School Dates

DECEMBER 2 - DECEMBER 17, 2009

WWW.FIRSTSTAGE.ORG
Dear Teachers and Parents,

A time honored Christmas tradition will never be the same once the Herdmans—known as the worst kids in town—join the cast of the annual church Christmas pageant! First Stage is bringing back one of our most cherished holiday traditions, THE BEST CHRISTMAS PAGEANT EVER, and shaking things up even more by setting this production in the '80s. This treasured family tale will have you laughing with delight and bouncing with joy…all while capturing the essence of the holiday season and reminding us all of the true meaning of Christmas.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing THE BEST CHRISTMAS PAGEANT EVER with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

Julia Magnasco
Education Director
(414) 267-2971

First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.
Beth Bradley opens our play by telling the audience all about the awful Herdman kids. The Herdman kids lie, smoke, steal and cuss, and all the kids in the neighborhood agree that the Herdmans are horrible! They ate doughnuts that were bought for the firemen, wrote a dirty word on the shell of a girl’s turtle and put tadpoles in the drinking fountain. But the most important Herdman story is the time they took part in the annual church Christmas pageant.

There are six Herdman children – Ralph, Imogene, Leroy, Claude, Ollie and Gladys – and they go around town stealing and beating people up. It is hard to get away from them, but the one place they never go is church. Beth’s brother, Charlie, told his Sunday school teacher that the best thing about church was that there were no Herdmans. This made the teacher mad because all of the other children said nice things about God, but Charlie simply said what everyone else was thinking.

As the Bradleys return home from church one Sunday afternoon, Mr. Bradley tells Charlie that what he said wasn’t very Christian of him. Mrs. Bradley doesn’t mind Charlie’s statement because it was very practical, considering Charlie was “black and blue” from sitting next to Leroy Herdman in school last year. Mr. Bradley asks the children which Herdman is the worst and Charlie tells him that they’re all the worst. Then he says that he’ll keep going to church to stay away from the Herdmans. Mrs. Bradley likes this announcement because then Charlie can’t argue about participating in the annual Christmas pageant.

The family continues to discuss the Christmas pageant and how it never changes. Everyone always has the same parts and Charlie can’t stand it anymore. The children exit and Mrs. Bradley explains to Mr. Bradley how hard parish member Helen Armstrong works on the Christmas pageant each year. In addition to the pageant, Mrs. Armstrong runs the potluck supper and is chairman of the Bazaar, and she would also probably preach the sermon if she were allowed.

Shortly after this discussion, Mr. Bradley runs into Mr. Armstrong at the drug store. Mr. Armstrong tells Mr. Bradley that his wife broke her leg and will be in traction until the first of the month, which means she will not be able to run the pageant. Just as Mr. Bradley is telling his wife about this unfortunate event, Mrs. Armstrong’s assistant, Mrs. McCarthy, calls Mrs. Bradley to ask if she will direct the pageant this year, and Mrs. Bradley accepts.

Later that week, Mrs. Bradley is on the phone with Mrs. Armstrong while the family is setting up for dinner. Mrs. Armstrong drones on about the importance of the play while Mr. Bradley unhappily waits for his wife to get off of the phone. Charlie grabs five pieces of bread at dinner because Leroy Herdman stole his lunch again. Mr. Bradley finally leaves the table. When the doorbell rings, Mrs. Bradley at last gets off the phone with Mrs. Armstrong. She goes to answer the bell and sees a fed-up Mr. Bradley in the doorway, begging for his supper. The family finally sits down to eat dinner together, knowing there are sure to be many more interruptions from Mrs. Armstrong in the weeks to come.

Mrs. Bradley wasn’t too concerned with Mrs. Armstrong’s directions because she didn’t think she was going to encounter any problems while directing the same old boring Christmas pageant. However, Mrs. Bradley wasn’t counting on the Herdmans joining the play.
The following week at school, Leroy Herdman takes Charlie’s lunch (like he always does) and gives it back without the dessert, a Reese’s Peanut Butter Cup. Charlie tells Leroy he doesn’t care that he steals his dessert everyday because Charlie gets all of the dessert he wants at Sunday school. Charlie goes on and on about the different kinds of desserts they have at Sunday school and the Herdman boys get excited. Sure enough, that Sunday the Herdmans show up to church and just in time to hear about the Christmas pageant.

At church, Imogne Herdman grabs Alice, a prim and proper choir member, and asks her about the pageant. Alice says the pageant is mostly about Mary and that she will probably play the part of Mary because she knows it so well. This statement brings a devilish look upon Imogene’s face.

Mrs. Bradley herds the children along into the church and informs them that today the main roles for the play will be chosen. The Herdmans enter the church and the other children quickly move away, causing the Herdmans to end up sitting smack in the middle of the group. Mrs. Bradley welcomes them and starts explaining the part of Mary. She asks for volunteers to play the role, and Imogene raises her hand high. Imogene also says her brother, Ralph, would like to be Joseph. Mrs. Bradley desperately tries to get the other kids to volunteer. Elmer, the minister’s son, is excited that he finally doesn’t have to be Joseph, and Alice is too afraid to go against Imogene. Leroy Herdman shouts out that he wants to be a wise man along with Ollie and Claude. And lastly, Gladys says she’ll take what’s left and ends up being the Angel of the Lord.

The shepherds all make up excuses to get out of their roles but Mrs. Bradley doesn’t give in to their demands. She says that no shepherds may quit or get sick, and then she dismisses the children. Mrs. Bradley begins to ask Alice about why she didn’t volunteer to be Mary, but gets distracted when Gladys starts to beat up Elmer. Alice explains to Beth that Imogene told her she was going to be Mary this year, and if Alice did anything to ruin it she’d shove a pussy-willow down her ear. That was enough to scare Alice out of the role for good.

News spreads throughout the congregation about the Herdmans being in the Christmas pageant this year. Mrs. Armstrong is convinced that had she been in charge, this never would have happened. Somehow Mrs. Bradley finds out what Mrs. Armstrong said and gets very upset. From that point on, Mrs. Bradley decides to dedicate herself to directing the best Christmas pageant ever.

