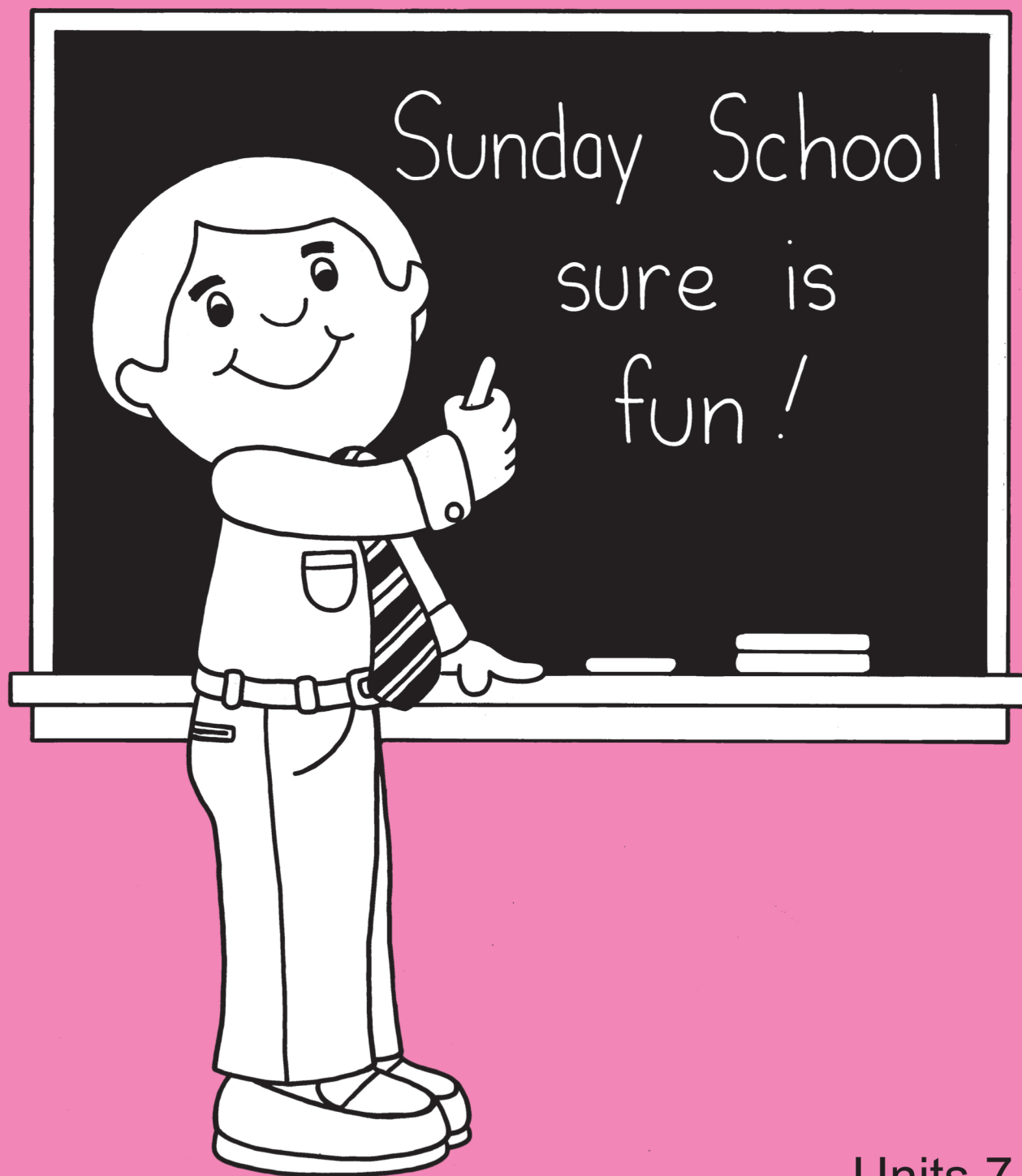


# PRIMARY PAWS

## TEACHER'S GUIDE



Units 7,8,9

# Table of Contents

*Note: At times, the lessons are taught out of sequence to coincide with holidays. See the accompanying datesheet for the current lesson schedule, which is also available online at [www.apostolicfaith.org](http://www.apostolicfaith.org).*

Unit 7 — Victory for Us .....	1
Miracles of the Loaves and Fishes .....	Lesson 7a .....3
Triumphal Entry .....	Lesson 7b .....7
The Lord's Supper .....	Lesson 7c ..... 11
The Crucifixion.....	Lesson 7d .....15
The Resurrection of Jesus.....	Lesson 7e .....19
Unit 8 — Doing What Is Right.....	23
Four Boys Take a Stand .....	Lesson 8a .....25
Nebuchadnezzar's Dream .....	Lesson 8b .....29
Three Boys in a Furnace .....	Lesson 8c .....33
Den of Lions .....	Lesson 8d .....37
Unit 9 — God Uses Christian Mothers.....	41
Honor and Obey Our Mothers .....	Lesson 9a .....43
Mary, Mother of Jesus .....	Lesson 9b .....47
Hannah, Mother of Samuel.....	Lesson 9c .....51
Jochebed, Mother of Moses .....	Lesson 9d .....55
Patterns .....	See Supplement

## Primary Pals Teacher's Guide

(USPS 757-970)

Vol. 1 No. 3

### Apostolic Faith Church

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

Primary Pals Teacher's Guide is an official publication of the Apostolic Faith Church, and is published quarterly. Periodicals postage is paid at Portland, Oregon.

POSTMASTER: Send address change to

APOSTOLIC FAITH CHURCH

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

*The Primary Pals Teacher's Guide has been written to help you—the teacher. This guide will be a source of background information, lesson outlines, discussion questions, suggestions for in-class activities, and other pieces of information that will be helpful as teaching aids.*

*This guide is for those who teach primaries, with supplemental helps for those teaching the same lessons at a beginner level. Choose the ideas that are most applicable to the age and interests of the class you teach.*

*In order to be prepared for teaching this material, it is suggested that you obtain a set of coordinating handouts for students. By familiarizing yourself with the stories and activities contained in them, you will be better able to relate the textual materials to what the students have already studied at home.*

*Each student handout includes a story related to the Bible text chosen for that lesson, activities which help the child learn what the lesson is about, a memory verse, and suggestions for the parents on something they could do with their child to help get God's Word into his/her heart.*

*This guide should be taken to your Round Table where additional notes can be entered. Use the space provided following each lesson. The information in this book is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you study this material and prepare to teach it to your students.*

# Victory for Us

**Lesson 7a — Miracle of the Loaves and Fishes**

**Lesson 7b — Triumphal Entry**

**Lesson 7c — The Lord's Supper**

**Lesson 7d — The Crucifixion**

**Lesson 7e — The Resurrection of Jesus**

The life and death and resurrection of Jesus Christ can bring victory in the life of each one, and this thought is the thrust of this unit of lessons. Primaries do not find it hard to believe that Jesus rose from the dead. For the most part they will accept this just as they accept other miracles involving Jesus.

Harder for them to grasp is the importance of the Resurrection as the basis of Christian faith. In this unit, you will want to lead your class beyond a review of the Easter events to consider the meaning of what took place.

Your students need to see that the Resurrection confirms Jesus' promise of eternal life with God for all believers. Because Jesus died and rose again, they have a sure foundation for their hope of eternal life.

This unit offers an excellent opportunity to go over the plan of salvation. Your lesson plans should include the thought that we need to avail ourselves of the victory offered through Jesus' death and resurrection, and a review of how this can be done.

## GAMES FOR REVIEW

Make a cross from cardboard and cover it with paper. Cut a horizontal slit across the crossarm. Attach the cross to a shoe box that has a crosswise slit in the top of the lid behind the cross. Inside the box have a roll of paper with questions for the month's lessons. Next to each question, depending on the difficulty of the question, indicate the number of points to be awarded for the correct answer. Bring the roll of questions through the slit in the box and the slit in the cross. Let each child cut off a question from the roll. If he can't answer the question, then somebody else may.

Scramble the lessons and events, then have class match together and place in order of sequence.

For the Crucifixion lesson make a miniature jigsaw puzzle of the cross. Number the pieces and talk about Jesus' death as you put each piece in place.

Purchase plastic eggs that open. Inside each egg put a review question and a jelly bean. Arrange the eggs in a basket. One at a time, let children pick an egg and try to answer the question inside. If the child is able to answer correctly, he may eat the jelly bean and the plastic egg is put aside. If he cannot answer, the jelly bean

and question are put back into the plastic egg and replaced in the basket. As a variation — or contest — divide your group into teams and have two baskets. The team which empties its basket first wins.

## CONTEST IDEAS

For the bulletin board or for each class make a target with a different colored circle for each week. Make a paper arrow for each child. The arrow is moved in one ring toward the center for each of the following: attendance, brings Bible, knows memory verse. Arriving at the center is VICTORY. This denotes that we have victory in Jesus and win new life and a home in Heaven through Him.

Lord's Supper lesson — Have the students name all who were present at the supper.

## BULLETIN BOARDS

Do a departmental or class mural depicting the unit theme "Victory for Us." On the first Sunday divide the board into four sections and explain what is to be done on the remaining Sundays. On each of the next four weeks, pin up and discuss the portion of the mural related to that Sunday's lesson.

God Has Given Us Eternal Life! (Tearful eye with cross over iris) Create this bulletin board using a brown or medium blue background. By using the overhead projector, enlarge the tearful eyeball after you run a transparency. Make the cross from brown paper; then mount the iris on top of the cross. The eyelashes and eyebrows can be added to the eyeball to make the final touch complete (see Patterns). You could have the students write or draw what Easter means to them. Have them include how Christ showed His love and suffered for each of them. Use I John 5:11-13 for the Scripture passage to display along with the graphic.

Do a study of Christian Gospel songs that develop this theme. Bring in some records to play and even memorize some of them to sing throughout the rest of the school year.

## UNIT SONGS

"V" Is for Victory"

"Victory in Jesus"

"Wounded for Me"

"The ABC Song" — Salvation Songs No. 4

## UNIT PROJECTS

Reproduce for each student the stained-glass cathedral window with various objects hidden in the design (see Patterns). Use the following instructions and questions in conjunction with the activity in order to review at the end of the unit. The clues below will tell you what to find hidden in the picture. Shade or color in the things as you find them.

Find something that reminds you of how Jesus died.

Find something that was put in Jesus' hands and feet.

Find something that reminds you of Jesus' Blood.

Find something that reminds you of Jesus' broken body.

Why did Jesus have to die?

Why is it important for you to know about His death?

What can help you remember His death?

At the beginning of the unit, reproduce and cut out five copies of a disciple's face without expression, for each student (see Patterns). Each week have the students fill in on one of the faces what they feel would be an appropriate expression as the disciples observed the events of that week's text. Mount the faces on a sheet of construction paper, which has been titled across the

top "The disciple looked like this . . ." Under each picture complete the sentence by adding the appropriate ending for each Sunday.

. . . when he saw the miracle of the loaves and fishes.

. . . when he watched Jesus ride into Jerusalem.

. . . when he sat at the table with Jesus during the Lord's Supper.

. . . when he watched them crucify Jesus.

. . . when he looked into the empty tomb.

For each student make a copy of the picture of figures kneeling by the cross (see Patterns). Mark the cross off into sections equivalent to the number of points a student could earn over the course of the entire unit. Let each student color all of the picture except the cross. On each Sunday allow them to color in on the cross a section for each point they have earned.

## CHART IDEAS

Give each child a piece of construction paper with the words "Victory in Jesus" across the top. In the center place a small picture of Jesus. On the five Sundays of the unit, give each student who is present the symbol for that week (see Patterns). Have them write the memory verse for that week on the symbol. As an alternative, group the symbols around a large "V" cut from contrasting paper. In the center of the "V" print "'V' is for Victory! Sing it out, 'tis a glorious word." Make a chart for the lessons on the Crucifixion and Resurrection combined. On the first Sunday have students paste a hill cut from green construction paper on a light blue background. Add three crosses on the hill. On the following Sunday add a tomb from gray construction paper on the lower right-hand corner. With a brad attach a second piece of gray paper for the stone, which can then be "rolled" away.

## UNIT SUPPORT MATERIAL

Tapes — Your Story Hour, Inc.

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing. Includes Palm Sunday, The Lord's Supper, Crucifixion and Resurrection.

The Joy of Easter — Bible mural — eight panels for a 2' x 3' mural, suitable for a bulletin board, Concordia.

The Life of Jesus — by Ruth Odor. Flip-A-Bible-Story Book, Standard Publishing. Includes feeding 5000, Resurrection, and six other stories.



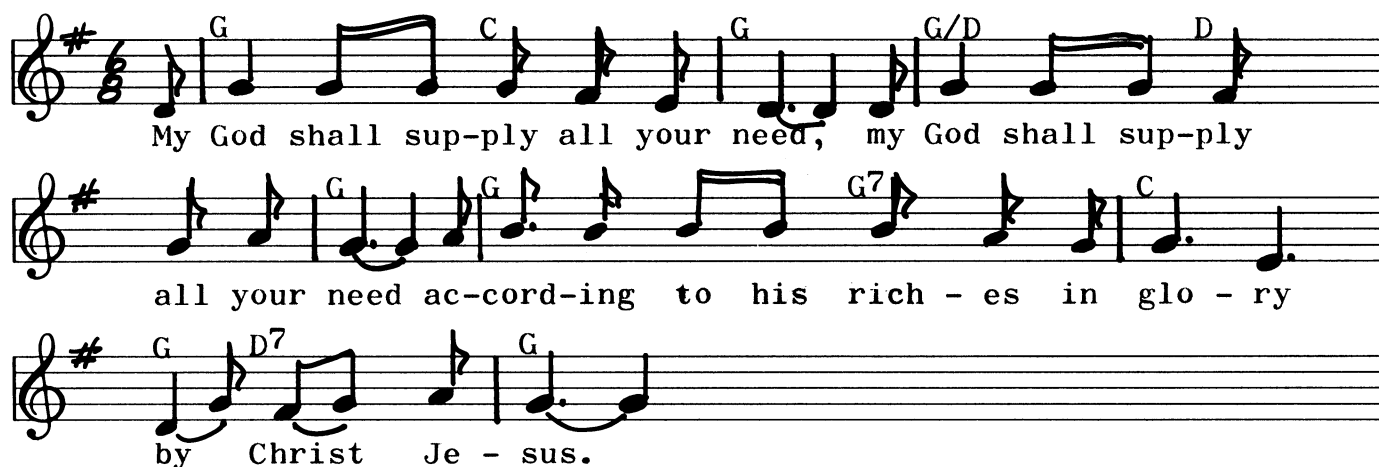
# Miracle of the Loaves and Fishes

**TEXT** John 6:1-13

**OBJECTIVE** The students will be able to describe how Christ fed the 5,000 and will recognize that He promises to supply all our needs.

**MEMORY VERSE** My God shall supply all your need according to his riches in glory by Christ Jesus. — Philippians 4:19

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**MY GOD** — Both hands up, look up.

**SHALL SUPPLY** — Hands in front of you, fingertips closed move hands away from body opening fingers.

**ALL YOUR NEED** — Make large circle with right hand into left hand in front of you palm up, move across body.

**ACCORDING TO HIS RICHES** — Left palm up, right hand touching palm, fingers closed, move up opening fingers.

**IN GLORY** — Left palm up, right fingers touching, move up wiggling fingers.

**BY CHRIST JESUS** — Right middle finger to left palm, left middle finger to right palm.

## MEMORY VERSE VISUALIZED

Cut apart into sections the basket containing the loaves and fish. (See Pattern at end of lesson.) Put the puzzle together a section at a time as your students learn their memory verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a small basket with five little loaves and two fishes. (You may wish to cut the fish shape from cardboard.) Also bring a picture of a crowd of people. Ask your students: Can this much food feed this many people?

**Progression of Events:**

1. A great multitude followed Jesus when He went into the mountains with His disciples.
2. He asked Philip how the people should be fed, though He already knew what He would do.
3. Andrew came with word that a lad present had five loaves and two fishes.
4. Jesus blessed the food and gave it to the disciples to distribute to the people.

**Climax:** There was enough food for all, with 12 baskets remaining.

**Conclusion:** Jesus' miraculous power provided for the needs of the people, and will do the same today for those who trust Him.

Response: Your students will be able to retell the event of the miracle, and will be able to enumerate ways God provides for our needs.

## BACKGROUND INFORMATION

Jesus had been intensely involved in healing, teaching, instructing His disciples and defending His ministry when this incident took place. As Mark 6:31 states, "There were many coming and going, and they had no leisure so much as to eat." Jesus' plan was to take the disciples the four miles by boat to the far side of the Sea of Galilee for some much needed rest and private instruction. The people, however, saw them leaving and hurried on foot the ten miles around the lake and met Him on the other side.

His reaction was not one of frustration or anger, but compassion as He saw the crowd as "sheep not having a shepherd" (Mark 6:34).

Jesus used this occasion to teach the people and especially His disciples who He was. The people were hungry for bread but He came to satisfy the deeper longings of their spirits. "And Jesus said unto them, I am the bread of life: he that cometh to me shall never hunger; and he that believeth on me shall never thirst" (John 6:35).

This miracle must have made a deep impression on His disciples because it is the only miracle recorded in all four Gospel accounts.

## IN-CLASS ACTIVITIES

Have someone give a testimony of how God provided for him/her.

Make paper loaves and fishes (see Patterns) and write questions about the lesson on each.

Bring a sack lunch or basket lunch to class. Bring fruit that can be cut or broken into sections. Pray over the lunch and tell the class about how Jesus prayed over the boy's lunch, and then start dividing your lunch with the class. Show the apples and crackers and say, "It really isn't enough for our whole class, but we prayed over it and Jesus will bless it and there will be enough for all."

Cut several fish from heavy paper. Print one word of the memory verse on the back of each fish until each word is used. Put all the fish in a basket, have the children "go fishing" and then put the verse together.

Make a wheel and divide it into five pie-shaped sections. Have a picture in each section — 5 loaves, 2 fishes, 12 baskets, 1 boy, Jesus. Put a spinner in the

center. Ask each child to spin the spinner. When the spinner stops tell what the picture had to do with the lesson. As an alternative, the five pictures could be placed on a stationary wheel and a second wheel with an opening cut in it placed on top. Fasten with a thumbtack so the children could spin it.

Bring bread or fish crackers and sardines for children to taste so that they can imagine what food in Bible times was like.

Divide a small biscuit among the class members. Ask if they got full on that. Explain that Jesus divided the lunch and it fed all with food left over.

Use miniature loaves of bread in a big basket with plastic fish that come apart (H.K.Ltd. has them). Or you could use Swedish gumdrop fish.

## QUESTIONS

What did the little boy have to give to Jesus?

How many people were there?

How many baskets were left over after everyone was through eating?

Can you tell how Jesus has provided for you?

Who has promised to supply all our needs?

What question did Jesus ask Philip and why?

What might Jesus have been trying to teach the disciples by this incident?

What are some ways in which people today are tested regarding their faith and trust in Jesus?

## PRE-SCHOOL SUGGESTIONS

Cut several fish out of heavy paper. Write one word or part of the memory verse on the back of each fish. Put all the fish in a basket and have the children "go fishing." Then put the verse together.

Bring pictures of a big dinner and a picture of five loaves and two small fishes. Ask the children, "Which of these did Jesus use to feed the 5,000 people?"

Bring two fish and five small rolls to class to help the children understand how small the lunch was that the boy shared.

Use Pepperidge Farm fish crackers as a lesson illustration which will double as a snack for your class.

## REVIEW IDEAS

Have students sit in groups (maybe on the floor). Pass around the fish crackers as an example of the loaves and fishes. This can be done while a flannelgraph story is being presented.

Show a miniature fishing pole, net, boat, toy oven, loaf

of wrapped bread. "Did Jesus catch the fish?" No, Jesus prayed to God and God answered prayer.

Have a contest. Write questions on construction-paper fish and put into a net. Have students draw out a fish and answer the question.

