



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Cy was visiting his Uncle David and Aunt Jenny for the weekend. Cy loved staying at their house and visiting their very large church. After Sunday school, Cy was surprised to hear he’d be going to Sunday school again for the next church service because Uncle David and Aunt Jenny both had special jobs to do at church. Cy wondered if God had given him a special skill. How could he help at church?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Uncle David thought that Cy was great at meeting new people and helping them feel welcome. When Cy went to his second Sunday school class, he met a boy named Jared who had never gone to church before. Cy helped show Jared around the classroom and understand the Bible story. Afterwards, on their way to get pepperoni and pickle pizza, Cy, Uncle David, and Aunt Jenny all agreed that using the skills God had given them was a blast!

“It sure is fun to visit your church,” Cy said to Uncle David as they were leaving the Sunday school class Cy had been visiting. “The kids are really nice!”

“I’m glad they made you feel welcome, Cy,” said Uncle David, patting Cy on the back.

Cy was spending the weekend with his Uncle David and Aunt Jenny. Cy’s parents didn’t go to church, but Uncle David and Aunt Jenny did. Cy really did enjoy staying with them. They always let him stay up past his bedtime and Uncle David always kept at least four different kinds of ice cream in the freezer.

And Cy really did enjoy visiting Uncle David and Aunt Jenny’s church. It was different than his church—there were many more people. Uncle David and Aunt Jenny’s church had so many people that they had four church services every weekend. There were too many people to have all together at the same time.

“I’m also glad you enjoyed the Sunday school lesson, Cy,” said Uncle David, waving to Aunt Jenny over the crowd. “I hope you enjoyed it enough to hear it again!”

“Huh?” Cy said as Aunt Jenny rushed over to them. She was wearing a nametag.

“Hi, Cy!” said Aunt Jenny. “I hope you had fun in your Sunday school class. I think you’ll really like the teacher next service.”

“I’m going to Sunday school again?” Cy wondered.

Uncle David and Aunt Jenny both nodded their heads. “I help teach Sunday school to the high school kids during the next service,” Uncle David explained.

“And I serve as an usher,” said Aunt Jenny. “I help people find seats, and help take the offering, and show people around if they’ve never been here before.”

“Wow,” said Cy. “There are a lot of jobs to do at your church!”

Uncle David laughed. “There are a lot of jobs to do in every church, Cy,” said Uncle David. “That’s why God has given all of His people special skills and talents. We can use those skills and talents to help other people.”

“That’s right,” agreed Aunt Jenny. “And it pleases God when we use the skills and talents He has given us.”

“I wonder what talents God has given me,” Cy said.

“Well, you’re good at meeting new people and helping them feel welcome, just like your Aunt Jenny,” said Uncle David. “Maybe there will be someone in your Sunday school class that you could help today!”

Aunt Jenny and Uncle David dropped Cy off at his Sunday school class again. The lesson was the same as the class Cy had already been to, but there was a new teacher and all new kids. There was even one boy, Jared, who had never been to church before. Cy introduced himself to Jared and showed him where the books were in the classroom. And after the Bible story, Cy explained to Jared the parts that had been confusing to him.

When Aunt Jared and Uncle Jenny arrived to pick Cy up after Sunday school, Cy told them about Jared. “It was really fun to be able to help him out!” said Cy.

“It is fun to help people,” agreed Aunt Jenny.

“It’s also fun to eat pizza,” said Uncle David. “I’m hungry! What do you say to a couple of slices, Cy?”

“Pepperoni and pickles?” Cy asked. Uncle David laughed and nodded. “All right!” Cy shouted.

Dee-Cy-Paul Puppet Script “What Can I Do?”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a man's hat for Paul, and a name badge that reads “Jenny” for Dee.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Dee: Hi, kids! Do you know that every time you do a job, you can do it for the most important person of all—Jesus!

Cy: That's right! God gives each of us skills and talents that He wants us to use in our work. Whatever work God wants us to do, He will give us the skills we need to do it!

Paul: Our story today is about a time when Cy discovered some of the skills God has given him.

Dee: Right—Cy's good at lots of things, like soccer and basketball....

Cy: But when I was visiting my aunt and uncle's church, I learned about a few more things I was good at—things I never would have guessed!

Paul: Dee and I are going to play Cy's aunt and uncle in our story today.

Dee: Let's go!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Enter Cy, and Paul, who is wearing the man's hat]

Cy: It sure is fun to visit you and Aunt Jennie, Uncle David.

Paul: Ah, you're just saying that because we let you stay up past your bedtime and because I always have at least four different kinds of ice cream in the freezer.

Cy: No—really! And I like visiting your church, too. It sometimes makes me sad that my mom and dad don't go to church, so it's extra special to be able to come with you.

Paul: We love having you stay with us and come to our church with us. *[Pats Cy on the back.]*

Cy: Your church is a lot different than mine. There are a lot more people here.

How many different church services did you say your church has?

Paul: Four, every Sunday. There are too many people in the church to have all together at the same time.

Cy: Wow!

Paul: I sure am glad you enjoyed the Sunday school lesson, Cy. I hope you enjoyed it enough to hear it again!

Cy: Huh?

[Enter Dee, wearing the name badge.]

Dee: Hi, Cy!

Cy: Hi, Aunt Jenny!

Dee: I hope you had fun in your Sunday school class. I think you'll really like the teacher next service.

Cy: I'm going to Sunday school again?

[Dee and Paul nod in unison.]

Paul: I help teach Sunday school to the high school kids during the next service.

Dee: And I serve as an usher. I help people find seats, and help take the offering, and show people around if they've never been here before.

Cy: Wow—there are a lot of jobs to do at your church!

Paul: *[Laughs.]* There are a lot of jobs to do in every church, Cy. That's why God has given all of His people special skills and talents. We can use those skills and talents to help other people.

Dee: That's right. And it pleases God when we use the skills and talents He has given us.

Cy: I wonder what talents God has given me.

Paul: Well, you're good at meeting new people and helping them feel welcome, just like your Aunt Jenny. Maybe there will be someone in your Sunday school class that you could help today!

Dee: It's almost time to start. Ready to go, Cy?

Cy: Sure!

[Exit Dee, Cy, and Paul. Blackout. When the

lights come up, Dee and Paul are onstage. Enter Cy.]

Dee: So, did you like the teacher?

Cy: Yeah—Miss Darcy was really nice. And I also met a boy who was new, and helped him!

Paul: Cool! Who is he?

Cy: His name is Jared, and he's never been to church before. I said hi to him and then showed him where the books and stuff are. And after the Bible story, Jared said he was confused about parts of it, so I helped explain them to him.

Dee: That's awesome, Cy!

Paul: I knew you'd find a way to use the gifts God has given you.

Cy: It was really fun to be able to help him out!

Dee: It is fun to help people.

Paul: It's also fun to eat pizza. I'm hungry! What do you say to a couple of slices, Cy?

Cy: Pepperoni and pickles?

Paul: *[Laughs and nods.]* Of course!

Cy: All right!

[Exit Dee, Cy, and Paul.]

APPLICATION

Cy: God really has given me some skills and talents besides being good at soccer!

Dee: You're right! He's given you the ability to meet new people and help them feel welcome when they don't know anyone.

Paul: And you used that ability to help a new friend learn more about Jesus.

Cy: Kids, God has given every one of you special talents that He wants you to use to work for Him.

Dee: Think about what some of those might be. Or, if you can't think of any, ask a parent or a teacher. They'll be able to help.

Paul: See you later!

Dee & Cy: 'Bye, everyone!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee, Cy, and Paul were excited for their field trip to a dairy farm—even though the cows didn’t smell very good. Mr. Anderson, who owned the farm, welcomed them and introduced them to a baby cow named Buttercup. Buttercup’s mother had died, and Mr. Anderson had helped take care of her after she was born. Cy wondered why Buttercup wasn’t with the other cows, waiting to be milked. Mr. Anderson explained that he had to wait for Buttercup to be old enough to milk. How long would Mr. Anderson have to patiently wait for Buttercup to give milk?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Mr. Anderson said that Buttercup would not be old enough to be milked for at least two more years. Dee, Cy, and Paul were surprised—that seemed like an awful long time to wait! Mr. Anderson explained that patience is important for all jobs, but especially for farmers—if he were to milk Buttercup before she was ready, she could get hurt. As they petted the small, friendly cow, Dee, Cy, and Paul were glad that God is patient with people, and that He can teach us how to be patient with others, too.

“I love field trips!” squealed Dee as she got off the school bus with Cy and Paul.

“Me, too,” agreed Paul, “Except—phew! What’s that smell?”

A man wearing big boots laughed. “Those are our cows!” he answered. “They may not always smell like roses, but you’ll learn to love them!”

“I’m not so sure,” whispered Cy to Dee and Paul.

“Okay, everyone,” said the man in the boots. “My name is Mr. Anderson, and I am the owner of this dairy farm.” He smiled brightly and continued. “We have 800 cows on this farm, and they produce milk that makes products you enjoy everyday, like cheese, butter, and even nice, tall glasses of milk.”

“Wow—800 cows!” said Dee, looking at the black and white cows that were peeking at the students through the fences.

“First things first,” said Mr. Anderson. “There’s someone special that I’d like to introduce you to.”

The children followed Mr. Anderson as he walked past a large barn. “Inside this barn is a milking machine,” he said. “Our machines milk 150 cows every hour.”

“Wow!” said Cy. Mr. Anderson laughed.

“I know it sounds like a lot, but we’re actually a very small dairy farm,” he explained.

“What are those?” Dee asked. They were looking over rows and rows of what looked like little round doghouses. “My dog Chip has a dog house just like that in our backyard!”

“Well, those aren’t doghouses,” said Mr. Anderson. “They’re calf houses. And here in this first little house,” he said, “is Buttercup. Come on out, Buttercup.”

Dee, Cy, and Paul watched as a small cow slowly peered out of her shelter, her big, brown eyes looking around curiously. She looked at all of the students, then at Mr. Anderson. Slowly, she approached him as he fed her a small bit of hay from his hand.

