

# Sunday School Resources

Below are the first few pages of the dramas in this section

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# Create Willing Sponges

## What is teaching?

### **Definitions**

Ask a group of people to define the word 'teach' and they will likely come up with many of the following statements.

#### **TEACH**

- Educating others.
- Providing information to someone else.
- Instructing students.
- Giving information.
- Opening up the eyes of the students.
- Training someone to accomplish a task.

Many variations are possible, some much lengthier.

This is the first question asked of us in the class 'Teaching Speech' that I mentioned in the forward. Although the answer I use now is different it is motivated by the same concept. We spent the balance of that class in groups defining and the discussing the word. Our teacher said almost nothing the rest of the hour.

In our next class he asked us to define the word 'learn'. Another hour of heated discussion ensued.

These are examples of answers I hear when teaching this workshop.

#### **LEARN**

- Obtaining information
- Remembering facts
- Applying lessons to real life
- Making use of instruction
- Making knowledge fit to my situation
- Growing in wisdom

Although I do not disagree with the definitions for 'learn' I do want to have you rethink the definition of 'teach'. For you to understand my definition for 'teach' let me explain what I consider the optimum phrase to define 'learn'.

#### **ABSORB WILLINGLY**

## Absorb Willingly

I think of all students as sponges. Actually, all people are sponges. We absorb information, attitudes, sensations and emotions constantly. We soak up life all the time. Every new smell provides a new memory. Every new step a new experience.

I do not believe that we have fully tapped into our capability to absorb and assimilate information. The problem with learning is not in our capacity to absorb, but in our judicious use of filters to protect us from absorbing good or evil experiences!

Anyone who desires to delve into the drug world has to be willing to absorb not just the drugs, but a lifestyle. We filter in the lifestyle that provides feelings of ecstasy, of companionship and belonging. But we filter out the realization of the heartache and the threats to health and soul. We ignore the expense to our body, our family and our future. The information is there. The facts are obvious. But those caught up in that world filter out bad and absorb the good.

The problem is not our ability to absorb but our willingness.

Recently movies were made of J.R.R. Tolkien's "The Lord of the Rings" trilogy. Children who saw those movies will be able to relate to you all of the events, list each character, and tell you who loved whom. Who died and how. What strengths and powers each had. They will be able to describe all of the locations traveled by what characters. Give them a piece of paper and many will be able to draw you a map of Middle Earth.

This is complex information. The names and creatures are not normal or simple. Yet their minds absorbed. Because they absorbed it willingly.

Yet can our Sunday School students tell us the story of Joshua? Can they relate the different campaigns he fought? The names of his enemies? Can they map out the land of Canaan as Joshua conquered it?

Find an Atlantic Braves fan and they will give you statistics to every player from the past ten years.

Can he tell you how many kings of Israel ruled and for how long? Can he tell you the major difference between the books of Kings and the books of Chronicles?

A car enthusiast will be able to describe each minute change in the Ford Mustang from the first model to today. List all the parts of the motor and their functions.

Can he describe the tabernacle in the wilderness? It's furniture and use? It's type and shadow? Tell you the difference between it and Solomon's temple? Or Herod's?

A music fan can sing you all the songs from ten CDs of her favorite stars. Every word, every note.

How many psalms can she quote?

The problem is not in the ability to absorb – but in the willingness.

My definition of 'learn'? Absorb willingly.

Here is my definition of 'teach' --

## Create Willing Sponges

Let me re-list the previous definitions of 'teach'

### TEACH

- Educating others.
- Providing information to someone else.
- Instructing students.
- Giving information.
- Opening up the eyes of the students.
- Training someone to accomplish a task.

The problem with the above definitions is that they focus on the activities of the teacher, not the results of the teaching. See the words: educating, providing, giving, training, etc? They assume that simply because information has spewed from the source (the teacher) that the students will absorb it. Ask any parent of a teenager if that works! Even if the information is accepted and remembered, it does not guarantee absorption. If you gave a history exam in November how many could take it again in May and get the same grade?

In Sunday School we are bringing whole life messages to our students. We desire that they understand holiness not just today, but remember it next month, next year and forever!

So here is the new paradigm that I would like you to consider:

Stop thinking of yourself as a provider of information, but as a developer of attitude.

Your job is to create in the hearts of your students a willingness of absorb the things of God. A love for the bible and all that is in it. Keep this overriding thought in mind – if they love it they will absorb it!

If they are willing to absorb the things of God, then you are simply another resource. Your information is desirable and they will draw it out of you rather than you forcing yourself on them. It's a different focus. Student based, not information based. This is an extremely difficult task. It's easier to give a lesson (whatever that means) then it is to change an attitude.

How do we accomplish this?

Let's examine why children involve themselves in various activities. Here is a list of things in which people participate and a few reasons WHY they may do so. Feel free to add to this list and to create other columns of reasons.

ACTIVITY	It's fun	I earn money	I earn respect	I am ordered	I gain knowledge
Riding bicycles	Yes				

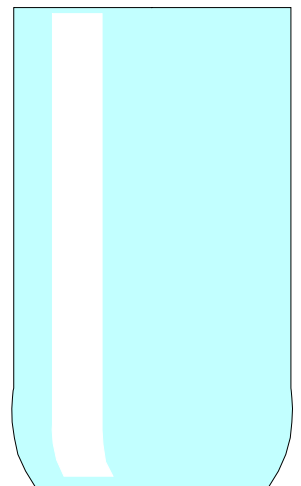
Playing X-Box	Yes		Of peers		
Watching a video	Yes				
Working at a job		Yes	Of adults		
Playing baseball	Yes		Yes		
Reading a book	Yes			Sometimes	
Going to church	Should be		Of elders	Sometimes	
Going to school	Can be			Yes	For some
Listen to music	Yes				
Take out the garbage				Yes	
Go to the doctor				Yes	
Drive a car	Yes		Yes		
Get a tan			Yes		
Go fishing	Yes				

And the list could be endless. With one exception we rarely do things for the sole purpose of gaining knowledge. HOWEVER, I say with confidence that we can do nothing without learning something. It is impossible to NOT learn something through every experience of life! More on this in a moment.