## COORDINATING SONGS

## "I Believe in Miracles" in Singspiration

## “Five Loaves and Two Fishes” in Zondervan’s Sunbeam Songs for Boys and Girls

## “What’s a Miracle?” in Zondervan’s Sunbeam Songs for Boys and Girls

## SUPPORT MATERIAL

**A Boy's Amazing Lunch — A Story Tape #142, Series 10, Your Story Hour, Inc.**

Feeding the 5000 — Visual Graph, Scripture Press  
Jesus Feeds 5000 — Magic Picture Story, David C.  
Cook

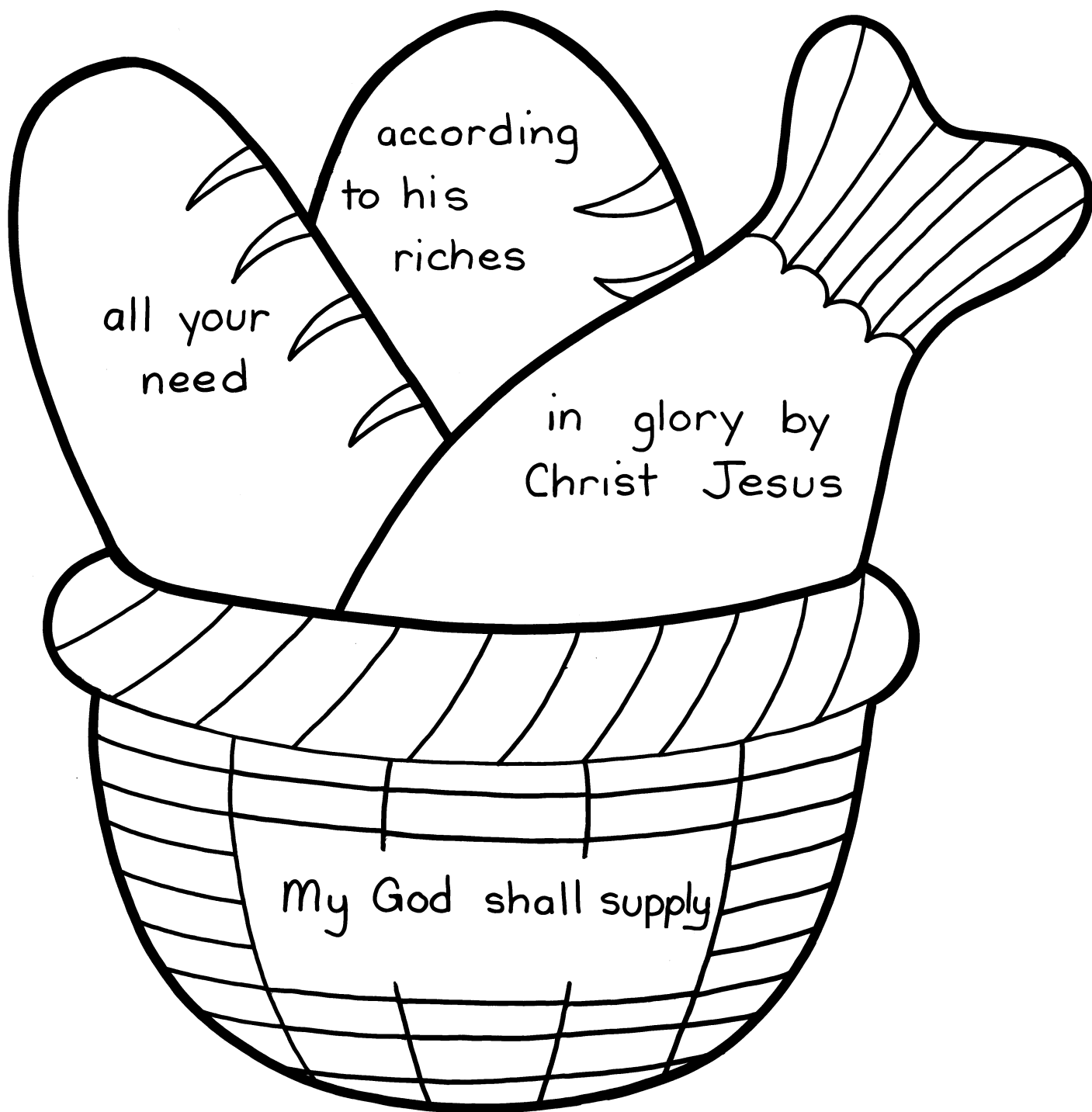
**Jesus Gives the People Food — Lion Story Book, Lion Publishing**

Jesus Feeds Five Thousand — Tell-a-Bible-Story  
Book, Standard Publishing

Five Loaves and Two Fish — Palm Tree Bible Series  
Book, Concordia

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Triumphal Entry

**TEXT** Matthew 21:1-11

**OBJECTIVE** The students will be able to relate the events that occurred at the time of Jesus' triumphal entry into Jerusalem and will relate these events to the Christian's desire to praise and honor God.

**MEMORY VERSE** Hosanna: Blessed is the King of Israel that cometh in the name of the Lord. — John 12:13

## MEMORY VERSE SONG

Ho - san - na; Ho - san - na Bles - sed is the  
King! The King of Is - rael that com - eth  
in the name of the Lord. Ho - san - na; Ho - san - na  
Bles - sed is the King!

## MEMORY VERSE IN ACTION

**HOSANNA** — Left palm up, touch with two fingers of the right hand, move up wiggling fingers.

**BLESSED** — Fists closed, thumbs at mouth, move hands down and away from body, opening fingers.

**IS THE KING** — Hold crown above head.

**THE KING OF ISRAEL** — Keep holding crown above head.

**THAT COMETH** — Right hand out, palm up, bring toward body, beckoning.

**IN THE NAME** — First two fingers on both hands tapping at right angles.

**OF THE LORD** — Make an L with thumb and first finger of the right hand. Touch thumb to the left shoulder, bring across in front of body touching right waist.

## MEMORY VERSE VISUALIZED

Cut out the two banners and the crown, on which have

been printed portions of the verse. (See pattern at end of lesson.) Put together with the points of the crown extending into the top banner, and put the bottom banner directly beneath, placing each section as the students learn that part of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Wear a crown into class, made from gold foil or construction paper. Describe the honor paid to kings in those times. (See Background Information.) Ask the class what type of processional they would plan for Jesus if He were to arrive in our city today.

**Progression of events:**

1. Today we will learn about one special time when Jesus did come into the city of Jerusalem.
2. He instructed His disciples to go to a certain place and bring Him a donkey.
3. The multitudes spread their garments before Him, and cut down branches.

4. The multitudes praised Jesus as He rode through the streets.

Climax: The people of that day wanted to praise and honor Jesus, and they chose this way to show it.

Conclusion: We want to praise and honor Him too.

Response: Your students will be able to describe the events surrounding Christ's triumphal entry into Jerusalem. They will also be able to tell ways we can show Him praise and honor in our day.

## BACKGROUND INFORMATION

The triumphal entry of Christ into Jerusalem was a little in keeping with the honor paid, in Roman times, to returning kings or victorious generals. This constituted a magnificent procession in the king's honor, the honored one riding in a chariot preceded by the senate, magistrates, musicians, the spoils of war, and followed by their captives in chains. But Jesus, the King of kings, arrived riding a lowly donkey as was foretold by the Prophet Zechariah (Zechariah 9:9).

In the Old Testament the eight Hebrew words meaning *triumph* all refer to God, in prayer and praise to God or in discussion referring to God. The word of praise, *Hosanna*, was originally a prayer, "Save now," but it became an exclamation of praise as used in today's lesson. However, it did not lose its connection with the thought of prayer for salvation as is evidenced by the quotation from Psalm 118:25,26. In its application to God the Father and to Jesus, Hosanna was concerned with Messianic salvation.

## IN-CLASS ACTIVITIES

Cut out a palm branch for each of your students (see Patterns). As you talk about things you would like to praise Jesus for, help them print the words on their palm branch. You might wish to conclude your class time by singing together (have a pre-taped background accompaniment if desired) a couple of "praise" songs, having the children wave their branches as they sing.

Help your class make a "Praise" acrostic. Across your chalkboard or a large posterboard, write the words PRAISE GOD. Together think of things for which you wish to thank God, and use your ideas to fill in one word for each letter of the acrostic.

Reproduce the picture of the crowd on Jerusalem street for each child (see Patterns). Let the children cut out the figure of Jesus on the donkey. Make it into a finger puppet, or mount it on a popsicle stick. They can insert

the figure through the marked slit on the picture and move Jesus along in front of the crowd.

## QUESTIONS

Why were the people so happy to see Jesus?

Was everyone happy that day? Why or why not?

Why did the people put palm branches and their coats in the path of the donkey?

What would you have done if you had been there?

Why did Jesus ride on the donkey?

How can we praise and honor Jesus today?

God has prepared a way for Jesus to come into our hearts. How did He do it?

## PRE-SCHOOL SUGGESTIONS

Bring artificial palm branches for the children to wave.

Teach the memory verse song, Hosanna. Tell how clapping hands can be praise to Jesus.

Skit — Use the donkey from the Christmas story and have children make a path on which Jesus can travel and on which they can lay their branches and sweaters.

As you tell the story, tell all the children to smile like the children who were happy to see Jesus.

Show a crown (see Patterns). The people thought Jesus would be a king. We crown Him King of our heart. Make big hearts with sticker of Jesus in the center.

## REVIEW IDEAS

As a skit, use the donkey from the Christmas program and have the children act out the parts of the story.

Prepare a large background, then have some children pin a donkey, Jesus, children, palm branches and pieces of clothing (see Patterns) in the proper places.

## COORDINATING SONGS

"Praise Him, Praise Him All Ye Little Children"

"Let's Just Praise the Lord"

"Alleluia"

"Praise Him, Praise Him"

"I Will Praise Him"

"Lord, We Praise You"

"Jesus Is Lord of All"

## SUPPORT MATERIAL

See Support Material for Unit 7



1. Introduction

2. Background

3. Methodology

4. Results

5. Conclusion

6. References

7. Appendix

8. Index

9. Glossary

10. Summary

11. Notes

12. Footnotes

13. Endnotes

14. References

15. Appendix

16. Index

17. Glossary

18. Summary

19. Notes

20. Footnotes

21. Endnotes

22. References

23. Appendix

24. Index

25. Glossary

26. Summary

27. Notes

28. Footnotes

29. Endnotes

30. References

31. Appendix

32. Index

33. Glossary

34. Summary

35. Notes

36. Footnotes

37. Endnotes

38. References

39. Appendix

40. Index

41. Glossary

42. Summary

43. Notes

44. Footnotes

45. Endnotes

46. References

47. Appendix

48. Index

49. Glossary

50. Summary

51. Notes

52. Footnotes

53. Endnotes

54. References

55. Appendix

56. Index

57. Glossary

58. Summary

59. Notes

60. Footnotes

61. Endnotes

62. References

63. Appendix

64. Index

65. Glossary

66. Summary

67. Notes

68. Footnotes

69. Endnotes

70. References

71. Appendix

72. Index

73. Glossary

74. Summary

75. Notes

76. Footnotes

77. Endnotes

78. References

79. Appendix

80. Index

81. Glossary

82. Summary

83. Notes

84. Footnotes

85. Endnotes

86. References

87. Appendix

88. Index

89. Glossary

90. Summary

91. Notes

92. Footnotes

93. Endnotes

94. References

95. Appendix

96. Index

97. Glossary

98. Summary

99. Notes

100. Footnotes

101. Endnotes

102. References

103. Appendix

104. Index

105. Glossary

106. Summary

107. Notes

108. Footnotes

109. Endnotes

110. References

111. Appendix

112. Index

113. Glossary

114. Summary

115. Notes

116. Footnotes

117. Endnotes

118. References

119. Appendix

120. Index

121. Glossary

122. Summary

123. Notes

124. Footnotes

125. Endnotes

126. References

127. Appendix

128. Index

129. Glossary

130. Summary

131. Notes

132. Footnotes

133. Endnotes

134. References

135. Appendix

136. Index

137. Glossary

138. Summary

139. Notes

140. Footnotes

141. Endnotes

142. References

143. Appendix

144. Index

145. Glossary

146. Summary

147. Notes

148. Footnotes

149. Endnotes

150. References

151. Appendix

152. Index

153. Glossary

154. Summary

155. Notes

156. Footnotes

157. Endnotes

158. References

159. Appendix

160. Index

161. Glossary

162. Summary

163. Notes

164. Footnotes

165. Endnotes

166. References

167. Appendix

168. Index

169. Glossary

170. Summary

171. Notes

172. Footnotes

173. Endnotes

174. References

175. Appendix

176. Index

177. Glossary

178. Summary

179. Notes

180. Footnotes

181. Endnotes

182. References

183. Appendix

184. Index

185. Glossary

186. Summary

187. Notes

188. Footnotes

189. Endnotes

190. References

191. Appendix

192. Index

193. Glossary

194. Summary

195. Notes

196. Footnotes

197. Endnotes

198. References

199. Appendix

200. Index

201. Glossary

202. Summary

203. Notes

204. Footnotes

205. Endnotes

206. References

207. Appendix

208. Index

209. Glossary

210. Summary

211. Notes

212. Footnotes

213. Endnotes

214. References

215. Appendix

216. Index

217. Glossary

218. Summary

219. Notes

220. Footnotes

221. Endnotes

222. References

223. Appendix

224. Index

225. Glossary

226. Summary

227. Notes

228. Footnotes

229. Endnotes

230. References

231. Appendix

232. Index

233. Glossary

234. Summary

235. Notes

236. Footnotes

237. Endnotes

238. References

239. Appendix

240. Index

241. Glossary

242. Summary

243. Notes

244. Footnotes

245. Endnotes

246. References

247. Appendix

248. Index

249. Glossary

250. Summary

251. Notes

252. Footnotes

253. Endnotes

254. References

255. Appendix

256. Index

257. Glossary

258. Summary

259. Notes

260. Footnotes

261. Endnotes

262. References

263. Appendix

264. Index

265. Glossary

266. Summary

267. Notes

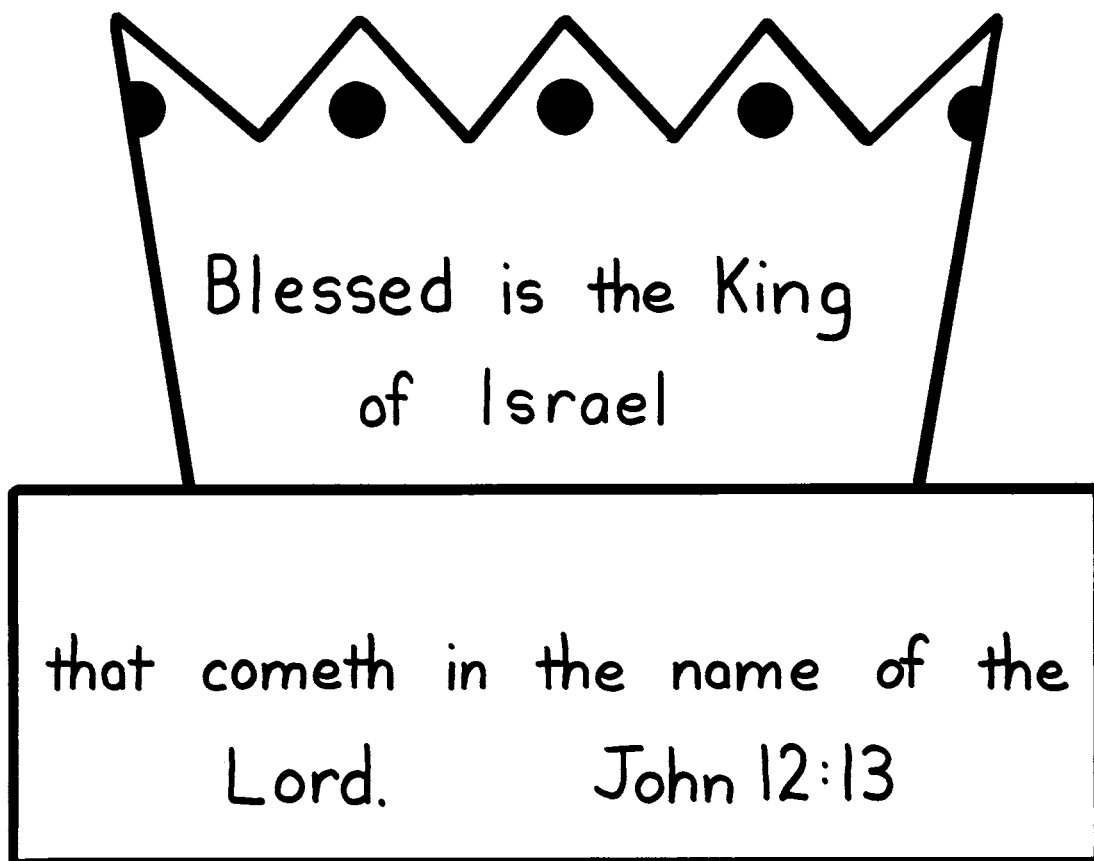
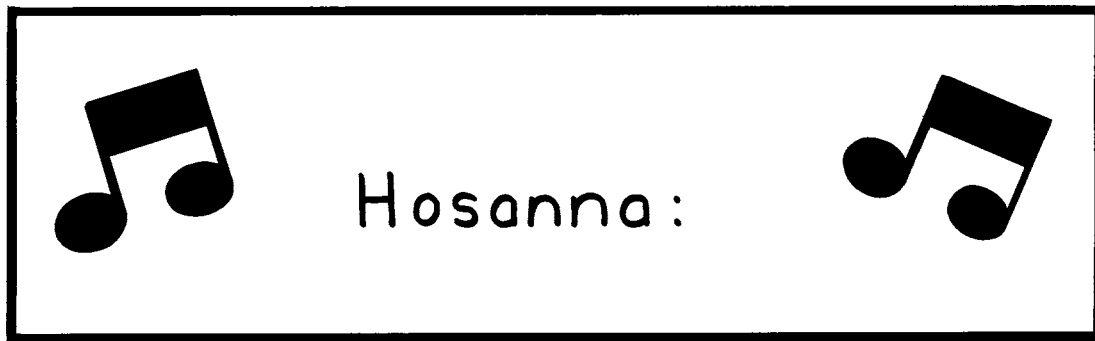
268. Footnotes

269. Endnotes

270. References

271. Appendix

272



# The Lord's Supper

**TEXT** I Corinthians 11:23-31

**SUPPLEMENTAL SCRIPTURES** Matthew 26:14-30

**OBJECTIVE** The students will be able to relate what occurred at the first Lord's Supper and will be able to explain why we should follow this example.

**MEMORY VERSE** If ye know these things, happy are ye if ye do them.  
— John 13:17

## MEMORY VERSE SONG

If ye know these things, if ye know these things, hap-py are  
ye if ye do them. If ye know these things, if ye know these  
things, hap-py are ye if ye do them.

## MEMORY VERSE IN ACTION

IF YE KNOW — Tap index finger on temple.

THESE THINGS — Move hand in front of body, left to right, palm up.

HAPPY ARE YE — Clap hands three times (smile).

IF YE DO — Cup hands, palms down, move side to side.

THEM — Point with index finger left to right.

## MEMORY VERSE VISUALIZED

Cut apart into sections the little boy reading the Bible. (See pattern at end of lesson.) Put the puzzle back together a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Use the idea suggesting that you bring a family photo album to class. Discuss what a *remembrance* is.

Progression of events:

1. Jesus gave His disciples bread, in remembrance of His broken body.

2. He took the cup, and gave to the disciples to drink in remembrance of His Blood.

3. He explained that this bread and the cup should only be taken by those who are right with God.

4. We are instructed to examine our own life to be sure we are worthy to have part in this.

Climax: Jesus established this custom with the thought that it would be repeated in memory of Him until He returns.

Conclusion: This is a special and important part of our Christian life.

Response: Your class should be able to retell what occurred at the first Lord's Supper, and explain why it is important for Christians to follow His example.

## BACKGROUND INFORMATION

Jesus instituted the communion service on the eve of His death while He and His disciples were observing the Jewish feast of Passover.

God had commanded the Jews to observe the Passover each year to commemorate their deliverance from

Egyptian bondage (Exodus 12:1-28). Jesus took the customs of the Passover and applied them to Himself, the true Passover Lamb, which takes away the sin of the world (John 1:29).

On the eve of their exodus from Egypt, the Jews were commanded to kill a lamb and sprinkle its blood on the door posts of their homes because the firstborn of every household was to die where no blood was found. Those who believed were allowed to substitute the life of a lamb for the life of their firstborn. After 430 years in Egypt, the whole nation of Israel was delivered in one day because of this great work of God (Exodus 12:40-42). Some 1400 years later on the anniversary of that night, Christ took the unleavened bread, broke it and said, "This is my body." He took the cup and said, "This is my blood of the new testament, which is shed for many for the remission of sins" (Matthew 26:26-28). Through the death of Christ on the cross, which this last supper represents, a much greater and eternal deliverance was given to us by God.

## IN-CLASS ACTIVITIES

Bring some pictures of your family and of you when you were a baby. Tell the children that you take pictures to remember someone or some occasion. That is why we observe the Lord's Supper — so we will remember what Jesus did for us.

Bring grape juice and unleavened bread to class just to show to the class. Explain what happened when the Lord served the disciples. Describe how our Lord's Supper service is like it.

A picture of the Lord's Supper will help to set the scene. Ask the children if they can name the disciples. You could use this part for a statement and explanation, or question and answer time, using for example: Jesus took bread, gave thanks for it and broke it. Note that prayer was given, even by Jesus. Ask if anyone knows what the bread represents. Do the same with the cup. Explain that Jesus used this time to set an example for the disciples and us to follow. Be sure to mention the warning about being unworthy and the need for being saved before partaking of the Lord's Supper.

