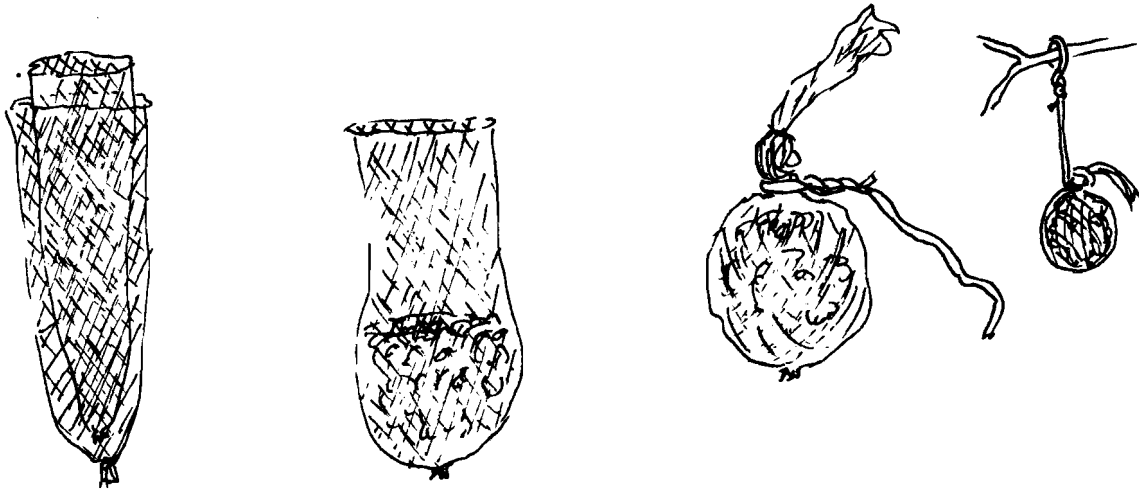
Materials: Mixed birdseed, long twistems (from lettuce, broccoli), lunch size bags, text slips, for each child 2 coarse mesh bags (from onions, oranges).

Before class:

Make text slips. Make a birdfeeder to see whether your bags have a mesh large enough to let the bigger seeds slip through. If not, you can make little snips (one thread) in several places in each bag. The birds can do a pretty good job of working the seeds through unless the holes are absolutely too tiny. We have found there are two types of bag, one fairly light with tiny mesh, the other more substantial with a coarser mesh. If you have sunflower seeds in your mix, they may not go through the finer mesh.

In class:

- 1) Insert one bag inside the other to make a double thickness.
- 2) Fill bag part way up with seeds. Some will leak through for a time.
- 3) Tie a knot in the top of the mesh bags, and tightly fasten a twistem around just below the knot.
- 4) Glue text to lunch bag to carry feeder home. Tell the children that any seeds that drop into the bag on the way home should be scattered on the ground under the feeder. Some birds prefer to feed on the ground, and don't like perching on feeders. So they will enjoy their banquet on the ground.



Note: There are a number of other easy-to make birdfeeders. For example, spread a pine cone with peanut butter, forcing it into the scales of the cone. Roll in birdseed, fasten on twistem. You can find materials in your library on other bird projects.

Look at the birds of the air; they do not
sow or reap or store away in barns; and
yet your heavenly Father feeds them.
-Matthew 6:26

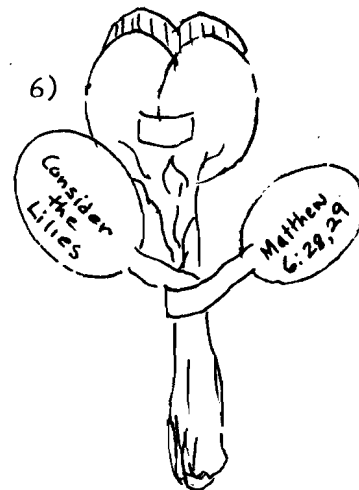
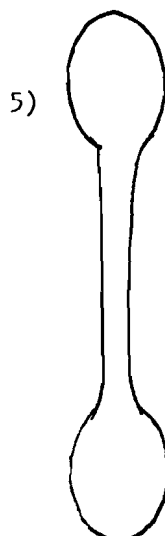
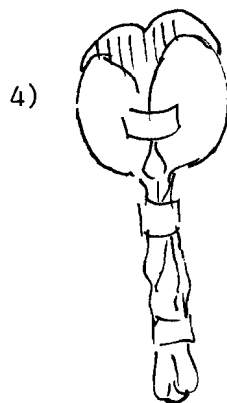
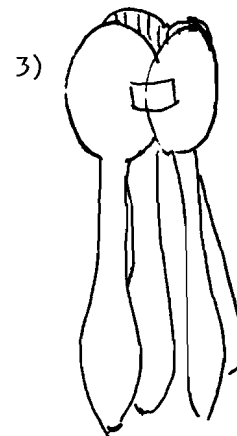
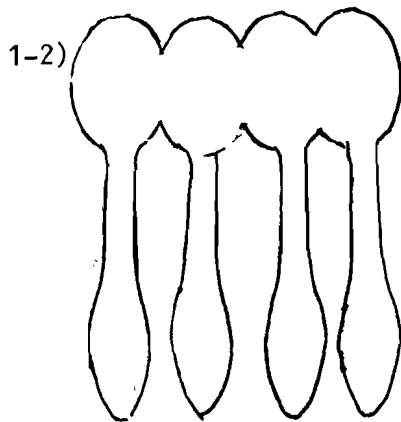
Matthew 5;6;7: THE SERMON ON THE MOUNT

FOR OLDER CHILDREN: Consider the lilies.

Materials: Colored paper, scissors, tape or glue, a teaspoon for each child.

In class:

- 1) On a piece of colored paper make the blossom by tracing the shapes of four overlapping teaspoons.
- 2) Cut out the shape.
- 3) Tape the two outside teaspoon shapes together (or use glue).
- 4) Pinch the handle parts together and tape or glue together for the stem.
- 5) Cut a leaf shape from green paper by making a "spoon" with a bowl at each end, as shown.
- 6) Wrap the leaf shape around the stem and fasten. You can write a text on one of the leaves before gluing if you want.



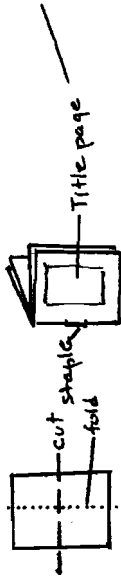
Note: The word translated "lily" seems to be a generic word meaning "wildflower." It is thought to have meant a variety of flowers, including lilies and irises. One book suggests the anemone, or windflower. So all brilliant colors are suitable for this project.

FOR OLDER CHILDREN: A booklet of sayings
from the lesson.

Materials: Colored paper, copies of this page, scissors, glue.

In class:

- 1) Cut the colored paper in half cross-wise. Fold the two pieces and staple into a booklet.
- 2) Cut out the 5 "pages" on this page and glue them into the booklet: title page on cover, nothing on inside of cover, then Blessings, Prayer, Golden Rule.



READINGS FROM

THE SERMON ON THE MOUNT

*And seeing the multitudes,
he went up into a mountain:
and when he was set, his
disciples came unto him:
and he opened his mouth
and taught them.*

--Matthew 5:1,2

THE BLESSINGS

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

BLESSED are they that mourn: for they shall be comforted.

BLESSED are the meek: for they shall inherit the earth.

BLESSED are they which do hunger and thirst after righteousness, for they shall be filled.

BLESSED are the merciful: for they shall obtain mercy.

BLESSED are the pure in heart: for they shall see God.

BLESSED are the peacemakers. for they shall be called the children of God.

BLESSED are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

BLESSED are ye, when men shall revile you and persecute you and shall say all manner of evil against you falsely for my sake.

REJOICE and be exceeding glad, for great is your reward in heaven; for so persecuted they the prophets which were before you.

--Matthew 5:3-12

THE LORD'S PRAYER

Our Father, which art in heaven, hallowed be thy name. Thy kingdom come, thy will be done, in earth as it is in heaven. Give us this day our daily bread. And forgive us our debts as we forgive our debtors. And lead us not into temptation, but deliver us from evil. For thine is the kingdom, and the power, and the glory, for ever.

Amen

--Matthew 6:9-13

THE GOLDEN RULE

All things whatsoever ye would that men should do unto you, do ye even so to them, for this is the law and the prophets.

--Matthew 7:12

TWO OTHER SAYINGS

Judge not, that ye be not judged. For with what judgment ye judge, ye shall be judged.

Matthew 7:1,2

Ask and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.

--Matthew 7:7

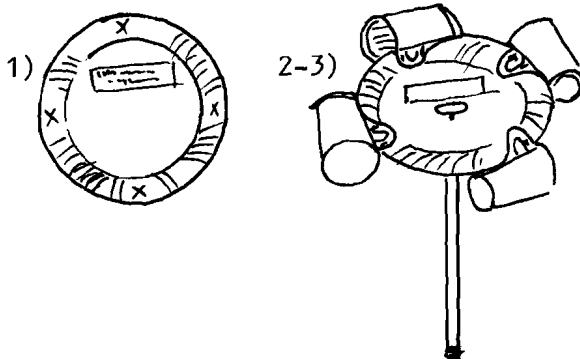
Matthew 8: THE LORD'S MINISTRY

FOR ALL AGES: Make a wind speed indicator (anemometer).

Materials: Sturdy paper plates, paper cups with handles, staples, upholstery tacks or long-shanked thumb tacks, thin dowels, text slips.

In class:

- 1) Mark 4 x's evenly spaced around the rim of the plate. Glue on text slip.
- 2) Staple the cup handles over the x's.
- 3) Fasten plate to top of dowel with tack, leaving enough space for plate to revolve around shank of tack.



What kind of man is this? Even
the winds and the waves obey him!
--Matthew 8:27

Take your anemometer outside each day and keep a record of how many days in the week the wind is strong enough to turn the plate. Below we have given you the Beaufort scale. This scale was first invented for sailors, so that they could judge the wind speed by its effect on the sails. Then it was adapted for use on land. With a little practice, you can judge the wind speed, too.

THE BEAUFORT SCALE

What you see	mph	kind of wind
Smoke goes straight up; flags hang limp	0	calm
Smoke drifts a little and shows wind direction	1-3	slight
Wind felt on face; leaves rustle	4-7	light breeze
Leaves move constantly; flags stand out	8-12	gentle breeze
Small branches sway; dust begins to blow	13-18	moderate wind
Small trees in leaf begin to sway	19-24	fresh wind
Large branches sway; whistling heard in wires; umbrellas hard to hold	25-31	strong wind
Whole trees in motion; not easy to walk against wind	32-38	high wind
Breaks off twigs; walking very difficult	39-46	gale
Slight damage to buildings; breaks branches off trees	47-54	strong gale
Trees uprooted; breaks windows	55-63	whole gale
Widespread damage to buildings	64-75	violent storm
General destruction	75 up	hurricane

Matthew 8: THE LORD'S MINISTRY

FOR OLDER CHILDREN: Show thyself to the priest: some background material

In class:

Read the verses listed below and fill in the answers. (The word translated leprosy in the King James Version may also mean other contagious rashes.)

GO, SHOW THYSELF TO THE PRIEST

1. Read Leviticus 13:1-8. If the priest declares the problem to be only a rash (KJV: scab), what must the person do?

2. Now read Leviticus 13:45-46. What happens if the man is declared to be unclean?

How does he dress? _____

Where does he have to live? _____

3. Why would he have to cry, "Unclean! Unclean!"? _____

4. Read Leviticus 14:4-7. If a man has had leprosy and gets well, he has to make an offering. Now read Leviticus 14:8-9. If the priest declares him clean, what must he do?

5. On the 8th day he makes an offering: 2 male year-old lambs, a female year-old lamb, 6 quarts of flour, 2/3 pint of oil. Read Leviticus 14:14-15. When the priest kills one of the lambs, he takes some of the blood. Where does he put it?

