

CD #4  
(SD)




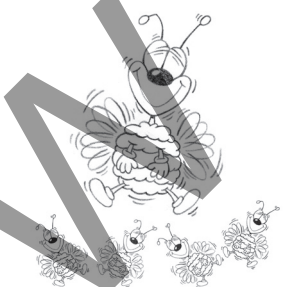












CD #5  
(ACC)

# SOUNDS FUNNY

## Warm Up and Energizer

Long flights sometimes call for a quick energizer to stretch muscles and wake up the brain! See online resources for student score, posters, and flash cards.

1. FASTEN YOUR SEATBELTS!

 <p>Ta Da!</p>	 <p>SwiSH!!!</p>	 <p>Bzzzzzzzz</p>	 <p>Bzz Bzz Bzz Bzz</p>
 <p>Swim Swan Swim!</p>	 <p>Well Swum Swan!</p>	 <p>tick tick tick tick tick tick tick</p>	 <p>tick tock tick!</p>
 <p>loodle loodle BOM! BOM!</p>	 <p>Wah - ah Pshhhhh!</p>	 <p>bok bok bok BAWK!</p>	 <p>cock-a-doodle-DOO!!</p>
 <p>Woo Woo Woo</p>	 <p>Woo Woo Woo</p>	 <p>WHOO Whoo!</p>	

# DO NOT FEAR BIBLE BEAT

Isaiah 41:10

*Is your crew of flight crew getting a little rowdy? The teaching introduction to this Bible Beat might help! Body percussion pattern is taught without words as children silently echo. This teaching strategy helps children become calm, quiet, and focused. (Helps the Flight Instructor, too!)*



## Puddle Jumpers

- Slowly teach the word rhythm of each phrase as body percussion pattern only, asking children to silently echo movements. Add words after rhythm pattern is established.)
  - Line 1: Knee Pats
  - Line 2: Claps
  - Line 3: Heart Pats (hands gently pat heart)
  - Line 4: Hold up right hand; tap palm with back of left hand



## Barnstormers

- Practice Bible Beat with words, then with body percussion only. Ask children what they hear as they clap, tap, or pat. *(They might hear the words in their minds: inner hearing.)*



## Flying Angels

- Distribute bucket drums.
- Transfer body percussion to drums, playing as indicated on score.

### Flight Instructor's Notebook

#### THE MAGIC OF INNER HEARING

The most wonderful thing about body percussion is putting a song or verse in the inner hearing (audiation). When children perform the body percussion without speaking, they are actually hearing the words in their mind as they stomp, pat, clap, and snap. Inner hearing helps children hear the words in their minds - and write them on their hearts.



# WHOSE CHILD ARE YOU?

## John 1:12

Here's an in-flight game for the younger set: grades K-3. You may recognize the origin of this song as a classic children's choir game called "Bow Wow Wow."



### Puddle Jumpers

The younger the group, the more slowly you should introduce this game. Older children may catch on with a simple demonstration.

#### WEEK 1:

- Demonstrate movement pattern with two adults or youth helpers. Invite two children to try the pattern with the adults/helpers.
- Speak the cues as each step is performed.

#### WEEK 2:

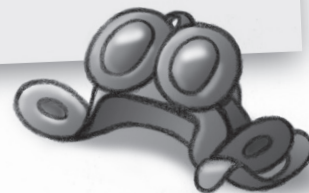
- Practice movements again, this time adding 3-4 children at a time, so that a bigger group is performing with each repetition. Once children are confident of pattern, move to the circle game.
- **Circle Game:**
  - Place each child with a partner, and make a circle of these pairs. Each pair will be back to back with the next pair.
  - Sing song a cappella while performing movement pattern (see table). On "jah," children will jump and face a new partner.
  - Repeat song/game with new partner. Strive for steady beat and smooth transitions.

### Flight Instructor's Notebook

#### IMPORTANT NOTE:

In Hebrew, "Hallelujah" means "praise to the Lord," and the word "jah" is a variation of the "Yah" in Yah-weh. Even though children jump on this syllable, they should sing the word with respect.

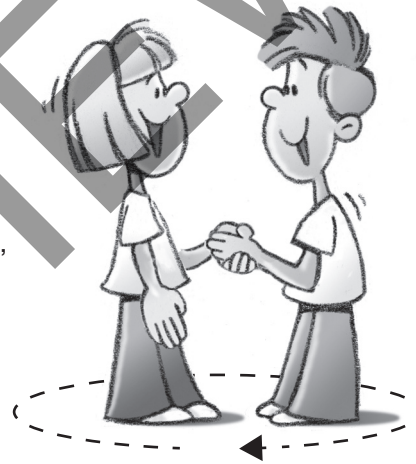
See online resources for score.



