

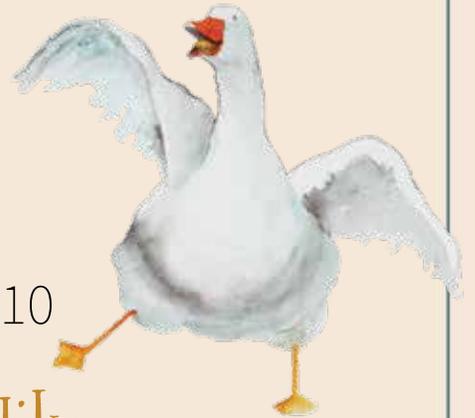
LESSON

1



“FROG’S RAINY-DAY STORY”

Children’s Ministry
Lessons for ages 5 to 10



Written by Lisa Updike

(Based on the award-winning book *Frog’s Rainy-Day Story and Other Fables*)

Published by Committee on Discipleship Ministries, Lawrenceville, GA





Lesson 1

“Frog’s Rainy-Day Story”

Unit Bible Memory Verse: 2 Corinthians 10:5

We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .

Today:

- Define *argument*
- Memorize: “We destroy arguments”
- Moral: “*We’re made for a much larger story, which we miss when we seek our own glory.*”
- First Catechism questions 1-4
- Bible Lesson: Genesis 4, Cain and Abel

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Preparation:

- Make a copy of the “At-a-Glance” page if you are using it or have other teachers in the room helping you.
- Make copies of the skit and decide who will perform it.
- Decide if you will use the video of the fable or will read it yourself from the book, *Frog’s Rainy-Day Story and Other Fables*. (Make sure you have a copy of the book!)
- Decide on a craft option and gather the materials needed.
- Decide on a snack option and gather the items needed.
- Make copies of the Memory Verse cards for each child to take home.
- Make a copy of the Taking It Home sheet for each child.

Hello! (Gathering time, 10 minutes):

Teachers or small group leaders welcome children, provide them with their nametags, and introduce them to one another.

Ice Breaker Questions:

- What do you like to do on a rainy day?
- What is something that you can do well?
- Have you ever felt unappreciated? Tell me more about that.



Getting Started (10-15 minutes):

- Use CDs, DVDs, or a song leader to sing 2-3 songs of your choice with motions. Then seat children for the lesson and discussion.
- Introduce the Unit's Bible Verse: 2 Corinthians 10:5

We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .

Teacher: When we use the word “argument” we often mean a quarrel, a disagreement, or even a fight, but “argument” has another meaning as well. It is a set of reasons or ideas that people use to persuade you to agree with them. Here is an example (*You may use the following skit or provide another example.*):

Mini Skit (1-2 minutes):

(This can be acted out by youth volunteers, or teacher and assistant. The vacationers can pantomime their gear, or each can be dressed appropriately: **Vacationer 1** with backpack, sleeping bag, binoculars, etc., and **Vacationer 2** with beach towel, sunscreen, sunglasses, etc.)

Vacationer 1: I love to vacation in the mountains! It is so beautiful and there is so much to do!

Vacationer 2: Really? I mean, the mountains are pretty and everything, but for me, it's just got to be the beach!

Vacationer 1: Yes, but the mountains provide you with the chance to catch salamanders, go hiking, and experience nature.

Vacationer 2: Well, that's all good, but at the beach you can catch sand crabs, go boogie boarding in the waves, splash around in the water, find cool shells, and build sandcastles!

Vacationer 1: I hear ya, but lots of mountains have water fun, too! Maybe not waves, but you can splash around in streams, tube down rapids, and find cool rocks. Instead of building little sandcastles that just get washed away by the waves, you can build a cool fort with rocks and branches in the mountains!

Vacationer 2 (Considering): Sounds like it could be fun. Maybe someday I will take a vacation in the mountains, but for now, I just want to go to the beach!

Vacationer 1 (Agreeing): Yes, and maybe someday I'll try the beach. It could be nice for a change. But for now, I'm heading to the mountains.

Vacationers 1 and 2: Have fun! . . .You, too . . .

Vacationers walk off in opposite directions, waving as they go.

Teacher: Did you notice that they both had arguments or reasons for thinking that their kind of vacation was the best? Others may like a ski trip, and another might like to go tour historical places, and each would have a reason or “argument” for their favorite vacation.



