Additional Activities

1. It's Alive!

Designer Log Book *(10-15 minutes)*
This craft allows kids to personalize their log books to record the time spent in God's Word and what they learned. **Supplies:** blank books to use as journals, colored of paper, craft materials for decorating: gel markers, lettering stencils, sequins, buttons, scrapbook scissors and supplies, etc.

Reading God's Word on a daily basis will help God's Word stay alive and active in your life. We're going to make a daily reading log so you can record what you read and what you learn from your reading.

Distribute a journal to each child. Set out a variety of different kinds of paper for the children to use to make a unique cover for their journal pages. You might want to use some wall paper samples, construction paper, marbleized stationery, scrapbook paper, etc. Provide a variety of decorating items such as stencils for lettering, gel pens, sequins, or scissors that cut decorative edges. Encourage each child to personalize the journal.

Advice Answers *(10-15 minutes)*
This creative writing examines the type of advice the Holy Spirit might lead believers to find in the Bible. **Supplies:** examples of real life advice columns

Bring in several examples of newspaper advice columns. Give each small group one of the columns. Let the children write an advice response that the Holy Spirit might guide a Christian to write. Help the kids find Scriptures that would apply.

Bible vs. Story Book *(10-15 minutes)*
This listening activity points out why we need to study the Scriptures. **Supplies:** children's Bible storybooks

Bring in a variety of Bible storybooks. You may want to borrow some books from a preschool classroom. Let the class choose a familiar Bible story and read several versions of the story such as "The Good Samaritan," "Daniel and the Lion's Den," or "Noah and the Ark." Then read the actual Scripture version and compare. On the board, have someone write down the different inaccuracies or important facts that might have been left out of a story version.

Note: if possible, keep the books and over the next few weeks compare the story of Jonah with the Scripture passages studied in class.

2. Zoom!

Jonah Poetry *(10 minutes)*
This creative writing allows children to express what they've learned about Jonah through poetry. **Supplies:** paper, pencils

Encourage the children to write a poem about Jonah and include what they've learned from studying Jonah 1&2. You may want to create a bulletin board for kids to display their poems. Children could focus on writing a poem focusing on Jonah 1, Jonah 2 or both. Have a poetry reading time at the end of class.

Missing Ingredients *(10 minutes)*
This object lessons points out the importance of each ingredient in a recipe and the parallel of each verse's importance in the Bible. **Supplies:** cookbook or favorite recipe

Show kids a copy of your favorite recipe for chocolate chip cookies. Discuss why each ingredient is an important part of the recipe. Ask students to guess how the cookies might turn out if an ingredient were skipped such as the sugar, vanilla, or chocolate chips. If possible have a taste test between two batches of cookies. Make one batch according to the recipe and skip a vital ingredient in the other batch.

Let children look up some of their favorite recipes and see the ingredients that need to be included to make the food.

Conclude by pointing out how each verse in the Bible is vital to the overall message, just like each ingredient contributed to the recipe. Challenge students to study and discover why God has included each verse in the Book of Jonah.

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3. Look!

Riddles *(10 minutes)*
This listening activity highlights how some details can be missed the first time through.

Read the following riddle to your students. Tell them to listen carefully.

A bus stopped and picked up five people. At the next stop, three people got off. It stopped again and six people got on. At the next stop two people got off and one got on. It stopped again and four people got off. How many times did the bus stop?

Let students express frustration or surprise that the question didn't ask how many people were on the bus. Why might we miss hearing some details? Possible answers: we are daydreaming, we aren't concentrating, or we were listening for specific details and missed others. **We can miss a lot when we do not listen with an open mind. What new details did you hear about Jonah this week? Let's remember to ask the Holy Spirit to show us something new each time we read the Bible.**

If you have extra time, let children share some riddles with the class.

Picture Observations *(10 minutes)*
This visual game practices observation skills. **Supplies:** pictures in books, Bibles, or posters

Take a picture and let the kids study it for a minute. Ask several detailed questions about the picture. Then choose a child to ask three questions about that picture or another picture. The child who gives the most correct answers gets to find another picture and ask questions about that picture. The more the kids practice observing details, the more that skill will develop.

