

PRIMARY PALS

TEACHER'S GUIDE



Units 13,14,15

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.

Unit 13 — God’s Plan for Joseph.....	1
Joseph’s Dreams	Lesson 13a3
Sold into Egypt	Lesson 13b6
Joseph in Prison	Lesson 13c9
Ruler in Egypt.....	Lesson 13d12
Unit 14 — God Always Answers Prayer.....	15
Yes, No Wait	Lesson 14a17
God Answers Joshua and the blind Man — Yes.....	Lesson 14b20
God Answers Jesus — No.....	Lesson 14c23
God Answers Abraham — Wait	Lesson 14d26
Unit 15 — Thankful for God’s Creation	29
Thankful for the Earth, Stars, Moon, and Sun	Lesson 15a31
Thankful for Animals and Plants.....	Lesson 15b34
I’m Thankful for My Body.....	Lesson 15c37
I’m Thankful for My Soul.....	Lesson 15d40
I’m Thankful for My Mind	Lesson 15e43
Patterns	See Supplement

Primary Pals Teacher’s Guide

(USPS 757-970)

Vol. 2 No. 1

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.

God's Plan for Joseph

Lesson 13a — Joseph's Dreams

Lesson 13b — Sold Into Egypt

Lesson 13c — Joseph in Prison

Lesson 13d — Ruler in Egypt

OVERVIEW

This unit will be a factual account of the life of Joseph, one of the most beautiful stories in all Scripture. Although it is a story of a man who is pure in character, it is more importantly a story of God's providence. Approximately 175 years before Joseph's birth, God had promised Abraham that his descendants would become a great nation that would possess the land of Canaan and be a blessing to all people (Genesis 12:2,3). Now, God was going to use the jealousy of Jacob's ten older sons and the suffering of this innocent young man to bring about the fulfillment of His promise.

Jacob's actions toward his favorite son and Joseph's words about his brothers, as well as his dreams (Genesis 37:2,6,9), aroused their jealousy to the point that they wanted to kill Joseph. However, when the ten brothers saw the opportunity to do it, God in His sovereignty overruled their plan and replaced it with His own. God found in Joseph a man He could use in spite of extremely difficult circumstances.

One may wonder what God had in mind when He allowed all these events to transpire. In Genesis 15:13 God told Abraham, "Thy seed shall be a stranger in a land that is not their's, and shall serve them; and they shall afflict them four hundred years." This was God's way of getting the descendants of Abraham into that place. Also God was interested in preserving lives during the coming famine. As Joseph told his brothers, "God did send me before you to preserve life" (Genesis 45:5). But perhaps more importantly, this was God's means of working repentance in the hearts of these founders of the nation of Israel.

Throughout this unit, teachers will want to stress that God was always with Joseph, and that He had a plan for Joseph's life that was being worked out even through all the trying circumstances he went through. Your students should understand that God has a plan for the life of each one of them too. That plan will come to pass if they trust in God and keep themselves submitted to Him.

GAMES FOR REVIEW

Divide the students into two groups. Prepare several sets of five key words taken from each lesson in this unit. Have each group select two players to work as a team. As in the game of "Password," one player is given a key word and gives one-word clues to his partner who tries to guess what that key word is. Keep score of the total time it takes to determine the answer. Then the next team does a set. At the end, the team with the lowest time-score wins.

Scramble a set of the lesson cards and symbols for each student (see Patterns). Have them match up the correct cards with the symbols and put them in order. Have a prize or a little treat for the first one who finishes correctly.

Print on 3x5 inch cards all the memory verses for the unit — one word per card. Make two sets. Divide the

students into two teams. Give each team a set of cards and tell them to assemble the verses correctly. Have a special sticker or other prize for those on the winning team.

Write questions on the backs of paper "sheaves" (see Patterns). Examples: Who did Joseph's father love most? How old was Joseph? What kind of special garment did Joseph's father make for him? Divide your group into teams. Have the teams take turns drawing a "sheaf" from a basket. If they answer the question correctly, they may paste the sheaf on a large sheet of construction paper. The team answering the most questions wins a prize.

CONTEST IDEAS

Prepare a small box with windows and a door cut into it large enough to accommodate a child's hand. Inside the box place as many small drawstring bags as you

have questions. Fill each bag with wheat, rice, popcorn, etc., and include a small gift (coin, miniature toy, etc.). These would represent food that was stored, then given to the people during the famine. Each child who answers a question correctly gets a bag from the box. This idea would also adapt as an in-class activity.

“A Journey With Joseph” could be the theme for a month-long contest. The journey could begin with the pit Joseph was cast into (a picture or sketch) and end with a scepter or crown, designating the authority given him. The pathway from one point to the other could be illustrated with some of the events in Joseph’s life. (See pattern for bulletin board for this unit.) Give the children points for bringing their Bible, knowing their memory verse, and attending. Each Sunday advance the children accordingly on their journey. The pathway would need to be marked off into as many sections as there would be possible points to gain in the four lessons. Colored map pins, adhesive markers, etc., could be used to indicate the different students.

BULLETIN BOARDS

Make a mural with a long, winding path and use the title, JOSEPH’S LIFE. On the sides of the path have pictures depicting events in Joseph’s life (see Patterns). This could also be done as a flannelgraph. In an envelope have the outcome of Joseph’s life. Seal it and put it on the board to be opened during the last lesson of the month.

Make traffic signs — stop, arrows, etc. (see Patterns), and mount on wall with the heading: “Are You Following God’s Direction for Your Life?”

Spell Joseph in large bubble-type letters (see Patterns), using a different color for each letter. In each letter list an event, or events, and then use them as teaching aids.

CHART IDEAS

Provide each student with a copy of the puzzle showing Jesus in the center and the events of Joseph’s life around the edges (see Patterns). Give them one piece

each week. When the total puzzle is completed, you will need to point out that Jesus was always with Joseph.

Make a copy of the “God’s Plan” finger-play book for each of your students (see Patterns). Have them cut it out and fold it to make a book. Help them to learn the poem and finger play.

Give each child a copy of the FEAR NOT, FOR I AM WITH THEE chart (see Patterns). Each week let the children color the picture which depicts the lesson for that week. They may color the large figure of Joseph during any of the class sessions.

Give each child a copy of the pull-through strip showing the four scenes from the life of Joseph covered in our lessons this month (see Patterns). Each week let them color (using colored pencils or felt tip markers) the picture representing that week’s lesson. On the final Sunday, help your students thread the strip through the base. Then use the completed chart to review the unit lessons.

UNIT SONGS

“Trust and Obey” (chorus)
“Seek Ye First the Kingdom of God”
— C.E.F. Salvation Songs — 1,2,3,4
“God’s Power”
“There’s Victory for Me”
“I’ll Do It All for Jesus”
“One Step at a Time”
“Anywhere With Jesus” — Praises for Children
“Never Say No to God” — Lively Choruses 3

UNIT SUPPORT MATERIAL

Joseph: The Forgiver — by Jester Summers, BibLearn Book, Broadman Press
Stories About Joseph — Pict-o-graph, Standard Publishing
The Boy Who Saved His Family — Arch Book, Concordia
Joseph and His Brothers — Lindvall/Molan, Moody Press

TEXT Genesis 37:1-11

OBJECTIVE The students will be able to relate the dreams Joseph had, and will understand that God showed these to Joseph as an indication of His future plan for Joseph's life.

MEMORY VERSE I the Lord . . . will speak unto him in a dream.
— Numbers 12:6

Joseph's Dreams

MEMORY VERSE IN ACTION

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

WILL SPEAK — Hold right index finger in front of mouth, then roll it forward in a circular movement.

UNTO HIM — Point to someone.

IN A DREAM — Touch the forehead with the index finger and draw it away, crooking and uncrooking finger several times, palm facing you.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by a man who is dreaming as the Lord speaks to him. (See pattern at the end of this lesson.) Cut apart the three sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Open your session by asking your class if they ever have dreams. Draw a dream (cloud) shape on a chalkboard. As the children discuss their dreams, illustrate them in the dream shape. Explain that we all have dreams, but Joseph's dreams were special.

1. Joseph's father loved him very much, and so he made him a special coat of many colors. This made his brothers angry.

2. Joseph dreamed that he and his brothers were binding sheaves in the field, and all of his brothers' sheaves bowed over to his.

3. He dreamed again that the sun and moon and eleven stars bowed down to him.

Climax: When Joseph told his dreams to his brothers, they were more angry than ever, and very jealous of him.

Conclusion: Joseph's dreams were sent from God and showed him part of God's plan for his life, but this made his brothers very unhappy.

Response: Your students will be able to describe the dreams that Joseph had and tell why they were impor-

tant. They will be able to describe his brothers' reaction to these dreams.

BACKGROUND INFORMATION

After Jacob returned to Canaan with his family, he first settled at Succoth, then moved near Shechem for a time and finally migrated southward. It was near Bethlehem that Rachel died while giving birth to Benjamin. Finally, returning to Mamre, near Hebron, Jacob settled down near his father Isaac. It was here, as shepherds, that the sons of Jacob showed their resentment toward Joseph to whom their father showed favoritism. His giving Joseph the coat of many colors added to the brothers' envy.

Joseph's dreams indicating his exalted or superior position, told perhaps unwisely to his brothers, further antagonized them. Dreams in Bible times were highly regarded and thought to be warnings or predictions of the future. Dream interpreters were always in demand, especially by kings and people in authority. If the interpretations were accurate or seemingly favorable, they secured a place of honor and prestige for the interpreter.

One principle of interpretation seems quite evident: when the symbol is in the natural realm, the interpretation is in the human realm; e.g., when Joseph dreamed of the sun, moon, and eleven stars bowing to him, his brothers immediately knew the meaning as referring to his father, mother, and themselves. Joseph, too, must have understood this to be an indication of God's plan for his life, at least a part of it.

God's revelations to man were often given through His servants in dreams and visions. Also He gave warnings and admonition through dreams to persons outside His chosen people. Oftentimes these were clear enough to be understood but at other times an interpreter was needed, such as Joseph's interpretation for Pharaoh and Daniel's for Nebuchadnezzar.

God can, and perhaps sometimes does, reveal His will in dreams today, but for the most part that is unnecessary because He has provided us with His written Word and the Holy Spirit as a Guide and Teacher.

IN-CLASS ACTIVITIES

Let your class use the finger puppets of the sun, moon, and stars; also of sheaves (see Patterns) as you tell the story.

Make a hand puppet to use for this lesson and the following one (see Patterns). The body of the puppet can be made from fabric, Pellon-type fabric, or felt. The face and hands may be traced and colored, using non-fusible Pellon which will color nicely and last for a long time. (This is also a good material to use for homemade flannel board characters — trace, color, and cut out. They stick to the flannel board and are suitable for many Bible lessons.) Attach a face and the hands to the body. If the faces are attached with Velcro they can be easily replaced with others and used with several lessons.

Use cornstalks and bind them together with strings to make sheaves. Illustrate the brothers' sheaves bowing down to Joseph's sheaf. Also show pictures of the sun, moon, and stars depicting his brothers and parents also bowing down to him. Use a boy doll as Joseph. Bring a colorful coat to class also.

Do a chalk talk with simple stick figures illustrating Joseph's dreams (see Patterns).

Give each child two copies of the "dream" shape (see Patterns). As you talk about the dream with the sheaves, have them glue into one of the dream shapes some bundles of paper strips which you have tied together with thread. When you describe the dream about the stars, give them eleven stars and a sun and moon to glue onto the other dream shape.

QUESTIONS

Why did Jacob make a coat of many colors for Joseph but not for his other sons?

Joseph's brothers were jealous of their father's love for Joseph. How would you feel if you were in the same situation as Joseph? as his brothers?

What was special about Joseph that made Jacob love him so much? Why do you think God chose Joseph?

Why is being "special" or "chosen" sometimes hard?

Joseph's brothers hated Joseph more because of his dreams. Do you think he should have told them? Why or why not?

How do you feel when your brothers, sisters, or friends are mad at you? How do you think Joseph felt?

What was different about Joseph's dreams?

What did his dream mean?

Have you ever had a special dream that you continued to think about?

Do dreams always come true?

What are some other ways God has talked to people?

PRESCHOOL SUGGESTIONS

Show your little ones a series of pictures which illustrate different things mentioned in the lesson; i.e., coat of many colors, head on pillow with dream balloon above, wheat sheaf, sun, moon, stars — along with unrelated items not in the story (see Patterns). Have children pick out those things that are mentioned in the lesson.

Give each child a cutout of Joseph in a plain coat (see Patterns), to which the children may add the many colors, using colored adhesive strips, stickers, or even coloring in a design.

Illustrate different ways people give us a message: person-to-person talk, telephone, letter, sign language. God spoke to Joseph in dreams. Hold up a cloud-shape cut from construction paper. Draw in the two dreams.

REVIEW IDEAS

Make a big puzzle — each piece represents a part of the dreams (see Patterns). Enlarge and copy the pattern onto posterboard. Use an X-acto knife to cut around the heavy lines of the five puzzle pieces so they can be removed. Attach the posterboard over a second sheet. Write the five names in the correct open spaces (as shown on pattern), then put the puzzle pieces back into place. During your review tell about each of Joseph's dreams and then go back and talk about the meanings of each one. Remove one piece of the puzzle at a time to reveal who each part of the dreams represented. Tell the children that God knew what was ahead for Joseph's life and that Joseph trusted God.

Bring a large cutout of the word WHY with question mark following (see Patterns). Punch holes in the bottom of the letters and tie long pieces of yarn through the holes. Put the word at the top of the display board. Discuss some of the things that might happen to a person about which they could ask, "Why?" Some examples might be: sickness, loss of someone they love, car

accident, poverty, etc. Attach cards with each of these ideas to the strands of yarn coming down from the WHY? Conclude your review by stressing the verse in Romans 8:28, "All things work together for good to them that love God."

Use some students to act out Joseph and his dreams. Have one sleeping on the floor with a blanket, and eleven students holding large cardboard sheaves. Let these students bow down to Joseph as he dreams. Repeat the scene, replacing the eleven sheaves with ele-

ven cardboard stars and a cardboard sun and moon.

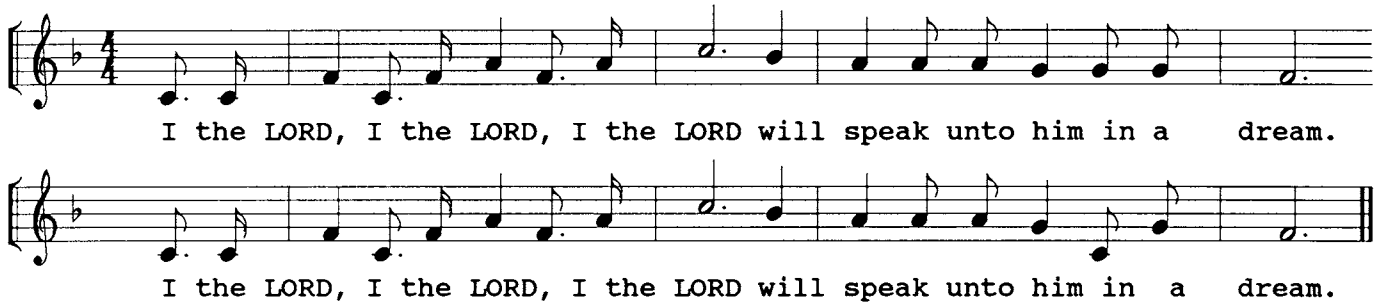
SUPPORT MATERIAL

Bible Children — Classroom Story and Activity Book — 8 each of 6 pictures, Standard Publishing

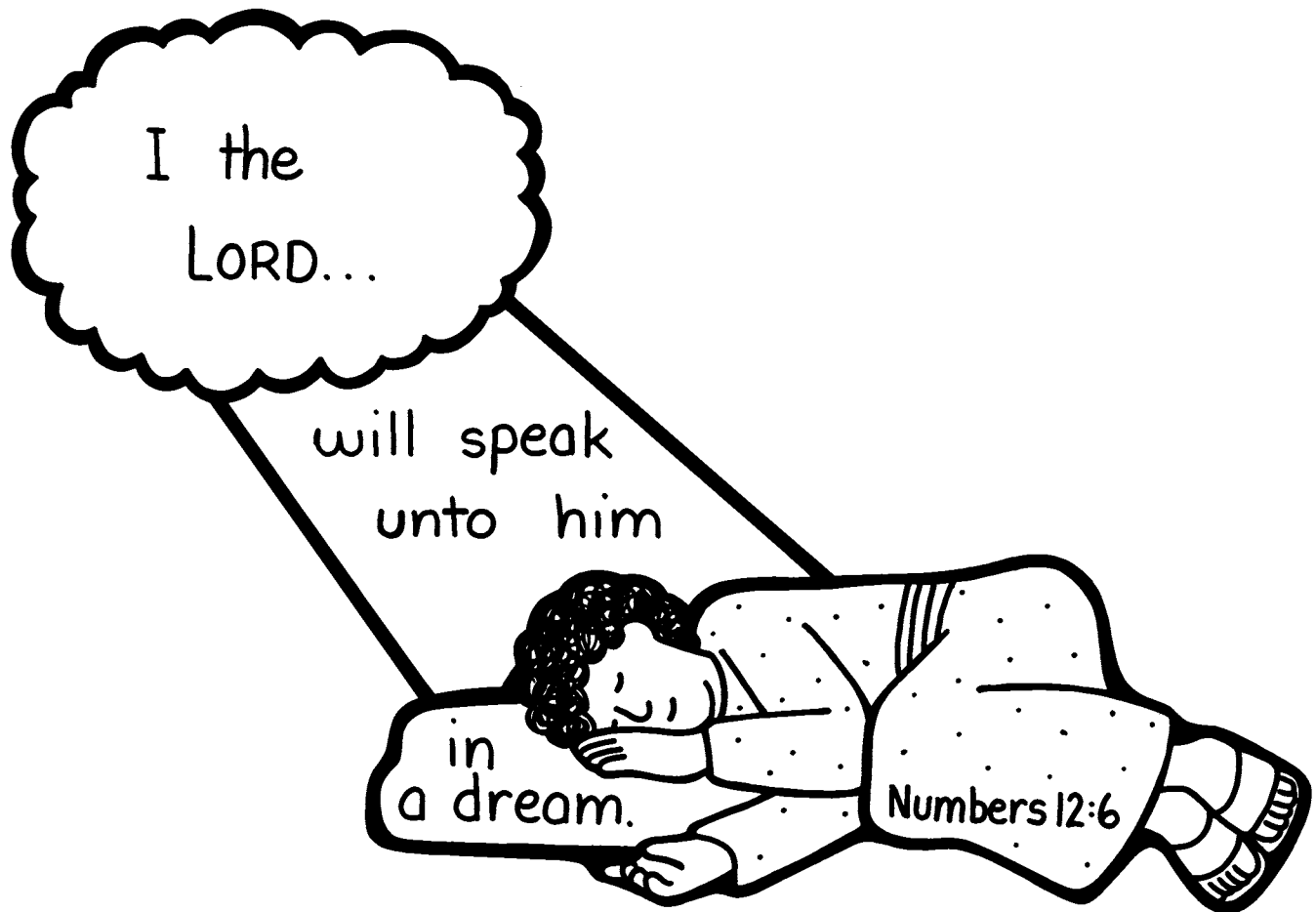
Joseph — My Bible Story Card — (3"x4½" card) has picture of Joseph in coat of many colors with Scripture reference on the back, Concordia

Joseph the Dreamer — Palm Tree Bible Series, Concordia

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Genesis 37:12-35

OBJECTIVE The students will be able to describe how Joseph's brothers sold him into slavery. They will understand that God spared Joseph's life and that He had a plan for Joseph.

