

Bible Heroes

A to Z

By Anne Bosarge

www.brightideasforchurchleaders.com

Introduction

Children today are bombarded by famous figures that the world deems worthy of being called heroes. While these characters are often colorful and entertaining in a child's eyes, they often do not bear characteristics of heroes found in God's Word. Instead of looking to secular heroes for inspiration, children can be encouraged to model the heroes of our faith in how to live their lives and walk in relationship with Christ each and every day.

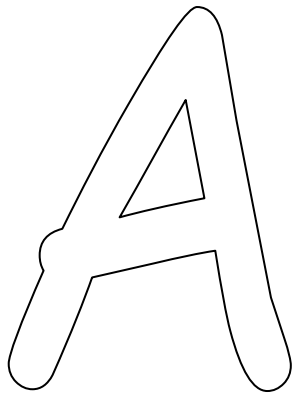
Bible Heroes A to Z is a collection of 22 lessons that exposes children to captivating Bible characters in both the Old and New Testaments. Children will learn that these characters were famous, not for their spectacular talents or abilities, but for their willingness to let God turn their ordinary lives into something extraordinary! Each lesson caters to a variety of learning styles and enables children to delve into scripture in a new and exciting way. Whether the lessons are used sequentially or in addition to other curriculum already in place, you will find that children's excitement and hunger for scripture builds with each lesson! These lessons are a natural fit for Sunday School, children's church, or any other Christian education experience.

Each lesson starts with a few focus questions that build background for the teaching that follows and allows children to focus on the concepts to come. This is followed by an exploration of scripture. You are encouraged to read the scripture from the Bible to allow children to see that these stories are not simply found in Bible storybooks, but from the Bible itself. Accompanying each lesson is a reproducible worksheet that reinforces listening comprehension. Following the story sharing time, engage students in one or more of the related activities that support the story. The activities are hands-on in nature and include role-playing scenarios, quick and easy craft projects, games, and investigative activities that get children involved in discovering how to relate the events in the story to their lives in a practical way. A Ticket out the Door is provided to draw the lesson to a close and requires each child to comment on the lesson as they leave.

After experiencing these Bible heroes in a new and fresh way, children will not need to look to the world for models of how to live—they will have a collection of characters from which to draw inspiration!

Outline of Chapters

A is for Abraham	4
B is for Barnabas	8
C is for Caleb	12
D is for Daniel	18
E is for Elisha	23
F is for Friends: David and Jonathan	28
G is for Gideon.....	31
H is for Hannah.....	35
I is for Isaac	39
J is for John the Baptist	42
K is for King David	46
L is for Lydia	50
M is for Moses	54
N is for Noah.....	58
O is for Onesimus	62
P is for Paul	65
Q is for Queen Esther	69
R is for Ruth.....	73
S is for the Good Samaritan	76
T is for Timothy	79
U, V, W, X, Y Names for God and Jesus	82
Z is for Zacchaeus	87



is for Abraham

Delve into a study of Abraham and Sarah's life. Learn about God's promise to build a nation through Abraham, Abram's name change, and how God's promise was fulfilled through Isaac.

Focus Questions

Lead children in an opening discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever been asked to keep a promise?
- ☐ Have you ever broken a promise?
- ☐ Do you feel that God has made any promises to you?

Encountering the Story

As you share and discuss the stories, have children complete the reproducible worksheet to reinforce the important facts. Passages should be read directly from the Bible.

God Promises a nation to Abram- Genesis 15:1-6

Abram was worried what would happen to his family and possessions when he died. God assured Abram that he would be the father of a great nation and promised that his descendents would number as many as the stars in the sky.

A Name Change- Genesis 17:1-8, 15

God once again assured Abram of his future as a father of many nations. In addition, God changed his name from Abram, meaning 'Exalted Father' to Abraham, meaning 'Father of Nations.' His wife, Sarai also received a new name from God. Her name was changed to Sarah, which means 'Princess.'

A Promise Fulfilled- Genesis 17:17-21, 21:1-3

God began to fulfill his promise to Abraham by providing him with a son through his wife, Sarah. Because of their age, Sarah and Abraham laughed in disbelief at the news. When their son was born, they named him Isaac, which means 'laughter.'

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the lesson.

Oodles and Oodles of Stars

Discuss God's promise to give Abram as many descendents as the stars in the sky. Give each child a piece of black construction paper and an assortment of

star stickers. Have the children put the stars on the paper in random order, counting the stars to themselves as each is placed. Ask them to write the number of stars on the back of their paper and have them write the memory verse at the bottom of the page, "Look up into the heavens and count the stars if you can. Your descendants will be like that- too many to count!" Genesis 15:5. When the children are finished, allow classmates to guess the number of stars on each page. You can provide a small token for the student whose guess is the closest.

Stars in the Sky

Make your own star viewer using a toilet paper tube and black construction paper. Remind children of the promise God made to Abraham. Give each child a toilet paper tube and a circle of black construction paper that has been cut four inches in diameter. Help each child place the piece of construction paper on top of one end of the tube, gently press it around the end, and secure it with a rubber band so one end of the tube is tightly covered with the paper. Then give each child a straightened paper clip. Have them use the paper clip to poke holes in a random pattern in the black paper to represent the stars in the sky. When they have finished, have them hold their star viewer up to a light source to see the stars in their sky. On the outside of the tube, ask children to write the scripture reference, Genesis 15:1-6 to remind them of the story.

A New Name

After reading Genesis 17:1-8; 15, ask the children to discuss how they feel about their own names. Have them relate the meanings of Abraham and Sarah's new names to their roles in the Bible. Ask children to think of a new name they would rather have. Give children a "My Name Is..." nametag and ask them to write their new name on the sticker. During the rest of the lesson, ask children to refer to their peers by their new names. If possible, allow children to look up their old and new names in a baby book to determine the meanings of each one.

Abraham Says

After learning about Abram's name change, allow children to play a game of *Abraham Says*. Play the game using the rules for *Simon Says*, substituting the words "Abraham Says" and "Abram Says" for the words "Simon Says." Call out a command using either Abraham or Abram at the beginning. Tell children that they should only do the command if the new name, Abraham, is used. For example, if you call out, "Abram says touch your left ear," children should not respond. Any child who follows that command is asked to sit down. If a command begins with the words, "Abraham says..." children should follow the command given since this uses his new name. Play several times to give children a chance to be successful.

The God of the Impossible

Explain that in today's stories, God proved that he was the Lord of the Impossible. Abraham and Sarah thought it would be impossible for them to have

children, yet God made it possible. Have children think of something they think would be impossible for them to do. Some examples might include climbing a steep mountain, being a professional ball player, etc. Then ask them to draw a picture of themselves doing the impossible task and ask them to label their drawing, "God is Lord of the Impossible!"

A Fruity Family Tree

After reading the story of Abraham, children will enjoy making a family tree that represents their genealogy. Have each child draw a tree on a large piece of construction paper and color it in. Then give each child small red circles. Ask them to write the names of their relatives on the circles and glue them to the tree to look like apples. Ask them to write their own name on the tree trunk. Discuss what Abraham's family tree would look like today. Help children come to the conclusion that the tree would not be able to hold that many apples!

What's the Point?

God keeps his promises, no matter how impossible the situation may seem.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is one promise that God has made to you?



Encountering the Story-

Isaac	nations	stars	father	Sarai	son
Sarah	descendents	Abraham	laughed	Abram	

God Promises a nation to Abraham- Genesis 15:1-6

Abram was worried what would happen to his family and possessions when he died. God assured Abram that he would be the _____ of a great nation and promised that his _____ would number as many as the _____ in the sky.

A Name Change- Genesis 17:1-8, 15

God once again assured Abram of his future as a father of many _____. In addition, God changed his name from _____, meaning 'Exalted Father' to _____, meaning 'Father of Nations.' His wife, _____ also received a new name from God. Her name was changed to _____, which means 'Princess.'

A Promise Fulfilled- Genesis 17:17-21, 21:1-3

God began to fulfill his promise to Abraham by providing him with a _____ through his wife, Sarah. Because of their age, Sarah and Abraham _____ in disbelief at the news. When their son was born, they named him _____, which means 'laughter.'

What's the Point?

God keeps his promises, no matter how impossible the situation may seem.

B is for Barnabas

Provide a real role model for the children in your class!
Discover that in addition to spreading the Gospel with Paul, Barnabas was an encourager, a Good News sharer, and a missionary.

Focus Questions

Lead children in an opening discussion of the following questions to set the tone and build background for the lesson.

- ☐ Can you think of a time that someone encouraged you?
- ☐ In what ways have you encouraged other people?
- ☐ Have you shared your faith in Jesus with anyone?

Encountering the Story

As you share and discuss the stories, have children complete the reproducible worksheet to reinforce the important facts. Passages should be read directly from the Bible.

Barnabas Decides to Spread the News- Acts 4:36-37

Barnabas decided to join Paul in his quest to spread the Gospel and gave the apostles all the profits from selling a field he owned.

Barnabas the Encourager- Acts 11:21-23

Barnabas' name meant "Son of the Encourager." This name suited him very well since his mission was to encourage early Christians in their daily Christian walk.

Barnabas the Good News Sharer- Acts 11:22-24

Through Barnabas, large numbers of people were converted to Christianity.

Barnabas the Missionary- Acts 13:1-3

Barnabas was chosen by the leaders of the church at Antioch to join Paul on his first missionary journey.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the lesson.

Give Him all You've Got

After discussing the story of Barnabas' generosity toward the apostles, read Matthew 25: 37-40. Discuss the fact that Jesus said helping someone in need was just like helping Him. Identify some of the people in need throughout your

community. Then ask the children to think of a few things they have at home that would be nice to give to someone else. Request that they bring two or three items from home the following week (gently used toys, books, videos, etc.) Encourage children to give “the best” not “the rest.” Coordinate a time when a few of the children or the entire group can go with you to deliver the items to a homeless shelter, battered women’s shelter, children’s hospital, or another organization that provides items to needy children. If only a small group of children are able to go, take pictures while you are there to share with the rest of the group. Children will realize the enormous blessing to be received from giving!

I’m an Encourager

Explain that Barnabas’ real name was Joseph, but the apostles and members of the early church called him Barnabas because that name means “Son of Encouragement.” Ask them how Barnabas encouraged the people in the lesson. Have them name some ways that they can encourage their family and friends in their daily walks with Christ. Write some of the suggestions on the board or chart paper to display in the room. Explain that you are going to make an encouragement garland. Give each child four circles that are four-inches in diameter and have been pre-cut from colored craft foam. In addition, give them each one five-inch heart pre-cut from red craft foam. Ask them to use a permanent marker to write the following verse in the center of the heart-shaped piece.

‘He was glad and encouraged them all to remain true to the Lord with all their hearts.’ Acts 11:23b

Then, on each of the individual circles, ask the children to write a way in which they can encourage their friends and family. Poke holes on the right and left side of two of the circles and the heart. Poke a hole on the right side only of one circle (this will be the shape on the far left) and the left side only of the other circle (this will be the shape on the far right.) Then bend paper clips into “S” shapes and use the bent paper clips to link the circles and heart together to make a garland. If desired, hot glue a circular magnet to the back of each of the end circles and encourage children to display these garlands on the refrigerator at home.

Live a Life that Shows

Ask children what they think their peers would say about them if asked. List their responses on a chalkboard or a piece of chart paper. Read Acts 11:22-24 aloud and discuss the character traits mentioned in the passage. Have the children identify the character traits that Barnabas possessed and compare these to the ones included on the group list. Explain that we can show we are followers of Jesus through our daily behavior and the way others see us. Give each child a piece of white drawing paper. Ask them to fold it in half width-wise and draw a line down the fold in the center. On one side ask them to write the label, “What I want people to see” and on the other side write, “What I don’t want people to see.” Have them write at least three positive character traits and draw a picture

of themselves doing something to exhibit one of those traits under the “What I want people to see” heading. Then on the other side, have them write one area upon which they can improve and draw a picture. Allow children the option to share their responses.

Spread the News!

After reading Acts 13:1-3, ask children to help you make a list of some tasks of a missionary. Explain that because Barnabas had proven to be such an encouragement and follower of Jesus, he was chosen by the early Christians to go with Paul on his first missionary journey. Go through the items on the list and help children realize that they can be missionaries right in their own neighborhood and town. Explain that the primary responsibility of a missionary is to spread the news of God’s love and forgiveness and to bring people to a relationship with Jesus Christ. Allow children to work with a partner to make a Good News Newspaper they could share with a friend who doesn’t know Jesus. Have the children create a name for their newspaper and write it at the top. Then use the remaining space to write a newspaper article that tells the good news of Jesus’ birth, death, and resurrection. Allow them to write several articles or include all the necessary information in one article. Encourage children to draw an illustration to go with each article and allow them to share their articles if desired.

What’s the Point?

Like Barnabas, we can be used by God to encourage other people and bring them to faith in Christ. We can be missionaries in our own communities through how we interact and share Jesus with others.

Ticket Out the Door

At the end of the lesson, help children reflect on what they’ve learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- How can you share Jesus with others this week?

B is for Barnabas

Encountering the Story-

apostles
gospel

journey
Encourager

Christians
Christianity

Antioch
Paul

Barnabas Decides to Spread the News- Acts 4:36-37

Barnabas decides to join Paul in his quest to spread the _____ and gave the _____ all the profits from selling a field he owned.

Barnabas the Encourager- Acts 11:21-23

Barnabas' name meant "Son of the _____." This name suited him very well since his mission was to encourage early _____ in their daily Christian walk.

Barnabas the Good News Sharer- Acts 11:22-24

Through Barnabas, large numbers of people were converted to _____.

Barnabas the Missionary- Acts 13:1-3

Barnabas was chosen by the leaders of the church at _____ to join _____ on his first missionary _____.

What's the Point?

Like Barnabas, we can be used by God to encourage other people and bring them to faith in Christ. We can be missionaries in our own communities through how we interact and share Jesus with others.

C is for Caleb

Explore unknown lands in search of the truth as you learn about Caleb's detective mission. Children will learn that putting their trust in God leads to big rewards!

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What does a spy do?
- ☐ What does it mean to trust in God?
- ☐ Can you think of a time that you placed your trust in God when it went against what others were telling you to do?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Sending out the Spies- Numbers 13:1-3; 17-24

God told Moses to send out spies to scout out the "Promised Land" the Lord said he would give to His people. He sent out twelve spies, including Caleb, and gave them specific instructions about what to look for when they got to the land.

The Spies Report- Numbers 13:25-33

The spies gave their report after forty days. Ten of the spies concentrated on the bad things and told the people not to take the land. Caleb and Joshua put their trust in God and encouraged the people to take the land.

The Punishment for Disbelief, the Reward for Belief- Numbers 14:20-30

The people were punished for their distrust and disbelief and made to wander in the wilderness for another forty years. The only people allowed to enter the "Promised Land" were Caleb and Joshua since they showed faith and trust in God.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

I Spy

After reading the story of Caleb and the spies, review the facts by playing a game of "I Spy." Explain that each child will have a chance to pretend to be one of the spies and will use clues to describe something seen by the spies in the Promised

Land. As an example, start out with the statement, "I spy something that is green or purple. It is juicy and starts with the letter 'g'." Call on volunteers and identify the object as grapes. Now ask a child to think of something else that the spies saw and create their own "I Spy" clue for their peers to solve. Continue until all of the facts have been covered or until each child has a turn.

