

# Responsibility

## Table of Contents

<b>RESPONSIBILITY.....</b>	<b>2</b>
Unit Overview.....	2
<b>WHAT IS RESPONSIBILITY?: WEEK 1 .....</b>	<b>3</b>
Week 1 - BIBLE CLUB.....	3
Week 1 - SKIT.....	11
Week 1 - MEMORY VERSE.....	12
Week 1 - PRACTICAL LIVING.....	14
Week 1 - READ-A-LOUD.....	18
Week 1 - CRAFTS.....	19
Week 1 - RECREATION.....	20
<b>RESPONSIBILITY FOR YOUR OWN ACTIONS: WEEK 2 .....</b>	<b>24</b>
Week 2 – BIBLE CLUB.....	24
Week 2 - SKIT.....	30
Week 2 - MEMORY VERSE.....	32
Week 2 - PRACTICAL LIVING.....	35
Week 2 - READ-A-LOUD.....	37
Week 2 - CRAFTS.....	38
Week 2 - RECREATION.....	40
<b>RESPONSIBILITY TO AUTHORITY: WEEK 3 .....</b>	<b>45</b>
Week 3 – BIBLE CLUB.....	45
Week 3 - SKITS.....	50
Week 3 - MEMORY VERSE.....	51
Week 3 - PRACTICAL LIVING.....	52
Week 3 - READ-A-LOUD.....	54
Week 3 - CRAFTS.....	56
Week 3 - RECREATION.....	57
<b>RESPONSIBILITY TO GOD: WEEK 4.....</b>	<b>63</b>
Week 4 – BIBLE CLUB.....	63
Week 4 - SKIT.....	68
Week 4 - MEMORY VERSE.....	69
Week 4 - PRACTICAL LIVING.....	70
Week 4 - READ-A-LOUD.....	73
Week 4 - CRAFTS.....	74
Week 4 - RECREATION.....	76

# RESPONSIBILITY

## UNIT OVERVIEW

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

Responsibility is one of those things that everyone just knows what it means, but if you had to give a definition for it, it would be hard to define. This unit attempts to give you a way to define what it means to be responsible.

Today, our children are bombarded with get rich quick schemes, people who seem to do nothing, yet have plenty of money, and those who are hanging around on the street corners seeming to have the time of their lives not going to school. Who is showing them responsibility? Many people claim to have it all together, but who is passing the baton to our young people? It has been said that it is not always the quickest runner who is the best example, but the one who passes the baton the best. We as the church cannot sit and let others hand off the baton to our young people. We must do it ourselves!

This unit addresses what it means to be responsible, how to be responsible for your own actions, how to be responsible to authority and to God. After this unit, the children will not only be able to quote the memory verse about a workman who is approved, but also know the definition of responsibility which they will practice throughout the month.

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

**BIBLE CLUBS** that will help the children see through parables and the lives of Old Testament characters like David, what it means to give account about the way that we have used your time, money, and talents for the Lord. It will also show them how we must give account to correctly handle the word of truth.

**PRACTICAL LIVING** will teach the children what it looks like to be responsible, how to do their own laundry, and how to study God's word for themselves, so that they can be more equipped in handling the word of God. They will also hear from an authority in their community and learn how they can be more responsible to their leaders.

**READ ALOUD, CRAFTS** and **RECREATION** will teach them how everyone is responsible, no matter how powerful. It will help them learn how to be responsible with messy crafts such as finger paints and even teach them through recreation that the games are more fun when people are responsible!

We pray that this unit on responsibility will give your children a foundation that they will build on for years to come. Responsibility seems to creep its way into so many areas of our lives. If we can learn what responsibility means, it can be of value in our personal lives, as well as our work world. People want to hire responsible people. People want responsible people as friends. People want responsible people as their neighbors, and in their church family. If we can raise a generation of responsible people, the communities in which we live will never be the same!

# WHAT IS RESPONSIBILITY?: WEEK 1

## WEEK 1 - BIBLE CLUB

**LESSON AIM:** To help the child understand what it means to be responsible.

**SCRIPTURE:** Matthew 25:14-30

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

### The Parable of the Ten Talents

This parable is an illustration of what it means to be responsible. This story can be confusing for some, so it is important to know and understand the story before teaching it to your children.

The parable begins with the Master who is leaving and he gives his money to his servants to keep for their benefit. The Master in this story represents Christ in that He was to ascend into heaven and promised to return for His people. He left them with the truth of his word, that he wanted them to pass on to others and multiply His investment in them.

The servants were given different amounts, in keeping with their ability. One servant got only one talent. Some say that he did not believe his Master would return and that is why he did not put it into the bank. He might have wanted to keep the talent for himself. For whatever reason, the servant did nothing with his Master's investment but to hide it.

When his Master returned, He was pleased with the servants who had invested their money and gained something. But, when He came to the servant who had done nothing with the money, He was very disappointed. He took His money away and gave it to the servants who had done well with it. Verses 24 and 25 talk about how the servant had been scared of the Master, because he thought that his expectations were too high. God does have high expectations for us to share the gospel, and to show others who He is. We will be called to give an account for who we have lead to the kingdom. This is not harsh, but a high expectation and we should make ourselves ready for this time.

What we want the children to see is that responsibility means taking care of the things that you have been asked to do, and to do that thing well. We will be talking in the next few weeks about the different kinds of responsibility. This session is to help them begin to understand what it means to be responsible. During this lesson, try to use the word responsibility as often as you can. This is one way that they can see responsibility applied!

Discipleship  
Tip

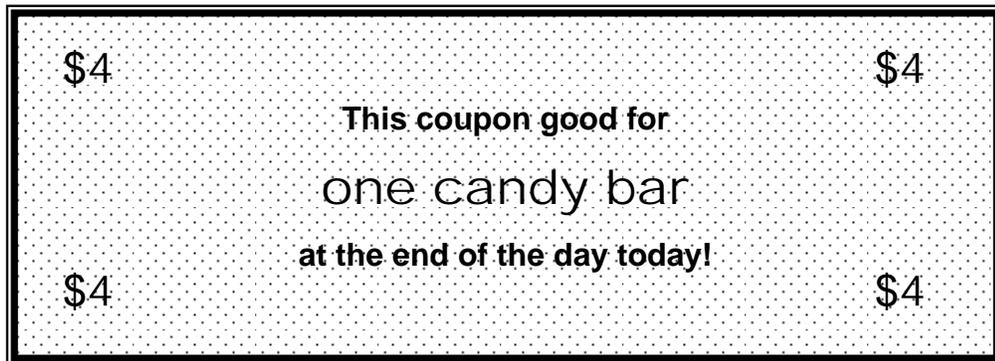
Sometime this week, get one-on-one with your children. Ask them if they know what the word responsibility means. Ask them if they know anyone that is responsible and have them give some examples of why they think this person is responsible. Ask them if they think they are responsible? Would they like to be? What kinds of things would they need to do for people to think of them as responsible?

### Hook

**MATERIALS:** Extra S.A.Y. Yes!® dollars, candy bar coupons (see next page)

**Teaching Tip:** Try to use the word responsible as many times as you can today. Seeing responsibility lived out will let them know more of what it means than anything.

- Begin today, with the director having really high standards for everyone (more than normal) making them follow every rule.
- The director should visit each class.
- The **director** should come to the class and **say**, “I have to run a few errands and I will be back soon. I don’t want to leave these S.A.Y. Yes!® dollars laying around. I need your class to be responsible for these S.A.Y. Yes! dollars for me until I get back. I don’t want to hear that you lost it, or someone took yours. I know how many dollars there are and you are responsible for keeping up with every last dollar. I don’t think that is too much to ask.”
- Then the director hands the teacher of the class a stack of S.A.Y. Yes!® dollars.
- The director should seem very business-like and in need of some help.
- After the director leaves, the **teacher should say**, “The director asked you to be responsible for this money, not me, so I will give some to each of you.”
- The teacher should pass out four or five dollars for each child. If you have S.A.Y. Yes!® dollars in higher denominations than just one dollar bills, you can use that as well. You want them to have something that they think is truly of value.
- After the dollars are passed out, the **teacher should say**, “Now that you have the money, you are going to have to decide what you want to do with the money you are responsible for. You have three choices. You can buy this coupon to get a candy bar before you leave today. The coupon costs four S.A.Y. Yes!® dollars. The second choice is that you can just hold on to your money and keep track of it yourself. The third thing that you can do, is you can put your money in the bank and it will earn interest. By the time the director comes back, you will have three more dollars than you have now. Those are your choices.”
- Now, the teacher should go back through each option and let the children raise their hands, to tell the teacher what they want to do.
- The teacher should mark each of the children’s responses on the role sheet provided in the curriculum called “S.A.Y. Yes!® Responsibility List”.
- Collect the dollars from the children who want to put their money in the bank and trade dollars for coupons with the children that want a candy bar.
- After the children have had a chance to make their decision, they can go into Bible Club.
- When the children enter into Bible Club, have them sit according to the choices that they made. The ones who bought the candy bar coupon in one place, etc.





## Bible Story

**MATERIALS:** Eight S.A.Y. Yes!® dollars with a piece of tape over them that says talent, sign for the servants to signify one year later

**ACTORS NEEDED:** A master and three servants

**Teaching Tip:** Adults should perform this skit if possible or the hook might not be as effective.

## Script

*Servants are standing side-by-side. As the master addresses them they step forward.*

**Master:** I am going on a long trip and I need you to take care of my money. Servant number one, you are a very responsible servant. You always help me get things done, are always there to help, and do the best you can. Here are five that I have for you to take care of.

**Servant 1:** Yes sir, I will sir. You can count on me, sir.

**Master:** Now servant number two, you are pretty responsible and reliable. You have done the things that I have asked you to as well. I will give you two talents. Take care of them well.

**Servant 2:** Thank you, sir. I will, sir. Thank you for giving me this chance, sir.

**Master:** Now, as for you, Servant number three, you have not done your best on the jobs that I've given you and you are always complaining about doing the work, but I will give you this one talent to see if you can do better.

**Servant 3:** Yes sir.

**Master:** Well, now I must leave. Take good care of my money.

**Servant 1:** *(to the other servants)* I know exactly what I am going to do with my money. I am going to invest it in a business so that I can earn more money for the master. When he returns, he will have twice as much money! I must go and get started!

Servant 1 leaves.

**Servant 3:** So what are you going to do with your money, Servant number 2?

**Servant 2:** I am going to do the same thing that servant number one did. I want to be more responsible than I have been in the past.

**Servant 3:** *(sarcastically)* Well, good for you!

Servant 2 leaves.

**Servant 3:** Well, I am not going to let my master tell me I am not responsible, this time. I don't trust all their business plans to make more money. I am going to hide the money he gave me in the ground. Then no one will take it and if he comes back he can have it.

Servant number 3 leaves.

## Week 1 – What is Responsibility?

*Hold up a sign that says “one year later.” Master enters.*

**Master:** Servants come here please! I am back to collect my money!

*Servants enter with money in hand, and stand side-by-side again.*

**Servant 1:** Master, here is the money that I was made responsible for and because I invested the money, I also gained you five more.

**Master:** Very good! You have been responsible with a few things, and now you can be responsible for many things. I am so proud of you!

**Servant 2:** Master, I too have invested the two talents that you gave me and now there are four!

**Master:** Well done, responsible servant! I am so proud of you! I will make you in charge of more things because you have been responsible with a few things! (*Master turns to servant number 3.*) So, what have you done with the money that I gave you to keep for me?

**Servant 3:** Well, I knew you always expect a lot out of us, so this time I hid what you gave me in the ground. That way I could return it to you when you got back (*brushes the dirt off the dollar*). Here is the money that you gave me.

**Master:** You wicked and lazy servant. You were afraid to do what these servants did, you could have at least put the money in the bank so that it could have earned interest while I was gone. (To the other servants) Take his money from him. If you can not be responsible for the little that I have given you, then you shouldn't have any. Throw this wicked servant out into the darkness.

The End

**DEBRIEF**

All of you are sitting according to a decision that you made earlier. You had to be responsible for someone's money, too. **Someone, tell me who gave you money that you were responsible for?** (*The director.*)

**When the director gave you that money to take care of, how did you feel about it?**

Raise your hand if you think that you made a responsible decision and tell me why. Someone tell me why it was not responsible to buy the coupon for the candy bar with the money.

**Why was keeping the money yourself an okay decision, but not as good as putting it in the bank?**

**From this story, someone tell me what they think it means to be responsible.**

Now, I am going to teach you a definition of responsibility that we are all going to learn. If I stop you anytime in the next week, and ask you the definition and you can say it perfectly, then you could get a S.A.Y. Yes!® dollar.

**Responsibility means that I am reliable and dependable and I am able to answer for my own behavior and duties.**

Repeat it a few times with the children repeating after you, then have them complete the statement following the format below.

**Leader:** Responsibility means that...

**Children:** I am reliable

**Leader:** and...

**Children:** dependable

**Leader:** and..

**Children:** I am able to answer for my own behavior and duties.

Practice this a couple of times with your children.