While attempting to get the first pageant rehearsal started, the Herdman kids continually interrupt Mrs. Bradley with questions about the Christmas story. She realizes that the Herdmans have never heard the Bible Christmas story, so she decides to read it to the whole group. The other kids groan, as they have heard it many times before. While reading the story, the Herdmans ask questions that seem silly to the other kids, and before long, the Herdmans get out of hand and begin to act out their own adaptation of the story. Nothing seems to be going as planned!
As the pageant rehearsals continue, it is revealed that the newborn baby cast to play Jesus quit the pageant because his mother didn’t want Imogene touching him. Not having a baby Jesus for the Christmas pageant is a major problem and it upsets Mrs. Bradley greatly, who tries to find one up until the last rehearsal.

During the last rehearsal Beth sees Alice writing in a little note-book. Alice says it’s a diary and Beth snatches it away from her. It is actually a journal listing every account of what has been happening at the pageant rehearsals—the fights the Herdmans initiate, the bad words they say in the church, and all the other goings-on the Herdmans are responsible for, which Alice finds inexcusable. Alice tells Beth that she’s keeping it to show her mother and the Reverend when they want to know what happened when the whole Christmas pageant turns out to be a huge mess.

As the pageant gets closer and closer, the issue with baby Jesus arises again and Imogene says she can get a baby from a carriage outside of the supermarket. Mrs. Bradley tells Imogene that she cannot steal a baby, and finally decides that they will just use a doll for the role.

A few days before Christmas, Mrs. Bradley leads the children through what is supposed to be a dress rehearsal; however, all of the kids have excuses as to why they are not in costume. The rehearsal begins late and the Herdman kids get out of control again. Gladys thinks she’s more of a superhero than an angel, and Imogene believes she can improvise her lines. Imogene and Ralph begin to fight and Mrs. Bradley gets disgruntled. Mrs. Bradley tells the cast to take a five minute break, but in retrospect Beth shares with the audience that they never did go through the entire play. During their break, Mrs. McCarthy saw smoke coming from the ladies’ room from Imogene’s cigar. Mrs. McCarthy reacted by yelling “fire!” and fire trucks arrive at the church.

The only fire that the firemen found was in the kitchen because all of the applesauce cakes burned. Mrs. Bradley is irate with Mrs. McCarthy for making such a huge scene when all she saw was a little bit of smoke. Reverend Hopkins enters and asks the ladies what happened. They explain the situation to him and he suggests canceling the Christmas pageant since everyone thinks it’s going to be a disaster. Mrs. Bradley won’t let this happen and tells him that she is going to put on the best Christmas pageant the town has ever seen.

The night of the Christmas pageant finally arrives, and the whole town has decided to show up just to see what the Herdmans will do this time. Mrs. McCarthy warms up the audience by leading them in singing a few Christmas carols. Reverend Hopkins thanks the audience for coming and introduces Mrs. Bradley. The play begins and the kids wonder if Imogene and Ralph will actually enter the stage. They eventually enter, and do surprisingly well. Next it’s Gladys’ turn to come on stage and while her part is a little flustered at first, in the end she does a fine job. The three wise men- Claude, Ollie and Leroy- greet Mary and Joseph and instead of handing over frankincense and myrrh, they offer ham. Then, as the narrator announces that the wise men depart to their own country, the three boys take a seat next to Joseph as he hands out “it’s a boy” cigars.

The play concludes with the shepherds and angels greeting Jesus and singing Silent Night. The song ends and the play is supposed to be over, however, Imogene steps forward carrying the baby Jesus doll and sings the next verse of the song all on her own. Reverend Hopkins concludes the play and tells everyone to go to the basement for the after-party. All of the children leave except the Herdmans, Beth, Charlie and Alice.

The Reverend, Mrs. McCarthy and Mrs. Armstrong let Mrs. Bradley know that this pageant was the best one yet. Beth tells Imogene that she did a great job as Mary; and Charlie goes to give Leroy back his ham but he won’t accept – it was a gift for baby Jesus. The boys put their arms around each other and go down to the party. Mr. Bradley praises his wife for a job well done and the two of them go and find their children to celebrate Christmas. The performance ends and the entire Company returns to the stage singing Joy to the World.
About the Author & Playwright

Barbara Robinson

I grew up in a southern Ohio river town – Portsmouth – and that small town atmosphere has affected most of my writing. My mother, widowed when I was three years old, taught school for forty-nine years in that same small town, and her major (indeed, only) extravagance was books. I grew up with, and quickly adopted, the notion that reading was the only way to fill up every scrap of loose time you could snatch.

I had the benefit, as well, of a wide variety of aunts and uncles and cousins, plus the extended family so common to small town life – the neighbors, friends, teachers, bus drivers, mailmen, local heroes, and even a local blacksmith...great stuff to feed the imagination.

I began writing very early – poems, plays, stories – and just never quit. I attended local schools and then, being both book-struck and stage-struck, found a college – Allegheny College – where I could satisfy both passions.

I’ve been a short story writer, with some 40-50 stories in McCall’s, Ladies’ Home Journal, Redbook, etc.; a playwright; an occasional poet, and finally and most happily, an author of children’s books...happily, because there’s no greater audience than boys and girls who read books and demand that those books be the most exciting, the most mysterious, the most touching, the funniest...the Best.

I live and write in a suburb of Philadelphia, and I have two daughters – Carolyn, who is a nurse, and Marjorie, who is a sixth grade teacher and at home now with my grandchildren Tomas and Marcos, and all these people read books like crazy!

Pre-Show Questions

1. The church Christmas pageant is a tradition for the Bradley family, and many other families in the church community. What are some holiday traditions your family, church, or school participate in every year? If you could create a new holiday tradition for your family, church, or school, what would it be, and why?

2. Being in a Christmas pageant is similar to being in a play. Have you ever been in a play or pageant before? If so, what was the most exciting part about being in a play? If not, would you like to be in a play or pageant some day—why, or why not?

3. The holiday season is a time for giving to others. Many times during the Christmas season we are encouraged to give of our time, talents, or treasures to those who are less fortunate than we are. This holiday season, what are ways you can selflessly give of your time, talents, or treasures to others in need?

