

Cooperation

Table of Contents

COOPERATION	2
Unit Overview.....	2
WHAT IS COOPERATION?: WEEK 1	3
Week 1 - BIBLE CLUB.....	3
Week 1 - SKIT.....	9
Week 1 - MEMORY VERSE.....	10
Week 1 - PRACTICAL LIVING.....	11
Week 1 - READ-A-LOUD.....	13
Week 1 - CRAFTS.....	14
Week 1 - RECREATION.....	16
WHEN DO I COOPERATE?: WEEK 2	21
Week 2 – BIBLE CLUB.....	21
Week 2 - SKIT.....	29
Week 2 - MEMORY VERSE.....	31
Week 2 - PRACTICAL LIVING.....	32
Week 2 - READ-A-LOUD.....	34
Week 2 - CRAFTS.....	35
Week 2 - RECREATION.....	37
WITH WHOM DO I COOPERATE?: WEEK 3.....	42
Week 3 – BIBLE CLUB.....	42
Week 3 - SKITS.....	49
Week 3 - MEMORY VERSE.....	51
Week 3 - PRACTICAL LIVING.....	52
Week 3 - READ-A-LOUD.....	56
Week 3 - CRAFTS.....	57
Week 3 - RECREATION.....	59
WHY COOPERATE?: WEEK 4	64
Week 4 – BIBLE CLUB.....	64
Week 4 - SKIT.....	72
Week 4 - MEMORY VERSE.....	74
Week 4 - PRACTICAL LIVING.....	75
Week 4 - READ-A-LOUD.....	78
Week 4 - CRAFTS.....	80
Week 4 - RECREATION.....	82

COOPERATION UNIT OVERVIEW

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

Cooperation is something that we must do everyday. We have to cooperate with our families, at school or at work. We even have to cooperate to play and have fun. Team sports are an ideal picture of cooperation.

As we take a Biblical look at cooperation, we see that unity as a body of believers is something that sets us apart from the world. The Bible gives us many mandates to show our love for one another, to build up the body, and to not forsake each other. We must have the fellowship of other Christians to survive in the Christian walk.

Cooperation means working together. To be able to work together, we have to give up some of our ideas, and all of our rights as an individual. We must think of the good of the group before we think of ourselves. Cooperation means being ready at anytime to cooperate with what God wants you to do, no matter what it is.

Thinking about these things, we want the children to be the type of children that will be willing to cooperate with their parents, their teachers, their classmates, and other children at the center. As a staff team, that should be modeled before them everyday. We want the children to see you as a staff working together and needing each other. Not an easy task, but a much-needed one.

In this unit on cooperation, you will find...

BIBLE CLUBS that show you how the first church cooperated; how the Israelites had to choose whether or not they would cooperate with God’s plan, when He asked them to go back to Jerusalem and rebuild the temple; and how two are better than one.

PRACTICAL LIVING will teach the children how their church operates by learning how it has to cooperate, how to do some basic cleaning jobs around the house, how to choose good friends; and how to exercise.

READ ALOUD, CRAFTS and **RECREATION** will teach them to think about when we should cooperate and with whom we should cooperate. Crafts will give them a chance to write a book with another person with whom they can cooperate. Recreation is fun this month, because they get to play in teams everyday to help them practice lots of team cooperation!

We pray that this unit on cooperation will come at a time when you need a remedy to solve fighting and complaining about who’s being left out. We also pray that the outcomes of this cooperation unit will result in a center that works together easily and gratefully. Hopefully we will see children who obey their teachers and who cooperate with their parents even when their favorite show is on TV. When we see things like this happen, we will know that the scriptures have taken hold of their lives and are changing these little people into godly men and women who follow Christ with whole hearts.

WHAT IS COOPERATION?: WEEK 1

WEEK 1 - BIBLE CLUB

LESSON AIM: To help the child understand what cooperation is.

SCRIPTURE: Acts 2:41-47, 4:32-35

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

The First Church Shared Everything

In this first week on cooperation, we want the children to simply see what it means to cooperate with people. In future weeks, we will help them understand when they should cooperate, who to cooperate with, and why they should cooperate.

In week one, we will look at the account in scripture that tells us how the early church demonstrated unity to the world. They knew that they were dependent on each other for everything. They were looking to the right place for their support.

Our human nature wants to do things our way, in our time, and with only the people whose personality is compatible with ours. God has a different plan for his people. He wants us to unite for the good of His kingdom.

When we work together we are stronger, we tend to be more encouraged, and we are directed to do the things that God would want us to do. Sometimes when we are on our own, we tend to believe the lies of the enemy. Satan knows that if he can make us separate, he can win a great part of the battle, because we are not nearly as strong by ourselves as we are with the body of Christ. Unity is not easy. We have to remember that, because joining with others isn't what we would naturally do. We must be walking in the Spirit to be able to do this effectively.

As we study this subject of unity, pray together as a staff team that your team would be a picture of unity. Beware of the “fiery darts” of the enemy that will want to separate and divide you, especially this month as you are teaching cooperation. If there are any gaps in your team now, be willing to humble yourself and be the one to make things right. The children will know that unity is not easy, but it's worth it!

Discipleship
Tip

Make some time this week to get one-on-one with your children. Ask them if they feel like they are part of the body at the youth center. If they don't, ask them why not. Help them find a reason why they feel left out or not a part and try to resolve that issue. Share with them a time when you felt left out and what you did! If they do feel a part, help them think of some things that they can do that will make others feel more a part as well.

 **Hook**

MATERIALS: Copies of the memory verse puzzle and a prize.

BEFORE BIBLE CLUB:

- Make one copy of the memory verse puzzle for every six students.
- Cut them into puzzle pieces.
- Number the back of each puzzle piece, according to the group number. Example: On the back of the first puzzle you will have all number 1, on the next puzzle, each piece will be number 2, and so on.
- When the children come in at the beginning of the center, give each of them a piece, or a few pieces to the puzzles. Be sure to put all ages in each group.
- If they get more than one piece, it should be to the same puzzle.
- Tell them that they have to hang on to their piece until Bible Club, and we will do something with them at that time.
- Have different places marked where the different groups should sit to work on the puzzle.

DURING BIBLE CLUB:

- Have the children sit down and begin working on their puzzle.
- Tell them, “Any team who has all their puzzle pieces, is able to put the puzzle together, and can tell me what it says, will get a prize.” (S.A.Y. Yes!® dollars or candy)
- Also tell them that everyone is responsible for finding where their piece fits. No one else can do it for them.
- When the teams have had enough time to put together their puzzle to discover the memory verse, ask these questions:

DEBRIEF:

What happened when someone didn’t have their piece?

How did it affect your puzzle when someone didn’t take care of their piece?

Could you complete the puzzle without someone’s piece?

How did your group work together? Was anyone bossy? Was anyone helpful?

How did you feel when you saw the finished puzzle?

Would you want to be in this group again to work on something else? Why?

**“How good and
pleasant it is
when brothers
live together
in unity.”**

Psalm 133:1

Bible Story

MATERIALS: Three pieces of paper that say, “1000” written out very big, some personal things that the people might have shared with each other like clothes, a watch, a checkbook (to represent money)

This Bible Club story is to be performed by adults if possible, but also you can have children to play some of the parts. The narrator will read the script, while the actor acts out what he is saying. If you do need to use children, try to have them practice it quickly before hand.

Script

CHARACTERS: Narrator, Peter, Three followers

Narrator: The Bible tells us that the story which I am about to tell you happened in about 30 AD. So this story happened almost 2000 years ago, but it is still a great example for us today, so listen and watch as I tell you this true story, which came from the fourth chapter of Acts.

Our story begins with the very first church that was established.

Actors should walk in, have one act like he is the pastor and the others, act as if they are the congregation. They can sit on the floor, at the feet of the pastor.

Narrator: See that man speaking there? (points to the pastor) That is Peter, he was one of Jesus’ disciples. Now he is teaching the people everything that Jesus taught him while He was on the earth.

When people heard the message that Peter was preaching about Jesus having risen from the dead, and that He could save them from their sins, many people believed and committed their lives to Christ. They knew that they wanted to follow God and become Christians too.

Actors who are listening should begin crying and praying to God. Peter (the pastor) should go to them and pray with them.

Narrator: As they heard the message, they went and got their friends to hear the message.

Each of the actors who are supposed to be the church members, should go out to the children and get one of them to come back with them. The actors should not use words, just motions. They should motion to the children that they are bringing them back with them to do the same.

Narrator: In just one day there were three thousand who became Christians.

Each of the children, who were brought up, can be given the 1,000 sign to show to the audience.

Week 1 –What is Cooperation?

Narrator: Wherever Peter was speaking, the new Christians were there. They wanted to learn as much as they could about God. They also loved just being together. They had so much in common because of their love for God.

While the narrator is saying that, Peter should be walking around, while the people are following him. He should then stop, and open his Bible to teach them. Then, Peter should sit down with them, as if they were going to eat, or just talk and hang out. They are fellowshiping!

Narrator: Now whenever it came up that someone needed something, the others in the group would provide it. Some of them even sold their property, so that they could use the money to help someone else.

One of the actors should smell their shirt, like it is dirty and someone else could run off stage and bring back a new shirt for them. Someone else could look at his shoes and see that they were old, and then someone else runs off stage and brings them shoes.

Narrator: The more time passed, the closer these people became. They ate together at each other's houses, they were praising God and were very happy. When other people saw the new believers, they wanted to be part of them and the church welcomed them. Every day their number grew and grew. When someone new would come and ask why they were different, they would tell them about the love of Jesus, and how He had died so that their sins could be forgiven.

The actors should really be having fun now. They should be sitting around, eating together and having fun. Then they should walk to the children, who are watching and invite others to come and participate in their fun.

Narrator: When you looked at them, there was no one with a need--everyday people would bring things that they had, and lay them at the apostles' feet. The apostles, were men like Peter, who were with Jesus, would give the things to anyone who had a need. They were all working together as a team, as a family, as a church.

The actors should leave and get as many things as they can--things like clothes, shoes, watches, money, anything - it should look like a lot, and lay them at Peter's feet. Then, Peter can go around, giving them to others that need them.

Narrator: This is what the first church was like. They worked together. They shared everything they had and when they did, the Bible says that no one had a need. This is what it means to cooperate. Cooperation is working together, getting along, sharing what you have, not always trying to be the center of attention, but looking for ways that everyone can be useful.

The End

DISCUSSION QUESTIONS

What are some of the things that the people in the first church did to show that they would cooperate with each other? *(They spent time with each other. They shared what they had with each other. They did fun things together.)*

Can someone tell me after hearing this story what you think it means to cooperate? *(To work together, to help each other out, to think of others before you think of yourself, to be kind to each other.)*

When you worked on your puzzle, which of the following feelings did you experience most? Happy, frustrated, angry, hurt, cared for, or a feeling that you belonged to the group? Why? *(Talk with the children about how they handled their feelings during the Hook. Hopefully, you made some observations.)*

Unity is a word that the Bible uses when it talks about cooperation. Let's look at some verses that talk about what God thinks about unity. Someone look up **Ephesians 4:3 and 1 Corinthians 1:10. What do these verses say about unity?** *(Eph 4:3 - make every effort to be unified.) and (1 Cor. 1:10 - agree with one another, so that there will be no divisions among you.)*

Do you think that if we worked together and loved each other like the Bible says, more kids would want to come to S.A.Y. Yes!®? Why?

Can you think of a group that is a good example of unity? *(A sports team, some organizations, [be sure to name any that are particular to your neighborhood] a gang [a good example of a unified group with a wrong motive])*

Sometimes groups and organizations have things that make them feel united and look united, like a T-shirt that they wear with their group name on it. What else do you think they could have to make them look unified? *(Hats, a handshake, a certain hair cut, an inside joke, a flag, a song, a tattoo.)*

Do you think that those things make groups more unified? Why? What does it help? *(No, it doesn't make unity happen, but it might make you more proud of the group you are in, and make you want to be more unified.)*

What about here at the center, do you think we could be more unified? What are some things that might make us that way? *(Helping each other, saying kind things, treating others the way we want to be treated, thinking before we react, etc.)*

What will you do this week to become a more cooperative person?

Being unified can be a lot of work. There might be someone who really gets on our nerves, or someone that was mean to us, but we need to work hard to get along together. Let's take some time right now to pray and ask God to help us be more unified.

WEEK 1 - SKIT

CHARACTERS: Maria and LaTasha.

SCENE: The girls are at LaTasha's house.

Maria knocks on LaTasha's door. LaTasha answers the door.

LaTasha: Hi, Maria. What's up?

Maria: Hey, LaTasha. I just wanted to know if you could come over to my house. My mom said that if I had someone to help me, I could make cookies.

LaTasha: Cool. That would be fun. Let me ask my grandma. I will be right back.

Maria waits at the door, while LaTasha goes and asks her grandma.

LaTasha: (out of breath from running) Well, I have some good news and some bad news.

Maria: What's the good news?

LaTasha: I can go with you to bake the cookies.

Maria: Great! So what's the bad news?

LaTasha: I can't go until I clean my room.

Maria: I can help you clean your room, and then you can help me bake the cookies.

LaTasha: You would do that?

Maria: Well, I can't bake the cookies by myself. So let's go!

They go off to clean LaTasha's room.

DISCUSSION:

What did Maria want to do, that she needed LaTasha's help to do? (*Bake cookies.*)

What did Maria do to cooperate with LaTasha? (*She offered to help her clean her room.*)

How did Maria's offer to help LaTasha clean her room, help Maria? (*It helped LaTasha be able to come to her house sooner, so that they could bake the cookies.*)

Do you think it is always easy to cooperate? Why?

