

Kenya Edition

# The Children's **GOSPEL BOX** CURRICULUM



A partnership between  
Gospel Light Worldwide  
and Foursquare Missions Press

"He will teach us His ways,  
so that we may walk  
in His paths."  
Isaiah 2:3

Contains  
Reproducible  
Activity Pages













English

***Junior Teacher Guide***  
Grades 4 – 6



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Easter

Christmas



## PERSONAL CALENDAR

Use this calendar to personalise the curriculum.

- As Easter is at a different time each year, check to see when it would be best to teach the Easter unit.
- Next, mark the school holidays or any other weeks you will not be teaching lessons.
- Now fit in the lessons to suit your schedule. Just remember to keep lessons within the same unit together.

January	
<u>Date</u>	<u>Lesson</u>

July	
<u>Date</u>	<u>Lesson</u>

February	
<u>Date</u>	<u>Lesson</u>

August	
<u>Date</u>	<u>Lesson</u>

March	
<u>Date</u>	<u>Lesson</u>

September	
<u>Date</u>	<u>Lesson</u>

April	
<u>Date</u>	<u>Lesson</u>

October	
<u>Date</u>	<u>Lesson</u>

May	
<u>Date</u>	<u>Lesson</u>

November	
<u>Date</u>	<u>Lesson</u>

June	
<u>Date</u>	<u>Lesson</u>

December	
<u>Date</u>	<u>Lesson</u>



FOR A PERFECT FIT,  
CUSTOMISE IT!

Every class is unique in terms of size, combination of ages and genders, tendencies towards activity or quiet, and the kinds of activities preferred. Every class session also has its own time, supplies and space limits. Class time may be brief or confined to a small room, requiring you to choose activities carefully to fit available time, supplies or space. Or, your time may be expanded and your space may be large, allowing you to use nearly every activity suggested.

As the teacher, you are uniquely qualified to customise each lesson. You know best how to make the lesson connect for every student! As you get to know your students, you can choose activities that best help them connect the Bible truth to their lives. Not every activity will work in every class, but the activity and schedule choices are there to help you customise each lesson. iVangeli is committed to giving you a complete lesson plan as well as opportunities to build relationships with your students - relationships that will lead your students to know and love Jesus Christ.



## Discover

**DISCOVER** activities help build relationships among students and start them thinking about the topic of the day. The **Discover** activities vary between Life Connection and Memory Verse activities.

5 - 15 minutes

- The **Discover** activities can be a valuable way to involve a student who comes in early. Not all activities can be done by individuals - some need the whole class present. But watch for those activities that can be started by the early-birds!



## Study

The goal of each **STUDY** segment is to guide students to read, study and understand the Bible for themselves. Each Bible story includes time for students to find answers to questions in their own Bible. To accomplish this goal:

20 - 30 minutes

- Each student, or pair of students needs a Bible. If students do not bring Bibles from home, see if your church can raise money to provide Bibles in your classroom for students to use. We give the Memory Verse in the New International Version (NIV) and Today's English Version: Good News Bible (TEV). But you can use whatever version you prefer.
- Have your Bible open to the passage from which the Bible story comes. While you will tell the story in your own words, having your Bible open will let students know where the story comes from.
- Use the activities on Page 2 of the *iNyaniso Student Activity Pages* to review the Bible story, and the activities on Page 1 to help students personalise the Bible truths through discussion of the memory verse.



## Apply

Choose from two different **APPLY** options to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

20 - 30 minutes

- If you teach with another teacher, or have more than one class following the Junior lessons, each of you can lead an option, giving children variety and choice.
- To provide chances for meaningful discussion with life application, maintain a ratio of one teacher to six to eight students. If you are short of teachers, ask parents to assist you, perhaps four weeks in the year.
- We understand that you will not always have access to the supplies required. Use the other option, or adapt the activities to suit your situation. Remember, this is a lesson *guide*. You are welcome to adapt and customise as needed.
- We suggest you have the Praise Time at the end of the lesson. In this way, the students have heard from God's Word, and come with ready hearts to worship Him.

## WHAT YOU NEED

USE EVERYDAY  
ITEMS!

We've written these lessons with you in mind. We understand the lack of facilities and supplies that often exist in churches across Southern Africa. For that reason, we've tried as far as possible to provide you with activities that require readily-available and affordable materials.

Once again, remember that this is a Teacher's *GUIDE*. We encourage you to adapt activities to suit your environment. To make your preparation easier, here is a list of commonly used items. You may wish to keep your own personal supply, or liaise with your Children's Ministry leader to keep a ready supply at church.

**Bibles:** We recommend that students have access to Bibles during the lesson to allow them opportunities to become familiar with using them. As far as possible, use the same translation and version to avoid confusion. Encourage students to bring their own Bibles to class. If students do not own personal Bibles, consider collecting a few Bibles to keep at church. However, if your Bible is the only one available, you can still provide students with opportunities to use a Bible by allowing students to take turns looking up verses in your Bible. We've given the Memory Verse in the New International Version (NIV) and Today's English Version (Good News Bible). However, all the activities in the *iNyaniso Student Activity Pages* are based on the NIV.

**Blindfold:** Some games require students to be blindfolded. An old dish towel, scrap of material or a scarf work well. Alternatively, have students tightly shut their eyes. In many cases this is actually better, because you can ensure that they don't peek!

**Brown Paper:** This is used for murals, bulletin board activities, or other art activities that require large sheets of paper. You can buy rolls of brown paper normally used to cover school books, or invest in a roll of butcher paper.

Many of the activities that require large sheets of paper can be adapted to work on a chalkboard. You can easily make your own portable chalkboard by painting a sturdy piece of card or board with special chalkboard paint.

**Dress-Up Clothes:** Some drama options may suggest you provide clothing for students to dress up in. Look around your home for clothing to use, remembering that the clothes need to be big in order to fit over students' clothing.

***iNyaniso Student Activity Pages:*** The reproducible

pages are essential in guiding students to apply the Bible truth to their own lives, and to extend teaching into the home. Arrange with your church for photocopies to be made (don't steal from your place of work by making copies without paying!). Also note that this Teacher Guide is NOT reproducible. Each teacher must have their own copy of this book.

**Khokis and Crayons:** You will need a thick marker as the teacher to prepare some activities. A black khoki will work, although you may wish to buy a thicker permanent marker. On occasion the art activities may call for students to use khokis, but in most activities students can use wax crayons or colouring pencils.

**Masking Tape:** There are times when you need to mark a grid or outline on the floor. Masking tape will work wonderfully on most surfaces, and will pull up easily. If you don't meet in a building, adapt the activity by marking the outline in sand with a stick, or on grass using string, wool or small stones.

**Pens and Pencils:** Students will need either a pen or pencil to complete the *iNyaniso Student Activity Pages*. Just remember to keep the pencils sharp!

**Scissors and Glue:** These are used in art activities. Remember that students can take turns using scissors, so you don't need one for each student. Glue sticks work best, although there may be activities where white glue is needed. Place a small amount of white glue in a container and let students use old paint brushes, ear buds, or even their fingers to apply the glue.

**Squares of Paper:** Look for refill packs for office notelets, available in all stationery departments in shops. Or cut up scrap paper into smaller pieces. The paper does not have to be square! You can also buy packs of index cards.

**BE CREATIVE!** Never discard an activity before you have carefully considered how you could adapt it to suit your situation. If you find that you struggle to think creatively, prepare your lesson early in the week with another teacher. Ideas flow more easily when there are two or more heads thinking together. You can then combine resources, too.

When you adapt activities, ensure that you keep the focus on the Lesson Goal. As you plan any activity, always ask yourself which Lesson Goal you are meeting, and what guided conversation will best lead students to focus on that goal. In all your preparation, whether you have abundant or limited resources, depend on the Holy Spirit to guide you in your preparation so that the needs of the students in your class

**Scripture**

Genesis 1:1 - 2:7

**Memory Verse**

Jeremiah 10:12

**NIV:** *God made the earth by his power; he founded the world by his wisdom and stretched out the heavens by his understanding.*

**TEV:** *The Lord made the earth by his power; by his wisdom he created the world and stretched out the heavens.*

**Character Study**

God created the world, showing His wisdom and power.

**Lesson Goals**

- 1 Discover wise ways God made us;  
.....
- 2 Understand that the creation of the world shows God's amazing wisdom and power;  
.....
- 3 Discuss ways we see evidence of God's wisdom and power.  
.....

**Life Focus**



God's power is greater than we can imagine

**Age Level Tip**

Juniors enjoy looking up information and discovering answers to problems and questions. They want to know more about Bible characters than just surface information.

# God Creates the World



## Discover

**GOAL**

Discover wise ways God made us.

**MATERIALS**

Bible, balls, large sheet of paper, masking tape; optional - coins.

**PREPARATION**

Use masking tape to make a long line on the floor in an open area, or mark an area outside. Write verse on large sheet of paper.

**PROCEDURE**

Divide class into pairs. Pairs stand on opposite sides of the masking tape line. Give one student in each pair a ball. Pairs attempt to softly kick the ball back and forth across the line to each other without bending their knees. Then students attempt the same task bending their knees but with one eye closed. (Table Alternative: Students in each pair sit on opposite sides of the table and attempt to slide coins across table to each other without bending their fingers, and then with one eye closed.)

Ask, **Which way of kicking the ball was harder? Why was it hard to play the game without bending your knees (or using both eyes?) How did God make your body so that you could kick the ball more easily?**

Read Jeremiah 10:12 with students. **What does this say about God?** Pairs kick ball softly again. The first student to kick the ball says the first word of Jeremiah 10:12. The other student says the second word as he or she kicks the ball. Pairs continue until they complete the verse. (Table Alternative: Pairs slide coins across the table to each other, saying words from the verse each time they touch the coins.) Ask, **What does Jeremiah 10:12 say that God showed about Himself when He made the earth? Listen to find out how God used His wisdom and power when He made the world.**



## Study

### God Creates the World

**GOAL**

Understand that the creation of the world shows God's amazing wisdom and power.

**MATERIALS**

Bibles, Lesson 1 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What do you think the world was like when it began?** Allow volunteers to respond.

Students find Genesis 1 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## Story Telling Idea

Tear paper to make a shape of something God made (tree, lion, mountain, etc.). Show students the shape you made. **During the story, you may tear or cut shapes that remind you of the things God made on each day of creation.** As you talk about each day, volunteers cut or tear paper, tell about their shapes and use pencils to label papers with the correct day of creation.

### STORY SUMMARY

The story today comes from the book of Genesis. The word "genesis" means 'beginning'. Some people think the world began by accident. But the book of Genesis tells us that God created the heavens and the earth.

**What do you think the word "created" means?** The word "created" means to cause something to be. It's making something that was not there before.

The Bible does not explain HOW God caused everything to be, but it does say that He created it! (Ask a volunteer to read Genesis 1:1-2.)

**In the very beginning, what did God start with?** Nothing! There was only darkness. **Let's close our eyes and imagine there is nothing but darkness. There are no sounds, no colours, no light.**

Then God spoke. His voice boomed out through the empty darkness. "LET THERE BE LIGHT!" He said. And there WAS light! **You may open your eyes now.** God separated the light from the darkness and called the light "day" and the dark "night." But the world wasn't finished yet. There was more God wanted to do!

The second day God said "Let there be a sky." And there was! It was more than the blue sky above us; God stretched layers of gases and water around the earth to make an atmosphere humans could live in. So now there was light and sky and an atmosphere surrounding the earth. But every BIT of the planet itself was WATER. There was MUCH MORE God wanted to do!

So on the third day, God said, "Let the water be gathered together and dry land appear." When the water gathered into the seas, mountains and hills and islands appeared! There was still a LOT of water- and it made rivers and lakes and streams. **Read Genesis 1:11-13 to find out what else God did on the third day.**

**Now read verse 16 to see what God did on the fourth day.** And God looked at the beautiful planet and saw how good it was. It was JUST RIGHT. It was a beautiful, perfect planet, except that it was EMPTY! There was no sound or movement in all those lakes and seas, forest and fields and veld. It was totally silent. **What do you think was missing? What do you think the world would be like without fish and animals?**

So on the fifth day, God created fish and sea life in the rivers and oceans. He created birds, butterflies and every other creature with wings to fly in the sky. And on the sixth day God said, "Let there be all kinds of animals - big ones and little ones and all sizes in between. And let them roam around all over the earth."

And roam all over the earth they did - walruses and warthogs, aardvarks and chameleons. **Name some unusual creatures you can think of that God made.** Now this was all very wonderful - but there was something else God wanted to create. **Read verse 27 to find what else God did on the sixth day.**

The first people, Adam and Eve, were different from everything else God had created. God lovingly created people to care for all that He had created. More than that, God created people to love him and to be loved by Him. The Bible tells us that people were created in the image of God - that is, like God in some important ways. We are different from animals because we are able to choose right or wrong, to read and write and make new things ourselves. Nothing else God created could do these things the same way.

Best of all, people would be able to talk with God and know Him. Day and night, people could pray and know that God would hear them. That's what made people the most amazing part of all God's creation!

And what about the seventh day? Well, on the seventh day God rested from the work of creating the world. God was happy with His creation. The world was off to a perfect start!



### CONCLUSION

**Even now everyone can see God's amazing wisdom and power in the things He has made. Sometimes we don't even notice the amazing way God has made the world. But when we pay attention to what God has made, it reminds us of how wonderful God really is.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **Why do you think God made light? plants? birds?**
- » **What are some of your favourite things that God created?**
- » **What's one thing that took a lot of power to create? What's one thing that took a lot of wisdom to create?**

The answers for the Bible Story review are:

- Day 1: Separate light from darkness.
- Day 2: Make sky.
- Day 3: Separate water from land and make plants.
- Day 4: Make sun, moon, stars.
- Day 5: Create fish and birds.
- Day 6: Make land animals, man and woman.
- Day 7: Rest.

Students complete the "Top 5" memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Jeremiah 10:12 in their Bibles.

- » **What does Jeremiah 10:12 say that God used to create the world?**
- » **What else can we learn about God from his creation?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Discuss ways we see evidence of God’s wisdom and power.

**Art Option Seven Days**

**MATERIALS**

Bible, large sheet of paper, scissors, khokis, Prestik.

**PREPARATION**

Cut sheet of paper into seven large sections. Label the top of each section “Day 1,” “Day 2,” etc.

**PROCEDURE**

1. Gather students around the sheets of paper you prepared. Ask volunteers to tell what God did on each day of creation. One or more students verify suggestions by reading the story aloud from Genesis 1 - 2:3.

2. Students brainstorm ways in which God shows His wisdom (He made our bodies; He made everything that we need; etc.). Then students brainstorm ways God shows His power (He created oceans; He protects us; etc.). Use some of the following questions to help students think of ways God shows His wisdom and power

- » **What does Jeremiah 10:12 say God did to show His wisdom and power? What words could you say in place of the word “earth” in this verse?**
- » **What are some things God made that help us? How do these things show God’s wisdom?**
- » **What are some things you have seen that are powerful?**

3. Divide class into no more than six groups. Assign each group a day of creation. Students draw or write on their paper how God displayed His power and wisdom on that day of creation. (Note: For small groups either have the entire class work on one day at a time, or have two or more groups alternate days.)

4. Prestik the papers to the wall. Starting with Day 1, each group stands near their sheet of paper and briefly reports to the class what they have drawn or written.



**Game Option Connect Five**

**MATERIALS**

Bible, paper, pen, ruler, pencils; optional: photocopier.

**PREPARATION**

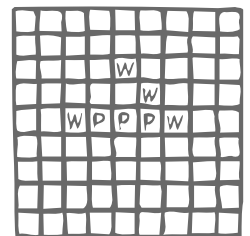
Make a game grid by drawing ten lines down and ten lines across an unlined piece of paper (see sketch). Photocopy game grid, making one copy for each pair of students, or draw one for each pair.

**PROCEDURE**

1. Students brainstorm ways in which God shows His wisdom (He made our bodies; He made everything that we need; etc.). Then students brainstorm ways God shows His power (He created oceans; He protects us; etc.). Use some of the following questions to help students think of ways God shows His wisdom and power

- » **What does Jeremiah 10:12 say God did to show His wisdom and power? What words could you say in place of the word “earth” in this verse?**
- » **What are some things God made that help us? How do these things show God’s wisdom?**
- » **What are some things you have seen that are powerful?**

2. Divide class into pairs. One student in each pair chooses *W* (for wisdom) and the other chooses *P* (for power). Give each pair a paper you photocopied and a pencil. Partners take turns writing their letters (*W* or *P*) in any square on the paper, attempting to block each other from getting five letters in a row horizontally, vertically or diagonally. The first partner to get five of his or her letters in a row draws a line connecting them and mentions a way God shows His wisdom (or power) today or describes something in creation that shows God’s wisdom (or power). Student continue until the squares are all filled, or as time allows.



**PRAYER**

**What has God done that reminds you of His wisdom and power? What has He created that you are thankful for?** Volunteers respond. **Let’s thank God for all His creation.** Pray, thanking God for things students have mentioned.

**WORSHIP SONG**

Sing “Ah, Lord God” or other songs that speak of God’s power and wisdom in creation.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 2:8 - 3:24

**Memory Verse**

Philippians 4:19

**NIV:** *My God will meet all your needs according to his glorious riches in Christ Jesus.*

**TEV:** *And with all his abundant wealth through Jesus Christ, my God will supply all your needs.*

**Character Study**

God gave Adam and Eve everything they needed even when they disobeyed.

**Lesson Goals**

- 1 Identify and compare the needs of different people; .....
- 2 Understand that God give us everything we truly need, even when we do wrong things; .....
- 3 List ways God meets our needs and thank Him for His love. ....

**Life Focus**



God loves us so much that He gives us forgiveness and everything else we truly need.

**Age Level Tip**

The reading, writing and spelling ability of Juniors can vary drastically. When putting students in groups, make sure to include at least one good reader and/ or writer in each group.

# God Cares for Adam and Eve



**GOAL**

Identify and compare the needs of different people.

**MATERIALS**

Pens, paper.

**PROCEDURE**

Students brainstorm different places people might go (desert, mountain, outer space etc.) or things people might do for fun (game drive, surfing, go to a soccer match, etc.). Write each student's idea on separate sheets of paper. Place paper in different places around the room. Distribute pens to students. Students move around the room writing or drawing on the papers different things people would need in order to go to the places or do the activities mentioned. (Table Alternative: Place papers on a table. Students walk around the table writing or drawing ideas.)

After several minutes select one of the papers and ask, **What are some things on this paper you could really do without if you lived in the desert? What would you have to have? What are some things you could put on all the papers?** Students share.

**What are other things that people need? Listen to find out how God can meet our most important needs just as He met Adam's needs.**



## God Cares for Adam and Eve

**GOAL**

Understand that God gives us everything we truly need, even when we do wrong things.

**MATERIALS**

Bibles, Lesson 2 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What's the most unusual animal God made? What new name would you give that animal?** (For e.g. you could call a Rhinoceros a River Horse, Water Cow, etc.) Allow students to respond. **The first person God made had the job of naming the animals. Listen to find out else he did.**

Students find Genesis 2 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

God gave Adam a beautiful place to live. **Read Genesis 2:8 to find out where God put Adam.** The garden was full of green trees and flowering plants and a river. Animals ran over the hills and slept under the trees; birds of every colour flew through the air and fish swam in the river.

God gave Adam the job of taking care of the garden and all the animals in it. **Read Genesis 2:16 to find out what God said Adam could do.** Volunteer reads. **What did God say Adam couldn't do in verse 17?** This instruction was a simple rule to follow. After all, the garden was full of trees loaded with delicious fruit.

**What's your favourite animal? What other name might you give that animal?** God gave Adam a very interesting job to do: He was to name each and every animal God had made! Adam named all the animals, from chipmunks to chimpanzees, from rats to rhinoceroses. It must have taken a lot of thinking, but what fun!

Although Adam had seen and named every animal, God knew that Adam needed another person to live with him and help him. So God caused Adam to fall into deep sleep. Then God did something VERY unusual. God very carefully took out one of Adam's ribs. He closed the place from where He had taken the rib, and from Adam's rib God made another human being - a woman who would be Adam's wife and helper. She was called Eve. God woke Adam up and brought Eve to him. Now Adam had the perfect companion!

Adam and Eve lived and worked in a beautiful garden full of all the animals and birds God made. They had plenty to eat from the fruit in the garden. They laughed and talked and enjoyed God's creation together. And Adam and Eve helped each other. They had EVERYTHING they needed to be perfectly happy!

God was happy, too. God loved Adam and Eve more than anything else He had created. And Adam and Eve loved and obeyed God. What a WONDERFUL relationship they had. Life in the garden was perfect! Until one day...

Eve talked to a serpent who was really Satan, God's enemy. The serpent said to Eve, "Has God told you that you can't eat the fruit from EVERY tree in this garden?" **Read Genesis 3:2,3 to find out what Eve told the serpent.**

"This fruit won't make you die," the serpent said slyly. "The fruit from that tree will make you WISE. You will be like God Himself, knowing good and evil"

The serpent's words sounded good. The fruit looked delicious. Eve stood by the tree. **What do you think happened?** She reached up and picked a piece of fruit from the tree. It must have smelled and looked wonderful.

Eve took a BITE of that luscious fruit. THEN she handed the fruit to Adam and He ate it, too! Adam and Eve both disobeyed God. All of a sudden, things WEREN'T perfect anymore.

The minute Adam and Eve sinned by disobeying they felt afraid. They KNEW they had disobeyed God. **What did Adam and Eve do to keep God from learning about their disobedience? Read Genesis 3:8 to find out.**

Adam and Eve had always been eager to come and walk with God. But now God had to call Adam to come out of the place where he was hiding. He said, "Lord, I was afraid when I heard Your voice, so I hid."

Of course, God knew where Adam and Eve were all the time. And He also knew that they had done the one thing he had told them not to do.

When God asked Adam what had happened, Adam said, "Eve, the woman you gave me, gave me some of the fruit. And I ate it." Maybe Adam thought he could put the blame on Eve.

When God asked Eve what she had done she said, "That serpent tricked me!" Maybe she thought she could put the blame on the serpent. But NOTHING could change the fact that Adam and Eve had disobeyed God.

God punished the serpent, but God also had things to say to Adam and Eve. God told them that because they had disobeyed, they would have trouble working the soil to make a living from it. Until now, everything grew easily. Now their days would be filled with hard work to get food to grow in the ground. **Why do you think so much trouble came out of this sin? Why was it so important not to eat a piece of fruit?**

Adam and Eve had done more than eat some fruit. You see, first they had chosen to believe the serpent INSTEAD of believing God. Then they disobeyed God's one rule. Ever since then all the people inherited something from Adam and Eve - a desire to sin and disobey God, making more and more sadness and trouble.

But God still loved Adam and Eve, and He would still take care of them. Best of all, God made a wonderful promise to Adam and Eve. In Genesis 3:15, God promised to send a saviour who would solve the problem of sin forever. **Read Genesis 3:12 to find out what God gave Adam and Eve.** Then God sent Adam and Eve away from the garden forever.



## CONCLUSION

**God's promise to send a Saviour who would solve the problem of sin forever must have given Adam and Eve a lot of hope. Many, many years later God kept His promise by sending Jesus to take the punishment for our**

**sins.** Talk with interested students about salvation. (See "Leading a Student to Christ" on Page 109).

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

» **In what way did God's warning ("you will surely die") come true when Adam and Eve disobeyed?** (Immediately their perfect enjoyment of life with God ended. Later, sickness and death became a part of everyone's life.)

» **How did God still take care of Adam and Eve even though they had sinned against Him?**

Students complete "I Need what I Want" on page 1 of the *iNyaniso Student Activity Pages*, locating Philippians 4:19 in their Bibles.

» **What are some things that you need? What do you think God might do to help you?**

» **When we disobey, what do we need from God?**

» **What do you want to say to God after reading this verse? What are some things you want to ask Him for? What has God already given you?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

List ways God meets our needs and thank Him for His love.

**Art Option Door Collage**

**MATERIALS**

Bibles, large sheet of paper, magazines, scissors, tape, glue-sticks, plain paper.

**PREPARATION**

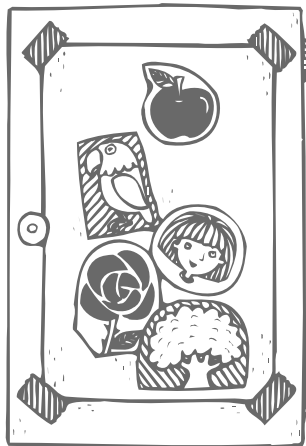
Tape large sheet of paper to cover door. Cut out from magazines several pictures of items that God made.

**PROCEDURE**

1. Show pictures you cut out. Ask, **What are some other things God made that we need?** Students find Philippians 4:19 in their Bibles. **What does this verse promise us? Let's see if we can cover the door with pictures of things that God has given us and prayers thanking Him for these things.**

2. Students search through magazines for pictures of items for which they are thankful, cutting or tearing pictures out and gluing them onto the covered door. Students may also cut the paper into interesting shapes, write prayers on the shapes and glue them to the collage.

3. Students sit in a semicircle around the door. Invite volunteers to pray, reading aloud the prayers they wrote and thanking God for items pictured on the door collage.



**TEACHING TIPS**

1. To prevent distractions, remove any questionable pictures from the magazines ahead of time.
2. If you don't have old magazines at home, bring catalogue adverts from the centre of newspapers.

**ALTERNATIVE IDEA**

Students cut out pictures and glue on individual sheets of paper to make personal collages.

**Game Option Alphabetical Thanks**

**MATERIALS**

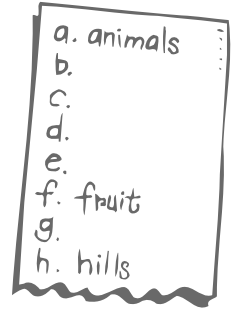
Bibles, large sheets of paper, khokis, masking tape.

**PREPARATION**

Use masking tape to make a starting line on one side of the room. Write the alphabet down one side of large sheet of paper, making one paper for each group of up to eight students. Place alphabet papers and khokis on the other side of the room.

**PROCEDURE**

1. Divide class into teams of up to eight students each. Teams line up behind starting line. Each team sends one person at a time to its large sheet of paper to write a name of something God made next to the letter of the alphabet with which the word begins. Teams attempt to name something that begins with each letter of the alphabet. Call "stop" after several minutes.



2. Team with the most words on its alphabet paper chooses one item on the paper. Ask, **Why do you think God made this item? How does this item help us?** Students find Philippians 4:19 in their Bibles. **How does this verse say that God takes care of us?** (He meets all our needs.) Volunteer prays, thanking God for showing love by giving us the item mentioned and for meeting all our needs.