4. There are a number of different Christmas carols sung throughout the Christmas pageant. What are Christmas songs that you know, and what are some of your favorites to hear and sing?
The Best Christmas Pageant Ever – set in the 1980’s

First Stage’s production of THE BEST CHRISTMAS PAGEANT EVER is set in the decade of the 1980s. The 80s was a time that most of us adults remember fondly, and beyond the political developments that occurred throughout the world during the 80s, what we seem to remember most about this period in time was the pop culture. New toys, new fashions, new television shows and channels became mainstream and created a style that was unique and distinctive to this generation. And although many of these trends had only a brief existence in history, their legacy and memory will last much longer.

Below are a number of links to help you reminisce on the styles, trends, and fads of the 80s, and to help introduce this cultural time period to your students. While watching the production, see if you can pick up on the 80s references scattered throughout the show and apparent in the costumes and set. Like, totally have a primo rad time!

- Cartoons from the 80s: http://www.fromthe80s.com/tv/cartoons.php
- Commercial slogans from the 80s: http://www.fromthe80s.com/tv/commercials.php
- Popular music from the 80s: http://www.fromthe80s.com/music/, http://www liketotally80s.com/80s-music.html
- Popular toys from the 80s: http://www liketotally80s.com/80s-toys.html#mylittlepony

Recommended reading

The Best School Year Ever by Barbara Robinson

The Best Halloween Ever by Barbara Robinson

My Brother Louis Measures Worms: And Other Louis Stories (Charlotte Zolotow Book) by Barbara Robinson

Chicken Soup for the Soul Christmas Treasury for Kids: A Story a Day from December 1st through Christmas for Kids and Their Families by Jack Canfield, Irene Dunlap, Patty Hansen, and Mark Victor Hanse

How To Have The Best Christmas Ever (The Christmas Book) by Juliana Foster

A Midnight Clear: Family Christmas Stories by Katherine Paterson
Each year, 30-35 million real Christmas trees are sold in the United States alone. There are 21,000 Christmas tree growers in the United States, and trees usually grow for about 15 years before they are sold.

Today, in the Greek and Russian orthodox churches, Christmas is celebrated 13 days after December 25th, which is also referred to as the Epiphany or Three Kings Day. This is the day it is believed that the three wise men finally found Jesus in the manger.

In the Middle Ages, Christmas celebrations were rowdy and raucous—a lot like today’s Mardi Gras parties.

Christmas wasn’t a national holiday in early America—in fact Congress was in session on December 25, 1789, the country’s first Christmas under the new constitution.

Christmas was declared a federal holiday in the United States on June 26, 1870.

The first eggnog made in the United States was consumed in Captain John Smith’s 1607 Jamestown settlement.

Poinsettia plants are named after Joel R. Poinsett, an American minister to Mexico, who brought the red-and-green plant from Mexico to America in 1828.

The Salvation Army has been sending Santa Claus-clad donation collectors into the streets since the 1890s.

Rudolph, “the most famous reindeer of all,” was the product of Robert L. May’s imagination in 1939. The copywriter wrote a poem about the reindeer to help lure customers into the Montgomery Ward department store.

Construction workers started the Rockefeller Center Christmas tree tradition in 1931.
Activity

1. Begin by sharing the following poem with students. If possible, write this poem on the board or on chart paper, so students can follow along with your reading, and refer back to it later in the lesson.

   **MY FIVE CHRISTMAS SENSES POEM**

   I see the Christmas tree  
   And children on Santa’s knee  
   I smell the cookies I make  
   And the Christmas cake  
   I hear bells ringing  
   And children singing  
   I taste the Christmas sweets  
   And all the other treats  
   I feel the Christmas toys  
   Made for girls and boys

2. After reading, ask students to recall the five senses mentioned in the poem. Highlight or underline these senses in the text. Next, ask them to identify the rhyming words in the poem. Circle these rhyming words.

3. Create a table on the board with the following five headings: Smell, Taste, Hear, Feel, See. Have students identify other things they smell, taste, hear, feel, and see during the holiday season. Write these ideas under the correct heading.

4. Next, take a few of the ideas from each sense category and as a class brainstorm other words that rhyme with each of these selected sensory words. Again, write the responses on the board.

5. Once the class has thoroughly brainstormed holiday sensory images and rhyming words, together as a class write a new FIVE CHRISTMAS SENSES POEM.
   a. Allow older students to individually write a new FIVE CHRISTMAS SENSES POEM.
Activity

1. Begin by creating a chart on the board with the following headings: family, school, community.

2. Ask students to define the word “tradition”—where have they heard this word used, and what does it mean to them.
   a. Share a few dictionary definitions of tradition with students: the passing down of elements of a culture from generation to generation; a time-honored practice or set of such practices;

3. Next, as a class, come up with a group definition for the word “tradition.” Write this definition on the board.

4. Have students begin thinking about their own holiday traditions. Prompt students with the questions listed below, and jot down their responses on the board under the Family heading.
   a. Does your family decorate your house in any special ways during the holiday season? And if so, what are these decorations?
   b. Does your family make special meals or eat special foods during the holiday season? And if so, what are these foods or meals?
   c. Does your family visit any relatives or go any place special during the holidays? And if so, who do you visit or where do you go?
   d. Does your family follow any other special practices during the holiday season, such as sending out Christmas cards, Christmas caroling, visiting Santa Claus, celebrating St. Nick’s Day, wrapping presents, watching specific holiday movies, going to Christmas church services, etc.

5. Continue this same format to explore school holiday traditions and community holiday traditions.

6. Once completed, ask students what traditions they like best, and why? Next, ask students why they think people follow traditions?

7. Tell students that they are all going to be creating a new tradition this year by making holiday cards displaying some of our favorite holiday traditions that we can send out to all the other teachers and classrooms in the school.

8. Provide each student with one sheet of firm paper, and have them fold the paper to form a card. On the outside of the card, students should draw a picture of their favorite holiday tradition. Then on the inside of the card, students can write a message wishing holiday cheer and good will.