WEEK 1 - MEMORY VERSE

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”
Psalm 133:1

EXPLANATION OF THE VERSE

This verse is a simple reminder to us, that although unity is sometimes difficult to come by, it is well worth the work. Unity is refreshing and ministers to each of us, by providing the encouragement and strength that we need in so many situations.

TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions, from below, at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job of reciting the verse.

MOTIONS TO THE VERSE

- How:** Put your hands, palms up out to the side.
- good:** Use your fingers to make the “okay” sign.
- and:** Clap.
- pleasant:** Take a deep breath and smile, as if you were relaxing on a beach.
- it:** Pat your legs.
- is:** Snap your fingers.
- when:** Point to your watch (or an imaginary one).
- brothers:** Put your arm around the shoulder of someone near.
- live:** Walk in place.
- together:** Shake hands with someone near.
- in:** Clap hands.
- unity.:** Lock arms with someone near.
- Psalm:** Make the symbol for a song in charades (use your finger to draw a swirly line, that comes from your mouth like a song).
- 133:1:** Shout, “one hundred thirty-three, one.”

WEEK 1 - PRACTICAL LIVING

How Does Our Church Cooperate?

MATERIALS: A prop for every child (either a sign or an item).

OBJECT: We want to teach the children today, how the body of believers all works together, to form one big team.

BEFORE PRACTICAL LIVING:

- Spend some time writing out all of the positions that make up your church's structure, including things like the Pastor, associate pastors, elders, deacons, choir members, secretary, church board, any committees that you might have, any leaders of other ministries that your church may head up, custodian (if they are church members), prayer team, etc. You might want to talk to your pastor about coming to do this practical living for the children. That would give them the authenticity of hearing it from someone who does have the authority, and who probably chose to set it up as it is.
- We want to communicate that no one in the church is expendable. Everyone is needed, and must work together to get things done for the kingdom.
- Find a prop for each position. For example, you can give the pastor a Bible, the choir members a hymnal, and so on.
- A prop may be difficult to find for some positions. For those positions make a small sign that says what they are. This way, everyone will have something to hold on to during the practical living time.

DURING PRACTICAL LIVING:

- Begin by telling the children, "Today we are going to talk about the way the people in our church cooperate with each other, but to explain how we cooperate, we must explain to you what everyone in the church does."
- Then, bring up one child to represent each of the positions in your church. As you bring them up, explain in a few sentences what the position does.
- Some of the positions may be held by more than one person, like the choir members, have a group of children represent the choir. This way all the children can be involved.
- Once you have all the children in their places, give a couple of examples of what it is like, when someone has a new idea of something to do at the church. Then you can show how the chain of command actually works. You might start with the S.A.Y. Yes![®] Center, as an example. Who heard of the idea, whom did they tell next, what did they do after that, and so on. This would show the children that we all have to cooperate to get things done, even in the church.

Week 1 –What is Cooperation?

- Give the children a chance to ask questions. Maybe they are wondering how certain people got the positions that they have? Maybe they have an idea, and want to try to see if they would know whom to go to with their idea.

In closing, tell the children that it is even hard in a church to cooperate. We need to be praying for our churches all the time that they would be able to work together as a body of believers.

Spend some time in closing, praying for your church.

WEEK 1 - READ-A-LOUD

“The Sheep and the Pig Who Built a House”

Retold by Carolyn Sherwin Bailey; The Book of Virtues, William J. Bennett pgs. 356-357

SUMMARY: This is a simple story of cooperation. The story is about sheep and a pig who want to build a house. They have certain things that they can do to build a house, like the pig could make bricks. As they walk along, the sheep and pig meet many other animals that want to join into the house building project. Each of the animals must tell what they can do to contribute to the house. When they finally come to the spot where the house is to be built, they all pitch in and get to live together. This story shows how everyone has something special that they can do to contribute to any project.

PRE-READING QUESTIONS

Can someone tell me something that they really like to do, or that they think they are pretty good at? It can be anything from doing math, to playing basketball.

Can you think of a way, that what you do well might help other people, or how it might be used in a group? Give me an example. *(If someone is good at math, then some day they could work at a bank, and help people with their checking or savings accounts. If they play basketball, they could be a coach and help teach other people how to play basketball.)*

In everything we do, we should try to see how we can work together with someone else. When we work with others, we can do something better than we could have done by ourselves. In this story, I want you to be listening for some things that the animals in this story can do well, and how they used these things to help someone else.

POST-READING QUESTIONS

What were some of the things that the animals did well? *(The rabbit could gnaw pegs with his sharp teeth, and hammer them with his paws. The goose could pull moss, and stuff it in the cracks with her bill. The cock crowed to tell them that it was time to rise.)*

When everyone works together like this, what is it called? *(Cooperation.)*

What kinds of things do you think it would be good to have a group to help you to do?

WEEK 1 - CRAFTS

✂ The Sea of Cooperation

MATERIALS: Recycled paper egg cartons (enough for each child to have two egg holders), patterns for the fin and tail, construction paper, string, scissors, glue, markers, crayons, and/or paint, and glitter.

BEFORE CRAFT TIME:

- Make a pattern for the children to trace around the fin and tail of the fish. (A diagram is on the next page)
- There should be enough materials for every table to have two.

DURING CRAFT TIME:

- Each child gets two egg holders and trims the edges down.
- Have them trace the pattern for the fin and tail on construction paper and cut out the shape.
- Glue the egg holders to either side of the fin and tail pattern that you traced. Have the children hold the two pieces together for a few minutes, until the glue begins to dry.
- If you plan to use paint, you can sprinkle a little glitter in the paint, to make it look the way a fish looks under water.
- You may also have the children use markers to decorate the fish anyway they want.
- After they are finished, punch a small hole in the top of the fin to tie the string on to the fish.
- Display your fish by hanging them from the ceiling, creating a “school of fish”. (If your ceiling is too high or too hard to work with, make them into a big mobile, of all the fish.) If your “school of fish” is hanging in a hallway, you could put up a sign that says, “We are all just a fish in the sea of cooperation.” Hang up the memory verse somewhere nearby, and you will have a great display for this month’s unit on cooperation.

Teaching Tip: Hanging something like this would be a great project for your older students and will create a sense of ownership. Even if what they do may not be as neat, or as perfect as it would be if you did it, it is theirs. When they look at it, it will mean more to them than the hours it would take you to do it perfectly.

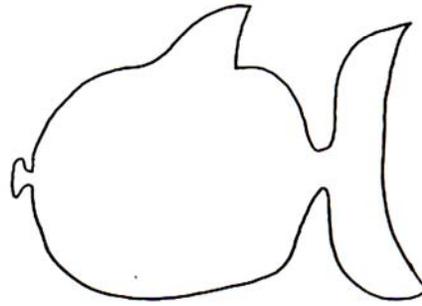
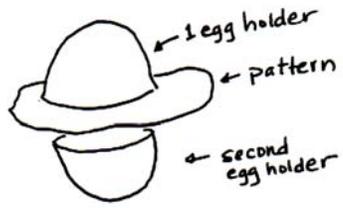
GUIDED CONVERSATION:

What are some ways that fish have to cooperate? *(They swim in a school, they have to follow the fish that is leading the way. This is how they stay safe from bigger fish.)*

What are some things that you have to do to cooperate? *(Sharing the glue bottle, encouraging one another, helping a younger child cut out the pattern, etc.)*

Why do you think it is so important to cooperate?

Week 1 –What is Cooperation?



fin and tail pattern

WEEK 1 - RECREATION

DAY ONE: Set Up Teams

MATERIALS: Students divided into two teams, poster board, and marker.

OBJECT: To help the children learn how to work together and support each other.

SET UP:

- Create two permanent teams. These teams would play together everyday, during recreation. These teams will change every month. This gives the students a chance to learn to work with new team members. It also gives them a chance to play on a winning team, if they were not on one in the past.
- Make sure the teams are evenly matched age wise.
- Sit down as a staff team and decide who will be on what teams. Be sure and keep your lists from the previous months, so that you can remember who played together in the past.

TO PLAY:

- Have each team come up with a team name. It can be whatever they want. It might denote their relationship with Jesus. Acronyms are fun to use too.
- Have each team create a team cheer.
- Remember that during recreation winning isn't as important as participation and spirit.
- Make posters for posting the scores.

WANNA WORK TOGETHER		ULTIMATELY UNIFIED	
COMPETITION	SPIRIT POINTS	COMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
1,000	10,000	1,000	30,000

OBSERVE

- Watch to see how the players respond to their new teammates.
- Who is the one who provides the team with leadership?
- Do teammates encourage each other's suggestions or discourage them?

DEBRIEF

Did you feel proud of your team cheer?

We are learning about cooperation this month. Who was working together with your other teammates today, while you were getting organized?

Who was patient enough to listen to others ideas? Who was patient enough to keep participating, until your team had something figured out?

Did anyone feel like there was no one who was willing to cooperate? How does that feel?

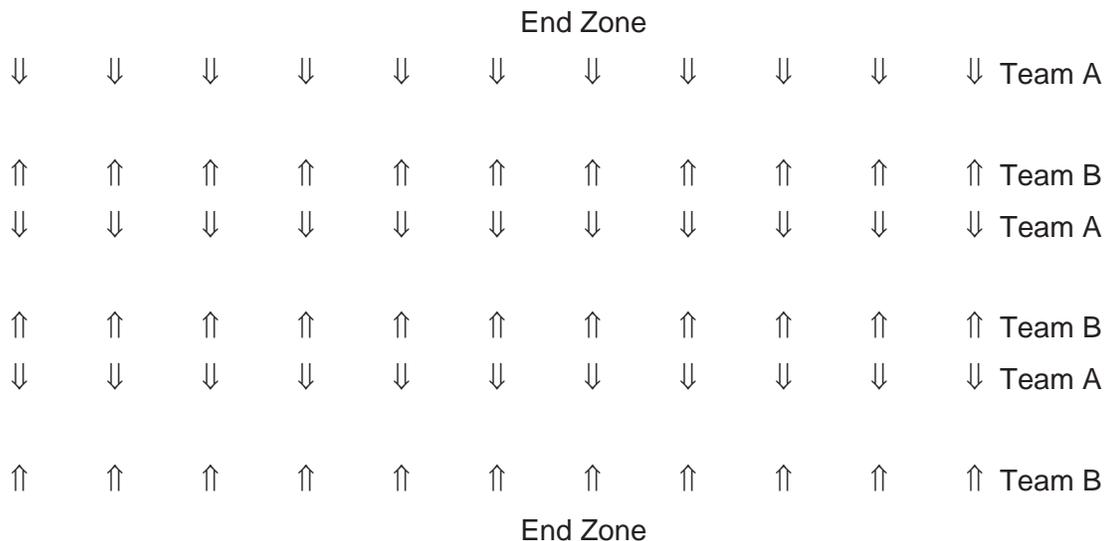
DAY TWO: Balloon Ball

MATERIALS: A chair for each participant, balloons.

OBJECT: To get the balloon into the opposing team's end zone.

SET UP:

- Divide players into their two teams.
- Arrange chairs as shown:



TO PLAY:

- The players sit back-to-back with opposing teammates.
- All players facing the same direction should be on the same team.
- When all players are seated, the counselor tosses a balloon into the center of the group.
- The players may not stand up at any time and their bottoms should remain in the chair at all times.
- Players bat the balloon with their hands, trying to move it towards the opposing team's end zone.
- When the balloon goes over the last row of chairs at one end, the team facing the direction of that end zone earns a point.
- There is no real goalie in this game, except for the last row of chairs.
- Mentors should stand along the sidelines, to throw back any balloon that goes out-of-bounds.

OBSERVE

- Look for some people who show that they are being cooperative with their teammates. By working together, we can show others that Christians are different from the rest of the world!

DEBRIEF

What kinds of things would people who cooperate do when they played this game?

Is it hard to work as a team when you know you are better than some of the other players? Do you think if you cooperate you will lose?

How is this faulty reasoning? *(One person on a team cannot play the game. Winning the game is not as important as winning in relationships.)*

DAY THREE: Catch Me If You Can

MATERIALS: 2 ropes or tape for boundaries

OBJECT: To be the team with the most players in your line, by the end of the playing time.

SET UP:

- Children are placed in their two teams.
- Place the ropes on the ground on opposite ends of the field, about 60 ft. apart.
- The two teams stand in two lines facing each other, behind the ropes.

Week 1 –What is Cooperation?



TO PLAY:

- The leader touches one player on Team A, to be the first charger.
- All the players on Team B stand behind their line with their right hands out over the line.
- Team A charger runs across the playing field and tags the hand of a player on Team B.
- The Team B player chases the charger across the field.
- If the charger is tagged, he must go to prison and the player on Team B, is the next charger.
- If the charger makes it across his line safely, the entire Team A chases the player from Team B back.
- If Team B player makes it back across her line safely, the Team B player chooses a teammate to be the next charger.
- If Team B player does not make it back safely, she must go to prison. Prisons hold players from both teams. After the Team B person goes to prison, Team A returns to their line and sends out another charger.
- When an entire team gets to run, some may divert and let their prisoners out. To be let out of prison, a prisoner must be tagged and then do 15 jumping jacks.
- The winning team is the team that has the most players on their line at the end of the time.

OBSERVE

- Watch to see what children are encouraging their teammates, by cheering for them.
- Who is thinking as a team or individually?

DEBRIEF

When you saw one of your teammates get tagged, how did you respond?

Did you feel like giving up and not trying anymore, or did you try harder for your team?

When it was your turn, who were you running for, your team or yourself?

If everyone runs for the team, would you have a better chance of winning or a better chance of losing?

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you have.

OBJECT To give the children free time to do what they want and to see how they respond under pressure, with their character.

