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# (WT) Psalm 23 ~ "Edible Arrangement" (Cooking) Workshop

 The Writing Team  Fortifying our Supporting Members

## Rotation.org Writing Team

### Psalm 23

#### An "Edible Arrangement" (Cooking) Workshop



## Summary of Activities

Students will create a "Psalm 23 edible arrangement" by assembling various fruits and other foods on "verse skewers" to help them remember the words and meaning of Psalm 23. The finished "edible arrangement" will be wrapped to go home and become a tasty centerpiece reminder for family members. During the lesson, students will play two games with special "Pic Sticks" skewers that will help them explore and remember the words and meaning of the psalm.

## Scripture for the Lesson

## Psalm 23 (NRSV)

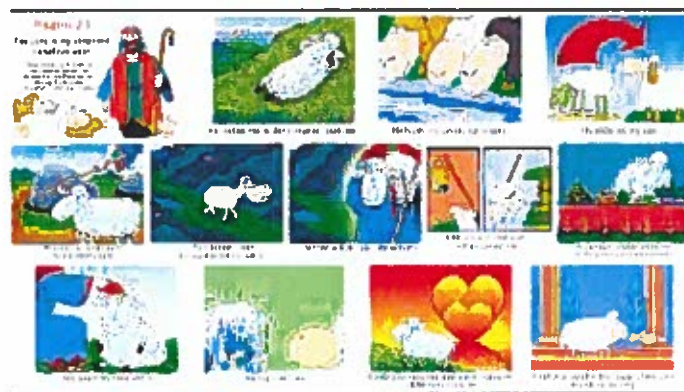
**Key/Memory Verses:** The entire psalm!

### Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives.

### Preparation and Materials

- Read the Bible Background and scripture.
- Purchase a "can" or "canister" for each child to hold the skewers/food. We recommend the 7" tall clear acrylic "paint cans" from [Oriental Trading Company](#). A 6 "x 11" printed sheet of paper fits nicely in them.
- Purchase 14" skewers, 7 or 8 skewers per student, plus another two dozen extra for the opening "picture sticks" and the "pick up sticks" closing game.
- Purchase a variety of foods to skewer (see and copy the [Verse Skewers and Food List](#) in the post below this one at rotation.org).
- Containers to hold the variety of foods.
- Tape.
- Wide plastic "saran" wrap or foil to wrap each edible arrangement to go home.
- A bag of mandarin oranges -- one orange for each canister to act as a weight.



*The printable color insert for the canisters and for making the Pic Sticks and Skewer Sticks.*

### Printing the Psalm 23 Image Inserts

One of the key ingredients to this lesson is the printable Psalm 23 color Images. They get used with the "Pic Sticks" opening and closing activities, AND they get used as a canister liner and image-toppers for the food skewers. This repeated usage is an aid to memory. (These images are also used in many of the other lessons in this set.)

- Print ONE copy of the [Psalm 23 color insert without text](#), to create the 13 skewers "Pic Sticks" for the Opening and Closing activities. 13 images, 13 skewers. Leave the scripture text off the images.
- Print ONE COPY PER STUDENT of the [Psalm 23 color insert without text](#). In advance, cut each insert into its individual images and tape them to the skewers which the students will be putting their food on. There are 13 images on the insert, but you will be combining two images per skewer PER THE FOOD SKEWER LIST below. The images on the skewers do not have the text because the "food" is the "text" on the skewers, so to speak.
- Finally, print ONE COPY PER CANISTER of the [Psalm 23 color insert WITH text \(NRSV\)](#) and place one inside each student's canister (trimming 2" off to make it fit). If you want to use a different Bible translation of the psalm, print and fill in the "No Text" insert.



### Lesson Plan

1. Opening Bible Reading Activity with one set of "Pic Sticks."
2. Edible Arrangement Making and Wrapping to go home.
3. Closing "Pick-up-sticks" Game.

**\*The "Pic Sticks"** used in both the opening and closing activities are created in advance by the teacher.

Each student will ALSO have their OWN set of Pic Sticks to skewer their food kabobs and place them in their canister to go home. In that way, their kabobs have pictures but no words and the printed color insert inside the canister acts as a "key to the kabobs."



### Opening

Welcome your students and explain what they'll be doing and learning in today's lesson. Ask how many of them know any of the words to Psalm 23. (If you are using the Rotation Model, they will know quite a bit as the weeks roll on.)

**Give each student** one of your pre-made image-only "Pic Sticks." Go around the group and ask them to guess which part of Psalm 23 it represents or what the "picture" on their stick might mean. (Make sure they can see each other's pictures.)

**Now** have them open their Bibles to Psalm 23 and **read the Psalm together** -- thinking about what part of the psalm their picture seems to be describing.

**After they've read aloud the scripture**, go around the group again and ask each student to read aloud the words from the psalm which *THEY* think matches their Pic Stick and explain "why" they think it matches. Some will be harder than others, but that's okay. Give clues as needed.

**Once they've correctly matched** the pictures to the verses, **have them lay their Pic Sticks in the correct order** and recite the psalm again. Set your set of Pic Sticks aside until the end of the lesson, and move into making the edible arrangement with the image-topped skewers that the kids will now use.

## Making the Psalm 23 Edible Arrangement

### FOOD OPTION SUGGESTIONS

**Below in the Verse Skewers & Food List** 'post' you can see a list of suggested foods and fruits for each verse. We'll keep updating it. Feel free to come up with your own, too. Because it's unlikely you can afford enough foods to represent every great idea, during the arranging activity ask students if they can think of other foods that might better represent a word or concept in the verse for a particular verse. For example, ask them "what food can you think of that would remind you of 'Prepare a Table?'"

HINT: Candy orange "slices" are great for skewering and can be cut with scissors and shaped to form a Table, a Cup, and a "House" of the Lord. Seen right: a blueberry representing "water" in an orange slice "cup." Smoosh the blueberry to make it "overflow" onto the orange.



Students will be deciding which of the foods you have provided that they want to put on each of their verse skewers. You or they may decide to have one, two, or three different food items per skewer that reminds them of the words and ideas in the verse whose image is taped to the top of the skewer. "How many fruits" you decide to put on "how many skewers" will largely depend on how much time and food you have. Some verses are harder to represent in food than others.



Keep in mind that the food item a student puts on his or her skewer only has to make sense to him and jog HIS/HER memory of the verse.

## BEGIN

Distribute the canisters and have the students place the color insert inside the canister. Show them that the insert uses the same pictures that are taped on top of their skewers, but includes the verse text on them.

Put a mandarin orange in the bottom of each canister to keep the cans from tipping over as students place completed skewers in them.

## SKEWERING FOODS to REPRESENT VERSES

The teacher will be walking students through the process of creating a food skewer for each verse. Start slow and keep everyone together.

Tell your students that whenever they hear the words referring to God in a verse, such as "Lord" or "He" or "You," that they will need to put a cube of cheese on that skewer because **God is the "The Big Cheese."** (Explain that "Big Cheese" is a fun title describing someone who is "in charge, top dog, the best." (There are ten of them in the psalm!))





**The FIRST verse "skewering" is a bit scripted to help students understand the process.**

1. Recite Verse 1, "The Lord is My Shepherd, I shall not want." Then have them find the first skewer with the image on it that matches the verse.
2. Ask: How many times is God referred to in the verse? (1) Great! Let's put one cube of cheese on Verse Skewer 1 because the Lord is our "Big Cheese."
3. Ask: The Lord is our "Shepherd" -- do we have anything on the table that reminds of the word "shepherd"? (Yes, the marshmallow looks like a sheep). Let's skewer a marshmallow.
4. Ask: What's the next part of verse 1? Right, "I shall not want" which is like saying, with God as my shepherd I have everything I really need. What fruit on our table looks like a collection of a lot of things? (The strawberry because it is coated with little seeds). Let's skewer a strawberry and recite the verse together.
5. When the first skewer is completed, have them put it in their canister and move on to the next "pic stick."