**ENRICHMENT IDEA**

Students play relay game again with several different categories of items God uses to meet our needs (things in the room, animals, plants, foods, things you can buy, etc.), using a different colour khoki on the same alphabet paper, or a new paper, as time permits.



**PRAYER**

**How does God care for us? How does He meet our needs?** Invite volunteers to pray, thanking God for meeting their needs.

**WORSHIP SONG**

Sing a song thanking God for His care and provision. A song like "Jehovah Jireh" would be appropriate. (It may be an 'oldie' but still very relevant!)

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.



**Scripture**

Genesis 6:5 - 9:17

**Memory Verse**

Psalm 101:1

**NIV:** *I will sing of your love and justice; to you, O Lord, I will sing praise.*

**TEV:** *My song is about loyalty and justice, and I sing it to you, O Lord.*

**Character Study**

God acted with justice when He sent the flood to destroy the earth and when He saved Noah's family from the flood.

**Lesson Goals**

- 1 Discover ways that others influence what we think is right or wrong; .....
- 2 Understand that God is fair in the way He treats people, and He wants us to do what is right; .....
- 3 Discuss situations in which we can choose to do what is right even when others are doing wrong. ....

**Life Focus**



I can be confident that what God says to do is right.

**Age Level Tip**

Most students are still shy around strangers and want to be with a few close friends. It is good to use activities in which groups of students can work together.

# God Sends a Flood

.....



## Discover

**GOAL**

Discover ways that others influence what we think is right or wrong.

**MATERIALS**

None

**PREPARATION**

Practise leading Simon Says so you can move quickly and smoothly from one action to the next.

**PROCEDURE**

Say, **I'm going to trick you into doing things that you don't mean to do. You'll have to pay very close attention to what is right in order not to be fooled by me!** Play a quick game of Simon Says, inviting students to join in as they arrive. (Rules: Leader rapidly gives and demonstrates instructions, one after another. Students imitate only the instructions before which the leader has said "Simon Says". For example: "Simon says scratch your head." Students imitating leader without leader saying "Simon Says" sit down and count to ten before re-joining the game.)

Discuss what happened in the game. **How do you know you are doing the right action? Why might you do the wrong action? How did the leader's actions affect what you did? How did other players in the game affect what you did?** Volunteers share ideas. **It can be hard to do what is right when we are around others who don't. Listen to find out how we can learn to do what is right.**



## Study

### God Sends a Flood

**GOAL**

Understand that God is fair in the way He treats His people and He wants us to do what is right.

**MATERIALS**

Bibles, Lesson 3 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What's your favourite game? What's the most important rule in that game?** Ask volunteers to respond. **If you are like most people, you want others to be fair and follow the rules when they are playing a game with you. And if someone cheats or you don't get your turn, you want something to be done about it. You want what's right and what's fair. There's a word for having what is right and what is fair. That word is "justice". God is just. That means He's fair in the way He treats people. The Bible story today show's God's justice and help us learn to do what is right.**

Students find Genesis 6 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

### STORY SUMMARY

After Adam and Eve left the garden of Eden, they had children. The years passed and Adam and Eve's children grew up and had children - and their children had children. After a long time there were many, many people living on the earth God had created.

But people forgot about God. The Bible says that people became so wicked that all they thought about was doing evil. They were cruel and selfish. They lied to each other. They stole from each other. They even killed each other. People were not fair to each other at all.

**How do you think God must have felt as He saw how wicked and evil people had become?** He'd created people to be like Him, able to love Him and be loved by Him. He'd created people to talk with Him, to pray to Him and to know that He would hear them.

And now God was sad that He'd created people in the first place. **Read Genesis 6:7 to find out what God decided to do.**

But wait! God saw that one man was different from everyone else. **Read Genesis 6:8,9 to find out who this person was and what God thought of Him.**

God decided to send a huge flood that would cover the whole earth. But God also decided to save Noah and His family from the flood. Not only that, God decided to save some of every kind of animal from destruction, too.

First God told Noah to build a BIG boat. What was this boat called? It was as long as one and a half rugby fields, if you can picture that! And it had THREE levels. It was called the ark.

God gave Noah directions for making the ark. It was going to be HUGE! **Why did the ark have to be so big? Read Genesis 6:20,21 to find out what God wanted Noah to put in the ark.**

Well, Noah got busy building the ark and gathering food for all the animals. Noah must have looked pretty silly - especially since this boat wasn't near the sea, and people hadn't heard of rain before!

We don't know what Noah said to the people about the ark, but in 2 Peter 2:5 Noah is called "a preacher of righteousness." For many years, he must have told people what was going to happen, and he may have tried to get them to change their ways. But people didn't listen to him.

Finally, the ark was finished. God said, "It's time, Noah. Take the animals (two of EVERY kind and seven of some other kinds) and your family and go to the boat. Soon it will start to rain. It will rain for 40 days and 40 nights."

**What did Noah do when he heard all these strange instructions? Read Genesis 7:5 to find out.** Noah obeyed God even though it hadn't rained yet, and for all we know there wasn't even a cloud in the sky. When his family and all the animals were all on the ark, Noah went inside. And God closed the door. Then it started to rain.

And it rained. And it rained. And it RAINED! Just as

• God said it would, it rained for 40 days and 40 nights without stopping. Every place on the earth was covered with water. But the ark floated safely. Everyone and everything in it were fine.

• Then the rain stopped. The clouds went away. The sun came out. And the water started to go down - a little more every day. Until one day - THUMP! Noah and his family felt the ark settle on something. It was a high mountain. That meant it wouldn't be long before they could leave the boat.

• Noah sent out a raven - like a big crow - to see if it could find a place to roost. The Bible says it flew back and forth until the water dried up. Noah also sent out a dove. The first time it came back to Noah. He waited a while longer and sent it out again. The second time it brought back a leaf from an olive tree. Noah waited again and sent the dove out a third time. This time it didn't come back at all, so Noah knew there was finally some dry ground.

• At last the day came when God said, "You can leave the ark now, Noah. You and your family and the animals can come out and find a place to live" Noah and his family must have been VERY glad to open the door of the ark. They had been closed up with all those animals for about a year!

• **Read Genesis 8:20 to find out what Noah did after he left the ark.** God was pleased with Noah's offering. And He promised never again to destroy the earth with water. God put a rainbow in the sky as a reminder of this special promise!



### CONCLUSION

• **Even though this story about Noah happened a long time ago, God is still the same. He still treats people with love and fairness. Because He loves us so much, He wants us to do what's right. It can be hard to obey Him when others are doing wrong, but God will help us do what is right - just like He helped Noah.**

• Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

• » **What made Noah different from all other people? How do you think Noah was able to do right when everyone else was doing wrong?**

• » **What might Noah have said to people while he was building the ark?**

• The answers are:

• 1. b; 2.b; 3.c; 4.c; 5.b.

• Discuss the memory verse as students locate Psalm 101:1 in their Bibles.

• » **What does the word "justice" mean? How did God show that He was fair in the story? (He provided a way for Noah to escape the flood)**

• » **How does God show His fairness today? (He cares for each person the same. When we disobey Him, He will forgive us if we ask Him.)**

• » **Because God is fair and does what is right, how do you think He wants us to act? Why?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Discuss situations in which we can choose to do what is right even when others are doing wrong.

**Art Display Option Rainbow Art**

**MATERIALS**

Bibles, newspaper, paper cups, water, paper, permanent markers, paintbrushes, watercolour paints.

**PREPARATION**

Fill cups of water - one for every four students. Cover work area with newspaper.

**PROCEDURE**

1. **Which words in Psalm 101:1 describe God? Which words describe what we can do?** Students read Psalm 101:1 in their Bibles and answer questions. **Noah did what was right even when others were doing wrong. God was fair and rescued him. What words or phrases remind you of God's fairness? What situations can you think of in which we can do what is right even when others are doing wrong?** Volunteers share ideas.

2. Using a permanent marker, each student writes one of the words or phrases mentioned on a sheet of paper. Students brush water onto the paper. (Paper should be wet, but not soggy.) Using wet paintbrushes, students dab watercolour paint onto paper. Students may use several colours, creating a rainbow effect. Set aside to dry.

3. After papers have dried, display in classroom or allow students to take home.



**BULLETIN BOARD IDEA**

Place students papers on the wall in an arch shape to look like a rainbow. Write a heading "God is Faithful!".

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Game Option Out of the Ark!**

**MATERIALS**

Bible, square of paper, pen, tape.

**PREPARATION**

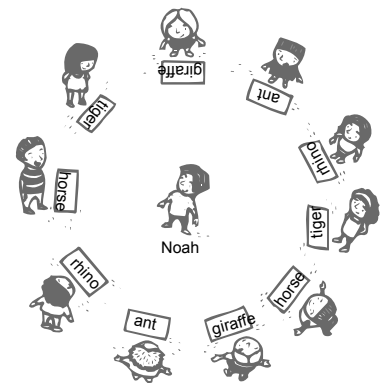
Make two sets of cards written with the names of animals (aardvark, giraffe, baboon, cheetah, elephant, ant, tiger, warthog, horse). Tape cards on the floor making sure there is one card for each student minus one. (If you have an even number of students join in with your students.)

**PROCEDURE**

1. Students read Psalm 101:1 in their Bibles. What **did the person who wrote this verse want to praise God for? We show that we want to praise God for His justice when we do what is right. We are going to play a game to talk about times when it is hard to do what is right.** Lead children to play this game similar to Fruit Basket Upset. One student is selected to be "Noah" and stands in the middle of the room. Other students sit next to the cards (one student per card). Noah calls out the name of the one animal. Students behind cards with that animal's name try to change places before Noah can take one of the places.

2. The student left without a space becomes Noah. He or she shares a situation in which doing what is right is made difficult because others are doing what is wrong. Lead students to discuss the situation by asking. **Why is it hard to do what is right in this situation? What could you say or do to help a person in this situation do what is right?** Then student calls out a name of different animal.

3. Game continues until time is called or until everyone has had a chance to be Noah. When Noah says, "All animals out of the ark" all students must change places.



**PRAYER**

**How can we worship God? One way we can worship God is to talk to Him in prayer. Noah offered his thanksgiving to God for** (ask volunteer to complete sentence). **What can we thank God for?** Students suggest ideas. Lead students in prayer, thanking God for things students suggest.

**WORSHIP SONG**

Sing a song of worship to God for His justice, or a Bible story song on the story of Noah.

**Scripture**

Genesis 11:1-9

**Memory Verse**

Jeremiah 10:6

**NIV:** *No one is like you, O Lord; you are great, and your name is mighty in power.*

**TEV:** *Lord, there is no one like you, you are mighty, and your name is mighty and powerful.*

**Character Study**

When the people built the Tower of Babel, they honoured themselves instead of honouring God.

**Lesson Goals**

- 1 Discover ways of honouring people;
- 2 Realise that it's important to praise and honour the one and only God because He is powerful, wise, loving and just;
- 3 Plan ways to show that God is more important than anyone or anything by praising Him.

**Life Focus**



Worship God instead of anything or anyone else.

**Age Level Tip**

Misbehaviour at this age can frequently be prompted by a student being asked to participate in an activity he or she does not feel capable of doing. Pairing students helps.

# The Tower of Babel



**GOAL**

Discover ways of honouring people

**MATERIALS**

Large sheet of paper, pens

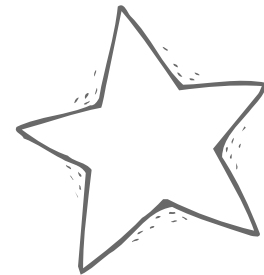
**PROCEDURE**

Play a game similar to Hangman. Draw a blank line for each letter of the word "honour" on a large sheet of paper. Students guess letters of the alphabet. Write correct letters on the appropriate blank lines. List incorrect letters to the side of the blank lines and draw one line of a star outline for each incorrect guess (see sketch). Students try to guess the correct word before the star outline is completed.

**What does it mean to honour someone?** (To show that we respect, value, and admire the person.) **What are some ways that people honour others?** (They give awards, compliments, special privileges, etc.)

**Let's see if we can guess some ways of honouring people.** On sheet of paper, draw lines for each letter of one of the following words or phrases for students to guess: "applause," "trophy," "certificate," "compliment," "gift," etc. Student who guesses the word

shares a time someone might be honoured or praised in that way. **There are many ways that we can honour others. In our story today, some people forgot to honour Someone very important! Listen to find out who really deserves our honour.**



## The Tower of Babel

**GOAL**

Realise that it's important to praise and honour the one and only God because He is powerful, wise, loving and just.

**MATERIALS**

Bibles, Lesson 4 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**Where would you like to live? What would you like the most about the place you chose? Our story today is about some people who thought they were the greatest, and they lived in the best place possible.**

Students find Genesis 11 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## Story Telling Idea

As you talk with students about the prideful attitude of the people in the story, repeat the phrase "We're so smart!" after each of the people's "accomplishments." Each time the phrase is said, give one or more students several blocks (or other items such as marshmallows) to use in building a tower. Students see how high they can build the tower before it topples over. (It may help to mark six to eight places in the story where students can build tower.)

### STORY SUMMARY

After Noah and his family left the ark, they lived near Mount Ararat. But as Noah's family grew, and as their flock of sheep and goats got larger and larger, the people began to travel. They were what we call nomads. A nomad was a person who lived in a tent and moved from place to place, always in search of fresh grass and clean water for their animals. As soon as the animals ate all the grass in one place, or the streams dried up, the people moved on.

Finally the people came to a larger area of flat land between two rivers. This flat place was called the plain of Shinar.

They found that the ground in the plain of Shinar was VERY good for growing things. Grass and vegetables, fruit trees and grain grew very well on the plain. What do you think the people decided to do?

"Look" someone must have said, "our sheep and cattle and goats will have plenty of grass to eat. Everything grows so well here, we can plant gardens that will produce lots of fruit and vegetables."

"Yes, this would be a good place to live," someone else replied. Everyone agreed - this would be a VERY GOOD place to live.

The people started building houses and planting crops. They soon discovered that they could make bricks to build their houses. And if they burned their bricks, the bricks became very hard. These bricks lasted much longer than the unburned bricks.

THEN they discovered that they could stick these hard bricks together with tar. That made it almost impossible to pry the bricks apart! They built more and more houses. As time passed the plain of Shinar became crowded with houses! The people decided to build a big city for themselves. What big cities can you think of? They wanted to build something else, too. Read Genesis 11:4 to see what else the people wanted to build.

But why did they want to build this tower? Did they want to build it to honour the one true God who loved them and was available to help them? NO!

In fact, the people didn't include God in their plans at all. They were only interested in honouring themselves. The Bible says they wanted to make a name for themselves by building the tower. The tower would let the whole world know how strong and powerful and clever THEY were!

Even though the people left God out of their plans, GOD KNEW why they were building that tower.

• He knew that they wanted to be famous for building a tower that reached to the heavens. And God was not pleased with what was going on.

• When the people started thinking that they were powerful enough and strong enough to not need God, that spelled TROUBLE. God knew they really DID need His help. God decided on a way to keep the people from becoming too proud and powerful. **Read verse 7 to see what God decided to do. What are some different languages you can think of?**

• Suddenly, when someone yelled, "I need more tar up here," the tar-carriers did not understand him. And when a builder said, "Bring more bricks," no one brought more bricks because the brick-bringers did not speak that language!

• When the women met at the well, they tried and tried to make their friends understand what they were saying, but it was no use. The people were speaking in many different languages. Well, THAT put a stop to all the building! Little by little the people that COULD understand each other banded together and moved away from the tower and the city. They travelled far from each other and started their own cities in many areas across the earth.

• Even though the people THOUGHT they were strong and powerful, they soon found out that they were not more important than God. The one true God proved to them that He is STILL in charge of all the earth.



### CONCLUSION

**God needs to receive honour and praise more than anyone or anything else because there is no one like Him. We can praise Him for His power, wisdom, love and justice.**

• Ask these questions as students complete the Bible story review activity on page 1 of the *iNyaniso Student Activity Pages*:

• » **What are some things the people became good at?**

• » **Who did the people want to praise?**

• » **What did God do to help the people remember to honour Him instead of themselves?**

• Students complete the memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Jeremiah 10:6 in their Bibles.

• » **Who are some people who have helped you learn about the one, true God?**

• » **What are things kids your age might think are more important than God?** (Sports, good marks, money.)

• » **What can you do to honour God, showing that you think He is more important than anyone or anything?**

• The answers are:

• 1. Pray; 2. Praise; 3. Obey; 4. Love others.



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Plan ways to show that God is more important than anyone or anything by praising and honouring Him.

**Game Option Hop Up**

**MATERIALS**

Bible, large sheet of paper, pens, masking tape, rulers, dice; optional - game markers (buttons, paper squares, small stones, etc.)

**PREPARATION**

Draw a large grid on a sheet of paper forming at least twelve 25cm squares. Make one grid for each group of up to six students. Tape grids to the floor. (Table Alternative: Make a small grid to place on the table. Students move game markers instead of hopping.)

**PROCEDURE**

1. Divide classes into groups of up to six students. Students take turns writing actions and objects in separate squares in the grid. To assist students in thinking of ideas, ask the following questions:
    - » **What are some things we have done in class today?** (Listen. Sing. Pray.)
    - » **What are some things you will do today?** (Play tennis. Visit friends. Watch TV.)
    - » **What are some objects we have used today?**
    - » **What are some objects kids your age use at school? on the playground? at home?**
  2. First student rolls a dice and hops that number of squares on the grid, starting at any place and hopping in any direction. The students reads what is written in the square he or she stops on and shares a way that action or object can be used to show honour to God. Discuss ways students can show honour to God when using one of the objects or doing one of the actions. Ask:
    - » **What did Jeremiah 10:6 say is one reason to honour God?**
    - » **How can we show honour to God when we (sing)?**
    - » **How can we use (a soccer ball) in a way that shows honour to God?**
- Continue until children have had several turns.

pray	watch	stove	sing
clothes	soccer ball	movie	run
TV	walk	bike	draw

**Word Game Searching for Reasons**

**MATERIALS**

Bibles, paper, pencils, rulers.

**PREPARATION**

1. Ask, **How many words can you think of to describe God?** Volunteers answer. Suggest students refer to Psalm 101:1, Jeremiah 10:6,12 and Philippians 4:19 for ideas. List word suggestions on a large sheet of paper or chalkboard. Comment, **These words give us many reasons to honour and praise God. What are some ways we honour God at church? at home? at school?**
2. Students form pairs. Give each pair a sheet of paper. Each pair uses a ruler to draw a grid on their sheet of paper with 10 squares across and 10 squares down (see sketch). Pairs write words from the list onto their grids, one letter for each square, creating a word search. Words may be written horizontally, vertically or diagonally. Students fill in remaining squares with random letters. Pairs write words used in the word search under the grid.
3. Pairs swap and complete word searches, circling each word they find.

**TEACHING TIPS**

1. If students have difficulty finding words, they may ask the creators of the word search for help.
2. To save time in class, you may wish to make and photocopy a grid for students to use.

P	O	W	E	R	F	U	L	F	J
R	A	O	U	S	O	M	O	K	U
O	B	N	J	E	S	U	R	V	S
V	D	D	C	X	I	F	D	E	T
I	P	E	T	I	N	P	E	J	I
D	R	R	O	E	G	Y	N	M	C
E	A	F	J	H	R	Q	X	L	E
R	I	U	L	O	V	I	N	G	A
X	S	L	C	R	E	A	T	O	R
S	E	W	J	C	I	N	Z	B	D



**PRAYER**

**We can give God honour and praise in many ways - by doing our best at whatever we do, by following God's commands, by caring for others. We can also honour and praise God in our prayers. What are some things you would like to praise God for?** Volunteers respond. Lead students in a prayer of praise of the things they have suggested.

**WORSHIP SONG**

Sing songs that honour and praise God.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 11:27 - 13:18

**Memory Verse**

Joshua 24:15

**NIV:** *Choose for yourselves this day whom you will serve...But as for me and my household we will serve the Lord.*

**TEV:** *Decide today whom you will serve...As for my family and me, we will serve the Lord.*

**Character Study**

Because Abram believed God, he left his home and let Lot choose the best place to live.

**Lesson Goals**

- 1 Discover and compare choices made by people of different ages; .....
- 2 Understand that choosing to believe God and obey Him is the best choice we can make and will help us to make right choices in other situations; .....
- 3 Choose to become a member of God's family as the Holy Spirit leads and ask for God's help to make the right decisions. ....

**Life Focus**



We can choose to become a part of God's family and obey Him.

# Abram's New Home

.....



## Discover

**GOAL**

Discover and compare choices made by people of different ages.

**MATERIALS**

Squares of paper, pens.

**PREPARATION**

Write categories of people on a square of paper (teenagers, preschoolers, grandmother, teacher, fire fighter, soccer player, etc.) Make at least eight to ten cards.

**PROCEDURE**

Place cards you prepared facedown in a stack. Volunteer selects a card and thinks of a choice the person on the card might have to make (what to wear, what to do when fighting a fire, what to play with, etc.). Alone or with a friend, student acts out the person making the choice (or describes the situation). Other students guess the person and the choice that was made. (Challenge: Volunteers think of their own categories of people.)

Say, **There are many choices that people have to make. What choices did you make this morning? Volunteers respond. Some choices don't really matter - like whether we're going to eat cornflakes or branflakes for breakfast, or wear blue or green shirts. But some choices are really important and can make a big difference in our lives. Listen to find out more about an important choice you can make.**



## Study

### Abram's New Home

**GOAL**

Understand that choosing to believe God and obey Him is the best choice you can make and will help us make the right choices in other situations.

**MATERIALS**

Bibles, Lesson 5 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What do you like most about travelling? How do you feel when you are getting ready to travel somewhere you have never been before? Today in our story we are going to learn about some people who did a lot of travelling - and they didn't even know where they were going to end up!**

Students find Genesis 11 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## Story Telling Idea

Before class, select three different places in and around your church to which you can take your students for parts of the Bible story (Ur, Haran, Bethel). Make and display signs to label each location. Divide class into two groups. Assign one to be Abram's group and the other to be Lot's group. As you tell the story, lead students to a different place in the church each time you talk about a different place to where Abram and Lot travelled. (If you teach alone and have more than eight students, consider asking a parent to help supervise this activity.)

### STORY SUMMARY

Abram grew up in a place called Ur of the Chaldeans. Ur was a big city full of people. Abram met his wife Sarai in this city. Abram and his brother probably lived just outside the city where they tended their flocks of sheep. You might remember some stories about Abram and Sarai after God changed their names to Abraham and Sarah.

One day in the city of Ur God spoke to Abram and told him it was time to move. So Abram, his father Terah and his family carried all their belongings on the back of donkeys or on their own shoulders to a place called Haran. Haran was located on a busy trade route, just like Ur. The family settled down again and was happy in Haran.

After a while, Terah died. Some time after his death, Abram knew it was time to start the journey again. Read **Genesis 12:1 to find out what God had said to Abram. Read verses 2 and 3 to find out what God had promised Abram.** Abram's eyes must have grown larger and larger as he listened to all the wonderful promises God made to him. These were the most important words Abram had ever heard! God was not only promising to start a nation of many people through him, but also that through these people God would keep His promise to send a Saviour for all people - many years later.

When God spoke to Abram, Abram was 75 years old. Not many people that age are willing to start a new life with nothing but promises, even if they come from the Lord. But Abram chose to obey God. Abram packed his belongings and left Haran behind. Read **Genesis 12:5 to find out who travelled with Abram.** All of these people and animals travelling together were called a caravan. They travelled to the land of Canaan. **Where did they stop? Read Genesis 12:8 to find out.**

The Bible says that Abram and Lot became very wealthy. They both owned a lot of livestock and had many people working for them. So between the two of them, many people and animals were all trying to live together in a little area. **What usually happens when too many people have to share too little space?** Lot and Abram each had helpers to take care of their own herds of animals. At first the helpers grazed their animals together, but there were too many animals! The herdsmen began to argue over who would get the little grass and water available.

- When Abram heard about the quarrel, he decided to do something about it. He could have told Lot to move away. But he didn't.
- **Read Genesis 13:8,9 to find out what Abram chose to do.** Now Lot could have said have said, "I agree with you completely. There is enough land for both of us. But you are the oldest, and the land belongs to you. You should choose first."
- But Lot slowly looked around him. *How wonderful!* he must have thought to himself. *The whole land to choose from!* Because he was going to get first choice, Lot wanted to make sure he chose the best land.
- As he looked to the east, Lot saw dark mountains in the distance. At the foot of those mountains the Jordan River flowed through a beautiful and rich valley. **What do you think Lot chose to do? Read verse 11.** So Lot said goodbye to his uncle's family and moved his own family to their new home. Abram moved his family and herd in the other direction. He knew that God would take care of him. Shortly after, God repeated His promise to Abram, assuring him that all the land he could see in every direction would belong to him and his family.



### CONCLUSION

**Abram showed by his choices that he depended on God to always be with him and care for him. But the best choice Abram made was his choice to believe and serve God. When we choose to believe God and serve Him, He will help us make right choices.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Pages*:

- » **What did God tell Abram to do? How did Abram respond to God's instructions?**
- » **Why might Abram's choice have been hard?**
- » **What are some things Abram did that showed he trusted God to keep His promises?**
- » **Who do you think made a better choice - Abram or Lot? Why?**

Answers are: *Leave your home. He obeyed God and left. Lot, you can choose the land you want. He chose the best land. I will give you all the land you see.*

Students complete the "Style Select" memory verse activity on page 1, locating Joshua 24:15 in their Bibles.

- » **What choices does this verse say we need to make?**
- » **What did the person who wrote this verse say he would do?**
- » **What does it mean to follow or serve God?** (Serving God means we choose to love and obey Him, asking Him to let us become His children.) Talk with interested students about becoming members of God's family. (See "Leading a Student to Christ" on page 109.)





Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Choose to become a member of God’s family as the Holy Spirit leads, and ask for God’s help to make right decisions.

**Game Option Ball Pass**

**MATERIALS**

Bible, ball, or other small object (stone, bean bag, stuffed animal), large sheet of paper, marker; optional - CD player and children’s worship music.

**PROCEDURE**

1. Lead students in playing a game similar to Pass the Parcel. Students stand in a circle and pass the ball behind their backs as you play music, sing, or clap your hands. When the music stops student holding the ball shares a situation in which a kid must make a choice. Write situations on a large sheet of paper. Continue playing the game as time permits.