SET UP:

- Have all the play equipment out for the children to play with.

TO PLAY:

- This is a time to let the students make up their own rules to games and enforce them.
- Give them the freedom to choose the games and enforce the rules as they think that they should.
- Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules.
- Don't allow them to look to you to solve all their problems with rules and players obeying them. Try to let them make decisions and find out the consequences of them.

OBSERVE

- Watch to see which children are the ones who want to play their own game and which ones want to include other as a team.

DEBRIEF

Did anyone play a game today that required a team?

Do you think that sometimes it is hard to get a team organized? Why?

Why do you think people always want to do their own thing?

How do you think God feels when we don't work together?

WHEN DO I COOPERATE?: WEEK 2

WEEK 2 – BIBLE CLUB

LESSON AIM: To help the child understand that we should cooperate when it brings honor and glory to God, even when we don't feel like it.

SCRIPTURE: Ezra 1-4, Haggai 1

MEMORY VERSE: "How good and pleasant it is when brothers live together in unity."

Psalm 133:1

The Israelites Rebuild the Temple

In this second week, we want the children to see that the things that we should cooperate in, are the things that make God happy. Sometimes these tasks may come at an inconvenient time for us. The Lord is concerned that we are obedient to Him in His timing and not our own!

In this story in Ezra, you will learn how the people of Israel, that had been captive in Babylon, were released by the present king, to go and rebuild the temple. This would set the stage for Nehemiah, when he would rebuild the walls of Jerusalem in years to come.

Some of the Jews had grown very comfortable in their life of captivity and chose not to return to Jerusalem. There were almost 50,000 who did go back to Jerusalem, including Haggai. The Jews were excited when they got there, cooperating together well. They began by building an altar and getting their hearts right before God. An awesome start! Then as they laid the foundation, they collected the materials for the rest of the building of the temple. As they began to do this, discouragement set in. People began to question whether the temple would be as good as the temple built by Solomon. They wondered if they could do it. For the next 16 years, they sat by and tried to take care of their own families and just make ends meet.

Finally, God spoke through Haggai to encourage the group to continue. Haggai informed them that God was rebuking them because they were building their own houses when He himself, had no house. During their time of spiritual apathy, God had made the business that they tried, barely break even. The crops did not produce as they expected. The Bible says that Lord brought leanness to their souls. So, when Haggai's message from God came, they had to choose once again to put God first, over themselves and take care of His work and He will take care of them.

We want the children to see that we must choose to cooperate in things that make God happy. Also, when we do choose to work for God, we will experience opposition. Part of cooperation is a commitment not to give up. We must hang in there until the job is finished. We may have to go through a lot of hard things on the way, but it will be worth it.

**Discipleship
Tip**

Take the time this week to get one-on-one with your children. Ask them if there is a time they can think of when they chose to do something that would make God happy, instead of their own pleasure. (It might be as simple as going to church on a Sunday morning when you felt like sleeping in.) Share with them a time when you obeyed God, and a time when you chose not to do what God asked and what happened then. Pray with them so that they will have the strength to make the right choices when times like this come.

Hook

MATERIALS: Any board games or card games that you have.

- Before Bible Club, set out some of your children's favorite board games and card games. There should be enough so that everyone could play.
- Tell the children that they can have a few minutes to play games before Bible Club.
- After the children have had a couple of minutes to find a game and get interested in it, the director should come in and say, "I need some help cleaning up the snack area. It's kind of messy." (You can make the chore anything that you know your children wouldn't want to do or is a disliked job at your center, but won't take more than five minutes to do.)
- Tell the children, "As many of you that want to help can come. I am sure it will go faster that way."
- As soon as the children who said they would go leave, tell the rest of the children that they need to clean up the games.
- Be careful of the child who is playing and says, "I will go help clean up in a minute." That is not the way God asks us to respond. When He says, "go," we need to go.
- If you have a child who says this, give them another second or two, after the director and his initial followers have left, and you have given the instructions to put the games away.
- If they offer to go now, it is too late. They made their choice, not by their words, but by their actions. Anyone would want to go now that the games have been put away.
- Have the children who wanted to play the games sit in silence, waiting for the other children to return from doing their chore.
- The children who leave with the director should be allowed to do some work, but you can make it easier once you have seen who is willing to go.
- You can even tell them, "I appreciate your willingness to give up your time to play games to come and help me. Because you did that, you made God and me very happy. I am very proud of you!"
- The job shouldn't take more than five minutes to do, so you can get back to Bible Club.
- When you go back into Bible Club, have the children that chose to leave with you, sit in a special place so you can give them special praise in front of the group.
- When all the children are seated, ask these debriefing questions:

DEBRIEF

How did you feel when the director asked if anyone wanted to help him do some cleaning?

Did anyone feel like they should go, but chose not to go? Why did you choose that?

Week 2 – When Do I Cooperate?

What was the best choice you could have made today? *(To go and help the director clean.)*

Why was this the best choice? *(Because they were choosing to cooperate with something that would make God happy, instead of themselves.)*

Do you think cooperation is always easy?

For the people who did choose to go, how do you feel right now? Why? *(Great, because we chose to do the thing that makes God and the director happy.)*

When you do things like these children chose to do, the feeling that you get inside is a reward. You made God and the director happy, there is no better reward than that! Plus, you don't always get recognized when you do the right thing by people, but God always knows, and you can count on Him being happy with you, even when no one else may know what you did! Today we are going to hear a story about some people in the Bible who had to make the choice of whether they would do what God wanted them to do, or what they wanted to do.

Bible Story

MATERIALS: A puppet and a Bible.

Today, the Bible Story should be told to a puppet that the storyteller is holding. Don't worry about the children seeing that your arm is in the puppet or seeing your lips move.

The children can use their imagination easily in the drama of the puppet. To make sure they do this, here are some tips:

Use a different voice for the puppet. Try your best to stick with the voice though the whole time.

If the children say something like, "Hey that is just a puppet!", or "I see your lips moving!", have the puppet address them and say, "I am not just a puppet, I am a lamb!" (or whatever your puppet is). The puppet could respond to the lip question by saying, "I know, I always wondered about that too! I finally realized that I couldn't get her to stop, so I just ignore her!" You can also make the response funny in your own way. Try to get the children to imagine and not try to think so realistically.

Be sure that your puppet has personality and feelings. This will make the children think of the puppet as a different person than you.

If you have trouble getting your older children interested, tell them that they can watch you today, so that someday they can have a chance to tell the story to the children for you! This way they don't have to pretend like they like it. They can like it for other reasons than the younger children.

Script

CHARACTERS: Storyteller, called “Teller”
Puppet, called “Lambert”.

TELLER: Welcome boys and girls! Today, I want you to meet a special friend of mine. His name is Lambert and he is a lamb. He is a little shy right now. Can you call him and see if he will come out and talk with us?

CHILDREN: Lambert!

Lambert looks out acting a little shy.

LAMBERT: Hi boys and girls.

TELLER: Lambert is here to help me tell you a story. (Open your Bible and lay it on your lap, and tell the story as if you are telling it from the Bible). The story is found in the book of Ezra. It starts when King Cyrus, who he has been holding the Israelites as captives in his country of Babylon, tells them that they are free to go and rebuild God’s temple that was ruined about 70 years before.

LAMBERT: (*Very excited!*) Wow! I bet they were so glad to be free!

TELLER: Some of the Israelites had gotten used to being in captivity. Most of them had been born there. Only their parents knew what it was like in Jerusalem. So they didn’t really want to leave.

LAMBERT: You mean they had never been to Jerusalem?

TELLER: No, but they knew that Jerusalem was the capital city of the Jews years ago and that God had made it a strong city, but when the Israelites kept disobeying God, God allowed the Babylonians to come in and destroy the city and take them all as prisoners. They completely burned down the whole city.

LAMBERT: (*sadly*) Now I know why they didn’t want to leave. Who wants to clean up after a fire?

TELLER: God had asked them to do it, so they had to decide whether they would obey God, or not.

LAMBERT: What did they do?

TELLER: 50,000 Jews left and went back to Jerusalem.

LAMBERT: (*very surprised*) Wow! That is a lot! Was that everyone?

TELLER: No, there were many more Jews that stayed behind. Many were afraid that life would be too difficult in Jerusalem.

Week 2 – When Do I Cooperate?

LAMBERT: So why did the others go?

TELLER: Because they wanted to please God.

LAMBERT: Oh! So what happened next?

TELLER: God was proud of the people who chose to do what He asked so He put their family names right here in the Bible, so that everyone would know that they obeyed. Wouldn't that be cool, to have your name in the Bible as someone who obeyed God?

LAMBERT: Yeah!

TELLER: When the Jews got back to Jerusalem, the first thing that they did...

LAMBERT: (*interjecting*) ...was made an altar and prayed to God.

TELLER: You're right. They started their work for God with prayer. Then they started the foundation of the temple. And when it was complete, they had a huge celebration. They started praising God and it says (*pointing to the Bible*) that the shouts of joy and weeping were so loud, that it could be heard from miles around!

LAMBERT: That must have been some praise service. But why were they crying?

TELLER: It could have been that some of the older people that were there might have seen the old temple that Solomon had built and knew that it had taken him twenty years to build the temple before and that it was so beautiful. Maybe they thought it wouldn't be as great as the last one or maybe they were sad because of all the work that was ahead of them.

LAMBERT: Yeah, I guess so. Twenty years is a pretty long time!

TELLER: It sure is. But soon, things started to happen that made the people very discouraged. They had people from nearby cities, come and bother them. These people even wrote a letter to the king to tell him that they weren't doing what they were supposed to do.

LAMBERT: What did they do? They prayed and God saved them, right?

TELLER: No, they got very discouraged and stopped working altogether. They started building their own houses and trying to make a living for themselves, instead of doing what God asked them to do.

LAMBERT: I have a feeling that this isn't going to be good. Bad things seem to happen when we don't do what God wants.

TELLER: You're right. The people tried for the next 16 years to provide for themselves, but they never could seem to get anywhere. They would plant crops and only half would grow. The Bible also says that God made their souls lean, meaning that He made their souls hungry but they could never get full or satisfied. Finally God sent His word, through Haggai, to the people that said, "What are you doing, building your own house when my house is not built?"

LAMBERT: God wasn't exactly happy, I'm sure.

Week 2 – When Do I Cooperate?

- TELLER:** He had been very patient waiting for them to build His temple but they never did. But you know what is so good about God? He didn't just tell them that they were doing wrong. He encouraged them and said that He had chosen them to build the temple. They were the ones who had started it, and they would finish it.
- LAMBERT:** So, did they?
- TELLER:** They did. They had to do a lot of cooperating to get it done, but they did!
- LAMBERT:** If they had only cooperated earlier, they could have saved a lot of time.
- TELLER:** You're right. All of us have times when our parents ask us to do something and we don't cooperate, even though we know that obeying our parents will make them and God happy. We sit around making complaints like "we don't want to do it", or, "it isn't our turn to do that job", or, "we will do the job after we watch our TV show". If we would just do the job and cooperate when we are asked, we would finish the job quickly and our parents and God will be happy.
- LAMBERT:** I am going to cooperate next time!
- TELLER:** I hope so! Well, we need to go. Tell everyone good-bye, Lambert.
- LAMBERT:** Good-bye everybody! (hide puppet)

The End.

DISCUSSION QUESTIONS

What were the Israelites asked to do by God? *(Rebuild the temple.)*

What made it hard to cooperate with what God wanted them to do? *(They had to choose between pleasing God and pleasing themselves.)*

How was your playtime like the story that we heard about? *(The children had to choose between having fun by playing games or helping the director. The Israelites in the story had to choose between staying in captivity in Babylon or obeying God and going back to Jerusalem.)*

How do you think the Israelites felt when God told them to rebuild the temple? *(Frustrated, fearful, guilty, angry--their feelings would depend on what they knew they were supposed to do; how much they loved God; or who they believed God was.)*

Why do you think God didn't just ask one person to go back to rebuild the temple? *(It would have been too hard for only a few people to do.)*

The Bible gives us directions on how we should work together. Let's read **Philippians 2:1-4**.

What are some of the things that the passage tells us to do with our brothers in Christ? *(There is comfort in being unified, be like-minded with each other, think of others before yourself, do nothing for yourself, think of what the other person would like, or need.)*

What are some times that we have to work with other Christians to do a work for God? *(Cleaning the church, planning a service caring for the poor and sick, standing against evil, etc.)*

How will you cooperate in this coming week? *(You know the children and can help each one think of the area in which he/she needs to try harder.)*

Cooperating is not always easy, but if you are continually thinking of others first and not yourself, it will work much better! Thinking of others first is not what we naturally do. We have to have the help of the Holy Spirit to be able to do this.

Let's pray right now and ask for help in this area.

WEEK 2 - SKIT

Skit

CHARACTERS: Reuben, Bobby, and their friend Carlos.

SCENE: Bobby and Reuben are playing basketball at the park.

(This intro, before Carlos comes in, is just supposed to be a little friendly “trash talk”. Make up your own sayings that your students will appreciate.)

BOBBY: You think you’re going to beat me this time, don’t you? Well, you can just dream on.

REUBEN: Please, I beat you here everyday. You must be mistaking me with your sister. You could probably beat her. Oh, that’s right. You don’t have a sister! (laughing)

BOBBY: Oh, you think you’re all that and a bag of chips! Well, my friend, this is the tiebreaker game. This will tell us if the reigning champ will be upset or not.

REUBEN: Bring it on.

Just as the boys are starting to play, Carlos runs up, out of breath.

CARLOS: Hey you guys, I need some help.

BOBBY: Sorry, man, but Pretty Boy here is about to get beaten. I know he would hate to miss out on a chance to get beaten. Wouldn’t you, Reub?

