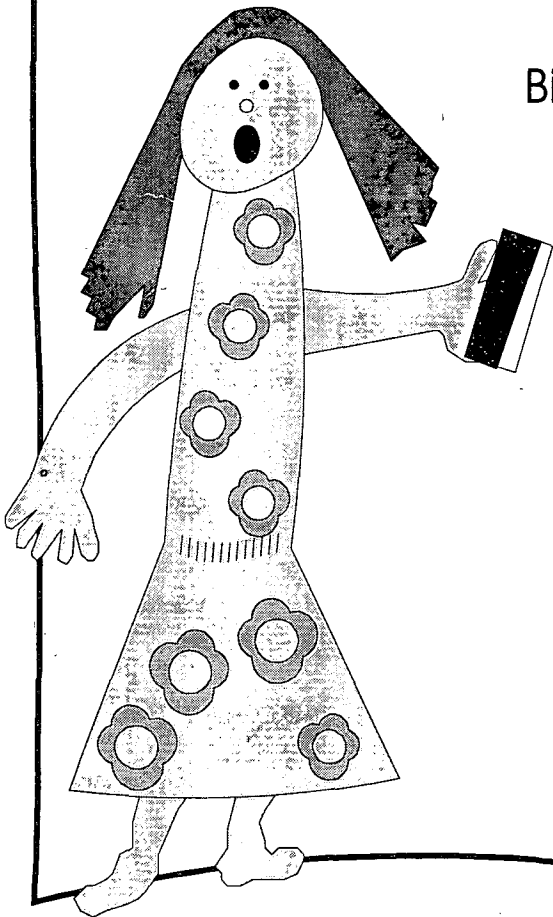


# Teaching Preschoolers With The BLAHS

Bible Learning Activities and Handwork



Compiled by Patti Wulfestieg

# Teaching Preschoolers With The B.L.A.H.S.

## USING A KNOWN TO TEACH AN UNKNOWN:

The importance of Bible learning activities is to help a child relate a Bible truth to their lives. Know your students. It is not enough to hear God's Word or even memorize it. He or she must DO it! To help the child learn through an activity you must consider some of the following:

- Understand their age characteristics. (Attached)
- Be aware of what they may see on T.V., movies, or books. (Have you watched some of the Saturday morning shows? What about the Disney movies?)
- Be sensitive to their family heritage/environment.

## USING SEVERAL METHODS OF TEACHING.

### A. Take advantage of their five senses:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B. Use stories and story telling:** Children learn to exercise the power of their imaginations as they envision characters coping with situations similar to those in their own everyday lives. (*PlayTherapy with Children in Crises, Nancy Webb, Ed. Guilford Press, 1991*)

**C. Music:** Keep it simple and active, meaningful, joyful.

### I LOOK IN THE BIBLE

(Tune: Twinkle, Twinkle Little Star)  
I look in the Bible to see (open hands)  
Just what God is saying to me (point to self)  
Worship God and always obey (raise arms)  
Talk to Jesus everyday (bow head and close hands)  
I look in the Bible to see (open hands)  
Just what God is saying to me (point to self)

### JESUS LOVES US

(Tune: London Bridge)  
Jesus loves us; yes, He does,  
Yes He does, yes He does.  
He loves \_\_\_\_\_ (name of child)

## USING SEVERAL METHODS OF TEACHING (CONT.).

**D. Play/activities:** For play and activities to be a Bible learning activity, teachers must explain to the children how they are putting God's word into action.

Some suggestions:

**Bible verse hidden treasure** - write the verse on several pieces of paper. Hide them in your classroom and have the children find them. As they find them have them say as much of the verse as they can. Help them if necessary. It is repetitive and fun.

**Any coloring book pages** with memory verse written on it. Use any stickers. If you are ambitious put contact paper around it to re-use or make it into a puzzle.

**Puppets** - especially a main character that is used regularly. Children relate well, can communicate well, it is non-threatening.

**Murals** - encourages creativity and community. Kids like to see their name displayed. Use tree/leaves, houses, hands, feet. "Everything God Made is good", "We pray for our neighbors", "We pray for our families" "We follow Jesus."

**Playdoh** - messy, but so much fun! Guided conversation during a play-doh session can help you understand your students better.

**Stickers** - many kinds available. Use as craft and rewards.

**Stamps & stamp pads** - lots of possibilities, cards, wrapping paper, gifts.

**Thumbprint activities** - compare differences. Make insects and animals.

**Planting seeds** - fast growing grass or radish seeds. Put in clear cup filled with dirt. On cup glue eyes, nose, draw mouth. Water well leave by window in room. In 4 - 7 days you will have "hair" on the "head" of your face.

**Masking tape** - using the tape, outline the shape of a boat, seat them inside the tape and tell a related story while they are inside the "boat."

## E. Give them something to take with them

I don't mean just a take-home paper or craft, I mean an improved self-esteem. Send home affirmation cards or notes. Speak a blessing over each child when they leave. "May the Lord give you joy." or "May you feel loved by your Heavenly Father, God." etc.

Teach them about "emergency prayer" when you are in class and hear a siren outside or someone cry or fall in another room, stop and say a short prayer for that person. This is a good practice even for preschoolers to know they can call on their Heavenly Father ANYTIME!

Send home praise lists to post on their refrigerators or their bedroom doors. Have them tell you while you write it, or have them draw pictures of different things to praise God for.

Help the children make up a prayer song or psalm about God. Write it down and sing it often.

## Craft and snack recipes

### Palestinian Pottery (AKA Playdoh)

Make ahead, or if you have the facilities, let the children make it.

1 cup flour	1 cup water
1/2 cup salt	2 tsp cream of tarter (need for freshness)
1 Tbl cooking oil	food coloring
oil of wintergreen or peppermint (available in drugstores)	

Combine and mix all dry ingredients. Add water slowly, then oil, food and flavoring. Cook on medium heat until mixture forms a ball. When cool, knead it. Store in airtight container. For longer use, store in refrigerator.

### Resurrection Buns

This works best if done in front of the children, but you would have to allow time, It is still effective if you bring them in already prepared.

Refrigerator crescent rolls	
1 cup sugar mixed w/ 2 tsps cinnamon	Large marshmallows melted butter

Wrap the rolls around the marshmallow making sure it is sealed. Dip balls in melted butter then the sugar/cinnamon mix. Bake using package directions. The rolls puff because of the marshmallow, but are hollow inside because the marshmallows melt. Great during Easter, when you are talking about Jesus resurrection and leaving an empty tomb.

# Characteristics of 2s and 3s



## Physical

From two to three years the child is in constant movement. The child tumbles often. Large muscles are developing, but small hand/finger muscles are not developed. Twos walk, climb,



scribble on paper, build a tower with blocks, turn pages of a book, feed themselves snacks. Threes may build structures with blocks, draw pictures which they will name as objects/people, begin to count, and may begin to use scissors on heavy, straight lines.

**Teaching Tips:** Plan for freedom of movement. Use simple finger fun and activity songs for stretching, stepping, jumping, clapping. Use simple puzzles, large blocks, jumbo crayons and large sheets of paper. Provide some quiet-time activities.

## Mental/Emotional

Twos have short attention spans. They may say many single words and some sentences. The child is beginning to recognize his or her name in print. Two- and three-year-olds are explorers; they learn through their senses. They can learn rhymes, songs and finger fun.

**Teaching Tips:** Provide materials with interesting textures, smells, tastes, etc., for the child to explore. Use literal, simple stories with no symbolism. Be brief and use pictures or flannelgraph figures often. When telling them what to do, give one brief direction at a time. Wait patiently until they have responded before you continue with the next direction.



## Social

Twos have little regard for the rights of others. Threes can interact in play with others. However, it's still a "ME, MY, MINE" world. Sharing and taking turns is hard to do. When a conflict arises, children respond better to distraction rather than reasoning.

**Teaching Tips:** Teachers need to be kind and patient. Offer opportunities for play with other children. Know each child as an individual and use his or her name often. Help each child to succeed by providing activities appropriate for the child's abilities.

## Spiritual

The two- and three-year-old can learn that God made all things and that God cares for him or her; that Jesus is God's special Son and that He did kind, loving things when He lived on earth; that the Bible is a special book about God and Jesus and that Bible stories are true.