It is also clear to me that what students do most of the time they do for the enjoyment of the activity. It seems obvious, but let's take advantage of the concept. In addition they learn more from what they LIKE to do than in what they have to do. You add up all the information that your children learn in school in one week and I doubt it can compare with the amount of raw information absorbed through the activities that they enjoy doing.

At the end of one week they will have learned more secrets within their video games, more poetry from the music they listen to, more statistics from their idols than all of the facts, figures and mathematical concepts presented to them in school. And they will remember the information for a much longer period of time. Why? Because they wanted to and because they have immersed themselves into the process.

Imagine that your student is a cup and you are a pitcher. The water within you is the knowledge you desire your students to learn. Good stuff! Nourishing. As you pour your water into the cup the cup has many issues. You may pour at such a fast rate the student has no time to catch the water. You may fling the water everywhere and the student is no where near the flow. You may have to chase the cup as it scurries around the room. You may pour more continuously into the cup and the cup overflows and the water is wasted. The cup may place a cap on itself and you water has no where to go. Two things are obvious. One – the cup will get a little bit of water at least. Two -- the cup will not retain the amount of water it can and should.



This is how too much 'teaching' takes place. We fling, we chase, we fight, and they resist, they run, they limit their intake.

But what if the cup desired the water? What if the pitcher and the cup matched their flow with their absorption?

If the water is enticing the cup will drop resistance, stay for the absorption and expand its capacity to absorb!

So how do you create willing sponges? By making the information enticing and the method of absorption enjoyable.

By having fun. By letting the students play.

Wait a minute! Don't slam the book closed yet! Ask any of the students I have taught over the years and they will tell you that my classes are anything but uncontrolled! I firmly believe in discipline and order. I am not fomenting anarchy! And yes, your classes may be enjoyable and they are having fun – I fervently hope so.

**End Sample**

# Absorb Willingly

## Games And Activities For Creative Learning

### ***Knowledge vs Learning***

There is a marked difference between knowledge and learning. One might define learning as applied knowledge. I may know that baptism in Jesus' name is essential to salvation, but until I have applied it in my life I have not truly learned of its truth. I may know that touching a hot iron will burn my finger, but it is not until I yell screaming to my mommy that the lesson is learned! Of course one does not need to actually touch the iron to learn of the potential damage. I dare say my sister who witnessed the event learned as well as I. She witnessed the knowledge put into action and learned from the experience. In her decision to never touch a hot iron she is applying knowledge.

Simple put – having a list of facts in your student's heads indicates a degree of knowledge, not learning. Knowledge occurs before if not during the learning process. Although you can have knowledge without learning you cannot have learning without knowledge.

As teachers we can confuse the two. All 'A' students are not ready for life! Some 'C' or 'D' students do very well in life because the knowledge they gain they use judiciously.

Does this mean we dispense with testing and quizzing? As the Apostle Paul would say, "God forbid!" We must gauge our student's level of knowledge in order to guide them to greater knowledge. But we must realize that it is only in living life that the evidence of learning is made apparent. "By their fruits ye shall know them." This is why we must constantly be vigilant to the fruits displayed by our students as they worship, work and play. Our observation of their life will guide us in our effort to give them more knowledge from which learning can be based.

The activities in this book are designed to help the students gain knowledge and to judge their knowledge.

Learning should and can be one of the most enjoyable experiences on earth. All learning involves a desire to absorb willingly and during play this is most evident. Lion cubs learn to hunt by playing with each other. Babies learn to crawl while at play. Our ability to read grows stronger from a book we have selected from the library than the one the teacher chose!

Hopefully these games, puzzles and activities will help you make your classroom a place of joy and learning! God bless you as you sacrifice your time for the Kingdom of God!

### ***Sports***

All of the sports games are based upon the same concept: correct answers earn points or advance my position and the winning team (individual) is the one with the most points. Keeping accurate score is very important. If you create a scoreboard that looks like something from the real thing you will add excitement, authenticity and atmosphere to the event. These can be made as simple as a chalkboard drawing or as fancy and reusable as your creativity and finances allow.

You do not have to be the scorekeeper. Use as many of the students in the event as possible. The more who are acting, the less who are distracting.

Most of the games are played as teams, but individuals answer the questions.

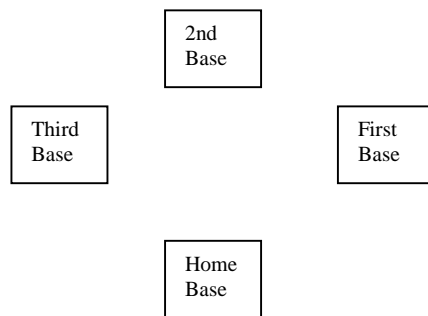
Avoid having the same teams all the time. Unless you are doing a series of games building to a climax. Mix it up. Especially with visitors. Boy vs girl is okay, but be creative. Divide by age, by hair color, by months of birth. Keep them guessing!

### **Baseball**

Material needed. Score board, Q/A's, four chairs.

Rules:

- An incorrect answer is an out.
- Three outs make one inning.
- Points are scored by someone returning to Home plate.
- Any player left on base scores no points.



