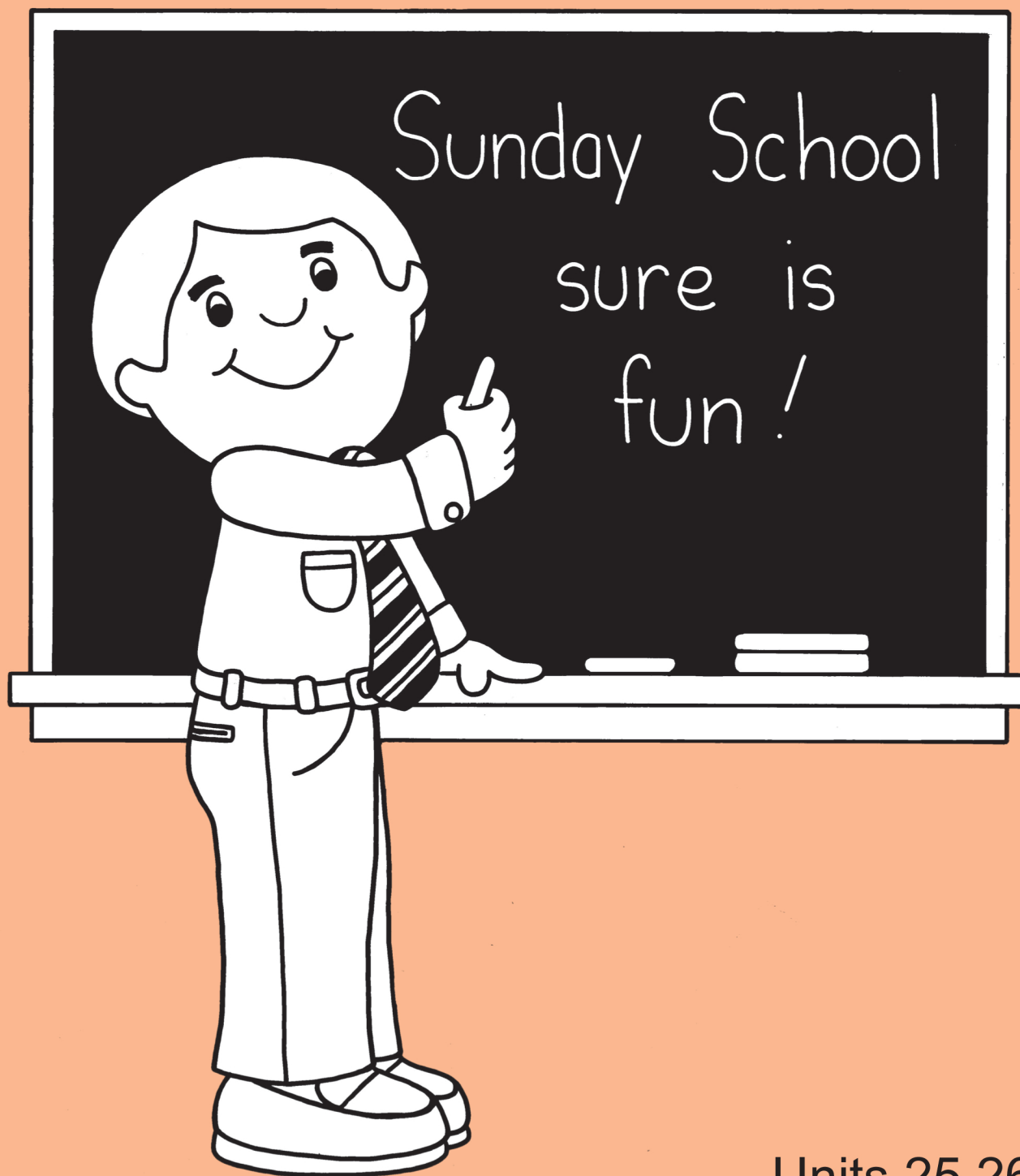


PRIMARY PALS

TEACHER'S GUIDE



Units 25,26,27

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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.

The Bible Account of Creation

Lesson 25a — God Created the Universe

Lesson 25b — God Created the Plants and Animals

Lesson 25c — God Created Man

Lesson 25d — God Created Me

OVERVIEW

Our fall quarter opens with a unit on the subject of Creation. As your students begin the new school year, they will no doubt be studying many aspects of life around us, for creation is everywhere. It is evident in the humming of insects and the singing of birds; it exists in the icy polar regions and in parched deserts; it is present under the sea's surface and high in the atmosphere.

Earth is packed with life so abundant and varied as to stagger the imagination. And as your students become aware of the complex and wonderful world we live in, the question is sure to come: How did it all start? As they think about the big things that amaze them and the little things that stir their imagination, to what will they attribute them? How can such things be explained?

As Sunday school teachers, we have a great privilege

and a tremendous responsibility to help our students understand and believe the biblical account of Creation. And in this unit, as well as merely studying the chronological order of events, we will be focusing on the thought of **why** God created.

Our first lesson deals with the formation of the universe, bringing out that it was created to declare the glory of God and reveal His power. The second lesson explains the creation of plants and animals, emphasizing that these were made for God's pleasure and for man's enjoyment. The next lesson deals with why God created man, with the students learning that man was made to praise and glorify God, and was given dominion over all the rest of creation. Our final lesson in the series focuses on why God created us as individuals, stressing that each person is special to God.

GAMES FOR REVIEW

Review the lessons in this unit by giving a true and false quiz. Make statements regarding the lessons, having pupils respond by standing up if the statement is true and by remaining seated if it is false. Some sample ideas: God thought the most special thing He created was the hippopotamus. God made people to be His friends. God gave each of the people He created a name.

Draw a large grid on a chalkboard or posterboard. Explain to your group that you want them to help you fill in the blanks with letters that spell a special mystery message about the lessons in this unit. Bring a number of pictures, having each one start with a letter that is needed in the grid (A-apple, R-road, T-tree, etc.). Hold up these pictures, allowing your group to tell you what the item is and what letter it begins with. Fill in the blanks with letters until at last the message is revealed — "Created for God's Glory."

Bring a large box with a lid, and put the words, "What Did God Make?" on the side. One week ahead arrange to have each one in your group, or each class, bring some item from nature that they will keep as a surprise. Put one item in the box and close it, not allowing your group to know what is inside. Allow the students to ask questions to help them guess what the item is, letting the person or class who brought the item answer the questions. When the group is able to guess the object, another item is secretly placed in the box and questioning begins again.

CONTEST IDEAS

Every Sunday have each teacher ask his class questions pertaining to the lesson that day, or have the children name the things God made. Be sure to keep track of the number of answers each child gives. The last Sunday of the month the winners from each class could participate in a competition similar to a spell-down quiz. The last one standing would receive a prize.

For an individual contest within your class, provide each child with a copy of the world at the beginning of the unit (see Patterns). On the first Sunday, let them add the parts of the universe for bringing their Bible, knowing the memory verse, etc. On the second Sunday, they can add plants and animals to their world for these various accomplishments. On the third Sunday, add people to their chart. On the fourth Sunday, give them a yellow happy-face sticker for themselves, and happy faces of other colors for the other accomplishments.

BULLETIN BOARDS

THINKING OF GOD'S CREATION will be the theme of this bulletin board idea (see Patterns). Feature silhouettes of each of your students. Use the overhead projector light or any other bright light that you can shine onto a wall. Seat the child so that his face is in profile, creating a shadow behind the child. Trace the outline onto white paper. Cut out the silhouettes and mount them on a dark background. Write the title across the top of the board. Each Sunday let the children write or draw inside their silhouette something that the Lord created — something they like to think about. Or, they could write in their favorite memory verse for this unit. This board could be used to help teach the last lesson in this unit because each silhouette is unique — the children look different and also their thoughts are different.

God created man to love and glorify Him. Let your students help you make a bulletin board showing God they love Him and want to glorify Him. Put together the GOD CREATED ME! bulletin board (see Patterns). Subtitle the board "Children Who Love the Lord." You can either trace their hands inside the church outline or use tempera paint and then press their handprints onto the paper church. Make the church large enough so all your students have room for their handprints. They can either write their names inside or underneath their handprints.

Let the children help you create the SHINING STARS bulletin board (see Patterns). Cover your board with black or dark blue paper to represent the nighttime sky. Make the title letters from white paper. Give the students different materials from which they can "create" stars (paper and crayons or felt pens, foil, construction paper, fabric, old cards, etc.). After the children have made their stars let them hang them in the nighttime sky on the board. Explain to them that just as God's stars and each of their stars are different they, too, are unique — God created them.

From construction paper, make a large tree and some apples (see Patterns). Put the words A VERSE A DAY

KEEPS THE DEVIL AWAY on the side of the board as shown. Write some verses in the middle of the apples and place them on the tree.

UNIT SONGS

"My God Is So Great"
 "The Birdies in the Treetop"
 "Praise Him, Praise Him"
 "Let All the Little Children Praise the Lord"
 "Praise Ye the Lord"
 "Today" — The First Sunday Sing-a-long — Maranatha for Kids
 "Jesus Is a Giver" — Here We Come Rejoicing — Manna Records (Alexandria House)
 "It's a Miracle" — The Bill Gaither Trio, The Very Best of the Very Best for Kids — (Alexandria House)

UNIT PROJECTS

Have each child assemble a creation mobile using the moon, stars, and sun; dog and flower; boy and girl; and the name tag. Cut an eight-inch circle out of light cardboard. Beginning at one side, cut around the circle on the lines to make a spiral (see Patterns). Have the children attach one shape each Sunday.

Each week give your class the creation assignment for that week: Week One — Wonder Watcher; Week Two — Super Searcher; Week Three — Careful Caretaker; Week Four — Mighty Me (see Patterns). If they bring back their completed assignment, reward them with a small prize.

CHART IDEAS

Make a REJOICE IN GOD'S CREATION bookmark for each child in your class (see Patterns). Have each child color one. If you laminate them or cover them with clear contact paper, they will last longer.

Use the God's Creation Picture Gallery (see Patterns) as a chart for this month. Let your students draw the picture in each frame on the appropriate Sunday.

Give your children one page for their Creation Books on each Sunday (see Patterns). Let them color the pages. On the final Sunday, give them the cover, punch the holes as indicated, and thread yarn through to complete the books.

SUPPORT MATERIAL

See Support Material for Unit 15.
 God Made the World — coloring book, Concordia
 Attendance card: "Creation" (A-1812) with animal stickers (A-1749) from Standard Publishing. Card has picture of garden: animal stickers are added for each Sunday to mark attendance. Can be used as an aid for the lessons.

TEXT Genesis 1:1-8, 14-19; Revelation 4:11

OBJECTIVE The students will be able to tell what God created in the universe. They can explain that it declares the glory of God and reveals His power.

MEMORY VERSE The heavens declare the glory of God; and the firmament sheweth his handywork. — Psalm 19:1

God Created the Universe

MEMORY VERSE IN ACTION

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

DECLARE — Hold the index finger of the right hand, pointing to the left, before the mouth and roll forward in a circular movement.

THE GLORY — Extend left palm facing up, right finger tips touch left palm, raise right hand wiggling fingers.

OF GOD — Point up.

AND THE FIRMAMENT SHEWETH — Wave arm left to right pointing up, looking up.

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

MEMORY VERSE VISUALIZED

Cut apart, on the heavy dark lines, the various parts of the stylized sun, cloud, and water. (See pattern at the end of this lesson.) Display the pieces, a section at a time, as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a Viewmaster and a reel or two of scenic pictures. Let the students take turns looking at the pictures and selecting their favorites. Ask them to explain why they like that particular picture so well. Lead into your lesson by explaining that today your lesson is about how God created places like this to enjoy.

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

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

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

Climax: God created the universe to declare the glory of God and to reveal His power.

Conclusion: When we look at the wonders God has created, we should consider the greatness of His power.

Response: The students should be able to tell what

God created in the universe and that these were all created to declare the glory of God and reveal His power.

BACKGROUND INFORMATION

The theory of evolution has permeated every area of thought in our culture — science, psychology, philosophy, sociology, ethics and even religion. In textbooks and in the media it is accepted as scientific fact, and one who questions the validity of evolution is considered naive or uninformed. The question of the origin of the universe is, however, outside the realm of science. Science is based on observation, experimentation, and repeatability. Obviously the origin of the universe cannot be observed, experimented on, or repeated. Therefore, what one believes about its origin is not based on acceptance or rejection of scientific fact, but is based on faith. This faith is either in a purposeful, omnipotent Creator who made all things out of nothing or faith in some blind force that somehow transformed a mass of random energy into the incredibly complex, interdependent universe in which we live. The origin of the universe and life is not so much a scientific question, but is largely a moral question; “Do I want to be under the authority of a Creator God or free of any moral obligations?” Because so many have rejected God and embraced evolution, believing we are the product of blind chance, life for many has become purposeless. However, the foundational truth of the Scripture is that God is the Creator of all that is, and because of this we are obligated to honor and obey Him, and in so doing we find our purpose for existence. “All things were made by him; and without him was not any thing made that was made. In him was life; and the life was the light of men.” John 1:3,4

SPECIAL UNIT INSTRUCTIONS

Give each child a mobile spiral and his first symbols — moon, stars, and sun — as described in the unit material under the heading Unit Projects.

Give each child his Wonder Watcher creation assignment, as described in the unit material under the heading Unit Projects.

IN-CLASS ACTIVITIES

Give each of your students a copy of the picture entitled “Mixed Up World” (see Patterns). Allow time in class for the students, either as teams or individually, to find all the things that are wrong in the picture. Discuss how God is in control of the world, and He has planned an orderly universe for us to enjoy.

Have the children close their eyes. Ask them questions such as: Can you see anything? What do you see? When is it light outside? When is it dark? What lights the sky for us during the day? What lights the sky at night? Who made the sun, moon, stars? Begin a discussion about God’s gifts to us.

Start out class time by creating something to eat — for instance, a sandwich — telling the students that we can create some simple things, but God created all things. At the end of the in-class activities you can enjoy (eat) what you created, just as God enjoyed what He created.

Bring a small jar of sand and a measuring spoon to class. Tell your students that each grain of sand represents one star, and that together you are going to count them. Measure one teaspoon of sand onto each child’s hand. It won’t take them long to realize that they can’t count even one teaspoonful! Bring out how God just spoke the word, and billions of stars came into existence. The Bible says, “He made the stars also.”

QUESTIONS

What is the firmament?

What great light did God create?

How does His creating the universe show God’s power?

What do you think night would be like without the moon or the stars? How would you feel at night without them?

When we look out the window at night and see the moon or the stars, we are in awe of His creation. What words would bring out how you feel when you see them and realize the greatness and yet the nearness of God?

Which do you like better, the day or the night? Tell what is special about both.

Why do you think that God made both day and night? Why not just the day?

Talk about the four seasons. Which is your favorite? Why?

PRESCHOOL SUGGESTIONS

Using stickers and black/blue construction paper, help your students to “create” the heavens.

Give the children a copy of the heavens creation sheet (see Patterns). Ask them to circle the things that God created in the heavens — stars, moon, and sun. They should put an X through the things that are not in the heavens.

Cut a round sun, a crescent moon, and several stars of different sizes from posterboard. Put them all in a sack or box so your little ones cannot see them. Let them take turns shutting their eyes and drawing one item from the sack. They must tell by feeling the shape what it is, and then say, “God made the _____.” If they are correct, reward them with a sticker for their Bible.

Take a styrofoam block or a sandbox to class for your presentation. Attach to craft sticks several of the figures representing things in our universe (see Patterns). Let the children help you put all the sticks into the styrofoam base as you talk about how and why God made each of these things. Point out that God made all these things for His special creation to enjoy — each of them is His special creation. Then hold up a mirror on a stick. As they view themselves, they must realize they are His very special creation.

REVIEW IDEAS

Use the In-Class Activity creating something to eat. Explain how good it tastes and how much you enjoy it. Then compare this to what God created and how much He enjoys His creation. Emphasize the fact that God’s creation came into being by God’s spoken word. Our creations start with something God has already given us.

Review God’s creation of the world by playing the game, Statue Maker. You be the statue maker. Let the students come to the front of the group one at a time. You mold each student into something God made, and let the rest of the group guess what you are making. For example, you could move a student’s hands to cover her eyes to show darkness. Then you could remove her hands and have her look up at the light to show light. You might have a student stand very straight with his legs together, with his hands curved in a circle over his head as a tree. Or a student could flap her arms as a bird, or fold her hands together and swing them in front as an elephant. As each of these items is guessed, have your students tell whether this was a part of the heavenly bodies or one of the things which lives on earth.

Bring a number of objects to show your assembled

group, illustrating that what God made in our universe is special and much better than what we can make. Hold up a paper star, and ask why God's real star is better than this. (It twinkles, gives real light.) Show a plastic banana. (We can't peel or eat it.) Show a styrofoam snowball. (We can't build a snowman with it, or make snow ice cream.)

"It's a Miracle"

"It's a Happy Day (and I thank God for the weather)" —
The First Sunday Sing-a-long — Maranatha for Kids
"This Is the Day" — by World Music

SUPPORT MATERIAL

See Lessons 2a and 15a

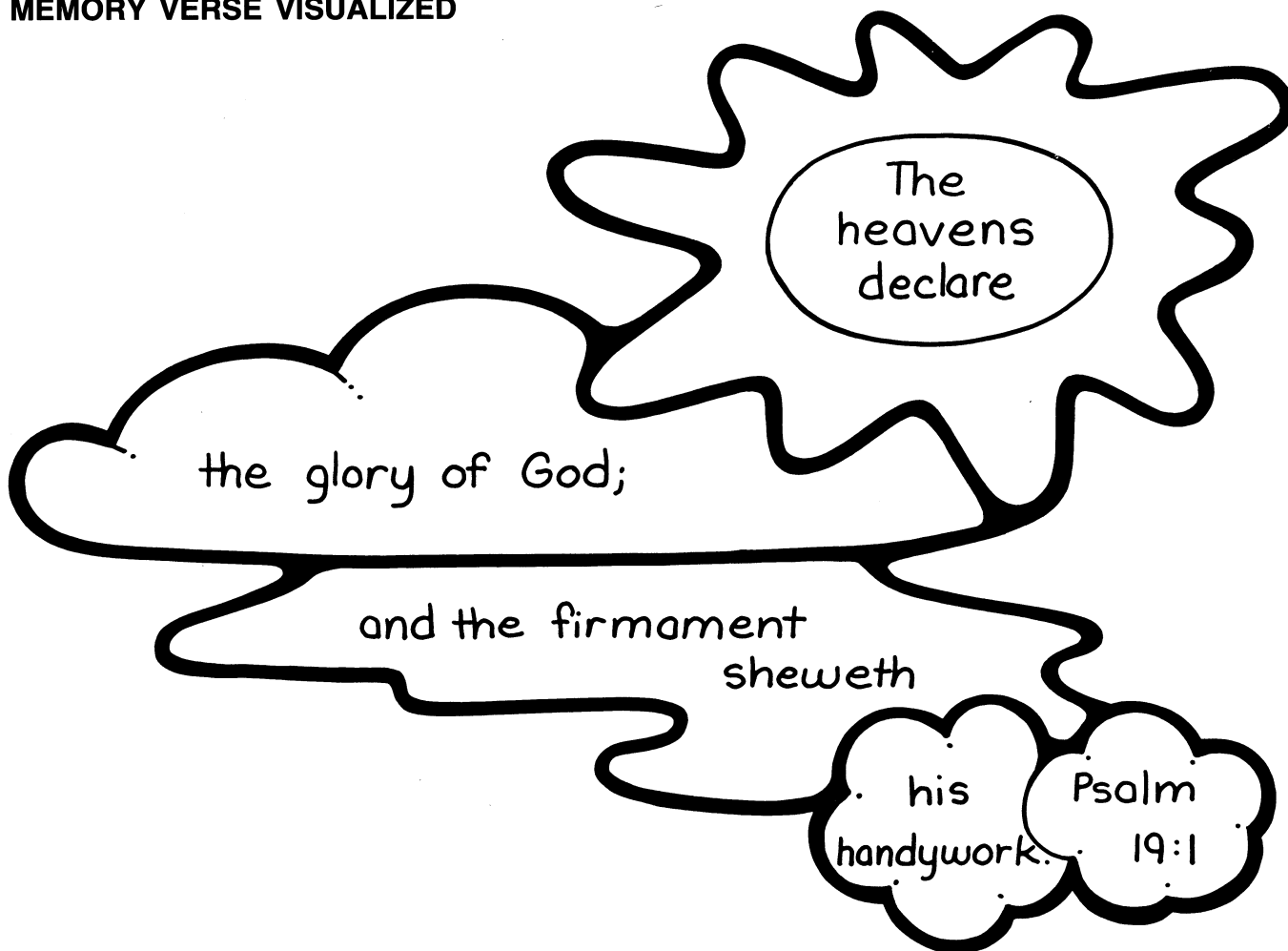
COORDINATING SONGS

"My God Is So Great"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Genesis 1:9-13, 20-25

OBJECTIVE The students will be able to name some of the types of plants and animals that God created. They can explain that God created these for His pleasure and for our enjoyment.

