



# Jonah

A man who had much to learn about God

A Project Pack for Juniors (age 7-10)

## About Project Packs

Most of the activities need quite a lot of preparation such as collecting items and making games so it's worth reading through what you might want to do well in advance of the session.

Craft items like 'googly eye' and mirrors can be obtained from retailers like The Works, Hobbycraft or Wilco or on-line at Baker Ross, Yellow Moon etc. It is advisable to try out beforehand what you are expecting the children to do later.

If you need to make board games or cards the pages are free to photocopy. You could copy and print onto paper and stick onto card or print straight onto card if your printer allows for this. If this project pack is on our website [www.cssu.org.uk](http://www.cssu.org.uk) you could download the page and print straight onto the paper or card.

Sometimes in these packs it is suggested that the students make on-line searches. Make sure they know that they should be careful with with these searches so that they don't discover unsuitable sites. Ideally you should do the research first or discuss it with a parent and one of you do it with them.

Keep asking questions while the children are working on a model. Some children will talk when they don't feel the pressure of you waiting for an answer. Some of course won't shut up so should be encouraged to listen to what others are saying.

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# Contents

## Unit 1: God said “Go!”

Acquaint children with Part 1 of the story of Jonah, reading Jonah 1:1-3, discussing story, looking at maps and then working in pairs employing a drama technique to embed the story in their minds. Choose from 3 games, none of which need preparation beforehand, make a book which you add to as you work through the units, a jigsaw map, a dove to represent Jonah's name and a hiding fish to remind us that none of us can hide from God.

## Unit 2: Stormy Seas

Read together part 2 of Jonah story from Jonah 1:4-16. Look in detail through discussion and activity, at some of the themes within the text - who the sailors were, a bit about Jonah's attitude, casting lots, the turmoil of the sea and the storm itself. Follow up with an artistic rendering of a stormy sea and a couple of games, one called Sea Rescue and the other, Boat Race. Add this part of the story to your book if you are making one.

## Unit 3: A Fishy Tale

Dramatically read together part 3 of the Jonah story from ch1:11-17. Create and perform an onomatopoeic poem. Make a cardboard fish that appears to swallow Jonah. Play a couple of fishy games and use your play parachute, if you have one, to re-enact the dramatic moment in the story by playing 'Shark!' Add the story to your book if you are making one.

## Unit 4: God is Near

Part 4 of the story is retold inside a parachute, if possible, through experiential learning. Some of that experience can be captured with some Word Art and the story written or drawn in the children's ongoing books. There are several games to choose from - a variation on Kim's Game, the more frivolous Bubbles, Jonah Rounders, a form of Blindman's Bluff called Stormy Seas and Jumping Jonah, which is fun but has a serious message of being made whole again.

## Unit 5: Tell the World

Telling Part 5 of the story from chapter 3, takes the form of an imaginary, one-sided conversation between a reporter in Nineveh and a friend back in Israel, with the children trying out their own telephone conversations. They can also make a video of their own version of the story, make a collage or a Globe Magnet to show the importance of sharing the Gospel and have active fun playing Turnaround and Happy Families. Don't forget to write up Part 5 in the children's books.

## Unit 6: God Cares

Mime chorally the last part of the story from chapter 4. Think about Jonah's attitude and relate it to their own experiences through some small group role play. Write up the last part of the story in the books. Make Caring Trees and Bracelets.

# Resources



# Resources

## Making the Booklet for recording the story of Jonah

### What to do:

First ask the children to choose some different coloured papers and one sheet of card.

Decide on the size you would like to make each page, say A5, which can then be folded in half.

Rule and cut the paper and card carefully, preferably with a paper trimmer.

Assemble the folded pages in any order and position between the folded piece of card. Mark where you want the holes to be - two will be enough for the folded A5 size.



Make the holes by pushing the needle through the paper and card onto an old rubber or equivalent. (It may be best for an adult to do this bit.)



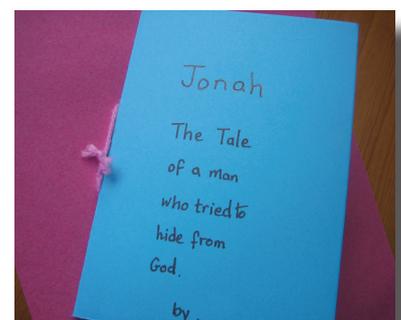
Next, thread the needle double, tie a knot and push the needle through the layers from the outside to the inside and then back through the second hole.



Take the needle between the pieces of thread, pull tightly and secure with a knot. Trim the ends to neaten it.



Using felt tips, design the front of the card. Allocate pages of the book to the parts of the story and head up all 6 in readiness. Write and illustrate each part as you come to it.



# Unit 1: God said “Go!”

## Telling the story Part 1

### **Begin by reading together Jonah 1:1-3 a couple of times.**

Establish some background: Encourage children to suggest what Jonah’s problem might have been and what he was feeling.

### **Use a map**

Locate Jonah’s hometown of Gath-hepher (2 Kings 14:25), the port of Joppa (present day Jaffa) and Nineveh. Explain that Jonah was a prophet working in Israel around 800 years before Jesus and that Assyria was a rising Gentile power in the region.

Re-read the first 3 verses again and then put the children in pairs.

### **Explain they are going to ‘Babble-gabble’ these verses**

Take it in turns to tell the story in their own way but adding lots of imaginary details that we are not actually told to make the story come alive. So the first child would begin with Jonah, explaining his job and who he was. The other child could add a bit about where he lived. The first might explain how grumpy he was if he didn’t like what he had to do and so on, taking turns.

By the time they get to the Nineveh bit, the conversation might go something like this:

*Child 1:* ‘Do you know how awful it was in Nineveh? No-one dared leave his house unlocked because he’d be robbed while he was out. And if there was a queue for bread in the shop, an impatient person would just knock everyone out of the way with his fists and go to the front of the queue!’

