

Rough Waves?

Jesus Saves!

- Great for church school or VBS
- Five large group sessions
- Five small group sessions for Kindergarten-Grade 3 and Grades 4-8
- Five original dramas
- Large selection of crafts and activities
- Complete—no other resources to buy

Rough Waves?

Jesus Saves!



Any questions or comments about this unit?
We'd love to hear from you:

Faith Alive Christian Resources
1-800-333-8300
E-mail: editors@faithaliveresources.org

RCA Children's Ministry Office
1-800-968-3943
E-mail: childrensministry@rca.org

Presbyterians for Renewal
1-502-425-4630
E-mail: office@pfrenewal.org

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Walk With Me

Kindergarten-Grade 8

Summer, Book 2: Rough Waves? Jesus Saves!

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How to Use This Book

“Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.”

Proverbs 3:5-6

The children you will be working with during this summer session live in a world that proclaims loudly that the only person you can trust is yourself; everyone else will let you down. It’s a world that hasn’t heard the good news of the One you can trust always—no matter what—the good news of God and our Savior Jesus Christ.

The stories in this unit—stories about Noah, Moses, Jonah, and Jesus—will make that good news come alive for the children you work with.

Is life tough? Do bad things happen? Do you feel frightened and alone? Hear this good news: God is with you through all the bad times. You can trust God completely for all your needs. Even when we encounter “rough waves” in our lives, we trust that Jesus will guide us through, calm our fears, and give us his perfect peace.

Goal and Theme

This course, with its unique format, makes a lively and exciting curriculum for your summer Sunday school; or you can use the five sessions for a great week of special summer ministry programs, such as vacation Bible school or other outreach programs (see pp. 6-7 for helpful tips).

Whether you choose a church school or summer ministry setting, the goal of this course is to teach children five Bible stories that focus on a loving and caring God who wants us to love and trust him. We pray that leaders, children, and all who participate in these sessions and in the summer celebration program will come to know more about this completely loving and trustworthy God. To help meet this goal, one main theme will shine brightly throughout the session plans: God wants us to trust him and follow him no matter what our circumstances.

To support our theme, this book offers a variety of ideas and options for large group sessions, small group sessions, and a Summer Celebration Program. Use the ideas and options that work best with your church school or summer ministry. Ideally, the large group session would take about 15-20 minutes, after which kids break up into their small group sessions for 30-40 minutes. You may also want to schedule an extra practice time or two if your church is planning on doing the summer celebration program.

Finding time to do everything in this book will not be possible—or even desirable—for most churches. You’ll need to choose what your group will be able to handle in the time you have available. **Be sure to purchase one copy of this book for each of your leaders.** As purchaser of this book, you are granted permission to photocopy the dramas and the patterns and activities on reproducible pages 139-158 and 183-227.

Getting Started

Because these materials suggest a different format and approach than the regular *Walk With Me* units, you’ll want to spend some extra time planning and preparing to teach these sessions. Although each church situation is unique, you may find some of the following suggestions helpful:

- In early spring, organize a small team to read through this book. These folks can review the session plans, dramas, and songs, then choose what they think will work best for your church.
- After the committee makes its recommendations, recruit teachers, song leaders, accompanists, and drama participants.

- Recruit volunteers who are willing to gather materials for these special sessions. Give them plenty of time for this task (a month or two) since they will likely want to ask the congregation to save and/or gather some of the items.
- Schedule rehearsals for the drama team.
- If you're planning to use the summer celebration program, schedule a single, final rehearsal for everyone involved in the program.

Large Group Sessions and Summer Celebration Program

The large group session materials include a drama for each week and a list of songs to learn as a whole group. Presenting a drama may, at first, sound intimidating, but these dramas are written in such a way that both children and adults will enjoy performing and/or viewing them. Each drama will take about 8-10 minutes and requires six or seven actors (more actors are optional). The costumes may be as simple or elaborate as you would like.

You'll probably want middle schoolers or a team of older teens to play these roles (although adults would be fine too). Each drama offers ways to include younger children in nonspeaking roles as well, if you wish. Please see session 1 for more information.

The dramas and songs can be used not only for each large group session but also for the celebration program. You'll find a sample program along with ideas for organizing and producing it on pages 9-11.

Small Group Sessions

Small group sessions will give you the opportunity to help apply the story to the children's lives. If you are unable to present the story as a drama in the large group setting, you can still use the drama or another form of the story in the small group setting. It's a story you want children to hear!

Each small group opens with a Hello step designed to catch the children's interest and get them thinking about the lesson's theme.

Next comes the Know step (telling the story). If the children have already heard the story in the large group session, you'll want to use this time to review the story with them. If you did not participate in a large group session, you can use the drama or another interesting way to present the story to the group (see sessions for suggestions).

The Grow step will help kids understand what the story means for their lives, and the Show step will guide them to respond to what they learned in this session.

The small group session includes options for activities and crafts. You'll want to carefully consider these well ahead of teaching these materials. Once you've decided which crafts and activities to use, you may want to appoint two or more volunteers (possibly parents of kids in the group) to gather the materials, cut out patterns, and assemble all the items you'll need. Having a helper in the classroom is also a plus when doing crafts and other activities with young children.

We trust that God will use you as you share these stories about our completely reliable Lord with the children.



Small group leaders may want to send a short letter to the families of the kids in their group at the beginning of this unit. Explain what these five sessions will be like and invite families to share in the experience by praying for you, talking about the stories with their kids, helping out in your sessions, and/or attending the final celebration program (if you plan to have one).

How to Use This Book for VBS or Other Summer Ministries

Much of this material was originally written for vacation Bible school at Westview Christian Reformed Church, Grand Rapids, Michigan, by Rev. Roger Groenboom, Alison Groenboom, and Susan Thornell. You can use the five sessions for a five-day vacation Bible school, as the authors did, or for a once-a-week session for five weeks. Here's a suggested schedule and format for using the large group and small group approach for vacation Bible school.

Opening Large Group Session (30 minutes)

- Opening prayer and singing time (Check each session for song suggestions; all are included on the CD that accompanies this course.)
- Drama time (See pp. 139-158 for dramas for each of the sessions and tips on how to present them. Purchasers of this book may photocopy all drama scripts.)

Small Group Sessions (45-90 minutes)

Small groups may spend 90 minutes or more enjoying the four steps of the session plans. Remember that you'll need to make some choices about what to use and what to ignore, especially in the Show part of each session.

- The Hello step (10 minutes) gets you started with a fun activity that introduces the theme of the session.
- The Know step (10-15 minutes) gives you some great ways to review the Bible story that was presented in the large group session.
- The Grow step (10-15 minutes) helps nurture faith as kids think about how the Bible story affects their lives.
- The Show step (15-30 minutes or more) helps kids respond to the Bible story through a variety of crafts and activities. You'll find unit-long suggestions for learning the Memory Fun/Memory Challenge, making story windsocks, and retelling the story to others. You'll also find single-session ideas for crafts, fun projects, and other activities.

Closing Large Group Session (15 minutes)

You may want to get the entire VBS back together for a time of singing and sharing. If you're planning a summer celebration program, you can use this time to review the songs

Terrific Tees



Westview Church makes the summer program extra-special for the kids each year by ordering T-shirts for all participants. (See reproducible page 183 for a "Rough Waves? Jesus Saves!" logo that can be screenprinted onto shirts or printed on a program.) When ordered in large quantities, these T-shirts are quite inexpensive. Look for a printer in your area. At Westview the staff receive their shirts on the Sunday prior to VBS and are asked to wear them all week. The children who attend VBS receive their shirts on Thursday, the last day of the program, and are encouraged to wear them to the church picnic/VBS program that evening.

that are part of the program. Kids can recite their memory work and show their crafts or other projects to the entire group. End your time together by inviting everyone to join hands for prayer.

