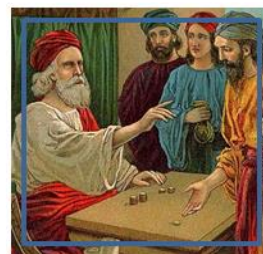


# The Parables of Jesus

## Feast of Tabernacles Teacher Planner



## Teacher Preparation

### Thank you

First let us begin by thanking you for the hours you are about to spend preparing to teach the children in God's church. You are truly a blessing to the church, the families, and the young lives you will be touching during the Feast. The time you spend may not be noticed by everyone, but it is noticed by those of us who have worked hard to bring you the materials and it is noticed by our Creator.

### Goals of the Lessons:

This year's lessons are focused on reviewing the annual holy days and how we can look at the Feast of Tabernacles in the past, present, and future. We hope that this will serve the children well to view all of the holy days in a connected format.

### How the materials are organized:

There are six lessons contained in this teaching manual. There is a lesson for each day of the Feast excluding the first and last day. Depending on your feast site, you may not be teaching all six days. If that is the case, please revise the lessons as you see fit.

Each lesson provides you with necessary background information as the teacher.

Please take time to do your own Bible study before going to the Feast so that you are comfortable with the information and can present it easily without reading it word

for word from the manual. Pray and ask God to inspire your teaching that you may communicate confidently with the children. You may decide that you need to edit the lesson depending on the age of your children. Think about how you will word the information you present and what you may choose to focus on. Remember, the emphasis is on keeping the material appropriate for the age group you are teaching.

Following each lesson are a variety of craft and game ideas. We tried to incorporate a variety of craft and activity ideas to meet the needs of all age groups. Please take into consideration the interests and abilities of the age group you are teaching when choosing your craft or activity. You may also have your own craft or activity idea. You are encouraged to take ownership of the materials and be as creative as you like. It is only asked that you meet the objective of each lesson. As you prepare your materials, keep track of your receipts. Most Feast Coordinators will reimburse you for your expenses. Please contact your specific Feast Coordinator to discuss if and how they do this.

All of the activity books for children have been sent to the Feast Coordinators. Please see them at the beginning of the Feast to collect these for your students. If you are using this as a part of your class, it is important to collect them each day. If you are using them for the children to work on during church services, then you might check their booklets at the start of class and give stickers for the pages they have completed. Be sure that the children keep their activity books at the end of the Feast. In most cases, the activity books have been sent to the Feast Coordinator who will bring them

to the Feast site. Please let us know if you have any questions about who has the activity books.

Two songs have been burned on a CD and are with copies of the songs in a separate envelope. These materials have also been sent to the Feast site. The copies of the words of the songs are for the children to use during practice. The CD has children's voices singing along with the songs. You may choose to have someone play these songs on guitar or piano at the Feast. There is accompaniment music in the same envelope. These songs will be the highlight of youth day during the Feast. Be sure to teach these songs to the children each day. You may change the songs if you know of something that is more fitting or that the children already know that coincides with the themes of the lessons. Reinforce with your students that when they sing for the congregation they are worshipping God and serving the congregation.

### Organizing each day:

Begin each day by greeting the children by name. It is important to spend some time each day building a community of learners. Often these children come from different parts of the country and have never met before. Especially on day one, you may want to play some "getting to know you" kinds of games.

Next, establish some ground rules. It is okay for you to tell the children how you expect them to act. Remember, this is a new place for them and it may be overwhelming. By giving them some guidelines of what is expected, you give them

the structure they need. Simple rules might include: sitting criss-cross applesauce on the floor, raising your hand to talk, using nice words only, and sharing craft materials.

Next, gather the children together for the story. Tell the story with expression and exaggeration. You may decide to draw a picture of the story as you tell, use flannel board, or dramatize it. This helps to keep the children engaged. Ask questions as you go along or ask the children to repeat phrases and names to keep them focused.

Utilize the before, during and after segments of the lesson. This organizational technique helps children comprehend the material.

Now you are ready for the craft! Craft time should be very fun! Be sure to model for the students how you want them to use the materials to make the craft. As you work together, try to reinforce the lesson or talk about the main idea. See if you can get them to answer even more questions as you work. It is a good idea to have a few activities or easy toys for the children to play with when they finish their craft. Not all students will finish at the same time and it is good for the children who finish fast to have something constructive to do. When all students are finished, it is important for the children to take part in cleaning up the room. It helps them learn respect for the facilities and responsibility. Enjoy this time together and make it fun.

Meet back together in a circle and recall the important things you did during the lesson. Then use this time to praise children for the positive things you saw in them.

Close this time with prayer which reinforces the lesson and thanks God for the children you are teaching.

Practicing the songs will need to be coordinated with the other teachers at your feast site. Talk together about whether you want to do it in the beginning or the end of each day. You may want to practice separately for a couple days and then join together.

**Just remember:**

You are not expected to be an expert on everything. Enjoy the children. Laugh with them and get to know them. Be creative and flexible and use your talents to enhance the lessons. Teaching Sabbath School should be fun and enjoyable. If you need ANYTHING, please contact us and we will help. Use your fellow teachers as a community of learners and help each other with the content and the children.

# Lesson 1

## Overview of the Holy Days

### Leviticus 23: 4-39

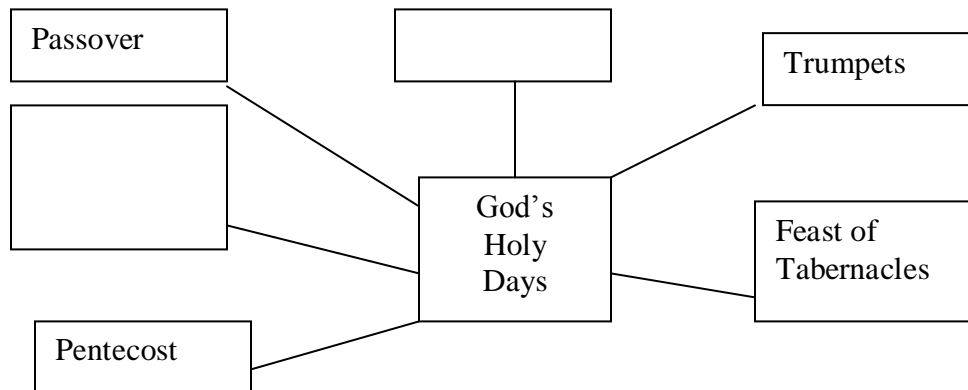
#### Objective:

The objective of this lesson is to review the annual holy days and provide the teacher with an informal assessment of the student's background knowledge regarding the annual holy days. This lesson is a repeated lesson from last year's curriculum because it is the fundamental starting off point for every Feast of Tabernacles. The students will be reminded "why we are here."

#### Before the scripture reading:

Gather the students together on the carpet or in a circle of chairs. Spend some time playing a get to know you type game. There are several examples of games following the main content of the lesson. The more comfortable you make them on this first day, the better participation and learning you will get in later lessons. Do not feel uneasy about spending the majority of your lesson time building this sense of community on the first day. They are learning to love their fellow man this way and you will help to make this successful. After you have spent some time creating a sense of community amongst the students gather them for the focus of today's lesson.

Ask students why their families have come all the way to your locations. Share stories about how far they've come and how they've traveled. During this time, hopefully the idea of keeping the Feast of Tabernacles will come into the discussion. If it doesn't (especially with the young children), introduce this idea. Talk about how this is a special time of year when we travel to keep a Feast of God. Ask them if they know any other feasts that God asks us to keep. Record their ideas on a chart. Your idea web may look something like this:



Only record the holy days that the students can recall on their own.

## During the scripture reading:

Now that you have recorded their initial ideas, turn with the children to Leviticus 23. Recall the events of Israel being led from Egypt prior to this moment. Build their knowledge regarding how God gave Israel the Ten Commandments and to this moment where God is now telling the Israelites how to worship Him through the holy days. Read verse 4 and identify that the holy days come from the Bible and that the Bible is God's written word. God is the one who tells us which holy days to observe and how to observe them.

Read each of the following verses. Ask students to listen for God's holy days. See how many there are and how many are already on your chart. Read each verse one at a time: verse 5, verse 6, verse 15 and 16 (you may have to do some leading here to arrive at the name of Pentecost), verse 24, verse 27, verse 34, verse 36 (you may have to do leading here to arrive at The Last Great Day).

## After the scripture reading:

Identify the holy days in the scriptures and fill in any missing holy days you didn't initially fill in on your chart.

Now that students have identified all of the holy days, tell them that you will spend the Feast of Tabernacles together learning about what Tabernacles means to God. Last year the lessons focused on the annual holy days so the children should have some background knowledge to speak from. Encourage their responses but also introduce them to the idea that the Feast of Tabernacles has meaning in the past, present, and future. We will explore these ideas this year at the Feast of Tabernacles.

The craft is a way to help the students recall the important information from the lesson. Today's important idea is to remember that there are 7 annual holy days that God asks us to keep. The craft will hopefully help them remember all 7 for tomorrow's lesson.



## Craft Ideas:

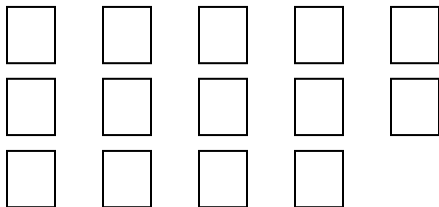
**The holy days are connected!** - Use 7 leaf shapes cut out from a hobby store or cut out of construction paper or copy them from the worksheet on the next page (copy them on to a heavy weight paper). Have students write the name of each holy day on one of the fall leaves. Hook them together with string to show that all of God's holy days are connected.

**Create a Feast memory book.** Purchase small notebooks from the dollar store. Cut scrapbooking paper to the size of the front cover. Have students glue the scrapbooking paper to the front. They can then create a title such as "My Feast Memories 2010" and record a memory in the book each day.

