General Objectives for CRE 106

As a result of this training, the students in your classes will be able

1. To know how to facilitate prayer experiences for children, effectively lead children’s singing, to teach crafts, and lead out in nature experiences and activities.

2. To feel confident and enthusiastic when facilitating prayer experiences, singing, crafts, and nature activities.

3. To actually lead out in prayer experiences for children, children’s singing, crafts, and nature experiences and activities.

Textbooks

Textbook: Each union may select their preference.

Additional textbook suggestions:
Karen Holford. *100 Ways to Teach Children to Pray*


Suggested student requirements for the course

1. Attend and actively participate in each of the class sessions.

2. Read the required textbooks and class handouts.
3. In a children’s group, participate in children’s prayer activities, children’s singing time, craft, and nature activities. Lead out in each of these four activities.

Outline

Courtesy of Noelene Johnsson, the North American Division Children’s Ministries website is the source for the following sections entitled:

I. Teaching Children to Pray (Janet Rieger and Pat Verbal also contributed to this section.)

II. Music for Children (“Making a Joyful Noise”)  

III. Crafts That Teach  

IV. Teaching from Nature
Teaching Children to Pray

If I could teach my children only one skill it would be to pray.

How do you teach children to pray?

- Let your children see and hear you pray: at family worship and in your personal prayer life.
- Let them hear you pray for them – with specifics. Not: “Please bless Johnny” but “Johnny has a test at school today. He’s nervous about it. Please calm his nerves, help him to remember what he’s learnt and help him to pass.”
- Don’t shut your child out of your devotional life. If they come to you when you’re reading the Bible or praying, and they’re little children, hold them on your lap and share with them. If they’re big, share and include.

Stages of Development in Prayer:

Researchers in child development and religious education have studied how children’s experience in prayer matures. They’ve found at least 4 stages. Children from different faiths go through the same stages. The more prayer experiences they have the quicker they go through the stages.

STAGE 1 (6 years and under)
- No idea how prayers get to God. (Maybe they jump, fly?)
- Expect to get whatever they pray for if they say it right. Distressed if they don’t get what they pray for, think they didn’t say it right.
- Believe that everyone prays (even animals).

Activities
- Pray for your children when they go to Sabbath School, to the hospital, to school.
- Prayers for special occasions. (first step, first word, first day of school, birthdays, etc.)
- Keep prayers simple, brief, personal and sincere. (no clichés)
- Focus on praise and thanks.

STAGE 2 (7-9 years)
- Knows that not everyone prays, definitely not animals.
- Sometimes reluctant themselves.
- Beginning to pray for others.
- Starting to doubt.

Activities
- Prayer Book
- ACTS – acronym for a prayer pattern:
  A- Adoration, C- Confession, T - Thanksgiving, S - Supplication
STAGE 3 (10-12 years)
- Private conversation with God - don’t talk to others about it.
- Intensely personal. Child to God direct.

Activities
- Prayer Journal

A prayer journal:
- helps to focus requests
- helps us to recognize God’s answers
- strengthens faith
- helps us to appreciate the power of prayer
- makes prayer a reality in our lives every day
- keeps us aware of God’s presence in our lives

STAGE 4 (earliteens)
- Recognises prayer changes the one who is praying.
- More specific prayer but not necessarily sure that God answers.

Activities
- Discuss your own prayer life and experiences

Principles
- It is never too early to begin praying with a child.
- Children love to talk to someone who listens.
- Praying is one way a child can act out their belief in God thus making it real.
- By praying, children can practise the presence of God in their everyday life.
- They can exercise their faith so it will grow.
- It provides a way for children to support their friends, their family, God’s workers, children in trouble, and many more.
- Children need never experience isolation when they can talk to Jesus.
- It helps them deal with their fears.

—Janet Rieger

Prayer Experiences for Children

Getting children to pray
We do not so much teach children to pray as facilitate prayer experiences for them so that they learn to pray and praying is natural for them. When prayer is a daily part of the home and church experience, children open up to God and continue to be open to Him as they grow up. Those who do not learn to pray daily at home may later resist attempts to draw them into a truly prayerful attitude.
Prayer Partners (Primary up)
Adults need a prayer partner. Children will need help to buddy up and pray with someone else. Teachers can help primaries buddy up with another child or a teacher. Explain to parents of primaries what you are doing. Children can encourage each other to pray—in church, at home by telephone, with a neighbor of any age.

Hand-Squeeze Prayers (KG-teen)
Form pairs and have partners gently hold hands. One partner prays silently for the other partner. When finished, he or she firmly squeezes the partner’s hand and the other partner prays. Try this when you know your students are confident, comfortable, and serious about prayer. —Karen Neussle, Washington Conference

Prayer Trios (Junior, Teen)
Three students commit to praying together by phone or in person. Every day they read and pray about their Sabbath School lesson, asking what God is trying to tell them in that story. They also pray for their two partners. On Friday, they each share what God was trying to tell them through the text. The two partners pray for each person that they will do what God was telling them. After a while, by agreement they split up and each finds two others to form a new prayer trio.

Church Prayer Walk (primary up)
Kids do this alone or with a partner. Children walk through the church halls and choose a Sabbath School class, person, or special need to pray for. Encourage them to come early next week to pray before everyone arrives. They should only do this under the supervision of an adult. Prayer partner may pray daily over the phone.

Prayer Walks (Primary-teen)
The children, supervised by an adult, walk in twos and threes around the block, praying for the people in the houses that they pass. Families might be challenged to pray as they walk the halls of their apartment building or as they ride the elevator. Encourage the kids to choose a block where they will not be distracted by people and advertising signs.

Prayer Jog
Kids might turn their walk into a run or a “Joshua jog” in memory of Joshua leading the troops around Jericho. As they run by, they pray, “Lord, please be with the Wilsons (family that lives here); help them know you love them,” etc. Pray that God’s Spirit will bring grace, peace and joy to each home; that the honest in heart will find God.

ACTS Prayer (primary-teen)
For praying individually or with others, under the guidance of a facilitator. Kids learn to construct their prayers around a standard formula summarized by the acronym, ACTS. A=adoration of God, C=confession of guilt, T=thanksgiving, S=supplication(asking God for something). The simplest ACTS prayer consists of just one sentence or many for each part of the prayer.
Primaries need adult help and modeling or a written worksheet to cue them when praying an ACTS prayer. Juniors and older can pattern their prayers without help. When praying in groups, a facilitator begins praying and says, “Now we will offer adoration,” etc. (For primaries, explain adoration as *telling God what we like best about Him*.) Persons in the group then offer a sentence or two, giving everyone a chance to take part. When a long pause occurs, the leader might pray or move to the next part of the prayer. When just two people pray an acts prayer, they can go back and forth each adding short statements of adoration, until they are ready to move to confession. ACTS prayers really work, but kids may experience two drawbacks:

1. The name sounds like “AX” prayer,
2. “Adoration” and “supplication” are not in the average vocabulary.

To help kids remember the parts of an ACTS prayer, have them draw the outline of a hat, such as a cowboy hat. They write one sentence for each part of the ACTS prayer, but praying from the point of view of the person who would normally wear that hat. A cowboy might pray:

A--God, You own the cattle on a thousand hills.
C--Forgive me for losing my temper and kicking that steer today.
T--Thank you for being so near when I am out on the range.
S--Watch over my family until I get back to them.