**Continue on to the next verse, reciting it, finding the skewer, and deciding which foods to put on it.**

Depending on the age of your children, you may give them more freedom to work at their own pace, but keep reminding them that the food choices need to represent words and

ideas in the verses, and not simply be a collection of their favorite foods. If you find them "getting random" with their food choices, rein them in by guiding them through the next verse like you did with verse 1 above.

Keep in mind that some verses will be more difficult to represent on a skewer simply by the practical limitations of how many different foods you have supplied. In those cases, ask them what food WOULD have been good for that word or idea.

Keep in mind that some verses may only get one or two food items and that the most used food item will be cheese because God is mentioned in every verse. **Make that a teaching point -- that God is at the center of the psalmist's and our lives.**

**As you bring the food skewering activity to an end...**

**Have everyone read through Psalm 23 again USING THEIR SKEWERS!** Take notice of interesting food choices and ask individuals why they chose a certain food item. Your goal is their memory reinforcement, not "skewer conformity."



Yes, encourage students to "**taste as well as see**" that the Psalm is good! (sensory associations are a great way for the Word to endure forever in their brain cells). 🍴

Munching and sharing what you're skewering is a great opportunity to reinforce and share thoughts about the psalm.

## WRAP UP THE ARRANGEMENT

**WRAP the skewers and food securely in the can** using plastic wrap or foil. Tag with the student's name to go home.

Encourage students to invite family members to "remember Psalm 23" by using and eating the edible arrangement together. Tell your students to read Psalm 23 from the insert and then hand out the skewers with the pics to see if they can guess "which verse" the pic and skewer represents. **Send home written instructions if needed.** 📄



## Closing

### Play a game of "Pick-Up-Sticks" with your "Pic Sticks"

1. Using your original set of Pic Sticks (used during the opening), bundle them in your hand and drop onto a table just like you would in a game of "pick-up-sticks." (Practice to adjust your hands so that they fall in pile.)
2. Take turns removing one stick at a time without moving any of the others. If a stick other than the one you are touching **MOVES**, then you must stop and your turn is over.
3. After all the sticks have been picked up, declare a "winner" and ask the students to lay all the "pic sticks" in the correct order (just like you did at the beginning of the lesson). Slide one of the sticks towards a student and ask her or him to quickly reflect to the group **"what is cool about this verse."** (This is quick and reinforcing of points you've already taught.)
4. Repeat the pick-up-sticks game again as you have time.

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## Adaptations

### For Younger Students:



Guide them through the skewering of food on each stick just like you did for verse 1. If needed, decide on a limited number of verses to "skewer." Show them how to safely skewer foods using the pointy end of the skewer.

### **For Older Students, Youth, and Adults**

After making verse 1 together, allow students to work at their own pace to make their arrangement of Psalm 23. Invite them to share and explain one or two of their completed skewers with the class.

### **For those with more or less class time:**

**More:** Make another edible arrangement to share with special people in your congregation.

**Less:** Eliminate the "Pick-up-sticks" activity, or just play it once, or suggest it as an activity they can play after their family has eaten the food off of the skewers. You can also only do the first three verses as skewers. Or, you can assign all the verses to different students and collectively create one or two edible arrangements.

### **Taking the Psalm Arrangement Home**

The items suggested in this lesson do not need refrigerated. If you decide on other food items, such as apples, they will brown. Dip them in lemon juice or consider dried fruits instead.

### **Skewering Tip**

Kids will need to use the "pointy end" of the skewers to poke through dense foods like cheese and orange slices. Show them the proper way to skewer so they don't poke their hand or fingers.

### **Notes for Other Types of Containers**

We searched and priced out a number of other types of plastic containers for this project. The Oriental Trading Company "7" Clear Paint Cans" are preferred for their price, size, and appearance. You may otherwise purchase 7" to 9" tall, 3" to 4" diameter round plastic canisters from various online sources, though these tend to be expensive in smaller quantities. If you are going to use an opaque container, cut and paste the color "insert" to the outside of the container.

14" inch skewer lengths are preferred for the Oriental Trading Company "cans" and other 7" to 9" tall canisters. This allows the student to put as many as two or three food items on each skewer if desired. Longer skewers can also be shortened if needed.

The two attached color inserts are sized to print on an 8.5 x 11" page. You will need to trim the top and bottom for it to fit in a 7" can. Use your printer's image controls to adjust how it prints on the page with a minimal left or right margin. Smaller or larger diameter cans may need the image size adjusted. Feel free to post a request for image help on rotation.org.

Written by Neil MacQueen and the Rotation.org Writing Team

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 Attachments

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9/19/19 @ 1:03 PM \*

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## Reply to "(WT) Psalm 23 ~ "Edible Arrangement" (Cooking) Workshop"



**The Writing Team**  Fortifying our Supporting Members

**Verse Skewer and Food Suggestions**

### for the Psalm 23 Edible Arrangement

**The following table** of verses and suggested foods has some of the fruits and other foods that the Writing Team brainstormed and experimented with to create our Psalm 23 Edible Arrangement. We will be adding more over time. Feel free to post your suggestions!

#### **Certain foods will come in very handy:**

String cheese, Blueberries, Marshmallows, Twizzlers, and orange slices. After that you have some choices, such as Mega Stuff Oreos, grapes, watermelon. Come up with more? Post them! And, of course, make sure you are aware of any food allergies your students may have.



As mentioned in the lesson plan, it is practically impossible to find foods for each key idea or image in the Psalm, let alone be able to afford all of them. Some foods are "literal," such as "watermelon" for "He leads me beside still waters." Alternately, you could use blueberries to represent water, unless you were using them to represent "darkest valley" as seen in our photo above. (We thought about using black licorice for that verse, but even we have a budget!) Other foods are humorous, like using cheese for all the references for God (Lord, He, You) in the psalm


--because he's our Big Cheese. Using white marshmallows seemed logical for "Shepherd" (a shepherd takes care of white sheep). And we let green grapes represent both "green pastures" and "anoint my head with oil" only because we said the grape looked like an olive (which kids usually won't eat), and olive oil is part of anointing oil. Some foods "skewer" better than others, swiss cheese works better than cheddar, for example. We really liked having the two halves of a "mega stuff" Oreo represent "goodness and mercy" and the skewer going through the creme, but mostly we just liked Oreos! 😊 Tip: You will have to squoosh the Oreo together around the skewer so it doesn't come apart.

The point is that whatever you use, it becomes a memory trigger and/or point of discussion.

**Notice that the verses are grouped into SIX VERSE SKEWERS.** We did this for time and budget considerations. (13 food skewers might be a bit much.) If you are taping the images to the tops of the skewers, notice that "green pastures, still waters, restores my soul" each have an image to cut out but can go on ONE skewer. If you put all three on one skewer, tape two of the images back-to-back and tape a third image below those two, or not. Your choice.

Verse	Text (NRSV)	Food Suggestions
SKEWER ONE v1	The LORD is my shepherd, I shall not want.	LORD: The Big Cheese (swiss cheese or piece of string cheese).  MY SHEPHERD: Marshmallow for the shepherd's sheep.  NOT WANT/NEED/FAIL: a strawberry (its many seeds represent "all" the things we need, or something you could eat all the time and never get tired of.
SKEWER TWO v2 v3a	He makes me lie down in green pastures;  he leads me beside still	LIE DOWN IN GREEN PASTURES: Green gumdrops, green grapes, or melon.  LEADS BESIDE STILL WATERS: Watermelon or (fat) blueberries (because they're blue).