2. After several rounds, vary the activity by having the student holding the ball when the music stops choose a situation from the list and share a right choice to make in that situation. Occasionally ask the student with the ball to read Joshua 24:15 aloud. **This verse reminds us of the most important choice anyone can make - to love and serve God. When we love and serve God, how does He help us make the right choices?** (Reminds us of His commands. Gives us courage to obey. Gives us parents and friends to help us.) **When do kids your age need help in making the right choices?**

3. Lead students in prayer asking for God’s help in making decisions. Mention situations listed on paper, or have volunteers individually pray about a situation listed on the paper.

**TEACHING TIPS**

- 1. For a cooler alternative, use ice cubes instead of a ball.
- 2. Pass the item while seated around a table.
- 3. Say “start” and “stop” instead of playing music.



Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Writing Option Psalm Writers**

**MATERIALS**

Bibles, large sheet of paper, khokis.

**PREPARATION**

On a large sheet of paper (or chalkboard), write the following phrases from Psalm 119:33-35: “Teach me, O Lord to...” “Give me...” “I will...” “Direct me in...”

**PROCEDURE**

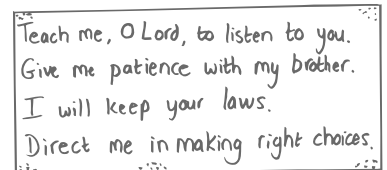
1. Show paper you prepared. **These four sentence starters are from a prayer written in the book of Psalms. Let’s think of how we would finish these sentences if we had some decisions to make. Then we’ll find out how the writer of this prayer finished the sentences.** To help students finish the sentences, ask the following questions:

- » **What are some hard decisions that children your age make?**
- » **When is it hard to choose to obey God?**
- » **If you were asking God for help in making decisions, how would you finish these sentences?**

Write ideas in the appropriate places on the large sheet of paper you prepared.

2. Students find Psalm 119:33-35 in their Bibles. Students compare the way the phrases are completed in the psalm with the way they completed the phrases.

3. Lead students in prayer with volunteers saying phrases from Psalm 119:33-35 or the completed sentences on the sheets of paper.



**TEACHING TIPS**

1. Rather than students all working together, you may wish to assign each group of three or four students one phrase. Groups think of as many ways to complete the sentence as they can in two minutes. Groups then select one or two completed sentences to share with the class.



**PRAYER**

**Today we learned about some good decisions that Abram made. It wasn’t always easy for him to make good decisions. It isn’t always easy for us either. An important step in making good decisions is to ask for God’s help to obey Him. Let’s pray together and ask God to help us make good decisions in the coming week.** Invite volunteers to pray sentence prayers.

**WORSHIP SONG**

Sing a song about asking God for guidance in decision-making.

**Scripture**

Genesis 17:1 - 18:19; 21:1-

**Memory Verse**

Psalm 32:8

**NIV:** *I will instruct you and teach you in the way you should go; I will counsel you and watch over you.*

**TEV:** *I will teach you the way you should go, I will instruct you and advise you.*

**Character Study**

Even though Abraham was very old, he made a right choice to believe God's Word to give him a child, and God kept His promise.

**Lesson Goals**

- 1 Discover how knowing right from wrong makes a difference;
- 2 Realise that God's Word gives us instructions to follow which will help us to make right choices;
- 3 Discuss situations in which specific Bible verses help us make right choices.

**Life Focus**



When we make choices, it is important to act on God's Word.

**Age Level Tip**

When students say art activities are boring, buy a few intriguing art supplies (glitter pens, metallic markers, etc.) to motivate them.

# The Lord's Promise to Abraham



**GOAL**

Discover how knowing right from wrong can make a difference.

**MATERIALS**

Bible, square of paper, pens.

**PREPARATION**

Write Psalm 32:8 on the squares of paper, one or two words on each card.

**PROCEDURE**

Divide class into two groups. One group stands in front of the class holding the verse cards you prepared in a mixed-up order. Second group finds Psalm 32:8 in their Bibles and take turns giving instructions for first group to rearrange themselves in verse order ("John take two steps to your right"). If there are more cards than students, arrange words of one phrase at a time.

Students read Psalm 32:8 aloud together. **What did you use to get the words in the right order? What are some situations in which it is hard to follow instructions? Students answer. As you listen to the story, be thinking about the ways in which you follow God's instructions.**

(Table Alternative: Have each group sit on the opposite side of a table and adapt instructions such as "John, pass your card two places to your right.")



## The Lord's Promise to Abraham

**GOAL**

Realise that God's Word gives us instruction to follow which will help us make right choices.

**MATERIALS**

Bibles, Lesson 6 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**Do you know anyone who is about hundred years old? What are some things people that age can do? What are some things they probably can't do? In our story today we are going to find out about something very unusual that happened to someone who was about a hundred years old and to his wife, who was not much younger.**

Students find Genesis 17 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Abram and Sarai were old - almost 100 years old! They were waiting for God to keep His promise. Years earlier God had promised to give Abram his own land. God promised that the land would belong to Abram's children and grandchildren in the years to come. However, Abram and Sarai had no

## Story Telling Idea

Divide class into three groups. Assign a person in the story (Abraham, Sarah, the Lord) to each group. Give each group a large sheet of paper. Each time students read statements from the Bible made by one of the characters, a volunteer from the group assigned to that person draws and cuts out a conversation balloon and writes a short sentence of what that person said. (Optional: Cut conversation balloons before class.)

children, and the years kept passing by. They just got older and older. **What do you think Abram and Sarai thought of the promise?**

God decided to remind them of the promise. God talked to Abram and Sarai and gave them new names. **Read Genesis 17:5 to hear Abram's new name.** "Abraham" means "father of many nations" His new name reminded him that he would have many descendants. Sarai's new name was "Sarah" which means "princess." But still, they had no children at all. (Abraham had fathered another child by Sarah's helper, but this child was not the one God had promised.)

One day Abraham was sitting at the opening of his tent. It was hot, and Abraham was hoping a breeze might cool him off. Abraham's eyes wandered over the land around him. He suddenly noticed three men travelling towards him. In Bible times, travellers and visitors were welcomed and treated as valued guests. So Abraham immediately got up, and as the men came closer, he ran to meet them. Perhaps he knew that these were no ordinary men. And he was right! One of them was the Lord Himself, appearing as a man. The other men were angels. **Read what Abraham said to the men in Genesis 18:5.**

The men did as Abraham had suggested and sat down to rest. Abraham hurried to Sarah. She was inside the tent and was probably wondering who those three strangers were.

"Quickly make us some bread," Abraham told Sarah. Before she could ask any questions, he had hurried off to select a nice-looking calf to prepare for the meal. Then he gave a helper instructions on how to prepare it. THEN Abraham went back to talk to his guests until the meal was ready.

Soon the meal was ready and the guests were served. The three visitors ate under the cool shade of the trees. As they ate, the men talked some more with Abraham.

"Where is Sarah?"

"Over there in the tent," Abraham answered.

**Read Genesis 18:10 find out what the Lord said about Sarah.** Well, Sarah was listening to this conversation from inside the tent. And when she heard what the Lord said, Sarah shook her head in disbelief. *Abraham and I are too old to have any children now, she thought. In fact, the whole idea of two people as old as we are having a child seems pretty funny!* And with that thought, Sarah laughed out loud.

- **Read verses 13 and 14 to find out what God asked Abraham.** Although Sarah thought no one could hear her, she was wrong. The Lord had heard her loud and clear!
- Sarah must have felt afraid. **Read verse 15 to find out what Sarah did.** There was no way for Sarah to hide her thoughts and actions from the Lord. Sarah didn't believe the Lord at first. She even chose to lie to Him! But God kept His promise. And the very next year Sarah gave birth to a baby boy! Sarah was so happy with her new baby boy that she named him Isaac, which means
- "he laughs."
- Just think how Abraham and Sarah felt now!
- After all these years of waiting and despite how old they were, God's promise had come true! When Isaac was several years old, Abraham planned a big party to celebrate Isaac's birth. All their family and friends praised God for keeping His promise.



## CONCLUSION

**Abraham and Sarah learned that God's promises are always true. God's Word is true for us today, too. The instructions we read in the Bible will help us make right choices.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Pages*:

- » **Why did God give Abram and Sarai new names? What did the new names mean?**
  - » **Who came to visit Abraham? Why did they visit him?**
  - » **How did Sarah respond to what the visitors said? Why do you think she lied about the way she responded?**
- If the students make the correct "True and False" choices, the circled letters will spell "Good choice."
- Students complete the memory verse activity, "Computer Trouble," on page 1, locating Psalm 32:8 in their Bibles.
- » **What does Psalm 32:8 say God will do for us?**
  - » **What are some ways God teaches us?**
  - » **When do you need God to teach you "the way you should go"?**

The answers are:

1. Pray before reading.
2. Read regularly.
3. Decide one way to do what that verse says.
4. Do it.



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Discuss situations in which specific Bible verses help us make right choices.

**Drama Option In the Spotlight**

**MATERIALS**

Bible, paper, pens, two torches, blindfold.

**PREPARATION**

Write Bible verses on separate sheets of paper (see below for ideas). Make one paper for each group of two or three students.

**PROCEDURE**

1. Divide class into groups of two or three. Give each group a sheet of paper you prepared. Each group locates its verse in Bible and reads verse aloud. Volunteers share a situation in which the Bible verse would help a person know what was the right choice.

- » **When might a child your age have to choose between (telling the truth and telling a lie)?**
- » **How would this Bible verse help a kid in this situation make the right choice? Which of the other verses might help a kid in this situation?**
- » **If this same situation happened (at school), how would the choice be the same or different?**

2. All students stand in one circle, with one volunteer in the centre. Blindfold volunteer and give him or her the torches. Turn on torches. While volunteer counts to ten and waves torches, other students exchange places in circle. When volunteer reaches ten, everyone freezes. Volunteer continues to wave torches for a few more seconds and then also freezes, pointing each torch at a different person in circle.

3. The student standing closest to the light of the torch in volunteer's left hand is the director. The student standing closest to the light of the torch in the volunteer's right hand is the actor. Director selects a paper and reads the Bible verse aloud. Actor then speaks and poses in a way to show a situation in which that verse could help a kid make a right choice. Other students guess what situation is being posed. (If situation has not been guessed after three or four tries, actor tells what situation was being shown. ) Actor becomes the next volunteer to hold the torches and the game is played again.

**TEACHING TIPS**

Suggested Bible verse paraphrases: "Tell the truth" (see Psalm 119:30); "Show God's love" (see Mark 12:30,31); "Forgive others" (see Luke 6:37); "Share with people" (see Romans 12:13); "Obey your parents" (see Ephesians 6:1); "Pray about your concerns" (see Philippians 4:6); "Do your best" (see Colossians 3:23); "Thank God" (see 1 Thessalonians 5:18).

**Art Option Putting it Together**

**MATERIALS**

Bibles, cardboard, khokis, scissors.

**PREPARATION**

Draw lines on cardboard to make interlocking puzzle pieces - one piece for each student in your class (see sketch). Write a Bible verse that would help a person make a right choice in a situation, making sure every puzzle piece contains some of the verse. See Teaching Tips for Drama Option (left) for verse suggestions. Cut apart puzzle pieces.

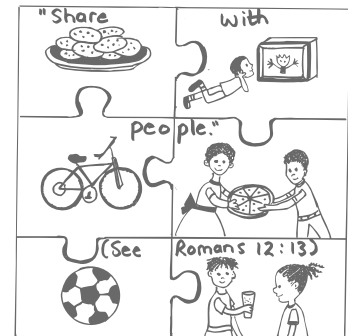
**PROCEDURE**

1. Invite students to work together to assemble the puzzle. As a volunteer reads aloud the verse as written on the puzzle, lead students in discussing times when the verse might help kids their age make right choices. Use the following questions:

- » **How can you obey this Bible verse in a situation at school? at home? at church? at the park?**
- » **When are some times this verse might have helped you or someone you know?**
- » **What are some other Bible verses you know that might help you in a situation like this?**

2. Distribute one puzzle piece to each student. Student finds and reads the verse in the Bible. On his or her puzzle piece, each student draws a picture of one of the situations discussed or his or her own idea of a situation.

3. When drawings are completed, allow students to put puzzle pieces back together. Display completed puzzle.



**PRAYER**

Read Psalm 119:33-35. **In these verses what are the words used to mean God's instructions? Following God's instructions is a good way to make right choices. Let's listen to the words again and silently ask God to help us make the right decision.** Read the verse while children silently talk to God. Close prayer time by thanking God for His help in making right choices.

**WORSHIP SONG**

Sing a song of how God's Word helps you make the right choices.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 22:1-19

**Memory Verse**

Psalm 119:11

**NIV:** *I have hidden your word in my heart that I might not sin against you.*

**TEV:** *I keep your law in my heart, so that I will not sin against you.*

**Character Study**

Abraham obeyed God's instructions to show his love for God.

**Lesson Goals**

- 1 Discover what helps people remember things; .....
- 2 Understand that when we are tempted to make wrong choices, God's Word can help us show love for Him by making right choices; .....
- 3 Plan and discuss ways to remember God's Word especially when feeling tempted to disobey. ....

**Life Focus**



When you are tempted to disobey God, choose to love and obey Him.

**Age Level Tip**

Keeping in touch with your students is a great way to build friendships with them. Writing personal notes to students and sending birthday cards are good ways to let your students know of your interest in them.

# God Tests Abraham

.....



**GOAL**

Discover what helps people remember things.

**MATERIALS**

Bible, square of sheet, pens, scissors.

**PREPARATION**

Write Psalm 119:11 on squares of paper, one word on each card. Cut cards in half. Hide the pieces in the classroom for students to find.

**PROCEDURE**

As student arrive, invite them to search for pieces of the verse cards. Students place the words together to find the words of Psalm 119:11. Students find Psalm 119:11 in their Bibles and put cards in order. Students read Psalm 119:11 together. **What does this verse tell us to hide? How is hiding God's Word different from hiding cards? Volunteers answer. When you want to learn spelling words for a test, what do you do? (Practise writing or spelling the words.) If you want to score goals in a soccer game, what do you do? (Practise kicking goals.) Those are good ways to memorise or learn how to do something. How will knowing God's Word help us when we are tempted to disobey God? Volunteers share ideas. God's Word helps us choose what is right and what is wrong. As you listen to the story, think about what right or wrong choices you have to make.**



## God Tests Abraham

**GOAL**

Understand that when we are tempted to make wrong choices, God's Word can help us show love for Him by making right choices.

**MATERIALS**

Bibles, Lesson 7 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**Who is your favourite person? Who do you enjoy spending time with? Volunteers answer. How would you feel if suddenly you were told you couldn't see that person ever again? Volunteers answer. Our Bible story today is about Abraham and one of his favourite people - his son Isaac - and what happened when Abraham thought he might never see Isaac again.**

Students find Genesis 22 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## STORY SUMMARY

Abraham and Sarah were living happily in their old age with their son Isaac. Such a wonderful promise God had given them! Isaac's children were going to become a great nation. God would use this nation of people to help everyone learn of His love. So as they watched their son grow, Sarah and Abraham were filled with love and pride.

God knew his friend Abraham well. But He also knew that Abraham needed to learn just how important it is to ALWAYS obey God and follow His instructions. Would Abraham's love for his son become more important than his obedience to God? The Lord decided that He would test Abraham.

"Abraham, Abraham!" the Lord called to His friend.

"Here I am," replied Abraham. Abraham knew that whenever the Lord spoke, he must listen very carefully.

### Read what God told Abraham in Genesis 22:2.

God told Abraham to sacrifice Isaac. A sacrifice is a gift or offering offered to God. Abraham had offered many sacrifices to God, using a goat or lamb or bird. But Abraham must have wondered, *If I sacrifice Isaac now, how will Isaac have children to become a great nation?*

Knowing that he must obey the Lord, however, Abraham rose early the next morning and chopped a load of wood for a sacrifice. Then he saddled his donkey and called to his son, "Come Isaac. The Lord has called us to go on a journey." Then Abraham, Isaac and two servants started for Moriah, a nearby mountain.

They travelled for three days to get to Moriah. As they went along, Abraham and Isaac probably talked about many things. Abraham might have told Isaac about his adventure since following God's instruction to leave his homeland. And Abraham might have told his son about how God always listened and answered his prayers.

The three days must have been a painful time for Abraham as he thought about what God had told him to do. And they were probably a puzzling time for Isaac as he wondered what this journey was all about.

On the third day, Abraham saw the mountain that God had told him to go to. **Read Genesis 22:5 to find out what Abraham said to his servants.**

Abraham unloaded the wood from the donkeys. Then Abraham and Isaac started the last part of the journey on foot. Isaac carried the wood for the burnt offering and Abraham carried the fire and the knife.

Isaac was confused. **Read Genesis 22:7 to find out what Isaac asked Abraham.** Abraham's heart pounded, but he answered with confidence, "God will provide the lamb, my son." Abraham knew that he must obey the Lord. Abraham also knew that God always kept His promises. And God had promised that Isaac's children would become a great nation. So Abraham must have been certain God would do something so that Isaac would return from the mountain with him.

Finally they arrived at the place God pointed out. Slowly Abraham took the wood from Isaac. He built an altar of stones and arranged the wood so that it would

burn so quickly. *Now would God provide a lamb for the sacrifice?* Abraham wondered.

God didn't speak. So at last, Abraham tied Isaac's hands and feet and sent him on top of the wood. But just then Abraham heard a voice.

"Abraham!" a voice called from heaven. It was the angel of the Lord. "Here I am!" shouted Abraham.

### What did God tell Abraham to do? Why? Read Genesis 22:12 to find out.

Abraham looked up and saw a ram caught in some bushes. Joyfully, Abraham thanked the Lord, untied Isaac and tied the ram to the altar. **Read Genesis 22:14 to find out what Abraham named this place as a reminder of God's faithfulness.**

The angel of the Lord spoke again. "Because you obeyed Me, I promise to bless you! You will have as many descendants as there are stars in the sky and grains of sand by the sea. People from every nation will be blessed because of your obedience."

Abraham listened to God's words with amazement! He hugged his son Isaac, and together they walked down the mountain. They met the servants and set out for home. Now God knew that Abraham would follow His instructions even when it was hard. Later on, God made it very clear that sacrificing people was a terrible thing. Because other nations who worshipped false gods, like idols, practised human sacrifice, God pronounced judgement on them.



## CONCLUSION

**Abraham showed how important he thought it was to follow God's instructions, even when he might have been tempted to disobey Him. Everyday we have to choose between making right or wrong choices. Remembering God's Word can help us show love for God by making right choices.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

» **What were the instructions God gave to Abraham? Why did God give these instructions to Abraham?**

» **How did Abraham respond to God's instructions?**

» **What did God do when Abraham obeyed him?**

Students complete the "What is it?" memory verse activity on page 1, locating Psalm 119:11 in their Bibles.

» **What does it mean to hide God's Word in your heart?**

» **How can learning about and memorising God's Word help you make right choices?**

» **When would it help a child your age to know a Bible verse to help him or her make right choices?**

The answers are:

1. sing; 2. read; 3. talk; 4. memorise.



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Plan and discuss ways to remember God's Word especially when feeling tempted to disobey.

**Art Option Secret Friends**

**MATERIALS**

Bible, envelopes, white paper, variety of art supplies (khokis, scissors, glue, sticky tape).

**PROCEDURE**

1. Show students a blank sheet of paper. **If I wanted to use this piece of paper to remind someone of God's Word, what are some things I might tell someone using this paper?** Student respond. Write students' ideas on paper.
2. **Today we are going to make reminders of God's Word to send to secret friends.** Students use art material to make cards or posters, writing Psalm 119:11 and writing or drawing reminders of God's Word.
3. When students are finished, distribute envelopes. Each student addresses an envelope to him or herself. Redistribute envelopes, keeping the names hidden and making sure no student receives his or her own envelope. Students put reminders inside envelopes. Collect envelopes and post them to students during the week.



**TEACHING TIP**

1. Students who finish early may wish to make extra secret friend envelopes for those who are absent.
2. Before posting envelopes, write a short note to each student, mentioning some way the student has contributed to the class (friendly, helpful, willing to try new things). Enclose notes in envelopes.

**Story Telling Idea**

As an alternative to the story narrative, invite someone from your church to dress as Abraham (robe, belt sandals, headpiece) and tell this story in the first person as if he or she was Abraham.

**Display Option Words to Remember**

**MATERIALS**

Bibles, cardboard, glue, a variety of nature materials; optional - large sheet of paper, khoki.

**PROCEDURE**

1. Brainstorm with students ways to remember God's Word. (Optional: write responses on large sheet of paper or chalkboard.) Use the following questions to help students think of ideas.
  - » **What are some things you do to remember something important? What are some things you do to remember a song? words for a spelling test?**
  - » **What are some ways you can learn about God's instructions?** (Sing. Memorise. Read. Talk about God's instructions. Think about God's instructions.) **When can you do these things?**
  - » **How does Psalm 119:11 say God's Word helps us?** Students read verse in Bibles.
2. Students form groups of three or four, and select one (or two) words describing ways to remember God's instructions. (More than one group may be assigned the same word).
3. Lead students to construct three-dimensional letters for their words, using a variety of nature materials - twigs, leaves, tiny pine cones, acorns, etc. Students glue material in the shape of letters onto A4 cardboard (see sketch). When dry, put letters together to form words and display along wall or on bulletin board.



**TEACHING TIPS**

1. If you have more groups than words, make duplicate words.
2. Students could collect nature materials outside as part of the activity.



**PRAYER**

Read Psalm 119:33-35. **What can we do to follow the instructions in these verses?** Volunteers give ideas. Lead students in prayer, asking God to help each one obey God in the ways students mentioned.

**WORSHIP SONG**

Sing "Thy Word is a lamp to unto my feet," or any other song that talks of God's Word or obeying God's instructions.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 24

**Memory Verse**

Philippians 4:6

**NIV:** *Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God.*

**TEV:** *Don't worry about anything, but in all your prayers ask God for what you need, always asking him with a thankful heart.*

**Character Study**

Eliezer asked God for help and trusted God to help him choose a wife for Isaac.

**Lesson Goals**

- 1 Discover ways of showing trust;
- 2 Realise that as we talk to God about our choices, we can trust Him to help us know what to do;
- 3 Discuss choices we make and ask for God's help in trusting and following Him.

**Life Focus**



Talk to God about your choices when you need help doing what's right.

**Age Level Tip**

If students always form the same group, consider writing the names of all students on a slip of paper. Draw them out randomly to form groups.

# Isaac and Rebekah



**GOAL**

Discover ways of showing trust.

**MATERIALS**

Blindfold, broom handle, chairs.

**PREPARATION**

Create a simple obstacle course by placing several chairs across the centre of the room, or in an open place outside.

**PROCEDURE**

Invite a volunteer to walk an obstacle course blindfolded. Volunteer chooses to find his or her way by tapping a broom stick on the floor like a blind person using a white cane, or by asking a friend to guide him or her. Repeat with other volunteers as time permits. **What did most people choose to put their trust in during the activity? How did they show that they trusted what they chose? Students share ideas. What else do you think you could trust to guide you if you could not see? We'll be talking today about what it means to trust God when we have choices to make.**



## Isaac and Rebekah

**GOAL**

Realise that as we talk to God about our choices, we can trust Him to help us know what to do.

**MATERIALS**

Bibles, Lesson 8 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**Who would you trust to keep money for you? What are some things you wouldn't trust someone else to do for you? Today in our story we are going to learn about a servant who was given a very important job to do - a job that his master would not trust anyone else to do.**

Students find Genesis 24 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Abraham was getting very old and his son, Isaac, had become a man and wanted to marry. Abraham wanted to be sure that Isaac married the right woman. So Abraham sent for his most trusted and faithful servant, Eliezer (el-ih-EE-zer).

**Read Genesis 24:3,4 to find out what Abraham said to Eliezer.** Eliezer understood. The Canaanites worshipped all kinds of idols and didn't obey



**Story Telling Idea**

Assign different characters in the story to volunteers. As you tell the story, invite volunteers to pantomime (act without words) the story action.

God. Abraham's instructions made sense, but Eliezer still had a couple of questions. **Read his questions in verse 5.**

"NEVER" cried Abraham. "God took me from my father's home and promised me that He would give THIS land to my descendants!" Then Abraham reassured Eliezer, "God will help you find the right wife for my son. If she does not want to come, you can forget your promise. But whatever you do, don't take Isaac back to the land of my father."

Eliezer bowed low before Abraham and promised to do exactly as Abraham wished. Then Eliezer quickly went to prepare for his journey. **What did Eliezer take on his trip? Read Genesis 24:10.** Then, with some others to help, Eliezer set out across the land to the city where he hoped to find Abraham's relatives. *What shall I do first? How shall I find her?* Eliezer must have wondered.

Then one evening, after travelling for many days, Eliezer came near a town. He stopped near a well of water outside the village. Eliezer knew he needed help to make a wise choice, so he talked to God. **Read Genesis 24:14 to find out what he prayed.**

Just then a lovely young woman named Rebekah walked up to the well. Eliezer watched as Rebekah filled her jar and started up the path. Running down to meet her, Eliezer said quickly, "Please, may I have a little water from the jar?"

"Yes, please have a drink," she answered. Rebekah lowered her jar and gave it to him while Eliezer anxiously waited to see if she would say more.

**Read what else Rebekah said in Genesis 24:19.** And she did just what she said! Providing water for all those thirsty camels must have been a job! When the camels had drunk their fill of water, Eliezer thought *She must be the one.* He gave Rebekah a gold ring and two beautiful gold bracelets

"Who is your father?" asked Eliezer. "Do you think he would have room for us to spend the night in his house?"

Rebekah answered, "I am the daughter of Bethuel and the granddaughter of Nahor." Nahor was Abraham's brother! "We do have plenty of room for you and plenty of straw for your camels."

Eliezer thanked God. Eliezer knew Rebekah was one of Abraham's relatives and that she was the one God had chosen to be Isaac's wife.

When Eliezer got to Rebekah's home he was anxious to complete his errand. **Read Genesis 24:34 - 36 to find out how Eliezer started his speech to Bethuel.**

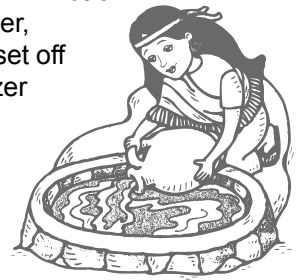
Eliezer explained how Abraham had called him to choose a wife for Isaac. And he told them about his prayer and the test of asking for a drink of water and seeing if the young woman would water his camels as

well. Eliezer related his encounter with Rebekah and how, by her words and actions, she had proved to be God's choice. Then Eliezer asked whether or not Rebekah's family was willing to let her become Isaac's wife. **What do you think Rebekah's family thought about what Eliezer said?**

Rebekah's brother and father didn't need time to think. They said, "The Lord has chosen her, you must take Rebekah to be the wife of Isaac."

