

“Kings, & Queens”

By Steve and Cora Alley

Flexible Children's Curriculum

3 Lessons with Activities

for Preschool through Elementary-aged children

Ideal for:

- Sunday School Curriculum
- Mid-week Bible Clubs
- Weekend Children's Outreach
- Mini-holiday Vacation Bible School

LESSON 3: “KINGS & QUEENS – LIVING UP TO YOUR CALLING”

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“Kings & Queens”

Lesson LIVING UP TO YOUR CALLING

CHRISTIAN TRUTH:

Live up to your calling as a Christian example.

Objective:

The children will demonstrate their understanding of how valuable they are to God by taking the “Coronation Oath,” in which they recognize their potential to represent God in our world, just like the children represented Aslan when they became Kings and Queens of Narnia.

Story References:

The later part of the story will be quoted during this lesson, especially the section describing the coronation of King Edmund, King Peter, Queen Susan and Queen Lucy. The responsibility of representing the King in his physical absence is the focus of this lesson, so the courage and love of the four children for Aslan will be quoted from the book, specifically the section detailing the coronation. Emphasis will also be placed on the price of doing the “right thing.” Being true to your values may cost you, as in the case of Mr. Tumnus.

Scripture Passage:

“You are a chosen generation, a royal priesthood, a holy nation, His own special people, that you may proclaim the praises of Him who called you out of darkness into His marvelous light.” **1 Peter 2:9**

Memory Verse:

“Watch, stand fast in the faith, be brave, be strong.” **1 Corinthians 16:13**

Materials List:

- 4 chairs for the Attention-Getter activity
- A Bible
- A copy of *The Lion, The Witch and The Wardrobe*
- Items for the Royal Crowns Memory Verse Activity (*See the detailed materials list on page 3 of this lesson.*)
- Items for playing the Kings and Queens board game (*See the detailed materials list on page 5 of this lesson.*)
- Items for taking The Coronation Oath (*See the detailed materials list on page 7 of this lesson.*)
- Items for the Wee Little Royal Dilemmas (*See the detailed materials list on page 8 of this lesson.*)
- Items for the Tic-Tac-Toe Game (*See the detailed materials list on page 8 of this lesson.*)
- Items for the Narnia Squares Game (*See the detailed materials list on page 9 of this lesson.*)

- Items for the “What Did They Say?” Skit Activity (*See the detailed materials list on page 10 of this lesson.*)
- Items for the Coronation Celebration (*See the detailed materials list on page 11 of this lesson.*)
- Items for the The King or Queen Says Activity (*See the detailed materials list on page 11 of this lesson.*)
- Items for the Armed for the Battle Craft Activity (*See the detailed materials list on page 12 of this lesson*)
- Activity pages 40-59 (*depending on which activities you select*)

Lesson Description

NOTE: This lesson can be shortened by either not playing the game or playing it for less time. Also, the Interactive Engagement Elements listed below may be substituted for some parts of this lesson in order to better tailor it to the population of children or the time constraints of this lesson.

You're in Charge Now

Instructions and Teacher Script:

Select two boys and two girls to come to the front of the room. Sit them down in four chairs, facing the audience. Stand to the side of them and address them in a very serious tone:

“I have chosen you four to be in charge of the rest of the children because I have to leave. I know I can trust you because you are smart and courageous. Now, listen carefully, here is what I want you to do.” (*Make up some things for them to do regarding the upcoming lesson.*) “I have to go now. Make me proud. Good bye.”

(*Begin to exit, leaving the four kids in charge. Take your time leaving; maybe even return to your desk to get your keys. Finally, just short of going out the door, stop, turn around and confess that you are not really going anywhere. Interview the four children; ask them how it felt to be left in charge, and how would “being in charge” effect their behavior in the classroom, or at recess.*)

Segue into the lesson’s content.

