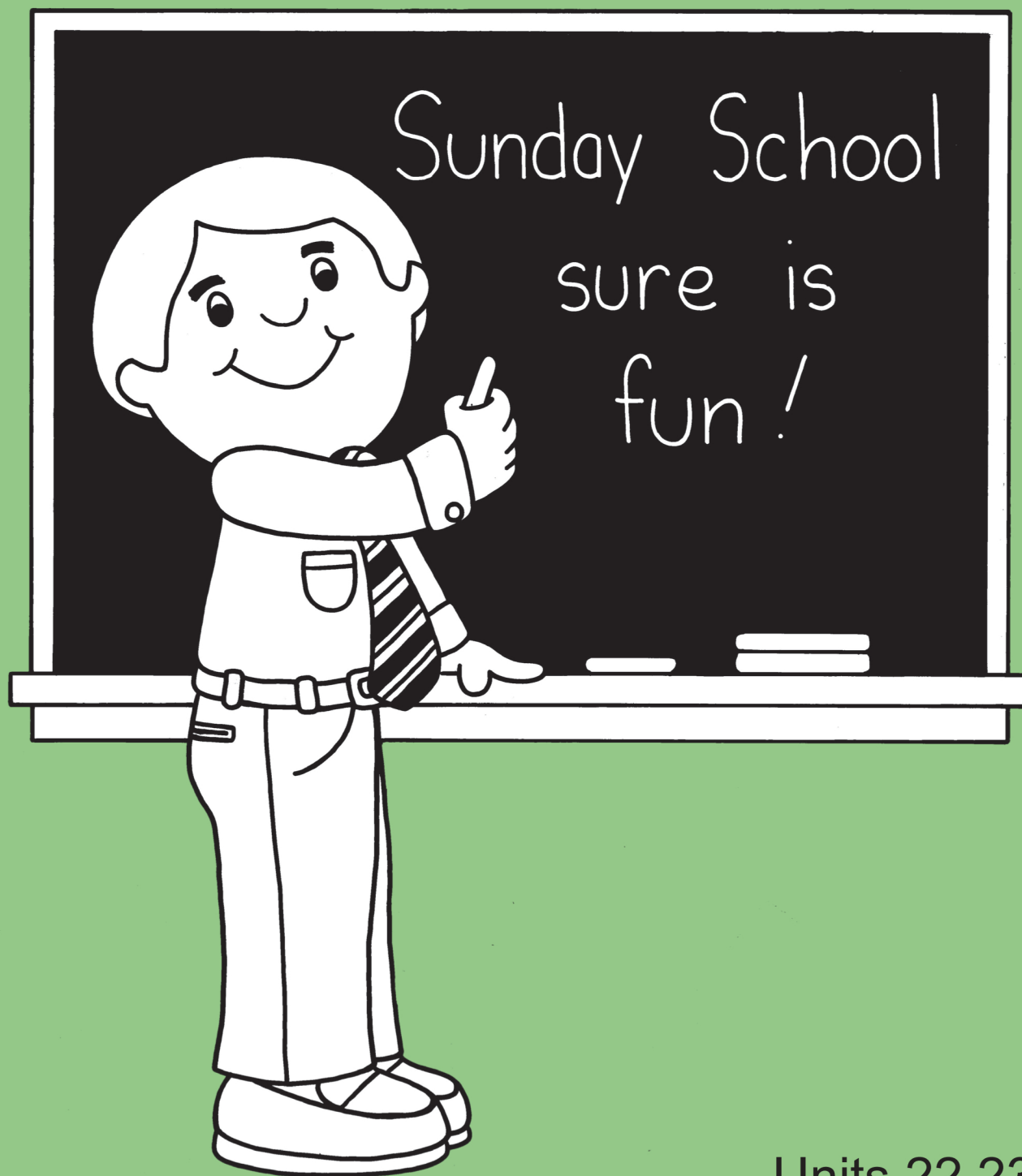


PRIMARY PALS

TEACHER'S GUIDE



Units 22,23,24

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Primary Pals Teacher's Guide

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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.

Let's Do It God's Way

Lesson 22a — Cain and Abel

Lesson 22b — Jonah

Lesson 22c — Honoring Our Fathers

Lesson 22d — Naaman

OVERVIEW

The title of this unit — “Let’s Do It God’s Way” — is an excellent summary of the concept we would like to impress upon the children in our Sunday school this month. In each of the four lessons studied, the importance and the positive benefits of obeying God’s instructions will be emphasized.

By carefully studying the examples of the first two Bible stories used as text, the children should be able to see that following our own way, no matter how logical it seems, will only spell disaster if it is contrary to what God has commanded. Disobedience to God always brings trouble, and this should be clearly brought out in the stories of Cain and of Jonah.

The first lesson, that of Cain and Abel, contrasts the way the two brothers responded to God’s instructions concerning bringing an offering. In this lesson, we will not go into murder, anger, envy, or any of the other aspects of this story, but will focus on the importance of doing things exactly as God says to do them. Cain’s offering was unacceptable because it was not done according to God’s command.

The story of Jonah, our second lesson of the month, is a familiar one to many children, and it is an exciting narrative which is sure to appeal to the imaginations of your little ones. Be careful, however, not to get so absorbed in the dramatics of the story that the main point

is lost — that all this trouble came upon Jonah because he disobeyed God. It would be good to focus on the fact that when Jonah **did** repent and do as God had instructed, the blessing of the Lord was on his ministry.

The third Sunday of this month is Father’s Day, and this gives us a good opportunity to bring the thought of obedience down on a level your students can easily identify with. Though they have never offered sacrifices like Cain did, or been commanded to preach to a city of heathens as Jonah was, they have been commanded to obey their parents. While speaking of ways we can honor our fathers, obedience is a natural inclusion.

Our final lesson in this unit is another familiar story, but again with a slightly different approach than the one that is often taken. As you tell the story of Naaman, the major emphasis will not be on the witness of the little maid, as it often is. Rather, we will be zeroing in on the importance of obeying God’s command even if we don’t understand it. Naaman did not understand what good it would do him to wash in the muddy waters of the Jordan, but he obeyed, and because he did he received healing for the terrible disease on his body.

The memory verses for this unit tie directly with the overall theme. Encourage your students to learn them and review them week by week as you go through the unit.

GAMES FOR REVIEW

Cut out a series of footprints. On each print, write one word from the verse, making a print for each word. Place the footprint on the ground, slightly scrambled and not too far apart. Let each child have a chance to work his way through the verses. For extra interest, time the children and note how quickly they make it through all four verses.

Use the game board for “God’s Way Concentration” (see Patterns). Two children or two teams may play the game. Cover each square with a piece of construction paper exactly the size of the square. Children take turns removing two squares to reveal two spaces. If the two match, the child keeps the two pieces of paper and the next player takes a turn. The game continues until all the squares are revealed. The child or team holding the most squares of paper is the winner.

Cut a sheet of butcher paper approximately 4 feet long. Select several questions from each of the lessons in this unit and write them in circles which you have drawn on the butcher paper — one question per circle. Tape the paper on the floor and let the children take turns tossing a bean bag into a circle. They must answer the question in the circle where their bean bag lands. If they answer correctly, draw a red X through that circle. When all the circles are marked the game is over.

CONTEST IDEAS

Start a paper chain contest between the classes or individual students. Use a different color for each lesson in the unit. Each link of the chain represents a different thing; attendance, memory verse, missionary, etc. The winner is the class or student who has the most links at the end of the unit.

Use the obedience puzzle for your unit contest (see Patterns) — one puzzle per student. Decide which areas you want involved in the contest — attendance, memory verse, missionary, etc., and cut each puzzle into the correct number of pieces. If you decide to use two areas cut the puzzle in eight pieces; if you decide to use three areas cut the puzzle into twelve pieces, etc. (Keep each child's puzzle pieces in a separate envelope.) Each week give the students the amount of puzzle pieces they earned for that Sunday. See how many students can complete their puzzle.

Each week, before class time, give the children a set of cards that have a different word of the memory verse on each card — eight cards the first week, ten cards the second week, seven cards the third week, and eleven cards the fourth week. (If you want to include the reference add one more card to each week.) At the end of your class time on the last week, give the children their four complete sets, give them a designated time (perhaps 3-5 minutes), and let them assemble all four verses. You will probably have more than one winner so be prepared.

BULLETIN BOARDS

Title your board **PACKING FOR VACATION? DON'T FORGET TO TAKE.** . . . Add to the board pictures or cutouts of things the students will use during the summer. Also pin up things such as a picture of Jesus, Sunday school lesson sheets, and Bible.

Title your board **SAILING INTO SUMMER WITH**

JESUS. Make waves out of blue paper, boat out of butcher paper, and sails out of white paper. Don't forget to name your boat; for example, **SS Heaven Bound.**

Feature a train engine with four cars on your bulletin board. (See Patterns.) Across the top, put the words "This Train Is Bound for Heaven!" On the engine, write the words "Obedience Train." On each car write the memory verse for the week.

For this bulletin board you will need the help of your class. Using any color for a background, title your board, "Let's Do It God's Way — Together!" Make an outline of the church (see Patterns). Write the names of your students on different parts of the church. Then cut the church into pieces — one name per piece. Mail one piece to each student and stress the importance of bringing it back with them the next Sunday. When all pieces are accounted for and the church is put together on the board it will give a feeling of completeness — unity. That is doing it God's way — with unity.

UNIT SONGS

"Wise Man and Foolish Man"

"The Lord's Army"

"Trust and Obey"

"Faith of Our Fathers"

CHART IDEAS

To go along with the "sailing" board you could use sailboats for charts. Write the memory verse across the top of the charts. You could decorate the department with anchors and other boating paraphernalia. Make sunglasses out of brightly colored paper.

Use the poem chart for this unit (see Patterns). Each Sunday the children add the appropriate symbol to their chart.

Let each child make a symbols mobile (see Patterns). Thread a 20-inch piece of yarn into one straw and a 24-inch piece into another straw. Stagger the yarn so there is a different length at each end. Put the two straws together in an X and staple them in the center. Each week tie a different symbol on one of the pieces of yarn.

UNIT SUPPORT MATERIAL

Miracles of the Old Testament — Classroom Activity Book, 8 each of 6 pictures, Standard Publishing

TEXT Genesis 4:1-7

OBJECTIVE The students will be able to explain how Abel obeyed God and Cain disobeyed God. (Note to teachers: Do not cover murder, anger, envy, etc.)

MEMORY VERSE We ought to obey God rather than men. — Acts 5:29

Cain and Abel

MEMORY VERSE IN ACTION

WE OUGHT — With right index finger point to right shoulder then left shoulder.

TO OBEY — Open palms; left palm facing body and right finger-tips touching forehead; move hands out and down slightly.

GOD — Point up.

RATHER THAN MEN — Point to self.

Acts 5:29

MEMORY VERSE VISUALIZED

Cut apart into sections the forms of two children looking at each other, on which portions of the verse have been written. (See pattern at the end of this lesson.) Place the pieces one at a time on your display board, as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session using an adaptation of the In-Class Activity using two lunch sacks, one filled with things you asked to be put in the sack, and the other filled with substitutes for the requested items. Use this demonstration to lead into the lesson, telling your students that the story today is about two young men — one who obeyed instructions from God, and one who did not.

1. Adam and Eve had two children, Cain and Abel. Abel was a shepherd and Cain a farmer.

2. Each of the two men brought an offering to the Lord.

3. Abel's offering was accepted by the Lord, but Cain's was not.

Conclusion: Cain's offering was refused because he did not bring the offering God required.

Response: The students should be able to use the example of Cain and Abel to explain why it is important to do whatever God commands exactly as He has instructed.

BACKGROUND INFORMATION

The account in Genesis 4:1-7 is the first record of man's attempt to worship God. It states that the Lord "had respect" for Abel and his offering, but "had not re-

spect" for Cain and his offering. Some have suggested the difference was that Cain failed to perform the proper ritual or that Abel's was a blood sacrifice while Cain's was not. While there is validity to all this reasoning, the writer of Hebrews clearly states the real reason for God's acceptance of Abel's offering and rejection of Cain's. Hebrews 11:4 states "By faith Abel offered unto God a more excellent sacrifice than Cain. . . ." No doubt God had revealed to these young men the correct method and the proper type of sacrifice to bring, but it was Abel's faith and humble spirit of obedience that made the difference. "God resisteth the proud, but giveth grace unto the humble" (James 4:6). "Without faith it is impossible to please him" (Hebrews 11:6). The account of the publican's and Pharisee's praying in the Temple is another clear example of God's acceptance of one and rejection of another because of the attitude of the heart. Luke 18:9-14

IN-CLASS ACTIVITIES

Bring two boy dolls to class along with some fruit, vegetables (apples, fresh corn) and lambs to show what they did for a living. Show what one boy brought for an offering and what the other brought. One pleased the Lord and the other did not because God could see what was in their hearts. At this time you could have two big hearts — one spotted black with jealousy and disobedience to God and the other one clean with love and obedience to God. Tell how God can always see what is in our hearts. Even when we think we are fooling Him, He still knows what is going on in our lives.

Cut out two triangles. Mount them on light cardboard or construction paper. Cut one into pieces to fit into the large triangle (see Patterns). Write one word of the memory verse in the proper order on each piece. Let the students try to put the puzzle together.

Use the stand-up figures of Cain, Abel, fire and altar, lamb, and produce offering (see Patterns) to visualize this story for your students.

Make a set of Bible shields for your class (see Patterns). On each shield write a Bible verse giving a sim-

ple command to children such as, "Children obey your parents," "Thou shalt not steal," etc. Pass out one shield to each student. Then present some hypothetical situations a child might face in which he would be tempted to do wrong. Let the child who has the appropriate shield hold it up and read the verse aloud to the rest of the class. Talk about how God's Word tells us what God wants us to do, and we can use it as a shield against wrong suggestions.

Make two pocket hearts from felt or other material, and put in a zipper opening. Glue features onto the hearts, cut from felt, making one a sad heart and one a happy heart. For this lesson, put slips of paper in the happy heart with reasons why we should do things God's way, and in the sad heart excuses that people might use for doing things their own way. After telling the story of Cain and Abel, use these hearts to make the lesson real on their own level.

Take two lunch sacks to class. Explain that you instructed the lunch maker to put in a sandwich, an apple, and a candy bar. Talk about how hungry you are for something to eat, and explain that you had two lunches packed so you would have something to share with them. Open the first sack and take out the designated items. Then open the second sack into which was put a small book instead of a sandwich, a potato instead of an apple, and a comb instead of a candy bar. Your group will readily see that these items are not acceptable substitutes. Point out that there is nothing wrong with the book, the potato, or the comb, but they are not what you asked for. In the same way, there was nothing wrong with the produce Cain brought, but it was not what God asked for.

QUESTIONS

What was special about Abel's offering? Why did God like it?

Why didn't God like Cain's offering?

Why did Abel give God the first lambs that were born?

Explain what an offering is.

Do you think that both Cain and Abel could have given God good offerings? How?

How do you know what God wants you to do?

How do you feel when you obey? When you disobey?

What do you think God would like best from every child?

Do you think that Adam and Eve might have taught

Cain and Abel the right way to make an offering to God? What are some things your parents teach you about serving God?

PRESCHOOL SUGGESTIONS

Make a shoe box room and pipe cleaner people. For furniture, use empty thread spools, thimbles, tiny boxes, little baskets, caps from different sized bottles (perfumes, etc.), and other such items. Use these to depict the very first family. Tell how Cain and Abel both heard about God and knew what God wanted them to do.

Use dolls dressed in current-day attire to portray situations where children might be tempted to do wrong. Some possible situations to portray: one child encouraging another to be naughty in Sunday school, a child suggesting that they not mind their preschool teacher, a child saying to a friend that the two of them should not be friendly to another child. In each case talk about what God wants us to do, and how we should always obey God.

Give each child a stick puppet with a happy face on one side and a sad face on the other. As you describe the way we feel when we obey God, let them hold up the happy face. As you talk about how we feel when we disobey, they should hold up the sad face.

Make round sugar cookies. Make a happy face on each cookie, with icing. Explain to your little ones that this is how we feel when we mind God.

Play a simplified version of Simon Says with your class to make sure they understand what the word *obey* means. When they do what you tell them to do, compliment them, using the words, "That's good, Tommy. You obeyed Teacher when you put your hands on your head like I told you to."

REVIEW IDEAS

Put on a skit using two volunteers to assist you in your presentation. Explain to your group that you are going to give both of the volunteers the same set of instructions — they are going to make a cake, or do some other activity of your choosing. Give the instructions step by step. As you do, have signs held up by (or beside) each volunteer showing what they are thinking about the directions you give. (Why do I need two eggs? I think I will skip adding the flour. I'll put in one cup of salt instead.) Let your group decide which cake is going to turn out right, and why.

Make two large arrow signposts the visual focus of your review. On one print the word OBEY. On the other print the word DISOBEY. Draw attention to the fact that these two words point to opposite directions. We can-

not follow the arrow marked DISOBEY and still be going the direction God wants us to go. When God tells us to do something, we make a decision about which way we will go. Cain made one decision, Abel another. Which one will we make? Make posters representing Heaven and Hell to illustrate eventual destinations.

Give this pocket apron review (see Patterns). Choose two children and let them each take a card from the Traffic Light pocket. Have them read the good and bad results of the situation given. Choose two more children to take cards from the School Test pocket, etc. Explain

how obedience always has good results. Rules are given for a variety of reasons. The results are not always obvious at the time but they will show up eventually. Cain's farm products weren't of poor quality but they were not what God required. The lamb sacrifice was for a reason — it looked ahead to Jesus. We should give what Jesus wants us to give — obey and give with **love**. Then the blessings will come.

SUPPORT MATERIAL

Creation to Abram — Pict-o-graph, Standard Publishing

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Jonah 1,2,3

OBJECTIVE The students will be able to explain that when God asks us to do something for Him it is in our best interest to do it! We should do it or we will be sorry.

MEMORY VERSE If a man love me, he will keep my words. — John 14:23

Jonah

MEMORY VERSE IN ACTION

IF A MAN — Point to self.

LOVE ME — Cross fists over heart.

HE WILL KEEP — Cup hands, palms down, move side to side.

MY WORDS — Hold left side of extended right index finger in front of lips and rotate in small circle away from body.

John 14:23

MEMORY VERSE VISUALIZED

A child reading the Bible is the visual depiction of our memory verse for this week. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines, and post the pieces on your board one at a time as the students recite that portion of the verse.