When Eliezer heard the answer, he knelt right in front of them and thanked the Lord. Then he brought out all the presents. There was gold and silver. There were beautiful clothes for Rebekah and her mother, and wonderful gifts for her brother as well.

Now that God had helped him find Rebekah, Eliezer was anxious to take her with him back to Isaac. The next day Eliezer, Rebekah and the servants set off on their journey home. Eliezer must have been so glad he had prayed to God and trusted Him to help him make the right choice. And the Bible tells us that Isaac loved his wife.



.....

**CONCLUSION**

**Eliezer was wise when he prayed to God and asked for help in making a good choice. There are many times during each day when we choose what to say, how to treat someone, or what to do. God wants us to talk**

**with Him to help us know what to do.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What important job did Abraham give to Eliezer?**
- » **What did Eliezer do when he needed help? Why?**
- » **How did God help Eliezer know what to do?**
- » **How did Eliezer's actions show that he trusted God?**

If students choose the correct options, they should collect letters that spell the word "WIFE."

Students complete the "Word Puzzle" memory verse activity on page 1, locating Philippians 4:6 in their Bibles.

- » **What does Philippians 4:6 say we must do? Why is prayer a good idea?**
- » **How does praying about things that worry us help us make the right choices?**
- » **What choices do you want to talk to God about?**

If there is not enough time to complete this activity in class, allow students to complete it at home.



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Discuss choices we make and ask God's help in trusting and following Him.

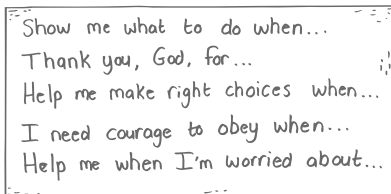
**Family Kit Option Prayer Starters**

**MATERIALS**

Bibles, pen, paper or light card, photocopier, empty plastic bottle for each student, poster paint in a variety of colours, scissors.

**PREPARATION**

Make a sample family activity kit following directions below. Write prayer starters on one sheet of paper or card



(see sketch). Photocopy this sheet, making a copy for each student. Remove labels from bottles.

**PROCEDURE**

1. **What do people most often pray about?** (Things they need. Thank God for food.) **Sometimes it's easy to say the same thing over and over when we pray. But what does Philippians 4:6 say we should pray about?** Read verse with students. **To help us think of different things to talk to God about, especially situations in which we have to choose to do right or wrong, we're going to decorate bottles. In our bottles we'll put some prayer starters.**

2. Show your sample bottle of prayer starters and ask volunteers to suggest times when their families might use the prayer starters (before or after a meal, at bedtime). **At home, you and others in your family may take turns choosing prayer starters from the bottle. Then you can pray about the things you've talked about.** Invite volunteers to take turns choosing prayer starters from your bottle. Volunteer reads prayer starter aloud. Other students share how they might finish the prayer starter.

3. Give each student a bottle. Student uses paint to decorate the bottle and write names of people with whom he or she lives. Set aside to dry.

4. Students cut prayer starters from sheet into narrow strips that will fit into mouth of bottle. Students place prayer starters into the bottles.

**ALTERNATIVE IDEAS**

1. Students decorate envelopes with drawings and use envelopes to take home their prayer starters.
2. Instead of bottles, use plastic jars (e.g., peanut butter jars) to make containers for prayer starters.

**Puppet Option Puppet Skits**

**MATERIALS**

Bible, a variety of puppets or puppet-making supplies (a clean sock and a elastic band for each student), large sheet of paper, marker.

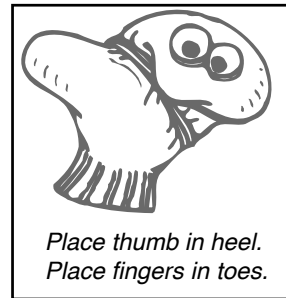
**PREPARATION**

If students are going to be making puppets, make a sample sock puppet as directed below.

**PROCEDURE**

1. **What are some situations when a kid your age might have to choose between right and wrong?** As students answer, write their responses on a large sheet of paper until six to eight situations have been listed.

2. Divide class into groups of two or three students each. Each small group chooses a situation to act out using puppets you have collected. (If you are making puppets, demonstrate how to make and use a sock puppet as shown in sketch.)



Allow groups at least five minutes for planning and practising their puppet skits.

3. Groups perform skits for the entire class. Lead students to discuss each skit by asking some of the following questions:

- » **What are some of the choices a kid in this situation might make? What choices would show trust in God?**
- » **Which choices would show a kid following God?**
- » **Have you ever been in a situation like this? What happened?**
- » **What can we do when we need help in following God by making right choices?** (Ask God for help. Talk about the choices with a parent or teacher. Remember God's Word.)
- » **How might Philippians 4:6 help us when we have difficult choices to make?** Volunteer reads verse aloud before answering.



**PRAYER**

Invite students to share situations in which they need God's help in following Him. Pray, asking God for His help and mentioning specific situations described by students.

**WORSHIP SONG**

Sing a song about trusting God to make us make the right choices.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

# Connecting the Bible to Real Life

Can a preteen - in our world of television, play stations and the internet - be attracted to an ancient book describing vastly different cultures and lifestyles?

Can the interest of a Junior be captured by stories he or she has heard or read before?

What good are age-old Bible stories for kids surrounded by drugs, violence, immorality, AIDS, pollution and poverty?

Because the Bible is a book about God's dealings with real people in a wide variety of settings and situations, it speaks to all people, including preteens, in all cultures and times. The hurdle we face as teachers is how to help students connect Scripture events to the problems of today. Here are three helpful tips in getting over this hurdle:

## 1. FIND THE COMMON LINK

The more closely a Bible story or verse connects with a personal experience of a student, the more impact the Scriptures will have on the student's understanding, attitude and actions. For example, the story of the Good Samaritan is easy to connect to a kid's life. Most kids have had incidents of being hurt, and then helped by someone's kindness. All have faced the choice of helping someone else in need or going on about their own business. Almost any Bible incident can capture the interest of Juniors when linked to their own current interests and problems.

## 2. FOCUS ON THE STUDENT'S LIFE

Many teachers struggle with getting Juniors interested in the Bible because they approach it like a history book. They talk about dead people from another time and a far-distant place, so that learning Bible facts takes on the flavour of preparing for a Bible trivia game.

God repeatedly made it clear that He spoke to people and had His messages written down in order to show people the way to live abundant, godly lives. But what about problems not dealt with in the Bible? How can the Bible help Juniors deal with problems like drugs, sexual abuse, affluence, poverty, absent parents, exploitative advertising, violence, pollution, AIDS, etc.? While a verse or two may touch on these or related topics, few if any Bible stories explicitly address many modern issues.

However, the more a student comes to know God through His Word, the more God equips that child to become the kind of person who can deal positively with life's challenges. To talk to Juniors about the evils of drugs without introducing them to the God who can fulfil all their deepest longings is to leave them without the inner strength needed to stand firm against temptation.

## 3. EMPHASIZE THE REAL APPEAL OF BIBLE LEARNING

Some people think the only way to make the Bible interesting to Juniors is to enlist a masterful storyteller, use flashy multimedia equipment, present skits, throw in lots of jokes or retell the story in a modern setting. While unusual approaches can be effective in capturing attention (especially with "jaded Juniors" who have "seen it all"), Scripture has very powerful appeals of its own which need only to be emphasized to receive an eager hearing.

- » **The Bible is true.** In a world where people seek meaning in fiction, fantasy and formulas, the Bible shows human affairs from the unique perspective of the Creator.
- » **The Bible touches our lives.** God's Spirit speaks to us through this book. Juniors desperately need to begin reading the Bible for themselves, discovering God's personal concern about them as unique individuals.
- » **The people are real.** People are fascinating. Juniors will go to any lengths to find a friend on a boring afternoon. This interest in people is easily put to work in capturing interest in the Bible, simply by taking the names off the page and helping them come to life in the student's mind.
- » **The Bible shows God at work.** It shows the God of the universe involving Himself in people's lives, revealing His character and His plans for us. Talk about interesting! No video game can compete with that!

The teacher who sees God's hand in a narrative, who has discovered the personal impact of a Bible passage, who has put God's truth into practice - that teacher will find Juniors eager to learn what God's Word has to say.

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**Scripture**

Genesis 26:1-6, 12-33

**Memory Verse**

Roman 12:18

**NIV:** *If it is possible, as far as it depends on you, live at peace with everyone.*

**TEV:** *Do everything possible on your part to live in peace with everybody.*

**Character Study**

Isaac refuses to fight with people who quarrel with him.

**Lesson Goals**

- 1 Discover actions and words that often cause arguments among friends;
- 2 Recognise that showing God's love in our words and actions will help us avoid or end arguments and build friendships;
- 3 Discuss and plan ways to respond when others argue.

**Life Focus**



Look for ways to keep peace.

**Age Level Tip**

If time is limited, do as much preparation for the activity before class. Juniors get frustrated if they cannot complete an activity.

# Isaac Keeps the Peace



**GOAL**

Discover actions and words that often cause arguments among friends.

**MATERIALS**

Large sheet of paper, markers, tape or Prestik.

**PREPARATION**

Write situations on large sheets of paper, one situation on each paper (1. "You said, 'Hey, let me ride your new bike!' Your friend said...." 2. "Your friend said, 'I don't have to go to bed until 10:00. You're a baby - you have to go to bed at 8:30.' You said..." 3. "Your friend said, 'It's mine. I had it first.' You said...." 4. "You accidentally kicked a goal for the other team during a soccer game. Your friend said... You said..."). Tape papers to walls in different places around the room.

**PROCEDURE**

Each student writes a response in a conversation balloon on at least one of the papers you prepared. Volunteers read aloud the responses for each situation. Ask, **Which of these responses might start an argument? stop an argument? What are some other actions or words that cause arguments between friends?** Students give ideas. **Today in our story we are going to learn about ways we can keep our friends even when we feel like arguing.**



## Isaac Keeps the Peace

**GOAL**

Recognise that showing God's love in our words and actions will help us avoid or end arguments and build friendships.

**MATERIALS**

Bibles, Lesson 9 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**When was the last time you argued with a friend? What often starts an argument between friends? Is it hard or easy to stop an argument? Why?** Students give ideas. **Let's find out what someone in the Bible did to stop some arguments.**

Students find Genesis 26 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

The day was hot and dusty. Isaac, Rebekah, their two sons, their herdsmen and their herdsmen's families trudged along beside the sheep and cattle. Hungry and thirsty, they were on their way to Gerar. You see, there was a

famine - a time when there isn't enough rain for crops to grow and drinking water is scarce. Maybe there was more food and water in Gerar. Of course, Isaac's family and the families of his herdsman were not the only people living there! The Philistines also lived in Gerar. They and their king Abimelech didn't seem to mind Isaac's staying in their country - at least, not at first.

As soon as Isaac and his men had pitched their tents and settled down, Isaac said, "Let's get busy and plant some crops. Soon we'll have food for our families and the animals. Then we won't have to buy from the Philistines." **Read Genesis 26:12 to find out how much Isaac was able to harvest from what he planted.**

But the Philistines saw how well Isaac's crops had grown. And they became a little jealous! They began to complain. **What do you think they might have complained about?** "Look at the flocks and herds that Isaac has!" they said. "And count all his servants! Why should he have so much more than we do? It's not fair!" The Philistines were jealous of Isaac's wealth, so they filled up all his wells with sand.

Finally, King Abimelech himself came to see Isaac. "Go away!" he said. "Take your servants, cattle and sheep with you. I want you to leave Gerar NOW!" **If you were Isaac what might you have said to the king? What would you have done?**

Even though Isaac and his family and all his servants had settled in and made themselves at home, Isaac did what the king asked. He didn't argue; he didn't try to change Abimelech's mind. He simply moved away from Gerar and settled in a valley away from the town.

After they looked for a place to set up camp in the valley, they searched for the most important thing - WATER! **Why is it so important to find water?** Isaac's men found old wells that Isaac's father, Abraham, had dug. Isaac's servants set to work. After long hours of cleaning out the wells, they had water to drink once again.

But then - TROUBLE came again! **What do you think happened?**

Some herdsmen from Gerar arrived. "This is our well and our land. Get away from here!" they shouted.

"No! We found this well, and we're not moving," argued Isaac's herdsmen.

Once again, Isaac didn't argue. "We will find other water," he said. "I am going to name this well 'Esek'." "Esek" means argument."

So once again, Isaac and his herdsmen had to look for water. Down, down, down they had to dig through the hard-packed earth until they finally found water. All that hard, hot work seemed worth it when they enjoyed the cool, fresh water. BUT - it wasn't long until they had visitors again.

"Didn't we tell you to leave?" the herdsmen from Gerar asked Isaac's men.

"We have a right to live here and take care of our sheep and cattle," Isaac's men answered. "And this is our well. We dug it ourselves."

"No, it is OUR well - because this is OUR land," the herdsmen from Gerar growled.

The Bible says that Isaac again agreed to move

away. But before he left, he said, "I'm going to name this well 'Sitnah'. "Sitnah" means "opposition" and that means having someone against you.

No doubt some of Isaac's herdsmen grumbled as they began to dig yet another well in a new place!

Once again, the workers found water when they dug far down into the earth. *But how long will we be able to use it before those men chase us out of here again?*

the men probably thought. **What do you think happened with that well? Read Genesis 26:22 to find out.** This well was called "Rehoboth" or "room."

Some time later Isaac went to a place called Beersheba, another place where his father, Abraham, had lived. At night the Lord talked to him. **Read Genesis 26:24 to find out what God said to Isaac.**

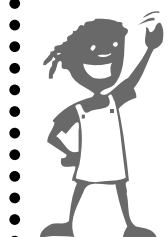
Isaac was so thankful to the Lord that he built an altar to honour Him. Isaac set up his tent nearby, and his men began digging ANOTHER well.

One day, who should show up but King Abimelech! UH-OH! It certainly looked like trouble again! **Find out what the two men said to each other by reading Genesis 26:27-29.**

Now there were a lot of things Isaac could have said to the king! But instead, Isaac agreed. Then he prepared a feast to honour his guest. The next morning, Isaac and Abimelech promised each other always to live in peace together.

That same day, Isaac's servants came to him and said, "We've found water in that new well that we have been digging!"

Isaac smiled and answered, "I have a name for that well, too. I'll call it Shibah which means 'oath' (or promise) in honour of the peace agreement we have made with King Abimelech." The town that grew up around Isaac's camp is still known as Beersheba, which means the well of promise. The name reminds the people of the agreement that ended the quarrel and made room for everybody.



CONCLUSION

**God wants us to look for ways to end or avoid arguments. Sometimes we might need to stop and listen to what someone is saying. Sometimes we might need to ask for an adult's help or to walk away from a very angry person. Our words and actions can show God's love and help us make and keep friends.**

Students complete page 2 of the *iNyaniso Pages*:

- » **How would you have felt if you were part of Isaac's family?**
- » **What other choice could Isaac have made?**
- » **What advice might Isaac give people today about how to keep a friend even when there's an argument?**

Students complete page 1 of the *Student Pages*, locating Romans 12:18 in their Bibles.

- » **What does it mean to live at peace with others?**
- » **What can we do to keep from quarrelling with others? (Be careful about what we say. Answer angry words with kind words.)**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Discuss and plan ways to respond when others argue.

**Game Option Peace Path**

**MATERIALS**

Bible, scrap paper, squares of paper, pencils, masking tape, dice.

**PREPARATION**

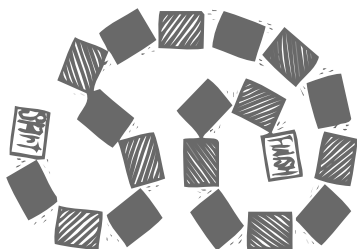
Tape sheets of scrap paper to the floor, forming a game path with approximately 20 spaces (see sketch). Write the word "START" on the paper at the beginning of the path and the word "FINISH" on the paper at the end.

**PROCEDURE**

1. Invite volunteers to complete the question, "What should you do when....?" by describing situations in which children their age need to keep friends by avoiding or ending arguments ("What should you do when you and your friend want to play different video games?" "What should you do when your friend makes fun of you?"). As each question is completed, write it on a separate square of paper. Continue until at least 8 to 10 game cards have been made. **What causes arguments between friends? How can you respond in a way that would stop an argument?** Draw a star on several blank squares of paper and shuffle them together with the game cards. Place game cards facedown near game path.

2. First player chooses a game card from the stack, stands on the square labelled "START" and reads questions aloud. Player answers the question (or calls on a volunteer to answer the question), rolls the dice and goes that number of squares. If the card shows a star, player finds and reads aloud Romans 12:18 from Bible before rolling dice and moving on the game path. Return game card to bottom of stack after each player's turn.

Continue with additional players playing the game until a student reaches "FINISH" square.



**Publishing Option Peace News**

**MATERIALS**

Bibles, newspaper, pencils, white paper, black pens, khokis, photocopier.

**PREPARATION**

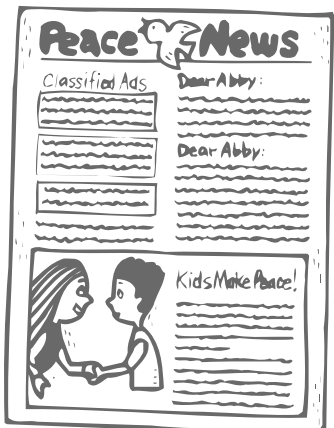
Separate newspaper pages into three groups: advice column, wanted ads, news.

**PROCEDURE**

1. Divide class into three groups. Give each group a section of the newspaper. **Look at your section to find out what kind of articles are there.** Then, one at a time, invite each group to show and tell about the type of article in its section.

2. Invite a volunteer to read Romans 12:18 aloud. **What does it mean to live at peace with others? What are some ways to help others live at peace when they want to quarrel?** Students in each group prepare newspaper pages about ways to live at peace with others, following the format of the articles in its section. Students may want to write in pencil before using black pens and khokis.

Use these suggestions to help students in each group know what to do: Advice Column - Write and answer letters from children who need help in ending or avoiding arguments. Wanted Ads - Write ads for peacemakers (people who can help others live at peace). News - Write (or draw pictures) about ways children have avoided or stopped arguments in the past.



3. Photocopy pages, assemble and distribute to students in your class.

**SIMPLIFICATION IDEA**

Instead of photocopying pages and distributing the newspaper, assemble original pages and keep newspaper in your classroom for others to see.



**PRAYER**

**Lead students in prayer asking for God's help in making and keeping friends.**

**WORSHIP SONG**

Sing a song that talks of keeping peace.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 25:19-34; 27:1-45

**Memory Verse**

1 Corinthians 13:6

**NIV:** *Love does not delight in evil but rejoices with the truth.*

**TEV:** *Love is not happy with evil, but is happy with the truth.*

**Character Study**

Jacob did not show love when he cheated Esau out of the birthright and God's blessing.

**Lesson Goals**

- 1 Discuss how honesty affects friendship;
- 2 Understand that honest and fair actions and words are good ways to show God's love to our friends;
- 3 Describe situations in which to treat others fairly and ask God's help in showing love to others.

**Life Focus**



**Age Level Tip**

As you use art activities, remember that the learning process is more important than the end product. Focus the student's attention on the Bible truth concerned, not on the result or quality of the work.

# Jacob Cheats Esau



**GOAL**

Discuss how honesty affects friendship.

**MATERIALS**

Pencils, small slips of paper.

**PROCEDURE**

Give each student a slip of paper and a pencil. Each student writes something about him or herself that is either true or untrue, signs his or her name and folds the paper. Collect all the papers, shuffle them and give them back to the students. (A student may not have his or her own paper.) Student reads the paper he or she has and decides if the statement written there is true or untrue. **Some of the things on these papers were silly lies. It can be fun to make up silly lies about ourselves. But in real life, what happens when people tell lies? How do you feel when a friend lies to you? What happens to your friendship? Volunteers answer. Listen today and learn some ways honest and fair words and actions can help show God's love.**



## Jacob Cheats Esau

**GOAL**

Understand that honest and fair actions and words are good ways to show God's love to our friends.

**MATERIALS**

Bibles, Lesson 10 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What would you trade for a chocolate? A TV, bubblegum, horse or R1? Why wouldn't you trade a TV for a chocolate? (A TV is worth more than a chocolate.) In Bible times people didn't have TV's to trade. But our story today tells us about someone who traded away something VERY valuable. Listen to see if you think it was a fair trade.**

Students find Genesis 25 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**Do you know any twins? How are they alike? How are they different?** Jacob and Esau were twins, but they weren't anything alike at all! **Read Genesis 25: 25,26 to find how they were different from the moment they were born.**

Rebekah loved Jacob, maybe because he was quiet and stayed home. But Isaac was more fond of Esau because he loved the wild meat that Esau

hunted and brought home for supper!

Now Esau didn't care much about something as important as his birthright. That was the right the oldest son had to receive the largest inheritance when his father died. Even though Esau and Jacob were twins, Esau was considered to be the oldest because he had been born first. His inheritance, as the oldest brother, included the promises God had given to Abraham and his descendants.

One day, after the boys had grown into men, Esau came home from a hunting trip. When he smelled the stew that Jacob was cooking, he got HUNGRY!

"Give me some of that stew!" Esau demanded. "I'm dying of hunger!" **How did Jacob make Esau pay for his supper? Read Genesis 25:31 to find out. Read what Esau did in verse 32,33.**

So Esau said something like this: "I promise that I now sell my birthright to my younger brother Jacob in exchange for this stew I'm about to eat."

Well, Jacob dished out the stew and the bread. Esau ate and left. Fair or not, that was the bargain.

The next time we hear about these brothers is when their father Isaac was old and blind. He thought he might die soon, and he wanted to officially pass on the firstborn's blessing to Esau. This blessing was God's promises that were part of the birthright. In giving the blessing, Isaac would ask God to do good to Esau and give him leadership over his brother.

Isaac talked to Esau. "My son," he said, "I'm old and don't know when I will die. So get your bow and arrows and hunt a wild animal. Bring it to me cooked just the way I like it. I'll eat and then give you my blessing."

Esau went out hunting. But his mother overheard Isaac's instructions. When Esau left, his mother called Jacob and told him what Isaac had said. **Read Genesis 27:8-10 to find out what Rebekah told Jacob to do.**

Jacob wasn't sure this was a good idea. **Read what he said to his mother in Genesis 27:12.**

"I'll take the blame," said his mother, Rebekah. "Just do what I say."

Well, it wasn't long before there was goat meat cooking. Rebekah got out Esau's best clothes. She knew she had to make Jacob smell and feel like Esau. Rebekah even covered Jacob's neck and hands with goatskins so he'd feel hairy.

Wearing Esau's clothes and some borrowed goat-skins, Jacob entered his old father's tent, carrying the meal Isaac loved.

"My father," began Jacob. "Yes, my son. Who is it?" replied Isaac.

Jacob said, "I'm Esau. I've done what you asked me. Please sit up and eat so that you may give me the blessing."

Isaac was suspicious. How could any hunter track a wild animal so quickly? Jacob told his father, "The Lord your God gave me success."

Jacob's voice didn't sound like Esau. **Read Genesis 27:21,22 to find out what Isaac did.** Isaac wasn't convinced so he asked again, "Are you REALLY Esau?"

"I am," said Jacob. What a lie! So Isaac ate the special meal. "Come here and kiss me, my son."

As Jacob kissed him, Isaac could smell Esau's smell

on the clothes. *Ah, this really is Esau*, thought Isaac. Isaac blessed Jacob, asking God to give him enough rain and good soil for abundant crops. Isaac promised that Jacob would be master over his brothers. And Isaac said, "May those who give you trouble receive trouble and those who bless you be blessed with good things in return."

Jacob left the tent triumphant. He was barely out of the tent when Esau came back. But when Esau came to Isaac, Isaac said "Who are YOU?"

"I'm your firstborn, Esau!" **What did Isaac say to Esau? Read Genesis 27:33 to find out.**

Esau cried out, "BLESS ME - ME, TOO, FATHER!" But Isaac had said it all - to Jacob! Isaac could only say that even though Esau would be a servant to his brother, one day Esau (or his descendants) would be free.

Esau wanted revenge. He said to himself, "My father will die soon. Then I'll kill that cheating brother of mine!" Rebekah heard about Esau's grudge and sent Jacob to live with her brother, far away. Jacob ran for his life.



## CONCLUSION

**Think of some times when being dishonest has caused you and your friends to have a hard time getting along. Being unfair and telling lies causes lots of problems. Remem-**

**bering to show God's love to others by being honest and fair can help us make and keep friendships.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What words would you use to describe this family?**
- » **When might someone today act like Jacob? Esau?**
- » **What could each of these family members have done differently to show God's love?**

Discuss these questions as students locate 1 Corinthians 13:6 in their Bibles.

- » **According to 1 Corinthians 13:6, how does a loving person act? Why is it a good idea to be truthful and fair?**
- » **How has someone you know shown love by being truthful or fair?**
- » **When is it hard to be truthful? When is it hard to be fair?**

## Story Telling Idea

As you tell each section of the story, assign characters to different volunteers. Volunteers pose, illustrating the action of that section of the story. (If available, use a camera to take a photo of each scene.) For a different twist to your lesson, serve lentil soup as part of the story!





Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Describe situations in which to treat others fairly and ask God's help in showing love to others.

**Game Option Steal the Sock**

**MATERIALS**

Bible, sock.

**PROCEDURE**

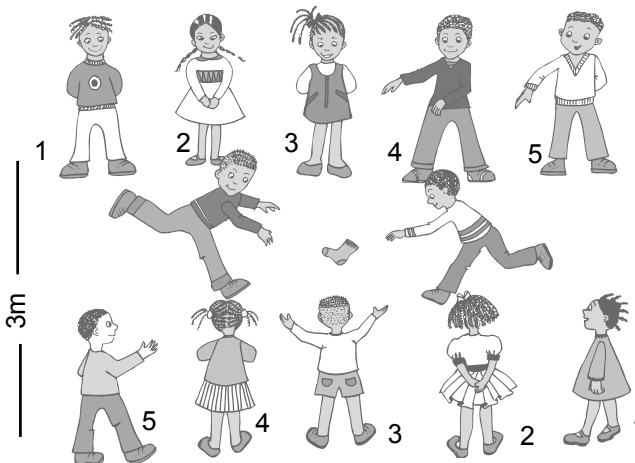
1. To play this game, divide class into two equal teams. Each team stands in a straight line facing the other team, leaving about 3m between the teams. One team numbers off from one end of the line, while the other team numbers off from the other end. Place a sock or other object in the center of the playing game area.