MEMORY VERSE The Lord was with Joseph, and shewed him mercy.
— Genesis 39:21

Sold Into Egypt

MEMORY VERSE IN ACTION

THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.
WAS WITH — Fists touching at chest, palm to palm.
JOSEPH — Draw a large J with right hand.
AND SHEWED HIM MERCY — With both open palms touching chest, roll both hands up and away from body. Then move palms down as though stroking an imaginary person in front of you.

MEMORY VERSE VISUALIZED

The visual representation of our memory verse for this week is a graphic design of Joseph's name. (See pattern at the end of this lesson.) Cut apart the three sections as indicated by the heavy black lines. Arrange the sections on your display board, one at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Blindfold one of your students and have him put two fingers on the table in a "let your fingers do the walking" position. Tell him you have a plan to help his fingers move to a treat you have placed on the table, but he must follow your instructions in order to get it. Direct his movement until he reaches the reward. Help your students understand that Joseph didn't know what God's plan was for him, but he was willing to follow God and do what was right anyway.

1. Joseph's father sent him to Shechem, where his brothers were supposed to be tending the flocks, to find out how they were doing.
 2. When Joseph's brothers saw him coming, they plotted to kill him. They planned to say some wild animal had slain him.
 3. One brother, Reuben, suggested that instead of killing him, they should throw him into a pit in the wilderness.
 4. When Joseph came near, they seized him, took off his coat of many colors, and threw him into the pit.
- Climax: A group of traders passed by on their way to

Egypt, and Joseph's brothers decided to sell him as a slave.

Conclusion: God permitted these things to happen to Joseph as part of His divine plan for his life.

Response: Your students will be able to describe the events which led to Joseph's being taken into Egypt. They will understand that God allowed all of this because He could see what the final outcome would be.

BACKGROUND INFORMATION

Joseph's brothers, having been antagonized by the favoritism of the father, plotted to kill him and deceive their father into believing an animal had done it. The "pit" they cast him into was likely a cistern, a deep hole cut into rock or hard clay, and used to collect and hold rainwater for watering the flocks or quenching the thirst of traveling caravans.

Cisterns were used also as dungeons when they held no water. The opening was small enough to put a cover on top, with the bottom of the cistern much wider. This shape made it virtually impossible for a person to escape once he was dropped into the cistern. Centuries after the time of Joseph, the prophet Jeremiah was put into a cistern in a prison courtyard.

Dothan, the area where Joseph finally found his brothers tending the flocks, was situated on a major trade route between Syria and Egypt so it wasn't unusual for caravans to be moving through this area. By God's providence a group of Ishmeelite traders came by while Joseph's brothers were still in the area. Instead of his being left to die in the pit, as some of them intended, he was brought forth and sold as a slave to be taken into Egypt. Joseph's brothers sold him into slavery thinking to get rid of him forever, not knowing that this was the very means God planned to use to spare his life and eventually their very own lives and the lives of their families. The brothers maybe thought they could prevent Joseph's dreams from being fulfilled. It is good to remember in times of adversity that others cannot prevent God's working in our life or ful-

filling His plans for us. Only we can separate ourselves from the love of Christ and His will or plan for our life.

IN-CLASS ACTIVITIES

Make paper chains and have the students wear them as you tell how Joseph was sold by his brothers and led away into captivity in Egypt.

Bring a large shoe box in which you have cut an opening in the lid. In the box, place small pictures of things pertaining to the lesson — one for each student (see Patterns). Attach each picture to one end of a long piece of yarn. On the other end of the yarn tape a number. Keep the numbers and pictures in the correct order according to when that event happened in the story. Assign a number to each child. Have them pull their picture from the box when it is time to add that numbered picture in the story's sequence.

Have twenty pieces of foil or foil-wrapped candy to represent the price for which Joseph was sold.

Use the desert scene and stick puppet of Joseph to describe the lesson (see Patterns). When you tell how the brothers put Joseph into the pit, lower the puppet into the cutout of the scene.

Make a pit from construction paper to put Joseph in.

Give each child a copy of the dot-to-dot picture of Joseph and his brothers (see Patterns). When the children have completed them, they will see where Joseph was going to spend the rest of his life — Egypt.

QUESTIONS

Why did Jacob send Joseph to his brothers?

Why did Joseph's brothers wish to do him evil?

Reuben did not want to kill Joseph. What was his suggestion? What did Reuben himself plan to do with Joseph?

Whose idea was it to sell Joseph to the Ishmeelites?

How much did the Ishmeelites pay for Joseph? Do you know who was sold for thirty pieces of silver?

By getting rid of Joseph, did his brothers rid themselves of all the hate and bitterness in their hearts? How do you think they felt as they returned home to tell their father that an animal had killed Joseph?

How do you think Joseph felt, knowing he was sold by his own brothers?

Why do you suppose the brothers took Joseph's coat of many colors away from him?

In what way could Joseph's being sold and taken to Egypt be a part of God's plan for him?

Is it possible for things that seem bad at the time to work out for good and actually be a part of God's plan for your life? Explain.

God has a plan for each person. Name some people you know who have followed God's plan. Tell about them.

Do you believe God has a plan for your life? How do you know?

PRESCHOOL SUGGESTIONS

Use twelve cone figures made from construction paper and glue on round circles for the faces (see Patterns). The angry faces represent the brothers. A smiling face represents Joseph. Use these to act out the story.

Make a pouch and put some money into it. As you discuss how Joseph's brothers traded him for some money, help the children to see that, though money could buy things, it couldn't take the place of a brother. Talk about all the things a brother can do with you: play ball, tell secrets, share a sandwich, build something with blocks, etc.

Give each child a copy of the figure of Joseph with the circle of feet attached by a paper fastener (see Patterns). Let them help Joseph "walk" to find his brothers.

REVIEW IDEAS

Plan your presentation along the lines of Paul Harvey's, "The Rest of the Story." Using large pictures or an overhead, talk about other Bible characters who could have said, "Why did this happen to me?" Some possible examples: Job, the blind man, Samuel, three Hebrew children, Daniel. Explain how the end result was good in each case: God had a plan, just as He did for Joseph.

Sister Edna Crawford's testimony could be used effectively for this lesson. [Tract No. 33 - Teenager Rewarded for Faithful Stand] It tells how her parents persecuted her and told her to leave home. She came to live with Sister Florence L. Crawford and eventually, one by one, her family was saved — because she continued to love them, pray for them, and was true to the Lord.

Bring a beautiful tapestry or something else handmade and show the children the reverse side first. Compare it with how we don't know why we go through some things here, but later on in life or when we reach Heaven, we will see the full pattern worked out. Turn the tapestry over to show the finished work.

MEMORY VERSE SONG



The Lord was with Joseph, the Lord was with Joseph, the Lord was with

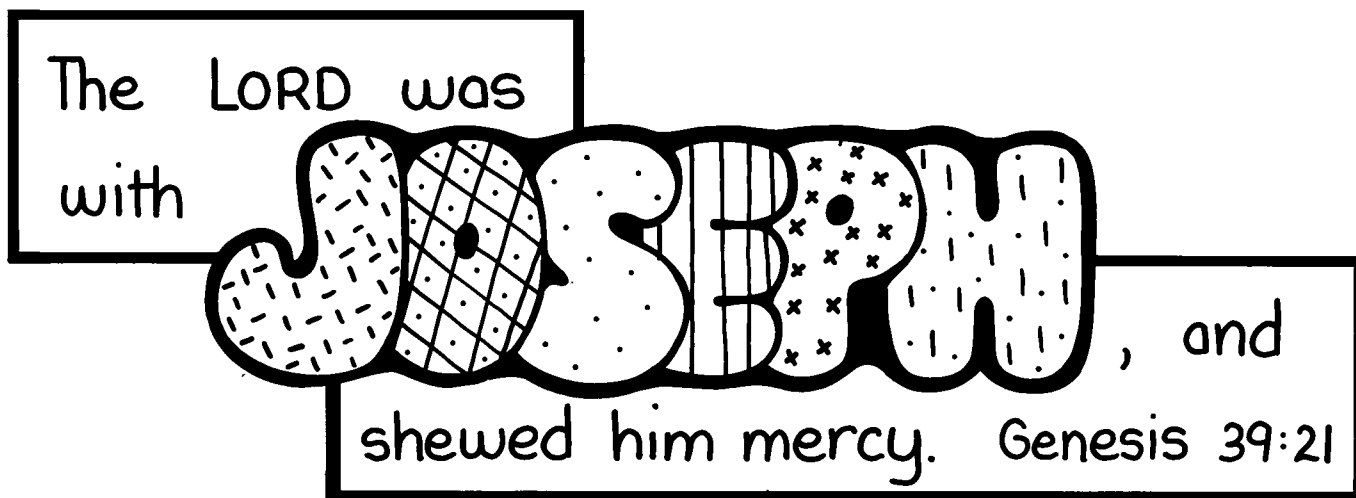


Joseph and shewed him mercy. The Lord was with Joseph, the Lord was with



Joseph, and shewed him mer - cy.

MEMORY VERSE VISUALIZED



TEXT Genesis 39:1-6,19-23

OBJECTIVE The students will be able to recount how Potiphar's wife lied about Joseph and caused him to be put into prison. They will understand that God was always with Joseph, even in times of trouble.

MEMORY VERSE Fear not: for I am with thee. — Isaiah 43:5

Joseph in Prison

MEMORY VERSE IN ACTION

FEAR NOT — Place hands in front of face, move back (afraid).

FOR I — Point up.

AM WITH — Fists touching chest, palm to palm.

THEE — Point to others.

MEMORY VERSE VISUALIZED

A stone prison is the visual representation of this week's memory verse. (See pattern at the end of this lesson.) Cut apart the three pieces on the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Use the prison provided as a Memory Verse Visualized pattern at the end of the lesson as your opener for this class session. Ask the students to identify what the picture is, and then imagine how they might feel if they were put into prison. Briefly review the events of the past two lessons, helping the students see several occasions where Joseph might have been frightened. Bring out how God was with Joseph in each situation.

1. Joseph was sold to a man named Potiphar in Egypt, and he served his master faithfully and well.
2. Potiphar's wife told a lie about Joseph.
3. When Potiphar heard this lie, he became very angry with Joseph.

Climax: Joseph was put into prison because of the lie. But even there he did what was good and right in God's sight.

Conclusion: Even though this seemed like another hard situation for Joseph, God was still with him.

Response: The students will be able to relate the fact that God was with Joseph in prison to the fact that He will also be with us in every time of need, if we are doing what is right in His sight.

BACKGROUND INFORMATION

Joseph, having been sold into slavery by his brothers, was bought in the slave market by an officer of

Pharaoh, an Egyptian named Potiphar. The word "slavery" does not occur at all in the King James Version because both the Hebrew and the Greek words involved are more often rendered "servant."

A slave's life in Egypt was usually lived in hopelessness and despair. Few ever had days off or any vacations. They expected only that their days would be filled with endless chores and probably difficult, exhausting work, often made worse by beatings and privations. Joseph, however, proved to be so intelligent and trustworthy that his master, in time, put him in charge over all his household. God was with Joseph, and Potiphar's affairs prospered under Joseph's administration.

Because of false accusations brought against Joseph by Potiphar's wife, Joseph was cast into prison. *Justice* in ancient times often meant "guilty until proven innocent." The person suspected or accused of a crime was thrown into prison to await a trial which usually was slow in coming or maybe never took place. The accused often languished in prison for years in the company of robbers, murderers, and the insane. The dungeons were dark and clammy, no toilets, and the stench unbearable. Sickness and disease was rampant, often claiming the lives of the prisoners before they ever came to trial. Many prisons offered no food or water to prisoners and they would survive only if family or friends brought them food.

Even as God had kept and blessed Joseph before, and had given him favor with Potiphar, He brought him to the favorable attention of the prison keeper. This man, finding that he could have complete confidence in Joseph, put into his charge all the other prisoners. God is able to provide and care for His children no matter what the outward circumstances of their life may be.

IN-CLASS ACTIVITIES

Use the picture of a man (see Patterns). Let the children paste strips of paper vertically in front of him to look like prison bars.

Make a set of prison bars and figures of Jesus and Joseph from construction paper (see Patterns). Cut out and fold the prison bars as shown. Cut out the figures of Joseph and Jesus which are attached to the paper strip. Put both figures "in prison." The Jesus figure should be kept hidden from sight as the story is told. At the appropriate point in the story, pull the tab and bring the figure of Jesus into view to show that He was with Joseph. Tell your class that Jesus is with us wherever we are and will help us if we trust Him.

Make a set of puzzle squares for each child in your class (see Patterns). Copy each puzzle onto heavy paper, cover it with clear contact paper, cut it into squares, and store it in a Ziploc bag. The puzzle contains pairs of key words from this lesson. As the children match each word, have them tell you what part of the lesson the word reminds them of.

Use the picture of Joseph in prison (see Patterns). In the upper right part of the picture cut the flap on three sides, leaving the top intact as a hinge. Behind this flap paste a picture of Jesus. Lift the flap to show God's presence was with Joseph even in time of trouble.

QUESTIONS

Do you ever feel that things are not fair? Do you think Joseph felt this way? How do you react? How did Joseph react?

Has anyone ever told a lie about you? How did you feel?

How do you know God is with you when you have to face difficult times? Tell about a time that God was with you.

How did the prison keeper show that he trusted Joseph? What can we do so that people will trust us?

Would prison be the place you would choose to put Joseph? Why or why not?

Why do you think God allowed Joseph to be put into prison?

In talking about Joseph the Bible says, "... that which he did was made to prosper." Explain what that means.

Why do people who love God sometimes have hard times?

What does it mean to trust God to take us through difficult times?

How does God turn one's bad times into good times?

PRESCHOOL SUGGESTIONS

Give each child a copy of the prison and two finger puppets representing Joseph and Jesus (see Patterns). Fold the prison on the dotted lines and glue the tabs together at the sides. Tape the tabs of the finger puppets together to fit the children's fingers. As they put Joseph into the prison, explain that Jesus was also there with him, even though Joseph couldn't see him.

Give each of your students a copy of the Joseph in prison lacing-card (see Patterns). Also give them a length of black yarn that can be laced through the holes to make prison bars for Joseph. (Don't worry if the bars end up a little crooked!)

As you talk about how Joseph may have been lonely and afraid while in prison, mention times when little children might feel afraid. Ask the children if they have any fears. Emphasize that God is always with us. The "Jesus Watches Over Me," Cut and Color Book by Standard Publishing, is an excellent illustration source for this thought.

Make a prison guard out of a short cardboard tube (see Patterns). Tell how the main jailer learned to trust Joseph so much that he didn't need any guards. He put Joseph in charge of the other prisoners!

REVIEW IDEAS

Use verse 23 of the text to explain Joseph's character. "The keeper of the prison looked not to any thing that was under his [Joseph's] hand; because the LORD was with him, and that which he did, the LORD made it to prosper." Even though Joseph was in prison, the jailer knew he was a good person. He put Joseph in charge of all the other prisoners. And he didn't even check up on what Joseph did! Joseph could have used this opportunity to escape or to get all kinds of favors for himself, but he only did what was right. He did what God wanted him to do. Present optional endings to Joseph's situation; such as, using the jailer's trust in him to escape, to get extra food or privileges, or to charge the other prisoners money for favors. Would God have blessed Joseph in these cases?

Emphasize how in all ages of life we feel a need for comfort and security. Bring in a toddler holding a teddy bear. Talk about how that child really wants to have the bear in bed with him at night. Bring in two older children, arm in arm, and talk about how friends can offer security. Then bring out that even a teddy bear or the best of friends cannot always be with us or really help us in the time of trial. But God can! He was with Joseph throughout all of his trials, and He has promised to be with us too.

SUPPORT MATERIAL

Jesus Watches Over Me — Cut and Color Book,
Standard Publishing
I'm Not Afraid — Standard Publishing 2873 (a book)

MEMORY VERSE SONG

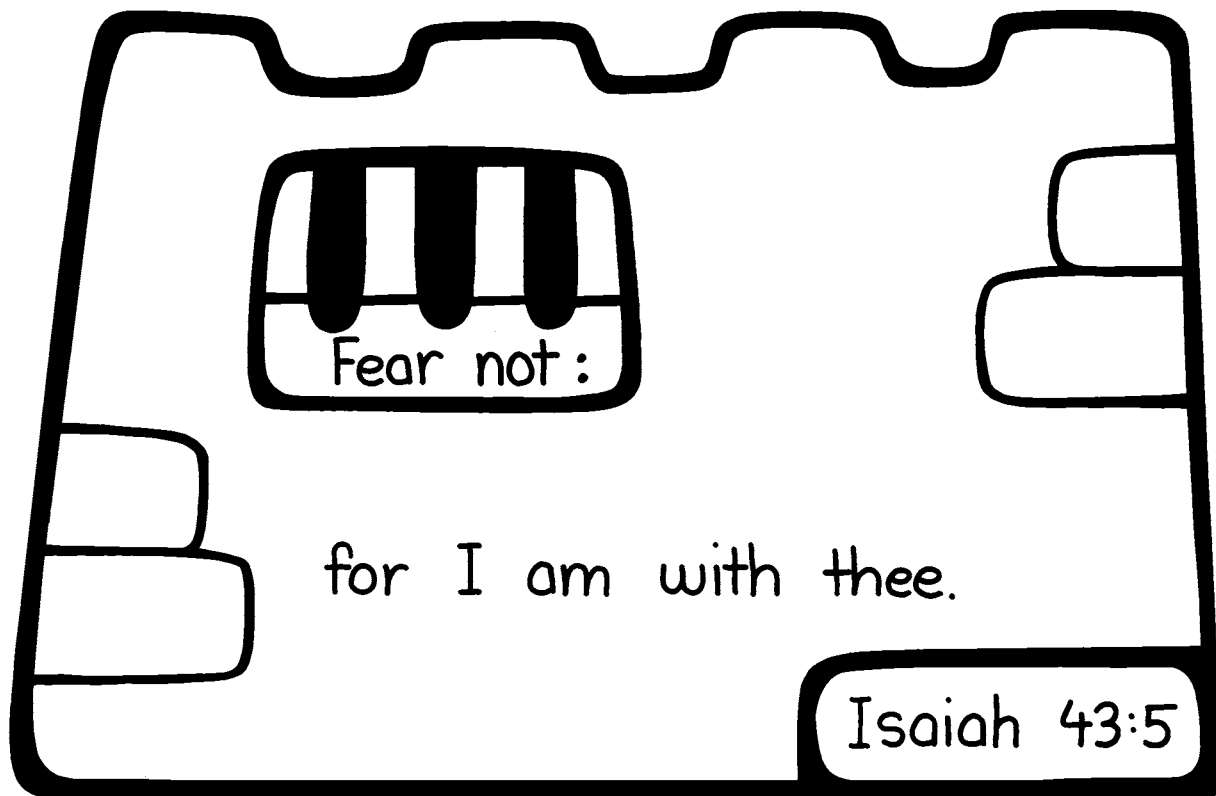


Fear not, fear not: for I am with thee: Fear not for I am with thee.



