

# Honoring the Body



## Workshop: Art

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we were created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

### About Workshop Rotation

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

For those new to Workshop Rotation, a little vocabulary:

**Honoring the Body** 

- *Multiple intelligences:* ways of incorporating information, that is, visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop:* primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation’s overarching concept(s).
- *Workshop leader:* uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds:* these leaders travel with a specific group through all the workshops in any rotation as they develop relationships with the learners in which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus scripture for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

**About this Workshop**

The human body has been a primary source of inspiration for artists throughout the centuries. The body is honored in works of art because of its unique, diverse, intricate, and vital nature. God created our bodies, and human beings use the body in creative artistic endeavors to express the image of God. Through creative expressions in a variety of genres, including painting, sculpting, and drawing, children will explore and express not only the body’s amazing complexity but also its beauty.

**BIBLE FOCUS STORY:**

***Psalm 71***

**SUPPLEMENTAL STORIES:**

***Genesis 2:15–23***  
***Song of Solomon 4:1–7***  
***and 5:10–16***  
***Exodus 23:10–12***  
***Mark 5:24b–34***  
***Romans 12:1–8***  
***Matthew 22:34–40***

**Exploring & Engaging Activities**



**1 Imitation Artists (Easy Preparation)**

**Leader preparation:** Read Psalm 71. Read it again, focusing on the progression of life the psalmist writes about and how we are called to honor the body at each stage of life. If you will use the “Psalm 71 Drawing Cards,” print them and cut them apart.

**Supplies:**

- Bibles
- drawing paper for each child
- pencils
- (optional) “Psalm 71 Drawing Cards,” Attachment: Activity 1

Ask six children to help you read verses from Psalm 71. Give each child one verse (verse 4, verse 6, verse 9, verse 15, verse 17, and verse 23). As the children read, ask the rest of the children to listen for verses about different body parts and different ages of people mentioned. When the children finish reading the psalm, encourage the group to share what they heard. Wonder together why the psalmist wrote this psalm. What do we know about the psalmist from the writing? (Age, emotions, faith) How did the psalmist honor the body through the writing?

Divide your learners into groups of four to six. Each small group should select a leader and then sit side by side in a straight line with the leader at one end. Give each learner a piece of art paper and a pencil. Tell the groups that they are each going to draw a verse of Psalm 71, but only the leader of their group knows which verse to draw. Give group leaders one of the “Psalm 71 Drawing Cards” or a

**Leader Preparation**

Read the scriptures for this workshop. Let them speak to you as you select the art activities you will share with the children in your group. Which ones draw you to a deeper understanding of honoring the body? Honor the eyes God has given you by looking at the beauty of art created by yourself or

## Honoring the Body

others. Honor the hands God has given you as you create art alone or with the children in your group.

*Prayer: God the Creator, you were the first artist. Help me and the children I learn with claim some small piece of your creative nature. May each piece of art we create honor you, in whose image we are created. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

Bible. If children will be using a Bible, show them the verse to use for their drawing (verse 4, verse 6, verse 9, verse 15, verse 17, or verse 23). As they think about how to convey the words of their verse into a drawing, instruct the rest of the group members that the person beside the leader will imitate line for line what the leader draws. As each person begins to draw, the person beside him or her begins to copy what is being drawn. When all the pictures are completed, compare them with the original drawing by the leader of the group. Have the leader of each group read that group’s verse aloud as the group shares their drawings with everyone.

### ② Half Portrait

**Leader preparation:** Look at yourself in a full-length mirror. Be mindful of the amazing symmetrical creation that you are. Cut large head shot pictures from magazines, and then cut them in half down the center of the face. Fold 8½-inch x 11-inch white paper in half lengthwise. Unfold the paper and glue a half portrait on the fold line.

**Supplies:**

- Bible
- large head shot pictures from magazines
- 8½ x 11-inch white paper
- pencils

Read aloud Genesis 2:15–23. Ask: *How is Adam similar and different from the plants in the garden? From the animals? Why did God create woman? How did God create woman? How do you think we should honor the bodies God created for us?*

Pass out a “Half Portrait” sheet and a pencil to each child. Ask what they notice about their pictures. What should the other half of the pictures look like? Encourage children to complete the other half of their pictures. Allow children to share their finished art with the group. Ask if they know what the word “symmetry” means. If the children struggle with explaining the meaning of this word, explain that symmetry means to be the same on both sides of a line. Discuss what parts of our faces are symmetrical. *What other parts of our bodies are symmetrical? Why did God create us to be symmetrical? What else in nature is symmetrical?*

### ③ Beautiful Bodies

**Leader preparation:** Read the Song of Solomon, taking time to appreciate the beautiful imagery found in this book. Cut out a large supply of individual body parts from magazines.

**Supplies:**

- Bible
- pictures of various body parts from magazines
- art paper
- glue

Explain to the children that they are going to hear two poems that compare the beauty of a woman and a man to objects in nature. Ask them to listen for the different images. Ask two children to read Song of Solomon 4:1–7 and 5:10–16 to the rest of the group. What are some images that the writer uses to describe the woman? The man? Wonder together why the writer chose these images. Ask the children if they can think of other images that they would use to describe someone. Why would they choose those images? What makes a person beautiful

or handsome? How does describing someone using nature images honor their body?

Pass out art paper and glue to the children along with the pictures of different body parts. Encourage children to put together a body using the different pictures. Allow children to share their finished artwork with the group. Wonder together whether they consider these bodies beautiful or handsome. How could a person that looked like their creations honor his or her body?

### Discerning & Deciding Activities

#### 4 Sabbath (Easy Preparation)

**Leader preparation:** Think about your Sabbath. How do you honor Sabbath in your life? How does your Sabbath honor your body? Be prepared to share your Sabbath experiences with the children in your group.

**Supplies:**

- Bible
- art paper (any kind of paper will do)
- drawing supplies (crayons, pastels, markers)—whatever is available

Read Exodus 23:10–12 to the children. Tell them that this passage is called “Sabbath Laws.” *On the basis of this scripture, what do you think the word “Sabbath” means? How do you observe Sabbath? Describe the best Sabbath you can imagine. What would you do? What would you wear? What would you eat? Who would you spend it with? How would this Sabbath honor your body?*

Distribute art supplies. Encourage them children to create an art piece to reflect a perfect Sabbath. Ask children to share their finished artwork, explaining how it reflects their idea of Sabbath and how it honors the body.

#### 5 Body Ads

**Leader preparation:** As you collect magazine ads that show the human body for this activity, be aware of how the body is portrayed. Are there more ads using positive body portrayal or negative body portrayal? What does this say about our society?

**Supplies:**

- magazine advertisements that portray the human body both positively and negatively
- art paper
- drawing supplies (pencils, crayons, markers)

As a group, look at magazine advertisements that portray the human body in either a positive or negative way. Discuss each advertisement using the following questions:

- What do you see? Which images really caught your eye?
- How does this ad make you feel?
- What did you like or dislike about this advertisement?
- What do you think this advertisement is telling you? What is its message?
- What is this advertisement not telling you? What is left out?

- What does this advertisement want you to do? How does it want you to behave?
- How would you summarize this advertisement's message about the body?
- How does this advertisement honor the body?

Work together as a group to put the advertisements into two categories—positive body image and negative body image. If possible, hang the advertisements so the children can see them as they work. Look at the negative body image advertisements. How could these advertisements be changed to honor the body? Pass out art supplies to the children. Ask children to select one of the negative body image advertisements to recreate so it honors the body. Encourage children to share their finished artwork, explaining how they changed the negative images to positive ones.



### 6 Pain and Healing

**Leader preparation:** Think about a time when you were sick or in pain. Be prepared to share this experience with the children in your group. Read the account of Jesus healing the sick woman in Mark 5:24b–34. How would you feel if you were this woman? How did Jesus honor her body? Practice telling this story in your own words.

#### **Supplies:**

- artwork: “Out of Work,” by Käthe Kollwitz, [https://secure3.convio.net/ucc/site/Ecommerce/1502057828?VIEW\\_PRODUCT=true&product\\_id=15626&store\\_id=1401](https://secure3.convio.net/ucc/site/Ecommerce/1502057828?VIEW_PRODUCT=true&product_id=15626&store_id=1401)
- Play Dough or modeling clay, or if not available drawing paper

Show the children the artwork “Out of Work.” Ask: *What do you see in this piece of art? What emotions are the people showing? Why do you think they are looking this way?* Ask children to think of a time when they have been sick or in pain. Encourage children who are willing to share their experience. Ask: *What if the pain you were experiencing was so great there were no words to describe it?*

Pass out the Play Dough or modeling clay. Encourage children to create a sculpture that reflects pain beyond words. Allow children to share their finished sculptures. (You might take pictures of these creations for “before and after” use later.)

Tell in your own words the story of Jesus healing the sick woman from Mark 5:24b–34. Ask: *Why did the woman believe that just touching Jesus' clothes would heal her? Why did she not speak to Jesus? How do you think Jesus knew she had touched him? Why did he insist on finding her and speaking to her? How did Jesus honor the body of the woman? How would you feel if you were healed like this woman?*

Ask children to resculpt their clay into an image that reflects the healing the woman received from Jesus. Encourage children to share their finished sculptures. Place the digital photos nearby, or take another photo of each image and send them to the artist—or post them in the room.

## Sending & Serving Activities

### 7 Foot Artists (Easy Preparation)

**Leader preparation:** Consider the gifts God has given you. What has God called you to do with those gifts? How do you feel about the gifts God has given you? Are you happy with these gifts or do you wish you had different gifts?

**Supplies:**

- Bible
- chairs
- floor covering, such as newspaper
- art paper
- paintbrushes
- disposable pie pans
- washable tempera paint
- (optional) video clip: “Young Girl Lives with No Arms, No Fear,”  
[http://www.youtube.com/watch?v=mJX9vEO\\_F-o&feature=related](http://www.youtube.com/watch?v=mJX9vEO_F-o&feature=related)

Ask children to read Romans 12:1–8 “round-robin” style, with each child reading a verse aloud. Consider using a modern language version. In verses 6–8, the writer of Romans talks about the different gifts God gives us. Ask the group: *What are some gifts God has given you? Are there other gifts you wish you had? How do you feel about people who have other gifts? For example, how do you feel about people who are better at art than others?*

Reread verses 4 and 5, “For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others.” Discuss what we use the different parts of our body to do. For instance, what part of our body do we use to paint with? Invite the children to paint using their feet instead of their hands.

Have children remove socks and shoes, roll up pant legs, and sit in chairs around the floor covering. Place a piece of art paper on the floor in front of each child, and place paint in disposable pie pans on the floor where children can reach them easily. Give all children paintbrushes and ask them to hold them with their toes and to paint with them. How did using a different body part for an activity help them to honor that body part?

When all have completed their artwork, place them all together to form one large piece of art. Reread verse 5 once again, “so in Christ we, though many, form one body, and each member belongs to all the others.” What does it mean to be part of the body of Christ? Wonder together how our individual pieces of art came together to create one large piece of art. *If we can each individually use this new gift of painting with our feet to create one beautiful piece of art, how can we use the gifts we already have to come together as the body of Christ?*

If possible, display the group artwork, along with a description of the process used to create it, where others in your faith community can view it.



## 8 The Human Family Collage

**Leader preparation:** When you look for faces to cut from magazines for this activity, be sure to include different ages, races, genders, and facial expressions. Think about who you consider to be your neighbor. How well do you love your neighbor? How can you honor the body of your neighbor?

### Supplies:

- artwork: “Golden Rule,” by Norman Rockwell, <http://www.art.com/products/p9388041612-sa-i5446642/norman-rockwell-golden-rule-do-unto-others-april-1-1961.htm?sorig=cat&sorigid=0&dimvals=5000032&ui=6c6a730242504593a62db31e60ee1963&ssk=norman+rockwell>
- “The Greatest Commandment Script,” Attachment: Activity 8
- pictures of faces cut from magazines
- large piece of art paper or poster board
- glue

View together the artwork “The Golden Rule.” What do children notice about the people in this picture? Who are the people that look familiar? Who are the people that they have never seen before? How do they feel about the people they have never seen before?

Ask three children to portray the narrator, a Pharisee, and Jesus as they share “The Greatest Commandment” with the rest of the children. Jesus said we are to love our neighbor as ourselves. Ask: *Who is Jesus talking about? What do the artwork and the scripture we just read have in common? How can we love our neighbor? How does loving your neighbor honor their body?*

Gather children around a table with the large piece of art paper or poster board. Make available to the children the faces cut from magazines and glue to create a collage of our human family. Encourage children to put faces of people who don’t look alike next to each other. When the collage is complete, hang it for others in your faith community to enjoy. You might include the words of the Golden Rule printed on the collage.

## 9 Mirror, Mirror

**Leader preparation:** Look at yourself in a mirror. Where do you see the image of God in yourself? How can you honor the image of God in you?

### Supplies:

- song: “Imago Dei,” by Jill Kirsten Warner, <http://www.youtube.com/watch?v=2duLAakNyuw>
- small mirror for each child
- two pieces of art paper for each child
- drawing supplies (pencils, crayons, markers)

Listen together to the song “Imago Dei.” The phrase “Imago Dei” means image of God. What do the children think it means to be created in the image of God? How does someone look who is created in the image of God? How does someone act? How can knowing that we are created in the image of God help us honor our bodies?

Pass out mirrors, art paper, and drawing supplies to each child. Ask them to look at themselves in the mirror and draw what they see. When all have finished their artwork, place children in groups of two. Encourage children to look at their partners and draw what they see. Ask children to give the finished artwork to the

partners whose pictures they drew. Come back together as a whole group. Ask: *What do you notice about your pictures? How are they similar? How are they different? Where do you see the image of God in your pictures?*

As a closing blessing, pass one mirror around the circle. As each person looks into the mirror, say aloud as a whole group, “Behold, the image of God!”

### Reflect

How did the children’s understanding of honoring the body change through these art activities? How did your understanding change? What other ways you can think of to honor the body through art?



Attachment: Activity 1

Psalm 71 Drawing Cards

<sup>15</sup> My mouth will tell of your righteous deeds, of your saving acts all day long— though I know not how to relate them all.

<sup>17</sup> Since my youth, God, you have taught me, and to this day I declare your marvelous deeds.

<sup>23</sup> My lips will shout for joy when I sing praise to you— I whom you have delivered.

<sup>4</sup> Deliver me, my God, from the hand of the wicked, from the grasp of those who are evil and cruel.

<sup>6</sup> From birth I have relied on you; you brought me forth from my mother's womb. I will ever praise you.

<sup>9</sup> Do not cast me away when I am old; do not forsake me when my strength is gone.



**The Greatest Commandment Script**  
*Matthew 22:34-40*

**Narrator:** Hearing that Jesus had silenced the Sadducees, the Pharisees got together. One of them, an expert in the law, tested Jesus with this question:

**Pharisee:** Teacher, which is the greatest commandment in the Law?

**Jesus:** Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself. All the Law and the Prophets hang on these two commandments.

# Honoring the Body



## Workshop: Computer

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we believe that all persons are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

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Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus scripture for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

### About this Workshop

Both our bodies and computers are fascinating creations. While it is marvelous what we can do through modern technology, it is even more amazing what we can do with the bodies God gave us. Through the use of technology, scientists, doctors—and children—navigate this mysterious world. Through computers, as well as their minds and bodies, children learn to care for themselves and others as they explore the interior world of multifaceted human beings.

#### FOCUS STORY:

#### **Psalm 71**

#### SUPPLEMENTAL STORIES

**Matthew 22:34–40**

**Genesis 2:1–25**

**Ezekiel 37:1–14**

**1 Kings 19:4–8**

**Exodus 23:10–12**

### Exploring & Engaging Activities



#### 1 Building a Pyramid (Easy Preparation)

**Leader preparation:** If you do not have multiple computers, this activity can be done as a whole group using one central computer. Familiarize yourself with the “Explore the Food Guide Pyramid” website. Think about your eating habits. How closely do you follow the Food Pyramid guidelines? How do your eating habits honor your body?

#### Supplies:

- computer(s) with Internet access
- website: “Explore the Food Guide Pyramid,” [http://kidshealth.org/kid/closet/activities/fgp\\_interactive.html#cat20579](http://kidshealth.org/kid/closet/activities/fgp_interactive.html#cat20579)

Discuss food choices with the children in your group. Ask what are some of their favorite foods. Why are these foods their favorites? What does it mean to eat healthily? What do they know about the Food Pyramid?

Guide children to the “Explore the Food Guide Pyramid” website. Encourage them to click on each of the colored sections of the pyramid to learn more about each food group, reminding them to pay attention to the color assigned to each food group. When the children have finished exploring the Pyramid, invite them to take the quiz to see how much they learned during their exploration.

When everyone has finished exploring and taking the quiz, discuss what they discovered. What was the most interesting fact they discovered? How did God

### Leader Preparation

One of the most important ways to prepare to lead this workshop is to explore each of the websites you will be using. Being comfortable with them will increase your enjoyment as well as the enjoyment of the children as you navigate the sites together.

*Prayer: God of bits and bytes, God of bones and muscles, be our guide as we navigate our way to you using technology. Help us to see you as we learn to honor the body. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
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create us to eat? Why do they think God created us to eat that way? How does eating healthy honor our bodies?

### 2 A Letter to My Friend

**Leader preparation:** Read Matthew 22:34–40. Jesus calls us to love our neighbor as we love ourself. Contemplate what that means to you. Can you love your neighbor if you don’t love yourself? How does loving yourself and loving your neighbor honor the body? Practice using the “Letter Generator” website. You will need Flash Player and Adobe for this activity. Decide whether you will print the letters and mail them to the children, or whether you will e-mail the letters to the children. Wait a week or so, and then send the letters to the children as a reminder of how they are special and loved and therefore can love others.

