

Age-Level Overview

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Lower Elementary

WORKSHOP FOCUS: We get to follow Jesus!

GOOD CLEAN FUN: Kids test the cleaning power of various soaps.

Open the Bible

SPARK RESOURCES: Spark Story Bibles

SUPPLIES: Paper towels, small stickers

Activate Faith

SPARK RESOURCES: None

SUPPLIES: Plastic tablecloths, dish soap, liquid hand soap, shampoo, pitcher of water, shoebox-size plastic tubs, plastic margarine tubs, towels, oil or grease, dirt, mustard, swatches of light-color cotton fabric (an old sheet works well), small cups, whiteboard or chart paper, dry-erase marker or marker, paint shirts

Upper Elementary

WORKSHOP FOCUS: It's always time to follow Jesus!

TIME WILL TELL: Kids experiment with various time-telling devices.

SPARK RESOURCES: Spark Bibles, Spark Bible Stickers

SUPPLIES: Pencils

SPARK RESOURCES: None

SUPPLIES: Chart paper, large flashlight, rulers, clay, blocks, water, plastic tubs, permanent markers, pins, tape, clock with second hand; blocks, boxes, books, tables, or chairs

All Kids

WORKSHOP FOCUS: My feet will follow Jesus!

FIGURING OUT FOOTEDNESS: Kids determine whether they are right- or left-footed.

SPARK RESOURCES: Spark Story Bibles, Spark Bibles, Spark Bible Stickers

SUPPLIES: Paper, pencil, scissors, tape

SPARK RESOURCES: None

SUPPLIES: Stickers or address labels, paper, pencils, string, scissors, penny, soft balls, basket (or bucket or large can)



Looking for additional Spark content to further engage kids? Visit wearesparkhouse.org/kids/SHOSS to learn more about these options for purchase.

- The Bonus CD contains Activity Pages, Coloring Pages, Family Pages, Large Group Openings, and two additional in-class activities for each lesson.
- A Spark Online annual subscription gives you access to all content contained in the Bonus CD and the Spark Leader Guides, plus administrative tools and other extras.

Workshop Focus: We get to follow Jesus!

Keep these tips in mind as you welcome kids to the workshop and explore the story together.

- Each week, remember to welcome kids to the rotation. Keep in mind that for some kids, it may be the first time they are visiting your workshop!
- If kids have heard the story several times during previous weeks, read it again! Kids learn through repetition, and every workshop will explore the Bible story in a slightly different way.
- Remember that the Shepherds are there to support you as they accompany kids each week.

Open the Bible (10 minutes)

The Last Supper Storytelling

Welcome to Spark Science. I'm glad you're here. How many of you like to take baths? Show of hands. **Why do we have to take baths?** (*because my parents make me, so we don't stink, so we look nice, so we stay healthy*) **What do you use when you take a bath?** (*water, soap, washcloth, towel*) **When you were a baby, someone had to give you a bath. They did that because they cared for you. As you get older, you learn to wash yourself.**

I'm going to put a few stickers on each of your bodies. Place one sticker on an arm, one on a leg, and one in the middle of the back of each kid. **Now everyone gets a paper towel. Imagine this is a washcloth. Pretend to wash your body. Can you get all of the stickers off? Wouldn't it be nice to have someone help you get clean?** (*yes*)

Spark Resources
Spark Story Bibles

Supplies
Paper towels
Stickers, small

Jesus came to us to clean away our sins. But he was also human and had to clean away dirt. Let's read today's story about the Last Supper. It tells us about a time when cleaning dirt and cleaning sins came together. Open your Spark Story Bibles to The Last Supper on page 462. What part of the disciples' bodies did Jesus wash? (their feet) Did someone make Jesus wash feet? (no) Then why did he do it? (He cared for the disciples. He was setting an example of showing love for others.)