**PART Prayers (Primary-teen)**

PART prayers are like ACTS prayers, but easier to pronounce. PART is an acronym formed as follows: P-praise, A-ask, R-repent, T-thanks. Until they get used to a PART prayer, primaries need adult help and modeling--or a written worksheet to cue them. When praying in groups, a facilitator begins praying and says, “Now we will offer praise,” Persons in the group then offer a sentence or two, giving everyone a chance to take part. When a long pause occurs, the leader might pray or move to the next part of the prayer.

**Prayer Journal (primary up)**

Kids can make the journal by folding sheets of paper and gathering them into a book with some yarn tied around the spine. Or they can purchase a notebook and decorate the cover. They write their prayer in the journal each morning or night. Kids can be encouraged to reflect on their daily lesson study and respond by writing their thought as a prayer in their journal. In a specific part of the journal, such as along the bottom of each page, they write names of people they are praying for. Kids need not write the intercessory part of their prayers.

**Prayer Maps (KG-teen)**

As a family or group in Sabbath School, kids draw maps of a block or two of their neighborhood that they are familiar with. This will probably involve walking the neighborhood to count the houses. Older children can add the house numbers and street names. They then pray for each house in turn, as their fingers do the walking from house to house. Or the kids could divide into groups, each group praying for specifics portions of the map.
Paraphrase Prayer (primary up)
Kids work alone or with a partner. (Primaries work with a teacher in small groups. The children choose a Bible prayer, such as Psalm 23, Daniel 9:15-19, Rev. 12:10-12 and write in their own words what they think this prayer might mean to them today. They then each read their prayer aloud. Those who do not finish writing may speak their paraphrased prayer.

Apple Prayers (KG-teen)
In class, give each child a small section that you cut from an apple. While you cut, explain that when someone is very special to us, we say that they are the apple of our eye. Read Psalm 17:8: “Keep me as the apple of your eye; hide me in the shadow of your wings.” Invite everyone to eat their apple and think about this prayer as you read it again, inserting the names of the children in place of “me.” (Keep Janie as the apple, etc.) Then read Zechariah 2:8: “Whoever touches you touches the apple of (God’s) eye.” Invite the children who are done chewing to offer their own prayer, telling God how they feel about being the apple of His eye. (Young children can tell God how they feel about apples and about God. They may not be able to make the connection between the apple and their own special selves.)

Prayer Vespers (Teen)
Encourage your class to write down and keep their favorite prayers and prayer activities. The children can plan a prayer vespers for the church. This can be like a prayer concert or a prayer program where the songs, the scripture, the sermon, and special features are all prayers. Children can read their creative prayers from the past month or months, play tapes of past prayer sessions, and involve the audience in some of their favorite prayer activities. The theme might be around a season of the year or of the church calendar. Or the prayers and activities might be random subjects. Be sure to include a time where children recount answers to prayer and take prayer requests from the audience. As a creative touch, create a slide show or video show of artistic prayers created by the children. Include prayer maps, prayer collages, and other visual prayers. (Adapted from Teaching Teenagers to Pray, Group Publishing)

Scripture Prayers (Junior-teen)
The children choose a Bible verse and pray it as a prayer, using a contemporary version of the Bible. For each thought in the prayer, they stop and pray for some aspect of their lives. For instance: Pray about each “blessed” in the Beatitudes of Luke 6:20-22 or pray one of the following passages suggested by Karen Neussle: 1 Chronicles 29:10, 11; Psalm 9:1-2; Psalm 67; or Matthew 6:9-13.

Prayer Letters (Primary)
Have children write their own prayers, or “letters,” to God. Afterward have children volunteer to read their letters as verbal prayers to God. More reserved children can keep their letters as silent prayers to God. —Karen Neussle
**Sensory Prayers (KG-primary)**  
This prayer works best in silence as a response to the continuing experience of God’s goodness. Have children silently soak in the warmth of the sun, stroke a feather, or chew a piece of fruit. Remind children to talk to God during their sensory experience. —Karen Neussle

**GROUP PRAYERS**

**Warm Water Prayers (Junior-teen)**  
Choose student leaders to come early to prepare for this activity. You need a bowl of comfortably warm water. One at a time invites a student to soak her hands in it while you read Jeremiah 29:11-13. Then each person in the group prays for the “warm water student” by name, requesting a specific blessing for her. When the prayers are said, hand the child a dry towel and ask how she felt. (Warm, loved, OK, etc.) Affirm the response and encourage her to be ready for God’s blessing. Pour a fresh bowl of water for the next child and repeat the activity. At class time, present the student leaders who participated with a bowl, warm water and a copy of the above paragraph. They then lead their own small groups.

**Popcorn Prayers (Primary up)**  
This group prayer can be done with class groups and families, and does not involve eating. The leader names the subject of the prayer. (Typical subjects: prayer, families, mothers, dads, God, the first Christmas, etc.—whatever your lesson is about.) Kids from here and there around the group quickly say one word that comes into their mind when they think of that subject. (For instance, for First Christmas: starlight, angel-song, midnight, shepherds, hay, etc.) The sound of words popping up here and there reminds one of corn popping. When the popping stops, ask the kids to offer short prayers, telling God their feelings about that subject. The leader concludes when there is a long pause in the prayers. Keep popcorn prayer exercises short and upbeat. Do them at any point but no more than once in a program.

**Prayer Collage (KG-teen)**  
Everyone in the class searches magazines for pictures and words that help them form a prayer collage of things they praise God for. After gluing the pictures to poster board, the younger children will need practice reading their prayer pictures before doing them for the class.

**Prayer Chains (Primary-junior)**  
You need strips of paper about 12 inches wide and 8 inches long to make the links. The children write on each link and then join the links by stapling them in circles that link to the previous circle. They then stand in a circle holding the prayer chain in their hands and praying link by link for the links they hold.
**Lord’s prayer chain:** The kids each write a phrase from the Lord’s Prayer on a strip of paper and link them together in order. The phrases are as follows: 1) Our Father, 2) Who art in heaven, 3) Hallowed be thy name, 4) Thy kingdom come, 5) Thy will be done on earth as it is in heaven, 6) Give us today our daily bread, 7) And forgive us our debts as we forgive our debtors, 8) Lead us not into temptation but deliver us from evil, 9) For thine is the kingdom and the power, 10) And the glory forever, Amen (Let it be so.)

**Names of Jesus Chain:** On each strip write a name of Jesus. The kids may want to collect the names for several weeks before taping them together as links in a chain. It is fun to order the links alphabetically. At prayer time for the next couple months, children stand in a circle each holding the chain at some place. They pray something based on the name written on the link that they are holding. For instance, the child holding “Rock” might say: “Be with Danny in the hospital, please be like a solid rock for him to hold onto.”

*Alphabet Names of Jesus:* Alpha, Beginning, Creator, Counselor, End, Everlasting Father, Father, God, King, Lion, Lamb, Lily, Life-giver, Mighty God, Omega, Prince of Peace, Savior, Son, Victor, Vine, Word, etc.

**Intercessory Prayer Chain:** The children write on each link the name of a person and a special request for that person.

**Telephone Prayer Chain (Primary-teen):** Kids agree that if anything important comes up that needs immediate prayer, they will be notified by telephone to call and tell one other person and then pray about the special concern. Organize so that the leader needs to make only 1-3 calls. Each person calls the next person on the prayer chain. Large churches can divide into more than one chain.

