



Keeping Sabbath

About this Faith Practice

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of sabbath-keeping experiences through outward action to followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

Let's Begin...

Now that you've downloaded the files for your faith practice and age group or setting, you can get started planning one or multiple sessions:

1 Open the .pdf file for Workshop Rotation. There are eight workshops which explore this faith practice:



Art



Computer



Drama



Food



Games



Music



Science



Video

2 Locate the Workshop you've chosen

3 Look through all 9 activities and select the ones you would like to do with your group.

- If you're planning a 30–45 minute session, choose 3 activities.
- It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving.
- For 45 minutes to 1 hour, choose 4 or 5 activities.
- For a 1½ to 2-hour session, you can use all 9 activities.

Tip: Look for this symbol  to find activities designed for Easy Preparation (able to be done with minimal preparation using supplies normally found at the church).

- 4 Make copies of any handouts (🖨️) related to your activities. Order posters (🖼️), if using art (see “Ordering Posters,” below).

Use of Art, Music, and Scripture in Faith Practices

Faith Practices activities include many opportunities to grow in faith through the use of scripture, music, and art.

Ordering Posters

If you choose activities that use an art image, you or your church will need to purchase posters of the art by clicking on the link provided in the activity. If you wish to use art, you will need to plan ahead, since it takes 1 to 2 weeks for the posters to arrive after you place your order.

Art

Six posters are used with the faith practice Giving and Receiving Hospitality and may be ordered by clicking on the links provided.

From Imaging the Word Poster Sets:

“Out of Work” by Käthe Kollwitz (<http://www.tinyurl.com/UCCResources>)

“The Public Fountain” by Manuel Alvarez Bravo (<http://www.tinyurl.com/UCCResources>)

“Guatemala: Procession” by Betty LaDuke (<http://www.tinyurl.com/UCCResources>)

From AllPosters.com:

“The Dance of Youth” by Pablo Picasso (<http://www.tinyurl.com/AllPosters7>)

“Going to Church” by William H. Johnson (<http://www.tinyurl.com/AllPosters8>)

“Midday Rest” (after Millet), c.1890 by Vincent van Gogh (<http://www.tinyurl.com/AllPosters9>)

Music

Three music selections are used with Giving and Receiving Hospitality. We have selected music which is easily found in many hymnals. A web link is provided to give more information about each music selection.

Let Me Enter God’s Own Dwelling, Tune: Unser Herrscher (<http://www.tinyurl.com/FPSong7>)

I Woke Up This Morning, Tune: Woke Up This Morning (<http://www.tinyurl.com/FPSong8>)

I’ve Got Peace Like a River, Tune: Peace Like A River (<http://www.tinyurl.com/FPSong9>)

Scripture

Twelve Bible passages are used with Giving and Receiving Hospitality, two with each Exploration.

Discovery	Genesis 2:2–4	Luke 12:22–31
Scripture	Mark 2:23–3:6	Exodus 20:1–17
Discipleship	Luke 6:1–11	Deuteronomy 6:1–9
Christian Tradition	Mark 6:30–34, 53–56	Isaiah 58:9b–14
Context and Mission	Jeremiah 17:19–27	1 Corinthians 11:17–26
Future and Vision	Psalms 119:105–112, 129–136	Matthew 27:51–66 (Matthew 26:14–27:66)

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Workshop: Art

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, i.e. Visual Spatial, Logical/Mathematical, Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalist.

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- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different Intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop Leader*: uses this resource to plan the workshop, adjusting each workshop to best meet the needs of learners, i.e. age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be able better to understand those concepts and how they relate to things like work and rest. Learners will have an opportunity to experience keeping Sabbath as modeled throughout the Bible using drama, computer, food, science and nature, art, games, music, video workshops. Learners will discover that Sabbath is not a chore or duty, but rather a gift from God to each one of us for rest and re-creation.

In this workshop, learners will enter into the practice of keeping Sabbath by using the visual arts to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's writing on communion (1 Corinthians 11:17–26).

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORY:

Luke 12:22–31

Exploring & Engaging Activities



1 Describe Sabbath (Easy Preparation)

Supplies:

- Bible

Gather in a common space for the opening ritual. Welcome the learners and remind them that you are all together to learn about what it means to keep Sabbath. Today you will use art, activities like drawing and painting, to look at some Bible about Sabbath. Read Genesis 2:2–4, or invite a volunteer to read these verses. Remind the group that in this story of Creation, God created something different each day. And, on the seventh day, God rested. From the very first story in the Bible we learn that rest from work is important. Sabbath is an intentional time set apart to rest, to reflect, and to renew. Sabbath is a time of peace.

Invite the learners to describe times of rest, times when they stop their usual activities. What do they do on Sunday? What do they do on vacation?

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on using art to explore the idea of Sabbath. What are times when viewing or creating a work of art deeply impacted you? Think about the learners and how art creates bridges of learning with younger people. What childhood memories do you remember

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that feature art? Remember especially for this workshop that the artistic abilities in your group may vary a great deal.

Position yourself in a way that best allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you!

Prayer: Wonderful Creator, the heavens and the earth speak of your creativity. Each delicate leaf on the trees and each smile on the face of a child are works of art from you. Teach me to stop and notice the amazing work of your hands throughout my day. As I prepare for this workshop, help me to see the creativity that you have given me and each of my fellow learners as we were created in your image. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.



2 Picture Sabbath

Supplies:

- poster: “Midday Rest” (after Millet), c.1890 by Vincent van Gogh, <http://www.tinyurl.com/AllPosters9>
- poster: “Going to Church” by William H. Johnson, <http://www.tinyurl.com/AllPosters8>

Draw the children’s attention to one or more of the posters you have displayed. Allow time for them to look carefully at the pictures. Invite them to talk about what they see: What are the people doing? Why might they be doing that? What might they have been doing before or after? How do the colors in the picture make you feel? If you were the artist, what colors would you use to tell the story of the picture? What is your favorite part of the picture? Why?

3 Peace Like a River

Supplies:

- song “I’ve Got Peace Like a River” (tune: Peace Like a River) <http://www.tinyurl.com/FPSong9>
- paper
- watercolor paint and wide brushes
- pan of water for cleaning the brushes

Invite the group to think about a long, peaceful river. Have them close their eyes and picture themselves next to the river. Pause to listen for the sound of the river. With closed eyes, use your arms to show the flowing motion of the river. Are there any branches in your river? Are there any birds flying over the water, frogs jumping in the river, fish swimming in the water?

Invite the children to use the watercolor paints to paint a flowing river. How can they make the river flow with the colors?

Sabbath is a time of rest, a time of peace. Invite the group to stand and sing “I’ve Got Peace Like a River.” Listen to the tune at <http://www.tinyurl.com/FPSong9>. Invite the learners to dance and move to the music as well as sing the words. You may want to use these actions for the song:

- Peace: Make a peace sign with your hand
- River: Wave motion with hands
- Joy: Trace a smile on your face
- Fountain: Two hands together in front of body, push upward and outward (tracing water in the fountain)
- Love: Cross hands across chest
- Ocean: Gesture broadly, indicating something large

Discerning & Deciding Activities



4. Put Aside Worries (Easy Preparation)

Supplies:

- Bibles
- paper
- newsprint or mural paper
- glue or tape



Have the children find Luke 12:22–31 in their Bibles. Tell this story in your own words. It is hard to honor Sabbath when we are worried and anxious. Jesus told his followers not to worry about food or clothes. Distribute the paper and invite the children to make a torn picture of something about which people worry. This could be a house (place to live), a t-shirt (clothing), a food item (such as a banana, apple, pizza, etc.), a figure of a person (friends), a dollar bill or coins (money).

Divide the mural paper or newsprint in half. On one half, write the title “Do Not Worry, Luke 12:22.” Have the children post their torn paper worries on that side. Title the other side “Seek God.” Invite the children to name ways to seek God, such as prayer, worship, Bible, Sabbath. Write their ideas for seeking God on this half of the mural.



5 Create a Creation Blanket

Supplies:

- Bible
- a 3' by 5' sheet of paper or a large white bed sheet
- crayons or markers
- handout “Creation Story,” Attachment: Activity 5

Spread out the paper or sheet and gather the children around the edges. Make sure that each child has space to draw. Tell the group that God created Sabbath time and rest in from the very beginning of Creation. Show them where the story is found in the Bible. As you tell the simple “Creation Story,” invite the children to draw the creation story on the large piece of paper. (Consider that young children are growing in their abilities to share. It may be helpful to designate with a name an area for each child.)

Pause after each part of the story to provide time to draw. When you reach the conclusion of the story, ask the children to put down their markers or crayons. Place the “creation blanket” on the floor and invite the children to put their heads on the blanket and rest.

6 Sabbath Candles

Supplies:

- double boiler with water
- wax: paraffin, beeswax, old candle stubs
- ready-made wicks
- candle mold: cardboard milk carton, old jelly jars,
- oil or silicon spray

Candles are often helpful in centering, being still, seeking God, and honoring Sabbath. There are many Web sites that offer steps for making candles, such as <http://www.tinyurl.com/23e2t6q>. Reserve the church kitchen for this project, and recruit several additional Shepherds. Since it takes approximately 45 minutes for the candles to set, plan to have the children take home these candles in the next session.

As the children work, remind them about the candles in the sanctuary. Talk with them about the candle reminding us of the presence of God. In what other services of worship do you use candles? When do they use candles at home?

As you complete this project, gather the children in a circle around a lighted candle. Invite them to say a word that reminds them of Sabbath, rest, peace, or God. Close this prayer by saying Amen together.



Sending & Serving Activities

7 Midweek Reminders (Easy Preparation)



Supplies:

- newsprint or white board and markers
- 8 ½" x 11" white paper cut into four equal size pieces
- envelopes
- crayons, markers, colored pencils

Sometimes we need a gentle reminder to help us remember to walk in God's way of Sabbath. Invite the children to brainstorm different ways they could celebrate Sabbath in the coming week. List their ideas on newsprint or white board. Have them choose one idea that they will try out this week. Print that idea in the middle of a piece of paper. Decorate the edges of the paper with crayons, markers or colored pencils. Have the children place the reminders in the envelopes, seal the envelope, and write their mailing address on the front. Make arrangements to mail reminders early in the week. If mailing costs are prohibitive, encourage the children to take home their sealed envelopes and open them during the week.

8 Twisted Wristbands

Supplies:

- embroidery floss in a variety of colors cut in 24" lengths

God wove the gift of rest right into the very fabric of creation. Invite the children to make twisted wristbands as a reminder that they are invited to enjoy regularly God's gift of Sabbath. Have each child choose seven strands of floss, one for each day of the week. Six strands will be the same color (or different shades of one color), and one will be a contrasting color. Follow the instructions on the Web page "Ties That Bind," <http://www.tinyurl.com/2f72f36>, to make wristbands, using seven strands instead of six.

9 Offer the Gift of Sabbath to Others

Supplies:

- colored construction paper
- scissors
- pipe cleaners, several for each flower
- pencils
- glue or tape

Invite the children to make flowers to give to others in the congregation as reminders of the importance of Sabbath. Use their reflections and ideas from Activities 1, 4, and 7. To make the flowers, cut a 2" circle from the construction paper for the center. Then cut 5–6 petals for each flower and some leaves. Twist together several pipe cleaners for a stem. On each petal write one of the ideas for keeping Sabbath, or a reminder of what Sabbath is. On one petal the scripture reference: Genesis 2:2–4. Glue the petals to the center, attach the stem, and glue the leaves to the stem. Have each child give a flower to a family member, a friend, or a member of the congregation.

Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?

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Creation Story

In the beginning, God created the heavens and the earth. On the first day of God's work, God created Day and Night.

(Pause and invite the children to draw)

On the second day of God's work, God created the sky.

(Pause and invite the children to draw)

Next, God created dry land and called it the Earth. God gathered the water together and called it the Seas.

(Pause and invite the children to draw)

Then God created plants of all kinds. There were plants with fruit, plants with seeds and plants with leaves. This was the third day of God's work.

(Pause and invite the children to draw)

On the fourth day of God's work, God created the sun, moon and stars.

(Pause and invite the children to draw)

Then, God created birds to fly in the sky and creatures to swim in the seas. That was the fifth day of God's work.

(Pause and invite the children to draw)

Next, God created animals that hopped, animals that slithered and animals that walked on hooves and paws.

(Pause and invite the children to draw)

Then God said "Let's make people." So God created people and blessed them. That was the sixth day of God's work.

(Pause and invite the children to draw)

On the seventh day, God looked around at all the work of creation. It was good! God blessed the seventh day and called it holy. And so, God rested.

(Use the finished creation mural as a "blanket," and invite the children to take turns resting)

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Workshop: Computer

About this Rotation

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The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be better able to understand those concepts and how they relate to things like work and rest. Learners may discover that Sabbath is not a chore or duty, but rather a gift from God to each of us for rest and re-creation.

In this workshop, the learners will enter into the practice of keeping Sabbath by using computers and the Internet to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

As always, remember that each portion of this workshop is optional. Feel free to mix and match the content here to best suit the needs and setting of your own faith community!

BIBLE FOCUS STORY:
Genesis 2:2–4
SUPPLEMENTAL STORIES:
Mark 2:23–3:6

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on using computers and the Internet to explore the idea of Sabbath. What Web sites or computer programs have you used to help learn about Sabbath? In what ways do you know about where computers and the

Exploring & Engaging Activities



1 Opening Ritual (Easy Preparation)

Supplies:

- Bible
- computer with internet access

Gather together in a common space for the opening ritual. Welcome the learners and remind them that you are all there to learn together about what it means to keep Sabbath. Today you will use computers and the Internet to look at the stories from the Bible that talk about Sabbath.

Show the children where the story of Creation is found in Genesis. Read Genesis 2:2–4. What do they think it was like for God to rest? What might God have done on the seventh day to enjoy the Creation that God had made?

Go to <http://www.tinyurl.com/2cdpwhd> and watch the Creation story. While the focus story for this Rotation is only on the seventh day, it is a helpful reminder to review the whole story in Genesis 1:1–2:4.

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Internet are used to bring about rest, re-creation, justice, and strengthening of community? Think about which of those might best impact the learners who will journey with you.

Position yourself in a way that best allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you!

Prayer: Miraculous Creator, you fill this world with so many wonders. You created us in your image, giving us that same drive to create. Help me to use the wonderful inventions at our disposal to bring myself and my fellow travelers closer to you and your way. As you prepare me for this workshop, allow me to see that even our technology is a reflection of the divine purpose to create. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.



2 Sabbath Rest

Supplies:

- poster: “Midday Rest” (after Millet), c.1890 by Vincent van Gogh, <http://www.tinyurl.com/AllPosters9>
- computer with Internet access

Display the poster, or find it at <http://www.allposters.com>. Look for other posters of rest, such as “Rest” by Pablo Picasso. What might a picture of Sabbath rest look like?

3 “This Is the Day”

Supplies:

- Song “This Is the Day” (tune: This Is the Day)

You can hear the tune at <http://www.tinyurl.com/243rwrj> and find the words to this song at <http://www.tinyurl.com/26raf7f>.

Actions for “This Is the Day” (along with alternate lyrics):

- “This is the day ... “: Hold arms over your head like a sun
- “These are my friends ... “: Walk around and shake hands with as many people as you can
- “This is the world ... “ Spread your arms out really wide and turn in a circle (not too fast!)

After singing the song invite everyone to pray together. Ask God to help everyone understand Sabbath better in your time together and to help everyone have a good time using the computers and Internet today.

