






Shopkeeper

Manual

Group

LOVELAND, COLORADO
GROUP.COM/VBS

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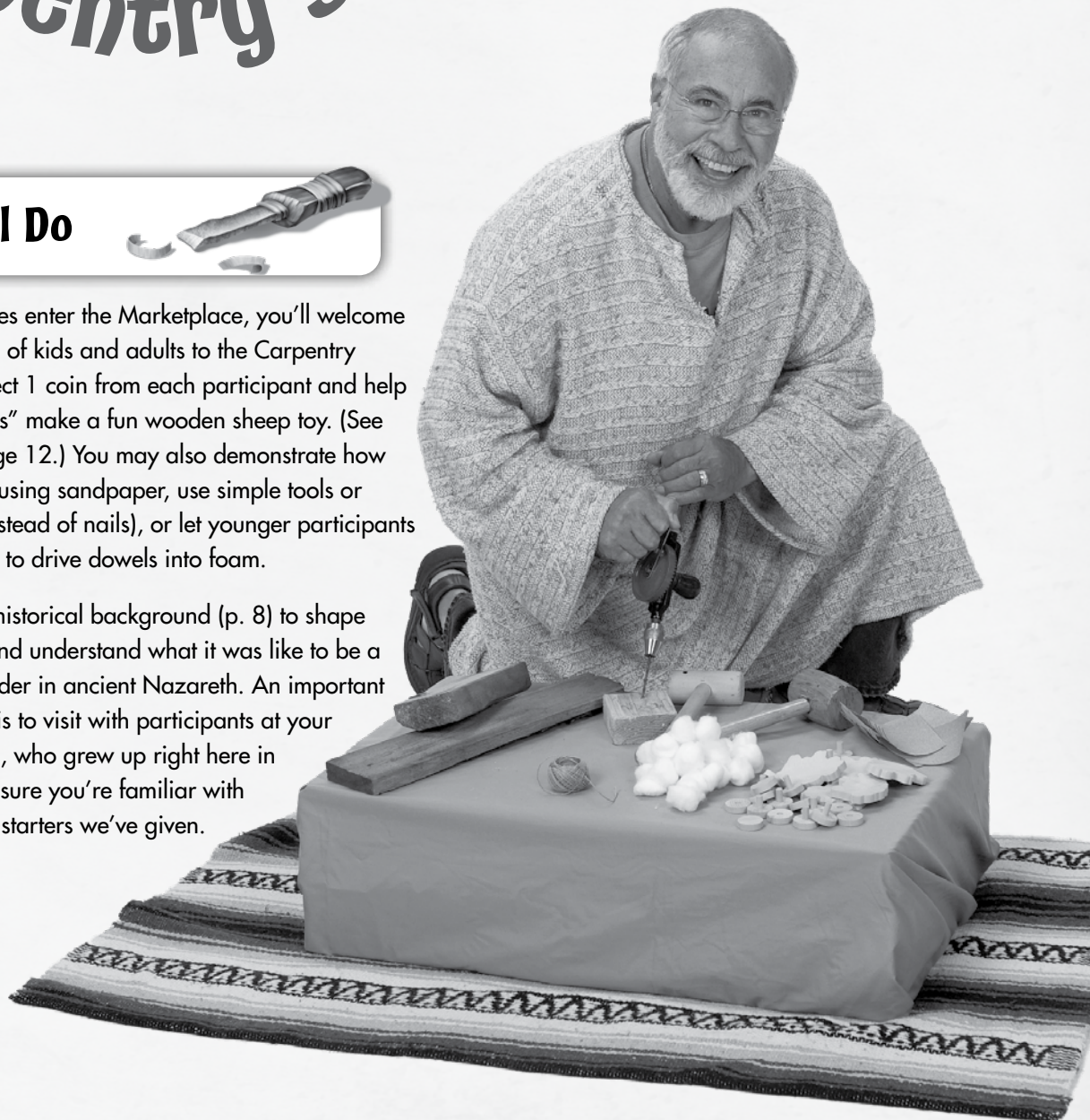
Carpentry Shop

What You'll Do



Each day as Tribes enter the Marketplace, you'll welcome a different group of kids and adults to the Carpentry Shop. You'll collect 1 coin from each participant and help your "apprentices" make a fun wooden sheep toy. (See directions on page 12.) You may also demonstrate how to smooth wood using sandpaper, use simple tools or wooden pegs (instead of nails), or let younger participants use toy hammers to drive dowels into foam.

You can use the historical background (p. 8) to shape your character and understand what it was like to be a carpenter or builder in ancient Nazareth. An important part of your job is to visit with participants at your shop about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Historical Background



- ➔ Jesus' earthly father, Joseph, was a carpenter. The Greek word for Joseph's type of work is *tehton*, which indicates a master builder, who might do masonry and metalworking in addition to working with wood.
- ➔ At the age of 15, Jesus most likely began learning his father's trade.
- ➔ Carpentry tools included axes, saws, hammers, nails, drills, mallets and chisels, planes, measuring sticks, and patterns. Instead of metal nails, many carpenters used wooden dowels and pegs and beautiful mortise-and-tenon joints to hold wood pieces together.
- ➔ Carpenters in ancient Israel built boats and farm tools, furniture and common household items, children's toys, and even carved artificial teeth!
- ➔ Because wood didn't grow abundantly in the area of Nazareth,

carpenters needed to be highly skilled and very careful to use the available wood efficiently. Much of the lumber would have been imported from other regions. Homes were generally built of mud or stone rather than wood.

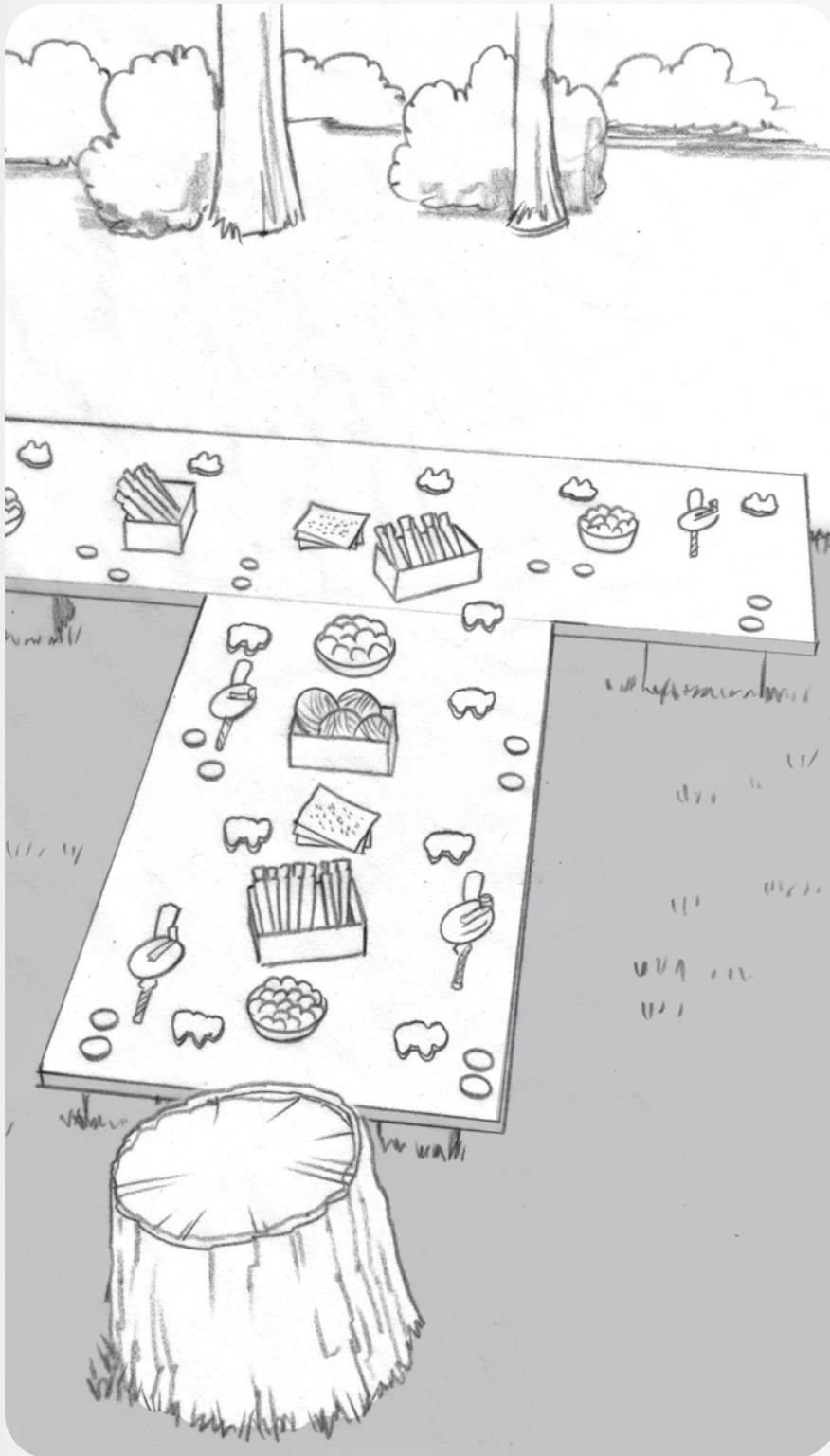
- ➔ Carpenters used olive wood for furniture and decorative items because of its exceptionally beautiful grain. People *could* cut down wild olive trees, but it was forbidden to cut down productive cultivated olive trees. Carpenters were allowed to use wood from prunings.



Setting Up Shop



Set up your shop according to the diagram below.



Supplies

- ➔ Wandering Toy Sheep Kits* (1 per participant)—each kit contains a sheep body, 2 wheels with dowels attached, and 2 wheels without dowels)
- ➔ egg-beater-style drills
- ➔ 3/16-inch drill bits
- ➔ marker to write names on craft
- ➔ light-grade sandpaper
- ➔ watercolor paints and paintbrushes (optional)
- ➔ glue and cotton balls (optional)
- ➔ yarn or string (optional)
- ➔ Carpentry Shop sign (Clip Art & Resources CD)

*available from group.com or your Group VBS supplier

Shopkeeper Tip

Each day, every participant will receive 3 simple coins (or shekels) that they can spend in the Marketplace. Through field testing, we've discovered that using the coins helps kids "budget" their time and encourages them to spend more time on each project instead of trying to race through all of them. Plus, it makes kids feel important as they purchase crafts and snacks! Be sure to charge each person 1 shekel to participate in your shop.



A Full Shop

During their time in Nazareth, people will have the opportunity to try out all the activities in every shop. When your shop is full, explain that you have enough apprentices for now but will need new ones tomorrow. If children and adults want to repeat your shop, point out that they're welcome to come back to sand or shape other wooden pieces, but you've purchased only enough supplies for each apprentice to make one Wandering Toy Sheep. That way you'll have plenty of supplies for everyone!

Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi, Abram, Rachel, or Lydia.

Slow Down

Set a slow, relaxed pace for your shop. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk while they work on a project together.

Options

Through years of field testing—and lots of customer feedback—we've learned that it's helpful to have a few different kinds of projects for Tribe members to work on in the Marketplace. That way, people can choose what interests them most or find a project that's easy for them to do. Plus, it gives kids something to come *back* to your shop for, in case they finish projects quickly. Consider adding the following options to your carpentry shop.

- ➔ Set out a variety of types of scrap wood, and let participants shape the pieces with sandpaper to create their own unique toys.
- ➔ Carpenters likely also worked with stone or other materials in addition to wood. Make small "bricks" from plaster of Paris a few days ahead of time, using old ice cube trays as molds. Let adults and kids build with these safe "stones."
- ➔ Hammer a few large nails halfway into a block of wood. Let children hammer the nails all the way in. (Children love getting to use "grown-up" tools in this way.) Any supervised, safe options you can provide will be enormously memorable for kids.
- ➔ Set out a block of Styrofoam and a handful of golf tees; let young children use toy hammers to drive the golf tees into the foam.

