

My Volcano Adventure

Additional Activities

1. Discovery

Treasure Map

Supplies: Bible, trunk or box, brown paper grocery bag

Before class, gather your Bible, a trunk or box, and a brown paper grocery bag. To make a treasure map, burn the edges of the grocery bag to make it look old. Include simple landmarks and symbols on the map and include an “X” to mark the location of hidden treasure. If necessary, at the bottom of the map write out simple directions for finding the hidden treasure. (Example: turn left at the three pine trees, etc.). Place the Bible in the trunk and move it to location “X” on the map before students arrive.

At the proper time, unroll the map and give it to the kids. Talk about the purpose of a map. **A treasure map leads to great riches. However, before we can enjoy the treasure, we must use the map to find it. We must read the map, understand the map, and follow its instructions carefully.** Allow students to follow your simple instructions to get to the “X” and discover the trunk.

Now pull your Bible from the trunk. Hold it up. Explain: The Bible is like our treasure map. It gives us directions for finding the best treasure in all the world. That treasure is friendship with God. If we don't pay attention to this map, God will seem far away, like a stranger to us. But if we read this map, try to understand it, and follow its instructions carefully, we learn to know and love God as a very close, true friend. Just as following a map can lead you to a treasure (hold up your map), reading God's Word and obeying it can lead you to Jesus—the greatest treasure of all (hold up your Bible).

2. God-Breathed

Inspiration Object Lesson

These object lessons introduce the concept of inspiration. **Supplies:** a musical wind instrument, a balloon, or a doll

1. *Musical Wind Instrument:* Show the musical instrument to the students. Hold it in your hands and command it to play. When the instrument fails to put forth sound, command it again to play music: **Come on! Play a song for us! That's your job!** Ask students to share why the instrument isn't playing music. Explain, **The instrument is silent without**

breath. It can do nothing without the breath of the “master player.” Now pick up the instrument and blow into it (or have a musician play a song for the children).

The Bible is special because God breathed its words. Inspiration gives strength and beauty and power to the Bible. Without inspiration, the Bible would not be God's Word—it would be just like any other book.

2. *Balloon:* **A balloon is limp and useless until someone breathes strength, power, and shape into it. Just as the person's breath gives “life” to the balloon, God breathed “life” into His words before human authors wrote them down. The strength and power and “shape” of the Scriptures come from God, not from human authors.**

3. *Doll:* Ask your students if they have ever seen or heard of CPR or artificial respiration. **When a person stops breathing, a person trained in CPR can breathe life and strength back into the unconscious person.** (Use the doll to illustrate this concept.) **The sick person cannot help himself or herself. When God breathed His words and ideas into the hearts of human authors, the words had the power to give eternal, spiritual life.**

How Many?

This demonstration activity illustrates how many people among the Tboli follow Christ. **Supplies:** coins, beans, Lego® people or other small objects

Recent research from the Joshua Project indicates that 50% of the Tboli people call themselves Christians. To help younger children understand this percentage, set out 100 coins, beans, or other small objects. Lego® people work best with young children. Ask the children, **If these objects represent all of the Tboli people, how many do you think are Christians?** Let the children take turns separating the number of objects that they think represents the number of Tboli Christians. When all the children have taken a turn, show them how many Tboli know the good news about Jesus Christ—50 out of every 100. Invite children to pray with you for the Tboli translation team and the Tboli Christians as they learn to use God's Word to guide their lives. Also thank God that so many have put their trust in Jesus after reading the Tboli Bible. Pray that more and more of the people of this culture will trust Christ for salvation.

3. The Collection

All additional activities for this lesson are found in the Teacher Guide.

4. Secret Scrolls

SPARK INTEREST—Age 6-9 Activity

Messed-Up Fairy Tale

This discussion activity reveals that old documents, copied over and over through the course of time, usually change from the original.