These are examples of arguments where there is really no wrong or right. However, it is important to realize that some people have arguments trying to defend something that is wrong. Here are two that I often hear when school kids get together . . . and they are not good!

(Use a different voice and face a different direction for each.)

“Girls are better than boys. They are nicer and smarter. Most girls obey the teacher better and are much more helpful.”

AND

“Boys are better than girls! Boys are stronger and faster. They are good at building things and they don’t get all scared over bugs and snakes!”

(Turn back to face your students.)

I’m sorry to say, I’ve heard those things before. But they are false arguments. Scripture is clear that both boys and girls are made in the image of God. Neither is better than the other.

Anyway, that was a really long way to help you understand the word “argument.”

As Christians, we need to fill ourselves with God’s Word so that we can recognize false “arguments” and destroy them before we start to believe a lie!

Stand up, please! Let’s read our Bible verse again in a nice booming voice!

2 Corinthians 10:5

We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .

Today we are just memorizing the very first part: “We destroy arguments.” Say that with me

. . . (repeat a couple of times)

Great job!

Seat children.

Introduction to Fable Lesson (1-2 minutes):

Teacher: We are going to start a brand-new unit today using stories to help us think about God’s truth.

Raise your hand if you can tell me where we learn God’s truth. *(Listen for answers from the group.)* Right! The Bible. Well, we are going to use stories called fables to help us think about true things from the Bible. Fables are stories, typically using animals as characters that help us understand a lesson or a moral. We will enjoy exploring these fables and morals, and we will always go to the Bible because the Bible is the Word of God and has no mistake or error in it. The Bible alone is where we learn God’s truth and how to love and obey Him.



Here is our very first fable!

Fable Story (4 minutes):

(You may use the video or read “Frog’s Rainy-Day Story” from the book, *Frog’s Rainy-Day Story and Other Fables*.)

Fable Follow-Up (5-6 minutes):

Teacher: The culture says, **“It is easy to live for others, everybody does. I call on you to live for yourselves.”** (Ralph Waldo Emerson, American writer)

But we know that what the culture says is of this fallen world and often not wise at all. Let’s see what God’s Word has to say:

“For I know the plans I have for you,” says the Lord. “They are for good and not for disaster, to give you a future and a hope.” – Jeremiah 29:11 (NLT)

Jesus sat down, called the twelve disciples, and said to them, “Whoever wants to be first must place himself last of all and be servant of all.” – Mark 9:35 (GNT)

(Options: You may discuss these questions now in the large group, or circle up in small groups with leaders, or ask these later in small groups as the children work on crafts, depending upon your time.)

1. **Why were the letters upset?** (Listen for answers.) **Right, they wanted to be recognized as individually important, without doing what they were made to do!**
2. **What did the letters think their problem was?** (Listen for answers.) **They wanted to be acknowledged as important. They felt “used” and “abused.”**
3. **What was really their problem?** (Listen for answers.) **They didn’t understand what it was that actually made them important.**
4. **What were the letters designed to do?** (Listen for answers.) **Yes, they were designed to make words, to communicate. Each letter is important, but only when fulfilling its purpose.**

Teacher: Think about this: Would you even know letters if you didn’t need to learn them to read and write? They would just be interesting shapes, but they wouldn’t make sense to us.

(You may choose to show letters from other languages that use characters or a different alphabet than we do.)

The whole meaning and purpose of the letters are to make words.

You have a purpose, too! What is your main purpose? Before you answer, let’s review* some of our Catechism questions.

Q1. Who made you? (God)



Q2. What else did God make? (God made all things.)

Q3. Why did God make you and all things? (For His own glory)

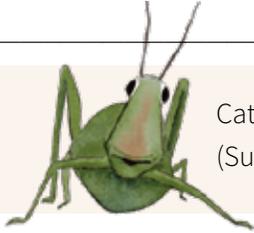
Thinking about that, what is YOUR main purpose? (*listen*) **Right on! To glorify God!**

One more review question: Q4. How can you glorify God? (By loving Him and doing what He commands)

God made each of you for the main purpose of bringing glory to Him. He also made each of you unique with different talents, interests, and abilities. Each one of us has something different (and important) to offer to the Lord. God uses all of us in different ways.

Some of you might grow up to be a police officer, others a preacher, and some might be called to gather trash to keep our communities clean. Whatever God calls us to do, we do it for His glory!