4. Think!

Whale, Fish, or ??? *(10-15 minutes)*
This research project encourages kids to find some answers about the great fish that swallowed Jonah. **Supplies:** science books, encyclopedias, books about fish, sharks, and whales

Invite students to research information about whales and large sharks. Have the children think of questions that could help guide the kids such as do sharks have a stomach big enough to hold a person; what sharks or whales are in the Mediterranean Sea; etc.

Concordance Fun *(5-10 minutes)*
This fast-paced activity allows kids to practice using a concordance and Bible. **Supplies:** Bible with concordance and Bible concordances

Let the kids practice using the concordance in their Bibles or any Bible concordance books. Name a topic such as faithful, sight, think, interpret, etc. The first person to find and read a verse on that topic wins and gets to name the next topic.

5. Live!

Connect Four *(10-15 minutes)*
This fun game encourages kids to remember truths learned from Jonah 1-2. **Supplies:** one or two sets of the game "Connect Four"

Divide your class into two teams. (If your class is large, have two games going simultaneously.) Each team will take a turn dropping a colored game piece into the grid and tries to get four pieces in a row vertically, horizontally, or diagonally. In order to place the piece on the grid, the team must first share a "connection" or Timeless Principle from Jonah 1&2.

Note: if you are unable to obtain a copy of the game, draw a four x four grid on the board and use two different colors of marker or chalk to draw in the playing pieces.

Comic Book *(10-15 minutes)*
This hands on project allows children to show what they've learned or remember most about Jonah 1-2. **Supplies:** paper, pencils, markers

Have students work alone or together in pairs to draw and write captions for a comic book about Jonah. Assign verses to be illustrated for each page. Here is a sample of how it could be broken down:

Jonah 1
- 1:1-2
- 1:3
- 1:4-6
- 1:7-9
- 1;10-12
- 1:13-16
- 1:17

Jonah 2
- 2:1-2
- 2:2-6
- 2:7-9
- 2:10

Keep the comic book in the classroom and add to it after the class has studied Jonah 3-4.

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6. Zoom Out!

Microscope Zoom In *(5-10 minutes)*
This visual reminds kids that zooming in magnifies details that might have been missed. **Supplies:** microscope and microscope slides

When we study the Bible it would be nice to have a microscope to help us really zoom in on God's Word and not miss any detail. Fortunately, we have something better than a microscope—the Holy Spirit! Let's practice using a real microscope to help us zoom in and look at some items. If you have a set of purchased slides with substances on the slide, put in a slide and have the children zoom in and try to figure out what they are looking at. If you have blank slides, gather some with bits of fabric, food, bugs, or plants and put on the slide. Also, let the kids find things from the classroom to put on the slide and examine. Have the other children guess what they are looking at.

Missing Colors *(5-10 minutes)*
This art activity highlights the need to study a picture carefully.
Supplies: crayons or markers

We often depend on colors in a picture to give us clues and help us understand the picture. We're going to experiment and see if we can still understand the picture even when the colors deceive us. Divide the class into two groups. One group will draw a picture of a beautiful fall day, but they can only use the colors blue and green. Let them see how many details they can include that would help the viewer know it is a fall day. The other group will draw a picture of a beautiful spring day, but they can only use the colors orange, yellow, and red. When both groups are finished, let them display their pictures. **What details helped you know it was a fall day? What details helped you know it was a spring day? How did the colors confuse you?**

7. Look Closer!

The Laboratory of Agassiz *(15 minutes)*
This story and discussion activity highlights the importance of careful observation.

Before class, practice reading "The Laboratory of Agassiz" aloud to make it expressive. (See the end of this file.) Be prepared to define words that your kids may not understand.

We've been reading the Bible's famous "fish story," the story of Jonah. Today we're going to hear another famous true fish story, this one more recent.