Forming Ministry Teams

“Rough Waves? Jesus Saves!” provides a great opportunity for many people from your congregation to become involved in summer outreach ministry. Here are a few suggestions for setting up teams of people from your congregation:

- **Planning team:** Decides the dates of the program. Assists and guides the various teams so that the main theme and vision of the VBS or other outreach program is apparent.
- **Music team:** Chooses music, finds the music leader and musicians, selects music for program. This material suggests a number of songs and includes them on a CD.
- **Publicity team.** Creates small fliers and distributes them throughout the neighborhood. Gets the word out about the location, dates, and theme.
- **Program team.** Organizes the program and possibly an “after-program” event like an ice cream social or small picnic.
- **Small group session team.** Selects the ideas that will be used for the small group sessions, especially the craft and activity time.
- **Drama team.** Recruits actors, obtains the necessary items for each drama, and presents the drama to the entire VBS. See session 1 for additional comments.
- **Decoration team.** Decorates the large group session area as desired, perhaps with large drawings of the characters in the stories (use an overhead projector to trace onto shelf paper), enlarged Memory Fun/Memory Challenge verses and “Rough Waves? Jesus Saves!” logo, and so on.

We encourage you to draw on the diverse gifts of members when you compose your teams. Involve as many people from the congregation as you can! Share with others your enthusiasm about these stories and how the children will respond to them!

Tailoring Your Sessions to the Ways Children Learn

How do children and young teens learn? The answer to that question can be almost as varied as the kids in your group. Some learn best through words. Others through music. Still others through nature or through movement.

Sessions in the *Walk With Me* curriculum try to respect the many ways kids learn. *Walk With Me* sessions include a wide range of activities that speak to kids with the following types of intelligence (based on Howard Gardner's theory of multiple intelligences). Within each session, the icons below highlight the learning styles represented by each activity. As you teach, you'll begin to get a sense for how the kids in your group learn best. Kids who are



Word Smart

learn best through verbal activities (listening, reading, or speaking), including discussions, worksheets, writing, reading, storytelling, and word games.



Number Smart

learn best by exploring patterns and relationships through activities such as problem solving, logical puzzles or games, making charts and graphs, or putting things in sequence.



Picture Smart

learn best by visualizing concepts. These kids enjoy viewing maps, slides, pictures, videos, and diagrams; making jigsaw puzzles; and expressing their ideas with shape, color, and design.



Body Smart

learn best by using their bodies, acting things out, using puppets, moving—anything hands-on.



Music Smart

learn best through sound, music, and rhythm—playing musical instruments, writing their own songs and raps, listening to recordings, singing, and so on.



People Smart

learn best through doing things with others, cooperating and working in small or large groups, role playing, conversations, brainstorming, and other interactive exercises.



Self Smart

learn best by working independently through such things as writing in a journal, meditating, reading, and reflecting.



Earth Smart

learn best through activities connected to living things and natural phenomena, through nature walks, examining plants and animals, nature experiments, and activities that focus on ecology.

—The ideas on this page are based on material from the following resources: *Multiple Intelligences in the Classroom* by Thomas Armstrong, © 2000, and a chart prepared by Donald L. Griggs, Livermore, California.

A Summer Celebration Program

Rough Waves? Jesus Saves!

Processional and Greeting: *"Hey-O"* (Cheryl Thomas)

[Younger children may use their Tambourine Praise Sticks from session 2]

Opening Prayer

Reading: *Noah and the Ark* (Genesis 6:9-14; 7:17; 8:1; 9:11-16)

Song: *"Who Built the Ark"* (adapt. Patricia Nederveld; arr. Emily Brink)

Memory Challenge: *Proverbs 3:5-6* (Grades 4-8)

Reading: *Moses and the Red Sea* (Exodus 14:26-31)

Song: *"Pharaoh, Pharaoh"* (Tony Sbrano)

Congregational Song: *"Trust and Obey"* (Words: John H. Sammis; music: Daniel B. Towner)

Drama: *"Jonah's Wrong-Way Journey"*

Song: *"Jonah's Song"* (Words: Edith Bajema; music: Vicki Williams)

[Younger children may use their Tambourine Praise Sticks from session 2]

Reading: *The Disciples, the Net, and the Big Catch* (Luke 5:1-11)

Song: *"Yes, Lord, Yes"* (Lynn Keesecker)

Reading: *Jesus Walks on the Water* (Matthew 14:22-33)

Song: *"Walk Like Jesus"* (Mary Rice Hopkins)

Meditation

Closing Prayer

Additional Program Ideas

Having a summer celebration program is a great way to help focus your church's attention on Jesus and sharing the good news. This program can be used during a Sunday service or for a special weeknight "bring-a-neighbor" service. Read through the sample program (previous page) and use it as a guide to making your own unique program. (You may want to use the logo on reproducible page 183 for a program cover.)

Here are a few additional ideas:

Scripture Readings

- Your middlers and younger children who are good readers can nicely present this part of the program. Consider using simplified English versions such as the New International Reader's Version or the New Living Bible. *The Message* could also be used for one or two of the readings.
- Children can recite their Memory Challenge in unison. Note that the younger children learned only the first part of this passage.

Singing

- We suggest six songs for the children to sing during the program (the audience sings "Trust and Obey" just before the dramatization of "Jonah's Wrong-Way Journey"). All the songs the children sing are on the CD that's part of this resource, as are the optional songs you may want to substitute (see p. 11). Even if the children know all the songs by the last session, you may still want to plan an extra practice session, perhaps on a Saturday or evening. Having a closing song time during your weekly or daily sessions will also give the kids time to practice the songs.
- You may want to divide up the songs. For example, kids in kindergarten-grade 3 might learn a few of the songs while kids in the other grades learn the rest. For the program, have each group sing the songs they've learned, instead of having all the kids sing together. Or have boys learn some songs and girls learn others.
- If the children made the Tambourine Praise Sticks in session 2, use them during the singing of "Hey-O" and "Jonah's Song." See page 51 for instructions on making the praise sticks.

Drama

- Presenting one of the dramas from this course is bound to delight your audience. We suggest using the drama "Jonah's Wrong-Way Journey" (see pp. 147-150). Of course, if you think one of the other dramas would be more effective, feel free to substitute.
- The drama can be presented by your drama team or by other adults, young adults, and middle schoolers. Check the drama for places where younger children can be involved in nonspeaking roles. Costumes, props, and sets can be as simple or elaborate as you like. Read through the suggestions at the beginning of each drama.

Stage Direction Ideas for the Program

Pre-processional: Have the children line up in the back of church.

Processional: All of the children enter the worship space from the back singing "Hey-O." The younger children may use the Tambourine Praise Sticks they made in session 2.

Formation up front: Line kids up in front. They can be spread across the front of the worship space in a single row or several rows. (During practice time, assign each child a special spot or area where they will be standing when they sing during the program.)

Singing: If you are planning on all of the children singing all of the songs, they may all stay up in front of church. If smaller groups are singing certain songs, have the others stay seated until it is their turn to sing.

Opening Prayer: Have one of the older kids open with prayer. He or she can thank God for the Bible and the stories that they are going to share, as well as ask God's blessing on the program.

Scripture Reading: Have kids who are reading move to a visible location. Microphones may or may not be necessary depending on the size of your worship space.

Transition to Drama: After kids sing "Pharaoh, Pharaoh," have them exit the worship space to make room for the drama or have them sit down. During the transition time, have the accompanist play music.

