

Children's
Activity Guide

Of Water and Spirit:
Disciples in
Community of Christ



Community of Christ

Introduction

Children at family camps and reunions in 2016 will study **lessons one through six** in *Of Water and Spirit: Preparing Children for Baptism and Confirmation in Community of Christ*, Facilitator Guide (Herald House, ISBN 9780830915699).

The lessons are in four parts: **Gather** (*Activates background knowledge, prepares, and motivates for lesson*), **Engage & Respond** (*Takes the learner from hearing to doing*), **Send** (*Explores how the lesson might be lived out*), and **Bless** (*Prayers of blessing, praise, thanksgiving, and hope*). You may not have time to include every component in the lesson, or you may have ideas of your own to supplement the basic ideas and themes of each lesson. Feel free to adapt these lessons to your needs.

Besides the lessons found in *Of Water and Spirit*, this supplement includes suggestions for crafts, music, games, and snacks for each lesson. Again, these are a starting point; you may use all the suggestions or only a few. This supplement is adaptable to various family camp or reunion styles and lengths. If your event meets for fewer than six days, you may want to combine lessons. Preferably, combine lessons 3 and 4 and combine lessons 5 and 6. Each lesson is from 45–60 minutes long. Passages of the lessons in bold print are to be read to or shared with students.

If teaching a multiage class, remember that children love to be a part of groups. Younger children look to older children as models, and want to be engaged with them in challenging activities. Older children like to share their skills with younger children. All understand faith through action and experience and deeply want to learn the rituals and patterns of church life. You may, on occasion, group younger children together for tasks, and then bring everyone together.

Games

There are at least two game suggestions for each lesson. These games are designed to reinforce the lesson focus and scripture passage suggestions. Games help children practice skills of cooperation and peacebuilding. Each

child will come to class with different skills and abilities. This may mean you will need to adapt the lesson by either simplifying the game or adding more complex layers. Playing is more important than competition. Encourage children to support and help one another.

Crafts and Projects

Crafts give children the opportunity to create a tangible reminder of the lesson's focus. Creating is more important than the final project. This process can also lead to interesting opportunities to go deeper in your discussions about the scripture passage and theme. Be mindful of opportunities to bring the theme into your craft time.

Healthy Snacks

Model “healthy relationships with... the earth” (Doctrine and Covenants 163:2b) by providing healthy snacks rather than processed, high-sugar, high-fat, and preservative-filled foods. As much as possible, serve snacks using reusable or paper plates and cups, preferably compostable or containing recycled content. If possible, allow time for children to help with preparing, serving, and cleaning up snacks. Be aware of food allergies and avoid such foods for all children. An allergic child may have a severe reaction simply through smell or touch.

Music

Hymn and song suggestions are included in each lesson. Most come from *Community of Christ Sings*. We suggest using the teaching method of “call and response” in which the teacher or music leader sings a phrase, which the children repeat. This is an excellent way for children to learn new songs. Hymns may not be copied without a license. Contact Community of Christ Office of General Counsel for more information if you wish to copy hymns. Accompaniment tracks for hymns can be found on the *Community of Christ Sings* Audio Recording thumb drive (UPC 680121003823) available through Herald Publishing House.

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Of Water and Spirit: Disciples in
Community of Christ

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Music

"Takwaba Uwabanga Yesu! (There's No One Like Jesus!)"	21
"Father, We Adore You"	21
"Rejoice in the Lord Always"	22
"Shalom chaverim"	22
"Joy Is the Flag"	23
"Zacchaeus"	24

The following songs are listed by hymn number as found in *Community of Christ Sings*, Herald Publishing House, 2013 (ISBN 9780830915521).

"Takwaba, Uwabanga Yesu! (There's No One Like Jesus!)"	121
"Bring Many Names"	5
"Santo, santo, santo (Holy, Holy, Holy)	159
"Kum ba yah, Seigneur"	75
"Shalom chaverim"	653
"The Trees of the Field"	645
"Peace Salaam Shalom"	310
"I Have Decided to Follow Jesus"	499
"Siyahamb' Ekukhanyen' Kwenkhos' (We are Marching in the Light of God)"	95
"We Are a Family of Faith"	350

Children's
Activity Guide

Suggested games support each day's theme and scripture focus. Games are inclusive and often non-competitive. Keep this spirit when playing the games, assuring the children that all are welcome and all can play. Adapt as needed for ages, abilities, and indoor or outdoor play. With extra time, play some of the children's favorite games.

Lesson 1: We Believe

Lesson 1 focuses on the baptism of Jesus and metaphors used to describe and understand God, Jesus Christ, and the Holy Spirit (the Trinity).

Scripture passage: Matthew 3:13–17 is the story of Jesus' baptism.

Sidewalk Chalk Metaphors

Supplies

- Sidewalk chalk
- Sidewalk or concrete area
- Newsprint (optional)

Give each child an area of sidewalk or newsprint paper. Encourage children to draw or write with words that describe God. For instance, God as mother, Jesus as the bread of life, or Holy Spirit as dove. Have children talk about their pictures and why they chose to write or draw what they did.

Beach Ball Toss-up

Supplies

- Beach ball
- Permanent marker

Prepare your beach ball ahead of time by writing simple “get-to-know-you” questions on it. Examples of questions include, “What is your favorite color?”, “What is your favorite flavor of ice cream?”, “What is your favorite book?”, or “What is your favorite game?” When children arrive, have them sit or stand in a circle. Gently toss the beach ball to a child across from you. As they catch or pick up the ball, have them pay close attention to where their thumb lands. You can choose either the right or left thumb or let them choose. Whichever question is closest to their thumb is the one they must answer. Have them begin by saying their name and reading the question out loud. Then they answer the question and gently toss the ball to someone in the circle who has not yet had a turn. Play continues until each person has had a turn.

An alternative would be to call out a description for God, Jesus Christ, or the Holy Spirit as they toss the ball to someone across the circle. That person would then say his or her own description and pass it on to someone new. Also, consider having children say the name of the person they are tossing the ball to. This will help reinforce name learning.

Lesson 2: We Learn

The focus of lesson 2 is on learning about God's relationship to all people and all creation through sacred story.

Scripture passages: Luke 2:41–52, Matthew 18:12–14, Philippians 4:4

Telephone Whisper Game

Supplies: None

Children stand in two rows. The person at the head of each row whispers a phrase to the person behind them. That person then whispers the same phrase to the person behind them, and so on until the phrase reaches the end of the row. The person at the end of the row says the phrase aloud. The goal is for the phrase to remain the same through the entire line. The groups compare which line remained closest to the beginning phrase. The person at the head of the line goes to the end of the line and the next person becomes the first in line. Repeat game until each person has had a chance to create the phrase.

Encourage children to make up phrases about what they know about God, the church, or even camp. Discuss with the class how sometimes things get muddled or confused when we try to tell our sacred story. We need to listen carefully to God and those around us to stay true to God's message of love for all people and the sacredness of creation.

My Adventure with Jesus

This game needs three or more children to play.

Supplies: None

Have children sit in a circle. Choose one child to begin the game by saying, "On my adventure with Jesus I will take _____." The child fills in the blank with what she or he would like to take on the adventure. The child to the immediate left of the first will then say, "On my adventure with Jesus I will take (first child's answer) and _____." The second child fills in the blank. The next child to the left will say, "On my adventure with Jesus I will take (first child's answer), and (second child's answer), and _____." The game continues going around the circle to the left until all children have added their own answer to the question with each one repeating all the previous answers before adding their own answer at the end. As an added challenge, have children act out their answers as well as the answers that came before theirs.

Discuss with the group how we learn about life as disciples by listening to one another and repeating the good examples shown to us by Jesus. Ask children if there is anyone at church or camp who is an example to them, and what that person teaches them about how to be like Jesus.

Lesson 3: We Share

Lesson 3 focuses on God's vision of creation (shalom), a fullness or completeness of peace. Children will study about God's creation and explore shalom and peacebuilding.

Scripture passages: Isaiah 11:6; Genesis 1, 2:1-4; Luke 10:30-37; John 14:27; Matthew 5:9; Doctrine and Covenants 163:4b; Isaiah 54:13, 55:12

Lion and Lamb Tag

Supplies: None

Play outside or in a large indoor space. Tell the children they are the "lambs." The teacher is the first "lion." The lion chases the lambs. When the lion "catches" a lamb, he or she gives the lamb a high-five. That child then becomes the lion. Continue until all children have had an opportunity to be the "lion."