Fear not, fear not: for I am with thee: Fear not for I am with thee.

MEMORY VERSE VISUALIZED



TEXT Genesis 41:9-16, 28-43; 42:5,6; 45:4-10

OBJECTIVE The students will be able to tell how Joseph's God-given ability to interpret dreams caused him to be released from prison and made ruler over the land of Egypt.

MEMORY VERSE See, I have set thee over all the land of Egypt.
— Genesis 41:41

Ruler in Egypt

MEMORY VERSE IN ACTION

SEE I — Point up.

HAVE SET — Strike fists together, one on top of the other.

THEE — Point to others.

OVER ALL — With right hand flat, palm down, make a large circle horizontally and clockwise.

THE LAND OF EGYPT — Make a C with the index finger and thumb. Put it on forehead, palm forward.

MEMORY VERSE VISUALIZED

A palm tree and two pyramids are in the visual display of our memory verse this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines. Arrange them in order, a piece at a time, as your students recite each section of the verse.

BIBLE LESSON OUTLINE

Open your session by showing your class a book with a bookmark about halfway through. Explain to your class that you haven't finished the book yet, but that it is a very exciting adventure story. Outline the plot briefly, building up the suspense. Then set the book down. When they wonder what happened next, explain that you haven't read the last chapters yet. Compare this to Joseph's life — it unfolded chapter by chapter. He didn't know what the end would be, but God did!

1. Pharaoh, the ruler of Egypt, dreamed two dreams and needed to understand the meaning of them.
2. He was told that Joseph could interpret dreams, so he had him brought out of the prison.
3. Joseph told him that his ability to interpret dreams came from God.
4. He explained that the meaning of the king's dreams was that there would be seven years of plenty in Egypt, followed by seven years of famine, and advised Pharaoh how to plan for this situation.

Climax: Pharaoh set Joseph as ruler over all of Egypt, second only to himself.

Conclusion: God rewarded Joseph for his faithfulness and his integrity. All of his family came to live in Egypt

and were saved from the famine.

Response: Your students will be able to describe why Joseph was released from prison and set up as ruler over Egypt.

BACKGROUND INFORMATION

While in prison Joseph was used of God to interpret the dreams of two other men in prison, Pharaoh's baker and his cupbearer. As the dreams indicated, the baker was hanged and the cupbearer was restored to his former position with Pharaoh.

Besides talking directly to people, God used dreams to tell of some future event or to give a warning. There are many occasions mentioned in the Bible where dreams are spoken of specifically. Godly men who interpreted were definite about the power's being of God and not of themselves. Dreams may lead men astray. If the content of the dream and its interpretation is not in harmony with the Word of God, one can be sure it is not from God. God's Spirit will witness to the truth, or the fulfillment of the prophecy will confirm the Word. Jeremiah 23:28 says, "The prophet that hath a dream, let him tell a dream; and he that hath my word, let him speak my word faithfully. What is the chaff to the wheat? saith the LORD."

When Pharaoh desperately wanted his dreams interpreted, the Lord, through Joseph, revealed the meaning of the dreams when all the magicians and wise men of Egypt could not. Pharaoh immediately set Joseph over his house and over all the land of Egypt; only in the throne would Pharaoh be greater.

When Pharaoh took his ring of authority and placed it on Joseph's finger, all the people of Egypt knew that Joseph had been given enormous power in the land. The signet ring symbolized great authority and was also used to sign documents. Impressing a signet ring into clay or wax was like signing one's signature today and all kings as well as other men of authority had their own special mark or symbol engraved in their ring.

Using the power or gifts that God had given him, even while still a slave in a foreign land, Joseph won the favor of God and man. Through his faithfulness and obedience to God, Joseph rose from the position of a slave to that of a ruler in the land. His father and family moved to Egypt and were subject to him. Looking back to Joseph's dreams we can see that nothing is impossible with God.

IN-CLASS ACTIVITIES

Have children make Joseph masks to wear as you talk about the fact that Joseph was made ruler over the land of Egypt (see Patterns). Copy the masks onto heavy paper, punch holes where indicated, and attach string.

Discuss with your group how God has a special plan for each individual's life. Prepare a series of pictures cut from a magazine which might illustrate a person's hypothetical progression from childhood to adulthood; for example, baby, child eating cereal, child going to school, new car, wedding, parent, grandparent. Let your students help to glue the pictures on a long strip of paper as you describe each event. Explain to your class that you know which pictures will be pasted on next, and in what order — but they don't know until they see it. In the same way, God knows what His plan is for our lives.

Give each child a copy of the picture of Pharaoh's dreams (see Patterns). Let them color the picture as you teach the story.

Bring to class a number of objects which could be used as a reward: a dollar bill, a toy, etc. Discuss how these might be offered as prizes if one does a job well, completes a task, etc. Joseph didn't know he would receive a reward from God in this life for staying faithful, but God did reward him by making him ruler over Egypt and reuniting him with his family.

Show the students one of your old report cards. Discuss the marks that were given for each area. Then present a "report card" you have made up for Joseph. Instead of subjects such as math, or reading, include traits; such as, truthful, obedient, faithful, upright. Leave the space for the grade blank and let your students help you fill in appropriate marks. Discuss why each mark suggested is appropriate.

QUESTIONS

Where did Pharaoh find Joseph when he wanted to know about his dreams?

Why was Joseph in prison?

Who did Joseph say would give the meaning of Pharaoh's dreams?

Why did God tell Joseph the meanings of dreams?

After telling the meaning of Pharaoh's dreams, what advice did Joseph give him?

What did Pharaoh do about the advice Joseph gave him? Why was Joseph given so much power?

God and Pharaoh trusted Joseph. Can God trust us today? How can we show God that He can trust us?

Joseph was in the right place at the right time to save Israel. Christ came at the right time to save the world. What can you do to help those around you?

Through all of Joseph's problems he stayed close to God. Why was this so important? What would have happened if Joseph had tried to fight his own battles?

PRESCHOOL SUGGESTIONS

The point to be made with preschoolers for this lesson is that God sees when we do good things and it makes Him happy. Show pictures of little children doing good things (sharing, helping, obeying). After each picture ask your class, "Who sees Jeffy helping?" or "Who sees Susie obeying?" Hold up a picture of Jesus and encourage them to answer, "Jesus does." Tie to the lesson on Joseph by briefly telling how God watched Joseph and saw him doing good deeds. Joseph's reward was that he became ruler in Egypt and was reunited with his family.

Give each child a paper crown to color (see Patterns). Then tape the two pieces together and let them wear the crowns while you talk about Joseph's ending up as a ruler in Egypt. Be sure to explain that Joseph was like a king or president, not a ruler used for measuring.

REVIEW IDEAS

Use this review to wrap up the story of Joseph. Prepare the two number seven puzzles (see Patterns) by enlarging and drawing them on posterboard. Explain to the children that this lesson concerns the seven good and seven bad years during which Joseph was made second in command in Egypt. Tell what each piece represents as you put the puzzle together (in correct order). Here is a brief description of each piece.

1. Pharaoh took Joseph from prison.
2. Joseph explains Pharaoh's dreams.
3. Joseph was made second in command.
4. Joseph instructed the people to store food.
5. A famine came upon the land.
6. Many people looked to Egypt for food.

7. Joseph's brothers came to Egypt.
8. Joseph's own dreams finally came true — family reunion.

Compare life to a puzzle. God knows all the pieces will fit and what the picture will be. Make a large puzzle

which can be assembled with your group (see Patterns). On the back of each piece write a question which could puzzle a child: Why do I get sick? Why did my puppy die? etc. Give an answer as you place each piece in the puzzle. Explain that in some cases only God knows the answer.

MEMORY VERSE SONG



See, I have set thee over all the land, over all the land of E - gypt.



See, I have set thee over all the land, over all the land of E - gypt.

MEMORY VERSE VISUALIZED



God Always Answers Prayer

Lesson 14a — Yes, No, Wait

Lesson 14b — God Answers Joshua and the Blind Man — Yes

Lesson 14c — God Answers Jesus — No

Lesson 14d — God Answers Abraham — Wait

OVERVIEW

Our unit for this month deals with the three different ways God answers our prayers. To open the unit, we suggest you incorporate the visual aid of a traffic light — the three colors representing the possible answers God may give when we pray. This aid can be used on each of the four Sundays. The first lesson gives a broad view of the three examples we will focus on in depth on the three succeeding Sundays.

In the incident recorded in Joshua 10:12-14, Joshua was in the process of obeying God's specific command. God had told Joshua to conquer the land and in Joshua 10:8 he was again commanded to attack fearlessly the enemy and was promised complete success. Joshua knew what God's will was and had set out to accomplish it, so God was willing to do what Joshua asked.

Christ's prayer in the Garden of Gethsemane, "If it be possible, let this cup pass from me," is reflective of the

profound struggle He was going through. Of course Jesus' will was in total agreement with His Father's will, but His humanity was grappling with the awful agony of the sacrifice He was about to make. Had God quickly responded to the cry of His beloved Son, there would have been no redemption possible for mankind.

Abraham also was a man who knew the voice of God. Genesis 12:1-4 and Genesis 17:1-4,19 are records of the specific promises of God to Abraham that he would have a son by Sarah, his wife. It was Abraham's duty to believe (Genesis 15:6) and wait for God to fulfill it in His own way and time.

Your students should understand that we can expect God to answer our prayers only as we honestly seek, in faith, His will and are asking in obedience to His Word. Psalm 34:17; Proverbs 15:29; James 4:2,3; I John 3:22

GAMES FOR REVIEW

Have a YES, NO, WAIT bean-bag toss (see Patterns). Prepare an equal amount of questions on each of the Yes, No, Wait lessons so each child has the chance to answer at least one of them. Let the students take turns tossing a bean bag into one of the holes. If the bean bag goes into the YES hole, ask the student a question from the YES lesson, etc. If he answers correctly give him a card on which is written the word AMEN (see Patterns). Each student should try for at least one AMEN card. (If your group is too large, divide into several teams. Let a team leader toss the bean bag and then let the team decide together on an answer. Each member of that team receives an AMEN card if their answer is correct.)

Attach several cards to a board, each of which has a

question written on the back side and a large question mark drawn on the front side. Have each child choose a question to answer. A correct answer receives a prize.

With masking tape, mark out a simple game board on the floor of the singing area. Divide the students into four groups and select a representative from each group. The teacher will stand in the center with a small box of circles on which are written YES, NO, or WAIT, with instructions. Example: Yes — take 2 steps; No — go back to Start, or lose a turn; Wait — don't move. Have the players take turns selecting circles from the box which should be deep enough so that the player can't see what is written on the circles. The player who finishes first wins prizes for his group. (This game can also be used by the teacher to ask questions about the lesson instead of using the circles.)

CONTEST IDEAS

Draw, or cut from construction paper, the trunk and branches of a big tree (see Patterns). Assemble them on a board or wall. Attach to the branches various colored leaves (see Patterns) on which you have written a question or parts of the memory verses. Choose a different color for each of the lessons: orange or brown for lesson A; green for lesson B; red for lesson C; yellow for lesson D. Each Sunday have the children take off of the tree a leaf that goes with the lesson for that day. If they can answer the question or complete the memory verse correctly they can sign their name on the leaf and keep it. Then on the last Sunday of the month the students take turns choosing a leaf until all the leaves are off the tree. (Any questions that cannot be answered may be disposed of.) The student who has collected the most leaves receives a prize. Each child should have a place to store his own leaves during the month — a folder, pocket on the wall, or kept by the teacher.

Give each student a legal-sized envelope on which you have glued three circles: red, yellow, green (to represent a traffic light). Also, have enough red, yellow, and green circles cut so each child can earn at least twelve circles during the month (for attendance, memory verse, and bringing Bible). Give out AMEN cards to the children for their missionary efforts. If you choose to, a reward can be given on the last Sunday to the child with the most circles and AMEN cards.

BULLETIN BOARDS

Make a large traffic light for the center of your bulletin board and write the title, GOD ANSWERS PRAYER across the top (see Patterns). On either side of the traffic light, write the words, Sometimes NO; Sometimes YES; Sometimes WAIT.

Cover your board with a brightly colored background paper. Make the word PRAY, in large letters (see Patterns) from white or a very light colored butcher paper and mount it over the background paper. Each week let the students write or draw a prayer request on small sections of the word. Tell them that whenever they have a need they should remember the biggest word on the bulletin board — PRAY!

Make a prayer board with your class (see Patterns). Cut hearts out of red construction paper. Write the name of each child on a heart. Line up the hearts across the bottom of the board. Make three large white clouds out of construction paper, with YES, NO, and WAIT written on them. Line them up just above the hearts. In large letters write GOD ALWAYS ANSWERS PRAYER across the top of the board. Then make four

small white construction paper clouds for each child. Place the small clouds above the hearts, floating up to Heaven. Ask each child to choose something to pray about. Write that prayer on one of the prayer clouds. Each Sunday review the answers to their prayers and get a new subject of prayer for the present week. Give lots of praise and encouragement to the children for taking their needs to the Lord in prayer.

Make a train for your bulletin board (see Patterns). On the engine write the words GOD ALWAYS ANSWERS. On the cars, write the words YES, NO, and WAIT. On the caboose write AMEN!

CHART IDEAS

Make a Word Mobile (see Patterns). Cut the words GOD ALWAYS ANSWERS from heavy construction paper. On the three following weeks, cut the words YES, NO, and WAIT and attach them to strings hanging from the original three words.

Make a copy of the "Answered Prayers" finger-play book for each of your students (see Patterns). Have them cut it out and fold it to make a book. Help them to learn the poem and finger play.

Make a wheel chart for each of your students (see Patterns). Each week let them color the section of the wheel which relates to that Sunday's lesson. On the fourth Sunday, put the two sections together with a paper fastener and use the chart to review the unit.

Make a large YES, NO, and WAIT traffic signal from construction paper (see Patterns). Use green, red, and yellow paper circles for lights, adding these circles on the appropriate Sunday.

On the first Sunday of this unit, give each child a sheet of colored construction paper and a cut-out silhouette of a child praying (see Patterns). Have them glue the silhouette onto the construction paper. Across the top, help them write the words, GOD ALWAYS ANSWERS. On each of the three following weeks, help them cut out and paste across the bottom the words YES, NO, and WAIT.

UNIT SUPPORT MATERIAL

Prayer Is — by Furn L. Kelling, Broadman Press
I Can Pray to God — Happy Day Book, Standard Publishing
Prayer: Learning How to Talk to God — Arch Book, Concordia
What Is Prayer? — by Carolyn Nystrom, Gospel Publishing House

TEXT Joshua 10:12-14; Matthew 26:36-46; Genesis 12:1-4; 17:1-4, 19-21; 21:1-3

OBJECTIVE The students will be able to explain that God always answers prayer . . . sometimes Yes, sometimes No, and sometimes Wait.

MEMORY VERSE Before they call, I will answer; and while they are yet speaking, I will hear. — Isaiah 65:24

Yes, No, Wait

MEMORY VERSE IN ACTION

BEFORE THEY CALL — Place both hands to sides of mouth as though calling to someone.

I WILL ANSWER — Put right hand to lips and move away from face.

AND WHILE THEY ARE YET SPEAKING — Hold right index finger in front of mouth, then roll it forward in a circular movement.

I WILL HEAR — Hand cupped around back of ear.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by two people talking to God. (See pattern at the end of this lesson.) Cut apart the five sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Show your class a traffic light made from construction paper, as given in the patterns for this unit. Ask them to identify what each color means in relation to traffic laws. Then compare it to the three ways God answers our prayers.

1. God answered Joshua's prayer with a YES.
2. God answered Jesus' prayer with a NO.
3. God answered Abraham's prayer with a WAIT.

Climax: God always answers our prayers.

Conclusion: God may not always answer prayer the way we would like Him to, but His answer will always be what is best for us.

Response: Your students will be able to tell the three ways God answers prayer.

BACKGROUND INFORMATION

Created in the image of God, man is incurably religious; "Atheists are made, not born." Prayer recognizes man's dependence on some higher power, and people of all times and places seek a propitious relationship with a higher power no matter what their understanding of that may be.

Living in a precarious world, surrounded by the vast and often terrifying forces of nature, people in despair or anguish cry out spontaneously to God. In times of crisis often the instinctive nature of prayer is disclosed.

The Bible reveals the religion in which prayer is the focus of personal piety. To be a Christian is to be one who prays. "Thou then art not a Christian that art not a praying person," is a judgment of Bunyan. And Luther is credited with saying, "As a shoemaker makes a shoe, and a tailor makes a coat, so ought a Christian to pray. Prayer is the **daily business** of a Christian."

Prayer is not reduced to mere supplication or **petition** to which God responds sometimes Yes, sometimes No, sometimes Wait. Prayer is a many-faceted phenomenon, but most essentially **communion**. Prayer is also **adoration**, the praise of God because of His greatness and goodness. And prayer is **thanksgiving**, our outpouring of gratitude to God for His mercy, grace, and love. For the sinful man coming to God in his need, it is **confession** and **repentance**. Prayer may be **intercession** in behalf of others.

Prayer at its highest level is **submission**, as Christ Himself taught, to the will of the Father, man's abandonment of his own desires and will to God. This is the exact opposite of the primitive concept of prayer which believes that the supernatural may be wheedled, coerced, shamed or bribed into doing man's will.

The one praying in complete submission to the will of God and in perfect obedience to His Word can be sure God hears and answers his prayer.

IN-CLASS ACTIVITIES

Prepare a prayer wheel for each child (see Patterns). Attach a spinner to the center of each wheel. Have the children spin their spinners and take turns telling the class what each selection means to them. If it lands on one of the Yes, No, or Wait spaces you might help

them to know that these are some of the answers God gave to people, and that they will be learning more about them in the weeks to come. If their spinner lands on one of the other spaces tell them that these are ways of praying to God which don't necessarily require answers, but God is very pleased when we come to Him in these ways.

