



# Jonah

The story of a man who teaches us  
that we can never hide from God

A Project Pack for Infants (aged 3-6)

## About Project Packs

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

Craft materials suggested in this pack can be obtained at the time of going to press, from retailers like The Works, Hobbycraft or Wilco or on-line at Baker Ross, Yellow Moon, etc. It is advisable to try out beforehand what you are expecting the children to do later.

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

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

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

## **UNIT 1: God said “Go!”**

### **Story Part 1 - Jonah 1:1-3**

Activities - Retell the story using stick puppets .  
Games to reinforce the teaching.  
Make a puppet Jonah that hides.

## **UNIT 2: Stormy Seas**

### **Story Part 2 - Jonah 1: 4-16**

Activities - Children can help you to tell the tale by joining in with a song to a familiar tune and watching you work with the visual aids.  
Make a book.  
Make a boat and sailors.  
Play boat games.

## **UNIT 3: A Fishy Tale**

### **Story Part 2 - Jonah 1:17**

Activities - Retell the story using stick puppets and follow up with discussion.  
Experiment with floating and sinking.  
Play some fun games.  
Make a collage.

## **UNIT 4: God is near**

### **Story Part 2 - Jonah 2**

Activities - Experiential consideration of Jonah’s time inside the fish.  
Artistic impressions of this part of the story.  
Prayer making based on the children’s own ideas.

## **UNIT 5: Tell the World**

### **Story Part 2 - Jonah 3**

Activities - Dress up the children in simple costume so they can help you tell the story.  
Play ‘King Maker’ and think about the Kingdom together.  
Make a ‘pot pourri panda’ to show we should spread the gospel as a sweet smelling fragrance.

## **UNIT 6: God is Fair**

### **Story Part 1 - Jonah 4**

Activities - Every child makes simple puppets with which they help tell the story.  
Make some ‘caring trees’ to remind us of God’s care for us.  
Play a game of ‘Giveaway Grab’.

# Resources Page 1

## Making the Booklet for recording the story of Jonah

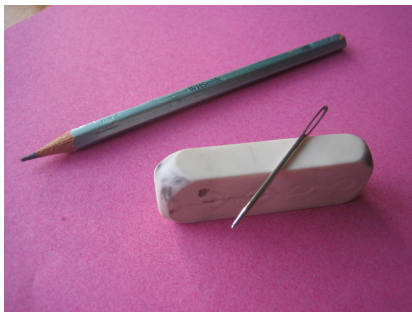
Depending on the age of your children you might prefer to make up these booklets beforehand but here are instructions for if you want to involve them.

### What to do:

For each booklet take one A5 card for cover and 3 or 4 A5 sheets for inside and fold to make A6 booklet. (or A4 to make A5 booklet etc.)

If the sheets need to be cut you will need to mark them accurately and use a paper trimmer.

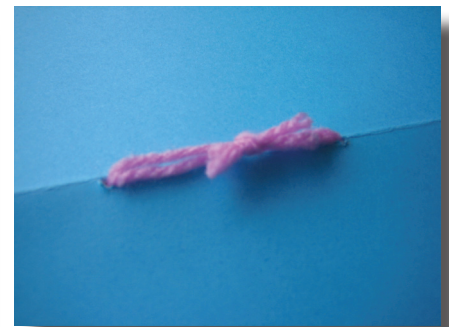
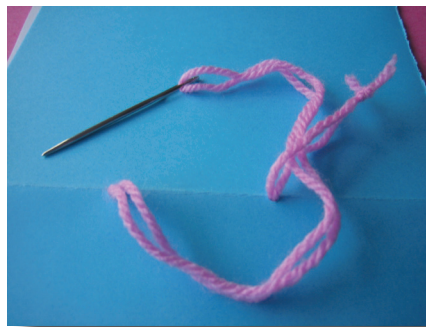
Mark where you want the holes to be - two will be enough for the folded A5 size.



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



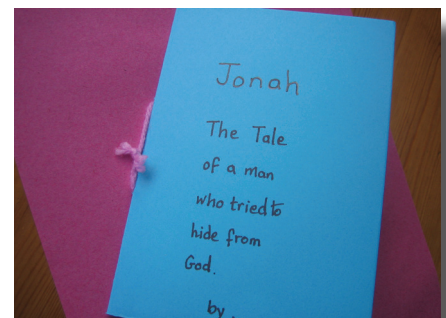
Next, thread the needle double, tie a knot and push the needle through the layers from the outside to the inside and then back through the second hole.



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

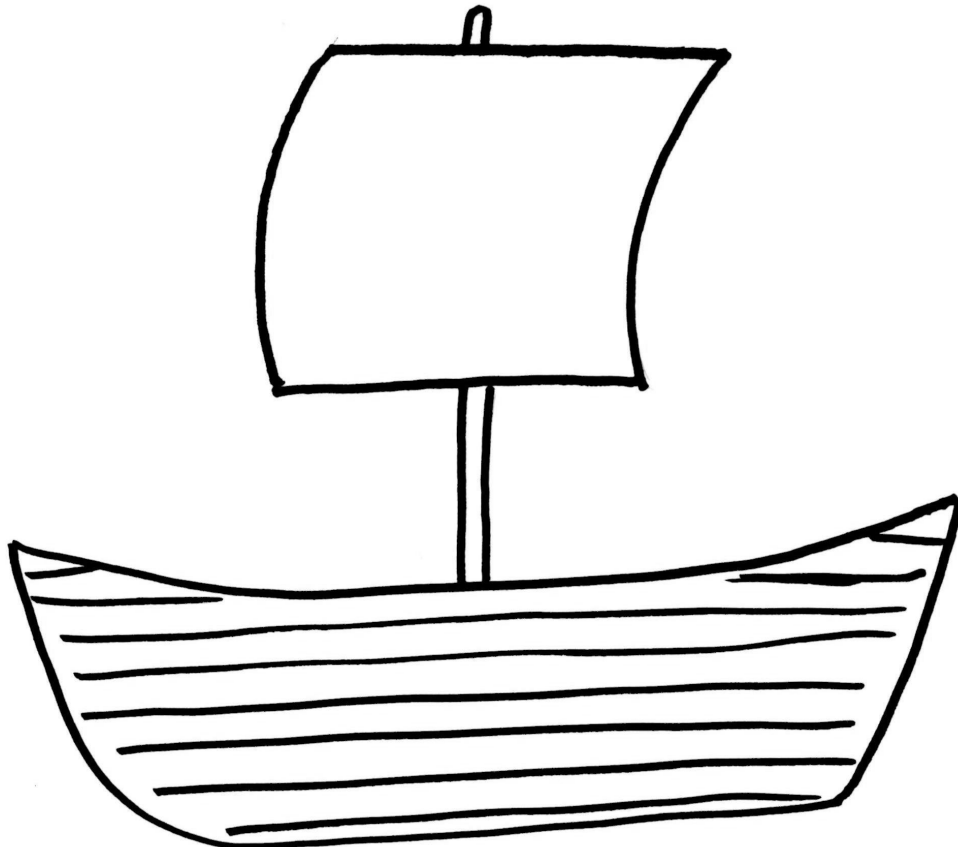
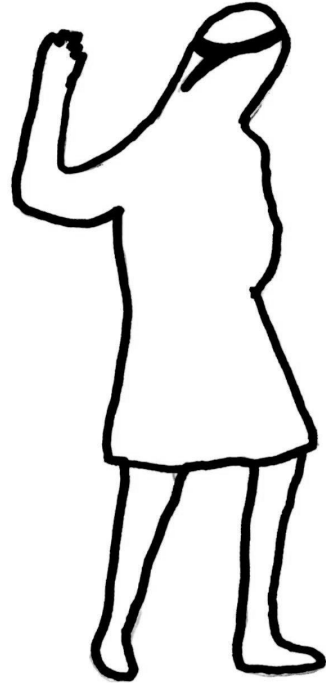
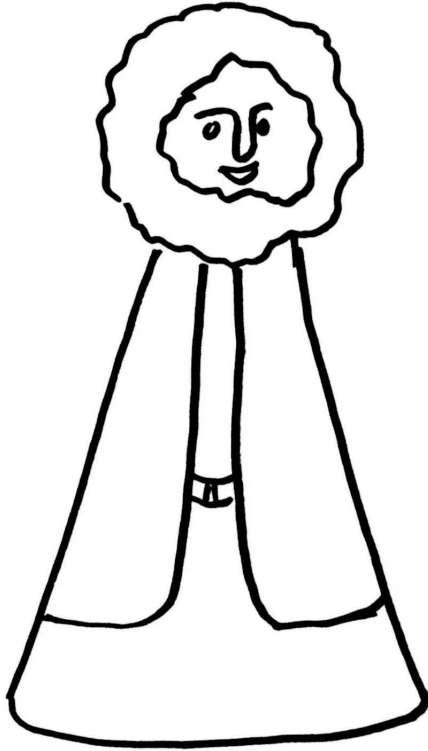