Cooperative Musical Chairs

Supplies

- Enough chairs for each player
- Music
- Music player

This is a cooperative version of a competitive game. Arrange chairs facing out in a circle so there is enough for one chair per child. While the music plays, the children will walk clockwise around the outside of the circle. When the music stops, each child sits in a chair. Remove one or two chairs and play again. When the music stops this time, the child (ren) left without a chair must share a chair with a friend. Continue removing chairs until only one remains. All of the children must find a way to share the same chair.

Discuss with the children how it felt to have to share the chairs. Was it always comfortable? What made it uncomfortable? Discuss how creating shalom can sometimes put us in uncomfortable situations, but it can also be fun and rewarding. There is a place for each person in the peaceable kingdom of God.

Lesson 4: We Proclaim

The focus of lesson 4 is we proclaim Jesus Christ and become his disciples by following him and sharing his peace with others.

Scripture passages: John 15:15, Luke 5:1-11, Matthew 14:22-31, John 21:15-17, Matthew 16:18, John 6:8-13, John 14:27

Blanket Toss Fishing Game

Supplies

- Blanket or large bed sheet

Children ("fish") gather in a clump in the center of the circle on all fours (crawling) or crouching down. The teacher ("fisher") tosses the blanket ("net") high into the air. "Fish" try to crawl out of the circle before the "net" lands on them. The "fisher" passes the "net" to a child

(the new “fisher”), and the game begins again. Continue play until all children have had a chance to be the “fisher.”

As a variation, have “fish” clump together in the center of the circle. On your signal, the “fisher” can chase the “fish.” They are “caught” if they are tagged before one minute is up. The fish can only crab walk or hop on one foot. Pick a new “fisher” and play again.

Discuss with children how this game is like inviting people to Christ. Sometimes when we cast our nets, we get a great response and many fish. However, sometimes we might get very few responses. Sometimes inviting people to Christ is tedious and yields few results, but other times many people will respond.

Go Fish Relay Race

Supplies

- Paper fish cutouts or assorted plastic fish (one for each child)
- Two pails
- Two dowel rods or sticks (optional)
- Metal paper clips (optional)
- String (optional)
- Magnets (optional)

Form the class into two teams. Have them form two lines. On the opposite end set up one pail for each group. Scatter the fish on the ground around the pail. On your signal, the first child in each line will run over to their pail, pick up a fish, and drop it in the pail. Then they will run back and tag the next person in line. That person will then run over to the pail and repeat the process. The first line to finish wins the game.

As a variation, attach a string with a magnet on the end to a stick or dowel rod. Attach metal paper clips to each fish. Have children “fish” using only their poles to pick up the fish. They can then drop the fish into the pail, put down their stick, run back to their line, and pass off the pole to the next person. The first line to finish wins the game.

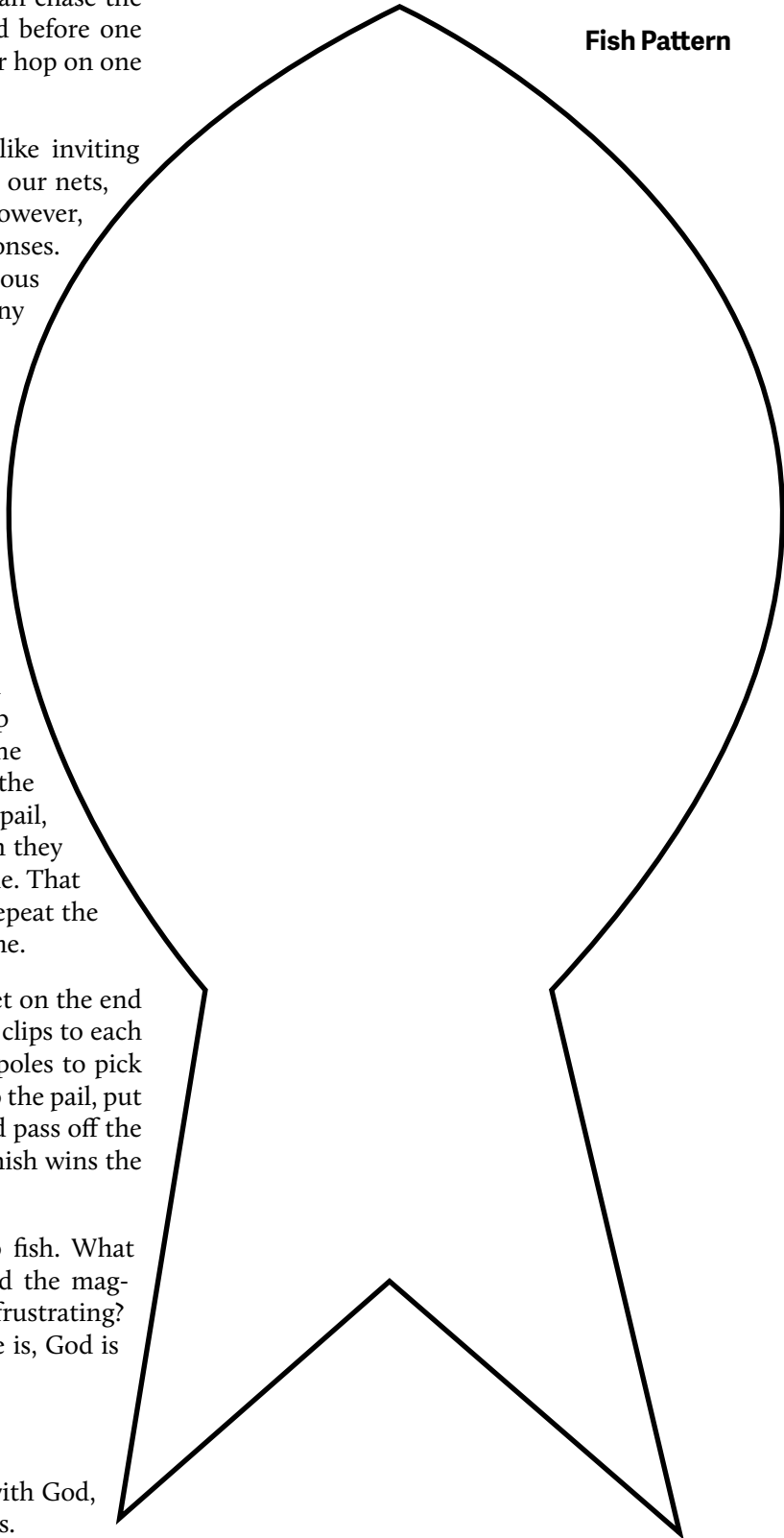
Discuss with children what it was like to fish. What about it was difficult or easy? If they used the magnet variation, what did they find easy or frustrating? No matter how easy or how frustrating life is, God is always with us.

Lesson 5: We Receive

Lesson 5 teaches that when we covenant with God, we receive blessings through the sacraments.

Scripture passages: Luke 19:1–10, Doctrine and Covenants 163:9

Fish Pattern



What Would You Do To Get Jesus' Attention?

Supplies: None

Have the class form a circle. Briefly review the story of Jesus and Zacchaeus. Point to one of the children and say, "You want Jesus to notice you. Show us what you will do so he sees you in the crowd?" Child will then act it out. Have child continue while you point to the next child and ask the same question. The second child must choose something different and act it out while child one continues acting out his or her idea. They both continue as you ask the next child the same question and add in his or her idea. This continues until all the children are doing something different simultaneously.

Discuss with the children what it felt like when everyone was trying to get Jesus' attention at the same time. Was it easy? How do you think Jesus might feel when everyone was trying to get his attention at the same time? How do you think Zacchaeus felt?

Zacchaeus Scavenger Hunt

Supplies: (Various items related to the story of Zacchaeus and Jesus)

- Picture of a tree or a plastic tree
- Plastic figure of a man
- Play money
- Items used in a parade
- Sheets of paper with a list of items
- Pens or pencils
- Stamper or stickers (optional)

Set up a station for each item the class must find. Each station should have the item, a pen or pencil, stamper or stickers (optional), and a piece of paper with instructions. Divide students into groups of two or three and give each group a list of the items to find. On your signal, the groups each go to a station and read the instructions on the paper. To check that station's item off their list, they must do what the instructions tell them to do. For example, they may have to pretend to climb a tree or act out searching the crowd for Jesus. Try to connect the actions to something in the Zacchaeus story. Each child in the group has to follow the instructions. They can then check off the item and move on to another station. This continues until each group finishes every station.

