

# Picture Book Bible Tales



16 Sessions  
for  
Kindergarten through Second Grade

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author of "Picture Book U.U." and "Picture Book World Religions"

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Introduction to Picture Book Bible Tales .....	4
Ordering The Picture Books .....	6
Book List.....	7
About Teaching Bible Tales in a U.U. Congregation.....	9
Parent or Teacher Orientation Workshop .....	11
Principles and Sources in Children’s Language .....	12
Do-Re-Mi UU Principles and Sources (sung to the tune of Do-Re-Mi).....	14
How to Read a Picture Book.....	15
Things to Do in Advance .....	16
Adapting for more/fewer sessions .....	18
Session # 1 About the Bible.....	20
Session # 2 Adam and Eve.....	38
Session # 3 Cain and Abel .....	44
Session # 4 Noah.....	52
Session # 5 Joseph .....	61
Session # 6 The Moses Basket.....	70
Session # 7 Exodus .....	76
Session # 8 The Story of Queen Esther .....	84
Session # 9 Daniel in the Lions’ Den.....	92
Session #10 Jonah and the Great Fish.....	99
Session #11 David and Goliath.....	105
Session #12 The Wisdom Bird: A Tale of Solomon and Sheba.....	109
Session #13 Jesus.....	116
Session #14 Mary, Mother of Jesus .....	121
Session #15 The Easter Story .....	133
Session #16 Your Own Picture Book .....	139

# Introduction to Picture Book Bible Tales

Welcome to Picture Book Bible Tales! This curriculum is fun, friendly and concise with teachable moments that introduce classic Bible Tales to young elementary children.

## **It's easy for Teachers to use with:**

- Heart melting picture books as the focus of the session.
- A clear and simple session plan.
- Ready to copy parent take home sheets/ classroom door page.
- Multiple options for activities for advance planners and Saturday night planners.

## **It's easy for Directors and Coordinators to use with:**

- An Amazon Listmania™ List of all the Picture Books so you can order them used or new, whichever ones you need.
- A complete booklist so you can request them from your local bookstore or library.
- A scripted Parent and Teacher Orientation Session.
- A list of Options that need Advance Preparation by Session.
- Web versions of lists so you can customize them.
- Suggestions for implementing more or fewer sessions.

## **Plus it's fun for the children with options for:**

A Principles and Sources Hopscotch game, mummy making, grape baby Moses', a living Nativity, a "we-ma-way" lions den, "The Whale Belly" role play, classical bible songs, Ethiopian popcorn popping, and a "David and Goliath" marshmallow target game.

I've selected the 14 best books that I could find that illustrate classic Bible tales that our U.U. children should know. Each book must meet my high requirements for use in my own Religious Education program. Each book needs to have engaging illustrations of the right size for reading aloud, use language appropriate for primary aged children, and have the right amount of text.

Each accompanying session includes:

- set up suggestions,
- an entering activity,
- a sharing circle,
- 3 - 6 activity choices,
- a closing statement,
- teacher background information,
- and a parent handout for taking home or for posting on the classroom door.

In this introductory section, you will find:

- 1) How to order the Picture Books
- 2) Complete Booklist of Picture Books
- 3) a list of optional things to do in advance,
- 5) a script for a Parent or Teacher Orientation and handouts.
- 6) the Do-Re-Mi Principles and Sources song as a poster to hang up in your classroom.
- 7) suggestions for how to read a picture book to a group of children.
- 8) Suggestions for implementing fewer or more sessions.

As a long time religious educator, I recognize a spectrum of volunteer teachers from those that enjoy preparing weeks in advance and doing their own research, to those who just have time on Saturday evening to sit down and think about what they are going to do the next day. In addition, I recognize a spectrum of children including those who are reluctantly attending, those with mobility or other challenges, those for whom story time is a joy and those for whom it is something to be endured. As a result, each session offers a variety of choices for leaders. Some of the choices take as much as an hour of preparation, some which are very simple and take almost no preparation. Some are active games, others are reflective. My motto is “fun and friendly” with teachable moments for all kinds of teaching and learning which will help our children learn to be religiously mature. There is a list of the activities, following, that take advance planning so that you can preview the needs for the sessions.

## Ordering The Picture Books

Used in Picture Book Bible Tales.

Katie Covey

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

### Ordering suggestions

The picture books are not included as part of this curriculum. You will need to obtain the picture books separately. These are books that melt our hearts and teach our faith. Add these to your R.E. Library!

You may use the Book List, following, to order the Picture books from your local bookstore or borrow from your local library.

In addition, I have made a Listmania™ List on Amazon.com which allows you to order the new or used versions of each of the books for this curriculum, depending on your needs. The total cost of the books will vary between \$40.00 and \$80.00 depending on whether you wish to order used or new copies, paperback or hardbacks. Note that many of the books are very inexpensive to order used!

The web address of my Listmania™ list as of 6/10 is:

[http://www.amazon.com/lm/R36EXBN1WKXD29/ref=cm\\_lm\\_pthnk\\_view?ie=UTF8&lm\\_bb=](http://www.amazon.com/lm/R36EXBN1WKXD29/ref=cm_lm_pthnk_view?ie=UTF8&lm_bb=)

There is also a live link on my website at [www.uure.com](http://www.uure.com).

## Book List

for Picture Book Bible Tales.

Unitarian Universalist Bible stories curriculum by Katie Covey

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

- 1) Sasso, Sandy Eisenberg and Joani Rothenberg (ill.) “**Adam and Eve’s First Sunset, God’s New Day**”  
A story from the Garden when Adam and Eve discover the blessings of night and day. **ISBN-10:** 1580231772, 2003.
- 2) Sasso, Sandy Eisenberg “**Cain and Abel; Finding the Fruits of Peace**”  
Cain’s violence stems from not being able to express his frustration in this beautiful tale based on a midrash (Jewish story about a Bible tale.)  
**ISBN-10:** 1580231233, 2001.
- 3) Pinkney, Jerry “**Noah’s Ark**”  
Classic illustrations convey the entire tale from the Bible, including God’s role.  
**ISBN-10:** 1587172011, 2002.
- 4) Wildsmith, Brian “**Joseph**”  
From the desert tents of the Hebrews to the pillars of the Pharaoh’s temple, great illustrations portray the story. **ISBN-10:** 0802851614, 1997.
- 5) Koralek, Jenny “**The Moses Basket**”  
Miriam, Moses’ sister, plays a major role as a strong female problem solver.  
**ISBN-10:** 0802852513, 2003.
- 6) Wildsmith, Brian “**Exodus**”  
A genius illustrator tells the story of the Hebrew escape from slavery without extraneous interpretation. **ISBN-10:** 0802851754, 1998.
- 7) Koralek, Jenny “**The Story of Queen Esther**”  
A strong female character saves her people. **ISBN-10:** 080285348X, 2009.
- 8) Marzollo, Jean “**David and Goliath (A Bible Story)**”  
A fun treatment with lamb commentary on the bottoms of the pages.  
**ISBN-10:** 0316741388, 2004.
- 9) McCarthy, Michael “**The Story of Daniel in the Lion’s Den**”  
Lilting verse and a humble Daniel. **ISBN-10:** 1841482099, 2003.

- 10) Hutton, Warwick (adapter and illustrator) **“Jonah and the Great Fish (A Margaret K. Elderry Book)”**  
Large illustrations add an otherworldly sensation to the storm and the whale’s belly. **ISBN-10:** 0689502834, 1984.
- 11) Oberman, Sheldon **“The Wisdom Bird, a Tale of Solomon and Sheba”**  
Teaches respect for different peoples and forms of wisdom.  
**ISBN-10:** 1563978164, 2000.
- 12) Wildsmith, Brian **“Jesus”**  
His entire life in a clear and vibrant story. **ISBN-10:** 0802852122, 2000.
- 13) Wildsmith, Brian **“The Easter Story”**  
Concentrates of the events during Holy Week. **ISBN-10:** 0802851894, 2000.
- 14) Wildsmith, Brian **“Mary”**  
Mother Mary’s story from her friendship with Elizabeth to her ascent into heaven.  
**ISBN-10:** 0802852319, 2002.

## About Teaching Bible Tales in a U.U. Congregation

Unitarian Universalism can play a vital role in the world as a religion which can grease the wheels of interfaith dialogue. We can help religions talk to each other, because we understand that all of us are seekers for meaning in our lives. One of our challenges is to be in dialogue with our closest brothers and sisters, the Christians. We can value the wisdom of their sacred text, the Bible, that until recently was our sole sacred text, too. We can value the words “God,” “Father,” and “Lord” as ways to express the transcendent, also described as “Sacred Mystery,” “Mother,” “Healer,” and “Ultimate Reality” among other terms. Our children may come to know many names for the concept of God, and also be comfortable knowing that “God” can mean many things to different people. They can be comfortable beginning to understand other people’s faith as sincere beliefs with good intentions without dismissing them because of language. We can share our rich U.U. heritage as a religious peoples and give them “roots” as they spiritually mature.

As ancient desert peoples struggled with the meaning of life, and the concept of monotheism, they told stories. These tales have shaped our western culture. In U.U. church schools, it is important for children to learn about the Bible through the U.U. lens of cultural and historical context:

- Where else will U.U. children learn about the Bible as told with our U.U. emphasis and understandings?
- Where else will multiracial children hear the story of King Solomon and the Queen of Sheba as an interracial friendship featuring a strong African woman?
- Where will they hear about the necessity of following your inner voice even when you don’t wish to, as Jonah found out in his journey to Nineveh?
- Where will they hear the story of Daniel as centeredness for confronting power with truth?
- Where else will they hear about Jesus’ radical message of love and inclusivity?

We want our children to be wise and informed decision makers in their journey toward spiritual maturity. We can begin acquainting them with tales that are part of our culture, and can show them how to find universal messages of inspiration and hope.

The journey can begin with young children as they experience our Jewish and Christian heritages through the tales told in the Bible. These children do not have the baggage of someone who has grown up with a stifling sense of sin, exclusivity and guilt that can exist when a non-Universalist message is conveyed. Our Universalist heritage has given us a platform that includes all peoples, recognizes a variety of paths to the divine, and proposes God as an entity whose manifestation is LOVE.

These stories are told from a different world, of a patriarchal desert tribal culture. It is necessary to point out to the children that these are words of human beings, in their particular place and time. We live in different times. We have not been enslaved, other than to the messages of our own time and place. We have not had to scrape out an existence from a desert, other than the desert of our own minds when despair and confusion abounds. We can point out these differences and emphasize the insights and wisdom that we can find despite these differences.

There is celebration and centeredness that is worth sharing with our children. There are tales about a young girl, Miriam (Moses' sister) who solves a life-threatening family situation, and another young girl, Mary, who accepts a responsibility far beyond what is normally required of a mother to be. There are some great songs, such as "Rise and Shine (Arky, Arky)" that are really enjoyable to sing and great props such as Joseph's Coat of Many Colors that intrigue our imaginations.

## Parent or Teacher Orientation Workshop

Here's a simple orientation to help parents or teachers understand the overall concept of the curriculum and meet each other, as well as emphasize ways to continue the learning at home.

**Time:** 1.25 hour

**Logistics:** Provide childcare. Invite the children to join you for the opening and the closing, as a family. Set up a room with chairs in a circle, and a table for the centerpiece with enough room for the 15 picture books. Gather supplies.

### **Supplies:**

Fourteen picture books used in the curriculum.

Name tags and markers.

Chairs for participants.

Chalice, candle and matches.

Centerpiece items- a variety of Bibles.

Handout copy of the pages of Principles and Sources in both adult's and children's languages, for each family.

Handout copy of the Book List for each family.

Sample lesson activity completed project, optional (such as a sugar cube pyramid from or the Egyptian coloring pages from the "Joseph" session.)

Pre-start time: **Entering:** Ask participants to make a name tag. Invite them to browse the picture books as they wait for all to gather. Set up a centerpiece with the chalice and a variety of Bibles. Set out the picture books.

5 minutes: - **Opening:** Sing an opening song, if desired, one that all ages can either learn easily or one familiar to the families from other activities. Light the chalice with a familiar chalice lighting or use the words: "We light this chalice for the warmth of love, the light of truth, and the energy of action."

20 minutes - **Introductions:** Ask participants to share their names, family members, and what connection they have, if any, to the Bible. Encourage parents to share experiences and memories about Bible stories. Keep an ear out for parents who may be willing to visit the classroom and share something of their experiences with the children. When introductions are over, invite the children to their childcare arrangements.

10 minutes - **Our UU Principles and Sources:** Share the Principles and Sources, following, with the participants. Highlight the Principle #3 "Acceptance of one another and encouragement to spiritual growth in our congregations" and Source #4 "Jewish and Christian heritages." These parts of our living tradition give us the basis for the study of Bible Stories.

We study Bible Tales so that:

- 1) our children may be informed decision makers in their own spiritual development.
- 2) they will start to be comfortable with the stories that pervade our culture and form the roots of our own U.U. faith.
- 3) they will begin to understand more about the circumstances and events around the world involving Jewish and Christian peoples.
- 4) they will begin to value the tales from the Bible as sources of inspiration and insight.

#### 15 minutes – **The Picture Books**

Hand out the Book List of the Picture Books that will be used in the curriculum. Offer a sample lesson, condensed, from your choice of the books. Read the book, and then highlight the variety of activities that would be options. Highlight the parent handout and encourage them to take one each week and continue the conversation at home.

#### 20 minutes – **Reflections**

Depending on the number of people, ask them about their reflections on the curriculum goals and topics. Divide into groups of 4, depending on the number of participants. Offer the following questions as discussion starters:

- 1) How might they continue the learning at home?
- 2) What challenges can they identify about this topic?

If dividing into small groups, introduce the topic for 2 min.; talk in groups for 8 minutes; and share a summary from each small group with the larger group for a total of 10 minutes.

#### 5 minutes – **Closing**

Invite the children to rejoin the group, and sing a closing song, such as the Principles and Sources Song included in the curriculum below.

## Principles and Sources in Children's Language

Do-Re-Mi UU Principles (for an illustrated version see below)  
(sung to the tune of Do-Re-Mi)

The Principles!

One: Each person is worthwhile.  
Two: Be kind in all you do.  
Three: We help each other learn.  
Four: And search for what is true.  
Five: All people have a say.  
Six: Work for a peaceful world.  
Seven: The web of life's the way,  
That will bring us back to me and U.U...  
Do Re Mi Fa So La Ti Do... Ti....Do!

#### The Sources!

1) The wonder we all share,  
2) The voices of the people,  
3) Religions of the world,  
4) The synagogues and steeples,  
5) We use our minds and reason,  
6) Earth-centered love of seasons,  
7) Our own UU tradition,  
That will bring us back to me and U.U...  
Do Re Mi Fa So La Ti Do... Ti....Do!

The above words are used in Session #14 – as part of the U.U. Hopscotch game. I have created it from the following words for our sources in children's language which haven't been put to any tune:

The sense of wonder we all feel.  
People whose lives remind us to be kind and fair.  
The wisdom of the world's religions.  
Jewish and Christian teachings.  
The use of reason and the discoveries of science.  
The harmony of nature and the sacred circle of life.  
And a seventh one – our Unitarian and Universalist heritages.

You may wish to use the entire song each time it is referenced as part of the “U.U. Teachable Moment” activity in the session. Or you may wish to use part of it or substitute the way that your congregation teaches the Principles and Sources.

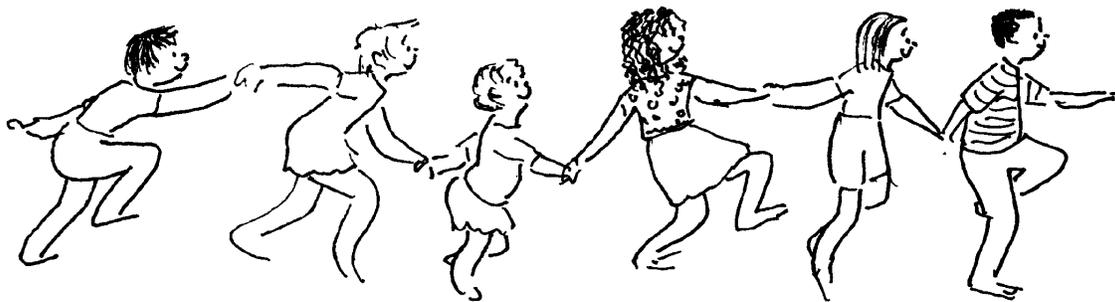
## Do-Re-Mi UU Principles and Sources (sung to the tune of Do-Re-Mi)

(Spoken) The Principles!

One: Each person is worthwhile.  
Two: Be kind in all you do.  
Three: We help each other learn.  
Four: And search for what is true.  
Five: All people have a say.  
Six: Work for a peaceful world.  
Seven: The web of life's the way,  
That will bring us back to me and U.U...  
Do Re Mi Fa So La Ti Do... Ti ....Do!

(Spoken) The Sources!

One: The wonder we all share,  
Two: The voices of the people,  
Three: Religions of the world,  
Four: The synagogues and steeples,  
Five: We use our minds and reason,  
Six: Earth-centered love of seasons,  
Seven: Our own UU tradition,  
That will bring us back to me and U.U...  
Do Re Mi Fa So La Ti Do... Ti....Do!



## How to Read a Picture Book

Here are suggestions for reading the picture books to a group of children.

1. Gather the children in a circle. Say something like, “I am going to hold the book like this (hold up book) so work out a way to sit so that everyone can see the pictures.”
2. After the children have found a place to sit, remind them that this is a time to listen to the story. The reader should, as their first priority, read the story with engagement and continuity, for the enjoyment of those who are listening. The assistant teacher or helper works “behind the scenes” and has responsibility for quietly working out interruptions and problems.
3. At the end of the story, try not to paraphrase a moral or add your thoughts immediately upon finishing the story. Make room for some silence, try counting to 5 slowly. See if any of the children will share their thoughts spontaneously. Ask questions like, “What did you think?” or “Any thoughts?” to elicit their comments and reflections.
4. Finally, spend a few moments, if possible, connecting the story to the larger picture of the faith, using the background information for teachers, provided. Keep it short and simple, though. Then, transition into whatever activities are planned for the morning.

## Things to Do in Advance

Here are some activities which will take advance planning. But don't worry if you don't get to these, there are other options in each session which do not take advance preparation.

### General –

- 1) This is an ideal program to recruit a song leader who can teach Bible songs and then keep on visiting to provide support for continuous singing.
- 2) Recruit a photographer(s) (perhaps at Parent Orientation) who will help document the sessions for the “Session #16 Your Own Picture Book” session in which pictures from the sessions are shared.

<u>Session</u>	<u>Preparation</u>
1	Invite a singer/instrumentalist to come in and teach the Bible Songs. Invite families and congregants to share a family Bible, and perhaps stay for the sharing. Locate a variety of Bibles. Locate as many of the picture books for this curriculum as you have ready, to display.
2	Explore options for a fire activity, such as a fire pit or commercial fire stand that might be used outdoors.
3	Locate unspun wool or other accoutrements of a shepherd and fruits and vegetables for a cornucopia or other accoutrements of a farmer, as story props.
6	Ask if anyone in your congregation has a “Moses Baby Basket” to share for this session. These are woven baby baskets.
7	Request or locate a traditional Passover Seder plate.
9	Invite a friendly cat to the session on Daniel in the Lions’ Den. Locate a DVD of “The Lion King” or bring in a laptop for the YouTube excerpt of “Hakuna Matata.” Locate “The Lion Sleeps Tonight” song by the Tokens to play (MP3 such as iTunes.)
10	Find or make a boat, large enough for the entire class to sit in – a real raft, a blow up swimming pool, a circle of chairs or a large box. Find or make the belly of the whale with room for 1-2 children – a large box, a closet, a blanket over a table, that can be darkened.
11	Invite a harp player to attend and tell about their instrument and play a tune. Invite a large person to attend long enough to be outlined as “Goliath” on a large piece of mural paper.
12	Locate an Ethiopian restaurant and bring in some food of “Sheba.”
13	Locate a crèche that can be manipulated by the children.

- 14            Locate images of Mary, such as a “Virgin of Guadalupe” or “Blessed Virgin Mary” candle, sometimes found in the Hispanic foods section of a grocery store, library book of Marian Art, Web pages of Marian art.

Ask your congregation if anyone has access to a rosary. Would they like to visit and say the rosary for the children?

- 15            Ask your congregation for any crosses that they use/own and might be able to share with the class. This might include jewelry, or a family picture.

- 16            Create an album or picture book of pictures collected throughout the curriculum.

## Adapting for more/fewer sessions

If you need more sessions than the 15 or 16 presented here, there are related sessions in Picture Book Unitarian Universalism ([www.uure.com](http://www.uure.com)) which features a picture book and theme related to our Jewish and Christian heritages:

- 1) Session #5 - To Everything There is a Season. Based on Ecclesiastes.
- 2) Session #10 - Psalm 23.
- 3) Session #14 - One Candle. Hannuka session.
- 4) Session #16 – This is the Stable. Christmas Nativity session. Features crèche play which would be repetitive with the Jesus session in this curriculum, though.
- 5) Session #29 – Golden Rule. Interfaith treatment but would go well with sessions on Jesus.
- 6) Session #30 – Chicken Sunday. Easter session.

If you need fewer sessions, I would suggest removing some of the Jewish Scriptures sessions since there are only 3 sessions on the Christian Scriptures. I would also suggest leaving in the tales about women from the Bible since there are so few already. That said, I would leave out:

- 1) Session # 3 – Noah’s Ark.
- 2) Session #9 – Daniel in the Lion’s Den.
- 3) Session #10 – Jonah and the Big Fish.

These are stories often told in popular culture and the children may have an opportunity to hear them in other ways and at other times. Another suggestion might be to mention the ones you omit to the families in the class and suggest that they cover the stories at home.