The Grimm Brothers wrote fairy tales in the early 1800's. Retell a fairy tale but leave out some important details. Tell students, **This story is almost two hundred years old, so it is bound to have some errors.** Have the children talk about whether or not the missing parts changed the story. Ask if it matters whether or not books tell the real story without missing parts or adding new parts. Talk about the Bible and remind the children that in Lesson 2 they learned that God inspired and gave the words to the writers of the Bible. Even though thousands of years have passed, we can still trust that every part of the Bible is true.

Shadow Box

This craft activity helps students realize that all people in the world desperately need the Scriptures. **Supplies:** shoebox with lid, pen or magazine pictures of different types of people, picture of a Bible, scissors, glue or tape, knife or sharp tool

Find a shoebox. Draw stick figures or cut out magazine pictures of all kinds of people and glue them around the inside panels of the box. Inside the lid, draw or attach a picture of a Bible. Cut a small hole at one end of the box. Let students look through the hole into the dark box. **This darkness is like the spiritual darkness that many people who don't have God's Word experience. These people need the light of the Bible.** Then take off the lid and show children what they missed because of the darkness.

Old Scrolls

This craft activity reminds children of the ancient Bible scrolls found in the Dead Sea region. **Supplies:** old-looking paper, writing implements

Use coffee or tea to stain white paper and make an "old scroll." After it has dried, have the children accurately write today's Bible memory verse on it (following the scribes' rules on page 15 of the Disciple Guides). Remind them that the Dead Sea Scrolls contain Bible words from nearly two thousand years ago.

5. The Message

SPARK INTEREST—Age 6-12 Activity

Clear Message

This activity emphasizes the importance of being able to understand all of a message so that the meaning is clear.

Reading or hearing a story in which you only understand some of the concrete or object-like words can create a meaningless or incorrect message. Write only the nouns (objects and things, not actions or connecting words) from this lesson's memory verse on the board. Ask the students, **If someone told you this message, what words could you possibly fill in between to complete the sentence? Pretend you've never heard it before.** Let the students talk about how they could make many wrong messages with various verbs (actions) and prepositions (connecting words). The message would not be clear and maybe not accurate. Some might guess that this is their memory verse after a bit. Then hold up your Bible. Explain, **God's message in the Bible clearly states His love for all people. God sent Jesus, His Son, to die on a cross and rise again so everyone can receive forgiveness and new life. Those who believe will spend eternity with God. Our memory verse tells us clearly about Jesus, but many people do not yet have John 1:14 in a language they can understand.**

SPARK INTEREST—Age 9-12 Activity

The World's Best Message

This brainstorming activity awakens kids to the problems of the world and the ways that Jesus uniquely addresses them. **Supplies:** Bible

Encourage the children to think hard to come up with the top ten messages the world would like to hear (no more hungry people, cure for every disease, etc.). Then hold up the Bible and explain that it has the best message of all—eternal life through Jesus Christ. Guide the conversation as the children talk about how the message of Jesus' love and forgiveness will help the world.

Make a Gospel Bracelet

Supplies: 6-8" leather cords (1 per child), green, dark color or gray, red, white, blue, and gold / yellow beads to slide on leather cord (1 set per child)

Provide leather laces (6-8 inches long) and a set of colored beads for each student. Show the children how to make a bracelet by stringing the beads onto the leather strips in the order shown below. As you distribute each bead, explain what the colors represent.

- **Green: Life**—God gave life to everything and everyone.
- **Gray (or dark color): Sin**—People ruined their lives by disobeying God.
- **Red: Jesus' Blood**—Jesus died on the cross to forgive our sins.
- **White: Salvation**—When we believe in Jesus, He cleans our hearts and gives us new life.
- **Blue: Holy Spirit**—He directs our lives, guiding us to holy living.
- **Gold: Heaven**—One day, Jesus' followers will go to heaven and walk on the golden streets.

Have pairs of students practice with each other. Then, challenge them to wear their bracelets this week and watch for opportunities to share the message. Encourage them to start conversations by asking, "Do you know what each of these beads means?" Or, "Do you want me to tell you the greatest message in the world?" If possible, send children home with an extra bracelet or two. Tell them to find another child who may not know Jesus and ask, "Have you gotten one of these yet? They tell the greatest story!" Then if the new child accepts the gift bracelet, the student can explain the plan of salvation while helping to tie it onto his or her wrist. (Children frequently share gift or friendship bracelets. This one serves as more than a bobble!)