Activate Faith (25 minutes)

Good Clean Fun

Set Up: Spread plastic tablecloths over tables or on the floor to create work areas for groups of three kids. Place a shoebox-size plastic tub in each work area. Prepare three plastic margarine tubs for each group. In each tub, place a small amount of oil (or grease), dirt, or mustard. Pour a small amount of each type of soap into separate cups. Each group should get one set of soap cups. Use the marker to label the cups. Use a marker to copy the Stain-Removal Chart below onto a whiteboard or chart paper.

Stain-Removal Chart

	Hand soap	Dish soap	Shampoo
Oil/Grease			
Dirt			
Mustard			

Activity Instructions

We're going to experiment with different kinds of soap today. That way, we will know the best soap to use when we want to help others get clean.

- Find a couple of friends and get into groups of three. Each group should go to a different work area. Why do we use soap? (to get things clean) So if we're going to experiment with soaps, we'd better get some things dirty.**
- Give everyone a paint shirt to wear, then give each group three fabric swatches and three margarine tubs with staining agents in them. **In each tub, there is something that can stain your clothes. One tub has oil or grease. You might get this on your clothes from a bike chain. One tub has dirt. You get that on your clothes when you play outside. One tub has mustard. Some people like to eat mustard on hot dogs or sandwiches, but it can squirt onto their clothes.**

Spark Resources

None

Supplies

Tablecloths, plastic
 Dish soap
 Liquid hand soap
 Shampoo
 Pitcher of water
 Tubs, shoebox-size plastic
 Tubs, plastic, from margarine
 Towels
 Oil or grease
 Dirt
 Mustard
 Fabric swatches, light-color cotton (an old sheet works well)
 Cups, small
 Whiteboard or chart paper
 Dry-erase marker or marker
 Paint shirts

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3. Put one piece of fabric in each tub and rub it hard. Get your fabric pieces as stained as you can.
4. **I'll give each group some water in their washtub and one type of soap to test.** Distribute soap samples and fill each shoebox-size washtub about half full of water. **You can pour the soap directly onto your fabric pieces. Then rub the sides together. Watch the soap. Does it make a lot of bubbles? Rinse the fabric in the water. If the stain is not gone, put more soap on it and try again. Keep track of how many times you add more soap and do more scrubbing. When you have cleaned your stained fabric the best you can, spread it flat on your tablecloth to dry.**
5. Give the kids several minutes to work at washing their samples. Encourage them to share the chore. When they are done, have them fill in the Stain-Removal Chart with the answers to these questions and compare the results for each of the soaps.
 - Which stain did your soap remove the best?
 - How many times did you have to scrub each stain?
 - Which soap worked best for which stain?
 - Was it easy or hard to get things clean?
6. **Using your experience from today, would you volunteer to hand wash the laundry for your family?** (*no, yes*)

Send (5 minutes)

Wrap Up

Remind the Shepherds to distribute the Family Page for this story if the kids haven't already received it, and come together for Wrap Up.

Spark Resources
Family Pages



Supplies
None

Throughout the Bible, Jesus set an example for us. He forgave people who hurt him. He helped people in need. In today's story, Jesus washed his disciples' feet. Jesus showed us that even he would do a dirty job. There will probably be times when we are asked to help with some work. The jobs may be smelly or dirty or hard. We might not want to do those jobs. That is when we need to remember this story. If Jesus could wash things to show others he cared, so can we.

Prayer Time

Dear God,

Jesus set an example for his disciples and for all of us. No job that is asked of me is too small or too dirty or too hard to do. Help me to follow his example and show that I care for others.

Amen.

Workshop Focus: It's always time to follow Jesus!

Keep these tips in mind as you welcome kids to the workshop and explore the story together.

- Each week, remember to welcome kids to the rotation. Keep in mind that for some kids, it may be the first time they are visiting your workshop!
- If kids have heard the story several times during previous weeks, read it again! Kids learn through repetition, and every workshop will explore the Bible story in a slightly different way.
- Remember that the Shepherds are there to support you as they accompany kids each week.

Open the Bible (10 minutes)

The Last Supper Storytelling

Welcome to Spark Science. I'm glad you're here. Listen carefully to what I say next and see if you can discover the theme.