MEMORY VERSE Thou hast created all things, and for thy pleasure they are and were created. — Revelation 4:11

God Created the Plants and Animals

MEMORY VERSE IN ACTION

THOU — Point up.

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

ALL THINGS — point to things around the room.

AND FOR THY PLEASURE — Smile as you rub chest in circular motion with flat palm.

THEY ARE AND WERE — Nod head yes as you point to things around room.

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

MEMORY VERSE VISUALIZED

A puppy is the representation of this week's memory verse, to coordinate with our theme of God's creation of living creatures. (See pattern at the end of this lesson.) Cut apart the puppy as indicated by the heavy black lines, and reassemble the puzzle with your students as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Open your class session by cutting apart a piece of fruit for your students to share. Point out the seeds in the fruit, and ask what the seeds are for. Bring out that when we want to grow an orange or apple tree, someone must plant the seeds. But in the very beginning, God spoke the trees into existence.

1. On the third day of creation, God gathered the dry ground to form land.

2. He commanded the earth to bring forth plant life with seed in itself to reproduce after its kind.

3. On the fifth and sixth days, God created living things to inhabit the earth — sea life, fowls, and animals.

Climax: God created all the living things on earth for His pleasure and for our enjoyment.

Conclusion: When we look at the plants and animals on

our earth, we should be aware that they are the creations of God.

Response: The students should be able to relate how God created the plants and animals, and be able to explain that God made these for His pleasure and our enjoyment.

BACKGROUND INFORMATION

The entire account of the Creation takes up but little space in the Bible. However, what is given is specific, clearly teaching that the universe, all plant and animal life, and mankind came into existence by the will of God. The earth teems with life. God provided the precise conditions vital for life — light and heat as well as moisture — before He created the plant and animal life.

The emergence of plants and animals upon the earth, with their many varieties, all producing only "after their kind," is confirmed in the fossil records. While evolutionists search for fossils to prove their theories, a gradual changing of one form of life into another, no true transitional form or "link" has been found. When nature and the universe is studied open-mindedly, evidence of divine designs are abundant. In fact, according to Romans 1:20, there is enough evidence of God in creation to leave man without excuse for his unbelief. "For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse."

SPECIAL UNIT INSTRUCTIONS

Give each child the dog and flower for his creation mobile.

Give each child his Super Searcher creation assignment.

IN-CLASS ACTIVITIES

Give each child a "God Made . . ." card to color in class (see Patterns). To prepare the project, fold a sheet of paper in half. Cut out and paste an animal face on the front, and then cut out the eyeholes. On the inside, paste a picture of plants, having the centers of the flowers lined up under the animal eyeholes. On the front of the card, write "God made the animals." On the inside, write "God made the plants."

Bring to class a box of large crayons with the eight basic colors. Talk about all the wonderful colors that God gave us when He created the world. Hold up one color at a time and let them name something in God's creation which is that color: Red — apple, Black — nighttime, Yellow — flowers, etc.

Bring to class an assortment of fruits and vegetables. Try to include some unusual ones such as Kiwi fruit. Cut and serve to the class so they may sample some of God's creation.

Plant grass seed in the bottom of milk cartons.

Have a fish in a fish bowl as the story is explained.

Make paper plate aquariums with "swimming" paper fish (see Patterns). Cut the center from one paper plate and cover the hole on inside of the plate with plastic wrap. Hang two fish on threads from the outer rim of another paper plate. To the second plate add background pictures and drawings on the inside of the plate. Now staple around the plates with top sides facing in to form an open space between plates. When the children hold the plates up and move them from side to side the fish will "swim."

QUESTIONS

How did God create fish and other sea animals, the birds, the land animals?

What is your favorite animal? Do you like to play with animals?

What is your favorite of the birds God made? Why does that bird seem special to you?

After God made all the animals, who taught them how to take care of themselves?

What are some of the reasons God created plants and trees?

How many different ways do we enjoy the plants and foods God made? Examples: shade from trees, satisfying hunger, treehouses, climbing, bouquets for Mom.

Talk about some things you have made in school. How did you feel about what you made?

How do you think God felt about everything He made?

PRESCHOOL SUGGESTIONS

Supply simple outline drawings or pictures of different animals, fruit, flowers, etc. Have the children add a portion to each. Example: cotton for sheep, seeds to fruit, fabric to flowers.

Have each child make a representation of how flowers grow. Help them cut out the flowers (see Patterns). Give each child a sheet of construction paper in which you have made 3 slits, $\frac{1}{2}$ " from the bottom, 1" wide and 2" apart. Insert the flowers in the slits and push them all the way down. Then let the children pull them up to simulate "growing." They may wish to cut out and add the bugs to the picture.

Make a Creation Wheel for use in reviewing the lesson (see Patterns). Let your children take turns in moving the wheel to a scene and explaining what it is, and how we enjoy it.

Fold a piece of construction paper in half, lengthwise. Divide the top flap into four equal sections by cutting three lines from the right edge into the centerfold. On the top of each section write the words, "God made . . ." Next to the words, place the small pictures of a hen, cow, tree, and wheat stalks (see Patterns). Lift each of these flaps and write the words, "So I could have . . ." at the top of each section. Next to these words, place the small pictures of eggs, milk, bowl of apples, and loaf of bread. Use this to show your students how God provided these things for us to enjoy.

For each of your students make a set of the finger creations (see Patterns). They must use one or two fingers to complete the creation: apple/worm; donkey/ears; rabbit/ears; elephant/trunk.

Bring a number of stuffed animals and pass them out so each child can hold one while you teach the lesson.

REVIEW IDEAS

Review what God created each day by bringing some things to show the children. A color slide presentation would work well for this.

Use the overhead projector and present your review with silhouettes. Find or cut out a number of objects representative of God's creation, such as a leaf, shape of an animal, a sun, a cloud, a flower. (For animal shapes see pattern given for napkin rings, Lesson 15b.) As you show each piece, ask the children to guess

what it is and tell why God created it. For example, when you place a leaf on the overhead, they might suggest that God made leaves to provide shade, to look pretty, to make food for the caterpillars (add a little caterpillar to the top of the leaf).

Use the song, "Adam Gave Names to All the Animals," as a basis for your review. Have someone sing the main part of the verse, allowing the children to supply the names of the animals at the right times.

COORDINATING SONG:

"Adam Gave Names to All the Animals"

"Jesus Made the Rainbow"

"It's a Miracle"

"The Butterfly Song" (If I Were a Butterfly) — The First Sunday Sing-a-long — Maranatha for Kids

"Jesus Is A Giver" — Here We Come Rejoicing — Manna Records (Alexandria House)

"All Things Bright and Beautiful" — World Music

SUPPORT MATERIAL

See Support Material for Lesson 15b

Plants of the Bible — by Vic Mitchell

Gentle Creatures — A Book About Love

Bible Animals — coloring book by Irene L. Johnson

MEMORY VERSE SONG

Thou hast cre-a - ted all — things, and for thy plea - sure they are and were cre-a - ted.

Thou hast crea - ted all — things. Rev - el-a - tion four verse e - le - - ven

MEMORY VERSE VISUALIZED



TEXT Genesis 1:26-31; Psalm 8:4-9; Isaiah 43:6,7,21

OBJECTIVE The students will be able to explain that man was created to praise and glorify God, and that God gave man dominion over all the rest of His creation.

MEMORY VERSE Let them praise the name of the LORD: for he commanded, and they were created. — Psalm 148:5

God Created Man

MEMORY VERSE IN ACTION

LET THEM PRAISE — Silently clap hands.

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

OF 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.

FOR HE COMMANDED — Right index finger touching lips, forcefully move it away from body.

AND THEY — Point to someone.

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

MEMORY VERSE VISUALIZED

Three children holding a large heart are the visualization of this week's memory verse. (See pattern at the end of this lesson.) Cut apart the pieces and assemble one section at a time as your students memorize the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class time by giving each child a lump of modeling clay. Let them attempt to form it into the shape of a man. Compliment their attempts, but then ask them what vital thing is missing. They should conclude that their figures do not have life.

1. God created man in His own image, and gave him life.

2. He gave man dominion over all animals and living creatures upon the earth.

3. God ordained that the plant life upon the earth would be food for mankind and the animals.

Climax: We are told in Psalms that man is "a little lower than the angels." We are God's most precious creation, and were created to praise and glorify Him.

Conclusion: We should realize that God made us, and that He is the One who gave us life and the capabilities we have. We should remember to be thankful to Him for this.

Response: The students will be able to describe how God created man, and will recognize that God gave man dominion over all the rest of His creation.

BACKGROUND INFORMATION

Genesis 1:27 says, "God created man in his own image" and Genesis 2:18 says "And the LORD God said, It is not good that the man should be alone." So God made a woman to be the man's helpmate. Although man was made in the image of God, he still had a need for intimate fellowship with a wife. But this need was also a reflection of the divine image in that God, too, has a desire for intimate fellowship with His creation. God also wants to say, "This is now bone of my bones and flesh of my flesh" (Genesis 2:23 and Ephesians 5:30). This principle can be clearly seen in such Scriptures as Ephesians 5:31,32: "For this cause shall a man leave his father and mother, and shall be joined unto his wife, and they two shall be one flesh. This is a great mystery: but I speak concerning Christ and the church." Or Isaiah 62:5: "As the bridegroom rejoiceth over the bride, so shall thy God rejoice over thee." (See also Romans 7:4; II Corinthians 11:2; Hosea 2:19; Jeremiah 3:14, and Revelation 19:7.)

Indeed, God was so desirous of this fellowship with man that He was willing to sacrifice His only begotten Son in order to make it possible. When man forsakes his rebellion and begins to worship God for who He is, the Creator, then the intimate relationship that was broken in the Garden is restored and both God and man find pleasure in it.

SPECIAL UNIT INSTRUCTIONS

Give each child the boy and girl for his creation mobile.

Give each child his Careful Caretaker creation assignment.

IN-CLASS ACTIVITIES

God planned for man to worship Him and glorify Him in all that he does. Man was given dominance over animals and they work for man. Stress that people are needed to take care of the birds, fish, animals, and plants that God has made. Talk about any pets the children may have at home, and what they need in the way

of care. Have pictures of people feeding and caring for animals, gardens, etc. (Pet food ads are a good source.)

Have a game board, such as for checkers, in class without the playing pieces. Ask the children if they want to play. Why can't we play? Because without the playing pieces the game is not complete. God created us so that His creation would be complete. We can talk to Him and also listen to Him.

Bring some gingerbread boy and girl cookies. Have a tube of frosting and some things with which to decorate the cookies (raisins, peanuts, M & M's, etc.). Let the children create their own little "people."

QUESTIONS

For what special purpose did God make man?

What did God use as a pattern to make man and woman?

What does it mean to be "created for His glory"?

What did God provide for man to eat?

What did God leave man in charge of?

What can we do with our lives to give glory to the God who created us?

Tell some ways in which we can praise God.

What are some special things about each member of your family that you think must please God?

PRESCHOOL SUGGESTIONS

Show the children pictures of animals. (You can use the animals in the Patterns section for lessons 15b, 16c, and 24a.) Call the animals by silly names and ask the children if they think that is what Adam named them.

Collect pictures showing many different cultures and people. Make sure to include as many different ethnic groups as possible. Stress that God created all people, not just those that look like the children themselves.

Make a collage of many people by cutting pictures from magazines or catalogs. Cut your figures off just below

the shoulders. Begin your collage by pasting a line of people across the top of your mounting board. Add succeeding rows of people, overlapping slightly. The end result will be a huge crowd. This can be a very effective visual aid any time you want to portray a large crowd. In this lesson, use it by pointing out people one at a time and explaining how they praise the Lord. (This is Sam. He praises God by singing his very best in Sunday school. This is Sarah. She worships God by always saying her prayers at night.)

REVIEW IDEAS

Prior to beginning your review, have a man lie down behind the area where you will stand for your review. Cover him with fake "grass" or a brown blanket. (Don't let your students know he is there.) When your group assembles, talk about all the different things God created, reviewing the lessons of the last two Sundays. Tell your students that today you have with you God's most special creation. At that signal, the man should stand up and you can introduce him.

Make "family" the theme of your review, using a real family with children of the approximate age of your students. Introduce the dad, asking why God made dads and what they do. Talk about each of the different family members, telling the special part that each one plays.

Take some of the items God created, such as a flower or an animal, but do not include people. Hold them up one at a time, talking about how pretty they are, how soft, or whatever. Then announce to your students that you are going to have a grand choir by God's creations. Turn around and pretend to direct the whole group of creations, but of course there will be no sound. Turn to the student audience and invite them to sing praise to the Lord with you, since none of these other creations can praise Him.

COORDINATING SONGS

"It's a Miracle"

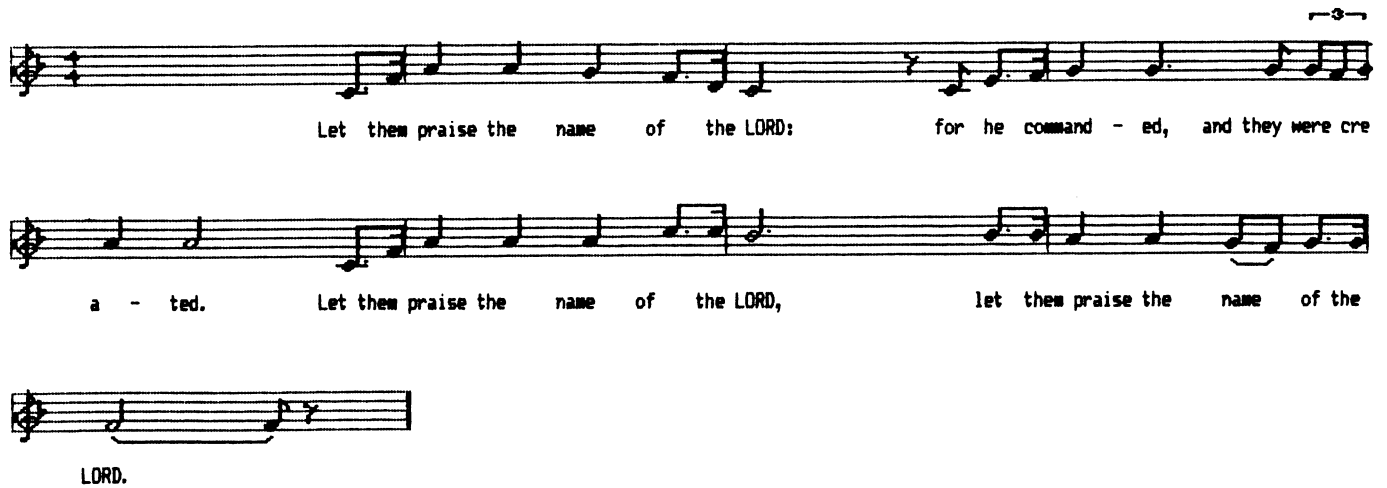
"The Butterfly Song" (If I Were a Butterfly) — The First Sunday Sing-a-long — Maranatha for Kids

SUPPORT MATERIAL

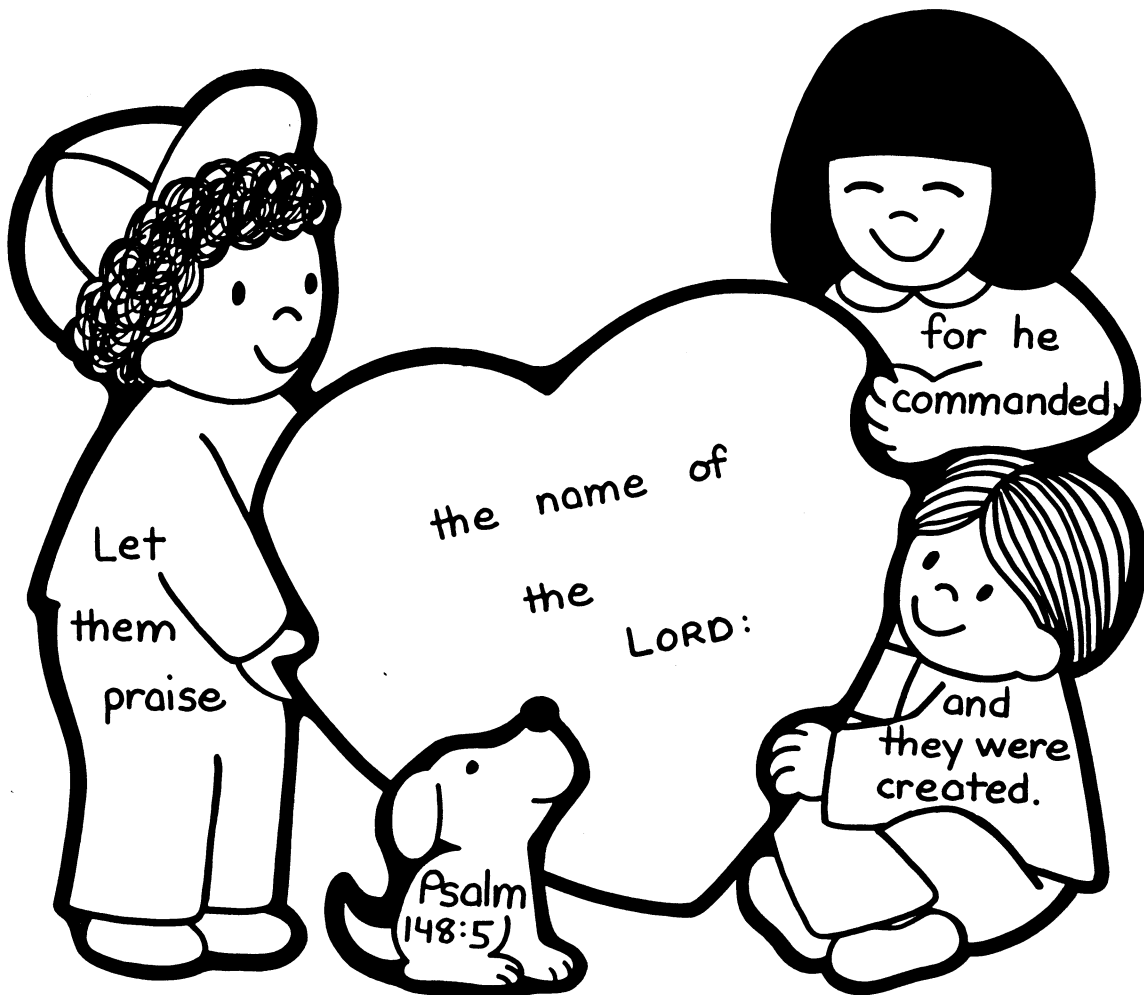
See Support Material for Lessons 2c and 15c
Through the Bible With ABC's

The Story of Creation — an Alice in Bibleland storybook

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Psalm 139:1-5; Matthew 5:14-16

OBJECTIVE The students will know that each one of them is special to God and that He knows all about them. They will be able to explain that God has a plan for each of them.