What does he do with the oil? _____

Answers: 1. wash his clothes. 2. wear torn clothes, let hair go uncared for, cover the lower part of his face; outside the camp. 3. To warn people so they wouldn't accidentally get near and touch him and catch leprosy. 4. wash his clothes, shave all his hair, bathe with water, come into the camp but stay outside of his tent 7 days. Then shave off all his hair, including eyebrows, wash clothes and bathe with water. 5. On the man's right earlobe, right thumb, right big toe, sprinkles 7 times toward the Lord (toward the Holy of Holies) and then put some on the man's right ear, right thumb, right big toe.

Matthew 13: PARABLES OF THE KINGDOM OF HEAVEN

FOR THE LITTLE ONES: An adventure with yeast - in the Church kitchen.

Materials: Yeast cake or packet of dry yeast, honey (or other sweetening),
 ½ cup lukewarm water, glass bowl or 2-cup measure, pan of frozen or
 refrigerated unbaked rolls, for each child a small balloon.

Before class: Blow up the balloons, secure ends with string, let sit overnight,
 deflate. This makes them easier for the children to blow up.

In class: Preheat oven to proper temperature. Read the parable of the yeast
 (verse 33). Show the children the yeast cake. "Do you know what this is?
 Do you know what it does? [They may never have seen bread made.] This is
 a plant! In fact, it is lots of tiny plants, so tiny you can't see them.
 [Let the children feel the yeast cake and smell it.] How do you suppose these
 tiny plants make more plants? They do it by sprouting little buds, and each
 bud becomes a new plant. We're going to make this yeast do just that. But
 the plants need some help. They need warmth and moisture and food! So we'll
 put some nice warm water in the bowl. We have to be careful not to make it too
 hot, or the plants will die. Can you feel if it's too hot? It should be just
 warm. It mustn't be too cold, either, or the yeast will get lazy and go to
 sleep and it won't grow. But we haven't given our little plants any food! Do
 you know what yeast likes? Honey! I guess you do, too. Let's put a few drops
 of honey into the water and see what happens."



When the mixture starts to bubble: "Do you see what is happening? You can't
 see the little new buds, but they're growing, and the mixture is getting higher
 in the bowl. Those little bubbles are a sign of something else the yeast does -
 it's breathing. [Hand out the balloons and have the children blow them up.
 Tie the ends.] Right this minute the yeast is doing the same thing! It's
 blowing tiny balloons by the millions inside the mixture. Now if we were to
 add flour to our bowl and mix it up, the flour would make the mixture sticky
 and trap all those little balloons inside. Then they couldn't rise all the
 way to the top and burst, like some of the ones you can see. Here is a pan of
 rolls. The yeast has already been mixed with water and sweetening and flour,
 and the little balloons are already trapped inside. We're going to pop the
 rolls into the oven. Then do you know what will happen? The oven will bake the
 rolls so that the mixture hardens around each tiny balloon that is trapped
 inside. The yeast dies, but we have a delicious loaf of bread!"



When the rolls come out of the oven, admire, sniff, give thanks for the
 food, break the rolls and look at the tiny holes, eat, and enjoy. No need to
 bring butter or jam!

To the teacher: Yeast is a unicellular sac fungus of the genus *Saccharomycetes*.
 One variety is for making bread, others for fermenting beer and other alcoholic
 drinks. Yeast needs oxygen to breathe and simple sugars to digest. It can
 reproduce on the simple sugars present in flour, but some form of sugar is usually
 added. Living yeast turns the oxygen and sugars into carbon dioxide and alcohols.
 The CO₂ becomes trapped in the dough and makes the bread rise. If the CO₂ and
 alcohols build up too extensively, the yeast suffocates and dies in its own waste.
 That is why the dough is punched down after the first rising - to release the
 waste gases and freshen the air. Lukewarm water is used to start the yeast
 because hot water (over about 105°) makes the yeast become frantically active and
 exhaust itself. At temperatures too cool, it becomes dormant, until below
 freezing it barely respirates.

Lesson 108

Matthew 13: PARABLES OF THE KINGDOM OF HEAVEN

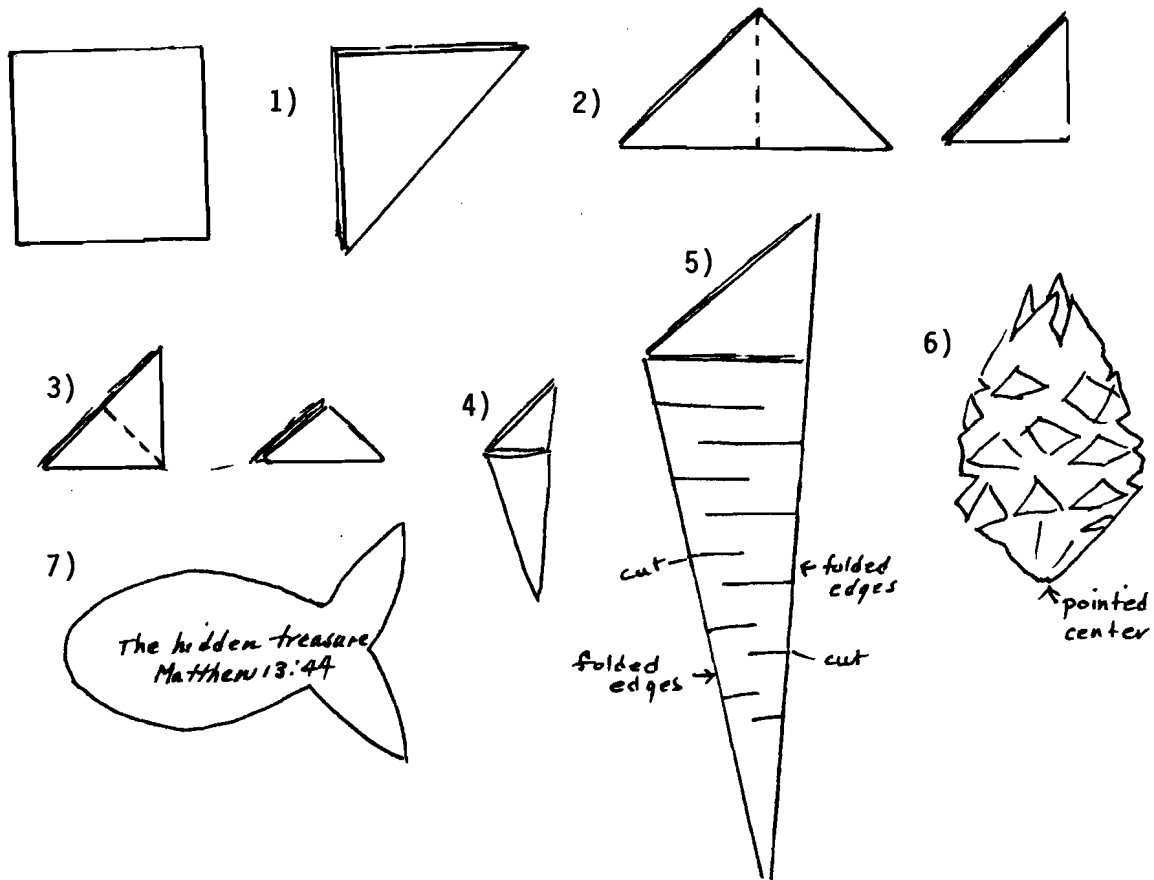
FOR OLDER CHILDREN: A net and seven fish.

Materials: 8" squares of tissue paper, scissors, light cardboard, pencils, Bibles.

Before class: For each child cut a fish shape to trace around.

In class:

- 1) Fold the square cornerwise into a triangle.
- 2) Fold cornerwise again,
- 3) and again.
- 4) Now fold in half as shown.
- 5) Cut carefully in from each side, stopping short of cutting through the other edge.
- 6) Unfold carefully, push center down, catch hold of four corners - a net!
- 7) Make seven fish by tracing around pattern onto cardboard. Cut them out and on each one write the name of one of the seven parables in the chapter.



Extra activity: Give each pupil a sheet of paper. Have them number the lines 1-7. See if they can, without looking at their fish, write down the names of all seven parables in the chapter.

Matthew 17:1-13: THE TRANSFIGURATION

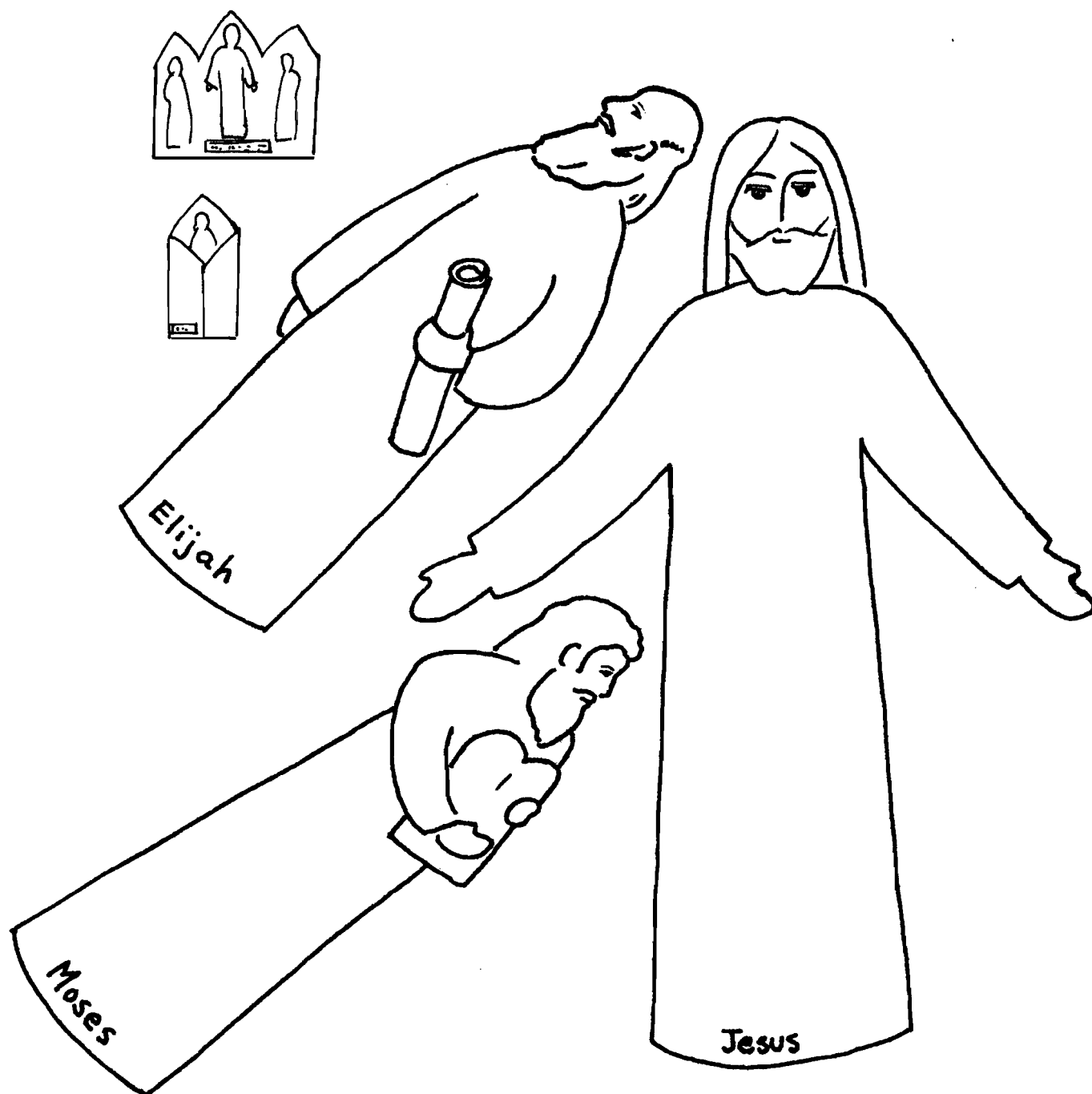
FOR THE LITTLE ONES: A triptych.

