

## Introduction

These lesson plans provide teachers, children's workers and parents with creative activities and games that are designed to help children engage with biblical stories and relate the lessons to their lives.

Each plan is based on an episode of 60 Second Bible Stories. You can view the videos at [www.taylormation.co.uk](http://www.taylormation.co.uk) or for free at [www.youtube.com/taylormation](http://www.youtube.com/taylormation)

Each lesson contains some or all of the following components:

1. Bible Reference and Materials
2. Opening Activity
3. Watch
4. Respond
5. Think
6. Act
7. Reflect

If you have any questions please contact [info@taylormation.co.uk](mailto:info@taylormation.co.uk).

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## 60 Second Bible Stories: Episode 1 – Creation

**Bible reference** Genesis 1-2:6

**Materials**

- Modelling clay
- Trays (x3)
- Two signs 'True' and 'False'
- Pack of cress seeds
- Yoghurt pots
- Cotton wool
- Kitchen roll
- Water
- Decorative craft materials (paints, pens, paper, shapes, glue)
- Circles of coloured card
- Large piece of card or board
- Pipe cleaners (optional)

### **OPENING ACTIVITY** (5-10mins)

**Let's make....**

Depending on the total number of children you have, put the children into teams of 4 or 5 each. Give each team a tray and a portion of modelling clay. Each member of the team takes it in turns to go to the leader and is given the name of an object from creation.

The team member has to return to the team and make the object out of modelling clay.

The rest of the team has to guess correctly what is being made.

List of objects to be made:

1. Tree	4. Sun
2. Flower	5. Fish
3. Star	6. Giraffe

*Optional: Award a prize to the winning team.*

Explain that today's film is about the most amazing event in the whole of the world. In fact, without it we wouldn't be here today!

## **WATCH** (5mins)

Watch episode 1 'Creation' from 60 Second Bible Stories

## **RESPOND** (5-10mins)

### **True OR False**

Read to the children the account of Creation from Genesis 1-2:4 and ask them to listen carefully to the details. After the passage has been read to them have a series of true and false statements prepared concerning the story. For instance, "On day four God created baked beans"; "Adam and Eve were created on day one". Try to come up with a range of questions which range from easy to challenging! Assign one side of the room TRUE and the other FALSE. After you've read each statement have the children decide whether it is true or false by moving and standing on the appropriate side of the room.

## **THINK** (5mins)

Ask the children which parts of God's creation they most enjoy and why. For instance, some might say they like the sun because it's nice and warm.

In your own words make the point that in the film we saw Tom and Maddie floating with balloons, playing with the birds and in a submarine 'swimming' with the fish but can anyone remember why they were sitting on a sofa? Give opportunity for answers. Focus on the fact that Tom and Maddie were having a rest, just like God did. He took a rest after creating everything and said that everything He had created was good.

**Ask the question:** Why do you think God was pleased with what He had created? Give opportunity for answers. Make the point that God enjoys creation because it shows His goodness. Creation shouts out how good God is!

Read out Psalm 148:1-5. The Message rendering of this passage is particularly helpful:

Hallelujah!  
*Praise GOD from heaven,  
praise him from the mountaintops;  
Praise him, all you his angels,  
praise him, all you his warriors,  
Praise him, sun and moon,  
praise him, you morning stars;  
Praise him, high heaven,  
praise him, heavenly rain clouds;  
Praise, oh let them praise the name of GOD—  
he spoke the word, and there they were!*

## ACT (30mins)

Using the passage from Psalm 148 (as given above) encourage the children to come up with their own actions to the verses. The following ideas are given to help spark some ideas but encourage the children to come up with their own so as to really make the verses come alive for them.

<b>Praise GOD from heaven, praise him from the mountaintops; Praise him, all you his angels, praise him, all you his warriors, Praise him, sun and moon, praise him, you morning stars; Praise him, high heaven, praise him, heavenly rain clouds; Praise, oh let them praise the name of GOD— he spoke the word, and there they were!</b>	<i>Point to the ceiling Make triangle/mountain shapes with their hands Flap hands by their sides to mimic wings Warrior pose with short sound effect! Draw a circle shape with finger Make star shapes by lying down on the floor (like snow angels) Mimic the falling of rain with their hands Shout out together: "Praise God!"</i>
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## Working with God

Make the point that just as creation shouts God's goodness, we are to help care for God's creation. In Genesis 1: 12 God made the plants. Plants get started from seeds but God didn't need seeds. He is so powerful to just make the plants without using seeds! While we might have some power, we are not as powerful as God, so we need to have seeds to grow a plant. Our job is to care for God's creation which He has made. Illustrate this by getting the children to grow cress.

- Hand out the old yoghurt pots and give time for the children to decorate their pots in whatever way they wish.
- Take some kitchen roll and wet it. Place it in the bottom of the pot and then put some damp cotton wool on top of that. Make sure there is space of a couple of centimetres left at the top.
- Sprinkle and spread evenly some cress seeds on top of the cotton wool and press them down gently.
- Tell the children that they will need to care for their cress pots by carefully watering them and making sure they have enough sun light in order for them to grow. Encourage the children that once they're back at home to place their pot in a warm place where there is a good level of sunlight. This could well be on a windowsill. They can then enjoy watching their cress pot grow!

## REFLECT (5-10mins)

### **Creation Prayer**

In advance prepare a series of card circles. Encourage the children to be quiet for a moment and think about all they have learnt during the session. God's creation: the sun, moon, stars, trees, birds and so forth.

Invite the children to write a prayer about animals and creation on it. These could be prayers of thanksgiving or prayers of request asking for God's help to care for creation. Stick the prayer circles onto a large piece of card to look like a caterpillar and stick a smiley face at the front. If you're feeling really creative you can use pipe cleaners for antennae and smaller circles (or different coloured circles) for feet!

Once the caterpillar has been 'assembled', close in prayer by praying aloud for the group, referring to some of the prayers that the children have written.



## 60 Second Bible Stories: Episode 2 – Adam & Eve

**Bible reference** Genesis 2: 4:3

**Materials**

- Paper Plates
- Pens
- Foot shaped cards
- Hole punch
- Coloured cord
- Decorative craft materials (paints, pens, paper, shapes, glue)
- Labels for label run (optional)
- Selection of newspapers and magazines for you to look through and cut photos out from
- Laminator
- Scissors

### **OPENING ACTIVITY** (5-10mins)

#### **Simon Says**

Begin the session by playing the traditional game of 'Simon Says'.

After the game has been played explain that the key to playing 'Simon Says' is remembering the rule of only doing what Simon says and not the other instructions. Move onto explain that today's film is all about the first humans called Adam and Eve. They are given just one rule from God to obey. But could they keep it?

Let's watch the film to find out.

## **WATCH** (5mins)

Watch episode 2 'Adam & Eve' from 60 Second Bible Stories

## **RESPOND** (5-10mins)

**In advance of the session** preview the episode and devise a short quiz based on the story. Come up with a mix of 10 questions with five questions that cover the core 'truths' of the biblical story and five that cover other visual aspects of the story as uniquely described in the film. Some examples to help you get started could be:

- What did God create for Adam to live in? (Garden)
- Did God tell Adam to eat from the tree of the knowledge of good and evil? (No)
- What colour was the rhinoceros in the film?