Place the four chairs in the room to represent Home and the three bases. Place the two active teams on the sides in chairs. The team that is up sends one player to bat. This player sits on the home plate chair. A question is asked the player. If he gets it correct he advances to first base. This means he gets up and moves to the next chair in the formation. Another player is sent to bat. If he gets his answer correctly he moves to first base and the other player advances to second. If enough right answers are given then a player will eventually make his way back to home plate. At that time he returns to the end of the line and his team receives one point.

Variations:

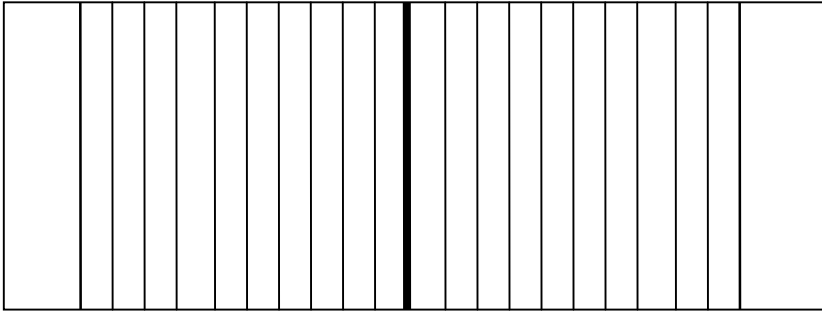
- Develop four levels of questions. A 'Single' is the easiest and moves the players one step forward. A 'Double' is harder and moves the players two steps forwards. A 'Triple' is harder yet, moving all three steps. A 'Home Run' must be a very difficult question, but if correctly answered moves everyone home and scores lots of points.
- Allow people on a base to 'steal' a base by answering another question. If right they move forward (if someone steals second and someone is on second, that person moves forward too), if wrong they are out. They may do this at anytime before three outs and potentially can steal themselves – base by base – to home!

### **Football**

Material needed. Score board, 'Football' and 'Field'Q/A's

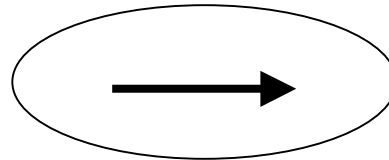
Rules:

- Flip a coin to decide which team is first.
- This team puts the football on the 50 yard line with the arrow facing their goal.
- Each correct answer moves them forward 5 yards.
- Getting to the goal line earns them 7 points.



This is an example to use as the 'Football Field' Make it of cardboard, draw it on the chalkboard, or whatever you create!

Here is a 'Football'. Make it an appropriate size for the on the back to keep in on the board. Flannel graph fields Just make the football out of cardboard and flannel (or



field. Put tape work great, too! Velcro.)

When the board is set, the teams are chosen and the first to play is decided. Have the first player stand in the middle of the room and hold a real football. Ask the question. A correct answer moves the football marker forward to the team's goal by 5 yards. The player then hands off the ball to the next teammate. A wrong answer and the player fumbles! The ball is given to the other team and the marker is flipped over with the arrow pointing toward the other team's goal.

Variations:

- Different difficulties of questions can provide different distances.
  - Run = 5 points
  - End Around = 10 Points
  - Pass = 15 points
- If one team is at the 30 or closer to their goal and they fumble they can choose to go for a field goal. If they answer correctly they get three points, but right or wrong the ball goes to the 50-yard line and the other side begins their turn.
- A goal can be worth 6 points and an extra point can be earned by the next player in line answering another question.

## End Sample

# Sound Bites!

*This is a fun way to tell a story. It involves the whole audience. They participate by making the sounds and/or motions indicated. Each story has different sounds. Divide the group into four sections. You can number them off and they can stay seated or you can gather the different sections together. Each group is assigned a sound.*

*In all the stories the whole group does sound or action number 5.*

*As the reader reads the story he holds up one, two, three, four, or five fingers at the places indicated,. When he does, the groups give their sound effect or do their action, adding to the fun of the story. Some sounds are loud, some soft, and some weird!*

*You may want to put the words or sound effects on the chalkboard. If you do these regularly the children will start looking for them during the class and eagerly anticipate the story.*

*Another way is to have the whole group do all the sounds. I would take five students and have each hold a poster with the word or sound effect written. They hold up the right cue card when you indicate.*

Achin' Achan! _____	11
Dutiful David's Desperate Day! _____	12
Jonah's Detour _____	13
Adam and Eve _____	<b>Error! Bookmark not defined.</b>
Jesus is Born _____	<b>Error! Bookmark not defined.</b>
Cain and Abel _____	<b>Error! Bookmark not defined.</b>
Noah and the Ark _____	<b>Error! Bookmark not defined.</b>
Abraham and Isaac _____	<b>Error! Bookmark not defined.</b>
Sodom and Gomorrah _____	<b>Error! Bookmark not defined.</b>
Tower of Babel _____	<b>Error! Bookmark not defined.</b>
Jacob's Fake Fur _____	<b>Error! Bookmark not defined.</b>
A Stairway to Heaven _____	<b>Error! Bookmark not defined.</b>
One for the Price of Two _____	<b>Error! Bookmark not defined.</b>
Jealous Brothers _____	<b>Error! Bookmark not defined.</b>
A Baker and a Butler _____	<b>Error! Bookmark not defined.</b>
Baby on Board! _____	<b>Error! Bookmark not defined.</b>