MEMORY VERSE Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven. — Matthew 5:16

God Created Me

MEMORY VERSE IN ACTION

LET YOUR LIGHT — Cup hands together as though hiding something. Separate hands and move hands up and to the sides ending with both palms facing out expressing the number five on each hand.

SO SHINE — Open palms facing each other with finger tips pointing up are moved apart to the sides while the fingers are wiggling.

BEFORE MEN — Point to others.

THAT THEY MAY SEE — Hold cupped hands around eyes.

YOUR GOOD WORKS — Strike fists together, one on top of the other.

AND GLORIFY — Extend left palm facing up, right finger tips touch left palm, raise right hand wiggling fingers.

YOUR FATHER — Both hands up, look up.

WHICH IS IN HEAVEN — Wave arm left to right pointing up, looking up.

MEMORY VERSE VISUALIZED

A flashlight with a beam of light will help your students visualize this week's memory verse. (See pattern at the end of this lesson.) The display will be assembled from left to right as your students study the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a number of things which make light: a candle, a flash for a camera, a flashlight, etc. Ask your students what these objects have in common. Then tell them that their memory verse for this week tells about another kind of light.

1. Jesus says that we must let our "lights" shine. This means that we should live so that other people will be led to glorify God.

2. The Lord knows all about our actions. He knows what we say and even what we are thinking.

3. He wants our lives to show what the power of God can do in a person's life.

Climax: God's purpose in creating us was that we should be lights in the world.

Conclusion: We should be sure that we live in such a way that our friends can see the advantages of serving God.

Response: The students should be able to relate that the Lord knows all about them and explain that He wants them to live for Him in order to be an example to others.

BACKGROUND INFORMATION

From the moment of conception, each person is a unique creation of God. The Psalmist says, "I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works; . . . Thine eyes did see my substance, yet being imperfect; and in thy book all my members were written, . . . when as yet there were none of them" (Psalm 139:14-16). Of Jeremiah God said, "Before I formed thee in the belly I knew thee; and before thou camest forth out of the womb I sanctified thee" (Jeremiah 1:5). And when God identified Himself with mankind in the person of Jesus Christ, He did so not only as an adult but also as a child and even as an unborn infant in the womb of Mary.

Psalm 127:3 states: "Lo, children are an heritage of the LORD: and the fruit of the womb is his reward." Certainly each child is known of God and is a unique treasure unto Him. Because each is a special creation of God we can say with the Psalmist, "Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; . . . Enter into his gates with thanksgiving, and into his courts with praise" (Psalm 100:3,4).

SPECIAL UNIT INSTRUCTIONS

Give each child the name tag for his creation mobile and have him write his name on the line.

Give each child his Mighty Me creation assignment.

IN-CLASS ACTIVITIES

Have each child trace his own hand on a sheet of paper. Then have him cut out the hand and put his

name on it. Use the hands to decorate an area on which you have put the title, GOD CREATED

Make a "Me" chart for each child (see Patterns). Have them finish each statement and then draw a picture of themselves in the picture frame.

Adapt the Bulletin Board idea given under Unit Material using silhouettes of the children in your class. Hold them up one at a time and let your group guess who is shown in the picture. As they tell what made them recognize each person, use this as a basis for talking about how God made each one of us different and special.

Play the "Everybody Is Special" game with your students. Cut out the various heads and legs (see Patterns). Attach each piece to light cardboard and glue a bit of flannel or felt to the back. Attach the shirt picture to an 8½" x 11" cardboard. Glue a piece of flannel or felt above and below the shirt as indicated. Allow the students to pick out the head and legs which they like best, and place them on the flannel to form a complete figure. Talk about how each person is unique, asking the students to tell something about themselves that makes them special.

QUESTIONS

Think of someone you would like to be like. What is special about that person?

Talk about some things that you can do that are different or special? Examples: paint pictures, play an instrument, or play baseball.

How does it make you feel to know that you are special to God? (There is no one else exactly like you.)

What are some of the special things about you that God knows?

What things can you do or say about which God doesn't know?

In what way can a person be a "light" to shine for Jesus?

What can you do to show praise to God?

Why should God have a plan for our lives? How can we know what His plan is?

PRESCHOOL SUGGESTIONS

Give each child a copy of the "I'm One of God's Special Creations" chart (see Patterns) and let them draw a pic-

ture of themselves as one of God's most important creations.

Give each child a copy of the Picture Letter (see Patterns). Let them "read" the letter with your help, apply appropriate stickers in marked places, and sign their name. Perhaps a real mailbox could be placed in your department where the children could "mail" their letter. As an alternative, draw a large mailbox (see Patterns) on construction paper, making it from a double thickness and cutting around the front end on the top sheet so the mailbox can be opened. (Be sure the two sheets are stapled or taped together so when the children put their letters into the mailbox the letters do not fall through.)

Do the following finger play with your students to make them aware of the various abilities God gave them, pointing to each body part as it is mentioned, and performing the actions indicated.

God gave me two bright eyes;
My eyes can see.
God gave me one small nose;
My nose can smell.
God gave me one pretty mouth;
My mouth can talk.
God gave me two little ears;
My ears can hear.
God gave me two arms;
My arms can reach up high.
God gave me two small hands;
My hands can clap and clap.
God gave me ten short fingers;
My fingers can wiggle back and forth.
God gave me two strong legs;
My legs can run.
God gave me two little feet;
My feet can jump so high.
I am happy God made me (point to smile).

REVIEW IDEAS

Make the theme of your review ways we are alike and ways we are different. For instance, show a birthday cake. We all have birthdays, but they are on different days. If you have twins in your department, let them come up and tell ways they are different even though they look alike. Show several toys, and call two students forward to illustrate that one likes to play with trucks and another with dolls. Call up other students to point out that some people have blond hair and others black; some have blue eyes and some have brown. Show paper ice-cream cones, one pink and one brown, and let them raise their hands to show which they like best. Conclude by passing out two kinds of cookies, letting them choose the kind they want (make sure you have plenty of both!).

Put on a "Talented and Gifted" show for your review, using all the children. Begin by having different children come forward to sing a song, do a helpful task for you, smile, etc. When they finish, give them a sticker that says "I'm special" or a Smiley Face sticker. At the end, do a department activity such as singing a song, saying the Lord's Prayer, or reciting the memory verse together. Then give stickers to all the rest of the children, emphasizing that each one of us is special to God and has special things we can do for God.

Using the song "The Butterfly Song (If I Were a Butterfly)" show large picture flashcards as you sing about each animal (see Patterns). Stress the last verse where it talks about "me."

COORDINATING SONGS

"Jesus Made the Rainbow"

"Special Specialties" — The First Sunday Sing-a-long — Maranatha for Kids

"Jesus Loves the Little Children"

"My Hands Belong to You" — Sparrow Records

"There's So Much More to Come" — What's the Matter, Nannybird? — Maranatha for Kids

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

"God's Love Is Like a Circle"

"I Wonder How It Felt" — The Bill Gaither Trio, The Very Best of the Very Best for Kids

"Kids Under Construction" — The Bill Gaither Trio, The Very Best of the Very Best for Kids

SUPPORT MATERIAL

See Support Material for Lessons 2d and 15d

God Made Only One Me — by Gail Robinson, Concordia

You Are Special to Jesus — by Annetta Dellinger, Concordia

God's Plan for Me — by Judy Hull Moore, Moody Press

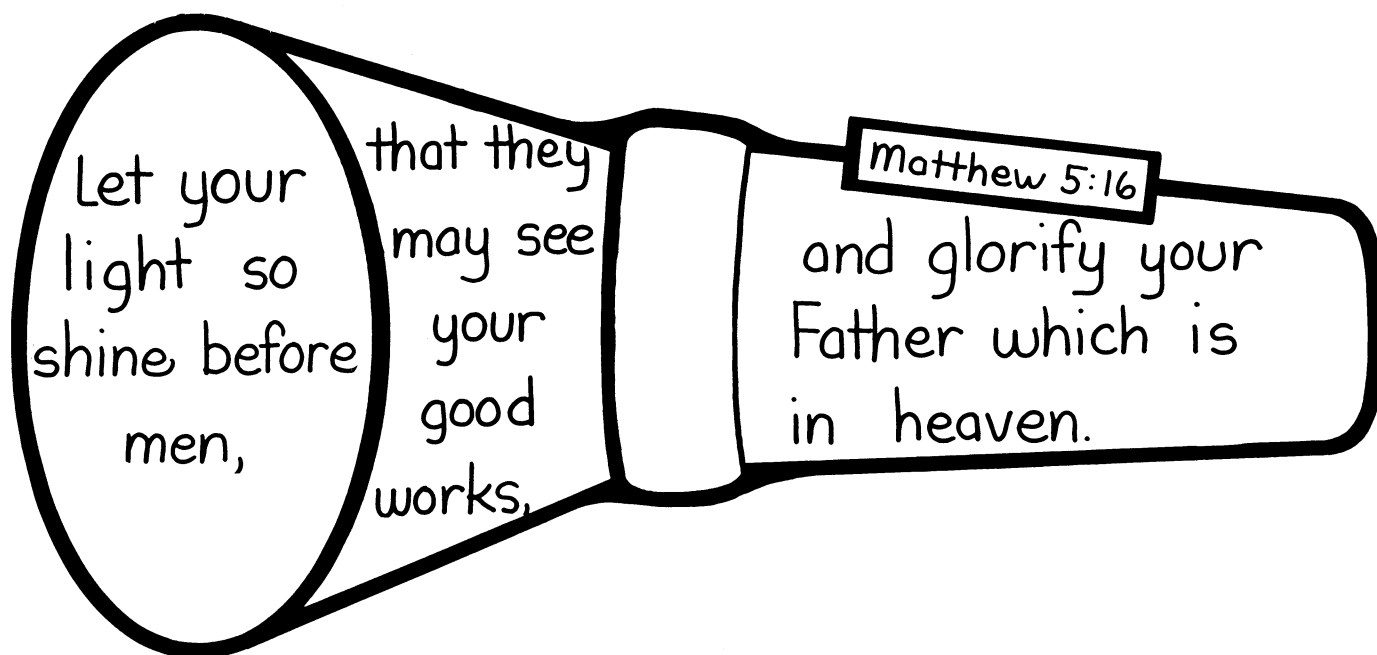
Each One Specially — by Carol Greene

Little Ones — activity workbook by Lynn Heitritter

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



David the King

Lesson 26a — Shepherd Boy

Lesson 26b — David and Goliath

Lesson 26c — Two Friends

Lesson 26d — David Becomes King

OVERVIEW

Our second unit of this quarter is an in-depth character study of one of the most prominent people in the Bible, David — the shepherd boy, the giant-slayer, the friend, and finally, the king. Although the title of our unit reflects only this last position, interwoven through all of the lessons will be the thought of how God was preparing the man He had chosen for the job He had called him to do.

God's selection of David as the one to be anointed by Samuel marks the beginning point of this study. Destined to be Israel's most famous king and the prototype for the promised Messiah, David was Jesse's youngest son and a shepherd, when God's plan for his life began

to be revealed. David's deep trust in God, his courage, and his sense of justice fitted him for the position.

Drama and adventure are woven into this account, and it will be a series sure to capture the interest of your young students. There are valuable lessons to be learned from the story of David which apply even on the primary level. It is important that your students conclude the quarter with an understanding that God sees the heart, that He has promised to be with those who put their trust in Him, that true friendship is an expression of love in good times and bad, and that God's plan in each of our lives will be fulfilled if we yield to Him.

GAMES FOR REVIEW

Cut several "rocks" from brown paper, one rock for each word of the memory verse. (Do not write the words on the rocks.) Tape the rocks to the floor in a stepping-stone pattern across an imaginary river. As the children take turns stepping across the river on the stones they should say one word of the verse for each stone they step on. If they recite the verse correctly they can make it safely to the other side of the river. If they fail, they fall into the river (sit on the floor beside the stones) and must wait for someone to rescue them. When the next person comes by, the child in the "water" has a chance to try and recite the verse again. If he is correct he can be pulled from the water to safety. If not, he must wait for the next person to try to rescue him.

Have the children form a line facing you. Ask them, one at a time, a review question about the story of the day. If they answer the questions correctly they may take a giant step forward. If they fail to give the correct answer they must stay where they are or take a giant step backward.

Give each child a 3" x 5" card and a pencil. Let them draw a small picture using stick people to illustrate one of the stories in this unit. Put the cards in a basket and mix them up. Everyone chooses a card and takes turns identifying the lesson by the picture drawn on the card.

CONTEST IDEAS

At the beginning of the unit, give each child a sheet of construction paper which you have titled, **LEARNING FROM DAVID**. Cut out shapes of the lamb, sling, hearts, and crown for each student on which are written a task for each week (see Patterns). Each Sunday, give them the appropriate shape to go with the following week's lesson and tell them if they bring the shape back with the task completed, they may attach the shape to their construction paper background. At the end of the unit, each student who has accomplished all four tasks should receive a small reward.

Make a dot-to-dot crown chart on heavy paper for each child (see Patterns). At each dot insert a metal paper fastener so yarn can be wrapped around it to connect

the dots. Each week that the students know their memory verse, bring a friend, etc., they may string the yarn from one fastener to another for each deed. The first crown completed is the winner.

Compile a set of Psalms verse cards by writing some of the verses from Psalms that the children would enjoy learning (Psalms 23:1; 29:1; 34:3; 41:1; etc.). Write the complete verse on the card so the parents will have an incentive to help the child. Make enough so all the children will have a chance to learn as many as they want. Mix up the cards in a large box and have the children choose the cards they want. Each week they should bring back the cards they chose and give them to their teachers. At that time the teachers will have them recite the verses. If they are correct the teachers should put the students' name and their own name on the card. The cards are then put into a designated container and that student is awarded a small prize (a bookmark, a sticker, money, etc.) for each verse learned. At the end of the unit the cards are counted and the student who learned the most verses is the grand winner and receives something special (a Bible, a special book, etc.).

BULLETIN BOARD

Enlarge the shapes given with tasks written on them as described under Contest Ideas. Under a large heading, GOD PREPARES DAVID, arrange the shapes. On the lamb write the word "Thankful." On the sling write the word "Courageous." On the heart write the word "Friendly." On the crown write the word "Willing." You might also wish to leave space on your board for your students to post their projects using the same shapes so they can keep visual track of their progress.

This unit is ideal for focusing on the Psalms that David wrote. Prepare the bulletin board titled, POETRY OF KING DAVID (see Patterns). Display the large Bible in the center of your board and put music notes all around it. On each page of the Bible write the words given, "The Lord is my _____. Write this enough times so all of your students can fill in one or more spaces (whatever you choose). Help them a bit to get them started because they might all think they need to write "shepherd" in their blank. Suggest words such as: helper, comforter, encourager, friend, joy. Remember, there are no wrong answers.

UNIT PROJECTS

Copy enough of the Life of David placemats so each child will have a complete set at the end of the unit (see Patterns). Here are two ideas on how to use these:

1. Use four different colors of paper for the mats, one for each Sunday. Laminate each mat with clear contact paper or have them done professionally. Be sure that one side has the place setting and the other side has a memory verse picture. Present these to the children each Sunday and have a special place for them to be kept until they have a complete set at the end of the unit.
2. Each week give the children a copy of the memory verse mat for that Sunday. Let them color their mat and then put it in a special place which you have designated until the end of the unit, at which time you can back each of their mats with the place setting copies you have made and then you have them laminated. The children will have to wait one extra Sunday to receive their completed set.

CHART IDEAS

Make a copy of the David's Story chart for each child (see Patterns). Each week let the students cut out and glue the chosen squares onto the correct spaces.

Prepare a picture-strip chart for each child (see Patterns). Let the children pull the strip through the viewer to show the correct story for each week.

Give each of your students a copy of the crown chart (see Patterns). Each week give them a jewel (made from different colors of paper) to add to their crown.

SUPPORT MATERIAL

David and Goliath — coloring strip — 8 17" x 2' panels join to form a mural, Concordia

The Shepherd Psalm — bookmark, picture of shepherd, Standard Publishing

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

Old Testament Bible Pictures to Color — 8 each of 6 pictures, Standard Publishing

David: Shepherd, Musician, and King — Biblearn Series, Broadman Press

David — book by Rebecca Daniel, Shining Star

TEXT I Samuel 13:14; 16:4-13; Acts 13:22

OBJECTIVE The students will be able to relate that the shepherd boy, David, was chosen to be king because he was a man after God's own heart. They will be able to explain that God looked on his heart and not on the outward appearance as does man.

MEMORY VERSE Man looketh on the outward appearance, but the LORD looketh on the heart. — I Samuel 16:7

Shepherd Boy

MEMORY VERSE IN ACTION

MAN — Point to self.

LOOKETH — Hold cupped hands around eyes.

ON THE OUTWARD APPEARANCE — Point to various parts of body.

BUT 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.

LOOKETH — Hold cupped hands around eyes.

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

MEMORY VERSE VISUALIZED

This week our memory verse display features a boy holding a magnifying glass, and a large heart. (See pattern at the end of this lesson.) Cut apart the pieces on the heavy black lines and place them on your board in the correct sequence as your students recite the verse.

BIBLE LESSON OUTLINE

As your opener use the In-Class Activity which uses various boxes or containers familiar to children. Prior to class time, remove the original contents and substitute something else. Ask your students what they think is inside of each container. When you show them what is actually inside, explain that we judge the contents by the outside. We look at people in the same way, but God looks inside the heart and can see what is really there.

1. When King Saul failed to obey the Lord, the Lord told him his kingdom would not continue. This meant that another king must be chosen.
 2. The Prophet Samuel told King Saul that God had chosen a man after His own heart to be the ruler of His people.
 3. God sent Samuel to Bethlehem to anoint one of the eight sons of Jesse to be king of Israel.
 4. Samuel thought Jesse's oldest son was surely the Lord's chosen one. But God revealed to Samuel that He looked on the heart.
- Climax: God revealed that David, the youngest son

who was out tending the sheep, was the man He had chosen, and David was anointed.

Conclusion: David was not chosen because he was the oldest, the youngest, the biggest, or the strongest, but because He loved the Lord, and the Lord could see in his heart the qualities that were needed to be a faithful and good king.

