

LearningCycles

ALL ABOUT THE BIBLE

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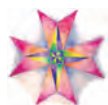
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About LearningCycles

What is LearningCycles?

LearningCycles is an innovative approach to faith formation. It takes seriously the spiritual development of children while providing creative and exciting activities that engage children in a whole new level of learning and retention. The rotation-style model means that children work on the same story or concept for several weeks, using different learning approaches in each workshop room they visit.

Ideas for possible workshops:

Art
Storytelling
Music
Group Activities
Cooking

Science Experiments
Games
Drama or Puppets
Movies
Geography or Map Excursions

Easy to Adapt

You can use the activities in this resource for shorter learning center events, normal classroom use, intergenerational gatherings, and more. Adapt what you find here to best suit your faith formation situation.



Recruiting LearningCycles Leaders

LearningCycles make it VERY easy to increase your number of volunteers, by dividing jobs into manageable parts. Here are some ways that parishioners of ALL ages can be involved:

CYCLE LEADERS sign up as part of a team of 2 or 3 adults who will teach one 4-6 week cycle. Teachers remain in the same workshop room each week of the cycle and teach the same lesson plan to different classes each week. Workshop rooms may use skills in areas as music, dance, cooking, quilting, gardening or painting, but you don't have to have a special skill in order to help. Teachers can sign up to help read stories, turn on computers, make popcorn, hand out art supplies, etc.

SHEPHERDS commit for the entire school year, but they never have to prepare or teach a lesson! Shepherds work in teams and travel with their class through each of the different workshops. Shepherds are the essential relationship part of this program, learning the children's names, providing continuity of leadership and being a friendly, safe presence in the classroom each week.

CYCLE COORDINATORS are needed for each different cycle. These people manage the details of a cycle, contacting all the volunteer teachers for that cycle, distributing the lesson plans, making sure supplies are purchased, etc.

Some churches have also used:

DECORATING TEAM A resourceful group of people is needed to create and plan new and evolving learning spaces. These folks might be interior designers, or they may be people who are just addicted to home improvement shows or have a knack for decorating inexpensively! Churches who share space or don't have the budget for large-scale renovations will need a group of creative thinkers to come up with props or posters that can be used on Sunday, but safely stored away during the week.

RESOURCE TEAM This "big picture" group can be comprised of all your cycle coordinators, as well as interested parents. Together the group handles trouble-shooting, long-range plans and communication to the entire church. For churches that already have a catechist or formation team, that committee can provide the functions of a Resource Team.



General Class Structure

1. **OPENING ACTIVITY** (10-15 minutes, as children arrive)

Welcome students and make sure everyone has a nametag. Opening activities give early arrivers something to start on immediately and provide a warm, busy room for children to enter. The activity could be simply drawing or decorating your nametag. It could also be coloring sheets or simple games. Check the “Filler Activities” of your lesson plan for ideas or ask your Cycle Coordinator.

2. **INTRODUCTIONS** (approximately 10 minutes)

- Introduce yourself: Tell students about you – your family, how long you have been at this church, what kind of work you do, what your hobbies are, why you signed up to help teach, etc.
- Introduce the cycle story or theme: Ask children what they’ve been studying or have done in other rooms on other weeks. Talk about the basic theme or season (see the Overview p. 6 for some ideas). Read the story to children.
- Introduce your activity: Tell the children which part of the story your room is focusing on, and perhaps ask them to re-tell you that part of the story in their own words.

3. **WORKSHOP ACTIVITY AND REFLECTION** (approximately 25-30 minutes)

See attached lesson plans for specific instructions about the main activity. Supplies should be in your classroom, but if you need help, ask your cycle coordinator. If you run low on supplies, please tell your coordinator so they can plan accordingly.

If children finish early, you can use any of the “Filler Activities” provided in each lesson plan. In addition, you may use activity sheets (see “Suggested Resources for this Cycle”) as “quiet work” for the early finishers while they wait for everyone to complete the task.

Try to plan your time so that children finish the activity and still have a few minutes to process the class by journaling or drawing. Encourage them to take their work seriously, and try to foster a semi-quiet atmosphere that allows children to think about what they have heard, seen and experienced. Ask questions like “What did you learn today?” or “How did you feel while doing this activity?” Connect your activity back to the story. Studies show us that quiet reflection time is what helps move items from short-term memory into long-term memory so this piece is VERY important!