9. Once the cards are finished, have the students go around to the other class rooms at the school and pass out their cards to each teacher and administrator.
In those days, a decree went out from Caesar Augustus that all the world should be enrolled.
This was the first enrollment, and all went, each to his own city.
Joseph went from the city of Nazareth to the city of David which is called Bethlehem:
"O LITTLE TOWN OF BETHLEHEM
O little town of Bethlehem, how still we see thee lie!
Above thy deep and dreamless sleep the silent stars go by:
Yet in the dark streets shineth the everlasting Light:
The hopes and fears of all the years are met in thee tonight."
–Maxine and Choir

The History of Christmas Carols

Carols were first sung in Europe thousands of years ago, but these were not Christmas carols. They were pagan songs, sung at the Winter Solstice celebrations as people danced around stone circles. The Winter Solstice is the shortest day of the year, usually taking place around the 22nd of December. The word carol actually means: a dance or song of praise and joy!

Early Christians took over the pagan solstice celebrations with Christmas and gave people Christian songs to sing instead of pagan ones. However, not many people liked them as they were all written and sung in Latin, a language that common people couldn’t understand. By the time of the Middles Ages (the 1200s), most people had lost interest in celebrating Christmas altogether.

This was changed by St. Francis of Assisi when, in 1223, he started his Nativity Plays in Italy. The people in the plays sang songs or “canticles” that told the Christmas story. Sometimes, the choruses of these new carols were in Latin, but normally they were in a language that the people watching the play could understand and join in! The new carols spread to France, Spain, Germany and other European countries.

Before carol singing in public became popular, there were sometimes official carol singers called “Waits”. They were called “Waits” because they only sang on Christmas Eve (this was sometimes known as “watchnight” or “waitnight” because the shepherds were watching their sheep when the angels appeared to them), when the Christmas celebrations began.

New carol services were created and became popular, as did the custom of singing carols in the streets. Both of these customs are still popular today! One of the most popular types of carol services are Carols by Candlelight services. At this service, the church is only lit by candlelight and it feels very Christmassy! Carols by Candlelight services are held in countries all over the world.

Activity

1. As a class, have students brainstorm a list of Christmas carols. Write the titles on the board.
   a. Ask students to summarize the story behind all or some of these carols.
   b. Ask students: what are other themes or story ideas a new Christmas carol could be written about? Again, write these ideas on the board.
2. Inform the class that they are going to write new carols. Place students into pairs or small groups.
3. Once in their groups, they must first choose a theme or story idea to write their song about. Students may use the brainstormed list on the board, or come up with a new song idea.
4. Next, using the tune of “Mary Had A Little Lamb,” students must create their new Christmas carol.
5. Allow groups ample time to come up with their song ideas, and assist groups as needed.
6. Once the songs are finished, have the groups share their new Christmas songs by hosting a caroling session during the school day. If possible, provide Christmas cookies and hot chocolate for students after their caroling!
Good evening everyone and welcome to our annual Christmas pageant. It’s nice to see so very, very many people here tonight. I know you are all eager for the pageant to begin, but we like to get everyone involved, so if you all take out this sheet of paper, we’re going to have ourselves a little carol sing and provide our own pre-show entertainment. –Mrs. McCarthy

On each space in the calendar below is a picture representing the title of a popular Christmas song. See how many Christmas songs you can decode—remember to look carefully at the picture for all the hidden meanings! Good luck!

Now, on the back of this worksheet, choose your favorite Christmas song to create your own drawing of. Be creative!
Grace! Grace! What is going on? I was just attacked out there by every woman from this church. Erma said they set fire to the kitchen. Someone else said they set fire to the ladies’ room!

-Reverend Hopkins

When baking soda and vinegar mix they create a gas known as carbon dioxide. It is carbon dioxide gas that gives soda its pop. Carbon dioxide gas is also what creates the fire-damping foam in some fire extinguishers.

Materials:
Baking soda
Vinegar
Ziplock bag

Activity:
1. Place students with a partner, and give each pair one Ziplock bag.

2. First, have students put two big spoonfuls of baking soda in a plastic Ziplock bag.

3. Then, students should seal their bag nearly closed, leaving only a small opening.

4. Next, have students pour about half a cup of vinegar into the bag. Right afterwards, they should quickly seal the bag closed and gently shake the mixture.

5. Have students observe what happens to the mixture in their bag. Explain to them that they have just made a gas known as carbon dioxide.

6. While observing the newly created gas in their Ziplock bags, ask students if they can explain why carbon dioxide foam would make a good fire extinguisher?
   a. Carbon dioxide is good for putting out fires because it displaces air (oxygen) and, therefore, the fire then cannot breathe. With the “woosh” of a CO2 extinguisher comes a cold white cloud of carbon dioxide that rushes out of the nozzle and covers the target area like a fog. It pushes air (and the oxygen the fire needs to continue to burn) out of the way. Presto! No more fire!

7. Test these mini-fire extinguishers by lighting a small candle, shaking the vinegar and baking soda mixture again vigorously, and then pouring the mixture onto the flame. Have students watch carefully and note what happens to the flame when it comes into contact with the carbon dioxide gas.
Little Angel Ornaments

Art Classroom Activity
Adapted from: http://www.lessonplanspage.com/ArtLittleAngelsCraftIdea-HolidayPK.htm

Now you little children will be our angels, so please remind your mothers that you’ll need bedsheets . . .

–Mrs. Bradley

Materials
White construction paper (nice and sturdy), one sheet per student
Skin-toned construction paper (nice and sturdy), one sheet per student
Various colors of construction paper (nice and sturdy), one sheet per student
Scissors
Glue
Tape
Markers or crayons
Yarn in various hair colors
Chenille strips in gold and silver colors (for the halo)
Thread
Glitter (optional)

Activity
1. Give each student a piece of white paper and a piece of skin-toned paper. On the white paper, have students trace both their hands. On a sheet of paper of the students’ choice, have students trace their footprint (keeping their shoe on).

2. Next, have students cut out their traced hands and foot. Assist students with this task as needed.

3. On the skin-toned paper, have students draw and cut out a circle, which will serve as the angel’s head. If you prefer, the circles can be pre-cut and simply handed out to students.

4. Once everything is cut out, the shoed foot acts as the body of the “little angel.” The hands are the wings. The heel of the foot is where the head should be placed.

5. Glue the head to the angel body (if using glitter, wait to glue on the wings; if not, go ahead and assemble the entire angel). Allow students to draw a face, and to decorate the angel with their crayons and markers. Once they have completed that, allow them to cut bits of yarn in their own hair color to be glued onto the angel’s head.
   a. If using glitter, add glitter to the angel wings, and then glue them onto the angel.