Response: The students will be able to relate the events surrounding David's anointing as future king of Israel, and will be able to explain why God chose him.

BACKGROUND INFORMATION

David was the youngest of the eight sons of Jesse, a man of no great rank from the small community of Bethlehem. As a youth he had the unenviable job of tending his father's sheep. However, it pleased God to raise David from this humble state to be the ruler of His flock, the nation of Israel. As a shepherd David faced many hardships and dangers. He doubtless spent many lonely days and nights braving the elements and wild beasts as he faithfully fulfilled this humble task. David used this time wisely, though, by learning to play the harp and meditating on the Lord. Many of the Psalms are a direct result of David's time with God as he herded his father's flock on the hills of Bethlehem. David took his job seriously and when the flock was threatened he was willing to do whatever was necessary to protect it (I Samuel 17:34).

When Samuel was sent to anoint Saul's successor, God was looking for "a man after his own heart" (I Samuel 13:4) and that man was David, a man with a shepherd's heart, a man able to lead the flock of God and willing to lay down his life for the "sheep." This is in contrast to Saul whom God had rejected because he had become proud, jealous, and self-seeking.

SPECIAL UNIT INSTRUCTIONS

Prepare the "Shepherd Boy" place mat for your students, as described in the unit material under the heading Unit Projects.

IN-CLASS ACTIVITIES

For a snack treat related to your lesson this Sunday, make marshmallow lambs for each of your students using a large marshmallow for the body and smaller ones for the legs, head, and tail. Attach the smaller pieces with a small amount of confectioner's sugar icing. Eyes can be made from tiny pieces of gumdrops.

Make a set of eight paper-tube dolls. (Use paper towel tubes, toilet tissue tubes, or tubes from wrapping paper.) Draw nice faces and clothing on each tube to represent David and his brothers. To the inside of each tube tape a short piece of string which has a little paper heart taped on the other end. Leave seven of the hearts blank. On David's heart write the words "God's Choice." This will help you explain the memory verse telling how God looks on the heart while man can only see the outward appearance.

Bring a number of boxes or containers of articles familiar to children. Some possibilities: a cereal box, a band-aid box, a wrapper for a candy bar. Prior to class time, remove the usual contents and substitute something else. In your class presentation, ask the children what they think is inside each container. Use this to illustrate how we judge the contents by the outside but God looks inside and can see what is really there.

QUESTIONS

Who was Samuel? What do you remember about Samuel as a child?

How did Samuel know he should anoint David and not one of David's brothers?

What was it about David that caused God to want to use him?

How did Samuel indicate that David was God's choice?

Why doesn't God always choose the biggest, best looking, most popular people to do work for Him?

Look in a mirror. What do you see? Is this the way your friends see you? Is this the way God sees you?

How will you look on the outside if your heart is good on the inside? (Happy, etc.)

Tell how God has helped you when you needed Him.

Talk about some things that you can do for God.

PRESCHOOL SUGGESTIONS

Bring a doll and a fancy perfume bottle filled with

sweet-smelling oil. Demonstrate for the children what Samuel probably did when he anointed David.

Make a paper chain of seven "brothers" and a separate one of David. Show the hearts on the back of each brother as they are brought before Samuel. Tell the children that Samuel only saw their smiles but God saw their hearts. David's heart was the kind of heart God was looking for. David was God's choice.

Bring pictures of a lion and a bear to show how brave David was and how the Lord was with him to help him protect his sheep.

Make a series of hearts that open, using various colors of construction paper. If you wish, decorate the outside of each heart so it looks pretty. Tell your class that the hearts represent the hearts of David and his brothers. Inside seven of the hearts have nothing. In the last heart — David's — put a picture of Jesus and write, "God's Choice."

Let the children draw the curly fleece on the lamb (see pattern of lamb in 16b), while you talk about how David faithfully did his job of caring for the sheep.

REVIEW IDEAS

Bring some books to class and show them to the children with the idea that you can't always tell what is in a book by its cover. The same is true with people. Sometimes people might look really nice on the outside but on the inside they could be very mean. A book with a really nice cover might be empty inside.

Make eight large hearts (see Patterns). On the outside of them write different things: good looking, kind, good friend, nice, smart, etc. Inside the one that is David's, write "The Chosen One." Explain that we see people on the outside but God sees them on the inside.

Bring eight life-sized faces of David and his brothers and one crown (see Patterns). As you show each face talk about what Samuel probably thought when each of Jesse's sons were brought before him. When you show David's face and talk about him, have the crown ready to see if it fits even though he did not receive the crown at that time.

COORDINATING SONGS

"Into My Heart"

"You're Something Special" — The Bill Gaither Trio for Kids — song book

"I Have the Joy"

SUPPORT MATERIAL

David the Shepherd Boy — inlay puzzle, Standard Publishing

The Shepherd Psalm — bookmark, Standard Publishing

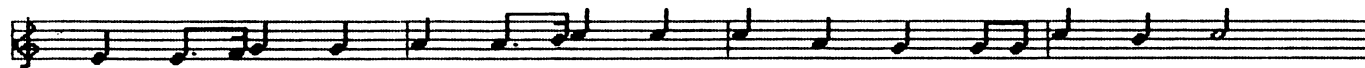
David the Shepherd — Happy Day book, Standard Publishing

David the Shepherd Boy — Little Fish Surprise picture book series

MEMORY VERSE SONG

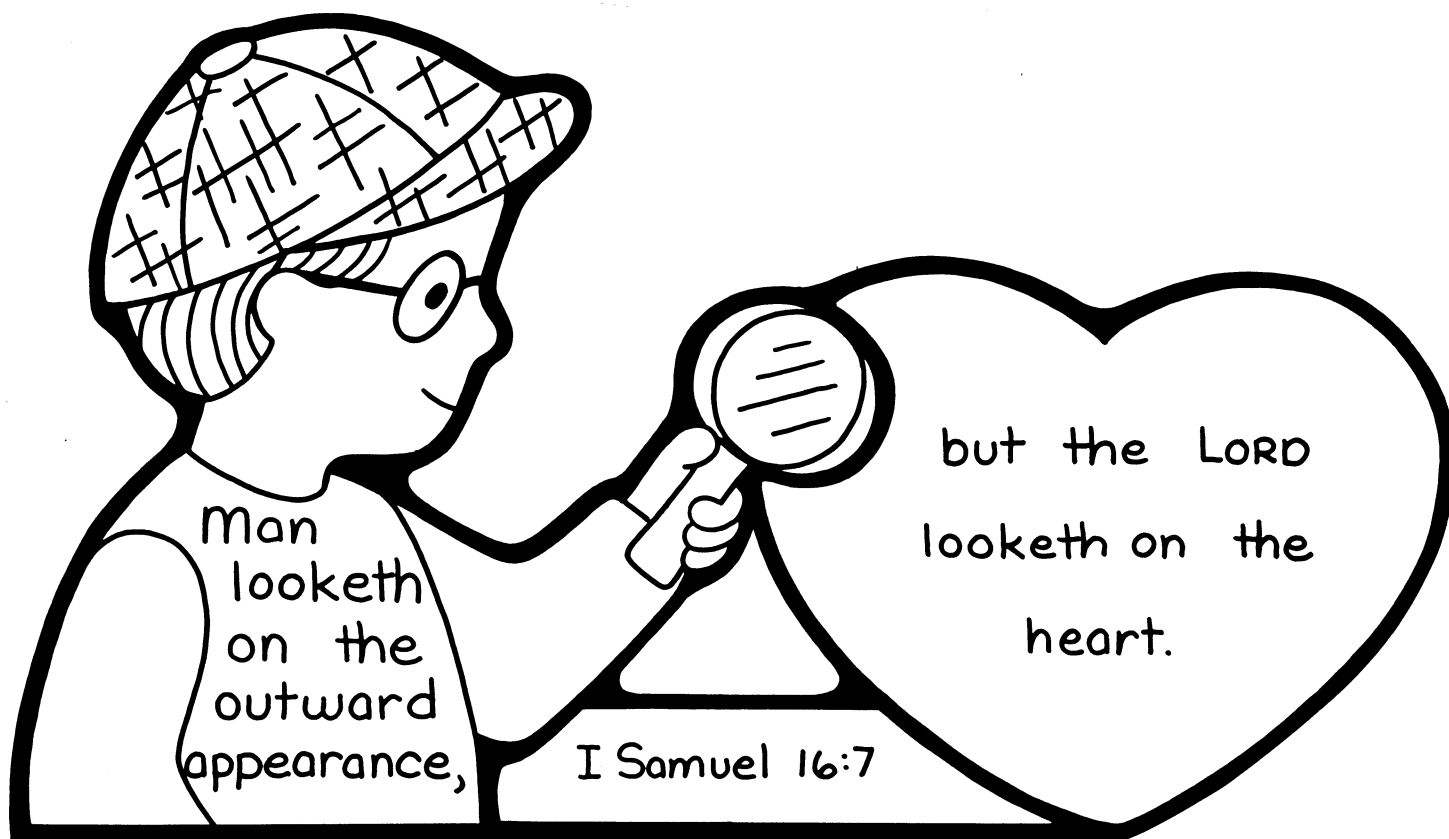


Man look-eth on the out - ward ap-pear - ance, but the LORD look - eth on the heart.



Man look-eth on the out - ward ap-pear - ance, but the LORD looketh on the heart.

MEMORY VERSE VISUALIZED



TEXT I Samuel 17:17-51; Isaiah 26:3

OBJECTIVE The students will be able to explain that David trusted in God because he had proven God to be his strength, and will be able to relate how this was proved in his encounter with Goliath. They will be able to tell what promise is given to those who trust God. (They will be kept in perfect peace.)

MEMORY VERSE I will trust, and not be afraid: for the LORD JEHOVAH is my strength and my song. — Isaiah 12:2

David and Goliath

MEMORY VERSE IN ACTION

I WILL TRUST — Hold fists on top of each other at eye level as though holding to an imaginary rope.

AND NOT BE AFRAID — Open eyes and mouth wide as you tremble hands at eye level.

FOR THE LORD JEHOVAH — Point up.

IS MY STRENGTH — Flex bicep muscle.

AND MY SONG — Touch fingers to mouth with both hands; move away from face while wiggling fingers.

MEMORY VERSE VISUALIZED

A little girl looking out the window beside her bed is the visualization for this week's verse. (See pattern at the end of this lesson.) Arrange the pieces on your board in the correct order as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Draw a face with large, scared eyes at the top of your chalkboard. Ask your class to tell some of the things they are afraid of, or things they know others fear. Write these down. Then explain that the things we are afraid of can be like a giant to us, but God promises to help us win the victory, even over giants!

1. David was sent by his father to take food supplies to his brothers in the army, and there he saw the giant Goliath.

2. God had helped David kill a lion and a bear, and he volunteered to fight the Philistine champion.

3. David refused to wear armor he had not proved, but instead took his sling and five smooth stones from the brook.

Climax: God helped David slay the giant.

Conclusion: David was able to win the victory because he trusted in the living God and not in his own ability. We can also have victory if we will trust God to help us.

Response: The students will be able to tell the story of how David slew the giant, and will be able to relate

this to how we can also trust God when we face problems or troublesome situations.

BACKGROUND INFORMATION

The familiar story of David and Goliath is still inspiring to all who study it. It must have been an amazing sight to see a stripling like David face the massive giant some nine feet tall. Saul's armor was of no use to David, for he chose to rely on the weapons he had proven, his sling and his God. There was also a spiritual side to this battle. Saul and his army were cowering before this man who defied God, apparently because they had forgotten God's promises and commands to never fear their enemies but to trust in the Lord (see Exodus 14:13,14; Numbers 14:9; Joshua 10:8). David recognized the problem immediately and said, "Who is this uncircumcised Philistine that he should defy the armies of the living God?" and a little later, "Let no man's heart fail because of him; thy servant will go and fight with this Philistine" (I Samuel 17:26,32). David's confidence was not in his own prowess but in the power of God (I Samuel 17:37). Through God's direction only one stone was needed to put the whole Philistine army to flight. A man skilled in the use of a sling could hurl a baseball-sized stone with great accuracy at the speed of 100 miles per hour.

Having rejected Saul's armor, David went out to meet the enemy with the equipment of a shepherd: a staff, a shepherd's bag, and a sling (I Samuel 17:40). And this was appropriate, seeing that he was the newly-appointed shepherd of the people going out to defend the threatened flock of God. He was willing to jeopardize his own life for the sake of the sheep, proving again that he was "a man after God's own heart."

SPECIAL UNIT INSTRUCTIONS

Prepare the "David and Goliath" place mat for your students.

IN-CLASS ACTIVITIES

Make a foot from colored paper for each child in your class (see Patterns). Let each of them finish the circles for the faces of David and Goliath.

Make a pencil box felt board for each child. Use a cardboard pencil box (found with the school supplies at the store) and cover the inside of the lid with felt. Use construction paper or some other type of heavy paper to make a copy of the David and Goliath story characters for each child (see Patterns). Glue a piece of felt on the back of each piece so it will stick to the felt board lid. The children may use this to help you tell the story and then store the pieces in the box, close the lid, and take it home!

Copy David, Goliath, and soldiers stand-up figures onto heavy paper (see Patterns). Cut out and give one to each child in your class to color. Have each child use these figures during the class time when you give the lesson.

QUESTIONS

Why wasn't David afraid of the giant Goliath?

What are some things that might seem like "giants" to us — things we might be afraid of?

Why wouldn't David use Saul's armor?

Do you think it was just a good shot that David hit the giant in the head or did God direct that stone to the giant's head?

Will God help us fight our battles?

What kinds of battles do Christians have?

Why did Goliath curse and make fun of David when he saw him?

How do you feel when people laugh and make fun of you? Do you run or stand up for what you know is right?

PRESCHOOL SUGGESTIONS

Make a small drawstring bag for each child. When you come to the part in your story where David goes to the river for five smooth stones, give each of the children

five pieces of rock candy to put into their bag to take home.

Bring some objects to class that might represent things children would be afraid of; for instance, a stuffed dog, a picture of a crowd of people, a flashlight (to represent the dark). Use these things along with a picture of Jesus to illustrate that no matter what frightens us, Jesus promises that if we trust in Him He will be with us and take care of us.

A class of boys would enjoy setting up two opposing armies of plastic figures in different colors. Have a plastic figure from a larger set, or a bendable action figure to represent Goliath. You may wish to set up your scene on a piece of large green felt with a strip of blue felt running through the middle to represent the stream. Place several small rocks on the stream bed and let one boy choose five smooth ones.

REVIEW IDEAS

Use people to act out the story of David and Goliath. To show the contrast in size, use the tallest man you can find in your church and one of the children in the Sunday school department. Tell the children that with God on our side even the smallest person can win the battle with a giant.

Set up a puppet show for the children, using whatever puppets you need, to tell the story of David and Goliath.

There are some excellent tape/record and book combinations telling the story of David and Goliath. Consider doing an overhead review using the book as the basis for your illustration, and the tape as the background narration.

COORDINATING SONGS

"Only a Boy Named David"

"Victory in Jesus"

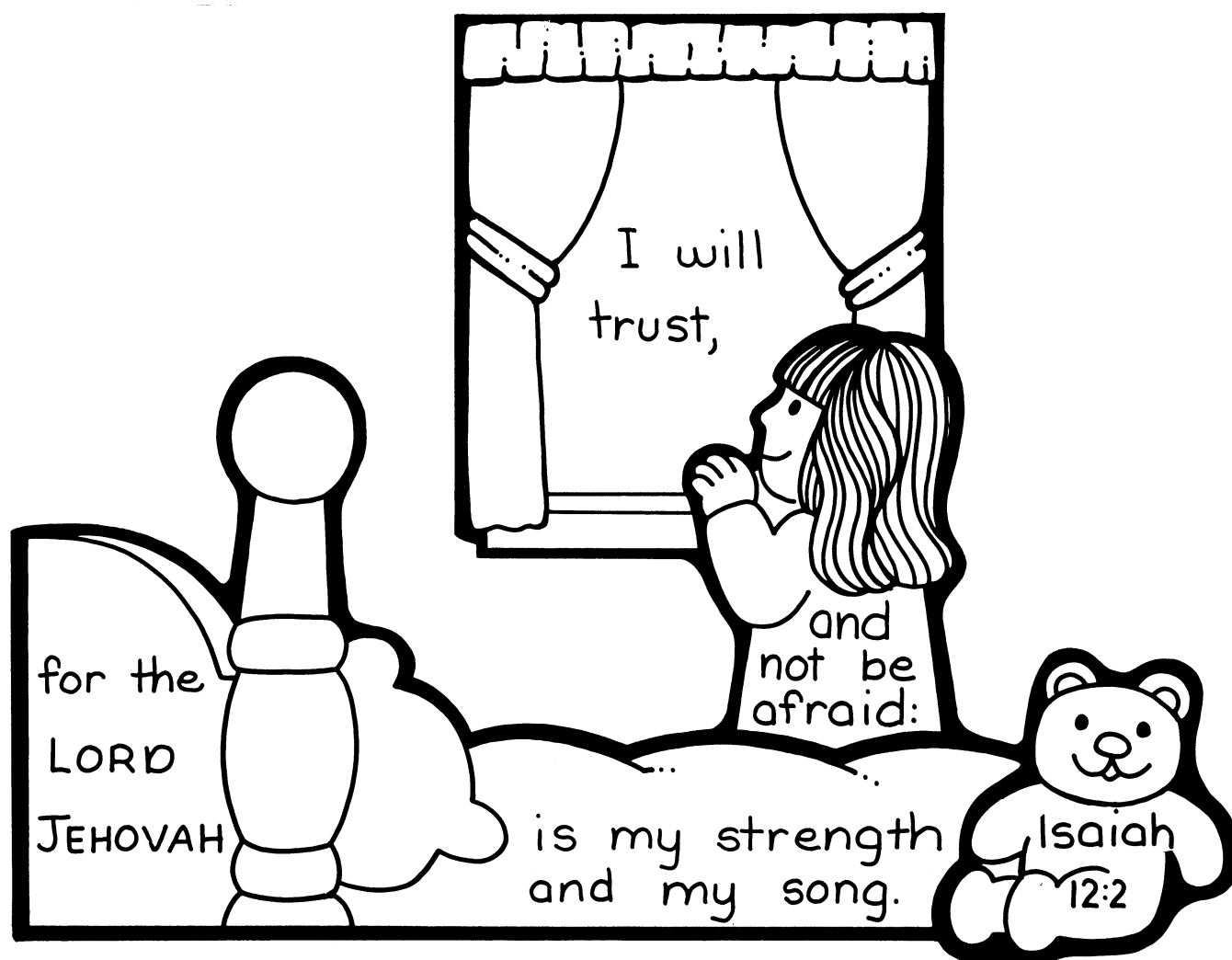
SUPPORT MATERIAL

The Boy With a Sling — Arch book, Concordia
Bible Children — Classroom story and activity book, 8 each of 6 stories and pictures, Standard Publishing
Bible Play Along — book and tape
The Story of David and Goliath — coloring book by Dorothy Smith
David and Goliath — Stories That Live, Series 1, Book 3

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT I Samuel 18:1-4; 19:1-7; 20:11-23,35-42

OBJECTIVE The students will be able to explain that David and Jonathan were true friends because they loved each other in good times as well as bad.