Lesson 6: We Respond

Lesson 6 focuses on how we can respond to God's generous grace through baptism and living as a follower of Christ.

Scripture passages: 2 Corinthians 5:17, Doctrine and Covenants 164:9b, Galatians 3:28

Hula Hoop Tangle

Supplies

- Hula hoop or jump rope with the ends knotted together

Have the class form a circle and hold hands. Place the hula hoop around one child's arm and reclose the circle. The class must then figure out a way to pass the hula hoop around the circle without letting go of their neighbor's hand. Caution: much laughter and body twisting may follow.

After the hoop makes it all the way around the circle, discuss with the class what it was like not to let go of their neighbor's hand, even when it was difficult. Did they feel supported? Frustrated? Encouraged? Being a member of Community of Christ means you have a community that loves and supports you, especially when life is difficult. Being a disciple of Jesus means being a support to those around you, as well.

Amoeba Tag

Supplies: None

Two people form an "amoeba." They hold hands and chase people. Any person they catch joins the chain by linking hands. When the "amoeba" catches another person, they can stay together or spilt two-and-two, but they must split even numbers and can link together at will. Play until nobody is left.

Amoeba Tag is a lot like being a disciple: you are never alone, because Jesus is with you. Sometimes there are many others with you on your journey. Sometimes it seems like only Jesus is with you. How did it feel to be connected during the game? Was it more fun or was it more frustrating? What are some ways that you can invite those around you to know Jesus and become connected to Community of Christ?

Crafts class is a wonderful time for children to explore their creativity and make something that represents the lessons and scripture passages they have been studying. There are two suggested crafts for each lesson, but you will likely only be able to do one of the two each day. If there are fewer than six class days, consider combining lessons 3 and 4 into a single lesson and lessons 5 and 6 into one lesson. Choose the craft that will best meet the needs of your class members. Take the opportunity to engage the children in conversation about the daily scripture passages and themes as they are creating. The process often lends itself to deeper discussion opportunities. Your craft class can enrich the lesson focus of the day.

Lesson 1: We Believe

Lesson 1 focuses on the baptism of Jesus and metaphors used to describe and understand God, Jesus Christ, and the Holy Spirit (the Trinity).

Scripture passage: Matthew 3:13–17 is the story of Jesus’ baptism.

Names for God Poster (15-20 minutes)

Supplies

- 8½" x 11" (21 cm by 28 cm) pieces of poster board or construction paper
- Markers
- Glue
- Magazines (optional)
- Scissors
- Alphabet Stencils (optional)
- Stickers (optional)

Preparation: Before class, write or stencil the words, “God is...” in the center of the paper.

Give each child a piece of poster board or construction paper. Provide a variety of items to create the poster.

Have children decorate the rest of their paper with words or images of different metaphors relating to God, Jesus Christ, and the Holy Spirit (the Trinity). This can be in words, pictures, symbols, or stickers. Examples of metaphors are shepherd, breath, light, eagle, mother, father, dove, and so forth. Have a few examples available to help them get started.

Discuss with the children how we use words and images to describe the qualities of something else. An example might be, “The baby’s skin was as soft as silk” or “I was as hungry as a horse.” Ask the children what God looks like. Of course, no one really knows, but we can understand how God is by describing what God is like. Have children share their pictures and tell about the metaphors they chose.

Soap-on-a-Rope Dove

Supplies

- Soap clay (white bars of soap, cheese grater, water) or pre-made modeling clay
- Airtight plastic zipper bags
- Wax paper
- Dove pattern (next page)
- Yarn

Preparation: Create the soap clay ahead of time by grating bars of white soap with a cheese grater until you have approximately three cups of grated soap. This makes approximately five doves. Mix in one-quarter cup (60 cc)

of water and knead the soap until it is the consistency of modeling clay. Store it in an airtight plastic bag until ready to use. If time permits, consider allowing the children to help create the soap clay. This would be a great opportunity for them to share in the creative process and could lead to conversation about how God is continually shaping and molding us into something new.

Hand out a large piece of wax paper, a dove pattern, and an eight-inch piece of yarn to each child. Instruct children to place the dove pattern under their piece of wax paper, outline side up.

Give each child a portion of soap clay. Have them knead and shape it into the form of a dove, using the dove pattern as a guide.

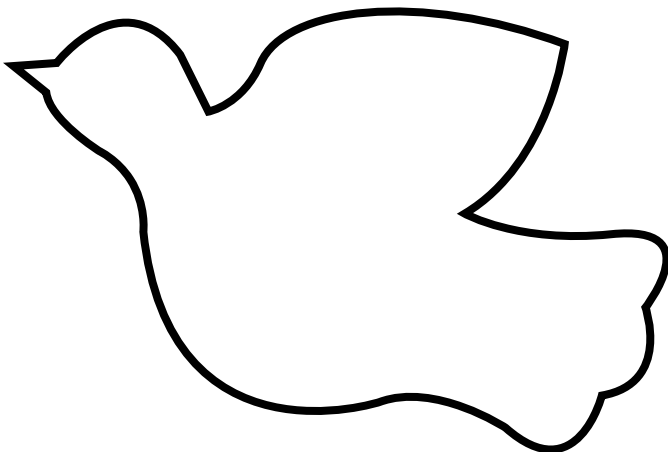
When children are satisfied with their dove shape, have each child fold their yarn piece in half and tie a knot in the loose end. Push the knotted end through the wing of the dove and loop it through the folded end to make a hanger.

Let the dove dry overnight.

Review with the children the story of Jesus' baptism found in Matthew 3:13–17. Discuss the symbolism of the dove descending from heaven. The craft today is a symbol of how God's peace and love is with us at all times.

NOTE: If skin sensitivity is a concern, consider using Ivory® soap bars. Dove® also has an unscented bar. There are other brand options as well. If bar soap is not readily available or you are looking for a more eco-friendly option, consider using dirt clay (recipes found online). Another eco-friendly option is to take leftover pieces of various bar soaps and use them in place of new bars.

Dove Pattern



Lesson 2: We Learn

The focus of lesson 2 is on learning about God's relationship to all people and all creation through sacred story.

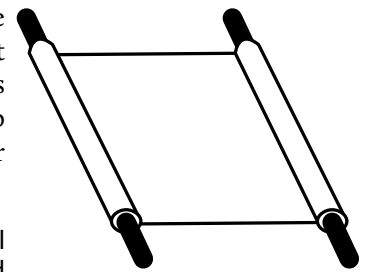
Scripture passages: Luke 2:41–52, Matthew 18:12–14, Philippians 4:4

Sacred Story Scrolls (20 minutes)

Supplies

- Two dowel rods, sticks, or pencils for each child
- White copy paper
- Scissors
- Ribbon
- Markers or crayons
- Tape
- Pens or pencils

Preparation: Cut the dowel rods or pencils at least three inches longer than the width of the paper. Cut the ribbon into pieces long enough to wrap around the pencils or dowel rod five times.



Give each child two dowel rods, a piece of paper, and one length of ribbon.

Have children lay the paper flat on the table. Have children wrap one of the short ends of the paper around the first dowel rod or pencil.

Tape the paper end to the rod in at least two places.

Repeat the process on the opposite end of the paper with the other dowel rod.

Give the children time to create their personal story on their scroll. They could do this in words or pictures.

When the children have completed their personal story, have them take a partner. With each one holding an end, have one child roll their end of the paper until they get to the halfway point. Then have the second one roll the other side to the halfway point.

Have one child hold both sides tightly while the other child ties the ribbon around the scroll.

Repeat the process with the other child's scroll.

Discuss with the children what a sacred story is and how it is an on-going process. Emphasize that our individual stories are an important part of the larger sacred story of God's movement in history. Encourage children to leave room in their scroll to continue adding on to their story.

Sacred Story Journals (20-25 minutes)

Supplies

- Newspapers
- One or more disposable baking pans
- Water
- Two or three colors of enamel oil paint
- Pencils
- White copy paper
- Tongs
- Hole punch
- Ribbon or yarn
- Trash bags

Protect clothing with trash bag "ponchos."

Preparation: Spread several layers of newspaper over the work area. Fill the baking pans three-quarters full of water.