(**If these are not review for your students, introduce them and teach the first four questions of the Children's Catechism. Make sure to review each week during the "Getting Started" section of the lesson.*)



Catechisms used are from *First Catechism: Teaching Children Bible Truths* (Suwanee, GA: Great Commission Publications, 2003.)

Bible Lesson from Genesis 4 (5-10 minutes):

You all know the story of Adam and Eve. They were made in the image of God and enjoyed a wonderful relationship, when . . . what happened? (*Listen for answers.*) Yes, they fell short in bringing glory to God by sinning against Him and eating the forbidden fruit. They did not trust that what He said was best for them. And so, ever since then, every person born is born wanting his or her own way more than God's way, and this is called a "sin nature."

Nonetheless, every person since that time is *still* made in the image of God. Every person born since that time is *still* created uniquely with gifts to use for the glory of God!

After a little while, Adam and Eve had children, just as God had promised. Two of their children were sons, Cain and Abel.

Like all people, they had a sin nature, but also, like all people, they were made in the image of God, for the glory of God.

Now Abel was a keeper of sheep—a shepherd, and



SIDE BAR: Created for God's Purpose and Pleasure

Scripture is clear that God has created us for His purpose and His pleasure!

For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them (Eph. 2:10 ESV).

"Thou art worthy, O Lord, to receive glory and honor and power: for Thou hast created all things, and for Thy pleasure they are and were created" (Rev. 4:11 KJV).



Cain a worker of the ground—a farmer. They were both using their talents well. Soon it was time for worship, and so both men brought to the Lord their sacrifices. Cain brought to the Lord an offering of some of the fruit of the ground. Abel also brought an offering of his flock, but not just some of his flock—he brought the very best, the firstborn of his flock and of their fat portions. Well, the Lord had regard for Abel and his offering, but for Cain and his offering, God had no regard.

How do you think that made Cain feel? *(Listen for answers.)* The Bible tells us how Cain felt! He was angry!

It seems to me he was a bit like those letters in our story. He didn't want to bring his best for God's glory. Instead, he wanted to give what he wanted to give on his own terms. He didn't understand the bigger picture. He wanted approval without yielding himself to God's ways.

God, ever merciful, spoke with Cain, asking him, "Why are you angry, and why has your face fallen? Don't you know that if you do well, you will be accepted? And if you do not do well, sin is crouching at the door, tempting you to do the wrong thing! You must rule over it!"

Oh, boys and girls, the next part of this story is very sad, but it is important for you to know.

Cain and Abel were out in the field, and Cain rose up against his brother Abel and killed him. That's how jealous he was!

Did that solve the problem? *(Listen for answers.)* Of course not! Adding to your wrong attitude by sinning certainly does not bring God's favor, acceptance, or approval!

Then the Lord said to Cain, "Where is Abel your brother?" And Cain answered with a lie, "I do not know; am I my brother's keeper?" And the Lord said, "What have you done? The voice of your brother's blood is crying to Me from the ground." Of course, God knew all along what had happened, but He was giving Cain a chance to confess his wrongdoing and repent. Instead, Cain was defensive and acted as if Abel was of no concern to him.

So, God cursed Cain. Cain had been created for God's glory with a wonderful gift of being an excellent farmer, but because he refused to use his gift for God's glory and then killed his brother, God removed that gift from him. Cain's whole identity of being a worker of the ground was gone! God said, "When you work the ground, it shall no longer yield to you its strength. You shall be a fugitive and a wanderer on the earth, which means, you will not be able to settle down and farm the land; you will always have to be on the move, running from those who would punish you for what you have done. You will not be able to settle down and live peacefully. Your life will be hard."

Cain said to the Lord, "My punishment is greater than I can bear. Behold, You have driven me today away from the ground, and from Your face I shall be hidden. I shall be a fugitive and a wanderer on the earth, and whoever finds me will kill me." Then the Lord, who was so merciful to Cain, said to him, "Not so! If anyone kills Cain, vengeance shall be taken on him sevenfold." And the Lord put a mark on Cain, lest anyone who found him should attack him.

Boys and girls, here is the truth. You and I are just like Cain. We do not always do what we were created to do: to use our gifts and talents to bring God glory. Instead, we often want approval, and acceptance, and attention, and to feel important based on our own merit—not on God's goodness. Just like those letters in Frog's story!