Magnifying my Faith

Discuss the tools that a modern-day spy might use. If possible, show the class a real magnifying glass and explain how it helps people look for clues. Explain that when non-believers look at Christians, they sometimes look very closely at our faith to see if we really believe what we say we believe- just like looking through a magnifying glass. Explain that children will create their own magnifying glass. Reproduce the template that follows onto card stock and give each child two copies. Have children cut around the outside edge and help them cut out the center circle. Supply them with a piece of clear laminating or transparency film and show children how to trace around the circular part of the template to create a circle on the film. Cut out this circle. Help them apply glue to the edge of one template and place the circle of film over the top. Next, squeeze a line of glue around the entire edge of the other magnifying shape and place it on top of the first. When children are done, have them gather in a circle with their magnifying glasses. Ask each child to take turns looking at another child through his magnifying glass and stating one positive trait that child exhibits in his/her life.

Looking for the Positive

Using the magnifying glasses created in the previous activity, allow children to look for clue cards around the room that describe some of the observations made by Caleb and the other spies. Write the following statements on small index cards and hide them around the room.

This is a magnificent country.

The land is flowing with milk and honey.

Here is some fruit from the land.

The people there are too powerful for us.

The cities are fortified and large.

There are giants living in the land.

There are many people living in the land.

Let's go and possess the land because we are able to conquer it!

The land is full of warriors.

We are not able to take the land.

Allow children to use their magnifying glasses to look for the cards. Create a chart on a chalkboard or large piece of paper with the labels *Positive* and *Negative*. When all of the clues have been found, allow the children to read the clues and tape the clues under the appropriate column on the chart. Have them recall which statements the majority of the spies made and which ones Caleb and Joshua made.

Wilderness Wanderings

After reading the conclusion of Caleb's story in Numbers 14:20-30, remind the children that the people were made to wander in the wilderness for another forty years and that Caleb and Joshua were the only ones who were allowed to enter the Promised Land. Have children play a game of Wilderness Wanderings to reinforce the facts of the lesson. Write the following statements on index cards and place them on a chair in the center of the room or play area. Place colored pieces of construction paper around the room in a pattern to create a pathway for children to follow. Label the first piece of paper on the path, "Wilderness" and the last piece of paper, "The Promised Land." Have children take turns drawing a card. Ask them to read the statement and follow the directions to move down the path. Review the facts of the story as they move through the game. The first child to reach the Promised Land is the winner. Write these statements on index cards:

You see a large grape vine and carry it back to Moses. Wander forward two spaces.

You report that there are huge giants in the land. Wander back three spaces.

You report that the cities are fortified and too large. Wander back one space.

You report that there are warriors in the cities. Wander back two spaces.

You were chosen by Moses to be a spy. Trade places with someone else in the wilderness.

You tell Moses to turn around. Wander back four spaces.

You tell Moses to go forward and take the land. Wander forward four spaces.

You report that there are too many people living in the land. Stay right where you are.

You report that the land is beautiful and lush. Wander forward three spaces.

You report that the land is "flowing with Milk and Honey." Wander forward one space.

A Fruity Snack

After reading and discussing the facts in Numbers 13:1-3; 17-24, allow children to have a snack that the spies might have had during their scouting mission.

Have a selection of fruit such as grapes, figs, pomegranates, milk, and honey available for students to sample.

What's the Point?

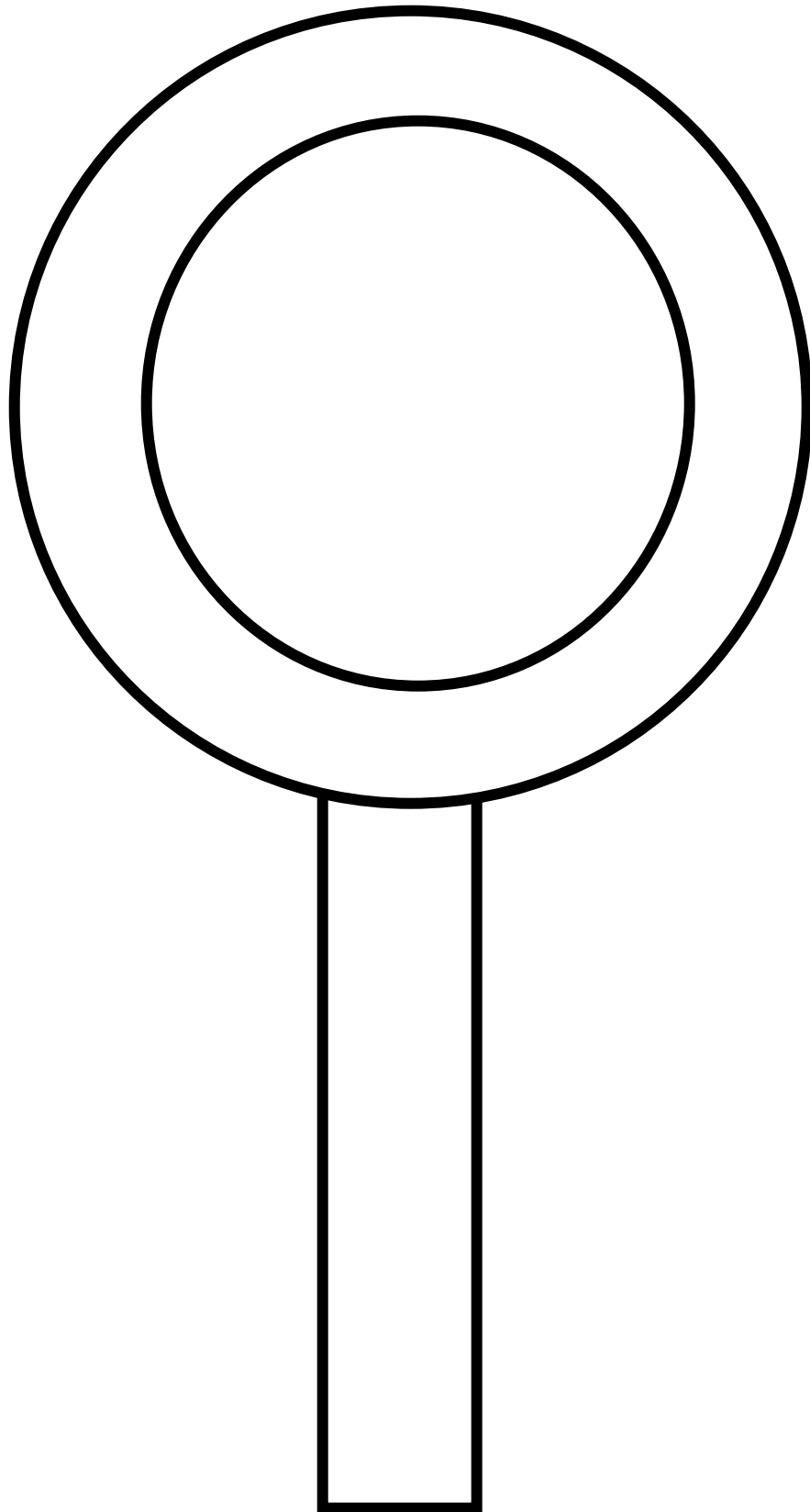
We need to trust that what God tells us is true.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is one area of your life that you can trust God with this week?

Magnifying Glass Template



C is for Caleb

Encountering the Story-

twelve	Caleb	Promised Land	forty	ten
spies	Joshua	forty	faith	trust

Sending out the Spies- Numbers 13:1-3; 17-24

God told Moses to send out _____ to scout out the
“_____” the Lord said he would give to His people. He sent out
_____ spies, including Caleb, and gave them specific instructions
about what to look for when they got to the land.

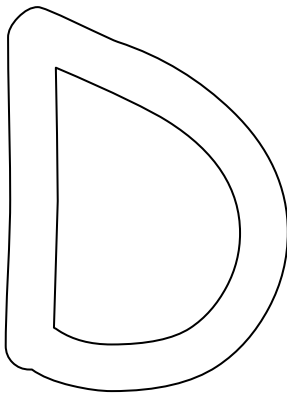
The Spies Report- Numbers 13:25-33

The spies gave their report after _____ days. _____ of
the spies concentrated on the bad things and told the people not to take
the land. _____ and _____ put their trust in God and
encouraged the people to take the land.

The Punishment and the Reward- Numbers 14:20-30

The people were punished for their distrust and disbelief and made to
wander in the wilderness for another _____ years. The only
people allowed to enter the “Promised Land” were Caleb and Joshua since
they showed _____ and _____ in God.

What's the Point? We need to trust that what God tells us is true.



is for Daniel

Take children back to a time when eating nothing but vegetables and water was cool! Children will learn about Daniel's special diet, the writing on the wall, and Daniel and the Lion's Den.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What are your favorite foods?
- ☐ How does it feel when you are the only one doing the right thing?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

A Healthy Young Man- Daniel 1

Daniel and three friends, Shadrach, Meshach, and Abednego were placed in the King's palace for three years. They were trained and taught during this time and chose to eat only vegetables and water instead of the King's rich foods. At the end of the time, the King found they were better trained and healthier than the other young men and rewarded them with high appointments in his kingdom.

The Writing on the Wall- Daniel 5

After becoming known as one who can interpret dreams, Daniel was summoned when the King saw a hand, writing on a wall during a banquet. Daniel interpreted the writing and was made the third ruler in the kingdom.

Daniel in the Lion's Den- Daniel 6

Because Daniel held a high position in the kingdom, many other men were jealous. These jealous men tried to trick Daniel and created a law that stated no one was allowed to pray to anyone but King Darius because they knew that Daniel would continue to pray to God. He was thrown into the lion's den because he refused to follow the law. God saved Daniel from the lions.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

What's for Dinner, Daniel?

Discuss the reasons that Daniel and his friends were healthier than the other young men in the King's palace. Help children realize that the other young men were eating the King's rich foods and by doing so, were breaking the current Jewish law. Daniel and his friends wanted to serve God and ate only vegetables and water. Have children identify some of their favorite vegetables. Give them paper plates and several pieces of construction paper in various colors. Ask them to draw four different vegetables on the construction paper and cut out each one. Then, on the vegetables, have children write one way they can serve God, and glue them on the plate. Allow children to share their ideas as desired.

Veggie Sculptures

Allow children to use dough or clay to sculpt their favorite vegetables. Give children a lump of dough and ask them to create replicas of their favorite vegetables. After the sculptures are complete, press them onto a flat surface so the back of the shape is flat. The dough can be placed in a 300° oven or left out to air dry depending on the type of clay used. Once the shapes are cooled and dry, have children paint each one. Finally, glue a magnet on the back to use on the refrigerator. These colorful vegetables will remind them to eat their veggies and grow strong in the Lord like Daniel!

Feel the Pressure

Tell the children that you are going to try a little experiment. Send one child out of the room on an errand (to fill a bucket with water, take a piece of paper to another room, etc.) Tell the remaining children that you are going to hold up some colored pieces of construction paper. Tell them they will need to give the wrong answer to each question and see if the missing child agrees with the majority of the group even though the answer is wrong. When the missing child gets back, tell the group that you are going to ask them a few easy questions and direct the missing child to a seat in the back of the room. Hold up a piece of red construction paper. Ask the children to raise their hands if they think the paper is green. All children should raise their hands- look to see if the missing child went along with the rest of the class. Repeat with several other colors, switching the questions and answers. For example, hold up a blue piece of paper and tell children to hold up their hands if the paper is blue (children should keep their hands down). After several questions, ask the missing student if he noticed anything strange. Have him describe how he felt going against the crowd's opinion. Discuss the meaning of peer pressure and how Daniel and his friends resisted the pressure to conform to other's demands.

Secret Writing

Have children make their own secret writing to help them remember the story of the writing on the wall. Give each child two pieces of white paper, a paintbrush,

and a cup of lemon juice. Ask children to write their names on a small slip of paper and place them in a bag or bucket. Have each child pull a name from the hat. Explain that they are going to write a special message to the chosen person. Have children dip their brushes into the lemon juice and use them to write a special message to their chosen person on a piece of white paper. After the writing dries, have them pass their paper to their partner. Explain that when they get home, they will need to have a parent press a hot iron over the paper to reveal the secret message. On the other piece of white paper, have them write the words that were written on the wall, "Mene , Mene , Tekel , Parsin." Allow them to take both sheets home and reveal the messages.

Lion Puppetry- Make these quick and easy lion puppets that children can use to act out the story. Give children a paper plate and ask them to use crayons to color and draw a lion's face in the center (do not draw the ears and mane.) Then give them pieces of orange or brown construction paper and have them cut two small ears from the paper and glue to the top edge of the plate on either side. Give each child a long piece of orange yarn and scissors. Have them cut the yarn into small sections and glue the pieces on the outside of the plate to create a mane. Finally, glue a large Popsicle stick to the back. When the puppets have dried, children will be ready to act out the story. Have one person pretend to be Daniel, one pretend to be the king, and the rest use their puppets to be the lions.

Daniel and the Lions Tag- Review the events that took place in the Lion's Den. Tell the children they are each going to have a chance to be lions and try to avoid being captured by Daniel in a fun game of tag. Take the children outside into an open area. Mark off a large square using chalk or cones (the size will depend on the number of children in the group). Assign one child to be Daniel and explain that the other children will be the lions. Have all the lions line up on one side of the square. Tell the children that Daniel will be trying to tag them as they run across to the opposite side. If the lions go out of the boundaries, they will be "out" of the game. On your signal, the lions will begin to run across to the other side of the square. Daniel will be in the middle and try to tag as many lions as he can. Once a lion is tagged, he must stay seated at the place he was tagged. Once the lions have reached the other side, give the signal again and have them try to run across and get to the other side of the square once again. Continue playing until there is only one lion left. That lion is the King of the Den!

What's the Point?

God can use ordinary people to do extraordinary things.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What extraordinary things can you do with God's help?

D is for Daniel

Encountering the Story-

Abednego	God	lion's	jealous	vegetables	law
Shadrach	banquet	Meshach	water	hand	Daniel

A Healthy Young Man- Daniel 1

Daniel and three friends, _____, _____, and _____ were placed in the King's palace for three years. They were trained and taught during this time and chose to eat only _____ and _____ instead of the King's rich foods. At the end of the time, the King found they were better trained and healthier than the other young men and rewarded them with high appointments in his kingdom.

The Writing on the Wall- Daniel 5

After becoming known as one who can interpret dreams, _____ was summoned when the King saw a _____ writing on a wall during a _____. Daniel interpreted the writing and was made the third ruler in the kingdom.

Daniel in the Lion's Den- Daniel 6

Because Daniel held a high position in the kingdom, many other men were _____. These jealous men tried to trick Daniel and created a _____ that stated no one was allowed to pray to anyone but King Darius because they knew that Daniel would continue to pray to _____ despite the rule. He was thrown into the _____ den because he refused to follow the law. God saved Daniel from the lions.