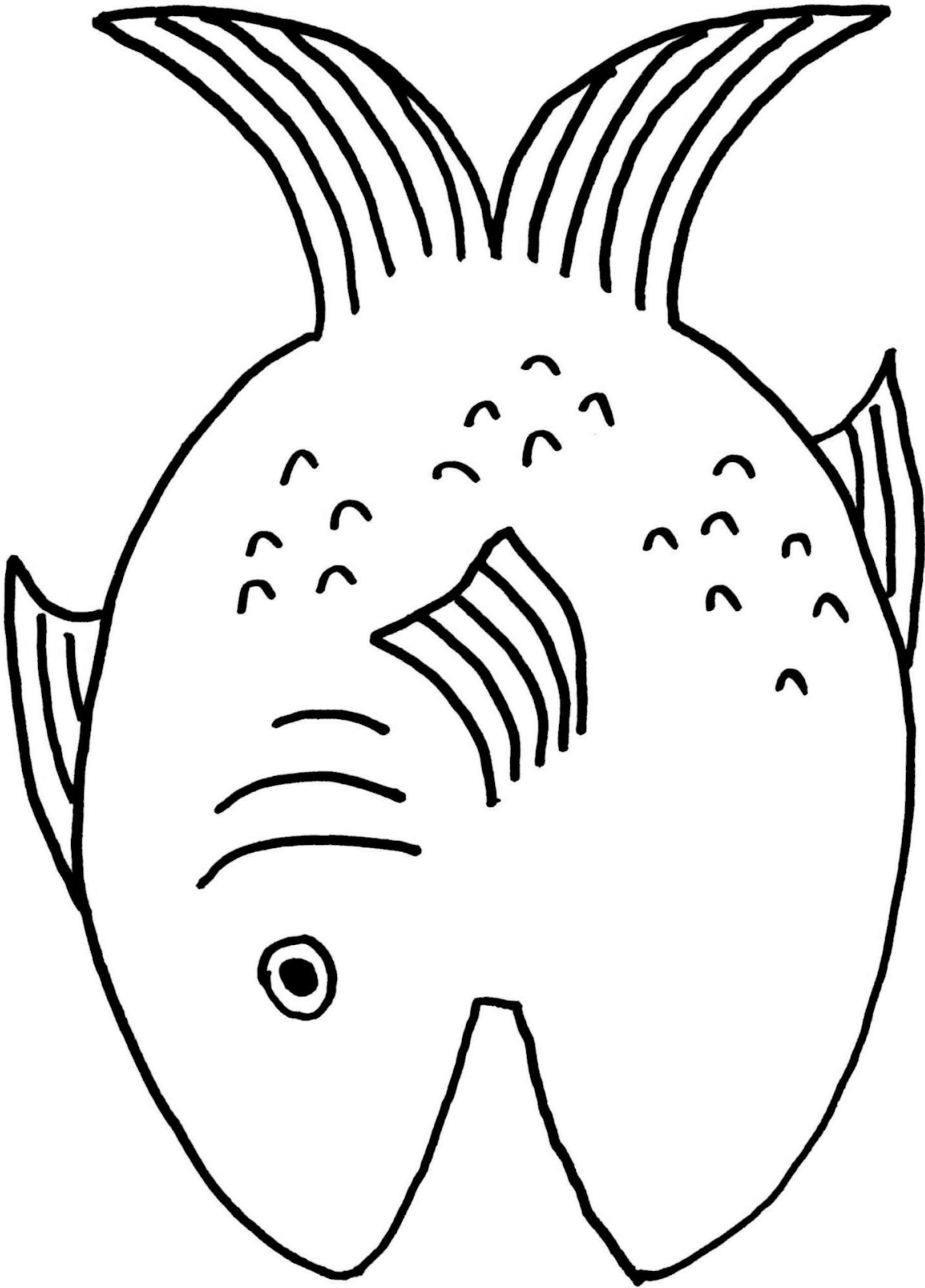
Using felt tips, design the front of the card. Allocate pages of the book to the parts of the story and head up all 6 in readiness. Write and illustrate each part as you come to it.