Before the quiz starts, to help create a sense of healthy competition, make sure there is some space between each child. If you have a particularly large group divide the group into smaller teams. Explain the rules of the game:

- You will read aloud a question based on the film.
- The first team/child to put their hand up in response will be allowed to answer the question. If correct they'll earn a point.
- If the answer is incorrect, the other teams/children will be given the opportunity to answer by putting their hands up and being selected.
- Points will be deducted for calling out!
- The winning team/child is the one with the highest score.

*Optional: Award a prize to the winning team.*

## **THINK** (10mins)

Ask the children why they think God told Adam he could eat from any tree except from the tree of the knowledge of good and evil.



Make the point that God loves us and makes rules that will help us to be happy. Satan hates anything to do with God and loves to try and make people do bad things and disobey God. Satan tempts us to disobey God. This is shown in the story by the snake trying to tempt Eve.

Ask the children: how many of you have seen a snake? Give time for the children to respond with any experiences they have of seeing snakes (at the zoo, in the countryside etc).

A snake is the smartest and sneakiest animal that God created. In Genesis 3:1, the section of the Bible the episode is based on, it says that "The serpent was clever, more clever than any wild animal *GOD* had made".

Hand out to each child a paper plate and a pen. Ask them to draw on one plate a happy face and a sad face on the other. Pre-prepare a list of activities that are a mix of good, positive things as well as those which are negative. Read through the list one at a time and ask them to lift up the appropriate face that matches up with the activity you've just read out. So a happy face when they think what you have read out is something that is "obeying God" and a sad face when you say something that is "obeying Satan."

As appropriate, facilitate brief discussion on the various responses the children give after each activity you read out.

## **ACT** (20mins)

Each day we need to be aware that satan will be like a smart, sneaky snake trying to slide around trying to trip us up and make bad decisions. BUT, we don't have to stand for that! We need to trust God and listen to Him and obey His instructions. The Bible says this:

*Trust GOD from the bottom of your heart;  
don't try to figure out everything on your own.  
Listen for GOD's voice in everything you do, everywhere you go;  
he's the one who will keep you on track. (Proverbs 3:5-6, The Message)*

To help the children remember this get each of them to make their own door hanger to hang on their bedroom door at home.

Every day when they get up out of bed and go to open the door the door hanger will serve as a reminder to trust in God and ask Him to keep them on track. The door hanger is in the shape of a foot as a reminder of this truth to keep us walking on the path God has for us.

- In advance of the session have some pre-prepared foot shaped cards with a punched hole at the top. Give time for the children to decorate and personalise their 'foot' door hanger.
- Depending on the ages of the children either ask them to write out the verse from Proverbs on the foot somewhere or perhaps prepare a label run with the verses printed on sticky labels which can then be stuck on their 'foot' template before they add their design to it!
- To complete the activity, thread some coloured cord through the hole to create a large loop so that they can hang it on a door handle.

## REFLECT (5-10mins)

Before the session source four A4 sized pictures of a child or children in a range of bad situations of war, sadness or poverty. Looking through a selection of newspapers and magazines should allow you to find some good examples. Take each one and if possible laminate them. Using a pair of scissors cut the laminated pictures up, trying to avoid creating too many sharp edges.

- Make the point to the children that the world is not always a good place because we do our own thing; we break the rules.
- Children can often be the victims of war, poverty and suffering. They may experience pain and hurt in ways that adults may never experience.
- Distribute the sets of photo pieces amongst the group. Ask each group to put the pieces together to make the complete picture.
- Ask the children to be quiet for a moment as you read to them what the Bible says about God:

*God says that He heals the broken hearted and binds up their wounds (Psalm 147:3).*

*He picks up the pieces to put us back together again (Jeremiah 17:14, The Message).*

- Ask the children to think about God's power to heal and rebuild even the most damaged of people.
- Ask them to silently pray:

- For God to bring healing and relief to all children who are suffering
- That there would be adults who would care for those children and who would make good choices which would demonstrate God's love to those children.

# 60 second bible STORIES



## 60 Second Bible Stories: Episode 3 – Noah

**Bible reference** Genesis 6-8

**Materials**

- Supply of newspapers
- Sticky tape
- Scissors
- Pack of paper plates
- Assortment of pictures of animals, magazine cuttings, animal templates
- Craft sticks/lollipop sticks/drinking straws
- Glue or stapler
- Decorative craft materials (paints, pens paper, shapes, glue)
- Assortment of different coloured card/paper
- Pin display board (optional)

### **OPENING ACTIVITY** (5-10mins)

**Let's build a.....**

Depending on the number of children in your group, either split the group into smaller groups of 3-4 or run the activity as one big group.

Give the group(s) a stock of newspapers, sticky tape and scissors. Ask them to build a bridge just using the materials you've given them. Give the groups(s) about 8 minutes to do this. Afterwards see how the group(s) have got on, taking time to 'judge' their constructions!

*NB: Clearly you can adapt this activity as you see fit: you may wish to substitute newspapers for a stock of Lego building blocks or other 'building' materials. You may also want to change what the group is asked to build. The key is to challenge them to build something quickly and which is not necessarily easy to build with the materials they have been given!*

Make the point that just as you asked them to build something they weren't expecting to build, using various materials, a man named Noah was asked to do exactly the same. Today's film helps tell Noah's story.

### **WATCH** (5mins)

Watch episode 3 'Noah' from 60 Second Bible Stories.

### **RESPOND** (5-10mins)

#### **Jigsaw Story**

Before the session read the account of Noah yourself, starting from verse 9 of Genesis 6 through to the end of Genesis 8. Abbreviate and simplify the stages of the story. You might like to start like this:

1. The world had become a pretty messed up place. God even regretted making man.
2. God tells Noah to build a big boat called an ark.
3. God's plan is to destroy everything with a great flood.
4. Noah's family finds favour with God so he will save them.
5. God tells Noah to bring into the ark two of all living creatures, male and female.
6. They are also to take every kind of food that is to be eaten and store it away as food for them to eat on the ark.
7. Etc. etc.

Once you have completed the story, print out the various sections and cut them out so that each part of the story is on a separate piece of paper.

Hide the sections of the story about the room.

Ask the children to hunt down the sections of the story and then assemble them in the correct order to tell the complete story.

## **ACT** (20mins)

### **Build the ark**

This is a fun activity which allows the children to make their own ark using a paper plate.

1. Take a paper plate and draw a thin pencil line across the middle of each plate.
2. Fold and cut a second paper plate in two halves.

Repeat steps 1 and 2 for however many plates you need for the size of group you have.

3. Give out a plate to each child. With the plate positioned with the line running horizontally, have each child design the TOP half with their ark design, walls, window, roof. They may even like to add a rainbow around the edge.
4. Give a half cut piece of plate to each child. This will form the bottom pocket of the ark. Ask the children to colour this as the hull of the ark. *Some may wish to colour it all one colour. The creative ones in your group may wish to draw the planks of wood which help to make the hull.*
5. Glue (or staple) the bottom pocket around the edges of the bottom of the paper plate leaving the centre open.
6. Have an assortment of magazines, pictures of animals, outlines of various animals, for the children to choose from and add to their ark. Stick the animal cut-outs to either lollipop sticks or drinking straws. The animals can then be added to the ark by being placed in the bottom half of the paper plate.
7. The children can now re-enact their own account of Noah's ark, complete with their own special effect of the ark 'rocking' on the water!

