



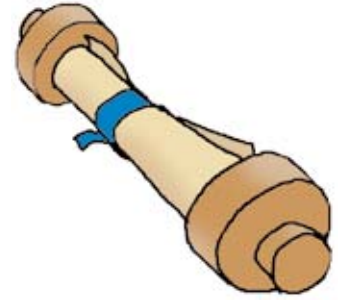
The Story Lives On

A
WORKSHOP
RESOURCE
FOR ALL-AGE
GROUPS



By Alyson Huntly

CONTENTS



Introduction	3	
About the Author	4	
Overview of the 13 Sessions	6	
Building an All-Ages Community	7	
Session Design, Preparation, and Leadership	9	
Community Meal	11	
<hr/>		
Session 1: Jesus Feeding the 5,000	13	
Session 2: John the Baptist	16	
Session 3: The Good Samaritan	19	
Session 4: Jesus Blessing the Children	22	
Session 5: Jesus Healing a Paralytic	25	
Session 6: Jesus' Birth	28	
Session 7: The Widow's Offering	31	
Session 8: The Prodigal Son	34	
Session 9: Jesus' Entry into Jerusalem	37	
Session 10: Jesus' Last Meal with His Friends	40	
Session 11: Jesus Praying in the Garden	43	
Session 12: The Crucifixion of Jesus	46	
Session 13: Jesus at the Lakeside	49	

INTRODUCTION



Becoming Storykeepers

The Story Lives On is a workshop resource that helps participants to enter into the exciting world of biblical storytelling. They hear the stories of Jesus as though for the first time and are invited to enter into the story, not in an abstract or intellectual way, but with their whole selves – thoughts, feelings, ideas, life experiences, faith responses. As they discover how they will retell these stories themselves they become “storykeepers” – part of that great community of those who have remembered, told, and lived out the stories of Jesus for two thousand years.

All Ages Together

These sessions are designed for a group of all ages, from young children to senior citizens. Material is designed for a group of 10 to 20 participants. Leaders should pro-actively invite people of all kinds: adults with children, couples, senior citizens, singles, friends, housemates, etc.

Thirteen Sessions

Thirteen interactive sessions are offered for a group of all ages. Each session is based on one of the 13 episodes of the Storykeepers video series. Each session incorporates introductory activities, a video episode, community time, creative learning activities, a community meal, and a closing time. The sessions help group members hear afresh, or for the first time, the stories of Jesus and helps them make connections between the stories and their own lives, their community, and the world. Sessions are self-contained or may be offered as a series of two or more gatherings.

A Community Meal

A unique feature of each session is the inclusion of a simple meal that helps participants to strengthen and deepen their relationships as they prepare and eat the food. Each meal connects with and highlights the biblical story – through objects or symbols, items of food, seating arrangements, etc. During the meal, participants continue to talk about the story and its meaning for their lives and to celebrate and appreciate the loving community they are creating with one another. The meal models the table fellowship and hospitality of early Christian communities such as those depicted in the Storykeepers video series.

3

Building a Community

A strong community develops as the group meets, eats, shares, and learns together. If the group meets 13 times, the final session, in the Easter season, is a joyful celebration of the learning and sharing that have occurred.

Those Who Gather

The sessions are suitable for long-time churchgoers as well as those who do not attend church or who are new to a faith community. The materials do not assume that learners have a prior knowledge of the Bible. However, for those who have heard the stories many times, this fresh approach is a good way to hear them anew.

Canadian Content

While by no means limited to use in Canada, these sessions are written in Canada specifically for the Canadian context.

The Storykeepers Series

The Storykeepers was produced in 1997
by Shepherd Films Ltd of Dublin.

The Series was devised by Brian Brown
and Andrew Melrose.

This Resource ebook has been written
by Alyson Huntly, on behalf of Coad Media Ltd.
© Coad Media Ltd 2001
All Rights reserved

Designed and produced
by Tony Cantale Graphics

All 13 episodes are available on four
video cassettes from Coad Media (in either
NTSC or PAL format) together with additional
teaching material handbooks each designed
for the differing needs of teachers in either
North America or UK & Ireland.

Details of these and how to purchase them
are at www.storykeepers.com

This website also carries links to additional
internet resource materials for use with
The Storykeepers videos.