The Carpenter



Your character is curious about Jesus. Each staff member at Nazareth will have a different perspective of Jesus' story. As the carpenter, you will play the role of someone who knew Jesus' earthly family and wonders about the claims being made about Jesus.

During the week, you'll have the chance to talk with Tribe members as they work in your shop. It's important for you to use the following questions and phrases to help families process what they're discovering about Jesus.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

- ➔ Jesus used to be a carpenter here in town. He worked alongside his dad, Joseph. We worked on a lot of projects, and they seemed nice enough. But now he's saying he's God's Son! I'm not sure if I believe *that!* Why would Jesus say he's God's Son?



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

- ➔ I keep hearing about Jesus' teachings—he seems to know so much about God. Some people believe he's the Son of God; other people think he's just a rebel with a lot of crazy ideas. I'm not sure *what* to think! Who do you think Jesus is? Why?



Day 3 Jesus had a home...we do too.
(Matthew 2:13-14, 19-23)

- ➔ Joseph was a great carpenter who taught me a lot. He said he'd learned many things when he spent some time in Egypt a long time ago. Something about an angel telling him he had to move there. Well, angels have never talked to *me!* Do you think Joseph told me the truth? Why (or why not)?



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

- ➔ I remember when Jesus would hang out in the shop with Joseph and me. Smart kid, that Jesus. Seemed to know so much about God. And when I hear about all the miraculous things he's doing all over Galilee—well, it makes me wonder if he really could be God's Son. But that just seems too hard to believe.



Day 5 Jesus served others...we do too. (John 2:1-12)

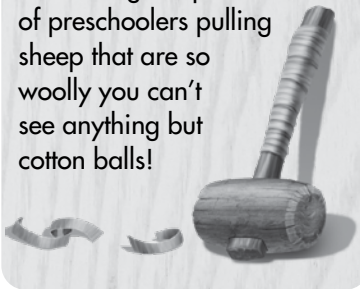
- ➔ I remember hearing about Jesus and his mother going to a wedding over in Cana. Someone told me that Jesus did something that got the servants talking, but I'm not sure what. Jesus gets people talking *wherever* he goes! Why do you think that is?

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the “voice of truth,” sharing what they believe as followers of Christ.

Field Test Findings

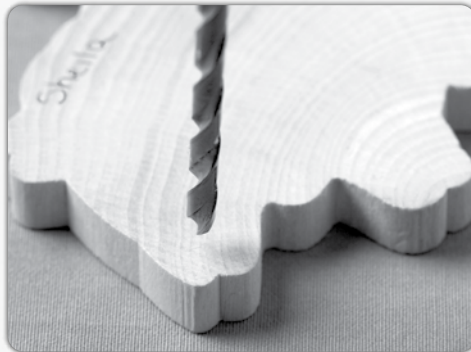
Younger kids were very enthusiastic about gluing cotton balls onto the sheep. We have great pictures of preschoolers pulling sheep that are so woolly you can't see anything but cotton balls!



Wandering Toy Sheep

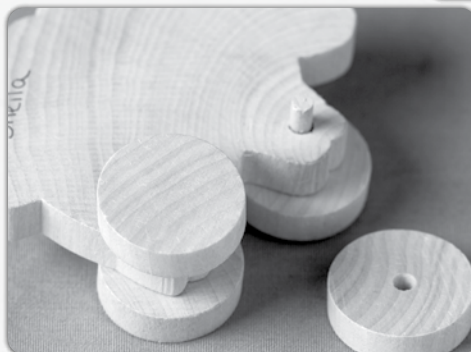


1. Write your name on the sheep's body.



2. Center the egg-beater-style drill over one of the legs on the sheep; use the drill to make a hole. Repeat on the other leg, being sure *not* to drill too close to the edge of the wood.

3. Push the dowel that's attached to a wheel through the hole.



4. Then press a second wheel onto the dowel on the other side of the leg, as shown. Repeat with the other two wheels.

5. (Optional) Glue on cotton balls and use watercolor paints to decorate the sheep. You may even want to tie a length of string around the sheep's neck so you can pull your woolly friend!





Bead Bazaar

What You'll Do

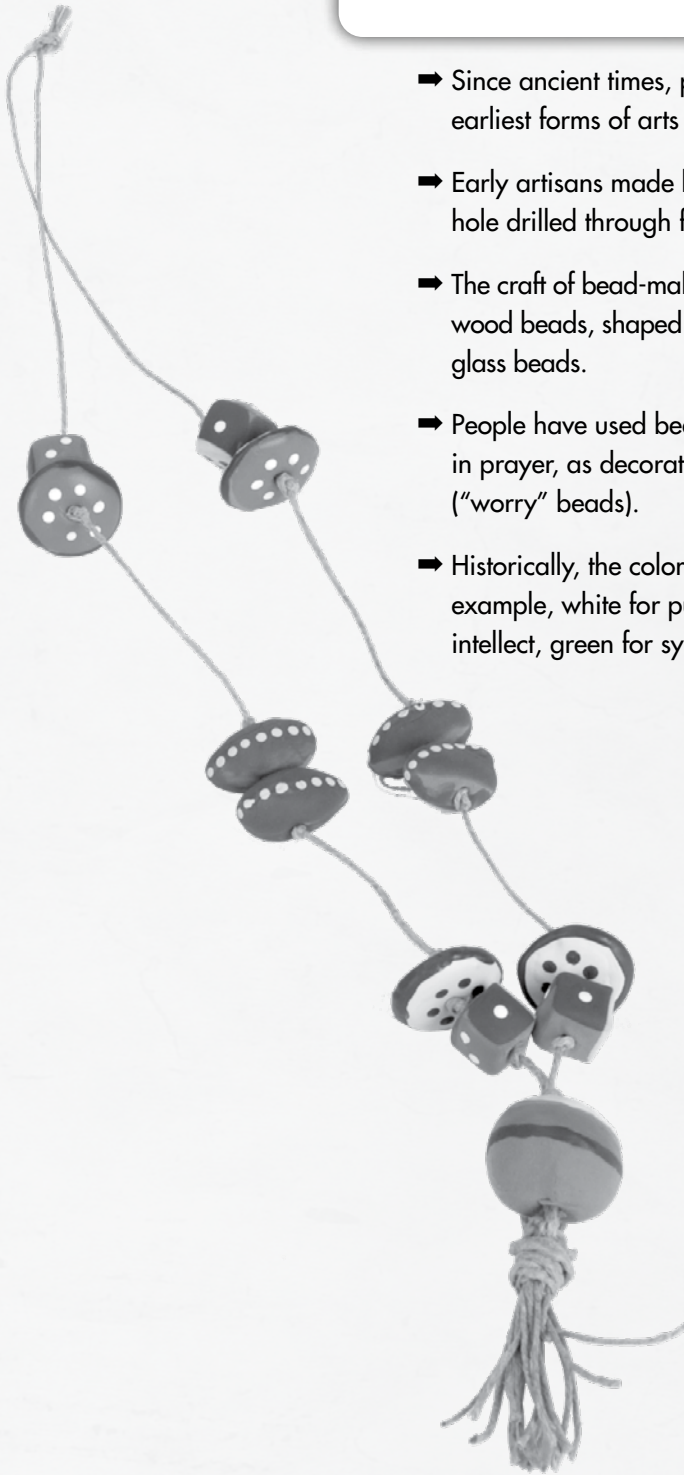


Each day as Tribes enter the Marketplace, you'll welcome a different group of kids and adults to the Bead Bazaar. You'll collect 1 coin from each participant and help your "apprentices" make their own custom beads to string onto lacing as a necklace, bracelet, or anklet. (See directions on page 18.) You may also offer other fun optional bead projects.

You can use the historical background (p. 14) to shape your character and understand what kinds of jewelry people made and wore in ancient Nazareth. An important part of your job is to visit with participants at your shop about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Historical Background

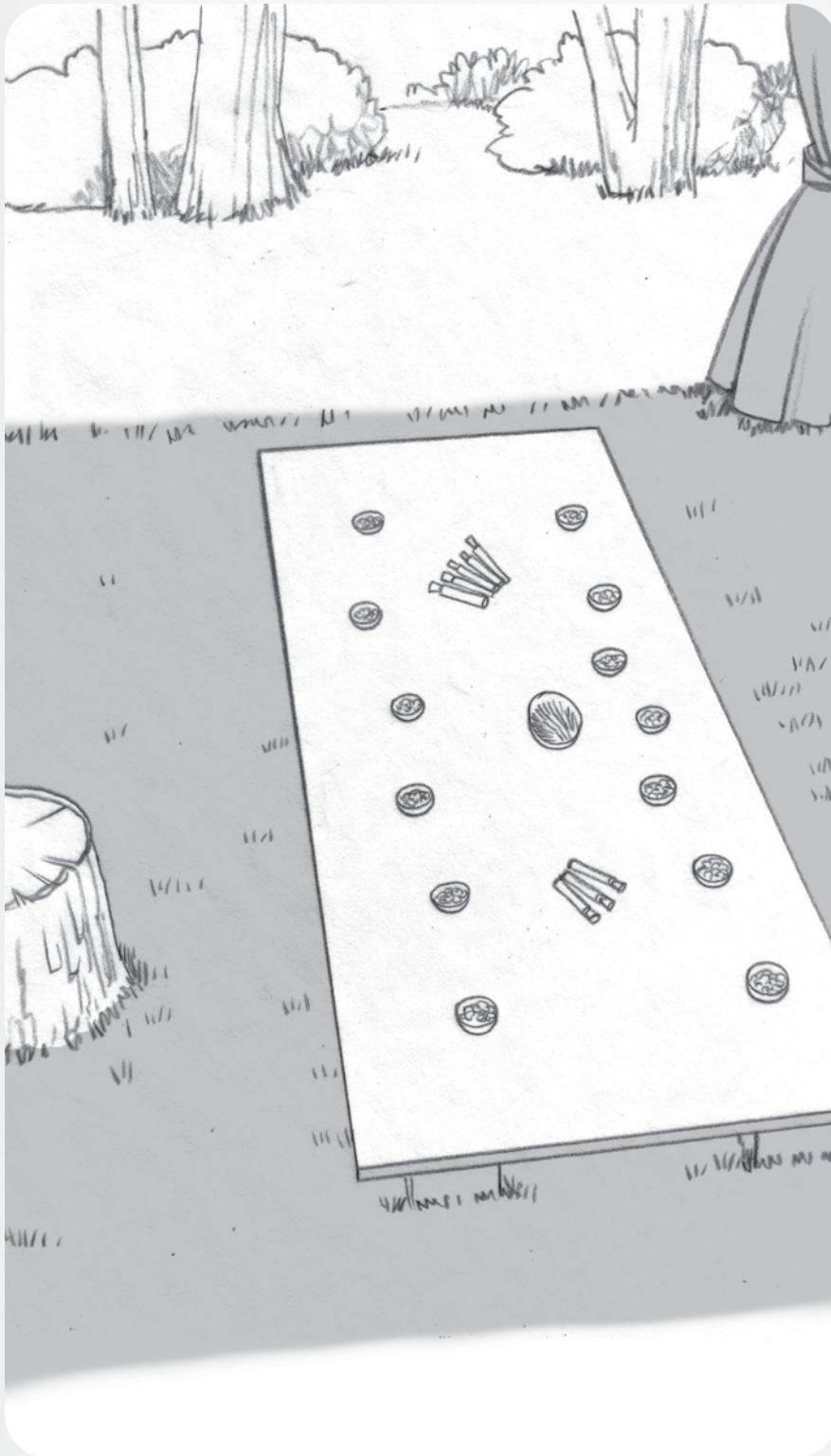


- ➔ Since ancient times, people have been making beads—one of the earliest forms of arts and crafts.
- ➔ Early artisans made beads from shells, stone, or rounded bone with a hole drilled through for stringing.
- ➔ The craft of bead-making progressed to intricately carved and painted wood beads, shaped and painted ceramic beads, and exquisite colored-glass beads.
- ➔ People have used beads as a component of jewelry pieces, as an aid in prayer, as decorative elements on clothing, and as stress relievers (“worry” beads).
- ➔ Historically, the color of beads have held symbolic meaning—for example, white for purity, black for loss, red for vitality, yellow for the intellect, green for sympathy, and blue for devotion.