Before reading, set the stage: **Professor Louis Agassiz was one of the great natural scientists of the nineteenth century. The setting is Harvard University; the year is about 1858. The student is Samuel Scudder (we'll call him Sam). Imagine yourself listening to Sam tell you his story. Can you see it? You and Sam are sitting in the student lounge drinking Coke.** Now read it to your students.

When you are finished reading, allow children to ask questions. Invite them to ask questions of Sam as if he were sitting right there. Have kids volunteer to answer in Sam's place.

Some additional questions to discuss are:

- **Why is a pencil "one of the best eyes"?**
- **How did Sam know he had not seen "it" yet if he didn't even know what "it" was?**
- **What did the professor mean by the statement, "That is next best"?**
- **What is "the best thing" the professor was referring to?**
- **What was the goal of the professor?**
- **Did Sam "see" what the professor wanted him to see?**
- **What was that "lesson of inestimable value" that Agassiz's student, Sam, learned?** (He learned how to use careful, orderly observation on that fish in order to draw out much more than he had ever thought possible. The result was a valuable lesson about how to learn that stayed with him all his life.)

Note: Samuel Scudder later became a renowned entomologist (person who studies insects).

How do you think Sam would approach a passage of Scripture before this experience? After this experience?

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Imaginative Scenes *(5-10 minutes)*
This artistic activity illustrates an imaginative interpretation of a modern day Jonah scene. **Supplies:** paper, pencils

Let students choose to illustrate the scene of Jonah 3 or 4. Have the kids think about a modern setting and imagine Jonah and the Ninevites or Jonah and the gourd. Allow time at the end for each child to explain his or her picture to the group. You may want to display the pictures on a bulletin board or in the hallway.

Repentance Acrostic *(5-10 minutes)*
This writing activity stimulates students to think about the meaning of repentance. **Supplies:** paper, pencils

Have children write the word REPENTANCE on their papers. Encourage them to write words or phrases related to the word repentance that start with each letter of the word. You may want to have children work together in groups of 3-4 and then share the results with the class.

8. Think Again!

Stories of Yesterday *(10-15 minutes)*
This real life experience talk excites kids to explore the historical background of Jonah. **Supplies:** guest speaker

Invite an older person to speak to your class about an event or a time period that students have heard about but do not fully understand (i.e. the Depression, World War II, etc.). Ask the speaker to include an explanation of how those events molded him or her into the person he or she is today. After the speaker has shared with the class, invite students to ask questions.

Thanks to our guest, we can gain a better understanding of things from the past. As we take that knowledge, we can apply it to our lives to help us live better now and in the future. That's exactly what we'll do with Jonah today. We'll look back at the historical background and figure out what that teaches us about how to live today.

Significance of Forty *(5-10 minutes)*
This Bible study activity examines Bible passages using the number forty. **Supplies:** Bibles

Numbers have significance in the Bible. Jonah preached and warned that in 40 days the city would be destroyed (Jonah 3:4). 40 is a popular number in the Bible. Check out these other 40s.

- Genesis 7:12 (rained 40 days and nights)
- Numbers 14:30-34 (wander in desert 40 years)
- Exodus 24:18 (Moses on the mountain 40 days)
- Matthew 4:1-2 (Jesus was tempted for 40 days)

What conclusions could you make about the number? (Marks a time of trials or testing.)

Assyrians/Israelites *(10-15 minutes)*
This research project delves into the conflict between Assyrians and Israelites. **Supplies:** history books, encyclopedia

Supply several reference materials for children to look up reasons why the Israelites were at conflict with the Assyrians. Have kids look up the time period of 800-720 B.C. to discover clues about the Assyrian empire. If possible, use your laptop to show children websites that give historical data about the Assyrian leaders Adad-Nirar III (810-783 B.C.) Tiglath-Pileser III (about 745 B.C.). Create a timeline that parallels kings and events from both Assyria and Israel.

9. Live Well!

A Work in Progress *(5-10 minutes)*
This group discussion identifies other biblical characters who made positive life changes.