BIBLE LESSON OUTLINE

Introduction: The giant fish which swallowed Jonah has always excited the imaginations of children, and some tangible portrayal of it would be an appropriate visual opener for this lesson. Patterns are given for several possibilities. Consider a large stuffed fish, the powder puff fish, or the paper fish suggested under In-Class Activities or Preschool suggestions. Before you begin your narrative, explain to your class that today your story is about how God used a big fish to help one man learn the importance of obedience.

1. God called Jonah to go to Nineveh and tell the people there to repent, but he refused and boarded a ship to Tarshish instead.

2. God sent a storm, and when it was revealed that Jonah was the cause of the storm, he was thrown overboard and swallowed by a giant fish.

3. Jonah repented while in the whale's belly, and after three days and nights the whale vomited him out on the shore.

4. The call came again to Jonah to go to Nineveh and this time he obeyed.

Climax: Jonah sounded the warning of God in the city of Nineveh, and the whole city repented of their evil ways.

Conclusion: It would have been much better for Jonah if he would have obeyed God and gone to Nineveh when God first commanded.

Response: The students should be able to relate the drastic methods God had to use to help Jonah see the importance of obedience, and will be able to understand that if they want God's blessing on their lives they must be obedient to His call.

BACKGROUND INFORMATION

Nineveh was the capital city of Assyria. According to Genesis 10:11, Ashur the son of Shem, left the land of Shinar and built the city of Nineveh and several others. He was later worshipped by the Assyrians as their chief God. The nation became very idolatrous and their wickedness came up before God.

Jonah was a prophet during the reign of Jereboam II, son of Joash, King of Israel. He was called a servant of God and made a prophecy that came to pass concerning Israel (II Kings 14:25). However, when God called him to go Nineveh and cry against that wicked city, he paid his fare to go to Tarshish, a city thought to have been in southern Spain. It would appear that he was trying to put as much distance as possible between himself and Nineveh. As a prophet, could he have foreseen the destruction of Israel by the Assyrians? In any event, God stopped him in his flight and returned him to his starting point in a rather unique manner. After this Jonah was willing to do as God bid him do.

IN-CLASS ACTIVITIES

Let the children make powder puff fish (see Patterns). You will need two powder puffs — single thickness — for each child. Cut out enough fins and tails from felt for each child. Supply buttons for eyes.

Sandpaper pictures are fun and attractive. Here is an easy procedure for your classroom. Give each child a sheet of sandpaper, some colored chalk, and a small dish of water. Have them dampen the chalk and draw on the sandpaper what they think the whale looked like.

Let your class draw a mural of the story of Jonah.

Cover a bulletin board with butcher paper. Divide the paper into about six sections (depending on the number of scenes you wish drawn). The scenes could include: God speaking to Jonah, the ship to Tarshish, the storm, the great fish, Jonah safe on land, the people repenting. Make sure the scenes are depicted in the correct order. The mural could be drawn with crayons, marking pens, chalk, or even paper cutouts. You might prefer to have each student make a small version of these scenes on 8 1/2" x 11" paper that has been divided into six sections.

Let each student make a paper sailboat and fish (see Patterns). They can use the two figures to tell the story of Jonah.

QUESTIONS

For what reason was Jonah going to Tarshish?

Why should he have gone to Nineveh?

Who caused the big wind on the sea? Why?

What was Jonah doing during the storm? What did the seamen want him to do?

What happened to Jonah? To the sea? To the ship?

Why didn't Jonah die inside the whale? What did he do while there?

How could Jonah have escaped all these problems?

Can you tell of some time when you didn't do as you were told and you got into trouble?

PRESCHOOL SUGGESTION

Give each child a copy of the whale picture (see Patterns). Let the children draw Jonah inside the whale.

For each child, make a fish with a pocket in the back to hold Jonah (see Patterns). Cut out the three pieces for the fish — front, back, and pocket. (Use quilted fabric for the front and a lighter fabric for the back and pocket.) Sew a finished hem in the pocket edge and sew on a button eye. To assemble, lay the front right side up on a table, lay the pocket right side down (so the right sides are together), then lay the back right side down on top of this. Sew on the stitching lines, leaving a four-inch opening at the bottom. Turn right side out and sew the opening shut. There will be a pocket into which you can put Jonah. For Jonah, use a small doll or sew a small gingerbread-shaped man.

Use a simple set of props (Jonah, boat, fish) made from construction paper to illustrate the story of Jonah (see

Patterns). You could also include clouds, lightning, and an arrow with the word NINEVEH on one side and TARSHISH on the other.

Make a large stuffed fish from cloth (see Patterns). Use this with a doll representing Jonah that you can put inside the fish at the appropriate time in your narrative. You may also cut strands of green and brown felt to represent seaweed, and small fish from gold or tan felt to put inside the fish.

On a large piece of construction paper draw circles to fill the page. On each one make a sad or crying face by adding simple features. Explain that this is the way the people of Nineveh felt because they didn't know about the true God.

REVIEW IDEAS

Inflate several balloons (as many as needed to complete the story). Before tying the ends insert a plastic "Jonah" figure (use only one) or a portion of the story summary (Jonah was swallowed by a big fish, God told Jonah to go to Nineveh, the people repented, etc.) into the balloons. Attach the balloons to a cork board. Choose different students to toss a dart, break a balloon, and recover contents. When all balloons are broken, have those students put their parts of the story in correct order. The student with the plastic Jonah should read the story aloud.

Give this fish puzzle review. Use a blue background on an easel and make the fish puzzle from gray (see Patterns). Copy the questions listed below onto the blue background. (You might want to draw an outline of the gray pattern on the blue background as a guide for your puzzle pieces.) Space them so they will be covered when you pin the puzzle pieces in place. Pin the puzzle pieces onto the background when the children correctly answer the true/false statements. When the puzzle is together, discuss with the children why the statement that is on the fish is true.

1. God told Jonah to go to Nineveh. — T
2. Jonah got on the boat going to Nineveh. — F
3. A great storm arose and scared the men. — T
4. Jonah was swallowed by a great turtle. — F
5. Jonah was inside the fish for a week. — F
6. Jonah went to Nineveh after he was out of the fish. — T
7. The people of Nineveh repented and loved God. — T

Use both the overhead projector and a student, as Jonah, to give this review (see Patterns). As you show each scene and tell the story, have Jonah go through the motions. This means you will have to show the scenes on a wall or a screen that is close to the floor.

(HINT: Use the color of transparencies suggested next to the numbers and it will add more excitement to your production.) Start with the map (No. 1 — green) of the Middle East and show where Jonah lived when God talked to him, where he was to go (Nineveh), and where he did go (Joppa — Tarshish). Next show the sea and port (No. 2 — blue) where he bought his ticket (let Jonah buy the ticket from you). Then show the ship (No. 3 — blue) (he can walk around and then lie down to sleep). Next show the storm by moving the transparency to give the feeling of a boat rocking. The next frame is of the frightened men (No. 4 — green) tossing things overboard (use small squares of paper and scatter them on the transparency to look like boxes being tossed off the ship). Then wake Jonah and throw him into the water (No. 5 — blue) (he should hold his arms above his head and wiggle as he sinks to the floor). He should show fear as he is swallowed by a great fish

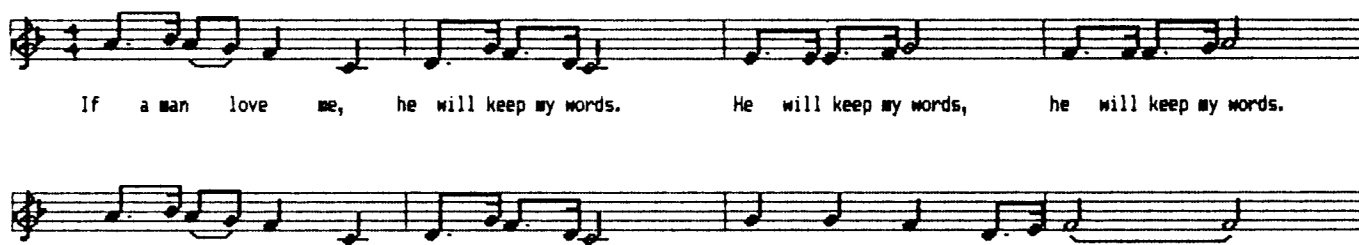
(No. 6 — red). As he kneels inside the fish put some “seaweed” on him. The next scene is the shoreline (No. 7 — yellow) after he has been expelled by the fish. Last of all, show the arrow pointing to Nineveh (No. 8 — yellow). As Jonah points his finger and “preaches” add the overlay of the smiling faces to show they repented.

Build your review around the phrase “Are you a Jonah?” Mention several things the Lord might ask the students to do. After each situation, repeat the phrase, “Jonah said No. Are you a Jonah?”

SUPPORT MATERIAL

Jonah’s Journey — Game, Standard Publishing
Return of God’s People — Book, Augsburg
Jonah and the Big Fish — Palm Tree Book, Concordia
The Man Caught by a Fish — Arch Book, Concordia

MEMORY VERSE SONG



If a man love me, he will keep my words. He will keep my words, he will keep my words.

If a man love me, he will keep my words. John four - teen: twen-ty three.

MEMORY VERSE VISUALIZED



TEXT Ephesians 6:1-4; Proverbs 1:8

OBJECTIVE The students will be able to explain that God expects us to honor and obey our parents.

MEMORY VERSE Children, obey your parents in all things. — Colossians 3:20

Honoring Our Fathers

MEMORY VERSE IN ACTION

CHILDREN — Right palm down, hold hand out showing how tall a child is.

OBEY — Open palms, left palm facing body and right finger-tips touching forehead; move hands out and down slightly.

YOUR PARENTS — Hold right hand above head, palm down to show height of parents.

IN ALL THINGS — With right hand flat, palm down, make large circle horizontal and clockwise.

MEMORY VERSE VISUALIZED

This week's visualization of the memory verse to be learned shows a child helping his father. (See pattern at the end of this lesson.) Cut the picture into the sections indicated by the heavy black lines. Put these pieces on your display board one at a time, as the students study the verse.

BIBLE LESSON OUTLINE

Introduction: To open your class session, bring a photograph of yourself with your father, or if possible ask your father to come to your class for a short visit with your students. As you introduce your father or show the picture, explain to your class that this man has played a very important part in your life. Tell some of the things he did for you or taught you during your childhood. Then explain that since today is Father's Day, you are going to look together into the Bible to find out what it has to say about children and their fathers.

1. Children are commanded to honor and obey their parents. They will be blessed if they do so.
2. Discuss the meaning of the word *honor*.
3. Discuss the meaning of the word *obey*.
4. Fathers are not to provoke their children to wrath, but should teach them the Word of God.

Climax: God promises long life and blessings to the obedient child.

Conclusion: It will be very advantageous for children to conform to the Word of God and be obedient to their parents.

Response: The students will be able to explain what it means to honor and obey, and will be able to tell why it is important to do so.

BACKGROUND INFORMATION

The family is the divinely ordained institution upon which all society rests. The Fifth Commandment (Exodus 20:12) "Honour thy father and thy mother: that thy days may be long upon the land which the LORD thy God giveth thee," is the first Commandment with a promise. The promise is not only for long life to the individual who obeys it but also, by inference, a promise to the Jewish nation of a long existence in the Promised Land if only they would honor their parents.

When society forgets to honor their parents, especially those who stood for godly principles, they are inviting God's divine judgment. Romans 1:30; II Timothy 3:2

The word *honor* implies "high regard, care for, respect for, and obedience." Since we are born into this world with a sinful nature, the natural tendency is to rebel. God expects parents to teach obedience and submission in the home. The child who will honor his father and mother and be subject to his parents will have a much easier time submitting to the authority of church, school, military, or any form of government restriction.

IN-CLASS ACTIVITIES

Have a collection of pictures or silhouettes of famous men such as George Washington and others of that era. Explain how our country honors them for what they did to establish our country. They are the "fathers" of our country. Stress how we need to show our father that same honor and respect.

Have pictures of fathers doing things for the family, children, job. Tell how they work for us, and we need to show them respect and help them in any way that we can.

For each child, draw a series of **HAPPY FACES** on a sheet of paper. Under each face have a line on which the children may write or draw the different things their father does to make them glad or to have fun.

Bring your father to class with you and introduce him to your class. Or you might like to show a picture of your-

self with your father. Children like to know about the personal life of their teachers. Think up incidents from your past which have to do with you and your father.

QUESTIONS

Name some important things that God expects fathers to teach their children when they are young.

Where do fathers and mothers get their instructions on what is right and what is wrong?

God is our heavenly Father; how can we best honor Him?

What would the world be like if children didn't have parents to guide them? Would you know when to go to bed or would you stay up all night? Would you eat vegetables or would you live mostly on peanut butter and jelly sandwiches? Would you go to school or head for the neighborhood park each morning?

List some ways we can show our fathers that we are thankful for them.

What does the Bible promise us if we obey our parents?

Is it always easy to obey? Why or why not?

Tell what happened one time when you obeyed your parents.

Tell what happened one time when you didn't obey your parents.

PRESCHOOL SUGGESTIONS

ON FATHER'S DAY

I have a daddy, big and strong,
(Throw back shoulders and pat chest.)
Who works for us the whole day long.
(Imitate father's work.)
He always knows a game that's fun;
(Imitate any game played with Dad.)
He reads to us when day is done.
(Use hands to make open book.)

NOTES

I'd like to bow my head and pray:

(Bow head and fold hands.)

God bless my daddy every day.

Pre-plan a number of things you can ask your students to do for you in class; for example, pass out stickers, pick up dropped item, sit in a certain place. Compliment each child on the way he obeyed you and draw it to the attention of the class. Be sure that you have one activity planned for each child.

Prepare a space on one of your bulletin boards or walls. Let each child draw a picture of his/her daddy, and write on it whose daddy it is; for example, "Tommy's daddy" or "Susie's daddy." Post all of their drawings on your board under the caption, WE LOVE OUR DADDIES. (Note to teachers: Be sure that each of the children in your class does have a daddy with whom they are in contact.)

REVIEW IDEAS

Bring in three generations of a family to give their testimonies. Ask them to stress the points that bring out the importance of honoring and obeying their parents, and following a good parental example.

With the help of your entire group, compose an acrostic using the letters in the word "father."

Invite four fathers with markedly different appearances to assist you in your review. Point out that fathers come in all shapes and sizes. As you introduce each father say, "Some fathers are tall and thin," or "Some fathers have dark brown hair." Have each father carry a large letter turned so the audience cannot see it. When all four fathers are standing in front of the group, tell the students that whatever their father looks like there is one thing God wants us to do in our relationship with them. When the fathers turn over the letters, they should spell the word OBEY.

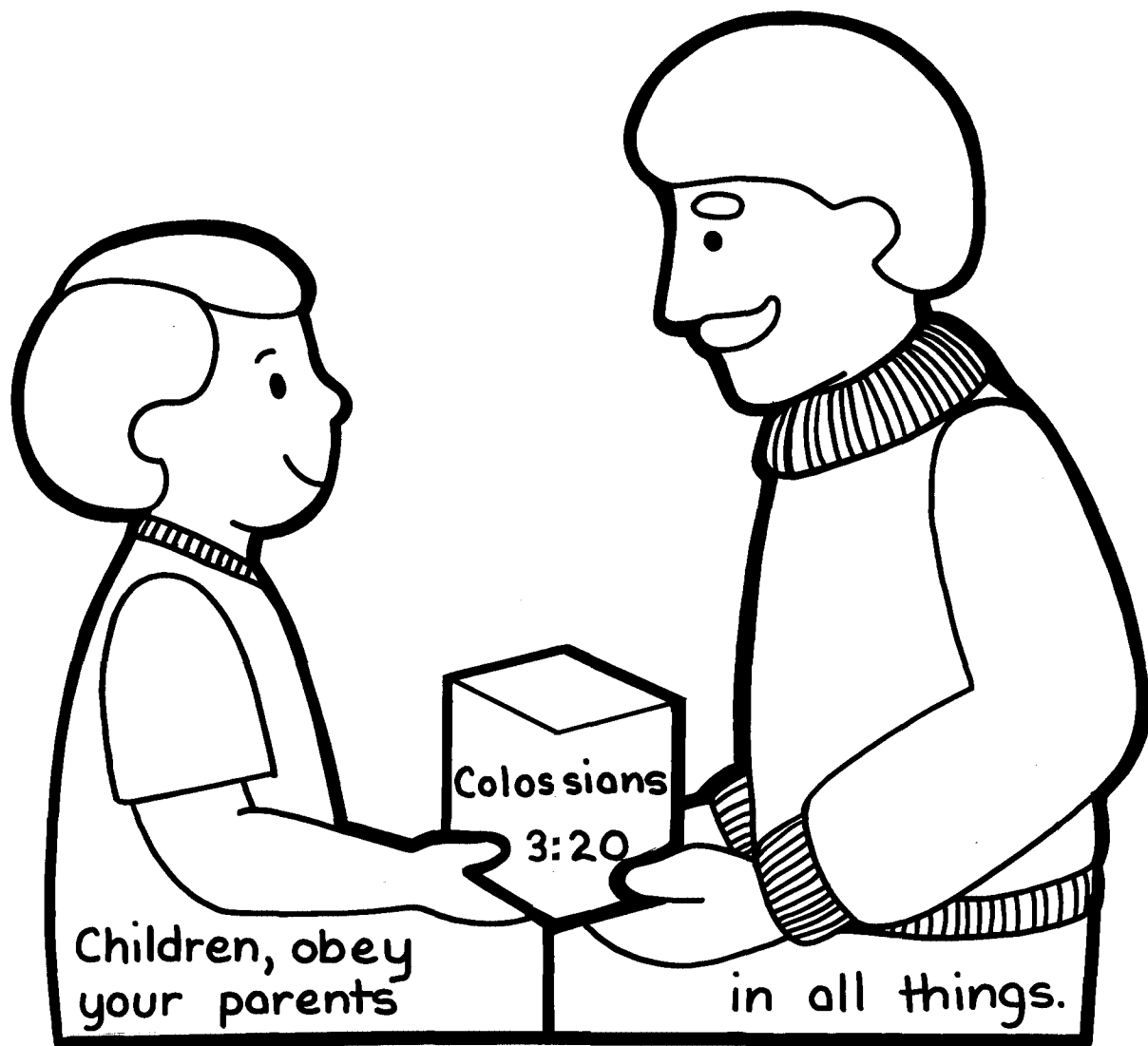
SUPPORT MATERIAL

I'm Glad I'm Your Dad — Happy Day Book, Standard Publishing

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT II Kings 5:1-14

OBJECTIVE The students will be able to retell the story of Naaman, bringing out the point that God's ways must be obeyed even if they are not understood.