The only way for us to find our importance, value, joy is in Christ—by repenting of our sin and using our gifts and talents for God’s glory!

Lesson Discussion (10-15 minutes. This may be done at tables while students busy their hands with the craft, in small groups, or still part of large group.):

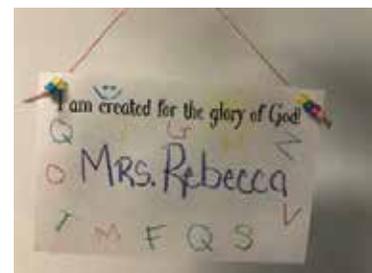
- 1. Cain’s identity was as a farmer or gardener. His purpose was to glorify God! The letters’ identity was in their different shapes and sizes. But their purpose was to make words. How do we lose our identity when we do not do what we were created to do?**
 - 2. How can YOU use your gifts and talents for the glory of God?**
 - 3. Sin blocks us from having a relationship with God. What can we do about our sin?** (Listen for answers and guide the discussion. This will be a longer discussion. Make sure to hit at least three points:
 - We all sin;
 - Sin demands the wrath and curse of God;
 - Jesus never sinned, but God poured His wrath out upon Jesus who stood in the place of all who would believe;
 - We must confess our sin—that means admit our sin, repent of our sin—which means we turn away from the sin, and ask God to forgive our sin because of Jesus;
 - By the power of God, the Holy Spirit, we live for the glory of God.)
-

Craft Options (15-20 minutes):

Option 1: “Created for the glory of God!” Name Plaques

Materials:

- 8 ½” x 11” cardstock cut in half, assorted colors (1 per child)
- LOTS of stick-on letters per child
- Hole punch
- Assorted colored “pony beads”
- Yarn cut into 10”-long pieces
- Clear tape



Before Class:

- Make copies of the template onto cardstock. Cut the pages in half along the dotted line.
- Then punch holes in left and right corners of each half-sheet for hanging yarn.
- Make an example of the craft.

During Class:

- Have each child pick out stickers to spell their name. (You could do this ahead of time and place in plastic baggies if you know all the children’s names.)



- After every child has letters needed to spell their name, randomly distribute extra letters.
- Help each child find a clear and orderly placement of the letters for their name and stick the letters in place on their cardstock.
- Extra letters can be stuck randomly around the name.
- Distribute 6-10 pony beads and one piece of yarn per child.
- Help the children tie a fat knot so that pony beads do not fall off and string half of the pony beads.
- Thread the end of the yarn that is unknotted from front to back through one of the holes in the cardstock. Leave the pony beads dangling in the front and secure the thread immediately behind the hole with tape.
- Thread remaining beads to the end of the yarn in the front, secure them with a fat knot and tape the thread immediately behind the hole on the back to secure.

Option 2: Acrostic Poem

Materials:

- 8 ½" X11" sheets of colored paper or cardstock (1 per child)
- Stick-on letters, enough for each child to spell his/her first name
- Colored pens and markers
- Prepared lists of words for each letter (1 or 2 per workstation)
- Prepared example to show the children:
 - L—Love God with all my heart
 - I—Invite people to hear about Jesus
 - S—Serve God
 - A—Always "Rejoice in the Lord"



Before Class:

- Make an example of an acrostic poem using your name to show the children.
- Copy the list of words for each letter that follows.

During Class:

- Explain to the children that each of them will make an acrostic poem using their first names. For each letter of their name, they will write a description of themselves that starts with that letter. Show them your example.
- Give them the stick-on letters for their name to place vertically on their sheet of paper.
- Then give them pens and a list of words (for help) to write a description next to each letter on their paper.
- When they have completed the acrostic, they may decorate the page as they like.



Snack (optional):

This may be passed out as kids arrive, eaten during welcome, or eaten during discussion and activity time at the end.