Wordless Book

Supplies: Cut sheets of green, dark color/gray, red, white, blue, and gold/yellow into quarters or eighths (one set per child). Cut white covers twice the size as the sheets (one per child), stapler, colored pencils or markers

Distribute one sheet of paper in each of these colors: green, gray (or dark color), red, white, blue, and gold to every child. Then give everyone a piece of white paper for the front and back cover. Staple the pages together in the correct color sequence. Let students decorate the covers of their new booklets. Then encourage your children to share the booklet with someone who may not yet know Jesus as Savior. If time permits, have them practice using the Wordless Book they just made with each other.

Gospel Bag

Supplies: commonly-found items of the same colors as the Gospel bracelet beads, small paper bags

Gather items of the same colors as the Gospel bracelet. Have students place them in a small bag that they can use to share the message about Jesus with others. Examples: green leaf, gray or dark colored ribbon, red piece of paper, white piece of cloth, pen with blue ink, gold ring, etc.

6. Covenant

SPARK INTEREST—Age 6-12 Activity

Where Am I From?

This name-recognition activity helps students identify different Bible characters and their locations in the Old or New Testament.

Many children struggle to distinguish which characters appeared in the Old Testament and which characters appeared in the New Testament. Have boys in the class represent Old Testament people and girls represent those from the New Testament. Call out the name of a Bible character. Have the boys or girls jump up if the person is found in their part of the Bible. As they stand, select one child to explain something about each Bible character. That child can use one "shout-out" for help from their group if they aren't sure of their answer to encourage a cooperative effort.

- **Eve** (Old Testament)
- **Cain** (Old Testament)
- **Noah** (Old Testament)
- **Jacob** (Old Testament)
- **Ruth** (Old Testament)
- **Jonah** (Old Testament)
- **Jonathan** (Old Testament)
- **Esther** (Old Testament)
- **Joseph** (Old or New Testament)
- **Matthew** (New Testament)
- **Mary** (New Testament)
- **Peter** (New Testament)
- **Zacchaeus** (New Testament)
- **Dorcas/Tabitha** (New Testament)
- **Paul** (New Testament)

INSPIRE ACTION—Age 6-12 Activity

What's the Theme?

This Bible comprehension activity stimulates children's interest in the themes of the Old Testament books. **Supplies:** copies of "Through the Bible Tour" (one per child)

Provide copies of the Through the Bible Tour for each child (available at DiscipleLand.com/downloads). Ask each child to choose a book of the Old Testament and look up the theme verse.

If your children have not yet memorized the names of the Old Testament books, encourage them to do so. Consider playing the "Old Testament Book Game" below.

INSPIRE ACTION—Age 6-12 Activity

Old Testament Book Game

This fun activity helps children learn and remember Old Testament book names in order. **Supplies:** Old Testament poster from DiscipleLand.com/downloads or completed page 23 from the Disciple Guides, chairs in a circle.

Lead your students to repeat the names of the Old Testament books in order while seated in the circle. Point out the poster when necessary. Start out saying them slowly, the next time a bit faster. After several repeats of all the books by the entire group, choose a student to name the first book (Genesis). The person to his right will name the second book. Continue around the circle with each child naming the next book in order. Some may still need to refer to the list. That's okay. After you reach Malachi, begin another round with the next child. For variety, call for a fruit basket upset, with everyone changing chairs after you reach Malachi. Then begin again.

Map Search

This activity familiarizes students with the geography of the Old Testament. **Supplies:** assortment of Holy Land maps or Bibles with maps

Before class begins, bring in an assortment of Holy Land maps. Invite students to locate significant Old Testament sites using one of these maps or the maps in their Bibles.