#### Supplies:

- Bible
- computers with Internet access
- website: “Letter Generator,” [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)
- (optional) printer
- (optional) envelopes and stamps
- street address or e-mail address for each child in your group

Ask a child to read Matthew 22:34–40 to the rest of the group. Reread verse 39, “And the second is like it: ‘Love your neighbor as yourself.’” Read it one more time. What does this commandment mean? If we are supposed to love our neighbor as we love our self, how can we show love to ourselves? How does loving ourselves honor the body?

Guide children to the “Letter Generator” website. Explain that each is going to write a letter to him- or herself about how he or she is special and wonderful in God’s eyes. The following steps will help you guide the children through the process.

- Type in child’s name and then click on “Continue.”
- Select “Friendly Letter.”
- *Step 1: Heading*—If children know their home address, they can type it in the first two boxes. If they do not know their home address, they can skip the first two boxes. Ask everyone to type in the current date in the third box. Click “Next.”
- *Step 2: Salutation*—Children should type “Me,” “Friend,” “BFF,” or some other salutation that they would use to address themselves. Click “Next.”
- *Step 3: Body*—Encourage children to write what is special about them and what they like the most about themselves. If children are having difficulty articulating their gifts, give them suggestions of positive qualities you have noticed about them. Click “Next.”
- *Step 4: Closing*—Children may choose a Closing such as “Your Friend” or “Love”; click “Next.”
- *Step 5: Signature*—Ask children to type their first names.
- *Step 6: Postscript*—This is optional, but children may enjoy adding one more comment to their letter. Click “Next.”
- *Optional Step: Border*—There are six borders to choose from. Guide children to the two white arrow keys on the upper right side of the screen to scroll through the choices. Click “Finish.”

- Ask children to click either “Print” or “Save” depending on how you have decided to send the letters. If you are going to save the letters, ask children to type their first name in the box for the file name, click “Save,” and then guide them to where you would like them to save their letters.

### ③ The Cycle of Life

**Leader preparation:** Read Psalm 71. Consider the stages of life the psalmist writes about. How have you honored your body at each of the stages you have experienced? How can you continue to honor your body in the stages that lie ahead of you? Familiarize yourself with the Human Life Cycles game. Decide whether you will print the MI9 Agent card at the end of the game.

**Supplies:**

- Bible
- computer with Internet access
- website: “Human Life Cycles Game,” [http://www.bbc.co.uk/bitesize/ks2/science/living\\_things/human\\_life\\_cycles/play/](http://www.bbc.co.uk/bitesize/ks2/science/living_things/human_life_cycles/play/)
- (optional) printer

As you read Psalm 71 to the children, ask them to listen for the different stages of life the psalmist writes about. What stages of life did the psalmist write about? What do they know about these different stages? What are some other stages of life? How can we honor the body at each of these stages of life?

Guide children to the “Human Life Cycles Game.” Allow children time to play the game. If time permits, encourage children to scroll down below the game and click on the “Read” button. After reading about the different stages of human life, encourage children to click on the “Quiz” button to see how much they learned about the stages of life.

## Discerning & Deciding Activities



### ④ How the Body Works (Easy Preparation)

**Leader preparation:** If you do not have multiple computers, this activity can be done as a whole group using one central computer. Read Genesis 2:1–25. Consider the amazing act of creation. Prepare to share this story of creation with the children in your own words. Familiarize yourself with the website “How the Body Works.” Consider the intricacies of human creation. Contemplate how we are called to honor the bodies created by God.

**Supplies:**

- Bible
- computer(s) with Internet access
- website: “How the Body Works,” <http://kidshealth.org/kid/htbw/>
- (optional) printer
- (optional) ear buds or headphones for each child

Tell the story of creation found in Genesis 2:1–25. *What are some things that God created? What do we know about the man and woman God created? What did the story tell us about the bodies of these people God created?*

Invite the children to look inside the human body at all the little details that make humans unique and special. Guide children to the “How the Body Works” website. Show them how to click on the magnifying glass to select the body part they want to find out more about. To make their time on this site more enjoyable, let the children know that some body parts have movies to watch. All of them have articles they can read or listen to, and quizzes they can take to check how much they have learned. (The word finds and activities are not interactive but could be printed if this would work for your group.)

When children have had ample opportunity to explore the website, bring them together to discuss their experience. What did they discover about the human body? Why do they think the creation story you told them didn’t give as many specifics about the human body? How can we continue to honor the body God created?

### 5 Mr. Bones

**Leader preparation:** Read Ezekiel 37:1–14. Imagine how amazed Ezekiel must have been when God brought dead, dry bones back to life. Familiarize yourself with the Mr. Bones activity. Note that the three instructions on the opening page are extremely important for a successful experience.

#### **Supplies:**

- Bible
- computer(s) with Internet access
- website: “Mr. Bones,” <http://sv.berkeley.edu/showcase/pages/bones.html>

Share a few skeleton facts with the children. Here are some examples: There are 206 bones in the human body. The smallest bones in the body are found in the ear. The longest bone in the body is the femur (upper leg); it can be two feet long in a tall adult. Bones are filled with a fatty substance called bone marrow. Over half the body’s bones are in the hands and feet. Bones are connected by joints that allow them to move. To focus on the practice, ask: *How can we care for our bones? How does caring for our bones honor the body?*

Invite the children to put together a skeleton and bring him to life. Guide the children to the Mr. Bones activity. Encourage children to read the three instructions on the opening page or read them aloud to the children. Give the children time to construct their skeleton, providing assistance as necessary.

When the children have completed their skeleton, bring them together and share the following story of Ezekiel and the Dry Bones:

I have a story to share with you about some bones that came together like our skeletons. It is the story of the prophet Ezekiel. God took Ezekiel and showed him a valley that was filled with dry bones. They were scattered all around, and there was no life in them. God spoke to Ezekiel and asked him, “Can these bones live again?” Well, Ezekiel didn’t know what to say. “O Lord,” he said, “only you know the answer to that.” Then God spoke to Ezekiel and said, “Speak to these bones and say to them, ‘Dry bones, listen to the word of the Lord! This is what the Lord says: “Look! I am going to put flesh and muscles on you and cover you with skin. I will put breath into you and you will come to life.” So Ezekiel spoke the message just as God told him. As he spoke, there was a rattling noise across the valley, and the bones came together and formed complete skeletons. Then muscles and flesh formed over the bones, and skin covered their

bodies. Finally, the winds came and filled the bodies with breath, and they came alive!

Wonder together about this story. This Bible story is about a dream or vision God gave Ezekiel. What would it have been like to be Ezekiel? Ask how the children have reacted when the bones came to life. Why do they think God chose a valley of dry bones for his vision for Ezekiel? What did Ezekiel learn about honoring the body from this vision?

### 6 Elijah ToonDoo

**Leader preparation:** Read 1 Kings 19:4–8. In this passage Elijah fears for his life, runs away, and in despair asks God to take his life. God’s answer is to send an angel with food to strengthen Elijah for what lies ahead. Consider the importance of food for providing us with energy as we honor the body. “ToonDoos” is a free cartoon-making website. You will need to set up a log-in account in advance of this activity. You might also benefit from exploring the site so you are familiar with some of its components.

#### **Supplies:**

- Bible
- computer(s) with Internet access
- website: “ToonDoos,” [www.toondoo.com](http://www.toondoo.com) or “Bitstrips,” <http://www.bitstrips.com/>

Read 1 Kings 19:4–8 to the children. Explain that Elijah was afraid that Jezebel was going to kill him, so he ran away. What did Elijah do when he finally stopped running? What did God do? Why do they think God sent an angel with food? How did the food help Elijah? What was he able to do? What foods give us energy? What foods help us honor the body?

Invite the children to create cartoons of the Elijah story. Guide the children to the ToonDoos website. From the Toons drop-down menu, they should select “Create Toon,” and select their layout. Then they can create a cartoon by selecting characters, backgrounds, props, and texts. When the cartoons are finished, instruct them to go to the “ToonDoo Main Menu,” drop-down in the upper left corner, and click on “Save As.” Follow the prompts to save the cartoon.

## Sending & Serving Activities

### 7 Emoticons

**Leader preparation:** Human faces are able to convey a wide range of emotions. This is part of what makes humans so unique and complex. As our uses of technology increase, our opportunities for face-to-face interaction are sometimes limited. Many people have tried to figure out ways of conveying emotion in situations where people are not able to see and hear one another, for example in e-mail, in texting, or in writing. Enjoy creating emoticons as you think about how you express your emotions to those around you and how this honors your body and the bodies of others.

#### **Supplies:**

- computer(s) with Internet access
- website: “Emoticons,” <http://www.pbs.org/parents/creativity/ideas/emoticons.html>

Gather the children around you as you make eye contact and smile at each child. Ask: *What did you notice about my face?* Look down at the floor and frown. After a moment or two, ask the children what emotion you were showing on your face. Grit your teeth and draw your eyebrows together. Ask: *What emotion am I showing now? Why is it important to show our emotions? How can openly sharing our emotions help us honor our body? Our faces show a lot of emotion and allow us to share those emotions with others. How do we show our emotions if we are communicating in writing, such as an e-mail or text?*

Guide the children to the emoticons site. Encourage them to explore creating emoticons for many different emotions.



### 8 Sabbath Search (Easy Preparation)

**Leader preparation:** Read Exodus 23:10–12. Do you observe a sabbath in your life? How important is it to you? How does it help you honor the body God has given you? Practice making a word search puzzle. Print and copy Attachment: Activity 8 for the children to use in constructing their puzzles.

#### Supplies:

- Bible
- computer(s) with Internet access
- printer
- website: “Word Search Puzzle,” <http://puzzlemaker.discoveryeducation.com/WordSearchWithMessageSetupForm.asp>
- “Synonyms for ‘Rest,’” Attachment: Activity 8

Ask a child to read Exodus 23:10–12. This scripture passage is titled “Sabbath Laws.” What does Sabbath mean? What other words can the children think of that mean the same as Sabbath? Why is Sabbath, or a time of rest, important? How does it help us honor the body?

Guide the children to the Word Search Puzzle site, and encourage them to create a word search puzzle about Sabbath. A suggestion for the hidden message in Step 2 might be, “On the seventh day you should rest.” Print out puzzles and solutions for children to take home and solve with their families.

### 9 “Imago Dei”

**Leader preparation:** Watch the video of “Imago Dei.” Consider what it means to be created in the image of God. Take time either to draw a picture on paper or use the “Pixie Painting” site to express your understanding of Imago Dei. To use the Pixie Painting site, you will need to scroll down past two advertisements to get to the painting screen. Below the painting site are additional instructions that might be helpful also.

#### Supplies:

- song: “Imago Dei,” by Jill Kirsten Warner, <http://www.youtube.com/watch?v=2duLAakNyuw>
- computer(s) with Internet access
- website: “Pixie Painting,” <http://www.puzzlepixies.com/pixie-paintings/pixie-paintings/blank-painting.html>

Watch the video of “Imago Dei” with the children. Ask if anyone knows what *imago dei* means. If none do, tell them it means “image of God.” What do the learners think it means to be born in the image of God? How do they feel about that? How do the two ideas of being born in the image of God and honoring the body go together?

Guide children to the “Pixie Painting” site. Encourage them to listen to “Imago Dei” as they use the painting tools to create a picture that reflects their understanding of *imago dei*. When the children have finished their paintings, allow time for those who would like to share their work with others to do so.

### Reflect

How did the technology in this workshop enhance the faith practice of honoring the body? Which activities brought you to a better understanding of honoring the body? Which activities resonated with the children? What did you learn from the children as you used technology together?

Synonyms for “Rest”

break	quiet
breather	recess
calm	relaxation
cessation	relief
downtime	repose
doze	respite
ease	Sabbath
halt	siesta
hush	silence
idleness	sleep
leisure	slumber
motionlessness	stay
nap	stillness
pause	stop
peace	tranquility

# Honoring the Body



## Workshop: Drama

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

### About Workshop Rotation

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

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, that is, visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop leader*: uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation as they develop relationships with the learners in which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Psalm 71. At least one activity in each workshop is developed around this psalm. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

### About this Workshop

A Native American proverb states, "Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand." Drama is a natural, innate form of learning. When children transform themselves, their imagination is set free, and they are enabled to make connections between their previous experiences and the unknown. This connection helps children learn best. Their bodies, minds, and emotions are extremely active when engrossed in drama, which is followed by reflection. It is through connecting and reflecting that children come to a deeper appreciation of the gift of their bodies.

#### BIBLE FOCUS STORY:

**Psalm 71**

#### SUPPLEMENTAL STORIES:

**Mark 5:21-43**

**Ezekiel 37:1-14**

**Luke 7:36-50**

### Leader Preparation

When working in the drama workshop with children, it is important to be sensitive to those who may be shy or uncomfortable with this type of learning. Fully participating with the children can help them feel more comfortable. Giving children options to be more or less fully engaged is also a possibility. The discussion portions of the drama workshop may give children the confidence to express themselves through the dramatic activity. Most important-

### Exploring & Engaging Activities



#### 1 Adornment Fashion Show (Easy Preparation)

**Leader preparation:** Think about how and why you adorn yourself. Is it to make you feel a particular way? Is it to cause others to consider you in a particular light? How does, or doesn't, the way you adorn yourself honor your body? Be prepared to help the children in your group look at the idea of adornment as a way to honor our body. Wear some adornments to the workshop (wedding ring, earrings, tie, decorative belt) to point out to the children to help them think about adornments.

#### Supplies:

- adornments (see preceding "Leader preparation")
- writing paper
- pens or pencils

Model what you are wearing today. Discuss with the children why you chose the outfit and accessories you are wearing. Ask children what the accessories we wear say about us.

Invite the children to be models and announcers for an adornment fashion show. Pair children, and encourage them to help each other identify what accessories each person is wearing. Ask them to take notes and prepare a runway announcer's description of the accessories, what part of the body each accessory decorates, and what each accessory is made of. You may wish to model an example of a runway announcer's description for the children. Ask children to stand facing their

## Honoring the Body

ly, be familiar and confident in your role as dramatic leader.

Prayer: *God, you give us voices to speak, bodies to move, and imaginations with which to create. Guide our hearts and minds as we use dramatic interpretations to understand more fully how we are called to honor the body. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

partner, arms length apart, to create a “runway.” Ask the two people at the front of the line to go first. One child reads an adornment description while the other child walks down the runway and back showing the adornments as they are described. The children will then switch roles. When the first two children have completed their turn, they go to the end of the line and the next two children repeat the process. This continues until all partners have had an opportunity to announce and model their adornments.

Discuss this activity with the children. *What parts of the body did we see adorned today? What other parts could have been adorned? What are some types of adornment other than jewelry and accessories? If the children suggest piercing and tattooing, discuss why some people pierce or tattoo their bodies. How do people in other cultures adorn their bodies in ways different from us? How can we honor God through the ways we adorn our bodies?*

### 2 I Was There!

**Leader preparation:** Read Psalm 71. Familiarize yourself with the music and lyrics to “I Was There to Hear Your Borne Cry.” Consider the stages of life portrayed in this song and in the psalm. Which stages have you experienced? How do the psalm and the song differ in their approach to these stages? How are they the same? How are we called to honor our bodies in each stage of our life?

**Supplies:**

- song: “I Was There to Hear Your Borne Cry,” by John Ylvisaker (tune: Waterlife), <http://www.youtube.com/watch?v=TYnmtQI50ic&feature=related>; lyrics, [http://www.hymnlyrics.org/requests/i\\_was\\_there\\_to\\_hear\\_your\\_borne\\_cry.php](http://www.hymnlyrics.org/requests/i_was_there_to_hear_your_borne_cry.php)
- computer with Internet access

Play the video “I Was There to Hear Your Borne Cry.” After hearing it once, pass out copies of the lyrics to the song so you can discuss each verse. Ask: *What stage of life is the songwriter describing in this verse? What is special about this stage of life? Who do you know who is currently in this stage of life? What else do you notice about this verse that we should discuss?*

Divide children into three groups (one for each verse). Ask each group to create a pantomime for their verse. When the groups have finished their pantomime, come back as a whole group. Listen to the song again as each group performs their pantomime. Sing the ending together in the spirit of community prayer.



### 3 Hugs All Around

**Leader preparation:** Study the artwork “Margot Embracing Her Mother” by Mary Cassatt. What emotions does this piece of art evoke in you? How does this artwork connect with the faith practice of honoring the body? Consider the importance of caring touches in honoring the body. Place the artwork where students can easily see it.

**Supplies:**

- artwork: “Margot Embracing Her Mother,” by Mary Cassatt, [https://secure3.convio.net/ucc/site/Ecommerce/1502057828?VIEW\\_PRODUCT=true&product\\_id=37961&store\\_id=1401](https://secure3.convio.net/ucc/site/Ecommerce/1502057828?VIEW_PRODUCT=true&product_id=37961&store_id=1401)

View the artwork “Margot Embracing Her Mother” with the children. Invite discussion about what the children notice about this picture. Who are the people

in the picture? What are the emotions of the people in the picture? Why do they think the people are hugging? Share the title of the artwork with the children.

