



STEAM LAB

Leader Guide

Science, **T**echnology, **E**ngineering,
Art, and **M**ath Activities

Overview

DAY	TITLE & SCRIPTURE	STORY SUMMARY	SPARK FOR CHANGE
1	How Is This Possible? <i>Nicodemus</i> John 3:1–17	A Jewish leader named Nicodemus came to Jesus at night to ask him about the amazing signs Jesus was doing. Jesus talked to Nicodemus about being born of the Spirit. Jesus compared this new birth to the blowing of the wind and told Nicodemus about God's great love for the world, believing in the Son of man, and having eternal life. Those who do what is true come into God's light.	Changemakers ask questions.
2	Who Will Fix It? <i>Five Friends</i> Mark 2:1–12	When Jesus was preaching, some people carried a paralyzed man to see him. When they could not get through the crowd, they dug through the roof and lowered the man into the house. Jesus saw their faith and forgave the man's sins. The scribes present cried, "Blasphemy!" Jesus asked which was easier—to forgive or to heal. Jesus healed the paralyzed man, revealing his authority to forgive as well. The people were amazed and glorified God.	Changemakers work together to solve problems.
3	Will There Be Enough? <i>Early Church</i> Acts 2:42–47; 4:32–37	The early church demonstrated commitment and unity as they shared a common life. After the Holy Spirit came at Pentecost, an ever-increasing group of people listened to the apostles' preaching and ate and prayed together. People who owned possessions sold what they had and gave the money to the apostles, who then gave the money to those in need. Everyone in the community had enough. Many who saw this joined the community of Jesus' followers.	Changemakers respond to the needs of others.
4	What Are We Building? <i>Peter and Cornelius</i> Acts 10	In Caesarea, a Roman believer named Cornelius received a vision to send for Peter in Joppa. Peter received a vision of his own in which he heard a voice telling him to eat without worrying about what was allowed by Jewish law. When Peter went to Cornelius, Peter realized the meaning of his vision was that the message of Jesus was for more than the Jews. He shared the good news about Jesus to both Jews and Gentiles.	Changemakers build bridges.
5	Can You Imagine? <i>A New World</i> Isaiah 65:17–25	Isaiah describes a vision of a new heaven and a new earth. God will rejoice in the people. There will be no more weeping. All people will live long, healthy lives. People will build houses and plant crops and have what they need. God will be close by, answering before people call. People will enjoy the fruits of their labor; predators and prey will eat together.	Changemakers create a new kind of world.

BIBLE MEMORY

Early Childhood:

You are the light of the world.
—Matthew 5:14a (NRSV)

Grades K–5:

You are the light of the world. Let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
—Matthew 5:14a,16 (NRSV)

Get Connected!



Pinterest: Growing Up Catholic Board:
Changemakers Lab:
<https://pinterest.com/growingupcatholic/changemakers-lab/>



STEAM Lab Leader Guide

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Changemakers Lab is an interactive Vacation Bible School where children learn that everyone can make a difference in the world! The five Bible stories in this curriculum explore examples of people who experienced and brought about change in the world around them. Children will meet Nicodemus, five friends on their way to meet Jesus, people from the early church, Peter and Cornelius, and the prophet Isaiah. These people provide a model for asking hard questions, working together to solve problems, caring for all people, reaching across differences, and imagining a new world.

IMAGINE (35 min) Children start in small groups and then gather for worship.	INVESTIGATE (90 min + snack) Small groups rotate between three activity stations and have a snack.	TRANSFORM (10 min) The large group gathers for worship and dismissal.
Spark Lab (10 min) (small groups) Changemakers Lab (25 min) (large group, songs, offering, drama, questions, prayer)	Bible Lab (30 min) (Bible study) STEAM Lab (30 min) (science, technology, engineering, art, and math activities) Action Lab (30 min) (active games) Snack Time (15 min)	Changemakers Lab (10 min) (large group, songs, sharing) Dismissal

Items you will need:

