

Giving

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WHAT DO YOU MEAN BY “GIVING”? WEEK 1

WEEK 1 - BIBLE CLUB

- LESSON AIM:** The child can understand what it means to give to God.
- SCRIPTURE:** Mark 12: 41-44
- MEMORY VERSE:** Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.
2 Corinthians. 9:7

The Widow’s Mite

The story that kicks off our unit on giving is a story that talks about two different kinds of givers. One giver is wealthy and the other is poor. One gave much the other gave little. You can probably guess who gave much. You would naturally say the rich person, but Jesus says differently.

It is true that the rich gave much money, but on this particular day when Jesus sat outside the treasury box and called his disciples to notice what was going on he didn’t point out the people who walked out in their fancy clothes and dropped many large coins in the box. He called attention to the poor widow who put in two small coins. Now, there was no real way that Jesus could have known that she was a widow by looking at her, but I think there was a specific reason that he shared that with us and his disciples. You see women of that day were solely dependent on men. If a man was not there to provide for her, she had no way to do that for herself. She alone had to carry the weight of where her next meal would come from and how she would be able to get a new pair of shoes when her already worn out shoes were worn out even more. By this woman putting everything that she had into the offering box, she was acknowledging that she wanted God to be her provider as He promised her that He would. (Isaiah 54:5)

The other interesting thing about this woman is that she had two coins. She could have only given one, which would have been half of all that she had and that still would have been a larger proportion than the wealthy people gave, but she gave all. A picture of complete surrender. That is what Jesus wanted his disciples to see because soon it would be asked of them. It is now asked of us daily, the question is, are we willing to die to ourselves and trust him alone to give us all that we need. He doesn’t ask for much, just all that we have. Try to hold on tighter and you are sure to loose it. (Matthew 16:25)

This is what we want the children to begin to learn about giving. It is not the size or the amount of the gift, but the heart attitude and the proportion of what you have that matters when you give.



**Discipleship
Tip**

This week get one-on-one with a student and ask them what they could give to God. Give them an example of something that you gave and even share with them how you came to that decision. You need to model the process that you went through not just the final conclusion.

Hook

- MATERIALS:** Things that you will have in the Christmas store, information about their S.A.Y. Yes![®] dollars (how much they have in their account)
- OBJECTIVE:** For the students to have a chance where they can give to God out of money that they have earned. Here they have the opportunity to struggle with buying something for themselves and/or giving to God. They also have to struggle with how much they are going to give to God out of how much they have.

Today for the hook you will need to have a “simulated” Christmas Store set up (see the options below for ideas of how to set it up.) When the students arrive today, tell them there will be a sneak preview of the S.A.Y. Yes![®] Christmas store. They will get a chance to spend some of their money today. Then tell them, “Does anyone remember how in church we pass an offering plate so that people can give some of their money to God? Today, (and if you want you can make this a permanent change and say from now on) when you go into the store, the first table will be a place where you can give part of your money back to God.”

Depending on how you handle dollars at your center, you can decide exactly how to handle this process. The two things that are important today are how much do they have and how much did they give. My suggestion would be to use the table following this hook to write every child’s name on it before hand. Then, as they come to the table, you can fill in the blanks quickly and easily. This will give you an idea of how many children gave to God and what portion of what they had they gave. Did anyone give all that they had like the poor widow? Probably not!

Later on in the BIBLE CLUB you can use this information about their giving to show them where their heart is, but please do not share who gave what. Say things like 10 children gave 10% of what they had. Because just as in the Bible, one dollar from someone who has two is a lot more than ten from someone who has 200. Your point in sharing this is not to shame individuals, but to let them realize that they might have a problem with being able to give to God. This is what will help them listen and understand what the BIBLE CLUB is all about today.

BEFORE BIBLE CLUB:

You will need some students for a skit to tell the Bible story. You will have other things to prepare for, so choose some of your older students to do this skit. There is a page with the summary of the Bible story on it. Have them read this and act it out. You might want to gather a few things for costumes such as blankets for their clothing and ropes for the belts.

Take some time and gather up the things that you want to put in the Christmas store. There are two different ways you could handle the store today, maybe more, but I will give you two.

You can decide which one you will do based on what you have right now and what you are planning to do with the Christmas store.

Week 1 – What Do You Mean By “Giving”?

Christmas Store Option #1

Put out only large “expensive” items that the students would have to spend a large part of their money to get. They could be donated items or whatever you think are the best things that you will have to put into your store. This way you can encourage them just to look and see what they might want to buy for later. You might tell them, “Think of people that you might want to buy Christmas presents for, you might want to use some of your S.A.Y. Yes!® Dollars to buy them something. Around Christmas, we should be thinking of others and not just ourselves.”

Now, if you are thinking, “We don’t have anything for our Christmas store yet! Then, option #2 is for you!

Christmas Store Option #2

Put out a few little cheap things and tell the students they can only buy one thing today, but to be thinking about what they might like to buy for other people in the future when the store is open for their Christmas shopping. The purpose of the store being open is not so that they can buy things, but so that they have their money in their hand with an opportunity to buy something for themselves and we can see if they will give any to God.



**TEACHER'S
TIP**

Bible story.

It will probably take some time to get all the students through the store, so you may want to take some of them through a few at a time during homework time or what ever thing that you have right before Bible Club. This will make the hook fit into the time needed and you can go directly into the

Hopefully, when the time for BIBLE CLUB has arrived, all your students can come and sit down for BIBLE CLUB.

Week 1 – What Do You Mean By “Giving”?

To figure the percent of the giving using a calculator put in how much they gave and divide by how much they have. Example: Jamaal has \$56 and gives \$2. Put 2 into the calculator and divide by 56. You will get .0357142. Then multiply by 100 you will get 3.57142. He gave 3%. The number in front of the decimal point is the percentage that Jamaal gave.

Results from the giving

Total students present today: _____
Number of students who gave more than 50% _____
Number of students who gave between 40% and 50% _____
Number of students who gave between 30% and 40% _____
Number of students who gave between 20% and 30% _____
Number of students who gave between 10% and 20% _____
Number of students who gave between 5% and 10% _____
Number of students who gave between 1% and 5% _____
Number of students who didn't give _____
Number of students who gave all that they had _____

Cut here and give top portion to staff in charge of the giving table and the bottom to the students who will be doing the skit for Bible Club

“Today you are going to be making up a skit to act out this story. Be thinking of what you will need and who will be each character as you are reading.

Jesus and his disciples are at the temple where people go to worship God. As the people are leaving, there is a box where they can put the money that they want to give to God. (like the money that we might put in the offering plate.) Jesus sits down outside the temple and watches as all the different kinds of people who are leaving. Many are rich people who put a lot of money into the box. Then, a little old lady walks out of the church and she puts two pennies into the box. Jesus looks at his disciples and says, “See this lady who gave two pennies? She gave more than anyone else. She gave all that she had. They gave only a small part of what they had to give.

It is a short little story so you won't have to worry about remembering too many lines.”

 **Bible Story**

Begin your Bible story time with the skit that the students have prepared. If the person who is tallying the results of the giving is not done yet, this will give them a little extra time to prepare that information.

After the students are done with the skit, you might say something like this:

If Jesus had been at our S.A.Y. Yes!® Center today, what do you think he would have said about what was going on at the giving table. We have some information about what was given today. Don't worry; we will not tell anybody's name, we are just going to tell you how much people gave of what they had.

Then, read the sheet that tells the results of the giving. For example, If I say that four people gave 10% of what they had is like those people dividing their money into 10 equal stacks and giving one stack to God. It is also like saying that all of someone's money is the same as a whole pie. If they gave 10% they cut their pie into ten pieces and gave one piece to God.

**TEACHER'S
TIP**

You might want to have an actual visual demonstration of this so that they can see how small a section that might be. An easy way to illustrate it would be to get some play dough and press it into the bottom of a pie pan. It can be thin or thick it doesn't matter. Then as you talk. Cut the pie into ten pieces. They will see how small that is. Then if you want to show them a different amount, you can just press the play dough back into it's original shape and do it again.

Now, have the children think about why they decided to give what they did or didn't give. Next, have them divide up into their small groups for the discussion questions.

DISCUSSION QUESTIONS

F A C T

What were the two different kinds of givers that you learned about in the Bible story?
(The rich people who gave a lot and the poor lady who gave only 2 pennies, but that was all she had)

Who did Jesus say gave more? *(The poor lady)*

Who did you think had to trust Jesus more? *(The poor lady because that was all she had to live on)*

F A I T H

This month is the month that we celebrate Christmas. What is the thing that you think of first about Christmas? *(Presents)* Right, so we are going to talk about Giving this Christmas.

If you were to think about the way that you gave today and the way the people in the Bible gave, which one do you think right now you are most like? Which one do you want to be like?

Week 1 – What Do You Mean By “Giving”?

What do you think will happen to the poor lady who gave all her money? Let’s look in the Bible and see what will happen to her. Open your Bibles to Matthew 6: 25-34. Will someone read that for us please? After reading this, what do you think will happen to her? *(God will provide for her as He provides for the birds and the flowers.)*

At the end of this passage, in verse 33 it says God will do all this for us if we do something. What do we need to do? *(Seek first His kingdom....then we will get all the things that we need.)* **What does it mean to seek His kingdom?** *(To do the things that are right before anything else, to be faithful to our commitment to Him and try to learn more about Him everyday.)*

F U L F I L L M E N T

Why should we give to God? *(Because He is the one who gave us all that we have. (James 1:17)*

What do you think you can give to God? *(Examples: part of your allowance, some of your S.A.Y. Yes!® dollars, give Him your time in service, give Him your life when you ask Him into your heart.)*

Take some time to pray with the students. They might want to ask God to forgive them if they have not given to God what they should have given Him in the past. Ask God to help them remember to give to Him in the future.

WEEK 1 - SKITS

Skit #1

CHARACTERS: Reuben, Bobby

SCENE: Reuben and Bobby are walking home from school and Reuben spots a wallet that someone has dropped.

Reuben: Can you believe Mrs. Johnson today? She gave us so much homework!

Bobby: I know! She thinks that we have no life outside of school!

Reuben: (Looks down at the ground and sees a wallet.) Look at this Bobby!

Bobby: What is it? (Looks at the wallet.) Man, that is somebody’s wallet! Check and see if it has any money in it!

Reuben: \$20. Man, I could get that new hat that I want. But you know Bobby, there is a driver’s license right here. I think that we should turn it in to the person who lost it.

Bobby: You can, but not with that 20 dollar bill in it. That is what they owe you for finding it.

Reuben: Bobby, they don’t owe me anything! I will turn it in just like I found it. I think that would be the right thing to do. I will call and get this person’s phone number as soon as I get home.

Someone hold up a sign that says, “Next Day”

Reuben: (Runs into the room very excited and out of breath.) Hey Bobby, you will not believe this!

Bobby: Calm down! What happened?

Reuben: Remember that wallet I found? Well, it turns out that the guy who owns it is like this really rich guy. He came by and picked it up last night. When he looked in the wallet to see if the money was there, he was surprised to see that it was actually there. He said that he wished there were more honest kids like me and he gave me a \$100 bill! He even told me that when I get old enough, I should call him because he would like to have someone honest like me to work for him!

Bobby: Man, that is great! I guess it was better that you left that \$20 in there!

DISCUSSION QUESTIONS:

What were Reuben’s two choices when he found the wallet? *(To take the money, or turn in the wallet with the money in it.)*

What was the only way that Reuben could have gotten more than \$20? *(By doing things the right way and giving God a chance to bless him.)*

Why do you think that the business man was so impressed by Reuben? *(Because he knew that most people would have just kept the \$20 and not been as honest as he was.)*

Skit #2

CHARACTERS: Maria , LaTasha

SCENE: Maria is at her house working on Christmas presents to give people and LaTasha comes over.

Maria is working at a table on some crafts

LaTasha: (walks into the room where Maria is.) Hey, Maria. Your mom said you were back here making something.

Maria: Hey, LaTasha. Yeah, I am making some Christmas presents for my family.

LaTasha: Wow, I haven't even thought about what I am going to get people. I just wrote out my Christmas list of what I want people to get for me.

Maria: Really? I used to do that. But I think that it is more fun to give people things for Christmas. Plus, whenever I get my hopes up for something, I usually end up getting disappointed anyway. So, if I think more about what I am giving, I have a much better time at Christmas.

LaTasha: I guess that is true. I have never really thought about that. I remember once when I made this thing for my mom. I just couldn't wait for her to open it, I didn't even care that much about what I got.

Maria: Yeah, I think you have the idea. You end up getting so much more than you ever wanted! So, you going to get started on your family's gifts?

LaTasha: I guess so! Where do I start? (sits down and begins to work)

DISCUSSION QUESTIONS:

What was LaTasha focused on this Christmas? *(What she was going to get?)*

Do you think that if she got all of it, she would be really happy? *(No, she would just have more stuff.)*

Why do you think Maria wanted to make her family presents? *(She didn't have enough money to buy them something, but she wanted to give them something, so she made them something with what she did have. It was from her heart, so it was even more valuable than something that she could have bought.)*

WEEK 1 - MEMORY VERSE

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.
2 Corinthians 9:7

Paul is giving the church in Corinth instructions on how to give. He is talking to them about the gifts that they have been giving to support his missionary work. He wants to be faithful with the generous gift that they have given him, but he also wants to make sure their hearts are in the right place when they give. This verse begins by saying, “Each man should give what he has decided in his heart to give.” From the very start of this verse, he is most concerned with the heart attitude of those who are giving. We know that God looks at the heart (1 Samuel 16:7) and that is what Paul stresses here.

Then, he gives two reasons not to give. The first reason is that the thing that God is putting on our heart to give may not be what we want to give God. Even if we do end up giving it, the joy that God receives in the giving is taken away when we give “sorrowfully” as the Amplified Bible says. The second way he tells us not to give is from the pressure of being under compulsion. Many times this is someone else stressing us to give something that God may not have put on our heart to give. Paul says, don’t let this be your motive. It is not a worthy one.

Finally, he gives us the way to please God. He says, “God loves a cheerful giver.” In the Amplified Bible it says, “God loves (He takes pleasure in, prizes above other things, and is unwilling to abandon or do without) a cheerful (joyous, “prompted to do it”) giver (whose heart is in his giving).” This is a good summary of the magnitude the heart attitude plays in the giving process. This is the point that we want the children to get from this unit is that the kind of giving that God is pleased with starts in the heart.

Begin to memorize the verse by doing the motions that are listed below. This will help the students get familiar with the verse. Then, in future weeks you can play the games with the verse so that they can remember the verse better and better.

- Each:** point to many different people in the group
- man:** point to yourself (explain that this does not just mean men but mankind!)
- should:** shake your finger at someone as if to tell them what to do
- give :** put your hand into your pocket and pull it out as if to give something
- what:** clap hands
- he:** point to yourself
- has:** put your hands on you hips
- decided:** leave one hand on hip and put your other hand’s pointer finger on your temple on the side of your head
- in:** put your pointer finger into a cup shape formed by your opposite hand.