A Burning Bush _____	<b>Error! Bookmark not defined.</b>
Plagues upon Plagues _____	<b>Error! Bookmark not defined.</b>
Walls of Water _____	<b>Error! Bookmark not defined.</b>
Tablets of Stone _____	<b>Error! Bookmark not defined.</b>
Esther's Dinner Party _____	<b>Error! Bookmark not defined.</b>
Bread and Water _____	<b>Error! Bookmark not defined.</b>
Final Score: 10 - 2 _____	<b>Error! Bookmark not defined.</b>
Sneakin' In, Sneakin' Out _____	<b>Error! Bookmark not defined.</b>
Walking the Walls Down _____	<b>Error! Bookmark not defined.</b>
Jael's Nails _____	<b>Error! Bookmark not defined.</b>
Samson's Riddle _____	<b>Error! Bookmark not defined.</b>
Samson and Delilah _____	<b>Error! Bookmark not defined.</b>
My Son Samuel _____	<b>Error! Bookmark not defined.</b>
The Ark is Lost! _____	<b>Error! Bookmark not defined.</b>
One Tall Dude _____	<b>Error! Bookmark not defined.</b>
Baal or Bust! _____	<b>Error! Bookmark not defined.</b>

# Achin' Achan!

Joshua 7:1-24

1 – Hooray!  
2 – Machine gun sounds  
3 – Yahweh

Once upon a time there was a hero named Joshua – 1

Joshua – 1 - was the leader of a great army. – 2

He was a leader of the Israelites - 3

They fought a huge battle – 2 - against the city of Jericho – 4

In this battle they never fired a shot, but the Lord won the battle - 3

Before the battle God spoke to Joshua – 1 - and said, “When I make the walls of Jericho fall down you are not to take anything for yourselves.” - 4

But one man disobeyed. – 5

His name was Achan. Achan took silver and gold and hid it in his tent – 5 – 4

Joshua – 1 - got the Israelites -3 - ready for another battle – 2

They were going to attack the city of Ai. The battle began – 2

And to Joshua’s horror the Israelites were losing! - 5

Ai won the battle! – 4

Joshua – 1 - was upset with God – 3

He tore his clothes and cried out, “Why did we lose the battle?” - 2

The Lord – 3 - said, “Because there is sin in the camp – 5

Someone took silver and gold from Jericho - 4

Therefore the children of Israel could not stand before their enemies, neither will I be with you any more, except you destroy the accursed from among you.” - 2

Joshua said, “Who, Lord?”

4 – Hissssss!  
5 – Ooooh!

And the Lord said, “Tomorrow I will show you” – 1

The next day Joshua had every tribe stand before him.

And God said to Joshua, “He is from the tribe of Judah” – 5

The Joshua had the families from the tribe of Judah stand before him.

God said, He is from the Zarhites: - 4

And Joshua brought the family of the Zarhites man by man; and Zabdi was taken: - 5

Then Joshua took the family of Zabdi and Carmi was taken - 4

Then Joshua took the family of Carmi and Achan was taken! - 5

And God –5 - said to Joshua, “This is the one!” - 1

Joshua asked Achan, “What did you do?”

Achan answered, “I have sinned against the LORD God of Israel – 3

I took silver and gold that did not belong to me.” - 5

So Joshua took Achan – 4 - and all of the stolen silver and gold, and Achan’s family and all of Achan’s animals and they stoned them - 5

Then the Lord – 3 - said to Joshua.

It is time to take the city of Ai – 4

Get your men ready to do battle! – 2

You will take the city for I, the Lord will be by your side - 3 - 1

# Dutiful David's Desperate Day!

I Samuel 17

- 1 Hooray!
- 2 Boo!!! Sssss!
- 3 Da, da, da, daaaaa (Trumpet)

Once upon a time there was a young boy named David – 1

And he had three older brothers in the army – 3

And the army was at war with the Philistines – 2

And the Philistines – 2

Had a leader who was a giant! – 4

But the Israelites – 3

Had a leader by the name of Saul – 1

Who was a scardy cat – 2

The leader of the enemy was Goliath – 2

And he had a huge spear – 4

And he called out to the Israelites, "Come and fight me!"

But nobody did – 2

'Cause they were all scared – 4

But then came young David! – 3,1,5

Who said, "I will fight the giant! – 4

But his brothers laughed at him – 2

But Saul was excited! – 4

And told David – 1

That he could have his daughter in marriage if he won – 4

So young David got ready for battle – 3

- 4 Wow O Wow!
- 5 Praise the Lord

He went to the river, got 5 smooth stones and walked onto the battlefield.

His brothers were impressed – 1

All the girls were impressed – 4

And Saul was thankful – 5

Goliath stomped onto the field – 2

The Philistines cheered their champion – 1

Goliath raised his spear – 2

David twirled his sling – 4

Again – 4

And again – 4

And again – 4

He let go – 3

And it struck Goliath in the middle of his head! – 1

All the Philistines were shocked – 2

The Israelites were happy – 1

Saul was happy – 5

The trumpet sounded – 3

Victory was here – 5

David – 1

Went to Goliath – 2

Took the giant's sword – 3

And cut off his head – 4, 5

# Jonah's Detour

Jonah

- 1 Boo!
- 2 Oh my, my, my
- 3 Awwww (Start loud and high, go softer and lower)

Once upon a time there was a city named Nineveh – 1

Everyone in that city sinned against God – 2

God was unhappy – 3

He loved the people of Nineveh, even though they sinned – 2

God decided to send a prophet to Nineveh – 4

His name was Jonah – 5

God told Jonah to tell the people of Nineveh that they would be destroyed unless they repented – 2

Jonah didn't want to go – 3

He was a scardy cat! – 1

Jonah went south to Joppa and got on a boat – 4

As the ship sailed west Jonah went to sleep in the boat – 3

A huge storm came and scared all the sailors – 2

Jonah said the storm was his fault because he disobeyed God - 1

The sailors threw Jonah overboard – 4

A great fish came – 1 – and swallowed up Jonah – 2

He was in the belly of the whale for three days – 3

- 4 You go, dude!
- 5 (Clap)