MEMORY VERSE Ye are my friends, if ye do whatsoever I command you.
— John 15:14

Naaman

MEMORY VERSE IN ACTION

YE ARE — Point to some people.

MY FRIENDS — Right hand shakes with left hand.

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

I COMMAND YOU — Touch right index finger to lips, forcefully move finger away from body.

MEMORY VERSE VISUALIZED

Jesus with a group of small children will be the portrayal for our memory verse this week. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines, and assemble it with your students piece by piece as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: For your class opener bring two jars of water, one clear and one dirty, as described under Pre-school Suggestions. Tell the students that your Bible lesson for today is about a man who was told to go wash in muddy water. Why was he to do this? Wouldn't it have made more sense to wash in clean water? Naaman found it was to his great benefit to obey God, even though he didn't understand the meaning of the instructions.

1. Naaman was a captain of the Syrian army, but he had leprosy.
2. A little captive servant girl told Naaman's wife that the prophet of God in Samaria could heal Naaman of his leprosy.
3. Naaman went first to the king of Israel, who was distressed because he knew he had no ability to heal Naaman.
4. Elisha heard of the situation and sent word that Naaman should come to him. When Naaman came, Elisha sent his servant to tell him to wash in the Jordan River seven times in order to receive his healing.
5. Naaman was angry and not inclined to wash in muddy Jordan, but his servants persuaded him to do as he had been instructed.

Climax: When Naaman finally obeyed the words of Elisha and washed seven times, the disease disappeared from his body.

Conclusion: Naaman received the desire of his heart because he obeyed the instructions of the man of God, even though he did not understand them.

Response: The students will be able to describe Naaman's actions which brought about his eventual healing, and will be able to tell why it is important for us to obey the instructions of God even if they are not understood.

BACKGROUND INFORMATION

King Ahab had concluded a treaty with Ben-hadad, king of Syria, several years before this incident (I Kings 20:34); however, several minor border skirmishes continued. Naaman was the commander of the Syrian army which had made these incursions into Israelite territory. The attitude of the young Israelite slave girl stands in stark contrast to that of the wicked king of Israel who seemingly knew nothing of the power of God. (Compare II Kings 5:3 with II Kings 5:7.) Although Naaman was an enemy of Israel, in his desperate situation he believed the slave girl and sought help from the prophet of Israel.

Although Naaman had expected to be healed by some magical formula of a prophet rather than by the power of God through simple obedience to His commands, nevertheless, Naaman eventually did show humility by listening to his servants and obeying Elisha's instructions. Jesus used this incident as an example to show the religious leaders of His day that God was not looking for people who were ethnically or religiously pure, but for people who would exercise simple faith and obedience. Luke 4:27

IN-CLASS ACTIVITIES

Start out the class time by telling the story of Naaman's having leprosy and how the maiden told him of someone who could heal him. The prophet said Naaman would be healed if he obeyed the command of God by dipping into the river Jordan seven times. Have some muddy water in a plastic tub in the classroom. Use this to show the children how the captain felt about doing something as silly as dipping seven times into this dirty

water. Even though he felt silly, he wanted to be healed. So he went ahead and dipped and was healed because he obeyed God's words.

Do a simple game of "Simon Says" in class using quiet things such as: Put your hand on your head; close your eyes. If the children disobey and do an action that Simon did not say to do, they are out of the game. Reward the followers after a short time of playing, explaining that although they did not know why they were to do the things, they still needed to follow directions to stay in the game.

As the teacher tells and acts out the story, use tongue-depressor puppets. Use each dip to reinforce that Naaman didn't know why God had said to dip seven times but he did it anyway.

Birds fly south in the winter because God has instructed them to fly south. Ask the children if they know why God has the birds do this. Most will understand that they do it to live through the cold winter months. Explain that the birds do not know this, but they go south just the same. Children need to take a lesson from the animals, and obey even when they do not understand why. Bears in hibernation could also be used, as examples, as could any other animal that hibernates for the winter.

QUESTIONS

To whom did the king of Syria send Naaman? Why?

How did the king of Israel react to the letter Naaman brought?

What did Elisha suggest to the king?

What was Elisha's message to Naaman?

How did Naaman react to Elisha's suggestion? How do you think you would react?

Was it the water of Jordan that healed Naaman's leprosy? Explain.

How important is it to obey God? Obey our ministers? Parents? Explain.

From whom did Naaman learn about the prophet in Samaria?

Why do you think Naaman believed what the little maid said?

PRESCHOOL SUGGESTIONS

Give each child a Naaman paper doll (see Patterns) which you have completed before class. To make: cut

out the before and after poses of Naaman and glue them back-to-back. Also, make a pocket of water from blue construction paper for each child. As you tell the story in class let the children dip their sad Naaman into the water. When they have dipped seven times they can turn Naaman over to see that God had made him well because he obeyed.

Arrange a large piece of blue material (a blue sheet would be perfect) over the backs of two or three of your small Sunday school chairs that are set in a row. Explain to your class that this is the Jordan River where Naaman was told to go and wash. Let each child take a turn pretending to be Naaman. Sprinkle a little talcum powder on their arms and tell them that Naaman's leprosy looked something like that on his skin. Let them dip down behind the blue-draped chairs seven times while the rest of the class counts. On the seventh time, wipe the powder off their arms before they stand back up.

Bring two jars of water, one clear and one dirty. Ask your students which one they would want to take a bath in. Explain that this was why Naaman didn't want to do as God's helper had told him to do.

Give each child a copy of the picture divided in half, showing two rivers (see Patterns). Let them color one side blue, the other side brown.

REVIEW IDEAS

Use a real person to be the captain. In time for it to dry before the class, cover his hands, arms, and face with Kleenex tissues and spray with water. It will dry rumpled and rough looking, not very pretty at all. Place him behind a brown blanket which portrays the muddy river. As the person dips into the river (behind the blanket), he comes up the same, six times. At the last dip he removes all the tissue. You could have him walk around the classroom before and after the review to show his condition.

Impress on the children the importance of doing things according to the rules. Use a large flannel board and show them the face (7 pieces), the house (6 pieces), the minutes "egg" (5 pieces), and the square (4 pieces), (see Patterns). These pieces should be cut from felt. Start your review with the large circle of the face and add one piece at a time as you count up to seven. Next build the house with its six parts. Then "cook" the egg for five minutes. Last of all make the square with four lines. Remove one piece from each of the projects to show the children what the results would have been if you had not gone by the rules and finished each thing. The face would possibly not have a nose, or the house a door, the egg would not have been cooked enough, and the square might have ended up a triangle. Com-

pare this to Naaman's dip in the Jordan River. If he had stopped after the sixth time, the results would not have been the same. If you want God's best for you, follow His rules.

Have a volunteer come up and do a repeated task (preferably to be repeated seven times) in order to receive a specified reward. Have someone else encourage him to do it, reinforcing the thought of what the reward will

be. Compare this to Naaman's being told to wash in the Jordan seven times in order to receive his healing.

SUPPORT MATERIAL

Stories About Elijah and Elisha — Pict-o-graph, Standard Publishing

The Man Who Took Seven Baths — Arch Book, Concordia

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



People God Used

Lesson 23a — Gideon

Lesson 23b — Ruth

Lesson 23c — Samson

Lesson 23d — Esther

OVERVIEW

The emphasis of our next series of four lessons is "People God Used." Each of the lessons is a complete story in itself, but the characters are tied together by a common theme — that they were used by God to accomplish a specific purpose.

You will notice that the four people selected for study were not necessarily "heroes" in that their lives exemplified every aspect of Christian perfection. We do not know a great deal about the personal characteristics of either Ruth or Esther, and yet we know that God used them. We see the imperfections in Samson's history, and yet God was able to use him also.

What was it that made these people the ones God chose to use? Each of them had something that qual-

ified them. As we study each lesson, we would like to zero in on the one quality which seems to stand out in the person's character. For Gideon, we will consider courage; for Ruth, a follower after God; for Samson, strength; and for Esther, unselfish regard for others.

As your students learn about these Bible characters, encourage them to think about the qualities God might be looking for in us today. They should see that He still uses people to fulfill many of His purposes. Even though the need may not be to lead an army into battle, or to pull down pillars of a great building, God has something for each one to do who is willing to be used of Him. Be sure to spend some time talking about the things a child of this age can do for the Lord, and how he can have the qualities in his life that God can use.

GAMES FOR REVIEW

Write out short sentences, phrases, or words on separate squares of paper regarding each person God used and also the persons' names on separate pieces. Hand out to each student. Have a child say a name of one of the people if that child has the name piece. Then ask if anyone has a paper that says what that person did. There can be more than one answer. Or vice versa — have a child read one deed and have the child with the corresponding name reply.

Divide your group into teams. For each team, make a set of cards on which you have written the words (or short phrases) of the four memory verses for this unit. Spread the cards out on the floor in front of your group, or place them all on a table. At a signal, each team sends one member up to find a word or phrase of a verse. That player brings back the first word and places it on the floor. The next player goes forward and finds

the second word. The game continues until one team succeeds in arranging all four verses in the correct order.

Let the children have a story hunt. Divide them into two teams. Name one of the stories in this unit and have each student try to find the story in the Bible (you might want to tell them which book of the Bible it is in). The first one to locate it scores for his or her team. Do this with each story in this unit.

Set up a board with approximately 16 pegs on it (this will depend on the number of riddles you use). Attach a riddle to each peg. Use an even amount for each lesson in the unit. They might read something like, "Early one morning I was dry but the ground was wet — what am I?" "I was cut off while Samson slept — what am I?" "I was invited to eat with Queen Esther — who am I?" "I went to live with my mother-in-law — who am I?" Some

key words for each lesson might be, Gideon, pitchers, trumpets, Moab, Naomi, Bethlehem, Samson, strong, blind, Esther, banquet, Mordecai. Choose up sides in the department and let the students take turns tossing a large ring at the pegs. They must answer the riddle attached to the peg where their ring lands.

CONTEST IDEAS

Put a shield (see Patterns) on the bulletin board. Put each child's name on one of the crown points. Every time a child says the memory verse, brings lesson book, brings a friend, etc., have the child put a foil star on his crown point.

Cut out 4-inch stars for your students (see Patterns). On the first Sunday, let each of them write their name on a star and attach the star to a bulletin board. Have several red, white, and blue strips of paper (1x3 inches) that are labeled: attendance, memory verse, etc. Each week let the children add the strips they have earned to the bottom of the star. Alternate the colors.

Before you start this newspaper contest, give each of your students a pocket folder — made from a 9x12 inch sheet of construction paper which has been folded in half and stapled or taped at the sides. Title the folder, "What's the News?" Cut a newspaper into 4x6 inch pieces. In the center of each one attach a piece of scratch pad paper that is approximately 2x4 inches. Label the pieces of paper: attendance, missionary, memory verse, etc. Each week give the students the awards they have earned. Have enough ready for all your students in case they all win the maximum. At the end of the unit the winner is the one with the most "News."

BULLETIN BOARDS

Make a large shield on colored paper. Print PEOPLE GOD USED and draw a crown on the shield. Draw as many points on the crown as there are children in the class.

Title your board "A Tool God Can Use." Make the focus of your board a large open tool box (see Patterns). Arrange a number of tools around it, with each tool having the name of one of your students or one of the Bible

characters studied in this unit. (This board would be especially appropriate for a class of boys.)

Make the "People God Used" bulletin board using four different colors of paper (see Patterns). Use a fifth color of ribbon to divide the sections. Label each section with the virtue of each of the persons shown.

The "Can God Use You?" bulletin board personalizes the board for your class because the children's names and talents are used (see Patterns). Make the background blue and the hills in shades of green. The stars can be all yellow or you might enjoy using a variety of colors to brighten the board. Make sure the stars are large enough for the writing to be seen. The writing, of course, will be the children's names and their talents.

UNIT SONGS

"Stand Fast Therefore in the Liberty"

"My God Is So Great, So Strong and So Mighty"

"They That Wait Upon the Lord"

CHART IDEAS

Make the star chart for each child (see Patterns). Use various colors of paper for your class: red for Sally, blue for Johnny, etc. Label the sections as shown. Make the stars of contrasting colors and let the children add their stars each week to the appropriate square.

Use a wheel chart or even cards on which you have written the name of a person God used. Use a wheel chart that has words on it, "I want to be like . . ." and have the student turn the wheel to the character they want to be like. Use the chart to provoke discussion with each student on why they want to be like that person.

Make four "Blue Ribbons" for the people for this quarter. Cut a medallion from red construction paper, a smaller yellow circle, and ribbons from blue. In the center of each, print the name of one of the heroes. The red and blue could be made from satin ribbon and the center from gold foil.

UNIT SUPPORT MATERIAL

Miracles of the Old Testament — Classroom Activity Book, 8 each of 6 pictures, Standard Publishing

TEXT Judges 6:11-16,36-40; 7:1-23

OBJECTIVE The students will be able to tell the story of Gideon and to relate some of the characteristics which made him one of the people God could use.

MEMORY VERSE Wait on the LORD: be of good courage, and he shall strengthen thine heart. — Psalm 27:14

Gideon

MEMORY VERSE IN ACTION

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

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.

BE OF GOOD COURAGE — With index fingers at corners of mouth, help your lips to smile.

AND HE — Point up.

SHALL STRENGTHEN — Flex bicep muscle.

THINE HEART — Using index fingers, outline the shape of a heart over your heart.

MEMORY VERSE VISUALIZED

This week's verse concerning waiting on the Lord features a small boy sitting in front of a fence in a "waiting" posture. (See pattern at the end of this lesson.) Cut out the pieces with the portions of the verse written on them. With the help of your students, put the puzzle together as the verse is learned by your group.

BIBLE LESSON OUTLINE

Introduction: Draw a simple face with wide staring eyes to illustrate a person who is afraid. Use this to open your class session. Tell your group that today's lesson is about a man who could have been afraid — but he had the assurance that God was with him, even though he faced some incredible challenges.

1. God sent an angel to Gideon to call him to deliver the Children of Israel from the hand of the Midianites, and promised that God would be with him.
2. Gideon proved the promise of God by the double miracle of the fleece.
3. God selected 300 men out of 32,000 to do the job.
4. The men were equipped with a trumpet, a lamp, and a pitcher, and sent forth to meet the vast Midianite army.

Climax: As the 300 obeyed the command, the Midianites and their allies fled, giving Gideon and his men the victory God had promised.

Conclusion: Gideon was able to lead his men to victory because he was willing to do as God instructed him.

Response: The students will be able to describe what took place when Gideon obeyed God, and understand that they, too, will be victorious in spite of the odds against them if they are obedient to God.

BACKGROUND INFORMATION

Gideon is certainly among the heroes of the Old Testament. Although his birth was obscure and his family poor, God knew whom He was calling. Although Gideon's father had become an idolater, the God-fearing Gideon became known as *Jerubbaal*, which means "discomfiter of Baal" (Judges 6:32).

When Gideon received the call to lead the battle against the Midianites, who were oppressing Israel, God condescended to reveal His will through the double sign of the fleece. Because of his unswerving faith Gideon proved that a few brave men with God are a majority. Because of this, Gideon earned a place in the roll call of the faithful in Hebrews 11.

Gideon's life was characterized not only by courage, but also by humility (Judges 6:15), spirituality (Judges 6:24), obedience (Judges 6:27), and loyalty (Judges 8:23).

IN-CLASS ACTIVITIES

Cut a thin sponge into a fleece shape. Have the sponge in a bowl with a little water in it. Wring out the fleece into another bowl to show that the fleece was wet. Use a dry sponge with a small box of damp dirt for the other sign.

Use finger puppets to act out the story of Gideon and his army. Also use the three small pictures: one of a crowd representing his army, one of a trumpet, and one of a light inside a jar (see Patterns).

Have a flashlight for each child, which they turn on all at once when you say "now." Have them pretend they are the army and you, the teacher, are Gideon. Use a sandbox with clothespin people and tents for Midian-

ites. You can use trumpets also. Have a flashlight for every other child and a paper or plastic trumpet for the rest. The children with the trumpets may make a trumpet noise at the same time as the children with the flashlights flip the switches.

QUESTIONS

Why do you think God chose Gideon to fight the battle?

How would you feel if an angel from Heaven came to you with a job that God wanted you to do?

Was it important that Gideon followed God's instructions? Why?

How do you think Gideon felt when all the men who were afraid left him and returned home? Do you think Gideon was afraid too? Why or why not?

Explain why Gideon put out the fleece.

How can we know God's will?

Will God ever give someone something to do that is too hard for them? Explain.

Talk about Gideon and his blowing the trumpets and breaking the pitchers. What do you suppose the men in the camp thought was going on?

Compare Gideon's trumpet to our testimonies. We, too, can proclaim the power of God. Discuss some places where we might have to "fight" a battle for the Lord.

PRESCHOOL SUGGESTIONS

Bring several items illustrating things small children could be afraid of; for example, a stuffed dog, a picture of a crowd of people, a flashlight (to represent darkness). Point out that they aren't afraid if Mommy or Daddy is close by them. Gideon wasn't afraid because he knew God was with him.

Give each child a copy of the picture showing the thoughtful child with a fold-over flap showing Jesus (see Patterns). Help your little ones fold over the picture of Jesus, and talk about how Jesus is always with us. Let the little ones add a smile to the face of the thoughtful child, to show that we are happy because we know Jesus will never leave us.

Ideas for trumpets: Purchase from a sewing factory, large cone-shaped thread spools. These will be fun for the children to use as trumpets. Or use ice cream cones. When the lesson is over, you have a ready-made snack! Another idea is to fold and tape half circles of paper into cone shapes.

For each child, fold a square of orange cellophane paper to represent flames. Tape the flames to a popsicle stick and set a paper cup over the top to represent a pitcher. Let them take the cups off the flames to show the lights as they were when the army broke their pitchers.

REVIEW IDEAS

Dress up as a soldier, labeling each piece of "armor" with the character aspects shown by Gideon — humble, brave, careful, leader, loyal to God, earnest, etc. Discuss with the children what each piece adds up to — a person God can use.

Make comparison pictures of what Gideon might have seen or done, as a coward or as a brave man. One picture could show his reaction to the trumpet, candles, and vessels through the unknowing eye of a coward (what good are **these** for battle?). Then the other picture — what God showed him to do with them. We can listen to God's directions and obey (win) or we can give up everything (lose). Another picture — "We need **all** the 32,000 soldiers to win this battle!" versus Gideon's 300 true men. A picture of Gideon thinking of himself as a leader contrasts with his knowing that God was the true Captain.