Week 1 – What Do You Mean By “Giving”?

his:	point to yourself
heart:	place both hands over your heart
to:	hold up two fingers
give:	put your hand into your pocket and pull it out as if to give something
not:	shake your head no
reluctantly:	sigh (take a deep breath) and make a face as if to complain
or:	point as if to give instruction or prove a point
under:	put your hands over your head as if to cover your head from something falling
compulsion:	act like you are trying to choke someone by the neck
for:	hold up four fingers
God:	point up
loves:	fold your hands and put them over your heart and bat you eyes as if to be in love
a:	snap your fingers
cheerful:	smile big and point to your smile with your pointer fingers
giver:	put your hand into your pocket and pull it out as if to give something
2 Corinthians:	hold up two fingers and say, “Second Corinthians”
9:7:	hold up nine fingers and then seven

Find The Verse

MATERIALS: One set of cards for each team. A "set" includes one card for each word of the verse.

OBJECT: To be the first team to have its set in correct order.

- Hide the verse around the room before the children enter.
- Review the verse. Ask if anyone can say the verse from memory. Read it together, try to say it from memory together.
- Divide the group into teams with about 5 children on a team.
- When the leader says, "GO", the children look for cards.
- When they find a card, they return to their spot and put it where it belongs in the verse.
- If that word has already been found, that card must be returned to where it was found.
- The team to have its set complete and in order wins.
- Adults need to watch to make sure children return cards they have that are the same, or some teams won't be able to find their cards.
- Place 1st and 2nd graders with 5th and 6th graders. Make sure every team has some readers on it.

WEEK 1 - PRACTICAL LIVING

A Contract for Giving

MATERIALS: A large board or paper to write on, a writing utensil for the board, a copy of the contract provided for each student

This practical living is to help them get into the habit of seeing things that need to be done and doing them! As all of us need incentives to start good habits, this contract has an incentive built into it. Don't think of it as a bribe! Think of it as a way to help them instill some Godly patterns that could stay with them forever. That should be worth a few S.A.Y. Yes![®] dollars.

Begin the practical living time by brainstorming with the students some things that they could do for people around them that would make their day brighter. They can also think of some things that they might like to have done for them. They can use this as a way to think of what someone else might like. For example, if they always make up their bed, they think they might like someone else to make up their bed. So, using this reasoning they decide to make up their mom's bed every day for a week for her.

Some ideas that you might like to suggest if they don't come up with them are:

- Washing the dishes
- Taking care of a pet
 - feeding the pet
 - changing the water in the fish tank
 - cleaning out the liter box
- Making dinner
- Cleaning the house
- Washing the car
- Cleaning out a closet
- Doing the laundry
- Making the bed
- Setting the table
- Taking out the trash

Then you might want to decide how long you will do this for one day, or one time, one week or maybe even a month.

Week 1 – What Do You Mean By “Giving”?

Tell them that you are going to be signing a contract with them that says if they do these things, they have a chance to earn extra S.A.Y. Yes!® dollars that they will be able to use in the S.A.Y. Yes!® store for Christmas! The difficulty of the things that they choose should determine the amount of dollars that they get.



**TEACHER'S
TIP**

Your staff should be the ones to decide if the children will have a chance to earn a lot of extra money or just a little. The number of items in your store should help you determine this. If you don't have a lot of things for your store then don't make it possible for them to each earn \$50 extra dollars!

Here might be a gauge of what some things might be worth:

Job to be done	S.A.Y. Yes!® dollars received
Making the bed	2
Making the bed for a week	10
Doing the dishes	5
Taking out the trash	3
Cleaning our a closet	10
Setting the table	2
Making dinner	10
Doing the laundry	15
Cleaning out the liter box	3

Remember, this is just an example of how much things can be worth. You might want to put a limit on the number of things that they can do.

Help them brainstorm these ideas and then help them fill out their contract sheets. They might even draw a picture of what they want to do if they can't write and then someone else could write down what they want to do for them beside their picture.

Tell the students that they will have a chance to make coupons for the things that they will do for people during craft time this week. They can make coupons for the things that they plan to do for their contract or other things that they might want to give to other people as Christmas presents.

The staff should keep the contracts. To be able to redeem the money, tell them that they are on the honor system. When they have done one of the projects, they must come back and tell the staff how it went. The staff will then mark it down so that on the day of the store they will be able to redeem their money.

My Contract

What I will do to give of myself for someone else.

I, _____, will:
(your name)

Thing that I will do	Length of time I will do it	Amount of S.A.Y. Yes!® dollars awarded (staff only)
1.		
2.		
3.		
4.		

Total dollars possible to earn: _____

I agree to do all these things.

(Your signature)

(date)

(S.A.Y. Yes!® staff's signature)

(date)

WEEK 1 - READ-A-LOUD

NEW!



“The Tale of Harvey Mertzzy, the Merciful Mollusk”

O. Willikers in the Hall of Champions, Chapter 5, p. 59

SUMMARY: This story is about a snail who was particularly kind to everyone. Even though he lives in a hostile environment with people who have lots of needs, he still finds ways to help. The story has references to the ghetto, homelessness and other urban issues. Make sure you screen it carefully for your children or preface it to the kids before you read it to them.

This week you are studying about what it means to give. The main character of this story is a good example of how someone was always willing to give.

OR, you may read the following . . .



“The Legend of the Dipper”

Retold by J Berg Esenwein and Marietta Stockard *The Book of Virtues* p. 122

(Also in the *Children’s Book of Virtues* p. 77)

SUMMARY: This story is about a little girl who sets out to find water for her very ill mother. When she finds the water, it is dripping very slowly from under a rock. She fills a dipper full to take back to her mother. On the way, she meets many thirsty animals and people with which she shares a drink of her water. She returns home with only a little water, but still enough for her mother to drink it and she could still have one drink for herself. As soon as her mother takes a drink and she is about to take a drink for herself, a thirsty traveler shows up at the door. She gives her last drink to him. When he lifts it to his mouth to drink, he spills it on the floor. The place where he spills it becomes a fountain that bubbles up with cool water.

Just as the widow in the Bible story this week gave her last coins to God, so did this poor little thirsty girl. She graciously gave her last drink and was greatly blessed!

**TEACHER'S
TIP**

There is a book called *The Giving Tree* by Shel Silverstein that is a classic story of someone giving until they have nothing left to give because of a deep love for the other person. If you have that book, you might want to read that instead of this story. You might be able to use some ideas from the questions that are here to make your own questions for that story.

Week 1 – What Do You Mean By “Giving”?

PRE READING QUESTIONS

- 1) **Does anyone know what the Big Dipper is?** *(A constellation of stars in the sky)*
- 2) **Does anyone know what a “legend” is?** *(It is a story about the way something came into being that is just a story. It is not a fact or true. It is written from someone’s imagination.)*
- 3) **Who made the stars in the sky?** *(God)*

So we know that God made the stars and put them into place but the story that I am about to read is the “Legend of the Dipper.”

- 4) **Does anyone have any ideas about what that might be about?**

LISTENING QUESTIONS

As I read the story, I want you to listen for the answers to these questions and we will answer them at the end of the story.

- 1) **What was it that the sick mother needed?** *(A drink of water)*
- 2) **What happened when the little girl shared the water in her dipper?** *(It changed from tin to silver to gold to diamond!)*
- 3) **Who got the last drink in the dipper?** *(The thirsty traveler)* **Did the little girl get any?** *(Not until the fountain sprang up!)*

POST READING QUESTIONS

First answer the listening questions, then use these for your discussion afterwards.

- 1) **What was the heart attitude of little girl when she gave her last drink away to the traveler?** *(She was happy to give it. She was not selfish. She was not angry or bitter.)*
- 2) **Does anyone remember our Bible Club this week? What was the story about?** *(A widow who gave away her last two coins)* **In what ways are these stories alike?** *(They both are about a woman, both women gave the last of what they had, both gave with a willing heart, both only had a little to give in the first place.)*
- 3) **What do you think would have happened if they did not give their last?** *(They would have missed a blessing, they would be like most people who are selfish and would not been honored for the good heart that they had.)*

WEEK 1 - CRAFTS

✂ Giving Coupon Book

MATERIALS: Plain sheets of either white paper or construction paper cut in the size of a dollar, stapler and markers

This week in practical living the students made a giving contract. Today, if they want they can use the same things that they are going to do for the contract and make coupons for them. They could also think about some of the other people that they might like to give Christmas presents to. They might to make some of those people a coupon book to give them or to put inside a Christmas card.

Tell the they should include things that might be on a real coupon, like when it expires, or how many times they can use it. Here are some ideas:

Coupon good for one free hug - valid anytime!

Coupon good for one visit to my house - valid good if you call first!

They could be for chores like:

Washing the dishes after any meal (even valid on Christmas dinner)

Making your bed for a week

Cleaning the bathroom

Washing the car

Shoveling snow (where applicable)

Doing the laundry

Setting the table

They could also be for privileges like:

Letting you play with one thing of mine that you choose

You can wear any outfit of mine that you want

You can borrow one of my CD's or tapes anytime

You can listen to my walkman for one whole day

You can ride my bike or use my roller blades for one day

I'm sure you will be able to think of many more. Let them be creative, give these as suggestions when they get stuck.

WEEK 1 - RECREATION

DAY ONE:

MATERIALS: Students divided into two teams, (the list should be prepared by the staff in advance), poster board, and marker.

Today you are going to create two permanent teams. These teams would play together everyday during recreation. These teams will change every month. This gives the students a chance to learn to work with new team members. It also gives them a chance to play on a winning team if they were not on one in the past.

- You will want to make sure the teams are evenly matched age wise.
- You may want to sit down as a Staff team and decide who will be on what teams. Be sure and keep your lists from the previous months so that you can remember who played together in the past.
- Have each team come up with a team name. It can be whatever they want. The names that our students liked best were ones that had to do with their relationship with Jesus. Acronyms are fun to use too.
- Have each team create a team cheer. (Raps are fun too!)
- Remember that during recreation winning isn't as important as participation and spirit.
- Make posters, which you will keep up and post the scores.

THE GIVERS		THE GIVE A LOTS	
COMPETITION	SPIRIT POINTS	COMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
1,000	10,000	1,000	30,000
1,000	40,000	2,000	10,000

- Note that the ultimate winners are the ones with the highest spirit points, not the winners of the competition.
- At the end of each week you can give out S.A.Y. Yes![®] dollars in accordance with the points. Every 1,000 points may be worth 1 dollar and every 10,000 spirit points may be worth 2 dollars.
- The coordinator of recreation assigns the points.

Week 1 – What Do You Mean By “Giving”?

- The poster needs to be placed where the kids can see it.
- Be sure to talk about making right choices to earn Spirit Points. What are some things they can do to earn Spirit Points? Participate in everything, cheer on teammates, don't cheat, don't complain, don't tease or call names, etc..
- Give competition points out in one thousand increments and Spirit Points in ten thousand increments.
- Have the two teams do their cheers. Begin the scoring with this activity. How many of the kids participated? How did they encourage each other? How creative was the cheer? Did it include physical activity? (Making a pyramid, doing hand gestures, etc..)
- If time is left, have a game ready from the past weeks to play.

DAY TWO: Capture The Flag

(Another game is given below if your facilities do not accommodate Capture the Flag)

MATERIALS: Two flags of any kind (can be old rags)

OBJECT: Steal the opponent's flag, and then return to your territory without being captured.

The game is played on your already established teams

TO PLAY:

This is best played outside in a large area where there can be many hiding places. If you have no outside area in which to play it can be fun inside too. It can be played in a parking lot by placing cars in strategic spots for the kids to hide behind.

- Divide the playing area in half - you may want to use your entire property.
- Draw an imaginary line.
- If caught in the opposing side's territory and tagged you will be placed in prison.
- The only way out of prison is if one of your teammates makes it over and tags you. You then can return to your own side. Both players get a "free walk" back.
- The flags must be placed where they can be seen.
- Each team designates a certain spot as their "Prison." All captured players must remain in the prison until they are tagged by a free teammate. Prisoners may hold hands and make a chain out of the prison and then everyone on the chain is released when the first person is tagged.

This is a game, which requires teamwork, planning and a lot of cooperation. No one has a greater advantage than anyone else. Sometimes the smaller and younger kids can get away with things easier than the older ones.

ADULTS! You will play a key part in organizing your teams. You must show you can work together. It is important that you play. When a player safely captures the other team's flag and brings it back to his own territory, his team wins. Don't forget to place guards around your flag, but at a fair distance away so that the other team has some chance. A good distance is about two feet. Also be sure you don't leave prisoners.

ALTERNATIVE GAME: Prisoners Base

MATERIALS: Masking tape

SET UP:

- Divide the group into teams of 10. If you have four teams two teams observe and cheer on the two teams playing.
- Lay out a large playing area with masking tape. Twelve by twelve feet would be great.
- Use the masking tape to make a Team A Home Box and a Team B Home Box.
- Again use the masking tape to make a Team A and Team B Prison.
- Designate which team is Team A and which is Team B.

TO PLAY:

- Team A gathers in it's home box and Team B gathers in it's home box.
- A Captain is chosen for each team (Perhaps the counselor).

- The Captain for team A picks his fastest runner to run to the circle and yell “My City.”

- At the yell of “My City” Team B's Captain sends out his fastest runner to tag Team A's runner.

- As soon as Team B's runner is sent out, Team A's captain can send out his #2 runner who tries to tag Team B's #1 runner.

- At that Team B's captain sends out his #2 runner who tries to tag Team A's #2 runner.

- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else he must go to prison.

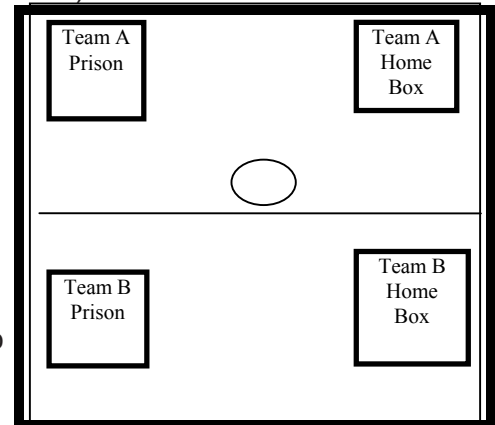
- If a player is tagged she must go to prison.

- Players remain in prison until tagged by one of their own players.

- If a player gets back to her “Home Box” she is safe.

- If a player does not attempt to get his opponent he goes to Prison. (Director makes the call)

- The winning team is the one to have the most players return to “Home Box” safely.



DISCUSSION:

Who were the players who were willing to give themselves up for their team mates?

Who was playing for themselves?