REUBEN: Bobby, we can always play later. What’s up, Carlos?

CARLOS: Well, my car broke down right up the street and I need someone to help me push it. I’ve got to get home. Could you guys help?

BOBBY: This could be a very profitable venture for us. It sounds like the man here is pretty desperate for the help of his younger friends. You mean that after all the times you wouldn’t let us play basketball with you because we were too little, now we are suddenly big enough to push a car?

CARLOS: Come on, man. You know I was just doing what people did to me when I was younger. But this is for real, man. I’ll let you play next time, okay?

REUBEN: Carlos, you don’t owe us anything. We would be glad to help you. After all, we hope you would help us if we needed something.

Bobby looks at Reuben as if he just turned down a million dollars.

CARLOS: Thanks, a lot guys. The car is this way, just follow me.

Carlos runs off. As Reuben and Bobby follow, Reuben whispers to Bobby

REUBEN: (*whispering*) Aren’t we talking about cooperation at the center?

DISCUSSION

What did Reuben and Bobby do to cooperate? *(They went to help Carlos push his car that had broken down.)*

When Reuben and Bobby cooperated with Carlos, how did that bring honor and glory to God? *(If Carlos knows they are Christians, he can see how they are willing to help, when most people would not. No one else was willing to help him, at least the Christians didn't say, "no", too!)*

Do you think Bobby was right for asking for something in return? Why? *(No. We don't cooperate because we will get something out of it from people here on this earth. We know that when we cooperate with people for a good reason, we please God.)*

WEEK 2 - MEMORY VERSE

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

EXPLANATION OF THE VERSE

This verse is a simple reminder to us that although unity is sometimes difficult to come by, it is well worth the work. Unity is refreshing and ministers to each of us by providing the encouragement and strength that we need in so many situations.

Shoe Scramble Verse

MATERIALS: A copy of the verse per child; blindfold.

- Have the children sit down in a circle.
- Give each child a copy of the verse to study. The children can continue to study the verse during the game.
- Have all the children take off one shoe and place it in the center of the circle.
- Mix up all of the shoes.
- The leader chooses one child to be “It”.
- “It” is blindfolded and then goes to the shoe pile and selects a shoe.
- The owner of the selected shoe must attempt to say the verse.
- If the owner says the verse, they receive 1 S.A.Y. Yes!® dollar, or one piece of candy.
- If the owner cannot say the verse, the person who is “It” draws another shoe.

WEEK 2 - PRACTICAL LIVING

Cooperating Around the House

MATERIALS: Cleaning supplies, a vacuum, a broom, and mop.

This Practical Living unit will teach the children how to clean up around their house. This is a way that they can cooperate with their parents and make God and their parents happy.

- You may choose as many of these centers that are suggested, or even make up your own. Add any of your own helpful hints also.
- When the children come into Practical Living, number them off in the same number of groups as you have centers.
- After you number them off, tell them the center at which they are to start.
- Make sure that the center leaders know the rotation, so that they can help direct children to the next event when it is time to change.

These are examples that you can do for the centers:

1. How to vacuum the floor:

- Show the children some of the basics of using a vacuum cleaner. This would include things like how to turn it on, how to plug it in, and unplug it safely (don't unplug it by pulling the cord half-way across the room.)
- Then, show them how they should move furniture to vacuum underneath.
- Next, pick up any large items on the floor. Look for change or other metal objects that can really hurt the vacuum cleaner.
- Show them what to do if they hear the vacuum making a loud noise. Turn the vacuum off and unplug it, then look underneath to see if there is anything stuck in the belt. Suggest that they might want to get an adult to help too!

2. How to dust:

- Show them the things that they will need in order to dust: furniture polish and an old rag, or a feather duster.
- Show them good places to check for dust: on top of everything, from picture frames that are on the wall, to the top of books on the bookshelf. Don't forget lampshades.
- If they do use furniture polish, show them how much to use and where you would apply it. Show them the different kinds of polish and let them compare (*Pledge* vs. liquid lemon oil).
- Allow some of them to give it a try.

3. How to clean the bathroom:

- If you don't have a bathtub, that is okay, just concentrate on the toilet and the sink.
- Show them what you use to clean the toilet.
- Show them how to clean in different parts of the toilet, under the lid, on top of the lid, around the base, and how to use the toilet brush.
- On the sink, show them how much cleaner they need, and how to wipe it down well.
- You might want to give them this tip: when they brush their teeth, they should wash everything off of the sink after they finish, so it will stay cleaner longer.
- Warn them of the dangers of some of these chemicals. They need to know that if they get these cleaners on their hands, they should wash their hands well and be sure not to touch their faces.

4. Sweeping and mopping the floor:

- Show them that to begin to clean the floor, they need to shake out any rugs that may be on the floor and move as many things off the floor as they can.
- Show them how to sweep all the dirt into one pile and sweep it up with a dust pan.
- Then, show them how to mix the water for the mop.
- Also, show them that sometimes you have to scrub places that are extra dirty first, before you do a general mopping.
- Demonstrate that some cleaners need to be mopped on, and then mopped up again with water.
- Tell them to read the directions on cleaners, because they tell about proper use.
- Some floors may need to be scrubbed with their hands.

5. How to wash dishes:

- Show the children how to rinse food off of the dishes, wash them with soap and dry them.
- Show them what things you will want to wash first (things that are not so greasy).
- Show them how they might need to let messier dishes soak for a while.

DEBRIEF

After the children have rotated through all of the centers, ask them to tell you something that they learned today about cleaning.

Ask them how they feel when the house is clean. They should feel good because things are in their place and their lives are not so chaotic and because they please their parents and God by obeying and cooperating!

Remind them that it is much easier to clean when they just cleaned last week, than when they haven't cleaned in a month or longer!

WEEK 2 - READ-A-LOUD

“St. George and the Dragon”

Retold by J. Berg Esenwein & Marietta Stockard;

The Book of Virtues, William J. Bennett p. 192-195

SUMMARY: This story is about a good knight who wanted to make people safe from dangers. The place where he lived was free from danger and he felt like he could be more useful somewhere else. So, he sets out to find another village that needs his help. Finally, he comes to a village where the fields have been burned and the houses are all empty. He finds the people of the city huddled inside the city gate for protection from the dragon that was terrorizing them. St. George courageously slays the dragon and saves the people. What we want the children to see is that often the times that we cooperate are times that might not be fun or easy, but it makes God happy that we obey Him and help someone else.

PRE-READING QUESTIONS

Can you think of a time when you really needed something and someone helped you? How did you feel? Can someone share an example?

Have there been times when someone else needed your help and it wasn't exactly your favorite thing to do, but you helped anyway? How did you feel afterwards?

This story is called “St. George and the Dragon,” can anyone predict what they think the story will be about?

Listen to the story to hear an example of when and how to cooperate.

POST-READING QUESTIONS

Why do you think this story was an example of when we should cooperate? (*St. George cooperated when he knew that what he could do well, could help someone else who really needed his help.*)

Do you think St. George liked leaving the place where he lived? How do you think he felt when he saw that dragon?

As Christians who have Christ in our lives, what can we do when we are faced with a difficult situation, like St. George was? (*Pray and ask God for the strength to do what we need to do!*)

Week 2 – When Do I Cooperate?

- Encourage them to form enough beads to make a necklace or a bracelet.
- After they are finished making their beads, give them a toothpick to carefully poke a hole in the middle of each bead. Encourage them to be very careful with the toothpick. You don't want them poking their neighbor with it.
- Put the beads in a safe place to dry. Have them write their names on a piece of paper and place the beads on the paper, so that they can find theirs the next day.
- When the beads have fully dried, you can string them together with a needle and thread.
- Even after the beads are dry, they should still give off a sweet aroma of flowers.

GUIDED CONVERSATION

When someone asks you to do something, how do you decide whether you do it or not?

(You need to decide whether that is something that would make God happy. What happens if you don't do it? Will you get in trouble if you don't cooperate? Sometimes, even if we don't feel like it, we need to cooperate because that is what Jesus would do.)

When you see someone helping someone else at school that no one else likes, what do you think about that person helping the other person? Do you think the person is weird, or do you think that person has courage to help even though people might laugh?

What are these beads supposed to symbolize? *(The fragrance of cooperation, how sweet it is when we see people working together in unity.)*

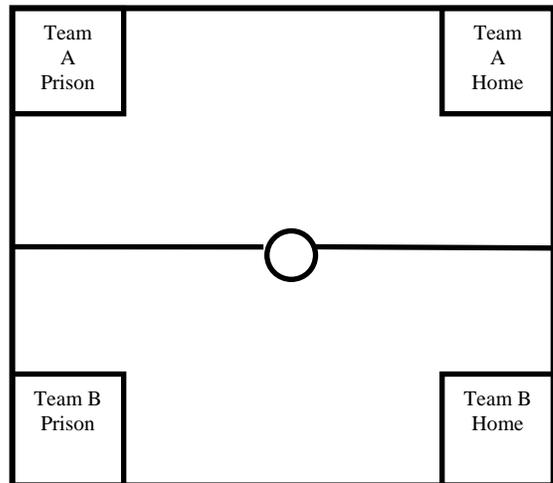
WEEK 2 - RECREATION

DAY ONE: City Challenge

MATERIALS: Masking tape

SET UP:

- Divide the group into two teams.
- Lay out a large playing area (12'x12') with masking tape. Adjust to fit your space.
- With masking tape, mark the home boxes and prisons for both teams.
- Both teams gather in their respective Home boxes.
- Chose a captain for each team. (May be the teachers.)



TO PLAY:

- Team A's captain picks his fastest runner to run to the circle and yell "My City!"
- At the yell of "My city!" Team B's Captain sends out his fastest runner to tag Team A's runner.
- As soon as Team B's runner is sent out, Team A's captain can send out his #2 runner who tries to tag Team B's #1 runner.
- Next, Team B's captain sends out his #2 runner who tries to tag Team A's #2 runner.
- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else, he must go to prison.
- If a player is tagged, she must go to prison.
- Players remain in prison until tagged by one of their own players.
- If a player gets back to her "Home Box" without getting tagged, she is safe.
- If a player does not attempt to get his opponent, he goes to Prison. (Teachers makes the call.)
- The winning team is the one to have the most players return to "Home Box" safely.

OBSERVE

- Watch to see which ones are looking for their own glory.
- Who are the ones who are willing to listen to what the captain says, and do it for the good of the team?
- Are they working as a team and developing strategies?

DEBRIEF

When was this game the most fun? When you were working as a team, or as individuals? Why do you think that is?

Were there any players who were cooperating well with their other teammates? (Make sure you have some names in mind.)

Can you see any benefits for cooperating with each other?

Do you think that if you all were playing with a group from the local recreation center, they would be able to tell that we are Christians?

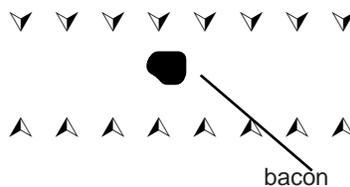
DAY TWO: Steal The Bacon

MATERIALS: Something to use as the “bacon”.

OBJECT: To have the most points scored by your team at the end of the time.

SET UP:

- Divide the students into their two teams.
- Each team forms a line, facing each other.
- Number each team, start the numbering from the opposite ends. Try to match students age-wise as much as possible.



TO PLAY

- The “bacon” (rag, chalk eraser, twig, etc.) is laid in the center, between the two teams.
- The leader calls out a number.
- The two players with that number run to the center, try to grab the “bacon,” and bring it back to their team.
- However, if you are holding the “bacon” and the opposing player tags you, his team receives the point.
- If you grab the “bacon” and are able to make it back to your line without being tagged, your team wins a point.
- Players may pick up the “bacon” and drop it if they think they are going to be tagged.
- The “bacon” may be kicked or tossed, but it must be carried across the line.

OBSERVE

- Watch to see which children get the most upset when their teammates don’t score a point? Do these children encourage their teammates or discourage them?

DEBRIEF

What team do you think did the best cheering for your team members? (*Being able to recognize this shows if they are cooperating as a team.*)

How did you feel when you won a point for your team?

Did it feel better to not win a point and know that you tried your best or to not win a point because you didn’t care to try because this is a silly game?

What do you think your teammates would say if they knew you tried your best, even though you didn’t score?

DAY THREE: Phone Book Volleyball

MATERIALS: 4-6 old phone books, something to use for a net, two large trash bags.

OBJECT: **Part One:** to be the team with the least amount of pages on your side of the net.

Part Two: to have the cleanest side and the heaviest bag of trash.

SET UP:

- Begin by setting up a net, using an old blanket and two chairs. You could even use a piece of rope between two chairs, and say that the paper has to go over the top of the rope. If you do this, you might want to put a piece of tape on the ground to show where the net is. If you see anyone pushing paper under the line, they will be out, and you will put a large handful of trash on their side at the end of the game.

Week 2 – When Do I Cooperate?

- Have a piece of paper and pencil ready to mark these instructions down, if you need to.
- Each team gets an equal amount of phone books.

TO PLAY:

Part One:

- When the leader says, “go,” they have to work as a team to rip out pages of the phone book, wad them up into balls, and throw them over the net.
- They can’t tear out more than one page at a time.
- Students will lose handfuls of trash at the end, if you see their team wadding up 5 or 6 pages at a time for one ball. Leaders should warn them if they see students do this during the game.
- Students are also allowed to throw the trash that the other team has already thrown, back over the net.
- When the leader says time is up, everyone should stop and the leader will make the adjustments for improper behavior (give handfuls of paper to the team who wasn’t doing the right thing), then the leader should announce the winner for part one.

