



**HELP! MY KIDS ARE HAVING TOO MUCH FUN!**



# TRAINING MANUAL

Teaching to Multiple Intelligences





# Help! My Kids Are Having Too Much Fun!

## Teaching to Multiple Intelligences

### Time

1 hour and 15 minutes

### Audience

*Walk With Me* and *Kid Connection* training for church school leaders.

### Focus

Teachers will learn how teaching to the multiple intelligences can enhance teaching and learning.

### Room Setup

Small groups of four to eight participants sitting at individual tables. (If tables are not available or practical, group chairs together for small groups.)

### Session Planner

**Hello** *Begin to think about the ways in which God has created each of us unique.*

■ Getting Acquainted 10 minutes

**Know** *Understand the varied ways in which people of all ages learn.*

■ A Look at the Multiple Intelligences 20 minutes

**Grow** *Experience the way Walk With Me uses multiple intelligences to enhance teaching and learning.*

■ Teaching a Bible Story Using the Multiple Intelligences 25-30 minutes

**Show** *Be prepared to use the multiple intelligence approach in teaching Walk With Me.*

■ Wrap-up 15 minutes

### Preparation

- Use several different ways to invite leaders to your workshop (phone calls, e-mails, mailed invitations, bulletin announcements, and so on). Remind experienced teachers that they too need a time of spiritual refreshment, and that you'd appreciate their presence to help and encourage less experienced teachers.
- Photocopy handouts 1-4 (reproducible pages 7-22).
- Photocopy activity slips (reproducible pages 23-24) on heavy paper or cardstock so they can stand alone when folded; or photocopy several activity slips for each package. Prepare eight activity packs with the activity slip(s) and the materials described below:

*Group 1: Worth a Thousand Words (Picture Smart)*

- activity slip
- newsprint
- markers
- Play-Doh

*Group 2: Wing It, Sing It! (Music Smart)*

- activity slip
- several copies of the parable in cinquain (see reproducible page 27)
- rhythm instruments or substitutes such as spoons, lids, bells, and so on
- paper
- pencils or pens

*Group 3: Take One! (Body Smart)*

- activity slip

*Group 4: Word Play (Word Smart)*

- activity slip
- newsprint
- markers

*Group 5: Let's Play (People Smart)*

- activity slip
- index cards
- pencils/pens/markers

*Group 6: Solitary Scribes (Self Smart)*

- activity slip
- paper
- pens
- feedsack facsimile (reproducible page 29)

*Group 7: Analyze That! (Number Smart)*

- activity slip
- paper
- pencils
- several copies of Venn diagram pattern (reproducible page 25)

*Group 8: Where in the World? (Earth Smart)*

- activity slip
- jar of sand
- aquarium gravel or brown rice
- other small nature items such as pebbles, twigs, leaves, flowers, sea shells, and so on
- shoe box lids or trays

- Preview the PowerPoint presentation or transparencies. Read through this workshop guide several times to catch the flow. You may want to highlight each step and key words or phrases to help you during your presentation.
- Make arrangements to provide refreshments, if you choose to offer them, or have someone else do so.
- Set up the room with tables and chairs as described above. On each table place the following:
  - pencils, crayons, or markers, one per person
  - potatoes, one per person
- At the front of the room set up a computer with PowerPoint presentation or transparency projector and cue the presentation or transparencies. Set out handouts and activity packs so that they are easily accessible.



If your group is small, you won't need to use all of the activities. If your group is large, you may want to prepare duplicate packs for some of the activities.



# HELLO-What's Up?

## Getting Acquainted

### Time

10 minutes

### Goal

Begin to think about the ways in which God has created each of us unique.

### Materials

- Potatoes, one per person
- Bible

Welcome everyone, and briefly introduce yourself.

Invite each person to select a potato. Say something like this: **Examine your potato carefully and give it a name. What is special or unique about your potato? Get to know it!**

2

After a minute, have participants place their potatoes back into a pile on the table and have one person “mix up” the potatoes. Then challenge participants to find their original potato.

Could they do it quickly? Give them a chance to tell each other how they identified their potato. Comment that no two potatoes are exactly alike. God's creation is like that—from snowflakes to voices to fingerprints.

Read Psalm 139:13-14. Say, **No child is knitted together with the same weave, pattern, or colors. All our skills and abilities are woven together in unique, God-ordained ways. But certain patterns stand out. These patterns have been identified by Dr. Howard Gardner as our intelligences or smarts.**

Offer a brief prayer, thanking God for the many different people in your group, each of them blessed with unique skills and abilities. Ask God to be with you as you talk about how to touch the lives of the children you lead and guide this year.

## 2 KNOW-Guess What? A Look at Multiple Intelligences

### Time

20 minutes

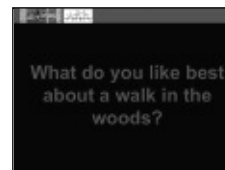
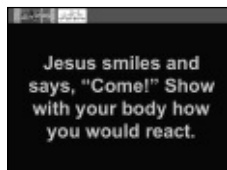
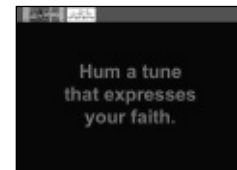
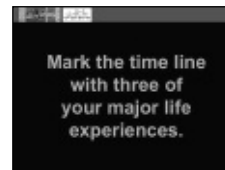
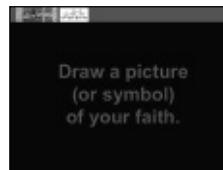
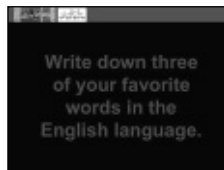
### Goal

Understand the varied ways in which people of all ages learn.

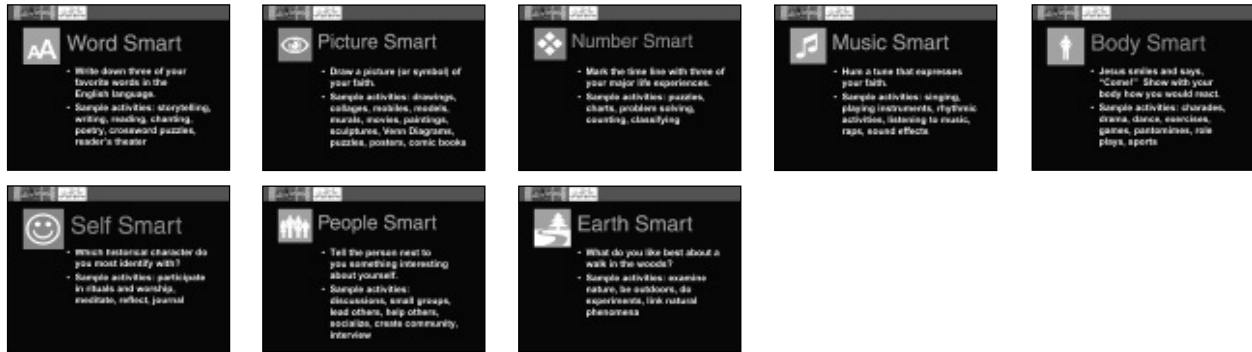
### Materials

- Handouts 1 and 2 (reproducible pages 7 and 9), one copy of each per person
- Computer with PowerPoint presentation or overhead projector
- PowerPoint slides 1-17 or transparencies 1-2
- Pencils or pens

Explain that Dr. Gardner has identified eight intelligences that have an impact on how people learn. Everyone has all eight intelligences and has the capacity to develop all to a high level. But most of us favor learning through one or two of the intelligences. To help participants understand more about what that means and how that works, distribute handout 1 and guide participants through the self-test using PowerPoint slides 1-9 or transparency 1. As you move through the eight activities, explain that you will give participants about 45 seconds to respond to each one. After they complete each activity, ask them to rate how they felt about doing it by choosing one of the smiling/frowning faces at the right.



Explain to the group that now you're going to look at Gardner's list of intelligences—and that those intelligences match up with the activities they've completed. Show slides 10-17, reading the description for each intelligence and inviting teachers to comment.