Drama: The drama team will need to set up and take down quickly. They may need some extra stagehands to help them. Sets and props do not have to be elaborate; perhaps they can be partially set up ahead of time. Have the accompanist play music during the transition time before and after the drama.

Jonah's Song: Consider having the children shout the word *yes* each time it is sung in this song. That will really emphasize the saving work of God!

Transition to Meditation: Following the song "Walk Like Jesus," the children should be seated. The pastor then leads the balance of the worship time.

Optional Songs

Feel free to substitute some of the following songs for those we suggest for the program. These optional songs are listed in the large group sessions and are printed on pages 159-182. They're also on the CD that accompanies this course.

- "Arky, Arky" (traditional)
- "True Story" (Jacquelyn and Jon Negus)
- "When I Am Afraid" (Frank Hernandez; arr. Emily R. Brink)
- "When Israel Was in Egypt's Land" (African-American Spiritual; arr. Emily R. Brink)
- "All Things Work Together" (Troy and Genie Nilsson)
- "Step by Step" (Beaker/David Strasser)
- "Fishers of Men" (Harry Clarke)

Noah and the Ark

Scripture

Genesis 6:9-7:2; 7:17-8:1; 9:12-16

Focus

God saved Noah and his family, and they trusted God's promises.

WORDSearch

Think About It

These days, when computers are everywhere, it shouldn't be too hard to imagine yourself as the creator of a computer game. Can you imagine it? You design a game with all kinds of beautiful images—plants, trees, flowers, lakes, rivers, oceans, birds, fish, animals, and even people. You program the game so that your whole creation grows and even multiplies. Best of all, everyone—and everything—gets along perfectly. They do exactly what you have shown them to do.

But then one day, everything goes haywire in your game. Nothing is working right anymore. No one is getting along. No one in the pretend creation is doing what you have told them to do. Instead of walking hand in hand, two of the pretend people start punching each other. Instead of singing beautiful songs, these artificial people start screaming at each other.

Pray About It

Pray that the children you teach today will come to better understand how much God truly loves them. Pray that they will learn that God could have destroyed and had every right to destroy the world completely. Pray that they will see God grieving for how awful the creation had become because of sin. And pray that the children will come to trust in their Lord and Savior Jesus Christ in all their times of trouble, because Jesus always remembers his people, just as he remembered Noah.

Here's the reason: someone has sabotaged your new game with a virus. So you try to fix it. Day after day you struggle to reprogram this or download that, but day after day, week after week, nothing succeeds in fixing your creation. After several months of this nonsense, you realize that this computer virus is so persistently pernicious that the only way to wipe out this little epidemic is to destroy your whole game.

And finally one day, that's exactly what you do. After pulling your hair out one last time trying to fix it, you end up tearing out the CD from the disk drive, grabbing your hammer, and smashing your simulated creation into powdered plastic in a fit of rage. Game over!

Aren't you glad God doesn't work that way?

That's what the story of Noah and the Ark is about. It's about a creation gone haywire. It's

about a creation that has not lived up to its image—the image of God. Wickedness had become great; the inclinations of human hearts had become evil. Words like *corrupt* and *violent*, *fear* and *dread*, described God's creation. A self-inflicted virus of sin had infected the creation, and in no time, any other self-respecting creator, with a fuming, angry face, would have been swinging the hammer.

Tell About It

Tell the children about God's gracious act in sparing believing Noah and his family. Help them see that it is amazing that we have a God who grieves—that is, whose heart actually breaks at the sin in this world and who brings about a way to spare us. Explain that the Noah story points us to Jesus Christ, who graciously died for our sins and allows us to have a new beginning—he makes us new creations with his Spirit living in us. There is no other God like our gracious God.

But look closely at what the story is really about. A creation gone haywire? Yes. But much more than that, this story is about a Creator whose face is not beet red with anger—it's bright red and slicked with tears. The Creator grieves. His heart breaks, so his creation won't have to. Any other self-respecting creator would have notched up his pride, smashed the CD, and gone on to bigger and better things. But the Lord God chooses the hard way. He cannot bear to pick up the hammer; instead his tears flood the earth, figuratively speaking, of course.

And then, when his heart can break no more, and when any other creator would have long abandoned this sin-filled world—have you read the words in Genesis 8:1 yet? Here they are—“God remembered Noah.” God remembered Noah. And as quick as the creation reached flood stage, God's wind (Spirit) brought it back from the brink.

That is what the story of Noah and the ark is really about—God's heart breaking for us, his creation. The story is about the thoughts of God's heart, every inclination of which is only gracious all the time. The Lord God, by grace, gives us a new beginning. And of course, throughout history, God just refuses to change. God always seems to pull off the most creative solutions to the deadliest of problems. Picture Jesus Christ and picture his Father, whose heart must have been breaking as Jesus was hammered to a cross, face slicked red with the blood of a crown of thorns. And once again, it's the face of God's grace we see, smiling upon the creation he loves. Bringing forgiveness. And then, when darkness has all but obliterated the creation, God brings his Light of the world—leading his new creation in tow—back from the brink. From death to life.

Any other self-respecting creator would have moved on. But Christ humbled himself to death, so we might live. Aren't you glad for a Creator—for a Savior—whose face looks upon you with grace?

“May the Lord make his face to shine upon you and be gracious to you!” Amen.

Planning the Session

You are in charge of presenting the story of Noah and his huge ark to all the children—from kindergarten to eighth grade—in your church school or VBS. That's quite a challenge! The little ones in your group will delight in the story of a big boat and a long line of animals. Older kids may begin to sense the wonder of God's promises and the amazing care of our loving God, a God who finally sent his own Son to save us. Here in the large group gathering, you should concentrate simply on presenting a lively and interesting story for all to enjoy—the interpretation of that story will happen in the small groups.

Depending on how much time you have available, you'll probably want to take five or ten minutes for singing and another ten or fifteen minutes for the drama.

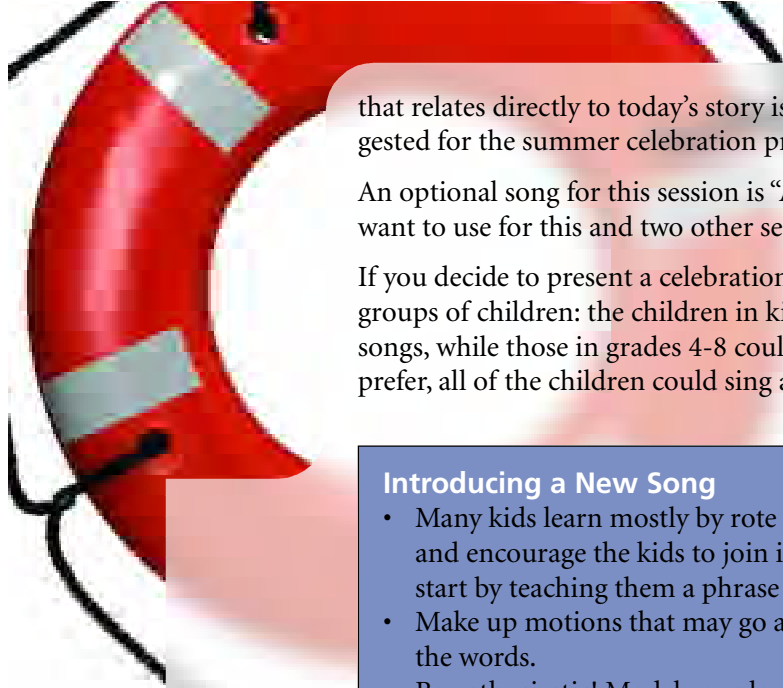
If you're going to be presenting a summer celebration program, you may want to use part of the large group session to help the children prepare. You'll find suggestions for program planning on pages 9-11.