Discerning & Deciding Activities



4 The Story of Creation (in Lego® Bricks!)

Supplies:

- computer with Internet access
- projector (optional)

Direct the learners to <http://www.tinyurl.com/2f995ph> to watch the Lego animation, “The Story of Creation.” Depending on the age and skill level of the children in your group, you may want to preload this video on each computer. Another option is to project the video on a large screen so that everyone can see it at one time, using one computer and a projector. Encourage the Shepherds to wander around the computer lab to answer any questions the children may have while watching the video.

In this video, God has a beard and is referred to as “he,” and humanity is referred to as “man.” While this language and the pictures are not as inclusive as possible, please note this is a story, not a scientific account.

After the learners have watched the video, pose these or similar questions for reflection:

1. What kind of stories have you told using Lego® bricks or another type of building blocks?



2. Why do you think God rested after making everything?
3. Why do you think rest is important?
4. When do you rest?

5 Your Own Word Search

Supplies:

- Bible
- computer with Internet access

Have the children find Mark 2:23–3:6 in their Bibles. Invite a volunteer to read the passage. Then direct the learners to

<http://www.tinyurl.com/5v9n7n>.

Explain to the children that each of them will make their own unique word search using words from the Bible passage. Depending on the ages of your children, you may provide them with a list of words (15–20 works well), or allow them to choose their own words using a Bible turned to Mark 2:23–3:6!

The following are the suggested settings for the Word Search Creator (feel free to use whatever settings work best in your situation):

- Step 1 — Title: Jesus and the Sabbath
- Step 2 — Size of your word search puzzle: 15 across & 15 down
- Step 3 — Puzzle options: Share letters occasionally
- Step 4 — Output type: HTML

Send the Shepherds around to help the children build their word search. When a child completes building a word search, click on the button “Create My Puzzle!” at the bottom to see the unique word search appear on the screen. Next, click on the link “Print this page” above the puzzle to allow the learners to take their puzzles home. As each child may finish this activity at a different pace, allow those who finish first to begin searching for their words.

6 Journey to Bolivia

Supplies:

- Bible
- computer with Internet access

Have the children find 1 Corinthians 11:17–26, and invite a volunteer to read the verses. Explain that just as in this Bible story, people around the world go hungry every day. God wants us to help them have what they need to live a healthy life. Then direct learners to <http://www.tinyurl.com/2c6qynm> to learn about Bolivia and the stories of three children from there: Jhonny, Jaime, and Marie.

You could have the learners look at a map of Bolivia (under “Map” in the left-hand menu), do a word search with words from the Bolivian children’s stories (under “Puzzle” in the left-hand menu), or even explore some activities with their families to bring hope and justice to the people of Bolivia (under “Extend Yourself” in the left-hand menu). Send your Shepherds around to help the children as they explore the site.



Sending & Serving Activities



7 Write a Letter

Supplies:

- word processing program
- paper

If you used Activity 6, invite the children to compose a letter to Johnny, Jaime, and Marie. In the letter the children can describe what they are learning about keeping Sabbath.

8 Create a Newsletter

Supplies:

- newsletter template (found in Microsoft Word or Publisher)
- paper
- printer and photocopier

Invite the children to talk about what articles they might include in a newsletter about the faith practice of keeping the Sabbath. Some suggestions might include: the word puzzles from Activity 5, an interview with God on the seventh day, a brief article about Church World Service, a prayer or poem. Decide who will work on each part of the newsletter. Then put all the content on one template. Print and copy the newsletter for distribution to the congregation.

9 Closing Prayer

Supplies: None

Gather the group in your common meeting area. Thank the children for their good behavior around the computers, and take time to encourage those who may have offered extra help to other learners. To help summarize the activities of this session, pose these or similar questions:

- What was your favorite moment from using the computers today? (It could be one of the websites, a game that they played, or learning something new about how to use the computer.)
- What do you think God is trying to teach us about resting, re-creating, and justice through the activities today? (Depending on the age of the children, you might want to use other words to describe these concepts.)
- What is one thing you are going to share with your family about Sabbath this week? (Sharing one of the Web sites with their parents, showing them the puzzle that was used, giving a copy of the newspaper, and so forth.)

If time allows, sing “This Is the Day,” <http://www.tinyurl.com/243rwvj>.

Close your time together in prayer, thanking God for all the fun you had in this session and thanking God for the technology that allows us to learn more about rest, Sabbath, and people around the world. Send them off with a smile and a hope to see them again next week!

Reflect

As you think back on this session, what moments stand out for you? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?

Keeping Sabbath



Workshop: Drama

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, i.e. Visual Spatial, Logical/Mathematical, Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.



- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop Leader*: uses this resource to plan the workshop, adjusting each workshop to best meet the needs of learners, i.e. age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be able better to understand those concepts and how they relate to things such as work and rest. Learners may discover that Sabbath is not a chore or duty, but rather a gift from God to each of us for rest and re-creation.

In this workshop, the learners will enter into the practice of keeping Sabbath by using drama to engage in one or more themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORIES:

Mark 2:23–3:6

1 Corinthians 11:17–26

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that this workshop focuses on using drama to explore the idea of Sabbath. What stories or events from your own life reflect the concepts of rest, re-creation, justice, and community? Think about the learners who will be journeying with you. What stories might they have?

Position yourself in a way that best al-

Exploring & Engaging Activities



1 Opening Ritual (Easy Preparation)

Supplies

- Bible

Gather together in a common space for the opening ritual. Welcome the learners and remind them that you are all together to learn about what it means to keep Sabbath. Today you will use drama and acting to look at the stories from the Bible that talk about Sabbath.

Read Genesis 2:2–4. From the very beginning of everything, God planned for rest. God planned that after working at a task, there should be time for rest — even for God! Talk with the children about when they rest. Talk about how we use Sunday as a day set aside from regular daily tasks such as going to school or going to work. Rest can sometimes mean a change in routine.



2 Artwork and Sabbath

Supplies:

- posters, "Going to Church," <http://www.tinyurl.com/AllPosters8>, by William H. Johnson and "Midday Rest" (after Millet), c.1890 by Vincent van Gogh, <http://www.tinyurl.com/AllPosters9>
- digital camera (optional)

Keeping Sabbath



allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you!

Prayer: Most gracious God, with a word you began creation. You spoke and each part came into being — even the rest that you call us to enter. In that rest you began the story of humanity that leads to this very moment. Help me to understand that I and my fellow travelers on this journey are part of that story. As I prepare for this workshop, give me the creativity, energy, and insight to share the story with others. Amen.

Display the posters in a prominent place where they can be easily seen by all the children. Draw the learners' attention to both posters. Ask them questions about the posters that draw them into the topic of this workshop, such as: What do you think is the story behind this poster? Is it a happy story or a sad one? Why do you think the artist/photographer made this image? Invite the children to pose as if they are being painted for one of the posters. What does it feel like to think about being in this picture? Change positions and pose as a different person in the picture. Talk with the children about their trip to church. Let each child pose others in the group to make his or her own picture of going to church. Take pictures of these poses and display them in the learning area.

3 Sing about Sabbath

Supplies:

- song, for "I've Got Peace Like a River" (Tune: Peace Like a River), <http://www.tinyurl.com/FPSong9>

Read the lyrics and listen to the tune at <http://www.tinyurl.com/2ego6jy>.

Invite the group to stand and sing a song that helps us think about Sabbath. Talk with the about a how a river often seems to have a slow, lazy movement. At other times, particularly after a storm, a river may be all stirred up and flow rapidly. Sometimes people think about and feel calm and peaceful when sitting near a lazy flowing river. Sabbath is a time of rest, a time of peace, a time of calm. Before singing the song, invite the children to act out a peaceful river. How would their arms move? How would their bodies sway? Encourage them to move all around the learning space like a river moves downstream in its banks.

Encourage the learners to dance and move to the music as well as sing the words. One option is to teach them actions to accompany the words of the song.

- Peace: Make a peace sign
- River: make a wave motion with hands
- Joy: trace a smile on your face
- Fountain: put two hands together in front of body, push upward and outward (tracing water in the fountain)
- Love: cross hands across chest
- Ocean: gesture broadly, indicating something large

After the song invite everyone to pray together. Have one of shepherds lead the prayer. Ask God to help everyone understand more about keeping Sabbath in your time together, and to help everyone have fun acting, dressing in costumes, and moving around. Remember, this is going to be fun!

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for "easy preparation" (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.

Discerning & Deciding Activities



4 The Heartbeat of Creation (Easy Preparation)

Supplies:

- "The Heartbeat of Creation," Attachment: Activity 4

In the story of Creation in Genesis 2:2–4, God had worked very hard, and then God rested. At the very beginning of Creation, God established a rhythm — for the days and nights, for the sun and moon, for work and for rest. Distribute cop-



ies of “The Heartbeat of Creation” to your Shepherds and ask for volunteers to read the roles of the two voices. Invite the rest of the children to join the chorus. Read through the skit several times until everyone is familiar with the words and the skit flows smoothly. If you have children who don’t read, have your Shepherds make eye contact with them during the actions. You will find that they follow along very well that way! As an option, if the children seem to enjoy reading and performing this skit, consider talking to your worship leader about the possibility of presenting the skit during worship.



5 Frozen Pictures

Supplies:

- “Jesus and the Sabbath Rules,” Attachment: Activity 5
- biblical costumes (optional)

Read the story “Jesus and the Sabbath Rules.” Ask one shepherd to be the narrator and read the story out loud, pausing at the end of the first action verse. At the command “Begin!” the children are to work simultaneously in making a frozen picture of the first action verse. After one minute, call “Freeze!” so that the group holds the frozen picture. Once your first frozen picture is complete, continue reading the story aloud, repeating the process for each of the other action verses. If your group is large, divide into small groups and have each group create the frozen pictures.



6 The Silly City

Supplies:

- “The Silly City,” Attachment: Activity 6
- biblical costumes (optional)

Read the story “The Silly City” to the group. Each time the actions of the people in the story are mentioned, have the learners act them out (for example, when the story says that some people went hungry, ask the children to act out being hungry). Send some of your Shepherds around to help explain and model the actions to the younger children.

Sending & Serving Activities

7 Celebrate with a Snack

Supplies:

- snack (be alert for potential allergies)
- plates, cups, napkins

Thank everyone for sharing their skills and gifts in acting, no matter how big or small a role they played. If appropriate, have them give one another a round of applause.

After a busy session of lots of drama and action, sitting quietly for a snack is a different rhythm. Pause for a prayer before eating the snack. Even these brief moments of remembering God are like a mini-Sabbath. We stop what we are doing, we concentrate on God and God’s presence, and we thank God. Perhaps one or more of the children would be willing to offer the prayer leading a prayer that they use at home.



While the children are eating, ask them what they think Jesus and the disciples might have talked about the evening after they had picked the grain in the field.

⑧ Reviewing the Day

Supplies: None

Invite the children to reflect on the time you have shared together. Use these or similar questions:

- What was your favorite moment from the stories today? (It could be an image, a line of the story, or even something silly that happened!)
- What do you think God wants us to know about resting, re-creating, and justice in these stories? (Depending on the age of the children, you might want to use other words to describe these concepts.)
- What is one thing you are going to do this week to keep Sabbath? (Some examples might be taking a few minutes each day to pray, treating another person better than before, or even enjoying creation.)

If time allows, invite the learners to sing the song “I’ve Got Peace Like a River” again, <http://www.tinyurl.com/FPSong9>.

⑨ Closing Prayer

Supplies: None

Close your time together in prayer, thanking God for all the fun you had, and asking God to show each person how to be a good Sabbath keeper. Send them off with a smile and a hope to see them again in the next session!

Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?



Attachment: Activity 4

The Heartbeat of Creation

Voice 1: In the beginning when God created the heavens and the earth, everything was hidden under a roaring ocean.

Voice 2: And the Spirit of God moved over the water.

Chorus: (*rub hands together*) Moved, moved over the water.

Voice 1: God was working.

Chorus: (*snap fingers*) working, working, working.

Voice 2: For six long days God worked

Chorus: To bring life.

Voice 1: These first six days were all the same. God commanded, God created, and God smiled for it was good.

Chorus: And every day evening came and then the morning.

Voice 2: For six long days God worked to make everything in the heavens and the earth.

Voice 1: And it was good.

Chorus: (*clap in time to the words*) Good, good, very good.

Voice 2: But the seventh day was different

Voice 1: On the seventh day God rested

Chorus: (*sigh loudly*)

Voice 2: Six days God worked.

Voice 1: And then God rested.

Chorus: (*sigh loudly*)

Voice 1: It's a rhythm

Chorus: Six days God worked

Voice 2: (*whisper*) Then God rested.

Voice 1: (*slightly louder*) It's the beat of creation

Chorus: (*slightly louder*) Six days God worked

Voice 2: (*whisper*) Then God rested.

Voice 1: (*shouting*) Do you hear it now?

Chorus: (*shouting*) Six days God worked

Voice 2: (*whisper*) Then God rested.

Voice 1: So God blessed the seventh day

Voice 2: and made it special

Voice 1: because

Chorus: Six days God worked

Voice 2: Then God rested.

All: (*whisper*) God rested.



Attachment: Activity 5

Jesus and the Sabbath Rules

(Mark 2:23–3:6 from *The Message**)

Possible action verses are underlined.

Background information:

- Pharisees: members of a Jewish group that was known for strict obedience to Jewish traditions and laws
- David: refers to King David who was a powerful and important king in the Old Testament
- “infraction”: a breaking of a law
- “hard-nosed”: tough or stubborn

One Sabbath day Jesus was walking through a field of ripe grain. As his disciples made a path, they pulled off heads of grain. The Pharisees told on them to Jesus: “Look, your disciples are breaking Sabbath rules!”

Jesus said, “Really? Haven’t you ever read what David did when he was hungry, along with those who were with him? How he entered the sanctuary and ate fresh bread off the altar, with the Chief Priest Abiathar right there watching—holy bread that no one but priests were allowed to eat—and handed it out to his companions?” Then Jesus said, “The Sabbath was made to serve us; we weren’t made to serve the Sabbath. The Son of Man is no lackey to the Sabbath. He’s in charge!”

Then Jesus went back in the meeting place where he found a man with a crippled hand. The Pharisees had their eyes on Jesus to see if he would heal the man, hoping to catch him in a Sabbath infraction. Jesus said to the man with the crippled hand, “Stand where we can see you.”

Then Jesus spoke to the people: “What kind of action suits the Sabbath best? Doing good or doing evil? Helping people or leaving them helpless?” No one said a word.

Jesus looked them in the eye, one after another, angry now, furious at their hard-nosed religion. He said to the man, “Hold out your hand.” The man held it out—it was as good as new! The Pharisees got out as fast as they could, sputtering about how they would join forces with Herod’s followers and ruin Jesus.

**The Message: The Bible in Contemporary Language, copyright ©2002 by Eugene H. Peterson. All rights reserved.*



Attachment: Activity 6

The Silly City

One day, in a land far, far away from here, there was a city. Now in that city there were a group of people who would get together every week to have a party and celebrate how much God loved them. The problem was that they didn't know how to be nice to one another!