What's the Point?

God can use ordinary people to do extraordinary things.

E is for Elisha

Explore Elisha's life and learn about not one, not two, but three miracles! Children will enjoy learning about The Widow's Oil, The Shunnamite's Son, and the Angels at Dothan.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What is a miracle?
- ☐ What are some miracles that happened in the Bible?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Elisha and the Widow's Oil- 2 Kings 4:1-7

Elisha was summoned by a widow who didn't have any money. He asked her to collect many pots and each one was miraculously filled with oil that she could sell to pay off the debts.

Elisha and the Shunnamite's Son- 2 Kings 4: 8-37

Elisha became close to a Shunnamite woman whose husband had died. When her son also died, Elisha came and brought him back to life.

Angels at Dothan- 2 Kings 6:8-23

The King's men tried to capture Elisha and several miracles took place. Elisha was able to make the entire army see the angels and chariots that were surrounding the city and make them blind so they could be led to a neighboring city.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Give me Oil in my Lamp- Allow children to make their own oil lamp that will help them remember the story. Give each child a baby food jar that has been washed and cleaned. Pour some lamp oil into the jar and add a wick. Light the wick and allow children to watch their lamps burning. Make sure that children understand

this activity should only be done in the presence of an adult. For transport, securely screw the top back on the jar.

More and More! - Give each child a copy of the following jar template. Ask them to write one thing on each jar that God provides for them. Then have children cut out the jars and glue them to a piece of construction paper. Ask them to draw a picture of the Widow next to the jars and write the following phrase at the bottom, "God supplies all my needs."

Sick Made Well Tag- Children will enjoy this fun game of tag after learning about the healing of the Shunnamite's son. Choose two colors of beanbags- three of one color, and one of the other. Give the beanbags of one color to three children- they will be the germs. Give the single beanbag of the other color to one child- she will be the healer. Explain that the object is for the germs to try to freeze all of the other players, while the healer unfreezes the frozen children. Have children play tag in the traditional manner, and as they run, the germs will throw their beanbags at the feet of one of the players. If a player is tagged below the knee with the beanbag, he must freeze until the healer comes and hits him below the knee with his beanbag. The germs win if they can get the majority of the children frozen after a specified amount of time. Switch roles and allow each child to take a turn being the healer or one of the germs.

Spread the Love- After reading about the Shunnamite's son, tell children they are going to have the chance to bring hope to someone else, just as Elisha brought hope back to the woman and her son. Explain that they will be spreading God's love to sick children in the hospital. Give children some white drawing paper. Ask them to draw a picture and write a sentiment on the paper, then add the verse, "And the prayer offered in faith will make the sick person well," James 5:15. If possible, allow a group of children to go with you to a local children's hospital or the children's ward of your local hospital to distribute the cards. Before entering each room, gather around the door and say a prayer for the child inside. Encourage children in the group to lead the prayers.

Angels all Around- Children will enjoy playing this fun game that goes along with the story of the Angels at Dothan. Gather the children together in an enclosed space that is free of obstacles. On a wall, tape a large piece of poster board that includes an outline drawing of a city. Remind children that in the story, Elisha asked God to make the entire army blind and then he redirected them away from their own city to another one. Help children recall when the people approached the army, they said, "You've come the wrong way! This isn't the right city!" Give each child an angel cutout that has a piece of tape on the back. Pull half of the children aside and blindfold them. Those children who are blindfolded will be the opposing army and the children who can still see are the people of God. Take each of the blind folded children to the center of the space and ask the other children to stand around the outside edge of the area, leaving a space so that there is a clear path to the poster. Spin each of the blindfolded children around

several times and tell them that they are supposed to find the poster and tape their angel beside the city. As they move around the room, the observing children should be very quiet. If a blindfolded child tried to tape the angel to him, the only thing he is allowed to say is, "You've come the wrong way! This isn't the right city!" Continue until each child has had a chance to tape his angel to the wall.

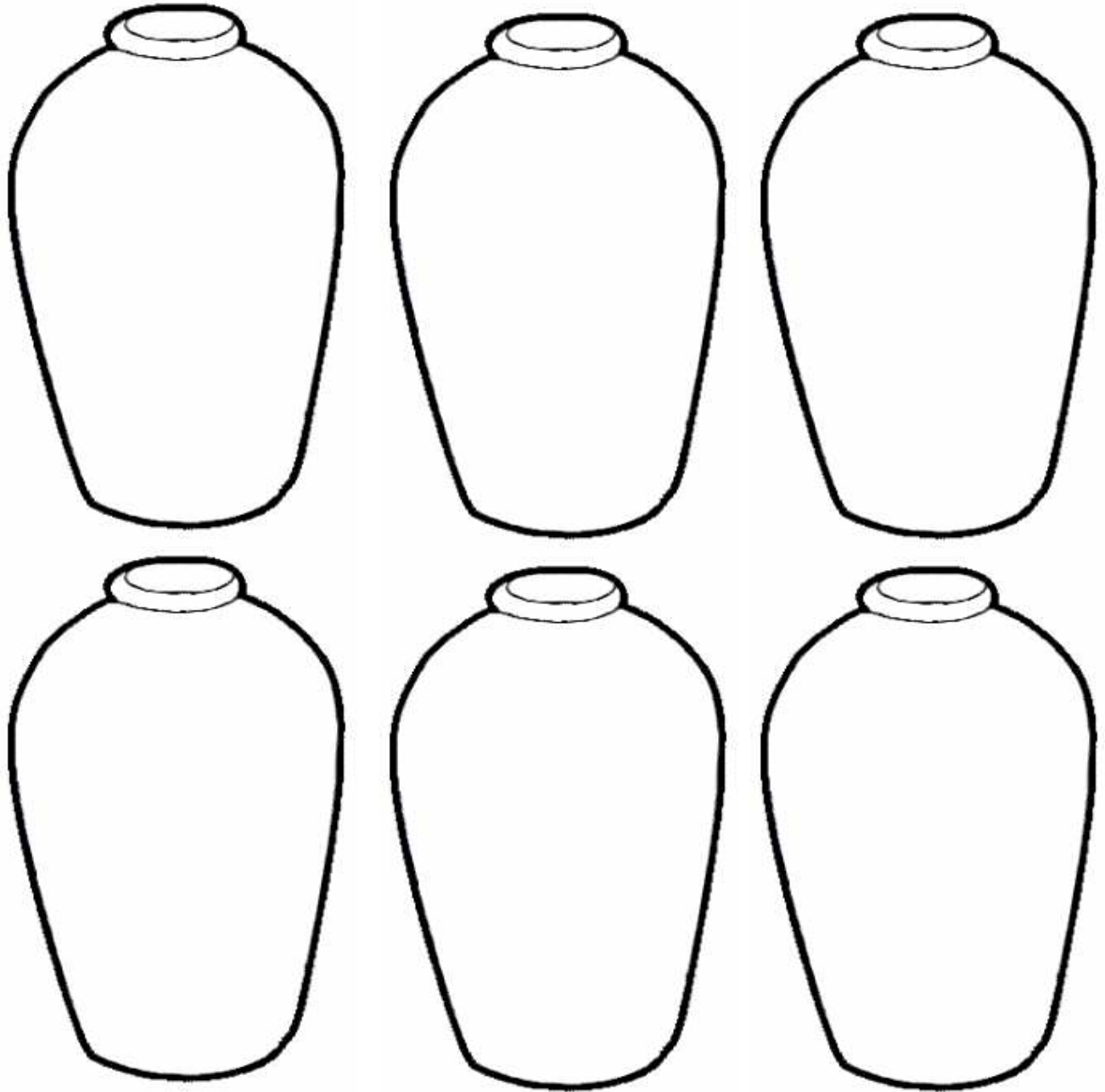
What's the Point?

Even when you think things are impossible, God can work wonderful miracles in your life!

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What miracles has God worked in your life?



E is for Elisha

Encountering the Story-

oil servant chariots died son life
widow angels pots blind sell

Elisha and the Widow's Oil- 2 Kings 4:1-7

Elisha was summoned by a _____ who didn't have any money.
He asked her to collect many _____ and each one was
miraculously filled with _____ that she could _____ to pay
off the debts.

Elisha and the Shunnamite's Son- 2 Kings 4: 8-37

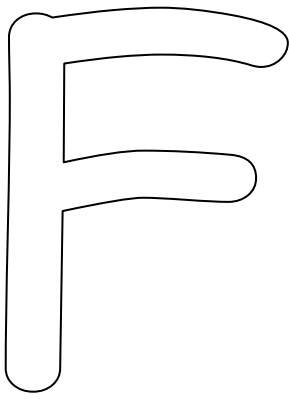
Elisha became friends with a Shunnamite woman whose husband had
_____. When her _____ also died, Elisha came and
brought him back to _____.

Angels at Dothan- 2 Kings 6:8-23

The King's men tried to capture Elisha and several miracles took place.
Elisha was able to make the King's _____ see the
_____ and _____ that were surrounding the city and then
make the entire army _____ so they could be led to a neighboring
city.

What's the point?

Even when you think things are impossible, God can work wonderful
miracles in your life!



is for Friendship: David and Jonathan

Best Friends Forever! David and Jonathan were friends for life! Children will enjoy learning how to be a good friend while discovering what made David and Jonathan stick together through thick and thin.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Who is your best friend?
- ☐ What makes that person your best friend?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

David and Jonathan Become Friends- 1 Samuel 18:1-16

David met King Saul's son, Jonathan, and they became fast friends. Jonathan swore to be David's blood brother and gave him his robe, sword, bow, and belt. King Saul became jealous of David's popularity with the people and took away some of David's power by making him a captain.

Jonathan saves David's Life- 1 Samuel 20

Jonathan agreed to find out his father's plan towards David. Saul was so mad when Jonathan talked to him about David that he tried to kill Jonathan with his spear! Jonathan then went to the field where David was waiting and shot his bow and arrow to let David know that he should run away quickly. They had to say goodbye, but realized that their friendship would go on forever.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

What do we have in common? - Discuss some of the things that David and Jonathan had in common. Give each child a large sticky nametag. Have them write their names, favorite colors, favorite foods, hobbies, and career goals on the tags. Then allow children to circulate around the room and find two other children with which they have something in common. Allow them to share their discoveries with the class.

A Web of Friends- Gather children together in a circle and hold a ball of yarn in your hands. Tell children the name of your favorite food. Ask if any child shares your favorite food. Toss her the ball of yarn, keeping a hold of the end. Then ask her to tell something about herself and ask if anyone else has the same interest. Have her toss the ball of yarn to another child who shares her interest. Then have that child repeat the process. If more than one child shares the same interest, allow them to pass the yarn from one to the next and the last person holding the yarn will share another interest/favorite. As the yarn is being passed around, make sure children keep a hold of their section so a web is created. Explain that as Christians, we need to have a web of Christian friends around us to help us follow the right path.

Golden Friendship- Ask children what made David and Jonathan's friendship so special. Explain that it was because each of them followed the "Golden Rule." Ask children to state the golden rule:

"Do unto others as you would have them do unto you."

Explain that this rule is found in the Bible and read Luke 6:31 aloud. Give each child a wooden ruler and some gold paint. Ask them to paint the ruler with the paint and allow it to dry. Then have them write the verse on their painted ruler using a permanent marker. To save time on this craft, you can spray paint the rulers in advance and give the spray painted rulers to children the day of the lesson.

Friend Wanted! - Children will enjoy making a wanted poster for a good friend. Discuss the qualities that made David and Jonathan's friendship strong and list some of those characteristics on a chalkboard or piece of chart paper. Give each child a piece of white drawing paper and some markers and crayons. Ask them to make wanted posters that include characteristics they desire in a good friend. Allow them to draw a picture of their best friend's face in the center and write the heading, "Wanted- Good Friend" at the top.

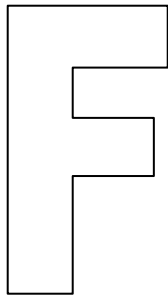
What's the Point?

True friends are willing to give their lives for each other. We need good Christian friends to help us stay on the right track.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- How can you be a good friend this week?



is for Friendship: David and Jonathan

Encountering the Story-

Jonathan	forever	David	spear	sword	bow
Saul	robe	belt	jealous	mad	arrow

David and Jonathan become friends- 1 Samuel 18:1-16

David met King _____'s son, _____, and they became fast friends. Jonathan swore to be _____'s blood brother and gave him his _____, _____, _____, and _____. King Saul became _____ of David's popularity with the people and took away some of David's power by making him a captain.

Jonathan saves David's life- 1 Samuel 20

Jonathan agreed to find out his father's plan towards David. Saul was so _____ when Jonathan talked to him about David that he tried to kill Jonathan with his _____. Jonathan then went to the field where David was waiting and shot his bow and _____ to let David know that he should run away quickly. They had to say goodbye, but realized that their friendship would go on _____.

What's the Point?

Good friends are willing to give their lives for each other. We need good Christian friends to help us stay on the right track.

G is for Gideon

What a Warrior! Children will investigate some of the important events in Gideon's life and learn how God calls ordinary people to do extraordinary things.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever done something that you thought would be impossible to do?
- ☐ How did you feel when you accomplished the task?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

God Calls Gideon- Judges 6:11-23

Gideon was visited by an angel. At first, he didn't believe what the angel was telling him so he asked to see a miracle. After making a dinner, the angel touched the meat and bread with his staff and fire shot out and burned them up. Then Gideon believed that what the angel said was true.

Gideon's Fleece Test- Judges 6:33-40

The Lord had Gideon call together the men in the surrounding nations. Gideon wanted to be sure that what the Lord said was true, so he asked God to prove himself. Gideon said that if he put some wool on the ground and the wool was wet while the ground was dry, he would believe. The next morning it happened just that way. Then he asked God to prove Himself one more time. The next day God made the fleece dry, while the ground was wet. Then Gideon believed.

Gideon's Army- Judges 7:1-22

Gideon began to choose an army that would fight the Midianites. After narrowing it down further and further, God allowed Gideon to keep just 300 men. During the battle, Gideon had the soldiers blow trumpets and shout, "We fight for God and for Gideon!" Then the enemy soldiers became confused and started killing each other. Gideon had won the battle with God's help.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Gideon Puzzle- Give each child one piece of craft foam and some permanent markers. Have them use the markers to draw some symbols that represent the events in the stories (fleece, bread, meat, fire, trumpets, etc.) Then ask them to write the following promise along with their drawings.

“But I, Jehovah, will be with you!” Judges 6:16

Show children how to cut the foam into approximately a dozen pieces using wavy or zigzag lines to create a puzzle. Have them put the pieces in a zipper bag. Allow them to exchange puzzles with a friend.

Torches Shining Bright- Children will enjoy making their own torches to represent the ones used by Gideon’s army as they defeated the Midianites. Give each child a toilet paper tube and several 12-inch orange and yellow tissue paper squares. Have children find the mid-point of the tissue paper by folding it in half in both directions. Open up the folds and ask them to grab the tissue paper in the middle and stuff the middle of the tissue into the toilet paper tube and pull it down in the center to resemble a flame. On the outside of the toilet paper tube, have them write, “We fight for the Lord and for Gideon!”