Jonah repented – 5

God was merciful and had the whale spit Jonah out onto dry land – 4

Jonah went and preached his message to those in Nineveh – 2

Jonah went onto a hill to watch Nineveh be destroyed – 3

Everyone repented and God spared their lives – 5

Jonah was upset because he wanted to see them all destroyed – 1

It was hot, but a gourd grew up and gave Jonah shade – 4

But a worm ate the gourd – 3

Jonah cried because he lost his gourd – 3

God was mad at Jonah because he cared more for the gourd than for the people of Nineveh – 2

Jonah was sorry – 3

He repented – 4

And the people of Nineveh were delivered! – 5

## END Sample

# Joy Bubbler!

## *An Amateur's View of Puppetry*

*By Desiree Vik*

**H**ave you ever been frustrated teaching a Sunday school class or children's church? Do you have a hard time keeping their attention and wondering if they're getting the message in their hearts? I have, and now I want to share with you an idea that will excite your children, while teaching them a lesson.

I was asked to help out in the puppet room during our new Sunday morning program created by my husband. It was a good plan. The children spent approximately 9 minutes in each room, either in small groups or together. The point was to keep them going from one place to the other, so they wouldn't get bored. I was excited and a little nervous about working with puppets, but I soon realized I could really let loose behind the curtain. Our puppets were not new and fancy, just ones we picked up at garage sales or that were donated. One of the ladies could sew and I had my trusty hot glue gun so we made cute costumes to match our theme.

I had seen puppet ministries come through our church and always enjoyed them along with my children. The puppets usually sang songs and talked to each other. We had to create a puppet show that would last only 8-9 min. And it had to support the theme chosen for that Sunday. It was challenging but worth it. I found that a puppet could get a message to the children when a teacher couldn't. I decided to have the puppets act out stories with a Godly message.

I threw in a little attitude, some make-believe characters and a lot of excitement. My puppets would go wild; the children loved it, and actually paid attention. Some of the stories were interactive. Children love to get involved and help. We learn by hands-on experience. So when the wind blows, make it blow with a fan, when it rains, use a squirt bottle, and when it goes dark, turn off the lights.

My biggest tip on puppetry is have fun, go wild and let them learn their way. Children have a voice, help them to express themselves in a Godly manner. The Bible says that unless we become as little children we cannot see the kingdom of God. So find that hidden child trapped inside and let him out. Whatever it takes, while not compromising, we must do, for the sake of the future generations. Remember, God does have a sense of humor -- he created man!

# Esther – A Girl On The Edge!

## Characters:

- ◆ Esther
- ◆ Teresh
- ◆ Bigthan
- ◆ Mordecai
- ◆ King
- ◆ Haman
- ◆ Guard (Voices)

*Two men are seen grumbling. Mordecai is off to the side listening, unseen.*

Teresh            What time do you want to kill the king?

Bigthan           Tomorrow night at midnight.

Teresh            Sounds like a good time to me.

Bigthan           Okay. Meet me here at eleven o'clock and we'll do it!

*They disappear.*

Mordecai        Oh, no! They plan to kill the king! What shall I do? I must warn him. I know! My cousin, Esther is the King's new wife. I will tell her.

*He crosses to another part of the stage.*

Mordecai        Esther! Esther! Where is that girl? Esther! Come out here!

Esther            Be quiet, Cousin Mordecai, you're going to wake up the whole house! What are you doing here in the middle of the night?

Mordecai        I'm trying to save the King, that's all!

Esther            Save the King, my husband? How? Why?

Mordecai        I heard two of Ahasuerus' Chambermen saying they were going to kill the King tomorrow night at midnight. Tell him!

Esther            I will! Thank you, Mordecai!

*They disappear. The killers reappear.*

Teresh            Okay, his bedroom is right up there. I can reach the ledge if I stand on your shoulders.

Bigthan           I'm ready. Ow! Oof! Be careful. Ouch! You're stepping on my ear!

Teresh                Stop wiggling around!

***Heard off stage:***

Guard                There they are! They're at the king's window! Mordecai was right. Get 'em, boys!

***Teresh and Bigthan scream and run around frantically, bumping into each another, then disappear.***

Esther                Mordecai, did you hear? You were right! They caught two murderer last night.

Mordecai            Yes, I heard.

Esther                You don't seem happy?

Mordecai            I'm not. The King replaced them with Haman. And Haman hates all Jews, especially me.

Esther                Why?

Mordecai            Right after he was promoted, Haman went outside and everyone started bowing to him. Everyone except me, that is. Because I wouldn't bow to him he's really mad! There's no telling what he will do.

***They disappear. Haman and the king appear.***

Haman                Oh, King Ashuerus, may you live forever!

King                  What do you want, Haman? Are you enjoying your new power?

Haman                Power means nothing to me, O Mighty King.

King                  Yeah, right.

Haman                I came to tell you of some people in your country that are rebellious and a threat to your kingship.

King                  Who is that?

Haman                There are people called Jews that do not think that you are the mightiest king. I would like your permission to get rid of them.

King                  How?

Haman                Give me ten thousand talents of silver and I will organize a raiding party. On a special day we will let anyone kill any Jew and take that Jew's money.

King                  Sounds like a good idea. Do it.

***The king disappears***

Haman                Yippee! Yippee! Yippee! Yippee! Yippee!

***Haman disappears. Esther reappears.***

Esther            What am to do? If Haman has his way all of the Jews in the world will be killed. That means my cousin Mordecai. Why, that means me! The King doesn't know that I am a Jew. I must tell him. Maybe he'll change his mind about killing all the Jews. But first I must write a letter to Mordecai.

