

## Lost sheep

**Note:** any activities involving photographing pupils must have parental permission.

### Introduction

Talk about getting lost and then being found. Set up a lost and found game: hide a soft toy sheep and create a game to find it using language of place. Explore what a shepherd does using role-play.

**Note:** this section refers to Grandad Joe and Ben and Eva but alternative wording is supplied.

### Core material

The biblical material can be used before or after the shoebox script.

**Biblical material: The Lost Sheep Luke 15:1-7 (adapted)**

Some people were moaning because Jesus was friends with lots of people, even people who were bad. Jesus told them a story.

'If you were a shepherd and you had one hundred sheep, but found that just one had got lost, you would go and look for the lost sheep and when you found it you would carry it home and have a party. In the same way God is happy when even one person who has gone wrong changes. That is why I am friends with all people'.



## The shoebox story of Solly the Lost Sheep

### You will need

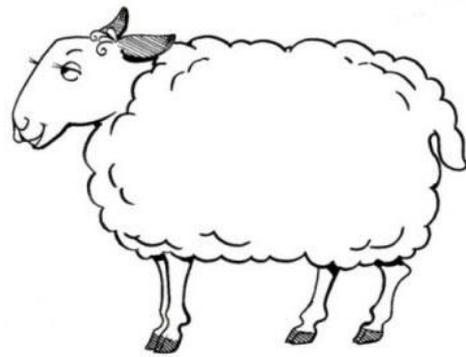
- A shoebox covered in green paper or paper with sheep on
- Green ribbon to tie around the shoebox
- A piece of green cloth or paper for the field (crepe paper works well)
- Screwed up brown paper for rocks
- Screwed up green tissue paper for bushes
- A small card box covered in brown tissue for a cave
- A blue ribbon or strip of tissue paper for the river
- Sheep, wolf, lion and bear from the farm/wild animal set or use the **paper ones provided**
- 3 people (Duplo or similar figures)
- A 2 cm wide strip of card fastened in a circle for a sheepfold, big enough to put sheep inside; draw lines on it to look like stones
- Some child-safe party items such as streamers
- Script for the story

### Opening the box

Ask pupils to guess what sort of story might be in the shoe box. A pupil can undo the ribbon.

The teacher takes out the items one at a time in response to the pupils' question 'What's in the box?'

As they are taken out the items are laid ready for storytelling.



*Place the cloth/paper as indicated in the script and add the items as the story unfolds. Invite the pupils to add noises for animals and gasps for the 'Oh no!' at a given signal.*

Explain to pupils that Christians (like Eva and Ben) sometimes have stories told this way at Sunday Club. For Christians, each story from the Bible is very special because they believe that it is like a present from God. The stories of the Bible tell them important things about God and the world and how to live.

## PUPILS

'What's in the box?'

## TEACHER

There is a field of green grass in the box.

There are sheep in the box who like to eat grass.

There is a shepherd in the box who looks after his sheep. His friends are in the box too.

There are bushes and rocks in the box and a deep, dark cave.

There is a sheepfold in the box to keep the sheep safe.

There is a lion, a wolf and a bear in the box!

There's a party in the box.

There is a story in the box.

## The story script

Our story takes place in a green field.

There was once a shepherd called Tom, who looked after sheep.

Tom had lots of sheep but he looked after each one very carefully.

Tom led the sheep to the green grass, for they liked to eat grass.

Tom led his sheep to the cool water so that they could drink.

He kept them away from the bushes; they might get stuck.

He kept them away from the rocks; they might hurt themselves.

He kept them away from the deep, dark cave; they might get scared.

*Place cloth*

*Add Tom and sheep*

*Add river*

*Add bushes*

*Add rocks*

*Add cave*

All the time Tom looked around to see if there were any dangers.

He did not want his sheep hurt.

The shepherd heard a noise. 'What was that?' thought Tom.

'Was it a lion? Oh no! A lion might eat my sheep!'

'Was it a bear? Oh no! A bear might hurt my sheep!'

'Was it a wolf? Oh no! A wolf might bite my sheep!'

The shepherd listened carefully for he wanted to keep his sheep safe.

He was ready to fight the lion.

He was ready to fight the bear.

He was ready to fight the wolf, for he cared for his sheep.

Tom listened again, then laughed. It was only Solly, a rather silly sheep who never did as he was told.

Solly had wandered off and got stuck in the bushes.

'You silly sheep,' said Tom. 'You frightened me! I thought you were a lion or a bear or a wolf. You should stay with the others or you might get lost.'