Ask teachers to raise their hands or stand if they chose a happy face as their reaction to the activity. Point out the variety present in the group—one person's favorite activity might well be another person's least favorite activity! Distribute a copy of handout 2 to the group, a print form of the slides you just looked at together. Comment that these same icons appear in every single lesson and step of *Walk With Me* and *Kid Connection*.

## 3 GROW-So What?

### Teaching a Bible Story Using Multiple Intelligences

#### Time

35-40 minutes

#### Goal

Experience the way *Walk With Me* uses multiple intelligences to enhance teaching and learning.

#### Materials

- Handout 3 (reproducible pages 11 and 12), one per person
- Activity packs prepared ahead of time (see pages 1 and 2)

As you introduce this activity, be sure to explain that usually the Bible stories in *Walk With Me* and *Kid Connection* are not presented using *all* of the multiple intelligences, but this time, in order to demonstrate how all the intelligences can show the truths of the story, we will be using all or as many as the number of groups we have today.



tip

Take note of where the group members chose smiling faces in the previous step, and try to assign them to work in a group that wouldn't be their first-choice learning style.

Distribute handout 3 and read (or tell) the parable of the lost son (Luke 15:11-3) together. Then divide the group into eight smaller groups and explain that each group will have approximately fifteen minutes to take a closer look at the parable, using one of the intelligences.

Distribute an activity pack to each group and let them begin their activity. Encourage groups to reread the parable together as part of their brainstorming/learning process.

After about fifteen minutes, call the group back together. Challenge each group to tell the others what they did (read their poem, sing their song, show their drawings, and so on) and what they learned through the process. Emphasize again how important it is to remember to teach to all these different kinds of intelligences because children—and adults!—learn in such a variety of ways.

# 4 SHOW-Do What?

## Wrap-up

### Time

15 minutes

### Goal

Be prepared to use the multiple intelligence approach in teaching *Walk With Me* or *Kid Connection*.

### Materials

- Handout 4A or 4B (reproducible pages 14-22 or 23-33), one per person
- PowerPoint or overhead projector
- PowerPoint slide 18 or transparency 3
- Newsprint/board, marker/chalk

Invite people to briefly comment about what they've learned by participating in the activities. As they mention ideas, list them on board or newsprint. Make sure the following points are covered:

- Leaders can't assume kids learn the way they do or the way the other kids do.
- Each session should include some learning activity that appeals to the variety of intelligences represented in the group.
- If you keep the multiple intelligences in mind, your teaching will be effective and fun for all children at different times. The proof of that comes in having *more* children, *more* often, having *more* fun.
- Using the multiple intelligences also makes learning more active—kids direct their energy into the activity, rather than acting out in ways that cause discipline problems.

Explain that from time to time, leaders may want to evaluate the multiple intelligences that seem to work best with the children. A leader may want to journal about the children, (word and self smart), keep pictures of the children in a place that reminds the leader of each child's special abilities (picture smart), or chart responses to activities (number smart).

Distribute handout 4A if your group is using *Walk With Me*, or 4B if you are using *Kid Connection* (sample session from leader's guide) to group members. Walk through the session together, pointing out the icons after each step heading. Help the group understand that most activities appeal to more than one type of intelligence—and that's great!

Comment that not all leaders will be equally as comfortable teaching to all eight intelligences. The writers and editors of *Walk With Me* and *Kid Connection* know that! That's why you'll find this section at the beginning of every *Walk With Me* leader's guide:





The coordinator or superintendent may want to keep a list of volunteers and which areas they specialize in. Pages 66 and 67 of the *Coordinator's Handbook* provide a handy chart for your volunteer "bank."

This section will alert leaders to places in the unit where they might want to recruit volunteers to help with a teaching approach. For example, if the leader is not comfortable working with crafts, baking activities, dramas, and so on, he or she doesn't have to do it all! Encourage your leaders to look at the volunteer and helper suggestions for each unit and plan to contact possible volunteers before beginning a unit.

With *Kid Connection*, the large group/small group format makes it easy for volunteers to specialize in their areas of talent, interest, and giftedness. Encourage your storyteller and small group mentors to look for other members of the congregation who may be interested in gathering supplies, organizing props, or making simple costumes. Special guests with musical talent and dramatic flair may enjoy stopping in as guest storytellers and song leaders!

Leave time at the end of your session for any questions members of your group might have. Close by praying for each of the people in the group and the children they'll be teaching.



# Multiple Intelligences Self-Test

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2. 😊 😐 😞

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3. 😊 😐 😞

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birth    10 yr.    20 yr.    30 yr.    40 yr.    50 yr.    60 yr.    70 yr.    80 yr.

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4. 😊 😐 😞

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5. 😊 😐 😞

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6. 😊 😐 😞

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7. 😊 😐 😞

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8. 😊 😐 😞



# Multiple Intelligences Explained



## Word Smart

- Write down three of your favorite words in the English language.
- Sample activities: storytelling, writing, reading, chanting, poetry, crossword puzzles, reader's theater



## Picture Smart

- Draw a picture (or symbol) of your faith.
- Sample activities: drawings, collages, mobiles, models, murals, movies, paintings, sculptures, Venn Diagrams, puzzles, posters, comic books



## Number Smart

- Mark the time line with three of your major life experiences.
- Sample activities: puzzles, charts, problem solving, counting, classifying,



## Music Smart

- Hum a tune that expresses your faith.
- Sample activities: singing, playing instruments, rhythmic activities, listening to music, raps, sound effects



## Body Smart

- Jesus smiles and says, "Come!" Show with your body how you would react.
- Sample activities: charades, drama, dance, exercises, games, pantomimes, role plays, sports



## Self Smart

- Which historical character do you most identify with?
- Sample activities: participate in rituals and worship, meditate, reflect, journal



## People Smart

- Tell the person next to you something interesting about yourself.
- Sample activities: discussions, small groups, lead others, help others, socialize, create community, interview



## Earth Smart

- What do you like best about a walk in the woods?
- Sample activities: examine nature, be outdoors, do experiments, link natural phenomena



# The Story of the Lost Son: Luke 15:11-32

Then he said, “There was once a man who had two sons. The younger said to his father, ‘Father, I want right now what’s coming to me.’”

“So the father divided the property between them. It wasn’t long before the younger son packed his bags and left for a distant country. There, undisciplined and dissipated, he wasted everything he had. After he had gone through all his money, there was a bad famine all through that country and he began to hurt. He signed on with a citizen there who assigned him to his fields to slop the pigs. He was so hungry he would have eaten the corncobs in the pig slop, but no one would give him any.

“That brought him to his senses. He said, ‘All those farmhands working for my father sit down to three meals a day, and here I am starving to death. I’m going back to my father. I’ll say to him, “Father, I’ve sinned against God, I’ve sinned before you; I don’t deserve to be called your son. Take me on as a hired hand.”’ He got right up and went home to his father.

“When he was still a long way off, his father saw him. His heart pounding, he ran out, embraced him, and kissed him. The son started his speech: ‘Father, I’ve sinned against God, I’ve sinned before you; I don’t deserve to be called your son ever again.’”

“But the father wasn’t listening. He was calling to the servants, ‘Quick, Bring a clean set of clothes and dress him. Put the family ring on his finger and sandals on his feet. Then get a grain-fed heifer and roast it. We’re going to feast! We’re going to have a wonderful time! My son is here—given up for dead and now alive! Given up for lost and now found!’ And they began to have a wonderful time.

“All this time his older son was out in the field. When the day’s work was done he came in. As he approached the house, he heard the music and dancing. Calling over one of the houseboys, he asked what was going on. He told him, ‘Your brother came home. Your father has ordered a feast—barbecued beef!—because he has him home safe and sound.’”

“The older brother stalked off in an angry sulk and refused to join in. His father came out and tried to talk to him, but he wouldn’t listen. The son said, ‘Look how many years I’ve stayed here serving you, never giving you

one moment of grief, but have you ever thrown a party for me and my friends? Then this son of yours who has thrown away your money on whores shows up and you go all out with a feast!