- *STEAM Lab Leader Guide*
- STEAM Lab electronic files
- STEAM Lab Area Poster

The **electronic files** include a folder of teaching aids to accompany the leader's guide. Each STEAM Lab Leader should be given access to the relevant folder in order to print pages for the chosen activities. The STEAM Lab folder includes the following:

- Day 1 Tree Silhouette
- Day 1 "Quirky Creatures" Diode and Battery Assembly
- Day 2 "Spark for Change" Puzzle
- Day 3 Community Cards
- Day 3 Goods and Services Tokens
- Day 4 House Template
- Day 4 Slime Recipes
- Day 5 "Plan It!" Cards

Media Connections are included in each guide and posted on the *Growing Up Catholic* Pinterest page for ease of use: <https://www.pinterest.com/growingupcatholic/changemakers-lab/>. The items are organized by day. Additional songs, decorating ideas, snack ideas, and offering-related videos are also included.

Welcome to STEAM Lab!

STEAM Lab is one of three 30-minute activity stations following **IMAGINE**. Each session includes five activities drawn from science, technology, engineering, art, and mathematics (STEAM). Each session has three parts: Connect, Explore, and Bless.

CONNECT

Gather the children for a brief recap of the Bible story.

EXPLORE

There are five STEAM options each day. Art is included every day; the remaining activities include a combination of other activities from science, technology, engineering, and mathematics. Try to incorporate two or more activities each day. Seek a balance of activities over the course of the week to appeal to the learning styles and interests of different children. Each activity includes “Talk About It” prompts to help guide conversations with children. These prompts help connect the activity to the Bible story and children’s experiences. Media Connections are included for each day.

BLESS

Work together with the children to clean up materials in preparation for the next group, and then send children out with a short prayer of blessing.

Responsibilities of STEAM Leaders

- Select two or more STEAM activities for each day depending on the time, supplies, and number of children involved.
- Print all needed pages from the STEAM Lab folder in the electronic files.
- Coordinate volunteers to help prepare materials, make examples, and support children as they work on projects.
- Solicit donations from church members for needed supplies.
- Set up and decorate the STEAM Lab. Hang up the STEAM Lab Area Poster.

- Preview and select media. Videos and books are posted on the *Growing Up Catholic* Pinterest page and organized by day for ease of use. See the “Changemakers Lab” board. Check out relevant books from the local library.
- Explain projects to the children, facilitate activities, and guide conversation.
- Supervise the use of technology and ensure the safety of electronic devices.
- Clean up at the close of each day.

Teaching Tips

Whether or not you are familiar with STEAM activities, the key to teaching this unit is to remember to relax and have fun. Experimenting is how people (especially children) learn, whether it involves mixing colors, manipulating objects, or observing reactions. STEAM activities provide hands-on learning opportunities and creative spaces for personal expression where new ideas can flourish alongside new relationships.

Children tend to gravitate toward activities that are familiar. Encourage children to try a new way of expression or learning experience each day.

Some activities will require extra supervision, especially for larger groups or groups with younger children. Pair these options with activities that have minimal instructions or require less supervision.

STEAM activities can be messy. Minimize the cleanup between groups by utilizing layers of newspapers to cover the tabletops. Use art trays or baking sheets to keep the mess contained. Place tarps or towels on the floor to protect it from spills and have paper towels handy.

Setting Up and Decorating the STEAM Lab

In the STEAM Lab, the children will participate in a variety of science, technology, engineering, art, and mathematics (STEAM) activities. One or two art activities are included every day. The two or three remaining activities for each day are some combination of science, technology, engineering, and mathematics.

Children will be creating and experimenting with a variety of projects. Set up a comfortable media area with small area rugs, floor pillows, bean bags, or stuffed animals (think of a cozy reading nook). If a corner isn't available, this area could be set up in the middle of the room. Place an internet-connected device in the media area and include several picture and informational books from your local library. Book suggestions are listed for each day. Headphones should also be provided (match the number of headphones to the number of children rotating to the media area). If your space allows, a small, open-sided tent could also be set up to designate this area.

Some STEAM Lab activities can be conducted on the floor, so carpet squares or area rugs would be a way to provide visual separation between activity areas. Provide tables and chairs that are appropriate for each age group in activity areas that require these items. Some projects lend themselves to sitting on the floor or standing. Some experiments or activities can be set up outdoors if space and weather permit.