2. Call a number. Students on both teams with that number run to grab the sock. Student who does not get the sock gives a location (the taxi rank, school, the library, a friend's house, etc.). Student who does get the sock gives a situation in which it might be difficult to treat others fairly at that location ("pushing in line at the taxi rank," "being dishonest while playing a game at school") **Why is it important to treat others fairly? How do you feel when you are not treated fairly? We show love when we are honest and treat others fairly.**

3. Students read 1 Corinthians 13:6.

**TABLE ALTERNATIVE**

If you have a small area, play the game at a table. Students sit in chairs on opposite sides of the table with hands behind their backs. Students number off as above. Place sock in the centre of the table. When you call a number, students with that number attempt to grab the sock.



**Art Option Poster**

**MATERIALS**

Bibles, sheets of paper in a variety of colours (bright colours, white, black), glue, pencils, scissors, tape.

**PREPARATION**

Tape several sheets of black paper together to make one large sheet.

**PROCEDURE**

1. Students read 1 Corinthians 13:6 in their Bibles. Ask the following questions to lead students in discussing the verse:

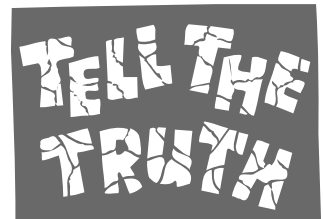
- » **What good thing does this verse talk about?**
- » **How does telling the truth show love to others?**
- » **What are some sentences that will remind you to obey this verse?** ("Be honest and fair." "Tell the truth.") Write the sentences on a sheet of paper or chalkboard.

2. Lead students to choose one or more sentences (depending on the number of students in your class.) Assign each student one or more letters of the sentence. Each student tears brightly-coloured paper and glues pieces onto a sheet of white paper, covering the paper.

3. Using pencils, students lightly write assigned letters (capital letters about 12cm in height) on top of coloured paper pieces. After cutting out the letters, students glue them onto black paper to spell out the sentence(s). Display the poster in your classroom.

**ENRICHMENT IDEA**

Use a variety of materials to make letters: foil, fabric, wrapping paper, used greeting cards or tissue paper.



**PRAYER**

**Read Psalm 34:12-14. What are some commands in these verses?** (Don't tell lies. Do good things. Make peace with others.) **The word "pursue" means to get something. What are we supposed to try get according to these verses?** (Peace) **When are some times you can show love this week by doing some of these things to treat others fairly?** Lead students in prayer, asking God to help them treat their friends and family fairly.

**WORSHIP SONG**

Sing songs that teach living with integrity and at peace with others.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 32:3-21;33:1-11

**Memory Verse**

Colossians 3:13

**NIV:** *Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.*

**TEV:** *Be tolerant with one another and forgive one another whenever any of you has a complaint against someone else. You must forgive one another just as the Lord has forgiven you.*

**Character Study**

Esau showed God's love when he forgave his brother, Jacob.

**Lesson**

- 1 Discover times when children need to ask forgiveness of each other; .....
- 2 Realise that because God has forgiven us we need to be ready to forgive others; .....
- 3 Identify attitudes and actions which lead to forgiveness between friends. ....

**Life Focus**



Be ready to forgive and to ask for forgiveness

# Esau Forgives Jacob

.....



**GOAL**

Discover times when children need to ask for forgiveness of each other.

**MATERIALS**

Blindfold.

**PROCEDURE**

Blindfold a volunteer. Blindfolded student counts to 10 while other students move quietly around an open area of the classroom (or play this game outdoors if possible). When the blindfolded student calls, "Forgive," the other students freeze in place and answer, "When?" Students stay frozen while blindfolded student continues to call and others answer. As blindfolded student hears responses, he or she locates and touches a student who is frozen. The touched student shares a situation when children need to ask forgiveness to each other. Then the touched student becomes the caller and the game continues. **Sometimes when we are angry we feel like getting revenge instead of forgiving. Listen to find out what kind of choices lead to forgiveness and friendship instead of revenge.**



## Esau Forgives Jacob

**GOAL**

Realise that because God has forgiven us we need to be ready to forgive others.

**MATERIALS**

Bibles, Lesson 11 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What's the hardest thing to forgive a friend for? Why? (Lying, stealing or teasing.) Does it make a difference if the person is a good friend or not? How?** Volunteers answer. **Listen to today's story to see if you can figure out why a man chose to forgive his brother, even after the brother had made him really angry.**

Students find Genesis 32 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

The caravan was on it's way. Camels and sheep trotted along, donkeys brayed. Jacob and his large family, his servants, and his animals moved along slowly. Jacob was obeying God's command to go back to his old home after many years in a faraway land. As Jacob walked, he wasn't looking forward to seeing ESAU! The name left a knot of fear in his stomach.

## Story Telling Idea

Divide the class into two groups: Jacob and his family, Esau and his servants. Position the two groups as far away from each other as possible. As you tell the story, give directions so that volunteers from each group can act out the story with the two groups gradually coming closer and closer together.

Jacob still had not forgotten how he had cheated his older brother Esau out of his birthright and blessing. After all, that was the reason Jacob had run far away to his uncle's - to keep from being killed! Jacob knew God had told him to return and had promised to be with him. But Jacob must have wondered how this would turn out!

He sent some servants to see his brother Esau.

**Read Genesis 32:4,5 to find out what message Jacob sent with the servants.**

When the messengers came back to Jacob, they told him, "Esau says he'll come out to meet you. And he's not alone! He's bringing four hundred men along with him."

Jacob's stomach tightened even more. Four hundred men was an army. What did Esau have in mind? With a group of men that size, he could kill every last one of the people who were with Jacob! Jacob was in a panic!

**Why do you think Esau might have had 400 men with him? What would you have done if you were Jacob?**

Jacob did two things. He called the whole caravan together and divided them into two groups. *That way, he thought, if one group is attacked at least the other one will have a chance to run away.* And then he did the wisest thing he had done yet! Jacob prayed. First he thanked God for all God had given him, for God had truly blessed Jacob with happiness, family and great wealth. Then he prayed, "Save me from the anger of my brother Esau. I am afraid he will come and attack me."

When dawn broke Jacob started separating out the best goats, sheep, camels, cows and donkeys. He sent a herd of the best of each kind of animal with a servant leading them. **Read Genesis 32:17,18 to find out what Jacob told his servant to say.**

Jacob hoped that giving all those animals to Esau might at least make his brother feel a little less angry. Maybe Esau would welcome him and not attack him! That night Jacob prayed again.

**What happened the next morning? Read Genesis 33:1 to find out.** There was Esau and he DID have 400 men with him. Quickly, Jacob put all the woman and children behind him. He walked on at the head of the group. If he were the first to see his brother, maybe he could persuade Esau to spare the lives of the woman and children! Jacob walked slowly out closer to Esau. Then he bowed all the way to the ground seven times. He did this to show that he was humble and didn't want to be the boss over Esau.

**What might people do or say today to show that they were feeling humble and sorry?**

Jacob hoped his plan had worked. He was getting

- close enough to see his brother's face. Did he look
- angry? It was so hard to tell in the glaring sunlight!
- Suddenly, Esau began to RUN! Jacob may have wanted
- to run, too - AWAY! But he didn't. Then Esau grabbed
- Jacob - UH OH! But wonder of wonders, he wasn't trying
- to strangle Jacob. Esau threw his arms around Jacob
- and kissed him! And do you know what happened? They
- CRIED! They cried and cried, and all those awful years
- of lying and hating and running disappeared in their
- tears. Here were two big, strong, grown men and they
- knew crying was a good way to say how sorry they
- were!

- They dried their eyes and Jacob knew now that Esau
- had really laid aside his plan for revenge and FOR-
- GIVEN him! And after Jacob had been such a snake! He
- must have been saying, "Thank You!" to God inside his
- heart.

- Esau looked beyond Jacob and asked to be intro-
- duced to Jacob's family. All of them came forward and
- bowed low to Esau. Then Jacob convinced Esau to keep
- all the herds of animals he had sent him. **Read Gen-**
- **esis 33:10 to find out what Jacob said.** Jacob wanted
- Esau to know how glad he was to be forgiven and safe
- at home again. Jacob must have been happy he had
- chosen to obey God and return home.

- The brothers were both thankful that they had made
- things right, forgiving instead of getting revenge.



## CONCLUSION

- **Esau's forgiveness of Jacob ended**
- **years of angry separation between the**
- **two brothers. Esau had a good reason**
- **to be angry with Jacob, but instead he**
- **chose to forgive him. We don't deserve**
- **God's love and forgiveness because of our sin - the**
- **things we do wrong. But when we confess our sins**
- **and accept God's love, we are forgiven. Then we**
- **can forgive others, even when they don't deserve**
- **it. Being ready to forgive others will help us make**
- **and keep friendships.**

- Ask these questions as students complete the Bible
- story review activity on page 2 of the *iNyaniso Student*
- *Activity Pages:*

- » **What did Jacob do to show he wanted to be**
- **friends with Esau again?**

- » **What choices did Esau have to make in this**
- **story?**

- » **Why do you think Esau forgave Jacob?**

- » **What might have happened if Esau had not**
- **forgiven Jacob?**

- *The hidden letters spell the word REVENGE.*

- Students complete the "How many times?" memory
- verse activity on page 1, locating Colossians 3:13 in
- their Bibles.

- » **What are some words you can substitute for the**
- **word "grievances" (Complaints, anger.)**

- » **What might make it hard to obey this verse?**

- » **How does knowing that God forgives us help us**
- **forgive others?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Identify attitudes and actions which lead to forgiveness between friends.

**Writing Option Word Search**

**MATERIALS**

Bibles paper plates, string.

**PREPARATION**

Use string to make two lines approximately 3m apart.

**PROCEDURE**

1. Divide class into two equal teams: "Jacob" and "Esau." Each team lines up behind one of the lines. Give each team two paper plates. At your signal, first player on each team stands on the paper plates and moves towards the other group's line by sliding their feet on the paper plates (see sketch). After reaching the line, the player picks up the paper plates, runs back to the team and hands the paper plates to the next player in the line.

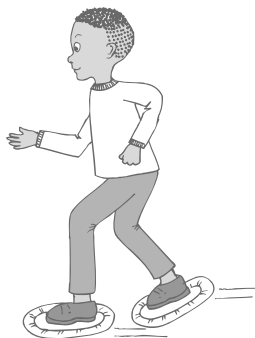
2. When both teams have completed the relay, a volunteer from each team stands together between the two lines. The volunteer from the first team to finish the relay shares a situation in which forgiveness needs to be shown (someone lied, broke someone's CD player, lost a friend's soccer ball). The volunteer from the other team tells a way to ask for and give forgiveness in the situation (offer to pay for something which was broken, smile and talk to someone to show kindness, say "I'm sorry," promise to tell the truth). Discuss situations and responses. Refer to Colossians 3:13 in your discussion, asking,

**What advice does the verse give us about forgiving others? How do forgiving actions help us make and keep friends?**

3. Continue activity as time permits. Vary the relay activity by challenging students to move sideways or backwards.

**TABLE ALTERNATIVE**

If students in your class are seated around a table or you don't have space in your classroom to do a relay, modify this activity: Blindfold a student while a volunteer moves around the table sliding his or her feet on paper plates. When blindfolded student calls out "stop," volunteer freezes behind the chair of a student who then tells a situation in which forgiveness needs to be shown. Other students share ways to ask for and give forgiveness in the situation.



**Game Option Circle Thing**

**MATERIALS**

Bible, magazines or newspapers, glue, paper.

**PROCEDURE**

1. Group students into groups of three or four. Provide each group with a newspaper or magazine to use in creating sentences that give ways to ask for or give forgiveness. Encourage a group to use as many words as possible, trading words with other groups or writing words on small pieces of paper as needed.



2. Invite volunteers from each group to read their sentences aloud. Talk with students about their sentences by reading Colossians 3:13 aloud and asking the following questions:

- » **How does this sentence help you know how to obey this verse?**
- » **How has a friend shown that he or she forgives you?**
- » **What happened to your friendship as a result of his or her forgiveness?**

**TEACHING TIPS**

- 1. In your discussion of Colossians 3:13, ask students to read definitions of key words in a dictionary.
- 2. If using magazines, preselect pages by tearing out appropriate pages with many words for students to choose from.

**ALTERNATIVE IDEA**

Students make words from plastic alphabet magnets.



**PRAYER**

**Read Psalm 34:12-14, encouraging students to think about ways to build friendships as they listen. Then invite volunteers to give names of friends and things they like to do together. Pray, thanking God for friends and asking His help in making and keeping friends.**

**WORSHIP SONG**

Sing general songs about forgiveness or showing love.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 37

**Memory Verse**

Galatians 5:26

**NIV:** *Let us not become conceited, provoking and envying each other.*

**TEV:** *We must not be proud or irritate one another or be jealous of one another.*

**Character Study**

Because of their jealousy, Joseph's brothers treated him badly by selling him to slave traders.

**Lesson Goals**

- 1 Discover ways students often act when feeling jealous;
- 2 Understand that because God loves each of us equally, we can be grateful for what He's given us instead of feeling jealous about things we don't have;
- 3 Identify positive actions to take when feeling jealous.

**Life Focus**



**Age Level Tip**

Use sentences that build bridges rather than create barriers. **John, I really want you to enjoy being in our class. I think you'll have a good time if you listen to the other students. Your turn will be next.**

# Joseph's Jealous Brothers



**GOAL**

Discover ways students often act when feeling jealous.

**PROCEDURE**

Begin a story with an incomplete sentence such as, **Once upon a time a boy lived in a ....** Volunteers take turns adding to the story, always ending with an incomplete sentence. Continue until several students have added onto the story or the story is finished. Then say, **This time our story is going to be about a time when a child your age might feel jealous.** Lead students in creating one or more stories. Discuss stories by asking, **How do children your age usually act when they feel jealous?** Volunteer answer. **God understands when we feel jealous. Today we are going to find out what God wants us to do and say to get along with others even when we feel jealous.**



## Joseph's Jealous Brothers

**GOAL**

Understand that because God loves each of us equally, we can be grateful for what He's given us instead of feeling jealous about things we don't have.

**MATERIALS**

Bibles, Lesson 12 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**Who do you think gets the best treatment in a family - the oldest or the youngest? If you think someone else in your family or one of your friends is treated better than you are, it's hard not to be jealous of that person. Today we're going to hear about a family. Ten brothers in this family were very jealous of one of their younger brothers. Let's find out what happened.**

Students find Genesis 37 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Jacob had 12 sons, but he loved Joseph best - a son born to him in his old age, the first son of his beloved wife Rachel. **How do you think Joseph's older brothers felt about his being the favourite?**

To make matters worse, one day Joseph saw four of his brothers do something bad, and told his father what they did. They probably got into trouble for it and undoubtedly disliked Joseph even more!

THEN, one day Jacob gave only Joseph a special gift - a beautiful new coat. **Read Genesis 37:4 to find how the Bible describes the way in which the brothers treated Joseph because of their jealousy.** Joseph's brothers weren't just a little jealous of him. They were so envious that they HATED him.

You'd think all that would be bad enough for Joseph, but life got worse. Very MUCH worse! And here's how it happened.

One morning, Joseph told his brothers, "You'll never guess what I dreamed about last night! It was so strange." **Read Genesis 37:7 to hear Joseph's dream.**

This dream made his brothers very angry. "Are you saying you think you'll rule over us some day?" they asked. The brothers grumbled among themselves. "That Joseph is going to get it!"

Then Joseph had ANOTHER dream. You'd think he'd be quiet about it, wouldn't you? But not Joseph! He told his brothers AND his father all about his dream. **Read Genesis 27:9 to compare this dream with Joseph's first dream.**

Well, this second dream must have made his brothers REALLY angry at Joseph. Even his father asked, "You mean you think I and your mother and all of your brothers will bow down to you?" Jacob shook his head in disbelief!

Joseph's brothers left soon after that to take the family's sheep to fresh pasture. Sometimes shepherds in those days had to travel many kilometres away to find enough food and water. After a few weeks, Jacob sent Joseph to see how his brothers were doing.

When Joseph finally found his brothers, they were not glad to see him coming! Even at a distance they could see that he was wearing his beautiful coat, and it reminded them of ALL the reasons they hated Joseph. "Let's kill the little dreamer," they plotted, "and we'll see how his dreams come true."

But one of the brothers did not agree with the other's evil plan. **Read Genesis 37:21,22 to find out which brother had a different idea about what to do with Joseph. What was his idea?** Reuben's secret plan was to go back to the pit later and take him back to Jacob.

As Joseph approached his brothers, they suddenly grabbed him and threw him to a cistern, a deep hole normally used to collect rainwater. It had no water in it now. "What's going on?" Joseph may have called up to them. "This isn't a funny joke."

But his brothers didn't answer. Instead, they calmly sat down to eat a meal.

While they ate, the brothers saw a caravan of traders coming near. A caravan was a group of traders who travelled together with all their belongings. **Read Genesis 37:26,27 to find out what one brother, Judah, thought of when he saw the caravan. How would you describe Judah? Why?** The other brothers quickly agreed to the plan. So they pulled Joseph out of the pit and sold him to traders for 20 pieces of silver. And the traders continued on their way - to Egypt!

After the caravan passed out of sight, Reuben came back to the pit. He had probably been busy caring for

the sheep and did not know Joseph had been sold. "Joseph? Joseph?" he called down the cistern. But there was no answer. He ran back to his brothers and asked, "What shall I do? Joseph's gone" As the oldest brother, he felt responsible for whatever happened to Joseph. "We sold him to some traders," they told Reuben. Reuben was probably relieved to hear that Joseph was still alive, but now he had another problem. What would he tell his father, Jacob? Finally the brothers came up with a plan. They dipped Joseph's special coat in an animal's blood. That way Jacob would think wild animals had killed him. And that's exactly what Jacob believed when the brothers returned home. Jacob tore his clothes and grieved for his favourite son. But, of course, Joseph was really alive and well. Because of his brother's jealousy, great unhappiness came to their family. And Joseph was on his way to Egypt - to be sold as a slave!



## CONCLUSION

**There will always be times when we wish we had things that others have or when we could do things others are doing. When we feel jealous, it helps to talk to God about how we feel. We know that God's love is the same for each of us and He shows His love for us in different ways. Thinking of things to thank God for can help us treat others in good ways, even when we feel jealous.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » What things happened because of jealousy in Joseph's family?
- » What could Joseph's brothers have done instead of hurting Joseph?
- » What could Joseph have done to help his brothers not feel so jealous?

Students complete "The Doctor Says" memory verse activity on page 1, locating Galatians 5:26 in their Bibles.

- » What does it mean to be conceited? To provoke means to stir up trouble. How might someone stir up trouble when feeling jealous?
- » What might happen to a friendship if one person always brags? How can you treat a friend in a good way even when you're jealous?
- » What are some good things God has given you? How can remembering these things help you when you feel jealous?

*The Doctor's prescription reads: "Talk to God about your feelings. Be thankful for the good things He gives you."*



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Identify positive actions to take when feeling jealous.

## Game Option Square Go-Round

### MATERIALS

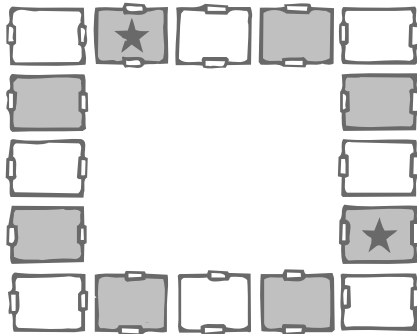
Bible, masking tape, markers, paper in a variety of colours, dice.

### PREPARATIONS

Tape papers on to the floor as shown in sketch to make a game path. Make a game path for every group of six to eight students. Draw a star on two or three of the papers in the path.

### PROCEDURE

1. Students stand on a game path, one student to a paper. Each student decides if he or she will move clockwise or anticlockwise throughout the entire game.



2. To play each round of the game roll the dice. All players move that number of papers on the path. Any student who ends up standing on the paper marked with a star shares a situation in which a child his or her age might feel jealous (“when my friend gets a new toy”, “when my sister has a birthday,” “when my friend scores a goal in a soccer match.”). A volunteer shares positive actions to take in the situation, referring to Galatians 5:26 for ideas. If students need more positive actions ask, **What would God want you to do in this situation? What are some other helpful and positive things you could do?**

### ALTERNATIVE IDEAS

1. Use small pieces of paper, taping them to the top of a table. Students use game markers (such as coins, buttons or small stones) to move around the game path.
2. If you don't have any paper available, play the game outside. Mark the game path in the sand, and place a rock or flower in the squares instead of drawing a star.

### ENRICHMENT IDEA

Draw several different-coloured stars on papers in the game path. When a student lands on those papers, he or she quotes Galatians 5:26, trying to say the words from memory.

## Advice Option Charades of Advice

### MATERIALS

Bibles.

### PROCEDURE

1. Divide class into groups of two or four students each. Ask each group to think secretly of a situation in which someone might feel jealous. Give help to groups by asking questions such as, **When might a child be jealous of someone at school? during December holidays? on a soccer team? in a family?**

2. Each group takes a turn to act out the situations (without words) for other groups to guess (kicking a soccer ball to indicate a student who scores a goal or opening packages to indicate student who is having a birthday party). After each situation is identified, volunteers give advice of positive actions to take when feeling jealous.



- » **How would this action help to make or keep a friend?**
- » **When has someone treated you this way? What was the result?**
- » **What other choices could be made? Are these actions hard or easy?**
- » **How does this action follow the instruction in Galatians 5:26?**

### TEACHING TIPS

1. If students pause during their pantomimes, ask a question or two to help them remember the action or think of what to do next.
2. Allow groups several minutes to plan (and practise, if possible) their pantomimes. Be available to help students as needed.
3. Plan for an area in your room that can be cleared of furniture and used as a stage. Alternatively, take the class outside for this activity.



## Praise Time

### PRAYER

**Read Psalm 34:12-14. Which of the instructions in this verse can help us show God's love when we feel jealous?** Students share ideas. **Let's ask God's help in obeying His Word.** Lead students in prayer, inviting them to pray aloud or silently.

### WORSHIP SONG

Sing a song about showing love to others.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Genesis 39 - 46

**Memory Verse**

Romans 12:10

**NIV:** *Be devoted to one another in brotherly love. Honour one another above yourselves.*

**TEV:** *Love one another warmly as Christian brothers, and be eager to show respect for one another.*

**Character Study**

Joseph shows how to treat others when he helps his brothers instead of using his power to hurt them.

**Lesson Goals**

- 1 Discover and describe gifts God has given;
- 2 Recognise that God's gifts to us can be used to help others and show them what God's love is like;
- 3 Describe ways to use abilities, possessions and positions of responsibility to help others.

**Life Focus**



Use your gifts from God to show his love to others.

**Age Level Tip**

Be ready to begin your class before the first student arrives. Beginning late may cause energetic students to disrupt.

# Joseph Rules in Egypt



**GOAL**

Discover and describe gifts God has given.

**MATERIALS**

Pen, small adhesive labels or Post-It Notes.

**PREPARATION**

Write these words on separate labels: play soccer, read, maths, make friends, video games, bike, skateboard, class monitor, team captain, etc. Make one label for each student, repeating labels if necessary.

**PROCEDURE**

Place a paper on a volunteer's back without letting him or her see what the label says. **The word on the label is an ability, possession or position God helps you have.** Other students silently read the label. Then students give clues to help the volunteer guess what his or her label says. (For example, if the label says class monitor, students might say, "It is something you are appointed to do. It has to do with school.") Continue giving clues until volunteer guesses the label. Volunteer then chooses another label to put on another student. Students continue giving clues and guessing as time permits. Ask, **What are some other things God has given children your age? What do you enjoy doing?** Volunteers answer. **During our class today, think about what God has given you.**



## Joseph Rules in Egypt

**GOAL**

Recognise that God's gifts to us can be used to help others and show them what God's love is like.

**MATERIALS**

Bibles, Lesson 13 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What would you wear to disguise yourself from your parents? Why would it be hard to disguise yourself from someone you live with? Today in our story we are going to learn about a man who wasn't recognised by his own brothers.**

Students find Genesis 41 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.



## Story Telling Idea

Several times during the story or at the end of the story, invite volunteers to respond to interview questions as if they were characters in the story. Tape-record questions and answers. (For example ask, "Simeon, what were your thoughts when you realised you would have to stay in prison until your brothers came back to Egypt?" A student might answer, "I was afraid my brothers would leave me there for good.") At the end of the story, play the tape for students to enjoy.

### STORY SUMMARY

Most people would think that Joseph's life was a MESS. His brothers sold him into slavery when he was a teenager. Then the man who bought Joseph threw him into prison unfairly. But no matter how awful Joseph's life seemed, he knew that God was with him.

After Joseph had been in prison for several years, something happened that caused Joseph's life to change. Pharaoh, the king, sent for Joseph. Pharaoh said, "I've had two dreams and no one can tell me what they mean. I have heard that you can tell the meaning of dreams."

"Tell me about your dreams," Joseph said, "and God will help me know the meaning of them." **What did Pharaoh dream about? Read Genesis 41:17-24.**

Joseph said, "Both dreams mean the same thing. There will be seven years when crops will be plentiful, and then seven years of famine will follow. God has given you the dreams so that you can prepare for the future."

Pharaoh was impressed with Joseph. He even asked for Joseph's advice. **What would you do if you knew there was not going to be any way to grow food for a long time?**

"Put a wise man in charge of your kingdom's food supply," Joseph said. "He will need to save grain each year so that during the famine, there will be enough food."

Pharaoh thought this was a very good idea. In fact, he realised that God was with Joseph. So Pharaoh dressed Joseph in fine clothes and jewels. "I will let you rule over the land of Egypt," he said. **How do you think Joseph felt about his new position?**

Joseph took his work seriously - and he did a great job! He made sure that extra grain that grew during the seven years of plenty was stored away. And when the famine began, people went to Joseph and bought food. People even came from other countries to buy food.

In fact, the famine was so severe that ten of Joseph's brothers came all the way from the land of Canaan to buy food! **Read Genesis 42:8,9 to find out what happened when Joseph saw his brothers.**

But Joseph didn't know if his brothers had changed at all. *Are they still the kind of people who would sell one of their family as a slave?* Joseph must have wondered. So Joseph tested them. He took Simeon and put him in prison and told the brothers Simeon could go free when they brought their youngest brother, Benjamin, to prove they were not spies. The brothers were terrified!