What Bible characters experienced a life change for the better when they applied God's principles? Let kids make a list on the board and explain what life changes took place. Suggestions could be: disciples, Paul, Zacchaeus, etc. Which of these people can you most identify with? Why? Give students and opportunity to respond. Which people from the Bible didn't apply God's principles and experience life changes? Possible answers: the rich young ruler, Saul, King Herod, etc. What aspects of your life might God be asking you to change and apply His principles? Let kids respond.

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Movie Posters *(10-15 minutes)*
This art project provides a creative way for kids to summarize what they've learned from Jonah 3-4. **Supplies:** paper, pencils, markers

Based on what you know about Jonah, design a poster to advertise the upcoming movie based on Jonah 3-4. Write a title for your movie and then draw the poster. Include as many details as you can based on what you've learned. At the bottom of the poster add this note: After seeing this movie, your life will be changed ____. Then you will write in a life application. Set out paper, pencils, and markers. After the children have finished their posters, allow time for them to show their posters to the group. You may want to display the posters in a hallway or on a bulletin board.

10. Speak Truth!

Carefully Chosen Testimony *(5-10 minutes)*
This writing activity helps children carefully choose the words they will use when sharing their faith with others. **Supplies:** paper, pencils

Paul prayed that Philemon would be active in sharing his faith. When we share our own testimony, we want our testimony to clearly communicate the transformation that came from accepting Jesus as our Savior. The words we say matter and we want each word to be effective. Let's practice writing out our testimony and then find a friend to help critique our choice of words. Give children paper and let them write out their testimony. Help kids find a partner and remind them to give good feedback in a way that shows Christ's love. You may want to have students practice saying their testimony after they feel confident of their word choices.

News Report *(5-10 minutes)*
This creative acting reviews the Bible lesson.

Have the kids work together to turn the letter of Philemon into a news report. Let the announcer introduce the story. Choose someone to interview Paul, Onesimus, and Philemon. You may want to have the children do a "live telecast" for another class or for their parents.

Role-Playing *(5-10 minutes)*
This role-playing encourages kids to consider the reactions of Philemon and Onesimus to Paul's letter.

How do you imagine Philemon and Onesimus would react to Paul's letter? Consider their perspectives and then show us the reactions as you role-play. Let the kids get in pairs and each choose a role to play. After they practice together, ask for volunteers to perform their role-play for the group.

11. Forgive Others!

Show It to Me *(5-10 minutes)*
This creative acting allows students to display loving actions.

Let's see what kind of loving actions we can use to respond in certain situations. Divide the class into small groups of three. Read a scenario and let the groups dialogue to come up with the most loving actions in response to the scenario. Let each group act out their idea for a loving action for each situation. If you have extra time, let kids suggest other scenarios.

Scenarios:
- A friend broke her leg.
- A boy at school just got expelled.
- A church friend's dad just lost his job.
- A woman neighbor's house was vandalized.

What are some relevant situations where you have offered a loving action to someone? Tell us about the situation. Give each child an opportunity to respond to these questions. **How do you feel when you do a loving action? How might a loving action affect a non-believer?**

Hospitality Here *(5-10 minutes)*
This art project reflects hospitality tips learned from the Early Church. **Supplies:** paper, pencils, markers

The Christians in Paul's day treated others well because of the love of Christ that dwelled in them. Let's make some brochures or advertisements to tell about their hospitality. Let children choose to work alone or with a partner to come up with a poster or advertisement for the hospitality shown in the early church.

What ways does our church show hospitality? What ways could it improve in showing hospitality? What are you willing to do to help our church show hospitality to others?

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Loving Actions *(5-10 minutes)*
This creative writing exercise generates ideas for showing actions that are loving. **Supplies:** paper, pencils

It is always easier to show loving actions to our friends or family members than it is to someone who is mean or annoying to us. Luke 6:33-36 shows us we aren't the only people with this perception. Have children find the verse in their Bibles and read it together. **Why doesn't this impress God?** (Even sinners do this.) **What will show that you are a Christ follower?** Possible answers: actions of love towards people who don't deserve it, repaying evil with good, etc.

Have kids find a partner and write the words LOVING ACTIONS down the side of a paper. Allow time for the students to think of loving actions they can show others that begin with the letters of the words. Remind them to think of actions that show Christ's love to people who aren't showing loving actions or who are hard to love.