6. Finish the angels by cutting a short piece of a chenille strip and forming it into the shape of a halo. Secure the halo onto the angel by taping it onto the backside of the angel.

7. Tie a loop of thread onto the halo, so these angels can hang from the Christmas tree!
Christmas is the celebration of the birth of Jesus. It is traditional for many primary schools, Sunday schools, and churches to put on a Christmas Pageant, or Nativity Play, for parents and the community during the holiday season. The Nativity Play recreates the scene of Jesus’ birth in the stable, and tells of how Mary and Joseph were visited by the Shepherds and Wise Men. The parts of Mary, Joseph, the Shepherds and the Wise Men are often played by children.

In the past live animals including an ox and donkey and other farm animals were used in the plays. Sometimes they still are, but it is now more common for children to dress up as the animals in costumes or to have animal props.

The first Nativity Play was not performed by children, but in a cave by Monks in Italy. St. Francis of Assisi and his followers acted in the first play in 1223 to remind the local population that Jesus was born for them, as he was born into a poor family like theirs and not to a rich family. St. Francis told the part of each character in the story himself, using wooden figures in the play. After a couple of years, the play had become so popular that real people played the parts of the characters in the story. Songs were sung by the people taking part and they became what we call carols today!
Imogene, this is the Christmas story from the Bible … Haven’t you ever heard the Christmas story from the Bible? Well, that’s what this Christmas pageant is, so I’d better read it to you.

–Mrs. Bradley

Before beginning this fun and active telling of the Christmas story, place students into small groups of four or five.

The teacher or facilitator will be reading small segments of the Christmas story from the books of Luke and Matthew. Students are to listen carefully because there will be discussion questions after each reading, followed by fun games related to the readings.

Traveling to Bethlehem

🌟 Reading: Luke 2:1-7

In those days Caesar Augustus issued a decree that a census should be taken of the entire Roman world. (This was the first census that took place while Quirinius was governor of Syria.) And everyone went to his own town to register. So Joseph also went up from the town of Nazareth in Galilee to Judea, to Bethlehem the town of David, because he belonged to the house and line of David. He went there to register with Mary, who was pledged to be married to him and was expecting a child. While they were there, the time came for the baby to be born, and she gave birth to her firstborn, a son. She wrapped him in cloths and placed him in a manger, because there was no room for them in the inn.

Discussion Questions
Who went traveling in this story?
Why did they have to travel?
Where did they travel to?
What happened to Mary when they were in Bethlehem?
What happened when they tried to get a place to rest in the inn?

Activity: Musical Chairs
Throughout the classroom, place colored papers (or anything else to identify a spot as a “resting place”) on chairs. Make sure you have “resting places” identified for the number of students minus one. Have students walk around the parameter of the classroom and when the music stops, they must find a “resting place” to sit down. Whoever did not find a resting place is out. Take away a “resting place” after each time, until just one child remains.
The Angel of the Lord Appearing to Shepherds in their Fields

**Reading: Luke 2: 8-14**

And there were shepherds living out in the fields nearby, keeping watch over their flocks at night. An angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were terrified. But the angel said to them, “Do not be afraid. I bring you good news of great joy that will be for all the people. Today in the town of David a Savior has been born to you; he is Christ the Lord. This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger.” Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, “Glory to God in the highest, and on earth peace to men on whom his favor rests.”

**Discussion Questions**

Who were living out in the fields nearby and what were they doing?

Who appeared to them?

How did that make them feel?

What’s the first thing the angel said to them?

A great company of angels then filled the sky. What did they say or sing?

**Reading: Luke 2: 8-14**

When the angels had left them and gone into heaven, the shepherds said to one another, “Let’s go to Bethlehem and see this thing that has happened, which the Lord has told us about.” So they hurried off and found Mary and Joseph, and the baby, who was lying in the manger. When they had seen him, they spread the word concerning what they had been told about this child, and all who heard it were amazed at what the shepherds said to them. But Mary treasured up all these things and pondered them in her heart. The shepherds returned, glorifying and praising God for all the things they had heard and seen, which were just as they had been told.

**Discussion Questions**

What did the shepherds say when the angels left?

The shepherds started telling others what they had seen. What was people’s reaction?

What did the shepherds do as they returned?

**Activity: Shepherds’ Race**

Provide each student with one large marshmallow and ask them to decorate the marshmallow with markers or pens to make it look like a little sheep. Have students sit with their team and provide each team with a staff (candy cane). The floor of the classroom should be cleared and the teams should be lined up on one side of the classroom. Explain to the teams that each “shepherd” will individually have to guide their sheep into the sheepfold, which should be located on the other side of the classroom, before they can leave for Bethlehem. The students should place their sheep on the floor, moving the sheep forward with the candy cane staff and into the sheepfold placed at the end of the room. As soon as the first “shepherd” is back, they must pass the staff to the next “shepherd,” etc. The first team who has all their sheep safely in the fold wins!
The Visit of the Magi

★ Reading: Matthew 2:1-6
After Jesus was born in Bethlehem in Judea, during the time of King Herod, Magi from the east came to Jerusalem and asked, “Where is the one who has been born king of the Jews? We saw his star in the east and have come to worship him.” When King Herod heard this he was disturbed, and all Jerusalem with him. When he had called together all the people’s chief priests and teachers of the law, he asked them where the Christ was to be born. “In Bethlehem in Judea,” they replied, “for this is what the prophet has written: “But you, Bethlehem, in the land of Judah, are by no means least among the rulers of Judah; for out of you will come a ruler who will be the shepherd of my people Israel.”

Discussion Questions
After Jesus was born some important visitors traveled to Jerusalem to visit him. Who were they?
How did the Wise Men know that Jesus was born?
When the Wise Men asked around where they could find the new king, what was the answer?
How did King Herod’s advisors know that Jesus would be born in Bethlehem?
How did the prophet describe the ruler who would be born in Bethlehem?