Make some flip-sided stick puppets to use in presenting this lesson (see Patterns). Attach a popsicle stick between the front and back of each puppet. Prepare a short sentence about each picture, then ask the children what they think God's answer was. For example, when you show the picture of Joshua, you might say: "Joshua wanted the sun to stand still in the sky so that Israel would have light while they fought their battle. He knew that if darkness came they might be defeated. How did God answer his prayer?" Or, when you show the picture of the cars on the street: "Kevin loved to ride his skateboard. His mother had told him he could take it over to his friend's house but not to ride it in the streets. His friend lived several blocks from his house and he didn't want to have to stop at every street corner and carry the skateboard across the street. So Kevin prayed and asked God if he could disobey his mother, just this one time. All together now, 'God's answer was — NO!' " Do this with each of the stick puppets. Be sure to turn the puppets over so the children can see the answer to each situation.

Make a milk-carton traffic light. Rinse and dry a quart or half-gallon milk carton. Cut black construction paper to fit sides and top of the carton. Then tape or glue it in place. Cut twelve circles — four red, four yellow, four green. Glue them to the sides of the carton. Print the words NO — YES — WAIT on the circles. Use as a prop in class or make enough traffic lights to send home with the children at the end of the unit.

Bring to class a series of cards with a question on the front of each. Let your students write an appropriate response on the reverse side — YES, NO, WAIT. Read the cards aloud and have each student explain the response he wrote. Emphasize that God is all-knowing and chooses the best answer for our prayers.

QUESTIONS

Explain prayer and why it is important.

Compare how praying to God is like going to a parent or teacher for advice. (They know more than we do.)

Tell about a time when your mom or dad said yes when you asked for something. Tell about when they said no. Tell about when they said wait.

Why is it important that we pray about everything?

Is there any prayer too hard for God to answer?

Is there any prayer too small for God to be bothered with?

Can we get ahead of God by making our own decisions?

What things could hinder God's hearing and answering prayer?

Talk about a prayer God answered for you.

Has God ever answered No to one of your prayers? How did you feel about His answer? Does God always answer quickly? Explain.

Sometimes we have to be patient. Tell of a time you had to wait.

How did God answer Jesus' prayer in the Garden? Why do you think Jesus' prayer was answered in this way? What does it mean to be *in God's will*?

PRESCHOOL SUGGESTIONS

Give each child a copy of the PRAY TODAY dot-to-dot poster (see Patterns) and a crayon. Help them to "read" the words as they repeat with you. Tell them to display this poster at home and let it remind them that they should pray every day.

Bring a play telephone for children and one for the teacher. Have them take turns asking for something. Then the teacher will answer Yes, No, or Wait. Adapt answers to requests.

Give each child a pair of the hands cut from felt which can fold in prayer (see Patterns). On the hands print the words, GOD ALWAYS ANSWERS PRAYER. Encourage them to talk about the prayers they have prayed.

To illustrate three possible answers to a request, use dolls to act out a child who is asking for a cookie. Mother would answer Yes if it were after dinner, No if he had already eaten a dish of ice cream and a piece of cake, or Wait if he can have one after dinner but not now.

For each child prepare a cut-out telephone (see Patterns). Print the pattern on heavy paper and cut it out. Fold on the dotted lines and staple together on the right and left just above the dial. The receiver will then fit between the two slips of paper. Talk about how sometimes when we call Grandma on the phone she doesn't answer — maybe she is not at home. But Jesus is always there when we talk to Him, and He will always answer.

REVIEW IDEAS

List a number of items that God may or may not answer with a Yes. For those that are Yes, include salvation, comfort, peace, guidance, loving your neighbor, help in trouble. For No, include picking a fight, playing a mean trick on somebody, or getting even. For Wait, include growing up, getting a new bicycle, visiting Disneyland, getting married, etc.

Make three large, colorful posters. One should say YES in large letters, another NO, and a third WAIT. Arrange

three volunteers to come and tell your group about incidents in their lives when they prayed and God answered. Have the volunteers hold the poster so the children cannot see what the answer is until they get to that point of the story.

COORDINATING SONGS

"Whisper a Prayer"

"God Can Do Anything but Fail"

"Why Worry, When You Can Pray"

MEMORY VERSE SONG



Before they call, I will answer; and while they are yet speaking, I will hear.



Before they call, I will answer; and while they are yet speaking, I will hear.

MEMORY VERSE VISUALIZED



TEXT Joshua 10:12-14; Luke 18:35-43

OBJECTIVE The students will be able to explain that God answers some of our prayers with a Yes.

MEMORY VERSE If ye shall ask any thing in my name, I will do it. — John 14:14

God Answers Joshua and the Blind Man — Yes

MEMORY VERSE IN ACTION

IF YE — Point to others.

SHALL ASK — Hold right index finger in front of mouth, then roll it forward in a circular movement.

ANY THING — Move hand in front of body, left to right, palm up.

IN MY — Point up.

NAME — Tap first two fingers of both hands at right angles.

I WILL — Point up.

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

MEMORY VERSE VISUALIZED

Three little boys kneeling to pray is the visual display of this week's memory verse. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines. Display the five pieces, one at a time, as your students study the verse together.

BIBLE LESSON OUTLINE

Introduction: Bring an electric clock to class, as described in the In-class Activity for this lesson. We can unplug the clock and make the hands stop, but does time stop or go backward? Tell your class that today you are going to talk about a time when that did happen — in answer to prayer.

1. Joshua prayed for God to make the sun and moon stand still because the army of Israel was in battle with a heathen nation.
2. God answered his prayer with a yes and stopped the sun and moon for about a whole day.
3. In the New Testament, we read how a blind man heard Jesus passing by, and he cried out to the Master.
4. Though people told him to be quiet, he cried out again, and Jesus called the blind man to Him.
5. Jesus asked him what he wanted, and he requested his sight.

Climax: Again the answer was Yes, and Jesus healed the blind man's eyes.

Conclusion: There are times when God's answer to our prayers is Yes.

Response: Your students will be able to describe the prayers of the two examples given in today's text, and will tell how God responded in each case.

BACKGROUND INFORMATION

Joshua, an Ephraimite, son of Nun, though born in Egyptian bondage about 1500 B.C. was named, significantly, *Hoshea*, meaning "salvation." Two months after Israel's exodus he was appointed Moses' commander. Later he represented Ephraim in spying out Canaan and returned insisting that Israel, if faithful to God, could conquer the land. This was opposed to the majority report and almost cost him his life. Subsequently, however, for having "wholly followed the Lord," he not only escaped destruction but also received assurance, unique to himself and Caleb, of entering the Promised Land.

In the spring of 1406 B.C., Joshua was chosen by God to be Moses' successor. God promised to be with him as He was with Moses, saying, "I will not fail thee, nor forsake thee." God warned him, though, of coming apostasy, but even here God promised Joshua the successful conquest of Canaan. In just six years Joshua took the whole land, "leaving nothing undone of all that the Lord commanded Moses."

It was God's presence with Joshua that brought the victories in the many battles against the Canaanites. When Israel was defeated, it was because sin was in the camp. Many times Israel faced overwhelming odds, but God's miraculous power intervened and the victory was won. It was not the numbers or the skills of the armies of Israel but God who had promised: "I have delivered them into thine hand." Joshua believed God. He dared to command the sun to stand still upon Gibeon and the moon in the valley of Ajalon. God didn't fail him.

Ajalon was a city of Dan assigned to the Levite sons of Kohath. It is identified today with the modern Yalo, 14 miles from Jerusalem, north of the Jaffa road.

Our God is not just a God of Old Testament times but He also revealed Himself through the ministry of Jesus. The blind man that Jesus healed as He came toward Jericho, had to exercise the same faith that Joshua had in God Jehovah. And it is faith in God and obedience to His Word that brings answers to prayer today.

IN-CLASS ACTIVITIES

Use a sandbox with dolls, Fisher-Price figures, or Playmobile figures. Make a sun and moon of construction paper to hang over the box. Show the children what the sun and moon usually do, then explain what the sun and moon did after Joshua prayed and asked God to help him.

Bring an electric clock with a second hand, or make a clock of construction paper, with moveable hands (see Patterns). Explain how time never stops — turn hands as you talk. Explain very simply Joshua's asking God to have the sun and moon stand still. That was their clock. God made the sun and moon stand still. Time stood still when God answered Joshua's prayer.

Have your students draw what they think the expressions might have been on the blind man's face before and after Jesus healed him (see Patterns).

Give each child a copy of the flip-sided chart of the blind man which shows the change in his eyes when Jesus healed him (see Patterns).

Have students write a list or draw a picture showing how Jesus has answered their prayers with a Yes. Display their pictures on the bulletin board.

Make paper eyeglasses with no eye holes for each of the children (see Patterns). Have them wear the glasses while you tell the story. Then remove them at the end to emphasize the blind man's receiving sight and what a great answer to his prayer that was!

QUESTIONS

Why did Joshua want the sun to stand still?

If the sun had not stood still, what would have happened in the battle?

Could anyone but God make the sun stand still? Explain.

"With God all things are possible." What does this mean?

Both Joshua and the blind man prayed for one special answer from God. They both knew exactly what they wanted and God said Yes. How can we follow this example?

Why did the blind man call to Jesus when he heard that Jesus was passing by?

We know that Jesus knows everything about every one of us. Why then, did He ask the blind man, "What will ye that I shall do unto you?"

How did the blind man's faith "save" him?

How much faith do we need to have God answer our prayers?

Tell about a time when God answered a special prayer for you or your family.

What must we remember to do when God answers our prayers?

PRESCHOOL SUGGESTIONS

Use a flannelgraph of Joshua, showing the moon and sun. Give the children a figure from the set, and as you tell the story, let them place the figure on the background at the appropriate time.

Give each child a sack puppet representing the blind man whose eyes were opened (see Patterns).

Show pictures of birthdays or Christmas parties. How happy we are when we get what we want. Show how Jesus likes to make us smile.

To illustrate when the blind man was healed: Have children cover their eyes, or you could blindfold them if they wouldn't be afraid. Have them say what the blind man said to Jesus. Take the blindfolds off or have them uncover their eyes as you say, "Receive thy sight, thy faith hath saved thee."

REVIEW IDEAS

Have several students or teachers come up carrying a posterboard showing something they once asked God for. (The illustrations can be simple line drawings, pictures cut from magazines, etc.) Have them briefly tell their story, including what the circumstances were surrounding their request. Then have them turn their posterboard over to show the word Yes — God's answer.

Make a "Prayer-Memory Box." To do so, collect several items which might trigger your memory of a time when God answered Yes to one of your prayers. (A toy car

might remind you of a vacation, or a ribbon might bring back memories of a special gift). Tie a string to each item, put the item into the box, and let the string hang over the edge. Ask some of the students to come forward, one at a time, and choose a string. As you pull each item from the box, make a comment such as: "Oh, that reminds me of the time . . ." Tell your students that each time they pray they will be adding to their own prayer memories.

COORDINATING SONGS

"He's Only a Prayer Away"
 "God Will Take Care of You"

SUPPORT MATERIAL

The Man Born Blind — Palm Tree Bible Series, Concordia
 The Beggar's Greatest Wish — Arch Book, Concordia

MEMORY VERSE SONG

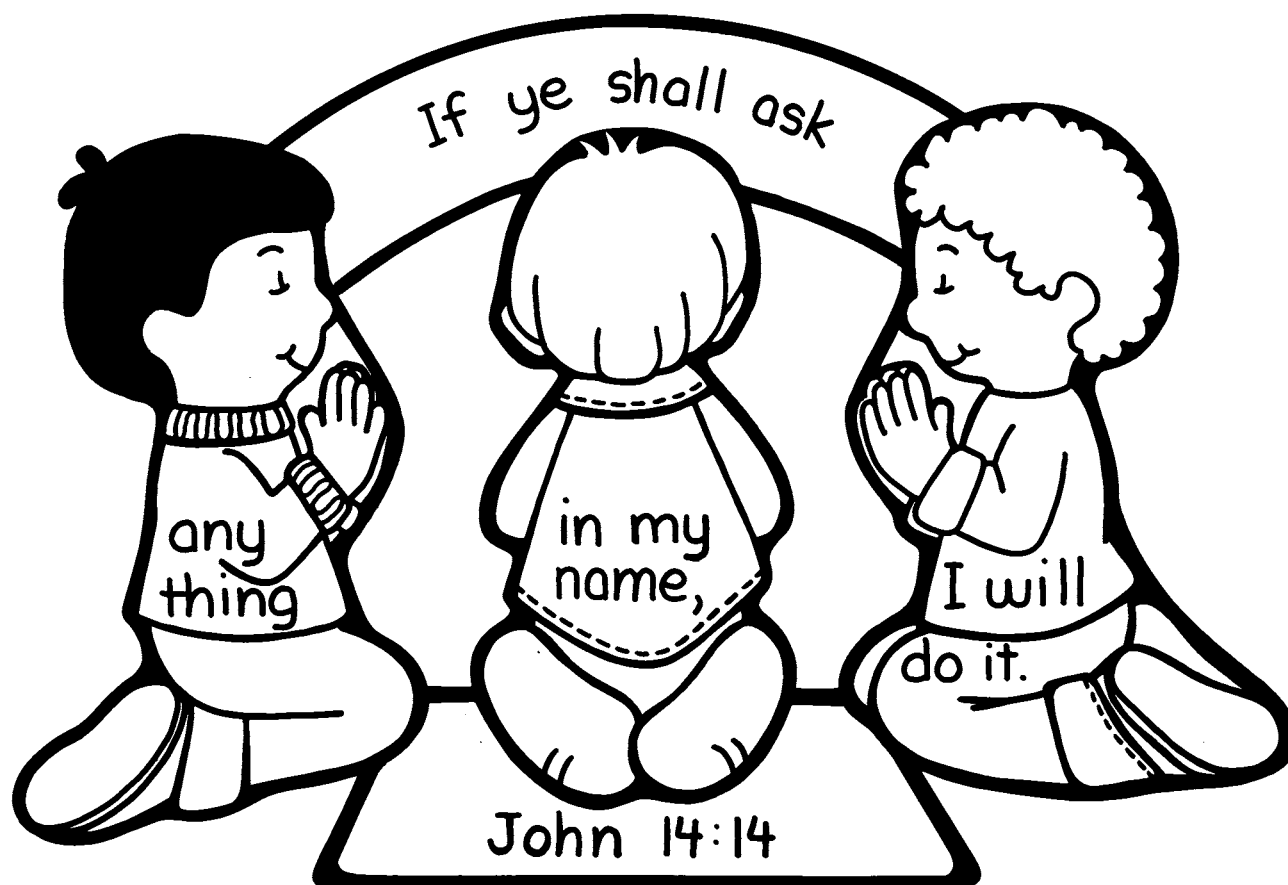


If ye shall ask an-y-thing in my name, if ye shall ask, ask an-y thing.



If ye shall ask an-y thing in my name, I will do it.

MEMORY VERSE VISUALIZED



TEXT Matthew 26:36-46

OBJECTIVE The students will be able to explain that God answers some of our prayers with a No.

MEMORY VERSE My grace is sufficient for thee. — II Corinthians 12:9

God Answers Jesus — No

MEMORY VERSE IN ACTION

MY — Right flat palm on chest.

GRACE — With right hand about eye-level, flick all fingers toward head.

IS SUFFICIENT — Make a fist with left hand, palm facing right. With right open hand, palm down, brush across left fist to the right several times.

FOR THEE — Point to others.

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by a boy and girl in a raft on a stormy sea. (See pattern at the end of this lesson.) Cut apart the three sections as indicated by the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Make a large "Road Closed" sign from construction paper. Open your class session by asking your group to pretend with you that you are driving through a mountainous region when you see this sign on a barrier stretched across the road in front of you. Discuss what you should do, and why. Then liken this to times when God answers No to our prayers.

1. Jesus knew that the time was at hand when He would be taken and crucified. He went to a place called Gethsemane to pray.
2. Taking three disciples with Him, He prayed in great sorrow and heaviness, asking His Father if this cup could pass from Him, but adding that it should be according to His Father's will.
3. He came back and found His disciples asleep, so went a second time and prayed the same prayer.
4. Again He found them asleep, and went the third time and prayed the same prayer.

Climax: God answered Jesus' prayer with a No, and Jesus was taken and eventually nailed to a cross where He died for us.

Conclusion: God said No to His own Son for the blessing and benefit of the entire human race. If He had said Yes, there would have been no way we could be saved. Sometimes God must also say No to our prayers, either for our good or for the good of others.

Response: Your students will be able to describe Jesus' prayer and tell how that prayer was answered. They will recognize that sometimes God must answer No to our prayers, and will tell some of the reasons why this might occur.

BACKGROUND INFORMATION

There are very few recorded instances in the Bible where God said No when one of His children made a request in sincere, earnest prayer. The sinner cannot be assured of answered prayer unless it is a prayer of repentance. Those who are lukewarm or backslidden may hear God say: "Ye ask, and receive not, because ye ask amiss, that ye may consume it upon your lusts" (James 4:3).

We might wonder, though, why God would ever say No to His own child, especially if it was a good thing that was being requested. The No is the result of God's wisdom. He who knows the end from the beginning and knows the individual better than that one knows himself, sees that the desired thing would not be for His child's good. A wise parent knows that many times he must say No to his child in order for that child to learn certain lessons, or to develop maturity; and God knows His children better than we know ours. Often it is difficult for the parent to say No; it may really pain him, but he knows it is necessary.

Think how it must have pained the heart of God to have to say No to His only beloved Son. It certainly was not for disciplinary measures — another reason for God's saying No. But there is yet a further reason why God may say No to those who are wholly committed to Christ and wholly submitted to Him: for the blessing and benefit of another. God said No to His own Son for the blessing and benefit of the entire human race. Had He quickly responded to the cry of His beloved Son to "Let this cup pass from me," there would have been no redemption possible for fallen man. Aren't we glad God said No?

IN-CLASS ACTIVITIES

Prepare enough of the MOM WOULD SAY NO cards for your whole class (see Patterns). Have the students

fill in the blank spaces with their answers. Write some of their answers on a chalkboard. Discuss a few of the things to which God might say No, and why.

Pretend to be driving down a beautiful road when suddenly you have to detour because of a "Road Closed" sign. The sign doesn't say why the road is closed but you must obey anyway. Up ahead there may be a rock slide or perhaps the road is washed out. Compare this to our lives in that only God knows what is ahead. So, if He says No to any of our prayers we should obey Him and not try to get our own way.

To help the children understand why God said No to Jesus' prayer, give each of them a copy of the YES, NO, WAIT coloring sheet (see Patterns). Supply the crayons, and have the children color Green in all the YES spaces, Yellow in all the WAIT spaces, and Red in all the NO spaces. When they have finished they will see a red cross in the middle of the page. Explain to the children that Jesus obeyed God because He loves us.

For a fun reminder of this lesson, make a Twist-N-See for each of your students (see Patterns). Copy the patterns onto the front and back of 3-inch circles cut from tagboard. (Be careful to center the starburst on one side and to center the NO on the other side.) Punch holes at the 3 o'clock and 9 o'clock positions of the circles where indicated. Insert one 8-inch length of string in each hole and tie a knot. Twist the strings between your thumbs and forefingers while holding the strings taut. The Twist-N-See will twirl rapidly and the word NO will appear to be inside the starburst.