When they got to the meeting place, the people would break into smaller groups and say nasty things about the other people not in their little group. *(have the children break into small groups and look meanly at the other groups)*

Some people would come early and eat all the food and drink all the juice. *(get the children to act out eating and drinking with gusto)*. They ate so much that they got a tummy ache! *(get the children to act out having a tummy ache)*. When the other people arrived later, there was nothing left to eat so they went hungry! *(get the children to act out being hungry)*

Now the people of this city had a friend named Paul, and he heard about all the terrible things that the people were doing to one another. It made him very disappointed, so he quickly sent them a letter: *(have the children act out writing a letter)*

Dear friends,

I heard that you get together every week to celebrate God's love together... but what you do there is not good at all!

You break into smaller groups and treat each other poorly *(have the children break into small groups and look meanly at the other groups)*. Some of you eat all the food *(get the children to act out eating and drinking with gusto)* and end up getting tummy aches *(get the children to act out having a tummy ache)*, so that the rest of you go hungry! *(get the children to act out being hungry)*

That's not how brothers and sisters in God's family are supposed to treat one another! When Jesus had his last meal with his friends and followers, he told them to remember him whenever they ate together. And Jesus wants us to love one another! So from now on, when you come together to celebrate that God loves you, eat and drink together as friends!

Your friend,

Paul

When the people read his letter, they realized that hadn't been loving one another like they were supposed to. They all said sorry to one another *(get the children to walk around and say sorry to one another)*, and promised to treat one another like Jesus wanted them to.

From then on, every time they met together, they ate, drank, sang, and prayed together ... as friends. *(get the children to join their hands in a big circle)*

Keeping Sabbath



Workshop: Food

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

About Workshop Rotation

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- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
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- *Workshop Leader*: uses this resource to plan the Workshop, adjusting each workshop to best meet the needs of learners, i.e. age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be able better to understand those concepts and how they relate to things like work and rest. Learners will discover that Sabbath is not a chore or duty, but rather a gift from God to each one of us for rest and re-creation.

This workshop offers the opportunity for the learners to enter into the practice of keeping Sabbath by using food to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

Note: Most of the activities for this workshop center around food. Be very careful to learn of any food allergies among the learners.

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORIES:

Mark 2:23–3:6

1 Corinthians 11:17–26

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on using food to explore the idea of Sabbath. Have you ever thought about food as a way to experience rest and Sabbath? What foods do you crave

Exploring & Engaging Activities



1 Sunday Dinner

Supplies:

- Bible

Gather together in a common space for the opening ritual. Welcome the learners and remind them that you are all there to learn together about what it means to keep Sabbath. Invite the children to talk about their family rituals on Sunday. How is this different from the others days of the week? A tradition in some families is to go to Grandma's for dinner after church, or maybe to go to a restaurant. Some families have a special Sunday meal, such as pancakes or pot roast. Ask the children to describe their families' Sunday meal traditions.

Remind the children that in the story of Creation in Genesis, God rested on the seventh day. What kind of refreshment might God have enjoyed on that day?

Keeping Sabbath



when you want to relax? What stories of food and re-creation can you think of from your own life? In what ways might the learners with whom you are journeying experience food and rest together?

Position yourself in a way that best allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you!

Prayer: Divine and fulfilling God, your world is full of the food and water we need to survive. Even as a farmer labors in the field to help the grain grow, we know that it is you who does the growing. In that bounty, may we never forget where all of the food and water comes from, or those who do not have the plenty in which we live. As I prepare for this workshop, open my senses and heart to experience the lessons you have for us in the simple acts of preparing and sharing nourishment. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.



2 A Refreshing Drink

Supplies:

- poster: “The Public Fountain,” by Manuel Alvarez Bravo’ <http://www.tinyurl.com/UCCResources>
- glass of water for each child

Display the poster “The Public Fountain,” <http://www.tinyurl.com/UCCResources>, by Manuel Alvarez Bravo. Invite the children’s reflections on the artwork: Why might this boy be thirsty? Who might have provided this fountain? How does it feel to be really thirsty? What words might this boy use to tell you about the water?

Sometimes when you work hard or play hard, it feels good to pause and have a refreshing drink of water or juice. When you stop and take a break, give thanks to God for work and rest.

Offer glasses of water to one another saying, “[Child’s name], remember to thank God for rest and refreshment.”

3 Picking Fruit

Supplies:

- Bible
- fruit slices such as strawberries, apples, oranges, or pears

Invite the learners to gather in a circle and to close their eyes. Have them imagine that they are walking through a strawberry field or an orchard with Jesus. It’s Sunday, and no one is to be doing any work of any kind. This is just a leisurely stroll with Jesus in the middle of the afternoon. You are getting hungry, and no one brought a picnic lunch or snacks or anything to drink. So, you begin to pick some of the fruit. Some people think this is work and that you should not be picking fruit on Sunday.

Have the children find Mark 2:23–28 in their Bibles. The disciples got in trouble with the religious authorities for picking grain on the Sabbath. Remind the children that Jesus was more concerned about meeting the needs of people even if it meant breaking a rule.

Discerning & Deciding Activities

4 Creation Cookies

Supplies:

- Bible
- large sugar cookies (at least one for each child)
- blue icing
- various sliced fruit for decoration
- wax paper or parchment paper

Gather your group in a kitchen or other area where food preparation can happen (make sure to have a spot for each child in your group). Begin by reading or paraphrasing the creation story from Genesis 1, sharing how God filled the earth with all kinds of good things for us to enjoy.



Invite the children to make a “Creation Cookie” using the provided supplies. Encourage the Shepherd to wander around the group to help each child according to his or her need. Give each child a cookie on a piece of wax paper or parchment paper with his or her name printed on it. When all the cookies are decorated, the names on the paper will help the children more easily claim their own cookie. Have the learners begin with a sugar or other type of cookie to represent the earth. Next, have them spread blue icing on the cookies to represent the water. Then encourage the children to get creative and decorate their cookie with the slices of fruit. Remind them that just as there are many different kinds of plants and animals on the planet, there is no right or wrong way to decorate their cookie.

An option is to provide large cookies (the size of a small pizza) and have several children work together to make a “Creation Cookie.” Make extra cookies to serve at a Fellowship time (see Activity 7).

When the children have finished, gather up each Creation Cookie (don’t forget the piece of wax paper or parchment paper with their name!) and place the cookies on a baking sheet in the fridge for 5 to 10 minutes. Tell the learners that rest is an important part of creation, just as important as all the work they put in making their cookies (you can also use this time to clean up after the activity!).

5 Clumsy Hands

Supplies:

- Bible
- bulky mittens or socks
- list of fine motor tasks such as: peel a banana, pick up a grape out of a bowl, take a cracker out of a box, choose a favorite color of M&M candy, unwrap an individual snack, put peanut butter on a piece of celery, open a bag of chips
- food items from the list of tasks

Read or paraphrase the story of Jesus healing the man with the withered hand in Mark 3. God wants the Sabbath not to be just for rest, but for healing and restoring people as well. Invite the children to experience how difficult life might be for people who do not have the full use of their hands.

Divide the group into pairs. Invite one child in each pair to wear mittens. Read the list of food-related tasks one at a time, and challenge the children wearing the mittens to complete the tasks. This is going to be silly, and there will probably be a lot of laughter. Enjoy it, but remind the children that there are people who must struggle with these simple tasks every day. When you have finished, have the children swap places and repeat the activity.

When everyone has had a turn wearing the mittens, invite them to talk about this experience. How was it different trying to do the tasks while wearing mittens? How might life be challenging for someone who did not have the full use of his or her hands? Think about the story of Jesus’ healing the withered hand. How do you think life changed for the person who was healed?



6 Breaking Bread

Supplies:

- Bible
- dry ingredients for Quick Bread: sugar, whole wheat flour, all purpose flour, baking powder, and salt



- plastic ziplock bags
- measuring cups and spoons
- recipe, Attachment: Activity 6

Have the children find in their Bibles the story of the Corinthian church in 1 Corinthians 11. Read or paraphrase the story emphasizing how an important part of keeping Sabbath is sharing food with those we love while celebrating all the amazing things Jesus has done for us. Tell the children that they will prepare a special bread kit to take home to make and share bread with their families.

Set out the dry ingredients and the measuring cups and spoons prior to the group's arrival. If you are meeting in an area without access to water, provide a way to wash hands and model appropriate hygiene before handling food.

Invite the children to prepare for the activity by washing their hands. Encourage the Shepherds to help the children as needed. This could get messy, but keep it fun! Explain to the group that the supplies provided are the dry ingredients to make bread. Each measured ingredient will go into the plastic bag. The recipe includes other ingredients (shortening, egg, milk) that they will add at home with their families. Invite the children to take a plastic bag, carefully measure each ingredient, and place it in the bag. Give each child a copy of the recipe. Suggest that the bread might be shared not only with their families, but with friends or neighbors as well!

You might want to make one recipe of the bread for the children to taste and one to serve in a Fellowship time (see Activity 7).

Sending & Serving Activities



7 Host a Fellowship Time

Supplies:

- Creation Cookies from Activity 4 and/or Quick Bread from Activity 6
- beverages such as juice, coffee, and tea

One part of the practice of keeping Sabbath is breaking bread with one another. Invite the congregation to join your group for a time of fellowship after the service of worship. One way to keep Sabbath is to share time and food with friends. Have the learners wash their hands and prepare trays with the Creation Cookies and slices of the Quick Bread.



8 Sweet as Honey

Supplies:

- plastic freezer bag
- paper plates
- stickers
- snack recipes, Attachment: Activity 8
- ingredients to make a simple honey-based snack, OR bring honey-based treats such as honey candies

Choose a honey-based snack from the recipes. Assemble ingredients and supplies.

Sabbath was designed by God to be a sweet gift of blessing. Encourage the chil-



dren to make a sweet snack for their family to enjoy while they share some Sabbath time together. Have the children wash their hands. Around the edge of a paper plate print the words “How sweet are your words to my taste, sweeter than honey to my mouth!” Psalm 119:103 (NRSV). Decorate a plastic freezer bag with stickers. If you are preparing the snacks together, assist the group in following the recipe you selected. Arrange the snacks (or bought treats) on the plate, slip inside the bag, and seal.

9 Tea and Sabbath

Supplies:

- tea or other beverage the children might enjoy
- scones or other type of biscuit
- tea cups
- Bibles

Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?

A tradition in many cultures is to pause for tea at about 10:00 a.m. and 2:00 p.m. In South Africa students pause from their studies every morning and afternoon to have tea. Everyone brings a cup to school, and they also bring biscuits for tea time. The tea is often served with milk in it. Tea time is spent gathering with friends to relax before going back to work or school.

Read Genesis 2:2–4. How does pausing each day to have tea coincide with taking Sabbath? Talk about how it might feel to take a break each day from normal activities to have tea. How might it make you feel? Who might you invite to join you in this brief Sabbath? Serve the tea and scones.



Quick Bread Recipe

Ingredients

- 3/4 cup sugar
- 2 Tbsp soft shortening
- 1 egg
- 1-1/2 cups milk
- 1 cup whole-wheat flour
- 2 cups all-purpose flour
- 3-1/2 teaspoons baking powder
- 1 teaspoon salt

Directions

1. Heat the oven to 350°F.
2. Grease or spray with non-stick spray a 9"x5"x3" loaf pan.
3. Mix the shortening and egg thoroughly.
4. Stir in the milk.
5. In a separate bowl blend the dry ingredients.
6. Stir the dry ingredients into the bowl with the shortening, egg, and milk.
7. Pour the batter into the prepared pan.
8. Bake 60 to 70 minutes.



Attachment: Activity 8

Cheese Dip with Fresh Fruits

Makes 4 servings

- 1 package (8 oz.) cream cheese
- 1-1/2 teaspoons vanilla
- 1 Tablespoon fresh lemon juice
- 1/4 cup honey
- 1/4 teaspoon cinnamon
- 1/4 cup diced toasted almonds

In a medium mixer bowl, beat cream cheese until light and fluffy. Add honey, vanilla, cinnamon, and lemon juice; mix well. Spoon into a small bowl and top with almonds. To serve, place bowl on a plate and surround with assorted fruits such as banana slices, grapes, apple slices, strawberries, and peach or nectarine slices.

Honey Roasted Nuts

Makes 3 cups

- 3 cups nuts
- 2 Tablespoons butter or margarine
- 1/2 teaspoon ground cinnamon
- 1/2 cup honey
- 1/2 teaspoon grated orange peel

Combine all ingredients; mix well. Microwave at HIGH (100%) in 600 to 700 watt microwave oven 4 to 7 minutes or until nuts are toasted, stirring halfway through cooking time. Spread nuts on foil to cool.

Tortilla Crisps with Honey Dip

Makes 6 servings

- 1/2 cup honey
- 1 small cinnamon stick
- 6 (6-inch) flour tortillas
- 2 Tablespoons butter or margarine
- 1 piece (1-1/2 x 1/2-inch) orange peel
- Vegetable oil

Combine honey, butter, cinnamon stick and orange peel. Cook over low heat at least 10 minutes. Remove cinnamon stick and peel before serving. Cut each tortilla into six wedges. Deep-fry tortillas, smooth-side up, at 375°F about 30 seconds. Turn and deep-fry 30 seconds longer or until golden brown. Tortillas should puff as soon as they are put in hot oil. Remove from oil to paper towel-lined tray. Serve crisp tortilla with honey dip or spoon dip over chips. Oven Method: Brush both sides of whole tortillas with vegetable oil. Cut into wedges before baking, if desired. Place on baking sheet and bake at 325°F about 12 minutes or until crisp and browned but not hard.

Recipes from http://www.honey.com/nhb/recipes/category-results?category_number=1

Keeping Sabbath



Workshop: Games

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, i.e. Visual Spatial, Logical/Mathematical, Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalist.

Keeping Sabbath



- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop Leader*: uses this resource to plan the workshop, adjusting each workshop to best meet the needs of learners, i.e. age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be better able to understand those concepts and how they relate to things like work and rest. Learners will discover that Sabbath is not a chore or duty, but rather a gift from God to each one of us for rest and re-creation.

In this workshop, the learners will enter into the practice of keeping Sabbath by playing games to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORIES:

Mark 2:23–3:6

1 Corinthians 11:17–26

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on playing games to explore the idea of Sabbath. What games do you know that reflect the concepts of rest, re-creation, justice, and community? Think about the learners with whom you will be journeying with. How could those games be shared with them?

Position yourself in a way that best al-

Exploring & Engaging Activities



1 Opening Ritual (Easy Preparation)

Supplies:

- Bible

Gather together in a common space for the opening ritual. Welcome the learners and remind them that you are all there to learn together about what it means to keep Sabbath. Tell the group that today you will be taking a look at the stories from the Bible that talk about Sabbath by playing games. Be prepared for a lot of cheers and celebration at this point.

The children may be familiar with lots of different kinds of games: Internet, video, board, puzzles, sports, competitive games, cooperative games and so forth. Invite them to name their favorite games. Do they ever change or adapt the rules of a game? When they play a game with friends, does everyone have the same rules, or are there variations on the rules? In a group how do you decide which rules to follow? Remind them of the story of Jesus and the disciples picking grain on the Sabbath, Mark 2:23–28. They were not playing a game, but this is one time when Jesus said that it was more important to meet the needs of people than to follow a strict rule.

Keeping Sabbath



allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you!

Prayer: Joyful Creator, you designed us with a heart and spirit that love to play. The joy and laughter we express as we play games is a reflection of the joy you sing over us. Help me to see that play and recreation is an important part of the universe you created. As I prepare for this workshop, teach me how to play with my fellow learners to celebrate your gift of Sabbath. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.

