

## Age-Level Overview

	Open the Bible	Activate Faith
<b>Lower Elementary</b>		
<b>WORKSHOP FOCUS:</b> God helps us.	<b>SPARK RESOURCES:</b> Spark Story Bibles	<b>SPARK RESOURCES:</b> None
<b>HARVEST TIME:</b> Kids compare harvesting techniques using various tools.	<b>SUPPLIES:</b> None	<b>SUPPLIES:</b> Metal paper clips or metal washers, buttons or beads, carpet squares, tweezers, magnets, brooms, pliers, rakes, small cups, poster board, marker
<b>Upper Elementary</b>		
<b>WORKSHOP FOCUS:</b> We are bound to God and to one another.	<b>SPARK RESOURCES:</b> Spark Bibles, Spark Bible Stickers	<b>SPARK RESOURCES:</b> None
<b>LET'S STICK TOGETHER:</b> Kids test types of glues on paper, fabric, metal, and wood.	<b>SUPPLIES:</b> Yarn, scissors, pencils	<b>SUPPLIES:</b> Hair dryer, bucket of water, scissors, paper, waxed paper, plastic tubs (from yogurt, etc.), cloth scraps, aluminum foil, wood scraps, fast-drying glue, newspaper, towels, marker, whiteboard or posterboard, Bonding Results Chart
<b>All Kids</b>		
<b>WORKSHOP FOCUS:</b> God is with us wherever we go.	<b>SPARK RESOURCES:</b> Spark Story Bibles, Spark Bibles, Spark Bible Stickers	<b>SPARK RESOURCES:</b> None
<b>MIGRATION MAPPING:</b> Kids map routes of a simulated duck migration.	<b>SUPPLIES:</b> None	<b>SUPPLIES:</b> Masking tape, carpet squares, small squares of colored paper, cups, paper, crayons or colored pencils, posterboard



Visit [www.sparksundayschool.org](http://www.sparksundayschool.org) for more Spark content. Watch a short Lesson Prep Video that will prepare you and give you confidence to explore this Bible story with the kids you are leading. You will also find a downloadable Family Page for this rotation's story filled with ideas for families to use to explore this story and live out their faith at home.



**Workshop Focus:** God helps us.

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.
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## Open the Bible (10 minutes)

### Ruth Storytelling

**Welcome to Science. When some people think of scientists, they think of crazy-looking people, working all alone in a lab, making explosions, and things like that. While there might be very few scientists who work like that, most scientists work together and help each other. Scientists like to talk to each other so they don't get lonely. They like to share ideas with each other. They like to work together to make jobs easier.**

**Today's Bible story is about people working together. Let's open our Bibles to page 110 and read the story of Naomi and Ruth.**

**For a long, long time, it took a lot of people working together to grow food on farms. What are some of the jobs the people had to do?** (*dig up the soil, plant the seeds, water the plants, weed the plants, pick the crops*)

**At the end of today's story, Ruth was getting food from a farm. Ruth was helping Naomi, and Boaz was helping Ruth. God likes it when we help each other. Let's get ready to help each other in our farm science activity of Harvest Time.**

Spark Resources  
Spark Story Bibles

Supplies  
None

# Activate Faith (25 Minutes)

## Harvest Time

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### Set Up:

- Clear a large area of the room.
- Distribute the carpet squares so that each one has plenty of room around it.
- Use the marker to make a results chart on the poster board listing the type of tool (tweezers, magnets, broom, pliers, rake) down the left side of the chart and the type of “grain” (buttons, beads, paper clips, metal washers) across the top of the chart.
- Put the metal paper clips/washers and buttons/beads in separate cups.

### Activity Instructions

**What do farmers in today’s world use to harvest their crops?** (*combines, tractors, trucks*) **Did they have those things during Ruth’s time?** (*no*) **What did they have?** (*their hands, bowls, bags*) **It doesn’t matter whether farmers use fancy new machines or old tools, they never get all the grain. Some of it is always left behind. In today’s story, Ruth followed the harvesters to glean—or pick up—the leftover grain from the fields. Even today, people go into fields after harvest sometimes to pick up the leftovers. We’re going to experience gleaning by experimenting with what tools work best for various crops.**