Divide the children into two groups. Select a child in one group to be Margot and a child in the other group to be Mother. Ask the Margot group to come up with two short skits—one of what Margot was doing before the hug and one of what she did after the hug. Ask the Mother group to come up with two short skits—one of what Mother was doing before the hug and one of what she did after the hug. Encourage the children to include everyone in their group in the skits. When both groups have created their two skits, bring everyone together. Ask the Mother group to share their “before the hug” skit, and then to freeze when they finish. Ask the Margot group to then share their “before the hug” skit, and then to freeze when they finish. At the end of these two skits, Margot and Mother should be hugging in a way similar to what is seen in the artwork. Pause for a moment for everyone to look at this living piece of art. Ask the Margot group to share their “after the hug” skit and then the Mother group to share their “after the hug” skit.

Discuss the act of hugging as part of this faith practice. *How do hugs help us honor the body? How does a hug from someone you care for make you feel? How does a hug affect you physically? What other types of caring touches can we use to honor the body?*

## Discerning & Deciding Activities



### 4 Healed! (Easy Preparation)

**Leader preparation:** Read Mark 5:21–43. In this story Jesus not only raises a girl from the dead, but also heals a woman who has suffered from uncontrolled bleeding for twelve years. Decide whether you will print the narrative story or read it from the Bible. If you choose to read it from the Bible, consider a more contemporary version, such as *The Message*. Think about the people present for these two healings and how you will involve the children in your group in the drama. Participants include Jesus, a large crowd, Jairus, the sick woman, the disciples (specifically Peter, James, and John), messengers from Jairus’ house, gossips, neighbors, and Jairus’ wife and daughter. Children who are portraying the crowd may also portray messengers, gossips, and neighbors, if you do not have enough children for all the parts.

#### **Supplies:**

- “Jesus Raises a Dead Girl and Heals a Sick Woman,” Attachment: Activity 4
- (optional) Bible
- marker and newsprint or whiteboard

Ask the children to listen for the people present in this story and Jesus’ actions as you read aloud Mark 5:21–43 or the narrative story on Attachment: Activity 4. Who was present with Jesus? On newsprint or a whiteboard list the people the children remember from the story. Ask: *What did Jesus do? How did people react to Jesus’ actions? How would you have reacted?*

Refer to the list of story participants your group created. Help children select a part to play in the drama. Reread the story slowly and with emotion as the children act out the story. Discuss the story again. Ask what they were feeling as they acted out their parts in the drama. Why do they think Jesus cared for people’s

bodies? What do they think Jesus is teaching us through this story? How do they see God at work through this story of caring for the body? How can people today experience God by caring for the body?



### 5 Life Charades

**Leader preparation:** Read Psalm 71. Notice the different stages of life mentioned in the psalm. Print and cut apart the Life Charades Cards, Attachment: Activity 5. Notice that there are blank cards for you to write other stages of life that the children in your group may bring up during discussion.

#### Supplies:

- Bible
- “Life Charades Cards,” Attachment: Activity 5

Read Psalm 71 to the children. Ask: *What do you notice about this psalm? What stages of life does the psalmist write about? How did the psalmist feel about the stages of life he had experienced? What other stages of life can you think of?* If the children share a stage of life that is not included on the “Life Charades Cards,” Attachment: Activity 5, write it on one of the blank cards provided.

Ask for a volunteer to draw a Life Charades Card and act out that stage of life without talking. Encourage the rest of the group to guess what stage of life is being dramatized. Repeat this process using the remaining Life Charades Cards.

Ask the children how they knew how to act out the stage of life on the card each drew. How did they know how to guess what stage of life was being dramatized? Ask them how many of the stages of life acted out they have experienced? Why do they think God created us to go through these different stages of life? How can we honor God and our bodies at each stage of life?



### 6 Bones Alive!

**Leader preparation:** Familiarize yourself with the “Bones Alive” story so that you can read it fluently while also leading the children in the actions. Print and cut out several copies of the bones handout (be sure to use heavier paper), or collect bones (dog chew bones, plastic skeleton bones). Scatter the bones on the floor before beginning the activity.

#### Supplies:

- “Bones Alive!” Attachment: Activity 6a
- “Bones,” Attachment: Activity 6b, or pretend bones (dog chew bones, plastic skeleton bones)

Encourage the children to sit on the floor around the scattered bones. Ask: *What are these things all over the floor? What are bones used for? What would our bodies be like if we didn’t have bones? What would bones be like without the rest of our body parts like muscles and skin?*

Divide children into two groups (Ezekiel and Bone) and explain to them that they are going to help you dramatize a story about bones like these scattered on the floor, except that these bones came back to life. Ask the Bone group to sit on the floor near the scattered bones. Ask the Ezekiel group to stand with you a short distance away from the bones. Read the story “Bones Alive!” with energy and enthusiasm, encouraging each group to participate in dramatizing the story as indicated.

Wonder together how Ezekiel must have felt when God brought the bones back to life. Ezekiel was given this vision to share with his people to give them hope that God would take care of them. What signs do we have that God takes care of us? How can we help God take care of people in our families, communities, and world?

### Sending & Serving Activities



#### 7 Prayer for the Body (Easy Preparation)

**Leader preparation:** Pray the Prayer for the Body, found below, several times throughout the week as you prepare to lead this workshop. Each time, focus additional time on a specific part of the body.

#### Supplies:

- marker and newsprint or whiteboard
- marker
- paper for each group
- pens or pencils for each group

Explain to children that they are going to write and then dramatize a prayer as a group. Ask children to share parts of the body and their functions. Encourage the children to come up with at least two functions for each part of the body. See the prayer below for additional ideas or inspiration for the children. Write the body part and the functions on the newsprint or whiteboard so all can see them when preparing their parts of the prayer. Together choose the parts of the body you will include in your prayer.

Divide the children into the number of groups equal to the body parts you have chosen. Ask each group to write a stanza of the prayer. Begin with the body part, and then list two functions of that body part. Encourage each group to work together to decide how they will share their prayer stanza. Will all in the group read it aloud together? Will one person read it aloud? Will each person read a portion of it? How will each group dramatize their stanza?

When all groups have prepared their prayer stanzas, bring the larger group together in a circle. Begin the prayer by praying,

God, who knit us together in our mother's womb, help us honor what you have made.

Then ask each group to share their prayer stanza.

Sample stanzas:

*The face*

For the housing of our thoughts,  
For the muscles of our emotion.

*The arms*

For embracing what is sacred,  
For grasping, then releasing, your gifts.

*The belly*  
For taking in nourishment,  
And, in some, for the nurture of new life.

*The thighs*  
For carrying another's burden,  
For pushing off from the ground.

*The feet*  
For walking your paths of peace,  
For standing on holy ground.

Close the prayer by praying: *Blessed God, you created us in your image, making each of us a miracle. Help us see how valuable every body is. Teach us to care for, honor, and cherish our bodies even as you cherish and care for us, through Jesus Christ. Amen.*

### 8 From Blessed to Blessing

**Leader preparation:** Read Luke 7:36–50. Who are you in this story? Are you Simon the Pharisee, judging others without looking at your own life? Are you the woman, giving extravagantly of yourself to show great love to those around you? Are you Jesus, accepting all for who they are? There are several supplies listed that are necessary for setting the basic stage for this activity. There is also the possibility of expanding on the scene. You could add pillows or candles or table decorations. Decide how elaborate you wish to be in your preparations. To prepare the basic scene, lay the table, still folded, on the floor, or lay the tablecloth on the floor where all the learners in your group can have space to sit around the edge. Fill the bowls with a small amount of water and place nearby along with a hand towel for each bowl. Place a small bowl of oil close at hand for the end of the activity (see “Supplies” for suggestions of types of oil to use).

#### Supplies:

- Bible
- folding table or tablecloth
- bowls filled with a small amount of water for half of the learners
- hand towels for half of the learners
- small bowl of oil, such as baby oil, olive oil, or aromatherapy oil

Invite learners to sit on the floor around the edge of the table or tablecloth. In your own words, tell the story of the woman anointing Jesus or read it from the Bible (Luke 7:36–50). Wonder together about this story, using some or all of these questions:

- Why do you think the Pharisee invited Jesus to dinner?
- Why do you think Jesus agreed to go to dinner at the Pharisee's house?
- Why was the woman there?
- Why do you think she treated Jesus the way she did?
- How did the woman express her love for Jesus? How did the woman honor Jesus' body?
- How did Jesus know about her life?
- Why did Jesus forgive her of her sins? What do you think the Pharisee thought about Jesus' actions?
- Who would you be in the story? Why?
- How does this story teach us to honor the body?

Ask every other child to get up from the floor and get a bowl of water and a hand towel. (If your numbers are uneven, you should participate.) Ask the children still on the floor to recline on their left elbow with their legs stretched out behind the person to their right. Explain that this is how Jesus would have sat at the table at the Pharisee's house. Invite the children with the bowls of water to come to someone at the table, rinse their hands in the water, and then dry them with the hand towel. Once everyone at the table has had their hands washed, ask the children to switch places. Repeat the process so everyone has the opportunity to serve and be served. How did having their hands washed by someone else make them feel? What does caring for the physical needs of someone else teach us about honoring the body?

Invite all the learners to once again sit around the table or tablecloth. Take the bowl of oil, dip your finger in the oil, turn to the child on your right, make the sign of the cross on the back of his or her hand, and say, "Your faith has saved you, go in peace." Pass the bowl of oil to the child you just blessed. Encourage her or him to repeat the blessing for the person on her or his right. Continue until everyone has been blessed. How did receiving a blessing like Jesus gave to the woman make the children feel? What does sharing God's love through a blessing teach us about honoring the body?



### 9 Mural, Mural, On the Wall

**Leader preparation:** Study the artwork "Man in a Wheelchair on a Tightrope." How does this artwork speak to you about honoring the body? What are the limitations we place on people of different abilities? What are the limitations we place on our own bodies? How can we honor the bodies of all people? Hang the butcher paper or several sheets of newsprint on the wall of your space make sure you have enough space for all of your children to be included. Draw a thick line near the bottom of the paper to represent the tightrope. Place the chair at one end of the paper. Position the slide projector or spotlights to shine on the paper.

#### Supplies:

- artwork: "Man in a Wheelchair on a Tightrope," <http://www.art.com/products/p13951106-sa-i2746744/man-in-a-wheelchair-on-a-tightrope.htm?sorig=cat&sorigid=0>
- long piece of butcher paper, or several pieces of newsprint
- thumb tacks or masking tape
- markers (preferably in a variety of colors)
- chair
- slide projector light or other strong spotlight

Look together at the artwork "Man in a Wheelchair on a Tightrope." What do the learners notice about this picture? Engage them with some or all of the following questions:

- How will the man cross the tightrope?
- Why do you think the man is in a wheelchair?
- How do you feel when you meet someone with different abilities?
- In what ways do we all have abilities different than someone else?
- Is there someone taller than you? Is there someone faster than you? Do you read more slowly than a friend?
- How do you handle the challenges you face?
- How do other people help you?

- How do you think the man feels about the challenge of crossing the tightrope?
- What could you do to help the man cross the tightrope?

Bring children to the paper on the wall. Explain to them that they are going to re-create the artwork as a shadow mural, showing what it would look like if the man had limitless ability. Ask a child to sit in the chair at one end of the paper. Turn on the spotlight and trace around the child in the chair to represent the man in the artwork. Move the chair to the other end of the paper. Trace another child sitting in the chair. Encourage children to take turns tracing each other in different positions and postures along the tightrope between the two chairs. Have them imagine how the man might choose to move if he were not confined to his wheelchair. Encourage children to turn, stretch, and crouch to see how many different shapes they can make with their bodies. Tracings can overlap each other to imply movement. The spotlight can be moved to elongate, enlarge, or shrink shapes.

When everyone has had a chance to trace and be traced, ask children to sit on the floor facing the mural. How does this mural honor the body? How did it feel to think about giving movement to someone in a wheelchair? Why do the children think they drew the wheelchair at both ends of the tightrope? How has this activity helped them think differently about people with different abilities? How can they honor the bodies of all people?

### Reflect

Did you experience honoring the body in a new way through this workshop? Which experiences spoke most clearly to you? Which experiences do you think spoke to the children in your group?

Attachment: Activity 4

## Jesus Raises a Dead Girl and Heals a Sick Woman

After Jesus crossed over by boat, a large crowd met him at the seaside. One of the meeting-place leaders named Jairus came. When he saw Jesus, he fell to his knees, beside himself as he begged, "My dear daughter is at death's door. Come and lay hands on her so she will get well and live." Jesus went with him, the whole crowd tagging along, pushing and jostling him.

A woman who had suffered from bleeding for twelve years—many doctors had treated her, and treated her badly, taking all her money and leaving her worse off than before—had heard about Jesus. She slipped in from behind and touched his robe. She was thinking to herself, "If I can put a finger on his robe, I can get well." The moment she did it, the flow of blood dried up. She could feel the change and knew her plague was over and done with.

At the same moment, Jesus felt energy leaving him. He turned around to the crowd and asked, "Who touched my robe?"

His disciples said, "What are you talking about? With this crowd pushing and jostling you, you're asking, 'Who touched me?' Dozens have touched you!"

But he went on asking, looking around to see who had done it. The woman, knowing what had happened, knowing she was the one, stepped up in fear and trembling, knelt before him, and gave him the whole story.

Jesus said to her, "Daughter, you took a risk of faith, and now you're healed and whole. Live well, live blessed! Be healed of your plague."

While he was still talking, some people came from Jairus' house and told Jairus, "Your daughter is dead. Why bother the Teacher any more?"

Jesus overheard what they were talking about and said to Jairus, "Don't listen to them; just trust me."

He permitted no one to go in with him except his disciples Peter, James, and John. They entered Jairus' house and pushed their way through the gossips looking for a story and neighbors bringing in casseroles. Jesus was abrupt: "Why all this busybody grief and gossip? This child isn't dead; she's sleeping." Provoked to sarcasm, they told him he didn't know what he was talking about.

But when he had sent them all out, he took the child's father and mother, along with his disciples, and entered the child's room. He clasped the girl's hand and said, "Talitha koum," which means, "Little girl, get up." At that, she was up and walking around! This girl was twelve years of age. They, of course, were all beside themselves with joy. He gave them strict orders that no one was to know what had taken place in that room. Then he said, "Give her something to eat."

Scripture taken from *The Message*. Copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002. Used by permission of NavPress Publishing Group.

Attachment: Activity 5

**Life Charades Cards**

<b>Baby in womb</b>	<b>Newborn</b>	<b>Toddler</b>	<b>Young Child</b>
<b>Older Child</b>	<b>Teenager</b>	<b>Young Adult</b>	<b>Middle age adult</b>
<b>Elderly</b>			

Attachment: Activity 6a

### Bones Alive!

Ezekiel was a prophet. A prophet is a person who speaks God's words. God gave Ezekiel a wild dream—a nightmare in the middle of the day. While Ezekiel was sleeping (*fold hands under cheek as though sleeping*), God picked him up and carried him over the city walls past the hanging gardens and through the desert. (*Put arms out to the side and move as though you are flying.*) God plopped Ezekiel down in a valley surrounded by mountains. (*Jump once as though being dropped from the sky.*)

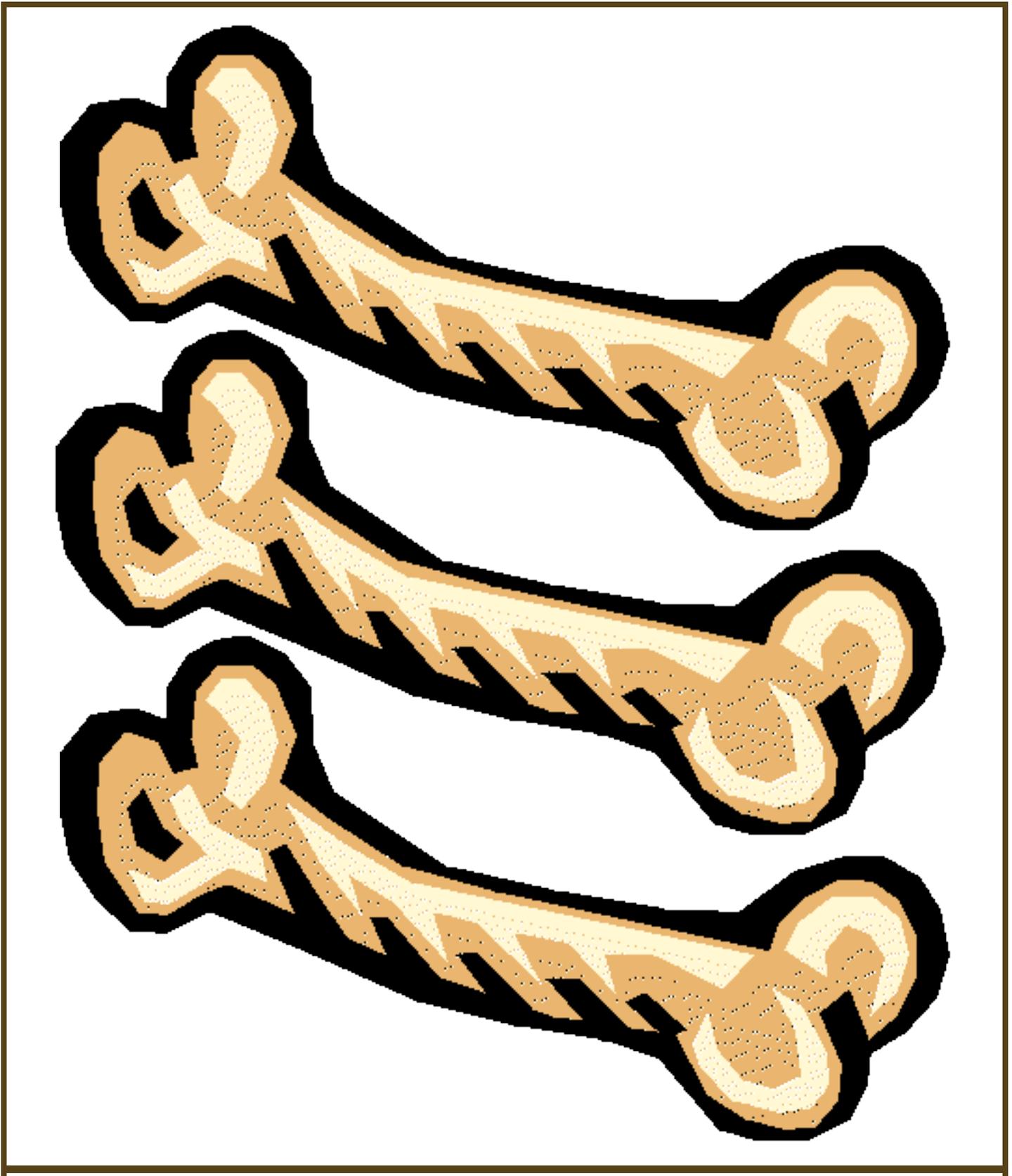
Ezekiel looked out into the valley. (*Put hand above eyes.*) He saw all these white things lying around out in the field. What were they? Ezekiel stepped closer. (*Step closer to bone group.*) He reached down and picked one up. (*Pick up bone.*) Could it be? (*Drop bone.*) Ooh, a bone! Not just one bone, thousands of bones! Dry, white, human bones were scattered everywhere as though there had been a terrible war years ago. All of the skin and muscles were gone! A thigh bone was lying next to a skull, a rib cage next to some arm bones. Ezekiel walked back and forth among the bones. (*Walk around through the bone group.*)

God said to Ezekiel, "Tell the bones, 'Dry bones, hear the word of the Lord! I will make you come to life. Then you will know that I am the Lord.'" So Ezekiel said to the bones, "Dry bones, hear the word of the Lord." (*Repeat.*) "Dry bones, come together, bone to bone." (*Repeat.*)

Ezekiel heard a sound. The bones were rattling in the wind, finding each other and turning themselves into complete human skeletons. (*Bone group stands up, but keeps their heads down and has their arms hanging like scarecrows.*) Then an amazing thing happened. Muscles started to wrap around the bones. Still hearts, empty stomachs, and hollow lungs began to appear on the flesh. Then the muscles suddenly were dressed in skin! Still the bodies didn't move. They were perfectly still and perfectly quiet, like lifeless toy soldiers.