During long games there is often a break when the action stops, such as halftime in a football game or a seventh inning stretch in a baseball game. Sometimes it’s helpful to stop the action and pause for rest.

2 “Freeze”

Supplies:

- Bibles

The story from Mark is full of intrigue and drama. Encourage the children to engage their imaginations and enter into the story through a game of “Freeze.” Read aloud Mark 2:23–3:6, pausing at the end of the first action verse. At the command “Begin,” the group works together to create a frozen picture depicting the scene. After one minute, call “Freeze” and have the children hold their positions. Continue reading the passage, repeating the process for each action verse.

Extend this activity by having the group make a frozen picture of a scene from the story that you describe. Let them hold the pose for 5 seconds; then say “Go.” At that point the children come to life and say the words they think the characters in the story might say. After 10 seconds say, “Freeze,” and everyone holds their position again.

3 Picturing Sabbath



Supplies:

- posters: “Midday Rest” (after Millet), c.1890 by Vincent van Gogh, <http://www.tinyurl.com/AllPosters9>; “The Dance of Youth” by Pablo Picasso, <http://www.tinyurl.com/AllPosters7>; “The Public Fountain” by Manuel Alvarez Bravo, <http://www.tinyurl.com/UCCResources>; and “Going to Church” by William H. Johnson, <http://www.tinyurl.com/AllPosters8>

Display the posters around the learning area. Invite the children to study the posters, and ask this or similar questions for discussion: If you were in this picture, what kind of game might you play—a quiet game, an individual game, a group game, a game with lots of movement?

Discerning & Deciding Activities



4 “Work and Rest Scramble” (Easy Preparation)

Supplies:

- “Work and Rest Scramble,” Attachment: Activity 4

Tell the group that in order to make time for rest we may have to take a closer look at the way we use our time. Gather the children in the circle of chairs and play “Work and Rest Scramble.” Afterward talk about all the different activities that occupy our time. Ask if anyone ever feels too busy to rest. Explain that sometimes we may have to put aside some of our activities for a while in order to rest. Invite the children to think about what they could give up in order to provide time for Sabbath activities such as rest and family time. Some examples could be turning off a video game to play a game with their families or going for a walk



outside. Encourage the learners to brainstorm creative things they could do with families and friends to enjoy God's creation. Make a covenant or agreement with one another to try one or two of these things this week as a way of keeping Sabbath.



5 Changing Rules

Supplies:

- "Home Base" instructions, Attachment: Activity 5
- newsprint
- music
- Bible

Invite everyone to sit in a circle and ask the children to name some games or sports that use rules. Even though rules can be frustrating, most games need rules to help things run smoothly.

Play the competitive version of the game "Home Base." Afterward, ask the learners how they felt while playing the game. How did you feel when you were "out"? Did the rules make you frustrated? Explain that the rules of game are going to change slightly, and then play the cooperative version of the game "Home Base." Again, encourage the children to talk about their experience. What did they like about each game? How did the game change? How did those changes make you feel? Read Mark 2:23-28, or have the children find the passage in their Bibles and read it together. How did Jesus change the Sabbath rules? What was the result?



6 "Bubble Trouble"

Supplies:

- Bible
- "Bubble Trouble" instructions, Attachment: Activity 6

Have the children find 1 Corinthians 11:17-26 in their Bibles, and invite a volunteer to read the story. Part of keeping Sabbath is working together as a community to get things done, even though that can take a bit of effort. Play the game "Bubble Trouble." Remember that children love to bump and collide into one another, which is great! Just send the Shepherds around to make sure that they don't bump too hard.

Gather the children back together and ask them about the game. How did the game change as the groups got bigger? Was it more fun to move on your own or as a big group? Why?

Sending & Serving Activities

7 Double, Double

Supplies: None

This is a hand game that the children can teach others at home.



Hold your hands up, your fingers pointing to the ceiling, as if you're showing someone your new ring!

As you say the rhyme, turn your hands back and forth as certain words are said. Whenever you say "double," both hands are facing out (so your palms are facing you.)

Whenever you say "this," and "that," your palms are facing away from you. It sounds simple, but it's not!!

Double double this this,
Double double that that,
Double this, double that,
Double double this that.

You can use almost any compound words, like:

Double double rest, rest
Double double work, work
Double rest, double work,
Double double rest work.

Invite the children to think up words related to keeping Sabbath and play the game using their words.

8 Create a Board Game

Supplies:

- board game templates, <http://www.tinyurl.com/24qh8pw>
- markers such as buttons or small stones
- dice

Invite the children to create their own board game about keeping Sabbath. They can use the template to decide the shape of the board. Have them think up ideas to write on the cards that will determine how players will move around the board. The cards are to pertain to the practice of keeping Sabbath. You might suggest these examples:

- You went to church on Sunday. Move ahead 2 spaces.
- You went shopping on Sunday. Move back 2 spaces.
- Jesus said meeting people's needs is more important than following all the rules. Move ahead 1 space.
- God rested on the seventh day of Creation. Move ahead 3 spaces.

9 Pause for Reflection

Supplies: None

Invite the children to sit in a circle. Since this has been a very active session, tell the children that you will sit quietly for a few moments to think about the games that were played. Sitting quietly is one way of keeping Sabbath. After a few moments, ask questions about the time you have shared together, such as:

- What was your favorite moment from the stories today? (It could be a



Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?

particular game, or even something silly that happened while playing the game!)

- What do you think God wants us to know about resting, re-creating, and justice by playing games? (Depending on the age of the children, you might want to use other words to describe these concepts.)
- What is one thing you are going to do this week to keep Sabbath? (Some examples might be playing games with their families and friends, inviting someone they don't usually play with to play a game, or maybe even learning a game that helps them rest.)

Close your time together in prayer, thanking God for all the fun you had in this session, and asking God to help each person keep Sabbath.



Work and Rest Scramble

This game is a version of the old favorite “Fruit Basket Upset.” Invite the children to name some of the regular activities they do each week. Use their suggestions to make a list for the game. If they need hints, suggest activities such as: brush my teeth, go to school, do homework, watch TV, eat dinner, visit Grandma, ride my bike, play video games, feed the dog/cat/fish. Once you name several activities, the children will think of many more.

Set chairs in a circle so that there is one fewer chair than children. Choose one child to be “It.” The rest of the children sit in the chairs. “It” stands in the middle of the circle and calls out “Everyone who ... ” (naming an activity from the list). Everyone who engaged in that activity during the past week must leave their chair and find another empty chair in the circle.

At the same time “It” attempts to sit in one of the empty chairs. The person left without a chair becomes the next “It.” Repeat until you have gone through the list or the children lose interest.

If “It” wants everyone in the circle to move, he or she should call out “Who will rest next week?” Everyone must get up and find a new chair.



Home Base

Competitively:

Place one home base (piece of newsprint) for each child on the floor. Have everyone choose a base on which to rest. Play some lively music and encourage the children to move around the room. While the music plays, remove one of the bases. When the music stops, everyone must find a base on which to rest. The child that doesn't make it to a base is out. Continue the process until only one base remains. The winner is the last child left dancing.

Cooperatively:

Place one home base (piece of newsprint) for each child on the floor. Have everyone choose a base on which to rest. Play some lively music and encourage the children to move around the room. While the music plays, remove one of the bases. When the music stops, everyone must find a base to touch. More than one person may touch a base, and at least one foot or one hand must be on the base. Continue this process, removing one base each time until everyone is together on the same base. You may need to help one another, so no one falls off.



Bubble Trouble

Clear a large space, or play the game in a gym or outdoor area.

Have players decide on a special way to move, such as hopping on one foot, skipping, bumping hips with others, clapping hands, and so forth. The game can be played with or without lively music; use whatever works best for your group!

After the players have moved about like this for a while, call out “Double Bubble!” When they hear that, each player must find a partner and decide together on a new way of moving. After a while, call out “Double Bubble!” again. This time, each pair needs to join with another pair and all four must decide on a new way of moving together. Continue this pattern (with the groups getting progressively larger at each “Double Bubble!” command) until the entire group is moving together as one. Finally, call out “Pop!” and encourage the players to “pop” however they would like!

Keeping Sabbath



Workshop: Music

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

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- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
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- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be better able to understand those concepts and how they relate to things like work and rest. Learners will discover that Sabbath is not a chore or duty, but rather a gift from God to each one of us for rest and re-creation.

In this workshop, the learners will enter into the practice of keeping Sabbath by focusing on music to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORIES:

Mark 2:23–3:6

1 Corinthians 11:17–26

Exploring & Engaging Activities



1 Opening Ritual (Easy Preparation)

Supplies: None

Welcome the learners and remind them that you are all there to learn together about what it means to keep Sabbath. Tell them that today you will be focusing on music to take a look at the stories from the Bible that talk about Sabbath. Ask them to tell you what kinds of music they like to listen to. In what ways does their mood affect the kind of music they listen to? Remind them that variety is good. There are lots of different kinds of music to suit lots of different people. Recall the story of Creation from Genesis and how in the very beginning God created variety. It's part of God's plan.

Invite the children to talk about the music they learn at school. Some of the children may play musical instruments. Then talk about the music they hear at church. What are some of the differences between these songs? How might music help us keep Sabbath?

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on music to explore the idea of Sabbath. What songs can you think of that speak about rest and re-creation? What kind of music have you used to guide you in your own Sabbath time? How do you think your fellow learners

Keeping Sabbath



in your group might experience music and rest together?

Position yourself in a way that best allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you. If you have never used music to center yourself for prayer, now would be a perfect chance to try it!

Prayer: Holy and loving God, you composed this mighty symphony of creation and asked me to play my instrument in your orchestra. To know that I have been made so distinctively for your unique plan for me is mind-blowing. Help me to hear the sounds that I and my fellow travelers on this journey are making. As I prepare for this workshop, give me the wisdom to guide both myself and the group in dancing to your rhythm. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.

2 “I Woke Up This Morning”

Supplies:

- copies of “I Woke Up This Morning with My Mind” (Tune: Woke Up This Morning), <http://www.tinyurl.com/FPSong8>
- newsprint or white board and markers
- musical instruments (optional)

You can find the words to the song at <http://www.tinyurl.com/29j7ufx>. If you have a recording of this song, you may play it, or go to <http://www.tinyurl.com/24onwuv>.

This clip is quite lengthy, but you can cut it back and only use what you choose. Encourage the children to sing this song with some enthusiasm without being disrespectful to the tradition in which it is sung. Talk about the feeling the song brings about and what the singers in the congregation might believe as they sing this song.

Change the focus to what the children have on their minds when they wake up in the morning. List their ideas on newsprint or a white board. Substitute their words for their own experiences, and then have them sing their words and add actions to their words. How does that change the song? What does it teach them about their lives and their priorities? During the Civil Rights Movement of the 1960s, the words were adapted to “Woke up this morning with my mind on freedom.” How does that alter the meaning of the hymn? What are other things we might have our minds on that relate to our current world situation? After experimenting with this for some time, return to the original words and have the children sing it with actions that might depict what they mean by having their minds “stayed on Jesus.” When trying to make room for Sabbath in our lives, how does focusing on Jesus make that easier for us? What would make it easier, more difficult?

3 On God’s Mind

Supplies:

- Bible
- recording of Pachelbel’s Canon in D

Have the children find Genesis 2:2–4 in their Bibles, and invite a volunteer to read the verses. On the seventh day, after God finished the work of Creation, God rested. What might have been on God’s mind at the beginning of this seventh day? What other kind of tunes might God have enjoyed on the seventh day?

Play a recording of Pachelbel’s Canon in D. There is a great YouTube video of this music with lovely photos of creation: <http://www.tinyurl.com/yjq5fmf>.

Discerning & Deciding Activities



4 The Rhythm of Creation (Easy Preparation)

Supplies:

- Bibles

Invite the learners to experiment using their bodies as a drum to tell the story of creation. Give the group some examples of the variety of sounds that can be made (some suggestions: hand clapping, open-mouth check patting, snapping fingers, stamping feet, slapping thighs). Ask the Shepherds to demonstrate examples as well to show how each person makes a different sound, but all of them are beautiful.



Read Genesis 1:1–2:4, and invite children to split into small groups. Encourage them to use their bodies as drums to create rhythms that represent the first six days of creation. For example, you might slap thighs, snap fingers, slap thighs, and repeat; then move hands up and apart while whispering the word “rest.” Give children time to create their rhythms and provide opportunity for them to share with the whole group, and then ask the group to repeat each rhythm. Another option is to divide the group into pairs and invite them to create hand-clap sequences with their partner.

5 Soundtrack Story

Supplies:

- Bibles
- a variety of simple musical instruments (maracas, rhythm sticks, triangles, rain sticks, etc.) or craft supplies to make “music” (boxes, streamers, paper, containers of seeds)

Distribute the simple musical instruments (or whatever you were able to collect to make noise) to each child. As you tell the story accompanied by the children’s “musical” soundtrack, chances are it will start to get noisy quickly, but balance the need for control with allowing the children to express themselves. Enjoy the chaos!

Once each child has an “instrument,” read Mark 2:23–3:6, pausing at the appropriate moments to encourage the children to make the sound effects for the story (some examples might be banging for the sounds of walking, rustling for the sound of the wind blowing through the grain, celebratory sounds when the hand is healed, etc.). Encourage creativity however you can, remembering that not every child will have the same abilities as the others, but they all were created to love music!

6 Love Drum

Supplies:



- Bible
- instructions for making a drum, Attachment: Activity 6

Have the children find 1 Corinthians 11:17–26 in their Bibles. Invite a volunteer to read the story. Tell the group that they will each make and decorate a drum to play together in a drum circle. Explain that God wants us to use Sabbath as a time of getting along and working together to make the world a better place, and that playing in a drum circle can help remind us of that.

Following the instructions and using the supplies you’ve chosen, invite the learners to create their very own drum. (For example, one simple drum design can be found at <http://www.tinyurl.com/2dfq54h>.) Send the Shepherds around to help the children as needed. Remember that each learner will have different abilities. If time allows, regather the learners with their drums and lead them in a simple drum circle. (You can learn how to do that at <http://www.tinyurl.com/2fxktnp>.)



Sending & Serving Activities

7 Sabbath Hymns

Supplies:

- copies of your congregation's hymnbook and/or praise song book

Some of the children in your group may not be familiar with all the resources found in the hymnal. Invite them to turn to the Topical Index (usually found at the back of the hymnal) and review the topics. Which topic might be related to keeping Sabbath? What are the hymns listed under that topic? Look at the Scriptural Index. Are there hymns based on the scriptures you used in this session?

Choose several of those hymns to sing.

8 "Let Me Enter God's Own Dwelling"

Supplies:

- words and music for "Let Me Enter God's Own Dwelling" (Tune: Unser Herrscher), <http://www.tinyurl.com/FPSong7>
- hymnals
- musical instruments

You can hear the tune of this hymn at <http://www.tinyurl.com/FPSong7>. Look at the words to identify the words or phrases that the children don't understand, such as "condescend," "entreat," "sanctify," "vanities," and so forth. Sing the hymn one time with the children.

In the hymnal find other hymns that can be sung to the same tune. Look in the Metrical Index to find Unser Herrscher or 8.7.8.7.7., such as Irby or Silver Spring. Find hymns to those tunes and point out how you can sing those hymns to other tunes.

Invite the group to write lyrics that are more meaningful and relevant to them. Perhaps the first line of stanza 1 could be "Let me enter God's church building, open wide the big red door." Invite the children to sing the song with their new words and to play their own music. This can get out of hand with there just being a lot of noise, but encourage the children to find their own meaning in this music and to create their own hymn.