**Teaching Tips:** The child's learning about God is dependent on not only what people say, but also what people show about God. Your loving actions help the child understand God's love. Help the child experience God's presence in our world through a variety of seeing, touching, smelling, tasting and hearing activities. Talk and sing about God.



## CHARACTERISTICS

# Characteristics of 4s and 5s

### Physical

At this age children are in a period of rapid physical growth. Coordination is greatly improved. These children are still constantly on the move! Girls often mature more rapidly than boys. Fours and fives may be able to cut with scissors on a curved line and draw recognizable pictures of people and objects. **Teaching Tips:** Free-hand, creative art activities are best. Don't expect perfection. Children this age still need to be recognized for their work on the process of art, not the product. Large pieces of paper, jumbo crayons and heavy lines for cutting are needed. More sophisticated toys are appropriate: puzzles with 10-20 pieces, varieties of construction toys (various shapes and sizes), realistic home living accessories (dress-up clothes for boys and girls, kitchen utensils, food packages), etc.

### Mental/Emotional

Fours and fives are curious and questioning. They may concentrate for longer periods, but their attention span is still short. Children will interpret your words literally. Fours and fives may recall short Bible verses, talk accurately about recent events and pronounce most common words correctly. **Teaching Tips:** Use large teaching pictures to reinforce basic concepts. Set realistic limits

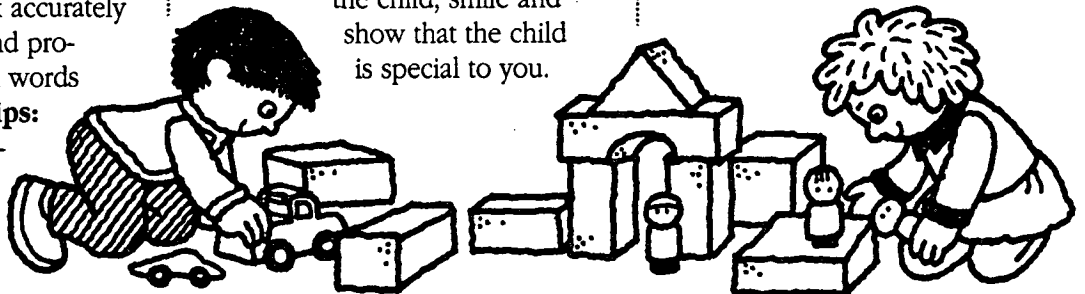
and emphasize the behavior you desire. ("Ryan, running is a good thing to do outside where there is lots of room. Inside we have to walk so no one will get hurt." "Chantel, you may only draw on your own paper. Are there any more places on your page that you want to make purple?") Supply a variety of materials for children to touch, see, smell and taste. Help children discover things for themselves by having the freedom to experiment (play) with a variety of safe materials.

### Social

The four- or five-year-old child can participate with other children in group activities. The child actively seeks adult approval, responds to friendliness and wants to be loved, especially by his or her teacher. Some children may use negative ways of gaining attention from others. **Teaching Tips:** Provide opportunities for group singing, prayer and conversation. Give each child a chance to "lead" by serving a snack, holding a picture, etc. Give each child individual attention before negative behavior occurs. Make eye contact often, listen carefully to the child, smile and show that the child is special to you.

### Spiritual

The four- and five-year-old child can learn basic information about God—He made the world; He cares for all people; He forgives him or her when the child is sorry for doing wrong. A child this age can also learn that Jesus died to take the punishment for the wrong things we have done and that He rose from the dead and is alive. Fours and fives can be taught that the Bible tells us ways to obey God and that he or she can talk to God in prayer. **Teaching Tips:** Because the child still thinks literally and physically, avoid the use of symbolic words, such as "born again," "open your heart," or "fishers of men." When about to use a symbolic expression, think of the simplest, literal explanation you could give of what the expression means. Then use that simple explanation *instead* of the symbolic one which may confuse the child. Some children may respond to individual conversations by praying to become a member of God's family. Provide opportunities for children to hold the Bible.



# Drawn Back to Childhood

■ More adults are returning to the comforts of crayons—from CSUN students to artistic parents.

By DANICA KIRKA  
SPECIAL TO THE TIMES

**N**ORTHRIDGE—When Seta Hagopian wants to have fun, she pulls out her Sesame Street coloring books and her bright red crayons. But she's learned that she must go to school if she wants to color with others, since her fiance thinks the whole thing is really weird.

Hagopian, after all, is 24, and studying at Cal State Northridge to be a teacher.

"I'll wait until I don't have too much homework and sit down to color," she said.

Though Hagopian often colors alone, the student from Glendale has plenty of company among her contemporaries, according to Crayola maker Binney & Smith Inc.

The company started to suspect that adults were keeping crayons they ostensibly were buying for children. The insight came when Crayola tried to "retire" eight colors from the Crayola 64 Box in favor of brighter, bolder shades, said Tracey Muldoon Moran, a company spokeswoman.

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Adults protested at company headquarters in Easton, Pa., in 1990, insisting that the likes of raw umber and maize must remain in the 64 selection. Demonstrators, claiming to represent groups such as the "National Campaign to Save Lemon Yellow," and the "Raw UMBER and Maize Preservation Society," flew to Easton from New York, Virginia and Connecticut. Complaints flooded the phone lines. Grown-ups accused the company of tampering with their childhood memories.

Crayola's maker realized it was onto something.

"It brings back a really cool time," Moran said, "a time when you weren't bogged down with things like, 'Am I going to get to the dry cleaner before it closes?'"

Binney & Smith has been selling America on color for years, mixing the first red oxide pigments that were used in painting the classic red barn and supplying the carbon-black pigments that made automobile tires black. Any company in business since 1864 must be good at spotting trends.

But while crayon sales have jumped 45% since 1990, Binney

& Smith isn't really certain how many adults are putting crayons to paper. The company has noticed, though, a dramatic increase in the number of comments from adults on their consumer help lines.

To encourage those who might be shy about admitting they color, the company is sponsoring a coloring contest for adults that will be judged by children. First prize is a very mature \$25,000 in gold and silver bullion.

There should be plenty of entries from Edie Pistolesi's Cal State Northridge art course for teachers, in which there are many coloring grown-ups. Pistolesi compares the appeal of crayons to the warmth of comfort foods: "It's like when you're feeling really bad [and] you have this urge for something your mother used to make you—like



Photos by JILL CONNELLY / For The Times

Seta Hagopian, left, concentrates as she and Heather Hoshino color during their teachers' art class at CSUN.

pudding." She also cites the failure of the educational system to provide artistic outlets for students as they grow older.

One thing is certain: For a simple activity, crayons can sure get complicated. In addition to the Crayola 64 Box and the even bigger 96 Big Box, coloring aficionados can now get crayons containing tiny capsules that explode, making drawings smell of coconuts, oranges or roses. There are crayons that glitter or glow. Some adults collect them all.

Coloring is familiar to grown-ups, observes Ann McGillicuddy-DeLisi, a developmental psychology professor at Lafayette College in Pennsylvania. "When you want to be expressive, you have ready access to crayons."

Adults returning to coloring tend to remember the only rule—stay inside the lines—though some rebel by scribbling outside them. But when Cathy Chesebrough, a 20-year-old student who works in a kindergarten, takes out her "Little Mermaid" coloring book, she outlines her work in black before adding color.

Cathy must have learned from her mother, Carol Chesebrough, who, at 54, plans to take her crayons with her on a cruise. "I outline the picture and I try to

color-coordinate," she said.

Mother and daughter date their pictures and sometimes color together. Every now and then Carol will go to the school where Cathy works and color with the kids. But she always brings her own crayons.

"They put everything in their mouths," Carol said.

Pistolesi said she's heard that kids eat orange more than any other color, though Crayola's maker can't confirm that. But the company insists it doesn't matter, since Crayola crayons are non-toxic.

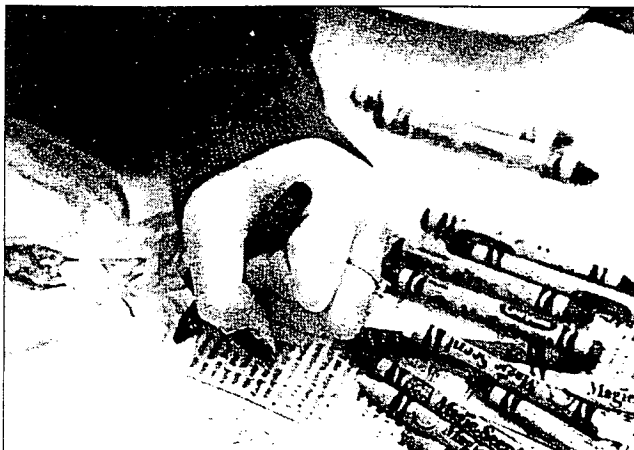
Though adults don't usually eat crayons, some older folks believe they act as a bridge between generations.