Then God said to Ezekiel, "Talk to the wind. Tell the wind, 'Come, four winds, and breathe breath into these dead bodies that they may live. Then you will know that I am the Lord.'" So Ezekiel said, "Come, four winds, and breathe breath into these dead bodies." (*Repeat.*) Breath entered the bodies. The dead valley was now filled with a vast, living army. (*Bone group takes a deep breath, stands at attention, and salutes.*)

Attachment: Activity 6b



# Honoring the Body



## Workshop: Food

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

### About Workshop Rotation

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

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, that is, visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop leader*: uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation as they develop relationships with the learners in which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus scripture for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

### About this Workshop

Food is essential to the healthy working of the human body. Food can be a positive source of pleasure and nourishment, or a negative and overwhelming focus of daily existence. On a bountiful planet with enough food for everyone, poverty, war, or natural disasters can upset the balance of available healthy food. Exploring the complexity and reality of global food issues through cooking, tasting, comparing, and contrasting, children may not only understand the abundance of food, but also the need to assure that this abundance is managed with justice and compassion so that all persons may become the persons God created them to be.

#### BIBLE FOCUS STORY:

***Psalm 71***

#### SUPPLEMENTAL STORIES:

***Romans 12:1-8***

***John 4:1-42***

***Genesis 2:1-25***

***Matthew 22:34-40***

### Leader Preparation

Food is essential to life and is one of the most personal aspects of our life. Many people, including children, have particular ideas about food. It is important that you are sensitive to others' food preferences and restrictions. Never force a child to eat a food he or she is uncomfortable with. Prior to selecting activities for this workshop, it is important to discover any food allergies children in your group may have. En-

### Exploring & Engaging Activities



#### 1 Funny Food (Easy Preparation)

**Leader preparation:** Read through the funny food jokes below. Think about any jokes you know that you might share with the children. Consider the benefits of laughter as a way to honor the body.

#### Supplies:

- (optional) pencils and paper

Explain to children that medical researchers tell us that laughter helps us digest our food, reduce stress, and improve our ability to fight off sickness. Ask if the children think that laughter helps to honor the body. What makes them laugh?

Share some of the following jokes with the children.

Q: Why did the banana go to the doctor?

A: Because it wasn't peeling well.

Q: What did the apple skin say to the apple?

A: I've got you covered.

Q: Why aren't bananas ever lonely?

A: Because they come in bunches!

## Honoring the Body

ter into each of these activities with a spirit of growing closer to God by honoring the body through food. Many of these activities would be done best in a kitchen.

*Prayer: Giver of life, you nourish us both physically and spiritually. We honor the body you have given us by caring for it through the foods we eat. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

Q: How do you fix a broken tomato?

A: Tomato paste!

Q: What did the father tomato say to the baby tomato while on a family walk?

A: Ketchup.

Q: What kind of dog has no tail?

A: A hot dog.

Q: What do you call two banana peels?

A: A pair of slippers.

Q: Why don't eggs tell jokes?

A: They'd crack each other up!

Q: Why did the man pour veggies all over the world?

A: He wanted peas on earth.

Q: What did the baby corn say to the mama corn?

A: Where's popcorn?

Encourage the children to share funny food jokes that they may know, or work together in small groups to write some jokes. Allow a time to share these jokes.



## 2 Eating Well

**Leader preparation:** Print one healthy eating placemat for each child. Print the food cards and cut them apart. Consider your eating habits. How do they honor the body?

### Supplies:

- “Healthy Eating Placemat,” Attachment: Activity 2a
- “Food Cards,” Attachment: Activity 2b

Pass out the healthy eating placemats. Discuss the different foods on the placemats by asking: *Which of these food groups is your favorite? Which do you not like so much? How does eating healthy honor the body?*

Show the children the food cards. Place the cards face down. Explain to children that the object of the game is to create a healthy meal. Children turn over one card at a time. If they find a picture of a food group they do not have, they place it on their place mat. If they already have a picture of a food from that food group, or if they draw an unhealthy food, they put the card back, face down at the bottom of the pile. The game is over when everyone has a healthy meal.

## 3 Sensory Connection

**Leader preparation:** Read Romans 12:1–8. How do you honor each individual part of your body? How do you honor the parts as a whole? Prepare the potato and apple. (You may wish to soak the potato and apple pieces in water with a small amount of lemon juice added to prevent discoloration.) Place the potato pieces on one plate and the apple pieces on another. Mark the plates so you know which plate is which, but where the children cannot see the names of the food.

### Supplies:

- Bible
- a small piece of peeled potato for each child
- a small piece of peeled apple for each child

Ask a child to read Romans 12:1–8 to the rest of the group. Read verses 4 and 5 again. Ask: *What are some of the different parts of our body? What are their functions? Which ones work together? Which ones work only by themselves?*

Invite the children to do an experiment that shows there is a lot more to taste than we might think. With what part of our body do we taste? With what part of our body do we smell? Ask children to hold their nose. Give each child a piece of potato to eat and then a piece of apple. Ask what was the first food they ate. What was the second food they ate? *How difficult was it to tell the difference between the two foods? Why do you think that was?* Explain that your nose and mouth are connected through the same airway, which means that you taste and smell foods at the same time. Take away your sense of smell, and your brain has a hard time telling the difference between certain foods. *Why did God create us to use both our nose and our mouth to taste food? How can we honor each part of our body? How can we honor our whole body?*

## Discerning & Deciding Activities



### ④ Water Times Three (Easy Preparation)

**Leader preparation:** Read John 4:1–42. How does this story speak to you? Practice telling this story in your own words. Experiment with melting the ice into liquid water and then heating it into steam so that you can be comfortable with the amount of time it will take. You may want to have a glass of water as well as water already near the boiling point in order to keep the activity moving forward. Use a kitchen for this activity.

### Supplies:

- (optional) Bible
- drinking glass
- ice
- access to a stove and saucepan or an electric tea kettle

In your own words tell the story of the woman at the well, found in John 4:1–42. Ask the children: *For what did Jesus ask the woman? Why do you think she was surprised that he asked her for a drink of water? Where did she get the water? What did Jesus offer the woman? How was this water different from the water the woman offered? Why is water important?*

Show the drinking glass. Tell the children that you need a drink of water. Fill the glass with ice cubes. Ask: *What is in my glass? What is ice made of? If I need a drink of water and ice is made of water, why doesn't this glass of water quench my thirst?* Place the ice in a saucepan on the stove or in the electric tea kettle. Ask: *What do you think will happen to the ice when I heat it? Will I be able to quench my thirst then?* Allow the ice to melt, but not boil, and then pour some into the glass. Take a drink. Ask: *What will happen if I continue to heat the water?* Heat the rest of the water to the boiling point, so that steam is released. Next ask: *What is this coming out of the pot? What is this form of water useful for? What are the different forms of water? How is each form of water a blessing?* Wonder together about ways to use each form of water to honor the body.



### 5 Name That Taste

**Leader preparation:** Take time to marvel at God's attention to detail. The same God who created the vast array of plants and animals also took time to create the human tongue to taste different tastes on different parts of the tongue. Print out a tongue map for each child. Prepare the tasting cups by writing the letters A, B, C, and D on each child's set of cups. Combine a small amount of cocoa powder with water to make a paste in each A cup. Combine a small amount of salt with water in each B cup. Combine a small amount of sugar with water in each C cup. Pour a small amount of lemon juice in each D cup.

#### Supplies:

- Bible
- "Tongue Map," Attachment: Activity 5
- pencils or pens
- four small paper cups (bathroom cups) for each child
- four cotton swabs for each child
- unsweetened cocoa powder
- salt
- sugar
- lemon juice
- water

Read Genesis 2:1–25 to the children and wonder together about God's creation. From this version of the creation story, in what order does God create? Ask what the most amazing part of this story is to the children. *How much detail does this creation story give us about the creation of humans?*

Invite the children to perform an experiment that will help us to understand the amazing detail God went to when creating humans. Pass out a tongue map and a writing instrument to each child. Discuss the tongue map, asking what are the different taste areas on our tongues. What are some foods from each of those categories? Pass out the four cups and cotton swabs to each child. Ask each child to dip a cotton swab into his or her cup A, and then place it on each of the four taste areas of his or her tongue. Encourage the children to identify the taste sensation that they experienced, and write the letter A on the section of their tongue map that corresponds to the taste sensation. Repeat the process with cups B, C, and D. Allow time for children to share their findings. What do they think was in each cup? Ask why they think God created our tongues to experience different tastes on different parts of our tongues. How can we honor our body through the amazing creation of our tongue?

### 6 Eat Up!

**Leader preparation:** Consider how you usually eat a meal. Alone? With family or friends? In a hurry? Slowly, as a memorable part of your day? How does the way you eat meals honor or dishonor the body? Decide what you will serve as the simple meal for this activity. Put out half of the food on a table, buffet style. You will use the other half of the food later in the activity.

#### Supplies:

- food for a simple meal
- paper products (plates, napkins, cups)
- table for buffet

Explain to the children that you have brought a simple meal for them. Invite the children to serve themselves buffet-style. Meet each child at the end of the

table and instruct each to go silently to a corner of the room or sit alone to eat. Ask them not to talk to one another. Allow children to eat alone in silence for a few minutes. Gather the children together again by touching them silently and signaling that they are to join the group. Discuss the silent meal. How was their meal? How did each one feel about eating alone in silence? What did they think about while they were eating? Why might someone choose to eat alone? How does eating alone allow us to honor the body?

Ask children to help you put out the remainder of the food. Invite them to serve themselves a little more food. This time, encourage the children to sit together to eat. Allow children to eat and talk for a few minutes. Discuss the community meal. How was their meal this time? How did they feel about eating and talking with friends? Which type of meal made them the most comfortable? How does eating in community allow us to honor the body?

### Sending & Serving Activities



#### 7 Bless This Food to Our Bodies (Easy Preparation)

**Leader preparation:** Take time to pray before each meal you eat this week. Thank God for the food you are eating and how that food will affect your body.

#### **Supplies:**

- “Prayers,” Attachment: Activity 7
- paper
- pencils or pens

Wonder together about mealtime prayers. *Why do people pray before they eat? Which meals do you pray before? What do you usually pray for? How can mealtime prayers help us honor the body?*

Read the prayers on Attachment: Activity 7 to the children. Have them circle words that focus on the body. Have them underline words that focus on food. Have them put a star beside the words that focus on God. *How do these prayers honor the body?*

Encourage children to work alone or with a friend or two to write a mealtime prayer that focuses on how food affects the body. Allow time for children to share their prayers. Copies of the prayers could also be made and assembled into a book of mealtime prayers to share with your faith community.

#### 8 An Apple a Day

**Leader preparation:** Consider the stages of life you have experienced in relation to the foods you eat. Have your eating habits changed? What foods spark memories of your past? What foods have you eaten since you were a small child? What foods haven't you eaten since you were a small child? What do the foods we eat say about us? How can we honor the body through the foods we eat? Prepare the apples as described in the Supplies list so that each child will be able to sample an apple from each category.

### Supplies:

- Bible
- applesauce
- spoons for tasting
- apple, peeled and cut into small pieces
- apple, sliced with peel on
- whole apple for each child

Ask children to help you read Psalm 71 by taking turns reading one verse each. What do they notice in this psalm? What are the stages of life mentioned in this psalm? How is each stage special? What do they know about each stage? What kinds of foods do we eat at different stages of our life? What foods do we eat at every stage of our life?

Show the applesauce to the children. In what stage(s) of our life would we especially eat this? Why would we eat it at this/these stage(s)? Allow children to taste the applesauce. Repeat the process with the peeled, cubed apple and the sliced, unpeeled apple. How were each of these food items the same? How were they different? Which one did they like the most? What other ways can a person eat an apple? How does a healthy food like an apple help us honor the body at every stage of our life? Give each child a whole apple to take home to remember that all stages of our life are connected in some ways.

### **9 Feed My Starving Children**

**Leader preparation:** Read Matthew 22:31–40. Whom do you consider to be your neighbor? How do you show love to them? Preview the “Feed My Starving Children” website, and select a video for use with your learners. Print copies of the “Feed My Starving Children Fact Sheet” for each child.

### Supplies:

- Bible
- computer with Internet connection
- website: “Feed My Starving Children,” <http://www.fmsc.org/>
- copies of “Feed My Starving Children Fact Sheet,” <http://www.fmsc.org/document.doc?id=122>

Ask a child to read aloud Matthew 22:31–40. Discuss who Jesus says we should love. How should we love God? How should we love our neighbor? Who is our neighbor? How does loving our neighbor as our self honor the body?

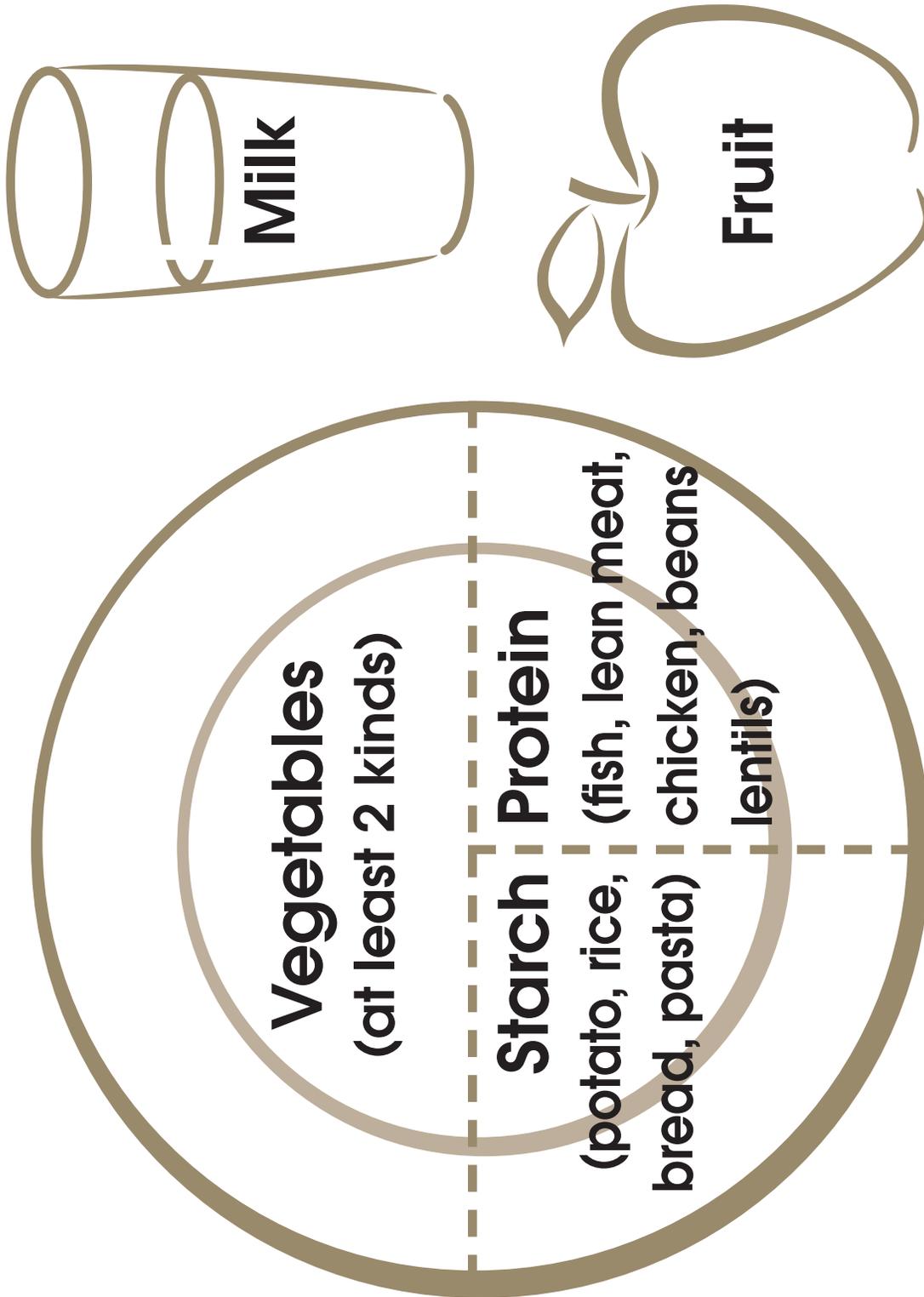
Show children the “Feed My Starving Children” video. Are these people our neighbors? Do we love ourselves enough to eat food that keeps us healthy? Should we help feed people who don’t have enough food? How can we help? Pass out the “Feed My Starving Children Fact Sheet.” Read it together. Decide together if your group can help this organization or another organization that feeds the hungry.