**Pocket Prayers (primary)**
The whole class participates in pocket prayers. You need an envelope for each child with their name written on the front and the open flap cut off. When kids arrive at the door, give them a blank card to write out their prayer request. They then place their request in somebody’s envelope on the prayer bulletin board. At prayer time, the children retrieve the contents of their pockets and in groups of 2-3 pray for their requests. (Adapted from *Fifty-two Ways to Teach Children to Pray*, Rainbow Books)

**Musical Prayers (junior-teens)**
In class, pass out hymn books. The kids leaf through to discover hymns that are prayers. At prayer time, the kids sing or read their musical prayer. Remind the children to look for hymns that express praise, confession, thanksgiving, or that make a request.

**Memory Verse Prayer (primary)**
Kids are given a verse or assigned the memory verse. They read the verse several times, think about its meaning, consider the time or place or story that the verse was connected with. They then take turns saying a prayer of their own that is based on their text. Teach children to do this whenever they study their lesson. Soon they can do it for themselves.
Scripture prayer: The Triumphal Entry (Teen)
Kids pair up while the leader reads a passage of Scripture, such as the Triumphal Entry, Matt. 21:8-14. Every couple of verses, draw their attention to what is happening in the story portion that you just read and draw a parallel example from their lives. Ask kids to pray with their partners about that situation in their lives. For more detailed information see Putting Their Hands in His (Review and Herald), p. 111.

Thanks Banks
Give children a facial tissue box, which they decorate and label “Thanks Bank.” (All the decoration some boxes will need is the addition of a simple bow, heart, or flower.) Instruct the children to look each day for something that they are extra thankful for. They can place a clue, or a specimen, or a written description of the blessing in their thanks bank and bring it to church next week. At prayer time the following week, kids draw something from their bank and then take turns praying about what they drew out. (Adapted from Fifty-two Ways to Teach Children to Pray, Rainbow Books, a division of Success With Youth, P.O. Box 261129, San Diego, CA 92196.)

Learning To Say Grace (BG, KG) At VBS, child care, Sabbath School, teach kids to say grace before snacks. Teach them to wait until after grace to eat. Use simple grace, such as the beginners grace, below, or “Thank You for the world so sweet” etc.
   God is great, God is good; Let us thank Him for our food.  
   By His hands we all are fed;  
   Thank You, Lord, for daily bread.  
   Amen.

Bible Story Prayers (primary and older)
Individual, written prayer following a Bible story and a discussion of the following questions: Where was God in this Bible story? Where was grace? Who are you in this story? A prayer following the story of healing the blind man outside Jericho might begin as follows: Lord, I feel like the blind man, .... etc.

Adding Prayers (KG-primary)
Begin a sentence and have children complete it as a prayer, keeping one thought in focus at a time. For instance: “God we thank you for . . .” and “God, please help . . .” Responses can be audible or silent.

Graffiti Prayers (Junior-teen)
Cover a wall with banner paper and leave markers nearby. In large letters, write on the paper the start of a prayer, as for Adding Prayers. The kids will complete the sentence in writing. Encourage them to write large. They may sign their name if they wish. At prayer time, read their responses, preceded each time by the words you wrote to start their thought.
Empty Chair Prayers (Primary up)
Kids who have a problem staying awake when they pray or who feel like God is not listening can pray while seated with an empty chair opposite them. They think of God as sitting in that chair. In Sabbath School place an empty chair up front or in the circle for Him. Begin by singing songs to Him, such as, “I’m gonna sing, sing, sing. (He Is My Song, #10). Change the words so that instead of saying, “I’m gonna sit by Jesus’ side,” you sing, “Jesus gonna sit here by your side.” They then pray with their eyes open, each telling God what they like best about Him, while addressing the empty chair.

Litany Prayers
Read a series of sentences about God’s activity in a particular area of life, such as creation. Following each phrase, have the children respond in unison with something, such as, “God, Your love is forever!” “God, You are great” or “Jesus, I am sorry.” Psalm 136 is a good example of a litany prayer.

Position Prayers (KG-primary)
Children can experience prayer in many positions. For a prayer of thanks, have children stand and clap their hands after a thought that they feel strongly about, or they can sit with heads bowed. For a prayer of confession, have kids kneel or sit on the floor and hug their bent knees. For adoration, have kids lie outdoors on the grass, look up into the sky as they adore God and reflect on His majesty. (Great for Adventurer Club or VBS.) Adapted from Karen Neussle.

Moving Prayers
Young children are interested in things their bodies can do. Stretching, bending, smiling, breathing, and flexing actions can be prayers. For example, children can stretch to say, “Thank You, Jesus for causing me to grow.” Children can pretend to swing a bat to say, “Thank you, Lord, for strong arms.” —Karen Neussle

M&M Prayers
Children divide into groups of four. Dump a handful of M&Ms on the table in front of each group. Each child chooses one color of the M&Ms. The person who chooses yellow, for instance, may see that there are four yellow M&Ms, so he tells God four things he adores about God.

Yellow = adoring God
Brown = confession, telling God sorry
Green = thanking God
Red = making special requests of God.
PRAYER CRAFTS

Edible Prayer Reminder
You will need for each child a slice of bread that has been lightly toasted and left to dry, and for the class a box of alphabet pasta and glue. The kids find the letters to spell “pray” or “pray to God” or “Thank You God.” They glue the letters on the bread. Try painting the letters with grape juice for added color. They take their bread home in zippered sandwich bags. As the kids are working, talk to them about saying grace. (Adapted from Fifty-two Ways to Teach Children to Pray, Rainbow Books, a division of Success With Youth, P.O. Box 261129, San Diego, CA 92196.)

Prayer Posters
Kids write their prayers carefully on poster board or colored construction paper. (Silver gel pens on black paper are popular.) They decorate the prayer with drawings, stickers, yarn, dried flowers, etc.

Prayer Scrolls
Kids write their prayers or Bible prayers on parchment paper and roll the left and right edges of the paper toward the center, tightly like a scroll. Apply glue stick to the back of the parchment but not close to the four corners. Glue the parchment so it is centered on a larger sheet of construction paper. The corners will be left curled over.

The Lord’s Prayer Ribbon
Give each student a blue, white, purple, green, yellow, red, black, and gold piece of ribbon four to six inches long. As you talk about the different parts of the Lord’s prayer and the meaning, tie the appropriate color onto the previous color, making a chain that is a reminder of the prayer and its meaning. (From Gordon and Becky West at a National Youth and Children’s Ministry Conference)

Blue:
Our Father who art in heaven, (*Our Father, we know you live in heaven.)

White:
Hallowed be Thy name. (Let people know how special You are.)

Purple:
Thy kingdom come. (Come and be our King.)

Green:
Thy will be done, on earth as it is in heaven. (So that everyone will do what you want the way they do in heaven.)

Yellow:
Give us this day our daily bread. (Give us the food we need for today.)
Red:
And forgive us our debts, as we forgive our debtors. (Please forgive us for the wrong things we have done, and help us forgive people who do wrong things to us.)

Black:
And lead us not into temptation, but deliver us from evil. (Help us to not want to do wrong things, and take care of us.)

Gold:
For Thine is the kingdom, and the power, and the glory, forever. Amen. (Because You are the King who is powerful and great. Amen.)


Supplementary Materials for Teaching Children to Pray
By Pat Verbal, M.A.

Are you stunting the growth of your children in prayer? Do you spend fifty-eight minutes in class keeping them busy, and two minutes saying, “Bow your heads for prayer?” Why don’t we let kids pray more? Prayer must be a choice—not a program.