Baby boomer Peter Bergman, 37, swears he began coloring again only because it was nice to do with his kids, ages 3 and 4.

Bergman, who lives in Costa Mesa, spends his days marketing computers. Some have coloring programs, but he likes good old-fashioned crayons too.

"Regressing to childhood gives you permission not to be a good artist," he said. "You don't have to be Van Gogh. You can just enjoy yourself."

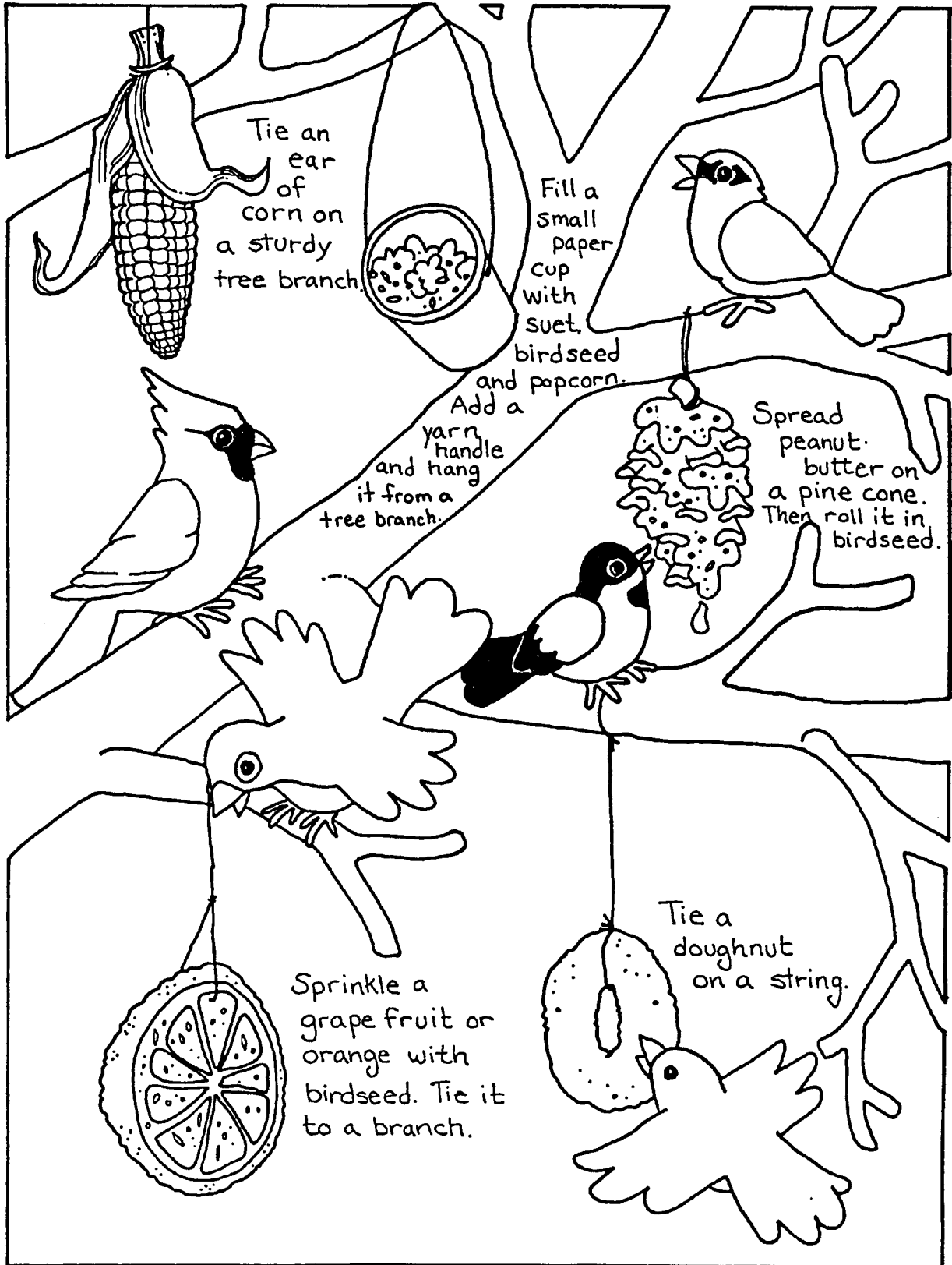
Danica Kirka is a regular contributor to The Times



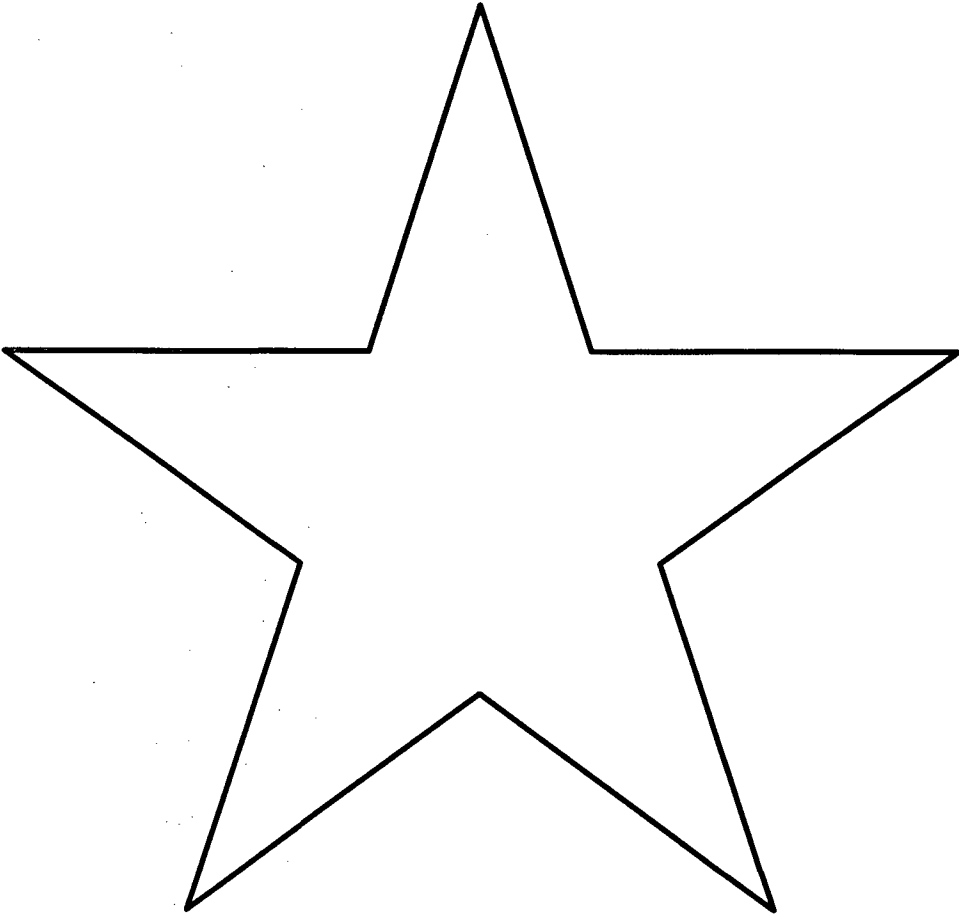
Adults returning to coloring tend to remember the only rule—stay inside the lines. Crayola maker Binney & Smith is sponsoring a contest for adults.