“His father said, ‘Son, you don’t understand. You’re with me all the time, and everything that is mine is yours—but this is a wonderful time, and we had to celebrate. This brother of yours was dead, and he’s alive! He was lost, and he’s found!’”

—*The Message*



# God's Good Creation

## Scripture

Genesis 1:1-2:3

## Memory Challenge

Psalms 24:1-4a

## Focus

God created everything, and it was very good.

## WORDSEARCH

### Think About It

“In the beginning God . . .” The Bible’s account of how the world began starts with God. It’s a call to faith. We just can’t miss its invitation to bring glory to our great Creator. The overwhelming goodness, beauty, and excellence of what God has made will make us break out in praise.

## Session Planner

**Hello** *Understand that only God could create the world out of nothing.*

Make a Flower, If You Can 10 minutes

**Know** *Give examples that show the wonder and beauty of God’s creation.*

Creation Story: God’s Good Call 10 minutes

**Grow** *Experience awe and wonder at the grandeur and goodness of God’s world.*

Circle Walk 20 minutes

Option: Nature Artists 15 minutes

**Show** *Praise God for the goodness and grandeur of each day of creation.*

Say It Gladly! 10-15 minutes

Option: Creative Praise 15 minutes

## Overtime

Memory Challenge and Prayer 5 minutes

Guessing Game 5 minutes

### Pray About It

Take a moment to reflect on the awesome universe God created. God created trillions upon trillions of stars. Each one of these stars is so far apart from all the others that we humans will never be able to reach even our sun’s closest neighbor! Yet God has made us so intricately and with such complexity that even the world’s greatest scientists have only the faintest beginning of understanding of how we’re put together. When you draw near to your Creator with praise and adoration, you most intimately fulfill God’s deepest purpose for creating all those stars—and for creating you to gaze on them.

Our lesson rightly follows Romans 4:17 and Hebrews 11:3 in teaching that God created everything out of nothing (*ex nihilo*). But Genesis spends much more time emphasizing how God ordered this world. It describes the earth before creation as “formless and empty” (Gen. 1:1). It’s dark, chaotic, and dangerous, like a house hit by a hurricane. It needs to be tamed and made livable. Its pieces need to be sorted out and put in their right place.

Genesis does not give us a cut-and-dried scientific lecture on how God made everything. So don’t spend too much time with your class sorting out all the details. Genesis is much more interested in telling us how much our world really matters to God. Our Creator has a deep personal investment in our world, and an equal investment in human beings, the crown of creation. Genesis tells us how we are created in

God’s image, after God’s likeness. From the ground up we’re designed to live in a special relationship of love and obedience to God. Our Creator makes us partners with God in taking care of the world. By managing it well we make the world even better than it is—a place that brings the Lord ever more glory.

### Tell About It

What impressions about this entire story should you leave with your students? First, that creation is a delight to God (Prov. 8:30-31; Ps. 65). God finds it very good. So should we. Above all, share the excitement of being invited by our Creator to make the world an even better place.

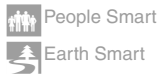
Second, give them a deepened sense of God’s greatness. Let the billion-starred galaxies and the delicate intricacy of the housefly walking on your classroom window invite you to praise God together. God will find that very, very good.



“On the seventh day God rested from all his work” (Gen. 2:2). Don’t assume that God was tired and needed a nap. The day of rest is a divine sign that the work of creation is finished. It signifies that God will not interfere with this created order or add to it. God will continue the work of maintaining it and giving it life. But creation is complete. And, praise God, it’s very, very good.



# HELLO



## Make a Flower, If You Can

### Goal

Understand that only God could create the world out of nothing.

### Time

10 minutes

### Materials

- Pairs of matching items from nature: similar flowers, weeds, leaves, branches, pine needles (or go all out and take two goldfish in separate bowls!) Bring enough so that each child receives one item to match with someone else’s item.
- Nametags and markers (optional)

You may want to provide nametags for the children to complete as they arrive, especially if all or some of the children are new to the group.

Greet each child warmly and hand each an item from nature (see list above). Be sure that another child gets a matching item.

When all the kids have arrived and are seated, tell them to pair up with the person who has a similar flower or leaf or whatever they have (a child with a dandelion would find another child with a dandelion). Once the kids have paired off, ask them to talk about these questions for one minute:

- **If you had to make this dandelion or pine needle or whatever you have, how would you do it? What materials would you use?**
- **Would it be possible for you to actually make a flower or a branch or a stone—even if you had the necessary materials?**
- **Who could do such a thing?**

After a couple of minutes, ask the pairs to respond. Affirm any suggestions they offer (such as using dirt to make a flower or iron ore to make a rock).

Then ask them to imagine how much more difficult it would be to make a flower out of . . . absolutely nothing. Zero. Zip.

Affirm that only God Almighty could create a flower, a bird, a person, or a whole world out of nothing at all.

Have the group stand up and applaud our great and awesome God. Then open the session with a short prayer, praising God for being the awesome Creator of all things.



Write the schedule of the morning’s activities on the board or on newsprint. This will help you and the kids stay on task and on schedule. Give the activities interesting and fun titles. Use ours or feel free to make up your own.

**2**

**KNOW**

AA Word Smart

Picture Smart

**Creation Story: God's Good Call**

**Goal**

Give examples that show the wonder and beauty of God's creation.

**Time**

10 minutes

**Materials**

- Bible
- Large clear glass bowl or plastic cake cover full of water
- Flashlight or overhead projector
- Story: "God's Good Call" (CD, track 1; children's resources, poster, side 1)
- CD player
- Food coloring (blue, green, orange)



**time saver**

If your time is limited, try a shortcut approach to the story:

- Play the story on the CD and have the children follow along on side 1 of the poster.
- As you listen to the third paragraph (God's call for light), light a candle. Briefly pause the CD to have kids lightly shade the fourth paragraph with blue, the fifth with green, the sixth with red, the seventh with orange, and the eighth with purple.

Open your Bible to Genesis 1. Read verse 1 aloud. With a sense of awe explain that the very first chapter of the Bible in the book of Genesis tells us that there was a Creator who made all things out of nothing. That Creator was God.

Explain that we are going to be listeners. As listeners we'll be thinking about the world coming into being through God's voice. As listeners we'll use our imaginations, picturing the shape and form of things as sounds and colors burst forth across the earth.

Turn off the lights and set a bowl of water on an overhead projector or set the bowl of water on the table and use a flashlight to shine on the bowl.

Today's creation story, "God's Good Call," is told on the CD (track 1). As the children listen, do the following (hit the pause button on your CD player to give yourself enough time):

- At the phrase "Let there be light," turn on the overhead light or shine the flashlight.
- At the phrase "The blues of the sky," add a drop or two of blue food coloring to the bowl of water.
- At the phrase "out of green plants," add a drop or two of green food coloring at a distance from the blue coloring (you don't want the colors to blend into each other).
- At the phrase "orange-colored fish," add a drop or two of orange food coloring at a distance from the other colorings you added earlier.

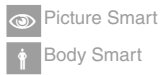
**tip**

Set aside the bowl of colored water after the story, but save it for next week. By that time it should be murky, which is what you want it to be.

# 3

# GROW

## Circle Walk



### Goal

Experience awe and wonder at the grandeur and goodness of God's world.

### Time

20 minutes

### Materials

- Poster, session 1 (children's resources)
- Seven white paper clouds made from newsprint for creation, labeled "Day 1," "Day 2," and so on
- Masking tape
- Seven trays with crayons, chalk, or oil pastels in the following colors:
  - Day 1: black and white
  - Day 2: several shades of blue
  - Day 3: blues, greens, browns, reds, yellows
  - Day 4: yellows, reds, silver
  - Day 5: blues, grays, browns, oranges, neon colors
  - Day 6: all colors
  - Day 7: golds and purples
- Newsprint with drawing of sunrise and the word *East* on it, large enough to cover top half of doorframe to your room

This "circle walk" activity is based on a Navajo tradition that will first help the children learn about creation and then praise God for what they've learned. According to this tradition, the children start in the east. Then they move in a circular pattern, spiraling inward with a clockwise motion. Once they reach the center of the spiral, they leave in a counter-clockwise motion. Entering the spiral represents learning, and leaving the spiral represents giving back in some way. For this creation activity, entering represents learning the days of creation, and leaving represents giving back praise to God.