Who was willing to give up their right to be right on a decision of who was in or out?

Who demanded that they were the one that was right?

Giving in recreation time is important. If you cannot learn to give to your teammates you will always play as individuals. Be thinking of some ways that you can give something up for your team.

DAY THREE: Sheep Across the River

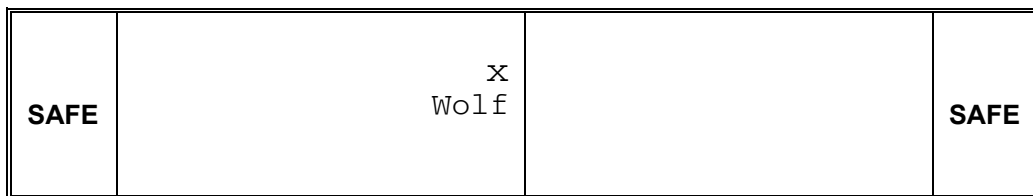
MATERIALS: None, unless you need something for boundaries

OBJECT: To be the last “sheep” left that the wolf did not catch.

A favorite! It is an easy game to do at the last minute if you haven’t had time to plan. Keep this one in the back of your mind!!

SET UP:

To begin, make a boundary like the one shown below.



TO PLAY:

- Choose one student to be the wolf. They stand in the middle of the center line.
- All the other students stand on one line, preparing to run.
- When the wolf yells, “SHEEP ACROSS THE RIVER” all the students try to run from the side they are standing on, to the safety of the other boundary line, like the “shore”.
- If the wolf touches them, they have to freeze in the exact spot where they were touched. Then they put their arms straight out to their side. They can not move at all.
- Once all the players have either reached the other side or are frozen in the middle, the wolf turns to face the sheep, and yells again, “SHEEP ACROSS THE RIVER.”
- This time, if the wolf touches the sheep they are out, but if the sheep run into an already tagged player, they are also out. The players who are frozen, are not supposed to try to tag the sheep who are running by, they are just supposed to be obstacles to try to get through.
- Continue to play until there is only one player left. They are the wolf in the next game.

Week 1 – What Do You Mean By “Giving”?

- If there are students who are still at the starting line after almost everyone has run across to the other side, count to ten out loud. If they do not run by the time you finish counting, they are out and must find a place on the field to stand and freeze with their arms out.
- Many times, we had two players be the wolf. The game goes much faster and more students get the chance to be the wolf. We tried to select the last girl and the last boy so that each would get a chance.

DISCUSSION:

Talk to the students about how it felt to get tagged early in the game and have to stand there the whole game with their arms stretched out.

If you were the wolf in the game, did you want the players who had already been tagged to give up?

Was it fun if they gave up and put their arms down? Did that make the other player harder to catch? What could have helped? *(If they had followed the rules.)*

Think about what you can give to your teammates next time by following the rules instead of just thinking about what you want.

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you have

This is a time to step back and let the students play their own games. Let them make up the rules. Feel free to follow the rules but try not to organize games yourself. You can do that any time. They just need to be the ones that make up and enforce their own rules.

Let them enjoy themselves. You are there just to put out “fires, “ if you know what I mean.

GIVING IS A SACRIFICE: WEEK 2

WEEK 2 – BIBLE CLUB

LESSON AIM: The child can understand what kinds of things that people can give to God that are a sacrifice.

SCRIPTURE: Genesis 22:1-18

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.

2 Corinthians. 9:7

Abraham Offers His Son, Isaac, To God

This story is an amazing story of faith, obedience and not withholding anything from God. The passage starts out stating that God tested Abraham. A test is something that is designed to see how much you know about something. God had the final exam prepared for Abraham. This was the thing that determined the blessing for the rest of his life.

Take some time to study this passage for yourself. It is full of incredible insights. Some of the great things that I saw were how Abraham followed God's instructions to sacrifice his son in silent obedience. He didn't even ask God what in the world He was doing!! You will also notice that when Abraham leaves the two men behind that he brought on the journey and only Isaac and he proceeded on, he told them that they were both going to the mountain to worship and they would return. He had confidence that God would do something to protect the one that He had built his promise around. Then, if this wasn't enough, he went through all the motions of a sacrifice down to lifting his hand with the knife to give God the hardest gift that he would ever be asked to give. The heart attitude was what God was looking for here once again. God stopped him from slaying his son not a moment too early!

The result of Abraham's unrestrained giving was that he and his descendants were blessed forever. In his heart and mind, he had determined to pay a high price, but what would not be worth knowing that the God we serve put us to the ultimate test and we scored 100!

This is what we want the students to see this week. They need to see that sometimes giving means sacrificing something that we love, so that someone else's needs can be met. It might be painful, but there isn't anything greater in this life than to please our Savior and Lord.

**Discipleship
Tip**

This week when you get to spend some one-on-one time with your students ask them what the greatest gift they ever received was. It could be their salvation. Whatever it is, ask them "To what lengths did that person have to go to give that to you? Is that why it was so special? Tell them about something that God might have asked you to give to Him and how He blessed you with something better that you didn't even know about at the time. If you don't have an example from your own life, maybe you know about someone that your students know that had something like this happen to them. Share it with your students.

 **Hook**

MATERIALS: Nice snack that your students could take to a retirement center or convalescent home, you will need enough for each student to have two, one to give a way and another to eat.

OBJECT: To give the students a chance to sacrifice something that they want for themselves to give to someone else and then be reward for it, by getting another snack.

PREPARATION ALERT: Today's hook is based on the fact that you can take the students on some type of field trip this Saturday, or really any day after they complete this week in the curriculum (The craft time will be making them a Christmas card to take with their snack that they will give.) I am going to use Saturday in the curriculum just for convenience. You can feel free to change the location and the recipient of this gift to anyone who you think will enjoy your gift and the students would like or even be challenged by going there. Some other ideas might be a children's hospital, another S.A.Y. Yes![®] center, a mission, or anywhere like that.

Today's hook will be a true lesson on sacrifice! As the students come in, tell them today that we are going to have the option of sacrificing their snack so that they could take it to a retirement center or a convalescent home this Saturday. If normally their snack is sitting out on the table when they come in, have the snack at one table where a staff might be sitting. If they don't want to give up their snack, they can go to the table and get one. Tell them that by taking the snack, they will not be allowed to go on the field trip when they go to the retirement home, but they will be required to do all other activities that we do to prepare to go.

If they still say that they want a snack, write their name down on a list that is provided after this hook. If there are any students who are not there that day and they want to participate in going to the retirement center, they will need to give up their snack on another day.

All the students who decide that they do want to sacrifice their snack, you might want to let them have some free time to sit and talk. They could have some water if they want or they could begin their homework. One you have clearly seen who will sacrifice their snack and who was not willing to sacrifice it, **give another snack, besides the one they will take to the retirement center to those who chose to sacrifice the snack.** This will let them see the rewards of being willing to give sacrificially. If those who were not willing to sacrifice their snack complain, let them know that sometimes God is more interested in the attitude of our heart than actually making us give up something! The people who were willing to sacrifice their snack were rewarded because of their heart attitude!

Be sure that everyone who does decide to give up their snack is listed so that they can have the opportunity to receive the blessing of giving.

**TEACHER'S
TIP**

If you catch yourself thinking that someone should be donating their snack to your center instead of you giving yours to them, don't be misled. Everyone needs a chance to give, even from their own need. Just like the widow, she gave all that she had. The students will be so blessed to have a chance to give to someone else. Many of them are so used to being the recipient of so many gifts that they have even gotten greedy. This is a perfect chance right before Christmas to adjust their thinking. They need to be able to give to someone else and see what it feels like to meet someone else's need!

Those who were NOT willing to sacrifice their snack

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Those who chose to sacrifice their snack

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

Students who were absent today

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Bible Story

MATERIALS: Costume for Abraham this could be a blanket for the robe, a rope for the belt and a walking stick of some sort would be and added bonus!

You might begin the Bible Story time something like this:

Today, you got a chance to give up your snack so that someone else could have it. We have someone here today that almost had to give up something much harder than a snack. Another word for giving something up is sacrifice. Sometimes God asks us to make sacrifices for Him. The man we are about to meet was asked by God to give something that he did not want to give up. Let's find out from him.

Script for Abraham

Have the character read this over before Bible Club to get the main idea and then just tell the students this story. You don't need to memorize it and please don't read it. Just tell what you can! God will bless it!

Hello children, my name is Abraham. I was born a very long time ago. I was born before Jesus. If you want to read about me, the story of my life is found in the book of Genesis. Today, I wanted to tell you about one of the hardest gifts that I didn't have to give. Does that sounds strange? Well, I guess I should start from the beginning.

You see, many years ago, God made me a promise. He told me that my children and my grandchildren and their children would bless all the families of the earth. (Gen. 12:3) He told me this when I was 75 years old. Now that would have been easy to understand if I already had a large family, but my wife Sarah had never been able to have children, so I was 75 years old without any children and God gives me this promise.

So my wife and I waited almost 25 years for her to get pregnant and we thought she never would. Then, finally when I was 100 years old, my wife Sarah gave birth to a son. She named him Isaac because it meant "laughter." She named him this because she said, "Everyone will laugh at me when they hear that I have had a baby in my old age." (Gen. 21:6)

Isaac had been growing up and was still just a boy when God asked me to do the strangest thing. God said to me, "Abraham, take your son, your only son that you love, Isaac, and go to the land of Moriah and offer him there as a burnt offering on the mountain which I will tell you." Well, for any of you who don't know what a burnt offering is it is usually an animal that you kill and burn in a fire so that God will forgive your sins. You see, back in my day, Jesus hadn't been born and so he could not die on the cross for anyone's sins yet, so we had to kill an animal to die in the place of our sins. We did this three times a year. So you can image how I felt when God told me to sacrifice my only son instead of an animal. I couldn't believe it. But, I trusted that God knew what He was doing. I figured if He could make my wife have a baby when we were that old He could raise Isaac from the dead if He had to!

So, the next day after God gave me the command, I got up early and started on the three day journey to where God had told me to go. I took two men with me and my son Isaac. When we got to the bottom of the mountain, I told the men to wait there because my son and I were going up to the mountain to worship God and we would be back. I wasn't sure how Isaac would be coming back, but I felt sure that God would honor the promise that He made to me somehow!

I handed Isaac the wood to make the fire and we started up the mountain. As we were walking, Isaac said to me, "Dad, where is the animal for the offering? We have everything else just not that." I didn't know what to say so I said that God would provide it. I was hoping that he would provide one other than the one He had asked me to provide.

Well, we got to the place on the mountain that God told me to go. I put the wood together to be ready for the fire. Then, I tied up my son Isaac and laid him on the stack of wood. I got out my knife and raised my hand to kill him and just as I was about to kill my only son, I heard someone say, "Abraham, Abraham!" It was an angel of the Lord! Let me tell you, I was relieved! The angel said, "Do not kill your son. Do nothing to him. Because now I know that will obey God in whatever He asks you to do, because you were even willing to give your only son up if that is what I asked of you."

Just as the angel said this, I looked up and there was a ram caught in the bushes by its horns. So, I took the ram and put the ram on the stack of wood instead of my son. It was a great experience. I felt like God had given me the hardest test of my life and I just found out I made a 100! Then the angel of God said, "Because you have not withheld your only son from me, I will greatly bless you. Your children and your grandchildren will be as many as the stars in the sky and as the sand, which is on the seashore. I will do all this because you have obeyed me!"

Let me tell you! This was good news to hear! I did not loose my son and I received an extra blessing. Some times the things that God asks us to give are hard, but when we are obedient to what He wants for us, it is even better than we thought in the first place! Well, I have to get back. See you again sometime!

Tell the students to say good-bye to Abraham and divide them up into their small groups for discussion questions.

DISCUSSION QUESTIONS

F A C T

What was the thing that God wanted Abraham to give Him? *(His son Isaac)*

What is a sacrifice? *(Something that might be hard to give)* **What is a burnt offering?** *(An animal that people killed in the place of their sins before Jesus died on the cross)*

What happened when Abraham tried to give his son to God? *(God did not let him kill Isaac)*

FAITH

Why was it so hard for Abraham to give this gift? *(Because God had made Abraham a promise to make him the Father of many people and Isaac was his only son and he was already very old!)*

Why do you think Abraham was willing to obey God even when God told him to do something as crazy as killing his son? Before you answer that let's see what the Bible says. (Proverbs 3: 5-6: Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight.)

Does this verse say that we are to try to understand why God asked us to do something? *(No)* **What are we not supposed to depend on or lean on?** *(Our own understanding.)* **So who is it that directs our path?** *(God will direct us!)*

FULFILLMENT

Did you think that it was hard to give up your snack today for someone else? Why?

Do you think it will be easy to give things up for God? What is the good part about giving to God? *(It makes Him happy and you never know what He might give in return)*

Spend some time in prayer with the students having them ask God to give them the strength to be able to give what He ask of them.

WEEK 2 - SKITS

Skit #1

CHARACTERS: Maria, LaTasha

SCENE: Maria and LaTasha are walking home from school and talking about the evening's TV shows.

Maria: So, did you have a pretty good day at school today?

LaTasha: It wasn't that bad. Actually, it was pretty good because we don't have any homework tonight.

Maria: That's cool. We don't have any either! What are you going to do?

LaTasha: Well, Monday night has my favorite TV shows, so I think I will go home and turn on the TV and watch it until I feel like going to bed.

Maria: Wow, that will be a lot of TV. You know, tonight my favorite show comes on too. But I have been thinking about what we have been learning at S.A.Y. Yes!® this week. They keep telling us how giving can sometimes be a sacrifice. I was thinking of something that I really like that I could give up for someone else. I was talking to Mrs. Betty. (one of the staff at the center) She said that one thing I could do was to take the time that I would usually spend watching my favorite show and write notes to people to encourage them.

LaTasha: I guess I never thought about sacrifice that way. That is a good idea. I bet when you are done, you are going to make a lot of people smile.

Maria: Yeah, and I think that I will feel much better that after I watched that show.

LaTasha: I wonder what I could give up like that? I know, I love to get an ice cream after lunch. My mom always gives me enough money to buy one. I guess I would not eat an ice cream for a few days and put that money in the offering plate on Sunday.

Maria: Wow! That is a great idea!

LaTasha: It will be hard, but I never have any money to put in the offering plate anyway, so I think it will be a good feeling to actually have something to put in when it goes around during church. I'm going home to tell my mom what I am going to do!

Maria: See you later!

DISCUSSION QUESTIONS:

From this skit, what did you learn about what sacrifice means? *(Anyone can do it. When we give something up we can have something to give.)*

Why do you think these girls would want to make a sacrifice? *(So that they can show God how much they love him!)*

What do you think that the results of their giving will be? *(They will feel good, they will make someone else feel good, they will make God happy.)*

Skit #2

CHARACTERS: Bobby, Reuben

SCENE: Bobby and Reuben are playing basketball and talking about what they will get their parents for Christmas.