# Picture Book Bible Tales



# Sessions

## Session # 1 About the Bible

### Overview

Introduce the look and feel of the Bible. There aren't pictures in many types of Bibles, so the group will be reading tales from the Bible, or related to the Bible, that have pictures added. Introduce the different Bible tales, and learn about the desert culture of the ancient Jewish and Christian peoples.

**Goal:** Help the children understand that the Bible is a library of books written long ago in which can be found wisdom for Christians, Jews, Muslims and Unitarian Universalists.

**Principle:** We search for what is true.

**Source:** Jewish and Christian teachings

**Belief:** We learn in community.

**UU Identity:** Our roots are Christian.

**Holiday/Theme:** The Bible.

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose.

A variety of Bibles.

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a Bible this time.

Koran, optional

### Set Up:

Invite a singer/guitarist to attend and teach the Bible Songs to the children.

Invite congregants and participant's families to bring in a family Bible to show if they have one.

Make or copy the Do-Re-Mi Poster

Copy the Take Home Page.

Locate a variety of Bibles.

Locate a Koran (or Qur'an,) optional  
Display as many of the books for this curriculum as you have ready.

**Entering Activity:**

Invite the children to choose one of the two coloring pages enclosed. Have blank paper for children who wish to draw their own picture. Ask them if they know any stories from the Bible and have them draw a part of the story.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing "Joys and Concerns."

Invite the children to recite with you the following chalice lighting words:

"To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings."

Light the match and hold it to the candle wick.

"We light this chalice for the warmth of love, the light of truth and the energy of action."

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. For this session, it would be appropriate to use a Bible as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: "We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don't have to share, you can always say, "pass."

After everyone has shared who wishes to, add one more rock and say, "For all the joys and concerns which remain unspoken, we add this rock."

You may prefer to extinguish the chalice flame with the snuffer at this point saying "Though we extinguish this flame, we kindle the flame to carry in our hearts together."

**About the Bible:**

Ask the children what they know about the Bible. Did anyone draw a picture from a Bible tale? Hold up a Bible and put a variety of Bibles in the center of the circle.

"Does anyone know what this book is called?" (A Bible)

"All of these books are different Bibles. Why don't you pick out one to look at.

- 1) Turn it over in your hands, what does it feel like? Some have pages that are very thin.
- 2) What does it smell like?
- 3) How does the cover feel?
- 4) If there are any special Bibles from families, note them and share them with the children, or invite a family member to share it.
- 5) Some have pictures, can you find any pictures or maps or words that you recognize?
- 6) Is there any writing in the Bible? (Families used to record births, deaths and weddings in the family Bible. Or Bibles were given as confirmation gifts)
- 7) What stories go with the pictures? (David and Goliath, the Christmas Story, Noah might be some that are mentioned.)

“What about the pictures that you colored as you came in today? Does anyone know the Bible stories that go with these pictures? (Christmas as in the birth of Jesus, and Jonah and the Whale).

“There are many stories in the Bible. Most bibles don’t have any pictures or very few. That is why to learn about the stories in the Bible, we will use Picture Books. Here are a few. (Hold up a variety of the Picture Books to be used.)

The first part of the Bible is called the Jewish Scriptures or Old Testament. (Pinch the part of the Bible that is the Old Testament with your fingers.) These are stories that the Jews and Christians and Muslims tell as part of their religion. (Pinch the part of the Bible that is the New Testament.) These are the stories that the Christians and Muslims tell as part of their religion. Those are the books of the Bible. The Muslims tell more stories and those are in a book called the Koran. (Hold up the Koran, optional.)

In our sessions together we will learn about stories in the Bible. Our religion, Unitarian Universalist, grew out of Christianity. Our neighbors and friends may be Jewish or Christian. We need to know these stories so we can learn from them and also understand our Christian and Jewish neighbors and friends better.

### **UU Identity teachable moment:**

Say something like, “Our third principle states “We help each other learn.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “We learn from the Bible tales. There are stories about being angry, and the wonder of a new baby. There are stories about fighting between brothers and sisters, and stories about caring for someone who is different from you. We Unitarian Universalists seek to learn about how to live kindly and justly in the world. The Bible has some stories that may help us learn.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

- 1) Make a Picture Book Bible Tales Name Tag or Name Tag Bar

Use the graphic following to either make a name tag or add a cut out bar to the name tag. Cover with contact paper or laminate. Punch a hole in the existing name tag and tie the bar onto the bottom of the name tag with a piece of string, yarn, or beading wire.

- 2) Make a “Books of the Bible” poster for the wall or order one from Rose Publishing [www.rose-publishing.com](http://www.rose-publishing.com). (Try their Bible Bookcase wall chart.)

Cut out strips of construction paper about 2 inches wide and 8 inches long. Write the names of the books of the Bible on them, exclaiming to the children, “Look at all these books of the bible! The Bible is a library of books.” See the names of the books, below. Invite the children to glue the strips as you make them onto a poster board “bookcase.” Make one for Jewish scriptures and one for the Christian Scriptures.

**Jewish Scriptures (Old Testament):**

Genesis  
Exodus  
Leviticus  
Numbers  
Deuteronomy  
Joshua  
Judges  
Ruth  
First Samuel  
Second Samuel  
First Kings  
Second Kings  
First Chronicles  
Second Chronicles  
Ezra  
Nehemiah  
Esther  
Job  
Psalms  
Proverbs  
Ecclesiastes  
Song of Solomon  
Isaiah  
Jeremiah  
Lamentations  
Ezekiel  
Daniel  
Hosea  
Joel  
Amos  
Obadiah  
Jonah

Micah  
Nahum  
Habakkuk  
Zephaniah  
Haggia  
Zechariah  
Malachi

**Christian Scriptures (New Testament)**

Matthew  
Mark  
Luke  
John  
Acts  
Romans  
First Corinthians  
Second Corinthians  
Galatians  
Ephesians  
Philippians  
Colossians  
First Thessalonians  
Second Thessalonians  
First Timothy  
Second Timothy  
Titus  
Philemon  
Hebrews  
James  
First Peter  
Second Peter  
First John  
Second John  
Third John  
Jude  
Revelation

**3) Make a desert scene or diorama.**

Life in Bible times resources (books, national Geographic's, online print outs that illustrate the lifestyles of the people in Bible lands.)

Play dough or modeling clay

Fabric scraps, yarn  
Clothespins for people.  
Trays or sand play table filled with sand.

Set up a sand play table or trays of sand and invite the children to create a desert environment from play dough or modeling clay. Suggest Palm trees, camels, dogs, pyramids, sheep, goats, and oasis. Describe the robes and tents of the desert people and show them pictures. Invite them to create people out of the clothespins and robe them. Make a tent. You may wish to use figures from a crèche.

#### 4) **Make a palm tree special entry or poster**

Large pieces of cardboard, such as from an appliance box.  
Green and brown tissue paper  
Large black magic marker  
Glue sticks  
Scissors  
Duct tape  
Magic Markers

To create the mood for the rest of the sessions, create a special door into the Picture Book Bible Tales space.

Cut a large piece of cardboard to cover about  $\frac{3}{4}$  of the doorway (it doesn't need to go all the way to the top,) then cut a doorway into the cardboard. You can either leave the door as a "hinged door" or make it an opening. Lay the cardboard on the floor. Draw a palm tree outline on either side of the cardboard doorway opening. Invite the children to glue brown tissue paper for the trunk, and green tissue paper for the leaves. Make a special effect by hanging some of the tissue paper leaves down into the doorway space. Write "Picture Book Bible Tales" over the top. Decorate. See the sample below.

Or

If the door won't work, make a palm tree poster with Welcome to Picture Book Bible Tales on it and have the children decorate it and sign it.



### 3) **Sing some Bible Songs**

Consider making a few Bible Songs a common ritual each session.

Try:

Who Did Swallow Jonah?

Rise and Shine

Peace Like a River

See lyrics below.

There are some memory songs of the books on You Tube, you might want to bring in a laptop and share the versions as a sing along, visit

<http://www.youtube.com/watch?v=ixMvFdeo-F0&feature=related> for a pop version of both Jewish and Christian Scriptures.

[http://www.youtube.com/watch?v=uT\\_yEowtcgY&NR=1](http://www.youtube.com/watch?v=uT_yEowtcgY&NR=1) for a Rap version of both.

## Lyrics for Bible Songs

### Who Did Swallow Jonah?

After learning this song, try singing it in two groups:

1) Who did, 2) who did, 1) who did, 2) who did,  
Both) Who did swallow Jo, Jo, Jo, Jo,  
1) Who did, 2) who did, 1) who did, 2) who did,  
Both) Who did swallow Jo, Jo, Jo, Jo,  
1) Who did, 2) who did, 1) who did, 2) who did,  
Both) Who did swallow Jo, Jo, Jo, Jo,  
1) Who did swallow Jonah,  
2) Who did swallow Jonah,  
Both) Who did swallow Jonah down?

Whale did, whale did, whale did, whale did,  
Whale did swallow Jo, Jo, Jo, Jo,  
Whale did, whale did, whale did, whale did,  
Whale did swallow Jo, Jo, Jo, Jo,  
Whale did, whale did, whale did, whale did,  
Whale did swallow Jo, Jo, Jo, Jo,  
Whale did swallow Jonah,  
Whale did swallow Jonah,  
Whale did swallow Jonah down.

Gabriel, Gabriel, Gabriel, Gabriel,  
Gabriel blow your trum, trum, trum, trum,  
Gabriel, Gabriel, Gabriel, Gabriel,  
Gabriel blow your trum, trum, trum, trum,  
Gabriel, Gabriel, Gabriel, Gabriel,  
Gabriel blow your trum, trum, trum, trum,  
Gabriel blow your trumpet,  
Gabriel blow your trumpet,  
Gabriel blow your trumpet loud.

Noah, Noah, Noah, Noah,  
Noah in the arky, arky,  
Noah, Noah, Noah, Noah,  
Noah in the arky, arky,  
Noah, Noah, Noah, Noah,  
Noah in the arky, arky  
Noah in the arky,  
Noah in the arky,  
Noah in the arky bailed.

Daniel, Daniel, Daniel, Daniel,  
Daniel in the li, li, li, li,

Daniel, Daniel, Daniel, Daniel,  
Daniel in the li, li, li, li,  
Daniel, Daniel, Daniel, Daniel,  
Daniel in the li, li, li, li,  
Daniel in the lion's,  
Daniel in the lion's,  
Daniel in the lion's den.

Peter, Peter, Peter, Peter,  
Peter on the sea, sea, sea, sea,  
Peter, Peter, Peter, Peter,  
Peter on the sea, sea, sea, sea,  
Peter, Peter, Peter, Peter,  
Peter on the sea, sea, sea, sea,  
Peter walking on the,  
Peter walking on the,  
Peter walking on the sea.

### **I've Got Peace Like a River**

**Listen to the melody at**

**[http://www.biblestudycharts.com/CH\\_Ive\\_Got\\_Peace\\_Like\\_A\\_River.html](http://www.biblestudycharts.com/CH_Ive_Got_Peace_Like_A_River.html)**

I've got peace like a river, I've got peace like a river,  
I've got peace like a river in my soul  
I've got peace like a river, I've got peace like a river,  
I've got peace like a river in my soul

I've got joy like a fountain, I've got joy like a fountain,  
I've got joy like a fountain in my soul  
I've got joy like a fountain, I've got joy like a fountain,  
I've got joy like a fountain in my soul

I've got love like an ocean, I've got love like an ocean,  
I've got love like an ocean in my soul  
I've got love like an ocean, I've got love like an ocean,  
I've got love like an ocean in my soul

### **Rise and Shine (Arky, Arky)**

**See the YouTube version at**

**<http://www.youtube.com/watch?v=ZP1dJh11iM&feature=related>**

The Lord said to Noah:  
There's gonna be a floody, floody  
The Lord said to Noah:

There's gonna be a floody, floody  
Get those children out of the muddy, muddy  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

The Lord told Noah  
To build him an arky, arky  
The Lord told Noah  
To build him an arky, arky  
Build it out of gopher barky, barky  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

He called for the animals,  
They came in by twosie, twosies  
He called for the animals,  
They came in by twosie, twosies  
Elephants and kangaroosie, roosies  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

It rained and it poured  
For forty daysie, daysies  
It rained and it poured  
For forty daysie, daysies

Almost drove those animals crazy, crazies,  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

Then Noah he sent out  
He sent out a dovey dovey  
Noah he sent out  
He sent out a dovey dovey  
Dovey said "There's clear skies abovey-bovey"  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

The sun came out and  
It dried up the landy landy  
The sun came out and  
It dried up the landy landy  
Everything was fine and dandy, dandy  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

The animals they came off  
They came off by three-sies three-sies  
Animals they came off  
They came off by three-sies three-sies  
Grizzly bears and chimpanzee-sies zee-sies

Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord.

That is the end of,  
The end of my story, story  
That is the end of,  
The end of my story, story  
Everything is hunky dory, dory  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

**4) Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

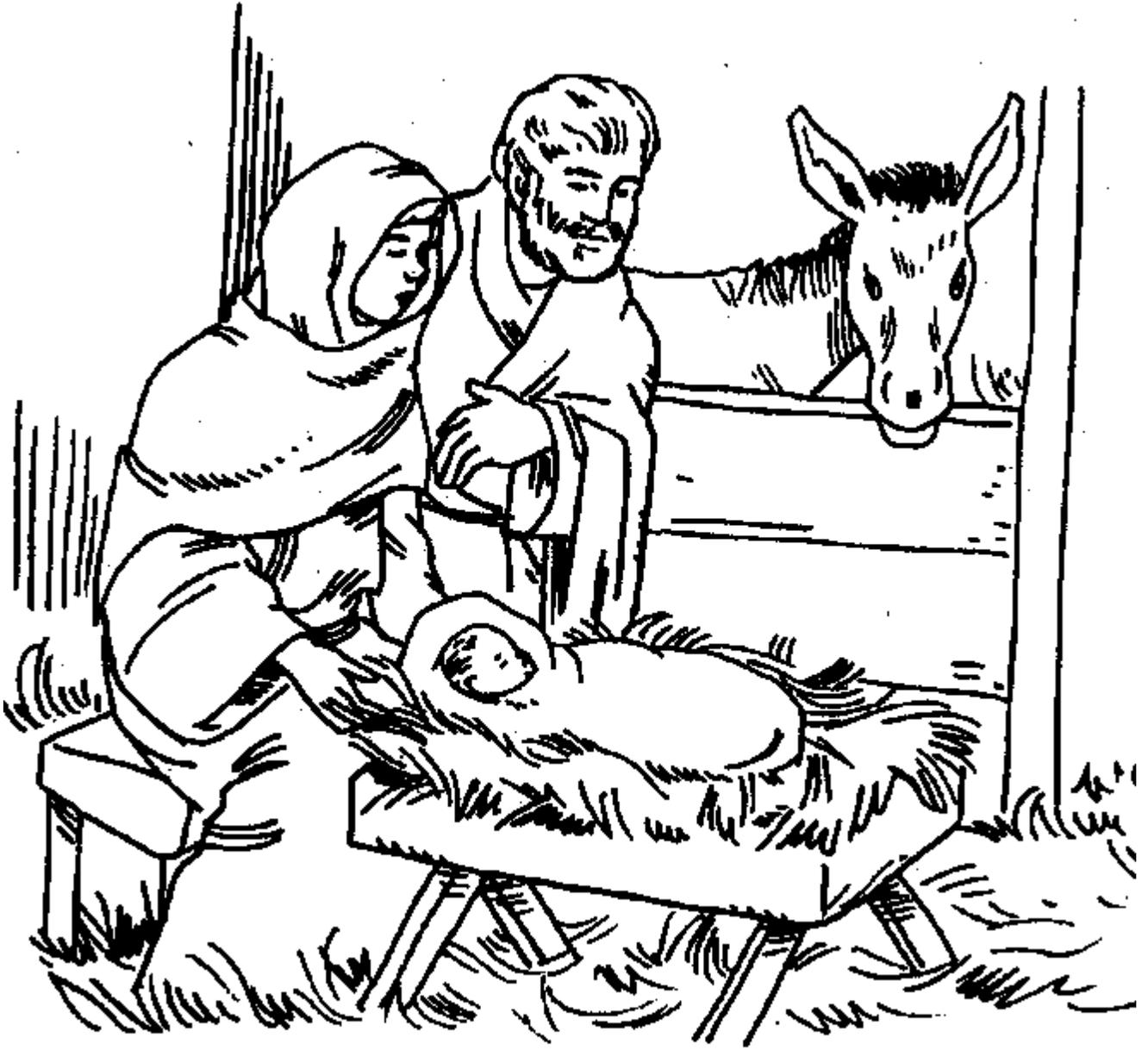
Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

As ancient desert peoples struggled with the meaning of life, and the concept of monotheism, they told stories. These tales have shaped our western culture. In U.U. church schools, it is important for children to learn about the Bible through the U.U. lens of cultural and historical context.

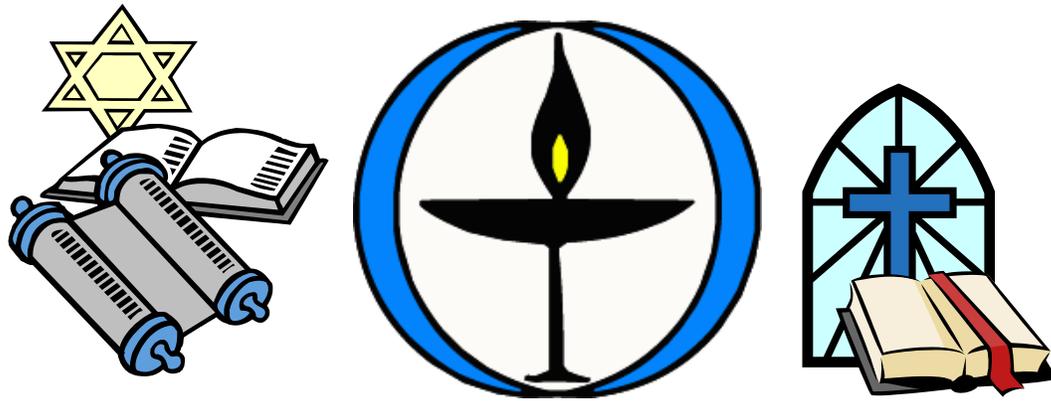
These stories are told from a different world, of a patriarchal desert tribal culture. It is necessary to point out to the children that these are words of human beings, in their

particular place and time. We live in different times. We have not been enslaved, other than to the messages of our own time and place. We have not had to scrape out an existence from a desert, other than the desert of our own minds when despair and confusion abounds. We can point out these differences and emphasize the insights and wisdom that we can find despite these differences.









## Picture Book Bible Tales: About the Bible

Today we introduced the Bible. There aren't pictures in many types of Bibles, so the group will be reading tales from the Bible, or related to the Bible, that have pictures added. We introduced the different Bible tales, and learned about the desert culture of the ancient Jewish and Christian peoples.

**Goal:** Help the children understand that the Bible is a library of books written long ago in which can be found wisdom for Christians, Jews, Muslims and Unitarian Universalists.

**Principle:** We search for what is true.

**Source:** Jewish and Christian teachings

**Belief:** We learn in community.

**UU Identity:** Our roots are Christian.

## Session # 2 Adam and Eve

### Overview

Adam and Eve's very first day in the Garden of Eden was perfect – safe and unshadowed by worry, doubt or fear. God's first two people saw morning lift the sun high in the bright sky, and they rested in the contented warmth of the peaceful afternoon.

Before long, Adam and Eve realized that the sun was slipping away. First it began to sink beneath the clouds, to fall behind the mountains, and then the sky became dark, the air cold. When the sun returns the next morning, Adam and Eve have learned to find hope and light even in the dark.

**Goal:** This story explores fear and faith, hope and gratitude. It talks about learning that there are some things in life beyond our control – for every child who has worried about what will come next.

**Principle:** We search for what is true.

**Source:** Jewish and Christian teachings

**Belief:** We base our choices on love and reason.

**UU Identity:** Hope.

**Holiday/Theme:** Night and Day.

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – two round dark rocks this time.

### Set Up:

Copy the Take Home Page

Copy the Coloring Sheet

### Entering Activity:

**Adam and Eve Coloring Sheet** available at <http://www.dltk-bible.com/t.asp?b=m&t=http://www.dltk-bible.com/badameve.gif>

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use two dark rocks as “talking stick” similar to the ones in the book. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Adam and Eve’s First Sunset; God’s New Day.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our second principle states that “We search for what is true.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this story about a story in the Bible, Adam and Eve don’t know what to do to stop the sun from disappearing. They are afraid. Then they try something – making a fire! It keeps them warm. Finally when morning comes they are filled with thanks and say a prayer. We Unitarian Universalists seek what is true. When we don’t know what is happening we try to understand using our love and our reason.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

1) **Make a little blessing or prayer book to take home.**

Adam and Eve blessed each new day and night. How might you show your thanks for days and nights and meals?

Copies of the blessings below.

Glue Sticks

(1) piece of construction paper or cardstock for each child, folded in half to create a book.

Scissors

Markers, colored pencils

Copy the blessings below. Cut them out. Have the children glue them into the piece of construction paper or cardstock to create a little book of blessings. Add illustrations.

1) The Sun gives the Light

The Light gives the Green

The Green gives the plants in the meadow and the stream

As in the plants our food we find

So in our hearts a light does shine

**Blessings on our day/meal.**

2) Earth who gives to us this food

Sun who makes it ripe and good

Dear Sun Dear Earth Our loving thanks to you we give.

3) “We light this chalice for the love of this family and the blessing of this life.”

4) Now I lay me down to sleep

I pray the Lord my soul to keep

Angels watch me through the night

And are with me in the morning light.

Amen

5) Bedtime Prayer Thoughts, below.

## 2) Day and Night

Turn out the lights and darken the room. Throw a blanket over a table and/or chairs and invite the children to create a night time tent. How does it feel to be in darkness? Would you be scared if you were Adam or Eve? What would you do? What things are best for the night? (Stargazing, watching movies, playing hide n’ seek) Leave time for the children to play.

