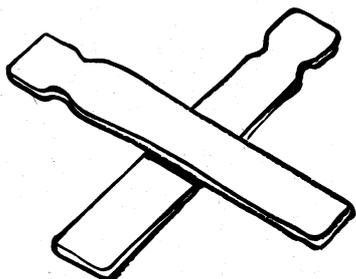


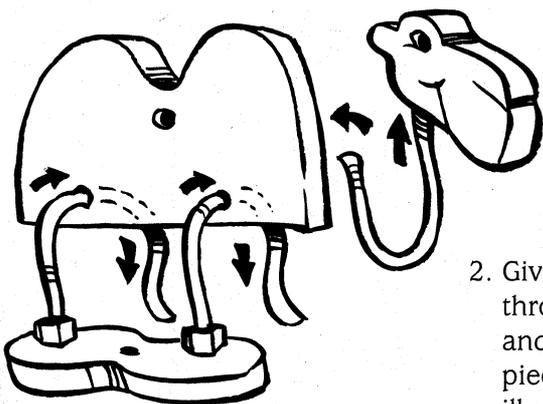
CAMEL MARIONETTE



YOU'LL NEED:

- ◆ 1/2" wood (8 1/2" x 11" per student)
- ◆ paint stirrers (two per student)
- ◆ 1/4" cotton rope (two 18" pieces per student, one 16" piece per student)
- ◆ heavy thread (two 26" lengths per student, one 18" piece per student, one 22" piece per student)

- ◆ paint
- ◆ paint brushes
- ◆ hot glue guns
- ◆ 1/2" metal nuts (four per student)
- ◆ saw
- ◆ drill
- ◆ sandpaper
- ◆ fake fur (optional)



Before class, copy pieces from page 61 onto wood. Cut out one set of pieces per student and drill 1/4" holes where marked.

1. Give each student one wooden body piece, two feet, and a head. Let her sand any rough edges on the pieces, and then paint as desired. Allow to dry.

2. Give each student two 18" pieces of rope and show her how to thread each through a hole in the body (as legs). Thread each end through a metal nut, and tie a knot. Help students carefully glue both knots on one side to foot piece, and glue both knots on the other side to another foot piece. (See illustration.)

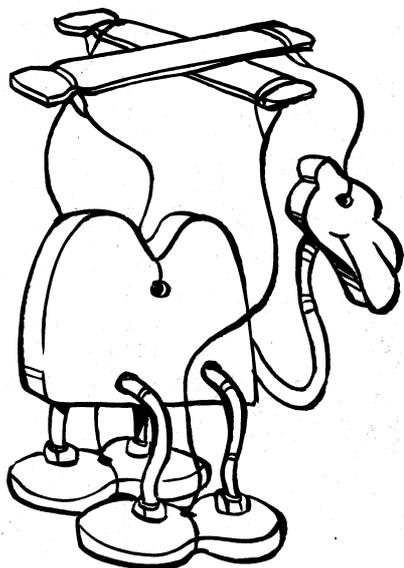
3. Give each student a 16" length of rope. Have him fold it in half and carefully glue it from body to head.

4. Give each student two paint stirrers and have him glue them together in an "X" shape as shown.

5. Give each student two 26" lengths of heavy thread. Help her tie each piece to opposite ends of a paint stirrer, and then tie the loose end of each piece to the center of each wooden foot. (See illustration.)