COORDINATING SONGS

"Lord's Army"

"God Answers Prayer in the Morning"

"This Little Light of Mine"

"There Was a Brave Soldier Named Gideon," by A. Smith, Rodeheaver Publishing

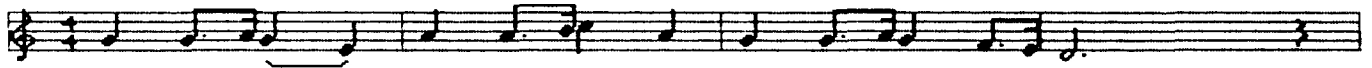
SUPPORT MATERIAL

Stories About Joshua and Judges — Pict-o-graph, Standard Publishing

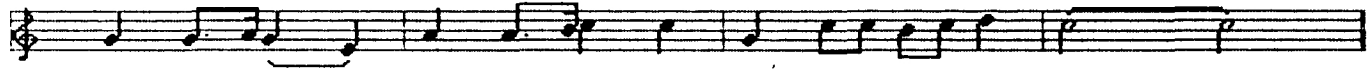
Gideon the Brave — Palm Tree Book, Concordia

The Man Who Won Without Fighting — Arch Book, Concordia

MEMORY VERSE SONG

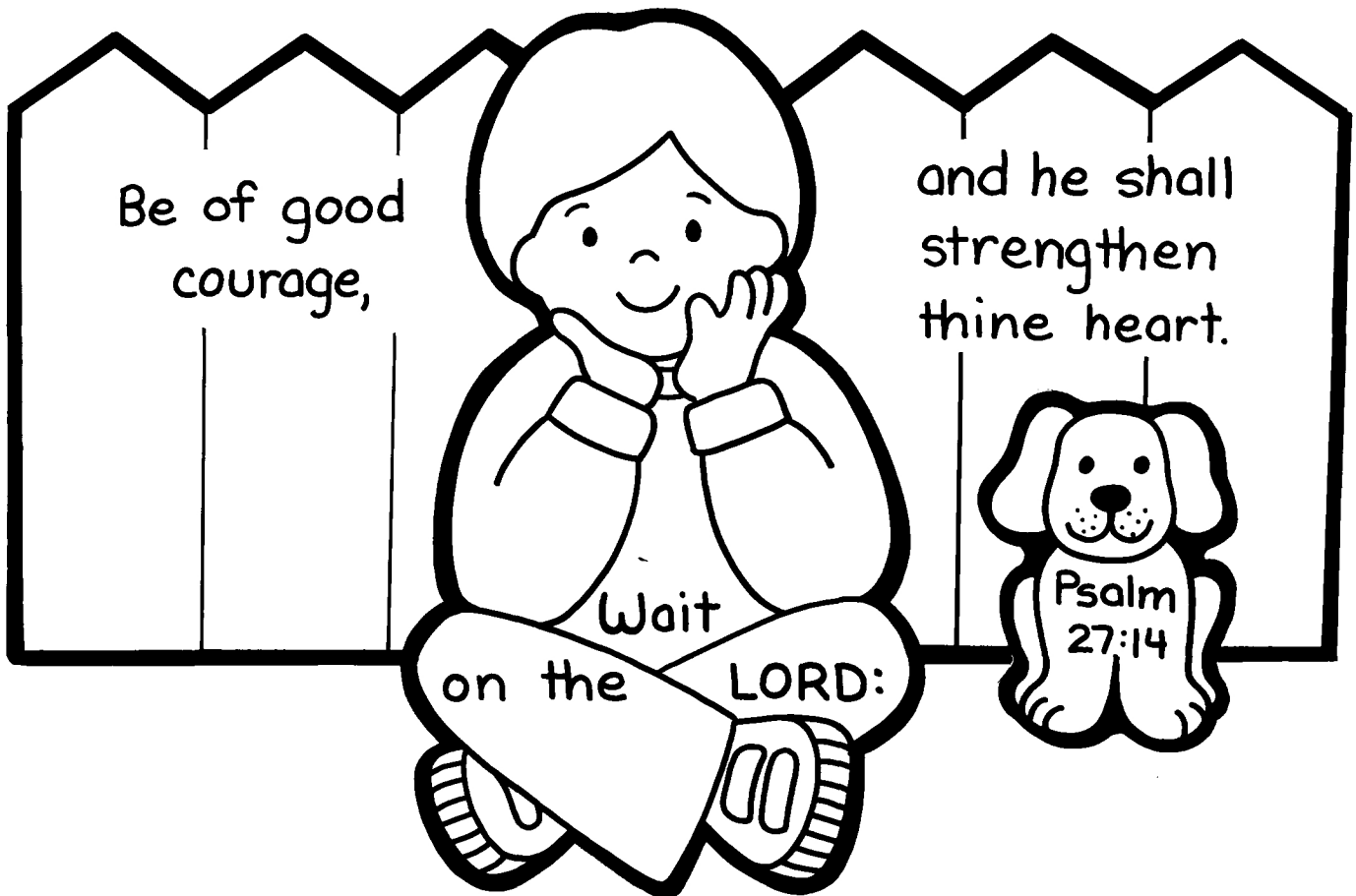


Wait on the Lord: be of good courage, and he shall strengthen thine heart.



Wait on the Lord: be of good cour - age, and he shall strengthen thine heart.

MEMORY VERSE VISUALIZED



TEXT Ruth 1:1-18

OBJECTIVE The students will be able to tell that Ruth chose to follow Naomi and relate why she was a person God could use.

MEMORY VERSE Blessed is every one that feareth the LORD; that walketh in his ways. — Psalm 128:1

Ruth

MEMORY VERSE IN ACTION

BLESSED IS — With thumbs of fists touching lips, move hands down and away from body opening fingers.

EVERY ONE THAT — Point to others.

FEARETH — Hold hands as in prayer, look up.

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.

THAT WALKETH — Extend hands, palms down, move one hand in front of the other in imitation of our feet when walking.

IN HIS WAYS — Palms facing each other about 8" apart, move hands straight away from body.

MEMORY VERSE VISUALIZED

Three children in a group will be the visual display for our memory verse this week. (See pattern at the end of this lesson.) Cut the display into pieces as indicated by the heavy black lines. Post the arrangement on your board one piece at a time, as your group learns the verse.

BIBLE LESSON OUTLINE

Introduction: Adapt the preschool activity using four hearts as your opener for this lesson. As your students look at the pictures of a home, beautiful scenery, some people, and Jesus that you have pasted on the hearts, explain that your Bible lesson for today is about a woman who had to make a choice. Put the first three hearts in a group together, and have the heart with Jesus remain separate. Explain that she had to choose between these.

1. A man of Israel moves his wife, Naomi, and his family from Bethlehem to Moab because of a famine.
2. He and his sons die, and Naomi decides to return to her homeland.
3. Naomi urges her two daughters-in-law to stay with their own people, though they both intend to go with her.

Climax: Though Orpah returns to her own people, Ruth decides to go with Naomi and serve Naomi's God.

Conclusion: Naomi's godly life influenced Ruth to want to serve the true and living God.

Response: The students should be able to explain why it is important to set a godly example as well as to recognize and follow a godly example.

BACKGROUND INFORMATION

During the time of the Judges, Elimelech, a man from Bethlehem, and his wife, Naomi, and their two sons, emigrated to Moab because of a famine in Israel. While there, the two sons were married to Moabitish women, but subsequently Elimelech and his two sons died leaving Naomi and her two daughters-in-law, Ruth and Orpah, widows. Having had these bitter experiences in this foreign land, Naomi resolved to return to Israel. Ruth was determined to accompany her despite her mother-in-law's recommendation that she stay, and answered her with those beautiful words, "Intreat me not to leave thee . . . for whither thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God" (Ruth 1:16). Because of her faithfulness and determination, this woman of foreign birth was married to Boaz, a kinsman of Elimelech, and became the grandmother of David and honored ancestor of Jesus Christ.

IN-CLASS ACTIVITIES

Draw finger puppets of Naomi, Ruth, and Orpah (see Patterns). Act out the story.

Talk about trips. Discuss how much you want to go on one and get to your destination. Tie in the story to the halfway point on the trip. Example: "Do you want to go home?" or "Do you want to finish traveling and reach the place where you were going?"

As your class discusses this lesson on Ruth, have your students tell one way they can be like her. Make a list of ways that each student is already like Ruth.

Make copies of the landscape background and cut out figures of Naomi, Ruth, and Orpah (see Patterns).

Have the children color the background and figures. Let them glue on the figures in the spaces indicated. Use a marking pen to make the path that each woman took. Tell the story of Ruth.

QUESTIONS

Do you suppose that God had a special plan for Ruth’s life? What was it?

Who made the wisest choice, Ruth or Orpah?

What do you think was so special about Naomi that Ruth wouldn’t leave her?

Does God still call people to live a certain way for Him? Talk about some testimonies of people who have left their families, homes, etc., to follow after God’s people.

How could Ruth know she was making the right choice?

How can we know when we are making the right choices?

PRESCHOOL SUGGESTIONS

Take a wooden or ceramic figure (to represent an idol) and a picture of Jesus. Ask your little ones if the figure you are showing them could answer their prayers. Explain to them that Ruth chose to follow after Jesus, the true God.

Cut out a set of four hearts. In one paste a picture of a home, in the second a picture of scenery, in the third a picture of several people, and in the fourth a picture of Jesus. Show your little ones the first three hearts first. Ruth could have had these things in her heart — her home, her country, and her friends — and could have decided to stay in the land of Moab because of them. But instead she had Jesus in her heart, so she chose to

go where she could learn more about Him. Show the heart with Jesus.

Cut out the picture of Ruth (see Patterns) and place it on the back of a hand mirror. “Follow” God with the mirror by moving it in front of your students to portray the Christian walk. Then ask them, “Who else can follow God?” Turn the mirror over so they can see themselves.

Make a set of Ruth and Naomi finger puppets for each child (see Patterns). Using these they may show how Ruth followed Naomi to Bethlehem.

REVIEW IDEAS

Dress up as a Biblical woman, in a simple gown, belt, scarf, headband, sandals. Label each piece with the aspects of Ruth’s character — faith, obedience, sacrifice, family love, constancy.

Compare the similarities of Ruth, a Moabite, living in Bethlehem, a foreign land to her, to our living in a foreign country. In the Orient or Europe the language, dress, food, religion, eating habits (use of chopsticks) may be strange to us. But Ruth loved Naomi and Naomi’s God and wanted Him for her God.

COORDINATING SONGS

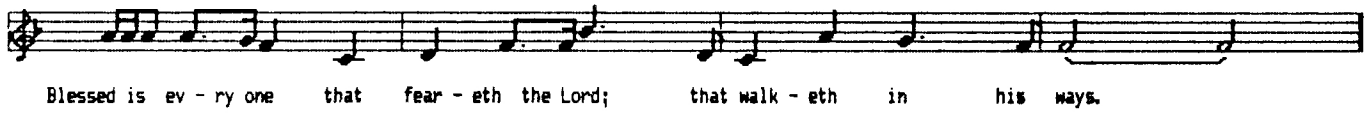
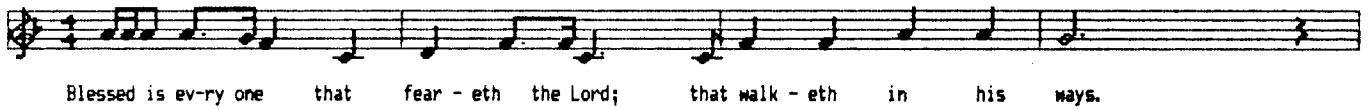
- “Lord, I Want to Be a Christian”
- “The Bible Tells Me So”
- “Trust and Obey”
- “Family of God”
- “I Have Decided to Follow Jesus”

SUPPORT MATERIAL

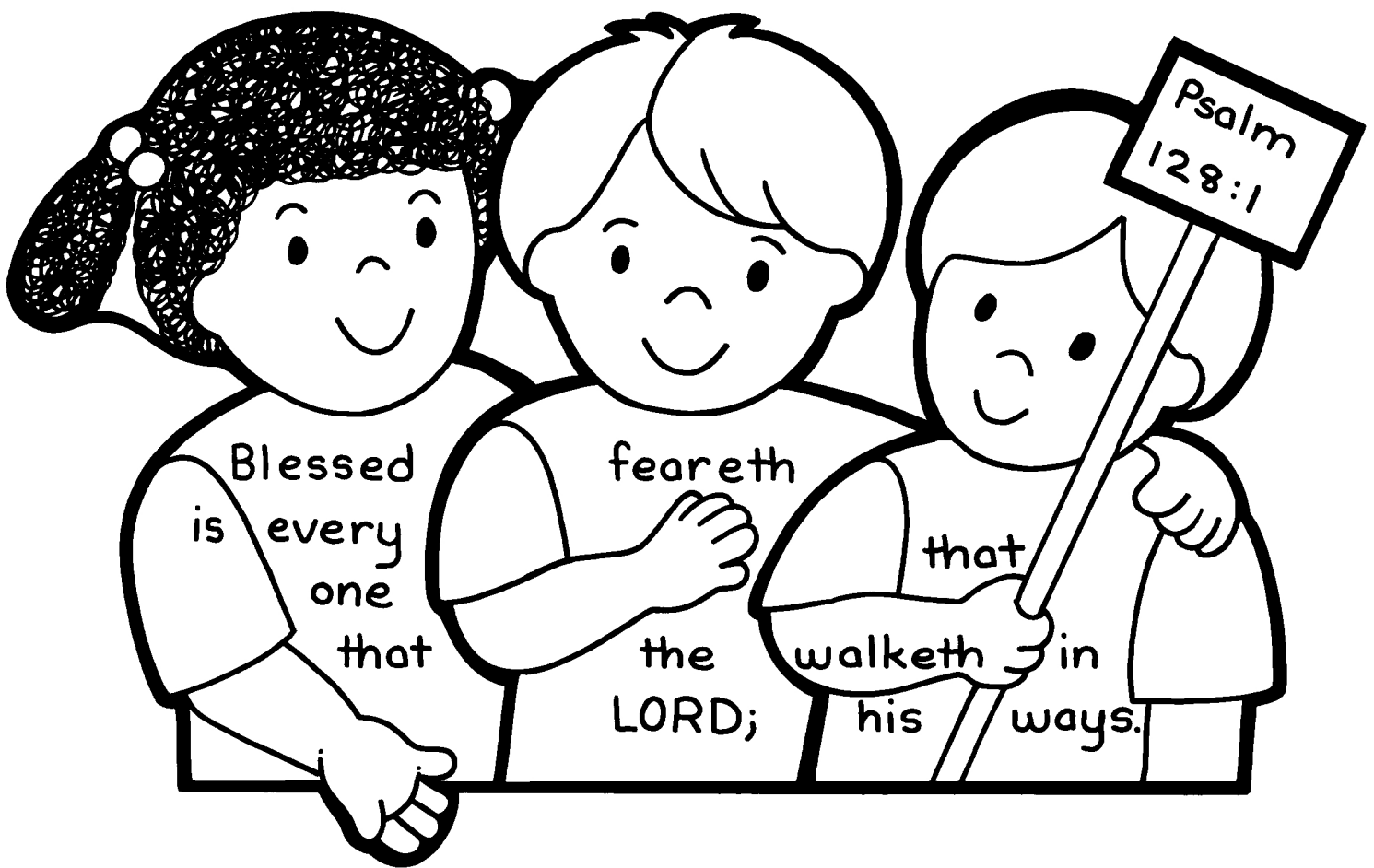
Ruth and Naomi — Arch Book, Concordia
Ruth — My Bible Story Card, Concordia (Picture on the front/story on the back)

NOTES

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Judges 13:1-5,24; 16:18-30

OBJECTIVE The students will be able to tell the story of Samson and how God used him.

MEMORY VERSE The Lord will give strength unto his people. — Psalm 29:11

Samson

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.

WILL GIVE — Thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat.

STRENGTH — Flex bicep muscle.

UNTO HIS PEOPLE — Point to others.

Psalm 29:11

MEMORY VERSE VISUALIZED

Another group of three children, this time with their arms raised to Heaven, will be the visualization of our verse for this week. (See pattern at the end of this lesson.) Put the pieces on your display board one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class some articles used for weight lifting, as suggested under In-Class Activities. Talk about how people work out for long hours to develop their muscles and their strength. Tell your class that today's Bible lesson is about a man to whom God gave an exceptional amount of strength — a man by the name of Samson.

1. The birth of Samson is foretold with instructions that he would be a Nazarite from birth. Explain that part of being a Nazarite was that the hair would not be cut.
2. Samson revealed the secret of his strength to a woman who was an enemy of Israel. She had his hair cut, and the Lord took away his supernatural strength.
3. He was captured by the enemy, bound, put in prison, and blinded.
4. As his hair grew out, God returned his strength.

Climax: Samson was brought into a great hall filled with people. He prayed, and asked to be led to the pillars of the building. He pulled down the building through the power of God, destroying many of the enemy.

Conclusion: Samson failed God, but the Lord restored his strength, and used this strength to destroy many of the enemies of God.

Response: The students will be able to tell why it is im-

portant to use whatever strengths and abilities the Lord has given us for Him.

BACKGROUND INFORMATION

Samson was born as a result of a promise of God to a barren couple during that turbulent time of Israel's history between their entrance into the promised land and the rule of King Saul. According to the Word of God, he was to be a Nazarite from his birth until his death. A Nazarite was one set apart to God by a vow of abstinence from strong drink and refraining from cutting the hair.

In contrast to the other judges, Samson never rallied the forces of Israel but single-handedly engaged the enemy by his own supernatural strength. As long as he remained a Nazarite he was invincible; however, his physical strength was a striking contrast to his moral weakness.

Although the story of Samson's death is a sad one, it shows Samson's true heroic spirit and willingness to make the ultimate sacrifice to honor God. Samson, too, is mentioned as one of God's faithful in Hebrews 11.

IN-CLASS ACTIVITIES

Show your arm muscles and your hair, as you describe how Samson was weak, then became strong. Relate how his hair grew back after it had been shaved and his strength returned when he prayed to God. A bald sad face and a long-haired happy face could be used (see Patterns).

Bring some items used for weight lifting. Talk about how people work out for long hours trying to develop their muscles and their strength. Samson hadn't been able to spend a lot of time (in prison) strengthening his muscles. But God gave him strength when he needed it to do something for the Lord.

Bring a He-Man or Superman doll and/or comic books describing the exploits of super heroes. Explain to your class that these characters are only pretend. Their strength is just make-believe. But Samson's strength

was given by God and was real, and his exploits were true happenings.

QUESTIONS

Where did Samson get his strength?

How did he lose his strength?