**Make a handprint tree** to help students learn each other's names and to be used to take attendance each day. Start by using a waterbased paint. Have a large tree drawn on poster board. Paint each students hand and have them make a handprint as leaves on the tree. By their handprint, they will write their name. Talk to the students about how God has brought us together and it is important to learn each other's names and become friends during the Feast. We should learn that we are all unique like our handprints and that God has chosen each of us to learn more and more about Him during the Feast.

**Holy Day Memory Game** - Write the names of God's holy days on 3x5 cards. Write each holy day twice as a match. Make one set for each group of 2-4 students. Shuffle the cards. Show students how to lay the cards out so that they are like the picture below. The cards should face down. Students take turns flipping up the cards to try to make a match. When they make the match, they keep the pair of cards. Each student gets one turn and then the next student tries to make a match. This game will help them become very familiar with the names of the holy days.

How cards should look when laid out:



**Friendship Bracelets with 7 Beads** - This craft would be best for older students. Make friendship bracelets from embroidery floss. After the bracelet is made, add 7 beads in various colors. The seven beads are to remind the students that there are 7 holy days that God tells us to celebrate. Ask them to touch each bead and say a name of one of the holy days. Tell students to use the bracelet to help yourself practice throughout

the day. For younger students, you may want to make the bracelets ahead of time and then have them add the 7 beads.

### **How to make friendship bracelets using floss:**

The embroidered floss bracelet is probably the most popular style of friendship bracelet, and it is not difficult to master once you get started. You will need four different colors of embroidery floss - about 25 inches in length - and masking tape.

1. To start, tie your knot about an inch or so from the top. Then, tape the knotted end to a table or other hard surface, separating the strands of thread.
2. Next, loop string 1 over and then under string 2, making sure string 2 is straight. Pull until snug.
3. Repeat step No. 1.
4. Using string 1, make double knots around strings 3 and 4.
5. Next, take string 2 and do the same thing, making double knots around strings 3, 4 and 1.
6. Continue this pattern until the bracelet is to the desired length. Once there, gather the strings and tie them into a knot. Trim the ends of the bracelet.

Watch a You Tube Video to help yourself learn:

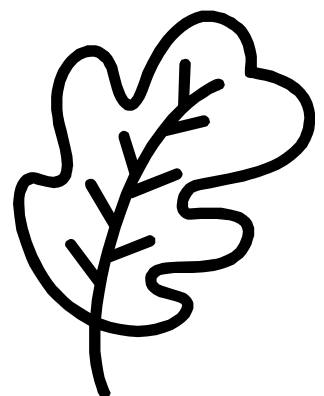
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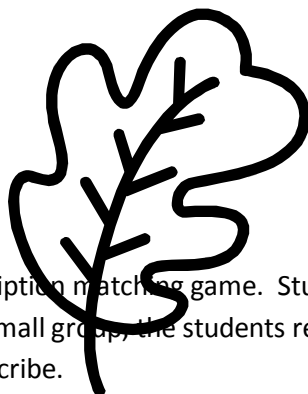
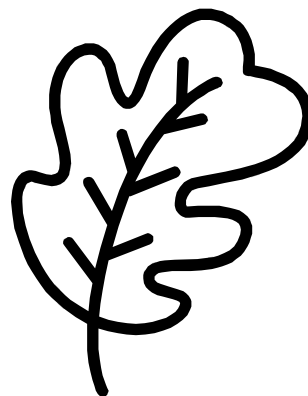
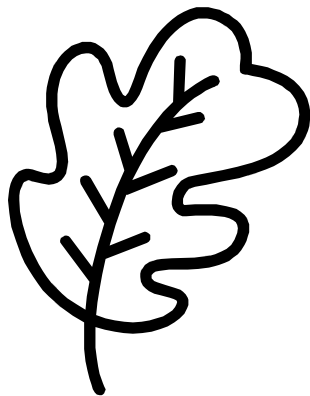
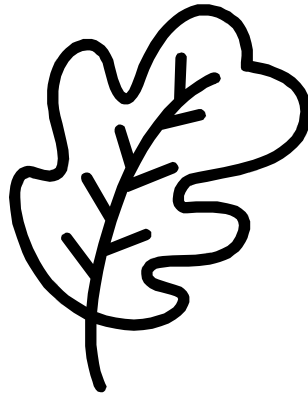
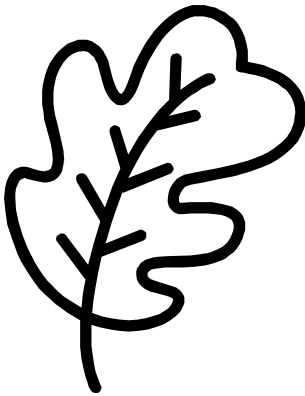
They are using 8 strands of embroidery floss. You could keep it simpler by only using four.

Holy Day vs. Holiday sort – First have students cut out all of the squares. Then have the students sort the holy days that God expects us to celebrate into one category. Then sort the holidays that man has created to celebrate. Talk about the difference. Explain to the students that God only commanded us to celebrate His holy days and that the others are a distraction from the truth.

Holy Days of God	Man's Holidays
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Feast of Trumpets	Christmas	Days of Unleavened Bread	Halloween
St. Patrick's Day	Passover	Pentecost	Easter
Feast of Trumpets	The Day of Atonement	The Feast of Tabernacles	The Last Great Day
Valentine's Day			





Holy Day and description matching game. Students cut the cards apart and then mix them up. With a partner or small group, the students read the descriptions and match them to the holy day which they describe.

Feast of Tabernacles

God's Holy Day which celebrates the fall harvest. God tells His people to rejoice during this Feast. We know it symbolizes a time in the future when God's kingdom will be established on earth.

Feast of Trumpets	This holy day is a memorial of blowing of trumpets. We know that in the future God will announce the return of Jesus through the blowing of trumpets.
The Day of Atonement	This holy day requires us to “afflict our souls.” This helps us to acknowledge that God provides everything for us and that we can be “at one” with Him when we repent of our sins. We know that in the future we will be “at one” with God when Satan is put in chains and led away so that he cannot hurt people any more.
Passover	This holy day is a memorial of when the death angel passed over the Israelites because they placed the blood of the lamb on the doorposts. We know that Jesus is the lamb of God who gave His blood so that we might be forgiven of our sins.
The Days of Unleavened Bread	This holy day requires us to not eat anything that is leavened. Leavening is a symbol for sin. When we get the leavening out of our lives, we look for sin that is in our lives and try to put it out. We know we can only do that with God’s help so each day we are sure to eat bread that has no leavening to remind us that we need to take in Christ everyday to help us overcome sin.

Pentecost	This holy day is a reminder of the day that God gave the Ten Commandments to Moses on Mount Sanai. It is also a reminder of the day God's holy spirit was given to mankind after Jesus died and went to sit at the right hand of God the Father. Jesus' disciples had flames of fire on their heads and heard the sound of a mighty rushing wind when God's holy spirit was given as a comforter to mankind.
Sabbath	This holy day is a reminder that God rested after He created the world and all that is in it. We also rest on this day and do no work. We put God first on this day.
The Last Great Day	This holy day is part of the harvest feast but it is a separate holy day. It looks forward to the day when all humanity will be judged according to the requirements that are shown in the Bible. This judgment time is called God's Great White Throne Judgment.

### Candy Introductions:

Candy Introductions is a get-to-know-you game that helps people learn new facts about each other in an easy way. They select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves which they will introduce to the others. This game also goes by other names, including the M&M game, Candy Confessions, the Skittles Game, the Gum Drop game, among others.

Candy Introductions can work with any group size. The icebreaker works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run

the icebreaker within the smaller sized groups. This icebreaker works best indoors, and is well suited for classrooms or meeting rooms. Materials required are: candy with about five different variations (color or candy type), and an optional chalkboard/whiteboard.

## ***Setup for Candy Introductions***

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five or six different varieties). Alternatively, you can buy gummy bears, life savers, gum drops, skittles, m&ms, or any other candy that already has a variety of colors.

## ***Instructions for How to Play***

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/color represents.

If there is a whiteboard or chalkboard present, write on the board the following:

- Red – Favorite hobbies
- Green – Favorite place on earth
- Blue – Favorite memory
- Yellow -Dream job
- Orange – Wildcard (tell us anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have. This easy introduction game should go relatively quickly (assuming they weren't greedy and that they didn't take too many pieces of candy!)

## **Did you know bingo:**

Did You Know? Bingo (also known as the *Autograph Game*) is an icebreaker that helps people learn interesting facts about each other. People walk around the room and mingle until they find people that match the facts listed on a bingo-style sheet.

This game is a *get-to-know-you* style icebreaker. The recommended group size is: large or extra large. The game works best with a group of about 25 people. It can be played indoors or outdoors. Materials required are: printed bingo sheets and pens. Ages 12 and up.

## ***Setup for Did You Know? Bingo***

The objective of this game is for people to wander around the room and to obtain the signatures of people who have the facts listed on the bingo sheet. Once a person

successfully obtains a full row (5 in a row), whether horizontally, vertically, or diagonally, he or she shouts “BINGO!” and wins.

This game requires a little bit of setup. Prepare a 5 by 5 table, with interesting facts written inside the boxes. These facts can include funny or bizarre things. For example:

- Likes anchovies
- Has been to Hawaii
- Speaks more than two languages
- Has never been on a plane
- Has more than four brothers
- Has gone without a shower for more than three days

Be creative! You can mark the center square “FREE SPACE” like traditional bingo games. After you have prepared the table, print out enough copies for the number of players you are expecting.

### ***Instructions for How to Play***

Pass out a sheet to each person, along with a pen. Explain the objective of the game and the following rules: (1) each person you talk to may only sign your sheet once, and (2) to win, you must get signatures to form 5 in a row horizontally, vertically, or diagonally. Say “Go!” and ask your participants to begin.

Once someone shouts “Bingo!” everyone returns and the person must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact. This icebreaker game is fun way to get to know humorous or unique facts about people. Enjoy!