Part Two:

- Now, give each team a trash bag.
- Their goal is to get as much trash in their trash bag as they can. Have them put the phone books that they tore, into the bag also.
- They can get trash from either side, but they will not win if their side is not clean.
- Be as meticulous as you can, making them clear up every speck of paper. This way they get to make a huge mess, but clean it up too!!

OBSERVE

- Watch to see if one of the teams comes up with a strategy to win. That is a great example of cooperation! Encourage them to do that!

DEBRIEF

Did anyone show cooperation on your team, by making sure everyone was getting a chance to throw the paper over the net?

What were the little ones doing? Was anyone cooperating with them?

Did anyone come up with a good strategy of how they could win? Share it with us! Did it work? What could make it better?

Tell the children that setting up a strategy that includes everyone, is one of the best things that they can do to cooperate!

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you have.

OBJECT: To give the children free time to do what they want and to see how they respond under pressure, with their character.

SET UP:

- Have all the play equipment out for the children to play with.

TO PLAY:

- Give them the freedom to choose the games and enforce the rules as they think that they should.
- Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules.
- Don't allow them to look to you to solve all their problems with rules and players obeying them. Try to let them make decisions and find out the consequences of them.

OBSERVE

- Watch to see which children are the ones who want to play their own game and which ones want to include others as a team.

DEBRIEF

Did someone do something today that made you feel like they wanted to cooperate with you? What was it?

How does it feel when someone wants to cooperate with you?

Do you do the same things at school? Why or why not?

WITH WHOM DO I COOPERATE?: WEEK 3

WEEK 3 – BIBLE CLUB

LESSON AIM: To help the child understand the importance of choosing to cooperate with people who bring honor and glory to God.

SCRIPTURE: Proverbs 1:8-19

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

Avoid Bad Company

In the third week on cooperation, we want the children to see that some people will cooperate with us to carry out evil schemes. These are not the people that we want the children to be hanging around. We need to help them understand this.

The passage being used for the Bible Club this week is the first chapter of Proverbs verses 8-19. In this section, Solomon, the author of Proverbs, is instructing his son on the types of people he should avoid.

The way that Solomon describes these people sounds much like the gangs that plague our inner cities today. We want the children to see this connection. We also want them to see the qualities that Solomon says to avoid. He says to avoid people who want to ambush innocent victims, just for their money. He also says to avoid those who try to get rich quick by stealing someone else’s wealth. These people are enticing because they will offer a share of the profit, but what Solomon says is that this kind of activity will steal your own life away from you! He also warns against using violence to gain things. This is an important characteristic that we want the children to notice.

This week is designed to give the children a list of things to put in the back of their minds when they are faced with certain decisions. This is something that is missing from many of our children today!

Discipleship
Tip

This week get one-on-one with your children and talk with them. Ask them if they know anyone who has been asking them to be involved in something that they don’t think will make God happy. Help them think through what they may have already done about it and whether it is really working, or design a new plan for the next time they may be challenged. Share with them a time when it may have been tempting for you to hang out with the wrong crowd, or maybe a time when you did. Share with them where your choices led you, or where those people are now, if you know. Inspire them to make the right choices.

 **Hook**

MATERIALS: Some board games or recreation equipment.

- Before the children come into Bible Club, pull aside two of your strongest leaders in your oldest class.
- Read through this hook with them so that they will know the plan.
- Before the children come in for Bible Club, tell them to bring their homework into Bible Club, explain that the staff have to finish something up before Bible Club.
- When the children come into Bible Club with their homework, tell the children that since you have something to do, you have chosen two older students to be “in charge.”
- The staff should make it clear that the children are not allowed to talk or get out of their seats for any reason. If they need something they should ask one of the students “in charge” to get it for them. Tell them if they need to go to the bathroom, they should wait until the staff get back. It should only be a few minutes.
- Then, all the staff should leave the room to let the older children challenge the rest of the group.
- When the staff leave, one of the chosen older students should make it clear that they plan to make sure that everyone is doing their homework.
- The other student, the “Bad Leader,” should make it sound like it’s not that big of deal, if they don’t follow all of the rules.
- The “Bad Leader’s” job is get the other children to break any or all of the rules and to follow him instead of the “Good Leader”.
- If you want, you can put some board games in a place close by, where the “Bad Leader” can “find” them. He can invite others to play a game with him.
- He could also have a football that he could try to throw around to other children, to try to get them interested in disobeying.
- Give the children a few minutes to see who will do their homework and who will try and play around with the other student leader.
- The “Good Leader” should continually encourage the children to obey.
- When the staff comes back into the room and notices what children have chosen to disobey the rules, ask the following debriefing questions:

Week 3 – With Whom Do I Cooperate?

DEBRIEF

Why did you want to do what the “Bad Leader” wanted you to do?

Did you know that what he was asking you to do was against the rules I had given you?

How did you feel when I walked back into the room? Why did you feel bad?

For the people who followed the rules, how did you feel when I walked into the room? Why?

For the people who followed the wrong leader, how far would you have gone in breaking the rules? Would you steal something if he asked you? Would you beat someone up if he asked you? What if he promised you something really good if you did these things?

Do you think the rules that I set up were designed so that you wouldn't have any fun? Are there times when we get to play games at the center?

Who was the best person to cooperate with today? (*The Good Leader.*)

Today we are going to learn about some types of people with whom you shouldn't cooperate!

Bible Story

MATERIALS: Copies of the script for each reader.

- This Bible Story is designed to be similar to a reader’s theater. It is written directly from the text, but it is divided into speaking parts by who would be saying the lines.
- You can use some of your better readers to read the selection for you.
- This story is filled with words that may be unfamiliar to the children. Tell them to be listening for a word that they don’t understand. When they hear a word that they don’t understand, they are to raise their hands as soon as they hear it.
- When a child raises his/her hand, ask what the word was that he/she doesn’t understand.
- When the child says the word, the whole group of children should say in unison, “**What does “forsake” mean?** (“Forsake” being the word not understood.)
- When the children ask a question, one of the staff should be the “expert” and answer their question with a quick, short answer.
- After the “expert” reads the answer, she would immediately say, “**What does it mean to forsake?**”
- Have someone answer quickly and move on. If you want, you can have a reward for the person who answered.
- Doing this is one of the best ways to expand their vocabulary! Don’t leave it out!!
- A list of definitions is provided at the end of the section for the expert.
- When you have defined the word, have the reader start at the beginning of the sentence where the word was used. This way they can now listen to see where their new definition fits in to the sentence.
- This also builds confidence in answering questions and listening skills!
- When the reading is over, if you have enough time. Read the whole passage through again, to let them hear it without interruptions.
- After they are finished, you might want to ask them a few questions to make sure they truly understand the meanings of the passage. Have them move to their groups for the discussion questions. There are a few questions in the discussion section that will check their comprehension.

Here are some suggested questions:

Who was King Solomon giving this advice to? (*His son.*)

What did the bad people want the son to do? (*They wanted the son to go along with them and help them kill and steal.*)

What did the bad people say to get the son to try and join them? (*They promised him some of the money.*)

Script

CHARACTERS: Solomon, Bad person #1, Bad person #2, Expert

Solomon: Listen, my son, to your father's instruction and do not forsake your mother's teaching. They will be a garland to grace your head and a chain to adorn your neck. My son, if sinners entice you, do not give in to them. If they say...

#1 Come along with us; let us lie in wait for someone's blood, let's waylay some harmless soul;

#2 Let's swallow them alive like the grave, and whole, like those who go down to the pit;

#1 We will get all sorts of valuable things and fill our houses with plunder;

#2 Throw in your lot with us and share a common purse.

Solomon: My son, do not go along with them, do not set foot on their paths; for their feet rush in to sin and they are swift to shed blood. How useless to spread a net in full view of all the birds. These men lie in wait for their own blood; they waylay only themselves! Such is the end of all who go after ill-gotten gain; it takes away the lives of those who get it.

Definition list for “the expert”

These words are in the order that they are read.

forsake: forget it or leave it behind

garland: a crown of leaves, an honor

grace: worn with pride and honor

adorn: to make you beautiful or honored

entice: to make someone want to do it, lure them in

waylay: to surprise someone and hurt them

harmless: can't hurt anyone

soul: person

grave: death

plunder: money

lot: what you have, your decision to join something

purse: the profit

waylay: to surprise someone and hurt them

ill-gotten gain: money or riches stolen from someone or gotten in a bad way

DISCUSSION QUESTIONS

What kinds of people was Solomon telling his son to avoid? *(People who want to steal and hurt innocent people.)*

What did he say would happen to these people in the end? *(That they would die because of all the things they had done wrong.)*

When it said, “Throw in your lot with us and share a common purse.” What do you think that means? *(Come and steal and kill with us and we will share what we get with you.)*

Do you think there are people like this today? Can you give me any examples? *(It could be a gang member, someone who lives around you, someone at school, it could be a family member.)*

In II Timothy 3:2-5, what kinds of people and behaviors are we to avoid? *(People who are lovers of themselves, lovers of money, boastful, proud, abusive, disobedient to their parents, ungrateful, unholy, without love, unforgiving, slanderous, without self control, brutal, not lovers of good, etc.)*

If someone has one of these behaviors, does that mean we can't talk to them? What if they have many of these behaviors? *(No, we all do some of these things from time to time, if they have many of these behaviors, we shouldn't hang around them.)*

Think of a time when you were around someone with one or more of these behaviors. What kinds of feelings did you deal with because of that person?

Name the different behaviors. Then have the children think of what they would feel if they were with that person. Finally, talk about what they would do with those feelings. Example: **What would you feel like if you were with someone who was mean?** *(Fear)* **What would you do?** *(Pray, ask Jesus to put a shield around me. Get away from the person. Pray for the person. Ask an adult to pray with me for the person.)*

This list that we read is just a list to try to give us some guidelines on how to choose our friends. Sometimes it can be hard to find good friends. Let's pray right now and ask God to make us the kind of person that people would want to be with and that He would help us find other good friends that will help us do the right thing instead of the wrong thing.

WEEK 3 - SKITS

Skit

CHARACTERS: Maria, LaTasha and Maria's mom.

SCENE: LaTasha and Maria are at Maria's house after school on Friday. Maria's mom is giving them a snack.

LATASHA: Maria, your mom makes the best cookies.

MOM: You can take a few home with you if you want, LaTasha.

LATASHA: Thanks! Hey, can Maria bring some to Vanessa's slumber party tonight?

MOM: Maria, you didn't tell LaTasha about the party?

MARIA: I was hoping you would change your mind.

LATASHA: What about the party, Maria?

MARIA: I can't go.

LATASHA: Why? My grandma said that I could go?

MOM: Well, I don't know Vanessa's parents and I don't feel comfortable with Maria spending the night with someone who we don't know.

LATASHA: I know Vanessa real well. She is a pretty nice girl. Her parents must be pretty nice if they are letting her have a slumber party.

MOM: Maria's dad and I want to make sure that the people that we trust to take care of Maria, especially overnight, are going to make sure that she is doing the same things that we would want her to do here in our house.

LATASHA: Like what?

MOM: Well, we are careful about the TV shows that Maria watches and the movies. We wouldn't want her to go over there and watch a bad movie.

MARIA: Mom, you know I wouldn't watch something bad if it came on TV.

MOM: I know you would know what to do, but what if everyone else wanted to watch it and they were making fun of anyone who wasn't going to watch? I would just rather you be here than have to be forced to make a decision like that. Plus, that doesn't sound like a fun thing to do anyway.

MARIA: I guess you're right.

LATASHA: *(To Maria's mom)* Do you think I should go?

MOM: You know, LaTasha, I care about you like my own daughter. If I wouldn't let Maria go, I wouldn't want you to go either.

LATASHA: Maybe I won't go.

Week 3 – With Whom Do I Cooperate?

MOM: I have an idea. LaTasha, why don't you spend the night with us and we will have our own slumber party! Complete with lots of good, clean fun. Do you want me to call your grandmother and ask her for you?

LATASHA: *(jumping up and down)* Yeah, call her!! Call her!!

Maria and LaTasha jump around excitedly while Maria's mom calls LaTasha's grandma. Maria's mom returns to the room.

MOM: LaTasha, your grandma said that would be fine with her. She said she was a little worried about you going to Vanessa's anyway. She said she let you go because you told her Maria was going.

LATASHA: *(Shyly)* Well, I thought she was.

Mom leaves the room.

LATASHA: Man, Maria, your mom is so cool.

MARIA: Yeah, I guess. The funny part was that I was mad at her about five minutes ago for not letting me go!

DISCUSSION

Why did Maria's mom not want Maria to go to the slumber party? *(Because she wasn't sure about what kinds of things would happen there.)*

Do you think it is hard to make the right decision when you are around a group of people who want to do something else? Why?

What are some ways you can decide if you should spend time with a person? *(Do they have permission from their parents to do what they invited you to do? Do you see them doing other things that bring honor and glory to God? Who are the people that they usually hang around with?)*

WEEK 3 - MEMORY VERSE

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

EXPLANATION OF THE VERSE

This verse is a simple reminder to us that although unity is sometimes difficult to come by, it is well worth the work. Unity is refreshing and ministers to each of us by providing the encouragement and strength that we need in so many situations.

Duck Duck Verse

MATERIALS: None.

- Have everyone sit on the floor in a large circle.
- One player is chosen to be “It”.
- “It” goes around the circle, tapping each player on the head and saying, “Duck, Duck, Duck, Duck, VERSE.”
- The player whose head is tapped “VERSE”, stands up and chases “It”.
- If “It” makes it around to the space of the player she touches, then “It” has the opportunity to say the verse.
- If the “CHASER” tags “It” before “It” gets to the vacant spot, then “CHASER” gets the opportunity to say the verse.
- If the player is able to say the verse, give him S.A.Y. Yes!® Dollars.
- Make sure that everyone gets a chance to be tagged.