- They went back to their father. He was afraid to let
- his youngest son go. But the food ran out and they
- HAD to go Egypt again - and Benjamin had to go, too.
- Joseph kindly invited the brothers to have dinner at
- his house and released Simeon from prison. But
- Joseph had one more test. **Find out how Joseph**
- **tested his brothers by reading Genesis 44:1,2.**
- Soon after the brothers left, Joseph's servant came
- running after them. "One of you stole my master's cup!
- Whoever it is must be my servant." They opened their
- sacks one by one, but the cup wasn't found until -
- Benjamin opened his sack.
- The brothers wouldn't let Benjamin go back alone, so
- they all returned with him. Joseph was waiting for
- them. "I'll punish only the one who stole my cup. The
- rest of you can go home."
- But Judah said, "We cannot go home without
- Benjamin. It would kill our father! Please let Benjamin
- go home. I'll take his place."
- **Read Genesis 45:3 to find out what happened**
- **next.** Joseph explained what had happened to him in
- Egypt. All twelve brothers were so happy to be to-
- gether again, they kissed and hugged each other. Then
- Joseph sent all of them back home to bring their father,
- Jacob, and their families to Egypt.



### CONCLUSION

- **Joseph used the position of power that God gave him to protect his family during the famine. The way Joseph used this gift showed God's love and forgiveness to his brothers.**
- **God gave Joseph many other gifts as well. And God still gives good things to people. The most important gift we can receive from God is the gift of forgiveness for the wrong things we do and the promise of living with God forever for people who believe in Him.** Talk with interested students about salvation. (See "Leading a student to Christ" on page 109.)
- Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:
- » **What are some ways God showed love to Joseph? What did God give Joseph?**
- » **How did Joseph use the good things God had given him to help his family?**
- Students complete the memory verse activity on page 1, locating Romans 12:10 in their Bibles.
- » **What do you think it means to be devoted to someone?** (Sincerely care for and help the person.)
- » **Does honouring someone mean always letting others get their way? How do we honour others?** (Always be respectful and kind. Listen to others' opinions.)
- » **How can obeying this verse help us make and keep friends?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Describe ways to use abilities, possessions and positions of responsibility to help others.

## Snack Option It's Your Serve

### MATERIALS

Bible, ingredients for snack (bananas, pretzel sticks, peanut butter, smarties), cooking utensils as needed.

### PREPARATION

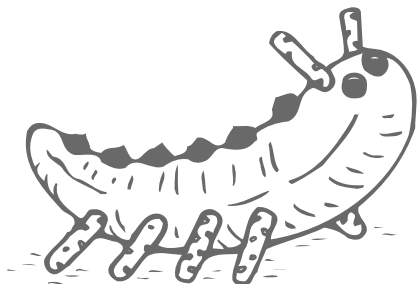
Arrange for your class to provide a snack for a class of younger students, personally delivering and sharing the snack if possible. Check to be sure that no children eating the snack have food allergies.

### PROCEDURE

1. **Today we are going to work together to make a snack for another class.** Identify the age-level of this class. Ask the following questions:
  - » **What are some ways kids your age can demonstrate God's love to children in this class?**
  - » **What kind of skill can you help children this age learn?**
  - » **How can you obey the instructions in Romans 12:10 in the way you treat this class?**
2. Students wash hands and then make this snack.

### BANANA BUGS

Students poke pretzel sticks or chocolate sticks into peeled bananas to make legs and antennae. Make a spine and eyes by using peanut butter to glue on smarties. Place each banana bug on a plate.



### TEACHING TIP

As students make snack, occasionally share a situation or two in which Romans 12:10 has helped you make or keep a friend. Your own attitude towards God's Word will have a significant effect on the students in your class.

## Writing Option Homemade Help

### MATERIALS

Bibles, paper, pencils, one or more large cardboard boxes, wrapping paper, tape, scissors.

### PREPARATION

Collect information about an organisation or group in your church that distributes cans of food to needy people.

### PROCEDURE

1. Ask, **How many cans of food do you think our class could collect in one week?** Students give estimates. Then briefly describe the project you have planned for students to participate in and who the recipients of the project will be. **How can you and your family help people who don't have enough food? money? a safe place to live?** Encourage students to think of other ways they or their families could help people in need.
2. Give each student a paper and a pencil. Students write letters to family members, asking for their help in collecting cans of food. Suggest students include the words of Romans 12:10 as part of their letters.
3. As students finish the letters, invite them to wrap and decorate one or more of the cardboard boxes. Make sure students take the letters home. Place the boxes in classroom during the session in which students will be bringing the cans back.

### TEACHING TIPS

1. Collect other items in addition to or instead of cans of food (school supplies, books, toiletry items, etc.)
2. If possible, phone students during the week as reminders of the giving project.



### PRAYER

**Read Psalm 34:12-14, How did Joseph seek peace with his brothers? What are things children your age can do to seek peace with their friends?** Volunteers share ideas. Lead students in prayer, asking God to help each one obey God in the way students mentioned.

### WORSHIP SONG

Sing a song about living in peace with others, or of using the gifts God has given to serve others.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Luke 7:36 - 50

**Memory Verse**

1 Samuel 16:7

**NIV:** *The Lord does not look at the things man looks at. Man looks at the outward appearance, but the Lord looks at the heart.*

**TEV:** *I do not judge as man judges. Man looks at the outward appearance, but I look at the heart.*

**Character Study**

Jesus taught a Pharisee that because of God's forgiveness, we can love God and accept others.

**Lesson Goals**

- 1 Compare and contrast our views of others with God's view;
- 2 Recognise that what's important to God isn't how good we've been or how perfect we are but how we show our love to God and accept others;
- 3 Thank God for his love and forgiveness and identify ways to show love for God and acceptance of others.

**Life Focus**



# Dinner with a Pharisee



**GOAL**

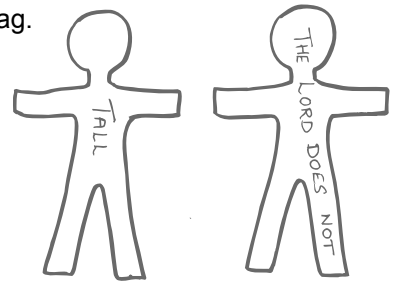
Compare and contrast our views of others with God's view.

**MATERIALS**

Bibles, body shapes cut out of paper, pen, bag.

**PREPARATION**

Write one to three words of 1 Samuel 16:7 on the back of each body-shape paper, making one shape for each student. (Repeat key words of verse if needed.) On the other side of each body-shaped paper write a physical characteristic (straight teeth, braces, thin, curly hair, tall, big eyes, etc.) Put shapes into a bag to bring to class.



**PROCEDURE**

Students choose shapes and read what is written on the shapes. **On your shapes are descriptions of how people look. Sometimes we form opinions about people because of how they look. Let's see what God says about how He looks at people.** Turn body shapes over to the memory verse words. Students read 1 Samuel 16:7 in their Bibles and arrange body shapes in verse order. **How does this verse say God looks at people?** (God looks at how a person thinks and feels inside.) **People can only see what a person looks like or how the person acts. Let's find out some more about why our thoughts and feelings are important to God.**



## Dinner with a Pharisee

**GOAL**

Recognise that what's important to God isn't how good we've been or how perfect we are but how we show our love to God and accept others.

**MATERIALS**

Bibles, Lesson 14 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**What's the most valuable or treasured thing you have ? What would convince you to give it up?**

Students find Luke 7 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## STORY SUMMARY

It seemed that everyone was talking about Jesus! Everywhere He went, sick people got well! Blind people could see! Some people even said He was a prophet sent from God! EVERYONE wanted to find out more about Him.

Simon was a Pharisee, an important religious leader. He too, had heard about Jesus. He may have wanted to prove that Jesus really wasn't as wonderful as people were saying, so one day Simon invited Jesus to eat at his house.

As the guests arrived, Simon stood proudly at the door to his banquet room. In Bible times, a host greeted his guests with a kiss, and then offered water to wash the guest's feet.

Then Jesus appeared at the door. Simon didn't greet Jesus with a kiss. Simon didn't offer any water for washing Jesus' feet, either. Jesus noticed that his host did not welcome him with respect.

When it was time to eat, Simon invited his guest to gather around his dining table, carefully directing them to their proper places.

In the middle of dinner, a woman appeared at the door of the banquet room. EVERYONE in town knew how sinful this woman was. She had done things that were wrong, and most people thought they were better than her. In fact, most people didn't even want to walk on the same side of the street as this woman! But she must have heard that Jesus was eating at Simon's house, and she wanted to see Jesus. Quickly, she entered the room and knelt at Jesus' feet. **Read Luke 7:38 to find out what this woman did.** In those days, it was a sign of great honour to pour perfume on someone's head - but instead this woman was honouring Jesus in an even bigger way. She showed everyone there how important Jesus was to her by pouring all her expensive perfume on His FEET!

Simon could not believe his eyes! What was this woman doing at his house! What would all his important guests think? Now, Simon was certain he had proof that Jesus was not sent from God. Simon grumbled to himself, *If Jesus was really sent from God, He would know how sinful this woman was. He wouldn't even let this WICKED woman NEAR Him!*

Jesus knew exactly what Simon was thinking! **Jesus began to tell a story about a money lender. Read Luke 7:41 to find what Jesus said.** Each of the coins that the money lender lent the man was worth about one whole day's worth of work. Both men had borrowed a LOT of money!

When the day came that the men had to pay back the lender, neither one of them had ANY money. The lender would have had the right to be upset, ESPECIALLY with the man who owed him 500 coins almost a year and a half's wages! In fact, the lender could have put them both in jail for not paying their debts.

But instead of being angry, the money lender told the men that NEITHER of them had to pay back the money! He cancelled their debts! WOW!

"Now who do you think loved the money lender the most?" asked Jesus. **Read Simon's answer in Luke 7:43.**

Jesus looked up at Simon and said, "When I entered your home, you didn't offer Me water to wash off the dust from My feet, but this woman washed them with her tears and wiped them with her hair. You didn't greet Me with a welcoming kiss, but she has kissed My feet again and again. She has even poured expensive perfume on them."

Then Jesus told the most important part of His message. **Read His words in Luke 7:47.** Jesus compared the woman with perfume to the man who owed a big debt and loved the money lender greatly because his big debt was forgiven.

Simon had thought that the woman was a much worse sinner than he was. But Jesus knew that even though she was a sinner, she had faith in Him and loved Him. Jesus knew the truth about Simon, too. He knew that Simon thought he was better than the woman - and better than Jesus. Simon didn't show love to Jesus because he didn't think Jesus was God's Son. And he didn't think he needed God's forgiveness.

**Read what Jesus said in Luke 7:48.**

Now Simon's guests were very puzzled. "Who does this man think He is, going around forgiving sins? Only God can forgive sins!" they muttered to each other. These people didn't understand that Jesus is God's Son and that His gift of forgiveness changes people so much that they want to love God and accept others.



## CONCLUSION

**We need God's forgiveness, too. No matter if we've done a few wrong things or a lot of wrong things, we all need to accept God's offer of forgiveness. Knowing that God loves**

**us so much helps us want to love Him, too. Then God will help us show His love by accepting others, instead of judging them by how they look or act.** (Talk with interested students about salvation. See "Leading a Student to Christ" on page 109.)

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

» **How were Simon and the woman different?**

» **Why do you think Simon acted the way he did?**

» **What did Jesus want Simon to learn from His story?**

Students complete the "What do People See?" memory verse activity on page 1, locating 1 Samuel 16:7 in their Bibles.

» **What does 1 Samuel 16:7 say that God looks at or cares about?**

» **What does it mean to say that "God looks at the heart"?** (God knows how we think and feel.)

» **How can you show your feelings of love towards God? towards others?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Thank God for His love and forgiveness and identify ways to show love for God and acceptance of others

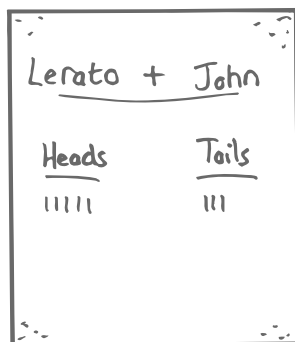
## Game Option Heads or Tails?

### MATERIALS

Bibles, scrap paper, pencils, disposable cups, coins.

### PROCEDURE

1. Group students into pairs or trios. Give scrap paper, a pencil and a cup to each pair or trio, and give a coin to each student. Each student takes two turns to place a coin into the cup, shake the cup and dump the coin out, keeping track on the scrap paper if the coin lands heads or tails face up. Groups total up the number of times the coins landed heads or tails face up. (Groups whose coins landed tails and heads face up an equal number of times continue playing until the tie is broken.)



2. A volunteer from a group whose coins landed heads face up the most names a location (school, neighbourhood, basketball court). A volunteer from a group whose coins landed tails face up the most shares a way to show love for others at that location.

3. Discuss students' responses by asking one or more of these questions:

- » **When have you been in a situation like this?**
- » **What happened to you?**
- » **How has someone shown love to you?**
- » **Why didn't the Pharisee in our Bible story show love to the woman?**
- » **Why do you think he didn't show love to Jesus?**
- » **What might make it hard for children to show God's love to others?**
- » **What does 1 Samuel 16:7 say is important to God?**

Students read the verse and respond. Repeat activity, naming new locations and asking new questions as time permits.

### TEACHING TIP

While it is possible to lead this activity with a large group of students, Apply activities are most beneficial when used with a group of no more than six to eight students - a better relationship between the teacher and students can be established and maintained with a group of this size.

## Object Option Sweet Smells

### MATERIALS

Bibles, bottle of perfume or container of potpourri, ingredients and utensils for the recipe you choose.

### PROCEDURE

1. Students smell perfume or potpourri. **What part of today's Bible story does this smell remind you of? Just as everyone in the room could smell the expensive perfume the woman used, everyone also knew how she felt about Jesus. How did she feel about Jesus? What was her attitude towards Him?** (She wanted to show love for Jesus. She was thankful for His love and forgiveness.) **The Bible uses the word "heart" to describe our thoughts and feelings. What does 1 Samuel 16:7 say about our thoughts and feelings?** (Our thoughts and feelings are more important to God than what we look like.)
2. **Today we're going to make something that smells good to take home as a reminder of God's love for us and ways we can show love to Him and acceptance to others.** Lead students to make one of the following recipes.

### POTPOURRI

Provide a variety of whole or ground spices (cinnamon, ginger, cloves etc.) and fresh flowers. Students pull apart the flowers and crush whole spices with rolling pin on sheets of waxed paper. Combine flower pieces and spices in several bowls. Each student places a small amount of potpourri into a baby food jar or small disposable bowl. Place covering of foil over jars or bowls to take home.

### POMANDER BALLS

Provide whole cloves, toothpicks and a lemon and orange for each student. Students use toothpicks to poke holes in fruits, making the holes approximately 2.5cm apart. Students insert one whole clove in each hole.



### PRAYER

**Read Psalm 18:1-3. What are some reasons to thank God in this Psalm? Why did the woman in today's story thank God? How did she show that she thanked God? We can talk to God and thank Him in many different ways. Today we will pray by calling out reasons to thank God.** Volunteers call out reasons. Close prayer time by thanking God for hearing the students' prayers.

### WORSHIP SONG

Sing a song expressing love for Jesus especially for his forgiveness.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Luke 10:38 - 42

**Memory Verse**

Psalm 119:10

**NIV:** *I seek you with all my heart; do not let me stray from your commands.*

**TEV:** *With all my heart I try to serve you; keep me from disobeying your commandments.*

**Character Study**

Mary loved Jesus by listening to Him, but Martha was too busy preparing the house.

**Lesson Goals**

- 1 Discover ways kids spend their time;
- 2 Understand that God doesn't want us to get so busy doing good things that we forget to talk to Him, to read and think about His Word and to take time to learn to know Him;
- 3 Make reminders of ways to get to know God by talking to Him, reading and thinking about His Word and taking time to learn about Him.

**Life Focus**



Put the best thing first - get to know God.

# Mary and Martha



**GOAL**

Discover ways children spend their time.

**MATERIALS**

None.

**PROCEDURE**

Gather students together in the centre of the room. As you ask the following question, point to a different corner or area of the room for each answer: **What do you usually do when you get home from school: play sports, do your homework, watch T.V. or play with a friend?** Students answer by moving to the designated areas, or they remain in the middle if none of the answers are true. Repeat activity with the following questions and answers: **What do you like to do on Saturday mornings: do chores, watch cartoons, go on family outings or play with friends? What do you like to do on school holidays: take a trip, read books at home, watch video or play with friends?** Vary questions and answers according to your knowledge of your class and your class size. As time permits, invite volunteers to ask new questions and suggest answers about how students spend their time. Discuss activity: **How do you know if a person really likes to play netball? How does that person spend her time? How can you tell if a person likes to draw?** Volunteers share ideas. **Today we are going to think about how what we do can show love for God.**



## Mary and Martha

**GOAL**

Understand that God doesn't want us to get so busy doing good things that we forget to talk to Him, to read and think about His Word and to take time to learn to know Him.

**MATERIALS**

Bibles, Lesson 15 *iNyaniso Student Activity Pages*.

**INTRODUCTION**

**When might a child think something's unfair? How do people usually feel when they've been treated unfairly? A woman in our story today felt that her sister was not being fair. Let's find out what happened.**

Students find Luke 10 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## Story Telling Idea

As an alternative to telling the following narrative, draw three large stick figures on separate sheets of paper or a chalkboard (one representing Mary, one for Martha and one for Jesus). If students are familiar with this story, invite them to share information they remember about the people in the story and write the information on the appropriate figure. Supplement students' ideas with information from the narrative. If students are unfamiliar with this story, write information about the characters on the figures as you tell the story.

### STORY SUMMARY

**What kinds of things does your family do to prepare for very important visitors?** Mary and Martha were sisters who lived in Bethany with their brother, Lazarus. They were friends of Jesus and loved to have Him visit their home! Today, Jesus was coming to visit. There were so many things to do to get ready - many of the same things your family does. There were bowls and plates and cups to wash. There were floors to be scrubbed, meat to be roasted and vegetables to be picked from the garden.

"Hurry, Mary!" Martha might have said. "I've swept the floor but everything needs dusting. Oh, and where are the spices for the fish?"

Mary and Martha must have made sure the house was spotless. But there was still work left to do. They probably had to fetch the water, bake the bread and wash the grapes! **What other kinds of food did they probably prepare?** They hustled and bustled and hurried all over the house to finish the work before Jesus arrived.

Soon a little cloud of dust rose over the horizon. Jesus and His friends were walking down the road. Mary probably shouted, "Jesus is here! He's here!" and ran out to meet Him while Martha stayed in the house. She saw that there still was work to be done. She wanted the dinner with Jesus to be PERFECT!

As Jesus and the other guests came in, Martha continued to hurry around, making sure that everyone's feet were washed and that everyone was comfortable. She ran back and forth with bowls of water and plates of grapes and olives.

Suddenly Martha stopped and looked around. *Where is Mary?* she wondered. *Why isn't she helping me with all this work?* **Read Luke 10:39 to find out what Mary was doing.**

Now, in Bible times, women were not usually in the room where a group of men sat. They usually came in and out with food and drink for the men, perhaps listening while they worked. But Mary sat right at Jesus' feet listening to everything He said! It was so wonderful just to be near Jesus! She had forgotten EVERYTHING else but listening to Him!

**How do you think Martha felt when she saw Mary sitting by Jesus?** Martha grumbled to herself as she worked to finish getting dinner ready. Finally, Martha couldn't stand it any longer. **Read what she said to Jesus in Luke 10:40.** She was thinking so

- much about the work and the fact that Mary wasn't helping that she couldn't enjoy being with Jesus - even though He was the reason she was working so hard to make everything wonderful.

**Let's read in Luke 10:41 what Jesus said to Martha.** Jesus understood how Martha felt. It seemed unfair to have to do all the work while Mary just sat and listened to Jesus. **What did Jesus tell Martha in verse 42?**

- Martha had hurried and worked so hard to help make Jesus and the other guest comfortable. She was doing a very good, kind thing. The only problem was that Martha had forgotten that the BEST thing was the fact that Jesus had come to spend time with Lazarus, Mary and Martha! Jesus was glad Martha wanted to honour Him with a wonderful meal and He knew that Martha loved Him, but He didn't want Martha to forget WHY she'd gone to all this trouble! That's why Jesus said that Mary had chosen the best part - her actions not only showed her love for Jesus but also showed how much she wanted to get to know Him.



### CONCLUSION

**It was easy for Mary and Martha to think of ways to show love for Jesus because He was coming to their house for a visit. But today we show our love for Jesus in different ways.**

- **Sometimes we are so busy doing lots of good things that we forget about doing things that show love for Jesus. Jesus is glad when we do good things, but He also wants us to spend our time getting to know Him. We can talk to Him ANY time. We can read a verse or two in the Bible and think about it during the day. These are ways to put the best things first - loving Jesus and getting to know Him.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **How were Mary and Martha the same? different?**
- » **What do you learn about Mary from her actions? What do you learn about Martha from her actions?**
- » **What did Jesus say about the choices Mary and Martha made?**
- Students complete "First things first" activity on page 1, locating Psalm 119:10 in their Bibles.
- » **What does Psalm 119:10 say we should do?**
- » **What does it mean to seek God with all your heart?** (To do our best to show love for God in what we do - by spending time learning about Him, by obeying Him and talking with Him.) **When we act in this way, we show that God is important to us.**
- » **How can you remember to show love for God and get to know Him?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Make reminders of ways to get to know God by talking to Him, reading and thinking about His Word and taking time to learn about Him.

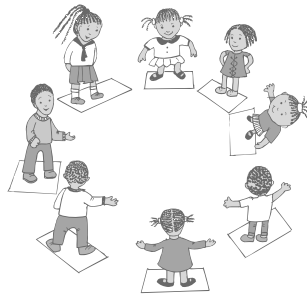
**Game Option Walk and Talk**

**MATERIALS**

Bible, paper, khokis, masking tape, large sheet of paper or chalkboard; optional: CD player and CD.

**PREPARATIONS**

Write the words “morning” “afternoon” and “evening” on separate sheets of paper. Lightly tape these papers (words face down) along with blank papers to form a large circle on the floor, one paper for each student.



**PROCEDURE**

1. Each student stands on one of the papers. As you play music or clap hands, students walk around the circle. After 30 seconds, stop the music or clapping.
2. Each student picks up the paper on which he or she is standing. Students whose papers name times of day give ways to get to know God at those time of day. To help students think of responses ask one of the following question:
  - » **What might you do in the morning to remind yourself of what God’s Word says?**
  - » **What might you talk to God about in the afternoon?**
  - » **How could you take time in the evening to learn more about God?**

As students answer, write a brief description of their answers on large sheet of paper (or chalkboard) and tape paper to the wall. Repeat the activity as time permits, varying the location of the time-of-day papers for each round.

3. Give each student one of the papers used in the game, substituting time-of-day papers with blank sheets. Ask a student to read Psalm 119:10 aloud. Referring to the list of answers say, **These are all ways of doing what Psalm 119:10 talks about.** Ask each student to choose one of the ways from the list and write it on his or her paper. Suggest students illustrate the words or draw designs around them. Complete this activity along with students, briefly telling about a way you enjoy learning about God at a particular time of day. Students take home papers as reminders of ways to love God and get to know Him better.

**Art Option Poster Prints**

**MATERIALS**

Bibles, large sheet of paper, khokis, supplies for the print-making method you choose.

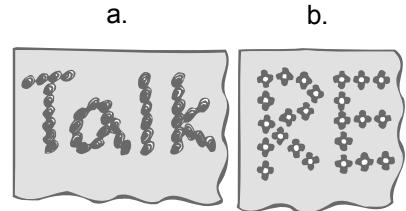
**PREPARATION**

Use one of the methods described below to make a sample poster printing on it a phrase that describes a way you enjoy getting to know God (“talk to God,” “read God’s Word,” etc.).

**PROCEDURE**

1. Show the sample poster you prepared. Tell students about a situation in which you learned about God as described on your poster. **When are some other times we can get to know God by talking to Him? by reading and thinking about His Word? by taking time to learn about Him?** As volunteers give ideas, write their responses on a large sheet of paper or chalkboard. **These are all ways of doing what Psalm 119:10 talks about.** Students find Psalm 119:10 in their Bibles. **How did Mary obey this verse in our story today?** Volunteer answer. **Which of the ways on our list do you want to do this week?**

2. Lead students to make posters to take home, printing short phrases on their posters in one of these ways:



**FINGERPRINT POSTERS**

Provide paper, stamp pads and disposable wipes. Students use thumbs and/or fingers to make prints on paper (see sketch a).

**COLOURFUL PRINTS**

Provide a variety of coloured markers and paper. Students make prints on paper by gently stamping marker tips onto paper (see sketch b).

3. As students are working on their posters, ask student to share where they might display their posters at home. Students take home completed posters as reminders of ways to get to know God.



**PRAYER**

- » **What are some ways we can show our love for God and get to know Him better?** (Singing. Praying. Reading and thinking about Bible verses. Talking with friends about what we have learned. Drawing pictures to remind us of what we have learned, etc.)
- » **How do you want to get to know God this week?** Volunteers share ways. Lead students in prayer, asking God to help students get to know Him.

**WORSHIP SONG**

Sing songs of devotion and love for God.



**Scripture**

Luke 12:13 - 34

**Memory Verse**

Proverbs 11:28

**NIV:** *Whoever trust in his riches will fall, but the righteous will thrive like a green leaf.*

**TEV:** *Those who depend on their wealth will fall like the leaves of autumn, but the righteous will prosper like the leaves of summer.*

**Character Study**

Jesus told a story about a rich man who foolishly depended on his money and possessions instead of trusting in God.

**Lesson Goals**

- 1 Discover things that money can't buy;
- 2 Realise that no matter how few or how many possessions we have, only God's gifts give true satisfaction and last forever;
- 3 Identify God's gifts, discussing times we are tempted to forget about them and depend on money instead of trusting in Him.

**Life Focus**



# Parable of a Rich Fool



**GOAL**

Discover things that money can't buy.

**MATERIALS**

Large sheet of paper, marker, two 10c and five 5c coins for each student.

**PREPARATION**

On a large sheet of paper, draw one blank line for each letter of the following words: "friends," "love," "forgiveness," "peace" and "patience."

**PROCEDURE**

Students sit in front of the paper you prepared. Distribute two 10c and five 5c coins to each student. Guessing one word at a time, students take turns guessing letters and paying 5c for each consonant and 10c for each vowel they guessed correctly. Fill in the correct letters on the paper, listing incorrect letters around the edge of the paper. Redistribute coins after each word is guessed. After all words are guessed ask, **How can you get these things? Volunteers share ideas. Money can't buy what is really important in life. Today we are going to talk about how we can get these important things that money can't buy.**



## Parable of a Rich Fool

**GOAL**

Realise that no matter how few or how many possessions we have, only God's gifts give true satisfaction and last forever.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What would you do if you had lots of money? It's fun to think about what we would do if we had lots of money. But it's also important to learn whether money and the things it can buy will really solve all our problems. Today we're going to hear a story Jesus told about a man who had plenty of money.**

Students find Luke 12 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

As Jesus was speaking to His disciples on a hillside, people began to gather around them. Before long there were thousands of people pushing and crowding together, almost trampling each other. They were all trying to see Jesus.