1. Show the kids a cup of buttons or paper clips. **We are going to use these items as our grain.**
2. Go to each carpet square and scatter one type of “grain” over each. **These carpet squares represent the farm fields.**
3. Have the kids pair off and choose one type of tool per pair. Each pair can take only one rake or broom, but each child can get tweezers, magnets, or pliers. Each child should get a harvest cup.
4. **Since Ruth was an adult, she probably wouldn’t crawl through the fields. Instead, she would stoop over like this.** Demonstrate stooping over to pick up a piece and putting it in a cup. **You must do the same. Figure out which tool works best for each type of “grain.”** When kids figure out which type of tool works best for picking up each type of “grain” they can mark the appropriate square in the chart. For example—if the magnet works best to glean paper clips, make an x in the box where the magnet row meets the paper clip column.
5. Give the kids a few minutes to glean the grain from their area. Help them mark the chart in the right spot, then gather them together to discuss the results. **How did it feel to be harvesting? Did you get tired? Which tool do you think worked best? How can we tell? Let’s record your comments on this chart.**

### Spark Resources

None

### Supplies

Metal paper clips or metal washers  
Buttons or beads  
Carpet squares, 1 for each pair of kids  
Tweezers, enough for all kids  
Magnets, enough for each kid  
Brooms, at least 1 for every 2 kids  
Pliers, enough for all kids  
Rakes, at least 1 for every 2 kids  
Small cups, 1 per kid  
Poster board  
Marker

6. **Would the same tool be the best if we were harvesting a different type of grain?** Repeat the activity, letting the pairs select a different tool to use or to scatter a different material as grain.
7. Repeat as long as time and interest allow.

**Is there any tool we didn't have here today that you think would have made our harvest even easier?** (*vacuum cleaner*) **Do you remember what happened in today's story that made gleaning the grain easier for Ruth?** (*Boaz told his workers to leave extra behind.*)

## Send (5 minutes)

### Wrap Up

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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.

**Humans started farming when God banished them from the Garden of Eden. What tools did they have?** (*none*) **Adam and Eve had only the tools God had given them during creation: their eyes, ears, hands, feet, and brains. They had to work together and use their brains to invent new things by using the rocks, plants, and animals around them.**

**God provided for Adam and Eve, but not directly. God also provided for Ruth and Naomi by using Boaz to share the leftovers. Sometimes we might share leftovers. We also should help others by giving our time and our talents. Think of a tool or talent you have, like singing, writing, inventing things, or running fast. Be ready to whisper a way to use that talent during our closing prayer, like singing a song to make a sad person happy, or running to catch a hat that is blowing away.**

### Prayer Time

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**Dear God,**

**There are many people in this world whom I could help with the talent I whisper to you now. Please help me to be generous with the time and things I give to make the world a better place. Amen.**

Spark Resources  
Family Pages



Supplies  
None



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## Open the Bible (10 minutes)

### Ruth Storytelling

**Set Up:** Cut the yarn into 3 ft. (1 meter) lengths—one piece for each kid.

#### Activity Instructions

**Welcome to Science. Before we read today's story, I'd like everyone to sit in a circle.** Distribute yarn strands.

**Please tie one end of the yarn to the left wrist of the person on your right. Tie the other end to your right wrist. Now we are bound together. What effect will this have on you?** (*Whatever one person does will affect everyone else.*)

**So we are in this together. How can we work together so that our reading goes smoothly for everyone?** Encourage discussion of everyone only using their right/left hand, having actions move like a wave around the circle, taking turns, etc.

**Let's see how our system works. Everyone open your Bible to the book of Ruth, Chapter 1. It is on page 290.**

**Why do you think Ruth left her own country and family to stay with Naomi?**

(*Maybe she liked her. Maybe she felt sorry for her. Maybe she wanted to go someplace new.*)

#### Spark Resources

Spark Bibles  
Spark Bible Stickers

#### Supplies

Yarn, 1 3-foot (1 m) piece per kid  
Scissors  
Pencils

## Was Ruth literally bound to Naomi like we are bound to each other right now?

(no)

**We are going to be studying bonds in our activities today. But first, I'll cut the strings so you have the freedom to work.** Allow time for kids to place a sticker in their Bibles or write their thoughts in the margins.

# Activate Faith (25 minutes)

## Let's Stick Together

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### Set Up:

- Cover the work area with newspaper.
- Place a large piece of waxed paper near each place (one place for every 2 kids).
- Put towels and tubs half full of water in the middle of the work areas.
- Place the hair dryer on a table away from the water.
- Make copies of the Bonding Results Chart on page 129 of this guide (one copy for each pair of kids).