4. **CLEAN UP** (approximately 5 minutes)

Have children help clean up and make sure everyone has their papers, jackets, etc. If parents come to the classroom to pick up their children, this is a good time to praise children in front of their parents. This is also a good time to discuss any concerns or questions quietly with parents. Tell the children goodbye. Thank them for coming.



Theological Overview of this Cycle

Most of the time in LearningCycles, we focus on a particular story. However, in this unit we will be learning about the Bible as a whole – how it came to be, how it is organized, and where to find different stories or passages within its pages. Our hope is that children will understand the concept that the Bible is made up of many different books that represent different kinds of literature compiled over a long period of time.

We will also be encouraging the older children to work on remembering the books of the Bible in order. In our church, we taught children a song and then practiced saying or singing the books over and over again in class. For anyone who learned to do this without reading, we offered a beautiful woven bookmark for them to keep in their Bible.

In addition to teaching these structural things, we will cover how the Bible differs greatly from other well-known or long-popular books because it is a sacred text. It is God's story and the story of God's people...that means it is our story as well. We understand that denominations, churches, and even individual Christians differ widely in how they interpret the Bible, but our perspective for this unit was to focus on what all Christian churches agree on: that these sacred stories are important to teach our children.

If your budget allows, you may want to give each child their own Bible if they don't already have one. Many churches give award Bibles at the end of the year, but by giving the Bible during this unit, we also help children learn to USE it!

If this isn't in your budget, you may wish to ask for parent donations or do a bake sale or some other kind of fundraiser. Our bet is that many adults in your church would be willing to donate to help make sure there are enough Bibles to go around.

It is really helpful for each child to have their own Bible in this unit so that they can highlight or underline meaningful passages or stories as they find them. Encourage children not to be afraid to write carefully in their Bible. It is not a sterile textbook, but a love letter and a guide to life. Marking special passages helps you find them again more easily and writing short notes in the margins often helps bring back important insights when you encounter meaningful scriptures again.

I remember something my youth minister used to say to our group when I was a teenager: *If you see a Bible that's falling apart, it probably belongs to someone who isn't.* With that in mind, let's help our children learn to "read, mark and inwardly digest" our beloved sacred text... now go help those kids break in their Bibles!!

Happy Studying!
Tracey E. Herzer

PS – You may want to tell parents to send kids to church with shorts & t-shirts on the day they do their "archeological dig" so they don't get too dirty!



Letter to the Parents for this Cycle

(We suggest you mail this letter to all parents with a copy of the cycle story – you may also want to send copies of the Theological Overview and/or the Supplemental list of the Books of the Bible)

Dear Parents –

The Bible is one of the most important tools we have for Christian living. Because of this, we believe it is important for our children to be familiar with the Bible – how it was written and compiled, how it is organized and where to find different stories or passages within its pages.

During this unit, we will be trying to help children understand these and other basic concepts about the history of the Bible and how it represents different types of writings.

Here are some of the key points from this unit:

- The Bible is a sacred book, telling the story of God and God's people.
- The Bible includes many different kinds of literature – poetry, history, law, etc.
- The Bible contains the Word of God, written down by many different people over many years.
- The Bible is made up of two main sections – Old Testament (Hebrew Bible) & New Testament
- The word “testament” means “covenant” – like a contract or an agreement that indicates the relationship between God and humanity
- There are a total of 73 books in the Bible – 46 books in the Old Testament and 27 books in the New Testament

We will be learning different parts of the Bible and our older children will be encouraged to learn the books of the Bible in order. We understand that this is a lot for our children to learn, but it is knowledge that will come in handy for the rest of their lives. Because it is such a big project, we need your help! Please try to go over the books of the Bible each day with your child at home. You can use the enclosed list of books for help, if necessary, and perhaps practice with your child after mealtime or before bed or as you drive in the car. You could even make it a family project!

While we hope that this unit will increase your child's knowledge of the Bible, we also hope to teach them that the Bible is not a sterile textbook or a crumbling historical account of people who lived thousands of years ago. Rather, it is a living, breathing love letter from the God of all creation, written to the whole world.

Over and over again, scripture paints the picture of a God who woos humanity – a Creator who wants a relationship with the beloved creation. It is our hope that by spending time in the pages of this sacred text, we will give your child another tool to help them foster their own special relationship with God.