Would you like to be strong like Samson was? What would you do if you were?

Are we happy when we get our way even though someone else gets hurt?

How do you think Samson felt when he had to grind in the prison house?

PRESCHOOL SUGGESTIONS

Focus on the thought that God helped Samson work for Him, and He will help us too. He gave Samson great strength, and He gives us that which we can use too: our mouths, our eyes, our hands, our ears, our feet. Use pictures of children doing things to help others. You might wish to sing together the song, "Two Little Hands to Work for Jesus."

Trace around each child's hands. Across the top of each sheet of paper write "I Will Use My Hands for _____." Let them paste in a sticker of Jesus. Below, add stickers of a child going to Sunday school, praying, etc.

Stack blocks and let the children knock them down, comparing your block walls to the walls Samson destroyed. Lightweight blocks can be made from styrofoam squares or milk cartons cut off and covered with contact paper.

Make life-sized drawings of your students by having them lie on a large sheet of butcher paper. Draw an

outline of their bodies. Have them fill in the features, hair, and clothing to match their own. Before class time prepare signs, as follows, and attach to the chest of each drawing when the children are through. The signs should read something like this: My name is _____. I'm not strong like Samson but even I can work for Jesus.

REVIEW IDEAS

Focus on developing spiritual muscle. Show weight-lifting equipment, magazine on body building, book on fitness, a jump rope, etc. Talk about what physical exercise does — it makes us strong. God sometimes uses physical strength (as He did in the case of Samson) but all of us can be spiritually strong. Ask students to name ways we can exercise spiritually. List their suggestions or display posters illustrating their ideas.

Illustrate how God adds to our strength little by little, as we read our Bible and pray. Show how one paper can be easily torn, or one toothpick broken in two. (Ask a volunteer to demonstrate these tasks.) But when many pieces of paper are stacked together, or many toothpicks are tied into one group, the unit becomes very strong.

COORDINATING SONGS

"I'm in the Lord's Army"

"My God Is So Great"

"I Heard About"

"Shamgar Had an Oxgoad" — Singspiration

"Dare to Be Brave, Dare to Be True" — Moody Press

"All for Jesus"

"Take My Life and Let It Be"

SUPPORT MATERIAL

Stories About Joshua and Judges — Pict-o-graph, Standard Publishing

Samson's Secret — Arch Book, Concordia

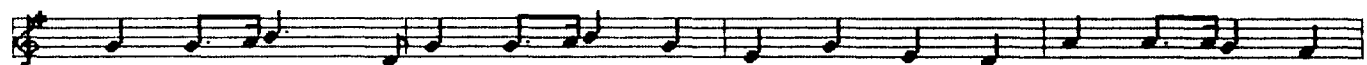
Samson — Suede-graph, Concordia

NOTES

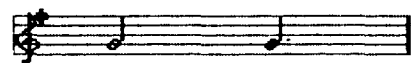
MEMORY VERSE SONG



The Lord will give strength un- to his peo - ple. The Lord will give strength. The

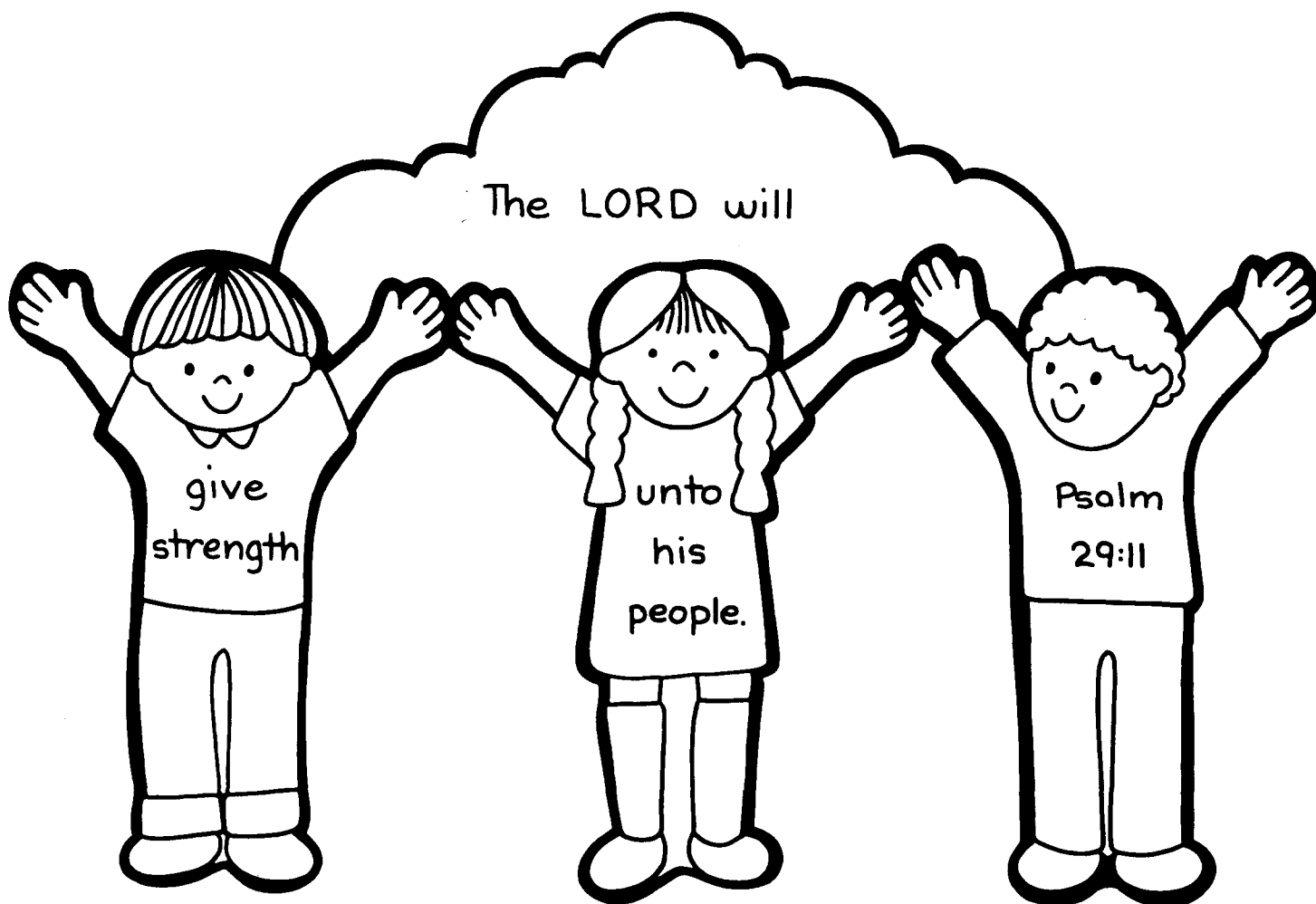


Lord will give strength. The Lord will give strength un- to his peo - ple. Psalm twenty - nine: e -



lev - - en

MEMORY VERSE VISUALIZED



TEXT Esther 2:8-11,15-20; 4:4-9,12-17; 7:1-6; 8:1-8

OBJECTIVE The students will be able to relate the story of Esther and give a reason why she qualified to be used of God.

MEMORY VERSE Ye that love the LORD, hate evil. — Psalm 97:10

Esther

MEMORY VERSE IN ACTION

YE — Point to others.

THAT LOVE — Cross fists over heart.

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.

HATE EVIL — With hands in front of face and palms out, forcefully brush an imaginary object to the right. Look like you hate the object.

Psalm 97:10

MEMORY VERSE VISUALIZED

This week the visualization of our memory verse shows two children pointing to a portion of the verse. (See pattern at the end of this lesson.) Place the parts of the visualization on a display board as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Ahead of class time, make a crown from silver or gold foil. (If you wish, make one for each of your students.) Put the crown on yourself, or on one of the students, and open your class session by asking if they have ever imagined what it would be like to suddenly be made a prince or princess. Tell them that your Bible story today is about a good woman that God allowed to become a queen, because He had a special purpose for her and He knew that she would allow herself to be used by God.

1. Esther is chosen from among many to become queen.

2. The wicked Haman makes plans to destroy the Jewish people, who are Esther's people.

3. Esther is courageous and goes before the king at the risk of her own life to intercede for her people.

Climax: The king grants Esther her request. Subsequently Haman is hung for his conspiracy and the Jews are given liberty to defend themselves and consequently are not destroyed.

Conclusion: God is able to use Esther to provide deliverance for her people because of her courage.

Response: The students should be able to describe how God was able to use Esther because of her courage and compassion for her fellow man. They will recognize that God is looking for people in our day, too, whom He can use.

ognize that God is looking for people in our day, too, whom He can use.

BACKGROUND INFORMATION

Esther's ancestors had been taken captive by Nebuchadnezzar and subsequently she had been born in captivity to Abihail the uncle of Mordecai. Because of her beauty, Esther was chosen to take the place of Vashti, the queen of Ahasuerus. However, it was not her beauty but her strength of character, courage, faith, and resolution that God used to save the Jewish people when they were threatened with destruction.

The man next to the king was offended because Mordecai would not bow to him. He determined to destroy all the Jews in the kingdom. He went to the king and persuaded him that there were people in his province that were undesirable and he offered to put up a large sum of money to have them destroyed. The king signed an unalterable decree to carry out Haman's program. Mordecai told Esther what had happened and asked her to intercede for her people. It could have cost her life to go unto the king uninvited, but she determined to do so. The king received her and though he could not change the edict to destroy the people, he gave them the permission to defend themselves and thus the nation of the Jews was spared.

To this day, the Jews annually celebrate the feast of Purim in remembrance of their miraculous deliverance through the courageous Queen Esther.

IN-CLASS ACTIVITIES

Draw and cut out a crown for each child (see Patterns), so they can wear them in class while you are talking about kings and queens.

Esther was obedient to her cousin, Mordecai, who raised her. Compare her obedience to the children's obedience to their parents, guardians, grandparents, or baby sitters.

For each child cut a scepter from gold tagboard or posterboard, using a paint stick or large craft stick for an 11" or 12" handle (see Patterns). The circle could be

sprayed gold or covered with gold foil. Put small spots of glue on the circle so the children can put sequins on for jewels, while you tell the story. When the scepters are dry, the class can use them to pretend they are kings and queens.

King Ahasuerus was very rich and had a beautiful palace. Read Esther 1:6 and then have the children draw a picture of the garden court of the king's palace. Be sure they use the appropriate colors.

Let each child have a set of the paper dolls of the king and Esther (see Patterns). Have them use them at the appropriate times as you tell the story.

QUESTIONS

Why did Esther obey Mordecai? He wasn't her father, but just her cousin.

Why does God not want us to worship men? What about Rock stars or TV heroes?

What does it mean to be humble?

In God's sight, do the wicked people ever win?

What was so special about Esther that God could use her to save His people from death? Can God use you?

Describe how Mordecai responded to the commandment regarding the destruction of the Jews? What did he want Esther to do?

What was Esther's response?

What did Esther want the Jews to do before she attempted to go in unto the king?

Did Esther tell the king right away what the wicked Haman planned to do? What did she do?

What was God's judgment against Haman?

PRESCHOOL SUGGESTIONS

Make crowns for each of your girl students and bow ties for each of your boy students (see Patterns). Let the girls pretend to be Queen Esther and the boys to be her cousin, Mordecai.

Focus on the thought of helping others, rather than a complete retelling of the story which would likely be beyond the understanding of the little ones. Explain simply that Esther was a good queen who wanted to help her people. We may not be queens, but we can be helpers. Bring some objects to illustrate ways a child

can help: toy (share), BandAid (help hurt friend), cereal box (help Mom carry the groceries), money (give to someone in need), etc.

Dress a doll as a queen (bride or wedding attendant dress works well). Make a tiny crown from foil. Let this represent Esther. Tell your little ones that the best thing about Esther was that she had a kind heart. (Add a heart with a Jesus sticker.) Show several other dolls — give them names if you wish. They are not kings or queens, but they can have a heart with Jesus in it too. Pin on each child a heart with a picture of Jesus on it and tell them that it is to remind them to always try to be a kind helper as Esther was.

REVIEW IDEAS

Write and tape a make-believe interview with Queen Esther. Try to emphasize her relationship with God, and also historical information connected with this story.

Dress as a queen or royalty, including crown, scepter, rich robe, and throne. Label each piece with traits that Esther showed — willingness to obey God, readiness to use talents, and a desire to see fairness and justice done.

For this last lesson of the quarter, gather all the traits of the people God used and write them on parts of a body made from paper (see Patterns). Pass out the pieces to different students and then put the figure together with tape, brads, felt strips, or pins. Remind the students they have these traits of character which they need to use for Jesus. Esther used what she had for the Lord — position, beauty, hostess abilities, culinary arts. We need only use what we have for the Lord. We can sew for Sunday school; make cookies for seamen or open house; clean the church, mow the lawns of the church or parsonage; baby-sit for mothers who sing or play for church. These duties show such godly traits as were portrayed by the people God used in our Bible lessons — faithfulness, willingness, helpfulness, etc.

COORDINATING SONGS

"Where He Leads Me I Will Follow"

"Anywhere With Jesus"

"All for Jesus"

"Trust and Obey"

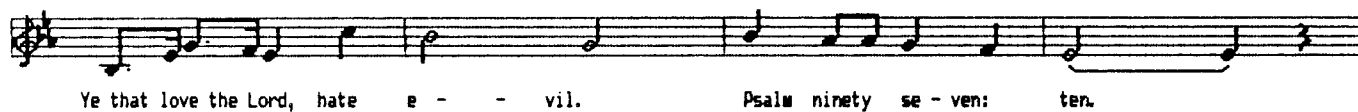
SUPPORT MATERIAL

Up From Captivity — Book, Augsburg

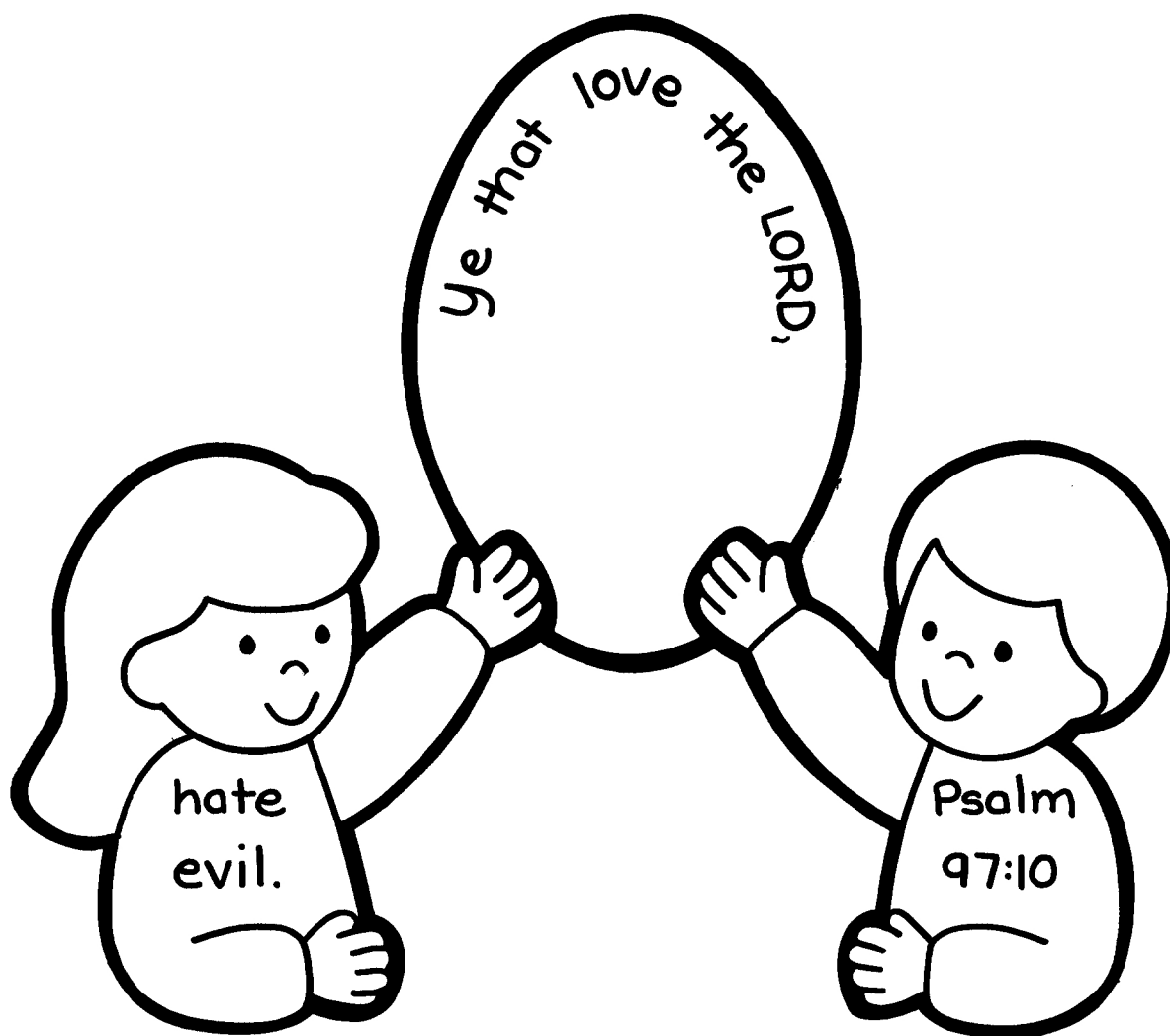
The Queen Who Saved Her People — Arch Book, Concordia

Good Queen — My Bible Story Card, Concordia (Picture on the front/story on the back)

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Men Who Trusted God

Lesson 24a — Noah and the Ark

Lesson 24b — Abraham — Father of Many Nations

Lesson 24c — Two Brave Spies

Lesson 24d — Joshua Leads Israel to Jericho

Lesson 24e — John the Baptist

OVERVIEW

The concept of trust is one that is very important for the primary child to develop. Little ones naturally have trust in their parents or those who care for them. But it is necessary to plant the seeds for trust in God, and then nurture and encourage that seed to grow. Sunday school is one of the primary places where this is done. And we know that the knowledge that we **can** trust God is an invaluable belief to carry through life.

With this thought in mind, the current unit has been designed to emphasize the blessings and benefits that came to those in Bible times who put their trust in God. As you consider each story, think about the things that might have made it difficult for the person involved to have trust. Remember, Noah built an ark before there was ever a flood. Abraham followed God to an unknown land, leaving all that was dear and familiar, be-

hind. Caleb and Joshua stood before the leader of their nation and took a stand directly opposed to that of the other ten spies who had been sent out. Joshua was told to conquer a city by marching quietly around its walls. And John the Baptist preached the message of a coming Messiah without fear or regard to man's opinions.