DISPELLING THE PRAYER MYTH
- Parents assume the myth that prayer is an innate ability.
- Parents have not taught children how to pray.
- Teaching prayer is not only a great concept, it’s purely biblical.
- Parents pass down rote prayers and they are poor prayer models.

FIVE FINGERS OF PRAYER

Finger 1: Addressing Our Father in Heaven
♥ “Our Father which art in heaven . . .”
♥ Jesus always began His prayers by addressing His Father
- Matthew 69, “Our Father in heaven. . .”
- John 17; Luke 23:34, 46 “Father”
Finger 2: *Offering Praise to God*
- Hallowed by thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven.”
- Jesus always gave praise, honor and glory to God.
- Teach our children to praise His holy name.

Finger 3: *Laying Needs Before the Father*
- “Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil.”
- Plea for our needs, for forgiveness, healing and intercession.

Finger 4: *Praise and Glory*
- “For thine is the kingdom, and the power, and the glory forever.”
- Time to thank God for answered prayers and for promises He has made.
- Time for children to say: “I love You, God.”

Finger 5: *Closing in His Name*
- “I tell you the truth, my Father will give you whatever you ask in my name” (John 16:23).
- Close our prayers in the name of Jesus, Amen!
FIVE FINGERS OF FAITH

The five fingers of faith are biblical promises set forth by the Lord as a direct result of faithful prayer.

Finger 1: God Commands Us to Pray
♥ It is not a parental invention to delay mealtimes
♥ Jesus tells us to pray and not give up when we feel hopeless (Luke 18:1).
♥ We are to pray if in trouble and when needy (James 5:13; Matt 7:7).

Finger 2: Intercession
♥ Reaching out to the Father on behalf of other’s needs
♥ Children need to learn this expression of love, lifting others up to God’s throne through prayer.

Finger 3: Healing
♥ Teach children that God is our healer.
♥ God heals broken hearts, battered spirits, and crippled bodies
♥ God heals according to His divine will and in His time.
♥ James 5:16

Finger 4: Protection from Evil
♥ Jesus tells us to pray against temptation and sin (Matt 26:41; Luke 22:40)
♥ Matt 26:41: Watch and pray so that you will not fall into temptation.

Finger 5: God Hears and Answers Prayer
♥ God has promised He will hear each heart raised in prayer.
♥ God answers prayers according to what He sees best for us.
♥ God’s answers can be: “Go” “Slow” “No”

SUMMARY

1. Prayer is our way of fellowshipping with God.
2. Powerful, effective prayer must be taught.
3. Jesus provided us the perfect prayer model.
4. God gives us promises of helping, healing, hearing, answering, and protecting through prayer.
THREE R’S OF RETENTION

1. RETEACHING
   * Presenting prayer lesson again a day or two later
   * Use more concrete or visual way

2. REINFORCEMENT
   * Reviewing what has been learned

3. REWARD
   * Enriching what has been learned in a fun, motivating way
     e.g. a game or shared activity

PRAYING WITH YOUR 2-4 YEAR OLDS

A. Suggested Prayer Times
   ✓ Three short prayers of no longer than 5 minutes each.
   ✓ Be flexible if your little ones tire quickly.
   ✓ Never force your tiny ones into prayer or prolong prayer time past their
     attention span.
   ✓ Establish an attitude of peaceful, enjoyable, warm, and daily prayer

B. Main Ideas to Be Presented
   ✓ GOD LOVES YOU!
   ✓ ALWAYS, NO MATTER WHAT, NO MATTER WHEN, NO MATTER WHERE!
   ✓ Help child notice the beauty in the world around him and saying, “Oh, look at
     the sunrise! God certainly loves us.”
   ✓ Memorize a Scripture verse together, e.g. John 3:16

C. One-Step-Further Concept
   ✓ PRAYER ALLOWS US TO TALK WITH GOD THROUGH JESUS, THE
     SON.
   ✓ Use a drawing to help you child understand God, the Father, and Jesus, the Son.
   ✓ “We can talk to God in our prayers if we use Jesus’ name.”

PRAYING WITH YOUR 5-6 YEAR OLDS

A. Suggested Prayer Times
   ✓ As attention span lengthens, prayer times can be realistically increased.
   ✓ Bedtime, mealtime, and 2-3 additional times are reasonable.
   ✓ Limit each prayer time to no longer than 5 minutes, unless the child feels
     compelled to pray longer.
B. Main Idea to be Presented
- GOD IS FAITHFUL! He hears your prayer and will always answer!
- Read with your child: John 11:41, 42; Matt 7:7; John 14:13.
- Explain the concept of faithfulness to a child by likening it to a promise.
- Use a telephone to illustrate how God hears prayers.

C. One-Step-Further Concept
- PRAYER HAS THE POWER TO HEAL THROUGH JESUS.
- Help child to relate to his own illness, his friend’s injury, hurt feelings, etc.
- Help your child to pray for others, seeing how God can heal.

PRAYING WITH YOUR 7-10 YEAR OLDS

A. Suggested Prayer Times
- Bedtime, mealtimes, and 3 additional moments of prayer give the child short
  time-outs and longer refreshment-learning times with the Lord.
- Present prayer time as time spent with your child’s best Friend and Father.
- Three-minute devotions are good starters to ease your child into sending more
  time in prayer.

B. Main Idea to Be Presented
- GOD HEARS AND ANSWERS PRAYER—IN HIS TIME AND IN HIS
  WILL.
- Recount with your child the story of Joshua and the victory at Jericho.
- Read with you child Jeremiah 33:3; Psalm 91:15; Isaiah 65:24.
- God answers every prayer, but it may not always be what we hoped for.
- Help child to see how God answers faithful prayer by using a prayer log.

C. One-Step-Further Concept
- Allow child to read Ephesians 6:10-18; John 17:11.
- Discuss with him any fears, questions, or concerns about Satan while
  reassuring him that God-given prayer has the power to protect.

Children’s Prayer Resources
Ministry to Today’s Child
8415 Pioneer Drive, Frisco, TX 75034 USA
800-406-1011 www.ministrytotodayschild.com MTTC@aolcom

Action Keys to Prayer by Pat Verbal. Eight reproducible Bible studies on prayer for 8-
12 year olds. Skits, games, & activities adaptable to any size group. Kids discover how
actions work with prayer to change their world. $34.99
Obie’s Bible Prayer Overheads created by Pat Verbal. Twelve colorful transparencies help your class learn to pray like Moses, Hezekiah, Daniel, Paul, Jesus, and others. Includes discussion questions and reproducible cards teaching children good prayer manners. $29.99

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Music for Children

Making a Joyful Noise
Getting Children to Sing at Church

SPECIFIC OBJECTIVES FOR THIS MODULE

The student will:

1. Know how to prepare personally, prepare the physical environment, prepare the audience, and prepare for problems as a song leader.

2. Feel and transmit enthusiasm and joy while leading singing.

3. Be able to lead a joyful, effective song service, which involves all the children in the group.

STUDENT REQUIREMENTS FOR THIS MODULE

The student is to:

1. Attend the entire lecture for this course.

2. Outline a song service that could be used for children’s church or Sabbath School.
   - State the order of songs as well as their place in the program. Include boredom beaters.

3. Conduct the song service with his/her pastor or elder evaluating it.

4. Have the song service outline and evaluation sent to the teacher of this course.

Introduction

Children and Music - Have you noticed?