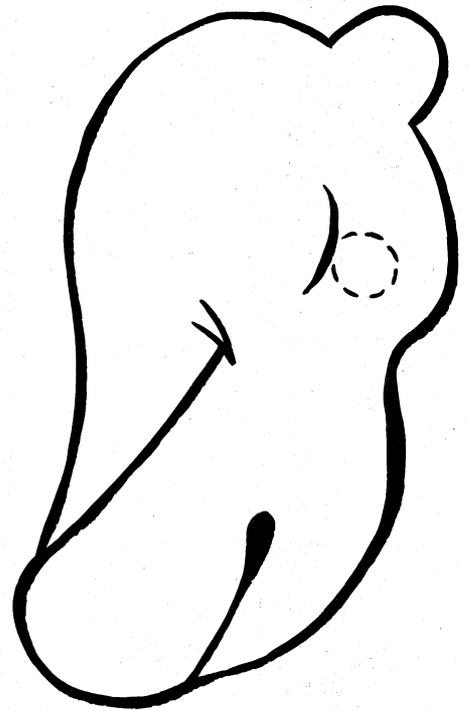
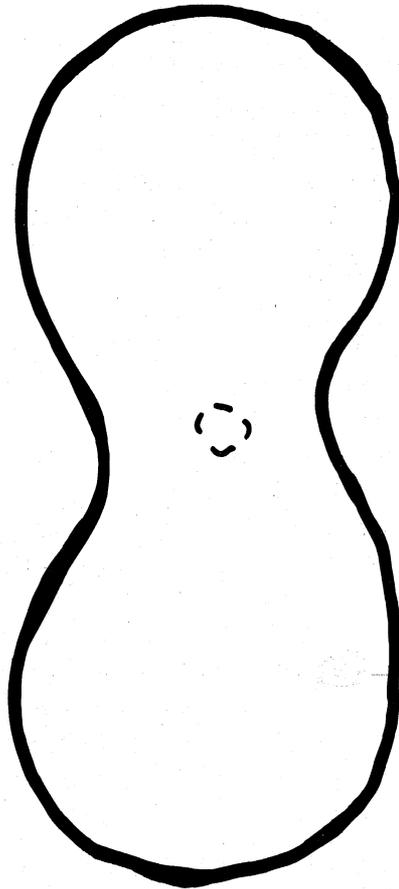
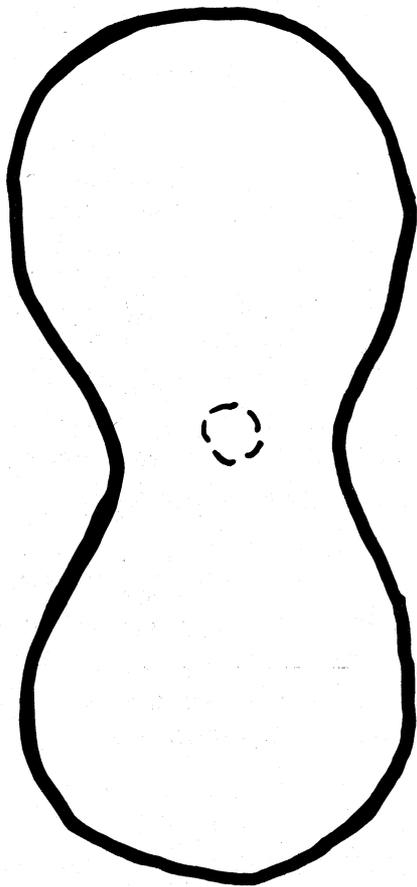
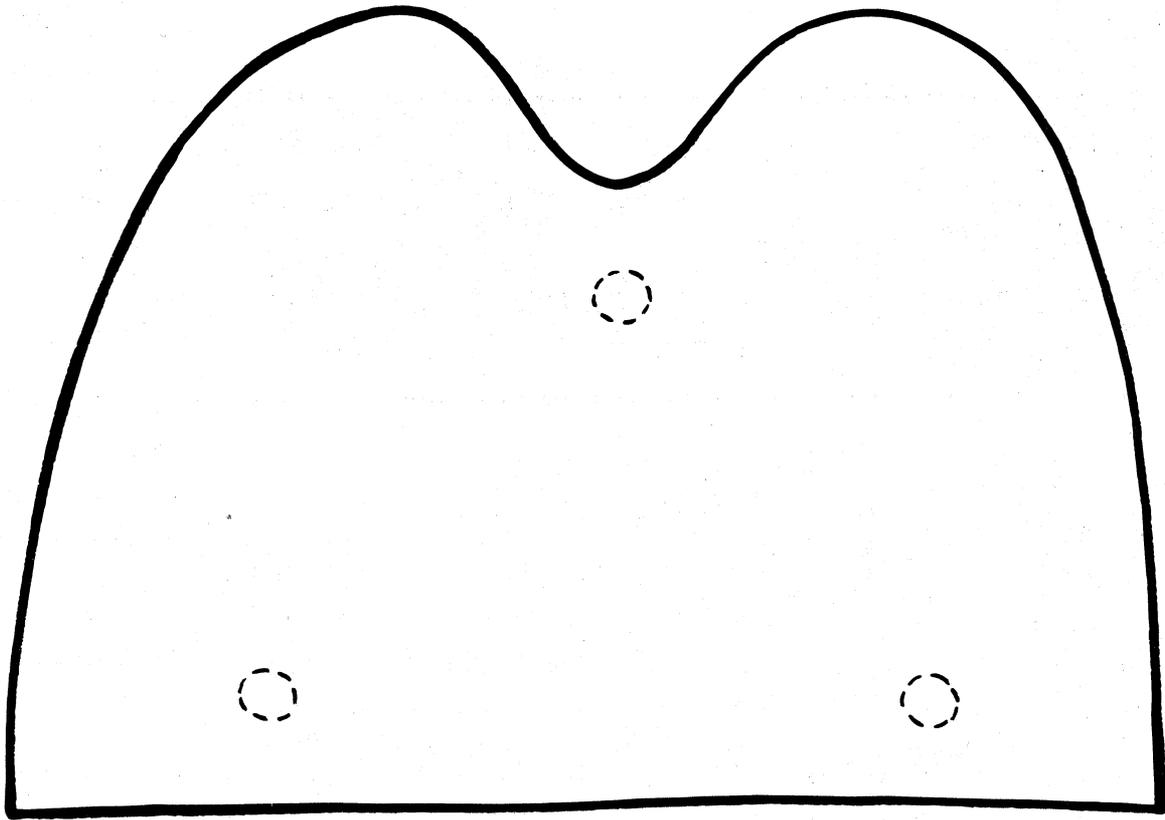
6. Give each student one 18" piece of thread and have her loop it through the eye and tie. Then help her tie the loose end to a paint stirrer. Repeat this step with the 22" piece of thread, looping it through the camel's body and tying it to the remaining end of the paint stirrer.