## **REFLECT** (5-10mins)

**Ask:** Who can remember the promise God made to Noah at the end of today's story?

*A: God promised to never flood the world again.*

**Ask:** What appeared in the sky as a sign of that promise?

*A: God put a rainbow in the sky as a sign of that promise.*

Make the point that God is a promise keeping God.

Hand out to each child a paper hand. Try and vary the colour of the paper the 'hands' are made of. If you have time you might like to have the children make their own using coloured card and drawing round their own hand and cutting their paper hand out.

On the 'fingers' of the hand ask each child to write:

- **Something to praise God for** ("I thank God for all the animals He created").
- **A promise to thank God for** ("I thank God that He promises to be with me always"; "I thank God for His love for me")
- **A promise that they would like God's help to remember** ("Help me God to remember never to be afraid because you are with me": "Help me God to remember you love me").

On the palm of the hand ask each child to write the promise "**God always keeps His promises**". Alternatively, before the session, this can be written on every hand prior to being given out.

Once every child has finished their 'hand', assemble them on the wall (or on a pin display board) in the shape of a rainbow.

Close the session in prayer by praying aloud for the group:

- thanking God that He is a promise keeping God and
- that the children would learn to remember God's amazing promises over their lives, referring to some of the prayers that the children have written as appropriate.



## 60 Second Bible Stories: Episode 4 – Joseph

**Bible reference** Genesis 37-47

**Materials**

- Jam jars (x3) \*
- Plastic containers (x3) \*
- Spoons (x9) \*
- Large bag of dried rice
- Marker pens
- Masking tape
- Props for drama
- Bag of balloons
- Decorative craft materials (paints, pens, paper, glue etc)

*\* adapt numbers according to the size of your group*

### **OPENING ACTIVITY** (5-10mins)

**Before the session starts:** Take each jam jar and draw a line on the outside with a marker pen. You may also want to count how many spoonfuls it will take to fill the jar with rice to the level you have marked, bearing in mind spillages. Make sure the level is the same on all the jam jars!

Divide your group up into teams of 3-4. Adapt to suit your needs, depending on the total number of children you have.

Ask each team to sit down on the floor in a line, one behind the other.



In front of each team place a bag or container of dried rice. At the end of the line place an empty jam jar.

Give each member of the team a spoon.

Explain the instructions of the game to all teams:

1. Each team has a container of rice in front of them.
2. The first person in the line scoops up a spoonful of rice and then tries to pour it onto the next persons spoon spilling as little as possible.
3. This continues until the spoonful of rice arrives at the end of the line when it is emptied into the jam jar.
4. The winning team is the first one to fill their jam jar with rice to the level marked on the outside of the jam jar.

**REMEMBER: the first person cannot go and collect another spoonful of rice until the previous one has been emptied into the jam jar!**

*Optional: Award a prize to the winning team.*

Explain to the group that in today's bible story we will meet a man called Joseph. His family ran out of food. I wonder what happens to them? Let's watch the video.

### **WATCH** (5mins)

Watch episode 4 'Joseph' from 60 Second Bible Stories.

### **ACT** (15mins)

#### **Jigsaw Story**

Instead of reading the passage from the Bible for this session, have the group act out the passage.

Review the passage before the session and select a few key props for the children to use as they act out the passage. For example: a robe, some coins, sheaves of wheat (made from cardboard or the real thing!)

Read the passage (Genesis 37:2-11; 18-24; 27-28; 32-34) use a version of the bible you feel happy with and the children can easily understand.

## **RESPOND** (10-15mins)

Having watched the video and acted out the passages, lead a short discussion with the children based on the episode.

- In today's film we met Joseph and his family. Because Joseph's dad loved him more than his brothers and Joseph kept having dreams where his brothers were bowing down to him, his brothers didn't like Joseph very much. They became jealous towards him. **What kinds of things bring up feelings of jealousy in you?**

*Give time for the children to offer their responses.*

- **When you are jealous of someone, how do you treat them?**

*Give time for the children to offer their responses.*

- **What do you say to others about them?**

*Give time for the children to offer their responses.*

**We're going to play a game now that will help us to think about being jealous and how we could change our response.**

1. Ask the children to line up in two parallel lines which are about 1 metre apart. Call one line, Line A and the other line B.
2. Child 1 in Line A holds a balloon and describes something or someone that makes him or her jealous. Give the child a short time to think about an appropriate response. It could be anything! "Another boy who everyone else is friends with and wants to be friends with". Once they have responded, they bounce the balloon across Child 1 in line B.
3. Child 1 in Line B responds with a prayer suggestion, such as "pray that each of us would be friendly to all and to have a good, true friend". They then bounce the balloon across to Child 2 in Line A.
4. Repeats steps 2-3 until the balloon has made its way down the line.

## REFLECT (5-10mins)

*NOTE: Some children do not like balloons, fearing to touch, feel, or go near a balloon for fear it will pop. As much as you're able to in advance of the session, take a moment to consider your group. If there is a child in your group who may be uncomfortable around balloons consider what alternative arrangements you are able to put into place to address this.*

- Explain to the children that in today's bible story despite Joseph's brothers being jealous towards Joseph and selling him into slavery, in the end Joseph forgave them and moved them back to Egypt and they all had plenty of food to survive the famine.
- Before the session starts inflate a number of balloons and have ready a number of permanent marker pens available.
- Ask the children to sit quietly for a moment and to think of some of the reasons for which they might need to say sorry to God.
- Give each child a balloon and ask them to (carefully) write these on a balloon.
- Lead the group by praying out loud a prayer to God asking Him for forgiveness for all the things we do wrong including the suggestions the children have written on the balloons. Depending on the dynamics of your group, pause for a moment and ask the children to think about what they have written on their balloons and invite them to say their own short prayer to God quietly where they are sitting. After the short pause, complete your prayer.
- Finally, explain to the group that when we pray to God and say that we are sorry for what we have done, He not only forgives us but also forgets the wrong action we did and gives us the chance to make a fresh start. To symbolise this and to finish the session, have the children pop the balloons!

**To make sure the point is not lost; make sure you explain the reason for popping the balloons before you ask the children to pop them!**



## 60 Second Bible Stories: Episode 5 – Moses and the Exodus

**Bible reference** Exodus 3-14

**Materials**

- Superhero catchphrases
- Photos of superheroes (optional)
- Decorative craft materials (paints, pens, paper, shapes etc)
- Template for finger puppets (enclosed)
- Big sheet of paper or whiteboard
- Strips of coloured paper
- Glue/tape

### **OPENING ACTIVITY** (5-10mins)

#### **Name that super hero!**

Before the session starts place around the room a number of catchphrases from well known superheroes. Make sure each catchphrase is identified by a number.

Depending on the number of children you have, either in pairs or on their own ask the children to walk round the room, reading each catchphrase and writing down which superhero is associated with each numbered phrase on a piece of paper.