Try to say it fast and slow.

You might want to make a copy of this for each of the teachers, so that they can practice it with the children too.

Dismiss them into their classes for discussion.

**DISCUSSION QUESTIONS**

**What did the master need his servants to do for him while he was gone?** *(He needed them to take care of his money.)*

**Why did he give different servants, different amounts of money?** *(Because some of them had already shown him that they were responsible.)*

**Who do you think the master represents?** *(God.)*

**Who do you think the servants represent?** *(Us.)*

**What do you think is the most important thing to remember about this story?** *(That God gives us things like money, time, abilities, and his Word that we are to use wisely and not just hide them away.)*

**Does anyone know what our memory verse is?** Let's look it up in our Bibles. Someone read for us **2 Timothy 2:15**.

**What does this verse say that we are to do our best at?** *(Present ourselves as one approved.)*

**What do you think it means to be approved?** *(God is happy with what you have done for His Kingdom.)*

**Now look at the second half of that verse. We are to do this so that we will not be what?** *(Ashamed.)*

**Why would someone be ashamed when they face Jesus?** *(Because they have not done what he asks, and because they have wasted time, money and talents that he gave them.)*

**Then the last part says, “and who correctly handles the word of truth.” What is the word of truth?** *(The Bible.)*

**What does it mean to correctly handle it?** *(To know what is in the Bible, what it means, and able to do what it says.)*

**What have you been given for which you need to be responsible?** *(Have each child think through and tell you what (s)he needs to be responsible for: School, work, younger siblings, a home, neighborhood, S.A.Y. Yes!®, the Bible.)*

## WEEK 1 - SKIT

**CHARACTERS:** Maria and LaTasha

**SCENE:** Maria and LaTasha are at school and are passing each other in the hall. LaTasha has a bathroom pass in her hand and Maria has the class attendance chart.

**LaTasha:** (sees Maria in the hall and calls to her) Hey, Maria.

**Maria:** Oh, hi LaTasha.

**LaTasha:** What are you doing out of class?

**Maria:** I am taking the class' attendance sheet to the office for Mrs. Johnson.

**LaTasha:** Man, you always get the good jobs.

**Maria:** Mrs. Johnson only gives me these jobs because I am reliable and she knows I am going to do what I am supposed to do and get back to the classroom.

**LaTasha:** Why is there such a rush to get back to class?

**Maria:** Because when I do what she asks me to do quickly, she will trust me more, and next time maybe she will choose me for an even more important job.

**LaTasha:** I guess I never thought of all that. I was just wanting to get out of the classroom.

**Maria:** Well, I better go. I don't want to break Mrs. Johnson's trust.

**LaTasha:** See you later, Maria.

### DEBRIEF

**Mrs. Johnson said that Maria was reliable. What is another word for reliable?**  
(*Responsible.*)

**How do you think Maria became a responsible person?** (*She did what was right in the small things, and then she began to be trusted with more.*)

**Do you want to be known as a responsible person? Where can you start?**

# WEEK 1 - MEMORY VERSE

**MEMORY VERSE:** “Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.”

2 Timothy 2:15

## EXPLANATION OF THE VERSE

This verse shows us that the most important thing that we have been entrusted with is God’s word. We want to teach the children to handle this correctly. After they know how to handle this without being ashamed, they can handle anything.

## 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 reciting the verse.

## TEACHING TIP FOR THIS VERSE:

Be sure to help the children understand that there is a comma after the word, “approved”. Then a new idea starts. Try to be aware of that when quoting the verse. Also be sure that they know when it says, “one” and they hold up one finger that the verse doesn’t mean “one” as in a quantity of something, it means “someone”. Define any other words that you think they might need to know.

## Week 1 – What is Responsibility?

<b>Do:</b>	March in place.
<b>your:</b>	Point to someone.
<b>best:</b>	Flex your muscles and show your strength.
<b>to:</b>	Hold up two fingers.
<b>present:</b>	Pretend as if you are adjusting your bow tie.
<b>yourself:</b>	Point to someone.
<b>as:</b>	Clap.
<b>one:</b>	Hold up one finger.
<b>approved,:</b>	Make the “O.K.” sign with your fingers.
<b>a:</b>	Snap.
<b>workman:</b>	Salute like you are in the army.
<b>who:</b>	Stomp right foot.
<b>does:</b>	Stomp left foot.
<b>not:</b>	Shake head no.
<b>need:</b>	Hold out both hands as if to take something.
<b>to:</b>	Hold up two fingers.
<b>be:</b>	Put your pointer finger and thumb together and make your hand into a bumble bee and fly around a little.
<b>ashamed:</b>	Cover your face with your hands.
<b>and:</b>	Stomp right foot.
<b>who:</b>	Stomp left foot.
<b>correctly:</b>	Thumbs up sign.
<b>handles:</b>	Pretend like you are holding the handle of something.
<b>the:</b>	Clap your hands.
<b>word:</b>	Put your hands together and open them as if it were a book.
<b>of:</b>	Pat your legs.
<b>truth.:</b>	Point to God (because God is truth).
<b>2 Timothy:</b>	Hold up two fingers and say “2 Timothy”.
<b>2:15:</b>	Yell “two, fifteen”.

# WEEK 1 - PRACTICAL LIVING

## Caring For Babies

**MATERIALS:** A floppy doll for every few children, 2 diapers per doll, handi-wipes, layette blanket per child, samples of toys that are safe for babies, samples of toys that are not safe for babies, infant seat, stroller, high chair, car seat, prize for best listening team.

**Teaching Tip:** Many children have younger siblings for whom they have responsibility. It is important for them to know how to properly care for an infant. You might ask a mother with an infant to bring the baby and all the items she uses and demonstrate.

### SET UP

- The adult responsible for Practical Living can lead this session from the front.
- Assign a small group of children to each adult present. The adult will guide them through the directions the “leader” gives from the front.
- Each group is given a doll, diapers, blanket, and handi-wipes.
- Have tables set up around in which each group can gather with its “baby.”

### ACTIVITY

- Hand out S.A.Y. Yes!® dollars to the children who are being very serious and careful about the way they are handling the “baby.”
- As the children are each taking their turns with the “baby,” you can be giving them extra information. Tell them they need to be listening, because you will have a quiz at the end to see which group has best paid attention.
  - If one is to care for a baby, then he/she must be very responsible. There is much to know in caring for a baby.
  - Babies need to be talked to. They need to be rocked and cuddled.
  - When we talk to babies in “parent-ese” (or “parent-talk”, the high pitch tone) it helps their brains to develop. People in all cultures, all languages, talk to infants in this way. God has equipped humans to automatically do this.
  - Babies can’t do anything on their own. They are totally dependent on us to care for them. They need to be fed, have their diapers changed.
  - They need to be protected from drafts and loud sudden noises.
  - Every baby is different. Have them look at each other and see how they are all different. Babies are just as different.
  - At about 6 weeks, babies need to start spending time on their stomachs on the floor. The movements they make help their brain to develop properly.

## Week 1 – What is Responsibility?

- Infants should not be placed in walkers except for short periods. They need to be on the floor where they can try to creep and crawl. Crawling is very important for the development of the brain. Children who never crawl may later have difficulty reading.

### CARRYING A BABY

- Explain to the children that they must be careful when handling a baby.
- The baby does not have control of its neck. Show them how to place a hand under the neck of the “baby” when lifting it.
- Show them how to take their other hand and place it under the back of the “baby”.
- Now have them shift the “baby” into a laying down holding position.
- Let each child have an opportunity to try this.
- Now show them how to shift the “baby” to their shoulder. Always giving support to the neck and back.
- Let each child have an opportunity to try this.

### BURPING A BABY

- When the baby drinks from a bottle, he may swallow air.
- Burping the baby helps him to expel the air he has swallowed. The air can cause a stomachache if it isn't belched up.
- Put the “baby” over the shoulder.
- Gently pat the “baby” on the back.
- Sometimes it is helpful to run your finger from the lower back up the spine to the bottom of the neck.
- Sometimes when a baby burps he might spit up. So it is a good idea to lay a cloth diaper over the shoulder.
- Let each child try to burp the “baby.” Remind them to be careful how they are handling the “baby.”

### BABY TOYS

- Have a variety of toys and explain when to introduce to the baby. You might make it a game. Lay out all the different toys or have pictures of the various toys (cut out from advertisements). See which group can get the most into the appropriate age group. Can they tell you why they think it fits that age best?
- Birth to 6 weeks: mobiles with bold colors.
- 3-1/2 to 5-1/2 months: rattles, plastic books set up placed in front of child to see, unbreakable mirror, a cradle gym that baby can bat at or grasp, introduce teething toys for her to “gum.”

## Week 1 – What is Responsibility?

- Five to eight months: nesting and stacking toys, begin to take her through picture books, balls.
- Eight to twelve months: books with stiff pages, fill and dump toys, rubber or plastic animals, washable dolls, stuffed animals, pull toys for walkers.

### WHY BABIES CRY AND WHAT TO DO

- Hungry.
- Uncomfortable because of wetness, gas pains, a bowel movement, or need to be turned over.
- Lonely.
- Sick or colic.
- Bored or lonely.
- They've learned you will pick them up if they cry.
- If it is time for the baby to eat, feed him.
- If it has only been a short time since the baby was fed, check the diapers. If they are wet, change them. If not wet, make sure a diaper pin isn't open, or some other object isn't sticking the baby.
- The baby may be straining to have a bowel movement.
- Wrap the baby snugly in a layette blanket. They feel secured when swaddled. Show the children how to swaddle a baby in a blanket.
- Let them take turns doing so.
- If you tried to do everything and the baby still cries, it is O.K. It will not hurt the baby to cry for fifteen or twenty minutes. The baby will eventually cry herself to sleep. But be sure you have checked out all the possible reasons she may be crying.

### DIAPER CHANGING

- Show them how to use both a cloth diaper and disposable diapers.
- Encourage them to fold the cloth diaper so it isn't bunched up. This is uncomfortable for the baby.
- Show them how to protect the baby from the prick of the pin.

### ADD YOUR OWN TIPS FOR CARING FOR A BABY

**FINAL QUIZ**

**What do you do if you have tried everything but the baby is still crying?** *(Let him cry until he falls asleep. But not longer than twenty minutes.)*

**When would you put an unbreakable mirror in front of the baby?** *(3-1/2 to 5-1/2 months.)*

**Why do you put a baby in a walker for only a short time?** *(Because the baby needs the opportunity to squirm around as much as possible. This helps the brain develop.)*

**What is “parent-ese” (or parent talk)?** *(It is the high pitch tone with which parents talk to their babies.)*

**Demonstrate how to burp a baby.**

**Demonstrate how to lift a baby into your arms.**

**Give three reasons why a baby might cry.** *(Hungry, wet, bowel movement, lonely, sick or colic, bored, just wants your attention.)*

**Why is it important how you fold a diaper?** *(It can be very uncomfortable if it is all bunched up.)*

# WEEK 1 - READ-A-LOUD

## “The Little Red Hen”

Retold by Penryhn W. Coussens; *The Book of Virtues*, by William J. Bennett p. 352-353

**SUMMARY:** This is the classic tale of a little hen who finds a grain of wheat. She tries to get her friends to help her plant the grain, but they refuse. The same happens with harvesting, threshing, milling, and baking the flour. When it is finally time to eat the bread, everyone wants to help, but the hen says, “no”, because they didn’t work for it. What we want the children to see from this story is that people who are responsible are the ones who will have something to eat because they have worked hard.

### PRE-READING QUESTIONS

**Does anyone know what kinds of ingredients you use to make bread?** (*Flour, eggs, yeast, water...*)

**Does anyone know where flour comes from?** (*It comes from wheat. Wheat is grown, harvested, and milled to get flour.*)

**Before people bought bread in the store, what do you think they did?** (*They had to grow the wheat themselves.*)

In this story we will hear about a Little Red Hen who wanted to eat some bread. Listen to this story and tell me who you think is responsible.

### POST-READING QUESTIONS

**Who was responsible in this story?** (*The little red hen.*)

**Why do you think that her friends didn’t want to help?**

**Can you think of a time when someone asked you to help with a job that you didn’t really like? What did you say? Was that a responsible thing to do?**

**We don’t have to help everyone who asks us--it’s okay to say “no” sometimes, too, but there are people you should help the most. Who are they?** (*Family, close friends, people from your church.*)

# WEEK 1 - CRAFTS

## ✂ The Spiky Spud

**MATERIALS:** For each child: one potato, large potato twigs or toothpicks, two whole cloves, grass seed, potting soil, and spoons, black markers.

### BEFORE CRAFT TIME:

- Clean potatoes so that they are ready to use.
- Make an example to show the children.
- Cut a small piece off one end of each potato, so it will be easier for the children to hollow them out.

