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### Lesson Aims

- Explore what families do.
- Describe a time Jesus' power helped a young man.
- Identify ways to tell about Jesus.
- Tell your teacher about Jesus' power.

## ▼ 1. What Is This Story About? ▲

### Families Work Together

**Every family has chores to do to keep the house clean and neat. Here is a box of things that families use when they work together around the house. Look in the box and find something you or a family member uses to do chores.**

Let the children look through the "Chore Box." Ask each child to select one item used by someone at his home to do chores. Have the children form a circle holding their items behind their backs. Call out the name of one family member, such as Mom. Any child who is holding an item that that family member uses, can bring the item from behind his back and show it. Go around the circle and let each child tell the name of the person in his family who uses the displayed item and show how it is used. Continue calling out names of family members (Dad, Grandma, Grandpa, Brother, Sister, you) until every child has shown an item. Some items can be used by more than one person in a family.

**What happens when everyone in a family helps do chores? Do you think that God is pleased when everyone helps? What happens when someone forgets to do a chore? How can you help your family?**

### Ups and Downs

**When someone in my family is happy, I am happy too. I say words such as "Good for you!" "Way to go!" or "I knew you could do it." When I am happy I might say I am feeling "up." When someone in my family is sad, I try to help. I might give her a hug or help her do a job. I say words such as "I'm sorry you are sad" and "How may I help?" When I am sad, I might say I am feeling "down."**

Do the following as a demonstration. Fill a clear drinking glass about two-thirds full of clear carbonated soda.

**Watch as I put a raisin in this cup. What do you think will happen? Yes, the raisin sinks. Keep watching. Now the raisin is floating to the top of the cup! Oh no! The raisin is sinking again.** Drop in a few more raisins. The raisins will continue to rise and sink. **These raisins remind me of what happens in our families. Sometimes we feel happy. We are up like the floating raisins! Sometimes we feel sad. We are down like the sinking raisins!**

As the children watch the raisins go up, ask them to tell things that make their family members happy. As the raisins go down, they can tell things that make their family members sad. Ask them what they can say when family members are happy or sad.

#### Materials

large box  
marker  
items used to do chores inside and outside of a house (e.g., dust cloth, pot scrubber, hand broom, bucket, scrub brush, trowel, toy rake, toy shovel, trash bag, an old shirt, dish cloth)

Place the task items in a box.  
Label the box, "Chore Box."

#### Materials

2-liter bottle of clear carbonated soda  
clear drinking glass  
raisins  
optional: clear plastic cups and additional raisins

#### Teaching Tip

If time allows, give each child a few raisins and a clear plastic cup half-filled with clear soft drink. Allow children to do the experiment themselves. (You'll probably want to have raisins for snacking too!)

What words make you feel even better when you are happy? How can you show love to someone who is happy? What words help you when you are sad? How can you show love to someone who is sad? In our Bible story today, we'll learn what Jesus said to someone who was sad.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Jesus Uses His Special Power to Help

Open your Bible to Luke 7. The Bible tells us about the wonderful things Jesus did when He was here on Earth. You can help me tell today's Bible story. When I say the word happy, you can smile. If I say the word sad, lower your head and frown. Be sure to emphasize the words as you tell the story.

Everywhere Jesus went crowds of happy people followed Him. The people wanted to hear Jesus tell about God. They wanted to see Him heal the sick, make people who were blind see again, and help people walk who could not walk. Wonderful miracles had happened because of Jesus' amazing power.

Jesus was traveling with His happy followers and a large group of happy people. Soon Jesus and the happy travelers came to the gate of a town called Nain.

Another group of people were also traveling, but this group was coming out of the town. This was not a smiling group of people. In fact, the people in this group were very sad. One woman was saddest of all. She was crying very hard. Her son, her only son, had died and her friends were helping her take her son's body to be buried. The woman's husband had died before this time, so now the woman was all alone. Jesus saw how sad the woman was and how lonely she was without her husband and her son. Jesus felt sorry for the woman.

Do you think Jesus could help this woman? Yes, Jesus could help because He is God. He has the power of God. Jesus can do miracles. Jesus walked right up to the sad woman and said, "Don't cry." Then Jesus went over to the coffin, or box, in which the dead body was laying, and Jesus touched the box. The men carrying the box quickly stopped. They heard Jesus say, "Young man, I tell you, get up!" Repeat this phrase with the children.

What do you think happened? Yes, the son sat up and started talking. He must have been happy and excited to see his friends. Jesus took the young man to his mother. She must have been surprised and happy too. Now she was not lonely anymore. Her son was alive again. Jesus had seen how sad the woman was, and Jesus had used His great power to bring her son back to life and make her happy again. The saddest woman was now the happiest woman. All this happened because of Jesus' power to do miracles.

When the large crowd of people saw what Jesus had done, they were amazed. The sad crowd was now a happy crowd. The son who was dead was now walking and talking. The woman who was sad and crying was now happy and smiling. Everyone began to praise God.

Do you think the people kept quiet about how Jesus had made the widow's son alive again? No! They told everyone about the miracle they had seen. They told everyone the good news about Jesus. How do people feel when they hear the good news about Jesus' power? Yes, they feel happy!

#### Materials

Bible

#### Teaching Tips

The turn-around face used in Unit 5 could also be used for today's Bible story. The pattern is on page 136.

Make certain the children understand that miracles are not the same as magic tricks. People can learn how to do tricks by practicing, but only Jesus and God can make miracles happen.

## Story Review: Popping Power

Let's use this bottle of bubbles to remember today's Bible story and the power of Jesus. I am going to blow some bubbles. Every time we answer a question, we will pop bubbles.

Review questions:

**Who did Jesus and His followers meet near the town gate of Nain?**

**Why was the woman crying?**

**How did Jesus feel when He saw the sad woman?**

**What did Jesus say to the woman?**

**What did Jesus say to the dead son?**

**What did the son do after Jesus spoke to him?**

**How did the people feel when they saw the son alive?**

**What did the people do?**

**Why can Jesus do a miracle?**

**No one but Jesus has this kind of power! Where does His power come from? Yes, His power comes from God.**

**Here is a mobile to help us remember Jesus' power. The top part says, "Jesus has the power." As we learn about some of Jesus' miracles, we will add a picture to our mobile. Here is the first one. What does the picture remind us of? Let's clap because Jesus had the power to bring the woman's son back to life. (Attach only the disc for Lesson 27 this week.)**

**Introduce the unit song from page 166. Sing the chorus and verse 1.**

### Materials

bottle of bubble blowing liquid  
prepared mobile header and  
disc for Lesson 27 (See the  
instructions on p. 166.)  
card stock  
markers  
yarn or ribbon  
words to song "Jesus Has Great  
Power" (p. 166)

## Bible Memory: Bible Words in Motion

Read Matthew 28:18, 19 from a Bible. Use the following motions to help the children recite these verses. Repeat each motion several times and then say the Bible Words slowly, using the motions.

**Jesus** (Sign "Jesus" by using the middle finger of right hand to point to the middle of left palm. Repeat using the left middle finger to point to the middle of your right palm.)

**came to them** (Use two fingers to show walking.)

**and said,** (Point to lips.)

**"All power** (Make two fists and show your muscles.)

**in heaven** (Point upward.)

**and on earth** (Point downward.)

**is given** (Place your palms face-up at your waist and move them forward as though giving something to someone.)

**to me.** (Point to self.)

**So go** (Point in a forward motion.)

**and make followers."** (Shake hands with your neighbor.)

**Matthew 28:18, 19** (Open hands with palms face-up and together as a book.)

**Our Bible Words are important to remember. Whom does Jesus want us to tell about His power? Whom does He want to follow Him? When we know something good, we should tell it to others. We should tell everyone about Jesus.**

### Materials

Bible

### Bible Words

"Jesus came to them and said,  
'All power in heaven and on  
earth is given to me. So go and  
make followers'"  
(Matthew 28:18, 19).



### ▼ 3. What Does This Mean to Me? ▲

#### Spin and Tell

##### Materials

reproducible picture circle  
(p. 188)  
card stock  
scissors  
crayons or markers  
paper clips  
paper fasteners

Copy onto card stock and cut  
out a picture circle from page  
188 for each child.

Give each child a "Ways to Tell" picture circle to color. As they are coloring, talk about ways to tell about Jesus.

**This circle shows four ways to tell about Jesus. Find the picture of two friends talking. One is telling the other about the power of Jesus. We all have friends at school, at day care, in our neighborhoods, or at the park. We can tell them about Jesus and His power. What can you tell? (Jesus healed people; stopped a storm; rose from the dead; etc.)**

**Now find the picture of the globe. People all over the world need to hear the good news about the power of Jesus. Look closely at this globe. It is also a bank. Money can be collected in it and given to missionaries to help them go to places far away and tell others about Jesus. What can missionaries tell about Jesus' power?**

**Next find the picture of a card or letter. Do you like to get cards in the mail? How can a card tell someone about Jesus? Yes, you can draw a picture of Jesus using His power to help others. Then you can mail your picture to someone. What can you draw to show that Jesus has the power of God?**

**What is in the last picture? Yes, it is a telephone. Do you know someone who lives far away? Maybe it's your cousin or your grandparents. Would you like to tell them about Jesus' power? You can the next time you talk to them on the phone. What will you say?**

**We can tell the good news about Jesus to everyone we know.**

Gather the children in a circle on the floor with their colored picture circles. Help each child place the pointed end of a paper fastener through one end of a paper clip and then through the center hole on the picture circle. Spread the prongs of the paper fastener, being sure to leave it loose enough so the paper clip spins easily when flicked with a finger. Let the children take turns spinning their paper clips. As the paper clips land on the various pictures, the children can tell how or whom they want to tell about Jesus' amazing power.

### ▼ 4. What Can I Do to Please God? ▲

#### Teacher, May I Tell?

##### Materials

none

##### Teaching Tip

Allowing all the children to move toward you after each question is answered will eliminate competition among children and allow all to join in the fun.

Recite the Bible Words again with the children. **Our Bible Words say that Jesus wants you to tell others about His power. He said, "Go and make followers." Let's play, "Teacher, May I Tell?" I will ask you to tell me something about Jesus' amazing power. Remind children of the ideas you talked about in the "Spin and Tell" activity.**

Line children up horizontally as far from you as space will allow. Face them and say, **"Tell me, whom did Jesus help with His power?"** Each child wishing to answer should raise a hand and ask, "Teacher, may I tell?" Choose a child who followed the directions to answer the question. Then tell the children how many and what kind of steps (baby, regular, or giant) they can take toward you. Continue asking questions that give children opportunities to tell about Jesus' power until all the children reach you. (Note: You can use the questions from today's Story Review time or ask other questions about Jesus that you know the children will be able to answer.)

Form a circle and pray that each child will be eager to tell about Jesus.

**Dear God, please help (child's name) tell someone about Jesus and His very great power. In Jesus' name, amen.**

# Jesus Feeds 5,000 People

## LESSON 28

John 6:1-13

### Lesson Aims

- Explore what people ate in Bible times.
- Describe a time Jesus' power helped more than 5,000 people.
- Give a reason for telling about Jesus.
- Tell a person in your class about Jesus' power.

## ▼ 1. What Is This Story About? ▲

### Bible-Times Chefs

The stories we read in the Bible were written many years ago. In Bible times there were no grocery stores. Food didn't come in cans or boxes. Vegetables, fruits, meats, and fish were sold at little outside stands and some families grew their food in gardens.

Bible-times people ate many of the same foods we eat. They ate fruits, such as oranges, plums, figs, grapes, lemons, melons, and olives. They ate vegetables, such as beans and onions. They ate cheese and fish and they drank milk. Bread was served at every meal. To make things sweet, honey was used.

Let's use modeling dough to make some foods that were eaten in Bible times. Give the children colored modeling dough to press into the shapes of fruits and vegetables. They can use food-shaped cookie cutters or just form the shapes themselves. Pass out paper plates and encourage them to fill their plates for a pretend meal.

If you had lived in Bible times, which foods would have been your favorites? Which ones would you have grown in your garden? Which of these Bible-times foods have you eaten? Which have you never eaten? Would you rather grow your own food or buy it at a grocery store or market?

### Dinner Time

In Bible times, most dinner tables had very short legs. People would sit or lie down on pillows or on very low couches. While lying down, they rested on their left elbows and used their right arms and hands for eating. They had spoons, but no forks or knives. They often used their hands to eat. Bread was eaten at every meal. A loaf of bread was torn into pieces and the pieces were dipped into one big soup bowl placed in the center of the table. Fresh vegetables and fruits were also eaten. Their biggest meal was eaten at sundown. Let's eat a meal as people did in Bible times.

Invite the children to recline around a low table. In the center of the table, place a large bowl of thick vegetable soup. Provide bite-size pieces of bread for dipping. Serve grapes or raisins and small pieces of fresh vegetables. Before eating, lead the children in a prayer to thank God for good and healthy foods. As children eat, talk about the experience of this style of eating.

What do you like best about this Bible-times meal? Are you surprised that there are no forks or knives on the table? Would your family like to eat around a low table and lie on pillows?

#### Materials

ingredients for homemade modeling dough  
food-shaped cookie cutters  
paper plates

Before class, make several colors of "scented" modeling dough. (See the directions on page 166.) Packaged modeling dough can also be used.

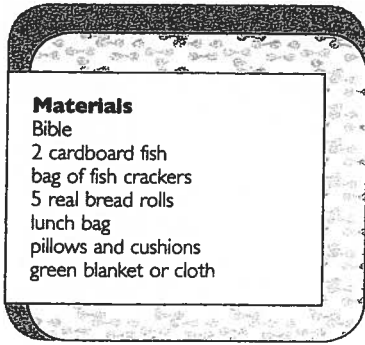
#### Materials

folding table propped up at each corner with crates or boxes  
pillows or cushions  
serving bowl  
spoons  
thick vegetable soup  
bite-size pieces of bread for dipping  
optional: fresh fruit and vegetables

#### Teaching Tip

Children 4 to 6 years old enjoy pretending. If you choose not to have real food, use play food or just imagine having the food items. You can act out dipping bread in soup and biting into fresh, juicy fruit.

## ▼ 2. What Does the Bible Say? ▲



### Bible Story: Dinner with Jesus

Before class, put two cardboard fish, a bag of fish crackers, and five real bread rolls in a lunch bag. Stack several pillows and cushions; cover them with a green blanket or cloth. Encourage the children to "climb up the hill" and sit on top of the blanket. The Bible storyteller can sit next to the "hill." Whenever the storyteller says the words *fish* or *bread*, give a few children fish crackers and small pieces of bread. Instruct all the children to respond by rubbing their stomachs and saying, "Thank You, God." Make sure that by the end of the story, everyone has fish crackers and bread to eat.

Open your Bible to John 6. The Bible tells us that everywhere Jesus went men, women, and children would gather around Him. They came to listen and to see Him do miracles. Miracles showed everyone that Jesus had the power of God. The news had spread to all the towns that Jesus could make sick people well. They wanted to see this kind of miracle with their own eyes. Could Jesus really do such amazing miracles?

One day more than 5,000 people had left their towns and come looking for Jesus. They found His disciples sitting with Him on a grassy hill. Jesus spent the day talking to the people and doing miracles by healing people who were sick. The people stayed and stayed. When it was time for dinner, Jesus looked at the huge group of people and said to one of His helpers, "Philip, where can we buy some bread for all these people to eat?" Jesus already had a plan, but He wanted to see if His helpers knew He had the power to feed over 5,000 people.

Philip answered, "It would take a lot of money to buy that much bread."

Then Andrew, another follower of Jesus, said, "Here is a boy with some lunch. He has two small fish. Show the cardboard fish. Pass out a few fish crackers, rub stomachs, and say "Thank You, God." He also has five small loaves of bread. Show the loaves of bread and count them. Pass out a few pieces of bread, rub stomachs, and say "Thank You, God." Then Andrew said, "This is not enough food for so many people." Andrew saw only two fish and fives loaves of bread and he thought that would be a problem for Jesus. But Jesus has the power to do all kinds of miracles.

Jesus told His helpers to tell the people to sit down on the grassy hill. Then Jesus took the boy's two fish and five loaves of bread and prayed to His Father, God. Then His helpers took pieces of the bread and fish and started passing it out to the huge crowd. Pass out bread and fish. Have the children rub their stomachs and say "Thank You, God."

An amazing thing happened! Everyone ate some bread. Everyone had plenty of fish. All the people ate bread and fish until they were full. Finish passing out the bread and fish. Have the children rub their stomachs and say "Thank You, God." Have you ever been so full that you couldn't eat another bite? Encourage responses. Well, now no one was hungry at all. They were so full of food that Jesus sent His helpers to collect the leftovers. When the helpers came back to Jesus, they brought Him 12 baskets full of bread. Show any leftover bread you have. Rub your stomach and say "Thank You, God." This was a miracle! Jesus had prayed and thanked God for the boy's small lunch, and then everyone was able to eat! How many people were fed? How many baskets were left over?

## Story Review: Let's Go Fishing

Using the pattern on page 189, make 10 green fish and 10 brown fish. Copy and cut apart the questions and answer pictures from page 189. Glue questions on the green fish. Glue answer pictures on the brown fish. Attach a paper clip to each fish.

**Who do you think might have packed the boy's lunch? Someone had to bake the bread. Someone had to go fishing too. Maybe the boy did the fishing. Have you ever gone fishing? Well, let's go fishing now. The fish we catch will help us remember this Bible story.**

Scatter the fish you made on a blue cloth. Give each child a turn to go fishing. As children fish, talk with them about the miracle. **Would you share your lunch? Would you expect your lunch to feed so many people? Why could Jesus feed so big a crowd with so little food? What is the miracle in this story? How does this story show the power of Jesus?**

After all the fish are caught, let the children sort the fish into two piles. The teacher will choose from the pile of green fish and read the questions and the children will look for the answers among the brown fish.

**Let's pretend we are walking home from our fishing trip. If you have a fishing pole, put it on your shoulder. As we are walking, let's sing. Sing the chorus and verse 1 and teach verse 2 of "Jesus Has Great Power."**

**Directions for making fishing poles:** Make a fishing pole by rolling several sheets of newspaper. Start rolling at a corner and roll tightly going diagonally. About three-fourths of the way across fold the pointed ends inward and keep rolling. Secure with tape. Attach string to one end of the pole and attach a magnet on the end of a string. Make one pole for every four children.

## Bible Memory: Fish Go to School Too!

Review Matthew 28:18, 19 by reading it from the Bible and using the motions taught in Lesson 27 (page 169). Divide the children into four "schools of fish." To help identify the different schools of fish, have four different colors of crepe paper streamers available. Assign each "school" a different color and give that school its color of paper streamer. Tear off a 2-foot strip of the streamer for each child and tie the strip above an elbow, like an armband.

Ask the children to demonstrate how fish swim and how they open and close their mouths. By color, call upon each "school of fish" to pretend they are fish swimming under water as they recite the Bible Words.

**Who is Jesus? Who gave Jesus power? How did Jesus use His power? What does Jesus want us to go and do now?**

### Materials

fish pattern (p. 189)  
green and brown paper  
scissors  
newspaper, tape, string, and a magnet (for making fishing poles)  
blue cloth, bucket, or child's plastic swimming pool  
words to "Jesus Has Great Power" song (p. 166)

### Teaching Tip

If you have more than 20 children, make enough brown fish so every child can have a fish. Copy and glue on duplicate answer pictures as needed.

### Materials

Bible  
open area where children can gather into "schools of fish"  
4 colors of crepe paper streamers

### Bible Words

"Jesus came to them and said, 'All power in heaven and on earth is given to me. So go and make followers'"  
(Matthew 28:18, 19).

### Special Note

The Bible stories for Lessons 29 and 30 both take place at a sea. Ideas for creating a seaside environment are included on page 177.

### ▼ 3. What Does This Mean to Me? ▲

#### Special Boxes

Hold the "Surprise" box behind your back. Have the "Good News" box close, but hidden from view.

**Do you like surprises? Have you ever been surprised with a special gift?** Encourage the children to respond. **I have something special behind my back.** Reveal "Surprise" box. **I have some pictures of surprises in this box. I wonder what they are.** Show and discuss each picture: an unexpected gift, a surprise party, a surprise bike, and a special treat. **It's fun to surprise others, but it is also hard to keep a secret and not to tell about a coming surprise. When you know good news, it's almost impossible to keep it a surprise. You want to tell others.**

**I have another box.** Show the "Good News" box. **It's called the "Good News" box. Have you ever been the first to tell someone good news?** Show and discuss each picture: a lost tooth, a new baby in the family, an earned award, a found pet who was lost. **It is fun to share good news with others.**

**I know something even better to tell others. It's the best news of all. It is good news about Jesus.** Show the picture disc of today's Bible story and attach it to the unit mobile. **This picture shows Jesus feeding a huge crowd with only a boy's small lunch. Why is this good news? It reminds us that Jesus is powerful and that He can do amazing miracles. Jesus could do such wonderful miracles because Jesus is God's Son! His power in Heaven and on Earth is the best news of all. We shouldn't keep this news as a surprise. We should tell the good news about Jesus to everyone we know. What good news about Jesus can you tell others?**

### ▼ 4. What Can I Do to Please God? ▲

#### Please Pass the Fish!

Recite the Bible Words, Matthew 28:18, 19. **We have a job to do for Jesus. People need to be told about Jesus so they can become His followers too. Let's play "Please Pass the Fish!" We will pass two fish around the circle as the music plays. When the music stops, the two children holding the fish will stand and tell each other something about Jesus.**

Use two beanbag fish. Have children sit on the floor in a circle. Play music as the two fish are passed in opposite directions. Stop the music. Ask the two children holding fish to stand and tell each other about Jesus' power (e.g., Jesus healed people; He fed many people with a small amount of food; He gives us what we need; He helps us do right; etc.).

Lead the class in prayer. **Dear God, help us tell about Jesus so more people will become His followers. In Jesus name, amen.**

#### Materials

"Jesus Has the Power" mobile  
and disc for Lesson 28  
2 small boxes  
marker  
copy of the pictures from  
p. 190

Label one box "Surprise"; label  
the second box "Good News."  
Cut apart the pictures from  
page 190 and put them in the  
appropriate boxes. Be sure the  
picture disc for Lesson 28 is in  
the "Good News" box.

#### Materials

2 small socks  
dried beans or rice  
permanent marker  
music CD or cassette  
CD or tape player

To make the fish bean bags, fill  
two small socks with dried  
beans or rice. Knot the top of  
each sock. Draw on fish fea-  
tures with a permanent marker.

# Jesus Stops a Storm

## LESSON 29

Mark 4:35-41

### Lesson Aims

- Explore the elements of storms.
- Describe a time Jesus' power stopped a storm.
- Identify words and actions that tell about Jesus.
- Tell a person in your family about Jesus' power.

## ▼ 1. What Is This Story About? ▲

### Noisy Wind

Use your face to show me how you feel when I say "thunderstorm." Many of you don't like thunderstorms. Tell me about some storms you have seen. Let's name some different kinds of storms (snow, rain, hail, hurricane, etc.). Storms often have noisy winds. One kind of windstorm is a tornado. It is a very fast and very noisy tunnel of wind. It looks like the letter "V" twirling around and around.

Use books about storms to show storm pictures and share information. Let the children help you make a "tornado in a jar." Place an 8 oz. jar on a table. Fill it three-fourths full of water. Add one teaspoon of vinegar and one teaspoon of clear liquid dish soap. Sprinkle some glitter in the water. Tightly close the lid and twist the jar to see the shape of a tornado form. Help the children see the V shape as it forms. As they watch, continue to talk about storms.

Have you ever been in a big storm? Where were you? What happened? What did you do? How do storms make you feel? How can strong winds cause problems? What can you do when a storm frightens you? How can God help you during a storm?

### Which Way Wind?

Put your hand close to your mouth. Take a deep breath and blow. What did you feel? Yes, you felt wind. Wind is moving air. Wind can be useful. Have you ever flown a kite? The blowing wind pushes the kite high in the sky. Sailboats use wind to move. Today we will make a weather vane. It shows which way the wind is blowing.

Give each child two arrow tails, two arrow points, a plastic straw, and glue. Help glue the tail pieces back to back on one end of a plastic straw. On the opposite end, help glue the points back to back. Have an adult poke a dressmaker's pin vertically through the middle of the straw and into the top of a pencil's eraser. Demonstrate how a weather vane works by holding the pencil firmly between your palms and blowing. The arrow should point toward your mouth. A weather vane points to the direction from where the wind is coming. You can also use a small fan to demonstrate how a weather vane works.

What keeps a kite up in the sky? What moves a sailboat across the water? Who created the wind? What good things can wind do? In today's Bible story, we will learn what happened on a very windy evening.

#### Materials

8 oz. jar with lid  
water  
1 tsp. vinegar  
1 tsp. clear dish soap  
glitter  
books about storms and tornadoes

#### Teaching Tip

Use helpers so you can make a "Tornado in a jar" for each group of three or four children. Observation and conversation will be easier for all.

#### Materials

arrow pattern (p. 191)  
plastic straws  
new unsharpened pencils  
dressmaker pins  
glue  
optional: a small electric fan

Use the patterns on page 191. Trace the patterns on card stock and cut out two arrow tails and two arrow points for each child.

#### Teaching Tip

To save time, glue the points and tails onto straws and pin the straws into the pencils' erasers before class.

## ▼ 2. What Does the Bible Say? ▲

### Materials

Bible  
a "boat"  
pillow  
Bible-times costume for "Jesus"  
cookie sheet  
spray bottle of water  
3-speed electric fan  
optional: recording of rain and thunder storms

### Teaching Tips

See page 177 for ideas on creating a boat. For a large class, make several boats.

During the storm, you may want to darken the room and have an assistant flick the lights off and on. However, be careful not to frighten young children.

### Bible Story: A Bumpy Boat Ride

Gather children inside the boat(s). Have someone portray Jesus. Let children be the disciples. Helpers can spray water for rain and bang on cookie sheets for thunder (or use a recording of rain and thunder). Use a fan for wind.

**Come and join me in this special boat and I'll tell you about a time when Jesus' grown-up helpers were in a storm, and they were very scared.**

Open your Bible to Mark 4. The Bible tells us that one evening, after teaching people all day, Jesus said to His helpers, "Come with me across the lake." Jesus and His followers all climbed into a boat and started across Lake Galilee. This boat wasn't a motorboat like we might use. Instead, it probably had sails so the wind could push it across the big, big lake.

Jesus must have been tired. He had been teaching all day. He found a pillow, walked to the back of the boat, put His head on the pillow and went to sleep. Have the adult "Jesus" do this.

While Jesus slept, a storm came over the lake. Usually, a storm begins with a gentle wind. Then the lake water begins making waves. Let's pretend the waves are small. Our boat is rocking back and forth, but just a little bit. Lead the children in gently rocking. Start the fan on low. Then the wind gets stronger. A storm must be coming. Turn fan to medium. The wind is making bigger waves and the boat is rocking more. Lead children in rocking a little faster. What's that I feel? Oh, no! It's starting to rain. Lightly spray water in front of the fan. The wind is getting stronger. Turn fan on high. The waves are getting bigger. Rock faster. It's raining more. Spray more water in front of the fan. Do you hear thunder? Have a helper bang on a cookie sheet. Now the lightning has started! Flick the lights off and on. This is a bad storm. The waves are getting higher. Some water is beginning to splash into the boat. Show children how to hold up their feet so their shoes won't get wet. The boat is filling up with water!

Where is Jesus? He's still in the back of the boat sleeping! How can He sleep during a dangerous storm like this? Doesn't He care about us? What shall we do? Let's wake Him up! Shake Jesus; use an excited voice. Wake up, Jesus! Don't you care about us? We're in a terrible storm! The wind is blowing hard and it's raining! The waves are splashing into our boat! We are going to drown!

The person portraying Jesus can stand slowly, look around, and say, "Quiet! Be still!" Immediately, stop everything: spraying water, fan, flickering lights, thunder, and rocking.

When Jesus spoke, everything changed. The wind and rain stopped. The thunder and waves stopped. Then Jesus spoke to His followers.

Let "Jesus" speak again. "Why were you afraid? Don't you believe I have power to keep you safe in a storm? Don't you have faith in me?"

Jesus' helpers said to each other, "What kind of man is this? Even wind and waves obey Him!" They were learning that Jesus can do miracles. Jesus is very powerful because Jesus is God's Son.

## Story Review: Safe in the Arms of Jesus

Let's take a deep breath. That storm on the lake was scary! Why did Jesus have power to stop the wind and waves? Yes, Jesus is the Son of God. He's powerful.

When you are scared do you like to hold someone's hand? Encourage responses. What happens when no one is close by? Do you look for something else to hold? Sometimes hugging a stuffed animal can help. Demonstrate.

Here's a bag of stuffed animals. Let children take turns choosing a stuffed animal. When you tell me something about today's story, hug your stuffed animal as you would if you were afraid.

Ask questions to prompt children as they tell facts about the Bible story. Sample questions: Where were the disciples going? Who was with them in the boat? What was Jesus doing? What scared the disciples? What did they do to get help? What did Jesus do when they woke Him up? Why did Jesus have power to calm the wind and waves?

I'm happy Jesus is my friend and is always with me. When I get scared, I pray and ask Him to help me. Jesus is your friend too. He's always with you and will help you. I think knowing Jesus is with me is even better than hugging a stuffed animal. Do you think so too? What will you do the next time a storm frightens you? What will you tell someone who's frightened? As you put your stuffed animal in the bag, say, "I'm always safe in the arms of Jesus."

### Materials

bag of stuffed animals, one for each child or several that can be shared

### Teaching Tip

If you want to give each child a stuffed animal to take home, yard sales are inexpensive sources for washable stuffed animals. Add a new ribbon and a tag that says "I'm safe in the arms of Jesus" on each one.

## Bible Memory: Do the Wave!

Review Matthew 28:18, 19 by reading it from a Bible and using motions taught in Lesson 27 (page 169).

Our Bible Words tell us Jesus has power on Earth. In today's story, Jesus showed His power by stopping the storm with His words "Be quiet!" Give each child a 3-foot strip of blue paper streamer to wave. Then say, "Be quiet!" Praise the children who obey and stop waving their streamers, just as the wind obeyed Jesus. Repeat. Encourage every child to obey and stop when you say Jesus' words.

Next, have the children form a circle and do the "wave" with their streamers as they recite the Bible Words. After reciting the verse, do the "wave" again. This time ask each child to tell where Jesus has power. They can say either "in Heaven" or "on Earth" as they wave their streamers. Discuss with the children the command: to go and make followers. Do the "wave" again. This time ask the children to name people who they want to tell about Jesus' power.

### Materials

Bible  
3' strip of blue crepe paper streamer for each child

### Bible Words

"Jesus came to them and said, 'All power in heaven and on earth is given to me. So go and make followers'"  
(Matthew 28:18, 19).

## Bonus Ideas: Creating a Seaside Scene

You may want to set up a special Bible story corner for Lessons 29 and 30. Here are some ideas for a seaside scene.

**Sea**—Spread out blue bedsheets or blankets.

**Boat**—Create a simple boat from a large appliance box. Or purchase a blue shower curtain, and use a brown permanent marker or brown paint to draw the inside of a large rowboat in the middle of the shower curtain. Children can pretend they are sitting in a boat with water all around them. (Make several of these; they can be stored easily and used whenever you have a story about a sea and boat or when children want to pretend they are fishing.)

**Wind**—Provide a 3-speed box fan. Place it at a safe distance from the children. Ask an adult helper to monitor the fan for you during the Bible story.

**Rain/splashing waves**—Use a spray bottle filled with water.

**Thunder**—Bang with one hand on a metal cookie sheet.



### ▼ 3. What Does This Mean to Me? ▲

#### Great Power over Storms

**Do you know someone who's afraid of storms? When Jesus' helpers were afraid, what did they do? How did Jesus help? Let's think of ways Jesus can help someone who's afraid of storms.**

Divide into four groups. Group 1 will be the "rain." Give them spray bottles of water. Group 2 will be the "thunder." Give them cookie sheets on which to bang. Group 3 will be the "lightning." Give them flashlights. Group 4 will be the "wind." Give them crepe paper streamers and have the electric fan available. Ask each group to stand and demonstrate its part of a storm. Help the children name any good things about that part of a storm. Then name what frightens them. Finally, tell how Jesus can help when that part of a storm is frightening.

Sample: Group 1 stands and sprays water in the air. **Tell us the good things about rain.** Encourage children to respond with ideas such as rain helps plants grow, rain washes our houses and sidewalks, and so on. **God created rain so the earth would grow plants and trees we need to eat, to give us shade, and to make our world beautiful. Whom should we thank for rain? Yes, we should thank God. What frightens you about rain?** Allow children to name some things. **When rain beats loudly on our windows and roofs who will keep us safe? Yes, we can pray and ask Jesus. He is always ready to help us.** Sing the chorus and verse 3 of "Jesus Has Great Power."

Repeat this activity with Groups 2, 3, and 4.

Wrap up this activity by making rocking boats that each child can give to someone who may be afraid of storms. See page 191 for the pattern and directions. While making the boats, review with the children what they can say when they give their boats away: **"Jesus is powerful. He stopped a big storm and helped His friends who were scared. He can help you when you're afraid. Here's a boat to keep by your bed. It'll remind you Jesus is always with you."**

#### Materials

spray bottles of water  
cookie sheets  
flashlights  
electric fan  
crepe paper streamers  
copy of the boat and motto on p. 191 for each child  
small paper plate for each child  
crayons or markers  
glue  
scissors for the teacher  
words to "Jesus Has Great Power" song (p. 166)

#### Teaching Tip

Is your class too small to divide into groups? Then let everyone participate in each part of the storm activity.

### ▼ 4. What Can I Do to Please God? ▲

#### Go Home and Tell

Review the pictures from previous lessons already attached to the mobile. **We've learned Jesus' power can bring someone back to life. He can feed many people with a small lunch. Today we learned Jesus' power can stop a terrible storm. Let's add this picture to our mobile.** Add the Lesson 29 disc.

**Do you think Jesus' helpers told their families about the power of Jesus? Should we tell our families about Jesus' power? I want to tell my family. I will tell (insert name) that Jesus brought a widow's son back to life. Whom will you tell? Here is a bag of things used by people in a family. Take one out and tell who uses it and what you will tell that person about Jesus.**

After everyone has a turn, form a circle and pray. **Dear God, please help us tell our families about Jesus' power. In Jesus' name, amen.**

#### Materials

unit mobile with the first two discs attached  
disc for Lesson 29 from p. 187  
bag filled with items family members use (toy car, doll, baseball, dish towel, TV remote, computer mouse, cell phone, blocks, baby toy, book, etc.)

# Jesus Walks on Water

## LESSON 30

Matthew 14:22-33

### Lesson Aims

- Explore what floats and sinks in water.
- Describe a time Jesus had power over water.
- Identify words and actions that tell about Jesus.
- Tell someone about Jesus' power this week.

## ▼ 1. What Is This Story About? ▲

### Sink or Float?

**Do you like to play when you are taking a bath? What happens to your washcloth? Yes, it sinks. What usually happens to your bar of soap? Yes, it sinks too. (Only Ivory® soap bars float.) Do you have bath toys that float? I wonder what things sink and what things float. Help me put these things in the water one at a time. We'll make a pile of things that float and a pile of things that sink.**

Place a plastic tablecloth under a pan of water on the floor. Gather the children around the pan. Let the children predict what will happen when you put each item in the water. If an item floats, try to keep it under water. When you let go, it will pop up and float. Encourage the children to observe and talk about what is happening. Send them to find things in your classroom to test in the water. If they bring something that cannot get wet, discuss why water would ruin that item. When you have two piles of things that sink and float, ask the children to count them. Which pile has more?

**Name the things that sink. Name the things that float. Hold an item that sinks in one hand and an item that floats in the other hand. Which is heavier? Today we will hear a Bible story about sinking or staying on top of the water.**

### You're Sinking the Boat!

Fill a large deep bowl two-thirds full of water and place it on plastic. Gather the children around the bowl.

**Have you ever wondered why some things float and some things sink? Let's find out by trying to sink this bowl.** Show the small bowl. Place the small bowl in the large bowl filled with water. **Let's pretend this small bowl is a boat. Let's see how many pebbles it takes to sink the boat.** Before you put any pebbles in the bowl, ask each child to guess how many pebbles might be needed to sink the bowl. Count each pebble as the children place them inside the small bowl. As the "boat" gets closer to sinking, very slowly place each pebble in the bowl. Build suspense. Eventually, the boat will sink. Did any estimation come close to the actual count?

**How many pebbles did it take to sink the bowl? Were you surprised about how many pebbles it took to sink the boat? How did you feel when the last pebble caused the boat to sink? If we do this again, how can we keep the boat from sinking? (Don't add the last pebble! Stop adding pebbles.)** Conclude that the heavier things are, the easier it is to sink them.

#### Materials

large dishpan  
plastic tablecloth  
items that sink (rock, marble, etc.)  
items that float (cork, sponge, bathtub toy, etc.)  
source for water

#### Teaching Tip

If you have older children, record all estimates and compare their guesses after the experiment.

#### Materials

enough pebbles to sink a small bowl  
small plastic bowl that will fit inside a larger deeper bowl  
plastic tablecloth  
source for water

#### Teaching Tip

Try this demonstration before class. Make sure you have enough pebbles to sink the small bowl. Remember that the more water you have in the large bowl, the more pebbles you will need to sink the "boat."

## ▼ 2. What Does the Bible Say? ▲

### Materials

items for creating a boat/lake scene: blue sheets or blankets, electric fan, a "boat," cookie sheet, spray bottle of water (See ideas on p. 177.)

### Teaching Tip

You may want to ask two adults to help you tell today's Bible story. They can play the parts of Peter and Jesus. Provide Bible-times costumes. Give them copies of the story before class and let them speak the words of Peter and Jesus.

### Bible Story: Jesus and Peter Walk on Water

Set up your boat and lake scene. Let children be disciples in the boat as you tell the Bible story. Helpers can be ready to spray water in front of a fan so children can feel the splashing "waves."

**Think of a time when you tried something new. Maybe you rode a new bike or climbed high on the playground toys.** Let children name new things they have tried. **How do you feel when you are trying something new? Who helps you so you are successful? What do you say after you have done something new?** ("See what I did? Thanks for helping me.")

Open your Bible to Matthew 14. **The Bible tells us about a time when Peter, one of Jesus' followers, tried something new.**

**Remember the story about Jesus feeding over 5,000 people with a boy's lunch? After Jesus' helpers gathered the leftover food, Jesus told them to get into a boat and go to the other side of Lake Galilee. Then Jesus sent all the people back to their homes, and Jesus went by himself up into the hills to pray.**

**While Jesus was praying, Peter and Jesus' other helpers were sailing across Lake Galilee. They were far away from land, about the middle of the lake, when suddenly the wind began rocking their boat. Turn on fan. Lead children to pretend the boat is rocking. Many of the men in the boat were fishermen. They had been on this lake before when strong winds were blowing. They began to work hard so that they could keep their boat afloat. The waves rocked the boat. Continue rocking in boat. Maybe some of the waves splashed in their faces. Spray some mist from the bottle. The wind blew stronger. The men in the boat knew that the rough waves could sink the boat. The men and the boat were in trouble.**

**All of a sudden Jesus' helpers saw the shadow of a man walking on the bumpy sea. They were afraid and began yelling. How do you look when you feel afraid? What do you do?**

**Suddenly, the man on the waves called out to them, "Be brave. It's me, Jesus. Don't be afraid."**

**The men were surprised. Peter called out and said, "If that's really You, Jesus, tell me to come and walk on the water with You."**

**Jesus surprised Peter. Jesus said, "Come!"**

**Slowly, Peter climbed out of the boat. An amazing thing happened. Peter could walk on the water too. No, he wasn't just floating; he was actually walking on the water! As Peter walked toward Jesus, the wind kept blowing and the waves kept splashing all around him. Spray more water. Then Peter forgot Jesus was helping him. Peter stopped looking at Jesus. Instead, he watched the waves splashing around him and he listened to the wind. Turn the fan on high and spray more water. Peter began to sink, so he yelled out, "Help me, Jesus!"**

**Jesus grabbed Peter's hand and pulled him out of the water. Jesus said, "Your faith is small, Peter. Why were you afraid?" Then together Peter and Jesus walked on the water to the boat and climb in.**

**As soon as they got in the boat, the storm stopped. The wind stopped blowing. The waves were still. Stop the fan and stop spraying water.**

**Everyone in the boat began worshiping Jesus. They said, "Jesus, You really are the Son of God!"**

**Let's say those words with Jesus' followers: "Jesus, You really are the Son of God!" Repeat together several times.**

## Story Review: Take a Walk—on Water

**Yes, Jesus really is the Son of God! Only Jesus has the power to stand up and walk on water.** Lead the children in a familiar worship song about Jesus. **Let's dock our boat and talk more about Jesus walking on water.**

Gather the children around a table. Have an oblong cake pan filled with blue colored water sitting on a plastic cloth. Allow children to help you retell the Bible story, using the prepared floating figures. Ask these questions:

**What happened in the middle of the night to the boat full of Jesus' helpers?**

**How did Jesus get to the boat?**

**What did Peter ask Jesus to let him do?**

**What did Jesus tell Peter to do?**

**Who helped Peter walk on the water?**

**What happened to Peter?**

**How do you think Peter felt when he was sinking in the water?**

**Why does Jesus have the power to walk on water?**

**What happened to the storm when Peter and Jesus got in the boat?**

**What did Jesus' helpers say to Jesus when He got into the boat?**

Teach verse 4 of "Jesus Has Great Power." Then sing the chorus and verses 1 through 4 as a unit review.

## Bible Memory: Whom Can We Tell About Jesus?

Read Matthew 28:18, 19 from a Bible and use the motions from Lesson 27 (p. 169) to review the verses.

**Let's play a game and practice saying our Bible Words.** Spread a blue bedsheet or blanket on the floor and have children sit around the edges. Explain that you are going to choose one child to crawl under the sheet and hide. Ask the children to close their eyes while you quietly select someone to hide. When ready, ask them to open their eyes. **Someone is missing. Who is sinking in the water?** Have the children look around the circle to discover who is missing. When the missing child is guessed, that child can crawl out from under the sheets as the rest of the group repeat the Bible Words again.

**Our Bible Words tell us to go and make followers of Jesus. If you want someone to become a follower of Jesus, whom do you tell them about? What can you tell them about Jesus?**

### Materials

Bible  
reproducible Bible story figures on p. 192  
oblong cake pan half-filled with water colored with blue food coloring  
4 floating items (small sponge squares or corks)  
words to "Jesus Has Great Power" song (p. 166)

Attach each of the Bible story figures to a floating item.

### Materials

Bible  
blue bedsheet

### Teaching Tip

If you have more than eight children, provide a second bedsheet and form another activity group with an adult helper.

### Bible Words

"Jesus came to them and said, 'All power in heaven and on earth is given to me. So go and make followers'"  
(Matthew 28:18, 19).

### ▼ 3. What Does This Mean to Me? ▲

#### Show and Tell

##### Materials

box with show and tell items:  
bank and coins, toy telephone, bouquet of artificial flowers, Bible story puzzle or book

Today let's play a special "Show and Tell" game showing actions that tell about Jesus. Here's a box filled with things that will help us.

Have the children sit in a circle and put the box in the center. Select one item at a time to pass around the circle. Prompt a child to demonstrate how that item can be used to "Show and Tell" someone about Jesus. Try these ideas:

1. A bank filled with coins—**Who tells about Jesus to people who live far away? How can this money help a missionary? What can a missionary tell about Jesus?** (Jesus is God's Son.)
2. A telephone—**How can you use a telephone to tell someone about Jesus? Whom would you like to call and invite to go to church with you?**
3. A bouquet of artificial flowers—**Do you know someone who is sick? How could these flowers remind the person about Jesus? What good news could you tell a sick person?** (Jesus can help you when you are sick.)
4. A Bible story puzzle or book—**If you were putting this puzzle together and your friend came over to play with you, what could you tell about Jesus?**

How can you show and tell someone about Jesus? Whom can you tell?

### ▼ 4. What Can I Do to Please God? ▲

#### Share and Tell Necklace

Show the unit visuals. Here's our "Jesus Has the Power!" mobile. Jesus did many amazing miracles when He lived on earth. Let's remember some of the things He did. Briefly review the picture discs. Today we learned Jesus had power to walk on water and calm the storm. Add Lesson 30 disc to the mobile.

**Do you know someone who needs to hear about Jesus' power? I do. I want to tell (insert name) about Jesus' power. Let's make necklaces we can share with friends. We can use the necklaces to help us tell our friends about Jesus' power.**

Have each child color a precut picture disc. Tape one end of a piece of ribbon to the table. Show the child how to thread 10 cereal Os onto the ribbon, then the picture disc, and then 10 more cereal Os. Tie the ends of the ribbon together to form a necklace. Provide resealable bags in which to place the necklaces so that they can be saved and given to friends later.

**To whom will you give your necklace? What will you tell that person about Jesus' power?**

Gather your children and pray together. **Dear God, we pray that the friends who receive these necklaces will want to follow Jesus. In Jesus' name, amen.**

##### Material

"Jesus Has the Power" unit  
mobile  
mobile picture disc for  
Lesson 30 on p. 187  
crayons or markers  
gift-wrap curling ribbon  
tape  
fruit-flavored cereal Os  
resealable plastic bags  
optional: card stock, clear  
adhesive covering

Make a copy of the Lesson 30  
disc from page 187 for each  
child. Precut and punch two  
holes in the top of each disc.  
Cut gift-wrap curling ribbon  
into 25" lengths, one per child.

##### Teaching Tips

Use gift-wrap curling ribbon to  
make threading the cereal  
easier. Copy the picture discs  
on card stock and/or cover  
them with clear adhesive cover-  
ing for added durability.

# Jesus Heals a Man's Eyes

## LESSON 31

Mark 10:46-52; Luke 18:35-43

### Lesson Aims

- Explore what it means if you can't see.
- Describe a time Jesus' power helped a man who couldn't see.
- Name five things Jesus did to show He is powerful.
- Tell someone about Jesus' power this week.

## ▼ 1. What Is This Story About? ▲

### "Seeing" Fingers

**Close your eyes. What do you see? Nothing! Now open your eyes. What can you see?** Encourage responses. **When someone's eyes are open and he still can't see, we say he is blind. We are going to find out what it means to be blind.**

Ask an adult or older child to stand next to you. **Let's cover this person's eyes and pretend his eyes can't see. I'm going to ask some questions and see if he can answer them. Ask: How many children are here today? How many are boys? How many are girls?** Work with the person wearing the blindfold to provide some help. **Would it help you if all the children lined up? How would you count them?** Discover together that touching each child as he counts may be one solution. Listening to and counting as each child says hello could be another solution. **When this person used his hands and ears, he was able to answer my questions even though he couldn't see.**

Form a circle and give each child a blindfold to wear. In the center of the circle, place a box filled with familiar items. One at a time, place an item in each child's hands. Let the children examine and identify the items by feeling them. Give clues as needed. Ask questions that can't be answered by touching the items, such as "What color is it?" Allow the children to guess at the answers. Remove the blindfolds and see if their guesses were correct.

**How did your fingers help you discover what you were holding? Could you tell what color the items were by feeling them? Were you surprised when you took off the blindfold? In our Bible story today, Jesus has a surprise for a man who was blind.**

### Find a Way

Sometimes a person who is blind will need your help, but most of the time she can do things for herself. That person just has to do things a little differently. **Let's see how children who are blind might "read" books.** Seat children in a circle. Put blindfolds on them. Pass a book around the circle, giving each child time to feel the book. Ask questions about the book. **What is this book about? What is happening in the pictures? What could you do to help a person who is blind be able to know what the book is about? Could you use any special equipment to help the person?** Encourage the blindfolded children to think of ways to answer your questions. Hopefully, someone will suggest that you read the story to the person or play a story tape. After the children listen to you read or play a story tape, ask a few questions about the story you read.

#### Materials

items for the children to identify by feeling  
blindfold for each child

#### Teaching Tip

Be sensitive to a child who is blind or has poor vision. Let this child be your special helper today. Praise the child for ways he has learned to adapt to his environment.

#### Materials

blindfold for each child  
book  
optional: tape and tape player

If you choose to demonstrate a "book on tape," select a short book and record the story before class.

What parts of your bodies did you use instead of your eyes to learn about the story? (ears)

Listen and see if you can tell where I am. Every time I say, "Here I am," turn your body so that you are facing me. Don't peek! Move quietly around the room. Each time you say "Here I am," wait for the children to turn toward you. Do this several times. Remove your blindfolds. How did you know where I was? Good! You used your ears. You could hear me, but you couldn't see me.

How did it feel to be blind? How does it feel to be able to see? Let's find out how Jesus helped one man who was blind.

## ▼ 2. What Does the Bible Say? ▲

Materials  
Bible

### Bible Story: Jesus Helps Bartimaeus See

I have told you several Bible stories about the power of Jesus. Do you think Jesus' power can also help people who can't see? Yes! Lay your Bible open to Mark 10 on your lap as you tell the Bible story. The Bible tells us about a man named Bartimaeus. Bartimaeus was blind. Each time you hear me say this man's name in our Bible story, cover your eyes. Be sure to pause each time you say the name so children can cover their eyes.

Jesus and His helpers had visited the city of Jericho. As they were leaving the city and walking on the road to Jerusalem, many people followed them. A man named Bartimaeus was sitting beside the same road. He was asking for help from the people passing by. He was begging for things he needed, such as food, money, and clothing.

As Bartimaeus sat begging, he listened to the people walking by. They were talking about Jesus. Bartimaeus became very excited! Was Jesus nearby? Perhaps Jesus would walk right past him. If Jesus was nearby, Bartimaeus wanted to find Him. So he began calling, "Jesus, Son of David, please help me!"

"Shh-h-h! Be quiet!" said the people following Jesus.

"Jesus, Son of David, please help me," yelled Bartimaeus even louder.

The more they tried to stop Bartimaeus, the louder he yelled. Jesus heard Bartimaeus calling His name. Jesus stopped and said, "Bring that man to me."

The crowd went to Bartimaeus. "Cheer up! Jesus wants to see you, so get up off the ground and go to Him."

Bartimaeus jumped up so quickly that he left his coat on the road. He was too happy to worry about his coat. Jesus was calling for him!

When Bartimaeus reached Jesus, Jesus asked, "What do you want me to do for you?"

"Great Teacher, I want to see again!" Bartimaeus knew exactly what he wanted Jesus to do.

Jesus knew Bartimaeus believed in His great power. Jesus said, "Go. You are healed because you believe." Just like that (snap your fingers) Bartimaeus could see! He could see Jesus and all the people. He could see the road and the trees. He could see the sky and the sun. He could see everything!

The man who had been blind was not blind anymore, so we don't have to cover our eyes anymore. Now we can smile each time we hear his name.

What would you do if you were blind and suddenly could see? Would you run home and tell your family and friends? Would you have a big party? The Bible tells us that Bartimaeus (smile) didn't go anywhere. He stayed right there with Jesus. He didn't want Jesus to get out of his sight!

## Story Review: I Can See!

Jesus was on His way to Jerusalem when Bartimaeus asked Him for help. Jesus may have been in a hurry, but He took time to stop and help Bartimaeus.

Here are some special glasses for you to color. When you finish coloring them, I want you to call out, "Teacher, please help me!" just as Bartimaeus did. I will come and help you.

As the children finish coloring and call to you, demonstrate how to open the flaps so that they can see and how to close the flaps so that they cannot see. Explain that you are going to ask questions about today's story. When a child knows the answer, he can raise the flaps on both lenses and look at the teacher. Call on children who can "see" to answer questions. Practice opening the flaps and then ask questions about the story.

Who was with Jesus as He left Jericho and started toward Jerusalem?

Who was sitting beside the road to Jerusalem?

What problem did Bartimaeus have?

What did Bartimaeus do when he heard Jesus was walking near him?

What did Jesus say when He heard Bartimaeus calling Him?

Is Jesus ever too busy to help?

What did Bartimaeus ask Jesus to do?

What did Jesus tell Bartimaeus?

What did Bartimaeus do when he could see again?

How can you help someone who cannot see? Let's remember to thank God for our eyes. Let's praise Jesus because He has the power to make blind eyes see.

## Bible Memory: Help Me See Jesus!

Let's read our Bible Words from my Bible. How can I teach this verse to a person who is blind? Could that person see the hand motions we have learned for Matthew 28:18, 19? Do you remember how we learned what story was in the book we passed around earlier today? Encourage children to share ideas. Some might understand that a person who is blind can feel another person's hands as she is doing the hand signs. Guide the conversation until someone suggests reading the verses on tape. Provide a tape player and blank tape, and record the children saying the verse together. Rewind and play the tape for the children to hear.

Does Jesus want people who are blind to follow Him? What about people who can't hear or talk? Yes, of course, He does. Jesus wants everyone to know about and follow Him.

Do you know a person who is blind whom you can tell about Jesus? Do you know someone who has another disability? What can you do to help that person learn about Jesus' love? Jesus wants everyone to follow Him.

### Materials

reproducible glasses (p. 192)  
card stock  
scissors

Copy onto card stock the pair of glasses shown on page 192, one for each child. Precut the glasses, including the solid lines on both lenses.

### Materials

Bible  
tape player and blank tape

### Bible Words

"Jesus came to them and said,  
'All power in heaven and on  
earth is given to me. So go and  
make followers'"  
(Matthew 28:18, 19).



### ▼ 3. What Does This Mean to Me? ▲

#### I Know Jesus Is Powerful

##### Materials

"Jesus Has the Power" unit mobile  
picture disc for Lesson 31  
extra copy of each picture disc from p. 187  
five 2' lengths of ribbon  
medium-size gift bag  
clear tape  
words to "Jesus Has Great Power" song on p. 166

Tape a copy of each picture disc to a length of ribbon. Loosely put each disc in the gift bag, letting the end of the ribbon hang over the side of the bag.

When Jesus came to Earth, He told many wonderful things about God and Heaven. He also did many unusual things we call miracles. Hold up five fingers. **I know five miracles that showed Jesus' power. Do you?** Encourage responses. Show the unit mobile. Add the disc for Lesson 31 to the mobile and review the miracles that showed the power of Jesus on each lesson disc. **Why does Jesus have the power to help all these people in our Bible stories? It is because Jesus is the Son of God.**

Gather children in a circle on the floor. Place the prepared gift bag in the center. Ask a child to pick one of the ribbons. Gently pull the ribbon and attached disc from the bag without pulling out other discs.

Show the selected disc. **What miracle is Jesus doing in this picture? Why does Jesus have the power to do this? What was special about this miracle? How do you think Jesus' helpers felt when He did this miracle? How did this miracle make others in the story feel? Let's sing the verse of our song, "Jesus Has Great Power," that matches this disc.**

Continue pulling out ribbons until the bag is empty. Sing the verse from "Jesus Has Great Power" that matches each miracle you review. Then sing the chorus of the song together.

**Which of these stories do you like the best? Which is your favorite way that Jesus showed His power? What can you tell someone about Jesus' power?**

### ▼ 4. What Can I Do to Please God? ▲

#### Eyes Open! Eyes Closed!

##### Materials

paper glasses made in the Step 2, Story Review

##### Teaching Tips

If you did not make the glasses earlier, children can make them at this time. Or have precut pairs ready to distribute and use at this time.

If you have an uneven number of children, you can be a partner for one child.

**Wear your special glasses so you can see me. I'm going to say some important things. If I say something important about Jesus, open your lenses.**

**I say something important, but it isn't about Jesus, close your lenses.**

Demonstrate by saying "Never cross the street by yourself." They should close their lenses. Try these statements:

**Jesus cares when you're sad.**

**Brush your teeth.**

**Jesus said, "Go and make followers."**

**Obey your parents.**

**Pick up toys.**

**Jesus brought a widow's son back to life.**

**Help someone who's hurt.**

**Jesus fed over 5,000 people with a small lunch.**

**The wind and waves obey Jesus.**

**Share with others.**

**Jesus is God's Son.**

**Never swim alone.**

**Jesus is never too busy.**

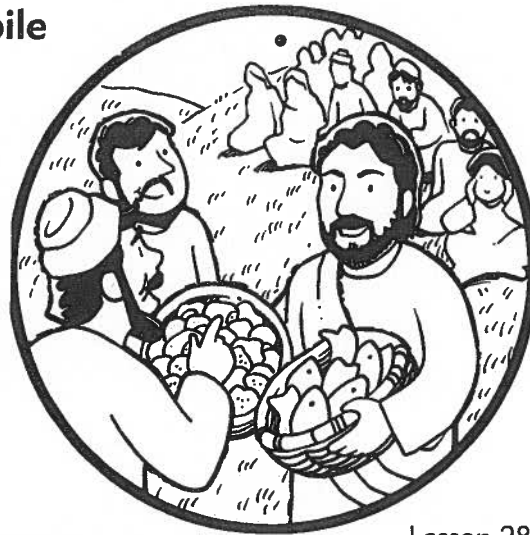
**You did a good job recognizing important things about Jesus. Name someone you will tell about Jesus this week. What can you tell that person?**

**Let's practice telling the good news.** Let each child find a partner. One of the partners can close the lenses of his glasses. The other partner can then tell one good thing about Jesus and the person with the closed lenses can open them. Then the children can switch roles.