WEEK 3 - PRACTICAL LIVING

How To Choose Your Friends

MATERIALS: A large board, tape, copies of the character qualities, a writing utensil for the board, and a paper bag.

Children will have a chance to use discernment that they already have, and hopefully gain more.

- Before Practical Living, cut apart each of the character descriptions and put them into a paper bag. Feel free to add some of your own if there are issues that your children have been struggling with lately.
- To begin the Practical Living, divide your board into two columns.
- Write on the top of one column, “Someone I Should Hang Out With” and “Someone I Shouldn’t Hang Out With” at the top of the other column.
- Tell the children that you are going to draw a piece of paper out of the bag, and they are going to tell you which column it should go in.
- Have them raise their hands if the character quality you pick represents someone that they should hang out with. If the character quality you pick represents someone that they should not hang out with, have them put their hands on top of their head.
- Tell them that everyone should vote every time.
- Begin drawing the character qualities out of the bag.
- As you decide where they go, tape them on the board in their spot. If the pieces of paper are not large enough for everyone to read, simply write them on the board as they decide where they go.
- After each of the character qualities, you might want to ask at least one child why they voted like they did.
- If you get to one where some children have a different answer than others, take some time to discuss why they voted the way they did.
- After all of the character qualities have been placed on the board, read each complete column from top to bottom. This will give the children a chance to put it all together in their heads.
- Ask them if they think there are any more reasons or descriptions of a person to hang out with or not hang out with, that they want to add to the list.

Week 3 – With Whom Do I Cooperate?

DEBRIEF

If someone doesn't have all of these good qualities, does that mean we can't hang out with them? *(No, we just need to not do so many things with them.)*

What should you do if you hang out with someone now who has many of the bad characteristics? *(Invite them to do some good things with you like go to church, spend less time with them, and don't go the places where you know that they will be.)*

If a friend of ours is someone we shouldn't hang around, are we supposed to ignore them? *(It depends on how strong an influence they are on us. We want them to receive Christ and start making better choices. We don't need to spend all of our time with them because they will influence us as much as we will influence them! We can always pray for them and get others to pray.)*

This is what your board should look like when you are finished:

Someone I Should Hang Out With	Someone I Should <u>Not</u> Hang Out With
1. Honest	Lies To People
2. Obeys Their Parents	Disobeys Their Parents
3. Helps Other People	Steals Sometimes
4. Is Good In School	Disobeys At School
5. Loves God	Is Not Interested In God
6. Always Goes To School	Skips School
7. Is Respectful	Is Disrespectful
8. Asks Their Parent For Permission To Do Something	Doesn't Ask Their Parents Permission To Go Somewhere, Just Goes Anyway
9. Has Other Friends Who Make Good Choices	Has Other Friends Who Make Bad Choices
10. Doesn't Say Bad Words	Says Bad Words

Honest	Lies To People
Obeys Their Parents	Disobeys Their Parents
Helps Other People	Steals Sometimes
Is Good In School	Disobeys At School
Loves God	Is Not Interested In God

Always Goes To School	Skips School
Is Respectful	Is Disrespectful
Asks their parent For permission to Do something	Doesn't ask their parents permission to go somewhere, just goes anyway
Has other friends who make good choices	Has other friends who make bad choices
Doesn't Say Bad Words	Says Bad Words

WEEK 3 - READ-A-LOUD

“Chicken Little”

The Book of Virtues, William J. Bennett pg. 443-444

SUMMARY: This is a classic story of a little chicken who thought the sky was falling because an acorn fell on her head. She sets off to tell the king and runs into many other animals. All along the way, the other animals that she runs into want to help her get to the king as soon as possible. Chicken Little thinks nothing about who she is willing to follow, or let join with her--she simply follows. The last animal that she runs into is a fox, who leads the whole group into his den, to have them for supper. It only takes one person doing the wrong thing to get you into a lot of trouble. We want the children to see from this story that they need to make sure they know the people well enough to know if these are people who want to please God, and they cooperate with them.

PRE-READING QUESTIONS

Has anyone heard the story of Chicken Little before? What is the line that is repeated over and over again? (*“The sky is falling! The sky is falling! We are going to see the king!”*)

If you have never read this story before, what do you think this phrase from the story means? (*“The sky is falling! The sky is falling! We are going to see the king!”*)

This week we have been learning how to know with whom you should cooperate. Listen as I read, and see if you can figure out why we are reading this story today.

POST-READING QUESTIONS

Why do you think we chose this story to read today? (*Because Chicken Little cooperated with the wrong person, she ended getting eaten by the fox.*)

If you think you had seen Chicken Little that day before the fox got to her, what do you think you would have said to her after she told you the sky was falling?

Would someone make up a different ending to the story, that uses one of us in this room to be in it?

Teaching Tip: The last two questions are designed to help the children learn to reason out alternatives about what they would do in certain situations and how to think critically. Be sure to spend as much time on these as you can. Allow several children to answer each question.

WEEK 3 - CRAFTS

✂ Tambourines

MATERIALS: Two medium-weight paper plates, three small jingle bells (or dried beans) for each child, pencils, narrow ribbons, stapler, crayons, markers and hole punchers.

- Show the children a tambourine already made. Tell them, “We have been learning this week about who we should cooperate with. Well, when you play music, it only takes one person to be off beat or to sing the wrong note for it to sound bad. What we want to do is to follow Christ. We are going to make a musical instrument today to remind us that it only takes one person doing the wrong thing to get you in a lot of trouble. Be thinking about that as we are working on this craft today.”
- Begin by giving each child two paper plates.
- Punch about six holes in the edge of one plate.
- Lay the plate with holes on top of the second plate with the faces of the plates together. This will form a hollow center.
- Mark the places where the holes were punched in the first plate, on the second plate.
- Then remove the first plate and punch holes in the second plate.
- If you think that this will take too much time, or you have a very small amount of hole punchers, you might want to punch the holes yourself, before the children come to craft time.
- After the holes are punched, have the children decorate the backs of their plates with the crayons and markers.
- When they have finished doing that, give each child the bells or beans. Small jingle bells are best, but you can also use a handful of dried beans also.
- Next, staple the two plates together. Staple in many places along the plate edges so the bells or beans won’t fall out.
- Give each child six pieces of thin ribbon. Use the ribbon to tie in the holes to hold the plates together, but also as streamers that hang down from the tambourine to make the tambourine more festive.

Week 3 – With Whom Do I Cooperate?

GUIDED CONVERSATION:

In what kind of activities do you have to cooperate with a group of people? (*Sports activities, a choir, a band.*)

What happens if someone doesn't show up, or isn't trying to work with the group?

What happens if the leader in the team wants to change some things--do people usually follow the person in charge? (*Yes*)

So if they usually follow the leader, don't you think it is important to find out as much about this leader as you can before you join a group? What would be some of the things you would look for? (*If it were a sport, look for a leader who wants the team to do the best they can, not one who puts the spotlight on himself. Is this leader focused on himself or others. Is he honest? Does he say bad things about other team members when they are not around? Does he talk bad to people in the group, speak harshly or rudely?*)

Teacher Tip: If you haven't read the Read Aloud segment for this week, you might want to read this passage and then tie that in. Chicken Little followed the wrong person and it cost her her life. You also might want to remind them of the story of the Pied Piper. (If you haven't read it, it's on page 627 of [The Book of Virtues](#).) People who followed the "music" of the Pied Piper were completely under his control. They believed his lies and were brainwashed by the stories he told. The children who followed him were never seen again. We can't be too careful who we follow! You can tie these suggestions into the music, in which the children will listen.

WEEK 3 - RECREATION

DAY ONE: Nation Ball

MATERIALS: Two large rubber balls

OBJECT: To get all of the players on the opposing team out of the game.

SET UP:

- Divide group into their teams. (Great game for teaching team work and family unity.)
- Each team is given an equal amount of space on a cement or hardtop surface.
- Designate an area for the holding tanks for both teams.

TO PLAY:

- One ball is given to each team. (Another way to start, is to have all the students line up on their back line and place the balls on the center line. When the leader says “Go!,” they run to the center and try to get the balls and throw them at the opposing team.)
- When the signal is given, the person holding the ball throws it, trying to hit an opposing player below the waist.
- If the player is hit, he/she must go to the holding tank.
- If a child is hit above the waist, he does not go to the holding tank. The person who threw the ball goes to the holding tank.
- If the opposing player catches the ball, thrown at him one of his teammates may come out of the holding tank. If no one is in the holding tank at that point, the person who threw the ball is out.
- If a player steps over the center line when throwing the ball, whatever the ball did, does not count. Players must stay behind the centerline.
- Players in a holding tank come out in the order in which they entered the holding tank. (This is an important rule! Make sure the players that are leaders at your center are not pushing their way to the front of the line.)
- A fun variation of this game is to play for a while, then add in more balls. It is also fun to have different kinds of balls, different weights, sizes and materials.

Week 3 – With Whom Do I Cooperate?

	O O O O O O O O O O O O O O O O O O O O	X X X X X X X X X X X X X X X X X X X X X X X X	
Holding Tank			Holding Tank

OBSERVE

- Watch to see how your children are responding when they start to get behind.
- Are they cheering on their fellow teammates or are they criticizing them?

DEBRIEF

Why was it important to work as a team during this game?

What do you think is something that could help a team that is loosing to come from behind and win the game? (*Encouragement from their other teammates!*)

If people are being sore losers or proud winners, does it make the game less fun for the other members of the team? Why?

DAY TWO: Obstacle Course Relay

MATERIALS: (Two of each) hula-hoop, jump rope, basketball, any other fun recreation equipment

OBJECT: To be the first team to have all of their team members to complete the obstacle course and sit down in their lines.

SET UP:

- Choose the items that you would like to use in the obstacle course.
- Set up the course of where the teams need to go and what they have to do at each station. For example: Station #1 jump rope three times, run to the station #2 hula-hoop three times, run around a cone and come back.
- You could add in some things like bounce a basketball five times, jump over something, bounce the ball in the air, or make a basket.
- Divide the children into their two teams.

TO PLAY:

- Have the teams stand in two lines.
- When you say “Go!,” the first person for each team should run to the first station.
- Have staff watching each of the teams to make sure they are completed each station.
- Also the staff person should be available to retrieve any thing that might roll away or get misplaced during the course.
- When they return, tell them to sit down in the line.
- The winning team is the team that completes the course and is seated in their lines first.

OBSERVE

- Watch to see which children are encouraging their teammates on one of the things that might be harder for them.
- How else is unity being created?

DISCUSSION

What did you like most about this game?

Is it hard to think of something that you liked when your team lost? Why?

If your team tried their best, were spirited, won the spirit points for the day, but lost the game, do you think loosing would matter as much? Why?

Would you like to be on a team that is unified? Why?

DAY THREE: Frisbee Fling

MATERIALS: Two Frisbees.

OBJECT: To score points by getting a Frisbee over the goal line to a team member.

SET UP:

- Divide the group into two teams.
- Each team marks it's goal at a different corner of the playground.
- A player from each team should be stationed at a goal.

Week 3 – With Whom Do I Cooperate?

TO PLAY:

- Begin with both teams gathered in the center of the playing area.
- Randomly toss the Frisbees into the group.
- Team members toss the Frisbee from player to player but are not allowed to run while carrying it.
- A player who intercepts a flying Frisbee cannot move before throwing it again.
- The other players are not allowed to interfere with players throwing the Frisbee. However, the opposing team can jump up and catch the Frisbee, heading it towards their goal.
- Points are scored when the Frisbee is tossed over the goal line and caught by the team member behind the line.
- The team with the most points at the end of the time is the winner.

OBSERVE

- Watch which children are being left out and see if any of the older children try to get them involved.

DISCUSSION

How did it feel when your team scored a goal?

Was it hard to work together as a team today? Why?

If we are unified as a team and are working together do you think your team will be stronger or weaker? Why?

This week we are talking about who we should cooperate with. Everyone here at the center is okay to cooperate with and we should cooperate with them. Satan knows that if he can divide the people who are Christians then they have less strength. If we are unified, we are encouraged, built up, and we have more strength to make the right choices and obey God's commands. Think about this in recreation next time. If you want to be part of a winning team, be unified!!

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you have.

OBJECT: To give the children a chance to use free playtime to develop the things that they have learned during the organized instruction time.

Week 3 – With Whom Do I Cooperate?

SET UP:

- Let the children choose from any of the equipment that you have set out for them to use.
- Let them set up their own games and make their own rules.

TO PLAY:

- Let the children play whatever they want.
- The staff can play with them, but don't allow the staff to end up organizing the game and the rules. The staff already know how to do this. Let the children try.

OBSERVE

- Watch and see if any of the children are being cooperative with their peers.

DISCUSSION

How many of you played a game by yourself? What did you play?

Did you want to play with someone? Why? *(You can have more fun as a team or working together.)*

Tell me of someone you saw working to be a part of a unified team.

WHY COOPERATE?: WEEK 4

WEEK 4 – BIBLE CLUB

LESSON AIM: To help the child understand that we should cooperate with those who will bring honor and glory to God because we need each other.

SCRIPTURE: Ecclesiastes 4:9-12

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

Two Are Better Than One

In this last week on cooperation, we want the children to see how necessary it is in life to work with people. We need each other! Sometimes we think we want to be on our own, but there are certain things that one person alone cannot do!

As we look at this passage in Ecclesiastes, we see Solomon, the author of this book, give some examples of why two are better than one. He says that we need each other because we will get a better profit, have a helper in hard times, comfort in times when we need it, and protection in time of danger. All of us will need these things from time to time. These situations are not unusual. We all can think of times when we were alone and would have liked to have someone around, or when we did have someone around to help us and how much we appreciated it!