	<p>waters;</p> <p>he restores my soul.</p>	<p>RESTORES MY SOUL: Your favorite edible that makes you feel good.</p> <p>He x 3 = three pieces of cheese!</p>
<p>SKEWER THREE</p> <p>v3b</p>	<p>He leads me in right paths for his name's sake.</p>	<p>LEADS, RIGHT PATHS: Double skewer a curved piece of red "Twizzler" or a strip of a fruit "roll up."</p> <p>HIS NAME'S SAKE: Big cheese.</p>
<p>SKEWER FOUR</p> <p>v4</p>	<p>Even though I walk through the darkest valley,</p> <p>I fear no evil;</p> <p><b>for you are with me;</b></p> <p>your rod and your staff—</p> <p>they comfort me.</p>	<p>DARKEST VALLEY: Black Licorice, blueberries, or dried prunes. 😊</p> <p>FEAR NO EVIL: Pick a food that you don't like but will bravely eat.</p> <p>YOU ARE WITH ME: Big Cheese.</p> <p>ROD and STAFF: A Twizzler (they're hollow so they skewer).</p> <p>COMFORT ME: Pick the food item that gives you comfort, satisfies you the most.</p>
<p>SKEWER FIVE</p> <p>v5</p>	<p>You prepare a table before me</p> <p>in the presence of my enemies;</p>	<p>TABLE: Use Watermelon rind or cut an orange candy slice with scissors to create a table, then skewer a fun food "on" the table.</p> <p>ENEMIES: Pick a food that you do not like but will still eat.</p>

	<p>you anoint my head with oil;</p> <p>my cup overflows.</p>	<p>ANOINT WITH OIL: "Gusher" candy gummy or Grapes (pretending they are olives).</p> <p>CUP OVERFLOWS: Orange slice.</p> 
<p>SKEWER SIX v6a</p>	<p>Surely goodness and mercy shall follow me</p> <p>all the days of my life,</p>	<p>GOODNESS and MERCY (STEADFAST LOVE): "Mega" Stuff OREO (because they have two sides and you can put the skewer through the creme. Otherwise, skewer two foods -- one that's "good" and the other that you "love."</p>
	<p>and I shall dwell in the house of the Lord</p> <p>my whole life long.</p>	<p>DWELL IN THE HOUSE: Skewer a large piece of melon that you've poked a door and windows into, or cut an "orange candy slice" into a square with a door.</p> <p>LIFE LONG: What food would you want to eat if you could only choose one?</p>

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# (WT) Psalm 23 ~ Computer Scripture Memory Workshop



**The Writing Team** ○ Fortifying our Supporting Members

**Rotation.org Writing Team**

**Psalm 23**

**Computer Scripture Memory Workshop**

With adaptations for one or more computers, small or large groups.

## Summary of Activities

Students will use "Cal and Marty's Scripture Memory Game" software to create and play a memory verse and quiz game about Psalm 23. They will follow up with a reflection on the psalm's key words and their meaning by playing a game of "How Few Can You Do?" using a free download of "Let's Talk" software.

This lesson has several options based on equipment, size of the group, and time allotted. It also has options to play the two games *without* software. See the notes at the end of this lesson.

## Scripture for the Lesson

[Psalm 23 \(NRSV\)](#)

**Key/Memory Verses:** The entire psalm!

## Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives.

The primary objective of the set and this lesson is to memorize Psalm 23.

## Preparation and Materials

- Read the Bible Background and scripture.

- Download the free "Cal and Marty" software and the free "Let's Talk" software and install both on your Windows PC.
  - Print copies of the [Teacher's Guide to Psalm 23](#) provided with the Bible Background.
  - Become familiar with the operation of the Cal and Marty Verse Editor and Unscramble Game. Make a decision about how much of Psalm 23 students will input into the game. See the suggestions in the lesson plan and under the "Cal and Marty Options" at the end of this lesson.
  - Print both the [Cal-Marty-Guide PDF](#) and the [Guide-LetsTalk PDF](#) for a quick set of instructions.
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### Lesson Plan

*The following assumes one or more computers with about three students per computer working together to input verses and quiz questions, then playing the memory game with their verses. If you will be using one computer with more than three students, then be sure to read the "One Computer Option" at the end of this lesson plan.*

### Opening

Welcome your students and explain what they'll be doing and learning in today's lesson.

**The "Scripture Reading"** for this lesson takes place as the students INPUT the words of Psalm 23 into the Cal and Marty Verse Editor -- which is part of Cal and Marty Scripture Memory software -- they'll be reading and re-reading the psalm as they input it into the Verse Editor (which helps them memorize it).

➡ If you decide to **input the verses in advance** of the lesson or use the NRSV version of the psalm included with the software, you will need to include a basic scripture reading activity.

### Putting the Verses into Cal and Marty

**Ideally**, you will have your students type the verses into the Verse Editor, even though the game comes with a pre-installed Psalm 23 verse set (NRSV). Remember: TYPING is part of their memory process.

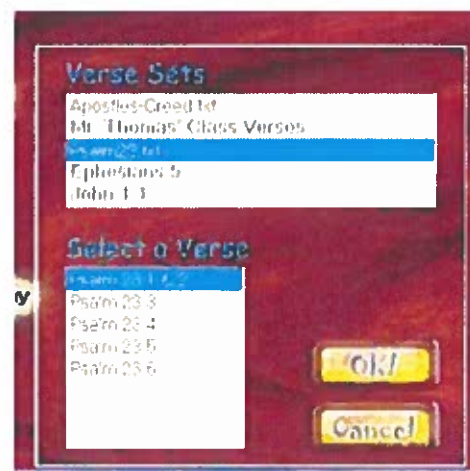
Screenshot of the scripture unscramble game in Cal and Marty:



If you will be using the pre-installed set of Psalm 23 verses, skip down to "Playing the Verse Game."

## 1. Assign Verses to Different Computers/Groups

If you have more than one computer, you should **assign different verses to different computers**. For example, computer #1 can create/input verses 1, 2, and 3, and computer #2 can create verses 4, 5, and 6. After they have each inputted their verses in the Verse Editor and played their own verses, the groups can then SWITCH computers and play each other's verses until every student has played all of the verses.



At each computer, assign one student to read the verse out loud and another to type the verse as they hear it. Assign one to check the spelling. You may skip this step if you have one computer and a large group

## 2. Working with the Verse Editor

After assigning verses and roles to various computers and students, have them open the Cal and Marty software "Verse Editor" module and get started typing their verses into the Verse Editor. Students will be inputting and saving individual verses in the Editor rather than typing the entire Psalm in one long verse (which would have too many words for the game screen). You may combine short verses. See the Psalm 23 Verse Set that comes installed in the game for an example of how to group the verses into individual games.

**NOTE: Cal and Marty comes with a Psalm 23 verse set.** You can use this if you're crunched for time, or if you only have one computer and more than 3 or 4 students in the class. If at all possible, have them type the verse! They will enjoy making their own verse games using the Editor -- and the reading, typing, and proof-reading can be an important part of their memorization process. See Cal and Marty "options" at the end of this lesson.

**If you are not going to have them input the verses,** give each student a Bible or printed copy of the Psalm and have them read a verse "for ten seconds" before having them close their Bible and unscramble the verse in Cal and Marty.

**If you have a large group using one computer,** invite students or teams to take turns guessing "which word comes next" in Cal and Marty's unscramble game.

### 3. Adding the Three Question Quiz and a Note to Each Verse

After inputting a verse, students will be prompted by the software to **ADD 3 QUIZ QUESTIONS** and a **"NOTE"** about the verse. The teacher should write down the three questions on an index card for the students and have the students input them into the Quiz screen. You may provide the right and wrong answers or let the students create them.

[Print the Teacher's Guide to Psalm 23](#) provided with this lesson set's Bible Background. This guide is a great source of teaching comments and quiz questions!

Following the addition of the quiz question and answers, students will be prompted to add a **NOTE** about the verse. Invite them to come up with a **LIFE APPLICATION COMMENT** or **INSIGHT** about the verse's meaning. You may make some suggestions.

**You are done creating the verse once you have typed in the verse, added the quiz, and added a note.** Remember to 'save' it, and you can now move on to input another verse, OR open that just-created verse in the Cal and Marty Unscramble Game to play it!

## Unscrambling Psalm 23 in Cal and Marty

**Now it's time to play!** Select the verse you want to study then unscramble. Cal will give you 30 seconds to study it, and then he will SCRAMBLE IT. **Click and Drag the words into the correct order.** Your score will be higher the faster you work and the fewest mistakes you make.