“Buttercup is very special to me,” Mr. Anderson said. “Her mother was very sick the night that Buttercup was born. The mother died, and Buttercup almost died, too. But I took care of her for several days, and she got better.”

“How old is Buttercup?” Paul asked.

“She’s six months old,” answered Mr. Anderson.

“Why isn’t she milked like the other cows?” wondered Cy.

“We don’t start milking our cows until they’re about two and a half,” explained Mr. Anderson. “Buttercup is still too young.”

“Wow—that’s still another two years!” said Dee. “That’s a long time to wait!”

“Well, farming is very fun work, but you have to have a lot of patience,” he said. “I have to patiently wait until the calves to be old enough to milk them. If we milk them when they’re too young, we’ll hurt them,” he explained.

“Patience is very important to being a farmer, isn’t it?” asked Paul.

Mr. Anderson nodded. “Patience is important no matter what job you have, but it’s especially important for a farmer.” Mr. Anderson laughed as Buttercup nudged his chin and then licked his cheek. “Who wants a turn petting Buttercup before we go see the milking barns?”

Dee, Cy, and Paul lined up with the other students to pet Buttercup. “I wish I was more patient,” said Cy.

“Me, too!” agreed Paul.

“God can teach us how to be patient,” Dee said. “He’s as patient with us as Mr. Anderson is with the calves on his farm. We can learn patience from Him!”

“That’s right!” agreed Cy, as he patted Buttercup on the head, and she gently licked his nose.

Dee-Cy-Paul Puppet Script "Buttercup"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a simple cow costume for Chip. This can be as easy as pinning or taping black spots to him and putting an earring in his nose. You will also need a flannel shirt and straw hat for Paul.

INTRODUCTION

[Enter Cy and Paul.]

Cy: Hi, everyone! Our story today is about a time when Dee, Paul, and I went on a field trip to a dairy farm.

Paul: That's a farm where they raise cows to milk them to make milk, cheese, butter, and ice cream—yum!

Cy: I think that Chip is going to help us out today....

Dee: *[From offstage.]* I don't know. He's still kind of embarrassed about his costume. Maybe if everyone says, "Please."

Paul: Okay, let's try it. On the count of three everyone say, "Please!" One, two, three! "Please!"

[Enter Dee and Chip, wearing his cow costume.]

Dee: He's been practicing his moo. Show them, Chip!

Chip: Moorf! Moorf!

Cy: Close enough. Paul's also going to be wearing a costume. He's going to play the part of Mr. Anderson, the farmer. Everyone ready?

Dee and Paul: Yep!

Chip: Moorf!

Dee: Great. Let's get started!

[Exit Dee, Cy, Paul, and Chip.]

SCRIPT

[Enter Dee and Cy.]

Dee: *[Excited.]* I love field trips!

Cy: Me, too. Except—phew! What's that smell?

[Enter Paul, wearing the flannel shirt and straw hat.]

Paul: Those are our cows! They may not always smell like roses, but you'll learn to love them!

Cy: *[Aside, to Dee.]* I'm not so sure.

Paul: Okay, everyone. My name is Mr. Anderson, and I am the owner of this dairy farm. We have 800 cows on this farm, and they produce milk that makes products you enjoy everyday, like cheese, butter, and even nice, tall glasses of milk.

Dee: Wow—800 cows! That's a lot!

Paul: First things first. Let me tell you some things about our farm. Inside the barn is a milking machine. Our machines milk 150 cows every hour.

Cy: That's incredible!

Paul: *[Laughs.]* I know it sounds like a lot, but we're actually a very small dairy farm.

Dee: *[Points out towards the audience.]* What are those things? They look like little round doghouses. My dog Chip has a doghouse just like that in our backyard!

Paul: Well, those aren't doghouses. They're calf houses. And here in this first little house is someone special that I'd like to introduce you to. Come on out, Buttercup.

[Chip reluctantly sulks onstage, wearing his cow costume.]

Chip: Moorf! Moorf!

Paul: *[Pats Chip.]* Buttercup is very special to me. Her mother was very sick the night that Buttercup was born. The mother died, and Buttercup almost died, too. But I took care of her for several days, and she got better.

Cy: How old is Buttercup?

Paul: She's six months old.

Dee: Why isn't she milked like the other cows?

Paul: We don't start milking our cows until they're about two and a half. Buttercup is still too young.

Cy: Wow—that's still another two years! That's a long time to wait!

Paul: Well, farming is very fun work, but you have to have a lot of patience. I have to patiently wait until the calves to be old enough to milk them. If we milk them when they're too young, we'll hurt them.

Dee: Patience is very important to being a farmer, isn't it?

Paul: *[Nods.]* Patience is important no matter what job you have, but it's especially important for a farmer. *[Chip nudges Paul on the chin. Paul laughs.]* Who wants a turn petting Buttercup before we go see the milking barns?

[Exit Paul. Dee and Cy start patting Chip.]

Cy: I wish I was more patient.

Dee: Me, too! But we need to remember that God can teach us how to be patient. He's as patient with us as Mr. Anderson is with the calves on his farm. We can learn patience from Him!

Cy: You're right, Dee! *[Continues to pat Chip, who "licks" him on the nose.]* Eew!

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: Just like Mr. Anderson is patient with his calves while he's waiting for them to grow enough to give milk, God is patient with us!

Cy: That's right. And, when it's difficult for you to be patient, ask God for His help. He can teach you to be patient, too.

Paul: We'll see you next time, everyone!

Dee & Cy: Bye-bye!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Cy and Paul were excited to work with clay during art class at school. Miss Stowe began by showing them a potter’s wheel, which spun quickly while she used her hands to shape a bowl on top of it. Cy volunteered to try using the potter’s wheel, but as soon as he tried to shape the bowl, it collapsed into a lump. Miss Stowe explained that making pots on the wheel is very delicate work that takes a lot of practice.

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Later in the class, as they used their hands to shape and decorate clay bowls, Cy and Paul agreed that the potter’s wheel was difficult to use. Paul expressed how glad he was that God is a master potter, who knows exactly how to gently shape us to be more like Jesus. Cy, remembering the collapsed pot on the wheel, was especially glad that God doesn’t make mistakes. He thanked God in quiet prayer.

“Okay, quiet, everyone,” said Miss Stowe from the front of the room. “Today we’re going to be working with clay for the first time. So everyone will need to put on a smock.”

“Clay—cool!” said Paul to Cy as they were pulling art smocks over their clothes. Art was one of Paul’s favorite classes at school. And Miss Stowe was one of his favorite teachers.

“Yeah, this will be fun!” Cy agreed. Cy didn’t like art class as much as he liked P.E., but playing with clay sounded interesting.

“First, before we begin, everyone gather around this big wheel in the front of the room,” Miss Stowe said. The children all looked at the large, round wheel that had a big lump of clay in the middle of it. “This is a pottery wheel. This is how potters make fine pots, bowls, and vases.” She pushed a pedal with her foot and the wheel began to spin. Then Miss Stowe put her hands in a bowl of muddy-looking water and pulled out what looked like a small sponge. As the wheel spun around and around, Miss Stowe got the clay very wet, then slowly began shaping it into a bowl.

“Making pots on the wheel is very delicate work,” she said. Cy was amazed at how the bowl changed shaped every time Miss Stowe moved her hands, even just a little bit. “Who would like a turn?” Cy’s hand shot up high in the air and he jumped up and down. “Okay, Cy. Come sit down here. I’ll keep the wheel spinning.”

Keeping her foot on the pedal, Miss Stowe moved and let Cy sit down. “Get your hands very wet,” said Miss Stowe. Cy dunked his hands in the water. “Now touch the bowl as gently as you can.” Cy put his hands as softly as he could on the spinning clay. It felt very smooth as it went around and around under his fingers. “Now, try pressing in just a little bit...” began Miss Stowe. But as soon as Cy pressed in, the clay bowl collapsed in a big lump.

“Oops,” said Cy, smiling sheepishly as the other children giggled.

“It’s okay, Cy. That’s what I expected would happen,” Miss Stowe said. “I told you that making pots on the wheel is delicate work. It also takes a very long time and a lot of practice to learn how to do it well.” Miss Stowe sat down and started forming the clay again into a bowl. After just a minute or so, she had re-shaped the fallen clay. “Who else would like a turn?”

Later in the class, Cy and Paul were using their hands to make small bowls out of clay at their seats. “This is much easier than using that potter’s wheel,” said Cy. “But still fun!”

“Yeah,” said Paul. “Remember at church, when we learned that God is like a potter and we’re like the clay he uses?”

“Oh, yeah—I remember that!” said Cy.

“I was just thinking, that I sure am glad God is a master potter,” said Paul. “He knows exactly how to shape us.”

“Yeah—and He doesn’t make mistakes,” Cy agreed, thinking of the way the bowl had fallen over when he’d pressed down just a little bit. Cy smiled and quietly thanked God for shaping him to be more like Jesus.

Dee-Cy-Paul Puppet Script "The Potter's Wheel"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need three small backpacks, and a few small tree clippings and leaves.

SCRIPT

[Enter Dee, Cy, and Paul, wearing backpacks. Use the tree clippings and leaves to create the illusion that they are meeting in a treehouse.]

Paul: Hi, guys! I'm glad you could come over today!

Dee: Thanks for inviting us, Paul.

Cy: Yeah—it's always fun to meet in your tree house after school.

Dee: What special session did you guys have in school today? My class had music.

Paul: Ours had art—and it was a blast!

Dee: Really? What did you do?

Cy: Miss Stowe told us at the very beginning of class that we would be working with clay for the first time! We had to wear smocks to keep the clay from getting our clothes dirty.

Dee: Clay—cool!

Paul: Yeah—that's what I said, too. Art is one of my favorite classes, and Miss Stowe is one of my favorite teachers.

Cy: I thought it sounded kind of fun, too. I mean, I don't like art as much as I like P.E., but playing with clay sounded interesting.

Paul: But before we started working with the clay, Miss Stowe asked us to all come to the front of the room. She showed us a big pottery wheel.

Dee: What's a pottery wheel?