The STEAM Lab is where process learning is encouraged. This involves child-directed, choice-driven exploring. It is a place where children are encouraged to move from project to project or allowed to create and explore in one area if they choose. Bear in mind that not all projects have take-home items. Some activities are games, some are experiments, and others involve small-group play. Decide which activities suit your space and group and set up those activities accordingly.

Organize supplies each day so that they are easily accessible. Baskets, large cups, jars, or plastic caddies can hold brushes, pencils, markers, or other art supplies. Keep paper in a central location. Store paints out of reach until you are ready to use them. Collect supplies for creative art projects, such as cotton swabs, toothpicks, forks, spoons, bottle caps, and buttons. Collect everyday items that have unusual textures and surfaces that children can use for painting, such as toothbrushes, sponges, rubber fingertips, spools, or thimbles.

Make your space welcoming and exciting by using bright colors to decorate. Print assorted sizes and shapes of paper test tubes. Post these on walls or attach to dowel rods and use as table or lab area designation signs. Cut out circles of various sizes from different colors of construction paper to use as "bubbles." Hang paper test tubes and bubbles from ceilings or doorways.

Borrow magnifying glasses, goggles, magnets, gloves, rulers, or other lab tools and place them around the room as decorations. Large test tubes or canning jars filled with beads, buttons, or other small crafting items are both functional and decorative.

Tasks for Volunteers

There are many tasks that volunteers can do before, during, and after each day of VBS. Many people are not able to attend VBS, but they would be happy to donate supplies, prepare craft items, or decorate the room.

Days 1–5:

- **Before:** Print, copy, and cut out items from the electronic files.
- **Before:** Solicit donations of needed supplies.
- **Before:** Prepare examples of art projects.
- **Before:** Preview and choose media connections. Check out books from the library.
- **Before Day 1:** If doing the “Quirky Creatures” activity, purchase diodes and batteries. Search online for “5mm LED diodes” and “CR2032 Lithium 3V battery.”
- **Before Day 4:** If doing the “Try It!” activity, post an allergy alert notice on Day 2. Also, secure multiple fondue pots if doing the “Try It!” activity.
- **During:** Assist the children in making art projects or completing other activities.
- **During:** Clean up between groups.
- **During:** Supervise the use of media and lead the group conversations.
- **After:** Clean up the room(s) in preparation for the next day. Make sure to distribute the completed art projects to the children to take home.



Day 1:

Changing Creations

- Pour paint onto separate paper plates: use various shades of green, fall colors (red, orange, yellow, brown), spring colors (lilac, pink, pastel blue, pale yellow), and white.
- Cover table in craft paper or newspaper.
- Gather and place varieties of paints and painting supplies on the table (brushes, cotton swabs, glitter glue, toothpicks, toilet paper rolls, plastic drink bottles, toothbrushes).

Let It Flow

- Fill several water balloons to about the size of a small melon.
- Make a sample balloon.
- Experiment with the bowl and bucket placement so that water flows into the bucket.

Tension Tuggers

- Cover the table with newspaper.
- Fill three to five paper cups with watered down tempera paint colors, about two per cup.

Quirky Creatures Connections

- Place two LED diodes, one battery, and one clothespin in a small bag for each child.

Day 2:

Shake It Up!

- On the bottom of each egg cup in the carton, randomly write a number from 1 to 12 (make sure you use all the numbers). You will need one carton per pair or group.

Open It Up!

- Collect and gather empty cereal boxes.
- Cut open three sides of the front (or back) of each cereal box.
- Place duct tape around the sides of each box to give the sides support.

Dream It Up!

- Cut poster board into four squares.
- Trim fabric scraps into small rectangles and/or squares. Include fabrics that have different textures and patterns.

Day 3:

Creation Cooperation

- Collect a variety of art supplies that are the same and distribute unevenly in individual paper bags (one bag per child).

Whimsical Welcome

- Cut ribbon or string into lengths of 20 in / 51 cm.