## Story Telling Idea

Explain that barns in Bible times were usually built of bricks.

Cover a table with brown paper. Tell the suggested Story Summary with students seated around the table. Each time you use the word “rich,” “wealth,” “possessions” or “money,” each student draws a brick on the brown paper. Each student attempts to construct a barn, one brick at a time.

One young man pushed his way through the crowd to Jesus. When he finally reached Jesus, he blurted out his problem. “Teacher, my father died recently and left all his money and possessions to my brother and me. My brother hasn’t paid me my fair share. Tell him to pay me my part of the inheritance!”

Jesus turned towards the man. **Read Luke 12:14 to find out what Jesus said.** Jesus cared about the young man’s problem, but Jesus knew more about this man than this man knew about himself. Jesus knew that this man had a problem that was a much bigger problem than getting his share of the inheritance!

Jesus knew that the man was paying too much attention to how much money he had. This man loved money so much that all he could think of was how to get his hands on his father’s wealth!

**Read what Jesus warned the people in Luke 12:15.** Jesus wanted the people to know that money and possessions are not the most important things in life. To help people understand what He had said, Jesus told this story:

There was a farmer whose fields produced very well one year. He had many more baskets of grain than He usually had at harvest time. In fact, he had so much grain that his barns could hold no more! **What did the farmer do? Read Luke 12:18.** The farmer was so excited by his great crop that he thought of nothing else. He lay in bed at night and dreamed about how much wealth this crop meant. He dreamed of his riches and was certain he had all he needed for the rest of his life.

“I think I will just take life easy,” said the farmer. “I’ll eat, drink and just have fun all the time. I won’t worry about anyone or anything - after all, I have EVERYTHING I need and PLENTY of wealth stored up to last me the rest of my life.”

But God knew the farmer’s life would end soon. God said to him, “You FOOL! Tonight you will die. Then who will get those things you have stored away for yourself?” **What do you think Jesus wanted the young man and the others listening to learn from this story?**

The rich farmer had spoken only about HIS plan, HIS money, HIS future. He thought all he needed was plenty of money. The rich farmer never thought about anything else. He didn’t take time to thank God for the good crop God had given him. He didn’t realise that all his crops and all his money could not give him what he really needed, which was to know about God.

When Jesus finished talking to the young man, He turned to His listening disciples. Jesus pointed to the

• birds at the sky. “Look at the ravens,” He said. “They don’t save food in the barns, so DON’T WORRY about anything!”

• He then pointed to some beautiful flowers on the hill.

• **Read Luke 12:27 to see what Jesus said about them.** Jesus went on to say, “If God takes care of lilies, he will certainly give you clothes, too. YOU are MORE important than these flowers!” **Read Luke 12:31 to find out what Jesus said is important for us to do.** Someone who seeks God’s kingdom is a person who depends on God and loves and obeys Him.

• Jesus’ listeners were glad to hear that God loved and cared for them. Instead of worrying, they could trust in God. His loving care and gifts are better than anything money can buy. And they last forever!



## CONCLUSION

Sometimes we think we would just be happy if we could just have a new bicycle or a pair of shoes. We forget that Jesus taught us that getting something new or having lots of money can’t buy happiness.

• **When we’re worried about getting things, it helps to remember that the gifts God gives are much better than anything money can buy! His gifts - eternal life, a relationship with Him, peace and love - are the only things that can make us truly happy because these are the things we truly need!**

• Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What was the rich man like?**
- » **What kind of choices did the rich man make? What could he have done differently?**
- » **What did Jesus say is more important than worrying about what to eat or wear?**

• The answers for question 4. are:

• “When you’re **worried** about getting **things**, remember that the **gifts** God gives are much **better** than anything **money** can buy!”

• Students complete ‘Picture This!’ memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Proverbs 11:28 in their Bibles.

- » **What does Proverbs 11:28 say will happen to people who trust in money?**
- » **What does it mean to be a righteous person?** (A righteous person is someone who loves and obeys God.) **What does Proverbs 11:28 say will happen to righteous people who trust God.**
- » **What are some gifts God gives to people who trust Him?** (Help to do what’s right. Courage. Forgiveness. Love. Peace when we feel worried.)



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Identify God's gifts, discussing times we are tempted to forget about them and depend on money instead of trusting in Him.

## Game Option Bat the Balloon

### MATERIALS

Bibles, masking tape, balloon (or plastic ball).

### PREPARATION

Make a masking tape line to divide playing area in half.

### PROCEDURE

1. Divide class into two teams. Each team sits on one side of the masking tape line.
2. Give the balloon to one team. A volunteer on one team begins to play by using their hand to gently bat the balloon across the masking-tape line to the other team. Teams continue batting the balloon back and forth across the line, taking as many hits as necessary to get the balloon across the line. Students must remain seated. When the balloon touches the floor on a team's side, a volunteer from that team names a gift given by God ("love, forgiveness, help, answer to prayer"). If the balloon does not drop after 10 hits, call time and ask a volunteer from the team who first served the ball to name a gift.

Ask one or more of these questions about the gift:

- » **When might a child your age need this gift from God?**
- » **Why is this gift better than money?**
- » **How would you feel if you didn't have this gift?**
- » **Why is it so important to trust God to give this gift?**

Continue game as time permits.



### TEACHING TIP

This game works best with no more than six students on each team. If you have a larger class, make two playing areas, or rotate players. Players on the sidelines count the number of hits.

## Word Option Searching for Gifts

### MATERIALS

Bible, large sheet of paper and khoki, or chalkboard and chalk, pencils, rulers.

### PROCEDURE

1. **How many words can you think of which will describe God's gifts to us?** (Love. Joy. Forgiveness. Help. Family.) List word suggestions on a large sheet of paper or chalkboard. **These words tell us a lot of reasons why we want to depend on God's loving care for us instead of depending on how much money we have. Why might someone your age forget about God's gifts to us? Why might someone think that money is the most important thing to have?** Volunteers give examples of situations. Ask a student to read Proverbs 11:28 and give the results of trusting in money.

2. Students form pairs. Give each pair a large sheet of paper and pencils. Each pair uses a ruler to draw a grid on their sheets of paper with 11 squares across and 9 squares down (see sketch).



Pairs write words from the list onto their grids, one letter for each square, creating a word search. Words may be written

horizontally, vertically or diagonally. Students fill remaining squares with random letters. Pairs write words used in the word searches on another sheet of paper.

3. Pairs trade and complete word searches, circling each word they find.



### PRAYER

**Read Psalm 18:1-3. What are some things the person who wrote this Psalm thanked God for?**

Volunteers answer. **It is good to thank God for the many things we have.** (Challenge students to thank God for five things each day during the coming week.)

Lead

students in a prayer of praise for the things they have suggested

### WORSHIP SONG

Sing a song about trusting God for everything, or of God as our provider.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Mark 12:41-44; Luke 21:1-4

**Memory Verse**

2 Corinthians 9:7

**NIV:** *Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.*

**TEV:** *Each one should give, then, as he has decided, not with regret or out of a sense of duty; for God loves the one who gives gladly.*

**Character Study**

A poor widow gave all the coins she had as an offering to God.

**Lesson Goals**

- 1 Discover ways people choose what is important or valuable to them;
- 2 Understand that small gifts given cheerfully to God have more value in His eyes than large gifts given reluctantly;
- 3 Identify ways we can honour God by giving cheerfully to Him.

**Life Focus**



**Age Level Tip**

Never hesitate to join a game with your students. They love to see you involved.

# The Widow's Gift



**GOAL**

Discover ways people choose what is important or valuable to them.

**MATERIALS**

Bible, squares of paper, khokis.

**PREPARATION**

Write each word of 2 Corinthians 9:7 on separate squares of paper, scrambling the letters of each word. If you have fewer students than words, write more than one word on each paper. If you have more students than words, make an additional set and do the activity in two groups.

**PROCEDURE**

Give each student one or two of the word papers. **Unscramble this word and write it on the other side of the paper. Read 2 Corinthians 9:7 in your Bible if you need help. Then work with the rest of the students to put the verse in order.** After students have completed the verse ask, **What does this verse say is the important thing to know about giving to God? Which words in this verse help you learn the most about giving to God? Why?** Students share opinions. **Today we're going to learn about what God thinks is important or valuable and how it might be different from what people think is important.**



## The Widow's Gift

**GOAL**

Understand that small gifts given cheerfully to God have more value in His eyes than large gifts given reluctantly.

**MATERIALS**

Bibles.

**INTRODUCTION**

**Of all the gifts you have received, which one do you remember best? Why do you remember this gift? What made this gift important to you? Someone in the Bible had an important gift. Let's find out why this gift was so important.**

Students find Luke 21 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

People crowded into the Temple in Jerusalem every day. They came to bring their offering to the Temple. (An offering is a gift of money, time or other possessions a person gives to God to show love for Him.)

## Story Telling Idea

As an alternative to telling the story summary, students can act out the story. Assign each student one of the following parts: Jesus, the disciples, the poor widow and some rich people (several students can be the disciples and the rich people.) Provide coins and a metal container for rich people and the widow to drop their money into. Read the story in Luke 21:1-4 one verse at a time. After each verse is read, students act out what happened and discuss the possible thoughts and feeling of each of the people involved. Then repeat the story with students acting out the ideas they discussed.

**Where do you put the offerings you bring to church?** People who gave money at the Temple gave it a little differently than the way people give money at church today. In one of the Temple courts, there was an area called the “treasury.” Along all the walls in this area were large containers. Each container had an opening shaped like the front of a trumpet placed on its end. (See the picture on Page 2 of the *iNyaniso Student Activity Pages*.) People dropped their offering into the container.

Jesus and His friends were standing in this area of the Temple one day, watching the people come and go. They watched as some rich people put large amounts of money into the treasury containers. Everyone could HEAR it as well!

“Clink, clang, clang, clink, clang,” the sound rang out as their coins hit, rolled around the trumpet-shaped funnel and fell to the bottom of the box. **How do you think these rich people felt as they put their money in the treasury?** Everyone in the Temple knew how many coins they gave and that may have been just what some of those rich people wanted!

These rich people WERE giving a lot. Even so, these rich people didn't give up much of anything when they brought their money to the offering boxes. They still had plenty of money left at home for themselves. Giving an offering was something a good person did to obey the Law. These people cared more about what others thought about them than what God thought as they gave their offerings.

Jesus and His friends kept watching. A very poor widow came into the Temple court. (A widow is a woman whose husband has died. In Bible times, it was difficult for a widow to earn money.) This widow probably dressed very differently from the rich people - no fancy jewellery, no colourful clothes - and she had no big money bags filled with coins.

The widow walked slowly up the stairs to the treasury. Quietly she waited her turn. She watched as the rich people passed by her. Looking at what she held in her hand, the widow may have thought to herself, *I don't have much money, but I want to give all I have to honour God. I know God will care for me.*

She only had two very small copper coins. They weren't worth much at all. She couldn't use the money

to buy much, but she could have bought a little food for herself. Instead of keeping the money, however, she walked quietly over to the offering box and put the coins in the container. “Clink, clink” - the two tiny coins barely made a sound as they rolled around and hit the bottom of the box. **What did Jesus say about her gift? Read Luke 21:3 to find out.**

The disciples may have looked at each other, puzzled. They knew someone couldn't buy much with the amount of money the woman gave. *How could the poor woman's gift be worth more than all of the money the rich people gave?* they may have wondered to themselves. **What do you think Jesus meant?**

**Read what Jesus said in Luke 21:4 to explain His words.** The poor widow loved God so much that she gave Him EVERYTHING she had. She didn't worry about what she would eat or how she would pay for the other things she needed. She could give generously to God because she trusted Him to be generous with her. She gave everything she had because of her great love for God. Her generosity and love were worth more than all the coins of the rich people!



## CONCLUSION

It's easy to think that someone who gives a lot of money to our church must be very important to God. But in God's eyes the size of our gift doesn't matter. Whether our gifts are small or large, Jesus wants us to know, just as

He taught His disciples, that what's most important to God is the attitude we have when we give to Him. Giving cheerfully and with an attitude of love is what counts in His eyes!

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » How could you describe the widow's actions?
- » Who did Jesus say actually gave more? In what way did she give more?
- » Why was the poor widow's offering more pleasing to God?

Students complete 'What does it Mean?' memory verse activity on page 1, of the *iNyaniso Student Activity Pages*, locating 2 Corinthians 9:7 in their Bibles.

- » How does 2 Corinthians 9:7 tell us God wants us to give? Does God expect us to give EVERYTHING to Him the way the widow did? Why or why not?
- » How would you say this verse in your own words? Which person in the story obeyed this verse?
- » How can you tell if someone is honouring God?
- » How can a child your age honour God by giving cheerfully to Him?



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Identify ways we can honour God by giving cheerfully to Him.

## Game Option Penny Pitch

### MATERIALS

Bible, paper, khoki, four metal bowls or pots, masking tape, coins.

### PREPARATION

Write the following words on four pieces of paper, one word per paper: "time," "money," "objects," "obedience." Arrange bowls and papers as shown.

Lay a masking tape line about 1 metre from the bowls.

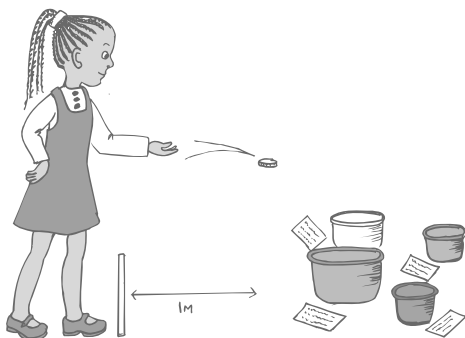
### PROCEDURE

1. Show the papers you prepared. **These are different kinds of gifts people give. How can we give these kinds of gifts to God?** (Giving time to God by reading the Bible or praying. Giving money to the church or people who need it. Giving objects by sharing what we have with others who don't have as much. Giving obedience to God by acting in kind ways.) **Let's play a game to name as many different ways to give as we can.**

2. Give each student several coins. Students stand behind the masking tape line and take turns tossing the coins into the bowls. When a coin lands in a bowl, the student shares a way he or she could give to God the kind of gift described on the paper next to the bowl.

3. After several rounds invite a student to find and read aloud 2 Corinthians 9:7 in his or her Bible. **What does this verse say we should do? What does this verse say our attitude should be when we give? Why do you think attitude is important?**

4. Continue as time permits. Share with students a way you plan to give to God during the week. Invite students to share ways they want to give to God and encourage students to follow through on their plans.



## Family Kit Option Great Gifts

### MATERIALS

Bibles, envelopes, light coloured cardboard, scissors, khokis, a bank deposit envelope.

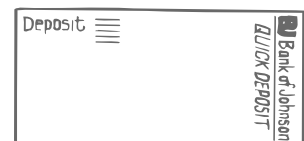
### PREPARATION

Make a sample bank deposit envelope, following the instructions below. Cut several 5cm coins out of cardboard. On each coin write words that are reminders of ways to give to God: "money", "donation", "gardening", "chores", "visitors", "pray", "obey", etc. Place coins into sample envelope.

### PROCEDURE

1. Invite a volunteer to take a coin out of the bank envelope you prepared and read it aloud. **What way of giving to God does this word remind you of?**

**Why would this be a good way to give to God? What are some other ways we can give to God? What kind of attitudes does God want us to have when we give?** Repeat with other volunteers and coins as time permits.



2. Students read 2 Corinthians 9:7. **How would someone doing extra chores cheerfully be different from someone doing extra chores reluctantly?** ("Reluctantly" means unwillingly - you do it because you have to, not because you choose or want to.)

3. Give each student an envelope. Show students a deposit envelope from an ATM. Students design and decorate their own deposit envelopes using khokis.

4. Students take home their envelopes and coins. Each family member takes a coin and writes on it a way he or she plans to give to God. Family members put their money in the envelopes.



### PRAYER

**Read Psalm 18: 1- 3. What are some reasons to love and trust God that are mentioned in this Psalm? What are some ways we can show that we love and honour God for the things He has done?** Volunteers respond. **Talking to God is one of the gifts we can give to God. We can tell Him we love Him and appreciate what He has done for us.** Lead students in sentence prayers, thanking God for what He has done for them.

### WORSHIP SONG

Sing "God loves a cheerful giver" or another song about giving to God.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Matthew 3; Luke 3:1-22;  
John 1:6 - 34

**Memory Verse**

John 1:29

**NIV:** *The next day John saw Jesus coming towards him and said, "Look, the Lamb of God, who takes away the sin of the world!"*

**TEV:** *The next day John saw Jesus coming to him, and said, "There is the Lamb of God, who takes away the sin of the world!"*

**Character Study**

John the Baptist announced who Jesus was so that others would follow Him.

**Lesson Goals**

- 1 Discover characteristics and names of Jesus;  
.....
- 2 Realise that because Jesus is God's Son and made it possible for our sins to be forgiven, we can follow Jesus;  
.....
- 3 Described what has been learned about Jesus and thank God that we can follow Him.  
.....

**Life Focus**



Jesus is the only One worth following.

# Jesus is Baptised

.....



## Discover

**GOAL**

Discover characteristics and names of Jesus.

**MATERIALS**

Five A4 sheets, khaki, scissors.



**PREPARATION**

Write the word "JESUS" one letter on each sheet of paper, and cut around each outline (see sketch). Then cut each letter into several distinctive puzzle pieces as shown. Write one characteristics or name of Jesus on each puzzle piece ("loving", "caring", "forgiving", "generous", "peacemaker", "healer", "teacher", "Lord", "Saviour", "Christ", "Messiah", "Son of God", etc.). Make at least one puzzle piece for each student, repeating names and characteristics if necessary.

**PROCEDURE**

Challenge the students to assemble the individual letters and then arrange the letters to spell the word ("JESUS"). Students read and discuss words on puzzle pieces. **From what you know about Jesus, how is He like these descriptions or names** Volunteers share ideas. **Today we are going to find out why it's so important to know and believe these things about Jesus.**



## Study

### Jesus is Baptised

**GOAL**

Realise that because Jesus is God's Son and made it possible for our sins to be forgiven, we can follow Jesus.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What's the worst thing you've ever had to eat? What's the worst thing you've ever had to wear? Why did you eat or wear that item? Why might you eat or wear that item again? In our story today, we will find out why one man wore uncomfortable clothes and ate unusual food.**

Students find Matthew 3 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Long before Jesus was born, God promised His people that someday He would send a Saviour to show God's love and take the punishment for people's sins.

## Story Telling Idea

Give each student a story-related item, such as a square of hessian (to represent scratchy camel hair), plastic insect, jar/bottle of honey, jug of water, sandal, or items found in the desert (rock, sand, cactus, plastic lizard or snake, etc.). As you tell the following story summary, invite children to show and examine objects at appropriate times.

Many years later God sent a message about this Saviour to a priest named Zechariah. **What do you remember about this message?** (Students share information about the angel's visit with Zechariah in the Temple. Remind students that the angel said that Zechariah would have a son named John who would tell people about the Saviour God had promised to send.)

Just as the angel had said, Zechariah and his wife, Elizabeth, did have a son. They named him John. When John grew up, he lived in the desert near the Jordan River. **What do you think John's life was like in the desert? Read Matthew 3:4 to find out about his clothes and food.**

We may not think that living in the desert would be much fun, but living there didn't seem to matter to John. What WAS important to John was telling the people the message God had given him. **The message John told the people is written in Matthew 3:4. What do you think his words meant?** John meant that people needed to be sorry for the wrong things they were doing, stop doing them and begin to do what is right. John told people this was how to get ready for the coming of the Lord - the Messiah promised by God.

The news about John and what he was preaching spread to the nearby towns. Many people - old and young - travelled to the desert to see and hear this strange man and his message.

"What should we do?" the crowd of people asked John.

"Share what you have with others," John said. "Be fair in everything and be content with what you have."

Many, many people admitted they had done wrong and asked God to forgive their sins. John led them into the Jordan River, where he baptised them with water. Baptism was a way to show that they were sorry and wanted to follow God. John baptised so many people that he was called "John the Baptist."

One day as John was baptising people he looked up and saw Jesus coming.

"John," Jesus said, "I want you to baptise Me." Jesus' request must have surprised John because he knew that Jesus had never said or done wrong! Jesus didn't need to show He was sorry for sin.

**Read what John said in Matthew 3:14.** Jesus insisted on being baptised because He wanted to show He was willing to follow God in everything that He did.

So John baptised Jesus in the River Jordan. **Read what happened next in Matthew 3:16,17. What do you think the people at the river thought when they saw what happened?** John understood that the Holy Spirit coming down like a dove and the voice meant that Jesus is God's Son! He was the One God had

promised to send to take the punishment for the sins of everyone in the world.  
After His baptism, Jesus left to spend some time alone talking with God. But John kept right on baptising people and preaching about Jesus.  
Soon some religious leaders came to John. "Who are you?" they asked him. "Are you the Messiah?"  
**Read what John told them in John 1:23?** John told them he wasn't the Messiah, but his job was to announce the coming of the Lord who was the Messiah God had promised to send.

On the very next day, as John was preaching, he looked up and saw Jesus coming towards him again.  
**What did John say about Jesus in John 1:29?** John called Jesus "the Lamb of God" because he wanted the people to know that Jesus, who never sinned, would take the punishment for everyone's sins. (In Bible times a lamb was killed as a sacrifice to take the punishment for people's sins.)

Then John said to the religious leaders and anyone else who would listen, "This is the one I have been telling you about. I tell you Jesus IS the Son of God!"



## CONCLUSION

**John's job was to tell everyone to follow Jesus, God's Son sent from heaven. Today some children want to follow or imitate their favourite sports stars. Other children might dress or act like famous singers. But no matter who we try to imitate, Jesus is the only perfect person who ever lived and He's the only One who can forgive our sins. That makes Him worth believing in and following!**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What did John call Jesus?** (The Lord. Lamb of God. Son of God.)
- » **Why are these names important?** They tell us what Jesus is like.) "Lord" is a name used in the Bible to refer to God. "Lamb of God" reminds us that Jesus is the sacrifice or special offering to take away sins. "Son of God" tells us that Jesus is God Himself in human form.
- » **Why did John the Baptist call Jesus "the Lamb of God"?** (In the Old Testament times, a lamb was killed as punishment for the sins of the people. Jesus would later die to take the punishment for all people's sins.)
- Students complete 'Who is Jesus?' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating John 1:29 in their Bibles.
- » **What does John 1:29 tell you about Jesus?** (Jesus takes away our sin.)
- » **What are some other things you have learned about Jesus?**
- » **What is one way you can follow Jesus and act like Him in the way you treat others?**





Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Describe what has been learned about Jesus and thank God that we can follow Him.

**Game Option Jump Up!**

**MATERIALS**

Bible, large sheet of paper and khoki or chalkboard and chalk, chairs.

**PREPARATION**

Arrange chairs (one less than the number of students) in a circle.

**PROCEDURE**

1. Challenge students to suggest as many words, phrases or sentences as they can that describe Jesus. Write words, phrases or sentences on a large sheet of paper or chalkboard. To help students think of ideas ask, **How did Jesus treat others? What did Jesus do while He lived on earth? What does John 1:29 say about Jesus?** Students read the verse in Bible. After answers have been listed ask, **Which of these descriptions of Jesus do you think is most important to know about? Why? Why are you thankful for Jesus?** Briefly share with students a reason you are thankful for Jesus.

2. Play a game similar to Fruit Salad. Invite one volunteer to stand in the middle of the circle of chairs. Other students sit in chairs. Volunteer says at least one word, phrase or sentence that tells something about Jesus ("lived on earth," "is God's Son," "loving," etc.). Then the volunteer says a word, phrase or sentence that does NOT describe Jesus ("lived at school," "dropped a book," "was on TV, etc.).

3. When students hear an item that does not describe Jesus, they jump up and move to new chairs. Volunteer tries to find an empty chair to sit on. Student left without a chair stands in the centre of the circle and begins a new round of play. (If the student in the centre of the circle has not found a chair to sit on after three rounds of play, choose a new volunteer.)

Repeat game as time permits.



**Construction Option 3-D Desert**

**MATERIALS**

Bibles, box for each group of three to four students, khokis, variety of construction materials such as paper, scissors, sand, foil, cardboard, twigs, small stones. Optional - Bible encyclopedia with desert photos.

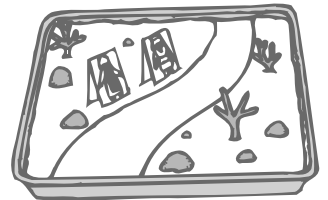
**PROCEDURE**

1. Ask students to compare the climate and physical surroundings of your city or town with the climate and physical surroundings of a desert. **What might you like about living in a desert? What might you dislike?** Volunteers respond.

2. Student form groups of three to four students. Each group works together to construct a three-dimensional desert scene using the materials you have provided.

3. Groups show desert scenes to class. **What event in Jesus' life does the desert remind you of? What did John the Baptist tell others about Jesus?**

Ask a student to read John 1:29. **What else do you know about Jesus? Which of the things you know about Jesus would like to thank God for?**



**TEACHING TIPS**

1. To help students think of what to construct, ask, **How can you use these materials to show what life in the desert was like? What can you make to show the events in today's Bible story?** (Make stand-up figures of Jesus, John and others from the cardboard. Cut out blue paper or aluminium foil to show Jordan River, adding sand around the edges.)

2. Invite students to tell you about their work. Talk about the ideas expressed in the scene rather than the quality of the objects themselves. **Your desert looks very dry. How do you think John felt about living in a desert?**



**PRAYER**

Read Psalm 103:1-5, asking students to listen for things that Jesus does. Then invite students to participate in a prayer time in which volunteers randomly say short sentence prayers giving names or characteristics of Jesus for which they are thankful. Close the prayer time after several people have prayed.

**WORSHIP SONG**

Sing a song of praise in which different names for Jesus are used (Son of God, Saviour, Lord, etc.)

**Scripture**

Matthew 4:18-22;9:9-13

**Memory Verse**

Matthew 4:19

**NIV:** "Come follow me," Jesus said, "and I will make you fishers of men."

**TEV:** Jesus said to them, "Come with me, and I will teach you to catch men."

**Character Study**

Jesus invited fishermen, a tax collector and several others to follow Him and become His disciples.

**Lesson Goals**

- 1 Discover different kinds of directions people follow; .....
- 2 Understand that Jesus' disciples weren't chosen because of their wealth or education but because they wanted to learn about Him and were willing to follow Him; .....
- 3 Tell what we can do to show belief in Jesus and follow Him. ....