Setting Up Shop



Set up your shop according to the diagram below.

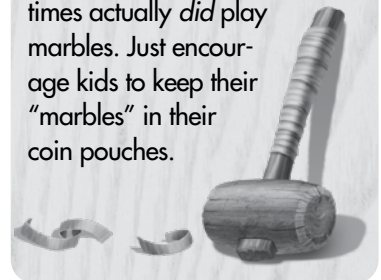


Supplies

- ➔ Terra-Cotta Air Clay* (½ ounce per participant)
- ➔ toothpicks
- ➔ markers or paints to color the beads
- ➔ small bowls to hold beads
- ➔ masking tape to mark the bowls
- ➔ thin lacing (about 1 yard per participant)
- ➔ colorful wooden or shaped beads (optional)
- ➔ Bead Bazaar sign (*Clip Art & Resources CD*)

Field Test Findings

The terra-cotta air-drying clay looks so unique and is a super, no-mess option! Plus, it creates fun, lightweight beads. We had a few boys who opted to turn their beads into marbles...which was fine because kids in Bible times actually *did* play marbles. Just encourage kids to keep their "marbles" in their coin pouches.



*available from group.com or your Group VBS supplier

Shopkeeper Tip

Each day, every participant will receive 3 simple coins (or shekels) that they can spend in the Marketplace. Through field testing, we've discovered that using the coins helps kids "budget" their time and encourages them to spend more time on each project instead of trying to race through all of them. Plus, it makes kids feel important as they purchase crafts and snacks! Be sure to charge each person 1 shekel to participate in your shop.



A Full Shop

During their time in Nazareth, people will have the opportunity to try out all the activities in every shop. When your shop is full, explain that you have enough apprentices for now but will need new ones tomorrow. If children and adults want to repeat your shop, point out that they're welcome to come back to do some other fun projects, but you purchased only enough supplies for each apprentice to make one set of terra-cotta beads. That way you'll have plenty of supplies for everyone!

Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi, Abram, Rachel, or Lydia.

Slow Down

Set a slow, relaxed pace for your shop. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk while they work on a project together.

Options

Through years of field testing—and lots of customer feedback—we've learned that it's helpful to have a few different kinds of projects for Tribe members to work on in the Marketplace. That way, people can choose what interests them most or find a project that's easy for them to do. Plus, it gives kids something to come *back* to your shop for, in case they finish projects quickly. Consider adding the following options to the Bead Bazaar.

- ➔ Set out fruit ring cereal, and let younger children make edible bracelets or necklaces.
- ➔ Provide seed beads, pencils, glue, and cardboard. Let children draw simple shapes and cover the designs with glue, then sprinkle seed beads over the glue to make a beaded mosaic.
- ➔ Let kids and adults glue colorful beads to terra-cotta pots.

The Bead Maker



Your character doesn't know about Jesus at all. Each staff member at Nazareth will have a different perspective of Jesus' story. As the bead maker, you will play the role of someone who is new in town and is just hearing about this controversial guy Jesus.

During the week, you'll have the chance to talk with Tribe members as they work in your shop. It's important for you to use the following questions and phrases to help families process what they're discovering about Jesus.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

➔ **It looks like you're new in town. I am too! In fact, this is my first week of being open for business. I've heard people talking about someone named Jesus. Who is that?**



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

➔ **Wow, I actually met Mary—Jesus' mom. She was looking at some of the beads I made, and she said she liked them. She seems really nice, even though a few people here in town think she's strange. I haven't figured out why, though. Why would they say that?**



Day 3 Jesus had a home...we do too. (Matthew 2:13-14, 19-23)

➔ **Maybe you can help me understand. I'm not from here, so maybe this is just how things are in Nazareth. But some people are sure saying mean things about that guy Jesus—Mary's son. You all seem to like him, but other people are really mad at him. Why do you like Jesus?**



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

➔ **You're all turning into very good bead makers. Maybe you can head to Jerusalem with me during next Passover to sell some beads to all the travelers there. It's quite a trip—we'd all have to stay together so no one got lost on the five-day trip there. Would you want to travel that far to worship God? Why (or why not)?**



Day 5 Jesus served others...we do too. (John 2:1-12)

➔ **Everyone has been talking about Jesus—saying good *and* bad things. But Mary is such a nice woman, I don't see how she could be lying about her son. Still...God's own Son? I'm not sure *what* to think.**

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the “voice of truth,” sharing what they believe as followers of Christ.

Making Beads



1. Divide your clay into small pieces. (You can choose the size, shape, and number of beads you'd like.)



2. Roll each piece of clay into a round, oblong, triangular, or even square bead. Be creative! If you want to add extra artistry, use a toothpick to carve letters, shapes, or patterns into your beads.

3. Carefully poke a toothpick through the middle of each bead, wiggling the toothpick to make a hole that's large enough for the lacing to fit through.



4. Set your beads in a bowl that's marked with your name. When you come back tomorrow, the beads will be dry. You can paint or color the beads and then string them onto a piece of lacing to make a necklace, bracelet, or anklet.



Synagogue School

What You'll Do



Each day as Tribes enter the Marketplace, you'll welcome a different group of kids and adults to the Synagogue School. You'll collect 1 coin from each participant and guide your "students" in making a Tzedakah Box. (See directions on page 24.) You may also help them with optional student projects.

You can use the historical background (p. 20) to shape your character and understand how kids were educated in their faith at the time Jesus was a child. An important part of your job is to visit with participants at your school about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Notes From **Nazareth**

For authenticity, we recommend that the role of the rabbi be played by a man.

Historical Background



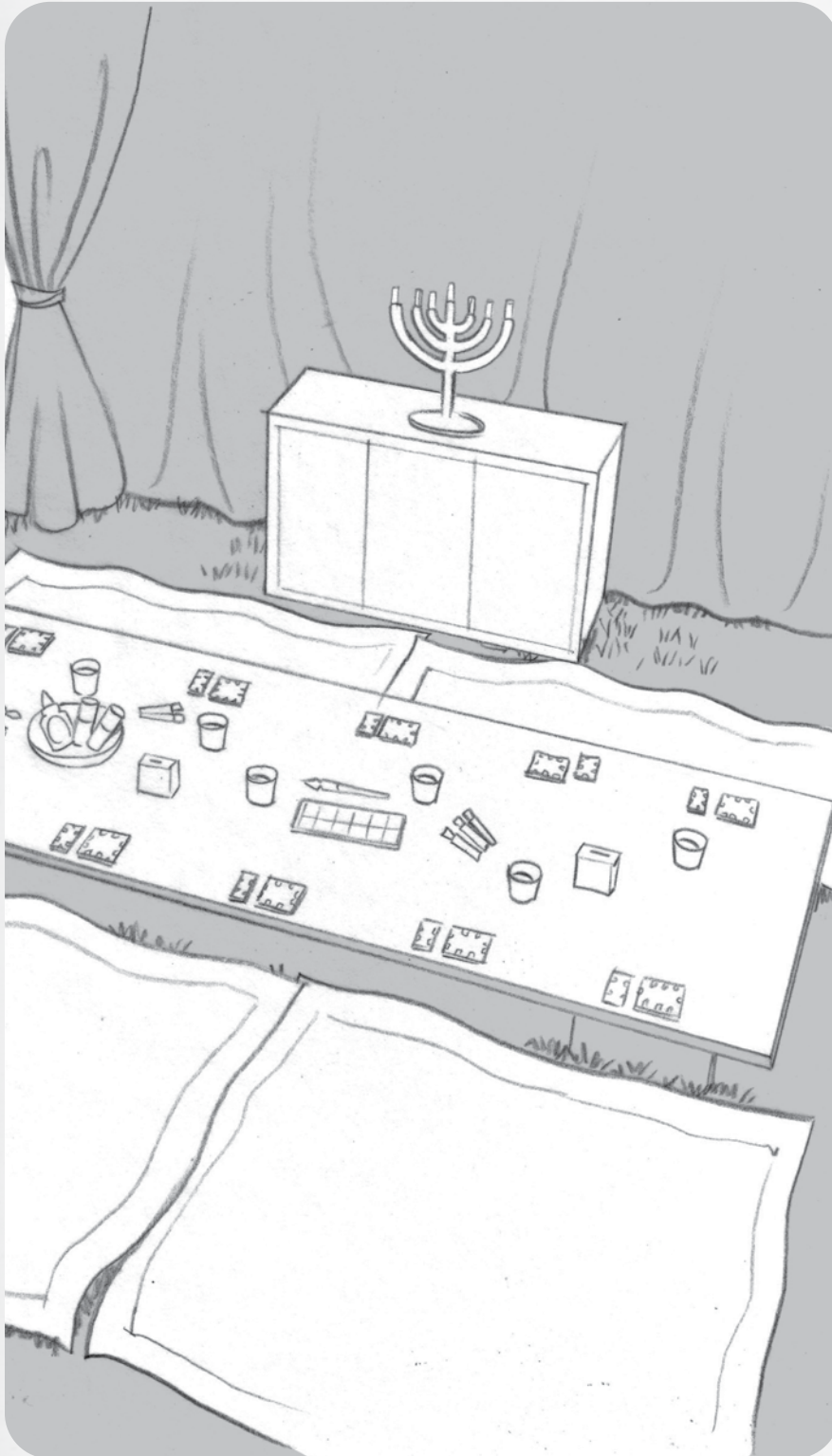
- ➔ Jewish boys began attending synagogue school at the age of 6. By 13 years of age, these boys were considered young men. People expected them to know the laws for living, written in the great books of the Jewish people.
- ➔ Sometime during their 13th year, all Jewish boys began taking part in the worship services at the Temple in Jerusalem.
- ➔ The *hazzan*, a position comparable to that of a deacon in a Christian church, taught young boys. In smaller towns and villages, a rabbi most likely performed these duties.
- ➔ Scholars disagree about the position of women in the synagogue. Women were either sequestered in a separate court or excluded completely.
- ➔ Boys at the elementary level learned to read Hebrew Scripture from tablets rather than from the Torah scroll. They also had to memorize portions of Scripture, such as the *Shema* (pronounced "shuh-MAH"). Only when they grew proficient in Hebrew were young men allowed to read from the sacred scrolls.
- ➔ In the temple, boys spoke Hebrew, the language of worship for the Jews. In everyday life, they spoke Aramaic.



Setting Up the Synagogue School



Set up the Synagogue School according to the diagram below.



Supplies

- ➔ Tzedakah Box Kits* (1 per participant)—each kit contains 6 box pieces
- ➔ watercolor paints and paintbrushes
- ➔ cups of water
- ➔ markers to write names on finished projects
- ➔ glue (optional)
- ➔ Synagogue School sign (Clip Art & Resources CD)

*available from group.com or your Group VBS supplier

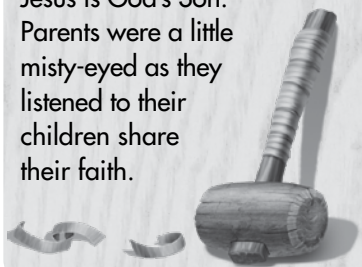
Shopkeeper Tip

Each day, every participant will receive 3 simple coins (or shekels) that they can spend in the Marketplace. Through field testing, we've discovered that using the coins helps kids "budget" their time and encourages them to spend more time on each project instead of trying to race through all of them. Plus, it makes kids feel important as they purchase crafts and snacks! Rather than have kids pay you to participate in Synagogue School, you might ask for a 1 shekel donation to help those less fortunate.



Field Test Findings

Our "rabbi" did a fantastic job of helping kids explore ancient Jewish customs and beliefs. He questioned why the girls were coming to Synagogue School; then he sighed and let them join in, saying, "I sure hope the Pharisees don't come by!" Kids loved telling him all about Jesus, trying everything they could to help him believe that Jesus is God's Son. Parents were a little misty-eyed as they listened to their children share their faith.