Paraphrase the content of this portion of the lesson. Use your own words to communicate the meaning of the following points:

1. Aslan left Susan, Edmund, Lucy and Peter in charge of Narnia in the same way as God leaves us in charge of the world. He trusts us to represent Him and make the kinds of decisions that He would make.
2. When we experience the death of Jesus and His resurrection in our hearts and when we believe in Him by faith, we are very similar to Peter, Edmund, Susan and Lucy, who really experienced Aslan’s death and resurrection. They felt the same sadness and the same thankfulness that we feel when we think about what Jesus did for us.
3. Some day, Jesus will come back and fight against the Devil just like Aslan fought against the White Witch; but meanwhile, we must always be ready to fight evil. God trusts us to rule in His name, just like Aslan trusted Susan, Lucy, Edmund and Peter to sit as rulers on the four thrones of Cair Paravel. They became warriors against evil, in Aslan’s name.
4. Listen as I read you a part of the book that tells all about what happened when Susan, Lucy, Edmund and Peter became Kings and Queens. (*Read from Chapter 17, beginning about one-fourth of the way through, with “That evening after tea, the four children...“through five paragraphs, ending with the statement,”... her own people called her Queen Lucy the Valiant.” This section covers the coronation and the efforts of the Kings and Queens of Narnia to keep order and rule the land justly, in Aslan’s name.*)
5. The Bible tells us about God’s promise that one day, people would rule the world in His name, just like Susan, Edmund, Peter and Lucy ruled Narnia in Aslan’s name. We can all read that promise at the back of our Bibles in a book called Revelation. That word means “to know what is going to happen.” God promises that people will be trusted to rule in His name. Listen to what God says in **Revelation 20:4**, “I saw thrones on which were seated those

who had been given authority to judge.” Did you hear that? There will be thrones, with people on those thrones, who are given authority to judge! Doesn’t that seem amazing?

6. In the Bible, God promises us crowns of reward, too! Listen to what He says in **2 Timothy 4:8**, “Now there is in store for me the crown of righteousness, which the Lord, the righteous Judge, will award to me on that day.”
7. A crown identifies a king. When you see someone wearing a crown you figure, “That’s a king or queen.” God tells us in the Bible that we will wear a “crown of righteousness.” Righteousness means right living, right thinking, and right speaking. God wants us to become people that He can trust to run the world His way, just like Aslan trusted Peter, Edmund, Susan, and Lucy to run Narnia in a way that would make Aslan proud.

Introduction of the Scripture and Memory Verse:

1. Kings and Queens are called royalty. Did you know that God also calls us “royal” people? Christians are called a “royal priesthood.” In the Bible priests spoke the truth of God to the people; they were the preachers. Now, God calls all of us “royal priesthood” or “royal preachers.” This means we are called to represent God here on earth. Listen to **1 Peter 2:9** “You are a chosen generation, a royal priesthood, a holy nation, His own special people, that you may proclaim the praises of Him who called you out of darkness into His marvelous light.” Did you hear that? We are royal and special, and our job is to proclaim the praises of Him! We are all preachers, and it’s our job to bring glory to God in everything we say, think, and do.
2. As Christians, we too, must fight a battle against evil just like King Peter, King Edmund, Queen Lucy, and Queen Susan did. We must be strong and courageous and never ever give in to the evil power of the Devil. We must be faithful and become leaders in the Church as we fight against evil together. What kinds of people should we be? The answer is in our memory verse for today: **1 Corinthians 16:13** “Watch, stand fast in the faith, be brave, be strong.”

Royal Crowns Memory Verse Activity

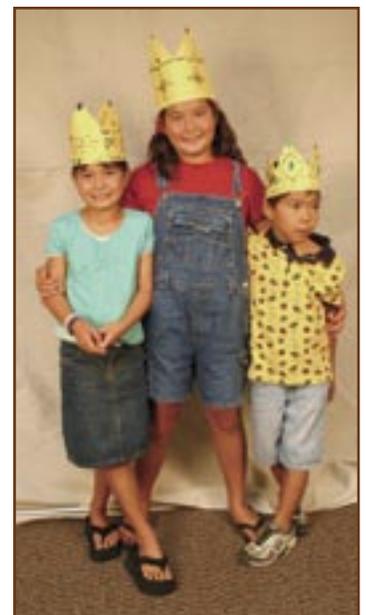
Early, middle and upper elementary

Summary:

Kids will make crowns out of poster board covered with tin foil. They will write their names on the front and the memory verse on the back. They will decorate their crowns with glued on jewels, glitter, or puffy paint.