7. Head & Body

SPARK INTEREST—Age 6-12 Activity

Synchronized Activity

This activity provides examples of teamwork, the way the body of Christ is supposed to work together to accomplish what the Head wants. **Supplies:** Bible

Read Ephesians 4:16. Organize a short, age-appropriate synchronized activity (like "the wave," or a simple march routine to music, etc.) Practice it until everyone seems to be following the leader and doing their part right. You could video the finished "product" to show. Talk about how everyone did their part to make it work right, just like the body of Christ, His Church, should function. **Ephesians 4:16 says that we all must work together to do what God wants. The body is made up of many parts, and each one plays an important role.**

SPARK INTEREST—Age 6-12 Activity

New Testament Equation

This cut-out activity shows students how important the head is to the body—and Christ is to His Church. **Supplies:** magazines, scissors, tape or craft sticks and glue sticks

Bring in magazines. Tell half of the children to cut out pictures of heads and the other children to cut out pictures of bodies. Attach one head to each body cut-out (have fun with this and make them silly). Talk about whether or not the heads make a good fit with the bodies.

Discuss how God had a plan for a perfect head and body match. Write "Head + Body = New Testament" on the board. Let the students talk about what a church might be like if Jesus was not in charge as the Head.

INSPIRE ACTION—Age 6-12 Activity

New Testament Book Game

This fun activity helps children learn and remember the New Testament book names in order. **Supplies:** Through the Bible Tour from DiscipleLand.com/downloads or Disciple Guide page 27 (completed), chairs in a circle

Lead your students to repeat the names of the New Testament books in order while seated in the circle. Some may not need to refer to the poster or their Disciple Guides. Others will. Start out saying them slowly, the next time a bit faster. After several repeats of all the books by the entire group, choose a student to name the first book (Matthew). The person to his right will name the second book. This continues around the circle with each child naming the next book in order. Some

may still need to refer to the list. That's okay. After you reach Revelation, begin another round with the next child. For variety, call for a fruit basket upset, with everyone changing chairs, after you reach Revelation. Then begin again.

Silhouette of the Church Body

Supplies: butcher paper, crayons or markers

Before class begins, find a sheet of butcher paper and collect an assortment of drawing materials. Begin this activity by tracing the outline of a student volunteer on the paper. After this individual has been outlined, refer the children to the local church body. Mention different parts of the body: hands, feet, legs, heart, and head.

Discuss each of these significant parts, asking the children to identify people who might fit into these individual roles in their church. For example, hands might represent ladies who prepare meals for shut-ins or the homeless. Feet might represent missionaries the church sends to other countries to share the gospel with people who have never heard about Jesus. Legs might represent the team that gives money, helps build houses for people or delivers aid to disaster victims. The heart could represent the people in the church who pray for God to show Himself to the world through His children, the Body of Christ. The head, of course, is Jesus, who wants us to work together with Him in everything we do. Have the children consider the ministries or responsibilities that they would like to have in their local church. As the children write their names or draw pictures on sections of the silhouette, write above the outline "Our Church." When they finish, hang the picture on the classroom wall.

8. The Path

SPARK INTEREST—Age 6-12 Activity

Maze

This group activity shows children that they can trust God's Word to guide them through life. **Supplies:** masking tape or rope

Use masking tape or rope to mark off a maze in the classroom or in a large activity area. Blindfold one child and tell him or her to follow the path of the maze—without guidance. When he protests (or wanders around for awhile), tell the child to pick one trusted friend to serve as a guide. After this pair completes the maze, ask the children whom they would trust to guide them when they have problems in their lives (parent, teacher, good friend, relative, God). Talk about how God has all the answers and has put them in a special Book. Hold up your Bible and have students tell specific ways the Bible could guide them.

INSPIRE ACTION—Age 6-12 Activity

Bible Drill

This "tried-and-true" activity teaches children how to find Bible verses. **Supplies:** one Bible for each child

Call out a Bible reference (book + chapter + verse) and have the children race to locate the verse in their Bibles. The first child who places his or her finger on the verse should stand up and read the verse aloud. After children have read two verses, they should sit out for the remainder of the drill, so that other children can have a chance to stand and read a verse. Encourage the previously successful children to help others find verses. If appropriate, you could divide the class into four or six small groups. Continue this drill as long as interest remains strong.