Usually, you begin by dragging the first word of the verse into the first spot, but after that you can drag the words to any spot. If they don't "click in" it's not the right spot.

### **If you have one computer and more than three students...**

Invite students to come forward to "put the next word in the right spot" using the computer's mouse. You may let other students assist them or have them keep quiet.

### **If you have two or more computers...**

After each group has created its assigned set of verses and has played its own verses, have the groups SWITCH to each other's computers to "play the others team's" Psalm 23 unscramble game and take the three-question quiz the other team has created.

## Play "How Few Can You Do"

Using the free download of "Let's Talk" software (from Sunday Software, linked above), you will be challenging your students to see how many words of the psalm they can toss out to get down to the "most essential" words/concepts in the psalm. Truthfully, "which" words should be kept is entirely debatable. The point of the exercise is the get them thinking about the words and "defend" their choices to the class. **Talk Now will speak out loud whatever the kids type** -- revealing to the class and teacher their chosen words.

### **How to Play "How Few Can You Do"...**

First, open the "Talk Now" module in the Let's Talk software and create a character. Whatever the kids type in the "talk bubble" above the character -- the character will speak out loud.

Round 1: If you have time and good typists, invite the students to type all or a large portion of Psalm 23 into the Talk Now screen. Otherwise, have them type the first THREE verses into the Talk Now screen. When all are finished, invite them to "play" their text for all to hear.

Round 2: Challenge them to "remove non-essential words" or "less important words" and play back their reduced version of the verses for the entire class to hear. If they have only

typed three verses, challenge them to get those three verses down to just 6 key words. If they have typed the entire psalm, challenge them to get the entire psalm down to 12 words. Comment on and question the words they decided to keep and those they decided to remove.

Round 3: Challenge them to get the psalm down to as few words as they dare -- words which capture the essence of what the psalmist is trying to say. Their differences of opinion are your teaching opportunity!

Teaching: Take note of which words they chose to remove and question why they removed certain words. Invite competing groups to debate which version is better.

Key Insight: In the Hebrew language of Psalm 23, the phrase "for you are with me" is at the EXACT NUMERICAL CENTER of the psalm. There are exactly 26 Hebrew words before that phrase, and exactly 26 words after it. This is not by accident as many psalms have such "hidden" goodies in them. **Is "you are with me" the summary of the psalm?**

## Closing

Recite Psalm 23 together from memory -- lining it out slowly to them if necessary. Conclude with a prayer that these words would "follow them all the days of their life."

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## Adaptations

### Non-Software Alternatives to the Two Games

Cal and Marty is a verse scramble game. You could have the students write out the words of key verses on index cards, scramble them, and then have the kids put the cards in the correct order.

The "How Few Can You Do?" game can also be played using the same set of index cards. Simply vote on which words to keep and which to remove to reduce the verse or psalm to as few words as possible and still retain its essential meaning.

### Options for Those Short on Time

Ideally, you'll have enough time for students to input ALL of the verses of Psalm 23 into their own version of the game. **But if you don't have the time**, you can input some or all of the verses ahead of time in whatever translation you prefer, or simply play the version of Psalm 23 (NRSV) that comes pre-installed.

One option for those short on time but who still want students to do SOME input is to open the pre-installed version of Psalm 23 (NRSV) and remove certain verses or parts of verses for the student to fill-in themselves. For example, you could edit the existing set by substitution hashmarks ##### for certain key words which the student have to edit back into the verse themselves before playing the game (again...typing helps memory!). You can use this same idea with quiz by opening the existing quiz and replacing the "correct" answer with hashmarks which the students have to replace with the correct answer before saving the set again and playing it.

### **For those with a little more time:**

Use Cal and Marty's ability to "keep score" to create friendly competition between students to see who can unscramble a verse in the shortest time. Repetition is what we're after!

### **For Older Students and Non-Readers:**

It's a popular technique to invite older students to "create" verse sets for younger players rather than "for themselves." This bit of "misdirection" often gets pre-teens on task. Then, invite them to shepherd younger children and non-readers through the game -- reading aloud the words and helping the kids move them on the screen.

Non-readers can identify KEY WORDS by recognizing the shapes of the letters/words on the screen. For example, they can be taught what the word "Shepherd" looks like, identify it on the screen and be helped to put it in the correct position with lots of hints.

### **Important Tech Tip:**

Check out the end of the Cal-Marty-Guide PDF for directions to make both software programs appear LARGER on your screen by adjusting the Windows Display "Scale" option in Windows 7, 8, or 10.

Written by Neil MacQueen and the Rotation.org Writing Team

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 Attachments

Hide 

Images (2)



Files (2)

[Cal-Marty-Guide.pdf](#)

[Guide-LetsTalk.pdf](#)

9/19/19 @ 1:11 PM \*

📌 Original Post



Home / Sunday School Lessons and Resources / LESSONS: JOB, PSALMS, PROVERBS, ECCLESIASTES  
/ Writing Team Lesson Set: Psalm 23 – Good News for Sheep!  
/ (WT) Psalm 23 - "Scripture Mystery Box" Workshop

## (WT) Psalm 23 - "Scripture Mystery Box" Workshop

 The Writing Team  Fortifying our Supporting Members

**Rotation.org Writing Team**

**Psalm 23**

**A "Scripture Mystery Box" Workshop**

**a "hands-in" 🤝 learning experience**

### Summary of Activities

Students will participate in a "hands-in" reading and exploration of Psalm 23 using special "Mystery Boxes." Using only their hand and sense of touch to identify the verses inside each sensory box, they will then sequence the boxes in the correct order and then discuss what each verse object means to us today.

#### About the Mystery Boxes

The Mystery Boxes are created in advance by the teacher or helpers. Students insert a hand into the box through an attached sock and use their "deciphering" skills to feel what's in the box and decide which Psalm 23 verse is in the box. They record their findings on a worksheet (provided).

🤝 Once constructed, the **Mystery boxes can be used again** to help memorize other scriptures that have scenes, lists of things, or episodes.

➡ See the second post in this lesson forum for **Mystery Box photos and construction instructions**.





## Scripture for the Lesson


Psalm 23 (NRSV)

**Key/Memory Verses:** The entire psalm!

## Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives.

## Preparation and Materials

- Read the [Bible Background](#) and scripture.
  - Print the [Psalm 23 Mystery Box Materials Checklist.pdf](#) (This is provided for ease of teachers when gathering supplies.)
  - Print the [Pictures of King David PDF](#).
  - Print [Teacher's Guide to Psalm 23](#).
  - Make the Mystery Boxes; see the full details with photos in the [post below](#) this lesson.
- 
- Print the **Psalm 23 Mystery Box Matching Game "Worksheet,"** one per student.  
Choose either the [Editable Word Doc](#) to change the translation or the [NRSV PDF](#).
  - Print out the **Psalm 23 Scripture Cards** in color on cardstock, then fold-on-the-line provided to create free-standing cards to go with each box. These cards will be used in the Opening activity, and eventually will be matched with their corresponding box.  
Choose [Editable Word Doc](#) to change the translation, or the [Editable NRSV version](#). Both

open in Word.

- Clipboards or hard writing surfaces for the worksheet for students.
- Pens or pencils, one per student.
- A timer (most cellphones have a timer).
- Pocket Sheep Supplies: Wads of cotton, strips of thin leather thong, and permanent markers.
- A photo of someone special to you.
- A cross - either a cross necklace or a pocket reminder.

### Lesson Plan

Overview:

1. Opening Bible Study of Psalm 23
2. Mystery Box Exploration
3. Reflection and making a "Pocket Sheep"

### Opening

**Welcome** your students and explain what they'll be doing and learning today.

**Show** the printed [pictures of King David](#), and ask students what they know about him before sharing the following.

**Say:** King David was a shepherd as a young boy and also a musician (he played the harp). It is believed that he wrote many of the psalms found in the Bible, including Psalm 23, the one we are studying today. We know from stories about him that David loved God and had a close personal relationship with God—praying, worshiping, asking for God's help, and obeying God's commands. Psalm 23 is David's reminder to us that God is ALWAYS with us and guiding us—just like a Shepherd guides and cares for their sheep.