- Trail mix—Use alphabet-shaped cereal, raisins, chocolate chips, and mini pretzels. Mini alphabet-shaped pretzels can be found in many bulk food sections!
 - Sugar cookies or vanilla wafers with icing letters piped on each cookie ahead of time
-

Dismissal (5 minutes):

- Stretch Activities (your choice)
- Prayer
- Take Home: Coloring sheets and/or study guide



Ideas for Each Letter of the Alphabet for Acrostic Craft

- A:** Affectionate, artistic, athletic, astonishing, able, alive, alert, amusing, anchored, angelic, always rejoices in the Lord, abounding in grace
- B:** Beautiful, blessed, beloved, brave, bright, busy, big-hearted, bold
- C:** Cheerful, calm, careful, creative, compassionate, clever, considerate, cute, curious
- D:** Darling, dear, dearest, delightful, devoted, dramatic, dutiful, decisive, dynamic
- E:** Eager, efficient, elated, elegant, emotional, enthusiastic, expert, excellent, excited, extroverted
- F:** Fabulous, faithful, fancy, fantastic, fast, free, friendly, funny
- G:** Generous, godly, graceful, gracious, grateful, gregarious
- H:** Handsome, happy, helpful, honest, hopeful, humble, hilarious
- I:** Idealistic, impassioned, incredible, industrious
- J:** Jaunty, jazzy, jolly, joyful, joyous
- K:** Kind, kind-hearted, keen, knowledgeable, knows the Lord, known by God
- L:** Likable, lively, loud, lovable, lyrical, loves God
- M:** Marvelous, mellow, memorable, mighty, modest, moral, mysterious, mindful
- N:** Nice, neat, noisy, neighborly, noteworthy, nifty, nine, nutty
- O:** Obedient, offbeat, open, outgoing, outstanding, overjoyed, one who is loved by God
- P:** Perky, peaceful, patient, pleasant, private, proud, poised, polished, powerful, pure
- Q:** Qualified, quality, quick, quiet, quirky, queenly
- R:** Ready, respectful, realistic, rosy, rowdy
- S:** Smart, short, silly, shy, sincere, super, superb, sunny, smiley, smiling, solid, strong, stylish
- T:** Tall, talented, talkative, terrific, ten, thoughtful, trustworthy, truthful, tranquil, thankful
- U:** Unselfish, unique, upright, unusual, united, ultimate
- V:** Valuable, victorious, vivacious, Very . . .
- W:** Wacky, wonderful, wise, worthy, wiggly, wide-eyed, welcoming, whimsical, wistful
- X:** X-tra-special, loved, etc.
- Y:** Young, youthful, yielding
- Z:** Zany, zealous, zesty, zippy



“Frog’s Rainy-Day Story”



Faithful Fables

At-A-Glance

(LESSON 1)

Hello!

- Welcome Students
- Check Name Tags
- Take Attendance
- “Getting Closer”

Know! **What’s going on today?**

- As students arrive, do the things in the “Hello!” box.
- Lead by example! Encourage student participation in singing songs and memory work time.
- Lesson time! Help students pay attention and engage in the lesson.
- “Grow!” Discussion and application of the lesson.
- Activity time! Set up the activity supplies. Help students complete the activity so they can “Show!” others what they learned.
- “Go!” Follow the instructions below to make sure we send the students off well.

Show! **Activities that show what you know!**

- Use today’s craft activity to review the lesson with the children.
- Have them tell you how they will use this craft to explain the lesson to their parents and friends!

GO!

Before dismissing children to parents, make sure they put away all materials, clean up their area and gather all their belongings including their “Taking It Home” papers.

Getting Closer

(Discussion Starters)

- What do you like to do on a rainy day?
- What is something that you can do well?
- Have you ever felt unappreciated? Tell me more about that.

Grow! **Activities that show what you know!**

- How do we lose our identity when we do not do what we were created to do?
- How can YOU use your gifts and talents for the glory of God?
- Sin blocks us from having a relationship with God. What can we do about our sin? (This will be a longer discussion. Make sure to hit these points:
 - We all sin;
 - Sin demands the wrath and curse of God;
 - Jesus never sinned, but God poured His wrath out upon Jesus who stood in the place of all who would believe;
 - We must confess our sin, repent of our sin, and ask God to forgive our sin because of Jesus;
 - By the power of God, the Holy Spirit, we live for the glory of God.)



“Frog’s Rainy-Day Story”



Questions! For the Car

- Tell the story of “Frog’s Rainy-Day Story.”
- Pretend you are the teacher and teach your family today’s lesson.
- What is something that really stood out to you?
- Who is in your class?

Questions! For Later

- What is the much larger story?
- Why do we miss it when we seek our own glory?
- How can you be excited about your gifts and talents without seeking your own glory?

Bible Lesson TODAY

Genesis 4: Cain wanted approval from God by doing things his own way. When God approved of Abel’s offering, but not Cain’s, Cain became so jealous and angry that he killed his brother instead of seeking to please God by bringing his best offering.