Then

Turn up the lights and brighten the room. Take off the blanket. What do you like to do in the daytime? (play tag, dig in the sandbox, take a walk) Does it ever become too bright? What do you do if it is too bright and hot? (Find some shade, wait for it to cool down later)

We like both the night and the day.

### 3) **Fire activity**

Adam and Eve built a fire to keep them warm and try to give enough light for plants to grow.

Create a sensory experience with fire. It can be as simple as a candle lit or as big as a fire pit outside. With the flame in a safe environment, say something like:

“Fire is both dangerous and beautiful. It keeps us warm and brightens the night. Our chalice has a flame which means the warmth of love, the light of truth and the energy of action. A flame can cook food.

It can also burn us and hurt, and burn down buildings. What should we do if there is ever a fire that is dangerous to us? [find out your congregation’s fire plan]

We would stay with our teacher and go outside to gather at the big blue dumpster. There we would meet our parents and wait for the fire trucks to arrive.”

Depending on your fire activity –

Light another candle from one candle. “We keep hope alive inside ourselves and share it with others.” Sing “This Little Light of Mine.” #118 in the “Singing the Living Tradition” hymnbook.

Cook a marshmallow on a stick for each child over a fire pit.

Make S’mores with graham crackers, marshmallows, and a chocolate bar.

Just sit and watch the flame.

### 4) **Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

### **Background for Teachers:**

This story is another midrash (a story from a story in the Bible) in Jewish tradition. It appears in the “Genesis Rabbah” as credited by Rabbi Sandi Eisenberg Sasso, the author.

One way of interpreting the text “God had taught Adam and Eve how to make fire” through a U.U. lens is to let the word “God” mean the creative spark in each one of us. Thus, it was the creative spark that helped Adam and Eve figure out how to strike flints to create fire. Adam and Eve take an active part in their learning and searching for what is happening to them as darkness descends.

## BEDTIME PRAYER THOUGHTS for UU KIDS



think about things you are  
**THANKFUL** for today.



think of something you feel  
**SORRY** that you said or did, and  
any way you can make it right.



think about something you **HOPE**  
will happen, and any way you  
can help it to happen.



think about being in a **PLACE** of  
**BEAUTY** or a **FAVORITE** place  
where you feel safe and good.



think about the people you love  
and their love for you.  
See each person's face in your  
mind.  
Give them a good night smile!

- from the *UU Kids Book*, pg. 81, used with permission.



## Picture Book Bible Tales: Adam and Eve's First Sunset: God's New Day

Today we read **Adam and Eve's First Sunset: God's New Day** by Sandy Eisenberg Sasso and illustrated by Joani Keller Rothenberg. Adam and Eve's very first day in the Garden of Eden was perfect – safe and unshadowed by worry, doubt or fear. God's first two people saw morning lift the sun high in the bright sky, and they rested in the contented warmth of the peaceful afternoon.

Before long, Adam and Eve realized that the sun was slipping away. First it began to sink beneath the clouds, to fall behind the mountains, and then the sky became dark, the air cold. When the sun returns the next morning, Adam and Eve have learned to find hope and light even in the dark.

**Goal:** This story explores fear and faith, hope and gratitude. It talks about learning that there are some things in life beyond our control – for every child who has worried about what will come next.

## Session # 3 Cain and Abel

### Overview

Cain and Abel were once peaceful brothers, one a shepherd, one a farmer. Jealousy, anger and fear took all of this away. In this version, based on Jewish midrash (stories about stories in the Bible,) the trees grew exotic fruits of many kinds: pinango, limeberry and waterloupe. With violence, the trees ability to grow these special fruits came to an end.

**Goal:** This retold biblical story gives children a starting point for discussing anger and its effects on those around us. By harnessing the power we have to deal with our emotions in positive ways, we can once again cultivate the fruits of peace and change the world for the better.

**Principle:** Work for a peaceful world.

**Source:** Jewish and Christian teachings.

**Belief:** We can change our choices.

**UU Identity:** We help each other learn to handle our feelings.

**Holiday/Theme:** Peace

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- farm or shepherd items ( unspun wool, cornucopia, etc.)

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a piece of fruit.

### Set Up:

Locate unspun wool, or a sheepskin as a story prop.

Fill a basket with vegetables and fruit as a story prop.

Copy the Take Home Page

### Entering Activity:

Invite the children to color the farmer or shepherd coloring sheets or draw their own garden.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and leave their coloring activity to gather in a circle around the chalice for the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. For this session, it would be nice to have a piece of fruit to pass around. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Cain and Abel; Finding the Fruits of Peace.**”

**Bible Tales teachable moment:**

Ask the children for their reflections on the story. Say something like “This story is a story from a story in the bible. In it, one brother kills another. Cain was jealous and hurt. He couldn’t express his anger and hurt so he hit his brother. All of us have feelings of anger, jealousy and hurt. When we gather together we think about how we might deal with these feelings.”

Here are the questions from the book for discussion:

“I wonder if you ever feel like Cain?

What might Cain and Abel have said to each other to have made things different?

Think of times when you are angry. What makes you feel this way?

How do you act when you are angry? Do you ever wish you could act differently?

Imagine you are one of the trees in the story. What are you feeling? What might you say to the other trees? To Cain?

What can you do to bring back the many different kinds of fruit?”

Say something like “Our sixth principle states “Work for a peaceful world.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, included in this curriculum. Sing it if you wish. “Working for a peaceful world would mean trying to bring back the many different kinds of fruit. It would mean helping each other handle these strong feelings that we all feel without violence.”

Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

**1) Invent your own fruits**

A variety of fruits to cut up.

Toothpicks or skewers

Paring knives or table knives.

Cutting boards

Invite the children to wash their hands (or use hand sanitizer) and start cutting up the variety of fruits and combining them with toothpicks or skewers to make their own fruits. In the book, the author lists orapples, plumelons, banangerines, pinango, limeberry and waterloupe. Later, she lists figterines, rasdew, and cantaberry.

These fruits may be used as part of the closing so ask the children not to eat them right away, but to think of a name for their fruit and how they might bring back the fruits of peace.

**2) Act out the story**

Simple props – a blanket for the brothers to sleep under.

For Cain, the farmer – a hat, a basket and a rake.

For Abel the shepherd – a shepherd’s crook and a few stuffed sheep.

Invite two children to act out the story as you re-read the book. Often, children will want to each play a part. Have other children play the sheep or choose a tree to impersonate. Tell the story as many times as there are children who wish to play out the roles of Cain and Abel.

**3) Draw one of your own stories.**

Invite the children to draw a picture of a time when they felt angry, or jealous, or hurt. Have them describe their feelings and what happened at the time. If appropriate, invite the children to discuss ways of dealing with those feelings without resorting to violence. If the feelings evoked seem overwhelming to the child, be sure to keep the door open to discussion with a professional (such as your minister or a counselor in the congregation) at a later time. Acknowledge the child's feelings, with words such as "I'm glad that you shared these strong feelings. I'd like to talk with you more about them later because it is important to deal with these feelings." Share the issues with the parents and invite discussion with professionals.

**4) Take digital or Polaroid pictures for the session on "Our Own Picturebook."**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Closing: Eating the Fruits of Peace**

If the children have invented their own fruits, invite them to share the name of the fruit. How might they bring back the fruits of peace? After each child has had an opportunity to name their fruit, have a fruit fest and eat!

If you haven't made the fruits of peace, simply ask the children to close by imagining a fruit of peace and naming it. How might they bring back their fruit of peace?

**Background for Teachers:**

This tale is a "midrash," a story about a story in the Bible created by Jewish Rabbis as they tried to further explain the meaning and lessons to be learned from Biblical stories. In this case, it is a Midrash Tanhuma, three different collections given the name of Rabbi Tanhuma, because the collections contain homilies written by him.

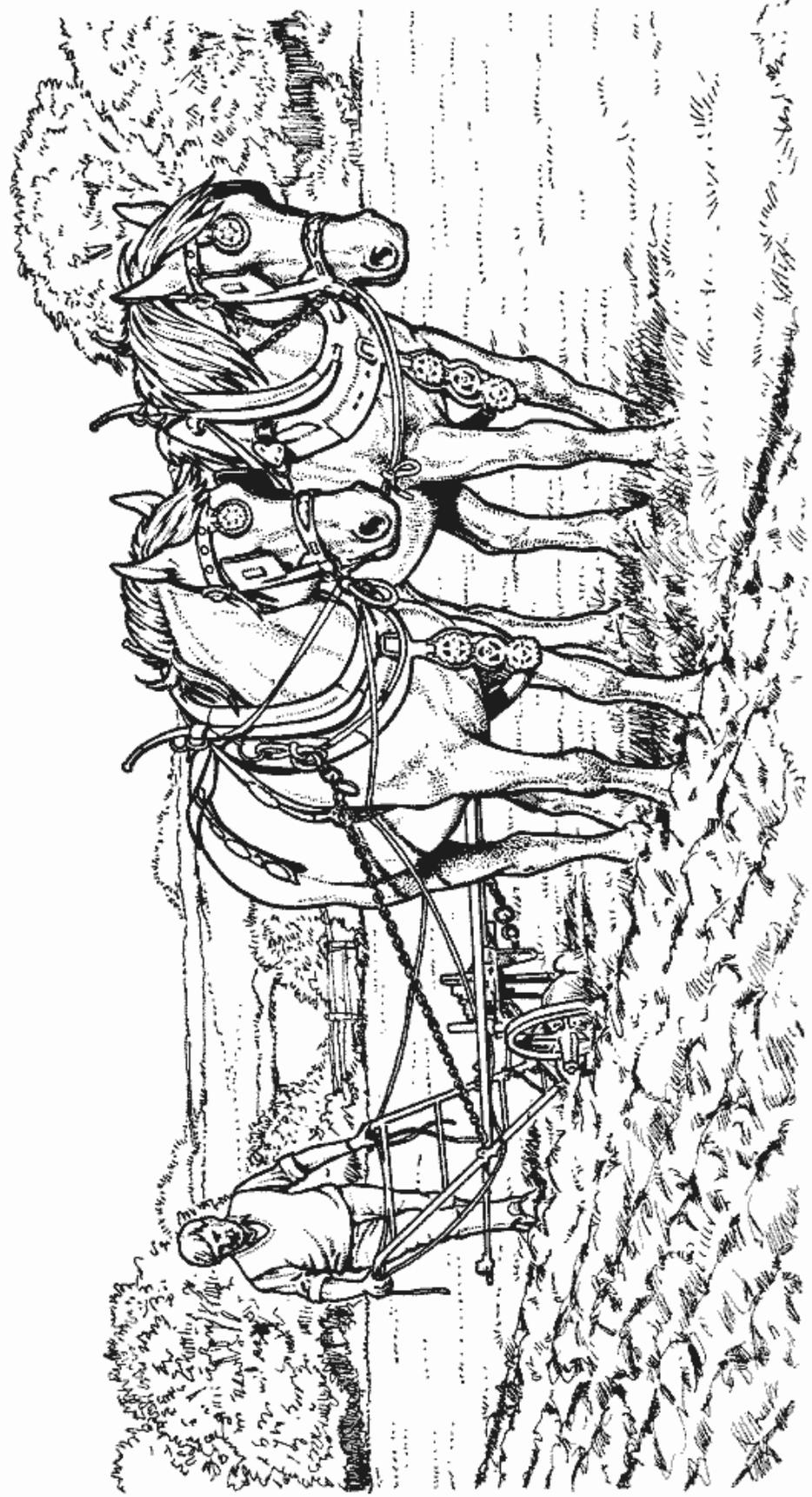
I had the honor of hearing Rabbi Sandy Eisenberg Sasso speak at General Assembly, 2009 and describe the way she uses this story. She emphasized that children know the feelings of jealousy, anger and hurt well, and need an outlet to work them out and to find ways to express them that do not end in violence. She also described the chills she felt when she received the artwork for page 28-29 just after the bombing of 9/11. There before her were tall buildings exploding. She asked the illustrator, Joani Keller Rothenberg, how she knew to draw the terror of "One killing became two, two became four, and four became sixteen. Sixteen killings became war." The illustrator responded that she couldn't have drawn the picture the way she had if it had been after 9/11.

Here is the special note to Parents and Teachers that is included in the book:

“The story of Cain and Abel is an ancient tale that is all too modern. Every day our children see what happens when anger goes awry. As much as we might wish, we cannot shield them from the fighting that exists on the playground, in school, on television, and in video games. We need more than ever to talk with our youngsters about what makes the natural emotion of anger erupt into violence.

Cain and Abel’s story offers us an opportunity to discuss with our children positive ways of dealing with the common feelings of hurt, jealousy, and rejection. With this story, we – together with our sons and daughters- can imagine what the world would be like without violence. Imagining it just might be the beginning of making it so.”







## Picture Book Bible Tales: Cain and Abel

Today we read **Cain and Abel: Finding the Fruits of Peace** by Sandy Eisenberg Sasso. Cain and Abel were once peaceful brothers, one a shepherd, one a farmer. Jealousy, anger and fear took all of this away. In this version, the trees grew exotic fruits of many kinds: pinango, limeberry and waterloupe. With violence, the trees ability to grow these special fruits came to an end.

**Goal:** This retold biblical story gives children a starting point for discussing anger and its effects on those around us. By harnessing the power we have to deal with our emotions in positive ways, we can once again cultivate the fruits of peace and change the world for the better.

## Session # 4 Noah

### Overview

The book provides an account of Noah's story from the Genesis narratives. The final page of our planet Earth from space adorned with clouds and rainbows reinforces the message of the wonder and fragility of the natural world.

**Goal:** To learn the Noah story of endurance and hope. To begin to see a story as myth, not factual on the outside, but “true on the inside” in one young girl’s definition of myth.

**Principle:** The web of life’s the way.

**Source:** Jewish and Christian teachings

**Belief:** We can change our choices.

**UU Identity:** Caring for the earth

**Holiday/Theme:** Animals/Earth Day

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – an animal figurine this time.

### Set Up:

Copy the coloring page.

Copy the Take Home Page

### Entering Activity:

Use the enclosed coloring page of a Noah loading the animals onto the ark.

### Sharing Circle:

After the children have arrived, invite them to tidy up and leave their painting activity to gather in a circle around the chalice for the story. Leave the paints set up for the activities following the Sharing Circle.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use a figurine of an animal as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Noah’s Ark.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our seventh principle states that “The web of life’s the way.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this Bible tale, God is angry at the people and decides to sweep away all but Noah and his family. Noah takes care of animals in his ark. God then sends a rainbow after the flood as his promise never to destroy everyone with a flood. He wants to let the web of life alone, so that all peoples and animals can learn to live together by themselves. The story of Noah and his ark isn’t true on the outside, but it is a myth. Myths are true “on the inside” and teach us something about ourselves.

Have you ever wished you could start something over? What happened? Sometimes it just doesn’t work. It’s important to learn from our mistakes and to live the best we can with what we have.

We Unitarian Universalists try to take care of how we treat each other and how we treat the animals. We try to live lightly in the web of life. If we make a mistake, we try to learn from it.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

1) Make the Jan Brett “Noah” mural

[http://www.janbrett.com/mural/on\\_noahs\\_ark\\_coloring\\_mural.htm](http://www.janbrett.com/mural/on_noahs_ark_coloring_mural.htm)

2) Sing the “Rise and Shine (Arky, Arky)” Song and others from Session 1.

**Rise and Shine (Arky, Arky)**

**See the YouTube version at**

<http://www.youtube.com/watch?v=ZP1dJh11iM&feature=related>

The Lord said to Noah:

There's gonna be a floody, floody

The Lord said to Noah:

There's gonna be a floody, floody

Get those children out of the muddy, muddy

Children of the Lord

Rise and shine

And give God the glory, glory

Rise and shine

And give God the glory, glory

Rise and shine

And give God the glory, glory

Children of the Lord

The Lord told Noah

To build him an arky, arky

The Lord told Noah

To build him an arky, arky

Build it out of gopher barky, barky

Children of the Lord

Rise and shine

And give God the glory, glory

Rise and shine

And give God the glory, glory

Rise and shine

And give God the glory, glory

Children of the Lord

He called for the animals,

They came in by twosie, twosies

He called for the animals,  
They came in by twosie, twosies  
Elephants and kangaroosie, roosies  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

It rained and it poured  
For forty daysie, daysies  
It rained and it poured  
For forty daysie, daysies  
Almost drove those animals crazy, crazies,  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

Then Noah he sent out  
He sent out a dovey dovey  
Noah he sent out  
He sent out a dovey dovey  
Dovey said "There's clear skies abovey-bovey"  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

The sun came out and  
It dried up the landy landy  
The sun came out and

It dried up the landy landy  
Everything was fine and dandy, dandy  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

The animals they came off  
They came off by three-sies three-sies  
Animals they came off  
They came off by three-sies three-sies  
Grizzly bears and chimpanzee-sies zee-sies  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord.

That is the end of,  
The end of my story, story  
That is the end of,  
The end of my story, story  
Everything is hunky dory, dory  
Children of the Lord

Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Rise and shine  
And give God the glory, glory  
Children of the Lord

**3) Make arks and float them.**

Styrofoam pieces

Toothpicks

Water table or water buckets or outside water.

Create little arks from Styrofoam, using toothpicks to hold pieces together. Float them in a water table, buckets or an outside water source (such as a wading pool.)

#### 4) **Draw a Rainbow**

The colors of the rainbow (in order) are:

- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet

To remember the order, remember the name **Roy G. Biv** -- each letter in the name is the first letter of a color.

Use cotton balls at each end to represent a cloud.

#### 4) **Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

#### **Background for Teachers:**

The story of Noah has a frightening side to it. God decides to sweep away all living things on the earth because He didn't like what was going on. Here's an opportunity to discuss myth with the children. A myth is something that may not be true on the outside but is true on the inside, a definition told to me by a 3<sup>rd</sup> grader. And so, a teacher may explain that the story of Noah isn't true on the outside. No one could have collected all the species of animals. The early Hebrews didn't even know of the existence of some of the continents so how could cougars and kangaroos be counted in? Trying to pin down factual truth could drive one crazy. But what about the inside feelings that the story contains? But there are times when we want to start all over again in our own lives. Eventually we realize that it isn't such a good thing to try to start completely over again. Our lives must contain both the good and the bad things that have happened to us and that we have done, and we must strive to live the best we can with what we have. And so it

seems that God realized this and promised never to cause a flood again. His promise came as a rainbow, symbol of hope.

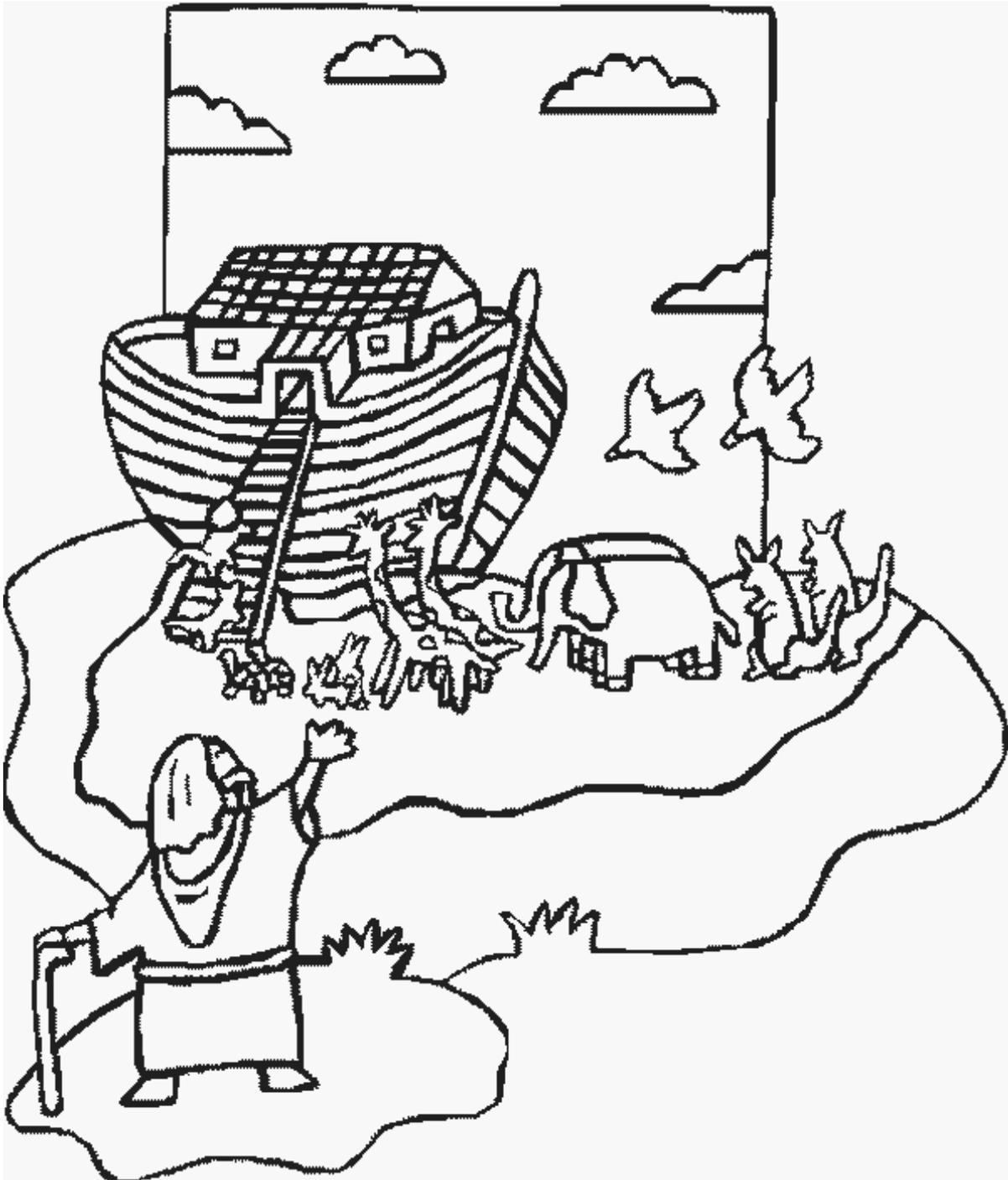
So the story of Noah perseveres, as a good tale of animals and a boat, and as a reminder that we need to try to care for the earth and ourselves and each other the best we can.