## Reflect

What new ways did you learn to honor the body through food? How did the children respond to these activities?

Attachment: Activity 2a

Healthy Eating Placemat



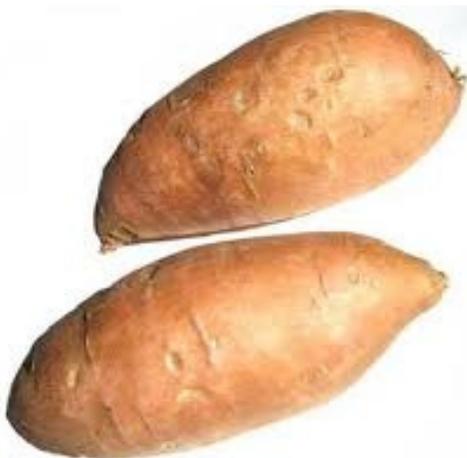
Attachment: Activity 2b

Food Cards



Attachment: Activity 2b (continued)

Food Cards



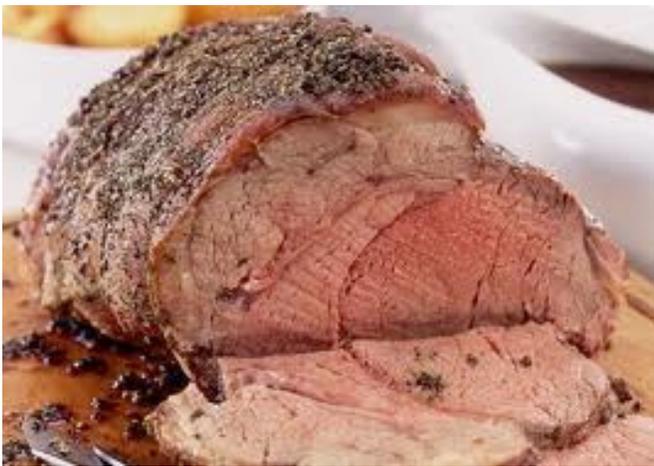
Attachment: Activity 2b (continued)

Food Cards



Attachment: Activity 2b (continued)

Food Cards



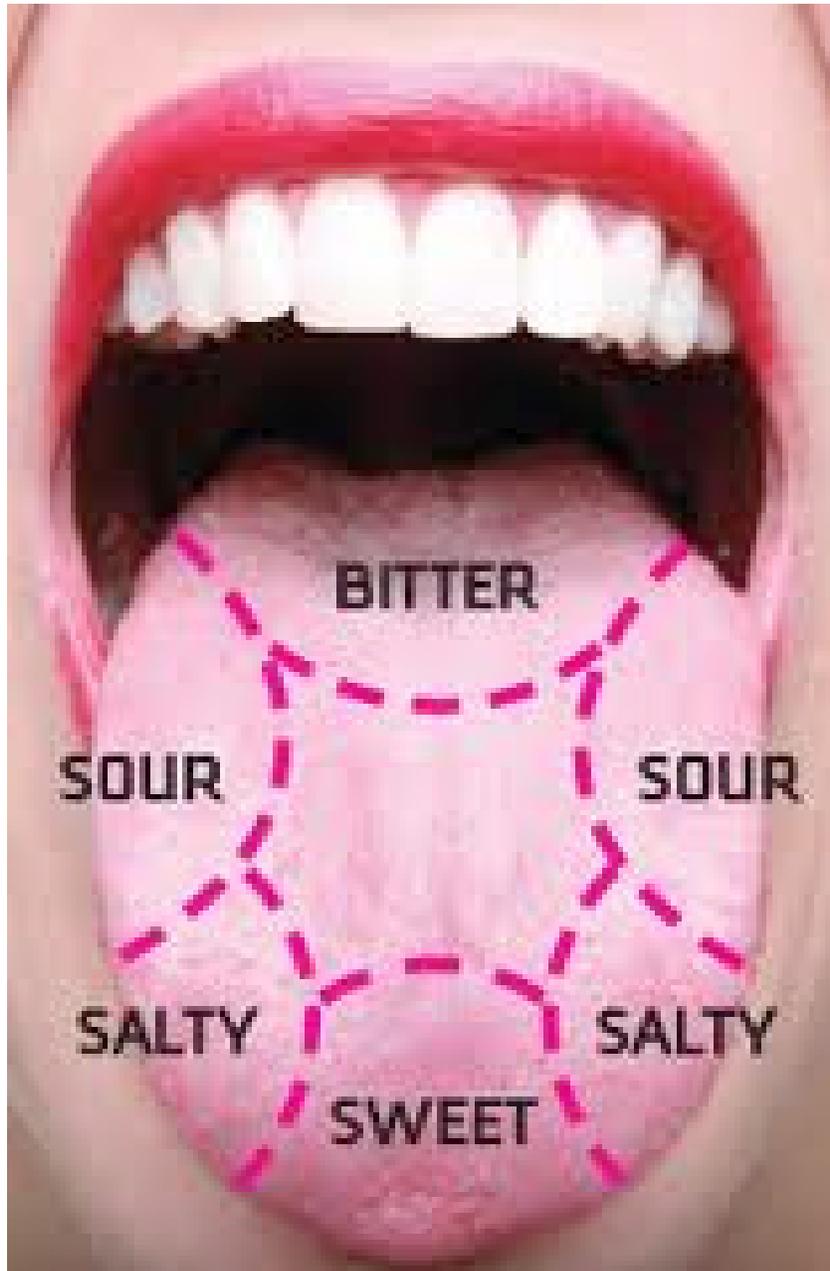
Attachment: Activity 2b (continued)

Food Cards



Attachment: Activity 5

Tongue Map



Attachment: Activity 7

**Prayers**

Thanks to you, Earthly Mother, for bringing forth from your being this food to nurture and sustain our bodies, and for blessing our lives in the earth this day. Amen.

Heavenly Father, thank you for bringing us together in your name. We ask that you bless the food we eat and let it strengthen and nourish our bodies. We ask to know your will and we ask for the strength to carry it out joyfully. In your name we pray. Amen.

To the Great Spirit who is common to all people: May this food strengthen our hearts, so that we may give and receive love in all that we do. May it strengthen our bodies so that we can achieve our goals and overcome all that would harm us. May it strengthen our minds, so that our thoughts are positive and our focus clear. Amen.

# Honoring the Body



## Workshop: Games

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

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The focus story for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

### About this Workshop

The very first way we begin to learn is through play. No matter how old we grow, playing games is still one of the best ways we learn—in part because we are having fun, but also because play engages both the body and the imagination. Games can be both active and sedentary. Players can use the different parts of their bodies by running and jumping in an active game, or use the cognitive parts of their bodies for logic and reasoning for a board game or solving a puzzle. Through games and play, children will learn to honor God and their bodies.

#### BIBLE FOCUS STORIES:

**Psalm 71**

#### SUPPLEMENTAL STORIES:

**Romans 12:1–8**

**Genesis 2:1–25**

**2 Corinthians 4:13–5:1**

**John 4:1–42**

**Ezekiel 37:1–14**

### Leader Preparation

As you prepare for a workshop focused on games, there can be a temptation to get caught up in the fun of the activity and lose the message behind the games. Be sure you choose activities that will further the children's understanding of honoring the body. All the activities are user friendly, but a few have multiple step directions. Take time to familiarize yourself with the

### Exploring & Engaging Activities



#### 1 Chuckle Belly (Easy Preparation)

**Leader preparation:** Take time this week to enjoy a good laugh. Experience the joy of letting yourself giggle, chuckle, or guffaw.

**Supplies:** None

Invite the children to think about the saying, "Laughter is the best medicine." What does it mean? How can laughter help us live a healthier life? How does laughter encourage honoring the body? What do they like about laughing? What kind of mood does laughter put them in? What would a day without laughter be like?

Invite the children to play a game called "Chuckle Belly." Ask one child to lie on the floor on his or her back. Ask a second child to do the same, resting his or her head on the first person's stomach. Continue this until everyone in the group is lying on the floor with his or her head on someone's stomach. The first person says, "Ha"; the second person says, "Ha-Ha"; the third person says, "Ha-Ha-Ha"; and so on until everyone is enjoying a good laugh.

*Ask: How did laughing with your friends make you feel? How does your body feel? What kind of mood are you in? How can laughter draw us closer to God? What would it be like to laugh when we pray?*

## Honoring the Body

directions to maximize the power of the activity.

Prayer: *God of fun and laughter, help us to focus our fun on honoring the bodies you have given us. Guide us through the words of scripture, the actions of our bodies, and the thinking we will do together to draw closer to you. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

Pray together: *God of laughter, listen as we laugh with you. (Pause and encourage children to laugh with you.) Thank you for laughter with friends and loved ones. We thank you for the laughter of children and adults, and the song it creates in our hearts. Amen.*



### 2 Picking Teams

**Leader preparation:** Print out and cut apart the “Physical Attribute” cards on Attachment: Activity 2a. You may wish to create your own cards based on the specific traits of your group. Print the picture (Attachment: Activity 2b) of the group of children in color or, if you have access to a computer, show it for all to see. Consider the children in your group and decide which two children in the picture you will use to pick team captains. Think about a time when you were one of the first to be chosen to be on a team and how that made you feel. Think also of a time when you were not chosen, or were chosen last and how that made you feel. Be prepared to share your experiences with learners.

#### Supplies:

- “Physical Attribute Cards,” Attachment: Activity 2a
- “Children,” Attachment: Activity 2b

Ask the children in your group to look at the children in the picture on Attachment: Activity 2b. Point to one of the children in the picture and say: *This [boy or girl] wants a friend to come over to [his or her] house. [He or she] decides to pick a friend who looks like [him or her]. If [he or she] were to look at all the kids in our group, who do you think [he or she] would pick?* Encourage the children to pick a child who fits the description. Have that child come and stand by you. Repeat this process to pick a second child. Tell the group that these two children are our team leaders, and they will pick teams. *What do you think about the way we picked our team leaders? How else could we have picked them?*

Hand half of the “Physical Attributes” cards to each of the team leaders. Have them take turns reading a physical attribute from a card and picking someone who matches the description for their team. If no one matches, the leader forfeits a turn. When everyone is on a team, discuss the selection process. Ask: *How were the teams picked? Are the teams even? Was this a fair way to pick teams? Why, or why not? How else could we have picked teams?* Allow children an opportunity to share experiences in being picked or not being picked for teams. *Why did the teams get picked the way they did? How did it make you feel? How can we honor God and others when we have to be in groups or on teams?*

### 3 Chinny-Chin

**Leader preparation:** Read Romans 12:1–8. Consider the gifts God has given you. Be prepared to share your thoughts with the children in your group.

#### Supplies:

- two tennis balls
- Bible

Show the children a tennis ball. Ask them what part of our body we would use to pass the tennis ball from one person to another. *What is the purpose of our feet? Our eyes? Our chins? Which of our body parts could we use instead of our hands to pass the tennis ball from one person to another? How would we do that?*

Divide the group into two teams, and ask them to stand in two lines. Give one tennis ball to the person at the front of each line. Ask the line leaders to place the

tennis ball under their chins. The leader passes the tennis ball to the next person without using his or her hands. The tennis ball is passed chin to chin. If the tennis ball is dropped, or if hands are used, the tennis ball must return to the line leader and the passing starts again. When one team passes the tennis ball all the way down the line, they may cheer on the other team.

Ask a few children to read a few verses each of Romans 12:1–8 to the group. Read verses 4–8 again. Ask the children what they notice about verse 4 and the game they just played. Just as each of our body parts has a function, each of us has a function or a gift to share with others. What are some gifts the children have? If children are hesitant to share, share your gifts and possibly even some gifts you have noticed that some of the children have. How does recognizing the gifts God has given us help us honor our bodies?

### Discerning & Deciding Activities



#### 4 Adam and Eve (Easy Preparation)

**Leader preparation:** If you decide to use the “Creation Cards,” print out and cut them apart. Read Genesis 2:1–25. Imagine what it must have been like for God as the world and all its inhabitants were being created. Imagine what it must have been like for Adam to name every living creature. Imagine what it must have been like for Adam to see Eve for the first time and to realize that she was a part of him. Be prepared to wonder with your group about this story and how we are called to honor the body God created for us.

#### Supplies:

- Bible
- blindfold
- (optional) “Creation Cards,” Attachment: Activity 4

Read Genesis 2:7–24 to the children. Wonder together about this creation story. Ask how God created Adam. Why do they think God thought Adam should have a partner? What do they think Adam must have thought about getting to name all the living creatures? Why were none of the living creatures suitable as a partner for Adam? Why do they think God used one of Adam’s ribs to create Eve? How are we like Adam and Eve? What should we do if we are going to honor the body God created for us?

Explain to children that we are going to play a game called “Adam and Eve.” Adam is going to look for Eve and name the other living creatures. Choose someone to be Adam. Place a blindfold on Adam. Everyone else stands in a large circle. Pass out a creation card to each child, or whisper the name of an animal to each child. Be sure to give the Eve card, or whisper “Eve” to a child, even if you don’t use all of the other cards. Adam stands in the center of the circle and asks, “Where are you, Eve?” Have the children in the circle rotate around Adam as Eve answers, “Here I am, Adam.” After Eve says this, the circle stops moving and stands quietly while Adam reaches out and touches someone. Adam asks, “Is this you, Eve?” If it is not Eve, the person makes the sound of the animal named on their creation card. Adam then says, “You are not Eve, you are a (name of animal).” Adam steps back to the center of the circle and the process is repeated until Eve is found.

### 5 Smile!

**Leader preparation:** Look at yourself in a mirror. Frown at yourself. Smile at yourself. How do you feel when you are frowning? When you are smiling? Which facial expression honors the body?

**Supplies:**

- video: computer or other device to view the clip “Smile” from the movie *I Can Do Bad All By Myself*, [http://www.movieindustry.com/free\\_movie\\_clips/free\\_Movie\\_Clips.php?illustrationID=917](http://www.movieindustry.com/free_movie_clips/free_Movie_Clips.php?illustrationID=917)

View the clip “Smile” together. Ask: *How is the young girl in the clip feeling about herself? Why do you think she feels this way? The young girl says that she isn’t pretty because she doesn’t have nice clothes. How important are nice clothes to a person being pretty or handsome? How important is smiling? Which is more important, nice clothes or nice smiles, for honoring the body?*

Have children sit in a circle. Choose someone to be the smile-maker. The smile-maker sits in front of another player and says, “Baby, you’re beautiful! Smile!” The smile-maker can make funny faces, but cannot touch the other player. The other player looks the smile-maker in the eyes and without smiling says, “I’m sorry. I just can’t smile.” This process is repeated two more times. If the other player smiles, he or she becomes the smile-maker. If the other player does not smile, the smile-maker moves on to another player.

Discuss the game. How easy was it not to smile? Wonder together whether God created us to smile as a way to honor the body.



### 6 Cycle of Life Relay

**Leader preparation:** Consider where in the cycle of life you are. How have you honored your body at the different stages of your life? Be prepared to share memories from the different stages of life you have passed through with the children in your group. Prepare the area you will be using for the relay. You might choose to place tape on the ground or floor to mark the start and end lines for the relay. Place the push toy, basketball, and cane at one end of the relay and the jump rope, briefcase, coffee mug, and cell phone at the other end.

**Supplies:**

- “Psalm 71,” Attachment: Activity 6
- (optional) Bibles
- relay props (one of each for each team): push toy, jump rope, basketball, briefcase, cell phone (can be a toy phone), coffee mug, cane

Read Psalm 71 together using the version from *The Message*, Attachment: Activity 6. Explain that this psalm was written by an elderly man who looks back on his life and praises God for the relationship they have had over the years. Have the children find in the psalm the different stages of life mentioned by the psalmist.