Role Play Today- Have children imagine how Gideon’s soldiers must have felt about his idea to use torches and trumpets to defeat the enemy. Discuss the differences in wars today and then. Ask children to work with a partner to predict how Gideon’s soldiers must have reacted when he told them the plan for defeating the opposing armies. Assign one child to be Gideon, the other child to be a soldier in his army. Have each “Gideon” tell each “soldier” the plan and have the “soldiers” react to this news.

Mighty Angels- Children will enjoy this inexpensive angel craft that uses their handprints and footprints. Have children work with a partner to trace both of their handprints on a piece of white construction paper. Then ask them to take off one shoe and trace one foot onto another piece of white paper. Have them cut out all three tracings. Place their hand tracings on a flat surface with the palms together (fingers facing outward) to create the angel’s wings. Then have them place the footprint on top in the center with the thicker end at the top for the head. Have them glue the footprint in place and use markers and crayons to decorate the angel. Ask them to write the following verse on the front or back of their angel:

“The Angel of the Lord appeared to him and said, “Mighty soldier, the Lord is with you!” Judges 6:12.

Gideon Mobile- Have children make a mobile that demonstrates some of the important events in Gideon’s life. Give each child five large index cards and a long strip of poster board. Ask them to draw the following symbols on each of

their index cards: angel, trumpet, fleece, torch, bread, and meat. Have children cut out each of the pictures and write a sentence that describes the significance of each symbol on the back of the picture. Have them punch a hole in the top of each picture. Take the long piece of poster board and have the children write, "Gideon was used by the Lord." Then bring the ends together to make a circular shape and tape the ends. Punch five equally spaced holes along the edge of the poster board. Tie each shape to the round poster board using a piece of yarn. Punch four more equally-spaced holes at the top and thread some yarn through these holes and hang.

What's the Point?

God uses ordinary people to do his work.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What fantastic things do you think God has in mind for your life?

G is for Gideon

Encountering the Story-

Angel	trumpets	bread	fire	300	prove
Fleece	dry	wet	meat	won	miracle

God Calls Gideon- Judges 6:11-23

Gideon was visited by an _____. At first, he didn't believe what the angel was telling him so he asked to see a _____. After making a dinner, the angel touched the _____ and _____ with his staff and _____ shot out and burned them up. Then Gideon believed that what the angel said was true.

Gideon's Fleece Test- Judges 6:33-40

The Lord had Gideon call together the men in the surrounding nations. Gideon wanted to be sure that what the Lord said was true, so he asked God to _____ himself. Gideon said that if he put some _____ on the ground and it was wet while the ground was dry, he would believe. The next morning it happened just that way. Then he asked God to prove Himself one more time. The next day God made the fleece _____, while the ground was _____. Then Gideon believed.

Gideon's Army- Judges 7:1-22

Gideon began to choose an army to fight the Midianites. After narrowing it down further and further, God allowed Gideon to keep just _____ men. During the battle, Gideon had the soldiers blow _____ and shout, "We fight for God and for Gideon!" Then the enemy soldiers became confused and started killing each other. Gideon _____ the battle with God's help.

What's the Point? God uses ordinary people to do his work.

H is for Hannah

Learn about prayer in this lesson. Children will learn what to pray for, how to ask, and the wonderful ways in which Hannah's prayers were answered by God.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever ignored someone when they called to you?
- ☐ How did they react?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Hannah's Prayer- 1 Samuel 1:1-17

Hannah was very upset because she did not have any children. She went to the temple to pray and promised God that if He would give her a child, she would give him back to God. Eli was the priest that heard her prayer and told her that her prayer would be answered.

Hannah Goes back to the Temple- 1 Samuel 1:21-28

Hannah fulfilled her promise to God and when Samuel was old enough, took him to the temple. She left him with Eli to be raised at the temple.

Hannah Thanks the Lord- 1 Samuel 2:1-11

Even though Hannah was losing her only son, she said a prayer of thanksgiving to God after leaving Samuel at the temple. He grew up and helped Eli in the temple.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Thanksgiving Cram- Remind children that Hannah gave thanks to God for her son, even though she had to leave him at the temple with Eli. Give each child a piece of paper and a pencil. Ask them to quickly write things for which they are thankful in a span of two minutes. Allow children to share their list with the class and discuss how much they have to be thankful for.

P.U.S.H. bracelets- Ask children what Hannah did when she had a problem. Explain that she took her problem to the Lord and prayed about it. Write the word PUSH on the board. Explain that the letters in PUSH stand for *Pray Until Something Happens*. Explain that God always answers our prayers and we should continue to pray until God provides an answer- no matter what the outcome. Give each child a piece of cording and a selection of colored beads, including alphabet beads with the letters P-U-S-H. Have children thread the beads onto the cording to make a bracelet and secure the ends with a knot.

Dodging Problems- Play this fun tag game to reinforce the story. Give each child a beanbag. Explain that these beanbags are problems that they have. Tell children that they will be running around in a designated area and try to tag the legs and feet of another person, while not getting tagged themselves. Divide the children into two teams, giving the members of each team beanbags of the same color. Then tell them that they will be trying to tag the members of the other team with their “problems” (beanbags). Once a child is tagged, he must sit down in the spot that he was tagged. Then assign one person on each team to be the problem solver. This person will unfreeze the tagged children by touching their hands, but only if asked. The tagged children must ask the problem solver to help them before they can be released to play again. The Problem Solver cannot be tagged. The team with the most children standing after a predetermined time will be the winners. Explain that the only way to solve our problems is to take them to God, the ultimate Problem Solver!

Getting What you Need- Ask children how they go about getting what they need. Have them identify different ways that people get what they need. Ask them how Hannah got what she needed (through prayer.) Write the following phrases on small pieces of paper.

- Ask for it
- Cry for it
- Pout for it
- Whine for it
- Beg for it
- Throw a temper tantrum for it
- Pray for it

Place these phrases in a cup or basket. Call one child up and ask him to choose one slip of paper from the basket. Have him read the action written on the card and act it out for the group. Then ask the group to guess the action. Repeat until all actions have been completed and discuss the most effective way to get what you need.

Thankful Prayer Pass- Take a beach ball and using a permanent marker, divide it into several sections. In each section, write one of the following labels: food, clothing, friends, family, animals, toys, hobbies, and house. Some of these can be written more than one time if necessary. Gather children around in a circle

and toss the ball to one child. Have the child call out the words that are in the section in which his two thumbs have landed. That child will then say a prayer of thanksgiving for two things that fall into those categories. For example, if a child's thumbs landed in the sections for house and family, he might thank God for his warm bed and his sister.

Prayer Chains- Tell children that we should pray for other's needs in addition to our own. Have each child think of one thing for which they would like to have friends pray. Give each child six strips of construction paper and ask them to write their prayer request on each of the strips along with their name. Place all of the strips in a big basket or bowl and mix them up. Then ask them to choose six prayer request strips from the basket and read them silently. If a child chooses one of his own prayer requests, he'll need to return it to the basket and choose another one. Have them create a paper chain from the strips by looping them together and securing them with tape, with the words facing out. Then ask them to take the prayer chains home and use them to pray for their friends each night.

What's the Point?

Even in the worst of times, we should give thanks to God.
God can solve any problem for us if we just pray and ask.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is one thing that you can pray for this week for yourself and someone else?

H is for Hannah

Encountering the Story-

temple
Samuel

children
thanksgiving

upset
pray

priest
prayer

Hannah's Prayer- 1 Samuel 1:1-17

Hannah was very _____ because she did not have any _____. She went to the temple to _____ and promised God that if He would give her a child, that she would give him back to God. Eli was the _____ that heard her prayer and told her that her _____ would be answered.

Hannah Goes back to the Temple- 1 Samuel 1:21-28

Hannah fulfilled her promise to God and when _____ was old enough, she took him to the _____. She left him with Eli to grow up at the temple.

Hannah Thanks the Lord- 1 Samuel 2:1-11

Even though Hannah was losing her only son, she said a prayer of _____ to God after leaving Samuel at the temple. He grew up and helped Eli.

What's the Point?

Even in the worst of times, we should give thanks to God.
God can solve any problem for us if we just pray and ask.

I is for Isaac

The story of Isaac causes us to think about our own faith and trust. Take a look at the awesome ways in which God rewarded Isaac's faithfulness and began a great nation. It all began from a long drink at the well.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What is faith?
- ☐ When you turn on the tap, do you have faith that water will come out? Why?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

A Wife for Isaac- Genesis 24

Abraham sent his servant on a search for a wife for Isaac. He arrived and needed some water for his camels. Rebekah offered to give him some water for himself and his camels, as well as a place to stay. Then the servant knew that this was the wife for Isaac. He gave her many gifts and asked her if she would come back with him to marry Isaac. She agreed and they were married.

Isaac is Tricked- Genesis 27

Isaac and Rebekah had two sons, Jacob and Esau. Esau was a skillful hunter and Jacob liked to stay at home with his mother. One day Jacob tricked Isaac into giving him the blessing that belonged to Esau.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Faith is the Key

After reading the story of the search for Isaac's wife, have children make beaded key chains to remind them of the servant's faith. Give each child an assortment of beads including five wooden block beads. Using a permanent marker, have them write the letters in the word **FAITH** on all sides of the wooden beads (one letter per bead.) Combining those beads with the others, have children thread them on a piece of cording and tie one end to a metal key chain loop. Discuss the fact that the servant had faith that God would point him to a bride for Isaac.

An Arid Landscape

Ask children what kind of landscape they think Abraham's servant walked through while making the long journey to find a wife for Isaac. Explain that the area he traveled through was very arid, similar to a desert environment. Give children a piece of white paper and coarse sandpaper. First, ask them to draw a line on the paper that separates the land from the sky. Next, have them use crayons to color in the sky, then place the sandpaper underneath the picture and have them use a brown crayon held at an angle to color over the top to resemble sand. Ask children to draw Rebekah, the well, the camel, and the servant in their picture. Then ask them to write the caption, "A Wife for Isaac- Genesis 24."

Pass the Blessing

Point out that the birthright in the story of Jacob and Esau was a blessing that was supposed to be given to the firstborn male in each family. Explain that this blessing was a very important part of the culture at the time. Reread the blessings given to Jacob and ask children to think of a blessing that they would like to have in the future. Have them begin their blessing with the words, "May your ..." Then ask them to jot it down on a slip of paper and place it in a basket. Have children gather around in a circle on the floor and begin playing some music. Have them pass the basket around in the circle and turn off the music. The child who is holding the basket should draw a blessing and read it aloud to the group. Have that child sit outside the circle and continue passing the basket until all blessings have been distributed and read.

Discovering the Differences-

Discuss the differences between children and their siblings. Help them to realize that just because two people are related, it doesn't mean that they are just alike. Have them think about the ways that Isaac's sons, Jacob and Esau, were different. Give each child a piece of white construction or drawing paper. Then give them two pieces of yarn. Have them use the yarn to make a Venn diagram (two overlapping circles) on their paper, then glue it in place. Ask them to write, *Jacob* at the top of one side and *Esau* on the other. The word *Both* should be written in the center above the overlapping circles. Ask them to write facts about each individual in the corresponding circles, with some facts that pertain to both in the center.

What's the Point?

We need to have faith that God will take care of us and provide for all our needs.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- ☐ What is one thing that you can pray for this week for yourself and someone else?

I is for Isaac

Encountering the Story-

Abraham	gifts	wife	Esau	Rebekah	marry
water	hunter	tricked	blessing	servant	Jacob

Genesis 24- A Wife for Isaac

_____ sent his _____ on a search for a
_____ for Isaac. He arrived in the village and needed
some _____ for his camels. _____ offered to
give him and his camels some water to drink. She also offered him a place
to stay. Then the servant knew that this was the wife for Isaac. He gave
her many _____ and asked her if she would come back with
him to _____ Isaac. She agreed and they were married.

Genesis 27- Isaac is Tricked

Isaac and Rebekah had two sons, _____ and
_____. Esau was a skillful _____ and Jacob liked
to stay at home with his mother. One day Jacob _____
Isaac into giving him the _____ that belonged to Esau.

What's the Point?

We need to have faith that God will take care of us and provide for all our
needs.

J is for John

Yes, he ate bugs for lunch; but John the Baptist did so much more! Introduce children to the concept of baptism and learn ways they can be a voice for Jesus in their schools, at home, and at play.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- Have you ever shared your faith with someone else? How?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

John Prepares the Way- Luke 3:1-18

John the Baptist was Jesus' cousin. He wandered through the wilderness preparing the way for Jesus' ministry. He told the people that they should turn from their sins and be baptized. He told the people who followed him that they should give to the poor.

John baptizes Jesus- Matthew 3:13-17

John the Baptist was busy baptizing people in the river when Jesus came and wanted to be baptized. After Jesus was baptized, the sky opened up and a dove came down and settled on Jesus. A voice from Heaven said, "This is my beloved son in whom I am well pleased."

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Dove Craft- After reading the story of Jesus' baptism, children will enjoy making this craft. Give each child an empty toilet paper tube and some white construction paper. Have them glue the construction paper onto the outside of the tube to cover it, trimming off any excess. Take a large white doily and fold it in half. Press the crease and glue the doily to the back of the toilet paper tube to make wings. Next, have children draw a circular shape for the head. Have them draw two eyes and a beak on the circle, and then attach it to the front top edge of the toilet paper tube to make the head. Finally, ask children to draw some tail feathers on a piece of white construction paper and ask them to attach it to the bottom back of the tube to make the bird's tail.

My Baptism, Past or Future- Discuss the meaning of baptism with the children. Ask them to raise their hands if they have already been baptized. State that some people are baptized as babies, others are baptized when they are older. Explain that baptism symbolizes the way that Jesus washes away all of our sin and makes us clean on the inside. Ask children to draw a picture of their baptism. If children have not been baptized yet, have them draw a picture of their future baptism. Then ask them to write the phrase, "This is ____ (their name) _____ in whom I am well pleased."

Take a Dip! - After discussing baptism, simulate Jesus' baptism through making tie-dye t-shirts. Have children bring in plain white t-shirts the week before the activity. Write each child's name on the tag in the back with a permanent marker. During the next week, tie up the t-shirts and twist tightly with rubber bands. To do this, simply gather sections of the shirt in a ball and twist the rubber band tightly around each section (the tighter the band, the better the result). Repeat in five to ten places around the shirt. The day of the activity, prepare some dye according to the directions on the package. When children have gathered back together, show them a knotted shirt. Explain that when Christ is not in our lives, we are knotted with sin. Allow children to dip their t-shirts in the dye, following the directions on the package. Explain that just as the shirt was forever changed after it had been dyed, we too are forever changed when Jesus comes into our lives and removes our sin. When the dying process is finished set the dye if required (see instructions on the box), remove the rubber bands, and reveal your beautiful new creation!