The suggestions in this large group session assume that you'll be dramatizing the story of Noah and the ark to children and young teens and preparing them to respond to it in small groups.

Singing

You may want to ask someone with musical gifts to lead the singing and teach new songs to the children during these five sessions. Be sure to share the tips in the box “Introducing a New Song” with that person.

You'll find the songs on pages 159-182 of this book and on the CD that accompanies this course. A great warm-up song that will get everyone involved is “Hey-O” (track 1). A song



that relates directly to today's story is "Who Built the Ark" (track 2). Both songs are suggested for the summer celebration program.

An optional song for this session is "Arky, Arky" (track 8). Another optional song you may want to use for this and two other sessions in this unit is "True Story" (track 9).

If you decide to present a celebration program, consider dividing the songs between groups of children: the children in kindergarten-grade 3 might learn some of the easier songs, while those in grades 4-8 could learn the more demanding songs. Of course, if you prefer, all of the children could sing all of the songs.

Introducing a New Song

- Many kids learn mostly by rote and repetition. Listen to the CD or play the tune and encourage the kids to join in on a line or phrase at a time. You may want to start by teaching them a phrase that repeats often.
- Make up motions that may go along with simple words to help them remember the words.
- Be enthusiastic! Model your love of singing instead of being concerned about your performance.

Drama

Rehearsing and presenting a drama can be a fun and rewarding experience—both for the actors and for the people who view the drama. For this week's drama—"Noah and the Ark"—you will need six reading parts plus as many nonspeaking parts for the people in Noah's neighborhood as you want to line up.



According to Rev. Roger Groenboom, author of the dramas in this course and pastor of Westview Christian Reformed Church, where this material was taught in a VBS setting, the kids enjoyed watching their pastor and other teens and adults acting in the skits. "They especially enjoyed it when I goofed up the lines," says Roger. He said the team managed to "loosely" memorize their lines, giving them freedom to improvise a bit as they went along. On the weekend before VBS began, the team rehearsed the first two dramas. Once VBS was underway, they rehearsed and learned lines in the evening. To cut down on the time required from drama team members, consider forming two or more drama teams.

If your drama team doesn't have time for memorization, reading the lines from scripts you provide is fine too. Drama teams can still rehearse together even though they aren't memorizing their lines.

Consider finding a team of actors and begin working with them early. This could be a wonderful gift for your middle school group to offer to the younger children. Teens and adults can also be drama team members. And children of all ages can play nonspeaking roles. In today's drama, for example, they could be the skeptical neighbors who laugh and poke fun at Noah as they watch him building the ark. You'll also want to begin thinking



No time or people for drama teams? You could present the dramas without rehearsal, "on the spot," choosing your actors from the large group, distributing costumes and scripts, and walking your actors through the presentation. It won't be smooth, but it's certainly doable. You'll need to allow more time than for rehearsed performances by a drama team. If you choose this option, plan to have at least one adult "stage manager" who assigns parts, distributes costumes, and, when necessary, acts as a prompter to keep the action moving. It would also help to have an older teen or an adult—perhaps a small group leader—take a major role in the play. In this week's drama, get an adult to play Noah.

about costumes and props—consider asking members of the congregation (especially people who sew!) to help you out.

Simple costumes are suggested on the first page of the script for “Noah and the Ark.” Remember, these are just suggestions. Use what you have available and what you can find to create your own costumes. The most important props for this drama are tools, saw-horses, and wood. Put out an early call for these!

After presenting “Noah and the Ark” (which is really just the first part of the Noah story), ask someone—preferably a good reader from your middle school—to read the more complete story of Noah from Genesis 6:9-7:2; 7:7-8:1; 9:12-16, using an easy-reading version such as the NIV.

Small Groups

After the drama, children will meet in small groups. Notice that we’ve included two session plans—one for children in kindergarten-grade 3 and another for kids in grades 4-8. If your regular church school leaders are present, it’s probably best to have the children meet in their groups as usual; however, you could also choose to combine several groups. Each small group leader will need to adapt the plan to the needs of his or her children.



Small Group Session: Kindergarten-Grade 3

Noah and the Ark

Scripture

Genesis 6:9-7:2; 7:17-8:1; 9:12-16

Focus

God saved Noah and his family, and they trusted God's promises.

Memory Fun

Trust in the LORD with all your heart.

—Proverbs 3:5a, NIV, NRSV



HELLO

My Favorite Animal

Picture Smart

Earth Smart

Self Smart

Goal

Get ready to listen to the story of Noah and the ark full of animals by thinking about our favorite animals.

Time

5-10 minutes

Materials

Newsprint, shelf paper, or paper tablecloth
Pencils, markers, crayons
Animal picture books (optional)

Before children arrive hang sheets of newsprint, shelf paper, or even paper tablecloth on your classroom wall (or spread it on your table or floor). Set out a good supply of markers, crayons, or pencils too, and, if you wish, a few books with good pictures of a variety of animals that children can page through.



If some of the children don't enjoy drawing, they can write their animal's name and tell a few things about it.

As children enter, ask them to draw their favorite animals somewhere on your mural.

When each child has completed an animal, go around your circle and ask them each to mention their animal's name and maybe tell why they like that animal. Tell the group that today they're going to hear the story of how God saved all the animals in the world in a very special way. It's the story they started hearing in the drama in your big group session.

Option to
step 1

option option option

Rainbow

Picture Smart

Earth Smart

Goal

Begin thinking about the wonderful promises God made to Noah—and to us.

Time

5 minutes

Materials

Crepe paper streamers of all the rainbow colors
Glass prisms, one or more

Before the children arrive, hang crepe paper streamers of various colors in the door of the classroom. As the children enter, they will be greeted immediately with a rainbow of color.



This option will take less time than the regular Hello step.

When everyone has arrived, pass out a glass prism to each child. (If you have only one prism, pass it around and let each child have a turn looking at it.) Have the children try to make rainbows with their prisms. Let them move around the room to find different spots to make rainbows.

Tell the children the story today is about a promise that God made and the rainbow God sent as a reminder of the promise! God made this promise to Noah and to us.

Begin your time together with prayer, asking God to help you and the children learn more about trusting him. Thank God for your time together today and for each child in your group.

2

KNOW

A Big Boat



Word Smart



Earth Smart

Picture Smart

Body Smart

Goal

Tell how God saved Noah and his family.

Time

10 minutes

Materials

Toy boat for the ark
 Watering can, large dish tub, plastic tablecloth to demonstrate rain
 Small toy people and animals to be Noah and his family and the animals
 Large rock to be Mount Ararat
 Picture of a rainbow

If the children have seen the drama in your large group session, begin by asking them a few questions about the story they've heard and watched so far:

- What was the man's name?
- What was he building?
- Why was he building it?
- What did his neighbors think about what he was doing?



Since the drama shows Noah's sons as children, be sure to tell them briefly that when Noah's family was finally ready to go on the ark, his sons Shem, Ham, and Japheth were already young men with wives.

Tell the children that now you're going to find out together what happened next!

You may want to dress up like a builder to tell today's story—or invite a real builder from your congregation to come and tell the story of Noah the ark builder to the group.

Explain that you need the children's help to tell the rest of the story. Begin by placing the large dish tub and plastic tablecloth on a table where all the children can see it. Place the toy boat in the center of the cloth or pan.

Tell the children that at the end of the drama Noah and his sons were starting to hear thunder. It was time



If you didn't see the drama in the large group session, tell that part of the story too. Tell the children why God wanted Noah to build an ark, how big it was, and how Noah's neighbors laughed at him. Emphasize that Noah obeyed—even though people laughed at him. Noah *trusted* God.



to obey God and get in the ark. But first they had to bring all the animals into the ark—two of every kind. That’s what God wanted them to do.