### DURING CRAFT TIME

- Using the spoons, have the children hollow out their potatoes from the end that you precut.
- In the hollow space, put some soil.
- Sprinkle the soil with grass seed.
- Stick twigs or toothpicks in for the legs, this will keep the “spud” from rolling.
- Add the two cloves for eyes, or you could use a black marker to draw the face.
- Keep the spiky spud moist and in a few days you will begin to see the sprouts.

### GUIDED CONVERSATION

**Does anyone know what it means to be responsible?**

**Why do you think we have to be responsible with this craft?** (*We have to take the responsibility to keep it watered.*)

**What things do you have to be responsible for in your life?**

**Does your family take care of any plants?**

**Who is it that has the green thumb in your family?**

# WEEK 1 - RECREATION

## DAY ONE: Set Up Teams

**MATERIALS:** Students divided into two teams, (the list should be prepared by the staff in advance), poster board, and marker.

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

### SET UP

- Today you are going to 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.
- You will want to make sure the teams are evenly matched age wise.
- You may want to 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.
- 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. (Raps are fun too!)
- Remember that during recreation winning isn't as important as participation and spirit.
- Make posters for posting the scores.

TAKIN' CARE OF BUSINESS		RESPONSIBLE RULERS	
COMPETITION	SPIRIT POINTS	COMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
1,000	10,000	1,000	30,000
1,000	40,000	2,000	10,000

**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 responsibility this month. Who was responsible for getting your team organized?**

**Who was responsible for encouraging the team?**

**Did anyone feel like there was no one who was responsible? How does that feel?**

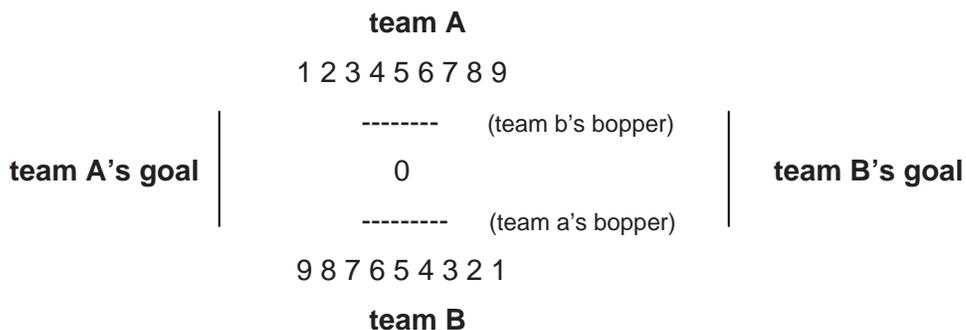
**DAY TWO: Bopper Ball**

**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

**SET UP**

- 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 their waists 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 one child has scored, those two players sit down and another number is called.
- The team with the most points wins.

### OBSERVE

- Watch for children who always want their number to be called, or who are playing as a team.
- Notice if there is anyone who is promoting team spirit on these new teams.

### DEBRIEF

**How did you feel when you scored a point for your team?**

**What is a way that you can be responsible in this game?** *(You can try your hardest for your team, if you don't try, you can't be responsible)*

**When you didn't score, does this mean you are not responsible? Why?** *(No, because you tried your best to do what you needed to do.)*

## DAY THREE: Fruit Basket Upset

**MATERIALS:** Chairs for all, but one player.

**OBJECT:** To have a chair at all times and not be caught without one.

### TO PLAY

- Place chairs in a circle, front-facing into the circle.
- Choose a leader.
- Everyone but the leader, sits in a chair.
- Beginning with one player, go around the circle naming the children; apple, orange; peach; banana.
- Thus there are several children who are apples, oranges, peaches, and bananas.

## Week 1 – What is Responsibility?

- The leader stands in the center of the circle and calls out the name of a fruit. Example: “Oranges”.
- Everyone who is an “Orange” gets up and tries to sit in a different chair, while the leader tries to get into a chair also.
- Whoever is left standing is the next leader.
- The more players, the more fun because of the excitement of so many people moving.
- The leader may call “Fruit Basket Upset”, and then everyone moves.

### **OBSERVE**

- Watch for children cheating by not trying to get a chair.
- Notice what children are being responsible while playing.

### **DEBRIEF**

**As we played the game, how did you feel when you were the leader?**

**How did you feel when others didn’t follow the rules?**

**If you didn’t follow the rules, what were you thinking and feeling while you were “doing your own thing?” Is this a way to be responsible? Why?**

**Say:** When we insist on doing our thing, we actually ruin life for those around us as well as ruin it for ourselves. Being responsible means that we must follow the rules. We convince ourselves, that doing our own thing is the best way, but if we are honest with ourselves we will see that it is not the best or the most responsible thing to do.

## **DAY FOUR: Free Play**

**MATERIALS:** All the fun play equipment that you have.

### **OBSERVE**

- Watch and see if you can tell that if the students are becoming more responsible in their playing with each other.
- Give them some verbal recognition today, and tell them how good they are doing, in front of their friends.

### **DEBRIEF**

**When there were no staff watching you closely today, did you do the right thing, or did you cheat in the games that you played?**

**Do you need someone to watch you to make sure you play right?**

**Did anyone see someone whom they thought was being responsible today? What were they doing?**

## RESPONSIBILITY FOR YOUR OWN ACTIONS: WEEK 2

# WEEK 2 – BIBLE CLUB

**LESSON AIM:** To help the child understand that we are responsible for our own actions.

**SCRIPTURE:** 2 Samuel 12:1-22

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

### Nathan Confronts David

Nathan was called by God to do a job that no prophet would want to do. He had to confront the king about what he did wrong. In 1 Samuel 12, Nathan came to David and told him an analogy of what David had done, so David could get a clear picture of the wrong that had been committed.

Nathan told David a story about a rich man who took a poor man's little pet lamb, and killed it, instead of killing one of his own lambs when he had guests. David was enraged by the act that the rich man did. He ordered the man killed. Then, Nathan had to inform David that he was that man!

David's reaction was the most important part of this whole story. David began to grieve deeply. He knew that what he had done was against God's law and fellowship with God had been broken. God heard David's pleas and restored fellowship with him, but the consequences for sin would still be there. David lost the son that Bathsheba was pregnant with, at the time.

What we want the children to see from this story is that it doesn't matter who you are, we all do things that God doesn't like. We have to admit that we have sinned and have a heart of repentance. This is what it means to be responsible for our own actions. We don't need to blame what we did on someone else. We don't need to give excuses for what we have done. All we need to do is to admit what we did to the Lord, and ask His forgiveness.

Discipleship  
Tip

Sometime this week, get one-on-one with the children in your class. Ask them if there was a time when they did something wrong and no one saw them and they never got caught. Many of us have had that situation. What would have happened if they had taken responsibility for what they did?

Remind them that God sees all of their actions and that if they have done something wrong they have to answer to God even if no one else sees them.

Challenge them to act the same way in private as they would in public.

### Hook

**MATERIALS:** Copies of a worksheet, and pencil for each child.

#### BEFORE BIBLE CLUB

- Copy a reading worksheet that you think will be too difficult for most of your children. Ones that would work best are ones that have a long reading section and the students need to write the main ideas or answer questions regarding the story.
- If you don't have any worksheets that qualify, you can make your own. Look on page 246 of The Book of Virtues. Copy the selection called "Plato on Responsibility".
- The point of this worksheet is that they won't want to do it so badly that they will be willing to let someone else do it for them.
- When they come into Bible Club, give them all a copy of the worksheet, or the reading selection that you have copied.
- Tell them that if they do this, they will get a surprise. You might want to offer S.A.Y. Yes!® dollars, or something else that might motivate them more.
- If you choose the selection from The Book of Virtues, write these three questions on the board:

**Who did Socrates regard as more valuable, his father and mother, or his country?** (answer: country)

**In Socrates day, when they did not obey one law, how many laws were broken?** (answer: three)

**What was Socrates favorite city?** (answer: Athens)

- Then tell the children while they are working on that, you have to do something really quick and you will be right back. When you come back, they should be finished. Then, the staff should leave the room.
- Talk to one of your older, smarter, leader-type children before Bible Club. Tell him or her that you need their help. What you want them to do is when you give out the worksheet to the group, you are going to leave the room. At that point they will say, "I have already done this before and know the answers." They will then give out the wrong answers.
- You might want to tell your student (who is in on the plan), to tell the children that the answers are 1. mother and father; 2. all of them; and 3. Italy.
- When you return, ask them to hand their papers in to get their reward.
- As you take up the papers, look for the answers that your student who was "in on the plan", gave.
- If your questions are on the board already, write the wrong answers (the answers that the student gave when you were out of the room) on the board.
- Ask the children to raise their hands if these are the answers that they got.

## Week 2 – Responsibility For Your Own Actions

- Then ask them, “Do you believe these answers are right? Why do you believe they are right?”
- Then tell them, “All of these answers are wrong.”
- Wait and let the children respond. See if any of them will try to blame someone else.
- “Is the reason that you believe the answers are true because \_\_\_\_\_ (student that you had give the wrong answers) told you that they had already read this story, and that they knew the answers? What I wanted to see was who would take responsibility for their own actions, no matter what anyone else did. I can see that some of you have trouble doing that, by listening to what you said.” Today we are going to hear about a king that had trouble taking responsibility for his actions too. His name was King David.

### Bible Story

**MATERIALS:** Puppets to use as King David, Nathan and a Narrator.

This Bible Club should be told like a puppet show. You can use any puppets you have. They can be as simple as paper bag puppets or more fancy ones, if you have some. It is possible to do this story with only one puppeteer. If you are trying to do this, be sure that the puppeteer uses different voices for the characters in order to keep the children's imagination into the puppets.

### Script for the Puppet Show

**NARRATOR:** Welcome, children to the Bible Story Theater. Today we are going to hear about what happened to a King who did something that made God very sad. Let me tell you a little about this King. This King grew up as a shepherd boy in the field--the youngest son of his father, Jesse. You might have heard the story of how this young shepherd boy killed a mighty giant with a single stone from his slingshot. Have you all heard the story? Good. Well, over the years, this young man grew up and killed many more men as he was fighting for God. Finally, he became king of Israel and God blessed him with all he could ever want. He had a nice palace, many wives, and more food than he could ever eat! One day when all the other men were out at war, David saw a young woman that he thought was very beautiful. He sent his servants to get her and bring her to him. A few months later, Bathsheba, said that she was pregnant and David was the father! David knew that what he did was wrong but instead of just talking to God about it, he tried many things to try to make everyone think that the baby was her husband's, but they didn't work. Finally, he ordered that her husband be put on the front line of battle and he died. Now Bathsheba could come live in his house and be his wife. David thought that he had gotten away with the whole thing. A few days after his new baby boy was born David had a visitor. This is where our story begins today. Watch and see how King David has to take responsibility for his own actions.

*Narrator leaves and David appears. There is a knock at the "door"*

**DAVID:** You may come in to my presence.

**NATHAN:** Good morning, Your Majesty.

**DAVID:** Hello, Nathan.

**NATHAN:** The Lord has sent me here to tell you something.

**DAVID:** Very well, let me hear what it is that the Lord has told you.

**NATHAN:** There were two men in a certain town, one rich and the other poor. The rich man had a very large number of sheep and cattle, but the poor man had nothing except one little lamb that he had bought. He loved this lamb. It was like a daughter to him. It shared his food, drank from his cup, and even slept in his arms. Now the rich man had a traveler come and stay with him. But he didn't take one of his own sheep or cattle to prepare a meal for his guest, he went to the poor man and took the little lamb that belonged to him, and prepared it for his guest to eat.

## Week 2 – Responsibility For Your Own Actions

**DAVID:** (gets very mad) As surely as the Lord lives, the man who did this deserves to die! He must pay for the lamb four times over, because he did such a thing and had no pity.

**NATHAN:** David, you are that man! This is what the Lord, God of Israel says: “I anointed you Israel; I delivered you from the hand of Saul. I gave you wives. I have given you power over the kingdoms of Israel and Judah. And if this had not been enough, I would have given you more. Why did you despise the word of the Lord by doing what is evil in the sight of the Lord? You struck down Urriah, the husband of Bathsheba and took his wife for your own.” This is what the Lord says, “Out of your own household I will bring calamity on you. I will take your wives and give them to someone close to you. What you did in secret, I will do in broad daylight.”

**DAVID:** I have sinned against the Lord.

**NATHAN:** The Lord has forgiven you and you will not die. But the son that has been born to you will die.

*Nathan leaves. David bows low to pray.*

**DAVID:** Dear God, I am so sorry for what I did. Please do not take away the life of my poor innocent son. Father, let him live. He has done no wrong, it is I who have done wrong. Punish me instead.

*David leaves.*

**NARRATOR:** David's son died seven days later. This is the end of our story today. As you think about this story, think about the courage David had to have to admit that he was wrong.

