

TELLING GOD'S STORY
**YEAR TWO ACTIVITY BOOK:
THE KINGDOM OF HEAVEN**
STUDENT GUIDE AND ACTIVITY PAGES

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Using This Student Guide

This Student Guide is designed to accompany *Telling God's Story: Year Two Instructor Text and Teaching Guide*, by Peter Enns (ISBN 978-1-933339-50-4). It expands on the lessons in that book, providing coloring pages, projects, games, and memory work. Some of these activities provide opportunities to put the lessons into practice; others help the student experience the customs, geography, clothing, or culture of the New Testament world; still others reveal the ways in which artists in different eras have depicted biblical stories. For each lesson in the *Instructor Text*, this *Student Guide* contains at least two activities (sometimes three or four), and a coloring page. In addition, a series of Memory Work activities runs throughout the entire year; by the end of the school year the student will have reviewed the material memorized in Year One (the twelve disciples and the books of the New Testament) and will also have memorized several important passages from the Old and New Testaments.

The directions for each activity contain a list of the necessary materials, but you will also find a comprehensive list of materials on page xi–xiii.

A Typical Week in This Curriculum

Aim to complete one lesson per week. Each lesson in the *Instructor Text* opens with a brief word of explanation to the parent; this will help you in helping your children process the content of the lessons. You should spend a few moments reading the parent section (“What the Parent Should Know”) from the *Instructor Text* the night before the lesson so you can ponder a bit; or if you prefer, read it right before the lesson so it is fresh in your mind—whatever works for you. The important thing is that you spend some time becoming familiar with the information so you can be of more help to your children. The purpose of these parent sections is to orient you to the biblical passage for that day. The parent sections are more detailed and complex than the scripted lessons; this will give you a broader handle on the issues surrounding the passage. It will also give you a greater vantage point from which to look at the lesson itself and, perhaps, to address questions that might come up.

Next, you may wish to read the scripted lesson from the *Instructor Text* to the student on the first day as he or she colors the coloring page for that lesson in the *Activity Book*, and then to complete projects on the second and third days. Alternately, you may read the scripted lesson on the first day, complete the coloring page on the second, and complete a chosen project on the third.

In a group setting that meets once a week, plan to read the scripted lesson as the students color and then to conclude the day’s study with one of the projects or games especially suited for group or classroom use (see the list of these projects on page xv–xvi).

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Lesson 6: Kings Don't Pay Taxes

Activities

Historical Craft Project: Make a “Herod’s Temple” Coin Bank and a Shekel

Put It Into Practice Activity: Giving Back

Craft Project: Make a Fish With a Coin in Its Mouth

Group Game: Coin, Coin, Who’s Got the Coin?

Coloring Page: The Coin in the Fish’s Mouth

Craft/History Activity

Make a “Herod’s Temple” Coin Bank and a Shekel

Make a model of Herod’s Temple (the one Jesus visited and taught in) that can be used as a coin bank. You can also make a Tyrian shekel (like the one Peter pulled from the fish’s mouth), worth four drachmas, to serve as your first deposit.

Materials

- Herod’s Temple Template and Tyrian Shekel Template (Student Pages 59 and 61)
- Scissors
- Pencil
- The front panel of an empty cereal box
- X-Acto knife
- Glue stick
- Clear tape (preferably clear packing tape, but Scotch tape works too)

Directions

- 1 Have the student cut out the Herod’s Temple Template on Student Page 59. While he cuts, tell him, “This is a model of the Jewish Temple from Jesus’ time, which was built by King Herod the Great. Herod the Great was appointed king of Judea by the Romans forty years before Jesus was born. He decided to rebuild the temple in Jerusalem because the old one was not in good shape. But Herod wanted this new temple to be bigger and grander than the temple had been before. What you are cutting out now is the center of the temple, the Holy of Holies, where only the priests could enter. This building was surrounded by great stone walls, columns, and courts. Work on the entire temple took a long time—over eighty years.”

- 2 Place the Herod's Temple Template over the unmarked side of the cardboard cereal box. Have the student trace it with a pencil. Then have him cut the shape out of the cardboard.
- 3 Help the student use the glue stick to glue the Herod's Temple Template to the cardboard. Do not fold it yet!
- 4 Using the X-Acto knife, cut the black rectangle (the coin slot) out of the cardboard temple.
- 5 Have the student fold along the dotted lines to create a box with Herod's Temple on the outside. Help him to secure the edges of the box with tape. Be careful not to cover the coin slot with tape! The side marked "Base" forms the bottom of the bank, opposite the surface that contains the slot.
- 6 To make the Tyrian shekel: have the student cut out the face and reverse of the coin from Student Page 61. Trace the circular outline of the coin on a piece of leftover cardboard, cut it out, and then glue the front and back of the coin to the front and back of the cardboard.
- 7 Let the student put the shekel in the bank.
- 8 OPTIONAL: Combine this activity with the next activity, "Giving Back." See below.

Put It Into Practice Activity



Giving Back

If your student gets money for chores or a weekly allowance, now is a good time to introduce "giving back" some of the student's "income." Help your student understand why we do this and help him to try it out.

Directions

- 1 Say to the student, "Tithing is a way to give back some of the good things that God has given us. It is a way to show thanks to Him and to share what we have with others. In Bible times, people gave what grew on their farms, like grain or animals. Today, we sometimes do it by giving money to our church, but people also give to charities, to people in need, or to missionaries overseas. Many people who work for the church (priests, pastors, missionaries) use this money to make a living."
- 2 Have the student try setting aside coins in the Temple Bank from the previous activity (either some portion from an allowance, or "found" coins, etc). Explain that the student is saving up these coins, instead of spending them right away, in order to give them to people who are in need. Try doing this for a month.
- 3 Help the student pick two destinations for the money: perhaps your local church or a local food pantry or charity.

Craft Project

Make a Fish with a Coin in Its Mouth

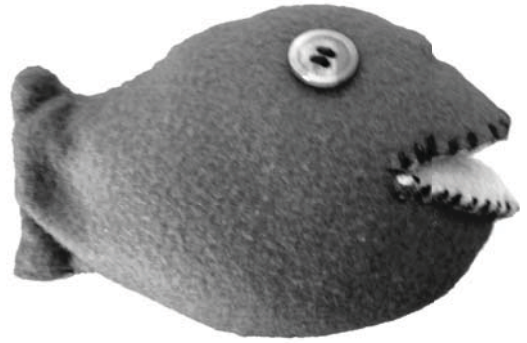
Materials

- One 9"x12" piece of felt
- OPTIONAL: an additional small piece of felt (3"x3") in a contrasting color, for the fish's mouth
- Embroidery floss
- Felt Fish template (Student Page 63)
- Scissors
- A thick, black, permanent marker
- A couple of straight pins or safety pins
- Felt Fish mouth template (Student Page 65)
- 1 ½ cups dry, uncooked split peas or uncooked rice
- Two buttons (for fish eyes)
- One large button (for coin)
- 2" square piece of aluminum foil
- One hair elastic (the skinny kind with a metal clamp, roughly 2" diameter)
- Funnel
- Tall drinking glass
- Tape
- Sharp needle, large enough to thread embroidery floss through

Directions

- 1 Have the student help you carefully cut out the Fish templates and mouth template. Help the student pin the templates to the felt. If desired, use a contrasting color of felt for the mouth. Using the marker, trace each template. Cut out the three pieces.
- 2 Sew the small buttons onto the fish's body where the eyes would be. It helps to lay the fish out, facing each other, to make sure that you're getting the eyes placed symmetrically.
- 3 Put the two felt fish together, eye to eye (right sides facing). Cut a piece of embroidery floss that is 6.5' long. Thread it through the needle, and knot the two ends together. Then stitch from the "chin" of the fish (see illustration) to the center of the tail. Be sure to start at the chin. Make your stitches roughly ¼ inch long. When you get to the center of the tail, put the fish down (don't knot or cut your thread).
- 4 Cut hair elastic just to the side of the metal clamp. Using the needle, make a hole in the center of the felt mouth. (Don't actually thread it through.) Wiggle the needle to enlarge the hole; make it big enough for the hair elastic to fit through. Thread the large button onto the elastic, so that the metal clamp keeps it from falling off. Next thread the felt mouth onto the elastic.
- 5 Take the end of the elastic that has no metal clamp, and stitch it firmly to the felt tail. Then continue to stitch the two felt fish together, until you get to the "nose" of the fish. Knot and trim the thread.