A Full School

During their time in Nazareth, people will have the opportunity to try out all the activities in every shop. When your Synagogue School is full, explain that you have enough students for now but will need new ones tomorrow. If children and adults want to return to the school, point out that they're welcome to do some other fun projects, but you've purchased only enough supplies for each student to make one Tzedakah Box. That way you'll have plenty of supplies for everyone!

Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi or Abram.

Slow Down

Set a slow, relaxed pace for your school. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk while they work on a project together.

Options

Through years of field testing—and lots of customer feedback—we've learned that it's helpful to have a few different kinds of projects for Tribe members to work on in the Marketplace. That way, people can choose what interests them most or find a project that's easy for them to do. Plus, it gives kids something to come back for, in case they finish projects quickly. Consider adding the following options to the Synagogue School.

- ➔ Provide 10-inch squares of thin wood (like pressboard) that you've covered with an oil-based clay (not an earth-based clay that will dry out overnight). Let your students practice writing their Hebrew letters in the clay. (Use the Hebrew alphabet found on the *Clip Art & Resources* CD from your Starter Kit.)
- ➔ Set out 12x36-inch pieces of white muslin. Let older kids and adults fray the shorter ends, then braid and knot the frayed ends to make prayer shawls.
- ➔ Provide sheets of paper, watercolor paints, and string. Let preschoolers paint pictures of what they're learning about Jesus. When the pictures dry, roll the papers into scrolls. Tie off the scrolls with string.



The Rabbi



Your character doesn't believe that Jesus is God's Son. Each staff member at Nazareth will have a different perspective of Jesus' story. As the rabbi, you will play the role of someone who doesn't believe that Jesus is the Messiah.

During the week, you'll have the chance to talk with Tribe members as they "study" at your school. It's important for you to use the following questions and phrases to help families process what they're discovering about Jesus.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

- ➔ I don't know why everyone is talking about that Jesus...that carpenter. God said he would send a Messiah to save us, but I hardly think God would send someone like Jesus. After all, he doesn't have money. He doesn't have an army. Why would anyone believe what Jesus says?



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

- ➔ Why do you think Jesus is preaching and teaching? He must know that the Pharisees don't like him—I'm sure they'd love to have him arrested so he can stop spreading lies. All Jesus does is stir things up and get people talking about all kinds of nonsense. Why is everyone so excited about Jesus?



Day 3 Jesus had a home...we do too. (Matthew 2:13-14, 19-23)

- ➔ Mary was a good girl who loved and followed God. I'm not sure how she got so confused about her son. He's just a man. Now, I do know that he knows God's Law, and that's a good thing. But to say he's the Messiah who will save us? That's just ridiculous!



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

- ➔ People coming through Nazareth keep bringing news about Jesus—these "miracles" he's doing and all of his teachings. He does seem to talk a lot about love and forgiveness, and *that's* in the Scriptures. So maybe he's not completely wrong. Do you think Jesus really understands God?



Day 5 Jesus served others...we do too. (John 2:1-12)

- ➔ These miracles that Jesus is supposedly doing—why do you think he's doing them? I imagine they're just tricks to gain fame and distract people from God. No one could do those things he's supposedly done. Why do you think Jesus goes around healing, teaching, and doing miracles?

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the "voice of truth," sharing what they believe as followers of Christ.

Making a Tzedakah Box

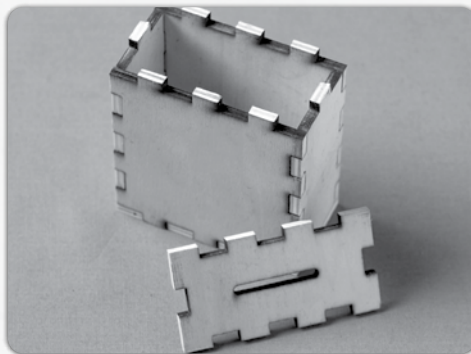
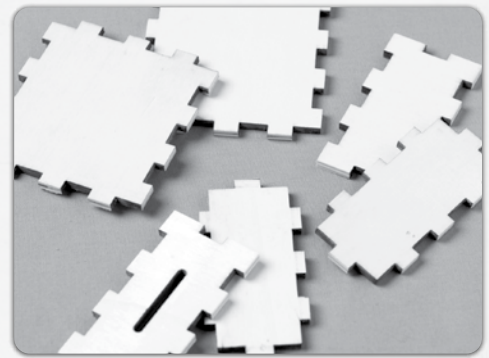


First...what *is* a tzedakah box? Think of it as an offering box or a collection box for charity.

Tzedakah comes from the Hebrew root *Tzadei-Dalet-Qof*, meaning righteousness, justice, or fairness. Hebrew-speaking people in different parts of the world use different pronunciations, and the word *tzedakah* can be pronounced as "tseh-daw-KAW," "tseh-DAW-kuh," or "tsi-DUH-kuh." Just choose one way to say it, and be consistent!

While the definition of *tzedakah* includes charity, the concept goes beyond mere benevolent giving and embodies an act of justice and righteousness, an actual duty to assist the poor.

1. First, lay all the pieces out in front of you. If the Synagogue School is crowded, it may be helpful to write your name on each piece, to keep them from getting mixed up.



2. The six pieces of the Tzedakah Box fit together like a puzzle. (At field tests, even preschoolers could manage putting these together, with a minimal amount of help.)

3. Although the boxes stay together well, you may want to use glue on all sides except the top. Then when you want to take the money out, you can pull the top section off.



4. Use watercolor paints (or washable markers) to decorate the boxes.



What You'll Do



Each day as Tribes enter the Marketplace, you'll welcome a different group of kids and adults to the Olive Oil Shop. You'll collect 1 coin from each participant and help your "apprentices" make a container of olive oil hand scrub. (See directions on page 30.) You may also offer other fun projects using olive oil.

You can use the historical background (p. 26) to shape your character and understand the importance of olive oil in Bible times. An important part of your job is to visit with participants at your shop about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Historical Background

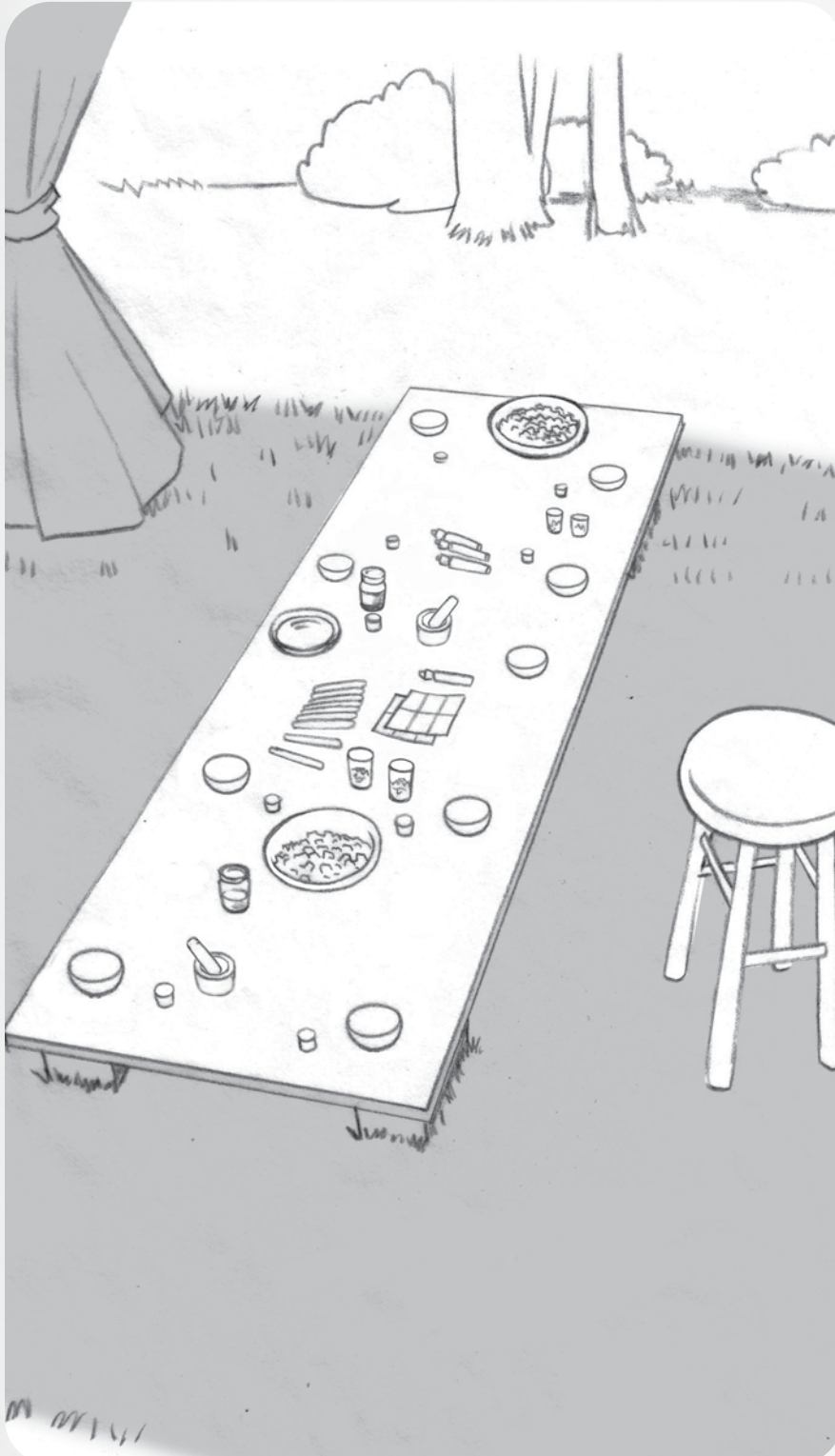


- ➔ Olive trees have been cultivated in Israel since the 4th millennium B.C. The Garden of Gethsemane, on the Mount of Olives outside the city of Jerusalem, was a grove of olive trees. The word *gethsemane* (pronounced “geth-SEM-uh-nee”) means “olive press.”
- ➔ The process of extracting oil from olives in ancient Israel involved heavy equipment...and we mean *heavy!* Workers cracked olives by rolling a large stone over them. Then they placed the olives in a large, circular stone basin, and a donkey or ox pulled a large millstone in a circle, crushing the olives. Next, workers put the olives in bags and stacked the bags beneath the olive press, which was a heavy stone column. The weight of the olive press squeezed the oil from the crushed olives, and the oil dripped down a groove in the stone into a pit at the base of the olive press.
- ➔ In Jesus’ time, olive mills and olive presses were very large and costly. That’s why only wealthy men owned and operated them. Ordinary citizens had to pay a high fee to use the equipment.
- ➔ Olives could undergo three pressings, with the oil from the first pressing, called extra virgin olive oil, being of the highest quality and having the most health benefits.
- ➔ People in Bible times used a *lot* of olives and olive oil. They used oil in cooking, spread it on bread and baked goods, and used it to preserve food. People even drank it to relieve intestinal problems.
- ➔ Women applied olive oil to the skin as an antiseptic or a moisturizer. They used lower-grade unprocessed oil to fill their lamps.
- ➔ *Mashach* is a Hebrew verb from which the word *Messiah* is derived, and it means “to be anointed with olive oil.” An anointing by oil indicated a specific calling by God to a priestly, royal, or prophetic role.

Setting Up Shop



Set up your shop according to the diagram below.

