

Sleeping Coconuts Craft



Description:

A craft option to accompany the “Sleeping Coconuts Cluster Projects” lessons for both age groups

Aim:

Children will realize that nothing can stop God’s plans.

Audience:

Grades K–6 (Young students may need more adult help.)

Minimum Time Requirements:

12–15 minutes

Scripture:

Psalm 33:11

Materials:

- Bible market at Psalm 33:11
- Chenille stems (pipe cleaners) for each student and one set for the teacher:
 - Two brown or tan stems or one of each
 - Six pieces of green stems in varying lengths
- Paper plates, one per student
- Transparent tape, one roll per table
- Optional:
 - Sand—a small amount in a baggie for each student
 - A pan or bowl per table
 - A damp paper towel or wet wipe for each student

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More curricula to engage children in Bible translation are available at www.wycliffe.org/kids.

Pre-class Preparation:

- Create a sample sleeping coconut tree from chenille stems.
- Cut green stems into various lengths. Each piece needs to be long enough that you can fold it in half and twist it around a stem.
- Find and mark Psalm 33:11 in your Bible.
- Make sure you have enough paper plates and tape.
- Optional: Decide if you want to use the option of adding sand or sandpaper to bases of your trees. If you want to add sand, place a small amount of sand in a baggie for each student, and make sure you have enough liquid glue for each table to have a bottle. Place damp paper towels or wet wipes on each table, so the students can wipe glue from their fingers. Place a pan or a bowl in the center of each table, so the children can dump excess sand into it. Cover the table with newspaper for easier clean-up. If you decide to use sandpaper, cut sheets of sandpaper into four equal rectangles. You need one rectangle per student.

Class Time:

Remind the students,*

When the tsunami hit Arop village, it destroyed almost everything! It left only sleeping coconuts. Do you remember what the Arop people meant when they talked about sleeping coconuts? Raise your hand if you can explain what they meant.

Call on volunteers until someone explains that sleeping coconuts meant coconut trees that the huge wave had knocked over. Then continue,

That's right. The huge wave knocked over many coconut trees. That wave even pulled some completely out of the ground—roots and all. In others their roots stayed in the ground.

Of course, we know that trees usually grow straight up toward the sky, just the way God made them to grow. Do you remember what happened to the sleeping coconuts that continued to grow after the tsunami? Raise your hand if you can tell me how they grew.

Select volunteers to answer until one describes how the tree trunks now remain bent, but they continue to grow up toward the sky, just the way God made them to grow, even after the wave knocked them down. Then explain,

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- One bottle of liquid glue per table
- Newspaper
- Option 2:
 - Sandpaper—about a quarter sheet per student
 - One bottle of glue per table

*You can find the “Sleeping Coconuts” story for children in the lessons “Sleeping Coconuts Cluster Projects K–1” for younger students and “Sleeping Coconuts Cluster Projects Grades 2–6” for older students.

No matter what happens, we know that nothing can ruin God's plans. A tsunami couldn't stop those coconut trees from growing the way God planned. A disaster can't stop God's plans, either.

Read Psalm 33:11 and continue,

Listen to what Psalm 33:11 says. Isn't it good to know that nothing can destroy God's plans, even the worst disaster? Things may not look the way we expect them to, but God still works out His plans.

Let's make something to remind us that God's plans can't be destroyed. Let's make our own sleeping coconuts.

Hold up your sample palm tree. Explain,

We will use chenille stems (or pipe cleaners) to create our sleeping coconuts. I will give you two brown (tan) stems and six green pieces.

You need to follow my directions as we create our trees. As I hand out the chenille stems, please leave them on the table until I tell you what to do.

Distribute the chenille stems. Ask other adults present to help you.

After distributing the stems, ask for the students' attention again.

Give them these instructions. Demonstrate as you explain (picture 1),

Pick up one of the brown or tan stems and fold it in half like this.

When all the children have completed that step, Continue demonstrating as you explain (picture 2),

Leave a loop open where you bent the stem. Below the loop, twist the two sides together.

When everyone has twisted their first stem, continue demonstrating as you explain,

Now take your other brown or tan stem and thread it through the loop on your first stem.

When everyone's second stem is through the loop of the first stem, continue demonstrating as you explain,

Next, fold the second stem like you folded the other one. Leave a loop the same size as the loop in your first stem. The two loops should now be connected.

When all the children have completed that step, demonstrate the next step while saying,

Just like we did with the first stem, we need to create a loop in the second stem before we begin twisting the second stem around the first stem in either direction. Then we will have a sturdy tree trunk.