- Children start singing early.
- Children of all ages like to listen to music.
- Children spend a lot of money on music.
- Children often don’t sing when you want them to!
You Can Get Kids to Sing – The secret is to prepare. . .

- Yourself, as the song leader
- The physical environment
- The children
- And prepare for problems

I. Preparation as Song Leader
“Sound preparation give a song leader confidence.”

5 Steps for Preparing a Song Leader

   Each of the following is important.
   - Choose the songs
   - Provide copies
   - Work with the instrumentalist
   - Learn the songs
   - Set the key

When Choosing Songs. . .
Remember:

- “Variety throws kids off and gets their attention.” —Bob Stromburg
- Choose songs appropriate to the age level

Choosing Songs, (continued) Select songs for:

- Variety
  - differing musical tastes.
  - several different styles.
  - varying tempo
- Choose no more than one new song.
- Always choose to sing, somewhere during the program, the song you introduced the previous week.
- For the beginner child, limit the repertoire of songs that you choose from.
  - Decide on a prayer song, use it all year.

Step 2 in Song Leader Preparation

- Choose the songs
- Provide copies
- Work with the instrumentalist
- Learn the songs
- Set the key
Providing Copies of Songs
Non-readers don’t need the words. Readers will learn more quickly if they can read the words.

- Photocopies are the quickest copies.
- Words on an overhead or flipchart are the most effective copy—they force the singer to look up.
- Retyped, words only, are the least expensive copies, in terms of copyright charges.
- Individual songbooks are the easiest copies.

You don’t need permission if . . .

- You purchase songbooks for everyone.
- The song is in the public domain. (Copyright has expired, etc.)
- You don’t charge admission to hear you sing.

You must get permission if . . .

- You copy a song that has a copyright notice.
- Even if you only copy the words.
- Even if you make just one copy.
- You charge admission when you perform the song.

Getting Copyright Permission

Follow these easy steps:
- Write to the publisher of the songbook.
  - Look on title page or page 2 for publisher address
- Tell the title, composer, and source of the song.
- Tell how many copies you want to make for classroom use.
- Have written permission in hand before photocopying.

Step 3 in Song Leader Preparation

- Choose the songs
- Provide copies
- Work with the instrumentalist
- Learn the songs
- Set the key
Planning for the Accompaniment

“Whatever accompaniment, practice makes perfect.”

- Play your own
  - Keyboard
  - Guitar, trumpet, flute, violin—whatever
  - Percussion to mark the beat
- Get an accompanist
  - Keyboard or solo instrument
- Use an audio tape

Tips for Accompanists

- Young children need to hear the tune at the same pitch they will sing it.
- Maintaining the tempo is more important than striking the correct notes.
- Emphasizing the beat makes the song more lively.
- An audio-tape of other children’s voices is best for children.

The Accompaniment

A good accompaniment should...

- Be lively, with good rhythm
- Not be so loud that the children cannot hear each other’s voices
- Appropriate to the words and the occasion

Singing a Capella

If you have no accompaniment, or for special effect, try singing unaccompanied.

- But first use an instrument to give the pitch.

Step 4 in Song Leader Preparation

- Choose the songs
- Provide copies
- Work with the instrumentalist
- Learn the songs
- Set the key

Learning the Songs

- “The better you know a song, the more confident you feel about teaching it—and the more likely are kids to enjoy it.”
To learn a song...

- Read the music and hum the tune or play it on an instrument. 
- Practice the song until you can hum the tune without looking at the music. 
- Do this several times until you get the hang of it. 
- If you aren’t a singer yourself, rely on a child or a group of children. Teach them the song. Practice with them until they are sure of the tune.

You know a song when...

- You can sing the first line without looking at the words. 
- You can sign it without missing a note. 
- As long as the tune is fixed in your mind, you may read the words. 
- You really know a song when you can whistle it in the shower.

Step 5 in Song Leader Preparation

- Choose the songs 
- Provide copies 
- Work with the instrumentalist 
- Learn the songs 
- Set the key

Setting the Key

When singing a capella or with an adaptable accompanist, you can set the key higher or lower, to suit your audience.

- Young children should not be asked to sing lower than middle C. 
- Older kids like to sing lower. 
- Most people should set the key a tone higher than they feel comfortable with.

II. Preparing the Physical Environment

“The place where you sing—the seating and general atmosphere—influences the kids’ singing.”

Preparing the Room

“It’s better for singing to pack into a smaller room.”

- The singing sounds better in a small room. 
- Kids won’t sing in easy chairs.
• Pull people in close; stand close to them.
• In a large room, get a sound system. But don’t turn it up so high the kids can’t hear their own voices.

III. Prepare the Audience

“Kids won’t sing if they are horsing around.” —Bob Stromberg

Preparing the Audience

• Help the kids feel comfortable
  - As a group
  - With you
• Get control of the group
  - Wait until everyone is paying attention to you
  - Use eye control
• Use an attention-getter
  - An echo activity
  - A song snatch (an isolated short response given by the children when they hear a certain phrase. e.g. Leader says, ‘Every time you hear ‘Jesus loves me,’ you sing or say together, ‘This I know.’’)  

Teach the Song – 1

The audience will focus on the song if they can see it.

• Provide copies of the song.
  - Beginners—provide copies for parents
  - Kindergarten-Primary—illustrated songs
  - Older Primary and up—words or words & music

Teach the Song – 2

“You want kids to enjoy the song, and you don’t want to have to reteach it, so . . .”

• Teach from the whole to the part
  - Kids listen to the whole song first
  - Kids tap/clap the beat while listening
  - Kids sing parts of the song with you
  - Learn the chorus or an echo first
IV. Preparing for Problems

“Negative behavior can take all the joy out of singing.”

Prepare for Problems by . . .

- Anticipating problems
  - Have a strategy for dealing with them
- Dealing with problems right away
  - With humor
  - Don’t make mountains out of molehills.
  - Don’t let things get out of hand
  - Sing out of key—This gets their attention
- Insisting on their attention and participation

Ways to End Boredom

- Gradually speed up the song—way up!
  - Challenge them to keep up
- Do an action song
- Sing super slow
- Sing an octave lower
- Call on groups to sing
  - girls, boys, all wearing black, etc.

More Boredom Beaters

- Teach a song with flashcards
  - Illustrate a line. Include the words
  - Change the flashcards as they sing
  - Invite a bored student to hold and change cards
- Use repetition (kids echoing you)
- Coax by making false starts
- Mix it all up
  - Boys sing a phrase, then girls
  - Throw in an echo

Great Songs to beat Boredom

Help us add to this list.

- O Fill it Up
  - Let the boys sing first phrase, way low.
  . . .
Resources

- Songbooks
  - Pathfinders Sing—Review & Herald, Hagerstown, MD, USA
  - He Is My Song—Review & Herald, Hagerstown, MD, USA
  - Heaven Is for Kids—Adventist Book Center

- Videos
  - Get Kids to Sing, Bob Stromberg, Group Publishing, Loveland, Colorado, USA
  - Hide ‘em In Your Heart, Steve Green, Adventist Book Center

The content of this section originated from NAD Children’s Ministries Department, 12501 Old Columbia Pike, Silver Spring, MD 20904.
CRAFTS THAT TEACH

Crafts are an exciting way for kids to express their creativity and imaginative thinking and also to give them a sense of self-worth.