We've come together for a timely discussion about the Bible. We know the stories are timeless, and it's time well spent to study them carefully. I suppose it's time to get started, but before we begin, have you had enough time to discover this week's theme? (Time!)

I'd like each of you to take a pencil. As we're reading the story about the Last Supper, circle any time-related words you see. Time-related words could be a time span, like *minutes* or *years*. Time-related words also include *first*, *last*, *later*, and many others. Let's open our Spark Bibles to John 13:1-20 on page 1190, and read *The Last Supper* while looking for time words. Let's also notice places where we might put a Spark Bible Sticker.

How many time-related words did you find in today's story? (eight: *now*, *before*, *hour*, *during*, *later*, *after*, *now*, *before*, *when*; nine references if you include "Last" from title) **When Jesus talked about time, he was talking about an event that was going to happen. What event was he referring to? (his death or crucifixion)**

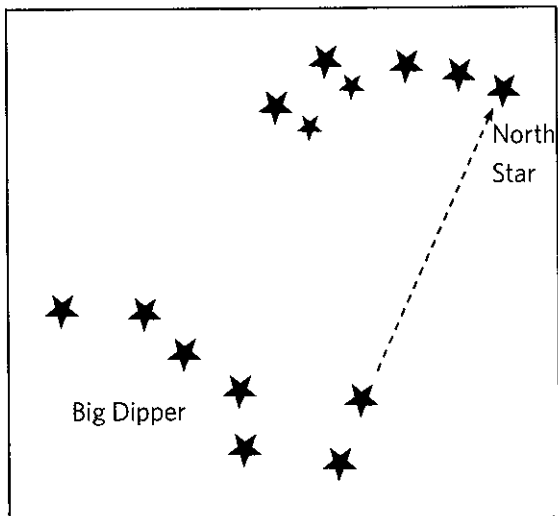
Spark Resources
Spark Bibles
Spark Bible Stickers

Supplies
Pencils

Activate Faith (25 minutes)

Time Will Tell

Set Up: Create a large open area in the room. Designate two opposite walls as being east and west. Make a large picture of the Big Dipper and the North Star.



Spark Resources
None

Supplies
Chart paper
Flashlight, large
Rulers, 1 per kid
Clay, 1 lump per kid
Blocks, wooden, 3 per kid
Water
Tubs, plastic
Permanent markers
Pins
Tape
Clock with second hand
Blocks, boxes, books, tables,
or chairs

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Activity Instructions

When Jesus was alive, there were no clocks like we have today. How do you think people knew what time it was? (They looked at the sun or the stars. They had sundials.) **We'll start like people did long ago—by using the sun.**

1. Give everybody a ruler, a lump of clay, and three wooden blocks.
2. **Find a place near the middle of the room. Put your clay at your feet and stand your ruler straight up in the clay. Move to the side of the room for now.**
3. **This flashlight will be the sun.** If possible, turn off the lights so that the shadows are more apparent. **Where do we first see the sun in the morning?** (in the east) Stand at an east wall, hold the flashlight high, and turn it on. **Look where the shadow from your stick falls. Mark that spot with a block and then step away again.**
4. **As the earth turns, it looks like the sun is traveling from east to west.** Walk in an arc toward the opposite (west) wall. Halfway across, stop, shine the flashlight, and say, **You might have heard the phrase "high noon." That is when the sun is the highest in the sky, directly overhead. Use another block to mark where the shadow falls at high noon.**