- If you haven't already done so, distribute the poster for session 1 from the student resources. (You should have one poster for each student and one for yourself.) Call attention to the painting "And It Was Good" by Christian Navajo artist Elmer Yazzie. Read the caption to the group. It explains the details of the painting.



- Tape seven clouds (that you have cut out of newsprint and labeled "Day 1," "Day 2," and so on) to the walls



To save time, tape the clouds to the wall before today's session.

around the room. Start on the right as you enter your room and tape them at a level where your students can comfortably draw while sitting on a chair. For each day supply the appropriate colors to represent what was created on that day (see materials list).

- Assign one cloud representing one day of creation to each child.
- Direct students to use the crayons in the tray to illustrate the day of creation they have been assigned. (You may want to remove the papers from the crayons to encourage using broad strokes rather than just the tips.) They may check Genesis 1 or the story on side 1 of the poster to review what God made on that day. Let them know they'll have about five minutes to do this.
- While the children are working, open your room door and cover the top half of the door opening with a large piece of newsprint with a sunrise and the word *East* on it. The writing and drawing should face toward the hall outside your room. It should be low enough so that the children will need to bend or kneel to go under it.

**tip** If your group is larger than seven, assign two or more children to each cloud; if smaller than seven, assign one child to work on two or more clouds.



- When the children are finished illustrating the days of creation, exit the room with the entire group and stand outside the door. Explain that this activity is based on a tradition of the Navajo tribe. We will be doing this in a way that shows our respect for everything God has made. Offer an explanation along these lines:

**We are about to enter the creation room.**

**We enter from the East because the sun rises in the east and that represents beginning.**

**Inside the room, the clouds represent what our great God has made.**

**To show our awe and humility, we will enter the room on our knees.**

**Once we're inside the room, we will stand up and walk the "circle of creation" together.**

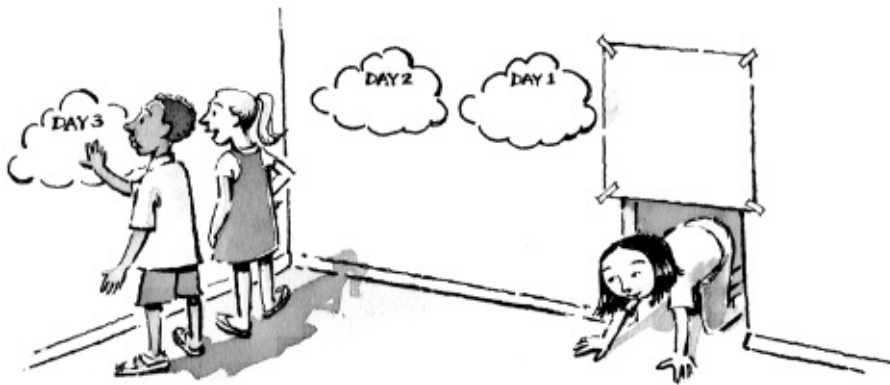
**tip** Some children in your group may be interested in knowing a little more about the poster "And It Was Good." Share some of the following comments from artist Elmer Yazzie with them as they look at the poster with you. Or simply use them for your own reflection.

*In the center of the poster are four corn plants with seven fruitful cobs. These plants represent God's desire for all of creation to experience complete fruitfulness according to God's plan. Each plant is rooted into the three center circles, indicating that this complete fruitfulness of creation takes place through the work of the Father, Son, and Holy Spirit.*

*Four rain clouds in three sections surround the corn plants. These clouds contain God's blessing for the elements of creation. Water is one valuable element necessary for life.*

*And finally, all seven days are built on the three layers of God's design: to control the elements of nature, to give all seed-bearing plants to humanity, and to give humanity the responsibility to care for the earth.*

- Kneel and crawl under the “East” sunrise display. Once everyone is inside, walk around the room, naming the days and acts of creation. After the seventh cloud picture, spiral inward toward the center of the room, asking the group to stand quietly and remember all that God created. Remain there for a minute or so. (You will complete this activity in the next step.)



## Nature Artists

### Time

15 minutes

### Materials

- Sheet of cardboard, about 8½ x 11, with a one-inch square cut out of the middle, one per student
- Drawing paper, one per child
- Markers, crayons



If you have a short class session, you may want to use this option to step 3.

**Option to step 3**

Here’s a substitute for the circle walk described above and continued in the next step. Give each child a piece of cardboard, drawing paper, and markers or crayons of various colors. Take the group outside and have them look at grass blades, flowers, tree bark, leaves, and so on through the cardboard opening. When they find something they think is especially interesting, they should sit down and sketch a full-sized picture of it, using the drawing paper and markers. They can use the cardboard as a reasonably firm surface to write on (or supply clipboards or magazines for this purpose).

Encourage kids to study their subject carefully like real artists, taking frequent looks at it as they create their sketches. If they wish, they may look at their own skin or the eye of a friend, but warn them not to look at the sun. (Providing plastic magnifying lenses for each child would be another great way for them to explore details around them.)

Back in your meeting room, kids can show their drawings and let the others guess what it is (if it isn’t obvious).

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# 4

# SHOW

Say It Gladly!



### Goal

Praise God for the goodness and grandeur of each day of creation.

### Time

10-15 minutes

### Materials

- Songs: “Creation Song” (pp. 41-42; CD, track 2); “In the Beginning” (pp. 43-44; CD, track 3)
- CD player

Before the children spiral their way out of the circle, explain that when we entered the circle and walked through the days, we were learning about God’s creation. As we leave the circle, we will give back praise to God for each day of creation.



**tip** Keep the prayers voluntary. Some children enjoy praying aloud, others are afraid to do so. It may help to give kids a sentence starter to complete: “Awesome God, we praise you for creating . . .” Or have the entire group say the same praise line aloud: “Awesome God, we praise you for creating . . . (people, plants, and so on) out of nothing.” Tell the group how you will end the praise phrase before saying it together.

Lead the class back through the circle, walking counterclockwise and stopping first at Day 7. Ask who would like to say a word of praise to God for this day of rest. Pause for a short prayer of praise. Continue with each day in this same manner.

When the group reaches Day 1, listen to “Creation Song” on the CD (track 2) and then circle the room again, thinking of all that God has placed on the earth. Since the song uses the call-and-response technique, it will be easy for the children in your group to join in.

Encourage kids to use this song during the week, perhaps singing it as they take a nature walk later on in the day or during the week. If you have time, you may also want to introduce the lively song “In the Beginning” (track 3). It provides a fun and helpful way of remembering the days of creation and thanking God for each one of them. Consider adding these motions:

- God: point up
- heavens: arms raised toward sky
- earth: bring hands together over head, forming a circle



Shout out the days and numbers (Day 1 . . .). As the children become familiar with the order of creation, they may wish to respond with what was created on each day.

Before children leave, invite them to take their posters home and display them. Point out the additional “Creation Riddles” on side 1 that the children can enjoy reading at home.

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**Creative Praise** Word Smart Music Smart Self Smart

**Option to step 4**

**Time**  
15 minutes

- Materials**
- Songs “Creation Song” (pp. 41-42; CD, track 2); “In the Beginning” (pp. 43-44; CD, track 3)
  - CD player
  - Poster paper
  - Markers, crayons

If you chose the “Nature Artists” option in step 3, choose one of the following instead of the Show step described above.