Materials List:

- One strip of thin tag board 4-inches wide and 24-inches long
- 24-inch strips of aluminum foil (*to cover the crowns with foil*)
 - + Or, silver & gold spray paint (*optional, if you choose to spray crowns rather than cover with foil*)
 - + Or, colored tag board for the crowns (*if you choose to make the crowns and NOT paint them*)
- Various plastic jewels (*available in bags at craft stores*)
- Transparent packing tape or a stapler to attach crowns
- Writing tools: puffy paint, gel markers, glitter markers, etc.
- Scissors for adults to cut the crowns into crown-like shapes
- Or – Burger King crowns (*1 per child*) (*optional, if you choose to not make crowns*)



Step-by-Step Instructions:

1. Cut strips of thin tag board (*heavy enough to hold shape, but not too heavy to cut*) about 4-inches wide and about 22 to 24 inches long.
2. Cut crown-like points all along the top 2 inches of the tag board strip.
3. Coloring Options:
 - a. **Spray paint** the tag lightly in silver or in gold. (*You may want to pre-cut and pre-spray these crowns.*)
 - b. **Buy colored tag board** in silver, gold, or yellow, and forget the spray painting. The color is fine naturally.
 - c. (*Optional*) Give each child a 24-inch long piece of aluminum foil. Lay the **aluminum foil**, shiny side down, on a flat surface, then lay the tag board crown on top. Then, cut little slits between each of the spires of the crown and show the children how to cover their crowns with aluminum foil. As each piece of aluminum foil is folded around its crown spire, it will need to be stapled to hold it in place; otherwise it flaps. (*The younger ones will need help with this.*)
 - d. Buy or request a bunch of **Burger King crowns** at the local drive through. It saves a lot of work, and the crowns are very nice. Burger King is usually very happy to oblige since they enjoy the advertising!
4. Measure the crowns on the heads of the children, then use packing tape to secure the tag board sides to each other. Stapling them also works well.
5. Distribute writing tools such as markers, puffy paint, glitter pens and anything that will write on the crowns. (Aluminum foil crowns can be a little tricky; puffy paint and glitter pens are all that will stick.)
6. Have the children write their names in big letters on the front of the crowns after the word “KING or QUEEN,” such as, “KING Sam.”
7. Have the children write the memory verse around the back of the crown. “Watch, stand fast in the faith, be brave, be strong.” 1 Corinthians 6:13
8. Let the children decorate their crowns with jewels, glitter, etc.

Preschool Adaptation for the “Royal Crowns” Activity

Pre-make the crowns out of construction paper or buy Burger King crowns. Let the children color the crowns and write their names on them.

My Crowning Achievement

Upper Elementary Adaptation for the Royal Crowns Activity

1. If time permits, lead the children in a discussion about what they want to accomplish as warriors in the kingdom of God. On the inside of their crowns, encourage the children to write what they hope to be their crowning achievement. Will he/she be a Christian leader, a faithful follower, a missionary, a preacher or “sing praises to God,” etc.?
2. You might brainstorm some ideas on the board, so the children can copy what interests them. Many children may never have given much thought to being a Christian warrior who represents God, much less how they might express that allegiance in their adult lives.

Part 3: Interactive Response

Kings and Queens Board Game

Summary:

The children will play the game by traveling across the game board and discussing the deeper meanings in *The Lion, The Witch and The Wardrobe*, learning how to make “Royal Responses” as people who represent God’s values here on earth.

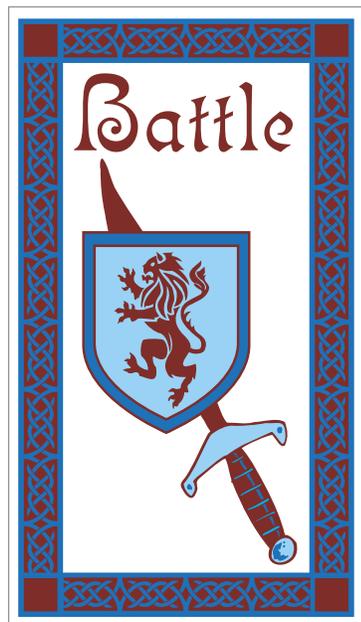
Materials List:

- Game dice (*1 die to each group of players or game board*)
- Kings and Queens game board (*Activity pages 40-42*)
- Transparent packing tape to assemble game boards
- Clear contact paper to laminate the game boards
- Playing tokens that will represent each player on the board. Some suggestions include:
 - + Different colored Gummy Bears
 - + Different kinds of wrapped candy
 - + Skittles or M&M pieces
 - + Personal tokens, like rings or bracelets
 - + Denominations of coins, such as: a nickel, a penny, a quarter, a dime
- One set of copied and cut “Battle” board game cards for each game board (*Activity pages 43 & 44*)
- One set of copied and cut “Further Up & Further In” board game cards for each game board (*Activity pages 46 & 47*)
- One “Battle” Cards Royal Decree Answer Sheet for each game board (*Activity page 45*)
- One “Further Up & Further In” Cards Royal Decree Answer Sheet for each game board (*Activity page 48*)
- 1 transparent, plastic document sleeve for each game board (*for the Royal Decree Answer Sheets*)

Preparation:

- Assemble one game board for every 3 or 4 children in your group. Print out Activity pages 40-42 and trim, and tape them together with transparent packing tape, then laminate them with clear contact paper on both sides. You could run them through a laminator once they are taped together.
- Make 2-sided “Battle” cards by printing Activity page 43 on one side of a sheet of paper and Activity page 44 on the other (*See illustration below.*)

Activity
Page 43



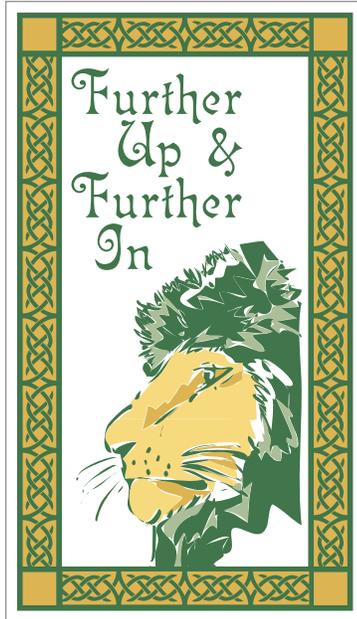
Activity
Page 44



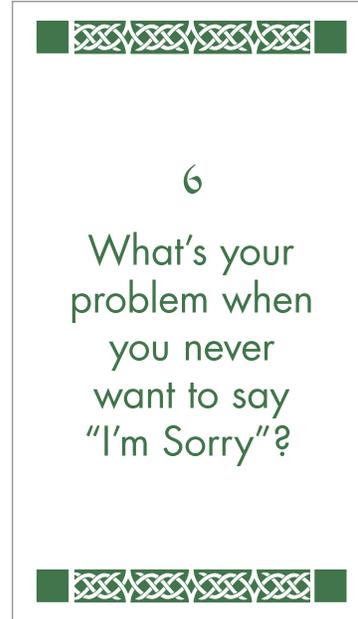
- Cut the “Battle” cards into a set of 20 and place them face down in numerical order (*card 1 on top*) in the space marked “Battle” Cards on each game board.

- Make 2-sided “Further Up & Further In” cards by printing Activity page 46 on one side of a sheet of paper and Activity page 47 on the other (See illustration below.)

Activity
Page 46



Activity
Page 47



- Cut the “Further Up & Further In” cards into a set of 20 and place them face down in numerical order (*card 1 on top*), in the space marked “Further Up & Further In” cards on each game board.

Step-by-Step Instructions:

1. Select a token to represent each player.
2. Each player rolls the die to determine who goes first. The one who rolls the highest number gets to be the first player to venture out onto the board; the second highest roll is the second player, and so on...
3. The child who rolls the lowest number gets to be the Professor for the first player and holds on to the Royal Decree Answer Sheets. If the player does not land on a square that causes him/her to draw a card from the center, then the Professor has nothing to do during this round.
4. Each player gets to be the Professor right after he/she has had his/her turn; this way the all-important role of the Professor rotates among all the players, systematically. When player 1 has taken a turn, it is his/her turn to be the Professor, then player 2, and so on.
5. The game begins at the red “Start” square and ends on the square with the crown marked “Finish”.
6. Throughout the game, the children will land on squares that cause them to pick up a “Battle” card, which will give them a situation that forces them to answer a question about how a King or Queen would represent God’s values here in the real world. To advance, the player must make the correct Royal Response.
7. Players will also land on squares that cause them to pick up a “Further Up & Further In” card, which will give them new insights into what really happened in the story *The Lion, The Witch and The Wardrobe*, concerning the conflicts and the personal growth the characters experienced. These cards also require an insightful answer.
8. Each card (“Battle” and “Further Up & Further In” cards) has a right and a wrong answer, which is judged by the Professor. It is the Professor’s job to consult the Royal Decree Answer Sheets, which contain all the correct answers to each situation on each card.
9. After the player has answered the question, the Professor reads the correct answer printed on the Royal Decree Answer Sheets.