7. If you wish, students may glue fake fur to the head and body of the camel as an extra touch. A scrap piece of rope may also be added as a tail.



APPLY IT:

As students work, review facts about camels and talk about all the wonderful plants and animals God has created as a gift to us. Students can use this fun project as a reminder of God's awesome creation, as well as to recall fun times spent exploring the Treasures of the Nile.



Miscellaneous

ship. There God Himself encouraged them to continue on and assured them that the family would later return to Canaan. Sixty-six people made the trip. Joseph and his wife and two sons were already in Egypt. Joseph went to meet the immigrants in the land of Goshen, where the Hebrews were to live. Egyptians who were there already were content to resettle elsewhere, for they were farmers. They looked down on shepherds and preferred not to live among them.

At Home in Goshen—Genesis 47:1-12. Joseph took some of his brothers to meet the king, who welcomed them and confirmed their right to live in the fertile delta of the Nile. Even in the time of famine there was pasture for their sheep and cattle, so it was the best part of Egypt for them. From the wool of their sheep they wove cloth and made clothing, from their cattle they had meat, and from Joseph they received corn from Egypt's stores so they could mill their flour and make bread. Life in Goshen was easy and comfortable, and the Hebrews were happy. Jacob was a hundred thirty years old when they came. He lived in Egypt seventeen years (Genesis 47:28), and the family was at home there for centuries.

Get Centered!

(Introduction/Learning Center Activities)

Have you prayed for your students today? Successful learning will take place when you, the teacher, ask God to work through you today as you teach His children. The children you teach today will grow up and become adults. Your goal is to help them become the best Christians they can be. As they work, guide their conversation to remember that God will lead them if they let Him.

DISCOVERY CENTER 1: SCRIPTURE GEM CAMELS

Before class, write the Scripture Gem on the board. **Just as you learn things at school and at home, God teaches you, also.** Say the verse aloud several times, erasing one word each time until the students can say the verse from memory.

 Quick Step

Distribute a copy of Humphrey to each student. Have her write the Scripture Gem on the camel and then color it. Have her cut her camel into pieces and put them into an envelope to give to a friend.

Lead the class in the following discussion as they work on their Scripture Gem camels: **What are some ways God leads you? Who would like to tell about a time God led you? What would you do if God wanted your parents to move to a far away land to be missionaries? In our story today, we are going to learn how Jacob found out that God wanted him to move to Egypt, a very far-away country.**

DISCOVERY CENTER 2: TRAVEL CHARADES

Before class, write one moving item on each strip of paper and place it in the backpack. **We are going to play a "Moving Day" game.** Have each student take a turn drawing a strip from the suitcase. He must then act out what the item is, and the other students will try to guess it.

Today we will learn more about someone who went on a long journey. Jacob's son invited him to come and live in Egypt. But now he must pack and make some important decisions. We'll find out more about this decision in today's Bible story.

DISCOVERY CENTER 3: TRAVEL BROCHURE OF EGYPT

Let's make a travel brochure that will invite people to go to Egypt. Show samples of travel brochures so students know what they look like. Ask students to look for things about Egypt that would make people want to visit. Have students design a travel poster advertising Egypt. You may want to include the following facts in the brochure: Egypt is a land of hot weather and floods; the Nile River has plenty of water activities; there are pyramids and ancient landmarks to see; you can see artifacts and hieroglyphics on walls of ancient caves.

Have you ever traveled far away? Did you go to another country? Did you see different things than you see here? What would life be like in another

TOOLS FOR THE DIG

chalkboard and chalk or white board and markers, enlarged copies of Humphrey on page 63, pencils or markers, envelopes, scissors

TOOLS FOR THE DIG

backpack or overnight bag, small slips of paper, marker

MOVING ITEMS

pajamas, belt, shoes and socks, toothbrush, hairbrush, camera, snacks, book to read, map, flashlight, suitcase, sunscreen

TOOLS FOR THE DIG

library or picture books about Egypt, paper, pencils, crayons, sample travel brochures obtained from a local travel agency or from magazines