Cy: Well, it's a big wheel, actually, but it's turned sideways so it's flat like a table, and it spins. It's what potters use to make fine pots, bowls, and vases.

Dee: How does it work?

Paul: Miss Stowe used her foot to push a pedal and the wheel started spinning very fast. There was a big lump of clay sitting in the middle of the wheel.

Cy: She put her hands in a bowl of muddy-looking water and pulled out a small sponge. Then she got the clay very wet, and started using her hands to shape it into a bowl!

Dee: Cool! Did she keep the bowl? Maybe I'll stop by her class and see it tomorrow, since I don't have art for two more days.

Paul: Well...um...no. She doesn't have it anymore.

Dee: What happened to it?

Cy: Well, Miss Stowe explained that making pots on the wheel was very delicate work, and she was right. I was watching and every time she moved her hands on the clay, even just a little bit, the bowl changed shape.

Paul: So Miss Stowe asked if anyone would like a turn and....

Cy: I raised my hand.

Paul: And he jumped up and down.

Dee: Cool! Did you get to try it, Cy?

Cy: Yeah! Miss Stowe kept the wheel spinning by keeping her foot on the pedal. I sat down and got my hands very wet, just like Miss Stowe had. Then I touched the bowl as gently as I could.

Dee: What did it feel like?

Cy: It felt very smooth as it went around and around under my fingers. Then Miss Stowe told me to try pressing in just a little bit....

Paul: But as soon as he did, the bowl fell over in a big lump of clay.

Dee: Oops! Was Miss Stowe mad?

Cy: No—she said she expected it to happen. She said it takes a very long time and a lot of practice to learn how to do it well. So then she sat down and started making the bowl all over again. She let the other kids try it, too.

Dee: Did you try, Paul?

Paul: Yes, and the same thing happened. I tried to shape the clay, and it fell over in a big lump.

Dee: Wow—I can't wait for art class. I want to try using the potter's wheel. We learned once about potters at church, remember?

Cy: Oh, yeah—I remember that. We learned that God is like a potter, and we're like the clay He uses.

Paul: What does that mean?

Dee: It means that God shapes us just like Miss Stowe shaped the bowl on the pottery wheel. She was very gentle, but the clay changed shape when she touched it. It's the same way with us and God.

Cy: Yeah! When we learn about God and try to be more like Him, He's actually shaping us to be more like Jesus!

Paul: You're right. And you know what? I sure am glad God is a master potter. I'm not a master potter, and look what happened when I tried to shape the clay?

Dee: But we don't have to worry about that with God. He is a master potter. And He doesn't make mistakes!

Cy: And every day that we follow Him, He gently shapes us to be a little bit more like Jesus.

Paul: Hey, guys! We have some Play-Doh in the house. How about we bring it up to the tree house and see what kind of things we can shape out of it?

Dee: Sounds like fun—let's get it!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Mr. Morgan was looking for his tool belt. When he found it, it was slowly sliding down Dee’s legs, who had tried to wear it even though it was too big for her. Today was the day they were starting their building project—Dee’s dad was going to build her a new playhouse, since she kept bumping her head in her old one. Mr. Morgan explained that they were starting their project, but that they wouldn’t need the tools. Dee was confused—how could they build their playhouse without tools?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Mr. Morgan explained that before they could use the tools, they needed a plan to help them know what kind of materials they would need, and that would also ensure that they built the playhouse safely. By following it faithfully, or exactly, until the project was complete, they could be sure the playhouse would be safe and strong. Mr. Morgan explained that God also has plans for each of His people—plans that were made before they were born. And He helps His people follow His plans, so they can experience all the amazing things He has for them. Dee was thankful for the plan God had made for her life.

“Dee!” called Mr. Morgan as he walked out the back door of the house. “Have you seen my...” he paused, and smiled. “Tool belt. Never mind.”

“Hi, Dad!” said Dee. She was wearing her dad’s hard hat and had tried to put on his tool belt, but it was too big. It was wrapped around her knees and slowly sliding down her legs. “This belt is huge, Dad!”

“Well, it’s not your size, Dee,” Mr. Morgan pointed out. “What are you up to, anyway?”

“You said that today we would start building my new playhouse!” Dee reminded her dad. “I keep bumping my head on the ceiling of the old one.”

“Yes—we’re going to start our building project today. I hadn’t forgotten,” Mr. Morgan replied. “But we won’t need all of these tools yet.”

The tool belt finally slid all the way to the ground. “How are we supposed to build a playhouse without tools?” Dee wondered.

“We’ll need the tools eventually,” said Mr. Morgan. “But first, we need a plan.”

“We have a plan!” Dee said. “The plan is to build a playhouse!”

“That’s an idea, Dee. A plan is different. A plan will tell us how much wood, nails, paint, and other materials we’ll need. We can’t begin building until we have a plan.”

“Do you have a plan every time you build a house, Dad?” Dee wondered.

Mr. Morgan nodded. “Absolutely,” he replied. “A plan in the most important thing about building a house.”

“But what if you start building the house and you change your mind?” Dee wondered. “What if you want the house to be different from the plan?”

“That’s a great question, Dee,” said Mr. Morgan. “But another reason we need a plan is so the house will stand strong. By having a plan and following it faithfully, we can be sure that your playhouse will be safe and strong for you to play in.”

“What do you mean, ‘following the plan faithfully?’” Dee wondered.

“It means following it exactly until the project is completed.” Mr. Morgan thought quietly for a moment. “Do you know, that before God made you, He had a plan?”

Dee’s eyes opened wide. “He did?” she asked.

Mr. Morgan laughed. “You sound so surprised! Yes, God had a plan for you and for your life long before you were born. And God is faithful—He’s going to follow His plan, and help you follow His plan, so that you can experience all of the amazing things He wants you to.”

“What things, Dad?” Dee asked.

“Well, I don’t know what things He’ll have for you in the future,” said Mr. Morgan. “But think of the experiences He’s given you so far. You’re part of a great family, you have a terrific dog, you have awesome friends, and you’re part of a wonderful church.”

“Wow! All of those things were part of God’s plan for me?”

“Yes,” answered Mr. Morgan. “That’s how special you are to God.”

“That’s amazing,” said Dee. “You’re right, Dad. We need to have a plan for this playhouse. That will be the most important part of building it! What do we do first?”

Mr. Morgan laughed. “Let’s go start planning,” he said as Dee followed him into the house.

Dee-Cy-Paul Puppet Script "Making Plans"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a tool belt and a man's hat.

INTRODUCTION

[Enter Dee and Paul.]

Dee: Hey, everyone! Today's story is about one of my favorite people in the whole world—my dad!

Paul: We've been learning about builders, like Noah. Dee's dad doesn't build huge boats, but he builds houses. That's his job.

Dee: And he can build other things, too. Our story today is about the time that my dad built me a new play house, since I had grown too tall to play in my old one.

Paul: I'm going to play Mr. Morgan, Dee's dad, in our show today. Is everyone ready?

[Allow audience to respond.]

Dee: Great. Let's get started!

SCRIPT

[Dee is onstage, wearing the tool belt, which is comically large on her. Enter Paul, wearing the man's hat.]

Paul: Dee! Have you seen my...tool belt. Never mind.

Dee: Hi, Dad! This belt is huge!

Paul: Well, it's not your size, Dee. What are you up to, anyway?

Dee: You said that today we would start building my new playhouse! I keep bumping my head on the ceiling of the old one.

Paul: Yes—we're going to start our building project today. I hadn't forgotten. But we won't need all of these tools yet.

Dee: How are we supposed to build a playhouse without tools?

Paul: We'll need the tools eventually. But first, we need a plan.

Dee: We have a plan! The plan is to build a playhouse!

Paul: That's an idea, Dee. A plan is different. A plan will tell us how much wood, nails, paint, and other materials we'll need. We can't begin building until we have a plan.

Dee: Do you have a plan every time you build a house, Dad?

Paul: *[Nods.]* Absolutely. A plan in the most important thing about building a house.

Dee: But what if you start building the house and you change your mind? What if you want the house to be different from the plan?

Paul: That's a great question, Dee. But another reason we need a plan is so the house will stand strong. By having a plan and following it faithfully, we can be sure that your playhouse will be safe and strong for you to play in.

Dee: What do you mean, "following the plan faithfully?"

Paul: It means following it exactly until the project is completed. *[Pauses.]* Do you know, that before God made you, He had a plan?

Dee: *[Surprised.]* He did?

Paul: *[Laughs.]* You sound so surprised! Yes, God had a plan for you and for your life long before you were born. And God is faithful—He's going to follow His plan, and help you follow His plan, so that you can experience all of the amazing things He wants you to.

Dee: What things, Dad?

Paul: Well, I don't know what things He'll have for you in the future. But think of the experiences he's given you so far. You're part of a great family, you have a terrific dog, you have awesome friends, and you're part of a wonderful church.

Dee: Wow! All of those things were part of God's plan for me?

Paul: Yes. That's how special you are to God.

Dee: That's amazing. You're right, Dad. We need to have a plan for this playhouse. That will be the most important part of building it! What do we do first?

Paul: *[Laughs.]* Let's go start planning.

[Exit Dee and Paul.]

APPLICATION

[Enter Dee and Paul.]

Paul: Hey, kids! Do you know that long before you were ever born, God had a plan for each of you?

Dee: He knew what color hair and eyes you would have, and who your family would be, and where you would go to church and school.

Paul: And God is faithful to the plans He made for you. That means, He will keep working to make sure that His plan for you is complete.

Dee: I wonder what God's plan is for me when I grow up. I hope it's to be a veterinarian!

Paul: We'll have to wait and see, Dee. But just remember, the plans God has for our lives are the very best plans of all!

Dee: It's time for us to go. See you later, kids!