Every one of these men trusted God in spite of the circumstances surrounding him. And this should be the message you get across to your students — we can trust God no matter what. God will never fail us if our confidence is in Him. Use specific examples and details related to events and situations in their lives to help them understand that God will be with them at all times if they purpose to serve Him and do His will.

GAMES FOR REVIEW

Joshua and Caleb spin game. Make a crooked path and mark off into various types of spaces (see Patterns). Use a spinner to indicate number of spaces to move. This can be played girls against boys, right side against left side, etc. The winning team could be rewarded with grape candy or a piece of Bit O'Honey.

Choose students to act out the Bible stories without speaking and let the others tell what they are doing, by raising their hand. Correct answers are rewarded.

Assign a symbol to each of the five lessons of the unit: 24a — ark, 24b — star, 24c — cluster of grapes, 24d — walls, 24e — sign (see Patterns). Cut out a quantity of each symbol from construction paper, and write lesson questions on the back of each symbol. Divide your group into teams. Team members take turns going for-

ward and selecting a question from any of the symbols. If their team can answer the question correctly, they may pin the symbol under their team name on a board in front of the group. When all the questions have been answered, the team with the most symbols under its name is the winner.

CONTEST IDEAS

Make a Jericho wall with removable stones. Stones could be removed (torn down) for various things; such as, bringing a new child to Sunday school, knowing the memory verse. Boys could compete against the girls, class against class, etc.

Draw a map of water and a big island. Each member of your class gets a paper boat with a flag with his name on it. They move their boats a certain amount for attendance, bringing Bible, bringing back filled-out paper,

knowing the memory verse, and receive an extra move for bringing a new student. It should take three to four weeks to get to the island. They have to answer questions on the month's lessons, and for each correct answer they get a clue. They discover a treasure at the end of at least four to five questions. Have several questions under each clue. Example: Move two spaces and look under rock, etc.

BULLETIN BOARDS

Title the board BRING A NEW ONE TO SUNDAY SCHOOL AND HELP BUILD THAT ARK! or LET'S PUT THE ANIMALS IN THE ARK! Draw or cut from construction paper an ark either in one piece or several, and animals (see Patterns). Add pieces to the ark, or put animals in, as new students are brought to Sunday school.

From black construction paper make two men carrying the grapes. Use real branches and plastic grapes hanging from them (see Patterns).

Make a bulletin board in the form of the map of the Holy Land (see Patterns). Emphasize the main places that will be studied during this unit. The children will have a better understanding of the location of each place in relationship to the next one.

Center the words MY TRUST IS IN GOD on your board. Run five streamers of ribbon or colored paper from the words to the top of your board, where space should be allowed for five sketches: Noah, Abraham, the brave spies, Joshua, and John the Baptist. Run other streamers to the bottom of the board, where you have allowed space for a picture of each of your students. Let the students draw the five Bible characters. They may also wish to draw self-portraits for the lower pictures, or you could use photographs.

NOTES

UNIT SONGS

- "Dare to Be a Daniel"
- "Trust and Obey"
- "The Lord Knows the Way"
- "I Have Decided to Follow Jesus"

UNIT PROJECTS

Put a question about the lessons in each of the cups in a muffin pan. Then have the children toss a button or penny into a cup and answer the question from that cup.

CHART IDEAS

Fold a piece of brown construction paper and cut an ark from it, having the top on the fold. Make an additional bottom piece and glue it around the bottom edge of the ark (see Patterns). Fill with animal crackers.

Use animal stickers to fill up Noah's ark. The last Sunday the children could open the door on the ark.

Make a graph divided into four spaces across and five spaces down for each child. Use I'M A SUCCESS for the heading (see Patterns). They are given one point each for attendance, bringing Bible, knowing memory verse, bringing lesson paper, and missionary work. Keep the charts current to the end of the month so they can see their progress.

Draw a brick wall of five rows (see Patterns) with the name of the Bible character studied at the end of each row. Each Sunday put a smiley face in each block for the following: attendance, bringing Bible, bringing lesson booklet, doing missionary work, knowing memory verse.

UNIT SUPPORT MATERIAL

Miracles of the Old Testament — Classroom Activity Book, 8 each of 6 pictures, Standard Publishing

TEXT Genesis 6:8,13-22; 7:11-17,23,24; 8:13,14; 9:11-17

OBJECTIVE The students will be able to explain that Noah trusted God, and God used him to build the ark which would preserve man and the animal kingdom.

MEMORY VERSE Whoso putteth his trust in the LORD shall be safe.
— Proverbs 29:25

Noah and the Ark

MEMORY VERSE IN ACTION

WHOSO — Point to others.

PUTTETH HIS TRUST — At eye-level, hold fists on top of each other as though holding to an imaginary rope.

IN 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.

SHALL BE SAFE — wipe sweat from forehead as though just having a close call with danger.

Proverbs 29:25

MEMORY VERSE VISUALIZED

Though our memory verse for this week is found in Proverbs, it ties in closely with our story text about Noah and the ark. The visualization for this verse is the ark. (See pattern at the end of this lesson.) Cut out each piece and assemble in the correct order as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a small boat model, and the instructions for putting it together. Ask your students if they think they could put the model together without using directions. Explain to them that your Bible story today is about a man who built a boat — a real one! And God Himself was the One who gave the instructions.

1. God saw the wickedness of man in the earth and determined to destroy the world with a flood.
2. Because Noah was a righteous man, God instructed him to build an ark for the saving of his household.
3. Noah followed God's instructions and spent many years building the ark though the people around him refused to heed his warnings.
4. When the ark was finished, Noah, his family, and representatives of the animal kingdom entered the ark, and the flood came upon the earth.

Climax: For forty days and nights the flood continued, but Noah and those with him in the ark were safe. After the flood abated and the waters which covered the earth were diminished, Noah and his family left the ark.

The rainbow was placed in the sky as a token of God's promise to never again destroy the world with a flood. Conclusion: Noah escaped the judgment that fell on the world because he was found righteous in the sight of God.

Response: The students will be able to describe how Noah proved his trust in God by building the ark, and relate how the ark was a means of escape for him and his family.

BACKGROUND INFORMATION

Although the Scriptures give no specific details of Noah's first 500 years, we know he lived a life that completely contrasted that of his contemporaries. Of the people in Noah's generation "God saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually." But of Noah God said "Noah was a just man and perfect in his generations, and Noah walked with God" (Genesis 6:5 and 9). II Peter 2:5 also states that Noah was a "preacher of righteousness." The fact that he lived a life pleasing to God condemned the people around him that had chosen to live wickedly. The ark, too, was a testimony to the world that Noah lived close enough to God to discover His purpose to pour out judgment upon mankind. Noah proved his faith when he stuck with the arduous task of completing the huge vessel that would eventually save him and his family.

IN-CLASS ACTIVITIES

Make sure each student has a Bible or a copy of chapters 6 and 7 in Genesis. Read the statements below and have the students tell you in which chapter and verse the information is given.

1. The Lord told Noah to build an ark.
2. Noah was to build the ark of gopher wood.
3. The ark was to be sealed with pitch.
4. The ark was to have three levels.
5. Noah and his family gathered food for the ark.
6. God told Noah to take the clean animals by sevens, and the unclean animals by twos.

Use any other statements you may wish to include.

Make a pop-up file folder of Noah's ark. You will need a Manila file folder on which to draw a picture of the ark on the top part (see Patterns). Make the various animals, Noah, and the gangplank from heavy paper and glue to the folder as shown.

Make a large calendar on a wall chart to show the 40 days that it rained. Help the children relate to this amount of time by adding a detail to each day: day 1 — went to church, day 2 — school, day 3 — zoo, day 4 — baked cookies, day 5 — read a book, etc.

Make paper-bag puppets (see Patterns). Let your students play the different characters as you relate the story to them.

Give each student a slip of paper with the name of an object from the story of Noah written on it. Have them draw a picture of their item with their left hand (or right hand if they are left-handed). Then let everyone try to guess what the other person has drawn. See how many correct guesses each picture gets. They might have fun with a silly assignment like a two-headed turtle, a straight-tailed pig, or a three-pouched kangaroo.

Let the children make a clothespin animal menagerie (see Patterns). They may wish to draw their own or you could use the patterns given. Draw them on construction paper, cut them out, and place clothespins on the animals for the legs.

Copy the fold-up ark onto heavy paper and use it to help tell the story of Noah and the Flood (see Patterns).

QUESTIONS

Why do you think God decided to send the Flood and destroy all life?

Why do you think God decided to save Noah and his family by having Noah build an ark?

How do you think it felt to be on the ark in the middle of that terrible storm and flood?

How do you think God feels about the way people live on this earth today?

Noah believed God would send the Flood so he obeyed God and built the ark. Do people believe God today? What will happen to those who do believe when Jesus comes back? What will happen to those who do not believe when Jesus comes back?

What promise does a rainbow represent?

Can we always trust God to keep His promises? Talk about some of God's promises.

How do you think Noah and his family felt about their being the only ones who escaped the Flood? Do you think they felt all alone? Do you think they felt like God was with them?

How do you feel when God asks you to do something for Him? Are you glad that God can trust you?

PRESCHOOL SUGGESTIONS

Make an ark book for each child (see Patterns). Punch a hole at the top of each book and fasten the pages and cover together with ribbon or brass fasteners. Let the children color each page as you talk about the different animals God sent into the ark.

Make a rocking ark for each child (see Patterns). Fold a paper plate in half so it rocks back and forth when it stands on its curved side. Glue a copy of the ark (which you have sized to fit the plate) onto one side of the paper plate. Let the children color their arks and have them rock the arks gently as they "float" on the "water."

Draw a picture of Noah's ark on the side of a shoe box. Cut out pairs of animals from magazines or catalogs and glue the pictures to tagboard or some other heavy paper. Let the children match the pairs of animals and clip them together with paper clips or clothespins before putting them into the shoe box ark.

Give each child a copy of the picture of the ark and clouds (see Patterns). Let them draw the rain coming down from the clouds as you tell the story.

Give each child a copy of the rainbow pictures to color (see Patterns) as you tell them of the rewards in trusting God.

Make finger Jello animals for your class: Combine 4 envelopes unflavored gelatin with three 3-ounce packages of flavored gelatin. Stir 4 cups boiling water into the gelatin, stirring until it is dissolved. Pour into 9" x 13" pan. Chill until firm. Cut with animal cookie cutters.

REVIEW IDEAS

Have the department help build the ark. Make an ark from construction paper or posterboard. Cut it into a number of pieces with a question pertaining to the lesson, written behind each piece. Children come up by turns and pick a question from a pile. If they answer it correctly they may put the piece up on the board where they think it will fit. If they miss the question, another may come up and try. When all the questions are answered the ark should be completed.

Make a shadow box like the one in Unit 1. Instead of a picture of Heaven, draw it in the shape of an ark. Inside the slots to open, have questions for the children to an-

swer. The children may take turns coming up to choose a slot and answer the question.

As you review the story of Noah, choose different children to portray the people and animals that might have been on the ark. Have the other students try to guess who or what they are.

COORDINATING SONGS

"Brother Noah" — tune of "Old McDonald"

SUPPORT MATERIAL

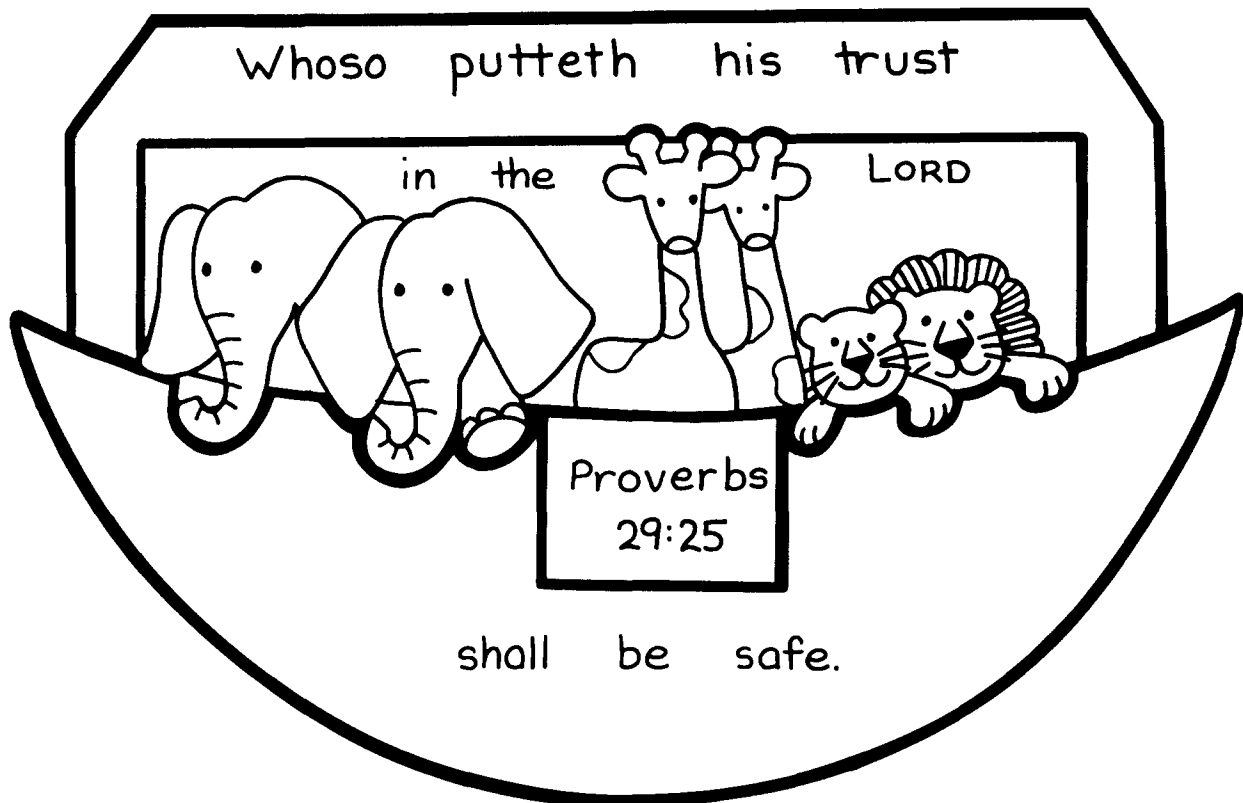
Noah's Animals — Activity and Coloring Book, Standard Publishing

Noah and the Ark — Inlay Puzzle, Standard Publishing
Fill Noah's Ark — Game, Standard Publishing
All Aboard for Noah's Ark — Game, Standard Publishing
Creation to Abram — Pict-o-graph, Standard Publishing
Noah's Big Boat — Palm Tree Book, Concordia
The Story of Noah's Ark — Arch Book, Concordia
Noah and the Ark — Suede-graph, Concordia
Noah's Ark — Bible Story Puzzle, Concordia
Noah — Children's Puzzle, Concordia
Noah — My Bible Story Card, Concordia (picture on the front/story on the back)

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Genesis 12:1-9; 13:14-18

OBJECTIVE The students will be able to tell that Abraham trusted God and God called him to be the father of His chosen people.

MEMORY VERSE Trust in the LORD, and do good. — Psalm 37:3

Abraham — Father of Many Nations

MEMORY VERSE IN ACTION

TRUST — At eye-level, hold fists on top of each other as though holding to an imaginary rope.

IN 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.

AND DO GOOD — Hold left hand out palm up, right fingers over mouth, move right hand forward, palm up, and lay into palm of left hand.

Psalm 37:3

MEMORY VERSE VISUALIZED

A child who is kneeling by his bed in prayer is the depiction of our memory verse for this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines. Arrange them on your display board one piece at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session by showing your students a map of your state. Pick out a city some distance from your own, and ask your students to pretend they have been told to go to that city but they are not sure how to get there. What should they do? Obviously, they should follow the directions given by the map. Tell your students your Bible story today is about a man who was told to go far away — but he wasn't provided with a map. His instructions came directly from God.

1. God called Abram to leave his father's house and go to a land that He would show him.
2. Abram was given the promise that he would be a father of many nations, his name would be great, and through him all the families of the earth would be blessed.
3. Abram trusted God and left his father's house and journeyed to the land of Canaan.

Climax: God rewarded Abram's trust by promising him

that the land of Canaan would be his for an everlasting possession.

Conclusion: Abram was blessed of God because he believed God and answered His call.

Response: The students will be able to explain how Abram obeyed God and was blessed for doing so, and will recognize that they, too, will be blessed if they obey the call of God.

BACKGROUND INFORMATION

Throughout the New Testament Abraham is lifted up as an example of a man who had the kind of faith that pleased God (Romans 4:16; Galatians 3:9; John 8:39). Because of his faith, Abraham obeyed when God called him to leave his home and family and go to a place he knew nothing about (Hebrews 11:8). He was willing to surrender the known for the unknown because of his confidence in God's Word.

Abraham's faith was persistent. Although year after year went by without any sign of the fulfillment of God's promise to make a great nation from his offspring, Abraham continued to believe God. Subsequent history proved that God was well able to keep His promises to Abraham, but also, even though Abraham faltered at times (Genesis 16:4 and Genesis 20:1,2), Abraham maintained an unshakable faith in God. Because of this, God entrusted to Abraham the unique privilege and responsibility of being the father of His chosen people, and through his lineage would come the One who would bring the revelation of God to lost mankind.

Abraham's life is a beautiful illustration of the grace of God working through a man of faith. (See Ephesians 2:8-10.)

IN-CLASS ACTIVITIES

Show the students magazine pictures of modes of travel (car, bus, plane, boat, bicycle, horse, camel, donkey, walking, etc.). Decide which is the fastest, which is the

slowest. Compare the time for a student's trip to church with Abraham's trip, which was probably about five or six miles per day.

On a street map of your city show children the location of each of their homes and of the church. Talk about the route used by each to arrive at Sunday school. Also discuss the transportation each of them use. Compare this to the unit map (see Patterns) of the Holy Land and the route and means Abraham used to reach the promised land.

Abraham lived in tents. See the Patterns sections for some different ways they can be made.

Make a match-up puzzle tube for your class (see Patterns), and let the children take turns matching the sentences. Measure and cut a piece of construction paper so it fits the circumference and length of whatever tube you decide to use (paper towel tube, tennis ball can, etc.). Write in the words as given in the pattern. (To simplify them for the younger children, write each sentence in a different colored ink: red — "God cares for you"; blue — "I will not be afraid"; green — "Give thanks to God"; lavender — "The Lord is my helper." Cut on the dotted lines and wrap the strips around the tube. Fasten ends with cellophane tape. Leave strips loose enough so children can easily turn them. The child turns each strip to put words in correct order. Each sentence will help the children understand why Abraham trusted God. Impress upon the children that for these same reasons they can trust God.