9 Closing Ritual

Supplies: None

Gather the group in a circle. Pause for a few moments of silence. Then pose these or similar questions:

- What was your favorite moment from exploring music today? (It could be an instrument they played for the first time, or learning that their bodies can be an instrument!)
- What do you think God is trying to teach us about resting, re-creating, and justice through music? (Depending on the age of the children, you might want to use other words to describe these concepts.)



- What is one thing you are going to do this week to keep Sabbath? (Some examples might be playing their drum with their families, or resting while listening to music.)

Review the songs you used in this session and invite the learners to choose those that they feel best expresses keeping Sabbath as God wants us to do it. Sing each song that is named. Close with a prayer. Explain that they will be quiet while they pray, but will “make a joyful noise” with the instruments when they say “Amen.”

Holding instruments quietly, pray: *Loving God, thank you for showing us how to become people who keep Sabbath. Help us to see you in every moment of our day. Amen.*

Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?



Attachment: Activity 6

Make a Drum

While there are many variations for making a drum, you will need to gather several basic items:

- A round cylinder such as an empty coffee can or oatmeal box, a bucket or a small trash can, or a terracotta plant pot
- Some sort of strong, flexible material for the drum head such as a canvas square or an old inflatable pool toy or heavy gauge plastic (an old beach ball works great)
- An elastic band or duct tape
- Paint, contact paper, or construction paper to decorate the drum
- Decorations such as ribbons and stickers

Instructions:

1. Prepare the cylinder. If you are using a terracotta pot, bucket or small trash can, paint it and leave it to dry. If you are using a coffee can or oatmeal box, cover it with decorative contact paper or construction paper.
2. Cut a square of the covering four inches larger than the diameter of the cylinder. Lay the covering over the top of the cylinder and pull it tight. Fasten the covering with an elastic band or duct tape. If you are using canvas for the drum head, spray the canvas with water and then let it dry to tighten the drumhead.
3. Decorate the drum with ribbons or stickers, or leave it plain.

Beat the drum with your hands, a wooden spoon, or a dowel stick.

Keeping Sabbath



Workshop: Science

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple Intelligences*: ways of incorporating information, i.e. Visual Spatial, Logical/Mathematical, Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalist.



- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop Leader*: uses this resource to plan the workshop, adjusting each workshop to best meet the needs of learners, i.e. age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and number, but will still connect with the story. Older children will be able to better understand those concepts and how they relate to things like work and rest. Learners will discover that Sabbath is not a chore or duty, but rather a gift from God to each one of us for rest and re-creation.

In this workshop, the learners will enter into the practice of keeping Sabbath by interacting with science and nature to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

As always, remember that each portion of this workshop is optional. Feel free to mix and match the content here to best suit the needs and setting of your own faith community!

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORIES:

Mark 2:23–3:6

1 Corinthians 11:17–26

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on using science and nature to explore the idea of Sabbath. In what ways have science and nature helped you in your understanding of God's plan for creation and Sabbath? Think

Exploring & Engaging Activities



1 Opening Ritual (Easy Preparation)

Supplies:

- Bible

Gather together in a common space for the opening ritual. Welcome the learners and remind them that you are all there to learn together about what it means to keep Sabbath. Today you will look at science and nature to discover some Bible passages talk about Sabbath.

Have the children find Genesis 1:1–2:4 in their Bibles. Review each day of creation and note the rhythmic pattern: day and night, water and dry land, vegetation and creatures, seasons, sun and moon, and at the end of each day God saw that it was good. God created a balance and a flow to all living things — a time to rest and a time to grow. Read together Genesis 2: 2.

Keeping Sabbath



about the learners with whom you will be journeying. How do you think they interact with science and nature?

Position yourself in a way that best allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you!

Prayer: Great Designer, every detail of creation speaks of your hand. Each part and person has been designed according to the natural order you created. Even in rest and re-creation we fulfill a vital part of that magnificent design. Help me and my fellow travelers on this journey to understand how we fit into the order of science and nature that you created, and how best to be a part of restoring that perfect design. As I prepare for this workshop, give me the eyes to see your hands in everything we study. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.

2 “Peace Like a River”

Supplies:

- words and music for “I’ve Got Peace Like a River” (Tune: Peace Like a River), <http://www.tinyurl.com/FPSong9>

In Genesis 2:2–4 God rested on the seventh day of Creation. Have the children imagine the completed Creation on day seven. Have them close their eyes and envision the rivers and streams and oceans. Imagine the animal and birds and fish at rest. If God is resting, all of Creation must be at peace. Keeping Sabbath is one way to renew our relationship with God and Creation.

Introduce the song “I’ve Got Peace Like a River.” You can hear the tune and see the lyrics at <http://www.tinyurl.com/2ego6jy>.

Encourage the learners to dance and move to the music as well as singing the words. One option is to teach them actions to accompany the words of the song.

- Peace: Make a peace sign with your hand
- River: Make wave motion with your hands
- Joy: Trace a smile on your face
- Fountain: Two hands together in front of body, push upward and outward (tracing water in the fountain)
- Love: Cross hands across chest
- Ocean: Gesture broadly, indicating something large

3 Sabbatical Year and Nature

Supplies:

- Bible

The root word of “sabbatical” is “sabbath.” Many people take a sabbatical from their work to enrich and refresh their lives. A sabbatical is a time to step away from regular routines and obligations in order to travel, or read, or start a hobby.

In the Bible Sabbath is not restricted to God’s resting on the seventh day (Genesis 2:2–4). Part of the laws to govern Israel’s life after the Exodus included a sabbatical for the land. Read Leviticus 25:3–7.

Farmers can give the land a sabbatical by letting farmlands lie fallow (not growing crops). This is one of the best ways to allow the land to replenish its nutrients, and regain its fertility, without having to resort to the application of fertilizers. This land sabbatical is an important component of crop rotation. And leaving the land to lie fallow also prevents erosion, as the roots of the plants left to grow on the land help to hold the soil in place against the ravages of wind and rain.

Discerning & Deciding Activities



4 Outside! (Easy Preparation)

Supplies:

- Bible
- magnifying glasses
- a collection of nature objects such as pine cones, leaves, plants, ant farm,



snake skin, rabbit fur, seed pods, bird feather, rocks, butterflies, bugs, water fountain (option 2)

Talk with the children about the seasons. What happens in nature in each season? Their answers may vary depending on your geographical location. You might mention things such as the leaves on trees change, birds migrate, some animals hibernate, and so forth. The pattern of the seasons provides a time of rest for plants and animals.

This activity can be done in two ways:

1. If you can go outside to an area of natural growth (it may be a forested patch, a flower bed, or even the lawn around your church!), gather the learners together in that area and read Genesis 1:2–2:4. Have the group spread out as much as possible and look at all of the natural things around them (grass, bugs, flowers, leaves). Encourage them to use their senses (sight, touch, smell, and hearing) as they explore. If you have access to magnifying glasses, have the learners describe to the Shepherds what they see when things are magnified. If the season and your surroundings allow, point out how everything in nature must rest sometime in order for it to grow even stronger (pine cones, seeds, trees losing their leaves in winter, animals hibernating).

2. If you need to stay indoors, gather the learners around a large table or open space of easily cleanable floor and read Genesis 1:2–2:4. Spread out all the items from nature on your exploration space. Invite the group to use their senses (sight, touch, hearing, and smell) to examine the natural things in front of them. If you have access to magnifying glasses, have the learners describe to the Shepherds what they see when things are magnified. If you were able to collect items from nature in a state of rest, such as pine cones, seeds, or fallen leaves, point out how everything in nature must rest sometime in order for it to grow even stronger.

5 The World of Wheat

Supplies:

- Bible
- whole grain wheat or another whole grain typical of your geographical location

Arrange for a farmer to come and speak to the group about the process of growing wheat, or bring in a collection of whole wheat grains to share with the group, along with information on the growth process of wheat. Here are some good sites for that information:

- <http://www.tinyurl.com/27lo3k5>
- <http://www.tinyurl.com/2cqutvg> (note: video has an ad preceding it)

Note: If another type of grain is more prevalent in your area, feel free to substitute that grain for wheat in this activity. It's all about what works best in your context!

Have the children find Mark 2:23–28 in their Bibles, and invite volunteers to read the passage. Tell them that today you will be discovering how wheat grows, and how, even when it looks as if it's not doing anything (resting), wheat is actually becoming what it is supposed to be.

Invite a farmer to come and speak to the group about the process of planting, growing, and harvesting grain. This will give the children a direct understanding of the science behind growing grain and will also give them insight into



where their food comes from and the hard work that others must do to bring them good food like breads and cereals. Encourage the learners to ask the farmer any questions they may have.

If it is not possible to have a guest come, bring samples of a variety of different grains for the children to examine (be careful of allergies — especially celiac disease and other gluten-sensitive disorders). Using the information you collected in your preparation time, describe the different stages of growth for wheat. Invite the children to use their senses to experience the grains (although the sense of taste may be a bit problematic. Use your best judgment to keep the children safe). Point out how even though the grains seem to be resting, they are in fact full of energy and nutrients that not only allow us to work and play, but are the seeds needed for the next crop of wheat to grow!



6 Bird Feeders and Community

Supplies:

- Bible
- “Make a Bird Feeder,” Attachment: Activity 6
- supplies to make the bird feeder you have chosen

Gather the required supplies, and print copies of the instructions for your chosen bird feeder to give to the Shepherds. See Attachment: Activity 6

Have the children find 1 Corinthians 11:17–26 in their Bibles and invite volunteers to read the passage. Explain that sharing food is important, not only for human beings, but for all other creatures as well. Gather around the craft area and invite the children to build bird feeders that they will take home. The supplies and instructions will differ based on the type of bird feeder you chose to build. Have the Shepherds wander around the group, assisting the children when they need help. Encourage any older children to help the younger ones as well. After all, this Bible passage is about relating to one another in community!

When the project is finished, have the learners take home their bird feeders and hang them where they can watch the birds eat. They may even see the birds squabble over the food, just as the people in Paul’s letter did. Remind them that even though we sometimes want to fight with one another over what we have, God wants us to share and love one another, both in the church and in the communities around us.

Sending & Serving Activities



7 The Life of a River (Easy Preparation)

Supplies:

- article: “The Life of a River,” Attachment: Activity 7

Invite the children to describe what rivers mean to them. If you live close to a river, they may mention recreation aspects. Guide them in thinking about the importance of rivers as a water supply for all our needs. Talk with the group about the life of a river. The article “The Life of a River” provides helpful information. In addition *Troubled Waters*, <http://www.ucc.org/troubled-waters>, the UCC documentary, gives a good overview of the issues. How can we help preserve the rivers as part of Creation?



8 Water Use

Supplies:

- “Interesting Facts about Water,” Attachment: Activity 8
- computer with Internet access (optional),
<http://www.tinyurl.com/25okh2c>

Part of the faith practice of keeping Sabbath is renewing our relationship with God and with God’s Creation. It is our responsibility in that relationship to care for Creation. Talk with the children about their use of water. Share the information from “Interesting Facts about Water.”

Figure out how much water the groups uses in a day. Use the questionnaire at <http://www.tinyurl.com/25okh2c>. Invite the group to brainstorm ways to reduce their consumption of water. What might your congregation do to reduce its water consumption?

9 Review the Day

Supplies:

- words and music for “I’ve Got Peace Like a River” (Tune: Peace Like a River)

Gather the group in your common meeting area. Invite the children to reflect on this session using these or similar questions:

- What was your favorite moment from learning about science and nature today? (It could be one of the activities, a fascinating bug or leaf they found, or learning about how wheat and other grains grow.)
- What do you think God is trying to teach us about resting, re-creating, and justice through our look at nature and science today? (Depending on the age of the children, you might want to use other words to describe these concepts.)
- What is one thing you are going to share with your family about Sabbath this week? (Bringing the bird feeder home, taking a look at the natural things around their homes, talking about the grains in the food they eat, reducing the family’s water consumption)

Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?

Sing “I’ve Got Peace Like a River,” <http://www.tinyurl.com/FPSong9>. What different feeling, if any, does this song have after the group’s conversation about water?

Close with a prayer thanking God for the fun you had in this session and asking God to help us know how nature reminds us about the importance of rest and Sabbath and being in relationship with God.



Attachment: Activity 6

Make a Bird Feeder

1. A feeder made from an ORANGE

(http://kidsactivities.suite101.com/article.cfm/easy_bird_feeders_for_kids)

You will need:

- an orange
- ink pen or another sharp, pointed object to make a hole in the orange peel
- plastic string
- bird seed

Cut the top end of the orange off and carefully scoop out the orange pulp leaving the white lining. Use an ink pen to punch four holes in the orange peel about an inch from the top edge. Thread some plastic string through the holes. Pull the threads together above the orange and tie a knot and another above to form a loop. Fill with bird seed and hang from a branch at least six feet from the ground.

2. A feeder made from a PINECONE

(http://www.enviro-explorers.com/pinecone_web_page/pinecone-feeder-index.html)

You will need:

- newspaper
- a pinecone
- string
- vegetable shortening
- cornmeal or oatmeal
- peanut butter
- pie tin or paper plate

Cover the working area with newspaper. Tie a string firmly onto the wider stem end of the cone. Mix $\frac{1}{2}$ cup vegetable shortening (or alternative) with $\frac{1}{2}$ cup oatmeal or corn meal in a mixing bowl until well blended. (This amount will cover one large pinecone or two or three smaller ones.) Thoroughly spread the mixture over the pinecone with the back side of a spoon. Pour the birdseed into a pie tin or on a paper plate or cookie sheet. If you choose, you can add any of the optional high-energy foods to the birdseed. Then roll the pinecone in the birdseed until well covered.



Attachment: Activity 7

The Life of a River

When asked about local rivers and what they mean to them, most people mention recreational aspects like fishing, swimming, and canoeing. However, rivers have much more important duties as they begin their long journey to the ocean. The river is the sculptor of its valley, and provides the major water-source for all the animal and plant life in the area.

Rivers begin rather unpretentiously. They are lazy. They follow the force of gravity until they find the most convenient way to flow downhill. In time, the river begins to modify this landscape until it creates a valley. The average river system, if viewed from above, looks like a many branching tree. Hundreds, perhaps thousands, of small rivulets flow into slightly larger branches, which in turn flow into tributaries. Eventually the water makes its way into the main body of the river.

What does all this mean? While we patiently sit along the river's bank, it's easy to imagine this single entity, lazily meandering as it begins its long journey. However, exactly the opposite is true. The river is the product of thousands of miles of tiny rivulets that completely dissect the surrounding terrain. As a result, anything that takes place within the rivers watershed can affect the quality of water carried within the river.

Water is the most powerful force on Earth. It impacts every aspect of our life, and rivers provide its principle transport mechanism. These rivers begin as rain and snow high up in the mountains. As the rain hits the ground, it stirs the soil, splashing fine sediments and dissolving minerals. Some of this water penetrates the surface either through cracks, or by percolating through the thin mountain soil. Some of this will later re-emerge and enter our rivers. Some may percolate deep down into the Earth, heat up, and resurface in one of our hot springs. This capturing of rainfall and releasing it later is essential. If all the rainfall in the mountains were to go directly into our rivers, flooding would be a regular occurrence. In areas where overcutting of trees has occurred, we often see increased flash flooding. For this very reason, logging is carefully regulated.