Ask the children to think back to an earlier time in their childhood. Ask: *What was important to you during that stage of your life? How have you changed over the years? When you are an elderly person, how do you think you will remember your life? What will be the most important event in your life? How will you honor your body through all the different stages of your life?*

Divide children into two or more teams. If you have a large group, each team should have six members. If you have a smaller group, participants can have

more than one turn. Divide each team in half. Have each half stand at opposite ends of the room or a designated distance apart. Play the game as follows:

1. The first person on the team is the INFANT and must crawl to the other side and tag the next person on the team.
2. The next person is the TODDLER and must push the push toy to the other side and tag the third person.
3. The third person is the CHILD and must jump rope to the other side and tag the fourth person.
4. The fourth person is the TEENAGER and must dribble the basketball to the other side and tag the fifth person.
5. The fifth person is the ADULT and must carry the briefcase in one hand, the coffee mug in the other, and be talking on the cell phone to the other side and tag the last person.
6. The last person is the ELDER and must walk slowly using the cane to the other side.

## Sending & Serving Activities

### 7 Unseen (Easy Preparation)

**Leader preparation:** Focus some of your devotion time in order to immerse yourself in 2 Corinthians 4:13–5:1. How is God speaking to you about honoring the body through this scripture? Be prepared to help the children understand this scripture more fully through the discussion questions offered. Familiarize yourself with the rules for this game so it runs smoothly.

#### **Supplies:**

- Bible

Ask for a child or a couple of children to read 2 Corinthians 4:13–5:1 to the rest of the group. Focus their attention on verse 18, “So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal.” When we think of the human body, we think of the physical body. The writer of this scripture says we shouldn’t focus on what we see, but on what we can’t see. What do the children think the writer means? How can we focus on the unseen? How can we honor the body by focusing our attention on what we can’t see?

Invite the group to sit all in one area so that everyone is visible at a glance. Ask someone to volunteer to be the seer, who will face away from the group with covered eyes. When the seer cannot see, quietly ask one of the children in the group to leave the room and for all the others to silently change their positions. Ask the seer to turn around and guess who is missing. If the seer guesses who is missing, he or she remains the seer, the person guessed remains out of the room, and play continues until everyone is out of the room or the seer guesses incorrectly. If the seer does not guess correctly, a new seer is selected and everyone who is out of the room returns.

### 8 Living Water Relay

**Leader preparation:** Read the story of the woman at the well, John 4:1–42. Reflect on how you would have reacted to Jesus’ offer of living water. How could living water help you honor your body? Be prepared to share your thoughts with the children in your group. To set up the relay, fill two pitchers with water and place them on a chair, small table, or the floor. Decide the distance of the relay, and place the trash cans and paper cups at the starting line.

#### Supplies:

- Bible
- artwork: “The Public Fountain,” by Manuel Alvarez Bravo, [https://secure3.convio.net/ucc/site/Ecommerce/1401636333?VIEW\\_PRODUCT=true&product\\_id=37962&store\\_id=1401](https://secure3.convio.net/ucc/site/Ecommerce/1401636333?VIEW_PRODUCT=true&product_id=37962&store_id=1401)
- two pitchers of water
- (optional) two chairs or small tables
- paper cup for each child
- one or two trash cans

As a group think about the importance of water. Why do we need to drink water? How does it help us honor our bodies? What happens if we don’t drink enough water?

Read John 4:1–15 to the children. Encourage children to relate a time when they have been thirsty like Jesus was. Why did Jesus’ request for water seem strange to the woman? How was the water the woman could offer Jesus different from the water Jesus offered the woman? How do the children think they would react to Jesus’ offer if they were the woman at the well?

View the artwork “The Public Fountain.” Ask the children to share what they notice about the picture. Where do they think this child lives? Why is he drinking water from the fountain? What similarities do they notice between this picture and the Bible story? How do both the Bible story and the picture show us how to honor the body?

Divide the children into two teams. Have the first person on each team take a cup, run to his or her team’s pitcher of water, fill the cup with water, run back to the team, and hand the cup to the next person in line. The person who receives the cup must drink all of it, throw the cup away, take a new cup, and repeat the process. Continue until everyone on the team has received and drunk a cup of water.

### 9 Body Builder

**Leader preparation:** Consider the story of the Valley of Dry Bones, Ezekiel 37, from the perspective of a God powerful enough to knit dead, dry bones back together and breathe the breath of life into them. Practice telling this story in your own words. Be sure to familiarize yourself with the instructions for the game so it runs smoothly.

#### Supplies:

- (optional) Bible
- two small stones
- ten craft sticks
- two 2” dowels for every four players

Tell the story of Ezekiel and the Dry Bones, found in Ezekiel 37:1–14. Wonder together about the vision Ezekiel had. Explain to the children that Ezekiel was

a prophet of God and this story is about a vision or dream Ezekiel had of God bringing hope to the people of Israel. Why do they think God used dry bones for Ezekiel's vision? Why do they think God had Ezekiel speak to the bones rather than God speaking? How would they have felt to be Ezekiel and hear God's command to bring the dry bones back to life?

Divide children into groups of four and give each group two small stones, ten craft sticks, and two 2-inch dowels. Each group will consist of two two-person teams. Ask players to sit facing the other team in their group. Explain that each team of two should have one small stone to be the head of their skeleton and five craft sticks to form the bones of the skeleton (one for the backbone, two for arms, and two for legs). The game will end when one team has built a body of bones. Each team takes turns hiding the dowel in one of their hands. The other team will try to guess which hand the hidden dowel is in. The team hiding the dowels chants, "Dem bones, dem bones, dem dry bones," while the other team decides which hand the dowel is in. The guessing team then says, "Dry bones, hear the word of the Lord . . . [and taps the hand they think the dowel is in]." If the team correctly guesses where the dowel is hidden, they add a craft stick to their skeleton body. Play switches back and forth between the two teams until one team builds a body of bones.

### Reflect

Which activities spoke to you about honoring the body? How did playing the games with the children in your group help you gain better insight into the faith practice of honoring the body? Where will you take this learning now?

Attachment: Activity 2a

Physical Attribute Cards

<b>BLUE EYES</b>	<b>BROWN EYES</b>	<b>GREEN EYES</b>
<b>HAZEL EYES</b>	<b>BLONDE HAIR</b>	<b>BROWN HAIR</b>
<b>BLACK HAIR</b>	<b>RED HAIR</b>	<b>GLASSES</b>
<b>BRACES</b>	<b>EARRINGS</b>	<b>PAINTED NAILS</b>
<b>FRECKLES</b>	<b>CURLY HAIR</b>	<b>STRAIGHT HAIR</b>
<b>LONG HAIR</b>	<b>SHORT HAIR</b>	<b>TALL</b>

Attachment: Activity 2b

Children



Attachment: Activity 4

Creation Cards

Eve	Cow	Chicken
Dog	Cat	Pig
Frog	Rooster	Duck
Wolf	Monkey	Seal
Lion	Elephant	Parrot
Bee	Donkey	Horse
Turkey	Owl	Snake

### Attachment: Activity 6

#### Psalm 71 *The Message (MSG)*

<sup>1-3</sup> I run for dear life to God,  
I'll never live to regret it.  
Do what you do so well:  
get me out of this mess and up on my feet.  
Put your ear to the ground and listen,  
give me space for salvation.  
Be a guest room where I can retreat;  
you said your door was always open!  
You're my salvation—my vast, granite fortress.  
<sup>4-7</sup> My God, free me from the grip of Wicked,  
from the clutch of Bad and Bully.  
You keep me going when times are tough—  
my bedrock, God, since my childhood.  
I've hung on you from the day of my birth,  
the day you took me from the cradle;  
I'll never run out of praise.  
Many gasp in alarm when they see me,  
but you take me in stride.  
<sup>8-11</sup> Just as each day brims with your beauty,  
my mouth brims with praise.  
But don't turn me out to pasture when I'm old  
or put me on the shelf when I can't pull my weight.  
My enemies are talking behind my back,  
watching for their chance to knife me.  
The gossip is: "God has abandoned him.  
Pounce on him now; no one will help him."  
<sup>12-16</sup> God, don't just watch from the sidelines.  
Come on! Run to my side!  
My accusers—make them lose face.  
Those out to get me—make them look  
Like idiots, while I stretch out, reaching for you,  
and daily add praise to praise.  
I'll write the book on your righteousness,  
talk up your salvation the livelong day,  
never run out of good things to write or say.

I come in the power of the Lord God,  
I post signs marking his right-of-way.  
<sup>17-24</sup> You got me when I was an unformed youth,  
God, and taught me everything I know.  
Now I'm telling the world your wonders;  
I'll keep at it until I'm old and gray.  
God, don't walk off and leave me  
until I get out the news  
Of your strong right arm to this world,  
news of your power to the world yet to come,  
Your famous and righteous  
ways, O God.  
God, you've done it all!  
Who is quite like you?  
You, who made me stare trouble in the face,  
Turn me around;  
Now let me look life in the face.  
I've been to the bottom;  
Bring me up, streaming with honors;  
turn to me, be tender to me,  
And I'll take up the lute and thank you  
to the tune of your faithfulness, God.  
I'll make music for you on a harp,  
Holy One of Israel.  
When I open up in song to you,  
I let out lungful of praise,  
my rescued life a song.  
All day long I'm chanting  
about you and your righteous ways,  
While those who tried to do me in  
slink off looking ashamed.

Scripture taken from *The Message*. Copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002. Used by permission of NavPress Publishing Group.

# Honoring the Body



## Workshop: Music

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

### About Workshop Rotation

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

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, that is, visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop leader*: uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation as they develop relationships with the learners in which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

## About this Workshop

Music calls us to use many parts of our bodies: our ears to hear, our mouths to sing, our feet to dance, and our hands to praise. Music comes to us through nature, such as the warble of a bird's song. As humans, we desire to recreate that sound. By making music, children will offer praise to God the Creator, to Jesus our brother, and to the Spirit that sings within us.

### BIBLE FOCUS STORY:

#### **Psalm 71**

### SUPPLEMENTAL STORIES:

**Romans 12:1-8**

**Matthew 22:34-40**

**Ezekiel 27:1-14**

**Exodus 23:10-12**

## Exploring & Engaging Activities



### 1 Passing the Peace (Easy Preparation)

**Leader preparation:** Does your faith community "pass the peace" during a service of worship? If not, and you are not familiar with the practice, it might be helpful to speak with your pastor about why your faith community does not participate in this practice. If you do "pass the peace," how do you do it? Do you shake hands? Do you embrace? Do you kiss? What words do you use? Why does your faith community participate in the act? Practice singing "Peace Be with You."

**Supplies:** None

Explain to the children that many faith communities pass the peace during their worship services. The purpose of passing the peace is to show that we are members of Christ's family and to offer a blessing to those around us. Two people offer this blessing to each other. The first person says, "Peace be with you." The other person replies, "And also with you." Discuss your practice. How does passing the peace honor the body?

Sing "Peace Be with You" to the children.

**"Peace Be with You"** (tune: "Are You Sleeping")

Peace be with you, peace be with you,  
And with you, and with you  
Thi-is is God's blessing, thi-is is God's blessing  
A-a-men. A-a-men

## Leader Preparation

The activities in this workshop vary from lively and upbeat to quiet and calming. Read through all the activities with the children in your group in mind. Which activities will speak to them best about honoring the body with and through music? It is important that you are comfortable with the songs you will teach so that they will have the greatest effect during the workshop. Familiarize yourself with the music and then let go and have fun!

## Honoring the Body

Prayer: *God, we come to you making a joyful noise. Some of us read music, and some of us don't. Some of us sing solos, and some of us can't carry a tune in a bucket. We all come to sing your praises as you teach us to honor our bodies. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

Sing it again, asking the children to echo the second part of each line. Encourage the children to sing the song to a partner. Ask the first child to sing lines one and three and the second child to sing lines two and four, then sing it again switching parts. If appropriate for your setting, the children could teach this song to the rest of the faith community during a worship service.

### 2 Hokey Pokey

**Leader preparation:** Have fun singing and dancing to “The Hokey Pokey”!

**Supplies:**

- (optional) “The Hokey Pokey,” <http://www.gardenofsong.com/hokeypokey.html>

Bring children together in a circle. Explain that this faith practice is about honoring our bodies. *What does it mean to honor our bodies? How do we care for our bodies? How can singing and dancing honor our bodies?*

Sing and dance to “The Hokey Pokey.” If the children are not familiar with this song, use the sound recording, but this is not necessary. Encourage the children to come up with their own body parts to add to the song (for example, head, knees, elbows, backside).

### 3 All Together Now!

**Leader preparation:** Read Romans 12:1–8. Of what community are you one of the parts of? How do your individual gifts enhance this community? Decide what song you will have the group sing for the musical experiment.

**Supplies:**

- Bible
- simple song such as “Jesus Loves Me” that can be sung without accompaniment
- (optional) drum

Read Romans 12:1–8 to the children. Ask them to name some of the individual parts of the body and tell what the function of each is. How do all of these body parts work together? How are we, as a group, like the different parts of the body? How do we work together?

Invite the children to perform a musical experiment. Researchers say that if a roomful of people sings at the same time, they start to breathe at the same time as well. Some even suggest that if the drum beat or bass line is strong enough, their hearts will begin to beat together, too. Introduce the song the group will sing for the experiment. Sing it once or twice to become comfortable with it. When everyone is comfortable with the song, test the idea of breathing simultaneously. Ask children to take a deep breath and, as they do, to open their arms wide. As they exhale, ask them to bring their hands back toward their body. Repeat this several times and then add the song back into the experiment. When everyone is singing and breathing together, begin a strong drum beat, using a drum or just pounding on a table, to the rhythm of the music. Ask children to place one hand over their heart or on the pulse point on their wrist and to nod each time their heartbeats. Continue singing through the song a few more times to see if breaths and heartbeats come together. Wonder with the children how successful the group was in singing together and breathing together and having our hearts beating together. *How close to one body were you?*

## Discerning & Deciding Activities

### 4 We're All Neighbors (Easy Preparation)

**Leader preparation:** Familiarize yourself with the tune to “He’s Got the Whole World in His Hands.” For this activity, it would be better to sing this song a cappella or with accompaniment rather than to a sound recording. Read Matthew 22:34–40. Who is your neighbor? Be prepared to offer suggestions to the children for writing verses to the song.

**Supplies:**

- Bible
- marker and newsprint or whiteboard
- (optional) accompanist

Ask for a volunteer to read Matthew 22:34–40 to the rest of the group. Jesus says, “Love your neighbor as yourself.” What does the word “neighbor” mean? Who is our neighbor? Write the children’s ideas on the newsprint or a whiteboard.

Ask the children if they have ever heard the song “He’s Got the Whole World in His Hands.”

Sing the chorus:

He’s got the whole world in His hands;  
He’s got the whole world in His hands;  
He’s got the whole world in His hands;  
He’s got the whole world in His hands.

Encourage the children to sing with you.

Teach the children this new verse:

We are all neighbors in this world;  
We are all neighbors in this world;  
We are all neighbors in this world;  
We are all neighbors in this world.

Encourage the children to sing with you.

Using the children’s suggestions from the newsprint or whiteboard, work with the children to write additional verses. Some suggestions might include: “Friends are neighbors in this world”; “The old and the young are neighbors, too”; “Black and white are neighbors, too”; “Rich and poor are neighbors, too.” Sing the verses you have written as a group. If appropriate, share this song with your faith community.

### 5 Musical Psalm

**Leader preparation:** Read Psalm 71. Anticipating a gracious reply, the psalmist promises to magnify God exceedingly. Read the psalm again, meditating on each section as follows: Verses 1–4 are faith’s cry for help; verses 5–8 are a testimony of experience; in verses 9–13, the aged psalmist pleads against his foes; in verses 14–16 he rejoices in hope; in verses 17–18, he returns to prayer again; verses 19–21 repeat the confident hopes that cheered his soul; verses 22–24 close the psalm with the promise of abounding in thanksgiving.

### Supplies:

- “Psalm 71,” <http://www.biblegateway.com/audio/voice/niv/psa71>
- Bibles
- rhythm instruments

Listen to the recording of Psalm 71 with the children. You may want the children to follow along in their Bibles as they listen. *What is this psalm about? Who is writing this psalm? How old is the author when he writes the psalm? What does he think about his life? Who does he believe is responsible for his long life? How did the psalmist honor his body through the years?* Share some of the information about Psalm 71 from the Leader preparation.

Divide the children into seven groups of at least two or three. Give each group a section of the psalm.

1. Psalm 71:1–4
2. Psalm 71:5–8
3. Psalm 71 9–13
4. Psalm 71:14–16
5. Psalm 71:17–18
6. Psalm 71:19–21
7. Psalm 71:22–24

If there are not enough children to make seven groups, assign each group more than one section. Encourage children to use the rhythm instruments to create a musical interpretation of their section of the psalm. What would this section of the psalm sound like instrumentally? How can they create that sound? When the groups have completed their music, bring everyone back together. Ask each group to read their section of the psalm as they play the music



## 6 Dem Bones

**Leader preparation:** Familiarize yourself with the tune to “Dem Bones.” Decide whether you will use the sound recording or have someone play the accompaniment as you teach the children the song and actions.

### Supplies:

- Bible
- “Dem Bones,” Attachment: Activity 6
- song: “Dem Bones,” traditional spiritual, <http://www.youtube.com/watch?v=ZnhJ3IkLQ7s>
- (optional) accompanist

Read Ezekiel 37:1–14 to the children. Discuss the story together. Ezekiel had a dream or vision from God. What was that vision? If they came across a field of dry bones, what would they do? What would they do if the bones started coming together into skeletons? What would the children do if the bones came to life? How did God honor the bodies of those bones?