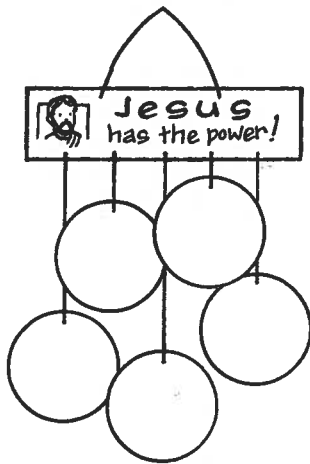
# Unit Mobile



Lesson 27



Lesson 28



Lesson 29

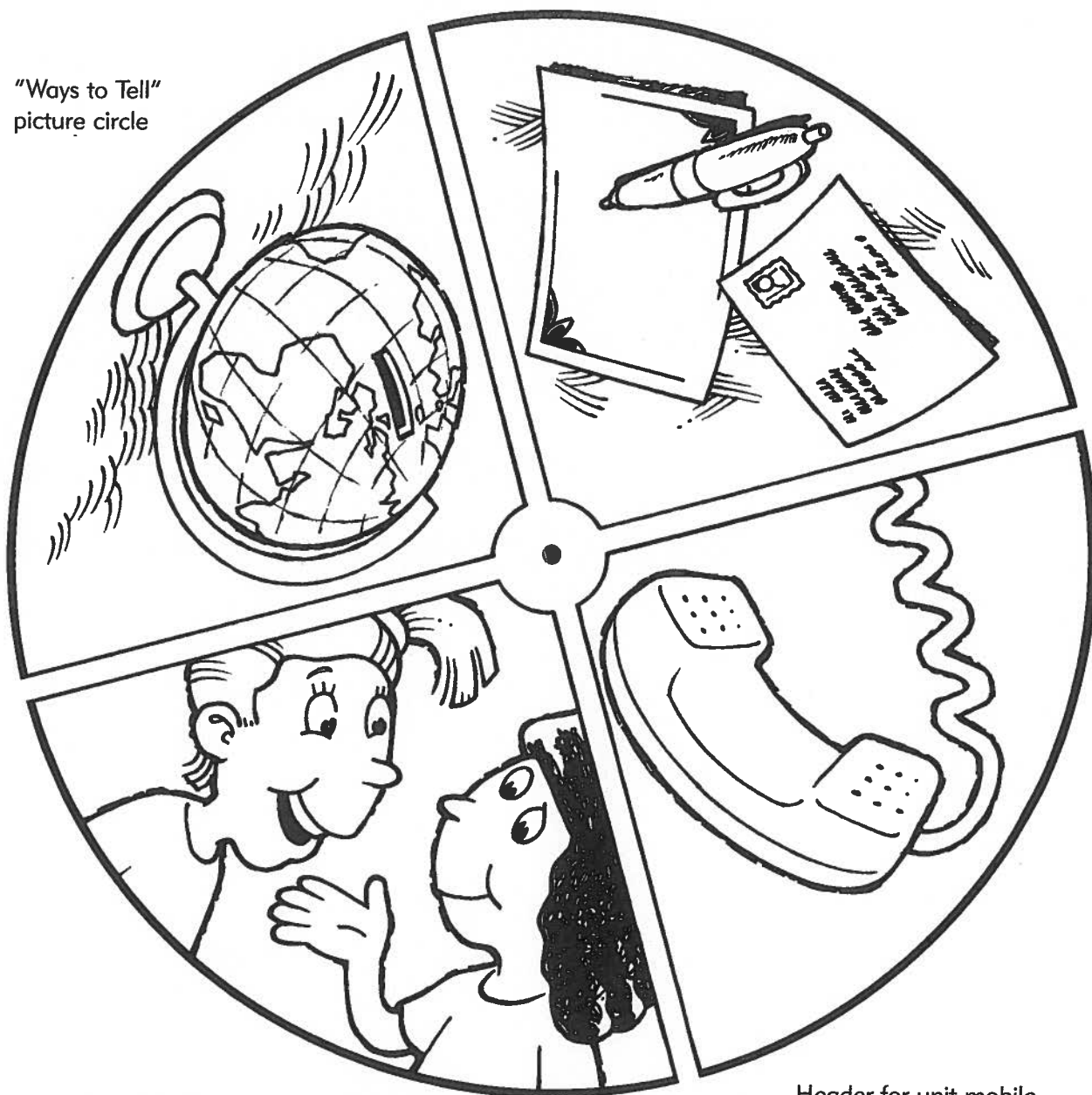


Lesson 30

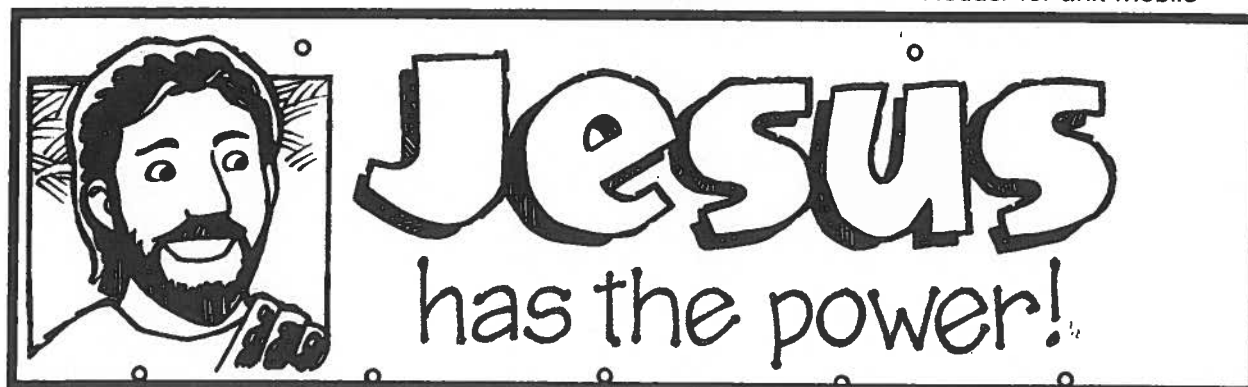


Lesson 31

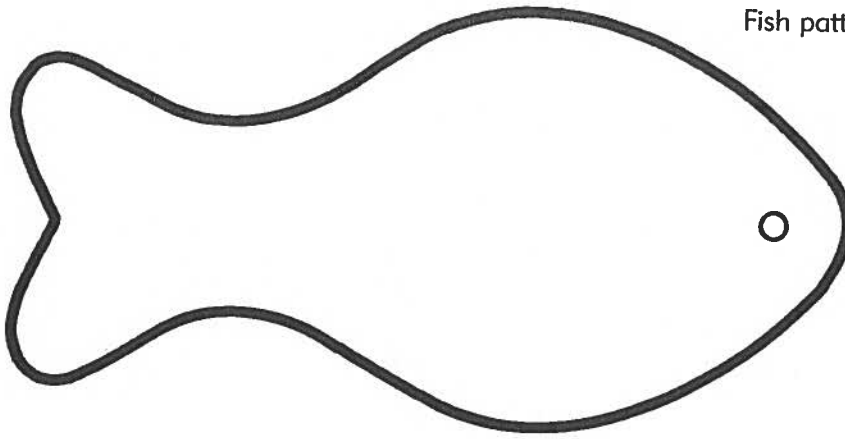
"Ways to Tell"  
picture circle



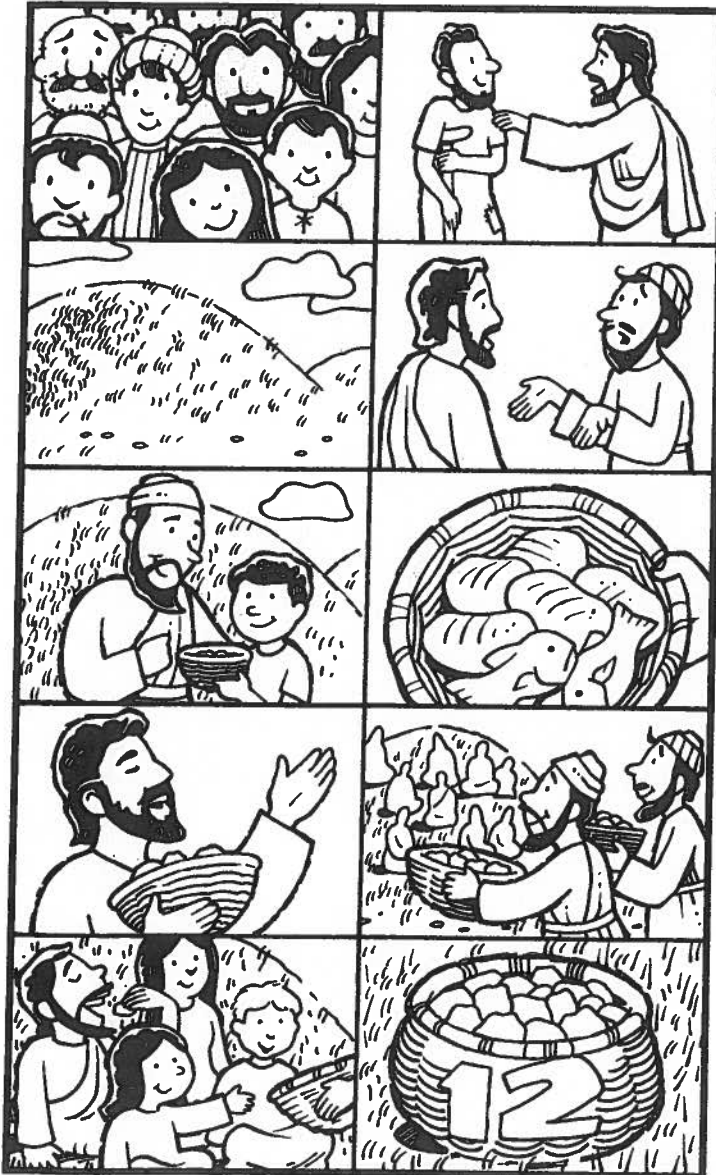
Header for unit mobile



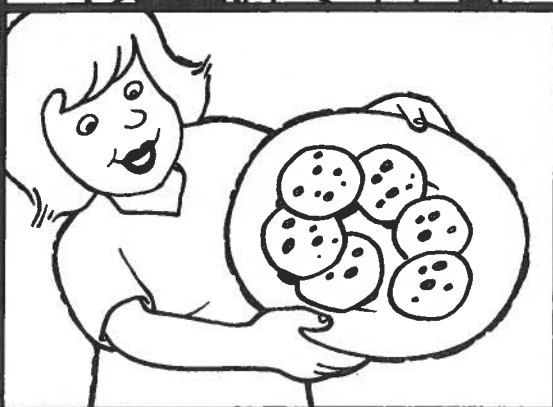
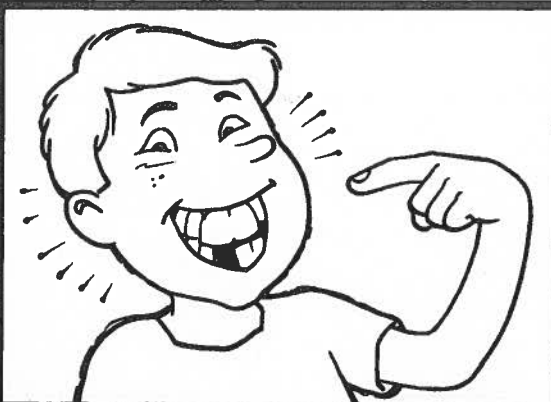
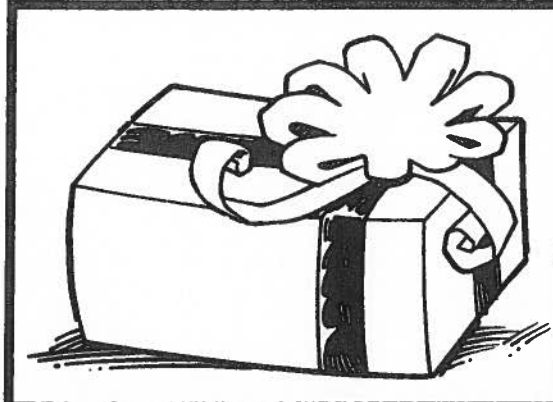
Fish pattern

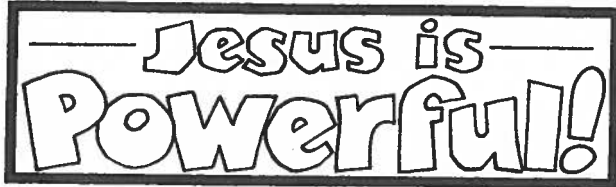
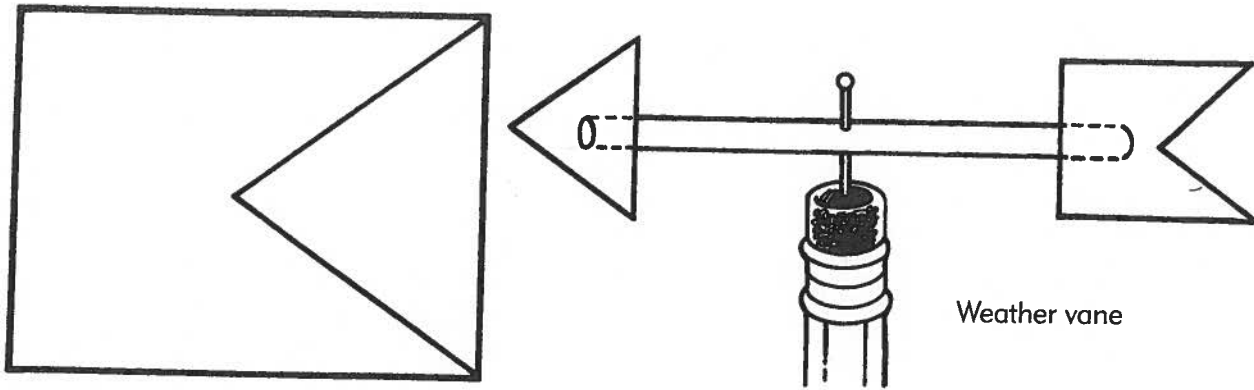


Bible story review game



1. Did a few people or many people come to see Jesus?
2. What did the people want to see Jesus do?
3. Was Jesus teaching by a lake or on a hillside?
4. Why did Philip say they couldn't feed the people?
5. Whom did Andrew bring to Jesus?
6. What did the boy have in his lunch?
7. What did Jesus do before He shared the boy's lunch?
8. Who gave the food to all the people?
9. What did the people do when they were given food?
10. How much food was left over?

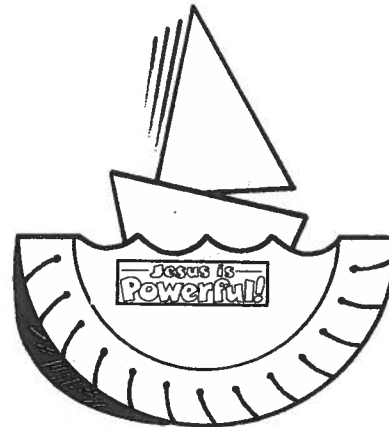
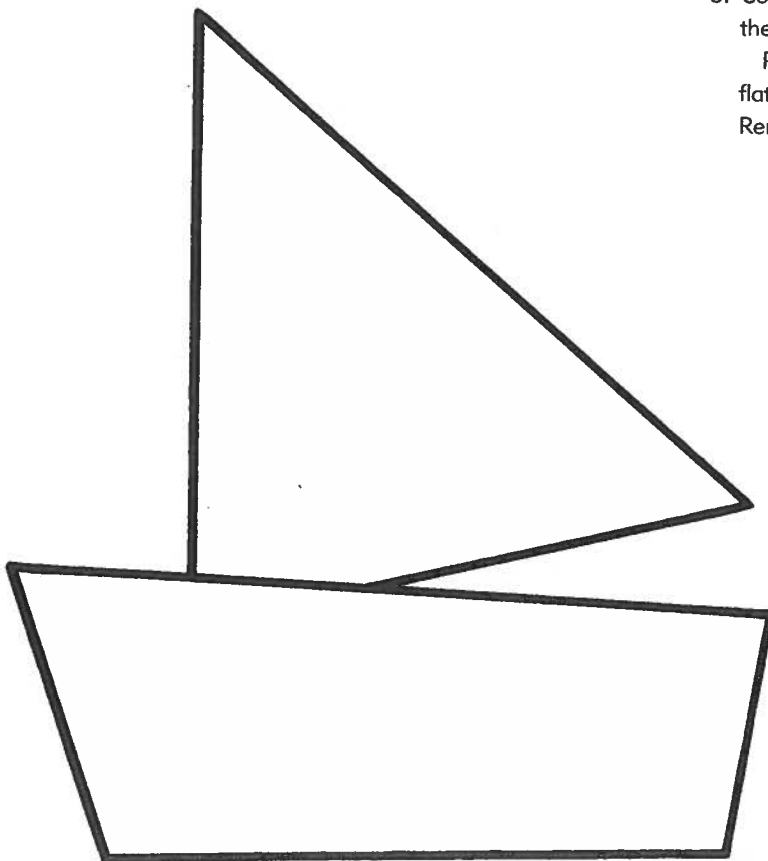




**Directions for making a rocking boat:**

1. Fold a small paper plate in half.
2. Cut waves along the fold. Cut only in the middle of the plate, not to the ends.
3. Color the paper plate blue.
4. Color the boat brown; Leave the sail white or add your own designs.
5. Glue the boat in the opening cut in the paper plate.
6. Color and glue the "Jesus Is Powerful" reminder on the paper plate.

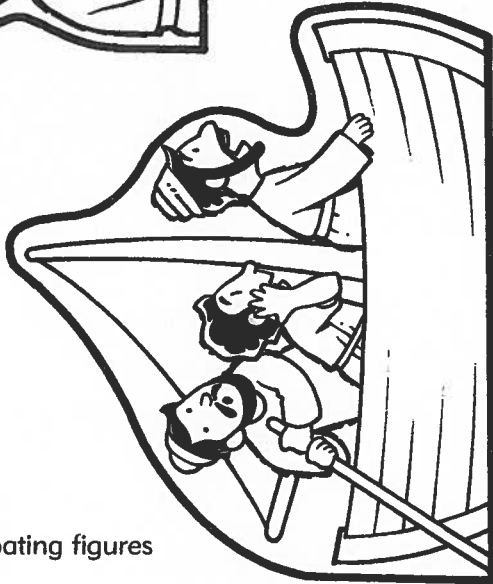
Place the curved sides of the paper plate on a flat surface and rock the boat back and forth. Remember that Jesus is always with you!



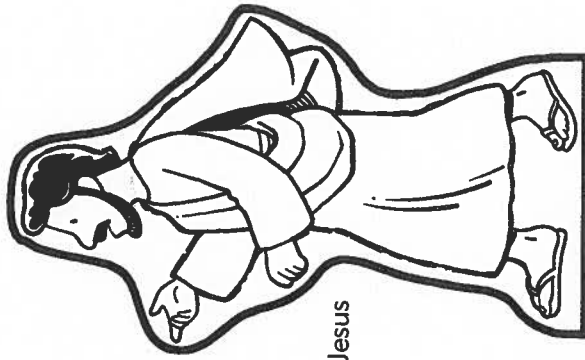
Rocking boat



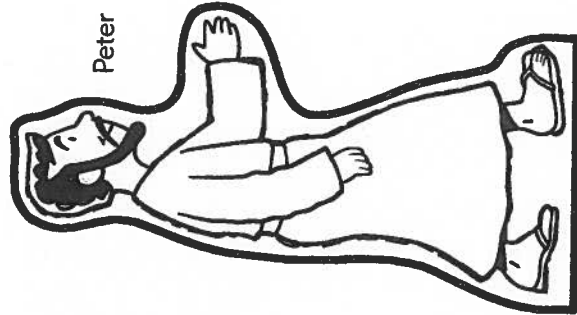
Peter  
sinking



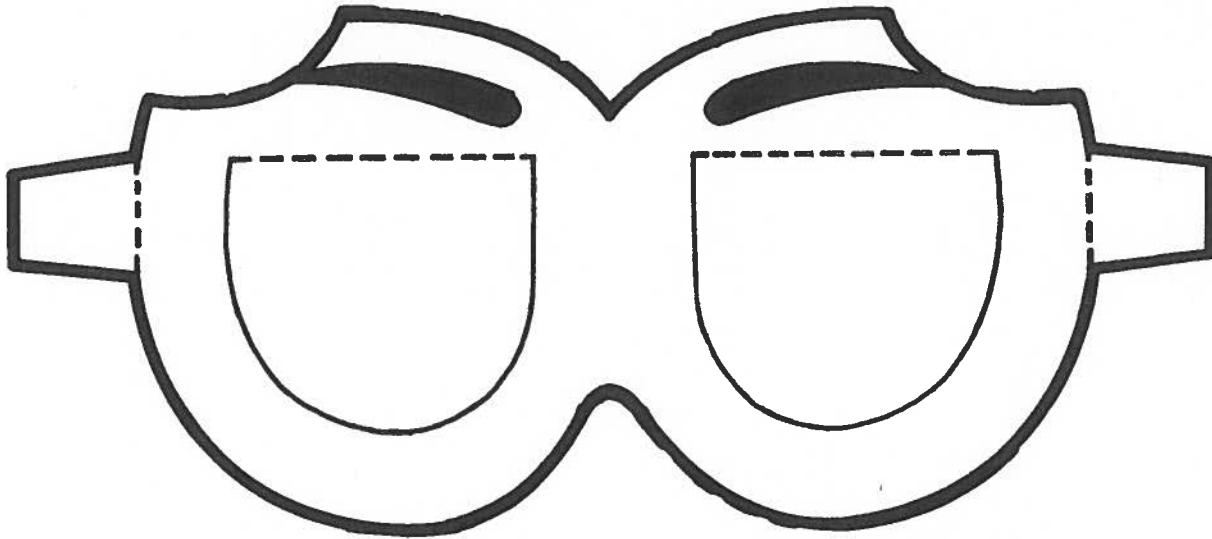
Floating figures



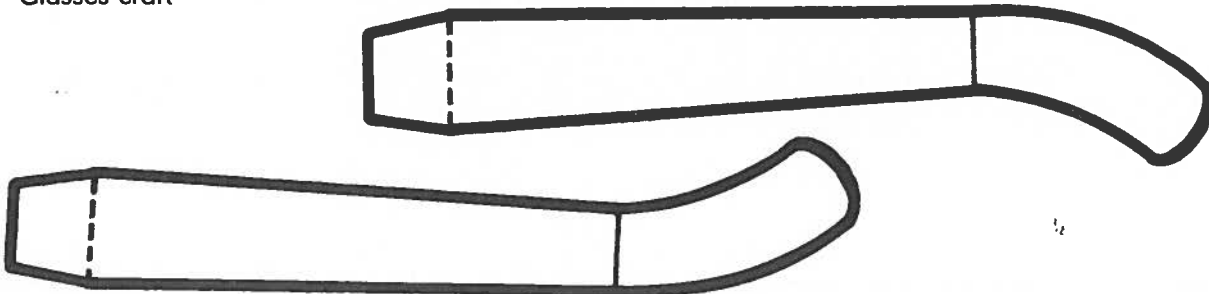
Jesus



Peter



Glasses craft



# The Bible Teaches Me That Jesus Is the Son of God

Lessons 32-35

## 32 People Praise and Follow Jesus

Matthew 21:1-11

## 33 Jesus Comes Back to Life

Matthew 26-28

## 34 Jesus Appears to His Followers

John 20:19-31

## 35 Jesus Eats Breakfast with His Followers

John 21:1-14

### Unit Aim

Celebrate Jesus because He is the Son of God.

### Why Teach This Unit to 4- to 6-Year-Olds?

Children at this age are excited about life and want to participate in every aspect they can. Their emerging spiritual awareness can be captivated by the joy of celebrating the life and character of Jesus. They can do this through praising and thanking Him for who He is and what He has done for them. They can also spread their own joy in Jesus by telling His good news to others. This unit will help students learn how to celebrate Jesus in their daily lives.

#### Unit Bible Words

"These are written so that you can believe that Jesus is the Christ, the Son of God" (John 20:31).



## Unit Project: "Celebrate Jesus" Station

Teach your students simple choruses that celebrate the life of Jesus. Examples include "Jesus Loves Me," "Jesus Loves the Little Children," and others praise songs you have on children's CDs or cassettes. Ask parents and other teachers what choruses are popular with children in your church. Obtain copies of these to include in class.

Set aside a section of your room for a "Celebrate Jesus" area. Put up streamers, paper hearts, pictures of Jesus, and other decorations that will help the children celebrate. Place a tape player and your selection of tapes in the area.

As your children arrive, guide them to the "Celebrate Jesus" area. Each week bring different items for your students to use during their celebration time. One week could be instruments, such as rhythm sticks and cymbals. Another week, bring cheerleader pom-poms and shaker gourds that children can use to do cheers, along with their songs. The third week, you could bring markers or crayons and have children scribble in time to the music, creating praise posters. Set out large sheets of white paper. When the music begins, children can select crayons or markers and color in time to the music. Play selections that vary in speed and volume. The fourth week, bring "dress up" items like colorful wraps, vests, and leis. Have a praise parade as you sing.

When you lead the music time, use only two or three songs so children will become familiar with them. Explain any hard words or phrases. Talk about how the songs help us celebrate the life of Jesus.

## Bonus Project: "Celebrate Jesus" Party

Invite the children's parents to a "Celebrate Jesus" party. Hold the party right after your class time when parents come to pick up their children. Have the class make a colorful tablecloth from roll paper. They could glue on small pieces of colored paper to create a confetti look, tape pictures of Jesus around the edges, or draw party items such as balloons on the paper. Have the children help place napkins and snack items on your table just before parents begin to arrive. Greet each parent and explain that the children are celebrating Jesus as the Son of God. Invite the parents to celebrate with their children.

Serving simple refreshments, such as finger fruits and crackers, will give you more time to visit with the parents. Encourage children to show their parents around your classroom. Have a favorite praise music tape playing quietly in the background, or sing the praise songs you have learned at your "Celebrate Jesus" area. Have the class recite their unit Bible Words for the parents and ask volunteers to tell what they have learned about Jesus, the Son of God.

## Unit Song

### We Know Jesus

(Tune: "If You're Happy and You Know It")

Teach the words and then add the suggested actions after lines 1, 2 and 4 of each verse.

- Verse 1: We know Jesus is God's Son, praise His name!  
We know Jesus is God's Son, praise His name!  
We know Jesus is God's Son; He loves us—  
everyone!  
We know Jesus is God's Son, praise His name!  
(Actions: Wave hands back and forth in air and shout, "Hosanna!")
- Verse 2: We know Jesus rose again; tell the news!  
We know Jesus rose again; tell the news!  
We know Jesus rose again. He wants to be our  
friend!  
We know Jesus rose again, tell the news!  
(Actions: Cup hands around mouth and shout, "He's alive!")
- Verse 3: We know Jesus is alive, jump for joy!  
We know Jesus is alive, jump for joy!  
We know Jesus is alive; He's Jesus Christ, the  
Lord!  
We know Jesus is alive, jump for joy!  
(Actions: Jump up and down two times and shout "I'm so glad!")
- Verse 4: We know Jesus is alive—do all three!  
We know Jesus is alive—do all three!  
We know Jesus is alive. He gives us victory!  
We know Jesus is alive—do all three!  
(Actions: Do the actions from verses 1–3 as you shout: "Hosanna! He's alive! I'm so glad!")



# People Praise and Follow Jesus

## LESSON 32

Matthew 21:1-11

### Lesson Aims

- Explore words that describe Jesus and bring Him praise.
- Tell what a crowd of people did to praise Jesus.
- Name reasons to praise Jesus.
- Celebrate by praising Jesus, God's Son.

## ▼ 1. What Is This Story About? ▲

### Jesus Is . . .

Have children sit in a circle. Either let children take turns holding up pictures of Jesus or hold them up yourself. **We are going to look at some pictures of Jesus. For each picture, we are going to think of words that tell how great He is.**

As each picture is held up, have children give words that describe Jesus in that situation. Print each word on a card with big letters. Suggest words if children have a hard time thinking of words. Some examples are "kind," "loving," "powerful," "special," or "God's Son." Make enough cards so that each child can use one later in the lesson. It is okay to repeat words.

**Isn't it wonderful how Jesus loves people? He loves with God's love. That's because Jesus is the Son of God. We can praise Jesus by saying, "Jesus, You are kind." What other words describe Jesus?**

### Matching Words for Jesus

Before class, print the following words on large index cards or sheets of card stock, one per card: good, kind, loving, powerful, special, God's Son. Make two sets of the cards.

Give each child one word card. (If you have fewer than 12 children, hand out only the number of matches needed. If you have more children, add words or make three of some cards.) **The Bible tells us that Jesus is the Son of God. There are many words that we can use to describe Jesus. Look at the word (or picture sticker) on your card and find someone who has the same word. Then the two of you can sit together on the floor.**

Allow children to find their partners. When all the children are seated, ask partners to show their cards and help them read the words on their cards. Talk about each word. **Do you remember a time when Jesus was "kind" to someone? What did Jesus do? How do you know that Jesus is "powerful"? What book can we read to know that Jesus is "God's Son"? What makes Jesus so "special"?**

**Let's sing a song about Jesus that names the words on our cards. Sing the following words to the tune "God Is So Good": Jesus is (word from card) / Jesus is (word from card) / Jesus is (word from card) / He is (word from card) to me.**

Fill in one of the words from the cards for each verse that you sing. Partners can hold up their cards as you sing the words on their cards.

**Our Bible story today tells about a time when a group of people used some special words to praise Jesus. Let's find out what they said.**

#### Materials

pictures of Jesus  
large index cards  
marker

Gather a variety of pictures or books that show pictures of Jesus interacting with people (teaching, performing miracles, loving children).

#### Teaching Tip

You can find pictures of Jesus in children's Bibles, Bible story books, and used church curriculum.

#### Materials

card stock or large index cards  
broad-tipped marker

#### Teaching Tip

If you have a group of non-readers, place matching stickers on matching word cards to provide visual clues. Stickers that show various scenes from Jesus' life would be excellent to use.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Praising Jesus

#### Materials

Bible  
reproducible figures on p. 211  
markers  
scissors  
craft sticks  
glue

Copy, color, and cut out the figures from page 211. Each child will need one figure, so copy the appropriate number of crowd members plus one copy each of Jesus, the two disciples, and the donkey. Glue each figure to one end of a craft stick.

Lay your Bible open to Matthew 21 on your lap as you tell today's Bible story. **We have learned some words we can use to praise Jesus. When we praise someone, we tell good things about or say good things to the person.** People who knew Jesus praised Him for the wonderful things He did and taught. The disciples praised Him. So did many other followers of Jesus. **As I tell this Bible story, I would like you to help me.** Name the figures as you give one to each child. Show the children how to hold up their figures when their characters are mentioned in the story. Make sure they understand that there are four different "people" figures. As you tell the story, pause and allow children to show their figures as each is mentioned.

One day, Jesus and His disciples traveled to the city of Jerusalem. There were many people in Jerusalem to celebrate a special feast. This feast was to celebrate the fact that God would forgive the people of their sins.

Jesus told two of His disciples to go to town and find a donkey. The disciples went and found the donkey, untied it, and brought it to Jesus. The disciples put their coats on the donkey, and Jesus rode into Jerusalem.

Many people stood along the road because they wanted to see Jesus, the king. Some people put their coats on the road in front of Jesus as He rode on the donkey. Other people cut branches from the palm trees nearby and they laid the branches on the road. The people wanted to make a special pathway for Jesus.

The people shouted praises to Jesus too. They wanted to tell Him how wonderful He was. The people used special words to tell Jesus how wonderful they thought He was. The people said, "Hosanna! Praise the Son of David." They shouted, "Blessed and special is the one God has sent! Hosanna! Praise to God in Heaven."

When Jesus came into Jerusalem, some wondered, "Who is this? Why is everyone shouting?" The people answered, "This is Jesus. He is the prophet from Nazareth in Galilee."

The people had heard about all the wonderful things Jesus had done. They were excited to see Jesus!

If you have time, let children exchange figures and tell the story again.

### ▼ 3. What Does This Mean to Me? ▲

#### I Want to Praise Jesus

Give each child one of the coats used during the story review. Have the word cards from the Step 1 activities in hand.

**We are going to make praise coats to help us name reasons to praise God. We have learned words that we can use to praise Jesus. They are written on these cards. Point to each word and say it aloud to remind the children. Which one of these words that praise Jesus is your favorite? Why?**

Give each child a word card and some crayons. Let the children work on the floor or at a table where they have plenty of room. Have them copy their words in big letters on the fronts of their coats. Helpers can print the words for younger children, and the children can trace over the letters. If you prefer, children can simply tape the word cards to their coats.

When children have finished, have them put on their coats and sit in a circle. Ask volunteers to stand up and tell how Jesus showed the trait named on their cards. For example, if a child's coat says "kind," he may suggest a time when Jesus was kind to someone. For "loving," a child may tell how Jesus loved His friends.

**It pleases God when we praise Jesus. What can you say to praise Jesus?**

### ▼ 4. What Can I Do to Please God? ▲

#### Praise Prayer

**Let's praise Jesus in prayer. You can do this at home with your family or when you pray by yourself. We can praise Jesus when we talk to God at anytime of the day. We can use the words we printed on our coats to praise Jesus.**

**Praying is talking to God. God is always listening, and He is pleased when He hears us praising His Son. Let's praise Jesus by praying the words on our coats. I will start the prayer. Then I will give you time to pray your prayer also. You can say the same words that I say.**

**Dear God, (Have children repeat each phrase together.)**

**Thank You for Your Son, Jesus.**

**Jesus is so (insert a word from a card).**

**Jesus is so (insert another word).** Continue to repeat the phrase, using words from the children's coats.

**We love You, Jesus. Amen.**

**Take your coat home to help you remember how wonderful Jesus is. Hang your coat in your bedroom or put on your coat when you say your prayers at night. When will you pray? What will you say to praise Jesus?**

#### Materials

word cards and coats from  
previous activities  
crayons  
clear tape

Recruit helpers to help children  
write words on their coats.

#### Materials

none

## Story Review: Coats of Praise for Jesus

Provide a piece of roll paper about 20" x 5" for each child. Fold each paper in half. With your wide-tip black marker, draw a semicircle on the folded edge of each paper for making a hole big enough to go over a child's head. When the hole is torn out, the paper will become a coat. Provide a few extra sheets in case some get torn during the activity.

**In our Bible story, the people used their coats to make a special pathway for Jesus to ride on. Let's make some coats so that we can act out what the people did to praise Jesus.**

Help children tear along the marker lines to make head holes in their "coats." Show children how to slip on the coats over their heads. Have them walk around the room in their coats, and then say, "Jesus is coming." The children can take off their coats and stand in a line holding their coats. **Think of how excited the people were to see Jesus. They wanted to do something to show how glad they were to see Him. They didn't have horns to blow so they used what they had with them to praise Him. Most of the people had coats and others found palm branches to pick. This is what they used to honor Jesus.**

Ask one child to act out the part of Jesus. He will walk past the line of children. As he does, the children will lay their coats before his feet so he can walk on them. As they place their coats, they can shout: "Hosanna!" or "Praise to the Son of David!" or "Praise to God in Heaven."

Sing the first verse of the unit song, "We Know Jesus," to the tune "If You're Happy and You Know It."

## Bible Memory: Walk the Talk

Give each child two palm branches. Say the Bible Words aloud for the children. Explain the words in the verse in this way:

**"These are written"—This means that the words of the Bible are written for us to understand what God is like.**

**"so that you can believe"—The words in the Bible help us believe in Jesus.**

**"that Jesus is the Christ, the Son of God"—The words in the Bible help us believe that Jesus is God's only Son.**

**(John 20:31)—John 20:31 tells us where the verse is found in the Bible.**

Show the children where the verse is in the Bible. Then have the children follow you, marching around a pathway. As you march, repeat the verse. Say each phrase of the verse, and have the children repeat that phrase. Encourage children to wave their palm branches as they march. Repeat the verse until the children are familiar with it.

### Materials

roll paper  
wide-tip black marker  
words to verse 1 of "We Know Jesus" (p. 194)

### Teaching Tip

To save time, prepare the coats before class. If roll paper is not available, brown paper bags or sheets of newspaper will also work.



### Materials

Bible  
green crepe paper streamer  
clear tape  
empty paper tubes

To make a "palm branch," cut five 2-foot lengths of green crepe paper streamers. Tape one end of each length to one end of an empty paper tube. Make enough so that each child can have two palm branches.

### Bible Words

"These are written so that you can believe that Jesus is the Christ, the Son of God" (John 20:31).



# Jesus Comes Back to Life

## LESSON 33

Matthew 26-28

### Lesson Aims

- Show what people do when they get good news.
- Tell what Jesus' followers did after He came back to life.
- Name things you can tell about Jesus.
- Celebrate by telling someone about Jesus.

## ▼ 1. What Is This Story About? ▲

### "I've Got Good News!"

Sometimes people have bad news or sad news, but then something happens and they have glad news to tell. Let's think about two times when a person might have sad news. We'll act out what we would do, and tell what we would say when the sad news becomes glad news.

1. One day when Joshua came home, his puppy did not meet him at the door. The puppy was sick. It just laid on its pillow with sad, runny eyes. Joshua and his father took the puppy to the vet. The vet gave the puppy some medicine. After a couple of days of taking the medicine, Joshua went to school and said to his friends, "I've got good news!" What do you think Joshua told his friends? How do you think Joshua's face looked when he told the good news? Show me how you think Joshua acted. Encourage children to become excited, jump up and down, and so on.

2. Alyssa was going to a new school. That should have been exciting, but Alyssa was afraid of new places. Alyssa's mother brought Alyssa to her new classroom and introduced her to the teacher. Then her mother left. Alyssa walked into the classroom and took a seat at a table. To her surprise, she saw someone she knew! Her cousin, Tara, was in the class too! When Alyssa's mother picked her up that afternoon, Alyssa said, "I've got good news!" What do you think Alyssa told her mother? How do you think Alyssa's face looked? Show me how you think Alyssa acted on the way home from school?

Show me what you do when you get good news or when you have good news to tell. Allow the children to do so. In today's Bible story, we will learn about some people who got some very good news.

### Good News Stories

Cut pictures from magazines that lend themselves to telling happy stories. For example, a picture of a baby and her mother could be a story about the birth of a baby. A picture of a child hugging a pet could be a story about finding a lost pet.

Have the children gather around you. **Our Bible story today is about some people who got good news. We have all heard some good news stories. Let's make up some stories for these pictures and tell what we think the people in the pictures are doing, saying, and feeling.**

Hold up each picture one at a time. Ask the children to tell what good news they think the picture might be showing. Allow a volunteer to hold the picture and tell the other children about the good news story. Encourage all the children to

#### Materials

none

#### Materials

magazines with pictures of people in various good news situations

#### Teaching Tip

Children enjoy seeing pictures of their teachers. You or another teacher in your room can search through family photos and select pictures from personal good news times: a birth, a birthday party, a graduation, a family wedding, etc.

tell how they think the people in the picture feel and what they are saying or doing because of their good news.

**What do you do when you get good news? What do you say? Do you hug or thank the person who gave you the good news? How do you feel?** Have the children act out responses such as smile, cheer, give high fives, jump, and so on.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Jesus Is Alive!

Have the children sit in a semicircle on the floor. Open your Bible to Matthew 26. **The Bible tells us about a special time when Jesus' followers got some very good news. Listen closely to the Bible story. Whenever you hear about good news, raise your hands. I'll give you a happy "good news" sticker.**

Even though Jesus did many wonderful things when He lived on earth, some people didn't like Jesus. These people didn't believe Jesus was God's Son. They had Jesus arrested. Jesus didn't fight the soldiers who arrested Him. Jesus knew that this was part of God's plan. He knew that soon all people would know the good news that God loves everyone very, very much. Look for children who recognize that you have told some good news and raise their hands. Give each child a happy face sticker.

**The soldiers took Jesus away. They hung Him on a cross where He died. Some of Jesus' followers took His body down from the cross and buried Him in a tomb. A large stone was rolled in front of the door of the tomb. Jesus' followers were very sad. This was a very bad, sad news day for them.**

But just when Jesus' friends thought nothing would ever get better, something exciting happened. Three days after Jesus had died, there was a strong earthquake. The ground shook so much that the stone which had been in front of the tomb rolled away from the door. An angel came and sat on the big stone. The soldiers who were guarding the tomb were so afraid that they couldn't even move. What do you think had happened? Yes! Jesus had come back to life! This was very good news—Jesus was alive! Give happy face stickers.

Just about that time, some women came to the tomb. They saw the stone had been rolled away, and they saw the angel. The women were very scared. But the angel spoke to them. "Don't be afraid," said the angel. "I know you are looking for Jesus. But He is not here. Jesus has risen from the dead just as He told you He would." What good news the women heard! Give happy face stickers.

The angel told the women that they should go and tell Jesus' followers what had happened? Do you think the women listened to the angel? Yes, they left the tomb quickly. They were afraid, but they were also very happy. As the women were on their way, suddenly Jesus met them. He said hello to them and talked to them. What good news! Give happy face stickers.

Jesus told the women to go and tell His disciples that they would see Him too. Do you think the women did as Jesus told them to do? Yes! They went and told the disciples the good news—Jesus is alive! Give happy face stickers.

Jesus did go to see His disciples. In fact, the disciples saw Jesus several times. One day 11 of Jesus' special followers went to a mountain to meet Jesus. Do you think they were excited about seeing Jesus again? Yes, when they saw Jesus, they worshiped Him. What words do you think they said to Jesus? (Possible responses: "Jesus, You are powerful, loving, and wonderful. You are God's Son.") Jesus gave His followers a job to do. He told them they were to tell everyone that He is alive. Did Jesus' followers do as He asked? Yes, they were excited to do this good news job for Jesus! Give happy face stickers.

#### Materials

Bible  
happy face stickers, enough for  
7 per child  
words to verse 2 of "We Know  
Jesus" (p. 194)  
optional: half sheets of paper

#### Teaching Tips

Emphasize the phrase "good news" each time you say it during the Bible story. This will help children know when to raise their hands and receive stickers. Children can put the stickers on their clothing or hands. Or give each child a half sheet of paper on which to place the stickers.

**Jesus arose from the dead! The Bible says that we are to tell Jesus' good news to others too. How do you feel because Jesus is alive? What will you tell others?** Give one last happy face sticker to each child who will tell Jesus' good news. Teach children the words and actions to the second verse of the unit song, "We Know Jesus." Encourage children to smile as they sing and shout the good news.

## Story Review: Good News in the News

Ask children to gather and sit in front of the picture of the cross you have posted. **We have been talking about bad news and good news, sad news and glad news. Let's pretend that I am a news reporter and you are some of Jesus' followers. I'll ask you some questions about what has happened.**

Take out a microphone and use it as you ask questions of various children. Let them respond to the questions by talking into the microphone.

Reporter: **I understand that some sad news has taken place at this cross. What happened?** (Jesus was put on a cross by soldiers. He died.)

Reporter: **Was there any good news at the cross?** (Jesus' death shows us that God loves us very, very much.)

Reporter: **Where was Jesus' body taken after He died?** (Followers took the body and buried it in a tomb.) **Let's go to that tomb and talk about the news there.**

Lead the children to the other side of the room, in front of the picture of the empty tomb.

Reporter: **It looks as though this tomb has been opened. Do you know how the stone was rolled away from covering the door?** (An earthquake shook the ground and the stone was rolled away from the door.)

Reporter: **Is there any good news at the tomb? Did anyone come to this tomb after the stone was rolled away?** (An angel came and sat on the stone. Some women came and the angel spoke to them.)

Reporter: **What did the angel tell the women?** ("Jesus is alive. You will see Him.")

Reporter: **What happened next?** (The women left to tell Jesus' followers that Jesus was alive. Along the way, Jesus met them and they spoke to Him. Jesus told them to go tell His followers that He would meet them.)

Reporter: **Did anyone besides the women see Jesus?** (Later Jesus appeared to His followers several times. On one occasion, Jesus met with His eleven special followers. He told them to go and tell others that He is alive.)

Reporter: **You have given me some good news to report. I'm going to go tell others that Jesus is alive. What are you going to tell?**

## Bible Memory: Learn About Jesus

**What do we learn from the Bible about Jesus? Who does the Bible teach us Jesus is?** (God's Son) **Let's learn our Bible Words so we can tell others where to learn the glad news about Jesus.**

Divide class into two groups. If you have equal numbers of boys and girls, divide your class this way. Have the groups stand opposite each other so children are facing each other. **Sometimes our friends might not know why we read the Bible. They might not know the good news about Jesus. Let's pretend the people in Group 1 don't know the good news about Jesus. Group 1 will ask: Why do you read the Bible? Then Group 2 can answer the question by saying our Bible Words from John 20:31.** Lead Group 1 in asking the question; then have the children in Group 2 say the verse together in response. Switch the teams, having Group 2 ask the question and Group 1 answer it with the Bible verse. If children have difficulty saying the verse, have groups repeat the verse phrase by phrase after you. If groups are repeating the verse easily, let volunteers say the verse alone.

### Materials

pictures of cross and tomb  
on p. 212  
overhead projector  
clear transparency  
mural paper  
marker  
toy or real microphone

Using the patterns on page 212, trace or copy the pictures of the cross and tomb onto clear transparencies. Use an overhead projector to enlarge the art and trace the pictures onto large sheets of paper. Put the picture of the cross in a prominent place on one side of your classroom and the picture of the tomb on the other side of your classroom.

### Bible Words

"These are written so that you can believe that Jesus is the Christ, the Son of God" (John 20:31).



### ▼ 3. What Does This Mean to Me? ▲

#### Puppet Talk

##### Materials

Bible  
a "person" puppet

##### Teaching Tip

To make a simple person puppet, use a permanent marker and draw eyes, nose, and a mouth on an old sock. Glue on some yarn for hair. If time allows, children may enjoy making their own sock "people" puppets.

Have children sit in a circle. **Jesus wants us to tell others about Him. This is what He told His followers to do before He went back to Heaven.** Open your Bible to Matthew 28:19, 20 and paraphrase the verses. **When Jesus says to go and make disciples, He means we should tell others about what He did and what He taught. We can practice with puppets to tell about Jesus. Whom could we tell about Jesus? What will we tell them about Jesus?**

Allow children to think of people, such as their friends, neighbors, relatives, or family members. Encourage them to talk about Jesus to these people even if the people already know about Jesus. **We can talk about Jesus to those who love Him already and to those who don't know who Jesus is. Let's use this puppet to think of things we could say about Jesus.**

Pass the puppet around, letting each person use the puppet to tell something about Jesus. Help the children recall what Jesus said and what He did.

**How did Jesus help people? How was Jesus kind to people? What stories did Jesus tell the people so they could learn about God? What did Jesus do to help each of us? Who is Jesus? (God's Son)**

### ▼ 4. What Can I Do to Please God? ▲

#### Tell About Jesus

**One way we can talk about Jesus is making a picture.** Give each child a copy of page 212. Ask children to fold their papers in half so the pictures are back to back. Ask them to turn to the side that shows the picture of the cross. **Most of the news at the cross was sad news, but what was the good news? What does the cross tell us about God? (God loves us very much.)** Distribute heart stickers and let children place hearts on this side of the paper. Read the words: **Jesus died, but . . .**

**We know that something else happened after Jesus died. Turn your paper over. What does the empty tomb tell us? Yes, Jesus is alive! Point to the words as you say them. The tomb reminds us of good news, glad news.** Distribute happy face stickers and let children put some around their pictures of the tomb. Encourage children to color both pictures. Glue the halves back to back and punch a hole at the top of each page. Thread a piece of ribbon through the hole and tie it for displaying.

**When you take your picture home, you can tell news about Jesus. What will you say about the cross? What will you say about the tomb? Whom will you tell about Jesus?** Circulate among children as they are coloring, helping them come up with ideas about what they will tell about Jesus.

As they finish, let children show their pictures and tell about Jesus. **Now you have practiced telling someone about Jesus. You can use your picture to tell someone about Jesus.**

##### Materials

copy of the 2-sided picture on p. 212 for each child  
heart stickers  
happy face stickers  
crayons  
glue sticks  
paper punch  
an 8" length of ribbon for each child

# Jesus Appears to His Followers

## LESSON 34

John 20:19-31

### Lesson Aims

- Show what people do when they're joyful.
- Tell how Jesus' followers felt when they saw Jesus alive.
- Name ways to show joy because Jesus is alive.
- Celebrate by being joyful that Jesus is alive.

## ▼ 1. What Is This Story About? ▲

### Make a Joyful Noise

Gather children at a table. **Another word for joy or joyful is happy. When we are happy and excited, we call it joy. When do you feel happy? Today we are going to make some hats and horns to help us be joyful.**

Give each child scissors, crayons, and one enlarged copy of p. 213. Show the hat you made before class. **Color and cut out this shape to make a hat.** Show each child how to pull the open ends of the circle together and then tape the open, overlapped edge. Use a paper punch to make holes on both sides of the hat, as illustrated. Help thread a ribbon through both holes to make a tie to keep the hat on. The center of the ribbon will be inside the hat; the loose ends will fall free so they can be tied under the chin.

Give each child a second enlarged copy of the pattern. Show the horn you made before class. **Color and cut out this shape to make a horn.** Show each child how to roll the cutout shape tightly to make a funnel-shaped horn. Secure the horn by putting a strip of tape along the open, overlapped edge. Trim off the point to complete the horn.

As children work, talk about times when they have been joyful. **Let's wear our hats and make some joyful noise with our horns.** After a time of fun, put away the hats and horns for later use in the lesson.

### Jump-for-Joy Bubbles

Pour bubble solution into a shallow pan. Dip your wand into the solution and gently wave the wand. It should make large bubbles. You will likely drip some bubble solution. Have paper towels ready to wipe up messes.

Gather children around the bubble-maker pan. **Today, we are going to play with some bubbles to help us jump for joy.**

**Another word for joy is happy. When we are happy and excited we call it joy. Tell me some things that make you feel happy and excited. When do you feel joy?** Listen to children's ideas. **You felt joy when you** (rode on grandpa's tractor, had a birthday party, got a new bike, etc.).

**Let's think of reasons to jump for joy. As we jump, we will enjoy these bubbles. I like to think of bubbles popping when I think of joy.**

Dip your wand into the bubble liquid and wave it to make large bubbles. Allow children to jump for joy and pop the bubbles. Allow the children to take turns dipping and waving the wand to make bubbles in the air.

When finished with the joy bubbles, ask, **What makes you jump for joy?**

#### Materials

copy of the hat/horn on p. 213,  
2 for each child (Enlarge to  
150%)  
clear tape  
scissors  
paper punch  
30" lengths of ribbon, 1 for  
each child

Make samples of the hat and  
horn.

#### Teaching Tips

Recruit some extra helpers to  
complete this activity quickly. If  
you teach young children, cut  
out the hats and horns before  
class.

#### Materials

big bubble wand  
bubble solution  
large, shallow pan (e.g., oblong  
cake pan)

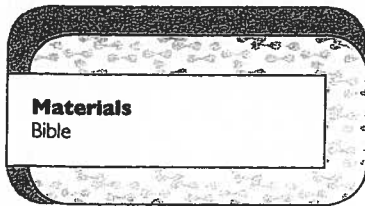
#### Homemade Bubble Solution

2½ cups water  
1 cup Dawn® or Joy® dish-  
washing liquid  
1 tablespoon glycerin (from a  
pharmacy)  
Combine ingredients and pour  
into a large, shallow pan.

#### Teaching Tip

Make your own big bubble  
wand by bending a wire clothes  
hanger into a level oval shape.  
Bend the hook end up until it is  
at a right angle with the oval.  
Wrap the oval with yarn.

## ▼ 2. What Does the Bible Say? ▲



### Bible Story: Express the Joy

Have children sit in a circle around you. Have your Bible in your lap open to John 20. **In our Bible story today, the followers of Jesus showed many feelings. Let's practice showing the kinds of feelings they had.**

Practice the following actions for feelings:

Sad—Rub fists in eyes as though crying.

Fear—Put hands over face to hide eyes.

Joy—Wave hands in air.

Not believing—Shake head; put finger to side of face.

Shame—Lower head; look downward.

Amazement—Open eyes and mouth wide.

Lay your Bible open to John 20 on your lap. Tell the Bible story. Pause as you name each emotion. Show each action and let children copy it. **The Bible tells us Jesus died on a cross. The soldiers arrested Him and nailed Him on a cross. That made His disciples sad.** Rub fists in eyes.

**Some men wrapped Jesus' body and buried Him in a tomb. But after three days, Jesus rose from the dead! What a joyful day!** Wave hands in air.

**The followers of Jesus heard that Jesus was alive, but they didn't quite believe it.** Shake head; put finger to side of face. **The followers of Jesus gathered in a room. They were afraid.** Put hands over face to hide eyes. **The doors to their room were locked up tight, but suddenly Jesus appeared with them! The disciples must have been amazed!** Open eyes and mouth wide.

**Jesus said, "Peace be with you." When the disciples saw that it was Jesus, they were overjoyed!** Wave hands in air.

**Thomas, one of Jesus' followers, was not in the room when Jesus appeared. When Thomas heard that the other followers had seen Jesus, he said, "I don't believe Jesus is alive."** Shake head; put finger to side of face.

**A week later, the followers were in the house again. This time Thomas was with them. They still had the doors locked because they were still a little afraid.** Put hands over face to hide eyes.

**But the locked doors didn't stop Jesus. He came right in and stood among them. Jesus said, "Peace be with you." I think the followers must have been amazed again!** Open eyes and mouth wide.

**Jesus held out His hands to Thomas. Jesus showed Thomas the scars where He had been nailed to the cross. Thomas was ashamed that he had not believed before that Jesus was alive.** Shake head; put finger to side of face.

**Jesus spoke to Thomas. Jesus said, "Don't doubt. Believe that I am alive." Thomas worshiped Jesus. He was full of joy to see Jesus, God's Son.** Wave hands in air.

**After that, Jesus did many miracles that many followers could see. The miracles probably amazed His followers. Open eyes and mouth wide. The miracles helped Jesus' followers know that He is God's Son. The followers of Jesus were overjoyed that Jesus was alive.** Wave hands in air.

**Do you know something amazing? Jesus is still alive today. Open eyes and mouth wide. Are you full of joy too? Wave hands in air. We can be happy and excited that Jesus is alive! Wave hands in air and jump for joy!**

## Story Review: Color the Joy

Let's remember together what happened in the Bible story. I will read a sentence about the story. You tell me if the sentence is right or wrong. If it is right, I will put the sentence number on the board. If the sentence I say is wrong, tell me how to fix the sentence so it is right.

Read the following sentences. Help children decide if the statement is right or wrong. If the statement is right, list the number on the board or a large piece of paper. The true numbers are 2, 3, 5, 6, 7, and 9. Be sure to talk about the correct answer for any wrong statement.

1. Thomas believed the disciples when they said, "Jesus is alive."
2. Jesus rose from the dead.
3. The Bible tells us what Jesus said and did.
4. The disciples were sad when they learned that Jesus was alive.
5. The disciples were afraid, so they locked their doors.
6. Jesus suddenly appeared in a locked room.
7. Jesus spoke to Thomas.
8. Thomas *never* believed that Jesus was alive.
9. Jesus did many miracles.
10. Jesus is still in the tomb.

Pass out the hidden word page. There are lots of numbers and letters on this page. Let's color only the shapes that have the numbers I wrote on the board inside them. Find the number 2. Color that shape. Color the other shapes that have numbers I wrote on the board inside them. Help children find and color shapes with the correct numbers. (Hint: All other shapes have letters in them.) If you have young children, point out each shape to color one by one. When finished, the colored shapes will spell J-O-Y.

If you colored the right shapes, you can read the word J-O-Y. How did the followers of Jesus feel when they saw that Jesus was alive? How did Thomas feel when he knew that Jesus was alive?

## Bible Memory: One Phrase at a Time

We practice saying Bible Words because they help us remember what to believe. Our Bible Words tell what we can believe about Jesus.

Divide the class into four groups. Have members of each group stand together. Give each group one phrase of the verse: "These are written / so that you can believe / that Jesus is the Christ, / the Son of God." Help each group practice its phrase. Say the reference, John 20:31, together.

Then say the Bible Words phrase by phrase, each group responding and saying its phrase as you point to the group in the correct order. The whole class can say the reference together at the end. If groups are reluctant about saying their phrases, encourage them by saying, "Let's see which group can say its phrase the best." Praise all the groups when they complete their phrases.

If you have time, have the groups trade phrases and say the verse again. When exchanging phrases, make sure groups stand in the right order so that it is easier for them to know when to say their phrases.

God Word, the Bible, tells us about people who saw Jesus after He was alive again. These stories also help us know that Jesus is alive. Which part of today's Bible story did you think was the most exciting? Allow volunteers to tell their favorite parts of the story. How does (part of story mentioned) help you believe Jesus is God's Son?

### Materials

copy of p. 214 for each child  
crayons  
chalk and chalkboard (or large paper and marker)  
optional: stickers or glitter glue

### Teaching Tip

If you have mostly younger children, outline the word "J-O-Y" ahead of time. Children can color inside your outline and decorate the "J-O-Y" letters with stickers or glitter glue.

### Materials

none

### Bible Words

"These are written so that you can believe that Jesus is the Christ, the Son of God" (John 20:31).

### ▼ 3. What Does This Mean to Me? ▲

#### Jump for Joy

Have four or five children stand in a line across from you. Ask other children to sit and watch. Each child will have a turn.

**We will play a game to help us show joy when we say that Jesus is alive. I am going to tell some things that Jesus did. You may take one step toward me every time I say something that Jesus did. When I say "Jesus is alive," you may jump two steps forward. You will jump for joy!**

Call out the follow phrases, one at a time. Let children take steps or jumps as appropriate. **Jesus helped a blind man see.** (one step) **Jesus is alive.** (two jumps) **Jesus rode a donkey to Jerusalem.** (one step) **Jesus is alive.** (two jumps) **Jesus is alive.** (two jumps) **Jesus taught us how to pray.** (one step) **Jesus told us to tell others: Jesus is alive!** (two jumps) **Jesus walked on water.** (one step) **Jesus fed 5,000 with one boy's lunch.** (one step) **Jesus is alive.** (two jumps)

Repeat in the same manner with another group of four or five children.