10. The consensus of the group determines if the player's answer was correct or "close enough." If the player's answer was judged "right" or "close enough", the player is allowed to advance his/her token one square.
11. If the group decides the player is too far from the correct answer, the player must keep his token on that square until his/her next turn. The cards are all numbered, so the Professor should be able to quickly locate the answer on the Royal Decree Answer Sheets.
12. The first player to reach "Finish", wins.
13. After the first player wins, continue playing the game until all the children have been crowned Kings and Queens.

The Coronation Oath

Summary:

The children will take a Coronation Oath reminding them that God has left them in charge of the earth, and He trusts them to carry out His will as a "royal priesthood" who will "Watch, stand fast in the faith, be brave, be strong." After they take the oath, they will put on their crowns, thus taking on the responsibility of representing God on this earth, just as King Peter, King Edmund, Queen Susan, and Queen Lucy represented the will of Aslan in Narnia.

Materials List:

- One Coronation Certificate for every child (*Activity page 49*)
- A portable CD player to play music during the coronation ceremony
- Impressive coronation-type music

Step-by-Step Instructions:

1. After the children have played the Kings and Queens for a while (*as long as time permits*), gather them together to take the Coronation Oath.
2. Have each child bring his/her crown; have them set it down in front of them.
3. Play some royal-sounding music.
4. Say the oath together. Have the children repeat after you.

The Coronation Oath

I, _____ (child's name) promise to be a faithful member of God's Royal Priesthood. I will declare the praises of God in everything I think about, everything I say, and in everything I do. I will uphold God's values on this earth. I will not back down when evil forces try to take over. I will watch; I will stand fast in the faith; I will be brave; I will be strong. All of this I will do with the help of God, who loves me.

5. In a very ceremonious way, have the children pick up their crowns and slowly place them on their heads.
6. Remind the children that God has left them in charge of the earth, and He trusts them to carry out His will, just as Aslan left Queen Susan, Queen Lucy, King Edmund, and King Peter in charge of Narnia and trusted them to carry out his will.
7. Repeat the memory verse together: "Watch, stand fast in the faith, be brave, be strong." ***1 Corinthians 16:13***
8. Give each child his/her personalized Coronation Certificate, with his/her name written on it. (*Activity page 49, The Coronation Certificate*)
9. Close the Coronation Ceremony in prayer.

Wee Little Royal Dilemmas

Preschool Adaptation for the Coronation Oath Activity

Summary:

All the children will sit in a circle, with their crowns on the floor in front of them. When they answer one of the teacher's questions by responding with the "royal choice," he/she may put his/her crown on as the other children applaud.

Materials List:

- Each child's crown that he/she made in the "Royal Crowns" activity in Part 2 of the lesson.
- The Wee Little Royal Dilemmas questions (*Activity page 50*)

Step-by-Step Instructions:

1. Sit the children in a circle.
2. Have them place their crowns on the floor in front of them.
3. Remind the children that Jesus left them in charge of the earth, and He trusts them to carry out His will, just as Aslan left Susan, Lucy, Edmund, and Peter in charge of Narnia. It is our job to be good Kings and Queens and be faithful to carry out the will of God.
4. Go around the circle and read one Royal Dilemma question to one child at a time.
5. If he/she makes a Royal Choice, reward him/her by letting the child put his/her crown on.
6. Have the children applaud the right answer.
7. If the choice is incorrect, use this as a time for guided conversation, and help the children understand what it means to be a King or Queen who represents God's will.
8. Then, let the child put the crown on.
9. Be sure the children applaud this child also, once the crown goes on.
10. Repeat this procedure until you make it all the way around the circle.