- Display the outdoor nature art done by the kids. Invite each artist to write a short prayer of praise to God for that particular bit of God’s creation. Say the prayers aloud (or collect them and read them to the group as you point to each drawing). Use “Creation Song” and “In the Beginning” as described in the regular Show step.
- Challenge kids to make their own creation poster using the “And It Was Good” poster as an inspiration. They may use the first verse of the Memory Challenge (Ps. 24:1) as a take-off point or come up with their own idea.
- Write a new stanza or add motions to “Creation Song.”
- Sing other creation songs the children may be familiar with (“He’s Got the Whole World”).
- God is like . . . Explain that the writers of the psalms often described God by comparing God to something God created. For example, “The Lord is my rock” (Ps. 18:2). Ask children to think of something in nature that they could compare God to. Then allow each person to explain his or her comparison.

overtime overtime overtime overtime overtime overtime overtime overtime overtime

**OVERTIME**  
Memory Challenge and Prayer Body Smart Word Smart Music Smart

**Time**  
5 minutes

- Materials**
- Memory Challenge sheet photocopied from page 49.

Give each child a copy of the Memory Challenge for this unit (Ps. 24:1-4a). Choose some fun ways to become familiar with this passage:

- Have kids invent motions to go with the verses.
- Say as an echo chant, with the leader reading a short phrase and giving it a strong beat (“The EARTH is the LORD’S, and EVERYthing IN it”) and the children repeating the line with the same beat and emphasis. Add clapping too.
- Divide into two groups. Group 1 reads a line, then Group 2, and so on. Repeat, switching lines.

Conclude with a prayer based on the psalm:

**Lord, the earth is yours. You designed it. You formed it. Everything in it is yours. You filled it. You blessed it. And we are yours too. You know each one of us and you want us to know your love. Lord, make our hands clean and our hearts pure so that we may come to you. Amen.**

## Guessing Game Earth Smart Body Smart Number Smart

### Time

5 minutes

### Materials

- Small pieces of many varieties of fruit
- Blindfolds (optional)

Hold up an apple or an orange or a bunch of grapes. Comment that we've spent a lot of time thinking about what we see in God's creation. Besides observing, we can also smell and taste God's goodness to us. Explain that you've got a little game that will test their ability to identify fruit by its touch, taste, and smell.

Have the kids put on blindfolds (or just close their eyes). Give each a small piece of the same fruit. Have them taste it and say (aloud) what they think it is. Identify the sample, then repeat with other types of fruit. Clap after each correct guess as a sign of rejoicing in all of God's goodness.



**SESSION 1**

## Something from Nothing



**Scripture**

Genesis 1:1-19

**Focus**

Awesome God! Awesome world!

**Memory Connection**

Psalm 100:1-3 (K-3)

Psalm 100:1-5 (4-6)

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### Get Connected

**Hear It**

"In the beginning God..." Right off the bat the biblical story starts with God. It calls us to stop and marvel at God's mighty and majestic work. The sheer goodness, beauty, and excellence of what God made boggles our minds. As you tell the story, be sure to model that wonder. Encouraging the children to praise their Creator fits perfectly with the tone and purpose of this passage.

"In the beginning God created the heavens and the earth." That's the bottom line. Genesis gives us a covenantal view of creation. It starts with a God who deeply cares about and delights in and is connected to what has been made. Because it's so precious to our Creator, we also need to treasure it (and take good care of it).

Help your class marvel at God's power. God creates just by speaking. Challenge your students to make something out of absolutely nothing. Unimaginable, isn't it? God is truly great!

First God creates light. How's that possible before there are heavenly bodies? Genesis doesn't say. Next God creates a space dividing the waters above (that come through holes in the sky when it rains) from the waters below (that are found in the sea and the springs that bubble up from the ground). Then God creates the dry ground and the seas, good places where animals and humans can live. Notice, in each case, how the Creator takes what is chaotic and mixed-up (night, the waters, and the sea) and separates it, putting each thing in its rightful place. Then, because God continues to be in charge of it, the Creator gets to give it its name.

The fourth creative act is a bit different. God allows the land to bring forth plants—each separate variety continuing to reproduce itself. God does not permit chaos. Roses produce roses, not coffee beans. Like your bedroom the way you want it: a place for everything and everything in its place.

On the fourth day God creates sun, moon, and stars. The process of careful separation continues as the greater light is set to govern the day and the lesser lights to govern the night.

A full understanding of God's creating must wait until we come to the creation of animals, human beings, and the day of rest. We'll consider those later. For now let your class delight in the marvels of God's beautiful world and turn heavenward to bring God the glory. That's why God made our world in the first place!

**Pray About It**

This would be an excellent time to shelter yourself, even for just a moment, from the tyranny of your busy schedule. Go ahead and toss this guide aside for a while (*we know* we can trust you to pick it up again later!). Take a quick stroll down the block or in your backyard. Don't just *think* about God's good creation, go and *look* at it! Too dark to see the plants or the trees? Look up! The ancients believed those stars were just peep holes in the sky that let us glimpse a bit of God's glory streaming down from heaven. They were right. Be sure to talk to God about what you see. We bet this will be the most important part of preparing for your lesson.

**Tell About It**

Don't get involved in a lengthy explanation of the creation versus evolution debate. That's too difficult for most of the children you teach, and it's really beside the point here. Help them marvel at the wonder of creation and the still greater wonder of the One who made it. Then remind them how much this great Creator loves them. After all, God made them too.

**Large Group**

**1** What's Up?

**Lookin' Good Game**

**Goal**

Engage the children and pique their interest in today's story.

**Time**

10-15 minutes

**Supplies**

- Three shoe boxes
- Play-Doh
- Plastic building blocks (Legos)
- Songs: "Creation Song" (audio track 1; *Sing With Me*, p. 55), "In the Beginning" (audio track 2)
- CD player

**Before Class Begins**

- Number shoe boxes 1, 2, 3; arrange on table.
- Place blob of Play-Doh in box 1.
- Place several building blocks in box 2 (box 3 is empty).
- Prepare a helper to be volunteer 3.

*[You may want to cover the boxes with their lids or cover them all with a blanket to prevent any peeking.]*






Begin by saying,

**Welcome! It's so great to see all of you today. If you're here for the very first time, we want you to know how glad we are to see you too!**

**Today we're going to learn more about our AWESOME GOD and the AWESOME WORLD God created! Let's start by putting a little motion in our commotion. Everyone stand up—we're about to praise God!**

Chant the "Creation Song" (track 1) and sing "In the Beginning" (track 2).

**Intelligences**

-  Body Smart
-  Music Smart
-  Word Smart
-  Number Smart
-  Picture Smart

**Tip**

This is a great time to reassure any nervous "first timers" by giving the group a quick overview of what you'll be doing. Say something like, "We're going to be doing some cool things together during our large group time, and then we'll divide into smaller groups for some more activities."

Before you sit back down, spend a moment in prayer with your group, using words like these:

**God, you are awesome! Thanks for making it possible for each one of us to be here today. We ask for your blessing as we learn more about you and your creation. Amen.**

Have group members take their seats again.

**I need three volunteers to stand behind this table and play the latest game to sweep the nation . . . or at least, this room . . . the one, the only . . . *Lookin' Good!***

Select two child volunteers; the third will be an audience "plant" (a teen or adult helper you have prepared ahead of time).

**Audience, let's make these volunteers feel welcome with a rousing round of leg applause!**

Slap hands rapidly on thighs as volunteers come forward. Position volunteers behind a table, each with one of the boxes in front of them. (Be sure your prepared volunteer is standing behind box 3.)

**Volunteers, I am going to give each of you a box that has been filled with a SPECIAL INGREDIENT. When I say go, each of you will have 27 seconds to create something from the SPECIAL INGREDIENT that is in your box. Ready, set, GO!**

As volunteers 1 and 2 begin to create, volunteer 3 should look perplexed, examining the "contents" of the box and making hand motions inside the box as though trying to scoop, shape, or mold something.

**Are you ready, volunteers? The countdown is about to begin, and when we get to 1 your time is up. 7, 6, 5, 4, 3, 2, 1! Volunteer 1, show us your creation!**

Volunteer 1 holds up item.

**Volunteer 1, that's LOOKIN' GOOD!**

**Volunteer 2, show us your creation!**

Volunteer 2 holds up item.

**Volunteer 2, that's LOOKIN' GOOD! Finally, volunteer 3, show us your creation!**

Volunteer looks blankly at leader.

**Volunteer 3, show us what you've created!**

Volunteer signals for leader to come over. Volunteer points into box, leader bends over and peers into box.