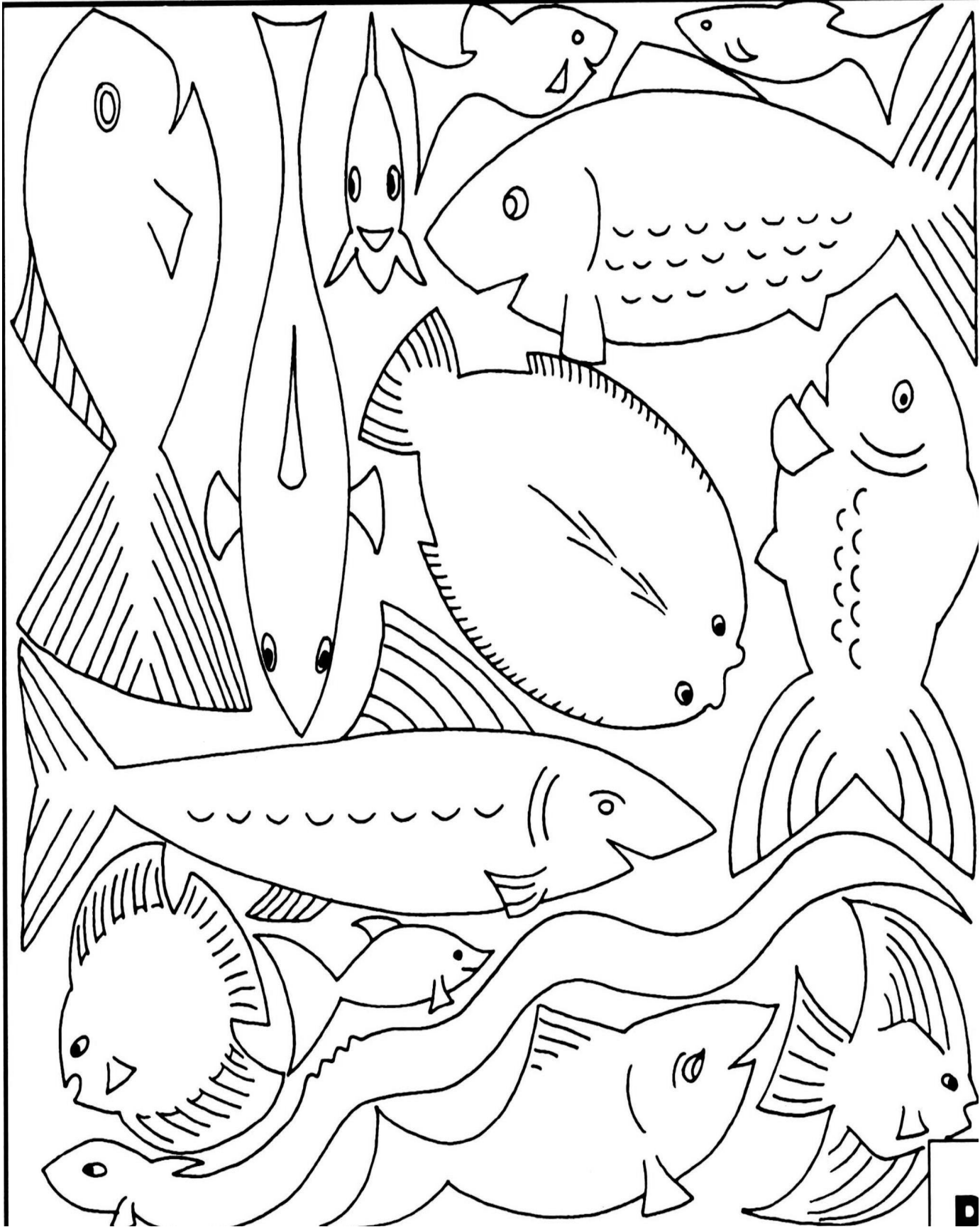
## Resources Page 2

Jonah, Sailor and Boat template for making stick puppet for Unit 1





**Fish puppet template for use in Unit 3**

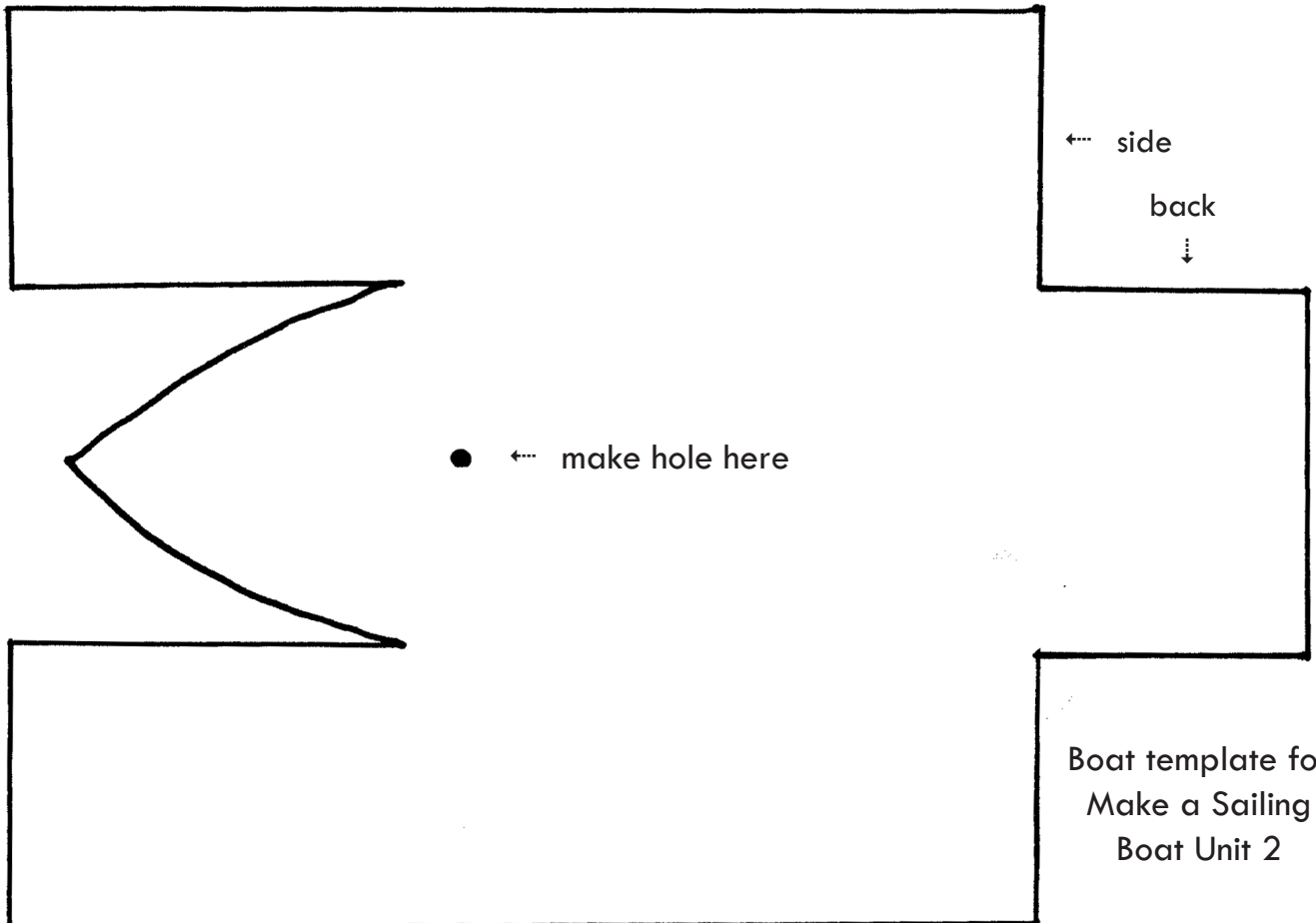


Fish shapes for the collage in Unit 3

# Resources Page 5



Falling Jonah template for Unit 3



# UNIT 1: God said “Go!”

**The Story Part 1:** For this you will need the following: A cardboard cut out of Jonah, a sailor and a ship. (see Resources page 2) Attach each cutout to a lollipop stick or equivalent to make puppets. Also, try to have some samples of things the sailors may have traded in the time of Jonah, such as purple fabric, silk, spices, tin, etc.