***Esther disappears; Mordecai appears, reading the letter.***

Mordecai        “Dear Mordecai, please have all the children of Israel pray and fast for me for the next three days. God has given me a plan to save the Jews from death. All my love, Esther.” I don't know what Esther has planned, but I know that God will honor our prayer and fasting. I had better tell everyone. Wake up everyone, wake up!

***Mordecai disappears. Esther, the king and Haman appears.***

King            This is a wonderful dinner, Esther, thank you very much for the invitation.

Haman          Yes, Queen Esther, this is a fine meal.

Esther          I'm glad you like it. I made it especially for you, my husband and King. I hope to ask you a question and I want you to be very happy when I ask.

King            You may ask anything you want, my wife and Queen, even up to half my kingdom.

Haman          (*aside*) Oh boy, Oh boy, she's going to ask the King for something special for me. She must like me! Oh boy, oh boy.

Esther          I don't want to ask for jewels or money. I want to ask you why you want to have me killed?

Haman          Killed?

King            What? Why would I want to have you killed? I love you! I picked you out of all the other women in the kingdom to be my Queen. I wouldn't harm a hair on your head!

Esther          Didn't you just sign an edict to have all the Jews in the kingdom killed?

Haman          Uh, oh.

King            Yes, I did, how does that affect you?

Esther          Because I am a Jew!

Haman          Oh boy.

***Haman starts to sneak away.***

Esther          And because Haman hates my cousin Mordecai, who saved your life, O King, he decided to have all Jews killed.

King           Haman, stop where you are! Is this true? Why do you hate this Mordecai?

Haman         He wouldn't bow down to me!

King           You are not the KING! You tried to kill a man who saved my life. That must mean you are my enemy! Guards take him away!

*Haman disappears by dropping straight down.*

King           I'm sorry, my wife, what can we do?

Queen         Come with me, my king, I have an idea.

THE END!

**END Sample**

# Jonah and the Worm

## A Brave Woman

**Characters:** Sarah/Mary  
Jenny/Angel

*Sarah appears with a telephone. Telephone ringing is heard.*

Jenny Hello?

Sarah Hi, Jenny, this is Sarah.

Jenny Hi, Sarah, how are you doing?

Sarah I'm fine. I had the neatest dream last night and I had to tell you about it. You were in my dream, too.

Jenny Really? Tell me!

Sarah Wee, when my dream started I was standing in front of the mirror combing my beautiful locks. Then I saw your reflection! But you looked different...

*(Sarah is looking into mirror, Jenny is behind Sarah)*

Sarah Jenny, is that you?

Angel Jenny Who's Jenny? I'm an angel, sent to talk to you, Mary.

Sarah Mary? Mary? Mary, who?

Angel Jenny You know who you are! Mary, Joseph's girlfriend. Do have the right address? *(Looks to heaven, listens to God)*. Yes, I have the right address.

Sarah Well, my name is Sarah, not Mary.

Angel Jenny Can you pretend to be Mary? This is my first job on earth, and I don't want to be fired in my first millennium.

Sarah Hey, I'll play along, I wouldn't want you to get your wings clipped.

Angel Jenny No, that's only in the movies. God's very patient. I'm here to give you a message from God. *(Act like you're digging in a pocket or looking for something.)* I know I had it somewhere. *(Find a piece of paper shaped like a cloud.)* Ah, here it is. It says, "Greetings favored woman of God, God is with you." By the way, my name is Gabriel.

Sarah Hi, Gabriel I'm Sarah, I mean, Mary *(giggles)* Please get on with it Jenny, I mean Gabriel, this pretending stuff is confusing.

Angel Jenny Do not be afraid!

Sarah Mary Do I look like I'm afraid?

Angel Jenny Well, you did look a little startled when you saw me in the mirror.

Sarah Mary Who wouldn't!

Angel Jenny            If you're done with your joking; I'll go on. "God has found favor in you, Mary. He has chosen you to have a baby, and his name..."

Sarah Mary            What do you mean by 'having a baby?' I can't have a baby; I'm only 14! I've never had a boyfriend. I don't even like boys!

Angel Jenny            Now calm down, Sarah. This is only a dream. Remember that Mary was engaged to Joseph, although she was probably your age.

Sarah                    Wow, that's young. (*Pause*) What will people say? I'll be the talk of the town. I can't go out and face anyone. And what will I tell Joseph? Will he believe that the baby is God's? People get stoned to death for this kind of thing. Oh, Gabriel, what will I do, what will I do?

Angel Jenny            First of all – chill out! Remember that this is a dream. I can imagine that a lot of these thoughts came to Mary's head. It would be hard, especially back then. Oh, the rest of the message: "This child will be God's son, and his name shall be called Jesus." Well, that's about it. Let me see, I told you about having a baby, and God's son, and the name well, my job is done. See ya later!

Sarah Mary            Wait, can you tell me what the name Jesus means?

Angel Jenny            Sure. It means 'salvation'. Jesus is going to save men from sin. Why, he's wonderful, he's a counselor, the Mighty God, the Prince of peace, and the Everlasting Father. Do you realize how blessed you are, Mary, to be carrying the Son of God in your tummy? Why - you're the envy of all the angels in heaven. I really have to go now, see you in eternity. Bye, bye.

*Jenny disappears and reappears with phone, minus wings. Sarah is on the phone and staring into space.*

Jenny                    Hello? Hello? Sarah, are you there? What happen next?

Sarah                    Oh, sorry, Jenny. I was spacing out. I woke up right after the angel left. Never realized how special Mary must have been for God to choose her to bring Jesus into this world.

Jenny                    Yeah, she must have been strong to withstand all the gossip and condemnation from her friends and neighbors. I want to be like Mary, I want to do something special for God.

Sarah                    Me too! I want to stand up for Jesus no matter what my friends or everyone at school or in my neighborhood think.