To be a successful craft director:
- Have a love of children.
- Be organized—have all tools and materials assembled ahead of time. Have samples of the finished product and be able to help kids complete their project.
- Keep projects simple—choose the right project for the age level.
- Have patience.
- Remember, mistakes do happen! Be able to help kids turn mistakes into creative masterpieces!
- Be flexible—a project may bore kids. Don’t force them to continue something that may discourage them forever.
- Select projects that can be completed in a specific time frame and also without much help from you.
- Select projects that encourage creativity and originality—kids will feel much better about the finished project if it reflects their own ideas.

Teaching Crafts:
1. Assemble and organize all the needed materials.
2. Show a sample of the finished product to give the children an idea of what they will be making.
3. Demonstrate a step-by-step procedure for making the product. Provide written instructions/diagrams if possible.
4. Have designated children come get materials for their group, or pass them out.
5. Allow the children to work at their own speed. Ask the children who quickly complete their work to help others who may have difficulties.
6. Encourage the children to be creative in putting the finishing touches; don't require or expect exact copies of your sample.
7. Have everyone sign and display their finished products. Affirm generously.
8. Involve children in the clean up. Do not do for them what they can do themselves.

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every child is a bundle of potential

CRAFTS FOR EVERYONE: GUIDELINES FOR AGE LEVELS

Ages 2-4
Vigorous and uninhibited, this age group has little muscular control but nevertheless delights in drawing with big slashes of bright color. Choose jumbo-size pencils and crayons for easy manipulation. Suggested activities: painting, drawing, modeling with plasticene, fingerpainting.

Ages 5-6
Although muscles are not fully developed and children this age lack strength in their hands, enthusiasm for a variety of art materials is undaunted. But attention spans are short, and a project that cannot be completed in one sitting probably won’t hold a 5- or 6-year-old’s interest. Suggested activities: painting, drawing, clay modeling, collages, bead craft, puppet making, craftstick construction, weaving, stenciling, ceramic tile craft, plaster model painting, mask making, block printing, clothespin crafts, carving styrofoam shapes with plastic knives.
**Ages 7-9**
Greater coordination coupled with an intense interest in the way things work make creative activities increasingly important to this age group. 7- to 9-year-olds can successfully use a variety of tools and materials, follow directions and carry out projects without constant supervision. Suggested activities: painting, drawing, carved or modeled sculpture, bead craft, puppet making, craftstick construction, craft tissue creations, block printing, sewing, weaving, kite making, mobile construction, leather crafting.

**Ages 10-12**
Big needles, brushes, etc. can often be replaced with adult-sized equivalents. Work becomes more detailed and involves more planning. Because 10- to 12-year-olds are becoming less spontaneous and more self-critical, they often enjoy group projects like murals which call upon everyone’s talents. Suggested activities: painting, drawing, collages, ceramics, hammered metal crafts, wood crafting, basketry, puppet making, stenciling, batik, pen and ink sketching, print making.

**Ages 13-17**
Now is the age to teach advanced arts and crafts skills that can sustain an adolescent throughout life. Suggested activities: painting, drawing, sculpture (in wood, metal, clay, plaster or stone), print making, pottery, metal enameling, drafting and mechanical drawing, cartooning, fashion illustration, weaving, macrame, batik, wood working, leather crafting.

**Special Needs Children**
The special needs child can learn from arts and crafts activities, not the least of which is the pride in achievement. Creative endeavors develop motor skills, encourage social interaction, build self-confidence through successful mastery of the environment and encourage shape, texture and color recognition. Suggested activities: painting, drawing, clay modeling, papier mache, weaving, sand painting, wire sculpture, block printing, burnishing foil relief plaques, spin art, collage, latch hook, puppet making, mobiles.

**CRAFT RECIPES**

**Homemade Playdough**

- 2 cups water
- 2 cups flour
- 1 cup salt
- 2 Tablespoons oil
- 4 teaspoons cream of tartar
- food coloring

Combine all ingredients in a pan and stir over medium heat till mixture clumps into a ball. Knead and store in an airtight container. When completely cooled, scented extracts can be added.

**Finger Jello**

- 1 large box fruit-flavored gelatin
- 2 envelopes Knox unflavored gelatin
- 2 cups boiling water

In bowl, mix gelatin and unflavored gelatin. Add boiling water and stir until completely dissolved. Pour into lightly buttered pan. Chill till firm. Cut into cubes or use cookie cutters to cut designs.

**Soapflake Painting**

- 1 cup Ivory soap flakes
- 1/4 cup water
- food coloring if desired

Mix all ingredients in a bowl. Beat with egg beater or mixer until fluffy. Use like finger paint.

**Puff Dough Art**

- 1 cup flour
- 3/4-1 cup water
- cotton balls

Mix flour and water to make a smooth paste. Add cotton balls and coat completely with paste. Carefully lift cotton balls from bowl, arranging into desired shape onto lightly greased cookie sheet. Bake at 325 degrees for 1 hour or until lightly brown and hard to the touch. Let cool and paint.
**Salt Dough**

- ½ cup flour
- ¼ cup water
- ¼ cup salt

Mix salt and flour. Slowly add water, mixing well. Knead dough for several minutes. Roll to ¼" thickness. Cut with cookie cutters. Bake on foil-covered cookie sheet at 325 degrees until lightly brown. Paint after cooling. For necklaces or hanging ornaments, poke hole in top of object before baking.

**Bubbles**

- 6 cups water
- ¾ cup Karo corn syrup
- 2 cups Joy dishwashing detergent

Mix all ingredients in a bucket. Stir well. Let sit for a while before using. Plastic strawberry baskets make great bubble blowers! NOTE: Detergent must be Joy.

**Edible Manger**

- ½ cup margarine
- 4 cups small marshmallows
- 6 cups chow mein noodles
- 1 cup butterscotch morsels (optional)


**Cornstarch Clay**

- 1 cup water
- 3 cups salt
- 1 cup cornstarch

Mix the water and salt in a pan and stir it over medium heat. Gradually mix in the cornstarch and stir until the mixture thickens into a mass. Remove from heat. Cool the clay on a piece of foil before kneading. Food coloring may be added when first mixing in the pan.

**Playdough in a Bag**

- ½ cup flour
- ¼ cup water

In a ziploc baggie, have children add flour first, salt second, oil third, and then the colored water. Zip the bag shut, then squish, squish, squish until the dough is mixed well.

**Ornament Dough**

- 2 cups baking soda
- 1-1/4 cup cold water
- 1 cup cornstarch

Mix all ingredients in a saucepan. Boil till mixture looks like mashed potatoes. Spoon onto plate and cover with a damp paper towel until cool. Roll out or mold into shapes with hands or cookie cutters. Dry overnight. Paint with marking pens, tempera paints, or water colors. For pins, attach clasps from hobby shops onto back.

**Chunky Chalk**

- powdered tempera paint
- plaster of paris
- film roll canisters
- Dixie cups
- toilet paper rolls
- sucker molds
- open cookie cutters (placed on wax paper)

Mix equal parts tempera paint and plaster of paris in a disposable container. Add enough water so that the mixture is like thick pudding. Pour into one of the above containers. You might oil the inside of the container for easier removal. Do not fill to the top of container. (This way the chalk will come out more easily.) Let chalk set an hour or two.

NOTE: The more tempera you use, the softer the chalk will be.
### Edible Playdough

1 cup creamy peanut butter  
3-4 Tablespoons honey  
powdered sugar OR dry powdered milk  

Mix peanut butter and honey. Add enough powdered sugar or powdered milk to make a ball of dough. Use as regular playdough, but this is edible. Yummy!