# DON'T FORGET THE BIRDS

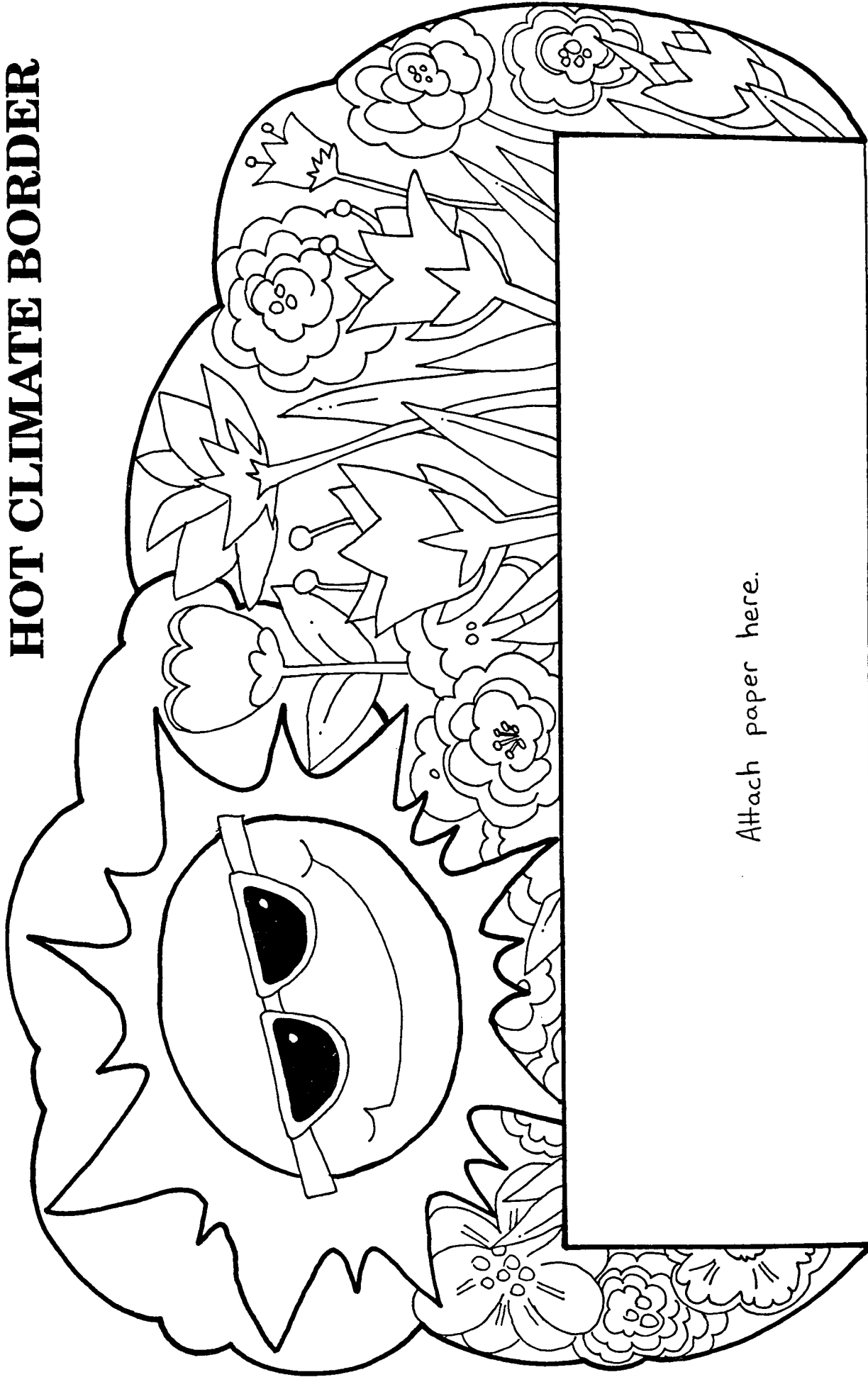
Help the children make these easy bird feeders. Hang the feeders outside a classroom window and watch for the birds!







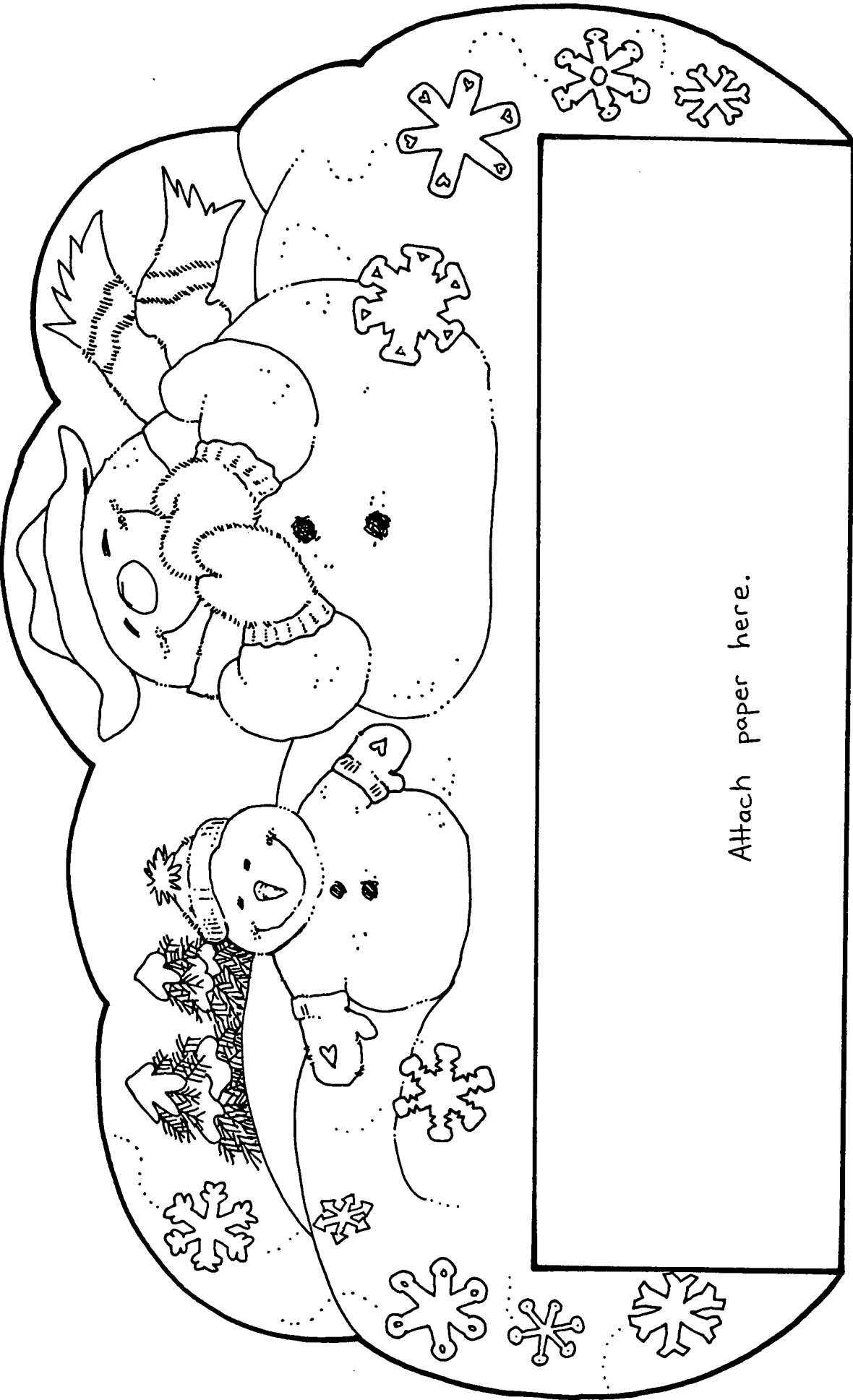
# HOT CLIMATE BORDER



Attach paper here.

1. Reproduce the border pattern on heavy white paper.
2. Color and cut out the border.
3. Attach a special paper or project to the border.

# COLD CLIMATE BORDER



Attach paper here.

1. Reproduce the border pattern on heavy white paper.
2. Color and cut out the border.
3. Attach a special paper or project to the border.