Bring pictures from magazines of things that God says No to: cigarettes, beer, liquor, drugs, stolen goods, etc.

QUESTIONS

What does it mean to "pray for God's will"?

Give some reasons you think Jesus prayed this way.

How do you think Jesus was feeling at this time?

How did God choose to answer Jesus' prayers?

What was Jesus' response to God's answer to His prayer?

What would have been the result if God had not said No to Jesus?

How should we respond when God says No?

Do your parents ever tell you No when you ask for something? Why?

Think about a time Jesus told you something that He wanted you to do (i.e., take a stand, make a restitution, etc.). Even though it was hard to do, do you think Jesus would change His mind about your doing it? What would He do to help you go through with it?

What are some reasons why God might say No to one of our prayers? Is He being unjust? Why or why not? Explain.

PRESCHOOL SUGGESTIONS

Make a paper-bag Prayer Puppet for each child (see Patterns). Cut out a copy of the pattern, fold on the lines as indicated, and attach to the bottom of a lunch-sized paper bag. Impress upon the children that even if God answers No to one of their prayers they can still be happy. They can know that God gives the answers that are best for them.

Prepare a NO Apple for each student (see Patterns). Cut the leaf from dark green paper and the apple from red (or light green) paper. Put the tab of the leaf through a slit just below the stem and attach it in the back. This covers the worm so the children can't see it until they lift the leaf. Help them to read the front of the apple. Explain to them that many times they may pray and ask God for something without knowing that it really is not good for them to have, just like the apple. But God knows and when He answers No, they can believe that there was a very good reason, like the worm.

The thought on this lesson to emphasize to preschoolers is how much Jesus loves them. He doesn't want anything to happen to them that would hurt them. Give each child a picture of Jesus and the children and let them color their copy as you teach the lesson (see Patterns). Compare Jesus' love to the love of protective parents who watch out for their children. Mommy must sometimes say No — no, you can't play in the street, no, you can't play with matches, etc. She tells us this because she loves us. Jesus does the same thing if we ask for something that is not good for us.

REVIEW IDEAS

Use the overhead to show some things that we might want that wouldn't be good for us: a mountain of candy, five puppies, to stay up all night, Christmas every day, etc. Just as we can recognize the wisdom of saying No to these things, God knows when it is best to tell us No.

Have a skit of a child who is asking his parents if he can go on a trip with a friend. His parents say No. The child prays and asks God to have the parents change their minds and let him go but they don't change. After his friend is gone he gets the chance to work with a favorite uncle and earn extra money for a bike he has been wanting. He is now glad that he didn't go on the

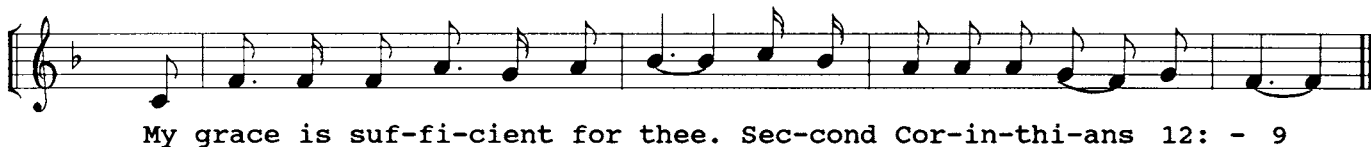
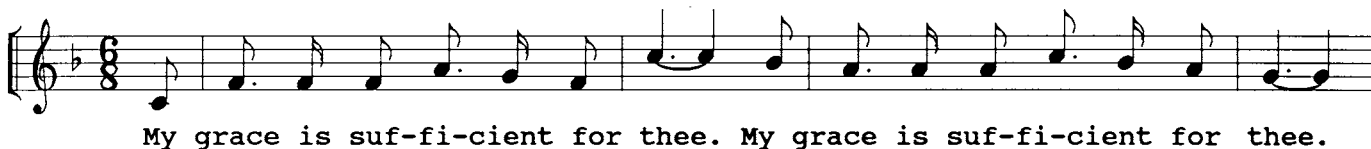
trip with his friend. An alternate skit could have the child wanting to go to a friend's house and is denied, but later learns that the friend has the chicken pox. This shows that God knows the end from the beginning.

COORDINATING SONGS

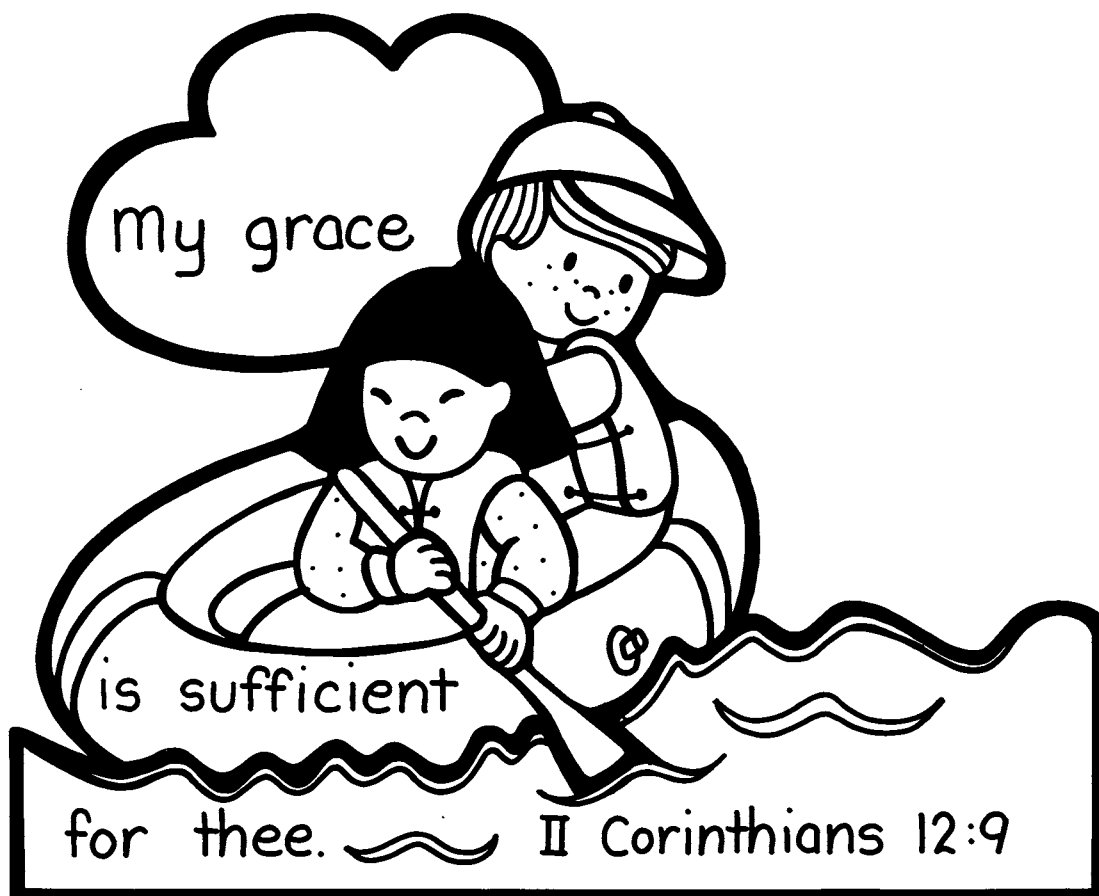
"He's Able"

"My God Is So Great"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Genesis 12:1-4; 17:1-4,19-21; 21:1-3

OBJECTIVE The students will be able to explain that God answers some of our prayers with a Wait.

MEMORY VERSE I will wait for the God of my salvation: my God will hear me. — Micah 7:7

God Answers Abraham — Wait

MEMORY VERSE IN ACTION

I — Point to self.

WILL WAIT — Rest right cheek in right palm as right elbow is being supported by left palm.

FOR THE GOD — Point up.

OF MY SALVATION — Abruptly move hands away from body, palms down.

MY GOD — Point up.

WILL HEAR — Hand cupped around back of ear.

ME — Point to self.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by two boys and a heart. (See pattern at the end of this lesson.) Cut apart the three sections on the heavy black lines. Reassemble the arrangement with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Use the In-class Activity utilizing a calendar as your opener for this session. Point out that we have examples in the Bible of times when people had to wait for an answer to their prayers, and this may happen in our lives too.

1. When Abraham was 75 years old, God promised him a son.

2. God also promised Abraham he would be the father of a great nation.

3. Twenty-four years later, God told Abraham he would have a son in the next year, though Abraham and Sarah were too old to have children.

Climax: God answered prayer and a son, Isaac, was born when Abraham was 100 years old.

Conclusion: Even though the answer to our prayers may be Wait, we can have confidence in God because He never fails to keep His word.

Response: Your students will be able to relate God's promise to Abraham, and describe how he had to wait to see that promise fulfilled. They will be able to compare this to circumstances in our lives, explaining that at times we will have to wait to see an answer to our prayers also.

BACKGROUND INFORMATION

What do you do when God seems slow in answering prayer?

Perhaps you need to pray with more faith. God teaches us to come boldly to the Throne of Grace.

Maybe you need to learn patience. The Scripture says "But if we hope for that we see not, then do we with patience wait for it." Also, "For ye have need of patience, that, after ye have done the will of God, ye might receive the promise."

God may be using your need to help another believer develop generosity. While you are waiting for an answer to your prayer, God may be telling someone else exactly what you need.

Many times, God uses the generosity of one believer to answer the prayers of a person in need.

God may want you to prove Philippians 4:11-13 in your life. Paul learned to be content whether or not he had everything he felt he needed. Contentment is not automatic for today's Christian child. He is enticed by commercials and by possessions of other children. God says, "And having food and raiment let us be therewith content."

IN-CLASS ACTIVITIES

Make flip-sided stick-puppets of Abraham and Sarah (see Patterns). Attach a popsicle stick between the front and back of each puppet. First show the children what Abraham and Sarah might have looked like when God first gave them the promise of a son. Then turn the puppets around to show what they might have looked like when Isaac was finally born.

Make a paper chain which has 25 links. Place the chain in a basket or container so the children can't see where the end is. Tear off one link at a time as you tell the story. Tell the children that Abraham didn't know if he would have to wait one year or fifty years or even longer before his promised son would be born. When the last link has been torn away, talk about how happy Abraham and Sarah were. At last, God had given them

their little son, Isaac. If we wait patiently for God's time, we will be happy when He answers our prayer.

Make a set of puzzle squares for each child in your class (see Patterns). Copy each puzzle onto heavy paper, cover it with contact paper, cut it into squares, and store it in a Ziploc bag. The puzzle contains the word WAIT and other words which mean the same. They are paired off according to type style. As the children match each of the words and styles, talk about reasons that God might answer Wait to some of our prayers.

Use Prayerful Puppy to help you explain that we should continue to pray and wait patiently for our prayers to be answered (see Patterns). Let the children take turns reading the verses and adding the body parts which help Prayerful Puppy to grow. Explain that prayer and patience will help all Christian boys and girls to grow for Jesus.

To introduce, on a child's level, the subject of "waiting," bring a calendar to class. Show the children where Christmas comes. Elaborate a bit on what a happy, exciting time the holiday season is and how difficult it is to wait for it. Show how many squares (days) must go by until Christmas is here. But emphasize that we know it is coming! Just so, we can be sure God will answer our prayers in His own time and in the way He sees is best.

QUESTIONS

Ask the children to name some things that they have had to wait for — Christmas, birthday, new brother or sister, new toy, etc.

Does it take more faith to wait for God's answer than to have an immediate Yes or No? Why?

What was God's promise to Abraham?

What would have happened if Abraham had doubted God's promise?

Sometimes we do things our own way because we think God is taking too long. How do you think God feels about this?

Talk about how God knows the future — the road up ahead that we will travel. Waiting for an answer may be necessary.

Talk about testimonies of people who had to wait for Jesus to answer a prayer (healing, etc.).

How should you wait?

Tell about a time when God did not answer your

prayers right away. How long did you have to wait?

PRESCHOOL SUGGESTIONS

Make a copy of the road scene (see Patterns). Using a little car, let the children go on a pretend trip to Grandma's house. Tell them they must obey the traffic lights before they cross streets, they must watch out for pedestrians, they can't just go through people's yards, etc. They will eventually get to where they are going but they have to be patient and wait.

Tell the children they will get a treat if they wait patiently while you teach the lesson. Sometimes we have to wait for something good. Be sure to give the treat!

Show the children an egg with a chick inside (see Patterns). Tell them that they have to wait for the egg to hatch before a cute chick is born. If they try to help it out of the shell, the little chick won't live. God's timing is best.

REVIEW IDEAS

To illustrate why sometimes it is necessary to accept waiting, put on a skit or puppet show involving a child who wants to have his birthday party right now rather than waiting until the actual day given on the invitation. Have his mother reluctantly agree, but then show the results: his friends are unable to come because they had other plans, his mother had not yet purchased a present for him, she had not baked his cake yet, there were no games prepared, no decorations put up. How much better if he had waited until the proper time!

Prepare the transparencies for an overhead review on God's promise to Abraham (see Patterns). Following is a sample dialogue to go with the picture series (you fill in the needed details).

1. God wanted Abraham to go to another country. He said, "Abraham, you will have many children. You will become a great nation."
2. Abraham was seventy-five years old when God told these things to him. But, he and his wife Sarah packed their things and traveled to the new country.
3. When Abraham was ninety-nine years old, he was still waiting for the son God had promised him.
4. Abraham was reminded by God that he would become a great nation. God said, "Sarah will have the promised son and you will name him Isaac."
5. God said He would bless Abraham's other son named Ishmael. But the promise would be for Isaac.
6. When Abraham was 100 years old, his promised son, Isaac, was born.
7. Wow, twenty-five years is a long time to wait for a promise to be fulfilled!
8. God will answer Wait to some of your prayers. What are some things you may have to wait a long time

for? Maybe you wish you could drive a car. How long will you have to wait?

9. Perhaps some of you want to get married someday. What age do you want to be? How long will you have to wait?

10. Or maybe you can hardly wait for vacation to begin. You won't have to wait quite as long for that prayer to be answered as some, but still you must wait.

11. Some things don't require such a long wait. You usually wait just a short time to find out if you get dessert, or if you can stay up past normal bed time, or if you can sleep late in the morning.

12. Whatever your prayers are for, be patient and know that God will answer.

COORDINATING SONGS

"Read Your Bible, Pray Every Day"

"They That Wait Upon the Lord"

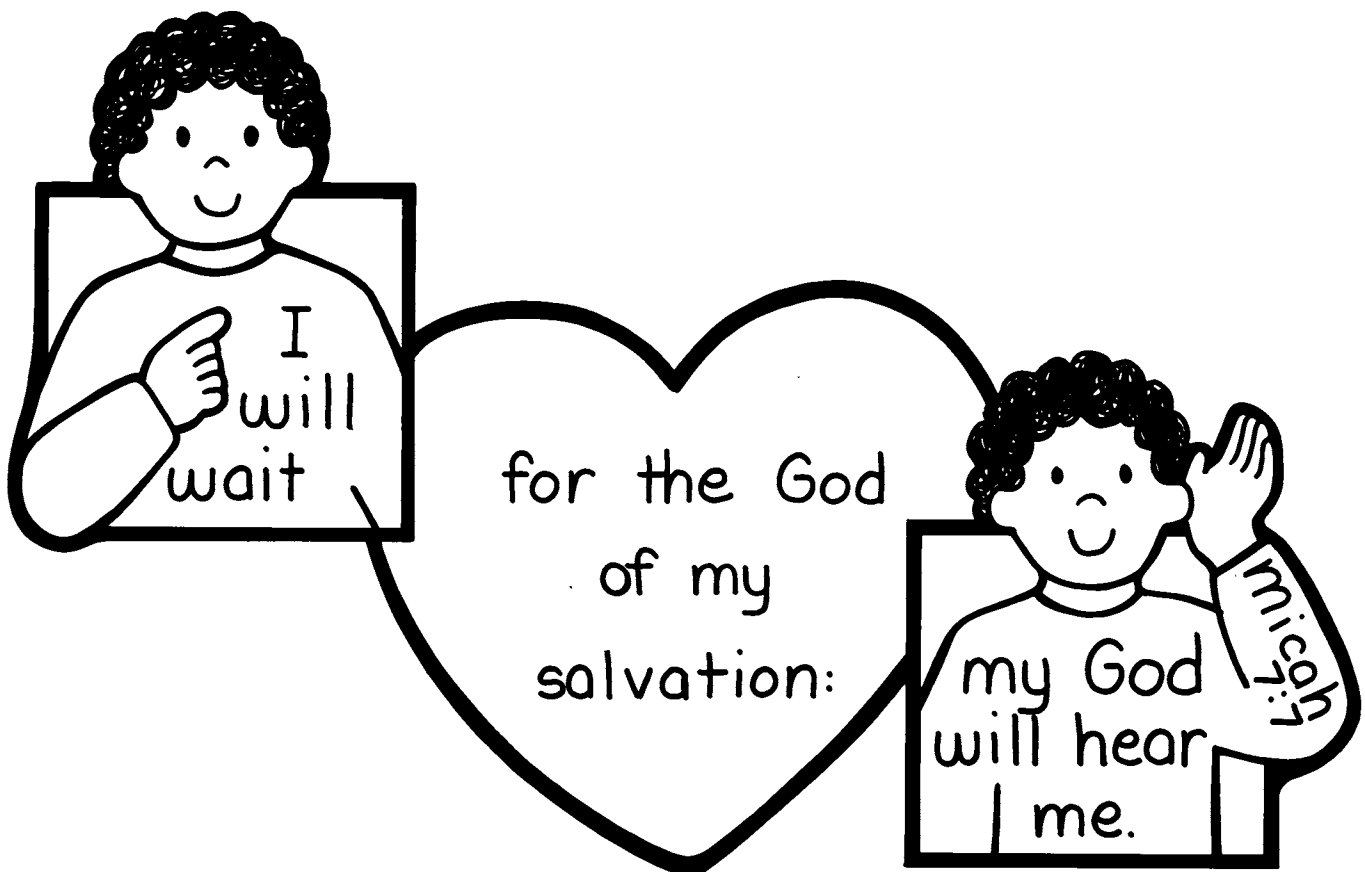
SUPPORT MATERIAL

Abraham, Sarah and the Promised Son — Arch Book, Concordia

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Thankful for God's Creation

Lesson 15a — Thankful for the Earth, Stars, Moon, and Sun

Lesson 15b — Thankful for Animals and Plants

Lesson 15c — I'm Thankful for My Body

Lesson 15d — I'm Thankful for My Soul

Lesson 15e — I'm Thankful for My Mind

OVERVIEW

This unit deals with the Creation, approaching it from the aspect of thankfulness. The act of creation does not occupy a great deal of space in the Bible, but it is clearly presented in Genesis 1 and 2, and reinforced many times in later parts of the Bible.