Invite the children to learn a fun song that will help them remember this story from the Bible. Read the lyrics to the children. Read the lyrics again, this time showing the children the actions from Attachment: Activity 6. Read the lyrics again, asking the children to do the actions with you. Play the video, or ask your accompanist to play the song as you and the children sing the song. Sing the song again and add the actions.

## Sending & Serving Activities

### 7 Musical Meditation (Easy Preparation)

**Leader preparation:** As a way to practice Sabbath, take time to meditate this week. Find a quiet place, light a candle, play meditative music, quiet your thoughts, and open your heart to God's voice. Decide what music you will use to guide the children through this meditation. Spiritual music can be a valuable aid to meditation. Music can drown out any background noises, but also the right music can inspire us and elevate our consciousness. To get the most from meditative music, we should listen with the heart rather than the mind.

**Supplies:**

- Bible
- meditative music, such as <http://www.youtube.com/watch?v=sbNZ1pi2Us8>

Read Exodus 23:10–12 together as a whole group. What instruction does this scripture give us? What is Sabbath? Why is it important to take Sabbath? What are some ways we can experience Sabbath? How does taking Sabbath honor the body?

Gather the children in a circle. Ask them to sit comfortably on the floor. Help them to understand that in the practice of Sabbath, it is important to not think about work or school or sports responsibilities, but to focus instead on God. Turn on the meditative music. Encourage the children to close their eyes, relax their bodies, and focus on breathing slowly. When you feel it is appropriate, bring the children back from their meditation. Encourage them to practice this meditation at some time during the coming week.

### 8 Living Sacrifice

**Leader preparation:** Listen to the recording of “Take My Life and Let It Be,” and read the background information on the lyricist, Frances R. Havergal. Read Romans 12:1–8, focusing on verse 1. Consider how Frances Havergal offered herself as a living sacrifice.

**Supplies:**

- Bible
- song: “Take My Life and Let it Be,” by Frances R. Havergal (tune: Hendon), <http://www.youtube.com/watch?v=UXy2MmMLjGQ&feature=related>; lyrics, <http://www.cyberhymnal.org/html/t/m/tmlalib.htm>
- computer with Internet access
- information about Frances R. Havergal, <http://www.cyberhymnal.org/html/t/m/tmlalib.htm>

Listen to the song “Take My Life and Let It Be.” Share with the children that the person who wrote the words to this song was a woman named Frances Havergal. Guide the children to the informational website about Frances Havergal. Read the quote by Frances Havergal (located below the pictures) that explains how she came to write the words to this hymn. Click on her name (between the two pictures) and read about her life. Encourage the children to share something they found interesting about Frances Havergal.

Read Romans 12:1–8 to the children. Ask for a volunteer to read verse 1 again. *What does it mean to offer your body as a living sacrifice? How did Frances Havergal offer herself as a living sacrifice? How can we offer our bodies as a living sacrifice?*



### 9 Guide My Feet

**Leader preparation:** Listen to the recording of “Guide My Feet.” Sing it in a spirit of prayer, asking God to guide you as you attempt to live a life that honors the body.

#### **Supplies:**

- song: “Guide My Feet,” traditional African American spiritual (tune: Guide My Feet), <http://www.youtube.com/watch?v=z-WVlppNBls>
- “Guide My Feet,” Attachment: Activity 9

With the children, listen to the recording of “Guide My Feet.” Ask: *What is this song about? What kind of race is being run?* Distribute the lyrics to “Guide My Feet,” Attachment: Activity 9. Sing the song together in a prayerful attitude. Ask children to stand in a circle and encourage them to participate in the following movements for each verse as you sing it together again.

- Verse 1: Guide my feet—march in place to the beat of the music
- Verse 2: Hold my hand—continue marching, hold hands with neighbors, and swing arms to the beat
- Verse 3: Stand by me—continue holding hands, make circle tighter so shoulders are touching, step to the side to make circle turn clockwise
- Verse 4: I’m your child—stop circling, continue marching while holding hands and swinging arms
- Verse 5: Guide my feet—stop holding hands, continue marching

Ask how the meaning of the song changed for the children each time the group sang it. *How can singing this song in a prayerful attitude allow us to honor the body?*

### Reflect

How did you honor the body through this workshop? Which activities stood out to you and the children in your group? What song are you still singing in your heart?

Attachment: Activity 6

## Dem Bones

Dem bones, dem bones, dem dry bones,  
*(Snap to beat)*

Dem bones, dem bones, dem dry bones,  
Dem bones, dem bones, dem dry bones,  
Oh, hear the word of the Lord!  
*(Raise hands)*

The foot bone connected to the ankle bone,  
*(Foot—tap foot)*

The ankle bone connected to the leg bone,  
*(Ankle—swivel foot)*

The leg bone connected to the knee bone,  
*(Leg—low kick)*

The knee bone connected to the thigh bone,  
*(Knee—bend knee)*

The thigh bone connected to the hip bone,  
*(Thigh—pat thighs)*

The hip bone connected to the back bone,  
*(Hip—swing hips)*

The back bone connected to the neck bone,  
*(Back—bend sideways)*

The neck bone connected to the head bone,  
*(Neck—turn head sideways, head—nod head)*  
Oh, hear the word of the Lord!

Dem bones, dem bones gonna walk aroun'  
*(Dance or walk to beat)*

Dem bones, dem bones, gonna walk aroun'  
Dem bones, dem bones, gonna walk aroun'  
Oh, hear the word of the Lord!

The head bone connected to the neck bone,  
*(Repeat actions in reverse)*

The neck bone connected to the back bone,

The back bone connected to the hip bone,

The hip bone connected to the thigh bone,

The thigh bone connected to the knee bone,

The knee bone connected to the leg bone,

The leg bone connected to the ankle bone,

The ankle bone connected to the foot bone,

Oh, hear the word of the Lord!

Attachment: Activity 9

## Guide My Feet

Guide my feet while I run this race.  
Guide my feet while I run this race.  
Guide my feet while I run this race,  
For I don't want to run this race in vain!

Hold my hand while I run this race.  
Hold my hand while I run this race.  
Hold my hand while I run this race,  
For I don't want to run this race in vain!

Stand by me while I run this race.  
Stand by me while I run this race.  
Stand by me while I run this race,  
For I don't want to run this race in vain!

I'm your child while I run this race.  
I'm your child while I run this race.  
I'm your child while I run this race,  
For I don't want to run this race in vain!

Guide my feet while I run this race.  
Guide my feet while I run this race.  
Guide my feet while I run this race,  
For I don't want to run this race in vain!

# Honoring the Body



## Workshop: Science

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

### About Workshop Rotation

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

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, that is, visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop leader*: uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation as they develop relationships with the learners in which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus scripture for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

### About this Workshop

The human body is an intriguing system. Over the years, scientists have discovered a wide variety of interesting facts about the human body—and are still doing so. From our heads to our toes, whether it's our eyes or our tummy or our toes, everything in our body has something interesting to say to us. Through experimentation, observation, classification, and exploration children may discover the wonder and beauty of the gift God has given us.

#### BIBLE FOCUS STORY:

**Psalm 71**

#### SUPPLEMENTAL STORIES:

**Genesis 2:1–25**

**Exodus 23:10–12**

**Song of Solomon 4:1–7**

**and 5:10–16**

**John 4:1–42**

### Exploring & Engaging Activities

#### 1 Creation Prayer Walk (Easy Preparation)

**Leader preparation:** In preparation for this activity, take time to notice the world around you. Are there trees, plants, and flowers that you see every day? Do you have beautiful architecture to look at? Are there people around you who are taking care of these creations? Offer a prayer of thanksgiving for all you see. Decide how you will share this story of creation with the children. Because this is a long scripture passage, you might wish to read it from a more contemporary version of the Bible, such as *The Message*. Another alternative is to read it from a children's story Bible.

If it's not possible to go outdoors for this activity or even to look out a window or door, plan to bring pictures of outdoor scenes.

### Leader Preparation

Engage your inner curiosity as you prepare to lead this workshop. Children will be naturally curious about the workings of the human body. The experiments and opportunities to connect to nature through the practice of honoring the body is a wonderful avenue for strengthening the children's understanding of this practice. Enter into these activities with the same wonder that a child will have.

#### **Supplies:**

- Bible
- access to the outdoors
- (optional) pictures of outdoor scenes

Read Genesis 2:1–25 to the children from the Bible translation you selected. Discuss together all that God created. Take the children outside. Encourage them to look closely at the world around them. What do they see from the creation story you read? What do they see that is amazing that wasn't mentioned in the creation story? Wonder together about the buildings and sidewalks and other human creations they see. How are these creations and the creation story alike and different? How are the people who made these creations and the humans God created

## Honoring the Body

Prayer: *God of breath and backbone, God of water and clay, guide the explorations we will enter into together. Teach us to honor the body through the amazing observations we will make. Encourage us to always strive to discover more from science and nature and you. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

in the Bible story alike and different? How are we, as humans created by God, called to care for the world around us? How can caring for the world around us also honor our bodies?

Come together in a circle to offer a prayer of thanksgiving for all the different created things seen and for the people responsible for caring for these creations.



### 2 I’m Right! I’m Left!

**Leader preparation:** This activity would work best if held in a large room or even outdoors. Print and hang the three “Dominance Tests” sheets on separate walls of the room you are using along with a table to hold the testing items. Print and copy the checklist for each child. Perform the tests yourself. Which is your dominant side? How does understanding the science behind this help us honor the body?

#### Supplies:

- “Dominance Tests,” Attachment: Activity 2a
- masking tape
- “Dominant Side Checklist,” Attachment: Activity 2b
- pencils or pens
- three small tables (or chairs)
- toilet paper or paper towel tube
- paper cup
- small ball (tennis ball)
- medium ball (soccer ball)

Engage the children in conversation about which side of the body each uses the most. Are they left handed or right handed? Left footed or right footed? Is the right eye stronger, or the left? Explain that most of the people in the world are right handed. Some people are ambidextrous, meaning they can use either hand with equal strength and dexterity. Why do they think that is?

Pass out a test checklist, Attachment: Activity 2b, and a pencil or pen to each child. Explain that they will go to three different stations, one to test which eye they use the most, one to test which hand they use the most, and one to test which foot they use the most. There are instructions and testing items at each station. Encourage each child to perform the tests and then mark the checklist for which side of the body he or she used during the test. Gather together after everyone has completed the testing to discuss the results. What did they discover from the experiment? Were there any surprises? Why do the children think they use a particular side the most? What side do their parents use the most? Is it the same as theirs? How hard would it be to use the other hand, foot, or eye all the time? What can we do to honor the body with our hands, feet, and eyes?

Interesting fact: In 2009, only 7 percent of the players in the NBA were left handed while in 2008 about 26 percent of major league baseball pitchers were left handed. Is it better to be left handed in some sports than others? What do the children think?

### 3 In the Beginning

**Leader preparation:** Read Genesis 1:1–31 and 2:1–25. View the video clip of “Creating the World” from *The Adventures of Toby*. Consider the similarities and differences of each account of creation. Be prepared to retell the two versions of the creation story in your own words.

**Supplies:**

- Bible
- computer with Internet access
- video clip: “Creating the World” from *The Adventures of Toby* at <http://www.wingclips.com/movie-clips/the-adventures-of-toby-making-friends/creating-the-world>

Explain to the children that the story of creation is told twice in the Bible. Share your retelling of the two stories found in Genesis 1:1–31 and Genesis 2:1–25 with the children. Then view the video clip of “Creating the World” from *The Adventures of Toby*. Discuss the similarities and differences of these three accounts of creation. How did the order of creation differ? What is the role of humans in each creation? As creations of God, how should we care for the body God created for us?

## Discerning & Deciding Activities



### 4 Run and Rest (Easy Preparation)

**Leader preparation:** Read Exodus 23:10–12. Consider the idea of Sabbath. How committed are you to taking Sabbath each week? How does Sabbath help you honor your body? This activity might be better suited to an outdoor area where there is room for the children to run.

**Supplies:**

- Bible
- stopwatch

Find Exodus 23:10–12 in the Bible. Ask a child to read the scripture to the rest of the group. Discuss the meaning of Sabbath. *What does this scripture tell us about activity and rest? How much time should we spend working? How much time should we spend resting? Why is it important to rest? How does resting honor the body?*

Explain to children that they are going to experience seven days of working and resting in seven minutes. Ask: *How long is an average work/school day?* (Seven or eight hours or one-third of a day) *How many hours are left in a day?* (Sixteen hours or two-thirds of a day) *What do most people do during these sixteen hours?* As a leader, it may be helpful to know that according to a 2010 Census Survey, Americans spent an average of seven hours sleeping, three hours doing chores, and six hours participating in leisure activities (socializing, exercising, watching TV). Which of these activities is restful? If half of our day is filled with the activities of work or school and chores, and half our day is filled with rest through leisure activities or sleeping, we can speed a twenty-four-hour day up to one minute. Engage children in a run and rest workout. Ask children to run as fast as they can for thirty seconds, and then to sit quiet and still for thirty seconds. Repeat this for a total of six times. Then ask children to sit and quietly talk to a neighbor for one minute to represent a day of Sabbath. How did the six days of running and resting make them feel? How did the day of Sabbath make them feel? How can we be intentional about taking a Sabbath? How will this help us honor our bodies?

## 5 Get a Backbone

**Leader preparation:** Look at the artwork “Back Bone, c. 1997” by Tony Cragg. Consider the amazing complexity of a human backbone. It may be helpful for you to construct a backbone prior to leading this activity.

### Supplies:

- artwork: “Back Bone, c. 1997,” by Tony Cragg, <http://www.art.com/products/p12210191-sa-i1581812/tony-cragg-back-bone-c1997.htm?sorig=cat&sorigid=0&dimvals=0&ui=c5dd66dac7d541809fb8256c7daa3064&searchstring=back+bone+cragg>
- empty thread spools (two large, two medium, two small)
- 8 ½” x 11” piece of card stock or lightweight cardboard
- pencils
- scissors
- ruler
- hole puncher
- string
- scotch tape or masking tape
- balloon

Show the children the artwork “Back Bone, c. 1997” by Tony Cragg, but wait awhile before you tell them the name of the artwork. Ask: *What do you see in the piece of art? What did you see before you knew the title, and what do you see in the picture now? Why do you think the artist portrayed a backbone in this way? Why do you think the artist drew a picture of a backbone? Why is the backbone important to the human body?*

Work together with the children to build a model backbone. Ask a few children to draw five circles on the card stock (by tracing the base of two large, two medium, and one small spools of thread), cut out the circles, and punch holes through the center of them. Ask another child to cut an 18-inch length of string. Other children may thread the spools of thread together beginning with the largest spools, taping the string to the bottom of the largest spool. Thread corresponding size cardboard circles between each pair of spools. The sequence will be large spool, large circle, large spool, large circle, medium spool, medium circle, medium spool, medium circle, small spool, small circle, small spool. Ask another child to blow up the balloon, tie it, and tape it to the top of the model. Stand the column of spools on the floor or a table. Push the top spools about 2 inches to the side. Explain that the three sizes of spools are similar to the three parts of the spine or backbone. Explain that because the backbone, like the spools, are not permanently attached together, the human body can bend and lean in different directions. The cardboard circles are like the cartilage that protects our backbone when we twist and move. Ask what we should do to care for our backbone. *How do we honor God and our body by caring for our backbone?*

## 6 Breath of Life

**Leader preparation:** Read Genesis 2:7. Breathe slowly and intentionally. As you breathe in and out, consider that the first breath humans took came from God. What do you do to care for the lungs that breathe for you? How does caring for your lungs also care for and honor the body? This activity needs to be held in a kitchen with a sink or an area where water can be cleaned up easily. Practice this experiment to be sure it runs smoothly.

### Supplies:

- Bible
- 18" of clean plastic tubing
- two-liter plastic bottle
- access to water
- kitchen sink or large water basin
- permanent marker
- sanitizing wipes

Read Genesis 2:7 to the children, or ask for a volunteer to read it. Discuss how God brought the first human to life, and what part of our body we use to breathe. Ask children to take a few deep breaths. How easy is it for them to take deep breaths? Ask how we care for our lungs? How does caring for our lungs honor the body?

Invite the children to measure their lung volume. Put about 4 inches of water into the kitchen sink or water basin. Fill the plastic bottle right to the top with water. Put your hand over the top of the bottle to stop water escaping when you turn it upside down. Turn the bottle upside down. Place the top of the bottle under the water in the sink before removing your hand. Push one end of the plastic tube into the bottle. Ask one of the children to take a big breath in and breathe out as much air as they can through the tube. Mark the water displacement on the side of the bottle with the permanent marker. Explain to the children that as they breathe out through the tube, the air from their lungs takes the place of the water in the bottle. If a child took a big breath in and breathed out fully, then the amount of water he or she pushed out is equal to how much air his or her lungs can hold. Repeat this process for each child. Discuss the results from the experiment. Explain to the children that having a big air capacity in your lungs means you can distribute oxygen around your body at a faster rate. The air capacity of lungs increases naturally as we grow up but can also be increased with regular exercise.

## Sending & Serving Activities



### 7 Human and Nature (Easy Preparation)

**Leader preparation:** Read Song of Solomon 4:1–7 and 5:10–16. Enjoy the beauty of the imagery in these passages. How did the poet honor the body through his writing?