**Find Psalm 23:** Teach your students how to split their Bible in half to find the Psalms. ("If you land in Job, turn forward a few pages to get to Psalms.

If you land in Proverbs, you've gone a bit too far, just turn back a few pages until you find Psalms.") Note that if you split the right half, you will find

Mathew and the other Gospels. Remind them that Psalms were originally sung, but we only have the words to them. Note that many of the hymns we sing in church are based on the psalms.



**Read the Psalm** or have it read by students, assigning one verse per student.

**Following the reading, ask:** What do you know about sheep? (Confirm and/or guide to correct answers.)

*The following set of questions helps students understand some of the metaphors used in Psalm 23 and reminds them that THEY are the sheep in the Psalm in need of God. Use as many as you have time and attention for. Consult your [Teacher's Guide to Psalm 23](#) for additional insights into the psalm verses.*

**Ask:** Why is calm clean water important to a sheep?

Sheep are not very smart. They will drink polluted water and get sick, so the shepherd has to be careful to guide them only to good water. Name a bad thing God wants us to stay away from, and a good thing God wants to lead us to.

**Ask:** What happens if a sheep doesn't go down the right path but a wrong one?

Sheep will follow the sheep in front of them even if it leads to trouble. They will stumble onto rocky ground which risks breaking a leg. Do people ever act like sheep—going and doing things they aren't supposed to do? How does God try to guide us?

**Ask:** What do you imagine a "dark valley" is like?

Narrow paths and valleys between pastures can be places where predators lurk. Why did King David say that he was not afraid in the darkest valleys? (Because he says "You are with me, your rod and staff comfort me.")

**Ask:** What are a rod and staff?

They are the shepherd's tools and weapons. When sheep see the shepherd ready to protect them, they are comforted. What does God give US to protect us and comfort us? (The Holy Spirit, guidance from scripture, prayer, and other believers.)

**Ask:** What does "You anoint my head with oil" mean?

Sheep need the shepherd to apply a special oil to their nostrils to keep flies from laying eggs inside their noses and making them sick. Gross! King David was anointed with oil on his forehead when he was a boy as a sign of God's love and that he would one day be the new King. What liquid did the church put on your head and maybe your entire body as a sign that you too are loved and belong to God? (water, baptism)

**Say:** Well these are important words, ...but only if we remember them! Let's gather around the Mystery Box table and find out about the fun way we're going to remember these words.

## Mystery Box Scripture Game

**Give** everyone a worksheet, a pencil, and a clipboard they can write on.

**Say:** I have a challenge for you! There are SEVEN Mystery Boxes—each one of which has part of a Psalm 23 verse in it. We're going to take turns GENTLY reaching into each box, and touching everything inside to find out WHICH VERSE the things inside the box feel like, and then match the box's letter-sign to the correct verse part on your worksheet.

Here's the catch: **you only have 20 seconds to feel the objects in each box.** When you pull out your hand, you need to write the letter of the box on your worksheet next to its verse match before moving on to the next box.

Don't talk to anyone else and keep your answers secret until we all get back together again.



### BEGIN

Begin by having everyone line up at the first box and letting the first person reach in. Click "Start" on your timer. When time is up, have him or her immediately remove his hand, step aside and secretly record the letter of the box next to the verse on the worksheet before moving on to the next box.

- **If you have 5 or fewer students,** you may all wait until everyone has completed the 20 second exploring of the box before moving as a group to the next box.
- **If you have a larger class,** move some of the students to the opposite end of the table and start from those boxes. Have an extra helper there with a timer to oversee each student's 20 seconds with the box.

### AFTERWARD

After all the students have explored each box and written down their "guesses" as to which box belongs with which verse...

**Pull out your Psalm 23 Scripture Cards again,** hold up the first one, read it out loud, and ask for a show of hands "which Mystery Box" matched that verse.

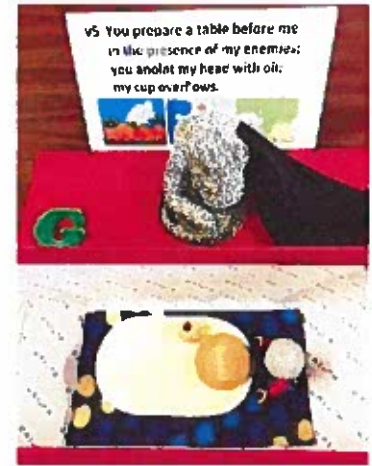
Your matching discussion might go something like this:

*How many of you think this verse and photo matches BOX 1? BOX 2? ...and so on. Then ask an individual student, "Why did you think this verse on the card matches Box X?"*

Doing it that way will keep certain students from shouting out the answers and dominating the conversation.

**As each box is identified, place the corresponding Psalm 23 Illustrated Scripture Card with it.** As you add the card, you may interject an additional teaching insight of your own or one from the *Teacher's Guide to Psalm 23*. Once each box has a card, invite the students to place the Mystery Boxes in the correct order and then "walk the boxes" together reciting the Psalm out loud.

🌟 **If you have the time, open the boxes** one by one to let the kids see what you put in them. In our test class, they enjoyed seeing what they had touched, and it gave us another opportunity to talk about the verses.



## Pocket Sheep Reflection

If you are short on time, you may simply conclude by giving each student their own set of Psalm 23 Flashcards. They use the same illustrations seen in this lesson. See the [flashcard printing options](#) at the [Psalm 23 Printables](#) section of our online lesson forum.

If students don't have time to quickly make their own pocket sheep, as of 2019 Oriental Trading Co. sells inexpensive miniature plastic lambs by the dozen.

**Ask:** What do many people carry to remind them of someone special to them? (Show a photo of someone special to you).

**Ask:** What do many Christians wear to remind them of Jesus? (Show a cross necklace as an example of a symbol that it can either be worn around the neck or kept in a pocket.)

**Ask:** What could you make and put in your pocket to remind YOU of Psalm 23? (Show them a small "pocket sheep" that you have made).

## Have each student make a Psalm 23 Pocket Sheep:

1. Compress a wad of "sheep's wool" (cotton wad) approximately 1" high and 2" long.
2. Tightly wrap in the middle with a piece of leather or twine string).



Additional string can be added to wear the sheep as a necklace or hang it in their bedroom as a reminder.

3. Add two dots for eyes with a black permanent marker (optional).

**Ask:** After completing the Pocket Sheep, ask students "what might be the next time coming up in the life" that they need to feel the pocket sheep to be reminded of Psalm 23's comforting words.

**Suggest other places/locations** they could put the Pocket Sheep to be a constant reminder of God's shepherding presence in their lives. (Examples: Attach to your bedroom doorknob with a string, put in your school backpack.)

**If time permits,** make another pocket sheep to share with a friend or family member.

**Close** with a whole-group recitation of Psalm 23 and prayer of praise to the Shepherd.

---

## Adaptations

### For Younger Students:

We've included pictures with the scriptures for visuals for the younger children who cannot read. With the Mystery Boxes, ask them what they feel and what they think it is. If they're not sure have them look at the scripture verse pictures for ideas of what they are feeling in each box.

### For Older Students:

Older students can get into more details on what the psalms means to them. Students who are older may enjoy viewing a hand motion interpretation of Psalm 23, then learning a few of the signs that match the verses or the whole Psalm; see it in the next [post](#).

### For those with more class time:

Invite parents to join the class and try their hands at matching up the Mystery Boxes.

### For those who need to "simplify" the lesson or main activity:

Short of preparation time, select which boxes you have the time and supplies to make. Cover all boxes by also discussing which boxes are missing. If short on time you could also skip the sheep reflection.

### An "intergenerational" event:

Depending on how much time you have, students or a "family table" could be assigned a verse mystery box to construct from a table loaded with supplies. Then circulate the boxes to each table and worksheets to each participant with the instructions that someone at the table is the "20 second timekeeper" (using their cellphone timer). Let the tables exchange boxes with each other until every box has been explored by each table. Have an "MC" of the event hold up each box announcing its letter and ask the crowd to announce which verse it represented. Let each table "score keep" how many of its participants got it right. Consider awarding a sheep prize to the best score.