# POSITIVE BEHAVIOR AWARDS

Dear \_\_\_\_\_ ,

You made your teacher proud  
today because \_\_\_\_\_

\_\_\_\_\_

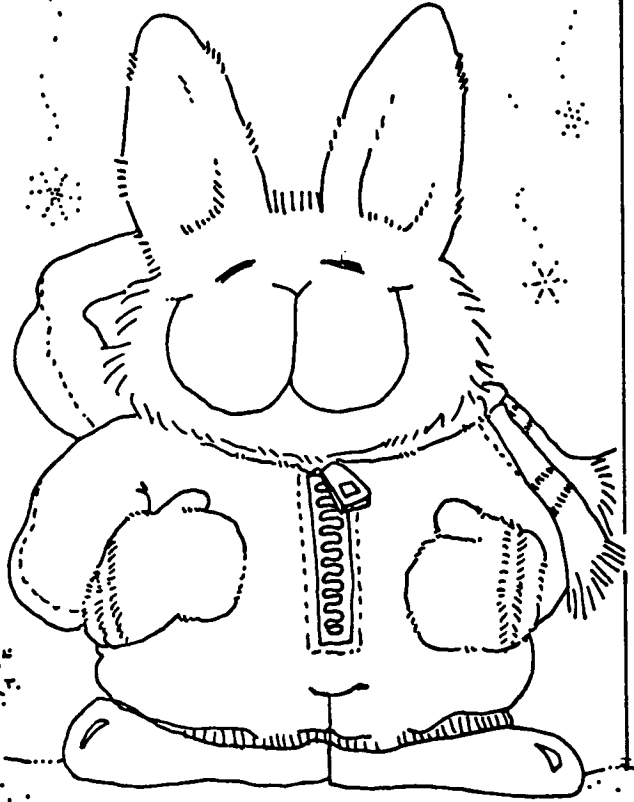
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signed

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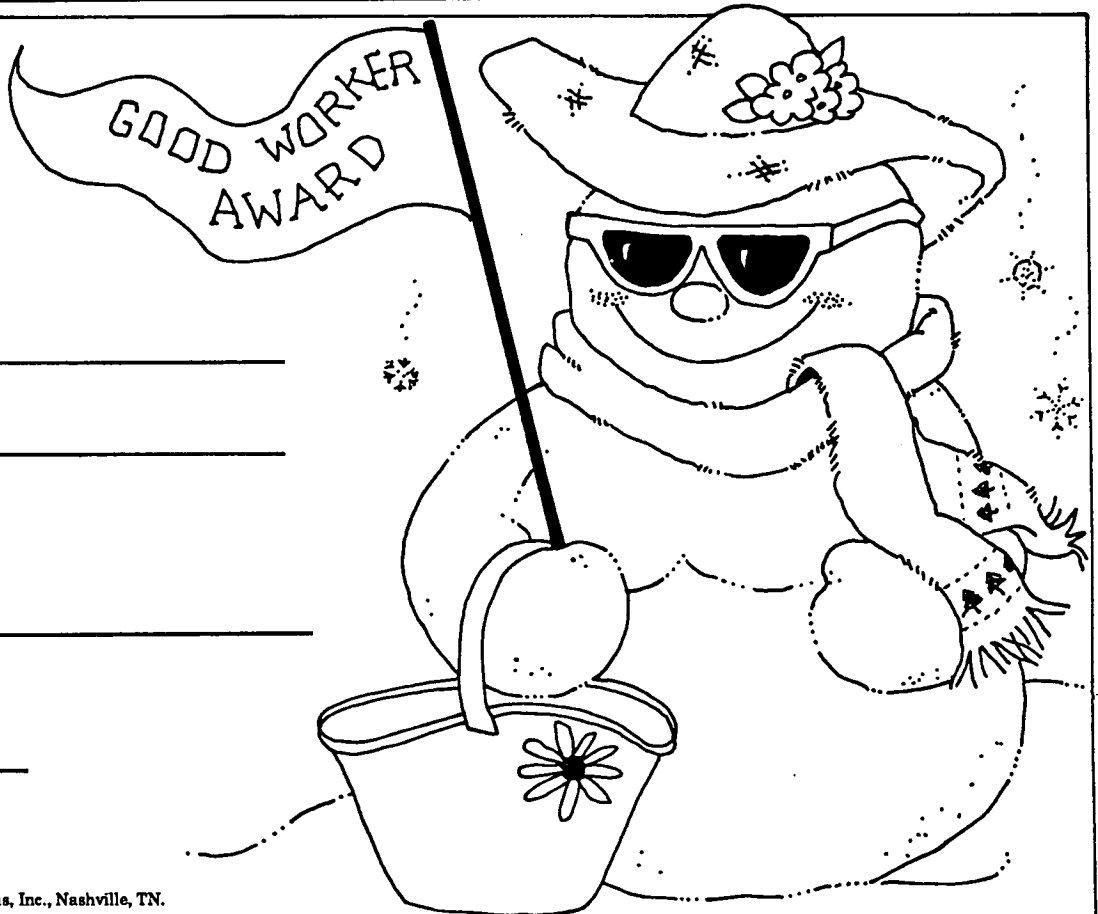
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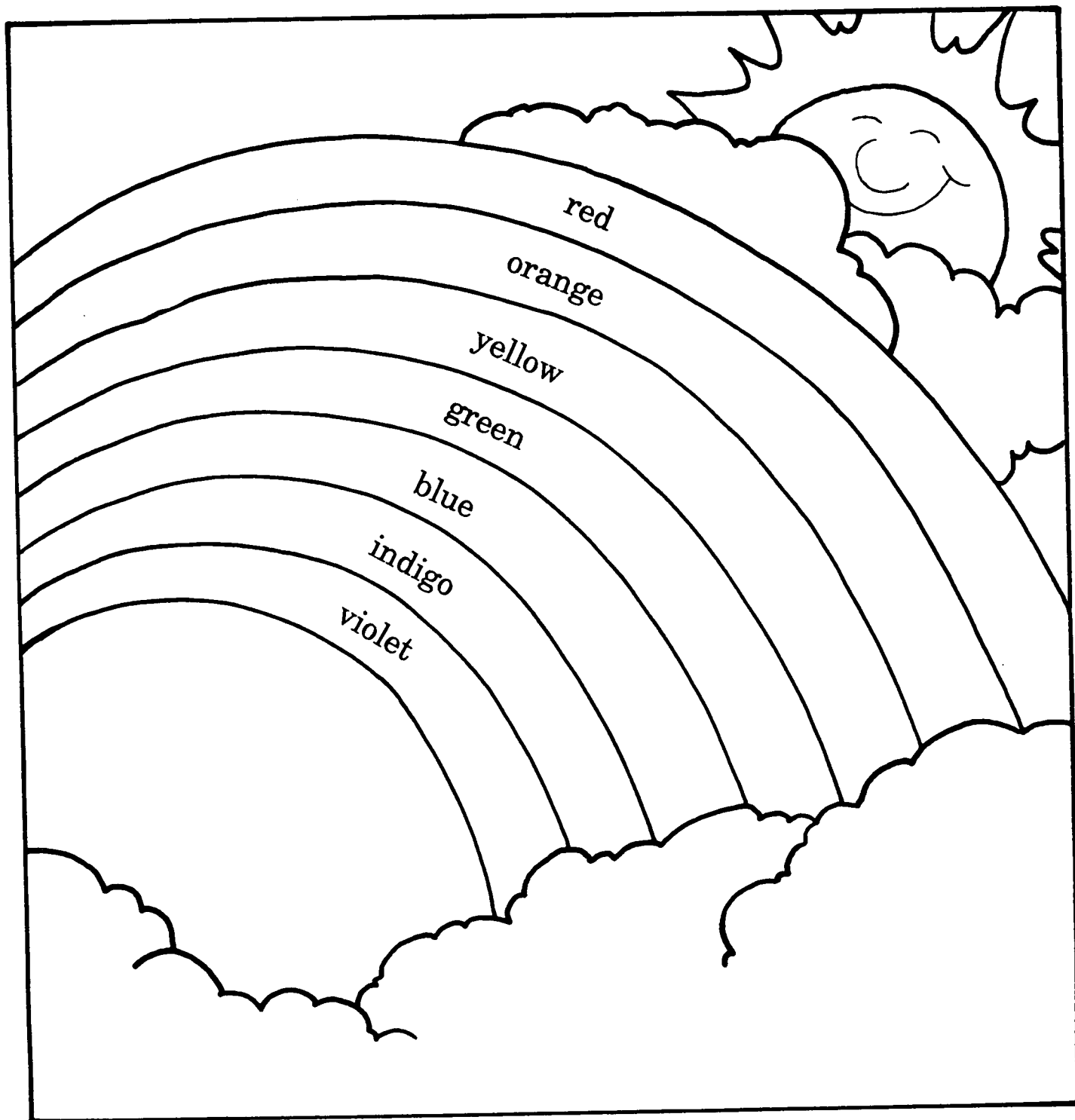


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Name \_\_\_\_\_

# RAINBOW COLORS

When the sun shines after a rain shower, a rainbow sometimes forms.  
A rainbow has seven colors.  
Color this rainbow.