Some catchphrases get you started:

- "To infinity and beyond!" (Buzz Lightyear)
- 'Flame on!' (The Fantastic Four)
- "My wings are like a shield of steel" (Batfink)
- "Cowabunga Dudes!" (Teenage Mutant Ninja Turtles)
- "Hi ho silver away" (The Lone Ranger)
- "F.A.B" (Thunderbirds)
- "With great powers comes great responsibility" (Spider Man)
- "Go, Go gadget!" (Inspector Gadget)
- "Is it a bird, is it a plane....." (Superman)

Optional:

- You may wish to include photos of the superheroes around the room as well and have them match up the superhero with the catchphrase.
- Award a prize to the winning team.

Explain to the group that in today's bible story we are going to meet a man called Moses. God chosen Moses to rescue the Israelites from being slaves to the Egyptians. You could call Moses a kind of super hero although he didn't much feel or look like it! But it was God who equipped Moses and was his power source to help rescue and free the Israelites. Let's watch the video.

## **WATCH** (5mins)

Watch episode 5 'Moses and the Exodus' from 60 Second Bible Stories.

## **RESPOND** (30mins)

### **Finger Puppets**

Have each child make their own set of puppets for the 10 plagues mentioned in the story:

- |                                      |                        |
|--------------------------------------|------------------------|
| 1. Water to blood                    | 6. Boils               |
| 2. Frogs                             | 7. Hail & Thunder      |
| 3. Lice                              | 8. Locusts             |
| 4. Wild animals                      | 9. Darkness            |
| 5. Death of livestock (farm animals) | 10. Death of firstborn |

Using either the template provided with this plan or your own design, in the space provided have the children design their own puppet which they think best illustrates the particular plague. Encourage the children to be as creative as they can be!

As is appropriate, given the age range of your group, think about leading a discussion about the different plagues as the children making their puppets. Some trigger questions could be:

- Why do you think Pharaoh didn't let God's people go when Moses first asked him?
- How do you think the people felt when they were overrun by frogs?
- Imagine if all the farm animals died today. What food would you not be able to eat? Think about milk, eggs, meat.

Once every child has made their own set of puppets as a group ask them to come up with an appropriate sound effect for each of the plagues.

Read the Bible account out aloud to the group (either from an easy to understand translation or from writing your own version based on the Biblical account).

When each plague is mentioned each child is to take up their finger puppet and make the appropriate sound effect. The key is to have fun at the same time as retelling the story!



## **REFLECT** (20mins)

Have the children find somewhere comfortable to sit and be quiet. Using a big sheet of paper or whiteboard, help the children to brainstorm their ideas and responses to the following questions:

- What kind of super powers do super heroes have?
- What do these powers help them to do?

Let's think about ourselves now:

- How does your mum and dad take care of you?
- How does he or she keep you safe?
- How does it make you feel when they take care of you?

Cover the following points:

- God is the ultimate super hero! He is all powerful and has amazing super powers (see Psalm 147:5 "Our Lord is great, with limitless strength" (The Message)).
- The amazing thing is He is also a God of love and wants to be our friend.

- The way in which our mums and dads take care of them, is exactly what God our heavenly Father does for us.
- God helped the Israelites by rescuing them from the Egyptians and taking care of them.... just like the super heroes we looked at earlier but in an even greater and special way!

Give each child a strip of coloured paper and encourage them to write a one-line thank you prayer to God about His love and care for them. They might like to thank God for a particular instance when they feel God took care of them.

Once everyone has finished writing a prayer, collect all the strips up and fasten them together to make a paper prayer chain.

If you have a small group you might want to give each child two or three strips of paper.

Read the following passage from Deuteronomy 31:6 out loud to the group:

***Be strong. Take courage. Don't be intimidated.....Your God, is striding ahead of you. He's right there with you. He won't let you down; he won't leave you.***

Using a different coloured strip write out the above scripture (or have it prepared beforehand) and use it to join both ends of the prayer chain together to form a circle.

Make the point that as the prayers are joined together they form a chain, symbolising the friendship and support that comes from praying together but also God's faithfulness and strength in looking after us all. We are not alone!



## 60 Second Bible Stories: Episode 6 – Joshua

**Bible reference** Joshua 2-6

- Materials**
- Jenga blocks
  - Sheets of A4 card
  - Scissors
  - Selection of old magazines for cutting up
  - Sheets of card
  - Staple
  - Sticky tape
  - Decorative craft materials (paint, pens, paper, shapes, glue)

### **OPENING ACTIVITY** (5-10mins)

#### **Jenga Towers**

Depending on the size of the group you have, either in teams or as one large group play the game Jenga. The table top version is fine but if you have access to 'Giant Jenga' which uses larger bricks, it makes it more fun with a large group!

Once you have played the game, tell the group that in the same way they have seen the Jenga bricks fall down, in today's Bible story they are going to find out about someone who helped to bring the walls of a city down. His name was Joshua.

### **WATCH** (5mins)

Watch episode 6 'Joshua' from 60 Second Bible Stories



## **RESPOND** (30mins)

### **The Walls of Jericho**

Have each child make their own version of the walls of Jericho.

Before the session:

- Take a sheet of A4 paper or thin card.  
*Optional: You might like to use card which has already got printed on it a brick design or you may want to draw onto a template a brick design yourself and then duplicate sufficient copies for each child in your group.*
- Position the card landscape and draw a line approximately half along the middle of the page, left to right.
- Cut down the line. This will give you two 'walls' per page.
- Repeat this as many times as is necessary to ensure every child in your group has a wall.

Read to the group an abbreviated version of the story of the battle of Jericho from Joshua 2 and 6 from an easy to understand version such as The Message.

Ask them to design and decorate their walls. Some ideas to get them started could include:

- If you have not been able to use wall coloured card or card with bricks already drawn on them, the children can draw in their own bricks.
- They may also wish to make cut along the top to form some turrets.
- Think about including Rahab, the two spies and the scarlet cord hanging down out of the window.
- Joshua and the Israelites marching around the walls.  
*Optional: You could provide cut out templates to help the children create stand alone figures which could be separate to the walls.*

Once they've finished their wall, complete the design by sticking the left end with the right to form a circular wall using glue or sticky tape.

By the end of the craft each child should have their own mini version of the walls of Jericho!

## REFLECT (20mins)

Make the point to the group that one of the amazing things about the story of Joshua and walls of Jericho tumbling down is that there is power in our praise and worship of God. It teaches an important lesson: praising God is powerful and important in our lives today.

*Before the session:*

- Take some sheets of card and cut it 22.8cm from top to bottom, 20cm wide at the top, and 12.7 cm wide at the bottom (one per child).

Ask the children to take a piece of card and to decorate it. This is going to be their own 'trumpet' to praise God with so they could decorate it with words, pictures and illustrations of things they wish to thank and praise God for. You may want to have some old magazines available for them to cut pictures and illustrations out from.

Once each child has decorated their trumpet, help them to roll their card up into a trumpet shape. Use a staple and sticky tape to keep the sides together.

Explain to the group that they are going to follow the example of Joshua and the Israelites and that they are going to march around the room and praise God.