Bobby: (as he is shooting the basketball) Hey, Reuben. Do you know what you are going to get your parents for Christmas?

Reuben: That's a good question. You know, I always feel bad at Christmas because my parents always do so much to get us what they can for us at Christmas and I don't ever have any money to get them anything.

Bobby: Me neither. But this year, I have some money saved. I saw my mom look at this dress that was in this one store that I know she would like. The problem is that the store is way on the other side of town.

Reuben: So, you can't really get over there to get it for her?

Bobby: Well, the bus runs over there. I could take the bus. It just means that I will have to carry the dress home on the bus!

Reuben: Well, if you know that is the dress your mom wants and you have enough money, I would do it! It would be worth it to see the look on your mom's face when she opens it on Christmas!

Bobby: No kidding! I think you are right. Sometimes the things that are the best gifts are the ones that are hardest to get. I know it will mean a lot to her. I guess I can sacrifice a little bus ride with a dress for her.

Reuben: That is going to be great! Now, I have to think of something for my parents!

DISCUSSION QUESTIONS:

Why was Bobby reluctant about the getting the dress for his mom? *(He didn't want to have to carry it home on the bus.)*

When Bobby's mom opens that present, do you think that he will be remembering being embarrassed carrying the dress on the bus? *(No, he will be thinking about how much his mom likes it and how happy it has made her!)*

If Bobby did not have to do much to get the dress, do you think the dress would be as good of a gift? *(No, it would still be a good gift, but when people know that someone else sacrificed to get them something, it makes the gift more special.)*

WEEK 2 - MEMORY VERSE

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.

2 Corinthians. 9:7

Roll Verse

MATERIALS: 2 small balls or lemons or something that rolls, a small jar, a copy of the verse for each child.

OBJECT: To roll the ball closest to the jar so you can quote the verse and obtain points for your team.

- Give each child a copy of the verse and have them study it for a while. If you think that your students know the verse already, this time is not necessary.
- Divide the children into two teams. You can use their teams from recreation or you can divide them between the girls and the boys. These are just a few ideas.
- Allow each team to choose who will be the first players on their team to play.
- Team A's player takes his ball and rolls it toward the jar.
- Team B's player takes her ball and rolls it toward the jar.
- The player whose ball is closest to the jar may attempt to say the verse.
- If the player is able to quote the verse, he receives 5 points.
- If the player is not able to quote the verse, no one receives any points.
- The winner is the team with the most points when time is called.

WEEK 2 - PRACTICAL LIVING

Gift Giving Budget

- MATERIALS:** The updated information on how many dollars each student has, copies of the budget sheet for each student, the staff might want to have a calculator so that they can quickly check to see if the students did their budget right.
- PURPOSE:** This Practical Living is designed to help the students learn how to spend their money using a plan. They will not have to stick to the budget as a hard and fast rule, but it can be a guideline so that they know they can get some thing for everyone on their list if the stick to their budget.
- PREPARATION:** Before Practical Living, put each student’s name and amount of S.A.Y. Yes!® dollars in the appropriate boxes on the budget sheet. Then, during practical living you can just hand these out.

Begin the practical living time by explaining what a budget is. You might say something like this, “A budget is a guideline for the way that we are planning to spend our money. Just like any other plan, you can always change it later. Using a budget helps you to think about how you actually want to spend your money before you get to the store. Have any of you ever gone to the store to buy something you really needed like a pair of new shoes? You were on the way to the store with the money in your hand and you got hungry, so you stopped and bought an ice cream. Then, you stopped by the arcade and played a few video games. Then, you realized that now you would not have enough money for the shoes and you didn’t even really know where the money went. If you have a budget, you can see what you need to spend your money on and try to spend it on those things and not just on ice cream and video games. Many people use a budget so that they can be sure they will have enough money for rent, food and other expenses.”

- Hand out the budget sheet that has been prepared for them. Remind them that sometimes giving is a sacrifice, so this time when they go to the S.A.Y. Yes!® store they might not buy anything for themselves so that they will have more money to spend on everyone else.
- The first thing that they need to do is decide who they want to buy Christmas presents for this year. Then, they will need to see how much money that they will have and how much money that they want to spend on each person. Special people like their mom or brothers and sisters, they might want to spend more money on than one of the friends from school.
- You might want to write a list of kinds people that they might like to buy presents for on the board where they can see it. Sometimes it is hard to think of all the people that you want to buy for at once, especially for the younger ones. They also might want to plan to give some to God!

Here are some ideas:

parents
grandparents
brothers and sisters
cousins
aunts and uncles
nieces and nephews
teachers at school
friends from school
friends from S.A.Y. Yes!®
pastor
neighbor
friends of your family

- Tell them that they can also make some of these people a card that they might enjoy as much as a gift. They don't have to give gifts to everyone!
- Explain to them when they decide how much money that they want to spend on everyone, that their total spent is not more than they have.

**TEACHER'S
TIP**

For some of the students that have a harder time with math, you might want to have actual dollars for them to be able to count out, so that they can see how many they have left after setting the amount for each person. You could also use beans as something to count. Tell them, "Imagine each bean represents one S.A.Y. Yes!® dollar."

Before they can be done with their budget, one of the staff needs to add it up to make sure that it works. The staff might want to have a calculator handy to check their math quickly. The staff should keep these sheets and give them out on the day that they go Christmas shopping at the S.A.Y. Yes!® store. At the bottom of the page there is a place where staff can write in the students new total of dollars of all they have earned since the budget was written. They can write this in on the day that they have the store.

My Christmas Budget

Name _____ Class: _____

Amount of S.A.Y. Yes![®] dollars I have as of December _____ \$ _____

People I want to buy Christmas presents for this year	How much I want to spend on them	Gifts to purchase within budget
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Steps to writing a budget:

1. Write the people down first that are most important to you to buy a gift for.
2. Add the money up that you decided to spend on them.
3. Subtract that from how much you have. That will be how much you can divide up between everyone else.

Use this space for your math:

Signature of staff that checked to see if my budget works

(For Staff Only!) New total of student's money on the day of the store: _____

WEEK 2 - READ-A-LOUD

“The Gift of the Magi”

By O. Henry *The Book of Virtues* p. 166

SUMMARY: This story is about a young couple and the gifts that they give each other on Christmas. Her most precious possession was her hair. His was his grandfather’s gold watch. She sold her hair to get enough money to buy a chain for his watch. He sells his watch to buy the combs for her hair that she had been dreaming of for as long as she can remember. This is a great story of what it means to be a sacrificial giver! Just like Abraham in the Bible club! This is a real “tear jerker” for teachers, but one you don’t want to miss!!

TEACHER'S TIP

The language in this story is more difficult than some of the other stories that we have read. The beginning of the story is very difficult but it does get better. Remember this is a chance that they can enhance their vocabulary and you might even enhance yours!! We read the classics so that we can educate the children on a level with their peers who are at different socio-economic levels. Don’t skip this story because it is too hard, give it a try and see what happens. It might be hard this time, but they will grow because of it!

PRE READING QUESTIONS

- 1) **Does anyone know what I mean if I said I lived in a “flat”?** (*An apartment that is all on the same level, not a two story*) **What about a “furnished flat”?** (*All the furniture is already provided when you move into the apartment.*)
- 2) **Do you think when your mom was your age that a dollar could buy the same as it does today?** (*No, much more!*) **How much more could your grandma have bought with the same money when she was your age?** (*Even more!*)
- 3) This story is told a long time ago when dollars bought more than they do today so remember that when we are reading.
- 4) **What should you do when you hear a word in a story that you don’t understand?** (*Try to figure out what the word means by using clues from the words around it*)

Let me give you an example. Try to figure out what the word lavish means. The woman’s gown was lavish. It sparkled with jewels and had thread that was made from pure gold! So, lavish means very expensive or extravagant.

The story that I am about to read might have a few words that you do not understand, but try to keep listening and figure out the words you don’t know using the ones that you do know!

TEACHER'S TIP

You might want to stop reading every now and then to see if they know what is happening in the story.

LISTENING QUESTIONS

As I read, listen for the answers to these questions and we will answer them at the end of the story.

- 1) **What was the thing that Della had that she liked more than anything?** *(Her hair)*
- 2) **How did she get money for Jim’s Christmas present?** *(She sold her hair.)*
- 3) **What did Jim get for Della for Christmas?** *(The combs for her hair that she had been wanting.)*

POST READING QUESTIONS

First answer the listening questions, then use these for your discussion afterwards.

- 1) **Does anyone know from the story what a “magi” is?** *(A wise man, like the ones who visited Jesus when he was born.)*
- 2) **What do you think the story meant at the end when it said, “They are the magi.”?** *(The wise men who came to visit Jesus brought very special gifts that were very expensive because they loved Jesus so much. The people in this story did the same thing. They bought very expensive gifts for each other because they loved each other so much! It doesn’t mean that they really became actual wise men, it means that they were like the magi from a long time ago.)*
- 3) **Does anyone remember our Bible Club this week? What were some of the things that were the same in this story as our Bible Club this week?** *(Both of them gave something that they loved very much. Both of them were willing to give it because they loved the other person so much (or God on the part of Abraham).)*
- 4) **What was your favorite part of this story?**

WEEK 2 - CRAFTS

✂ A Gift for a New Friend

MATERIALS: Items that you want to use to make a necklace: ribbon or yarn, construction paper, a hole punch, clear contact paper, and/or things to make a bookmark: stickers, paper, markers and clear contact paper to laminate it

This week the students are planning to go to a nursing home or somewhere to give out the snack that they sacrificially gave up so that someone else could have it. Now, they have a chance to make a little present to go with their treat.

They have two options: they could make a **necklace** or a **bookmark**.

FOR THE NECKLACE:

- The children can design their own pendant or ornamentation.
- You might want to have Christmas colored paper available for them.
- You also might want to have some shapes that they can trace.
- Cookie cutters work well. You might have an angel, a bell, a star, a Christmas ornament, a Christmas light bulb, a stocking or a wreath
- They could write something on it or simply cut out a few shapes.
- Then have them laminate it with clear contact paper.
- Punch a hole in the top center to thread a piece of yarn or ribbon through.
- Tie the ribbon or yarn together at the ends to make a necklace.

FOR A BOOKMARK:

- Have them cut a strip of construction paper in the shape of a bookmark.
- Then, draw a picture, write encouraging words or put stickers on it.
- You might want to have them write Christmas '96 on the back of it.
- Cover it with clear contact paper so it will last longer.

These crafts are not difficult so they could rush right through them and have them turn out not very nice. Encourage them to take their time and do the best job that they can do. For the older students, you might want to have enough supplies for them to make one of each item.

WEEK 2 - RECREATION

DAY ONE: Animal Call

MATERIALS: 2 1lb bags of beans

OBJECT: To be the team who gathers the most beans

SET UP:

- Lay beans out around the room
- Put the children into small groups of 5 or 6
- Give each group the name of an animal they are to imitate (cat-meow; dog-arf,arf; lamb-baaa; bird - tweet, tweet; cow - moo; etc.)
- Each group selects a leader

TO PLAY:

- When the Adult leader says "GO" each group of children goes out looking for beans
- When the group's leader hears the sound of their animal he/she goes quickly to gather the bean
- The leader can only pick up a bean at a spot where his/her player is making the sound
- Players cannot leave a bean until the leader has picked it up

DISCUSSION

Did anyone notice anyone who played as though they wanted to be able to give help to another teammate by what they were doing in the game? Or, did they only get frustrated when their leader did not come as quickly as they would have liked?

Does having fun while playing a game always mean that we have to win? Or is getting the chance to play enough?

We need to learn how to give the victory to the other team sometimes.

What about the winners; who were they giving the glory to? Did they thank God for helping them win and give the glory to Him or did they take it for themselves?

Was it hard to wait for your leader to come before you moved on to another bean?

Was it difficult for leader's to keep from picking up beans they saw as they ran from place to place?

DAY TWO: Hide And Seek

MATERIALS: None.

OBJECT: To be the last person found

SET UP:

- This game can be played either inside or outside. Be sure to set boundaries of where they are allowed to go to hide. Where you play will depend on your facilities. If you have no outdoor space to play, don't let that stop you. Kids can have great fun finding hiding places inside. It challenges them to be a little more creative.

TO PLAY:

- One player is chosen as "It".
- While he counts to 50, everyone else scatters and hides.
- The person chosen to be it calls out, "Here I come, ready or not" and takes off in search of the others.
- If the person who is it spots someone, he calls out the person's name and runs back to the home base.
- If the person whose name was called beats the person who is it to the base, he can go out and hide again.
- If the person who is it reaches home base before the player whose name was called reaches home base, then the player whose name was called joins the person who is it to try to find the other players.
- To avoid cheating, those who join the person who was is it can be given a red piece of paper that they show to the person whose name they are calling out. This will tell the other person that they are trying to tag them before they reach home just like the person who is it is trying to tag them.(anyone who cheats should automatically be out of the game - they sit and watch)
- The last person called can either be the next person to be it or he gets to choose the next person to be it. His choice.

Let them play a couple of times then sit down and talk about the way they were playing the game. Were they giving people a chance to do well. Were they trying to cheat just so they could win? Were there certain people who were always getting people out and not giving anyone else a chance to do that?

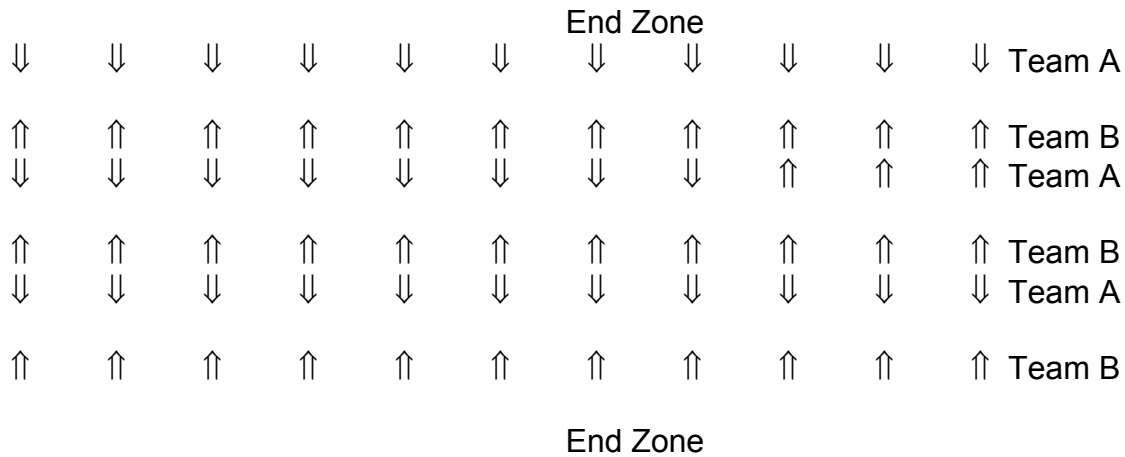
Remind them that playing a game is about giving each other turns and giving each other a chance to do well. Tell them that these are some of the things that you will be looking at tomorrow when they play on their teams. The staff will be watching which team will be able to give the other players a chance to do well.