**Why can we jump for joy? Because Jesus is alive!**

### ▼ 4. What Can I Do to Please God? ▲

#### Express the Joy

**The followers of Jesus felt joy when they learned that Jesus was alive. Let's have a "Joy Party" to celebrate the fact that Jesus is alive.**

If you did Activity 1 in Step 1, have children use their hats and horns. If not, bring some party hats and horns. Provide a fun snack.

Have children wear party hats and blow their horns. Say together, "Jesus is alive! Jesus is the Son of God!" Sing all verses of the unit song, "We Know Jesus" (p. 194). Add other songs about Jesus that your children enjoy.

Pray together. **Dear God, Thank You for Jesus. Thank You that He is alive. We are happy You sent Your Son, Jesus, to show us Your love. In Jesus' name, amen.**

#### Materials

none

#### Materials

party hats and horns  
words to "We Know Jesus"  
(p. 194)  
snack

#### Teaching Tip

If you set up a "Celebrate Station" as this unit's project, you can go to that area for your Joy Party. Today might also be a good time for the "Celebrate Jesus" party with parents. See page 194 for ideas.

### Lesson Aims

- Explore what it means to remember and honor someone we love.
- Tell what Jesus' followers said and did when they saw Jesus alive.
- List ways to remember and honor Jesus.
- Celebrate by remembering and honoring Jesus.

## ▼ 1. What Is This Story About? ▲

### Family Albums

Before the children arrive, arrange chairs in pairs to represent riding in a van or bus. Display the photos you gathered. As the children arrive, engage them in conversation about things families and friends do together. Talk about people you love to be with.

**Let's pretend we are going on a trip to see someone. Get on the bus. I will drive, but who are we going to see?** Let children sit on your "bus" and take turns naming people to visit. As you "drive," ask, **What do you usually do when you first see these people? What do you do for fun while you visit them? How do you remember them when you are not with them?** (photos, calls, e-mails) **Do they come to visit you? How do you feel when you see them drive up to your house? In today's Bible story, we are going to find out what Jesus and His followers did as they visited together.**

### Someone Loves You

**Let's make up a song about someone we love. We will remember what that person is like and what the person does that we like.**

**How many of you have a grandma? What is she like? What does your grandma do with you or for you? How do you know she loves you?** Let children tell some things about their grandmothers. As children name things, make a list on the board. (Examples: She has a sweet smile, gives me bear hugs, plays with me, cooks for me, gives special treats, plays fun games, reads to me, etc.) **Now that we know some things about your grandmas, we'll sing about a grandma.** Sing these words to the tune "Jesus Loves Me." Insert some of the words children have named. **Grandma loves me, this I know. For her (sweet smile) tells me so. I will love her all the time. She (reads to me) and that is fine.** Sing the song again inserting two different phrases from your list.

**Tell me about some other people you love. Do you think we can sing about them too?** Children may want to tell things about a brother or sister, a best friend, or a favorite neighbor. Again make some lists and sing the song, inserting names as appropriate.

**How do we remember people we love?** (We do things together; we take pictures of them.) **How do we show people we love them?** (We spend time with them. We hug them. We smile at them.) **Our Bible story tells about Jesus and some of His friends. We'll find out what they did together.**

#### Materials

photos of friends and family members

Gather photos of friends and family members in a variety of situations (playing games together, visiting places such as the zoo or beach, talking with one another).

#### Teaching Tip

Contact families of your regular class members and ask them to bring family pictures you can display. Children will be really good listeners as they see their own family pictures.

#### Materials

chalkboard and chalk or white board and dry-erase marker

## ▼ 2. What Does the Bible Say? ▲

### Materials

reproducible fish (p. 215)  
colored paper  
red or brown blanket  
fish-shaped crackers

Copy onto colored paper and cut out the fish from page 215. Make enough fish so that each child can gather five or more of them. Note: You will need fish for the Bible Memory activity also.

### Bible Story: So Many Fish!

Before you tell the Bible story, spread out a red or brown blanket for children to sit on. The blanket will be your boat; outside the blanket is the sea. Put your chair a short distance from the blanket. Have plenty of paper fish ready, but hidden from sight. Open your Bible to John 21 and place it on your lap to tell the story.

**Let's pretend that this blanket is a boat. There is water all around the boat. Here, I will give you a big fishing net to take into the boat with you.** Pretend to give the children a net. **Everyone, go and sit in the boat while you listen to the Bible story.** As soon as the children are settled on the blanket, begin.

**After Jesus died and came back to life, He appeared to His friends. When they saw that He had come back to life, they knew He was the Son of God. They were glad to see Jesus again.**

**One day, Peter and six other followers got in a fishing boat. They rowed their boat out into a sea and started casting their net so they could catch fish to sell in the market. They fished all night. They put their fishing net into the water and pulled it back up. Can you put a net out into the water? Allow a child to pretend to do so. There were no fish in the net. They let the net down again and waited. Then they pulled it back up. Ask another child to pretend to put a net into the water and pull it back up. Still there were no fish.**

**The fishermen kept fishing. Down and up went their net. Allow other children to pretend to put the net in and out of the boat. The sun started coming up. Still they had no fish. It seemed as though there were no fish anywhere in the water around them. Look around you? Do you see any fish to catch? Let children look around. There are no fish here, Jesus' followers thought. Now they would have no breakfast. Now they would have nothing to sell at the market.**

**As the sun came up, the followers saw someone on the shore. They didn't know who it was. This person called out to them, "Friends, don't you have any fish?" Cup your hands around your mouth; speak as though you are far away from the boat.**

**The men called back, "No, we have no fish."** Encourage children to shake their heads no.

**The person on the shore said, "Put your net on the other side of the boat." Cup your hands again and call to the "followers."**

**This was a strange thing to say. Did the man on the shore think there were more fish on one side of a boat than the other side? Surely not! Fish swim all around and under a boat. There should be fish everywhere.**

**But the men in the boat had no fish, so they did what the man on the shore said. They threw their net on the other side of the boat. Tell children to pretend to put the net on one side of the blanket. Do you know what happened? Suddenly, the net was so heavy and full of fish that the men couldn't pull the net into the boat. Toss out several handfuls of paper fish. Quick! Bring the fish into the boat. Allow children to grab all the fish and put them into the boat. Talk about how exciting this must have been for the fishermen.**

**How could this happen? The men didn't understand.**

**Then one of the men said, "That's Jesus on the shore!" Sure enough, it was Jesus! Peter was so excited to see Jesus that he jumped into the water and swam to shore. The other disciples rowed hard to get their boat to the shore. They wanted to see Jesus too. Have children pretend to row hard.**

**Jesus had built a fire, and He was cooking breakfast—fresh fish and bread. When the boat came into the shore, Jesus said, "Bring some of your fish here." Do you know who brought the fish to Jesus? Peter did. He**

dragged the net filled with fish onto shore. There were 153 big fish in the net! Have children gather their fish and come to sit beside you off the blanket. Have them put the fish at your feet. Give each child a handful of fish-shaped crackers.

Jesus and His followers ate breakfast. They were happy to have this time to spend together. Say a brief prayer. Thank You, God, for Jesus. We are glad that He spent time with His friends. Thank You that Jesus is our friend too, amen. Enjoy the crackers together.

## Story Review: Row and Fish

Gather children in the middle of the room where they have lots of room to act out the story. Let's act out our story so we can remember what happened. I'll ask some questions. You can answer the questions, but do not say the answers out loud. Instead, act out the answers. You or a helper should model actions that answer each question to keep the story moving quickly.

**What were the disciples doing all night?** Act out fishing.

**Did they catch a lot of fish during the night?** Shake heads no.

**What did the person on the shore tell them to do?** Act out throwing a net on the other side.

**What did Peter do to see Jesus on the shore?** "Jump" into the water and "swim" to shore.

**What did the other disciples do?** Act out rowing quickly.

**What did Jesus and the disciples do with fish and bread?** Pretend to eat.

**How did the disciples feel about seeing Jesus?** Smile, act excited.

**The disciples were glad to be with Jesus. They knew He was the Son of God. They wanted to honor Jesus by doing what He said.**

## Bible Memory: Fast Fish

Put all the fish from the Bible story activity in a bag or basket. Let each child choose one fish.

**We are going to fish for certain kinds of fish. I will choose two fish from my basket. Everyone who has a fish shape that matches my fish shapes should come and stand next to me. We will say the Bible Words together and then we will have a fish-y party because we just love being together.** After each group says the verse, let children who said the verse briefly jump around you, "swimming" their paper fish here and there.

Keep pulling out different combinations of fish so that everyone gets to say the verse and have a fish-y party! The last time, pull out all six shapes of fish so everyone can say the verse and swim around together.

**Who can say the Bible Words to me?** Give children time to volunteer.

**How do our Bible Words help us remember Jesus?** We know that when we hear Bible verses, we can learn about Jesus. All the stories in the Bible show us that Jesus is God.

### Materials

none

### Materials

paper fish from the Bible story  
time  
2 bags or baskets

Gather one set of all six fish shapes and put them together in a separate bag. This will be the bag you draw from.

### Bible Words

"These are written so that you can believe that Jesus is the Christ, the Son of God" (John 20:31).



### ▼ 3. What Does This Mean to Me? ▲

#### Honoring Jesus

##### Materials

copy of p. 216 for each child  
crayons

Give each child a copy of page 216. **When we love someone, we want to remember that person. We also want to honor that person by doing things that please the person. Let's look at some picture that will help us name ways to remember and honor, or please Jesus.** Look at each picture. Tell how that picture will help you honor or remember Jesus.

**Praying hands**—We can pray to Jesus anytime. We can remember He is always near to help us.

**Bible**—We can listen to Bible stories about Jesus and remember all the wonderful things He did.

**Children doing puzzle together**—We can honor Jesus by sharing with our friends. We can do puzzles of Bible stories and tell our friends about Jesus.

**Comforting another child**—We can please and honor Jesus by being kind to others because Jesus loves everybody.

**Obedying parents**—We honor Jesus by obeying our parents as Jesus said to do. We can honor Jesus by always doing our best.

**Church**—We can remember and honor Jesus as we sing songs about Him and to Him.

As children color their pictures, talk about favorite ways to remember and honor Jesus. **What is your favorite way to remember Jesus? What songs do you like to sing to Him? What can you tell a friend about Jesus? What Bible story reminds you of Jesus' power? How does helping others please and honor Jesus?**

### ▼ 4. What Can I Do to Please God? ▲

#### Sing a Song for Jesus

Gather children in a circle. Be sure each child has the page of pictures colored in Step 3. **Point to the picture that shows me what you want to do to remember and honor Jesus this week.** Go around the circle and let each child point to a picture. Affirm each child's choice.

**Jesus' followers were happy they could be with and remember Jesus. We should be excited that we know Jesus too. Jesus is alive and He loves each of us very much. Let's honor Jesus by singing some songs to Him right now.** Sing some favorite songs of the children, including "Jesus Loves Me." Sing all four verses of the unit song, "We Know Jesus."

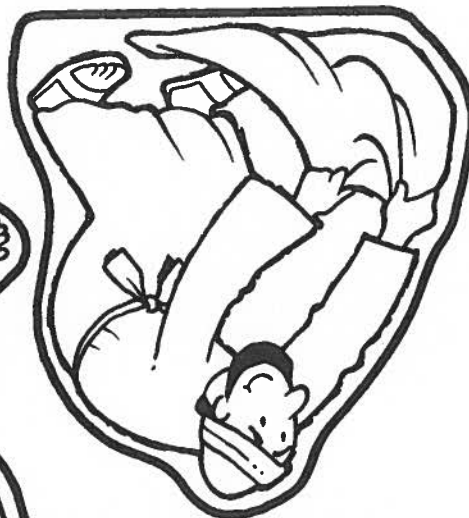
**How do we know that Jesus loves us?** The Bible tells us so.

**How do we know that Jesus is the Son of God?** Say the unit Bible Words again: **"These are written so that you can believe that Jesus is the Christ, the Son of God" (John 20:31).**

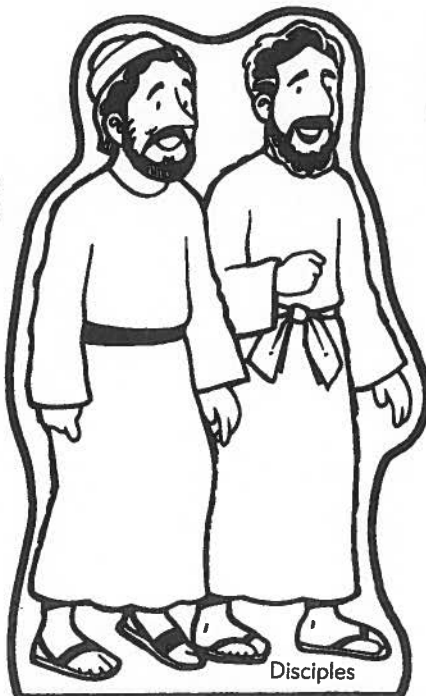
Pray together. **Thank You, God, for Your Son, Jesus. Help us to remember and please Him always. In Jesus' name, amen.**

##### Materials

pictures children colored in  
Step 3  
words to "We Know Jesus"  
(p. 194)



Jesus

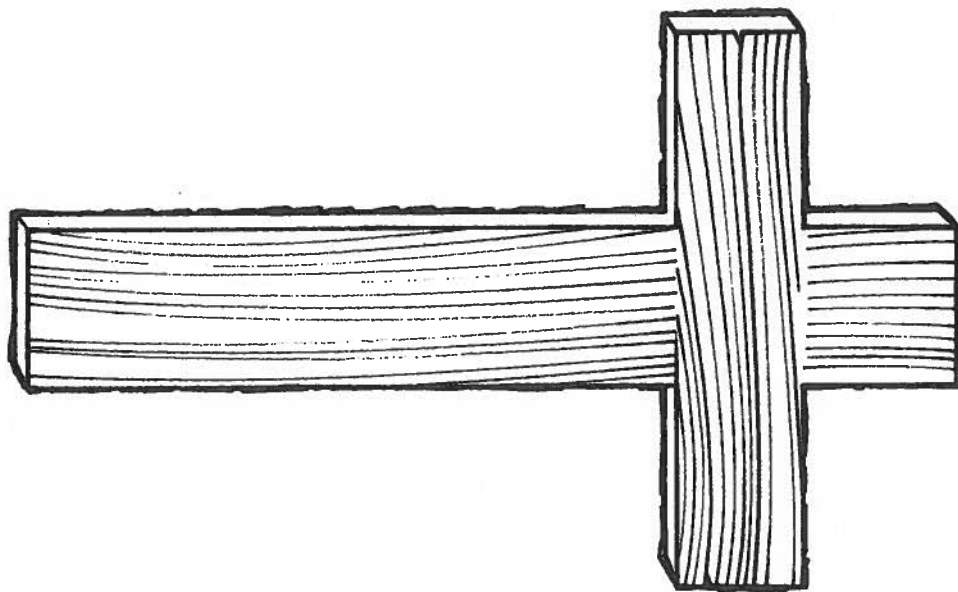


Disciples

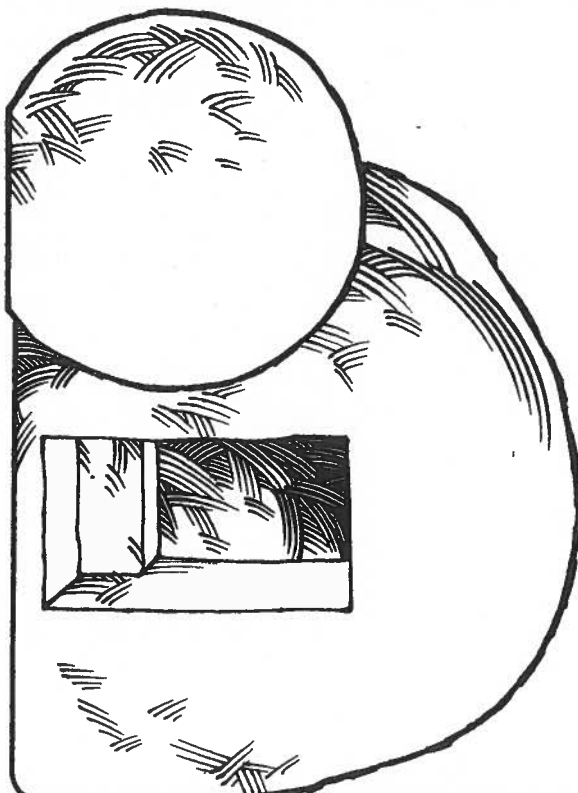


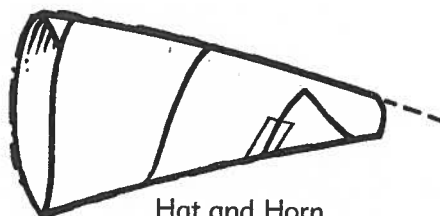
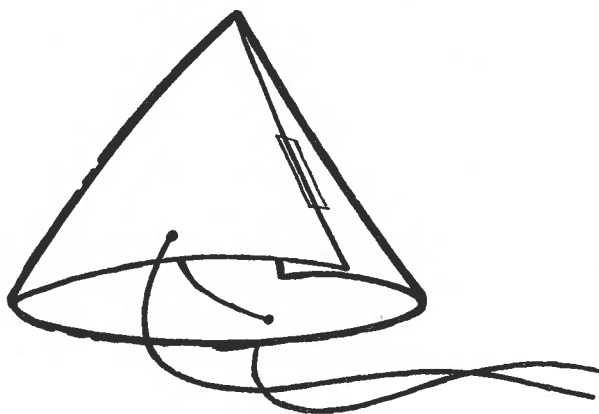
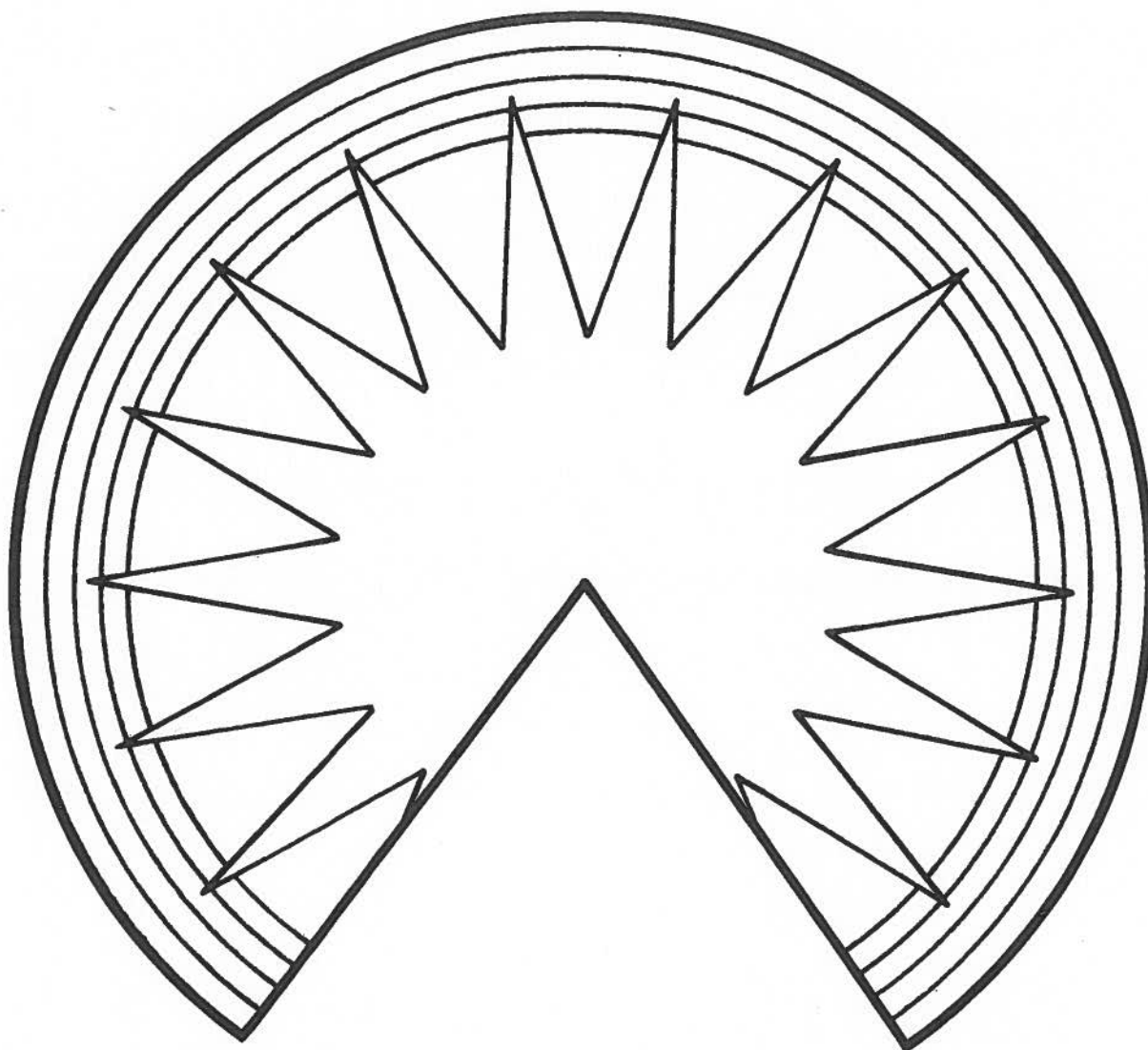


Jesus died, but . . .

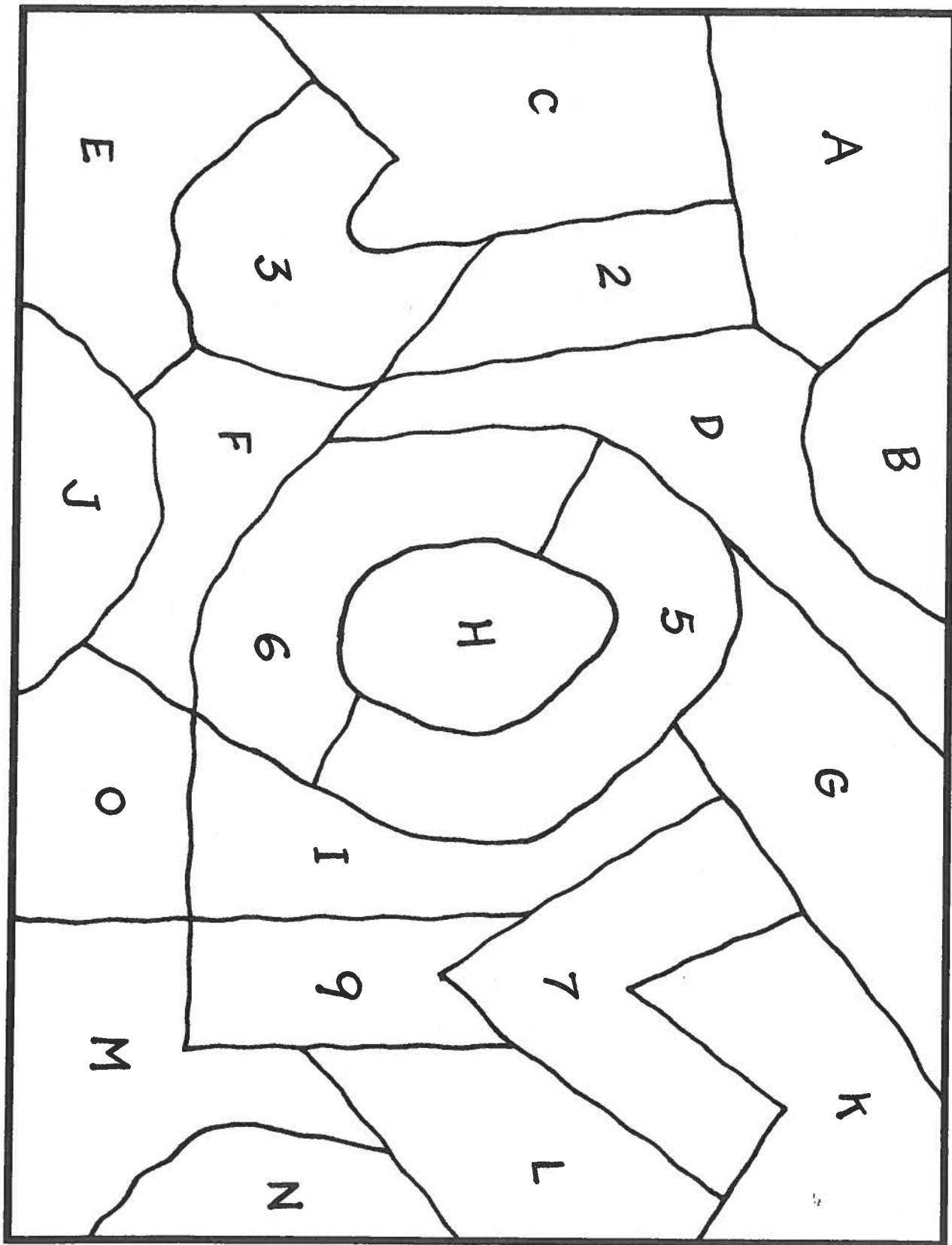


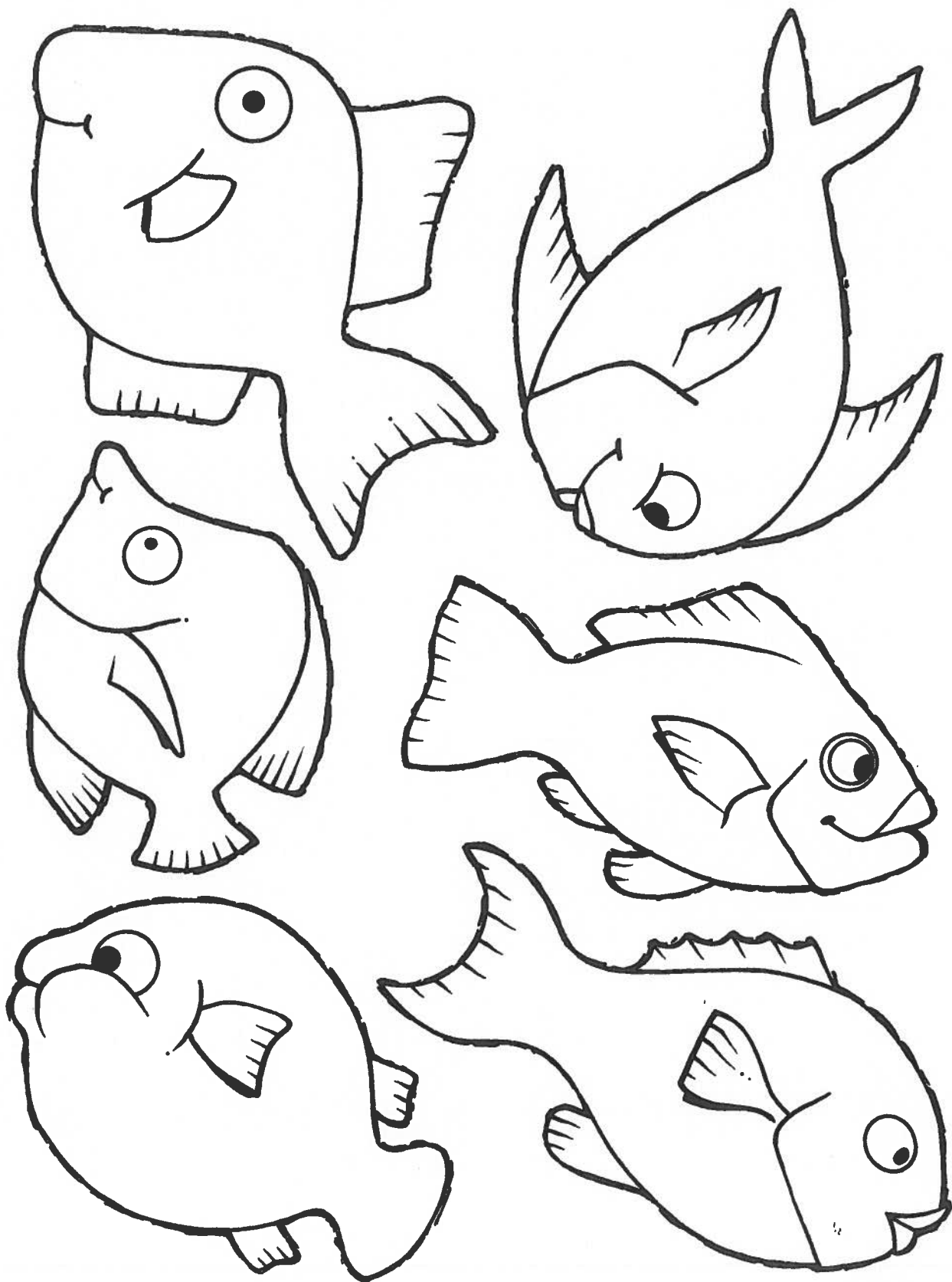
Jesus is alive!

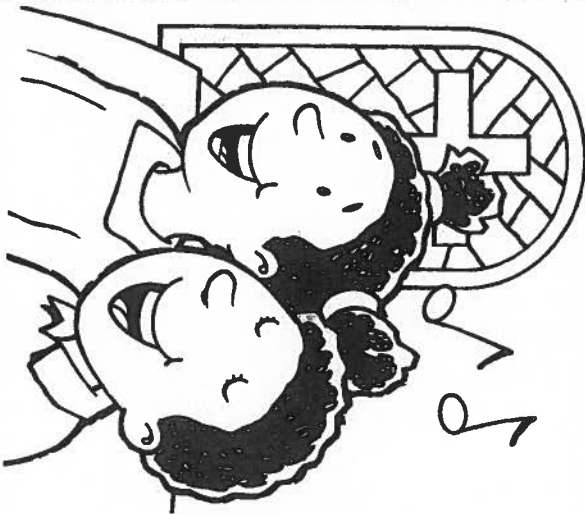
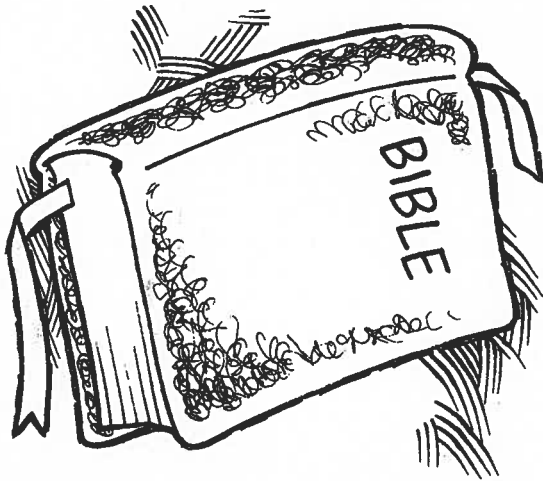
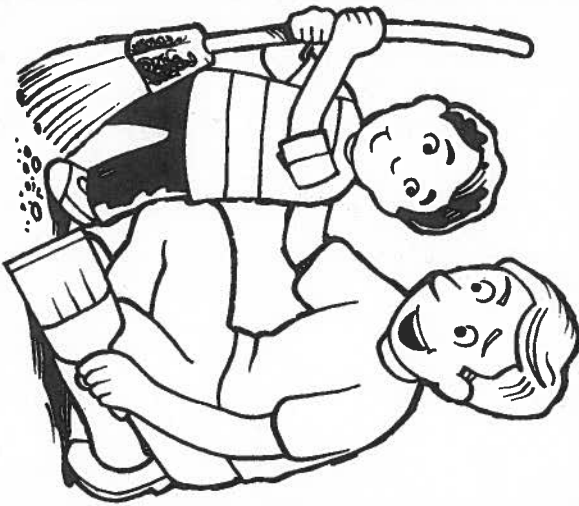
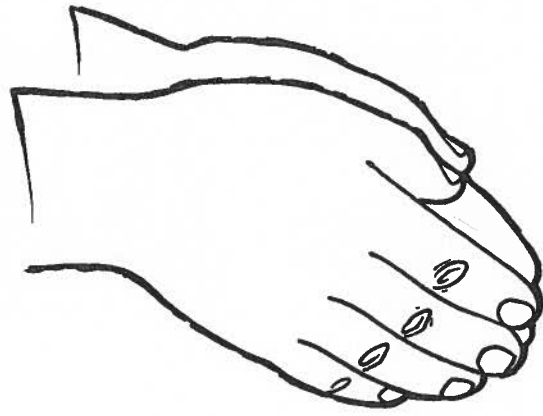




Hat and Horn  
 Enlarge 150%.  
 Overlap and tape for hat.  
 Punch holes and add ribbon.  
 Roll, tape, and cut off  
 pointed end for horn.







# The Bible Teaches Me About the Church

Lessons 36-39

## 36 The Church Tells Good News About Jesus

Acts 1:6-9; 2:1-14, 22-24, 36-41

## 37 Peter and John Tell Good News About Jesus

Acts 3:1-16

## 38 Phillip Tells Good News About Jesus

Acts 8:26-40

## 39 Saul Tells Good News About Jesus

Acts 9:1-31

### Unit Bible Words

"The followers went everywhere in the world and told the Good News to people. And the Lord helped them" (Mark 16:20).

## Unit Aim

Tell the good news about Jesus.

## Why Teach This Unit to 4- to 6-Year-Olds?

Our God truly loves the world. During the first sermon preached in the New Testament, people from many different places were represented and learned the good news of Jesus Christ. This was a sign of how much God wants to touch the lives of people in all walks of life and cultures. When Peter preached this message, people heard his words in their own language.

Just like Peter, we should be willing to tell all kinds of people that God loves them and that He sent His Son Jesus to die for their sins. We have people all around us who don't know the Good News. As our children learn to tell the Good News at a young age, they will begin a journey of influencing the world for Jesus over their lifetimes.



## Unit Project: Tell the Story Everywhere

Throughout this unit, emphasize the different ways people hear about the good news of Jesus. Each week discuss how people all over the world hear the Good News. If possible, enlist the help of missionary personnel and use the mission resources in your church. Here are some ideas to help you teach this important concept.

1. *Set up a Good News Corner.* Decorate it with pictures of missionary families telling the Good News to people in their parts of the world. (Using missionary families with young children will help children relate to them.) Highlight a different missionary family each week. Use pictures of these families that show different ways to tell the Good News, such as video showings, large crowd campaigns, Sunday schools in other countries, and so on. Laminate or cover the pictures with clear adhesive covering so children can handle the pictures and talk about what they see.

2. *Have a "Show and Tell the Good News" Time.* Each week bring a different resource children can use to learn about how people tell others about Jesus. One week you could bring a children's gospel video, such as *The Story of Jesus for Children* and show a section to your students. Another week bring children's Bible story

books and coloring pages to read and color. Missionaries often have these with the printed text in their culture's language. The third week, have a singer come to help your children sing songs of Jesus' love. If possible teach your students a familiar chorus in another language. Show instruments used in different countries of the world. The fourth week, bring a Bible story method, such as a flannelgraph story, and let children tell the story themselves.

3. *Taste test foods from around the world.* You probably know people who can help with this project. Make sure the foods are suitable for your 4- to 6-year-old children. You can either bring several foods on one day and have a taste-testing party, or bring a new food from a different country each week and discuss how the people in that culture live. Some possibilities include Mexican chips and salsa, Chinese egg rolls cut into small pieces, Scandinavian cookies, or other simple ethnic foods. When you do your taste testing, do not force children to eat unfamiliar foods. Encourage smelling and looking at the colors and textures of the foods. Some children will be eager to try new foods and others won't. After you have offered the ethnic food, provide a familiar food for hesitant children. Talk about the children who live in countries where those foods are served. Pray together that those children will learn the good news of Jesus.

Acts 1:6-9; 2:1-14, 22-24, 36-41

### Lesson Aims

- Explore what is the same and different about people from other countries.
- Tell what happened the first time Peter preached the Good News.
- Identify what is the good news about Jesus.
- Tell your teacher the good news about Jesus.

## ▼ 1. What Is This Story About? ▲

### “Jesus Loves the Children” Parade

Display a globe, clothing, and other items that represent different people of the world. **We have a big, big world, and many different kinds of people live in our world. People around the world wear different kinds of clothing and do different kinds of things. Let's look at some of those things.** Hold up each item and explain what it is and where it came from. **How is this different from what you use? How is it the same as something you use?** Help children compare to what they are familiar with.

**How do people dress where it is very cold? What are their homes like?** Name other places. **What do people eat who live near the ocean? In the desert?** Name other places. **Do people who live in this country speak the same language you speak?** Help children say any foreign language words you or they might know.

Give each child one item to wear or hold. Lead a parade around the room as you hold the globe. Sing “Jesus Loves the Little Children” as you march.

### Postcards from Faraway Places

Put the magazine pictures, large index cards, and glue sticks on a table. **Let's look at some pictures from places around the world. We can see if the places are the same as where we live or different from where we live.**

Hold up the magazine pictures and point out interesting things on each picture (vegetation, homes, animals). Tell where the place is found. Point out the place on the globe. **How is this place different from where we live? What is the same about this place?**

**Let's pretend we are visiting these places. We will make postcards from the places. A postcard is a small letter with a picture on it that you send home to friends when you are traveling. When friends see the picture, they learn something about the place you are visiting. Choose one picture of a place you like. Glue the picture onto an index card to make a postcard.**

As children glue on their pictures, talk about different places they have visited or lived. **Have you ever visited another place far away? What was different about that place from where you live? What was the same? Did people speak the same language? Did they eat the same foods? What did they wear? What games did they play? Today we're going to hear a Bible story about a time when people from many different places were all together in one city.**

When finished, set aside the postcards to use later.

#### Materials

globe  
clothing and other items that represent different parts of the world (e.g., Mexican serape or maracas, Japanese kimono or chopsticks, African clothing or mask)

#### Teaching Tips

Items you bring or borrow for display should be unbreakable as children will be carrying them.

If you have children whose families speak different languages, you might want to invite members of the families to visit your class.

#### Materials

large index cards  
glue sticks  
magazines pictures of places from around the world  
globe

Gather pictures of places from around the world. Choose places that are very different from your home area. Cut the pictures to fit on large index cards. Note the name of the country on the back of each picture.

## ▼ 2. What Does the Bible Say? ▲

### Materials

Bible  
construction paper  
reusable adhesive  
4 empty DVD or videotape cases  
reproducible scenes from pp. 235, 236  
markers or colored pencils

Cut four pieces of construction paper the size of a DVD or videotape case cover. With reusable adhesive, attach one piece of construction paper over the cover of each of the four cases. Number the cases 1–4. Copy and color the four scenes from pages 235, 236. Cut apart the scenes and use reusable adhesive to place each numbered scene inside its corresponding numbered case. Close the cases.

### Bible Story: Peter Tells Good News

Have children sit in a semicircle around you. You can help me tell the Bible story today. Our story is going to help us remember four important truths about Jesus. Every time I say one of the four truths, you can say it after me. Let's practice saying the four truths. Let children repeat after you say each of the following phrases: Jesus loves everyone. Repeat. Jesus died. Repeat. Jesus came back to life! Repeat. Jesus is always with us. Repeat. Now we'll find out how these truths were important in today's Bible story. Open your Bible to Acts 1.

Jesus' special followers had seen amazing things. First, they saw Jesus help and teach the people. They saw how much Jesus loves everyone. Pause to let children repeat the phrase. Then they saw sad things. They saw Jesus arrested, and then Jesus died. Repeat. Jesus was buried in a tomb. The followers of Jesus were very sad.

But after three days, Jesus came back to life! Repeat. He arose from the dead and His tomb was empty. The followers of Jesus were excited and happy. They walked and talked and ate with Jesus because He had come back to life. They were happy being with Jesus again.

But then it was time for Jesus to go back to Heaven. Jesus gathered His followers on a mountaintop. He told them that He was going back to be with God, His Father. The followers of Jesus were both happy and sad. They knew they would miss Jesus, but Jesus said He would see them again someday. And He promised that His Holy Spirit would come and be with them to help them. The followers were happy because they knew Jesus is always with us. Repeat. Select a volunteer to come up and open the first picture case. Discuss who is shown in the picture. Point out that Jesus is going back to Heaven.

Jesus told His special followers to wait until His Holy Spirit came to help them, and that's just what the followers of Jesus did. They waited together in the city of Jerusalem. It was a busy time in the city. It was time to have a special feast to honor God. People from all over the world were coming to the city to worship God. They wore different clothes, ate different food, and spoke different languages.

While the followers of Jesus were together, an amazing thing happened. The house in which they were sitting was filled with the sound of wind. What looked like tongues of fire rested over Jesus' special followers' heads! God's special Holy Spirit that Jesus promised to send had come. Each man began to speak in a language he didn't know! The Holy Spirit was giving these followers the power to speak in different languages. Select a volunteer to come up and open the second videotape case. Talk about the picture.

Many people in the city heard the sound of the wind and the voices, and they came to see what was happening. Soon a large crowd had gathered. They were surprised that Jesus' followers could speak in their languages.

When Peter saw that many people had gathered, he stood up to preach. Peter reminded the people that Jesus had done good things among them because Jesus loves everyone. Allow children to repeat the phrase. Have a volunteer open the third case and show the picture.

Peter told the people that Jesus died (repeat) and was buried in a tomb. But on the third day, Jesus came back to life! Repeat.

The crowd of people was excited to hear this good news about Jesus. They wanted to be Jesus' friends forever. They asked Peter and the other apostles, "What should we do?"

Peter told them to stop doing wrong and do right instead! He said, "Change your hearts and lives and be baptized, each one of you, in the

name of Jesus Christ." Peter said they would have the Holy Spirit with them too. The Holy Spirit would help them follow God. Peter knew that when we follow God, Jesus is always with us. Repeat.

Select a volunteer to open the last videotape case and show the picture. Look at what the people did! They listened to Peter and obeyed what he said they should do. That day about three thousand people believed in Jesus. They were baptized in the name of Jesus Christ. Peter had told the good news about Jesus: Jesus loves us. Repeat. Jesus died. Repeat. Jesus came back to life. Repeat. Jesus is always with us. Repeat. Many people believed Peter's preaching that day and we can believe it too!

## Story Review: Tell What Peter Did

Close the videotape covers and set them out. Have volunteers come up one at a time and open a case and tell that part of the story. For the first telling, have all the pictures in the correct order. In the second telling, mix up the pictures, leave the cases open, and have children put the pictures in order and retell the story.

Pictures: 1. Jesus talks to His disciples and then goes back to Heaven. 2. People from everywhere heard Peter and the followers tell about Jesus in their own languages. 3. Peter told the people: Jesus loves us; Jesus died; Jesus came back to life. 4. Many people believed and were baptized.

**Whom did Peter preach Good News about? How could people from all over the world understand what was said? What did Peter tell the people to do?**

## Bible Memory: Good News Journey

You will be making a trip around the world in your classroom. Use the items from Step 1 activities to turn your classroom into a journey around the world. Make signs from construction paper with the names of the countries that you will be "visiting." Tape each sign in a different place in your room and set out the items and/or pictures that relate to that country underneath the sign. Prepare at least four stops (countries) on your trip.

**Our Bible Words say that we should tell the good news about Jesus to everyone we meet. Let's pretend to do what the Bible Words say by taking a trip around the world in our classroom. Let's go on a Good News Journey. Jesus wants every person in the whole world to hear about His good news.**

Have children hold hands and lead them "around the world." At each stop, explain which country it is, let the children handle the items at that stop, and then recite the Bible Words together phrase by phrase to show how the Good News can be shared with people in that country.

### Materials

pictures inside video cases used in Bible Story

### Materials

items used in the Step 1 activities  
construction paper  
marker  
tape or reusable adhesive

### Teaching Tip

If possible, display items from missionaries your church supports. Perhaps they can write letters, send a audio cassette, or come visit your class.

### Bible Words

"The followers went everywhere in the world and told the Good News to people. And the Lord helped them" (Mark 16:20).

### ▼ 3. What Does This Mean to Me? ▲

#### Good News Walk

We learned how Peter preached the good news about Jesus to the crowd that had gathered in the city of Jerusalem. The Holy Spirit helped Peter know what to say. When Peter preached the Good News, many people believed in Jesus. It was an exciting day for the friends of Jesus.

What do you think the friends of Jesus were thinking when so many people in the crowd believed in Jesus? Emphasize these ideas: They were excited to see what happened. They wanted to tell even more people about Jesus.

Bring out the paper-plate shoes you prepared before class. The Bible tells us that after Peter preached, Jesus' followers went other places telling the good news of Jesus. They walked and talked to many people about Jesus. These shoes remind us of what Jesus' followers told about Jesus. Talk about the truth that the picture on each shoe helps us remember: Jesus loves everyone. Jesus died. Jesus came back to life. Jesus is always with us.

What was the sad news in this Bible story? (Jesus was hurt; Jesus died. The followers missed Jesus.) What is the Good News? (Jesus loves everyone. Jesus came back to life. Jesus is always with us.)

#### Materials

6 paper plates  
stapler and staples  
copies of the four pictures from p. 238

Make paper-plate shoes by cutting one paper plate in half. Invert one half of a plate on top of a full paper plate, matching the edges. Staple the edges together. Make four of these slip-on shoes so that you have one for each Good News statement. Copy, color, and cut out the pictures from page 238. Glue one figure on each "shoe."



### ▼ 4. What Can I Do to Please God? ▲

#### The Good News in Shoes

Let's use the shoes we just looked at to tell about Jesus. I will let each of you have a turn to wear a shoe and tell good news about Jesus. We will begin with two people. Ask two children to step forward and slip on the shoes. Have those two children tell you the good news of Jesus, using the picture clues on the shoes. Repeat until all children have had turns putting on shoes. Give help as needed.

Whom would you like to tell about Jesus? Can you tell someone in your family or a friend the Good News? What will you say to them?

Bring out the postcards made during Step 1. Give each child one card. Do you think someone who lives in this place who needs to know about Jesus? Yes! People everywhere need to hear the good news of Jesus. Sometimes missionaries go to faraway places like these and tell the Good News. What do you think the missionaries tell the people? (Jesus loves everyone. Jesus died. Jesus came back to life. Jesus is always with us.)

Close your class time in prayer. Ask God to help your children as they tell the good news of Jesus to other people during the week. Pray for missionaries your church supports. Encourage children to take their postcards home and pray that the people living in those places will hear the good news of Jesus.

#### Materials

slip-on shoes made in Step 3  
postcards made in Step 1

#### Teaching Tip

If you have a large class, you might want to make more than one set of Good News Shoes. Divide the class into groups of no more than eight with a helper for each group so all the children can participate.

### Lesson Aims

- Explore what legs and feet can do.
- Tell what happened when Peter told a man who couldn't walk about Jesus.
- Give reasons for telling the good news about Jesus.
- Tell someone in your class the good news about Jesus.

## ▼ 1. What Is This Story About? ▲

### Ouch, It Hurts!

Cut rolls of gauze bandages so that each child can have a bandage. The rolls just need to be long enough to wrap around a child's leg four or five times.

**What happens when you have a sore foot or a cut on your leg? What does your mom do to help you get better? What do you have trouble doing?**

**We are going to bandage our legs to help us know how it feels to have hurt legs or be unable to walk.** Have children sit on the floor. Give each child one bandage roll. **Pretend that one of your legs hurts. You need a bandage to help your leg heal. Bandage your leg like this.** Show how to unroll a bandage around a leg, wrapping over the beginning of the roll and pulling the roll around the leg a few times. Help children bandage their legs. Tell children to wait until you help them when they finish rolling. Secure on the bandage with tape. Do not tape the bandage to the child's skin.

Have the children try to walk on one leg. They can help each other. After a few minutes, the children can take off their bandages and give them to you.

Have children sit in a semicircle. **Do you think that our legs are important? How do we use our legs every day? What would happen if you couldn't use one of your legs? What do people use to move around if they have problems with their legs?** Show the crutch you brought. Talk about wheelchairs if children mention them.

### One Leg, Two Legs

Line children up in a straight line. **How many legs do you have? How many feet? How do you use your two legs?** Allow children to name some ways.

**Let's play a game and use our legs in different ways. I will tell you what to do, and you use your legs to do it.** Give these commands, allowing children to do each action: **Stick out one leg. Stick out the other leg. Jump with both feet three times. Hop on one foot twice. Hop on the other foot once. Bend your knees and crouch down.** Let children hop or jump around a little more, and then have children sit in a semicircle.

**Do you think that your legs are important? How do we use our legs every day? What would happen if you couldn't use one of your legs? What do people use to move around if they have problems with their legs?** Show the crutch you brought. Talk about wheelchairs if children mention them.

**In our Bible story today, we're going to hear about a man who couldn't walk. As you listen to the story, think about what would happen if you had legs but couldn't walk.**

#### Materials

bandage roll for each child  
clear tape  
crutch

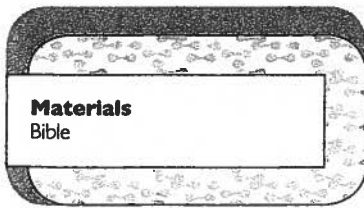
#### Teaching Tip

Young children will need individual help. Have one or two children demonstrate, or recruit some helpers for this activity.

#### Materials

crutch

## ▼ 2. What Does the Bible Say? ▲



### Bible Story: Peter Helps a Man to Walk

Lay your Bible open to Acts 3 on your lap.

The Bible tells us about a man who had never been able to walk. Every one in town knew that he had never walked. Ever since he was a boy he had not been able to run, or jump, or hop. People who lived in Bible times did not have wheelchairs as we do today. The roads were not smooth and there were no sidewalks. When this man left his house, how do you think he traveled? Yes, everywhere the man went, someone had to carry him.

Because the man couldn't walk, he didn't have a job. Each day someone carried him to a busy place so he could ask people for money. That was how he got money to buy his food. Usually the man asked for money outside the temple because many people came there every day. Can you show me how the man might have asked for money or food? Have children hold out their hands and beg for food or money.

One day the man who couldn't walk saw Peter and John coming to the temple. Do you remember who Peter and John were? They were two of Jesus' special followers. The man asked them, "Do you have any money for me?"

Peter and John didn't have money, but Peter said, "Look at us!"

The man looked at Peter and John. Then Peter said something surprising. Peter said, "I have no money, but I do have something to give you. By the power of Jesus, get up and walk!"

Taking the man by the right hand, Peter helped the man stand up. Let's stand up too. Have children stand.

Immediately, this man who had never walked one step in his life was standing! He began walking around. Have children walk a few steps. He went with Peter and John into the temple. He was so excited that he jumped up and down! Have children jump up and down. The man praised God for healing him. Have the children say, "Praise God!" Then the children can sit down.

How do you think the man felt now? How had Peter been able to help the man walk again? (Peter helped the man with the special power of Jesus.)

Everyone saw what had happened to the man. They were amazed that he could walk. Can you show me some looks of surprise? Have children do so. The people came running to see the man walk—the man who had never walked before in his lifetime!

Peter saw the crowd gathering. Peter thought this would be a good time to tell the people the good news about Jesus. Peter told them that he had not healed the man. The man had been healed by the power of Jesus. So Peter told the people how much Jesus loved them. He said that Jesus had died, but God had made Jesus come back to life again. Peter told the people they should stop doing wrong things and love God again.

After the man was healed and Peter told the truth about Jesus, many people believed Jesus was alive. Jesus is the powerful Son of God! Peter was right. It was a good time to tell people the good news about Jesus.

## Story Review: The Lame Man Walks!

Let's find out how well you remember the story of the man who was healed. Sit on the floor like the man who couldn't walk. If you know the answer to my question, jump up on your two legs. I will ask someone who is standing to answer the question. Children should be seated after each question.

1. How did the man get to the temple every day? (Someone carried him.)
2. How did the man get his food? (He asked people to give him money.)
3. What did the man ask Peter and John? ("Will you give me some money?")
4. What happened when Peter said, "I have no money, but I do have something to give you"? (Peter helped the man stand up, and the man was able to stand.)
5. Why were the people amazed? (The man who couldn't walk before was now walking.)
6. What did the man say and do in the temple? (He walked, and jumped, and praised God.)
7. What did Peter tell the people? (Jesus' power healed the man; Jesus died; Jesus came back to life. They should believe and trust Jesus.)

## Bible Memory: Picture That

I have some pictures that will help us remember our Bible Words.

On a chalkboard or wall, tape up each picture one at a time, explaining which part of the verse the picture represents:

disciples—"The followers

world—went everywhere in the world

newspaper—and told the Good News

people—to people.

Jesus—And the Lord helped them."

Bible—Mark 16:20

To review the verse, point to each picture and have the children say the phrase after you. After a few times, some children should be able to say the Bible Words by themselves as you point to the pictures.

If time allows, choose six children and give each child one of the pictures. They can take turns holding up the pictures while the rest of the group says the verse.

### Materials

none

### Materials

reproducible pictures from  
p. 237  
scissors  
markers  
clear tape or reusable adhesive

Before class, copy (enlarge),  
color, and cut apart the six  
pictures from page 237.

### Bible Words

"The followers went every-  
where in the world and told  
the Good News to people.  
And the Lord helped them"  
(Mark 16:20).



### ▼ 3. What Does This Mean to Me? ▲

#### Reasons to Tell

Have children sit in a semicircle. Show them the large bandage you have wrapped around your leg.

**The Bible says that Jesus wants us to tell people the good news about Him. Let's unwrap my bandage and find out why we should tell others the Good News.** Choose children to come and unwrap part of your bandage until they find a word. The first word to appear should be "obey."

**One reason for telling people about Jesus is because Jesus told us to tell others. We want to do what Jesus taught. We love Jesus so we will obey Him.**

Unwrap the bandage some more and discover the word "sad." **Another reason to tell people the Good News is because people are sad. Why are people sad?** (They don't think anyone likes them; something bad has happened to them, etc.) **Knowing that Jesus loves them can make people happy again.**

Have a child unwrap the bandage until "afraid" and "lonely" appear. **Another reason we should tell people the Good News is because sometimes people are afraid and sometimes they are lonely. Why are people afraid?** (People might be afraid of other people, of sickness, of death, etc.) **Why are some people lonely?** (They miss someone who has moved or died; their friends are not talking to them, etc.) **Knowing that Jesus will be with us everywhere and all the time makes us brave. It reminds us that we are never alone.**

Have a child unwrap the bandage until the word "sorry" appears again.

**Another reason to tell people about Jesus is that sometimes people feel sorry for wrong things they have done, but they don't know who to tell. Whom should we tell when we are sorry?** (We should say we are sorry to the people we hurt. We should also tell God we are sorry.) **When people know they can tell God that they are sorry for the wrong things they have done and that God will forgive them, they don't have to feel bad anymore.**

Have a child unwrap the bandage until the word "obey" appears again. **Our Bible Words remind us that "the followers went everywhere in the world and told the Good News to people. And the Lord helped them." When we obey Jesus and tell others about His good news, Jesus will help us.**

#### Materials

elastic bandage  
permanent marker

Use a permanent marker to write the following words, in order, along a length of an elastic bandage: obey, sad, afraid, lonely, sorry, obey. Be sure to leave several inches between each word.

Just before the activity, you or a helper should wrap the bandage around a leg (or arm) so the words will be revealed in order as the bandage is unrolled.

#### Teaching Tip

Beginning readers in your class will be anxious to help you read the words as they are revealed.

### ▼ 4. What Can I Do to Please God? ▲

#### Tell Me the Story

Show the Good News Shoes from Lesson 36. **We can learn to tell the good news about Jesus just as Peter did. Do you remember how the pictures on these shoes helped us tell the Good News last week?** Let children take turns telling you the Good News, using the pictures as cues: **Jesus loves everyone. Jesus died. Jesus came back to life. Jesus is always with us.**

Give each child a copy of page 238. Children can color their pictures and then cut them apart. Put children in groups of three or four with a helper and let them to tell the Good News to one another. The helpers can model holding up the pictures one at a time and the telling the Good News to members of the group.

Jesus holding child on His lap—**Jesus loves everyone.**

cross—**Jesus died.**

empty tomb with Jesus figure—**Jesus came back to life.**

smiling children—**Jesus is always with us.**

**Aren't you glad you can tell the Good News to people in our class?**

Pray together, **Dear God, thank You that we can tell good news of Jesus. Help us tell the Good News always. In Jesus' name, amen.**

#### Materials

Good News Shoes made for Lesson 36  
copy of p. 238 for each child  
colored pencils or markers  
scissors  
envelopes

#### Teaching Tip

Give each child an envelope for keeping his set of pictures in.

# Philip Tells Good News About Jesus

## LESSON 38

Acts 8:26-40

### Lesson Aims

- Explore how the man from Ethiopia traveled.
- Tell what happened when Philip told a man about Jesus.
- Name times and ways to tell the Good News about Jesus.
- Tell someone in your family the Good News about Jesus.

## ▼ 1. What Is This Story About? ▲

### Taking a Ride

Have your children sit in chairs in a circle. **Do you like to take trips? One exciting part of traveling is to go by different kinds of transportation: cars, trucks, boats, trains, planes. Let's pretend we are going on a trip. You are the driver. What will you drive?**

Give each child a yellow piece of paper. **First, let's go by bus. This is your bus driver's license. Have you ridden on a bus before? Pretend that you are the bus driver. What will you do?** Give children a few moments to pretend they are bus drivers. Their chairs are the bus driver's seat. Children could stop the bus and let passengers off and on, make the noise of a bus horn, and so on.

Repeat the activity, distributing the suggested colors of drivers' licenses: black—train engineer; blue—airplane pilot; red—race car driver; gray—semi-truck driver; brown—boat captain.

**In our Bible story, we will learn about another kind of transportation—a chariot. Show the chariot picture. How is a chariot different from a bus? What must a chariot driver do that a bus driver doesn't do? Let's pretend we're chariot drivers. Don't forget to use reins to control where the horses pull the chariot! Pretend to be chariot drivers.**

**Would you like to travel in a chariot? Why or why not?**

### Travel Plans

Gather around a table. Set out gift bags and markers. Keep your packed overnight bag and the chariot picture handy. **Does your family take trips? Do you pack a toy bag? Do you pack a bag for your clothes? What do you like to take?** Allow children to describe packing for trips.