MEMORY VERSE A friend loveth at all times. — Proverbs 17:17

Two Friends

MEMORY VERSE IN ACTION

A FRIEND — Right hand shakes hands with left hand.

LOVETH — Cross fists over heart.

AT ALL TIMES — Point to wrist watch.

MEMORY VERSE VISUALIZED

This week our memory verse is depicted by two children sitting in a heart, holding on to the sides. (See pattern at the end of this lesson.) Arrange the pieces on your board one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a number of pictures cut from magazines showing friends doing a variety of things together. Ask your students to define what they think a friend is. Do friends have to be the same age? Same nationality? Same background? Tell them that the Bible story for today is a beautiful example of a friendship in which the two people were very different.

1. Prince Jonathan recognized that the Spirit of the Lord was in David and became his true friend, even though David's background was very humble.

2. King Saul became jealous of David and wanted him killed, but Jonathan interceded for his friend and Saul promised not to kill him.

3. Saul's jealousy persisted, and Jonathan let David know that Saul was still determined to kill him.

4. David and Jonathan made a friendship pact before the Lord that was to endure forever.

Climax: Jonathan loved David as a dear friend even though he knew that David would one day be king instead of him.

Conclusion: True loving friendship is much deeper than just a surface relationship.

Response: The students will be able to describe the friendship of David and Jonathan, and will be able to explain that real friendship is more than just being nice to someone for personal advantage.

BACKGROUND INFORMATION

David talked to Saul at length after the defeat of Goliath. Most likely he spoke about how his faith in God

was the reason for his courage. As Jonathan, a man of kindred spirit, listened, he was attracted to David in such a way that the Scripture says "the soul of Jonathan was knit with the soul of David" (I Samuel 18:1). The two made a covenant that day and Jonathan sealed that covenant by giving David his robe, his weapons, and his belt (girdle). Jonathan's gift to David was a great honor. Most of Israel's soldiers had only crude implements but Jonathan's weapons were the very best. The belt was a folded woolen cloth tied around the waist and often used to hold a man's sword. The robe was an important part of a man's wardrobe and was certainly better than any the simple shepherd boy had ever owned. This may have also indicated Jonathan's recognition that David was to be the next king in his stead.

Although his father was an extremely jealous man, Jonathan showed no trace of jealousy, but willingly accepted David's appointment by God to the throne. Neither personal ambition nor family quarrels could separate these two friends. These were not "fair-weather friends." They stood true to each other though tested by many trials and troubles. Most importantly, however, their friendship was based upon a mutual, deep, and abiding faith in the God of Israel as evidenced by Jonathan's words in I Samuel 14:6,12 and David's words in I Samuel 17:37,46.

SPECIAL UNIT INSTRUCTIONS

Prepare the "David and Jonathan" place mat for your students.

IN-CLASS ACTIVITIES

Cut out a friendship van for each child in your class (see Patterns). Have the children color the van and then fold along broken lines. (Be sure you have cut around bottom half of the tires and the slit on the top of the van.) Paste the A flaps together and the B flaps together. Bend, but do not crease, the front of the van down and paste to the B flap. Do the same to the back of the van and paste to the A flap. Carefully open the slits at the bottom of each wheel, folding flaps to close the bottom of the van and paste together the areas

marked C. Have them fill in the name of a friend on the key sign and put it in the slit on top of the van. Allow them time to tell about the friend they chose. Then they may give the van to their friend.

Talk with your class about how we treat our friends. We don't say bad things about them, we help them when they need our help, and we give them nice surprises, such as a card. Give each child a piece of paper and have him make a card for one of his friends. On it could be written, "Thank you for being my friend," or "I'm so glad that you are my friend." Pass out crayons, stickers, and other such items with which the cards could be decorated.

Prepare a paper bag coat for each student to decorate (see Patterns). Use this when you talk about Jonathan sharing his coat and other things with David.

Give each child a set of the finger puppets representing David and Jonathan (see Patterns). These could also be glued on popsicle sticks for the children to hold as you relate the story.

Make two hearts from felt. Decorate one with fancy trim to represent Jonathan's heart. The other should be the same size, but very plain and simple. Sew one side of a Velcro strip to each heart, so the two hearts can be joined. Explain that the Bible tells us David's and Jonathan's hearts were joined together, they were that good friends.

QUESTIONS

Why does God want us to have good friends?

Why do you suppose David and Jonathan were such good friends?

What types of persons are bad for us to have as friends? Should we be friends with just anyone?

How should we choose our friends?

What are some things that make a good friendship?

What does it mean to be loyal? Explain how Jonathan was loyal to David and David was loyal to Jonathan.

Talk about some ways that you can be a better friend.

Tell about a time your friend has helped you.

PRESCHOOL SUGGESTIONS

Act out a story using finger puppets (see Patterns) or dolls. Have the characters playing nicely and then have

them start arguing, not wanting to share, etc. Talk about how important it is to treat our friends well if we want to keep them as friends.

Talk about what a friend is. Show pictures of children doing things together — playing, eating, sleeping, etc. Explain that Jesus puts special love in our hearts for our friends.

Use a series of stick puppets or pictures to show the contrast between David and Jonathan (see Patterns). On one side put David's simple shepherd's robe, on the other, Jonathan's princely attire. Continue through series, showing the tent and a palace, a sling and a fancy sword and bow, a simple hat and a crown, simple food and food on fancy dishes. Bring out that though Jonathan had much more than David, David was not jealous. And Jonathan was happy to share with his friend.

REVIEW IDEAS

Look over the children in your department and set up a chain of friendship. For example: Johnny and Billy are friends, Billy and Nancy are cousins and good friends, Nancy and Jill go to school together and play together, Jill and her brother Tommy are good friends, Tommy likes Paul who is in his Sunday school class. Sunday school class is a good place to make friends. Talk about how much fun it is to have friends and ways to make and keep friends. Give each child a tag which states, "Join the David and Jonathan Club! We like friends!" (see Patterns).

Think of some of the ways other teachers in your department have been friends to you. Make a large heart of construction paper for each kind deed or evidence of friendship you will talk about, and briefly write this on the heart. Start your review by telling the assembled group that you are going to introduce them to some of your friends. Call the teachers forward one at a time. Present each one in turn with a paper heart and talk about how they showed themselves as friends.

Fill six balloons with helium and tie a string on each. On the first one draw a happy face. (My friend likes me when I'm happy.) Then draw a crying face. (My friend tries to comfort me when I'm sad.) Continue on with a lonely face, a scared face, a hurt face (bandaid on cheek), and a wondering face. As you present each balloon, talk about how a true friend will react to each mood. Hand each balloon to a different person in the audience as you talk. At the end, call all the people holding balloons up and tell your group that these are all your friends. As you go through the different moods, be sure to bring in how Jonathan and David were friends in these times too.

COORDINATING SONGS

"What a Friend We Have in Jesus"

"Ha La La La" — The First Sunday Sing-a-long — Maranatha for Kids

"We Can Be Friends" — What's the Matter, Nannybird?" — Maranatha for Kids

"That's Him" — The Bill Gaither Trio, For Kids — song book

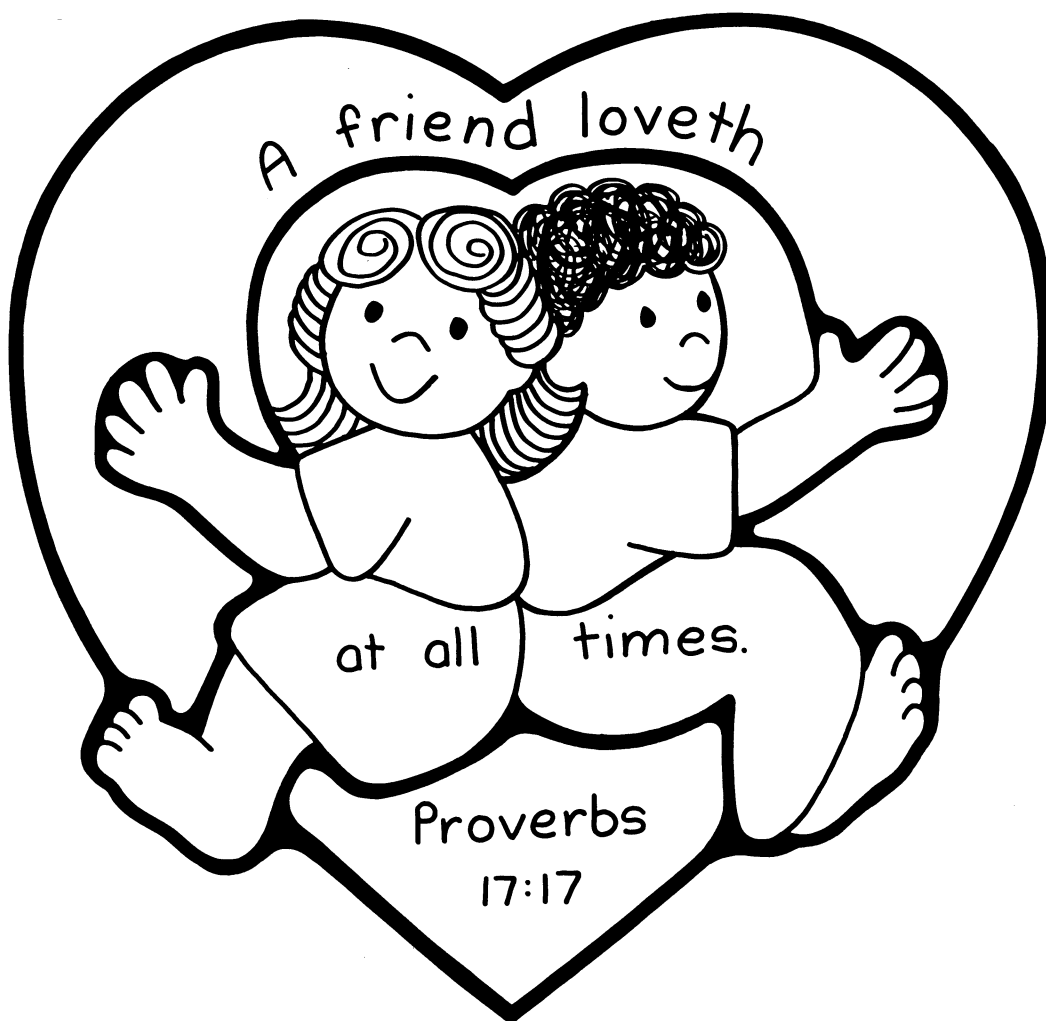
SUPPORT MATERIAL

Friends — book by Debby Anderson

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT II Samuel 2:1-7; 5:1-5

OBJECTIVE The students will be able to relate that God's anointed was at last made king.

MEMORY VERSE Thus saith the LORD God of Israel, I anointed thee king over Israel. — II Samuel 12:7

David Becomes King

MEMORY VERSE IN ACTION

THUS SAITH — The right index finger, pointing to the left, is held before the mouth and rolls forward in a circular movement.

THE LORD GOD — Point up.

OF ISRAEL — Extend only the right little finger and touch both sides of your chin.

I ANOINTED THEE — With the right hand cupped, make a motion as if pouring something over your head.

KING — Place an imaginary crown on your head.

OVER ISRAEL — Extend only the right little finger and touch both sides of your chin.

MEMORY VERSE VISUALIZED

A king with a crown is the main feature of our visualization of this week's memory verse. (See pattern at the end of this lesson.) Cut out the pieces on the heavy black lines, and arrange them in the proper sequence as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Use the Preschool idea using a "Quality Crown" for your class opener. Talk about the qualities of David as the children add each jewel to the crowns.

1. Saul and three of his sons were slain, and the men of Judah made David king over Judah.

2. The Lord had told David to go to Hebron, and from there he ruled over Judah.

3. After the death of Saul's son, the elders of Israel came to David and anointed him to be king over all of Israel.

Climax: David was chosen by God to be the king over Israel, and in today's lesson we read how this came to pass.

Conclusion: God knew that David had qualities that would make him a good leader, and so he was chosen and anointed king.

Response: Your students will be able to relate how David was made king, and will understand that if we are called by God to work for Him, He will, in His own time, make it possible.

BACKGROUND INFORMATION

In Bible times oils and ointments were considered

necessities of life. Both men and women would rub their skin with oil to protect it from the hot, dry climate, and this practice was only omitted during times of mourning. Sometimes people dabbed themselves with the "oil of gladness" as a sign of rejoicing. However, on certain occasions, a person was anointed with oil as a sign that he was being set apart as someone special. For instance, at times a guest would be honored by his host by having a few drops of scented oil brushed on his forehead. Certain objects were also set apart for special purposes in this manner, as in the case of the furniture and vessels used in the tabernacle worship by Moses and the Israelites. Priests were anointed as a sign that they were entering God's service for life. This was accomplished by pouring a specially blended oil over their heads. It was a symbol that the Spirit of God was upon this person, setting him apart for a special purpose. This was true of kings also, as they were not only to be political rulers but spiritual leaders as well, working with the prophets and priests to govern Israel. This gave the king the authority to act as "the Lord's anointed" serving as His representative.

The anointing of David by Samuel (I Samuel 16:13) and later by the elders of Judah (II Samuel 2:4) and finally by the elders of Israel (the northern ten tribes) (II Samuel 5:3) was a recognition by man of the true anointing of God upon David to be the shepherd of Israel. As the elders of Israel said, "The LORD said to thee, Thou shalt feed my people Israel" (II Samuel 5:2). This was a foreshadowing of the Good Shepherd who was anointed with the Spirit of the Lord to "preach the gospel to the poor . . . to heal the brokenhearted, to preach deliverance to the captives, and recovering of sight to the blind, to set at liberty them that are bruised" (Luke 4:18; Isaiah 61:1).

SPECIAL UNIT INSTRUCTIONS

Prepare the "King David" place mat for your students. They may take the set home this Sunday.

IN-CLASS ACTIVITIES

Give each child a tetrahedron on the life of David (see Patterns). They may color and assemble it in class as time permits.

Interview “King David” and ask him about his life and the things he had to go through before he became king. Ask him to tell what it feels like now that he has finally been crowned king.

Make a mobile of the life of David (see Patterns) and the ways you can use his life as an example. Use a different colored paper for each of the different pieces and string the mobile together with yarn.

QUESTIONS

Why did David finally become king?

God kept His word to David. Tell about a promise God made to you or your family and how that promise was kept.

Can men stop God’s will from being fulfilled? Why or why not?

David had to wait a long, long time before he could be king. Talk about times when you’ve had to wait a while before you could do something that you wanted to do.

David asked the Lord what he should do. How do we get to know God’s will for us?

How do we know that David didn’t hate Saul? How should we treat someone who says or does something bad to us?

Why did David reign over only one tribe of Israel at first? How long was it before he reigned over all Israel?

What are some of the character traits of David that God looks for in us too?

PRESCHOOL SUGGESTIONS

Make for each child a king from paper or a styrofoam cup (see Patterns). Turn the cup upside down and color the king’s robe. Draw a face on a small styrofoam ball and attach it to the cup by poking two toothpicks through the head and into the cup. Fashion the arms from pipe cleaners and attach to the sides of the cup with tape or staples.

Make finger jello from yellow jello and cut it into little crown shapes. This will make a fun snack as you talk about the crown David received.

Give each of the children a Quality Crown to add jewels to (see Patterns). As each jewel is glued onto a point of the crown, talk about that quality in David and how it can also be a part of each of their lives; i.e., Thankful: David wrote Psalms of thankfulness — we can show

Jesus we are thankful; Courageous: David was brave because he knew God would be with him — we can be brave also because God will be with us; Friendly: David was a true friend to Jonathan — we can learn to be a friend to people we know; Faithful: David had faith that God would someday make him king — we can trust God to keep His promises to us also.

REVIEW IDEAS

Make a large set of footprints and arrange them across the front of the area where you will be giving your review. Explain to your group that David had certain qualifications and did certain things that made him the one God chose to be king. You might say that each of these qualifications was a “footstep” leading to the goal. Call on volunteers to come forward and pick up one footprint at a time, and read the word written on it. Discuss how David exhibited this qualification, and also how we can show the same quality. Some possible word choices: thankful, faithful, obedient, willing, courageous, trusting, caring.

Adapt the Quality Crown idea from the Preschool Suggestions only have one large crown instead of small ones for each child.

Parallel David’s waiting to become king, to your waiting for your birthday. Begin by holding up a large calendar with a date circled in red. Explain the significance of the date. Talk about how hard it is to wait, and why you are looking forward to it. Tell them that on your birthday you might get to wear a special party hat (put one on) and maybe you will get some new clothes to wear (put on a sweater or fancy shirt). Then explain to your group that your story today is about a young man who had to wait for something exciting. He didn’t know the exact date, but he knew for sure it would happen because God had said so. When you tell them how David became king, replace your party hat with a crown. Replace your new shirt with a robe like a king might wear. (Perhaps this could be borrowed from Christmas costumes. Otherwise, a fancy piece of brocade material could work.)

COORDINATING SONGS

“Have Patience” — Maranatha Song — Herbert the Snail.

“God Can Do Anything But Fail”

“I Am A Promise” — The Bill Gaither Trio for Kids — songbook

“My God Is So Great”

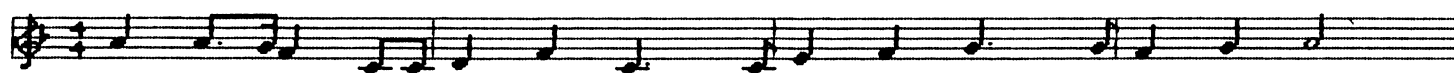
SUPPORT MATERIAL

See Support Material for this Unit

Make Way for the King — by Eliz. Campbell Murphy

ABC Bible Characters — by J. M. Stifle

MEMORY VERSE SONG

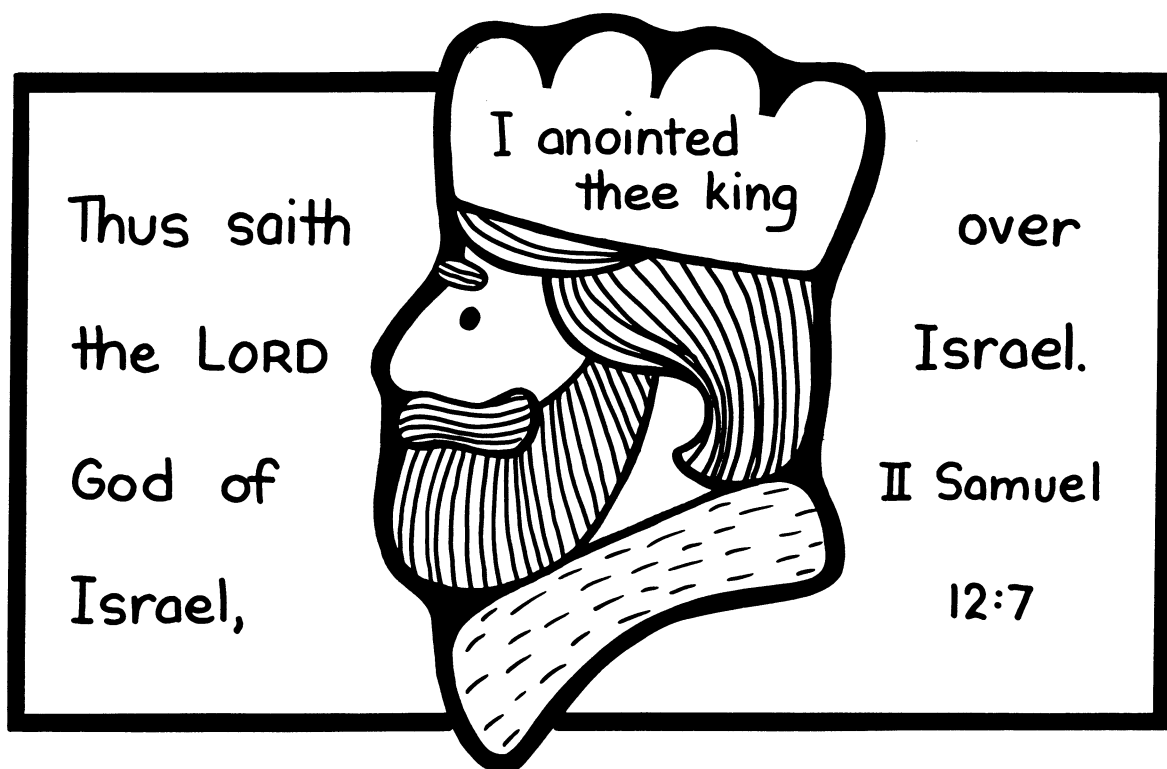


Thus saith the LORD God of Is - ra - el, of Is - ra - el, of Is - ra - el.