Paul: 'Bye, everyone!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Cy and Paul were having a sleepover! Cy joined the Shepherd family at Pizza-Go-Go for dinner. Because the restaurant was very crowded, they had to wait before they were seated. When it was finally time to order dinner, Cy and Paul were both very hungry. “Where’s our servant?” Cy wondered. Paul’s brothers and sister laughed. He had said servant rather than server when he referred to the person who would take their order. But what was the difference?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Mr. and Mrs. Shepherd explained that during Bible times, many people had servants or slaves who helped them. In our times, we call people who serve meals at restaurants servers. Paul remembered that God wants us to be His servants, and Cy wondered how he could serve God. He watched the way their server served him. The following evening, Cy served his mom by helping her set the table before dinner, and clear it afterward. Cy decided that Jesus was right—being God’s servant made Cy feel great.

“I’m so hungry!” Cy said to Paul as they walked into Pizza-Go-Go with Paul’s family.

“You’re always hungry!” Paul said, laughing. “But I am, too. What kind of pizza slice are you getting?”

“Pepperoni and pickle, as usual!” Cy said, licking his lips.

“Yuck,” Paul replied, wrinkling his nose. “I’m sticking with plain pepperoni—and maybe extra cheese.”

Cy was sleeping over at Paul’s house, so the Shepherds had decided to go to Pizza-Go-Go for dinner. The restaurant was very crowded, and because there were so many of them (Mr. and Mrs. Shepherd, Susan, Mike, Mark, Paul, and Cy) they had to wait twenty minutes before a table was ready for them. By the time they were finally seated, Paul could hear Cy’s stomach grumbling loudly.

“Okay, is everyone ready to order?” Mr. Shepherd asked.

“Yes—where’s our servant?” Cy demanded.

Mike, Mark and Susan all laughed. “Our what?” they asked between giggles.

“You know, the person who takes our orders and brings the food and stuff—the servant!” Cy explained.

“Oh—I think you mean server, Cy,” corrected Mrs. Shepherd. “A server is different than a servant.”

“It is?” Cy wondered. “They sound almost the same!”

“During Bible times, many people had servants or slaves to help them,” Mr. Shepherd explained. “It’s not common anymore.”

“Doesn’t God want us to be His servants?” Paul wondered.

“That’s right, Paul,” said Mrs. Shepherd. “Jesus said that people who choose to serve God are great!”

“How can I serve God?” Cy asked thoughtfully.

“Well, why don’t you watch the way that this server serves you. Maybe you’ll get some ideas!” Mr. Shepherd suggested.

During the meal, Cy paid close attention to the server. She was very friendly and patient, even though she was very busy. She set down and picked up the dishes carefully. Cy had an idea.

The next evening, Cy was having dinner at home. “Mom,” he asked as she was preparing the meal, “Can I help you set the table?”

Mrs. Yung smiled. “Yes, thank you!” she said. “That would be a huge help!”

After the meal, Cy offered to clear the table. Again, his mom was pleasantly surprised, and very happy. As he was wiping the crumbs from the table, Cy knew that Jesus was right—being God’s servant made Cy feel great.

Dee-Cy-Paul Puppet Script “Where’s My Servant?”

DIRECTOR’S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a white cloth for Chip to use as he plays the server.

INTRODUCTION

[Enter Dee, Cy, Paul, and Chip.]

Dee: Hi, everyone! How many of you like to go to restaurants for dinner?

[Allow time for audience to respond.]

Cy: We love to eat dinner at restaurants, too. Especially at our favorite restaurant—Pizza-Go-Go!

Paul: We all love pizza—and Cy will eat just about anything on a pizza.

Dee: Our story today is about a time when we were having dinner at Pizza-Go-Go. Chip’s going to help us out by playing our server.

Chip: Woof!

Cy: Is everybody ready?

Paul: Let’s get started!

SCRIPT

[Dee, Cy, and Paul are onstage.]

Cy: I’m so hungry!

Paul: [Laughs.] You’re always hungry! But I am, too. What kind of pizza slice are you guys getting?

Cy: Pepperoni and pickle, as usual—yum!

Dee: Yuck. I’m sticking with plain pepperoni—and maybe extra cheese.

Paul: I’m with you, Dee.

Cy: It took a long time for them to find a seat for us—it’s really crowded in here!

Dee: Is it? It’s hard for me to hear anyone talking, because your stomach is growling so loud, Cy.

Paul: Are we all ready to order?

Cy: Yes—where’s our servant?

[Dee and Paul laugh.]

Dee: Our what?

Cy: You know, the person who takes our orders and brings the food and stuff—the servant!

Paul: Oh—I think you mean server, Cy. A server is different than a servant.

Cy: It is? They sound almost the same!

Dee: During Bible times, many people had servants or slaves to help them. It’s not common anymore.

Cy: Doesn’t God want us to be His servants?

Paul: You’re right, Cy. Jesus said that people who choose to serve God are great!

Cy: How can I serve God?

Dee: Well, why don’t we watch the way that this server serves us. Maybe we’ll get some ideas!

[Enter Chip. He is standing upright with the white cloth draped over one of his front paws. He approaches Dee, Cy, and Paul and bows low.]

Chip: *[Speaking in a deep, dramatic voice.]* May I take your order, please?

[Dee, Cy, and Paul are stunned. Open-mouthed, they look at each other, then the audience, then at Chip. Curtain.]

APPLICATION

[Enter Dee, Cy, Paul, and Chip. Chip no longer has his towel and is again walking on four paws. Dee, Cy, and Paul are still shocked and staring at Chip.]

Dee: Chip, are you okay?

Chip: *[Happily.]* Woof!

Paul: Do you have anything you, uh, want to say?

Chip: Woof, woof!

Cy: That was the weirdest thing I have ever seen.

[Chip licks Cy, then exits.]

Dee: Anyway, Cy, what did you learn from the server that night?

Cy: She was very friendly and patient—even though she was really busy. She always set down and picked up dishes very carefully. Watching her gave me an idea.

Paul: What was that?

Cy: Well, the next night, I was having dinner at home. I offered to help set the dishes on the table before the meal, and then after we were finished, I offered to clear all the dishes off.

Dee: Wow! What happened?

Cy: My mom was really surprised, but really happy! And you know what? I learned that being God’s servant by serving others made me feel great. Just like Jesus said!

Paul: That’s awesome! Hey, everyone: one way that we can be God’s servants this week is to offer to do an extra chore at home.

Dee: That means a chore that you’re not already supposed to do. So if you are supposed to make your bed every day, then making your bed doesn’t count.

Cy: But it could be anything from helping clean a window to feeding a pet!

Dee: Speaking of pets, I should probably go check on mine. He’s acting a little, um, strange.

Paul: Yeah—let’s go. See you later, kids!

Cy: ‘Bye, everyone!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Mrs. Shepherd knew as soon as Paul walked in the door that he hadn’t had a good day at school. He seemed sad. As he ate his after-school snack, Paul explained that he had been working on a new project in art class—weaving. Knowing his mom had had to throw away her favorite woven blanket the summer before, Paul wanted to weave her a new blanket. But the blanket he had woven was very small, and he had made mistakes, and run out of blue yarn. Why wasn’t he able to make his mom a blanket she would love?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Paul finally showed his mom the small blue and brown blanket he had woven at school. Mrs. Shepherd looked it over, and commented that he had done a great job for his first try. She explained that the woman who had woven her blanket had been a weaver for many, many years. After so many years of practice, she had become very skilled. Mrs. Shepherd explained that by practicing almost anything, Paul could also develop his skill. Finally, Paul’s mom thanked him for the blanket—small as it was—with a great big bear hug.

As soon as he walked in the front door after school, Mrs. Shepherd knew that Paul hadn’t had a very good day. He dropped his book bag on the living room floor rather than putting it in the closet, then sulked into the kitchen to have a snack.

“Hi, Paul,” said Mrs. Shepherd. “How was school?”

“Okay,” Paul said, taking carrots and dip out of the refrigerator.

“Hmmm,” Mrs. Shepherd replied, “Are you sure?”

“Yeah. I mean, I was just hoping to be able to do something kind of special for you, but I couldn’t do it right,” said Paul. “It was going to be a surprise.”

“What was it, Paul?” his mom asked, pouring him a glass of milk and sitting next to him at the kitchen table.

“Well, you know that blanket, the one you had to throw away last summer—your favorite one?” Paul asked.

“Oh, yes,” said Mrs. Shepherd. “My woven blanket. It was very old and was falling apart.”

“In art class we’ve been working on weaving,” Paul said. “I wanted to weave you a new blanket.”

“Really?” said Mrs. Shepherd. “That was very thoughtful of you!”

“But I couldn’t do it,” Paul said. “My blanket was tiny, and it wasn’t very good—I kept messing up. And I ran out of blue yarn so I had to make part of it brown.”

“Oh,” Mrs. Shepherd said gently. “May I see it anyway? Did you bring it home?”

Paul got the tiny blanket out of his bag and gave it to his mom. It wasn’t much bigger than his mother’s hand, actually.

“You know, Paul, for your first try at weaving, you did a nice job,” said Mrs. Shepherd. “Weaving and making cloth is very difficult work.”

“It is?” asked Paul.

“I got my woven blanket from an old woman who has been weaving since she was a little girl, not much older than you are now,” Mrs. Shepherd explained. “She’s had a lot of practice. And it took a long time for her to develop her skill. Just like you—you’re much better at making your bed now than you were when you were five. It’s just taken some practice to develop your skill.”

“With a little practice, maybe I could make you a new blanket!” Paul said.

“Probably, but it makes me happy enough that you thought of it, Paul,” she said, giving him a bear hug.

Dee-Cy-Paul Puppet Script “Lessons in Weaving”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

SCRIPT

[Dee and Cy are onstage.]

Dee: Paul sure did seem sad after school today. I wonder what was wrong?

Cy: I'm not sure, but I think it may have had something to do with art class.

Dee: Art class? Really? Paul loves art class!

Cy: I know. We've been learning about weaving, and he was really excited about it. But when he had finished his weaving project, he didn't seem happy at all.

Dee: Well, I guess we can ask him now. Here he comes!

[Enter Paul.]

Paul: *[Cheerfully.]* Hi guys! How's it going?

Dee: Uh, great! You seem much happier than you did earlier.

Cy: Yeah—after school you didn't look happy at all.

Paul: Well, I didn't have a very good day. But I talked with my mom about it, and now I feel much better.

Dee: What happened?