**Have you ever taken a trip where there were few places to stop along the way? Sometimes people travel through desert places. Deserts are often hot and sandy. There may not be many houses or towns to stop at in a desert. I have packed an overnight bag for traveling in the desert. Bring out your bag. Show each item and discuss why it might be needed for desert travel (water bottle—keep from getting thirsty; sunscreen—protect your skin from sunburn; Bible—take God's Word on every trip; map—know where you are going).**

**Let's make travel bags for a trip along a desert road. Have children decorate the outside of their bags. They could draw desert scenes. Show pictures if you brought them.**

**A man in today's Bible story took a trip along a desert road. He did not travel in a bus or car. He traveled in a chariot. Show the picture of the chariot.**

#### Materials

yellow, black, blue, red, gray,  
brown construction paper  
copy of the chariot picture on  
p. 239

Cut 3" x 5" rectangles from the  
construction paper so that each  
child can have one each of the  
colors you plan to use. Copy  
(enlarge), color, and cut out the  
chariot picture from page 239.

#### Materials

overnight bag or backpack  
bottle of water  
sunscreen (or hand lotion)  
Bible  
map  
small gift bags or paper lunch  
bags with handles, one per  
child  
markers  
picture of chariot from p. 239  
optional: pictures of deserts

Put a bottle of water, sunscreen  
(or lotion), Bible, and a map in  
an overnight bag. Copy  
(enlarge), color, and cut out the  
chariot picture from page 239.

Discuss the differences between using a chariot and a car or bus. **Would you like to travel in a chariot? What might it be like to travel in a chariot on a desert road?** Ask children to take their travel bags with them to the Bible story area.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Philip Takes a Trip

Keep your packed overnight bag, the picture of the chariot, small bottles of water, and the children's travel bags handy.

**The Bible tells us about a man name Philip. Philip was a friend of Jesus. He loved to tell people about Jesus. One day, an angel told Philip to take a trip on a desert road. Philip obeyed right away and he started to walk. Let's pretend we are walking along the road with Philip. Do you have your travel bags? Pick up your overnight bag. Move your feet up and down, as though walking. Encourage children to do the same. It's sunny, hot, and dry on the desert road. Do you think Philip was thirsty? Take the bottle of water from your overnight bag. Give each child a bottle of water and let children take drinks. Maybe Philip's skin felt dry in the hot sun. Squirt a little sunscreen or lotion on each child's hand. Allow them to rub in the lotion.**

**As Philip was walking, he met a chariot on the road. Show the chariot picture. Riding in the chariot was a man from Ethiopia. He was an important man who worked for the queen of the Ethiopians. Philip could see that the man was reading something.**

**God's Spirit told Philip, "Go up and talk to that man." Philip obeyed.**

**"What are you reading?" Philip asked the man.**

**The man was reading the book of Isaiah in a Bible-scroll. Pull the Bible from your overnight bag. Isaiah was a prophet. Isaiah wrote about Jesus before Jesus was born! Turn back to Isaiah in your Bible.**

**"Do you understand what you're reading?" Philip asked the man.**

**"I need someone to explain it to me," he answered. The man invited Philip to get into the chariot.**

**The part of Isaiah that the man was reading described a person who would be killed, just as a sheep might be killed. The man couldn't understand. How could a prophet write about someone who had not even been born? And whom was the prophet writing about?**

**Philip knew that a prophet writes only things God has told the prophet. Isaiah had been writing about Jesus. Philip was excited about talking to this man about Jesus. Philip told the man that Jesus had died, just like the sheep the prophet had written about. But Philip explained that Jesus had come back to life again. Jesus is alive!**

**The man listened carefully while Philip told him about Jesus. As they traveled along, they came to a place where there was some water in the desert. The man said to Philip, "Oh, look. Here's some water. Could I be baptized?"**

**Philip and the man went down into the water and Philip baptized him. Then the Spirit of the Lord took Philip away.**

**The man was so happy. Philip had told him about Jesus and now he was a follower of Jesus. He could serve Jesus in Ethiopia.**

**Philip traveled to many other places. Take the map from your overnight bag and open it. Philip wanted everyone, everywhere to hear the good news about Jesus. Give each child a piece of a map. Where would you like to go and tell about Jesus? What Good News would you tell? Encourage children to put their maps in their travel bags and take them home as reminders to tell the Good News wherever they are. (Note: If children did not drink all of their water earlier, they can put the water bottles in their bags too.)**

#### Materials

overnight bag (packed with water bottle, sunscreen or lotion, Bible, map)  
chariot picture used in Step 1  
piece of a map for each child

If you did not make travel bags in the Step 1 activity, provide gift bags or paper lunch bags with handles for children at this time.

#### Teaching Tips

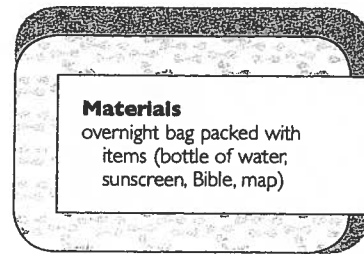
Small water bottles can be purchased in grocery or discount stores.

Be aware of skin sensitivities when using hand lotions.

## Story Review: Travel Bag Story

Put all the items back in your overnight bag. Have children help you retell the story as you take out the items in this order: bottle of water, sunscreen, Bible, map. The items will remind children of the events in the story.

**Where did the angel tell Philip to travel?** (on a desert road) **How do you think Philip felt as he traveled along the road?** (hot, thirsty, skin felt dry) **Whom did Philip meet along the way?** (a man from Ethiopia) **In what was the man traveling?** (a chariot) **What was the man doing?** (reading from a Bible-scroll) **What did Philip tell the man?** (the good news of Jesus) **How do you think Philip felt when the man believed the Good News about Jesus and asked to be baptized?** **What did Philip do after he left this man?** (went other places and told people about Jesus)



### Materials

overnight bag packed with items (bottle of water, sunscreen, Bible, map)

## Bible Memory: Lace 'Em Up

Show the sample string of sandals. **We are going to string some sandals together to help us remember our Bible Words.**

Give each child a set of sandals. As you say each phrase of the verse, have the children find the picture and sandal that go with the phrase. (These are the same pictures presented in Lesson 37.) Talk about how Philip did what this Bible verse teaches.

**"The followers went"**—Philip obeyed God to go.

**everywhere in the world**—Philip went to the desert road.

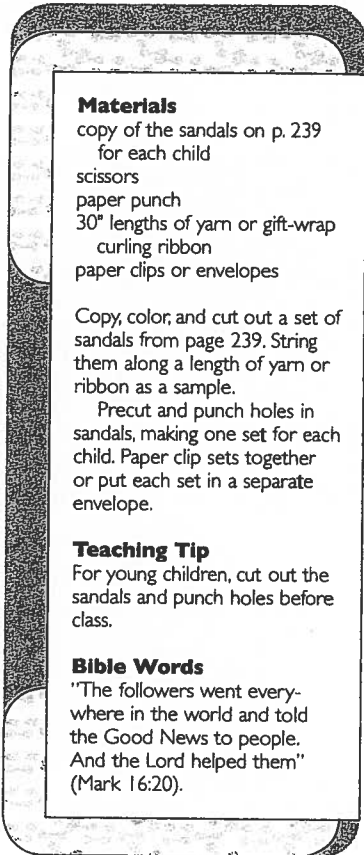
**and told the Good News**—Philip talked about Jesus.

**to people.**—Philip talked to the man from Ethiopia.

**And the Lord helped them.**—God's Spirit told Philip where to find the man.

**Mark 16:20**—This is where the verse is found in the Bible.

Repeat the verse together several times, and then have the children use lengths of yarn to string their sandals together in the order of the verse phrases. Repeat the verse, letting them use their sandals to say it correctly. **How are people in faraway places going to hear about Jesus? What can we do to help people hear about Jesus?**



### Materials

copy of the sandals on p. 239  
for each child  
scissors  
paper punch  
30" lengths of yarn or gift-wrap  
curling ribbon  
paper clips or envelopes

Copy, color, and cut out a set of sandals from page 239. String them along a length of yarn or ribbon as a sample.

Precut and punch holes in sandals, making one set for each child. Paper clip sets together or put each set in a separate envelope.

### Teaching Tip

For young children, cut out the sandals and punch holes before class.

### Bible Words

"The followers went everywhere in the world and told the Good News to people. And the Lord helped them" (Mark 16:20).

### ▼ 3. What Does This Mean to Me? ▲

#### Telling the Good News

**Materials**

toy plates, bowls, and glasses or cups  
empty boxes or play food  
copy of the four pictures on p. 238

**Teaching Tip**

Some preschool classrooms have plastic food that you can borrow for this activity. Or use the activity as a fun snack time, providing dry cereal and juice—or French fries and ketchup!

Have items at hand to quickly set up two kinds of pretend meals: one at home and one at a fast-food restaurant. Provide toy plates, bowls, and glasses or cups. Use empty boxes or play food for each kind of meal. For the at-home meal, use cereal and milk boxes and cereal bowls. For the fast-food meal, get hamburger and French fry boxes from a fast-food restaurant. Bring clean, empty drink containers.

**Just as Philip did, God wants us to tell people everywhere the good news about Jesus.** Show the children the four pictures from page 238. **We can say: Jesus loves everyone. Jesus died. Jesus came back to life. Jesus is always with us.** Repeat these phrases several times until children are familiar with them.

**When can you tell about Jesus? Where can you talk about Jesus to others?** Listen to any suggestions children offer.

**You could talk to your family about Jesus around the kitchen table.** Have children help you set the table with play bowls and glasses. Set out "food" for home (cereal, bowls, milk). Pretend to eat and have children tell about Jesus just as they would at home with their families, using the four phrases above.

**We could talk about Jesus with our friends when we spend time with them, perhaps when we take them out to eat. They need to know about Jesus' love too.** Replace your "home" food with "fast food" (hamburgers, fries, drink containers). Have children pretend they are serving each other food. Then have them tell their friends about Jesus, using the four phrases above.

**Where else could we tell people about Jesus? At what times could we do this?** Help children think of places such as the playground or at school, and times such as with a baby-sitter, at recess in school, or while riding in a car.

### ▼ 4. What Can I Do to Please God? ▲

#### I Can Tell Good News

**Materials**

sheet of paper for each child  
colored pencils or markers

Write "Tell Good News" at the top of each sheet of paper.

Give each child one paper on which you have written "Tell Good News." **Let's draw pictures of the people in our families. Then we'll decide whom we will tell about Jesus.** Children should draw pictures of the people in their families. While children are drawing, review the Good News they can tell. As children finish, have each child circle one person in his family whom he will tell about Jesus.

**Whom are you going to tell? What will you tell this person about Jesus when you get home?** Each child should point to and name the person and say what he or she will tell. (e.g., "I will tell my sister that Jesus died and came back to life.")

Pray together, **Dear God, thank You for Your Son, Jesus. Thank You that Philip told a man riding in a chariot about Jesus. Help us tell our families the good news of Jesus this week. In Jesus' name, amen.**

# Saul Tells Good News About Jesus

## LESSON 39

Acts 9:1-31

### Lesson Aims

- Tell the difference between being afraid and feeling safe.
- Tell what happened when Saul began to tell people about Jesus.
- Name people you can tell about Jesus.
- Tell someone the good news about Jesus.

## ▼ 1. What Is This Story About? ▲

### I'm Afraid

Have children sit in a circle on the floor as partners. **Every person is afraid sometimes. People are afraid of different things. What things are you sometimes afraid of?** Talk about being afraid of the dark, being alone, getting hurt, getting lost.

**What helps you feel safe?** Name things such as being with Mom or Dad, having a nightlight in the bedroom, knowing someone will take care of you.

**I'm going to read a story. We will act out part of the story with our partners to show how we can help other people feel safe.** Begin the story with everyone sitting down.

**One day, a little boy was walking through the woods. He was alone. Soon he lost his way. The trees were thick and blocked out the sun. Strange noises kept coming from the bushes. He didn't know what to do.**

**Just when the little boy was most frightened, a friend came along. He patted the boy on the back and said, "Don't be afraid. I'll help you."**

Encourage partners to pat each other on the shoulders and reassure each other.

**The friend took the boy's hand and walked with him through the woods. Let's get up and pretend we are walking through the woods with our partners.** Do so. Partners can hold hands if they choose to do so. **Soon the boy stopped shaking. He was not so afraid anymore. He felt safe.**

**Finally, the two friends reached a place where lots of children were playing. The boy shook his friend's hand and thanked his friend for helping him. Can you shake hands and thank your partner?** Children should do so and then sit back down.

**How does it feel when someone helps you when you are afraid? What do you like a friend to do to help you?**

**Materials**  
none

### Safe and Afraid

Gather children in a circle. **Every person is afraid at times. People are afraid of different things. What are you afraid of?** Talk about things that frighten children, such as the dark, talking in front of the classroom in school, being alone, getting hurt, getting lost.

**Let's talk about ways we can get help when we are afraid. I will tell about a time you might feel afraid. You help me think of a way to feel safe.** See how many ways children can think of to feel safe. Some suggestions are given.

**1. When it is dark in your bedroom and you are afraid, what can you do?** (Go talk to a family member. Turn on a light. Talk to God in the dark.)

**Materials**  
none

**2. When you are lost in a store, what should you do?** (Call out loudly for your mom or dad. Ask a store clerk for help. Ask God to help you stay calm.)

**3. If you are outside playing and you get hurt, what should you do?** (Ask a friend to go for help. Call out loudly for someone's attention. Thank God for being with you.)

**4. If you are left alone, what should you do?** (Remember the instructions your parents gave you about being left alone. Call your mom or dad. Ask God to help you be brave.)

**In today's Bible story, we will learn about a man named Saul who might have felt afraid. Let's find out what happened and who helped Saul.**

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Friends Help Saul

Sit in a circle and give each child a red "stop" sign and a green "go" sign.

**We have been talking about being afraid and feeling safe. No matter where we are or what we do, God helps us. Jesus is always with us whether we are afraid or feeling safe. In our Bible story, I will stop at certain points. If you think this is a time when Saul felt afraid and wanted to stop, hold up your red sign and say, "Stop!" If you think this is a time when Saul felt safe, wave your green sign as though you are directing traffic and say, "Go!"**

Open your Bible to Acts 19 and lay it in your lap as you tell the Bible story. After Jesus died and came back to life, He went back to Heaven. Jesus gave His followers a job to do—tell other people about Him.

Some people thought that the followers of Jesus were wrong. A man named Saul even killed some of Jesus' followers. But then Saul learned that Jesus was alive and that Jesus is the Son of God. Saul became a follower of Jesus. Saul loved the followers of Jesus because he was a follower too.

Saul began to tell people the good news of Jesus. Everyone who heard Saul was amazed at the change in his life. They were happy to hear Saul telling good news. Pause. Encourage children to choose a sign to hold up. Yes! You chose green signs. Saul felt safe when these people listened to him.

But the people who had been Saul's friends before did not like Saul's choosing to follow Jesus. They wanted to kill Saul. Day and night, they watched the gates of the city. The city had a wall all around it, so they thought Saul couldn't get away from them. Pause. Hold up stop signs.

One night some of the people who now believed in Jesus because of Saul's words helped Paul escape from the city. They put him in a basket and quietly lowered him down outside of the city wall. They helped Saul escape from the people who were trying to kill him. Pause. Show go signs.

Saul went to Jerusalem. When he got there, some followers of Jesus were afraid of him. They remembered how Saul had tried to hurt them before. They didn't believe he was really a follower of Jesus. Pause. Show stop signs.

But one man named Barnabas believed Saul was a follower of Jesus. Barnabas became Saul's good friend. Barnabas told the other people how Saul was now very bold and brave about telling others of Jesus. Barnabas helped the other followers of Jesus become Saul's friends too. Show go signs.

Saul began telling more people about Jesus in that city. But some of the people in Jerusalem didn't like what he was saying. They tried to kill Saul too. How do you think Saul might have felt? Show stop signs.

When Saul's new friends heard of his danger, they helped him escape again. Saul still wanted to tell people the Good News. So Saul went to a new city and began telling people about Jesus. Nothing would stop him from giving out the Good News! Show go signs.

#### Materials

Bible  
red and green construction paper  
marker  
scissor

Before class, cut out large, red construction paper circles and print "STOP" on each one. Cut green circles and print "GO" on each. Make a set for each child.

#### Teaching Tip

To make signs easier to hold, tape a ruler or large craft stick to each sign as a handle.

Did you notice that many times fear tried to stop Saul from telling the good news about Jesus? You held up your stop signs three times! But Saul didn't let fear stop him. He kept going from place to place telling people how much Jesus loves them. You held up your go signs four times!

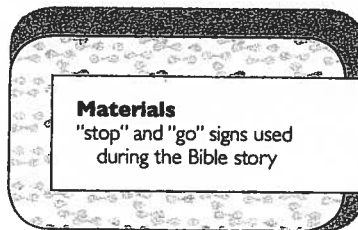
Would you have been afraid if you had been with Saul? How do you think Saul felt when his friends helped him?

Because Saul was so brave, the church kept on growing. Soon there were many more followers of Jesus in many more places. Have children wave the go signs.

## Story Review: Red Light, Green Light

Ask children to line up across the room from you, holding their green "go" and red "stop" signs. Even today, fear sometimes stops us from telling others about Jesus. But we can be like Saul who was not afraid to tell the Good News everywhere. Let's play a "Red Light, Green Light" game to help us remember how Saul kept telling others about Jesus. I will ask a question. If the answer was a safe time in Saul's life, hold up your green signs and take two steps toward me. If the answer was a scary time, hold up your stop signs and stay where you are. Ask the following questions:

1. When Saul began telling about Jesus, some people were amazed. How do you think Saul felt? (safe and happy) green light
  2. What did some people who were friends with Saul before want to do to him? (kill him) red light
  3. How did Saul escape over the city walls? (friends lowered him over in a basket) green light
  4. What did Saul keep telling people? (good news of Jesus) green light
  5. Why didn't some followers of Jesus believe Saul? (Saul had tried to hurt them before) red light
  6. What was the name of the friend who believed that Saul was really a follower of Jesus? (Barnabas) green light
  7. What happened when Barnabas talked to the people about Saul? (they became friends with Saul) green light
  8. What did the enemies in Jerusalem try to do because Saul was telling about Jesus? (tried to kill Saul) red light
  9. What did Saul go to other cities and do? (told about Jesus) green light
- Wasn't Saul brave? He kept telling the Good News no matter what. We don't have to be afraid to tell the Good News about Jesus. There are a lot of people who want to listen and we know that Jesus is always with us.

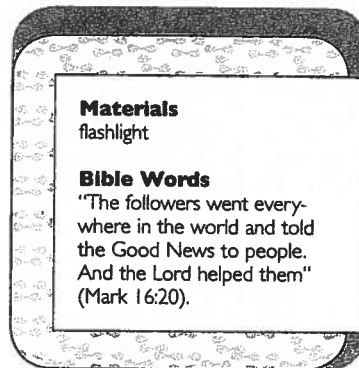


## Bible Memory: Stop-and-Say Bible Words

Our Bible Words tell us to tell everyone everywhere the Good News. Saul escaped from danger in a basket so he could tell the good news about Jesus. Let's take a Good News walk with Saul and say our Bible Words. I'll shine a flashlight as you walk. When the light goes off, we'll stop and say the Bible Words. Nothing will stop us from telling the good news about Jesus.

Have children stand in a circle. Stand in the center. Turn on the flashlight and have children begin to walk around in a circle. Shine the flashlight around the circle for a few moments; then turn off the light and say, "Stop! The light is not shining." Point to one child and ask, "(Child's name), will you help us turn on the Good News light?" That child should say the verse or lead the group in saying the verse. Turn on the flashlight and repeat the activity.

Where did Saul go to tell the good news of Jesus? Do you know any missionaries who go to faraway countries to tell the Good News? Who helps them tell the Good News? Who will help you? (Jesus)





### ▼ 3. What Does This Mean to Me? ▲

#### Go and Tell

**We can tell people in many different places the good news of Jesus. Let's think about these places.**

Give each child a copy of page 240. Help children trim off the outside edges of the page. Show them how to fold the papers in half so that the pictures show on the outside. Then they should fold the paper in half again to make a booklet.

Talk about each picture in the booklet (family, playground, church, school). As children color, help them name others they can share the Good News with at each place (e.g., family—my mom or dad; playground—my best friend; church—a visitor; school—someone who eats lunch with me). **On each page there is room for you to draw a picture of the person you will tell about Jesus.** Help children write the names of the people they draw below the pictures.

**You can tell the good news about Jesus to lots of people. Even if someone already knows the Good News about Jesus, he would like to hear it again. People who love Jesus like to talk about Him.**

Remind children of the four phrases they can use to tell the Good News. Show the pictures you have been using as memory prompts. Have the children repeat the sentences with you: **Jesus loves everyone. Jesus died. Jesus came back to life. Jesus is always with us.**

**Just imagine! We can be helpers of Jesus! We can all tell the Good News!**

### ▼ 4. What Can I Do to Please God? ▲

#### Calling All Friends

Have children sit in a circle around a table and place the telephone in the center. Make sure the children have their booklets from the previous activity.

**Let's practice telling people the good news of Jesus. We can pretend to call them on our telephone.**

Model calling on the phone for the children, saying hello in a friendly voice, and then telling a Good News message (e.g., "Hello, Mom, I want to tell you that Jesus is always with us. I miss you. Good-bye.").

**Choose one of the people you drew in your booklet. "Call" that person and tell her some good news about Jesus.** The child can say one of the Good News phrases that has been learned or tell about Jesus in his own words. Pass the telephone around the table as you do this activity. Give everyone a chance to make a phone call. **Take your booklets home. They will remind you to tell your family and friends about Jesus.**

#### Materials

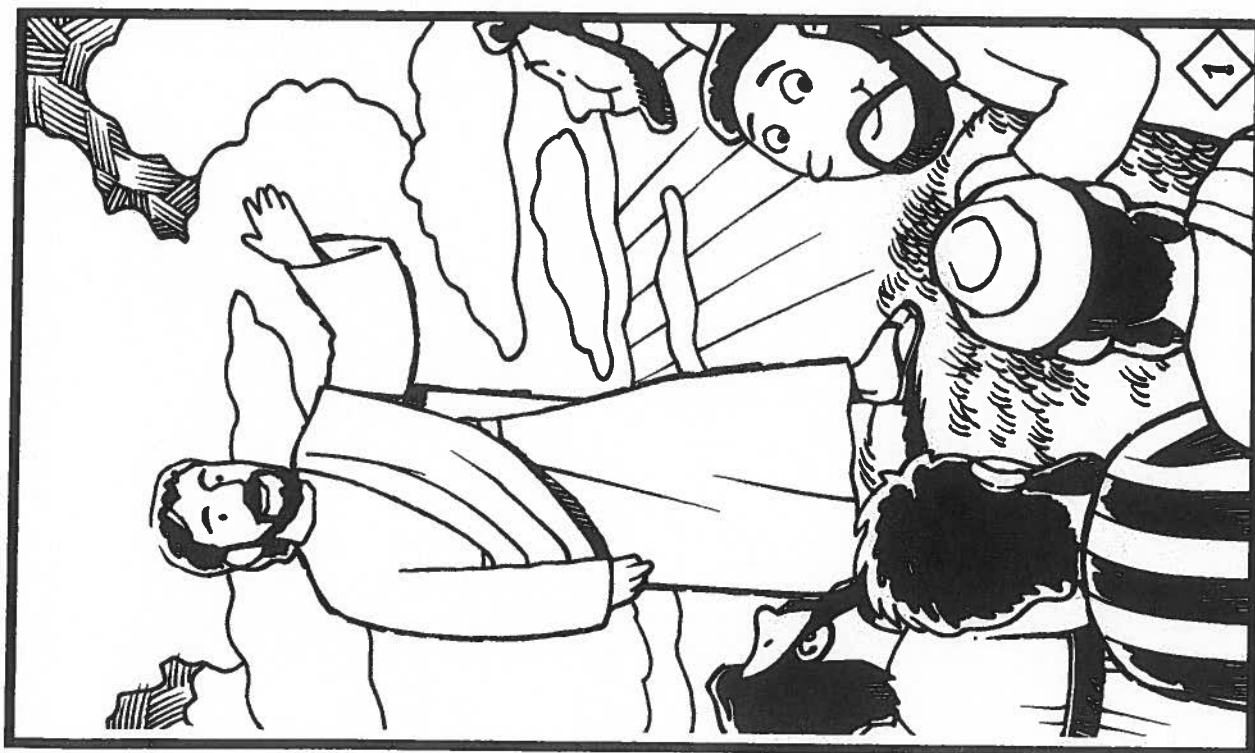
copy of the booklet on p. 240  
for each child  
scissors  
crayons or markers  
copy of the four pictures on  
p. 238

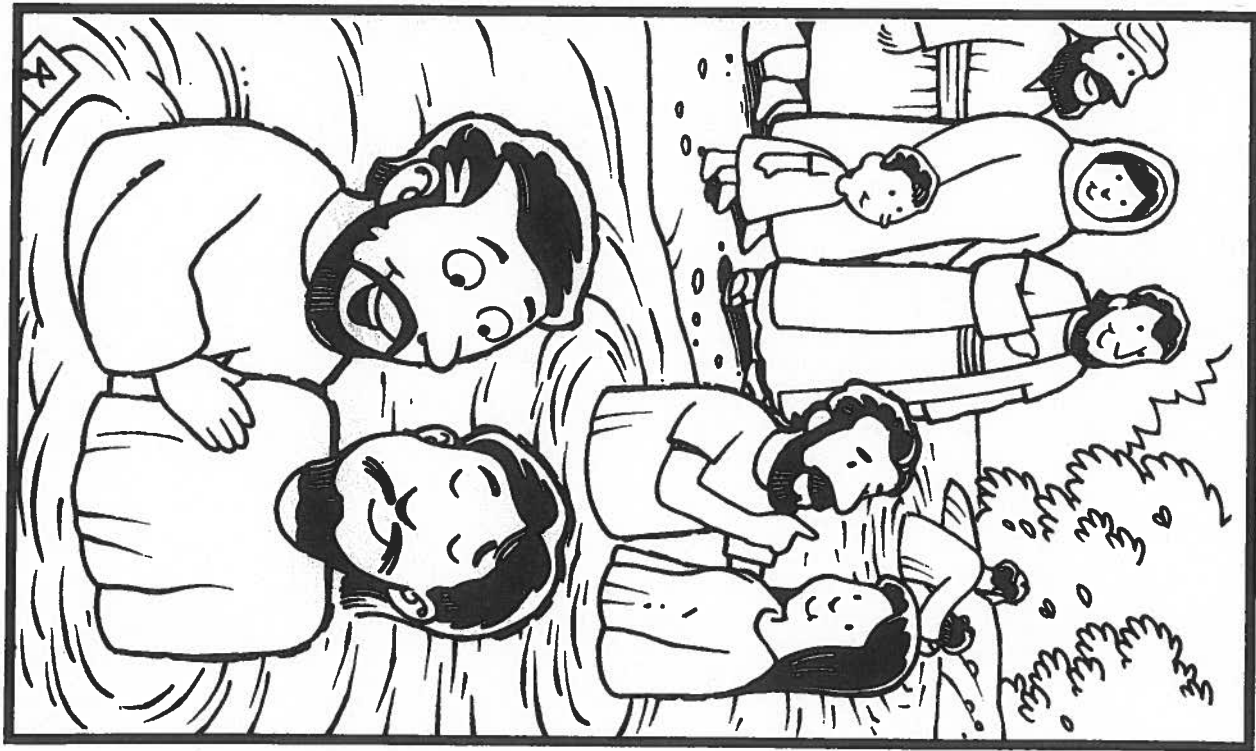
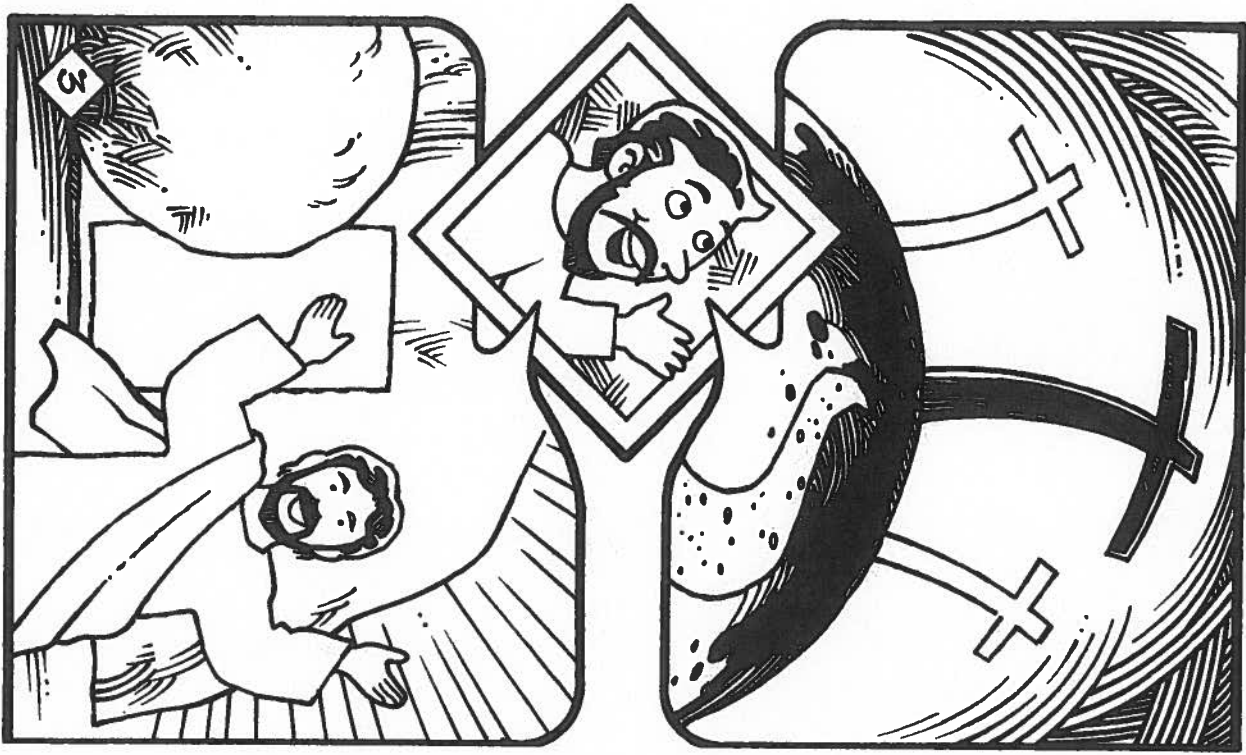
#### Teaching Tip

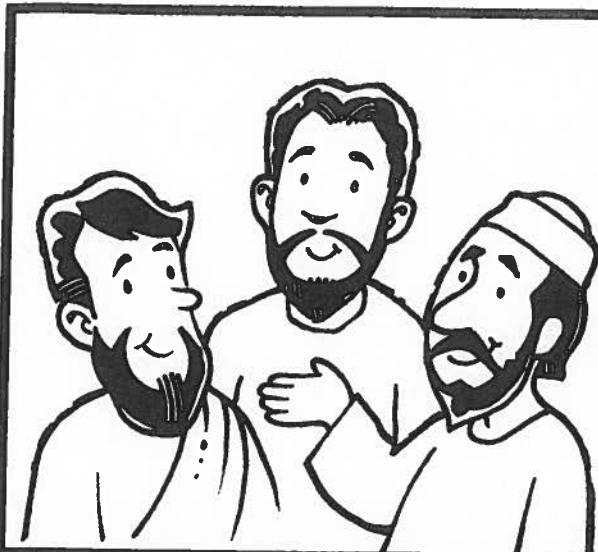
For young children, trim and  
fold the booklets before class.

#### Materials

telephone  
"Tell About Jesus" booklets  
made in Step 3

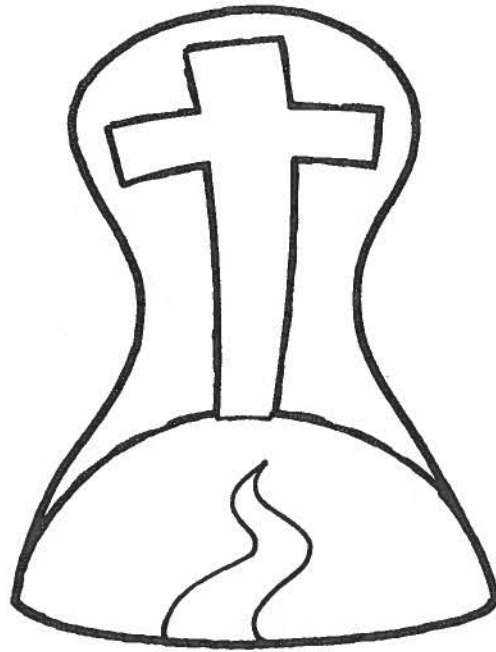




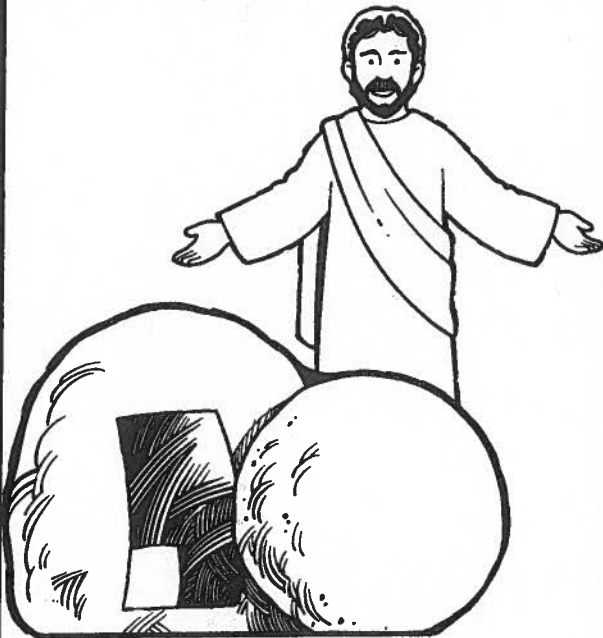




Jesus loves everyone.



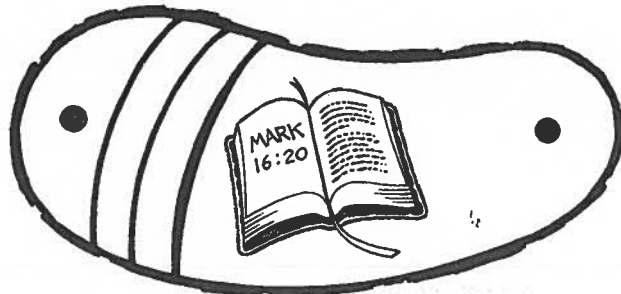
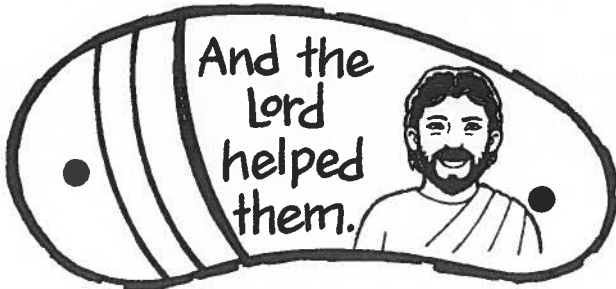
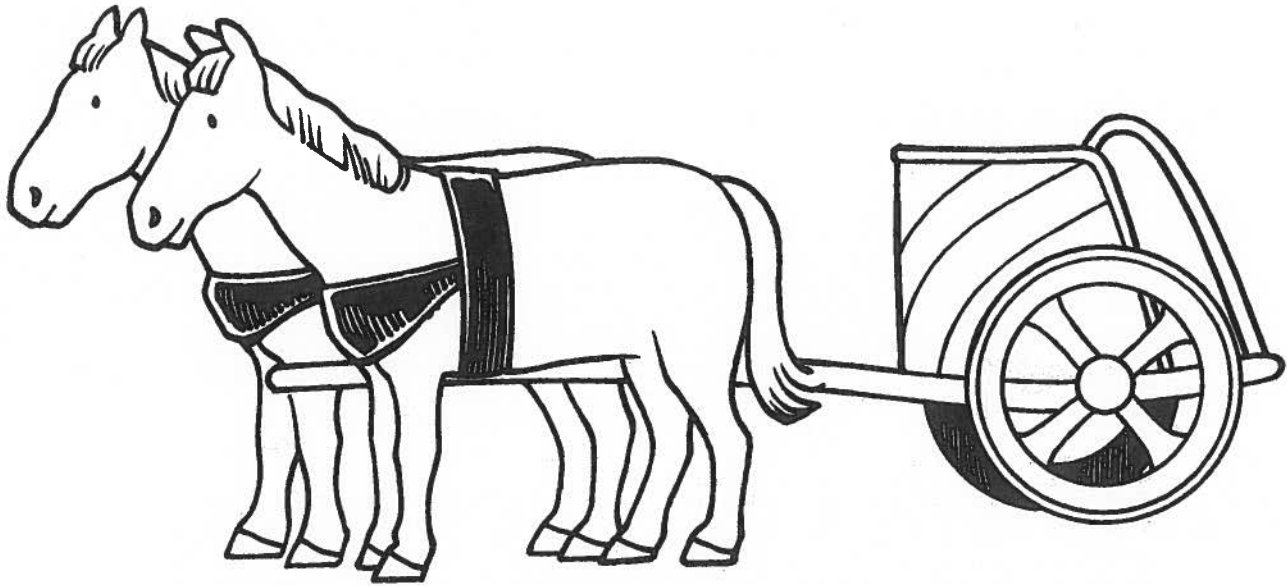
Jesus died.



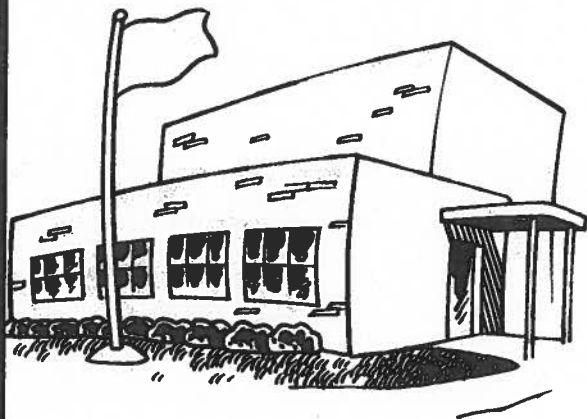
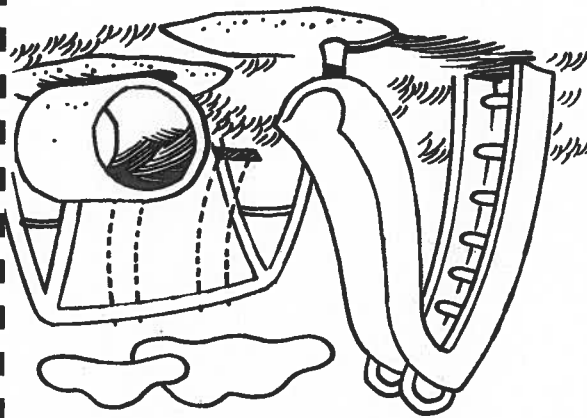
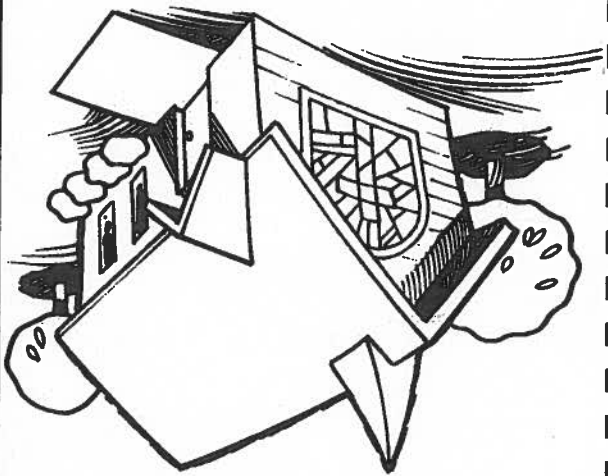
Jesus came back to life.



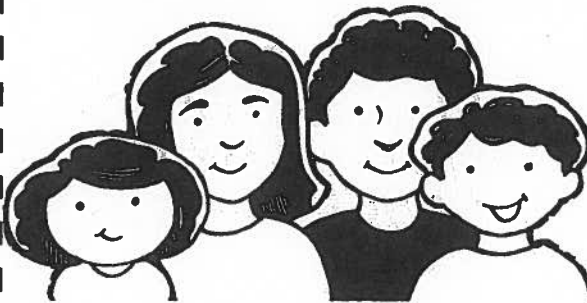
Jesus is always with us.







Tell About Jesus.



# The Bible Teaches Me to Do Right

Lessons 40-43

## 40 Joshua Obeys God

Joshua 6:1-20

## 41 Ruth Is Kind to Naomi

Ruth 1, 2

## 42 Samuel Serves God

1 Samuel 3:1-21

## 43 David and Jonathan Are Friends

1 Samuel 18:1-4; 20 (selected verses); 2 Samuel 9

### Unit Aim

Choose to do what is right.

### Why Teach This Unit to 4- to 6-Year-Olds?

Today's children are faced with many opinions of what is right and wrong. In an age of few absolutes, it is not surprising that young children are often confused about what they should do. Of course, the best (and only) authority for making the distinction between right and wrong is God's Word. The Old Testament lessons in this unit will encourage children to do right by obeying God, being kind, serving Him, and being a friend to others. As they study well-known Bible people, children will see positive examples of godly character that will help them realize the need for these character traits in their own lives.

Since children all learn differently, a variety of creative methods are used—songs, actions rhymes, pantomime, sign language, art, and other meaningful activities. Many activities are included to capture and keep children's attention.

Keep the children's attention on the main goal of the unit: choosing to do what is right. Emphasize that the only way to do right is to obey God.

### Unit Bible Words

"We will serve the Lord our God. We will obey him"  
(Joshua 24:24).



## Unit Project: "God's Heroes" Bulletin Board

Throughout this unit, create a bulletin board, adding to the board each week. Cut out letters or hand letter a bulletin board header that reads: GOD'S HEROES DO RIGHT WHEN THEY . . .

Next, divide the bulletin board into four sections. You can use crepe paper or construction paper strips. Label the four sections: OBEY GOD, ARE KIND, SERVE GOD, ARE FRIENDS. Create a border of blue ribbons. (You can use the service badge on page 262 for a pattern.)

Each week, post on the bulletin board a sample of the visual you have used during the Bible story or Bible story review. The first week, copy and color page 259, Joshua's army marching around Jericho. Post the picture in the section titled, OBEY GOD.

The second week, copy and color the picture of Ruth from page 260. Post the picture in the section titled, ARE KIND.

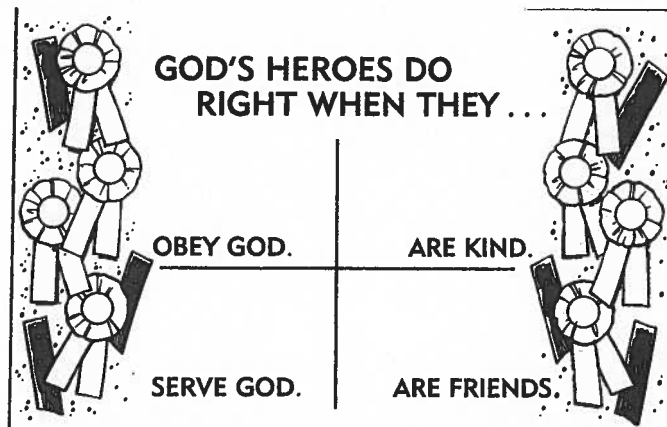
The third week, copy and color the picture of Samuel from page 262. (You will only need to copy the face half

of the hand puppet.) Post this picture in the section titled, SERVE GOD.

The fourth week, copy and color the picture of Jonathan giving gifts to David and the picture of King David being kind to Mephibosheth from page 264. Post these pictures in the section labeled, ARE FRIENDS.

Have an instant-developing or digital camera in your classroom throughout the unit. Whenever you see a child obeying, being kind, serving, or being a friend, take a picture of the child. Develop or print out the pictures and post them in the appropriate sections of the bulletin board. Make sure by the end of the unit that you have taken a picture of each child at least one time.

On the last Sunday of the unit, invite families to stop in your classroom after class. Encourage children to show their pictures to parents, grandparents, and other family members. Emphasize that you have learned about Bible people who are well-known, or heroes, and that you see some young heroes for God developing right in your classroom. You may want to give award ribbons, stickers, or other small treats to your heroes as they leave.



### Lesson Aims

- Explore building things.
- Tell what happened when Joshua obeyed God at Jericho.
- Name ways you can obey God.
- Choose to do right by obeying God.

## ▼ 1. What Is This Story About? ▲

### Building the Right Way

Scatter boxes or blocks of various shapes and sizes on a table or the floor. (Use cardboard bricks if you have them.) Include some oddly-shaped objects—circular, triangular, or perhaps a wadded-up paper bag. Talk as you build.

**We are going to build a wall together so you can show me what you know about building. If we stack up all these objects, we can make a fine wall, don't you think? Let's start the bottom of the wall with these pieces.** Line up some boxes and include one of the oddly-shaped objects.

If the children are paying attention, someone will probably say you can't use the oddly shaped object. Ask the child to explain why it won't work. Then say you'd like to try it anyway. **Let's build another layer on top of this foundation.** Let the children stack boxes on top of the first level of objects. The oddly-shaped object may or may not cause problems. If it does, talk about why it isn't working and let the children talk you into replacing it with a box or block like the others. Continue building up the wall, creating problems and letting the children correct you. Finally let children finish the job, creating a nice sturdy wall.

**How did you learn to build such good walls?** (Someone taught me. I have done it before and learned what is best.) **Why weren't my blocks staying up well?** (The blocks you used were too different in size and shape.) **Things work best when we follow the rules and make right choices. Good job!**

#### Materials

cardboard boxes or blocks of various sizes and shapes  
a few oddly-shaped objects

### The Right Bricks

**Let's say and act out a rhyme about building and doing things God's way—the right way.** Say the rhyme and do the actions; then have children do them with you.

**Every single little brick you use to build a wall**

(Squat, and then slowly stand as you pretend to stack bricks.)

**Must fit exactly right, or the wall will fall!**

(Smack hands together.)

**Build your life to please the Lord. Show Him in every way**

(Make fists and move them hand over hand; then point toward Heaven.)

**That you choose to do what's right, to love Him and obey.**

(Wag forefinger; then put hands over heart.)

**What happens if we don't build a wall correctly?** (It will fall.) **How can we know how to build?** (Follow the instructions; learn from a teacher.) **How can we know what is right to do?** (Learn from God's Word.)

#### Materials

none

## ▼ 2. What Does the Bible Say? ▲

### Materials

Bible

### Teaching Tip

Children may enjoy acting out today's exciting Bible story. Choose one child to be Joshua to lead the others. Choose a few children to be priests. If you built a wall and it is still standing, have children march around it. If not, have them march around a table.

### Bible Story: Jericho Finger Play

Open your Bible to Joshua 6. The Bible tells us that God had big plans for Joshua. While Joshua was the leader of God's people, God told Joshua, "I have given you Jericho." Joshua wondered how he could lead his army into such a strong city, but God had said it, so Joshua knew it was going to happen.

Jericho was a big city. It had a large wall for protection built all the way around it. When the gates were shut and guarded, no one could come in or go out. How could Joshua and his army march into such a protected city?

God had a special plan and He told Joshua exactly what to do. Joshua listened to God's plan and then he prepared his army, the priests, and all the people to obey God. Joshua explained what God had said to do. First, some soldiers would line up. Behind the soldiers, seven priests with trumpets were to line up. Following these priests were to be some priests who would carry a special box; it was a box that contained God's Ten Commandments. And following the priests with the box were more armed men. Everyone was to march quietly. No talking was allowed. The only sound was to be the priests blowing their horns. The people were surprised at this plan by God, but they knew they should obey. God had already said, "I have given you Jericho." The people knew God would help them.

**Watch me and I will show you exactly what happened.** As you explain God's plan, act it out with your two hands as directed.

**For six days, Joshua's army and the priests were to march once a day around the walls of Jericho.** Hold up one hand vertically, flat with fingers together to represent the wall. "Walk" two fingers of the other hand around your "wall" hand one time; then speak in a whisper with an index finger to your mouth: **Nobody talked or shouted; no soldier raised a weapon. The only sound was the priests blowing their trumpets.** Pretend to blow a trumpet. **Do you think the people wanted to hurry up and march into Jericho? Well, we don't know what they thought, but we do know that every one of the Israelites did the right thing—they obeyed God.** For five more days, the army and priests marched around the wall one time each day. "Walk" your fingers around your "wall" hand five more times. Count as you "walk," **Day 2, Day 3, Day 4, Day 5, Day 6!**

**On the seventh day, God had told Joshua to have the army and the priests march around the city again. Only this time, they were to march around seven times in the same day! And they did! Can you walk with them?** "Walk" your fingers around your "wall" hand and have children copy you. Count together up to six times around. **God had told Joshua to have the army do something differently when they walked around the seventh time.** Slowly "walk" your fingers around your hand one more time. **During the seventh time around, when the priests blew their trumpets, Joshua said, "Shout! The Lord has given you this city!"** Cup your hands at the sides of your mouth and shout. **Everyone shouted and an amazing thing happened—the stone walls fell "smack" to the ground!** Quickly spread your fingers and flatten your "wall" hand to represent the wall collapsing. **The soldiers jumped over the fallen stones, ran into the city, and took over Jericho!** "Run" the fingers of your other hand over the flattened hand like Israelites running into Jericho.

**Jericho's wall was strong, but God is stronger than any wall!**

## Story Review: Before and After

Give each child a copy of page 259 and crayons or markers. As children color the picture, talk about the city of Jericho and Joshua's army.

**Why did Joshua think the city of Jericho would be hard to overtake?** (There was a strong wall all around the city.) **When Joshua lined up God's people, what was the order?** (armed soldiers, 7 priests with trumpets, priests carrying the special box, more armed men) **How do you think the people inside the city of Jericho felt? How might God's people have felt?**

Show each child how to fold down the top third of the picture. **On the blank area that is now folded down, let's draw some scattered rocks and rubble to show what the wall of Jericho looked like after God's people shouted. We can draw fallen rocks as we answer some questions about the story.**

**How many times did the army and priests march around the wall on the first day?** (one time; Draw one rock.) **For how many days did they march just one time?** (six days; Draw six more rocks.) **How many times did they march around the walls on the seventh day?** (seven times; Draw seven more rocks.) **Who made the walls fall when the people shouted?** (the one true God) Each child can draw another rock and then show his "collapsed wall." **Now you have a before and after picture of the Israelites' marching around Jericho.** Use a sample to show the "before" picture; then fold down the top to show the "after" picture.

**How did Joshua obey God?** (He told the people God's orders.) **What did the army, the priests, and the people do to obey God?** (They did what God told them to do.)

## Bible Memory: Memory Verse Song

**When Joshua served God by leading the Israelites, he told the people they had to choose whom to obey. The people answered: "We will serve the Lord our God. We will obey him."**

**We are going to sing a song that will help us learn those Bible Words.** Show Joshua 24:24 in your Bible. Teach the song and sing it a few times. (Note: To make the words fit the tune, give two beats to "Lord.") After children have learned the song, they can march in place as they sing the Bible Words.

*Tune: "I Will Make You Fishers of Men"*

**We will serve the Lord our God, the Lord our God, the Lord our God.**

**We will serve the Lord our God. We will o-bey Him.**

**We will o-bey Him. We will o-bey Him.**

**We will serve the Lord our God. We will o-bey Him.**

**How did Joshua obey God? How did Joshua serve God? What happened when Joshua and all the people obeyed God?**

### Materials

copy of p. 259 for each child  
crayons  
scissors

Note: You will want to trim away margins on this activity page.

### Materials

Bible

### Bible Words

"We will serve the Lord our God. We will obey him"  
(Joshua 24:24).

### ▼ 3. What Does This Mean to Me? ▲

#### Acting Out Ways to Obey

##### Materials

blocks and container  
Bible  
snack item  
picture of Jesus

I'm going to act out four ways Joshua and the Israelites obeyed God. See if you can guess what they are. 1. Walk in a big circle until someone says, "Walking around the wall." 2. Hold your finger up to your mouth and say "Shhh" until someone says, "Being quiet." 3. Pretend to blow a trumpet until someone says, "The priests blew their trumpets." 4. Walk in a circle and pretend to shout until someone says, "Shouting." **Joshua and the Israelites obeyed God by walking around the wall, being quiet as they walked, blowing trumpets together at the right times, and shouting when they were told to shout.**

Now I'm going to act out four ways we can obey God. See if you can guess what they are. Use the props to help children understand what you are doing.

1. Dump out some blocks, then pick them up and put them away. **How am I obeying God? Let children suggest ideas. Yes, putting away toys is a way to obey God because God wants us to do the things our parents ask us to do.**

2. Sit down with an open Bible on your lap and pretend to read or look at the Bible story pictures. Then pretend to pray. **How am I obeying God? Yes, I am obeying God by reading His Word and talking to Him in prayer.**

3. Bring out a snack item. Share some with each child. **How am I obeying God? I am being kind and sharing with others.**

4. Show the picture of Jesus to one child. Pretend you are telling the child about Jesus. **How am I obeying God? Yes. I am telling someone the good news of Jesus.**

We obey God when we obey our parents, when we learn about God and talk to God, when we are kind to others, and when we tell others about Jesus. What is something you can do to obey your parents? What will you do this week to learn about God? How will you be kind to someone? What will you tell someone about Jesus? Allow children to share ideas. If there is time, act out some of the ways they suggest.

### ▼ 4. What Can I Do to Please God? ▲

#### Promise to Obey God

Joshua and God's people had to choose whether or not they would obey God. Our Bible Words say, "We will serve the Lord our God. We will obey him." There are many times in each day when we might need to choose to obey God. Discuss some of the choices the children might need to make.

What choice do you make when your mom asks you to clean your room, but you are playing a game? Is it easy or hard to obey?

What choice do you make when someone has said or done something unkind to you? What do you think God wants you to do?

Do you choose to thank God for your food before you eat, or do you just start eating without thinking about God?

Here is a prayer we can say together to promise to do right by obeying God. Say the prayer below and do the actions. Then have the children repeat the prayer and actions, phrase by phrase. **Let's pray these words to God:**

**Every day** (Hold up one hand, palm out.)

**In every way,** (Hold up the other hand, palm out, beside the first hand.)

**I will obey You, Lord.** (Turn hands and put them together as though praying.)

**In Jesus' name, amen.**

##### Materials

none

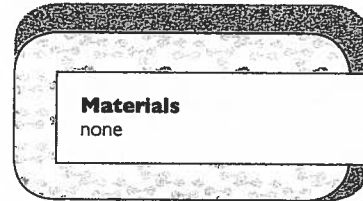
### Lesson Aims

- Tell the difference between being kind and being unkind.
- Tell what happened when Ruth chose to be kind.
- Name ways you can be kind.
- Choose to do right by being kind.

## ▼ 1. What Is This Story About? ▲

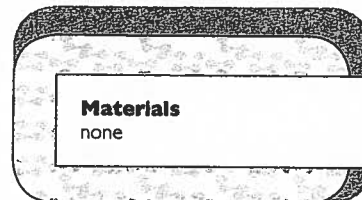
### Kind and Unkind Words

- Show me with your faces how you feel when someone is kind to you.  
Most children will make happy faces. **Yes, kindness makes us happy.**
- Show me with your faces how you feel when someone is unkind to you.  
Most children will make sad or angry faces. **Oh my, I can see that unkindness makes you sad or angry or upset!**
- Listen carefully to what I say. If what I say is kind, show me your happy faces. If what I say is unkind, show me your sad or angry faces. Make the following statements with the correct voice inflection:
1. May I help you carry your groceries, Mrs. Daniels? (happy faces)
  2. No! You can't play with my truck! (sad, angry faces)
  3. I'm sorry you feel sick. I hope you feel better soon. (happy faces)
  4. Thanks for the cookies, Mom. (happy faces)
  5. Would you like to play ball with me? (happy faces)
  6. You're weird! (sad, angry faces)
  7. That's OK, Grandpa, we can go to the park later when your headache gone. (happy faces)
  8. Jaime, ask your mom if you can come to Sunday school with me? (happy faces)
  9. I don't care what everybody else wants! I want to watch this video! (sad, angry faces)
  10. This is the last piece of cake, so I'll share it with you. (happy faces)
- What do you do that is kind? Have you ever done something unkind?  
How did it make you feel? In today's Bible story, we will learn about a man who was very kind.



### Kindness/Unkindness Action Rhyme

- Let's learn a rhyme that teaches how we can show unkindness or kindness by what we say and by what we do. Say the following rhyme and do the actions for the children:
- Unkindness is hurtful words** (Frown as you point to your mouth.)  
**and hurtful actions too.** (Hit one open hand with the other fist.)  
**But kindness is showing love** (Smile as you trace a heart with pointer fingers.)  
**in all you say** (Point to mouth.)  
**and do.** (Extend hands outward, palms up.)  
**I'd rather be kind than unkind,** (Smile as you put your hands on your heart.)  
**wouldn't you?** (Point to someone with a questioning look on your face.)



Have the children say the rhyme and act it out with you. Discuss the rhyme to make sure they understand it. **Is it kind or unkind to make fun of children? to call them names? to say hurtful things to them? Is it kind or unkind to share? Is it kind or unkind to get angry when we don't get our way? Is it kind or unkind to help others?**

**God is kind to us. God wants us to be kind to others. Jesus was kind to others and we want to do as Jesus did. When we say kind things and when we share and are helpful to others, God is pleased with our kindness.** Say the action rhyme again and have the children shout their answers to the last line.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Ruth Helps Naomi

As you tell the story, hold up the Bible people (p. 260), folding and unfolding it to show the story characters as directed. Have your Bible laying open to the book of Ruth on your lap.