### **Two truths and a lie:**

Two Truths and a Lie is a classic get-to-know-you icebreaker. Players tell two truths and one lie. The object of the game is to determine which statement is the false one. Interesting variations of this game are provided below.

This game is a *get-to-know-you icebreaker*. Recommended group size is: small, medium, or large. Works best with 6-10 people. Any indoor setting will work. No special materials are needed, although pencil and paper is optional. For all ages.

### ***Instructions for Two Truths and a Lie***

Ask all players to arrange themselves in a circle. Instruct each player to think of three statements about themselves. Two must be true statements, and one must be false. For each person, he or she shares the three statements (in any order) to the group. The goal of



the icebreaker game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

### ***Variations to Try***

“Two Truths and a Dream Wish.” – An interesting variation of Two Truths and a Lie is “Two Truths and a Dream Wish.” Instead of telling a lie, a person says a wish. That is, something that is not true — yet something that the person wishes to be true. For example, someone that has never been to Europe might say: “I often travel to Europe for vacation.” This interesting spin on the icebreaker can often lead to unexpected, fascinating results, as people often share touching wishes about themselves.

### **The String Game**

The String Game is an introduction icebreaker game and conversation starter that allows people to tell others about themselves. It’s a simple game and can be adapted according to your needs.

This getting-to-know-you game usually does not take long, unless you choose to run it that way. The recommended group size is small and medium groups, although with careful planning it might be possible to do this activity in a large group by splitting it into smaller groups. An indoor setting is ideal. This icebreaker is recommended for young children up through eighth grade. It’s well suited for classrooms, camps, or other settings where people may not know each other very well yet.

### ***Instructions for the String Game***

This activity needs a little bit of preparation work. Purchase a big roll of yarn or string. You can buy any color, or multiple colors if you wish. Take a pair of scissors and cut

strings of various different lengths — as short as 12 inches, and as long as 30 or more inches.

When you are finished cutting the string, bunch all the pieces up into one big clump of string.

To play, ask the first volunteer to choose any piece of string. Have the person pull on it and separate it from the other pieces of string. Ask them to introduce themselves as they slowly wind the piece of string around their index finger. The funny part of this icebreaker game is that some of the strings are extremely long, so sometimes a person must keep talking for a very long time! This is a good way to get everyone to start talking. People might find out something interesting or new about each other! Feel free to adapt this game according to your needs. Have fun.

## **Fabulous Flags**

Fabulous Flags (also known as the Personal Flags Activity) is a useful icebreaker activity to help people convey what represents them or what is important to them. Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy.

This get-to-know-you activity is best done indoors. Any number of people can participate. The recommended age is 7 and up. Materials required are: several sheets of paper, pens, and colored pencils/crayons/markers.

### ***Instructions for Fabulous Flags Activity***

Pass out a sheet of paper, pens, and colored pencils, crayons, and/or markers to each person. Explain the activity: “We’re now going to draw flags that represent or symbolize us. Please design your own flag of you – include some symbols or objects that symbolize who you are or what you find enjoyable or important.” You can show your own sample flag if you like. For example, you could draw:

- a guitar (representing your passion for music)
- a tennis racket (someone who enjoys sports)
- a country like India (representing your affiliation with a country)
- a cross and a heart (representing Jesus and His love for the world)

Give everyone a set amount of time to draw (e.g. 15-20 minutes or so) and then reconvene. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

## ***Variations***

After everyone has finished sharing the individual flags, as a big group you can ask everyone to brainstorm ideas on what to draw for a large class-wide flag. Proceed to delegate individuals to draw certain parts of the class-wide flag. Alternatively, you can collect the individual flags and paste them onto a board to create a “quilt” of individual flags, representing unity.

## **Sorts and Mingle**

Sorts and Mingle is an interactive icebreaker that helps people recognize common and unique interests and preferences. The speaker calls out various categories and everyone moves toward various parts of the room, finding people with similar tastes as them.

This game is classified as a *get-to-know-you icebreaker* with a little bit of active movement (walking around the room, meeting and talking to others).

Recommended group size is: medium, large, or extra large. Can be played indoors or outdoors, but indoors is ideal. No special materials are required. No mess. For ages ten and up.

## ***Instructions for Sorts and Mingle***

There are two parts to this icebreaker. The first half is the “Sorts” game. The moderator tosses out two contrasting choices and everyone must move either east or west of the room (for example. “Do you prefer Nature or Cities?”) Then the moderator shouts out two more choices and everyone moves north and south of the room. In this way, each person must move to somewhere and can’t get “lost” in the crowd. Some sorts that work

well include: dogs vs. cats, books vs. movies, sweet vs. salty, casual vs. dress up, inside vs. outside; be on the stage performing vs. in the audience watching, and so on.

The second half of the icebreaker, the “Mingle” game, works as follows: The moderator shouts out a general category and the group is asked to mingle around to find others that have the same answer and they clump up to form a larger group. After about thirty seconds to one minute, the moderator asks each group call out their answer. If a person is unique and is the only one with an answer, that’s okay. Examples of mingles: your favorite place on Earth; your favorite dessert; the kind of animal you like best; if you could have dinner with someone, who would you choose; your favorite hobby; if you could be anyone, what would it be?

Both halves of this game help people introduce themselves in a fun, interactive format.

For More Ideas go to:

<http://www.icebreakers.ws/>

## Lesson 2

### The Parable of the Lost Sheep

#### Luke 15:3-7 and Matthew 18:10-14

##### **Objective:**

Students will review how Jesus used parables to teach lessons that He wanted us to understand. Students will read and comprehend the Parable of the Lost Sheep and understand who the shepherd and sheep represent and how God loves each one of His children.

##### **Before the reading:**

Ask the students to raise their hands if they have ever lost something that was special to them. Have the students share a few stories about items they have lost and what they did to try to find them. Talk about how when something is very special, we don't give up when we look. We keep searching until we find it. Ask students to tell you how it feels when you find something you have lost. What do you do when you find it? Cheer? Tell your family? Tell your friends?

Today we will hear a parable that Jesus told. Remember a parable is a story that Jesus told to teach a lesson that He wanted everyone to learn. The story isn't a true story, but the lesson Jesus wanted everyone who heard the story to learn is definitely true!

##### **During the reading:**

Today you will read the picture book The Parable of the Lost Sheep to the students. If the students are older, you may want to use the Bible instead. Follow the guided questions below:

Read pages 1-2: Ask the students what is the job of a shepherd? Make sure students understand that the shepherd's main job is to protect the sheep.

Read page 3: Ask the students how the shepherd feels about the sheep? What evidence does the story give to show you that he feels that way? Make sure the students understand that the shepherd loves the sheep. He knows each one of them individually. We can tell this from the story because he cleans them if they get hurt and they know his voice so he must talk to them all of the time.

Read pages 4-5: Ask the students if the sheep is trying to be bad when it wandered off? Make sure the students understand it made a mistake and couldn't figure out how to get back to the shepherd. Also ask how did the sheep feel when it realized it was lost? Ask the students to give evidence from the text that shows how the sheep was feeling. The students should say the sheep was scared and they know that because it stopped and was shaking. It found a place to hide because it was so scared. Talk to the kids that if they ever get lost they should not hide. If a child gets lost from its parents it should look for a person who is a helper like a policeman or shop worker to help them find their parents.

Read page 6: Ask the students how the shepherd felt about losing the sheep. What evidence from the text proves their idea? The students should say something about how he was scared as well. He was worried and said that he would look everywhere.

Read pages 7-10: How did the shepherd feel when he found his sheep? How can you tell? Students should say he was happy. They can know this because he petted his sheep and then he celebrated with his friend and neighbors when he found the sheep. Read pages 11-12: The remainder of the discussion will be in the “After the Reading” section.

## **After the Reading:**

Remind the students that Jesus told parables that were stories to teach a truth. In this story, Jesus picked a shepherd and his sheep to talk about. Explain the shepherd is really supposed to symbolize God and the sheep are really a symbol of all of God’s children in His family. God knows each and every one of us by name and looks after us to keep us safe. When something bad happens to us, God is looking for ways to help us the way the shepherd took care of the sheep when they got injured. If we get lost, God searches for us. What are some ways we can get lost? Answers might be something like following friends instead of God, disobeying parents, and telling lies. When we return to God, He does rejoice! He is so happy because all He wants is for us to be in His family. The Feast of Tabernacles pictures a time when we will tabernacle or live with God. Right now we are waiting for that time. Sometimes we might get lost by doing things that aren’t a part of God’s rules. When we make mistakes, we must pray to God. He is quick to forgive us so that we can be a part of His kingdom.

## **Craft Ideas:**

1. Color Your Own Inspirational Footprints Poems:

Available at

[http://www.orientaltrading.com/color-your-own-inspirational-footprints-poems-a2-48\\_5628-11-1.fltr?xsaleSku=48/1326](http://www.orientaltrading.com/color-your-own-inspirational-footprints-poems-a2-48_5628-11-1.fltr?xsaleSku=48/1326)

This kit is available for \$5.00 to make 12 craft projects. This craft helps students remember that God is watching after them all the time.

2. DLTK's Crafts for Kids  
Lamb Paper Craft

Here is a simple lamb template that you can choose to colour or paste cotton balls onto.