Jenny                    Bye, Sarah! See you in your dreams!

# Feed My Sheep

**Characters:**     *Desiree*  
                      *Professor Schmart*

Desiree            I think its time to wake up Professor Schmart. I'll count to three and then you all call his name. One, two, three!  
                      Professor Schmart!

Professor           I'm coming! I'm coming!

Desiree            Hurry Professor, all these boys and girls want to talk to you.

Professor           In a minute!

Desiree            What are you doing?

Professor           *(Pops up)* I'm baking a cake.

Desiree            A cake! Yum! What kind of cake? Can I have a piece?

Professor           A straw cake with chocolate frosting.

Desiree            Yum! A straw and choco... Straw! Don't you mean strawberry?

Professor           Do sheep eat strawberries?

Desiree            Sheep? Professor, what are you up to?

Professor           I was reading in the bible last night and I read that we're suppose to feed God's sheep. So I thought I'd bake  
                      them a straw cake with chocolate frosting. Do you think they'd like some weeds on top?

Desiree            Yuck!

Professor           Okay, no weeds.

Desiree            Professor, I don't think you understand what the scripture was saying.

Professor           What? You dare tell me that I, Professor Schmart, don't understand something?

Desiree            I know it's hard to believe, but... yes, I'm saying that.

Professor           Well, I have never been so insulted in my life!

Desiree            Professor!

Professor           Humph!

Desiree            Listen, Professor. When Jesus told Peter to feed His sheep, Jesus meant people. Our Pastors are called  
                      Shepherds because they feed us from the bread of life, which is the bible.

Professor           We're suppose to eat the bible! Ha! And you think I'm stupid.

Desiree            I never said you were stupid.

Professor           Eat the bible! I never heard of something so silly.

Desiree            No, not eat the actual pages. We're suppose to read the bible, study it, memorize it. Also, we're suppose to  
                      listen to our pastor. He feeds us from the pulpit.

Professor           What does he feed you? Song books! Ha, ha, ha, ha!

Desiree            Of course not. The bible is the bread of life. It is written, “Man shall not live by bread alone, but by every word that proceedeth out the mouth of God.” He tells us about the name of the one who can save us from our sins.

Professor        Oh? And who is that?

Desiree            Jesus, of course.

Professor        Ah! I read about that. “For there is none other name given among men, whereby we must be saved!”

Desiree            Exactly.

Professor        I think these young people should memorize that scripture.

Desiree            Good idea! Let’s try it everybody. For – there – is – none – other – name – given – among – men – whereby – we – must – be – saved! And what is that name? Jesus! And guess what, Professor Schmart?

Professor        What?

Desiree            You just fed the Lord’s sheep.

Professor        I did, didn’t I? Well, I must get back to the lab and decide what to do with my Straw and chocolate cake. Bye, everyone, bye!

## End Sample

# The Lost Prince

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## Directing Children's Dramas

Entire books have been devoted to this subject and I do not intend to go to that length! I would like to offer a few tips and pointers that may help you in this endeavor.

Even the best behaved children can get excited and out of hand. It is always best at the beginning to work with the smallest number possible. This keeps the potential mayhem to the minimum! Then, when you bring in the chorus, you can concentrate on them while the leads perform their parts.

An assistant is essential. Two may be necessary, depending upon the number of children involved. The assistants are to keep the extras focused and can take leads to other rooms and help them with character.

Children memorize scripts amazingly well! In fact, so well that they tend to mouth the parts of others while waiting for their lines. Watch out for this phenomenon. They tend to not think in terms of the whole story, but only what they have to say. That is one reason they are rarely good at improvising if something goes wrong. They often don't really know what they are saying! They've just memorized words. Improvisation without the scripts will help them immensely. Have them act out the situation by creating their own scripts. Or have them act out variations on the scene, but with the same characters.

As with all beginning actors (young or old) they tend to forget placement in relationship to the audience, they tend to talk too fast and too soft. It is essential that you work on these aspects. First without the script, then adding it. Try these games:

- ◆ Partner up the children. Place one on the stage, the other in the back of the audience. Have them talk to each other. They need to understand what the other is saying over the distance and the din of the others actors doing the same at the same time.
- ◆ In the same position have them speak in slow motion – as if they are in outer space.
- ◆ In the same position have them try to get the attention of another actor on the opposite side of the room.
- ◆ In the same position have them say a line from the play, the other responds with one of his/her lines – they don't have to match!

When blocking children you will have to be as specific as possible. When you place them somewhere they will return exactly to that pose each time. If it isn't right, change it immediately. The more often they do the wrong thing the harder it will be to change later. As much as is possible have them work on the platform they will be using. At least get some of the props in their hands. Visualizing 'upstairs' is not as easy for them. Woe to you if you only have one Saturday rehearsal before performance! You will seem like you are starting all over! Their confusion will be total. Prep them as much as possible for the different location.

The younger the child the more important it is to have a specific movement or gesture given for their lines. Example: Suppose you have the line "I don't want to go there!" If you tell the child to stand in a certain spot and say the line, he will do so. But if you tell them (and show them) to wave both hands in the direction of where they do not want to go and tell them to do it when saying the word "want" you will be rewarded. It helps them tremendously to be given specific tasks physically. If you want them to move before, during or after a line, then walk them through each movement carefully.

I like to work under the three to four line rule. I block one line, a second, then a third – sometimes a fourth, if it fits. Then have them act out these lines three more times. I then block another three to four lines. Then repeat these lines three times. Then I go to the beginning and do all the lines up to that point. In that way each section builds and builds and has time to set into the minds of the performers.