Activity: Star Gazing Puzzle
Again, have students sit with their team members. Each team will get an envelope with a number of stars in it, a glue stick, and a strip of construction paper or butcher paper to make a banner with. Each star has a word on it, and when put in the right order it will show a sentence. Teams must unscramble their words to decode the correct phrase and then glue the stars on the banner in the right order. Once finished, the teams must run to the front of the classroom, hold up the banner, and call out their phrase. Phrases can be taken from the Christmas story scripture readings:
- Where is the one who has been born king of the Jews?
- We saw his star in the east and have come to worship him.
- Glory to God in the highest, and on earth peace to men.
- Do not be afraid. I bring you good news of great joy that will be for all the people.
- For out of you will come a ruler who will be the shepherd of my people Israel.

★ Reading: Matthew 2: 9-11
After they had heard the king, they went on their way, and the star they had seen in the east went ahead of them until it stopped over the place where the child was. When they saw the star, they were overjoyed. On coming to the house, they saw the child with his mother Mary, and they bowed down and worshiped him. Then they opened their treasures and presented him with gifts of gold, and of incense, and of myrrh.

Discussion Questions
After the Magi got the answer from King Herod, what did they do?
How did the Wise Men find their way?
How did they feel when they saw the child?
What did the Magi do as they came close to the child?
What presents did the Magi bring?
A Community of Givers – Charity Fair

Social Studies/Philanthropy Classroom Activity

Taken from: http://learningtogive.org/lessons/unit413/lesson3.html

BETH: It's a HAM!
ALICE: Bet they stole it.
BETH: They did not. It came from their welfare food basket.
And if they want to give away their own ham, I guess they can do it.

Activity

1. Ask students to name some activities which they have been told that they are too young to do. Write their list on the board. Ask students if there are any activities on the list that they feel they CAN do. Tell them you don’t think they are too young to create a community-wide service project.

2. Read aloud about successful service projects designed by children (listed below). Also let the students explore websites and books for more inspiring projects by children who are making a difference.
   a. Alex’s Lemonade Stand http://www.alexslemonade.org/ (one child’s story of raising over a million dollars for cancer research) September 1, 2007

3. After sharing these stories, ask students if they feel any of these young people are heroes, and if so, what makes them heroes? Continue by asking: how do you think these young people succeeded in making the project work? Follow up by asking: If you could make any service project you could dream of into a success, what would it be and why?

4. Tell students that some needs are met by nonprofit organizations and supporting these organizations is good for the community. Share with students the definition of nonprofit organizations:
   a. Nonprofit corporations exist solely to provide programs and services that are of public benefit. Often these programs and services are not otherwise provided by local, state, or federal entities. While they are able to earn a profit, more accurately called a surplus, such earnings must be retained by the organization for its future provision of programs and services. Earnings may not benefit individuals or stake-holders.

5. Have students research and brainstorm a list of nonprofit organizations in their community. Write this list of nonprofits on the board, and briefly describe how they serve the community (ie: education, medical aid, food, shelter, clothing, culture, other community needs, etc.).
6. Inform students that the class is going to create and participate in a charity fair for the school community, in which many different nonprofit organizations are represented and explained. Those who visit the fair have a chance to contribute to the issues of their choice.
   a. The fair can take place right in the classroom during the school day, if you choose, or another location or time. Set the date and time for the fair well in advance and assign students to design a flier to send home, place around the school, and display in the community inviting people to the fair. Be sure to invite families, school personnel, and community members.

7. Place students into pairs or small groups. Each group will pick a charity/issue and find a way to support it and represent it creatively and factually at the charity fair.
   a. Pass out the included worksheet Charity Fair Planning Guide to help guide the students through the planning process. They will choose their issue, conduct research, create a display, and practice and present the information at the fair.
   b. Research may include finding the website of a charity, studying an issue, and visiting local nonprofit organizations. Students may contact agencies to obtain information, phone numbers, and literature to display at the charity fair.
   c. The students should display success stories, and/or examples of ways to help the nonprofit organization they are supporting. Alternatively, the students may design a project such as raising money for an issue/charity by creating a service or good to sell or collecting blankets, food, books, or toys for people who need those supplies. Allow the students to be creative so that people who come to the fair may give money, donate supplies, or learn a procedure (such as recycling).

8. After the fair, have the students write letters to their charities that explain where the money or gifts are coming from. Deliver the donations as soon as possible.
Our group includes the following people:

__________________________________________________________________________________________________________

Part I: Brainstorming
Refer to the list made by the class. Which ideas interest the members of this group for a project? Write down all the ideas that sound good to anyone.

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

What are the interests, talents, and temperaments of your group members (sports, crafts, strengths, preferences, activity level)?

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

What are some issues that interest you (or really bother you)? Think about areas such as hunger, health, children, poverty, environment, and animals.

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

Discuss all of these options laid out in Part I and come to a consensus about a project. Our group has decided to prepare a presentation on ___________________________________________________ for the charity fair.

Part II: Find Out More
How can you find out more about your charity? Plan each person’s responsibilities for gathering information. (Contact an organization by phone. Read about an issue on the Internet. Gather brochures about an agency. Read about the success stories. Find out ways people can help by giving time, talent, or treasure.)

Group Member’s Name:                             Responsibility:

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________
Take careful notes about the organization or issue. Write down the following information for each contact because you may need to verify facts later.

Person or organization contacted: ________________________________
Where located: _____________________________________________________________________________
Why help is needed: _______________________________________________________________________
What good or service it provides: ________________________________________________________
Mission statement:
_____________________________________________________________________________________
_____________________________________________________________________________________
Other interesting facts or stories about the charity:
_____________________________________________________________________________________
_____________________________________________________________________________________
How can people help?
_____________________________________________________________________________________
_____________________________________________________________________________________

Part III: The Plan
Your group must make a display about your charity for the fair. It should be interesting, informative, attractive, and inspiring to the visitors.

Describe the plan for the display.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
List the materials needed to do this display.
_____________________________________________________________________________________
_____________________________________________________________________________________

Part IV: Evaluation
What was the overall response of the visitors? (You may wish to have a comments notebook available for visitors to write in.)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Do you feel that your work on this project has made a difference? Explain.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
There were six of them — Ralph, Imogene, Leroy, Claude, Ollie and Gladys — and they went through the Woodrow Wilson School like those South American fish that strip your bones clean.

They went around town the same way — stealing things and tearing things up and whamming kids. —Beth

The word “discipline” comes from the same root as the word “disciple” and means “to teach.” We are most likely to succeed in helping young people change their aggressive behavior when we use the principles of good teaching in our discipline interventions.