Bible Memory

We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .

— 2 Corinthians 10:5

TAKING IT HOME (LESSON 1)

Lesson from Today’s Fable

We’re made for a much larger story, which we miss when we seek our own glory.

What the CULTURE Says

What’s wrong with this thought?

It is easy to live for others, everybody does. I call on you to live for yourselves.

— RALPH WALDO EMERSON, AMERICAN WRITER

What GOD’S WORD Says

How are these thoughts different from what the culture says?

“For I know the plans I have for you,” says the Lord. “They are for good and not for disaster, to give you a future and a hope.”

— JEREMIAH 29:11 (NLT)

Jesus sat down, called the twelve disciples, and said to them, “Whoever wants to be first must place himself last of all and be the servant of all.”

— MARK 9:35 (GNT)



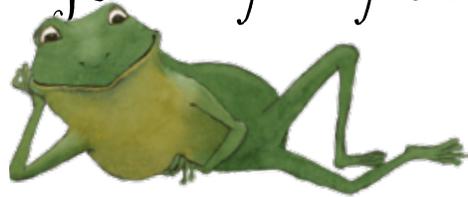
FROG'S RAINY-DAY STORY



DO YOU HAVE YOUR OWN STORY TO TELL?



"Frog's Rainy-Day Story"



JUST FOR FUN (LESSON 1)

These letters got all confused!
Help them unscramble themselves so that we can make sense of the words!

Letters were created to make...

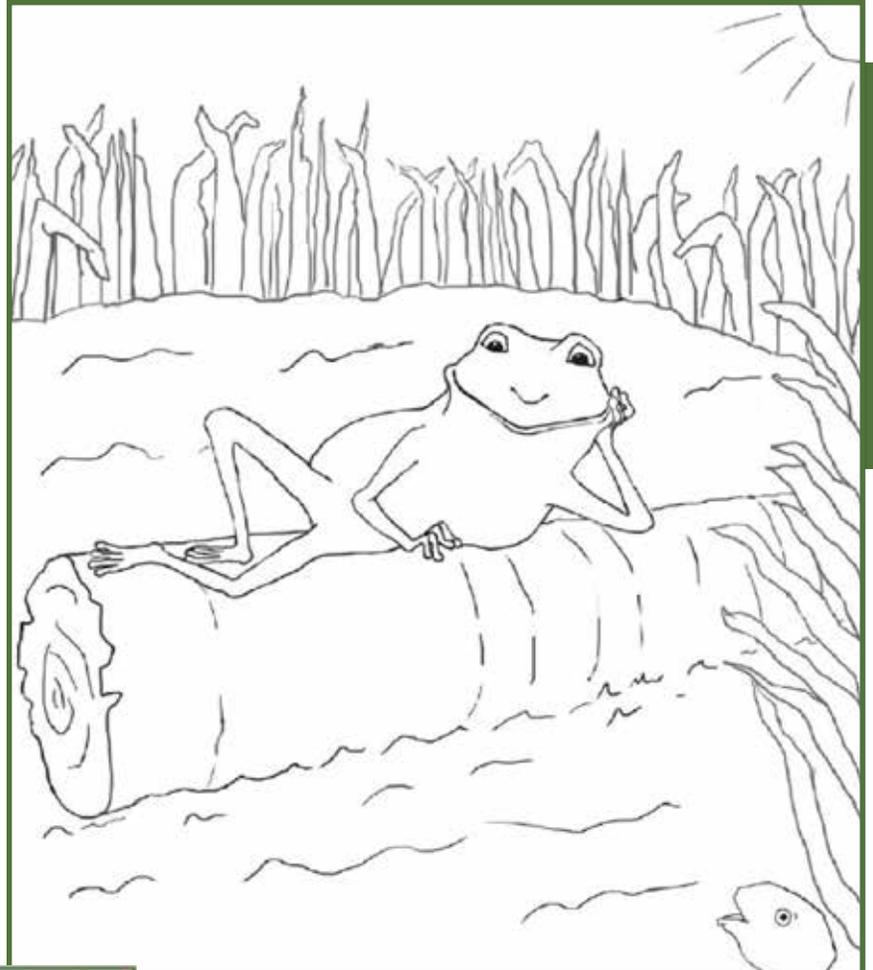
SWODR

Frog wrote a...