Familiarise yourself with Jonah 1:1-3. Embellish this brief account as you retell this part of the story as dramatically as possible, using the puppets to help you. This is a version of the story which you may like to use:

*There was once a man called Jonah. (hold up Jonah puppet) He lived about 800 years before Jesus was born in a place called Gath-hepher. He loved God and tried to help the people in Israel to love God too. He wanted them all to pray to God and to be kind to each other. One day God spoke to Jonah. He had a very special message for him. Jonah listened hard. BUT he did not like what he was hearing ..... Tell the people of Ninevah about God? Well they weren't in the Jewish family were they? Why should he help them? And what's more they weren't very nice people by all accounts. They were very unkind to each other so they certainly wouldn't be kind to him, a complete stranger. And if they did listen, then God wouldn't punish them for their bad ways. That was no good. They were not good people. They deserved to be told off by God.*

**Ask: What sort of unkind things do you think the people were doing?**

*But God kept saying, “Go to Ninevah and tell the people there to say they are sorry. Go! Go! Go!” Jonah was not happy. He decided to run away from God.*

**Ask: Where would you go if you wanted to run away from God?..... Do you think it was a good idea?**

*He ran down to the sea at a place called Joppa where there were lots of boats and people . The sailors, like this one, (hold up sailor puppet) were busy loading sacks of salt and dried fish, silk and purple material, spices like cinnamon and nutmeg, metals like gold and tin and even horses! (Show your examples) Jonah thought God would never find him among all these people but just to be on the safe side, he asked a sailor if he could sail away from Joppa with him. He said, “ Hello Sailor. Where are you sailing to?” The sailor replied, “All the way to Tarshish with our cargo of salt and wine.” “ How far away is that?” asked Jonah. “Oh a long way, maybe 1000 miles away.” “Wow! That is just what I need as I'm running away from my God. He wants me to do something and I don't want to do it! I'll pay you good money if you'll take me with you.” (hold up ship puppet) So as soon as the ship was fully loaded, Jonah paid his money and climbed aboard the ship. Very soon he was making friends with the sailors and enjoying his first ever sea voyage.*

You could play some suitable sea music\* and get the children to discuss Jonah's behaviour, why God might want the Ninevites to repent, where Ninevah was in relation to Joppa and anything else that interests them and gives them greater understanding.

\* eg Classic FM Sounds of the sea CD or Einaudi - Le Onde or Khachaturian - Adagio of Spartacus and Phrygia



# UNIT 1: God said "Go!"

**Play a couple of games to make the point that we cannot hide from God:**

## 1. Play a simple game of

'Hide and seek' especially if you can be out of doors.

Alternatively play 'Hunt the thimble', hiding any object(s) for the children to find.

Or put a small metal ring on a long piece of string. Tie up the ends of the string. Have the children sit in a circle with one child standing out. The children have to hold the string and secretly pass the ring round the circle. If the child thinks he spots the ring, he has to point at it. If the ring is where he points, the nearest player owns up and swaps places with him. Play continues as long as seems fit.

Is God a good seeker?

## 2. Play 'Cat and Mouse'.

You will need 2 chairs placed about 3 metres apart in the centre of the room and a blindfold. One player is chosen to be the 'cat', is blindfolded and led to the space between the chairs.. The rest of the players are 'mice' and have to pass between the chairs to the far side of the room without the cat hearing them and catching them. They can run through one at a time or 3 or 4 can try at once. Swap 'cats' from time to time or when all the mice have been caught.

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



**Make a Jonah cone puppet that 'hides from God'!**

**You will need:** A cone puppet per child; googly eyes (see note on craft materials in first page) paints/felt tips/fabrics; pva glue

**What to do:** Dress the puppets using fabric scraps, felt tips or paints. Give Jonah a pair of googly eyes. When dry, help the children to assemble the puppets according to the instructions.

**Play:** Move Jonah on his stick, up and down, in and out of his cone as he tries to hide from God. Reinforce the point that we cannot hide from God, however good a hiding place we think we have! You could discuss why we might sometimes want to hide from God and what we should do instead.

## Unit 2 Stormy Seas

### Telling the Story Part 2 - The Storm at Sea

**You will need to sit the children in a horseshoe in front of you and have these items ready to help you tell the story:**

a dark blue cloth to represent the sea

at least 4 people (Play people or 'lego' type or 'Fimo'/plasticine)

a boat (a simple boat shape attached to a box big enough to hold your play people)

a shaker or rain-maker

plastic bottle to blow across to make wind sounds or similar

wooden spoon and a baking tray to make thunder

a torch for the lightning

### The Script:

*(Unfold the blue cloth and slowly spread it out in front of you on the floor. Ripple it a little to make waves) This is the Mediterranean Sea on which Jonah's boat sailed. (place boat with sailors and Jonah on board) The sailors were happily singing:*

***'Row, row, row our boat  
Gently on the sea  
Merrily, merrily, merrily, merrily  
Life is fun for me.'***

*(everyone join in second time through)*

Suddenly the wind started blowing more strongly (*blow on the bottle*). The rain came pouring down (*use rain-maker or shake the shaker*) The waves grew bigger and bigger until they were crashing over the top of the boat. The sailors weren't so happy now:

***Row, row, row our boat  
Strongly over the wave  
When you feel the wind blow strong  
Make sure that you stay brave!***

*(everyone join in second time through)*

But the still the wind blew and blew (*blow on the bottle again and bunch up the cloth around the boat.*) The sailors were struggling to row now. They hauled in the sail and hoped the mast wouldn't snap. Jonah was starting to get worried. The storm had come up very quickly. Could God have sent it? He covered his ears and hid inside the boat. (*Hide Jonah*) The sailors started to pray to their God but that no difference at all. The storm just got even worse. The boat rolled madly from side to side (*move boat*). Jonah felt sick, very sick! Then the lightning flashed (*flash torch on and off*) and the thunder crashed all around them. (*bang your wooden spoon on the baking tray*).