5. **Can you guess where your shadow will fall at sunset?** (*opposite of sunrise*)
Let's see. Move to west wall. **How many hours does the space between your blocks represent?** (*10, 12, a day*) **There isn't one right answer, unless you live near the equator where days always have 12 hours of light. As you move north or south from the equator, days get longer in the summer and shorter in the winter. That makes the shadows move faster or slower. So sun clocks don't always tell the time accurately.**
6. **What other problems could there be with using the sun as a clock?** (*You can't use the sun at night or when it is cloudy.*)
7. **If you're in the Northern Hemisphere, the Big Dipper is always visible on a clear night. The two pointer stars on the far edge of the bowl of the Big Dipper point to Polaris, the North Star. They also act like the hour hand of a star clock. As the earth turns, the stars appear to move around. But the hands take 24 hours to move around and they move backwards.**
Demonstrate by moving the poster of the Big Dipper counter-clockwise as you call out time—one o'clock . . . twenty-three o'clock. . . **But that still doesn't solve what people did when it was cloudy.**
8. **That's where the water clock comes in. Many ancient cultures used dripping water to tell time. They would have a bowl or pot with water above another bowl. The top bowl had a hole in it to let the water out. The bottom bowl had marks in it to show different times. The water could drip day or night, whether it was sunny or cloudy. How accurate was it? Let's find out.**
9. **Find a partner to work with. Your challenge is to figure out a way to make an accurate two-minute water timer. Each group will get two plastic tubs, a pin, a marker, and access to water and tape. You can use blocks, boxes, books, tables, or chairs to use as stands.**
10. Give the groups as much time as you can to let them work on their water timers. If some groups get done quickly, challenge them by asking them what would happen if it was windy, if the water got dirty, or if some other problem arose. If some groups need assistance, encourage them to measure the amount of water in the top tank, to change the size or location (bottom or side of tub) of the pinhole, or to use tape to cover unsuccessful attempts. When all the groups have a working model, or if there is little time left, bring the models together for a test. Have the groups line them up. At the word "go," have them start. Use a clock (watch) with a second hand to test the accuracy of the models.

Send (5 minutes)

Wrap Up

Remind the Shepherds to distribute the Family Page for this story if the kids haven't already received it, and come together for Wrap Up.

Jesus used his time wisely, right up to the end. He spent his time doing what mattered the most. He showed his disciples that he cared for them while also teaching them through stories, lessons, prayers, and his actions.

When we feel pressured by things that are about to happen, we need to remember this story and focus on the important things. That includes spending time with loved ones and showing them how much we care.

Spark Resources

Family Pages



Supplies

None

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Prayer Time

Dear God,

The time we spend studying the Bible helps us to realize what is important. The words and actions of your Son, Jesus, give us a model to follow. We'll do our best to make the best use of our time each day, following the example set by Jesus. It is always time to follow Jesus!

Amen.

Workshop Focus: My feet will follow Jesus!

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Open the Bible (10 minutes)

The Last Supper Storytelling

Set Up: Trace your foot or shoe on several pieces of paper. Cut out the prints and tape them in a winding, circular path around the floor.

Activity Instructions

Welcome to Spark Science. I'm glad you're here. What does it mean to follow in someone's footsteps? (*It means to do the same things that they do. It means to act like someone else acts.*)

Did any of you follow the footsteps in this room? (*yes, no*) **Where do the footsteps take you?** (*in a circle, back to the door*) **What would happen if you kept following those footsteps again, and again, and again?** (*We'd get tired. The footsteps would get dirty and torn.*)

Jesus and the disciples walked around the country a lot. Sometimes, they went back to the same places again and again. Their feet surely got tired and dirty. But they knew that their message was important. Today's story is about a very

Spark Resources

Spark Story Bibles
Spark Bibles
Spark Bible Stickers

Supplies

Paper
Pencil
Scissors
Tape

important message that Jesus' footsteps taught the disciples. Let's turn to The Last Supper on page 462 in the Spark Story Bible or John 13:1-20 on page 1190 in the Spark Bible and read together. Encourage the kids to use a sticker to mark the passage and write their thoughts in the margin. Perhaps the younger kids can make suggestions on which sticker to use.

What did Jesus do? (*He washed their feet.*) **Yes, Jesus washed their feet. Why?** (*because he loved them*) **Jesus loved them, yes. He also wanted them to follow in his footsteps and do all they could to care for and love others.**

Activate Faith (25 minutes)

Figuring Out Footedness

Set Up: Create a large, open area in the room. Cut a 2-foot (60 cm) piece of string for each pair of kids.

Activity Instructions

During the Last Supper, Jesus washed the feet of his disciples. He did that to model what he wanted them to do after he died. He also knew they would walk many miles on their feet to spread the word of God.