At night the shepherd put the sheep inside the sheepfold to keep them safe. As the sheep went in he counted them:

1, 2, 3, 4, 5 . . . There were lots of them so he kept counting until he got to 99.

Then he stopped and counted again. There was one missing.

It was Solly! Solly had wandered off again, even though Tom had told him not to.

Tom was worried; Solly might be in danger.

*Put Solly in bushes*

*Hold up lion/roar*

*Hold up bear/hug self*

*Hold up wolf/snap*

*Hold up lion/roar*

*Hold up bear/hug self*

*Hold up wolf/snap*

*Remove Solly*

*Place sheep in sheepfold*

*Place Solly in cave*

Tom made sure the other sheep were safe;  
then he went to look for Solly.

He looked in the bushes, but Solly was not  
there.

He looked in the water, but Solly was not  
there.

Tom was tired but he did not give up, he kept  
looking.

Suddenly there was a noise! What was it?

Was it a Lion? Oh no! A lion might eat him!

Was it a bear? Oh no! A bear might hurt him!

Was it a wolf? Oh no! A wolf might bite him!

Tom listened. He heard a soft 'baa'.

It was Solly scared and frightened at the  
back of the deep, dark cave.

Tom leaned in and pulled Solly out.

'You silly sheep Solly, I've been looking  
everywhere for you! I am glad I found you.'

Tom checked Solly to see if he was hurt.

'Thank goodness you are safe and sound.

You could have been hurt!'

Tom carried Solly all the way home.

He was so happy he threw a party.

'Why are you so happy?' said his friend  
Adam.

'I lost a sheep but then I found him,' said  
Tom.

'Why bother with one sheep?' said his friend  
Josh. 'You have got lots more.'

'I know,' said Tom, 'but each sheep matters  
to me,

even if they do keep getting lost.'

*Move Tom to bushes, shake head*

*Move Tom to river, shake head*

*Hold up lion/roar*

*Hold up bear/hug self*

*Hold up wolf/snap*

*Remove Solly from cave*

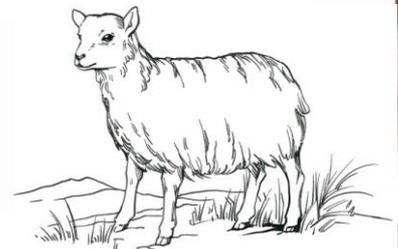
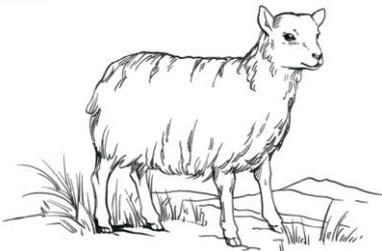
*Hold up Solly*

*Throw streamers, wear party hat, add  
friends*

### Conversation

Talk with pupils about the story and how people in the story felt at different times. To help children do this use simple expressions on paper plates.

- How did Tom care for his sheep?
- I wonder why Tom spent such a long time looking for Solly?
  - Why didn't Tom give up and go home?
  - Why do you think Tom had a party?
- Can we think of a good word to describe Tom? (Give children words to choose from)
  - What did you like about this story?
- I wonder why Christians (like Ben and Eva) read this story?
  - What would you like to say about the story?
  - Do you have any questions about this story?



Explain that Christians think about this story and what Jesus was telling people when he told it.

Jesus said God is a little like Tom the shepherd; he cares for each person just like Tom cared for Solly the sheep, even though Solly the sheep had wandered off when he had been told not to. Every person matters to God. Christians believe that God is happy when a person who had gone wrong changes, just as Tom the shepherd was happy when he found his lost sheep.

## Select from the following activities:

### 1. Replay the story

Pupils can replay the story recalling the story as a group. Make sure all items are safe.

### 2. Create a three dimensional display

Create a three dimensional display with the box and the items. Add captions and pupils' comments. Make sure all items are safe.

### 3. The Lost Sheep in art

An African image of the Lost Sheep can be found on [www.jesusmafa.com](http://www.jesusmafa.com)

A series of paintings on this image can be found at [www.textweek.com/art/parables.htm](http://www.textweek.com/art/parables.htm)

### 4. Exploring the phrase from the King James Bible

Use drama to explore the meaning of the phrase 'safe and sound' meaning 'unhurt', 'whole'. It comes from Luke 15:27. Explain that it comes from Grandad's Bible/an older version of the Bible called the King James Bible. It is the birthday of that Bible in 2011. It is 400 years old.

#### Reflection

Pass a soft toy sheep quietly as the music plays. When the music stops pupils suggest ways we can care for others. The pupil holding the sheep has the chance to go first if they wish to or they can pass it on.