Include the following points in your story:

- Dramatize the big animal parade. Tell how the animals came flying, creeping, crawling, running, galloping into the ark. And mention the animals by name! (*Have the children take the toy animals you’ve brought and march them toward the ark.*) Describe the hippos and the horses, the foxes and flamingos, the big elephants, and little mice. If you started the session with the children’s favorite animals, be sure to include them in the parade!
- When all the animals and Noah and his family were inside (*have one or more children march the toy people toward your toy boat too*), God closed the door. (*Close the door of your boat, if it has one.*)
- Then the rain started. (*Start sprinkling water on your pan and boat and keep doing it as you talk.*) It rained and rained and rained. It rained for forty days and forty nights until the whole earth was covered with water! (*Pour enough water in the dishpan so the boat is floating.*) Even the highest mountain disappeared under the water. But God kept Noah, his family, and all the animals safe and dry.
- The ark floated for almost a year. The animals and the people were sick of being on the boat. They wanted to step on dry land again. And God made that happen. God made the wind blow on the earth, and the water started to dry up. (*Place the big rock in your tub.*) The ark came to rest on the top of Mount Ararat. (*Stop the boat near the rock.*)
- Finally God told Noah and his family, “You may open the doors!”
- Describe the happy animals and people parading out of the ark. (*Remove the tub of water, and let the children take all the animals and people out of the ark.*) How happy they were to be outside again!
- Noah and his family built an altar to say thank you to God for taking care of them. God promised Noah and his family that he would never send a flood like this again, and God gave them a sign so they would remember this promise. The sign was a rainbow. (*Hold your rainbow picture in the “sky” above the boat and the people.*)
- And God kept the promise. Every time you see a rainbow, remember that God kept the promise—and still keeps it today! God takes care of each one of us.

Option to
step 2

option option option option

Acting Out the Story



Body Smart



Word Smart



Earth Smart

Time

5-10 minutes

Materials

Chairs or masking tape (optional)

If you don’t have time to gather all the materials to tell the story as described in the main step, invite your children to pantomime the action in the story as you tell it. You’ll want to assign children to play the roles of Noah, Noah’s wife, Noah’s sons and their families. You may want several children to pretend to be the ark, opening and closing doors as you give the cue. (Or use a couple of chairs or pieces of masking tape to help the children see where the entrance to the ark is.) And you’ll want many (probably all) of the children to take part in the animal parade. If you used the favorite animal exercise to start this session, suggest that they each act like their favorite animal as they enter the ark.

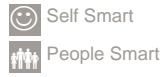
When you’re all inside, ask Noah and his family what they see and hear. What’s it like in the ark? How do they feel when they hear the rain start?

Then use the story outline in the main step to tell the remainder of the story to your group, having them pantomime actions when appropriate.

3

GROW

Thank You Prayer



Goal

Trust that God will keep his promise to take care of us.

Time

5-10 minutes

Materials

Chalkboard/chalk or newsprint/markers

Assure the children that God has promised to take care of each one of *us* too, just as God took care of Noah and his family. How does God take care of us? God gives us people to care for us and help us. And God gives us the things we need to stay healthy, safe, and well. Ask the children to think for a minute, first of all about the people God gives us to take care of us. Ask, **Who are some of those people?** As the children name people, list them on newsprint or board. Your list will probably include some of the following:

- parents
- brothers and sisters
- teachers
- grandparents
- babysitters
- friends
- doctors
- police

Then ask the children to name some of the things God gives us to keep us healthy and safe. Again make a list:

- houses
- food
- warm beds
- medicine
- clothes

Ask the children to hold hands in a circle and to help you thank God together for all the ways God cares for us. Use a simple prayer refrain such as **Thank you, God, for . . .** and then point to one item on the list and have children complete the sentence with that word. Repeat until you have thanked God for all the people and things on your list.



If your time is short, just talk briefly together about all the wonderful people God uses to care for us. Mention some of the items listed in the main step to the children. Then lead a prayer of thanks, asking children to take turns adding a name or thing after each time you say Thank you, God, for . . . This approach will also work best for little children who can't read lists!

4

SHOW

Unit and Session Projects

Goal

Celebrate God's promises to us and thank God for caring for us.

Time

15-30 minutes or more

Materials

See individual projects for lists



As you teach the five sessions of this unit, you'll have many crafts, activities, and projects to choose from, all of which emphasize the theme of the unit—that our powerful God saves us, cares for us, and loves us in all kinds of circumstances. You'll need to decide ahead of time which projects will work best for your group and your time frame. Some of the projects can run for the entire unit, others are for just this session.

Unit Project Ideas

Windsock Banners

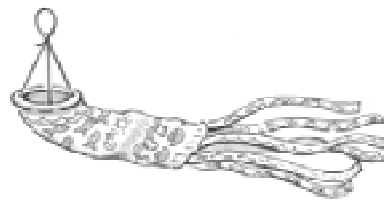
Time

10-15 minutes

Materials

Plastic lids from a large butter or whipped topping container, one per child
White, tall kitchen trash bags, one per child
Clear tape
Yarn
Scissors
Ruler
Crayons, hole puncher

For this activity, the children will make a windsock and decorate it with pictures and symbols that relate to the stories in “Rough Waves? Jesus Saves!” The windsocks will serve as a visual reminder that God was with Noah, Moses, Jonah, and the disciples. Remind the children that God is with us too. Like the wind, God is there even when we can't see him!



Before the session you (or a volunteer) will need to do the following:

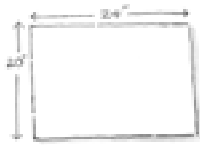
1. Cut the middle out of each lid, leaving a ring large enough to punch a hole through.
2. Punch three evenly spaced holes in lid edge.



3. Cut along the seams of each trash bag, creating two equal-sized pieces per child.



- Cut one of the trash bag pieces of each child's bag into a rectangle approximately 20" x 24" (50 x 60 cm).
- Cut the other trash bag half into six 2" x 24" (5 x 60 cm) strips (six strips per child).

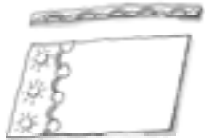


As you introduce the project in this session, distribute a set of pieces to each child. You may want to provide a plastic bag with each child's name on it to keep the pieces together throughout the unit.

For today's session, have children draw pictures or designs on part of the rectangle and strips—something that reminds them of today's story. Tell them that they will be hearing four more stories about water and about God's wonderful care—so they need to leave room. Tell kids they will need to press firmly down on their crayons for best results.

You may want to complete a windsock before this session to give them an idea of what a finished craft might look like. Here are some suggestions for today's art:

- ark
- rain
- rainbow



Directions for assembling the windsock are included with session 5.



If you are working with small children, they will need lots of help with this project. Consider asking a middle school group to join your little ones today and in the coming weeks to help them create windsocks. Or have several teen or adult volunteers join your group and work with the children on this project.

Kids' Cassette/CD Retelling



Word Smart



People Smart



Picture Smart

Time

5-10 minutes

Materials

Cassette or CD recorder
 Story visuals from step 2 (optional)
 Completed storybook, "Noah and the Ark"
 (reproducible pages 187-188, optional)

As part of each of your small group sessions in this unit, have kids retell each session's Bible story together and record their telling. You may want to use one of the following approaches to guide the children through the telling:



1. Question and Answer

Guide the storytelling with questions, letting children volunteer to participate. For this session's story, you might ask questions like these:

- What was the name of the man in the story we heard today?
- What did God want him to do? Did he say yes or no?
- What happened while he was building the ark?
- What happened when the ark was finished? Did Noah get on it alone?
- Can each of you name a few of the animals who climbed or crawled or flew or galloped on the ark?
- What happened when all the animals and Noah were on the boat?
- What happened after Noah and the animals had been on that big boat for almost a year?
- How did Noah and the animals feel after they got off the boat?
- What did Noah and his family see in the sky? What did it mean?