Draw a large table on chalkboard or place on flannel board. Cut an equal number of loaves of bread and goblets from construction paper (see Patterns). Write questions on the loaves and answers on the goblets. Cut magnetic strips and place in appropriate places on the table. Also place a magnetic strip on the back of each of the loaves and goblets. To play the game, the child matches the items by placing the goblet with its corresponding loaf of bread. The people whose names appear in this game took part in the last days of Jesus'

life on earth, but they were not all at the last supper with Him.

Draw a large outline of the figure of Christ on a sheet of butcher paper. Let the students fill in the shape with large block letters spelling things that they remember about Jesus.

## QUESTIONS

Why did Jesus call His disciples together?  
What holiday were Jesus and His disciples celebrating?  
Which disciple betrayed Jesus?  
Did Jesus know that one would betray Him? If so, why?  
What did the bread symbolize?  
What did the cup of juice symbolize?  
What did Jesus say Peter would do?  
What are we to do in remembrance, and why should we partake of the Lord's Supper?  
Who said, "If ye know these things, happy are ye if ye do them"?

## PRE-SCHOOL SUGGESTIONS

Last Supper — Have a tablecloth and nice plates, cups, silverware, napkins, centerpiece (candles). This is to show that this was a special dinner for someone special (Jesus) who was going away. We give people who are going away something to remember us by. Jesus gave us the emblems as symbols of Himself. We would give our love, such as a kiss or a hug. It might be well to stress prayer before eating — "Thank You, Jesus."

## REVIEW IDEAS

Have a puppet show comparing the first Lord's Supper with how we observe it now.

Adapt the in-class activity using the places at the table for a departmental quiz, enlarging the background to an appropriate size.

Present an object lesson using a letter in an envelope. Discuss how, when we go away to camp or to visit someone, mother will say, "Don't forget to write!" You will write her because you love her and miss her. When Jesus went to Heaven, He asked His disciples to remember Him, not by writing letters but by observing the Lord's Supper together. We do it because we love Him and like to remember Him.

On a large flannel board, make a tic-tack-toe grid from felt strips. From felt scraps of two colors, cut five each of the goblet and loaf of bread shapes (see Patterns). Divide your group into two teams and give each group one set of markers. Take turns asking questions of each team. If the team is able to answer correctly, they may put one of their markers in the square of their choice. If they cannot answer, they miss that turn. Con-

### "Blest Be the Tie"

## SUPPORT MATERIAL

**A Night to Remember — Tape #146, Series 10, Your Story Hour, Inc. See Support Material for Unit 7.**

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





# The Crucifixion

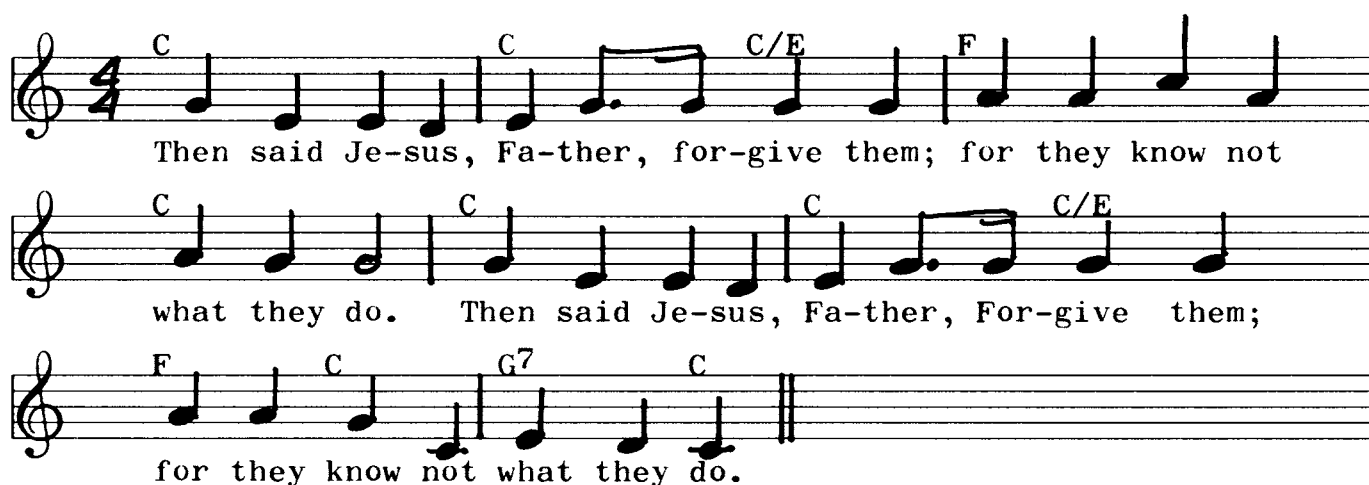
**TEXT** Matthew 27:27-38

**SUPPLEMENTAL SCRIPTURES** Matthew 27:1-26; 39-66

**OBJECTIVE** The students will be able to explain how Jesus died on the cross and why His death was necessary.

**MEMORY VERSE** Then said Jesus, Father, forgive them; for they know not what they do. — Luke 23:34

## MEMORY VERSE SONG



Then said Je-sus, Fa-ther, for-give them; for they know not  
what they do. Then said Je-sus, Fa-ther, For-give them;  
for they know not what they do.

## MEMORY VERSE IN ACTION

**THEN SAID** — Touch lips, move hands away from face.

**JESUS** — Right middle finger touches left palm, left middle finger touches right palm.

**FATHER** — Both hands up, look up.

**FORGIVE THEM** — Fingertips brush off palm, right off left.

**FOR THEY KNOW NOT** — Shake head “no,” touch index finger to temple.

**WHAT THEY DO** — Cup hands, palms down, move side to side.

## MEMORY VERSE VISUALIZED

Cut apart the cross into sections. (See pattern at end of lesson.) Assemble the cross piece by piece as the students learn each portion of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a cross or some object with a cross on it. Explain how this symbol has become well known around the world, and that it stands for an event which changed the course of history.

**Progression of events:**

1. Establish why it was necessary for Christ to die (see Background Information).
2. They put a scarlet robe and a crown of thorns on Him, and a reed in His hand.
3. They mocked Him and struck Him.
4. They led Him away to be crucified, and compelled Simon to help bear His cross.

**Climax:** On Calvary’s hill, Jesus was crucified between two thieves.

**Conclusion:** Jesus died bearing our sins so that we could be free from the judgment of God.

**Response:** Let your students pretend they are explaining Christ’s death to someone who has never heard about it before. They should be able to describe how it occurred and why it was necessary.

## BACKGROUND INFORMATION

Jesus was not martyred for some good cause. His death was not an accident of history. He was delivered over to death by “the determinate counsel and foreknowledge of God.” His death had been predicted in the Old Testament many times (Psalm 22, Isaiah 53) and referred to in Luke 24:25-27.

But why did this sinless One, this One full of grace and truth, this holy Son of God have to suffer so? Why was He allowed to be arrested by greedy, self-seeking priests, unjustly tried, lied about by false witnesses, flogged by heartless soldiers and stripped of His clothes? Why did God allow His Son to suffer the agonizing pain of crucifixion, listen to the cruel taunts of the crowd and finally be forsaken?

"For he hath made him to be sin for us, who knew no sin; that we might be made the righteousness of God in Him" (II Corinthians 5:21).

"Who his own self bare our sins in his own body on the tree, that we, being dead to sins, should live unto righteousness" (I Peter 2:24).

"He appeared to put away sin by the sacrifice of himself . . . So Christ was once offered to bear the sins of many" (Hebrews 9:26,28).

"The wages of sin is death" (Romans 6:23) but God placed our sins on Christ, the perfect Man, and allowed Him to suffer the punishment for our sins so that we could be free from the judgment of God. When we trust in what God has done through Christ's death on the cross, He forgives us and makes us righteous in His sight.

Only one who is as creative as our God could devise a plan that could use the injustice, cruelty, greed and hatred of mankind to bring about mankind's salvation.

## IN-CLASS ACTIVITIES

Make an Easter mobile of palm leaves, crosses, butterflies or lambs, etc., as a class decoration or one for each child to take home. Cut two pictures of each object to glue back to back. Cut pieces of string into different lengths. Hang from a hanger or plastic lid (see Patterns).

Cut out cross bookmarks.

Show the class a large nail, hammer, crown of thorns.

Prepare a flannelgraph (see Patterns for Unit 1, Lesson 1a, page 62) or chalktalk showing earth and Heaven with a gap between. To bridge the gap, Jesus died on the cross, creating a way by which we have access to Heaven. If drawn as a chalktalk, you may wish to have your students draw in the cross as a bridge. Explain that sin is on the earth and it separates us from Heaven. The only way to bridge the gap is by having the Blood of Jesus, shed on the cross, applied to our hearts. Close the gap with the cross.

The Unfolding of the Gospel — (see Patterns). To fold

up the cross so that it unfolds properly, start with the cross flat on a table just as it appears here. Fold "Coming" down, then "Living" over, "Risen" over, all of these down over "Dying," all down again over "Wounded," and down again over the blank. On the back of the blank is the title, "The Unfolding of the Gospel." The unfolding should look like the steps shown in the diagrams.

See activities listed under Lesson 1C, Primary Pals Teacher's Guide, Units 1,2,3.

## QUESTIONS

What do you think sin is?

What was written above Jesus' cross?

Why did Jesus willingly die for us?

Did Jesus love the men who nailed Him to the cross?

Why or why not?

Did Jesus have to die on the cross? Why or why not?

Do you think Jesus hurt more because of the nails in His hands and feet or because of our sins?

## PRE-SCHOOL SUGGESTIONS

Twist thorny rose stems to form a crown.

See Pre-School Suggestions listed under Lesson 1C, Primary Pals Teacher's Guide Units 1,2,3.

## REVIEW IDEAS

Puppet show. Child Evangelism Fellowship has an excellent script.

Show a film of the Crucifixion published by Concordia.

Role-play with children acting out the parts.

Using the Wordless Book, explain the plan of salvation.

## COORDINATING SONGS

"The Old Rugged Cross"

"Calvary Covers It All"

"At Calvary"

"Wounded for Me"

"All Because of Calvary"

"In the Garden"

"Lead Me to Calvary"

"Ivory Palaces"

"Jesus Paid It All"

## SUPPORT MATERIAL

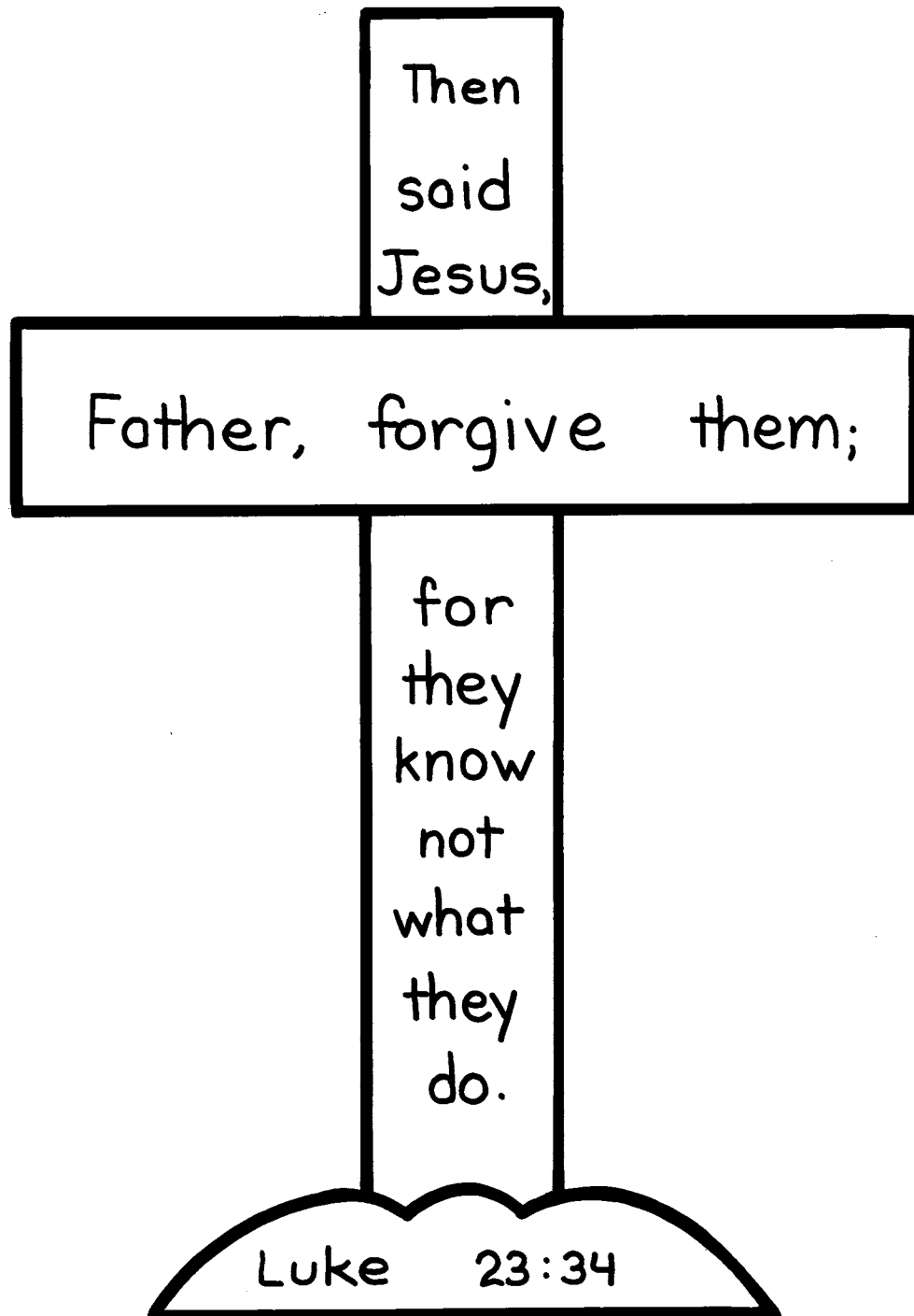
The Road to Skull Hill — Tape #148, Series 10, Your Story Hour, Inc.

The Crucifixion and Resurrection — Panorama, Standard Publishing

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing

## NOTES

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or primary school writing paper. The background is a solid off-white color. There are no margins, text, or other markings present.



# The Resurrection of Jesus

**TEXT** Mark 16:1-11

**OBJECTIVE** The students will be able to describe what took place the day of the Resurrection and will understand that because Jesus arose from the dead they can live forever with Him in Heaven.

**MEMORY VERSE** Now is Christ risen from the dead. — I Corinthians 15:20

## MEMORY VERSE SONG

Now is Christ ris - en, now is Christ ris - en, now is  
Christ ris - en from the dead. Now is Christ ris - en,  
now is Christ ris - en, now is Christ ris - en from the dead.

## MEMORY VERSE IN ACTION

**NOW IS CHRIST** — Right middle finger to left palm, left middle finger to right palm.

**RISEN** — Hands in front of you, palms up, raise in rhythm.

**FROM THE DEAD** — Left palm up, right palm down, turn over to left palm down, right palm up.

## MEMORY VERSE VISUALIZED

Cut apart the tomb and the cloud. (See pattern at end of lesson.) Place each section as that portion of the verse is learned by the students.

## BIBLE LESSON OUTLINE

**Introduction:** Open your class session by presenting again the symbol of the cross with which you opened your session last week. Remind your class that last week you learned about Christ's death. But today's lesson is one of joy — the empty tomb brings the glad message, Christ is risen! Show an empty tomb from papier-maché or a picture (flannelgraph illustration) of a tomb.

## Progression of events:

1. Review with your students the grief and despair the disciples must have felt after Jesus' death.
2. Jesus had foretold that He would rise again, but that message of hope seemingly failed to comfort His disciples.
3. The three women went to the tomb to anoint Jesus' body.
4. The stone had been rolled away and an angel was there.

**Climax:** The angel at the tomb makes the announcement — He is risen!

**Conclusion:** Jesus conquered death when He rose after three days. Because of this event, we, too, have the hope of eternal life.

**Response:** The students should be able to use the flannelgraph figures of the Easter lesson and retell the story. They should also be able to explain why this event is so vital to Christian faith today.

## BACKGROUND INFORMATION

Even though Jesus had predicted His resurrection many times (Mark 8:31; 9:31; 10:34) it came as a com-

plete surprise to His disciples (Mark 16:3,11,13). The women went to the tomb to anoint His body, never expecting that He had risen! Had Jesus not conquered death we would never have heard of Him. The disciples believed it was a finished tragedy (Mark 16:11). In a few years the stories of Jesus would have been only vague memories.

However, when the fact of the literal resurrection of Jesus finally exploded into the hearts and minds of these fearful, disillusioned disciples they were so changed that their message was to affect all the world.

The fact of the Resurrection gives absolute authority to all that Jesus said. The resurrection of Christ is of necessity the central doctrine of the New Testament. "If Christ be not raised your faith is vain" (I Corinthians 15:17). Because of the Resurrection, Jesus is not a vague historical figure but the living Lord of the present. He is not a religious leader of the past to be talked about, but the living Christ to be met personally.

As we put our faith in Christ and He lives within us we also receive the power of the Resurrection. "But if the Spirit of him that raised up Jesus from the dead dwell in you, he that raised up Christ from the dead shall also quicken your mortal bodies by his Spirit that dwelleth in you" (Romans 8:11).

## IN-CLASS ACTIVITIES

Use the Resurrection morning patterns provided (see Patterns) to depict the events of the first Easter. Cut the shapes from felt and use with a flannel board, or cut from paper and color, backing figures with flannel board paper (available at teacher supply centers and religious bookstores). As an alternative, back figures with magnetic tape for use with a metal cookie sheet. If you wish, copy the patterns for each student. Allow them to color their set and take it home to tell the Easter story to others in their family.

Make a papier-maché tomb so that the children may look inside.

Reproduce the framed motto designed for weaving for each student. Cut the slits as indicated. Let them cut out the strips which supply the missing letters, and then weave them into the slits in the motto (see Patterns).

For an Easter craft activity, gather and clean a number of smooth flat rocks about the size of a small fist. Preliminary to class time, paint each rock a solid color with acrylic or model paint. At class time, talk about how the stone's being rolled away signified that Jesus had risen. Given students acrylic paints, permanent marker

pens or scraps of felt and glue with which to decorate their rocks. Write an appropriate Scripture or Easter message such as, "He is Risen!" on each rock with a black marker pen. You might want to put a coat of varnish on the rocks, and glue felt to the bottoms. Use the rocks as paperweights or decorations.

## QUESTIONS

How can we be sure we can see Jesus?  
Why is the Resurrection important?

## PRE-SCHOOL SUGGESTIONS

Make a papier-maché tomb with moveable door to use as you explain the lesson.

Let pre-schoolers act out the Resurrection with a tomb made by covering a folding table with a sheet or blanket, leaving an opening at the front.

## REVIEW IDEAS

Skit — Have a teacher act as a discouraged person who is unhappy with his life (spiritually dead). A Christian (another teacher) comes and tells the story of Christ's resurrection and that by this we can have new life (salvation).

Skit — Role play of the soldiers guarding the tomb and then the women visiting the tomb.

Bring a bandage made by wrapping a finger or hand in newspaper and then taping it so that the whole thing will slip off easily. Remind your group that the Bible says that when Peter and John went to Christ's tomb that first Easter, one look was enough to convince them that the Lord was risen. Show your group why that look was so convincing. Demonstrate wrapping your finger in adhesive tape. When you want to take the tape off you have to unwrap it, because it won't slip off. When a person died in Bible times they wrapped the entire body in strips of cloth, and the Lord's body was wrapped that way after crucifixion. But when John looked into that tomb he saw the wrappings just as if they were still wrapped around the body. It was like this (hold up the prepared bandage which will be shaped like your finger or hand). Yards and yards of cloth were not strung out all over the tomb, like they would have been if someone had unwrapped the body.