Day 4:

Try It!

- Collect and prepare chocolates for melting.
- Collect paper plates, paper bowls, and toothpicks.
- Borrow multiple fondue pots.
- Cover the table with parchment or wax paper.
- Prepare toppings: crush hard candies or candy bars. Set out the crushed toppings in bowls with spoons or scoops.

Make It!

- Cover the table with newspaper.
- Set out various colors of watercolor and/or tempera paints (thinned with water) in paper cups.

Repurpose It!

- Cut out house shapes from cardboard boxes (one per child).
- Cut fabric scraps into square, rectangle, and triangle shapes.

Feel It!

- Choose a slime recipe and gather and/or purchase the required ingredients.
- Gather necessary measuring and mixing items.
- Make a slime sample.

Day 5:

Clean It!

- Gather filtering supplies.
- Fill plastic water bottles with $\frac{1}{4}$ cup / 60 ml each of soil and water (one bottle per pair of children). You can also use 16 oz cups instead of plastic water bottles.
- Cut plastic water bottles in half. Invert the top half into the bottom half, one per pair.

Plan It!

- Gather a variety of building blocks.

Communicate It!

- Cut out and assemble sets of paper shapes. Each set should contain one of each of the following shapes: triangle, circle, square, rectangle, and heart. Make one set per group of four to five children.
- Write the numbers 1 through 10 on a piece of paper and cut them apart. Make a set of 10 numbers for each group.
- Place one set of shapes and one set of numbers in a paper lunch bag (one bag per group).

General Supplies Needed Throughout the Week

- | | |
|--|--|
| <input type="checkbox"/> Ribbon (many colors) | <input type="checkbox"/> Glitter and/or glitter glue |
| <input type="checkbox"/> Hole punches | <input type="checkbox"/> Construction paper |
| <input type="checkbox"/> Craft glue | <input type="checkbox"/> Clear tape |
| <input type="checkbox"/> School glue | <input type="checkbox"/> Masking/painter's tape |
| <input type="checkbox"/> Washable markers | <input type="checkbox"/> Stapler |
| <input type="checkbox"/> Permanent markers (many colors) | <input type="checkbox"/> T-shirts or paint shirts for painting |
| <input type="checkbox"/> Crayons | <input type="checkbox"/> Newspaper or craft paper |
| <input type="checkbox"/> Watercolor paints | <input type="checkbox"/> Fabric scraps |
| <input type="checkbox"/> Tempera paint (many colors) | <input type="checkbox"/> Buttons |
| <input type="checkbox"/> Small paintbrushes | <input type="checkbox"/> Towels |
| <input type="checkbox"/> Child scissors | <input type="checkbox"/> Paper plates |
| <input type="checkbox"/> Stickers | <input type="checkbox"/> Small paper cups |
| <input type="checkbox"/> Stamps | |

Using Media Connections

Each session includes a variety of media connections, including websites, videos, and books. Add the books to your book corner. Show videos to the entire group or allow children to view them independently using an internet-connected device with headphones.

Tips:

- Preview all video suggestions to be sure they will work for the ages and interests of the group members.
- Decide how and when you will use media (small group, large group, individuals).
- Set up clear guidelines if children will be viewing the media independently. They should only watch items that have been chosen by the leader.

1

Day 1

How Is This Possible?

Scripture Text

John 3:1–17

Spark for Change

Changemakers ask questions.

Story Summary

A Jewish leader named Nicodemus came to Jesus at night to ask him about the amazing signs Jesus was doing. Jesus talked to Nicodemus about being born of the Spirit. Jesus compared this new birth to the blowing of the wind and told Nicodemus about God's great love for the world, believing in the Son of Man, and having eternal life. Those who do what is true come into God's light.