Not all of the water seeps below the surface. As the soil becomes saturated, water begins to flow over the surface. As it feels the pull of gravity, it picks up speed, and at the same time, increases in energy. It picks up fine surface sediments loosened by the pounding raindrops, and will also carry dissolved minerals. Gravity will take the water downhill, taking advantage of any depression to aid its descent. In this way, the landscape begins to be divided by small rivulets that over time will be enlarged. Eventually, the water makes its way into a small stream and begins its long trip to the nearest ocean.

(Based on <http://www.mountainnature.com/Geology/Rivers.htm>)



Interesting Facts about Water

- Water covers nearly three-fourths of the earth's surface.
- Most of the earth's surface water is permanently frozen or salty.
- Over 90% of the world's supply of fresh water is located in Antarctica.
- The overall amount of water on our planet has remained the same for two billion years.
- The United States consumes water at twice the rate of other industrialized nations.
- 1.2 Billion — Number of people worldwide who do not have access to clean water.
- 6.8 Billion — Gallons of water Americans flush down their toilets every day.
- Each day almost 10,000 children under the age of 5 in Third World countries die as a result of illnesses contracted by use of impure water.
- Most of the world's people must walk at least 3 hours to fetch water.
- It takes about 6 gallons of water to grow a single serving of lettuce. More than 2,600 gallons is required to produce a single serving of steak.
- It takes almost 49 gallons of water to produce just one eight-ounce glass of milk. That includes water consumed by the cow and to grow the food she eats, plus water used to process the milk.
- About 6,800 gallons of water is required to grow a day's food for a family of four.
- The average American consumes 1,500 pounds of food each year; 1,000 gallons of water are required to grow and process each pound of that food—1.5 million gallons of water is invested in the food eaten by just one person! This 200,000-cubic-feet-plus of water-per-person would be enough to cover a football field four feet deep.
- About 39,090 gallons of water is needed to make an automobile, tires included.

(Source: <http://www.rivers.gov/waterfacts.html>)

Keeping Sabbath



Workshop: Video

About this Rotation

Sabbath is intentional time taken by individuals and faith communities to integrate the Divine with humanity and creation. Jesus models how to keep Sabbath both inwardly (through prayer, solitude, silence, and meditation) and outwardly (through communal ritual and acts of justice). Our inward movement toward a life centered in the Spirit indicates the reign of God within us. Jesus embodies the depth of his Sabbath-keeping experiences through outward action to his followers and to those he encounters who have specific needs. Our practice of Sabbath is informed by God's resting on the seventh day after laboring for six days to create the world, establishing a day of Sabbath. Building on this biblical tradition, some faith communities dedicate a specific day of the week to rest, worship, and work for justice, peace, and the integrity of creation.

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- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop Leader*: uses this resource to plan the workshop, adjusting each workshop to best meet the needs of learners, i.e. age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation; they develop relationships with the learners through which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key people in terms of building relationships, since they move through workshops with the learners. Workshop leaders work with Shepherds to adapt each workshop to the particular group of learners they will have in the session: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Genesis 2:2–4. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of Sabbath.

About this Workshop

Keeping Sabbath as a sacred act can be a difficult concept for people of all ages, and each age group will understand it differently. Younger children will still be developing the concepts of time and numbers, but will still connect with the story. Older children will be able better to understand those concepts and how they relate to things like work and rest. Learners will have an opportunity to experience keeping Sabbath as modeled throughout the Bible using drama, computer, food, science and nature, art, games, music, video workshops. Learners will discover that Sabbath is not a chore or duty, but rather a gift from God to each one of us for rest and re-creation.

In this workshop, learners will enter into the practice of keeping Sabbath by using video to engage in one or more of three themes: Sabbath as rest in the creation story (Genesis 2:2–4), Sabbath as a time for rest, justice, and re-creation through the life of Jesus (Mark 2:23–3:6), and Sabbath as a time of community through Paul's lessons on Communion (1 Corinthians 11:17–26).

BIBLE FOCUS STORY:

Genesis 2:2–4

SUPPLEMENTAL STORIES:

Mark 2:23–3:6

1 Corinthians 11:17–26

Leader Preparation

Find a space free of distraction where you can be alone with God. Spend time with the biblical text or texts that you are using, keeping in mind that we are focusing on video to explore the idea of Sabbath. What videos have you seen that speak to you about the practice of keeping the Sabbath? Are videos a way that you relax and rejuvenate? How do you think your fellow learners in your

Exploring & Engaging Activities



1 Opening Ritual (Easy Preparation)

Supplies:

- Bibles

Welcome the learners and remind them that you are all there to learn together about what it means to keep Sabbath. Tell the group that today you will use videos to help you think about keeping Sabbath. Invite the children to describe some of their favorite videos. Which ones do they watch more than one time? Why do they watch videos? When do they watch videos? What are their favorite kinds of videos? With whom do they watch videos? If we think of Sabbath as time to build up our relationship with God, how might watching videos help us keep Sabbath?

Invite the children to find Genesis 2:2–4 in their Bibles. Perhaps one of the learners would be willing to read these verses. God created the Sabbath for rest after a long time of work — creating the earth and all its inhabitants. If God were to watch a video on the Sabbath, what kind of video might God have viewed?

Keeping Sabbath



group might experience the videos you have selected to watch?

Note: Please review all videos before sharing them with the children!

Position yourself in a way that best allows you to enter into a spirit of prayer. It may be standing with your arms out, kneeling with your eyes closed, or even focusing on the flame of a candle. Find whatever works best for you.

Prayer: Wonderful God, you have given us eyes to see the wonders of your creation and ears to hear the songs of the world around us. You have even given us the ability to capture these amazing wonders on film. May I never grow numb to the lessons and gifts that you long to share with us through the technology you allow us to have. As I prepare for this workshop, may you give me the wisdom to share these gifts and lessons well with the learners. Amen.

Workshop Development

For each workshop leaders may choose from 9 activities that help learners engage the practice of faith. It is best to select at least one activity from Exploring and Engaging, at least one from Discerning and Deciding, and at least one from Sending and Serving. The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation using supplies normally found at the church). Using all 9 activities could take 90–120 minutes.

* To plan a session of 30–45 minutes, choose 3 activities using one activity from each category.

* To plan a session of 45–60 minutes, choose 4 or 5 using at least one activity from each category.

2 Create a Video Use on the Sabbath Contract

Supplies:

- newsprint or white board and markers
- paper and pencils
- markers and stickers

We sometimes spend too much time sitting in front of the television or computer, often to the neglect of being with others or being active. One of the Ten Commandments is to “Remember the Sabbath day, and keep it holy” (Exodus 20:8). Invite the children to write a Video Use Contract that they can share with their families. What rules and limits might help us remember to set aside time for Sabbath? How might this relate to the time we spend watching videos or doing other activities? What types of videos might be appropriate as part of your Sabbath keeping? List their ideas on newsprint or a white board. Then as a group create a Video Use on the Sabbath Contract. This may only be one or two sentences, or it may include some of the ideas from the newsprint or whiteboard. Provide markers and stickers for the children to use to decorate the contracts. Encourage them to take home the contracts, have everyone in the family sign it, and the post it in a prominent place at home as a reminder.

3 “This Is the Day”

Supplies:

- words and music for the song “This Is the Day”

You can hear the tune at <http://www.tinyurl.com/243rwrj> and find the words to this song at <http://www.tinyurl.com/26raf7f>.

Actions for “This Is the Day” (along with alternate lyrics):

- “This is the day ... ”: Hold arms over your head like a sun
- “These are my friends ... ”: Walk around and shake hands with as many people as you can
- “This is the world ... ” Spread your arms out really wide and turn in a circle (not too fast!)

After singing the song invite everyone to pray together. Ask God to help everyone understand Sabbath better in your time together, and that everyone would enjoy sitting back and watching the movie!

Discerning & Deciding Activities



4 “Blue Planet” (Easy Preparation)

Supplies:

- popcorn (optional)
- video: “Blue Planet” (order ahead of time from <http://www.tinyurl.com/2cvea3a>) or another equivalent video showing images of earth)

Gather the children in the area designated for watching videos. If you choose to have popcorn as a snack today, pass out small bags to each learner (paper lunch bags work great for this and make cleanup much easier). Be sure to check for any allergies whenever you provide a snack. Tell the learners that you will be watch-



ing a video about seeing the earth from space, and encourage them to think about how the film fits into the story of creation. Then sit back with your group and watch “Blue Planet,” or another equivalent video with views of the earth. If you have time after the first lesson is over, feel free to discuss some of the images and how they made each person feel. End your time in the video center by reading out loud the passage from Genesis to the group, and ask them how the video and the passage from the Bible are connected.

5 “The Miracles of Jesus”

Supplies:

- Bibles
- video “The Greatest Adventure: The Miracles of Jesus” (order ahead of time; available at <http://www.tinyurl.com/25jmwvh>) or another equivalent video about Jesus healing on the Sabbath

Tell the learners that you will be watching a video about some of the miracles of Jesus, and encourage them to watch for the miracles where Jesus heals people on the Sabbath. Then sit back with your group and watch “The Greatest Adventure: The Miracles of Jesus” or another equivalent video about Jesus healing on the Sabbath. After watching the video, have the children find Mark 2:23–3:6 in their Bibles. Invite volunteers to read the scripture. According to the Gospels, Jesus performed many miracles. This was one way he shared God’s love. Ask the children what connections they see between the story in the video and the passage from the Bible.

6 “Are You My Neighbor?”

Supplies:

- Bibles
- video “Are You My Neighbor?” (order ahead of time; available at <http://www.tinyurl.com/29ndrzmm>), or another equivalent video about loving those around us

Have the children find 1 Corinthians 11:17–26 in their Bibles and invite volunteers to read the scripture. Talk with the children about how people in the church at Corinth treated one another as they gathered to celebrate the Lord’s Supper. Tell the learners that you will be watching a video about loving your neighbor, and encourage them to think about how we are to treat one another—both in the church and outside of it—and how that fits into keeping the Sabbath. Then sit back with your group and watch the Veggie Tales video “Are You My Neighbor?” or another equivalent video about loving those around us (our neighbors). After the video ask the children to describe any connections they found between the video and the Bible story.

Sending & Serving Activities



7. Make a Video of Keeping Sabbath (Easy Preparation)

Supplies:

- newsprint or white board and markers
- video recorder

Ask the learners to name times when they keep Sabbath in their lives, such as coming to church, going on vacation, spending time with family, sitting quietly and thinking about God, and so forth. List their ideas on the newsprint or whiteboard.



Invite volunteers to choose one of the situations listed and act it out. If your group is large, divide into small groups so that everyone has an opportunity to participate in this improvisation. Allow a limited time for them to practice their improvisation. They may want to demonstrate a positive example of keeping Sabbath and a negative example of not keeping Sabbath.

Let each group perform for the others as you — or another adult volunteer — record the improvisations. Enjoy and applaud each performance.

Lead the group in clapping at the end of the video and bring them back to your common space. Thank everyone for sitting and watching the movie so well (we all know how hard this can be for younger children).



8 Watch Your Video

Supplies:

- video recorded in Activity 7
- projection equipment

Show the video you made in Activity 7. If there is not time in this session to view the video, arrange for the learners to see it later, during fellowship hour, or the next week when you might want to play it in the Narthex or some other place where the whole congregation can watch along.

9 Closing Ritual

Supplies: None

Invite the children to gather in a circle. Tell them that as you close this session you will pause for a short time of silence. Then ask these or similar questions.

- What was your favorite moment from watching the video today? (It could be a particular scene, a song from the video, or even just the simple joy of sitting with friends and watching a movie!)
- What do you think God is trying to teach us about resting, re-creating, and justice through the video we watched? (Depending on the age of the children, you might want to use other words to describe these concepts.)
- What is one thing you are going to do this week to keep Sabbath? (Some examples might be gathering with their families to watch the video, making their own video about keeping Sabbath, or just thinking about resting while enjoying a movie with their friends.)

Affirm the many ways learners demonstrated keeping Sabbath in the video they made. Invite all to join in a closing prayer, such as: Loving God, thank you for showing us that keeping Sabbath is important in our relationship with you. Thank you for reminding us to keep Sabbath with our family. We are so glad that through keeping Sabbath we are formed into a community, an extended family of faith. Amen (It is always fun to have your learners join you in a celebratory “Amen!”)

Reflect

As you think back on this session, what moments stick out for you most? What did you learn about Sabbath, about yourself, and about the children? How can you grow in your own understanding of Sabbath? What one thing can you do this week to help you find Sabbath in your life?

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Keeping Sabbath



Intergenerational

About this Setting

Have a group ranging from five to eighty-five years old? Have 20 minutes to three hours to fill? Fear not! Intergenerational groups provide an opportunity to involve everyone in the congregation — playing, learning, and working together. There's a valuable place for everyone. Intergenerational resources assume groups that include people of all ages: children, youth, young adult, and adult. There are many benefits from learning to practice one's faith in a group that includes a variety of levels of faith maturity. Leaders are encouraged to remember that each person in an intergenerational group has gifts to offer and to receive from others in the group. Choice is the name of the game! Choose from the activity options what appeals to you and your context, and have fun together! Remember, success in intergenerational group activities depends on leadership from the facilitator: choose appropriate people for appropriate tasks, regardless of age. If a small group is not working out, intervene and reorganize groups as needed.

Intergenerational Options

These activities may be used to build an intergenerational event for the commencement or conclusion of your series on "Keeping Sabbath" (up to three hours). Or, the activities may be used independently (15–20 minutes each), interwoven with age-specific activities throughout the series. An intergenerational event might be used during a time of year that is already set aside as special, such as Advent, Kwanzaa, Lent, Vacation Bible School, or forty days of prayer for children.

Keeping Sabbath



INTERGENERATIONAL

Familiarize yourself with all twelve activities, four from each of the categories of Exploring and Engaging, Discerning and Deciding, and Sending and Serving. Consider the age of participants and the time available for this event, and choose a group of activities that will meet your needs.

For an event lasting one to two hours, choose three or four activities from the list of twelve. There are enough activities for three or four events! Or, choose a single activity (15–30 minutes) to use as the activity at a community meal or other gathering. Wearing name tags is a good idea, as often older and younger members of a church do not know one another's names.

Each activity ends with a prayer appropriate for the end of the session.

Gather as a church family to grow together and have fun!

Exploring & Engaging Activities

Whether we are new to a particular faith practice or an old hand with much experience, all of us benefit from new opportunities to explore the shape of the faith practice and to engage the issues of faith that the practice offers. Sometimes this is a matter of learning new ideas about the practice. Sometimes this is more about reflecting on what we have done in our practice. The activities in Exploring and Engaging help us figure out how a faith practice intersects with our life and the life of the community of faith.

Discerning & Deciding Activities

Practicing our faith always involves discernment: naming the realities of our community and world and seeking the will of God for our lives and for the world. We then decide how we will act, what we will do, what values move us forward, what faith has called us to do. The activities in this section give us opportunity to practice by discerning and deciding.

Sending & Serving Activities

Practicing our faith involves serving others and being sent out as empowered disciples of Jesus Christ. We need time in our exploration to plan how we will serve. We need moments that send us forth blessed by the community from which we venture out. The activities in this section offer opportunities to practice our faith through sending and serving.