### Activity Instructions

**In today's story, Ruth was with Naomi in good times and hard times. She stuck to her like glue. Their bond was very strong! We are going to test bonding strength today. Find a partner and sit near a work area. Give each pair a Bonding Results Chart.**

1. **There are four basic things you need to know before you get your materials.**
  - **You will be testing the bonding strength of glue on different types of materials when we try to break the bond with heat or water.**
  - **You can test any material combinations you like, like paper to paper or fabric to plastic. Use the chart to help you keep track of what you are testing. If the bond breaks with heat write YES in the column next to what you are testing. If it doesn't break, write NO in the column. If the bond breaks in water write YES in the column next to what you are testing. If it doesn't break, write NO in the column.**
  - **You need to make two samples of every bond you make so they can be tested independently for their ability to withstand heat and water.**
  - **Do your gluing over the waxed paper to reduce unintentional sticking.**
2. **Before we begin, we need to set testing standards. How long should a bond be tested in the heat of the hair dryer?** Discuss and choose an option (5 seconds, 15 seconds, 1 minute, etc). **On low or high? How long should the bond be tested in the water?** (15 seconds, 1 minute, 2 minutes, etc) Have kids determine length of the water test.

### Spark Resources

None

### Supplies

Hair dryer  
Bucket of water  
Scissors  
Paper  
Waxed paper  
Plastic tubs (from yogurt, etc.)  
Cloth scraps  
Aluminum foil  
Wood scraps  
Fast drying glue (2 + different types)  
Newspaper  
Towels  
Marker  
Whiteboard or poster  
Bonding Results Chart

3. Make sure you record your results on the Bonding Results Chart.
4. Show the available materials and let the kids get started. Make sure each pair of kids has a Bonding Results Chart to keep track of their experiments and results. Ask Shepherds to help kids with the experiment. Remind everyone to use just enough glue so it has time to dry before being tested under heat and water.
5. If time and interest permit, let them test as many samples as they can with both types of glue and both water and heat.

After the kids have completed their tests, review the findings listed on the chart.

**Were we able to test all possible combinations today? (no) Does the same glue work best in all instances? (no) What other observations did you make about the glues or materials? (Glue may be slow to dry. Glue may wrinkle paper.) Etc. Different materials bond together in different ways, depending on the glue and what kinds of stress (like heat and water) they are subjected to. Naomi and Ruth had a strong bond. Nothing could break them apart. They were friends who loved each other. God loves for us is as strong as the strongest glue around. Nothing will ever break the bond between God and us!**

## 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.

**As we saw in our experiments, not all bonds can withstand challenges. The bond between Naomi and Ruth survived the death of their loved ones, a long journey, and the possibility of hunger. By sticking together, they had a greater chance for survival. Our chance for everlasting survival improves as we develop an ever-stronger bond with God.**

**In today's closing prayer, you will have the chance to tell about your bond to God. Use your experience to complete the following sentence. I will stick to God like blank glue to blank. (I will stick to God like craft glue to fabric.)**

### Prayer Time

**Dear God,**

**The story of Ruth and Naomi in the Bible inspired us to think about bonds. Our experiences with physical bonds have given us images to remind us of our connections with you. We would like to share those with you now. (I will stick to you, God, like Elmer's glue to paper. . . .) We take comfort in knowing that your bond to us can withstand any challenge. Amen.**

#### Spark Resources

Family Pages



Supplies

None



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## Open the Bible (10 minutes)

### Ruth Storytelling

**Welcome to science. Anytime you go from one place to another, you are moving.**

**How was your move here?** (*fine, hot, short*)

**Moving around involves change—changing places, changing faces, maybe changing temperatures. What else?** (*changing lights, smells*)

**We are going to change the way we read today's Bible story. The story involves Ruth and Naomi moving from one country to another. To help us get a better feel for that, find a buddy you want to be with. As we read, we will move around the room.**

*If you are using the Spark Story Bible move after every paragraph.*

*If you are using the Spark Bible move after every 5 or 6 verses.*

Read Naomi and Ruth from the Spark Story Bible beginning on page 110. If you are reading from the Spark Bible, read chapter 1 of Ruth beginning on page 290. Encourage older kids to mark the passage with a Spark Bible Sticker, perhaps allowing the younger kids to help them select one.