*The End*

## Week 2 – Responsibility For Your Own Actions

### DISCUSSION QUESTIONS

**What was it that David did wrong?** *(He took another man's wife for himself and she got pregnant.)*

**Do you think that if the woman hadn't gotten pregnant, God would have been mad? Why?** *(Yes! Because even if you don't get caught, it is the sin that makes God sad.)*

**When Nathan told David what he did wrong, how did Nathan do it?** *(He told him a story about someone else, to see what David would say.)*

**Was he mean or rude about this in any way?** *(No.)*

**When David heard Nathan tell him about his sin, how did he respond? Did he try to blame someone else? Did he try to say in anyway that it wasn't his fault?** *(He admitted what he did wrong and didn't try to blame it on anyone else.)*

**Have you ever had someone hurt you? When you told them what they did that hurt you, did they blame someone else or did they said it wasn't their fault? How did you feel then they said that?**

**What do you think God thinks about these people, who don't take responsibility for their actions? Let's look up a verse that will tell us what He thinks. Look up Hebrews 4:13. What does this say that God sees?** *(Everything!)*

**In the second part of that verse, it says, "Everything is uncovered and laid bare before the eyes of him to whom we must give account." Who is the "he: this verse is talking about?** *(God) . What do you think it means to give account?* *(To be responsible for what you have done.)*

So now you know that whatever you do, whether seen or not seen by anyone on earth, that God sees. One day you will have to answer to him for everything.

**Look up 2 Chronicles 16:9. This verse will let us know whose side God is on. What does this verse mean to you?**

God wants to support his people and he wants to protect them, but we have to admit when we have done wrong just like David did. We cannot have a right relationship with God unless we can do that.

**If you have done something irresponsible, you need to:**

- *admit it to God*
- *ask forgiveness of the person you hurt*
- *make restitution (Ex: if you stole a pack of gum, you need to go pay for it)*

**Does anyone want to do this now?**

**Let's take some time now to pray and ask God to help us have the courage to admit when we are wrong and to be able to take the consequences when we need to do so.**

## WEEK 2 - SKIT

### Skit

**CHARACTERS:** Reuben, and Bobby

**SCENE:** Reuben and Bobby are walking home from school

**BOBBY:** Man, I can't believe Mrs. Jackson gave us so much homework.

**REUBEN:** I know it will probably take us a long time even after S.A.Y. Yes!®.

**BOBBY:** (*stops in his tracks as if he just remembered something*) Reuben!

**REUBEN:** What...

**BOBBY:** Today I am supposed to go to the computers at the center, and you know they will not let me go if I haven't finished my homework.

**REUBEN:** Well, at least you can get a lot of it done.

**BOBBY:** Reuben! I had to miss computers last week because of this same thing. I am just not going to tell them I have those pages in science. I'll do the math assignment and say that it was the only assignment that I got, and then I can go to computers.

**REUBEN:** So what are you going to do tomorrow, when the teacher collects the science homework?

**BOBBY:** I know this one girl who always does her homework and she will let me copy it right before class, no problem.

**REUBEN:** So now you are going to lie to the staff and cheat? It doesn't really seem worth it to me.

**BOBBY:** Whatever, Reub. You do what you need to do and I'll take care of my business.

*Someone holds up a sign that says, "The next day after school"*

*Bobby is walking alone and Reuben runs up to catch him.*

**REUBEN:** Hey, Bobby. I finally found you. Why didn't you wait for me after school, like you always do?

**BOBBY:** I guess I was having a bad day.

**REUBEN:** What happened? More homework?

**BOBBY:** Very funny. My problem today was that girl in my science class was absent and I didn't get to use her answers, so I copied this other guy's. The problem was that all his answers were wrong, so Mrs. Jackson figured out that I copied and she called my mom.

## Week 2 – Responsibility For Your Own Actions

**REUBEN:** Whoa, that is a bad day.

**BOBBY:** Well, it would have been fine if that girl had been there, and then I wouldn't have had to go to that stupid kid in my class that gets every question wrong. I mean, how stupid can you be? No one gets all the questions wrong!

**REUBEN:** Bobby, in my opinion you would have been fine if you just did your homework, instead of working on the computers yesterday.

**BOBBY:** But if that girl were there, everything would have been fine.

**REUBEN:** Bobby, you have to take responsibility for what you did. The girl in your class is not responsible for your homework! You are!

*Bobby and Reuben walk off as if thinking about what Reuben said.*

### DEBRIEF

**What was Bobby's problem?** (*He wanted to play on the computers, but he had too much homework.*)

**Can you think of any other way Bobby could have solved his problem?**

**What was it that Bobby needed to take responsibility for?**

If Bobby keeps blaming other people for things, sooner or later he will be blaming someone or something when he doesn't graduate from high school and then when he doesn't get the job that he wanted. Responsibility must start with the little things, so that when the big things come, like having a family and being on your own, you will be ready.

## WEEK 2 - MEMORY VERSE

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

### Find The Verse

**MATERIALS:** One set of cards for each team. A "set" includes one card for each word of the verse. (The cards that you can copy are on the next page.)

**OBJECT:** To be the first team to have its set in correct order.

- Hide the verse around the room before the children enter. Review the verse. Ask if anyone can say the verse from memory. Read it together; try to say it from memory together.
- Divide the group into teams, with about 5 children on a team.
- When the leader says, "GO", the children look for cards.
- When they find a card, they return to their spot and put it where it belongs in the verse.
- If that word has already been found, that card must be returned where it was found.
- The team to have its set complete and in order, wins.
- Adults need to watch to make sure children return cards they have that are the same, or some teams won't be able to find their cards.
- Place 1st and 2nd graders with 5th and 6th graders. Make sure every team has some readers on it.

Do your	best to
present	yourself
as one	approved,
a workman	Who does
not need	to be

ashamed	and who
correctly	handles
the word	of truth.
2 Timothy	2:15

## WEEK 2 - PRACTICAL LIVING

### How to Do Your Own Laundry

**MATERIALS:** For each group: laundry, bleach, detergent, spot remover.

**Teaching Tip:** This practical living would be best done in small groups. Each group has supplies so they can have actually do each step as you describe it.

- Take the children through this step-by-step approach of washing their clothes. Give each group their own pile of clothes so they can do the steps with you. (Of course, using their imaginations with the washer and dryer.) **Say:**
- The first step in doing your laundry is to gather everything that you need to wash. The things may include the sheets on your bed, your towel, or wash cloth, or even your shoes. Have them imagine going through the house to gather what needs to be laundered.
- Be sure to empty all your pockets before you put them in the wash.
- Look for spots or stains on your clothes. If the stain is really bad, you might want to let it soak for a while. On many stains you can put spot remover and throw it in to the regular wash.
- Separate the clothes into light and dark colors. If you have enough, you might want to do a load of just whites.
- As they are sorting, walk around and give them tips on stripes and other difficult pieces of clothing.
- If you are doing your laundry at a laundry mat, you want to check the washer that you are about to use to see if it has any bleach on it from the last person. If you get bleach on your clothes it will take out all the color.
- Let's take a little time to talk about how dangerous bleach is.
  - First, you don't use bleach to get your clothes clean. Bleach is only a whitener.
  - Look on the bleach bottle and you will see that it is poison. You can die from putting bleach in your mouth or sniffing it. It is very dangerous.
  - If you get too much bleach on your clothes in one spot, it can eat through your clothes. This is why you should always dilute (mixed with water) the bleach and don't pour it directly on your clothes.
- Now, start the washer. Always wash dark colors in cold. You can wash light colors in hot or warm water, but hot water might shrink your clothes.
- After you have chosen the water temperature, let the water cover the bottom of the tub and then add your detergent.

## Week 2 – Responsibility For Your Own Actions

- Some detergents don't have to dissolve (liquid and crystals), but if your detergent is powder, it will need to dissolve in water before you put the rest of your clothes in the washer.
- After it has dissolved a little, add your clothes.
- Close the lid and let the machine do the job. DO NOT open the lid of the washer after it has started. If you forget to put something in, put it in while the washer is still filling with water. After it has begun washing, DO NOT open the lid. It can be very dangerous.
- After the washer has stopped and the light says that the wash is finished, or the dial has turned to off, take the clothes out and put them in the dryer.
- The clothes that had spots on them will need to be checked before you put them in the dryer. If they still have the spot on them, you might want to wash them again. Putting them in the dryer may make the stain even harder to get out. Once stains have been dried, they are very difficult to get out.
- Most everything goes in the dryer. You might have some clothes that are special fabrics. If you don't know what to do, read the label on the clothes. If it reads "tumble dry", that means you can put it in the dryer. If it reads "dry flat", you need to lay it flat in the bathtub, on a chair, or on the floor on a towel.
- As soon as the clothes are finished on the dryer, fold them. This way they will have fewer wrinkles. If you just put them in a basket they will get very wrinkled and you will have to iron everything later.

At the end of these step-by-step procedures, have some questions to see what they remember and give out S.A.Y. Yes!® dollars for correct answers.

**What is bleach used for, and do you have to use it?**

*(For whitening and you don't have to use it.)*

**How do you divide your clothes to wash them?**

*(Lights in one pile, and darks in another.)*

**What temperature should you wash dark colors?**

*(Cold.)*

**What should you do, if you aren't sure how to wash or dry something?**

*(Read the label.)*

**When is the best time to fold your laundry?**

*(Right when it comes out of the dryer.)*

## WEEK 2 - READ-A-LOUD

*New!*

### “King George & the Duckie”

A Veggie Tale Video

**SUMMARY:** This video actually tells the story that is in the curriculum but in a funny way. They change King David to George and the girl is a duck! Too good to miss! Kids will love this one.

**OR, you may do the following...**

### “King Alfred and the Cakes”

Adapted from James Baldwin; The Book of Virtues, by William J. Bennett pg 196-198

**SUMMARY:** This is a story of a king who seeks to find food and shelter after many days of battle. A woman, having pity on him, lets him into her home, but doesn't recognize that he is the King. She asks him to watch the cakes she has on the stove, while she milks the cow and feeds him. As soon as she leaves, the king's mind quickly slips back to the battle. When the woman returns, finds the king staring into the flames and her cakes burnt. She is furious and is about to throw him out, when her husband walks in and recognizes the king. They beg for forgiveness, but the king responded by saying that he deserved her scolding, since he did not take responsibility for the task that he committed to do.

#### PRE-READING QUESTIONS

Have any of you ever seen someone famous in real life?

Did you think it was hard to recognize them, because you weren't expecting to see them?

This story is called “King Alfred and the Cakes.” Hearing the title, does anyone want to make a prediction about what they think the story might be about?

This story is about taking responsibility for your actions. Listen and see if you can find who was the responsible one.

#### POST-READING QUESTIONS

**Who was the person in this story that was responsible?** (*King Alfred--even though he made a mistake, he still took responsibility for it!*)

**What are some other things that King Alfred might have said?**

**Who are some people that you know that you have seen take responsibility for their actions like King Alfred?**

**Do you think it made King Alfred look weak or strong because he took responsibility? Which one do you want to be?**

## WEEK 2 - CRAFTS

### ✂ Finger Painting

**MATERIALS:** Finger paints (or ingredients to make your own finger paint) for every ten children, newspapers, and plain white paper.

**Recipe for finger paint:**

1/2 cup flour; 2 cups water; food coloring

Begin by mixing a small amount of water with the flour in a medium sauce pan until the mixture is smooth. Now add the remaining water. Heat the mixture over medium heat, stirring constantly, until the mixture is thick and almost shines. Divide the paint into smaller containers like baby food jars. Then add the food coloring to the mixture and let it cool.

#### BEFORE CRAFT TIME

- Make the recipe of finger paint. It should take about ten minutes.
- Be sure to make several different colors for the children to use to paint from.

#### DURING CRAFT TIME

- Before you start this craft, ask the children to tell you what it means to be responsible.

**Leader:** Responsibility means that...

**Children:** I am reliable

**Leader:** and...

**Children:** dependable

**Leader:** and..

**Children:** I am able to answer for my own behavior and duties.

- Tell the children that you believe they can be responsible enough to use these paints.
- Tell them that you are going to be looking for responsible people during crafts today. You want to hear people admitting that they did something, and not hear lots of people saying that someone else started it.
- Let the children be free to express whatever is on their hearts.
- Give them more than one piece of paper, so that they can try some different things.
- Make sure that they are responsible to clean up their own area after they are finished.

## **Week 2 – Responsibility For Your Own Actions**

### **GUIDED CONVERSATION**

**Why do you think doing a craft like this will require people who are responsible?**

**What might happen if we let children who were irresponsible do this craft?**

**If we had a new child come in today for the first time, what would you tell him about what we have been learning?**

**What is so important about taking responsibility for your actions?**

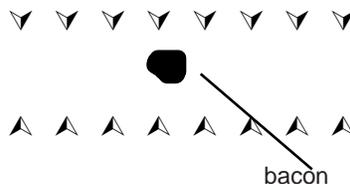
## WEEK 2 - RECREATION

### DAY ONE: Steal The Bacon

**MATERIALS:** Something to use as the “bacon”.

#### 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 and try to grab the “bacon”.
- 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

- Which children get the most upset when their teammates don’t score a point? Do these children encourage their teammates or discourage them?
- Does anyone lead the cheering for their team, or take responsibility for the team receiving the spirit points or not?