Consider using this list of verses: Luke 6:46, Luke 6:49, Revelation 5:9, Revelation 7:9, Revelation 3:20, John 1:1, Isaiah 40:8 and memory verses from Lessons 1-8. Alternately, explain salvation with verses these that comprise the Roman Road: John 3:16, Romans 5:8, Romans 3:23, Romans 6:23, 2 Corinthians 5:21, Romans 10:9-10, Romans 10:13.

9. Life Change

INSPIRE ACTION—Age 6-12 Activity

Applying Knowledge

This activity reinforces the great difference between "hearing" and "hearing + doing" what the Bible says. **Supplies:** flavored gelatin; Optional: bowl, spoon, hot and cold water

Ask the children to talk about their favorite flavor of gelatin. Then hold up a package of gelatin and tell them, **Let's make some Jell-O!** Invite the students to explain step-by-step directions that are required to make the gelatin. After each step, make a comment such as, **Okay that makes sense.** **What's next?** Listen to all the steps they suggest—but don't do anything. Now tell them you "heard" their instructions, open the box, pour the powder into a bowl, and offer it to the children. **Here's the Jell-O! Let's eat!** Talk with the students about the difference between hearing and doing.

Now ask one of the children to read the directions—but again, don't do anything. Make a big deal about reading aloud the directions on the package. Offer the powder again to the students. Talk about how some people read the Bible, but don't act upon what they read or make any changes to their lives. But when we hear or read the Bible and respond to it, we will experience change.

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Finally, if your setting allows, add boiling water and prepare the gelatin or surprise the children with prepared portions. While they eat, read these verses about not only hearing but also acting on God's Word: James 1:22-25, Hebrews 5:12-14.

Snack Idea

Supplies: box of flavored gelatin, mixing bowl, stirring utensil, electric tea kettle, cup measure, cold water, pre-made finger gelatin using candy molds, or gummy bear

If you choose to make finger gelatin in advance, use the same candy molds for your object lesson.

Tell students that you have an idea of a delicious treat you want to make. Spread out the items for the students to see. Ask, **Does anybody know how to make this?** Decide that the best way to make the gelatin is to read the instructions and do what they say. **What instructions does God want us to read and obey?**

As you carefully follow the instructions on the box, ask students why people should obey God's Word. Discuss the blessings of obedience and the consequences of disobedience. If you wish, ask the children to help you add the water, stir, etc. When you are ready to pour the mixture into the mold, say, **When we obey God's instructions, He molds our hearts by His Word.**

After pouring the mixture into the mold, set it aside and say, **If we stay in God's Word, He will mold us into the beautiful shape that He wants us to be.**

A few minutes later, show students that the gelatin has still not set. Explain that it takes time for it to really take on its new shape. **We need to stay in the Word. The more we read the Bible and obey it, the more God shapes our hearts. The more God shapes our hearts, the more we love Him. And the more we love Him, the more we'll desire to read the Bible and obey it. It just keeps going and going.**

Pass out the snacks when they are ready to eat. Instruct the students not to eat them yet. Have everyone look at them, noticing their shapes. Say, **God's Word molds our hearts if we are willing to obey it.**

After eating the snacks, encourage the children to bow their heads and close their eyes. Ask if there is something they know God wants them to do, but they've been unwilling to do. Invite your children to pray silently, asking God to reshape their hearts.

10. The Tower

SPARK INTEREST—Age 6-12 Activity

Different Words, Same Story

This paper-pencil activity clarifies how Bible translators find words in a different language to clarify the Bible's message.

Supplies: paper, pens or pencils

Provide a pencil and paper for each child. While all the children are watching, skip to the center of the room while holding a pencil with both hands above your head. Spin around, toss the pencil into the air and then drop to the ground. Tell the children to write down what they saw. (Allow younger children to tell what they saw.) Have all the children read their sentences. Compare and contrast the different versions and choices of words. Explain how this illustrates that you don't need identical words to tell the same story.