Paul: Well, you know that we've been learning about weaving in art class, right?

Dee: Yes—my class has been doing weaving, too.

Paul: Well, when I found out we were doing weaving, I was really excited. My mom used to have this woven blanket—it was her favorite one—but she had to throw it away last summer. It was old and falling apart.

Cy: I think I've seen that blanket. It's really warm!

Paul: I wanted to weave a new blanket for my mom in art class!

Dee: Really? That was very thoughtful of you!

Paul: But I couldn't do it. My blanket was tiny—it would have only covered my mom's hand. And it wasn't very good—I kept messing up. And I ran out of blue yarn so I had to make part of it brown.

Dee: Mine wasn't very good, either.

Cy: You saw mine. It looked more like a pile of tangled yarn than a blanket. I thought yours was really good! Did you show it to your mom?

Paul: Yeah. She said that for my first try at weaving, I did a nice job. She told me that weaving and making cloth is very difficult work.

Cy: I can believe that!

Paul: My mom explained that she got her woven blanket from an old woman who has been weaving since she was a little girl, not much older than us. So she's had a lot of practice. And it took a long time for her to develop her skill. She said it's like me—I'm much better at making my bed now than when I was five. It's just taken some practice to develop the skill.

Dee: That's true. I've been practicing the piano for months now and I'm much better than when I first started.

Cy: And I'm a little bit better at soccer every year.

Paul: I told my mom that with a little practice, maybe I could weave her a new blanket. But she said that just thinking of doing it was good enough for her.

Dee: She's right. Even doing kind things for others—that's something that we can practice at and get better at!

Cy: Just about anything you can think of—subjects at school, chores at home, learning Bible verses. We can get more skillful at all of them with just a little practice.

Dee: And speaking of practice, I have a piano lesson tonight. I'd like to go home and practice one more time—just to practice my skill a little more.

Cy: And I could definitely use some more practice in my math skills. I have homework to do!

Paul: I'll see you later guys!

Dee and Cy: 'Bye!

[Exit Dee, Cy, and Paul. Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

In Dee, Cy, and Paul’s Sunday school class, their teacher, Mr. Jeff, dressed up as a shepherd. He needed help finding something important! He had lost four sheep somewhere in the church building, and wanted his class to help him find them. As the class buzzed with excitement, nobody seemed to know where to begin. Where would they start? Would the whole class search together? Maybe the task was just too hard for their class. Would someone be able to help them?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Suddenly, Cy had an idea. He divided the class into four groups. Each group would search separately for sheep. When they found one, they would bring it back to the classroom. Cy would stay in the classroom with Paul so that when all the sheep were found, they could tell the groups that were still searching. As the groups left the room, Mr. Jeff told Cy that he was a great leader. The best shepherds are also great leaders. And the very best Shepherd of all is also the very best Leader of all—Jesus! Cy smiled. He was glad that he was learning to be like Jesus.

“Okay, everyone, settle down!” Mr. Jeff called from the front of the Sunday school classroom. “We have a very important task today.”

The class continued mumbling. Mr. Jeff picked up a shepherd’s hat from his desk, and pulled a shepherd’s staff out from behind it. He put the hat on his head. Then he said, “Something very important is lost. I need your help to find it.”

Now he had everyone’s attention. “I’m a shepherd,” he said. “And I’ve lost the most important thing I have. I’ve lost my sheep—four of them. I need your help to find them. Will you help me?”

“Yeah!” shouted the kids in the class.

“Okay. They’re lost, but I know that they are inside the church building. They’re not in any of the other classrooms. Please help me find them!”

The class buzzed with excitement. “Where should we start?” “Should we all go together?” “This is too hard—the church is huge!”

Dee leaned over to Cy and Paul. “We’ll be lucky if we ever find any of them,” she whispered. Paul giggled.

Cy stood up. “Hang on, everyone,” he said. “I have an idea. Since there are four sheep, why don’t we split up into four groups? If there is more than one group, we’ll find the sheep much faster.” Cy split the class up into four groups.

“What group am I in, Cy?” Paul asked.

“You and I are going to stay here,” Cy explained. “Okay, everyone, when you find a sheep, bring it back to the class before you go out looking for another one. When we’ve found all four, Paul and I will find all the groups to let them know that the sheep are all found.” He smiled. “Good luck!”

The kids filed out of the classroom to look at the sheep, followed by some adults who had volunteered to assist Mr. Jeff.

Mr. Jeff walked over to Cy. “Great job, Cy!” he said. “You are a great leader!”

“I am?” Cy wondered. “I just...had an idea, is all.”

“Yes, but you also had the courage to share it with the others,” Mr. Jeff explained. “The best shepherds are great leaders. Their sheep trust them to lead them well. And the best Shepherd of all is also the best Leader of all—Jesus!”

“Cool!” Paul said, smiling at Cy. “You’re learning to be like Jesus!”

Cy smiled, too.

Dee-Cy-Paul Puppet Script "Cy Has an Idea"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a pillowcase and a large rubber band to make Paul's shepherd's hat.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Cy: Hey, everyone! Has anyone here ever lost anything?

[Allow time for audience to respond.]

Paul: Has anyone here ever lost anything that was really important?

[Allow time for audience to respond.]

Dee: Once I lost an earring that was a gift from my grandmother. I felt terrible!

Cy: What happened?

Dee: After two days I found it under my bed. But I was really worried!

Paul: Today's story is about something that was lost—something very important. I'm going to pretend to be our Sunday school teacher, Mr. Jeff.

Cy: Everyone ready?

[Allow time for audience to respond.]

Dee: Here we go!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Dee and Cy are onstage. Enter Paul, wearing the shepherd's hat.]

Paul: Okay, settle down, class! We have a very important task today! Something very important is lost. I need your help to find it.

Dee: Really? What did you lose?

Paul: I'm a shepherd. And I've lost the most important thing I have. I've lost my sheep—four of them. I need your help to find them. Will you help me?

Dee & Cy: Yeah!

Paul: Okay. They're lost, but I know that they didn't go very far. Please help me find them!

[Paul backs up to the back of the stage.]

Dee: Where should we start? Should the whole class look together? This might be too hard—I don't even know where to begin! We'll be lucky if we ever find any of them.

Cy: Hang on. I have an idea. Since there are four sheep, why don't we split the class up into four groups? If there is more than one group, we'll find the sheep much faster.

Dee: What group am I in, Cy?

Cy: You and I are going to stay here. Okay, when you find a sheep, bring it back to the class before you go out looking for another one. When we've found all four, Dee and I will find all the groups to let them know that the sheep are all found.

[Paul steps up to the front of the stage again.]

Paul: Great job, Cy! You are a great leader!

Cy: *[Embarrassed.]* I am? I just...had an idea, is all.

Paul: Yes, but you also had the courage to share it with the others. The best shepherds are great leaders. Their sheep trust them to lead them well. And the best Shepherd of all is also the best Leader of all—Jesus!

Dee: Cool! You're learning to be like Jesus!

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul, who is still wearing the shepherd's hat.]

Dee: Paul, I think you can take the hat off now.

Paul: I don't know, I kind of like it. I think it makes me look cool!

Dee: If you say so!

Cy: Hey, kids. That was a really fun Sunday school lesson for me, even though I didn't get to look for any sheep. I learned that day that I'm learning how to be a leader.

Paul: But in order to be a leader, we have to follow the greatest Leader of all—Jesus.

Dee: If you don't know what it means to follow Jesus, or if you'd like to become Jesus' followers, tell one of your teachers or another grown-up here at church. They'll be glad to help you out!

Cy: See you next time, kids!

Dee & Paul: 'Bye!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee’s dad laughed as she walked into the kitchen singing “We Wish You a Merry Christmas.” He wasn’t laughing at Dee’s singing, just at her singing Christmas songs in February. Dee loved to sing and wondered if she could join the adult choir. Mr. Morgan explained that some churches had children’s choirs. Dee couldn’t believe what she was hearing. A children’s choir? What a great idea! Could Dee start a children’s choir at her own church?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

When her mom returned home from choir practice Dee explained her idea about a children’s choir. Mrs. Morgan thought it was a wonderful idea, and so did Mr. Greenwood, the choir director. After checking with Pastor Shepherd, Mr. Greenwood announced the new children’s choir to the whole church. Three weeks later, Dee and her mom were both on their way to choir practice. All by herself, Dee had started a children’s choir. Mrs. Morgan and Dee celebrated on their way to church by singing “We Wish You a Merry Christmas” as loud as they could.

“We wish you a Merry Christmas, we wish you a Merry Christmas, we wish you a Merry Christmas,” Dee sang as she danced into the kitchen for breakfast, “And a Happy New Year!”

“Very good, Dee!” said Mr. Morgan, clapping. “Except you forgot one thing.”

“What’s that?” said Dee. “Are there more words?”

“Well, yes, there are more words, but I think that you forgot that it’s February,” answered Mr. Morgan. “Christmas won’t be back for ten more months.”

“Oh, well, that’s okay. I just love to sing, and that was the first song I thought of today!” Dee said. “I wonder if I could join the choir with Mom.”

“I think the choir at our church is just for grown-ups,” said Mr. Morgan. “But some churches have children’s choirs.”

Dee’s eyes opened wide. “Are you serious?” she asked. “Why don’t we? I mean, could we?”

“I suppose so,” answered her dad. “You should talk to your mom about it. She’s good friends with the choir director.”

“I’m going to, as soon as she gets home from choir practice!” Dee shouted. She ran to brush her teeth. “We wish you a merry Christmas...” she sang as she skipped down the hall.

Dee talked to her mom about the children’s choir. Mrs. Morgan thought it was a wonderful idea. She called Mr. Greenwood, the choir director. “You’re going to have to talk to him about it, though, Dee. It was your idea.”

“No problem!” Dee said, picking up the phone. She explained to Mr. Greenwood her idea for a children’s choir. He also thought it was a terrific idea. “I’ll talk to Pastor Shepherd about it, and I’m sure he’ll think it’s great, too,” Mr. Greenwood told Dee. “If it’s okay with him, we’ll announce it at church next Sunday.