RYSOT

It was not sunny. It was....

YARNI



C	R	E	A	T	E	D	L	Z	M	O	D	S	I	W
A	V	I	X	D	A	Y	M	E	A	N	P	P	M	I
I	T	M	O	W	N	A	A	R	T	K	A	U	A	D
N	S	P	U	I	V	C	R	O	O	T	B	F	G	D
G	F	O	A	S	D	R	C	S	T	Y	E	O	E	N
O	Y	R	O	L	G	W	H	R	E	O	L	R	L	O
D	P	T	O	U	Y	Q	I	D	X	E	G	T	S	S
S	A	A	Z	G	X	Y	N	S	Z	L	K	U	J	S
I	P	N	S	T	P	A	G	E	A	B	I	N	G	E
B	S	T	O	R	Y	O	D	D	F	A	M	E	A	L
V	T	N	A	T	R	O	P	M	I	F	X	Q	A	S

Find these words from our lesson in this Word Search!

FROG	CREATED	FAME	CAIN
RAINY	PAGE	FORTUNE	ABEL
DAY	WISDOM	MARCHING	GOD
STORY	SEEK	IMPORTANT	IMAGE
LETTERS	GLORY	FABLE	LESSON



WEEK 1
BIBLE MEMORY

We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ ...

2 Corinthians 10:5

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SOMETHING TO THINK ABOUT...

Argument:

Reason or idea used to persuade someone.

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Reason or idea used to persuade someone.

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Lesson 1

Materials List

Every Lesson

- Curriculum Guide
- Bible
- *Frog's Rainy-Day Story and Other Fables* book or audio-visual file
- Choice of music
- Prepared Bible Memory Cards for current week's lesson (1 per student)
- At-a-Glance (for each small group leader if using in a large group context)
- Taking It Home Papers for current week's lesson (1 per student)
- Coloring sheets for each week as desired

Lesson 1

- **Skit Props:** Items such as backpack, walking stick, binoculars, beach towel, sunglasses, beach bag
- **Craft Option 1, Name Plaque:**
 - 8 ½" X 11" cardstock cut in half, assorted colors with words "Created for the glory of God" printed (at the end of Lesson 1) and hole punched in corners—1 per child
 - Several stick-on letters per child
 - 6-10 pony beads per child
 - 10" piece of yarn—1 per child
 - Clear tape—1 dispenser per every 4-8 children
- **Craft Option 2, Name Acrostic:**
 - 8 ½" X 11" sheet of colored paper—1 per child
 - Stick-on letters—enough for each child to spell their name
 - Colored pens and markers
 - Prepared lists of words for each letter (1-3 copies per small group)

Snack:

- Trail mix with added alphabet-shaped cereal—1 serving per child
OR
- Sugar cookies with icing letters piped on each cookie—1 or 2 per child



Lesson 1

Mini Skit

(This can be acted out by youth volunteers, or teacher and assistant. The vacationers can pantomime their gear, or each can be dressed appropriately: **Vacationer 1** with backpack, sleeping bag, binoculars, etc., and **Vacationer 2** with beach towel, sunscreen, sunglasses, etc.)

Vacationer 1: I love to vacation in the mountains! It is so beautiful and there is so much to do!

Vacationer 2: Really? I mean, the mountains are pretty and everything, but for me, it's just got to be the beach!

Vacationer 1: Yes, but the mountains provide you with the chance to catch salamanders, go hiking, and experience nature.

Vacationer 2: Well, that's all good, but at the beach you can catch sand crabs, go boogie boarding in the waves, splash around in the water, find cool shells, and build sandcastles!

Vacationer 1: I hear ya, but lots of mountains have water fun, too! Maybe not waves, but you can splash around in streams, tube down rapids, and find cool rocks. Instead of building little sandcastles that just get washed away by the waves, you can build a cool fort with rocks and branches in the mountains!

Vacationer 2 (Considering): Sounds like it could be fun. Maybe someday I will take a vacation in the mountains, but for now, I just want to go to the beach!

Vacationer 1 (Agreeing): Yes, and maybe someday I'll try the beach. It could be nice for a change. But for now, I'm heading to the mountains.

Vacationers 1 and 2: Have fun! . . .You, too . . .

Vacationers walk off in opposite directions, waving as they go.



“I am created for the glory of God.”

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