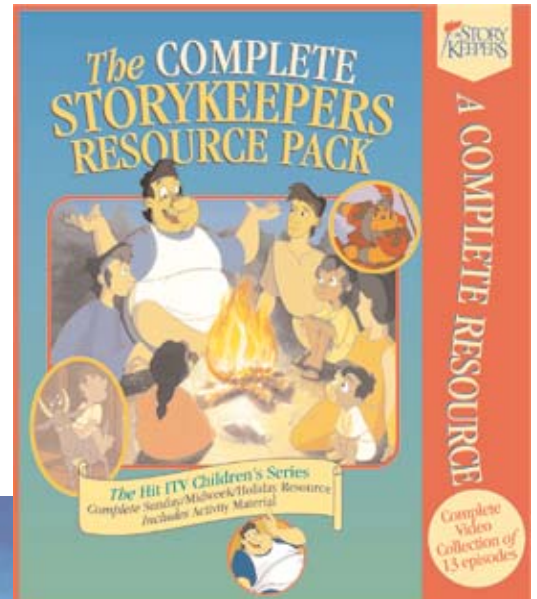
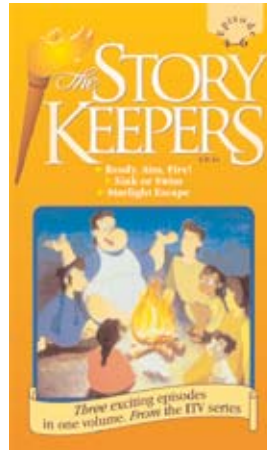
About the author

Alyson Huntly is a Canadian author and educator
with many years of experience in educational and
social justice ministry. She has written for
curriculum series such as the Whole People of
God and Seasons of the Spirit. She has edited
multi-age material and is Editorial Director for
the Bible Quest curriculum series. She is the
author of several books, resources, and articles
for children, youth, and adults. Her publications
include *Daring to Be United*; *The Gentle Dark*;
Nighttime Poems and Prayers for Children; *The
Painted Trunk*; *Naomi's Daughters: Bridging the
Generations*; and most recently, *Grandparenting
as a Spiritual Gift*.

The STORY KEEPERS

Thirteen exciting episodes

Available as childrens' books, videos and resource material for education, church and study groups



Full information available at www.storykeepers.com

OVERVIEW OF THE 13 SESSIONS



Fitting 13 sessions into the church year.

A group might gather every two to three weeks from mid-September to mid-Advent, break for Christmas, and meet every two to three weeks from January to Easter.

Using one, or a few, of the sessions.

Each session is self-contained. Some naturally group together: Sessions 1 to 3 or 1 to 5 (general focus); sessions 6 and 7 (Advent and Christmas); sessions 8 to 13 (Lent and Easter).

	BIBLE STORY FOCUS	SESSION FOCUS
1. Breakout!	Jesus Feeding the 5,000 Mark 6:30-44	People gather as an intergenerational community and are fed in body and spirit as they hear stories and eat together.
2. Raging Waters	John the Baptist Mark 1:1-12	Beginning to build community, the group shares stories of baptism and naming.
3. Catacomb Rescue	The Good Samaritan Luke 10:25-37	As group members continue to develop community they reflect on the question, "Who is my neighbour?"
4. Ready, Aim, Fire!	Jesus Blessing the Children Mark 9:33-37; 10:13-16	The group reflects on stories of Jesus blessing the children, and they share blessings with each other and the world.
5. Sink or Swim	Jesus Healing a Paralytic Mark 2:1-12	Group members are invited to share experiences of friendship and caring as they reflect on this story of healing.
6. Starlight Escape	Jesus' Birth Luke 2:1-20	The group prepares for the Advent season and anticipates the celebration of Christmas as they hear the story of Jesus' birth.
7. Roar in the Night	The Widow's Offering Mark 12:41-44	Group members reflect on money, gifts, giving, and making a difference in the world.
8. Captured!	The Prodigal Son Luke 15:11-32	The group deepens its understanding of God's love through the love they show to one another.
9. Trapped!	Jesus' Entry into Jerusalem Mark 11:1-10	Group members wonder about the story of Jesus' entry into Jerusalem: What does it mean for them, as followers of Jesus?
10. Betrayed!	Jesus' Last Meal with His Friends Mark 14:12-25	As the season of Lent approaches, the group hears the story of the Last Supper and reflects on what Jesus said about the bread and the cup.
11. Nabbed by Nero	Jesus Praying in the Garden Mark 14:32-46	The story of Jesus' arrest and trial is shared. The group reflects on Jesus' prayer in the Garden of Gethsemane.
12. Getaway!	The Crucifixion of Jesus Mark 15:22-41	Group members deepen their understanding of the crucifixion and begin to reflect on how they can tell and live out the stories of Jesus.
13. The Final Conflict	Jesus at the Lakeside John 21:1-13	The group celebrates the presence of the risen Christ and hears the call to go into the world to tell and live the story.