**Audience, I'm afraid we have experienced a technical difficulty. Volunteer 3's special ingredient was NOTHING!**

Show empty shoe box to audience.

**Thanks anyway, volunteer 3. Let's show our appreciation for our volunteers as they return to their seats.**

Lead the group in a round of leg applause.

**Tip**

There may be times when it won't work for your group to sing as part of your worship together; simply omit the singing and move on to the next part of the session.

**Tip**

If your group is really small today, use one child volunteer and one assigned volunteer; eliminate shoe box 1 or 2.

**Tip**

Hum a game show tune or play some music while you pretend to look at your watch.

**Tip**

When you say the words LOOKIN' GOOD, you'll want to be VERY expressive . . . you'll be setting the stage for the telling of the creation story later on.

**Involving Preteens**

If you have an older child who likes to act, consider asking him or her to play the role of volunteer 3.

**Well, there you have it, folks, two of our fabulous volunteers have successfully created SOMETHING from SOMETHING, while our last volunteer has shown us that you can't create SOMETHING from NOTHING. The good news is that although WE can't create something from nothing, GOD CAN!**

## Guess What!

### Skies and Seas, Plants and Trees

#### Goal

Tell what our amazing God made during the first four days of creation.

#### Time

10 minutes

#### Supplies

Bible

Colored posterboard or paper—one large sheet each of black, white, blue, brown, green, yellow

CD player

Songs: "Let Everything That Has Breath" (audio track 3), "This Is the Day" (audio track 4)

#### Before Class Begins

Arrange the sheets of colored paper/posterboard in order listed above and determine the best way to display them while telling the story.

#### Intelligences



Picture Smart



Number Smart



Word Smart



Earth Smart

Say, **The true story I'm about to tell you is the very first story in the Bible.**

Show Bible.

**It's found in chapter 1 of a section called Genesis, and I'm going to need your help as I tell it. Every time I say the words "And God saw that it was . . ." I need you to say, "LOOKIN' GOOD!"**

**I also need you to keep track of the days for me, so when I say "There was evening, there was morning. Day . . ." I need you to shout out the number, starting with number 1.**

Display the black paper.

**In the very beginning, before there was anything, there was God. And then . . . God created SOMETHING from NOTHING. God created the world and this is the story of what God did.**

Display white paper.

**God said, "Let there be light" and light appeared. And God saw that it was . . .**

Pause for response

**LOOKIN' GOOD! Then God divided up the light and the darkness to create day and to create night. There was evening, there was morning. Day . . . 1!**

Display blue paper.

**Then God looked out over the watery nothingness that covered heaven and earth and decided to create a space between them. God called that huge space "sky."**

#### Involving Preteens

Consider asking the older kids to help you get the little kids excited during the story by saying "Lookin' Good" as dramatically as they can. Or ask your older kids for their input on how you should pronounce "Lookin' Good" and watch them enjoy hearing you adopt their funky tone when you tell the story!

**And God saw that it was . . . LOOKIN' GOOD! There was evening, there was morning. Day . . . 2!**

Display brown paper.

**Next, God gathered together the waters under the sky and told the dry ground to appear. God called the dry ground "land" and called the waters "seas." And God saw that it was . . . LOOKIN' GOOD!**

Display green paper.

**But wait . . . there's more! God said, "Let there be plants and trees on the land." And the land was covered with all kinds of plants and trees, each one filled with seeds to grow more. And God saw that it was . . . LOOKIN' GOOD! There was evening, there was morning. Day . . . 3!**

Display yellow paper.

**God had more plans for the earth! In order to have days and nights, and seasons and years, God created two balls of light and placed them in the sky. God called the bigger light sun and the smaller light moon. God made stars and scattered them across the sky. And God saw that it was . . . LOOKIN' GOOD! There was evening, there was morning. Day . . . 4!**

**God didn't stop there! Our awesome God went on to make many, many more amazing things. We're going to hear the rest of this story next week. In the meantime, how about a big WOW to God for the incredible way God created SOMETHING—the world—from NOTHING!**

Raise your hands and say WOW together.

**Let's praise our amazing God as we stand up and sing.**

Sing "Let Everything That Has Breath Praise the Lord" and/or "This Is the Day." Then pray, using words like these:

**God, we are amazed at how you created the world. You made so many shapes and sizes and sounds and colors and you did it all out of nothing! You are so awesome, Lord! Amen.**

Dismiss the children to small groups.

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## Small Group: Grades K-3

For Small Group plans for Grades 4-6, see page 26.

### **3** So What?

#### Picture It

##### Goal

Be amazed at God's creativity in making the world.

##### Time

5 minutes

##### Supplies

Pictures of flowers, trees, stars, water (check garden center ads, picture books, magazines, the Internet, and even your home photo album)




*or*

Bouquet of assorted flowers

*or*

Paint chips in a variety of colors

#### Intelligences

-  Picture Smart
-  People Smart
-  Word Smart
-  Earth Smart

Talk about what you just heard together in large group. Ask kids if they remember what God made the world from. (*Nothing*)

Say something like this: **Isn't that amazing? God began the whole world with NOTHING and God thought of EVERYTHING! God's imagination is amazing!**

Invite kids to look at some of God's creations with you, using one of the following options:

**Awesome World**

Show kids the pictures you have brought, commenting on the wide variety found within God's creation and listening to their comments.

**Awesome Flowers**

Treat your class to a bouquet of flowers! Purchase a bouquet of assorted flowers and bring it to class so kids can see, touch, and smell the variety of God's creation. Give each child a flower to take home as a reminder of our awesome God.

**Awesome Colors**

Or bring in a stack of colored paint chips from your local paint store so you can check out many of the colors God has blessed us with. Together, pick out some of the colors you have seen in skies and seas, plants and trees. Choose your favorite colors and select a color you would paint your room if you were allowed!

**Tip**

Some of your kids may see things they have at home or pictures of places they have been. Encourage them to describe God's creation as they have experienced it!

**4 Do What?**

**Scratch Art**

**Goal**

Tell what amazes you about God's creation and praise God for it.

**Time**

20 minutes




**Supplies**

- Paper
- Variety of crayons
- Black crayons, one per child
- "Scratching objects" such as coins, plastic knives, toothpicks, hair combs (optional)
- Memory Card (reproducible page 3 or 4), one per child
- Guess What!* magazine, unit 1

**Before Class Begins**

Print and create memory cards, preferably on cardstock

**Intelligences**

-  Word Smart
-  Picture Smart
-  Self Smart
-  Earth Smart

Ask, **What amazes you most about God's creation?** Remember to tell the kids what amazes you! Explain that in a few minutes you'll be making your own colorful creations to remind you of our awesome God and the awesome world God created. Invite the children to join you in talking to God and praising God for his amazing creation. Explain that during the prayer you'll pause and give them a chance to name the things that amaze them about God's world. This could be done in one of two ways:

- Join hands and squeeze the hand of the person next to you as you move around the circle, giving each child the opportunity to speak.
- Before you pray, ask the kids for ideas and jot them down. Mention them yourself during the prayer.

Then lead your group in prayer with words like these: **God, you are so amazing! You made the world from nothing and thought of everything! We are amazed by . . .** [Pause here and allow kids to mention things that amaze them or read through the list that you made together.] **You are an awesome God, and you made an awesome world! Amen.**

Guide the children to make their own colorful creations as follows:

Pass out one sheet of paper to each child and place a variety of colored crayons within their reach. Remind kids to think about all the many different colors God created when making the world. Invite them to completely cover their whole paper with lots of different colors. Let them know it doesn't matter what their coloring looks like and that they don't have to draw pictures—the object is to cover their pages with color.

**Tip**

Encourage kids to experiment with color by combining different colors to create new ones. Make up new names for the newly created colors!

**What do you think things might have looked like in the very beginning before God created anything?**

Show kids Genesis 1:2, and read them the description of the earth found there. (*The Message* paints a wonderful picture for the kids of what the world must have been like. It reads, "Earth was a soup of nothingness, a bottomless emptiness, an inky blackness.")