Written by Nancy Stamey Eubanks and the Rotation.org Writing Team.  
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<https://www.freebibleimages.org...tions/david-goliath/>

#### Attachments

Hide 

#### Images (6)



#### Files (8)

[KingDavid-Pictures.pdf](#)

King David pics for the Opening

[Psalm 23-Foldable-NRSV-Scripture-Cards.docx](#)

Editable Ps23 Illustration Cards with NRSV

[Psalm 23-Foldable-NO-TEXT-Scripture-Cards.docx](#)

Editable Ps23 Illustration Cards without text

[Psalm 23-Foldable-NRSV-Scripture-Cards.pdf](#)



PDF (uneditable) version of Ps23 Illustration Cards with NRSV

[Psalm 23-Foldable-NO-TEXT-Scripture-Cards.pdf](#)

PDF (uneditable Ps 23 Scripture Cards without text

[Psalm23-Mystery-Box-Worksheet-NRSV.pdf](#)

Student Worksheet (PDF with NRSV)

[Psalm23-Mystery-Box-Worksheet.docx](#)

Student Worksheet -- Editable Word Doc

[Psalm-23-Mystery-Box-Materials-Checklist.pdf](#)

This is provided for ease of teachers when gathering supplies.

10/31/19 @ 2:27 PM \*

📌 Original Post



Home / Sunday School Lessons and Resources / LESSONS: JOB, PSALMS, PROVERBS, ECCLESIASTES  
/ Writing Team Lesson Set: Psalm 23 ~ Good News for Sheep!  
/ (WT) Psalm 23 - "Scripture Mystery Box" Workshop

## Reply to "(WT) Psalm 23 - "Scripture Mystery Box" Workshop"

 **The Writing Team** ○ Fortifying our Supporting Members

### Rotation.org Writing Team

#### Psalm 23

#### Mystery Box Assembly Instructions and Suggested Objects

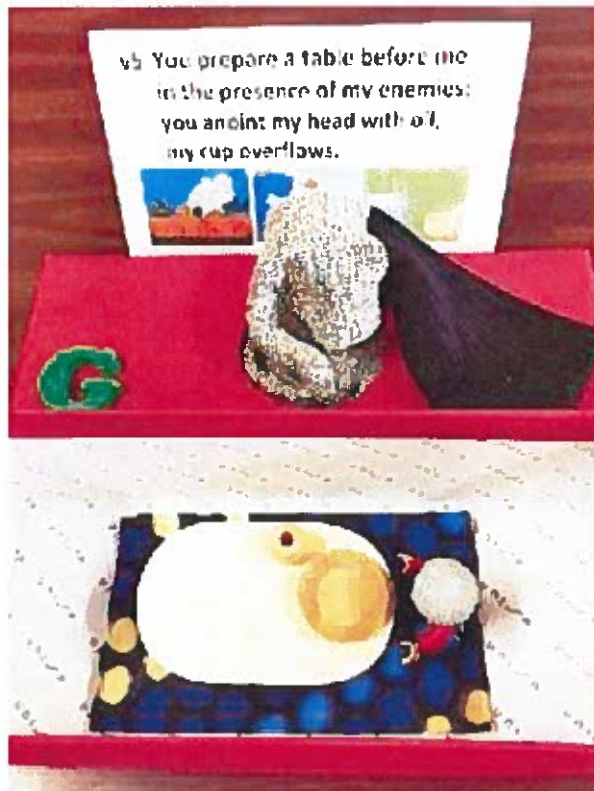
Kids had a great time figuring out what was in each box, and that makes the advance preparation well-worth it. After the kids are done using the the boxes, why not create a display for youth and adults to discover or refresh Psalm 23 through touch (it's one of the great memory senses). After that, save the boxes for future passages you want your students to discover and memorize through touch. *Lord's Prayer? Prodigal Son?* The possibilities are endless!



### Overview

**You'll be creating 7 Mystery Boxes for Psalm 23.** We put a lot of thought and testing into our object selections, and you'll likely come up with a few of your own. Our BIG TIP is to glue everything down to withstand the exploring hands of your students. Use a strong glue, like Aleene's Tacky Glue found in craft stores everywhere. Some 'flat' items like a character figurine's feet should be super glued to withstand exploring hands.

Need help preparing? Why not ask a youth class to set up the boxes for you (and learn something in the process).



Pictured Above: Box Lid with Letter and Sock, Scripture Card, and verse items inside the Box

*\*You may wish to print the [Psalm 23 Mystery Box Materials Checklist.pdf](#). It contains a list of all materials you'll need for this lesson to assist you with gathering your supplies. The actual file is attached to the above post.*

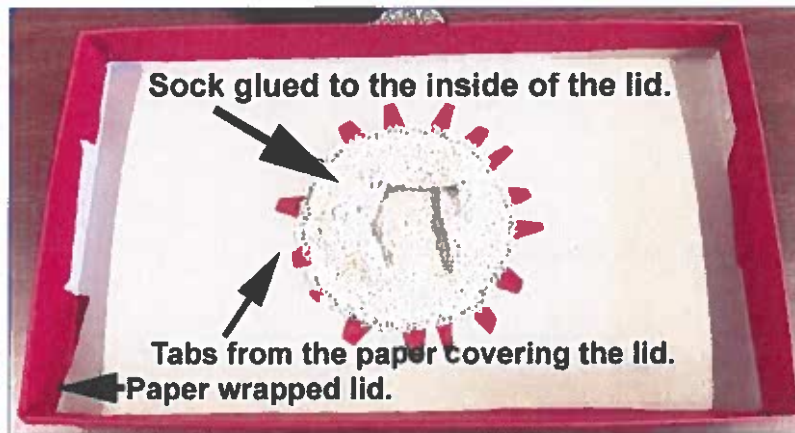
### Preparing the 7 Boxes

- 7 adult sized shoeboxes, 6"x6"x9" boxes, or similar-sized boxes collected from various resources.
- Colorful craft or "butcher" paper makes a nice wrapping for the boxes.
- 7 socks with the foot end cut off, so that the part from ankle to calf is left. (About 5 to 6 inches in length.)
- 7 letters: A through G to label each Mystery Box.
- Aleene's "Tacky Glue" and some Super Glue. Some items, particularly the smaller ones, should be super-glued in order to withstand the vigorous exploring of student hands.
- Rubberbands to hold each lid on its box.

### Preparing each box

1. First cover both the top and bottom of the shoebox separately in paper.
2. At the top center of each box lid cut a round hole wide enough in diameter for the students' hands to pass through.

3. Then, with Tacky Glue, attach the open end of a sock and cut off the toe end. Glue the sock on the inside of the lid. This makes a sock tube for the students to reach through into the box. Press the sock into the glue to get a good grip on the inside of the top.



Top view of one of the seven boxes with sock and letter attached. The Scripture Card gets put with the box after the kids have guessed which verse belongs to which box.

### Assembling What's INSIDE the Mystery Boxes

## Supplies & Construction Suggestions

1. Gather the tactile objects noted below for each verse and place inside each of the seven boxes as described below.
2. RANDOMLY label each box A through G for identification by the students on their worksheet (for example, label the verse 1 box with "E" not "A"). You will also RANDOMLY

ORDER the seven boxes on your Display Table. You can follow our Box labeling seen in the photos below or make up your own.

- Once you have randomly labeled each box, make a list of the correct order and keep it to yourself.

**TIP:** Make sure your figures/characters get well-glued in place to withstand exploring hands.

### BOX: Psalm 23:1

"The Lord is my shepherd, I shall not want."

- Toy Shepherd figure (ours came from a toy nativity set), holding a staff or crook, which could be made from a bent pipe cleaner (ours is a cut bubble wand).
- Toy Sheep figure (or dog or cow if you can't find a sheep).
- Cotton batting or cotton balls, or a fur-like fabric glued to the back of the sheep.
- A piece of grass (real or artificial).