# Recipes 'n Memos Tile



(15-20 MINUTES)

**Materials:** Kitchen sponges, scissors, spring-type clothespins, glue gun, glue sticks, ruler, acrylic paints, unlined index cards, rubber stamps in hot air balloon shapes, ink pads, acrylic spray finish, shallow containers, newspaper. For each child—one white 3-inch (7.5-cm) ceramic tile, one spring-type wooden clothespin. Optional—permanent felt pens.

**Preparation:** Dampen sponges and cut into 2-inch (5-cm) squares. Clip clothespins to sponges to use as handles for sponge painting (sketch a). Pour paint into containers. Cover work area with newspaper.

**Instruct each child in the following procedures:**

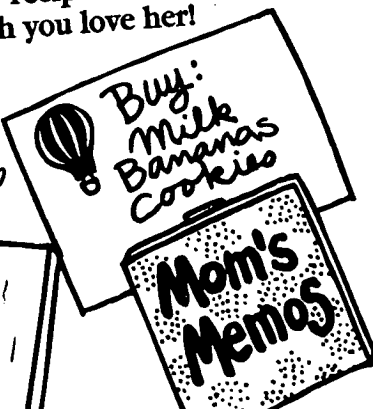
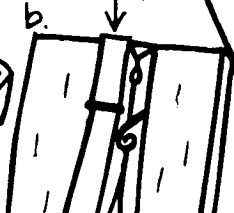
- 1 Dip sponge into paint and dab gently onto tile a few times.
- 2 Repeat sponging with one or two different colors. Let dry.
- 3 Using the rubber stamps and the ink pads, stamp a balloon image in the upper left corner of several index cards.
- 4 With glue gun, teacher glues the wooden clothespin onto the center back of tile (sketch b). Tile will stand upright.
- 5 In well-ventilated area, teacher sprays tile with acrylic spray finish.
- 6 Place index cards in clothespin.

**Enrichment Idea:** With permanent felt pen, teacher letters "(Mom's, Dad's, Grandpa's) Memos" or "(Mom's, Dad's, Grandma's) Recipes" on tile before spraying with acrylic. Older children may letter a simple word such as "Mom" or "Memos" on the tile themselves.

**Pilot Briefing:** Who are you making your tile for, (Shestin)? (Child responds.) Your (grandma) can use the tile to hold notes or recipes. Your tile will also remind her of how much you love her!



clip end of clothespin



# Sharing Stones



(15-20 MINUTES)

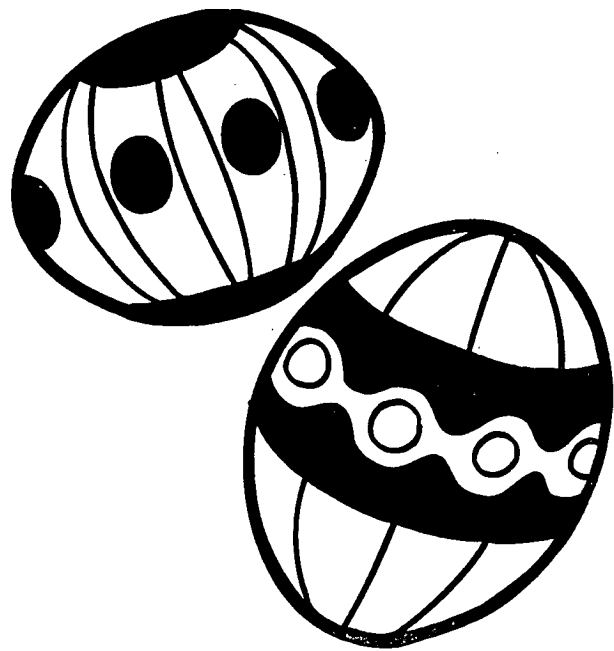
**Materials:** Acrylic paints in various colors, shallow containers, large paintbrushes, thin paintbrushes, toothpicks, clear acrylic spray, newspaper. For each child—two smooth circular stones 3-4 inches (7.5-10 cm) in diameter.

**Preparation:** Pour paint into shallow containers. Cover work area with newspaper.

**Instruct each child in the following procedures:**

- 1 Use large paintbrush to paint one stone a solid color. Set aside.
- 2 Paint second stone a solid color. Set aside.
- 3 Use thin paintbrush to paint hot air balloon designs on first stone. Make stripes with paintbrush. Use toothpicks to make small dots. Let dry.
- 4 Paint designs on second stone. Let dry.
- 5 In a well-ventilated area, teacher sprays stones with clear acrylic finish.
- 6 Share one of your painted stones with someone you love!

**Pilot Briefing:** You can share one of your painted stones with someone you love. Who will you give your stone to, (Abel)? (Child responds.) Giving gifts to our friends or family is one way to show that we love them. God loved us so much that He gave us Jesus. Who is Jesus? (God's Son.)



# Rainbow Glass Vase



(20-25 MINUTES)

**Materials:** Craft tissue paper in various colors, scissors, liquid starch, shallow containers, ruler, sponge brushes, clear acrylic spray, newspaper. For each child—one small, glass soda or water bottle.

**Preparation:** Cut tissue paper into 1½-inch (3.75-cm) squares. Pour liquid starch into shallow containers. Cover work area with newspaper.

**Instruct each child in the following procedures:**

- Paint starch onto the outside of the glass bottle.
- Lay tissue paper squares on top of starch.
- Gently paint more starch on top of tissue and smooth out any wrinkles.
- Cover the bottle completely, overlapping tissue. Let dry.
- In a well-ventilated area, teacher sprays vases with clear acrylic spray.

**Pilot Briefing:** Your Rainbow Vase has many pretty colors on it, just like a rainbow! What colors are in a rainbow, (Justine)? God made the rainbow in the sky. Every time you see a rainbow you can remember that He loves you and made you, too!



# Snowball Soap Surprises



(10-15 MINUTES)

**Materials:** Ivory Snow detergent, water pitcher, water, measuring cup and spoons. For each child—one margarine tub or small bowl, plastic spoon, small plastic animal or toy figure (such as math counters found in school supply stores), plastic sandwich bag.

**Preparation:** Fill pitcher with water.

**Instruct each child in the following procedures:**

- Measure ½ cup detergent and pour into bowl.
- Teacher measures 1½ teaspoon water and adds to the detergent.
- Mix soap with spoon. Then knead mixture with your hands. Teacher adds more water by the half-teaspoonfuls if needed.
- Mold soap mixture around small toy figure. Smooth soap into a ball. Let dry to harden.
- Take home soap ball in sandwich bag. Use soap in the bathtub or to wash hands.

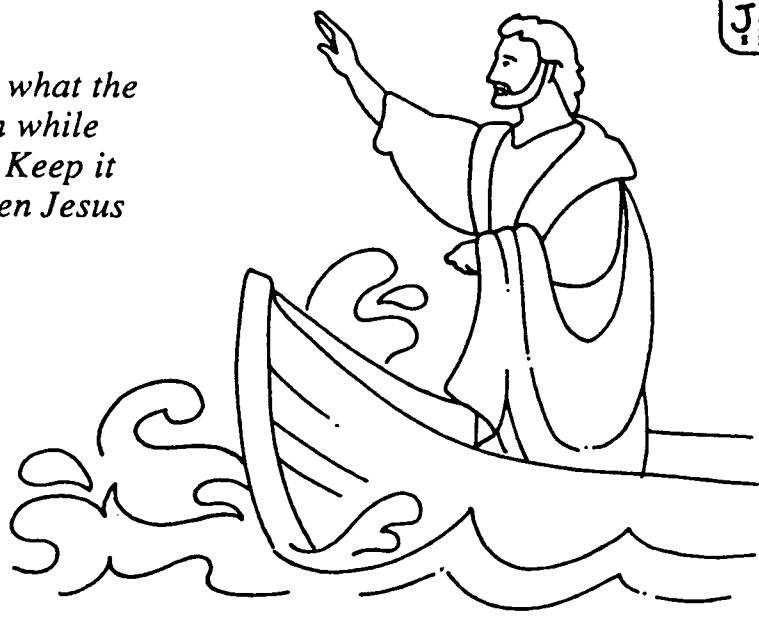
**Enrichment Idea:** Have children make more than one soap ball and give one to a friend.