*Child 2:* ‘Nobody ever told the truth to anyone else so you couldn’t trust anyone and people were always “borrowing” things but never gave them back. No wonder God was fed up with them.’

*Child 1:* ‘So God decided to do something about it. He .....’

When each pair has finished, ask them to choose their favourite part and practice it a few times, adding and correcting as they go. Next, ask them to share their conversational storytelling with the whole group.

Allow for any questions between the groups and then ask each pair questions about Jonah’s reactions and actions.

- eg.
- Do you think Jonah liked his job as a prophet? Why/why not?
  - What do you think Jonah felt about Nineveh? Any ideas why?
  - What made Jonah go to Joppa?
  - Why did he want to go to Tarshish?
  - What sort of person do you think Jonah was?

By now, the children will be ready for some reinforcement activities!

# Unit 1: God said “Go!”

Play Games to reinforce the idea that we cannot hide from God.

## All Change

**You will need** no equipment

### **How to play:**

One child is chosen to leave the room temporarily, while the rest decide on a change they will make eg. to the room: draw the curtain, turn a chair upside down, scatter paper around or to themselves: swap shoes, 2 players link arms, change seats, some close eyes, etc. Try to increase difficulty as play proceeds.

After a while, talk about how easy or hard it was to see or even hear changes. God, by contrast doesn't miss a thing. Ask children to go to Psalm 139 and read together verses 1-7. What can they conclude?

## Cat and Mouse

**You will need:**

2 chairs placed about 3 metres apart in the centre of the room and a blindfold.

### **How to play:**

Choose one player to be the 'cat', blindfold and lead him or her to the space between the chairs. The rest of the players are 'mice' and have to pass between the chairs to the far side of the room without the cat hearing them and catching them. They can go through one at a time or 3 or 4 can try at once. Swap 'cats' from time to time or when all the mice have been caught.

Remind the children afterwards that the cat may have been blind or deaf but God isn't!

## Wave

**You will need**

Nothing but play in an outdoor space where there is plenty of cover or indoors where there are rooms and furniture to hide in and behind. (make sure the area is safe!)

### **Aim:**

To find all of your friends without losing them again.

### **How to play:**

As in traditional hide and seek, one person counts while others hide. Once the first person has been found they must follow the seeker round as they continue their search. If the 'found' person spots someone hiding that the seeker doesn't see, they wave. The hidden person waves back, entitling the 'found' person to run off and hide again.

It is up to the seeker not just to find everyone who is hiding, but also not to lose them again once they have. Eyes in the back of your head are an advantage!

### **Variations**

A twist on hide and seek is to give players the mission of getting back to base (wherever the seeker did their counting) without being caught. If the seeker spots someone making a dash for it, they give chase.

# Unit 1: God said "Go!"

## Activities to reinforce the story so far

### Make the small book

Remember to record things as you work through the units.

You will find the instructions for making this on Resources page 2.

### Make a Jigsaw Map of the places Jonah knew

First find a map you are happy with. (You may like to use the one on Resources page 1)

Print it onto card. Draw lines on the back and cut along them to make the jigsaw pieces.

Alternatively, you could buy commercial blank jigsaw puzzles. (See 'About Project Packs' on front page) onto which you could stick your maps, first ensuring the two are the same size. You would need to use a craft knife to carefully cut along the jigsaw edges once the glue has dried.

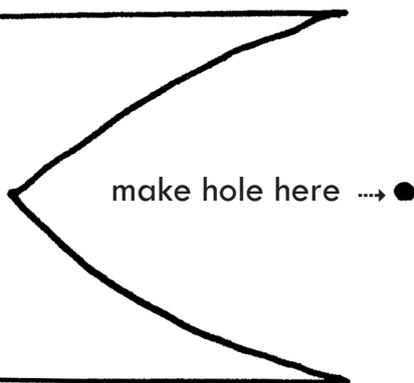
Once your map is ready, you can either simply give the jigsaw pieces to the children to put together correctly or hide them individually around the room to be found and then put together. This can also be turned into a team game, where you have colour coded pieces for each jigsaw, one per team. The pieces are scattered around the room. The winning team is the one who finds all their own colour-coded pieces and puts them together first.

### Make the boat Jonah boarded in Joppa

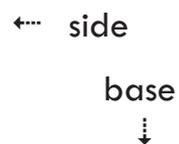
#### You will need:

A sheet of thin card the size of this template, paper or fabric for a sail, kebab stick or similar cut to a suitable length, a small piece of plasticine, blu tac or play doh

1. Cut the boat shape out of the card using the template.

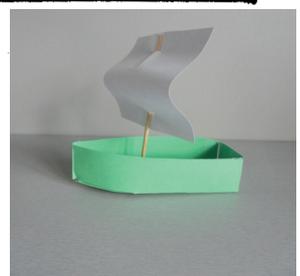


2. Fold the sides and the edges up to make the boat shape and join the edges with selotape. If you stick the tape on the outside of the boat it will be easier but won't look so good. You can stick it inside if you use a tape that isn't too sticky (like Scotch tape) and carefully stick to one edge first before folding the other edge onto it.



3. Cut a sail from the paper or fabric and attach it to the kebab skewer either by sticking or stitching.

4. Make a small hole in the bottom of the boat as shown on the template and push the kebab stick through it into the plasticine. This will keep the mast in place and also help to keep it upright.



# Unit 1: God said "Go!"

## Make a Doily Dove

to remind the children that Jonah's name means 'Dove', which in turn signifies 'New Life'. Jonah was sent to bring New life to the Gentiles in Nineveh.

### You will need:

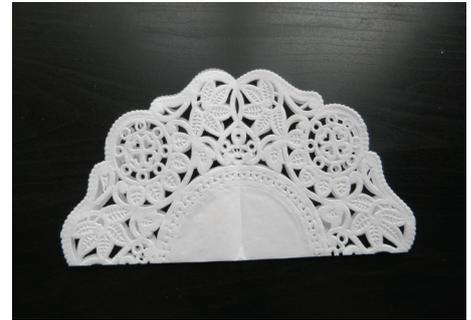
Round paper doily, a ruler, scissors/craft knife

### What to do:

1. Fold the doily exactly in half and then in half again. Crease carefully and open up the last fold.



2. Fold both edges to meet the centre crease. Crease the fold well. Now fold in half again with the two flaps tucked inside to make a wedge shape.