Transformed Pennies- Give each child a tarnished penny and a shiny penny. Ask them to compare the two. Explain that before Jesus comes into your life, your life is tarnished with sin. After you invite Jesus to come live in your heart, he makes your life shiny and new. Explain that baptism is a way to symbolize that change has taken place. Mix up some vinegar and water ahead of time. Give children a glass full of this mixture and ask them to drop the tarnished penny in the cup. Allow it to sit there for 10-20 seconds and then remove it and dry it off. Discuss the change in the penny. Explain that we are baptized to show others that we have a new life in Christ.

Faith-Sharing Bracelets- Explain that John the Baptist's job was to prepare the way for the Lord. This means that he was to tell as many people as possible about Jesus' love. Give each child a bracelet-sized piece of jewelry cording and the following colored beads: black, red, white, blue, and green. Have them thread the beads onto the cording and knot it together at the end. Explain the meaning of each bead and encourage them to share the meaning of their bracelets with their friends.

Black- Black stands for sin. Everyone has sinned and deserves to die for those sins.

Red- Red stands for blood. The blood that Jesus shed on the cross takes the place of our death. He died because he loves us so much.

White- White stands for forgiveness. When we are truly sorry and ask for forgiveness, Jesus will forgive all the bad things that we have done.

Blue- Blue stands for believe. We must believe that Jesus does what he says He will do and we must believe that the Bible is God's word.

Green- Green stands for grow. As our love for Jesus grows, we will become more and more like Him.

What's the Point?

Baptism shows that we have turned from our sins and have been washed clean by Jesus Christ.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- How has or will your baptism changed you?

J is for John

Encountering the Story-

River Cousin sky Son poor dove
sins Jesus Baptist baptized Heaven

Luke 3: 1-18- John Prepares the Way

John the _____ was Jesus' _____. He wandered through the wilderness preparing the way for Jesus' ministry. He told the people that they should turn from their _____ and be baptized. He told the people who followed him that they should give to the _____.

Matthew 3: 13-17- John baptizes Jesus

John the Baptist was busy baptizing people in the _____ when _____ came and wanted to be baptized. After Jesus was baptized, the _____ opened up and a _____ came down and settled on Jesus. A voice from _____ said, "This is my beloved _____ in whom I am well pleased."

What's the Point?

Baptism shows that we have turned from our sins and have been washed clean by Jesus Christ.

K is for King David

David was a King, a shepherd, a body guard, a warrior, a musician, a father, and a son. He was also a “man after God’s own heart.” Discover what made David such an incredible man in God’s sight!

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Has anyone ever told you that you were too little to do something?
- ☐ How did that make you feel?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Samuel anoints David as King- 1 Samuel 16:1-13

God sent Samuel to find a new King for Israel. He went to David’s house and looked at all his brothers, but God didn’t want any of them. Finally, Samuel asked if there were any more boys in the house. He anointed David, the youngest son in the family!

David the Musician- 1 Samuel 16:14-23

David was a good harpist. Saul had disobeyed God and he was often upset and bothered. He hired David to play for him and become his bodyguard.

David and Goliath- 1 Samuel 17:4-58

Goliath the giant was threatening the Israeli army. No one else was brave enough to fight him. David, who was just a boy, decided that he would be the one to fight Goliath. He chose five smooth stones and put one in his sling. He threw it toward Goliath and knocked him dead!

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

David, David, Goliath- Reinforce the story of David and Goliath with this version of a classic tag game. Review the rules for Duck, Duck, Goose. Gather the children together in a circle in the middle of an open space. Have them sit in a circle and allow one child to go first. Ask her to move around the circle, tapping

each child on the head and saying the name, “David” as each child’s head is tapped. When she gets to a chosen child, then she should tap that child’s head and say, “Goliath!” The child whose head was tapped upon shouting “Goliath!” should quickly get up and chase the other child around the outside of the circle while the tapper attempts to sit down in the open space. If the tapper is caught, she must go around the circle again and repeat the process. If she makes it to the empty space, she takes that child’s space and the game continues.

Character Stones- Remind children that David chose five stones, but it only took one to defeat Goliath. Discuss the characteristics that describe David’s personality (honest, kind, brave, etc.) and list them on a piece of chart paper. Provide each child with five smooth river rocks that you have purchased from a craft store. Give children a permanent marker and ask them to identify five of those characteristics that they would like to have in their own lives. Ask children to write one of those characteristics on each stone. Explain that they should place these rocks in a prominent place in their room to remind them to work toward portraying these traits each day.

David’s Heart- Read Acts 13:22. Explain that it tells us something special about David’s heart. It says that David was a man after God’s own heart. Ask the children to tell you what they think that means and what they can do in their own lives to become a boy or girl after God’s own heart. Give each child two pieces of red construction paper. Ask them to fold both pieces of paper together in half and draw a half of a large heart. Allow them to cut out the heart. Then ask them to draw another half of a heart inside the previous one and cut that smaller one out as well to make two heart shaped frames. Next, ask them to place the red frames on a piece of white drawing paper. Ask them to trace around the outside edge and cut out the heart shape. Have children draw their face in the center of the heart and then glue the white heart shape in between the two red frames. On the edge of the frame, ask children to write the following phrase, “I am a boy/girl after God’s own heart.” If desired, glue magnets to the back of the heart to display on the fridge.

A Man of Many Hats- Discuss all of the “hats” that David wore during his life. Some suggestions include: harpist, psalm writer, king, shepherd, bodyguard, warrior, father, etc. Give each child several large craft sticks and some construction paper. Ask them to use fine point markers to decorate their craft sticks to show David’s different roles and responsibilities. For example, one might decorate a craft stick to show David as king and use construction paper to make a king’s hat to glue on top. Another idea might be to show David as a warrior and make a shield out of construction paper to add to the front. Allow children to share their five portrayals of his roles.

Bible Verse Mix-up- Share 2 Samuel 5:10 with the children, “And David became greater and greater, because the Lord God of heaven was with him.” Discuss the meaning of the verse and then divide the class into two or three teams,

depending on the size of your group. Ask children to get in a line and give the first child of each team a bag that contains index cards with different words of the verse written on each card. When you give the go signal, the first child from each team takes one card from the bag and passes the bag to the next child until the bag reaches the end of the line. If there are still cards left, the last child takes the bag back to the first child in line who takes another card and passes it back down the line until each child has a card. When the bag is empty, ask the children to place the cards in order on the floor, and then sit down in their line. The first team to correctly reassemble their verse is the winner.

What's the Point?

God can use all people, big or small, to accomplish great things!

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What big thing can you do for God this week?

K is for King David

Encountering the Story-

Samuel harpist giant brothers David king
five youngest sling fight bodyguard

Samuel anoints David as King- 1 Samuel 16:1-13

God sent _____ to find a new _____ for Israel. He went to David's house and looked at all his _____, but God didn't want any of them. Finally, Samuel asked if there were any more boys in the house. He anointed David, the _____ son in the family!

David the Musician- 1 Samuel 16:14-23

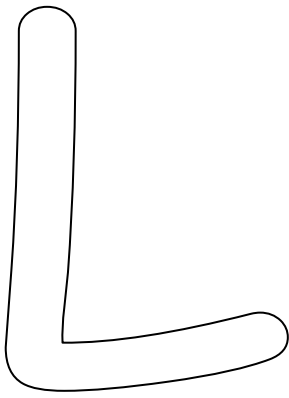
David was a good _____. Saul had disobeyed God and he was often upset and bothered. He hired _____ to play for him and become his _____.

David and Goliath- 1 Samuel 17:4-58

Goliath the _____ was threatening the Israeli army. No one else was brave enough to fight him. David, who was just a boy, decided that he would be the one to _____ Goliath. He chose _____ smooth stones and put one in his _____. He threw it toward Goliath and knocked him dead!

What's the Point?

God can use all people, big or small, to accomplish great things!



is for Lydia

Lydia was much more than a woman who sold purple fabric! Dive in and discover how Lydia turned faith into action as she offered her home and her heart to God's church.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever shared something with someone who was in need?
- ☐ How did it make you feel? How did it make the other person feel?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Lydia Learns to Love the Lord- Acts 16:11-15

Lydia was a woman who sold purple cloth. Since she sold this expensive cloth herself, she was probably quite wealthy. Even though she had plenty of money, Lydia realized that she didn't have everything she needed. After listening to Paul speak about Jesus and His love, she and her whole family were baptized. She invited Paul and Silas to her house.

A Meeting at Lydia's- Acts 16:16-40

Only a few days after speaking to the crowd of women, Paul and Silas were arrested for ordering an evil spirit out of a slave girl. They were thrown in jail and while there, helped the jailer believe in Christ Jesus. Paul and Silas were eventually allowed to leave the jail and they went to Lydia's house once more and preached to the believers before leaving town.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

A Sharing House-

After reading the story, recall that Lydia shared her house with Paul and Silas two different times. Give each child a piece of white construction paper. Ask them to draw a picture of a house on the paper, making their house look like Lydia's might have looked like in bible times (thatched roof, mud bricks, wooden door, open windows, etc.) Tell children that they are need to include at least two windows. Next, help children cut open the door and windows, leaving one side of the door uncut so it swings open. Ask them to cut out the house around the

outside edge of their drawing. Then give each child another piece of white construction paper and have them glue their house to this paper, leaving the door unglued so it swings freely. Ask them to draw Paul's head in one window, Silas' head in another window and Lydia standing behind the door. Then on the back of their house, ask them to write the following phrase, "Lydia shared her house with God's people. I can share..." and have them think of something that they can share with people in the church. One example might be their old toys for the nursery, their time as they help with a younger Sunday School class, doing kind things for the elderly people in the church, holding the door for someone else on the way to Sunday School, etc.

Making your Mark

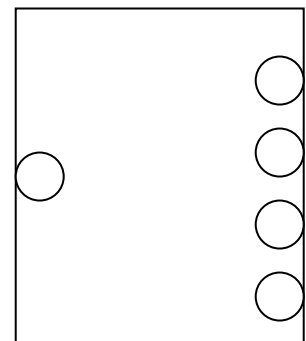
Read Acts 20:24 to the children:

"But my life is worth nothing unless I use it for doing the work assigned me by the Lord Jesus--the work of telling others the Good News about God's wonderful kindness and love." (NIV)

Explain that Paul, the one who shared the Good News with Lydia, was the one who wrote this verse. Ask children to think about the people in today's lesson who would not have known God if Paul hadn't shared with them (all of the women at the meeting, Lydia, the Jailer, the servant girl.) Tell the group they need to make their mark on today's world by sharing the Good News with others. Give them a bookmark-sized piece of purple card stock or construction paper, which has holes punched all of the way around the outside edge of the strip. Next, give each child a piece of purple cording or yarn. Have them thread the cording through each of the holes in a loop fashion to "sew" the edges of the bookmark. If desired, allow children to loop several pieces of yarn or cording through a hole at the very top of the bookmark and thread beads onto the ends and tie to make beaded tassels. Then ask children to neatly write the verse in the center of the bookmark.

Race to the House

Assemble children in a large open area and assign one or two children to be the taggers. Have all children line up on one side of a large rectangular space that has been marked using orange cones or markers. Along one side of the space, place a hula hoop. Explain that this hoop is Lydia's house and that children can go there to be safe. Place four hula hoops on the side directly opposite Lydia's house and tell children that these are the jail cells in which Paul and Silas stayed (see diagram). Explain that when you give the signal, all of the children except the taggers will run from one side of the area to the next, trying to avoid the taggers. If a child needs a safe place to stay, he/she can run to Lydia's house, but there are only two children allowed in Lydia's house at a time and they can only stay there for one pass. If a child gets tagged, he must go to one of the jail cells. On your signal, children should run from one end to the other, two of them stopping at Lydia's house if desired, and those that were tagged going to



Start Here

the jail cells. The other children should then be lined up at the other side of the area and repeat this over and over until all of the children are either in jail or Lydia's house. The last person to be tagged becomes the new tagger in the next round.

What's the Point?

You don't have to wait until you are a "Super Christian" to share God's love with someone! He wants you to share His love today!

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What can you do to share God's love this week?

L is for Lydia

Encountering the Story-

Jesus arrested Cloth jail baptized
money wealthy Paul preached house

Lydia Learns to Love the Lord- Acts 16:11-15

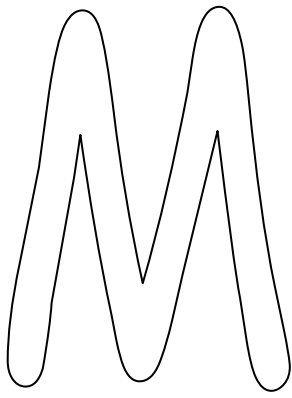
Lydia was a woman who sold purple _____. Since she sold this expensive cloth herself, she was probably quite _____. Even though she had plenty of _____, Lydia realized that she didn't have everything she needed. After listening to _____ speak about _____ and His love, she and her whole family were _____. She invited Paul and Silas to her _____.

A Meeting at Lydia's- Acts 16:16-40

Only a few days after speaking to the crowd of women, Paul and Silas were _____ for ordering an evil spirit out of a slave girl. They were thrown in _____ and while there, helped the jailer believe in Christ Jesus. Paul and Silas were eventually allowed to leave the jail and they went to Lydia's house once more and _____ to the believers before leaving town.

What's the Point?

You don't have to wait until you are a "Super Christian" to share God's love with someone! He wants you to share His love today!



is for Moses

From the basket in the bulrushes to receiving the ten commandments, children enjoy learning about Moses' life and adventures. Introduce children to a few of the events in Moses' life and help them develop their own mighty faith!

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What are some things that you do well?
- ☐ How could you use these gifts and talents for God?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Moses and the Burning Bush- Exodus 3

Moses was in the desert one day when he saw a bush that was burning, but didn't go out! He walked over to see what was happening and God spoke to him from within the bush. God told him that he would be the one to rescue the Hebrew people from their slavery in Egypt.

Moses receives the Ten Commandments- Exodus 20:1-17

Moses received the following Commandments from God on top of Mount Sinai. These were God's commandments:

1. Put God first in your life.
2. Do not worship idols.
3. Do not swear.
4. Keep the Lord's Day (Sunday) holy.
5. Honor your father and mother.
6. Do not murder.
7. Be faithful to your husband or wife.
8. Do not steal.
9. Do not lie.
10. Do not be jealous.

Manna from Heaven- Exodus 16

After wandering around in the desert, the Israelites began to grumble because there was not much food for them to eat. God provided for their needs by sending Manna during the day and quail in the evening.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Remembering the Burning Bush

Allow children to make their own burning bush candleholders. Give each child a baby food jar and ask them to use a permanent green marker to color branches on the outside of the jar. Then supply them with red, orange, and yellow tissue paper, a paintbrush, and a cup of white glue. Ask them to tear the tissue paper into small pieces and use the paintbrush dipped in glue to coat the inside of the baby food jar. Have them stick the tissue paper onto the inside of the jar. Once the inside has been covered with tissue paper, have children use the paintbrush dipped in glue to cover the entire inside of the tissue-coated jar with another coating of white glue to seal the ends of the tissue paper. Allow the jar to dry, then place a small votive or tealight candle inside the jar and light it to resemble the burning bush.