- Tell them that you're going to read the following extracts from a Psalm from the Bible (based on *The Message* paraphrase). You're going to read a line and then everyone joins in saying "His love never stops!". Perhaps have a practice run to see how loud the group can shout "His love never stops!"
- After they've shouted "His love never stops!" they give a loud blast of their trumpets. You then read another line and they respond with "His love never stops!". The sequence continues until the end.
- This all takes place as you march around the room and the imaginary 'walls' of Jericho so you may want to pace how fast they march!

The following can be used as your script:

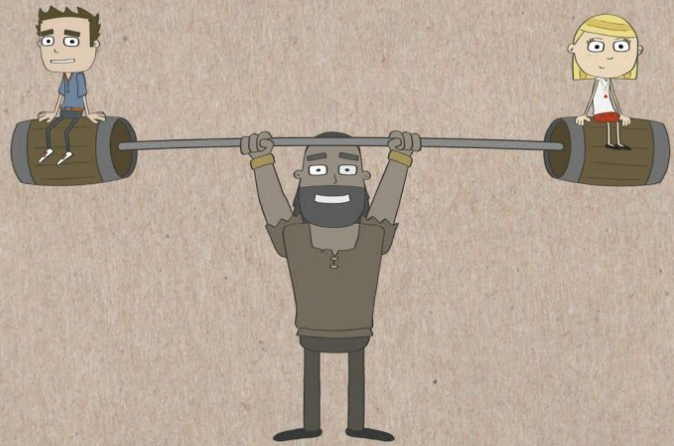
LEADER	CHILDREN'S RESPONSE
Thank God! He deserves your thanks.	His love never stops!  [Trumpet blast]
Thank the God of all gods,	His love never stops!  [Trumpet blast]
Thank the Lord of all lords.	His love never stops!  [Trumpet blast]
Thank the miracle-working God	His love never stops!  [Trumpet blast]
The God whose skills formed the cosmos	His love never stops!  [Trumpet blast]
The God who laid out earth on ocean foundations,	His love never stops!  [Trumpet blast]
The God who filled the skies with light,	His love never stops!  [Trumpet blast]
The sun to watch over the day,	His love never stops!  [Trumpet blast]
Moon and stars as protectors of the night,	His love never stops!  [Trumpet blast]
Who rescued Israel from Egypt's oppression,	His love never stops!  [Trumpet blast]
Split the Red Sea right in half	His love never stops!  [Trumpet blast]
Dumped Pharaoh and his army in the sea,	His love never stops!

	[Trumpet blast]
God remembers us when we were down,	His love never stops! [Trumpet blast]
He takes care of everyone in time of need.	His love never stops! [Trumpet blast]
Thank God because He's done it all!	His love never stops! [Trumpet blast]
His love for each of us is everlasting!	His love never stops! [Trumpet blast]

Have the group sit down in one place quietly. Ask the children if anyone has anything they would like you to pray for them for. Give opportunity for them to respond.

Close the session in pray by praying out loud, making reference to all that the children have learnt during the session and any prayer requests that have been shared.

# 60 second bible STORIES



## 60 Second Bible Stories: Episode 7 – Samson & Delilah

**Bible reference** Judges 13-16

- Materials**
- Pile of old newspapers
  - Masking tape
  - Packet of marshmallows
  - Cocktail sticks
  - Labels
  - Scarf or blindfold (x2)
  - Coloured slips of paper
  - Pens
  - Large envelopes (x3)
  - Stick tape/drawing pins

### **OPENING ACTIVITY** (5-10 mins)

*In advance of the session take a large pile of old newspapers and crumple several sheets into a paper ball. As a rough guide make sure you have enough balls for the number of children you have plus a few extra.*

Divide your group into two teams. Ask the two groups to stand at opposite ends of the room. Using masking tape mark out a centre line for the room. Give each child a paper ball.

Explain to the group that the paper balls represent sin and their task is to pretend to throw these sins away. At the same time as they are doing this, members of the opposing team will also be throwing their 'sins' away. Each team will throw the balls to the opposite side and keep throwing any that come back. This will continue for about 30 seconds.

Repeat the game as many times as you wish! Best of three?!

The winning team will be the team with the least number of balls on their side of the room.

Wrap up this game by making the point that when we choose to make Jesus Lord and Saviour of our lives, he gives us the strength and help to get rid of sin. But this doesn't mean that we will never ever sin again! We will still be tempted and we will need to turn to Jesus for help and strength to resist that temptation and to throw those sins away.

In today's bible story we meet someone called Samson. He was an extremely strong man but he needed to learn to be equally strong at resisting temptation. Let's find out more!

### **WATCH** (5 mins)

Watch episode 7 'Samson & Delilah' from 60 Second Bible Stories.

### **RESPOND** (30 mins)

In the story of Samson we saw that although Samson was a really strong man, he gave in to the temptation of Delilah and told her the secret of his strength.

God may have made us to be physically strong but He has made us all 'strong' or given us particular 'strengths', abilities, skills, things we are good at doing in areas of life. It might be in sport, in playing a musical instrument, being a good listener or being a good friend.

**Can anyone tell me what strengths God has given someone else here in this group?**

*Give time for responses. The idea is for everyone to identify the good things in each other!*

To help us from giving into temptation, make the most of our 'strengths' and abilities and to encourage us to keep our eyes fixed on Jesus, God wants us to live with good friends around us to help us. Family and Church family can all help us to do this and stay on track.

We're going to do an activity which helps demonstrate this.

### **Marshmallow Team Building Exercise**

- Before the session, build a medium sized model using marshmallows and cocktail sticks.
- Divide the group into 2 teams.
- Either hand write on to labels or print out on a computer label run the roles for each person as given below.
- Using the sheet of sticky labels, assign each person a role and have them read their 'duties'.
- Explain to both teams that the purpose of the exercise is to build a replica of the 3D model made out of marshmallows. However, only one of them will actually be able to see it. They will have to work as a team in order to build their model.

*If room availability is a problem, the main room could be 'zoned' accordingly with tape on the floor so instead of people going outside the room, they are restricted to only moving within a certain area of the room.*

#### Person A

- Person A is restricted to the main area.
- Builds model in the main area.
- Given instructions ONLY by Person B
- NO contact with Person C.

#### Person B

- Restricted to working in the main area.
- Given detailed instructions by Person C
- Co-ordinates building of model in main area.
- Communicates with Person A.

#### Person C

- Blinded folded and hands bound.

- Can go out of the main area.
- Given detailed instructions by Person E ONLY.
- Communicates with person B, D and E ONLY.

#### Person D

- Can only communicate with Person C
- The 'eyes' and 'ears' of Person C.
- NO contact with anyone apart from Person C.

#### Person E

- Restricted to working outside the main area.
- Can view the model.
- Communicate detailed instructions to Person C only.

Once they have attempted to build the model, bring the group back together again and have a time of feedback using the following questions:

- How did they find working together as a team?
- What particular strengths were required to complete the task?
- In what areas did people feel they had a weakness and needed help? (i.e. couldn't see the model; they were blindfolded etc).
- What did they find the most difficult thing to do?
- What did each person bring to the team?