Materials:

paper  
cotton balls

glue

Optional: Black Construction Paper and Scissors

## Instructions:

Print out the template of choice (B&W or color)

put dabs of glue on the lamb and add cotton balls

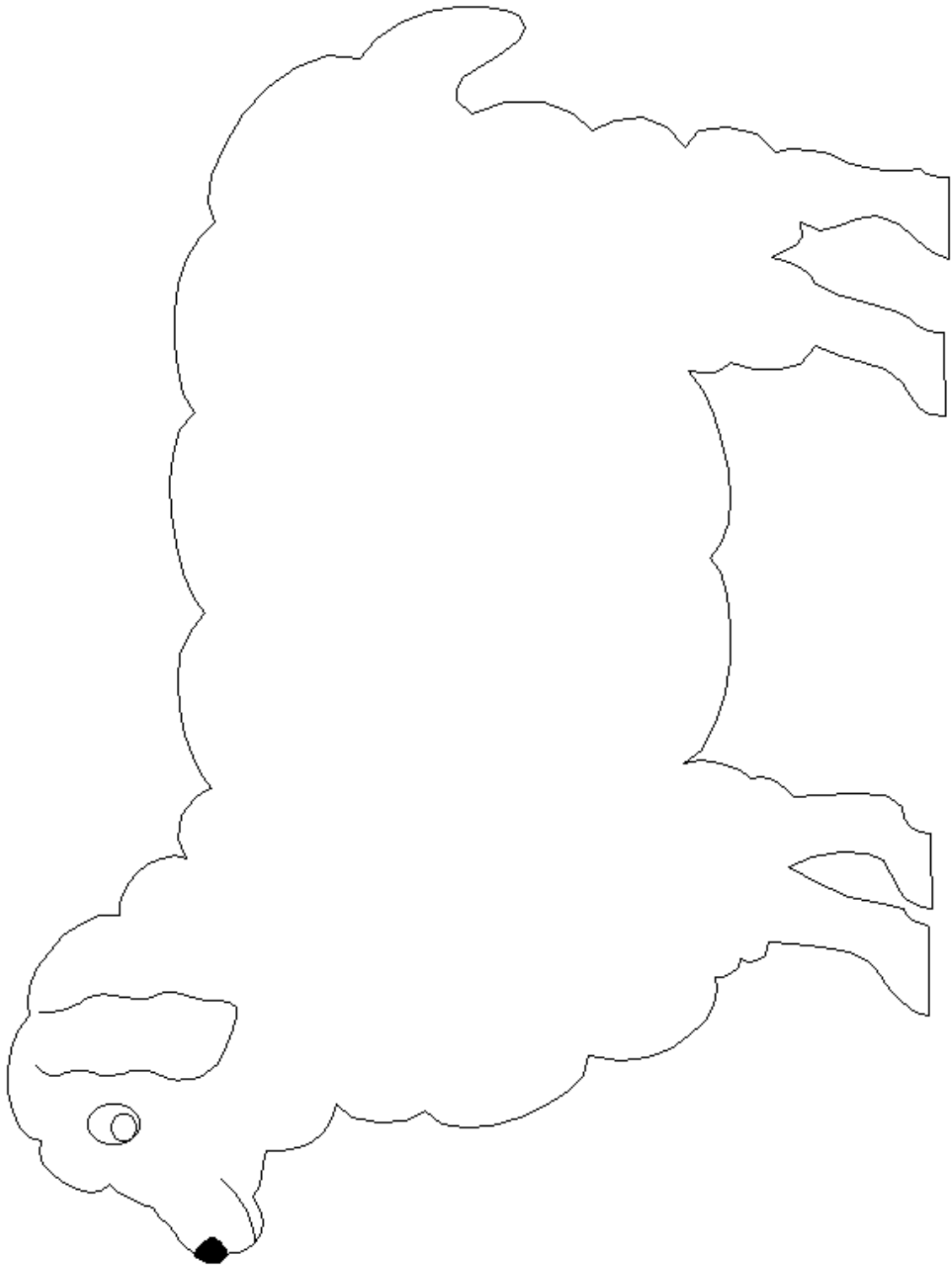
Note: if letting young children apply glue themselves, consider putting some glue on a margarine container lid and having them use a popsicle stick to put it on the paper OR try using a glue stick instead of liquid glue.

## Optional:

Cut out the lamb shape and glue it to a black (or your favorite color) background of construction paper.

Cut out a small oval of black construction paper and glue it on as an ear

Cut out a tiny circle and glue it on as an eye





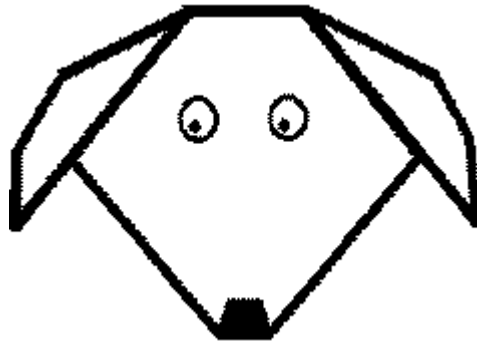
### 3. DLTK's Crafts for Kids Simple Origami Lamb

This is extremely basic origami meant for ages 4 thru 7.

It teaches them a few of the basic folds but lets them create a project in less than 10 steps.

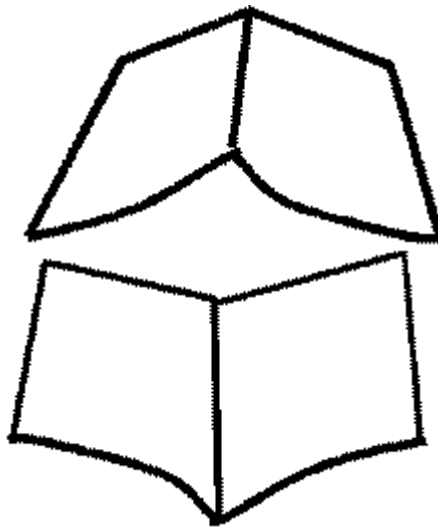
#### Materials:

- square piece of white paper (cut a piece of computer paper to make a square)
- OPTIONAL: black marker
- OPTIONAL: wiggly eyes and glue
- OPTIONAL: 2 cotton balls and glue



#### TERMINOLOGY -- MOUNTAIN FOLD:

fold the paper under -- see how it looks like a mountain?

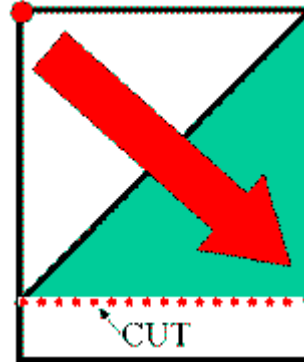


#### TERMINOLOGY -- VALLEY FOLD:

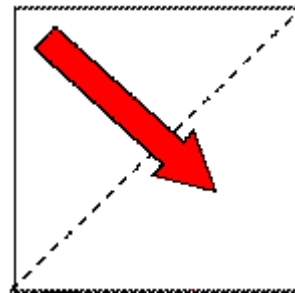
fold the paper to the front

## Instructions:

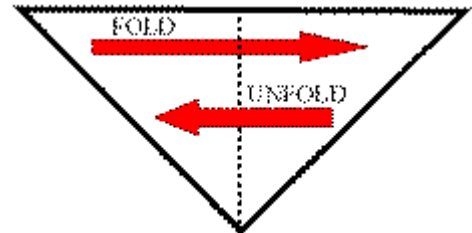
- to make a square piece of paper, valley fold diagonally and cut off the excess



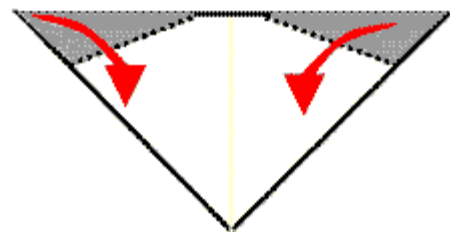
- valley fold the paper in half diagonally (so you have a triangle)



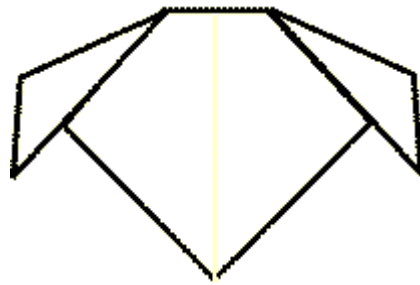
- turn the triangle so the point is facing toward you.
- valley fold the paper in half diagonally again (so you have a smaller triangle).
  - crease and unfold
- this gives you a crease in the center of your larger triangle to use as a guide for the next step



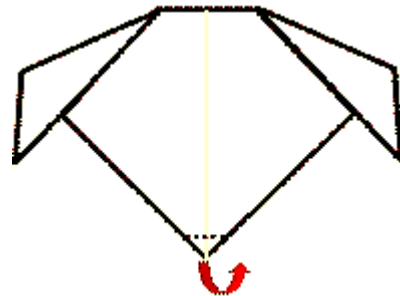
- on each side, valley fold a triangle about 3/4 of the way to the crease to make the ears



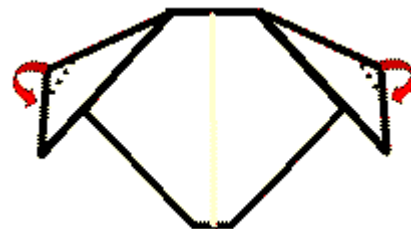
- this is what you end up with



- mountain fold a small bit of the bottom tip of the triangle

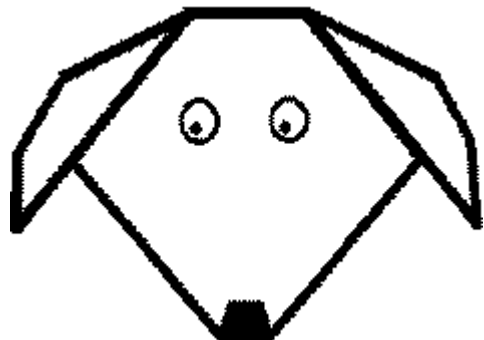


- mountain fold a small bit of each ear



## OPTIONAL:

- glue pieces of cotton balls onto the ears.
- glue wiggly eyes onto the face
- draw a black nose (and eyes) onto the face.





## Lesson 3

# The Parable of the Wise and Foolish Builders Matthew 7:24-27 and Luke 6:47-49

### **Objective:**

Students will review how Jesus used parables to teach lessons that He wanted us to understand. Students will read and comprehend the Parable of the Wise and Foolish Builders and understand how Jesus needs to be the foundation of our lives.