Love in any Language

This simple craft activity shows children that people everywhere need the same thing—love from God and from other people.

Supplies: craft paper, heart pattern for younger children, list of words for love in other languages, markers

Cut out several red hearts and on each write "LOVE" in a different language (you can use the website translate.google.com for various languages). Place the hearts on a page with the caption, "Love in any language is still love."

(Consider adapting this activity for a classroom bulletin board.)

Da Jesus Book

This listening exercise places your children in the shoes of people who cannot clearly understand what the Bible says because the translation is not in their "heart" language—the one they speak every day. **Supplies:** poster of Ephesians 4:30-32, available at DiscipleLand.com/downloads

Read these verses aloud from the Hawaiian Pidgin New Testament, *Da Jesus Book*:

No make like da kine peopo dat wen had it wit somebody an no like let um go. No get hot an snap. No stay huhu. No make big noise. No talk stink. Wipe out all the kind stuff, an no hate nobody no moa. Mo betta, make nice to each odda. Show pity an aloha to each odda. Let each odda go, jalike God wen let you guys go, cuz a wat Christ wen do.

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Then ask the children:

- **What is the main idea in this Bible passage?** (As God's children we should be kind, loving and forgiving, instead of the way we used to act.)
- **What do these verses tell us to get rid of?** (bitterness, unforgiving attitude, anger, uncontrolled anger/rage, brawling/physical fighting, saying and doing things to hurt others, hate)
- **What does it mean to “let um go”?** (forgive)
- **What does it mean to “stay huhu” or “talk stink”?** (stay huhu=stay angry, talk stink=say things to hurt others/slander)
- **How are we supposed to forgive other people?** (the same way God forgave us because of what Christ did)
- **Is this translation clear enough for you to understand God's message to you?**

Now, read Ephesians 4:31-32 from your Bible (or have your students read it in their Bibles). Try to answer questions 1, 2, and 5 again.

11. The Messenger

SPARK INTEREST—Age 6-12 Activity

Are You Listening?

This group activity encourages students to listen to God's Spirit, Who often brings pertinent verses to mind, leading them to make good life choices. **Supplies:** marshmallow on paper plate, award necklace as from the Olympics, sip of water in paper cup; one sign in front of each item, reading “Smash it!” “Eat it!” and “Knock it away from you!” respectively.

Stand close beside one blindfolded child. Explain that you will whisper verses as hints of what to do. Seat the rest of the children facing you so that they can see the signs you hold up. Tell them to call out the written directions to the blindfolded student. The blindfolded student must decide whether to listen to your voice or the students' voices.

Move the blindfolded child to the marshmallow. Uncover the marshmallow and whisper Luke 24:43 in his/her ear. As you finish, hold up the “Smash it!” sign. As children call out directions, quietly repeat the verse. The blindfolded child must decide which voice to obey, either eating or smashing the marshmallow.

Uncover the award necklace and quietly read Proverbs 1:8-9. As you finish, hold up the “Eat it!” sign. Again, the blindfolded child decides which voice to obey.

Finally, uncover the water and whisper John 4:14. Hold up the “Knock it away from you!” sign as you continue to whisper the verse.

Afterwards, talk about how confusing it was with conflicting directions. Ask whether or not it turned out better to follow the whispered instruction from the Bible verse or to follow the crowd. Explain, **Sometimes it is like this when we read the Bible. The whole world may tell us to do just the opposite of what God wants.** Remind your children that they can always read God's Word and ask the Holy Spirit to help them decide. Then God will guide them to the best decision. Following the crowd, instead of God's Word, can cause messes, leave a bad taste in your mouth, and cause problems for other people!

INSPIRE ACTION—Age 6-12 Activity

Bible Reference Books

This hands-on activity gives kids an opportunity to use Bible reference tools. **Supplies:** backpack of Bible reference tools, such as a commentary, concordance, Bible maps, Bible handbook, etc.