Toy shepherd holding a staff or crook, which could be made from a bent chenille stem or candy cane, and a toy sheep, with the addition of some cotton batting/cotton balls or fur-like fabric on its back for fleece/texture. These items can be placed in loosely, rather than glued to a base. Glue your grass down.



### BOX: Psalm 23:2-3a

"He makes me lie down in green pastures; he leads me beside still waters; he restores my soul."

- Small piece of real/artificial grass.
- Plastic baggie filled with hair gel or liquid soap.

- Heavy duty tape such as Duck Tape to seal bag.
- Sheep or human figure (optional) fixed to the side of the bag of gel.

Fill the baggie about 1/2 to 3/4 full of hair gel or liquid soap, gently squeeze the excess air out and seal well with heavy duty tape. Grass should be glued to bottom of box, but baggie can be placed in loosely. Optional figure can be taped to the edge of the baggie.



### BOX: Psalm 23:3b

"He leads me in right paths for his name's sake."

- fine sandpaper (pictured a plastic needlepoint/cross stitch piece).
- G, O, D, large magnetic letters or letters cut from sponge or thick foam.
- Flat green scrub pads (4).

Line the bottom of the box with a piece of fine sandpaper (the right path). On top of it, along both sides, create a meandering path edge by cutting and gluing Flat Green Scrub Pads (rough feel to indicate your leaving the right path--why the two surfaces need to feel very different when touched.) On top of the sandpaper, glue the letters G-O-D. Use thick letters, such as plastic letters or letters cut from a sponge/scrubbing pad or very thick foam so that students can trace with their hands. These items should all be glued to each other and the bottom of box.



### BOX: Psalm 23:4

"Even though I walk through the darkest valley, I fear no evil; for you are with me; your rod and your staff—they comfort me."

- Empty paper towel roll or rolled up paper to simulate a valley.
- Soft fabric piece to simulate a blanket.
- Small staff/crook (could use a bent crochet hook or wire).
- Small gnarly stick (rod).

Roll up sheets of heavy paper into tubes and glue to the bottom of the box to create a touch-discernable "valley." Glue down a soft piece of (comforting) blanket material at the end of the valley and lay a gnarly-feeling stick (rod) and a staff (a bent crochet hook or wire coat hanger). Pictured below, two different set-ups. In the first, we improved the feel of the valley and placed the "comforting" material at the end of the valley for fingers to find it and still be able to feel the valley path.



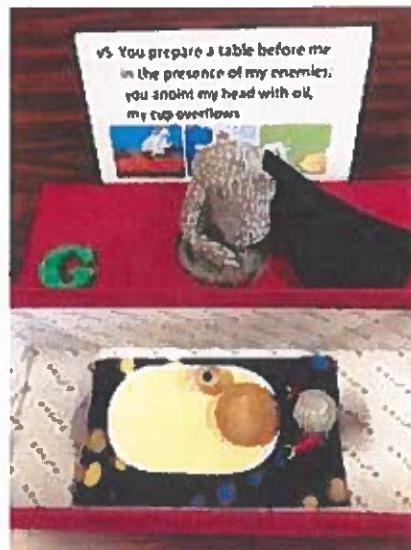
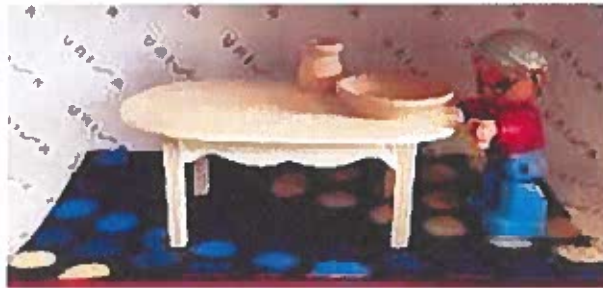


## BOX: Psalm 23:5

"You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows."

- Playmobil® or DUPLO® figure.
- Piece of fabric to make a rug under the table.
- Dollhouse table or one built with blocks or LEGO®.
- Dollhouse sized plate and cup. These can be from a toy set or you can use a thimble and plastic cap as the plate.

Glue down fabric rug to bottom of box, glue a small plate and/or cup to the top of table. Add a person. The table and person can be placed in loosely.



## BOX: Psalm 23:6a

"Surely goodness and mercy shall follow me all the days of my life,"

- Playmobil® or DUPLO® figure.
- G, M, large magnetic or wooden letters, or cut out of thick foam.
- Piece of fabric, such as felt, for bottom of shoebox (optional).

Glue down fabric to bottom of box, if using. Next Superglue the "figure" and then the letters "G" (goodness) and "M" (mercy), as if they are following the figure. The letters should be glued standing up.

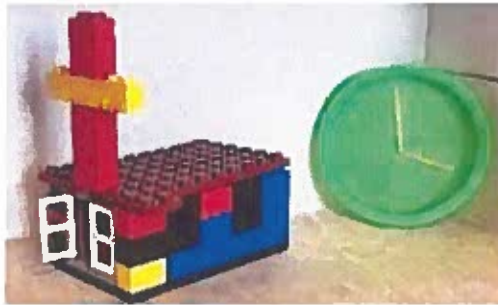


### BOX: Psalm 23:6b

"and I shall dwell in the house of the Lord my whole life long."

- House model, which could be a simple box with a steeple/roof made from cardboard or made from LEGO®.
- Clock face which you can feel the hour and minute hands with your fingers. Alternately, spell the word LIFE using thick letters that fingers can easily trace.
- Piece of fabric, such as felt, for bottom of shoebox (optional).

Glue down fabric to bottom of box, if using. If making a steeple as we did with LEGO®, you'll need to glue or temporarily TAPE the steeple pieces or it will come apart being handled. The house model can be placed in loosely, but glue the clock face (or "LIFE") to the bottom or side of the box.



### Clock

Created using just:

~ a lid (jam jar lid pictured, 2½" diameter),

~ for minute hand use a flat toothpick, breaking off excess at narrow end, glue down on inside of lid,

~ hour hand use a second flat toothpick, breaking off excess at wider end, glue down on inside of lid, just touching minute hand.



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## Setting up Mystery Boxes in the classroom

Once the boxes are complete, place them in **RANDOM** order around a table that students can access from both sides so they can easily cycle around to visit each box. Have room for the student handling the box to be able to put down their clipboard.



 Attachments

Show 

10/31/19 @ 4:52 PM \*

## Psalm 23

### Mystery Box Materials Checklist

*This is provided for ease of teachers when gathering supplies.*

#### Materials

- Read the [Bible Background](#) and scripture.
- Print the [Pictures of King David PDF](#).
- Print [Teacher's Guide to Psalm 23](#).
- Make the Mystery Boxes See the full details with photos in [the post below](#) this lesson.
  
- Print the **Psalm 23 Mystery Box Matching Game "Worksheet,"** one per student.  
Choose either the [Editable Word Doc](#) to change the translation or the [NRSV PDF](#).
  
- Print out the **Psalm 23 Scripture Cards** in color on cardstock, then fold-on-the-line provided to create free-standing cards to go with each box. These cards will be used in the Opening activity, and eventually will be matched with their corresponding box.  
Choose [Editable Word Doc](#) to change the translation, or the [Editable NRSV version](#). Both open in Word.
  
- Clipboards or hard writing surfaces for the worksheet, for students.
- Pens or pencils, one per student.
- A timer (most cellphones have a timer).
  
- Pocket Sheep Supplies: Wads of cotton, strips of thin leather thong, and permanent markers.
- a photo of someone special to you.
- a cross - either a cross necklace or a pocket reminder.

#### Boxes

- 7 adult sized shoeboxes, 6"x6"x9" boxes, or similar-sized boxes collected from various resources.
- Colorful craft or "butcher" paper makes a nice wrapping for the boxes.
- 7 socks with the foot end cut off, so that the part from ankle to calf is left. (About 5 to 6 inches in length.)
- 7 letters: A through G to label each Mystery Box.
- Aleene's "Tacky Glue" and some Super Glue. Some items, particularly the smaller ones, should be super-glued in order to withstand the vigorous exploring of student hands.
- Rubberbands to hold each lid on its box.