BUILDING AN ALL-AGES COMMUNITY



This series of 13 sessions is designed for a group of all ages, from young to old and in-between. Our society tends to divide people into age groups, and all too often we fall into the trap of assuming that this is the way things have to be, that bringing all ages together can't work. However, all ages together *can* work; and what's more, this blending of people has much to offer. Being together with people of all ages can bring special gifts.

The Gifts of an All-Ages Community

- In a society where people may live at a great distance from their extended families, an all-ages group is an excellent opportunity to be with other generations.
- People are often more relaxed in mixed-age communities – there is often less competition, less pressure to “fit in,” and more acceptance and tolerance.
- All-ages groups are more diverse – there's more room for individuals to explore their own uniqueness. People are freer to be themselves.
- Researchers have found that children and adults often learn more in mixed-age communities than in single-age ones.
- Researchers have also noted that children behave differently in mixed-age groups – they are gentler, kinder, and more compassionate with one another, and they are more attentive to the needs of others.
- Mixed-age groups break down stereotypes about children, youth, adults, and seniors – participants discover real people behind misconceptions about age.
- People find loving and supportive community in all-ages groups. A sense of being family grows quickly, perhaps because the mixed-age community models a family of many generations.

The Basis of an All-Ages Program

- The group will include all ages, from very young children to older adults.
- Everyone will participate fully in all activities. Younger members or non-readers may need help with certain tasks, but older members of the group are not just teachers, leaders, or observers. All are full participants. Children may give also leadership in the group, or help others.
- The whole group will work together to make sure everyone is included.
- Individuals will participate at different levels. A young child can join in a drama, make puppets, or hear a story without necessarily having to understand every word or nuance.
- People may have different roles in activities according to their individual ability or interest. It's up to the whole group to make sure tasks are shared fully.
- Participants of different ages may learn many different things from the same experience. A young child acting out a story, for example, may simply hear and appreciate the story for the first time. An older adult in the same drama could discover some new meaning or a new question in a story they've known for years.
- Involvement in the group is an experience in itself. The learning that comes from being a part of a loving community is at least as important as the content of a discussion or story.



Including the Youngest Members

The youngest members of the group can participate in many different ways, and the whole group can include them in the following ways:

- **Offer help and support.** This doesn't mean taking over, but it can mean helping with tasks that are currently beyond the ability of the youngest, or encouraging and supporting their willingness to try.
- **Look for ways to include younger members in all activities.** This means often working in small groups or with "buddies," to make it easier to pay attention.
- **Keep it short.** Don't try to sustain an activity when interest is waning. Keep discussions short when talking in the whole group. Long adult conversations may exclude young children. Longer conversations are better held in pairs, in small groups, or during the gathering and mealtime.
- **Recognize and attend to the real needs of young children** – for attention, breaks, food, drink, movement (all of us need to move and stretch, but younger members need this more). Don't meet late in the evening or delay dinner. Offer lots of healthy food and take lots of breaks. Otherwise you'll end up with cranky, tired youngsters – and oldsters.
- **Be flexible.** If someone needs a break from the group, that's fine. If it's time to move on to the next activity, or play a game, or call it a day, that's fine too.
- **Keep it simple.** Learning, even for adults, doesn't need to be heavy and complicated. Even a very simple story, statement, or question can lead to profound insights. Keeping activities simple and well-prepared in advance also helps younger members.
- **Have fun.** Laughter, playfulness, humour – all help to make the experience fun for everyone. More learning happens when people are really engaged and enjoying themselves.
- **Be sensitive, patient, and caring.** Sometimes young children can be overwhelmed by a large group or lots of strangers. Paying too much attention to shy children, or trying too hard to draw them out, can increase their anxiety. Rather than pushing children (or adults) to participate, giving them the time they need to feel comfortable often brings them around. Offer opportunities, but don't pressure anyone.