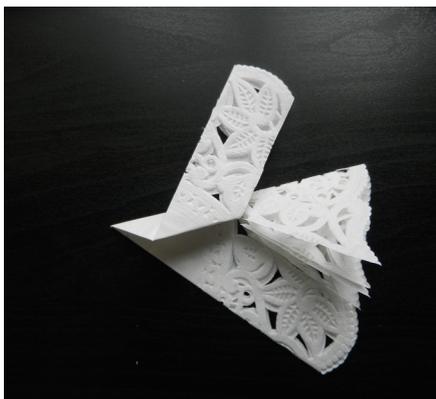


3. Put a mark on the folded straight side of the wedge about 1/3 of the way from the point. Place the edge of the ruler on this point and parallel to the open side of the wedge.

4. Draw a faint pencil line.



5. Cut the wedge along the pencil line starting at the lacy end. Cut about 2/3 of the way into the wedge.



6. The wings are made from the lacy bits at the open edge of the wedge. Fold one side upwards and crease it. Turn the model over and repeat this fold to make the other wing.



7. Press the point of the wedge to make the beak of the dove.

8. Fluff out the lacy bit to finish off your dove.



# Unit 1: God said “Go!”

## Make a Fish Mirror

to act as a reminder that we cannot hide from God.

### You will need:

A small oval or circular mirror\*\*

PVA glue and scissors

Blue and green tissue paper

Bright coloured card to make the fish and white card for the background

Brown and black card or paper for the rocks

A pair of stick-on “googly” eyes\*\* (\*\*See ‘About Project Packs’ on front page)



### What to do:

- Cut a square of white card roughly twice as big as the mirror, paste all over and glue little pieces of blue tissue paper all over it to represent the sea.
- Cut out rock-shape pieces of brown and/or black paper and glue over the blue tissue on the lower part of the picture.
- Next stick on the sea weed fronds, cut or torn from green tissue paper, that will lie underneath the fish.
- Glue the mirror on some brightly coloured card. (If the mirror has a protective covering, keep it on until the end to prevent glue getting on it)
- Draw a circle on the card just bigger than the mirror, adding fins and tail, as above. Cut out the card fish shape and glue it to the centre of the picture, over the seaweed.
- Add some more sea weed fronds on top of the fish, so it looks like it's hiding.
- Make other sea plants and anemones to enhance the picture.
- Draw some bubbles coming out of the fish's mouth.
- Finally, remove the protective covering from the mirror and stick on the googly eyes.

# Unit 2: Stormy Seas

## Telling the Story Part 2

**Read the account of the storm** from Jonah 1: 4-16. Give the children parts to read: Narrator, the Sailors, the Captain, Jonah and let everyone make appropriate storm noises.

After reading, discuss the account in any of these themes:

### 1. Who were the sailors?

Probably they were employed by wealthy Phoenician traders, who bought and sold goods from all round the Mediterranean. They were Gentiles and worshipped a pantheon of gods who often warred against each other. Some were more benevolent to humans than others. Their sea-god was called Yamm\* and his likeness was on the prow of their ships but the sailors may well have also beseeched Athirat, a more sympathetic goddess or her daughter Marah, who was apparently also of a kindly disposition!

\*Yam or Yamm, from the ancient Semitic word meaning "sea," is the name of the Canaanite god of rivers and the sea. Yam was also the deity of the primordial chaos. He represented the power of tempestuous sea untamed and raging.



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the

### 2. Where was Jonah from and why was he asleep, not praying?

Jonah was a prophet to Israel and came from Gath Hopher, near Nazareth. He was not ashamed to admit he was a Hebrew and that he worshipped God.

### 3. What did it mean to cast lots?

This was a method widely used in Bible times as a way of making a decision. Jews and later Christians, believed it to be decided by God, pagans by chance or by their gods. In our story, the sailors seemed sure the storm was sent by their gods as a personal vendetta but were sympathetic to Jonah when they discovered it was him!



Ancient dice - sheep's knuckle bones

### 4. Jonah's decision to be thrown overboard.

Despite his inability to understand God's compassion, he was himself compassionate to the sailors.

### 5. The turmoil of the sea was much like the turmoil going on in Jonah's mind.

Older children may like to explore this for a bit. Do the children have any advice for Jonah? Take them to Psalm 46:10 'Be still and know that I am God'.

### 6. The Storm.

Collect as many storm words as you can, using a thesaurus to help. Use these words to create a word storm picture. If the children have access to a computer or equivalent, it would be ideal. Look at pictures online of furious sea storms and then try to re-create the same feeling with words, using colour and arranging the words in huge waves and squally circles. Whose storm looks and sounds the most frightening? Alternatively, create a mixed-media picture and add the words in swirls and curls and at angles. Some of the ideas could be added to the ongoing book.

**Some Storm Words to get you started:** tempest, tempestuous, tornado, twister, cloudburst, whirlwind, squall, gust, downpour, gale, perilous, blustery, turbulent, violent, howling gale, roaring, savage, wild, threatening, surging.

# Unit 2: Stormy Seas

## Some follow up Suggestions

### Storm Painting

#### **You will need:**

- a plastic tablecloth or sheet, wet wipes and aprons or equivalent.
- large sheets of paper for each child
- poster paints thickened with PVA glue
- brushes and sponges
- images of sea storm paintings (use Google) to inspire children

#### **What to do:**

Just give the children the opportunity to freely express themselves and enjoy the experience. They might like to give their painting a name, as artists do!