### **Before the reading:**

Ask the children if they have ever built a sandcastle on the beach. Allow some time for them to share their stories. Undoubtedly someone will talk about the waves coming up and washing away the castle. If not, lead the children to talking about this by asking questions about the waves. Tell the students that today they are going to learn about a parable that Jesus told to teach another lesson. Ask the students to remind you what a parable is. Tell them that Jesus told this parable about two builders who built houses in two different places and which house was stronger.

### **During the reading:**

Today you will read the picture book The Wise and Foolish Builders to the students. If the students are older, you may want to use the Bible instead. Follow the guided questions below:

Read pages 1: Ask the students what they think of this builder's spot. Admire how beautiful it would be to have the water nearby and the sand.

Read page 2: Ask the students to retell what is happening on this page. Students should say that the storm is causing the sand to wash away. Make the connection to the stories you told earlier about the sand castles.

Read pages 3-4: Talk about how the builder's feelings changed over time. At first he was so excited and happy to have a new home but because he did not plan well and have a good foundation, his home was destroyed.

Read page 5: Help the children understand that people are like the builder if they don't have God as the most important thing in their life. God is our foundation. If we follow His ways and do our best to keep His commands then we will be with Him in the Kingdom which is what the Feast of Tabernacles pictures. Tell the students we are going to now read about a builder who does something a little bit different.

Read pages 6: Ask the children what this builder did that was different. They should respond that he built his house upon a solid rock instead of sand. The rock is stronger than sand so when the storm came, his house was safe.

Read page 7: Make sure students understand the symbols of this parable. Jesus is the solid rock and we are to build our lives with Him as our foundation. There will be troubles in everyone's life but if God and Jesus are at the center of our lives, we are able to survive any troubles that come our way.

Read page 8: The rest of the discussion is in the "After the Reading" section.

### **After the Reading:**

After reading this page, talk to the students a bit about the Kingdom and when we will see Jesus face to face. Remind them that we are at the Feast of Tabernacles which pictures that soon coming Kingdom. We must build a solid life with Jesus at the center so that we can see Him in the Kingdom to come.

If you are at a beach feast site, tell the students to build a sand castle today and watch how the water can so easily take the sand away. When they see this, remember the parable that Jesus told.

## Craft Ideas:

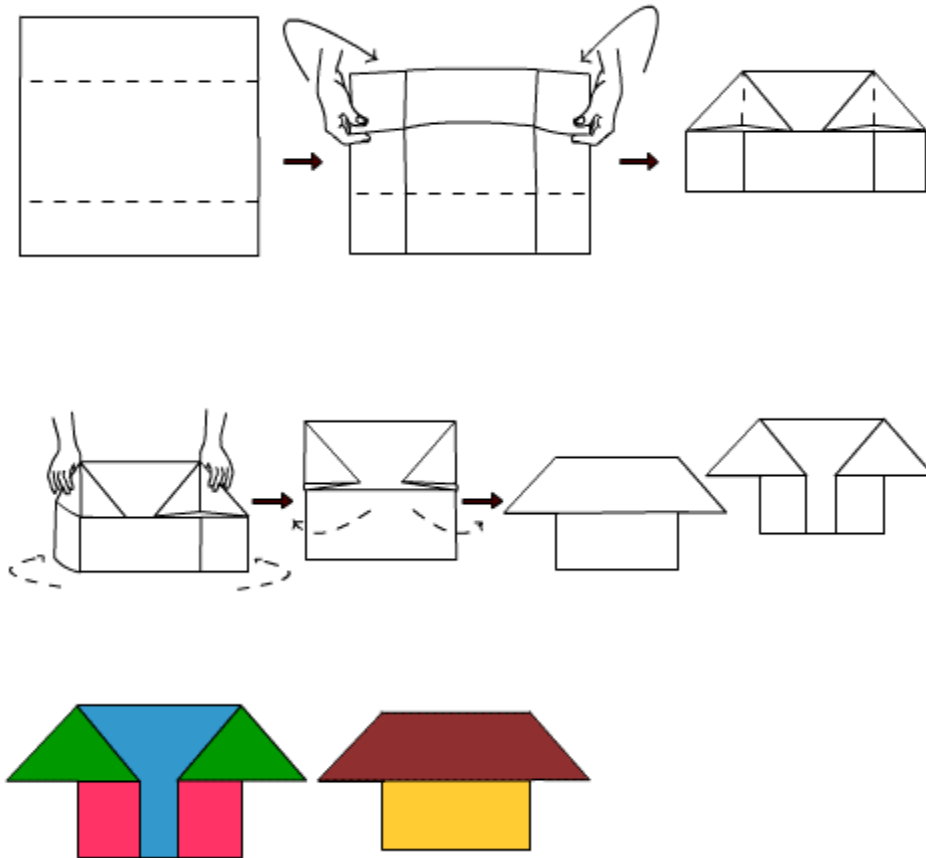
1. The House: Use paperfolding to make this house and then write the following verse on the front.

**"Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock:**

All you need is:

1. Square sheet of paper.
2. Colours.

Fold the paper as shown in each of the figures.



## 2. Card Houses:

Bring several decks of cards and lay them on the table. Have the children work as teams or individually to see who can build the largest house of cards. Before class begins, take a few minutes to ask the children why it was so hard to build a house out of cards. Card houses are very unstable, the slightest breeze or bump of the table will make all the cards crash down. Talk about which builder that is like from the story.

3. Write the word WISE on one piece of paper and FOOLISH on another piece of paper. Place the “WISE” paper at one end of the wall and the “FOOLISH” paper at the other end. Read out various

statements and actions one at a time. Make sure that some are wise and some are foolish. The children have to run to the end of the wall that suits the statement or action.

For example: My little brother accidentally bumped into me. He said he was sorry but I got mad and decided to hit him. (Children decide on foolish and run to that sign – may have to give the hint that foolish starts with the letter F.) OR My little brother accidentally bumped into me. He said he was sorry and I told him that was OK and smiled at him.

A calmer version of this game would be students sorting the actions into wise or foolish and taping them to posters with these labels. If students are older they could sort these actions independently.

#### 4. **SNACK idea:**

Make little houses out of crackers (club crackers or saltines would work the best) and cream cheese spread (WATCH OUT for food allergies.). Each child makes their house on a plate and then eat it as you recall the important events from today's parable.



## Lesson 4

# The Parable of the Talents

### Matthew 25:14-30

#### **Objective:**

Students will review how Jesus used parables to teach lessons that He wanted us to understand. Students will read and comprehend the Parable of the Talents and know that God has given us abilities that He expects us to use.

#### **Before the reading:**

Ask students to think back to the days right before we came to the Feast of Tabernacles. Ask the students to tell some of the things that they had to do to get prepared. Answers might include doing lots of laundry, packing, getting homework from school, and making car repairs. Tell the students that today we are going to read about a parable that Jesus taught about a man who was preparing to go away as well. We will learn some of the things he did to get prepared for his trip.

#### **During the reading:**

Today you will read the picture book The Parable of the Talents to the students. If the students are older, you may want to use the Bible instead. Follow the guided questions below:

Read pages 1: Ask the students what did the disciples mean when they asked about the signs of Jesus' return. They meant that He would come to set up His Kingdom. That is what we are all waiting for and what the Feast of Tabernacle pictures.

Read page 2-3: Ask the students to retell what is happening on this page. The students should say that each servant was given some talents. Discuss what talents are and be sure that the students understand. Then ask what the master expected the servants to do with the talents.

Read page 4: Talk about the actions of the first two servants. Talk about what they did and how they did it because they wanted to please the master and fulfill his expectations.

Read page 5: Discuss the foolish choice that servant three made. Why was it so foolish? Discuss how he is not doing what is expected of him.

Read pages 6-7: After reading these pages, talk about how the master felt when he saw what the first and second servants had done with the talents. Examine the looks on the faces of the two servants. How did they feel as they showed the master what they had accomplished? Now look at the face of the third servant. Can you predict what is going to happen?

Read page 8-9: Why was the master angry at the servant? Answers should reflect that the servant had been given a talent and instead of working with it, was lazy and did nothing. The master expected something more.

Read page 10: Discuss the symbols of this parable that Jesus taught. Discuss how Jesus is the master who has gone to sit at the right hand of God. He has given each of us abilities to do different things. We are to work with our abilities and develop them while we wait for His return. When Jesus returns, He will want to see that we have

improved. He will use our abilities that we have developed in the Kingdom. We will have different jobs in the Kingdom according to our abilities. It is our job to develop our abilities while we wait for His return.

### After the Reading:

Talk with the students about different abilities that each one may have. We are teaching our children to be humble so we may have to have friends tell gifts that they know each has because we often don't want to "brag" on ourselves. It is important to distinguish this for the children. Acknowledging that you have an ability to do something well is not bragging. When you talk about your abilities to make someone else feel bad or to make yourself better than that person, it is considered bragging. It is important to acknowledge what you do well so that you can find opportunities to practice doing those things and so that you can serve the church through your abilities.

## Craft Ideas:

DLTK's Bible Activities

## Parable of Talents Craft

Thanks to Beth for sharing this craft idea with us!

*This craft goes with the story from Matthew Chapter 25.*

### Materials:

- Bottle caps (3 per child or so)
- Gold or silver spray paint
- printer
- paper
- Black marker
- something to color with
- stapler or tape

### Instructions:

Collect bottle caps of varying sizes and then spray paint them gold or silver or both. (Be sure you have at least three for each child.)

Then write on the top of a piece of paper "Thank you God for my Talents" (copy one for each child). Or use the template at the bottom of the page.

With the kids, go around the room and get them to share what their talents are and write them on the Bottle Tops. (If you have older children they can write it themselves).

Fold the piece of paper hamburger style, but not all the way so that the "Thank you God for my Talents" is still showing. Or fold the paper to the solid line on the template.