DAY THREE: Balloon Ball

MATERIALS: A chair for each participant (unless participants elect to sit on the floor); balloons

OBJECT: To get the balloon into the opposing team's end zone

SET UP: Arrange chairs as shown



TO PLAY:

- Divide players into their two teams.
- The players sit back to back with opposing teammates.
- All players facing the same direction should be on the same team.
- When all players are seated, the counselor tosses a balloon into the center of the group.
- The players may not stand up at any time and their bottoms should remain in the chair or on the floor at all times.
- Players bat the balloon with their hands trying to move it towards the opposing team's end zone.
- When the balloon goes over the last row of chairs at one end, the team facing the direction of that end zone earns a point.
- There is no real goalie in this game except for the last row of chairs.
- Counselors should stand along the sidelines to throw back any balloon which goes out-of-bounds.

Remind the teams that yesterday you said you would look today for the team that was giving a chance to their other team mates to do well. If you saw a team that was passing the ball to their team mates give them an extra S.A.Y. Yes!® dollar for today since they demonstrated the theme of Giving. Also, when you choose a team to reward, be sure to have some examples of things that you saw that helped you pick them. This will give the other students a chance to know where they need to improve next time.

DAY FOUR:

MATERIALS: All the fun play equipment that you have.

Your students should have now spent two weeks learning about giving. It should begin to be a thought in their heads now. Today as the staff observes the students playing, watch to see if there are any students who are willing to give up their play equipment graciously so that someone else can have a chance. If you see students like this, reward them by giving them a S.A.Y. Yes!® dollar right there on the spot. Try to avoid giving dollars to the students who gave up something just to get a dollar. Tell them that you are looking for the attitude of their heart.

GOD GIVES TO US: WEEK 3

WEEK 3 – BIBLE CLUB

LESSON AIM: The child can understand that the greatest gift ever given was when God gave his son to pay for our sins.

SCRIPTURE: Luke 1:26-38, 2:1-20

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.
2 Corinthians. 9:7

The Story Of Our Savior's Birth

This is a story that undoubtedly we have all heard annually. This year, look at it fresh as you embark on it to teach these little ones. There could be some child who has never grasped the full meaning. This is the time that we are to let them know the impact that this story had on all of history.

The first passage, Luke 1:26-38, talks about when the angel of the Lord came to Mary and told her she was the chosen woman of God to bear the son of God. This was exciting for her in the spiritual sense, that God had chosen her above other women, but terrifying in the social sense because she was not married.

If you look at her response to the angel, she basically says, "Okay, I am the slave of God and I will do whatever He asks of me." The angel didn't tell her how to tell Joseph or her parents, nor did she ask. Just like Abraham, she responded in silent obedience to the will of the Father. The angel did end up taking care of at least telling Joseph, but he didn't appear to her village to tell them what had happened. She had to live for 9 long pregnant months with stares and whispers going on wherever she went. She would have to be completely misunderstood for the sake of the Lord of Hosts.

Then, the second passage, Luke 2:1-20, describes the actual birth of the savior and the shepherds coming to visit. You have read this a hundred times, but notice this time, the Lord of All the Earth has just had a son. Who does he give the first birth announcement to? Everyday people like you and me, shepherds. These were the ones that he loved so much that he gave the gift that was hardest to give. His son. This gift would hurt the Lord's heart deeply, but so did the sin of the world. His perfect gift was the only gift that we will ever need to live with our creator for eternity.

Help the children see that this time of year is to celebrate a gift that was given a long time ago, by the greatest gift giver of all. He gave us our life on earth and he gave us the opportunity to have eternal life. This is the part of the story that will never grow old!

**Discipleship
Tip**

DISCIPLESHIP TIP: This week I am sure will be a hard one to get one-on-one with your students, but if you can, ask them if they have ever had a chance to receive the gift that Christ is offering to them. If they have, then ask them who they would like to share this gift with this Christmas! You also might want to share with them someone that you want to share this gift with over Christmas.

 **Hook**

MATERIALS: Some kind of extra special candy or at least that looks fancy (example: candy that looks like gold coins, anything special for Christmas, chocolates, etc...)

**TEACHER'S
TIP**

Today's hook is designed to be as simple as possible as I am sure that you will be over run with the busyness of this time of year. I am sure that there could be a more "gripping" hook, but I think this will get the point across with little preparation on your part.

- This week set a bowl of extra special candy out at the entrance to the room where you normally have BIBLE CLUB. As the children and staff walk in to prepare for BIBLE CLUB, see if the students will take a candy on their own. Have the staff take one so that the children will think that it is okay. You can even put a sign on it that says "Take One" if you think that you have too many children who would do the right thing. The children and staff alike, except for the one teaching BIBLE CLUB, will hopefully take a piece of candy. The candy could be some of those chocolates shaped like gold coins, or special boxed chocolates, anything that they would especially want. The candy then becomes something that all of them will have in common, like the fact that we are all sinners. Then, they get to experience the consequences all together.
- As they take the candy that you have set out and begin eating it, they should be waiting on the staff that normally does the BIBLE CLUB. Have the staff wait until they are well into eating their candy and walk into the room. (It would be most effective if the director could do this BIBLE CLUB. It will be more believable coming from them.) The director immediately notices the candy bowl is greatly diminished and looks up to see all the children eating them. The director says, "**Why is everyone eating the candy?**" Watch and see who they immediately blame without taking responsibility for the fact that they are eating the candy of their own free will... no one is force feeding them. Then say, "**I can't believe this.** (If you put a sign on the candy, you might say, "**Who put this sign here? I never did!**) **I didn't get a chance to tell you that anyone who ate the candy will not be able to come back to the center. You are all going to have to leave.**" Then the director should look to the other staff and see that they are eating the candy say,
- "**That means you too. Those are the rules and whether you knew them or not you are responsible for your actions so you must suffer the consequences.**"
- At this point, line everyone up as if to have them leave. As they begin to walk, the director stops them and says, "**Wait, I can't have all of you out of the center, I love you too much! I will pay back the church the \$50 it cost for that candy.** (It must be

a high price or it will not be as meaningful.) **The rule was my decision so I have to stick to it, but I love you too much to make you suffer the consequences when I know that I have the resources to save you. If anyone still wants to go home they can, but if you would like to be forgiven you can stay and I will pay your way.**”

Give the students the opportunity to receive the gift, just as we do with salvation.

- Take the students who decided to be forgiven, hopefully all of them, back into the room for BIBLE CLUB. Ask them if they know of any story in the Bible that is like what they just experienced? Say something like this: **God knew we had all done something wrong. The Bible says that we are all sinners. (Rom. 3:23) So God knew that we all deserved death, because the Bible says that the wages of sin is death (Rom. 6:23). He loves us so much that he did not let us go to hell, but he wants us to live forever with him in heaven. So, he had to give us the most expensive gift anyone has ever given, but the best gift anyone has ever given. He sent his son, his only son that he loved very much, to die on the cross for our sins. Now all we have to do is accept his free gift, just as you had to decide to come back into the center when I offered to pay.**

Today we are going to hear the story about how Jesus was born. I hope you can see that by God sending Jesus to us, He gave the greatest gift anyone could ever give.

Bible Story

MATERIALS: Costumes for the actors: microphone (real or imaginary - a hair brush is a perfect microphone) for the news reporter, desk for the anchorperson, robes for Mary and Joseph and a few shepherds.

CHARACTERS NEEDED: Anchor person, reporter, Mary, Joseph, at least one shepherd

SCENE: News anchor is sitting at their desk. Scene where the reporter is supposedly reporting from is next to the anchor’s desk.

TEACHER'S TIP

Today’s Bible story is told in the form of a newscast. If you look at the script and think, “I don’t have this many staff for all of these parts.” That is okay. Use your students! Drama is one of the best tools you can use to help them think on their feet (critical thinking skills), increase their self-confidence, and establish their public speaking skills. Think of this as a teaching time for them as they learn what being an actor requires. They need a few good models to imitate so don’t be shy! Be willing to get laughed at a little. If you are not crying when the children laugh at you, they will learn how to laugh at themselves and be able to share more of themselves with others. Also, you need to give your audience a little coaching. Tell them not to yell out correcting things, like “We can’t hear! He never looks up from that paper! She is standing in the wrong place!” They need to leave that up to the staff. Be sure that the staff are not doing this either. You can’t tell the students not to do it when you are doing the same thing! Be sensitive to the way that you give these fragile young actors directions. They need lots of encouragement!

Reporter: (Speaking into a microphone) Well, it is pretty interesting here. It seems to be that the woman here named Mary, has had a child that she says an angel told her is the son of God! Let's talk to Mary. (Addressing Mary) Mary, tell us about your experience with the angel.

Mary: Well, it was really amazing! I was just sitting in my house one day thinking about Joseph, the man that I was engaged to, when an angel of the Lord appeared to me. The angel said, "Greetings, favored one! The Lord is with you!" I was really kind of scared.

Reporter: So what was the reason that an angel came to visit?

Mary: It is actually because of the baby that I just had. The angel told me that I should not be afraid because I had found favor with God. He said, "Behold, you will conceive and bear a son, and you will name him Jesus. He will be great and will be called Son of the Most High; and the Lord will give him the throne of his father David; and he will reign over the house of Jacob forever, and his kingdom will have no end."

Reporter: Man, what did you say to that?

Mary: I was a little confused because I had never been with a man, if you know what I mean, so I said, "How can this be since I am a virgin."

Reporter: That puts it pretty plainly! So what did he say to that?

Mary: The angel said that the Holy Spirit would come over me and that would be the reason why the holy child will be called the Son of God. He even told me that my cousin Elizabeth was going to have a baby even though she is very old. He said she was already six months pregnant. Then he said, "For nothing is impossible with God."

Reporter: Wow, the Holy Spirit was going to be the father of your child. Who would believe that? Joseph,(turns to face Joseph) did you believe her?

Joseph: No, actually not at first, but then an angel appeared to me and told me what he had told Mary. So I stuck with her through all the hard times of us not being married and her being pregnant. My reputation was on the line as much as hers was, you know.

Reporter: So, you made it through all those tough days to today when the baby is actually born. How did that go? Did you get checked into the hospital here in Bethlehem?

Joseph: Actually, we had a big problem when we got here. We actually don't live in Bethlehem. We had to come here because the King wanted to take a count of all the people in the land and we were supposed to go back to our hometown. So, since my family is from Bethlehem, we came back here. When we got here, all the hotel rooms were full. We couldn't even get anyone to let us just sit in their lobby. Finally, there was one innkeeper who let us stay in the barn with the animals.

Reporter: You mean you had the baby right here in this barn with all these smelly animals?

Joseph: Yeah, we did. But Mary did great!

Just then a shepherd (two or three if you can) walk up.

Shepherd: Look, it is just as the angels said!

Reporter: You saw an angel too?

Shepherd: No, we saw tons of angels! They lit up the whole sky! They were singing and telling us all about the birth of a savior that they said was Christ the Lord. They said that we would know when we found him when we saw a baby wrapped in cloths and lying in a manger.

Reporter: Well, I guess this is the place. How often do you see children being born in a barn? Man, so I guess everyone here has seen an angel but me!

Shepherd: (to Mary and Joseph) Congratulations! I am so happy for you! This little one sounds like he has a big road ahead of him! We have to get going and tell our other friends about this. This is incredible!

The shepherds walk out.

Reporter: (looking back toward the imaginary camera) I guess that is all for us here in Bethlehem. It really sound like it is true that the new king has been born! Now back to you in the newsroom.

The End

DISCUSSION QUESTIONS:

F A C T

How did each of the people know for sure that this child was Jesus? *(An angel told them)*

Who was the father of Jesus? *(God, the Holy Spirit)*

Why was Jesus born in a barn? *(Because there was no place for them in a hotel or inn)*

F A I T H

What is the best gift you were ever given? How do you think that compares to what God gave us?

Why do you think he had to give such a valuable gift? Does it matter to God how much or how little that we have done wrong?

Let's open our Bibles to Ephesians 2:8-9. Can someone read that for us? As they read that, listen and see how we can get the gift that God is giving to us. *(By faith, not by what we do)*

How did you feel today when you were eating that candy and you heard that you were going to have to leave the center? Did you think that was too harsh of a penalty? Did you think that you should have gotten some other penalty?

Everyone ate a piece of candy that was like sin. We have all done something wrong. There was a penalty. We couldn't be at the center. Just like anyone who sins is separated from God. The Bible says there is only one way to get back into a right relationship with God. Someone read John 14:6. Listen to see what the way to get to God is. *(It says I am the way.)* Who is speaking here? *(Jesus)*

So what is the only way to get to the God? *(Jesus)*

We must accept that we are sinners and that he died for us. When we do this, we know that we have eternal life.

F U L F I L L M E N T

Can you think of any better gift than knowing that you have eternal life? (No!)

Can you think of anyone this Christmas that you would want to give that valuable gift to?

Take some time to pray with the children for the people that they have mentioned. Also, be sensitive to any child that you are not sure about having made a profession of faith. Give them the opportunity to accept God's gift to them this Christmas.

WEEK 3 - SKITS

Skit #1

CHARACTERS: Bobby, Reuben

SCENE: Bobby on the ground in the alley looking at ants that are busy carrying food in and out of their hole.

Reuben: Hey, Bobby. What are you looking at?

Bobby: (looking up) Oh, hi Reub, I was just looking at these ants. It is amazing how much work they do. They are always so busy. Can you imagine a lazy ant?

Reuben: Well, I guess I never thought about it, but no, I never have seen an ant just sitting around.

Bobby: You know, I have been watching these ants a lot lately and I have kind started to look forward to see what they are building or working on each day. The problem is that now there is a bulldozer coming tomorrow to fix the alley. I know he is going to plow them over. I wish there was some way to warn them.

Reuben: You really seem to care. I don't think there is any way to tell them though. It's not like ants have a language that they speak or something.

Bobby: They might not talk like you and I do, but they communicate with each other for sure! They all know exactly what to do! If only I could become an ant, then I could tell them to move immediately.

Reuben: Wow! I would have never thought of that! You would be willing to do that just to tell those ants that they are going to die! You don't even need those ants!

Bobby: I know, but they sure do need me. They are going to die without me telling them.

Reuben: I guess there is nothing you can do, Bobby. But you know, I guess that is why Jesus sent his son to us. He wanted to tell us about how we needed Him to have eternal life. He had to become a man like us, so that he could tell us in our own language what we needed to do to not die!