- 6 Turn the felt fish right-side out. Place it in the glass, tail-down. Grab the large button, and pull it out of the fish and over the edge of the glass. Tape it to the outside of the glass. Insert the funnel into the fish's body. Pour in the split peas.
- 7 Carefully stitch the felt mouth to the fish's body, using a whipstitch.
- 8 Use aluminum foil to cover the large button and metal clamp, making them look like a coin.
- 9 The finished fish should look something like the picture in the margin.



Group Game

Coin, Coin, Who's Got the Coin?

This variation on "Button, Button" can be played with four or more students.

Materials

- One Coin (any coin will do, but something exotic, such as a foreign coin, will be more interesting)

Directions

First Option

- 1 Tell the students to sit in a circle, facing each other, with their hands behind their backs, palms cupped. Take the coin, show it to them, and say, "In this week's Bible story, Jesus told Peter how to find a coin in a surprising place. Now we'll have a chance to find a hidden coin. I'm going to secretly drop this coin into someone's hands, but I won't show you whose hands I'm putting it into." Let the students know that they can pretend to receive the coin and that, if the coin is given to them, they can pretend that no coin fell into their hands!
- 2 Walk slowly around the outside of the circle, with your hands passing near each child's outstretched hands. Drop the coin into one student's hands.
- 3 When you have walked all the way around the circle, show that you no longer have the coin in your hand. Say, "Now, who's got the coin? Each of you gets one guess! Take turns pointing to the person who you think has the coin."
- 4 Have a coinless child begin the guessing as you help the students begin chanting, "Coin, Coin, who's got the coin?" before each guess.
- 5 Each student gets one guess. When a student is accused of having the coin, he should display his hands to show that they have no coin in them. The student who actually does have the coin may pretend not to, in order to point at someone else.
- 6 When the coin is revealed, have that student do his best fish imitation.
- 7 The student who guesses correctly who had the coin, becomes the next coin-distributor. You as the teacher may join the circle as a coin-receiver. If no one guesses who had

the coin, ask the student who has the coin to hold it up and show the group. He then becomes the next coin-distributor.

- 8 Ask, "If it is difficult for us to know who has the coin in our little group, and we know *somebody* has it, how did Jesus know that the fish Peter caught would have a coin in its mouth?"

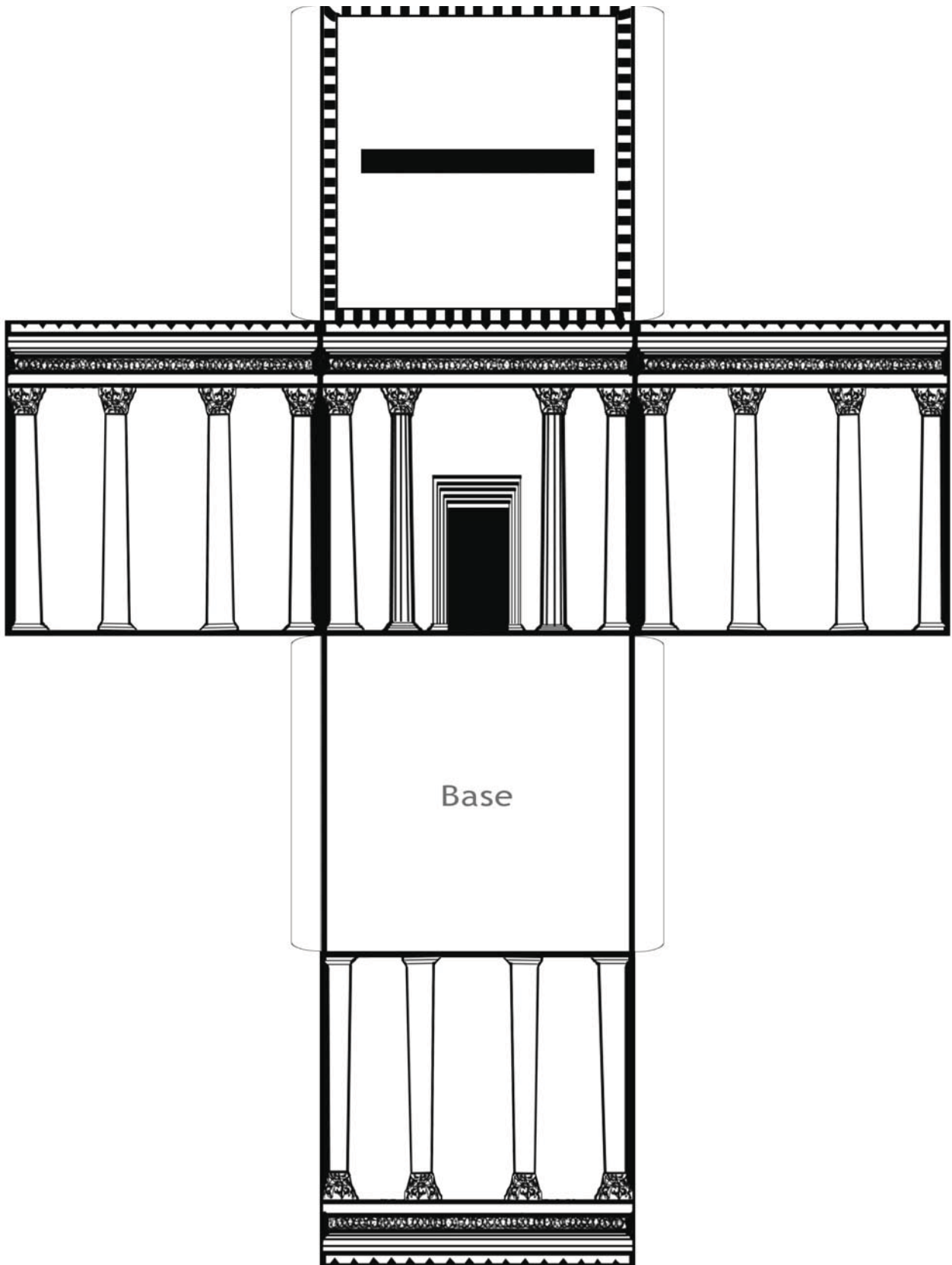
Coloring Page



The Coin in the Fish's Mouth

Peter caught a fish and found a coin in its mouth, just as Jesus said would happen. (The fish in this picture is a tilapia, which may have been the kind of fish Peter caught. Fishermen still catch Tilapia in Israel today. The coin is a Tyrian shekel, which was used to pay the Temple tax.)