What actions did you brainstorm together? Let pairs share their responses. **Let's end by praying for each other to do loving actions towards the people it is hardest to show love to.** Have the partners spend time in prayer for each other.

Picture Postcard *(5-10 minutes)*
This artistic activity illustrates aspects of hospitality shown by the early Church. **Supplies:** paper, pencils

The letter of Philemon is like a short postcard. Draw the picture for the postcard - sums up chapter or shows hospitality of the church. Set out art supplies and let kids make postcard pictures.

Reference Letter *(5-10 minutes)*
This creative writing activity highlights good character qualities in Onesimus. **Supplies:** paper, pencils

Onesimus is mentioned again in Colossians 4:9 when he helped deliver Paul's letter to the Colossians. What do we learn about his character? (Faithful, dear brother.) **Pretend you are Paul and write a letter of reference for Onesimus. Use Paul's careful attention to choose just the right words.** Kids may want to work together in small groups.

12. Choose Wisely!

Tree Time *(5-10 minutes)*
This game excites kids to figure out why the righteous are compared to a tree.

Have all the students stand to play a game. Choose a child to begin the game by naming a type of tree. Continue around the group naming trees without duplicating the names. If a child can't think of another type of tree, have the child sit down. See who can name the most trees. You may want to have an encyclopedia for kids to look up trees

Then ask these questions and encourage all students to be involved in the discussion. **What common characteristics do all trees have? What are some distinctive characteristics of some trees? What are some tree facts you may have learned at school or from working with trees? Some areas suffer from droughts, how would a drought affect a tree? What would you notice about a tree planted by a stream of water? In Psalm 1, the righteous man compared to a tree. Let's find out why.**

Psalm 1 Discussion *(10 minutes)*
This discussion activity digs deeper into Psalm 1.

Psalm 1:1. **Blessed mean "happy" or "being in the state of blessedness." What are some things that make you happy or blessed? Should Christians feel happy all the time? Why or why not? This verse also shows the progression of sin with each step taking the evil man further from God. How do the verbs show this progression?**

Verse 2. **What is the "law of the LORD?" What does "meditate" mean? What are some benefits of meditation?** (Meditation is said to lower breathing rate, increase blood flow, slow heart rate, bring relaxation, and reduces stress.) **When you meditate on God's Word, you are constantly fed and nourished and will grow in your relationship with God. There are other benefits listed in Joshua 1:8.**

Verse 3. **A simile is used in this verse. What is the godly man compared to? Why do you think a tree was used in the comparison? What special qualities would a tree planted by a stream possess that other trees might not?** Possible answers: roots go deep to get water, long life because of water supply, continually green and flourishing. **If this psalm were written today, instead of a tree, what might be used as a comparison?** Let kids respond. **What fruits will the righteous produce?**

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After children give answers, have them turn to Galatians 5:22-23 and read the verses together about the fruits of the Spirit. **Which parts of the verse are literal and which are figurative?**

Verse 4. **What is chaff?** Let someone look up the word in a dictionary. **Chaff is collected with the wheat. So for a time the sinners and righteous are together, but they soon will be separated at judgment just like the chaff and wheat are separated when thrown together into the air. The wheat falls and is collected, but the chaff is blown away unprotected and unsafe. If you were choosing a different object to represent the wicked, what would you choose?**

Verse 5. **What is the result of the judgment according to Matthew 25:46? Who will be the judge? What would you say to someone who argues that if God is kind and loving He wouldn't send the wicked to eternal punishment in hell?**

Verse 6. **What are some ways you have seen God watch over the way of the righteous? What theme did you see in Psalm 1? What truths can you apply to your life?**

Time Out for Meditating *(5-10 minutes)*
This scheduling activity gives an opportunity for kids to plan meditating on God's Word into their daily schedules. **Supplies:** paper, pencils

Give each child paper to make a schedule. Remind kids that meditating day and night on God's Word doesn't come naturally, but has to be planned. Encourage kids to be realistic in their planning. As the children write down activities they do during the day, encourage them to think of ways to include meditating on God's Word during those activities.