The word *Genesis* means "origin." It is a book of beginnings. The word "God" is translated from the Hebrew "Elohim," which is used over 2500 times in the Old Testament. Elohim is plural in form, but singular in construction, indicating a plurality of persons in the Godhead. The reality of the Divine Trinity is made evident in this first chapter of the Bible which speaks of the God of Creation, the Spirit of God moving upon the face of the water, and God's saying, "Let **us** make man . . . after our likeness."

Our first two lessons focus on the creation of our world and universe, and the plants and animals that inhabit our earth. You will want to emphasize why we should

be thankful for these things: they provide us with all that we need to exist. Stress the beauty of God's world the first week. During week two, relate this aspect of creation to things they are familiar with and love: their pets, their favorite foods, etc.

Our last three lessons of this quarter feature something of great importance to every primary child — themselves! As they begin to study the human body in school, they are becoming more aware of what a marvelously complex instrument it is. This is the perfect opportunity to reinforce that thought, combining it with an emphasis on the fact that God created us in His image. As your students think about and discuss the various abilities God has given us, thankfulness for these abilities seems to be a natural progression. As you study these three lessons together, you will want to bring out to your class that we show our thankfulness to God by using our body, soul and mind in a way that is pleasing to Him.

GAMES FOR REVIEW

Make a large copy of the Word-Find of things for which we can be thankful (see Patterns). (Or you may prefer to create one of your own.) Display, in large print, a list of the words hidden in the puzzle. Have your group help find and circle all the words.

Play Bible Tic-Tac-Toe, boys versus girls. On a board or wall, have construction paper squares displayed in the tic-tac-toe pattern. Let the children take turns choosing a square and answering a question (teacher selects the question). If they answer correctly they mark that square with an X or O (or B-boys, G-girls). The object, of course, is to get three in a row.

Make different colored balloons from construction paper and add a string to each one (see Patterns). On each balloon write the first letter of something for which

we can be thankful. Put the balloons on the board. Let the children guess what the letter stands for. There will probably be many answers for each letter. Talk about why we should be thankful for each thing.

CONTEST IDEAS

This month begin your contest by giving each student an envelope on which you have attached or drawn a round pattern of the world (see Patterns). Let the students earn points for attendance, knowing memory verse, bringing Bible, etc. For each point, give a symbol card of that week's lesson (see Patterns). These symbol cards should be kept in the students' envelopes. At the end of the month they may turn in their cards for prizes.

Write down the first names of all the students in each class (keep classes separate). Give each student a

copy of their class list and a blank sheet of paper. Have them combine the letters from their list of names to make as many words as they can of things for which they are thankful. The following Sunday, combine the lists of the students in each class. The class that has the longest list of words (correctly spelled) wins.

On your board, put up a large tree with bare branches. Assign each class a leaf color. Let them put up one of their leaves for attendance, bringing Bible, knowing memory verse, or missionary work. At the end of the month the winning class gets a treat. Or, as a class contest, have the students write their names on their leaves, giving the winning student a prize.

BULLETIN BOARDS

Title your board, LORD, WE THANK THEE (see Patterns). Surround the title with pictures of the sky (including clouds, sun, etc.). Also have pictures of plants, animals, and most importantly, people. Frame the pictures with colored construction paper.

Make banners which picture a symbol of each of the lessons that will be studied (see Patterns). Title your board, I'M THANKFUL!

Use the memory verses as your theme. Across the top of your board put the title, IN THE BEGINNING WAS THE WORD (see Patterns). The words of each memory verse will form the shapes pertaining to each lesson.

Title your board, HE'S GOT THE WHOLE WORLD IN HIS HANDS (see Patterns). With the world at the center, place at random a crescent moon and large and small stars. Around the edges of the large stars, write the words of the song, "He's Got the Whole World in His Hands." Around the edges of the small stars write Scripture references that pertain to each lesson.

Start the unit with an empty board that has only a background, border, and the title I AM THANKFUL FOR . . . at the top. Each week have the students draw symbols or pictures pertaining to the lesson, and attach them to the board. Ideas: star, sun, moon, world, flower, tree, two or three animals, man and woman.

CHART IDEAS

Prepare an "I'm Thankful" book for each student in your class (see Patterns). Use different colors of construction paper to prepare the covers. White typewriter-bond paper would work best for the inner pages. Copy several inner pages for each student. Staple the book together along the edge where indicated. At various times during the month (either in pre-class time or during your class session) allow your students to fill in some blank pages in their own books and then illustrate and color those pages. At the end of the month let the

students who want to, share their books with the class so each student can see what the other students have composed.

For each student, make a book in the shape of a turkey (see Patterns). Cut the cover from construction paper and the inside pages from white typewriter-bond paper. Each Sunday let the children write their memory verses on one of the pages or draw a picture of the lesson.

Make a round clock face from construction paper. In place of the numbers write the letters from the word THANKSGIVING around the clock face. Glue the clock on construction paper of a different color. Under the clock, glue a piece of paper in the shape of a base. On the base write TAKE TIME TO GIVE THANKS. Put appropriate stickers on the clock face each Sunday.

UNIT PROJECTS

Teach the children this poem about God's creation. Here is one colorful way to help them learn. Give each child a piece of colored paper, using the colors that are mentioned in the poem below. Also use other colors for flowers, etc. When each color is mentioned the children holding that color will lift it high for all to see.

God's creation is a rainbow
of color everywhere
These colors show us God's in charge
They show us that He cares

Silver (is) for the twinkling stars
Orange (is) for the moon
Yellow (is) for the sun He made
It shines above at noon

Green plants He made, and trees so tall
He added flowers and food
They come in colors bright and bold
Our world is very good

Then God made people, every kind
There's black, red, yellow, white
He gave us all a living soul
We're special in His sight

UNIT SUPPORT MATERIAL

My Thank You Book — By Diane Stortz and Frances Hook, Standard Publishing
Thank You, God — Coloring Book, Standard Publishing
God Made Everything — Happy Day Book, Standard Publishing
Saying Thank You Makes Me Happy — Happy Day Book, Standard Publishing
God's Gifts — Classroom Pictures to color, 8 each of 6 pictures, Standard Publishing
We Give Thanks — Coloring Book, Concordia
God Made the World — Coloring Book, Concordia

TEXT Genesis 1:1-8,14-19

OBJECTIVE The students will be able to explain why we should be thankful that God created the universe.

MEMORY VERSE The heavens declare his righteousness, and all the people see his glory. — Psalm 97:6

Thankful for the Earth, Stars, Moon, and Sun

MEMORY VERSE IN ACTION

THE HEAVENS — Wave arm left to right, pointing up and looking up.

DECLARE HIS RIGHTEOUSNESS — Place both index fingers on lips. Move right hand in semicircle to right, and left hand in a semicircle to left.

AND ALL THE PEOPLE — Point to others.

SEE — Point to eyes.

HIS GLORY — Extend left palm facing up. With right fingertips touch left palm; raise right hand wiggling fingers.

MEMORY VERSE VISUALIZED

The visual representation of our memory verse for this week features a portion of God's heavenly creation. (See pattern at the end of this lesson.) Cut along the heavy black lines to separate the star, moon, and clouds. Reassemble the complete arrangement with your group, a piece at a time, as they learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a scenic photo of one of your favorite places — perhaps someplace where you took a vacation at one time. Describe how beautiful the place was. Ask your students to tell you about some of their favorite places and why they like them so well. Develop the discussion by talking about how good it was of God to provide spots like this for us to enjoy.

1. God followed a step-by-step plan in creating the universe and the world. On the first day God created light, and divided it from the darkness.

2. On the second day, God made a firmament in the midst of the waters which divided the waters above from the waters below.

3. On the fourth day [note that day three, the creation of plant life, will be studied next Sunday], God made the sun, moon, and stars, and established that these would be for seasons, days, and years.

Climax: God made a beautiful world for us to enjoy,

and the firmament is a testimony to His greatness.

Conclusion: We must remember to express our gratitude to God for the beautiful world He has given us. The endless variety of scenic wonders, and the vastness of space, tell us of God's goodness to each of us.

Response: Your students will be able to describe how God created the firmament — the earth, stars, moon, and sun. They will see the necessity of thanking God for all of these.

BACKGROUND INFORMATION

The Creation account does not take up much space in the Bible but it is clearly presented in the first chapter of Genesis and confirmed in Hebrews 11:3. The Bible clearly and emphatically teaches that our universe and all matter came into existence through the will and the Word of the eternal God. The order of creation is important. There was light before plant life was created because it couldn't exist long in total darkness. There were both light and warmth from the sun, moon, and stars before man was created so that he might be comfortable on the earth on which God placed him. The perfect order of the universe is reason for all men to believe in the God of Creation and to give thanks to Him for His goodness to man.

IN-CLASS ACTIVITIES

Have your students cut out stars, moon, sun, and clouds from felt fabric (see Patterns). Give each student a plain square of blue felt to use as a background. Give each of them a globe-shaped pattern of the world (use pattern given under contest ideas in Unit 15) which you have backed with felt fabric. Let them place these objects on the blue background as they tell why they are thankful God created each thing.

Give each child copies of the daytime and nighttime pictures (see Patterns). Help them compare the pic-

tures to find what is different in each and why (we play during the day and sleep during the night, etc.).

Using construction paper, start with a black sheet to represent the darkness “in the beginning.” Overlay a half sheet of yellow to represent the division of light and darkness. This happened when “God said” Next, show the children a sheet of dark blue. Overlay this with a piece of lighter blue so only a small strip of the dark blue shows. This represents the firmament (the sky) that God made to divide the waters above from the waters below. This happened because “God said” To the light blue, add cutouts of the sun, moon, and stars as you speak about the importance of each one (light, heat, time, seasons, etc.). Impress on the children that all this happened because “God said” There is power in God’s word.

Prepare the “God’s Word says . . .” activity for your class (see Patterns). Be careful to center the pages as you reproduce enough copies for each child. On the first page, cut around the heavy solid lines of the clouds, making sure to leave the top of the clouds intact, so they can be lifted to see the pictures underneath. Position the first page so the clouds are over each of the pictures on the second page. Glue the pages together, being careful not to glue the clouds shut. As you and your students read each verse, lift up the cloud to see what that verse is referring to.

Give each of your students a copy of the “Thank You, God, for the . . .” activity (see Patterns). On each of the blank lines have them write either what the object is (star, sun, moon), when they see it in the sky (day, night), or what it does in the heavens (twinkles, shines, glows, etc.).

Use Viewmaster scenic reels to illustrate the beauty of God’s world.

QUESTIONS

How do we know that God created the universe?

Why did God give us the sun? Tell some of the ways the sun helps us. Describe what the earth would be like without the sun.

Talk about the sun and its effect on the earth — sunrise, sunset, rays in a window — and all the beauty in the way God designed it. What if God had just put a big flashlight up in the sky?

If there weren’t any night, when would you sleep?

What does the moon do for us? (Talk about how the moon controls the ocean, gives direction, etc.).

How do we recognize the different seasons? Why do we have summer, fall, winter, and spring?

How can we show God that we are thankful for the sun, moon, stars?

How do the heavens declare God’s righteousness? Who wrote those words?

What is your favorite place on earth? Tell what it looks like and why you like it. Do you ever thank God for that special place?

PRESCHOOL SUGGESTIONS

Give each child a star-shaped lacing card and a length of yarn (see Patterns). To prepare the cards, copy the star onto heavy paper and cut it out. Punch holes in the marked places. While the children work on their stars, talk about how easy it was for God to make the stars. He just had to speak the words. We can’t make things like God did but it is fun to make copies of them.

Make a copy of the dot-to-dot sky for each child (see Patterns). The “dots” are made from figures other than dots so the children will have an easier time keeping the symbols separate. As they “discover” each of the creations, talk about why God made it and why we should be thankful.

Sugar cookies cut into the shapes of stars, moon, and sun will make a big hit at snack time. Decorate them with yellow sprinkles to help them “shine.”

Make paper-plate puppets for each of your students by putting the right sides of two plates together and stapling around the edges. (Be sure to leave an opening for the hand to fit into.) Color each plate one of these colors: orange (moon), yellow (sun), and blue (sky). Put star stickers on the blue plates. Give one plate to each child. Have them hold up the correct color of plates as you talk about each of the things that God created.

REVIEW IDEAS

Construct a cardboard rocket and a foil-covered space helmet. Prepare a cassette tape of quiet “rocket” sounds. As you “journey through space” describe all the wonderful things you are seeing. Express to the children why you are thankful for each thing — the sun for light and heat, the moon for seasons, the stars for guidance, etc. Then “look” toward the earth. Tell how thankful you are that God made the air perfect for mankind — you don’t have to wear an oxygen tank on earth. God made the world beautiful to look at and to live in. Again, express your thanks to God for all His creation.

Use enlarged copies of the daytime/nighttime pictures given under IN-CLASS ACTIVITIES. As the children help you to compare the two pictures, talk about how thankful you are for each of the elements that God created.

COORDINATING SONGS

"It's a Miracle" — by William Gaither
"He's Got the Whole World in His Hands"
"This Is the Day" — by World Music

SUPPORT MATERIAL

The World God Made — Arch Book, Concordia
I am . . . the Sun — B. and J. Marxhausen, Concordia
I am . . . a Cloud — B. and J. Marxhausen, Concordia
God's Plan for Weather
God's Plan for the Seashore
God's Plan for the Seasons
God's Plan for Air — All of the "God's Plan" material from the "God in Creation" Series by Judy Hull Moore, Gospel Publishing House
God's World of Colors — Happy Day Book No. 3640, Standard Publishing

MEMORY VERSE SONG

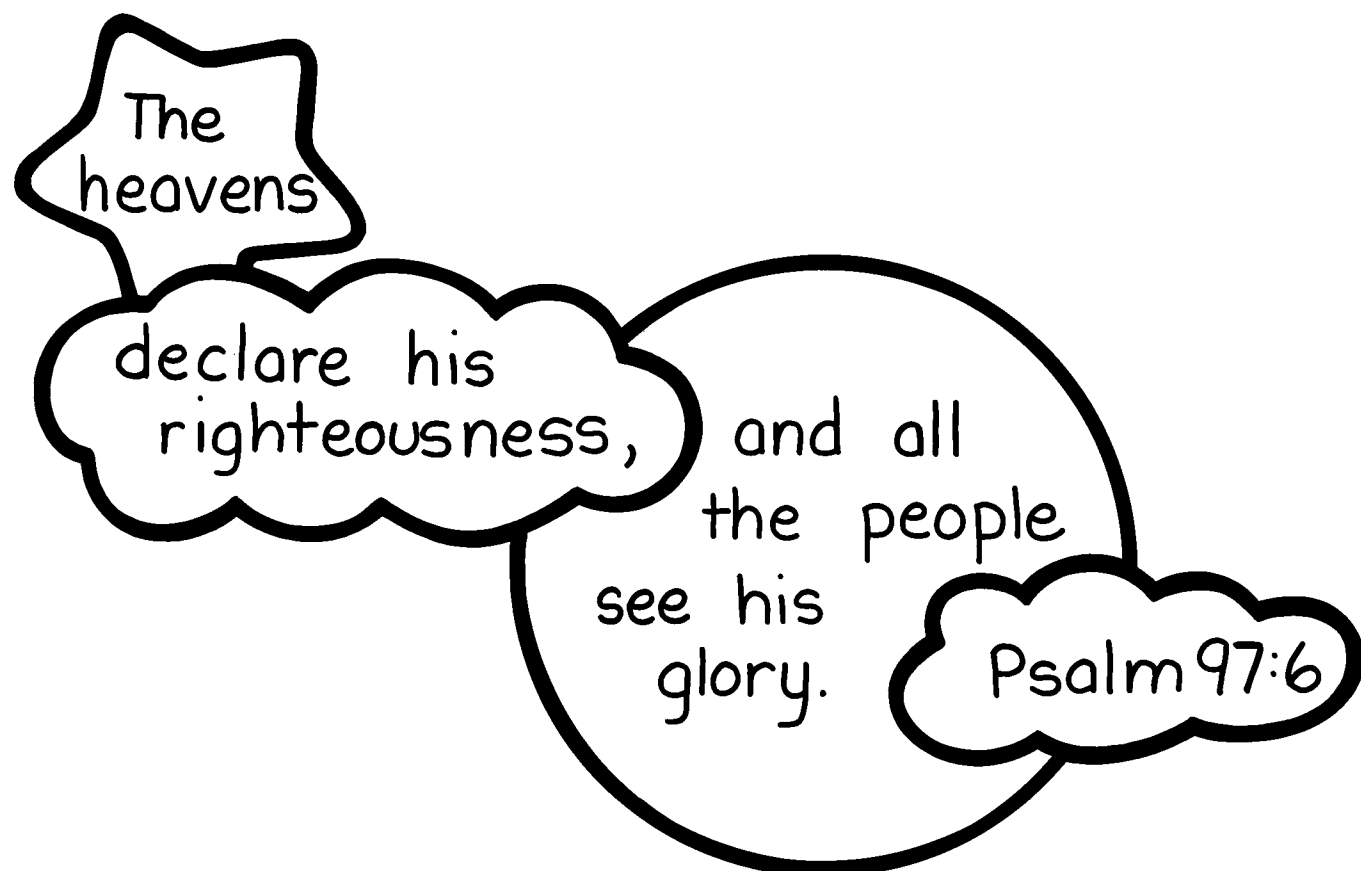


The heavens declare his righteousness, the heavens declare his righteous-



ness, and all the people see his glory. Psalm nine-ty sev-en verse six.

MEMORY VERSE VISUALIZED



TEXT Genesis 1:9-13,20-25

OBJECTIVE The students will be able to describe how God created the plants and animals, and will see that He made them for us to enjoy.

MEMORY VERSE O LORD, how great are thy works! — Psalm 92:5

Thankful for Animals and Plants

MEMORY VERSE IN ACTION

O LORD — Point up.

HOW GREAT ARE THY — Place hands, touching, in front of body, and move to sides.

WORKS — Tap fists together at wrists, right one on top of left one.

MEMORY VERSE VISUALIZED

A little boy in an outdoor scene is the visualization of the memory verse for this week. (See pattern at the end of this lesson.) Cut apart the four pieces on the heavy black lines and place them on your board in the correct sequence as your students recite the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a live animal (a bird, hamster, goldfish, or something of this sort) to class this week. Allow the children to watch it move about. Discuss the things that make it unique from other animals. Talk about the infinite variety of living things, even within the animal families.

1. On the third day of creation, God gathered the dry ground together to form land.
2. He commanded the earth to bring forth plant life, with seed in itself to reproduce after its kind.
3. On the fifth and sixth days, God created living things to inhabit the earth — sea life, fowls, and animals.

Climax: Try to imagine what our world would be like without plants and animals. We could not exist!

Conclusion: God created an awe-inspiring variety of animals and plants for our use and enjoyment. We must remember to thank Him for all of these.

Response: Your students will be able to tell how God created the plant and animal kingdoms, and give some reasons why we should be thankful for them.