Choose an oil paint. Dip the pointed end of a pencil into the paint; hold the pencil over the water and allow paint to dribble into the water. Swirl the colors gently with the pencil. Repeat with other colors as desired.

Lay a single piece of white paper on top of the water.

Carefully lift the paper out of the water using tongs and lay it on the newspaper to drain and dry.

Repeat the process until each child has two pieces of marbled paper. *Papers may not finish drying during the class period. If need be, the next steps can be completed by the teachers overnight or by the students in another class period.*

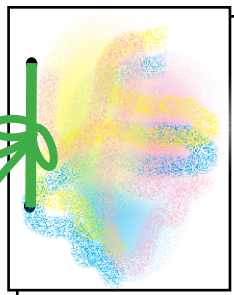
Once the marbled papers are dry, give each child several sheets of blank paper to make up the inner pages of the journal. Stack the pages with one marbled sheet on the bottom and one on the top.

Punch two holes along the left side of the pages.

Thread a piece of ribbon or yarn through the holes and tie a knot or bow. Now the children are ready to begin writing their story.

Another alternative is to have children create journals using several sheets of paper folded in half. Children can decorate the front and back covers using crayons or markers.

Once the journal is created, give the children time to create their personal story in their journal. They could do this in words or pictures. Discuss with the children what a sacred story is and explain how the story is an ongoing process. Emphasize that our individual stories are an important part of the larger sacred story of God's movement in history. Encourage children to leave room in their journal to continue adding on to their story.



Lesson 3: We Share

Lesson 3 focuses on God's vision of creation (shalom), a fullness or completeness of peace. Children will study about God's creation and explore shalom and peacebuilding.

Scripture passages: Isaiah 11:6; Genesis 1, 2:1-4; Luke 10:30-37; John 14:27; Matthew 5:9; Doctrine and Covenants 163:4b; Isaiah 54:13, 55:12

Church Seal Tin Punch (20-30 minutes)

Supplies

- Aluminum pie tins
- Community of Christ seal pattern (next page)
- Hammers
- Nails
- Tape
- Thick stacks of newspapers or magazines

Give each child a pie tin, a seal pattern, a nail, a hammer, and a couple of pieces of tape.

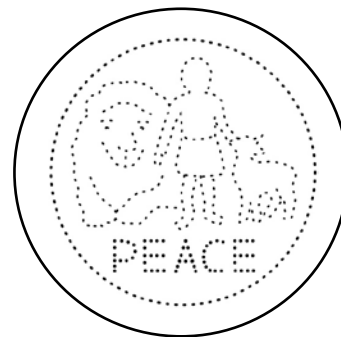
Have children tape the pattern face-up on the metal.

Place the pie tin on top of a magazine or a pile of newspapers.

Place the nail on top of the first dot and have child gently tap the nail with the hammer until they punch a small hole in the metal.

Place nail on second dot and repeat. Continue until they punch all of the dots.

Carefully remove the paper to reveal the church seal punched into the metal.



Another choice is to cut 8" x 8" (20 cm by 20 cm) pieces of board. Tack a 7 1/2" by 7 1/2" (19 cm by 19 cm) piece of thin sheet metal to the top. Place the church seal pattern on top and proceed with punching.

Discuss with children how the church seal represents God's vision of shalom (a fullness or completeness of peace) for our lives and for the world. Discuss ways the children can be agents of peace and shalom in the world.

**Church Seal Tin
Punch Pattern**



Dove Light-Switch Cover (15-20 minutes)

Supplies

- Sample light-switch plate
- Dove light-switch cover pattern
- White fun foam or white poster board
- Markers
- Scissors

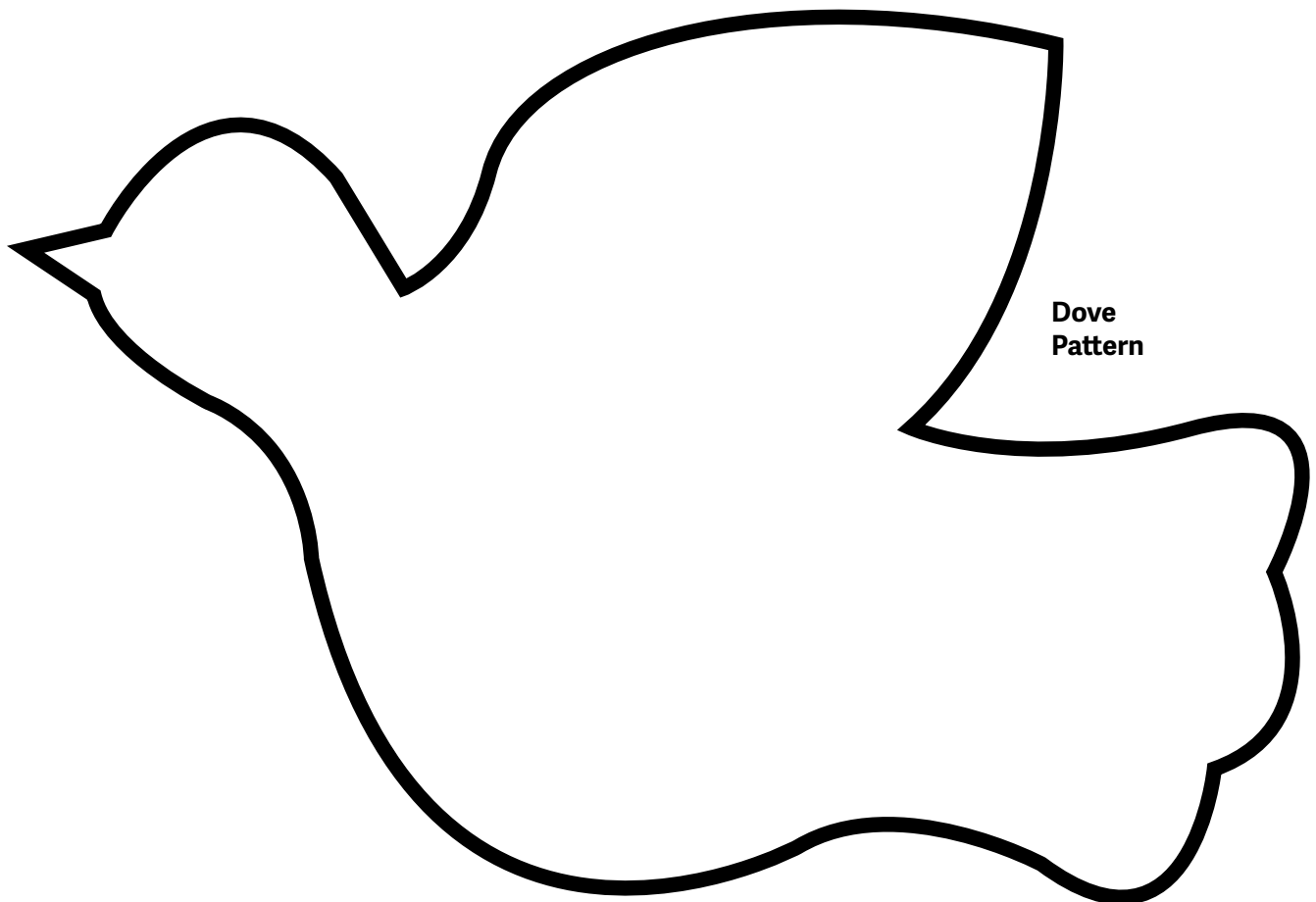
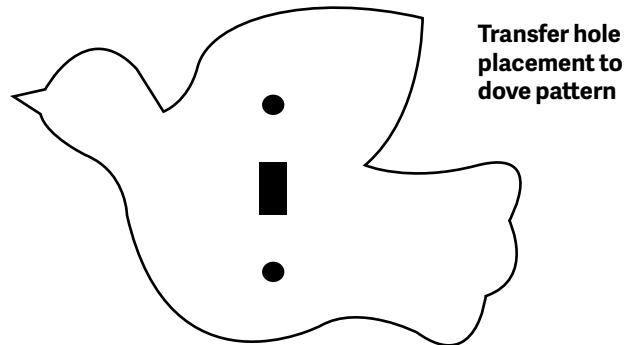
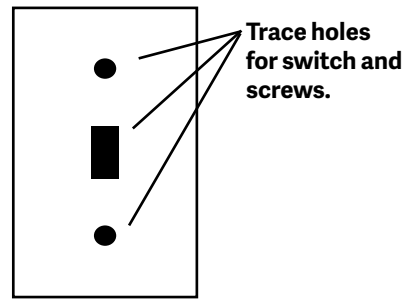
Preparation: Depending on where you live, basic light switches are shaped differently. Trace around a single light switch in your home to create placement for switch and screws holes. These markings should be transferred to the dove light-switch cover pattern.