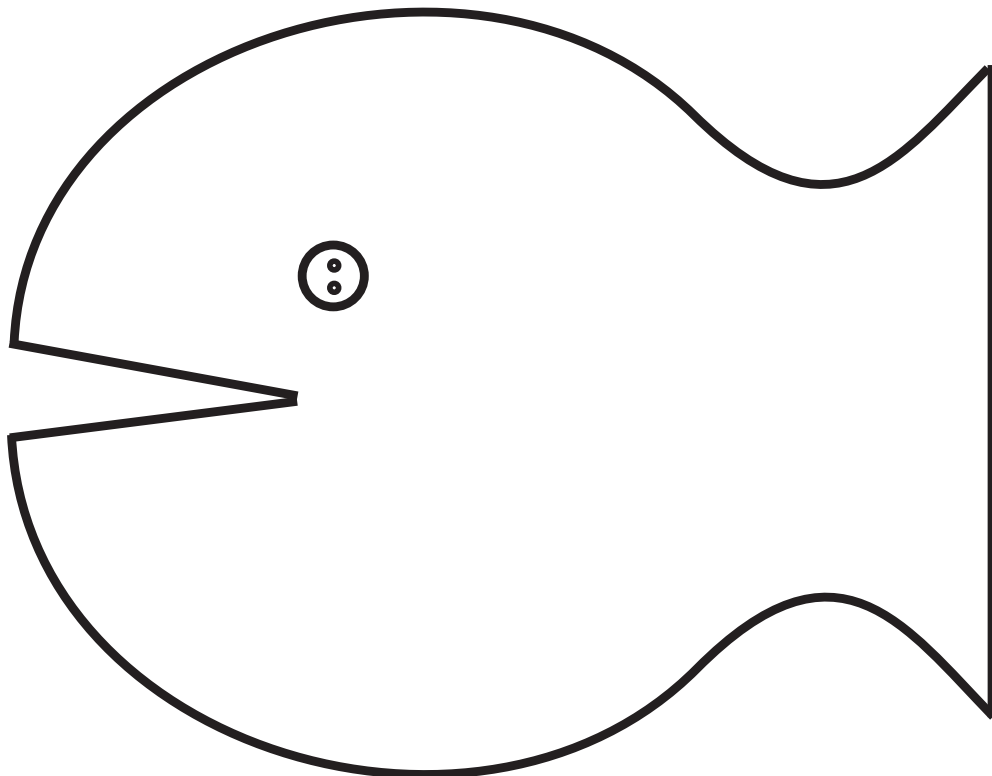
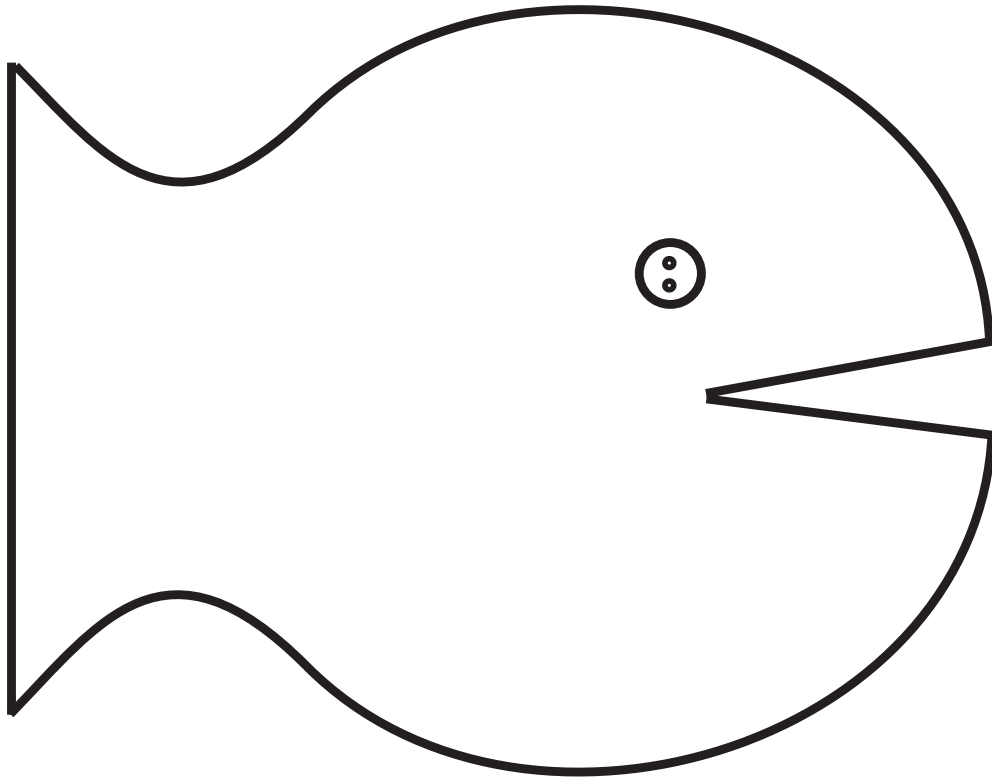
Herod's Temple Template



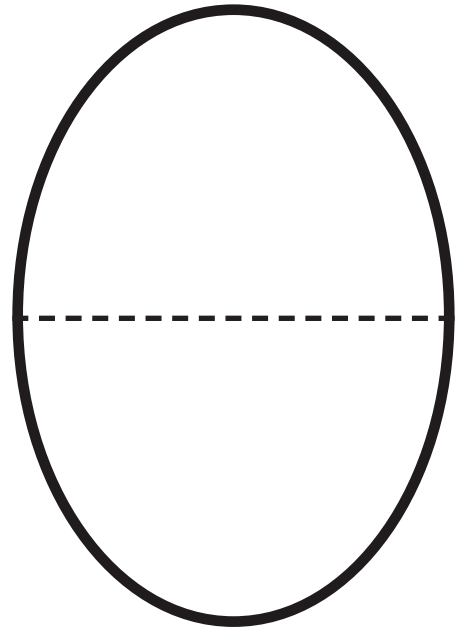
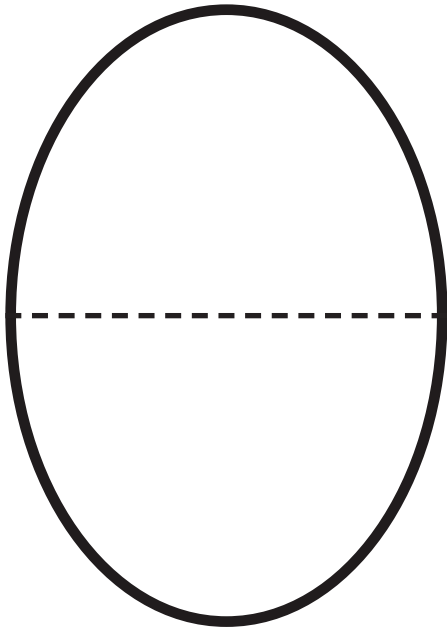
Tyrian Shekel Template



Felt Fish Template



Felt Fish Mouth Template





Matthew 17:24-27
The Coin in the Fish's Mouth



John 10:11-21
A Shepherd Defends His Sheep

Lesson 17: You Cannot Serve God and Another

Activities

Science Activity: Earthly Treasure Doesn't Last

Group Game: Serving Two Masters

Game: Treasure Hunt

Coloring Page: Treasures That Don't Last

Science Activity

.....

Earthly Treasure Doesn't Last

This activity demonstrates to the student the rust which Jesus speaks of in today's lesson, showing one way in which earthly treasure doesn't last.

Materials

- A piece of soft white sandwich bread
- Small plastic plate
- Black marker
- S.O.S. or Brillo pad (S.O.S. works best for this activity)
- Small plastic bowl
- Vinegar (approximately 1 cup)

Directions

- 1 Show the student the piece of bread. Point out that it looks like a good piece of bread that someone could eat. Talk with the student about other great things to eat. Ask her to name her favorite food. With the marker, have her carefully draw a picture of her favorite food on the piece of bread.
- 2 Put the bread on the plate. Have the student dribble some water on the bread so it is moist (but not disintegrating). Help the student find a dark, warm place to set the bread (like inside a pot on top of the refrigerator).
- 3 Give the student the S.O.S. pad to examine. Ask her if she knows what it is made of (metal). Let her rinse all the blue soap out of it (this is fun). While she is rinsing,

brainstorm about all the things she likes that are made of metal or have metal in them (cars, toys, coins, jewelry, etc.).