Enjoy the Journey!
Tracey E. Herzer



Supplemental Material for this Cycle

(Here is a list of all 73 Books of the Bible and the categories into which they fall)

OLD TESTAMENT (46 books)

LAW

Genesis
Exodus
Leviticus
Numbers
Deuteronomy

HISTORY

Joshua Judges
Ruth
I & II Samuel I
& II Kings
I & II Chronicles
Ezra
Nehemiah

POETRY & WISDOM

Job
Psalms
Proverbs
Ecclesiastes
Song of Solomon
Wisdom of Solomon
Sirach

MAJOR PROPHETS

Isaiah
Jeremiah
Lamentations
Baruch
Ezekiel
Daniel

MINOR PROPHETS

Hosea
Joel
Amos
Obadiah
Jonah
Micah

Nahum
Habakkuk
Zephaniah
Haggai
Zechariah
Malachi

NEW TESTAMENT (27 books)

GOSPELS

Matthew
Mark
Luke
John

EPISTLES (or LETTERS)

Romans
I & II Corinthians
Galatians
Ephesians
Philippians
Colossians
I & II Thessalonians
I & II Timothy

Titus
Philemon
Hebrews
James
I & II Peter
I & II & III John
Jude
Revelation

EARLY CHURCH HISTORY

Acts



Story: All About The Bible

To be read each week of the cycle

(If possible, have a Bible and a “Books of the Bible” poster to show as you read. See next page for “Suggested Resources”. After the first week, see if students can help fill in the underlined words if you pause and ask them.)

(Begin by holding up or pointing to a Bible) Did you know that this book is the best-selling book of all time?? The Bible has been published and printed more times than any other book in the history of the world. It has also been translated into thousands of different languages – more than any other book.

But, despite its popularity, the Bible is still one of the most mysterious books in existence. There is much we don’t know about it and many things which are debated by Christians and people of other faiths all over the globe. We have many different ideas about how we read the words in this book and how they affect our everyday lives, but despite these differences, our Bible is the central writing around which all Christians base their beliefs and traditions. We believe that the words in this book come from God and that makes this book “sacred” – a word that means “special” or “holy”.

We often think of this as one book, but actually it is a collection of 66 different books. It is more like a library. *(Show poster)* In fact, the word “Bible” comes from the Greek word “biblia” which means “books”. These books were written down by many, many people over the course of more than 1500 years! And long before ANY of them were written down, people were still telling these stories of God and God’s people. These stories are our stories – they teach us about God and about ourselves.

The Bible is divided into two sections – Old Testament (Hebrew Bible & New Testament. The word “testament” means “covenant” which is kind of like a contract or an agreement. These testaments tell us about the relationship God had and continues to have with human beings.

There are 73 books in the Bible – 46 in the Old Testament and 27 in the New Testament. The books are divided up into different genres. We have some books that tell us history, some that are poetry, some that tell stories, some that explain the law.

(Have students open their Bibles to the Table of Contents or refer to a poster where they can read the names of each book of the Bible).

Let’s read through the names of all these books together.

Read through the list of the books of the Bible. For the first week (and every week for the younger non-reading classes) we suggest you read the name of the book first and have the children repeat it back to you. With older classes, please practice reading all the names together at least once or twice each class period. For younger classes, just read and point to the words. If you are learning a song with the books of the bible, you may want to play that song for the class.

Story re-told by Tracey Herzer



Suggested Resources for this Cycle

VIDEOS

There are many different videos or DVDs that deal with the history of the Bible. The problem we found is that not many of them are geared toward children. However, we found that by using shorter “clips” from adult pieces, you can still make this work. We suggest having the adults introduce the piece before you show it and then explain and answer questions afterwards.

The Amazing Book: A captivating way to teach children about the world's best selling book, the Bible. Children will delight in the exciting animated adventures of Doc Dickory, Revver and their “book mole” friend Dewy Decimole as they explore God's Word and discover why its authors, books, history and stories are so important, they'll also sing along to upbeat, catchy songs. Appealing to children ages 2 to 10, The Amazing Book helps nurture a love and understating of the Bible's ever-lasting truths. Running time: Approximately 25 minutes.