SESSION DESIGN, PREPARATION, AND LEADERSHIP



The Design of the Sessions

Each session follows the same pattern:

Arrival	The group arrives and members greet one another. A snack, tied to the story, is offered.
Focus! (5 min)	An introductory moment helps the group to gather and focus on the biblical story.
Camera! (30 min)	Participants watch an episode from the Storykeepers series.
Action! (20-30 min)	Participants engage in an interactive learning activity. Two activities are offered, each focusing on a biblical story in the video episode. The two activities may be carried out simultaneously, as two options to choose from; they may be offered sequentially; or one option may be used by the whole group.
Community Meal (30-40 min)	The group prepares and eats a simple meal together. The meal links with the session theme. This meal offers opportunities to continue reflecting on and connecting with the biblical story, as well as an opportunity to experience the table fellowship of Christian community.
Going Home (5 min)	A closing moment sends participants out to remember and live out the biblical story.

Interactive Learning

The learning activities in each session are interactive, incorporating different media – games, arts, role play, drama, discussion, movement, puppetry, etc. Over the 13 sessions, many different learning styles are used. All activities are designed so that all ages, from the very youngest to the very oldest, can participate – though not necessarily in exactly the same way. Each session has some activities that require minimal preparation and cleanup. Leaders receive specific instructions for each activity. The purpose of the learning activities in each session is to help group members reflect on the biblical story and make connections to their own lives.

Preparation

At the beginning of each session guide is a list of the tasks and items needed for each part of that session. Duties should be shared so no one person is overburdened. Before participants arrive, the following preparation is required:

- **Arrival, and Focus!** Bring a snack. Prepare the Focus activity. Bring necessary supplies.
- **Camera!** Set up video equipment and preview the video.
- **Action!** Prepare for the two session activities (or choose one of the two options). Bring necessary supplies and equipment, test the directions provided, and do any advance preparation that is required.
- **Community Meal.** Assign people to bring food for a simple community meal. It helps to prepare as many items as possible in advance. To help connect the meal to the session theme, select from the list of ideas and bring items needed. This may include some special food or drink items.
- **Going Home!** Prepare the Going Home activity and bring any necessary supplies.



Shared Leadership

Whenever possible, include children and youth in the leadership, but make sure that there is appropriate adult support. There are several options for shared leadership. Adult participants could take turns co-coordinating and leading sessions. Or one person could co-ordinate all sessions and arrange for different people to prepare and bring items needed. Or different participants could take responsibility for specific parts of a session (one person taking on meal preparation, another handling the activities, and another in charge of the Arrival or Going Home segments, etc.).

Leadership Tips

The following ideas may help both new and experienced leaders to feel more secure in their leadership role:

- **Do your homework.** Careful and thorough preparation, including attention to small details, can make the difference between an event that flows smoothly and joyfully, and one that doesn't.
- **Make lists.** As you read over the session instructions, make a checklist of items you will need and tasks to do ahead of time.
- **Have what you need.** Check that you have everything you need readily at hand to avoid last-minute panic. Check that supplies are in good order: the markers write, the scissors cut, the crayons have points, the VCR works, etc.
- **Rehearse.** Do a simple dress rehearsal or run through the activity in your imagination, so you can iron out any glitches. Think about how you will phrase a question or explain a task or tell a story. If you find it helpful, make point-form lists of directions on file cards to refer to if needed as you lead the group.
- **Be yourself.** Don't feel that just because you are a "leader" that you have to be very formal.

Use your own words. Don't be afraid to deviate from session instructions if this will make something work better for you. If you are more comfortable, chances are the group will be too. Use humour and your own imagination to give the leadership task your own special spin.

- **Trust the group.** The group is also part of the leadership of each session. Ask for help. If things aren't going as planned, or seem to be falling apart, it's fine to enlist the support of the whole group in figuring out what to do.
- **Trust yourself.** Remind yourself that you are a gifted person, made in God's image. Rather than expecting to be perfect, or trying to do it all right, commit yourself to offering your own special gifts to the group.
- **Remember to breathe.** Before you start, and any time you need to during the session, deliberately take a few gentle breaths to centre yourself and let the Spirit surround and support you.