**Moving can be uncomfortable, noisy, even annoying. But just like Ruth and Naomi, moving is easier if you always have the same buddy by your side.**

**Spark Resources**  
Spark Story Bibles  
Spark Bibles  
Spark Bible Stickers

**Supplies**  
None

# Activate Faith (25 minutes)

## Migration Mapping

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### Set Up:

- Create a large open area in the room.
- Make tape lines at opposite ends of the open area. Label one side “N,” the opposite side “S.”
- Stagger the carpet squares between the two lines.
- Draw a sample map of the migration area in your room on the poster board.
- Place a cup on each carpet square.
- Place a random number of paper squares (food) in each cup. Use a different color of “food” for each cup.

### Activity Instructions

**In today’s story, Naomi moved with her husband because there was no food to eat where they were living. After he died, she moved back to her country. Moving from place to place is called migration. Migrating is a common theme in many Bible stories. Why do people migrate?** *(To be near their families. To find work. To find food. Because there is fighting in their country.)*

**Animals migrate too. What animals migrate?** *(Ducks, monarch butterflies, bats, sea turtles.)*

**Why do animals migrate?** *(To find food. To find a less crowded place to have babies.)*

**Scientists study migration to find out where animals go, what path they follow and what they eat. We’re going to map mallard duck migration.**

1. **Scientists attach identification bands to mallards so they can tell them apart. To make your ID band, wrap a piece of tape around one wrist. Draw three wide colored stripes on the band.** Distribute tape and crayons/pencils to each kid.
2. **Ducks migrate twice a year. In the spring, they migrate north so they can have enough nesting areas to raise their young. In the fall, they migrate south so they can find enough food to eat. Since they migrate a long way, they stop at safe places for food and rest. The carpet squares are resting places. The paper squares in the cups are food.**
3. **Find a partner. We’re going to be scientists and ducks and go through the spring and fall migrations together. We’ll do the mapping four times. For two times in a row, one partner will be the duck and the other one will be the scientist. Then you will switch roles.**
4. **Pick who will be ducks first.** Distribute a piece of paper to each scientist. **Scientists, you need to draw a map of our migration area on your paper like**

### Spark Resources

None

### Supplies

Masking tape  
Carpet squares (2 per kid)  
Cups (1 per kid)  
Small colored paper squares,  
see directions to estimate  
quantity  
Paper  
Crayons or colored pencils  
Poster board

**this.** Show the map of your room's migration area on the poster. **You also need to draw your partner's identification band. When you are done with these first steps, the ducks should line up at the south end for spring migration. Scientists line up along the sides.**

- Ducks, to successfully migrate, you need one piece of food from three different rest stations. Scientists, use a crayon to draw a line that shows where your duck goes. Remember, this is not a race. Ducks, start quacking and flapping and migrating.**
- Once all the ducks are in the north, invite the scientists to find their ducks. **Record what colors of food they ate. Get a new color of crayon to mark the fall migration, and go back to the sides. Ducks, you need two pieces of food during the fall migration. Start quacking, and migrate.**
- Scientists, find your ducks and record their food intake. Then put your map in a safe place. Partners, switch roles.**
- Let the new ducks migrate both north and south, with scientists recording their findings.
- Partners, get together and compare your maps. Did your duck follow the same route going north and south? Did your duck like one type of food better than another? Did your duck have trouble finding food? What else can your map tell you?**

## Send (5 minutes)

### Wrap Up

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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.

**Today, we focused on "migration," or moving. There are many Bible stories that include people moving around. What ones can you remember?** (*Mary's trip to Bethlehem. Moses leading people out of Egypt. Jesus traveling by boat.*) **Almost all the stories have people moving with others, not by themselves. Having a moving buddy provides a sense of security because at least one thing is the same. Another thing is always the same too. God is always there to help, no matter where we go or how we travel.**

Spark Resources  
Family Pages



Supplies  
None

## Prayer Time

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**Dear God,**

**Today, we learned about migration. We have our daily migrations from home to school and church, and we have friends who migrate with us. We know that we likely face much bigger migrations throughout our lives. Help us to create strong bonds with friends and family who can aid us in these larger moves. And never let us forget that you are always with us, just like Ruth was with Naomi. Amen.**

# Bonding Results Chart

Item to Item	Glue 1 Heat		Glue 1 Water		Glue 2 Heat		Glue 2 Water	
Paper to								
Plastic to								
Cloth to								
Wood to								
Foil to								