Materials: 9"x12" construction paper, white paper, color medium, scissors, glue, text slips.

Before class: Trace or Xerox the figures. Using the pattern on the reverse side of this page, cut triptych from construction paper. **Note:** the pattern is a half pattern. Place on fold of plain paper, cut out and unfold to trace around on construction paper.

In class:

- 1) Color and cut out the figures.
- 2) Glue to open triptych as shown. Paste first text under central figure.
- 3) Fold the two side panels to center. Glue second text on one side.

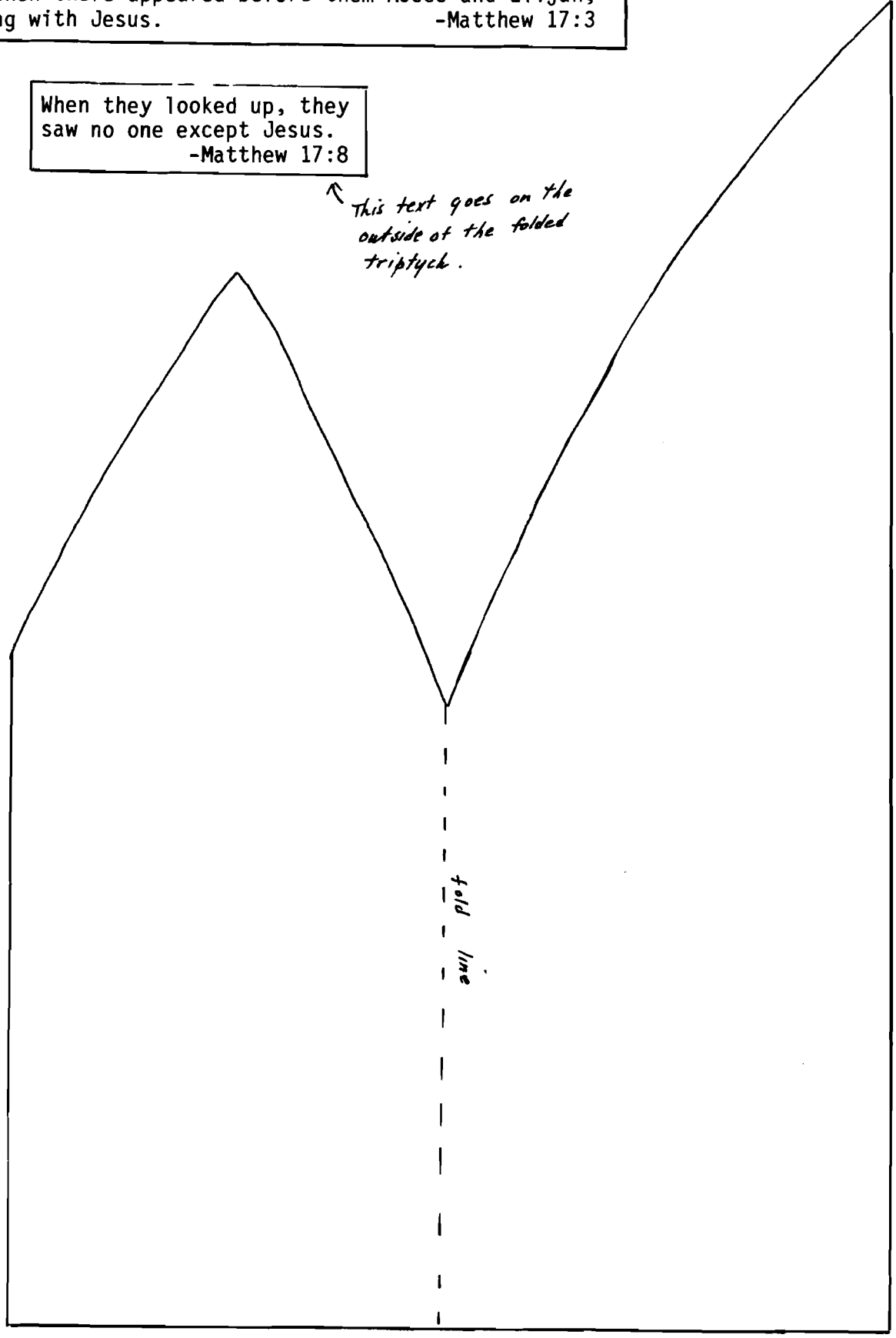


Glue this text inside at the bottom of the center section
↓

Just then there appeared before them Moses and Elijah,
talking with Jesus. -Matthew 17:3

When they looked up, they
saw no one except Jesus.
-Matthew 17:8

↖ *This text goes on the
outside of the folded
trptych.*



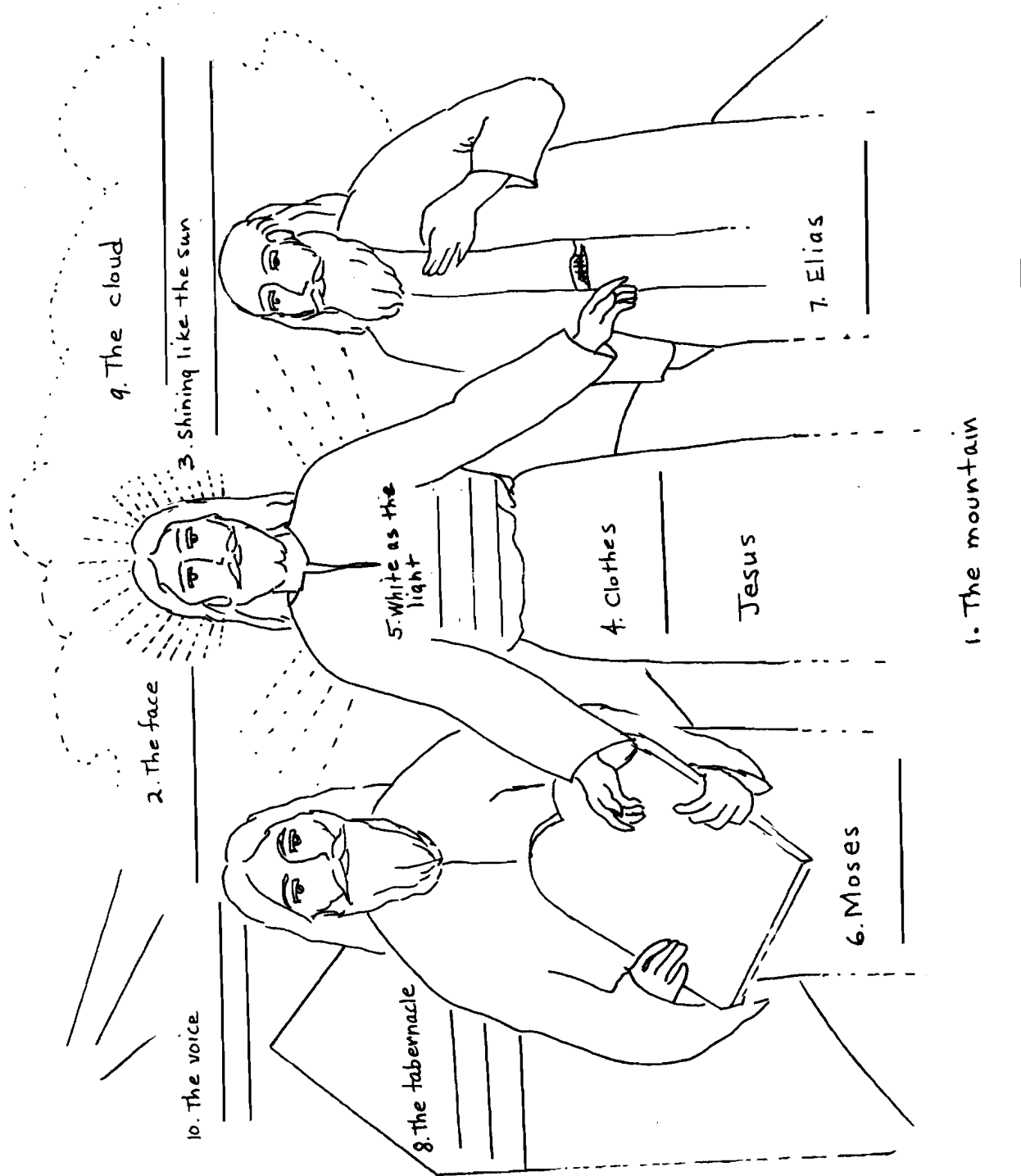
↖ place this line on fold of pattern paper ↘

Matthew 17:1-13: THE TRANSFIGURATION

FOR OLDER CHILDREN: A lesson in correspondences.

In class: The teacher uses paragraphs 3 and 4 of the junior notes to explain the correspondences, and the children fill them in on the lines below each numbered item. They may color the picture if they wish.

Suggested solution: 1 High level of thinking 2 inner character 3 bright with divine love 4 truths 5 clothed with divine truth 6 the Law 7 the prophets 8 simple, childlike worship 9 the letter of the Word 10 the testimony of the Word

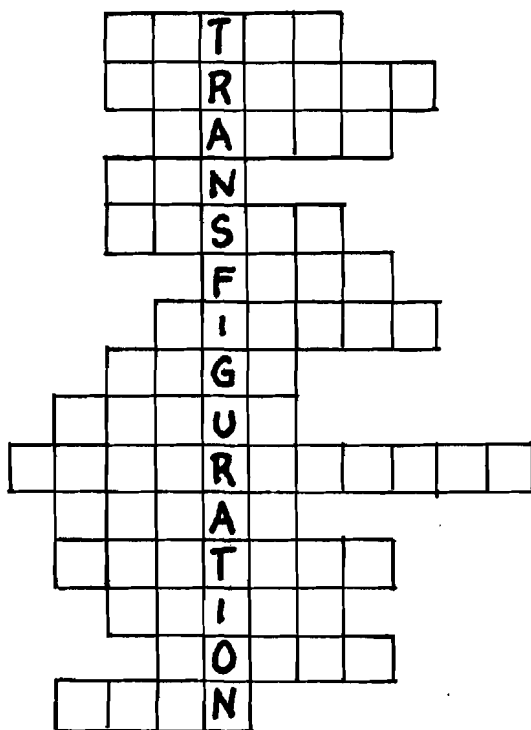


Matthew 17:1-13: THE TRANSFIGURATION

FOR OLDER CHILDREN: A word puzzle (KJV)

Before class: Xerox the puzzle and clues for each child.

*Solution: 1 Peter 2 scribes 3 James 4 sun 5 Jesus 6 face 7 vision
8 high 9 cloud 10 tabernacles 11 Elias 12 Baptist 13 arise 14 Moses
15 John*



- 1 The first disciple
- 2 Men learned in the law
- 3 John's brother
- 4 It lights up the world
- 5 His clothes were shining white
- 6 It shone like the sun
- 7 What Peter, James and John saw (verse 9)
- 8 Describes the mountain
- 9 It overshadowed Jesus
- 10 Tents or shelters
- 11 Greek for Elijah
- 12 An earlier John (verse 13)
- 13 What Jesus said when he touched the disciples
- 14 He was in this vision, too.
- 15 The third disciple in the story

Matthew 21: 1-27: PALM SUNDAY

FOR ALL AGES: A procession of flags.

Materials: Fabric, 18" dowels (from your craft or hobby shop, or hardware store. They come in 36" lengths.), felt markers, scissors, fabric glue.

Before class: Make paper patterns of the palm leaf.

In class: Give each child a 12"x12" piece of fabric for the flag. Then on a second piece they trace the palm leaf shape with markers, cut it out and glue it to the flag. You can use shades of green for either the flag or the leaf. Looks best if you use plain on plain, plain on patterned, or patterned on plain. Be sure the choices make the leaf design stand out boldly on the background. You may want to ask your friends to donate fabric scraps so there will be a lot of different pieces to choose from.

When the designs are finished, glue flags to dowels. The class can march into Church as part of the opening procession, or take part in the closing exercises of the Sunday School. Or just march out of class and towards home.