We start with the ABCs:

A. **Respect young peoples’ Autonomy.** We can’t make them change. We can increase the cost of their existing behavior by following through consistently with consequences. We can build supportive relationships so they want to be contributing members of the school. We can recognize their positive actions. They will choose their behavior; we can help them see they have a choice and help them find the best choices for themselves.

B. **Maintain young peoples’ sense of Belonging.** When we welcome youth to school each day; when we build mentoring relationships; when consequences are seen as being earned instead of being given in anger or rejection; when we avoid taking their misbehavior personally; and when we maintain positive feeling tone in the discipline process, young people are more likely take responsibility for negative behaviors and to change.

C. **Teach cause and effect thinking and promote Conscience development.** We help young people see the connections between what they do and what happens to them through using predictable, transparent, consistent discipline approaches. We can use praise to help them connect their positive behavior with positive outcomes. We can help them discover the positive and negative effects of their actions on others through observation and reflection. We can use questions instead of statements whenever possible so young people learn to think about their own goals and about their behavior.

The following steps help us set up effective interventions to encourage young people to change aggressive behavior.

1. **Create a school bullying prevention committee to oversee efforts to reduce aggression.** This group can arrange staff training, oversee the effectiveness of the program, suggest changes, and monitor the consistency of interventions.

2. **Train all staff.** Staff behavior is the key element in effective behavior interventions. Staff members serve as models for respectful behavior. Consistent staff response to aggression tells young people which behaviors are unacceptable. Consistent staff reporting is necessary to make discipline effective. Staff school-wide should encourage students to report aggression rather than focusing on reducing “tattling.” And when staff avoid blaming the targets of bullying they send a clear message to bullies that they are fully responsible for their own actions.
3. **Maintain positive feeling tone and strong staff-student connections.** When young people know they belong and are welcomed, they are more likely to try out new behaviors and to learn from consequences. When they see all adults modeling respectful behavior, they are more likely to show respect to peers. Use a variety of mentoring strategies to build staff connections for all students. Because we help young people when we maintain optimism and the belief that young people can change, staff and administrators should avoid the use of anger as a discipline strategy. Bullying by staff and administrators should also be addressed in any intervention.

4. **Address gender issues.** Lyn Mikel Brown’s book *Girlfighting* and Michael Kimmel’s work on homophobic bullying among boys are good resources for action.

5. **Use frequent descriptive praise for positive behavior.** Praise is important when an aggressive young person breaks his or her pattern and acts responsibly and kindly or even when aggression is less frequent or less intense over a period of time. Descriptive feedback (“I notice that you have been playing without fighting.”) is more effective than trait-based praise (“You’re so kind”) or I-messages (“I’m so happy you are acting better.”) Praise that names the result of the improved behavior helps young people see the positive effects of their changed behavior.

6. **Develop staff-wide consensus about specific rules.** Unacceptable behaviors are often grouped by level, based on potential harm. For example, three categories might be: teasing and exclusion, hitting, and severe harassment and physical aggression. Except for clearly accidental behavior, focus rules on actions or words rather than intention. Maintain one behavior standard whether the target “minds” or not, or whether or not the aggressor and target are friends. Avoid the search for “who started it” and focus on the choices each student made and on the alternative choices that were available.

7. **Maintain a school-wide reporting expectation for verbal and physical aggression.** All staff report peer-to-peer aggressive behavior to one central person (often the principal or assistant principal) to emphasize the importance of this behavior and to allow for consistent administration of consequences. Note: this does not mean that other behaviors such as class disruption or failure to complete work are handled this way; these behaviors are often best handled by the teacher unless they become chronic.

8. **Use a school-wide behavior rubric - that is, a set of predictable escalating consequences - for aggression.** The school outlines specific, predictable, and escalating consequences for each category of peer-to-peer aggression. Students with behavior IEPs may have different consequences, but will have the same expectations. More severe behaviors will sometimes lead to more severe consequences, but make every effort to keep consequences predictable and consistent when possible. Within this rubric, remember that policy and law will mandate other consequences for legally defined harassment, criminal threatening, assault, and other crimes.

9. **Administer consequences for aggression centrally.** To ensure consistency and to make it clear that safety is a high priority, it works best when the principal or assistant principal is the one to receive reports of peer-to-peer aggression, carry out a brief interview of aggressive youth (focused on helping the student take responsibility for the behavior and look up his or her consequence on the rubric), and investigate when necessary. The administrator sends a letter home outlining behavior, consequence, and consequence next time. Copies go to teacher and file.

10. **Support reflection and development of empathy after consequences are known.** During consequence time (inside recess, quiet lunch away from peers, detention, or in-school suspension), the person supervising this time can help young people to complete a reflection form in which they write about what they did, how that behavior affected the target, what goal they were trying to reach through those actions, and how else they can reach those goals in the future. This reflection is often done by several young people in parallel, on clipboards or at desks, with the person on duty moving between them the way a writing teacher will edit with one student after another. Ask open-ended questions that promote reflection (“What did you do?” “What was wrong with that?” “What goal were you trying to reach?”, “Next time you have that goal how will you reach it without hurting anyone?”) Avoid questions like “Why did you do it?” or “How would you feel if someone did that to you?” as they may provide the youth with an opportunity to blame the target, give excuses, or trivialize the behavior.
11. **Involv e parents.** Let parents know about both positive and negative behaviors relating to the aggressive behavior. Tell them when young people tell the truth about their own actions, when they show concern for the effects of their actions, and when they are respectful during the discipline process. Help parents find roles in the school's intervention (for example, praise or reward at home for positive behavior) and give them credit when things change. Invite them to suggest better interventions (“What would you like us to do next time?”) rather than reacting defensively when they criticize our interventions. When there are consistent issues between parents and the school, meet with parents regularly (not just when there is a crisis) to strengthen working relationships.

12. **Support peer bystanders.** Encourage students to speak up in safe ways about bullying, to tell staff what they see and hear, and to befriend isolated peers. Thank and protect young people who report aggressive behavior toward themselves or toward others. Train and support a self-selected group of bystanders who want to be more effective at stopping bullying and exclusion in real-life situations.