- 4 Have the student put the S.O.S. pad in the bowl. Help her pour enough vinegar to almost cover the S.O.S. pad, but leave some of it exposed to the air. Set the bowl in a place where you don't mind the scent of vinegar (like the garage).
- 5 Check back on the bread and the S.O.S. pad after a few days. What has happened? (Mold has grown on the bread and the S.O.S. pad has rusted.) Ask her if the bread looks like it is still good to eat. (No!) Tell her that the rust has eaten away at the metal in the S.O.S. pad. (Metal bridges have collapsed because of the corrosive power of rust!) Tell her, "Things on earth don't last. Don't let them be more important to you than loving God and loving others."

Group Game

Serving Two Masters

In this week's lesson, Jesus said that it's impossible to serve God and serve something else at the same time. Those who try to do so will end up serving one master or the other. This group game illustrates the difficulty of obeying two different masters at once.

Materials

- Two sheets of paper
- Pencil

Directions

- 1 **Before class**, use the pencil to write orders on the two sheets of paper. Be sure to write legibly.

On the first paper, write the following orders:

1. Stand on one foot
2. Sit down on the ground
3. Wave one hand in the air
4. Wave both hands in the air
5. Flap your arms like a bird's wings
6. Hop up and down on one foot and say "Boing Boing Boing"
7. Rub your stomach and pat your head at the same time
8. Say "Hippopotamus" while turning in a circle twice
9. Do seven jumping jacks
10. Turn your head all the way around and look at the back of your shirt

On the second paper, write the following orders:

1. Hop up and down on one foot
2. Take a small hop forward
3. Take a small hop backward
4. Touch your toes with your fingers, twice
5. Lie down on your back and run in place

6. Say “Rumplestilzkin!” five times, while jumping up and down
 7. Take both of your shoes off
 8. Put both of your shoes on
 9. Clap your hands behind your back ten times
 10. Jump as high as you can
- 2 You will be one of the “masters.” Select a student (preferably a good reader) or an adult (if an adult is present) to be the other “master.” You and the other master should stand apart from the rest of the students. Since this is an active game, make sure the students have plenty of space to wave arms, etc.
 - 3 Say to the students, “We are your masters and you have to do what we say. Each of us will give a command, and you have to do it. Then the other master will give a command, and you have to do that one too. Do them as quickly as you can.”
 - 4 Read the first command aloud; then after the students have had a few seconds to obey, the other master reads his first command aloud. Do this for all the commands. As you go, begin to speed up (leave less and less time between the reading of the commands).
 - 5 Say to the students, “Trying to obey two sets of directions at once was hard, wasn’t it? Was it easy at the beginning? Was it harder at the end?” Then say, “In this week’s lesson, Jesus told us that we can’t obey two masters at once—it’s impossible to put God first and put yourself first at the same time, just like it was impossible to obey two sets of orders at the same time.”

Game

Treasure Hunt

Do a scavenger hunt to find ways to store up heavenly treasure—and then decide what to do with the earthly treasure (coins) the student also finds.

Materials

- Heavenly Treasure Clues (Student Page 151)
- Scissors
- Sharpie marker
- 6 empty plastic Easter eggs
- 6 dimes, quarters, OR dollar bills

Directions

- 1 ADVANCE SETUP (do not let the student see this): Use a Sharpie to number each egg 1 through 6. Cut apart the Heavenly Treasure Clues on Student Page 151. Place a coin or dollar in each egg, along with the clue with the corresponding number. Now hide the eggs in these places:
 - Egg 1: Somewhere in the bathtub area
 - Egg 2: Under the student’s pillow
 - Egg 3: In the drawer where you keep the spoons
 - Egg 4: In the student’s car seat
 - Egg 5: Behind the student’s Bible

Egg 6: In the Student's sock drawer

Hide the eggs so they are not in plain sight, so that the student has to hunt around a little. *NOTE: These hiding places and clues have been designed for a home setting, but you can do a scavenger hunt anywhere. Just cross out the clues we provided and write your own.*

- 2 Now tell the student that you have hidden plastic eggs around the house. Each egg contains a way to store up heavenly treasure and a piece of earthly treasure. Say to the student, "To find the first treasure, go to the place you need to be when you're dirty."
- 3 Go with the student as she finds the clues. You can hold onto the clues and the money she finds. Once she has finished finding all the eggs, bring everything back to a table.
- 4 Set the money aside. Read each suggestion about how to store up heavenly treasure. Help the student brainstorm about specific ways she could carry these out:
 - Give to the poor. (What organizations do you know that do this?)
 - Visit the sick or lonely. (Are there any hospitals or nursing homes in your area? Do you know anyone who is homebound?)
 - Love your family. (What are some ways you can show that love?)
 - Help out at your church. (Are there ways the student can volunteer?)
 - Pray for someone in need. (Think about people you know who need prayer and then stop and pray for them now!)
- 5 Now bring the pile of money closer. Ask the student how you and she can use this earthly treasure to help others. (Some ideas: Donate the money to your church or a nonprofit organization; use the money to purchase art supplies to make cards or crafts to give out at a nursing home or hospital; purchase a small gift like flowers to bless someone who could use a pick-me-up.) Then go and do it!

Memory Work

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Psalm 23

Remember to review Psalm 23 this week.

Coloring Page

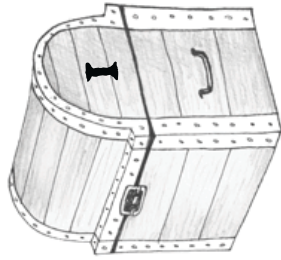
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Treasures That Don't Last

Jesus says that sooner or later earthly treasures will either rot, crumble, be eaten by bugs, or be stolen by someone. But heavenly treasures never rot or get stolen because heavenly treasures are the things that we do to serve God—like giving to the needy, being kind to people around us, or loving our families.

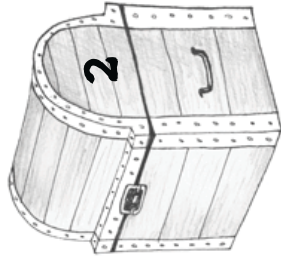
Heavenly Treasure Clues

Give to the poor.



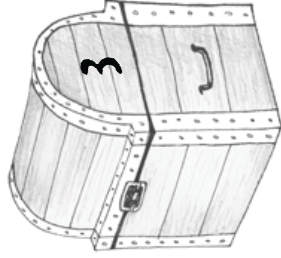
To find the next clue,
go to the place where
you rest your head.

Visit the sick or lonely.



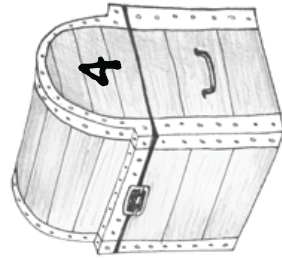
To find the next clue,
find what you need
to eat soup.

Love your family.



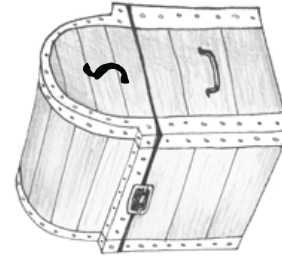
To find the next clue,
go to the place where
you must buckle yourself.

Help out at your church.



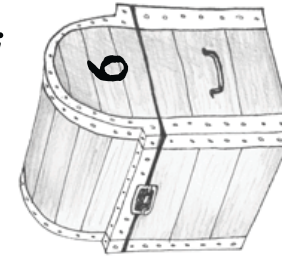
To find the next clue,
go to the place where
you can read God's Words.

Do something kind for
your neighbors.



To find the next clue,
find what you need to put on
when you have cold feet.

Pray for someone
in need.



Congratulations!
You have found
all the treasure!