Staple the sides and let the kids decorate the paper

Put their bottle caps inside so they can pull them out every night before bed.

## What's My Talent?

by Craig

*Like the old "What's my line" game. Children guess the talent of a special guest*

### Materials:

Bible  
Whiteboard or Chalkboard



### Topics:

Body of Christ, Spiritual Gifts, Talents

### Duration:

15 minutes

### Target Audience:

Grades 2-6 (Ages 7-12)

### What you will do:

Before starting the game, have the kids name off different talents that people can have, and list them on the board. You can also list the various Spiritual Gifts. The Spiritual Gifts can be found in the following verses: 1 Corinthians 12:8-10, Ephesians 4:11,12, 1 Peter 4:10,11 and Romans 12:4-8.

Your list may look something like this:

### Talents

Drawing  
Singing  
Athletics  
Teaching  
Writing  
Acting  
Musician  
Artist

### Spiritual Gifts

Having Knowledge & Wisdom  
Having Faith  
Healing  
Performing Miracles  
Preaching  
Showing Discernment  
Evangelism  
Pastor

# Feast of Tabernacles: The Parables of Jesus [Year]

Story Telling	Teaching
Construction	Serving Others
Flying	Encouraging Others

Make sure there are plenty of options to choose from to make the game more interesting. Have a volunteer agree to be a special guest. Choose a talent or Spiritual Gift for the volunteer and tell them to pretend they have that special talent or Spiritual Gift when answering the questions from the class. Form two teams.

Tell the kids in the teams they will start with 1000 points. The object of the game is to guess what talent or Spiritual Gift the special guest has, but they can only ask questions that can be answered with yes or no. Each time an answer is no, deduct 100 points from the total and let the other team ask the next question. As long as the answers are yes, no points are deducted, and the same team continues to ask the questions. Kids in each team take turns asking a question. The team guessing the talent or Spiritual Gift correctly gets any remaining points and wins the game. If time permits choose another talent or Spiritual Gift for the guest. Teams alternate starting each game.

## Parable of the Talents

by Craig

### *How would you use your talents?*

*(Skit for four: Master, Servant #1, Servant #2, and Servant #3)*

**Materials:**  
15 Coins

**Duration:**  
Approximately 5 minutes



**Topics:**  
Spiritual Gifts, Stewardship,  
Talents

**Target Audience:**  
Grades 1-6 (Ages 6-12)

[Click here for Skit only](#)

*(The three servants walk up to the Master)*

**Master** I want to give each of you something, according to your ability. *(Handing 5 coins to servant #1)* Here, take these 5 coins. *(Then handing 2 coins to servant #2)* Here you take these 2 coins. *(Then handing 1 coin to servant #3)* And you, take this one coin. I must go on a long journey, but I will return some day. *(Master walks away)*

**Servant #1** I know what I will do with my 5 coins. I will start a business and help people all over town. I'm sure my business will do very well. *(Servant #1 walks to teacher and gets 5 more coins)*

**Servant #2** I know what I will do with my 2 coins. I will invest them and earn much interest. *(Servant #2 walks to teacher and gets 2 more coins)*

# Feast of Tabernacles: The Parables of Jesus | [Year]

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**Servant #3** I know what I will do. I do not want to loose my coin, so I will bury it in the backyard, so nobody will steal it. *(Servant #3 hides under a table)*

*(The Master returns home)*

**Master** *(Looking at servant #1)* Well tell me, what have you done with the 5 coins I gave you so long ago?

**Servant #1** Look, you trusted me with 5 coins and I built a nice business using them. See, here are 5 more coins, 10 in all.

**Master** Well done good and faithful servant. You have been faithful with a few things. I will put you in charge of many things. Come share in my happiness. *(Then look at servant #2)* Well tell me, what have you done with the 2 coins I gave you so long ago?

**Servant #2** Look, you trusted me with 2 coins, and I have invested them. Look here I have gained two more, 4 in all.

**Master** Well done good and faithful servant. You have been faithful with a few things. I will put you in charge of many things. Come share in my happiness. *(Then looking at servant #3)* Well tell me, what have you done with the 1 coin I gave you so long ago?

**Servant #3** I was very afraid because you are a hard man, using what others have, so I hid the money where nobody could find it, so here it is.

**Master** You wicked, good for nothing, lazy servant! If you knew I expected more back than what I gave, you should have at least put the coin in the bank in order to earn interest. Everyone who uses what he has will be given even more, but anyone who does not use what is given to him, it will be taken away. So now give your coin to the servant who has 10 coins and live in darkness.

*(Servant #3 gives the 1 coin to servant #1, then goes back under the table.)*

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## WORKSHOP: GAMES

The game workshop will focus on how our gifts and talents together make up the church.

### OPENING GAME #1

Form family groups. Have each family choose a slip of paper from the basket which has a common working machine listed (examples: blender, washing machine). People in their family will work together to each be one part of that machine, complete with noises. Have all families practice their machine at the same time, taking care not to “peek” at the other families.

After about 3-5 minutes call them all together and have everyone sit down. Ask for each family unit to come to the front of the room and demonstrate their machine without talking or making sounds and the other families must try to guess what machine they are.

Ask if they know how this game relates to spiritual gifts and talents God gives us (Each person in the family machine had a specific job to do to be part of the whole machine. Each of us have different gifts that we have been given from God that we are to act on so together we can be the Body of Christ.)

## Lesson 5

# The Parable of the Ten Bridesmaids

### Matthew 25:1-13

#### **Objective:**

Students will review how Jesus used parables to teach lessons that He wanted us to understand. Students will read and comprehend the Parable of the Ten Bridesmaids and know that God expects us to be ready for His return.

#### **Before the reading:**

Ask the children to talk to you about what they know about weddings. Activating their prior knowledge will help them understand this story a bit more. Talk a little about how the weddings during Jesus' time were celebrated differently. First there was the betrothal which was a promise of marriage and a binding agreement. The couple did not live together but they were considered legally married. The second stage was a ceremony that involved "bringing home the bride." The bridegroom's friends escorted the bride and her attendants from the bride's home to the home of the groom. Generally the procession occurred at night with the participants carrying torches. As the procession wound along the streets of the city or village, the onlookers would shout with joy. After the wedding party entered the groom's house, a marriage supper followed. The festivities continued for a week with the bride and groom treated as royalty wearing their finest clothes and doing no work. There were elaborate feasts. This parable that we are going to learn about today is during the "bringing home the bride" part of the wedding tradition. The important person isn't the bride but the young women who were with the bride. The young women had to be prepared because they didn't know exactly when the bridegroom would come to get the bride and bring her to his home. Sometimes the bridegroom was delayed.

#### **During the reading:**

Today you will read the picture book The Parable of the Ten Bridesmaids to the students. If the students are older, you may want to use the Bible instead. Follow the guided questions below:

Read pages 1-2: Ask the students why Jesus was telling the disciples this story. Note that He was telling them the story to help them understand that they might have to wait a long time for the Kingdom and that they have to be ready.

Read pages 3-4: Ask the students to retell what is happening on this page. Ask the students why the bridesmaids needed the torches. Tell them that the torches were made of oil drenched rags inserted into a copper vessel which was attached to a long pole. The lamp contained very little oil and a fresh supply had to be added frequently. The extra oil was carried in another vessel in the other hand of the torchbearer.

Read pages 5-6: Together compare the 5 wise and the 5 foolish bridesmaids. How were they alike? How were they different?

Read pages 7-8: What happened when the bridegroom came? Students should respond that the foolish bridesmaids couldn't meet him because their torches were too dim.

Read pages 9-10: Compare the 5 wise and 5 foolish bridesmaids now. How are they alike? How are they different?

Read pages 11-12: What were the consequences for the 5 foolish bridesmaids?

Read page 13: Discuss the symbols of this parable that Jesus taught. Discuss how Jesus is the bridegroom and we are all called to be at the marriage supper. We must be prepared like the wise bridesmaids and be ready because we don't know when He will come. It may be soon or it may be a long time. We have to be prepared either way.

### **After the Reading:**

Talk with the students about what it means to be prepared for Christ's return. Discuss that students should be using this time to learn as much about God and His plan as they can. They should read the Bible and learn from Sabbath School and sermons at church. The students should practice following God's ways. Talk about how they know what God's ways are (ten commandments). When the students get older and are ready to make the mature decision, they will decide to get baptized and have hands laid on them. This will be an important commitment they make to God.

## Craft Ideas:

### 5. Make a torch

Supplies: brown construction paper  
Red, orange, and yellow crepe paper


Directions: Show students how to roll the brown paper to make a torch. Tape the ends of the paper to keep it from unrolling. Students will then tape or glue the crepe paper at the top of the torch to make "flames." Talk about what we need to do in order to keep our torch burning and be prepared for Christ to return.

### 6. Make an oil drop booklet:

Directions: Using the template on the following page, make an oil drop shaped booklet containing 5 pages for each child in your class. Students will write and draw 5 things they can do to be prepared for Christ's return and the Kingdom of God to be established. Some ideas might include: reading the Bible, listening to the sermons, asking questions about what they hear, helping others in



the church, develop their abilities that they identified in yesterday's lesson.....etc.



I will be  
prepared for  
God's  
Kingdom to  
come by

Tune: "Let the Lower Lights Be Burning"

*Verse 1:*

They were go-ing to a wed-ding,  
Ten young maid-ens in the night.  
All their lamps were burn-ing bright-ly,  
Ev-'ry-thing seemed to be right.

*Chorus:*

*Five oil lamps be-gan to flick-er,  
Then the girls be-gan to cry,  
"Give us oil. our lamps are emp-ty.  
You can help us if you try."*

*Verse 2:*

"No, we've not e-nough to help you  
If we give you oil to use.  
You should have made pre-pa-ra-tion  
For we real-ly must re-fuse."