1. **HAL-LE-LU:** Face partner. Clap hands 3X.



2. **Whose Child Are You?:** Shake hands with partner 3X.



3. **I'm a Child of God the Father:** Still holding hands, circle around 180 degrees. Each child now standing in partner's original spot.



4. **HAL-LE-LU:** Clap hands 3X.

5. **JAH:** Hop and face new partner.



# JESUS LOVES ME

## Simple Cups Game

Heather Olson

*We grow in confidence as we master new skills: true of pilots in training, and true of the children in our choirs! This “simple cups” game is one you will want to tuck into your flight bag. The routine is based on quarter notes: accessible for younger elementary, still fun and satisfying for older elementary. (See online resources for a demonstration of this game.)*



## Puddle Jumpers

Introduce cups after your children have mastered a basic passing game. They need experience moving items around a circle in rhythm.

### WEEK 1:

- Gather children in a circle on the floor, seated side by side and close together, legs criss crossed.
- Demonstrate pattern without cup, pantomiming as children mirror the movements. Move slowly so that children may follow.
- Add the words to the movement routine as children mirror and echo. Increase tempo.
- Distribute 1-2 cups, and slowly try the entire game. Children will try the routine with the cup as it comes around to them. (Otherwise, they speak the words while practicing the movements in pantomime.)

### WEEK 2:

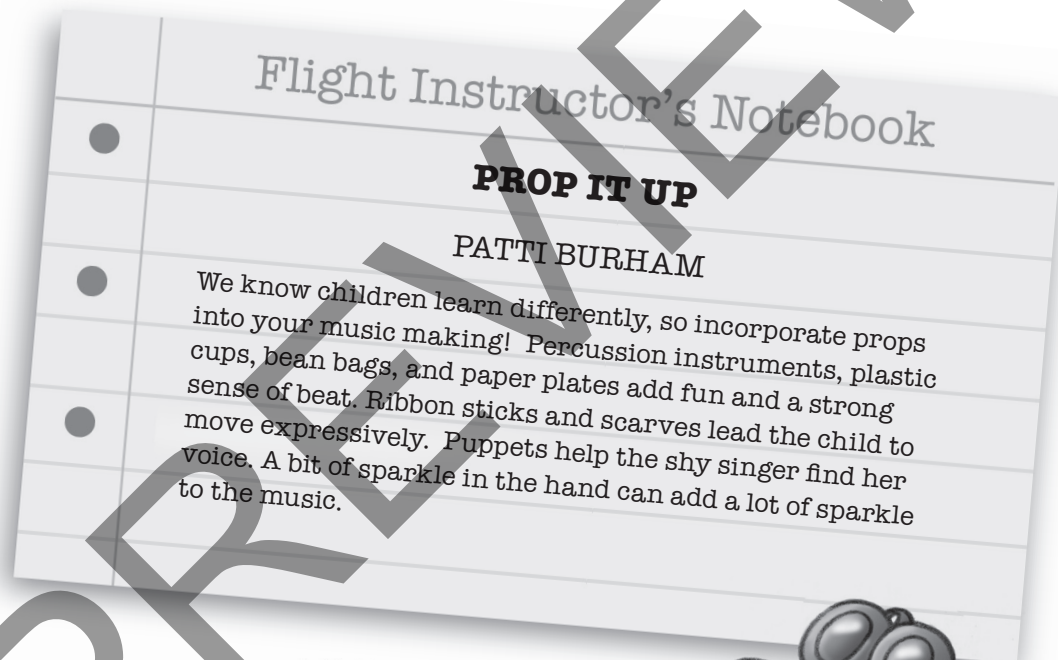
- Gather children again in a circle.
- Review the movements and words to the game.
- Play one round with only 1-3 cups.
- Add more cups until all children have one.
- Increase tempo as children become more confident of the chant and the routine.



## Barnstormers

Take the game to new heights with advanced moves and an added song.

- Try the game with “whisper hands” to get everyone more relaxed in the routine. Children should whisper the words and pat, tap, clap, and move cups gently.
- Reverse the direction of the movement around the circle, with the opposite hand taking the lead.
- Add the song, “Jesus Loves Me.” Children sing a cappella while passing the cups. The routine will become a percussion ostinato that perfectly fits the song, transforming a simple cups game into a satisfying choral/instrumental performance.