Matthew 21:1-27: PALM SUNDAY

FOR OLDER CHILDREN: A wordfind.

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

Draw a ring around each of the words. They are all in a straight line, forwards or backwards, horizontal, vertical or diagonal. Here are the words:

Mount of Olives
 village
 Bethphage
 Jerusalem
 disciples
 donkey
 prophet

daughter
 Zion
 king
 colt
 branches
 road
 Nazareth

Galilee
 Hosanna
 David
 blessed
 Lord
 name
 crowd
 tied

FOR OLDER CHILDREN: Be a reporter - a project for Holy Week.

Materials: For the teacher, the information on the next two pages. For each pupil, paper, ruler, pencil, Bible.

In class: To be complete, a news story must answer the following questions: who, what, why, when, where? Research the answers to these questions and fill in the columns of information. The different Gospels report the sequence a little differently. We have used Matthew whenever possible. The events of Holy Week are many, and hard to keep in mind, so the finished chart will be good for reference.

The teacher can give all the material for the WHEN and WHO columns, then help the pupils find and select material for the others. Do one day at a time (if the pupils see a long list of days, they may get discouraged even before they start). Stop as soon as you see signs of fatigue or boredom. This can be a project for two or three Sundays. If you take it slowly, you can do a lot of teaching about the events and the reasons behind them.

WHEN?	WHO?	WHAT?	WHERE?	WHY?
PALM SUNDAY Matt. 21:1-9 Matt. 21:12-13 Matt. 21:14	THE LORD	Rode into Jerusalem Drove out the vendors Healed the sick	Jerusalem Temple ' Temple "	To show his kingship
THAT NIGHT Mark 11:11	THE LORD & DISCIPLES	Went to Bethany		To spend the night
MONDAY Matt. 21:19) (See also Mark 11:20)	THE LORD	Cursed the fig tree Taught in the temple	Jerusalem	To strengthen the disciples' faith, to prepare them for the crucifixion, to lay down truths for the writing of the Gospels.
THAT NIGHT Luke 21:37	THE LORD & DISCIPLES	Slept outside the city		
TUESDAY Luke 19:47	THE LORD	Taught in the temple	Jerusalem	"
THAT NIGHT Luke 21:37	THE LORD & DISCIPLES	Slept outside the city		
WEDNESDAY Source?	THE LORD	Stayed "home"	Prob. Bethany	Jews were angry, and the time had not come for him to be seized

WHEN?	WHO?	WHAT?	WHERE?	WHY?
THURSDAY Matt. 26:19-20 Matt. 26:36) Matt. 26:40 Matt. 26:7-0	THE LORD & DISCIPLES THE LORD THE DISCIPLES JUDAS	Kept the Passover Prayed Fell asleep Betrated the Lord	Jerusalem Gethsemane Gethsemane Gethsemane	It was his custom For help in temptation They were weak and did not understand his need For money
FRIDAY Matt. 26:57-27:50 Matt. 26:56 Matt. 27:57-60	THE LORD THE DISCIPLES JOSEPH OF ARIMATHEA	Tried and convicted Crucified All deserted him Took the body and put it in a tomb	Jerusalem Outside the city	He was feared and hated He said he was God They did not have enough faith He was a secret disciple
SATURDAY	THE LORD'S BODY	Lay in the tomb	Calvary	Transition from earthly to divine body
EASTER SUNDAY Matt. 28:1 John 20:1-10 Matt 28:9-20 Luke 24:13-15	THE TWO MARYS PETER, JAMES & JOHN THE LORD THE LORD	Went to the tomb Went to the tomb Appeared to them Appeared to them	Outside the city (Calvary) Outside the city Galilee Emmaus	To anoint the body To see if the Marys were right Prove the resurrection & strengthen their faith

Matthew 26; 27: THE LORD'S LAST DAYS ON EARTH

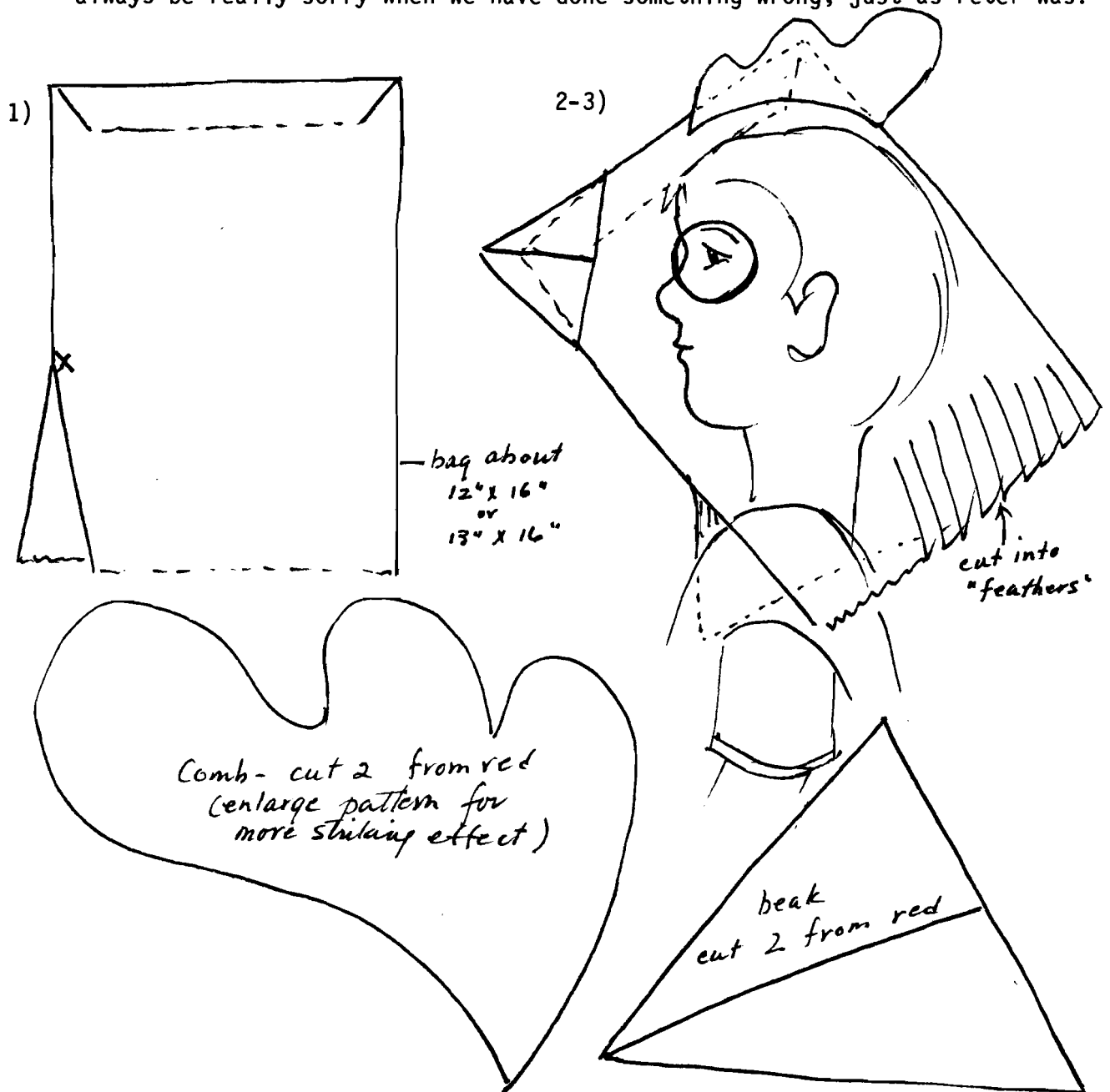
FOR THE LITTLE ONES: A rooster bag head.

Materials: Red construction paper, scissors, glue; for each child a department store bag - the flat kind. They should be paper bags, for safety.

Before class: Cut beaks and combs from red construction paper.

In class:

- 1) Cut the bags up to the x on one side.
- 2) Glue beak pieces to upper corner on the same side as the slit. Glue red comb pieces to other corner. Glue on text slip. Fringe bottom of bag opposite slit.
- 3) Put the bag over child's head. Have him/her place a finger at point of eye. Mark it with pencil, remove hat and cut a large eyehole at that point.
- 4) Practice crowing. What would it be like is every time we denied the Lord (i.e. did something we know He wouldn't like) a rooster crowed? We should always be really sorry when we have done something wrong, just as Peter was.



Matthew 26; 27: THE LORD'S LAST DAYS ON EARTH

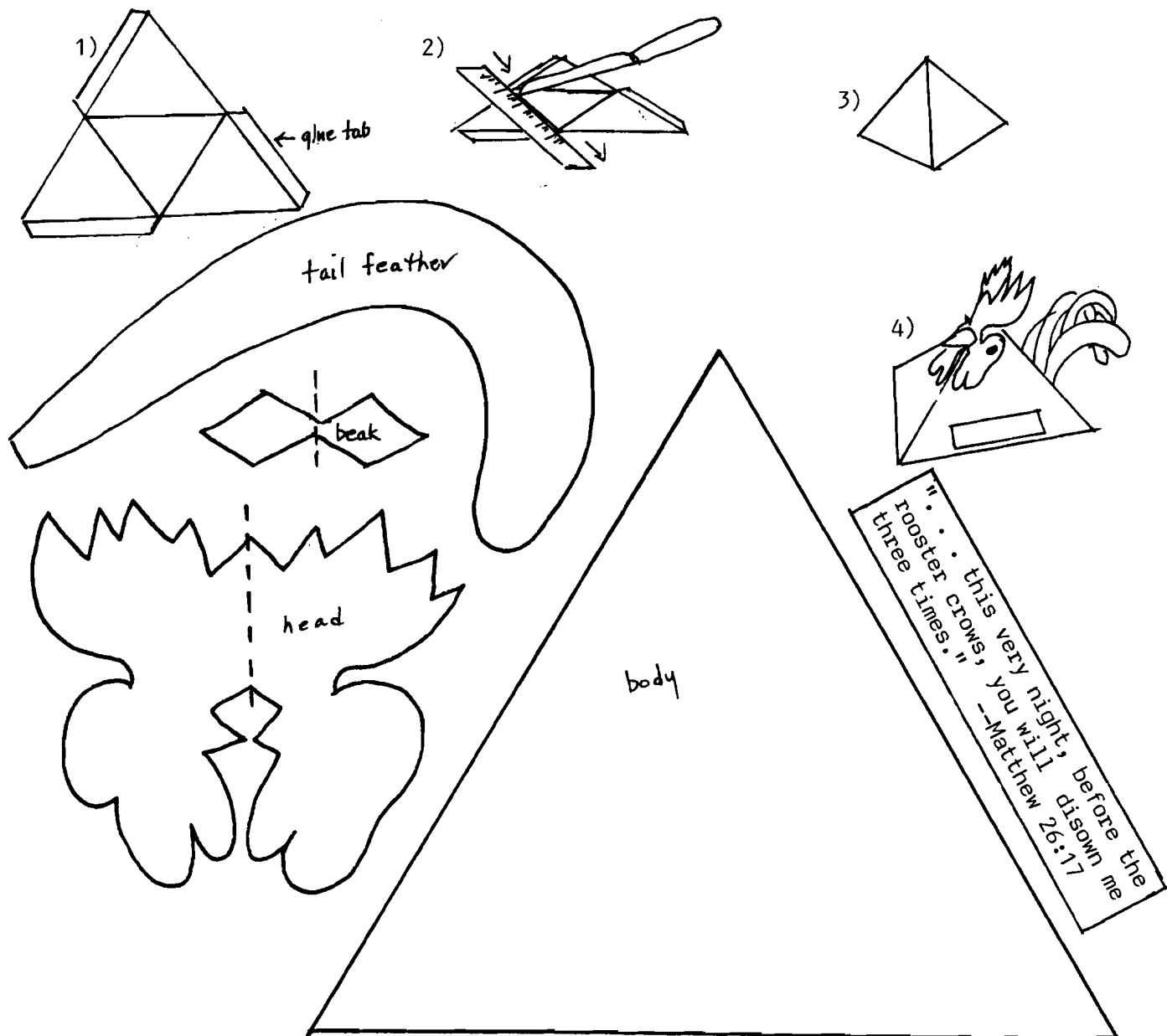
FOR OLDER CHILDREN: Immediately a rooster crowed . . .