## Play some games

### Sea Rescue

#### **What to do:**

Put the children in two equal teams, which each represent a ship caught out in a storm at sea. Line them up opposite each other in lines at least 2 metres apart. Number the team members from opposite ends to each other. On the floor, midway between the two teams put a pile of largish cards (A4 cut in half lengthways and possibly laminated for strength) with parts of the ship that need anchoring in bad weather, written on them - sails, mast, grain sacks, salt barrels, lifeboat, deck brush, cargo and so on. Give each card a number depending on the importance to the ship of each thing. These will be added at the end of the game to find the winning team. You will need at least enough for one per player.

#### **How to play:**

The leader calls out a number. Both players with that number run from their opposite ends of the line to try to snatch ONE card and get back to their seat without being tagged by their opponent. If the player who picks up the card first is tagged, then the card is handed to the second player instead. The player with the card dashes for his place before he too is tagged. Play continues like this, with different numbers being called until there are no more cards left to collect. The safe ship (winning team) is the one with the most points added up from the cards.

### Boat Race

Decide on a starting and finishing line. Divide your children into teams or 'boats'. A boat consists of at least 3 players squatting in a crouched position, one behind the other, each holding the shoulders of the player in front. Facing the players is a 'cox' who stands and holds the hands of the front player. The boat moves forward by all the players springing together off both feet. The cox helps by calling out the rhythm. During the race, any boat that breaks apart will be deemed to have been lost in the storm. If you haven't enough children to make this competitive, then just one 'boat' could race against itself, while you time each group, maybe with a rest in between each round!

# Unit 3: A Fishy Tale

## Telling the Story Part 3

### Remind the children

We left Jonah and the sailors fearing for their lives because of the great storm.

### Read together verses Jonah 1:11-17.

You may like to select different children to read the parts of Narrator, the sailors and Jonah, while the rest make storm noises. (*dramatic reading*)

### Discuss

Talk about the actions by the sailors and the miracles God provided.

Older children could compare some scriptures:

- Compare the calming of this storm with that of Luke 8:22-25 and maybe other incidents where God shows his power over the elements. How does this make the children feel? Why do they think God displays this power to men?
- Compare the provision of the fish for Jonah with God's provision at other times eg. manna in the wilderness; ravens for Elijah; food for the 5000/4000..... How many can they think of?

### Re-write this part of the story as a poem

Use sound effects and onomatopoeic words.

Begin by collecting as many watery and fishy words as you can.

Next, break down the story into short phrases, each one preceded by a sound effect.

Arrange these into order, possibly repeating some for effect or adding a choral line or two. So the beginning of your poem might read something like this:

“Heave! heave! the sailors threw Jonah over the side of the ship.  
Splish! splash! splosh! Jonah’s body hit the furious, churning sea.

Jonah, Jonah, pray to God!

Glub! Glub! went Jonah as he sank slowly to the darkest depths.  
Tangle! tangle! the seaweed gripped his neck and his arms and his legs ...

Jonah, Jonah, pray to God!”

..... and so and so on until the whole of this section of the story is in verse.

Now try playing with sounds using body percussion or things like spoons, pans, bottles and even water itself and fit them in appropriate places.

Practice until you are happy with the finished version. Write a verse in your ongoing book.

# Unit 3: A Fishy Tale

## Craft Activity

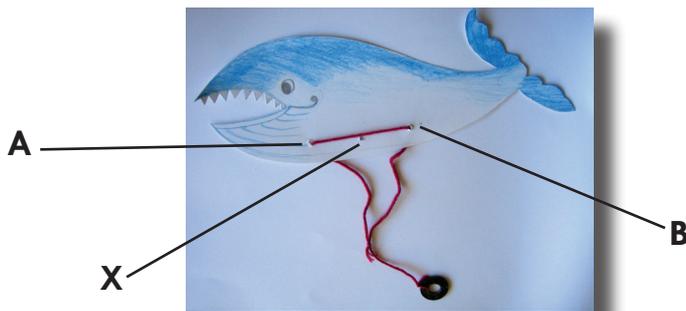
### Jonah and the Big Fish

#### You will need:

3 sheets of A4 card, 5 split pins (butterfly clips/paper clips which open out) and a weight, such as a metal washer per person, scissors, PVA glue, string, a ruler, sharp pencil, felt tips, paints and small pieces of sponge for the group.

#### What to do:

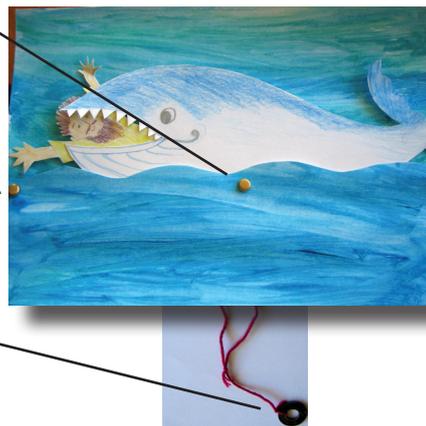
1. On one sheet of card (landscape), draw and colour an underwater scene with a watery, wavy background, painted on with bits of sponge. Add small fish and seaweed using felt tips.
2. Do the same for half of a second piece of card (also landscape), then cut this out with a wavy cut. This will be the foreground of the picture.
3. On the 3rd sheet of card draw a big fish with a large open mouth and a small figure of Jonah. Colour and cut out Jonah and the fish.



*Jonah figure*

*Fish showing position of holes*

4. Make small holes (best done by an adult for safety) with a sharp pencil at point **A**, **X** and **B** on the fish, as indicated above.
5. Thread a length of string through holes **A** and **B** on the fish. Knot the two ends of the string as shown in the picture above and then attach the weight.
6. Position the foreground scene on top of the background scene so that their lower edges are exactly in line. Use the ruler to mark a point 8cm from the base and halfway from each side edge. Make a hole through both layers of card.
7. Next, push a split pin through the hole on the foreground, then through hole **X** on the fish and lastly through the hole on the background. Secure the pin at the back.
8. Glue Jonah to the background BEHIND the fish's open mouth as shown.
9. Fix the corners of the foreground to the background using the other split pins.
10. Hang your picture, swing the weight and watch the fish swallow Jonah!