2. Retell with Visuals

Let the children retell the story using the visuals that you used in step 2.

3. Storybook

Let the children retell the story by looking at the pictures in the take-home storybook (reproducible pages 187-188).

After the last session, you can make copies of the cassette tape or CD and have the children take them home to share with their family and friends.

Storybooks

AA Word Smart

Picture Smart

People Smart

Time

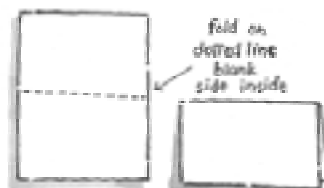
5-15 minutes

Materials

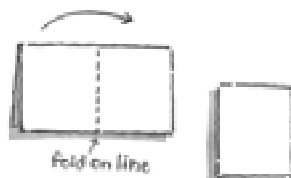
Storybook, "Noah and the Ark" (reproducible pages 187-188), one set per child
Crayons or markers

Each of the five sessions offers a take-home storybook that kids may share with their family and friends. For today's session, photocopy pages 187-188 and distribute a set to each child. Walk the children through the folding process, as follows, offering your help and the help of older children to the little ones in your group.

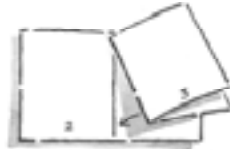
1. Fold both pages in half horizontally along the dotted lines.



2. Fold both pages in half vertically along the dotted lines.



3. Insert the second set of folded pages into the first set, so that page 3 is opposite page 2.



4. Have kids print their names on the cover, then color in the pictures.

Encourage them to share the story with their family and friends.



If you're short on time, just read the booklet with them and let them color it at home.

Memory Fun AA Word Smart

Time

5 minutes

Materials

Memory Fun (reproducible page 185), one per child

The Memory Fun for this unit is short, so children will learn it quite quickly. By repeating it in each of the five sessions children will likely learn and remember this comforting and important verse for a long time. The words are the same in both the NIV and the NRSV this time.

Today, just introduce the verse. Say it once for the children, then ask them to say it with you. Ask the children how Noah trusted God in today's story. And tell them God wants us to trust that way too! Give each child a copy of the Memory Fun. Challenge them to learn it at home and explain that in the sessions to come you'll be saying that verse together often.

One-Session Project Ideas

Animal Relay Body Smart People Smart Earth Smart

Time

15 minutes

Materials

Animal Name Cards (reproducible page 189), one set per team
Yarn
Paper punch
Masking tape or big ark picture

Ahead of time, copy the animal name cards onto heavy paper or cardstock. Make one set for each team. You will only need as many cards as you have children, but be sure to include the same animals on each team. Punch two holes on the top of each card and tie the two ends of a 14" (35 cm) length of yarn through the holes to form a necklace, like this:



Divide the children into two teams. Give each child an animal name card to wear around her neck.



Ask each of the two teams to form a line on one side of an open room or outside area. Place masking tape or a big picture of the ark on the other side of the room or space. Then give these instructions to the group.

1. Think about how each animal on your team moves. If you're a snake, you slither across the ground. If you're a turtle, you take little bitty steps and move very slowly. If you're a horse, you gallop.
2. Each child should practice moving like the animal whose name she wears. (Each team has the same animals!) Ask the children to imagine that they are animals moving toward Noah's ark.
3. Explain that when you give the signal, the first animal in each team should move toward the ark, moving the way that animal moves.
4. As soon as the first person on a team reaches the ark (finish line), the next child begins his walk or crawl or gallop. When she reaches the ark, the third child begins, and so on.
5. Explain that the first team to have all its animals over the finish line is the winner. You may want to give small prizes (animal cookies?) to both teams to celebrate their arrival in the ark.

Picture Book Story Word Smart Picture Smart

Time

10 minutes

Materials

Picture book

For a change of pace read the colorful story of Noah's ark to the children from one of the picture books suggested below (or another that you know and love). If you choose one of these books, be sure to explain to the children that in the Bible's story Noah's sons were older than they were in today's drama. They were already young men with wives and families.

- *The Read-Aloud Bible Stories, Vol. 3*, by Ella K. Lindvall, illustrated by H. Kent Puckett (Moody Press). A collection of stories. Read "Noah's Big Boat" to your class. The illustrations are simple, yet bold and dramatic.
- *Aardvarks, Disembark* by Ann Jonas (Harper Collins, 1990). This ABC book focuses on various unusual animals that may have been on the ark. The children will love the animals depicted. God's imagination and creativity is amazing to see!

Noah Puzzle Picture Smart Body Smart

Time

15 minutes

Materials

White paper, one sheet per child
Puzzle pattern (reproducible page 191), one copy per child
Markers and crayons
Glue
Scissors
Envelope

Have the children draw a picture of their favorite part of today's story on a sheet of paper. If they need suggestions, mention some of the following:

- ark
- animals marching in pairs
- rainbow

If you are working with older children, you may want to have them print the words GOD ALWAYS KEEPS PROMISES somewhere on the page.

When the children are finished with their pictures, help them glue a copy of the puzzle pieces to the back of their pictures. Give the glue time to dry. Then show the children how to carefully cut out their puzzle pieces, following the puzzle lines on the pattern.

After each child's puzzle is cut out, challenge him or her to put it back together. Then give each child an envelope to keep her puzzle pieces in. Tell the children to put the puzzles together at home for their families—and to tell their families the story of Noah and the ark too!



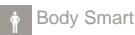
Running on a tight schedule? After the children have glued the puzzle pattern to their pictures, have them write their names on the pictures. Then collect them.

Explain that you will cut out their puzzle pieces for them when the pictures dry. At your next session, they'll get their very own puzzle to take home.



You will need older children or other volunteers to work with little ones on this project.

Animal Crunch Mix



Time

5 minutes

Materials

Mixture of animal crackers, fish-shaped crackers, bear cookies or crackers, and so on in small plastic bags

Distribute small plastic bags filled with your animal snack to each child. Take time to enjoy a treat together as you talk about the animals that sailed on Noah's ark.

"When I Am Afraid"



Time

5 minutes

Materials

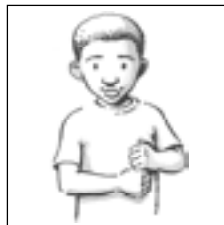
Song: "When I Am Afraid" (p. 176; CD, track 10)
CD player
Posterboard, marker (optional)

This simple song is a great reminder for children that we can trust God when we are afraid. Play or sing the song through once for your children; then invite them to join you in singing this simple chorus (or sing along with the CD). You may also want to teach them the following three signs to do along with the song:



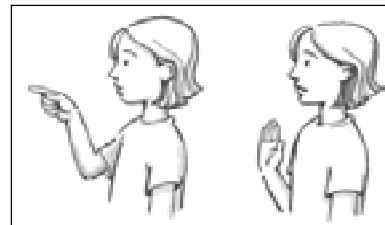
Afraid

Hold both "AND" hands in front of the chest, fingers pointing toward each other; then open both hands and move the right hand toward the left and the left hand toward the right, palms facing self.



Trust

Bring both hands slightly to the left closing them to "S" positions, the right one slightly below the left.



God

Point the "G" forward in front of you, draw it up and back down, opening the palm that is facing left.



If you teach children who can read, you may want to print the words of the song on a posterboard so that they can follow along easily.