CD #11  
(TD)

CD #12  
(ACC)

# GOOD SAM

## Luke 10:30-37

*As we fly to new places, we meet new people who may seem quite different.  
This lively take on the Good Samaritan reminds us that all we meet are  
neighbors, and we should love them as we love ourselves.*



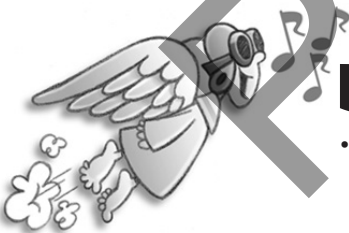
## Puddle Jumpers

- Read the Bible story aloud (Luke 10:30-37) to establish the identity of the characters in the story (*man who was robbed, priest, judge and Samaritan*).
- Listen to the recording of the story spoken in rhythm.
- Have a volunteer briefly tell the story in his/her own words.
- Divide the whole group into five small ensembles to practice and perform portions of the piece to assist in learning:
  - Group 1: mm. 1-8
  - Group 2: mm. 9 - 16
  - Group 3: mm. 17 - 24
  - Group 4: mm. 25 - 32
  - Group 5: 33-40



## Barnstormers

- Practice phrases enhanced with expression as spoken:
  - Sadness/Despair: mm. 5 -8 and 15-16
  - Excitement/Hope: measures 9-10 and 12
- Audition volunteers for the character voice solos:
  - Traveler: mm. 12 and 16
  - Judge: mm. 19 and 20
  - Traveler: m. 25
  - Samaritan: mm. 26-28
- Speak the entire piece using expression and soloists with the sound track.



## Flying Angels

- Have volunteers Include unpitched percussion instruments on the word rhythm of important phrases/rests for added interest:
  - Beaten and robbed (m.2): hand drum
  - Coins (m. 5): tambourine
  - Hold your horses: (m. 9): tick-tock wood block
  - Quarter Rest (m. 12): cymbals
  - Priest crossed the road (m. 14): temple block
  - Hurried away (m. 18): downward glissando on xylophone
  - Helped him up the hill (m. 30): upward glissando
  - Beats 2 and 3 (m. 40): drum on beat 2; cymbals on beat 3.

IN-FLIGHT  
ENTERTAINMENT

# Good Sam

Betsy Henderson

With expression (♩ = 140)

*mf*

Unison  
Voices

4/4

Have you heard a - bout the man who was beat - en and robbed, and

3

left on the ground, full of fright? No coins, no clothes, no

6

strength, no hope! A - lone on the trail; no help in sight.

9

Hold your hor - ses! Some - one was com - ing! A priest of his ver - y own

12

TRAVELER (solo):

kind! "I'm saved!" One quick look and the priest crossed the road.

15

Did - n't give the time of day. "No way!" Then came a judge, but he

18

JUDGE (solo):

hur - ried a - way. "Ver - y ver - y bus - y! I real - ly can't de - lay!"

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CD #14  
(SD)

CD #15  
(ACC)

# HUMBLE PRAYER

Psalm 95:6, Ephesians 3:17

*Always start a journey with a prayer. This song can be an opening prayer for rehearsals, or add the choir-chime part to share it with your church as a Call to Worship.*



## Puddle Jumpers

- Listen to the recording, noticing that the introduction sets the tempo, establishes the tonality and implies a reverent mood.
- Locate the measures with dotted rhythm and practice saying the words as the rhythm is clapped (mm. 4, 7, 9, 12 and 15).
- Raise a hand when measures containing harmony are heard. Learn each vocal part separately before singing them together (mm. 4, 7 and 12).
- Practice singing the leap in measure 6 without sliding upward.
- Give recognition to the fermata in m. 13, followed by a decrescendo to the end.



## Barnstormers

- Add pitched instruments (choir-chimes or chromatic bells) to enhance the performance of the song.
- Introduce or review chime/bell playing techniques (hand position, ringing, dynamic volume and stopping the tone).
- Play the chimes/bells as they sing 'a cappella' or with piano. (see *online resources for Hand Chimes Score*)



## Flying Angels

- Discuss the meaning of the word 'humble'. What might happen in our lives to make us humble? What would make us humble before God?
- Have children talk about what it means to 'make my heart your home'.
- What actions are we asking God to do through this prayer? (hear, consecrate, reach and give)
- Define the words 'consecrate' (to give holy purpose) and 'vow' (solemn promise). Putting those words together, what is meant by 'consecrate my humble vow'?