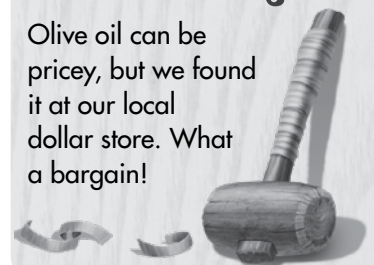


Supplies

- ➔ Olive Oil Scrub Tubs* (1 per participant)
- ➔ extra virgin olive oil (1 tablespoon per participant)
- ➔ 1x3½-inch mailing labels (1 per participant)
- ➔ rock salt (1 tablespoon per participant)
- ➔ plastic knives or wooden craft sticks for stirring
- ➔ tablespoon measuring spoons (at least 1 for olive oil and 1 for salt)
- ➔ teaspoon measuring spoons
- ➔ hand wipes (at least 1 per participant)
- ➔ several old washcloths
- ➔ permanent markers
- ➔ mortars and pestles (shop online for inexpensive sets)
- ➔ herbs such as fresh mint or chopped basil, or dried flowers such as rose petals or lavender
- ➔ Olive Oil Shop sign (*Clip Art & Resources CD*)

Field Test Findings

Olive oil can be pricey, but we found it at our local dollar store. What a bargain!



*available from group.com or your Group VBS supplier

Shopkeeper Tip

Each day, every participant will receive 3 simple coins (or shekels) that they can spend in the Marketplace. Through field testing, we've discovered that using the coins helps kids "budget" their time and encourages them to spend more time on each project instead of trying to race through all of them. Plus, it makes kids feel important as they purchase crafts and snacks! Be sure to charge each person 1 shekel to participate in your shop.



A Full Shop

During their time in Nazareth, people will have the opportunity to try out all the activities in every shop. When your shop is full, explain that you have enough apprentices for now but will need new ones tomorrow. If children and adults want to repeat your shop, point out that they're welcome to try one of the other olive oil projects, but you purchased only enough supplies for each apprentice to make one olive oil hand scrub. That way you'll have plenty of supplies for everyone!

Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi, Abram, Rachel, or Lydia.

Slow Down

Set a slow, relaxed pace for your shop. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk while they work on a project together.

Options

Through years of field testing—and lots of customer feedback—we've learned that it's helpful to have a few different kinds of projects for Tribe members to work on in the Marketplace. That way, people can choose what interests them most or find a project that's easy for them to do. Plus, it gives kids something to come *back* for, in case they finish projects quickly. Consider adding the following options to your shop.

- ➔ Set out saucers, and have kids sprinkle grated cheese, oregano, or freshly-chopped basil onto the saucer. (You may even provide olives and plastic knives and let kids chop olives and add them to the saucer.) Pour a few tablespoons of olive oil onto the saucer, and let kids dip chunks of bread into the mixture. Yum!
- ➔ Provide 6-inch squares of cheesecloth. Show kids how to wrap one olive in the cheesecloth, then press the olive between their hands to see if they can feel a bit of olive oil. This is messy...but fun!

The Olive Oil Seller



Your character is Mary's friend. Each staff member at Nazareth will have a different perspective of Jesus' story. As the olive oil seller, you will play the role of someone who has spent a lot of time with Mary.

During the week, you'll have the chance to talk with Tribe members as they work in your shop. It's important for you to use the following questions and phrases to help families process what they're discovering about Jesus.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

- ➔ **I heard you singing about Jesus—you must believe that he's God's Son. My dear friend Mary has had to put up with so many people who *don't* believe in Jesus. What a joy to find so many new friends in town who *do* believe! Who told you about Jesus?**



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

- ➔ **Mary has been so faithful to God. She obeyed and listened and named her son exactly what God told her to. I wonder if he'll really be our Savior? God's people have been waiting for so long for a king of our own. Do you think Jesus can really save us and be our king? Tell me why you think that.**



Day 3 Jesus had a home...we do too. (Matthew 2:13-14, 19-23)

- ➔ **I've known Mary for a long time. I remember when she moved here—all the way from Egypt—with her young son and her husband. From what she says, God took care of them and protected them during a hard time. God made sure his Son was safe—that's why God gave Jesus a mother like Mary. Who takes care of you at your home?**



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

- ➔ **Mary misses Jesus, even though she doesn't always say so. But when she hears about him teaching or doing miracles...or going through hard times, I know she prays that God keeps him safe. Who do you pray for? How have you seen God answer your prayers?**



Day 5 Jesus served others...we do too. (John 2:1-12)

- ➔ **My friend Mary and I have spent so much time together. It's hard to hear other people talk about her behind her back or say mean things to her. I'd like to stand up for her, but sometimes I'm scared to do that. How can I help Mary? What could I say to make her feel better?**

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the “voice of truth,” sharing what they believe as followers of Christ.

Making Olive Oil Scrub

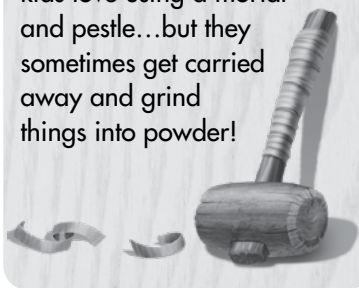


Notes From Nazareth

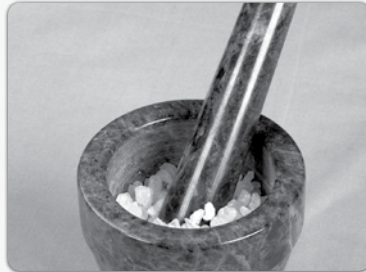
Kids and adults will love the feeling of washing their hands with this scrub. You may want to have a large batch of hand scrub made ahead of time. Set out a pitcher of water, a towel, and a bowl. Let participants wash their hands before they get started so they have an idea of what they're making.

Field Test Findings

You'll still want the salt to be coarse, so don't grind it too finely. We've found that kids love using a mortar and pestle...but they sometimes get carried away and grind things into powder!

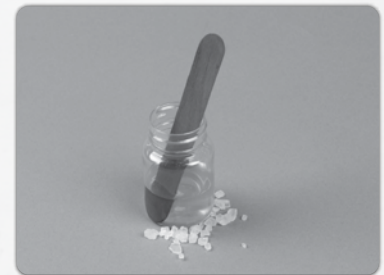


1. Write your name on the lid of the Scrub Tub.



2. Measure 1 tablespoon of rock salt, and use a mortar and pestle to crush the salt. (If you prefer, you can use sugar instead of salt. But you won't need to crush granulated sugar.)

3. Measure 1 tablespoon of oil into the container. Add the ground salt. Use a plastic knife or wooden craft stick to stir the mixture. Then put the lid on the container.



4. Now add the scent. Use a mortar and pestle to crush about 1 teaspoon of fresh mint leaves, sweet basil, or dried lavender or rose leaves. Be sure to crush the herbs well to release the oils in them.

5. Open the plastic container, and add the crushed herbs. Stir the mixture well; then put the lid on tightly.



6. Wipe off the outside edge of the container so there's no oil on it. Decorate a label, creating a fun name for your amazing hand scrub. Attach the label to the outside of your container.



What You'll Do



Each day as Tribes enter the Marketplace, you'll welcome a different group of kids and adults to the Farmer's Field. You'll collect 1 coin from each participant and help your "farmhands" plant seeds in little peat pots or terra-cotta containers. (See directions on page 36.) You may also help your budding farmers with other fun seed projects.

You can use the historical background (p. 32) to shape your character and understand the importance of farming and what types of things people grew in Nazareth. An important part of your job is to visit with participants at your shop about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Historical Background



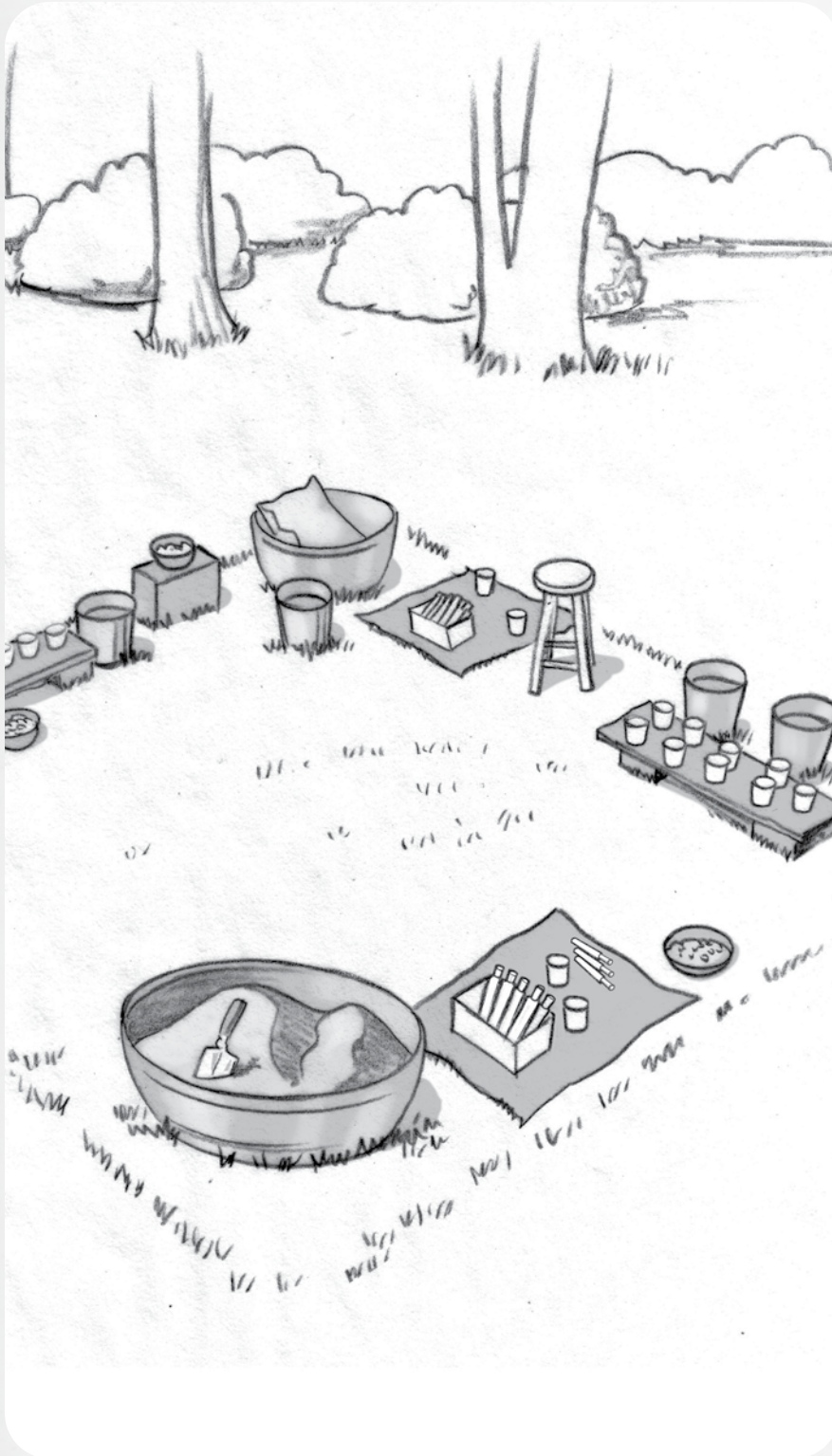
- ➔ In Jesus' time, Israel's economy depended heavily upon agriculture. The major products were olives, figs, dates, grapes, and grains.
- ➔ Farmers generally raised two main grain crops per year: barley for the animals and wheat for bread and other cooking needs.
- ➔ At wheat harvest, farmers cut the stalks and bound them into sheaves. They separated the grain from the stalks on the threshing floor, using oxen and a threshing board. Farmers tossed the mixture of grains and chaff into the air, where the lighter-weight chaff blew to the side and the grain fell straight down.
- ➔ People used flax, another grain crop, for making cloth as well as for baking.
- ➔ Women grew vegetables like chickpeas, fava beans, garlic, onions, and leeks in small fields and in home gardens. Figs and olives grew on cultivated trees, and grapes were harvested for wine.
- ➔ Farmers in Israel didn't depend on irrigation to water their crops; they took advantage of the rainy season and prudent farming practices to utilize the water available to them.



Setting Up Shop



Set up your area according to the diagram below.