<https://www.christianbook.com/the-amazing-book/pd/5747VS?event=ESRCG>

The Bible Project (For older children): A possible resource for older kids or parents is a series called The Bible Project. The Bible Project Intro video entitled “What is the Bible?” gives a much more detailed overview of how the Bible came into existence and how different communities have understood or interpreted the Bible.

<https://www.youtube.com/watch?v=ak06MSETeo4>

<https://thebibleproject.com/explore/>

The Big Story: A video overview of the Biblical story accessible to many ages.

<https://vimeo.com/123430346>



***** IMPORTANT NOTE *****

For this cycle, we also used two upbeat, brief videos in the Music Workshop called "Old Testament Books of the Bible" (2:49 and "New Testament Books of the Bible" (2:59) by worshipforkids.com.

Old Testament Books of the Bible: <https://www.youtube.com/watch?v=i7ZtWRSCH7E>

New Testament Books of the Bible: <https://www.youtube.com/watch?v=BoLGbxzq49M>

BIBLE ILLUSTRATIVE POSTERS, ETC.

For this unit, we suggest having some kind of **visual aid** to help children learn the different types of literature found in the Bible. There are many posters available online that show all the books of the Bible and their "category" – like poetry, prophets, history, etc. You could even create your own. We found several things on the Internet by going to a search engine and typing in "books of the Bible Catholic". Here are two we found: <http://www.sschoo.com/kids/images/BibleBookcase.gif>

BOOKS

There are lots of books about the Bible, but we found a great selection of resources from Gospel Light. They have many activity books including: **The Big Book of Bible Crafts, The Big Book of Bible Skits, The Big Book of Bible Games, and The Big Book of Bible Puzzles.** Any of these books would make a great addition to your library and you'll find LOTS of ways to use them in almost any rotation unit or other activity.



Activities Overview for this Cycle

WORKSHOP	SUMMARY OF PLANS	FOCUS
ART	Creating individual personal timelines and creating a class Bible timeline	The books of the Bible were written at different times by different people
PUBLISHING	Various Games of Bible Trivia	What do we know about the Bible?
DRAMA	Doing an Archeological Dig	Where did the Bible come from?
MOVIE	Watch video about the Bible and its history and discuss	The history of how we got the Bible
STORY	Stories & Word Games for the Bible Olympics	Seeing Bible as a Library & Playing Games about Bible
KITCHEN	Baking with the Bible	Learning to find different Bible chapters and verses
MUSIC	Songs about the Bible	Learning the books of the Bible in order



The Bible: Drama Workshop

Bible Reference for the Cycle:

The entire Bible 😊

Main Verse for the Cycle:

The grass withers and the flowers fade, but the word of our God will stand forever (Isaiah 40:8)
(New Revised Standard Version of the Bible)

Key Concepts and Life Application:

- The Bible is a sacred book, telling the story of God and God's people.
- The Bible includes many different kinds of literature – poetry, history, law, etc.
- The Bible contains God's words, written down by many different people.

Summary of Class Plans:

In this workshop, children will get to play at an archeological dig and learn about how real archeologists have helped us get some pieces of the Bible.

Materials Needed:

- Pictures of archeologists and/or artifacts (optional, should be printed beforehand). There are many pictures online. We used the following website: <http://www.bibarch.com/photogallery/index.html>
- Arrowheads, foreign coins or other artifacts (optional)
- Pennies – enough for each pair of students to have one
- You'll need a place where you can set up a "dig site" outside. If you can't do this activity outside, you'll need several deep plastic tubs to use in the classroom – put down a tarp or other kind of floor covering if you do this inside!
- Several bags of clean play sand (for both inside or outside options)
- Art smocks (we use adult-size t-shirts) to cover clothes
- Biblical "artifacts" – feel free to adapt this list, but we used:
 - Foreign coins
 - Broken pottery – with sanded edges 😊
 - Old wooden toys
 - A cleaned soup can, with label still intact – duct tape over edges
 - Scrap of faux fur
 - Arrowheads
 - Fake animal bones
 - Scrap of parchment paper rolled up on a stick
 - Rocks with scribbled words/letters on one side
 - Piece of tangled fishing net
- Some version of "archeologist tools" – rulers, small shovels or spoons, toothbrushes or small computer brushes, popsicle or other kinds of sticks, sifters for the sand, etc.
- Copies of "Digging for Clues" (p. 27) - one for each item