Bobby: Wow! That's cool. You are right. I sure am glad Jesus came to tell us. I just wished more people believed in Him.

Reuben: That's our job, Bobby. We have to tell people. You know that gives me an idea. You want to keep those ants from dying but you can't. What you can do is tell people how they can have eternal life and not die!

Bobby: That's true! We better get going. Let's go tell someone what we know about Jesus.

DISCUSSION QUESTIONS:

What was going to happen to the ants? *(They were going to die when the bulldozer came to dig up the alley.)*

What was the only way that Bobby could save the ants? *(By becoming an ant to tell them in their own language.)*

Who did Bobby and Reuben find out that they could warn before they died? *(People who Jesus died for.)*

Skit #2

CHARACTERS: Maria, LaTasha

SCENE: Maria and LaTasha are walking home from school.

LaTasha: It is such a pretty afternoon isn't it?

Maria: It is! (Describe what it looks like in your area at this time of year.) Look at the sky, it is the perfect blue, there is a coolness in the air and everything is covered with a thin layer of white snow.

LaTasha: I wonder who picked out all the colors for everything? Was it God?

Maria: Yeah, I think so. He sure is a good artist!

LaTasha: No kidding, I think all these beautiful things to look at is like a special gift for us. God made it beautiful so we could enjoy it.

Maria: Your right, God gives to us in ways that we would never expect!

DISCUSSION QUESTIONS

What is the gift that God gave LaTasha and Maria? *(The beautiful scenery)*

What other kinds of things does God give us? *(Our health, a strong mind, a new day, life, etc.)*

WEEK 3 - MEMORY VERSE

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.

2 Corinthians. 9:7

Memory Verse Relay

MATERIALS: A chair, pencil, paper for each team, and the verse written out for each child

OBJECT: To be the first team to write out the entire verse.

TO PLAY:

- Have the children study the verse (if they don't know it yet) as they await their turn to run to the chair.
- Divide group into teams with no more than 10 on a team. Mix the ages.
- Teams line up at one end of the room with the chairs at the opposite end.
- When the leader says "GO," the first player from each team runs to the chair and writes down the first word, returns and tags the second player.
- The second player then runs and writes down the second word and so-forth.
- If a player gets to the chair and discovers the verse is being written incorrectly, he must change it - but only one word can be changed by each player.
- If you have enough adults, have one stand at each chair to observe the team's progress.
- Children may work on memorizing the verse while they are standing in line waiting for their turn.
- The first team to correctly write out the verse with reference is the winner.
- The reference stands for one word.

WEEK 3 - PRACTICAL LIVING

Wrapping a Present

MATERIALS: Presents to wrap, scissors, tape and wrapping paper

This practical living is to equip them to be able to do things for themselves. It would be handy if they have already had a chance to go to the Christmas store by the time you have this practical living. Then, the students could use this time that they are learning to wrap a present to wrap the presents that they have already bought from the Christmas store.

You might have them choose one of the presents that is most square and even to learn to wrap first. This practical living time can be a good time to get things done that they need to do anyway; you are just making it a teachable moment.

You might also want to show them how to make a little tag for each present. Take a small piece of wrapping paper and fold it in half, the plain side should be on the inside. Then, they can write who they want the present to go to there and write who it is from there also.

As the students are wrapping their presents, you can talk with them about where the tradition of giving gifts at Christmas came from. (The three wise men - see the read aloud for this week.) You can also talk to them about the gift that God had given to us as his Son. Ask them if they have received this gift that God wants to give to them. Don't miss these teachable moments. Many times when children are working with their hands they will share more things than they would if you were just asking them questions.



**TEACHER'S
TIP**

If you put on some Christmas music in the background, it might help keep the noise level down because they will be listening to that. If you find them talking above the music, you might want to turn it off. You could also read the read aloud selection for this week as they wrap their presents.

This will help them build oral listening skills as they do things with their hands. This is much harder for the boys than it is the girls.

WEEK 3 - READ-A-LOUD



“How the Wise Man Found the King”

Retold by Christine Chaundler and Eric Wood

The Moral Compass, page 720

SUMMARY: This story is about a legendary “fourth wise man.” He did not get to leave at the same time the others did and so he was left behind his brothers. He had three precious stones to give his Savior. Wherever he went, he asked if people had seen his brothers and so he stayed on their trail although he knew he would never catch them because they were too far in front of him. He used one of the jewels before he got to the baby King to keep a Roman soldier from killing a small boy. When he reached the place of the Savior’s birth, Joseph had already fled to Egypt because of the decree of King Herod. So for many years the wise man continues to look and spends the other two jewels on other noble causes. Finally 33 years later he catches up with his Savior in Calvary as he hung on the cross. He tells Jesus his story and the loving King of Kings answers with “Inasmuch as thou hast done to the least of these My brethren, thou hast done unto me.” So the wise man knew his journey was not in vain!

This story is the perfect picture of God’s greatest gift to us at Christmas time! Giving his son to die for us.

PRE READING QUESTIONS

- 1) **Does anyone know how many wise men there were that came to visit Jesus?**
(Three)
- 2) **Does anyone remember from a couple weeks ago when we read the “Legend of the Dipper” what the word “legend” means?** *(It is a story about the way that something came into being that is just a story. It is not a fact or true. It is written from someone’s imagination.)*
- 3) **Is the Bible a legend?** *(No! It actually did happen.)*

The story that I am about to read is called, “How the Wise Man Found the King.” It is a legend, but it talks about things in the Bible that actually did happen.

LISTENING QUESTIONS

As I read this story, be listening for the answers to these questions and we will answer them after the story.

- 1) **Why was the fourth wise man not with his brothers?** *(When the time came to leave to follow the star, he was not ready so they left without him.)*
- 2) **What were the things that the wise man used his jewels for?** *(He gave a ruby to a soldier so that he would not kill a young baby boy, he gave a sapphire, his second jewel to help people who were starving from famine to buy them food, care and comfort the sick, and to buy clothes for the people who had none, his third jewel, the pearl, he gave so that a poor slave girl would not have to be sold to a brutal master.)*
- 3) **Where did he finally find the Savior that was born in Bethlehem?** *(On the cross at Calvary.)*

POST READING QUESTIONS

First, answer the listening questions and then use these for your discussion time.

- 1) **What did Jesus say when he saw the wise man?** *(Inasmuch as you have done unto the least of these you have done it unto me.)*
- 2) **Is this part of the story where Jesus is talking to the wise man while he is on the cross -- , is that in the Bible? (No) Did Jesus at one time actually say those words? (Yes, Matthew 25:45)**
- 3) The wise man made a great sacrifice to see his Savior. **Do you think if you knew Jesus was alive in the world today that you would look for him like the wise man did?**

WEEK 3 - CRAFTS

✂ **The Gift of Our Words** Choose from two crafts that have the same result

MATERIALS: Photos taken and developed of the children if possible, clothes pins, magnetic strips, stiff paper, scissors, glue, 3x5 cards, and markers

Or

Tin cans, construction paper, markers, scissors, blank paper and tape

This week you will help the children understand how important the gift that God gave us by giving us Jesus really is! They can do this by telling other people about Him. They can also tell other people things that Jesus has done for them. They can tell people how they see Jesus in them if they are already Christians.

This craft will be a way that can bring Jesus to their family by their words.

- If you can take their pictures before hand, pass them out to the students today.
- Have them mount their photo onto a stiff piece of paper such as poster board or card stock.
- They might want to decorate the edge of the picture to be a frame of sorts. They could even write something around their picture like, "I would like to tell you something."
- Then, they can glue their framed picture to the top side of a clothes pin. The part that clips something should not be covered up.
- Glue a small magnetic strip on the other side of the clothes pin.
- They can then put this magnet on their refrigerator and each day put a note into it for different members of their family.
- The notes could be encouraging things that they could tell their family members.
- They could tell them about Christ if they are not sure if they are a Christian or they could tell them things that Jesus has done in their life lately.
- They might even find that in a few days that people could be leaving notes for them there too! This will be a way that they could talk to their family about Christ without actually having to bring it up.

The other craft is designed to do the same thing, except this is a tin can that you decorate. You might want to put some masking tape around the edge of it so it is safe for people to stick their hands in and out of.

- Take a tin can and measure a piece of construction paper to fit it.
- Cut the piece of construction paper to the right size.
- Decorate the can to say things like, "Look in here, there could be a note for you!", "Want to have a good day? Look inside!"
- Then they can draw or color on it however they want.

Week 3 – God Gives To Us

The students might want some time afterwards to write the notes that they will be putting either in the can or on the clothespin. You might want to have some 3x5 cards for them to write their note on if they want to use the clothes pin or you could have some pieces of blank paper that they could write their notes on. Remind them that they will have extra time at home over the Christmas break. If they are looking for something to do, they could write some encouraging notes to their family and friends. This is one of the best gifts you could give them over Christmas!

WEEK 3 - RECREATION

DAY ONE: Santa Relay

MATERIALS: A large sack for each team and one box or item for each child on the team

OBJECT: To be the first team done gathering all the “presents”

Begin by telling the students that just like the Easter Bunny and the Tooth Fairy, Santa Claus is pretend. The reason we celebrate Christmas is not because of Santa but because of Jesus. So today we are going to “pretend” to be like Santa.

TO PLAY:

- Take each team and place them in a line behind a starting line.
- About 50 feet from the starting line, place one “present” - it can be a box or an item, that they need to pick up and put in their bag. There should be one for each student to pick up.
- The first player on each team is given a trash sack that is to imitate his “Santa’s sack”. He should carry this sack over shoulder like Santa.
- The first player is to run down to the end, pick up one item and put it in the sack.
- Then, he runs back and hands the sack to the next student and sits down at the end of the line.
- The winning team is the one who can collect all the items, get back to the finish line and get their whole team seated before the other team.

ALTERNATIVE GAME: Candy Cane Relay

MATERIALS: Small candy canes that come in a long strip, enough for each student to have one, two pairs of winter gloves that you don’t mind getting a little sticky

OBJECT: To be the first team to have all their members finish unwrapping their candy cane with the gloves on their hands

- Have the students stay in their two teams as in the previous relay
- Have a candy cane for each person in a bucket or large bowl about 50 feet away from the starting line and a pair of winter gloves
- The first player runs down and puts the gloves on, then has to open the candy cane and put it in his mouth with the gloves on his hands.
- After putting the candy cane in his mouth, take off the gloves and have the students WALK back to the starting line. (You don’t want to ask any child to run with a candy cane sticking out of their mouth. They might fall and choke!!)

- The player then tags the next person in line and goes and sits down at the end of the line.
- The winning team is the one who gets their candy cane in their mouth and sits down behind the starting line.

DISCUSSION:

Ask the students how it felt to be the one at the end of the line who had the pressure to win or loose for their team?

Did the other students on the team encourage them by cheering or yell at them to hurry up?

Which thing gave the other teammate encouragement?

Do you think it takes winning to be able to cheer for your teammate.

If you are far behind can you still cheer someone on to finish? What does this give them?

DAY TWO: Red Light Green Light

Remind the students that this is “red light green light” in honor of the traditional Christmas colors.

The leader stands at one end of the room, while the players stand in a line facing the leader at the opposite end of the room



- The leader faces the wall with back to players and calls out “GREEN LIGHT.”
- The players move towards the leader until the leader yells out “RED LIGHT” and quickly turns around.
- Any players the leader observes moving when he turns around must return to the start line.
- The winner is the player who gets to the leader first.

DISCUSSION

Did players use stop immediately?

Did anyone who was the leader give someone a second chance.

Did the players who were playing give the benefit of the doubt to the one who said they were out or were they yelling and saying they should still be in?

Surprise the students today and give out an extra dollar to those who you saw with a giving attitude during game time today!

DAY THREE: Phone book Volleyball

Disclaimer: This game sounds really out of control, but it really helps students to have a chance to release frustration in a healthy way! Try it at least once. I thought that at Christmas time they will be as wound up as ever, so this might settle them down.

MATERIALS: 4-6 old phone books, something to use for a net, two large trash bags.

OBJECT: Part one: to be the team with the least amount of pages on your side of the net.

Part two: to have the cleanest side and the heaviest bag of trash.

SET UP:

- Begin by setting up a net using an old blanket and two chairs. You could even use a piece of rope between two chairs and say that the things have to go over the top of the rope. If you do this you might want to put a piece of tape on the ground to show on the ground where the net is. If you see anyone pushing paper under the line, they will be out and you will put a large handful of trash on the opposing teams side at the end of the game. Have a piece of paper and pencil ready to mark these down if you need to.
- Each team gets an equal amount of phone books.

Part one:

- When the leader says go, they have to work as a team to rip out pages of the phone book, wad them up in a ball and throw them over the net.
- They cannot tear out more than one page at a time.
- Students will loose handfuls of trash at the end if you see their team wadding up 5 or 6 pages at a time for one ball. Leaders should warn them as they see the students do this during the game.
- Students are also allowed to throw the trash that the other team has already thrown over, back over the net.
- When the leader says time is up everyone should stop and the leader will make the adjustments for improper behavior (give handfuls of paper to the team who wasn't doing the right thing) then the leader should announce the winner for part one.

Part Two:

- Now, give each team a trash bag.
- Their goal is to get as much trash in their trash bag as they can. Have them put the phone books that they tore out of into the bag also.
- They can get trash from either side, but they will not win if their side is not clean.
- Be as meticulous as you can with making them clear up every speck of paper.
- This way they get to make a huge mess, but clean it up too!!

DISCUSSION:

Did either team make a system for getting wads of paper over the net?

Were they giving everyone a job? What were the little ones doing?

Was anyone giving them a chance? Did you get a chance to make a mess and then clean it up?

The staff gave you a chance to see if you could handle yourselves in a high energy activity. **Did they pass the test?**

DAY FOUR: Free Day

MATERIALS: All the fun play equipment that you have!

OPTIONAL: Christmas music playing, board games and a nativity set.

Let the students enjoy the Christmas spirit and have some Christmas music on while they are playing. A fun treat might be to put out some board games today and let them enjoy the specialness of the season. If there is anyway that you can get some sort of cheap nativity scene, get one. Make sure that it is plastic if at all possible. Have it somewhere so that the students can look at it closely. You might even choose a student who has done well each day to set it up the way that they want to at the end of the day. Seeing these characters helps them to get more in concrete the story that you were telling them. Free time would be a great time to let a few students at a time play with it.

WHAT HAPPENS WHEN W DON'T GIVE?: WEEK 4

WEEK 4 – BIBLE CLUB

LESSON AIM: The child can understand that giving to God is not an option but a command from God.

SCRIPTURE: Joshua 7:1-26

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver

2 Corinthians. 9:7

The Sin Of Achan

The background for this story is found in Joshua 6. The children of Israel have just marched around the walls of Jericho diligently and then saw the Lord do a mighty thing, they fell down! The Lord gave them specific instructions on what to do with the things in Jericho. He told them not to take anything so that they would not covet. He also told them in verses 18 and 19 of chapter 6 to take all the silver, gold, bronze and iron out because they were holy to the Lord and put all of it in the Lord's treasury box. The instructions were simple. They seemed too simple for one man.