### **REFLECT** (20 mins)

*In advance of this activity, place three large envelopes around the room. Mark one as 'Thank You' the other 'Sorry' and the final one 'Please'.*

Lead the group in a reflective prayer time drawing upon the themes addressed in this session. Pass out to every member of the group 3 slips of paper. If possible try and make sure each piece of paper is a different colour, for example red, yellow and green.

Make the point to the group that sometimes praying to God can seem difficult to do but really it's like talking and having a chat with God. When we want to chat with a friend, we can either talk to them face-to-face or chat online, through text and instant messaging. We're going to do some praying now by writing short prayers to God on the slips of paper provided.



- On the RED slip of prayer write a prayer **thanking God** for someone you know who is a real help and encouragement to you in following Jesus. *Thank you God for.....*
- On the YELLOW slip of prayer write a prayer saying **sorry to God** for something you may have said or done which you know is wrong. *I am sorry God for .....*
- On the GREEN slip of prayer write a prayer **asking God** to do something or for God's help with something. *Please God would you.....*

Once every child has written their prayer, ask them to fold the piece of paper over and then post it in the appropriate envelope around the room.

Close the session in pray by praying out loud, making reference to all that the children have learnt during the session and any specific prayer requests that have been shared. You may wish to randomly select some of the written prayers in the envelopes to refer to, without any reference to who has written them.



## 60 Second Bible Stories: Episode 8 – David & Goliath

**Bible reference** 1 Samuel 17-18

**Materials**

- Large bar of chocolate
- Hat, scarf and gloves
- Knife and fork
- Dice
- Tray
- 'True' and 'False' signs
- Pile of old newspapers
- Masking tape
- Felt Squares
- String
- Large piece(s) of paper or roll of paper
- Collection of pebbles/stones
- Slips of paper
- Pens, pencils and other creative items

### **THE CHOCOLATE GAME** (15 mins)

*This game will no doubt be familiar to many. A fast paced game which is guaranteed to have the group fully engaged!*

Ask the group to sit in a circle, either on the floor or on chairs arranged in a circle.

Starting with the youngest child in the group, ask them to roll the dice. Pass the dice around the circle until someone rolls a 6.

When a person rolls a 6 they must leave their chair and run to the middle of the circle. Here they will find a hat, scarf and gloves which they must put on. Once they are

wearing all three items they have to pick up the knife and fork, remove the wrapper from the chocolate bar as much as needed, and eat the chocolate with the knife and fork. This all takes place as the dice continues to be passed around the group and everyone else is trying to roll a 6.

Whenever the next person rolls a 6, the child who is dressed-up must immediately stop and hand over to the new person who has rolled a 6. This person must then dress up in the hat, scarf and gloves, take the knife and fork, etc. until the next 6 is rolled and the swap over occurs.

Play the game until all the chocolate is gone....or time permits!

Afterwards, **ask the group what they thought were the main challenges to playing the game.** Encourage responses.

Highlight the challenge of having to eat the chocolate wearing the hat, gloves and scarf and using the knife and fork. Make the point that today's Bible story features someone who tried to complete a task wearing someone else's armor. He found he couldn't and decided to use what God had given him instead. Let's watch the story.

### **WATCH** (5 mins)

Watch episode 8 'David & Goliath' from 60 Second Bible Stories.

### **RESPOND** (30 mins)

#### **True and False**

Divide the room up in two halves. One clearly marked 'True' and the other 'False'. Devise a short quiz based on the Bible story using true and false responses. Have the group stand in the middle of the room as you read each statement out. They have to decide whether it is true or false and then run to the appropriate side of the room.

## **Knock 'em dead!**

*In advance of the session some preparation will be required:*

1. **Make some paper 'stones'**. Gather together a number of old newspapers. Take several sheets and scrunch up into a small ball. Use sticky tape to mold and keep in a ball shape. Depending on the size of your group make as many as you require. Two per person?
2. **Make some sling shots**. For safety (as well as damage limitation!) it might be best not to make one for every child, but sufficient number to share amongst the group. To make a sling slot, take some material and cut into a square. Tie a piece of string on two opposite corners of the square. One piece of string ends in a large knot; the other ends in a loop made by tying the end of the string back onto the piece. Place the loop around the index finger, placing the newspaper ball in the square, and holding the knot between the thumb and the tall finger. Twirl the square over the head and release the knot, to make the ball fly out of the sling.
3. **Create a Goliath**. Take a large piece of paper and draw around a tall adult. Fill in the outline and decorate the figure so that it looks like Goliath.

Make the point that in the story Goliath was a giant. He was 9 feet tall (2.74 metres). If you have the space you may want to get the children to try and measure out how long this is. For example, would Goliath fit lying down in this room?

In comparison, David was only a little shepherd boy. When David looked at Goliath he was probably a bit scared. But David had someone on his side that Goliath didn't. God! When we have God on our side, we can face any giant.

We all have giants in our lives. True, we don't have 9 foot tall men running after us, wearing armor and waving a sword but we might have other 'giants' in our lives; something which seems too big for us to handle by ourselves or a situation that overwhelms us. Can anyone think of any examples?

It could be:

- A friend who is being unkind and unpleasant to us.
- A test at school which you are worried about.
- Trouble at home.

Encourage each child to think about a giant that they currently have in their lives. Give out slips of paper for the children to write the name of their giants on. Invite the children to stick their pieces of paper with the name of their 'giant' on the figure of Goliath.

Then ask the group how they think God can help with their 'giants'/problems? Give space for responses, which could include:

- Family and friends to help support and encourage us.
- Prayer.
- Reading the Bible.

Ask the children to write out some of the suggestions on slips of paper. These solutions are like the stones David used to knock down Goliath in the story. To illustrate this point ask the children to stick their slips of paper to the newspaper 'stones' which you prepared before the session.

To round off this section, just like David did, have the group fire their paper 'stones' at the figure of Goliath using the sling shots you made earlier.

## **REFLECT** (10 mins)

*In advance of this section, mark each person's name on a separate stone.*

After the fun of sling slots and newspaper balls, encourage the group to sit down quietly and settle for a couple of minutes.

Arrange a small set of (real) stones or pebbles in front of the group as a visual illustration. Make the point that just like this pile of stones, we all come in different shapes and sizes. We all have different situations and challenges to get through but when we come together, we can support and encourage one another, finding the strength that we could not find on our own.

Ask each child to pick a stone and hold it carefully in their hands. Ask them to look at the name on the stone and say a short prayer for the person named. Some ideas for what they could pray could be:

- God's peace, help and protection as they stand against their 'giant'
- God's blessing
- That the person would be more aware of the love God has for them

- A specific prayer request that the named person has which they could pray into

Once each child has prayed, ask them to return their stone to the front to help build up a wall or pile of stones, illustrating the unity of the group in coming together through prayer to support one another.



## 60 Second Bible Stories: Episode 9 – Daniel & The Lion’s Den

**Bible reference** Daniel 6

**Materials**

- CD and CD player or MP3 playing and docking station
- Children’s bible account of Daniel and the lion’s den (Daniel 6: 10-28)
- Paper plates
- Elastic
- Stapler and scissors
- Decorative craft materials (inc wool, paints, pens, paper, shapes, glue etc..)
- A map - any type will do (e.g. town centre visitor map, shopping mall map). but it will be ripped into pieces!