Thus saith the LORD God of Is - ra - el, I a-noin-ted thee king o - ver Is - ra - el.

MEMORY VERSE VISUALIZED



Thanksgiving

Lesson 27a — It Is Good to Give Thanks

Lesson 27b — Jesus Heals Ten Lepers

Lesson 27c — Woman at the Well

Lesson 27d — Feeding the 4000

Lesson 27e — Paul Gives Thanks to Jesus

OVERVIEW

The theme of our final unit this quarter revolves around the importance of giving thanks to God. God's Holy Word is filled with excellent advice. It teaches us how to live and is our guide to our heavenly home. And among the explicit teachings of the Bible is the necessity of offering praise and worship to God.

The spirit of thanksgiving is one of the fruits of a genuine experience in the Lord. It is not only an inspiration and uplift to those who hear and observe it, but it is pleasing in the ears of the Lord! Even young primary children need to grasp this important truth.

With this thought in mind, our unit opens with a general lesson on why it is good to give thanks to the Lord, bringing out ways that this thanks can be offered to

Him. Subsequent lessons offer various examples of thanksgiving: the one leper who came back to express his gratitude to Jesus for healing, the woman at the well who wanted to tell others what Jesus had done for her, Jesus' own example of giving thanks when He blessed the loaves and fishes and fed the multitude, and the Apostle Paul's thanksgiving for a victorious life.

As this is Thanksgiving month, you will find suggested a number of ways the holiday can be tied in with these five lessons. However, the unit should be developed with the thought that being thankful is not a one-time occurrence, nor is it something we practice only at this time of year. It is an attitude of heart and mind that we should all possess, no matter what our age or circumstance in life.

GAMES FOR REVIEW

Cut 10 corn shocks from yellow paper (see Patterns). Mark them from 1 to 10 on one side and the letters G-I-V-E T-H-A-N-K-S on the other side. Line them up on a flannel board with the numbers showing. Have 10 questions from the previous lessons and number them 1 to 10. Scramble the questions on the lower part of the board and have a child choose a number. When the question is answered the corn shock with the matching number is turned over so the letter shows. The first child to guess what you are spelling before all the letters are turned over receives a prize.

Make up a list of questions pertaining to the month's lessons. Begin by having a volunteer come forward. Give him two signs, one that says RIGHT and one that says WRONG. Ask for another volunteer to answer a question. After he answers, the sign holder must determine whether the answer is right or wrong and hold up the appropriate sign. If both are right, they both get a

prize. If the person who answers the question is right but the sign holder wrong, then the one who answered gets a prize and gets to hold the signs for the next question. If the sign holder is right and the other person wrong, then the sign holder gets a prize and you pick two more volunteers.

CONTEST IDEAS

On your board have a large picture of Jesus with the heading GIFTS OF THANKS TO JESUS. Make up a number of small gifts (cut out of paper) to place on the board (see Present pattern for lesson 4d). Also wrap up a real gift for each child, but wrap it several times so there are several layers to unwrap. The Sunday before the contest begins, be sure to tell your class you will be giving each one of them a gift to begin unwrapping the following Sunday if they bring their Bible. You can choose whatever you would like for each Sunday (bringing a friend, knowing key verse, etc.). Each time a child completes the assignment, another layer is un-

wrapped from the gift, and he can put one of the paper gifts on the board and write his name on it. All the children are winners when they have finished taking all the wrapping paper off their real gift. Try to give each child a different gift so that the first one finished won't spoil what is in the other gifts. A bonus gift can be given to the child with the most paper gifts on the board.

Cut a large cornucopia from brown paper. Cut several pieces of fruit from colored paper for each child in your class. After each lesson is over, those who have participated in the singing, actions, brought their Bible, shown kindness, etc., get a piece of fruit to place on the board inside the cornucopia. Prizes could be given for those with five to six pieces of fruit, three to four, and so on down the line, starting with a larger prize and working down.

Give each of the children a paper sack. Every Sunday give them something to put into their sacks. For example, the first Sunday you could give them a sticker for their attendance. The next Sunday, if they bring their Bibles, you could give them a piece of candy to put into their bag; the third Sunday, some money for knowing their memory verse; the fourth, a stick of gum for bringing someone to Sunday school; the fifth Sunday a little prize for showing kindness. At the end of the month they can take their sacks home.

BULLETIN BOARDS

Display a variety of colored balloons on your board with a letter on each one representing something for which we can be thankful (see Patterns). Attach a string of yarn to each one. Give one to each of the children to take home when they can think of something they are thankful for that starts with that letter. Examples: F for food, M for Mom, D for Dad, H for home.

Center the words GIVE THANKS in the middle of your board. Surround it with symbols of giving thanks (see Patterns).

Cut out hands, feet, smile, and heart from paper (see Patterns). Title your board I'LL PRAISE JESUS WITH ALL I HAVE!

Center a boy and girl Pilgrim on your board with an appropriate verse of thanks underneath. Decorate the borders with fruit and vegetables (see Patterns).

Draw a large cornucopia for your bulletin board (see Patterns). Ask your students to go through old magazines or catalogs at home and cut out pictures of things for which they are thankful (toys, food, clothes, family, etc.). Have them bring the pictures to Sunday school and add them to the cornucopia.

UNIT SONGS

"Thank You Lord"

"Praise Him, Praise Him"

"God Is So Good"

"My God Is So Great"

"If You Can Sing a Song (then praise the Lord)" — The First Sunday Sing-a-long — Maranatha for Kids

UNIT PROJECTS

Help your students make a Praying Hands booklet of memory verses as a project for these five lessons (see Patterns). Cut out the hands shape, filling in the details on the cover hand. Cut five other pages using the hand shape with lines. Each Sunday let the children write their memory verse on one of these pages. At the end of the unit, help each child assemble his booklet by threading yarn through the holes indicated.

CHART IDEAS

Have each child in your class color a small picture representing thankfulness. Place the picture on a piece of cardboard or poster board a little larger than the picture. Laminate or cover the picture with clear contact paper. Glue a magnet on the back and have the children take them home to put on their refrigerators.

Make a Memory Basket from verse pages given to the students each Sunday (see Patterns). Cut each page from the color of construction paper suggested. Write in the memory verse each week. On the last Sunday, staple the pages together on the left side to form a book.

Cut a turkey out of brown construction paper (see Patterns) for each child. Add a red wattle and a yellow beak made out of construction paper. Print the first memory verse on the brown. For each of the other weeks they know their memory verse, add the yellow, green, and red feathers with the verses printed on them.

Give each of the children a Thank You wheel chart which you have prepared for them (see Patterns). Each week let them turn their wheel to something they are especially thankful for that week.

SUPPORT MATERIAL

We Give Thanks — coloring book, Concordia

My Church — coloring book, 8 each of 6 pictures, Christian Board of Publication

Showing Our Love — Record and songs, 6 songs with resource sheet for each song. Full color flannelgraph sheets to add interest, Gospel Publishing House

But I'm Thankful — I Really Am! — Jane Belk Moncure (book), Standard Publishing

TEXT Psalm 92:1-5

OBJECTIVE The students will be able to explain why it is good to give thanks to God. They will be able to tell different ways in which they can thank and praise God.

MEMORY VERSE It is a good thing to give thanks unto the LORD. — Psalm 92:1

It Is Good to Give Thanks

MEMORY VERSE IN ACTION

IT IS A GOOD THING — Hold left hand out, palm up, and right fingers over mouth. Move right hand forward, palm up, and lay into palm of left hand.

TO GIVE THANKS — Place hands in praying position as you look up.

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.

MEMORY VERSE VISUALIZED

A little boy with his hands raised in praise is the visual display of our memory verse this week. (See pattern at the end of this lesson.) Cut the arrangement into three pieces as indicated by the heavy black lines, and place the pieces in sequence on the board as your students recite the verse.

BIBLE LESSON OUTLINE

Introduction: Contact your students during the week and ask them to bring an article for a "Thanksgiving Show and Tell." As you begin your class session, let your students show their articles and tell why they are thankful for it. (Bring an extra item or two for visitors or any student who might have forgotten to bring something.)

1. It is a good thing to give thanks to the Lord.
2. We can show our thankfulness by singing praises to the Lord, and by playing on our musical instruments for Him.
3. The Psalmist rejoiced in the works of the Lord and was awe-struck by the magnitude of His works and thoughts.

Climax: The Psalmist spoke of the greatness of the Lord and the depths of His thoughts.

Conclusion: God is worthy of our highest praise.

Response: The students should be able to explain that we should be thankful and filled with praise to God for His wonderful works.

BACKGROUND INFORMATION

Under the Old Testament economy, God provided a special means for giving thanks by way of the "peace

offering" (Leviticus 7:11-15). The priest, as God's representative, was to receive the best portion while the rest of the sacrifice belonged to the offerer and was eaten in a sacrificial feast. This usually was a voluntary offering, given to the Lord spontaneously because of some particular blessing received, but was also required at the Feast of Pentecost as a reminder to Israel of God's care for them. In addition to this the Lord instituted several festivals, where attendance was required, for the express purpose of offering thanks to God. At the Passover time they were to give thanks for God's deliverance from Egypt. On the Feast of the Firstfruits they were to recognize God's bounty in the Promised Land. The Feast of Weeks or Pentecost was to be a time of joy and thanksgiving for the Lord's blessing of the harvest; and the Feast of Tabernacles was to memorialize God's care for the Children of Israel in the desert and to give thanks for the productivity of the land of Canaan.

Not only were the Children of Israel required to give thanks, but God was very angry with them when they began to murmur and complain (see Exodus 16:2; 17:3; Numbers 14:2; 16:11,41). They were also warned not to become unthankful by forgetting God when they began enjoying the prosperity of the Promised Land (Deuteronomy 8:1-20).

The Christian is also required to give thanks, not by an animal sacrifice or attendance at some feast, but by offering himself a living sacrifice (Romans 12:1) and by keeping an attitude of thanksgiving in all situations. As Paul said, "I have learned, in whatsoever state I am, therewith to be content" (Philippians 4:11).

SPECIAL UNIT INSTRUCTIONS

Give each child a page from their Praying Hands book and have them write their memory verse for this week, as described in the unit material under the heading Unit Projects.

IN-CLASS ACTIVITIES

Have each child tell about one thing for which they thank God, explaining why. Talk about how parents teach us to say thank you because it is polite and lets

the other person know how we feel. We should do the same for God.

Bring pictures of people praying, singing, talking to others, etc. Also have some pictures cut out of magazines of items that most everyone has. Bring a large piece of cardboard to class. As you talk about being thankful, let the children take turns gluing (with a glue stick) the pictures onto the cardboard. Hang the finished collage where it can be seen by everyone — a testimony of things your class is thankful for.

The week before this lesson tell all the children you are going to have a Thanksgiving Show-and-Tell. Have them bring something they are thankful for (or a picture representing what they are thankful for) and share it with the other students.

Give each child a copy of the church (see Patterns). Help them cut on the heavy black lines of the windows and door, so they can be opened. Give them the cut-outs of children who are praying, singing, and going into the church, to paste in the openings. As they assemble the pieces, talk about how we can thank God by praying, singing, and attending church. Supply crayons so the children can also color their pictures.

QUESTIONS

King David wrote many songs of thanks. Where in the Bible do we find them?

Why should we thank God?

How do you think God feels if we never thank Him for all the good things that He has done for us?

How do you feel when people thank you for something?

Talk about some ways we can show God how much we appreciate Him.

List five things that you are especially thankful for today.

What is the meaning of praise? How can we praise God?

Are you glad that you know about God? Talk about how it would be if you didn't know that God cared for you (at night, at school, when you are afraid, etc.).

PRESCHOOL SUGGESTIONS

Bring a bottle of soap bubbles to class. Blow the bubbles for the children to pop. Tell them that for each bubble they pop they must tell of something for which they are thankful.

Make a box harp for each child in your class (see Patterns). Use a small box (shoe box, card box, etc.) and cut a hole in the lid. Stretch several different-sized rubber bands around the box for the strings. Put a wooden pencil or stick under the rubber bands for a bridge. You might want the children to decorate these with crayons or some other things. When they are finished let them strum the harp to make music and sing a song of thanksgiving for Jesus.

Trace onto construction paper the outlines of parents and children who are saying grace at the table (see Patterns). Cut out shapes and make slits as indicated on pattern. Slide the two parts together at slits. Use this as a visual illustration in class of how a family should thank God before eating their meals.

REVIEW IDEAS

Use several pictures of different things for which we are thankful. Place them on a board and cover each one with a white piece of paper. Number the pieces of paper from 1 to ? (depending on how many pictures you use). Some ideas for the pictures: Jesus on Calvary (for salvation), balloon (air we breathe), friends, family, sun, moon, home, food, church, Bible, clothes. Hand out numbered envelopes with a label inside describing the picture. One at a time, ask each child holding an envelope to find the corresponding numbered picture, remove the paper, and tape the label to the bottom. Ask the children why we are thankful for each one and then expound on it.

Fill a cornucopia with vegetables, fruit, etc. Label each item with something for which we should be thankful. Let the children take turns coming up and taking something out of the cornucopia and reading the label. Talk about how we can show God that we are thankful for each thing written on the labels.

Make a large "Thank You" puzzle from posterboard (see Patterns). Draw the different things on the puzzle pieces or cut them from colored paper and glue them to the puzzle pieces. As you arrange each piece on a large board tell the children why we should be thankful to Jesus for all of the items (weather, toys, food, clothing, animals). Have all repeat at the same time, "Thank You, Jesus!" Last of all, ask them if they know the best way to show Jesus they are thankful. At this time put up the last piece of the puzzle, the heart. Tell them Jesus will really know they are thankful if they give Him their heart.

Have a Thanksgiving popcorn review for the children. Pop enough popcorn before Sunday school so all of the children can have a small bagful to take home. Prepare a corn popper in front of the department and give each of the children a couple of popcorn seeds. Ask them to

come forward, one at a time, and tell of something they are thankful for as they drop their seeds into the popper. When all the seeds have been dropped into the popper, tell the children that Jesus always blesses us when we do what He wants us to do. While this corn pops and gives forth a nice aroma, pass out the popped corn that you prepared earlier.

COORDINATING SONGS

"Oh Lord I Thank You"

"If I Were a Butterfly"

"Jesus Is the Giver"

"This Is the Day" — Sparrow Records

"Thanksgiving Jam" — Here We Come Rejoicing — Manna Records (Alexandria House)

SUPPORT MATERIAL

We Give Thanks — Coloring book, Concordia

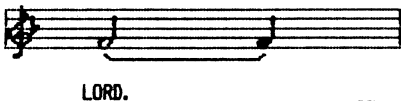
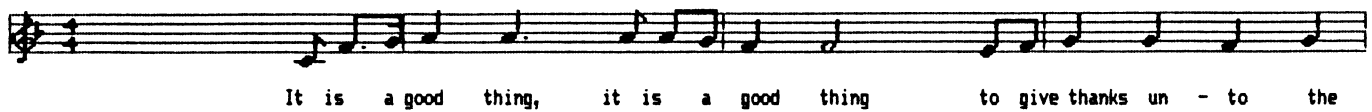
My Church — Coloring book, 8 each of 6 pictures, Christian Board of Publication

Showing Our Love — Record and songs, 6 songs with resource sheet for each song. Full color flannelgraph sheets to add interest, Gospel Publishing House

But I'm Thankful — I Really Am! — Jane Belk Moncure (book), Standard Publishing

My Thanksgiving Praise Book — Little Tuffies

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 17:11-19

OBJECTIVE The students will be able to use the story of the ten lepers to explain that Jesus wants us to give thanks for what He does for us. They can explain that the one leper who came back received an added blessing for being truly thankful — he was spiritually healed as well as physically.

MEMORY VERSE Let us come before his presence with thanksgiving, and make a joyful noise unto him with psalms. — Psalm 95:2

Jesus Heals Ten Lepers

MEMORY VERSE IN ACTION

LET US COME — Beckoning motion using both arms.
BEFORE HIS PRESENCE — Palms up, forearms crossed, bow upper body while uncrossing forearms.
WITH THANKSGIVING — Praying hands position as you look up.

AND MAKE A JOYFUL NOISE — Place thumbs of both hands in ears, palms open and smile while moving wiggling fingers away from head.

UNTO HIM — Point up.

WITH PSALMS — Touch fingers to mouth with both hands; move away from face with fingers wiggling.

MEMORY VERSE VISUALIZED

Three children singing praises to God is the visualization for this week's memory verse. (See pattern at the end of this lesson.) Cut the pattern apart as indicated by the dark lines, and display on your board one section at a time as your students review the verse.

BIBLE LESSON OUTLINE

Introduction: Draw facial features on the fingertips of a pair of white cotton gloves, as described under In-Class Activities. Make them all with smiling faces, but an extra big smile on one fingertip. Let the class look at all ten fingers, and then tell them that today's story will bring out why these ten men are smiling, and why one has a bigger smile than the others.

1. Ten lepers called on Jesus for healing and He told them to go and show themselves to the priest.
2. As they obeyed and went on their way, they found that they were cleansed of the disease.
3. One man returned to thank Jesus.

Climax: The man who returned to give thanks to Jesus received an added blessing — he was made spiritually whole.

Conclusion: God is pleased when we remember to be thankful for the things He has done for us, and expression of our appreciation brings greater blessing.

Response: The students should be able to relate the story of the ten lepers and tell why the one man received an added blessing.

BACKGROUND INFORMATION

Leviticus 13 and 14 describe leprosy and the procedures for dealing with it. It is clear from these two chapters that it was a severe disease spreading on the surface of the skin in such a way that infection required the person's separation from others. The priests alone were given authority to declare a person either clean or unclean, depending on the condition of the disease, thus making it typical of sin and used by God as an object lesson to encourage purity. A person, having been found to be leprous, was required to separate himself from the general population, and when anyone approached, he was to cry "Unclean, unclean." A person with the disease was looked upon with disdain, and as one who had incurred the wrath of God.