BACKGROUND INFORMATION

God created plant and animal life for man's need and

his pleasure. The infinite variety and beauty, the complexity and detail all speak of God's love and concern for mankind.

Throughout Scripture God is said to be the Creator of all and thus deserving of our worship. In Psalm 104 the writer recounts the various aspects of God's creation and is thus inspired to give praise and thanks (verse 33). Why should men worship a creation of their own hands or some part of nature when it is possible to worship the One who created and sustains the entire universe? See Nehemiah 9:6, Psalm 104, and Isaiah 40:12-28.

God's astonishing power is seen in even the smallest parts of His Creation. The elm tree produces in its lifetime approximately 1,584,000,000 seeds, and each of these tiny seeds has the power within it to reproduce the same number.

Each bird, animal, etc., was made after its own species and remains the same until this day. Although different members of the same species can be interbred, making a different variety, yet an orange cannot be made from an apple, a cat from a dog — or a man from an ape!

God's timing was perfect. He created the grass, fruits, herbs, and other plants in abundance before creating other forms of life that would need them for food.

IN-CLASS ACTIVITIES

Prepare enough of the popsicle-stick puppets of plants and animals so that each child has at least two (see Patterns). Attach a popsicle stick to the back of each puppet. As the children hold up their puppets have them tell the name of each and then say "Thank You, God for"

The pattern given for the previous activity can also be

run off on a single sheet of paper and given to the children to color.

This is a good lesson for showing pictures. There are usually many pictures available to the teachers. Good sources are animal calendars and also packets of pictures from school supply stores. All children like to name the animals and imitate their sounds.

Give each child a copy of the Nature Walk activity (see Patterns). Have them start at the top of the page and as they “walk” along the path tell them to circle the correct name of each animal or plant they see.

Copy a complete set of the plant and animal dot-to-dot cards for each child (see Patterns). Copy them onto four different colors of paper and cut them apart so there are eight separate cards in each set. Let the children connect the dots to discover one of God’s creations. Comment on each creation and why we can be thankful for it.

Make animal napkin rings with your class (see Patterns). Trace the animal shapes onto colored posterboard. You or the students can cut out the shapes. Cut a 1½” hole in the center of each shape. Or omit the hole and paste the shape onto a ring made from a 5”x1” strip of construction or other heavy paper. Glue the ends together. Then the students can take them home. Whenever they use them they will be reminded that God made the animals.

QUESTIONS

How did God create the plants and animals?

How many different plants did God make?

What do you get when you plant a tomato seed? a bean seed? a sunflower seed? Why do you get a tomato from a tomato seed, a bean from a bean seed, and a sunflower from a sunflower seed? Why is this important?

Name some plants. Children often think of plants as just the house plants around their homes. Help them to realize that plants are also trees, bushes, grasses, grains, flowers, fruits, and vegetables.

Little boys and girls do a lot of things with plants. Name some of these things (climb trees, pick flowers for Mom, etc.).

Why did God create the plants first?

Talk about how God even provides for (takes care of) the animals by making plants — trees for birds, shrubs for baby rabbits, jungles for monkeys, etc.

Where did God get the different patterns for all the animals?

How would you like to visit the zoo if all the animals looked alike?

Why are some animals tame and some wild?

What is your favorite animal? Why do you think God made that animal?

Think about a world without animals and plants. What would it look like? Would you like it?

How can we show God that we are thankful for the plants and animals He created?

PRESCHOOL SUGGESTIONS

Give the children animal crackers as their treat. Have the children tell the name of that animal before they eat each cracker. They would probably even enjoy telling you what sound that animal makes.

Bring miniature replicas of animals and plants to class. Playskool, Fisher-Price, and Legos are good sources. Help the children to talk about some of the animals they are especially thankful for. Impress upon the children how beautiful the flowers are and how yummy the food is that God made.

Bring simple stencils cut from cardboard, of flower and animal shapes (see Patterns). Let children trace around these and color them while you talk about how God created all of these things for us.

Make animal and flower masks for the children (see Patterns). Let them wear them as you talk about each one. God made the animals and flowers and they are all special. Or mount the cut-out shapes on sticks and give each one to a child to hold.

REVIEW IDEAS

Tell your group that you have brought the ingredients to mix a cake. Talk about how good the cake is going to taste and how much you will enjoy it. Then, as you take out the various ingredients, put up a big poster illustrating where each ingredient came from: flour — wheat field, egg — chicken, sugar — cane field, butter — cow, etc. Talk about how God created all of these things for us.

Bring a variety of stuffed animals and let the children hold them while you talk about how God made animals. If possible, you may also wish to bring something alive to class: goldfish, bird, kitten, or puppy. A beautiful house plant, especially one that is blooming, could rep-

resent growing things. Another way to feature this aspect of God's creation would be a basket of fresh fruit for the children to share when the review is over.

Review the creation lessons with the flannel board and finger play activity (see Patterns). Greatly enlarge the patterns and color them to make them exciting.

COORDINATING SONGS

"All Things Bright and Beautiful" — by World Music
"If I Were a Butterfly" — Celebration Services

SUPPORT MATERIAL

God's Fall Gifts
God's Spring Gifts

God's Summer Gifts
God's Winter Gifts — above by Gail Linam, Broadman Press
I am . . . a Tree — by B. and J. Marxhausen, Concordia
God's Plan for Seeds
God's Plan for Plants
God's Plan for Insects
God's Plan for Birds
God's Plan for Animals — above by Judy Hull Moore, Gospel Publishing House
God Made Kittens — Happy Day Book, No. 3636, Standard Publishing
God Made Puppies — Happy Day Book, No. 3635, Standard Publishing
How God Gives Us Apples — Happy Day Book, No. 3627, Standard Publishing

MEMORY VERSE SONG



O LORD, how great are thy works! O LORD, how great are thy works!



O LORD, how great are thy works! Psalm nine-ty-two verse five.

MEMORY VERSE VISUALIZED



TEXT Genesis 1:26-31

OBJECTIVE The students will be able to relate how God made our bodies, and will recognize that we should be thankful that He breathed into us the breath of life.

MEMORY VERSE Giving thanks unto the Father, which hath made us.
— Colossians 1:12

I'm Thankful for My Body

MEMORY VERSE IN ACTION

GIVING THANKS — Place hands in a praying position as you look up.

UNTO THE FATHER — Point up.

WHICH HATH MADE — Strike fists together, one on top of the other.

US — Point around the group of people.

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated with three children walking in a line. (See pattern at the end of this lesson.) Cut the four pieces apart on the heavy black lines and display them as your students learn their verse.

BIBLE LESSON OUTLINE

Introduction: Bring a sack in which you have placed a number of articles which your students should try to identify through their various senses: for example, a jar of spice (smell), a comb (touch — be sure to have them close their eyes), an alarm clock (hearing), a chocolate candy (taste), and a rose (sight). Bring out what a complex and marvelous creation the human body is.

1. God created man in His own image.
2. He gave man dominion over all animals and living creatures on the earth.
3. God ordained that the plant life upon the earth would be food for mankind and the animals.

Climax: God's greatest creation occurred when He made man in His own image.

Conclusion: Our bodies are marvelous and complex instruments, with senses and abilities beyond the understanding of man. We should remember to thank God for them.

Response: Your students should be able to tell how God created our bodies, and to detail some of the amazing things our bodies are capable of doing. They should recognize that we were created in the image of God, and see the importance of giving Him thanks for this.

BACKGROUND INFORMATION

Man is truly unique in God's creation. The Hebrew word *bara*, which means "to create out of nothing," is used in Genesis 1 only three times: once in reference to the elements (Genesis 1:1), once in reference to life in general (Genesis 1:21), and finally, in reference to the image of God in man (Genesis 1:27). God spoke into existence all creation except man. He carefully formed man's body out of the dust of the earth and breathed into him the breath of life (Genesis 2:7). Man's ability to think and communicate is infinitely above any of the animals'. It is abundantly clear that we are a special creation of God, created for a unique purpose. God created the earth for a habitation for man but God created man for a habitation for Himself. See I Corinthians 6:19,20; II Corinthians 4:6,7; Ephesians 2:22; I John 3:24; and Revelation 3:20.

We see in our text that man was the crowning achievement of God's creation. It has been said that all other parts of creation are the effect of God's Word. But man is the **work** of God, created in His image and likeness, by God's hand. Man was not spoken into existence; he was not born but was made from the dust of the earth. Biologists today confirm this: the basic elements from which man's body is composed are all found in the dust. One making the most cursory study of the human body, its systems, and the intricacies of each, can only exclaim with the Psalmist: "I will praise thee; for I am fearfully and wonderfully made."

IN-CLASS ACTIVITIES

Bring to class several small objects (orange, spoon, fluffy toy, rattle, etc.). Put all of them into a brown paper bag. Blindfold one of your students and let him reach into the bag and try to identify one of the objects. He may first try to guess by the feel, then the sound (if any), then the smell (if any), and finally by sight (take off the blindfold). Let each child have a turn. Then talk about each of the senses and why we should be thank-

ful for the body God gave to each of us. Example: There are some people who do not have the sense of smell but the other senses take over and help them to identify what something is. Not included here was the sense of taste so you might like to include a treat for each student.

On a large posterboard, sheet of butcher paper, or a chalkboard, draw the form of a child without completed hands, feet, eyes, nose, etc. (see Patterns). Let your students finish the missing items one at a time, by connecting the dots. Each should tell how the part he is completing can be used and why he should be thankful for it.

Give each child a copy of the ME! poem and picture frame (see Patterns). Have them draw a self-portrait in their picture frames and then sign their names on the line below the picture. Then help them to recite the poem. This would be fun with actions.

Have students draw themselves — head to toe, about 10" to 12" tall, color, cut out and put on bulletin board. Put each student's name underneath his picture.

QUESTIONS

Why were people God's last creation?

What if everyone looked exactly alike? Why are you glad you look different from everyone else?

What if God had designed you to look like a potato? How would you feel about that?

Does each part of the body have a purpose? Explain your answer by giving some examples.

Talk about touching, smelling, seeing, hearing, tasting. Why do we need to be thankful for each of these senses?

What are some things people do to hurt their body? Does this please God?

How can we take care of the body God gave us?

How can we show God that we are really thankful that He created us?

PRESCHOOL SUGGESTIONS

Using white paper, trace around the hands of each of your children. Let them color and put in details as you talk about all the different things that our hands can do. Encourage the children to suggest things they like to do with their hands.

Bring modeling clay and make the form of a person. Let

the children try to make the "person" live. Help them to realize that only God can create a living being.

Give each child a copy of the picture of a girl (see Patterns). Have them point to each detail as you name each one listed. Talk about why we should be thankful for how wonderfully God created us.

Prepare a boy and a girl stick puppet for each child (see Patterns). Attach a popsicle stick to the back of each puppet. Help the students talk about things that children can do for Jesus as a way of showing how thankful they are for the way He created all of them. They can sing with their mouths; they can look with their eyes and see things to do for Him; they can obey when they hear Mommy or Daddy telling them something; they can clap their hands for joy, etc.

Using different colors of construction paper, trace around both hands of each child (a different color for each child if possible). Cut these out and form a wreath with them, gluing them in place so they can be mounted on a wall in your classroom. Tell the children you are going to display this wreath for a period of time. Each time they look at the wreath it should remind them of how wonderfully God made each of them. Talk about how each child can be Helping-Hands for Jesus to show Him how thankful they are.

REVIEW IDEAS

If you have the time and resources, it would be fun to put together a slide-show of all the children in your Sunday school department. You can bring out how special each of these children are to God and how thankful each of them should be for all they are able to do.

A simple overhead review can be done by using the God's Creation fill-in sheet (see Patterns). Copy the pattern onto an overhead transparency. Display it on a screen for all the children to see. Ask the students to help you with ideas for filling in the details concerning each part of the boy shown on the transparency. Example: Eyes — What color do you think they are? What can he do with them? (See to read, tell colors, tell which way the ball was thrown, etc.) Do this with each of the six parts listed.

Bring a mechanical toy robot. Demonstrate the different things the robot can do: walk around, pick up objects, etc. Talk about what a fantastic little invention this is. Then call a student volunteer forward. Have him follow some simple commands: do a math problem in his head, tie a shoe, etc. How much more unique is the human than a robot! He moves and thinks and functions without any programming, cables or batteries — the human is God's creation.

COORDINATING SONGS

"Oh, Be Careful Little Eyes" — Cherub Choruses III

"Father Abraham" — Sing and Celebrate for Kids

"Oh, Who Can Make a Flower?"

SUPPORT MATERIAL

God Made Me Special — Happy Day Book, Standard Publishing

God Made Me — Happy Day Book, Standard Publish-

ing

I am. . . People — by B. and J. Marxhausen, Concordia
God's Plan for Me — by Judy Hull Moore, one of the
"God in Creation" Series, Gospel Publishing House

You're One-of-a-Kind — by Joy Wilt Berry, "Ready-Set-
Grow!" Series, Gospel Publishing House

Keeping Your Body Alive and Well — by Joy Wilt Berry,
Gospel Publishing House

Five Little Gifts — by Paul Ricchiuti, Pacific Press Pub-
lishing Association, Mountain View, California

MEMORY VERSE SONG



Giv-ing thanks unto the Fa-ther, the Fa-ther, which hath made us.



Giv-ing thanks unto the Fa-ther. Col-os-sians one verse twelve.

MEMORY VERSE VISUALIZED



TEXT Genesis 2:7; John 3:3-7

OBJECTIVE The students will be able to tell how God gave man a living soul, and will recognize that our soul will live on eternally.

MEMORY VERSE The LORD God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul. — Genesis 2:7

I'm Thankful for My Soul

MEMORY VERSE IN ACTION

THE LORD GOD — Point up.

FORMED — Strike fists together, one on top of the other.

MAN — Point to others.

OF THE DUST OF THE GROUND — Rub fingertips of both hands with thumbs as if to feel soil, and make counter-clockwise circle with right, open hand, palm down.

AND BREATHED INTO HIS NOSTRILS — Place both palms on chest and move in and out to indicate breathing.

THE BREATH OF LIFE — Make an L with thumb and index finger of both hands. With index finger of both hands pointing toward each other, move hands up from waist toward neck.

AND MAN — Point to others.

BECAME A LIVING SOUL — Shape left hand like an O. With right hand, place the thumb and index fingertip into the left hand O and draw right hand upward.

MEMORY VERSE VISUALIZED

Our memory verse this week is illustrated by a graphic display of God's creating man. (See pattern at the end of this lesson.) Cut apart the four sections on the heavy black lines and reassemble them, one piece at a time, as your group recites each portion of the verse.

BIBLE LESSON OUTLINE

Introduction: Bring an egg to class, and use this as your opener. Ask your students when they talk about having an egg for breakfast, which part do they eat? They eat the inside, although the outside is what they see. Compare the egg and its interior to our body and our soul. We see the body — the shell — but the "real" us is our soul, which will live forever.

1. When God created man, He formed man's body from the dust of the ground. But when He breathed into man the breath of life, He gave him a living soul.

2. Explain to your students that our soul is the part of

us that is made to love and worship God.

3. Nicodemus came to Jesus and asked the Lord what it meant to be born again. Jesus explained to Nicodemus that a person needed to be born of the Spirit.

Climax: When a person is born again, the soul is made ready to spend eternity in Heaven.

Conclusion: Man is unique among all of God's creations in that he alone has a living soul. Because that soul will live eternally, it is vital that it be made ready for Heaven.

Response: Your students will be able to explain what the soul is and how man received this. They will be able to tell why a person needs to be born again.

BACKGROUND INFORMATION

SOUL (Hebrew **nephesh**, Greek **psyche**) is the word commonly used in the Bible to designate the non-material ego of man in its ordinary relationship to earthly and physical things. It is one of a number of words relating to the non-material self. We can see our body but we can't see our soul — the visible and the invisible parts of us.

When God created man He breathed life into him and he became a living soul. The physical body will die and go back to dust but the soul lives eternally, and man himself, having been given his own will, makes the choice for his soul's eternal destiny. Both **soul** and **spirit** refer to man's non-material self but the word "soul" is used most often when thought of in relation to one's earthly existence. "Spirit" is the self when thought of apart from earthly connections, where the direct relationship of the individual to God is the point of emphasis.

How thankful we can be that God made us living souls that not only may have fellowship with Christ while in this life but may also spend eternity with Him. Man does not die like an animal. That is not all there is to it.

On the primary level, *soul* may be explained as the “part of me that loves God.”

IN-CLASS ACTIVITIES

Give each child a copy of the Soul puzzle (see Patterns). Provide plenty of the correct colors of crayons. When they have colored the spaces with the right colors they will find a red heart in the center. Explain to the children that our soul is very special. It is the part of us that will live forever, but it is also the part of us that lets us love Jesus and choose to live for Him.

Make a full-sized (or even larger) copy of the Love Poster for each child (see Patterns). In each of the big letters, have the children write or draw something they can do to show their thankfulness to God for filling their souls with love. Let them color their posters. Tell the children to take their posters home and put them up in their rooms. Each time they look at their posters they should be reminded that their soul will live forever.

Enlarge a copy of the Thank You, God! heart and use it as a prop in teaching your class about the soul (see Patterns). Cut the heart apart and put it together, one piece at a time, for the class. Start with the bottom piece and talk about when God first gave man a soul. With the second piece, bring out that Jesus is the Savior of the soul and He loves us very much. The third piece should bring out that we need to make a choice — will we choose to love Jesus? It will be the best choice we ever made. Then the last piece brings out how thankful we should be that God loved us enough to give us a soul and to send Jesus to be our Savior.

QUESTIONS

What was different in the way God created people and animals?

Why does having a soul make us different from an animal, which doesn't have a soul? (Talk about how we can choose right or wrong.)

We eat the right food to take care of our body. We sleep at night so that our body will be rested. We exercise so that our body will be strong. How can we take care of our soul?

How can you be born again?

Is it important to be born again? Why?

When we die, what happens to our soul? our body?

What does a soul look like?

Why should we be thankful for our soul?

PRESCHOOL SUGGESTIONS

Give each child a copy of the dot-to-dot Thankful Heart (see Patterns). Help the children to connect the dots. Talk to them about thanking Jesus for a clean and happy heart.

Show the children pictures of animals. Ask them to name each one. Talk about how special they are because God made each one. Relate to them that God made man much more special than the animals because we are made in God's image — we have a soul. Give each child his own flip-sided stick puppet (see Patterns). Attach a popsicle stick between the front and back of each puppet. Tell the children that whenever they find themselves being sad (hold up sad face) they should think of how special they are to God and then they can smile (hold up happy face) and thank God.

Bring a large heart-shaped candy box to class. Inside the heart, place pictures mounted on cut-out white hearts which illustrate good behavior: sharing, loving, praying, etc. Talk about the kinds of things Jesus likes to see in **our** heart.