Standing on Holy Ground

Reread Exodus 3:5 to the children and point out that Moses was standing on holy ground during the burning bush experience. Give each child two large pieces of construction paper. Have them take their shoes off and place both feet on the paper. Ask children to trace around their feet and cut out the shapes. Repeat with another piece of paper so each child has four foot-shaped cut-outs. Collect the shapes and write the word *Holy* on several of the feet. Have children put their shoes back on. Spread the foot shapes around in an open area, with the word *Holy* facing down. Play some music and have children walk around in between the feet. While the music is playing, they should not step on any feet shapes. When the music stops, each child should scramble to stand on a foot (both feet on one foot.) Ask children to pick up the foot they are standing on. If they landed on a foot with the word *Holy* ask them to take off one of their shoes and replace the foot shape on the floor, word side down. If they landed on a blank foot, ask them to continue when the music begins again. When a child lands on a *Holy* foot a second time, he needs to take off his other shoe and sit down outside the playing area. The last child standing with one or both shoes is the winner!

10 Commandments Tablets

Allow children to make their own version of the Ten Commandments on these stone-look tablets. Cut pieces of cardboard into tablet shapes and spray each piece of cardboard with a gray granite-look spray paint. Give children a permanent marker and have them write the ten commandments on the tablets (five on each tablet). If desired, the commandments can be summarized as shown on the worksheet that accompanies this lesson.

Ten Commandments Bingo

Review the Ten Commandments with this fun bingo game. Give children a piece of white drawing paper and ask them to fold it into nine sections. Then ask them

to choose eight numbers between one and ten to write in each square (they will not use all of the numbers) and the word *free* on one space. Call out one of the commandments and ask children to identify the corresponding number. Tell them to mark an X through the correct number on their Bingo card. The first child to get three in a row should raise his/her hand and receive a small token (piece of candy, gum, etc.) Continue to play until each child has a chance to get three in a row and until all cards have been completely filled in.

Munching on Manna

While you share the story of Moses and the manna with children, give them each a cup full of torn pita bread or flour tortillas to snack on. Have them imagine eating something like this for forty years while they wandered in the desert.

Giving up Grumbling

Explain that in the desert, the Israelites were grumbling and complaining about not having enough to eat. Ask the children to think about how God feels when we complain about the things that He provides for us. Challenge children to give up their grumbling and start being more thankful for the things they have. Give each child three pieces of white paper and ask them to write something they grumble or complain about on each of the pieces of paper. Then ask them to crumple up the paper and take turns tossing their grumbles into the garbage can. Challenge them not to grumble about those things any longer.

What's the Point?

Follow God's path for your life and you can do great things!

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- ☐ What talent can you use for God this week?
- ☐ Remember, no grumbling!

M is for Moses

Encountering the Story-

first	wife	God	murder	Egypt	lie
dessert	mother	steal	husband	swear	idols food
Sunday	quail	father	jealous	manna	bush

Moses and the Burning Bush- Exodus 3

Moses was in the desert one day when he saw a _____ that was burning, but didn't go out! He walked over to see what was happening and _____ spoke to him from within the bush. God told him that he would be the one to rescue the Hebrew people from their slavery in _____.

Moses receives the Ten Commandments- Exodus 20:1-17

Moses received the following Commandments from God on top of Mount Sinai. These were God's commandments:

1. Put God _____ in your life.
2. Do not worship _____.
3. Do not _____.
4. Keep the Lord's Day (_____) holy.
5. Honor your _____ and _____.
6. Do not _____.
7. Be faithful to your _____ or _____.
8. Do not _____.
9. Do not _____.
10. Do not be _____.

Manna from Heaven- Exodus 16

After wandering around in the _____, the Israelites began to grumble because there was not much _____ for them to eat. God provided for their needs by sending _____ during the day and _____ in the evening.

What's the Point? Follow God's path for your life and you can do great things!

N is for Noah

Children enjoy the story of Noah and the ark, but it often doesn't seem real. How did all those animals fit on the ark? It was nothing short of a miracle! Share this miracle with children and show them how God keeps His promises to us.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever been stuck inside on a rainy day?
- ☐ How did you feel not being able to get outside and play?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Noah and the Ark- Genesis 6-8

The world that Noah lived in was very wicked and the people did not follow God. God decided that he would destroy the whole earth and start again with new people who loved Him. Noah and his family were the only people alive at the time who loved God. God told Noah that He was going to send a big flood that would cover the earth and that he should make an ark to keep his family and the animals safe. God gave Noah specific directions for building the ark and asked him to collect two of each kind of animal to float in the ark. Once all the animals were safe in the ark, the rain began and continued for forty days. The ark floated on the water for 150 days and then the water began to slowly go down. When the water had gone down, the Lord told Noah that he and his family could leave the ark with the animals. Noah built an altar to the Lord and the Lord made a promise that He would never again destroy the whole earth with a flood. God set a rainbow in the sky to remind us of His promise.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Do the Wave!

Remove the labels from clean, clear 16 oz. plastic water bottles- one for each child. Fill the bottle 2/3 full of water and add blue food coloring. Slowly add enough mineral oil on top of the water until the bottle is nearly full. Dry off the lid and put a few drops of super glue on the inside of the lid. Screw the lid on tightly.

Have children place the bottles on their side and let them sit until the liquids have settled (the mineral water should float on top of the blue water.) Then ask them to gently rock the bottles side to side to see the waves roll back and forth.

Draw Your Own Ark

Discuss how Noah received instructions for building the ark. Ask children to reread Genesis 6:14-16. Then divide them into groups of three or four. Give each group a large piece of craft paper or poster board and have them tape it to a wall. Ask them to follow God's directions in the passage for constructing their own ark and draw what they think their version of the ark might have looked like on the poster board. Allow them to color their arks and share with the rest of the class.

Pop a Promise

Ask the children to remember the promise that God made to Noah and the rest of the world. Then provide each child with a balloon. Show them how to use a Bible to look up the verses that follow and write the promise found in each scripture on a small slip of paper. Then have children roll up each slip and stuff it in the opening of their deflated balloon. When all of the promises have been added to the balloon, have children blow up their balloon and tie the end. Give each child a permanent marker and ask them to write, "God's Promises for Me" on the inflated balloon. Explain that when they feel alone, forgotten, or need some encouragement, they can pop their balloon and get five promises right from God's word!

- Proverbs 16:3
- John 6:47
- Psalm 30:2
- John 14:18
- Proverbs 12:21

But Everyone's Doing It!

Use this activity to help children experience what it is like to be the only one resisting temptation. Remind them that Noah was building the ark when it wasn't raining a drop. People thought Noah was crazy and made fun of him for listening to God. Have one child volunteer to be Noah. Explain that the rest of the class will be the people alive during Noah's time. Pass around a bag of cookies. Explain that the cookies represent sin and temptation. Allow each child to take a cookie except Noah. Explain that even though everyone else that was alive at that time did what ever they wanted to and participated in sinful acts, Noah was the only one who did not. Have the class do their best to persuade Noah to take a cookie. Allow this to go on for a while, and then ask Noah how it felt to be the only one not eating a cookie. What were some of the things that child did to resist the temptation? Discuss some strategies for resisting temptation and peer pressure. Remind children that it is often difficult to do what God wants especially when friends are telling us to do something different. Explain that one

of God's promises to us is that He will help us to be strong when we are faced with difficult decisions.

What's the Point?

God keeps His promises to us year after year.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What are some promises that God has made to you?

N is for Noah

Encountering the Story-

Wicked
alter
Flood

God
forty
ark

destroy
loved
family

leave
150
promised

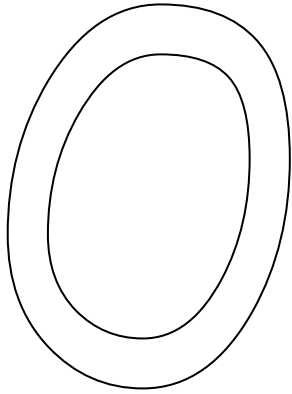
Earth
rainbow
two

Noah and the Ark- Genesis 6-7

The world that Noah lived in was very _____ and the people did not follow _____. God decided that he would _____ the whole _____ and start again with new people who loved Him.

Noah and his family were the only people alive at the time who _____ God. God told Noah that He was going to send a big _____ that would cover the earth and that he should make an _____ to keep his family and the _____ safe. God gave Noah specific directions for building the ark and asked him to collect _____ of each kind of animal to float in the ark. Once all the animals were safe in the ark, the rain began and continued for _____ days. The ark floated on the water for _____ days and then the water began to slowly go down. When the water had gone down, the Lord told Noah that he and his family could _____ the ark with the animals. Noah built an _____ to the Lord and the Lord _____ that He would never again destroy the whole earth with a flood. God set a _____ in the sky to remind us of His promise.

What's the Point? God keeps His promises to us year after year.



is for Onesimus

A run away slave and a master who needs to forgive. The issue of forgiveness is one that children encounter each day. Help them realize that in order for us to receive the benefits of Christ's forgiveness, we need to be willing to forgive others.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What do you think it would be like to be a slave?
- ☐ How would it feel to be set free?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Onesimus Goes Home- Philemon 1

Paul's letter was addressed to Philemon. Philemon had a church that met in his home. In his letter, Paul thanked Philemon for the good things that he had done for the other Christians. Philemon had a slave named Onesimus. Onesimus ran away and became a Christian while Paul was in jail. Paul was writing to Philemon to ask him to allow Onesimus to come back and forgive him for running away. He also asked that Philemon not treat him as a slave anymore, but as a brother in Christ.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Forgive Me Relay

Write the letters F, O, R, G, I, V, and E on index cards. Make sure that you have at least 20 of each letter. Divide the letters up into two sets with 10 of each letter. Place each set of letter cards in a paper bag. Divide the children into two teams and have them race down to the bag and choose a letter card. Then ask them to bring their card back to the group and allow the next person to go down to the bag. Students will continue going back and forth choosing cards (without peeking) until their team has spelled "Forgive."

Releasing My Burdens

Have children think of what Onesimus might have said when he went back home to Philemon. Then have them think of things for which they need to be forgiven. Ask them to write these things on post-it notes and place the post-it notes on their bodies. Ask them how they feel wearing all of these burdens. Have kids pray silently and ask for forgiveness for their sins, then take off their post-it notes and throw them away.

Graffiti Wall

Hang a large white shower curtain on the wall. Call a few children over and ask them to write some of the things they learned from the story on the curtain. Explain that they can write one or two words or write a sentence. Supply them with a variety of markers in different colors and sizes. Allow each child to have a turn to express what they've learned on the wall.

Musical Verses

Write the following verse on the board or large piece of chart paper and ask children to study it and practice it as a group. Discuss the meaning of the verse and how it relates to the story.

"If you forgive men when they sin against
you, your heavenly Father will also forgive you."

Matt. 6:14, NIV

Place a chair for each child in the group in a circular formation in the center of the room. Tape a colored piece of paper (red, blue, or green) on the back of each chair. Explain that you are going to play musical chairs, but this time, no one will be "out." Start the music and when it stops, have children sit down in a chair. Call out a color and ask the children who are sitting in chairs that have that color to stand up and recite the memory verse together. Have them sit back down and repeat the activity. The first several times, allow children to read it from the board. Then cover up parts of the verse and repeat the activity. Finally, do several rounds where children recite the verse for memory.

What's the Point?

We need to be willing to forgive others, just as Christ forgives us.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What will you do when someone asks for your forgiveness this week?

O is for Onesimus

Encountering the Story-

Christians Letter thanked Philemon forgive slave
Jail Church brother Onesimus ran away

Onesimus Goes Home- Philemon 1

Paul's _____ was addressed to _____.
Philemon had a _____ that met in his home. In his letter, Paul
_____ Philemon for the good things that he had done for the
other _____. Philemon had a slave named
_____. Onesimus _____ and became a Christian
while Paul was in _____. Paul was writing to Philemon to ask
him to allow Onesimus to come back and _____ him for
running away. He also asked that Philemon not treat him as a
_____ anymore, but as a _____ in Christ.

What's the Point?

We need to be willing to forgive others, just as Christ forgives us.

P is for Paul

Paul was the most influential missionary to the early church. From writing letters in jail to sharing the Gospel in churches, Paul's thoughts made a huge impact on Christians today. Introduce children to this courageous Christian!

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever thought about doing something that is wrong and then changed your mind?
- ☐ What made you decide to do the right thing?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Saul's Conversion- Acts 9:1-31

Saul was an enemy of Christians, making plans to put them all in jail. One day, on the way to Damascus, Saul saw a bright light and Jesus asked, "Saul, Saul, why do you persecute me?" Saul looked up and was blind. He was led into the city and a man named Ananias restored Saul's vision. Saul believed and was baptized. He began to preach in the synagogues and people were amazed. Saul's name was changed to Paul.

Paul is Shipwrecked- Acts 27

Paul and other prisoners were being taken to Rome by ship. Paul warned the centurion that the voyage would be dangerous, but they continued on. Days later, a hurricane force wind began to blow and they began to throw supplies overboard to make the ship lighter. God told Paul that the ship would be destroyed, but that all of the crew would be safe. On the morning of the fifteenth day, the boat ran aground and was destroyed, but all of the 276 passengers on the ship made it safely to land.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Old Man, New Man

Discuss the differences between Saul and Paul, before and after his conversion. Explain that Saul was a much different person than Paul. Give each child a piece of white drawing paper. Have them fold the paper in half and draw a line down the center. Ask them to draw a picture of Saul on the left and a picture of Paul on the right. Paul may have a smile on his face and a scroll in his arms. Saul might have some stones, a sword, and be dressed for battle with a mean look on his face. Ask them to label each picture and describe the differences in the two men. Then have them to write words and phrases around the pictures that describe each picture.

Pack Your Bags!-

Ask children to name things they would pack if they were going to take on a long-distance trip on a ship. Then give them index cards and have them write one thing on each card. Hand them each a card with the following memory verse on it:

"The Lord is my light and my salvation- whom shall I fear? The Lord is the stronghold of my life- of whom shall I be afraid?" Psalm 27:1

Give them a paper bag and ask them to put their cards inside. Call the children together and have them sit on the floor with their bags. Explain that you are on the ship with Paul and a storm has just come up. In order to keep the boat from sinking, you're going to need to throw some items overboard. Ask them to look through their bags and find things they brought that are heavy and throw them overboard (outside the circle on the floor). Have children share what they are throwing overboard. Then tell them that the ship seems much lighter now and it doesn't look as if it will overturn. Have them pretend to take some time and eat some dinner. Then all of the sudden, pretend that the storm is getting worse! We're about to sink! Have children throw all of their other objects overboard, keeping the verse safe inside their bags. Ask children what they have left. Read the verse together as a group and explain that what they have left is their faith. Have them recall that the people in Paul's ship all had to get rid of all their possessions, and all Paul had left was his faith. But that faith was enough to sustain him!