Three Saturdays later, Dee was getting ready to leave for the church with her mom. The new children’s choir would practice just before the adult choir did. As they were getting their coats on, Mrs. Morgan turned to Dee. “I’m really proud of you, Dee.”

“Why?” Dee wondered. She stopped humming “Silent Night.”

“The whole children’s choir is really happening because of you!” said Mrs. Morgan. “You made it happen!”

Dee thought to herself, and realized her mom was right. “That is pretty exciting! I’m just a kid!”

“Well, we can warm up our voices on the drive over to the church. How about a few rounds of ‘We Wish You a Merry Christmas?’”

Dee laughed as she walked out the door, and began singing as loud as she could.

Dee-Cy-Paul Puppet Script "The Children's Choir"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

SCRIPT

[Enter Dee, Cy, and Paul.]

Paul: Hey, did you guys hear about our new church children's choir?

Cy: Our what?

Paul: Children's choir. My dad just told me about it. Our church is starting a children's choir. It sounds like a lot of fun!

Cy: Hmmm. Well, singing's not my favorite thing, but I'll try it. Are you both going to be in it?

Paul: I know I am. And I'm sure Dee will—you love to sing, don't you, Dee?

Dee: Well, I think I kind of have to be a part of it.

Cy: Why? Because your mom is in the grown-up choir?

Dee: No, because...well...I started the children's choir! It was my idea.

Cy & Paul: *[In unison.]* You did?

Dee: *[Shrugs.]* It was just a thought I had one morning. I came down to breakfast, singing "We Wish You a Merry Christmas." Even though it wasn't Christmas.

Paul: Well, you do that all the time.

Cy: Yeah. You kept singing "The First Noel" in the line for the diving board at the swimming pool last summer.

Dee: My dad laughed at me. It was just the first song I thought of that morning. Anyway, my mom was at adult choir practice, and I was wondering if maybe I could join the choir. My dad explained that our church choir was just for grown-ups, but that some churches have children's choirs. I couldn't believe it!

Cy: Yeah—my aunt and uncle's church has a children's choir.

Dee: So when my mom got home, I told her that I thought our church should

have a children's choir, too. She thought it was a great idea, so she had me call Mr. Greenwood, our church choir director.

Paul: You called Mr. Greenwood? Yourself?

Dee: Well, my mom called him, but she had me ask about the children's choir, since it was my idea.

Cy: Wow!

Dee: Anyway, Mr. Greenwood liked the idea, too. He asked Pastor Shepherd, and now...we have our own children's choir!

Paul: Wow—Dee, that's amazing! You started a children's choir all by yourself!

Cy: That's really cool! That would be like me starting my own church soccer team... *[aside]*. Hey... *[Cy begins wandering around the stage, staring off into space, as if he's thinking about something.]*

Paul: So now our new choir is starting next Saturday all because of you, Dee. Great job!

Dee: Yeah—I never thought I could do anything so, you know, big all by myself. But I really felt like it was a good thing, and it sounded like so much fun.

Paul: Well, I know I can't wait to start. How about you, Cy?

Cy: Huh? Oh, yeah, the children's choir sounds great. I was just thinking about all the groups I would like to start. I think we should have a soccer team, and a basketball team, and...

Dee: Why don't we just start with a choir for now. How about we begin practicing right now?

Cy: Okay! What should we sing?

Dee: Do you know the words to "We Wish You a Merry Christmas?"

Paul: I do!

Cy: I'm a fast learner. Let's try it!

[The curtain falls on Dee and Paul singing "We Wish You a Merry Christmas" while Cy tries to follow along.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Paul had forgotten that he was supposed to rake leaves with his brothers—he wanted to go on a picnic with Cy’s family instead. But Mrs. Shepherd insisted that he help with the big job, so Paul stomped outside, where Mike and Mark were already working. Paul started complaining to his brothers: his rake was too heavy, and there were too many leaves, and it was much too hot outside. Mike and Mark looked at each other, then suggested that Paul change his attitude. But how was he supposed to do that? What could possibly make this job more fun?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Mike and Mark explained that while Paul couldn’t change how heavy the rake was, or how many leaves were on the yard, or how hot it was, he could change his attitude. Mike suggested first praying for God’s help, then trying to find a way to make the job fun—like making up a game. Paul quietly prayed for God to help him have a better attitude about raking the leaves. Then he started a game trying to see how big a circle he could rake without moving his feet. Soon he had raked a huge circle of leaves, and was enjoying himself. “It’s all about your attitude!” Mike said as they took a lemonade break.

“What do you mean, I can’t go for a picnic with Cy’s family?” Paul whined.

“I’ve told you several times this week that today you and your brothers are going to rake the backyard,” Mrs. Shepherd reminded Paul.

Paul remembered his mom mentioning that he and his brothers would be raking today, but he hadn’t really thought about it much. Before this year, he’d always been too small to be much help. Paul sighed.

“Mike and Mark are already outside,” said Mrs. Shepherd. “So, scoot!”

Paul stamped out the door. His brothers had just started the tedious task. “Hi, Paul!” Mark shouted. “We saved the smallest rake for you—it’s still in the shed.”

Paul kicked through the leaves that were covering the grass as he walked over to the shed. “You could have at least got it out for me,” Paul grumbled to his brothers.

“Sorry,” said Mike.

Paul began raking up the leaves. “This rake is so heavy,” he complained. “It makes my arms tired. And look at all these leaves! This will take us forever!”

Mike and Mark just looked at each other, and kept working.

“It’s too hot out here,” said Paul. “I’m getting thirsty. If I was at the park with Cy’s family, having a picnic, I’d probably be drinking lemonade right now!”

“Hey, Paul?” Mark began.

“What?” Paul said angrily.

“I think you need to adjust your attitude,” Mark replied. “This job could be a lot more fun than you’re making it, you know.”

“How?” Paul said, frowning.

“Well, so far, you’ve complained about the rake being heavy, how many leaves there are, and it being hot. But you can’t change how heavy the rake is, how many leaves there are, or how hot it is out here, right?” said Mike.

“I guess not,” said Paul thoughtfully.

“Well, that only leaves one thing that you can change,” Mark pointed out, “And that’s your attitude.”

“How do I do that?” Paul asked.

“Well, I start by asking God to help me,” Mike said. “I can’t always change my attitude on my own. Then I try to find the fun in a job—I make up little games, like trying to see how big a circle I can rake without moving my feet.”

“I like to see how big a pile of leaves I can make,” said Mark. “You should have seen the huge pile I raked last year!”

Paul quietly prayed and asked God to help him have a better attitude about raking the leaves. Then he decided to try Mike’s game. He stretched as far as he could in each direction to try and rake a circle around his feet. Before he knew he had raked a huge circle of leaves, and his legs were buried all the way up to his knees. Paul laughed as he stumbled trying to climb out of his pile, then picked a new place and began raking in a circle again.

“You guys are right,” he said to Mike and Mark. “This isn’t so bad after all!”

“It’s all about your attitude,” agreed Mike as Mrs. Shepherd came outside with a tray full of cookies and lemonade.

Dee-Cy-Paul Puppet Script “Change Your Attitude”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a few dried leaves (or paper leaves in fall colors) and a woman's hat for Dee.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Cy: Hey, kids! How many of you have had to do chores when you would rather do something else.

[Allow audience to respond. Dee, Cy, and Paul raise their hands, and Chip stands up on his hind legs.]

Paul: Chip! You don't have chores, do you?

Chip: Woof! Woof woof!

Dee: Chip, that's not a chore, that's a game.

Cy: What's a game?

Dee: Chip says that when I throw his ball, he always has to go and get it and give it back to me.

Chip: Woof!

Dee: Oh—he also says that he doesn't really mind doing it.

Paul: I see. Anyway, today's script is about a day when I really didn't want to do my chores, and I had a really bad attitude about it. Dee's going to help by pretending to be my mom.

Cy: Everyone ready?

Dee: Let's go!

SCRIPT

[Cy is onstage. Enter Paul.]

Cy: Hey, Paul! Where have you been? I thought you were going to go on a picnic with my family.

Paul: I was, but I forgot something. Just as I was getting ready to leave, my mom said....

[Enter Dee, wearing the woman's hat.]

Dee: I've told you several times this week that today you and your brothers are going to rake the backyard.

Cy: Oh, raking. Yuck.

Paul: I remembered her mentioning that we would be raking today, but I hadn't really thought about it much. Before this year, I'd always been too small to be much help. Then my mom said....

Dee: Mike and Mark are already outside. So, scoot!

[Exit Dee.]

Paul: So I went outside. My brothers had already started, and told me that they'd saved the smallest rake for me, but hadn't bothered to get it out for me.

Cy: Oh, well it was just in the shed, right?

Paul: *[Shrugs.]* Yeah, I guess. Anyway, even though the rake was small, it was still really heavy. It made my arms tired. And there were leaves everywhere! It would take us forever to rake them all!

[Enter Chip, with the leaves in his mouth. He tosses them in the air over Paul. Cy laughs.]

Paul: Anyway, it was also really hot outside and I was thirsty, and wanted to be drinking lemonade on the picnic with you.

Cy: Wow, Paul. That's a lot to complain about!

Paul: That's what Mike and Mark said. They said I needed to adjust my attitude. They insisted that raking could be a lot more fun than I was making it.

Cy: How could raking be fun at all?

Paul: Mike told me that I'd been complaining about how heavy the rake was, and how many leaves there were, and how hot it was outside, but that I couldn't change any of those things.

Cy: I guess not.

Paul: So that only left one thing that I could change, and that was my attitude.

Cy: How could you do that?

Paul: Mike says he always starts by asking for God's help—Mike said that he can't always change his attitude by himself. Then he tries to find the fun in

a job—by making up little games, like trying to see how big a circle he can rake without moving his feet.

Cy: Oh, that sounds kind of fun.

Paul: Mark said that he liked to see how big a pile of leaves he could rake, which explains the huge pile he raked last year!

Cy: I remember that pile of leaves! I tried to jump into it, but Mark caught me first.