COMMUNITY MEAL



The community meal is an integral part of each session. The meal directly connects with the biblical story told in the session and offers an unique opportunity to experience the table fellowship of the earliest Christian communities. A simple meal was the centre of community gatherings for those who first met to tell and celebrate the stories of Jesus. Each session guide suggests ways to keep the meal interesting and engaging for younger group participants, eg. drawing pictures on paper placemats.

Meal preparation should be done in advance as much as possible, with different members of the group taking turns bringing food. All participants help set up and decorate the eating area, set out the food, and clean up. All members of the group, including the very youngest, help with preparation and cleanup. Creating teams of two to three people of mixed ages for each task can help insure that everyone is involved.

Specific ways to link to the biblical story are listed in each session. Ideas are given to connect the meal to the story through food, simple prayers, activities at the table, symbols, or the table setting. Some examples are goldfish crackers or tuna sandwiches for the feeding of the 5,000, and sitting on cushions at a low table for the Last Supper.

How to Keep Meals Simple

- Use lightweight, non-breakable containers that can be handled easily.
- Meet in a space with a dishwasher or have participants bring their own dishes, which they can take home and wash.
- Use finger foods to minimize the use of utensils and dishes.
- Draw on paper placemats or flip chart paper.
- Cut food into small portions for easy serving and to avoid waste.
- Accommodate people's food needs by giving choices. Offer add-ons and toppings to keep to a minimum the number of basic ingredients in any one dish. Group members may have a variety of taste or dietary preferences. For example, not all children will eat chili or beans; and some group members may be vegetarian or lactose intolerant. Find out about food needs, and prepare at least two different dishes for each meal. In the long run, accommodating people's needs will simplify your meal and make it more enjoyable for all.
- Check for allergies, and don't serve peanut products to children under four years old.

11

Examples of Simple Meals

- **Healthy finger foods.** Low-fat muffins, prepared cold vegetables and dip, cheese cubes, bagels, sandwiches, fruit wedges, grapes, pizza, chicken dogs or veggie dogs, humus and pita bread, French bread and pâté or cheese, celery sticks stuffed with peanut butter or soft cheese, crackers and dip, nachos with grated cheese, etc.
- **Bagels and toppings.** Cut bagels in quarters (horizontally and vertically) for easy serving. Provide a variety of toppings such as cream cheese, humus, pasteurized honey, apple butter, or peanut butter.



- **Personal pizzas.** Ahead of time, prepare grated mozzarella cheese, shredded or dried parmesan cheese, sliced mild pepperoni, tomato sauce, sliced tomatoes, sliced olives, etc. As the base, use small pita bread, bagels, or English muffins. In groups of five, people personalize their pizzas by choosing the ingredients they want to put on top of their base. Broil the pizzas until the cheese is golden brown (about five minutes).
- **Soup and bread.** Prepare a simple soup in advance, such as chicken noodle (almost everyone likes this). Serve with a variety of breads, crackers, buns or bagels, and a vegetable plate.
- **Spaghetti.** This is easy to prepare for large groups if the sauce is made in advance. Keep sauce ingredients very simple (tomato base and light spices) to accommodate taste preferences and dietary restrictions. In separate bowls, serve grated cheese, peppers, and precooked diced celery, green peppers, and onions.
- **Make your own sandwiches.** Provide buns or sliced bread and a variety of fillings: egg salad, tuna salad, sliced meat, cheese, lettuce, or tomatoes. Toppings, placed in small dishes, circulate easily around the table and people can make their own sandwiches at their seats.
- **Sandwich wraps.** Provide corn tortillas or pita. In advance, prepare some of these suggested fillings and bring them in separate containers: diced cooked chicken, grated cheeses, diced tomatoes, chopped lettuce, salsa (labelled “hot” or “mild”), diced cucumbers, and refried beans (to be served warm).
- **Chili, baked beans, lasagna, tuna noodle casserole, or macaroni and cheese.** These dishes are generally well liked and can be prepared ahead and kept warm.

SESSION 1

Bible Story Focus:

Jesus Feeding the 5,000

Mark 6:30-44



About This Session

The group gathers as an intergenerational community. All are fed, in body and spirit, as they greet one another, share personal stories, hear about Jesus feeding the 5,000, and prepare and eat a meal together.