## Unit 2 Stormy Seas

### The Storm at Sea - continued from previous page

That made Jonah wake up. He rushed out to the sailors and yelled, 'It's all my fault! I'm running away from my God because I didn't want to do what he told me to. But God knows where I am. He has sent this storm.' There was another crack of thunder (*bang your wooden spoon*) and the men struggled to keep singing:

**Row,..... row,..... row .....our boat .....**

**Oh dear..... what a .....storm**

**Will we see the land again .....**

**If Jonah stays on board?**

*(everyone join in second time through)*

Jonah said to the sailors, 'It's no good. The only way for you to be safe is for you to throw me overboard. Then the storm will stop.' The sailors didn't want to do as Jonah had said because they liked him. But the storm was still terrible and the ship nearly turned upside down (*make as many sounds and movements as you can*). So they decided they would have to throw Jonah overboard. Their song was very sad indeed:

**Throw, throw, throw our friend**

**Out into the sea**

**What a terrible thing to do**

**His scream's too loud for me!**

*(everyone join in second time through)*

Just as suddenly as it came, the storm went - no more thunder or lightning; no more wind and rain. The waves were calm, the boat was steady and the sailors rowed on their way to Tarshish. (*Move boat calmly*)

**'Row, row, row our boat**

**Gently on the sea**

**Merrily, merrily, merrily, merrily**

**Life is fun for me.'**

*(everyone join in second time through)*

As for poor old Jonah, well, we'll have to wait until next story time to find out what happened to him ..... unless YOU can tell me?!

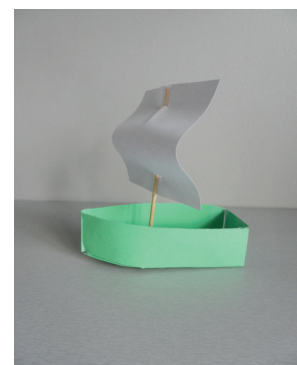
**Suggestion:** If you learn the words to the song, you could set it to music and add percussion of your own. You would then be ready to present it to yourselves or to an audience.

## Unit 2: Stormy Seas

### Make A Sailing Boat

#### You will need:

- thin card
- paper or fabric
- a piece of kebab skewer or similar about 15cm long
- selotape - something like Scotch tape which isn't too sticky, is best
- plasticine, play doh or blue tack
- boat template



#### What to do:

1. Using the template on Resources page, 5 cut out a boat shape from the card. You could copy this page and use a paper template as a guide or copy straight onto card.
2. Fold the sides and the back of the boat up and selotape the edges. It's easiest to selotape the outside of the boat but it will look neater if you selotape inside. (Attach the tape first to one side of the card and gently fold the other piece in place.)
2. Cut a sail out of paper or fabric. It can be square or triangular.
3. Attach the sail to the skewer giving it a bit of a curve so that it looks as though the wind is filling it out. You could stitch it, glue it or selotape it.
4. Make a small hole in the bottom of the boat as shown on the template and thread the rest of the skewer through. Secure it in place with a small piece of plasticine or play doh underneath the boat. This will keep the mast in place and help to keep the boat upright.

### Make Pipe Cleaner Sailors

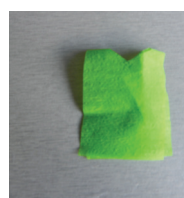
#### For each sailor you need:

- two pieces of pipe cleaner about 10cm for the size of the boat above
- a small piece of fabric or crepe paper
- thin ribbon/wool



#### What to do:

1. Take the first pipe cleaner and twist it over your finger to make a loop in the centre. This is the head.
2. Thread the second pipe cleaner through the loop and twist around itself to make a body. Bend the ends of the pipe cleaner to make hands and feet.
3. Cut out a small shirt from the fabric ofr pipe cleaner for each pipe cleaner sailor and tie on with a belt of wool or ribbon
4. Put your sailor into the boat.



## Unit 2: Stormy Seas

### **Storm Painting**

#### **You will need**

a plastic tablecloth or sheet, wet wipes and aprons or equivalent.

large sheets of paper for each child

poster paints thickened with PVA glue

brushes and sponges

images of sea storm paintings (through Google) to inspire children

#### **What to do**

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

### **Make a book**

Either with the children or beforehand make the booklet using the instructions described in the Resources Page 1.

Get the children to give their book a title and decorate the cover.

Explain that they are going to make a record of Jall the things they learn about Jonah.

On the first page or two they could record the story so far in any way they like. They could draw Jonah hiding behind a tree or they could write 'You can't hide from God'

Remeber to use the book every time you learn something new.

### **Play some games**

#### **Boat Race (for older Infants)**

Decide on a starting and finishing line. Divide your children into teams or 'boats'. A boat consists of at least 3 players squatting in a crouched position, one behind the other, each holding the shoulders of the player in front. Facing the players is a 'cox' who stands and holds the hands of the front player. The boat moves forward by all the players springing together off both feet. The cox helps by calling out the rhythm. During the race, any boat that breaks apart will be deemed to have been lost in the storm.

If you haven't enough children to make this competitive, then just one 'boat' could race against itself, while you time each go, maybe with a rest in between each round!

#### **Ride in a boat (for yournger Infants)**

Get a large box or two for the children to get into and imagine what it would be like in very rough weather. You could waft them with a large piece of card or sprinkle them with water.

# Unit 3 A Fishy Tale

## Telling the Story Part 3:

Use puppets to help you tell the story: You will need the Jonah puppet from Part 1 and you will also need to use the fish template from the Resources Page 3 to make a fish puppet large enough to hide Jonah behind. Cut the fish out of card and stick a lollipop stick onto the back.

Then begin to tell the story using the puppets to help you. Below is a suggested script but do use your own should you prefer.

You may like to follow it up with a discussion about what had happened to Jonah. There are some pointers for this around the script.

### The Story Script

"Glub! ... Glub! .... Glub! went Jonah as he sank slowly to the bottom of the sea. Why ever did he jump from that boat? He must have been mad. He lost his sandals straight away. The water was freezing and ohh, he really didn't want to die. His clothes billowed out around him. His ears and his nose were filling up with water and his eyes stung. He had nearly run out of breath. His thoughts were all of a jumble. Then he felt something big brush up against him and press on his body. He felt himself propelled along somewhere tight and narrow. Then all went completely dark. Was this what being drowned felt like?"

We'll be thinking about Jonah inside the fish in the next part of the story.

Do you know what had happened to Jonah deep in the sea?

Where did the fish come from do you think?

Do you remember Jonah had made a big, big mistake. What was it?

Do you think God wanted to give Jonah some thinking time to see if he would be sorry for his mistakes?

Do you think Jonah was sorry?

## Unit 3 A Fishy Tale

### Float or Sink?

When Jonah jumped out of the boat into the water he started to sink. Why? Would he have carried on sinking if the fish hadn't swallowed him? What do the children think? What makes something float or sink?

Collect ideas and explain that you are going to conduct an experiment to find out which materials float and which sink, partially or completely and try to work out why. Provide a collection of objects made of common materials, such as metal, plastic, wood, fabric, glass, etc and a tank or bucket of water. \*

You could record your findings in a table such as this one below:

Material	Object	Prediction	Floats/Sinks
metal	spoon		
metal	paper clip		
plastic	spoon		
plastic	box/bottle		
wood	stick		
wood	block		
fabric	cloth		
fabric	ribbon		
glass*	small jar		
glass*	jar with lid		

Once your results are in, you can discuss the differences. The children may have ideas about how to make a sinker float or how to make a floater sink. Encourage further experimentation.