The point that we want to show the children this week is that needing each other may be different than what the world says. The world encourages us to look out for ourselves instead of each other. It encourages us to put ourselves first instead of putting others first. The world tells us not to trust anyone and that everyone else only wants to use you. Cooperation assumes differently.

Cooperation assumes that you want the other person to win as much as you want to win for yourself. Cooperation means sacrificing some of your ideas to be able to work as a team. Cooperation means doing things that you could not do by yourself because you need another person! Help the children see that needing someone is not bad, but honest!

Discipleship
Tip

Take some time this week to get one-on-one with your children. Ask them if they need any help with anything that they are going through right now. Encourage them to think of someone that could help them, who also needs help themselves. Help them think of ways that they could work together. Inspire them to think of projects that they might do with someone in their family that would use both of their talents to make something great. Be an example to them. Plan a project with them sometime soon where you can practice cooperating with them. They need to see examples of adults cooperating too!

 **Hook**

MATERIALS: Scissors, glue, Popsicle sticks, stapler, pencils, hole punch, tape, ruler, pink, blue, white, green, and yellow paper, and copies of the instructions for each child.

BEFORE BIBLE CLUB:

- Figure the number of pairs for whom you need to prepare. Example: you normally have 14 children, so there will be 7 pairs.
- Suggestions (on the following pages) are given for 7 pairs (14 children). If you have more than 14 children, decide which suggestions you will use more than once.
- Copy the instructions and cut apart.
- Attach instructions to each of the corresponding items. Example: on a pair of scissors, tape the instructions that say, “Cut out a heart from a piece of pink paper.”
- Place all of the items, with the instructions taped to them, in a box.

DURING BIBLE CLUB:

- When the children come into Bible Club, tell them to take one item out of the box.
- They need to sit in a large circle so that they can see each other.
- **Tell them**, “Read your instructions. You will need to find someone to help you complete the directions. When I say “go,” you are free to go and find your partner. Before I let you move, if you need help with your directions, ask someone around you, or ask one of the staff to help you read it. This is a good way to cooperate with someone.”
- Give them a few minutes to look around the circle, figure out what they need, and who has it.
- **Tell them**, “When I say you can move, walk slowly and quietly to find your partner. When you have found him/her, sit down together and follow your instructions. There might be more than one person who has what you need. When you are finished, raise your hand and one of the staff will come over and see how you’ve done.”
- When the children are finished, ask them these debriefing questions:

DEBRIEF

How did you have to cooperate to follow the directions?

How did you feel when you found the person who had what you needed?

What was the greatest struggle you had in completing your task? Did the struggle have anything to do with a lack of cooperation with your partner?

Could you have completed the instructions by yourself? Did anyone try?

Do you think that there are times when we need to get something done but we need someone else's help to do it? Can anyone give me an example? *(Two friends want to buy a hamburger, one has enough money but doesn't know where to go, and the other knows where to go, but has no money. If they cooperate they can both have a hamburger - without each other, neither one of them have a hamburger.)*

Instructions for the Hook for Bible Club Week #4

Give to the child who has **pink paper** and to the one who has **scissors**.↓

Cut a heart out of a pink piece of paper.

Give to the child who has the **glue** and to the one that has **2 Popsicle sticks**.↓

Glue Popsicle sticks together to form a cross.

Give to the child who has **blue paper** and to the one who has a **stapler**.↓

Make an envelope by stapling together blue paper.

Give to the child who has **white paper** and the one who has a **pencil**.↓

Draw two people on white paper.

Give to the child who has **green paper** and the one who has a **hole punch**.↓

Punch holes in a piece of green paper to make a cross.

Week 4– Why Cooperate?

Give to the child who has **black paper** and the one who has **tape**. ↓↓

Make a tube by taping together a piece of black paper.

Give to the child who has **yellow paper** and the one who has a **ruler**. ↓↓

Tear a piece of yellow paper into a square that is four inches long on every side.

Bible Story

MATERIALS: Slips of paper (see following pages)

The telling of the Bible Story will be another exercise in cooperation.

- Before Bible Club give the slips of paper to children that you either know can't read or aren't very good readers.
- Tell them that they have to act out what it says on the paper, but they need to get one other person to help them. The person that they get to help them can read the paper to them.
- After they have had a chance to find someone to help them and figure out what they are to do, have them stand in front of the group in the order of their numbers.
- You will begin the Bible Story time by **saying**, "Today we are going to learn how two are better than one. Our friends standing up here are going to act out what the scripture says. Each of the slips that they have has a verse on it. When they are finished acting it out, you can try to guess it and then I will read you the scripture."
- As they act it out, have the students try to guess the actions they are showing.
- After they have made their guesses, read the slip of paper so that they can hear what the Bible says.
- After you have gone through the guesses, ask them if they can think of any other reasons why two are better than one.
- You might want to allow them to act out additional ones if time allows.
- After this is done, have them move into their groups for the discussion questions.
- If you were not able to give the slips of paper out before Bible Club, have an activity to keep the children busy while the others prepare. Perhaps you can try a quiet circle game like, "Find the Leader" (shown below).

FIND THE LEADER

- Players sit in a circle.
- One player is sent out of the room.
- While he/she is out of the room a second player is chosen to be the leader.
- The rest of the players must do whatever the "leader" does.
- The first player is brought back into the room and tries to discover who the leader is. He stands in the center of the circle, turning to observe the players.
- He is given three guesses.
- If he finds the "leader", he can choose the next person to go out of the room.
- If he cannot find the "leader", the "leader" gets to be the next one to go out of the room.

Instructions to give out for Bible Club

- Give these to your younger ones and have them find someone else to help them read and act them out.
- You might want to make one copy as a master list for the person who is going to read them aloud to the group.
- #3 you should give to a girl who could get her older sister to help her. Be sensitive of who you give this to.

#1. Two are better than one, because they have a good return on their work.
(This means they make more money because two are working instead of one.)

#2. If one falls down, his friend can help him up. But pity the one who falls and has no one to help him up.

#3. Also, if two lie down together, they will keep warm. But how can one keep warm alone?

#4. Though one may be overpowered, two can defend themselves.
(Those who are by themselves can be hurt easier, than if they have someone with them.)

#5. A cord of three strands is not quickly broken.
(This means you don't just have to have one other friend, you could even have two other friends. Three friends working together is even better than two!)

DISCUSSION QUESTIONS

What are some of the things that these verses just talked about that we need other people to help us do? *(To help us when we fall, so we can be more effective, so we can keep warm, so they can help protect us)*

Are there some things that you can't do, unless you cooperate with someone? What are they? *(Build a friendship, go places that your parents won't let you go by yourself, play sports, get a job, etc.)*

Last week we talked about who not to hang around. This week we want to remember that we do need to be with other people who we can encourage and who can encourage us. The Bible tells about the type of person that we need to be, in order to be a good friend that someone needs. Let's look at **Hebrews 10:24-25**.

What does verse 24 say that we are to do for each other? *(We are to think about ways we can encourage other people to do the right thing.)*

Do you ever feel like you are all alone, trying to do what is right? If so, what should you do? *(Find someone who loves Jesus who can encourage you.)*

How can we encourage someone to do good and to love others? *(If they start to talk bad about someone, don't join them.. Or, if they are mad at someone, encourage them to forgive.)*

Now look at verse 25. What does it say we should not forget to do? *(We should not forget to spend time with other Christians.)*

Why do you think spending time with other Christians, or fellowshiping, is so important? *(The people that we hang out with can influence us (v. 24).)*

Can you think of anyone that you might like to spend some time with and who might need a friend? Who would it be?

Sometimes people aren't always easy to get along with. That is why the Bible says that when other people see Christians working together they will know it must be God working in them. Everyone wants to have good friends. The only way we can really have a friendship that is built on trust and honesty is through Christ.

Have a time of prayer. Suggest the children ask Jesus for friends like those represented in Ecclesiastes.

WEEK 4 - SKIT

CHARACTERS: Bobby and Reuben.

SCENE: Bobby and Reuben are at the S.A.Y. Yes!® Center working on their homework.

Bobby: (throwing his pencil down) Man, I am sick of division! Why do we have to learn this stuff anyway? Everybody knows that now everyone uses calculators and computers!

Reuben: I know how you feel. What I don't understand is why we have to do forty of the same kind of problem. I think we get the idea.

Bobby: (folds up his paper and puts it in his book) I don't care what Mrs. Johnson says. I am not finishing this. She didn't teach us well enough to be able to do it by ourselves at home.

Reuben: You can't give up that easy! Plus you are not alone. We can work together.

Bobby: But you are already like, ten problems ahead of me. Are you going to let me copy yours?

Reuben: No, but I will help you. Letting you copy isn't really helping. But you have to make me a deal.

Bobby: What, that I won't tell anyone?

Reuben: No, if I help you with this division you will help me learn how to shoot a three-pointer from the base line like you are always doing.

Bobby: (smirking proudly at the thought of basketball) I don't know, that's my game. I can't have everyone knowing my secrets.

Reuben: Fair enough, you can listen to Mrs. Johnson yell at you tomorrow for not doing your homework.

Bobby: Well, when you put it that way, you've got a deal.

Reuben and Bobby shake hands, hi-five, (or whatever your children do to agree on something), and start working on the homework together.

DISCUSSION

Why did Bobby need Reuben’s help? *(He had trouble doing his math homework.)*

Why did Reuben need Bobby’s help? *(He needed help with his three-pointer from the base line.)*

After seeing this skit, how do you think that two are better than one? *(They both needed help with something that the other one was good at.)*

How do you feel when someone asks you to help them with something? How do you feel when you have to ask someone for help? Which is easier?

Sometimes Satan lies to us and tells us that if we ask for help, people will think that we are stupid and weak, or that we should already know what to do, but the truth is that most people would like to be needed by someone else, so we should ask for help. We can probably do something that they need as much as we need them.

WEEK 4 - MEMORY VERSE

MEMORY VERSE: “How good and pleasant it is when brothers live together in unity.”

Psalm 133:1

EXPLANATION OF THE VERSE

This verse is a simple reminder to us that although unity is sometimes difficult to come by, it is well worth the work. Unity is refreshing and ministers to each of us by providing the encouragement and strength that we need in so many situations.

Musical Chairs # Draw

MATERIALS: Small sheets of paper with numbers on them (one sheet/number per child) in a container, same numbers taped on the floor, tape recorder, and music tape.

- Tape numbers on the floor into a large circle.
- Have each child stand on a number.
- When you begin playing the music, they are to begin moving around the circle, from number to number.
- When the music stops, the players freeze on the number they are standing on at that moment.
- The leader draws a number from the container.
- The player standing on that number recites the verse for a set amount of S.A.Y. Yes![®] dollars.
- If the student thinks he may need help, he can share his points with the player on either side of him.
- If none of them are able to say the verse, have the entire group quote it together - no points.
- Begin the music and play again.

WEEK 4 - PRACTICAL LIVING

How to Exercise

MATERIALS: Any exercise equipment that you might need for the centers like small hand weights (canned fruits and vegetables may be used), mats to lay down on, a jump rope, copies of the Exercise Journal Sheet see following pages)

OBJECT: This Practical Living is designed to teach the children about all the different types of exercises that you need to do, and how having someone to exercise with is very helpful.

- You may choose as many of these centers that are suggested or even make up your own.
- When the children come into Practical Living, number them off in the same number of groups as you have centers.
- After you number them off, tell them the name of the center that they are to start at.
- Make sure that the center leaders know the rotation, so that they can help direct children to the next event when it is time to change.

These are the suggestions for the centers:

1. Stretching

- Show the children some basic leg, arm, and back stretches.
- Have them do the stretches with you.
- Tell them that it is important to stretch, because it helps get your muscles ready to exercise.

2. Jogging and walking

- Explain to the children how when you run or walk for exercise, you are also doing a cardiovascular exercise. This kind of exercise gets your heart beat up past a certain rate. You must run or walk for at least 20 minutes at a fast pace for the exercise to really help your body.
- Have some sort of course set up where they can run around a little. If you have no space, have them run in place.
- After they have run, show them how to find their heart beat in the wrist by using their index and middle finger of the opposite hand. Let them see how much harder their heart is working. This is what you want to achieve!

3. Toning

- Show the children how to do leg lifts, sit ups, push ups, and anything else that they can do at home.
- Explain to them that doing exercises like this helps their muscles firm up. They need this kind of exercise, along with the other ones.

4. Weight lifting using hand weights

- Show the children how to lift the weights safely and slowly.
- Show them how to hold the weight with their arm straight down and bring the weight up to be level with their elbow. This is called a curl. This works their biceps. (The muscle on the inside of the upper arm.)
- Show them how to hold the weight with their arm up and over their shoulder. Hold their triceps (the muscle on the outside to the upper arm) with their other hand. Then raise the weight up until their arm is almost straight and then back down.
- Explain to them that if they want to tone their muscles, they should do many repetitions with a lighter weight. If they want to get bigger muscles, they should do fewer repetitions with heavier weights.
- Feel free to add any other uses for hand weights.

5. Other kinds of exercising

- This center is to help the children think of other things that they can do that can be exercise.
- They can swim, use a hula-hoop, play sports, jump rope, aerobics, fast dancing, and many others.
- Have one of these other alternatives available for them to try for a few minutes.
- After they are finished rotating through the centers, gather them back together for a few minutes.
- Give them a copy of the exercise journal sheets.
- Show them that there are different places to write down what kind of exercises they did, how long they did them, and with whom they did them.
- Tie in this lesson back to the Bible Club segment, the encouragement they can receive from one another. How can they help each other to exercise? Which do they prefer to do an activity alone, or with someone?
- Offer them an incentive of S.A.Y. Yes![®] dollars if by next week they have exercised at least three times with someone at the center, or by themselves.