Chapter 7 begins with revealing of the sin of Achan. We as the reader are now aware of the sin, but Joshua still does not know. So Joshua, still on a military high of defeating Jericho, decides to send a few thousand men out to defeat another neighboring city. He does this without asking the Lord. When they are defeated, he comes to the Lord completely distraught because he is now worried about their reputation as a nation and also saying, "Lord, what will you do for your great name?" Implying almost that the Lord is worried about what people think of Him. We know that the Lord is only worried about His children responding with right attitudes! So the Lord says that the reason that you are having problems is because of sin. Joshua hadn't even stopped to ask why God was not endorsing his agenda. So, he began to get to work. As each tribe is called and then each family, then finally each man you can feel the suspense mounting. Who was the one who cost Israel a defeat? More important than that was what God going to do.

Finally, the Lord singles out Achan and Achan confesses and the sin is dealt with. God chose a severe punishment for those who took what was His so that everyone one else could see the example and not choose to do it themselves in the future. This is what we want the children to understand. The money that we receive is from God, always. Even if he gives it to us as a job or however, it is His and we need to give Him back what He deserves, with a cheerful heart as a memory verse admonishes us to do.

**Discipleship
Tip**

This week when you get one-on-one with your students. Ask them if they get an allowance or if they ever get money. If they do, help them to determine how much of it they should give to God. Challenge them to try giving to God for the next month and see if God surprises them with any unexpected blessings. God loves us. It is hard for us to out give such a giving God. Challenge them to try.

Week 4 – What Happens When We don't Give?

Hook

MATERIALS:

Plenty of S.A.Y. Yes![®] dollars (about 100 in addition to whatever you normally use.); Some kind of bucket or bag to receive dollars in at BIBLE CLUB, you will need one for each class.

The staff or person in charge of each class should each be given the same amount of S.A.Y. Yes![®] dollars. Each teacher could get \$30 so that they can divide them up randomly between their students. When the students walk in and sit down for snack, the teacher might speak to

them individually giving them all different amounts of money randomly. Tell them that they will need these dollars to get into BIBLE CLUB so they should be very careful not to lose them and not tell anyone else how many that they have. Tell them that you are not writing down how many that you are giving them. You are trusting that they will give all the dollars back when they come into BIBLE CLUB.

OBJECT:

The object here is to give the students the chance to hold something of value. They know that everyone has different amounts of money and that no one really knows how many they have, so the question is - will they keep any for themselves?

So now your asking, so what's the catch. Here it is! When the students come into BIBLE CLUB, place a bag or a bucket with the name of their class on it near the entrance. Tell them as they are walking into BIBLE CLUB to drop the money that you gave them into the bucket. When they are all in, have the teachers count the buckets. If they have less than \$30 in the bucket, someone is holding some back! There really is no way to say exactly what your students will do – that's the fun part!

The overall plan is to find out the guilty one as Joshua had to do. Announce that someone has not given all of their money. (Now, the suspense is building for everyone) Tell them they are all responsible until the money is found. Call each class forward, even if you know that they are not guilty (this adds to the suspense) and dismiss them if they are not guilty. Then when the guilty class is identified. Call each student forward and dismiss them if they don't confess.

Now at this point there are a variety of things that could happen. **Here are some possible scenarios:**

If you count the money and all of them gave all of the money back:

- Have a volunteer or another staff member that is in one of the classes have some S.A.Y. Yes![®] dollars that they "supposedly" did not turn in to the bucket. Whatever class they are in, call their class as the guilty class and then call each student to ask if they took it. Call the staff last and identify them as the guilty one. Then proceed with the charges at the end.

If one class has less than the starting amount:

- Have the volunteer that is the back up "guilty" person go to that class as soon as they are called as guilty. Go through the steps above and hope that someone admits to the crime. Begin by saying, "**Someone in this class has not given everything back to God when they came in today.**" Call each student to

Week 4 – What Happens When We don't Give?

come forward individually and ask them if they did it. If none of the students admit, call the volunteer and punish them. *Remember*, the point is not to play God and read their mind of who didn't give, the point is to let the children see what happens when we don't give. It will lose its effect if you call a class that you know is guilty and no one confesses and you are stuck pleading, **“Come on, I know someone has the money.”** If you want just leave it until after BIBLE CLUB and say, **“The person from the older class (or whatever class it was) that still has the money and wants to turn it in now may drop it in the bucket on the way out.”** This will let them know that they still have not fully gotten away with something and they have a chance to redeem themselves. Maybe the BIBLE CLUB will have sunk in a little by the end too!

If you have more than one class who has less than the starting amount:

- Call up any innocent class first and have them sit down. Then, call up the first guilty class and say, **“Someone in this class has not given everything back to God when they came in today.”** Then call each student, and see if you can get a confession. If you can, then have them remain standing and call the next class. If there is no one who will admit, (this is only a suggestion, do what you think is best for your students! This might be too hard for a girl to take emotionally, so if you do this you might want to pick a boy.) pick the least likely person who would have taken it and say, **“Since no one will admit to the crime, someone has to pay the price for their class. We know that Jonathan probably didn't take it, but unless the guilty person comes forward, or someone else wants to pay the price for their class, Jonathan will have to suffer the consequences for his class.”** Then move on to the next class. The volunteer that is the back up “guilty” person should go with the last class to confess. If the volunteer is in the first class to confess, the other students will be less likely to confess if they see the volunteer took the blame in the first class. Remember, only use the volunteer if no one confesses.

When you have determined who is guilty, have them stand in front of the group and say, “Now that we know who kept money back from God, they have to suffer the consequences. What do you think the consequences should be?” Give your students time to think about and give suggestions for what they think that you should do for the guilty students. **Important!!!!**

This punishment is only for the “experience” of BIBLE CLUB. After BIBLE CLUB you will want to say, **“The punishments that we gave earlier were just an example of something that we could do. The people who were found guilty in the BIBLE CLUB will not have to carry out the consequences this time. But in the future, if you take something from someone else here at the center or take something that belongs to the center, remember that it belongs to God. You will be responsible to Him for what you did!”**

You decide what you think the real punishment should be. Here are some suggestions:

(Remember when you are deciding, think about what the punishment was in the Bible!!)

- 1) No snack for 3 weeks
- 2) No recreation for 3 weeks
- 3) Must do their homework by themselves in the hallway for a week.

Week 4 – What Happens When We don't Give?

You know which of these punishments is best and would make the most impact on your students without completely devastating them.

The ultimate goal of this hook is to have the children see how serious giving is to God. He does not see it as extra credit. He sees it as His and we are to give back to Him. Let the children feel the seriousness but don't let them lose sight of the joy that we have when we do give to God in the right way.

Now transition into the Bible story by saying something like, "Just like today when each of you had an opportunity to keep something back from God, so did Achan in the Bible. Let's listen to what it was that he tried to keep back from God.

Bible Story

MATERIALS: Costume for Sherlock Holmes (pipe, magnifying glass and a trench coat) a note pad and some funny glasses for Watson, his assistant. Something to represent a bag of gold, and a big stick (a yard stick would be fine) to represent a staff for Joshua, since he is the leader.

Today's story will be told by two staff members or volunteers. One will be Sherlock the other will be Watson, his simple minded assistant. The other characters will be volunteers from the students who will act out what you tell them to do as Sherlock tells the story in the form of a "Who Done It" Mystery.

SCENE: Open stage and Sherlock and Watson are just walking along as if not seeing the students.

Sherlock: (as he is walking, looks in the direction of the students and looks startled as if to just have seen them.) Watson, look at this! (pointing to the students)

Watson: (gets out his notepad as if to write down a clue) What is it?

Sherlock: It is a whole room full of ladies and gentleman who look like they want to hear about one of the greatest mystery, suspense stories in the Bible! Well, do you? (Let the children respond.)

Actually we didn't solve this mystery, God did, only because we weren't there at the time. Don't you think Watson?

Watson: Of course, Yes!, you could have solved it I'm sure boss!

Sherlock: To really tell this story well, we are going to need some volunteers to help act this out. We need everyone actually! There are a lot of people in this story! First, we need a leader. The leader in this story was Joshua. (choose a Joshua) A leader needs something to rule with so this is your stick to rule with! (hand then the stick you have chosen - the yard stick would make the "ruling" funny!)

Then we need a bad guy. Someone who is sneaky. His name was Achan. (choose an Achan)

Week 4 – What Happens When We don't Give?

Sherlock (cont'd): Before we go any further, I want to tell you a little of the background on this story. You see Joshua here, led all the people of Israel in a battle against the city of Jericho. God had told them before they attacked the city not to keep anything that they found in the city so that they wouldn't get greedy. But, he did tell them to take all the gold, silver, bronze and iron out of the city and to put it in the Lord's Treasury Box. He didn't tell them to keep anything, but to give it all to Him.

But you see this guy over here, Achan, thought God would never know how much gold and silver there was, so he kept some of the things that he found for himself and buried it in his tent!

One day, only a few days after they had defeated the city of Jericho and destroyed everything except what God said to save for Him, Joshua here, our strong and mighty leader, decided that he wanted to win another battle. He knew of a small city that was near by. He thought that if all his men defeated the huge and powerful city of Jericho, it would only take a few of his men to defeat this little city.

So, Joshua called up a few men. (Tell your student that is playing Joshua to call up a few soldiers) and sent them to fight this other city. (send the students to the corner of the room)

The men in the other city were much stronger than they thought and the soldiers got really scared so they left. (tell the soldier to return to their places.) When the people of Israel heard this, they were afraid too!

So, Joshua goes to the Lord and asks God why he did not help them win. (Tell the student to act like he is praying) Joshua is very worried about what will happen to the country if other cities hear about how weak his men were when they fought such a small city.

Watson: I would have been afraid too! So what did he do?

Sherlock: That's easy! He listened to what God said. God said, "Get up Joshua, what are you so worried about? Your people, Israel have sinned! They did not do what I asked them to do! They have taken what was not theirs and now they have put what they have taken with their own things! When they do this, I cannot help them win any battles when they go to war, for they have turned their backs on me! I will no longer be with you anymore unless you find the person who did this! So get up and go tell the people what I have told you. In the morning, call each tribe and I will tell you which one took it, then call up each family in each tribe and then call up each man. I will tell you who the guilty person is!

Watson: (looking at the student who is chosen to be Achan) I would really hate to be you right now!

Sherlock: Relax, Watson, this is only a story, but I wouldn't want to be the real Achan either! Now, Joshua, call each class forward until you get to the class that Achan is in. (have the students stand where they are when the name of their class is called, then be seated as they are excused) Now (talking to Joshua, who should have all of the members of the class that Achan is in, standing in their places.) call each student's name and ask them if they did it. (He should call all the names until he gets to Achan and when he does, Achan should confess.)

(Sherlock walks over to where Achan is) So, Achan realizes that he must tell Joshua what he did. So, Achan tells everything. He told Joshua that he took a beautiful robe made of silk and gold threads, he took about 5 pounds of silver coins and he took a bar of gold! What did you do with it Achan? (looking at Achan's representative) You hid it under your tent!

Week 4 – What Happens When We don't Give?

Sherlock (cont'd): So when Joshua heard this, he sent someone to go check to see if what Achan was saying was true. (Have the student Joshua choose someone to send to pretend to look in Achan's tent and come back with something to represent a bag of gold - a fun idea would be to get a big trash bag and put things in it that might look like it could be a robe from the outside of the trashbag and put something that jingles in there to represent the coins. When the student runs out with it, the students in the audience will use their imagination to "see" the things that they found in their mind's eye and you will never have to show them!) So Joshua, look in the bag to make sure that he found the right thing! (Joshua should look in the bag and act like he sees it and closes it back up - don't show the other students!)

Joshua knows that Achan is guilty and he tells Achan the punishment that the Lord told him. They took Achan and his whole family and all his things that he owned, including the things that he had stolen and stoned them with stones and then burned them with fire!

Pretty scary stuff!

Watson: I told you I didn't want to be Achan!

Sherlock: God's point was to show the people how serious he is about giving to him and being obedient!

Watson: Wow, that was a good story!

Sherlock: Did you hear that? (pretends to hear something) I think I hear a mystery about to happen we better go! See you all later!

The End

DISCUSSION QUESTIONS

FACT

What were God's instructions to the people when they defeated the city of Jericho? *(They were not supposed to take anything except gold, silver, bronze and iron and put in the Lord's Treasury Box.)*

Did everyone obey God? *(No)* **How many people disobeyed God?** *(One)* **Who was responsible for the sin?** *(Everyone until he told that he did it!)*

What happened when they found out who did it? *(God told Joshua to kill him by stoning him and burning him.)*

FAITH

How did you feel today when the director said that someone did not give all of their money? Do you think that might have been how the people of Israel in the Bible might have felt when Joshua said "Someone disobeyed God?"

Week 4 – What Happens When We don't Give?

What happened to the person/people today that was/were caught here at the center? Why do you think that people today don't have to die when they do something wrong?

Let's look in the Bible and see why we don't have to die when we do something wrong. Can someone look up John 3:16 and someone else look up Romans 6:23.

In John 3:16 why does it say that Jesus died for us? *(So we wouldn't have to "perish" and we could have eternal life)* **What does it mean to "perish"?** *(To die)*

In Romans 6:23, what does it say must happen when we sin? *(We must die)* **Can not giving to God be a sin?** *(Yes)* **But what did God do for us even though we deserve to die?** *(He gave us a chance to have eternal life!)*

F U L F I L L M E N T

So what kinds of things have we learned about that we should give to God? *(Our time, our money, give to others, etc.)*

Sometimes when we first learn about giving to God, it is hard to remember to give to Him. **Can you think of any new ways that you can help yourself remember to give to God?** *(Ask someone to help you remember, write it down, pray and ask God to remind you.)*

The Bible says that we should fear God, but doesn't mean we should be afraid of Him. He loves us very much. We want to give to God because we love him so much and because of all the things that he has given to us. Let's pray and ask God to help us remember that everything we have is His and to remember to give some of it back to Him.

WEEK 4 - SKITS

Skit #1

CHARACTERS: Maria, LaTasha, Old Lady

SCENE: Maria and LaTasha are walking to the store and they see an old lady sitting on a bench crying softly.

Maria: Look, LaTasha, that lady is crying over there. (*looking at the old lady sitting on the bench*)

LaTasha: What do you think is wrong with her?

Maria: I don't know but let's ask her. Maybe we can help.

LaTasha: (*to the old lady*) Miss, my name is LaTasha and this is Maria. We saw you crying over here and we wanted to see if you were okay.

