

Guess Who's Here? GOD!

33 1/3 rpm
Stereo

Drama, music, and games for elementary children



Guess Who's Here? GOD!

Helps for the Leader

Welcome to an exciting experience! Through this recording, you and the children in your group should come to some new and important understandings of what God is like.

- Limit your group if possible to twelve children or less, seated around a table. Maybe you can divide your group and have two listening sessions.
- Allow plenty of time for hearing and thinking about each band on this record.
- Have on hand paper and pencils, a chalkboard or newsprint pad, and your own genuine enthusiasm to learn with the children!

Side One—Band One (*Dramatic Sketch*)

Suggest children try to visualize or “see” what they are hearing as you play this band. Identify the opening sounds of the storm and, later, the crackling fire. Ask questions such as: “Did you remember times when you were camping with your family? Tell us what you remember.”

“Did any of you remember seeing a rainbow? Tell us about it.”

Then remind the children that the boy and his father called God the “God in the sky” and the “God of the hills.” Ask the children to name as many other things that God is the “God of” as you write their ideas on the chalkboard.

Side One—Bands Two and Three (*Game*)

Listen carefully to these bands (and all bands) before using them with your children. Be sensitive to your students’ situations; if you are in an inner city, help interpret rural sounds; if you are in a rural church, children may need some help with the traffic sounds. Do not try to reach agreement as to what each sound represents. The children’s own imaginations will help make personal to them the idea that God is everywhere.

Follow the narrator’s directions for hearing Band Two, but let the children discuss thoroughly any disagreements they might have as to where they are in the sound effect and to what is happening.

As the sounds are played the second time and accompanied by the narrator’s questions, be ready to stop the record to give children time to respond in as much detail as they choose. Note questions by the narrator that seem to give the children pause; plan to return to these questions for more discussion.

Challenge your children with questions: “How do you know God is in these places? Do the people in these places know God is there? Are there any places where God is not found?”



Script by John Gillies, leaders guide by Jack Gilbert. Album design by Claudia Reese. Produced through TRAFICO, C. B. Anderson and Robert F. Woods, producers.

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Side One—Band Four (*Listening Music*)

Compare *John 4:46-53* to the first stanza of the song. Discuss how the help Jesus offers a sick child is compared to God’s help for our inner struggles (stanza two) and for the problems of the world (stanza three). Talk about the relationship between God and Jesus. Then discuss these questions: “Does God need to *come down* from somewhere to be with people, or is he already here with us? How can people know God is always present?”

Now distribute paper and pencils and ask each child to draw any picture that comes to his mind as he listens to this song a second time. (You may need to play the band a third time to give the children time to finish their drawings.)

Ask several children to share their drawings with the whole group.

Side One—Band Five (*Bible Readings*)

The Scripture passages used are: *Genesis 1:1; 8:1; Exodus 19:16-17; 20:1-3; Deuteronomy 33:27; Job 36:26; Psalms 99:9; 116:5; Isaiah 45:22; Micah 7:18-19a; John 3:16; 4:24; I John 4:16; Philippians 4:19-20.*

You might ask one or two of the children to tell the group what they know about Noah and Moses, but you be prepared to fill in continuity and detail for them.

Finally, let the children talk about “talking about God” by giving them questions such as these: “These words are from the Bible; do persons still talk about God in these ways? How do people talk about God nowadays? Is the God people talk about now the same God the Bible describes in these passages? How do you know?”

Side Two—Band One (*Listening Music*)

Play this band twice, asking the children to listen very carefully to all the words the first time it is played. Then, ask the children to listen again, especially for words or phrases that describe what God is like (immortal, invisible, wise, and so on). After playing the band the second time, have the children call out words or phrases from the hymn that describe God; you write these on the chalkboard or newsprint.

Now help the children talk about each of the characteristics of God that they have listed: “What does it mean to say that God is wise? How do you know in your life that God is wise?”

Side Two—Band Two (*Sound Collage*)

This band is divided into five vignettes, all of which attempt to answer the question, “What is the Spirit?” Divide your group into four work teams. Have all teams listen to the first four vignettes together, but have the first team concentrate especially on the first vignette (girl and grandmother). The second team should consider the second vignette (coach and team), the third



“Come Down Lord” words and music by Sister Miriam Therese Winter. Used by permission of Vanguard Music Corporation.

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team the third vignette (girl reading about Lincoln), and the fourth team the song, “Every Time I Feel the Spirit.” Give each team a few minutes to discuss the meaning of Spirit in its vignette, then hear an answer from each team to the question, “What is the Spirit?”

Now listen to the fifth vignette (man, boy, and girl). Ask the children how they would change their understanding of the term “Spirit” as a result of this vignette and the reports made by the teams.

Side Two—Band Three (*Dramatic Sketch*)

This band illustrates children within a family learning to pray. Use this band as a stimulus to group sharing. Play the band, then ask the children in the group to share experiences they have had of the family at prayer or moments during which they have felt very close to God. Be careful to avoid being judgmental; help the group accept each child’s contribution as evidence that persons communicate with God differently and sense a nearness to God in different ways. Be especially sensitive to those children in your group who have had few or no experiences of family prayer.

Side Two—Band Four (*Game*)

Before you play the game on this band emphasize that this is simply a game; there are no right or wrong answers. Then ask each child to number a piece of paper from one to fourteen, leaving a space beside each number to write a “T” or an “F.” Play the game according to the narrator’s instructions, each child marking a T or F for each statement. (You may want to call out the number of each statement to help the children with their marking.)

Then let the children share their understanding of God for each of the fourteen statements. For example, how many youngsters believe God is or is not like a policeman? Why do they believe as they do? DO NOT emphasize right or wrong answers; INSTEAD, help the children talk about their understanding of God. Focus on concepts about God, not on the statements.

Side Two—Band Five (*Listening Music*)

“This Is My Father’s World” is a hymn already familiar to children. The harmony and tempo of this arrangement, however, is meant to raise questions. As you listen in preparation for class use, examine your own feelings.

Are you less comfortable with this treatment of the hymn than others you have heard before? Do new insights come more readily through new settings or through the familiar? Does “the music of the spheres” include all styles of music? Identify phrases from the hymn, such as “the wrong seems oft so strong” or “He shines in all that’s fair.” Ask the group to find pictures from magazines. Arrange them as a collage to illustrate the phrases.



The Cast: Tim Barnes, Glenda Webb, Irving Kane, Mike McClellan, Tari Parkison, Maxine Stout.

The Musicians: Victor Lovera, Steve Moore, William Robertson (strings). Pat McGuffey (brass). Carl Crowley (percussion). I. McCabe, Sarah Raphael, Victor Lovera (vocals).

GUESS WHO'S HERE? GOD!

Side One

Band 1: GOD IS YAHWEH (Dramatic Sketch)

Band 2: GAME INSTRUCTIONS

33 $\frac{1}{3}$ RPM

Stereo

(PRP-39281)

**Caution!
Stop Bands**

Band 3: MISSION POSSIBLE (Game)

Band 4: COME DOWN, LORD! (Listening Music)

Band 5: GOD OF HOSTS (Bible Readings)

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GUESS WHO'S HERE? GOD!

Side Two

Band 1: IMMORTAL, INVISIBLE (Listening Music)

Band 2: GOD IS A SPIRIT (Sound Collage)

33 $\frac{1}{3}$ RPM

Stereo

(PRP-39282)

**Caution!
Stop Bands**

Band 3: GOD HEARS PRAYERS (Dramatic Sketch)

Band 4: GOD IS MORE (Game)

Band 5: THIS IS MY FATHER'S WORLD (Listening Music)

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