Children are extremely inventive. I was I were as such! I always keep a peripheral eye out for the other children as I am working with someone. Often they are acting out either their parts or the one I'm working with – and they are coming up with great and creative ideas for blocking or movement or character! I try to steal as many of these as I can! Be careful though, if you let them know you took their idea they will 'try' to give you ideas and these are never as creative or spontaneous.

You must balance the rehearsal and performance experience with equal combinations of fun and discipline. They **MUST** understand that acting is a controlled element. But if you are continually harping at them they will lose the joy of doing the play.

Most of all, let them know that at all times that they are part of the outreach ministry of your church. They are a part of God's efforts to save the lost and dying. Through their efforts people will be coming to your church. Through their efforts people will be introduced to the gospel of Jesus Christ.

With that idea in mind strive to do two things:

1. Pray at every opportunity for the play and for the outreach it represents.
2. Have **EACH** child strive to bring a visitor.

God Bless!

Bro. Terry Vik

# Mary Had A Little Lamb

By Desiree Vik

***Mary Had A Little Lamb** draws from a variety of children's stories and creates a common theme – Stay Away From the Big Bad Wolf!*

*Cast:*

*Little Bo Peep  
Big Bad Wolf  
Narrator  
Sparky  
Bell  
Ma  
Pete  
Little Lamb  
Mary  
Joseph  
Pansy  
Porky*

*Ginger  
Fluffy  
Ted  
Little Red Riding Hood  
Goldie Locks  
Papa Bear  
Mama Bear  
Baby Bear  
Ann  
Jay  
Betsy  
Shepherd*

*Many of these characters can be combined, depending upon the size of your available cast.*

*The set can be very simple. An area to one side that belongs to the 'sheep'. It has a bench or rocks, maybe a well. An area on the other side for Little Red's Grandmother's bed, which is converted quickly to the three bear's cottage. The center is used for most of the action. We had about 35 children in the cast, about half of them extra Little Lambs or characters with one or two lines. We found it advisable to have the sheep exit during scenes they were not involved in. If this is done quickly and simply you avoid the problems of wiggly, squirmy children!*

*At the end we used a laser light with a Star insert to represent the Star of David. One of the shepherds carried it and beamed it on the wall as he came forward. It gave the children something to focus upon and created a nice effect.*

Little Bo-Peep Little Lamb, where are you? Little Lamb come home. Oh Hello, I'm Little Bo-Peep and I've lost my sheep, well actually, I lost a lamb, Little Lamb I call him. He's really cute but he's also very naughty. I told him to stay close to me, but he wandered off. I guess the grass looked greener on the other side. I just don't know where to find him. Pa says, leave him alone and he'll come home, and bring his tail behind him. What ever that's suppose to mean, Pa's always saying the craziest things, anyway, I just felt like I had to leave the other sheep, in order to find Little Lamb. Have ya heard, the Big Bad Wolf is back again and boy is he hungry? That's why I need to find him, Please if you see him, tell him Little Bo- Peep's looking for him. Thank you!

*Exits out through the congregation. Big bad Wolf appears, have appropriate theme music.*

Big Bad Wolf *(Howl)* Did I scare you? No? Well you better be, I may come to your house next, after I've finished off the three little pigs.

***Exits. Narrator enters***

Narrator            Mary found a Little Lamb; his fleece was white as snow.  
Everywhere that Mary went the Lamb did want to go.

***Little Lamb and Mary enter, skipping around narrator during this next segment. They take their place at well when the others enter.***

He followed her to the well one day  
To escape the Big Bad Wolf  
Who chased him from a pile of hay  
Pouncing down from a high barn roof.

Now by the well, Mary and Lamb,  
Munch on some nuts and grains  
Among some sheep and a feisty ram,  
Is where this story begins.....

***(Narrator exits. Flock of sheep, Mary, Joseph and Little Lamb enter and go to well.***

Sparky            Say Ma, is that Junior over there?

Ma                Let me get my glasses on, can't see a thing without 'em.

Sparky            Oh, Ma, you're such a modern gal.

Ma                Thanks, Sparky, *(ma puts glasses on and looks)* No, it's not Junior. Never seen that'n afore.  
Must be a lost lamb from a nearby flock.

Sparky            Should we do something, Ma?

Ma                Well, don't tell nobody about it, or there'll be a big ruckus.

Sparky            Why ma?

Ma                I don't know why, just seems any Ol thing can start a fuss these days.

Sparky            Well, okay, I won't tell nobody. I was hoping to tell the boys, oh well. Don't you go telling  
anyone neither.

Ma                Now, Pa, you no better.

Sparky            *(mumble)* Yeah, I know you.

Ma                What'd cha say, Sparky?

Sparky            Never mind.

***Ma goes to another sheep and starts a rumor (like playing telephone)***

Ma Bell, look at that stray lamb over there. Who do ya figger it belongs to?

Bell Maybe it belongs to that snobby couple up the hill.

Ma Naw, I've never seen this one before. Well, keep it under your hat. Don't want to stir up trouble.

Bell Sure ma.

*Bell walks away, then starts the gossip line. When it comes to the end Pansy tell Pete and Pete tells Sparky*

Pete Hey Sparky, guess what Pansy just told me.

Sparky I'm not sure I want to know. You know how Ma and I feel about gossip. *(pause)* Okay, you twisted my leg, now tell me.

Pete She says that those people over by the well have stolen the Little Lamb. And they're going to sacrifice it to their God at high noon.

Sparky *(rolls around laughing)*

Pete If you're done making a fool of yourself, you can join us. We're going to make sure the poor Little Lamb gets back home. Have you heard? The Big Bad Wolf is back in town!

Sparky He better be careful, a sheep just ain't safe without his shepherd and the rest of the flock to protect him. Let's go. *(All the sheep gather around Mary and the lamb)*

## End Sample