Materials: 9"x12" bristol board or lightweight cardboard, scissors, table knife, pencil, glue, construction paper, black marker, ruler, text slips.

Before class: Trace and cut pattern pieces below from cardboard.

In class:

- 1) Trace around the triangle pattern four times to make the figure shown, and with ruler draw in the three glue tabs.
- 2) With the back edge of the table knife score along all the lines of the triangle, using a ruler as guide.
- 3) Keeping the drawing lines to the inside, put glue on the tabs and glue the 3-D shape together.
- 4) Trace the cock's head on red paper, cut out, fold and glue on as shown. Draw in the eyes with black marker. Trace the beak on yellow paper and fold and glue it over the projection of the red piece. Cut tail feathers from brown, blue, green or colors of your choice and glue to the back. Glue on text slip.



Matthew 26; 27: THE LORD'S LAST DAYS ON EARTH

FOR OLDER CHILDREN:Members of the opposition - a study sheet.

Who were the people who were anxious to get rid of Jesus?

1. THE SANHEDRIN, the supreme court of the Jews. 70 members, men devoted to the religious and civil law. 2 leaders, one conservative, one liberal. Met in impressive chambers in the colonnade of the Temple in Jerusalem. Any Jew could come before the court to seek a decision in a legal matter. In Jesus' time, because the country was ruled by Rome, a Roman procurator had to be present at each session, and had to approve the death penalty whenever it was imposed. At this time the Sanhedrin had authority only in Judea, so Jesus was safe as long as he stayed in Galilee or across Jordan. In court, the Sanhedrin sat in a semicircle with the accused, dressed in mourning clothes in front. There were 2 members of the Sanhedrin who were Jesus' followers: NICODEMUS, who came to Jesus at night. Write what Nicodemus said to the chief priests and Pharisees when they wanted to arrest Jesus: (John 7:51)
-

and JOSEPH OF ARIMATHEA, who went personally to Pilate for permission to bury the body of Jesus. (John 19:8)

2. THE SCRIBES (Teachers of the Law) investigated and knew by heart every part of the Scriptures. They weren't paid, and if they weren't independently rich they usually had a lucrative trade. They were accepted in the best society, travelled, and gave lectures. In Jesus' time they were laymen, but worked with the priests. They hated Jesus because he exposed their greed and hypocrisy and challenged their traditions. A few, however, listened to him. Write Matthew 8:19:
-

- #. THE PHARISEES, a sect of Judaism around the time of Christ. A society of zealous teachers of the Law. "Pharisee" means "separated" - from others who were not as strict about the observance of law and tradition. They opposed Jesus, but were not necessarily against new rites and festivals, or new thinking on religious subjects. They were the ones who decided who could be a member of the synagogue (see John 12:42). Nicodemus was a Pharisee. Jesus was criticized for accepting dinner invitations with Pharisees. Write Luke 14:1:
-

4. THE PRIESTS, members of the tribe of Levi, whose hereditary duty was conducting worship (sacrifices), performing rites, caring for the synagogues and shrines. In Jesus' time they had become very powerful, keeping the tithes (contributions) for themselves, holding court sessions, and generally oppressing the people. They hated Jesus because he criticized their corruption. There were at that time two HIGH PRIESTS, Caiaphas, who was the current High Priest, and Annas, who had been High Priest before him but apparently was still active and powerful. The High Priest was supposedly the holiest man in Israel and had authority over even the highest lay officials in the land.

Matthew 26; 27: THE LORD'S LAST DAYS ON EARTH

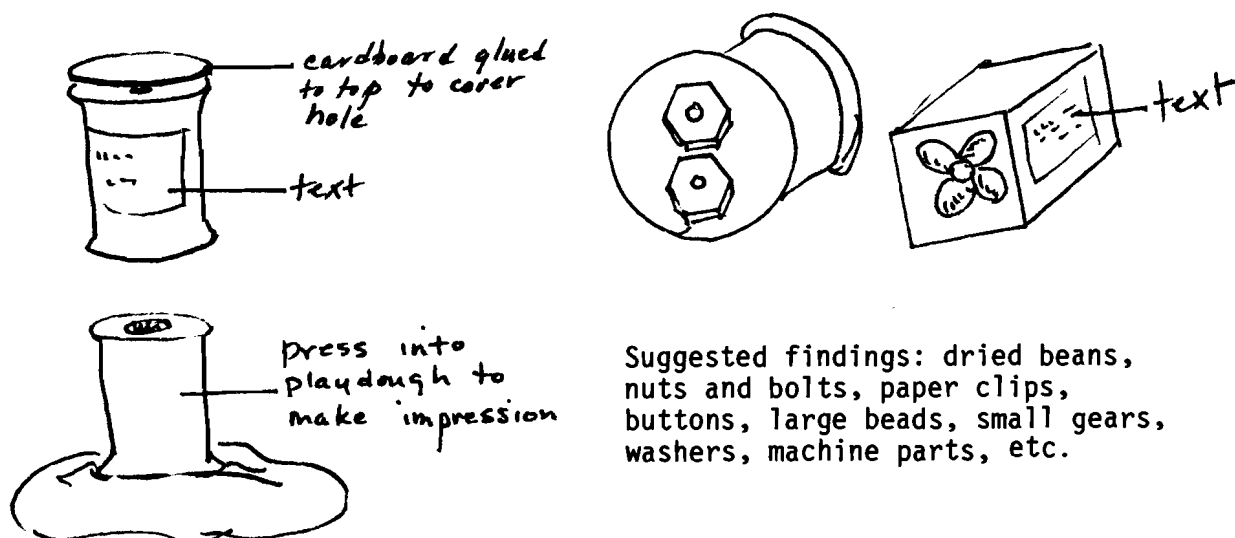
FOR ALL AGES: Make a seal.

Materials: Empty thread spools or small blocks of scrap wood, cardboard, glue, assorted small objects, text slips, containers, a batch of playdough.

Before class: Make batch of playdough. For little ones, if you are using spools, cut a piece of cardboard the size of the end of the spool and glue it to the top.

In class: Each child selects an object which will be his or her symbol and glues it to the spool or wood block. When the glue is dry (craft glue is important here, Elmer's will take too long to dry and may not hold well), make impressions in the playdough.

While you are waiting for the glue to dry, the story can be retold, songs sung, and the children can play with the playdough.



In ancient times a king's seal was used to seal and authenticate documents (see Esther 8:8) and to seal jars or containers to make them tamper-proof (see also Daniel 6:17).

Older children could use alphabet macaroni (be sure to reverse the letters!) to make initial seals, or draw and cut out shapes from cardboard to glue to the blocks.

You can use sealing wax for older children instead of playdough.

FOR OLDER CHILDREN: The crown of thorns.

Materials: Lengths of brier, work gloves, florist's wire, scarlet ribbon.

Before class: In the woods, gather lengths of cat brier, horse brier, or whatever thorny material is found in your locale. Heavy work gloves are a must, and clippers or pruning shears are handy.

In class: Wearing heavy gloves, the children make a circlet of the briars and fasten in a couple of places with wire. Hang with a scarlet ribbon (symbolizing the scarlet robe). This can be put on the front of the pulpit for the Good Friday service, or hung on the Church door, or hung somewhere in the Sunday School room. It will be stark, but attractive and symbolic.

Matthew 28: EASTER

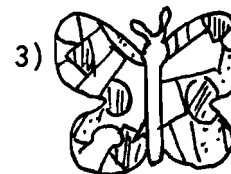
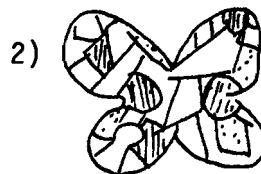
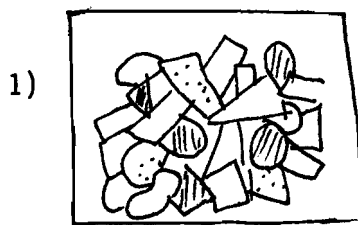
FOR THE LITTLE ONES: A symbol of the resurrection.

Materials: 9"x12" sheets of heavy paper (or you can cut them from grocery bags), bright colors of construction paper, scissors, glue.

Before class: Cut 1 butterfly pattern (piece B on the reverse of this page). For each child cut a body piece (A) from brown or black paper.

In class:

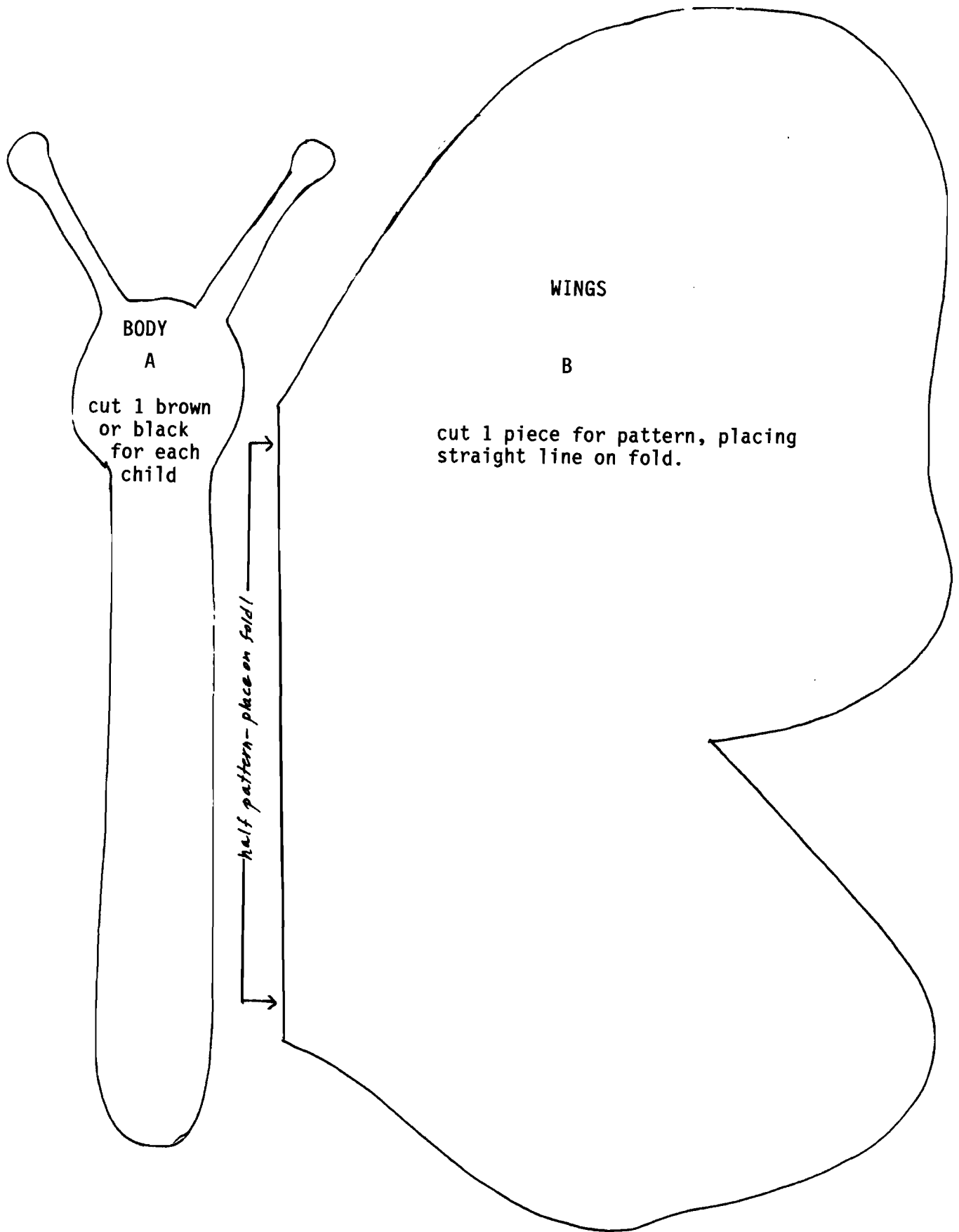
- 1) Give each child a piece of heavy paper, scissors and scraps of bright construction paper. They snip out random shapes of paper and glue them to their sheet in any pattern that pleases them. Tell them to start in the middle and work out, as you are going to trim off the outside.
- 2) Using your wings pattern, cut each child's paper by it.
- 3) Glue a body piece in the center of each set of wings.
- 4) Glue on the text slips (on the back). Admire each butterfly! They can make them "fly" around the room.