# Unit 3: A Fishy Tale

## Play some Fishy Games

### Flap the fish

#### **For a group of up to 4 or 5 children you will need:**

A flimsy paper (eg. newspaper) fish per child roughly 25cm long, a roll of newspaper per child or A4 size piece of cereal packet card, one Jonah figure cut from card (again an old cereal packet will do), Blu-tak

#### **How to play:**

Children should sit in as large a circle as possible, each armed with a newspaper roll and with their fish in front of them. The card Jonah is positioned (possibly blu-tacked) in the centre of the circle. On a signal from an adult, the children begin flapping their newspaper or card to get their fish to be blown along. Fish must be moved by moving air, never by pushing). The object of the game is to be the first to cover at least part of Jonah with your fish.

Variations might include obstacles such a 'rock' chair for the fish to 'swim' round or bits of material or a jumper acting as anemones or seaweed clumps for the fish to 'swim' over!

Play as many times as you want to.

#### **For a larger group of children you will need:**

A paper Jonah per player (roughly cut human figure shape roughly 25cm long)  
2 boxes and 2 rolls of newspaper

#### **How to play:**

Put the players into 2 teams and stand them behind a line about 2 metres from the boxes, with the first player holding the newspaper roll and with the paper Jonah on the floor in front of them. The boxes should be on their sides with their open ends facing the teams.

They represent the big fish. On the signal, Player 1 from each team starts flapping Jonah towards the 'fish', the object being to flap Jonah into the fish's mouth. As soon as Jonah is inside, Player 1 runs to the back of the team and Player 2 takes his turn and so on. The winning team is the one with all their Jonahs 'safely' inside the fish.

Again, variations might include obstacles such a 'rock' chair for Jonah to 'swim' round or bits of material or a jumper acting as anemones or seaweed clumps for Jonah to 'swim' over! You could also alter the distance between the teams and their boxes.

## Parachute Game

If you have access to a play parachute, you could play a game of 'Shark!'

Children stand in a circle and stretch the parachute out at mid-height. This will act as the sea. One person volunteers to be the 'shark' or 'big fish'. He has to move around under the chute with one hand sticking up to represent a fin, so it can be seen moving on the top. The idea is for the shark to gently 'tweak' the knees of a player (a Jonah!) standing on the outside of the chute. When this happens the one touched should scream and swap places with the shark. Play continues until everyone has had a go. Increase the difficulty by calling out changing sea conditions - calm sea (ripple the chute gently), choppy sea (ripple the chute more vigorously), rough sea (increase the ripple effect further), tidal wave (one side of the chute sends a large wave to the other side), hurricane (run the chute clockwise) etc.

# Unit 4: God is Near

## Telling the Story Part 4

Jonah is now in the belly of the fish. Part 4 of the story is an experiential consideration of how he might have felt and the sorts of things that may have passed through his mind.

### **You will need:**

A play parachute is ideal but not essential.

### **What to do:**

Either sit everyone inside the parachute sitting on the edges to hold it down. Have a torch per adult OR if you do not have access to a parachute, then dim the lights as much as you can. Light a large and solid candle\* and put in the middle of the circle.

(\*Observe safety precautions: Have water handy; make sure candle is secure; make children aware.)

Tell the children that you expect them to be quiet for this exercise and only to speak when you invite them to. Begin by asking the children to sit quietly and listen to about 30 seconds of some calming music.

Explain that you are all sitting with Jonah in the belly of the fish. He slowly becomes aware that he hasn't drowned and yet he is by no means safe. Read from Jonah chapter 2 (excluding verse 10) while the children listen carefully. If possible have at least 2 adult voices or really fluent, clear readers, previously primed and given the words. If you have a group of older Juniors, read all the chapter. If not select some, maybe verses 1, 2a, 5b and 7.

**1.** Ask the children to talk quietly with the person next to them and come up with one thing that might have happened to Jonah after he had been thrown out of the ship (he cried for help; the sea swirled around him; he prayed; seaweed was wrapped round his head; he sank down to the bottom of the sea; he nearly drowned; the water was at his throat etc)

Share ideas with everyone.

**2.** Next ask the children, in their pairs, to choose one thought that might have been going through Jonah's mind (how scared and uncomfortable he was; how stupid he had been to try to run from God; how God was listening to him; how much God had always done for him and how thankful he was; that God knew what he was like; that he should do what God wanted; even if he did die now, God would resurrect him one day; only God could save him, etc.)

Again, share ideas together. Write some ideas in the ongoing book.

**3.** Now ask the children to condense their idea about how Jonah was feeling by the end of verse 9 into one word (hopeful, relieved, thankful, determined, prayerful, believing, cleansed, refreshed, refocussed, confident, etc.)

and share that word with everyone.

Finally, read verse 10 of the chapter, "And the Lord commanded the fish and it vomited Jonah onto dry land." Play some more of the calming music to end the session.

### **Follow up to the Story Session:**

Share out the words from 3, provide art materials and ask the children to reproduce their word in an artistic way in the centre of a piece of paper. Then all around, write examples of situations that could make them feel that way themselves.

(They may feel calmer when they have said 'sorry'; thankful for feeling better after illness; more confident after praise; prayerful when they are worried; hopeful when they have prayed; re-enthused with a new idea etc.)

# Unit 4: God is Near

## Play Some Games

### 1) Jonah's Game (based on Kim's game)

This is a memory game where players are given a set period of time to view a number of objects, after which time they are covered over or removed and players have to recall them, usually writing them down.

Our game consists of objects or pictures that remind us of something we need to be grateful to God for. First, help the children to recall the things Jonah was grateful to God for in our story so far. Then encourage them to come up with as many different things/people/events/circumstances in their lives which they are or should be grateful to God for. Remember the little, everyday things as well as the occasional bigger ones. Each child should then choose one or two, depending on numbers and then find an object, or draw a picture, to represent their choice. When sorted, each should put theirs onto the allotted area or tray, saying what it represents and why they are thankful to God for it. After everyone has finished, give them all a chance to look again, then cover over. Players make their lists, either individually or in pairs or teams. Points are scored for correct answers and additional points for correct reasons for thankfulness given.