Jesus is never said to have healed a leper, but always to have "cleansed" him. Luke 17:11-19 is a case in point. These ten had obviously heard of Jesus' power to cleanse them. All had enough faith to obey His command to "Go shew yourselves unto the priests" in order to be declared clean so that they might reenter society. Gratitude seems to have been rarer than faith in that all were made clean but only one returned to give thanks. This man was a despised Samaritan who was considered not only physically unclean because of leprosy but also spiritually unclean because of his origin. But Jesus, who had power to cleanse the leper also had power to cleanse the sinner. After commending the man for his humble and grateful spirit Jesus said, "Go thy way: thy faith hath made thee whole" (Luke 17:19).

SPECIAL UNIT INSTRUCTIONS

Give each child a page from their Praying Hands book and have them write their memory verse for this week.

IN-CLASS ACTIVITIES

Make puppets out of tongue depressors (flat wooden sticks that may be purchased at any drug store), one for each leper. Make one side sad and the other side happy (see Patterns).

Wear a pair of gloves on which you have drawn faces on each fingertip to represent the ten lepers. Act out the story.

Make ten faces that are happy when you hold them up-right and sad when you turn them upside down (see Patterns). As each of the sick men are healed turn their faces so they are happy. Have a little heart on the back of each of the faces. Nine of the hearts will be plain and one of them should have a picture of Jesus on it. Explain that because this happy person told Jesus, "Thank You," he had the extra blessing of having Jesus in his heart.

Use small dolls (Playmobile or Fisher-Price people work well) to represent the ten lepers. Put small band-aids on the ten dolls. Put a piece of white material around one doll, like a shawl, to represent Jesus. Use these figures to act out the story. When the lepers are healed, let the children remove the band-aids. Tape a small white heart to the one who comes back to thank Jesus.

QUESTIONS

Was it harder for Jesus to heal all the ten lepers at once rather than one at a time? Why or why not?

What did Jesus tell them to do after He healed them?

Do you think that Jesus loved the one leper who turned back to thank Him better than He loved the others? Do you think the one leper loved Jesus better?

What happened to the man who thanked Jesus for his healing?

Why didn't the other nine lepers return and tell Jesus, "Thank You"?

Do you sometimes forget to say thank you to Jesus for things He has done for you? What should you do?

Think about waking up in the morning and looking out your window. How many things do you see for which you can thank God?

Do you think unthankful people will go to Heaven? Why or why not?

Besides thanking Jesus, is it important that we thank others for doing nice things for us?

Tell about a time Jesus healed you. Did you thank Him?

PRESCHOOL SUGGESTIONS

Give each of the children a copy of the Thank-You note for Jesus (see Patterns). Let them sign their names and color the card.

Let each child use the fold-up sheet of the ten lepers (see Patterns) to help them visualize the one man returning to give thanks to Jesus.

For each of your children make the Ten Lepers stick puppets (see Patterns). As you tell the story of how sad they were to be sick, let the children hold up the sad side of the puppet. After the lepers are healed, the children can turn the puppet over and guess which one of the men came back to give thanks to Jesus.

REVIEW IDEAS

Have someone act out the part of the leper's coming back to thank Jesus. Have him tell others about the miracle of healing he received. Then when he gave thanks for it his sins were also forgiven! Or you might want to tell this story in third person (a person who saw it happen tells someone else who didn't see it).

On butcher paper draw a large picture of a child so everyone can see it (see Patterns). Omit ears, eyes, nose, mouth, feet, and hands. Hand out six envelopes with one of these items in each one. Have the children holding these envelopes come up, one at a time, and show which of the items they have. Tape them where they belong on the child picture. Discuss with the department what it would be like not to have these parts of our body and how different our life would be. Each one of us should be thankful for our healthy bodies.

Have someone come to your class and give his personal testimony of how God healed him.

COORDINATING SONGS

"He Touched Me" (Chorus)
"He's Able"
"Lord We Thank You"
"Happy All The Time"

SUPPORT MATERIAL

One Leper Says Thank You — Palm Tree book, Concordia
He Remembered to Say Thank You — book, Concordia
Walking with Jesus — by V. Gilbert Beers and Ron Beers
Man of Miracles — book and tape Stories that Live, Series 2, Book 4

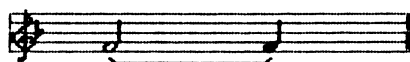
MEMORY VERSE SONG



Let us come before his pre-sence withthanksgiv - ing, and make a joyful noise un-to

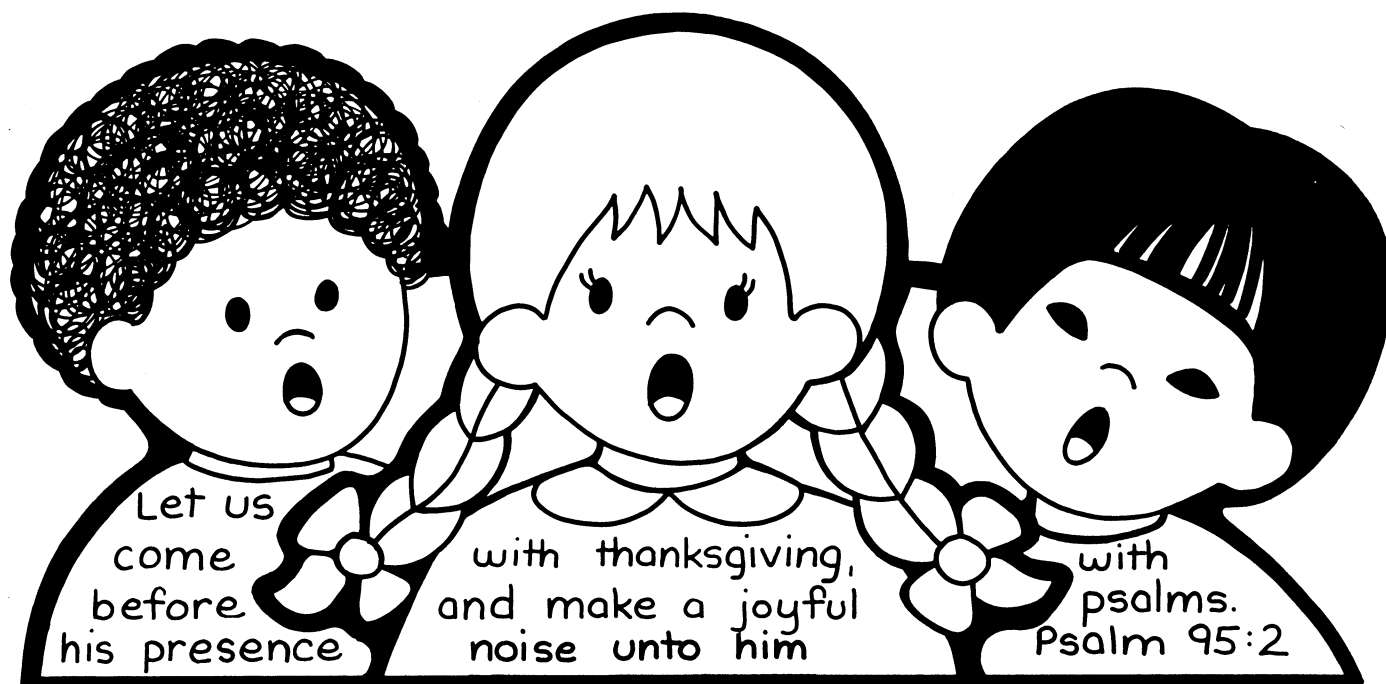


him with psalms. Let us come before his presence withthanksgiv - ing, and make a joy - ful



noise.

MEMORY VERSE VISUALIZED



TEXT John 4:1-30, 39-42

OBJECTIVE The students will be able to use the woman at the well as an example to explain that when they tell others how thankful they are for God's blessings they are being a witness for Christ.

MEMORY VERSE I may publish with the voice of thanksgiving, and tell of all thy wondrous works. — Psalm 26:7

Woman at the Well

MEMORY VERSE IN ACTION

I MAY PUBLISH — Place both index fingers on lips. Move right hand in semicircle to right, and left hand in a semicircle to left.

WITH THE VOICE — Form letter V with right fingers, now stroke "Adam's apple" from collarbone toward chin.

OF THANKSGIVING — Praying hands position as you look up.

AND TELL — The right index finger, pointing to the left, is held before the mouth and rolls forward in a circular movement.

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

THY WONDROUS WORKS — Strike fists together, one on top of the other.

MEMORY VERSE VISUALIZED

This week our memory verse is displayed on the figure of a young boy sitting on a box with his hand raised. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines, and reassemble them to reinforce the verse in your students' minds.

BIBLE LESSON OUTLINE

Introduction: Prior to class time, make a large pile of dots with a paper punch, as described in In-Class Activities. Put one dot out on the table as you begin your class session, explaining to your students that this dot represents the woman at the well. Explore the principle of personal outreach using the dots to represent the people contacted.

1. On His way to Galilee, Jesus stopped in a city of Samaria, and sat down by a well.
2. A woman of the city came to draw water and Jesus asked her for a drink.
3. After listening to Jesus, she realized that He was indeed the Christ that was promised.

Climax: The woman left her waterpot and went into the city to tell her neighbors, and many of them became believers.

Conclusion: God is pleased when we tell others of God's blessings, and this may cause those we tell to turn to the Lord also.

Response: The students should be able to relate the story of the woman at the well, and should realize that when we show appreciation for what God has done for us it may cause others to want to know the Lord also.

BACKGROUND INFORMATION

John 4:4 says, "And he must needs go through Samaria." This was not a necessity of geography, for many Jews often avoided contact with these people by crossing the Jordan and passing to the east of Samaria. This was a necessity because of Jesus' mission — to reach those who were thirsty in Spirit.

It was the sixth hour, or about noon, when Jesus stopped at the well and was met by this woman. Normally, water was drawn at the end of the day rather than in the noontime heat, but perhaps this woman was ashamed to associate with the other women of the village who would be coming later. The Jews had no dealings with the Samaritans and this caused the great surprise of this woman at Jesus' request for a drink of water.

Having been the wife of five husbands, and now living with a man to whom she was not married, the woman had no doubt been hurt and disappointed many times and possibly had become hard and calloused. However, as Jesus began conversing with her, she began to experience a love that was pure, holy, and unselfish. As she received God's love through Jesus Christ, her joy overflowed in such a way that many in the town also came to Jesus.

SPECIAL UNIT INSTRUCTIONS

Give each child a page from their Praying Hands book and have them write their memory verse for this week.

IN-CLASS ACTIVITIES

Make a well out of a small butter container, cover with

small pieces of construction paper (like rocks), or color a strip of paper, same width as butter container, and color it like rocks. Glue around container. Make finger puppets (see Patterns) and tell the story.

Have each child make the woman in the lesson. Cut a face for each one out of a magazine and glue to light-weight cardboard. Glue neck into inside of the garment (see Patterns). The garment can be made out of felt or a piece of wallpaper.

Bring a small, bare branch from a tree and prop it up so that paper leaves can be added to it. (Turn a clay flower pot upside down and prop the branch in the hole in the bottom of the pot.) Cut out paper leaves (see Patterns) and give several to each child. Have them write or draw a picture of something for which they are thankful to God — something they want others to know about. Let them tape their finished leaves to the branch.

Make a large pile of dots with a paper punch. Put one dot out on your table and explain to your students that this dot represents the woman at the well in our lesson today. After she met Jesus, she hurried to tell others in her town about Him. Put out about six or eight more dots. Explain that these represent the people she told. Then let your class experiment with the possibilities of others' hearing the Gospel when each of these people tell several others about Jesus. By using the dots to indicate each person that is told, they will be able to see how quickly many will hear if everyone does his part.

QUESTIONS

What did Jesus ask of the woman of Samaria?

What did He offer to give the woman?

What did she do when she found out who Jesus was?

What happened when the townspeople (Samaritans) talked to Jesus?

How do you feel when someone forgives you for doing them wrong? How do you suppose the woman at the well felt when Jesus forgave her sins?

Talk about some good things that happened to you that you couldn't wait to tell others about.

What is a Christian testimony? Is it a sad or happy story?

What changes has God made in your life? Do you like yourself better? Do others notice the difference?

How can we help others to learn about Jesus?

PRESCHOOL SUGGESTIONS

Let the children take turns spinning the arrow on the Thankful Helper game (see Patterns). Whenever it stops on a hat circle have the child tell why that person is a helper and why they are thankful for what he or she does. When the arrow stops on the happy face let them tell their neighbor that Jesus can do all things and also tell them about something special they thank Jesus for.

Light a small votive candle (be sure it is in a votive dish or on a saucer) and show the children that if you put a cover over it, the light will go out. Compare this to their letting their "light" shine for Jesus.

Give each of your students a copy of the well scene (see Patterns). Have a dish of red beans, lima beans, or some other type to represent stones. Let the children glue these to the well.

REVIEW IDEAS

Bring several objects for which we can be thankful — food, doll, truck, clothing, etc. Explain how we can be thankful for each one because it was a special gift to us from someone we love, and because of that, we like to share it with our friends. Then hold up a Bible and tell how much the Bible means to us and how thankful we are for Jesus. Tell how we like to share this with others so they can know Jesus too. If we do that, then we are being a witness for Jesus.

Tell the children that the very fact that they are in Sunday school is an indication that **someone** told them about Jesus. Tell the children, briefly, who was responsible for telling **you** about Jesus. Ask for volunteers to tell who told them about Jesus.

COORDINATING SONGS

"Oh, How I Love Jesus"

"It's Bubbling"

"When Your Cup Runneth Over With Joy"

"Deep and Wide"

SUPPORT MATERIAL

Bible Box Talks — By David W. Thompson

The Stranger at Jacob's Well — Arch Books

Jesus, His Story for Children — by Alice Brown and Pat Kirk

MEMORY VERSE SONG

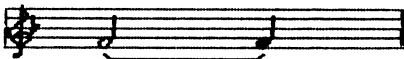
tune of lesson 27b



I may publish with the voice of thanksgiv - ing, and tell of all thy works all thy

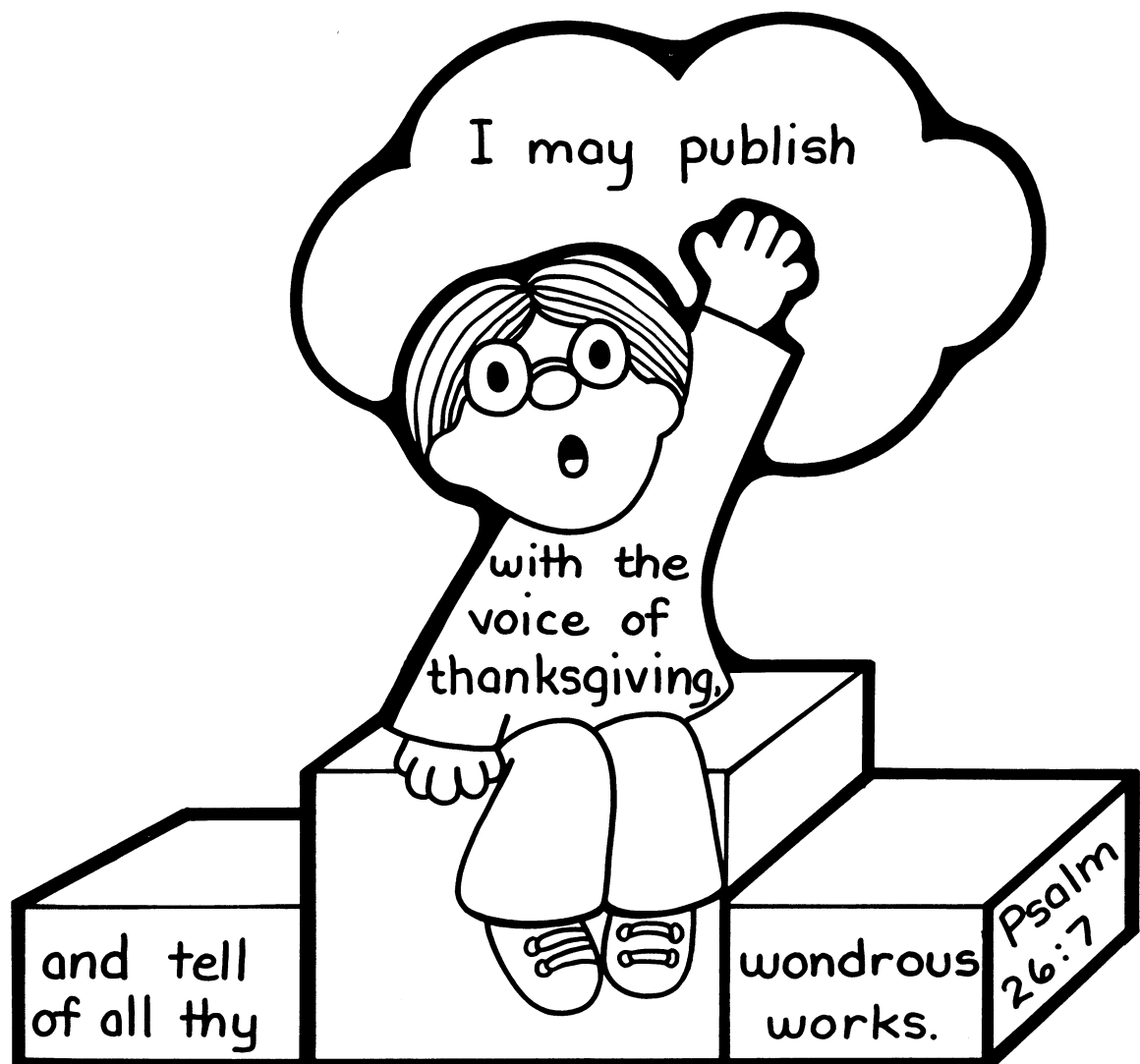


won - drous works. I may publish with the voice of thanksgiv - ing, and tell of all thy won - drous



works.

MEMORY VERSE VISUALIZED



TEXT Mark 8:1-9

OBJECTIVE The students will be able to explain that even Jesus gave thanks to His Father, God. As Christians we should follow His example.

MEMORY VERSE He took the seven loaves and the fishes, and gave thanks. — Matthew 15:36

Feeding the 4000

MEMORY VERSE IN ACTION

HE TOOK — Draw open right hand from right to left (palm facing left) ending in a fist.

THE SEVEN — Hold up seven fingers.

LOAVES — Inside edges of cupped hands touching (palms facing down), move hands apart as though feeling the top of a loaf of bread.

AND THE FISHES — Bending at the wrist, move hand like a fish.

AND GAVE THANKS — Praying-hands position as you look up.

MEMORY VERSE VISUALIZED

The loaves and fishes which Jesus used to feed the multitude are the basis for this week's visualization of the memory verse. (See pattern at the end of this lesson.) Cut apart the grouping on the heavy black lines, and reassemble with your group as the memory verse is learned.

BIBLE LESSON OUTLINE

Introduction: Before class time trace onto construction paper the outlines of parents and children who are saying grace at the table (Pattern and instructions provided in Preschool Instructions for Lesson 27a.) Ask your students what these people are doing, and why. Explain that today's lesson is an example of Jesus' doing this very same thing — thanking God for food.

1. Jesus had compassion on the multitude who had been with Him for three days and now had nothing to eat. He did not wish to send them away hungry.

2. The disciples questioned where they would find food, as they had only seven loaves of bread and a few fishes.

3. Jesus had the disciples seat all the people, and He took the food and blessed it.

Climax: The small amount of food fed the entire assembly.