<p>He is not here; he has risen, just as he said. -Matthew 28:6</p>

. . . when such [people] have been prepared for heaven, they are stripped of their garments, and are clothed in new shining ones and become angels. These the angels likened to caterpillars, which having passed through their low estate are changed into chrysalides, and then into butterflies, to which is then given other clothing and likewise wings of blue, yellow silver, or gold, and at the same time liberty to fly in the air as in their heaven.

-Swedenborg, A.C. 8848



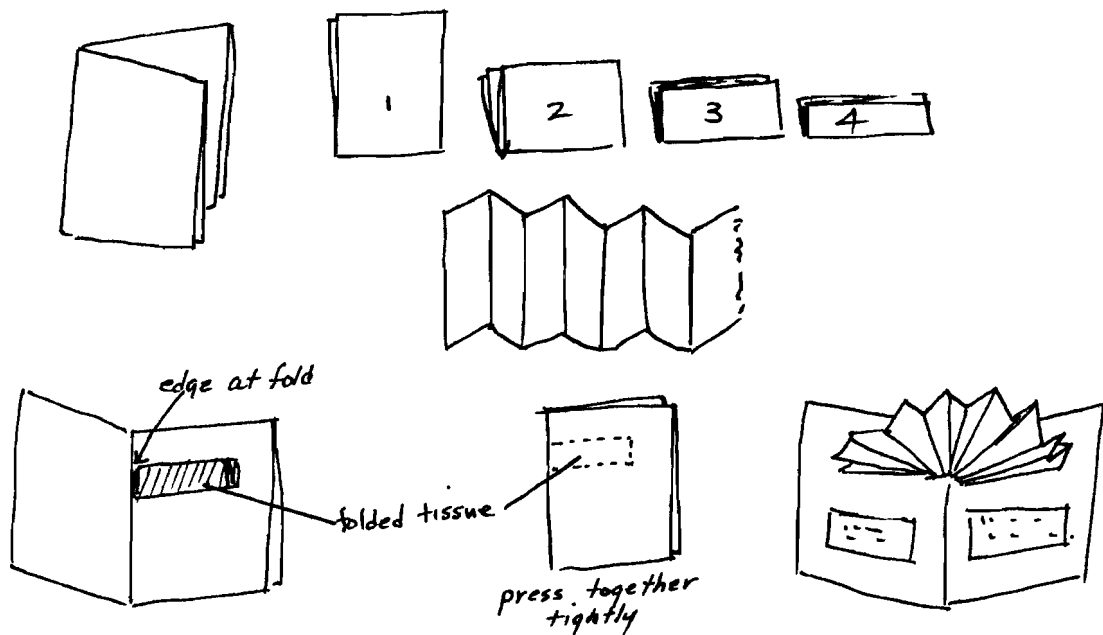
Matthew 28: EASTER

FOR OLDER CHILDREN: An Easter message.

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.

In class:

- 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.



But for you who revere my name,
the sun of righteousness will
rise with healing in his wings.
-Malachi 4:2

The angel said to the women, "Do
not be afraid, for I know that you
are looking for Jesus, who was
crucified. He is not here; he has
risen, just as he said."

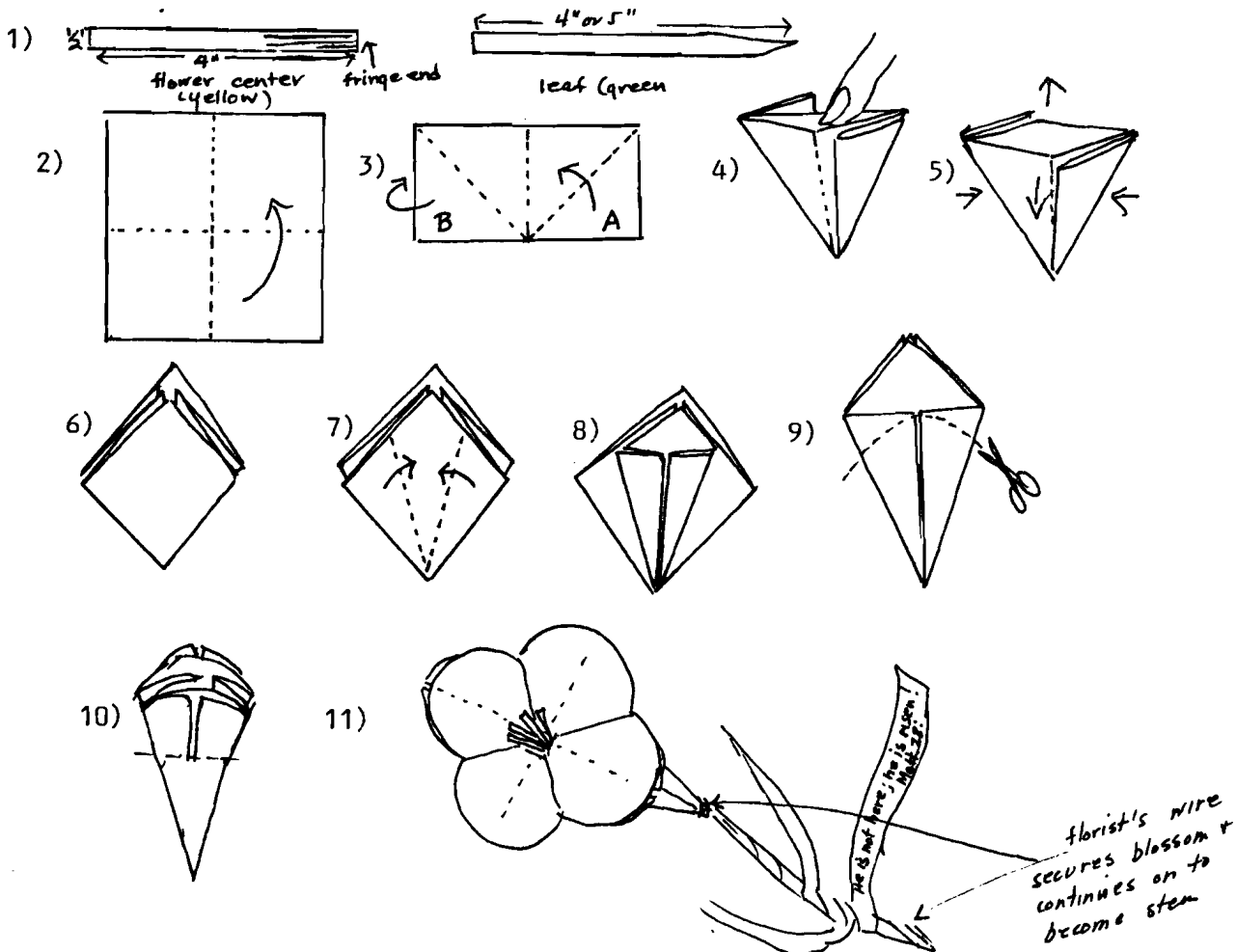
-Matthew 28:5,6

FOR OLDER CHILDREN: An origami Easter lily.

Materials: White tissue paper, green and yellow papers (tissue, construction paper, etc.), florist's wire (or any fine wire), green florist's tape, text slips, scissors.

In class;

- 1) For each blossom cut a piece of white tissue 8" square. Cut a strip of yellow paper for flower center and some green strips for leaves.
- 2) To make a lily: Fold the white tissue in half, open up, fold in half the other way.
- 3) Fold corner A to the front to center line; fold corner B back to center line.
- 4) Put a finger down into the center of the piece to open it out and
- 5) Squeeze from the sides so that the sides go in and the center goes out.
- 6) Fold the piece flat this way.
- 7) Fold the top set of flaps to the center.
- 8) The paper looks like this. Turn it over and fold the other set of flaps to the center.
- 9) Now cut through all layers as shown by the dotted line.
- 10) Hold the flower at the dotted line. Put a finger into the center of the flower and
- 11) Open out the petals. Insert flower center well down into the flower and secure by twisting wire around the base of the flower. Wrap stem with florist's tape, inserting leaves in the winds of tape as you go. Fasten text slip to stem in the same way.



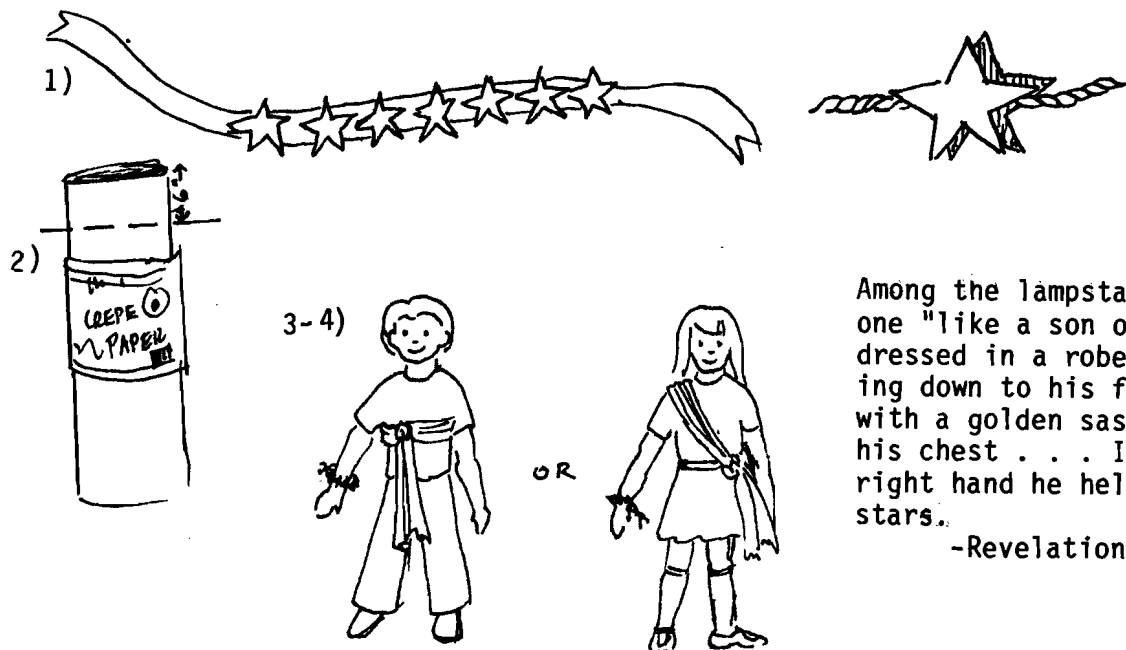
Revelation 1: JOHN'S VISION

FOR THE LITTLE ONES: A golden sash and a bracelet of stars.

Materials: Yellow crepe paper, gold stars ($\frac{1}{2}$ " or larger if you can get them), yarn or ribbon (yellow or a contrasting color), text slips.