Have children trace the dove pattern onto an 8" x 8" (21 cm) square piece of white fun foam.

Cut out the dove including the screw and light switch holes.

Have children decorate their dove with markers, making dots for the eyes and squiggles for the feathers.

Discuss with the class how the dove is a symbol of shalom. Have children suggest ways they can be agents for God's shalom in the world.



Lesson 4: We Proclaim

The focus of lesson 4 is we proclaim Jesus Christ and become his disciples by following him and sharing his peace with others.

Scripture passages: John 15:15, Luke 5:1–11, Matthew 14:22–31, John 21:15–17, Matthew 16:18, John 6:8–13, John 14:27

Fishing for People (20–25 minutes)

Supplies

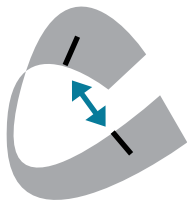
- Scissors
- Colorful paper
- Fish strip pattern (right)
- Hole punch
- Stick or dowel rod
- Yarn, string, or fishing line 3 feet long
- Drinking straws cut into even sized pieces

Preparation: Copy pattern to the right onto colorful copy paper. Cut along the dotted lines. Be sure to cut halfway into the strips on each end. Punch holes as indicated by black dots.

(Optional: Let children cut their own strips.)

Curl the strips so that the two sides can be joined at the slit.

Slide slits together to make fish tails.



Thread string through a small straw piece to begin. Knot one end of the yarn around the straw and a few more straw pieces.

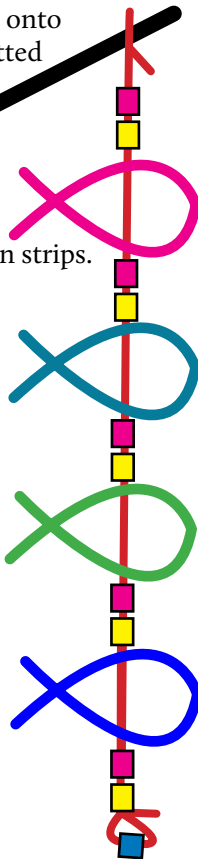
Next, thread it through the first fish.

Add two (or more) pieces of straw, followed by another fish.

Continue alternating until the desired number of fish are on the line.

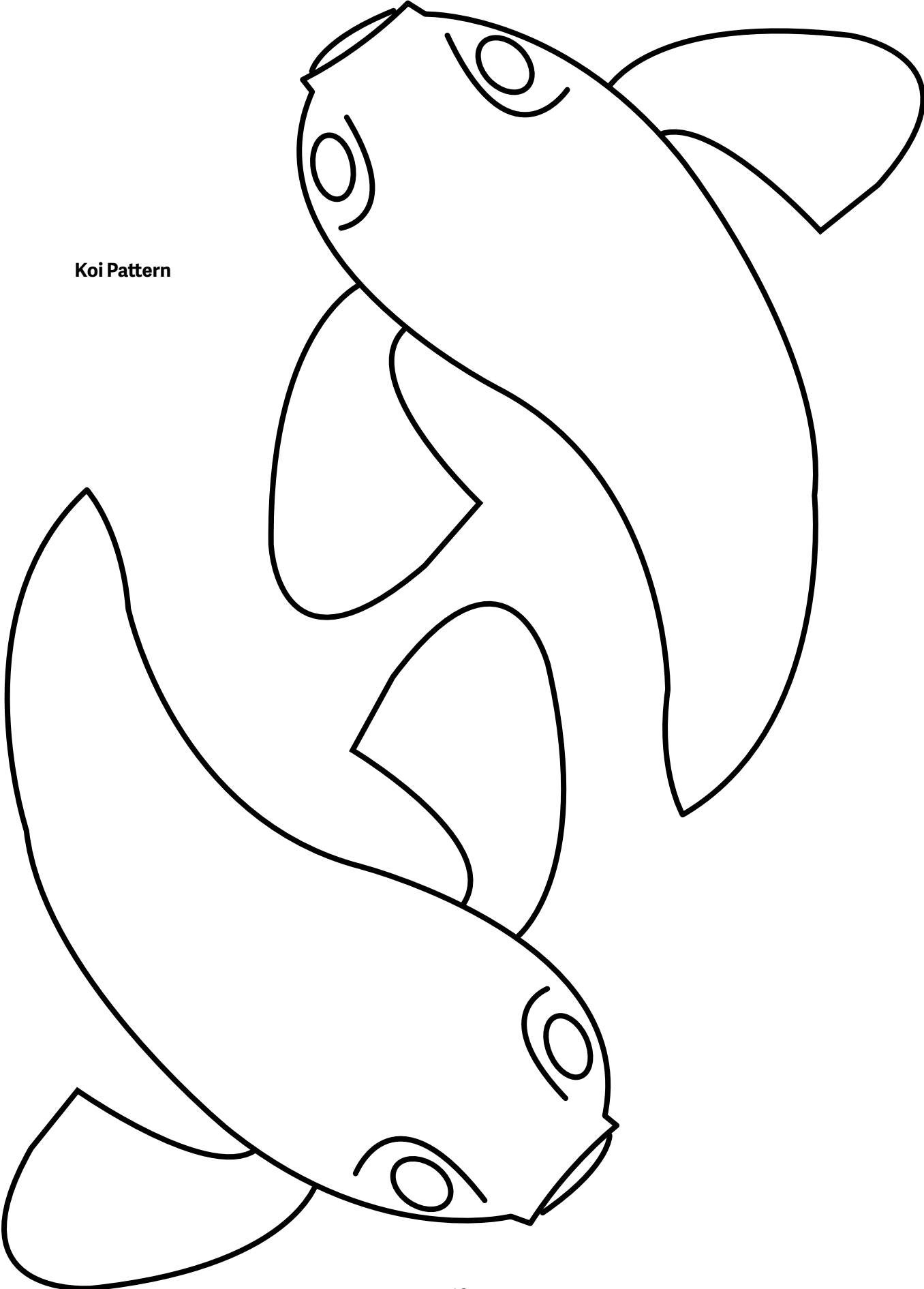
Finish with straw pieces then tie the open end of the string to a stick or dowel rod.

Discuss with children how many original disciples there were. We, too, are called to be disciples. What are some ways we can show we are disciples of Jesus Christ this week?



Fish Strip Pattern

Koi Pattern



Hanging Koi Fish (20-30 minutes)

Supplies

- Empty plastic two-liter bottle (one per child)
- Koi pattern (page 13)
- Scissors
- Magazines, catalogs; colored paper, aluminum foil
- Glue
- Crayons or markers
- Stapler
- Crepe paper or ribbon for various length streamers
- Hole punch
- String or yarn

Preparation: Clean empty two-liter plastic bottles (or similar-sized bottles) with labels removed and top and bottom cut off.

Give each child a copy of the fish patterns to cut out.

Have children cut the magazine, catalogs, colored paper, or aluminum foil into small circles. Glue the circles on the body of the fish. These are the fish's scales.

Decorate the fish's head, fins, and tail using crayons or markers.

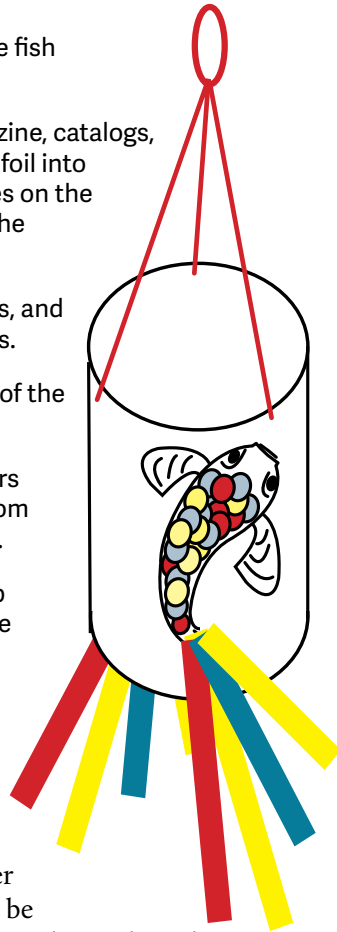
Glue the fish to the outside of the plastic two-liter bottle.