Prisoner's Witnessing Cards-

Tell children that Paul was in prison much of his time as a Christian. He was thrown in jail for his beliefs and the way that he spread the good news to other people who didn't know about Jesus. Paul didn't let jail stop him though! There were many people who were touched by his faith. In the story today, the centurion on the ship learned about God by seeing Paul's actions and faith, even though he was in prison. Have children spread their faith by making cards for prisoners. Give them a piece of construction paper and ask them to fold it in half. Allow them to decorate the front with a picture and ask them to write a message that lets the prisoners know that God loves them. Then on the inside, write a promise for their future:

For I know the plans I have for you," declares the LORD , "plans to prosper you and not to harm you, plans to give you hope and a future.
Jeremiah 29:11

Deliver children's cards to a local prison and allow the guards to distribute them to prisoners as they see fit.

Ship of Faith

Allow children to make their own ship to remember the story. Before class, obtain a small milk carton for each child in the group. Cut the top off so that the carton has four sides and a bottom. Allow children to decorate the sides of the carton with permanent markers. Give each child a triangle shaped piece of construction paper for the sail. Have them write *S.S. Faith* on the sail and glue it to a popsicle stick. Give each child a small bit of play dough or clay. Have them place it in the center of their carton and then stick the sail in the center of the boat. Allow children to float their boats in a small basin or pool of water if possible. Ask them what would happen if they tried to fill their ships with lots of "stuff." Then help them realize that all their ship needs to float is faith!

What's the Point?

We need to have faith in God's plan for our lives- even if it means blindness, prison, or a shipwreck!

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is something that you can do to show faith this week?

P is for Paul

Encountering the Story-

Rome	Damascus	blind	Paul	safe	Saul
Jail	baptized	centurion	Jesus	wind	276

Saul's Conversion- Acts 9:1-31

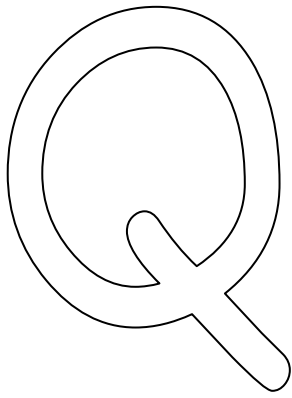
_____ was an enemy of Christians, making plans to put them all in _____. One day, on the way to _____, Saul saw a bright light and _____ asked, "Saul, Saul, why do you persecute me?" Saul looked up and was _____. He was led into the city and a man named Ananias restored Saul's vision. Saul believed in God and was _____. He began to preach in the synagogues and people were amazed. Saul's name was changed to _____.

Paul is Shipwrecked- Acts 27

Paul and other prisoners were being taken to _____ by ship. Paul warned the _____ that the voyage would be dangerous, but they continued on. Days later, a hurricane force _____ began to blow and they began to throw supplies overboard to make the ship lighter. God told Paul that the ship would be destroyed, but that all of the crew would be _____. On the morning of the fifteenth day, the boat ran aground and was destroyed, but all of the _____ passengers on the ship made it safely to land, just as God had told Paul.

What's the Point?

We need to have faith in God's plan for our lives- even if it means blindness, prison, or a shipwreck!



is for Queen Esther

A king, a queen, and palace intrigue. The story of Esther is one that children of all ages will enjoy. Through this story, children learn that God has placed us in situations for a reason and that he uses ordinary people to accomplish His divine work.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What would you do if you were Queen or King of a country?
- ☐ How do you think God might use you to do good if you were in that position?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Esther Becomes Queen- Esther 2-7

Esther was a young Jewish girl who was chosen by the King to be his new bride. Her cousin, Mordecai, worked with the King. One day, Mordecai uncovered a plot to kill the King and Esther told the King.

One of the King's men, Haman, didn't like Mordecai because Mordecai would not bow down to him. Haman became mad and tricked the King into signing a law stating that all the Jews would be killed. Mordecai asked Esther to help save her people and Esther invited the King and Haman for dinner. After dinner, Haman saw Mordecai again and became so angry with him that he decided to kill him the next day.

That night, the King remembered Mordecai had never been rewarded for saving his life. He decided to honor him the next day. This made Haman even angrier. The next day when Esther had Haman and the King back for dinner, she told the King about Haman's plot to kill the Jews. This made the King so mad, that he ordered Haman be killed instead of Mordecai and gave Mordecai Haman's old job.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

The Palace Paper-

Give small groups of children a large piece of paper or newsprint. Ask them to pretend that they are the staff of a local Persian newspaper and they have been assigned to cover the story of Esther, Haman, and Mordecai. Explain that they

will need to decide on a name for the paper, write a front page article about it and draw a color picture to go along with it. Allow children to share their articles when they are finished.

Celebrating Purim-

Purim is a holiday celebrated by Jewish people. During Purim, the Jewish people celebrate the way in which Esther helped save the Jews from being destroyed. One of the traditions is to have “groggers” that can be shaken during a reading of the story of Esther. Give each child an empty juice box. Allow them to spread glue over the outside and stick tissue paper, sequins, and other decorations on the outside of the box. Then supply children with small beans and ask them to push some through the straw hole on the box. Next, give children an unsharpened pencil. Have them stick the pencil through the straw hole to close it off. To shake the grogger, have them spin the box around on the pencil and hear the beans shake inside. Share the story of Esther from a bible story book and have children shake their groggers each time the name Haman is mentioned.

Ban on Bragging!

Have the children remember how Haman was acting as he told his wife how much he hated Mordecai. Explain that he was bragging how great and important he was that he had been asked to have dinner with the Queen and King. Remind them he even had a gallows constructed that Mordecai would be hanged from! Ask children if they can ever remember a time they bragged about themselves to someone else. Then ask how they feel to be around someone who is bragging. Explain that you are calling a ban on bragging for the next week. Have children make a no bragging sign that will remind them not to brag during the next week. Have them write the word, *bragging* on a piece of white construction paper. Then ask them to draw a red circle around the word and put a line through it.

Royal Pencil Holder

Write the following verse on the board and discuss how it relates to the story of Esther.

I call to the Lord, who is worthy of Praise,
And I am saved from my enemies.

Psalm 18:3

Give each child a piece of yellow construction paper and a clean, empty tin can. Have children glue the yellow paper around the outside of the can to create a crown. Then ask them to use their scissors to cut an outline of the top of a crown across the top. Using a black marker, ask them to write the memory verse somewhere on the crown. Then using markers, sequins, plastic jewels, and crayons, ask children to decorate the crown.

What's the Point?

God sometimes puts us in strange or unusual situations to accomplish His work.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What important job do you think God wants you to do for Him?

Q is for Queen Esther

Encountering the Story-

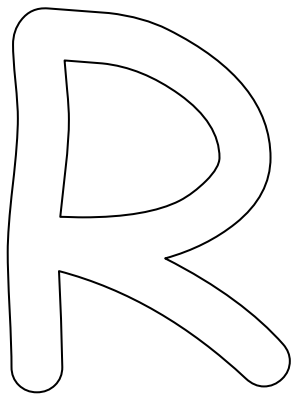
Mordecai	Haman	dinner	Jewish	bride	job
Save	Kill	angry	rewarded	Jews	plot

Esther Becomes Queen- Esther 2-7

Esther was a young _____ girl who was chosen by the King to be his new _____. Her cousin, _____, worked with the King. One day, Mordecai uncovered a plot to _____ the King and Esther told the King. One of the King's men, _____, didn't like Mordecai because Mordecai would not bow down to him. Haman became mad and tricked the King into signing a law stating that all the _____ would be killed. Mordecai asked Esther to help _____ her people and Esther invited the King and Haman for _____. After dinner, Haman saw Mordecai again and became so _____ with him that he decided to kill him the next day. That night, the King remembered that Mordecai had never been _____ for saving his life. He decided to honor him the next day. This made Haman even angrier. The next day when Esther had Haman and the King back for dinner, she told the King of Haman's _____ to kill the Jews. This made the King so mad, that he ordered Haman be killed instead of Mordecai and gave Mordecai Haman's old _____.

What's the Point?

God sometimes puts us in strange or unusual situations to accomplish His work.



is for Ruth

Ruth's is a story of faithfulness, loyalty, and companionship. Use this endearing story as a springboard for exploring characteristics of solid friendships.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Who are some of your best friends?
- ☐ Why do you like being around them?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

The Story of Ruth- Ruth 1-4

Ruth was Naomi's daughter-in-law. After Ruth's husband died, Naomi wanted to move back to her own hometown of Bethlehem. Ruth decided to go with Naomi, even though she didn't know anyone in Bethlehem. She met a man named Boaz as she was gleaning in the fields. Boaz was impressed that Ruth was working so hard to take care of Naomi and he told the workers to leave extra grain for her. When Ruth told Naomi what happened, Naomi explained that Boaz was related to her husband. Boaz decided to take care of Naomi and Ruth by buying their land and marrying Ruth. He went to the town gate, talked with the other leaders of the town, and it was arranged. Ruth went on to become the great-grandmother of King David!

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Friend Acrostic

Help children think of the ways in which Ruth was a good friend and daughter-in-law to Naomi. Ask them if they have any friends like that. Discuss the traits that they look for in a good friend. Help children write an acrostic poem using the word *FRIEND* that shows the traits they like in their best friend. Use the poem that follows as an example:

Faithful
Responsible
Involved

Energetic

Nice

Dependable

Give each child a large piece of craft foam in which an oval has been cut out of one side. On the other side, ask children to copy their acrostic poem and decorate it with markers, sequins, small pieces of craft foam or paint. Have them take home the frames and put a picture of their best friend behind the oval shape and tape it to the back.

Friendship on the Rocks

Reread Ruth 1:16, 17 and list the character traits that Ruth demonstrated on a chalkboard or chart paper. Some examples might include loyalty, compassion, faithfulness, patience, endurance, etc. Give each child a handful of smooth river rocks and a permanent black marker. Allow them to write each of these traits on a rock with the marker. Have them place these rocks on their dresser or someone where they are easily accessible. Explain that when they need a little help showing one of these traits, they can put one of these stones in their pocket to remind them throughout the day.

Family Flag

Discuss the family relationships discussed in the story of Ruth. As a whole group, make a diagram of Ruth and Naomi's family tree on a chalkboard or chart paper, using the information they know from the story. Ask them to compare Ruth's family tree to their own family. Give each child a piece of construction paper. Ask them to make a flag that symbolizes their family. They can choose to use symbols to represent family members' characteristics or draw pictures of each family member. Supply each child with a piece of dowel rod or a pencil and staple or glue the paper to the rod.

What's the Point?

God wants us to be loyal, faithful family members and friends.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What can you do to be a loyal family member or friend this week?

R is for Ruth

Encountering the Story-

Bethlehem related grain Ruth hard Boaz
husband gate Marrying Naomi land King David

The Story of Ruth- Ruth 1-4

_____ was Naomi's daughter-in-law. Ruth's _____ died and Naomi wanted to move back to her own hometown of _____. Ruth decided to go with _____, even though she didn't know anyone in Bethlehem. She met a man named _____ as she was gleaning in the fields. Boaz was impressed that Ruth was working so _____ to take care of Naomi and he told the workers to leave extra _____ for her. When Ruth told Naomi what happened, Naomi explained that Boaz was _____ to her husband. Boaz decided to take care of Naomi and Ruth by buying their _____ and _____ Ruth. He went to the town _____, talked with the other leaders of the town, and it was arranged. Ruth went on to become the great-grandmother of _____!

What's the Point?

God wants us to be loyal, faithful family members and friends.

S is for the Good Samaritan

Good friends go out of their way for one another. Good Christians go out of their way for people they don't even know. The parable of the Good Samaritan shows children how to demonstrate kindness and compassion to people we meet each day.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Have you ever been helped by someone you didn't know?
- ☐ Have you ever helped someone you didn't know?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

The Good Samaritan- Luke 10:25-37

Jesus told this parable to teach the disciples a lesson.

One day a man was walking down a dangerous road and he was robbed. The men beat him up, took his belongings and left him for dead. A priest came by and saw the man, but hurried by on the other side. Then a Levite came along but he didn't stop either! He just passed right by the dying man. Finally, a Samaritan man came upon the dying man and felt sorry for him. He cleaned the man's wounds and took him to an inn. He paid the inn keeper and promised to come back to care for the man in a few days.

Jesus then told the disciples to go and show mercy like the Good Samaritan.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Survival Kit

Ask children to think of a time they went hiking or camping and brought along a first-aid or survival kit. Have them identify what types of things were in their box. Discuss the importance of each item. Explain that today you're going to make a survival kit of a different type. Give each child a small shoebox or plastic container. Have them decorate the outside of the box using construction paper, markers, crayons, sequins, or other decorative items. Then inside, have them place each of the following items and discuss the significance of each one:

- Tealight Candle- To remind you to share His light with others

- Rubber band- To remind us to be flexible and do what God wants us to do.
- Lifesaver- To remind us that others need our help
- Eraser- To remind us that God forgives our sins and that we should forgive the sins of others.
- Hershey's Kisses- To remind us to show love to others
- Band-aids- To remind us to help others in need

Have children write the meaning of each item on the inside of the lid so they can remember the significance of each.

Samaritan's Sock

Remind children that the Samaritan tended to the man's wounds before taking him to the inn. Ask if they know of anyone who is sick and might need some encouragement. Make a Samaritan's Sock to share with someone else. Give each child a new sock (preferably one that comes to the knee.) Use a funnel to fill it with uncooked rice. Help each child tie a knot in the end of their sock. Next, ask each child to make a little card from an unlined index card. Have them write the intended recipient on the card as well as directions for using the sock:

To warm the sock, heat it for one minute in the microwave.

Finally, ask them to write the scripture reference, "Luke 10: 25-37" on the card.

Helping Hands Cards

Encourage children to think of ways they can help family members or friends at home. Ask them to trace their hand on a sheet of construction paper and cut it out. Then have them write a short note stating what they can do to help the recipient of that card. For example, they might write a note to their mom stating that they will help clean up the dishes at night. Allow them to make as many helping hands cards as time allows and take them home to distribute.

Get Well Soon

Have children think of ways they can be Good Samaritans to people in need. Help them think of people who might be sick and in need of encouragement. Identify some shut-ins in the church or community that might need a little encouragement. Supply children with a stack of construction paper, glue, scissors, glitter, paint, markers, and crayons. Allow them to make a personalized get well soon card for those people in need.

What's the Point?

We should be compassionate to all people.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is something you can do this week to show compassion to someone?

S is for the Good Samaritan

Encountering the Story

Dead Levite wounds Parable priest mercy
inn Disciples days robbed Samaritan

The Good Samaritan- Luke 10:25-37

Jesus told this _____ to teach the _____ a lesson.

One day a man was walking down a dangerous road and he was _____. The men beat him up, took his belongings and left him for _____. A _____ came by and saw the man, but hurried by on the other side. Then a _____ came along but he didn't stop either! He just passed right by the dying man. Finally, a _____ man came upon the dying man and felt sorry for him. He cleaned the man's _____ and took him to an _____. He paid the inn keeper and promised to come back to care for the man in a few _____. Jesus then told the disciples to go and show _____ like the Good Samaritan.

What's the Point?