Matthew 6:19-24
Treasures That Don't Last

Lesson 21: God Is on the Move...Again

Activities

Craft Project: Make a High Priest's Breastplate

Group or Individual Game: Take a Vow of Silence

Activity: "The Angel's Announcement" Word Search

Coloring Page: Zechariah Has Seen an Angel

Craft Project

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Make a High Priest's Breastplate

Materials

- Piece of cardboard, 7" x 9"
- Oven-bake clay such as Sculpey (available at craft stores or at online retailers such as Amazon; alternately you can use colored construction paper, or white paper that you then color)
- Watercolor paints, water, and paint brushes (if using clay)
- Long sash of cloth (1–2 inches wide)
- Cookie sheet or baking sheet

Directions

- 1 Say to the student, "In this lesson you learned about the priests in the time just before Jesus' birth. You learned that they worked in the Temple, took care of the sacrifices, gave blessings, made sure things were in the proper place, lit lamps and burned incense. The priest who was in charge, called the High Priest, wore special clothing, and today we're going to make part of that clothing, a breastplate."
- 2 Help the student cut the piece of cardboard in a rectangular shape that will cover the front of the student's torso (from collarbone to belly button). In each of the four corners, help her cut a hole large enough to thread the sash of cloth through.
- 3 Draw an outline half an inch in from the edge of the cardboard, all the way around the inside of the border, forming a rectangle within the rectangle.
- 4 Have the student help you break the clay into 12 equal pieces and form them into oval-shaped disks (roughly two inches tall and one inch wide) with the flat side face down on the baking sheet. They should look like twelve domes on a baking sheet. These will be

the “jewels” on your breastplate. The 12 stones represented the 12 tribes of Israel, according to Exodus 28:15–21.

- Put the oval-shaped disks on the baking sheet, and bake them in the oven according to package directions. When they are cool, it will be time to paint them. Paint the stones in the following colors and place them on the breastplate in this order:

red	pale green	deep red
green	deep blue	white
dull red	grey	purple
bluish green	bluish white	green

- After the stones are painted, let them dry. Glue them to the inside rectangle of the breastplate, in the order shown in the diagram.
- After the stones are glued to the breastplate and the glue has dried, thread your sash through the top two holes, running the sash across the top back of the breastplate. Place the breastplate on your student’s chest and put the two ends of the sash over each shoulder. Criss-cross the ends across his back and bring around his waist to the front bottom corners of the breast plate. Thread each end of the sash through one hole. Bring the ties back around to the back and tie.

Group or Individual Game

Take a Vow of Silence

This game can be played with one student or with a group.

Materials

- A timer with at least a 30-minute capacity
- Ten items to use as rewards (candies, pennies, etc)
- OPTIONAL Group Material: one piece of paper per team of students

Directions

- Say to the student, “In this week’s lesson, the angel Gabriel was sent by God to tell Zechariah that he would have a son. But Zechariah didn’t believe that this could happen. So the angel also told Zechariah that he would not be able to speak until the child was born. Zechariah wasn’t able to speak until a week after the baby was born, when the family gave the baby a name. This was probably a period of at least 41–43 weeks that he was silent. That’s like being quiet from Christmas, all the way through the winter, all through the spring, and all through the summer. Do you think this was hard for him? Do you

think he used writing or hand signs to communicate with people? Today, we are going to play a game where you try to remain silent for as long as possible. Do you think it will be hard, or easy?"

- 2 Pick an amount of time for the student or students to be silent. Fifteen to twenty minutes might be a realistic time for 2nd graders; older children can last longer. [For group use: divide the students into several small, equal "teams" and give each team a sheet of paper on which you have written a task, which the team must accomplish silently or with only written communication. Such tasks might include "get in a line starting with the person whose birthday is earliest in the year, and ending with the person whose birthday is latest in the year."]
- 3 Show the student the ten pennies or candies, etc, about one for every two minutes the student wants to be silent (longer for older children). Explain that the student may not talk for [the time span you selected]. The student may gesture and write, but cannot make any noise (including grunting/gurgling/squeaking noises!) Every time the student forgets, and speaks or makes a sound, one of the little rewards will be taken away. Any rewards left at the end of the allotted time are hers for the keeping.
- 4 Start the timer for the allotted time. Every time the student forgets and makes a noise, take away a reward. For maximum effect, pick a time when the student needs to interact with other people—a time when she is around the rest of the family, such as preparing dinner or doing chores. [Optional: If you have more than one student doing this at a time, try staggering the silent times for each student, so that at any given moment, everyone else is allowed to speak, but one student is not.]
- 5 Afterwards, talk about what was difficult about the activity. Say to the student, "Think about how hard it would be to stay quiet like that, for nine months. Do you remember why the angel made Zechariah unable to speak for this long time?" *Answer: the angel made this happen because Zechariah did not believe that God could do what he said he would do.*

Activity

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"The Angel's Announcement" Word Search

Materials

- "The Angel's Announcement" Word Search (Student Page 187)
- Pencil

Directions

- 1 Tear out Student Page 187
- 2 Say to the student, "Look for the words from this week's lesson that are hidden in the word search. Six of them run left to right; four of them run top to bottom."
- 3 If needed, help the student find the words. They are listed below the word search. Here is the answer key:



Coloring Page

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Zechariah Has Seen an Angel

This is Zechariah, when he came out of the room in the Temple where the angel had spoken to him. He couldn't speak, just as the angel said would happen. But he knew that God was about to do something amazing!

The Angel's Announcement Word Search



JOHN
JESUS
MIRACLE
SPECIAL
GABRIEL

BABY
ANGEL
PRIEST
TEMPLE
HEROD



Luke 1:5-25
Zechariah Cannot Speak After He Meets the Angel

Lesson 25: Jesus is the Son of God

Activities

Review Activity: Building on a Strong Foundation

Activity: Boat Maze

Coloring Page: A Strong Foundation

Activity

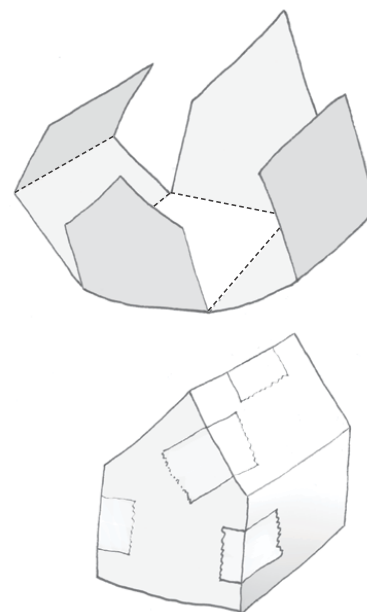
Building on A Strong Foundation

Materials

- Church and house templates, from Student Page 213
- Scissors
- Crayons, markers, or colored pencils
- Tape
- 8" x 11" casserole dish (or similar size)
- Small ramekin or bowl (with a flat base)
- ½ cup rice
- 2 cups water (in a measuring cup or drinking glass—just not a watering can)

Directions

- 1 Help the student to neatly cut out the church and house templates. She may then color the sides *without* dashed lines, as desired.
- 2 Fold the church and house templates along the dashed lines, keeping the lines on the interior. Tape the sides to hold them in place (see illustration to the right).
- 3 Place the ramekin upside-down inside the casserole dish. Put it in the left or right half, not in the center. In the other half of the casserole dish, next to the ramekin, pour the ½ cup of rice into a small mound.
- 4 Place the paper church on top of the ramekin (the “rock”), and the paper house on top of the rice (the “sand”).



- 5 Taking the measuring cup (holding the 2 cups of water), say, “Here come the floodwaters!” Let the student pour the water into the casserole dish, all at once.
- 6 Observe what happens to the paper house, versus what happens to the paper church.
 - Discuss with the student what it means to build something on a firm foundation, versus building something on a weak foundation.