We wash our own feet. And we walk, run, hop, and skip on our feet. But how well do we know our feet? Do we use them to their fullest ability?

- How many of you are right-handed?** Count raised hands and record the number. **How many of you are left-handed?** Count raised hands and record the number. **How many of you are right-footed?** (*I don't know!*) **How many of you are left-footed?** (*I don't know!*)
- Just because you're right-handed doesn't mean you're right-footed. The same is true with being left-handed. Let's do some simple tests to find out. First, put a sticker on the front of your right foot. That will keep us from getting our feet mixed up during the tests.** Distribute stickers. Make sure that each kid's sticker is put in a visible place on the right foot.
- Find a partner and get a piece of string, a piece of paper, and a pencil.** Distribute string, paper, and pencil.
 - Lay the string down on the floor. One partner at a time stands with toes pointed toward the string. As your partner watches, step over the string, turn around, and step over it again. Don't stop to think about which foot to lift. Do it automatically. Step over the string six times. Each time you step over the string, your partner should mark down which foot you lift first. Then switch roles.**

Spark Resources

None

Supplies

Stickers or address labels, 1 per kid
Paper
Pencils
String
Scissors
Penny, 1 for every 2 kids
Soft balls, 1 for every 2 kids
Basket, bucket, or large can, 1 for every 2 kids

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b. Next, as a double check, we're going to do the penny stomp. Distribute one penny to each pair. **Again, we're going to watch to see which foot each partner uses to stomp on the penny. Stand with both feet together. Stomp on the penny, then bring both feet back together before you stomp again. Stomp six times with your partner recording which foot you use. Then switch roles.** Demonstrate how to do this.

4. **If you lifted your right foot first more times than you lifted your left foot first, then you are right-footed. If you lifted your left foot first more times than you lifted your right foot first, then you are left-footed. How many people are right-footed? Your right foot is called your "dominant" foot.** Count and record the number on the board. **How many people are left-footed? Your left foot is your dominant foot.** Count and record the number on the board. Discuss the results. Do the numbers match the data about handedness from Step 1?
5. **Now that you know your "footedness," what difference does it make? It makes a big difference for soccer players, basketball players, dancers, skateboarders, and many others. Let's see how. Each set of partners needs a basket (bucket) and a ball.**
6. **Put the basket on its side 8 to 10 feet (2.5 to 3 meters) away. Use the string to make a shooting line. Without kicking the ball too hard, try to get it in the basket. You should try at least six times with each foot. Do you do a better job with your dominant foot?**
7. If time permits, set the baskets upright. **This time lets use our hands to throw the ball in the basket.**
 - a. **Keep both feet even and pointed toward the basket. Toss the ball toward the basket five times, keeping track of how many times you make it.**
 - b. **For the next five tries, have your dominant foot a little bit closer to the basket by moving your other foot back. Again, keep track of how many times you score and how it feels.**
 - c. **For the final five tries, move your other foot just a little bit closer to the basket and your dominant foot back. Again, keep track of how many times you score and how it feels.**

Usually, people whose dominant hand and foot match do a better job at making baskets when their dominant foot is a bit forward. People who have opposite dominant hands and feet have to figure out what works best for them.

Send (5 minutes)

Wrap Up

Remind the Shepherds to distribute the Family Page for this story if the kids haven't already received it, and come together for Wrap Up.

Once we learn to walk, we don't pay much attention to our feet. We step, kick, and jump without thinking about what to do. But Jesus knew our feet are important. He also knew that by washing his disciples' feet, he sent an important message. Let's join together by making sure that the sides of our shoes touch the sides of our neighbor's shoes, and we'll pray about Jesus' message.

Spark Resources

Family Pages



Supplies

None

Prayer Time

Dear Jesus,

You washed your disciples' feet. They didn't want you to because you were their leader and they knew you were a king. But you showed them that even kings serve others. Even kings must show love and care to others, especially the weakest among us.

Thank you for that example, Jesus. I must never forget about your people who need my love and care. I will follow in your footsteps!

Amen.

Tear here for easy use!