Tic-Tac-Toe

Early, middle and upper elementary

Summary:

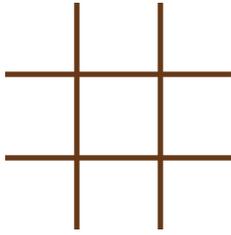
This is a human tic-tac-toe game in which the children become place markers on a grid laid out on the floor, made of crepe paper. The teacher asks questions about being trusted by God to be in charge of the earth, just as Susan, Lucy, Edmund, and Peter were left in charge of Narnia. Each time a team gets the answer correct, one of its members gets to move on the playing grid.

Materials List:

- Crepe paper
- 12 paper plates
- Narnia Tic-Tac-Toe Questions (*Activity page 51*)
- A wide marker

Step-by-Step Instructions:

- Cut 4 8-ft. strips of crepe paper
- Lay them on the floor making a Tic-Tac-Toe configuration:



- Write an “X” in large letters on 6 paper plates
- Write an “O” in large letters on 6 paper plates
- Divide the children into two teams of about 6 children each. One team is “X,” and the other team is “O.” (*You can have several sets of this game going at once.*)
- The kids will be human markers as they hold paper plates with an “X” or an “O” written on it.
- The teacher alternates between each team as she asks questions.
- The team can confer about the answer.
- Each time the team gets a question right, one player will step into a strategic place on the Tic-Tac-Toe board on the floor.
- Once the team makes a straight line or an angled line of all “X’s” or all “O’s”, the game is over. You can repeat as time permits.
- If you run out of questions, consult the Narnia Squares Questions (*Activity pages 52-59*) for over 100 questions from which to choose.

Narnia Squares

Middle and upper elementary

NOTE: This is another one of many ways to quiz the children on the content of this brilliant allegory of the Christ story. The Narnia Squares question list contains 125 questions that you may select from as you design even more ways to ask questions to see if the children understand both the events and the deep symbolism in this story.

Summary:

This is the same game as “Hollywood Squares;” however, the questions have to do with the story, *The Lion, The Witch and The Wardrobe*. Questions center on the theme of joining forces with God and being His representatives on earth, as the church fights against evil, just like the faithful creatures in Narnia joined with Aslan to fight against the evil forces of the White Witch.

Materials List:

- 3 ladders or 3 chairs, or a place where three levels of children can be arranged.
- Tag board or cardboard to make frames for their faces.
- Narnia Squares Question Listing (*Activity pages 52-59*)
- 9 large paper plates with large “X” drawn on them.
- 9 large paper plates with large “O” drawn on them.

Step-by-Step Instructions:

1. Select 9 players to be the human tic-tac-toe board.
2. Make a frame for them to hold up out of tag board or card board so that they look like they are inside of a picture frame.
3. Seat them at three levels: high (on 3 ladders), medium (on 3 chairs at the base of the ladders) low (seated on the floor at the base of the chairs) so they look like a tic-tac-toe board with human faces inside of each square.
4. Give each one of the nine children who make up the tic-tac-toe board an “X” written on a paper plate and an “O” written on a paper plate, so they can hold up either one if the team member guesses the accuracy of their response correctly.
5. Divide the rest of the children into two teams: one team is the X’s and the other team is the O’s.
6. Select one adult to be the game host, who reads the questions.
7. A child from the “X” team selects a square.
8. The host asks the person in that square a question, such as: “How many thrones were there at Cair Paravel? (Or any one of the over 125 questions found on Activity pages 52-59 Narnia Squares Question Listing.)
9. The person in the square may answer correctly or incorrectly, but the child from team “X” has to decide if the answer given is correct or incorrect. He may discuss this with his team.
10. If the answer is correct and the child from the “X” team says it is correct, or if the answer is incorrect and the child says it is incorrect, the person in the square holds up an “X.”
11. If the person in the square gives a correct answer, but the child does not agree that it is correct; or, if the person in the square gives an incorrect answer and the child does not catch that it is incorrect, there is no “X” given to the team, and the “O” team gets a turn.
12. Let the children on each team take turns being the one who decides if the people in the squares are right or wrong.

NOTE: Narnia Squares can be directed toward whatever theme in Narnia you choose to emphasize. It all depends on which questions you decide to ask and the commentary you offer the children after each question. Select your questions carefully before the game begins in order to make maximum use of the Question/Answer approach to teaching these important truths.