Activity

Boat Maze

Materials

- Boat Maze (Student Page 215)
- Pencil

Directions

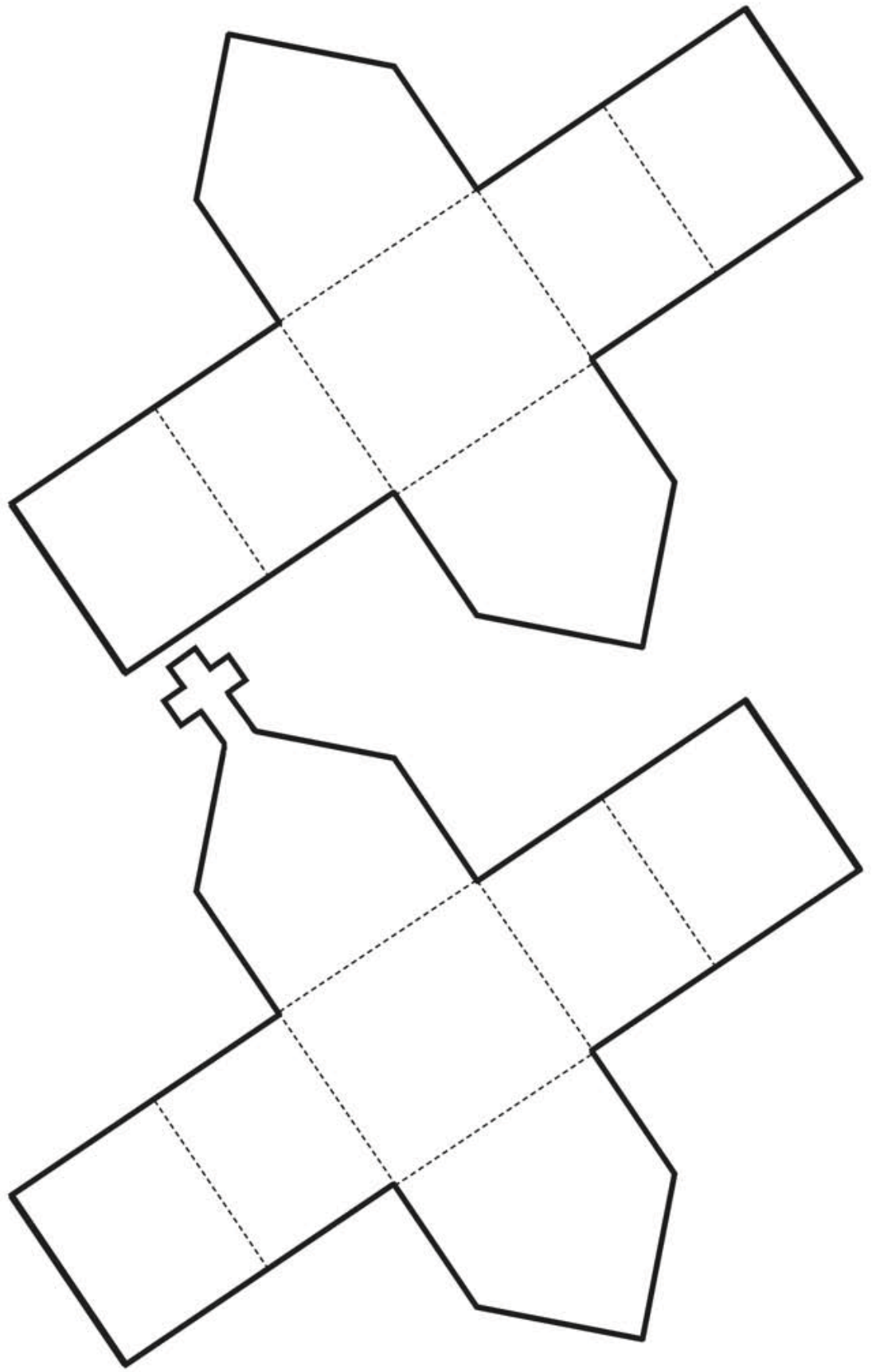
- 1 Tear out Student Page 215, containing the Boat Maze.
- 2 Say to the student, “This week’s lesson showed Jesus’ disciples learning about who Jesus was. Many of the disciples, Jesus’ students who became his special helpers, started out as fishermen on the Sea of Galilee. When this story begins, Jesus and his disciples have just used a boat like this one to cross that sea.”
- 3 Have the student use her pencil to find a way from one end of the maze to the other.