Bible Essay

The Bible is regarded by many as a book of answers, but it might more accurately be a book of questions. Throughout scripture, faithful people like Moses, Gideon, Jeremiah, and Mary all ask questions of God in the face of startling circumstances. Questions were also a key part of Jesus' ministry. Jesus is asked something like 183 questions in the four Gospels—most of which he does not directly answer. Instead, Jesus frequently responded to questions by asking *more* questions. He asks more than 300 unique questions throughout Matthew, Mark, Luke, and John!¹

Questions—not always with answers—are welcome, essential, necessary, and vital to follow Jesus. And though Jesus doesn't answer all our questions, he never ignores, belittles, or dismisses an honest query. We see this in Jesus' nighttime encounter with Nicodemus. Nicodemus, like Jesus, was regarded as an answer man—he was a religious scholar and leader. He was the expert; if anyone should have answers about what God wanted and what God was up to in the world, it's a Pharisee like Nicodemus!

Yet when Jesus started doing things no one had ever seen (in John 2, we see how Jesus turned water in wine and cleared the temple of moneychangers), Nicodemus finds himself bursting with questions. And so he visits Jesus at night. Perhaps he doesn't want to be seen. Perhaps he feels embarrassed that a scholar like him needs to ask questions of a small-town preacher.

Still, Nicodemus feels confident Jesus is going to give him answers: "Rabbi," he begins, "we know that you are a teacher who has come from God" (John 3:2). But what Jesus has to say about wind, birth, new life, God's kingdom, water, and the Spirit shows Nicodemus that learning at the feet of Jesus means not receiving answers, but more questions.

Just as the specific questions and answers of this extended dialogue befuddled Nicodemus, they might feel confusing to us, and especially to children. As you read this story with your group, you don't need to dwell on or delve into the exact theological content of each question (feel free to breathe a sigh of relief!). Instead, this story offers a great introduction to some very good news: the One who came to show us God's great love for the whole world (John 3:16–17) doesn't judge our questions, but welcomes them with open arms, day or night. After all, Jesus changed the world by asking lots of questions—that's a great starting point for our changemaking journeys too!

"An authentic faith – which is never comfortable or completely personal – always involves a deep desire to change the world, to transmit values, to leave this earth somehow better than we found it."

—Pope Francis, *Evangelii Gaudium*, #183

¹ Martin B. Copenhagen, *Jesus Is the Question* (Nashville: Abingdon Press, 2014), xviii.

Day 1 At-a-Glance

Advance Preparation

- Read John 3:1–17 and the Bible background essay for Day 1 on page 8 in this guide.
- Read through the STEAM Lab session plan. Choose two or three activities to include depending on the space, group size, available materials, and amount of time you have. Gather needed supplies.
- Communicate with volunteers about their roles and tasks.

Session Plan

CONNECT

Welcome the group and give a brief recap of the Bible story by reading the story summary on page 8. Explain the layout of the room and location of the STEAM activities.

EXPLORE

Complete two or more of the STEAM Lab activities. Leave time to clean up, return materials to their places, and prepare the space for the next group.

OPTIONS	SUPPLIES*	TO DO
CHANGING CREATIONS <i>art</i>	<ul style="list-style-type: none">• Day 1 Tree Silhouette (electronic files)• Toothpicks (for blending colors)• Paper plates• Hair dryer (optional)	<ul style="list-style-type: none">• Set aside an area for paintings to dry. If using a hair dryer to dry the paintings, use the cool setting only.
NIC-NAC-KNOW <i>math</i>		<ul style="list-style-type: none">• Write the numbers 1–9 on construction paper and cut out into separate squares.• Make a tic-tac-toe board with masking tape on the floor or table, or draw one on poster board.
LET IT FLOW <i>science</i>	<ul style="list-style-type: none">• Water balloons• Bowl• Pin• Towels (if doing the activity inside)• Bucket	<ul style="list-style-type: none">• Place the bucket on the floor. The bowls go on the table. If you are doing the activity inside, place the towels under the bucket.• Indicate where the bowl should be placed.
TENSION TUGGERS <i>art</i>	<ul style="list-style-type: none">• Watered down tempera paint, 3–5 colors• 8 oz paper cups• 14 in / 35 cm lengths of string (one string per color)• Card stock• Large books• Vinyl gloves (optional)	<ul style="list-style-type: none">• Place a string in each color with the last 4 in / 10 cm hanging out of the cup.• Place the card stock and large books on table.
QUIRKY CREATURES CONNECTIONS <i>technology</i>	<ul style="list-style-type: none">• Day 1 “Quirky Creatures” Diode and Battery Assembly (electronic files)• 5mm LED diodes (two per child)• CR2032 Lithium 3V battery (one per child)• Chenille stems (pipe cleaners)• Wooden spring clothespins (one per child)• Pom-poms	<ul style="list-style-type: none">• See Tasks for Volunteers, Days 1–5 (page 5) for diode and battery purchasing information.• Review the Day 1 “Quirky Creatures” Diode and Battery Assembly for helpful instructions.• Place prefilled individual bags of supplies on table (one per child).