Now invite kids to take a black crayon and, pressing very hard, completely cover their colored paper. Remind kids of the things God created on the first four days of creation (*skies and seas; land; plants and trees; sun, moon and stars*) and invite them to take their pictures of "black nothingness" and create the things God made. Kids can use their fingernails to scratch out their pictures or try any other objects you may have available in class.

Tell the kids their creations are lookin' good!

Distribute the Memory Cards and take a few minutes to get kids excited about this wonderful psalm—and about the Memory Cards they'll be collecting this year. See the suggestions on page 14 for great ways to memorize God's Word.

Before kids leave today, remind them how much God loves the world he created and how much God loves them!

**Family Magazine Connection**

Show kids your copy of the *Guess What!* magazine. Tell them it's full of fun things kids can do alone or with their families—and each family will get their very own copy.

Encourage the kids in your group to do at least one thing in the magazine during the coming week. Next week, they'll get to tell you and each other what they chose!



**Clay Creations**

Have Play-Doh available for the kids to make their own creations (if you prefer, create your own version with this recipe):

**Play dough recipe**

- 1 cup (250 mL) flour
- 1/2 cup (50 mL) salt
- 2 Tbsp (30 mL) cream of tartar
- 1 cup (250 mL) water
- 1 Tbsp (15 mL) oil
- 2 tsp (10 mL) food coloring

Combine ingredients in a medium-sized pan and cook for 3-5 minutes until dough forms a ball. Cool. Knead. Store in an airtight container.

## Small Group: Grades 4-6

### 3 So What?

#### Amazing God, Amazing Creation!

Be amazed at God’s creativity in making the world.

**Time**

5 minutes

**Supplies**

Pictures of God’s creations: flowers, trees, water in its various forms, planets, mountains, and so on





Pictures of human inventions: cars, computers, light bulbs, appliances, clocks, buildings, bridges, shoes, bikes, and so on

Mix up all the pictures you’ve brought and show them to your group. Tell them that these can be sorted into two different sets, each set having one thing in common.

Ask kids to figure out what that one thing is for each group and to sort the pictures accordingly. (One set of pictures includes things created by God, the other set of pictures includes things created by people.)

Once your group has figured out the two different categories, remind them that while the inventions people have made are amazing and can even make them powerful, no invention is as great as God’s world and no person or thing is more powerful than God! Say, **Think about this—God created everything from NOTHING while people—using the brains God created—have to make everything from something that already was made by God! Our God is truly an awesome God!**

**Intelligences**

-  Word Smart
-  Number Smart
-  Picture Smart
-  People Smart

**Tip**

You don’t have to look far for such pictures! You’ll find them in newspapers, retail flyers, magazines, books, or on websites.

### 4 Do What?

#### Creationary

**Goal**

Tell what amazes you about God’s creation and praise God for it.

**Time**

20 minutes

**Supplies**

Something to write on (paper and pencils, easel, chalkboard)

Paper slips or small cue cards with words (see below)





Egg timer or wristwatch with a second hand

Memory Card (reproducible page 3 or 4)

**Before Class Begins**

Write some of the following words on slips of paper or small cue cards: raindrop, lightning bolt, sunshine, planets, maple tree, palm tree, snowflake, river, tulip, forest, garden, wind, moon, dirt, mountains, world, clouds, sky, seed, leaves, icicle, waves, snowball, darkness, Mars, sunrise, rocks.

**Intelligences**

-  Word Smart
-  People Smart
-  Body Smart
-  Picture Smart



Ask your group to tell you what God created on the first four days of creation. Share with them what amazes you about God’s creation. Think about how God thought of all the necessary details—trees and plants with seeds so they can reproduce and grow, the sun to give light and warmth for people and plants, and so on. God thought of everything! Ask, **What amazes you most about God’s creation?** Then make a list together. Invite kids to join in as you pray, praising God for the things that amaze them. You could do this by

- passing the list around as you pray so that each child may praise God for one item.
- asking one child to pray the list out loud during the prayer;
- reading the list yourself as you pray.

Then lead your group in prayer: **God, you are so amazing! You made the world from nothing and thought of everything! We are amazed by . . . [add kids’ suggestions here]. You are an awesome God and you made an awesome world! Amen.**

Explain that you’ll be playing Creationary (based on the popular drawing game Pictionary) using words from the first four days of creation. Each player chooses a word card from the pile and draws a picture of an object so that everyone can see it. The first child to correctly guess the word within the time limit receives a point. Play until you run out of words. If you want to continue, challenge kids to create their own words.

Distribute the Memory Cards and take a few minutes to get kids excited about this wonderful psalm—and the Memory Cards they’ll be collecting this year. See suggestions for introducing and using the Memory Connection with your group on page 14.

#### Tip

If your kids vary greatly in drawing ability, you can select an appropriate word and pass it to them.

## Option to Step 4

### God’s Galaxy Globes

#### Time

15 minutes

#### Supplies



Small plastic water bottle or baby food jar, one per child  
 Glitter or metallic confetti (check craft or dollar stores—you may even find some confetti containing stars)  
 Pitcher of water  
 Light corn syrup  
 Blue food coloring and star-shaped stickers, optional  
*Guess What!* magazine, unit 1  
 Memory card (reproducible page 3 or 4)

#### Before Class Begins

Pour about two inches of corn syrup into each bottle or jar. The more corn syrup you use, the thicker the liquid will be.

Print and create memory cards, preferably on cardstock.

#### Intelligences

-  Picture Smart
-  Word Smart

Use the first part of the main step 4 above, ending with the prayer. Then show your kids Psalm 19:1 and read it aloud: **The heavens tell about the glory of God. The skies show that his hands created them** (NIRV). Tell your group that they’re going to make something that they can take home to help them remember our awesome God and the awesome world God created.

As you hand out the supplies you've gathered, talk about the solar system with your group. Ask them what they know about the sun, moon, and stars. They'll likely be able to teach you a fact or two since many kids this age have studied this topic in school.

Invite kids to add glitter, glitter confetti, or metallic stars to their jars. Pour in water. Add a few drops of blue food coloring, if you like. Then add the lid and seal tightly. Decorate jars with star-shaped stickers if you have them. Shake and enjoy!

Distribute the Memory Cards and take a few minutes to get kids excited about this wonderful psalm—and the Memory Cards they'll be collecting this year. See suggestions on page 14 for introducing and using the Memory Connection with your group.



## Clay Creations

Have Play-Doh available for the kids to make their own creations (if you prefer, create your own version with this recipe):

### Play Dough recipe

- 1 cup (250 mL) flour
- 1 cup (50 mL) salt
- 2 Tbsp (30 mL) cream of tartar
- 1 cup (250 mL) water
- 1 Tbsp (15 mL) oil
- 2 tsp (10 mL) food coloring

Combine ingredients in a medium-sized pan and cook for 3-5 minutes until dough forms a ball. Cool. Knead. Store in an airtight container.

### Family Magazine Connection

Show kids your copy of the *Guess What!* magazine. Tell them it's full of fun things kids can do alone or with their families—and each family will get their very own copy. Walk the kids through some of the pages, pointing out some of the fun features in the magazine.

Encourage the kids in your group to do at least one thing in the magazine during the coming week. Next week, they'll get to tell you and each other what they chose!

## One-on-One Fun (mentoring session plan)

### What's Up?

Listen to the CD as you work together. Prepare three shoe boxes as instructed in the lesson. Have the child you're working with open them in order and try to create something with what is inside.

### Guess What!

Tell the story as written and use the visual aids suggested in the session.

### So What? (K-3)

Follow discussion as written; choosing one of the three options and letting the child see the awe you feel at God's amazing creation.

### Do What? (K-3)

Make a scratch art picture together as described. Before you close in prayer together, write down a list of all the things that amaze the two of you about God's creation. If your student is comfortable praying aloud, take turns reading from your list as you pray.

### Tip

As you tell the story, lay the colored paper visual aids out in front of you and have your student select the color that goes best with the section of the story you are describing.

**So What? (4-6)**

Follow discussion as written; let the child see the awe you feel at God's amazing creation.