**The Bible tells us of a time when there was not enough food to eat in Israel. Some people moved to other lands that had more food. Naomi and her husband and their two sons left Bethlehem and moved to the land of Moab. Life was better in Moab because they had food to eat there. But later Naomi's husband and her two sons died. Hold up the visual showing only Naomi.**

**Naomi lived with her sons' wives, Ruth and Orpah, but Naomi was very sad without her husband and her sons. She decided to leave Moab and go back home where there was now food to eat. Orpah and Ruth started out with her. Unfold the visual to show Orpah and Ruth next to Naomi. But Naomi said to the two women, "Go back to your own parents' homes in Moab. You have been very kind to me."**

**Orpah and Ruth loved Naomi and didn't want to leave her. Naomi convinced Orpah that she should stay with her family. So Orpah kissed Naomi good-bye and left. Fold back the visual so Orpah can no longer be seen.**

**But Ruth wanted to go with Naomi. "Your people will be my people," Ruth said. "Your God will be my God." When Naomi saw that Ruth had made up her mind, the two women traveled together to Naomi's hometown of Bethlehem.**

**The barley harvest was just beginning and Ruth decided to go to the barley fields to pick up the stalks of barley that the harvesters had left behind. Barley could be made into bread for Ruth and Naomi. Fold the visual so only Ruth can be seen. Ruth worked hard all day gathering barley.**

**Boaz, the owner of the field, asked his workers about Ruth. Fold the visual so Boaz can be seen next to Ruth. The workers told Boaz that Ruth had been working since morning with only one short rest. Boaz had heard about Ruth's kindness to Naomi. He told Ruth she could continue to pick up barley in his field. In fact, Boaz told his harvesters to leave extra barley for her. He made sure that she had water to drink and he even invited her to have lunch with his workers. "I know about all the help you have given to Naomi," Boaz said to Ruth. "The Lord will reward you for all you have done."**

**At the end of the day, Ruth was happy to carry a big basket of barley back to Naomi. Fold the visual so only Ruth and Naomi can be seen. Ruth even had some lunch leftovers to share with Naomi. When Ruth told Naomi where she had worked, Naomi was pleased. Boaz was a relative of her family. She encouraged Ruth to go back to Boaz's fields often, and God did blessed Ruth for her kindness to Naomi. Later, Ruth married again. Her husband's name was—Boaz! Unfold the visual so Naomi, Ruth, and Boaz can be seen.**

#### Materials

Bible  
copy of p. 260  
scissors  
markers or colored pencils

Copy and color the Bible people on page 260; then trim and fold the page on the dotted lines to use during the Bible story.

## Story Review: Illustrated Poem

We will color and fold these puppets to help us remember the story of Ruth, Boaz, Naomi, and Orpah. Show children how to trim off the edges and fold the page to show the Bible characters one at a time, all together, and in twos or threes as you did while telling the Bible story. Let them manipulate their pages to show the appropriate people as you slowly say this review poem.

Naomi, Ruth, and Orpah—these three—

Decided Israel was the place to be.

Naomi talked Orpah into going home,

But Ruth wouldn't leave Naomi alone.

So Ruth and Naomi—just these two—

Went to Bethlehem, as Naomi wanted to do.

Ruth went to the fields to get food to eat,

Gathering leftover barley for bread so sweet.

Boaz looked in his field and there he saw

The kind way Ruth cared for her mother-in-law.

Boaz married Ruth and Naomi was glad.

And God blessed Ruth for the kindness she had.

How was Ruth kind to Naomi? (Ruth stayed with Naomi and took care of her. Ruth gathered barley to make their bread.) How was Boaz kind to Ruth? (Boaz took care of Ruth by letting her gather barley in his field and having his workers leave extra barley for her to pick up. He also made sure she had food, water, and a place to rest.)

## Bible Memory: Ruth's Promise

Our Bible Words are a promise we can make to serve and obey God.

Let's say the Bible Words together. Say Joshua 24:24 with rhythm, emphasizing the underlined words as follows:

"We will serve

the Lord our God.

We will obey him."

Say the verse a few times together; then leave out the word serve, letting children say it by themselves. Say the verse again, this time leaving out the words our God for children to fill in. Finally, say the verse leaving out the words obey him for the children to fill in.

How was Ruth kind to Naomi? How can we serve and obey God as Ruth did?

### Materials

copy of p. 260 for each child  
scissors  
crayons

### Teaching Tip

If you have younger children in your class, trim and pre-fold a copy of page 260 for each child.

### Materials

none

### Bible Words

"We will serve the Lord our God. We will obey him" (Joshua 24:24).



### ▼ 3. What Does This Mean to Me? ▲

#### How Can We Be Kind? Action Song

Ask children to sit in a circle. **Let's name some ways we can be kind as Ruth was kind to Naomi. How can we show kindness to our families? to our friends at school? to our friends at church?** Help children name specific ways to be kind (e.g., help a family member do a chore, make a gift or card for someone, say kind words to someone, let someone go first in line, etc.).

**Now we'll play a singing game to help us remember some of these ways to be kind.** Join hands with another adult to make a bridge through which the children should walk. When the song ends, drop your arms and "capture" the child going through the arch at that time. That child must answer the song's question by telling a way to be kind. Release the child, re-form the arch, and have the children continue passing through it. Continue until every child has had a chance to answer the question. **As we sing this song, you will walk in a circle and under our bridge. When we stop singing, we will capture one of you and you will name a way to be kind.** Sing the following words to the tune "London Bridge Is Falling Down":

**How can we be kind today, kind today, kind today?**

**How can we be kind today and love others?**

When the game is over, change the words to the words below and sing it again. **Let's change our song to make it a promise to be kind.** Have children nod their heads yes and point to themselves as they sing:

**Yes, I will be kind today, kind today, kind today.**

**Yes, I will be kind today and love others!**

**Name some ways the people in our class can be kind this week.**

### ▼ 4. What Can I Do to Please God? ▲

#### Pictures of Kindness

**Do you want to do right by being kind? Let's draw pictures, make cards, or write simple letters we can give to people and be kind.** Set out paper and art supplies. Encourage each child to think of someone to whom a card, letter, or picture can be given (a parent, grandparent, neighbor, friend, etc.). Let children choose what they want to create. As the children draw, quietly sing the kindness song (above). Some will sing along with you. As each project is completed, let each child show you what she made and tell to whom it will be given. Encourage each child with comments such as "What a good way to show kindness! I'm sure the person you give this to will like it" or "Being kind that way will please God."

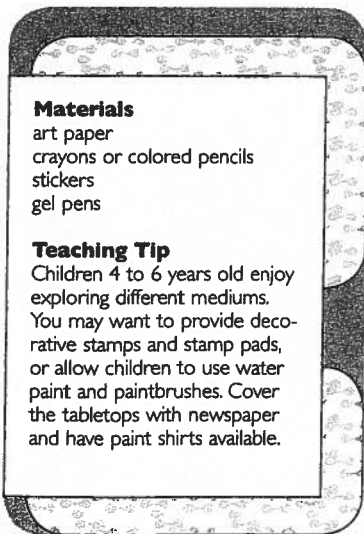
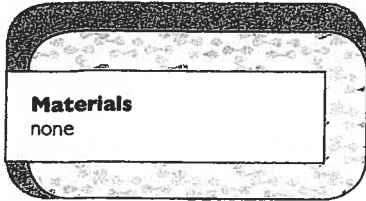
**Let's ask God to help us be kind this week. Say this prayer after me. When we say "Help me to . . .," you can tell God what you want to do to be kind. Then we'll finish the prayer together.**

**Dear God,**

**I want to be kind this week.**

**Help me to . . .**

**Thank You for being kind to me. In Jesus' name, amen.**



#### Materials

art paper  
crayons or colored pencils  
stickers  
gel pens

#### Teaching Tip

Children 4 to 6 years old enjoy exploring different mediums. You may want to provide decorative stamps and stamp pads, or allow children to use water paint and paintbrushes. Cover the tabletops with newspaper and have paint shirts available.

### Lesson Aims

- Tell the difference between listening and not listening.
- Tell what happened when Samuel listened to and served God.
- Name ways you can serve God.
- Choose to do right by serving God.

## ▼ 1. What Is This Story About? ▲

### Learning to Listen

**Please put your hands over your ears.** When all the children have covered their ears, start talking in a soft voice. Talk for about 20 seconds; then tell children they can uncover their ears. Some will. Others will not hear, so motion to them to uncover their ears or take the children's hands from their ears.

**When you had your ears covered could you hear what I was saying?**

**Some of you didn't hear me when I told you to uncover your ears. We can't hear very well when our ears are closed, can we?**

**People hear sounds all the time. Name some things that make noise around you all the time.** Let children name things such as cars, birds, sirens, a clock ticking, and so on. **If you are busy, you probably don't even notice these sounds. You probably hear them, but you aren't listening to them.**

**Let's see how well you can listen. I'm going to make some sounds. Listen carefully, because when I'm done I want you to make the same sounds in the same order. Here we go!** Make three fun sounds in a row (e.g., peep, breathe out loudly, smack your lips). Challenge the children to make the same sounds in the correct order. Then do it again with five sounds. Encourage them to be good listeners and repeat all five sounds.

**What do you do when someone calls your name? If you are listening, you will answer him. If you are not listening, you will not answer. Our Bible story today is about a young boy who listened when his name was called.**

### Listening and Obeying

Give each child a copy of the picture on page 261 and a red crayon. The children must listen as you tell them what to do.

**Let's see how well you can listen and do what I say. Listen carefully.** Speak clearly and pause after each instruction, giving time for children to do what you have told them.

1. Draw a circle around the dog.
2. Add an apple to the tree.
3. Draw an X through the ice cream.
4. Color the bird.
5. Draw one line under the ball.

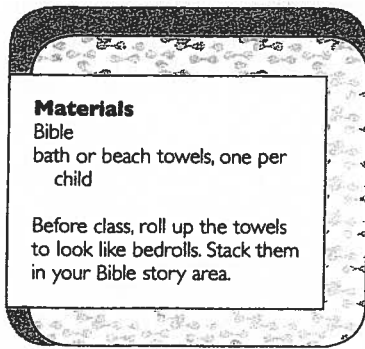
Let children check their papers as you show them what they should have done. Congratulate good listeners. **How can we know what someone wants us to do?** (We must listen to him.)

**Let's find out how a young boy in the Bible listened and obeyed.**

**Materials**  
none

**Materials**  
copy of p. 261 for each child  
red crayons

## ▼ 2. What Does the Bible Say? ▲



### Materials

Bible  
bath or beach towels, one per  
child

Before class, roll up the towels  
to look like bedrolls. Stack them  
in your Bible story area.

### Bible Story: Samuel Listens to and Serves God

Seat the children around you so they have room to act out these parts of the Bible story: Samuel sleeps; he wakes up to hear the Lord's voice; then he answers the Lord's call. Open your Bible to 1 Samuel 3.

**The Bible tells us about a young boy named Samuel. Samuel lived with Eli, who was a priest or special servant of God. As we listen to the Bible story, you can pretend to be Samuel; I will be Eli the priest.**

**Samuel worked in the tabernacle, God's Holy Tent, even though he was just a boy. He helped Eli the priest. Eli was old and nearly blind. One night Eli and Samuel curled up on their beds. It's time to get out your bedrolls. Give each child a towel to unroll and lie down on. You can lean over to "sleep."**

**Samuel was so tired. He yawned and stretched. Children can yawn and stretch. He pulled the covers up. Pretend to do so. Samuel was almost asleep when suddenly he heard a voice! He sat up straight. Children should sit up and be alert. "Samuel, Samuel!" the voice said.**

**"Here I am!" Samuel answered as he ran into Eli's room. Encourage the children to stand and run in place. Yawn and squint your eyes as you mumble Eli's words. "Huh?" said Eli. "What is it? I didn't call you. Go back to bed." Scratch your head and look confused. Hmm, that's odd.**

**Samuel got back in his bed and snuggled down, ready to go to sleep. Have children lie down again on their bedrolls. "Samuel, Samuel!" There was the voice again. Samuel jumped out of bed and hurried to Eli's room. Children should stand and run in place again. "I'm here. You called me," Samuel said to Eli.**

**Poor old, sleepy Eli! Stretch and pretend to be sleepy. "I didn't call you," Eli said. Now go back to bed."**

**Samuel slowly walked back to his bed. He was confused. Samuel lay down on his bed again and waited. Shhhh! Children can lie down again. Wait a few seconds before continuing. Sure enough, there came that voice again! "Samuel, Samuel!" Once again Samuel went to Eli and said, "Here I am. You called me." Have children stand and run in place a third time.**

**Eli woke up again. He knew he wasn't calling the boy. This time Eli realized it was the Lord speaking to Samuel. "Go back to bed, Samuel. God is talking to you. If you hear your name called again, say, 'Speak, Lord. I am Your servant, and I am listening.'"**

**Samuel listened to Eli and did exactly what he said. Samuel went back to bed and really listened for the voice. Soon he heard it again: "Samuel, Samuel!" This time Samuel didn't run to Eli. Instead, Samuel probably just sat up in bed. Have children sit up straight.**

**"Speak, Lord. I am Your servant, and I am listening," said Samuel. Samuel listened quietly while God talked to him. God told Samuel some news about what He was going to do in Israel. The news was not all good news because some of God's people hadn't been listening to God and obeying Him.**

**The next morning Eli asked Samuel what God had said. Samuel and Eli talked about the things God had said that He was going to do. "He is the Lord," said Eli. "Let Him do what He thinks is best."**

**Samuel had listened carefully when God spoke to him. As Samuel grew older, he became a great prophet of the Lord. He told many people messages from God. The people knew that what Samuel said was true because they knew that Samuel always served and obeyed God.**

## Story Review: Samuel and Eli Hand Puppets

Give each child a copy of the puppets to color and cut apart. Fold the two puppet pieces in half on the dotted lines and tape the sides together so each puppet goes over a child's hand like a mitten. Have each child put his Samuel puppet on one hand and the Eli puppet on the other hand.

**We are going to use our puppets to remember how Samuel listened and obeyed God. Use your puppets and do the actions and "talk" to each other as I tell the story.**

It is bedtime for Samuel and Eli—yawn—,  
They go lie in their beds for the night.  
"Samuel, Samuel!" A voice wakes Samuel up.  
Samuel climbs out of his bed and runs to Eli.  
"I didn't call you," says Eli. "Go back to bed."  
Samuel goes back to bed, all ready to sleep when . . .  
"Samuel, Samuel!" There's the voice again!  
Samuel climbs out of his bed and runs to Eli.  
"I didn't call you," says Eli. "Go back to bed."  
Once more Samuel goes back to bed, but soon . . .  
"Samuel, Samuel!" The voice again!  
Samuel climbs out of his bed and runs to Eli.  
"It must be the Lord," says Eli. "Tell Him you are listening."  
Samuel gets back in bed and . . .  
"Samuel, Samuel!"  
Samuel sits up. "Yes, Lord, I'm listening."  
God gives Samuel a message.  
The next day Samuel tells Eli what God said.  
Whenever God spoke to Samuel, Samuel listened.  
Samuel always served God and told what God said.

**What did Samuel do when he heard God calling him?** (He listened and answered.) **What did Samuel do after he heard God's instructions?** (He did what God said to do; he told Eli what God said.) **How did Samuel serve God?** (by working in the temple, by saying what God wanted him to say, by obeying God's instructions)

## Bible Memory: Bible Words Finger Play

Samuel said to God, "Speak, Lord. I am your servant, and I am listening." Samuel was saying he would do whatever God told him to do. Our Bible Words say the same thing. Let's say them together: "We will serve the Lord our God. We will obey him, Joshua 24:24."

Here's a way to remember the Bible Words so we don't forget to obey and serve. Let's use our 10 fingers as we say the words. Hold up both hands. Say Joshua 24:24 as you tap on your fingers.

**We** (Touch the thumb of one hand.)  
**will** (Touch the pointer finger.)  
**serve** (Touch the tall finger.)  
**the** (Touch the ring finger.)  
**Lord** (Touch the little finger.)  
**our** (Touch the thumb of the other hand.)  
**God.** (Touch the pointer finger and point upward.)  
**We** (Touch the tall finger.)  
**will** (Touch the ring finger.)  
**obey** (Touch the little finger.)  
**him."** (Point up with both pointer fingers.)

**How did the prophet Samuel obey and serve God? Is God pleased when people obey? What is a way you can obey God?**

### Materials

copy of the Samuel and Eli puppets on p. 262 for each child  
crayons  
scissors  
transparent tape

Make a sample set of puppets to show.

### Teaching Tip

For younger children, cut apart, fold, and tape the puppets before class.

### Bible Words

"We will serve the Lord our God. We will obey him" (Joshua 24:24).

### ▼ 3. What Does This Mean to Me? ▲

#### Servant Badges

Samuel told God, "I am your servant." A servant does what he is told, so the first thing a servant must do is listen. How do we listen to God and know what He wants us to do? Let children answer. God tells us in His Word, the Bible, what He wants us to do. So the first thing we need to do is listen to our parents and teachers when they tell us what the Bible says. Then we need to obey. When we obey, we will be serving God and helping others.

What does God want us to do to serve Him? Let the children share their ideas. Guide children to answers such as: be kind, help someone, do what our parents tell us, pray, say right words, invite friends to church, and so on. Some children may be more specific in their ideas (e.g., "Play with my baby brother"). The more specific they are, the better.

Show the sample service badge you have cut out and colored. **I made a service badge at home. I thought of a way I will serve God.** Tell what you wrote and point to it. Pin or tape on your badge. **When I wear my badge, it reminds me to listen and serve God.**

Give each child a service badge. I'm giving each of you a service badge to wear too. The badge says you want to serve God. While you are coloring your badges, I will help you write one way you want to serve God. Go to each child and let the child tell you what to print on the badge. Give children star stickers to put on their badges. Then stick the badges to their clothes with rolled masking tape. Let's stick the badges on and wear them for everyone to see. Now everyone will know what you want to do to serve God.

### ▼ 4. What Can I Do to Please God? ▲

#### "I Will Serve the Lord" Chant

Your badges say that you want to serve God. What does that mean? Let children answer. Serving God means obeying His Word, doing what He tells you to do. But, as Samuel found out, serving the Lord isn't always easy.

I'll say some times when being God's servant might be hard. If you want to do what God wants you to do, answer each of my statements with the words "I will serve the Lord!"

If I'm tired and feel like quitting . . . "I will serve the Lord!"

If I think something is too hard . . . "I will serve the Lord!"

If my friends don't want to help me . . . "I will serve the Lord!"

Today and tomorrow and always . . . "I will serve the Lord!"

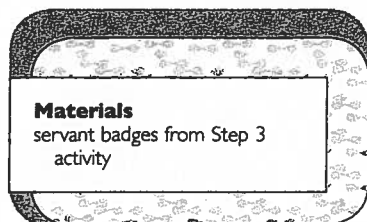
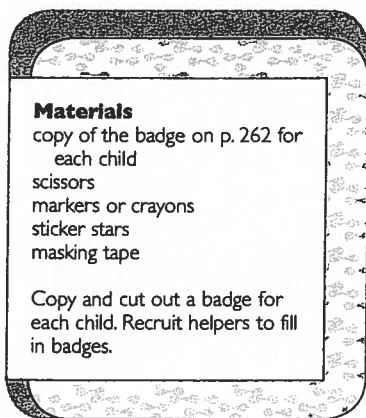
Let's pray and talk to God as Samuel did. I will say a sentence to God, and then you can say it after me. Pray slowly, allowing the children to echo each word or phrase:

Dear God, I am your servant.

Help me to listen to You.

Help me to always obey Your words in the Bible.

In Jesus' name, amen.



# David and Jonathan Are Friends

## LESSON 43

1 Samuel 18:1-4; 20 (selected verses); 2 Samuel 9

### Lesson Aims

- Explore being part of a king's family.
- Tell what David and Jonathan did to be friends.
- Name ways you can be a friend.
- Choose to do right by being a friend.

## ▼ 1. What Is This Story About? ▲

### If I Were a Prince or Princess

Before class, make two copies of the crown parts from page 263 on two colors of paper. Cut out and assemble two crowns. Use glittery glue or glue on pieces of colored foil for jewels. Attach bands so the crowns will fit your children's heads. Cover two chairs with a gold or purple cloth for thrones. Place doilies or embroidered cloths on the chairs.

**If your dad were a king and your mom a queen, what would you be?** Let the children answer that they would be princes and princesses. **Do you think your life would be different if you were a prince or princess? Let's take turns being princes and princesses in a king's family. We'll put on our crowns and talk about what we do.** Choose a boy and a girl to sit on the "throne" and let them wear the crowns.

Encourage the children to act like royalty as they answer the questions. **What kind of house do you live in as a member of the king's family?** Let the child use his or her imagination to describe the king's palace. If the child needs more help, ask questions: **How big is your house? Is it like other people's houses? Does it have a swimming pool?**

**What kinds of clothes do you wear? What does the king's family eat? What do you do for fun? What are your birthday parties like? What pets do you have? What jobs do your parents make you do? Do you get to go to your favorite fast-food restaurant to eat?**

**Would you like to be part of a king's family? Why or why not? Today's Bible story is about a king's son and a boy who became the king's son's best friend.**

### Royalty Action Song

**Let's sing a song about living in a king's family.** Line up the children in two rows facing each other. Go over the words and practice the motions as a group. (Children can walk in place while practicing the motions.) Then select one child to be the prince or princess, and give that child the crown to wear. The royal family member can walk between the rows of other children, doing the actions as the song is sung.

(Tune: "If You're Happy and You Know It")

**If I lived in a royal family,**

(Walk around the room regally with head held high.)

**Everyone would be especially nice to me.**

(Wave one hand as if to acknowledge crowds of people.)

#### Materials

crown pattern on p. 263  
yellow and blue or purple  
construction paper  
scissors  
clear tape  
colored foil and glue (or glittery  
glue)  
gold or purple cloth  
lace doilies or embroidered  
cloths

#### Teaching Tip

If you have a large class, ask the questions more than once or make up additional questions. If you have a small class, prepare just one crown and throne.

#### Materials

crown pattern from p. 263  
yellow and blue or purple  
construction paper  
scissors  
tape  
colored foil and glue (or glittery  
glue)

Before class, use the pattern and instructions on page 263 to make a crown.

#### Teaching Tip

If you will have additional class time, make enough copies, pre-cut the pieces, and provide supplies for each child to make his own crown.

**I'd wear fancy clothes and shoes, and I'd eat just what I choose,**  
(Twirl around to show off your clothes; then rub your stomach and smile.)

**If I lived in a royal family.**

(Cross arms over chest, still looking regal.)

**If you were a prince or princess, what would your life be like? In today's Bible story, we will learn about a king's son and his son's best friend.**

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: David and Jonathan Are Friends

Give each child a strip of paper. Have star stickers available. The children will put stickers on their strips as you tell the story, and then make bracelets at the end of the story. Open your Bible to 1 Samuel 18.

**The Bible tells us about two young men, David and Jonathan. Jonathan was the son of King Saul. Jonathan was a prince and lived in the palace with his father. David was a shepherd boy who loved and trusted God. He didn't wear a crown or live in a palace. In fact, his main job was taking care of his father's sheep. David and Jonathan were very different, but they became best friends. As we learn about their friendship, I will give you some stickers to put on your paper strips.**

David was a young shepherd boy when he first met Jonathan. David and Jonathan liked each other right away and they became good friends. Let's put two stars on our strips, one for Jonathan and one for David. Give each child two stickers.

Jonathan was so happy to have a new friend that he gave David his royal coat, his belt, his sword, and his bow and arrows. David had never had anything so fine. He accepted them from Jonathan. Let's put another sticker on each paper strip to remember this act of friendship. Give another star sticker to each child. King Saul asked David to stay instead of going home, so from then on David lived in the palace with Jonathan and his father.

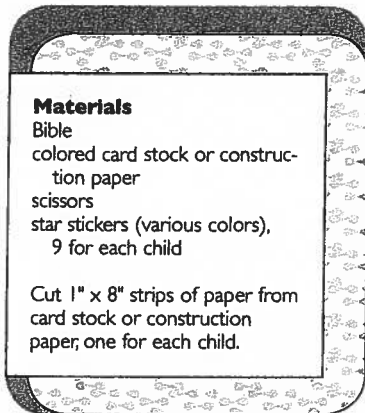
A little while before this time, David had become famous for killing a giant named Goliath. People remembered what David had done, so they praised David and sang songs about his bravery. This made King Saul very jealous. David did not understand why the king was no longer happy with him. David asked Jonathan about it. Let's put stars on our strips so we can remember how David talked over his problem with his best friend. Give star stickers. Jonathan told David not to worry about his father, King Saul. Jonathan couldn't believe that his father really disliked David.

But then Jonathan found out that the king really did hate David. In fact, King Saul wanted to kill David! So Jonathan warned his best friend to run away and hide from the king. As David hid in a field, Jonathan shot an arrow past its mark. That was a sign for David to go away and hide from King Saul. We'll add another sticker to each strip because Jonathan warned his friend. Give star stickers.

Before David left, he and Jonathan made a pledge to be friends forever. They promised that even their children would be friends. Here's a star for the friends' pledge of friendship for themselves and their children. Give star stickers.

After Jonathan and his father, King Saul, had died, David became the king of Israel. David did not forget his best friend, Jonathan. Let's put stars on our strips because David still remembered Jonathan. Give star stickers.

One day King David asked, "Is there anyone still left in Saul's family? I want to show kindness to this person for Jonathan's sake." Soon King David learned that Jonathan's son Mephibosheth (pronounced Meh-fib-o-sheth) was still alive. David sent for Mephibosheth. David gave land back to



**Mephibosheth.** He also invited Mephibosheth to eat with him in the palace. From that time on, David treated Mephibosheth as one of his own sons. Give another star sticker.

David showed great kindness to Mephibosheth because of his friendship with Jonathan. Let's add one last star to our strips, and then we'll tape the strips together to make them into bracelets. Give the star stickers; then tape the ends of the paper strips together. Make sure children can slip the bracelets over their hands.

We have made friendship bracelets to remind us of two good friends, David and Jonathan. Every star on the bracelet is a reminder of things they did to be good friends to each other.

## Story Review: Pictures of a Special Friendship

Give each child a copy of the pictures of David and Jonathan (page 264).

We are going to color some pictures of David and Jonathan to help us remember their special friendship.

As the children color, talk about the pictures. Look at the first picture. Do you remember what Jonathan gave to David to show his friendship? (his royal coat, his belt, his sword, and his bow and arrows) David had never had anything so fine. He accepted them from Jonathan. Friends like to share with each other.

In the second picture, what do you think David and Jonathan are talking about? (David is asking why King Saul dislikes him; Jonathan is encouraging David.) Good friends often talk about their problems.

Why do the two friends look unhappy in the third picture? (They're sad because David has to go away for a while.) It's not easy when friends move away. Have you ever had to say good-bye to a friend? What happened?

In the fourth picture, how is David being a friend to Jonathan even though Jonathan isn't there? (David shows kindness to Jonathan's son.) Good friends can be friends for all of their lives. They can be kind to the people in each other's families.

People often put pictures of their friends in a scrapbook so they can remember the things they did together. Let's make friendship scrapbooks of David and Jonathan. Show the sample scrapbook you have made. When children have finished coloring their pictures, give each child two half sheets of construction paper folded and stapled to make a book. Children can glue the pictures in order on the scrapbook pages and decorate the outside covers.

What did Jonathan do to help David? What did David do to help Jonathan's family?

## Bible Memory: Bible Verse Partners

Show the Joshua 24:24 in your Bible and say the verse together to help children remember it.

Friends like to do things together, so let's form friendship circles and say our Bible Words together. Group children in circles of three or four. Demonstrate with two children: You say the first word, the child on your left says the second word, the next child says the third word, you say the fourth word, and so on. Let small groups practice; then ask each group to say the verse for everyone to hear.

How can we serve the Lord by being good friends? (When we are kind to our friends and help them, we are showing love as God wants us to do.) How can we help our friends to serve God too? (We can tell them about God and what He wants them to do.)

### Materials

copy of p. 264 for each child  
crayons  
scissors  
glue sticks  
construction paper  
stapler and staples

Cut construction paper into half sheets. Fold and staple two half sheets together to form a booklet for each child. Before class, color and cut apart one set of pictures; make a sample scrapbook.

### Materials

Bible

### Bible Words

"We will serve the Lord our God. We will obey him"  
(Joshua 24:24).



### ▼ 3. What Does This Mean to Me? ▲

#### Deciding How to Be a Friend

We are going to work together to decide how to be good friends with others.

Let's begin by naming lots of opposites. What is the opposite of hot? (cold) tall? (short) fast? (slow) far? (near) Continue with easy words until children really get the idea of opposites.

Now let's try some opposite words that tell how we should treat our friends.

Help the children think of some opposites for hitting (helping), taking (giving), yelling (talking kindly), fighting (sharing), breaking (playing), and so on. Then ask, **How can we be good friends by helping instead of hitting? By talking instead of yelling? By sharing instead of fighting? By playing instead of breaking?**

Let's play a game to help us show how to be a friend. Ask children to stand in a circle. Reach in your bag and pull out one object. As music plays, the children should pass the object from one to another around the circle. When you stop the music, the child left holding the object should tell what he could do with that object to be a good friend. Repeat so that everyone shares an idea.

You have named some good ways to be friends. Repeat some of the children's ideas. Let's remember to be friends this week.

##### Materials

items children can use to be friends (stuffed animal, ball, telephone, box of crayons, Bible or Bible story book, snack item, etc.)

bag  
music CD or cassette  
CD or tape player

##### Teaching Tip

During the game, items can be put back in the bag and pulled out more than one time. You might want to pull out the snack item last. When the music stops, the child holding the snack can be a friend and give some to each child to end the game.

### ▼ 4. What Can I Do to Please God? ▲

#### A Sign for a Friend

God is pleased when we choose to serve Him by making and keeping good friendships. He loves to see us being kind, helpful, and encouraging to our friends, just as David and Jonathan were to each other. Here's the hand sign for the word "friend." Raise both arms and bring your hands in front of you with fingers curled. Place the index finger of your right hand over the index finger of the other hand which is palm up (the fingers will form an X). Then turn your hands over and do the same thing with the index finger of your left hand. Have the children copy your actions and practice signing the word several times.

Do you want to be a good friend? Sign "friend." Let's ask God to help us be friends. Sign "friend" again. You can pray some sentences after me. Each time we say the word "friend" in the prayer, we will sign it.

Lead children in the prayer, pausing to sign "friend."

Lord, help me serve You.

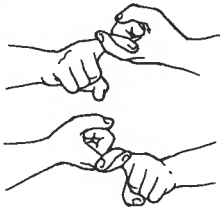
I will be a kind friend. (Sign.)

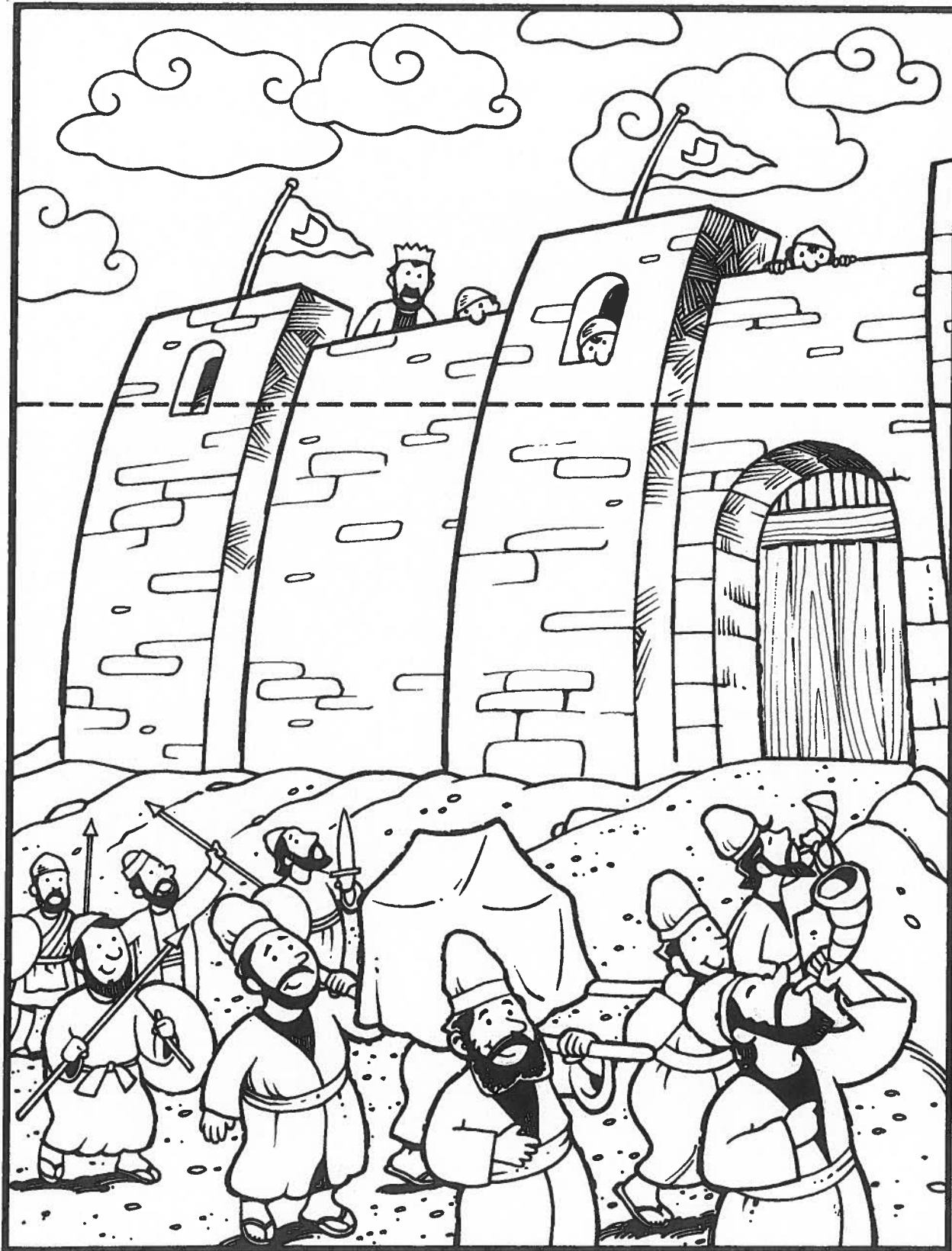
Thank You for being my best Friend. (Sign.)

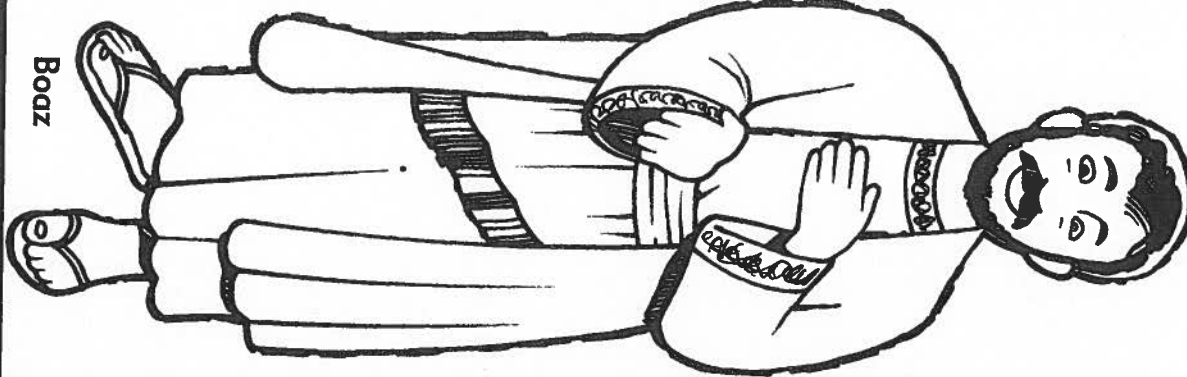
In Jesus' name, amen.

##### Materials

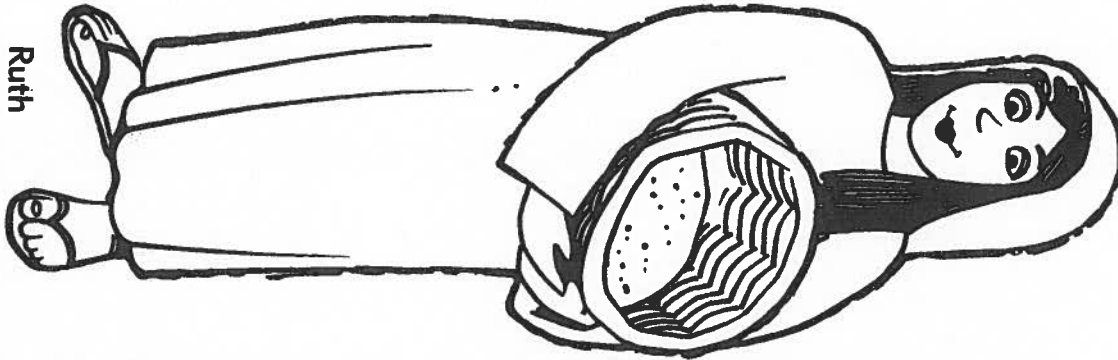
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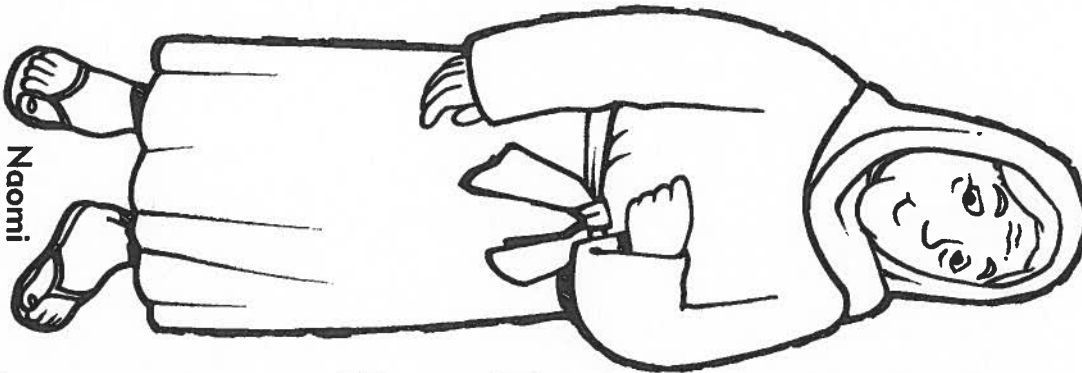




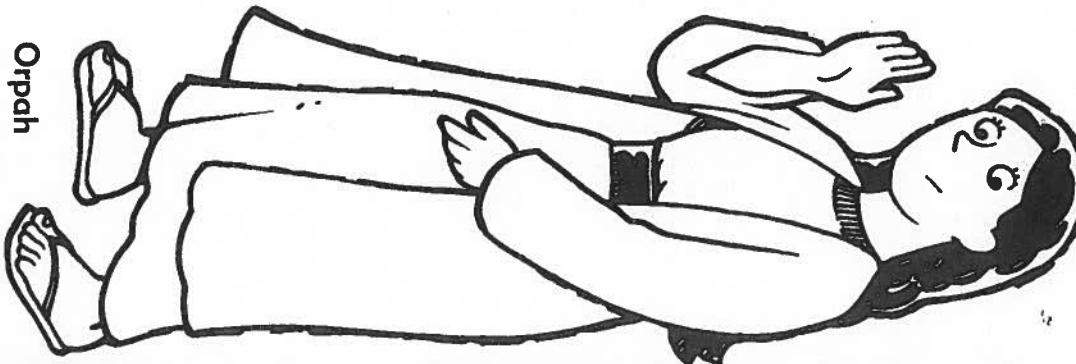
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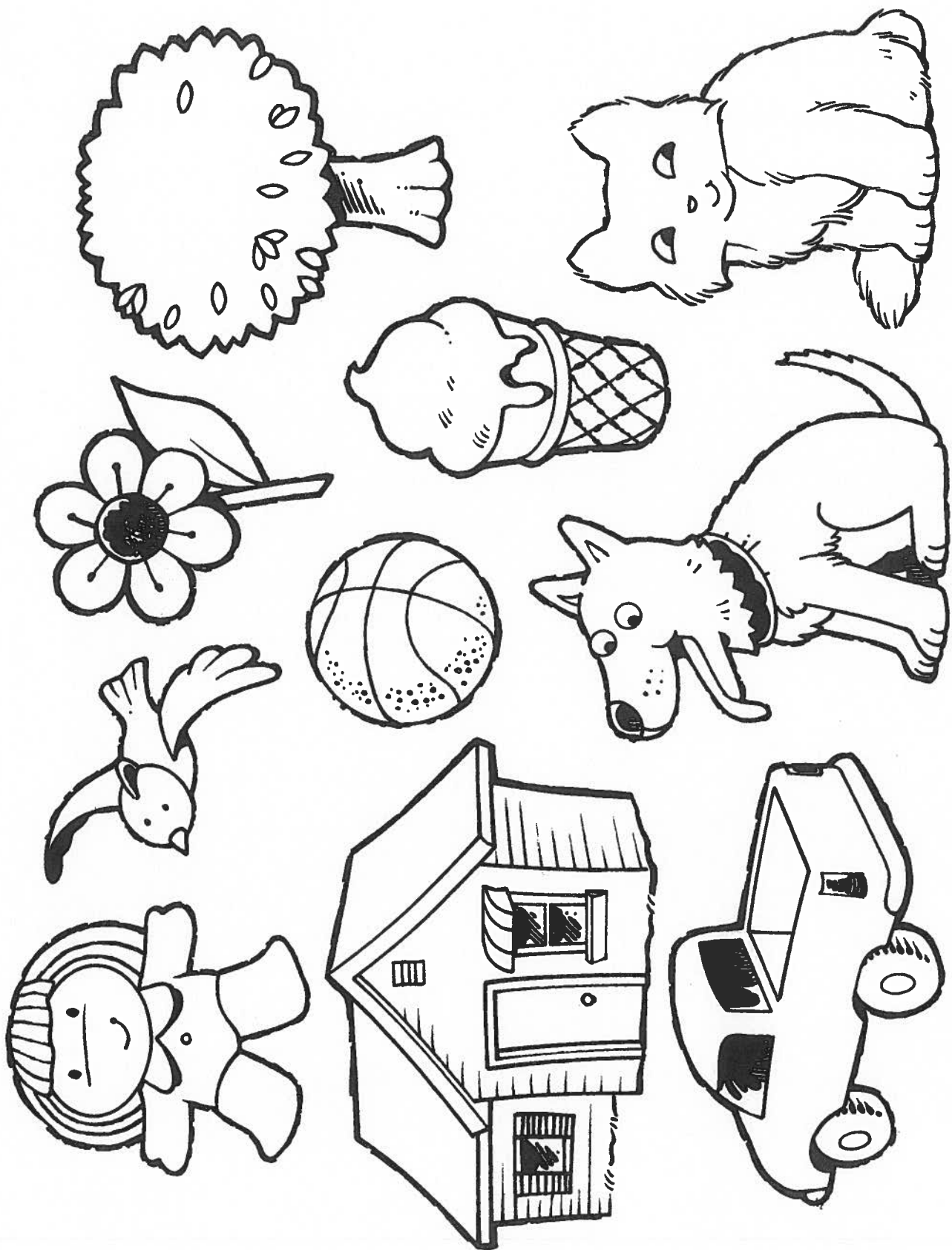
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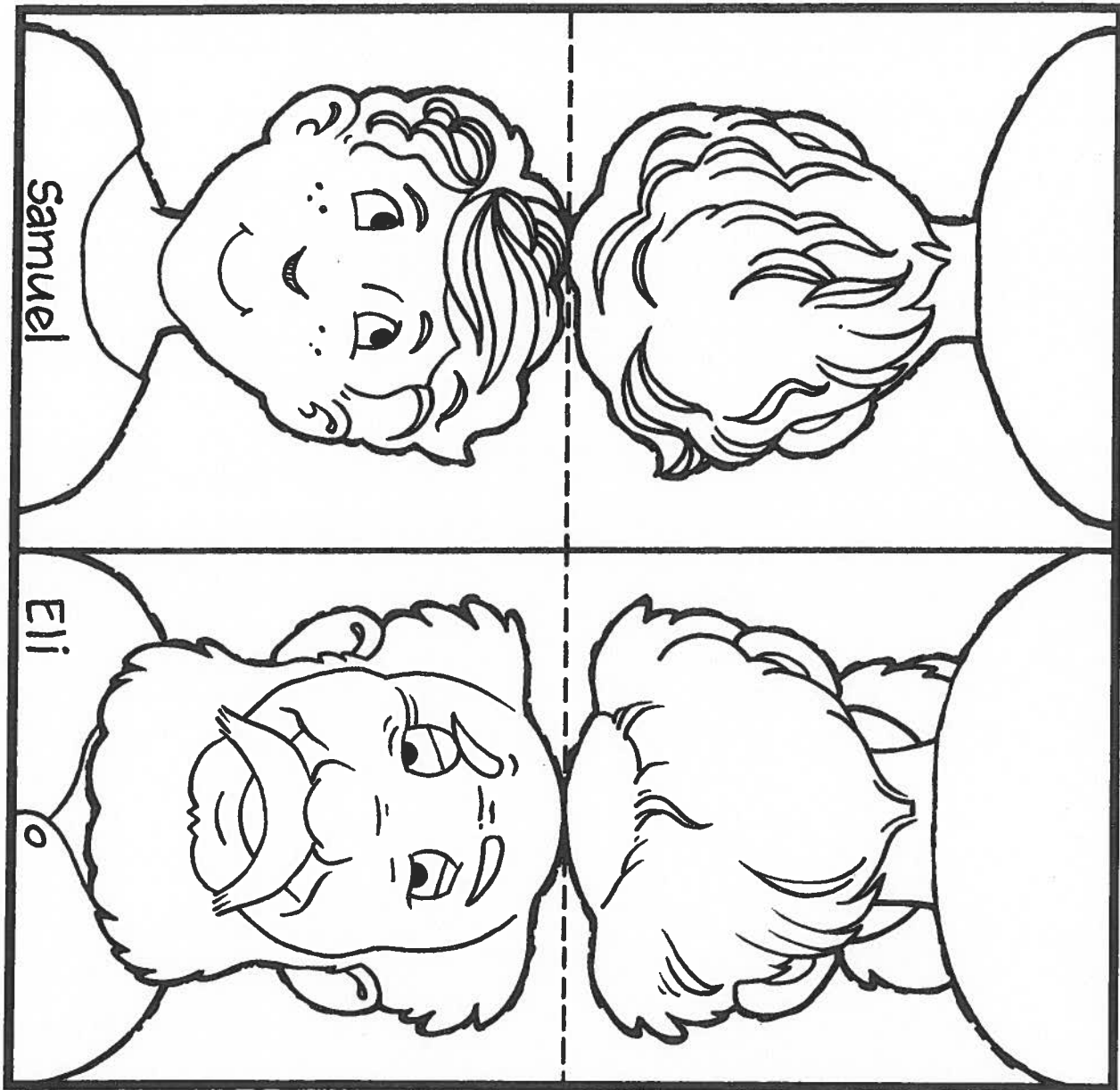


Naomi

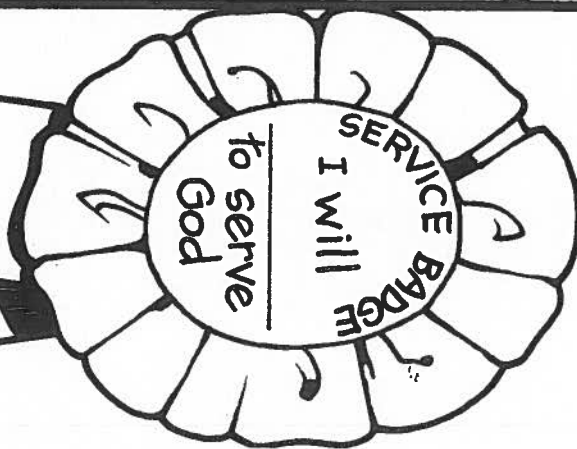


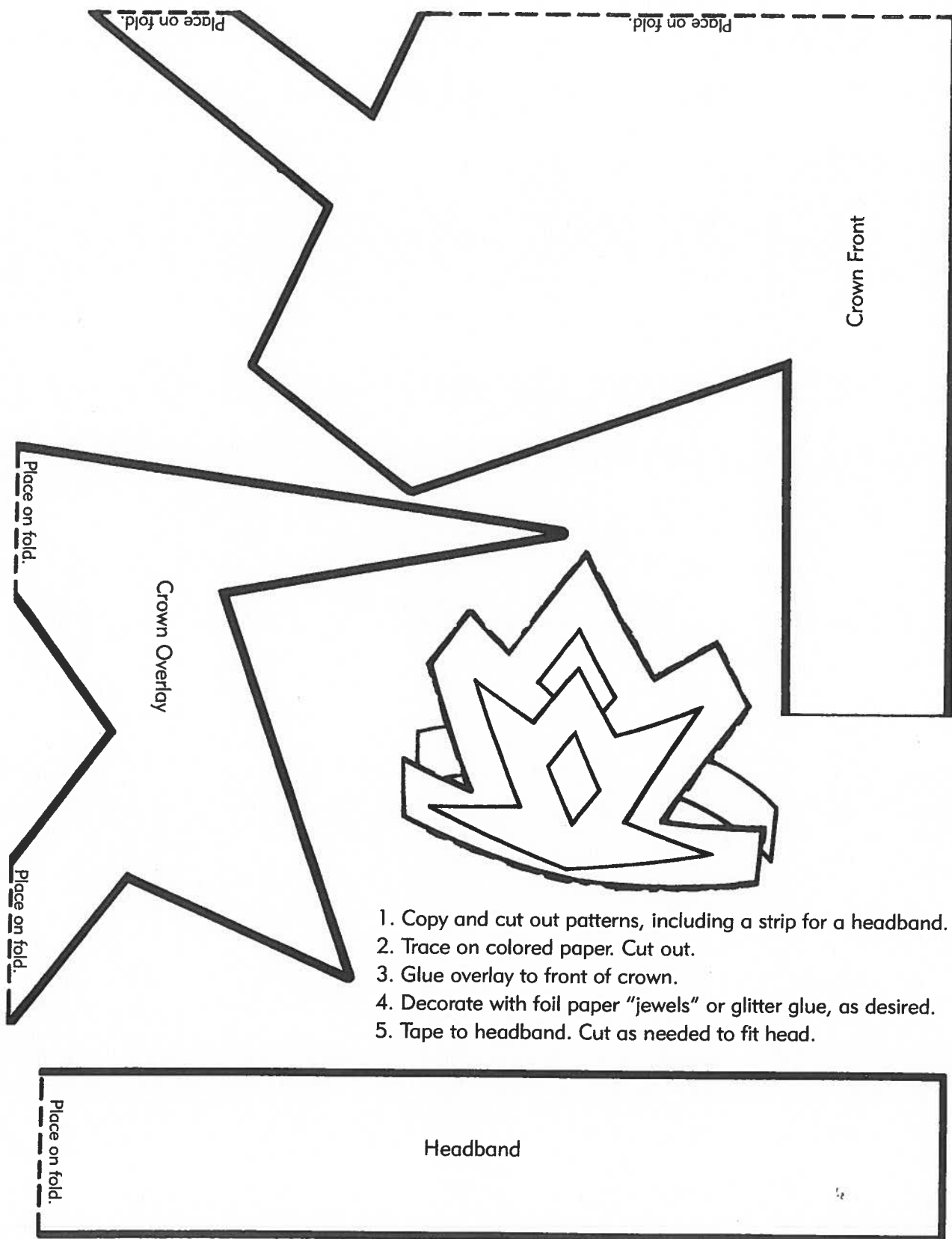
Orpah



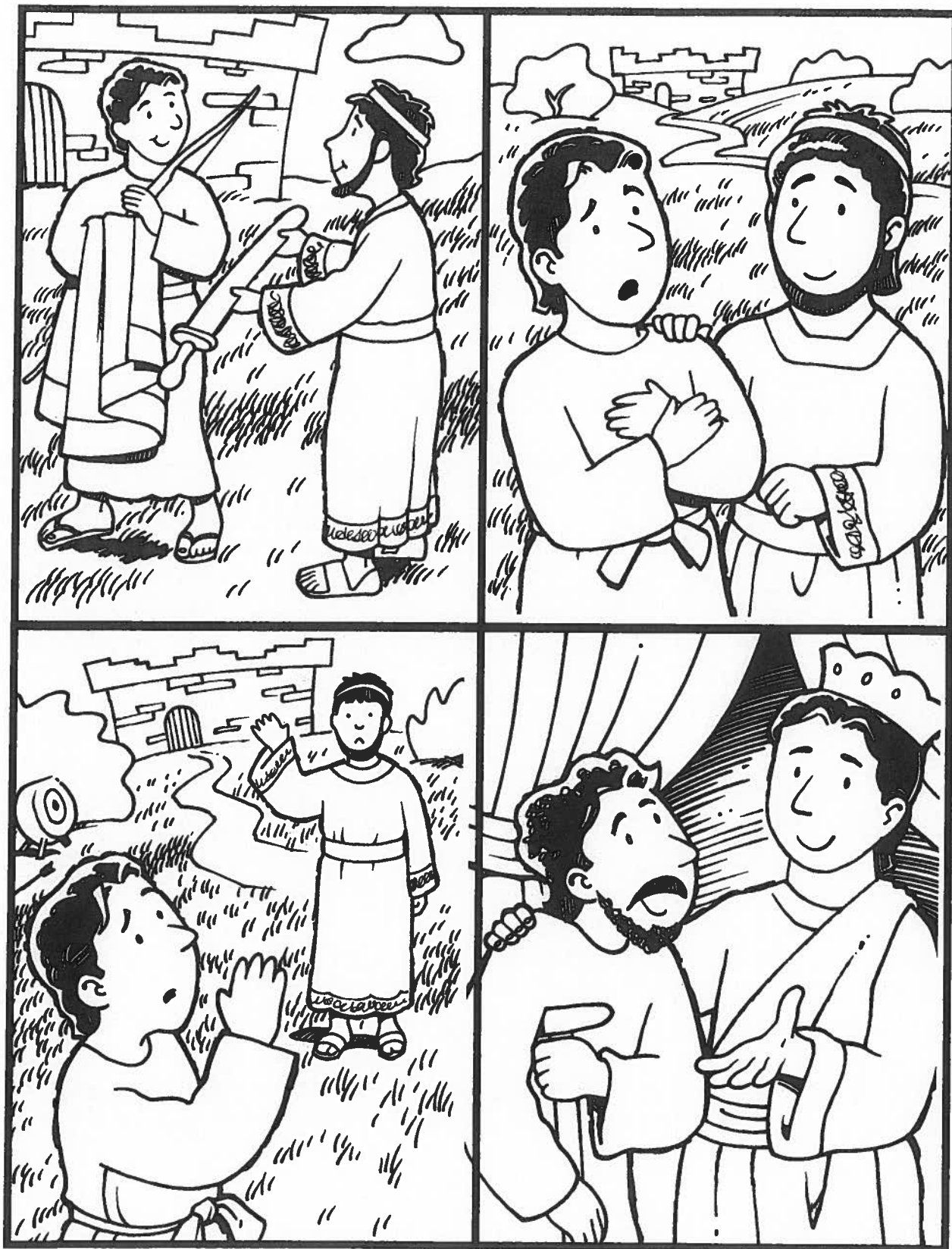


I will  
serve  
the Lord  
and obey  
Him.





1. Copy and cut out patterns, including a strip for a headband.
2. Trace on colored paper. Cut out.
3. Glue overlay to front of crown.
4. Decorate with foil paper "jewels" or glitter glue, as desired.
5. Tape to headband. Cut as needed to fit head.





# The Bible Teaches Me That God Is Powerful

Lessons 44-48

## 44 God Shows His Power to Elijah

1 Kings 17:1-6

## 45 God Shows His Power to Elijah and a Widow

1 Kings 17:7-16

## 46 God Shows His Power at Mount Carmel

1 Kings 18:16-39

## 47 God Shows His Power to Elisha and a Family

2 Kings 4:8-37

## 48 God Shows His Power to Naaman

2 Kings 5:1-15

## Unit Aim

Worship God because He is powerful.

## Why Teach This Unit to 4- to 6-Year-Olds?

This unit's Bible stories all focus on the fact that God is powerful. The unit aim for children is to worship God because He is powerful. Power is impressive to children. Children like to imitate people who are perceived as powerful, such as sports figures. Cartoon and action film figures with superhuman powers fascinate children. "My dad is stronger than your dad" is a traditional boast of children. Learning that God has true power and that He is infinitely more powerful than any human should inspire awe in children. This awe can become a basis for worship.

Power can also be frightening to children. The awesome power of a thunderstorm can strike fear in a child's heart. Learning that God is supremely powerful and in control over all things can help children develop the respect for God that is the beginning of wisdom and understanding (Proverbs 1:7; 9:10).

Finally, power can be very comforting to children. When they have problems, children run to their parents or caregivers because they expect the adults to have the power to help them with their problems. Throughout this unit, God's power is applied to help persons with problems. As children learn that God uses His power for good and that His power is available to help them at all times, they will experience the comfort of His power.

Just as Elijah proved to the prophets of Baal, your children will learn that the Lord our God is above all other gods. Encourage them to answer the challenge of Elijah: "If the Lord is the true God, follow him" (1 Kings 18:21).

### Unit Bible Words

"I will praise you, Lord, with all my heart. I will tell all the miracles you have done" (Psalm 9:1).



## Unit Bible Memory Visual: Picture Clues

The picture clues on page 289 will be used throughout this unit to help children learn Psalm 9:1. To prepare the clues, make an enlarged copy of page 289. Cut out and color each picture clue; then cut apart the phrase cards. For added durability, cover each clue with clear adhesive plastic.