## Week 2 – Responsibility For Your Own Actions

### DEBRIEF

**What team do you think did the best cheering for your team members?** *(Being able to recognize this shows if they can take responsibility for their own actions.)*

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

**Does it feel better to win and know you cheated, or when you know in your heart that you did the best you could as an individual and as a teammate?**

**What does it take to admit that you lost?**

### DAY TWO: Balloon Stomp

**MATERIALS:** A balloon for each player and piece of string for each player.

**OBJECT:** To be the team to have at least one balloon still unstomped.

#### TO PLAY

- Divide the group into their two teams.
- Give each player a balloon to blow up, and a piece of string with which to tie the balloon to his/her ankle.
- When the leader says, "Go," the players attempt to stomp as many of the opposing player's balloons as possible, while trying to protect his/her own balloon.
- Those whose balloons have been stomped should step aside to watch and cheer the survivors on their team. Be sure to encourage them that they are an important part of the team spirit!
- The team who has the last player with an unstomped balloon is the winner.

#### OBSERVE

- Have a trash can nearby, during the game. Don't announce it, but watch and see who cleans up their smashed balloon and puts it in the trash.
- Are there any of the older children who are taking responsibility for the younger children, or are they picking on the little ones?
- Are there any children who get mad at the person who popped their balloon and want a second chance, or do they sit down quietly?

### DEBRIEF

**Did you see anyone who watched the others play and cheer, even when their balloon got stomped?**

**Did anyone pick up the pieces of their balloon and put them in the trash?**

**What happens to your neighborhood when people are irresponsible and leave trash laying around?** (It looks dirty, not a place where people want to be, lowers property value, people lose pride and stop striving.)

**Can someone tell me the definition of responsibility and how that could apply to this game?**

### DAY THREE: Memory Relay

**MATERIALS:** Masking tape, or rope to mark off half-way point and goal.

**OBJECT:** To be the first team to have every member complete all its tasks.

#### TO PLAY

- Players are orally given a set of instructions they are to do.
- Instructions: Hop half-way, crawl second-half; coming back run backwards half-way, crab walk last half.
- Counselors should demonstrate.
- Lay out the ropes or masking tape.
- First player hops then crawls to a designated spot. Coming home, he runs backwards and then does the crab walk.
- Tag the second player on his team who repeats what player #1 did.
- Some children may have difficulty remembering, due to learning disability, so be prepared to help their memory. We don't want any child to feel "stupid."
- The winner is the first team to have all of its players complete the four tasks.

**Teaching Tip:** You might want to do this at different degrees of difficulty. The first relay could be simple, and then you could work up to harder and harder levels. This is very good for their short term memory development, and their oral listening skills.

#### OBSERVE

- Which children are willing to admit that they are not doing the moves correctly?
- Are there any children who are helping their teammates to remember, therefore, taking responsibility of the team as a whole?

## Week 2 – Responsibility For Your Own Actions

### DEBRIEF

**Who did you see take responsibility to help his teammates remember what was to be done next?**

**How were you responsible as you played?** (*Did your best, encouraged others, didn't complain, etc.*)

## ALTERNATIVE GAME: Newspaper Relay

**MATERIALS:** Newspapers, two sheets for each team, plus some extras.

**OBJECT:** To be the first team to have all of its players walk on newspaper from one point to another, and return.

### TO PLAY

- When the leader says "GO," the first person on each team lays down the first sheet of newspaper, steps on it, and then lays down the second sheet of paper.
- He then moves to the second sheet, and picks up the first sheet now laying it in front of him.
- Players may move to the finish line only by stepping from sheet to sheet.
- He then runs back with the papers to the second person on his team, who repeats what he has done.
- The first team to have all its players return home wins.

### OBSERVE

- Watch the children to see their reaction to winning and losing.
- Is anyone taking responsibility for anyone on their team who is upset?

### DEBRIEF:

**What do you think made the winning team win today? Was it all talent or was it encouraging each other, and taking responsibility for your teammates?**

**What is something that a responsible person would have done in these games?**

**Was there anyone on your team that made you feel better when you were feeling bad? How do you think they were being responsible?**

## **DAY FOUR: Free Play**

**MATERIALS:** All the fun play equipment that you have.

This is a time to let the students make up their own rules to games and enforce them.

Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules.

### **OBSERVE**

- What children are the first to take responsibility for getting the recreation area cleaned up when time to go is called?
- Which ones take the best care of the equipment that they are using?

### **DEBRIEF**

**Who was responsible for making sure the things were picked up today after recreation?**

**Do you think that you should wait until someone asks you to take responsibility? Whose center is this? Do you feel like it is yours?** Then take responsibility for keeping it nice!

## RESPONSIBILITY TO AUTHORITY: WEEK 3

# WEEK 3 – BIBLE CLUB

**LESSON AIM:** To help the child understand that we are responsible to authority.

**SCRIPTURE:** Luke 12:42-48

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

### The Unfaithful Servant

This is a parable that Jesus told to his disciples that warned them to be ready for the return of their master. In this parable, Jesus talks about a servant who knows what he is supposed to do while the master is gone, but he doesn't do what he's told. The punishment for those who don't do what they are supposed to be doing is very severe. In fact, in this story the servant is cut into pieces and thrown into hell.

At the time when Jesus said this, he was referring to the nations that had been given charge of the people by God. They were not doing what they were supposed to be doing, and Jesus was saying that they would be judged for this and it would be very serious!

The parable ends by saying that those who know their master's will and don't obey, will receive many lashes, while the ones who don't know and do not obey will only receive a few. It also says that when someone is given much to be responsible for, then much is required!

What we want the children to see this week is that God has placed certain people in authority over them, and that they need to be responsible to them. They need to be faithful whether the person can actually see if they are being responsible or not. If their teacher is out of the room, they need to be working the same as if she was there. This is what a responsible person does! When no one else is around, are they doing the right thing and being responsible for the responsibilities that they have been given?

Discipleship  
Tip

This week, get one-on-one with your children. Ask them what they think it means to be responsible to authority. Share with them a time when you were not responsible to authority and what happened. Help them identify who the authorities are that they have in their life. Determine one thing that they can do this week to help them be more responsible to authority.

 **Hook**

**MATERIALS:** List of all the children divided up, and assigned to each adult.

**BEFORE BIBLE CLUB**

- Divide children into groups, so that each adult or volunteer has a group of children. They need to have their names written on a list, to be able to do this hook well.

**TO PLAY**

- This hook is based on a game that you probably already know called “Mother, May I”. Today we are going to add a little different twist.
- Today when your children come in for BIBLE CLUB time, line them up in a row on one line (side by side). If you can, divide the group into as many groups as you have leaders or volunteers that day. The less adults watching each child, the better this hook will work.
- Begin by telling them the rules of the game.

**These are the rules:**

1. The staff, who is the mother (or father if you prefer) stands on a line parallel with the line the children, about 20 feet away, with his/her back to the children.
2. The staff, having a list of each child in their group, will call a name and give them instructions.
3. The child that is called must say, “Mother may I”, and then when the mother responds with “Yes, you may.” Then the child is free to perform his or her task.
4. This game is different than the traditional “Mother May I”, in that the Mother is not facing the children. In this game, the mother may turn around at any time, to see if her children are truly being responsible.
5. The winner of this game is the child who reaches the mother first.

**Some examples of commands:**

Giant or Baby steps

Jumps

Step back

Skipping or Leaping

- If the child does not remember to ask the mother if they may, then they are sent back to the start.
- If the mother turns around and notices that one of the children took giant steps instead of baby steps, they may be sent back to start.
- The object of this hook is to let the child know that to be responsible to authority, we have to do the right thing, even when no one is watching and we must be respectful!
- After you have finished the game, have your children all sit down as one large group, and ask these debriefing questions.

## **Week 3 – Responsibility to Authority**

### **DEBRIEF**

**How did it feel when you knew what you were supposed to do, but you knew that the authority wasn't watching? Was it easier to do the right thing, or the wrong thing?**

**What did it feel like to get caught doing the wrong thing? What about when the mother turned around and found you doing the right thing, how did that feel?**

**Can anyone tell me the ways that you had to be responsible when you played that game?**

Today, we are going to learn about a servant who was not very responsible when his master was away, and what happened to him.

## **Bible Story**

**MATERIALS:** A costume for the servant to wear, (bandages, maybe crutches, look pretty beat up).

This story is told from the perspective of one of a servant, who was under the unfaithful servant. The text says that the unfaithful servant beat the others while the master was away, so this is why the servant is all bandaged up.

## **Script for the Servant**

Hello everyone. (looks around as if afraid) I am afraid to see my master here. I have come here to tell you about him to warn you, so that you will not become like him! My story is in the Bible in Luke 12:42-48. You see, I am a servant. I did not have a very high position. In fact, my boss was another servant. He is the one I want to tell you about. (Begins to whisper) Come close. I don't want him to hear me (whispering will get the children's attention more than speaking loudly.)

You see one day, our master, the one who is in charge of all things, left. Before he left, he took one of us slaves and made him the one in charge of all the rest of us. He told this slave that he was responsible for feeding us, and making sure that we did the work we were supposed to do. The problem was that no one knew exactly when the master was going to be back. The servant that he put in charge of us began telling us that he would never return.

When we heard this, we were really scared about what this servant would do to us. Soon, he began beating us for anything. He was getting drunk everyday, as if he had no one to give an account to of what he was doing! Then, one day, the master returned. We were all bruised--you could tell we were hurt, and the slave that he had put in charge was drunk that day.

You should have seen it. The master was so angry that he beat the servant and put him out of the house altogether, just like he had never known him! The master told us later that he had spent time telling the slave exactly what he was to do, but he didn't do it. The master said that he could understand why we didn't do the right thing, because we didn't really know what we were supposed to be doing. But as for the slave who did, the consequences were very bad for him.

Well, I'd better go and get back to work. I want to be responsible to my master, and not end up like the other slave.

**DISCUSSION QUESTIONS**

**What was it that the servant--placed in charge by the Master--did wrong?** *(He was not responsible while the master was away.)*

**What were the consequences of what the servant did?** *(He was beaten and put out on the street, like someone the master had never known.)*

**Why was he treated worse than the other servants, who were also found being irresponsible?** *(Because he had been given specific instructions on what to do.)*

**Who are some of the authorities that you have in your life?** *(Teacher, parent, S.A.Y. Yes!® staff, police.)*

**Did you know that the Bible teaches us about being responsible to authority? Let's look up Romans 13:1. According to this verse, who establishes everyone who is in authority?** *(God.)*

**Someone read Romans 13:2&3. What does it say will happen to those people who do not obey authority?** *(That they deserve to be punished.)*

**How many of you have neighbors, that if they saw you doing something wrong, would punish you and then tell your parent what you did?**

**Are you ever scared of people who have the authority to punish you? Why?**

**Verse 3 in Romans 13 tells us when we should be afraid of people who can punish us. When is it?** *(When we do wrong things.)*

**When would you disobey a person with authority over you?** *(If they tell you to do something unbiblical - Acts 5:29)*

We don't have to be afraid when the teacher comes back into the room and we were being responsible. If you are usually caught being irresponsible, it might take awhile for the teacher to believe you. If you are a responsible person, the teacher will know this about you, and will trust you. Being known for being responsible is like being known as trustworthy, and it must be built over time.

**What will you do this week to show the authority in your life, that we you are responsible?**

Let's pray and ask God to make us more responsible people, so that other people will want to know who Jesus is because of us!

## WEEK 3 - SKITS

### Skit

**CHARACTERS:** Maria and LaTasha

**SCENE:** Maria and LaTasha are on their way to the park on Saturday.

**LATASHA:** Hey Maria, I wonder what happened over there at that corner store?

**MARIA:** I don't know, but I don't think it was very good.

**LATASHA:** All we have to do is go past this little bit of yellow plastic, and we can see for ourselves.

**MARIA:** LaTasha! That little bit of yellow plastic stuff is police tape, which says that we are not supposed to cross it.

**LATASHA:** Come on! No one ever pays attention to signs like that, anymore. I want to see what happened. It looks like someone tried to break in. I just want to see if I can see any cool stuff like the murder weapon, or the footprints of the person who did it. Who knows, I could win some money, if I help them catch the people who did it.

**MARIA:** LaTasha, this is not some TV show, this is real and if we are responsible people, we can't go past that police tape because we have to obey authority. Police put the tape there so we have to do what they say. Now come on, I want to get to the park.

**LATASHA:** Okay, Maria, but I bet I could have seen some cool stuff in there.

**MARIA:** Yeah, cool enough to give you nightmares. Now I'll race you to that basketball court. Last one there has to buy the other one some candy on the way home.