### Supplies:

- Bibles

Explain to the children that the biblical book of Song of Solomon is a book of poetry. The two passages they are going to read compare a man and then a woman to items in nature. Divide the children into two groups. For the first passage (Chapter 4, verses 1–7), ask Group 1 to read the beginning of each line that names the part of the body. Ask Group 2 to read the nature comparison. For the second passage (Chapter 5, verses 10–16), have the groups switch. Ask: *Why did the poet compare the different parts of a body to items in nature? What pictures did these passages create in your mind? What imagery would you use to describe a person? How does describing a human using nature imagery honor the body?*



### 8 The Water Cycle

**Leader preparation:** In our modern world, we don't always consider where our water comes from. We turn on a faucet and water is there. We open a bottle of water with confidence that the water comes from a reliable source. Read John 4:1-42, thinking of the challenges faced by people of that time period in obtaining potable water. Review the water cycle website. How does drinking clean water honor the body? How can we honor the bodies of those who do not have access to clean water?

#### Supplies:

- cup of water for each child
- "The Woman at the Well," Attachment: Activity 8
- computer with Internet access
- website: "The Water Cycle," [http://www.epa.gov/safewater/kids/flash/flash\\_watercycle.html](http://www.epa.gov/safewater/kids/flash/flash_watercycle.html)

Give each child a cup of water to enjoy. Where does this water come from? How do we get water?

Read the story "The Woman at the Well," Attachment: Activity 8. Ask: *Where did the water the woman offered Jesus come from? Where was the well? How did the woman get the water out of the well? How do you think the water got into the well?*

Gather the children around the computer. Direct them to the water cycle website. After exploring the website together, discuss where water comes from. Ask them: *What did you learn about the water cycle? How has the way we get water changed from the time of Jesus? How is the need for water still the same? How does drinking water help us honor the body? How can we help people who don't have clean water to drink? How would that honor their bodies?*

### 9 Cycle of Life

**Leader preparation:** It would be beneficial for each child or two children to have access to a computer for this activity. If this is not possible, children could take turns for each of the four life cycles (butterfly, frog, plant, tree). Familiarize yourself with the "Cycles of Life" game. Read Psalm 71. Where are you in your life cycle? How are you honoring your body at this stage of your life?

#### Supplies:

- Bible
- computer with Internet access
- game: "Cycles of Life," [http://teams.lacoe.edu/documentation/classrooms/judi/life/activities/cycles/life\\_cycles.html](http://teams.lacoe.edu/documentation/classrooms/judi/life/activities/cycles/life_cycles.html)

Read Psalm 71 in a "round-robin" style, with each child reading a verse. For younger groups, you may wish to read only verses 1-6, 9, 17-18, and 22-23. *What are the stages of life mentioned in this psalm? Which stage are you in? What other living things have life cycles like humans?* Direct the children to the "Cycles of Life" game. Encourage children to read the captions that appear when they place the picture in the correct box. Allow time for the children to explore the life cycles in this game. Ask: *Which life cycle was the most interesting to you? Which life cycle is most like a human? How are the life cycles alike? How are they different? Which stage is more important? Which is least important? How can we honor the body at each stage of our life cycle?*

### Reflect

How did you connect to the idea of honoring the body through these science and nature activities? What do you feel was the most successful connection for the children?

**Attachment: Activity 2a**

**Dominance Tests**

**Eye Tests**

1. Wink. Which eye did you use?
2. Look through the tube. Which eye did you use?
3. Extend your arms in front of your body. Make a triangle shape using your pointer fingers and thumbs. Bring your hands together, making the triangle smaller (about the size of a quarter). Find a small object in the room and focus on it through the hole in your hands, using both eyes. Close just your left eye, and then just your right; if your view of the object changed when you closed your left eye mark down "left," if it changed when you closed your right eye mark down "right."

**Hand/Arm Tests**

1. Which hand do you use to write?
2. Pick up the cup of water. Which hand did you use?
3. Throw the ball. Which arm did you use?

**Foot/Leg Tests**

1. Run forward and jump using one leg. Which leg did you use to jump?
2. Drop the ball on the ground and kick it. With which foot did you kick?

Attachment: Activity 2b

Dominant Side Checklist

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

	Left	Right
<b>Eye Tests</b>		
Wink		
Tube		
Triangle		
<b>Hand/Arm Tests</b>		
Write		
Pick Up		
Throw		
<b>Foot/Leg Tests</b>		
Jump		
Kick		

**Attachment: Activity 8**

***The Woman at the Well***  
***(John 4:1-42)***

Jesus sat down by a well to rest while his disciples went to find food. A Samaritan woman came to draw water, and Jesus asked her for a drink. She turned to him in surprise, for Jews did not usually speak to Samaritans. "You are a Jew," she said, "and I am a Samaritan. Why ask me for water?"

Jesus smiled. "If you knew what God is able to give, or who it is that asks you for a drink, you would have asked me to give you living water!"

"Sir," she said, "You have no jug, and our well is deep. How can you give me this living water?"

"All who drink this water will thirst again," said Jesus. "Whoever drinks my water won't thirst. My water flows like a fountain, giving eternal life!"

"Please," begged the woman, "Give me your water! I won't need to come here anymore." First Jesus talked about her life. He knew all about her.

"You're a prophet," she said. "But we Samaritans worship God differently."

"Soon all who worship God will worship him with their whole heart," said Jesus.

"The Messiah will come and show us," she said.

"I am he," said Jesus.

# Honoring the Body



## Workshop: Video

### About this Rotation

Honoring the body means choosing a life of wholeness, holiness, and joy. In a time when the body is idealized or objectified—often, disrespected—people of faith claim its God-made nature and its potential to express itself as spiritual treasure. Although we are created in the image of God, every culture and generation expresses different understandings of adornment and beauty, but all experience the effects of time. Honoring one's body and empowering others to honor theirs means, ethically and theologically, creating a space stretching across barriers of culture, ability, gender, sexuality, and age. Through Jesus, God is embodied in human form and we discern the power and importance of touch, hygiene, and health. Through Jesus, we experience our humanness as personal and communal and physical and spiritual. Honoring this incarnational experience, we learn to see all persons as graceful and beautiful. We discover the importance of Sabbath. This practice addresses these issues while allowing participants to explore how they understand their own bodies as gifts from God.

### About Workshop Rotation

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

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, that is, visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.
- *Workshop*: primary site of learning, workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the Rotation's overarching concept(s).
- *Workshop leader*: uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: these leaders travel with a specific group through all the workshops in any rotation as they develop relationships with the learners in which faith is shared.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week: age ranges, learning styles, and experiences in previous workshops within this rotation.

The focus story for this rotation is Psalm 71. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of encountering scripture.

### About this Workshop

In today's world, the body is portrayed both positively and negatively through a variety of media, but especially through screen technology. Children delight in creating, recording, and viewing themselves and seeing their world through the eyes of the camera. Through the use of all kinds of media, children will engage their embodied faith through the creation of public service announcements, comparative commercials, scriptural interpretation, and other dramatic video productions that celebrate the image of God in all humans.

#### BIBLE FOCUS STORY:

#### ***Psalm 71***

#### SUPPLEMENTAL STORIES:

***Exodus 23:10–12***

***Luke 7:36–50***

***Matthew 22:34–40***

### Exploring & Engaging Activities



#### 1 PSA (Easy Preparation)

**Leader preparation:** Read the scriptures Exodus 23:10–12, Luke 7:36–50, and Matthew 22:34–40. Consider how these scriptures lead us toward honoring the body. Be prepared to guide the children in discerning ways to honor the body.

#### Supplies:

- Bible
- maker and newsprint or whiteboard
- video camera
- video player and television or projector

### Leader Preparation

In this workshop, Activities 2, 5, and 8 are based on Psalm 71. Each activity focuses on a different stage of life: Activity 2, infancy; Activity 5, childhood to young adult; and Activity 8, old age. Using the three activities together will guide the children through the entire psalm and through the various stages of human life. Video workshops require preparation and some expertise with technological media. Spend time before the workshop preparing so you

Discuss with children ways we can honor the body. Possible scriptures to read to help in this discussion are Exodus 23:10–12, Luke 7:36–50, and Matthew 22:34–40. Write on newsprint or a whiteboard the ideas that the children come up. Additional suggestions include: eating healthy, exercise, taking Sabbath, loving your neighbor, serving others, being compassionate.

Invite the children to create a Public Service Announcement. A Public Service Announcement, or PSA, is a type of advertisement made to change the public interest by raising awareness of an issue, affecting public attitudes, and potentially stimulating action. Encourage each child to pick one item on the list of ways to honor the body and write a sentence or two about how to honor the body in that way. Then help them prepare to present their ideas. Video record each child.

## Honoring the Body

can spend time during the workshop experiencing and exploring with your learners. It may be that you will need a person with the necessary expertise (and equipment) to assist you through these activities.

*Prayer: God, you gave us eyes to see, ears to hear, minds to think, and imaginations to create. Guide us as we use all these gifts to learn how to honor the body in the way you intended. Amen.*

### Workshop Development

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

- To plan a session of 30–45 minutes, choose three activities, using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities, using at least one activity from each category.

Watch the completed video. If possible, share your PSAs with your faith community.

### 2 In the Beginning

**Leader preparation:** Read Psalm 71:6–8. How has God been with you since birth? The video “Babies” moves quickly. Watch it several times to assist you in discussing it with the children.

**Supplies:**

- Bible
- computer with Internet access
- (optional) projector
- video: “Babies,” <http://www.youtube.com/watch?v=5IkoPUAijXs&feature=related>

Ask a child to read Psalm 71:5–8 to the rest of the group. Ask: *Who is the psalmist praising? Why do you think the psalmist is praising God? How long does the psalmist say God has been with him? How has God been with you since birth? What do you remember about being a baby?*

Watch the video “Babies.” What did the children notice about this video? How many babies were featured? Where were they from? How were they alike? How were they different? What did the children learn about God from this video? About themselves?

### 3 Who’s Your Neighbor?

**Leader preparation:** Read Matthew 22:34–40. Be mindful of how you love your neighbor. Do you love your neighbor as yourself? Preview the video from “Secret Millionaire” to assist you in discussing it with the children.

**Supplies:**

- Bible
- computer with Internet access
- (optional) projector
- video: “Secret Millionaire,” <http://www.wingclips.com/movie-clips/secret-millionaire/john-ferber>

Read Matthew 22:34–40 to the children. Who is our neighbor? How would they show their neighbors that they love them? What would they do if someone they saw on the street needed a pair of shoes?

Watch the video “Secret Millionaire.” How did John Ferber love his neighbor? How did what John Ferber did honor the body of the man he helped?

## Discerning & Deciding Activities

### 4 Karaoke (Easy Preparation)

**Leader preparation:** Watch and listen to the video “Take My Life and Let It Be.” This YouTube video is an instrumental version with words displayed on the screen. Practice singing it “karaoke” style several times so that you can help the children as they sing it.

**Supplies:**

- computer with Internet access
- (optional) digital projector
- song: “Take My Life and Let It Be,” by Frances Haverga, <http://www.youtube.com/watch?v=DMun7PE3J-w&feature=related>
- pretend microphones (play microphones, hairbrushes, wooden spoons, rulers)

Play the “Take My Life and Let It Be” video for children, asking them to look for how the hymn writer asks God to use different parts of her body to honor God. *What body parts are mentioned in the song? How do those body parts honor God? How do you honor God with different parts of your body?*

Play the video again. Encourage the children to sing along to become comfortable with the words. Pass out the pretend microphones. Play the video one more time, allowing the children to do their best karaoke singing!

### 5 Standing in the Middle

**Leader preparation:** Think about how you would answer the question, “Who am I?” Read Psalm 71:1–5 as a prayer. Who are you? Who do you want to be?

**Supplies:**

- Bible
- computer with Internet access
- video camera
- video player and television or projector

Ask the group how they would answer the question “Who am I?” Ask them: *Who are you? Who do you want to be? How difficult is it for you to answer those questions?* Invite the children to be in a spirit of prayer as you read aloud Psalm 71:1–5. Then ask: *What was the psalmist asking God for? How could this prayer help us answer the question, “Who am I?”*

Encourage children to take turns video recording one another answering the questions “Who am I?” and “Who do I want to be?” If appropriate, go out and record people in your faith community answering these questions. View the finished video together or make it available for your larger faith community to view.

### 6 Listen!

**Leader preparation:** Watch the video “Stethoscope.” Use your imagination to imagine the songs that would go with other everyday items. Be prepared to offer guidance to the children as they make selections to videotape. What song would you select to play for you?

### Supplies:

- computer with Internet access
- video: “Stethoscope,” [http://www.youtube.com/watch?v=bYI\\_aOyCn9Y](http://www.youtube.com/watch?v=bYI_aOyCn9Y)
- video camera
- video player and television or projector
- access to a free music Internet site such as [www.playlist.com](http://www.playlist.com)
- stethoscope (play or real)

Watch the video “Stethoscope.” Invite discussion about some of the everyday items the man listened to with the stethoscope. What songs did he hear? Ask: *Which scene was your favorite? Why was it your favorite? Why did the man’s heart play ‘Hallelujah’? What music would play if we could listen to your body? Why would you select that song? How does that song honor your body?*

Encourage children to select everyday items in or around your workshop space and to imagine the song each item would play. Find these songs on a free music Internet site. Video record the child listening to the item with the stethoscope while the music plays. Invite each child to record him- or herself as his or her “heart song” is played. View the completed video together. If appropriate, share this video with your faith community.

## Sending & Serving Activities



### 7 God Be in Me (Easy Preparation)

**Leader preparation:** Pray the “God Be in Me” prayer. Pray each line slowly. Meditate on its meaning in your life.

### Supplies:

- video camera
- video player and television or projector

Gather children together in a circle. Read aloud the “God Be in Me” prayer:

God be in my head and in my understanding;  
God be in my eyes and in my looking;  
God be in my mouth and in my speaking;  
God be in my heart and in my thinking;  
God be at my end and at my departing.

Wonder together about the meaning of each line. What does the body part have to do with the action? Why would we lift these body parts and these actions in prayer? How can this prayer help us honor the body?

Divide children into five groups. Give each group a line from the prayer to create actions for. Videotape each group as they say and perform the actions they created for their line of the prayer. View the videotape together. If appropriate, share this video with your faith community. Pray the prayer together as you depart the workshop.

### 8 The End!

**Leader preparation:** Read Psalm 71:18–24 and view the video “Elderly and Loving It.” Consider how the people in the video and the psalmist view their aging years. Be prepared to guide the children through a discussion of aging and faith. Depending on your workshop circumstances, it would also be appropriate to invite an older member of your faith community to be with you during this activity to share that person’s understanding of God’s call in this late stage of life.

#### **Supplies:**

- Bible
- computer with Internet access
- (optional) digital projector
- video clip: “Elderly and Loving It,” <http://www.youtube.com/watch?v=GuJl1NiwCY>

Read Psalm 71:18–24 aloud together as a group. *At what stage of life is the psalmist in this part of the psalm? How does he feel about his life? How does he feel about God?*

Encourage the children to keep the psalm in mind as you watch the video clip “Elderly and Loving It.” *What life experiences have these people had? What is their attitude toward life? Why do you think they feel it is important to do for others? How do you think they might feel about God?*

Read Psalm 71:18–24 aloud again. *How are the psalmist and the people in the video alike? How are they different? How can older people make a difference in the world? How can we honor the lives of older people?* Encourage children to speak to an older person in the week ahead and share God’s love with that elder.

### 9 Imago Dei

**Leader preparation:** Practice running the video “Portraits of Imago Dei” and the recording of “Imago Dei” at the same time. Open both sites in separate tabs on your computer. Begin the “Portraits of Imago Dei” video first (it runs 3 minutes, 52 seconds) and turn the volume on the video all the way down. Then begin the sound recording of “Imago Dei” (it runs 3 minutes, 9 seconds). Go back to the “Portraits of Imago Dei” so you are watching the video and hearing the sound recording at the same time.

Following is a short definition of *imago dei*. You may wish to use some of this information to help the children understand the concept as you wonder together about its meaning. *Imago dei* is a theological term, applied uniquely to humans; it denotes the symbolical relation between God and humanity.

The term has its roots in Genesis 1:27, wherein “God created man in his own image . . .” This scripture passage does not mean that God is in human form, but rather, that humans are in the image of God in their moral, spiritual, and intellectual nature. Thus, humans mirror God’s divinity in their ability to actualize the unique qualities with which they have been endowed, and that make them different than all other creatures: rational structure, complete centeredness, creative freedom, a possibility for self-actualization, and the ability for self-transcendence.

### Supplies:

- computer with Internet access
- (optional) digital projector
- song: “Imago Dei,” by Jill Kirsten Warner, <http://www.youtube.com/watch?v=2duLAakNyuw>
- video: “Portraits of Imago Dei,” <http://www.youtube.com/watch?v=X1iubTxjE1g&feature=related>

Wonder together with the children in your group about *Imago dei*. What do they think the phrase means? After they think about it for a while, if necessary, explain to the children that the phrase *Imago dei* means image of God. What does it mean to be the image of God? Who or what is the image of God? If we, as humans, are the image of God, what does that mean for how we live our lives? How we treat others? How we honor our bodies?

Ask the children to listen closely to the words of the song “Imago Dei” as you listen to the recording together. What do the words to this song say about *Imago dei*? How do the words to this song help them understand *Imago dei*?

Listen to the recording of “Imago Dei” again as you watch the video “Portraits of Imago Dei.” What types of people did the children see in this video? Ask: *How many of the people were similar to you? How many were different? How can all these people be created in the image of God? How can we honor all people as being created in the image of God?* Encourage children to notice all the different people they encounter in the week ahead and how each person is created in the image of God.

### Reflect

How will you share the videos you made together in the workshop? How did the videos watched and the videos created extend the understanding of honoring the body for you and the children in your group? How will you and the children in your group carry this learning out to your faith community and beyond?