*Chorus:*

*While they went to buy more oi-l,  
Bride-groom came and closed the door.  
They cried out, "Sir, let us i-n!"  
But their chan-ces were no more.*



*Verse 3:*

**"Go a-way, I do not know you,"  
Was the ans-wer they re-ceived.  
There would be no sec-ond chan-ces  
As the girls had all be-lieved.**

*Chorus:*

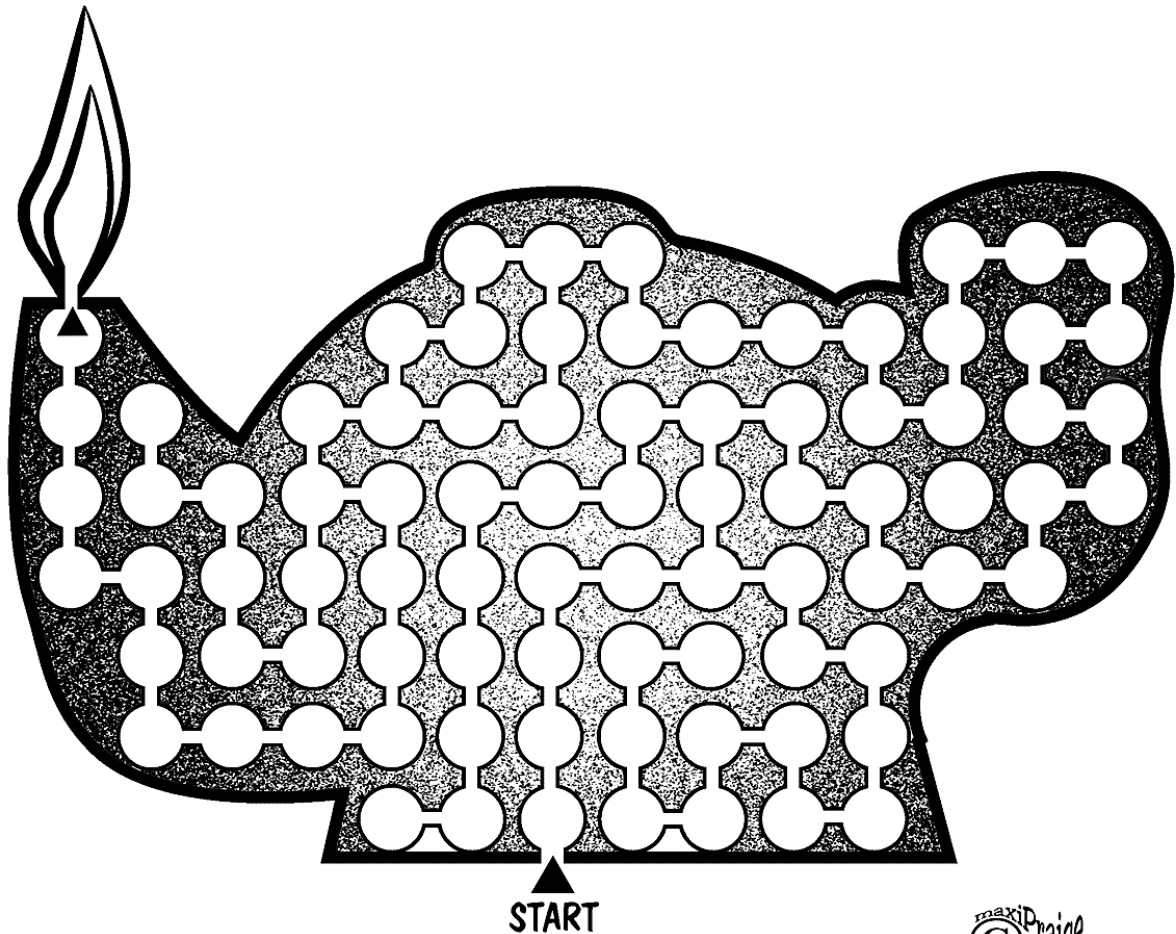
***Make your plans for He is com-ing.  
Be pre-pared for His re-turn.  
Je-sus wants to wel-come you in,  
And for that Day we do yearn.***

**Discuss the picture. Do you see the wise virgins or the foolish virgins?  
Where are they? What is the man at the door doing?  
See a [larger picture](#) at Wikimedia.**

**Parable**

# The Ten Maidens

The five wise maidens were ready for when the bridegroom came because they were prepared and kept their attention on the light. Work through the maze and reach the light.



maxipraise  
© 2002

Jesus said that the Kingdom of Heaven was like ten maidens who were waiting for the bridegroom to arrive. Five of the maidens were wise and took extra oil for their lamps. The other five were foolish and didn't take any extra oil. By the time the bridegroom arrived the foolish five had left to buy some more oil. Only the five wise maidens still had their lights burning and were able to go in with the bridegroom. We need to spend time with Jesus every day filling up with the light of His love so that when He comes again He will be able to recognise us. Then we will be able to go into the Kingdom of Heaven with Him.

## Lesson 6

### A Review

#### **Objective:**

Students will understand the nature of a parable. Student will be able to match the symbols of the parables we have studied with their meanings.

#### **Before the game:**

Ask students to tell you the things they have learned about the Parables of Jesus during the Feast of Tabernacles this year. You may want to record their thinking on a chart. This will serve as a reminder as you play the games during the rest of the lesson. Tell them that they have learned much about Jesus and the Kingdom through these parables and now they will enjoy a game that will test their knowledge!

#### **During the reading:**

Today you will play a game with the kids as review of the lessons. This will make the last day together a fun time as well as allow you to give prizes or gifts as you see fit. You may even want to make this a special time with a special snack. If the kids are performing for a song for youth day, you may even want to swap this day out for another day if your time for the lesson is shortened due to your performance. The point is to have fun together today and celebrate what you have learned!

The game directions, boards, and cards are attached in the craft section. Choose a game that meets the ability level of your students.

#### **After the Game:**

Talk with the students about what it means to be prepared for Christ's return. Discuss that students should be using this time to learn as much about God and His plan as they can. They should read the Bible and learn from Sabbath School and sermons at church. The students should practice following God's ways. Talk about how they know what God's ways are (ten commandments). When the students get older and are ready to make the mature decision, they will decide to get baptized and have hands laid on them. This will be an important commitment they make to God.

### **Name That Parable Game**

Assembly: Use your own parable pictures and print them out onto card stock. You can even use parable coloring pages that the students color as well. Cut pictures into simple geometric shapes (at least 4 pieces) according to the player's abilities (the younger the child, the fewer puzzle pieces). Example: For younger students, cut the pictures into equal sized rectangles and have them all do the same parable puzzle. For older students, cut the pictures into several odd shaped pieces. Place the puzzle pieces for each parable in their own envelop or zip lock bag and label.

You could use the websites below or enlarge the pictures from the card matching games provided below.

Parable coloring picturescoloring.

ws

<http://www.coloring.ws/parables.htm>

Scroll down for the pictures with no words

Kidz Under Construction

<http://www.geocities.com/buildakid/coloring.html>

Scroll down to The Prodigal Son and Miscellaneous Parables

[sundayschoollessons.com](http://www.sundayschoollessons.com)

<http://www.sundayschoollessons.com/subdex1.htm>

Scroll down to The Parables of Jesus and click on the parable that you want. There you will find clip art. Copy and paste clip art on to MS Word. Enlarge pictures to the size that you want. [coloringbookfun.com](http://coloringbookfun.com)

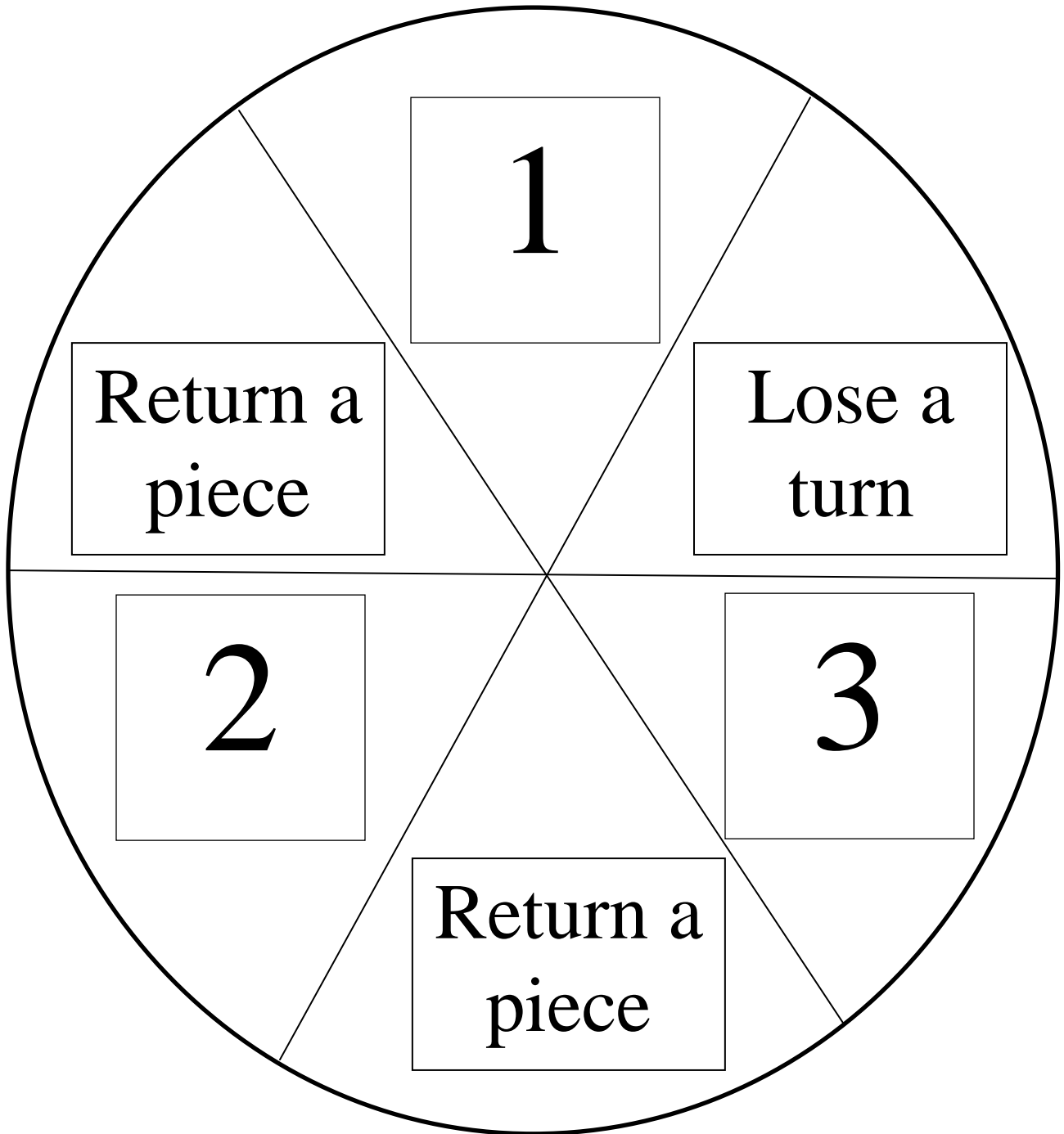
<http://coloringbookfun.com/>

Scroll down to Religious. Click on Jesus.