Arrival

As people arrive, have them make name tags in the shape of fish from construction paper and craft supplies provide. Punch holes in each name tag, and thread coloured yarn to wear name tags around the neck. Offer a snack of goldfish crackers and juice. Make sure people have a chance to meet people they don't know. Keep introductions informal so that the youngest children are not overwhelmed.

Focus!

Many kinds of bread (5 min)

Invite the group to gather. Hold up a large loaf of bread and ask a group member to slowly break it in half. Pass the bread around the group, inviting people to take a piece to eat. Use words such as the following:

Bread is so ordinary that sometimes we hardly notice it. Take a moment to notice this bread. (Pause) Notice how it smells. (Pause) How it feels in your hands or on your tongue. (Pause) Notice how it tastes. (Pause) Bread is so good! Think of bread when you watch the video. Notice all the different kinds of bread and all the different times bread appears in the story.

Preparation

Divide these tasks among participants:

- Read and plan the session.
- Arrange for people to bring food and materials.
- Prepare a snack.
- Preview Storykeepers video Episode 1.
- Prepare to lead activities and set up activity areas.

Materials Needed

- *Snack:* Goldfish crackers, juice.
- Construction paper, sequins or glitter, glue sticks or glitter glue, scissors, hole punch, coloured yarn, markers, large unsliced loaf of bread.
- *Life-sized puppet:* Long-sleeved shirt, trousers, two pairs of socks, large and small pieces of cloth, paper plate, markers, newspapers, stapler, safety pins, yarn, wooden spoons, glue, buttons, felt and fabric scraps. (See panel at end of this section.)
- *Loaves and fishes mural:* Sponges, scissors, large sheet of paper, tape, paint, markers, newspapers, magazines, glue, paint brushes. (See panel at end of this section.)
- *Items to connect meal to theme:* Stalks of grain, tuna sandwiches, goldfish crackers, Middle Eastern flatbread, fish-shaped desserts or jelly wigglers.

Camera!

Episode 1: *Breakout!* from Storykeepers video series (30 min)

Watch Episode 1: *Breakout!* from the Storykeepers video series. Share bread as the story unfolds.

Action!

Connecting with the story (20-30 min)

Participants reflect on the story of Jesus feeding the 5,000. Individuals choose one of the two following activities to join. If time is available, activities can take place one after the other, allowing all participants to take part in both. Or the whole group may do only one activity. (See panel at end of this section for detailed activity instructions.)

Option 1 Life-Sized Puppet

Participants create a life-sized puppet. Using their own words and actions, they help the puppet give



an eye-witness account of the story of Jesus feeding the 5,000. They wonder what it would have been like to be there.

Option 2 Loaves and Fishes Mural

The group works together to create a mural of the story of Jesus feeding the 5,000. They add art depicting things from today's world that remind them of this story.

Community Meal

(30-40 min)

Prepare the meal as a group. Make sure everyone, regardless of age, has a role – from setting the table to arranging serving plates. Keep the meal simple and prepare food in advance. It's best if everyone forms one group to eat. Encourage people to sit beside someone they don't know and share fellowship over the meal. Connect the meal with the story of Jesus feeding the 5,000 by using some of the following ideas:

- Draw coloured fish and loaves on placemats.
- Decorate the table with stalks of grain (whatever is being harvested in your area right now).
- Say thanks together as Jesus did. If the video equipment is handy, cue it to the place where Jesus says a prayer, and listen to that prayer again.
- Ask everyone to bring something with a fish theme. Eat different kinds of "loaves and fishes," eg. tuna sandwiches, goldfish crackers, Middle Eastern flatbread, and fish-shaped desserts or jelly wigglers.
- Break bread instead of slicing it. Invite people to really notice the bread as they eat it.
- Invite participants to talk with the person beside them about the story of Jesus feeding the 5,000. If people need encouragement to get a conversation going, use some of the following questions as discussion starters:

Which parts of the story do you like best?

Why?

How do you feel about this story?



Why do you think the followers of Jesus thought this was an important story to remember?

What questions do you have about the story?

- Share with participants some of the following background to the story:

The quiet place where Jesus went with his disciples, somewhere along a lake shore, turned out to be not so quiet after all. The rocky semi-desert area was not useful for agriculture, and sheep could only graze occasionally in such a place. So Jesus and his friends probably didn't expect to find anyone there. But the crowds followed, anxious to hear what Jesus had to say.