(Ideas for objects or pictures could include apple = food; blade of grass = nature/creation; shaking hands picture = friendship; kisses = family; scarf = clothes; sweet (tablet) - someone made better etc.)

**Alternatively**, children could come up with symbols/gestures to represent their ideas but this time after practising, they are presented in a list as for Grandma's shopping basket. So Player One could say 'I want to say thank you to God for my house. His hands would make a roof shape as he speaks. The next player would say 'Player One (say name) says thank you for .... as he makes the roof shape and I say thank you that God hears my prayers ..... gestures praying hands as he speaks..... and so on. Each time the gesture only is used until the new one is added. Play continues until everyone has had at least one go. (If someone forgets, you could go back to the beginning again but decide according to the response and ability of your own group.)

### 2) Bubbles - A game just for fun.

(After all, surely the great fish blew bubbles!!)

#### **For each team you will need:**

A pot of bubbles and a bubble blower

A paper fan or newspaper

#### **How to play:**

On the starting signal, the elected bubble blower from each team blows a good sized bubble and the first player tries to fan it across a given line. Take turns. After a set time, the winning team will be the one with the most bubbles crossing the line. (You will need someone to count bubbles!)

Alternatively, if you add colour to the bubbles, teams could catch the bubbles on sheets of paper. Which team can collect the most burst bubble circles on their paper?!

# Unit 4: God is Near

## 3) Jonah Rounders

### **You will need:**

Bat and soft ball, 2 boxes or buckets

### **What to do:**

Prepare a list of phrases\* on cards from Jonah chapter 2, two identical sets but on different coloured card. These will be scattered around the room (or dry field) randomly.

### **How to play:**

Divide children into 2 teams, each will be the fielding and batting teams in turn, swapping after a set time, say 5 minutes. The fielding team spread out round the room (or playing area) probably with an adult as the bowler, using a soft ball, if indoors. The batting team line up with batsman 1 ready with the bat. The bowler bowls, the batsman hits the ball (or not) and then, instead of scoring runs, rushes off to collect a card of his team colour, one card at a time to put in the team box or bucket. He can continue doing this until the bowler is again in possession of the ball and shouts 'STOP!' loudly. No more cards can be put in the box for that turn. Now batsman 2 takes over. The batting team can shout encouragement to their batsman and point out where the cards are 'hiding'. Play continues until their time is up, at which point, teams swap over.

At the end of the game or the time, the cards are counted. 3 points are scored for a positive card (one that tells of something good that was happening to Jonah) and 1 point for a negative card (one that tells of something bad happening to Jonah). The team with most points wins.

\* **possible phrases:** Jonah prayed; Jonah in distress; God listened; hurled into the deep; waves swept over him; threatened; seaweed wrapped his head; he sank; God saved his life; Jonah remembered God; his prayer rose up; thanks to God; God saves; I will keep my promise etc.

(This game can also be used to summarise or revisit any part of the Jonah story, just change the phrases.)

## 4) Stormy Seas!

This is another version of 'Blind Man's Bluff' so a blindfold is needed.

A chosen person is blindfolded, while the other players station themselves around the room. The 'blindman' makes his way round the room until he touches someone, who then has to make any storm or sea noise they like. The 'Blindman' has to guess the name of the victim by the sound of the voice. If successful, the player just named becomes the 'Blindman'; if he is unsuccessful, the 'Blindman' must release his prisoner and try again.

Teaching Point: How well do we know each other? How well do we know God or Him us?

# Unit 4: God is Near

## Jumping Jonah

'Wash away all my iniquity and cleanse me from my sin.' (Psalm 51:2)

These are the feelings Jonah will have had when incarcerated in the fish. Jonah was incomplete, he was in need of healing, as are we all.

(Copy the verse into the ongoing book)

Play the game as described and then talk about how only God through Jesus can make us whole again as he made Jonah whole again.

### You will need:

A large sheet of paper, thick felt pens and a die and cup per team of 3 or 4 members. A 'how to score' diagram, as below:

Body	Head	Arms	Legs	Hands	Feet
6	5	4	3	2	1

### How to play

Put the large sheets of paper where everyone can see them. Also put up a drawing of a completed person: a matchstick person with hands (5 short lines) and feet (2 oblongs)

Write the above values for each body part.

Put the children into teams, give each a die and cup and a felt pen and a table or floor area to sit.

Explain they are going to see who can be the first team to complete a drawing of Jonah. They must start by throwing a 6 for the body and then progress through the other parts. (they must throw a 4 before they can draw hands and 5 before feet) When a team member throws the right number, he must grab the pen and run to the team paper to draw the relevant body part. Play stops until he rejoins the group. The game ends with the first complete Jonah figure.

### Teaching

So only one figure is complete, the others need a few more tries to be made whole. Like us. We make mistakes, don't do or act the way God would like us to and so we need healing or making whole again. This healing must take place in our minds though. We might need a little more consideration for others or more willingness to do the right thing.

Can the children think of ways in which we might be lacking? Weighing ourselves against the fruit of the spirit may help in this consideration. What do they think is the first step towards being made whole? Jonah was taught a lesson by God but Jonah prayed and he was healed.

If you would like to reinforce this idea further you could help the children design bookmarks with a Bible quote such as the one at the top of the page or from Exodus 15:26 - 'I am the Lord, the one who heals you.'