### Cornstarch Goop

box of cornstarch  
food coloring (optional)  
water  
tray or shallow pan  

Put a pile of cornstarch (about half a box) on a tray. Slowly add water a little at a time, until the cornstarch is like thick pudding. Experiment with fingers and hands; squeeze, dribble, etc. For added fun, drop pennies into the mixture and have a penny hunt!

### Colored Popcorn

popcorn (popped, preferably ungreased)  
dry powdered tempera paint  

Place popcorn in a ziploc baggie or paper bag. Sprinkle with dry tempera paint. Close bag and shake vigorously. Glue onto paper.

### Pudding Painting

1 large box instant pudding (any flavor)  
2 cups milk  

Mix according to package directions. Place several spoonfuls onto construction or fingerpainting paper. Paint away!

### Cinnamon-Applesauce Ornaments

cinnamon  
applesauce  

Combine equal parts of cinnamon and applesauce. Mix well. Roll out onto wax paper or bread board to 1/4” thickness. Cut with cookie cutters. If making jewelry or hanging ornaments, poke hole in dough after cutting out. Bake in 200 degree oven for 2-3 hours and air dry for several days until ornaments are hard to the touch. These can be painted with puff paints or acrylics.

### Colored Glue

liquid glue  
food coloring  
bowl  
spoon  

Empty the glue from the bottle into a bowl. Add food coloring and stir. Pour glue back into the bottle.

### Edible Collage

creamy peanut butter  
peanuts  
Cheerios  
raisins  
popcorn  
marshmallows  
pretzels  
Froot Loops  

Using the peanut butter as glue, have children arrange edibles onto a paper plate. This is a great craft for young children who still put everything into their mouth.

### Colored Macaroni

macaroni  
rubbing alcohol  
cake paste food coloring  

Mix food coloring with alcohol in a disposable container. Add macaroni, being sure it is completely covered by the alcohol. Let soak until desired shade is attained. Drain and rinse with cool water. Spread macaroni onto wax paper, allowing it to dry completely before using. NOTE: Macaroni will be soft until completely dry.

### Playdough Goop

1 cup flour  
1 cup water  
1 cup salt  
powdered tempera paint  

Mix and put in squirt bottles, making sure to get all lumps stirred out first. Do not use liquid tempera, as it is too runny. Dribble onto meat trays, paper, etc.
**Easy Bake Cookies**

1 box cake mix (any flavor) 2 eggs  
1 cube margarine (softened)

Cream margarine. Add eggs and mix well. Stir in cake mix. Add any additional ingredients (chocolate chips, crushed candy bars, etc.). Bake in 350 degree oven on ungreased cookie sheet for about 8 minutes. Great for quick gift-giving idea. Easy for children to mix, and they’re delicious!

**Colored sand**

1 cup sand 1 Tablespoon powdered tempera paint

Place sand and powdered paint into the paper bag. Shake vigorously until mixed.

**Glow-in-the-dark Glue**

4 oz. glue 1 Tablespoon luminous paint (Found at Aaron Bros. Art Mart or Standard Brands Paints)

Empty the glue into a bowl. Add the luminous paint and stir well. Pour glue back into the bottle.

**Joan’s Sugar Cookies**

1 cup sugar ½ cup margarine  
½ teaspoon salt ½ teaspoon lemon extract  
1-3/4 cup sifted flour ½ teaspoon vanilla  
2 teaspoons baking powder 1 egg

Cream margarine and sugar. Beat in egg, vanilla, and lemon extract. Sift in dry ingredients. Cover and chill overnight. Roll into 1/8” thickness and cut. Bake at 400 degrees for 6 minutes. Frost if desired.

**Colored Coconut**

grated coconut jar with lid  
liquid food coloring

Place coconut in the jar. Add several drops of food coloring and replace lid. Shake vigorously.

**All-Purpose Frosting**

1 box powdered sugar ½ cup Crisco shortening  
ice water 1 teaspoon vanilla  
bowl mixer

Pour the powdered sugar into a bowl. Add the shortening and vanilla. Slowly add the ice water one tablespoon at a time while mixing, being careful not to add too much water. Mix well.

**Marble Painting**

square or rectangular cake pan  
marbles  
construction paper  
liquid tempera paint

Cut paper to fit the inside of the pan. Place 1-2 teaspoons of paint in the center of the paper. Drop 2-3 marbles in pan and rotate pan to make the marbles roll through the paint. Remove marbles and paper when finished.

**Stained Glass Art**

wax paper crayons  
potato peeler or grater iron  
scissors

Peel or grate the crayons into shavings. Cut the wax paper into 10 x 10” pieces. Sprinkle the crayon shavings on top of one piece of wax paper. Carefully add the other piece on top of the shavings. With the iron on the low heat setting, iron over the wax paper, melting the crayon shavings. Cut into desired shapes–bells, stars, trees, etc. Poke a hole in the top and hang with yarn.
Teaching from Nature: Sensory Learning

The natural world is a wonderful laboratory for discovering what God is like. Looking for God's stamp in the grass or on a blue jay awakens sympathy and love for God's creatures in a child's life. Don't let your students miss out on the lessons of nature because you are not a naturalist. With just a rudimentary understanding of the five senses you can guide kids on an unforgettable outdoor journey with sensory learning.

The first law of sensory learning: Go outside! Take the kids outdoors into nature, says Carl Swafford, Professor of outdoor teacher education at Southern Adventist University. Even when teaching at a convention, Swafford's first move is out the door. "There's always a pocket of trees or grass somewhere nearby," he says.

The second law: Know the common senses. Read up on the structure and function of the five senses. Learn about sensory memory and the human brain. Read Luke 8:8-9 and reflect on "seeing but not really seeing; hearing but not really hearing." Learn about various animals and their specifically designed sensitivities to their environment.

Develop a descriptive vocabulary rich in sense-related words. And be alert to safety factors related to the use of the five senses in observation.

The third law: Focus on specifics. Help students to . . .

- See things at different heights, from different directions, in motion, at various distances, of different colors, sizes, shapes, arrangements, etc.
- Hear sounds at different volumes, pitches, qualities and tones; distinguish specific sounds among many; identify their sources.
- Smell a variety of odors and qualify these as pleasant, sour, musty, putrid, fresh, aromatic, etc.
- Touch different shapes, textures, sizes, moisture, dryness, etc.
- Taste things that are sweet, sour, bitter, salty, generally pleasant or unpleasant on the tongue.

The fourth law: Do 5-sense activities. Find five colors of (whatever), describe details, view closeup, look for camouflaged things, find what's moving.

Locate sounds, imitate sounds, distinguish high/low sounds, observe/draw animal cars, listen in front and behind.

Distinguish scents and odors; learn how odors travel, go on a "wild onion hunt"; smell various plant parts, rocks, etc.; do a blind-folded "smell hunt" in brown bags.

Count items in a bag (blindfolded), use feet to touch, feel the way blindfolded, describe objects held behind the back, touch safety discussion, touch grab bag.

Taste while pinching nose; collect 5 tastes; name 5 tastes while blindfolded; taste edible wild foods (need reliable guide or resource); conduct a taste bud locator test.

For links to some great nature websites, visit: www.cbirdadmin.com (see RESOURCES).