**Do What? (4-6)**

Follow discussion as written, then make God's Galaxy Globes as described on page 27.

**What Else?**

If there is time left, create with Play-Doh together.

# Activity Slips

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## Group 1: Worth a Thousand Words (Picture Smart)

*Materials needed: newsprint, markers, Play-Doh*

Choose and do one of the following:

1. Illustrate the entire parable with several drawings.
  2. Choose the scene from the parable that you think is important and illustrate it on paper or with Play-Doh.
- 

## Group 2: Wing It, Sing It! (Music Smart)

*Materials needed: several copies of the parable written in cinquain (Handout 7, reproducible page 38); rhythm instruments or substitutes such as spoons, lids, bells, and so on; paper and pencils*

Choose and do one of the following:

1. A cinquain is a poem written in the following pattern, using 22 syllables per verse in five lines:  
2 syllables first line,  
4 second line,  
6 third line,  
8 fourth line,  
2 fifth line.

Complete the story by writing new cinquains.

2. Establish a beat to accompany the cinquain reading of the parable, using your body or rhythm instruments.
  3. Write a refrain that could be used to follow each section of the parable.
- 

## Group 3: Take One! (Body Smart)

*Materials needed: none*

Choose and do one of the following:

1. Select a key scene in the parable and act it out.
  2. Pantomime one or more scenes from the parable.
- 

## Group 4: Word Play (Word Smart)

*Materials needed: newsprint, markers*

Choose and do one of the following:

1. Make two columns, one headed "father," the other headed "elder brother." Write as many adjectives as you can to describe each person. (If you wish, choose marker colors that suggest the words that describe your character; for example, bright yellow for loving; green for jealousy, red for anger; and so on).
2. Rewrite the story of the Prodigal Son as a play.

### **Group 5: Let's Play (People Smart)**

*Materials needed: index cards and pencils/pens/markers*

Choose one of the following activities:

1. Form pairs or triplets. Each person will role-play the personality of one of the three characters. While in character, sit across from another person. Begin a conversation. Ask each other questions from the viewpoint of your character. The other person must answer from the viewpoint of their character. After 5 minutes of conversation, switch roles and repeat the exercise.
2. Make up and play a game of concentration. Each person takes 6 index cards. On 3 cards write questions related to the story, and on the remaining 3 cards write the corresponding answers. Now shuffle everyone's cards and lay face down on the floor or table. One person chooses a card and then turns over another to try to find a correct match. If your cards match, you may go again. Otherwise, play passes to the next person.

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### **Group 6: Solitary Scribes (Self Smart)**

*Materials needed: paper, pens, feedsack facsimile (Handout 8, reproducible page 40)*

Choose one of the following activities:

1. Where do you see yourself in this parable? Elder brother? Father? Lost son? Other? Reflect and write down your responses.
2. The only thing the younger son has left at the feed trough is a charcoal stick and the back side of a feedsack. He decides to practice writing a letter to his dad. What would he say?

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### **Group 7: Analyze That! (Number Smart)**

*Materials needed: Paper, pencils, several copies of Venn Diagram pattern (Handout 6, reproducible page 36)*

Choose and do one of the following:

1. If Jesus were preaching a three-point sermon about this parable, what would his three points be? Make a short outline with three major points.
2. Venn Diagram: Compare yourself to one of the three main characters in the story by writing information that is true about you and the character in the overlapping part of the circles. Write what is true only about you in the left side of the first circle and what is true only about the character in the right hand part of the second circle.

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### **Group 8: Where in the World? (Earth Smart)**

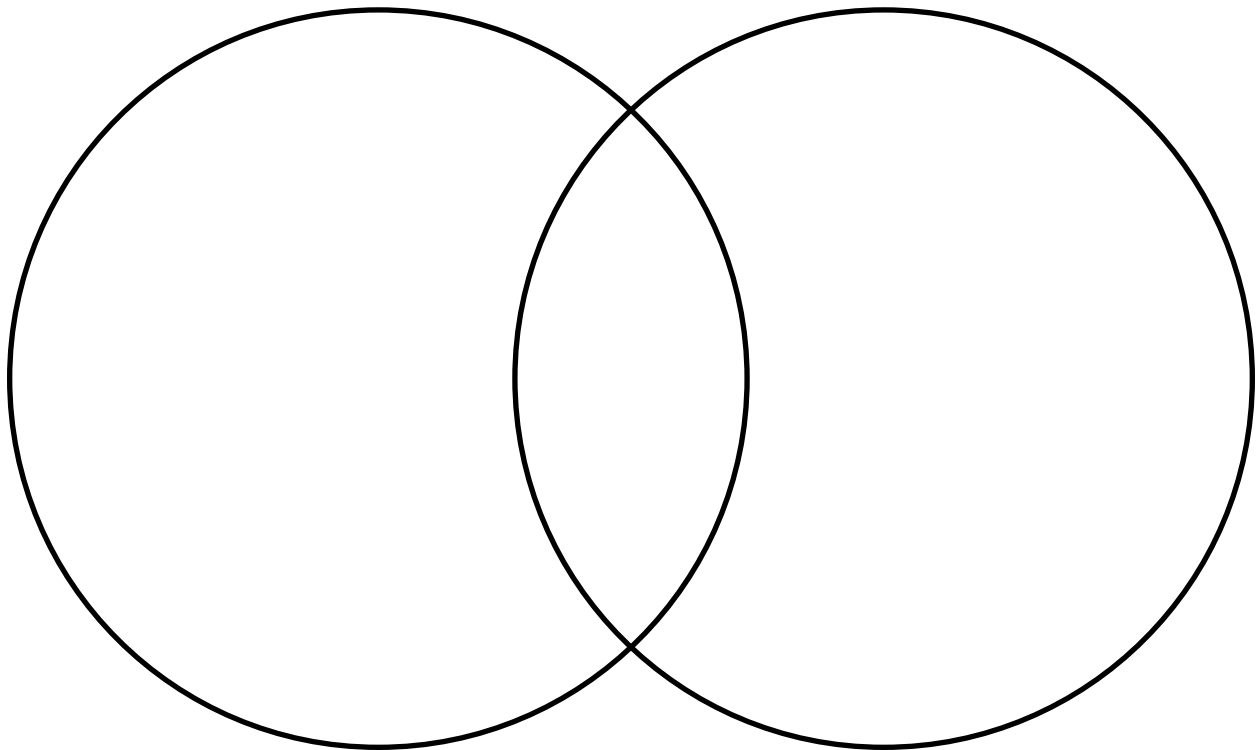
*Materials needed: jar of sand, aquarium gravel or brown rice; other small nature items such as pebbles, twigs, leaves, flowers, sea shells, and so on; shoe box lids or trays*

Choose and do one of the following:

1. Using the sand, create a landscape in the shoebox lid and trace the path the prodigal son chose to walk. Label his stops along the way with other nature items.
2. Take a walk outdoors and reflect on what you'd plan to say if you were the son returning home. Then take a few minutes to think about what you can say to God, who is your loving father.

# Venn Diagram

Character Name \_\_\_\_\_



Compare yourself to one of the characters in the parable of the Lost Son. What is true about you? What is true about the character you chose? Write these answers in the outer part of the circles. How are you the same? Write these answers where the circles overlap.



# Parable of the Lost Son in Cinquain

Jesus  
told a story.  
A father had two sons.  
The younger said to his father,  
“Father,

“Give it  
all to me now.”  
“Okay,” said the father,  
“Here is the money from your  
share.  
“Take care.”

The son  
packed all his bags  
and left for a far land.  
They say he partied night and day.  
So sad.

Squandered  
gold on baubles;  
it all went up in smoke.  
He partied with his friends, but now  
he’s broke.

His friends  
leave him alone,  
left without a penny.  
He’s hungry, tired, in despair.  
Now what?

Find work!  
The only job  
He’s offered—which he takes—  
is working for a pig farmer:  
Feed swine!

Hunger!  
He knows it well.  
The pig swill looks so good  
he’d like to stuff it in his face.  
Life’s bad.