### **OPENING ACTIVITY** (15 mins)

***Musical statues***

Make sure before the game starts there is plenty of space for the children to move about in and that you have some audio equipment through which you can play music (CD player or mp3 player and docking system).

Start the session by playing the popular game 'Musical statues'. Tell the children the basic rules of the game:

- Dance and move around while the music plays.
- When the music stops they must stand still as statues.
- Anyone seen moving after the music has stopped is eliminated from the game.

- After a couple of 'stops' introduce another factor: you and/or other members of the team go up to some of the children and try and get them to move by making them laugh.

Continue to play the game as many time as you feel is appropriate. At the end ask the children whether having the adults trying to make them move made it easier to stand still as statues? The answer will probably be that it made it harder.

Make the point that the character in today's bible story knew all about trying to do one thing when others were working against him and making it difficult for him to do it. His name was Daniel. Let's watch the episode now.

### **WATCH** (5 mins)

Watch episode 9 'Daniel & The Lion's Den' from 60 Second Bible Stories.

### **RESPOND** (30 mins)

Make the following point: Daniel's situation was similar to what the children experienced at the beginning of the session when they were standing still trying to be statues and the adults came round trying to get them to move. Daniel was trying to be faithful to God by spending time with Him and praying to Him. The other leaders were having none of it and tried to wear Daniel down and catch him out by getting King Darius to pass a law that made it wrong for anyone to pray except to the King.

### ***Interactive bible reading***

***Prior to the session*** prepare a version of the bible story of Daniel and the lion's den for you to read out to the group. You might like to adapt Eugene Peterson's *The Message* translation of the account or use a children's bible version. At key points think of appropriate sound effects and actions the children could make. For instance:

- Every time the word 'lion' is mention, the children all make a roaring sound.
- Every time the word 'king' is mention, the children make a fanfare sound.

Have 4-5 or these 'actions' prepared and go through them with the children before you read the account out so that they are familiar with what they have to do. As you then



read the story aloud have the children make the sounds and actions at the appropriate point.

### ***Paper plate lion masks***

Pass out to every child a paper plate and tell them that they are going to make a lion mask. **Before they start decorating it**, make sure with adult help some eye holes are made in the paper plate which are in line with the child's face.

- Once the holes are cut, ask the children to decorate the plate. Different coloured wool could be made available for them to stick on for hair, mane and whiskers. Different coloured paper could also be used for the same purpose.
- Once complete, with adult help one again, staple one end of a piece of elastic onto one side of the mask. Determine how much elastic it will take to fit to each child's head and trim to size.
- Staple the remaining side of the elastic to the other side of the mask.



### **REFLECT (10 mins)**

Invite the children to sit down together and sit in a circle. Have with you a map which you can set out in the middle of the circle. Make the following points to the group:

- We are all on a journey, a long journey through life. It is not always easy for us to find the right way.
- Like Daniel in the story today when faced with the decision to either continue to pray to God or be thrown into the lion's den, we will have times when we will face choices and difficult decisions will need to be made. Begin to rip up the map.
- It is at those times we need the support and encouragement of people, each other and God to help us follow the path that God has got ready for us.
- Ask each child to take a piece of the map. As they hold it ask them to quietly think of their lives so far. What decisions have they had to make recently? Were they easy? Did you ask for help? What happened?
- With the help of God and the support of all of us and family and friends, we can follow the path God has for us without having to give up.
- Piece together the map. Once the map is complete invite the group to remain sitting in a circle and to be quiet for a moment.
- Say a closing prayer out loud drawing upon the themes from the session highlighting the need:

- For God's direction in our lives
- For us to stay close to Him to receive that direction
- For us to be ready to offer help and encouragement to one another as we seek to follow God's path for our lives without giving up.
- The children can take a piece of the map home with them as a reminder.

# 60 second bible STORIES



## 60 Second Bible Stories: Episode 10 – Jonah

**Bible reference**      Jonah 1-3

**Materials**

- Whiteboard plus pens
- Chairs
- Small boxes, anchor, ship's wheel, broom handles, old bed sheets (all optional!)
- Visual aids (*large card speech bubble, fan, storm cloud, sun, fish and an ear*)
- A4 sheets of paper
- Scissors
- Googly craft eyes
- Overhead Projector (OHP)
- Acetate Sheet
- Water soluble pen
- Water and water spray bottle
- Cloth or kitchen towel

### **OPENING ACTIVITY** (15 mins)

#### **Chinese Whispers**

*Before the session:* Write down a couple of messages that consist of at least ten words. The messages can either be serious or fun! For instance, "All elephants love to eat cream cakes for tea".

1. Ask the group to sit down on the floor in either a circle or a line.
2. If in a circle, select someone to be the first player. *This is obviously easier if the game is being played in a line as the first player will be the person at the start of the line!*
3. Give the first player the piece of paper with the message written on it. Have that person read the message to the next person by whispering it in their ear \*once\* and ensuring the second person cannot read the note! Once the first person has told the second person the message, the first person hands the note back to the leader.
4. The second person then repeats the message fairly quickly in a whisper to the third person sitting next to them. No one else must hear.
5. Repeat this process until the message passes through the group and arrives at the last person in the line or circle. The last person speaks out aloud the message they believe has been passed to them. Compare their version with the message written down on the piece of paper. It is likely to cause much hilarity!

Depending on how much time you have, repeat the game.

Make the point that in today's bible story we meet a man who was given a message by God to give to the people who lived in a town called Ninevah. His name was Jonah but what happened when he was given the message? Let's find out by watching the video now.

### **WATCH** (5 mins)

Watch episode 10 'Jonah' from 60 Second Bible Stories.

### **RESPOND** (40 mins)

Begin this activity by asking the group what they think the message of the story is. *What do you think God wants us to learn from Jonah's story?*

Perhaps encourage responses by writing some of the suggestions up on a white board. Make the point that one of the key messages is that **walking with God in obedience is always the best choice.**

Arrange the chairs in the room to form 2 lines of chairs, one beside the other. This is going to form the basic outline of a boat. If you have some small empty boxes which could be placed around the edge of the line of the chairs, an anchor (!), a ship's wheel, a sail (think broom handles and bed sheets?) to further enhance the feeling of being onboard a boat, so much the better!

Take an easy to understand version of the Bible and read the account from Jonah 1 - 3:1, allowing the children to reenact the story as you read. You might like to give some prior thought to particular parts of the story:

- Who is going to be Jonah sleeping in the ship's hold?
- What sound effects could the group come up with for the storm, wind and waves?; the sailors being afraid?.
- At what point do the boxes get thrown over board?!
- How will you recreate the whale?

Once the group has reenacted the story, ask them to sit down on the floor quietly. Make the point that God does some amazing things in this story which we can often forget or fail to see. Highlight the following, perhaps using a visual aid for each point:

- God sends His Word to Jonah in Jonah 1:1-2 (large card speech bubble?)
- God hurls a great wind upon the sea in Jonah 1:13 (a fan)
- God makes the storm worse in Jonah 1:13 (implied) (storm cloud)
- God causes the storm to cease in Jonah 1:15 (a sun)
- God appoints a fish to save Jonah in 1:17 (fish)
- God hears Jonah's prayer in Jonah 2 (implied) (ear)
- God speaks to the fish in Jonah 2:10 (fish)
- God sends His Word to Jonah a second time in Jonah 3:1-2 (large card speech bubble?)