Staple crepe paper streamers inside the bottle at the bottom of each fish to make the tail.

Punch three holes in the top of the bottle and string some yarn through the holes. Tie the three pieces of yarn together with a simple knot at the top. The children now have hanging koi (fish).

To cut down on the number of supplies, this craft could be done by drawing and coloring the circle scales on the body of the fish with crayons or markers and making the tail streamers with strips of plain or decorated paper. If it is difficult to get two-liter bottles, consider taking a piece of construction paper and bending the short ends together to make a cylinder. Then glue the fish to the cylinder and craft can be completed as above.

Review the story of Jesus and Peter from Luke 5:1-11. Discuss what it means to fish for people instead of fish. Discuss the symbol of the fish and how it is still used today as a symbol for Christianity.



Lesson 5: We Receive

Lesson 5 teaches that when we covenant with God, we receive blessings through the sacraments.

Scripture passages: Luke 19:1-10, Doctrine and Covenants 163:9

Zacchaeus Trees (15-20 minutes)

Supplies

- Paper sacks (small)
- Scissors
- Bits of green tissue paper for leaves
- Glue
- Pens and pencils
- Chenille stems (optional)

Give each child a paper sack and a pair of scissors.

Lay the paper sack flat on the table.

Starting at the open end of the bag and ending two-thirds of the way in, cut the paper in one-half-inch (1 cm) wide strips.

Open up the sack (bottom of bag will be flat on the table).

Hold the base of the bag with one hand and twist the strips with the other. This creates the tree trunk.

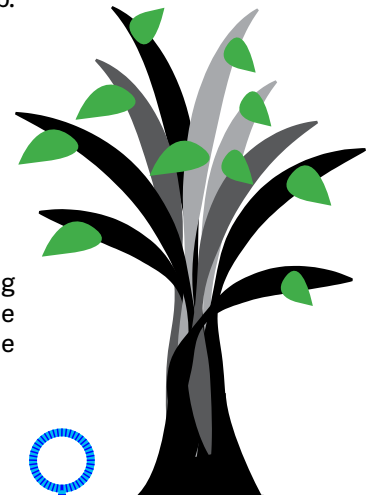
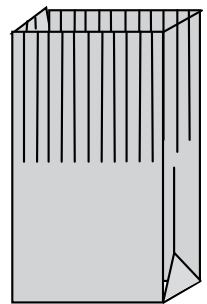
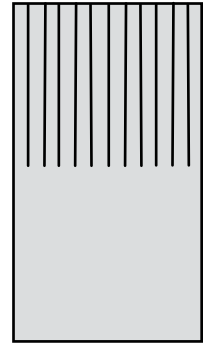
Take each individual strip and twist it into the shape of a tree limb. Arrange limbs as desired.

Tear up green tissue paper into small pieces to use as leaves.

Glue leaves to the limbs as desired.

Create Zacchaeus by twisting chenille stems together. Hide Zacchaeus somewhere in the tree peeking out.

Review the story of Jesus and Zacchaeus from Luke 19:1-10 with the children. Discuss with them why he was in the tree in the first place. Ask children to share what they would do to get Jesus' attention.



Love-in-Action Care Bags (15-20 minutes)

Supplies

- Large sealable bags or small gift bags
- Various hygiene essentials in travel size
- Markers or crayons
- Gift tags
- Pens and pencils
- Bible

Have children decorate and then fill the care bags with a variety of hygiene supplies that might be used by someone who is homeless or who has lost their belongings in an emergency.

Have children make or decorate tags to attach to the bags indicating where the bags are from. For example, "Made with love by the children of the _____ Reunion 2016," or "From the _____ class, Reunion 2016."

Have children write out favorite Bible verses of hope and encouragement and include them in the bags.

Review Doctrine and Covenants 163:9 with the kids. Discuss with them what it means to give generously. Share with the children that creating these care packages is an example of love in action. Talk about organizations that could use these care packages and encourage the children to continue to do acts of love in action when they return home.

Day 6: We Respond

Lesson 6 focuses on how we can respond to God's generous grace through baptism and living as a follower of Christ.

Scripture passages: 2 Corinthians 5:17, Doctrine and Covenants 164:9b, Galatians 3:28

"We Are One" Bookmark Weaving (20-30 minutes)

Supplies

- Three drinking straws per child
- Variegated (multi-color) yarn scraps
- Scissors
- Masking tape

Preparation: Cut the straws six-inches (15c m) long. Then cut one yarn piece for each straw that is 11-inches (28 cm) long.

Thread one piece of yarn through each straw.

Even up the ends of the yarn on one end and tie all three pieces together with an overhand knot. Push the straws up to the knot and wrap masking tape around all three straws near the knot.

Each child will need a small ball of yarn for weaving. Tie one end of the weaving yarn to an outer straw.

Begin weaving by going under the first straw. Then go over the second straw and under the third.

Turn and continue with the alternating over-and-under pattern until you get to the bottom of the straws.

Tie off the yarn. Remove masking tape. Grip the knotted end firmly and pull the straws out one at a time.

Knot together the yarn (three pieces) at the bottom of the work using an overhand knot. Now you have a woven bookmark.

One of the scripture passages for today is Galatians 3:28. The passage reminds us that when we become a disciple of Jesus Christ, the things that separate us like race or social status are no longer important; we become one in Christ. Discuss with the children how this weaving is like becoming one in the body of Christ's church. We are each still unique, but together we create a community that is diverse and beautifully woven together.

"New Creation" Butterfly (15-20 minutes)

Supplies

- Black felt-tip markers
- Tissue paper in a variety of colors
- Pipe cleaners
- Large round-head, wooden, non-spring clothespins (found in craft and hobby stores)

Preparation: Before class cut tissue paper into pieces that are 4" x 6" (10 cm by 15 cm), 5" x 6" (12 cm by 15 cm), 6" x 6" (15 cm by 15cm), and 6" x 7" (15 cm by 18 cm). Each child will get one piece of each size. Make various colors available.

Each child will get a marker, a clothespin, a pipe cleaner, and a piece of paper of each size.

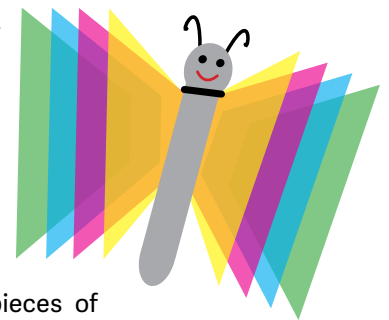
Use the marker to draw the mouth and eyes on the head of the clothespin.

Have children select four pieces of paper (one of each size) to use for the wings. Lay the tissue paper one on top of the other with the largest on the bottom graduating to the shortest on top.

Slide the tissue sheets gently into the opening of the clothespin. Continue gathering the paper until it is pushed up one inch from the bottom of the clothespin.

Bend the pipe cleaner in half. Place the center of the pipe cleaner at the front of the butterfly "neck." Twist the pipe cleaner in the back and extend the end pieces up to make antennae. Curl the ends of the pipe cleaner to complete antennae.

Review with the children 2 Corinthians 5:17. Talk with them about how being baptized makes you a "new creation." Ask children why they think the butterfly is a good example of transforming into a "new creation."



For snacks, model “healthy relationships with...the earth” (Doctrine and Covenants 163:2b) by avoiding use of plastic (unless recycling is available) and Styrofoam. As much as possible, serve snacks using reusable or paper plates and paper cups, preferably those that are compostable or contain recycled content. If your schedule allows, let children help prepare, serve and clean up snacks. Be aware of food allergies. Where possible, avoid such foods or ingredients. Always try to provide a similar snack for children with allergies.

Lesson 1: We Believe

Lesson 1 focuses on the baptism of Jesus and metaphors used to describe and understand God, Jesus Christ, and the Holy Spirit (the Trinity).

Scripture passage: Matthew 3:13–17 is the story of Jesus’ baptism.

Snack Supplies

- Hot air popcorn popper
- Popcorn kernels (or pre-popped popcorn)
- Large bowl
- Small reusable or compostable serving bowls or napkins for each child
- Cups of water or juice

Have a child offer a brief prayer of thanks for the food. As children eat, discuss with them how a kernel of corn transforms into something different when it is heated. How are they like a kernel of corn? What does God want them to become?