Coloring Page

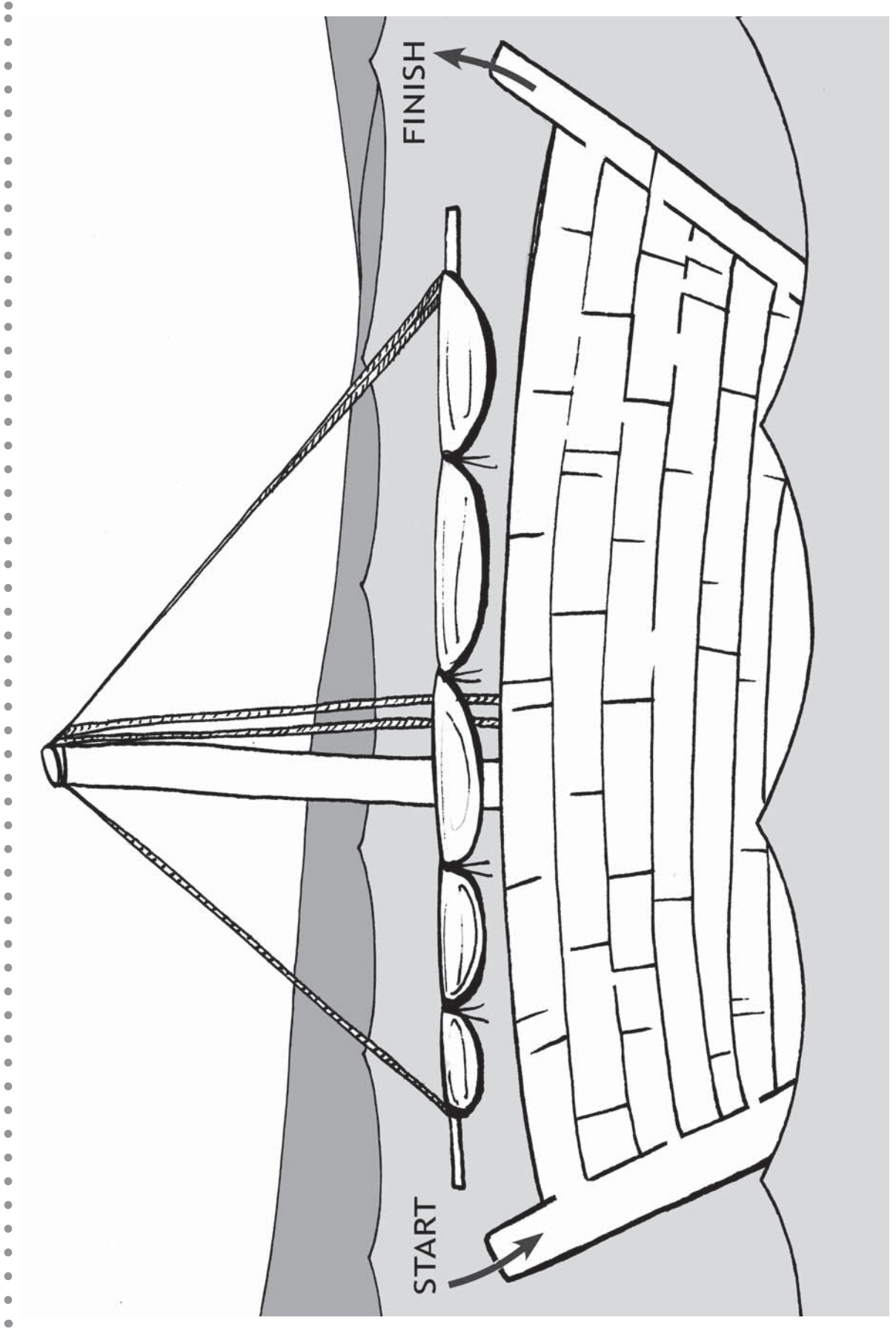
A Strong Foundation

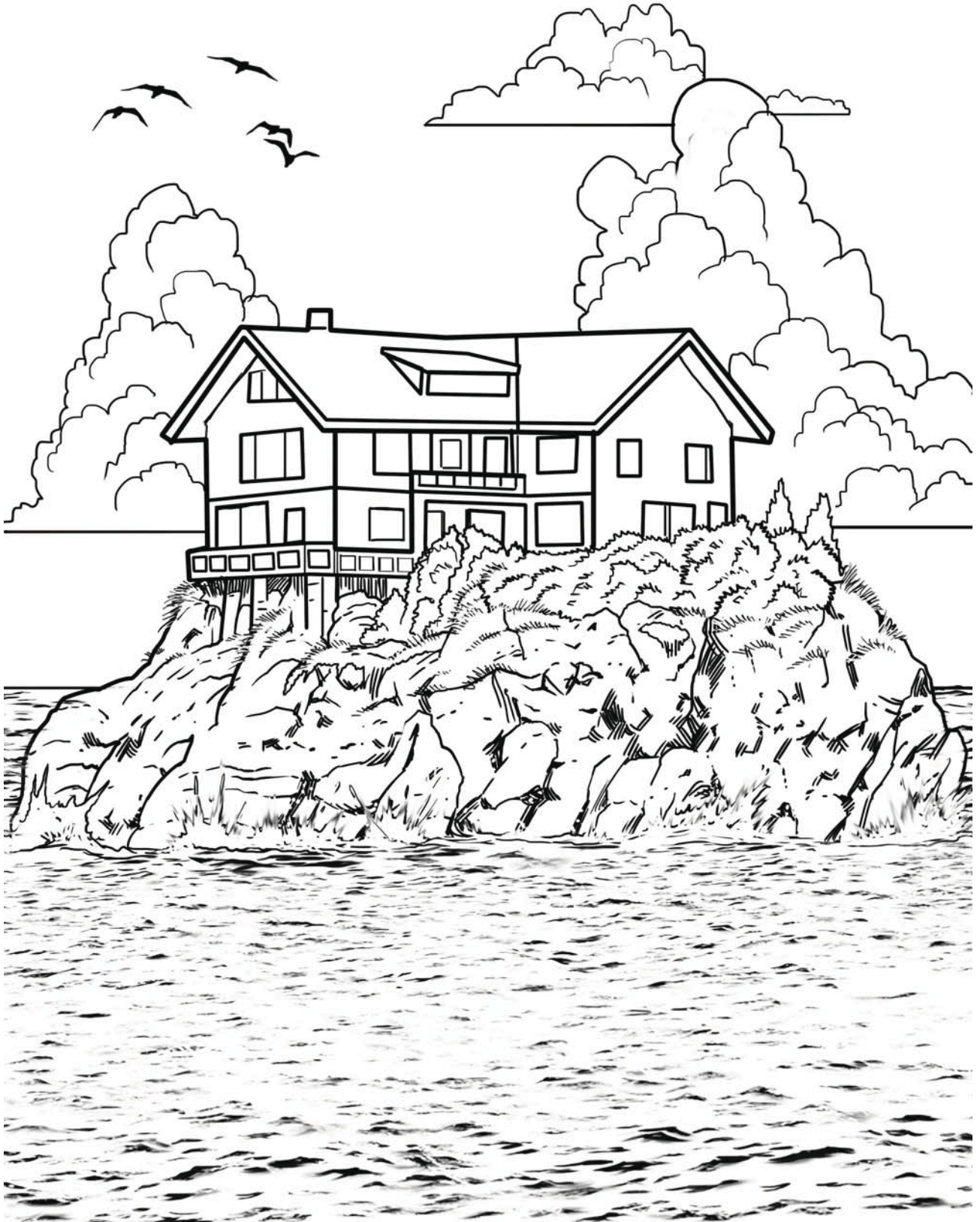
In this week’s lesson, Peter said that Jesus was the Son of God, and he was right! The kingdom of heaven—from the first disciples until today—is built on the strong foundation that Jesus is the Son of God. Color this picture of a house built on a strong rock foundation.

Church and House Templates



Boat Maze





Matthew 16:13–20
Built on a Strong Foundation

Lesson 31: A Clean Heart is Better Than Clean Food

Activities

Review/Game: What Makes Us Unclean on the Inside?

Science Activity: Getting Really Clean

Craft Project: Find the Secret of Being Clean

Memory Work: Review the Lord's Prayer, Part II

Coloring Page: Rules on Top of Rules

Review Game



What Makes Us Unclean On The Inside?

Materials

- Quart-sized mason jar
- Person-shaped wrapper, from Student Activity Page 271
- Tape
- Crayons, colored pencils, or markers
- Student Activity Page 273 (chart of foods, actions, and attitudes)
- Scissors
- OPTIONAL: Timer

Directions

- 1 Have the student color and cut out the person-shaped wrapper. Together, tape it around the outside of the mason jar.
- 2 Have the student cut along the lines on Student Activity Page 273 (the chart). Fold each slip of paper, and put it into the mason jar.
- 3 Instruct the student to pull one slip of paper out at a time. Have her read the item on the paper, and then decide whether it makes the mason jar person clean, unclean, or doesn't matter. If she has trouble remembering, remind her of what Jesus said in today's lesson (see *Instructor Text*, pages 110 and 111)

- 4 As she goes through the slips, make piles for “clean,” “unclean,” and “doesn’t matter.” At the end of the game, all foods should be in the “doesn’t matter” pile, the positive actions and attitudes should be in the “clean” pile, and the negative actions and attitudes should be in the “unclean” pile.
- 5 To ramp up the excitement, set a timer for your student, and see how fast she can do it!

Science Activity

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Getting Really Clean

Materials

- Vegetable oil
- Ground cinnamon
- Hand soap
- Running water

Directions

- 1 Pour a quarter-sized circle of oil into the student’s hand. Then give a good sprinkle of cinnamon over it. Instruct the student to rub the oil and cinnamon all over her hands.
- 2 Have the student try to wash the cinnamon off with cold water. See what happens.
- 3 Have the student try to wash the cinnamon off with warm water. Is this more effective?
- 4 Have the student try the cinnamon off with warm water and soap. How long does it take to really get all the cinnamon off?
- 5 Talk with the student about how we often think that a quick rinse under cold water is enough to clean our hands—but actually soap, warm water, and a lengthy rinsing are necessary. This experiment used cinnamon, which is harmless, because it’s easy to see; but germs are invisible, and harmful, so it is much more important to wash properly.
- 6 Say to the student, “The Pharisees thought that they were making people get really clean, but they weren’t cleaning the things that were important.”

Craft Project

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Find the Secret of Being Clean

Materials

- The Secret of Being Clean (Student Page 275)
- Crayons or Markers (three different colors: we suggest blue, green, and red, but any three will work)

Directions

- 1 Tear out Student Page 275.

- 2 Say to the student, “In this week’s lesson, we learned that being ‘clean’ is about more than just washing your hands. Jesus told us the secret of where real cleanness comes from. Color the spaces in this picture to reveal what that secret is.”
- 3 Have the student use her three crayons or markers to color the numbers. Make sure that she uses one color for all the “1” spaces, a different one for all the “2” spaces, and a third color for all the “3” spaces. We suggest blue for 1, green for 2, and red for 3.
- 4 When the spaces are all colored, a picture of a heart should be revealed in the palm of the hand. Point to the heart and say to the student: “What is that?” When she answers that it is a heart, say: “That is the answer to the question on this page: A clean **heart** is more important than clean hands.”