What do they think about why a boat floats or why fish don't sink to the bottom of the sea? Why do dead fish float? (or dead bodies for that matter!)

\* Remember to take precautions to ensure chosen objects are safe for young children to handle and that you cover all surfaces to prevent water damage.

**Who can make a boat that floats?** Allow children to choose their materials from a selection that might include egg cartons, empty juice or milk cartons, cork, aluminium foil, craft sticks, old bits of wood, paper, near complete egg shells, even very large leaves (!), etc Have supplies of string, thread, good glue, insulating tape, etc as well as scissors, staplers and a craft knife (for your use only) Then just have fun and maybe a competition to find the best floater, fastest mover, most elegant, best sinker, etc etc

## Unit 3 A Fishy Tale

### Popping Balloons!

I wonder how Jonah felt when he was finally coughed up on land by the fish?  
Have a bit of noisy fun with a balloon fish!

**You will need** a balloon and a small paper Jonah figure per child plus a balloon pump if required and a pin for you to use.

**What to do:** Draw Jonah and cut him out of paper. Push him inside a balloon. Blow up the balloon and tie the end. When everyone is ready, simply pop each balloon in turn and watch Jonah land!! (Do ensure none of your children are actually frightened of popping balloons!)



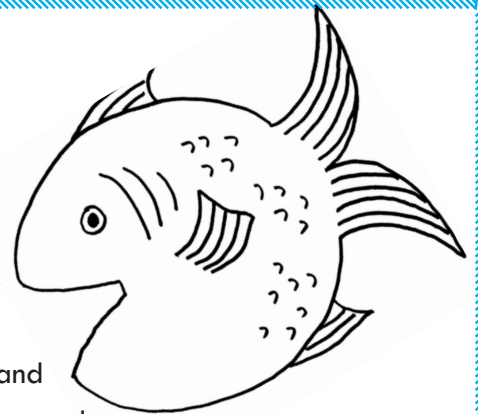
### A Fishy Game

**“Swim, swim as fast as you can Mr Shark”**

**You will need:**

Tables, chairs, old sheets or table cloths. Sticky labels, some coloured.

Sea (or other) music such as eg Khachaturian - Adagio of Spartacus and Phrygia or Rimsky Korsakov - The Sea and Sinbad’s Ship from Scheherazade



**To begin:**

Construct some pretend rocks from tables or chairs with the sheets over then to create safe hiding places for your children. If you are feeling creative you could all make some crepe paper seaweed fronds to suspend from the ‘rocks’.

One child or an adult volunteers to be the shark. Everyone else is a smaller fish. (How many (small) fish can they name?) You could teach fish names by giving each child a sticky label with their chosen fish name on it eg sardine, sprat, pilchard, anchovy, dab, whiting, etc

**How to play:**

Children ‘swim’ around to music. When it stops the shark has to try to catch the fish, by touching or putting a coloured sticker on them, before they go into hiding under or behind the rocks, where they are safe. As they escape all the fish say “Swim, swim as fast as you can. You can’t catch me - I’m the fastest (sprat) in the sea!” (*Gingerbread man style*)

Fish can come out when the music starts again even if they have been caught. When you decide there have been enough rounds, the winner will be the one with the least stickers. You could vary the rounds by changing the way the fish are allowed to move - slow, fast, rolling, on tummies, swimming action or whatever you choose.



## Unit 3: A Fishy Tale

### **Fishy Team Game:**

#### **You will need;**

A bucket per team and some newspaper fish, various sizes.

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

Divide the children into 2 teams and line them up at one end of your space with a pile of fish behind each team. The buckets should be positioned at the far end of the space, opposite each team.

**To Play:** One at a time, the children pick up ONE fish, race to the bucket, drop the fish in and race back. Each child does the same in rotation until all the fish are gone. The first team to sit down beside their filled bucket is the winning team.

Vary the basic game by changing the way children must move, giant steps, bunny hops, move backwards, hop, skip, jump, etc Add obstacles for children to go round or under, such as cones, play tunnels, beanbags on their heads, hoops to crawl through, etc

### **Make a Fishy collage:**

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

- Wallpaper or equivalent to use as a base for the collage, cut to a size you would like.
- Blue and green watery paints and sponges.
- A variety of fish shapes\* on card or strong paper. (One could be bigger like the fish that ate Jonah.)
- Old magazines, tissue paper, sticky squares, shiny and fluorescent papers, googly eyes, buttons, shiny sequins and sticky strips, etc etc
- Brown wrapping paper
- PVA glue and glue spreaders, tape and scissors

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

First use the sponges to paint a sea backdrop on the wallpaper in blues and greens.

Leave to dry while the fish are prepared: Give each child at least one fish shape and help them to tear or cut different papers from your selection and glue them on, adding eyes and scales and other details as they choose.

Help some children to scrunch up the brown paper to make a few rocks and tape or glue these to your base paper when it is dry.

Help others to cut seaweed fronds from green tissue. These can be stuck on both behind and in front of the fish.

Fix the fish in place.

Finally add Jonah, 'falling down' among your fish, with bubble shapes coming from his mouth.

\* See Resources pages 4 & 5 for fish shapes and a falling Jonah

# Unit 4 God is Near

## Telling the Story Part 4

### Preparation:

- 1. Build your Story Tent:** The idea of this is to create an atmosphere almost of claustrophobia, such as must surely have been the case for Jonah inside the fish's stomach. So, using any available furniture or even boxes, old sheets, blankets and so on, build a little 'house' big enough for all of you to just fit inside. If you had a double blow up bed you could put that inside, which would add to the feeling of soft, pulsating movement of the stomach floor! Hang streamers from the roof and drape them across the space inside using tissue paper, old, fringed tights or bits of slippery fabric. Throw in a few small fish, whole or in bits, the contents of Jonah's travel bag or anything that you imagine could be in that stomach.
- 2. Prepare beforehand some 'squidgy stuff'** in a container with just enough room for a hand to feel inside. You might use cold, cooked spaghetti, made up jelly, cold, cooked peas, mashed bananas with a little water, even wet mud. (You will also need wet wipes!)
- 3. Find some music** to create a feeling of eeriness.\*
- 4. Have another adult** ready to make some sounds to represent the digestive system working - squishy, squidgy sounds or gurgling, rumbling tummy sounds or rhythmic stomach contractions. Experiment with (homemade?) percussion. The adult will also need a pen and paper. on which to record children's prayer words (see later in notes)

\*Eerie music can be downloaded from this website: [http://incompetech.com/music/royalty-free/index.html?feels\[\]=eerie&page=1](http://incompetech.com/music/royalty-free/index.html?feels[]=eerie&page=1) eg "mirage" - weird but not too scary!

**To begin:** Have your helper with the percussion in place at the back of the 'stomach'. Tell the children you are about to enter the stomach of the fish Jonah was in. Turn on your music. Take them in slowly and sit them down inside. Sit yourself by the exit. Begin the gurgling sounds and speak the following or similar script:

### Follow up Discussion Time:

End the percussion sounds but leave the music playing and ask the children to tell you what Jonah was feeling, seeing, hearing, smelling, tasting(5 senses) and last of all thinking.