Using reusable adhesive, place the phrase cards on the picture clues as follows: open hands (I will praise you, Lord,); heart (with all my heart.); speech balloon (I will tell); bread (all the miracles); fire (you have done.); open book (Psalm 9:1). Instructions will be given in each lesson for how to use the picture clues.

## Unit Bible Memory Song

(based on Psalm 9:1)

### I Will Praise You, Lord

(Tune: "If You're Happy and You Know It")

I will praise You, Lord, with all of my heart.

(Shout: I will praise!)

I will praise You, Lord, with all of my heart.

(Shout: I will praise!)

I'll tell all the miracles that You have done.

I will praise You, Lord, with all of my heart.

(Shout: Psalm 9:1!)

## Unit Project: W.O.W. Worship

Did you set up a "Celebration Station" for Unit 8? Did children enjoy singing praises to Jesus? You can reuse some of the resources you gathered for that unit and set up a W.O.W. (Wonders Of Worship) area to be used throughout this unit.

Set aside a corner of the room for your "W.O.W." area. Place a Bible on a low table where children can look at it. Lay the Bible open to Psalm 9:1, the unit Bible Words. The verse can be highlighted for children to "read." Enlarge the pictures from page 287. Color them and mount each picture individually on a sheet of construction paper. Hang the pictures around your W.O.W. center to help children learn various ways to worship God.

Try different worship activities throughout the unit. Some weeks you can sing simple choruses that worship God. Examples include "God Is So Good" and "My God Is So Big." Check children's worship CDs or cassettes for other selections. Have rhythm sticks or tambourines available to play. Encourage children to clap, lift their hands, and dance with joy as they sing the worship songs.

One week, provide unusual items for children to examine (e.g., a leaf, a stalk of wheat, a mounted butterfly). Magnifying glasses or a simple child's microscope will help children see how powerful God is as He created everything with unique detail. Provide art paper and markers for children to draw wonderful things they want to worship God for.

Another week, show children how people who have disabilities worship God. Many children's music videos include songs with sign language. Teach a few simple signs. (The signs for "Praise God" are shown on page 287.) Create a "Braille" worship card. Glue dried beans on a piece of card stock to form the words "God is great." Allow children to close their eyes and see if they can name the letters as you help them feel the raised letters with their fingers.

Be sure to have a week when you emphasize prayer in your W.O.W. area. Place the "Pray" worship picture (page 287) near a circle of chairs. Have Bible story books to look at as you play quiet worship music.

As children worship God in different ways, they will come to know that our God is WOW wonderful and worthy of all our worship.

# God Shows His Power to Elijah

## LESSON 44

1 Kings 17:1-6

### Lesson Aims

- Explore how you get food.
- Tell how God's power helped Elijah.
- Explain what it means to worship God.
- Worship God because He is powerful.

## ▼ 1. What Is This Story About? ▲

### Where Do Foods Come From?

Set out the food items you have provided. Give each child a grocery bag and let the children go "shopping." Each child should select two or three items. **Let's go shopping. Then we'll talk about where our food comes from.**

After children have "shopped," gather them in a circle and ask them to show their items. As items are taken from the bags, read the labels of boxed or canned items. **The label on this soup can says the soup contains tomatoes. Where do tomatoes come from?** (a farm, growing on plants) **This bread contains wheat. Where do we get wheat?** (growing in a field) **What do you think is used to make orange juice?** Yes, oranges that grow on trees!

We usually go to grocery stores to buy our foods. If you live on a farm, you might get some food right from your garden. In today's Bible story, however, a man got his food in a very unusual way. We'll find out how God provided food for this man.

### What Do Plants Need to Grow?

Put your plant in the center of the table. (If you chose to bury carrots or potatoes, let children dig for the food items.)

**Do you know what this plant needs in order to grow?** Allow children to offer suggestions. **What would happen if I took all the dirt away from my plant? What if I put my plant in a dark closet and left it there? What would happen if I forgot to water it today? all week? all month?** Help children conclude that plants need soil, sun, and water to grow.

**Why are plants important?** (Some plants give us shade. Many plants provide food for us to eat.)

**Do you know what happens to plants when there is no rain for a long time and the hot sun dries up the ground?** Yes, the plants dry up and die. **Then there is no food to eat. In today's Bible story, we'll hear about a time when there was no rain for many months. There was no food growing on the land, so God provided food for one man in a very special way.**

#### Materials

canned or boxed foods (cereal, soup, loaf of bread, etc.)  
fresh fruits and vegetables  
grocery bags (paper or plastic)

Food items can be plastic toy food or empty cans or boxes, if preferred.

#### Teaching Tip

Some children will have an awareness of the processing required to get food products from a farm, to stores, and then to homes. Encourage them to tell what they know.

#### Materials

houseplant or garden plant

#### Teaching Tip

For more gardening fun, bury small potatoes or carrots in a container of dirt. Allow children to dig and discover the food. Then begin the discussion time.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: God's Power Helps Elijah

Give each child a copy of the main picture on page 288. Do not distribute the Elijah or bird figures yet.

**A brook is a small stream or a creek. Find the brook running through the center of this picture. Often brooks have clear, cool water. Let's color the brook blue.** Distribute blue crayons and let children color their brooks.

**A ravine is a narrow, steep-sided valley. It is usually made of large rock formations. The ground around a ravine may be rocky or have just plain dirt. Find the ravine in this picture. Let's color the ravine and the ground around it gray and brown.** Distribute crayons and let children color the ravine.

**Now look at your picture. Does this look like a good place to get food? There are not many plants growing. Most of the ground looks rocky and dry. I don't think it has rained very much. Let's find out about a man who came to this ravine. We'll need a place for him to sit.** Help children fold up the bottom part of the page and tape the sides, forming a pocket. Give children the pictures of Elijah and the ravens. Allow them to cut out the figures.

**Use your picture and the figures to help me tell our Bible story.** Open your Bible to 1 Kings 17 and lay the Bible open on your lap as you tell the story. **Elijah was a prophet. That means Elijah gave God's messages to people. God told Elijah that there was not going to be any rain for a long, long time. When it does not rain for a long time, plants do not grow. Animals that eat plants have no food. When there is no rain, wheat does not grow, and then people cannot make bread. When it does not rain for a long time, people get very hungry.**

**When God told Elijah that it would not rain for a long, long time, Elijah was to tell God's message to King Ahab. King Ahab was known for being a very bad king. He did not worship God. How do you think King Ahab felt when Elijah told him there would be no rain for a very long time?**

**Yes, King Ahab was very angry! God knew that King Ahab would become angry enough to kill Elijah, so God told Elijah to hide in a ravine. Elijah obeyed and went to the ravine.** Encourage children to place their Elijah figures in the pockets of their pictures. Tell them to listen carefully and make their Elijah figures do what the story says as you continue to tell the story.

**God told Elijah that he could drink water from the brook in the ravine.** Pause and allow children to move their Elijah figures as though Elijah is drinking.

**Now Elijah had some water to drink, but what about food to eat? Elijah didn't see any food growing in the ravine.** Pause as children have their Elijah figures look around.

**The dry ground wasn't a problem for God though. Instead of growing food on plants for Elijah, God sent big birds, called ravens, to bring bread and meat to Elijah in the morning.** Children can "fly" in their bird figures and fly them away again. **The ravens came back and brought bread and meat to Elijah in the evening.** The birds can fly back in and out of the pictures. **The Bible tells us that these birds brought Elijah bread and meat every morning and every evening.** Fly the birds in and out a few more times.

**Have you ever had a bird carry food to you? No! Birds carry food away. They eat bread crumbs and berries. They eat pieces of meat. They do not carry food to people. But God was in charge of these birds. God's power is so great that He can even tell birds what to do and they do it.**

**God gave food and drink to Elijah when there was no rain. God took care of Elijah, even when an evil king was angry with Elijah for speaking God's words! God's power really helped Elijah.**

#### Materials

Bible  
copy of p. 288 for each child  
scissors  
crayons or colored pencils  
tape

Make copies of page 288. Cut off the strip with the Elijah and raven figures. Be sure to have plenty of brown, gray, and blue crayons or colored pencils.

#### Teaching Tip

If you have younger children, fold and tape the pocket and cut out the ravens and Elijah figures before class.

## Story Review: Raven Flap, Flap

Who can tell me what sound a raven or crow makes? Pause for responses. If anyone makes the *caw, caw* sound, nod your head and join them in making the sound. Invite all of the children to make the sound.

Let's stand and give ourselves room to flap our arms like wings. Help the children space themselves so they have room to raise their arms. Let's practice flapping our arms like birds' wings as we make the sound of ravens. We can flap our wings two times as we say "*caw, caw.*"

Let children do the flap, flap, *caw, caw* a few times.

Now let's put our arms down. I am going to tell a part of the story and then pause. Listen and remember the last word I say. Then flap your wings and repeat that word twice, as we did with *caw, caw*. Let's try it.

Elijah was a prophet. Flap arms and say, **Prophet, prophet.**

He told the words of God. Flap arms and say, **God, God.**

When you are sure children understand, proceed with the story:

Elijah was a prophet (**prophet, prophet**).

He told the truth of God (**God, God**).

Elijah told King Ahab (**Ahab, Ahab**),

"There will be no rain (**rain, rain**)!"

God told Elijah (**Elijah, Elijah**),

"I am going to hide you (**you, you**).

The brook is for your water (**water, water**),

And food will come by ravens (**ravens, ravens**)."

Birds brought food for breakfast (**breakfast, breakfast**).

Birds brought food for supper (**supper, supper**).

God showed His great power (**power, power**).

We worship Him this very hour (**hour, hour**)!

How did Elijah know it would not rain for a long time? (God gave Elijah the message.) Why did Elijah tell King Ahab the bad news? (God told Elijah to tell King Ahab.) Why did God feed Elijah in this special way? (to show His power; to show His care for Elijah)

## Bible Memory: Picture This Verse

Open your Bible to Psalm 9:1. Show children the highlighted verse. Our Bible Words say, "I will praise you, Lord, with all my heart. I will tell all the miracles you have done." A miracle is something amazing only God can do. What miracle did we learn about in today's Bible story? (Ravens carried bread and meat to Elijah.)

I am going to show you some picture clues that will help us remember our Bible Words. Then we'll say our Bible Words together. Show and explain each picture clue as you teach the verse. Post the clues in order on a wall or bulletin board, using reusable adhesive.

"I will praise you, Lord," (open hands)—These open hands remind us that we can lift our hands toward Heaven when we are talking to and about God.

"with all my heart." (heart shape)—We love God with our whole hearts.

"I will tell" (speech balloon)—Have you ever seen a speech balloon? It means someone is talking. We can tell others about God.

"all the miracles" (bread)—Remember the miracle in today's Bible story? Ravens brought bread to Elijah.

"you have done." (fire)—We will learn about another miracle God did when He sent some fire to help the people know He is the true God.

Repeat the verse together several times, pointing to each clue as you say the phrase.

### Materials

none

### Materials

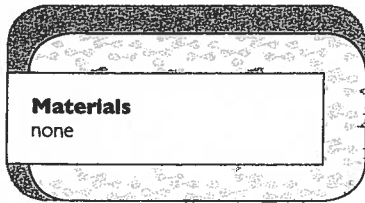
Bible  
highlight marker  
prepared Bible Words picture clues (See p. 266.)  
scissors  
reusable adhesive

Highlight Psalm 9:1 in your Bible. Prepare the Bible Words picture clues as instructed on page 266.

### Bible Words

"I will praise you, Lord, with all my heart. I will tell all the miracles you have done" (Psalm 9:1).

### ▼ 3. What Does This Mean to Me? ▲



#### That's Special

Let's talk about things that are special. Who has gone on a special trip? What made that trip special? Who has been given a special treat or gift? What made that gift special? Can you tell me the name of someone you think is special? What makes that person special? Allow children to discuss special things and people.

I know someone who is more special than anyone else. This special someone has more power than anyone on earth. This special someone loves everyone. This special someone shows He cares for each person and He gives more to us than any person ever could. Do you know whom I am talking about? Yes, God!

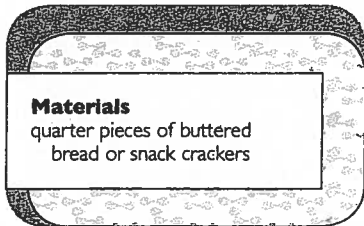
When we tell God how much we love Him and how special He is, we say we are worshiping God. God is the only person we should ever worship. What are some special things you know about God? Encourage children to tell some of the things you have talked about today (e.g., God cares for us. God is powerful. Only God can do miracles).

Let's learn a definition of what it means to worship God. I'll say the first part of the phrase, and then you finish it for me. Have children practice the response several times before you lead in the open-ended phrase.

Teacher: To worship God means . . .

Children: telling God how special He is.

### ▼ 4. What Can I Do to Please God? ▲



#### A Powerful God

What are some ways God showed His power to Elijah in today's Bible story? (God kept Elijah safe from angry King Ahab. God gave water for Elijah to drink. God sent ravens to bring bread and meat to Elijah.) God shows His love and power to us too. Let's tell God how special He is. Each time you name something special about God or something special that He does, I will put a piece of bread (or a snack cracker) on this plate. After we have told God how special He is, we will thank God for the snack, and then we'll enjoy it together.

Lead children in naming reasons God is special: God keeps us safe; God loves us; God gives us food; God is powerful. Change each reason into a worship statement: (e.g., We worship You, God, because You are powerful. You give us all things). After children have named several reasons to worship God, close in prayer, thanking God for the snack He has provided.

### Lesson Aim

- Explore what it means to be hungry.
- Tell how God's power helped a woman and her son.
- Name reasons to worship God.
- Worship God because He is powerful.

## ▼ 1. What Is This Story About? ▲

### No Food to Eat

Each child will need three food items (real or plastic). These can be the same of one kind of food (perhaps three snack crackers), or three different kinds of food (a grape, a baby carrot, a cracker). If using pictures of food, allow children to choose their three favorite items.

Give each child a small paper plate. **I'm going to give each of you three pieces of food. Please do not eat any of your food until we talk about the food.** Pass out the food, reemphasizing that children are not to eat the food.

**I'm glad God had given us good food. But what if something happened to our food or how we get the food. Let's suppose the sun was hot and there was no rain to help the crops grow. What if all the fruits and vegetables dried up? I'm sorry, but there are no good vegetables to eat. Please give me back one piece of your food.** Have each child give back one food item.

**Oh dear, I have lost my job, and I have no money to buy food at the grocery store. I'm sorry, but you will have to give me back another piece of food.** Collect another piece from each child.

**Now there is only one piece left. I have a friend who is very, very hungry. He is even hungrier than I am. We need to give that friend our very last bit of food.** Collect the last food item from children's plates.

**How much food do you have left to eat? None? How does that make you feel?** Children will probably have protested along the way. **In today's Bible story, we will learn about a woman who only had a little food left. We'll find out who helped the woman.**

**Now I want to help you. I'll give you each a snack to eat.** Give each child a small snack to enjoy.

### Flour and Oil Bread

**We are going to make some flour and oil bread. This snack will help us understand some food that Bible people needed. Let's look in our cupboard and see what we have to use.**

Open the door of your "cupboard" container and look inside. **Well, here's a little bag of flour and a little bit of oil. What can we make with that?** Pause for responses. **Let's wash our hands and see what we can make with flour and oil.** While children are washing hands, put the supplies on a clean table. Let children gather around the table. Choose children to assist with various steps: pour the flour into the large bowl; pour the water into a small bowl; add oil to the water; stir the oil and water together; pour the oil and water mixture into the

#### Materials

food items (or pictures of food items)  
snack item for after the activity  
small paper plates

#### Teaching Tips

If using real food, have extra items available for children who eat some before you begin the activity.

Always be aware of children's allergies when doing food activities.

#### Materials

plastic bag of whole wheat flour (1 cup)  
olive oil (1 1/2 tablespoons)  
water (1/2 cup)  
medium and small mixing bowls, measuring tablespoon, measuring cups, stirring spoons  
greased baking sheet

Bake one batch of flour and oil bread before class. Have a source for washing hands or provide moist towelettes. Make an imaginary cupboard using a box or container.

#### Teacher Tip

Have an adult helper bake the bread (10 minutes at 350° for 16 flattened pieces). Allow children to taste the warm bread later in the session.

flour; stir the flour and liquid mixture. Give children spoonfuls of the mixture to make into balls, flatten, and place onto a greased baking sheet.

Have a helper take the flat bread to bake. Bring out the prebaked flat bread. **I made this bread yesterday the same as we are making bread today. I brought it for you to taste.** Distribute small pieces of bread for children to try.

**Have you ever been really hungry? How did you feel? When you are really hungry, what do you like to eat?** Listen to children's responses. The flour and oil bread we made may not have been our favorite food to eat, but if we were very hungry and didn't have anything else to eat, it might taste very good.

Our Bible story today is about a woman who only had a little flour and oil left to make some bread to eat. We'll find out how God helped the woman.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Jars That Were Never Empty

Lay your Bible open to 1 Kings 17 on your lap. Have the box of sticks and your "cupboard" nearby. **Do you remember how God's prophet Elijah had told King Ahab that it was going to stop raining for a long time? King Ahab knew that was very bad news. Food would not grow. The people would not have enough to eat. King Ahab was angry with Elijah for saying that it would stop raining. God told Elijah to hide. God's power helped Elijah get the food he needed to eat while he was hiding from evil King Ahab. How did God plan for Elijah to get the food He needed? Allow children to answer. Yes, God sent ravens with bread and meat. And Elijah got water to drink from a brook. But God had said it would stop raining. And it did not rain. Soon the brook dried up. Now Elijah had no water to drink!**

**Now God told Elijah to go to the town of Zarephath. God said Elijah could live in that town. God said a woman in the town would take care of Elijah.**

Elijah obeyed God. He knew God had taken care of him before, and he trusted God to take care of him now that there was no water. When Elijah reached the town gate, he saw a woman gathering wood for a fire. Ask a child to reach into the box and bring out the sticks.

Elijah asked the woman, "Would you bring me some water? I would like to have a drink." As the woman was going to get his water, Elijah said, "Please bring me a piece of bread too."

The woman answered him, "As surely as the Lord your God lives, I tell you the truth. I have no bread. I have only a handful of flour in a jar." Ask a child to take the jar of flour out of the cupboard. "And I have only a little olive oil in a jug." Ask another child to take out the jar of oil. "I came here to gather some wood. I will take it home and cook one last meal for my son and me."

Why do you think the woman said this was to be her last meal? Yes, she had no more food left, and she didn't know where she would get more food.

Well, Elijah did not tell the woman that he was sorry. Instead he said, "Don't worry. Go home and cook your food. But first make a small loaf of bread for me. Then cook something for yourself and your son." That was surprising! What do you think the widow thought about what Elijah had said? Show the flour and oil again. If she only had a little flour and a little oil, how could she make enough bread for three people to eat?

What Elijah said next was even more surprising! Elijah said, "God said your jar of flour will not be empty and your oil jug will have oil in it!" Elijah promised the woman that she would always have flour and oil in her jars until the Lord sent rain back to the land.

#### Materials

Bible  
box containing a handful of  
small sticks/twigs  
small jar of flour  
small jar of oil  
bowl  
wooden spoon

Put the bowl, spoon, and the  
jars of flour and oil in the  
"cupboard" used for Step 1,  
Activity 2.

Do you know what the woman did? Yes, she went home. She baked a loaf of bread for Elijah. Ask a child to help you get out the bowl and stirring spoon. Pretend to stir up some bread. Then the woman baked some bread for her son to eat with her. But it was not their last meal. They had enough food every day! They shared their food with Elijah and the jar of flour and the jug of oil were never empty.

God is powerful. He takes care of us. Elijah and the woman and her son needed bread and God supplied the flour and oil they needed—every day!

## Story Review: Counting Rhyme

Let's do a counting rhyme to help us remember how our powerful God took care of Elijah, the widow, and her son. Everyone stand up and form a circle. When the children are in a circle, choose three children to come to the center of the circle and act out the story as the rhyme is being repeated. The "woman" and her "son" can stand on one side of the circle. "Elijah" can stand on the other side. The other children will help with the counting. Lead in the rhyme:

**One, two, what will they do?** (Point to the woman and her son.)  
**Three, four, they are so poor.** (Woman and son hang their heads.)  
**Five, six, pickin' up sticks.** (Woman pretends to pick up sticks.)  
**Seven, eight, meet Elijah at the gate.** (Elijah comes towards the woman.)  
**Nine, ten, "Please feed me, Ma'am."** (Elijah can pretend to talk.)  
**One, two, what will God do?** (Elijah looks upward.)  
**Three, four, He'll make the food more!** (Elijah smiles and looks at woman.)  
**Five, six, their hunger is fixed!** (Elijah, woman, and son smile and rub stomachs.)  
**Seven, eight, God's power is great!** (All children shout with the teacher.)  
**Nine, ten, let's do it again!**

Repeat the activity, using three different children in the center each time. Encourage the children to count loudly and to shout their praises to God.

## Bible Memory: Say and Sing It

Who can tell me what a miracle is? Yes! It is something amazing that only God can do. What was the miracle in today's Bible story? (God kept the woman's flour and oil jars until it rained again.)

Our Bible Words remind us to praise God and to tell others about His miracles. Show Psalm 9:1 in your Bible. Let's use the picture clues we saw last week and say our Bible Words together. Show the picture cards and review the phrases that go with each picture. Say the verse together several times.

**"I will praise you, Lord** (open hands)  
**with all my heart** (heart shape)  
**I will tell** (speech balloon)  
**all the miracles** (bread) Remind children of how God provided bread for Elijah through ravens and then again through the full jars of flour and oil.  
**you have done."** (fire) Children will learn of this miracle in the next lesson.)  
**Singing the words can also help us remember this verse.** Teach and sing the unit Bible Words song, "I Will Praise You, Lord." (See page 266.)

### Materials

none

### Materials

Bible  
 Bible Words picture clues  
 (p. 289)  
 words to "I Will Praise You,  
 Lord" (p. 266)

### Bible Words

"I will praise you, Lord, with  
 all my heart I will tell all the  
 miracles you have done"  
 (Psalm 9:1).



### ▼ 3. What Does This Mean to Me? ▲

#### What Do I See?

##### Materials

tray with the following items on it: cutout paper heart, box of bandages, apple (or other food item), hand barbell, pocket dictionary, artificial flower or stuffed animal

Do you remember what the word *worship* means? Let children offer ideas. Then review the definition given in Lesson 44: **Worship is telling God how special He is.** Practice the leader/response statements:

Teacher: **To worship God means . . .**

Children: **telling God how special He is.**

**I have some items on this tray that remind me of how special God is.**

**Let's look at the items. Then we'll play a game with them.** Show the items one at a time. Talk about the ways they remind you of how special God is: paper heart—God loves and is always with me; box of bandages—God cares for me when I am sick; apple—God provides food for me; hand barbell—God is strong and powerful; pocket dictionary—God knows all things; artificial flower or stuffed animal—God created all things.

**Close your eyes. I will take away all but three items. When you open your eyes, you can look at the items on the tray and shout out the reasons we should worship God.** (Example: Leave the barbell, paper heart, and dictionary on the tray. Children will look and shout out: **God is strong. God loves us. God knows everything!**) Repeat the game several times, leaving a different combination of items on the tray each time.

**What is your favorite reason for worshiping God? Can you think of other special things about God that make you want to worship Him?**

### ▼ 4. What Can I Do to Please God? ▲

#### Draw Your Worship

##### Materials

art paper  
crayons or markers

Our Bible Words from Psalm 9:1 remind us to tell all the miracles God has done. You can worship God by telling about how He has the power to make all things good for us: good food, good clothes, a beautiful world, good friends and family.

Distribute paper and crayons or markers. **Draw a picture of one thing you are glad God is powerful enough to give to you. As you draw, we will sing a song about God's power.** Sing these two verses to the tune of "God Is So Good."

Verse 1: **God is so good, God is so good, God is so good, He's so powerful.**

Verse 2: **I worship God, I worship God, I worship God, He's so powerful.**

When children have finished drawing, ask each child to tell what he has drawn. Close your class time in prayer: **Thank You, God, all the good things You have done for us and given to us. We worship You because You have the power to do all these things. We worship You because You are strong and wise. In Jesus' name, amen.**

### Lesson Aims

- Explore what it means to follow God.
- Tell how God showed His power to Elijah and the prophets of Baal.
- Name ways to worship God.
- Worship God because He is powerful.

## ▼ 1. What Is This Story About? ▲

### Follow the Leader

Let's play "Follow the Leader." (Child's name) is going to be the leader first, and I am going to watch to see who does a good job of following. A good follower will get to be the leader the next time. Watch what (child's name) does and try to do the same thing. Allow children to play the game. After each leader shows two or three actions, choose someone who followed well and let that person be the next leader. If time allows, play until every child has been the leader.

How did you know what to do next? What happened when you weren't paying attention to the leader? God want us to follow Him. He is the only leader who can always tell us the right things to do. We find out what God wants us to do from the Bible. Who reads Bible stories to you? Who teaches you Bible Words? What are some things the Bible tells us to follow and do? Help children name things such as pray, be kind by sharing and helping, say we are sorry, and so on. If we are going to follow God, we have to pay attention to what the Bible says. Then we can do what God wants. In today's Bible story, we'll learn how the prophet Elijah followed God.

### "God Says"

Ask children to sit in a circle. Have you ever played "Simon Says"? In that game, if Simon says to do something, you do it. But if Simon doesn't say it, you don't do it. We're going to play a game like "Simon Says," but this game is a more important game. This game is called, "God Says." When God says to do something, we should always try to do it! Listen carefully. If I say, "God says," you can jump up and say, "Yes, do it!" But if I don't say, "God says," you can remain sitting and be very quiet. Are you ready to try it?

God says, Obey your parents. (Jump up and shout: Yes, do it!)

God says, Be kind to each other. (Yes, do it!)

Always try to be first in line. (Remain seated.)

God says, Help other people. (Yes, do it!)

Get the biggest cookie. (Remain seated.)

Cry to get what you want. (Remain seated.)

God says, Pray about everything. (Yes, do it!)

God says, Tell all the miracles He has done. (Yes, do it!)

Add other phrases that your children will relate to. When God tells us to do something and we do it, we are following Him. Let's find out how the prophet Elijah followed God and did exactly what God told him to do.

#### Materials

none

#### Teacher Tip

If your class is large, let half the children help you watch to see who is a good follower. When a new leader is chosen from the first group, let the rest of the first group watch and the second group can follow the new leader. Play several times, switching groups.

#### Materials

none

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Fire Burns Water

How do firemen fight a fire? Yes, they use big hoses and lots of water. When you are camping, is it easy to start a fire with wet wood? No, wet wood does not burn easily. But there is a surprise in our Bible story today. You will hear about a fire that burned up water!

Open your Bible to 1 Kings 18. This is another story about the prophet Elijah. Elijah met King Ahab again. King Ahab still did not obey God. King Ahab did not worship God. Instead, King Ahab and his family worshiped a false god they called Baal.

Elijah told King Ahab to have all the people of Israel come to Mount Carmel. He told Ahab to bring the 450 prophets of Baal to the mountain. Here is a page that shows 450 faces. Show the copy you have made of page 290. Four hundred and fifty is a lot, isn't it?

Elijah wanted King Ahab and all the false prophets of Baal to come to the mountain so he could show them who the true God is. Let's pretend that we are going to Mount Carmel with Elijah. We'll find out what happened there. Stand and walk in place with big steps, as though walking up a mountain.

Whew! We reached the top. Look! Pretend to point to someone. There is Elijah. Elijah is saying to everyone, "If the Lord is the true God, follow Him. But if Baal is the true God, follow him!"

Elijah is letting the 450 prophets of Baal go first. Let's sit down and watch what they are doing. Be seated and continue telling the story from your Bible. The Bible tells us that the 450 prophets of Baal built an altar so that their false god could set fire to the wood and the sacrifice. They prayed all day, but nothing happened at their altar. Baal did not answer the 450 false prophets. There was no fire. The wood and the sacrifice did not burn.

Then Elijah took 12 stones and used them to build an altar in honor of the Lord. Let's help Elijah. Let the children help you build an altar with the paper bag stones. Put wood sticks on top of the "stones."

After Elijah had the altar built, he laid a sacrifice on it. A sacrifice is a piece of meat that represented giving a special gift to God. But Elijah was not ready to ask God to burn the sacrifice. No, not yet. After Elijah built the altar, he asked some men to dig a ditch around it. Do I have some volunteers to dig around our altar? Choose two or three children who will pretend to dig around the altar.

Next, Elijah asked people to pour water over the sacrifice, the wood, and the stones of the altar. Elijah said, "Fill four jars with water and put water on the meat and on the wood." Let's pour four jugs of water on our altar. Have four children come up and pretend to do so.

Then Elijah said, "Do it again." Pretend to pour four more jugs full of water on the altar. You can have four different children come up to do this.

Finally, Elijah said, "Do it a third time." Pretend to pour four more jugs full of water. There was so much water that the water ran off of the altar and filled the ditch around the altar. Then Elijah prayed, "Lord, I ask You now to prove to the people that You are the true God."

Elijah didn't have a match or any lighter fluid. Where did he think the fire would come from? Do you think any fire could burn the wood with all that water poured on it? Let children respond. Usually, no fire could burn the wet wood, but God was about to do another miracle. Suddenly, fire from the Lord came down. It burned the sacrifice, the wood, the stones and the ground around the altar. It even dried up all the water in the ditch! When the people saw this, they cried, "The Lord is God! The Lord is God!"

Let's shout that praise together too: "The Lord is God! The Lord is God!" Children can shout the praise with you several times.

#### Materials

Bible  
enlarged copy of the faces on p. 290  
4 empty jugs  
12 paper bags  
old newspaper  
masking tape  
small twigs/sticks  
gallon bucket

Crumple newspaper and stuff it inside a paper bag. Tape the bag closed and shape it to look like a rock. Make 12 of these "rocks."

Empty, plastic gallon milk or juice jugs will work well for this activity. Rinse out the jugs and cut off the pouring spouts so the jugs will have wide openings at the top.

## Story Review: Elijah or 450 Prophets

Put the picture of the 450 prophet faces on one wall in your classroom. Post the one smiling face (Elijah) on the opposite wall. Have children stand in the center of the room. **Let's try to remember who did what in our story. If the answer to my question is "Elijah," move to the one smiling face on the wall. If the answer is "450 prophets," move to the other side and stand under the prophets' picture.** Ask the following questions and allow children to move:

**Who invited King Ahab to a contest on Mount Carmel?** (Elijah)

**Who came with King Ahab to the contest on Mount Carmel?** (450 prophets)

**Who worshiped a god called Baal?** (King Ahab and 450 prophets)

**Who knew the Lord was the true God?** (Elijah)

**Who thought Baal was a true god?** (King Ahab and 450 prophets)

**Who made an altar to Baal and prayed all day?** (450 prophets)

**Who built an altar with 12 stones?** (Elijah)

**Who asked some men to dig a ditch around the altar and pour water on the altar?** (Elijah)

**Whose altar and sacrifice was not burned up?** (450 prophets)

**Who prayed to God for fire?** (Elijah)

**Who found out their god was false and only "the Lord is God"?** (450 prophets)

**Who's God do you want to follow and obey?** (Elijah's God)

## Bible Memory: Praise God for His Miracles

God did a great miracle when He sent fire to burn the sacrifice and the altar and the water! Our Bible Words from Psalm 9:1 say, **"I will tell all the miracles you have done."** What else do our Bible Words say? Commend any child who remembers the first part of the verse. Yes, **"I will praise you, Lord, with all my heart."** Open your Bible and read the entire verse.

**Let's use our picture clues and see if we can put the Bible Words in order.** Choose six children to stand in a line. Hand a shape to each child. Be sure the shapes are in mixed-up order. Ask the other children, one at a time, to pick out the picture clues and phrases and help the children who are mixed-up stand in the right order (so that the phrases are read from left to right).

When the shapes are in order, everyone can say the verse together. Then let each child who was holding a shape give it to a child who was not holding a shape. Mix them up and let the other children put them in order again. Say the verse together again.

**What can you say to praise God? What miracle can you tell someone about?** If your class time allows, sing the unit Bible Words song, "I Will Praise You, Lord." (See page 266.)

### Materials

enlarge copy of the faces on p. 290  
construction paper  
scissors  
marker  
reusable adhesive

Cut a large circle from the construction paper. Draw a smiling face on the circle, to represent Elijah.

### Teaching Tip

If you cannot move across a room to opposite walls, hold the pictures "high" (Elijah) and "low" (450 prophets). Children can stand and smile when the answer is "Elijah"; they should sit and frown if the answer is "450 prophets."

### Materials

Bible  
Bible Words picture clues (See p. 266.)

### Teacher Tip

If your class is large, you may want to make an extra set of the picture clues. Then divide the class into two teams and let them see which team can get into the correct order the quickest.

### Bible Words

"I will praise you, Lord, with all my heart. I will tell all the miracles you have done" (Psalm 9:1).

### ▼ 3. What Does This Mean to Me? ▲

#### Ways to Worship

##### Materials

copies of the worship cards from p. 287

Copy (enlarge), color, and cut apart the worship cards from page 287. Make multiple copies, as needed; each child should have at least one card.

##### Teaching Tip

If you are using the unit project (see page 266), you might want to do this activity in your W.O.V. worship area. The worship cards may be posted in your center.



We have learned that worship is telling God how special He is. Now let's look at some different ways we can tell God how special He is. Distribute the "Ways to Worship" cards among the children.

**Who has a picture that shows a way we can worship God just with our mouths?** Children should show the singing and shouting pictures. **Sometimes people shout their excitement about God. What do you sing to God?**

**Who has a picture that shows how we can worship God just with our hands?** Show the clapping hands and signing pictures. **Clapping is a good way to show our excitement, isn't it? Would you also like to sign a praise to God?** Sign "Praise God," as shown on the picture card.

**Who has a picture that shows a way to worship God using both our mouths and our hands?** Show playing a musical instrument. **What kind of instruments can you play for God?** Allow children to name some.

**Sometimes people lift their hands to worship God. When we lift our hands, we are showing that we worship in the one true God in Heaven.** Show the picture and have children raise their hands as they say, "The Lord is God."

**Can we worship God with our feet?** Children who have the dancing card should show the picture. **Yes, dancing is another way we show we love God.**

**There is one more picture that shows a way to worship God. Who has that picture?** Show the child praying. **Talking to God is always a good way to worship Him. Let's do that right now.** Lead in a prayer. **Dear God, Thank You for Your love and care. You are a great and powerful God. In Jesus' name, amen.**

### ▼ 4. What Can I Do to Please God? ▲

#### I Can Worship God Alone

We have looked at eight ways to worship God. Now I would like each of you to choose one of those ways to worship the true God, just as Elijah did. Look carefully at the cards. Which is your favorite way to worship? Ask each child to choose one of the eight ways to worship. All the children who want to clap should stand together; those who want to lift their hands can be grouped together; and so on. Once children have selected groups to be in, allow each group to worship God in its special way. Provide rhythm instruments for the "play instrument" group and have music ready to play for groups who want to dance or sing. (Note: It's OK if not all the ways to worship are chosen.)

After groups have worshiped God, show the picture of the 450 faces again. **Do you remember how many faces are on this paper? Yes, 450! Elijah worshiped God, even though he was all alone on God's side and there were 450 prophets on Baal's side. When you go home today, there will not be a whole classroom full of children to worship with you, but you can still worship God. In what way will you worship God each day this week? If possible, give each child a worship card that shows the way the child says he plans to worship God. What will you say to tell God how special He is?**

##### Materials

a copy of the 450 Faces from p. 290  
worship cards (from p. 287)  
used in Step 3

##### Teaching Tip

If you have adult helpers, each helper can take a worship group to a place by itself and lead the group in its time of worship. If you are the only teacher, groups can show their ways to worship one at a time.

### Lesson Aims

- Explore being part of a family
- Tell how God's power helped a young boy.
- Name times to worship God.
- Worship God because He is powerful.

## ▼ 1. What Is This Story About? ▲

### Fitting Together into Families

Have your family puzzles ready. Select one puzzle for every two children in your class. Mix up the pieces from these family puzzles and give one piece to each child. **Each of you has a piece to a puzzle. See if you can find the person in this room who has the other half of your puzzle. When you find the pieces that fit together, bring the pieces to me and we'll tape the puzzle together.**

Allow children to find their puzzle partners. After the pieces are taped together, ask the children to sit with their partners, holding their assembled puzzles. Invite the pairs to talk in turn about the families in their pictures. **Does the family in your picture have one parent or two parents? Are there any grandparents shown in your family's picture? How many brothers or sisters are shown in your puzzle?**

Invite children to tell about their own families. **Today we will hear a Bible story about a family who had two people in it and then three people. We'll see how God helped that family.**

### Which Bag? What Job?

Look around your house and select small items that can represent some home jobs (e.g., garbage bag—taking out trash; pliers—fixing something around home; can of dusting spray—dusting; dish cloth or towel—washing dishes; box of dryer sheets—doing laundry; spatula—cooking; and so on.) Put each item in a separate paper bag and roll the top of the bag closed. Gather children in a circle and place the bags in the center of the circle.

**Let's play a guessing game. Each of you will have a turn to select one bag from the center of the circle. You may open the bag, take out the item inside, and then act out a job that needs done at your house, using the item in the bag. We will guess what the job is and who does the job at your house. I'll choose the first bag.** Choose a bag and act out a job, using the item in the bag. **Do you know what job I am doing? Who do you think does this job at my house?** Answers will vary because children will be familiar with who does that particular job in their own families. After you have told who does the job in your family, choose a child to select a bag. Continue the game until everyone has had a turn to act out a job.

**Our families are each different. The people in our families do different jobs. What is your favorite job to do for your family?** Allow children to answer. **In our Bible story, we will hear about a man, a woman, and their son. We'll find out some of the things they did in their family.**

#### Materials

pictures of families (one picture for every two children)  
card stock  
glue stick  
scissors  
tape

Cut pictures of families from magazines or catalogs. The pictures should show different family combinations. Make a two-piece puzzle from each picture by mounting it on card stock and cutting the picture in half.

#### Materials

paper bags  
household items that represent various home jobs

#### Teaching Tip

If you have a large class, children can do this activity with partners.

## ▼ 2. What Does the Bible Say? ▲

### Materials

Bible  
reproducible story figures from  
p. 291  
card stock  
scissors  
self-adhesive magnet pieces  
magnetic board or metal  
cookie sheet  
reusable adhesive

Copy (enlarge) on card stock,  
cut out, and color the figures  
from page 291. Attach a piece  
of magnetic strip to the back of  
each figure. Use reusable adhe-  
sive to attach the walking stick  
to Elisha's hand and the baby in  
the woman's arms.

### Teaching Tips

Figures enlarged at least 150  
percent will be more effective.

If using a cookie sheet, make  
sure your magnets will stick to  
it. Magnets do not stick to  
some aluminum surfaces.

### Bible Story: Elisha Helps a Family

Open your Bible to 1 Kings. The book of 1 Kings in the Bible tells us several stories about the prophet Elijah. After Elijah died, another man became a great prophet of God. He told God's messages to people, just as Elijah had done. This man's name was Elisha. We learn about him in the book of 2 Kings. Turn in your Bible to 2 Kings 4 and lay your Bible open on your lap.

Elisha often visited a town where a woman lived with her husband. Put up the figures of Elisha, the woman, and her husband. Every time Elisha came to this town, he stopped at this family's house to eat. In fact, the woman and her husband even built a small room on the roof of their house where Elisha could stay when he came to visit.

One day, Elisha and his helper, Gehazi (add the Gehazi figure), came to the house. Elisha said, "You have done nice things for us. What can I do for you?" The lady didn't ask for anything, but Gehazi said, "This woman has no son."

Elisha told the woman, "About this time next year you will have a baby boy." Then Elisha and Gehazi left. Remove the Elisha and Gehazi figures. Sure enough, the woman and her husband had a baby boy. Attach the baby to the woman's arms.

Time went on and the boy grew. Remove the baby figure. Add the son figure.

When he was older, the son worked in the fields with his father and his father's helpers. Remove the mother and add the family servant beside the father and his son. While the boy was out in the field, his head began to hurt. The boy's father told one of his helpers to take the boy back home to his mother. Remove father; add mother.

After a while, the young boy died. The mother took her son's body up to the room on the roof and laid him on the bed where Elisha usually stayed. Then she asked the helper to bring a donkey for her, and she rode to Mount Carmel where Elisha was. She rode as fast as she could go. Remove son. Show mother coming to Elisha and Gehazi.

The mother told Elisha what had happened to the son God had given her. Elisha told Gehazi to take his walking stick and run back and put it on the boy. Detach walking stick from Elisha figure and attach to Gehazi figure. Gehazi ran ahead to do as Elisha told him. Remove Gehazi figure. Soon Elisha and the mother came to the house. Place Gehazi back on the scene and show the son lying down.

Gehazi told them that the son had not awakened. Then Elisha told Gehazi and the mother to leave the room. Show only Elisha and the son figure. Elisha prayed to the Lord. Then Elisha stretched himself out over the child. The boy's skin grew warm. Suddenly, the boy sneezed seven times and opened his eyes! Stand up the son figure. Elisha called to Gehazi to tell the boy's mother. She came and saw her son alive! Add both the mother and father. The woman and her husband were happy because their son was alive. God had performed another miracle! He had used His great power to bring a boy back to life.

### Lesson Aims

- Explore being part of a family
- Tell how God's power helped a young boy.
- Name times to worship God.
- Worship God because He is powerful.

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card stock  
glue stick  
scissors  
tape

Cut pictures of families from magazines or catalogs. The pictures should show different family combinations. Make a two-piece puzzle from each picture by mounting it on card stock and cutting the picture in half.

#### Materials

paper bags  
household items that represent various home jobs

#### Teaching Tip

If you have a large class, children can do this activity with partners.



## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Elisha Helps a Family

Open your Bible to 1 Kings. The book of 1 Kings in the Bible tells us several stories about the prophet Elijah. After Elijah died, another man became a great prophet of God. He told God's messages to people, just as Elijah had done. This man's name was Elisha. We learn about him in the book of 2 Kings. Turn in your Bible to 2 Kings 4 and lay your Bible open on your lap.

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One day, Elisha and his helper, Gehazi (add the Gehazi figure), came to the house. Elisha said, "You have done nice things for us. What can I do for you?" The lady didn't ask for anything, but Gehazi said, "This woman has no son."

Elisha told the woman, "About this time next year you will have a baby boy." Then Elisha and Gehazi left. Remove the Elisha and Gehazi figures. Sure enough, the woman and her husband had a baby boy. Attach the baby to the woman's arms.

Time went on and the boy grew. Remove the baby figure. Add the son figure. When he was older, the son worked in the fields with his father and his father's helpers. Remove the mother and add the family servant beside the father and his son. While the boy was out in the field, his head began to hurt. The boy's father told one of his helpers to take the boy back home to his mother. Remove father; add mother.

After a while, the young boy died. The mother took her son's body up to the room on the roof and laid him on the bed where Elisha usually stayed. Then she asked the helper to bring a donkey for her, and she rode to Mount Carmel where Elisha was. She rode as fast as she could go. Remove son. Show mother coming to Elisha and Gehazi.

The mother told Elisha what had happened to the son God had given her. Elisha told Gehazi to take his walking stick and run back and put it on the boy. Detach walking stick from Elisha figure and attach to Gehazi figure. Gehazi ran ahead to do as Elisha told him. Remove Gehazi figure. Soon Elisha and the mother came to the house. Place Gehazi back on the scene and show the son lying down.

Gehazi told them that the son had not awakened. Then Elisha told Gehazi and the mother to leave the room. Show only Elisha and the son figure. Elisha prayed to the Lord. Then Elisha stretched himself out over the child. The boy's skin grew warm. Suddenly, the boy sneezed seven times and opened his eyes! Stand up the son figure. Elisha called to Gehazi to tell the boy's mother. She came and saw her son alive! Add both the mother and father. The woman and her husband were happy because their son was alive. God had performed another miracle! He had used His great power to bring a boy back to life.

#### Materials

Bible  
reproducible story figures from  
p. 291  
card stock  
scissors  
self-adhesive magnet pieces  
magnetic board or metal  
cookie sheet  
reusable adhesive

Copy (enlarge) on card stock, cut out, and color the figures from page 291. Attach a piece of magnetic strip to the back of each figure. Use reusable adhesive to attach the walking stick to Elisha's hand and the baby in the woman's arms.

#### Teaching Tips

Figures enlarged at least 150 percent will be more effective.

If using a cookie sheet, make sure your magnets will stick to it. Magnets do not stick to some aluminum surfaces.

## Story Review: Who Am I?

Some very exciting things happened to the people in today's Bible story. I will read you a statement that one of the people in the story might have said. If you know whom the person is, raise your hand. Then those who know the answer will say it together. Give each statement and have children answer.

**I was a prophet who told God's messages to people. Who am I?** (Elisha)

**I fixed meals for Elisha when he came to visit our town. Who am I?** (mother)

**We built a room on our house for Elisha. Who are we?** (mother and father)

**I told Elisha the woman had no son. Who am I?** (Elisha's helper, Gehazi)

**I told the woman God would give her a baby boy. Who am I?** (Elisha)

**I worked in the field with my son. Who am I?** (father)

**I got a bad headache and had to be taken home. Who am I?** (son)

**I took the boy home when he had a headache. Who am I?** (family helper)

**I rode a donkey to find Elisha. Who am I?** (mother)

**I took Elisha's walking stick and ran to see the sick boy. Who am I?** (Gehazi)

**I prayed to the Lord and then went to the bed where the boy laid. Who am I?** (Elisha)

**I sneezed seven times. Who am I?** (the son)

**We saw God's great power at work. Who are we?** (all the people in the story)

**How do you think the mother and father felt when they saw their son alive again? How do you feel when you hear good news of God's power?**

## Bible Memory: Praise the Lord!

Open your Bible to Psalm 9:1. Use the picture symbols used throughout the unit and lead the children in saying the verse together.

**Our Bible Words say we are to praise the Lord with all of our hearts. What does that mean?** Pause for responses. **The Bible Words also tell us to tell about God's miracles. What miracles have you learned about and can tell others?** Review some recent Bible stories: God providing food through ravens; God providing full oil and flour jars; God sending fire to burn water; God raising a boy from death.

**Let's praise God today for His power to bring dead people back to life. We'll use some rhythm instruments to show what it means to praise the Lord with all our hearts.** Distribute instruments. Let children experiment with them for a few minutes. Then strike a triangle to get their attention and ask them to hold the instruments quiet. **Let's sing, "I Will Praise You, Lord." When we get to the shouting phrase, "I will praise," use your instruments and play the three beats.** Demonstrate this for the children. Sing the unit Bible Words song to the tune, "If You're Happy and You Know It" as suggested on page 266; play instruments as you shout ending phrases.

**It's fun to praise the Lord, isn't it? What are some other ways you like to praise and worship God?** You may want to review the ways to worship discussed in Lesson 46: pray, clap, lift hands, dance, sing, shout, play instrument, sign. Each of these can be done as the unit song is sung.

### Materials

none

### Teaching Tip

If you have a small class, give each child a figure from the Bible story. The questions can be answered by placing the correct figure on the magnetic board.

### Materials

Bible  
Bible Words picture clues (See p. 266.)  
rhythm instruments

### Bible Words

"I will praise you, Lord, with all my heart. I will tell all the miracles you have done" (Psalm 9:1).

### ▼ 3. What Does This Mean to Me? ▲

#### Worship Clocks

What does your family do in the morning? Who gets up first? Who eats lunch at home? What do you do after supper? What do you do before you go to bed? Here are some pictures to help us think about certain times of the day.

Distribute the activity pages or the cut out circles. Children can color the pictures while you distribute paper plates and help each child attach a pointer in the center of his plate with a paper fastener. Show children how to glue the pictures around the outside edges of the plates. Older children can place the order of events that take place during their days: get up; go to school or preschool; eat lunch; play; eat supper with family; go to bed.

When all the clocks are assembled, talk about how to worship God at different times during the day. **Do you remember what it means to worship?** Wait for children to respond. **Yes, worship is telling God how special He is.**

**Move your pointer to show the picture of someone waking up. What can you do to worship God when you first wake up in the morning?** (Possible answers: Pray to God, thanking Him for His power that kept you safe during the night and His power to make the sun come up for a new day. Jump up and shout, "Thanks, God, for today!" Sing a song. Clap or dance because it's a new day.)

**What time will it be when you get home from church/class today? Show me with your pointer. What can you say or do to worship God at that time? Can you move your pointer to show me your favorite time of the day? How can you tell God that He is special at that time of the day?**

#### Materials

copy of p. 292 for each child  
paper plates  
crayons or colored pencils  
scissors  
glue sticks  
paper fasteners

#### Teaching Tips

If you teach younger children, cut out the circles and pointer and attach the pointer to the plate before class.

Even older children may have trouble placing times of day on a clock face. If you want the circles placed in order, glue them one at a time together as a class.

### ▼ 4. What Can I Do to Please God? ▲

#### Jump Up and Worship!

Ask children to sit in a circle. **Do you remember some of the reasons we have for telling God how special He is?** Review reasons God can be worshiped. (Possible reasons: God is powerful and strong. God is always with us. God loves us. God provides for us. God knows everything.)

**Let's jump to worship God. In our Bible story, the young boy only came back to life after Elisha prayed to the Lord. Bow your head and keep your eyes closed. I will walk around and tap each of you on the head and say, "Pray." When I tap someone on the head and say, "Jump up and worship," that person should open his eyes, jump up and say a worship phrase to God, such as "I worship You, God, because You can do anything!" or "I praise You because you help people." After you have shouted a praise, I will sit in your chair. You can take my place and walk around the circle and tap heads as you say, "Pray"; then tap someone's head and say, "Jump up and worship."**

Practice saying some worship statements, and then begin the worship activity. After everyone has had a turn to worship, pray together: **Dear God, we praise You because You are powerful. We thank You for taking care of our families. In Jesus name, amen.**

#### Materials

none

### Lesson Aims

- Explore having healthy or sick skin.
- Tell how God's power helped Naaman.
- Name places to worship God.
- Worship God because He is powerful.

## ▼ 1. What Is This Story About? ▲

### All Kinds of Skin

Set out the various types of skins you have provided. Guide the discussion as children look and feel each type. **This is a piece of leather. Some leather is soft and smooth. Other leather is bumpy. What types of animals have bumpy, rough skin?** (alligators, elephants, etc.) **Look at the vegetable skin. It is rather thin. Peel off a piece and show it to the children. There are some brown spots on the skin. Do you like the animal fur? How does it feel?**

**Now look at your skin. What does it look like? How does it feel? Do you know why God made us with skin all over our bodies?** (Skin protects the parts of our bodies under the skin.)

**Healthy skin is very important for us to have. When people get cuts on their skin, they put bandages over the cuts so the skin will heal. Do you like to use bandages?** Give each child a bandage to put on. **When people's skin becomes dry, they may use lotion to make it feel soft again.** Squirt a little lotion on each child's hand and let children rub the lotion into their skin.

**Sometimes people's skin gets sick. If the skin disease gets really bad, they might have to go to the doctor. Other people might be afraid to be near them because their skin looks different. A man in today's Bible story had a bad skin disease. We'll find out how God helped that man.**

### Sores Galore!

**Let's feel the skin on our arms. Wait a few moments for children to do so. Most of your skin probably feels soft and smooth. Did you ever get a sore on your skin? Sometimes we get bug bites or scrapes. If we scratch them too much, they might get scabs on them. These sore places are not smooth and soft. Sometimes we get a rash when we are sick. Chicken pox makes sores on the skin. Let children tell about some of their sores and scrapes.**

**Give each child two sheets of blank paper. We are going to think about what it might feel like to have skin with sores all over our bodies. Imagine these pieces of paper are big pieces of skin. Draw bug bites or scrapes or scabs all over the papers.**

**When children have finished coloring, help them tape the pages around their forearms. Some people in Bible times had a skin disease called leprosy. These people had to stay away from people who did not have the skin disease. When people came near them, they were supposed to call out, "Unclean, unclean," so the other people would know to stay away.**

#### Materials

various types of skin (piece of leather; unwashed potato or carrot; furry, stuffed animal)  
potato peeler  
box of bandages  
unscented hand lotion

#### Materials

2 blank sheets of paper for each child  
crayons  
tape

#### Teaching Tip

The back of embossed wallpaper makes a good surface on which to color sores. Check a local wallpaper store for a discontinued sample book.

When teaching this lesson, be sensitive to children in your classroom who may have birth defects or other disabilities. Adjust activities and discussion accordingly.

How would you feel if you had a skin disease and no one wanted to talk to you? Would you want someone to help you? In our Bible story today, we will find out how God helped one man who had the skin disease.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Sick Skin, Healthy Skin!

#### Materials

Bible

#### Teaching Tip

If you teach a class of mostly younger children, try an easier version on this activity. Before class, draw faces on paper plates. Make plates to represent a little girl's face; a stern soldier; and the prophet Elisha. (Second Kings 2:23 says Elisha was bald, so maybe he just has a little hair at the sides of his face around the ears.) Give the plates to groups of children and have them hold up the plates when they hear the appropriate names mentioned.

Open your Bible to 2 Kings 5. Elisha was a prophet of God. That means Elisha told God's message to people. Because these were messages from God, people knew that whatever Elisha said was true. Whatever Elisha told people to do, they should do, because Elisha was telling them what God wanted them to do. The Bible tells us of a time when Elisha spoke God's message to an important soldier. You can help me tell this story.

Divide your children into three groups: the little girl's group, Naaman's group, and Elisha's group. Each group is to listen carefully as you tell the story. Each time you say the group's name, they should call out a specific response. Practice these responses with the groups:

Little girl's group: **I can help.**

Naaman's group: **Sir, yes, sir!**

Elisha's group: **I speak for God.**

When children are comfortable with their responses, begin the story. Pause for responses as appropriate. Naaman was a commander of the army of the king of Aram. But Naaman had a problem. He had a harmful skin disease. Someday Naaman probably wouldn't be able to lead the army.

A little girl became a helper to Naaman's wife. The little girl said, "I wish that Naaman would meet the prophet who lives in my country. The prophet could heal the disease."

When Naaman heard about this, he went to the king of his country. He told the king what the little girl had said. The king said, "I will let you go and see if you can be healed of your skin disease."

Soon Elisha heard that Naaman had come to his country. Elisha said, Let Naaman come to me."

So Naaman went to Elisha's house. But the prophet didn't come out of his house. Instead, he sent a messenger out. The messenger told Naaman, "Go and wash in the Jordan River seven times. Then your skin will be healed, and you will be clean."

Naaman became very angry and left. He didn't want to go down into a dirty old river. Why did that little girl tell him about this prophet? Naaman wanted Elisha to come out and call on God and wave his hand and heal the skin disease. Then one of Naaman's helpers came and talked to him. The helper said, "The prophet Elisha told you something simple to do. Why don't you try to do what he said?"

So Naaman went down and dipped in the Jordan seven times. Children, can you pretend to dip up and down in some water and help me count to seven? Have everyone stand. Bend down and up seven times.

Do you know what happened after this important soldier dipped into the water the seventh time? Yes! What the little girl had said happened. His skin was like new again. It was healthy skin. Naaman was better! Lead the children in cheers. Naaman came back to Elisha. He said, "Look at me! Now I know that there is no god in all the earth except the one true God!"

Let's shout that praise together! Lead the praise phrase by phrase as the children repeat it after you: There is no god/in all the earth/except the one true God!

## Story Review: Naaman, Naaman

Let's do a rhyme with some actions to remember our Bible story. Lead in the following rhyme. All the children can follow your actions the first time. Then select children to play the various parts and let them act out the answers to their parts of the rhyme.

**Naaman, Naaman, what's the matter with you?**

"My skin's covered with sores, and I feel so blue." Frown; touch "sores" on arms.

**Little girl, little girl, what did you say?**

"I told Naaman's wife about a prophet today." Wag finger as though talking.

**Naaman, Naaman, what did you do?**

"I went to the king and he sent me to you." Point, as though saying go.

**Elisha, Elisha, can you make his skin new?**

"I'll talk to my God; He'll know just what to do." Fold hands in prayer.

**Messenger, Messenger, what did you say?**

"Go dip in the river to take sores away." Bend at knees and dip down and up.

**Naaman, Naaman, what will you do?**

"I'll not wash in the water. He's not got a clue." Fold arms across chest; shake head no.

**Servant, Servant, what can you say?**

"It's simple to wash. Please do it today!" Clasp hands together as though begging.

**Naaman, Naaman, what will you do?**

"I'll dip seven times. My choices are few." Shrug shoulders.

**Naaman, Naaman, look at your skin!**

"It's clean and it's new. The Lord—we'll praise Him!" Look upward and raise hands.

**How do you think Naaman felt about his skin disease?** (hopeless) **How did Elisha know what Naaman should do?** (Elisha was a prophet of God; he spoke God's messages.) **What did Naaman learn about Elisha's God?** (There is no god in all the earth except the one true God.)

## Bible Memory: Praising with All Our Hearts

Post the picture clues on a wall or bulletin board, in order but without the written phrases on them. Gather children in a semi-circle around the board. Open your Bible and show Psalm 9:1. **Let's play a game to see if we've learned our Bible Words and to find out if we're giving God all our hearts.** Scatter cutout hearts on the floor in front of the children. Begin naming ways children can get the hearts.

**Who can look at our picture clues and say Psalm 9:1? If you can, grab a paper heart from the floor.** Let children pick up hearts; those who do should say the verse individually or together.

**Who can show me a way to praise the Lord? If you can, grab a heart.** Let children grab hearts and then show ways to praise. Remind them of some of the ways to worship talked about during the unit: clap, raise hands, dance, sing, prayer, sign, and so on.