In class:

- 1) Each child gets a 6" or 7" length of yarn or ribbon and fastens on 7 stars. If you are using ribbon, simply stick the stars to one side. If you are using yarn, use a double number of stars and fasten each pair back-to-back with the yarn sandwiched between. Press points together tightly to seal.
- 2) Teacher cuts a 6" section off the end of the package of crepe paper.
- 3) Now, "Which is your right hand, do you know? Let's all put out our right hands. Fine! In John's vision the right hand held the stars, so we'll put our stars on our right hands to remind us which hand it was." Tie the string of stars around the right wrist, loose enough to slip over the hand, but not so loose it will fall off easily.
- 4) Now, "Do you remember where the sash was?" If you are using KJV you will have to explain that "girdle" means belt. We don't use the word that way today! "Where? Around the chest (another word problem in KJV). That's right." Tie each child's sash on, either straight around the chest, or like a scout merit badge sash, over one shoulder. Leave enough to hang down a bit. Over the shoulder is the more convenient way, as the crepe paper knot will not be easy to untie, and this style makes a loose loop that will come off easily over the head.



Among the lampstands was one "like a son of man," dressed in a robe reaching down to his feet, with a golden sash around his chest . . . In his right hand he held seven stars.

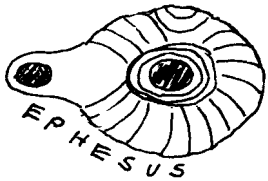
-Revelation 1:13,16

Note: You can use crepe paper streamers (that come in a roll) instead of the package, but the sash will not be as wide. Or dye an old sheet yellow and tear into strips.

Revelation 1: JOHN'S VISION

FOR OLDER CHILDREN: Seven churches, seven lampstands.

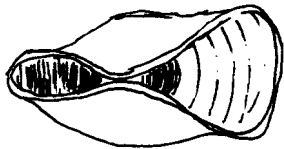
Materials: Xerox copies of the sheet, pencils.



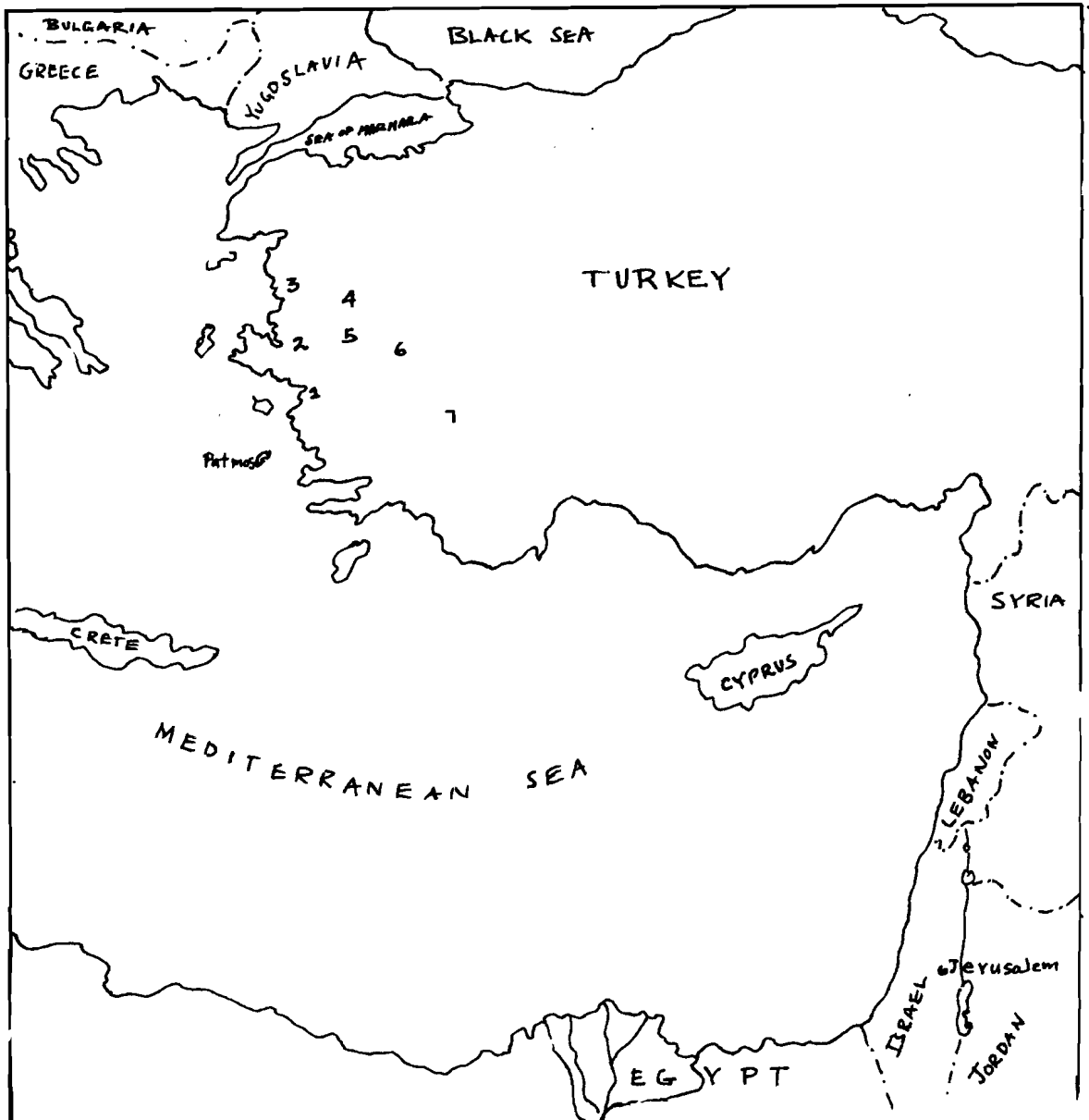
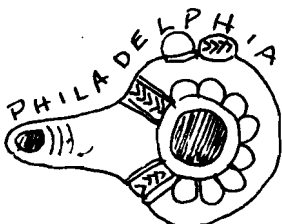
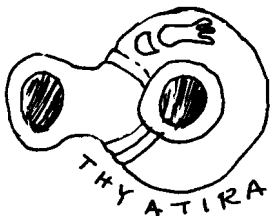
The word translated "candlestick" in the King James Version should read "lampstand," because candles were not known in Bible times. A pottery or metal container was filled with oil and fitted with a wick. Lamps were burned day and night, partly because tent and house interiors were fairly dark even in the daytime, but more because it was necessary to have fire always available. In the Near East there was a saying "Poor fellow, he sleeps in the dark," meaning "He hasn't a penny left to buy oil," that is, he is destitute.



The lamps pictured below are drawn from actual specimens of ancient Palestinian lamps. Number them from top to bottom and then write in the names of the seven cities on the map. (We have given you the modern names of the countries so that you can relate the lesson to the geography you have learned in school.) Learn the seven names in order.



PERGAMUM



Revelation 2;3: THE MESSAGES TO THE CHURCHES

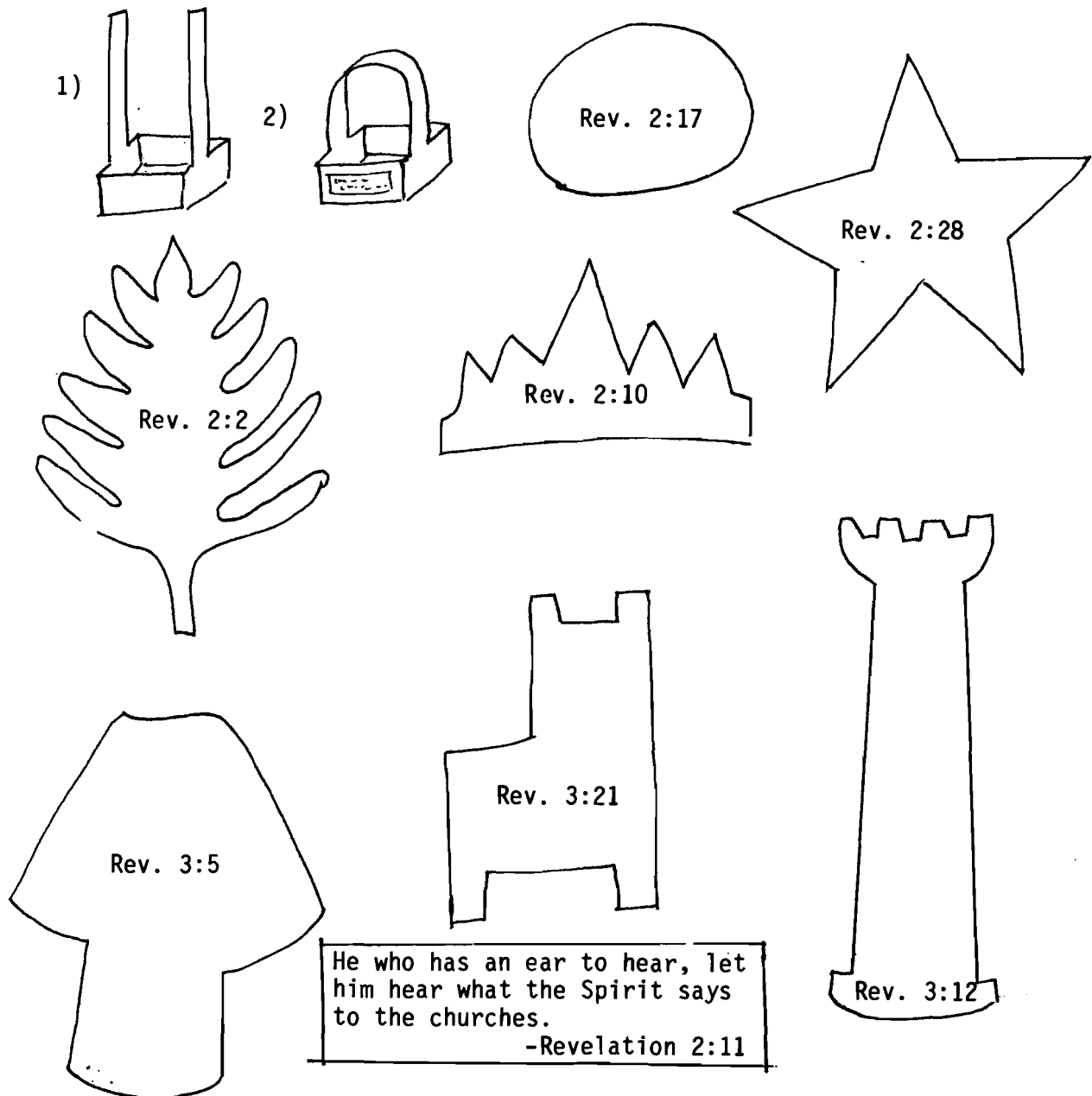
FOR THE LITTLE ONES: Seven gifts.

Materials: Half-gallon milk cartons, stapler, construction paper, scissors, text slips. Optional: real white stones, heavy white fabric, gold glitter.

Before class: For each child make a carrying basket as follows:

- 1) Cut the bottoms off the milk cartons at 2", leaving a strip on two opposite sides 1" wide and 6" tall.
- 2) Staple the handle pieces together at the top. (No need to cover the baskets unless you want to.)
- 3) Cut the shapes of the gifts from construction paper.

In class: As you discuss the messages, tell the children that the Lord had a gift for each victory gained. Tell them about the wonderful gifts, and as you mention each one, give each child the gift to put in the basket. If you want, they can decorate the morning star with glitter, use crayons on the crown, tree, pillar, etc.