Lesson 2: We Learn

The focus of lesson 2 is on learning about God’s relationship to all people and all creation through sacred story.

Scripture passages: Luke 2:41–52, Matthew 18:12–14, Philippians 4:4

Snack Supplies (Learning Snack)

- Provide alphabet or shape snacks such as whole grain alphabet cereal, animal crackers, cheese or bread cut in shapes
- Cups of water or juice

Have a child offer a prayer of thanks for the food. As children eat, discuss with them how they could use their snack to help tell their story. What other things besides letters and symbols make up our story? Pick a letter and share something in your story that begins with that letter. For example if I pick the letter S, I might say “singing” or “sharing with others.”

Lesson 3: We Share

Lesson 3 focuses on God’s vision of creation (shalom), a fullness or completeness of peace. Children will study about God’s creation and explore shalom and peacebuilding.

Scripture passages: Isaiah 11:6; Genesis 1, 2:1-4; Luke 10:30–37; John 14:27; Matthew 5:9; Doctrine and Covenants 163:4b; Isaiah 54:13, 55:12

Snack Supplies (Sharing Snack)

- Several bowls of healthy snack items: dried fruit, whole grain cereal, fresh fruit, granola
- Small scoop in each bowl
- Reusable bowl or napkin for each child
- Cups of water or juice

Have a child offer a prayer of thanks for the food. Invite children to serve themselves a scoop and pass the bowls. As they eat, discuss other ways they can share the peace of Jesus Christ with others.

Lesson 4: We Proclaim

The focus of lesson 4 is we proclaim Jesus Christ and become his disciples by following him and sharing his peace with others

Scripture passages: John 15:15, Luke 5:1–11, Matthew 14:22–31, John 21:15–17, Matthew 16:18, John 6:8–13, John 14:27

Snack supplies (Fish food)

- Mix a variety of whole grain cereals with different textures and tastes or fish-shaped crackers
- Cups of water or juice

Have a child offer a prayer of thanks for the food. “Fish food”—mix several varieties of whole grain cereal of different textures. Let children serve themselves “fish food” with a small scoop. As children eat, talk with them about how they can become fishers of people.

Lesson 5: We Receive

Lesson 5 teaches that when we covenant with God, we receive blessings through the sacraments.

Scripture passages: Luke 19:1–10; Doctrine and Covenants 163:9

Snack Supplies

- Variety of cut-up vegetables
- Hummus or dressing for dipping
- Cups of water or juice

Have a child offer a prayer of thanks for the food. As children eat their snack, discuss with them why eating healthy foods is an important way for disciples of Jesus Christ to keep their bodies healthy.

Lesson 6: We Respond

Lesson 6 focuses on how we can respond to God’s generous grace through baptism and living as a follower of Christ.

Scripture passages: 2 Corinthians 5:17, Doctrine and Covenants 164:9b, Galatians 3:28

Snack Supplies “Twig” snack

- Pretzel sticks or gluten free option
- Cups of water or juice

Have a child offer a prayer of thanks for the food. As children enjoy their snacks, ask them to talk about what they can do when they get home to show their friends and family that they are a disciple of Jesus Christ.

Music is an important part of your class time. Here are some suggestions to go with each day's theme and scripture passages. Most of them are in *Community of Christ Sings* (CCS). The musical accompaniment tracks for hymns are on the *Community of Christ Sings* Audio Recording thumb drive (UPC 680121003823) available through Herald Publishing House. Songs may also use piano or guitar accompaniment. Other songs are in the Music Appendix. Drums, small percussion instruments (maracas, shakers, triangles, finger cymbals, tambourines, wood blocks, washboards, and other rhythm-devices), and movements can easily be added to many songs. Adapt the lessons and songs as needed. As you introduce new songs, take the opportunity to help the children connect the song with the daily theme and scripture passages. Children learn songs well through "call and response." Model a phrase by singing it first, and then have the children echo it back to you. This helps assure the children are learning the song correctly and efficiently.

Lesson 1: We Believe

Lesson 1 focuses on the baptism of Jesus and metaphors used to describe and understand God, Jesus Christ, and the Holy Spirit (the Trinity). Use one or more of the suggested songs as time allows.

Scripture passage: Matthew 3:13–17 is the story of Jesus' baptism. Suggested songs include various metaphors for God, Jesus Christ, and the Holy Spirit.

"Bring Many Names" CCS 5 deals with the names we use for God and how those names help define our understanding of God's nature. This song may be most effective when used with older children.

"Takwaba Uwabanga Yesu!" (There's No One Like Jesus!) CCS 121 is an upbeat song from Zambia. This song is available in multiple languages and has fun actions that can be used when singing.

The Music Appendix has additional percussion rhythms for use with the song. You can use the rhythms with traditional instruments or children can create their own out of found items like rocks, sticks, old cans, or a variety of other items. Find a sample performance on the *Community of Christ Sings* Audio Recordings USB flash drive.

The hymnal offers several language choices. Use the language you are most comfortable with as a starting point. You may want to use this song every day as a warm up, adding a verse in a new language in each session.

For something extra, you could add in the motions as follows:

There's no one, there's no one like Jesus! (*Sing twice*)

(*Sway left and right*)

There's no one, there's no one like him! (*Clap rhythm of the words*)

I'm walking, walking, here, there.

(*March on words "walking"; point to sky on left side on "here" and right side on "there"*)

I'm searching, searching, here, there.

(*With hand on forehead look left and then right—point to sky on left side on "here" and right side on "there"*)

I turn around here, there.

(*Turn in a circle two times; point to sky on left side on "here" and right side on "there"*)

There's no one, there's no one like him! (*Clap rhythm of the words*)

“**Father, We Adore You**” is a song about the Trinity (God, Jesus Christ, Holy Spirit). You can sing this song as three separate verses or as a round with guitar or without accompaniment. A copy of the song is found in the Music Appendix.

Lesson 2: We Learn

The focus of lesson 2 is on learning about God’s relationship to all people and all creation through sacred story. Music on this day could include songs that tell stories.

Scripture passages: Luke 2:41–52, Matthew 18:12–14, Philippians 4:4

“**Takwaba Uwabanga Yesu!**” (There’s No One Like Jesus!) CCS 121 is one possibility. Today you could add another language or instrument to the song. Children may also want to create a verse about their own faith journey.

“**Kum ba yah, Seigneur**” CCS 75 is a traditional Negro spiritual that has been adapted by the church in French Polynesia. A sample performance is on the *Community of Christ Sings* USB flash drive. How many other verses could the children come up with? Some people know these verses to this campfire-inspired song:

*Come by here, my Lord... Someone’s crying, Lord...
Someone’s praying, Lord... Someone’s singing, Lord...*

Other verse suggestions are, someone’s laughing, dancing, angry, lonely, or playing,

“**Rejoice in the Lord Always**” is a two-part song that can be sung as a round or straight through. The text is from Philippians 4:4 and is one of the scripture passages the children will be studying in the lesson. A copy of the song is in the Music Appendix.

To mix things up, have students begin the song sitting down. Each time they sing the word “rejoice” the children could jump up, or wave their arms, or do both. This can be a lot of fun when sung in a round. Each time they sing, the song can start faster and faster until chaos and laughter result.

Lesson 3: We Share

Lesson 3 focuses on God’s vision of creation (shalom), a fullness or completeness of peace. Children will study about God’s creation and explore shalom and peacebuilding.

Scripture passages: Isaiah 11:6; Genesis 1, 2:1–4; Luke 10:30–37; John 14:27; Matthew 5:9; Doctrine and Covenants 163:4b; Isaiah 54:13, 55:12

“**Takwaba Uwabanga Yesu!**” (There’s No One Like Jesus!) CCS 121 is again a possibility. Today you could add another language or instrument to the song. Children may also want to create their own verse about peacebuilding and shalom.

“**Shalom chaverim**” CCS 653 is a traditional Israeli song that means “Shalom, my friends.” It is most often performed in a round. The Music Appendix contains extra percussion parts which can be added for effect. Below is a simple circle dance to go with this song. Use it as-is or adapt and add your own movements.