*Maria and LaTasha run off.*

### DEBRIEF

**Why would a responsible person not ignore police tape to go inside?**

**What are some other things that we have to obey in our communities, if we are to be responsible to authority?** (*Traffic signs, warning signs, walk and don't walk signs, signs on business about food or drink, shirt and shoes.*)

**Who is the person who gives people in authority their power?** (*God.*)

**When we obey authority who do we please?** (*God.*)

## WEEK 3 - MEMORY VERSE

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

### Draw A Verse

**MATERIALS:** Paper bag, small pieces of paper with instructions, a copy of the verse for each child, facial tissue.

**OBJECT:** To be the team to obtain the most points by saying the verse according to the directions drawn from the bag.

- Have each team stand in a line as if they are getting ready for a relay.
- Give the first player in each line, a facial tissue.
- When the leader says, "GO," each player tries to be the one to keep the facial tissue in the air the longest, just by blowing on it.
- The player to keep the facial tissue up the longest gets to attempt to make points for his/her team by drawing an instruction from the bag.
- Suggested instructions: Quote the whole verse (5 points); Quote the reference (1 point); Quote the first 3 words (1 point) Quote the first half (3 points); Explain the meaning of the verse (4 points).
- If the player is able to do as the instructions ask, his/her team receives the points stated on the instructions.
- Team members may be studying the verse while they wait their turn.

# WEEK 3 - PRACTICAL LIVING

## How To Make A Bed

**MATERIALS:** Per team: Cots, couch cushions, or throw pillows to create a bed, mattress cover, fitted sheet, top sheet, blanket, bedspread, pillow, pillow case, and two throw pillows.

- Demonstrate how to make a bed, talking as you go about what you are doing:
- Put on the mattress cover.
- Put on the bottom fitted sheet.
- Lay the top sheet over and then the blanket. Pull the blanket up to the top of the thick hem of the top sheet and fold the hem of the top sheet over the blanket.
- Fold under the bottom corners of the blanket. Push the very end of blanket and sheet under the mattress. Lift up the top flap of the blanket and sheet hanging over the edge of the side of the bed so the bottom flap is left dangling. Tuck the dangling portion under the mattress and then pull the top flap down tight and push under the mattress. Repeat on the other side of the bed.
- Put the pillowcase on the pillow and put at the head of the bed.
- Lay the bedspread over the bed.
- Look around the bed to make sure the bedspread looks neat, and is on evenly. Lay the two throw pillows on the bed.
- After demonstrating for the children how to make the bed, divide them into teams. Number on each team will depend on how many “beds” you have, and how many children there are.
- Place the “beds” at one end of the room.
- Have the children line up for a relay at the opposite end of the room.
- When the leader says, “Go”, the first person from each team runs down, finds the mattress cover puts it on the “bed,” then runs back and tags the second person.
- The next player runs to the bed and puts on the fitted sheet and then runs back and tags the third player and so on until the “bed” is made.
- If a player gets to the “bed”, and discovers the player before them made a mistake, they must fix the mistake. That is all they can do. They then return to tag the next player.
- Twenty points will be given to the team that finishes first, ten points to the second team, and five points to the third team.

## Week 3 – Responsibility to Authority

- Forty points will be given to the neatest bed made, thirty points to the second neatest, and twenty points to the third neatest bed made.
- Points can also be given for cheering on their teammates.
- Thus a team could win, even though they don't finish first. This must be stressed to the players.

### DEBRIEF

**What does making a bed have to do with being responsible?** *(I can be depended on to do my part in keeping the house in order.)*

**Why do you think it is good to make the bed each day?** *(It keeps the sheets clean. God is a God of order and we feel better about ourselves when we keep things orderly. It looks good. We will be proud to invite friends to visit.)*

**What most often keeps you from making your bed?** [Note: Some children may not have a bed to make. Be sensitive to this. Know your children. Make adjustments as needed. Just because they don't have a bed does not mean they shouldn't learn how to make a bed.]

**When you visit a friend should you make the bed in the morning?** *(Yes.)*

**Should you make the bed when you stay in a hotel or motel?** *(No. You are paying for the maid to make the bed.)*

## WEEK 3 - READ-A-LOUD

### “Mother Holly”

Retold by Etta Austin Blaisdell and Mary Frances Blaisdell

*The Book of Virtues*, by William J. Bennett pgs 366-369

**SUMMARY:** This is a story about a widow who had two daughters. One daughter worked hard, while the other was very lazy. One day, the daughter who worked hard was by the well, spinning with a spindle. She drops the spindle into the water. Desperate to recover it, she jumps in the well and finds herself in the strange, mystical place. There, she is tested to see if she is responsible to authority. When she proves herself faithful, she becomes homesick and asks to return to her home. When her request is granted, she re-enters the world covered in gold, as a reward for her responsibility. When the lazy sister sees this, she wishes the gold for herself so she dives in the well. She works only a few days and is ready for her reward. When she re-enters the world, she is covered in soot as her reward. What we want the children to see is that responsibility has benefits!

### PRE-READING QUESTIONS

**What does it mean if I say, “That is a get rich quick scheme”?** *(It means that you have a plan to make money quicker than most people, without doing the work.)*

**Do get rich quick schemes usually work? Why?**

**Do you think a person who is responsible would try a get rich quick scheme? Why or why not?**

**Have any of you ever seen Alice in Wonderland, or the Wizard of Oz? Both of those stories tell about people who slipped into an imaginary world. Are those places that we can really go? Why would an author use this idea in a story, if it is not real?**

Today in our story, the author uses an imaginary place to teach us a lesson about real life. Listen to see if you can find out what the lesson is.

### POST-READING QUESTIONS

**What was the lesson that you learned from the story?** *(That people who work hard get the rewards, and not those who are lazy. People, who obey authority and do what is right, will receive rewards in the end.)*

### **Week 3 – Responsibility to Authority**

**Which of the two girls was responsible? What did she do to show you that?** *(The first girl--she helped out wherever she could (taking the cakes out of the oven, picking the apples off the tree and doing all the work in the house).*

**How did the first girl respond when her stepmother told her to get the spindle? How did the first girl respond to Mother Holly when she told her she could stay with her if she did the work in the house? Was she respectful and responsible?** *(She did what she was asked in both cases, and she was respectful and responsible.)*

**If you could give the second girl some advice, what would you say to her?**

## WEEK 3 - CRAFTS

### ✂ Communication Board

**MATERIALS:** 1/4 piece of poster board per child, construction paper, markers, post-it-notes, and paper.

This craft is to help the child establish a place in their home where messages can be left from child-to-parent, and parent-to-child. The more communication there is between parent and child the more likely the children are to be responsible.

- Have an example made so that they can see what it could look like.
- Give each of the children a piece of poster board.
- Have them decorate the board in any way that they choose. They could decorate the outside of the board and leave the center blank for messages, or they could make different spaces on the board for different things like chores, places to go and notes or even emergency phone numbers.
- Give each of them five, or six post-it notes to put on the board to use when they get home for messages.
- You may want to write a letter to the parents, explaining the communication board.

### GUIDED CONVERSATION

As you are working, ask the children what are some things that they could put on the board.

Ask the children what chores they are responsible for in their home.

Encourage the children that they could write a verse on their board to help them remember that God gave them their parents to be the authority over them.

**NOTE:** In the future when flyers and notes that go home with the children, remind them to put them up on the communication board.

# WEEK 3 - RECREATION

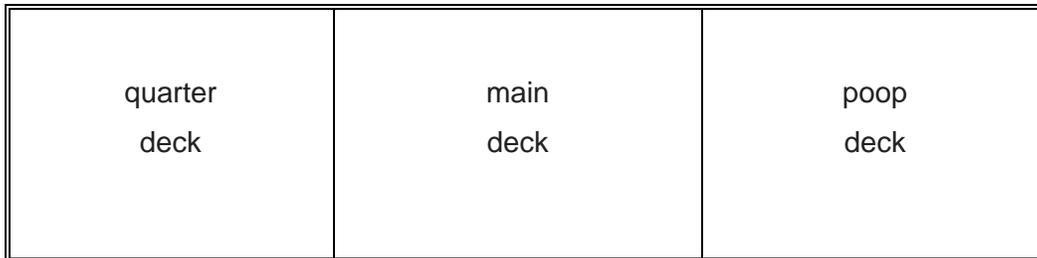
## DAY ONE: Main Deck, Quarter Deck, Poop Deck

**MATERIALS:** Markers to mark boundaries shown in the illustration below.

**OBJECT:** To be able to listen to the location called by the leader, to go there as quickly as possible, and to be the last one in the game.

### SET UP

- Begin by setting up a playing area like this one:



### TO PLAY

- Start with all the students standing on the main deck.
- Tell them that whatever name you call, they are to run to that place as quickly as they can.
- If they accidentally run the wrong way, they are out.
- Begin slowly, by calling decks that are next to each other.
- Example: “main deck, quarter deck, main deck, poop deck.
- As students become more confident, call the places more quickly and further apart.  
Example: main deck, quarter deck, poop deck, quarter deck, main deck.
- The person who is the last one in the game, can be the leader who calls the game next time.

### OBSERVE

- Watch for children that are not listening and just watching other children.
- Watch for children cheating.
- Look for children that are working hard and playing the game well. Praise them later.

**DEBRIEF:**

**When you were trying to get to the right place, what did you do to try to figure out where to go? (remember or watch others)**

**If you watched what others were doing, did they sometimes lead you the wrong way? Were there times that you thought that they were going the wrong way and you followed them anyway?**

**In life, if we are to follow what others do, who is the one who has to pay the consequences? Who has to be responsible for your actions?**

**If you take responsibility now for your actions, do you think that when people are giving out jobs, do you think they will give the job to someone who is responsible, or not?**

**Teaching Tip:** This game is very good for their oral listening skills. When you are the leader, try not to give them any hints about the way they are to run, by using any body motions. Let them try to listen and think for themselves.

## **DAY TWO: 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.

**SET UP:**

- 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 (any rag will do).
- 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.

## Week 3 – Responsibility to Authority

- 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.

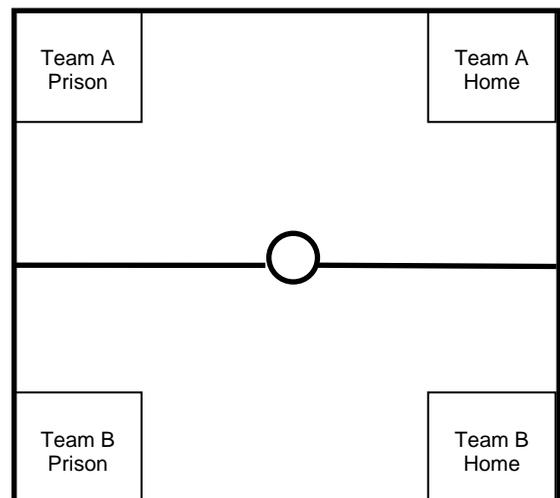
Lay out a large playing area (12'x12') with masking tape. Adjust to fit your space.

Designate Team A and Team B.

With masking tape, mark the home boxes and prisons.

Both teams gather in their respective Home boxes.

Chose a captain for each team. (Maybe 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," she is safe.
- If a player does not attempt to get his opponent, he goes to Prison. (Teacher makes the call.)
- The winning team is the one to have the most players return to "Home Box" safely.

**Teaching Tip:** You will play a key part in organizing your teams. It is important that you play. Don't forget to place guards around your flag, but at a fair distance away, so that the other team has some chance. A good distance is about two feet. Also be sure you don't leave prisoners unguarded.

### OBSERVE

- Are the children working as a team?
- Have they developed a strategy?
- Who are they relying on to pull the weight of getting their team the victory?
- Is this person taking responsibility for the team or just their own personal victory?

### 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 can be responsible as a team member in this game?**

**Do you think it helps your team when someone takes the responsibility to get the team together?**

## DAY THREE: Sheep Across The River

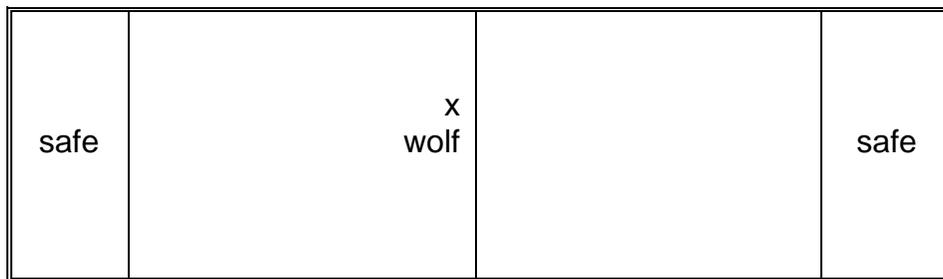
**MATERIALS:** None, unless you need something for boundaries.

**OBJECT:** To be the last “sheep” left that the wolf did not catch.

This is an easy game to do at the last minute if you haven’t had time to plan. Keep this one in the back of your mind!!

### SET UP

To begin, make a boundary like the one shown below.