# What's INSIDE the Mystery Boxes

## Material Suggestions

### Box 1

- Toy Shepherd figure (ours came from a toy nativity set), holding a staff or crook, which could be made from a bent pipe cleaner (ours is a cut bubble wand).
- Toy Sheep figure (or dog or cow if you can't find a sheep).
- Cotton batting or cotton balls, or a fur-like fabric glued to the back of the sheep.
- A piece of grass (real or artificial).

### Box 2

- Small piece of real/artificial grass.
- Plastic baggie filled with hair gel or liquid soap.
- Heavy duty tape such as Duck Tape to seal bag.
- Sheep or human figure (optional) fixed to the side of the bag of gel.

### Box 3

- fine sandpaper (pictured a plastic needlepoint/cross stitch piece).
- G, O, D, large magnetic letters or letters cut from sponge or thick foam.
- Flat green scrub pads (4).

### Box 4

- Empty paper towel roll or rolled up paper to simulate a valley.
- Soft fabric piece to simulate a blanket.
- Small staff/crook (could use a bent crochet hook or wire).
- Small gnarly stick (rod).

### Box 5

- Playmobil® or DUPLO® figure.
- Piece of fabric to make a rug under the table.
- Dollhouse table or one built with blocks or LEGO®.
- Dollhouse sized plate and cup. These can be from a toy set or you can use a thimble and plastic cap as the plate.

### Box 6

- Playmobil® or DUPLO® figure.
- G, M, large magnetic or wooden letters, or cut out of thick foam.
- Piece of fabric, such as felt, for bottom of shoebox (optional).

### Box 7

- House model, which could be a simple box with a steeple/roof made from cardboard or made from LEGO®.
- Clock face which you can feel the hour and minute hands with your fingers. Alternately, spell the word LIFE using thick letters that fingers can easily trace.
- Piece of fabric, such as felt, for bottom of shoebox (optional).



Pictures of King David for the Rotation.org Writing Team's Scripture Mystery Box Lesson

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David was a shepherd, a musician, a warrior, a king, a writer of psalms, a husband, a father, a Temple builder, and a devoted follower of God.



Print on Cardstock in color.

Fold on Dotted Line.

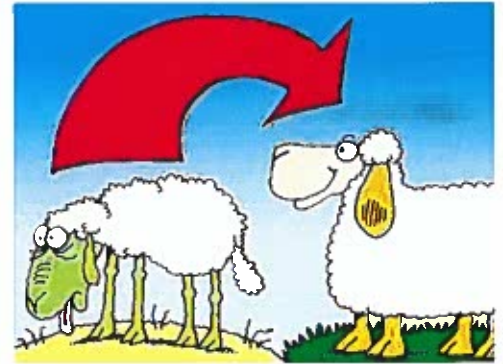
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**v1 The Lord is my shepherd,  
I shall not want.**



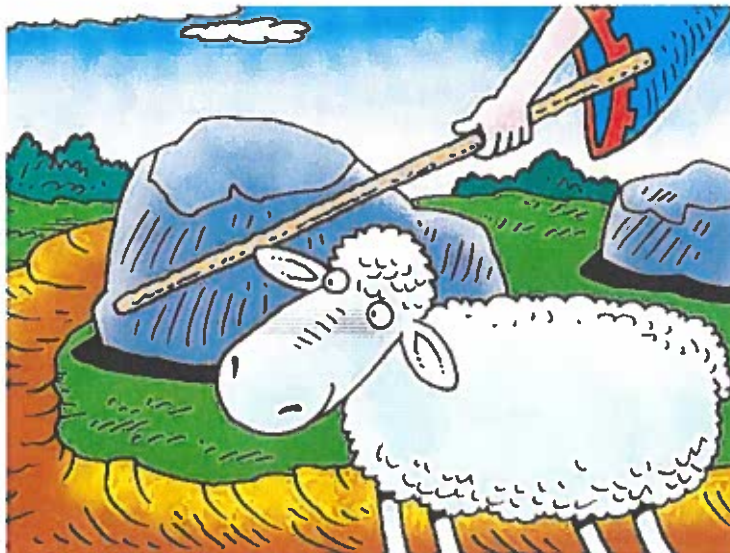
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**v2** He makes me lie down in green  
pastures;  
**v3a** he leads me beside still waters;  
he restores my soul.



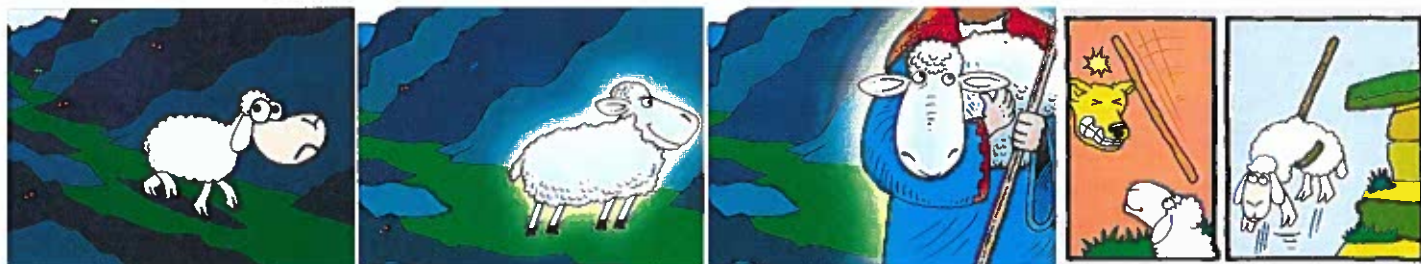
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**3b He leads me in right paths  
for his name's sake.**



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**v4 Even though I walk through the darkest valley, I fear no evil; for you are with me; your rod and your staff—they comfort me.**



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**v5 You prepare a table before me  
in the presence of my enemies;  
you anoint my head with oil;  
my cup overflows.**



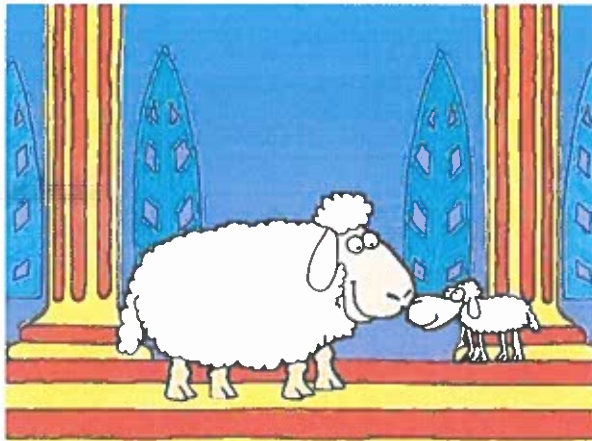
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**v6a Surely goodness and mercy  
shall follow me  
all the days of my life,**



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**v6b and I shall dwell in the  
house of the Lord  
my whole life long.**







# Psalm 23 "Scripture Mystery Box" Worksheet

Created for the Rotation.org Writing Team's Psalm 23 Mystery Box Lesson



**Directions:** Place your hand inside each box and gently feel around the objects found there. Now compare what you felt with each Psalm 23 verse below and write the box's letter with the correct verse.

Verse Number	Text (NRSV)	Illustration	MYSTERY BOX LETTER
v1	The Lord is my shepherd, I shall not want.		
v2 v3a	He makes me lie down in green pastures; he leads me beside still waters; he restores my soul.		
v3b	He leads me in right paths for his name's sake.		
v4	Even though I walk through the darkest valley, I fear no evil; for you are with me; your rod and your staff— they comfort me.		
v5	You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows.		
v6a	Surely goodness and mercy shall follow me all the days of my life,		
v6b	and I shall dwell in the house of the Lord my whole life long.		