## COORDINATING SONGS

"Because He Lives"  
"Christ Arose"  
"He Lives"  
"This Is Happy Easter"  
"Jesus Rose on Easter Day"



## SUPPORT MATERIAL

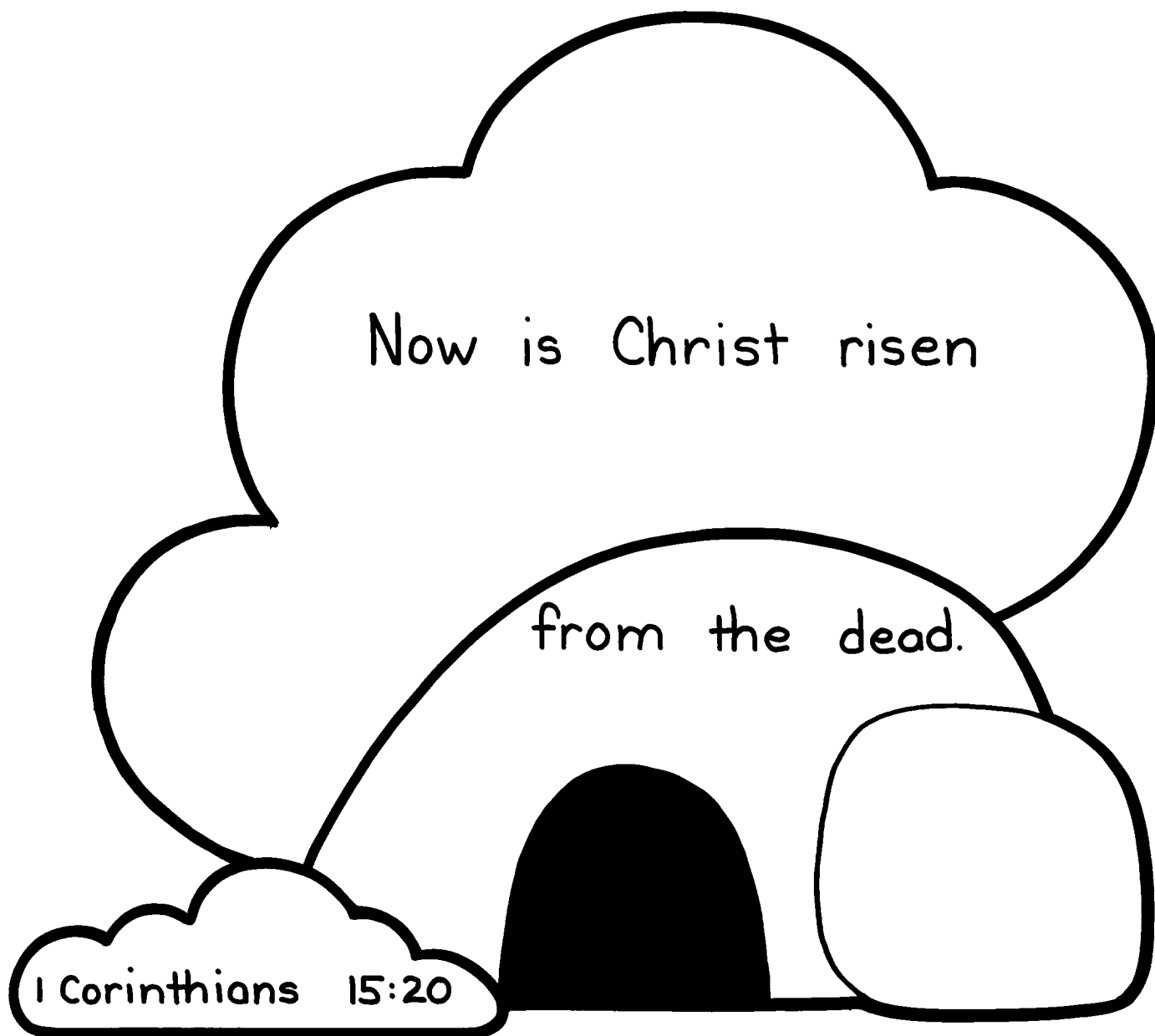
The Crucifixion and Resurrection — Panorama, Standard Publishing

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing

**A Promise Kept — Tape #148, Series 10, Your Story Hour, Inc.**

## NOTES

This image shows a full page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.



# Doing What Is Right

**Lesson 8a — Four Boys Take a Stand**

**Lesson 8b — Nebuchadnezzar's Dream**

**Lesson 8c — Three Boys in a Furnace**

**Lesson 8d — Den of Lions**

## OVERVIEW

Primaries are beginning to recognize that some people may not agree with the values the children are learning in church. Their peers, and even some adults, may attempt to ridicule or oppose the student because of his faith. This unit addresses this fact by presenting biblical examples of men who took a stand for God.

Your students will need to learn that they will face choices when it comes to serving God. Focus on the value of choosing the Lord's way even when it is not the popular thing to do. God helped these men over-

come hard trials, and He promises that when the pressure is on in our lives, He will be with us also and help us to stand.

Emphasize the fact that God blesses when we make choices that honor Him. Your students need to conclude the unit with the assurance that Jesus understands how hard it is to face opposition and that He gives us special power to overcome problems if we choose to do what is right.

## GAMES FOR REVIEW

Use wonder balls to play a review game with your group. Before the contest write questions on slips of paper. Questions should be identical and in the same order for two wonder balls. Fold each slip several times. One by one carefully wind yarn around them until they are covered. You do not need the same number of questions as team members — 8 to 12 would be a good number. Divide the class/department into two teams. Each team will have a ball of yarn. The first team unravels yarn until they get to a question. **THEY DO NOT UNRAVEL ANY FURTHER UNTIL THAT QUESTION IS ANSWERED CORRECTLY.** The teams should have teachers as team captains to make sure questions are answered correctly. The other members can help out and answer questions if one answers wrong. They should not say the answers so that the other team hears. Once they have answered correctly the next person unravels until the next question and so on. The first team to unravel their ball and answer all questions correctly, wins.

Put questions in a number of balloons. Give one to each student and let him/her pop the balloon and answer the question. Have prizes for correct answers.

Tell your group that together you are going to make a word-find with words from the unit lessons. Have a

large posterboard or chalk board marked into squares, and another board alongside to list the words as they are suggested. Begin with the word Nebuchadnezzar. Explain that he was the king who had the dream which Daniel interpreted. Write that word in the squares across the center of the grid. Then ask for volunteers to suggest a word, explain how it relates to the lessons studied, and then fill it into the word-find. You stand at the other board and list the words as they are filled in. Then when you run out of ideas or the space is fairly well filled, fill in the blank boxes with extra letters. If you wish, tell your group you will type up and reproduce copies for each of them for the following Sunday. Then they can retest themselves . . . and show their families which words they contributed.

Crossword Puzzle - Make a crossword puzzle using questions such as the following:

1. God spoke to Nebuchadnezzar through a \_\_\_\_\_.
2. A silly thing to worship
3. One of the Hebrew boys
4. Where were the three Hebrew boys thrown?
5. A Hebrew boy
6. Who delivered Daniel from the lions' den?
7. He prayed three times a day
8. Their mouths were shut
9. Who takes care of us?
10. He had a strange dream

## BULLETIN BOARDS

Make a music staff with large notes drawn on it to the tune of "Boys and Girls for Jesus." From each note hang a cord or narrow ribbon leading to a heart with a picture of things to do that are "right." Have four more hearts pasted to the background, with the names of Daniel and the three Hebrew children.

Build a board using one thought from each lesson — God blesses us, God answers us, God defends us, It pays to pray. Have a scene depicting each thought, either a modern day scene or a scene from the lesson.

Construct a bulletin board using "Doing What Is Right" as the theme. Have pictures or examples of children making choices to do right.

## UNIT SUPPORT MATERIAL

Stories About Daniel — Pict-o-graph, Standard Publishing

Attendance Card — #1833 — Daniel in the Lions' Den, #1833-S — Lion seals, Standard Publishing

Bible Story Cartoons — Book 15 by Norman E. Lynch, Standard Publishing

Daniel in the Lions' Den — Giant mural coloring book measures 5'8" x 3'7". Excellent for bulletin board, Concordia

## UNIT SONGS

"Faith of Our Fathers"

"I Would Be True"

"I Have Decided to Follow Jesus"

"Who is on the Lord's Side?"

"V Is for Victory"

## UNIT PROJECTS

Make a picture of each lesson on the four sections of a tetrahedron, a triangular cube that has four parts or four sides (see Patterns). Let the students color one side each Sunday. On the last Sunday put it together by folding back on the broken lines. Paste tabs A, B, and C to opposite edges and it's ready for them to take home.

At the beginning of the unit, tell your whole group that for the next four Sundays you will be studying how God helped people in the Bible times when they trusted Him. Arrange a table with a basket or other container labeled "God Helped Me" in front of a bulletin board. On the table place pieces of paper cut in the shape of praying hands. Tell the students that during the next four

weeks, whenever God helps them they may write down an incident on one of the cutout hand papers, and put it in the basket. On another hand, they may write their name and place it wherever they wish on the bulletin board behind the table. On the bulletin board, mount in big letters the words, "God Answers Prayer!" On the last Sunday of the unit, read aloud the messages in the basket. (Note: Suggest that your teachers discuss the project with their individual classes and encourage participation.) You may wish to start the project by asking one teacher to volunteer to tell an incident, write it down and post his/her name on the board as an example to the group.

Let your students make a paper block mobile to display their illustration of each of the lessons for this quarter. On each of the four Sundays provide them with a sheet of white construction paper, cut into an 8 5/8" square. Within that square, you will have drawn another square (as indicated in Patterns). Have them illustrate and color a symbol or scene from that week's lesson. To assemble the mobile, crease around each picture on the lines, folding the triangular points toward the center. Form a paper block by joining the folded triangular edges and stapling in close to the fold line. Cut two additional squares for each mobile, marking them in the same manner as the first four. Punch a hole in the center of the fifth square and place it on top of the block. Line up the triangular points and staple in place. Thread a length of yarn up through the block and into the hole, knotting the end so it will not pull through. Then place the sixth paper square on the bottom and secure with staples.

## CHART IDEAS

Make a cardboard wheel, divide into four sections, and on each section place a picture appropriate to one lesson in the unit (see Patterns). Use a paper fastener to anchor a spinner to the center of the wheel. Each child should spin and when the spinner stops, he can answer the question, "How did God deliver \_\_\_\_\_?"

## UNIT SUPPORT MATERIAL

Stories About Daniel — Pict-o-graph, Standard Publishing

Attendance Card — #1833 — Daniel in the Lions' Den, #1833-S — Lion seals, Standard Publishing

Bible Story Cartoons — Book 15 by Norman E. Lynch, Standard Publishing

Daniel in the Lions' Den — Giant mural coloring book measures 5'8" x 3'7". Excellent for bulletin board, Concordia

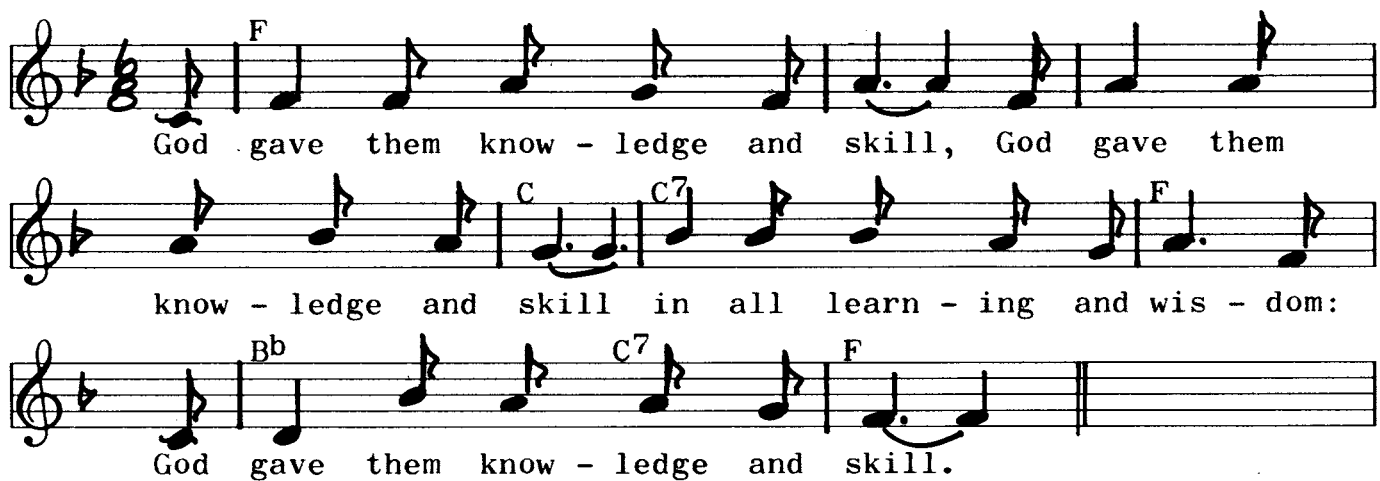
# Four Boys Take a Stand

**TEXT** Daniel 1:1-21

**OBJECTIVE** The students will be able to explain that the four Hebrew boys were wiser and healthier than the others in their group because they put God first. They will recognize that God blesses us when we choose to follow Him.

**MEMORY VERSE** God gave them knowledge and skill in all learning and wisdom. — Daniel 1:17

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**GOD GAVE THEM** — Both hands up, look up.  
**KNOWLEDGE** — Tap hand on forehead.  
**AND SKILL** — Right hand writing on left palm.  
**IN ALL** — Make a circle in front of you with both hands.  
**LEARNING** — Make a book in front of you, palms up.  
**AND WISDOM** — Touch temples with index finger of both hands.

## MEMORY VERSE VISUALIZED

Cut apart into sections the scroll with a banner behind. (See pattern at end of lesson.) Place the scroll on the board, and add the surrounding sections as each portion of the verse is learned.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a collection of pairs of things to illustrate making choices. Some possibilities: red and green construction paper, two kinds of match-box cars, picture of beach and mountains. Explain that these are in-

significant choices — but the choice between right and wrong has eternal consequences.

**Progression of events:**

1. The four Hebrew boys were chosen to live and be taught in the king's palace.
2. They purposed not to defile themselves with the king's meat.
3. They asked for a ten days' trial period in which they ate only pulse and water.
4. God honored them, and they appeared better after ten days than all the others.

**Climax:** The king recognized the superior abilities of the four and found them ten times wiser than his wise men.  
**Conclusion:** God's blessing was upon these young men for choosing to do right. He will bless us, too, when we choose to obey Him.

**Response:** Your students will be able to retell how the four Hebrew boys took their stand to do right. They will be able to tell of some instances in this day when they may be faced with making a choice between right and wrong.

## BACKGROUND INFORMATION

Upon Solomon's death, the nation of Israel was divided into two kingdoms. The northern kingdom was called Israel and the southern kingdom was called Judah and was ruled by David's descendants (I Kings 12). God promised to bless both these nations if they would obey but they each persisted in disobedience. Because of this God sent foreign armies to chastise them. On approximately 721 B.C., the king of Assyria captured and deported the northern kingdom of Israel and they never returned (II Kings 17:17-23). Although the southern kingdom of Judah had several revivals they also persisted in evil and in approximately 587 B.C., Nebuchadnezzar, king of Babylon, destroyed the city of Jerusalem and deported the people (II Kings 25:8-11,20,21).

The fall of Judah actually came in three stages. The first in 605 B.C. (II Chronicles 36:5-7), the second in 597 B.C. (II Chronicles 36:9,10), and the final destruction in 587 B.C. (II Chronicles 36:14-20). Daniel and the three Hebrew children were taken captive during the first phase in 605 B.C. (Daniel 1:1).

The first mention of the city of Babylon in the Bible is in Genesis 10:10. The city was founded by Nimrod and was the center of rebellion against God. However, not until 605-562 B.C. did the city reach its full glory under the reign of Nebuchadnezzar. Under his building program the city was enhanced by vast fortifications, wide streets, canals and temples. It was truly a magnificent city. Nebuchadnezzar himself said, "Is not this great Babylon, that I have built for the house of the kingdom by the might of my power, and for the honour of my majesty?" (Daniel 4:30). After Cyrus conquered Babylon in 539 B.C., the city began to decay and eventually was only ruins (Jeremiah 51:8,9). In the Book of Revelation, Babylon is pictured as the capital city of all those who are in rebellion against God.

Daniel and the three Hebrew children, although intent upon keeping themselves pure from the spiritual contamination of this idolatrous city, were not at all reticent about being involved in the political and cultural affairs of the society in which they found themselves. In fact, during Daniel's long life, he exerted great influence on three of history's greatest world rulers, Nebuchadnezzar, Darius and Cyrus.

## IN-CLASS ACTIVITIES

Hand out Cheerios, raisins, carrot sticks, for the healthy food the four boys ate. Then show potato chips, candy, etc.

Role playing — tempt student to do something bad; for example, erase memory verse on board, tear lesson

sheets. Then explain how God blesses when we do what is right.

**A Sad and Happy Puppet** — Fold a sheet of construction paper in half. Trace a sad puppet face on one half and a happy puppet face on the other (see Patterns). Under the sad one print, "When I do wrong, I am sad." Under the happy one print, "When I do right, Jesus makes me glad." The child may color and decorate the hand puppet. Help him glue or tape sides. Leave the bottom open so he can insert his hand.

Give each child a copy of the sheet showing various suggestions to do wrong (see Patterns). Let them fill in the speech balloons beside it with what they feel would be an appropriate response. Discuss your answers, bringing out that Jesus can give us strength to do what we know is right.

Cut out the finger puppets representing the characters in today's story (see Patterns). Give one to each of your students and have them help you dramatize the story. Be sure they are familiar with the story first, then ask them questions that will draw out the proper response.

Trace the outline of a shoe onto heavy paper. Cover with clear contact paper. Make a list of short questions concerning the lesson. Around the edge of the shoe punch small holes at even intervals, putting in a few less holes than you have questions. Obtain a length of yarn long enough to go around the shoe plus about 8", and a needle with a large eye. In class, discuss what it would have felt like to have been in the shoes of the four boys who took a stand. Review the lesson by asking the prepared questions. Whoever can answer the question correctly may take one stitch around the shoe. Challenge the class: Can they answer enough questions correctly to get all the way around?

## QUESTIONS

Who was the king in this story?

Why were these four boys chosen for special privileges in the king's palace?

Why wouldn't the four boys eat the king's meat?

Did their decision place them in danger? Why?

Did the four Hebrew children grow weak and pale?

What happened to the four boys when they didn't eat the king's meat?

Who gave the boys good health and knowledge (wisdom)?

What did God want them to eat?

What did the king say about them?

Who is our King?

What will Jesus look at to see if we are ready to go to Heaven?

Tell of a time when God blessed you.



## PRE-SCHOOL SUGGESTIONS

Show pictures of things that could be idols. Show children how to choose right from wrong.

Accordion-fold a strip of paper into four sections. Cut a row of stand-up paper men for each child. Give them smiling face stickers to put on each face, explaining that these four men were happy because they were doing what was right.

## REVIEW IDEAS

Thought: The boys were wiser and healthier because they put God first.

Example: A review could depict making choices about trying cigarettes or alcohol and the end result — cancer or alcoholism. Daniel did not defile himself with things God could not bless. We should not defile ourselves with these things God cannot bless.

Tell the story of Daniel and the three Hebrew children. Then have some pictures of what can happen to our bodies if they are defiled with sin. Pictures of jails, hospitals, etc. Explain that drug abuse, alcohol, etc. can put people there, but everyone that goes to hell is not necessarily "defiled" in a visible way.

Playing it Safe — How the Hebrew boys didn't want to partake of something they didn't feel was right. Bring a mousetrap in a bag. Tell students that it may or may not be set. Does someone want to take a chance of getting hurt by reaching into the bag? Use the anal-

## NOTES

ogy that sometimes we may do things which we don't know whether they are right or wrong, but we go ahead anyway, and unhappy consequences may follow. The best rule to follow when we don't know something is right, is don't do it. If we have any doubts at all, stop immediately. Whenever we do something wrong, it not only hurts us, but it may hurt others too. So we should do only what we know is right, and don't do anything about which we have doubts. The Hebrew boys didn't take any chances — they did what they felt was right and the Lord delivered them.

Set a fancy table with an idol in the background and offer food to the idol. Invite a friend over who refuses to eat the food and explain why not. It is possible the food which the king ate had been offered first to idols, and certainly had not been prepared according to the Jewish Levitical purity laws.

Have a role play of the story by the children.