“What Did They Say?” Skit Activity

Upper elementary

Summary:

The children will make up skits in which they decide what was said in the following situations where the book only hints that something was said, but we don’t know what it was. The kids can be creative as they role-play these parts and make up the dialogue.

Materials List:

- Copies of the book, *The Lion, The Witch and The Wardrobe*
- Note pads for the children to jot down suggested dialogue

Step-by-Step Instructions:

Select some of the more extroverted children and team them up to make up what they think was said between these characters, then act it out together with a friend. What was said:

1. Between the White Witch and Aslan when they made the deal for Aslan to be killed instead of Edmund.
2. Between Aslan and Edmund, after Aslan had talked to the White Witch.
3. Between Aslan, Lucy, and Susan during their wonderful ride on the Lion’s back after his resurrection from the dead.
4. Between Aslan and the creatures that came back to life after Aslan blew on them as stone statues.
5. Between Aslan and Peter after the meal and before the battle.

Coronation Celebration

All ages

Summary:

This is a party in honor of the children after they have made their Royal Crowns and/or after they have taken their Coronation Oath. Sit the children in decorated chairs, like the thrones at Cair Paravel. Offer them refreshments, bow before them, play special music, and treat them like royalty.

Materials List:

- As many “goodies” as you can arrange to feed the kids
- Special music or entertainment
- Movie clips from Medieval celebrations (*optional*)

The King or Queen Says

Preschool Adaption

Summary:

This is a variation of Simon Says enjoyed by preschoolers and early elementary. The point of this activity is to teach the children that royal people have great authority, and when they speak, people listen. That is why it is so important to be careful what we say and do because we represent God’s wishes in this world, just like Peter, Susan, Edmund, and Lucy represented Aslan’s wishes in Narnia.

Materials List:

One crown to put on the child who is the leader or for the teacher to wear if she is the only one calling out commands.

Step-by-Step Instructions:

1. The game is similar to Follow the Leader in that the teacher, or a child, wears a crown on his/her head and tells the children what to do; for example, “King Peter says hop on one foot.”
2. The children must listen carefully and follow the command as long as the teacher prefaces her command with King Peter says,” or “King Edmund says,” or “Queen Lucy says,” or “Queen Susan says.”
3. If the teacher simply says “touch your nose,” without prefacing it with “Queen Lucy says,” then the children must not obey.

Armed for the Battle Craft Activity

Early and middle elementary

Summary:

The children will make the parts to the Full Armor of God out of tag board, lined in tin foil or spray painted silver. After reading *Ephesians 6:10-18*, the teacher connects the special tools given to Susan, Lucy, and Peter for the battle against the White Witch, to the pieces of the “Armor of God,” which are given to the believer to fight the battle against evil in this world.

Materials List:

- Make one sample of each piece of the Armor of God to show the children what the finished products will look like.
- A sample tag board pattern for each piece of the Armor of God for the children to trace.
- Heavy-duty scissors. (*Adults may have to help with the cutting.*)
- Silver spray paint for the armor pieces.
- Transparent packing tape to attach the armor pieces to each other to make shapes.
- One roll of silver duct tape

Step-by-Step Instructions:

1. Read *Ephesians 6:10-18*, which describes the Full Armor of God.
2. Explain that we have been given tools to fight the battle against evil, just like the four children in Narnia were given the horn, the healing liquid, the bow and arrow, and the sword.
3. Explain the meaning of each one of the parts of the armor listed below.
4. Help the children cut out the tag board patterns of the six pieces of armor (*described in Ephesians 6:10-18*):
 - a. “Belt of Truth”
 - b. “Breastplate (*or vest*) of Righteousness”
 - c. “Shoes ready to share the Gospel” (*Gospel labels for their shoes.*)
 - d. “Shield of Faith”
 - e. “Helmet of Salvation” (*visors that read: “Saved”*)
 - f. “Sword of the Spirit” (*The Bible: The word of God*)
5. Once the pieces are cut out, spray paint them silver, and set them aside to dry.
6. Once they are dry, write the name of each part of the armor in bold letters on each piece.
7. Attach the armor to the children with duct tape straps made with two sticky sides taped together, so that no sticky side touches the child.