Paul: So I asked God to help me have a better attitude about raking the leaves. Then I tried Mike's game—stretching as far as I could to try and rake a circle around my feet. Soon I had raked a huge circle of leaves, and my legs were buried all the way up to my knees!

Cy: Cool! That does sound kind of fun!

Paul: I even forgot about how tired my arms were, and how many leaves there were, and even how hot and thirsty I was. And just then, my mom came out with a tray and asked....

[Enter Dee, wearing the woman's hat.]

Dee: Who wants some lemonade?

Paul: We were done in no time. And it was a lot more fun for all of us, just because I had a better attitude.

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: Hey, everyone! Paul said something really important in that story. Sometimes it can be hard to change our attitudes.

Cy: But that's where God comes in. God can do anything—even help us with our attitudes.

Paul: And we can do our best to have God-pleasing attitudes, too. Even when you have a chore to do and you'd rather be doing something else, find a way to make it fun!

Dee: That's it for this time, everyone.

Paul: See you later!

Cy: 'Bye!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Cy felt frustrated at soccer practice after Ben missed what should have been an easy goal. “I could have made that goal with my eyes shut!” Cy said. So Coach Sanders began a new game—one just for Cy, so that he could practice the skill he needed the most help with. Cy was excited. A special practice drill just for him. Then coach Sanders instructed the team to separate for a game. It would be the entire team—against Cy.

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Cy tried as hard as he could, but he was no match for his entire team. After the rest of the team had scored ten goals, practice was over. While his teammates were leaving, Coach Sanders told Cy that the skill he needed the most practice on was teamwork. She explained that no one person is ever stronger than a team, and that Cy needed his teammates as much as they needed him. At the next practice, Cy worked hard to be a better team player and had more fun than he had ever had at soccer practice!

“Ugh!” Cy grunted aloud as Ben missed the soccer goal. “I can’t believe you missed that!”

“Oops,” Ben said. “It kinda came off my foot weird.”

Cy was frustrated. This often happened to him during soccer practices. Cy was a great soccer player—he knew that he was the very best on his team. He was really fast and scored more goals than anyone else. And Cy couldn’t understand why Ben had just missed that goal. The goalie had been on the other side of the net; all Ben had to do was kick it straight in.

“Hey, take it easy, Cy,” said Coach Sanders. “It was really close!”

“What do you mean?” Cy asked in wonder. “That was the easiest goal I’ve ever seen! I could have made that goal with my eyes shut!”

Coach Sanders sighed. “Cy, I’d like to do a special exercise. It’s just for you, and it’s to help you with the skill that you need the most help.”

“Now we’re talking!” Cy said. “What do I do?”

“This whole half of the field,” she continued, indicating the right side, “is yours. The other half belongs to everyone else.”

“What do you mean?” Cy asked.

“Well, since you believe your soccer skills are so much better than the rest of your team, I’d like to give you the chance to prove it,” Coach Sanders explained. She blew her whistle, and the team took the field.

For the next several minutes, Cy played soccer harder than he ever had in his life. But no matter what he did, or how hard he tried, or how fast he was, Cy alone was no match for the rest of his team. Every time he got the ball, at least four players came to get it back from him.

When the rest of the team had scored for the tenth time against Cy, Coach Sanders blew her whistle again. Cy tried to catch his breath as the team gathered around Coach Sanders. She told them when their next practice would be, and the other players began to walk off the field.

“Cy, just a minute,” Coach Sanders said. “Do you know what skill I was wanting you to practice when you were playing by yourself?”

Cy was still breathing hard. “Running!” he said.

Coach Sanders laughed. “No—I wanted you to work on the most important soccer skill there is: teamwork.” She patted him gently on the back. “No one person is ever stronger than a team—no matter how strong they are. You have great soccer skills, but you need your teammates just as much as they need you.”

Cy remembered how hard it had been to try and play against a whole team all by himself, and he knew Coach Sanders was right. “I’m sorry, Coach,” he said.

“It’s okay, Cy. Next practice, why don’t you try and practice teamwork harder than you practice anything else, okay?”

“Okay!” Cy said. And the next practice, Cy had more fun than he had ever had at practice—and it seemed like his teammates were having more fun, too!

Dee-Cy-Paul Puppet Script “Better Together”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a sweatband for Cy.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Cy: Hi, everyone! When you have a big job to do, is it easier to do it by yourself, or with someone else?

[Allow time for audience to respond.]

Paul: When I was raking the backyard with my brothers, it was much easier to work together. It would have taken me all day and all night if I had to do it alone.

Dee: And teamwork is important in many ways—even in God’s Kingdom. But first, we’re going to tell you a story about when Cy learned just how important teamwork is.

Cy: Do we have to?

Paul: Don’t worry, Cy. It won’t hurt—too much, anyway.

Dee: Let’s get started!

Cy: And get it over with!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Dee and Paul are onstage. Enter Cy, exhausted, wearing the sweatband.]

Dee: Hey, Cy! Wow—soccer practice must have been really hard!

Paul: Yeah—you look really tired!

Cy: Soccer practice was hard. Especially for me!

Dee: Really? Why?

Cy: Well, I got kind of frustrated after Ben missed an easy goal.

Paul: Oh—that happens to you a lot at soccer practice, doesn’t it?

Dee: Only because Cy’s the best soccer player ever!

Cy: Well, maybe not ever.

Paul: Oh, come on, Cy. Everyone knows you’re the very best on your team. You’re really fast, and you score more goals than anyone else!

Dee: I’m sure you could have made the goal that Ben missed.

Cy: Yeah—the goalie was on the other side of the net; all Ben had to do was kick it straight in! So I told Ben I couldn’t believe it missed it.

Paul: Oh—that wasn’t a very nice thing to say, Cy.

Cy: I know, but I was frustrated. I told Coach Sanders that I could have made that goal with my eyes shut!

Dee: What did she say?

Cy: That we were going to do a special exercise, just for me. It was to help me with the skill that I needed the most help.

Paul: Cool! A special exercise just for you! What was it?

Cy: Coach Sanders told me that one whole half of the field was mine, and that the other half of the field belonged to everyone else.

Dee: You don’t mean...

Cy: Yep. I had to play a real soccer game, by myself, against my whole team.

Paul: Wow.

Cy: Coach Sanders said that since I thought my soccer skills were so much better than the rest of the team, she was giving me the chance to prove it. She blew her whistle, and everyone ran on the field.

Dee: So what happened?

Cy: Well, I played soccer harder than I ever have in my whole life! But no matter what I did, or how hard I tried, or how fast I was, by myself I was no match for the rest of the team.

Paul: No wonder you’re so tired!

Cy: Every time I got the ball, at least four players came to get it back from me. *[Sighs.]* Finally after it was ten to zero, Coach Sanders blew her whistle and

practice was over.

Dee: So what skill were you working on, Cy? Running?

Cy: *[Shakes his head.]* No. It’s kind of embarrassing, but Coach Sanders told me that she wanted me to work on the most important soccer skill there is—teamwork.

Dee and Paul: *[Together.]* Ooooooh.

Cy: Coach Sanders says that no one person is ever stronger than a team—no matter how strong they are. She said that I have great soccer skills, but that I need my teammates just as much as they need me. And she was right—it was impossible to try and win by myself.

Paul: So now what?

Cy: Now, at every practice, I’m going to try and practice teamwork harder than I practice anything else!

Dee: Great idea, Cy! That sounds a lot more fun than playing against your whole team by yourself.

Cy: *[Nods and wipes his brow.]* Phew! You can say that again!

[Dee, Cy, and Paul laugh. Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: Hey, Cy and Paul! Do you know who is the biggest, strongest, best teammate ever?

Cy: Not me!

Paul: I think it’s God.

Dee: You’re right! God is the best teammate ever. Whenever we need help with anything, we can ask for God’s help, and He’ll be right there, working beside us.

Cy: And trust me—things are always easier when we’re working together as a team.

Paul: See you later, everyone!

Dee & Cy: ‘Bye!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee was excited to use her birthday money to buy the miniature horse set she had been wanting. She proudly paid for her new toy all by herself. For the next few days, Dee played with the horses all the time; but soon she couldn't remember where it had been. She looked everywhere she could think of, but still couldn't find it. Finally, she went to her dad and explained that she had lost the horses. Couldn't they just go to the store and get a new set?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Mr. Morgan explained that it's important that Dee take care of the things she bought with her money, because if she lost or broke something, she might not have enough money to buy a new one. He was right—Dee didn't have enough money to buy another horse set. Mr. Morgan said he would help Dee find the horses. Then, they would organize Dee's room, so that each of her toys had its own place where it belonged. That way, as long as Dee put her toy away in its place when she was finished with it, she would know where to find it the next time she wanted it. Together, Mr. Morgan and Dee went to the basement to try and find Dee's horse set.

“So I can get whatever I want with my birthday money?” Dee asked excitedly.

“Sure, Dee—as long as you have enough money,” Mr. Morgan replied.

Dee was thrilled. She finally had enough money to get the miniature horse set she had seen at the store and had been wanting for weeks. When it was her turn at the checkout, Dee proudly handed the cashier her money and received a few cents change.

For the next several days, Dee played with her new set of horses almost all the time. She loved the tiny horses with the tiny fences and the tiny bridles and saddles she could put on them. But after a few days she didn't play with them as much.

One Saturday morning, Dee wanted to play with her horse set again. But no matter where she looked, she couldn't find it.

“Dad,” Dee complained to Mr. Morgan. “I can't find my new horse set anywhere!” Dee said.

“Really?” Mr. Morgan asked. “Where have you been keeping it?”

“Well, I didn't really keep it anywhere,” Dee explained. “Maybe we can just go to the store and get another one.”

“Sure, Dee,” Mr. Morgan said. “Do you have enough money for a new set?”

Dee was surprised. “Well, no. I spent all my money on the set that's lost!” she answered. “Can't you give me some money?”

“Dee, that was your horse set that you bought with your money,” Mr. Morgan explained. “One of the important things to remember about having money is to take good care of the things you buy. If you break or lose it, you may not have enough money to just buy a new one.”

“So what do I do, Dad?” Dee said. “That was my favorite toy!”