*In addition to general art materials

BLESS

Gather the group and say a closing prayer:

God, thank you for listening to all our questions. Help us to listen, and help us to have patience and care for each other as we learn about you and the world around us. Amen.

Explore

Changing Creations



We don't know if Nicodemus' change of heart was immediate or not. Sometimes, things change over time. Invite the children to create a picture that shows how nature changes using a variety of painting and art supplies. Copy the Day 1 Tree Silhouette for those who wish to use this background. Encourage the use of multiple objects that can be dipped or painted to form various textures and shapes, such as bubble wrap or plastic bottles. Finger painting is also an option. Challenge the children to think of other ways nature changes throughout the year.

Talk About It

Tell me about your picture. How does your picture show that nature changes? Does change happen quickly or slowly? Tell me about things in nature that change slowly or quickly. What is your favorite change in nature? What questions do you have about what you see in nature?

Supplies

- ☐ Day 1 Tree Silhouette (electronic files)
- ☐ Art supplies
- ☐ Hair dryer (optional)

Nic-Nac-KNOW



Jesus helped Nicodemus to know that it is okay to ask questions and work out the answers with someone. Invite the children to divide into pairs and play a game of Tic-Tac-Toe, using numbers instead of "Xs" and "Os." Players should strategically use the numbers in a vertical, horizontal, or diagonal line to add up to 15 to win a game. The only rule is that the number "5" is not allowed in the middle square. Let the children know that it's okay to count on their fingers or use counting objects. Remember, there's not just one way to count to 15, just as there is not only one way to understand God.

Talk About It

Why do you think the number "5" is not allowed in the middle square? What would you do to figure out why this is a rule? Share about how you played the game. Did you think it was it easy or hard to win a game? How would you help someone who thought this game was too hard?

Supplies

- ☐ Construction paper
- ☐ Masking/painter's tape

Explore

Let It Flow



We all view movement and change in different ways. Some things don't look like they are moving, when in fact they are.

Have children choose a prepared balloon and place it in a bowl. Tape a hashtag (#) shape on the balloon and then gently prick the balloon in the middle of the hashtag to watch the water flow gently out of the balloon. This may take several tries, so have lots of balloons ready. Take pictures with a phone camera at different angles to show how the water can look like it's frozen when closer to the balloon but shows action (water droplets) when it is further from the balloon.

Talk About It

What was fun or challenging about this activity? What did you see and feel? Change can happen quickly—or very slowly. Sometimes things are happening even when nothing appears to be changing at all. When did you think nothing was happening during this activity? When did you notice change happening in this activity? What are some other things that move or change but don't look like they are moving or changing?

Supplies

- ☐ Water balloons
- ☐ Pins
- ☐ Clear tape (not masking/painter's tape)
- ☐ Bowls
- ☐ Bucket
- ☐ Towels

Tension Tuggers



Invite the children to create art by using tension. Explain that in science tension is applying a force to something that causes it to stretch. Have the children fold a piece of white card stock in half and open it. Invite the children to choose a color of the prepared paint and carefully lay a string on one half of the paper with the clean end of the string hanging off the bottom of the paper. Fold the paper over the string and place a heavy book on top of the folded paper. Hold the book steady with one hand and gently pull the string out of the folded paper with the other hand. Remove the book and unfold the paper. Children can repeat this process up to three times on the same paper, using the same or different colors of paint and applying the same or different amounts of pressure on the book.