Old Lady: Well, you girls are sweet, but I am sure you are in a hurry somewhere. You don't have time for an old grandma like me.

Maria: We were just on our way to the store, but we are not in a hurry. What do you need? Did you lose something?

Old Lady: No, I was on my way to the store too, when I just got so tired. I just can't get places like I used to. I got this far and just couldn't go anymore. It still seems like I am a long way from the store, but now I am a long way from home too. I have to go to the store because I have nothing in my house to eat, but going to the store just wears me out!

LaTasha: Do you have a list for the store made?

Old Lady: Yes, right here.

LaTasha: If you want, we can help you get to the store and then we can go get whatever you need us to get. That way you won't have to walk all around that big store.

Old Lady: You girls are so sweet, but are you sure you have time?

Maria: We would love to help. We have been learning about giving at this after school program that we go to at our church, so we want to give to you!

Old Lady: You girls just don't know how much this means to me. Will you give me your names and addresses so I can thank you properly?

Maria and LaTasha: Okay, we will worry about that later. Let's get you to the store so you can get home.

Hold up a sign that says, "Two weeks later."

LaTasha: (*Running*) Maria, did you check the mail at your house today?

Maria: No, why?

Week 4 – What Happens When We don't Give?

LaTasha: Do you remember that old lady that we helped go to the store a couple of weeks ago?

Maria: Yea, she sure was nice.

LaTasha: Well, she sent us free tickets to *Disneyland* (or whatever fun theme park is near you.) in the mail! She said it was just for being such helpful girls!

Maria: Wow! That's great. I had a good time helping her too. She didn't have to do that for us, but I am glad she did!

LaTasha: No kidding! Let's go check the mail at your house!

DISCUSSION QUESTIONS:

What do you think would have happened to the old lady if the girls had not helped her?

What do you think would have happened to Maria and LaTasha if they hadn't have helped her? (*They would have missed the fun and joy of helping her and they wouldn't have gotten tickets to Disneyland.*)

So from this skit, what do you think happens when we don't give?

Skit #2

CHARACTERS: Reuben, Bobby, Reuben's Mother

SCENE: Reuben and Bobby are sitting in the back seat of the car, while Reuben's mother is trying to start the car.

Mother: (turning the key in the ignition and the car is not starting) I don't know what is wrong with this old car. It never wants to go when I need it to go!

Reuben: Dad said he had it fixed the other day.

Mother: I know, Reuben, but it could be something else.

Bobby: Is there enough gas?

Mother: (*Looks down at the gas gauge with surprise*) Would you look at that? I am glad you thought of that Bobby, because there isn't even a drop of gas in this car. I think the other day, I was trying to make it home to cook dinner and forgot to stop and get gas!

Reuben: I guess you can't get the car to do anything until you give it something first.

Mother: Your right about that!

Reuben: We have been talking about what happens when you don't give at the center this week and I guess we all found out what happens to a car when you don't give it gas, it won't do anything!

Bobby: Man, your right! Think about all the things that are like that? You have to give something first before you get something back.

Week 4 – What Happens When We don't Give?

Reuben: That's true. (says this a little sarcastically) So mom, you want to give us a little money so that we can get some gas for you and we will give it back to you when we come back? Remember, you have to give before you get anything!

Mother: I think you guys have this giving thing down! Here's the money. Thanks for walking to the store for me to get that.

Reuben: We don't want to be that kind of people who don't give, do we Bobby?

Bobby: No way, we are going!

Boys walk of talking about the Bible Club where Achan was found out for his sin and punished!

DISCUSSION QUESTIONS:

Why didn't the car start? *(It didn't have any gas.)*

What did the Reuben and Bobby say that would have helped the car? *(You have to give to it first to get something back!).*

What can you think of that you might have to give something first before you can get anything? *(Good grades, you have to study before they come, being good at sports, etc.)*

WEEK 4 - MEMORY VERSE

MEMORY VERSE: Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.

2 Corinthians 9:7

Walk Around The Circle

MATERIALS: A piece of 8½ x 11 paper per child (a few of the papers will have the references of the verses the children have learned over the past weeks)

- Place pieces of paper on the floor in a circle, 1 per child.
- Write scripture references on some pieces of paper.
- Call out a number.
- The kids move that many spaces forward.
- Everyone who lands on a reference must quote the verse.
- If they can quote a verse, give them a S.A.Y. Yes!® dollar.
- For younger children or children with learning disabilities give greater flexibility in how much help they need.
- Feel free to put verses from past units on the pages so that they can see what they can remember. You might want to give them bonus dollars for remembering these verses.

Hint: It might be helpful to play this game in age groups so they are with people of similar abilities.

WEEK 4 - PRACTICAL LIVING

NEW!

“The Toy That Saved Christmas”

A Veggie Tale video.

SUMMARY: This video talks about a town that complained and complained because they didn't have enough. This would be a good video to show during Practical living Time. It says that the meaning of Christmas is giving, not getting.

OR, you may do the following

The Test to See What Kind of Giver You Have Become

MATERIALS: A copy of the sheet following this with all the characteristics of someone who is not a giver, cut up and in a bag, name of the students on small individual sheets of paper to be placed in a separate bag.

This Practical Living is to help them see how much they have learned about giving. This week we are talking about what happens when we don't give. All the characteristic of the person that follows on the next page describes a person who is selfish and self-centered. What you want the students to do is to begin to identify these characteristics as ungodly. So their job will be to act out the opposite.

- Begin by explaining that there are different things in the bag that when they draw it out they will need to make a skit out of it. They need to first act out the wrong way and then, the right way. The wrong way should seem almost funny, but that is how many of us act sometimes! Then, they will be able to contrast it with the right way. You can put two of each characteristic in the bag because one person's interpretation of it may be very different from someone else's.
- To begin, draw two or three names out of the bag that have the students names in them. Then, when they come up, they can draw the characteristics out of the bag themselves. Give them a lot of encouragement as they act things out. Remember, drama is one of the best educational skills that you have to use!
- Save a little time at the end to read all the negative things that you found and what they decided were their opposites. Here is a short list for you on the following page in case your students get stuck trying to think of what the opposite would be.

Week 4 – What Happens When We don't Give?

The wrong way

1. If I like it, it's mine.
2. If it's in my hand, it's mine.
3. If I can take it from you, it's mine.
4. If I had it a little while ago, it's mine.
5. If it's mine, it must never appear to be yours in any way.
6. If I am doing or building something, all the pieces are mine.
7. If it looks like mine, it is mine.
8. If I saw it first, it's mine.
9. If you are playing with something and you put it down, it automatically becomes mine.
10. If it's broken, it's yours.

The right way

1. I like it so much, I want to share it with you!
2. If it's in my hand, I can share it with you.
3. If I ask you for it, will you share it with me?
4. I would like to have it back, but I will share it with you. Did you get a turn to play with it?
5. I will share the credit with you because we are friends.
6. You can help me make it better. You might be able to think of a good idea!
7. It could be yours because you helped me with it. I will be glad to share it.
8. I will offer it to you before I claim it for my own.
9. We can share it.
10. I will help you fix it so that we can play with it together.

This is the sheet of **non-giver characteristics**. Make two copies of it and cut them apart on the dotted line.

1. If I like it, it's mine.

2. If it's in my hand, it's mine.

3. If I can take it from you, it's mine.

4. If I had it a little while ago, it's mine.

5. If it's mine, it must never appear to be yours in any way.

6. If I am doing or building something, all the pieces are mine.

7. If it looks like mine, it is mine.

8. If I saw it first, it's mine.

9. If you are playing with something and you put it down, it automatically becomes mine.

10. If it's broken, it's yours.

WEEK 4 - READ-A-LOUD

NEW!

: “Lyle the Kindly Viking”

A Veggie Tale

SUMMARY: This video is all about sharing. This would be great to talk about a good example of someone who gives.

OR, you may do the following

“Give Until It Hurts”

By Mother Teresa *The Moral Compass*, p. 758

MATERIALS: You might want to have a world map so you can show the students where India is.

SUMMARY: This is a writing of Mother Teresa written in almost the form of a speech or a letter to the audience of this book. She talks about what it means to really give when many times you don't want to give. It tells different experiences that she has had with giving to the poor. It is a good lesson for the children to hear about another part of the world and how they have problems with hunger and other troubles as the United States does, many times much worse! It ends with a story of a starving family that she took rice to one day. The first thing that the Hindu mother did was to take some of the rice that she so desperately needed for her own family to the starving Muslim family next door. It is a picture of not only focusing on your own needs but the need of others!

PRE READING QUESTIONS

- 1) **Does anyone know where India is?** (*It is in the east, south of China and Pakistan*)
- 2) **Has anyone ever heard of Mother Teresa? What is she known for?** (*She was a Nun who devoted her life to working with the poor and homeless on the streets of Calcutta, India. One of the largest cities in India*)
- 3) **From what I have just told you about Mother Teresa, where do you think she got her name?** (*She took care of people who have no one else to take care of them, like a mother would do.*)

Week 4 – What Happens When We don't Give?

The story I am about to read is written by Mother Teresa. She is telling about some of the experiences that she has had in her life as she gives to many people.

LISTENING QUESTIONS

As I read the story, be listening for the answers to these questions and we will answer them at the end of the story.

- 1) **Why were the people in the retirement home not smiling?** *(Because they think that they were forgotten by their sons and daughters.)*
- 2) **Why does she think people here in the United States do drugs?** *(Because they have no family to turn to and be there for them.)*
- 3) **What was the first thing that the mother at the end of the story did when Mother Teresa brought her family some rice?** *(She shared some with her neighbors, who were hungry also.)*

POST READING QUESTIONS

First answer the listening questions and then use these for your discussion.

- 1) **Why do you think the people that she helped right before they died were able to die happy?** *(Because they knew that at least someone cared for them.)*
- 2) **Do you think Mother Teresa is right about the reason that she thinks that people here in the US do drugs? Why do you think that?**
- 3) **What do you think you would have done if you were the parent of the hungry children that Mother Teresa brought rice to at the end of the story? Do you think you would have shared your food? Do you think you would have been proud of your mom if that were what your mom did? Why?**

WEEK 4 - CRAFTS

✂ Giving a Little is Better than Nothing at All

MATERIALS: Glass jars or any kind of container that you could use to make a bank, paints or paint pens, and shelf paper to cover the lid with

OBJECTIVE: This craft is to show them how even giving a little is important.

Have the students get some kind of glass jar, a mayonnaise jar, pickle jar or anything like that. Tell them that they could use this bank to save money to give to God. You might want to pick something specific to give it to. A missionary would be perfect! If you knew someone who was a missionary that would be great. You could show the students a picture of them and tell them about what they do. Then, have the children use these jars to collect money to give to the missionary.

One idea is for them to pick one certain kind of coin like a penny or a nickel and every time that they get one, they say a prayer for that missionary and put it into the jar. In a month, maybe all the students can bring in what they have collected in their jar and they can put it all together to send it to the missionary. Tell the missionary that for every coin there is a prayer. This will help the students see that even if they don't have a lot to give, it can be something that God sees as valuable, like their prayers.

- They can cover the lid of the jar with shelf paper to make it look nice.
- They could decorate the side of the jar with the paint pens.
- They could put things on it like "Pennies from heaven." or a "Nickels for a friend far away." Something that will even let people in their house know that they are collecting change for a missionary. Who knows, maybe they can ever get their family to put in a few coins and a few prayers!

WEEK 4 - RECREATION

DAY ONE: Newspaper Balloon Relay

MATERIALS: Balloons (one for each team plus extras - just in case), sheet of newspaper per child

OBJECT: Be the first team to get players to goal and returned with an unpoped balloon

TO PLAY:

- Divide the players into their two teams.
- Players stand in two lines.

⇒⇒⇒⇒⇒⇒ - players

■-goal

⇒⇒⇒⇒⇒⇒

■-goal

- The first player in each line is given a balloon.
- Each player is given a sheet of newspaper. The individual can decide how to fold the newspaper for most effectiveness.
- When the Counselor says "Go," the players with the balloons drop the balloons to the floor and using the newspaper begins to fan or push the balloon towards the goal.
- The players maneuver the balloon around the goal and returns to their teams.
- The second player then does the same.
- Play continues until all the players have been to the goal and back.
- The winner is the first team to get all their players finished and seated behind the starting line.

HINT: This is best played on carpet or tile.

ALTERNATIVE GAME: Pairs Relay

MATERIALS: None

OBJECT: To be the first team to have all it's pairs return home first.

- Each team divides into pairs, facing one another and holding hands.
- The first pair runs from the starting point to the opposite end with one player (#1) running backwards pulling his/her partner (#2).

Week 4 – What Happens When We don't Give?

- They then return to the start point with #2 pulling #1.
- Then, the second pair sets off.
- The team to have all its pairs return home first wins.

DISCUSSION:

Did anyone notice a giving spirit in today's recreation time? Talk about anyone who was like that and encourage them!

DAY TWO: Balloon Stomp

MATERIALS: a balloon for each player and piece of string for each player.

OBJECT: To be the team to have at least one balloon still unstomped.

TO PLAY:

- Divide the group into their two teams.
- Give each player a balloon to blow up and a piece of string with which to tie the balloon to his/her ankle.
- When the leader says, "Go," the players attempt to stomp as many of the opposing player's balloons as possible, while trying to protect his/her own balloon.
- Those whose balloons have been stomped should step aside to watch and cheer the survivors on their team. Be sure to encourage them that they are an important part of the team spirit!
- The team who has the last player with an unstomped balloon is the winner.

DISCUSSION:

Do the children whose balloons get stomped stay and cheer on their teammates? Their cheering may be the very thing that spurs their team on to victory.

Ask the players that were left at the last if they heard any one in particular cheering their team on to victory? How did that feel? These students had a giving spirit. They are a great example for the rest of the students.

DAY THREE: Team Sardines

MATERIALS: None

OBJECT: To be the first team to have all its players find the opponents "Sardine"

TO PLAY:

- The children play in their two teams.
- Each team selects a person to be their "Sardine."

Week 4 – What Happens When We don't Give?

- The "Sardine" goes out and finds a place to hide. It must be large enough so that all the children from the other team can squeeze into the hiding place.
- When both "Sardines" have found their hiding places, the other children go out to find them.
- When the opposing "Sardine" is found, the player gets into the hiding place with the "Sardine." The player must remain very quiet so it continues to be difficult for others to find them.

RECREATION COORDINATOR: watch the play carefully. If children cheat by making noise or telling others where a "Sardine" is, points must be taken away from that team.

- The first team to have all it's players hidden away with the opposing "Sardine" is the winning team.

DISCUSSION:

Have the students tell you some of the things they have learned about "giving" as it relates to recreation time this month. Ask them about the unit that you did before this one, it could be Thanksgiving and ask them if they are now able to incorporate both thankfulness and giving into their playtime.

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you can find.

Have fun and let your students enjoy themselves as they play on their own today!