Bread was usually made from wheat or barley. Poor people usually ate barley bread. The grain was ground into flour that was mixed with water and salt, and with old dough because it contained yeast. The dough was kneaded and allowed to rise before it was baked on a griddle or in an oven.

The fish that were shared that day were probably freshwater fish from Lake Galilee, the major source of fish in that area. They would have been broiled over a hot fire. Sometime in the life of the early Christian community the shape of a fish came to stand for Jesus. This was because the letters of the Greek word for fish are the first letters of Greek words meaning Jesus Christ, God's Son, the Saviour.

Sharing bread or eating a meal together had special meaning in Jesus' day. It was a sign that the participants had a close relationship. Jesus often used the idea of having a meal or eating bread together as an image of participating in God's kingdom.

The number 12 in the story (12 baskets of leftovers) also has special meaning. Twelve stood for the 12 tribes of Israel, long since scattered and now under Roman occupation. Using this number may be the storyteller's way



of letting us know that “everyone is here.” It symbolized the whole nation gathered back together again like fragments of broken bread gathered into baskets. It’s the fulfillment of God’s promise, the reign of God.

Going Home, Remembering the Story (5 min)

Use words such as the following to send people on their way:

Imagine that you are part of that huge crowd that met Jesus along a lake shore that day – the day that bread and fish were shared with 5,000 people. It’s time to go home now. Maybe you’re tired. Maybe you’re happy. Maybe you’re so puzzled you can hardly think. Maybe you’re so excited you want to tell the whole world what happened. As you go home, think about the story you will remember – the story of Jesus feeding the 5,000.

ACTIVITY INSTRUCTIONS

Option 1

Life-Sized Puppet

You will need a long-sleeved shirt and trousers, two pairs of socks, one large and one smaller piece of cloth, a paper plate, markers, old newspapers, safety pins, a stapler, wooden spoons, glue, buttons, yarn, and felt and fabric scraps.

- Have a group of five to seven people work together to make a life-sized puppet: Decorate the paper plate with markers to make a face. Stuff inside of shirt with crumpled newspapers. Pin the neck of the shirt together and staple the paper plate to the neck. Stuff trousers with newspapers. Pin shirt and trousers together. Pin stuffed socks inside cuffs for hands and feet. Pin on the large cloth as a cloak, the small as a headscarf. Sit the puppet upright in a chair. Option: Pin on a name tag. Be creative: add other items.
- While the puppet is being made, have others make a “crowd” of wooden-spoon puppets. Draw a face on the back of the spoons with markers or glue on buttons. Glue on yarn for hair, add felt and fabric scraps for a scarf or bows.
- Gather in a circle around the puppet. Have two people stand behind the life-sized puppet to

move its arms and head and to talk. Help the puppet give an eye-witness account of Jesus feeding the 5,000. Others in the “crowd” ask questions about what happened that day and what it was like. The two behind the puppet answer the questions.

- Change places and let others in the group have a turn being the large puppet. Then reverse roles. Have two or three people move the puppet to visit members of the “crowd.” Have the puppet start asking people questions, such as:
 - What do you think it might have been like to be there in that crowd of 5,000?*
 - What would you have done if you’d heard Jesus ask how to feed all those people?*
 - How would you have felt if you’d been there?*
 - Has anything like this ever happened to you, or have you ever seen anything like this happen?*
 - Who feeds hungry people in your community?*

Option 2

Loaves and Fishes Mural

You will need sponges, scissors, a large sheet of paper, tape, dishes of different-coloured tempera paint, markers, newspapers and magazines, glue, and paint brushes.

Invite people to use their imaginations to create a mural of Jesus feeding the 5000, using a large sheet of paper taped to a wall. You may use some of the following ideas:

- Do sponge painting: Cut sponges into shapes of loaves, fish, circles, squares, and triangles. Dip sponges into tempera paint and press them firmly onto the paper. Use a circle and two squares to paint simple outlines of people. Add face, legs and arms with markers. Add loaves and fish of different colours. Green triangles can be bushes, blue overlapping circles can show the sea.
- Cut and glue pictures from newspapers or magazines to go with the story – pictures of food, feeding people, etc. With the brushes, paint objects from today’s world that remind you of this story.
- Paint people of all different kinds, with different features, clothing, and facial expressions.