### TO PLAY

- Choose one student to be the “wolf”. He stands in the middle of the center line.
- All the other students stand on one line, preparing to run.
- When the “wolf” yells, “SHEEP across the river”, all the students try to run to the other side without being tagged by the “wolf.”
- If the “wolf” touches them, they have to freeze in the exact spot where they were touched. Then they put their arms straight out to their sides. They can not move at all.
- Once all the players have either reached the other side, or are frozen in the middle, the “wolf” yells again, “sheep across the river.”
- As before, if the “wolf” touches them, they are to freeze. But if the “sheep” run into an already frozen player, they also have to freeze.
- The player who are frozen, are not supposed to try to tag the “sheep” who are running, they are just supposed to be obstacles to try to get through.
- If there are students who are still at the starting line, after almost everyone has run across to the other side, count to ten out loud. If they do not run by the time you finish counting, they are out and must find a place on the field to stand and freeze with their arms out.
- Continue to play until there is only one player left. He/she is the “wolf” in the next game.
- It is fun to play with two players being “wolves”. The game goes much faster and more students get the chance to be the “wolf”.

**OBSERVE**

- When a child gets tagged, is he admitting that he got tagged and freezing in that exact place?
- Are the same children always stuck, trying to wait to run across?

**DEBRIEF**

**How did it feel to get tagged early in the game, and have to stand there the whole time, with your arms stretched out?**

**Did you wish you could have been back in the game?**

**Did you feel that it would have been easier to not take responsibility for getting caught?**

**Do you think the game would be fun if no one took responsibility for their actions?**

**What would happen if they didn't take responsibility?**

**DAY FOUR: Free Play**

**MATERIALS:** All the fun play equipment that you have.

This is a time to let the students make up their own rules to games and enforce them.

Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules.

**OBSERVE**

- Who were the children who are taking responsibility to get games started?
- Who made sure that other children were playing by the rules?
- Which children were willing to admit that they were out, or they had not followed the rules and were responsible for their own actions?

**DEBRIEF**

**Did you notice anyone that you were playing with today that took responsibility for organizing the game you were playing? Was that helpful?**

**What would you have done if no one had organized any games?**

**Did you see anyone taking responsibility for putting up the equipment?**

**Why is it important that we take responsibility for cleaning up the center?**

## RESPONSIBILITY TO GOD: WEEK 4

# WEEK 4 – BIBLE CLUB

**LESSON AIM:** To help the child understand that we are responsible to God to obey His Word.

**SCRIPTURE:** 2 Chronicles 34

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.  
2 Timothy 2:15

### King Josiah

This story is about a king who wanted to follow God with his whole heart. King Josiah was the great-grandson of Hezekiah, the last godly king of Judah. There were fifty-seven years between these two godly kings. Many awful things had happened in Judah in those times. Josiah became king at eight-years-old and by sixteen, he was seeking God with his whole heart.

In Josiah's process of seeking God, he commissioned the restoration of the temple that was built by King Solomon. This was not the first restoration of the temple, but it was much needed after the wicked reign of Manasseh, who had put altars to other gods, in the temple of the Lord.

In the process of cleaning out the temple, Hilkiah found the Book of the Law, which could have either been Deuteronomy, or the entire Pentateuch (Genesis through Deuteronomy), we are not sure. Shaphan, the king's secretary, took the Book of the Law back to Josiah and read a part of it to him. When King Josiah heard the word of the Lord, he knew that his people were not living according to what had been written there. He tore his clothes and grieved to show God the attitude of his heart.

King Josiah wasted no time getting together all of the officials of the land. He wanted them to hear what God's word said. He had the secretary read it to them. Then he began immediately to put the words that he had heard into practice. He took down the high places, where they had offered sacrifices to other gods, he destroyed the altars of the other gods, and burned the bones of the priests of the other gods.

Josiah took responsibility for the word of the Lord and made sure that he did what it commanded, and also that the people of Judah follow the commands as well. This is what we want the children to remember about King Josiah. He took responsibility for doing what the Word of the Lord commanded him to do!

Discipleship  
Tip

Talk to your children this week one-on-one. Ask them if they have ever had a quiet time or a devotional time with God. Take some time and share with them what you do in your time with God, and encourage them to do the same. If they need a place to start, you could suggest Proverbs or John. Remind them that we must spend time in God's word to know what God wants us to do.

 **Hook**

**MATERIALS:** None.

- Begin this hook during snack time.
- During snack, the director should be somewhere else.
- Another staff should announce that today the children do not have to obey any of the rules. It would be best if you have a stranger be the supervisor over the snack time, as well as the only adult in the room.
- The staff can be in a “meeting”.
- You could say that they don’t have to worry about being kind to each other, forgiving each other, or whatever. Try to mention things that would be sins.
- This announcement could cause chaos, so you might want to have the director standing nearby.
- The staff who made this announcement should monitor the situation and record some of the wrong things that they see the children doing.
- If the children get immediately out of hand, give them a minute or two, and then the director should walk in saying, “What do you think you are doing?”
- When the children respond by saying that the other staff member said that they didn’t have to follow the rules, the director should say, “It doesn’t matter who tells you that you don’t have to follow the rules, do the rules still exist? Who can tell me who sees what you do, whether you are in the center or out of the center?” (God)

**DEBRIEF**

You are all responsible to God to follow his commands at all times, whether they are S.A.Y. Yes!<sup>®</sup> rules, or not.

**Can someone tell me the definition of responsibility?**

Leader: Responsibility means that...

Children: I am reliable

Leader: and...

Children: dependable

Leader: and...

Children: I am able to answer for my own behavior and duties

**So according to that definition, if someone tells you that you don’t have to follow the rules today, what would a responsible person do?**

**How did you feel when the staff told you that you didn’t have to follow the rules? Did it make you feel free, or were you scared that someone would hurt you?**

## Week 4 – Responsibility to God

**Someone who did something irresponsible when the staff made this announcement, tell me why you did what you did.**

**What if you were out with your friends and you didn't have any money, and you saw something that you wanted in the store. Your friends say to you, this store doesn't mind if you steal. No one ever gets caught here. Go ahead and take it! What would a responsible person realize? *(They are responsible to God.)* What would a responsible person do?**

## Bible Story

**MATERIALS:** Crown for the king; sheet for the priest's clothing, a Bible for the priest to find (the biggest one you have), feather pen, or just a regular pen for the secretary; and some simple tools for each of the workman.

**CHARACTERS:** King, priest, secretary, two workmen, prophetess, and two officials

This skit is designed for the narrator to read the script, and actors to act out what they are saying, without knowing what the narrator will say. Choose students ahead of time and tell them that they need to listen to you to tell them what they should act out.

## Script

Today, I am going to tell you about one of the Kings in the Old Testament. We are telling you the story from 2 Chronicles, but the same story is also in 2 Kings.

King Josiah became King of Judah when he was eight-years-old. When he became 16, he wanted to follow God with his whole heart. He called the priest and the secretary to him. He told them that he wanted to fix up the temple. You see, King Solomon, many years before, had built a beautiful temple for the Lord, but there were many wicked kings that did not keep the temple holy. They even put idols of other gods in the house of God. King Josiah wanted to get it all straightened up. So he sent them off to clean up the temple.

Shaphan, the secretary and Hilkiah, the priest, hired men to come and work on the temple to make it beautiful again. As the workmen were working on the temple, Hilkiah the priest found a book that had written all of God's commands in it. When all the evil kings reigned, they had destroyed all of the copies of God's word. So when Hilkiah found this, he was so excited he went and gave it to Shaphan, the secretary, to take straight to King Josiah.

When Shaphan took the book of the Law to the king, he told the king that they had been fixing up the temple as he had commanded them, and Hilkiah found the book of the Law. So, he read the Book of the Law in the presence of the King. When King Josiah heard what the Word of the Lord said, he tore his clothes. He was very sad because he knew that the people that were in his kingdom had not been doing the things that God had commanded in His law.

The first thing that King Josiah did was sent Hilkiah, Shaphan and some of his other servants to go and ask a prophetess named Huldah, how mad the Lord was at Judah for not doing what they were supposed to be doing.

When the king's servants went to see her, she told them that there were going to be some very bad things that would happen to Judah very soon. She also said that God had seen how badly King Josiah had felt when he heard God's word. Because the King had repented for what he did, God promised that as long as he was alive, nothing bad would happen to Judah. So the King's servants took this news back to the king.

When the King heard this, he was excited. He called all of his officials to come into his presence and he told them that he wanted them to hear the Book of the Law. Then he called all of the people of the whole kingdom from the least to the greatest. In front of all these people, King Josiah committed himself to the Lord, and the Book of the Law to try to carry out everything that was written in it. Then, he had everyone else commit to the Word of God, and do everything that is written in it.

## Week 4 – Responsibility to God

After that day, King Josiah removed everything that was used to worship other gods that still was in his kingdom. As long as he lived, the people in his country did not bow down to any other god.

### DISCUSSION QUESTIONS

**What did the priest find when they were cleaning up the temple?** *(The Book of the Law.)*

**What was so important about finding it?** *(They did not have a copy of it anywhere else.)*

**When King Josiah heard the Word of God read to him, why did he tear his clothes and get so upset?** *(Because he knew that his people had not done some of the things that were in the Book of the Law.)*

**Remember earlier today, when you thought you didn't have to follow the rules, do you think that is how the people who lived in Judah felt when they couldn't find the Bible? Why?**

**How did you feel, doing your own thing?**

**Did you know what the right actions were?**

**What was the result of doing what you felt like doing, rather than what you knew was right?**

**What do you think God expects us to do with what the Bible says? Let's find out. Look in your Bible at Joshua 1:8**

**What are some of the things that we are supposed to do with God's Word or the Book of the Law according to this verse?** *(Don't let it depart from our mouth, meditate on it day and night, and be careful to do all that is in it.)*

**Then, it tells you what the results of doing this are. What are they?** *(That you will be prosperous and have success.)*

**So, what does it mean to be responsible to God?** *(To know His word and can keep His commands.)*

**What will you begin to do this week to be responsible to God?** *(Get each child to state something specific. Read your Bible, come to church and learn about His Word, come to Bible Club to hear about His Word.)*

**What happens if we are not responsible to God?**

Let's pray right now and ask God to help us learn how to be responsible to Him no matter where we are, what we do or who we are with.

## WEEK 4 - SKIT

**CHARACTERS:** Reuben and Bobby

**SCENE:** The boys are walking home from school and they see a bike laying in someone's yard right by the sidewalk, with no one around.

**Bobby:** Hey, Reuben. Look at that cool bike that someone left, just laying there.

**Reuben:** Yeah, if I had a bike like that, I wouldn't leave it out like that!

**Bobby:** Hey, man, finders keepers, losers weepers.

**Reuben:** You know that is not what the Bible says. The Bible says that we are not supposed to steal.

**Bobby:** Someone left the bike laying there, he's practically giving it to me!

**Reuben:** Bobby, you know that the bike isn't yours, and taking it without permission is stealing.

**Bobby:** I guess you're right, but the bike is so tight (or whatever word your children say)

### DEBRIEF

**Who was responsible in this skit?** *(Reuben, but Bobby ended up doing the right thing, too.)*

**How was Reuben responsible to God?** *(He knew what God's word said, and he obeyed it!)*

**When do you think it is hardest to be responsible to God?** *(When no one is watching, when none of your Christian friends are around, etc.)*

**Is there anytime that we don't have to be responsible to God?** *(No!)*

## WEEK 4 - MEMORY VERSE

**MEMORY VERSE:** Do your best to present yourself as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

### Heads or Tell-a-Verse

**MATERIALS:** Coin that you can flip, that has both a head and a tail.

- Divide the students into two groups.
- Let them know that in this game, they must know the memory verse that they have been practicing for the last few weeks.
- One member of each team goes up to the front.
- The leader flips a coin.
- Let the students call their desired side, while the coin is in the air.
- The person who gets their side up, has a chance to say the verse.
- If the person can say it with no help at all, without missing any words, their team receives 5 points.
- Each time the leader has to give the student a word to help them, they have to give up one of their points. (Leaders: Be sure that you do not give a word, until the student asks for it.)
- Make sure the student is aware that when the leader tells him or her a word, that it will cost him a point. The student should only have a reasonable amount of time to say the verse. The game should go as quickly as possible.
- If someone on either team gives a word to the person trying to say the verse, it will cost their team two points! Be sure they know this rule.
- The game is over when everyone on each team has had a chance to do the coin toss once.

**Hint:** If you want to break the group in half, it might go quicker to have two games at once. Be sure that the groups are far enough away from each other so that they can't hear the other at all.