**A note about this version of the story.**

There are many illustrated picture books about Noah's ark. Here's why I chose this one:  
1) This one, by J. Pinkney, tells the story close to the Biblical narrative and captures the myth which can be a teachable moment. The illustrations are large and well suited for a group reading.

2) Peter Spier's version includes small illustrations and no text, wonderful for sharing with a child in one's lap, but more difficult to use with a group of children.

3) Jan Brett's version uses a granddaughter of Noah to tell the story and little mention of God's role, thus limiting the use of the story to introduce Bible tales as myth, as mentioned above.





## Picture Book Bible Tales: Noah's Ark

Today we read **Noah's Ark** by Jerry Pinkney. The book provides an account of Noah's story from the Genesis narratives. The final page of our planet Earth from space adorned with clouds and rainbows reinforces the message of the wonder and fragility of the natural world.

**Goal:** To learn the Noah story of endurance and hope. To begin to see a story as myth, not factual on the outside, but “true on the inside” in one young girl's definition of myth.

## Session # 5 Joseph

### Overview

The tale of eleven brothers who sell their favored brother into slavery is a story about envy, greed, and power, but also a story about love, compassion, and forgiveness. A bitterly divided family is drawn together and in the process changes the course of nations.

**Goal:** Share a tale which includes sibling rivalry and dreams as well as explore the look of a desert tribe and ancient Egypt.

**Principle:** Each person is worthwhile.

**Source:** Jewish and Christian teachings

**Belief:** We learn best in community.

**UU Identity:** Resourcefulness.

**Holiday/Theme:** Sibling rivalry

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a prop from the story this time- something Egyptian or Joseph's silver cup, or a sack of grain (rice) or a camel figurine.

### Set Up:

Make or copy the Do-Re-Mi Poster

Order a Principles and Sources Poster from the UUA Bookstore with adult language, optional.

Copy the Take Home Page.

Supplies for the activity (ies) you choose.

### Entering Activity:

Use the enclosed coloring pages of Egyptian scenes.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use a sack of rice, something Egyptian, a silver cup, or camel figurine as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Joseph.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our first principle states that “Each person is worthwhile.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language. Sing it if you wish. “In this tale, Joseph and his brothers do not treat each other well. Joseph is made a slave, is thrown in a dungeon, and finally finds a place for himself. When his brothers come before him, he seems to play games with them and make them feel confused. Finally, he is ready to forgive and tells them who he is - their brother. We Unitarian Universalists know that it is sometimes hard to treat each person as worthy. We too pick favorites and do bad things to others, like teasing. But we remind ourselves when we get together that each of us is worthwhile. We will live in a better world if we try to treat every person as worthwhile.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

**1) Make a sugar cube pyramid.**

The royalty of Egypt were buried deep in a secret compartment in the pyramid, with secret passages and hidden dangers. Build your pyramid with a mummy deep in the center.

**For a 10 x 10 cube large pyramid:**

Sugar cubes, at least 250 plus a few for eating.

1/2 c. White icing or white glue as mortar (depending on whether you wish to eat it later)

Strong cardboard base or dinner plate.

A “mummy” object, such as ½ a small cherry tomato, as in the photo, or a prune, dried apricot or a few raisins glued together with the frosting (a “dried” up prune, apricot or raisins like a dried up mummy!), anything that will fit into the space of one cube.

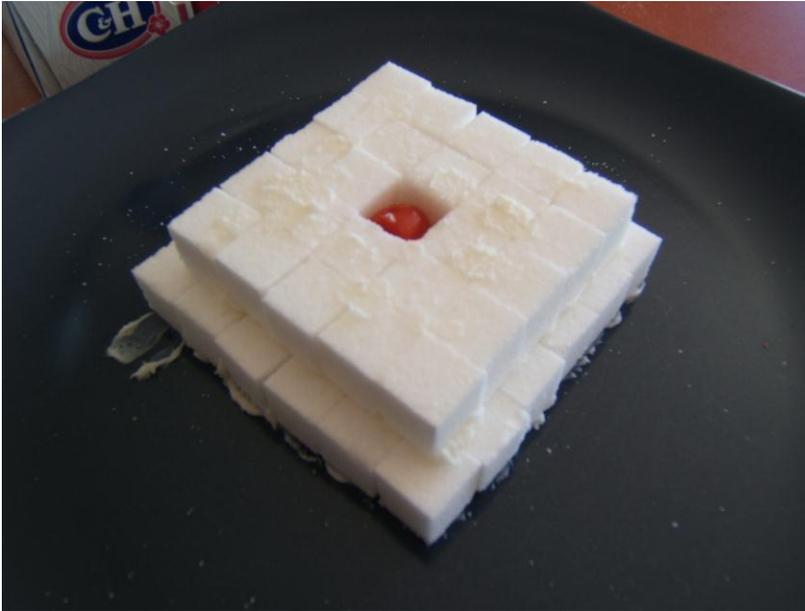
Start with 10 rows of 10 cubes each, glued to the cardboard base. Glue the rows to form a square. Use either the white icing or the white glue. For the second layer, add 9 rows of 9 cubes and glue them in place. Set the cubes about 3 cm. in from the edge of the rows of 10 cubes. For each subsequent row, decrease the number of cubes by 1 each time, adding 7 more layers. Place a “mummy” (such as ½ cherry tomato, or small dried fruit) in the second row by leaving one cube out. This sized pyramid could be built by a group of children.



Variations:

1) To allow for individual or paired builders of pyramids, try a 6 x 6 cube base or even less. The photo shows a 6 cube x 6 cube pyramid. You will need 91 sugar cubes

(including the one left out for the mummy) and less than 1/3 cup of white frosting. In the photo, there is 1/2 a small cherry tomato to illustrate the mummy, buried deep inside the pyramid!



2) Instead of solid cubes, try filling the inside of the pyramid with sand (the pyramid will be non-edible of course) or granulated sugar. Remove the sugar at the end once the glue has dried.

3) Some like to paint the pyramid.

## 2) Hieroglyphics

Write your name in hieroglyphics.

See <http://www.activityvillage.co.uk/Ancient%20Egypt%20alphabet.pdf> for a great printout of letters and hieroglyphics.

Create a bookmark of a strip of paper with hieroglyphs on it.

## 4) Egyptian feathered or palm fans.

Look for the fans throughout the story illustrations. This was the air conditioning for the Egyptian royalty. Perhaps you would like to use these as props for a Joseph story skit, or perhaps just for fun.

Tongue depressors or dowels or twigs

Feathers in a variety of colors, at least 5 for each tongue depressor or leaves. (Use shorter narrow leaves such as ash or locust to mimic short palm fronds.)

Colored duct tape

Permanent markers in a variety of colors.

Create a geometric pattern on the stick with permanent markers. Use the illustrations in the book as ideas. Arrange the feathers or palms in a fan shape at the top of the tongue depressor. Tape the feathers to the stick with the colored duct tape to make a fancy fan.

#### 5) Egyptian Mummy

Ancient Egyptians believed that when you died, your **soul went to the underworld** to be judged by Osiris, Lord of the Underworld. If he judged you to have been a good person, then your soul would re-unite with your body and you would live in eternal paradise. But in order for your soul to **recognize** your body, you had to look the way you had while you were alive, which is why corpses were mummified. Now that you know why bodies were mummified, you can make your own mummy - but instead of wrapping your little brother in sheets, try using a Barbie doll.

- Take the doll and wrap it in **damp toilet paper or cloth strips** until it's completely covered. You may want to start at the feet and work your way up to the head.
- Insert **amulets** (special charms) between the wrappings. You can use anything from jewelry to coins.

#### 4) Act out the Joseph story

People: Joseph

His brothers and father (especially Benjamin)

Baker and Butler

Pharaoh

Pharaoh's soldiers

Potifar's wife

Other creative parts the children identify, such as Joseph's pet Cheetah! (see the cover!)

Props: Bathrobe in many colors for Joseph's coat

Simple shepherd headdresses for Joseph's brothers (square of cloth and headband)

Twenty pieces of silver (twenty quarters)

Pharaoh and Egyptian props (headdress, collar, tunics, feathered fans)

Food trays with a big one for Benjamin, the brother.

Silver cup and a few sacks.

Places: Desert and well

Pharaoh's prison

Pharaoh's house

Joseph's house

Re-read the Joseph story and invite the children to choose a character to act out. Set up the room with the various places designated. Find or make props, as desired.

#### 5) Take digital or Polaroid pictures for the session on "Our Own Picturebook."

Digital or Polaroid camera

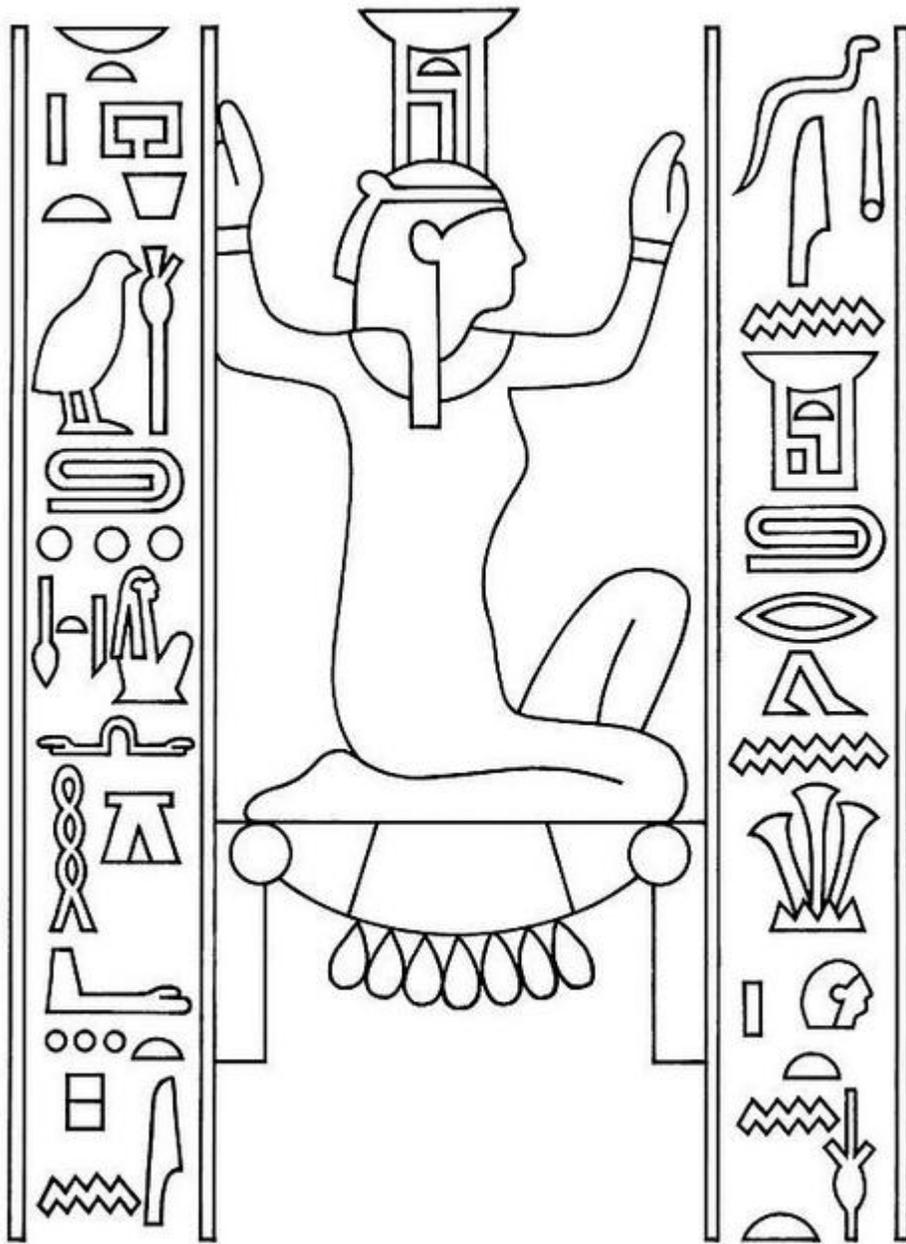
Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

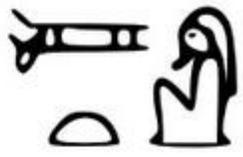
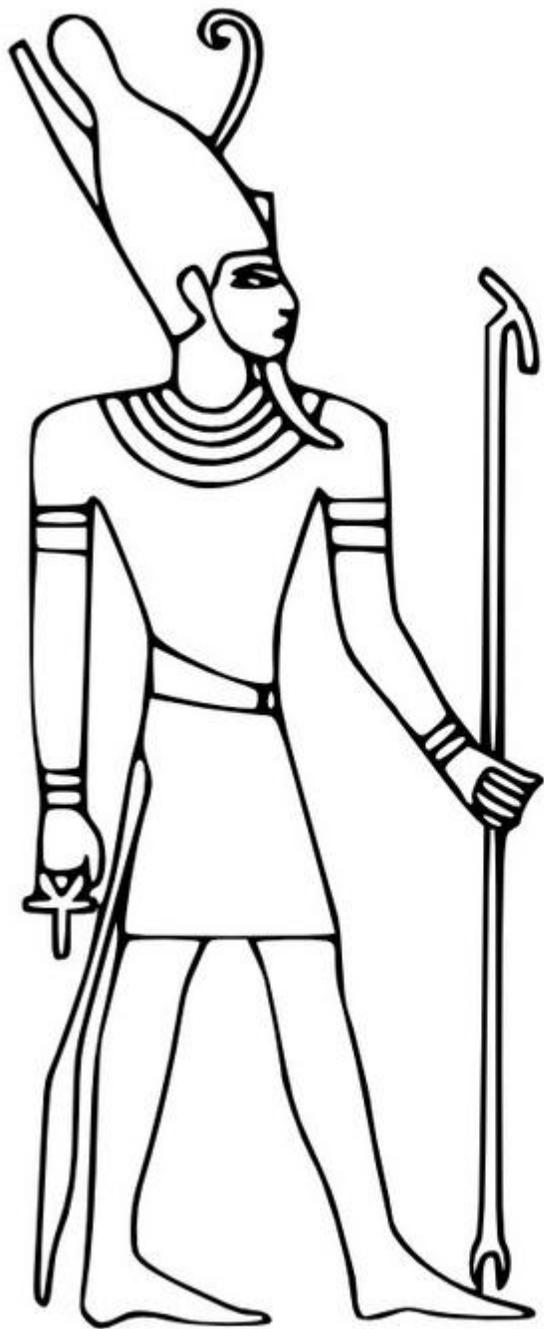
**Background for Teachers:**

Joseph and Joseph's brothers do not treat each other well. The bitterness shows up in the convoluted way that the story unfolds. It seems Joseph must make his brothers sweat and suffer before he is ready to welcome them and reveal his identity. And yet, Joseph continues to hide gifts for them and give them feasts. The fact that this story is not straightforward reminds us that compassion, forgiveness and love is not easy to practice. There are deep hurts that all of us maintain, and which must play out in their own time and place. Life was and is not easy.

In addition, Wildsmith's art conveys the nomadic desert life of Joseph's family and the splendor that was ancient Egypt. These were the times of the formation of the tales in the Jewish Scriptures. You may wish to go back and share some of the illustrations with the children again, so that they can spend time finding the detail and pointing out life in Egyptian times.



www.clemusart.com  
www.schoolplaten.com





## Picture Book Bible Tales: Joseph

Today we read **Joseph** by Brian Wildsmith. The tale of eleven brothers who sell their favored brother into slavery is a story about envy, greed, and power, but also a story about love, compassion, and forgiveness. A bitterly divided family is drawn together and in the process changes the course of nations.

**Goal:** Share a tale which includes sibling rivalry and dreams as well as explore the culture of a desert tribe and ancient Egypt.

## Session # 6 The Moses Basket

### Overview

Here is a story featuring a resourceful young girl, Moses' older sister, Miriam. Long ago in the land of Egypt, a Hebrew mother and her daughter Miriam hide a newborn baby boy in a basket that they float down the Nile River to save the child's life. Rescued from the river by the Egyptian princess, Pharaoh's daughter, the boy is named *Moses*. When he grows up, he leads the Israelite people out of slavery.

**Goal:** Begin to understand what it means to be a slave and not have a say in things that concern you. Introduce a young girl as heroine who saves the life of her brother.

**Principle:** Each person has a say.

**Source:** Jewish and Christian teachings

**Belief:** There is the potential for good in each person.

**UU Identity:** Freedom.

**Holiday/Theme:** Passover.

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a baby doll in a basket this time.

### Set Up:

Request a "Moses Basket" if anyone in your congregation has one. These are woven baby baskets which would be fun for dramatic play.

Copy the Take Home Page

### Entering Activity:

Use the enclosed coloring page of the Princess finding Moses in a basket.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good time to use a baby doll in a basket as the talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**The Moses Basket.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our fifth principle states that “Each person has a say.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this bible tale, the Hebrews are slaves. They don’t have a say in the things that concern them. In fact, they are told that their baby boys must be killed. The story of Moses is a story of escape from slavery. In this part of the story of Moses, his family escapes having to allow their baby boy to be killed. We Unitarian Universalists want each person to have a say in the things that concern them. We support democracy, which is our type of government in which people can vote. We also like to hear stories in which girls are heroines. Miriam used her mind to think of a way to save the life of her baby brother. Girls and boys can be

heroes and heroines.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

**1) Make Moses in a Basket.**

a. Grape Moses –

Basket: Peanut Butter Play dough and Chow Mein Noodles

Baby: A grape

Blanket: Fruit leather

Recipe for Peanut Butter Play dough (don’t forget to check for peanut allergies)

For individual portions:

¼ c. peanut butter

2 tsps. Honey

¼ c. powdered milk

Cocoa powder, optional

Wax paper square

Spoon peanut butter into a bowl. Add honey. Stir. Add powdered milk. Stir then take the ball of dough and put it on a piece of wax paper and knead with your hands. For chocolate flavor you can add some cocoa powder.

Mold it into any shape you like. Add Chow Mein noodles to create a basket effect. Put in the freezer to harden, optional.

b. Cake Baby Moses –

Purchase small plastic babies used as cake decorations, one for each child. Put the cake baby in a small scrap of felt for a blanket. Make a play dough basket or find tiny baskets in the cake decorating aisle of a crafts store. Note: these may float in the “river” if you choose the River Activity below.

c. Baby Doll Moses –

Place a baby doll in a blanket. Find a woven basket or use a Moses Baby Basket (commercial brand of baby basket). Invite the children to act out the Moses story.

**2) View excerpts from Disney’s “The Prince of Egypt” movie**

Watch the beginning portion of “The Prince of Egypt.”

**3) Play “Hotter/Colder” with a Moses Basket.**

Invite one child to leave the room, while the other children hide a Moses Basket. When the one child returns, he or she tries to find the Moses Basket. As she moves around the room, the other children exclaim “Hotter or Colder” according to how close or how far she is from the Moses Basket. Repeat as many times as the children wish.

**4) Floating on a River.**

Create a river in a sandbox or use buckets with a gutter in between. Assign something that floats, for instance a stick of wood, as the Moses basket and invite the children to

have it float on a river. Encourage creative water play. Point out that they are like Miriam watching her brother float down the river.

**4) Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

When this class was offered in our Sunday School class, the girls took their baby Moses’ outside and played out his rescue by the princess and Miriam, over and over. They came into my office and invited me to their play. They had absorbed the compelling nature of the story.

The story is one of the few tales in the Bible which feature major female characters. Miriam became a prophetess in her own right. It is my hope that our children learn more about her as a role model and important historical figure.





## Picture Book Bible Tales: **The Moses Basket**

Today we read **The Moses Basket** by Jenny Koralek, illustrated by Pauline Baynes. Here is a story featuring a resourceful young girl, Moses' older sister, Miriam. Long ago in the land of Egypt, a Hebrew mother and her daughter Miriam hide a newborn baby boy in a basket that they float down the Nile River to save the child's life. Rescued from the river by the Egyptian princess, Pharaoh's daughter, the boy is named *Moses*. When he grows up, he leads the Israelite people out of slavery.

**Goal:** Begin to understand what it means to be a slave and not have a say in things that concern you. Introduce a young girl as heroine who saves the life of her brother.

## Session # 7 Exodus

### Overview

The story of the Exodus and the rescue of the Hebrews from slavery in Egypt is one of the greatest stories in the Bible. The major events of this powerful tale are the burning bush, the plagues that afflict Egypt, the Passover, the crossing of the Red Sea, the journey through the desert, the Ten Commandments, and finally the arrival at the Promised Land.

**Goal:** Hear this great story and understand the striving of peoples for freedom.

**Principle:** Each person has a say.

**Source:** Jewish and Christian teachings

**Belief:** We can change our choices.

**UU Identity:** Freedom.

**Holiday/Theme:** Passover.

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a rubber grasshopper or snake this time.

### Set Up:

Copy the Take Home Page

Bring a prize for whoever finds the Afikomen during the Haggadah elements activity.

Traditionally, it is a quarter or a chocolate coin.

Request or locate a traditional Passover Seder plate from your congregation or a Jewish Supplies store.

### Entering Activity:

There is an entire coloring book of the Plagues found at

<http://www.diaspora.org.il/holidays/passindex2.html>

or

Use the enclosed coloring pages of an Egyptian chariot, Moses and the 10 Commandments, or the Plague of Frogs (one page from the Plague Coloring book.)

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to have a rubber grasshopper or snake (representing elements of the Exodus story) as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Exodus.**” (The first page will provide a review of the Moses in the Basket part of the story, or you may skip it if you wish.)