Take It Literally *(5-10 minutes)*
This art activity illustrates how a person's life shows the fruit of his or her choices. **Supplies:** paper, pencils

Suppose you were to take Psalm 1:3 literally. Reread the verse. Have students draw themselves as a tree. Then ask them what fruits they are growing based on their choices? Let the kids draw their fruit on the tree.

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The Laboratory of Agassiz (Lesson 6A.7)

More than fifteen years ago I entered the laboratory of Professor Agassiz and told him I had enrolled my name in the scientific school as a student of natural history. "When do you wish to begin?" he asked.

"Now," I replied.

This seemed to please him and with an energetic "Very well," he reached from a shelf a huge jar of specimens in yellow alcohol. "Take this fish," said he, "and look at it; we call it a Haemulon; by and by I will ask you what you have seen." In ten minutes I had seen all that could be seen in that fish, and started in search of the professor, who had, however, left the museum. Nothing was to be done but return to a steadfast gaze at my mute companion. Half an hour passed, an hour, another hour; the fish began to look loathsome. I turned it over and around; looked it in the face-—ghastly; from behind, beneath, above, sideways, at a three-quarter view-—just as ghastly. I was in despair; at an early hour I concluded that lunch was necessary; so with infinite relief, the fish was carefully returned to the jar, and for an hour I was free. On my return, I learned that Professor Agassiz had been at the museum, but had gone and would not return for several hours. Slowly I drew forth that hideous fish, and with a feeling of desperation again looked at it. My two hands, my two eyes, and the fish; it seemed a most limited field. I pushed my fingers down its throat to see how sharp its teeth were. I began to count the scales in the different rows until I was convinced that that was nonsense. At last a happy thought struck me-—I would draw a fish; and now with surprise I began to discover new features in the creature. Just then the professor returned.

"That is right," he said. "A pencil is one of the best eyes." With these encouraging words he added, "Well, what is it like?"

He listened attentively to my brief rehearsal of the structure of parts whose names were still unknown to me: the fringed gill-arches and movable operculum; the pores of the head, fleshy lips, and lidless eyes; the lateral line, the spinous fins, and forked tail; the compressed and arched body. When I had finished, he waited as if expecting more, and then, with an air of disappointment. "You have not looked very carefully; why," he continued, more earnestly, "you haven't seen one of the most conspicuous features of the animal, which is as plainly before your eyes as the fish itself. Look again, look again!" And he left me to my misery.

I was piqued; I was mortified. Still more of that wretched fish! But now I set myself to my task with a will, and discovered one new thing after another, until I saw how just the professor's criticism had been. The afternoon passed quickly and when, toward its close, the professor inquired, "Do you see it yet?"

"No," I replied, "I am certain I do not, but I see how little I saw before." "That is next best," said he, earnestly, "but I won't hear you now; put away your fish and go home; perhaps you will be ready with a better answer in the morning. I will examine you before you look at the fish."

This was disconcerting; not only must I think of my fish all night, studying, without the object before me, what this unknown but most visible feature might be, but also, without reviewing my new discoveries, I must give an exact account of them the next day. The cordial greeting from the professor the next morning was reassuring; here was a man who seemed to be quite as anxious as I, that I should see for myself what he saw. "Do you perhaps mean," I asked, "that the fish has symmetrical sides with paired organs?"

His thoroughly pleased, "Of course, of course!" repaid the wakeful hours of the previous night. I ventured to ask what I should do next. "Oh, look at your fish!" he said, and left me again to my own devices. In a little more than an hour he returned and heard my new catalogue.

"That is good, that is good!" he repeated, "but that is not all; go on;" and so, for three long days, he placed that fish before my eyes, forbidding me to look at anything else, or to use any artificial aid. "Look, look, look," was his repeated injunction.

This was the best entomological lesson I ever had—a lesson whose influence has extended to the details of every subsequent study; a legacy the professor has left to me, as he left it to many others, of inestimable value, which we could not buy, with which we cannot part.

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