**Pilot Briefing:** Do you like surprises? When was a time you were surprised by something special, (Daniel)? A long time ago, Jesus' friends were surprised when something very special happened. An angel told them that Jesus was alive! They were so happy! Jesus is still alive today. He is God's Son, and He loves you and me!



# See the Sea

*Make a sea in a bottle. To show what the sea looked like during the storm while Jesus was asleep, shake the jar. Keep it still to show what happened when Jesus said, "Peace, be still."*

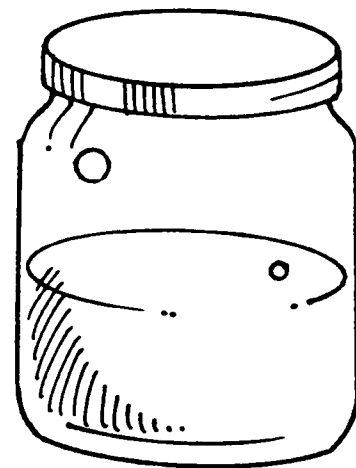


## What You Need

- small, clean jar with lid
- white vinegar
- blue and green food coloring
- salad oil
- salt


## What You Do

1. Fill the jar half full with white vinegar.
2. Add one or two drops of food coloring.
3. Screw on the lid and shake the jar until the food coloring and vinegar are mixed together.
4. Open the jar and add salad oil until the jar is full. Because sea water is salty, you might want to add a teaspoon of salt, too. Close the jar tightly and you have a sea in a bottle.






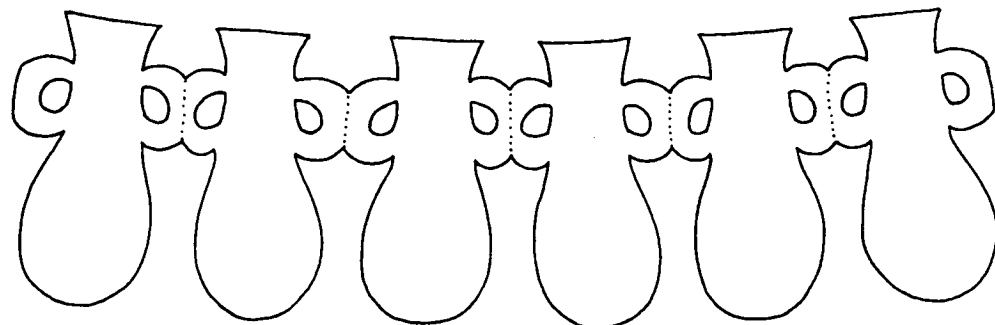
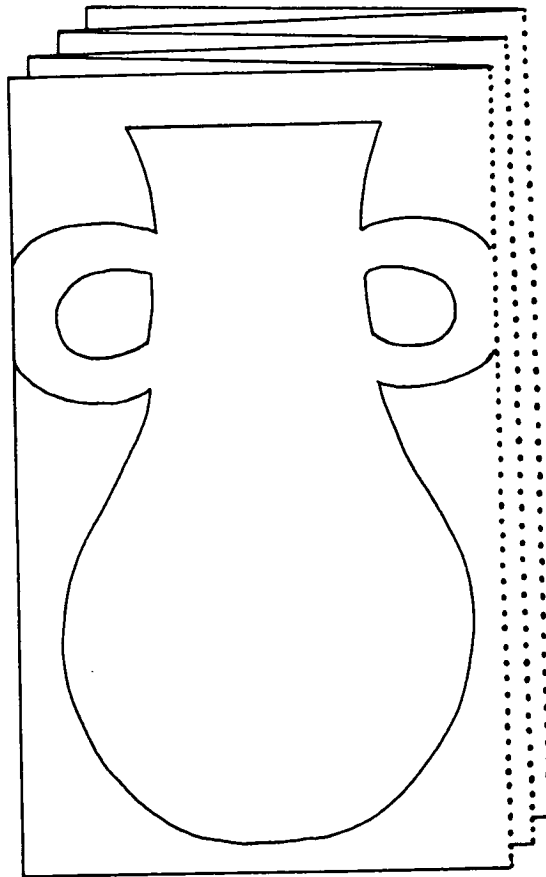
oil from her jar into the other jars.

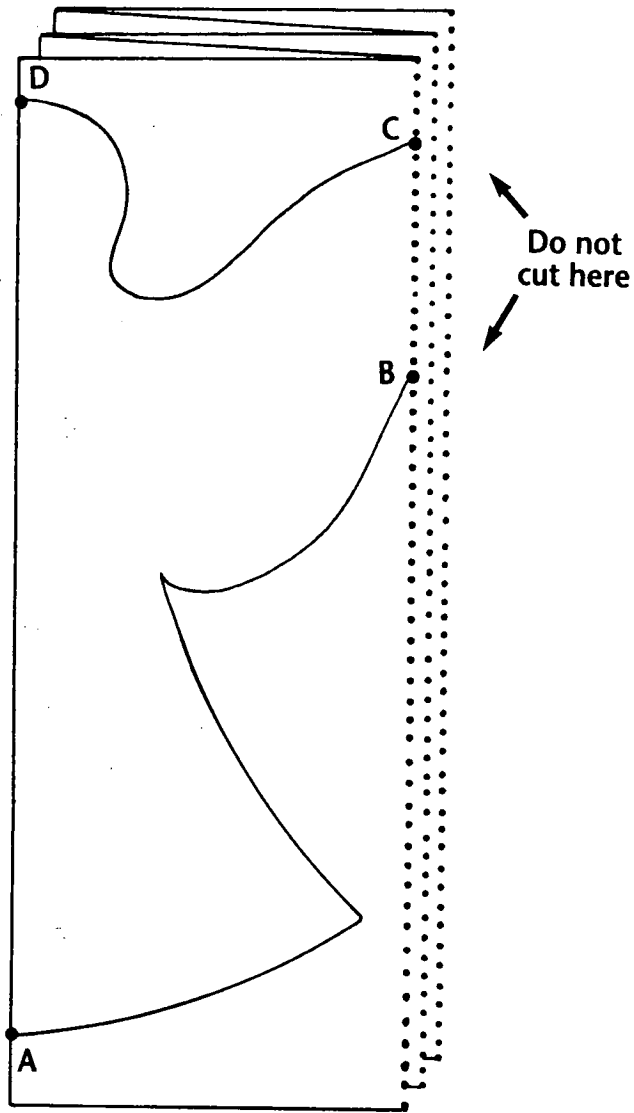
 Cut figure from J to K and from K to L. Cut out handles.

And the oil didn't run out. She poured and poured and poured. She filled all the jars.

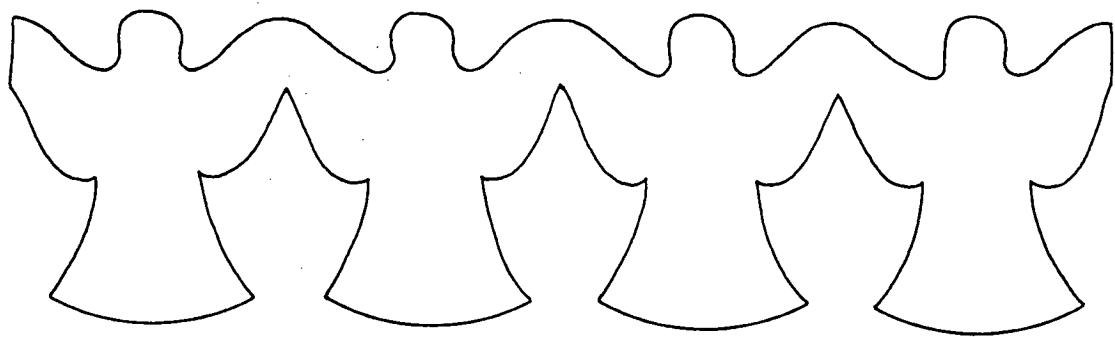
 Unfold the figure and spread out the jars.

Then they took the jars and sold them. They made enough money to pay back the man all her husband owed him.