Animal Charades Body Smart Earth Smart

Time

10-15 minutes

Materials

None needed

Children will enjoy imitating the sounds and movements of the animals who rode on the ark, so a game of animal charades is a natural. Here are some simple instructions:

- Each child will have a turn. When it's a child's turn, you will whisper the name of an animal to him.
- He should move like that animal and make noises like that animal.
- The other children try to guess what animal it is.
- Once the children have guessed correctly (or they give up and ask for the answer), the next child takes a turn.

The following animals make great choices for this game of charades: mosquito, cow, dog, lion, snake, donkey, monkey, chicken, horse, bear, cat. Be sure to choose animals that you think your children will know and recognize!

More Animal Games

If you are using this book in a summer program, you may want to include a variety of animal games for the children during game time. In addition to animal relay and animal charades (described above) consider the following old favorites:

- Animal Follow the Leader: leader does various animal actions and the rest of the groups imitates him or her.
- Animal Lotto or Memory matching games (available in stores).
- Pin the Tail on the Donkey (available in stores).

Small Group Session: Grades 4-8

Noah and the Ark

Scripture

Genesis 6:9-7:2; 7:17-8:1; 9:12-16

Focus

God saved Noah and his family, and they trusted God's promises.

Memory Challenge

Proverbs 3:5-6



HELLO

Promise Dramas



Goal

Begin thinking about how human promises are different than God's promises.

Time

5-10 minutes

Materials

None needed

As the members of the group arrive, divide them into teams of two or three. Ask each team to dramatize a little scene or situation for the group that includes someone saying one of the following statements, questions, or exclamations:

- But you promised!
- I promise.
- I know I promised, but . . .
- Do you promise?
- You broke your promise!

Assign one of these statements to each group. Explain that groups can make up any kind of little scene or story they want, as long as one of the actors in their group says the sentence you assigned them. If your group is large, come up with other statements—anything that includes the word *promise* will work.

Let the groups have fun with the dramas. Applaud each team's efforts! Then make the transition to the Scripture for this session by saying something like this: **The story of Noah is about promises—not promises made by people but promises made by God.**




If you are working with 4th and 5th graders who might have difficulty coming up with situations, you may just want to talk about one or more of these statements together: Did you ever say, "But you promised!" to someone? Why did you say it? What promise had someone made to you? Was he about to break it? And so on.

2

KNOW

Story Groups

 Body Smart
 Word Smart

 People Smart

Goal

Tell what the rainbow meant to Noah and what it means to us.

Time

15 minutes

Materials

Bibles
Newsprint/poster paper
Markers
Promise Team cards (reproducible page 193)

Invite the group to summarize what happened in the group drama. You may want to use questions like the following:

- What was Noah doing? Why?
- What did his neighbors think of what Noah was doing?
- How did Noah react to what his neighbors said?
- What do you think gave Noah the courage to keep building?



Also explain briefly that for fun the drama pictured Noah's sons as kids. But in the Bible's story they were already young men with wives and families.


Help the group see that God had told Noah to build the ark. And God had *promised* to take care of Noah and his family. Noah trusted God.


Explain that the drama only told part of the Noah story. There's much more to come.

Most of your kids probably know the story well, but tell them that today you want them to take a closer look. You want them to go on a promise hunt.

Give each team their promise card and tell them they'll have about 10 minutes to work. Then call the group back together and have each team present their part of the story in whatever way they chose. Be sure each team reports where they see God's promises in this part of the story. Lead the group to realize that the rainbow was a covenant sign—to Noah and to us. And God never breaks any promises/covenants he makes.

Drama and Reading

 Body Smart

 Word Smart

 People Smart

Time

10 minutes

Materials

Bibles
Script: "Noah and the Ark" (pp. 139-142), one per student
Markers

If your group did not see the large group drama presentation, you may want to read through the drama in your small group. You'll need to assign six reading parts. Give the group a minute or two to mark their roles, then begin.

After you've finished the drama, comment that this is just the first part of the Noah story. If your group knows the story well, you may want to have them take turns telling the rest.



This option will take less time than the main step.



Noah's sons are pictured as kids in the drama. In the Bible they are already young men with families. Be sure to let your kids know about this difference before you use the drama and Scriptures together.

Option to step 2



Otherwise read the reminder of the story together from these passages: Genesis 6:19-7:2; Genesis 7:17-8:1; Genesis 9:12-16.

As in the main step, have the group find the places in the story where they see God making or keeping promises. Point especially to the rainbow and talk about its significance for Noah—and for us! God promised righteous Noah that he would never destroy all earthly life again with a natural catastrophe. God used the rainbow as a sign and seal that he would forever keep his promise. And God is always faithful—he never breaks any covenants he makes.

3


GROW

Seeing God's Care

 Self Smart
 Word Smart

Goal
Identify ways that God continues to care for us and our world.
Time
5-10 minutes
Materials
Chalkboard/chalk or newsprint/markers

Comment that Noah and his family saw God's care for them in a very dramatic way. But God cares for us too—each and every day, often in very routine ways that we don't even notice. Invite the group to suggest ways that they can see God's care for us. List the things they mention on board or newsprint. Some of the following questions may help:

 **tip** You may want to tell the group about a time when you felt God's care for you in a very real and moving way. Give members of the group the opportunity to tell of similar experiences when they or members of their families have experienced God's care in a dramatic or immediate way.



- Which people does God use to care for us?
- What are the laws of nature God uses to care for us?
- What things does God provide that keep us healthy? Safe?

Use this opportunity to pray together, thanking God for the many ways we are cared for. Consider using one of the following approaches:

- "Popcorn" prayer. You begin the prayer and group members add a line or two, thanking God for a specific item from your list, if and when they are willing to.
- Circle prayer. Go around the circle taking turns thanking God for one of the ways that you see God's care (from the list you made).
- Refrain prayer. Leader names the items the group listed: for giving us parents who care for us; for giving us safe and warm houses; for giving us seasons that always follow each other, and so on. After each item mentioned, the group responds with a line such as, "We thank you, God."

Option to step 3

Journaling

 Self Smart
 Word Smart

Time
5-10 minutes
Materials
Journal page: "God Cares" (reproducible page 195), one per student Pencils

Distribute a copy of reproducible page 195 to each person. Read the sentence starters to the kids and ask them to think about which response or responses they'd like to check and then complete with their personal thoughts.



Use this option if your group enjoys quietly writing and reflecting.

Allow five minutes for writing, then invite those who wish to share any or all of their statements to do so. You may want to ask all the kids to suggest ways they see God's care in their lives and in the world around us.

Conclude this step with a time of silent prayer, during which each person may talk to God about what he or she wrote. Open and close the prayer yourself.

4 SHOW

Unit and Session Projects

Goal
Celebrate God's promises to us and thank God for caring for us.
Time
15-30 minutes or more
Materials
See individual projects for lists

As you teach the five sessions of this unit, you'll have many crafts, activities, and projects to choose from, all of which emphasize the theme of the unit—that our powerful God saves us, cares for us, loves us in all kinds of circumstances. You'll need to decide ahead of time which projects will work best for your group and your time frame. Some of the projects can run for the entire unit, others are for just this session.

Unit Project Ideas

Windsock Banners

Time
10-15 minutes
Materials
Plastic lids from a large butter or whipped topping container, one per student
White, tall kitchen trash bags, one per student
Clear tape
Yarn
Scissors
Ruler
Crayons, hole puncher

If you choose this activity, the kids in your group will make a windsock and decorate it with pictures and symbols that relate to the stories in "Rough Waves? Jesus Saves!" The windsocks will serve as a visual reminder that God was with Noah, Moses, Jonah, and the disciples. Remind the group that God is with us too. Like the wind, God is there even when we can't see him!