Lead the children to conclude that the only thing Jonah could do now was to pray. Ask them to come up with words Jonah might have used and write them down for use later. End the session with the children just flopped out on the floor and relaxing before moving on to the follow up activity.

### The Story Script

*Gulp! The fish swallowed Jonah in one great gulp. Jonah was tossed along a wet and slimy passage and found himself in the strangest cave ever. It was oozing squidge from the roof and the walls. (reach out and touch one of the streamers and invite the children to do the same from where they are sitting) The sounds all round him were deafening (adult increase percussion) Jonah's heart was beating very loudly too (slap thighs with a dull thud and get children to join in) and getting faster too. He was scared. Wherever was he? And what was that smell? Oh yuk, yuk, yuk!!. It was so revolting he just wanted to be sick! (everyone hold noses 'Poo....ee!') Every now and then a little light came in as the fish opened it's mouth (shine torch around stomach). Jonah looked around at the damp, soft and squishy cave. He reached out and touched the sides, the floor, the roof (hand round your container(s) of squidgy stuff and allow reactions). It was so hot and airless. Oh help....What was happening to him and whatever was he going to do next?!*

## Unit 4 - God is Near

### Follow up Activity:

Allow the children free choice of materials to create their own picture or model of what they have just experienced. Talk about their choices with them individually but allow them to express themselves as freely as possible, artistically.



### Further Follow up Activity:

Jonah prayed while he was in the fish. Remind the children of the words they thought of earlier. Can they be sorted into categories? These ideas may help but do use your own instead or as well.

- Jonah was feeling lonely and bewildered after all that had happened to him.
- Jonah was scared of being where he was and frightened by God's power.
- Jonah felt sorry for refusing to do what God had wanted him to do.
- Jonah was thankful God had saved his life this far.
- Jonah was determined now to obey God.



Help the children to use their words and ideas either to write a prayer of their own or to write one together as a group. You could either write it as if it was Jonah's prayer or simply as their own prayer(s).

Afterwards they could decorate their own copy of it to keep, perhaps as a card or as a wall hanging by attaching a piece of ribbon to the top.

# Unit 5 Tell the World!

## Telling the Story Part 5

Jonah had prayed to God. His prayer was heard. Remind the children about the balloon fish you burst in Unit 3, if you did. What can they tell you? The fish coughed up Jonah onto dry land. God spoke to Jonah again, telling him to go to Nineveh. Ask the children if they can remember what was wrong with the people. Then dress up children as you tell the story from Jonah chapter 3. (prime them beforehand if you prefer)

### You will need:

- tea towel headdress
- bit of cloth to act as a bandage
- old shirt to act as tunic
- bandana or a hoody
- old shredded t-shirt or something to represent sackcloth x 4
- a simple cardboard crown

### Begin your Story:

*(Choose Child 1. Put headdress on him. He is Jonah) Jonah obeyed God and set out for Nineveh. It was a very big city. It took Jonah 3 days to walk around it. (set Jonah off on a walk round the group and get the children to count his circuits 1...2...3) He saw some amazing things while he was walking. On the first day he heard lots of shouting and rude words being yelled out. Then he saw a man who'd got into an argument which had turned into a fight. (Child 2: pretend to fight him. Get him to hold his head where you 'hit' him; bandage his wound.) Jonah stood on a box and called out, " People of Nineveh, God has seen your wicked ways and he is not happy. He has given you 40 days to change your ways. If you do not, God will destroy your city." On day 2, it was market day and the centre of town was very busy. (Child 3: to wear the old shirt and act as a market trader. Decide together what he is selling. (Child 4: bandana or hoody as he's the thief.) They were selling everything you could imagine: (Ask children for ideas) But there were other folks around as well, who were just out to get what they could get. Some were the traders who charged their customers far too much; some were even stealing from the stalls, taking stuff when they thought no-one was watching. But Jonah saw it all. Jonah stood on his box and called out, " People of Nineveh, God has seen your wicked ways and he is not happy. He has given you 40 days to change your ways. If you do not, God will destroy your city." On Day 3, Jonah saw a class of children in the school playground and all of them were arguing and fighting and hitting each other and cheating in their games and none of them would listen to the teacher when it was time for lessons again. Jonah thought they deserved to be punished. Once again he stood on his box and called out, " People of Nineveh, God has seen your wicked ways and he is not happy. He has given you 40 days to change your ways. If you do not, God will destroy your city." All the people were sorry for what they had been doing and put on sackcloth (children 2,3, and 4 pull on shredded T-shirt) and went without food to show they were sorry. (Child 5 wears crown and holds paper scroll) Even the King was worried and ordered everyone to ask Jonah's God to have pity on them and even he put on sackcloth too!*

**Do you know what happened? Yes, God listened to the people because they were sorry and he did not destroy their city.**

# Unit 5 Tell the World!

## Follow up to the Story:

After applauding your actors, go over the story again by asking questions about the events in it. Then check the children understand what God saw as the problem and why he relented. Make sure they don't think God allowed the evil to continue: That had to be stopped and the people had to be sorry before God could forgive them.

People around us need to know how forgiving God is. Ask if the children ever talk to their friends about God. What do they say? What could they say? Could they invite their friends to anything at the Meeting so they can begin to learn about God? Lead the discussion bearing in mind the age of your group.

### Play a Game to reinforce the Story:

- **You will need:**
- a piece of chalk
- a packet of large, brightly coloured sticky labels
- a crown, like the one from the story

### To Play:

Divide your room into 3 sections, with the middle one, the kingdom, being larger than the end two home bases. One player begins the game as 'King Maker', is given the chalk, the crown and a sticky label to wear and stands in the central kingdom. He is alone and wants others to join him but he has to put his mark on them so they can. The other players are in one of the home bases. Call 1...2...3...Go! and all the players have to run across the kingdom to the other home base without being touched by the King Maker's chalk. Any chalked player must wear a sticky label and can help put labels on others who have been chalked next time. Play continues until the last player is chalked. This player can be the new King Maker if you wish to play again.

*Afterwards talk about how much Jesus wants us to be with him in his kingdom and help him reign. He also wants us to bring others to him so they can reign with him too (which is why the other players helped the King Maker in the GAME).*



What are we looking forward to in the Kingdom?

Encourage the children to say what they think might happen, what it could be like and what definitely won't be there.



# Unit 5 Tell the World

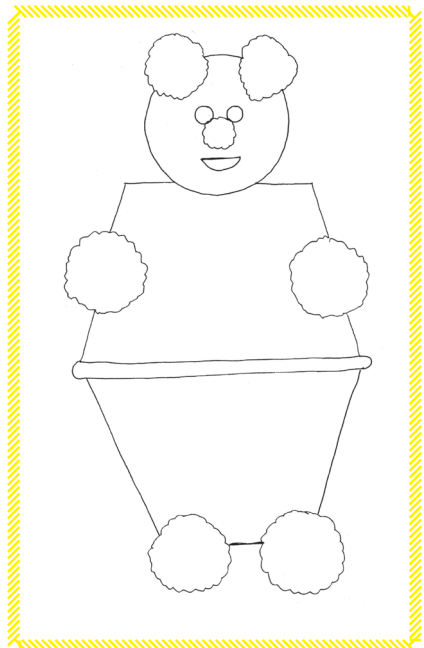
In 2 Corinthians 2:14-17, we are told to spread the gospel like a sweet-smelling fragrance.