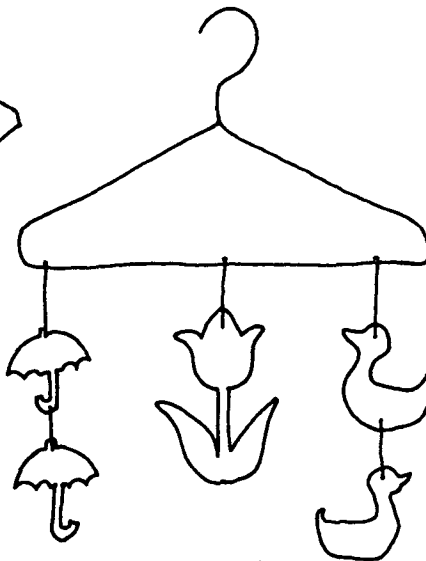
You may copy this actual figure  
on your paper as a pattern



# WAYS TO USE THE APRIL BULLETIN BOARD BORDERS



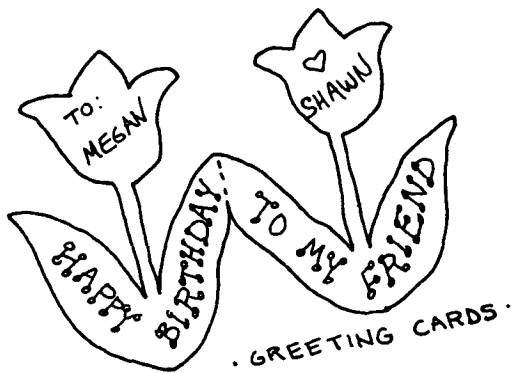
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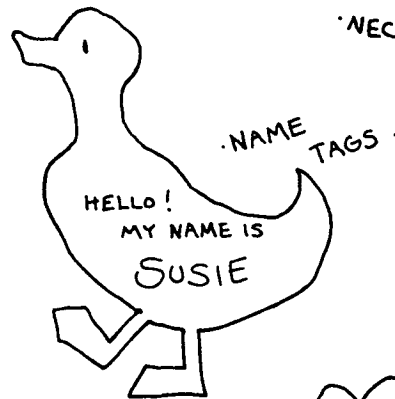
·MOBILE·



·NECKLACE·



·GREETING CARDS·



·NAME TAGS·

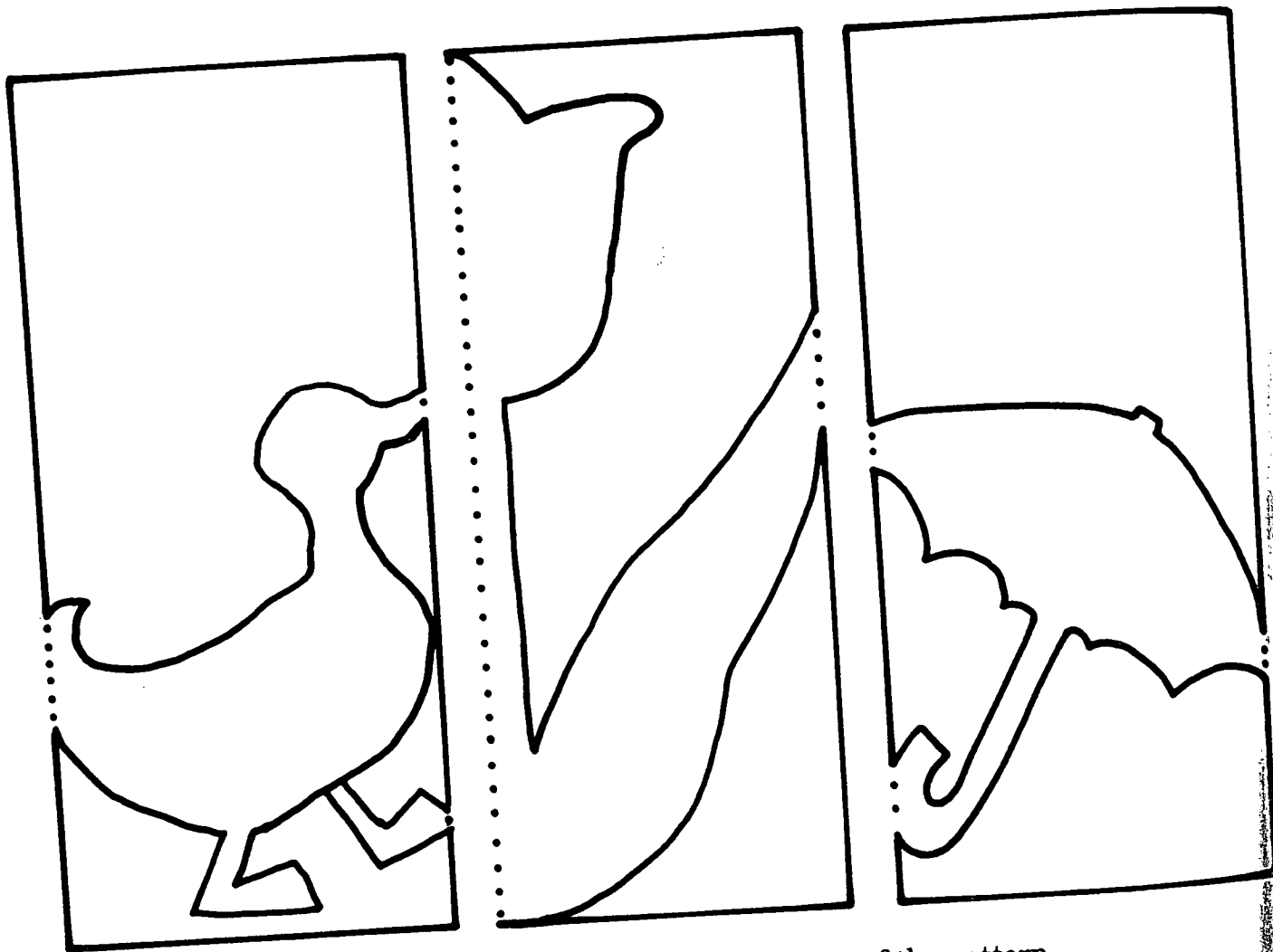


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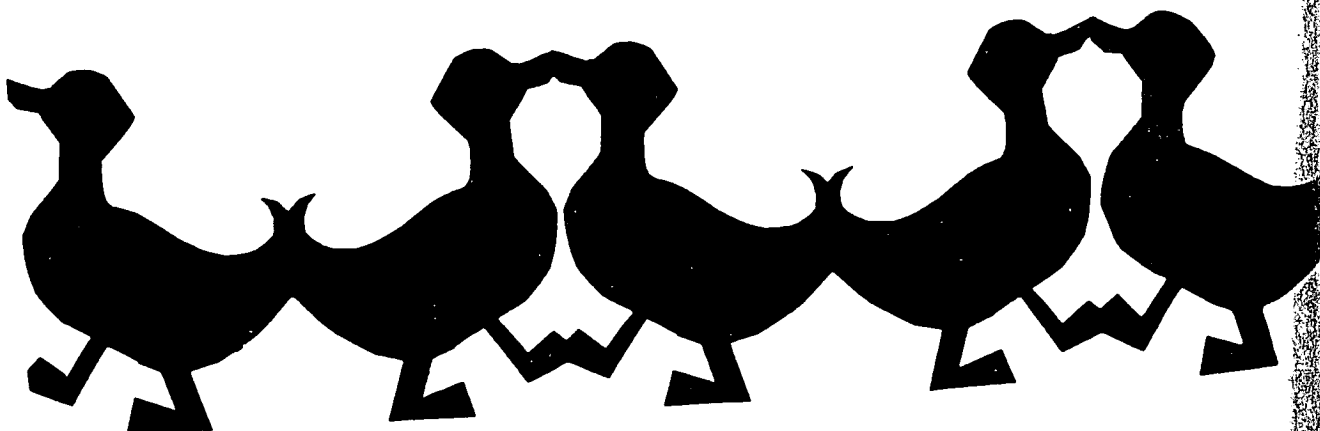


·BOOK MARK·

# APRIL BULLETIN BOARD BORDERS



Accordion fold paper strips to match the size of the pattern.  
Tape or trace the pattern onto paper and cut.  
Be sure the dotted lines touch the edges.





# JANUARY



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