Supplies

- ➔ grass seeds or other fast-growing seeds (depending on the type of seeds, $\frac{1}{8}$ teaspoon of small seeds or 1 larger seed per participant)
- ➔ marker to write names on pots
- ➔ peat pots or small terra-cotta pots (1 per participant)
- ➔ potting soil (be sure the potting soil does *not* have fertilizer in it)
- ➔ tub or bin to hold the soil
- ➔ water
- ➔ Farmer's Field sign (*Clip Art & Resources CD*)

Notes From **Nazareth**

A few weeks before leading this shop, be sure to plant a few batches of seeds so they have a chance to grow. Kids will be more motivated to tend their own seeds if they can see what the seed will grow into.

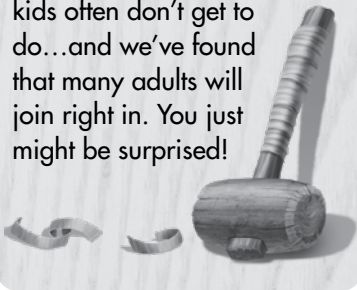
Shopkeeper Tip

Each day, every participant will receive 3 simple coins (or shekels) that they can spend in the Marketplace. Through field testing, we've discovered that using the coins helps kids "budget" their time and encourages them to spend more time on each project instead of trying to race through all of them. Plus, it makes kids feel important as they purchase crafts and snacks! Be sure to charge each person 1 shekel to participate in your field.



Field Test Findings

Younger kids—OK, and some adults—really do like having something that's a little messy to play with. Don't shy away from having mud for people to squish. It's something that today's kids often don't get to do...and we've found that many adults will join right in. You just might be surprised!



A Full Shop

During their time in Nazareth, people will have the opportunity to try out all the activities in every shop. When your area is full, explain that you have enough farmhands for today but will need new ones tomorrow. If children and adults want to repeat your activity, point out that they're welcome to try another fun farm project, but you've purchased only enough seeds for one "crop" per person. That way you'll have plenty of supplies for everyone!

Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi, Abram, Rachel, or Lydia.

Slow Down

Set a slow, relaxed pace for your area. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk while they work on a project together.

Options

Through years of field testing—and lots of customer feedback—we've learned that it's helpful to have a few different kinds of projects for Tribe members to work on in the Marketplace. That way, people can choose what interests them most or find a project that's easy for them to do. Plus, it gives kids something to come back for, in case they finish projects quickly. Consider adding the following options to your area.

- ➡ Set out a variety of grains—such as dried corn, wheat, or oats—along with a flat paving stone and a heavy river rock. Let kids and adults practice grinding grain into flour.



- ➡ Younger children will love having some extra mud to squish! Set out a tub with additional potting soil and some water. Let little farmhands make mud pies, pretend to plant seeds, or even practice using a watering can.

The Farmer



Your character doesn't believe in God. Each staff member at Nazareth will have a different perspective of Jesus' story. As the farmer, you'll play the role of someone who follows false gods and doesn't believe in the one true God.

During the week, you'll have the chance to talk with Tribe members as they work in your "field." It's important for you to use the following questions and phrases to help families process what they're discovering about Jesus.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

➔ **Wow! Suddenly Nazareth is booming with new people. I heard some of you singing about Jesus over there. You must be one of those Christians. I follow lots of gods. How could you think there's only one god?**



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

➔ **That lady Mary sure puts up with a lot around here. She seems nice enough, but she's made some enemies who think she's not telling the truth about her son. After all, nobody in Nazareth walks around claiming to be the child of one of my gods. What's so great about your God, anyway?**



Day 3 Jesus had a home...we do too. (Matthew 2:13-14, 19-23)

➔ **If your God did have a Son, why would he want to send him here to Nazareth? This doesn't seem like a place a god would want to be. A lot of people sure think that can't be true. What do you think?**



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

➔ **I keep hearing rumors about this guy Jesus you keep talking about. Sounds like he's doing some pretty amazing stuff over in Galilee. Maybe Jesus is a god, like one of the gods I follow. What do you think about that?**



Day 5 Jesus served others...we do too. (John 2:1-12)

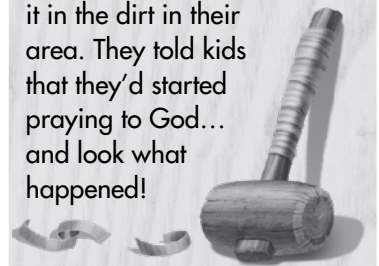
➔ **I see you all praying to your God and worshipping your God. What's that like? Why do you do those things? Doesn't your God get mad when you make mistakes or forget to give a sacrifice? I think that bad things happen when I make one of the gods mad. Does that happen with your God?**

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in God, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the "voice of truth," sharing what they believe as followers of Christ.

Field Test Findings

We're always delighted when shopkeepers jump into their roles. Our "farmers" kept telling kids how they were praying to their many gods for rain and that the crops would grow...but nothing was happening. Kids continued to tell the farmers to start believing in God. Just before the last evening, the farmers brought in a large, live plant and planted it in the dirt in their area. They told kids that they'd started praying to God... and look what happened!



Planting Seeds



1. Put your name on the side of a peat pot or terra-cotta pot.



2. Use your hands to scoop dirt into the pot, filling it about halfway. (Use your hands—getting dirty is part of the fun!)

3. Drop a seed (or a few grass seeds) into the dirt; then cover it with another ½ inch of dirt. Press the dirt down, and then add a few tablespoons of water.







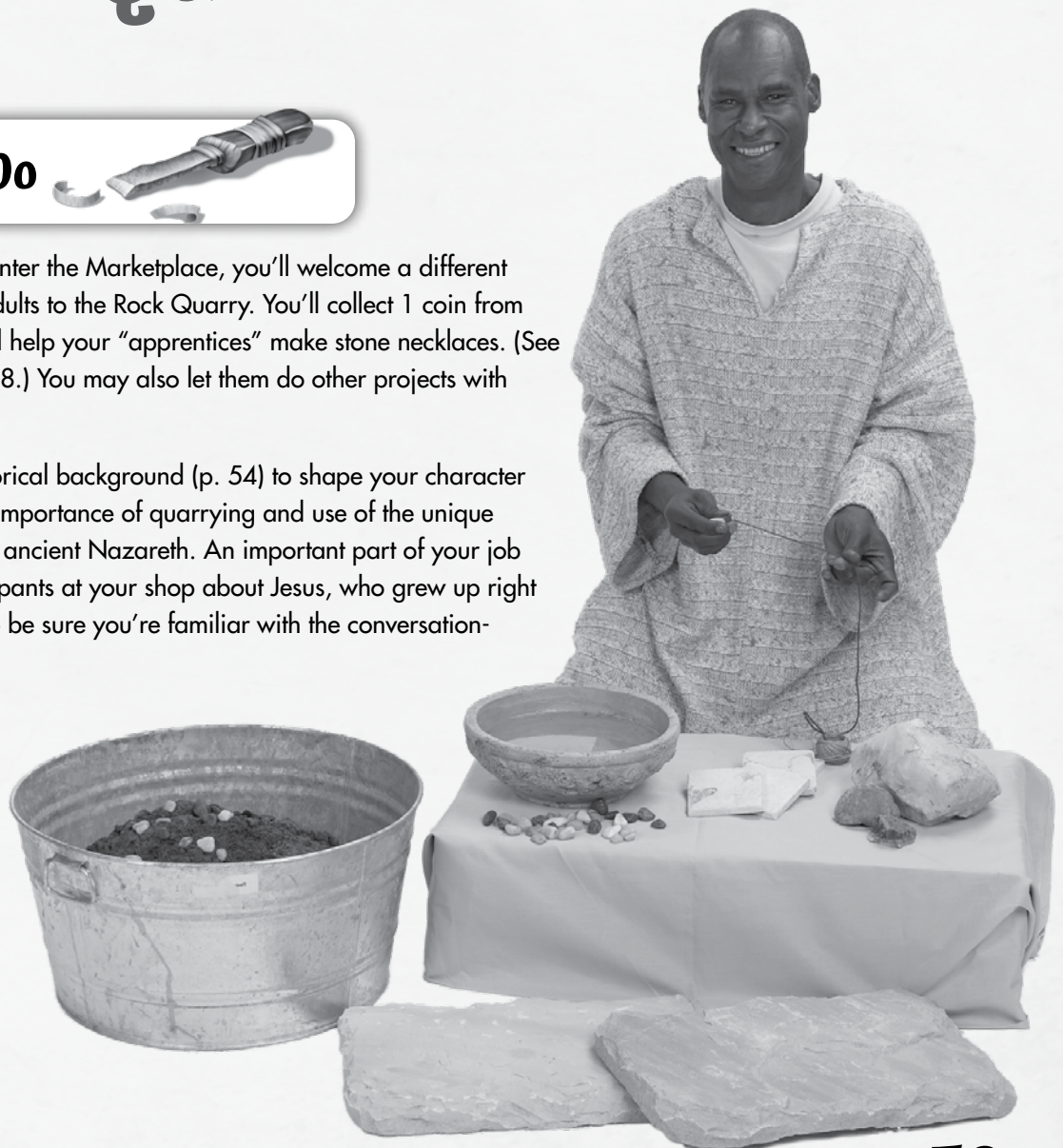
Rock Quarry

What You'll Do



Each day as Tribes enter the Marketplace, you'll welcome a different group of kids and adults to the Rock Quarry. You'll collect 1 coin from each participant and help your "apprentices" make stone necklaces. (See directions on page 58.) You may also let them do other projects with sand and rock.

You can use the historical background (p. 54) to shape your character and understand the importance of quarrying and use of the unique "Jerusalem stone" in ancient Nazareth. An important part of your job is to visit with participants at your shop about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Historical Background



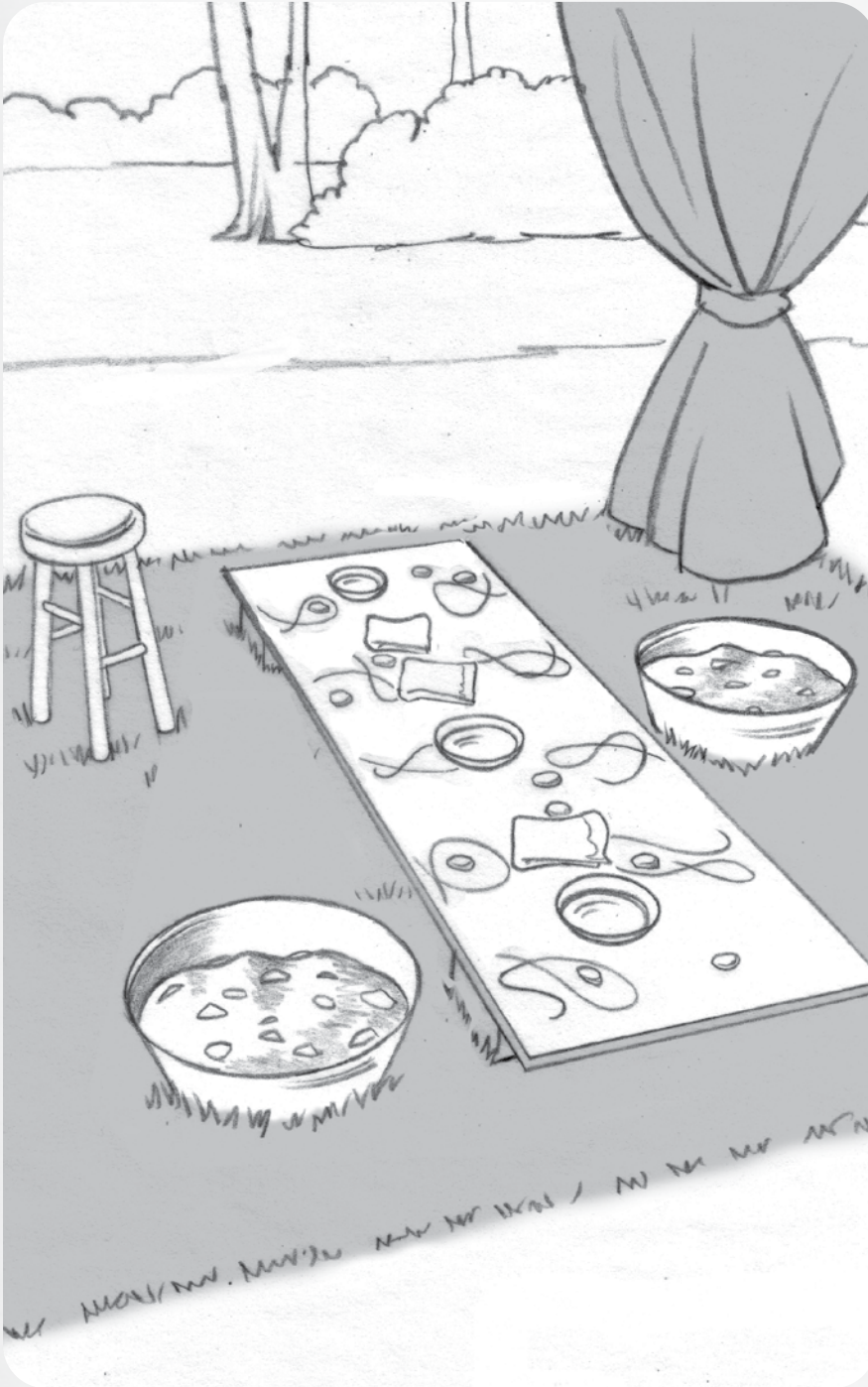
- ➔ Various types of limestone are common in the geological formations in Israel. That's probably why people have used limestone as a building material since ancient times.
- ➔ One type of limestone, *meleke*, frequently called "Jerusalem stone," is soft and easy to cut when in the ground but dries to a hard surface when exposed to air. Some parts of the Western Wall in Jerusalem are built using blocks of Jerusalem stone.
- ➔ Archaeologists have discovered a cave in Mount Scopus near Jerusalem where workers had cut limestone into rectangular shapes from the walls and ceiling and then removed the blocks using metal wedges hammered behind the block.
- ➔ Some archaeological finds suggest that stone workers cut large blocks of stone to the desired shape and size *within* the quarry rather than at the building site so workers wouldn't need to haul extraneous rock from the quarry.
- ➔ Limestone was carved into vessels for dishes and water jugs.
- ➔ In the area around Nazareth, stone was used to make walled level terraces for farming purposes.