# WEEK 4 - PRACTICAL LIVING

## How to Have a Quiet Time

**MATERIALS:** A Bible; pencil for each child; copies of My Weekly Journal.

- **Say:** “This week we have been talking about being responsible to God. Remember in Bible Club when King Josiah’s priest found the Word of God? What did King Josiah do with the Word when he found it? He read it! That is the only way that King Josiah could know if he was doing what God wanted him to do or not. Today, God’s Word isn’t lost. The fact that everyone can have his or her own copy of the Bible is all the more reason we have to read it!
- **Does anyone here want to make God happy?**
- **How will you know what to do to make Him happy?** (*Read the Bible*)
- There are many times when people will tell you different things that the Bible says and some of them might be true, but some of them might not be true. How will you know if they are right or not? (If you know how to read the Bible for yourself, and study it on your own.)
- How do you think that we should start, if we want to find out about the Bible?
- First, we have to understand a few things about the Bible.
  1. First, the Bible is not like a novel that you must start at the beginning, and read it all the way through to the end. The Bible has many stories in it, but you can start almost anywhere you want, and learn something about God.
  2. There is an Old Testament and a New Testament. The Old Testament was written from the time God created the earth to the time right before Jesus came. The New Testament begins with the birth of Jesus, and goes on from there.
- Today we are going to start reading in the book of Proverbs.
- If you open your Bible almost exactly in the middle, you will find it.
- Try to find it now. It is after Psalms, but before Isaiah.
- Now, has anyone ever heard of a quiet time, or a devotional time? Can you tell me what it is? (*Time you spend each day reading God’s word so you can learn about Him.*)
- How do you have a quiet time?

### **Here are some simple steps that you can follow:**

1. Pray and ask God to show you what He wants you to learn that day.
2. Find a passage of scripture that you want to read.

## Week 4 – Responsibility to God

3. As you read, look for things that are interesting to you, that jump out at you, or seem to have special meaning for something that you have been thinking about lately. If you are reading your own Bible, underline any of those things that you think are important.

4. When you find things that are important to you, stop, and write them down.

5. You don't have to spend a long time. Anytime is better than no time. The more you get interested in learning about God, the longer you will want to spend with Him.

6. If you want, you can also keep a journal to God, about some of the things that you are praying about, or things that God has been teaching you.

- When might be a good time to have a quiet time?
- How often should you have a quiet time?
- Let's start right now. Look at Proverbs 1. Let's read a little bit of that together, and I will show you what I mean.
- Who will read Proverbs 1:1-7?
- After the section has been read, say "Did anyone see something that you liked, or thought was interesting? Why did you think it was?"
- All you do is read God's Word and look for little treasures. All through the Bible, God has little nuggets of gold that He wants to show you, but you have to dig for them!
- Answer any questions that they might have.
- Suggest if they are not yet reading, they can have their parents or a sibling read to them.
- Encourage them to keep their journals.
- Offer them a set amount of S.A.Y. Yes!® Dollars for each day they have quiet times and fill out their journals. Children need a concrete reason for what you want them to do.
- Hand out **My Weekly Journal**. Here is a way to keep track of what you are learning in the Bible.

**My Weekly Journal**

Name: \_\_\_\_\_

MONDAY	Passage Read
	Truth to Apply:
	Prayer Topic
TUESDAY	Passage Read
	Truth to Apply
	Prayer Topic
WEDNESDAY	Passage Read
	Truth to Apply
	Prayer Topic
THURSDAY	Passage Read
	Truth to Apply
	Prayer Topic
FRIDAY	Passage Read
	Truth to Apply
	Prayer Topic
SATURDAY	Passage Read
	Truth to Apply
	Prayer Topic

## WEEK 4 - READ-A-LOUD

### “Section from “Letter from the Birmingham City Jail”

By Martin Luther King Jr., found in *The Book of Virtues*, William J. Bennett pgs.258-262

**SUMMARY:** This is the letter written by Martin Luther King, Jr., addressing the people about why he was in the Birmingham City Jail. He discusses in the beginning of the letter, about just and unjust laws that are made. In the selection that you will read to the children, it talks about the fact that Dr. King believes that he has a responsibility to God to take justice to his people as well as the gospel. He gives many examples of people who knew that their calling, was greater than the present law of the land, and followed God’s law. What we want the children to see from this story is that sometimes for the sake of the gospel, we may have to go against the flow of society. If we see that the righteousness of God is being distorted, or that people are being hindered from receiving it, we must remember that we have a responsibility to God to know His commands and do them!

#### PRE-READING QUESTIONS

**Does anyone know what Martin Luther King, Jr. was famous for?** (*He led non-violent protests against segregation; he was a civil rights leader.*)

**If I say that the law is “just”, do you know what I mean by that?** (*“Just” means “fair” or “deserving of”.*)

**So would you want to obey a law that was just? (Yes) What about an “unjust” law?** (*No, because the law is not fair.*)

I am about to read you a section of Martin Luther King, Jr’s letter from the Birmingham City Jail. Here, Dr. King has been talking about laws that are just and unjust. Listen to see if you can find out how Dr. King shows that he is responsible to God.

**Teaching Tip:** Begin reading at the second complete paragraph on page 261. It begins with, “Sometimes a law...” If you want to read the whole selection, feel free to, but it is a little long, and the ending is so good, you don’t want to miss it.

#### POST-READING QUESTIONS

**Why do you think that Dr. King was responsible to God?** (*He wanted to help his people receive the justice that they deserved, and he knew that is what God wanted. He was responsible and obedient to God, even though it was very hard, sometimes. God knew that he was a faithful servant of the gospel of Jesus Christ.*)

**Who were some of the other people that Dr. King mentioned in his letter, who were responsible to God, even though for them, it was hard?** (*Jesus, Amos, Paul, Martin Luther, John Bunyan, Abraham Lincoln.*)

**How do you think that we can be responsible to God, today?**

# WEEK 4 - CRAFTS

## ✂ Dough Sculptures

**MATERIALS:** One recipe for dough for every three or four children, newspaper, pencils.

### Recipe for Dough

2 cups flour

1 cup salt

3/4 cup warm water

Mix the salt and flour together in a bowl and add the warm water slowly.

Knead on a floured surface, until mixed well.

### BEFORE CRAFT TIME:

- Copy this recipe for each group.
- Gather things and measure out the ingredients so that each group can make its own dough (reading directions is an important skill!)

### DURING CRAFT TIME:

- Divide the children into groups of three or four. Groups may need to be larger depending on the number of adults. One adult should be with each group.
- Have each child responsible to put one ingredient into the bowl and one mixing.
- Go step by step with the children putting in one ingredient at a time.
- When it comes time to knead the dough, divide the dough into four equal parts, and let each child knead their own part.
- Tell the children that they can make whatever they want with their dough, and you will bake it for them later this week, so they can keep it.
- Bake at 350 degrees for 30 to 45 minutes, depending on thickness.
- Suggest they make things such as a piece of food: a hamburger, a slice of pizza or fruit pie, an animal, their name or whatever they want.
- The best things for baking are items that are not more than one inch thick.
- Let them have the joy of creating, editing, re-doing, and adjusting to their heart's content.
- Use the pencils to change the clay however they want, by rolling it, marking it, or even poking a hole with it. Try not to give your children toothpicks for this purpose, unless you monitor them carefully.
- If time permits and there is enough materials you might want to allow the children to make more than one thing with their piece of clay.

**GUIDED CONVERSATION**

**Did you know that the Bible talks about clay?**

**Does anyone know what clay or dough like this represents? (Us!)**

Isaiah 64:8 says, “We are the clay and you are the potter; we are the work of your hand.” As we respond to God, He changes us into what we need to be. **What kinds of things do you think that He might change about us, like the potter does with the clay?**

Sometimes change hurts, but we have to trust that God wants the best for us. **As you think about what you want to make, do you think the clay is smarter than you? Should you ask the clay what it wants to be?** No! That seems silly. In the same way, we should ask God what He wants us to be, and take responsibility to do what He asks us to do!

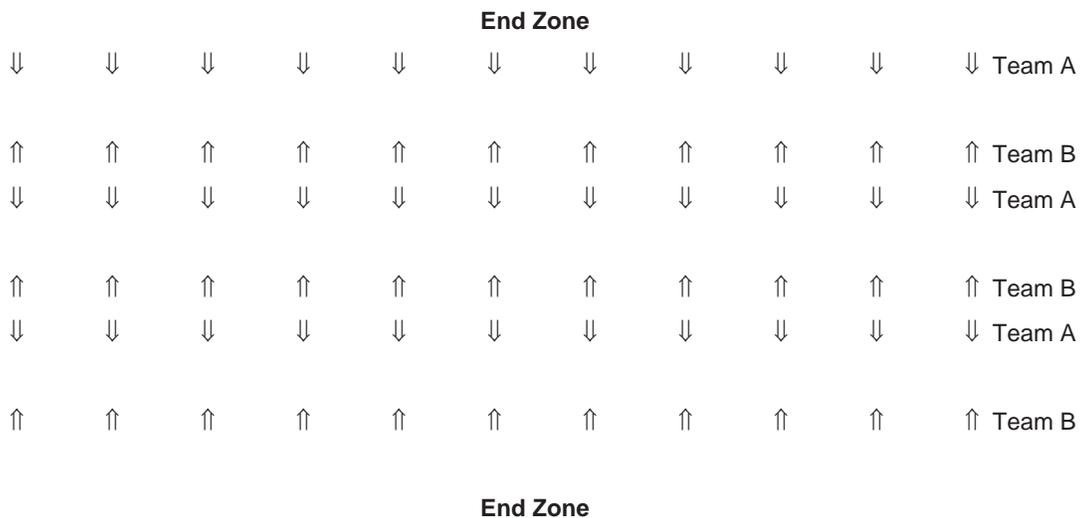
# WEEK 4 - RECREATION

## DAY ONE: Balloon Ball

**MATERIALS:** A chair for each participant (unless participants elect to sit on the floor); balloons.

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

**SET UP:** Arrange chairs as shown:



### TO PLAY:

- Divide players into their two teams.
- 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 or on the floor 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.
- Counselors should stand along the sidelines, to throw back any balloon that goes out-of-bounds.

**OBSERVE**

- Look for some people who show that they can be responsible with their teammates.
- Tell them that this is a way that we can love God and be responsible to obey his commands. By being people that show others how to be responsible, others will know that there is something different about us, that is Jesus' love in our lives.
- Watch for children who are being responsible for their actions.

**DEBRIEF**

**What kinds of things would responsible people do when they played this game?**

**Do you think that sometimes it was hard to take responsibility for your actions when you didn't make the play that you wanted to make?**

**What are some ways that you can do this?**

Share the names of about 4-6 people from different age groups who showed responsibility. Be sure to tell them what they did to show responsibility, so that others can learn what kinds of things that you are looking to reward.

**DAY TWO: Centipede Tag**

**MATERIALS:** None.

**OBJECT:** To not be tagged by the front of the centipede, and to grab on the back of it.

**TO PLAY**

- Have the children get into lines of three.
- One of them faces forward, and the other three grab onto the waist of the child in front of them. This forms a centipede.
- One person is "It". The person who is "It" does not have a group.
- "It" is trying to grab onto the end of one of the centipedes.
- The child who is at the front of the centipede is trying to grab "It".
- If "It" grabs the back of a centipede or if "It" is tagged, the person at the front of that centipede is now "It".
- The game continues for as long as time allows.

**OBSERVE**

Watch for the children who are taking responsibility to get their centipede going in the right direction, and who encourage their team members to do well.

Notice if the other children are taking responsibility for their own actions. Are they apologizing to each other, if they hurt one another; are they being kind to each other?

**DEBRIEF**

**We have been studying responsibility for a week. Can anyone tell me what it means to be responsible?**

**What are some of the things that someone who is responsible would have done in this game?**

**Is there anything that you can do to help you remember to be responsible?**

**DAY THREE: Phone Book Volleyball**

**Disclaimer:** This game sounds really out of control, but it really helps students to have a chance to release frustration in a healthy way! Try it at least once.

**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.
- 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.

### 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 in a ball, 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, as they see the 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 what children are playing together or as a team.
- Do the children make up some kind of strategy to try and win?
- When it is time to clean up, who takes responsibility to make sure everyone is doing something, and that their side is perfectly clean.

### DEBRIEF

**Did anyone take responsibility on your team to make sure everyone was getting a chance to throw the paper over?**

**What were the little ones doing?**

**When we stopped to pick up the mess that we made, do you think that was responsible? What are some other things that we should do to take responsibility for cleaning at the center?**

## **DAY FOUR: Free Play**

**MATERIALS:** All the fun play equipment that you have.

This is a time to let the students make up their own rules to games and enforce them. Feel free to play with them, but do not take control of organizing the game.

Let them do this and follow their rules.

Ask the students to try to participate with their friends in the best way possible. Remind them that the rules of the center should still be abided by, during this time.

Have fun!

### **OBSERVE**

- Look for students who are taking responsibility during this time.
- Give out some extra S.A.Y. Yes!® dollars to these students to encourage their right attitudes. When you give them the dollar, be sure to tell them what it was that you saw them doing that earned that dollar, so they will know exactly what it was they did.

### **DEBRIEF**

**This month as we have learned about responsibility, what kinds of things have you learned that you can use during recreation time?**

**Were there any of those things that you did today?**

**How can you show responsibility when the staff might not be watching you?**