Have a collection of different smells, some of which the children will dislike and some which they will like. If we like a perfume, we are happy to be near it; if we don't, we move away. Explain to the children that just as they liked certain smells and were happy to be near them, so we have to show our friends that God and Jesus are nice to be with.

## Make a Potpourri Panda to remind ourselves to talk to our friends about God:

### You will need:

- 2 clear plastic cups per child
- 6 medium-sized black pompoms\* and one tiny brown one per child
- one medium-sized polystyrene ball\* per child
- 2 googly eyes\* per child
- scraps of red paper/card
- some darning needles
- pva glue and glue sticks or a glue gun
- scissors
- clear tape
- pot pourri - if possible a choice of fragrance



### What to do:

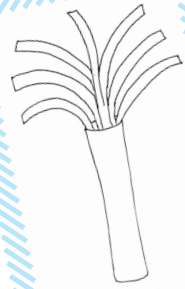
1. Make holes all over the sides of the plastic cups (watch here for safety!)
2. Fill one cup with pot pourri and help the child to tape the empty cup to the rim of the full cup. It will be easier to have pre-cut the tape.
3. Using the glue gun, glue or tape the polystyrene ball as a head to the top centre of a cup.
4. Dab a blob of glue on on the top sides of the head and stick on 2 black pompoms as eyes.
5. Stick the googly eyes in position, the brown pompom nose and use a scrap of red paper or card for the mouth.
6. Glue 2 black pompoms to the sides of the top cup to act as paws and 2 to the lower cup.

\* pompoms, polystyrene balls and googly eyes are available from high street craft shops or online.

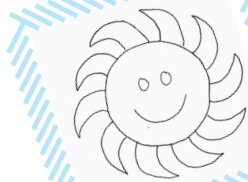
# Unit 6 God is Fair!

## Telling the Story Part 6

Jonah chapter 4 shows God is fair to all because he cares for us all.



Familiarise yourself with chapter 4 and then prepare to tell the story using these ideas:  
You will all be telling the story together but with your lead: For this you will need simple puppets for every child and yourself, so make these first and then use the script below as a guide, while you move your puppets, showing them how to move theirs. This way you can tell the story together.



### You will need for each person:

- a card Jonah (based on Jonah from Resources page 1)
- 3 twigs tied into a tripod for a shelter
- a paper vine made out of rolled green paper, which you slit all round for 2/3 of the way down from the top and then pull up the layers to make the branches fan out.
- a brown paper worm
- a sun shape on a craft stick
- lump of plasticine or blu-tac



### The Script:

*(Hold up Jonahs) Jonah was very cross. God was not going to destroy Nineveh after all. He knew it! He stormed off angrily through the city gates and out into the country. Why is God SO caring about everyone? These people were so wicked and yet God saved them!!! The sun was hot. (push sun on its stick in the lump of plasticine) Jonah built himself a flimsy little shelter and sat down thinking about those wicked people. (Make the shelters stand up and move Jonah under or nearby.) But God cared about Jonah too. He made a vine grow up tall. (Pull out your vines so they shelter Jonah) That was a much better shelter. Now Jonah wasn't in the hot sun any more. He felt much happier! He went to sleep. The next morning, God provided a worm which chewed through the vine and it died. (action worm with munching sounds) The sun came up (hold up suns) and Jonah began to get hot. Soon he was very, very hot. His head ached and he felt sick and faint. He moaned and groaned to God. (lie Jonah down) God said to Jonah, 'Jonah, you liked it when I helped you. Why didn't you like it when I helped the people of the city of Nineveh? Are you being fair to them?'*

What do you think children? Was Jonah being fair? Was God being fair? Why did God help the people? Are you always fair to your friends?

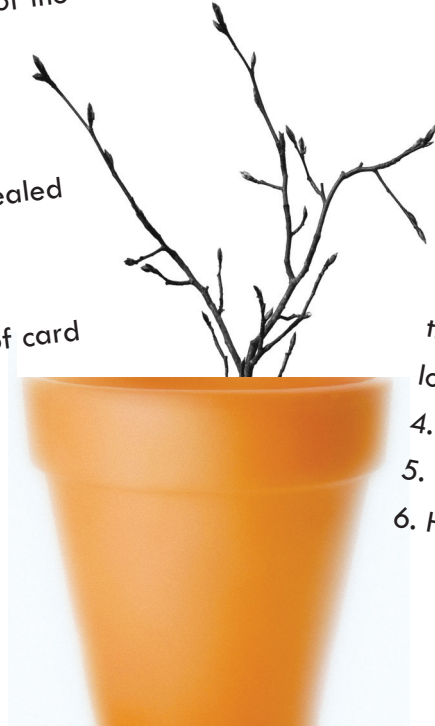
# Unit 6 God is Fair!

## Make some Caring Trees

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

### You will need:

- a branchy twig per child
- a flower pot with its holes sealed or an equivalent per child
- some playsand
- some oval shapes cut out of card to represent fruit
- some ribbon or thread
- a hole punch
- felt pens and pencils



### What to do:

1. Help the children to think of things God has done for them and get them to write these on the fruit shapes. Assist as necessary.
2. Punch a hole in each fruit shape at the top.
3. Thread and tie a length of ribbon or thread through the hole to make a hanging loop.
4. Put the sand into the flower pots.
5. Push the branches into the flower pots.
6. Hang the fruits from the branches.

**Play Giveaway Grab** - a game played in 2 stages, so that whoever wins the first is unlikely to win the second, which helps teach the point about giving.

### You will need:

- 2 tea trays
- dried peas or smarties
- straight drinking straws
- 3 plastic bowls/boxes

**To begin:** Place the tea trays, with the peas or smarties emptied out on them, at one end of the space and the bowls a distance away. Give everyone a straw and put the everyone in 2 teams but choose one person to be 'Poor Peter' or 'Poor Penny'.

**Stage 1:** At signal, everyone rushes to their tea tray to pick up a pea by sucking on the straw, before rushing to their team's bowl to drop it in. (no hands allowed!) Keep going until all the peas are in the bowls. Which team has grabbed the most?

**Stage 2:** But what about Poor Peter/Penny? Her bowl is empty! So now have a race to see who can be the first to transfer their peas into Peter/Penny's bowl. The winner ought to be the team with the least peas to move!

**Teaching:** The winners were not the ones with the most but the ones who gave most.

# You could adapt this game for younger children simply by abandoning the straws and just picking up peas by hand or you could even use play bricks instead.