QUESTIONS

What did Abraham do when God told him to leave his country and relatives and go to a land that He would show him?

Why did Abraham believe God? Was it a hard thing for Abraham to do?

How do you suppose Abraham felt when he looked over the land that God had promised to give to him and his children?

Does God always keep His promises? How and when did He keep His promise to Abraham?

What promises that God gave to Abraham can we claim for our own promises also?

What special Baby was born many years later and was part of God's promises to Abraham?

PRESCHOOL SUGGESTION

Make a small suitcase for each child to pack for Abra-

ham's journey (see Patterns). Copy the suitcase and objects to be packed onto different colors of paper. Cover them with clear contact paper and cut them out. Fold the suitcase on the dotted line so the title, Abraham's Journey, is on the outside. Attach Velcro or let the children use double-stick tape to attach the objects to the inside of the suitcase. Comment on each one; such as, Abraham took his family, he took all of his animals, they packed their clothes and dishes, they were sure to take the LORD with them.

Give each child a copy of the travel sheet (see Patterns). Pass out crayons and tell the children to draw an x through the things that Abraham did not use on his journey. They may color or draw a circle around the things he might have used.

If you are in a situation that permits a long distance view, have the children pretend they are on "Promise Hill." Tell them to pretend they are Abraham and can have everything for as far as they can see. Explain that this is what God promised Abraham.

REVIEW IDEAS

Prepare three boxes. Label one NAMES, one QUESTIONS, and one TREATS. Put the name of each child in the department on a slip of paper in the NAMES box. Put questions pertaining to the lesson in the QUESTIONS box and put TREATS in the remaining box. Pick a slip of paper out of the NAMES box and let that child draw a question from the QUESTIONS box. If he answers it correctly he may pick a treat from the TREATS box.

Draw a picture of Abraham (see Patterns) and cut it out of posterboard. Below him hang a chain of paper doll figures. Behind each one have a question about the lesson. The children may come up by turns and choose a paper doll. If he answers the question behind the doll correctly he is rewarded with a bookmark or prize dealing with Abraham.

Make stars out of posterboard and spread glitter on them. Fasten them to a background of black or dark blue posterboard, with a question behind each star. Let each child pick a star and if the question is answered correctly he is rewarded. If not, the question is put back and another may come up and try to answer it or choose a different question.

Use large stick puppets for your review (see Patterns). The figures or scenes should be mounted on the front and back of the sticks, so they can be held up showing first one side and then the other. The sticks could be: Abraham/Abraham praying; a tent/large question mark; a scene representing Abraham's homeland/large ques-

tion mark; a group of people representing Abraham's friends and family/large question mark; the words go/stay; a multitude of stars/large question mark.

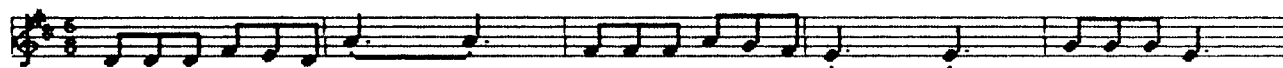
COORDINATING SONGS

"Father Abraham"

SUPPORT MATERIAL

Abraham's Big Family — Palm Tree Book, Concordia
Abraham, Isaac and Jacob — Pict-o-graph, Standard
Publishing
Land and People of Promise — Book, Augsburg

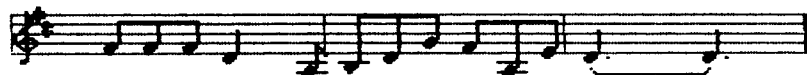
MEMORY VERSE SONG



Trust in the Lord, and do good.

Trust in the Lord and do good.

Trust in the Lord,



trust in the Lord, O trust in the Lord and do good.

MEMORY VERSE VISUALIZED



TEXT Numbers 13:17-33; 14:1-9,36-38

OBJECTIVE The students will be able to explain that because Joshua and Caleb trusted God, the report they brought back was that God was well able to give them the land.

MEMORY VERSE Trust in the LORD with all thine heart; and lean not unto thine own understanding. — Proverbs 3:5

Two Brave Spies

MEMORY VERSE IN ACTION

TRUST — At eye level, hold fists on top of each other as though holding to an imaginary rope.

IN 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.

WITH ALL THINE HEART — Using index fingers, outline the shape of a heart over your heart.

AND LEAN NOT — Shake head “no.”

UNTO THINE OWN UNDERSTANDING — Tap forehead with right index finger.

MEMORY VERSE VISUALIZED

A child surrounded by books and holding a large heart will be the visualization for our memory verse this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines, and put the verse up on your display board piece by piece as your students learn it.

BIBLE LESSON OUTLINE

Introduction: Before opening your class session, put 12 round stickers on a sheet of paper. (If using white stickers, put them on a colored sheet of construction paper. If colored stickers are used, a white background paper would be appropriate.) As you begin your class time, explain to your group that today you are going to talk about 12 men. Draw features on the 12 stickers, describing the characteristics of the 12 spies as you do so. On 10 of the stickers, draw scared or unhappy features. On two stickers, make smiling faces. Ask your class: “What made these two men different?”

1. The sticker faces represent 12 men who were sent to spy out the land of Canaan.
2. Ten of the spies, though they recognized the good things about the land they saw, were afraid of the strength of the people that lived there, and the walled cities.
3. Joshua and Caleb said that they were well able to overcome the inhabitants of the land with the help of the Lord.
4. The Children of Israel chose to believe the report of

the ten spies, rather than that of Joshua and Caleb.

Climax: God brought judgment on the ten spies and all the Children of Israel above twenty years of age, and they perished in the wilderness and were not allowed to go into the promised land. Joshua and Caleb were able to go in.

Conclusion: The voice of the majority is not always right. It is better to trust the Lord than in the thinking of man.

Response: The students will be able to relate the story of the 12 spies and explain that a courageous stand for the right will always be honored by God.

BACKGROUND INFORMATION

Although Joshua and Caleb recognized the strength of the Canaanites and the greatness of the walled cities, they did not despair as did the other ten spies, because their focus was not on the problems but on the power of God. Caleb stilled the people and declared, “Let us go up at once, and possess it; for we are well able to overcome it” (Numbers 13:30). As a consequence for their courageous stand the people wanted to stone them to death, but their faith did not go unheeded by God. Moses announced to the congregation that of all the people twenty years or older only those two would enter the promised land (Numbers 14:30). Joshua went on to become the leader in Moses’ stead, and Caleb received the special promise that he and his seed would be given the land into which he went “because he had another spirit with him, and [had] followed [God] fully” (Numbers 14:24).

Although he had to spend the next forty years listening to the complaining of the people, enduring their backslidings, and watching all his contemporaries die, when the time came to reenter the promised land, Caleb still had the same vigorous faith and was able to say, “As yet I am as strong this day as I was in the day that Moses sent me . . . Now therefore give me this mountain . . .” (Joshua 14:11,12).

IN-CLASS ACTIVITIES

Have a treasure hunt in the classroom. Hide clues. The

children are to act as spies and seek the hidden treasure according to the clues, as spies would do.

Trace the cluster of grapes onto meat trays, tagboard, or some other heavy paper (see Patterns). The paper should be green or purple, or you might want to use white so the children can color the grapes. Poke holes around the grapes where indicated. Use a contrasting color of yarn to lace through the holes. For a simple "needle" use a bobby pin and tie the yarn to the curved end.

Make a tile puzzle for each of your students (see Patterns). You can make these from real tiles or cut them from heavy paper. There are many pairs and opposites in this story; i.e., Moses/Aaron, 12/spies, milk/honey, good/bad. You might want to work together with your class as they match the puzzle pieces or let the children race to see who can be the first to match all their tiles. When the puzzles are together, talk about what each matching set of words stands for.

Make two pretend report cards which the spies might have filled out regarding the land of Canaan. Fill out the first card as the ten spies might have filled it out, making favorable marks for each category, but under the section marked "Remarks" writing that the cities were high walled, the people strong, and thus the recommendation would be to leave the area and go elsewhere. Fill out the other card as Joshua and Caleb would have done, marking favorable responses for each category, but under the "Remarks" section writing "With God's help we are well able to take the land." Categories for marking could include: scenery, space available, fruitfulness of land, quality of ground, development of urban areas.

QUESTIONS

Why were the two spies different from the others?

Did the two spies who brought the good report see all the bad things too? Why were they not afraid?

How does God feel about fearful, doubting people?

How do we know that we can trust God to help us even when everything seems really bad?

Whose report would you have believed if you had been there? Why?

What are some problems you face? Is God able to help you through these problems?

PRESCHOOL SUGGESTIONS

Make a bean bag game with yes and no questions for the children. Have enough questions so each one has

a chance to answer and win a small prize (sticker, balloon, etc.). Make the questions simple; for example, Did the spies find milk and honey in Canaan land? Was Moses one of the spies? Use a cupcake pan and put one question in each section. Let the children take turns tossing the small bean bag into the pan and answering their question. (Teacher: At this young age it is okay if they drop it from close range.)

Give each child a blank sheet of drawing paper. Set out crayons for all to use. Have the children draw pictures of some things the spies found in the Land of Canaan. Let them tell about their pictures. Then they may take them home or display them in a place that you have prepared.

Use the flip chart of the Two Brave Spies to tell the story (see Patterns).

Let the children make a mobile of three good things that the 12 spies found in the Land of Canaan (see Patterns).

REVIEW IDEAS

Use a broomstick or closet pole. Blow up green balloons and attach them to the stick as grapes. Inside each balloon have a question pertaining to the lesson. Have two boys come up to hold the ends of the cluster of grapes. Divide the department into two teams and have them take turns popping a balloon with a pin and answering the question inside. Reward the winning team.

Make a paper chain. On each link of the chain have a question written pertaining to the lesson. Give each question a point value of one to five depending on its difficulty. Have each child pick a question from one end of the chain. If they answer correctly they are rewarded according to the point value.

Make the dramatic highlight of your review with two students bringing in a large cluster of grapes on a pole. The grapes could be green or purple balloons tied together.

Let two students be prepared to be the spies. Let the rest of your group interview them about what they found in the land they went to see.

COORDINATING SONGS

"My Lord Knows the Way"

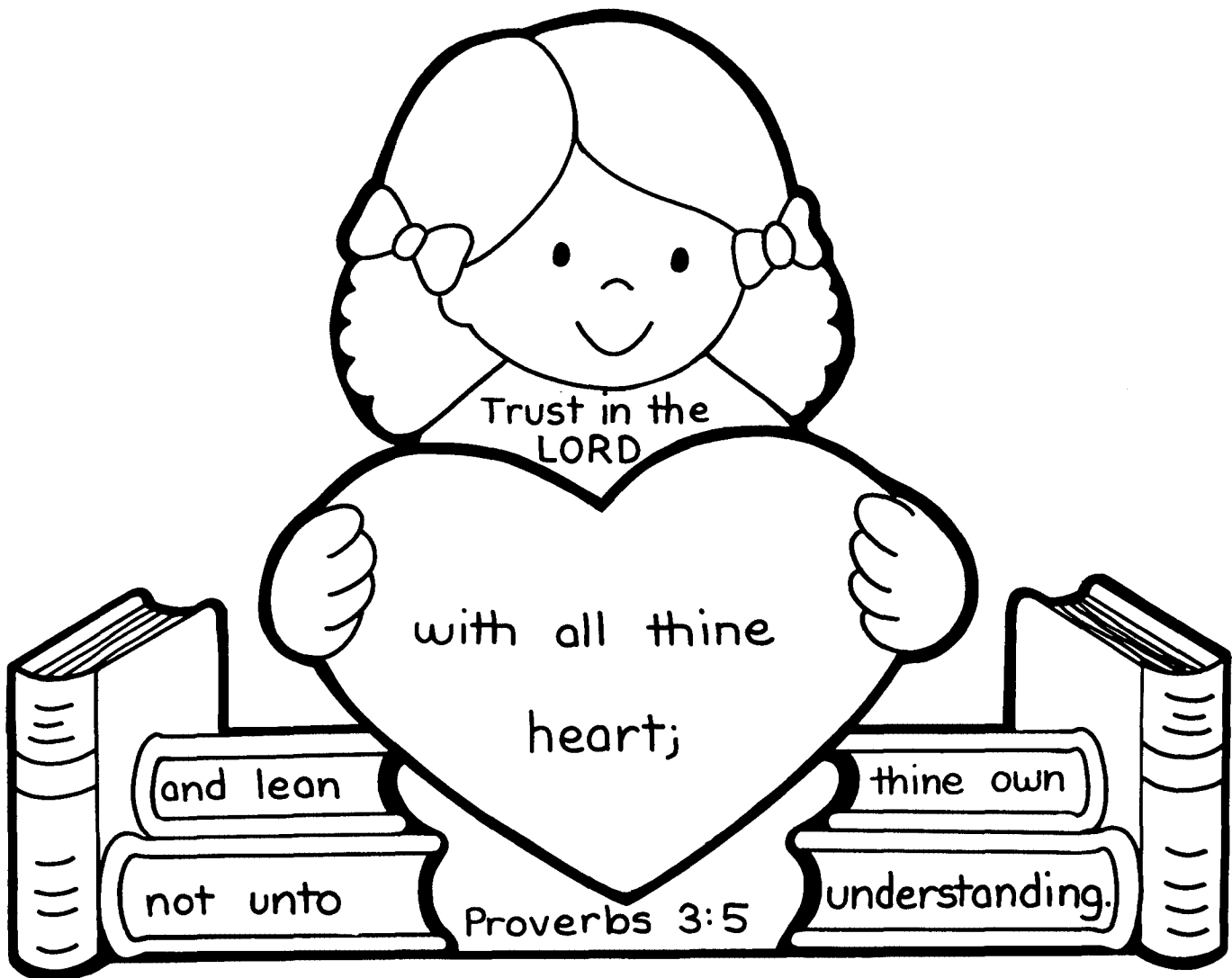
SUPPORT MATERIAL

This Land Is Ours — Book, Augsburg
Stories About Joshua and Judges — Pict-o-graph, Standard Publishing

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Joshua 6:1-27

OBJECTIVE The students will be able to explain that Joshua trusted God and God used him to lead Israel to victory over Jericho.

MEMORY VERSE Commit thy way unto the LORD; trust also in him; and he shall bring it to pass. — Psalm 37:5

Joshua Leads Israel to Jericho

MEMORY VERSE IN ACTION

COMMIT THY WAY — Thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat.

UNTO 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.

TRUST ALSO IN HIM — At eye-level, hold fists on top of each other as though holding to an imaginary rope.

AND HE SHALL BRING IT TO PASS — Extend left fist, place right palm under left fist and lift slightly.
Psalm 37:5

MEMORY VERSE VISUALIZED

This week our depiction of the memory verse shows a child in prayer, and then the same child as the answer is received. (See pattern at the end of this lesson.) Following the heavy black lines as your guide, cut apart the sections of the picture. Arrange them on your display board one section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session by showing your students a large question mark cut from poster-board. Ask them if they have ever responded with “Why?” when they were told to do something. Tell them that the Bible story for today tells about what might appear to be a very strange set of instructions. But Joshua, the leader of the Children of Israel, did not ask God “Why?” He obeyed, and because of this a great victory was won.

1. The walled city of Jericho was shut up for fear of the Children of Israel.
2. God gives a detailed battle plan for taking the city, one which is highly unusual.
3. The people obey the command of the Lord, and march around the city according to the instructions given.

Climax: The walls of Jericho fall down as the Children of Israel complete God’s instructions to march around,

blow the trumpets, and shout. Rahab and her family escape destruction.

Conclusion: Jericho was overthrown because Joshua carried out the battle plan given by God.

Response: The students should be able to explain that they must follow God’s instructions if they want to be victorious.

BACKGROUND INFORMATION

Joshua was born into slavery in Egypt, however the Lord raised him up to become the commander of His armies. He had proved himself a courageous leader in the battle against Amalek (Exodus 17:8-16) and he became known as “the servant of Moses” (Numbers 11:28 and Joshua 1:1). This prepared him for the role which the Lord had planned for him.

As can be seen from the conversation that Joshua held with the “captain of the host of the LORD,” he never became self-confident in his own abilities, but fell on his face in humility before the Lord (Joshua 5:13-15). When the command came to conquer Jericho in this very unusual way, Joshua had already had a long history of obeying God. God honored this man’s faith, not only in this particular instance but also for the next 25 years as Joshua led the people of Israel to possess the promised land. Joshua maintained his resolve and concluded his life with the statement, “as for me and my house, we will serve the LORD” (Joshua 24:15).

IN-CLASS ACTIVITIES

Use the questions from the Teacher’s Guide to play a board game (see Patterns). If you have a large class you may need to make up more questions of your own. Cut out a different colored marker for each of your students (or use objects such as the pieces from a Monopoly game). Attach a paper clip to the numbered circle to make a spinner. Let the children take turns spinning and moving. They must follow the directions in the space they land on; and, at their next turn, they may move the number of spaces designated in that square or spin again for another number. It is okay for

more than one marker to be on the same space. Everyone who reaches Jericho is a winner.

Show your students a list of attributes or characteristics that might or might not make a good leader. Let them decide which ones they think are needed to make a good leader and also add their own ideas if they are not on the list.

Make a kazoo from a 4½-inch paper tube. Punch a hole one inch from the end of the tube (a toilet tissue tube or a section cut from a paper towel or gift wrap tube). Fold waxed paper over the end of the tube closest to the punched hole and secure paper with a rubber band. To play the kazoo, hum into the open end of the tube.

Use this game for your question and answer time. Give each student a copy of the Jericho Walls game (see Patterns). They may use buttons or pennies as place markers and start at number 1. If they can answer the first question then they move to number 2, etc. Do this until they have all “marched” around Jericho. Use the questions given in the Question section of this lesson or prepare new ones. Just be sure you have enough so that all the children will be able to march around the city once.

When you have reached the part in your story where the walls of Jericho fall, drop several pieces of the “brick” papers (see Patterns) so it will look like confetti falling. Have the children collect them. You should write questions on about half of the brick papers. The children must answer the questions they have collected or pass them on to a neighbor. This game will help to review the story. Prizes are optional.

Make a circle of people to march around Jericho (see Patterns). Enlarge the people to a size that will encircle your city of Jericho. Tape the ends together and move the circle around the city to let the people march.