Directions for game: Place the pieces of a parable puzzle by each player. The players spin the spinner and follow the directions. The numbers on the spinner indicates how many pieces of the puzzle they are allowed to assemble. If they spin "Return a Piece" they must return a puzzle piece. The first player to complete their puzzle and tell what parable the puzzle depicts, wins. If they are incorrect in identifying the parable, they must disassemble their puzzle and start again. Continue playing to find out who comes in second, third, fourth, etc. place.

Directions for spinner: Copy and cut out the spinner wheel and spinner that is below. Glue spinner wheel to cardboard and laminate or cover with clear contact paper to make it last. To make a strong and simple spinner, cut it out of a plastic lid. Attach the spinner to the spinner wheel with a brass fastener. Be sure to not fasten the spinner down too tightly so it will spin properly.

Spinner



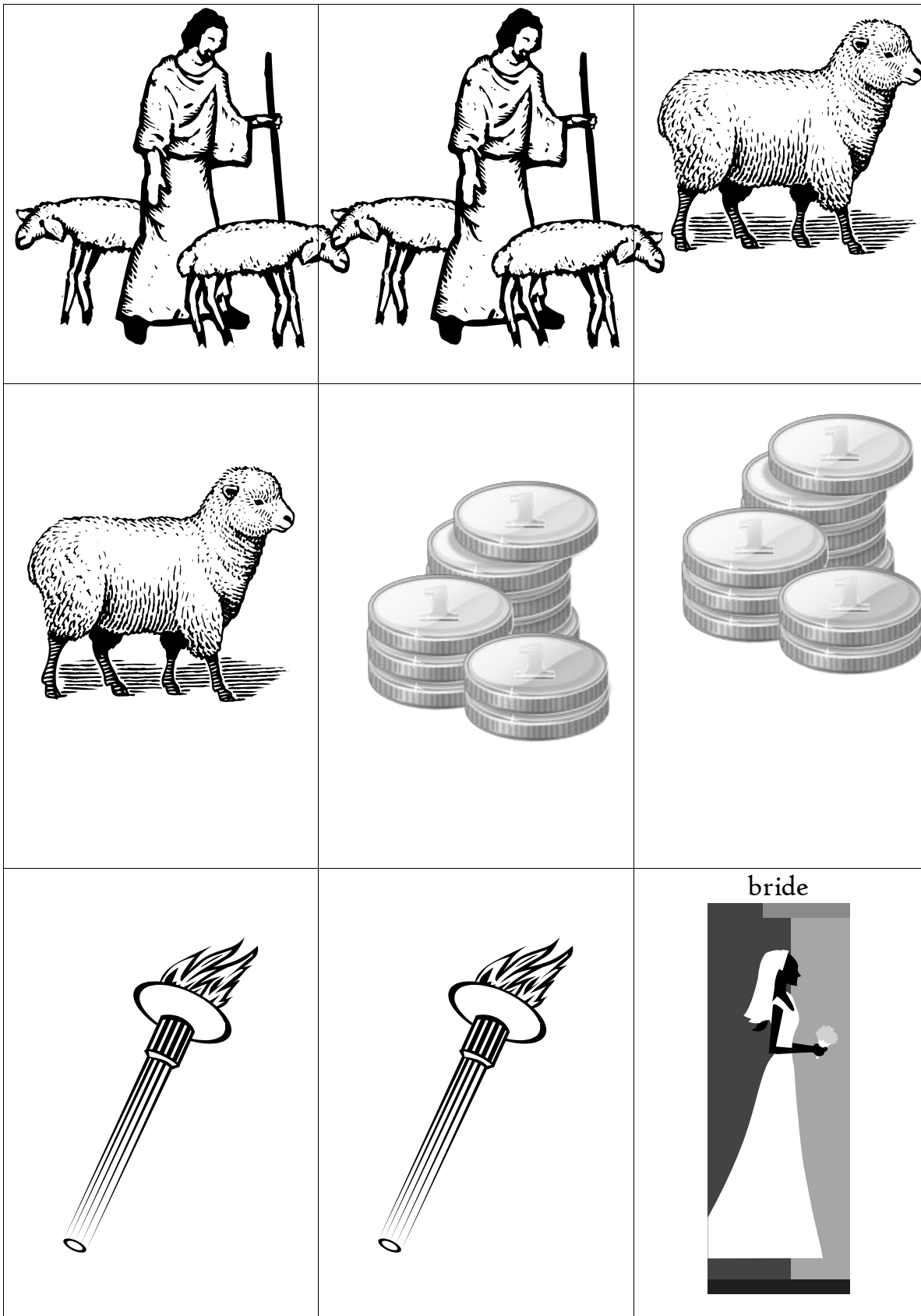
## Matching Game:

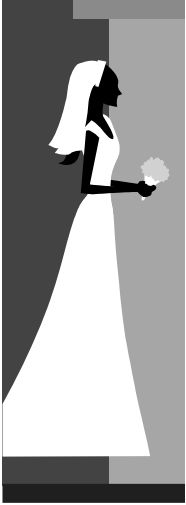
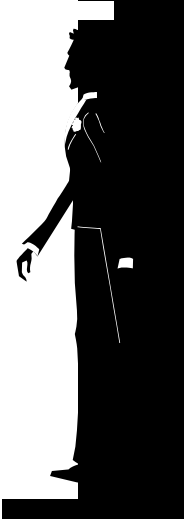
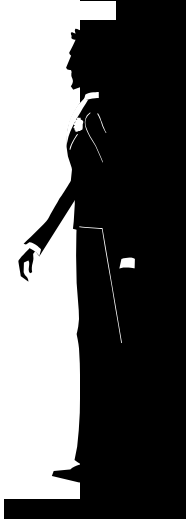






Directions: Print enough of the cards below for partners to share. The partners will play a “memory” game by turning all of the cards over so they cannot see the pictures. They will take turns trying to make a match. When they make a match, they have to name the parable the picture goes with and tell what it symbolizes.

## Picture Sorting:

Directions: Print the picture cards out (1 set per child, not doubled). Children will sort the picture cards into groups based on which parable they represent. Children will glue the pictures in there groups onto a piece of construction paper. The children will then write a 2-3 sentence summary of the parable.





Bride	Groom	Groom
		
		
		

## Battle of Knowledge

by Mike

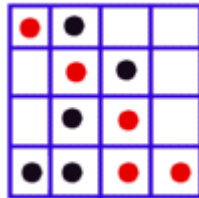
*Game of wits, skill and good aim. (Team play)*

### Materials:

Masking tape  
Small bean bag or rolled-up sock  
1 piece of red construction paper  
1 piece of black construction paper  
16 review questions

### Duration:

15 minutes



### Topics:

Memory & Review

### Target Audience:

Grades 2-5 (Ages 7-11)

### Preparation:

Before class, create 16 review questions. Cut out eight red circles and eight black circles. Take the masking tape and create a sixteen-sectioned grid on the floor. The grid should be four sections wide by four sections deep. Each section should be equal in size. Divide the children up into two teams.

### What you will do:

To win the game, you must get four circles in a row for your team. Taking turns, each team throws the beanbag or sock into an unoccupied square and then gets a chance to answer a question.

If the throwing team answers the question correctly, they get to put one of their circles in that square. If the throwing team answers incorrectly, the other team gets a chance to answer the same question. If the other team answers correctly, they get to put one of their circles in the square. Once a circle is in a square, it cannot be removed. Members of each teams can work together to answer the question, but each team member must take a turn throwing the beanbag or sock. If neither team gets four in a row, the game is a draw.

## Treasure Hunt

by Helen from New England

*A fun game that can be used for many different lessons.*

**Materials:**

Several pictures that relate to your lesson

**Topics:**

God's Word.

**Duration:**

15 minutes

**Target Audience:**

Grades 1-5 (Ages 6-11)

**What you will do:**

Before class obtain pictures that relate to your lesson. You can print pictures at home, using software designed to make greeting cards. You can also find pictures in magazines or hand draw the pictures.

Hide these pictures around the room before the children arrive. It's a good idea to count the pictures first, to make sure that all of them are found. This game is a good icebreaker for children who don't know each other.

**What you will say:**

Today our lesson is on the topic of \_\_\_\_\_. Today we will be going on a treasure hunt. I have hidden \_\_\_\_\_ number of pictures throughout the room, it's your job to find them all. These pictures all relate to our lesson. On the count of three, find the pictures!

Once the children find all the pictures, you can explain how each picture relates to the lesson. You should also mention that the greatest treasure hunt of all is putting God's word into our hearts. This would be the perfect way to transition to scripture reading or memory work

After the students have found all the picture cards, use the picture cards to review the parables.