Circle Dance (*holding hands, begin with right foot: SR=step right, SL=step left, SF=step forward, SB=step back, CL=close feet together*)

Shalom chaverim, shalom chaverim, shalom, shalom

1. SR - CL - SR - CL - SR - CL - SR - CL

2. SF - CL - SF - CL - SF - CL - SF - CL

Shalom chaverim, shalom chaverim, shalom, shalom

3. SL - CL - SL - CL - SL - CL - SL - CL

4. SB - CL - SB - CL - SB - CL - SB - CL

“**The Trees of the Field**” CCS 645 is a joyful hymn that is easily adapted to various settings. Add in percussion and clapping in the measures showing hand claps. Tambourines, hand drums, shakers, and finger cymbals are all great additions. Challenge the children to create their own movements.

“**Peace Salaam Shalom**” CCS 310 can be used in conjunction with the video “Peace Through All People” https://www.youtube.com/watch?v=IBQ-KsGo_BI or as a stand-alone song. This is an excellent example of the call-and-response style of learning a song. Consider picking a child, an adult, or a small group to sing the call, while the rest of the children sing the “Peace Salaam Shalom” response. Use percussion instruments to improve the song and raise the energy level.

Lesson 4: We Proclaim

The focus of lesson 4 is we proclaim Jesus Christ and become his disciples by following him and sharing his peace with others.

Scripture passages: John 15:15, Luke 5:1–11, Matthew 14:22–31, John 21:15–17, Matthew 16:18, John 6:8–13, John 14:27

“**Takwaba Uwabanga Yesu!**” (There’s No One Like Jesus!) CCS 121 is again a possibility. Today you could add another language or instrument to the song. Children

may also want to create their own verse about proclaiming Jesus Christ and becoming a follower of Jesus.

“Peace Salaam Shalom” CCS 310 can be used in conjunction with the video “Peace Through All People” https://www.youtube.com/watch?v=IBQ-KsGo_BI or as a standalone song. This is an excellent example of the call-and-response style of learning a song. Consider picking a child, an adult, or a small group to sing the call, while the rest of the children sing the “Peace Salaam Shalom” response. Use percussion instruments to improve the song and raise the energy level.

“I Have Decided to Follow Jesus” CCS 499 is a great addition to today’s lesson. This Hindustani melody is easy to follow and fun to sing. Children could sing this song with guitar accompaniment (see CCS 499 for chord progressions), with piano, or without accompaniment. Try singing this song in each of the three languages printed (English, French, and Spanish) for a challenge.

Lesson 5: We Receive

Lesson 5 teaches that when we covenant with God, we receive blessings through the sacraments.

Scripture passages: Luke 19:1–10, Doctrine and Covenants 163:9

“Takwaba Uwabanga Yesu! (There’s No One Like Jesus!) CCS 121 is again a possibility. Today you could add another language or instrument to the song. Children may also want to create their own verse about living in covenant with God or partaking in the sacraments of the church.

“Zacchaeus” reinforces the lesson about Jesus and Zacchaeus (Luke 19:1–10). Children will enjoy this song with hand motions. The Music Appendix contains this song and movement suggestions.

“Joy Is the Flag Flown High” is a song about letting the world see how Jesus Christ is working in one’s life. Actions and multiple verses make this an upbeat addition to your music class. Substitute the words hope, love, and peace for the word joy for added verses. For a copy of the music, see the Music Appendix.

Joy is the Flag

Joy is the flag flown high from the castle of my heart
(Clap steady beat)

From the castle of my heart, from the castle of my heart
(Clap steady beat)

Joy is the flag flown high from the castle of my heart
(Clap steady beat)

When the King is in residence here.

(Point to the sky on “King” and point to heart on “here”)

So let it fly in the sky, let the whole world know

(Raise arms twice, sway arms side to side)

Let the whole world know, let the whole world know

(Sway arms side to side)

So let it fly in the sky, let the whole world know

(Raise arms twice, sway arms side to side)

That the King is in residence there.

(Point to sky on “King” and point to heart on “here”)

Lesson 6: We Respond

Lesson 6 focuses on how we can respond to God’s generous grace through baptism and living as a follower of Christ.

Scripture passages: 2 Corinthians 5:17, Doctrine and Covenants 164:9b, Galatians 3:28

“Takwaba Uwabanga Yesu! (There’s No One Like Jesus!) CCS 121 is again a possibility. Today you could add another language or instrument to the song or put them all together. Children may also want to create their own verses about baptism or confirmation.

“We Are a Family of Faith” CCS 350 is a song about the mission and identity of Community of Christ. This song is a wonderful summation of the week’s lessons. This song works well with guitar accompaniment or in a praise band setting.

“Siyahamb’ Ekukhanyen’ Kwenkhos” (We Are Marching in the Light of God) CCS 95 is a great example of a sending forth song. Have the children sing in English, Zulu, Spanish, French, or any combination. Add marching and percussion to raise this song to the next level of challenge and fun.

Music Appendix

Takwaba Uwabanga Yesu!

There's No One Like Jesus!

Zambian Folk Hymn

Musical score for Takwaba Uwabanga Yesu! featuring five instruments: Cowbell, Claves, Maracas, Conga Drums, and Bass Xylophone. The score is in 4/4 time and consists of a single measure with a repeat sign. The Cowbell part has a dotted quarter note followed by a quarter rest. The Claves part has a quarter note followed by a half note. The Maracas and Conga Drums parts have a steady eighth-note pattern. The Bass Xylophone part has a quarter note followed by a half note.

Father, We Adore You

Terrye Coelho

Musical score for Father, We Adore You featuring Voice and piano accompaniment. The score is in 4/4 time and consists of two lines of music. The first line is for the voice and includes lyrics: "Fa - ther, we a - dore You, Lay our lives be - fore You. How we". The second line is for the piano accompaniment and includes lyrics: "love You!". The score includes chord symbols: *a) F, Gm, C, F, b) F, Gm, C, F, c) F, Gm. The piano accompaniment starts with a 6-measure rest.

2) Jesus, we adore You...

3) Spirit, we adore You...

*May be sung as a round.

Rejoice in the Lord Always

Anonymous

Voice

*1) F C7 F 2)

Re - joice in the Lord — al - ways; a - gain I say, Re - joice. Re -

5 F C7 F F

joice in the Lord al - ways; a - gain I say, Re - joice. Re - joice, re - joice; a -

11 C7 F F C7 F

gain I say, Re - joice. Re - joice, re - joice; a - gain I say, Re - joice.

* May be sung as a round

Shalom chaverim

Israeli Song

Tambourine

Bass Xylophone

Joy Is the Flag

Unknown

Voice

The musical score is written for voice in treble clef with a key signature of two sharps (F# and C#) and a common time signature (C). The melody is accompanied by guitar chords indicated by letters above the staff. The lyrics are written below the notes. The score consists of five lines of music, each starting with a measure number (1, 3, 6, 10, 14). The lyrics are: "Joy is the flag flown high from the cas - tle of my heart, from the cas - tle of my heart, from the cas - tle of my heart. Joy is the flag flown high from the cas - tle of my heart when the King is in res - idence there. — So let it fly in the sky, let the whole world know, let the whole world know, let the whole world know. So let it fly in the sky, let the whole world know that the King is in res - i - dence there. —"

1 Joy is the flag flown high from the cas - tle of my heart, from the

3 cas - tle of my heart, from the cas - tle of my heart. Joy is the flag flown high from the

6 cas - tle of my heart when the King is in res - idence there. — So let it fly in the sky, let the

10 whole world know, let the whole world know, let the whole world know. So let it fly in the sky, let the

14 whole world know that the King is in res - i - dence there. —

2. Peace 3. Love 4. Hope

Zacchaeus

Traditional

Voice



1) 2) 3)

Zac - chae - us was a wee lit - tle man, A wee lit - tle man was he. He

5) 4) 5)

climbed up in a sy - ca - more tree, For the Lord he want - ed to see. And as the Sav - ior

10) 7)

passed that way, He looked up in the tree: For I'm go - ing to your house to -

6) Spoken: And he said: "Zaccheus, you come down!

15)

day, For I'm go - ing to your house to - day."

MOTIONS: (1) Hands in front, right palm raised above left palm. (2) Move palms closer together. (3) Alternate hands in climbing motion. (4) Shade eyes with right hand and look down. (5) Shade eyes with right hand and look up. (6) Look up, gesture to Zacchaeus to come down. (7) Clap hands on accented beat.