- Blank paper and crayons for younger classes
- Pens or Pencils

Materials Needed for Filler Activity

- Paper
- Pencils or chalk

Workshop Lesson Plans:

- BEFORE CLASS – You will need to pour the sand into the plastic tub or into a pile outside and then you will need to bury the items in the sand.
- You can refer to “A General Schedule for Class Structure” (included in the Introductory Materials) for ideas on how to introduce yourself and the story, as well as how to plan your class time appropriately.
- Welcome students as they enter. When it is time to start, read the cycle story about the Bible and conclude by reading together the names of all the books of the Bible
- After you have finished, ask the class some questions like:
 - How do you think people wrote down these stories before they had pens and paper?
 - How do we learn about people who lived a long, long time ago?
 - Does anyone know what an archeologist is? (A scientist who finds and studies very old things to try and learn how people lived in ancient times)
- Explain that today we are going to pretend to be archeologists. We are going to look for clues and talk about how real archeologists have found clues to the way that people lived a long time ago. If you have access to pictures and/or arrowheads or other artifacts, this is a great time for “show and tell”.
- Before you go on your dig, tell students you need to do a quick practice round to see what kind of archeologists they will make. Remind them that archeologists like to ask questions and see what they can learn from objects. Have students work in pairs and give each team “an ancient precious treasure” (a penny). See if they can answer these questions:
 - What is this item made of?
 - When was this made?
 - What language did these people speak?
 - Can you find the phrase that is in a different language? What do you think it means?
 - Who is the person on the coin?
 - What is the building pictured on one side?
- Take children out to your dig site (or open your tub of sand) and explain to them how archeologists have to look VERY CAREFULLY for items so that they aren’t broken or damaged. Show them their range of tools – old toothbrushes, computer cleaning brushes, small sticks to outline and dig around something, sifters to use in the sand, etc.



- TEACHER HINT – The idea here is to make this similar to an archeologist actually looking for clues, not a race to see who can barrel in and find the most stuff. By using tools like spoons and toothbrushes, it will draw the activity out! 😊
- You will also need to pass out copies of “Digging for Clues” and go over what information you are asking the students to fill in.
 - **For younger classes (K-1)** Non-readers won’t be able to fill out their sheets, so you may want just to ask each child when they find their item to have a seat in a designated area. Maybe give them blank paper and crayons and have them draw a picture of the item they found and what it might have been used for.
- After you have shown the class the tools they have to work with, then they can begin to look for the buried items.
- Depending on how many items you have hidden, you may need to make a rule like “When you find your item (or two or three) then take your items and begin working on filling out your “Digging for Clues” sheet. Encourage them to measure or trace their item and record detailed answers on their findings. You may want to have students work in pairs.
- When all the items have been found, give the students a few minutes to finish filling out their worksheets and then gather the class together to share what they found and what their thoughts were about how the item might have been used or what the item could tell us about the people who used it.
- Give the students a few minutes of quiet to write or draw in their journals. Ask them to focus on what items they found. Also, ask them to think and write about what items future generations might find from us. How would future archeologists know there were Christians during our time?

Filler Activity:

- Have students do pencil or chalk rubbings of an item they found in their archeological dig and then write or draw a story about how that object might have been used in the Bible.



DIGGING FOR CLUES

Your job is to find items that have been buried for a long time and try to figure out what they might have been. You will have to dig CAREFULLY to find the items and not break or damage them. Good luck!

Description of item - size, color, old or new, etc	
What do you think this item is or was?	
What might this have been used for?	
How might this relate to the Bible or Bible times?	

The Bible: Music Workshop

Bible Reference for the Cycle:

The entire Bible ☺

Main Verse for the Cycle:

The grass withers and the flowers fade, but the word of our God will stand forever
(Isaiah 40:8) *(New Revised Standard Version of the Bible)*

Key Concepts and Life Application:

- The Bible is a sacred book, telling the story of God and God's people.
- The Bible includes many different kinds of literature – poetry, history, law, etc.
- The Bible contains God's words, written down by many different people.