Intergenerational Leader Preparation

Yikes! All these ages! So many people with so many interests and needs! Take a deep breath. Breathe in, thanking God for this opportunity to bring God's people together. Breathe out, releasing your worries and anxieties about how this activity or event will turn out. Check in with yourself. Has the necessary preparatory work been done? Are you feeling excited about the activities you've chosen? Are you eager to help your congregation learn more about the practice of Sabbath? Are you familiar with special needs of folks you expect to participate? Breathe in, "Hear, O Israel: the Sovereign is our God, the Sovereign alone..." (Deuteronomy 6:4). Breathe out, "...and you shall love the Sovereign your God with all your heart, and with all your soul, and with all your might" (Deuteronomy 6:5).

What about those teenagers? In several of the activities, teenagers and older children engage as teachers or activity leaders with younger children. Invite those teenagers you have chosen for more responsible roles of leadership to gather with you and other leaders/teachers to join in a prayer of preparation.

Prayer: God of the Sabbath, thank you for caring for us during work and play. Enable us to relate to all those gathered today, bringing them ever closer to you through our Sabbath activities. Help each of us (name each person in the prayer circle) to be the best leader we can be today. May all of us learn better what Sabbath means and how to practice Sabbath in our own lives and as a church. Amen.



Exploration: Discovery

BIBLE FOCUS PASSAGES:

Exodus 20:8-11

Luke 4:16-21

1 Sabbath: A Mixer (Exploring and Engaging) (Easy preparation)

Leader preparation:

We keep Sabbath by building our community of faith. This activity works as a mixer to build community. It can also be used as a time to stretch and move in between more sedentary activities. It's a great way to be sure everyone says something. Be sure to include introductions (of partners), as in many congregations older and younger members do not necessarily know one another by name. If there are several elderly or otherwise less-mobile participants, consider placing chairs in pairs around the room, so one person can remain seated while the second, more mobile person in each pair moves to find a new partner. If you have a participant who is not mobile, be sure that, when people move to find a new partner, someone always goes to that person. If there is an even number of other participants, the leader can sit out and focus on time-keeping. This is an activity for pairs. Groups of three do not work for this activity because of the time restraints.

Supplies:

- list of sentences to complete
- a watch or clock with a second hand
- a room in which people can move around easily

Participants will share with one another, one on one, about "Sabbath," allowing people an opportunity to share their experiences and explore various interpretations of Sabbath.

1. Read aloud Genesis 2:2-4 to gathered group.
2. Mixer:
 - Have each person find a partner and introduce himself or herself. If the group is large enough, encourage the participants to find someone they do not know well, or someone of a different age group.
 - One ground rule for this activity is: No interrupting!
 - Each person has one minute to complete this sentence, "When I hear the word 'Sabbath' or 'Sabbath time,' I think..." (if participants find it difficult to complete a sentence, ask them, "Describe what 'Sabbath' or 'Sabbath time' means to you").
 - Call time at the end of one minute, saying something like, "Now the second person has one minute to share."
 - At the end of the second minute, have everyone say good-bye to their partner and find a new partner. Start with introductions again, and then share (each for one minute) on the second sentence/question.
 - With their partner each person has one minute to complete this sentence: "One of my favorite ways to take a break (a Sabbath) during the day is ..." This might be phrased, "What do you do when you want to take a break during the day?"
 - Repeat the process for each sentence/question below, or until interest wanes.

You may find that one minute is too long a time; feel free to make the time shorter if talking has waned.

Sentences to complete: (When reading the incomplete sentence aloud, draw out your voice over the blank spaces to imply there is something missing.)



- When I hear the word “Sabbath,” I think of...
- One of my favorite ways to take a break (a Sabbath) during the day is...
- Something that keeps me from having a break (Sabbath) in my life is...
- One of my favorite (Sabbath) activities at church is...
- Something that draws me closer to God is...
- A song that brings me closer to God is...
- When I am tired, I like to...
- (Think of your own!)

Closing prayer: *God, thank you for this community of sharing and growing. Thank you for Sabbath time during which we draw closer to you as we draw closer to one another. Through Jesus Christ we pray. Amen.*

2 Sabbath Cinquain (Exploring and Engaging) (Easy preparation)

Leader preparation:

We keep Sabbath by remembering God in word. Cinquains are poems that follow a particular pattern. Familiarize yourself with the cinquain format by writing some trial poems on simple subjects such as “cat” or “flower.” Print the cinquain format on a large sheet of newsprint or poster board. Consider ways the final cinquains might be shared with the wider community, perhaps in your church newsletter or during a service of worship. If you are including a worship component as part of an event, you might plan to include these poems.

Supplies:

- numerous large sheets of newsprint and markers
- cinquain format printed clearly on large paper

In groups the participants will write cinquain poems on the theme “Sabbath.” Introduce the cinquain format, explaining that a cinquain is a five-line poem using different parts of speech to describe the theme, which is the single word on line 1. In our case, the theme word will be “Sabbath.” The lines get longer, then shorter, resulting in a diamond-shaped poem.

Cinquain format:

Line 1: one word (subject or noun)—theme of poem

Line 2: two words (adjectives) that describe line 1

Line 3: three words (action words ending in “ing”) that relate to line 1

Line 4: four words (feelings) that relate to line 1

Line 5: one or two words (synonym of line 1 or a word that sums it up)

Sample:

Flower
bright magnificent
growing bending adorning
joyful happy glad love
God’s creation

Closing prayer: *Use the completed cinquain as the main section of the prayer, starting with “God, we thank you for Sabbath,” ending with “Amen.”*



Exploration: Scripture



3 Community Unity Collage (Discerning and Deciding)

Leader preparation:

Photocopy several copies of the figures in “The Dance of Youth” by Pablo Picasso. Cut out around each individual figure until you have one cut out for each participant. Prepare a bulletin board with the banner “We Are United through Communion.” This activity is especially meaningful in faith communities where all ages are welcome at communion.

Supplies:

- bulletin board or large sheet of poster board for collage background
- poster, “The Dance of Youth” (<http://www.tinyurl.com/AllPosters7>) by Pablo Picasso
- individual figures cut from photocopies of “The Dance of Youth”—on different colors of paper
- scissors
- markers
- Bibles
- basket(s) to hold cut-out figures
- poster pins or staplers to attach figures to larger bulletin board

The participants will create a congregational collage illustrating that communion and Sabbath draw us together in unity.

1. Ask participants to locate and read 1 Corinthians 11:18 in their Bibles.
2. Ask: What might have caused the divisions and factions Paul describes in the congregation in Corinth? What causes people not to get along? What has caused misunderstandings and hurt feelings in your church? Be sure young and old have a chance to share.
3. Explain: Paul explains that communion, a Sabbath activity, will help us overcome our differences and divisions.
4. Show the poster “The Dance of Youth” by Pablo Picasso. Ask what the participants see. What are the figures doing? Explain that they are united in a joyful dance. The dance brings them together as community, “in communion” with one another.
5. Explain that communion and Sabbath draw us together in unity, as these figures are drawn together in a dance.
6. Give a figure to each person. Have markers ready for people to print their first name on the figure. Have pins/stapler ready to attach each figure to the bulletin board (on and around the poster of “The Dance of Youth”) to join in the dance.

Closing prayer: God, thank you for the Sabbath practice of communion that unites us in community like dancers in a dance. Help us work in union to overcome any difference we have, so we can joyfully worship and serve you together. Amen.



4 Interviewing Jesus and Moses (Discerning and Deciding) (Easy preparation)

Leader preparation:

This activity offers an option of interviewing either Jesus or Moses about Sabbath and Sabbath-keeping. If you choose to hold both interviews, they can be done one after the other or at different times.

Option 1: Interview of Jesus of Nazareth

Leader preparation:

Be sure the Jesus actor reads Mark 2:23–3:6 ahead of time. Choose someone who will be able to think on their feet and keep the interest of the group.

Supplies:

- robe (helpful but not essential)
- Bibles
- paper and pens

Someone, in the role of Jesus, answers interview questions about Sabbath and Sabbath time, referring especially to the incidents of Mark 2:23–3:6.

1. Announce that we are going to have a very special visitor today: Jesus of Nazareth! He will be available to answer questions about Sabbath and Sabbath time. He and his friends were recently in trouble for breaking a couple of Sabbath rules: not to harvest grain and not to do the work of a doctor.
2. Have participants locate and read together (one person reading aloud) Luke 4:16–21.
3. In small groups (three or four of varying ages) brainstorm questions you would like to ask Jesus about what happened and about Sabbath and Sabbath time. Each group will write down their top two questions and decide who from their group will ask Jesus these questions.
4. Jesus arrives! Have Jesus greet everyone saying, “Shalom” and “Peace be with you.”
5. Extend a warm welcome to Jesus. As if you are the host of a panel, let Jesus know the group has several questions to ask him. Invite each group, one by one, to ask their top question. Let Jesus briefly respond to each question. Don’t let one response go too long. If time allows, let each group ask their second question. (A prepared question to ask early on might be, “What is a commandment?” in order to explain that these biblical commandments are more like directives one would receive from a helpful teacher than like commands an army general would give.)
6. Let everyone know Jesus has to get back to Galilee. Thank Jesus for coming. Ask everyone to bid him farewell. Jesus leaves.

Closing prayer: *God, thank you for Jesus, who has taught us about Sabbath-keeping and that doing good is always more important than following the world’s rules and laws. Help us boldly to do good and to work for justice in our community and world. Amen.*

Option 2: Interview of Moses

Leader preparation:

Be sure the Moses actor reads Exodus 20:1–17 ahead of time. Choose someone who will be able to think on their feet and keep the interest of the group.



Supplies:

- robe (helpful but not essential)
- Bibles
- paper and pens

Someone, in the role of Moses, answers interview questions about Sabbath and Sabbath time, referring especially relating the information from Exodus 20:1–17 regarding God’s Ten Commandments.

1. Announce that we are going to have a very special visitor today: Moses, leader of the Israelites! He will be available to answer questions about Sabbath and Sabbath time. He recently received the Ten Commandments when he was on Mount Sinai and has just shared them with the Israelites. One of the commandments is about remembering Sabbath. Read Exodus 20:8–11.
2. In small groups (three or four) brainstorm questions you would like to ask Moses about what happened and about Sabbath and Sabbath time. Each group will write down their top two questions and decide who from their group will ask Moses these questions.
3. Moses arrives! Have Moses greet everyone saying, “Shalom.” (You might explain this is a common greeting in Hebrew, Moses’ language, that means “peace.”)
4. Extend a warm welcome to Moses. As if you are the host of a panel, let Moses know the group has several questions to ask him. Invite each group, one by one, to ask their top question. Let Moses briefly respond to each question. Don’t let one response go too long. If time allows, let each group ask their second question. (A prepared question to ask early on might be, “What is a commandment?” in order to explain that these biblical commandments are more like directives one would receive from a helpful teacher than like commands an army general would give.)
5. Let everyone know Moses has to get back to the Middle East where he and the Israelites live. Thank Moses for coming. Ask everyone to bid him farewell. Moses leaves.

Closing prayer: *God, thank you for Moses, who taught us about Sabbath and your directives and commandments. Help us learn them and understand them for ourselves and our time. Amen.*



Exploration: Discipleship



5 Creating Sacred Sabbath Space (Discerning and Deciding) (Easy Preparation)

Scripture Focus:

Exodus 20:8, “Remember the Sabbath day, and keep it holy.”

Leader Preparation: Review the questions and adapt them as necessary for your group.

Supplies:

- chairs arranged in groups of three or four
- large newsprint or poster board
- colored markers for writing and drawing
- paper and pens for groups



- crayons
- tape to hang paper/board
- magazines that can be cut up
- scissors

This activity invites participants to reflect on what they find restful and renewing. Remembering Sabbath is an activity of the mind. By reflecting on what is restful and renewing for us, we can better know how to keep Sabbath in our lives.

Directions: Work in groups no larger than three or four so that each person will have ample time to share. Be sure each group has a span of ages.

1. Discuss the following questions about Sabbath, remembering that Sabbath is a time of rest and renewal when we focus on our relationship with God. Smaller children may understand “feel calmer” or “get stronger” more than “renewal.”
 - When you think of Sabbath, what story or book comes to mind or is especially meaningful to you?
 - When you think of Sabbath, what room, space or place comes to mind or is especially meaningful to you?
 - When you think of Sabbath, what food comes to mind or is especially meaningful to you?
 - When you think of Sabbath, what song comes to mind or is especially meaningful to you?
2. Write or paste the words and illustrations from all the groups on a large paper or poster board beneath the phrase “Sabbath Space.”

Closing prayer: *Spirit of peace, thank you for Sabbath space in our lives. Thank you for special things in our life that help us remember Sabbath, that help us rest and renew ourselves. Through Jesus Christ we pray, Amen.*

⑥ Letting Go and Letting God (Deciding and Discerning)

Leader preparation:

Read Exodus 20:8–11. Particular elements of our lives separate us from God, while other elements draw us closer to God and one another. Sabbath is a time to draw closer to God and one another.

Supplies:

- Bible
- table (safe area for lit candles)
- one candle for each participant (tapers in sand or tea lights work well)
- matches
- pieces of colored yarn about 8" long (one for every participant)

This activity encourages participants to reflect on the things that separate them from God and those things that draw them closer to God.

1. In groups of twos, answer the following questions:
 - What worries you about home, school, health, family, friends, the world?
 - What work or activities separate you from God? Another way to ask this is, What work or activities make you feel stressful?
 - What behaviors or activities do you do that you wish you did not do?
2. Explain that Sabbath practices of lighting candles and praying can help us draw closer to God and one another.
3. Invite each person to light candles for the worries, stresses, and compulsive behaviors they mentioned.



4. Pray: God, we offer our worries, stresses, and behaviors to you. Amen.
5. In groups of two, answer the following questions:
 - When you have a holiday or vacation, what do you look forward to?
 - What draws you closer to God? Another way to ask this is, What work or activity makes you feel more peaceful and good about yourself?
 - What draws you closer to others? Another way to ask this is, What work or activity makes you feel more peaceful and good about others?
6. Give a piece of yarn to each participant. Have their discussion partner tie it on a finger, around their wrist, or onto their clothing somewhere, for example, around a button or a purse strap. Explain that tangible objects can help us remember God and draw closer to God.

Closing prayer: *God, thank you for all things in our lives that give us comfort, peace, and goodness. Help us take Sabbath time to remember these things when we feel worry or stress. Amen.*



Exploration: Christian Tradition



7 Creating a Sabbath Worship Center (Exploring and Engaging)

Leader preparation:

Keeping Sabbath means we cease work and remember and communicate with God through worship. This Sabbath worship center may be created at the outset of the event and then used throughout the event. Other objects might be added. A closing worship time might use this same worship center as its focus. Be sure to blow out the candle after this activity. While communion elements are brought to the Sabbath table, this activity does not include sharing in a communion meal. If you wish, you could share communion from the table at some time during the event.

Supplies:

- candle in holder and matches
- Bible
- bread on plate or in basket
- red juice in a cup
- small table
- tablecloth (a special one if available),
- bowl
- pitcher of water
- reading parts printed out, Attachment: Activity 7

The group brings items to create a Sabbath worship center. Each item brings meaning and part of the Christian story, to enhance our Sabbath time by reminding us of God, Jesus, and our community.

Put a table in center of circle or front of room. Distribute items among the participants for them to bring forward at the appointed time. Designate two children to bring items forward, one to carry the item and the other to read, allowing non-readers to fully participate.

- Bring forth the tablecloth. A child reads, "This tablecloth reminds us of the Sabbath cloths that adorned the Sabbath table in Jewish homes long



ago and today. Our worship tables are often covered with special cloths. This tablecloth makes this ordinary table special.”