Talk About It

Point out the places in your artwork where you think tension was the greatest. Do you think that tension made your picture interesting? Nicodemus asked Jesus lots of difficult questions. Have you ever asked difficult questions? Do you think asking questions creates tension that causes your mind to stretch?

Supplies

- ☐ Watered-down tempera paint
- ☐ 3–5 paper cups (8 oz)
- ☐ 3–5 strings (14 in / 35 cm long)
- ☐ Card stock
- ☐ Large books
- ☐ Vinyl gloves (optional)

Explore

“Quirky Creatures” Connections



God celebrates the connections we make with those who think, speak, and look differently from us. Invite the children to create a Quirky Creature with the items on the table and in the plastic bag provided. Purchasing information is provided in Tasks for Volunteers, Days 1–5 (page 5). Show children how to make glowing “eyes” for their creatures by slipping the diodes onto the battery. The long lead on the diode goes on the “+” side of the battery. Squeeze the clothespin open and slide the battery inside the clothespin; let the clothespin close. See Day 1 “Quirky Creatures” Diode and Battery Assembly (electronic files). Arrange the “eyes” and start creating! Invite the children to make a quirky creature with the chenille stems and pom-poms.

Talk About It

What happens when the battery and the lights are not connected to one another? What other things need connections to make them work? How do people make connections to each other? Share and celebrate the differences in everyone’s quirky creatures!

Supplies

- ☐ 5mm LED diodes (two per child)
- ☐ CR2032 Lithium 3V battery (one per child)
- ☐ Chenille stems (pipe cleaners)
- ☐ Wooden spring clothespins (one per child)
- ☐ Pom-poms
- ☐ Glue



Media Connections

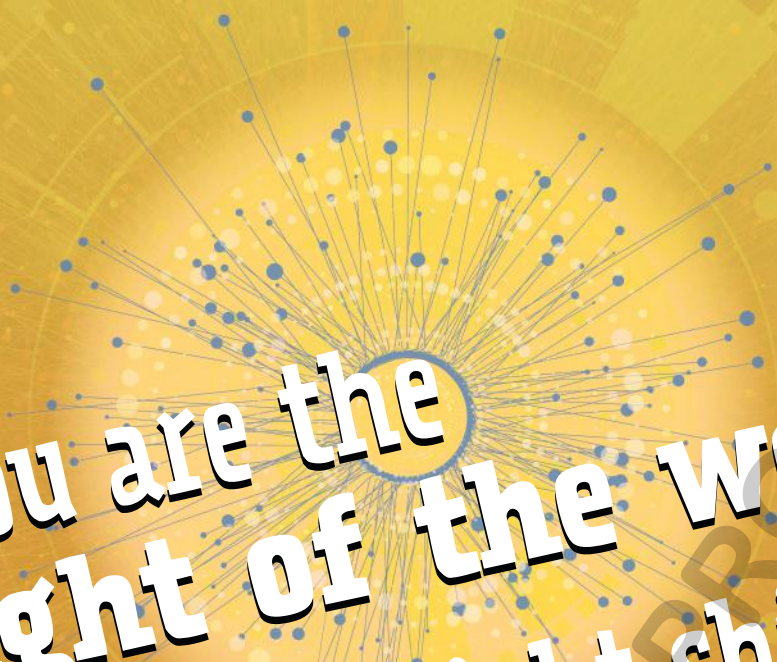
Books:

- *Counting on Katherine: How Katherine Johnson Saved Apollo 13* / *Cuenta Con Katherine* by Helaine Becker
- *Doug Unplugged* by Dan Yaccarino

Videos:

- “Seek Ye First the Kingdom of God” by Seek Him Continually (YouTube)
- “Questions for God” by Rethink Church (YouTube)
- Doug Unplugs on AppleTV+
- “How to Make Captivating Pulled String Art” by TinkerLab (YouTube)

SAMPLE - DO NOT REPRODUCE



**You are the
light of the world.**

**Let your light shine
before others,**

**so that they may see
your good works**

**and give glory
to your Father in heaven.**

—Matthew 5:14a,16 (NRSV)