Summary of Class Plans:

In this workshop, children will sing songs about the Bible (including Bible story songs and songs from scripture) and then learn about Psalm 119:105

Materials Needed:

- A recording of a song that teaches all the books of the Bible. We used these 2 videos, one for the Old Testament Books and one for the New:
 - <https://www.youtube.com/watch?v=i7ZtWRSCH7E>
 - <https://www.youtube.com/watch?v=BoLGbxzq49M>
- Video player if needed
- Hymnals, songbooks, song sheets or posters with words
- Recording of **Thy Word** by Amy Grant – recorded on her albums **Straight Ahead** and **Amy Grant – The Collection**. If you can't find a recording, you may be able to find someone who can play it or sing it with the children
- Music player
- Bibles or copies of Psalm 119:105
- Flashlight (as many as you can find (preferably one per pair of children))

For Filler Activity

- Paper
- Crayons or markers
- Recorded Music

Workshop Lesson Plans

- **BEFORE CLASS** – If possible, have quiet music playing as children arrive. This helps create a calm environment. Classical music is often a good choice, but you can choose whatever you like.
- You can refer to “A General Schedule for Class Structure” (included in the Introductory Materials) for ideas on how to introduce yourself and the story, as well as how to plan your class time appropriately.



- Here are some basic tips for teaching music to children:
 - **Be Enthusiastic!** Your mood really sets the tone of the class – if you are bored or intimidated or cautious, chances are the kids will be too!
 - **Be Confident!** Children really don't care how well (or how badly) you sing – they just want to have fun!
 - **Be Creative!** Use simple instruments, teach them some sign language (available online or in books) or help them make up motions for some words
 - **Be Repetitive!** Children – especially pre-readers – will need to sing something several times before it “sticks”. When teaching a new song, you might try singing one line to them and have them sing it back to you
 - **Be Active!** It is hard for children to sit still for long so if you want them to really get into the music, encourage them to clap, sway, add motions, etc.
- When it is time to begin your class, start by reading the cycle story about the Bible and how it came to be. Make sure you finish by having the class read together (or repeat after you) the names of all the books of the Bible.
- There are literally hundreds of songs you could sing with the kids about the Bible or about specific stories in the Bible. There are also LOTS of songs that are taken straight from scripture. You might even start your singing by having the children call out any songs they can think of that relate to the Bible. Here are some that we liked:
 - The B-I-B-L-E
 - Your Words Are Spirit and Life
 - With One Voice
 - Rise & Shine (about Noah)
 - I have decided to follow Jesus
 - My Shepherd Will Supply My Need
 - Seek Ye First
 - I Am the Light of the World
- After some singing, pass out Bibles to each child or copies of Psalm 119:105. Have them read the verse several times together: “Thy Word is a lamp unto my feet and a light unto my path.” Talk about what it means for the Bible to be our lamp, our guide, helping to show us the path we should walk.
- Introduce the song “Thy Word” by Amy Grant – either play a CD or sing with the piano. If none of those options are available, you can still probably teach the little chorus with just using voices. It is a simple medley and it just repeats over and over.
- After the kids have the basic medley of the chorus down, introduce this modified game of “Follow the Leader”.
 - Have kids work with a partner if you have enough flashlights. If you don't, they will have to work in teams.



- One person will move the beam of light while the other person tries to follow it, jumping into the light. Encourage the person with the flashlight to vary the tempo, sometimes going slowly and sometimes faster – but not too fast!
 - Partners switch roles and try again.
 - Have children sing along with “Thy Word” chorus as they play
- After both partners (or each teammate) has had time to play the roles of the leader and the follower, have children gather back together.
 - Tell children we are going to work on learning the books of the Bible in order. Tell them that since we know this is a big assignment, we found a new way to do this.
 - Show the Old and New Testament Books Song videos (see YouTube links in "Materials Needed" section, each one runs almost 3 minutes) and encourage kids to move, sing, dance along. The words of the books will show up on the screen like a music video, but even young children who can't read will have fun just moving and dancing while they hear the names of all the books.
 - There are two songs in separate videos. We suggest you play both songs several times to give the kids a real chance to learn the books of the Bible.
 - After the singing, give students a few minutes to write or draw in their journals or quietly reflect on their activity and what they have learned today. You may want to turn on the quiet music you began with to help students relax and write or draw.

Filler Activities:

- If you have more time, try playing the videos again and every few seconds, turn down the sound (or press mute) and see if the kids can keep going on their own... then turn the sound back up and see if they are still in sync with the song.
- More Music – In the music workshop, you can always fill up any extra time with more singing or more listening to music! ☺ You may just want to play some music and give children paper and crayons. Ask them to draw things they have thought about today during the lesson.