Setting Up Shop



Set up your shop according to the diagram below.



Supplies

- ➔ Plastic Gems* (1 per participant)
- ➔ string (42-inch piece per participant)
- ➔ Glue Dots* (2-3 per participant)
- ➔ buckets or child-size wading pools filled halfway with dirt or sand
- ➔ towels
- ➔ bowls of water
- ➔ Rock Quarry sign (*Clip Art & Resources CD*)

*available from group.com or your Group VBS supplier

Shopkeeper Tip

Each day, every participant will receive 3 simple coins (or shekels) that they can spend in the Marketplace. Through field testing, we've discovered that using the coins helps kids "budget" their time and encourages them to spend more time on each project instead of trying to race through all of them. Plus, it makes kids feel important as they purchase crafts and snacks! Be sure to charge each person 1 shekel to participate in your shop.



A Full Shop

During their time in Nazareth, people will have the opportunity to try out all the activities in every shop. When your shop is full, explain that you have enough apprentices for now but will need new ones tomorrow. If children and adults want to repeat your shop, point out that they're welcome to try one of the other projects in your shop, but you purchased only enough supplies for each apprentice to make one stone necklace. That way you'll have plenty of supplies for everyone!

Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi, Abram, Rachel, or Lydia.

Slow Down

Set a slow, relaxed pace for your shop. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk while they work on a project together.

Options

Through years of field testing—and lots of customer feedback—we've learned that it's helpful to have a few different kinds of projects for Tribe members to work on in the Marketplace. That way, people can choose what interests them most or find a project that's easy for them to do. Plus, it gives kids something to come *back* for, in case they finish projects quickly. Consider adding the following options to your shop.

- ➡ Provide colored sand, and let participants layer the different colors in a bottle. Or let them glue the colored sand to cardboard to make pictures.
- ➡ Set out a variety of rocks, paint, and glue, and let preschoolers (and kids or adults) create silly rock critters.

The Rock Quarrier



Your character doesn't like Mary. Each staff member at Nazareth will have a different perspective of Jesus' story. As the rock quarrier, you will play the role of someone who thinks Mary is just bragging about her son.

During the week, you'll have the chance to talk with Tribe members as they work at your quarry. It's important for you to use the following questions and phrases to help families process what they're discovering about Jesus.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

- ➔ I heard you singing about Jesus—that son of Mary's. Hmph! I've lived here long enough to see that boy grow up just like all the other kids here in Nazareth. He's not so special. Why does Mary think her son is such a big deal?



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

- ➔ Every town's got someone who likes to brag...and we've got Mary. Every time I turn around, she's talking about her son Jesus doing something incredible. And now she's got you talking about him too! Someone said he could walk on water and that he's even healed people. I don't believe it for a second. How do you know Jesus did all that stuff?



Day 3 Jesus had a home...we do too.
(Matthew 2:13-14, 19-23)

- ➔ Sounds like Mary's got you believing that Jesus is God's Son. That's just ridiculous! I've known Jesus ever since Mary and Joseph moved here. He's just a regular kid...who grew up into a regular guy. I mean, sure, he knows a lot about God. But God's actual own Son? Why would God send his Son to earth, anyway?



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

- ➔ There are a lot of wonderful, strong, successful young men here in town...but all I seem to hear about these days is Jesus. Why is everyone so excited about him? I know Mary's been filling your head with stories about Jesus, but why do you believe her?



Day 5 Jesus served others...we do too. (John 2:1-12)

- ➔ Mary's son Jesus had better watch out. I think he's making some people mad by all this talk about being God's Son. But for some reason, lots of people keep listening to him, following him, and believing him. Why is that? Who would believe someone who says he's God's Son?

Notes From Nazareth

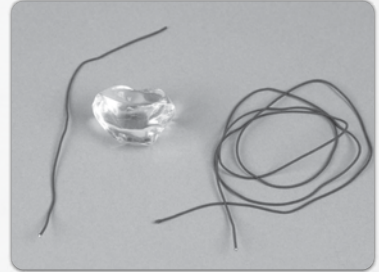
While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the “voice of truth,” sharing what they believe as followers of Christ.

Making a Stone Necklace



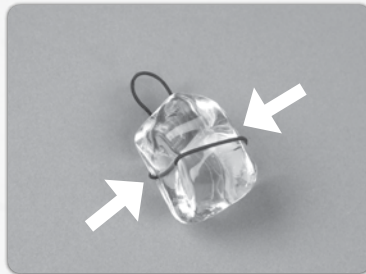
Before everyone arrives, mix the Plastic Gems into a bucket or wading pool that's filled halfway with dirt or sand. Your "apprentices" will dig for a stone and then rinse it in a bowl of water before using the Necklace Stone to create a special necklace.

1. Cut a 1-yard length of string and a 6-inch length of string. Set the 1-yard length aside.



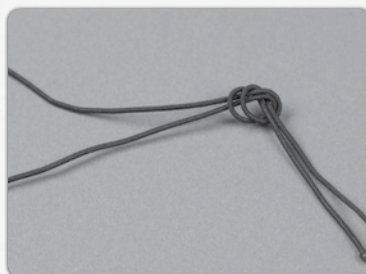
2. Place two or three Glue Dots on the Plastic Gem, on different sides. Press the shorter string to one of the Glue Dots, attaching the string to the stone.

3. Wrap the string around the stone, pressing the string to the Glue Dot whenever possible. As you do this, slip the tip of your finger between the stone and the string to make a small arch in the string. You'll need this arch in step 5.