#### *Paper whale craft*

1. Take an A4 sized piece of paper and cut the bottom centimetres off (approx 8.5cm) so that you're left with a square.
2. Turn the square to form a diamond shape and make the first fold by folding the left corner over to the right corner.

3. Use the scissors to cut a one 3cm slit from one corner along the fold. This will form the whale's tail.
4. Unfold the paper so that it forms a diamond shape again. Make the second fold by folding the left hand corner over to the centre fold line. Do the same with the right hand corner. At this stage the paper should resemble a typical kite shape.
5. The third fold is made by folding the top corner down so that the corner point meets the edge of the paper from the second fold.
6. The fourth fold is repeating the first fold and folding the entire project in half again.
7. Fifth fold: On the pointed end (where you made the slit in step 3) fold the two halves to the outside to create the tail.
8. The sixth and final fold is sort of on an angle and works to raise the tail up above the back of your whale.

Take some time for the children to decorate their whale. Be as creative as you like! Perhaps have some googly craft eyes available for them to stick on the whale.

You might like to encourage the children to write the text (or have it printed on sticky labels for them to add to their whale), of Jonah's prayer to God:



*"In trouble, deep trouble, I prayed to God.*

*He answered me.*

*From the belly of the grave I cried, 'Help!'*

*You heard my cry (Jonah 2:2, The Message)*

Make the point that God loves us and wants us to obey, but even when we don't, God doesn't give up on us.

Encourage the children to take their whale home with them and put it in their bedroom (or some other place where they will see it on a regular basis) as a reminder that God will never take away His love.

## REFLECT (10 mins)

Just like Jonah who disobeyed God's instruction to go to Ninevah but then realised his wrong doing, we need to come to God and acknowledge the things we do wrong and receive God's forgiveness.

Brainstorm with the group a list of things that we do to make God feel sad. Using a water soluble pen, write the ideas on acetate and project them on an Overhead Projector.

Once the list is complete, weave all the suggestions into a responsive prayer something like this:

---

*For the times when we are rude or naughty      We want to say: 'Sorry Lord'.*

---

*For the times when we tell lies                      We want to say: 'Sorry Lord'.*

---

*For the times when we disobey mum and dad      We want to say: 'Sorry Lord'.*

---

*Etc*

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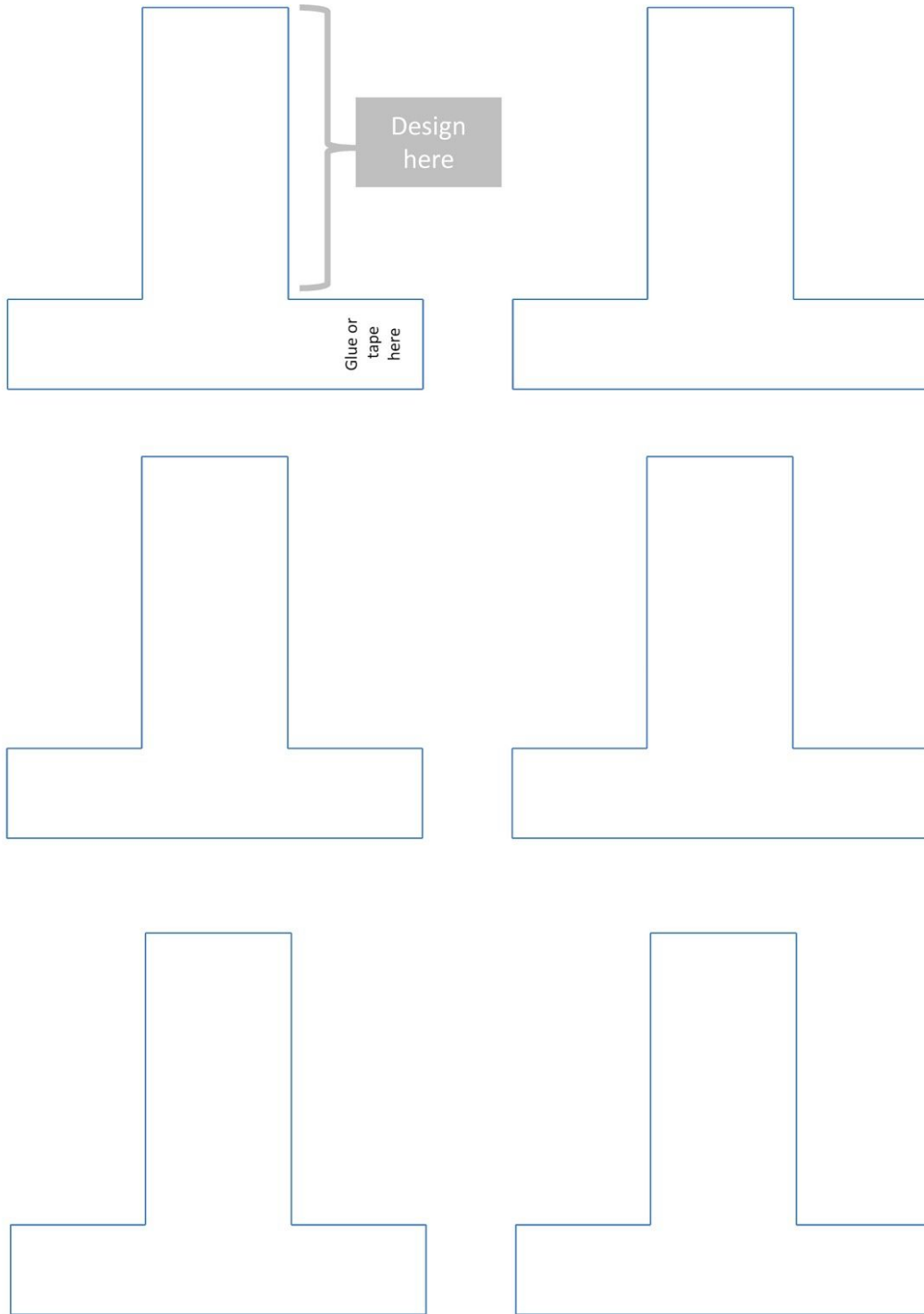
*Amen.*

---

Ask the group to say the prayer out loud together.

When the prayer is over, sprinkle a few drops of water onto the acetate and watch the water dissolve the ink. Spraying water using a water spray bottle (the type used in gardening or hairdressing for example) might be more effective and ensure there isn't too much water spilled. **Remember:** Electrical devices and water don't mix well!

Using a cloth, then wipe the whole acetate clean to illustrate that when we say sorry to God he forgives us and wipes away our wrongdoing, giving us the opportunity to make a fresh, clean start.





## INFORMATION.....

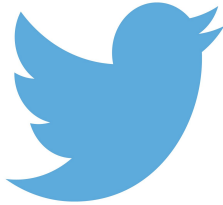
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