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our first principle states that “Each person is worthwhile.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this book, Moses leads his people, the Hebrews, out of slavery in Egypt. It was a long process, the Pharaoh wouldn’t let them go. There were 10 plagues and finally Pharaoh let the Hebrews leave. Each year the Jewish people tell this story during a holiday called

“Passover.” We Unitarian Universalists value freedom. We believe that each person should be free to be themselves because each person is worthwhile. Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options:

**1) Passover Haggadah elements**

Ideally, place each of these symbolic foods in a traditional Passover Seder plate. Or you may use any plate. Set out one glass with grape juice for each participant plus one extra for “Elijah.” Hide the “Afikomen (a piece of matza wrapped in a cloth) and put the prize in a convenient location.

Charoset symbolizes the mortar for the pyramids.

Bitter herbs (Parsley and/or horseradish) to remember the bitterness of slavery.

Matza representing the unleavened bread of the Hebrew Slaves

Grape Juice (use white so it doesn’t stain) in a cup for each participant.

Offer a simplified Haggadah (telling) with elements that a Jewish Family would use at the Passover Seder (meal).

The following elements are based on the free downloadable Passover Haggadah found at <http://www.ujc.org/page.aspx?id=197265>

Say something like: “A Passover Seder is a holiday in the Jewish religion. We will only be using a few of the parts of a Seder to tell the Exodus story.

As I pour the grape juice, notice that there is one extra cup. This extra cup is placed on the Passover table for Elijah, a special person who will come and give the Jews good news about a Savior, or Messiah. Each year, the Elijah’s cup is served with the hope that Elijah will come to the Passover. At the end of the dinner, the children check and see if Elijah has drunk any of the wine.

1) First, we will eat the **bitter herbs** that stand for the bitterness of slavery.” Encourage the children to try a bit of parsley. Or horseradish may be spread on a piece of matzo to try.

2) It is traditional at the Passover Haggadah (meaning telling of the Passover Story of the Exodus) to shake **10 drops of wine or grape juice** off of a finger for each of the 10 plagues that God sent to convince Pharaoh to free the Hebrew slaves. Dip your finger in your grape juice each time I read one of the plagues and shake it.

1. Blood
2. Frogs
3. Vermin (lice or ticks)
4. Beasts
5. Cattle Disease
6. Boils
7. Hail
8. Locusts (grasshoppers)
9. Darkness
10. Death of the first born son.

3) The Hebrew slaves built the pyramids. They used a gooey cement to hold the rocks together. The Jewish people eat **Charoset** (pronounced either (Sephardic -). khah-**roh-**

set; or (Ashkenazi -). khah-**roh**-sis where the “kh” is a guttural sound) to remind them of the building of the pyramids. Let’s have a Matza and Charoset sandwich.

A quick recipe for Charoset is one 46 oz. jar of unsweetened applesauce and two jars of baby food prunes. (from MessianicSeder.com)

4) Finally, announce that the children may try playing “Find the Afikomen,” a hide and seek game. You have hidden a piece of Matza wrapped in a cloth in the room. Whoever finds it will receive a prize. You may have hidden one or several pieces of matza, depending on the size of your group. Whoever finds it receives a quarter or a chocolate coin.

5) To end a Jewish Passover Meal, the participants all say, “Next year in Jerusalem! Next year may we all dwell in peace!”

**2) See Session #5 Joseph** for activities such as a Sugar Cube Pyramid, or a Barbie doll mummy, if these weren’t selected by the former teacher and you would like to try them.

**3) Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

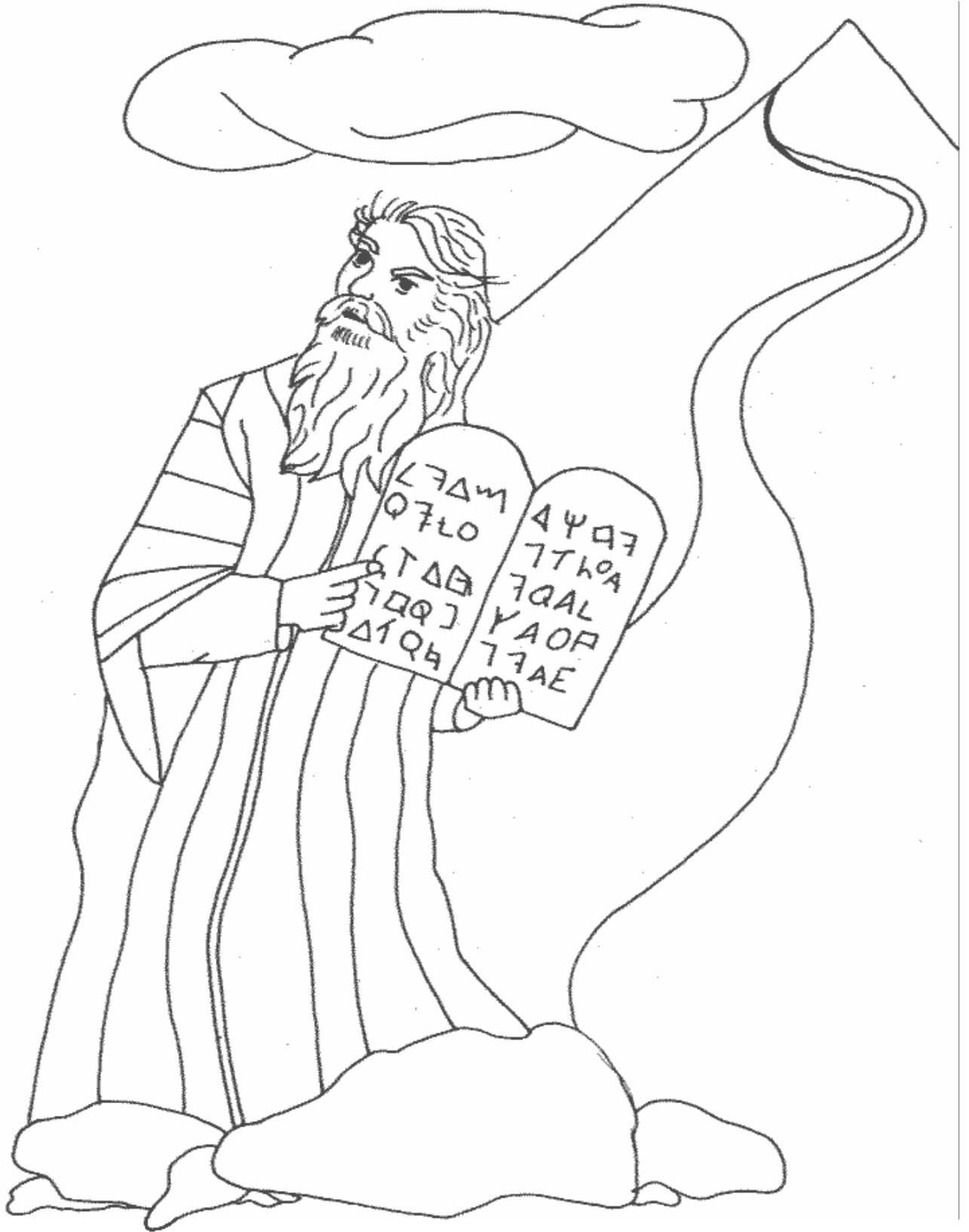
Digital or Polaroid camera

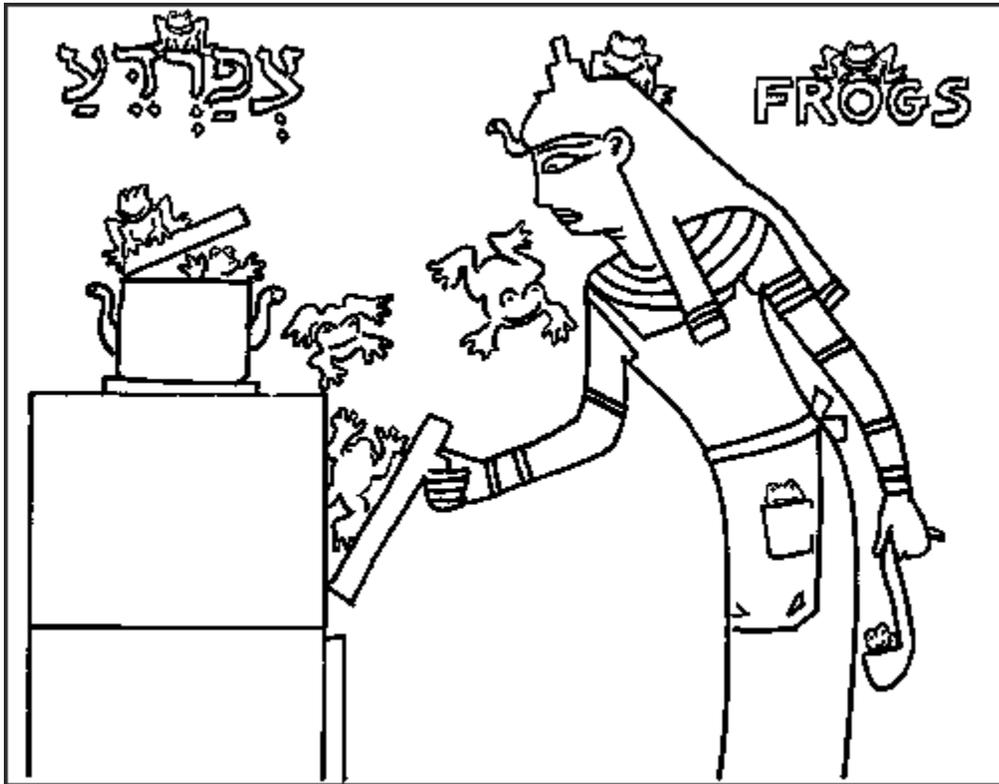
Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

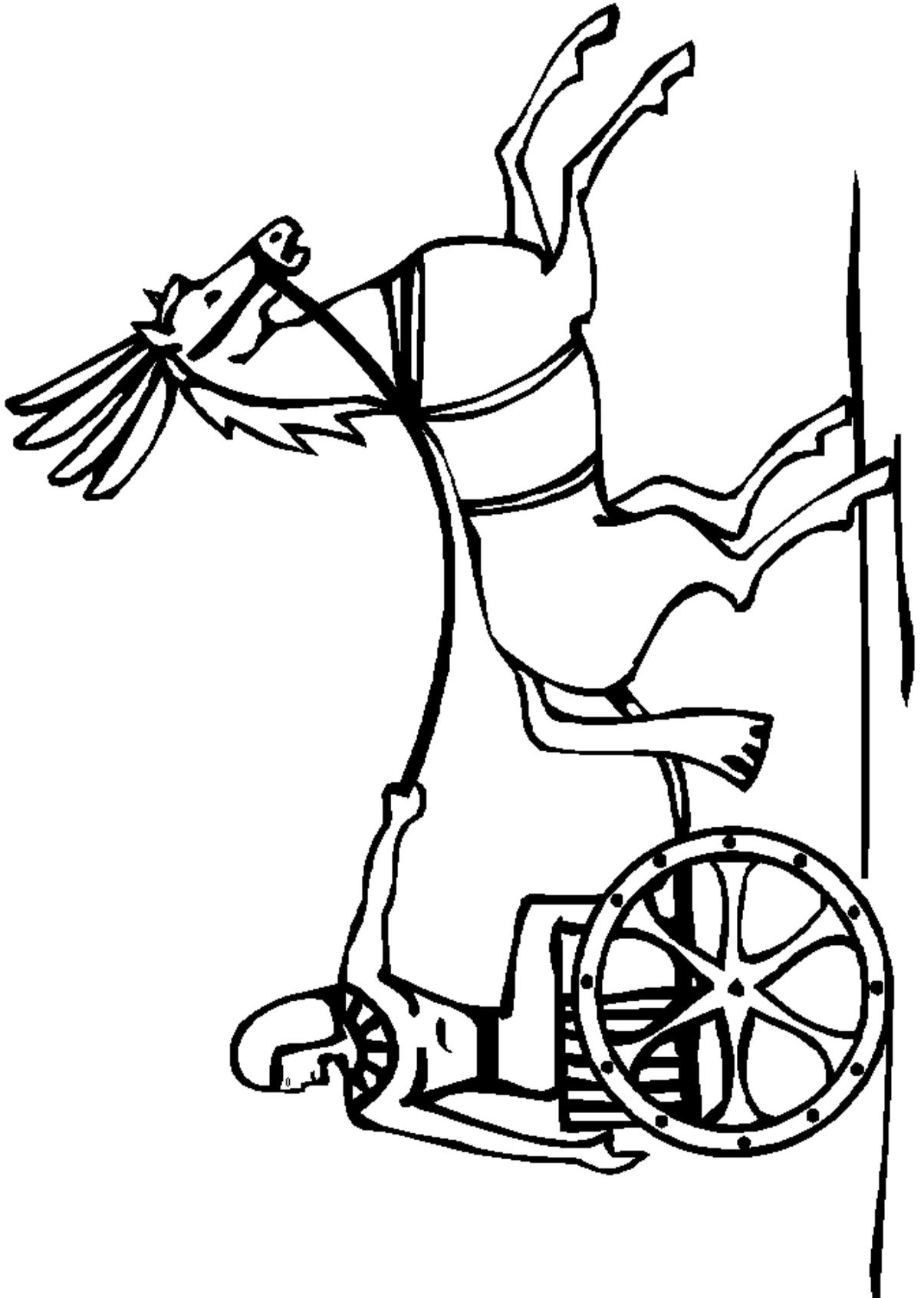
### **Background for Teachers:**

How exciting to introduce this story to children for one of the first times! It is a deep story with many interpretations. Perhaps for you, it evokes Leon Uris’ novel “Exodus” about the founding of the state of Israel, or Charlton Heston’s “Moses” in which Yul Brenner plays the Pharaoh. Or it may evoke family Passovers that you have shared. As U.U.’s, we celebrate the striving of peoples for freedom and value the story of the Exodus.





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## Picture Book Bible Tales: **Exodus**

Today we read **Exodus** by Brian Wildsmith. The story of the Exodus and the rescue of the Hebrews from slavery in Egypt is one of the greatest stories in the Bible. The major events of this powerful tale are the burning bush, the plagues that afflict Egypt, the Passover, the crossing of the Red Sea, the journey through the desert, the Ten Commandments, and finally the arrival at the Promised Land.

**Goal:** Hear this great story and understand the striving of peoples for freedom.

## Session # 8 The Story of Queen Esther

### Overview

When the prime minister of Persia decides to destroy all the Jews throughout the kingdom, no one stands in his way but a young girl. The story of Esther reveals the transformation of an orphan into a compassionate queen willing to risk the wrath of a king in order to save her people. Esther's story provides the basis for the Jewish holiday of Purim.

**Goal:** Hear a story from the Bible that describes the courage and wisdom of a female leader.

**Principle:** Work for a peaceful world

**Source:** Jewish and Christian teachings

**Belief:** We can make choices using love and reason.

**UU Identity:** Courage to speak out against injustice.

**Holiday/Theme:** Purim

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a gold crown or scepter, or a letter in an envelope this time.

### Set Up:

Copy the Take Home Page

Gather supplies for the activities that you choose to offer.

### Entering Activity:

Visit [http://www.shemayisrael.co.il/purim/purim\\_play/](http://www.shemayisrael.co.il/purim/purim_play/) for a collection of Purim coloring pages.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good time to use a gold crown or scepter or letter in an envelope as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**The Story of Queen Esther.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our sixth principle states “Work for a peaceful world.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this book, Esther has to show great courage in order to save her people, the Jews. This is a story from the Jewish Scriptures of the Bible. The Jewish holiday during which this story is told is called “Purim” (POOR um). We Unitarian Universalists want to work for a world where all people are treated fairly.

Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

1) Costumes and Skit

It is traditional to act out the Esther story and create costumes. During the reading of the story or skit, listeners boo and hiss or shake noisemakers whenever the name “Haman” is mentioned. See the skit enclosed below.

The most popular Purim costumes are those portraying the main characters of the story: The King, Queen Vashti (whose refusal to appear at the king's banquet led to Esther becoming queen), Esther, Haman and Mordecai.

The costumes of the king and queen look a lot like Halloween king and queen costumes. The boys usually wear crowns and colored capes, while the girls may wear similar outfits or simple colorful robes and tiaras or crowns. Sometimes they are dressed like princesses. Esther is usually dressed in a simple purple robe with a tiara. Haman is often dressed like a shepherd, while Vashti's costumes are toga-like, reminiscent of Cleopatra.

2) Purim clothespin dolls

Materials:

Doll pins (large wooden clothes pins without the hinge. Found at a crafts/hobby store such as Michael's)

felt (4 colors-- blue, white, purple and black)

pipe cleaners (regular, plus you may find some with big loops for Esther's wavy, raven hair)

markers

aluminum foil

glue (craft glue or glue gun)

---

Directions:

Step 1:

Using markers, draw faces on doll pins.



Step 2:

Make circle of glue on doll's torso.  
Wrap white pipe cleaner over glue  
(leaving ends sticking out) to create  
arms.



Step 3:  
Cut a 6" x 1 1/2" piece of felt. Fold in  
half. Cut small notch in middle of  
fold to create a hole for the head.  
Slide doll head into hole. This is the  
doll's robe.

Step 4:  
Wrap pipe cleaner around doll waist  
to secure robe. Add accessories, hair  
for Esther, crowns for the King and  
Esther, hat for Haman, yarmulke for  
Mordechai.



Used with permission from Meredith Jacobs, author, <http://www.modernjewishmom.com>

3) Visit [http://www.daniellesplace.com/html/bible\\_themes\\_-\\_esther.html](http://www.daniellesplace.com/html/bible_themes_-_esther.html)

For a variety of activities for Purim, including Esther's crown, the King's Golden Scepter, noisemakers, paper dolls, and a song.

4) Bake “Hamentashen” cookies, traditionally made in a triangular shape to represent Haman’s hat. Make the dough at home the night before and then roll out, fill and bake during the session.

See

[http://www.myjewishlearning.com/holidays/Jewish\\_Holidays/Purim/At\\_Home/Foods/Hamentaschen.shtml](http://www.myjewishlearning.com/holidays/Jewish_Holidays/Purim/At_Home/Foods/Hamentaschen.shtml)

*The following article is reprinted with permission from The Jewish Holiday Kitchen (Schocken Books).*

Makes about 36



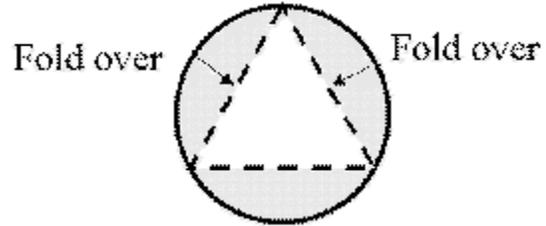
2/3 cup margarine or butter  
1/2 cup sugar  
1 egg  
1/2 teaspoon vanilla  
2 1/2-3 cups sifted unbleached all-purpose flour  
1 teaspoon baking powder  
Dash of salt

Apricot, prune, poppy seed or nut filling.

1. Cream the shortening with sugar. Add egg and continue creaming until smooth.
2. Add the vanilla. Stir in the sifted flour, baking powder, and salt until a ball of dough is formed (a food processor is excellent for this).
3. Chill for 2-3 hours, or overnight.
4. Preheat oven to 375 degrees.
5. Taking 1/4 of the dough, roll out on a lightly floured board to a thickness of 1/8 inch. Cut circles of dough with a drinking glass or round cookie-cutter. With your finger put water around the rim of the circle. Fill with 1 teaspoon poppy-seed, prune, apricot or nut filling and fold into three-cornered cookies. (Press two sides together, and then fold the third side over and press the ends together.)

Place 1/2 to 2/3 teaspoon of the filing of your choice in the middle of each circle.

To shape into triangle, lift up right and left sides, leaving the bottom side down, and bring both sides to meet at center, above the filing. Lift the bottom side up to center to meet other two sides.



6. Bake on a well-greased cookie sheet 10-16 minutes, until the tops are golden.

**5) Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

King Ahasuerus has been linked with Xerxes I (486 – 465 B.C.E.), who ruled Persia and created the great city of Persepolis. According to oral legend, his son Darius II may have been Esther’s child.

Whether the Book of Esther is historical fact, a legend or a combination of both, Jews throughout the world continue to remember and celebrate the holiday of Purim in four ways: by eating and drinking, by giving food to friends, by giving gifts to the poor, and by reading the Book of Esther from the Megillah. In the synagogue, the Megillah, or scroll, is unrolled, but before it is read, it is folded in imitation of the letters that the Jews received from Mordecai and Esther.

Traditionally, Jews, both children and adults, also prepare for the holiday by creating playful skits, which are often embellished with the events of the day, and by making amusing and sometimes shocking masks and costumes to celebrate the time when their world was turned topsy-turvy.

Purim takes place each year for two nights at the time of the full moon during the month of Adar (February-March).

## **Picture Book Bible Tales**

### **Purim Skit for actors or clothespin dolls.**

The teacher can read each narration and the children can act out the skit and add dialogue. Encourage the children to boo at Haman. If it is too hard for a child to be Haman, appoint a puppet or stuffed animal to be Haman. Traditionally, Haman wears a tri-corner hat.

Characters:

The King

Queen Vashti

Esther

Mordecai

Plotters

Haman

Other Jews.

The king holds a feast.

The king orders Queen Vashti to come to the feast.

Vashti refuses to come.

The King orders Vashti to be killed and a new queen to be found.

The King chooses Esther, a Jew, to be his new Queen.

Mordecai is Esther's foster parent and a member of the court. He overhears two men plotting to kill the King.

Esther tells the King what Mordecai has heard.

The Plotters are caught and killed.

Haman becomes the new prime minister. He is mean and rarely smiles.

Haman dislikes Mordecai who doesn't bow to him. Haman decides to have all Jews killed.