## COORDINATING SONGS

"O Be Careful" in Sing with Marcy, Zondervan, 1957

“The Lord’s Army” with actions

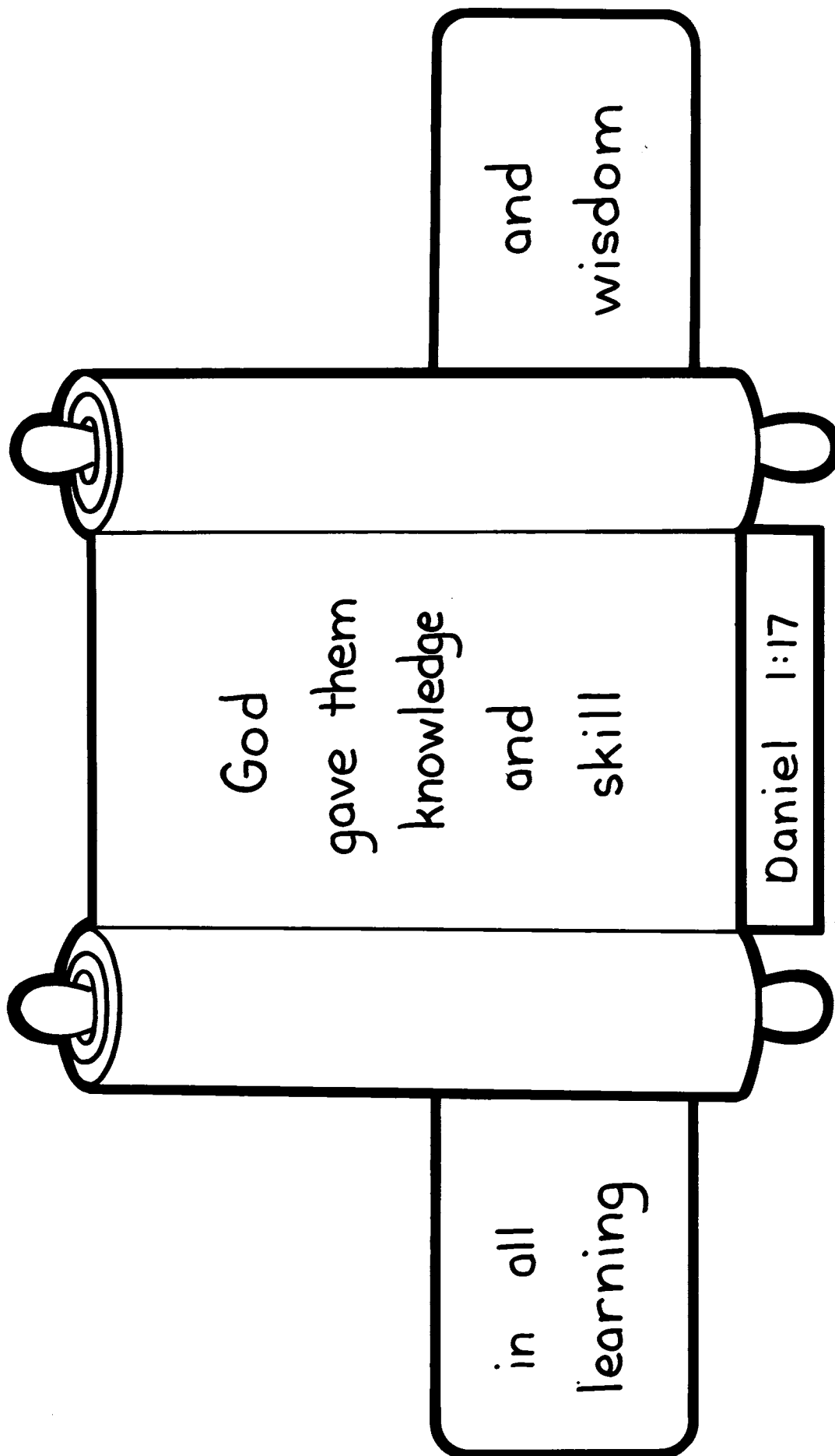
## "I Have Decided to Follow Jesus"

## SUPPORT MATERIAL

Daniel: Faithful Captive, by Lou Heath — BibLearn  
Book, Broadman Press

Daniel Says "No" — Visual Graph, Scripture Press

[illegible]



# Nebuchadnezzar's Dream

**TEXT** Daniel 2:1-19,47,48

**OBJECTIVE** The students will be able to tell how God showed Daniel the dream when he asked God for help. They will further recognize that God answers us when we pray.

**MEMORY VERSE** He shall call upon me, and I will answer him: I will be with him in trouble; I will deliver him, and honour him.  
— Psalm 91:15

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

HE SHALL CALL — Hands cupped around mouth.  
UPON ME — Both hands up, looking up.  
AND I — Point up.  
WILL ANSWER HIM — Touch fingers to lips, move hand away from face.  
I WILL BE — Point up.  
WITH HIM — Close fists, touch together.  
IN TROUBLE — Open palms toward face, move in circles in front of face.  
I WILL — Point up.  
DELIVER HIM — Move hands away from body in front of you with palms down (sharp motion).  
AND HONOUR HIM — Both hands at side of face, palms out, making bowing motion.

## MEMORY VERSE VISUALIZED

Cut apart into sections the boy kneeling, with rays coming down to him. (See pattern at end of lesson.) Place the boy on the board first, and add the descending rays

in the correct order as the students learn each portion of the verse.

## BIBLE LESSON OUTLINE

Introduction: On a chalkboard or marker board draw a large cloud-type dream balloon, leaving it empty. Ask your class if they've ever had a dream they couldn't remember.

Progression of events:

1. King Nebuchadnezzar dreamed a dream but could not remember it.
2. His wise men and magicians failed to tell him the dream, though threatened with death.
3. Daniel heard of the king's decree and went to the king, telling him that if the king would give him time, he would tell the dream and the interpretation.
4. Daniel and his companions prayed.

Climax: God revealed the dream to Daniel and he was able to tell it to the king.

Conclusion: God answered prayer for Daniel in a miraculous way.

Response: Your students will be able to relate how God answered prayer in revealing the king's dream to Daniel. They will be able to apply this lesson to their own lives, recognizing that God also answers prayer for us when we call on Him.

## BACKGROUND INFORMATION

Nebuchadnezzar was the great king of the Neo-Babylonian empire, who reigned from 605 to 562 B.C. It was he who carried away Judah in the 70-year Babylonian captivity. He figures prominently in the Books of Jeremiah, Ezekiel, Daniel and the later chapters of Kings and Chronicles.

In Nebuchadnezzar's demand of his magicians and astrologers to reveal his dream, the hoax of spiritualism and astrology was exposed. These and all other forms of divination are forbidden in the Bible because they dishonor God, who alone is the revealer of secrets.

It was Daniel's prayer life, his commitment to God and communion with Him, that made him a truly great man. Were it not for his trust in God he and his companions, along with the magicians and soothsayers, would all have been slain. But the same God who answered the prayers of Daniel and his friends and spared their lives many times is just the same today. He still hears and answers prayer.

## IN-CLASS ACTIVITIES

Copy the finger puppets and fiery furnace for each of your students (see Patterns). Allow them to act out the story as you tell it.

Give each student a copy of the picture of Nebuchadnezzar's dream (see Patterns). Have them see who can be the first to find the words of the memory verse which are hidden in the picture. Have them write the words as they find them in the spaces provided at the bottom of the picture.

Give the students a math problem that they will not be able to figure out on their own. They will need help in order to work this out, so they will have to come to you, the teacher, or their parents for assistance, but let them know they can get help with this. God can help them with problems that seem insurmountable. He is always there, and He answers our request for His help.

Give each child a copy of the drawing of Nebuchadnezzar and a child with "dream balloons" above them (see Patterns). As you talk about the lesson, let them write or draw in what Nebuchadnezzar dreamed. Then have them do the same in the other balloon, illustrating an imaginary situation where God delivered them through prayer.

Use a puzzle to emphasize how, if we don't pray, God

won't be a part of our lives. (If one piece is missing, there is no complete picture.) God in our lives is very important.

Use two paper-towel tubes, one marked Wise Men and the other marked Daniel. Stuff the tube marked Wise Men with paper towels marked with "sin spots." To illustrate that sin in the heart can cause separation between us and God, whisper a few words into the tube marked Wise Men. Whisper a few words into the tube marked Daniel. They can hear through Daniel, but not through the other tube. Why? Pull out the paper towels with sins written on each one. God answers prayers that get through, but sin gets in the way.

## QUESTIONS

What did the king ask the magicians, astrologers and sorcerers to do?

What was their punishment if they could not do it?

What did Daniel do when he heard the king was going to kill all the wise men?

What did Daniel do to discover the king's dream?

What did the king do when Daniel interpreted the king's dream?

What was the king's dream?

Why was Daniel able to tell the king's dream?

Does God always answer prayer?

## PRE-SCHOOL SUGGESTIONS

Use a toy telephone to pretend you are someone calling Nebuchadnezzar to ask him about his dream. Let your students take turns answering you and relating the dream on another phone.

Show a toy telephone, then ask children how we talk to God. We pray. Illustrate with pictures showing children praying. Stress that God hears and answers.

## REVIEW IDEAS

Ask the students if they could tell you what you dreamed about last night. Of course they can't! Only you and God know what you dream unless He reveals it to someone as He did to Daniel. Discuss the lesson from this point.

Have a skit of a child's praying before going to bed, about a problem (needs clothes or father needs a job), and the next day the prayer is answered.

## COORDINATING SONGS

"Read Your Bible, Pray Every Day"

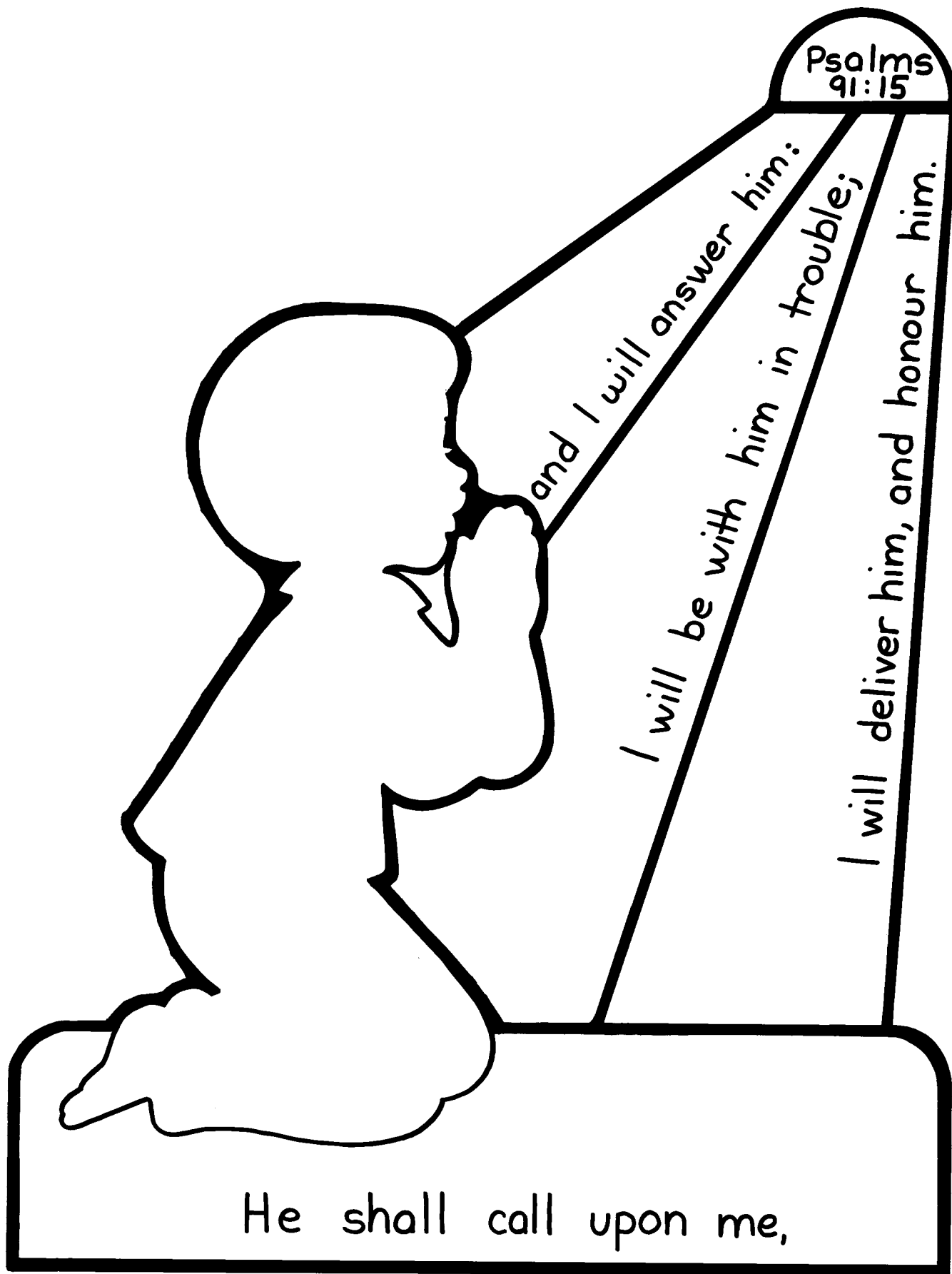
"The B-I-B-L-E"

"Why Worry When You Can Pray"

## SUPPORT MATERIAL

The Braggy King of Babylon — Arch Book, Concordia

[illegible]



# Three Boys in a Furnace

**TEXT** Daniel 3:1-30

**OBJECTIVE** The students will be able to relate how God spared the lives of the three Hebrew boys when they refused to pray to an idol. They will be able to apply this lesson to their own lives, recognizing that God will defend and deliver us if we do right.

**MEMORY VERSE** Our God whom we serve is able to deliver us from the burning fiery furnace. — Daniel 3:17

## MEMORY VERSE SONG

Our God whom we serve is ab-le to de - liv - er us,  
Our God whom we serve is ab-le to de - liv - er us,  
from the burn-ing fie-ry fur-nace he will de-liv-er us.

## MEMORY VERSE IN ACTION

**OUR GOD** — Point up, look up.  
**WHOM WE SERVE** — Palms up, move hands alternately to and from the body.  
**IS ABLE** — Make fists in front, palms down, move up and down from the wrist.  
**TO DELIVER** — Move hands away from body in front of you with palms down (sharp motion).  
**US** — Point around the room.  
**FROM THE BURNING FIERY FURNACE** — Palms up, fingers curved, wiggle like flames.  
**HE WILL** — Point up.  
**DELIVER** — Move hands away from body in front of you with palms down (sharp motion).  
**US** — Point around the room.

## MEMORY VERSE VISUALIZED

Cut apart into sections the fiery furnace. (See pattern at end of lesson.) Place each section on the board as the students learn that part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring to class some type of carved or brass statue or picture to represent an idol (Buddha). Ask your students if it would be right to pray to this. Explain that the lesson today tells about a time when three young men were commanded to pray to an image.

Progression of events:

1. King Nebuchadnezzar made an image and set it up on the plain of Dura.
2. He ordered all to come to the plain of Dura; and, at the sound of the music, to fall down and worship.
3. The three Hebrew boys refused to bow, though they faced a fiery furnace.
4. After being given another opportunity, they refused to bow, and were cast into the flames.

Climax: When the king looked in, he saw four men walking unharmed in the fire. The fourth One was the Son of God.

Conclusion: God will be with us in every situation if we are doing what we know to be right.

Response: The students will be able to relate situations in which God defends and delivers us, and will parallel this to the deliverance He gave the three Hebrew children from the fiery furnace.

## BACKGROUND INFORMATION

King Nebuchadnezzar's fiery furnace was not what the children today will think of when you speak of a furnace. Rather, it was more like a huge oven or kiln in which mud bricks were baked for use in the tremendous and numerous building projects in and around Babylon. Most of these kilns, or ovens, had both a top opening and a side opening and it was, no doubt, through the side opening that the king looked when he saw the men walking around unharmed through the fire.

To bow down to any idol, to recognize any but the one true God, is strictly forbidden to those who love the Lord. For an Israelite, idolatry was the most heinous of crimes and the greatest of sins. The relationship between God and His people is sometimes compared to the marriage relationship. To turn aside to other gods; or, in other words, to put anything above or ahead of God in our life is to commit spiritual adultery. The three Hebrew children were not about to be guilty of this and knew if they stood true to God, He would deliver them.

## IN-CLASS ACTIVITIES

Pass out copies of the picture of three boys in a furnace entitled "Standing the Heat" (see Patterns). Help your class fill in the spaces provided under the headings: "Sometimes I am tempted to do these things:" and "When I am tempted to do wrong I can . . ."

Shadow-box furnace — Use plastic or yellow cellophane over inside of box colored red. Draw three Hebrew children and "Son of Man" on ice cream-cup spoons. Stick into slots on bottom of box.

Have two teams with each child being named for one of the characters in the lesson, one name given to a child on each team. As the story is told, the children stand when their Bible name is mentioned or called. The first person to stand for his name gets a point for his team. The team with the highest score wins.

True or false questions:

1. There is one God.
2. They were told to bow two times.
3. There were three boys in the furnace.
4. Four people were seen in the furnace.
5. Five different groups of people looked to see if they were burned.
6. Six different kinds of instruments were played.
7. The furnace was heated seven times hotter for them.

## QUESTIONS

Why did King Nebuchadnezzar call the people together?

What was the signal for the people to bow down?

What did the king demand the people to do when the music sounded?

What was the punishment for not obeying?

Did Shadrach, Meshach, and Abednego worship the image? Why or why not?

How did Nebuchadnezzar act when they wouldn't bow down?

What happened to the men who threw them into the furnace?

How many men were walking around in the furnace?

Who was the fourth Man and why was He there?

How did they look when they came out of the furnace?

How did the king feel about God and the three Hebrew children after this happened?

Name some situations in which God will deliver us.

Tell some ways that God can keep you today.

## PRE-SCHOOL SUGGESTIONS

Five doll figures representing the three boys, the king, and Jesus, can be made from cardboard tubes. A parchment paper roll can be put together with toy rolling pins. Read the law saying everyone must bow down. Accordion-cut a row of figures for each child to hold and make them bow down when they hear the music (harmonica fanfare). Have a cardboard furnace with orange paper flames and a larger flame in front for "seven times hotter."

## REVIEW IDEAS

Have two teams. For each team make a statue out of at least 12 pieces of construction paper. Ask questions of the teams. You should have 24 questions — 12 for each team and a couple of bonus ones. If the question is answered correctly they get to take off a piece of the statue, starting at the top. The first team to completely destroy their statue wins.

Being Tested — Tell how the Hebrew boys were tested just like we are tested, but God is able to deliver. Use a strip of lead solder and a piece of wire that looks similar to make your point. Light a match to the piece of solder and see how it melts. Hold the piece of wire in a pair of pliers and apply the same fire to the wire. It doesn't melt, but stands the test. When God wants to use us for some important task He often puts us through a heat test to see how we stand up under it. Sometimes it's not very much fun to be tested, but if we prove true and continue to love and obey God, He will bring us through and He can use us to fulfill the tasks He wants us to do for Him.



## COORDINATING SONGS

**“Stand Up and Shout It” with actions (standing and sitting)**

## "Shadrach, Meshach, and Abednego" in Salvation Songs for Children #4

## “Dare To Be a Daniel”

Fiery Furnace — Visual Graph, Scripture Press

King Nebuchadnezzar's Golden Statue — Lion Story  
Book, Lion Publishing

Shadrach, Meshach and Abednego — Magic Picture Book, David C. Cook

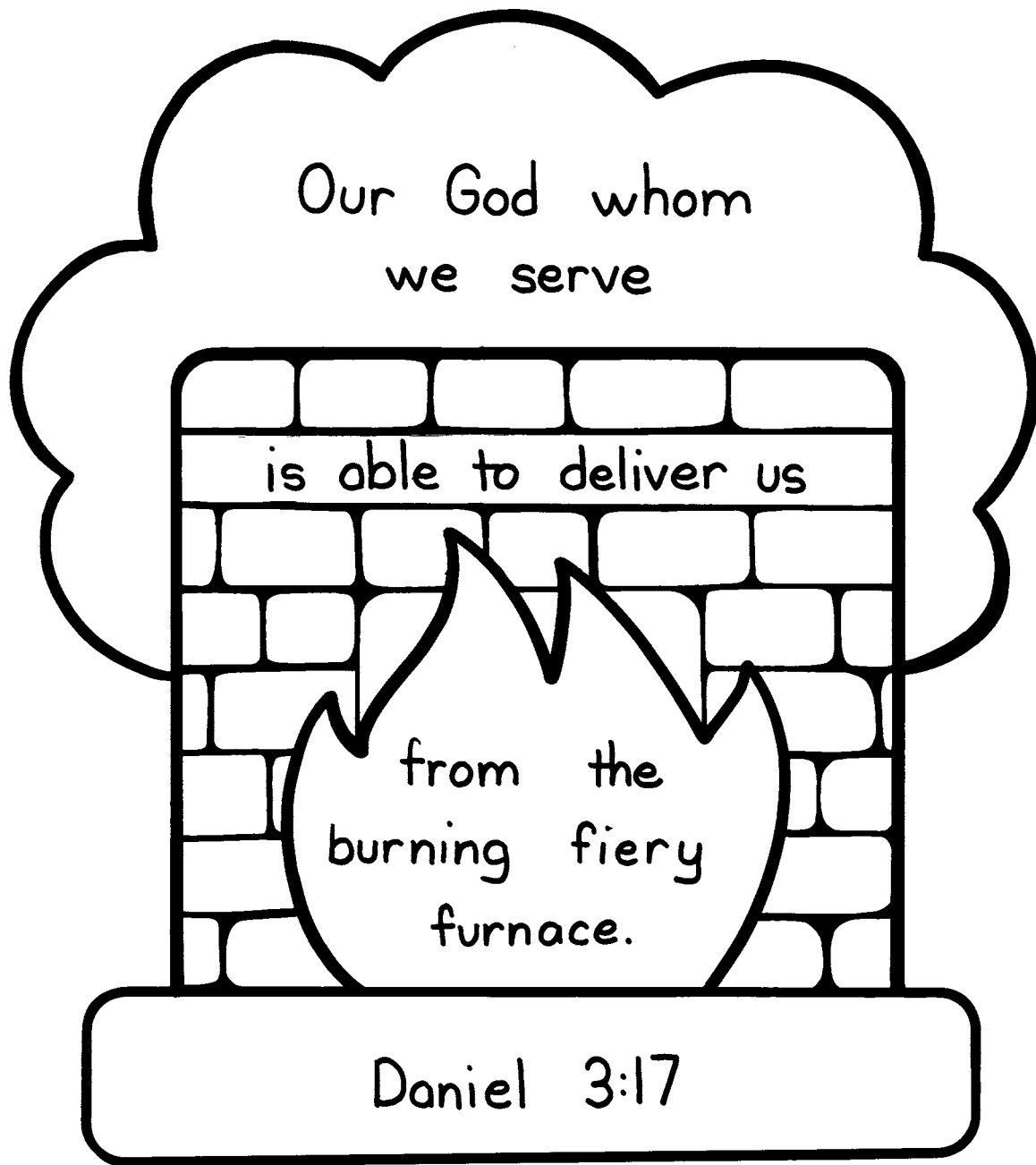
Three Men in a Furnace — Pop-Up Book, Regal Books of Gospel Light Publications

## SUPPORT MATERIAL

Three Men Who Walked in Fire — Arch Book, Concordia

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Den of Lions

**TEXT** Daniel 6:1-23

**OBJECTIVE** The students will be able to detail how God spared the life of Daniel when he did what he knew was right. They will recognize the importance of praying even when others make it hard to pray.