13. **Show parents, students and staff that the program is working and what they are doing to make a difference.** Specific positive feedback to parents, staff and students about declining rates of aggression help them continue changes. Feedback about what they are doing to make a difference is also important.

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**Post-Show Questions**

1. The Herdman kids decide to attend Sunday school because Charlie Bradley tells them that they get all the desserts they want at Sunday school. Why did Charlie tell this fib to the Herdmans? If a bully was taking your lunch and disrespecting your property, what would you do or tell them in order to stop their hurtful and offensive behaviors?

2. Beth and Charlie Bradley, along with many other kids at Church, are not excited about being a part of the Christmas pageant again this year because it is always exactly the same, every single year. What were the differences in this year’s pageant that made it anything but the same as usual?

3. How do you think the Herdman kids changed after being a part of the Christmas pageant? How do you think the other kids in the pageant changed after being a part of the pageant with the Herdmans?

4. The Christmas pageant did not go as originally planned, but everyone agreed that it was the best pageant ever. Has something you planned ever not gone the way you expected it to? How did this make you feel at first? How did you feel about the event when it was all over? What positive twists came from this event not going as planned?
1. Mrs. Armstrong directs the pageant, she runs the potluck supper, she’s chairman of the Bazaar… I think Helen Armstrong would preach the sermon if anyone would let her.

2. Our Christmas pageant isn’t exactly what you’d call four-star entertainment. Mrs. Armstrong breaking her leg was the only unexpected thing that ever happened to it.

3. Hey, Leroy! You think it’s so great to steal my desserts every day and you know what? I don’t care if you steal my dessert. I’ll even give you my dessert. I get all the dessert I want in Sunday school.

4. Herdmans will do anything. You just watch, they’ll do something terrible and ruin the whole pageant… and it’s all your mother’s fault!

5. That’s bogus! What kind of a present is oil? We get better presents from the welfare!

6. Why didn’t they let Mary name her own baby? What did the angel do, just walk up and say “Name him Jesus?”

7. I know what the angel said. She said…”His name shall be called Wonderful Counselor, Mighty God, Everlasting Father, the Prince of Peace.”

8. Grace! Grace! What is going on? I was just attacked out there by every woman from this church. Ima said they set fire to the kitchen. Someone else said they set fire to the ladies’ room. And Alice’s mother said all they talk about is sex and underwear!

9. Well, the good news is that every kid is here, AND they all remembered their costumes. Even the Herdmans.

10. Hello Reverend, sorry I’m late. But I wouldn’t want to miss this for the world!

11. Can you believe what she did? That was awful!! Look at her now! She’s burping the baby as if he had colic. Jesus wouldn’t have had colic.

12. Hey! Hey! Unto you a child is born! It’s Jesus, and he’s in the barn…go see him! Go on, he’s over there… GO ON!

13. They did not steal it. It came from their welfare basket. And if they want to give away their own ham, I guess they can do it.

14. Oh, I always get weepy about the pageant. I guess it’s the children and the carols and all. This was the best one and it should have been the worst.

15. I think you did a good job. From now on, whenever I think of Mary, I’m going to picture Imogene Herdman.
1. Jingle Bells
2. Walking in a Winter Wonderland
3. Santa Claus is Coming to Town
4. Joy to the World
5. Rudolph the Red Nosed Reindeer
6. O' Come All Ye Faithful
7. I'm Dreaming of a White Christmas
8. Oh, Christmas Tree
9. What Child is This?
10. We Three Kings
11. Deck the Halls
12. I Saw Three Ships Come Sailing In
13. O' Holy Night
14. Noel
15. Away In a Manger
16. The Twelve Days of Christmas
17. I Saw Mommy Kissing Santa Claus
18. All I Want For Christmas is My Two Front Teeth
19. Chestnuts Roasting on an Open Fire
20. It Came Upon a Midnight Clear
21. Let it Snow, Let it Snow, Let it Snow!
22. Silent Night
23. O' Little Town of Bethlehem
24. Silver Bells
1. Mrs. Armstrong directs the pageant, she runs the potluck supper, she's chairman of the Bazaar...I think Helen Armstrong would preach the sermon if anyone would let her. **Mother/Mrs. Bradley**

2. Our Christmas pageant isn't exactly what you'd call four-star entertainment. Mrs. Armstrong breaking her leg was the only unexpected thing that ever happened to it. **Beth Bradley**

3. Hey, Leroy! You think it's so great to steal my desserts every day and you know what? I don't care if you steal my dessert. I'll even give you my dessert. I get all the dessert I want in Sunday school. **Charlie Bradley**

4. Herdmans will do anything. You just watch, they'll do something terrible and ruin the whole pageant...and it's all your mother's fault! **Alice**

5. That's bogus! What kind of a present is oil? We get better presents from the welfare! **Imogene Herdman**

6. Why didn't they let Mary name her own baby? What did the angel do, just walk up and say "Name him Jesus?" **Imogene Herdman**

7. I know what the angel said. She said..."His name shall be called Wonderful Counselor, Mighty God, Everlasting Father, the Prince of Peace." **Alice**

8. Grace! Grace! What is going on? I was just attacked out there by every woman from this church. Irma said they set fire to the kitchen. Someone else said they set fire to the ladies' room. And Alice's mother said all they talk about is sex and underwear! **Reverend Hopkins**

9. Well, the good news is that every kid is here, AND they all remembered their costumes. Even the Herdmans. **Father/Mr. Bradley**

10. Hello Reverend, sorry I'm late. But I wouldn't want to miss this for the world! **Mrs. Armstrong**

11. Can you believe what she did? That was awful!! Look at her now! She's burping the baby as if he had colic. Jesus wouldn't have had colic. **Alice**

12. Hey! Hey! Unto you a child is born! It's Jesus, and he's in the barn...go see him! Go on, he's over there...GO ON! **Gladys Herdman**

13. They did not steal it. It came from their welfare basket. And if they want to give away their own ham, I guess they can do it. **Beth Bradley**

14. Oh, I always get weepy about the pageant. I guess it's the children and the carols and all. This was the best one...and it should have been the worst. **Mrs. McCarthy**

15. I think you did a good job. From now on, whenever I think of Mary, I'm going to picture Imogene Herdman. **Beth Bradley**