Bring Bible reference tools to class. Consider asking the pastor if you can borrow some of his Bible study books to show the children. Let them look through each book and consider how and when it is used. Encourage the students to figure out which tool they would use to find the answer to each question:

- **What body of water is near the city of Capernaum?** (Bible map: Sea of Galilee)
- **Who wrote the book of Revelation and where was he when he wrote it?** (Bible handbook: the Apostle John received these visions and wrote them while in exile on the island of Patmos)
- **Find some verses that use the word “flower.”** (concordance)
- **Explain what each phrase in John 16:13 means.** (commentary)

A Gift from Heaven

This object lesson reminds children that the Holy Spirit is God's gift to help them understand the Bible. **Supplies:** wrapped, empty box labeled “To: My Disciples; From: Jesus in heaven”

Tell the students that Jesus promised to send a Gift to help them understand the Bible. Hold up the package. Ask students what they might hope Jesus would send to help them. After fielding responses, open the package. They will find nothing, of course, but air. Explain, **What Jesus sent is invisible to the human eye, but we can understand the actions of Jesus' Gift—the Holy Spirit.**

Visit Bible Poverty

This listing activity will help children understand more about life in cultures that lack Bibles.

Explain to your class: **Many people live in regions where the Bible has not existed or has not strongly influenced the way people think and act. This is Bible poverty. In many cultures, people without God's Word have some values that are just the opposite of God's values because they don't know the truth. Without Bibles to reveal what God says, what might people not know?** Make a list on the board. Start the list, if necessary.

Possible answers:

- God loves all people.
- It is wrong to lie.
- Heaven and hell are real places.
- Even one small sin keeps you out of heaven.
- God provided the only way to forgive our sins.
- Be kind to other people.
- Forgive people who hurt you.
- Just being good won't get you to heaven.
- God is stronger than anything and anyone.
- Share, don't be greedy.

Talk about how some cultures watch The JESUS Film and believe Judas is the hero. Why? Because he was so crafty in betraying Jesus and getting rich. Those cultures value lying, tricking people, and betraying people because they have never had the Bible to teach them the truth about these things.

12. Celebration

Multitude Poster

This group craft activity reminds children of the variety of people who will be in the great heavenly multitude. **Supplies:** 5-10 ft. of blue butcher paper, potato or sponge stamps, tempera paint (white, pink, brown, and yellow), brushes, cotton, glue

Make a giant poster of the multitude who will worship the Lamb in heaven. Use potato or sponge stamps to fill a large sheet of colored butcher paper (5 to 10 feet long) with images of people of many races. Draw human figures on the inner surfaces of the potato halves, and cut away the surrounding potato to a depth of 1/8" so the human figures stand out from the rest of the potato. Alternatively, trace human figures on sponges and cut them out. Coat the stamps with tempera paint—white for bodies with robes, different colors for the heads and arms, and cover the butcher paper with your "people." Embellish the poster with words from numerous foreign languages (or "halleluiah" which is understood in many languages). In the center of the multitude, draw or glue a pure white cotton lamb to represent Jesus.

Games in Heaven?

This brainstorming activity encourages students to dream up new games that people from different cultures might play together in heaven.

Ask your children: **Have you ever wondered what games people might play together in heaven? The great family reunion in heaven will include people from many cultures with a rich tradition of games they enjoyed playing while on earth.** Find out about some of these games. Encourage students from other cultures to share games they enjoy. Research games from around the world on the Internet, at a library, or in a Missions Resource Center. Encourage your students to learn a new game and try it out. You may also want to combine elements from several games (perhaps from more than one culture) to invent a new game.

Language Exposure

This research activity enables children to see the diversity of languages that people speak in the world today.

People from every tribe, nation, and language will be in heaven. Can you list some languages that people will speak there? Supply a dictionary, encyclopedia, computer, Ethnologue, missions periodicals, and the book: *Operation World* to help your children compile a big list of languages. Check the dictionary introduction and abbreviation list, language entries in the encyclopedia, etc. You may also want to investigate mission sites on the Internet (suggested sites can be found at DiscipleLand.com/downloads). Help students categorize the languages you find according to regions, or by related language groups.