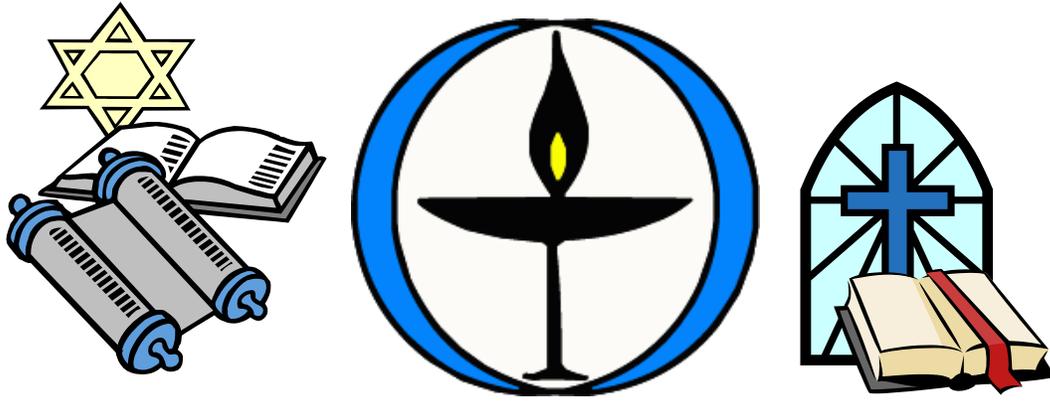
Queen Esther tells the King about Haman and that she is a Jew and will be killed.

The King orders Haman to die.

The Jews are saved.

Mordecai sends letters to all the Jews telling them what has happened.

Jews agreed to make the day a holiday called "Purim" (POOR um) and remember Queen Esther.



## Picture Book Bible Tales: The Story of Queen Esther

Today we read **The Story of Queen Esther** by Jenny Koralek. When the prime minister of Persia decides to destroy all the Jews throughout the kingdom, no one stands in his way but a young girl. The story of Esther reveals the transformation of an orphan into a compassionate queen willing to risk the wrath of a king in order to save her people. Esther's story provides the basis for the Jewish holiday of Purim.

**Goal:** Hear a story from the Bible that describes the courage and wisdom of a female leader.

## Session # 9 Daniel in the Lions' Den

### Overview

It is the 6<sup>th</sup> century B.C.E. and soldiers have invaded the city of Jerusalem. Daniel, a young Jewish boy who lives there, is taken away to serve in the court of King Nabuchadnezzar, in Babylon. When Daniel reaches adulthood, he impresses his rulers so much that the king asks Daniel to be his chief advisor. The other royal servants are jealous and plot to get rid of Daniel. He is thrown into the den, but Daniel's unwavering faith saves his life.

**Goal:** Children are reminded about overcoming impossible obstacles through the power of faith.

**Principle:** We search for what is true.

**Source:** Jewish and Christian teachings

**Belief:** We can change our choices.

**UU Identity:** Be true to yourself.

**Holiday/Theme:** Faith

### Supplies:

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a lion figurine this time.

### Set Up:

Copy the Take Home Page.

Invite a friendly cat to attend the session, optional.

Locate “Hakuna Matata” excerpt from the Lion King to show.

### Entering Activity:

Use the enclosed coloring page of a lion. While the children are coloring, set the stage for lions by playing “The Lion Sleeps Tonight” by the Tokens. Find it on I tunes or similar MP3 venue.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use a lion figurine as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Daniel in the Lions’ Den.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our fourth principle states that “We search for what is true.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language. Sing it if you wish. “In this book, Daniel survives the lions’ den by having faith in what he believes is true. We Unitarian

Universalists believe in living our lives according to what we believe is true, too.  
Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

**1) Play “Daniel, Daniel, Lion”**

Sit in a circle and play this game just like “Duck, Duck, Goose” only use the words “Daniel, Daniel, Lion.” When the tapper calls out “Lion!” invite all the children to roar!

**2) Make Lion Masks**

White paper plates  
Brown construction paper  
Tongue depressors, optional  
Markers  
Glue sticks  
Brown yarn  
Scissors  
Strong tape

Cut out eye holes with the scissors. With the strong tape, tape either a tongue depressor to the chin as a mask holder, or yarn to the sides for tying on the child’s head.  
Invite the children to glue lengths of yarn about 5-8” long to form a mane. Glue triangles of brown construction paper to form the ears. With markers create the lion’s face.

**3) Act out the Daniel Story with or without the masks.**

Daniel  
Guards  
Lions

Invite the children to act out just the part of the story in which Daniel is thrown to the lions. Read that part of the book again, ending at the point during which Daniel snuggles up and sleeps with the lions.

**3) Sing “Daniel in the Li, Lions’Den”**

**After learning this song, try singing it in two groups:**

Daniel, Daniel, Daniel, Daniel,  
Daniel in the li, li, li, li,  
Daniel, Daniel, Daniel, Daniel,  
Daniel in the li, li, li, li,  
Daniel, Daniel, Daniel, Daniel,  
Daniel in the li, li, li, li,  
Daniel in the lion's,  
Daniel in the lion's,  
Daniel in the lion's den.

1)Who did, 2) who did, 1)who did, 2)who did,  
Both)Who did swallow Jo, Jo, Jo, Jo,

1) Who did, 2) who did, 1) who did, 2) who did,  
Both) Who did swallow Jo, Jo, Jo, Jo,  
1) Who did, 2) who did, 1) who did, 2) who did,  
Both) Who did swallow Jo, Jo, Jo, Jo,  
1) Who did swallow Jonah,  
2) Who did swallow Jonah,  
Both) Who did swallow Jonah down?

Whale did, whale did, whale did, whale did,  
Whale did swallow Jo, Jo, Jo, Jo,  
Whale did, whale did, whale did, whale did,  
Whale did swallow Jo, Jo, Jo, Jo,  
Whale did, whale did, whale did, whale did,  
Whale did swallow Jo, Jo, Jo, Jo,  
Whale did swallow Jonah,  
Whale did swallow Jonah,  
Whale did swallow Jonah down.

Gabriel, Gabriel, Gabriel, Gabriel,  
Gabriel blow your trum, trum, trum, trum,  
Gabriel, Gabriel, Gabriel, Gabriel,  
Gabriel blow your trum, trum, trum, trum,  
Gabriel, Gabriel, Gabriel, Gabriel,  
Gabriel blow your trum, trum, trum, trum,  
Gabriel blow your trumpet,  
Gabriel blow your trumpet,  
Gabriel blow your trumpet loud.

Noah, Noah, Noah, Noah,  
Noah in the arky, arky,  
Noah, Noah, Noah, Noah,  
Noah in the arky, arky,  
Noah, Noah, Noah, Noah,  
Noah in the arky, arky  
Noah in the arky,  
Noah in the arky,  
Noah in the arky bailed.

Peter, Peter, Peter, Peter,  
Peter on the sea, sea, sea, sea,  
Peter, Peter, Peter, Peter,  
Peter on the sea, sea, sea, sea,  
Peter, Peter, Peter, Peter,  
Peter on the sea, sea, sea, sea,  
Peter walking on the,

Peter walking on the,  
Peter walking on the sea.

**4) Invite a cat to the session.**

Invite a friendly cat to your session to allow the children the enjoyment of feeling cat fur, purring, and imagining what Daniel might have felt when snuggling up to sleep with the lions. If possible have the cat eat something while visiting. Bring some catnip and let the cat play with a string.

Here are some focus questions to ask the children as they observe the cat:

- 1) Imagine that this kitty is as big as a lion. What would it be like then?
- 2) What might Daniel feel like when he was first put in the lions' den? Stood tall, prepared to die, fearless.
- 3) What might Daniel feel like when he curled up to sleep next to a lion? Smiling quietly, thankful, praying his thanks.
- 4) What kind of prayer might Daniel say? "Dear God inside and outside of me, I am grateful that you have helped me be fearless when meeting these lions. Thank you for helping me find the courage to be with these lions. Thank you for letting me meet these lions. They are beautiful creatures. I don't know how this has all happened but I am thankful to be here."

**5) The Lion King "Hakuna Matata" excerpt**

Add a playful tone and watch the excerpt from "The Lion King" in which they sing "Hakuna Matata." It means "No worries" - something parallel to Daniel's no fear, perhaps? You can watch this on a laptop and find the excerpt on YouTube, or find the excerpt on a DVD and use a TV screen.

Invite the children to "Rumba" around the room to the music.

**6) Take digital or Polaroid pictures for the session on "Our Own Picturebook."**

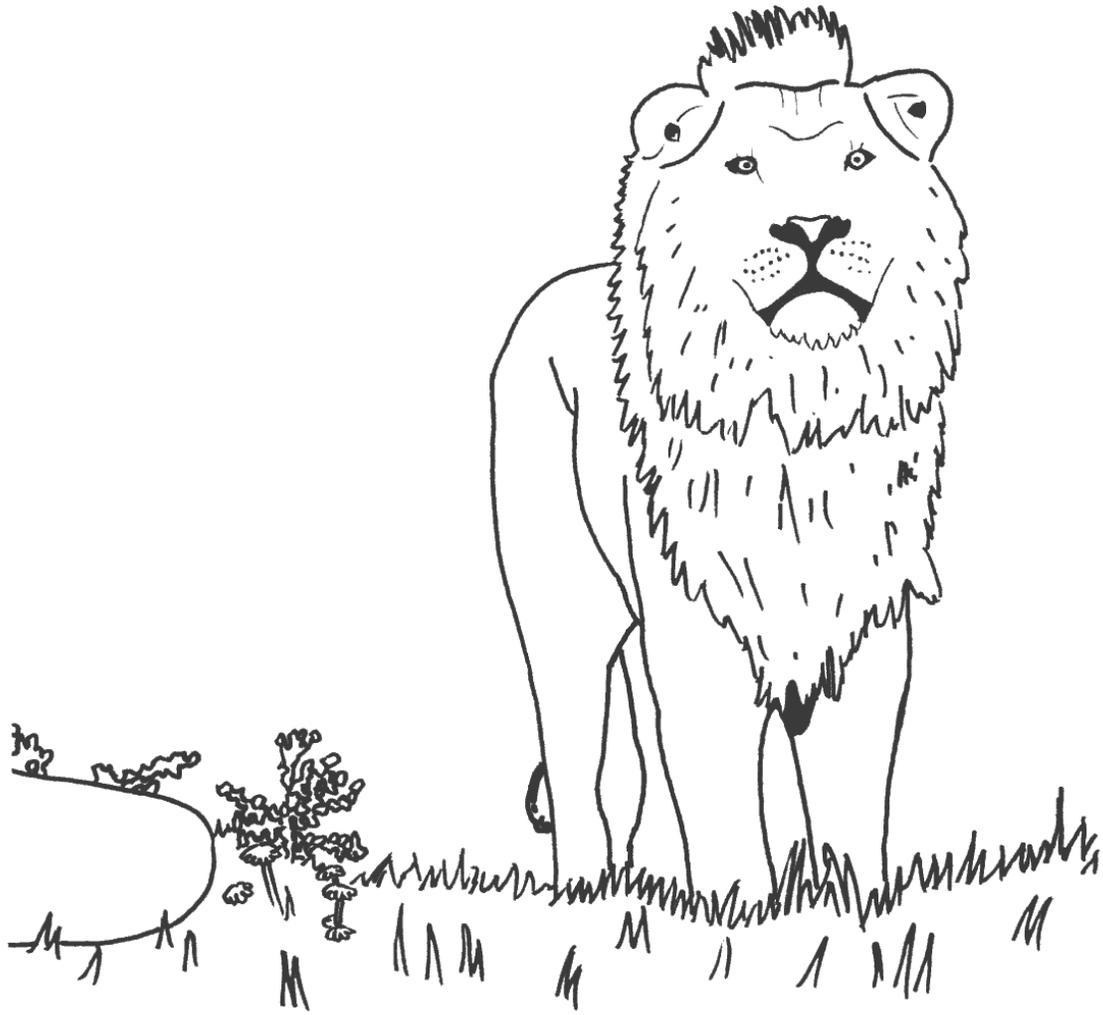
Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

Traditional Christian education emphasizes that "With God you are safe" when they teach this Bible tale. For U.U. education, we emphasize that we live by what we believe is true. When we put our beliefs into action, we can accomplish seemingly impossible results. Whether it's a lions' den of politics or oppression, we can stay true to our beliefs in the worth of each person and the value of community. Celebrate the nobility of the lions, who do not attack Daniel when he shows no fear.



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## Picture Book Bible Tales: Daniel in the Lions' Den

Today we read **Daniel in the Lions' Den** retold by Michael McCarthy and illustrated by Giuliano Ferr. It is the 6<sup>th</sup> century B.C.E. and soldiers have invaded the city of Jerusalem. Daniel, a young Jewish boy who lives there, is taken away to serve in the court of King Nabuchadnezzar, in Babylon. When Daniel reaches adulthood, he impresses his rulers so much that the king asks Daniel to be his chief advisor. The other royal servants are jealous and plot to get rid of Daniel. He is thrown into the den, but Daniel's unwavering belief in what he sees as true saves his life.

**Goal:** Children are reminded about overcoming impossible obstacles through the power of truth.

## Session #10 Jonah and the Great Fish

### Overview

Jonah, fearful of going to the wicked city of Nineveh as his God commands, flees to the harbor and takes passage on a ship for far-off Tarshish. In a storm, Jonah tells the sailors they must throw him into the sea to save the ship. Jonah is swallowed up by a great fish. When he finally relents and decides to go to Nineveh, the fish discharges him upon dry land and Jonah goes to Nineveh.

**Goal:** Hear a Bible tale illustrating how putting off an unpopular task may cause more difficulties than just finishing it.

**Principle:** We help each other learn

**Source:** Jewish and Christian teachings

**Belief:** We can change our choices.

**UU Identity:** Learning.

**Holiday/Theme:** Responsibility

### Supplies:

Book

Copies of Take Home Page

Supplies for the activities you chose

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a fish or whale figurine or picture this time.

### Set Up:

Find or make a boat, large enough for the entire class to sit in – a real raft,  
a blow up swimming pool, a circle of chairs or a large box.

Find or make the belly of the whale with room for 1-2 children – a large  
box, a closet, a blanket over a table, which can be darkened.

### Entering Activity:

Use the enclosed coloring page of Jonah.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good time to use a fish or whale figurine or picture as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Jonah and the Great Fish.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our third principle states that “We help each other learn.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language. Sing it if you wish. “In this book, Jonah puts off a task that he doesn’t want to do. Then he finds out that putting off the task causes more difficulties than just finishing it. We know about how hard it is to do something you don’t want to do. We need to help each other learn to just do the task and get it over with. Otherwise the worry and dread over the task may feel like being swallowed by a whale! Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

1) Sing “Who Did Swallow Jonah?” see the song in Session One.

2) Show the Veggie Tales DVD “Jonah and the Whale.”

3) Create **A Boat and a Whale moment:**

a) Create a boat. This may be a real raft, a blow up swimming pool, a circle of chairs, or a box cut in the shape of a boat.

b) Create a whale with a belly big enough for 1-2 children to climb inside. This may be an appliance box, a table covered with a blanket, or even a closet. Try to keep the belly darkened.

Invite all the children to sit inside the boat and imagine they are at sea. When big waves come, rock the boat and make big wind sounds.

Invite one child at a time to “fall” out of the boat and get swallowed by the whale. Have them sit inside the darkened belly of the whale for a few seconds so they get a sense of what it might have been like for Jonah. If someone is afraid to go alone, invite them to take a companion.

Return to the boat or to a circle. Ask the following focus questions:

1) What was it like for you? Can you imagine what it was like for Jonah? What did it smell like, feel like, look like in the belly of a big fish?

2) What might it have been like for the big fish?

3) When you have something that you don’t want to do, like a getting a shot, what makes you finally finish it? Do you have to sit alone sometimes to get your courage up?

4) Sometimes it is better to just finish something without trying to avoid it. Jonah finally did go to Nineveh and finished the task that he feared. How do you feel after you finally get a shot and it’s all over?

4) **Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

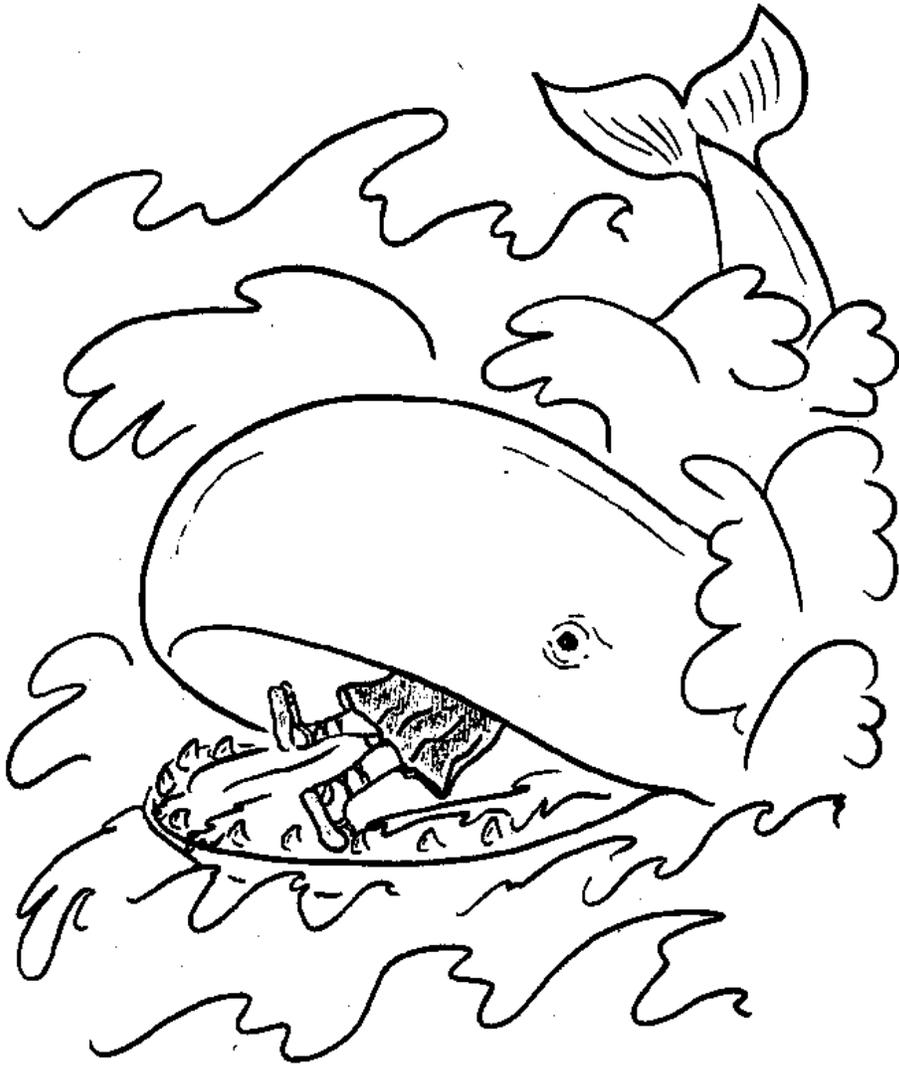
### **Background for Teachers:**

Jonah is the central character in the [Book of Jonah](#). Ordered by God to go to the city of [Nineveh](#) to prophesy against it "for their great wickedness is come up before me" <sup>[1]</sup> Jonah seeks instead to flee from "the presence of the Lord" by going to [Jaffa](#) and sailing to [Tarshish](#), which, geographically, is 180 degrees in the opposite direction. A huge storm

arises and the sailors, realizing this is no ordinary storm, cast lots and learn that Jonah is to blame. Jonah admits this and states that if he is thrown overboard the storm will cease. The sailors try to get the ship to the shore but in failing feel forced to throw him overboard, at which point the sea calms. Jonah is miraculously saved by being swallowed by a large fish specially prepared by God where he spent three days and three nights (Jonah 1:17). In chapter two, while in the great fish, Jonah prays to God in his affliction and commits to thanksgiving and to paying what he has vowed. God commands the fish to vomit Jonah out.

God again orders Jonah to visit [Nineveh](#) and to prophecy to its inhabitants. This time he goes and enters the city crying, "In forty days Nineveh shall be overthrown." The people of Nineveh believe his word and proclaim a fast. The king of Nineveh puts on sackcloth and sits in ashes, making a proclamation to decree fasting, sackcloth, prayer, and repentance. God sees their works and spares the city at that time <sup>[2]</sup>.

from "Jonah" in Wikipedia at <http://en.wikipedia.org/wiki/Jonah>



Used with permission, <http://www.tstl4sda.net/children/Coloring/Jonah-Swallowed.gif>



## Picture Book Bible Tales: **Jonah**

Today we read **Jonah** by Warwick Hutton. Jonah, fearful of going to the wicked city of Nineveh as his God commands, flees to the harbor and takes passage on a ship for far-off Tarshish. In a storm, Jonah tells the sailors they must throw him into the sea to save the ship. Jonah is swallowed up by a great fish. When he finally relents and decides to go to Nineveh, the fish discharges him upon dry land and Jonah goes to Nineveh.

**Goal:** Hear a Bible tale illustrating how putting off an unpopular task may cause more difficulties than just finishing it.

## Session #11 David and Goliath

### Overview

A witty version of the story of the Israelite boy, David, as he enters into combat with the giant Goliath, champion of the Philistines. David is a surprising hero, a young shepherd boy who sings and plays the harp so well that sometimes he was asked to sing for Saul, King of the Israelites.

**Goal:** Show how skill and determination can triumph over the strongest adversary. Introduce David as the author of Psalm 23.

**Principle:** Each person is worthwhile

**Source:** Jewish and Christian teachings

**Belief:** We believe in the possibility of good.

**UU Identity:** Think for yourself.

**Holiday/Theme:** Strong/weak.

### Supplies:

Book

Copies of Take Home Page

Supplies for the activities you chose

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a smooth stone this time (from the five smooth stones that David picked up at the stream.)

### Set Up:

Invite a harp player to bring their instrument to show and play a song.