# Unit 5: Tell the World

## Telling the Story Part 5

This takes the form of an imaginary, one-sided conversation between a reporter in Nineveh and a friend back in Israel. Pick up your mobile and let the group hear only half the conversation, which will be your responses to and questions about what went on. It might run something like this:

Oh Hi. Good to hear from you.... All right thanks ..... How are you? ..... Oh? What do you mean, business was down on Friday and Saturday. Aren't those always the days when you sell most vegetables? ..... What no-one? No-one was eating anything? Were they all ill or something? ..... Really? Wearing sackcloth? ..... No! Not the King as well? I can't believe it!! Surely they're all mad not just ill! ..... You mean a man from here had that much influence on them all? ..... What ever did he threaten them with? ..... Oh no! They didn't fall for that did they? You know our prophets are always saying God'll send something bad if we don't change our ways. Ha! ha! Silly lot! ..... You mean you believed him too? Well, you have changed. .... So how long did you say you have to wait? .... 40 days? Well, let me know what happens. Can't wait to hear. .... Yes I will and to your wife too. Hope your business picks up soon and thanks for sharing that with me .... Yes, bye!

At the end put down the phone and say, 'Well, you'll never guess what that was all about .... or can you?'

After you've collected their suggestions, read through Jonah 3 and 4:1, giving different parts to different children - Narrator, word of God, Jonah, and King.

**Now let the children have their own 'telephone conversations'.**

Put the children in pairs and get them to have a 2 way telephone conversation, where one asks the questions from Israel while the other does the reporting. You could repeat the market trader idea or choose a different occupation, such as camel owner, fisherman on the Tigris, a slave or soldier.

As an alternative, the children could choose to have a 2-way conversation between 2 people in Nineveh discussing what's going on in their city and what they thought of Jonah, his message and his God.

Draw pictures in the ongoing books of the Ninevites (including the king) in sackcloth and looking hungry.

# Unit 5: Tell the World

## Video your version of Jonah in Nineveh

**Begin** by storyboarding the chapter. This means you need to divide it up into sections and sketch out what is going on in each one. Divide it up together and then share out the scenes for sketching. Your sections could be:

- (1) God speaks, Jonah goes
- (2) The City of Nineveh
- (3) Jonah preaches; people react
- (4) The King's proclamation
- (5) God relents, to the people's joy and Jonah's annoyance.

Now work together on one scene at a time. Look at the sketched out scenes and decide on the characters you will include and any props they will need to find or even make. Will you dress up at all? Who will act and who will film? Will the actors speak, or mime, or both. Try to swap jobs for each scene, to bring variety.

Can you add an extra scene which is basically a bit of advice for Christians? Jonah had to teach people who were not Jews about God. What does this teach us?

You could even end with a song such as 'Everybody seems to have a cause (Let the whole world know)' - Praise the Lord (160) or even 'Be bold, be strong' - Praise the Lord (10)

When all the scenes are filmed, sit back and enjoy.

If you have a group of children who are not keen on acting, they could build Lego models and scenery and film those. Begin by storyboarding as described above. Then get the children to make the characters out of Lego. Arrange them, add a caption to your scene and then film it. Move the characters around as the story progresses through each scene.

### Something practical

To illustrate a way in which we can share Jesus with others, collect some back copies of 'The Bible Missionary'. Tell the children what it's about and perhaps pick a story or two from the magazines to spark their interest. Then get them to make a collage, using pictures and words from the magazines.

### Make Globe Magnets - I'll Tell the World!

#### You will need:

A few 15cm circles cut out of card, scissors, blue and green craft foam \*, an adhesive backed strip of magnet\*, cut into 2.5 cm pieces, glue, Mark 16:15-16 written out on labels, one per child and a globe or picture of one. (\* See 'About Project Packs' on front page)

#### What to do:

Children should draw round one of the card circles on the blue foam and cut it out then stick a magnet strip on the back. From the green foam, they should cut out pieces of land in any shape, perhaps like real land masses, arrange them on the blue circle, together with the quotation and glue them on.

Children could put their 'globes' on a fridge at home as a reminder to tell their friends about God.

# Unit 5: Tell the World

## Play some games

### Turnaround

#### **You will need:**

A soft ball (or several to speed up play)

#### **How to play:**

One child is the bowler and should stand behind a line or on a spot on one side of the room. The rest of the children are the skittles and should arrange themselves in a line close together at the other side of the room, facing away from the bowler. The bowler has to bowl the ball to touch a 'skittle' on the legs but has to do it by facing away from the skittles, bending over and rolling the ball between their feet. When a 'skittle' is hit, that child has to turn around, so facing the bowler. Bowling continues until everyone is facing the bowler. If a ball strikes the legs of a player who is already turned round, then he must turn again to face the wall. Any player who is struck anywhere other than the legs must face the wall. Adults or the skittles should return the ball(s) to the bowler, meaning the bowler remains in the bowling spot.

Once the whole group were turned around, the bowler had succeeded. Jonah was himself turned around by his own repentance. The people of Nineveh were turned around by the word of God through Jonah. We need to turn around when we find ourselves doing/saying/thinking the wrong things and we need to help others to find God, so they can turn their lives around too. Get the children to draw these points out of the story with the help of this game and your questions?

### Happy Families (for larger groups):

#### **You will need:**

4 sets of 3 cards depicting a family with its own name eg Mr, Mrs and Baby Cheat, Fisticuff, Lier and Greedy (to indicate the sort of lives the people of Nineveh were leading) A chair in each corner of the room. Shuffle the cards and put equal piles on each chair. Cushions or hoops distributed around the room. You will need one for every 3 children playing.

#### **How to play:**

Players gather in the centre of the room. Give each a piece of food, a sweet, a lollipop, an apple, ..... which they **MUST NOT** eat! On the signal, they rush to one of the corner chairs and grab a card. Immediately they start shouting out their family name, seeking to find their other family members. (chaos of the city!) As soon as they have, they rush to be seated on the cushion or in the hoop. Once they've got the idea, continue to play rounds like this, shuffling and replacing the cards but removing a cushion or hoop each time so that one family is out. When they are, they have to put their piece of food and their family name cards in a box or basket and stand sadly beside it.