**MEMORY VERSE** My God hath sent his angel, and hath shut the lions' mouths. — Daniel 6:22

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**MY GOD** — Both hands up, looking up.  
**HATH SENT HIS ANGEL** — Hands at shoulders pointing out, flutter like wings.  
**AND HATH SHUT** — Slap hands together, one on top of the other like a mouth shutting.  
**THE LIONS' MOUTHS** — Point to mouth.

## MEMORY VERSE VISUALIZED

Cut apart into sections the angel hovering over the lion. (See pattern at end of lesson.) Put each portion of the puzzle on the board as that part of the verse is learned.

## BIBLE LESSON OUTLINE

**Introduction:** Give each child a pair of praying hands (see Patterns). Fold the hands, and on the outside write the words, "Because Daniel prayed, he could say . . . ." Have each student open the hands and on the inside write the words to the memory verse.  
**Progression of events:**

1. King Darius gave Daniel the position of chief among the three presidents of his realm. The others sought to find fault with him, but could not do so.
2. They caused the king to sign a decree forbidding petitions to be asked of any other beside himself.

3. Daniel prayed three times a day as usual.
  4. King Darius was compelled to have him thrown into the den of lions.
- Climax:** God sent His angel to shut the lions' mouths and Daniel was not harmed.  
**Conclusion:** God delivered Daniel because he was faithful in doing what he knew to be right.  
**Response:** Your students will be able to evaluate Daniel's behavior and tell why God honored and delivered him. They will be able to relate how God would have us respond when others make it hard for us to pray.

## BACKGROUND INFORMATION

"God hath sent his angel, and hath shut the lions' mouths." Angels are created, heavenly beings described in Hebrews 1:14 as ministering spirits. The Bible does not tell the time of their creation but certainly it was before man, to whom they were sent to minister. They were created holy but some fell from their state of innocence and were cast out of Heaven.

The work of angels is varied: Some stand in the presence of God and worship him; they assist, protect, and deliver God's people. They sometimes guide God's people (as when one directed Philip in Acts 8:26), and

they bring encouragement, comfort, and deliverance (Paul and Peter).

The Bible indicates that good angels will continue in the service of God throughout all ages, while the angels who fell will eventually have their part in the lake of fire.

Daniel's jealous colleagues, after diligent search, could find no evil in him and could contrive his downfall only through his faithfulness to God and prayer. No angel came to the rescue of his accusers, but they were devoured by the hungry lions, when condemned to a similar fate.

## IN-CLASS ACTIVITIES

Trace praying hands from Patterns, Lesson 1a. Adapt cuffs to look like a girl's or boy's sleeve. Have enough girl hands for each girl in the class and enough boy hands for each boy. Let the children color the hands and glue lace to the girl's wrist and buttons to the boy's cuff.

Have two flannel boards and two identical sets of jumbled word strips for the verse. Divide group into two teams (with their backs to each other) and see which team can put the verse in order on the flannel board in the shortest length of time. Use a stop watch or a watch with a second hand and report how long it took each team to put the verse in order.

Lion Puppet — Trace the head and jaw of the lion (see Patterns). Glue the head to the bottom of a paper lunch bag and the jaw under flap so his mouth will open and close. The children could make these and tell the story.

Explain to your class that although we will probably never have to face a den of lions, we probably **will** have to face some situations in life which may cause us to feel afraid. But God will be with us, just as He was with Daniel. Pass out pieces of paper cut out in the shape of a lion (see Patterns). Ask each student to write on one side of the lion a situation where they might be afraid. Collect the lions and redistribute them. Then ask the students to read what was written on the lion they now have and write on the reverse side how God could deliver. Then discuss the situations and responses together.

Reproduce the picture of the lions' den (see Patterns). Let your students paste on the figures of Daniel and the angel as you come to that part of the story. You may wish to put double-stick tape on the lion's mane and give the students 1" strands of brown yarn to apply. They may also color the picture.

Give each child a marking pen, a pair of scissors, an 8½" x 11" piece of yellow construction paper, a 3"

orange construction paper circle and a piece of brown construction paper 4" x 6¼". When you tell how the presidents and princes met to discuss Daniel and his possible faults (Daniel 6:4), have the children cut a rectangle for the table top around which they might have held their meeting. Daniel prayed faithfully three times a day. As you talk about this, have the children cut a triangle of brown construction paper to represent the three prayer times. As you tell of King Darius' signing the decree prohibiting prayer, have the children cut what might represent the stone in such a ring: a kite shape, like his signet ring or seal. As you talk about Daniel's going into the den, have them cut radial slashes into the circle to represent the awful roars. Discuss how Daniel might have felt as he faced the lions. The king passed hour by hour without sleep. Have the children represent four of those hours by cutting four stick-like rectangular pieces from the brown paper. After completing the telling of the story, assemble the parts on the yellow piece of construction paper. The face of the lion is drawn in (see Patterns). The children can complete their picture by adding a figure representing Daniel. You may also add the memory verse for the day. The orange "ruffles" around the lion's head can be bent outward for a 3-D effect.

## QUESTIONS

Why did King Darius like Daniel and show favor to him?  
Why couldn't the princes find anything wrong with Daniel?

What law did the princes want the king to sign?  
Could that law be changed?

What did Daniel do when he knew it was against the law to pray?

Why didn't Daniel just quit praying?

What happened to Daniel because he prayed?

What happened to the lions when Daniel was put in the den with them?

Why was Daniel saved from being hurt by the lions?

Did Daniel and the king thank God?

Tell about a time when God's angel was near you to protect you from danger.

## PRE-SCHOOL SUGGESTIONS

Make a large lion from brown construction paper for each child in the class (see Patterns). Let the children glue yarn on for his mane, or reproduce the pattern on white paper and let the children draw in the long, fluffy hair and color the picture.

Use doll figures to act out the story, including the angel and the king (with crown). Use a cardboard shoe box for a house with an open window and with a doll inside, praying. Make a paper clock with moveable hands to show Daniel prayed three times a day — morning, noon, and night. Use tape to "shut" the mouths of pup-

## REVIEW IDEAS

"Are you boys and girls afraid of our policemen? You don't need to be. We have laws in our country which are to help us to be safe. Our policemen are supposed to enforce those laws for our protection. If we drive too fast we will get a ticket. If we drive as we should we get a good feeling because we know we're doing right, but if we do wrong we will get into trouble. But in some countries there are laws which are against God. If you love God and therefore cannot obey their laws you could be put in jail. Or you might not be allowed to attend Sunday school anymore. Daniel did what was right and God delivered him just like He will do for us if we listen to His Voice when He talks to us."

## NOTES

## COORDINATING SONGS

## SUPPORT MATERIAL

Daniel and the Lions — Palm Tree Book, Concordia  
Daniel: Faithful Captive — by Lou Heath, BibLearn  
Book, Broadman Press

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it's a physical scan. There is no handwriting or other markings on the paper.



# God Uses Christian Mothers

**Lesson 9a — Honor and Obey Our Mothers**

**Lesson 9b — Mary, Mother of Jesus**

**Lesson 9c — Hannah, Mother of Samuel**

**Lesson 9d — Jochebed, Mother of Moses**

## OVERVIEW

This unit explores the ways that God uses Christian mothers to shape the lives of young children for the work of the Lord. Primaries are becoming more independent, but it is important that they understand that a proper relationship between mother and child is necessary to enable God's plan for the family to work.

The first lesson of the unit focuses on this thought, establishing that the mother has a responsibility to teach and care for her children. In return, the Bible outlines the need for the child to obey and honor his parents.

The last three lessons are Biblical examples of how

God used three special mothers to prepare and shape the lives of their children for His service.

Care must be taken in how these lessons are handled if you have children in your class whose mothers are not Christians. Your emphasis in this case must be the child's responsibility to honor and obey. If you have students who are living in a home without a mother, you may wish to refer to "your mother, or the one who takes care of you," or some phrase of this nature. We would urge that you make certain of the home situations of your students before beginning to teach these lessons.

## GAMES FOR REVIEW

Have two teams and a number of balloons with a question in each. Let one team select a balloon and pop it. If they can correctly answer the question, they score a point. If not, the other team has a chance to answer.

Ask your pianist to play one of the memory verse tunes from the last quarter. The first one who can jump up and say the corresponding verse correctly is awarded a prize (a sticker, piece of candy, etc.). Continue until all the verses have been identified. If one or two tunes are not sufficient to remind them of the verse, give them a second clue by doing the hand motions.

Adapt the shoe idea given under In-Class Activities for Lesson 8a, using questions regarding all four lessons in the unit. Make the shoe considerably larger so it can easily be seen by the combined group. As an alternative method, type the questions and put them beside each question on the reverse side of the shoe. Allow students to come to the front and pick a shoelace hole. You read the corresponding question on the back. If they can answer the question correctly, they can lace the string over to the hole they selected. (Note: You will need a much longer length of yarn for this method.) To

allow the pattern of lacing to show entirely on the front of the shoe, make each hole a double set (00) so the student can lace it to the front side of the shoe.

## CONTEST IDEAS

Throughout the unit have a contest in the department for the students to bring their mother or guardian, etc., to Sunday school. At the end of the month reward the class whose students brought the largest percentage of visitors.

To review your unit on mothers, plan a relay race using questions concerning the identity of certain mothers in the Bible. Divide your group into teams. In the front of the class place a chalkboard with a space marked off for each team. On a table in front of the chalkboard place two Bibles and two baskets containing questions. (Be sure each basket has the same number of questions.) When the start signal is given, one person from each team goes forward and selects a slip of paper with a question on it. He finds the reference in the Bible, locates the answer, and writes the answer on the chalkboard under his team designation. If the student knows the answer without looking up the reference, he may write it on the board without looking it up. The first

team to complete its questions wins, but each name must be spelled correctly. Note: Put identical questions in each basket. Following is a list of sample questions: John the Baptist's mother felt him leap in her womb when she saw her cousin Mary. Luke 1:41  
Isaac's mother was called the "Mother of nations." Genesis 17:15,16

Mahlon and Chilion were her sons, but we know her better as Ruth's mother-in-law. Ruth 1:2

She called herself "A mother in Israel." Judges 5:7

Obed's mother remained faithful to her mother-in-law even after her first husband died. Ruth 4:13

Gad's mother was a servant to Leah. Genesis 30:10,11  
Mother of Boaz. Matthew 1:5

She and her mother spiritually raised her son Timothy. II Timothy 1:5

Mother of Jeroboam. I Kings 11:26

Reuben's mother tried to secure his father's love by giving him sons. Genesis 29:32

She made a basket to put her son Moses in to save his life. Exodus 6:20

Her sons were Manasseh and Ephraim. Genesis 46:20

A wife of Nahor and mother of Bethuel. Genesis 11:29

Mother of David's fourth son, Adonijah. II Samuel 3:4

Her son Cain killed his brother. Genesis 4:1

Mother of James and Joses. Matthew 27:56

She was the mother of a king of Judah who did right in the sight of God. II Kings 15:33

She helped her daughter Eunice to raise her son spiritually. II Timothy 1:5

She favored one twin son over the other. Genesis 25:28

She died giving birth to her son Benjamin. Genesis 35:19

Mother of Jesus. Matthew 1:16

She despaired of her son, Ishmael. Genesis 21:17

## BULLETIN BOARDS

For a heading on a bulletin board, place the words, OF ALL THE MOTHERS THERE MIGHT BE I CHOOSE THE ONE THAT LIVES WITH ME. Surround with pictures (magazine, silhouette, snapshot, etc.) of mothers doing various things for the family. Use as many as possible showing family in church settings.

Use large letters spelling MOTHER vertically; for example:

cooks Meals  
cleans hOuse  
Takes to church  
wasHes clothes  
takes carE when sick  
listens to pRoblems

Use pictures or silhouettes of things mothers do for us — needle and thread, washing, cooking utensils, iron and ironing board, meals, etc.

## UNIT PROJECTS

Provide each child with a sheet of construction paper in pink, tan or brown (skin tones). Ask each child to draw a picture of his or her mother's head, color it, and cut it out. Mount these on a class or departmental board with the caption, "Thank You, God, For Our Mothers" across the top.

Make silhouettes of each of your students to give to their mothers as a special present on Mother's Day. Hang a piece of shelf paper on the wall. Seat a child close to it with a lamp shining from the other side so that it casts his shadow on the paper. Draw around the silhouette. Cut out each shape and trace it onto black construction paper. Cut that out and mount it on a piece of colored posterboard. Put the child's name, age, and date on the back.

On the first Sunday of the unit, give each of your students the tetrahedron showing the mothers who we are studying this month (see Patterns). Let them cut the shape out, and add the facial features to the face marked "My Mother," and color it. On the next three Sundays, they may similarly complete the appropriate triangle. On the final study, help them fold and glue or tape their tetrahedron together.

## CHART IDEAS

Brighten up Mother's Day by making a MOM mobile (see Patterns). Children can draw or cut out pictures of things representing what mothers do. Mount these on brightly colored paper. Punch holes in the bottom of the MOM mobile and attach the pictures with yarn. Attach a piece of yarn at the top of the mobile so it can be easily hung.

## UNIT SUPPORT MATERIAL

Bible Babies — Classroom story and activity book, 8 each of 6 pictures. Includes Moses, Samuel, and Jesus, Standard Publishing

The Bible Tells Us About God's Children — Sticker and coloring book, Standard Publishing

Children in the Bible — A Magic Answer Book, David C. Cook



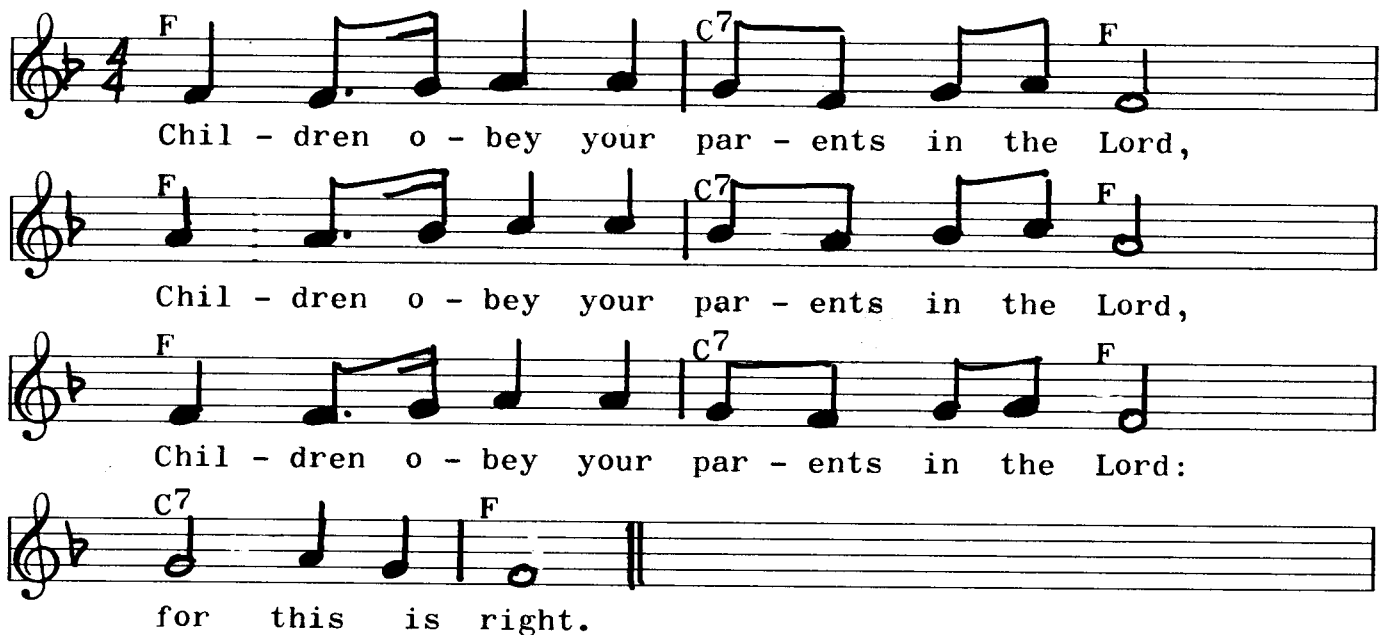
# Honor and Obey Our Mothers

**TEXT** Exodus 20:12; Proverbs 10:1; 15:20; Ephesians 6:1-3

**OBJECTIVE** The students will understand that God's plan is for mothers (parents) to teach their children the ways of God; and for children to honor and obey their mothers (parents).

**MEMORY VERSE** Children, obey your parents in the Lord: for this is right.  
— Ephesians 6:1

## MEMORY VERSE SONG



Chil - dren o - bey your par - ents in the Lord,  
Chil - dren o - bey your par - ents in the Lord,  
Chil - dren o - bey your par - ents in the Lord:  
for this is right.

## MEMORY VERSE IN ACTION

**CHILDREN** — Hold hands out, palms down showing how tall a child would be.

**OBEY** — Hold both palms facing you with right fingertips touching forehead, move hands out and down slightly.

**YOUR PARENTS** — Hold hands above head, palms down to show size.

**IN THE LORD** — Point up.

**FOR THIS IS RIGHT** — Make OK sign, thumb and first finger in circle, last three fingers up (smile).

## MEMORY VERSE VISUALIZED

Cut apart the flower into sections with portions of the verse in each part. (See pattern at end of lesson.) Assemble the puzzle piece by piece as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Show a picture of a mother and a child. Talk about how special mommys are.

**Progression of events:**

1. God knew we needed someone to care for us so He gave us mommys (or other care givers).
2. God's plan is for mothers (parents) to teach their children the ways of God.
3. God's plan for children is to obey and honor their mothers (parents).
4. Discuss ways children can honor their mother.

**Climax:** It is God's commandment that we honor our parents. We must obey this law if we are to enjoy God's blessing on our lives.

**Conclusion:** Parents have been ordained by God to teach us. We should respect and obey them.

**Response:** The students will be able to explain the re-

sponsibilities of mothers (parents) and children in regard to each other.

## BACKGROUND INFORMATION

In contrast to most historical cultures and many even of today, the Biblical view of women is not one of social or religious inferiority. The four “mothers” of the Hebrew nation, Sarah, Rebekah, Leah and Rachel, were always considered with reverence by the Jews. In I Peter 3:5, they are called “the holy women.” Even a superficial reading of the Bible will make evident the great influence women had in all aspects of the society, however not always for the good. Women like Sarah, Miriam, Rahab, Deborah, Hannah, Ruth, Esther, Elisabeth, and Mary played a tremendous role in shaping the Bible narrative. Indeed, five women are included in the genealogy of Christ (Matthew 1:1-16).

The family unit was created by God (Genesis 1:27,28; 2:21-25) and its preservation is of utmost importance to Him. Three of the Ten Commandments are in reference to it. “Honour thy father and thy mother . . . Thou shalt not commit adultery . . . Thou shalt not covet thy neighbour’s . . . wife.”

A great distinction appears when one compares ancient Jewish and Christian home life with that of the neighboring heathens’ home life. In contrast to those heathen societies where women were considered only property and children could be disposed of at the whim of their parents, Scriptures like Proverbs 19:14, “a prudent wife is from the LORD,” and Psalm 127:3, “children are an heritage of the LORD,” are like a breath of clean air.

To each, God has given a unique role. To the wife God says, “submit to your husband”; to the child God says, “honor and obey your parents”; and to the husband and father God says, “love, cherish and provide for your family.” When all three are functioning as God has directed there is great blessing. When any of the three are in rebellion to God’s plan there is great trouble.

## IN-CLASS ACTIVITIES

Give each of your students a copy of the gift package (see Patterns for Unit 4, Page 61). You may wish to remove the vertical ribbon before reproducing the pattern. Ask your students what they would choose if they could give their mother any present in the world. Let them draw their “gift” inside the gift box as you talk about the fact that the best present we can give our mothers is our obedience to her and to God.