- Bring forth the candle and light it. A child reads, “This light reminds us of God, who created by saying, ‘Let there be light.’ Light gives warmth and life that we might live.”
- Bring forth a bowl and pitcher of water. Place the bowl on the table and pour in the water. A child reads, “This water reminds us of the springs of life. Water quenches our thirst and grows our gardens. This water also reminds us of our baptism into the community of faith.”
- Bring forth a Bible. A child reads, “This special book reminds us of the stories of our forebears in the faith like Sarah and Abraham, Moses and Miriam, Mary Magdalene and Jesus, and many others. It also helps us know how to follow Jesus.”
- Bring forth bread and cup. A child reads, “This communion meal of bread and juice reminds us of Jesus, who shared a meal with his friends before he died. Sharing this bread and juice, we are one with Christ and with one another.”

We gather around this worship table to have Sabbath time, time to rest and think about God.

Closing prayer: Dear God, Creator, Christ, and Spirit, we pause from the hustle and bustle of our lives to remember you. You are the source of our being, the light of our lives, the bread and juice that feed so much more than our bodies. You feed our spirits too. These symbols of our faith -- fire, water, word, communion -- draw us away from the distractions of our lives and draw us closer to you. May each of us feel you in this Sabbath moment. Amen.

8 Meditation on Mandalas (Exploring and Engaging)

Leader preparation:

Read Mark 6:30–32. Browse through the numerous mandalas created by children on display at <http://www.tinyurl.com/cgd2g>. Creating mandalas is a traditional form of Buddhist and Hindu meditation in Tibet. Sometimes the intricate design is made with sand and lasts only a short time. The process, not the outcome, is the focus. Print out a mandala pattern to be colored for each participant. To download a free black and white mandala pattern to color, go to <http://www.mandali.com/sample/> or <http://www.tinyurl.com/7pxgea>, which also features numerous brilliant mandalas. To order a mandala coloring book, go to <http://www.tinyurl.com/28w4vfm> (\$11) or <http://www.mandali.com> (\$8-\$10). Set out all coloring materials on the tables. Place an uncolored mandala sheet at each place.

Supplies:

- a mandala pattern for each participant
- bright colors for drawing (pencils, markers, and/or crayons),
- tape or pins to hang up finished mandalas
- tables and chairs
- CD player
- CD of soothing music
- a printed copy of a colorful mandala

A traditional Sabbath activity is meditation. Coloring the intricate patterns of a mandala provides a meditative centering activity that appeals to all ages.

1. Invite all the participants to find a place at a table, creating a blend of ages and abilities at each table. At their place they will find a mandala pattern sheet.



2. Explain that this activity is about meditating and meditation – going to a quiet place to be renewed, which is a traditional Sabbath activity in Christianity and a common practice in other religions, specifically Hinduism and Buddhism.
3. Show an example of a finished mandala. Invite everyone to begin coloring a mandala, using the activity as a time to center themselves, to enter into the quiet space and the beauty of the design, thinking about God and God’s beautiful creation.
4. Play the soothing music in the background. Allow as much time for drawing as the participants are comfortable with.
5. Hang the completed mandalas in a meditation gallery.

Closing prayer: *God of quiet places, thank you for Sabbath time and Sabbath activities that help us slow down and appreciate the beauty around us in your creation. Amen.*



Exploration: Context and Mission

9 Sabbath—Time to Remember Others (Sending and Serving)

Leader preparation:

Read Luke 4:16–21. Prayerfully consider those in your congregation who are unable to be at this intergenerational event. To expand this activity, prepare a list of the names and addresses of a variety of people beforehand: inmates at a local jail or prison, homeless people in your community, residents at a local care center, prisoners of conscience (list available from Amnesty International, <http://www.tinyurl.com/pfjta6>), global mission partners of your denomination, children sponsored by members in your congregation, etc.

Supplies:

- Bibles
- pens
- blank greeting cards (church stationary works well, but any cards will do)
- newsprint or whiteboard and markers
- church directories (ideally with photos)
- stickers
- crayons or markers

Moving from exclusion to inclusion, the group first remembers those often excluded in our communities. Then the group focuses on those from the congregation who are marginalized and absent from this intergenerational event in order to include them by sending cards of greeting and prayer to them.

1. Read: Luke 4:16–21.
2. Brainstorm: Turn to the person next to you and think of people in your community and the world who are “poor, captive, blind, oppressed.” (You might use more familiar words for different ages such as: lonely, unhappy, sick, in jail, marginalized, excluded, forgotten.)
3. Plenary: Have each pair share one person or type of person they thought of. Write these on newsprint or a whiteboard (or just listen).
4. Ask the large group: Who is not here today at this event? List them by name on newsprint or a whiteboard. Who is sick? Who is in the hospital?



- Who is elderly and shut-in? Who is away or abroad? (Peace Corps and Vista volunteers, service men and women, missionaries, others.) Who is away at college?
5. Divide into groups to write cards to people on the list. Ask each group to take one to three cards and write the name of a recipient on a card. Have groups decide what to write on the card and how to decorate it (if blank). Smaller children can put stickers on or draw something. Be sure everyone signs their name, or has their name added (if they cannot write).
 6. Option 1: Pass out envelopes with the cards and have each group address the envelope and place the card inside, ready to mail. Distribute church address labels to be affixed. Option 2: Collect the completed card (with name of recipient clearly printed on each) and send later.

Closing prayer: *Great Spirit, you call us into relationships, and Jesus reminds us on that Sabbath day long ago that we are connected to the poor, the oppressed, the captive, and the ill. We pray for all your people, especially those whom we have remembered and written to today. Thank you for your word in our midst that compels us to reach out beyond our comfort zones. Amen.*

10 Create a Sabbath Space for Birds (Sending and Serving)

Leader preparation: Gather and set out supplies. Decide if participants will share jars of peanut butter and bowls or bags of seeds, or if it will work better to dish out smaller quantities of peanut butter and seeds into bowls or paper cups. Identify places where the feeders may be hung.

Supplies:

- Bibles
- pine cones (the bigger the better)
- peanut butter
- birdseed
- kitchen knives for spreading peanut butter on pinecones
- sturdy string or twine for hanging bird feeders outside
- scissors
- one or two large flat ceramic baking or serving dishes (to serve as bird baths)
- water for bird bath

Create a bird-friendly area outside the church by making and hanging bird feeders and setting out bird baths.

1. Invite the participants to locate and read aloud Exodus 20:8-11.
2. In groups of three (including different ages) have participants discuss: Who and what rests on the Sabbath, according to God's wishes in this story? (family, workers, slaves, men and women, livestock [working animals], foreigners; everything that works, including livestock) What are livestock? Which animals are "working animals"? "Sabbath is a chance for nature to rest from human interference," explains Cath James of the Methodist Federation for Social Action. What does this quote mean to you?
3. Explain that while birds are not "livestock," we're going to use our Sabbath time to make life easier for the birds that live near our church.
4. Have participants divide into pairs, with different ages in each pair, ideally an adult and a child or youth. Each pair receives one pinecone, twine/string, and access to peanut butter and birdseed.



5. For feeders: Tie twine around top section of pine cone, making it secure for hanging. Spread peanut butter on each pine nut (petal) of the cone. Press birdseed into the peanut butter. Hang feeders outside if weather permits. Otherwise, keep to be hung later.
6. For birdbaths: Have groups of two or three take the ceramic birdfeeders outside, locate a safe and protected spot, and fill them with water.

Closing prayer: *God, thank you for animals, for those that help us by working in fields, and for those that live independently of humans. Thank you that we can use this Sabbath time to remember them and provide the birds of this community a place to enjoy. Amen.*



Exploration: Future and Mission

Making Eyes of God (Exploring and Engaging)

Leader Preparation:

The Huichol Indians of Mexico and the Aymara Indians of Bolivia weave brightly colored yarn on a simple frame of two crossed sticks to create a design called ojo de Dios or eye of God. Review the illustrated instructions at <http://www.tinyurl.com/3hh6ge> or <http://www.tinyurl.com/ydktccr> and make at least one eye of God, so that you are familiar with the process. This can seem difficult initially, but with patience the task is easily completed, even by young children, and the results are usually pleasing. The more contrasting the colors of yarn, the brighter the finished product. Plan to pair up each child with an adult, or two children with an adult.

Supplies:

- several skeins of medium weight bright colored yarn
- sticks for the X-shaped frame: popsicle sticks, craft sticks, twigs or chopsticks work well (two for each participant)
- craft glue
- scissors

Create eyes of God as Sabbath meditation focal points.

1. Read Psalm 119:105.
2. Hold the sticks in an X or cross position. Wrap the yarn around the center of the two sticks to hold them together in a cross shape.
3. Take one color of yarn and wrap it over and around one stick, then over and around the next, over and around the next, and so on. Keep doing that until the color is used up.
4. Tie a different color string onto the old one with a tight knot.
5. Repeat steps 2 and 3 until complete.
6. Take a piece of string for a hanger, cut it, and tie or glue it to your eye of God.
7. Hang up your eye of God as a focal point to use during Sabbath exercises of prayer and/or meditation.

Closing prayer: *God, thank you for beautiful symbols that remind us of you. Bless these eyes of God that they may help us enrich our Sabbath life. Amen.*



Keeping Vigil: Proclaiming the Good News (Sending and Serving)

Leader preparation:

Read and reflect on Matthew 26:14–27:66. The Sabbath after Jesus was executed was a quiet day of fear and hiding; many of Jesus' friends abandoned him, and like Peter, denied even knowing him. Keeping vigil is for many Christians an important response to injustice, so that we do not succumb to the fear and hiding of those first disciples. Familiarize yourself with religious groups that hold regular vigils, such as those listed by state at <http://www.utahpeace.org/vigil.htm>. (Note: Bellingham, Washington, is home to the longest-running peace vigil in the United States. Started by Howard and Rosemary Harris more than forty-six years ago, it has lasted more than four generations. Members of First Congregational Church United Church of Christ in Bellingham,

<http://www.tinyurl.com/2ayuwhm>,

are instrumental in keeping that weekly vigil going every Friday, particularly Alfred and Dotty Dale, both in their mid-eighties!) Prayerfully consider injustices or special needs of which members of your church might already be aware: e.g. children at the local school who receive free meals, homophobia in your community or in the news, a local business with unfair employment practices, the exploitation of coffee growers by large corporations (if your church uses Fair Trade coffee and tea, some members will be familiar with this concern), a local environmental concern, a current war, families who need food (and come to your church's food bank), children sponsored by your church or individual members, etc. Gather supplies to make placards for the vigil. You may need to check with local authorities to determine if a permit is needed for your vigil.

Supplies:

- poster boards
- wooden slats
- staple gun
- poster paints or large markers
- Bibles
- poster, "Guatemala: Procession" (<http://www.tinyurl.com/UCCResources>) by Betty LaDuke

A Sabbath vigil: a response to injustice. This activity can be broken into parts: reflection and discussion, clarifying the message of the vigil, preparing posters, holding the vigil. The actual vigil might be a culmination of your Sabbath event, or a follow-up at a different time. If there is already a regular local peace and justice vigil, consider joining in. Some regular vigil groups already have plenty of signs for participants to hold.

1. Invite the participants to locate and read aloud Matthew 27:27–56.
2. Ask: When Jesus was being tortured and was suffering, who tried to help him? Point out that the male disciples are not around and the female disciples are standing and watching from a distance, not getting involved.
3. Ask the participants: Have you ever seen someone be treated badly? What did you do? It is likely someone will say they were afraid to do anything to help. Use this as a segue to talk about fear, and how fear can protect us by keeping us safe, but how it also can stop us from helping someone who needs our help.
4. In pairs or groups of three (mix different age participants as much as possible, to encourage intergenerational interaction), have the participants consider: Who in our world is suffering as Jesus did? Who is being tortured? Who is being kept from food and safe water? Who is being abandoned by our society?



5. Ask each small group to share one or two examples with the larger group. Write out a list, noting those mentioned by more than one group. They may share a wide variety of responses. Listen respectfully, and, if helpful, guide the conversation to the things upon which you were reflecting during your time of preparation.
6. Explain that it is important for faithful Christians to turn to God when they are afraid, and to ask for (pray for) courage to do the right thing.
7. Back in pairs and groups of three, have participants share: What are some injustices (something that is not fair or good) in the world that make you angry to hear about? For example, war, hungry children. Then have each group share with the large group one or two things they listed.
8. Describe the ancient practice of vigil-keeping and its relationship to Sabbath keeping (a time set aside when we work and witness for justice). Display the poster “Guatemala: Procession.” Explain that sometimes people walk (or march) as part of a vigil.
9. Have participants choose one issue of injustice on which to focus.
10. Invite the participants to make posters related to the issue of injustice they have chosen: for example, Christians for peace; Jesus fed the hungry. So should we; God is love; Everyone is God’s child; God loves everyone--gay and straight; Honk for peace--make God smile! Be sure statements are faith-based and not just an opinion. Staple the decorated poster boards to the slats. Be sure they are secure, with the slat going up almost to the top of the poster board to avoid bending.
11. Pray before heading outside: God, help us not be afraid to speak out for what is right. Grant us courage as part of our Sabbath keeping practice boldly to share our faith with others. May we not be caught silent and hiding on the Sabbath as the first disciples were when Jesus was crucified. May our Sabbath actions help those who, like Christ, suffer injustice at the hands of those more powerful. Amen.
12. Be sure to talk about tolerance before heading out to the vigil. Consider what to do if rude actions or comments are received from people driving or walking by.
13. Stand by the road near the church holding the signs high for passersby to see (or join a preexisting vigil). Be sure there is enough room for pedestrians to pass by easily and safely. Joyfully proclaim the Good News of God’s love, peace and justice.

Reflect

What an amazing group of people have gathered here: young and old, energetic and thoughtful, brash and timid, faithful and doubtful. What a privilege it is to work with them, to teach and learn together, to stretch and grow. How has God used you during this intergenerational event? What moments were filled with delight? What challenges did you face? Is there any follow-up needed, regarding either activities or relationships? Who stands out for you from this event? Who may need special prayers or pastoral care? Now it is time for you to think of ways to renew and refresh yourself, to take Sabbath time, to apply the lessons presented (and hopefully learned) to your own life, starting now. May God be with you as you continue to grow in the faith practice of Sabbath-keeping.



Attachment: Activity 7

Tablecloth is brought forward.

A child reads, "This tablecloth reminds us of the Sabbath cloths that adorned the Sabbath table in Jewish homes long ago and today. Our worship tables are often covered with special cloths. This tablecloth makes this ordinary table special."

Candle is brought forward and lit.

A child reads, "This light reminds us of God, who created by saying, 'Let there be light.' Light gives warmth and life that we might live."

Bowl and pitcher of water are brought forward.

Place the bowl on table and pour in the water. A child reads, "This water reminds us of the springs of life. Water quenches our thirst and grows our gardens. This water also reminds us of our baptism into the community of faith."

A Bible is brought forward.

A child reads, "This special book reminds us of the stories of our forebears in the faith like Sarah and Abraham, Moses and Miriam, Mary Magdalene and Jesus, and many others. It also helps us know how to follow Jesus."

Bread and cup are brought forward.

A child reads, "This communion meal of bread and juice reminds us of Jesus, who shared a meal with his friends before he died. Sharing this bread and juice, we are one with Christ and with one another."