“Well, let's look for it together,” Mr. Morgan answered. “It must be somewhere in the house, because I don't think you've taken it anywhere. Then, we're going to clean up your bedroom and find a place for it. That way, whenever you're done playing with it, you can put it away, and you'll always know where to find it later.”

“That's a great idea, Dad!” Dee exclaimed.

“That's called being organized,” Mr. Morgan said. “Organization means that everything has a place where it belongs. It's a good way to take care of your things.” Mr. Morgan stood up. “Now, where was the last place you were playing with the horse set?” he asked.

“In the basement,” replied Dee. “Let's start there!”

And together, they went to find Dee's new toy.

Dee-Cy-Paul Puppet Script "Everything In Its Place"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a man's hat for Paul.

INTRODUCTION

[Enter Dee and Paul.]

Dee: Hey, kids! Have any of you ever lost something that was important to you?

[Allow audience to respond.]

Paul: I lost my homework once. That was really important!

Dee: Our story today is about a day when I lost my favorite new toy. It was a set of little tiny horses, with little tiny fences, and little tiny bridles.

Paul: That sounds neat! Did you bring it with you?

Dee: Nope—but I know just where it is! That's what I want to tell everyone about in our story. Will you help me by pretending to be my dad?

Paul: Sure!

Dee: Thanks! Let's get started.

[Exit Dee and Paul.]

SCRIPT

[Dee is sitting, pretending to play with her miniature horse set. Make it realistic for the audience by having Dee neigh and snort like a horse. Enter Paul, wearing the man's hat.]

Paul: Hi, Dee, still playing with your new miniature horse set, are you?

Cy: Of course! I couldn't wait to get it, and finally I had money from my birthday to buy it for myself. It was really cool to go the store with you and pay for it all by myself.

Paul: It's all you've been playing with for days!

Dee: I know—it's my favorite toy. I love the tiny horses with the tiny fences and the tiny bridles and saddles I can put on them.

Paul: Well, I just hope you take good care of them.

Dee: I will.

[Exit Paul. Blackout. Dee exits. When the lights come up, Paul is onstage. Enter Dee.]

Paul: Hi, Dee! I haven't seen you playing with your miniature horse set as much for the last few days.

Dee: Yeah—I didn't want to for a couple of days, but today I want to, but I can't find my new horse set anywhere!

Paul: Really? Where have you been keeping it?

Dee: Well, I didn't really keep it anywhere. Maybe we can just go to the store and get another one.

Paul: Sure, Dee. Do you have enough money for a new set?

Dee: *[Surprised.]* Well, no. I spent all my money on the set that's lost! Can't you give me some money?

Paul: Dee, that was your horse set that you bought with your money. One of the important things to remember about having money is to take good care of the things you buy. If you break or lose it, you may not have enough money to just buy a new one.

Dee: So what do I do, Dad? That was my favorite toy!

Paul: Well, let's look for it together. It must be somewhere in the house, because I don't think you've taken it anywhere. Then, we're going to clean up your bedroom and find a place for it. That way, whenever you're done playing with it, you can put it away, and you'll always know where to find it later.

Dee: That's a great idea, Dad!

Paul: That's called being organized. Organization means that everything has a place where it belongs. It's a good way to take care of your things. Now, where was the last place you were playing with the horse set?

Dee: In the basement. Let's start there!

Paul: We'll find it in no time.

Dee: And then we'll find a place to keep it, so I never lose it again!

[Curtain.]

APPLICATION

[Enter Dee and Paul.]

Paul: So that's why you didn't bring your horses today!

Dee: That's right—they're put away where they belong!

Paul: That's a really great idea, Dee. Kids, God wants us to be wise with our money, and with our things.

Dee: And that means taking care of our things. One way to take care of the things that are important to us is to stay organized.

Paul: When you're finished playing with your toys, put them where you know you'll be able to find them again.

Dee: Or when you finish your homework, put it in your backpack.

Paul: Oh, yeah! Great idea! I need to go home and put my homework in my backpack right now! See you later, everyone!

Dee: 'Bye, kids!

[Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee, Cy, and Paul had agreed to meet every morning to walk to school together. So when Paul was late for the third day in a row, Dee and Cy began wondering why. Dee didn’t want to have to run to get to school on time—her backpack was full of library books! When Paul came rushing out the door, still holding his breakfast, Dee and Cy asked their friend what had been keeping him for the last few days. Had he overslept? Why was he always running late?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Paul explained that his brothers had a new computer game—*Race Chase*. After school and in the evenings, he had to share the computer with them, but since they left before he did in the mornings, he could play the game all by himself. Dee and Cy couldn’t believe that Paul had been making them late so that he could play a computer game. They explained that it hurt their feelings that they all had to rush in the mornings, and that it wasn’t fair for him to make them all late. Paul apologized, and the kids *raced* to school Paul tried harder after that to meet his friends on time in the mornings.

Cy tapped his foot while Dee checked his watch as they waited in front of Paul’s house.

“I don’t want to have to run to school again!” Cy said, yawning.

“Me either,” Dee agreed. “I have three library books in my bag. I don’t think I could run even if we are late.”

Suddenly Paul came bursting out the door, holding what was left of a waffle and shouting, “Bye, Dad!” behind him. “Phew! Hi, guys!”

“Paul—you haven’t even finished eating breakfast yet?” Dee asked as Paul nibbled on his waffle. “Did you sleep too late or something?”

Paul swallowed, then answered, “Uh, no. I got up on time.”

“So why are you running so late?” wondered Cy, walking a little faster. “School starts in fifteen minutes!”

“Yeah—and this is the third day in a row we’ve had to rush to school,” Dee pointed out. “What’s been taking you so long?”

“I, uh, well, I got kind of busy the last few days is all,” Paul stammered.

“What do you mean?” Cy asked.

“It’s just that Mike and Mark got this really cool new computer game,” Paul finally admitted. “It’s a race game. I don’t get to play very much at night because I have to share it with them. But since they leave for school earlier than we do, I’ve been playing on the computer in the mornings—since I don’t have to share.” Paul grinned. “I’m getting almost as good as they are, too!”

Dee and Cy both dropped their mouths opened and stared at Paul. “You mean we’ve been waiting outside for you the last three days so that you could play computer games?” Cy asked.

“Uh, yeah, I guess so,” Paul answered, nodding.

“Paul, I think you need to know that, well, it kind of hurts my feelings that you’ve been late,” Dee said quietly.

“Yeah—me, too!” agreed Cy. “We all agreed on a time to walk to school together every day. It’s not really fair for you to make all of us late, just because you want to play a computer game.”

Paul looked down at his feet. “I’m sorry, guys,” he replied. “I guess playing *Race Chase* in the mornings isn’t a very good idea after all.”

“That’s all right, Paul,” Dee said. “But we’d better speed up—only five minutes until school starts!”

“Yeah,” said Cy, “We’re kind of having a *Race Chase* of our own!”

Dee, Cy, and Paul laughed and began walking faster. And Paul tried harder every day to meet his friends when he had promised he would.

Dee-Cy-Paul Puppet Script "Race Delay"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need three small backpacks, one stuffed full with a pillow or stuff animal. You will also need a kid's watch for Dee.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Cy: Hey, kids! I was just thinking of all the times my mom or dad has said to me, "Cy, hurry up or we'll be late!"

Dee: Yeah—why is it such a big deal to be late!

Paul: I know why—and so do you guys!

Cy: We do?

Paul: Yeah! I remember once when I was late, and you guys weren't very happy with me!

Dee: Oh, yeah. I think I know what you're talking about. Shall we tell the story?

Cy: Let's do it!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Dee and Cy are onstage wearing backpacks. Dee is the one that's full, and she is also wearing the watch. Dee is pacing and keeps looking at the watch, and Cy is tapping his foot.]

Cy: I don't want to have to run to school again! I wonder why Paul is late again?

Dee: I don't want to be late, either. I have three library books in my bag. I don't think I could run even if we are late.

[Quickly enter Paul, also wearing a backpack.]

Paul: *[Calls behind him.]* 'Bye, Dad! *[To Dee and Cy.]* Phew! Hi, guys.

Dee: Paul—did you even get to eat breakfast? Did you sleep too late or something?

Paul: Uh, no. I got up on time.

Cy: So why are you running so late? School starts in fifteen minutes!

Dee: Yeah—and this is the third day in a row we've had to rush to school. What's been taking you so long?

Paul: I, uh, well, I got kind of busy the last few days is all.

Cy: What do you mean?

Paul: *[Hesitantly.]* It's just that Mike and Mark got this really cool new computer game. It's a race game. I don't get to play very much at night because I have to share it with them. But since they leave for school earlier than we do, I've been playing on the computer in the mornings—since I don't have to share. I'm getting almost as good as they are, too!

[Dee and Paul stand side-by-side and stare at Paul.]

Paul: *[Uncomfortable.]* What?

Cy: You mean we've been waiting outside for you the last three days so that you could play computer games?

Paul: Uh, yeah, I guess so. *[Nods.]*

Dee: *[Quietly.]* Paul, I think you need to know that, well, it kind of hurts my feelings that you've been late.

Cy: Yeah—me, too! We all agreed on a time to walk to school together every day. It's not really fair for you to make all of us late, just because you want to play a computer game.

Paul: *[Looks down at his feet.]* I'm sorry, guys. I guess playing *Race Chase* in the mornings isn't a very good idea after all.

Dee: That's all right. *[Looks at her watch.]* But we'd better get going—only five minutes until school starts!

Cy: Yeah. We're kind of having a *Race Chase* of our own!

[Dee, Cy, and Paul laugh, then exit quickly.]

APPLICATION

Dee: Kids, there are lots of places where it's important to be on time, like school...

Cy: Or the doctor's office...

Paul: Or church.

Dee: One of the reasons it's important to practice being on time is because it shows that we really care for the people who are waiting for us.

Paul: Right! I wasn't being very thoughtful when I kept Dee and Cy waiting—and almost caused us all to be late for school!

Cy: It's just one more way that God wants us to care for our friends.

Dee: See you next week, everyone!

Paul: Don't be late!

[Curtain.]