We should be compassionate to all people.

T is for Timothy

Godly families are often in short supply these days. Paul impressed upon Timothy the importance of his family's Christian heritage. Help children in your class understand the importance of their own family's heritage through this collection of activities.

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ What do you like about your family?
- ☐ What are some family traditions that are important to you?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

Greetings to Timothy- 2 Timothy 1:1-7

Paul wrote a letter to Timothy to encourage him in his faith. He pointed out that Timothy's grandmother, Lois, and his mother, Eunice, were also Christians. He encouraged Timothy to share his faith with others.

A Message for Timothy- 2 Timothy 3:14-15

Paul encouraged Timothy to keep learning more about being a Christian through reading the scriptures. He pointed out that Timothy had learned about these things since he was a baby and that his family had been an important part of teaching him Christian truths.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

Picture Match

Have children bring in a picture of their parent or grandparent. Display all of the photographs on a table. Pick up one of the photos and ask children to guess who is related to that individual. Continue guessing until all of the photos have been identified. Discuss the characteristics in each photo that made the individual hard or easy to identify.

Fabulous Family Member

Give family members the recognition they deserve! Ask children to identify some traits they appreciate in one of their family members. Give them a blank piece of drawing paper and ask them to make an award for that family member. Tell them to put the person's name, the reason for receiving the award, the date, and

their signature on the award. Encourage them to decorate it and make it look “official.” Encourage children to hold an awards ceremony at home to honor the recipient.

Family Mobile

Remind children that Timothy’s family passed on something very important to him- His faith! Have children identify the members of their family and name one thing that each of them has done that has made a difference in their lives. Explain that children will be making a mobile that demonstrates the uniqueness of each family member. Place a plastic clothes hanger on a piece of construction paper and trace around the outside edge. Cut the shape out and repeat so each child has two pieces of paper the same size as the hanger. Then pass out pieces of craft foam. Ask them to draw each immediate family member on the foam using a permanent marker. Have them cut out each family member and use a needle to loop a thread through the top of each figure. Tie the figures onto the clothes hanger. Have them write, “My Family is Special” on one paper shape and ask them to decorate both paper shapes. Glue the construction paper shapes to either side of the hanger to cover up the center hole. Allow children to take home their creations and share how their family members are special.

Charting Relatives

Display a large world map. Discuss where each child’s family originated from. Have them place small dot stickers on the country from where their family line originates. After all children have had a chance to share their family’s countries of origin, discuss the map.

Grandparent Cookies

Have children celebrate their grandparents with these fun and easy cookies. Before class, mix food coloring into white frosting to make skin tones that represent the children in your class. Supply each child with two sugar cookies. Spread the skin-toned frosting over the entire surface of the cookie. Then have the children decorate the cookies using M&Ms as eyes (glue, green, or brown), a brown M&M for the nose, a piece of red licorice for the mouth, and white coconut flakes or brown chocolate shavings for hair. Allow children to eat one cookie in class and share one with their grandparent or parent.

What’s the Point?

Families are important! We need to reflect God’s love to our family members.

Ticket Out the Door

At the end of the lesson, help children reflect on what they’ve learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- How can you reflect God’s love to your family members this week?

T is for Timothy

Encountering the Story-

Timothy	Grandmother	share	Paul
Baby	Mother	scriptures	family

Greetings to Timothy- 2 Timothy 1:1-7

_____ wrote a letter to _____ to encourage him in his faith. He pointed out that Timothy's _____, Lois, and his _____, Eunice, were also _____. He encouraged Timothy to _____ his faith with others.

A Message for Timothy- 2 Timothy 3:14-15

Paul encouraged Timothy to keep learning more about being a Christian through reading the _____. He pointed out that Timothy had learned about these things since he was a _____ and that his _____ had been an important part of teaching him Christian truths.

What's the Point?

Families are important! We need to reflect God's love to our family members.



The Unspeakable Gift, The Vine, The Way, Excellent, a young child. These are all names used to describe God and Jesus in the Bible. Examine the meaning behind each of these names and discover the many characteristics of our big, big God!

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ☐ Do you have a nickname?
- ☐ Who calls you by that name? When do they use that name?

Encountering the Story

As you share and discuss the scriptures, have children complete the worksheet to reinforce the concepts. All scriptures were taken from the King James Version.

U- The Unspeakable Gift

2 Corinthians 9:15

Thanks be unto God for his unspeakable gift.

V- The Vine

John 15:5

I am the vine, ye are the branches: He that abideth in me, and I in him, the same bringeth forth much fruit: for without me ye can do nothing.

W- The Way

John 14:6

Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me.

X- Excellent

Psalms 8:1

O LORD our Lord, how excellent is thy name in all the earth! Who hast set thy glory above the heavens.

Y- The young Child

Matthew 2:11

And when they were come into the house, they saw the young child with Mary his mother, and fell down, and worshipped him: and when they had opened their treasures, they presented unto him gifts; gold, and frankincense, and myrrh.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the scriptures.

An Unspeakable Gift

Discuss the meaning of Christ as an “Unspeakable Gift.” Explain that God gave us a gift that is so wonderful and amazing; it’s hard to find words to describe it. Have children identify Christ’s death and eternal life for believers as His tremendous gift to us. Give each child a shoebox and ask them if there is anything they could put in that box that would be greater than the gift that Christ gave us. Have them write the verse on an index card and place it inside the box. Then supply them with wrapping paper, tape, scissors, and bows. Allow them to wrap the box and tell them that each time they look at it, they should think of God’s Unspeakable gift for us.

The Vine

Ask children if they have ever seen a vine growing up a building or on a fence. Have them think about why Christ called himself the vine and why we would be the branches. Make a class vine by taking a long piece of green crepe paper and stringing it along a wall or around a door. Then ask children to use a piece of green construction paper to make a branch with leaves. Ask them to put the names of their family on different leaves on the branch. Have them cut out the branch and tape it to the vine.

The Way

Help children understand that there is only one way to get to God- though Jesus’ death on the cross. Before class, gather a number of construction paper squares (equal to the number of children in your group) and draw a cross on each one. Then gather a large number of blank squares (25-30). Before children arrive, place the cross construction paper squares face down on the floor so they make the shape of a cross. Then put the other blank squares around the ones in the cross-shape so they all blend in. Remind children that Jesus said he was the only way to get to Heaven. Call one child to come and choose a square. If the square has a cross on it, the child will place it back in position on the floor and stand on it. If it is blank, he must pick up the blank card and go back to the end of the line. The next person takes a turn and either stands on the cross or takes the blank card to the end of the line. Play continues until each child has found a cross. Have them look at themselves when the game is over and they should be standing in the shape of a cross. Have them recall that there were other cards out there, but the only ones that were the right ones were the ones with the cross on them. Help them relate this to the fact that Jesus is the only way to God and eternal life.

An Excellent Name

God's name truly is excellent! Have children identify other names of God and Jesus by looking up the following scripture references. Give one scripture to each child and ask them to look up the scripture in the Bible. When children have located the verse, ask them to read it aloud and share it with the rest of the group. Have them then write their assigned name on a large chart of a white shower curtain hung on the wall.

Revelation 1:8- Alpha, Omega, Beginning, End, Almighty

Colossians 1:18- Head of the Body

Matthew 3:17- Beloved Son

1 Timothy 6:15- King of Kings, Lord of Lords

John 6:33- The Bread of God

Revelation 22:16- The Root, the Offspring of David, the Bright and Morning Star

Ephesians 2:20- The Chief Cornerstone

1 Peter 4:3- The Chief Shepherd

Isaiah 9:6- Wonderful, Counselor, The Mighty God, The Everlasting Father, the Prince of Peace

Isaiah 40:28- Everlasting God, The Creator

Psalms 94:22- Rock, Fortress

Matthew 1:23- Emmanuel

Psalms 18:2- Rock, Fortress, Deliverer, Shield, Horn of my Salvation, Stronghold

John 10:11- the Good Shepherd

Hebrews 13:6- My Helper

Psalms 32:7- My Hiding Place

1 Timothy 1:17- The King eternal, immortal, invisible, the only God

Psalms 24:7-8- The King of Glory

Revelation 19:16- King of Kings and Lord of Lords

Matthew 2:2- King of the Jews

The Young Child

Ask children to recall the story of Christ's birth. Ask them to imagine what it must have been like to be one of the wise men who had traveled so far to see Him. Have children recall the gifts given by the wise men. Then ask them to think of a gift they could have given the Christ child had they been traveling with the wise men. Encourage them to think of things that don't cost money, but require time and effort on their part. Have them make a birthday card for the Christ child and include a message that describes their gift inside.

What's the Point?

God is so wonderful that one name can't describe Him! We use many names to express how much He means to us.

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is your favorite name of God that we talked about today? Why?

U, V, W, X, Y

Names for God and Jesus

Encountering the Story-

Vine	Way	Excellent	Unspeakable Gift	fruit
branches	Truth	earth	Life	Young Child

U- 2 Corinthians 9:15

Thanks be unto God for his _____.

V- John 15:5

I am the _____, ye are the _____: He that abideth in me, and I in him, the same bringeth forth much _____: for without me ye can do nothing.

W- John 14:6

Jesus saith unto him, I am the _____, the _____, and the _____: no man cometh unto the Father, but by me.

X- Psalms 8:1

O LORD our Lord, how _____ is thy name in all the _____!
Who hast set thy glory above the heavens.

Y- Matthew 2:11

And when they were come into the house, they saw the _____ with Mary his mother, and fell down, and worshipped him: and when they had opened their treasures, they presented unto him gifts; gold, and frankincense, and myrrh.

What's the Point?

God is so wonderful that one name can't describe Him! We use many names to express how much He means to us.

Z is for Zacchaeus

Children easily identify with Zacchaeus who was too short to be noticed and too short to see Christ. Help children realize that it's alright to take chances and go out on a limb to do the Lord's work!

Focus Questions

Lead children in a discussion of the following questions to set the tone and build background for the lesson.

- ❑ What would you do to be able to see Jesus if you were alive during that time?
- ❑ What might you hope He could do for you?

Encountering the Story

As you share and discuss the stories, have children complete the worksheet to reinforce the important facts.

The Story of Zacchaeus- Luke 19:1-10

Zacchaeus was a tax collector and he was very rich because he had been cheating the people out of their money. He heard that Jesus was coming and he wanted to see Him, but was too short to see over the crowd. He ran and climbed up in a Sycamore tree. When Jesus reached the spot where Zacchaeus was, he looked up in the tree and called for Zacchaeus to come down. Jesus went home with him and Zacchaeus became a new person. He decided to give half of everything that he had to the poor and he promised to pay back everything he had taken four times over.

Digging In

Choose one or more of the following activities to reinforce the concepts and facts learned in the stories.

What's Your Name?

Help children realize that Jesus knew Zacchaeus' name even before they were introduced. Tell them that Jesus knew their names before they were born! Provide each child or pair of children with a magazine or catalog. Have them cut out three pictures of people and glue them on a large piece of poster board or chart paper that is hanging in the front of the room to make a group collage. When everyone has finished, ask them to tell you the people's names in the picture. Explain that Jesus knows each and every one of their names and also knows their thoughts and feelings, likes and dislikes. Help them realize that

Jesus also knows everything about them as well- just like he knew Zacchaeus' name and just what he needed to change his life.

A Taxing Time

Help children realize why tax collectors were so hated by the people. Give each child 10 pieces of candy and designate one child as the tax collector. Tell them they can't eat the candy until they have paid the required tax to the tax collector. Explain that according to Roman law, they must give the tax collector 3 pieces of candy. Have the tax collector go around and collect the candy and give it to the Emperor of Rome (you!) Mix the candy given to you with extra candy that you have in a bag or bucket. Explain that the tax collector decides that he wants to collect some additional taxes. State the following taxes and after you call out each tax, have the tax collector go around the circle and collect the candy from the individuals and keep them for himself in a bag or basket.

- A tax on people with brown hair- 2 pieces of candy.
- A tax on people who wear sneakers- 1 piece of candy.
- A tax on people who have a younger brother or sister- 3 pieces of candy.
- A tax on people who wear blue- 1 piece of candy.
- A tax on anyone whose name has an "A" in it- 2 pieces of candy.
- A tax on anyone who is an only child- 4 pieces of candy.
- A tax on anyone who plays a sport- 2 pieces of candy.

When the tax collector is finished, discuss the amount of candy that each individual has in comparison to the number of candies that the tax collector has. Ask children how they might feel if a real tax collector was taking that much of their money and keeping it for himself. Now have the child playing Zacchaeus redistribute the candy that he took from each person as well as the extra candy that you had so that each child has more than when he started. Explain that this is exactly what Zacchaeus did after he turned his life over to Jesus!

A New Creature

Share the following verse with children.

Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come! 2 Corinthians 5:17

Discuss how this verse relates to the story of Zacchaeus. Then have children do some critical thinking and reasoning. Give each child a piece of white construction paper and two 12-inch lengths of string or yarn. Have them use the yarn to create two overlapping circles on the paper and glue them in place to create a Venn diagram. Ask them to label one circle, "Zacchaeus" and the other circle, "Caterpillar." Explain that they should write characteristics of Zacchaeus in one circle, characteristics of a caterpillar in the other circle, and characteristics that they have in common in the overlapping area of both circles. Some examples of characteristics in the center circle might be, "Changes for the better; Becomes a new creature; Small; Greedy."

Seeking the Truth

Write the following verse on a chalkboard or piece of chart paper.

For the Son of Man came to seek and to save what was lost. Luke 19:10

Prepare two sets of verse cards on two different colors of index cards by writing one word from each verse on a different card and the reference on another card. Hide the cards around the room before children arrive. Divide the group into two teams and assign each team one of the colors that correspond to the colors of index cards used. On a specified signal, allow teams to begin searching for their team's cards. Explain that they will need to collect only the cards of their team's color. If they find the other team's cards, they should leave them right where they are and continue looking for their own. Once the team has found all 15 cards, ask them to put the cards in order to make the verse and sit down. The first team to finish is the winner. Have all teams recite the verse together after the activity is over.

What's the Point?

When we believe in Jesus Christ and make Him Lord of our life, He comes in and makes big changes!

Ticket Out the Door

At the end of the lesson, help children reflect on what they've learned by asking the following question. Require them to give an answer as they leave to reinforce their learning.

- What is something that you want Jesus to change in your life?

Z is for Zacchaeus

Encountering the Story-

rich sycamore short four Zacchaeus
crowd tax poor cheating down

The Story of Zacchaeus- Luke 19:1-10

_____ was a _____ collector and he was very
_____ because he had been _____ the people
out of their money. He heard that Jesus was coming and he wanted to see
Him, but was too _____ to see over the _____. He
ran and climbed up in a _____ tree. When Jesus reached the
spot where Zacchaeus was, he looked up in the tree and called for
Zacchaeus to come _____. Jesus went home with him and
Zacchaeus became a new person. He decided to give half of everything
that he had to the _____ and he promised to pay back
everything he had taken _____ times over.

What's the Point?

When we believe in Jesus Christ and make Him Lord of our life, He comes
in and makes big changes!