4. Be sure both ends of the short string are pressed firmly against a Glue Dot.

5. Slip the 1-yard length of string through the arch to attach the longer string to the wrapped stone.



6. Tie the ends together around your neck.

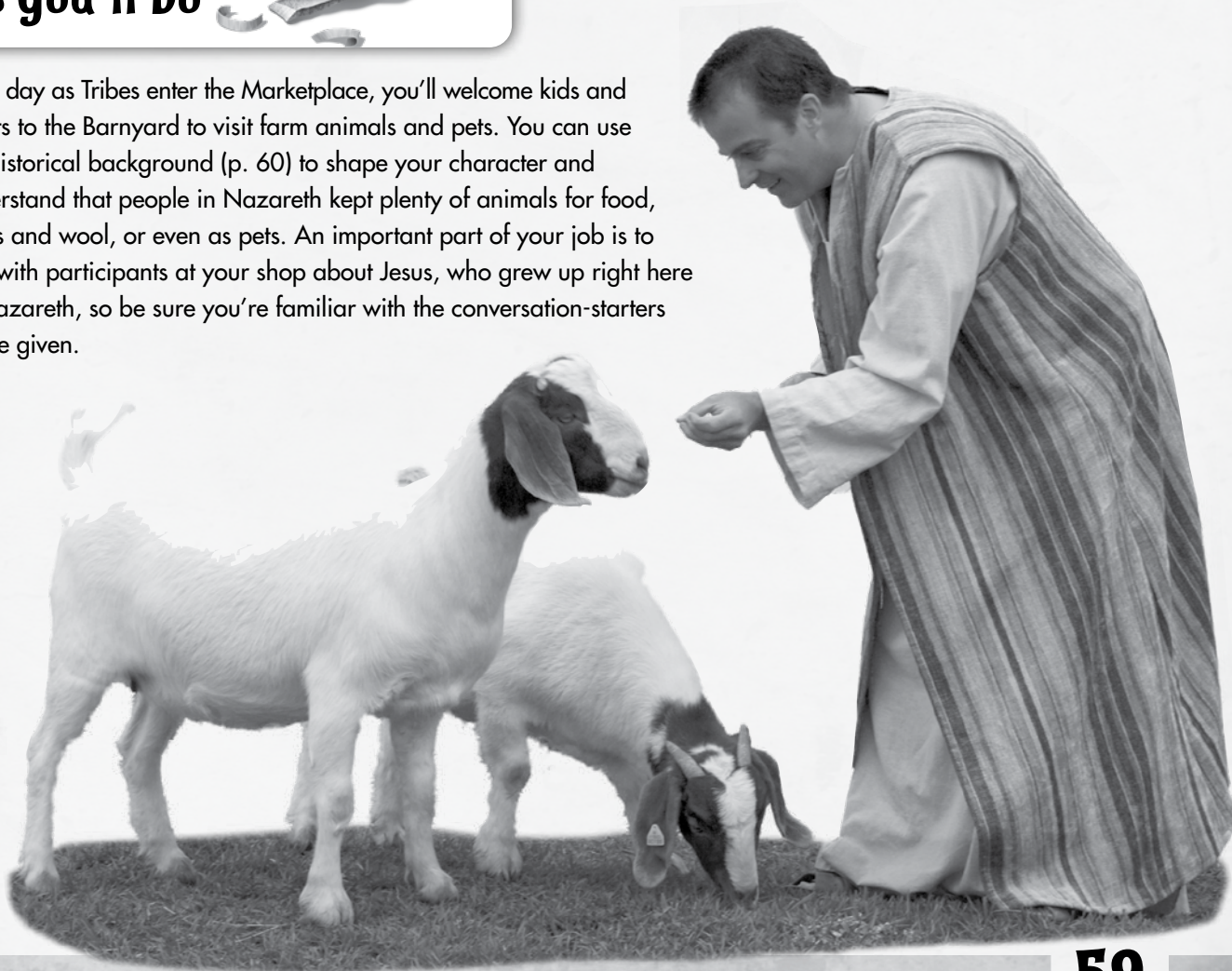


Barnyard

What You'll Do



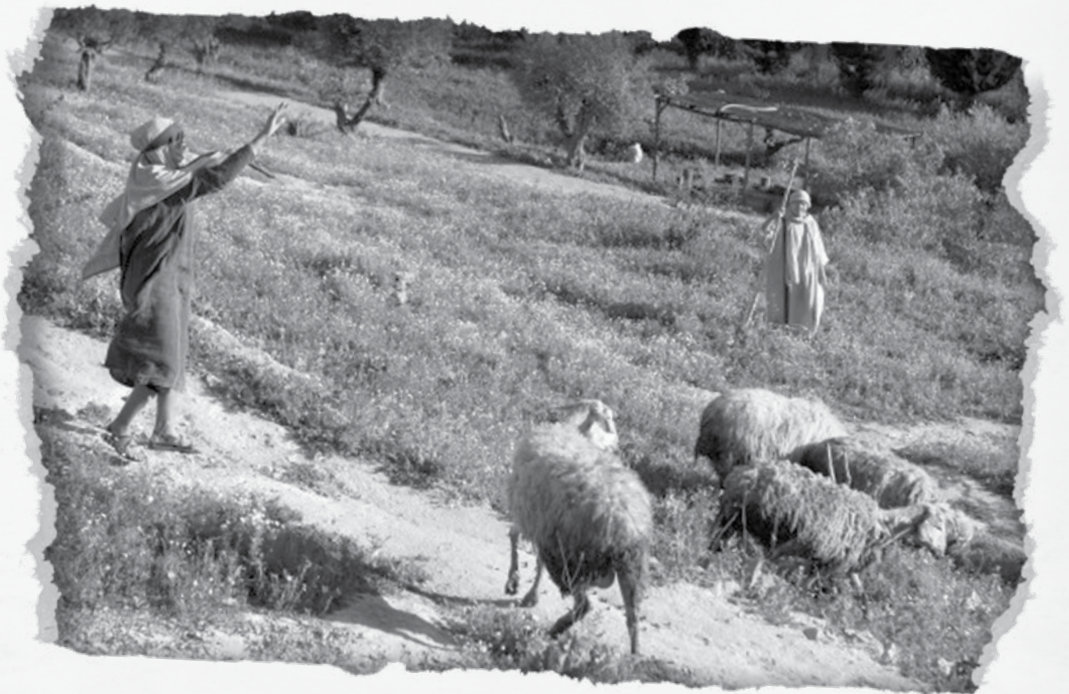
Each day as Tribes enter the Marketplace, you'll welcome kids and adults to the Barnyard to visit farm animals and pets. You can use the historical background (p. 60) to shape your character and understand that people in Nazareth kept plenty of animals for food, hides and wool, or even as pets. An important part of your job is to visit with participants at your shop about Jesus, who grew up right here in Nazareth, so be sure you're familiar with the conversation-starters we've given.



Historical Background



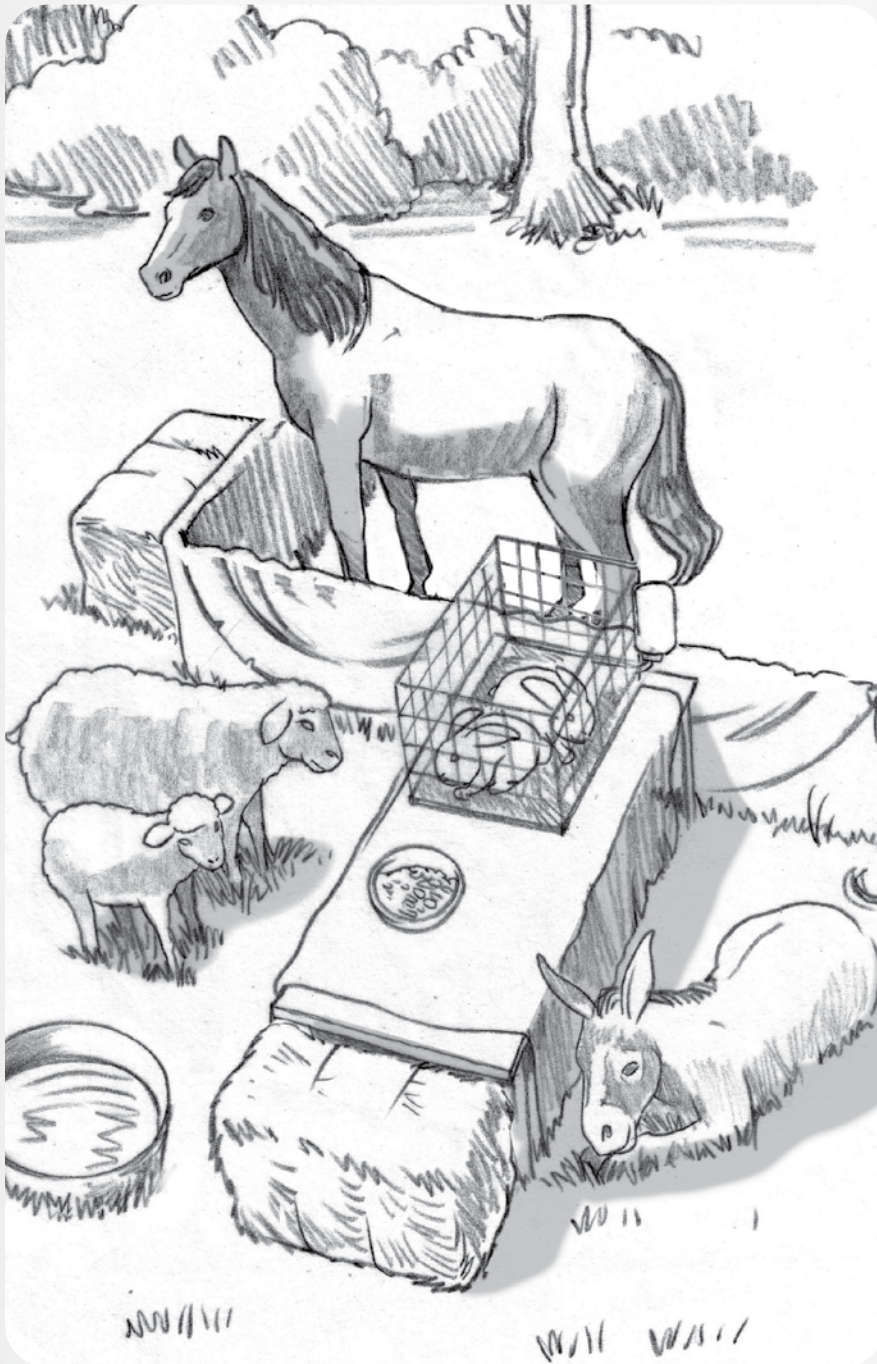
- ➔ Farm animals such as sheep, goats, and cattle played a vital role during Bible times. The more animals a man owned, the greater his status as a wealthy man.
- ➔ Rich and poor rode donkeys or mules. Horses were primarily used to pull chariots for the army.
- ➔ People raised doves and pigeons (probably the most common bird) for food and for sacrifices. A poor person who couldn't afford to sacrifice a goat or sheep might offer two pigeons, which he or she would purchase in the Temple courts.
- ➔ Households kept sheep and goats for milk, cheese, wool, and meat. People used goatskins to carry water, milk, and wine.
- ➔ Cattle and oxen were mainly used for farming purposes.
- ➔ Although wild dogs were viewed with contempt, people kept domestic dogs as sheepdogs and probably even as pets.
- ➔ Domestic cats would have served a practical purpose in ridding homes and grain storage of mice.



Setting Up Shop



How (and where) you set up your shop will depend on what kinds of animals you're able to gather. If you have larger animals and are meeting outdoors, use the setup below. If you have smaller animals, just set out cages or animal carriers in a quiet area of your Marketplace.



Supplies

- ➔ a variety of animals, such as calves, sheep, dogs, cats, birds, or mice
- ➔ hay or straw
- ➔ Barnyard sign (*Clip Art & Resources CD*)



Assume an Identity

Sometimes it can be hard for people to play a role—especially the role of a person who doesn't believe that Jesus is God's Son. We've found that when staff members have a Bible-times name, it helps give them a "pretend identity" they can use for role-play. So think of using a Bible name like Levi, Abram, Rachel, or Lydia.

Slow Down

Set a slow, relaxed pace for your shop. Remind participants that they have plenty of time to explore the other shops, so there's no need to rush. You're likely to find that kids and adults enjoy having the time to sit and talk.

The Animal Owner



Your character knows and loves Jesus but doesn't believe he's God's Son. Each staff member at Nazareth will have a different perspective of Jesus' story. As the animal owner, you will play the role of someone who knew Jesus when Jesus lived in Nazareth but who has a hard time believing his childhood friend is God's Son.

During the week, you'll have the chance to talk with Tribe members as they pet, feed, or play with the animals. It's important for you to use the following questions and phrases to help families process what they're discovering about God.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

- ➔ I remember hanging out with Jesus—we grew up here together. He's a great guy, so I can't quite figure out why people are mad at him. Why would someone be mad at a nice guy like Jesus?



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

- ➔ I heard you singing something about Jesus—worshipping him like he's a god or something. That's pretty weird. I mean, I believe in the one true God. But Jesus is just a good guy—he's my friend. I think I'd know if he was God. What makes you think he's God?



Day 3 Jesus had a home...we do too. (Matthew 2:13-14, 19-23)

- ➔ You've been hanging out with Jesus' mom, haven't you? I think Mary is great! I used to go over to her house all the time—having a meal or just spending time there with Jesus. I think she's a cool mom! What's your home like? What do you do when you have friends over?



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

- ➔ Things are busy for me with Passover coming. Everyone needs a spotless, perfect lamb to sacrifice. I do hate to see these sweet little lambs go off to die, but I know that's what has to happen for us to be right with God. How do you offer sacrifices to God?



Day 5 Jesus served others...we do too. (John 2:1-12)

- ➔ It's been fun to meet so many friends of Jesus this week! I miss my friend, and I'm not sure what to believe about people saying he's God's Son. Why should I think that my friend Jesus is the Son of God?

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the “voice of truth,” sharing what they believe as followers of Christ.



The Food Shop Proprietor



Your character has heard a lot of gossip about Jesus. Each staff member at Nazareth will have a different perspective of Jesus' story. As the food shop proprietor, you will play the role of someone who's eager to discuss all the "rumors" going around town about Jesus.

Although you may not have as much time to talk with Tribe members as other shopkeepers do, you can use the following questions and phrases to initiate conversation and help families process what they're discovering about God.



Day 1 Jesus had a family...we do too. (Luke 1:26-38)

- ➔ Boy, there seems to be a lot of new people in town these days. Where did everyone come from? Have you heard the rumors about the man named Jesus? I heard he's been teaching incredible things about God. Someone said he can even do miracles! Do you think that can be true?



Day 2 Jesus had a name...we do too. (Luke 2:1-40)

- ➔ Well, you learn something new every day! It seems that Jesus—the guy who's been doing those amazing miracles all over Galilee—he used to live right here in Nazareth. Have you ever heard of him before? What can you tell me?



Day 3 Jesus had a home...we do too. (Matthew 2:13-14, 19-23)

- ➔ I don't understand why so many people seem to be mad at Jesus. He's helping people, right? I'm not sure if I believe all that stuff about him being God's Son, though. That is pretty hard to believe. But if he wants to heal people and feed people, then what's the big deal? Why do people need to believe that he's God's Son?



Day 4 Jesus went to church...we do too. (Luke 2:41-52)

- ➔ You've all been talking about Mary so much that I just had to go meet her. She seems really nice. It kind of makes me wonder if what she's said about Jesus could be true. Why would Mary make up something like her son being the Savior?



Day 5 Jesus served others...we do too. (John 2:1-12)

- ➔ I'm still not sure what I believe about Jesus. It's just too hard to understand that God would send his Son to live here with us. But I do want to be Mary's friend, and maybe she'll help answer some of my questions. What kinds of questions would you want to ask Mary?

Notes From Nazareth

While it may seem strange—or shocking—to talk about *not* believing in the deity of Jesus, this role-playing allows participants to verbalize their faith. Think of it as giving kids and adults a chance to practice standing up for what they believe, in a safe environment. Tribe Leaders should jump right in as the "voice of truth," sharing what they believe as followers of Christ.