**Do any of you know about a miracle God has done? If so, grab a heart and tell me.** Ask children who take hearts to name miracles of God.

**If you know someone whom you can tell about God's great power, grab a heart.** Children can do so. Ask volunteers to name the people they want to tell about God's power. Give children envelopes in which to keep the hearts they have collected.

**I can see that you are praising God with all your hearts. How do you feel when you praise God? When do you plan to praise God this week?**

### Materials

none

### Materials

Bible  
Bible Words picture clues  
(See p. 266.)  
reproducible hearts from p. 290  
pink or red copier paper  
envelopes

Before class, remove the word from the picture clues.  
Copy and cut out three to four paper hearts for each child (pattern on page 290).

### Bible Words

"I will praise you, Lord, with all my heart. I will tell all the miracles you have done" (Psalm 9:1).

### ▼ 3. What Does This Mean to Me? ▲

#### Where Will You Worship?

##### Materials

props for acting out various places children may go

Gather props to represent some of the following places: a toy medical kit (doctor's office or hospital); a jump rope and ball (playground); table setting of dishes (home, restaurant); small gardening tools and gloves (garden, outdoors). Place each set of props in a bag or box.

##### Teaching Tip

Pictures cut from magazines can also be used to help children name different places where they can see God's power.

We have learned that Elijah saw God's power in a ravine, in a small town, and on Mount Carmel. Elisha saw God's power when he helped a family in a house. Naaman saw God's power at a river. Let's act out some places where we might see God's power. Have children choose partners or gather into small groups. Give each group one set of props. The group can use its props to act out a place where God's power might be seen. As each group acts out its place, other children can guess the place.

When all the places have been guessed, say, **These are all good places to see God's power. They are also good places to worship God. What does it mean to worship God?** Review the definition learned throughout the unit: **Worship is telling God how special He is. How can you worship God in a doctor's office or hospital? What can you say to tell God how special He is? What special words might you say to God on the playground? working in a garden? when you are building something?**

**We can worship God at any time and in any place. Where will you worship God this week?**

### ▼ 4. What Can I Do to Please God? ▲

#### WOW Worship!

**Wow! We can worship God because He is powerful. Wow! God does great and mighty things that we can be excited about. Wow! Let's worship God here at church—right now!**

Lead the children in a worship time. Include a variety of ways to worship. First, sing and play rhythm instruments as you sing, "I Will Praise You, Lord" to the tune "If You're Happy and You Know It" (p. 266).

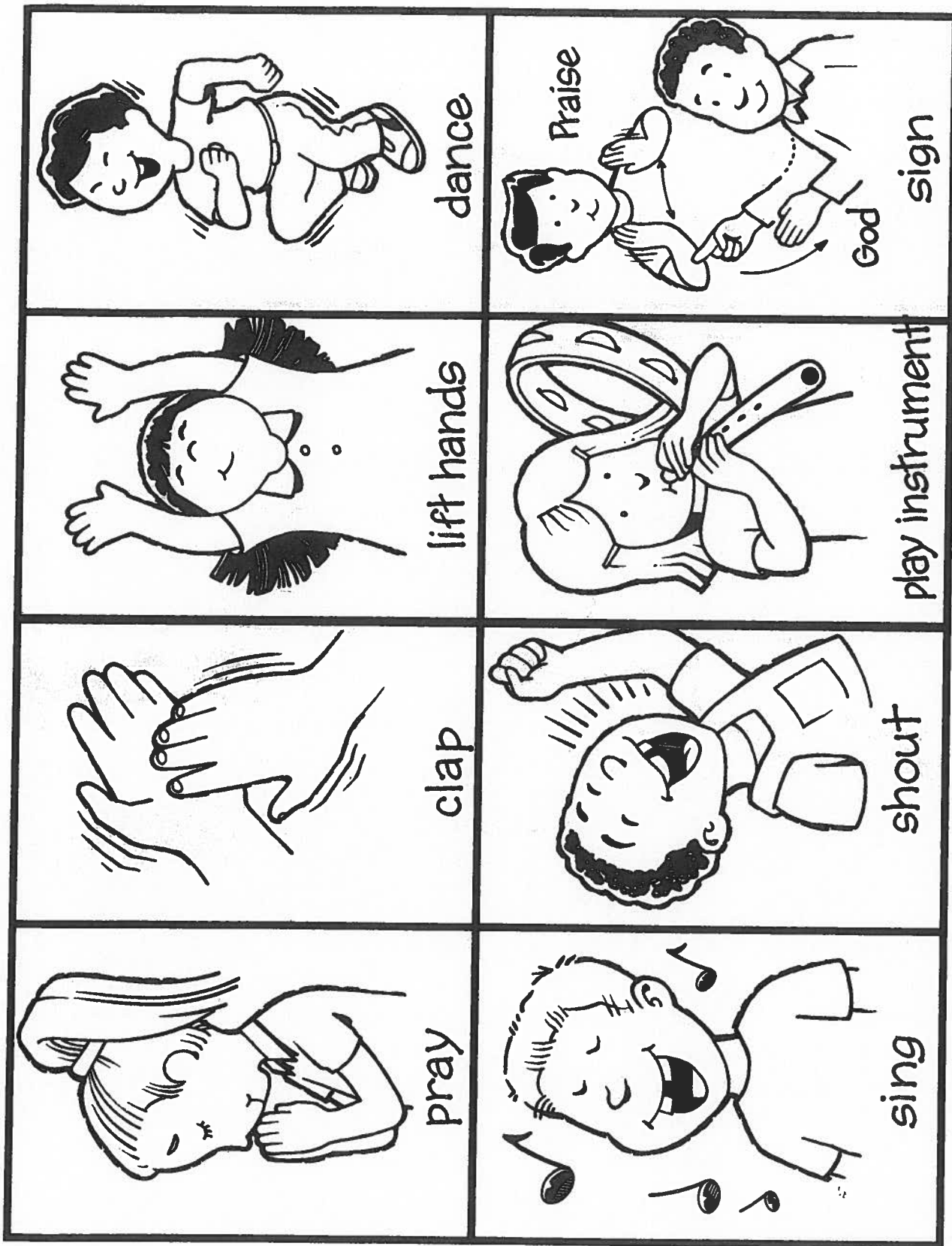
Next, allow children to shout, clap, lift hands, and dance as you name some terrific things God does: **God created the world! God provides food for people to eat! God can heal people from diseases! God can even bring dead people back to life!** Hand sign the message: **Praise God.**

Close your worship time with a quiet time of talking to God and looking at His Word. Provide children's picture Bibles and Bible story books. Encourage children to look at the pictures and think about how wonderful God is. Then they can pray to God and tell Him how special He is. As children are looking at the books and praying, play quiet worship music about God.

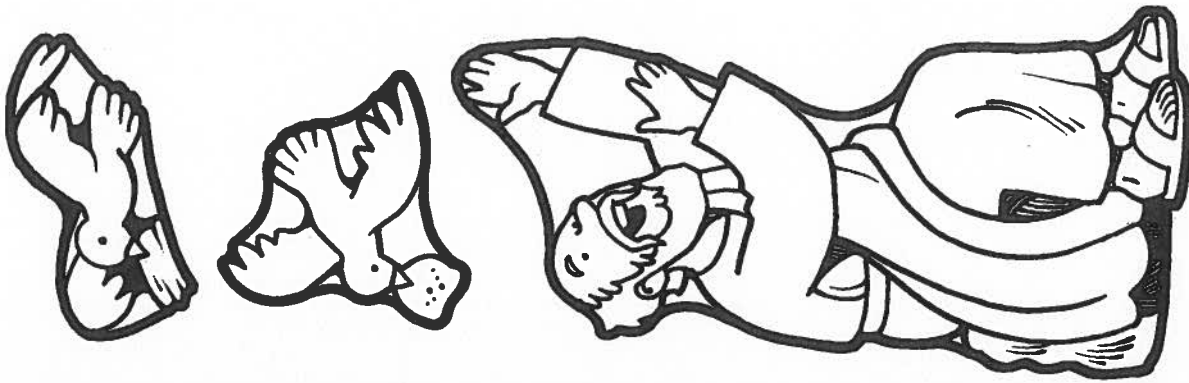
**What did you tell God? I'm thankful that we have learned how powerful God is. Let's tell Him one more time.** Lead in a closing prayer: **Thank You, God, for showing us Your power. Thank You for the Bible so we can learn about Your power. Help us to look for Your power everywhere we go. In Jesus' name, amen.**





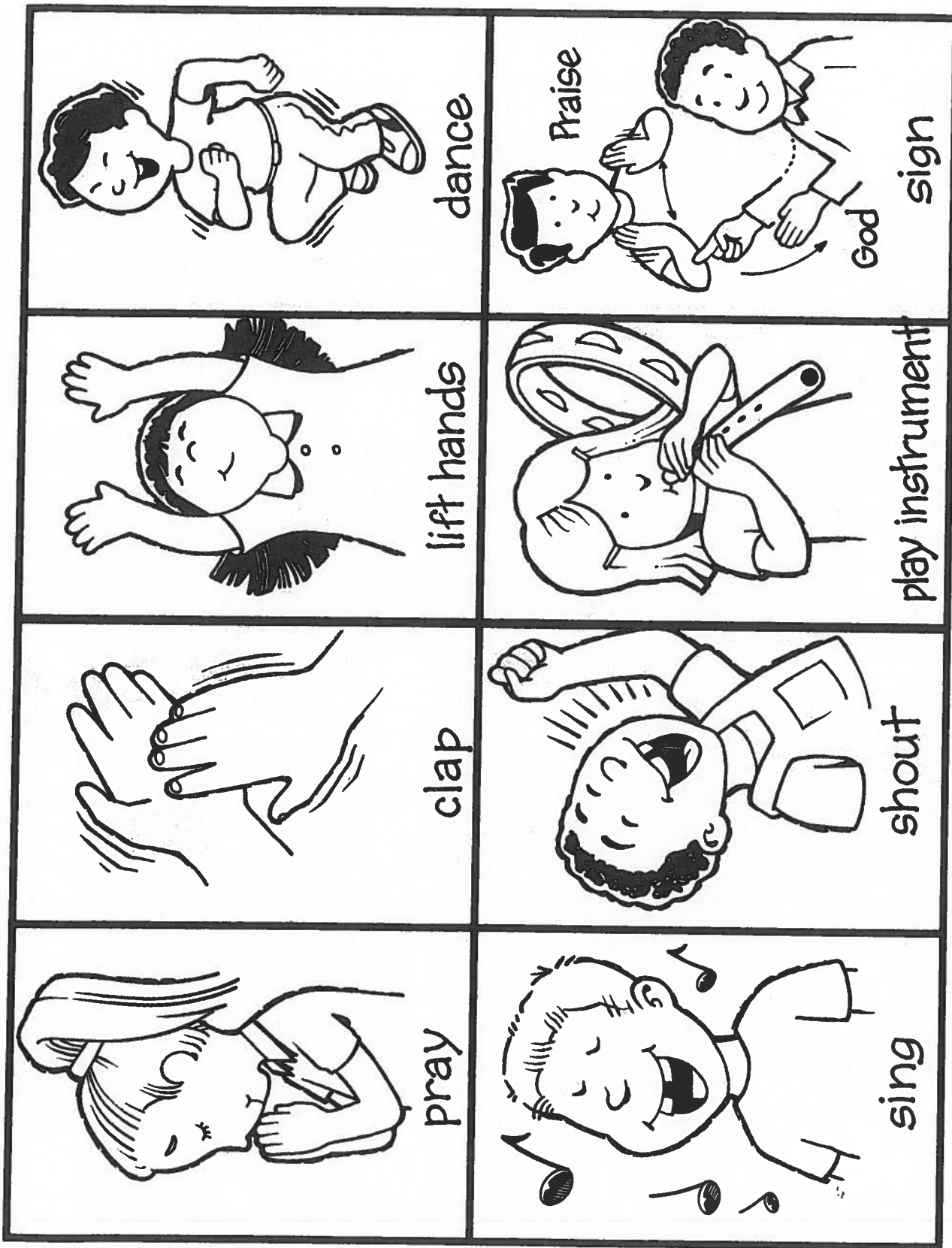


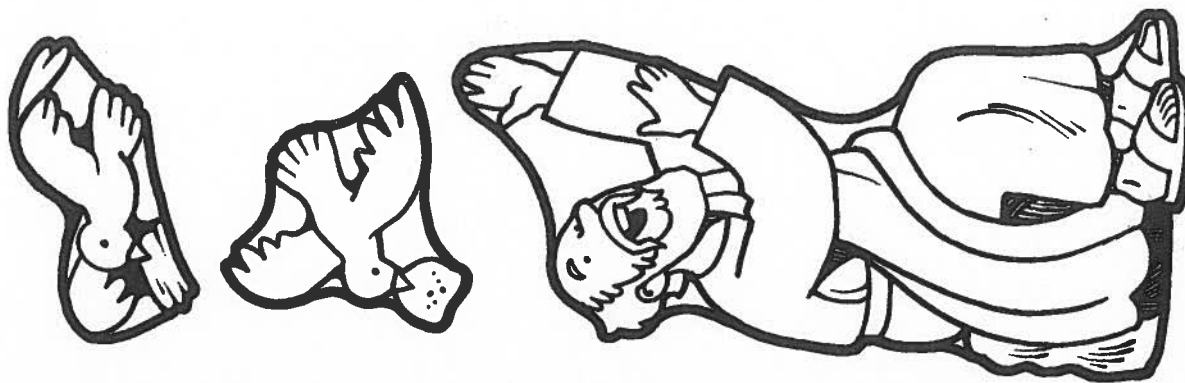




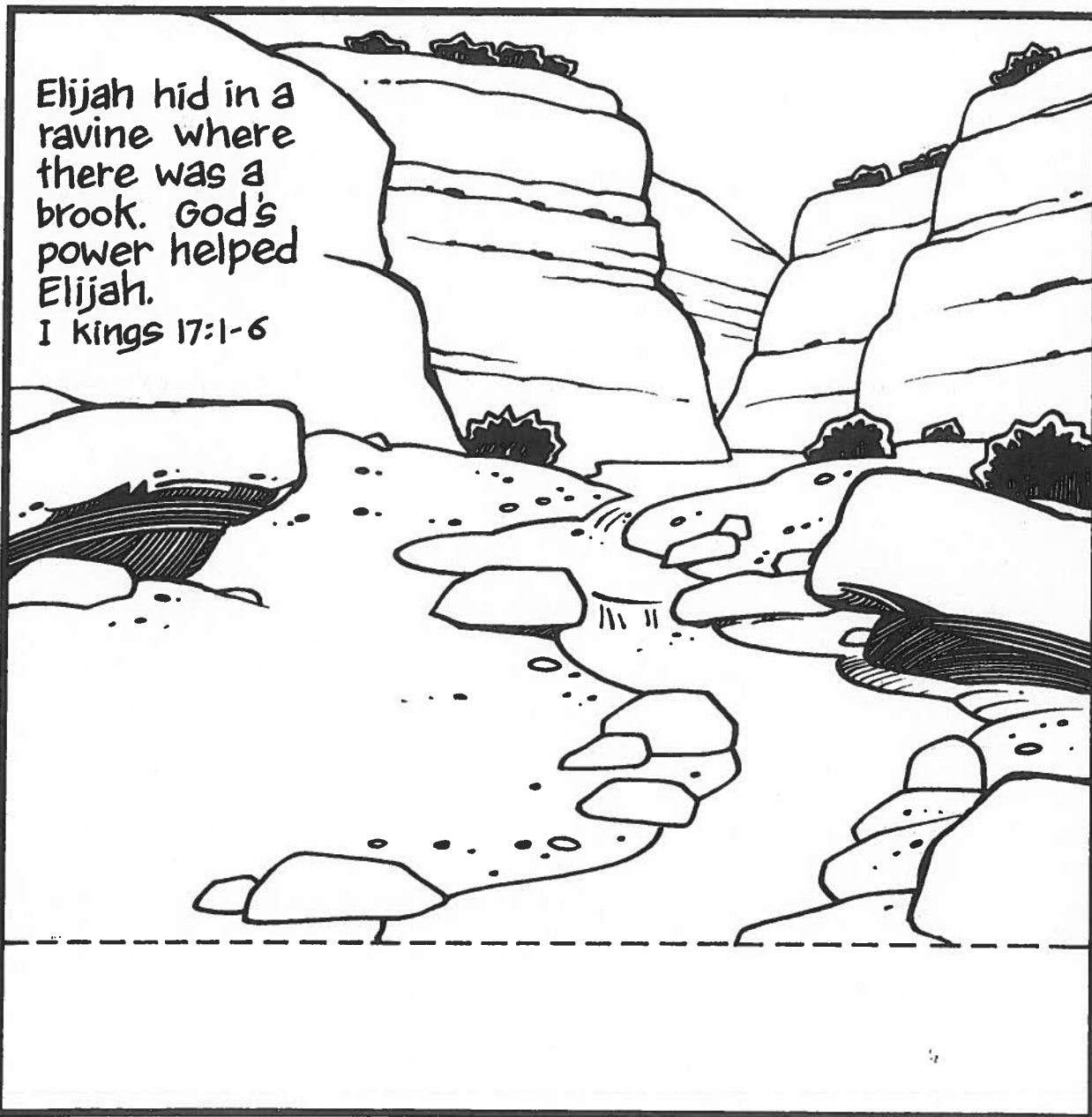
Elijah hid in a  
ravine where  
there was a  
brook. God's  
power helped  
Elijah.  
I Kings 17:1-6

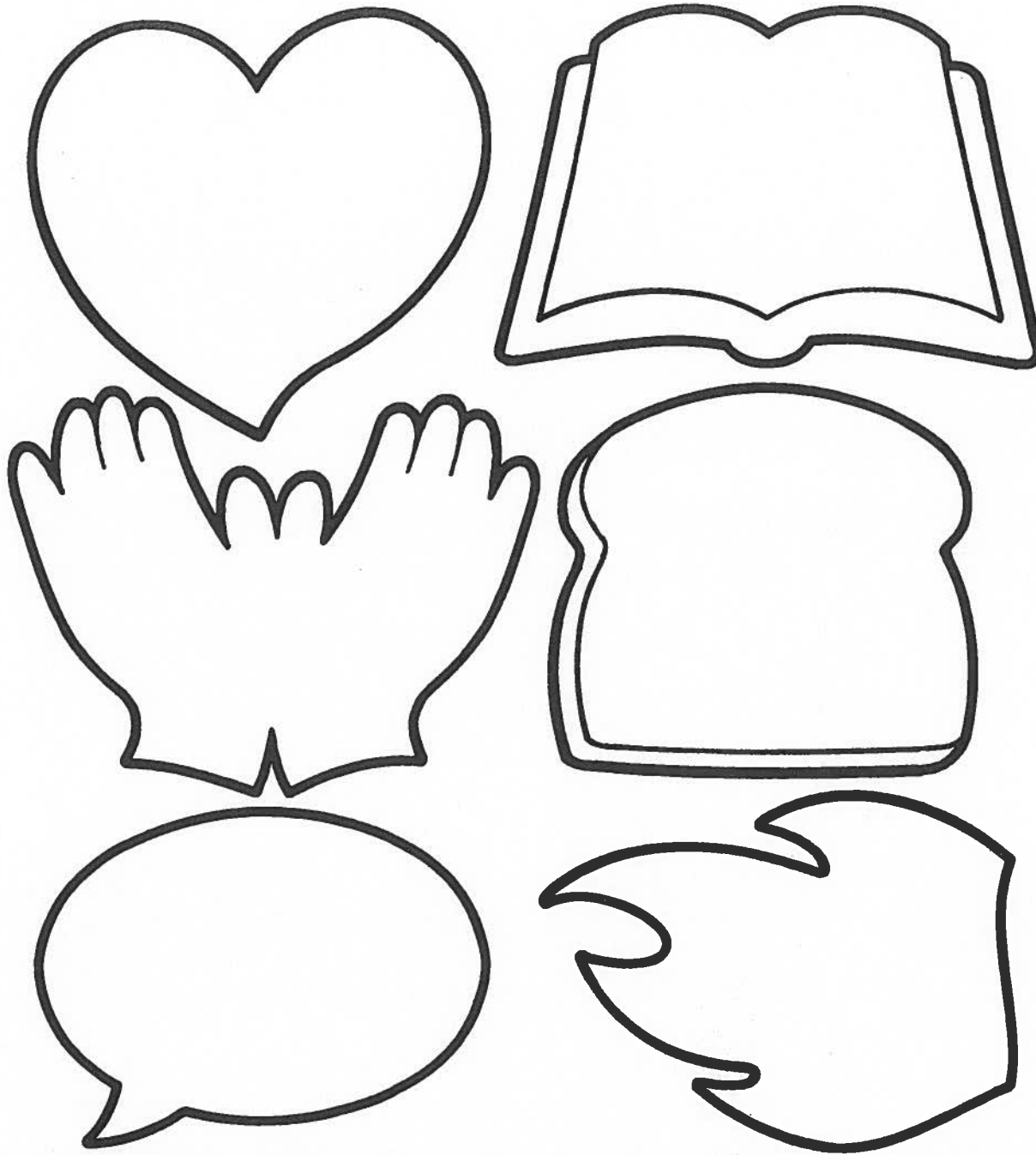




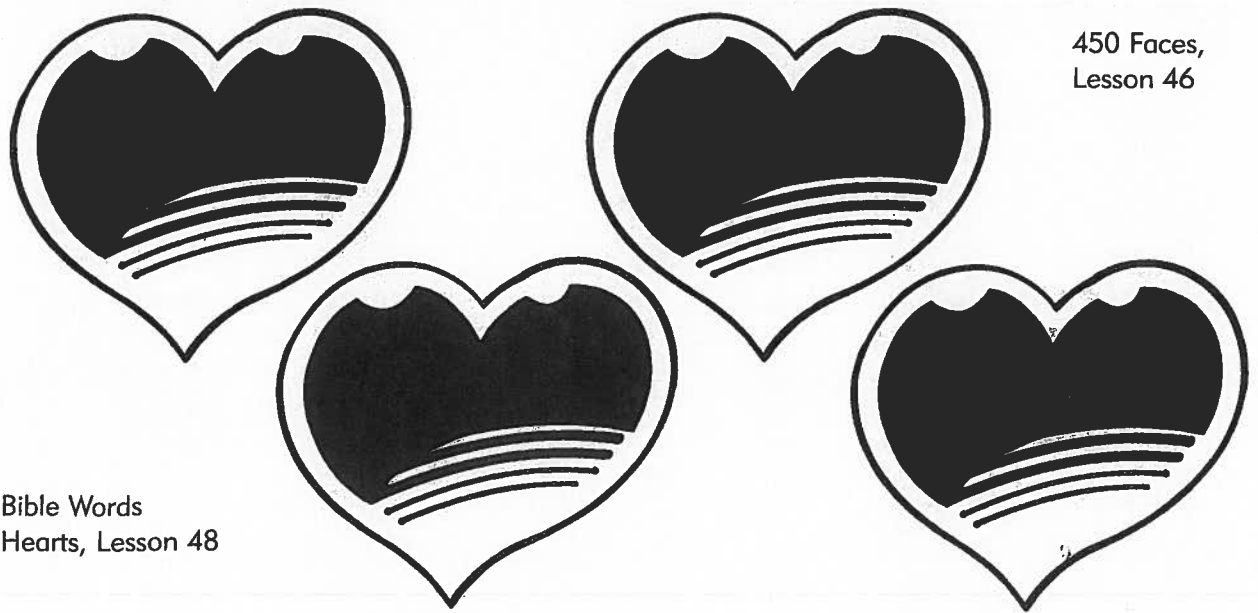
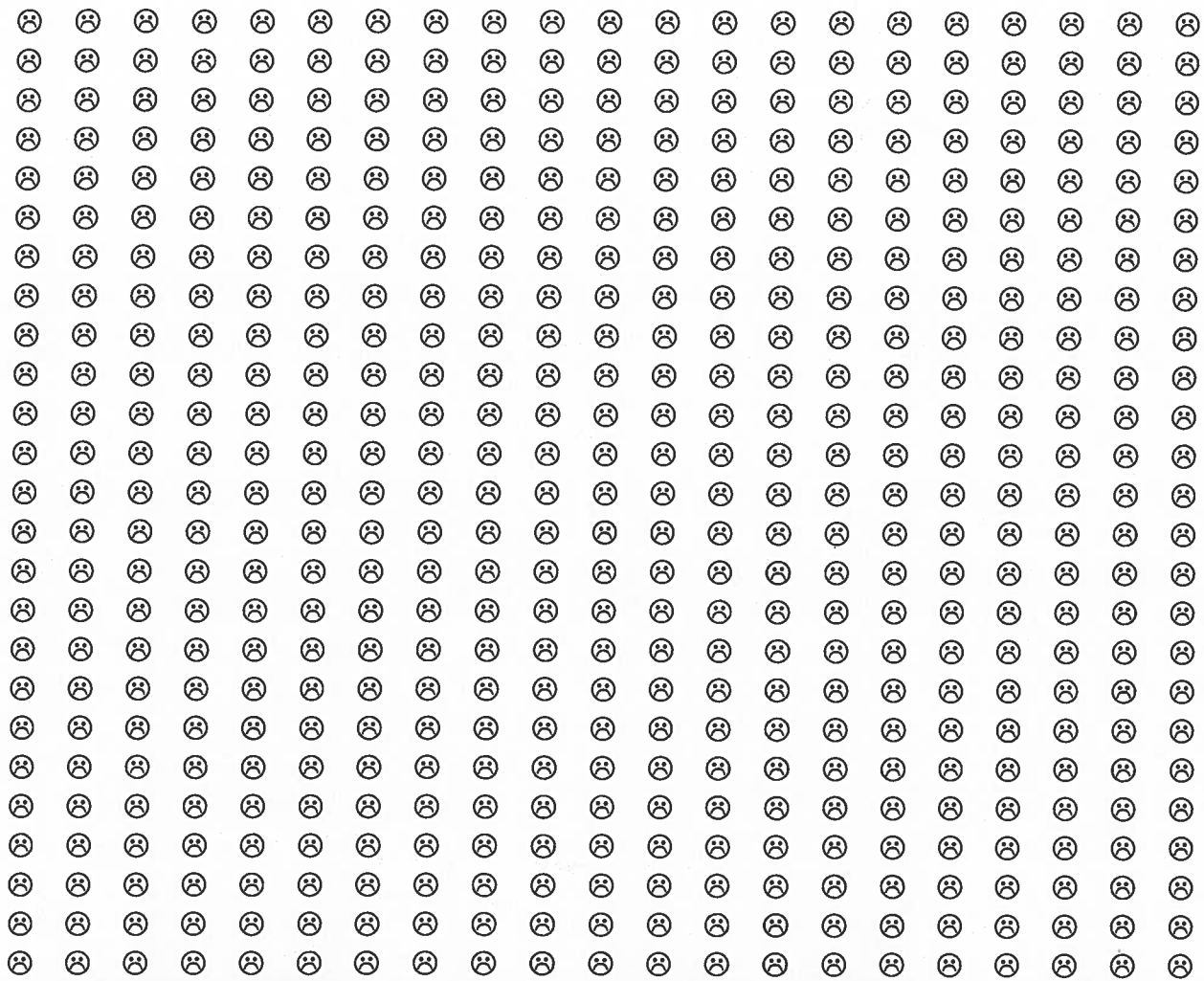


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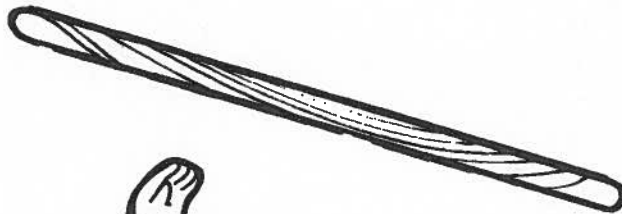
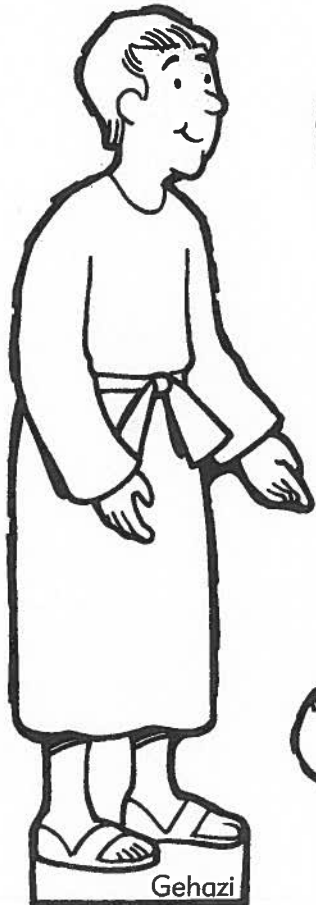
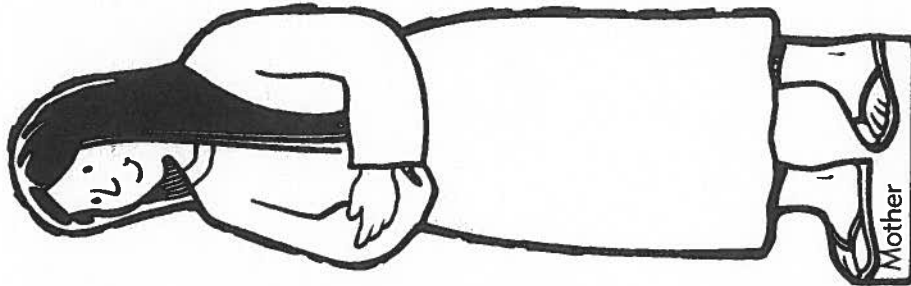
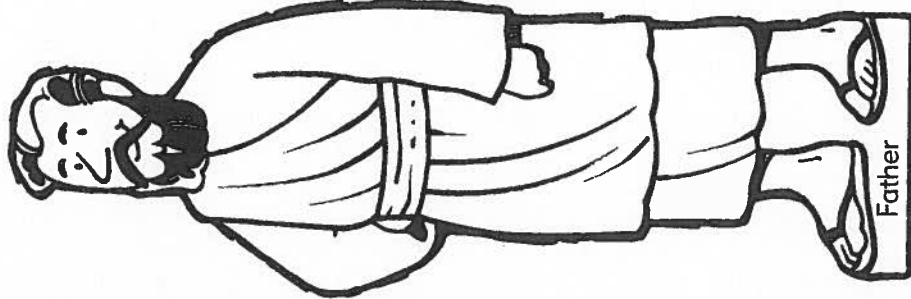
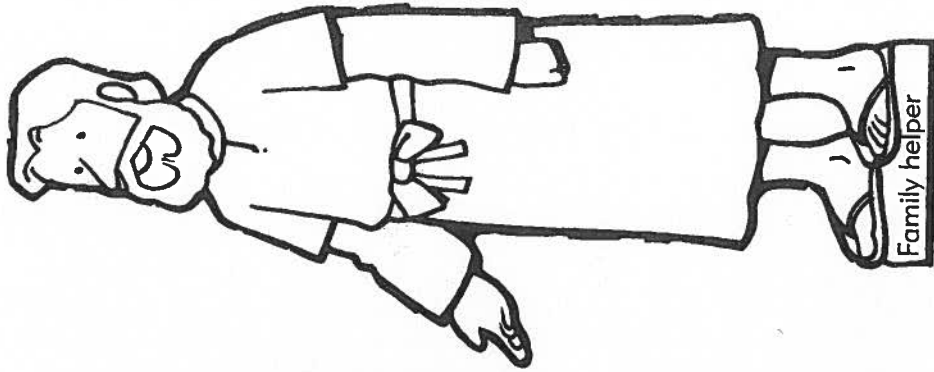
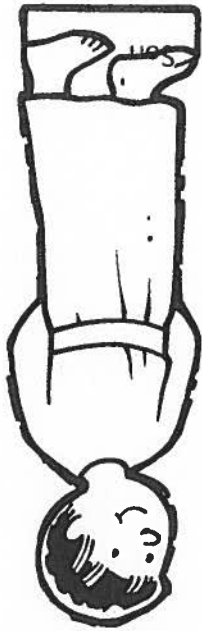


I will praise you, lord,	with all my heart.	I will tell	all the miracles	you have done.	Psalms 9:1
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450 Faces,  
Lesson 46

Bible Words  
Hearts, Lesson 48







# The Bible Teaches Me That God Hears My Prayers

Lessons 49-52

## 49 God Hears Solomon's Prayer for Wisdom

1 Kings 1:28-48; 3:1-15

## 50 God Hears Hezekiah's Prayer for Healing

2 Kings 20:1-11; Isaiah 38:1-20

## 51 God Hears Manasseh's Prayer for Forgiveness

2 Chronicles 33:1-20

## 52 God Hears Jehoshaphat's Prayer of Praise and Thanks

2 Chronicles 20:1-21

### Unit Aim

Pray to God (for help to do right, for healing, when you're sorry, to thank Him).

### Why Teach This Unit to 4- to 6-Year-Olds?

We've all had our hearts touched by the simple prayer of a child. Children have the faith to ask God for things that adults are too timid to request. At the same time, children need to learn the basics of prayer and how they can approach God to handle difficult situations. When we begin to teach children the habit of prayer in their early lives, they can continue that lifestyle of depending on God and talking to Him during their elementary and teen years. For some children, the church is the only place they can learn of the privileges we have as believers in talking to God. Therefore, they receive their greatest spiritual encouragement in our classrooms. For others, the teaching on prayer will dovetail with their parents' emphasis on living godly lives, helping them to grow in their prayer faith.

#### Unit Bible Words

"Give thanks to the Lord and pray to him" (Psalm 105:1).



## Unit Project: Learning to Pray

Help your children learn to pray for and with each other. Each week, help children pair off for prayer activities. Make sure each child pairs off with a different person each week so the children learn to pray with a variety of friends. Guide children to select prayer partners outside their usual circle of friends.

Use these activities for early arrivers or if you have extra time after your lesson:

**Week 1.** Bring in a prayer mailbox. This can be as simple as a decorated box with a lid. Or you can bring in a used mailbox. Set out index cards. Have each person write his or her name on a card and give it to a partner. Partners should ask each other about one prayer request. Each partner should draw the friend's need on the card. (You may want to help by writing under the picture what has been drawn so the request will be clear.) When both partners have drawn on a card, the partners can "mail" their cards in the box. As a large group, select cards at random and pray for the requests.

**Week 2.** Pair students. Give each person his or her card from last week. (If you have new students, quickly make cards for them, putting their names on the cards.) Have partners sit in "prayer circles" by holding hands. Ask partners to trade cards. Have each person pray for his or her partner, according to what is drawn on the card. Remind children what the cards show and say, as needed.

**Week 3.** Pairs students. Sit in a circle with partners next to each other. Have each person think of one nice thing about his or her partner. Then have each person thank God for that thing about the partner.

**Week 4.** Glue pictures of things God created on index cards. Put these cards in the "mailbox." Have students select new partners. Each person can pick one prayer card from the mailbox. Partners should then pray together, thanking God for creating the items shown on their prayer cards.

## "Five Best Friends" Finger Play

To be used with Lesson 51.

Five best friends standing at a door.

One tripped another, and then there were four.

Four best friends playing by the tree,

One stole a toy, and then there were three.

Three best friends, what will they do?

One made fun, and then there were two.

Two best friends, it's not as much fun.

One shoved the other, and then there was one.

One sad friend as lonely as can be,

Said, "I'm sorry, I was wrong. Will you forgive me?"

Two best friends as fine as they can be,

Another said, "I'm sorry." Now there are three.

Three best friends; they wish there were more.

The third said, "I'm sorry," and then there were four.

Four best friends, will their friendships all survive?

"I'm sorry," said the fourth. Yes, now there are five!

Five best friends, count them now and see—

Loving and forgiving is the best way to be!

### Lesson Aims

- Explore what leaders of countries do.
- Tell what happened when Solomon asked God for wisdom.
- Name times when you need to make right choices.
- Pray to God for help to do right.

## ▼ 1. What Is This Story About? ▲

### "I'm in Charge"

Assemble children around the desk and chair you have prepared. **Most countries have a president, a king, or a queen who rules over the land and the people in the country. How do you think a good ruler should act? What should he do?** Discuss some ideas, such as be honest, help people who are poor, make sure there are good laws for people to obey, command an army, talk to rulers from other countries.

**I'm going to give you a chance to tell what you would do if you were a president, a king, or a queen. Let's pretend that this is your official office.** Point to the desk and chair. Give each child a chance to sit behind the desk and talk about what he or she would do as a ruler of a country. Direct children's responses so that they understand the heavy responsibilities that a ruler has. **What might happen if a country's leader keeps making wrong choices? What happens if the leader makes right choices?**

In today's Bible story, we'll learn about a king who needed to know how to rule his land. We'll find out if he made right or wrong choices.

### Lawmakers

Let's find out what it might feel like to be the ruler of a country. Kings, queens, and presidents usually make the final decisions for what is done in their countries. They can say a law is OK and should be obeyed, or they can say, "No. That is a bad law. We won't have that law in our country."

Let's pretend we are presidents or kings and queens. Our classroom will be our country. What rules should we make for our "country"? Let children name two or three simple rules. Print each of the rules they suggest on the board. **These are good rules. They will help us have a safe and happy country.** Pause, and then say, **H-m-m-m. I have some ideas for rules too. Here are my ideas.** Print two bad rules on the board, such as "Do whatever you want to do" or "Push to be the line leader." **What do you think of my rules? What would happen if we made these rules for our country?** Help children conclude that your rules would have bad consequences for the country. Erase your rules from the board.

Being a ruler of a country can be very hard. The ruler has to know what is right and what is wrong. The ruler must decide what is the best way to help the people in the country. In today's Bible story, one king needed to know how to make good rules. We'll find out how he learned to make right choices.

#### Materials

chair behind desk  
other items for "president's office"

Set up a "president's office."  
Put a chair behind a desk. Add a phone, calendar, pen holder, and so on.

#### Materials

dry-erase board and marker  
(or easel, easel pad, and marker)

#### Teaching Tip

Guide the conversation, but be careful not to critique every rule or children will stop giving ideas. Allow for some fun rules to follow.

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: Wisdom for Solomon

Lay your Bible open to 1 Kings 3 on your lap. Gather the children around you. In Bible times, most countries were ruled by kings. King Saul and King David were the first kings to rule over God's people in the country of Israel. When it was time for a new king, David told some of his men to go and appoint Solomon, his son, to be the next king over Israel.

Show picture #1: "Solomon becomes king."

King David's men took the king's donkey. They sat Solomon on the donkey. Someone blew a trumpet. Then all the people shouted, "Long live King Solomon!" The people followed Solomon into the city. They were playing flutes and shouting for joy.

King David was happy too. He bowed down and worshiped God. King David said, "Praise the Lord, the God of Israel. Today he has made one of my sons the king and I have seen it."

Show picture #2: "Solomon needs wisdom."

Solomon knew that God had given him a very important job—taking care of all the people. There were many people in the country of Israel. Solomon had to make sure all the people had enough food. He had to be sure they had homes to live in, safe roads to travel on, and church-schools where God's laws would be taught. He had to make sure people didn't break the laws. If people broke the laws, Solomon had to make sure that they were punished in the right way. Solomon also had to be a good example for the people. The people would be watching to see if Solomon obeyed God. How would Solomon know what would be right for all the people?

Solomon thought, *Whom can I ask to help me be wise?* When you are wise, you have the right knowledge and you are willing to do the right thing. But Solomon knew that no one in the kingdom could give him the wisdom he needed. Not even the wisest of the wise could make Solomon wise. Only God could give Solomon wisdom.

Hold up picture #3: "Solomon asks God for wisdom."

One night when Solomon was asleep, God spoke to Solomon. God said, "Solomon, ask for anything you want. I will give it to you."

Wow! What if someone told you that you could ask for anything and you could have it? What would you ask for? Allow children to respond. Well, God had said Solomon could ask for anything. Solomon could ask for more money for his kingdom. He could ask for more people to help him. He could have asked for a bigger house to live in. But Solomon did not ask for any of these things. Instead Solomon prayed, "Please give me wisdom so I can rule the people in the right way. I want to know the difference between right and wrong."

Do you think God was pleased with Solomon's prayer? Yes, He was. Solomon wanted to do right. That really pleased God. God told Solomon, "I will give you what you asked. I will give you wisdom and understanding. You will be wiser than anyone before you has been. And I will give you more things too. Just remember to follow me and obey my commands."

Hold up picture #4: "Solomon thanks and worships God."

When Solomon woke up, he knew God had talked to him. Solomon was thankful that God was going to give him wisdom. Solomon went into the city and worshiped God. He stood on a large box and praised God. With God's help and wisdom, Solomon would be a good king.

#### Materials

Bible  
copy of the four pictures on  
pp. 311, 312

Copy (enlarge), cut apart, and  
color the four pictures from  
pages 311, 312.

#### Teaching Tip

You may want to copy the pic-  
tures onto card stock or mount  
them on heavy paper for added  
durability.

## Story Review: Picture Match-up

Show each picture one more time. Read aloud the story sentence on each picture: **Solomon becomes king. Solomon needs wisdom. Solomon asks God for wisdom. Solomon thanks and worships God.**

**Let's see how well we remember the story of Solomon.** Mix up the four picture pairs you have made and turn them face down on the table or floor. **I am going to ask someone to turn over two pictures. If the pictures match, we will tell what is happening in the picture and leave those pictures face up. If they do not match, we will turn them back over.** Play the game, calling on different children to turn over pictures. Allow children to tell details they remember about the Bible story.

**Why was being wise so important to Solomon?** (He knew the job of being king was too hard to do without God's help.) **How would Solomon's wisdom help the people?** (With wisdom, Solomon could make good choices to help the people.) **What did God think about Solomon's request?** (God was pleased.) **What did Solomon do when God promised to give him wisdom?** (Solomon stood before the people and thanked God.)

## Bible Memory: "Thank You, God"

Open the Bible and read Psalm 105:1: **"Give thanks to the Lord and pray to him."** These Bible Words tell us that we should be thankful to the Lord our God and pray to Him.

**Solomon thanks God for the wisdom God gave to him. I have four items that represent things God gives to us. Can you tell me what they make you think of?** Show each item and have children identify the things God gives us: food item (daily food), clothing item (clothes to wear), pillow (place to sleep), family photo (people who care for us).

**Let's pray and thank God for each of these things and say our Bible Words. I will thank God for one thing. Then you say the Bible Words with me.**

Lead children in the prayer. Encourage them to repeat the Bible Words.

Teacher: **Dear God, we thank You for the food we have every day.**

All: **Give thanks to the Lord and pray to him.**

Teacher: **We thank You for clothes and shoes to wear.**

All: **Give thanks to the Lord and pray to him.**

Teacher: **We thank You for our beds and blankets where we can rest.**

All: **Give thanks to the Lord and pray to him.**

Teacher: **In Jesus' name, amen.**

**God is pleased to give us what we need. He is pleased when we thank Him too.**

### Materials

two copies of the pictures on pp. 311, 312  
construction paper

Copy and cut apart two sets of pictures from pages 311, 312.  
Mount the pictures on half sheets of construction paper.

### Materials

Bible  
food item  
clothing item  
pillow  
family photo

### Bible Words

"Give thanks to the Lord and pray to him" (Psalm 105:1).

### ▼ 3. What Does This Mean to Me? ▲

#### The Right Choices

Have a set of four pairs of choice cards for each child. The four pairs will be: Steal/Don't steal, Lie/Don't lie, Hit someone/Be kind, Talk back/Obey.

Gather children in a circle around a table or sitting on the floor. Place a sheet of paper in the center that says, "Wrong Choice." Give each child an envelope and the first pair of choice cards: Steal/Don't steal. **As you look at the pictures on these two cards, I will tell you a story. Choose which card shows the best choice to make and put that card in your envelope. Put the wrong choice card on our "Wrong Choice" discard pile. Here is the story:**

1. A friend has a piece of candy you like. He won't share it with you. He goes in another room and leaves the candy on the table. What will you do?

After children have selected their cards, discuss which one is the best choice and what God would want them to do. If children have chosen the wrong cards, allow them to exchange for the correct ones. Then go on to the next story.

2. Give each child a pair of "Lie/Don't lie" cards. Your mother asks you if you picked up your toys. You did not pick them up. What will you tell her?

3. Give each child a pair of "Hit someone/Be kind" cards. Your friend is playing ball with you. He calls you a name. You get mad. What will you do?

4. Give each child a pair of "Talk back" or "Obey" cards. Your father asks you to clear the table, but you want to watch your TV show. What will you do?

The cards you have chosen can remind you of right things to do in these situations. But there are other times when you will have to choose between doing right or wrong. Whom can you talk to if you don't know what is right or wrong? (a parent, a teacher, a wise friend, God) Do you think God will give you wisdom to know right from wrong if you pray to Him? (Yes! God is always pleased when we want to do things in His ways.)

### ▼ 4. What Can I Do to Please God? ▲

#### Prayer Card File

Solomon prayed to God and asked God to give him wisdom. Solomon wanted to know right from wrong, and that pleased God. God is pleased when we ask Him to help us make right choices too. Let's use our right choice cards to do that now.

Ask children to take their "Don't steal" cards from their envelopes. As children look at the cards, pray and ask God to help each person keep from taking things from others. Go through the same prayer process with the "Don't lie," "Be kind," and "Obey" cards.

**Thank You, God, for listening to and answering our prayers. Help us to make choices that please You every day. Help us to remember to pray to You when we don't know right from wrong. In Jesus' name, amen.**

Encourage children to take their envelopes home and look at them as they pray for wisdom during the week.

#### Materials

reproducible choice cards  
(p. 313)  
card stock  
envelopes

Copy on card stock and cut apart the picture pairs on page 313. Make one complete set for each child.

#### Teaching Tip

Be sure to throw away all the wrong choice cards at the end of the activity. Children need to know that these choices are never right.

#### Materials

cards and envelopes from  
Step 3

# God Hears Hezekiah's Prayer for Healing

## LESSON 50

2 Kings 20:1-11; Isaiah 38:1-20

### Lesson Aims

- Tell the difference between sick and well.
- Tell what happened when Hezekiah asked God to heal him.
- Name people who are sick or in poor health.
- Pray to God to heal someone who is sick.

## ▼ 1. What Is This Story About? ▲

### What Do I Smell?

Have items to smell ready in paper sacks. Ask the children to sit in a circle.

**Have you ever been sick with the flu or a cold? What happened to your body?** (I had a temperature. I coughed and sneezed a lot.)

**When we are sick, we can't do many things. What couldn't you do when you were sick?** (I couldn't go out and play. I couldn't eat some kinds of food.)

**Our bodies don't work as well when we are sick. We get tired more easily. When we have a cold our noses get stuffy and sometimes we have trouble breathing. Pinch your nose closed.** Demonstrate. Let children try. **That's like what happens when your nose is stuffy. You have to breathe through your mouth.**

Bring out the paper bags. **To help us remember how our bodies change when we are sick, we are going to use our stuffy noses to figure out what I have in these bags.** Pass the first bag around, letting each child gently pinch his or her nose and try to sniff enough to guess what is in the bag. After each has smelled the item, tell the children what was in the bag. **Did you guess correctly? It is hard to do simple things like sniffing when your body isn't working right.**

Bring the other bags around one at a time, repeating the process.

**Our noses are very small parts of our bodies, but when our bodies are sick, even small things are hard to do sometimes. What is it hard to do when you are sick? What happens when your mom is sick? Who does her work? What happens when your dad is sick? Who does his work?**

**Our Bible story today is about a king who was so sick that he couldn't rule the people very well. Let's see what the king did and what happened to him.**

### Help Me! I'm Sick!

Arrange children in groups of three or four. Give each group a mat and some medical supplies. **Have you ever been sick with the flu or a cold? What happened to your body when you were sick? When we are sick, sometimes we can't do many of the things we usually do. What couldn't you do when you were sick?** (Possible answers: go outside and play; go to preschool)

**Let's take turns pretending that someone in your group is sick. That person should lie on the mat. The other people in the group will take care of the "sick" person. What can you say to help the person feel better? What can you do if the person is hurt? Can the sick person do anything to get better?**

#### Materials

items for smelling, such as  
spoonful of peanut butter;  
peeled orange, popped pop-  
corn, modeling dough  
paper lunch sacks

Place each item to smell in a reclosable plastic bag. Place the plastic bag in a paper lunch sack so children can't see what is inside.

#### Materials

large towels or mats  
toy medical kits  
bandages

#### Teaching Tip

Using a kitchen timer or bell is a good way to help children know when to change roles or begin a new activity.

Children can pretend to check heartbeats, wrap bandages on the sick person's arms or legs, and so on. Encourage children to change roles every few minutes; give each child a chance to be the sick person in his group.

**Our Bible story today is about a king who was so sick that he couldn't rule the people very well. No one in the kingdom could help him. Let's see what he did and what happened to him.**

## ▼ 2. What Does the Bible Say? ▲

### Bible Story: The King Is Sick

Give each child a towel or mat. Gather children around you and place your Bible open to 2 Kings 20 on your lap.

**Being sick is very hard. Everybody gets sick at some times. Moms and dads do. So do children. Even kings get sick! When you are a king, being sick is a big problem. Kings have many important jobs. They are in charge of everything.**

The Bible tells us of one king who was named Hezekiah. King Hezekiah was a very good king. Hezekiah had been told how King David served God all his life. King Hezekiah wanted to serve God too. You can pretend to be King Hezekiah as I tell you what happened to the king.

One day the king got sick. He was so sick that he was near death. Have children lie on their mats and pretend to be sick. Isaiah the prophet came to see Hezekiah. A prophet is a person who speaks God's words to people. The prophet said, "King, the Lord gave me a message for you. You will not get well. You are going to die."

When Hezekiah heard the news, he was very sad. He turned his head to the wall. Do you think the king was just pouting? No. The first thing the king did was to pray to God. He asked God to remember how he had tried to serve and obey God. He had tried to do what God said was right. After he was done praying, Hezekiah cried loudly. Have children turn their heads toward a wall and cry loudly.

Isaiah had left the king after he had given the king God's message. As Isaiah was walking out of the king's palace, God gave Isaiah a new message. God said, "Go back and tell the king that I have heard his prayers. I will heal him. He will live 15 more years."

Isaiah went back to the king and told him the good news from God. Isaiah said that in three days the king would be well enough to go up to the temple to pray. Have children turn back toward you. Then Isaiah ordered servants to bring Hezekiah some medicine. The servants brought bandages and put the medicine on Hezekiah's sores. Pretend to put medicine on the children's arms.

Do you think God answered Hezekiah's prayer? Did Hezekiah get well? Yes! Three days later, King Hezekiah was feeling better. Now he could go back to his work of taking care of his kingdom and the people in it. But before Hezekiah went to work, he did something more important. First, Hezekiah went to the temple to worship God. Have the children stand and walk in place to the "temple." Hezekiah even wrote a song. His song said, "The Lord saved me. So we will sing and play songs. We will make music in the Temple of the Lord all the days of our lives."

The Lord had answered Hezekiah's prayers. God answers our prayers too! Let's say some of the words to Hezekiah's song and worship God too. Lead children in repeating the words phrase by phrase: **We will make music/in the Temple of the Lord/all the days of our lives.**

#### Materials

Bible  
large towel or mat for each  
child

## Story Review: Puzzle Picture Pairs

Copy (enlarged) the story pictures onto card stock. Cut apart the pictures; then cut the pictures in half on the dotted lines to create puzzle pieces. Mix up the pieces before handing them to children. (Note: Numbers have been added in the corners of pieces to help in making matches and telling the story in order.)

Give one puzzle piece to each child. **We are going to match picture pairs and remember what happened when King Hezekiah was sick. You have half a picture. Walk around and show other children your picture half. Find someone who has the puzzle piece that matches your half of the picture. Then come to me and I will tape the halves together. You and your partner can sit together and talk about the picture. Be ready to tell your part of the Bible story.**

Give children time to find "picture partners" and have the halves taped together. Note: There will be two pictures of Isaiah giving a message to King Hezekiah, because Isaiah came with messages from God two times in the story. When all the matches have been made, sit in a circle and call on partners to retell the story in order.

**Why did Isaiah tell Hezekiah that he would die?** (God had given Isaiah that message.) **What did Hezekiah do when he found out he was going to die?** (He prayed to God.) **What did Hezekiah do first when he became well?** (He went to the temple and praised God.)

## Bible Memory: Silent Memory

**We can pray and ask God to help us when we are sick. When God hears our prayers and helps us get well, we should remember to thank Him. Let's pretend we are too sick to talk but we want to say our Bible Words. Let's see if we can learn the verse so we can say it without spoken words.**

Repeat the Bible verse aloud with these actions until children have the actions memorized. Then say the verse without words by using just the actions.

**Give** (Put both hands out in a giving motion.)

**thanks** (Clap hands.)

**to the Lord** (Point toward Heaven.)

**and pray** (Fold hands in prayer.)

**to him.** (Point toward Heaven.)

**Psalm 105:1** (Put palms together and then open them like a book.)

**We are glad to be able to say our Bible Words. Who can say the verse aloud while we do the actions?** Let children take turns saying the Bible Words.

### Materials

reproducible story pictures on p. 314  
card stock  
scissors  
clear tape

### Teaching Tips

If you have an unequal number of children, keep one puzzle half for yourself and participate with the children in the activity.

If you have more than 12 children, make two sets of the pictures. Children with matching pictures can sit together in groups of four to retell the story.

### Materials

none

### Bible Words

"Give thanks to the Lord and pray to him" (Psalm 105:1).



### ▼ 3. What Does This Mean to Me? ▲

#### Prayer Prescription

If you are sick and go to the doctor's office, the doctor may write a prescription for you to take to the drugstore so you can get some medicine. What does the medicine do for you? Allow children to answer. Yes, it helps you to feel better. It might fight an infection or help some pain go away.

When Hezekiah was sick, the prophet Isaiah told some helpers to put medicine on Hezekiah's sore places. What else did Hezekiah do to get well? (He prayed to God.)

Praying to God is the most important thing we can do when we are sick or when we know someone else who is sick. A prescription of medicine can take away an infection or ease some pain, but only God can heal people from their sicknesses. Let's name some people we know who are sick or who might not feel good much of the time. Then we'll write some "Prayer Prescriptions," or papers that will help us remember to pray for those people.

Allow children to name people they know who are sick. Children might name a parent, grandparent, friend, teacher, or neighbor. Try to direct them away from naming pets or people who have died. Give each child a copy of the Prayer Prescription from page 315. Write your name on your "Prayer Prescription." Then draw a picture of the person you want to pray for, or I will help you write that person's name on the "Prayer Prescription." When you finish, put your prescription in my medical bag.

Give children time to draw (and write) and put their prescriptions in the bag. Help children decide whom to pray for and help them write names on the Prayer Prescription papers.

How do you think God can help this person? When can you pray for the person? What will you tell this person about God's power to answer prayer and heal sicknesses? Are there ways you can help the person who is sick?

### ▼ 4. What Can I Do to Please God? ▲

#### Prayer for the Sick

Gather children in a circle. God was pleased when Hezekiah prayed to Him. God healed Hezekiah and let him live for 15 more years! God is pleased when we pray to Him too. We can pray to God when we are sick, and we can pray to God for people we know who are sick or not feeling well. Let's pray for the people we named on our "Prayer Prescription" papers.

Bring out your "medical bag." Take out one prescription. Read the name or describe the person drawn. Pray aloud for God to help and heal that person.

Ask a volunteer to come up and pick out another "Prayer Prescription." If there are children in your class who are comfortable praying aloud, ask one of them to pray for the person named on the selected paper. Or, have children repeat a sentence prayer that you pray for the person. Continue by letting other children come up one at a time to select papers from the bag. Pray for each person named on a paper.

When all the papers have been taken from the bag, give children their own "Prayer Prescriptions." Take your "Prayer Prescription" home to help you remember to pray for the person named on your paper. Be sure to thank God for His power to heal and for listening to your prayers.

#### Materials

copy of the "Prayer Prescription" on p. 315 for each child  
pencils  
markers  
bag that looks like a medical bag

#### Teaching Tip

If a child does not know someone who is sick, suggest naming someone who is older and does not feel well at times or someone who may be lonely or sad.

#### Materials

"medical bag" with "Prayer Prescription" papers made in Step 3

### Lesson Aims

- Tell how you feel when you are sorry for doing wrong.
- Tell what happened when Manasseh prayed to God for forgiveness.
- Name times you need to say you're sorry.
- Pray to God to tell Him you are sorry for doing wrong.

## ▼ 1. What Is This Story About? ▲

### Five Best Friends

Let's do a finger play together. Then we'll talk about what happens when we do wrong things. Have each child hold up one hand with five fingers extended. Start the poem and fold one finger down each time a "friend" leaves. On the second verse, the "friends" (fingers) can pop back up one at a time.

Do the finger play a couple times; then ask, **Have you ever treated someone wrong? How did you feel?** Allow volunteers to share. **The best thing we can do when we have done wrong is to say, "I'm sorry," and then try to do right. How do you feel after you say, "I'm sorry"?** A king in today's Bible story learned to say, "I'm sorry." Let's find out what happened to him.

### Broken Friendship Line

We all like to play with and talk to our friends. Let's make a friendship line of our friends, and then we will talk about how to keep good friends.

Show the sample you have made. Give each child a folded cutout paper. **Open your paper. You will have a line of four paper people. This line can be your friends. Draw the faces of four friends on your paper people.**

Provide colored pencils or markers. As children are drawing, talk about the fun things they do with their friends. Let them tell you the names of their friends.

**It is fun when we treat our friends kindly. But sometimes we do something wrong and hurt our friends' feelings. Then our friendship line is broken. Have you ever done anything to make one of your friends feel sad? What did you do?** Be ready to tell how you have hurt a friend's feelings. Tear one person off your sample friendship line. Encourage children to do the same.