# Humble Prayer

2 octaves  
Handbells or Handchimes used: 8



Betsy Henderson

Betsy Henderson  
arr. Joe Milton

Prayerfully (♩ = 88)

Handbells or Handchimes (optional)

Piano

3

mp

mp

Lord, there is a prayer u - pon my heart.  
Lord, there is a prayer u - pon my soul.

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4.  
FLIGHT TIME

CD #22  
(SD)

# WHEN THE RAINS COME

Matthew 8, Mark 4, Luke 8

CD #23  
(ACC)

Let's fly to Jamaica for this reggae-style cumulative song, adding to our Bible story with each repeat of the verse!



## Puddle Jumpers

- Play the song recording and tap the steady beat with two fingers on palm. This helps children hear how the syncopated rhythms fit with the steady beat.
- Ask: What question comes before storm sound effects? What question comes after? Why do sound effects change?



## Barnstormers

- Invite children to play score detective, finding the first word of phrases that always stay the same (*friends, waves, look, storm, will, faith, seek*).
- Choose children to play windchimes, and create storm sound effects with rain sticks, sandpaper blocks (*wind*), thunder tubes, and plastic posters (*lightning*). Practice cut offs.

Choose a child to play windchimes as shown on score.



## Flying Angels

- Explore the Bible story with these questions:
  - Who are the friends in the boat? Do you know any of their names?
  - Who should we trust when the rains come? Who is "him" in our song?
  - Do you think "rains" only means weather? Explain your response.

### Flight Instructor's Notebook

#### OUT OF THE BOX ANSWERS

Remain accepting of "out of the box" answers. Some children may not be as familiar with the Bible story of Jesus calming the storm. Others may imagine themselves in the boat, which may not be a literal interpretation of this Bible story, but is a wonderful life application! Let the children build on each other's answers as they grow in their Bible understanding together.



4. FLIGHT TIME

# When the Rains Come

Kimberly Ingram

Kimberly Ingram  
arr. Joe Milton

Gentle and steady (♩ = 145) (♩ =  $\overset{3}{\text{♩}}$ )

F Cm7 F Cm7 F

Piano *mf*

Unison *mf* F Bb/D F

5 Friends go sail - ing in the twi - light: boat splash - ing through the

8 C F Bb/D

wa - ters deep. Waves rise, crash - ing in the moon - light.

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CD #28  
(SD)

CD #29  
(ACC)

# BENEDICTION

## Philippians 4:8

*As we land, one journey ends but another begins as we take the light of Christ into the world. 'Benediction' reminds us to focus on God's many blessing. Sing it at the closing of rehearsals, worship service or choir program.*



### Puddle Jumpers

- Listen to the recorded song, then read Philippians 4:8 aloud to compare the song text with the Bible verse. (*'Whatsoever' is a Biblical way of saying 'whatever'.*)
- Invite children to create a list of words that end the 'whatsoever' phrases (*true, noble, just, pure and lovely*). Ask: what does Paul mean when he asks us to think on things that are true? Extend discussion to the words noble, just, pure, lovely.
- Why would Paul want us to think on these things? (*The peace of God will be with us.*)



### Barnstormers

- Play the recording, asking children to listen for how many times the word 'whatsoever' is heard (6).
- Echo-sing each phrase, concentrating on pitch, round vowels and pleasant tone.
- Determine if any of the 'whatsoever' words are melodically alike (*no*). Rhythmically alike? (*Yes, all of them.*)
- Find the 'whatsoever' word that has the highest pitches (#4).



# Flying Angels

- Prepare this piece for a performance by memorizing the lyrics.
- Select five volunteer soloists or small ensembles to each sing one of the 'whatsoever' phrases, joined by the whole group in mm. 14-15 in parts as written.
- Add sign language gestures on these important words below. (See *online resources for a demonstration of these hand signs.*)
  - True: touch mouth with the right index finger and move it forward.
  - Noble: place the right index finger under the chin, palm facing left.
  - Just: move open hands up and down alternately as if weighing something.
  - Pure: scrape inside of the left hand with the side of the right hand.
  - Lovely: circle an open right hand in front of the face.


Flight Instructor's Notebook

**STAR PERFORMER**

BETSY HENDERSON

Give each child a star, touching each point as rhyme is spoken. Review Star Performer points often until children know rhyme by memory (5 fingers may substitute for the star points).

1. Set feet apart;
2. Put hands at your sides;
3. Roll shoulders back;
4. Breathe deep and wide.
5. Sing a floating, open tone.



Just think about this rhyme.  
Be a star performer  
In worship every time!