Help each student make a Mother’s Day gift. Bring one plain white plastic plate per child, permanent color markers, ribbon and glue. Trace each child’s hand in the center of his plate. Let him decorate the rest of the

plate with markers. Write the child’s name and year at the bottom of the plate. Glue a piece of ribbon to the back to make a hanger.

A Helping Hands motto can be made from a folded piece of construction paper. Use each child’s hands as a pattern and trace around his hands, one on each half of the paper. Print the following verse below the hands: “My little hands, dear Mother, are not so very strong, but I’ll show how much I love you by being helpful all day long.”

To make a crayon rubbing picture, cut a flower shape from cardboard and place under a sheet of typing paper (see Patterns). Color over the paper with crayon. Use a sharp pointed knife to cut out shaded areas. Use a hole punch for flower centers. Mount the crayon rubbing on construction paper and write “Mother Loves Me,” at the bottom.

Cut a vase or flower pot from construction paper. Draw or make from ribbon or cord several stems coming from the pot (see Patterns). Mount on a contrasting sheet of construction paper or other backing. Have the children draw flower shapes and attach them on the end of each stem and write on it a way they can honor and obey their mothers, such as Don’t whine, Be good, Pick up toys, Say “I love you,” Do what she says.

## QUESTIONS

What does *honor* mean?

What does it mean to **honor** our parents?

What are some things our mothers do for us?

What are some things we can do for our mothers?

What are several reasons for obeying our parents?

What is the meaning of “nurture and admonition of the Lord”?

Why would it be impossible to love God with our whole heart and not love or honor our parents?

What might you do today to show your mother you love her? Your father?

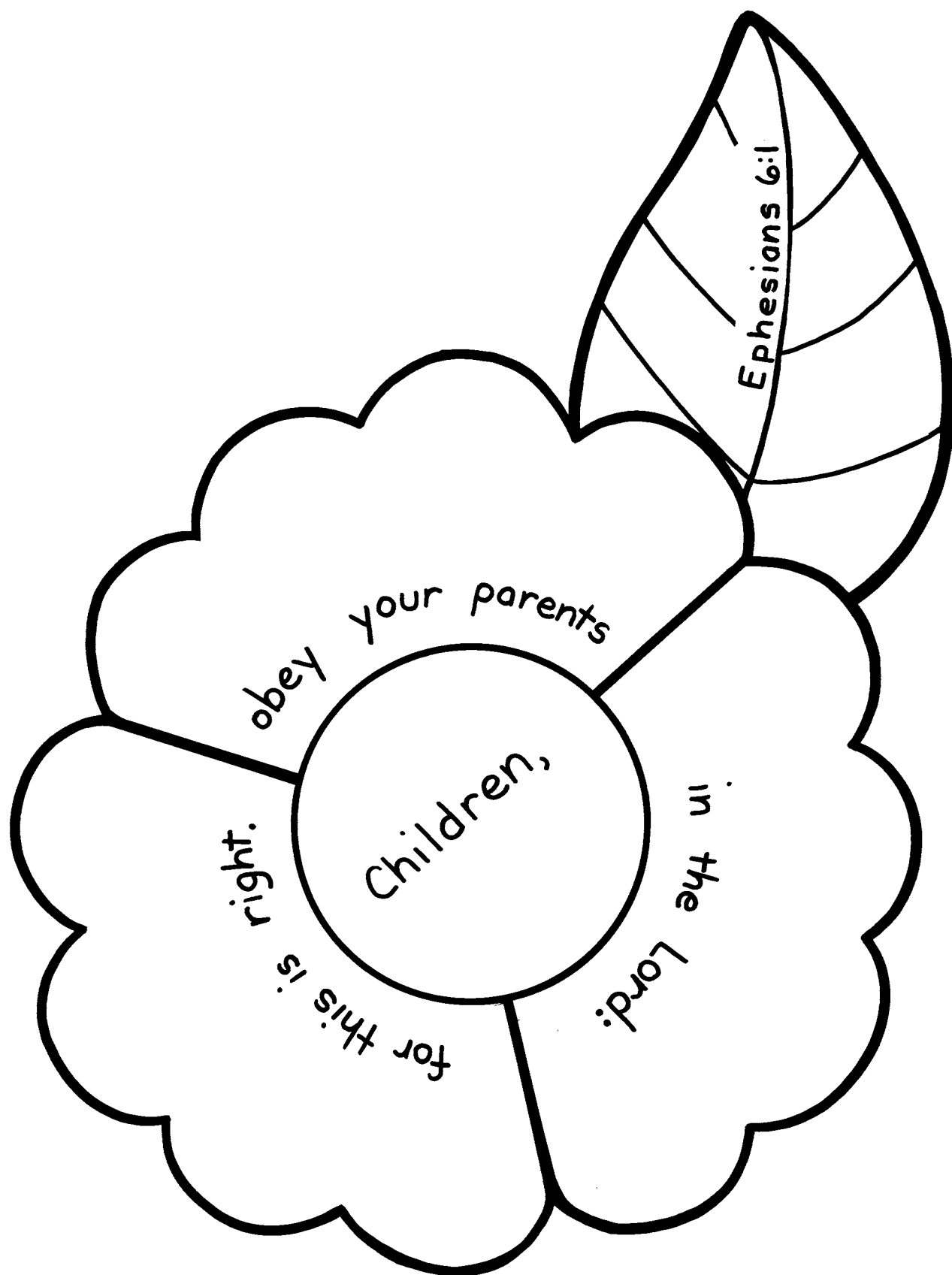
Can you remember some time when you did something your mother or father had told you not to do? When they found out, how did they feel? How did you feel? If they never found out, Who does know all about it? How does He feel? Now that you remember, what should you do?

## PRE-SCHOOL SUGGESTIONS

The following is a recitation that could be recited if you have a special Mother’s Day program; either by one student or your whole group.

Congratulations, Daddy,  
On this Mother’s Day;  
I’m sure glad you didn’t  
Let my mommy get away.





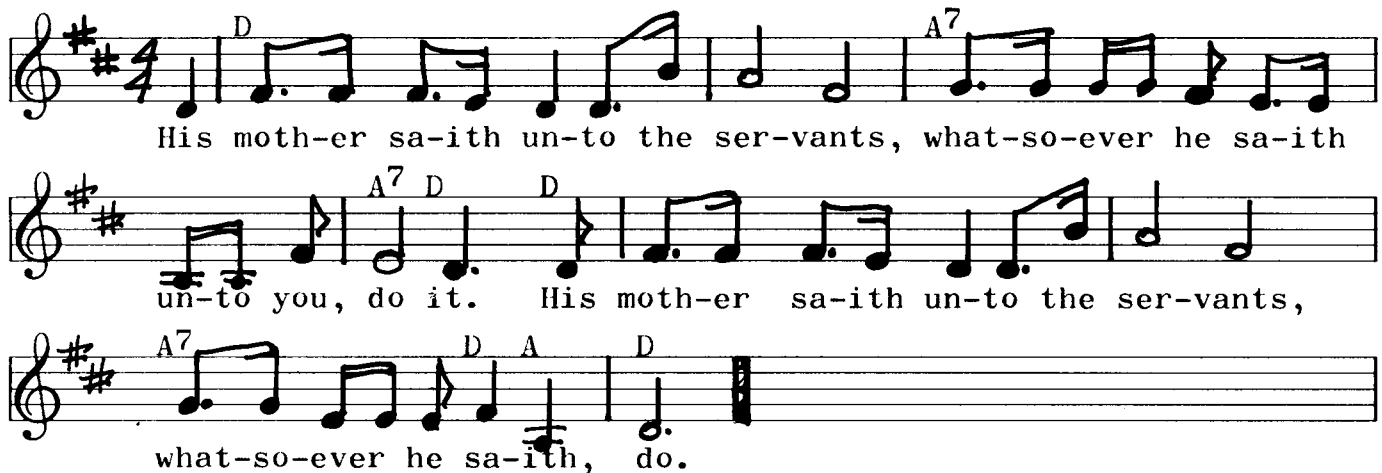
# Mary, Mother of Jesus

**TEXT** Luke 2:40-51; John 2:1-5

**OBJECTIVE** The students will be able to describe how God used Mary to teach and encourage Jesus toward His ministry.

**MEMORY VERSE** His mother saith unto the servants, Whatsoever he saith unto you, do it. — John 2:5

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**HIS MOTHER** — Hands above your head, palms down showing how tall she is.

**SAITH** — Touch fingers to lips, move away from face.  
**UNTO THE SERVANTS** — Palms up, move hands alternately to and from the body.

**WHATSOEVER HE** — Point up, look up.

**SAITH UNTO YOU** — Touch fingers to lips, move away from face.

**DO IT** — Cup hands, palms down, move side to side.

## MEMORY VERSE VISUALIZED

Cut apart the illustration of a woman and the large pot. (See pattern at end of lesson.) Assemble the puzzle a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a series of pictures showing the growth of a child (either personal photographs or pictures cut from magazines or catalogs). Briefly discuss with your class the things a mother must do for a child at each stage of development.

**Progression of events:**

1. Mary, Jesus' mother, cared for Him and tended to His needs just as any mother does.
2. Jesus grew physically and learned just as we do.
3. Even more important than the physical care were the things Mary no doubt taught Jesus.
4. Mary knew Jesus was God's Son and that He had a special calling on His life.

**Climax:** The incident at Cana shows Mary's confidence in Jesus.

**Conclusion:** Mary was chosen by God to be the one with the most direct influence on Jesus during His youthful days on earth.

**Response:** Your students will be able to describe the type of care and training Mary gave Jesus, and will recognize that this, no doubt, was a great influence in His life.

## BACKGROUND INFORMATION

Mary was a woman of great spiritual stature. When the angel appeared to her to reveal the will of God, he said she had found favor with God (Luke 1:28). The redemption of mankind rested on Mary's reply, "Be it unto me according to thy word" (Luke 1:38).

Although Mary did not fully understand all these strange happenings it is twice stated that she “kept all these things [sayings] and pondered them in her heart” (Luke 2:19,51).

As Mary gave birth to this most special Child, as she fed, clothed, and nurtured Him in His early years she surely realized that He was an extraordinary Child. As she saw her Son grow strong in spirit and increase in wisdom and in favor with God and man, (Luke 2:40,52) her confidence and love for Him also grew until she was able to say, “Whatsoever he saith unto you, do it” (John 2:5). Although she may have been perplexed at times she never interfered in His work. Unlike some of Jesus’ other relatives (John 7:3-5), Mary’s love for Jesus did not waver and after His resurrection she is seen participating in the church on the Day of Pentecost (Acts 1:14).

When in John 2 Jesus said, “Woman, what have I to do with thee,” He was not giving her a strong rebuke. Using the same gentle word “woman,” Jesus spoke to His mother from the cross and placed her in the care of John the beloved (John 19:26). However, at this beginning point of Jesus’ public ministry Mary needed to release all claim to Him as her Son, and see Him for who He really was, God’s Son. At His words, “What have I to do with thee,” her reply, “Whatsoever he saith unto you, do it” shows her willingness to allow Jesus to become all God wanted Him to be. He was no longer subject to her (Luke 2:51), but her unto Him!

## IN-CLASS ACTIVITIES

Give each child a copy of a diary page (see Patterns). Have them pretend that they have found a diary written by Mary, the mother of Jesus. Have them write what they think she would have written on the evening after she found Jesus in the Temple talking with the elders.

Cut a hammer and saw out of cardboard for each child (see Patterns). Explain how Jesus helped His parents, and learned to be a carpenter like Joseph.

Cut one cup, spoon, and bowl from cardboard for each child (see Patterns). Explain how Mary taught Jesus to be a helper.

## QUESTIONS

What are some things that you think Mary taught Jesus when He was small?

What are some of the ways you think that Mary helped Jesus to grow “strong in the spirit” and “filled with wisdom”?

What in our text shows that Jesus was obedient and learned the things His parents taught Him?

What was the occupation of Joseph? What other story are you familiar with about Joseph?

Why do you suppose it was possible for Mary and Joseph to travel a whole day without missing Jesus? Did you ever get separated from your folks while out shopping or in some crowd? If so, how did you feel? How do you think your parents felt?

What in our lesson shows Mary’s feelings at being separated from Jesus?

Sometimes people today, by their actions, become separated from Jesus. How should they feel when they realize this?

What do you think Jesus meant when He said He must be about His Father’s business?

What did Mary expect of Jesus when she went to Him at the wedding feast?

What did she tell the servants to do? If they had not obeyed how might things at the wedding have been different? How important is obedience?

## PRE-SCHOOL SUGGESTIONS

To illustrate that only Jesus could change water into wine, bring a pitcher of water and a small glass for each student. Pour each one a sip of water and let them drink it. Discuss how the water would still be water, even if you **told** it to become Koolaid. The only way you can change it is to add something to it. (Add a package of Koolaid to the water and let them taste the drink.) But Jesus changed water to wine without doing anything to it.

Enlarge the illustration for this week’s story, and mount it on a piece of posterboard. Color the picture with marking pens. Then cut the picture into as many puzzle pieces as you have students. Mail each student one piece with instructions to bring it to class next Sunday. Note: This idea could be used with any lesson.

Make as many Baby Jesus figures and mangers as you have colors of paper — one of each color (see Patterns). Put babies in one pile, mangers in another. Let the children see how quickly they can put the babies in the right mangers according to color. Set a timer and see if they can beat the clock.

## REVIEW IDEAS

Enact a drama in which you appear dressed in a costume of Biblical times. Pretend to read a daily paper, such as the “Jerusalem Times.” Read a headline or two, then come across an article that relates the incident of water’s being turned to wine. Pretend disbelief, but notice the governor of the feast was Mr. \_\_\_\_\_, an acquaintance of yours. Go to visit him, and hear his first-hand account of what happened.

## COORDINATING SONGS

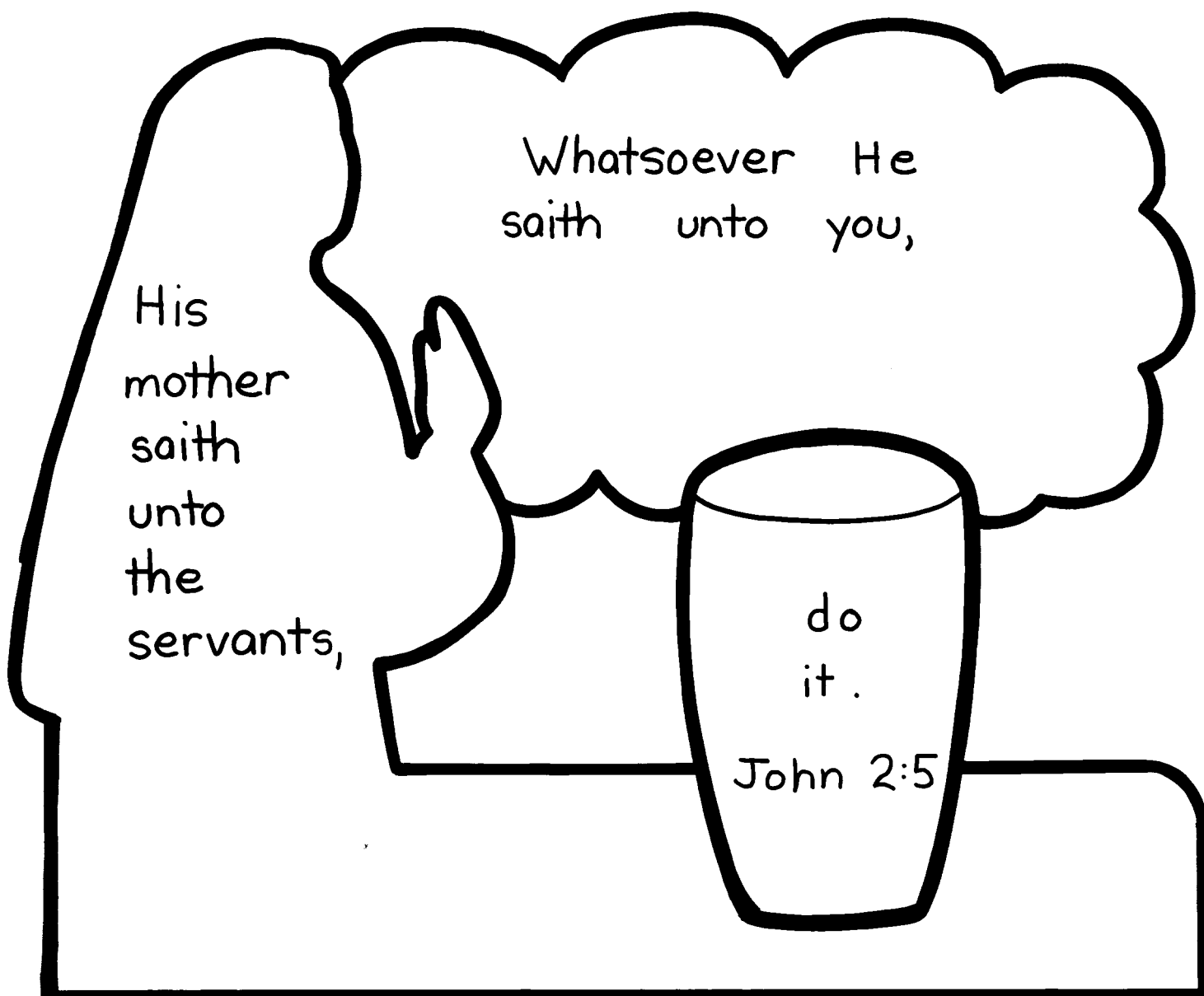
“Everybody Ought To Go to Sunday School”

## SUPPORT MATERIAL

Mary, Mother of Jesus — by Barbara Hintze, BibLearn  
Book, Broadman Press  
Mary, Mother of Jesus — Teach-o-graph, Standard  
Publishing

## NOTES

This image shows a full page of blank, lined paper. It features approximately 20 horizontal black lines spaced evenly across the page, typical of notebook or legal stationery. The lines are thin and extend from the left edge to the right edge of the page. There are no margins, text, or other markings present.





# Hannah, Mother of Samuel

**TEXT** I Samuel 1:9-28; 2:18-21

**OBJECTIVE** The students will review how God answered Hannah's prayer for a son and helped her dedicate Samuel to the work of the Lord.

**MEMORY VERSE** For this child I prayed; and the LORD hath given me my petition. — I Samuel 1:27

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

FOR THIS CHILD — Pretend to hold baby in arms.  
 I PRAYED — Praying hands.  
 AND THE LORD — Point up, look up.  
 HATH GIVEN ME — Hands out, palms up.  
 MY PETITION — Move hands toward body touching chest.

## MEMORY VERSE VISUALIZED

Cut apart into sections the illustration of a mother praying and a small child. (See pattern at end of lesson.) Place the mother on the board first, and then add the other two sections as those portions of the verse are learned.

## BIBLE LESSON OUTLINE

Introduction: If possible, have someone bring to class a real baby. If not possible, use a photo of a baby. Discuss how precious and special a baby is to its mother. Progression of events:

1. Hannah vowed that if the Lord would give her a son, she would return him unto the Lord.
2. Eli rebuked her for drunkenness, but she explained her petition to the Lord.
3. God granted Hannah's request and gave her a son, Samuel.
4. Hannah kept her vow, and when Samuel was weaned she took him to the house of the Lord.

Climax: Hannah visited Samuel every year, bringing him a little coat.

Conclusion: God answered Hannah's prayer, and she was faithful in fulfilling her vow to Him.

Response: Your students will be able to retell the story of Hannah and Samuel.

## BACKGROUND INFORMATION

The spiritual condition of Israel had reached a low point. Some 300 years earlier Joshua had led the people into the Promised Land. They had failed to complete God's command to drive out the wicked inhabitants and had adopted some of their evil practices. Because of this God allowed these heathen nations to trouble Israel to cause them to turn back to Him. When the people repented and cried out to God He sent them judges to lead them out of their trouble. However, they soon forgot God and returned to their evil ways. At this period of time, the nation was in one of these backslidden states. But Hannah, the barren wife of Elkanah, began to call on God.

Barrenness in that culture was viewed as a punishment from God and a great reproach. However, in those days of great spiritual darkness, this woman's faith in God was very much alive. Not only did she see her own need but the needs of the nation as well and promised to allow God full control of her son. God heard her prayer and she was granted a son whom she named

Samuel, meaning “asked of God.” In I Samuel 2:1-10 Hannah expressed a song of joy for God’s blessing.

As Samuel and his mother experienced the sacrifice of separation, he must have realized that dedication and faithfulness to God was even more important than family relationships. This is in contrast with Eli and his relationships with his undisciplined sons.

## IN-CLASS ACTIVITIES

**Glove Puppets.** Glue a small piece of Velcro onto each finger of a white work glove. Glue the other side of the Velcro to a yarn pompon. Then trim with yarn, felt, moveable eyes, etc., into Bible characters, animals, etc. Attach pompon characters to glove with Velcro. This way, you may change characters for different stories. Insert hand into glove, work individual fingers as you tell the story. One glove with characters could be provided for each student. These gloves could be kept by the teacher and used now and then in class as an activity. This could also be adapted for use as finger puppets. Children could tell the story in their own words.