**How do you feel when you do something wrong and your friend won't talk to you anymore? What do you have to do to make things right again with your friend?** (say "I'm sorry," be kind to the friend, fix or replace a broken item)

**To show what happens when we say we're sorry, let's tape our friends back on our friendship line.** Do so with your sample and the children's paper people.

**Now we have four friends again! Saying you are sorry is a good way to take care of your friends. It is the right thing to do. In today's Bible story we'll hear about a king who needed to say "I'm sorry" too.**

#### Materials

"Five Best Friends" Finger Play  
on p. 294

#### Materials

"My Friends" pattern from  
p. 315  
half sheets of paper—  
4 1/4" x 11"  
colored pencils or markers

Use the "My Friends" pattern and instructions on page 315 to make a fold of four friends for each child.

#### Teaching Tip

If you have mostly older children, allow them to trace the pattern and cut out their own friendship chains. They will enjoy learning how to do this.

## ▼ 2. What Does the Bible Say? ▲

### Materials

Bible  
reproducible finger crown  
(p. 315), one for each child  
clear tape  
fine-tip washable markers  
Bible  
moist towelettes

Before class, copy and cut out a finger crown on page 315 for each child.

Be sure to provide moist towelettes so children can wash the faces off their fingers after the Bible story.

### Bible Story: The King Who Was Sorry

We have learned Bible stories about several kings: King Saul, King David, King Solomon, and King Hezekiah. Before we hear our Bible story about another king of Israel, let's make finger puppets that look like kings.

Give each child a finger crown. Have each child make a puppet by wrapping a crown around an index fingers and securing the tabs with tape. Then children use washable markers to draw dots for eyes and a line for mouths on their fingers under the crowns to complete the finger puppets.

As I tell this Bible story, I will stop and tell you what to do with your puppet kings. Lay your Bible open to 2 Chronicles on your lap as you tell the story.

The Bible tells us that King Manasseh became king of Israel when he was only twelve years old. His father, King Hezekiah, had been a good king who obeyed God. But when Manasseh became king, he decided he didn't need God's help. Finger kings should shake heads no.

King Manasseh did many bad things. He even helped his people do bad things. He went into God's holy temple and put up altars where they worshiped false gods. Finger kings should bow.

Many years before, God had told King Solomon that people were only to worship the true God in the temple, God's special house. King Manasseh had broken God's important rule.

God was sad to see the wrong things the people were doing, so God spoke to King Manasseh and the people. But King Manasseh didn't listen to God, and the people didn't listen to God. Have children turn their puppets around facing over their shoulders as if turning their backs on God.

King Manasseh's country, Israel, had many enemies. Soon another king brought his army to fight and he captured King Manasseh and put him in jail. Have children put their puppets "in jail" in the palms of their other hands.

Now Manasseh was far away from home. He was lonely and afraid. Manasseh started thinking about God. He remembered the things he had done that made God sad. Manasseh prayed, telling God that he was sorry for all the wrong things he had done. Have puppets bow in prayer in "jail."

Did God listened to Manasseh's prayer? Yes, God always hears us when we pray. God saw how sorry the king was. God helped the king get out of prison and go back to his own country. Have children take their puppets out of "jail."

What do you think Manasseh did when he got back to Israel? Let the children offer suggestions. King Manasseh tore down all the worship places for the false gods. He cleaned up God's holy temple and led the people to worship only the true God. King Manasseh did what was right. Many people followed Manasseh's example. They worshiped and served the one true God. Have puppets bow in prayer.

God was pleased when King Manasseh prayed and told God that he was sorry for the wrong things he had done. God was pleased when King Manasseh did what was right. God forgave Manasseh and God helped King Manasseh do right. Children can wiggle their fingers as though they are happy!

## Story Review: Sing a Song of Repentance

Bible people often sang to tell about things that had happened to them. They sang sad songs when sad things happened. They sang happy songs when happy things happened. Let's sing a song about King Manasseh and how he told God he was sorry for the wrong things he had done. Sing the following words to the tune, "Mary Had a Little Lamb":

1. The king did not obey the Lord, obey the Lord, obey the Lord.  
The king did not obey the Lord. He did not do what's right.
  2. Men put him in a prison cell, prison cell, prison cell.  
Men put him in a prison cell. He did not do what's right.
  3. Manasseh talked to God in prayer, God in prayer, God in prayer.  
Manasseh talked to God in prayer. He said, "I'll do what's right."
  4. God listened to Manasseh's prayer, Manasseh's prayer, Manasseh's prayer.  
God listened to Manasseh's prayer. God said, "Go, do what's right."
  5. The king obeyed and worshiped God, worshiped God, worshiped God.  
The king obeyed and worshiped God. Manasseh did what's right.
- What did Manasseh do when he remembered all the wrong things he had done? (He prayed to God.) How did God answer Manasseh's prayer? (God forgave Manasseh and helped him become king again.) What did Manasseh do when he got back to his own country? (He led the people in obeying God.)

## Bible Memory: Friendship Verse

When we do wrong things, we can talk to God. And we can thank God for the help He gives us to make right choices. Our Bible Words, Psalm 105:1, says, "Give thanks to the Lord and pray to him."

Let's pretend you are people who live in King Manasseh's country. Stand with your hands by your sides in a straight line. I will point to each of you one at a time to say one word of our Bible Words. As soon as you say your word, put your left arm around the shoulder of the person next to you. By the time we have said the entire verse, we will have formed a strong country of people who follow and obey God's commands.

You can have up to ten children in a line. Treat the reference as one word. Start at the right end of the line and point to the children in line one at a time. When you get to the end of the line, have the entire group say the verse together again.

When will you pray to God? What will you tell God if you have done wrong? What will you say to thank God?

### Materials

none

### Teaching Tip

Children may enjoy using their "king" finger puppets as they sing the Bible story song.

### Materials

none

### Teaching Tip

If you have a large class, have a group of children line up to say the verse. Then have a different group come up and do the verse again.

### Bible Words

"Give thanks to the Lord and pray to him" (Psalm 105:1).

### ▼ 3. What Does This Mean to Me? ▲

#### Broken Hearts

##### Materials

copy of the "Broken Hearts" scenes (p. 316) for each child heart stickers

Give each child a copy of the "Broken Hearts" page. Put heart stickers where children can reach them. **Look at these pictures. They show ways we might hurt other people. What wrong actions do you see?** (taking from a friend, yelling at a friend, pushing a friend, ruining a friend's picture)

Show a heart sticker. **Let's pretend that these stickers are heart bandages. The hearts in these pictures are "broken" because in each picture someone is sad and has been hurt. When we make wrong choices, we hurt other people and we hurt ourselves. Let's fix the broken hearts. Let's name something we could do right in each situation.** Talk about each picture. Ask children to tell what they would do to make the wrong right. Guide the conversation to these responses: 1. Tell God you're sorry. 2. Tell your friend you are sorry. 3. Make a better choice. As children name right things to do, allow them put heart "bandages" (stickers) on the pictures.

**How do you feel after you say you're sorry to a friend? How do you feel after you say you're sorry to God?**

**God is pleased when we tell Him that we are sorry for what we have done. When we tell God we're sorry, He forgives us. Then He helps us make right choices.**

### ▼ 4. What Can I Do to Please God? ▲

#### Dear God . . .

Have children sit in a circle, holding their "Broken Heart" pages. **Let's look at the pictures on our heart pages. Think about one wrong action you may have done. Have you ever taken something from a friend? Yelled at a friend? Pushed or hit a friend? Messed up or broken a friend's toys or artwork?** Allow a few moments for children to look at and think about the pictures.

**We can tell God we are sorry for wrong things we have done. We can ask God to help us make right choices, and we can thank Him because we know He forgives us when we tell Him we are sorry.**

Lead in a short prayer. Pause after each statement so children can think about the statements:

**Dear God, we are sorry for wrong choices we have made.**

**We want to obey and follow You.**

**Thank You for helping us always.**

**In Jesus' name, amen.**

##### Materials

"Broken Heart" pages used in Step 3

## Lesson Aims

- Explore people who help you.
- Tell what happened when Jehoshaphat prayed to God.
- Give reasons to praise and thank God.
- Pray to God to praise and thank Him.

## ▼ 1. What Is This Story About? ▲

### People Who Help

Ask children to sit in a circle. **Let's play a game and think of different people who help us.** Give each child an item to hold that represents a community helper. Ask children to tell who might use each item as you distribute it.

Choose a "Helper," who will walk around the outside of the circle tapping each child and saying, "Wait, wait, wait . . ." Everyone will remain seated until the "Helper" taps someone and says, "Help." The person tapped will stand, show the object being held (e.g., fireman's hat), and name which helper would use that item (e.g., a fireman). Then everyone else can stand and act out something that the helper would do (e.g., squirt a hose to put out a fire). The person tapped then becomes the "Helper" walking around the circle, and the game continues. Encourage "Helpers" to give everyone a turn.

**How did we show people helping others? How have you helped others? Who has helped you this week?** Bring out the idea that God helps us every day. God also provides people to help us when we have special needs.

### Building a Helping Place

Arrange the "buildings" that represent people who help us in the center of a table. "Streets" can be created by using narrow strips of gray cloth. Or use a plastic play mat with town streets (available in many store toy departments).

Have children sit around the table. Point to each building and talk about who works in the building and how those people help us: fire station—firefighters; police station—police; hospital—nurses and doctors; school—teachers; house—moms, dads, or grandparents; church—minister, members. Let children use the cars and people figures to play "helpers."

**How do the people who work in these buildings help others? How have you helped others? Who has helped you this week?** Bring out the idea that God helps us every day. God also provides other people who help us.

#### Materials

objects that represent people who help us: fireman's hat, policeman's badge, stethoscope or toy medical kit, kitchen tool, toolbox tool, eraser and chalk, books

#### Teaching Tip

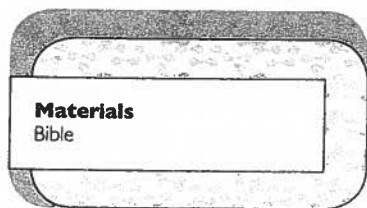
You may need to show children actions the helpers would do. Make sure no one uses inappropriate actions, such as pointing a gun for the policeman.

#### Materials

reproducible buildings shown on p. 317  
card stock  
empty cardboard tubes or wood blocks  
clear tape  
small toy cars and people figures  
gray cloth or a play mat with town streets

Copy page 317 onto card stock. Color and cut apart the building pictures. Attach a 1" section of an empty cardboard tube or a wood block to the back of each picture for standing.

## ▼ 2. What Does the Bible Say? ▲



### Bible Story: The Best Helper

Have children sit in chairs in a circle. What do you do when someone helps you? What do you do when you see someone helping another person? Allow children to offer ideas (e.g., say thank you, hug the person, clap and cheer).

In today's Bible story, we are going to find out how God helped a king and his country. Sometimes God uses people to help and sometimes God himself helps us. Every time we hear about a helper, let's clap. The first time, we will clap one time. The second time we hear about a helper, we will clap two times. Let's see how many times we have to clap by the end of the story.

Open your Bible to 2 Chronicles 20 on your lap. One day some men came to King Jehoshaphat. The men said, "There is a big army coming to make war on our country. The army is getting close to our city. We are in danger." I think these men were helpers sent to the king. They told the king what was going to happen so the king could be ready. Let's clap one time. Do so.

The first thing King Jehoshaphat thought of doing was to ask for help from the best helper—God. Jehoshaphat asked all the people to pray with him. People came together from every town to ask God for help. I think King Jehoshaphat was a good helper when he brought the people together. Let's clap two times. Have the children do so.

Jehoshaphat prayed with the people. He knew God could help his people. While all the people—the men, the women, and the children—stood together, Jehoshaphat prayed, "Lord, You are the God of heaven. You rule over everything. You have the power and strength, so please help us." King Jehoshaphat talked to the right helper when his country was in trouble. Let's clap three times. Do so.

Then God sent a special messenger to speak to the people. "Listen!" the messenger said. "The Lord says you should not be afraid. The mighty army is coming. They are strong, but they are not stronger than God. God will win the battle!" This man was a good helper. He listened to God and told the people God's words. Let's clap four times. Count as children clap four times.

Jehoshaphat put his face to the ground and worshiped God. When he did that, all the people bowed down too. Then the people stood up and praised God in loud voices. They believed that God would win the battle!

Early the next morning, the people left their city to face the enemy army. Jehoshaphat chose singers to go before his army. As they walked, they sang, "Give thanks to the Lord! God's love is forever." The singers were helpers because they encouraged the people to remember and trust God. Let's clap five times for the singers. Do so.

Jehoshaphat said, "Have faith in God and you will be strong. Trust what God says and you will win the victory!"

Do you think God helped Jehoshaphat's army win the battle? Yes! When the people got to the place where they thought they would fight, God had already defeated the enemy army! The people went back to their city. They played harps and trumpets and worshiped God in His special temple. Let's clap six times for God—the best Helper! Have children clap six times.

Wasn't God good to the people? God sent helpers to warn and give His message to the people. God gave the people a good king who led the people in praying to God. God helped and encouraged the people through singers. And God defeated an enemy army all by himself! Let's stand up and clap some more for God. You can cheer because God has great power! Encourage the children to clap and cheer for God.

## Story Review: Musical Answers

The Bible says that the people played harps and trumpets to praise God. I am going to give each of you an instrument to play. Then I'll ask some questions about the story. If you know the answer, play your instrument. I will call on someone who is playing to answer the question. Let's all start by holding our instruments quietly. Give each child an instrument. Do not start to ask questions until all the instruments are quiet. Call on children who are playing to answer questions. Guide children to hold their instruments quietly between questions.

**1. How did King Jehoshaphat find out that an army was coming? If you know, play your instrument.** (Some men came and told him.)

**2. What did Jehoshaphat ask the people to do when he heard the news?** (The king called the people to come and pray to God.)

**3. What good news did a man tell the king and the people?** (God would win the battle for them.)

**4. What did the people do as they walked to battle?** (Singers led them; they sang and praised God.)

**5. Who defeated the enemy army?** (God did!)

**6. What did the people do when they returned to their city?** (They sang and played instruments to thank God.)

Let's stand up and praise God like the people did. Allow children to stand and play their instruments for a few more minutes. Then gather the instruments.

### Materials

rhythm instruments, one for each child

### Teaching Tip

Your instruments can be as simple as pan lids to clap as cymbals, plastic tubs to beat as hand drums, sealed cans filled with rice to shake, or dowels to use as rhythm sticks.

## Bible Memory: Line-up Verse

With masking tape, make a line on the floor behind which children will stand. Our Bible Words tell us to thank the Lord. One way we show thanks to God is by learning and obeying His words. Let's play a line-up relay to practice saying our Bible Words.

Have children form a straight line behind the line you have made on the floor. The children should stand behind each other. Review the Bible verse. Then have the children say the verse one word at a time in this way: the last person in line says the first word of the verse; then moves to the front of the line. (The line doesn't move.) Then the second-to-last person (now the last person) says the second word and moves to the front of the line. Keep saying the verse in this way until the first person in line is again at the front of the line.

As you said the Bible Words, you were moving forward, just as King Jehoshaphat and his army moved forward to meet their enemy. God's Words will always help us when we are facing problems.

When can you say these Bible Words during the week? When will you pray to God for His help? What will you say to thank God for the help He gives?

### Materials

masking tape

### Bible Words

"Give thanks to the Lord and pray to him" (Psalm 105:1).



### ▼ 3. What Does This Mean to Me? ▲

#### Our Wonderful God

Ask children to sit in a circle. **God helps us every day. He gives us lots of good things to enjoy and many good people to help us.** Show your gift bag. **I have several pictures in this gift bag that remind me of the gifts God gives me. Let's play a game and take turns pulling the pictures from the bag. Then we'll tell what the gifts from God are and what we can say to thank God for those gifts.**

Play some praise music as children pass around the gift bag. Pause the music. When the music stops, the person holding the bag should pull out a picture. Ask another child to tell what gift from God is shown on the picture. Ask a third child to tell something we can say to thank God for that gift. Continue playing the game until all the cards have been drawn from the bag.

**We know that we can pray to God and He will always listen to us. God sends wonderful people to care for and help us. God sent His Son, Jesus, to earth to show God's love to us. He gave us the Bible so we will know what pleases Him. God heals us and gives us good food to eat. And God has given us the animals and many wonderful things in the world to enjoy. We have so many reasons to thank and praise God.**

**What do you want to praise God for? What can you thank God for?**

### ▼ 4. What Can I Do to Please God? ▲

#### Picture Praises

Spread out on a table the pictures you have copied and cut apart. **Let's each choose one thing we want to thank and praise God for this week. We'll color the pictures and then attach magnets to the backs so we can put them up at home. The pictures will remind us to praise God every day.**

Let each child choose one of the pictures. Allow children to color their pictures and help them attach a strip of magnet to the back.

**Let's praise and thank God for each of the things we have chosen right now.** Have children sit in a circle, holding their pictures. Begin the prayer, and let the children go around the circle and name the item they have selected to thank God for.

**Dear God, You are so great. You have the power to help us every day. We thank You for giving us** (first child shows picture and names item, second child shows picture and names item, and so on). **In Jesus' name, amen.**

**Let's end our praise time by clapping and giving another cheer for God.** Children can jump up and shout: **Thank You, God!**

#### Materials

reproducible pictures from p. 318  
card stock  
scissors  
markers  
gift bag  
children's praise CD or cassette  
CD or tape player

Copy (enlarge) the pictures from page 318 onto card stock. Color and cut apart the pictures. Place the pictures in a gift bag.

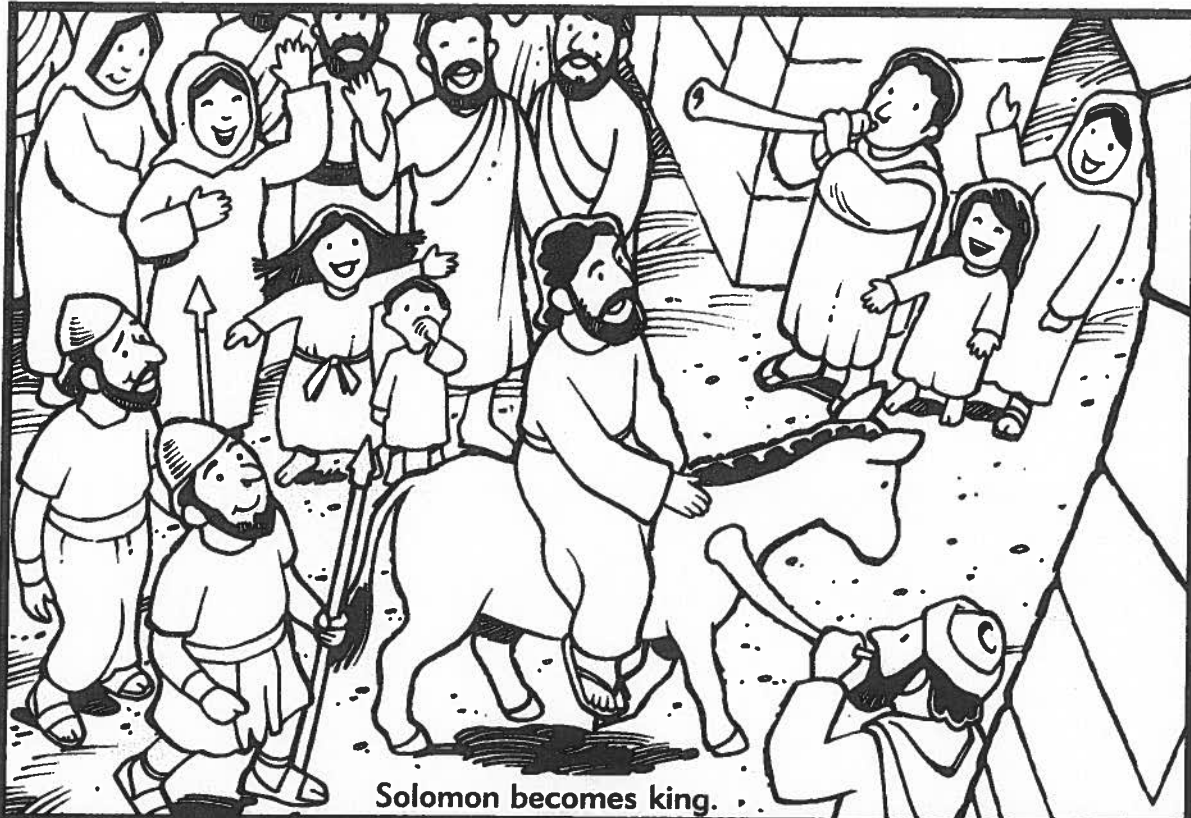
#### Materials

several copies of p. 318  
crayons or markers  
1" pieces of adhesive-backed  
magnetic strip

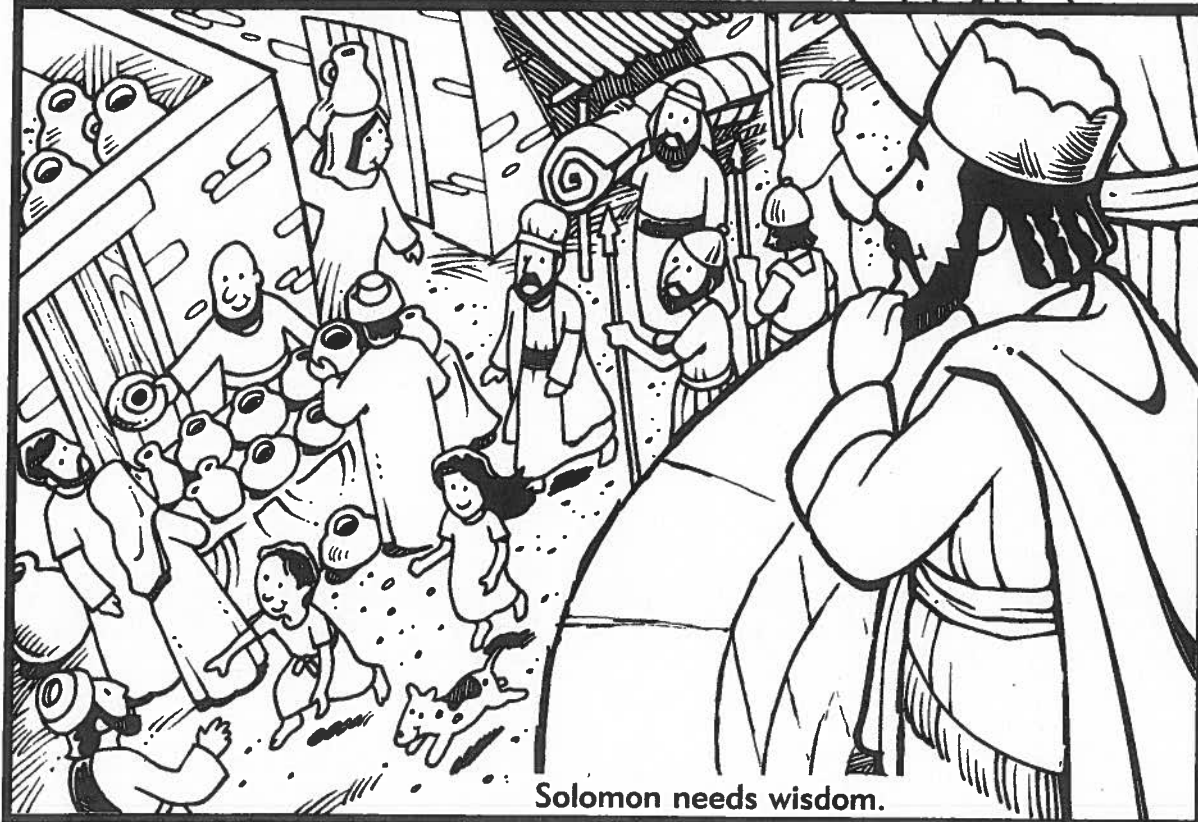
Copy and cut apart several copies of the pictures on page 318.

#### Teaching Tip

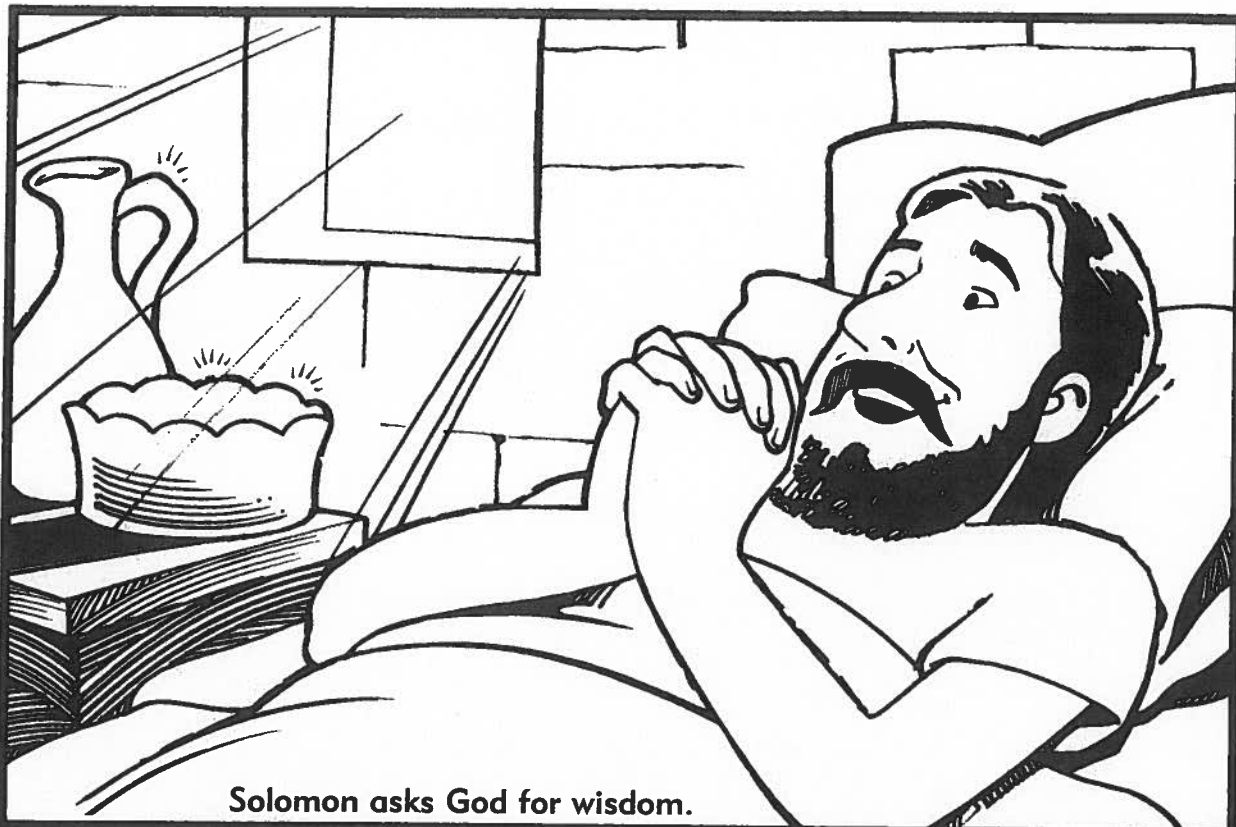
Copying the pictures onto card stock will make them more durable.



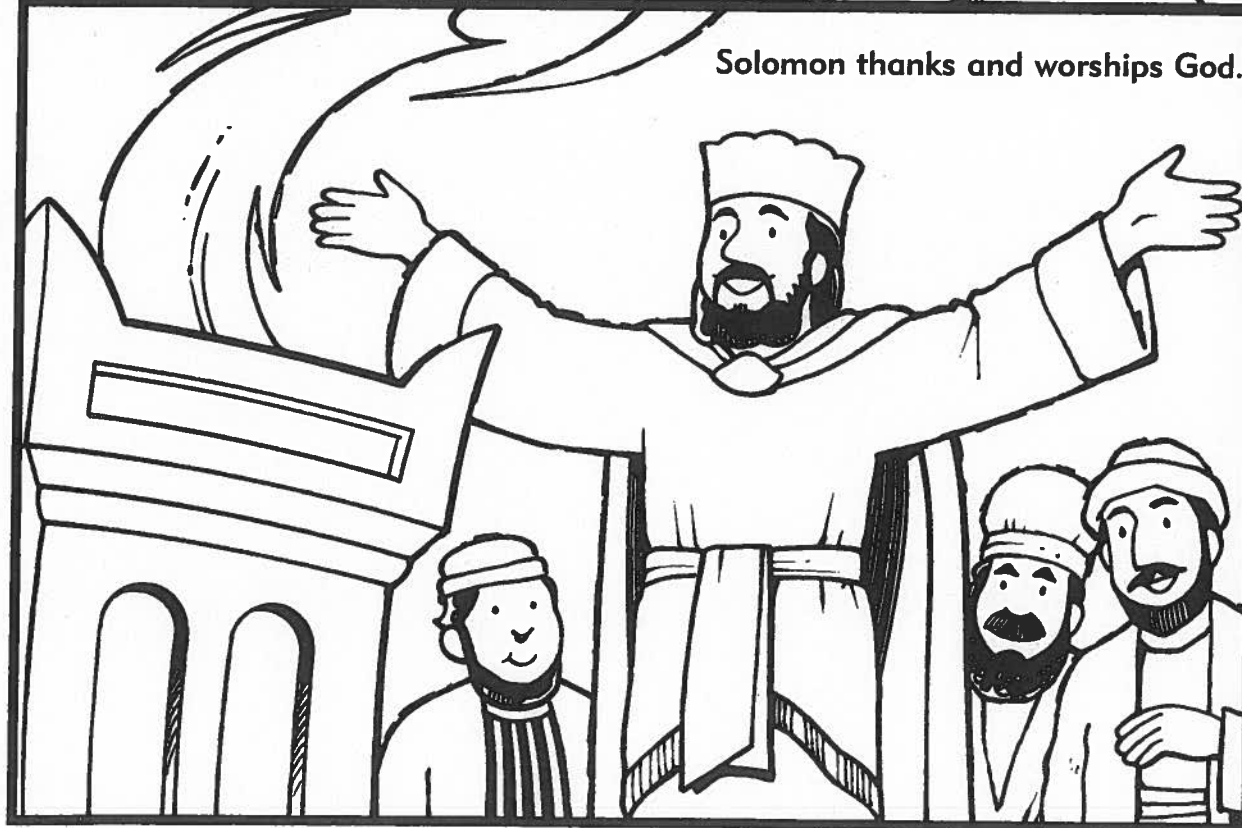
Solomon becomes king.



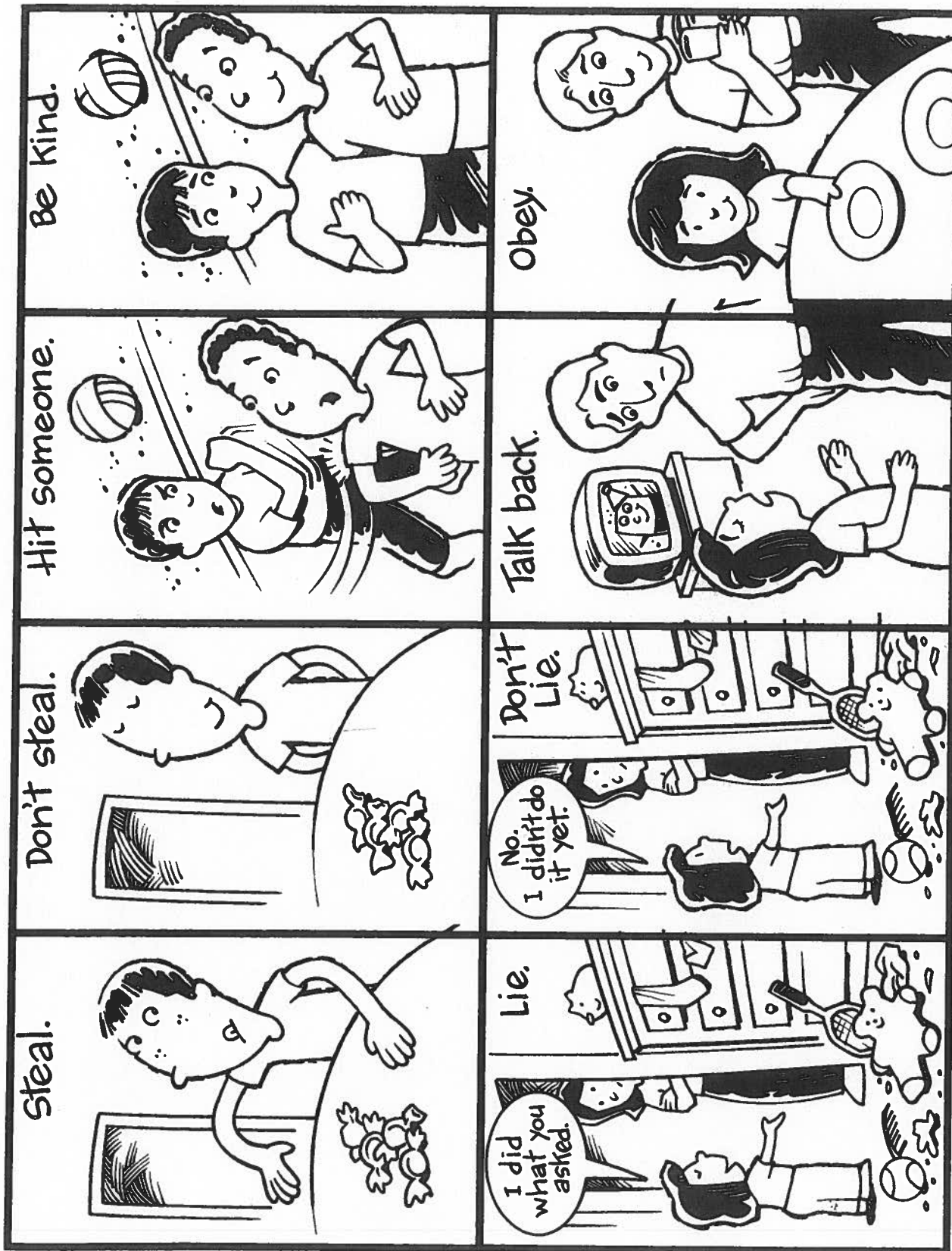
Solomon needs wisdom.

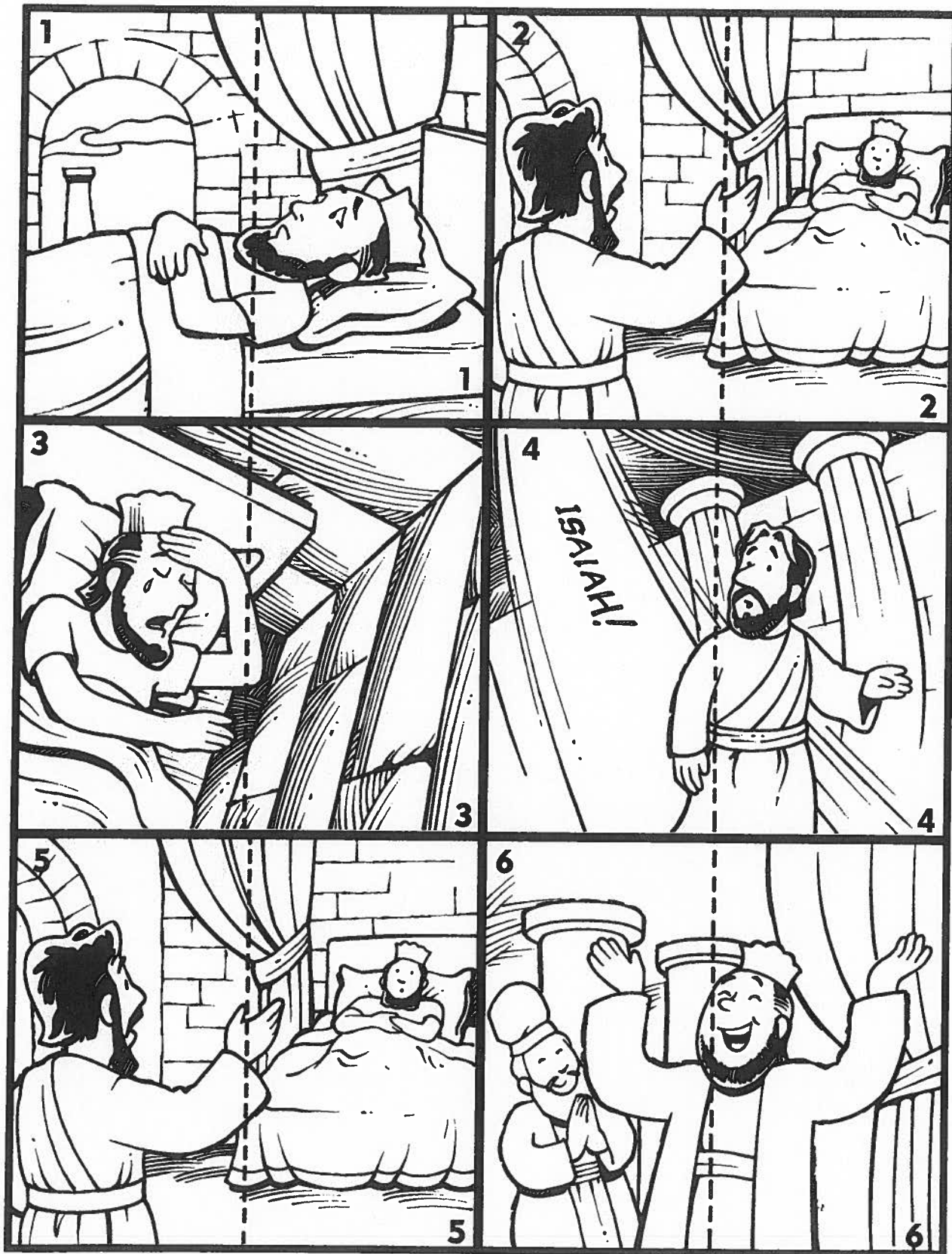


Solomon asks God for wisdom.



Solomon thanks and worships God.







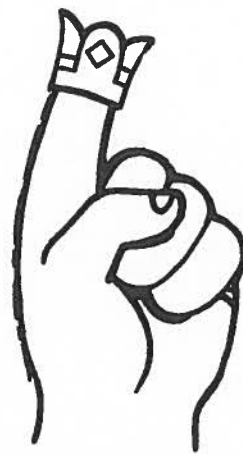
# Prayer Prescription



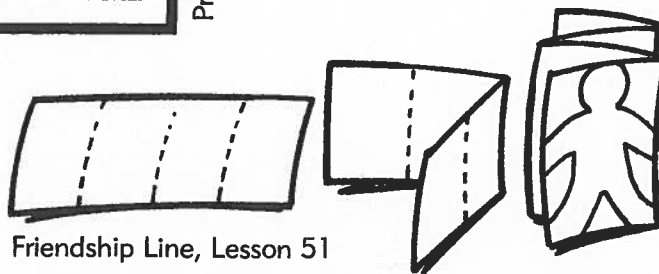
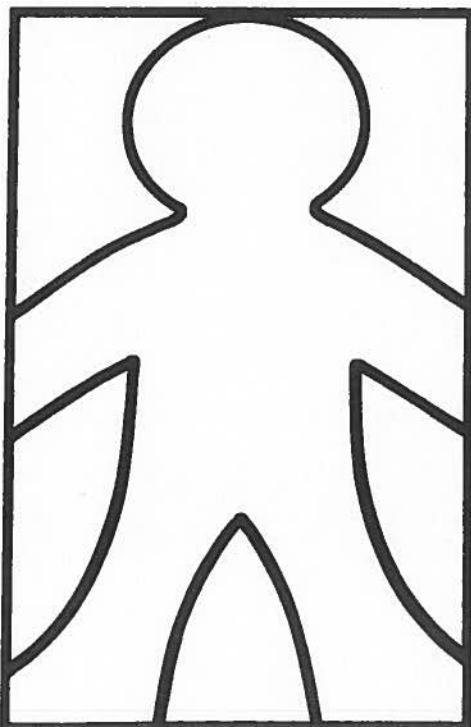
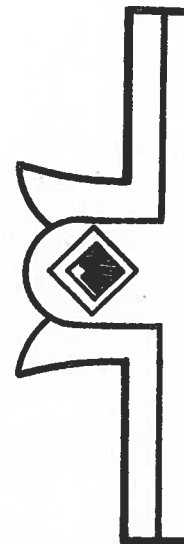
Pray one time each day.

Name: \_\_\_\_\_

Prayer Prescription, Lesson 50



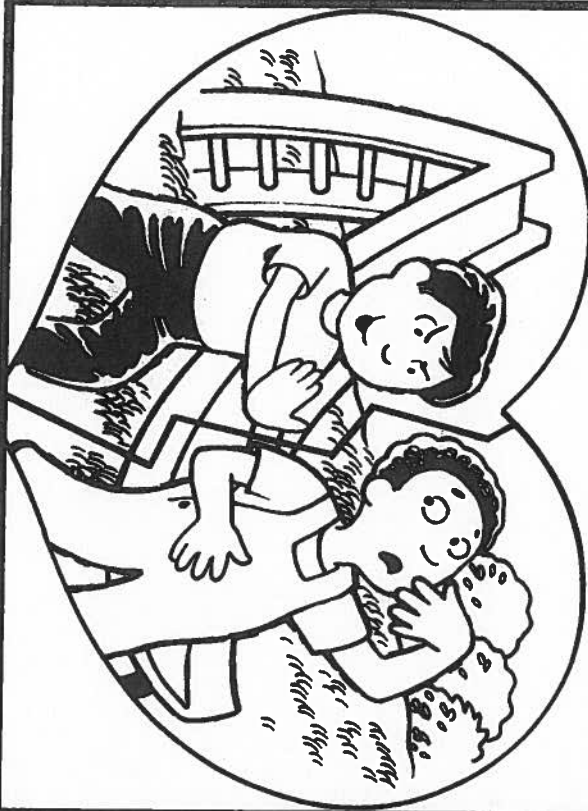
Finger Crown,  
Lesson 51

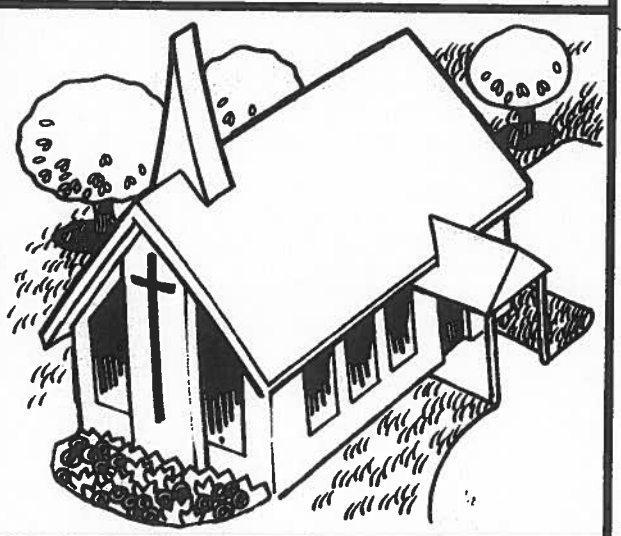
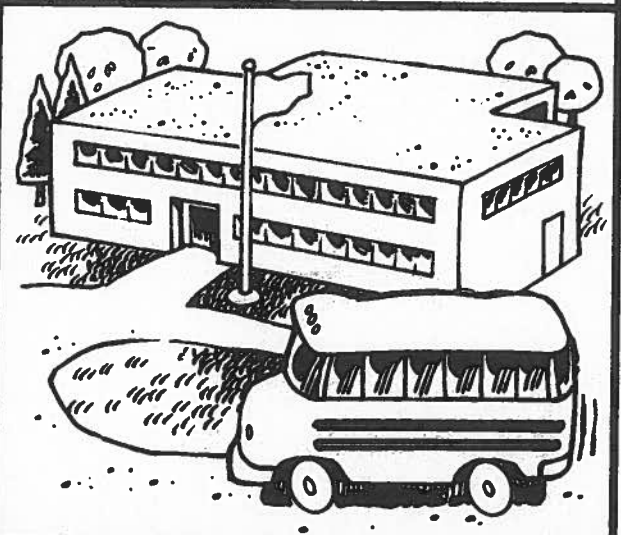
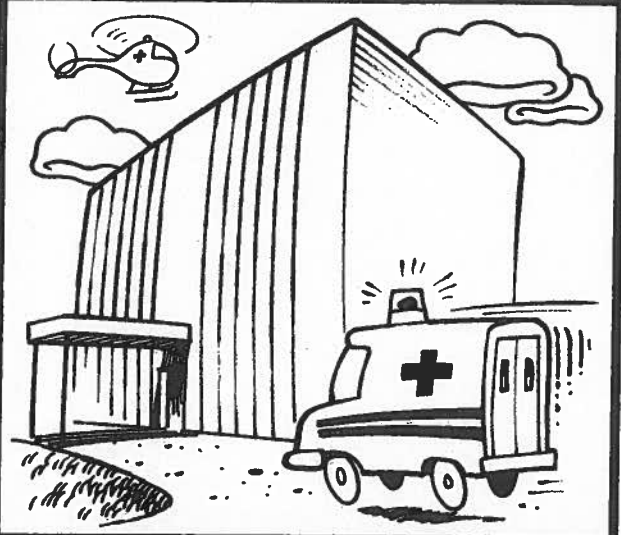


Friendship Line, Lesson 51

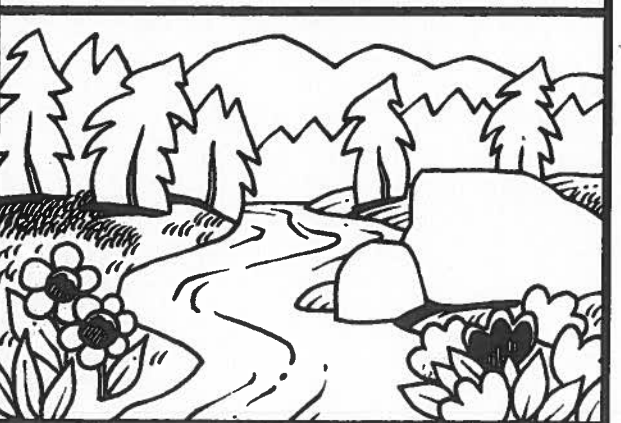
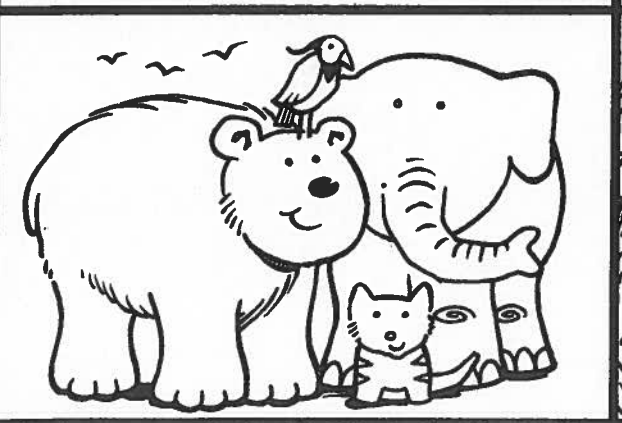
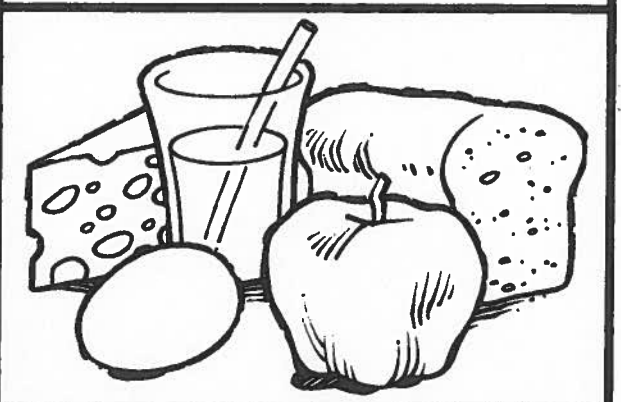
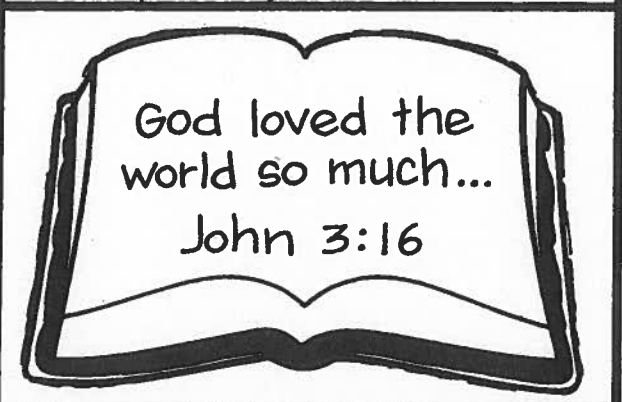
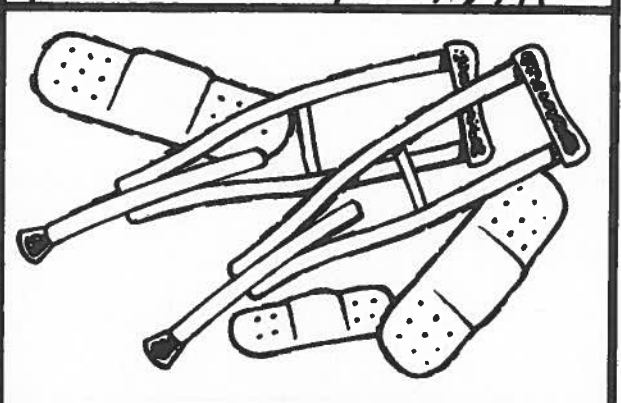
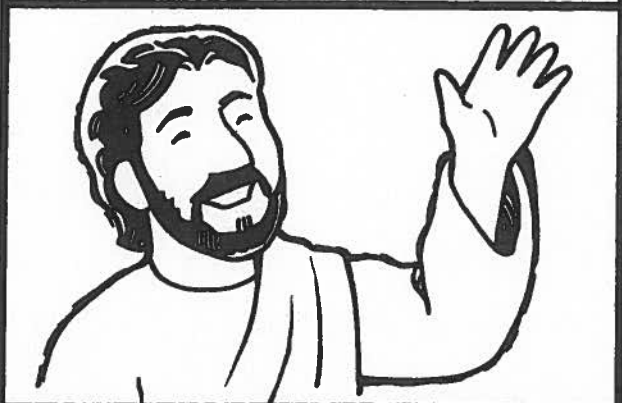
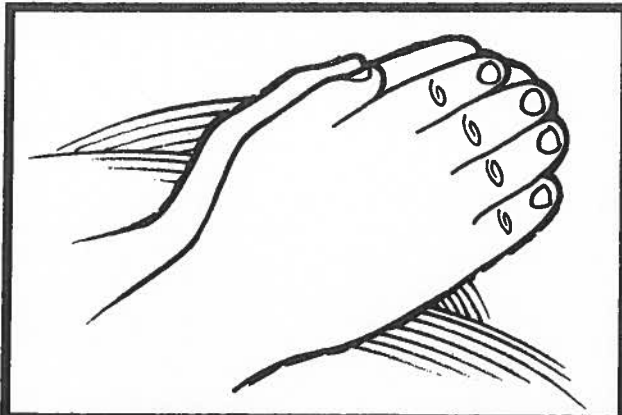
## Instructions for Friendship Line

1. Copy and cut out a pattern for each child.
2. Give each child a piece of paper 4 1/4" x 11".  
Show how to fold the paper in half once and then in half again.
3. Open up the paper and fold it accordion-style. Lay the pattern on the folded paper, making sure the edges of the arms and feet are on the folds. Draw around the pattern; then cut on the lines, being sure not to cut the folds at the arms and feet.
4. Unfold to reveal chain of people.









# Route 52 Road Map

Year 1

Year 2

Ages 3, 4

## DISCOVER GOD'S LOVE (42071)

- God Is Great
- God Is Love
- God Is Good
- God Sends His Son, Jesus
- God's Son, Jesus, Grows Up
- God's Son, Jesus
- We Can Know Jesus Is Our Friend
- We Can Know Jesus Is Close to Us
- We Can Be Jesus' Helpers
- We Can Learn to Help
- We Can Learn to Share
- We Can Learn to Love God

## DISCOVER GOD'S WORD (42075)

- God Made the World
- God Made People
- God Cares for Me
- Jesus Is Born
- Jesus Is God's Son
- Jesus Loves Us
- Be Thankful
- Help Jesus
- Discover About Myself
- Learn from the Bible
- Talk to God
- Help Others

Ages 4-6

## EXPLORE BIBLE PEOPLE (42072)

- Learning That I Am Special (Joseph)
- Learning to Trust God (Gideon)
- Learning to Do What Is Right (Nehemiah)
- Learning to Be Brave (Esther)
- Learning to Pray Always (Daniel)
- Learning to Obey God (Jonah)
- Learning to Love People
- Learning to Be Happy
- Learning to Be Thankful
- Learning to Share
- Learning to Help Others
- Learning to Follow Jesus

## EXPLORE BIBLE STORIES (42076)

- Learning About God's Creation
- Learning That God Keeps His Promises
- Learning About God's Care
- Learning About Baby Jesus
- Learning to Be a Friend Like Jesus
- Learning to Follow Jesus
- Learning About Jesus' Power
- Learning That Jesus Is the Son of God
- Learning About the Church
- Learning to Do Right
- Learning That God Is Powerful
- Learning That God Hears My Prayers

Ages 6-8

## FOLLOW THE BIBLE (42073)

- The Bible Helps Me Worship God
- The Bible Teaches That God Helps People
- The Bible Helps Me Obey God
- The Bible Teaches That God Answers Prayer
- The Bible Teaches That Jesus Is the Son of God
- The Bible Teaches That Jesus Does Great Things
- The Bible Helps Me Obey Jesus
- The Bible Tells How Jesus Helped People
- The Bible Teaches Me to Tell About Jesus
- The Bible Tells How Jesus' Church Helps People

## FOLLOW JESUS (42077)

- Jesus' Birth Helps Me Worship
- Jesus Was a Child Just Like Me
- Jesus Wants Me to Follow Him
- Jesus Teaches Me to Have His Attitude
- Jesus' Stories Help Me Follow Him
- Jesus Helps Me Worship
- Jesus Helps Me Be a Friend
- Jesus Helps Me Bring Friends to Him
- Jesus Helps Me Love My Family
- Jesus' Power Helps Me Worship Him
- Jesus' Miracles Help Me Tell About Him
- Jesus' Resurrection Is Good News for Me to Tell

Ages 8-12

## GROW THROUGH THE BIBLE (42074)

- God's Word
- God's World
- God's Chosen People
- God's Great Nation
- The Promised Land
- The Kings of Israel
- The Kingdom Divided, Conquered
- From Jesus' Birth to His Baptism
- Jesus, the Lord
- Jesus, the Savior
- The Church Begins
- The Church Grows
- Reviewing God's Plan for His People

## STUDY GOD'S PLAN (42078)

- The Bible Teaches Us How to Please God
- Books of Law Tell Us How God's People Were Led
- History and Poetry Tell About Choices God's People Made
- Prophets Reveal That God Does What He Says
- God Planned, Promised, and Provided Salvation
- Gospels Teach Us What Jesus Did
- Gospels Teach Us What Jesus Said
- Gospels Teach Us That Jesus Is Our Savior
- Acts Records How the Church Began and Grew
- Letters Instruct the Church in Right Living
- OT People and Events Prepare for God's Plan
- NT People and Events Spread God's Plan

Ages 8-12

## GROW UP IN CHRIST (42080)

- Growing in Faith
- Growing in Obedience
- Growing in Attitude
- Growing in Worship
- Growing in Discipleship
- Growing in Prayer
- Growing in Goodness
- Growing in Love for Christ
- Growing in Devotion to the Church
- Growing in Grace
- Growing in Confidence
- Growing in Hope

## STUDY JESUS' TEACHINGS (42079)

- Jesus Teaches Us About Who God Is
- Jesus Teaches Us That God Loves Us
- Jesus Teaches Us How to Love God
- Jesus Teaches Us About Himself
- Jesus Teaches Us to Do God's Will
- Jesus Teaches Us to Love Others
- Jesus Teaches Us About God's Kingdom
- Jesus Teaches Us How to Live Right
- Jesus Teaches Us the Truth
- Jesus Teaches Us About Forgiveness
- Jesus Teaches Us About God's Power
- Jesus Teaches Us About God's Word



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Ages 3 to 4



## Discover God's Love

Help young children discover what God has done, thank Him for what He made, celebrate Jesus, begin to follow Jesus, and practice doing what God's Word says.

Product code: 42071



## Discover God's Word

Help young children discover what God's Word says about the world, who God is who He wants them to do, and Bible people who loved God.

Product code: 42075

Ages 4 to 6



## Explore Bible People

Stories of Bible people will help children learn that they are special, how to trust God and choose to do right, how to love and obey Jesus, and how to help and share with others.

Product code: 42072



## Explore Bible Stories

Bible stories will help children learn about creation, God's promises, power and love who Jesus is and what He did, and how to follow Jesus' example and teaching.

Product code: 42076

Ages 6 to 8



## Follow the Bible

Young readers will learn to follow Bible teachings as they look up Bible verses, experience basic Bible stories, and practice beginning Bible study skills.

Product code: 42073



## Follow Jesus

Young learners will learn to follow Jesus as they experience stories from the Gospel. Through a variety of activities, children will worship, follow, and tell about Jesus.

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Ages 8 to 12



## Grow Through the Bible

Kids will grow in their understanding of God's Word as they investigate the Bible from Genesis through Paul's journeys and letters.

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## Grow Up in Christ

Kids will grow up in Christ as they explore New Testament truths about growing in faith, obedience, worship, goodness, prayer, love, devotion, grace, confidence, and hope.

Product code: 42080



## Study God's Plan

Kids will study God's plan for salvation by exploring Bible people and events, Bible divisions and eras, and Bible themes and content, all while practicing Bible study skills.

Product code: 42078



## Study Jesus' Teachings

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