See the Preschool section of Lesson 23a (Gideon) to find ideas for making trumpets.

QUESTIONS

How did Joshua get the plan to conquer the city of Jericho?

What would have happened if the Israelites had not obeyed Joshua and had only walked around the city three times?

Why was Rahab and her family saved?

Why do you think that the priests carried the Ark of God before the people?

How do you think the people inside those walls felt when Joshua and all the Children of Israel marched around day after day?

Like Joshua, our ministers are following God's leading. How should we feel about what they teach us to do?

Looking back over last week's lesson, how do you think Joshua felt about his choice to follow God's orders?

God has a Promised Land for us too. What is it and how can we get there?

PRESCHOOL SUGGESTIONS

For each of your students, reproduce the finger puppets (see Patterns) onto heavy paper. Cut out the holes for their fingers. Let the children color their puppets. Then they may use them to march around the “Jericho walls.”

Make walls to represent Jericho out of Lego blocks, styrofoam cubes, or milk cartons covered with contact paper. Let your students knock down the walls. Be sure to leave Rahab's house in place.

Bring a cardboard box to represent the city of Jericho. Slit down the four corners of the box so the sides can lie down flat. Tie the box together with a string or piece of thread. When it is time for the walls to fall, release the string so the walls will fall out.

Let each child have a small doll to march around the city. Be sure the students are all quiet — no talking allowed! Make the sound of feet by tapping with your hands on the table. Give them all paper horns to blow on their final time around the walls.

REVIEW IDEAS

You could do a flannelgraph or overhead while the department listens to the tape, “The Scarlet Cord Escape.” (See Support Material.)

Make two block-walled cities. Tape a question under each block. Divide the department into two teams and see who can get rid of their city first. Have a person from one team pick a block and read the question. If he answers correctly, someone else from their team may come up and choose a block and answer a question. This continues until they miss a question, at which time the block is returned and it is the other team's turn to pick a block from their city. The team that answers the last question of their city first, wins.

The group could sing “Around the Walls of Jericho” and act out the story.

Collect empty boxes of various sizes (cracker boxes,

oatmeal boxes, tissue boxes, cake mix boxes, etc.). Cover them with butcher, construction, or other paper. (Use a neutral color or be bold and colorful.) With these finished boxes build the walls of Jericho as high as you can. As you re-enact the story tell how the Israelites marched around Jericho in total silence. Challenge the students to be silent. Can they walk around the room in complete silence? If so, celebrate with a loud cheer.

SUPPORT MATERIAL

The Scarlet Cord Escape — a tape by Christian Duplications, Inc.

This Land Is Ours — Book, Augsburg

The Purple Puzzle Tree, Set 5 — Concordia (Record with 6 different stories/books)

Stories About Joshua and Judges — Pict-o-graph, Standard Publishing

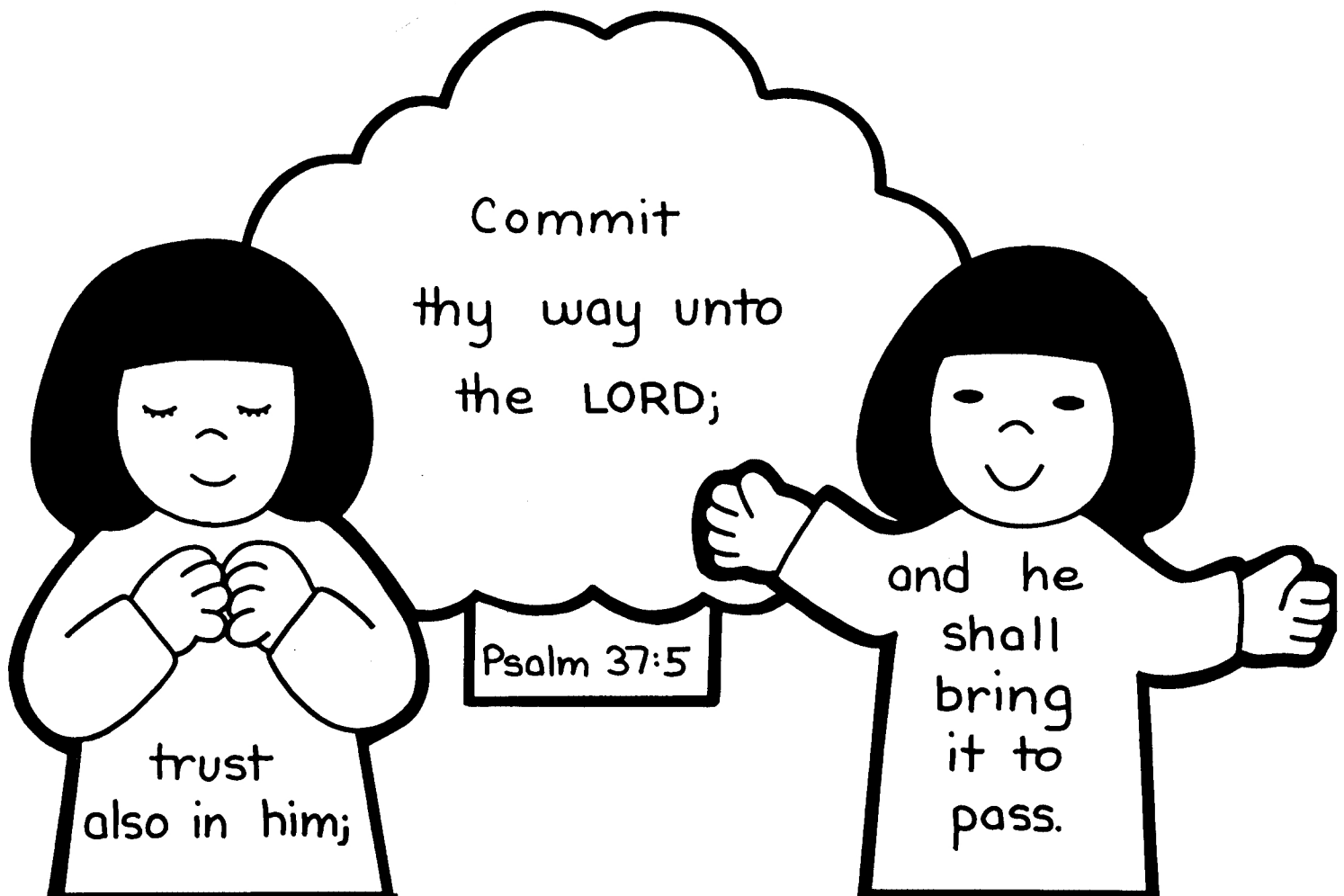
COORDINATING SONGS

"Round the Walls of Jericho"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Matthew 3:1-17

OBJECTIVE The students will be able to explain that John the Baptist trusted God and was used of God to prepare the way for Jesus' ministry.

MEMORY VERSE Thou shalt be his witness unto all men. — Acts 22:15

John the Baptist

MEMORY VERSE IN ACTION

THOU — Point to others.

SHALT BE HIS WITNESS — Place index fingers on lips. Move right hand in semi-circle to right and left hand in a semi-circle to left.

UNTO ALL — With right hand open, palm down, make large circle horizontal and clockwise.

MEN — Point to others.

MEMORY VERSE VISUALIZED

A person witnessing to a group of people will visualize our memory verse for this week. (See pattern at the end of this lesson.) Cut apart the sections of the display as indicated by the heavy black lines. Display the visualization in front of your group, putting up one piece at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take a box to class with a description of the contents printed on the box. Ask your class why the information is printed on the outside. Tell them that your Bible story today is about a man whose mission in life was a little like that of the box you brought. The box pictured or described what was inside so that people would know about it and want it. John the Baptist told people about Jesus so that others would want to know Him.

1. John the Baptist preached repentance, fulfilling the Scripture that said one would come to prepare the way of the Lord.
2. Many came from Jerusalem, Judea, and the region around about to be baptized of John.
3. John taught that One was coming who was greater than he.

Climax: Jesus came to be baptized of John, and the Holy Spirit and God both revealed that Jesus was the Son of God.

Conclusion: Because he was faithful to the call of God, John was chosen to be the one who baptized the Son of God.

Response: The students should be able to explain how John faithfully did the job God had called him to do.

BACKGROUND INFORMATION

Jesus said of John "There hath not risen a greater than John the Baptist" (Matthew 11:11). John truly was a unique man in a unique time in history, that of the transition between the Old Testament Law and the New Testament grace. The specific task to which he was called was to "prepare the way of the Lord" (Matthew 3:3), that is, to call the people to repentance so that when Christ did appear they would be able to receive Him. Although he did no miracles (John 10:41) and his ascetic life style, with his lonely home in the desert and plain food and clothes (Matthew 3:4), stood in stark contrast to the self-indulgent lives of many, yet the multitudes were drawn to hear John's simple but powerful message.

John had been foreordained by God to fulfill this mission. Both Isaiah and Malachi (Isaiah 40:3 and Malachi 4:5,6) had prophesied of his ministry and John was "Filled with the Holy Ghost, even from his mother's womb" (Luke 1:15). However, when one studies this man's character, it becomes obvious that God's choice was not arbitrary. John's task was to point the way to Jesus, and that he did with great humility. Of Jesus, John said "[His] shoes I am not worthy to bear . . ." (Matthew 3:11) and "He must increase, but I must decrease" (John 3:30). Also, when some of John's disciples began following Jesus (John 1:37) he willingly relinquished his claim in them and could say, "the friend of the bridegroom . . . rejoiceth greatly because of the bridegroom's voice" (John 3:29). Because of his humble spirit and holy life God could greatly use John.

IN-CLASS ACTIVITIES

Tell the class you are preparing a dessert for them. Tell them you have to follow instructions to come out right. John had to follow instructions also. As you tell the lesson, put the ingredients together and give to the children at the end of the class period.

PEANUT BUTTER-RAISIN ROLL

Mix ½ cup peanut butter

½ cup honey

Add 1 cup dry milk (more if necessary)

½ cup raisins

Shape into rolls and wrap in waxed paper. Slice before serving. Store extra in refrigerator.

Make a dove to be used when telling of Jesus' baptism (see Patterns). Transfer pattern onto white paper, cut out, and fold in center. With a hole punch, make a hole about an inch from the fold as indicated. Place your thumb and finger on the holes and move them to make the dove "fly."

From tagboard or other heavy paper cut a switch plate cover and an outlet cover for each of your students (see Patterns). Let the children color them. Talk about each slogan in connection with John the Baptist and themselves. Tell them to use them at home so each time they plug something in or switch on a light they can be reminded to trust God and work for Him.

Most people today have an address book where they keep a list of the people they know. Make an address page for each of your students to fill in. Also give them the page that might have been in John the Baptist's address book (see Patterns). Read the names of the people on John's list and where they lived. Tell your students that John went to many places to tell people about God's Son, Jesus. And he even baptized Jesus! Have the children write in the names of people they would like to tell about Jesus. Be sure and write in where they live and if they are related.

Make a miniature sandbox and stick puppets (see Patterns). Use these to tell the story of John the Baptist. Make sure you put something in the sandbox to represent water. Tape a popsicle stick to the back of each of the puppets so they will stand up easily in the sand.

QUESTIONS

What was the main message John the Baptist preached?

Picture in your mind how John the Baptist might have looked. How do you think you would have liked meeting him or hearing him preach?

What does repentance mean?

Why did God speak from Heaven when John baptized Jesus?

Why did God choose John to tell people about Jesus?

Does Jesus have a message for you to tell people? What is that message?

PRESCHOOL SUGGESTIONS

Make a miniature flannel board for each child (see Pat-

terns). Let them help you tell the story of John the Baptist as he baptized Jesus. Cut a piece of cardboard and a piece of sky-blue flannel the same size. Use a spray adhesive and apply the flannel to the cardboard. Let the children add the green flannel for grass and two pieces of blue for water — make sure the smaller strip of blue is on top so Jesus can go between the two blues into the water. Let them add John, Jesus, and the dove at the appropriate times.

Explain to your little ones that to "witness" means to tell other people about Jesus. That is what John the Baptist did. Give each child a button with a picture of Jesus on it. (These can be purchased at Christian Supply stores, or made by using small pictures of Jesus and a button maker.) Let each one take a turn pretending to explain to someone the picture that is on their button.

Let each child draw pictures of people he could tell about Jesus. Give them Jesus stickers to paste on each figure they have drawn.

REVIEW IDEAS

Blow up several balloons and draw faces on them. Under the face write a name — Noah, Abraham, Brave Spies, Joshua, John. Have several of each character. Have a question pertaining to the person represented, inside each balloon. Have volunteers pick a balloon and answer the question it contains. Correct answers are rewarded with a prize.

Bring the following objects: the letter "W" written on construction paper, a hat, a large can, a picture of an eye, the word "DO" written on a piece of paper, a display of the number "4", a picture of Jesus. Pass these out to different ones in the room. Tell the department that you have a puzzle that they need to help you solve. Have the ones holding the objects come up one at a time and stay there, but not in order. Have the department help you line them up and put them in the right order so that they make the phrase "What can I do for Jesus?" God trusted John to help prepare the way for Jesus' ministry. He trusts us the same way to tell others about Jesus, to invite others to Sunday school, tell others about His coming again.

Show your group a number of items, one at a time, which use words or pictures to tell about something. Some possibilities: a book jacket tells about the contents of the book, a cereal box describes what the cereal inside is like, an advertisement tells about a specific product. Ask your students how we can be like these items. Develop the thought that we, as Christian witnesses, are to describe the person of Jesus Christ. Just as the items you displayed described through words and pictures, we are witnesses through the way we look and act (pictures) as well as through our words.

To make a spinner game for your review, cut a large circle (approximately 22 inches in diameter) from poster-board. Add a spinner to the center with a brad. Leave it a little loose so it will spin more freely. Divide the board into as many sections as you have words and/or symbols to put in. Some you might choose to use are: dove, Jordan River, Jesus, John, baptize, people, Lamb of God, preaching, into water, repent. After you spin the spinner ask for a volunteer to help you explain the meaning of the word or symbol on which the spinner stopped.

A tape recorder review may be given in a couple of different ways. Record the sound effects of a crowd, a river flowing, God's speaking, etc. Use this as back-

ground for a dramatized version of the story of John the Baptist at the river baptizing Jesus. Or, you can tell the story on tape leaving out certain parts. Whenever you reach one of these parts stop the recorder and let the students complete that section of the story.

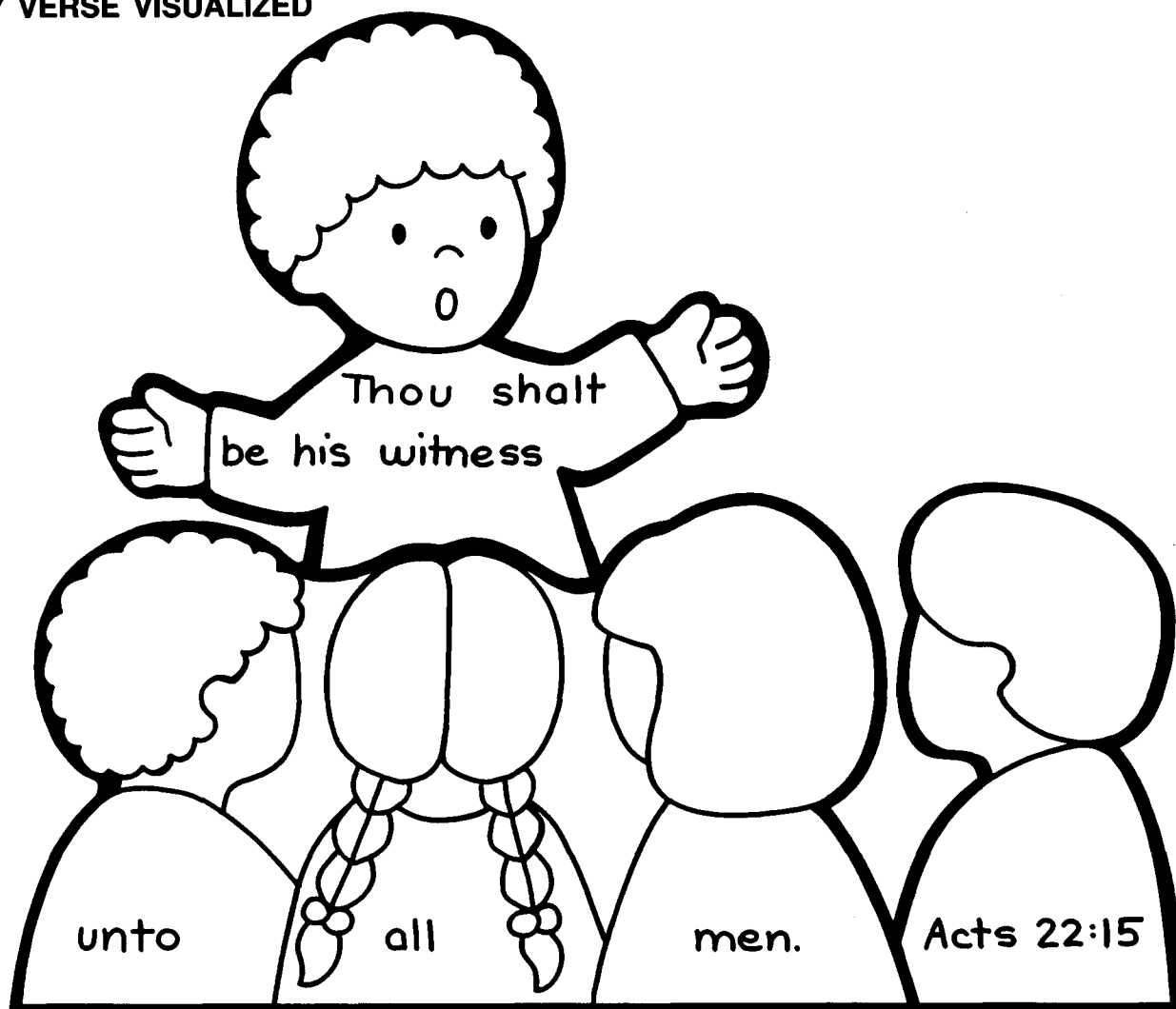
SUPPORT MATERIAL

A Baby Named John — Book, Augsburg
 Messengers of Jesus — Augsburg
 John the Baptist — Arch Book, Concordia
 The Purple Puzzle Tree, Set 5 — Concordia (Record with 6 different stories/books)
 Jesus and John - My Bible Story Card — Concordia (Picture on the front/story on the back)

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Teacher's Name _____

A Bible study resource guide for
Primary Pals teachers

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