Materials:

- Bible marked at Psalm 33:11
- Sample palm tree
- Chenille pieces for the teacher's demonstration
- Chenille pieces in green and tan and/or brown for students



Picture 1



Picture 2

When everyone has twisted their brown stems together to create the tree trunk, continue,

Now we can add leaves (fronds) to our coconut palm tree trunks. We will take the green stem pieces, insert them into the loop, then fold and twist them around the outside of the loops like this. Watch carefully so you can do it to yours when I say.

Take one green stem piece. Fold it in half and insert it into the connected loops. Then twist the green piece one or two times on the outside of the loop, so it stays firmly in place (picture 3). Instruct the students,

Now you try it. Push the end of a green piece through one of the loops. Fold it in half and twist it once or twice to make it stay in place.

Monitor the students' work, helping as needed. When everyone has finished twisting their first green piece, tell them,

Now do the same thing with the rest of your green pieces. Be sure to spread them around the loops (pictures 4 and 5).

Walk around the room checking progress and helping those who need it. When almost everyone has finished, ask for attention and explain,

Now we need to make our coconut palm trees "sleep." What did the trees look like after the tsunami waves rushed in?

After some responses say,

Yes, many of them were laying down—some with their roots still in the ground, and some with even their roots pulled out of the ground. So, let's do that with our palm trees right now—lay them down so they look like they are sleeping.

Hold up the tree you have been creating. Demonstrate as you explain,

But that's not the way you would find them today! Fold the end of the brown trunk up to the bottom of the loops.

After everyone has done this, continue demonstrating as you say,

Now hold the trunk in the middle and bend it back so that it forms a right angle like mine. You should have a bend in the trunk. Make the green part of your tree point straight up while the lower part of the trunk points forward, with the trunk lying on the ground. That's the way you would find the Arop coconut palms today.

If you are not using sandpaper, skip to the ☺.

If you are using sandpaper, explain,



Picture 3



Picture 4



Picture 5

The palm trees in Arop grow on a sandy beach. Let's create a sandy place where our sleeping trees can grow once again.

Hold up a piece of sandpaper. Tell the students,

We will use sandpaper to create our sandy beach. I will give each of you a piece of sandpaper and a paper plate.

Demonstrate as you explain,

When you get your plate, you may spread a thin layer of glue on the inside of the plate. Then place your sandpaper over the glue. Press the sandpaper firmly onto your plate, so that it sticks well.

Display a paper plate as you explain,

Next we need to attach our trees to the "ground."

↻Distribute paper plates and tape if you haven't done so before.

Explain as you demonstrate with another adult or a student,

You can work with someone else at your table to attach your tree to the plate. One of you can hold down the end of the tree trunk flat on the plate. The other person can cut two pieces of tape. Place the tape across the brown trunk, attaching it firmly.

After you attach one tree to its plate, trade jobs to attach the other tree to its plate.

Monitor progress and help as needed. If you used sandpaper or decided *not* to add sand to your scenes, skip to the ➔.

If you decide to add sand, explain,

The palm trees in Arop grow on a sandy beach. Let's add sand!

When it's your turn to use the glue, place three penny-sized drops on your plate. One of the three drops should go on top of the tape. Then hand the bottle to someone else at your table. Spread the glue all over your plate using just one finger.

After you spread the glue all around your plate, wipe your hands on a damp paper towel or wet wipe. Put the towel in the garbage.

After you wipe the glue off your hands and throw away the wet wipe, you may open your baggie of sand. Very carefully sprinkle sand onto your plate, evenly covering the glue. Gently shake your plate to help the sand stick to the glue, but be careful not to spill the sand out of the plate.

Next hold your plate over the container on your table. Then carefully tip your plate, and pour the extra sand into the container.

Materials:

- Paper plates
- Tape
- Optional:
 - Sandpaper—about a quarter sheet per student
 - One bottle of glue per table
- Optional:
 - Sand—a small amount in a zip lock baggie for each student
 - One bottle of liquid glue per table
 - A paper towel for each student
 - A pan or bowl for each table
 - Newspaper to cover tables



Picture 6

Ask if anyone has a question. Answer questions, and then hand the glue bottle to one person at each table, say,

You may begin dropping 3 penny-sized drops of glue on your plate.
When you finish, pass the bottle to the next person.

Hand out bags of sand as you monitor the students' work. Adult volunteers may need to assist some students in the sprinkling and tipping steps.

→ When everyone is nearly finished, conclude,

Look at your coconut trees. Even bent, they still point to the sky like the coconuts of Arop did following the tsunami. These trees remind us that nothing can stop God's plans—not even a disaster like a tsunami. Let's stop and praise God that nothing stops Him or His plans. In fact He often brings good things out of bad!