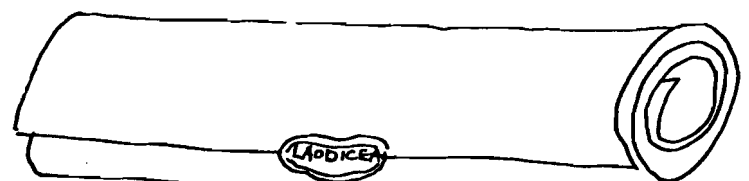
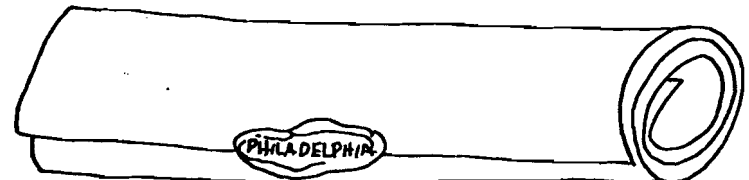
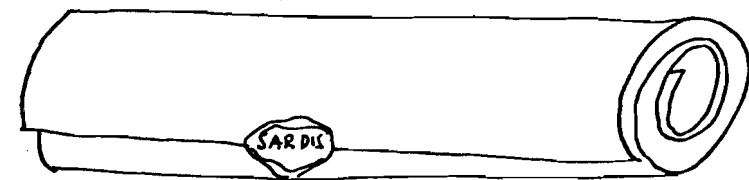
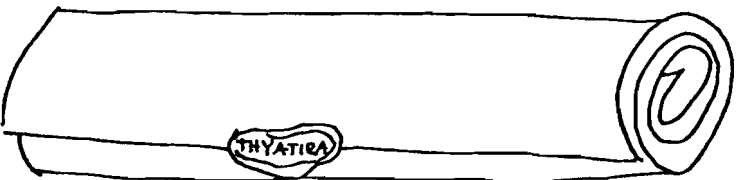
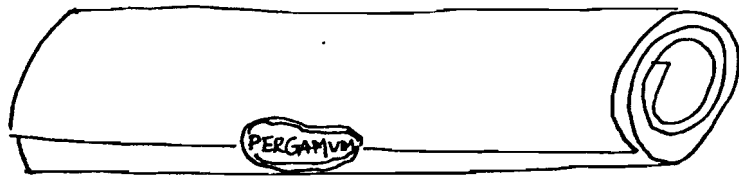
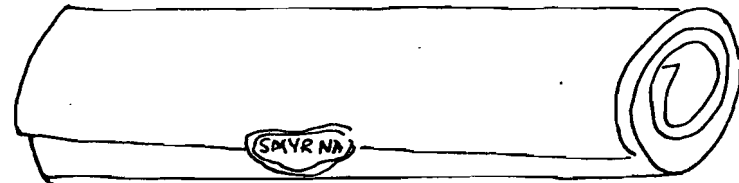
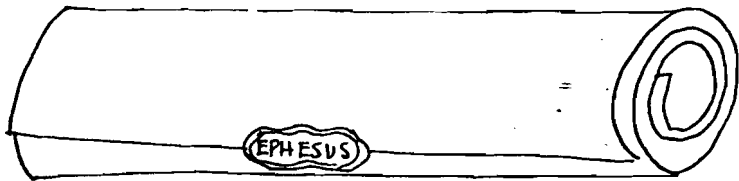
Revelation 2;3: THE MESSAGES TO THE CHURCHES

FOR OLDER CHILDREN: Seven scrolls. Temptations to overcome and good habits to form.

Materials: Copies of the sheet, scissors, glue.

In class: Cut the page on dotted lines. Glue the personal spiritual meaning of each church on the proper scroll. (Use the Bible text and the lesson notes to find out which is which.) Glue the symbols of the reward for each church at the right.

(For the teacher: The spiritual meanings are written in this order: 3,4,2,5,6,7,1.)



Thinking that good deeds are the only important thing.

Having faith in the Lord but not always doing right.

Being a loving person but having all sorts of wrong ideas.

Going to church and worshipping without caring to learn or do right.

Trying to learn the Lord's way and do it.

Trying to get by with as little effort as possible.

<p>THE TREE OF LIFE</p>	<p>A WHITE GARMENT</p>
<p>A WHITE STONE</p>	<p>A PILLAR IN THE TEMPLE</p>
<p>THE LORD'S THRONE</p>	<p>A CROWN OF LIFE</p>
<p>THE MORNING STAR</p>	

Thinking that being right is important and being kind is not.

Revelation 21; 22: THE HOLY CITY

FOR THE LITTLE ONES: Build the picture on the flannel board. Twelve manner of fruit.

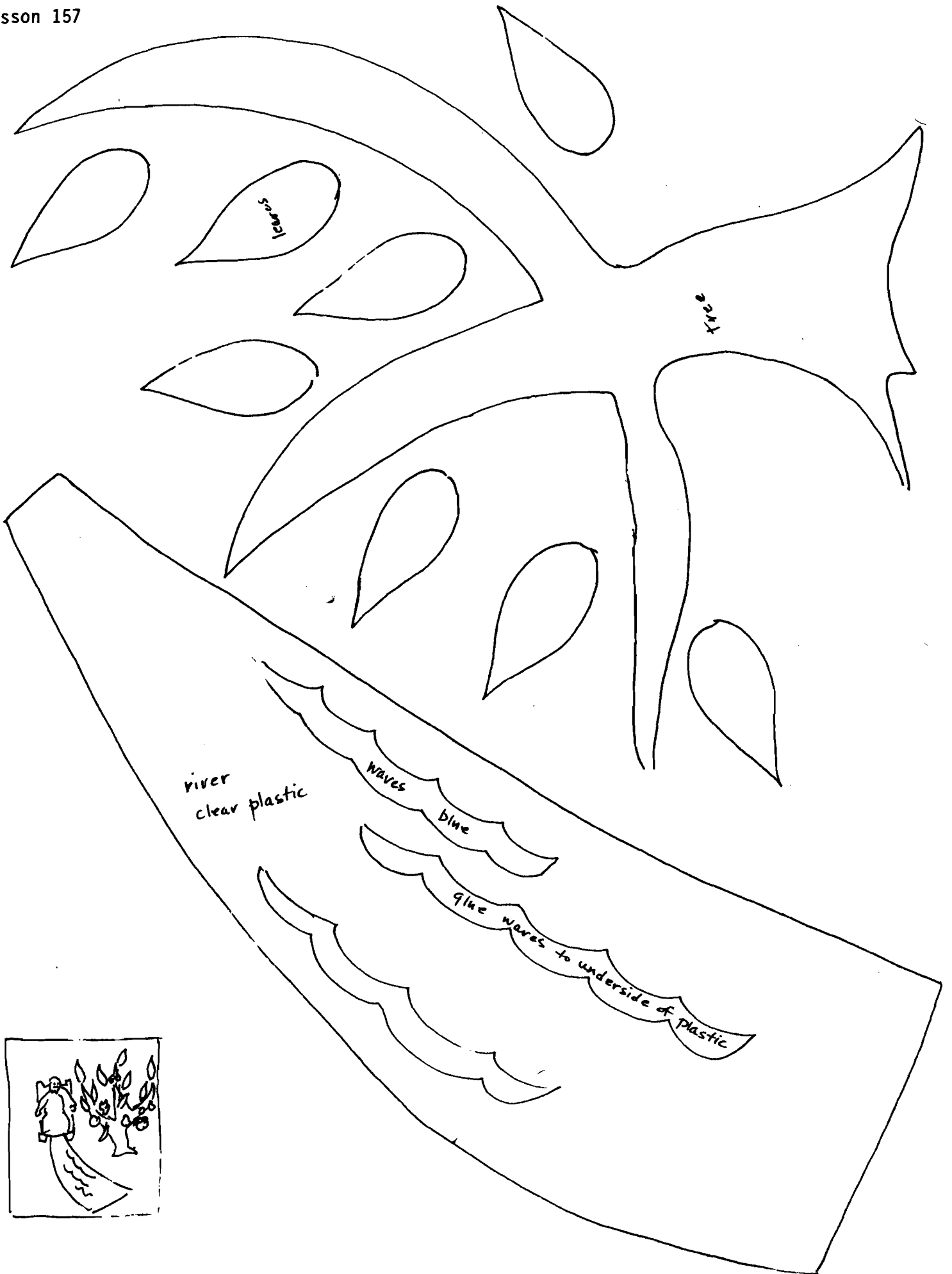
Materials: Colored felt, scissors, clear plastic, glue, fruit, bags, text slips.

Before class: Cut out felt figures using the patterns from this page and the one on the reverse. Cut the river from clear plastic (acetate, or the bottom of a clear cookie or pita bread tray, or the plastic bubble from any package). Glue the blue waves with craft glue to the underside of the clear plastic so it will stick to the flannel board.

In class: Help the children build the story on the board as you read the lesson and retell it for them. Now get out some real fruit. They can eat it in class, or take it home in their bags. They can either take the text slips (cards this time?) home or glue them to their bags.

After class: Put all the flannel pieces in a large envelope labeled with the subject. Then in free time after class some other day, a child may choose to reconstruct the story again for himself or herself. Flannel board play can in this way reinforce their memory of a previous lesson.

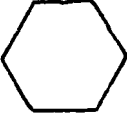




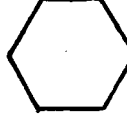










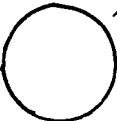
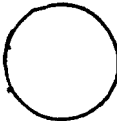
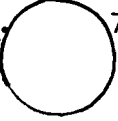
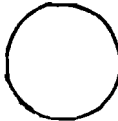
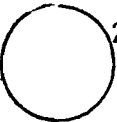
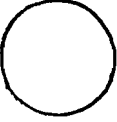


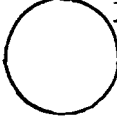
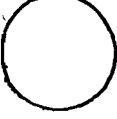


Revelation 21;22: THE HOLY CITY

FOR OLDER CHILDREN: Color the stones. A study in Bible gems.

Scholars are not certain of the exact meanings of the words describing the twelve stones of the foundation of the Holy City. To make matters worse, the different versions of the Bible use different words for the same gem. Early translators, not knowing what they were, just used the names of familiar stones when they were uncertain. But here is a list of the twelve gems from Revelation 21:19-20 with identification as close as Bible study of today has come. We have given you the names from the NIV, then the color range, and finally, in capital letters, the name of the mineral. Notice that six of the stones are forms of quartz. Some stones come in several colors, so you have a choice.

- | | | | |
|---|--|---|---|
|  | 1. <u>Jasper</u> . Red, yellow, brown, dark green or grayish blue.
QUARTZ |  | 7. <u>Chrysolite</u> . Green.
OLIVINE |
|  | 2. <u>Sapphire</u> . Blue. (If red, it is called a ruby.)
CORUNDUM |  | 8. <u>Beryl</u> . Yellow or golden, blue, sea green (called aquamarine), pink, rose, or colorless.
BERYL |
|  | 3. <u>Chalcedony</u> . Transparent to translucent white, gray, brown or blue.
QUARTZ |  | 9. <u>Topaz</u> . Yellow.
TOPAZ |
|  | 4. <u>Emerald</u> . Green.
BERYL |  | 10. <u>Chrysoprase</u> (chalcedony).
Apple green
QUARTZ |
|  | 5. <u>Sardonyx</u> . Layers of carnelian (see No. 6) and white chalcedony.
QUARTZ |  | 11. <u>Jacinth</u> . Yellow or cinnamon.
GARNET or ZIRCON |
|  | 6. <u>Carnelian</u> . Pale red to deep clear red, through brownish red to yellowish brown.
QUARTZ |  | 12. <u>Amethyst</u> . Purple or violet.
QUARTZ |

Did you know that there is another set of twelve stones in the Bible? In Exodus 28:17-20 you will find a description of the breastplate of the High Priest, set with twelve stones. Some of these are the same as the ones above.

- | | | | | | | | |
|---|--|---|---|---|--|---|-------------------------|
|  | 1. <u>Ruby</u> .
Red.
CORUNDUM |  | 4. <u>Turquoise</u> .
Sky blue
to green
TURQUOIS |  | 7. <u>Jacinth</u> . |  | 10. <u>Chrysolite</u> . |
|  | 2. <u>Topaz</u> |  | 5. <u>Sapphire</u> |  | 8. <u>Agate</u> .
Irregularly
colored
chalcedony. |  | 11. <u>Sardonyx</u> . |
|  | 3. <u>Carbuncle</u> .
Deep red
to black.
GARNET |  | 6. <u>Emerald</u> . |  | 9. <u>Amethyst</u> . |  | 12. <u>Jasper</u> . |

Remember that some of these gems are just educated guesses!

Revelation 21;22: THE HOLY CITY

FOR ALL AGES: A stained glass window.

Before class: Cover the directions and Xerox the sheet.

In class: The children draw any picture from the lesson and color the page in bright colors.