Easy Nature Activities

Food, Water, Shelter. Go outside to a flat space where everyone can move around freely. Form two lines facing each other and step back 6 paces. Designate one line to be the "deer" and the other to stand still. Explain that deer have three basic needs: food, water, and shelter. Each "deer" will search for one of its basic needs, indicating its choice with the appropriate motion. Have everyone practice these motions:

- Food—put tummy
- Water—hold both arms outstretched forward
- Shelter—palm together above head

The game proceeds with three steps, repeated many times. The leader calls the key word, shown below in italics, for each step:

Step 1: "Choose"—Everyone turns to face away from the other group and chooses food, water, or shelter.
Step 2: "Go"—All turn back, making the motion that indicates their choice. Each "deer" finds a person in the stationary line who is doing the same motion that they chose.
Step 3: "Return"—The "deer" takes the person representing their basic need back to the "deer" line. "Deer" who fail to find a matching motion join the stationary line.

Meet a Tree. Take the group outside and divide into pairs. One person of each pair wears a blindfold while the other person leads him or her to a tree or bush. The person blindfolded examines the tree or bush using all senses and is then led back to the starting point. After taking the blindfold off, the person tries to retrace their steps and identify "his/her" tree or bush. Switch roles and repeat the activity. To debrief, ask the kids to report what their senses told them about "their" tree.
~Spiritual Revelations in Creation~

- Acorn — if an acorn is hidden away, it is of no use. But when it is planted and given the chance to grow, it will bring new life, like God's Word in us.
- Baby Rabbit — needs the mother for a time to nurture it, like young Christians need parents and teachers.
- Bark — a protective armor for trees, which reminds us of the spiritual armor we need.
- Birds — their lovely songs remind us of how beautiful our songs are to God.
- Chipmunks — they work hard to get and store food for the winter. Christians are to work hard, with hope for the future, too.
- Dandelions — produce colorful flowers and leaves which provide vitamins for health... the kinds of generous lives we're to develop and share with others for their well-being.
- Darkness — without Him we would be living in darkness.
- Flower — we can radiate God's love like flowers radiates beauty.
- Fungus — needs something dead to feed on, like the sin that feeds on our old nature.
- Mosquitoes — attack us, make us itchy and leave scars. Sin can do the same to us.
- Mountain — is a firm foundation, just like the knowledge of God in our lives.
- Poison Ivy — invades our system like sin can, poisoning us with worldly attitudes, behavior and thought.
- Pond — water brings refreshment if we'll just step into it. God will refresh us if we will go to Him.
- Rocks — in a garden or pasture, they're like sin in our lives, crowding out healthy growth.
- Seeds — spread to start new trees or flowers... like we should spread God's Word by witnessing to others.
- Sky — its open expanse reminds us that God is everywhere.
- Stone Wall — one rock by itself does no good, but all the rocks together make a useful wall.
- Sun — like God because without it we cannot live! Even on cloudy days we can tell it's there.
- Thicket — provides a place of shelter in storms like Christians can comfort and help one another.
- Tree Leaves — the nurtured step of new life. If we have sincere faith and "take in" God's Word, we can be like leaves.
- Tree Trunk — solid, with new life growing out of it, like God causes new life to grow in us.
- Twigs — fall from the tree and can't live by themselves, like we can't live apart from God.
- Weeds — can grow and take over all the good things unless properly tended to, just like sin in our lives.
□ Onion Trail
- Ahead of time, rub an onion on natural objects in the woods to create a scent trail for persons to follow.
- Participants will find and follow the scent trail using their noses.
- Discuss how their noses may become fatigued during the process.
- Was it easy? Hard? Did you use other senses?

□ Taste Test
- Participants will experiment with their tongues and taste a sweet, sour or bitter taste while holding their noses. How does this affect the taste? (Use pickle juice, cocoa, sugar.)
- Have them smell cinnamon or an onion while tasting salt, then honey.
- Relate the interdependence of nose and mouth.

□ Barefoot Boxes
- Why are feet important? Do we use them for anything other than walking?
- Participant fills boxes with natural and man-made objects.
- Participant places a box in front of a person who is blindfolded.
- The person removes a shoe and sock from one foot.
- The person will separate the items in the box based on texture, using a bare foot.
- Discuss the experience.

□ Dozen Touches
- Participants will collect a variety of natural objects according to texture.
- Place objects in pre-labeled egg cartons.
- Do NOT pick any living things.
- Experience the variety of God's creation through the sense of touch.

□ Shakers
- Why is sound important? How do we hear?
- Participants will have an unknown partner. Each person will have a container which will make a specific sound. (Film canisters are great.)
- Everyone will shake their containers or “shakers” all at once.
- Persons will try to find their partners by matching the sounds of their shakers.
- After finding the partner, have them guess what is inside their shaker.
- Application: Hearing the word of God is often difficult. We must learn to use our “ears” and listen. (Matt. 1:15)

□ Sounds Around Us
- Lead participants into the woods or stop while on the trail.
- Sit at random but fairly close together.
- As each person hears a song, noise, or any sound, they hold up a finger until the group “collects” ten sounds.
- Older children must remember what sound each finger represents. (memory exercise)
- A two-minute time limit is good.

□ From Where I Sit
- Sit with participants on the ground.
- The leader will look at some natural object and say, "From where I see an object that is very important as a food source for birds.”
- Participants guess what and where the object is.
- Do the same for sounds, colors, etc.
Silent Watch
- Participants move to a place separated from the other students to sit or stand in a relaxed way.
- At this station, each person is to listen and watch for activity among living things. A sufficient time limit is five minutes.
  This activity is more exciting at night.
- Signal participants to return and share observations and feelings.

Meet a Tree
- Pair off participants, one blindfolded and led by the other to a tree.
  - The blindfolded person examines the tree using all senses, except sight, of course.
  - When everything possible is explored, the person is led away from the tree, blindfold removed, then given a chance to find “his/her” tree.
  - Reverse roles.

Describe It
- Blindfold one participant.
- Other persons describe one object they want the blindfolded person to pick out among a number of objects that are similar, such as a group of rocks, group of twigs, group of leaves, samples of bark, etc.
- In a small group, everyone can try to find the object described.

You Find ‘Em
- On a piece of cloth, arrange ten common objects found in the immediate area.
- Cover the objects and say, “Under this cloth are ten natural objects that you can find nearby. I will give you 30 seconds to take a good look so you can go find as many of the ten items as you can. After five minutes I’ll call you back and we’ll compare your finds with the ones here.”

Find Your Object
- Each person finds a rock about the same size and examines it in detail (smell, texture, edges, breaks, etc.)
- Place all the rocks on a pile.
- Blindfold participants. Each person tries to find “their” rock.
- Use other natural items, as well.

Framing
- Make a square with thumb and forefinger.
- Hold this “frame” at various distances from the face (eyes). A certain amount of scenery is framed like a camera lens, which each person will describe.
- Framing limits the field of vision for more specific and detailed observation.

Scratch and Sniff
- Participants gather five different “smells” and bring them to the circle and sit down.
- Each person scratches, smells and passes the item around for others to experience.
- Suggest adjectives for various smells. Guide persons away from words like weird, gross and awesome to descriptive words like sweet, smoky, rotten.

Rope Hike
- String a rope through the woods to make a trail. Participants will proceed along this rope while blindfolded.
  - Encourage the use of all senses during the activity.
  - Discuss the experience with the group.
  - Application: relate the rope to God, our guide in whom we need to trust.