Conclusion: The Lord is of great compassion, and if a miracle is needed to provide for a need, He is well able to perform it.

Response: The students should be able to tell how Jesus fed the multitude, and explain why we, too, should give thanks for the things God provides for us.

BACKGROUND INFORMATION

This incident took place on the far side of the Sea of Galilee (Mark 7:31) in the area of Decapolis, a group of ten Gentile cities. When Jesus had healed the Gadarene demoniac (Mark 5:1-20), He sent him home to this very area and told him to "go home to thy friends, and tell them how great things the Lord hath done for thee." Perhaps this crowd of 4000 was, at least in part, gathered around Jesus because this man had been faithful to his call. Just as Jesus had taught His disciples at the feeding of the Jewish crowd of 5000, so also with this crowd of 4000 Gentiles He explained that they were not to excuse themselves from serving others because of their lack of resources. They were to use what they had and allow God to multiply it. When Jesus took the loaves and fishes to bless and break them He could give thanks that the "bread of God" had come to both Jew and Gentile (see John 6:48-51).

SPECIAL UNIT INSTRUCTION

Give each child a page from their Praying Hands book and have them write their memory verse for this week.

IN-CLASS ACTIVITIES

Tell a story about a family that was giving thanks to God before their meal. Explain why we do this. Some children in the class may have never heard of giving thanks before we eat. Explain about praying before going to bed and praying at the end of each church service.

Bring a blanket and have all your class sit on it. Bring seven small rolls and some fish crackers or sweet gummy fish. On a piece of construction paper draw some faces, or cut out faces from a magazine and paste on. Show the class all the people that came to hear Jesus, but be sure and tell them there were lots more than this picture shows. Tell story and then bring out enough rolls and "fish" for each child.

Copy some graces each child could learn. Examples: "Come dear Jesus be our guest. Bless our needs as Thou knows best. Let everything that hath breath

praise the Lord!" "For food and all these gifts of love, we give Thee thanks and praise. Look down, dear Father, from Above, and bless us all our days." This could be written on a handmade bookmark so that the children would be encouraged to keep it (see Patterns).

Trace a basket onto a piece of construction paper for each of your students (see Patterns). Let your students cut out the basket and glue in fish stickers to go along with the loaves. They may also wish to write the memory verse on the lid of the basket. The basket can be closed by folding the top down on the dotted line.

QUESTIONS

When Jesus saw people with a need, He did something about it. How can we follow His example?

Why did Jesus give thanks for the food?

What happened when Jesus gave thanks for the bread and fish?

How could there have been anything left over when there were only seven loaves and a few fish to begin with?

Do you think Jesus can work the same way today? Explain.

Do you thank Jesus for your food every day? Every meal?

Why should we say grace or pray over our food?

When you bow your head at school, what do the other students think? Are you showing them something about your love for God? Do you ever get a chance to tell the other students about Jesus?

Jesus was our example. Talk about ways we can be an example to others.

PRESCHOOL SUGGESTIONS

Prepare a copy of the dot-to-dot fish for each of your children (see Patterns). Give them some crayons and let them connect the dots as you tell how Jesus took just a few fish and made many.

Make each of your children a special place mat by writing a table grace in the middle of a rectangle of colored construction paper. You may wish to add a border of rickrack, trim, stickers, or other decorations. Cover the entire mat on both sides with clear plastic contact paper. During class time, help your students learn the table grace you have written on their mats, and explain why it is important that we remember to thank God for our food.

Use the people collage suggested as a visual aid for Lesson 25c to illustrate the large crowd that Jesus fed. Other props might include goldfish crackers (or fish shapes cut from pieces of salami), small loaves cut from bread slices or bits of frozen bread shaped into little loaves. Tiny baskets can be made from brown construction paper (see Patterns).

REVIEW IDEAS

Bring seven small loaves of homemade bread that have been baked in the mini bread pans. Bring seven baskets and ask the department to help you try to divide the bread so that all the baskets are completely full. They will be able to see it is impossible. Explain what a miracle it was and that all things are possible with God. Have a piece of butcher paper covered with faces either cut out of magazines or drawn. Explain how this amount of bread fed more people than this.

Have someone come and give his testimony of how God provided food for his family when they were in need.

Do a puppet skit with two puppets. The setting is at school. Use little dishes and play food for props. Have a big cowbell ring for lunch time. Have two puppets come up talking back and forth like children at school would do. In the midst of the conversation, have the one excuse himself to pray over his food. Have the other puppet asking him why he's doing that. Have the puppet representing a Christian witness to him of how someone invited him to Sunday school and there he learned of some of the miracles of Jesus, such as the feeding of 4000 with seven loaves. Also he learned he should give thanks for his food, and how Jesus died for his sins that he might be saved. Have the other puppet make the appropriate remarks throughout the conversation. Have the skit ending with the puppet's inviting his friend to Sunday school. Then have the bell ring and the puppets leave for class.

COORDINATING SONGS

"Multiplication Song"

"God Can" — The Bill Gaither Trio for Kids — song book

"God Is Great And God Is Good"

"It's a Miracle" — The Bill Gaither Trio for Kids — song book

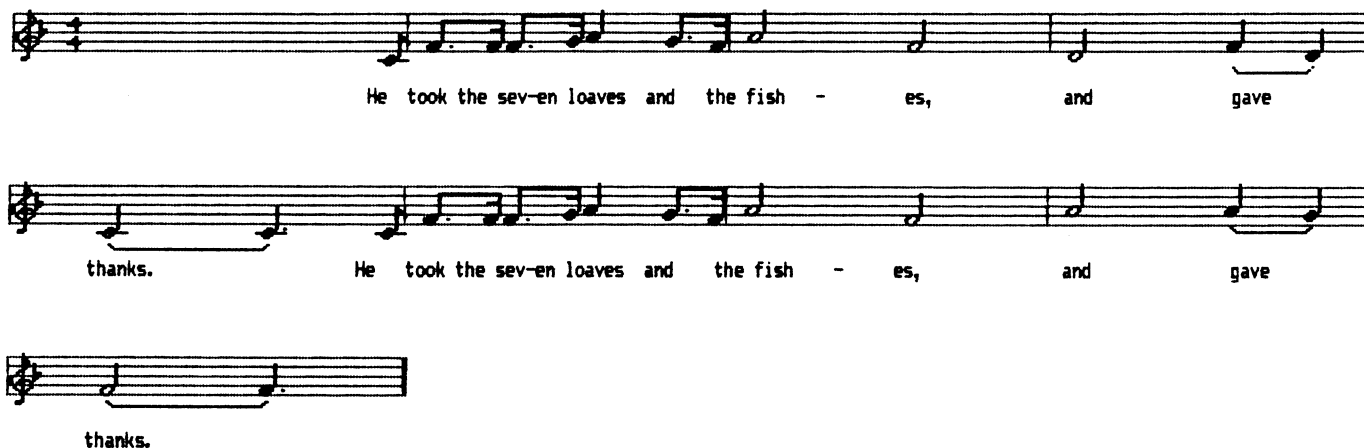
SUPPORT MATERIAL

The Boy Who Gave His Lunch Away — Arch Book, Concordia

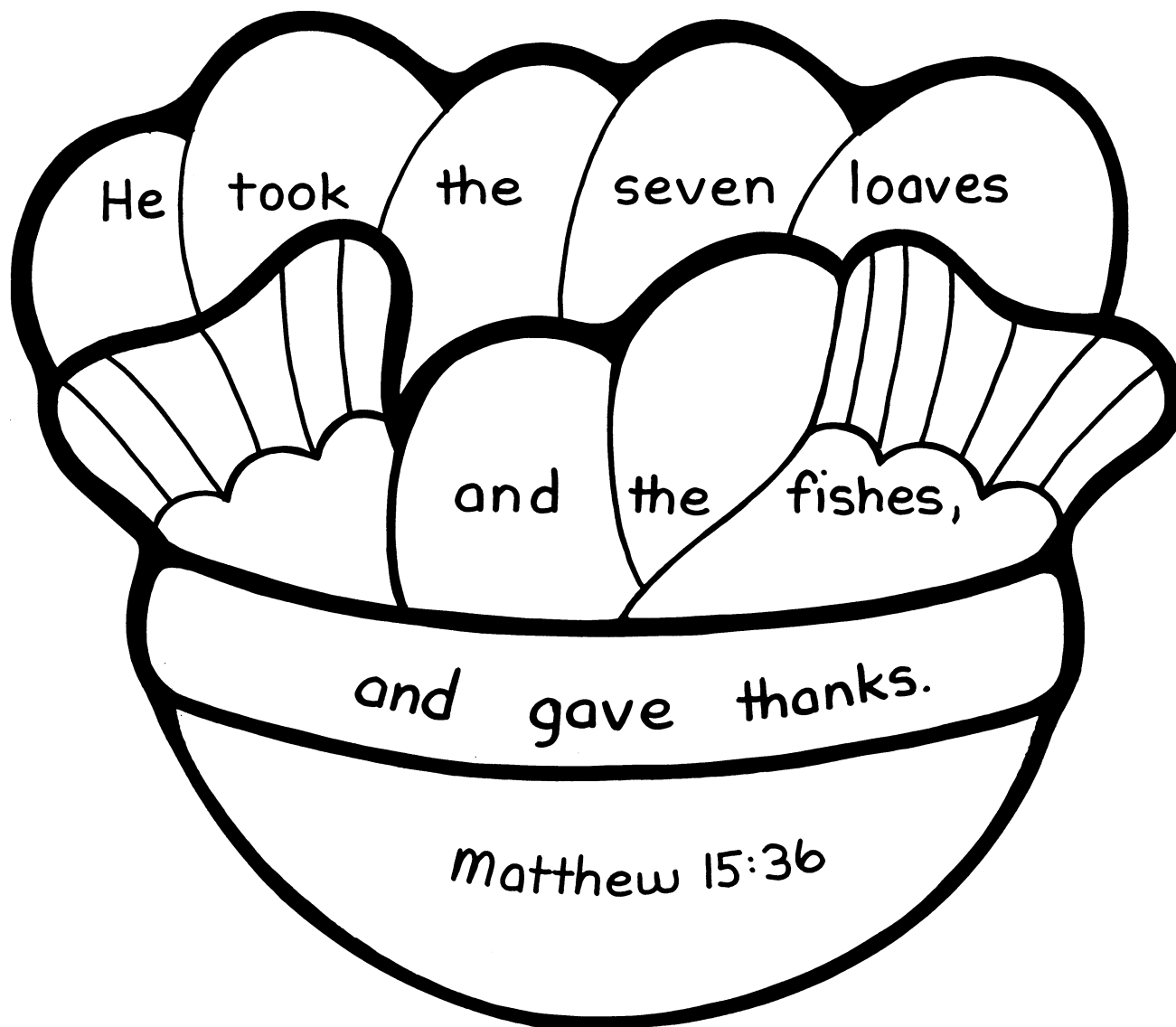
Think 'N Check Quizzes — Life of Jesus — 15 quiz games to build and test the player's knowledge of God's Word, Standard Publishing

Miracles of Jesus — Pict-o-graph, Standard Publishing
New Testament Pictures to Color — 8 each of 6 pictures, Standard Publishing

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT I Timothy 1:12-18

OBJECTIVE The students will be able to explain that Paul's testimony to Timothy was thanksgiving to Jesus for loving him even though he was unworthy. Also, Paul was letting Timothy know there is victory in Jesus.

MEMORY VERSE Thanks be to God, which giveth us the victory through our Lord Jesus Christ. — I Corinthians 15:57

Paul Gives Thanks to Jesus

MEMORY VERSE IN ACTION

THANKS — Praying hands position as you look up.

BE TO GOD — Point up.

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

US THE VICTORY — Hold letter V on both hands above head.

THROUGH OUR 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.

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

MEMORY VERSE VISUALIZED

The word "Victory" in large block letters will be the visualization of this week's memory verse. Be sure your students know what the word spells. (See pattern at the end of this lesson.) Cut the word apart into one and two letter sections as indicated by the heavy black lines. The divisions are as follows: VI-CT-OR-Y. Arrange the sections on your board in sequence as your students review the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a large trophy to class. Talk about how this is a symbol of being a winner, of winning a victory. Tell your students that today you are going to learn how a man who had suffered imprisonment, beatings, shipwrecks and many other persecutions could still thank and praise God for VICTORY.

1. Paul gave thanks to God that he was able to be a minister of the Gospel.

2. He praised the grace of God which had saved him, though he was the chiefest of sinners.

Climax: Paul found victory in the power of Jesus Christ to transform a blasphemer, persecutor, and enemy of the Gospel into one who dedicated the remainder of his life to the spreading of the truth.

Conclusion: The story of Paul's conversion is proof that God can take anyone who will believe on Jesus and make him a worker for the Gospel.

Response: The students will be able to explain the transformation in Paul's life, and will be able to see that victory is assured for those who will follow his example of faithfulness.

BACKGROUND INFORMATION

The Apostle Paul was born in Tarsus of Cilicia into a strict Pharisee family, and he was given the Jewish name of Saul. He was well educated and studied under a famous teacher named Gamaliel. Although Saul never met Jesus during His earthly ministry, he met the disciples and realized that their teachings were a threat to Judaism. He started a campaign against the followers of the Lord and was a witness to the stoning of Stephen. He was on his way to Damascus to persecute the Christians there when the Lord met him, and his life was completely changed. He immediately began to preach Christ in the Damascus synagogues, but was forced to flee for his life. He came to the church in Jerusalem, but they feared him until Barnabas affirmed that Saul had been converted. He made three missionary journeys, spreading the Gospel in Asia Minor and southern Europe. He returned to Jerusalem and was imprisoned by the Jews. Because he was a free-born Roman, he appealed unto Caesar and was sent to Rome. On the way he was shipwrecked, but eventually reached his destination. Apparently he was freed for a time, but was later imprisoned and finally executed.

In the section of Scripture from I Timothy 1:12-18, Paul holds himself up as an example of God's abundant grace and mercy. Because Paul had so viciously persecuted God's church, he considered himself to be the chiefest of sinners (verse 13 and 15). However, in order to manifest His grace and give hope to all men, Christ Jesus was merciful to Paul and called him to be an Apostle to build the Church that he had sought to destroy. For this, Paul's heart overflowed with thanksgiving.

SPECIAL UNIT INSTRUCTIONS

Give each child the last page from their Praying Hands

book and have them write their memory verse for this week. Also give them the cover for their book and a length of yarn. Help them to assemble their book.

IN-CLASS ACTIVITIES

Have children write a letter to God telling Him thank you.

Bring an older person into class and have him tell one specific thing God did for him that he is thankful for.

Have children in class tell about something God has done for them. Explain how they are testifying, just like Paul, and how God is happy when they do this.

Make a copy of the victory tree to show your class. Prepare several apples to put on the tree (see Patterns). On the wormy side of the apple write something that we might need victory over. Turn the apple over and, on the good side, write what we are like when we have the victory. Some examples are: fighter/friendly, liar/truthful, angry/happy, unkind/kind, thief/honest, sad/joyful, and many more. Put the apples on the tree so the wormy side is showing. As you talk about each of these problems turn the apple over and show the children what victory in Jesus can mean in their life.

QUESTIONS

What were some of the things Paul did before he became a Christian?

How was Paul's life changed?

Paul could never have changed himself from the awful man he was into the Christian that he became. Who changed Paul's life?

What was the best way Paul could thank God for forgiving him? How can you show your thanks to God?

Who was Timothy? Was he Paul's son? Why do you suppose Paul called him "Son"?

Paul wrote letters to Timothy. To whom else did Paul write letters? Do you know why it was necessary many times for Paul to write letters instead of talking in person. (Part of the time he was in prison.)

What reasons are there for giving testimonies, either in church or to another person? (It is a way of praising God as well as letting others know how Jesus changes lives.)

Where could you look for a chance this week to tell someone about something Jesus has done for you?

PRESCHOOL SUGGESTIONS

Use dolls to act out good and bad behavior. Tell the children that with Jesus in our hearts we won't want to act badly. We can ask Jesus and He will help us to do good.

Bring a large, beautifully wrapped gift box with a picture of Heaven inside. Tell the children that the people who love Jesus and do good for Him will someday receive a gift like the one you have, only it will be real. Let them try to guess what is in the box. If they mention anything that will be in Heaven tell them their guess is close. After everyone has had a chance to guess, open the box and talk about how thankful we should be that Jesus is preparing such a wonderful place in which we may live.

Prepare a large red heart and several large "sin spots" made from white paper that have been outlined in black. Inside the "spots" have the illustrations of the naughty deeds (see Patterns). Attach the spots to the heart. Remove the spots, one at a time, as you tell the children that Jesus can help us have "victory" so we won't do naughty things. Note: Attach the spots in such a way that when you remove them the heart is not messed up. Covering the heart with contact paper first will keep the tape from sticking to it and tearing it when it is removed.

REVIEW IDEAS

Divide your group into two or more teams. Explain that Paul was thankful to God for many things, and that one of his theme words was VICTORY. Tell your class that you are going to give them time to think of different things they are thankful for that begin with each of the letters in that word. Give each team a pad of paper and a pencil, and have them write the letters down the left side of their paper, leaving room between each letter to write their word list. Allow about one minute for each letter. (If you wish, have an adult in each group write down the words suggested.) When time has been allowed for each letter, total the scores of each group and award a small prize to the winning team. Then share all the words suggested, and discuss how and why we should be thankful for each of the items mentioned.

COORDINATING SONGS

"Victory in Jesus"

"V Is for Victory"

"Thank You Lord"

"Praise Him, Praise Him, All Ye Little Children"

"God Is So Good"

"Father, I Adore You"

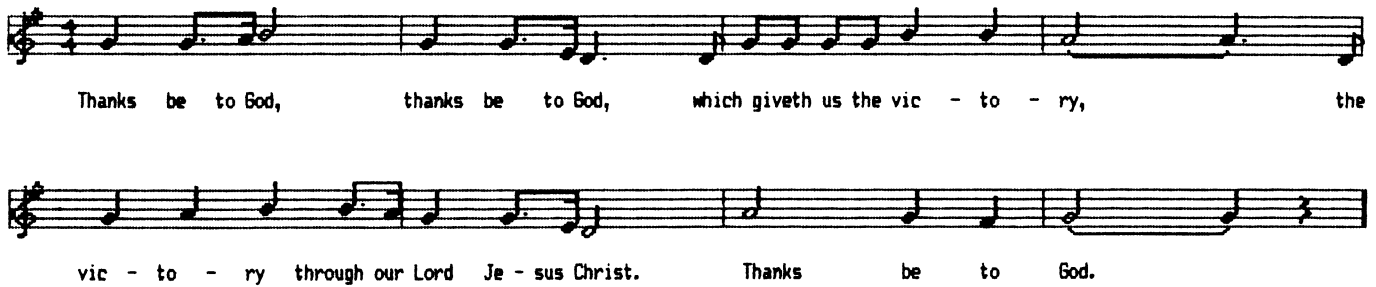
"Heavenly Father We Appreciate You"

SUPPORT MATERIAL

Later Life of Paul — Pict-o-graph, Standard Publishing
Puzzles from Acts — Classroom Activity Book, 8 each
of 6 puzzles, Standard Publishing

New Testament Pictures — Coloring Book, classroom
pictures, Standard Publishing
Books of the New Testament — Arch Books

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Teacher's Name _____

A Bible study resource guide for
Primary Pals teachers

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