Gather supplies for the activity (ies) you choose.

### Entering Activity:

There is a nice coloring page of David and Goliath at:

<http://ourpreciouslambs.files.wordpress.com/2007/06/david-goliath-coloring-page.jpg>

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use a smooth stone, to connect to the five smooth stones that David picked up from the stream. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**David and Goliath.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our first principle states that “Each person is worthwhile.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this story from the Bible, David defeats the giant Goliath using his skill and determination. No one thought that a small shepherd boy could defeat their enemy. The strongest do not always win. Sometimes a small or young person with skill and determination will be the worthiest. We think of heroes as very strong, but David was a hero who knew how to use his slingshot. We think of heroes who know how to fight well. David wrote poetry, sang

and played the harp. He is a surprising hero.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

1) Read a version of Psalm 23 “The Lord is my Shepherd.” Share the Psalm that David wrote. See the session on “Psalm 23.”

2) Invite a harp player to show their instrument and play a song.

3) Make a marshmallow or bean bag target game.

Box

Marshmallows

Knife or scissors

Black marker

Cut a hole or several holes in a box to use as the target. Outline each opening with the marker. Invite children to try to throw marshmallows or bean bags through the openings. They can eat any marshmallows which fall into a hole.

4) From Special Times: Outline a large person on a piece of mural paper to represent Goliath. Outline a child on a piece of paper to represent David. Decorate each with representative items:

Goliath – tin foil armor, a sword, a helmet, a spear.

David – sandals, shepherds tunic, a bag, a sling and five stones. Used with permission, UUA.

4) **Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

### **Background for Teachers:**

Letter from author Jean Marzollo, in the book:

“The story of David and Goliath is from the Bible: 1 Samuel 17... David was the author of many psalms. A psalm can be read as a poem or sung as a song. For the songs in this book, I have taken lines from David’s Psalm 23. These lines are printed in blue ink. You can read them as poetry, sing them to tunes you create, or do what I like to do, which is to sing them loosely to the tune of “Twinkle, Twinkle, Little Star.”...”



## Picture Book Bible Tales: **David and Goliath**

Today we read **David and Goliath** by Jean Marzollo, a witty version of the story of the Israelite boy, David, as he enters into combat with the giant Goliath, champion of the Philistines. David is a surprising hero, a young shepherd boy who sings and plays the harp so well that sometimes he was asked to sing for Saul, King of the Israelites.

**Goal:** Show how skill and determination can triumph over the strongest adversary. Introduce David as the author of Psalm 23.

## **Session #12 The Wisdom Bird: A Tale of Solomon and Sheba**

### **Overview**

The story, The Wisdom Bird, expresses respect for different people, creatures and forms of wisdom. King Solomon is wise and so is the Queen of Sheba. The queen travels from Africa to the ancient city of Jerusalem to learn whether King Solomon can put his wisdom to work.

**Goal:** Children will find out how important it is to practice patience and understanding between cultures and religions. Here is a strong African queen and the value of different kinds of wisdom.

**Principle:** Search for what is true.

**Source:** Jewish and Christian teachings

**Belief:** We make decisions using love and reason.

**UU Identity:** multiracial/ multicultural

**Holiday/Theme:** Multiracial/ multicultural

### **Supplies:**

Book

Copies of Take Home Page

Do Re Mi Principles as a wall hanging

Supplies for the activities you chose

Décor for the room- Principle and Sources posters in adult language, optional.

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a crown or something gold this time.

### **Set Up:**

Make or copy the Do-Re-Mi Poster

Copy the Take Home Page

Supplies for the activity (ies) you choose.

### **Entering Activity:**

Use the enclosed coloring page of the Queen of Sheba.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use a crown or something gold as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**The Wisdom Bird, A Tale of Solomon and Sheba.**”

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our second principle states that “We search for what is true.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language. Sing it if you wish. “In this book, the Queen of Sheba searches for wisdom. She and King Solomon are both taught by the wisdom of the hoopoe bird. No matter who we are, we all have great things to learn, even from a little bird. We Unitarian Universalists search for wisdom, too. We search for wisdom from different lands and different people.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

### 1) Riddles

King Solomon and the Queen of Sheba posed riddles to each other to test for wisdom.

Here are two from midrash (Jewish Stories about the Bible:)

*"What when alive does not move, yet when its head cut off, moves?" Solomon's answer: "the timber used to build a ship."*

Another riddle she proposed was: *"It is many-headed. In a storm at sea it goes above us all, it raises a loud and bitter wailing and moaning; it bends its head like a reed, is the glory of the rich and the shame of the poor, it honors the dead and dishonors the living; it is a delight to the birds, but a sorrow to the fishes. What is it?"* Solomon replied, *"Flax, for it makes sails for ships that moan in the storm. It provides fine linen for the rich and rags for the poor, a burial shroud for the dead, and a rope for hanging the living. As seed it nourishes the birds, and as a net it traps the fish."*

Sheba also brought Solomon two flowers alike in appearance, but one was real while the other was artificial; he distinguished them by noting how bees swarmed to the flower with the genuine fragrance. Then, giving him a large emerald with a curved hole in the middle, she asked him to draw a thread through it; he sent for a silkworm, which crawled through the hole drawing with it a silken thread.

What riddles can the children share with each other?

Here are some favorites to get you started:

What is the same about an elephant and a plum? They are both purple, except the elephant!

What did the mother tomato tell the baby tomato that kept falling behind?  
Ketchup!

An electric train is traveling east, which way is the smoke traveling?  
Nowhere, it's electric.

If John's mom had three children and one was named Tuesday and another Wednesday, what was the third child named?  
John.

### 2) Ethiopian Cuisine

Ethiopia is traditionally located as the home of Sheba.

- a. Serve popcorn in a paper cone (or a coffee filter) – a popular Ethiopian snack as it is in the Americas.

- b. Find an Ethiopian restaurant and order some dishes to bring to the session.
- c. Ethiopia is the origin of coffee. Serve something coffee flavored, a small sip of coffee to taste, coffee ice cream, or coffee yogurt or coffee candy.

### 3) **Make a crown.**

Bulletin board border in metallic gold or silver (often available from teacher supply stores) or yellow construction paper.

Stick on jewels or glue sticks and sequins

Stapler or Scotch tape

Measure the length of border needed to go around each child's head and cut it out (leave a little extra just in case). Invite the children to stick on the jewels. Staple or tape the ends of the crowns together. You can buy metallic border from teacher supply stores.

### 4) **Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

## **Background for Teachers:**

African legends continue the biblical story of Solomon and the Queen of Sheba. The story includes the marriage of Sheba and Solomon, which ends with the Queen needing to return to her homeland to rule, pregnant with a son. Sheba's son Menelik lived in Africa until he was old enough to leave, then he lived with his father and learned to practice his father's religion. "Prince Menelik stayed with his father, King Solomon, until he had learned all the King Solomon could teach him about being a ruler. When Menelik finally went home to Sheba, King Solomon sent with him an amazing gift: 12,000 of his own people – 1,000 from each of the Twelve Tribes of Israel – to help Menelik rule and to help his people continue the worship of God. Eventually, the people of Sheba stopped worshipping the sun god.

After the death of his beloved mother, Queen Makeda, Prince Menelik was crowned Emperor Menelik. He and his descendents ruled the land of Sheba wisely and well for many generations. By then, the religion of the country was called Judaism. Even the name of the country had changed, from Sheba to Ethiopia....

...in 1991 more than 14,000 Ethiopian Jews were airlifted out of the Ethiopian capital, Addis Ababa, in just one day. That airlift was called Operation Solomon!

Today, practically all Ethiopian Jews live in Israel...

But one thing will never change. Ethiopian mothers and fathers will always tell their children about how their people first came to be; how the great Queen Makeda and the famous King Solomon met, how the beautiful queen tested the wise king, how they loved each other – and how they knew that even though they had to part, some day in the future their children would come home. And so they have.” From “King Solomon and the Queen of Sheba” by Blu Greenberg, Linda Tarry, and Avi Katz (illustrator.) This is also a great book but with too much text for reading aloud to primary grades.

There is a variety of information on the North American Conference on Ethiopian Jewry at <http://www.nacoej.org/index.html>

About Sigd, the unique Ethiopian Jewish holiday

[http://www.nacoej.org/pdf/sigd\\_lifeline.pdf](http://www.nacoej.org/pdf/sigd_lifeline.pdf)

About the Ethiopian Coffee Ceremony

[http://en.wikipedia.org/wiki/Coffee\\_ceremony](http://en.wikipedia.org/wiki/Coffee_ceremony)

About Ethiopian Cuisine

<http://www.gonomad.com/features/0211/ethiopiafood.html>





## Picture Book Bible Tales: **The Wisdom Bird: A Tale of Solomon and Sheba**

Today we read **The Wisdom Bird, a Tale of Solomon and Sheba** retold by Sheldon Oberman, illustrated by Neil Waldman. The story expresses respect for different people, creatures and forms of wisdom. King Solomon is wise and so is the Queen of Sheba. The queen travels from Africa to the ancient city of Jerusalem to learn whether King Solomon can put his wisdom to work.

**Goal:** Children will find out how important it is to practice patience and understanding between cultures. Here is a strong African queen and the value of different kinds of wisdom.

## Session #13 Jesus

### Overview

Tell the whole story of Jesus from his birth in Bethlehem, his growing up in Nazareth, and his death. Then use this session to emphasize the story of his birth as associated with Christmas. The next session will emphasize the story of this death as associated with Easter.

**Goal:** Experience the excitement of birth as a time of hope.

**Principle:** Each person is worthwhile

**Source:** Jewish and Christian teachings

**Belief:** We learn best in community.

**UU Identity:** Hope.

**Holiday/Theme:** Christmas.

### Supplies:

Book

Copies of Take Home Page

Supplies for the activities you chose

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a figure from the crèche.

**Set Up:** Locate a crèche that can be manipulated by the children.

Locate gold, frankincense and myrrh.

Locate costumes and stuffed animals for creating a living crèche.

### Entering Activity:

Find a coloring page of the nativity.

### Sharing Circle:

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing “Joys and Concerns.”

Invite the children to recite with you the following chalice lighting words:

“To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings.”

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to use a figurine from the crèche as a talking stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point saying “Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Read “**Jesus.**” You may wish to only read up to Jesus’ entry into Jerusalem, since that part of the story will be covered in the next session, if you are doing “Jesus” in two parts. Otherwise, read the entire story of his life if this is your only session covering Jesus.

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our first principle states that “Each person is worthwhile.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this book, we hear the story of Jesus’ birth and life (and death.) He was a very special teacher who taught that each person is worthwhile. He is called Jesus Christ. His followers are called Christians. It is at Christ – mas, that we celebrate his birth. We Unitarian Universalists started out as Christians. We still emphasize the loving kindness that Jesus taught. We like to share together in community, just as our Christian brothers and sisters do. There are two holidays associated with the story of Jesus in the Bible. Christmas and Easter. Christmas tells the legend of Jesus’ birth and Easter tells the story of Jesus’ death.

Today, we will be celebrating Jesus' birth and Christmas." Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

**1) Crèche play.**

Set out the crèche and invite the children to act out the story of the Nativity with the figurines. What might the animals say?

Or

Invite the children to make a crèche out of play dough.

**2) A Living Crèche.**

St. Francis started the tradition of using real people and donkeys to act out the story of the Nativity. He wished for his illiterate congregants to learn the story.

Collect costumes, stuffed animals (sheep and manger animals) for the parts then tell the story together.

**3) Gold, Frankincense, and Myrrh.**

Locate these items for the children to smell and feel.

Myrrh was used by the Egyptians for embalming.

**4) Look for the angel on each page of the book.**

Author Brian Wildsmith includes an angel on nearly every page of the book, sometimes in the form of a dove. Scan each page and try to find the angel, sometimes it is obvious, sometimes it is hard. Hint: Don't forget to look in the gold frame of the picture. (There are no angels on the illustration of calming the storm and the page of Lazarus (although there is an interesting detail of a hawk chasing rabbits). Also note the dark cloud over Jerusalem when Jesus is riding toward the city on a donkey – a foreshadowing of bad things? I wonder if the angel/dove is the presence of the Holy Spirit?

**5) Make a dove ornament**

Invite the children to create dove ornament to hang on a tree. The dove is a universal symbol for peace and a symbol for the Holy Spirit in the Christian religion.

Visit Jan Brett's website for ornament instructions:

[http://www.janbrett.com/make\\_your\\_own\\_holiday\\_ornament.htm](http://www.janbrett.com/make_your_own_holiday_ornament.htm)

**4) Take digital or Polaroid pictures for the session on "Our Own Picturebook."**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

Understanding Christmas as U.U.'s means understanding that Jesus' birth is a myth or legend made up to underscore the importance of the arrival of the Messiah, or Savior. The archetypal message is of the importance of the arrival of each new child, for with the child arrives new potential, and new hope. I love Wildsmith's books with their gold framing of each page, and line drawings. He tells the story without editorial comment.



## Picture Book Bible Tales: Jesus

Today we read **Jesus** by Brian Wildsmith, the whole story of Jesus from his birth in Bethlehem, his growing up in Nazareth, and his death. We discussed the nativity story as a story of Christmas.

**Goal:** Experience the excitement of birth as a time of hope.

## Session #14 Mary, Mother of Jesus

### Overview

The story of Mary, mother of Jesus, is told in a beautiful book with each page framed in gold. This is the story from her birth to Anna and Joachim, the visit by the angel Gabriel, the Christmas story and the childhood of Jesus. Finally we join with Mary as she experiences the sorrow of the cross and her crowning as Queen of Heaven, the eternal face of compassion.

**Goal:** Children are reminded that there is a female presence in the Christian story and that U.U.'s value stories about boys and girls, men and women in our tradition.

**Principle:** Each person is worthwhile

**Source:** Jewish and Christian teachings

**Belief:** We learn best in community.

**UU Identity:** Women and men are important.

**Holiday/Theme:** Christmas/Easter.

### Supplies:

Book

Copies of Take Home Page

Supplies for the activities you chose

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick – a flower this time.

**Set Up:** Locate images of Mary, such as

1) a “Virgin of Guadalupe” or “Blessed Virgin Mary” candle, sometimes found in the Hispanic foods section of a grocery store.

2) a library book of Marian Art.

3) Web pages of Marian art.

Ask your congregation if anyone has access to a rosary. Would they like to visit and say the rosary for the children?

**Entering Activity:**

Coloring pages of Mary may be found below.

See also Mary as Queen at <http://tiredtwang.blogspot.com/2009/08/queenship-of-mary-coloring-page.html> . Note: on the right hand column there is a list of all of the author's coloring pages, including a very nice one of the "Virgin of Guadalupe." I recommend them!

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing "Joys and Concerns."

Invite the children to recite with you the following chalice lighting words:

"To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings."

Light the match and hold it to the candle wick.

"We light this chalice for the warmth of love, the light of truth and the energy of action."

Invite the children to share important things that have happened in their lives, passing a flower to indicate whose turn it is to share. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: "We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don't have to share, you can always say, "pass."

After everyone has shared who wishes to, add one more rock and say, "For all the joys and concerns which remain unspoken, we add this rock."

You may prefer to extinguish the chalice flame with the snuffer at this point saying "Though we extinguish this flame, we kindle the flame to carry in our hearts together."

Read "**Mary.**"

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, “Our first principle states that “Each person is worthwhile.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language, below. Sing it if you wish. “In this story, we learn about Mary, mother of Jesus. We Unitarian Universalists want to include stories of boys and girls, men and women in our religious stories. We believe that all people are worthwhile.” Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

**1) Create a bouquet of flowers for Mary.**

Cut out picture of flowers and greenery, or find real flowers to create a bouquet.

Vase

Pictures of Mary with flowers as part of the picture.

Here is a list of colors and shapes as suggested by traditional symbolism (see Teacher Background).

Lay out the flowers and greenery and invite the children to gently observe them. As a child picks up each piece, share the symbolism, and invite them to create the bouquet.

- 1) White: the stars, purity, and humility. (Note that Mary’s cape often shows stars on a night sky)
- 2) Deep blue: the night sky, faithfulness.
- 3) Sword shaped leaves: Mary’s sadness.
- 4) Evergreen: eternity, forever.
- 5) Heart Shaped leaves: love
- 6) Gold: the value of the family.
- 7) Pinks and reds (traditionally carnations or roses): love and life, compassion.
- 8) Rose with thorns: the beauty and the sorrow.

Share images of Mary with flowers.

The Wikipedia site has a compilation of Marian Art at

[http://en.wikipedia.org/wiki/Roman\\_Catholic\\_Marian\\_art](http://en.wikipedia.org/wiki/Roman_Catholic_Marian_art)

See especially such images as:

Virgin of the Lilies by Bouguereau, 1899

Madonna and the Five Angels by Botticelli (roses in background)

Madonna of the Carnation by da Vinci

Benois Madonna by da Vinci (white lily)

Madonna by Giotto (with vases)

You may wish to share pictures from a book of Marian art or from various websites and share them on a laptop computer, if you have a wireless connection in your facility.

**2) Create their own art featuring a part of Mary’s story.**

Gold, white, deep blue, green, pink and red colors of art medium (paint, paint pens, markers, crayons)

Review the book, as desired, to remind them of Mary's story. Invite them to illustrate their own version of a part of Mary's story.

Would they like to draw a picture of her birth to Anna and Joachim, the Annunciation by the Angel Gabriel, the Christmas Story, living in Egypt, the death of her son, Jesus, her ascension into heaven?

### 3) **Rosary/ Hopscotch**

Show an example of a traditional Catholic rosary, either in a picture or asking if someone has one to share. The rosary is a way to remember their prayers to Mary, Jesus Christ, and God. If you have a visitor who can recite the prayers of the rosary, invite them to do so. Invite the children to make a giant U.U. Hopscotch game as a way of remembering our principles and sources.

Visit the instructions from a Catholic school for making a Giant Rosary, so that you can see how a Marian Rosary might be made.

[http://catholicism.suite101.com/article.cfm/childrens\\_rosary\\_projects](http://catholicism.suite101.com/article.cfm/childrens_rosary_projects)

How about a walkable way to remember our own UU principles and sources? Here's how to make a giant walkable U.U. Hopscotch:

Option 1: Stepping stones outdoors

Create two chalices about 7 feet apart, outlined by small stones about a foot in diameter, so they are large enough for a child to stand in. Connect the two chalices with two curved lines of commercially available pavers or stepping stones, or similar items found in nature, such as flat pieces of bark.

Option 2: Chalk outline outdoors

Draw the U.U. Hopscotch out of chalk on a sidewalk. Draw two chalices about 7 feet apart. Draw seven circles in one curved line connecting one side of the chalices, and then draw another seven circles in a curved line on the other side to create a rosary shaped chalk "hopscotch."

Option 3: Paper stepping stones indoors.

(Keep the paper circles closer together as they may slip if the children have to leap more than a foot.)

Cut out 14 paper circles, the size of the lid of a large tub of margarine. Draw two chalices on an 8 ½” by 11” piece of paper. Place the two chalices about 7 feet apart and link them with the paper circles, one row on each side, in a curved line.

Say or sing each principle in child’s language as the children skip from circle to circle (to the tune of “Do Re Mi”)

Start on the first chalice and say “The Principles!”

Then step on each of the seven circles on one side signifying the seven principles, singing or saying:

One: Each person is worthwhile.

Two: Be kind in all you do.

Three: We help each other learn.

Four: And search for what is true.

Five: All people have a say.

Six: Work for a peaceful world.

Seven: The web of life's the way,

That will bring us back to me and U.U... (Jump onto the second chalice)

Do Re Mi Fa So La Ti Do... Ti....Do!

Turn around and face the next set of seven circles. This signifies the “Seven Sources.” Invite the children to say “The Sources!” and then skip onto the Sources circles. Sing or say each source in child’s language (to the tune of “Do Re Mi.”)

One: The wonder we all share,

Two: The voices of the people,

Three: Religions of the world,

Four: The synagogues and steeples,

Five: We use our minds and reason,

Six: Earth-centered love of seasons,

Seven: Our own UU tradition,

That will bring us back to me and U.U...

Do Re Mi Fa So La Ti Do... Ti....Do!

4) If there were any family rosaries that were brought in by congregants, share them and their stories with the children. You may wish to invite the owners to share the stories with you or stay and share them with the children.

**5) Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing  
Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

Mary's flowers from: <http://www.wf-f.org/MaryFlowers.html>

Flowers are included in works of Christian art not only because they are pretty and decorative, but also because they had a particular meaning. ("Iconography" is the word used by art historians for the study of symbolism in works of art.) The symbolism of flowers was used especially in medieval and renaissance paintings and tapestries to reinforce the message of the main subject. Sometimes the background of a tapestry would be carpeted with symbolic flowers. In paintings, a bouquet in a vase might be included, or the Virgin or another person might hold flowers. Elaborately embroidered vestments often had floral decorations, and the borders of illuminated manuscripts were very often embellished with symbolic floral ornaments. The significance of the flowers was generally known at the time these works were originally produced for the decoration of churches or private dwellings (most are now in museums).

Children are usually very interested in deciphering the message contained in these art works. And they may enjoy using this "code" themselves. A bouquet or wreath to honor Mary can be made of real or silk flowers, and could include those that traditionally symbolize Mary and her virtues and attributes. Here are some examples:

Lilies (Easter or Madonna lilies and lilies-of-the-valley) -- white color and sweet fragrance symbolize Mary's purity, humility, loving obedience to God's will. (Jesus is also called Lily of the Valley.)

Iris (old-fashioned names were "flag" or "sword lily"): the deep-blue color symbolizes Mary's fidelity, and the blade-shaped foliage denotes the sorrows that "pierce her heart". The iris flower is the "*fleur-de-lis*" of France. This symbol of the Blessed Virgin is also the symbol of the cities of Florence and of Saint Louis.

Gladiolus (name comes from Latin word for sword): Sword-shaped leaves also symbolize "piercing sorrows"; also martyrdom especially red gladiolus (a palm branch also signifies martyrdom.)