Memory Work

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Review the Lord’s Prayer, Part II

Materials

- The Lord’s Prayer, Part II (Student Page 263 from Lesson 30, if you still have it)

Directions

Say to the student, “Last week you learned the Lord’s Prayer. Let’s review it to make sure it stays in your memory. The first half said, ‘Our Father in heaven, hallowed be your name. Your kingdom come, your will be done on earth as it is in heaven.’ Let’s say that part together.”

[Say together: Our Father in heaven, hallowed be your name. Your kingdom come, your will be done on earth as it is in heaven.]

Say, “Then the second half said, ‘Give us today our daily bread, and forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from evil.’ Let’s say that part together.” *[Say together: Give us today our daily bread, and forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from evil.]*

If the student has a good grasp on the first and second halves of the prayer, say the whole thing together.

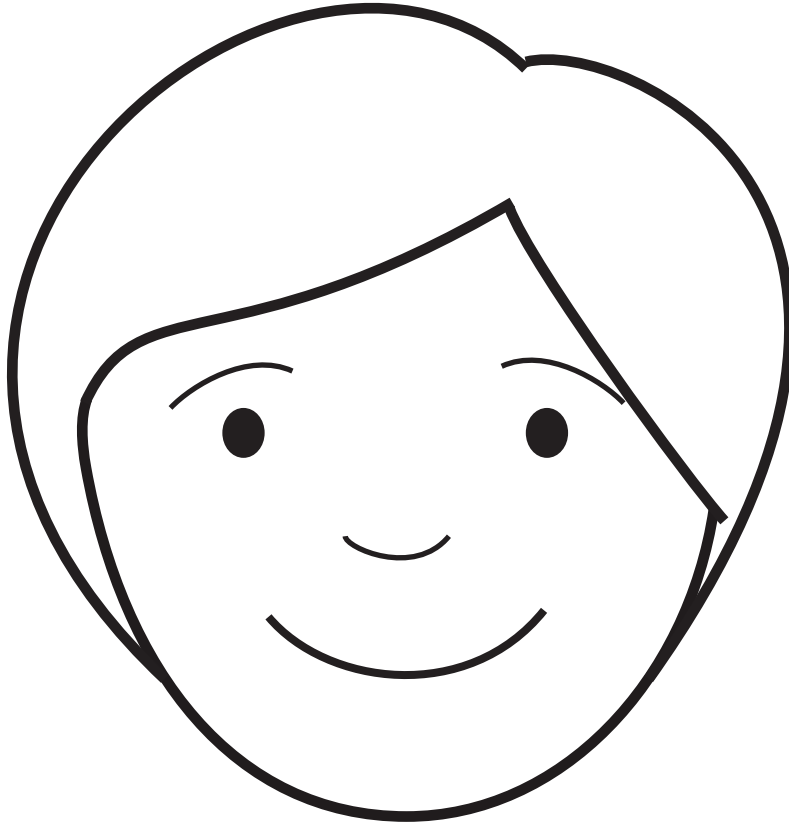
Coloring Page

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Rules on Top of Rules

God had given the Jewish people special rules about their food, but over time, some of the leaders and teachers had added extra rules. It would be like if your mother said, “Don’t eat the cake that is in the refrigerator,” and then your older brother decided that you shouldn’t even **open** the refrigerator, just to make sure you didn’t eat any cake. That would be more rules than your mother wanted you to have.

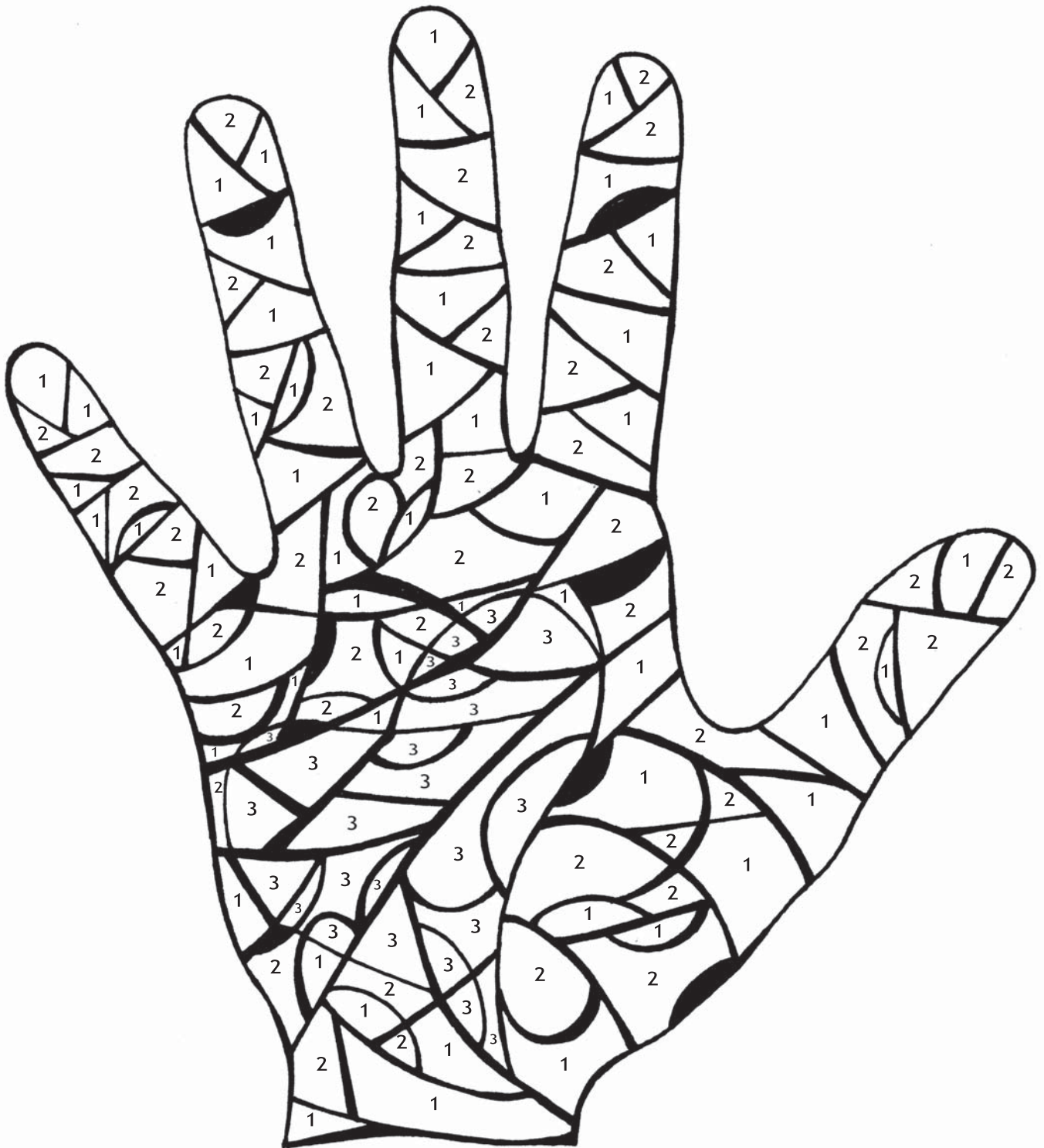
Mason Jar Wrapper



Clean and Unclean Chart

pizza	apple slices	feeling jealous of your sister
fish sticks	ice cream	milk
lying	cleaning up a mess without being asked	bread
having a cheerful attitude	carrots	interrupting someone who is speaking
orange juice	saying mean, angry things to your friend	chicken
sharing	obeying your parents right away	macaroni

The Secret of Being Clean



A clean _____ is more important than clean hands.



Matthew 15:1-20
Rules on Top of Rules