Play continues until only one family is left sitting. Read out the proclamation from Jonah 3:7-9. What should this last family do? (They may have won over their fellow citizens but their behaviour was just as selfish - see own family name) When all are in 'sackcloth', they have all given up their old names. Tell them they can now eat their food because they have given up their old ways (are they polite about claiming thier food?!)

# Unit 6: God cares

## Telling the Story Part 6

Be familiar with Jonah 4. Explain to the children you would like them to be ready to mime parts of the story as you tell it, beginning on a signal from you and reacting to the words you speak. Everyone will mime together and they will all be Jonah. Have a little practice. eg. Jonah gets very angry - get them to stand and mime an angry pose altogether - facial expression and body pose. No-one will be asked to do anything alone; it's a joint experience. As you tell the story, emphasise the 'action' words as you come to them and perhaps gesture with your hands to encourage responses from the children. You may even need to demonstrate some of the actions if they seem to miss their cue.

**Begin the story:**

Jonah saw God was not going to punish Nineveh after all. The more he thought about it, the crosser he became. (all stand up ready) Why should he have had to go all that way and speak to the Ninevites? God knew right at the beginning he was going to save them. He pouted and frowned, he clenched his fists, he stomped about. He raised his head and his arms to heaven. He told God it wasn't worth living any more. God spoke: 'Have you any right to be angry Jonah?'

Jonah stormed off and sat down outside the city and thought about how bad those people were. Why should God have saved them? They were thoroughly wicked. They weren't even God's special people and yet God had saved them.

He built himself a little shelter and waited to see what would happen to the city. God provided a vine (all look up) which gave him shelter from the hot sun. This made him very happy. He fell asleep that night in a much better mood.

However, the next day a worm ate up the roots of the vine (look horrified) and so it died. Jonah was hot. The wind blew an even hotter wind and he was sweating; he was gasping for a drink; his head ached and oh he felt so ill. (groan!) He lifted up his arms to the heavens and said to God, 'I want to die. I feel so awful!' He fell to the ground in exhaustion. (everyone sit or lie down and listen to the end of the story)

Then God spoke to him. 'Jonah. Have you any right to be angry? You want that vine to shelter you and help you out in the hot sun yet you didn't make it grow. I did and I have every right to take it away again. What about Nineveh? There are more than 120,000 people there, not to mention their animals too. Why should I not save them if I choose?'

I wonder what Jonah thought of that?

# Unit 6: God cares

## Follow up from the Story

Congratulate the children on their acting and then make sure they've understood what is going on in the chapter. Discuss the way Jonah felt. What do the children think about him? What do they think about what God said? How might they have felt had they been Jonah?

**Read** Jonah 4 together and see if there are further questions about the lesson God was teaching Jonah.

## Challenge 1

Can the children think of times when they wanted something unpleasant to happen to their friends or classmates, like Jonah appeared to with the Ninevites.

What about times when they have taken God's care for them for granted? Can they think of examples?

Think of a little story that encapsulates these ideas. You could use the example below or think up one of your own.

*If you woke up in the middle of the night and looked out of your window and saw your neighbour's house on fire, what would you do? Would you go back to bed and hope that someone else would call the fire brigade to rescue your neighbours from the fire?*

*What if these neighbours were not your favourite people? Maybe they have caused a lot of trouble in the neighbourhood and no one really likes them. What would you do about their house being on fire then?*

*The only right answer to the questions is, of course, to call the fire station and get some help to make sure the neighbours are awake so they can get out of the house before they are destroyed in the flames.*

What did Jesus say about loving your neighbour and doing good to your enemy?

## A bit of acting

Get the children to think up and act out little scenarios in twos and threes, making it clear that doing the right thing can be difficult and not what we would rather do.

*(Examples of suitable scenarios could be playground accidents or squabbles where a socially or racially unpopular child needs help or where there is a need to stand up for God and Jesus during a conversation with friends.)*

Think about how God sometimes challenges us to do things we really don't want to do and in most unexpected situations.

Complete the ongoing books with appropriate verses or pictures.

# Unit 6: God cares

## Craft Activities to encourage thinking about God's care for us Jonah and for us

### Make some Caring Trees

These trees will act as reminders of the many ways God cares for us.

#### **You will need:**

A4 sheets of green card

Lots of fig or other fruit shapes cut out of yellow card

Sticky tape and scissors

Black felt pens or pencils

Stapler

#### **What to do for each fig tree:**

1. Tape 2 sheets of the green A4 card short ends together, to make a long strip.
2. Starting at one short end, roll up the strip and tape it securely.
3. From one end of the tube, cut three-quarters of the way down. Make another cut about 2cm from the first cut and continue to make cuts round the tube the same distance apart.
4. Pull the inside layer of card from your tube and the tree will grow.
5. Write on each fruit, a way in which God cares for us.
6. Attach the fruit to the ends of the branches with a staple.

**Alternatively,** you may like to order some **3D wooden trees** (see About Project Packs on front page) You could use the leaves already supplied as part of the set and just stick on word labels showing the ways in which God cares for us or you could make your own leaves or fruits from card.

God cares for us; we should care for others. Share Psalm 1:1-3 and Psalm 92:12-15 to reinforce this concept.

### Make a Circle of Love

God cares for us all the time. His mercies never end (Lamentations 3:22-23), even if we forget to look for them. This a craft activity to make bracelets to remind us that like a circle, God's mercies just go on and on.

#### **You will need:**

Embroidery silks in a variety of colours cut into 30cm lengths

Coloured beads put into bowls

Scissors.

#### **What to do:**

1. Ask the children to work with a partner. One of them should choose 3 colours of silk and tie them together at one end. Their partner then holds them at the knot end.
2. Start to plait the 3 strands, then add a bead or two, plait a bit more, add more beads and so on, to create individual designs.
3. About 2cm from the end, knot the threads to prevent them from unravelling.
4. Use another strand to thread through the plaited area just below both knots to connect the bracelet. The partner can then tie the finished bracelet onto their friends wrist and then swap jobs.