Baby's Breath symbolizes innocence and purity; also the breath ("inspiration") and power of the Holy Spirit.

Ivy (evergreen): The ivy stands for eternity, faithfulness.

Violets: The violet's delicacy, color, sweet scent and heart-shaped leaves, refer to Mary's constancy, humility and innocence.

Blue Columbine: The columbine (from the Latin word for dove, *columba*), is a circlet of petals thought to resemble doves. The blue columbine is a symbol of fidelity, and often appears in paintings of Mary.

Marigold (*calendula*, "English" or "pot marigold" and common garden or "French marigold"): both flowers were used as gold-colored dye for wool. Named in honor of Mary ("Mary's gold"), symbolize her simplicity, domesticity. Marigold also sometimes denoted Mary's sorrows, perhaps because its strong scent was associated with burial ointments.

Carnations (or "pinks"): pink or red color symbolizes love, life. Carnations' color and spicy fragrance refers to the crucifixion, "love unto death". The name "carnation" also suggests the Incarnation of Christ.

Rose: The rose is regarded as the "queen of flowers", and often symbolizes Mary, the Queen of Heaven. Also an almost universal symbol of perfect love, its color, perfection of form, and fragrance, as well as its thorns signifies Mary's role in salvation history as the Mother of God the Savior who was crowned with thorns and shed His blood on the Cross for love of mankind. The rose, arising from a thorny bush, also signifies Mary, the Mystical Rose, "our fallen Nature's solitary boast", who alone of the human race was conceived without sin. It also may contain a parallel with the fiery thorn bush from which God *spoke* to Moses: Mary, immaculately conceived, was the means through which God *became* Man, The Word made flesh.

The Rosary, of course, takes its name from the rose. Saint Louis de Monfort, in his devotional book, *The Secret of the Rosary*, speaks symbolically of the White Rose of purity, simplicity, devotion; the Red Rose of the Precious Blood of Our Lord (he refers to Wisdom 2:8, which speaks of sinners heedlessly indulging ourselves and "gathering rosebuds while we may.") He also speaks of the Rose Tree, symbolizing the Mystical Roses of Jesus and Mary. He compares the rosebud to a rosary bead, and urges children to regard the prayers of the rosary as "your little wreath of roses for Jesus and Mary."

Several miracles involving Mary included roses as a prominent feature. Saint Elizabeth of Hungary found her apron filled with roses where she was concealing the food she was carrying to the poor to hide it from her husband. Juan Diego, the Mexican peasant who received a vision of Mary at Guadalupe (near where the Cathedral in Mexico City now stands); found his *tilma* (cloak) filled with miraculous roses when he tried to convince a priest his vision was real. Saint Thérèse of the Child Jesus, a twentieth-century French saint, is associated with roses, which she promised to send from heaven to those who earnestly prayed. Many Catholic faithful who have received inexplicable gifts of roses connect the flowers' appearance with young Saint's promise.

Devotional pictures and statues of the Immaculate Heart of Mary, especially popular in the early twentieth century, show Our Lady with her visible heart entwined in pink roses. (Pink, or rose-color, is a combination of purity white with love and sacrifice red.)

### **Chronological list of Feast Days of Mary**

January 1 - Solemnity of Mary  
January 8 - Our Lady of Prompt Succor  
February 2 - Presentation of the Lord  
February 11 - Our Lady of Lourdes  
March 25 - Annunciation  
May 31 - Visitation  
June 27 - Our Mother of Perpetual Help  
July 16 - Our Lady of Mount Carmel  
August 15 - Assumption  
August 22 - Queenship of Mary  
September 8 - Birth of Mary  
September 12 - The Most Holy Name of Mary  
September 15 - Our Lady of Sorrows  
September 24 - Our Lady of Walsingham, England  
October 7 - Our Lady of the Rosary  
October 8 - Our Lady of Good Remedy  
November 21 - Presentation of the Blessed Virgin Mary  
December 8 - Immaculate Conception  
December 12 - Our Lady of Guadalupe

-The Month of Mary is May.

-The Month of the Rosary is October.

-Mother's Day is the Second Sunday of May.

-The Feast of the Immaculate Heart is the Saturday following the Second Sunday after Pentecost.

-The Saturdays are also dedicated to Marian Devotions.

### **Note about the Sources:**

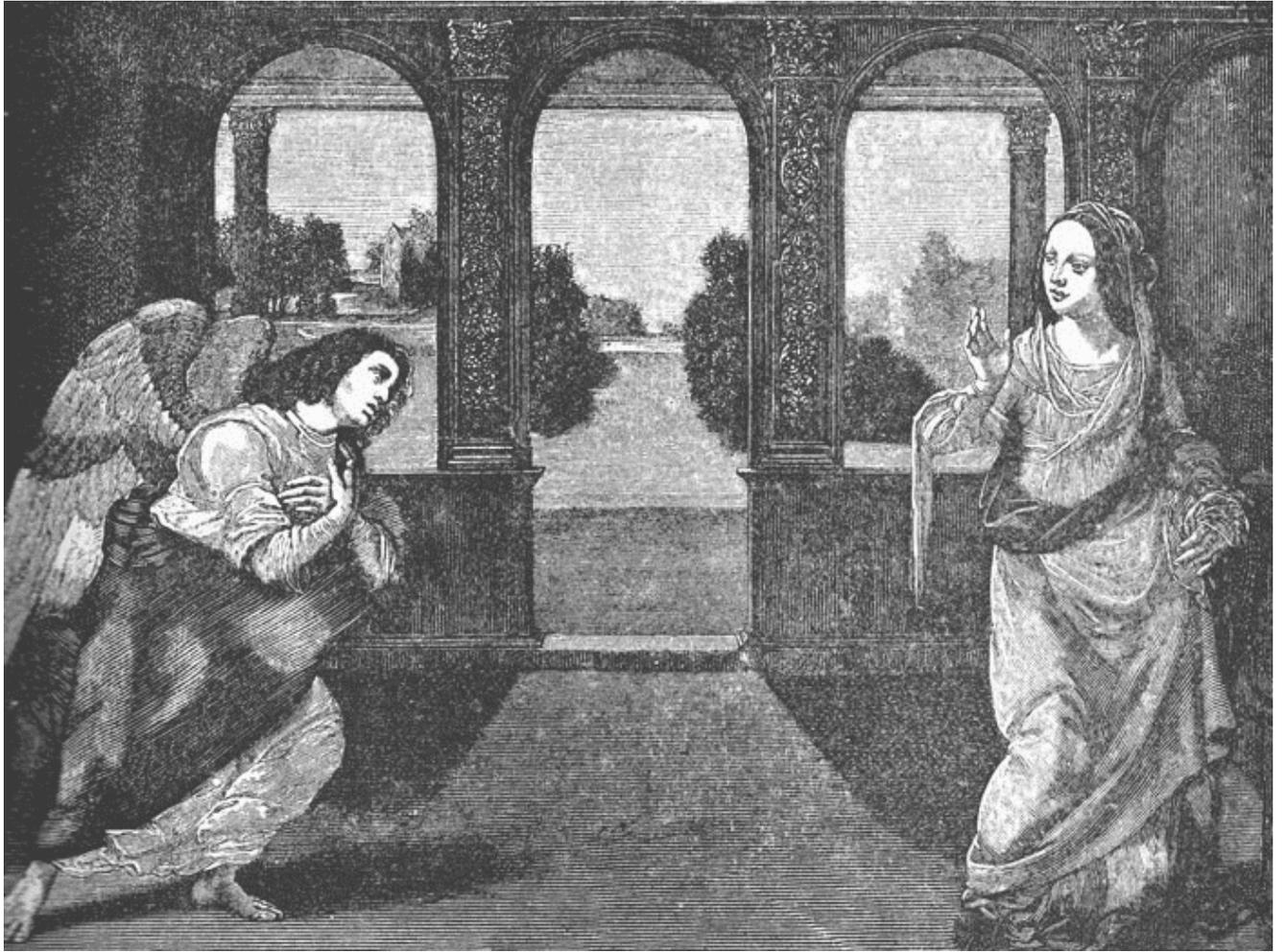
It is time we added a seventh source, our own UU history and heritage! Where else does the story of the first and only Unitarian king (King John Sigismund) fall as a source? Or the Transcendental movement in New England?

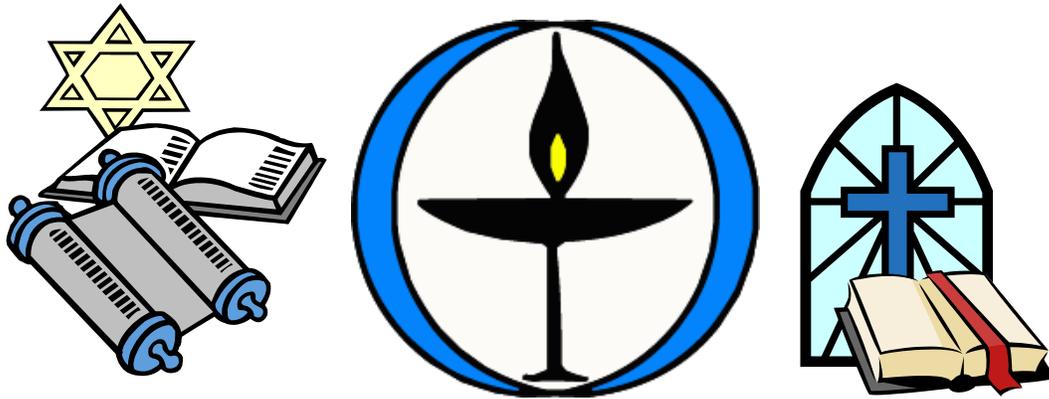
The sources are an important part of our religious "personality" as a faith. They define us as a living, changing tradition. I'd like our children to know them as well as they know our principles.

Coloring Pages from the public domain, referenced at <http://karenswhimsy.com/blessed-virgin-mary.shtm>









## Picture Book Bible Tales: Mary

Today we read **Mary** by Brian Wildsmith the story of Mary, mother of Jesus told in a beautiful book each page framed in gold. This is the story from her birth to Anna and Joachim, the visit by the angel Gabriel, the Christmas story and the childhood of Jesus. Finally we join with Mary as she experiences the sorrow of the cross and her crowning as Queen of Heaven, the eternal face of compassion. Children are reminded that there is a female presence in the Christian story and that U.U.'s value stories about boys and girls, men and women in our tradition.

## Session #15 The Easter Story

### Overview

The story about the events in Jerusalem from Palm Sunday to Jesus' ascension into heaven from the point of view of a little donkey. Wildsmith tells the story with beauty, and drama, contrasting the scruffy donkey with colorful backdrops of Jerusalem. Each part of the story is present, including the Last Supper, the crown of thorns and the Crucifixion but with simple text.

**Goal:** To learn the story of Easter that comes from the Bible, which our Christian brothers and sisters share.

**Principle:** We help each other learn.

**Source:** Jewish and Christian teachings

**Belief:** We believe in the power of community.

**UU Identity:** Rebirth.

**Holiday/Theme:** Easter.

### Supplies:

Book

Copies of Take Home Page

Supplies for the activities you chose

Sharing circle supplies –

chalice

candle

match

match holder

snuffer (optional)

polished rocks

bowl of water

decorative tray

talking stick –a Bible, or this time.

### Set Up:

Ask your congregation for any crosses that they use/own and might be able to share with the class. This might include jewelry, or a family picture.

Gather supplies for the activity (ies) you choose.

### Entering Activity:

A nice coloring page of Jesus on the donkey:

[http://www.christiananswers.net/kids/palm\\_sunday.pdf](http://www.christiananswers.net/kids/palm_sunday.pdf)

Try the enclosed coloring pages from ancient Rome at <http://www.coloring.ws/rome.htm>

There is a coloring page of the Last Supper at

<http://www.calvarywilliamsport.com/e1.htm>

Because we Unitarian Universalists prefer to study Jesus' teachings, and because of the young age group, I do not recommend emphasizing the crucifixion as the key element of Jesus' life. Therefore, I do not recommend the cross or crucifixion be used as a coloring page.

**Sharing Circle:**

After the children have arrived, invite them to tidy up and gather in a circle around the chalice for the chalice lighting and the story.

**Chalice Lighting:**

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing "Joys and Concerns."

Invite the children to recite with you the following chalice lighting words:

"To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings."

Light the match and hold it to the candle wick.

"We light this chalice for the warmth of love, the light of truth and the energy of action."

Invite the children to share important things that have happened in their lives, passing a Bible to indicate whose turn it is to share. Have each child share a joy or a concern by dropping a small polished rock into the water bowl.

Say something like: "We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don't have to share, you can always say, "pass."

After everyone has shared who wishes to, add one more rock and say, "For all the joys and concerns which remain unspoken, we add this rock."

You may prefer to extinguish the chalice flame with the snuffer at this point saying "Though we extinguish this flame, we kindle the flame to carry in our hearts together."

Read "**The Easter Story.**"

**UU Identity teachable moment:**

Ask the children for their reflections on the story. Say something like, "Our third principle states that "We help each other learn." Show them the poster of the Do-Re-Mi Principles with the Principles in children's language, below. Sing it if you wish. "In this book, we learn about the Christian story that is told at Easter about Jesus and his friends.

After he died, Jesus' friends missed him so much, it was "as if" he returned and spoke to them. His friends made a community and continued learning and teaching about kindness and love the way that Jesus taught. We Unitarian Universalists make a community to help each other learn." Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

1) Palm Frond folding – Jesus was welcomed into Jerusalem by people who waved palm fronds. There were palms because they lived in a desert. Some Christians fold the palms they receive in church into shapes and keep them all year.

Find palm leaves that are long and supple. Or make paper palm leaves.

An aura: a simple fold back and forth makes what Catholics call an "aura." This is the simplest fold. There are also rosettes and crosses but they are more difficult.

View the instructions on the YouTube video at:

<http://www.youtube.com/watch?v=IZyGM0wehU>

2) The Last Supper – Serve large unsliced loaves of bread with white grape juice. Some people think that the Last Supper was a Jewish Passover meal.

White or light colored tablecloth

Plastic goblets

Candlesticks and candles

Loaf of unsliced bread

White grape juice (I suggest white because it doesn't stain like purple grape juice.)

Refer the children to the part of the book that shows the Last Supper. Tell them that sharing bread and a drink in the Christian tradition started with this story of the Last Supper. It's called Eucharist or Communion now. Each person receives a piece of bread and a sip of drink (wine) from a chalice. We use a chalice as our symbol. The chalice and the word communion mean "sharing." We will share some bread and juice together now.

Request that the children wait to eat until everyone has bread and juice. Pass the loaf and invite each child to tear off a piece of bread. Pour juice into the goblets.

Say or sing "From You I Receive" #402 in the Singing the Living Tradition hymnbook with hand motions:

First line: Open both hands away from you, toward others, and gather their gifts by pulling your hands toward yourself.

Second line: Offer your gifts to others by placing your hands on your heart and then offering them palms up away from yourself.

Third line: Shake hands with yourself, or grasp a hand of those close to you.

Last line: Place hands over heart.

Then eat the bread!

3) The Golden Rule Circle of Kindness

Ball of yarn, glittery golden or any color.

Jesus taught about one simple rule which we call “The Golden Rule.” The Golden Rule says “Do unto others as you would have them do unto you.” In other words, treat others the way you would like to be treated.” Practice treating each other with kindness. Invite the children sit in a circle, giving one child a ball of yarn. The teacher can start the compliments so that the children can get ideas. The first child passes the ball of yarn to her right and compliments her neighbor. Each subsequent child does the same thing until the ball returns to the first child. Talk with the kids about how they can pretend that they are passing the ball of yarn to each person they encounter throughout the day, encouraging them to offer positive words to everyone they meet. Then cut the yarn into pieces for each participant. Tie the yarn around the wrist of each participant so that they remember the Golden Rule.

4) If there were any family crosses or jewelry that were brought in by congregants, share them and their stories with the children. You may wish to invite the owners to share the stories with you or with the children.

**5) Take digital or Polaroid pictures for the session on “Our Own Picturebook.”**

Digital or Polaroid camera

Film or photo developing

Take pictures of the participants and their activities for inclusion in their own storybook at the end of the session.

**Background for Teachers:**

In U.U. tradition, we de-emphasize the crucifixion and bodily resurrection of Jesus Christ, and carry with us the teachings of Jesus. Use this session to provide an overview of the Christian Easter Story, so the children know what their Christian brothers and sisters are learning. You may find opportunities to share that this is a story from the Bible, where some things may not be true on the outside, but some things are true on the inside.

Sophia Lyons Fahs, in her classic book “Jesus, the Carpenter’s Son,” introduced the resurrection of Jesus in a way that U.U.’s can be comfortable with. She says that the disciples wanted so much to have Jesus be alive again, and were so sad that he died, that it was *as if* he came to talk to them again. That can happen when someone you love dies. Sometimes, people feel they can talk and visit with that person.

What the friends of Jesus and us want to remember is the kindness, love, and compassion that Jesus showed to all peoples.

We’d like our children to be familiar with other religions. Witness the story of the little U.U. girl, who while driving past a Christian church, asked her mom, “Mommy, why to they have “T’s” in the front yard?”

After we chuckle, the answer might be, “It is called a cross. It was the way that Jesus died long ago. It reminds the Christians that they need to live a good life like Jesus taught.”



## Picture Book Bible Tales: The Easter Story

Today we read **The Easter Story** by Brian Wildsmith, The book tells the story about the events in Jerusalem from Palm Sunday to Jesus' ascension into heaven from the point of view of a little donkey. Wildsmith tells the story with beauty, and drama, contrasting the scruffy donkey with colorful backdrops of Jerusalem. Each part of the story is present, including the Last Supper, the crown of thorns and the Crucifixion but with simple text.

**Goal:** To learn the story of Easter that comes from the Bible, which our Christian brothers and sisters share.

## Session #16 Your Own Picture Book

### Overview

A unique part of Unitarian Universalism is the participation of the community in creating worship and learning. In Picture Book Bible Tales, the children create their own book, after reading so many other good books that describe the stories from our Jewish and Christian roots.

**Goal:** To create their own book that represents their own learning and experiences in Church School.

**Principle:** Each person is worthwhile

**Source:** The wonder we all share.

**Belief:** We believe we learn best together.

**UU Identity:** Participate in life

**Holiday/Theme:** U.U. Celebration

### Supplies:

Book: A premade web album, or a picture album or a scrapbook or a simple staple set of pages with pictures glued in.

Copies of Take Home Page

Supplies for the activities you chose

Décor for the room or chalice lighting altar – a chalice.

**Set Up:** Collect the pictures from various picture taking throughout the sessions, if you have done so, and make into a book or a web album. If not, simply use the children's self-portraits, below.

### Entering Activity:

Invite the children to draw pictures of themselves. Lengthen the activity to make time for each child to draw a picture of themselves.

After the portraits are finished, collect them and put in a cover and staple so as to make a book.

### Sharing Circle:

After the children have arrived, invite them to gather in a circle around the chalice for the story.

### Chalice Lighting:

Bring out the chalice and candle, matchbook, match holder, and snuffer. Set out the chalice and the water bowl with rocks to drop in for sharing "Joys and Concerns."

Invite the children to recite with you the following chalice lighting words:

"To this quiet place of beauty we come from busy things, pausing for a moment for the thoughts that quiet brings."

Light the match and hold it to the candle wick.

“We light this chalice for the warmth of love, the light of truth and the energy of action.”

Invite the children to share important things that have happened in their lives, passing a talking stick, shell or rock to indicate whose turn it is to share. This would be a good session to pass around a small chalice or chalice picture as a Talking Stick. Have each child share a joy or a concern by dropping a small polished rock into the water bowl. Say something like: “We will now share our joys and concerns in our sharing circle. Each of us will have a turn to speak while the rest listen. You don’t have to share, you can always say, “pass.”

After everyone has shared who wishes to, add one more rock and say, “For all the joys and concerns which remain unspoken, we add this rock.”

You may prefer to extinguish the chalice flame with the snuffer at this point.

“Though we extinguish this flame, we kindle the flame to carry in our hearts together.”

Instead of reading a book at this point, invite the children to help create their own picture book and their own Sunday morning experience. Describe the activities that you have prepared and invite the children to engage in them.

**Activities:** Choose from the following options.

- 1) **Play a part.** Invite the children to play a part in your morning activities. Serve a special snack which the children prepare, such as fruit kabobs. Clean up the room to leave it prepared for the next class. Wash the tables and chairs and vacuum the room.
- 2) **Create the Do-Re-Mi Song as a performance piece.**  
Number 7 large cards with the numbers 1 – 7. Appoint children to hold up the card when the 1 – 7 principles are sung.
- 3) **Draw pictures for their own picture book.**  
Invite the children to draw pictures of events that children may remember. Put out several of the PBUU picture books and ask them if they would like to look through them. Which do they remember reading? Insert the pictures in a book.

**“Your Own Picture Book”** Show the book that has been made, whether it is the self-portraits or the book or web album of photos from various sessions. Invite the children to comment on the pages. You may wish to capture their comments and write them down on the pages or as a caption in the web album.

**UU Identity teachable moment:** Ask the children for their reflections on the story. Say something like, “Our first principle states that “Each person is worthwhile.” Show them the poster of the Do-Re-Mi Principles with the Principles in children’s language. Sing it if you wish. “Each of us has some part in this book. We Unitarian Universalists like to participate in life and play a part.”

**Closing:** Make a circle by linking hands. Say something like, “We as Unitarian Universalists (or repeat the name of your congregation) wish to learn from the stories in the Bible.” Sing the Do-Re-Mi Principles song. “Go in Peace.”

**Background for Teachers:**

Unitarian Universalists value personal experience as a guiding factor in creating religious community. We invite our teens to create a service, a women's group, or a poetry group. We, together, create a community that is religious. So it can be for our young ones. They can add their own story to the stories that they have learned from the Bible.