Let the children color the pictures of Hannah praying in the Temple with Eli behind her, and then the one of Hannah alone. Cut out and color the baby Samuel (see Patterns). Glue the baby in the mother’s arms. The children could also glue a small piece of flannel to the baby’s blanket.

**Stick Puppets —** Cut out shapes of Hannah praying, Elkanah, Eli, baby Samuel, boy Samuel and Samuel’s new coat (see Patterns). Cut them in duplicate from light cardboard or heavy construction paper. Let the children draw on faces, etc. They may color the figures if you wish. Older children may want to add bits of material, yarn for hair, etc. Faces may be cut from magazines and glued on also. Insert tongue depressor or ice cream stick between the shapes and glue them. You may make a stage for the puppets from a shoe box or posterboard. Cut an opening in the lid of the shoe box. Tape the lid to the box. Cut out the bottom of the shoe box and let puppets appear before the opening. For the posterboard, cut a rectangular piece, then cut out an opening. Cut two narrow pieces as tall as the rectangle and tape onto the sides for flaps to make the stage stand up. Or you could just fold the sides back. Let each child make a set of figures and a stage. Let them act out the story. They can take it home and tell it to others.

Give each child a paper doll representing Samuel wearing a simple garment, and a coat for them to cut out (see Patterns). Make a pocket slit on each coat. Allow the children to color and decorate the coat with marking pens. As they do, discuss how Hannah no doubt la-

bored over details and decorations on each little coat she made for her son. Give each child a little slip of paper on which to write a short note from Hannah to Samuel. Slip the note in the slit made in the pocket.

## QUESTIONS

What did Hannah pray for?

What did Hannah promise to give God if He answered her prayer?

What are some things you think Hannah taught Samuel?

What actions on Hannah’s part showed how very much she wanted a baby son?

Hannah said unto God, “Remember me. . . .” What does this tell you about the way Hannah lived?

How should we live if we want God to remember us, to hear and answer our prayers?

What is a word we sometimes use when a promise is made to God? What did Hannah promise God?

When we promise God something, how important is it that we keep that promise? Why?

Why is it important also that we keep our promises to our friends?

How did God answer Hannah’s prayer and how did she keep her promise to God?

How did Samuel respond, or react, to the consecration his mother made regarding him?

What might be some of the character traits Hannah helped to instill in Samuel?

## PRE-SCHOOL SUGGESTIONS

**Action Play —** Do What Hannah Did. Ask each child to find a spot in the room which will be his own “space.” Each child should return to his own place when you say “space.” Give the following directions one at a time. Allow the children time to carry out the directions, then say “space” before giving the next direction.

1. Show how Hannah prayed for a son.
2. Show how Hannah washed Samuel’s clothes.
3. Show how Hannah fixed Samuel’s food.
4. Show how Hannah sewed coats for Samuel.
5. Show how Hannah looked when Samuel was naughty.
6. Show how Hannah took Samuel to the Temple.
7. Show how Hannah thanked God for Samuel.
8. Show how Hannah walked to the Temple.
9. Show how Hannah walked to the altar and prayed.
10. Show how Hannah walked home, and show by your face how she felt when God answered her prayer.
11. Show how Hannah carried the baby Samuel.
12. Show how Hannah held Samuel’s hand and took Samuel for walks.

Cut out the four small pictures showing events in the story of Hannah (see Patterns). Let your children ar-

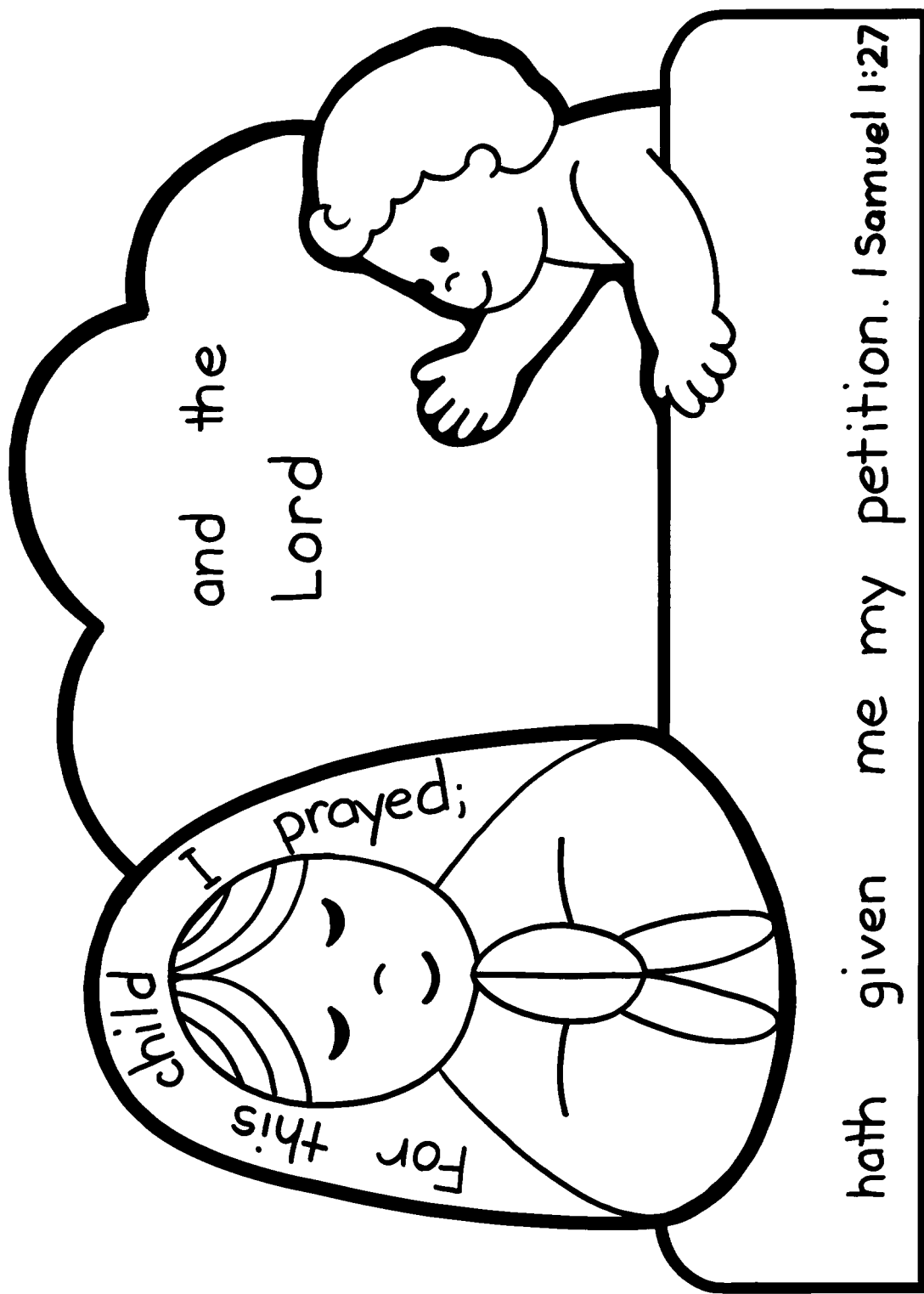
Make finger puppets of the boy Samuel for each of your students (see Patterns). Color them, and then cover with clear plastic contact paper before cutting out. Allow each child to “do” little chores with his finger puppet in a small Temple interior you have set up. For example, he could hold a small square of cloth to dust a little table, or sweep with a little broom.

The story of Hannah is a perfect story for dramatization as a pantomime. Enlist the help of some of your students who are uninhibited about really acting the parts.

## NOTES

The Little Boy Samuel — by Jane Belk Moncure, Standard Publishing

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a template for writing. There are no margins, text, or other markings on the page.



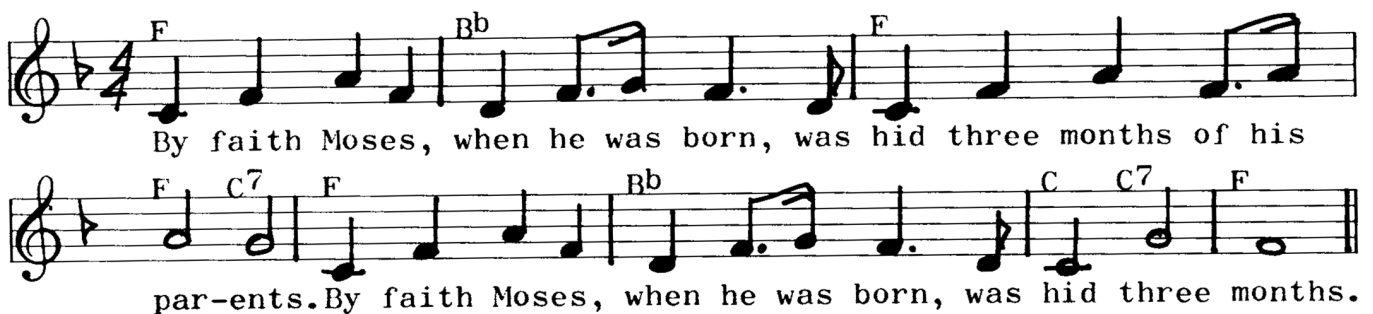
# Jochabed, Mother of Moses

**TEXT** Exodus 2:1-10; Hebrews 11:23-26

**OBJECTIVE** The students will be able to explain how God used Jochabed to protect and instruct Moses in the things of God.

**MEMORY VERSE** By faith Moses, when he was born, was hid three months of his parents. — Hebrews 11:23

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**BY FAITH MOSES** — Make fists one on top of another.  
**WHEN HE WAS BORN** — Rock baby in arms.  
**WAS HID** — Left hand up like shelter, right hand "hide" under it.  
**THREE MONTHS** — Hold up three fingers.  
**OF HIS PARENTS** — Hold right hand above head, palm down, shorter for mother, taller for dad.

## MEMORY VERSE VISUALIZED

Cut apart into sections the baby in a basket. (See pattern at end of lesson.) Put the baby on the board first, adding the basket and the water as these portions of the verse are learned.

## BIBLE LESSON OUTLINE

Introduction: Bring to class several items used for protection such as a hard hat (falling objects), umbrella (rain), life jacket (deep water), or shield (weapons). Discuss what each protects us from, but conclude by pointing out how much better God's protection is. Progression of events:

1. Because of Pharaoh's decree, Moses' parents hid him until he was three months of age.
2. His mother made an ark of bulrushes and placed the baby in it.
3. The basket was placed on the river, and Miriam watched nearby.

4. Pharaoh's daughter came to the river, saw the basket and discovered the baby.
  5. She had compassion on the child.
- Climax: Miriam was sent to find a nursemaid for the child, and brought the baby's own mother.  
 Conclusion: God's protective hand was over Moses, and He allowed the baby's mother to have her child once more. Thus, she could instruct him in the ways of God.

## BACKGROUND INFORMATION

The clan of 70 Israelites had entered Egypt 430 years earlier at the request of Joseph. They lived in peace in the rich land of Goshen (the Nile delta) for probably only 30 years (compare Acts 7:6 and Exodus 12:40). In spite of the next 400 years of hardship, the people multiplied greatly until there were at least two million Hebrews.

The Pharaoh was determined to stop the growth of this people and so issued the decree to kill all the male babies. However, Scripture tells us that Jochabed and Amram (Numbers 26:59) were not afraid of the king's command because of their faith and trust in God (Hebrews 11:23).

Although Moses became the son of Pharaoh's daughter, he was raised by his own godly mother. She no doubt instilled within the heart of Moses faith in God

and a sense of purpose as she repeated the story of his miraculous deliverance from death.

Pharaoh thought he had “dealt wisely” (Exodus 1:10) with the Hebrews in order to keep them in subjection. However, God used Pharaoh’s treachery and hardness of heart to bring about the miraculous deliverance of His own people through Moses. When it came time for Moses to choose for himself, the humble faith of his mother was more attractive than all the wealth of Egypt (Hebrews 11:24,25).

## IN-CLASS ACTIVITIES

**Cattail** — Cut cattail head from brown felt or velour paper, and stems and leaves from green construction paper (see Patterns). Glue to blue background. Across the bottom print the words, “A Mother Has Faith.”

Allow each of your students to make a baby in a nut-shell. For each baby, you need half a walnut shell, one peanut in the shell, one square of flannel about 1½”, and markers. Draw a face on the peanut, wrap in flannel, and put into the walnut shell. Let each child take his baby home.

Make a copy of the baby and one of the basket in the bulrushes (see Patterns). Color the basket and the baby. Cut a slit in the basket. Cut out Baby Moses and slip in the basket.

Help your students “hide” Baby Moses and Miriam. Copy the picture of the basket and the bulrushes. Color the picture. Color the bulrushes green or cut from green paper. Cut on heavy lines. Put glue along bottom of picture. Glue on bulrushes to hide Baby Moses and Miriam.

Fold a large sheet of brown construction paper. Draw semi-circle baskets on both top and bottom. Inside, put Baby Moses, or draw him (see Patterns). If you use the pattern, have children color the baby, cut out and glue into the basket.

**Mini Viewer** — Needed: Scissors, transparent tape, crayons, an empty kitchen matchbox, a roll of adding machine tape, and lots of imagination! To make the viewer: Cut two slits in the center of the top of the matchbox, about two inches apart. You may decorate the viewer by wrapping the outside in paper and then coloring it or covering it with contact paper. To make the film: Mark off 2” spaces on the adding machine tape to make frames. Write the title of your film on the **second** frame. Then begin drawing each part of your story. You make figures talk by using a “word bubble.” Write THE END on the last frame of your film. Color your film. Slip the inside of the box into the sleeve, bottom side down. Thread your film from right to left through the

slits and in between the bottom of the box and the sleeve. Pull the film slowly through the viewer to see the story. You might make a tape-recorded sound track to go along with the frames of your story. Use a bell or some special sound to indicate when to move the film forward. You can store your films in the viewer. Suggestion: For older youngsters, frames could be cut from Christian comic books and glued onto the tape to make a film.

## QUESTIONS

Why did Jochebed, mother of Moses, have to hide him when he was a baby?

What do you think were the feelings of Jochebed when she put her baby in the little ark in the river?

Because of God’s protecting hand, who found Moses when he was hiding in the River Nile?

How was Moses’ mother able to help her baby after he was found by Pharaoh’s daughter?

Miriam was just a young girl at this time. What characteristics might describe her? Were you in her place, what might your feelings have been?

What incidents in this story reveal God’s answer to the prayers of this family?

Did Moses’ mother talk to him the most about God or Pharaoh? How was Jochebed able to implant the truths of God and Moses’ true heritage in his mind and heart? What influence did that have in his later life and the decision he made as a young man?

What might Moses’ life have been like had he chosen to remain in Egypt as the son of Pharaoh’s daughter? How might we compare the decision Moses made with the one we all must make at some time in our life?

## PRE-SCHOOL SUGGESTIONS

Give each child a copy of the simple drawing of the baby in the basket (see Patterns). Let them draw in the tall grass which hid the baby.

Tell the story with a doll with blanket in a basket (nut shell may be used). Use blue cellophane for water, plastic or silk greens for flags. Make a simple line drawing of the king with a frown. Make scroll and write “decree” words on it. Doll figures can act out the story.

## REVIEW IDEAS

Start with the square sheet of paper at least 3 feet by 3 feet. Fold each corner to the center, making another smaller square. Turn over and repeat folding in the corners, making a smaller square. Turn over again and on the outside flaps write “Mom,” “Mother,” “Mommy,” and “Mama.” On the inside of the flaps put stickers of faces, including Jesus’ face. Underneath the flaps write questions about each of the lessons.

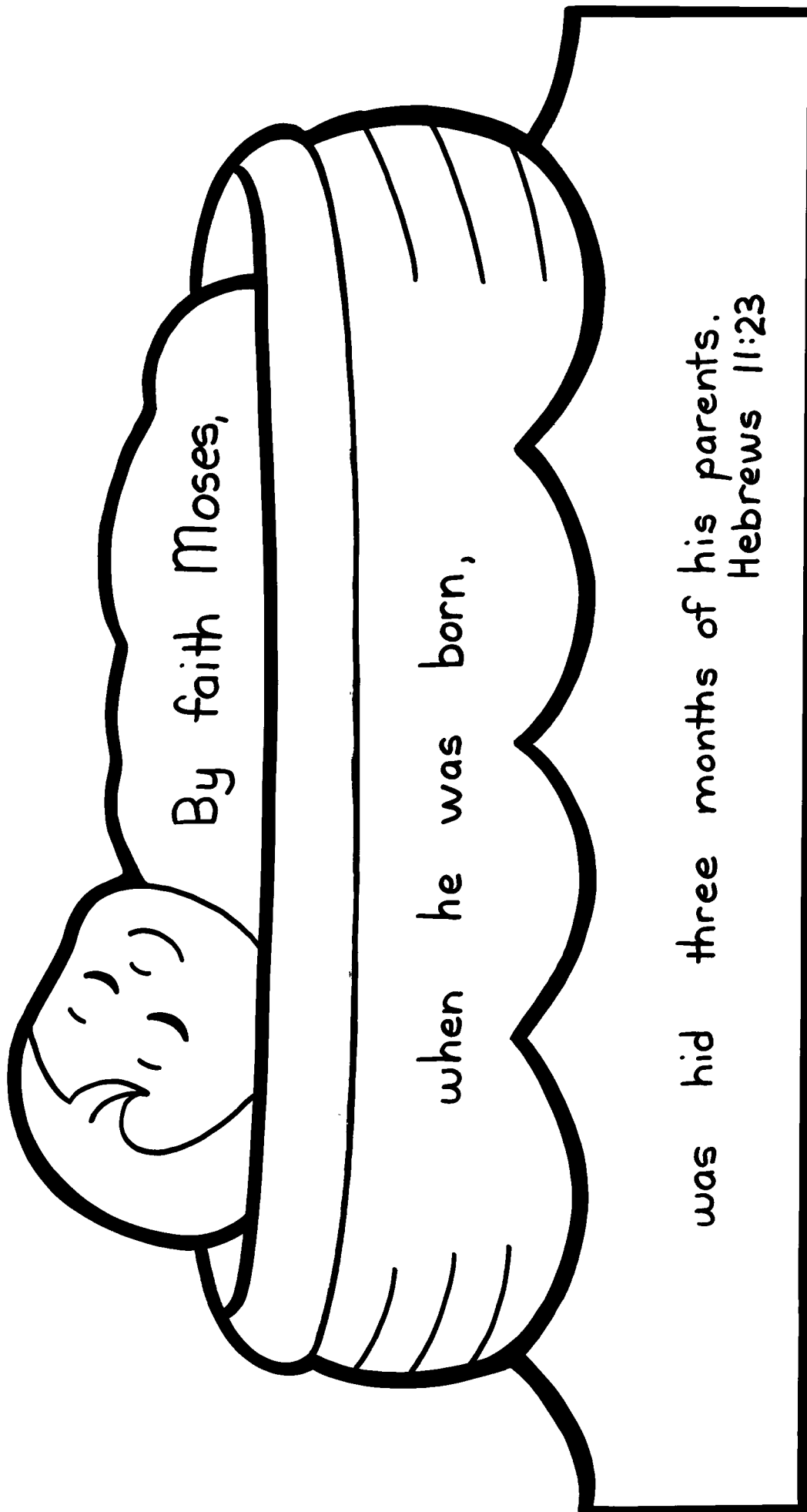
Examples: Today’s memory verse

Name of Bible mother

Cut out the lesson symbols (see Patterns) in a size appropriate for display with words on a chalkboard. Arrange the symbols in a random order on a bulletin board. Explain to your group that to review the lesson they will help you write a story using these symbols. Write simple sentences on a chalkboard but leave blanks to fill in with the pictures. When they tell you which picture should be placed there, remove the symbol from the adjacent bulletin board and use a piece of double stick tape to mount it in the proper spot. Note: You may need to cut out some of the symbols more than once. Write your story out in advance and count

Baby Moses — Suede-graph, Concordia  
 Baby Moses — by Ruth Odor, Standard Publishing  
 Baby Moses — Happy Day Book, Standard Publishing  
 Baby Moses — Magic Picture Book, David C. Cook  
 Baby in a Basket — Palm Tree Book, Concordia  
 Baby in a Basket — Scripture Press  
 The Baby in a Basket — by Ruth Odor, Standard Publishing  
 God Watches Over Baby Moses — Inlay puzzle, Standard Publishing  
 Stories About Moses — Pict-o-graph, Standard Publishing  
 Princess and the Baby — Arch Book, Concordia  
 The Young Moses — Coloring and Activity Book, Bible Discovery Aids

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





[illegible]





Teacher's Name \_\_\_\_\_

A Bible study resource guide for  
*Primary Pals* teachers

## **Apostolic Faith Church**

5414 SE Duke Street  
Portland, Oregon 97206-6842, U.S.A.  
[www.apostolicfaith.org](http://www.apostolicfaith.org)  
*PRINTED IN THE U.S.A.*