WEEK 4 - READ-A-LOUD

New!

“Lyle the Kindly Viking”

A Veggie Tales Video

SUMMARY: This video is about sharing and shows how we all need to work together (those who have and those who have not.

OR, you may do the following...

New!

“ The Tale of Peaz Maukkar, the Peacemaker”

O. Whillikers in the Hall of Champions – Chapter 7

SUMMARY: This story is about a shark who has a father who yells and likes to fight. There is a bully at school who picks on some of the other fish. This “peacemaking” shark is just looking to find a way to help everyone get along. How about a basketball team?

OR, you may do the following...

“The Rebellion Against the Stomach”

Found in The Book of Virtues, William J. Bennett p. 386-387

SUMMARY: This story is about the body parts of one man, who decided that the stomach doesn’t do anything, but for some reason it always gets all the food. The other body parts decide to stop functioning until the stomach decides to do a little work. After a few days, they begin to realize that the only food that they get comes from the stomach, and since the mouth had stopped chewing, there had been no food for anyone. Finally, they realize that although the stomach may not have to get blisters like the hands and feet, or think like the brain, its job is still very important. We want the children to see from this story that we all need each other, because we all have something that we can give.

PRE-READING QUESTIONS

Have you ever been watching TV and wondered about all the people that we don't see that are needed to make the movie? Where can we see the names of those people? *(The credits at the end.)*

Do you think that the people who did the filming, directing, and editing are any less important? Why or Why not?

Today we are going to read a story about someone's body parts who didn't want to cooperate. Listen and see if you can find out why they didn't want to cooperate.

POST-READING QUESTIONS

Why didn't the different parts in the body want to cooperate? *(Because they didn't think it was fair that the stomach didn't work, but got all the food.)*

Can you think of something that needs many people to do the job but only a few are seen? *(Writing a book, serving a meal at a restaurant, a magazine, a play or a movie, many others.)*

What is something here at the center that would be better if we only cooperated?

WEEK 4 - CRAFTS

✂ Book Binding

MATERIALS: Poster board or cardboard, glue sticks or book binding glue (recipe included), white paper, stapler, markers and pencils.

BEFORE CRAFT TIME:

- Pair up the children to work together to make a book. Try to pair up one who is better at writing with someone who is better at drawing pictures. If you can, try to pair up boys with boys and girls with girls. Also, feel free to pair different age groups together. Don't be too drastic, but some of the older ones might be better writers.
- Cut pieces of poster board or cardboard for each pair 10" x12".
- You can make a paste for the book binding beforehand that will dry very flat and is cheap. If you don't have time, you might want to use a glue stick.

Recipe for Book Binding Glue:

1 cup flour	4 or 5 cups very hot water
1 cup cold water	Alum (optional)

Start by putting the flour in a medium saucepan. Slowly stir in the cup of cold water. Make sure all the lumps are out. Stir in hot water a cup at a time. Place the mixture on medium heat for three minutes, stirring continually. Let it cool and then it is ready to use. You can spread it with a brush or even your fingers. This will make enough for the whole center. You can even store it for later use, if you add two teaspoons of powdered alum. Without the alum, it will only last a few days covered in the refrigerator.

DURING CRAFT TIME:

- Tell the children that you are making books today with a partner. Tell them who their partners are and then have them move to sit by them.
- Next, give each of them a 10"x12" piece of poster board or cardboard for their covers.
- Have the children crease it down the middle, so that they will know where the middle is for the next step.
- Give each of the children five or six pieces of plain white paper. (Remember they will lose the front and back page when they glue it down to the cover)

Week 4– Why Cooperate?

- Fold the paper in half and staple the pages together in the middle.
- Then glue down the front and back pages with the book binding paste or a glue stick.
- Now, let them create. If they don't finish, that is fine. This could be something to work on after they finish their homework or anytime they have some free time.
- You might want to give them a few general topics to get them started. You could have them write about one of the Bible Clubs they liked this month, all the different ways you can cooperate, what they know about Jesus, or what it is like to come to the S.A.Y. Yes![®] Center.
- Tell them that when they finish these books, they will be part of your S.A.Y. Yes![®] library. This will solve the problem of whose book it is.
- After they have tried it with someone else, it may inspire them to write their own later on!

GUIDED CONVERSATION:

How are you cooperating to make this book?

Do you think it would be harder to do by yourself?

Is it easier to think of an idea to write about by yourself or together?

To cooperate, we must often compromise. How are you having to compromise to get the book written?

WEEK 4 - RECREATION

DAY ONE: Capture The Flag

(Another game is given below, if your facilities do not accommodate Capture the Flag)

MATERIALS: Two flags of any kind (can be old rags)

OBJECT: Steal the opponents' flag, then return to your territory without being captured.

SETUP:

- The game is played in two large teams.
- This is best played outside, in a large area where there can be many hiding places. If you have no outside area in which to play, it can be fun inside, too. It can be played in a parking lot, by placing cars in strategic spots for the kids to hide behind.
- Divide the playing area in half. You may want to use your entire property.
- Draw an imaginary line designating the teams' territory.

TO PLAY:

- Each team is given a flag.
- Each team hides its flag in a spot as far away from the opposing team's territory as possible.
- The flags must be placed where they can be seen.
- When the adult leader calls out, "Let the game begin," all players begin their way into the opposing team's territory.
- If caught in the opposing side's territory and tagged, the captured player is placed in "prison."
- The only way out of prison is if one of the teammates makes it over and tags his captured teammate. Both teammates can then return to their own side by getting a "free walk" back.
- Each team designates a certain spot as their "Prison."
- All captured players must remain in the prison until they are tagged by a free teammate.
- Prisoners may hold hands to make a chain out of the prison, and everyone on the chain can be released when the first person is tagged.
- To encourage the kids to get together in their teams and create a strategy before the game begins, ask the following questions:
 - Who will go after the flag?
 - Who will stay in their own territory and capture prisoners?
 - Who will be prison guards?

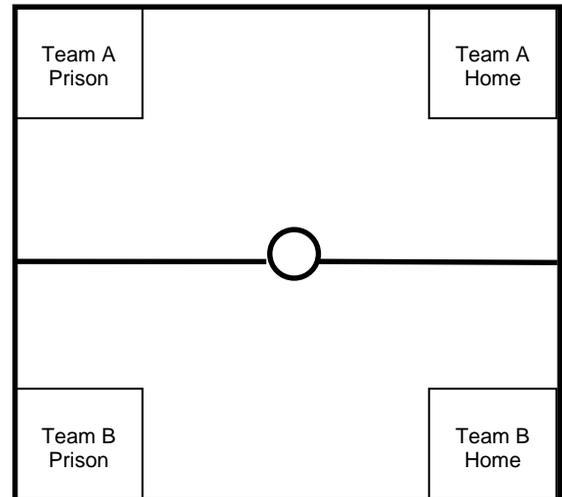
- Who will be decoys?
- Who will guard the flag?
- Who will go to rescue prisoners?
- Guards must stand at least 6 feet away from the flag.
- No one has a greater advantage than anyone else does. (Sometimes the smaller and younger kids can get away with things easier than the older ones.)

ALTERNATIVE GAME: City Challenge

MATERIALS: Masking tape

SET UP:

- Divide the group into two teams.
- Lay out a large playing area (12'x12') with masking tape. Adjust to fit your space.
- With masking tape, mark the home boxes and prisons for both teams.
- Both teams gather in their respective Home boxes.
- Chose a captain for each team. (May be the teachers.)



TO PLAY:

- Team A's captain picks his fastest runner to run to the circle and yell "My City!"
- At the yell of "My city!" Team B's Captain sends out his fastest runner to tag Team A's runner.
- As soon as Team B's runner is sent out, Team A's captain can send out his #2 runner who tries to tag Team B's #1 runner.
- Next, Team B's captain sends out his #2 runner who tries to tag Team A's #2 runner.
- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else, he must go to prison.
- If a player is tagged, she must go to prison.
- Players remain in prison until tagged by one of their own players.
- If a player gets back to her "Home Box" without getting tagged, she is safe.
- If a player does not attempt to get his opponent, he goes to Prison. (Teachers make the call.)
- The winning team is the one to have the most players return to "Home Box" safely.

OBSERVE

- Are the children working as a team?
- Have they developed a strategy?
- Are they working together as a team? Are they following their leader or doing their own thing?

DEBRIEF

When was this game the most fun? When you were working as a team or as individuals? Why do you think that is?

What are some ways that you can show your teammates that you want to cooperate?

How did it feel to be a part of a team that had a plan? What about a team that didn't have a plan?

What difference did you notice in your team when you followed the plan or when you did your own thing?

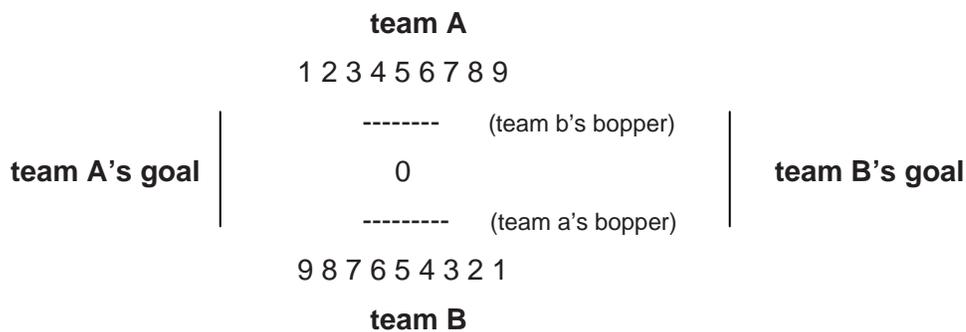
DAY TWO: Bopper Ball

MATERIALS: Two boppers (long foam pieces that are hollow in the middle, often used as pool floatation toys, can be cut in half to create two “boppers”, can be purchased at a Target, Walmart, Savon, Toys R Us, etc.), chairs for every child, and a large playground ball.

OBJECT: To score a goal by hitting the ball in with the bopper

SETUP:

- Divide the children into their two teams.
- Place the chairs in a line, facing the opposite team.
- Number the children, starting at opposite ends of each team. Try to match students age-wise as much as possible.
- Assign each team a bopper. They can only use their team's bopper.



TO PLAY:

- The ball is placed in the middle of the two teams, with the boppers on either side of the ball, furthest from its team.
- The leader calls a number and the players with that number, run and pick up their bopper and try to bat the ball into the goal.
- Swinging the boppers above the waist is not allowed.
- The children who are seated can kick the ball but cannot score a goal. Goals only count when hit in by a bopper.
- When a goal scored, those players sit down and another number is called.
- The team with the most points wins.

OBSERVE

- Are there children who always want their number to be called or are they playing as a team.
- Is there anyone who is promoting team spirit and encouraging others.

DEBRIEF

During the game were you focused on when your number would be called or how your other teammates were doing?

What is a way that you can show that you are cooperative in this game? (*You wait for your turn and cheer for your teammates*)

How does it feel when you just had your turn and no matter how you did, your teammates said something nice to you?

DAY THREE: Stop Watch-Spoon Relay

MATERIALS: Plastic spoons for everyone, small rubber ball for each team, stop watch for each team.

Teaching Tip: This game has many learning opportunities in it! Don't miss any! This is a chance to have your children think and play at the same time. In this game they will estimate, multiply, and divide.

OBJECT: To complete the relay in a certain amount of time.

SET UP:

- Divide children into their two teams.
- Give each child a plastic spoon.

TO PLAY:

- Tell each team to pick a teammate who is not the fastest nor the slowest, but an average athlete to do a test run.
- Have the test run children from each team stand at the starting line, put their plastic spoons in their mouths and then place the rubber balls in the spoons.
- They must walk, run, or whatever they can do down to the other line and turn around and come back, without letting the ball fall off the spoon.
- Once they return, the person who is keeping time for them will tell them their time.
- Give them a piece of paper, a pencil, and a calculator.
- First they must estimate how long they think it will take the whole team to run the relay.
- Then have them calculate the real time by multiplying the time of the test runner with the number of teammate. The goal is to see if they know what operation to use and not to worry whether they can multiply correctly or not. Example: Jenny was the test runner. She completed the race in 30 seconds. There are ten people on the team. So their team can finish in 300 seconds, which is 5 minutes. Don't forget to have them divide the seconds by 60, to find the minutes.
- When each team has given their estimated time, they may begin.
- The team, or teams that complete their relay in the time that they estimated or less, win.

OBSERVE

- Watch to see which children are being encouraging of the younger children who might take a little longer to get started.

DEBRIEF

Was it hard to encourage the younger teammates when it was their turn when they might not have done so well? Why is this important?

Did it make things better when your team yelled at the younger team member or when they encouraged them to do better?

Can anyone tell me some of the math skills that you learned today? (*Estimating - how long it would take for your whole team to run the relay. Multiplying and Dividing - to come up with the amount of time it would take.*)

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you have.

OBJECT: To give the children a chance to use free play time to develop the things that they have learned during the organized instruction time.

SET UP:

- Let the children choose from any of the equipment that you have set out for them to use.
- Let them set up their own games and make their own rules.

TO PLAY:

- Let the children play whatever they want.
- The staff can play with them, but don't allow the staff to end up organizing the game and the rules. The staff already know how to do this. Let the children try.

OBSERVE

- Watch the children as they play with each other and see if any of them are cooperating with their peers.

DEBRIEF

Can you tell me some things that you did today to cooperate?

When everyone was cooperating, how was the game?

Do you think you can keep these same attitudes at school? Why or why not?