Before the session you (or a volunteer) will need to do the following:

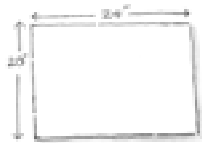
1. Cut the middle out of each lid, leaving a ring large enough to punch a hole through.



2. Punch three evenly spaced holes into lid edge.
3. Cut along the seams of each trash bag, creating two equal-sized pieces per student.



4. Cut one of the trash bag pieces of each person's bag into a rectangle approximately 20" x 24" (50 x 60 cm).
5. Cut the other trash bag half into six 2" x 24" (5 x 60 cm) strips (six strips per student).

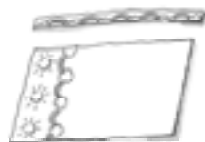


As you introduce the project in this session, distribute a set of pieces to each member of your group. You may want to provide a plastic bag with each person's name on it to keep the pieces together throughout the unit.

For today's session, have group members draw pictures or designs on part of the rectangle and strips—something that reminds them of today's story. Tell them that they will be hearing four more stories about water and about God's wonderful care, so they need to leave room. They should press firmly down on their crayons for best results.

You may want to complete a windsock before this session to give them an idea of what a finished windsock might look like. Here are some suggestions for today's art:

- ark
- rain
- rainbow

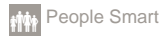


Directions for assembling the windsock are included with session 5.



tip If you are working with middle schoolers, you may want them to serve as volunteers to help a class of small children make these windsocks. Talk to the leader of a kindergarten or grade 1 group and ask if he or she would like your group's assistance. This gives your middle schoolers a chance to serve—and it makes it possible for little ones to go home with a project they are really proud of! It's also a great community-builder for your program.

Drama Videos



Time

10-15 minutes

Materials

Script: “Noah and the Ark” (pp. 139-142), one per student
Simple costumes and props (see drama for ideas)
Video camera
Videotape
Television and VCR

If your kids enjoy drama, consider having them perform one or more of the dramas that accompany this unit and record their performance on videotape. Some of your kids may already be on the drama team that performs the dramas for the large group session. If so, get their help in organizing this project and getting the rest of the group involved.

Check to see if you can borrow the costumes and props used by the large group drama team. Then ask members of your group to volunteer for the roles in the drama. For “Noah and the Ark” you will need six cast members. Other kids can get involved as videographers or as “extras”—skeptical neighbors who are laughing at Noah, shaking their heads, and so on.

When the performance is finished, take time to watch it on video with your group. Then plan on sharing it with someone. Perhaps a group of younger children would enjoy watching it. Or maybe you know of a shut-in who would really enjoy seeing the kids’ performance of “Noah and the Ark.”

At the end of the unit, you may want to combine all five dramas on a videotape and make a copy for each member of your group. Encourage them to share the video with their families and/or to give it to someone who would be touched by the message they bring.

Memory Challenge



Time

5-10 minutes

Materials

Memory Challenge (reproducible page 197 or 198), one per student
Chalkboard/chalk or newsprint/markers (optional)
Notecards (optional)

If you plan to have the group memorize the verses from Proverbs, give each of them a copy to take home. Take time together to say the verses each week too. Some of the following methods may help your group learn these two verses from Proverbs.

- *Disappearing verse.* Write the entire Memory Challenge on your board or newsprint. Say it together in unison. Then erase or mark over a word or phrase; again, have the group recite the parable in unison, filling in the missing words. Continue until the entire passage has “disappeared.”
- *Word cards.* Divide the Memory Challenge into short phrases and write them on plain white cards, using markers. Hand the cards out randomly and let the kids arrange them in proper sequence.
- *Sing it.* Invite members of your group to come up with a tune (or use a familiar tune) to sing the words of these verses.

- *Rap it.* Ask the group to say these verses with a rap beat. Most kids in your group will be quite familiar with rap tempo, but if you need to get them started, try something like this:

Trust in the LORD with all your HEART, and lean not on your OWN
underSTANDING . . . (NIV) *or*

Trust in the LORD with all your HEART, and do NOT rely on YOUR own INsight
. . . (NRSV)

One-Session Project Ideas

How Big Was the Ark? Number Smart Picture Smart

Time

15-20 minutes

Materials

Measuring tape
Orange construction cones, masking tape, or other markers
Bibles

Kids who are number or picture smart will enjoy figuring out just how big the ark really was. Read Genesis 6:15-16 together. Then challenge the group to measure out the dimensions of the ark somewhere outside—maybe in the church parking lot. You could use orange construction cones or masking tape to mark the length and width. You'll need to use a pole or a tree in the area to give kids a sense of the ark's height. Here are the dimensions:

- 450 feet (136.5 m) long
- 75 feet (22.75 m) wide
- 45 feet (13.65 m) high

If you don't have an area big enough to measure out your own "ark," use some comparisons of familiar places to help the group comprehend how big this boat was. For example, the boat was almost 100 feet longer than a football field!

God in the News People Smart Word Smart Number Smart

Time

10-20 minutes

Materials

Newspaper sections with world and local news
Newsmagazines
Scissors

Although God's name doesn't appear in the news often, God's care is obvious through many contemporary news stories. If you have been talking about how God cares for us in this session you may want to stretch the group's thinking a bit by having them look through the stories in one of your local newspapers.

Divide kids into pairs, and ask each pair to find one story in the paper that they think illustrates God's care for people in this world. Ask them to be ready to explain their choice. Group members may find articles about severe weather, war, political debates, heroic acts, and so on.

When each pair has chosen an article, ask them to take turns telling the larger group which story they chose and why. Use every opportunity to remind the group that no matter what happens, good or bad, God is in control. God protects and guides people.

Key Word Rings



People Smart



Word Smart



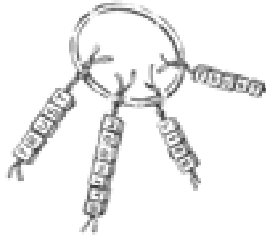
Number Smart

Time

10-20 minutes

Materials

Chalkboard/chalk or newsprint/markers
Key rings, one per student
Hemp cord or other bead string
Alphabet beads (make sure you have enough common consonants and vowels for your group)
Scissors



Brainstorm with the group some of the key words and terms they remember from today's story (trust, obey, God, promises, life, saved, rainbow). Make a list of the words the group suggests on board or newsprint. Then explain that today each member of the group will be making a key ring that holds some of these words—something they can attach to a backpack or jacket to remind them what they learned from the Bible about God's love and care.

Distribute materials, then guide the group through these steps.

1. Choose the words that you would like to have on your key ring. Find the beads that you need to make these words.



2. Cut a piece of string that will be long enough for the beads in one of the words you have chosen, plus about 8" (20 cm) for spaces and knots.



3. Tie the string onto the key ring with a double knot.
4. String the beads so that the first letter of the word is near the key ring, then continue stringing the next letters in order.



5. Tie the end in a double knot, trim if necessary.
6. Repeat this process for the other key words.





All About Rainbows

 Earth Smart

 People Smart

 Word Smart

Time

10 minutes

Materials

Encyclopedias, science books, and other resources with information about rainbows

Notecards

Pens or pencils

If the kids in your group are interested in science, you may want to give them some time to find out more about rainbows.

- What causes them?
- When do they appear?
- How big are they?
- How long do they last?

Divide your group into pairs or small groups (depending on how many books and other resources you brought.) Ask each pair or team to spend three to five minutes looking for facts about rainbows.

At the end of that time, ask each group to report what they found. Remind them that even though there are good scientific reasons for rainbows to appear, they are a reminder to us, and to God, that the world will never be destroyed again! Rainbows are a sign of God's covenant promises.