REVIEW IDEAS

Using an overhead transparency, show the students a large, empty heart (see Patterns). Remind them that the soul is the part of us that will live forever. It is the part of us that makes us different from everything else because the soul can love God (overlay the word LOVE in the heart). One at a time, overlay the love-verses given. Have the students read them aloud with you. Reserve the verses I John 4:7 and 8 until last. Just before you overlay this verse, remind the students that this is a lesson on being thankful for the soul. One way of telling God “Thank You” is to obey. Tell them the next verse you put onto the screen is also a song. Some of the children may already know the song. It is a catchy tune, fun to sing, and most importantly, a good reminder of one way to thank God. (The song, “Beloved, Let Us Love One Another,” can be found on the Bible Sing-A-Long cassette tape or record by Maranatha For Kids.)

God gave man a soul when He said, “Let us make man in our image.” The soul is what makes us different from all the rest of God's creation. Our soul makes us able to talk with God, to love God, and to obey God. Our soul will live forever and is the most valuable part of us. Teach the children the song called, MADE IN THE IMAGE OF GOD (see Patterns). It will help to impress on the children the great value of a soul, and, in particular, that their own soul is precious to God.

Enlarge the simple puzzle which is in the shape of a person (see Patterns), making the head, arms, and legs all separate pieces. Leave an empty space in the

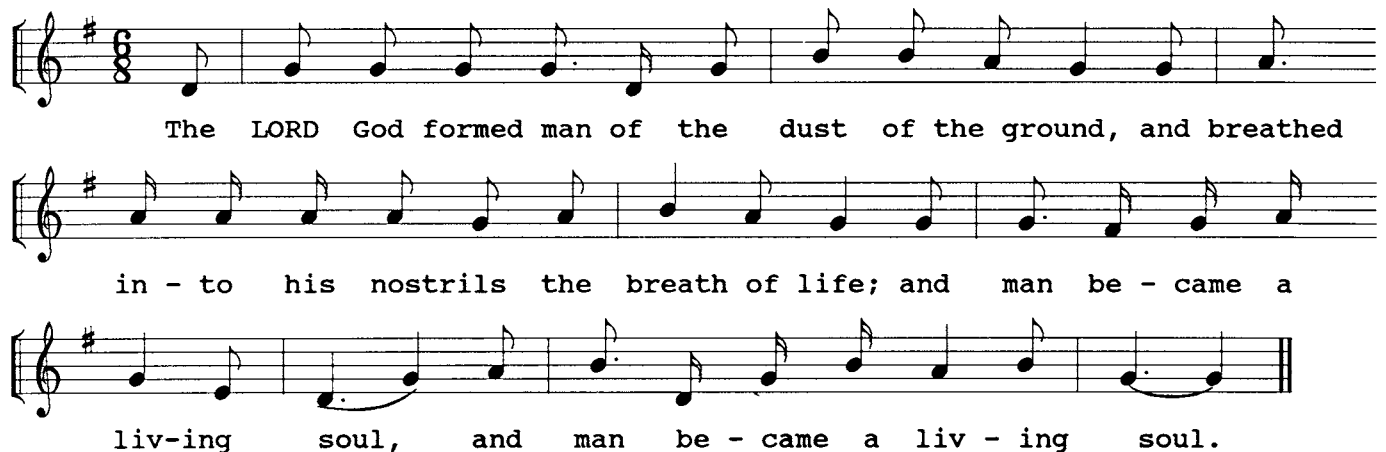
middle, shaped like a heart. Assemble the whole form, piece by piece, with your group, allowing volunteers to tell how we use each part. When the puzzle is completed, point out the blank space. Explain that Jesus created each of us with a soul. He gave us that soul so we could love and worship Him. Fill the blank space with a heart-shaped piece containing a picture of Jesus.

Bring a dying plant, broken toy, etc. How long will these last? Relate them to how our soul lives forever.

COORDINATING SONGS

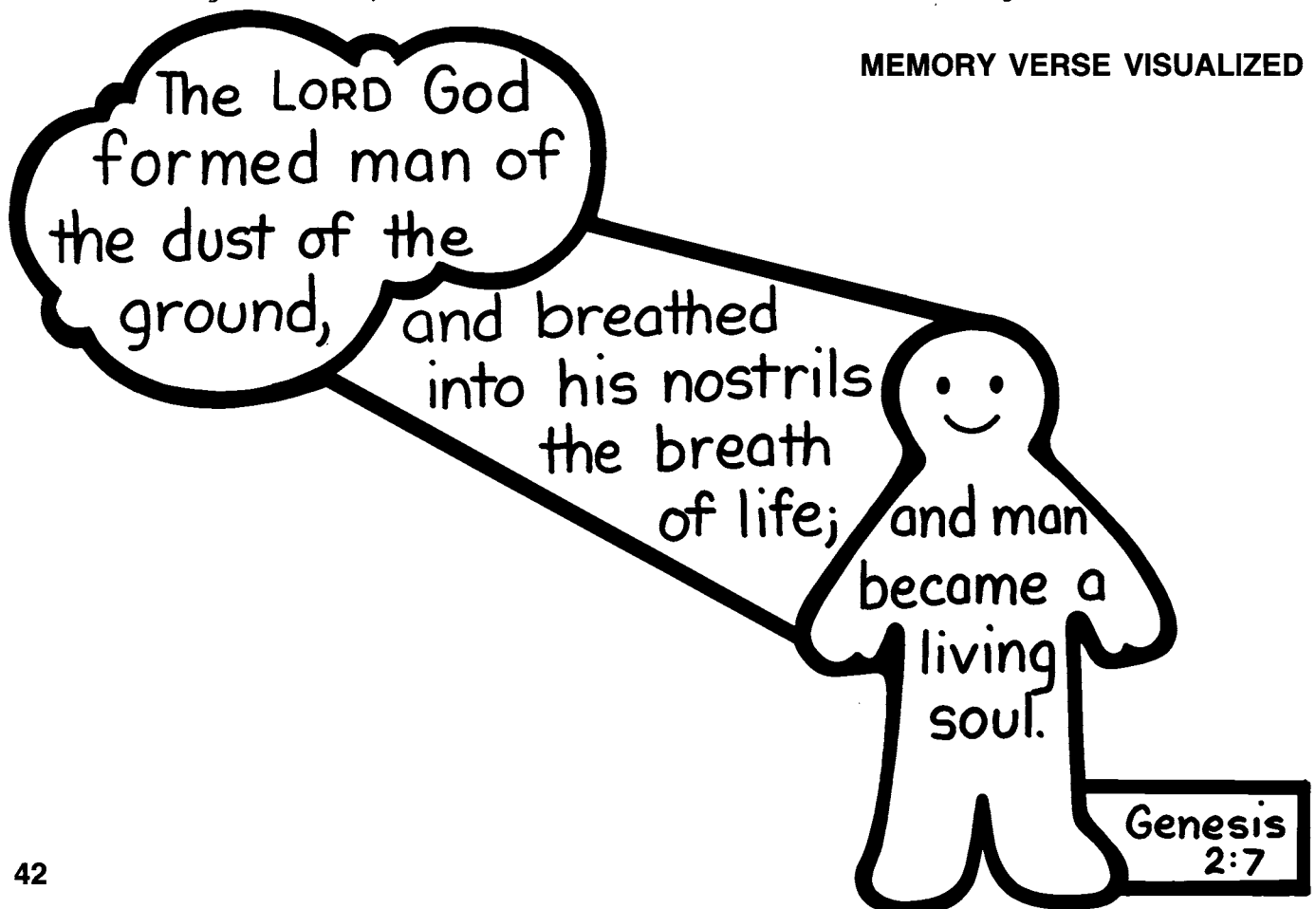
"Even Before I Was Born" — Sing and Celebrate for

MEMORY VERSE SONG



The LORD God formed man of the dust of the ground, and breathed
in - to his nostrils the breath of life; and man be - came a
liv - ing soul, and man be - came a liv - ing soul.

MEMORY VERSE VISUALIZED



Kids II

"Into My Heart" — Sing and Celebrate for Kids II

SUPPORT MATERIAL

God Made Me Special — Happy Day Book, Standard Publishing

God Knows You — Happy Day Book, Standard Publishing

God's Plan for Me — by Judy Hull Moore, Gospel Publishing House

You're One-of-a-Kind — by Joy Wilt Berry, "Ready-Set-Grow!" Series, Gospel Publishing House

TEXT Genesis 6:5-7; Psalm 119:113; Philippians 4:8; Isaiah 26:3

OBJECTIVE The students will understand that God made our minds, and will be able to list specific ways they can use their minds to honor God.

MEMORY VERSE Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. — Matthew 22:37

I'm Thankful for My Mind

MEMORY VERSE IN ACTION

THOU SHALT — Point to others.

LOVE — Cross fists over heart.

THE LORD THY GOD — Point up.

WITH ALL — With right hand flat, palm down, make large circle.

THY HEART — With index fingers, draw a heart shape over own heart.

AND WITH ALL THY SOUL — Shape left hand like an O. With right hand, place the thumb and index fingertip into the left hand O and draw right hand upward.

AND WITH ALL THY MIND — Tap forehead with right index finger.

MEMORY VERSE VISUALIZED

A cluster of hearts is the visual representation of this week's memory verse. (See pattern at the end of this lesson.) Cut the five pieces apart on the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: For your opener, use the In-Class activity focusing on skills your students have learned.

1. Thinking is one of the functions of our mind. In Noah's day, men's thoughts were so evil that God was sorry He had ever created them.

2. In his letter to the Philippians, Paul gives a list of things that would be well for us to think about.

3. We must guard what things we allow to stay in our mind, being sure they are things which would please God.

Climax: If we keep our mind fixed on good things, God promises us that we will have "perfect peace."

Conclusion: Our mind (brain) controls our body, and is the entrance to our soul. We should be thankful for all the things our mind helps us do, and be sure that we keep it attuned to the leading of God's Spirit.

Response: Your students will be able to give a number

of specific ways we use our mind, and will explain why it is important to keep our thoughts in conformity with God's instructions regarding profitable things to think about.

BACKGROUND INFORMATION

Mind is a word denoting the faculty of memory or recollection, moral thinking, the seat of knowledge. Like soul and spirit, this is a part of man that is invisible, but also an essential part of man. It is with the mind that we think and reason, have understanding and intelligence. The source of all these functions is the brain.

God gave man a brain — a mind and a will of his own — that God and man might enjoy fellowship. There can be no knowledge, understanding, or comprehension without a mind, so friendship without a mind is impossible.

The brain is the master organ of the body, more complicated and wonderful than any machine ever built by man. It stores information from past experiences which is why we can think, learn, and remember. Man can speak, solve difficult problems, and produce creative ideas because God gave him a mind.

Sometimes, through impaired development or some accident or injury, the brain doesn't function up to its fullest capacity. That person's mind may be unable to comprehend many things, or maybe the powers of memory are gone. We are sorry when someone has a handicap such as this and can be especially thankful to God that our mind can still learn and understand, especially those things that help us to know Jesus and to be ready for Heaven.

IN-CLASS ACTIVITIES

Focus on skills your students have learned, such as tying a shoe, putting together a puzzle, using a calculator, telling time. Bring some props to class so the

children can demonstrate these abilities. Bring out the thought that God gave them a mind which makes them able to perform these skills.

Play a game of concentration, using the pictures given (see Patterns). Make two copies of each picture. Mix them and lay them face down on your table or floor. Let each child take a turn trying to find matching pictures by remembering where they were in each of the previous turns. If the pictures match correctly he may choose again; if not, it is the next child's turn to try. This game will emphasize the use of the mind.

Help your class to talk about things their minds think of to do for the Lord. Have each student draw something he can do.

As a class project, give each of your students a cutout of one of the silhouettes (see Patterns). Give a boy silhouette to each boy, a girl silhouette to each girl, and choose one student to fill in the Jesus silhouette. Have the children draw or write in some things that their minds have thought of during the past week. Let the child with the Jesus silhouette fill in something that shows how Jesus loves us. The silhouettes can then be made into a mobile, with Jesus at the top, or they can be mounted on a contrasting colored paper and placed on a bulletin board for display.

The following activity, Using the Mind for Jesus, is a little paper game that most children already know (see Patterns). Every part of the activity involves using the mind: reading the instructions, putting the puzzle together, working the game, and involving others as you tell them about Jesus. Make one of the puzzles ahead of time so you will be able to help the children in constructing their own. When the puzzles are together, explain to the children how the game works and let them practice on each other. Tell them to take their puzzle home and use it as a tool in telling others about Jesus. Be sure to stress the fact that they were able to put together and play the game only because Jesus gave them a mind. Every time they play this game they should remember to give thanks to God.

Scramble the words of the memory verse. Ask the students to unscramble them. Point out how thankful we should be for our mind.

QUESTIONS

When we get saved, how does Jesus change our thoughts? What happens to all the bad, evil thoughts?

What advantage does the devil have if we are willing to listen to negative thoughts?

Bad thoughts lead to bad actions. Explain.

Good thoughts lead to good actions. Explain.

What kinds of things does God want us to think about? Why? (See Philippians 4:8)

How can we keep the bad things out of our mind?

How can we keep our thoughts on good things?

What are some of the advantages of keeping our thoughts on good things?

Who are some of the people who teach us how to think right? (moms, dads, teachers, etc.)

PRESCHOOL SUGGESTIONS

For each child make a copy of the "Windows to a Mind" (see Patterns). Cut around the three sides of each of the "windows" on the top section of the pattern. Attach the top section of the pattern (the child thinking) over the bottom section (four small illustrations of action figures). Let the children lift the hinged windows to show the pictures of things our minds may think of and cause other parts of our bodies to do — talking, walking, praying, singing.

Have the children repeat after you; A, B, C, etc. Tell them they could not do this if they did not have a mind. Wiggle your fingers at the children and tell them that your mind helps you to move every part of your body. Your mind helps you to know what you see, to understand what you hear, etc. We should be very thankful for our minds.

Focus on the things your little ones have learned to do, such as dressing themselves, drawing with a crayon, saying their name, singing a song. Do some of these things together or show pictures of children doing them. With each item, emphasize, "God gave you a mind so you could . . ."

Bring a doll and show how it cannot run, jump, pray, or sing, but we can do these things.

REVIEW IDEAS

Describe some everyday situations. Compare the reactions of different people in each case. Example: It is raining outside — One child says, "Oh, yuck, it's raining." Another says, "Oh, the flowers are getting a drink from God." Talk about how our thoughts can make us feel good or bad. We can control our thoughts if we want to. Zero in on the Scripture: "Whatsoever things are true . . . honest . . ." Enlarge the Think on These Things fill-in (see Patterns) and copy it onto brightly colored posterboard. As you fill in each of the blank spaces, have the children say each line aloud with you.

This pattern can also be copied onto a transparency and used as an overhead review.

Bring a computer, and display on the screen a simple math program. (Mathblaster is the name of a good one which has a large display.) Demonstrate that the computer can give the answer to the problems. Ask your group what kind of person must have invented a computer. They should conclude that he was very smart! Then bring out that God gave that man his mind and the ability to think and invent. Our mind is the greatest computer of all.

Use puppets or have a skit where a child is studying the Bible or Sunday school lesson. Also show his being attentive to teachers, preachers, etc. We can use our mind to make these choices.

SUPPORT MATERIAL

God Made Me Special — Happy Day Book, Standard Publishing

God's Plan for Me — by Judy Hull Moore, Gospel Publishing House

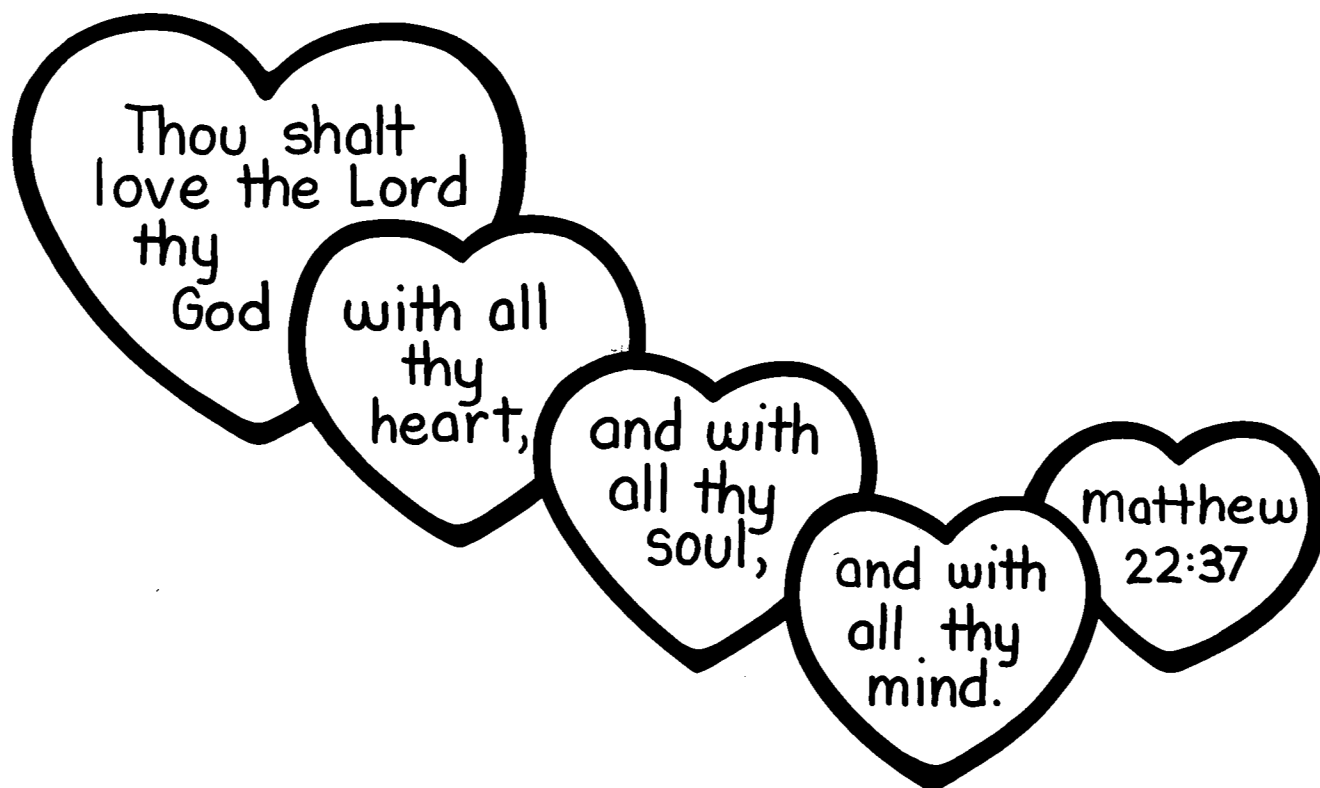
Using Your Head — by Joy Wilt Berry, "Ready-Set-Grow!" Series, Gospel Publishing House

MEMORY VERSE SONG



Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. Thou shalt love the Lord thy God with all thy heart. Matthew twenty-two thir-ty sev - en.

MEMORY VERSE VISUALIZED



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
PRINTED IN THE U.S.A.