**Life Focus**



We're all invited to follow Jesus.

**Age Level Tip**

An important part of teaching is the building of relationships. This insight will help you relate God's Word in ways that fits each student's situation.

# Disciples Follow Jesus



**GOAL**

Discover different kinds of directions people follow.

**MATERIALS**

Bibles, square of papers/card, khoki, pencils, an exam pad.

**PREPARATION**

Write each word of Matthew 4:19 (NIV) on a separate square of paper/card. Number the cards in verse order, writing numbers on the back of the cards.

**PROCEDURE**

Give each student a sheet of exam paper and a pencil. Students write the numbers 1 - 13 down the side, one number on a line. Pass out cards. (If you have more than 13 students make two sets of cards. If you have fewer students, give students more than one card.) Students walk around the room asking other students what numbers and words are on their cards and recording words on their papers next to the appropriate number. When finished, students read Matthew 4:19 together. **Jesus said these directions to some of his friends. What do you think Jesus wanted them to do?** Students answer. **Listen to today's Bible story to find out how Jesus' friends followed Him and how you can follow Him, too.**

1.	"Come
2.	
3.	
4.	
5.	said,
6.	"and
7.	
8.	
9.	
10.	you
11.	
12.	of
13.	men"



## Disciples Follow Jesus

**GOAL**

Understand that Jesus' disciples weren't chosen because of their wealth or education but because they wanted to learn about Him and were willing to follow Him.

**INTRODUCTION**

**What famous person would you like to meet? Why? What would you say if you could talk to this person? How would you feel? Today we are going to talk about how some people in the Bible responded when they met Someone very important.**

Students find John 1 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## STORY SUMMARY

### What do you remember about John the Baptist?

(As volunteers give answers, add the following information if needed.) John baptised Jesus and told people that Jesus was sent from God to take away the sins of the people in the world. One day while John was talking with two of his followers, Jesus walked by.

John pointed at Jesus. "Look," he said. "The Lamb of God!" By using this name for Jesus, John meant that Jesus would take the punishment for the people's sins, just as lambs were sacrificed for people's sins in the Temple. John's words made the two men curious about Jesus. They wanted to find out more! The men hurried after Jesus. **Read what happened in John 1:38,39.**

So the two men went with Jesus and spent the day with Him, probably asking many, many questions. By the end of their time with Jesus, the men realised He was the Messiah, the One whom God had promised to send to save people from their sins. What a discovery! God's special promise had come true!

One of the men talking with Jesus was a fisherman named Andrew. Andrew ran to find his brother Simon and brought him to meet Jesus. **Read what Jesus said to Simon in John 1:42.** The names "Cephas" and "Peter" both mean "rock." Jesus gave Simon this new name to show that he was going to become a solid, strong leader of the people who believed in Jesus.

The news that Jesus was the Messiah didn't stop with Andrew and Peter. The very next day Jesus saw a man named Philip. "Follow me," Jesus said. And Philip did just that! Philip also began to tell others what he had learned - that Jesus was the Messiah.

Philip found his friend Nathanael sitting under a fig tree. "We have found the one Moses wrote about," Philip excitedly told him. "He is the One the prophets promised would come! His name is Jesus and He is from Nazareth."

"Nazareth!" Nathanael laughed. "Can ANYTHING good come from that tiny village?" In those days the city of Nazareth was not considered a very good place.

But Philip was not discouraged. "Come and see!" he insisted. Nathanael finally agreed to go and see Jesus.

**Read in John 1:47-49 what happened when Nathanael met Jesus. How do you think Nathanael felt when he heard Jesus' words?** Nathanael must have been TOTALLY AMAZED to hear that Jesus knew where Nathanael had been! He now knew, without a doubt, that Jesus was no ordinary man. Jesus must truly be the Son of God to know so much about him!

Soon people all around the country were hearing the news about Jesus. Jesus knew it was time to choose His closest followers. We call them the 12 disciples. First, Jesus went to see Simon Peter and Andrew while they were fishing. As the brothers threw their net into the lake, they saw Jesus. They moved towards the shore to see what He wanted.

**What did Jesus want? Read about it in Matthew 4:19.** The brothers must have wondered what Jesus meant by His words. After all, how could you go fishing and catch MEN? But they would soon learn what

- Jesus meant - He would teach them to tell others
- about Him, so they could follow Jesus, too!
- **Whom did Jesus see next? Read Matthew 4:21.**
- Jesus called out, "Come with me and be my followers!"
- James and John had been fisherman their whole lives.
- Now Jesus was asking them to do something entirely
- different! But James and John wanted to follow Jesus.
- So they left their fishing boat and their net to follow
- Him.
- Then one day soon after, Jesus and His disciples
- stopped at a tax collectors's booth. Many people
- hated tax collectors because many of the tax collec-
- tors were cheaters! **What do you think Jesus might**
- **say to a person who cheated?**
- Jesus surprised everyone. Even though this tax
- collector might have done wrong, Jesus didn't hate
- him. Instead, Jesus invited Matthew the tax collector
- to follow Him! Right away, Matthew got up and left his
- booth. Matthew left money and rich friends to follow
- Jesus.
- As Peter, Andrew, James, John, Phillip, Nathanael
- and Matthew continued travelling with Jesus, they
- began to understand the good news Jesus wanted
- them to learn and share with others. The good news is
- that God the Father loves everyone and wants to help
- them believe and follow Jesus, His Son!



## CONCLUSION

**Even today Jesus invites all kinds of people to follow Him. We don't have to be rich or smart or perfect. All we have to do is believe in Him and be willing to follow Him. Following Him means that we do what He says and trust Him to help us live the way He wants us to even when it's hard.**

- Ask these questions as students complete the Bible
- story review activity on page 2 of the *iNyaniso Student*
- *Activity Pages*:
- » **Who were some of the people Jesus called**
- **to follow Him?**
- » **Do you think it was hard or easy for these men**
- **to follow Jesus? Why?**
- » **Why do you think these men chose to follow**
- **Jesus?**
- Students locate Matthew 4:19 in their Bibles as you
- discuss these questions.
- » **What did Jesus ask people to do in Matthew**
- **4:19? How can you be a fisher of men?** (Tell
- others about Jesus and what He has done for you.)
- » **What does it mean to follow Jesus?** (We be-
- lieve in Him, love Him and try to obey Him in
- everything we do.)
- » **What can you do to show belief in Jesus and**
- **follow Him?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Tell what we can do to show belief in Jesus and follow Him.

**Active Option Alphabet Actions**

**MATERIALS**

Bible, masking tape, large sheets of paper and khokis, or chalkboard and chalk.

**PREPARATION**

Use masking tape to make a starting line on one side of the room. Write the letters of the alphabet down the side of a large sheet of paper (or chalkboard), making one sheet for each group of up to eight students. Place papers and khokis on the other side of the room.

**PROCEDURE**

1. Divide class into teams of up to eight students each. Teams line up behind the starting line. Each team sends one student to its large sheet of paper, or chalkboard. Student writes something a child his or her age does (eating, playing soccer, homework, etc.) next to the letter of the alphabet with which the word begins. Student returns to the team and the second student takes a turn. Continue relay with teams trying to name actions that begin with as many letters of the alphabet as possible. Stop them after five minutes.

2. **What did Jesus tell them to do in Matthew 4:19?** Students read the verse in their Bibles. Team with the most words on its paper chooses one action on the paper. **How can you follow Jesus while you (play soccer)?** (Pass the ball to others. Say thanks to someone for making a good play.) Discuss other actions on papers as time permits. Volunteer prays, asking God’s help in following Jesus everyday.

- A archery
- B bike ride
- C climb a tree
- D do homework
- E eat!

**TEACHING TIP**

Each student needs to respond individually to the call of God’s love. Some students, especially those from Christian homes, may be ready to believe in Jesus as their Saviour earlier than others. Ask God to prepare the students in your class to receive the good news about Jesus and to prepare you to communicate effectively with them. If a student indicates an interest in talking more about what it means to follow Jesus, be ready to talk individually with him or her. Something as important as a personal relationship with Jesus Christ can be handled more effectively one-on-one than in a group. See “Leading a Student to Christ” on page 109 for conversation ideas.

**Game Option Switcheroo**

**MATERIALS**

Masking tape.

**PREPARATION**

On the floor, use masking tape to form at least three shapes large enough to fit the number of students in your class. (For example, if you have 20 students, make four shapes large enough for five students to stand in each shape.)

**PROCEDURE**

1. Ask a volunteer to be ‘On.’ Form three (or more) groups with the remaining students. Each group stands in a separate shape marked on the floor.

2. One at a time call out such descriptions as “those wearing blue” or “those wearing takkies.”

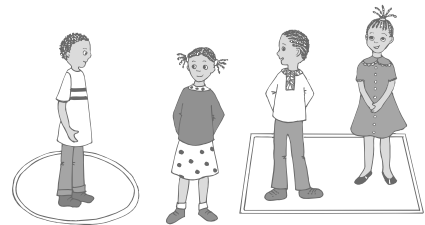
Students who fit each description run to new shapes while the person ‘On’ tries to touch them before they are inside their new shape. Any student who is touched becomes ‘On’ also. Continue play, periodically calling out “Switcheroo” at which all students must run to new shapes. When only a few students have not been touched, begin a new round of the game. Begin the new round with a new volunteer ‘On.’

3. Ask the following questions in your discussion:

**In this game, how did we choose the people who had to switch places? What kinds of people did Jesus choose to be His disciples? What did they do to learn about Jesus?** (Travelled with Him. Listened to him teach.) **What are some ways we can learn from Jesus?** (Read the Bible. Pray. Go to church. Listen to people talking about Jesus.)

**ALTERNATIVE**

Play this game outside. Draw the shapes in the sand, or on a paved area with chalk.



**PRAYER**

Students share reasons why they are glad to know about Jesus. Invite several volunteers to pray, thanking God for inviting them to follow Jesus. End the prayer time by asking God to help your students follow Jesus in everything they do.

**WORSHIP SONG**

Sing “I will make you fishers of men,” “I have decided to follow Jesus” or any other song of commitment.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Matthew 21:1-16

**Memory Verse**

Mark 12:30

**NIV:** *Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.*

**TEV:** *Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.*

**Character Study**

When Jesus came to Jerusalem, the crowd loved and praised Him, but the money-changers in the Temple were disobeying God's commands.

**Lesson Goals**

- 1 Identify and compare a variety of attitudes; .....
- 2 Recognise that our attitudes and actions show whether or not we are following Jesus; .....
- 3 Identify ways to follow Jesus with our attitudes and actions. ....

**Life Focus**



Show you follow Jesus by your attitudes and actions.

**Age Level Tip**

If a student misbehaves, avoid long explanations about the misbehaviour. Simply state what you want the student to do, or redirect the student's attention to the appropriate activity.

# Jesus in Jerusalem

.....



## Discover

**GOAL**

Identify and compare a variety of attitudes.

**MATERIALS**

Newspaper comic pages, scissors, large sheet of paper and khoki or chalkboard and chalk.

**PROCEDURE**

Distribute comics to groups of two or three students. Students cut out examples of comic strip characters who show feelings (happy, sad, lazy, worried, excited, bored, etc.) **What were some of the feelings you found?** Groups explain examples to the class. **Feelings are sometimes called attitudes. What are some positive attitudes?** (Love. Joy.) **What are some attitudes that often cause problems?** (Selfishness. Anger. Greed.) List attitudes students suggested on a large sheet of paper or chalkboard. **When have you or someone you know had an attitude like one of these? Why?** Volunteers respond. **Today we are going to learn how our attitudes and actions can show we're following Jesus.**



## Study

### Jesus in Jerusalem

**GOAL**

Recognise that our attitudes and actions show whether or not we are following Jesus.

**INTRODUCTION**

**What are some ways of greeting people? How do you greet someone on the phone? How do you welcome people who have been away for a long time? How have you seen people greet others at the airport? at church? In our story today we are going to talk about how some people greeted Jesus.**

Students find Matthew 21 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**What would you have liked best about being one of Jesus' followers?**

One day Jesus was walking towards Jerusalem when He sent two of His followers on an unusual errand.

"Go to town," Jesus said. "There is a donkey tied up there. Untie it and bring it here. If anyone asks why are you taking the donkey, just tell them that the Lord needs it." The disciples did exactly what Jesus said and soon returned, leading the donkey.

## Story Telling Idea

As an alternative to the story summary, guide students to pantomime the story events. Read aloud the story in Matthew 21:1-16, instructing students to think of ways to act out the story without talking, using props or touching someone. Discuss students' ideas, supplementing with information from the following narrative as needed. Assign parts: arrival in Jerusalem - disciples, Jesus, crowd; at the Temple - Jesus, money-changers, animal sellers, crowd, Pharisees, people who came to offer sacrifices. Read story aloud again as students act out their parts.

When the disciples brought the donkey to Jesus, several of them laid their coats across the donkey's back. Jesus climbed onto the donkey and began to ride towards Jerusalem. This was no ordinary ride! When people noticed Jesus, they began to shout!

**Read what they shouted in Matthew 21:9.**

The crowded road became a giant parade! As Jesus rode along, some of the people laid their coats on the ground for the donkey to walk on. Others placed palm branches on the road.

Still others waved palm branches in the air!

The parade got bigger as people from all over the city crowded around to see what the commotion was all about.

**Read Matthew 21:10 to find what people in Jerusalem thought about all this.**

The people in the crowds told everyone in Jerusalem about Jesus!

But not EVERYONE had this attitude towards Jesus. The next day, Jesus went to the Temple. Its large outer courts were supposed to be a place for everyone to pray and worship God. But that was NOT what was happening!

As a part of Temple worship, every family had to bring or buy an animal for sacrifice. And that animal had to be perfect. People selling goats, pigeons, doves, and lambs crowded the Temple courts. They loudly insisted that the only animals good enough for sacrifice were the ones they were selling. They charged far too much for the animals! And they accepted only Jewish money. People from other countries had to exchange their Roman money for shekels (the type of money used in Jerusalem). But the money-changers were cheating people when they exchanged their money!

Jesus was not happy with all this lying and cheating in the Temple. And it was so noisy! No one could find a



- quiet place to pray in the Temple courts! **Read what Jesus did in Matthew 21:12. What did Jesus say in verse 13? How do you think the people in the Temple felt about what Jesus did?**

Finally the selfish, cheating sellers and their animals were gone. There was room for people to pray and to talk about God. The Temple courts could be used in the way they were meant to be used - to honour God.

- **Read what Jesus did to show God's love in Matthew 21:14.**

But still not everyone was happy with the changes in the Temple. Read Matthew 21:15 to find out who was upset now! The religious leaders and teachers were jealous because Jesus was so popular. When the leaders heard children singing praise to Jesus, they wanted the children to stop! They didn't believe Jesus was God's Son. They didn't believe Jesus loved them. And THEY surely didn't love Jesus! They hated Jesus so much that they began to make plans to KILL Him!



## CONCLUSION

**Just like the people in our story today, our actions show our attitudes. Others can tell we want to follow Jesus when we choose to show love to God and others. It may seem impossible to imitate Jesus - He**

**never did anything wrong! But we can follow His example and ask for His help to care for others so that they will want to know Jesus, too.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **Why were the people on the road to Jerusalem so excited?** ( Jesus, the Messiah, was coming to Jerusalem.)
- » **What was happening in the Temple courts? Why was Jesus so angry?** (The people selling things and changing money were cheating others and making it very hard for people to worship God in the outer courts of the Temple.)
- » **What are some different attitudes people in our story had? How did their actions show their attitudes?**

Students complete 'God's Goodness' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Mark 12:30 in their Bibles.

- » **What should our attitude be towards God as described in Mark 12:30?** (We are to love God more than anything else.)
- » **What does it mean to follow Jesus?** (Choose to imitate Jesus by showing love to others and by loving and obeying God.)
- » **Jesus loved God more than anything else. How can we learn to follow His example in loving God?** (Read stories about Jesus.)
- » **When have you felt love and kindness to God? How did you show how you feel?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Identify ways to follow Jesus with our attitudes and actions.

## Active Game Option Hop Up

### MATERIALS

Bible, brown paper, khokis, rulers, masking tape, dice; optional - game markers (buttons, small stones, etc.).

### PREPARATION

Draw a large grid on brown paper forming at least 12 25cm squares (see sketch). Make one grid for each group of up to six students. Tape grids to the floor.

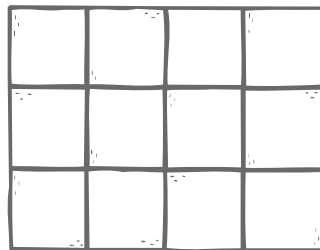
### TABLE ALTERNATIVE

Make a smaller grid to place on the table. Students move game markers instead of hopping.

### PROCEDURE

1. Divide class into groups of up to six students.

Students take turns writing actions and objects in separate squares in the grid. To assist students in ideas, ask the following questions: **What's something you did yesterday? What are some things you might do today?** (Play with friends. Watch TV.) **What are some objects children your age use at school?** (Books, pencils, paper, lunch box, etc.) **at home?** (cup, games, TV, T-shirt, etc.)



2. First student rolls a dice and moves that number of squares on the grid, starting at any place and hopping in any direction. The student reads what is written in the square he or she stops on and mentions a way that action or object can be used to show we are following Jesus. Discuss responses by asking the following questions: **What kinds of attitudes and actions show love for God when we're playing games with friends?** (Be fair. Let friends choose what games to play.) **How can we use a maths book in a way that shows we're following Jesus?** (Take good care of it. Study and do your best.) **What can we do when we are not sure how to follow Jesus?** (Find out what the Bible says by asking questions or reading the Bible.)

3. Continue until all students have had their turn. (Challenge: After a turn, student places a game marker on the square on which he or she stopped. Squares with game markers in them are eliminated and cannot be hopped on.)

## Art Option Slogans and Symbols

### MATERIALS

Bibles, large sheet of paper and khoki or chalkboard and chalk, materials for the art display you choose.

### PROCEDURE

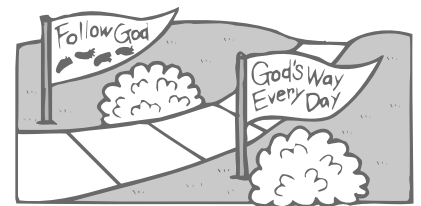
1. **How can we show that we love God in the way we treat others? How can our attitudes and actions show that we are followers of Jesus?**

(Read the Bible. Pray. Play games fairly. Choose to do good things. Do your best.) List ways on a large sheet of paper or chalkboard. Student reads Mark 12:30 aloud. **What can we do when we are not sure how to follow Jesus, or when we don't want to follow Him?** (Ask God for help. Read the Bible. Talk to adults who love Jesus.)

2. Lead the students to make one of the following displays:

### FLAGS

Provide cardboard, scissors, pencils, khokis, thin dowels or sticks, and tape. Students



cut cardboard into flags (see sketch). (Optional: Make a pattern for students to trace.) On their flags, students write or draw slogans, pictures or symbols that will encourage others to love God and follow Him. Students may add decorations to their flags as time permits. Tape completed flags to thin dowels or sticks. Place flags in the ground near places where others in the church frequently walk.

### BANNER

Cover table with sheet of brown paper. Students make a banner by writing or drawing slogans, pictures or symbols on the paper that will encourage others to love God and follow Him. Display completed banner on a wall or bulletin board for others in the church to see.



### PRAYER

Guide students to think about actions they would like to do during the week to show that they follow Jesus.

**What is something you could do at school? at home? What attitude can you choose to have when you don't get your way this week? Let's ask God to help us love and follow Him in our attitudes and actions this week.** Invite several students to pray. Close prayer time by thanking God for helping you and your students to follow Him.

### WORSHIP SONG

Sing a song that talks of loving God through our actions. Also, there are many songs that use the words of the memory verse.

**Scripture**

Luke 23:26 ; 24:35

**Memory Verse**

1 John 3:1

**NIV:** *How great is the love the Father has lavished on us, that we should be called the children of God!*

**TEV:** *See how much the Father has loved us! His love is so great that we are called God's children.*

**Character Study**

Because of God's love for us, He allowed Jesus to die on the cross to take the punishment for our sins and then raised Jesus from the dead.

**Lesson Goals**

- 1 Discover different ways of celebrating;  
.....
- 2 Acknowledge God's great love and express gratitude to God;  
.....
- 3 Celebrate the fact that Jesus is alive, thanking God for His love and planning to follow Jesus.  
.....

**Life Focus**



Celebrate the good news that Jesus is alive!

**Age Level Tip**

If you've asked a thought-provoking questions, remember that students need a few moments to think. Don't be nervous of silence.

# Jesus Is Alive!

.....



**GOAL**

Discover different ways of celebrating.

**MATERIALS**

Calendar.

**PROCEDURE**

Bring a calendar to class. Ask students to point out celebration days (Christmas, Easter, public holidays, their birthday). **What are some ways people celebrate?** Read 1 John 3:1 from the Bible. **What does this verse say about God? about His followers?** Volunteers answer. **The word "lavish" means to give more than what is expected. This verse talks about God's love for us. That is what we are celebrating today! During class today, think about ways you can celebrate Easter that will show thanks to God for His love.**



## Jesus Is Alive!

**GOAL**

Acknowledge God's great love and express gratitude to God.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What words or pictures does Easter make you think of? What are some fun things that happen at Easter? Today we are going to talk about the day we remember every Easter and why we celebrate the wonderful things that happened that day.**

Students find Luke 23 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**What do you remember about the things that Jesus and His disciples did?** Jesus and His disciples travelled for three years, talking with people about God's love, healing the sick and doing all kinds of miracles. (Miracles are things done by God's power.) Many, many people followed Jesus. But most of them didn't really know who Jesus was or why He was there.

Because of Jesus' popularity, the religious leaders were jealous of Jesus. They were afraid that the people who followed Jesus wouldn't listen to them any more, so they decided to get rid of Jesus. The leaders paid one of Jesus' disciples to betray Him. This disciple, Judas Iscariot, led soldiers through the dark to where Jesus was praying. They arrested Jesus and pressured the Roman governor to order His death on a cross!



## Story Telling Idea

As an alternative to the story summary, place five large sheets of paper around the room. Label papers, "Who?" "What?" "When?" "Where?" "Why?" Invite students to tell what they remember about the resurrection of Jesus. Students record information on the appropriate sheet of paper. (You may need to assist with spelling.) Supplement with information from the story summary.

As Jesus hung on the cross, He looked at the people around Him. There were people making fun of Him and yelling angrily at him. Jesus didn't say anything to them. Instead, He prayed. **Let's look at Luke 23:34 to find out what Jesus prayed for the people who crucified Him.** Jesus is MUCH more powerful than the ropes and nails that the soldiers used to put Him on the cross. He could have broken free at any moment! Jesus **CHOSE** to stay on the cross because of His love for us. He knew He was there to pay the penalty for sin so all people everywhere would have the chance to be forgiven and live forever with Him.

Jesus hung on the cross for a long time. Some of Jesus' friends and followers stood at a distance. It must have seemed as though the world had stopped. *This wasn't supposed to happen!* they must have thought. *We thought He was the One who would set us free and give us a new life.* Their hopes seemed ruined and even though they were afraid they would get killed, they loved Jesus and wanted to be near Him. All these people must have heard when Jesus cried, "It is finished." They didn't understand then; but Jesus meant that when He died all the sins of the people in the world were paid for. Jesus had done what He came to do.

Now Jesus was dead. **Read Luke 23:52,53 to find out what one of His friends did.** Then he and another man rolled a large stone across the opening of the tomb.

But this wasn't the end. It was just the beginning! Something **EXCITING** was about to happen! Early Sunday morning, on the third day after He died, some of the women who loved Jesus went to the tomb to put more spices on Jesus' body. As they walked to the tomb, they wondered who would help them move the stone from the entrance of the tomb.

**What did the women see when they got to the tomb? Read Luke 24:2,3 to find out.** While the women wondered what had happened, two angels suddenly appeared! **Read what the angels said about Jesus in verse 6 and 7.** The women remembered Jesus' words. They knew it was true! Jesus had come back to life! They **RAN** to tell the disciples, but the disciples didn't believe them!

Later that day, two of Jesus' friends were on the road from Jerusalem to Emmaus. As they walked they sadly talked about all that had happened to Jesus.

Jesus came along and began to walk with them, but they didn't recognise Him. "What are you talking about?" Jesus asked. The two stopped. They stood still for a moment, looking at the ground.

**Read what one of them said in Luke 24:18.**

- Of COURSE Jesus knew what had happened! But
- Jesus wanted to help His two friends understand.
- So He said, "What things?"
- The friend explained all the things that had happened to Jesus. Then Jesus began to teach His friends. He
- started with the very first books in the Old Testament written by Moses and continued all the way through
- the Old Testament prophets. He showed them how the
- Jesus they were talking about was the One God had
- promised would take the punishment for the sins of the
- whole world. The friends talked and listened to Jesus
- all the way to Emmaus. When they got to Emmaus
- the two friends invited Jesus to stay with them for the
- night. As they sat down to eat, Jesus took the bread
- and thanked God for it. **Read what happened next**
- **in Luke 24:31.** They were amazed! JESUS had been
- talking with them. They were so excited, they got up
- and went right back to Jerusalem! In fact, they prob-
- ably **RAN!** They had to tell the others that they had
- seen Jesus. He **IS** alive!



## CONCLUSION

**God showed His great love to all of us when He sent Jesus, His Son, to die on the cross for our sins. Jesus loves and forgives us today just like He loved and forgave the people who nailed Him to the cross. Jesus**

- **was willing to go through the pain of the cross because He knew it was the only way to make it possible for us to live forever with Him. Let's thank God for His love!** Talk with interested students about salvation. (See "Leading a Student to Christ" on page 109.)

Ask these questions as students complete page 2 of the *iNyaniso Student Activity Pages*:

- » **Why are Jesus' death and resurrection so important?** (Jesus took the punishment for all the wrong things everyone in the world has done. Because of Jesus we can be forgiven, be a part of God's family and live forever with God when we trust in Him.)
- » **What do we learn about God from the events of the first Easter?** (God loves us so much that He was willing to let Jesus, His Son, suffer and die.)
- » **How did Jesus show love to His followers when He came back to life?**

Students complete the 'Break the Code!' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating 1 John 3:1 in their Bibles.

- » **Giving lavishly means giving much more than is really needed. What does 1 John 3:1 say God has given us lavishly?** (His love.)
- » **What can we do to show that we are thankful for God's love?** Briefly tell students a way you show thanks to God for His love.

Using the code, the paragraph should read:  
 • "God loved me so much He sent Jesus to make a way for me to be His child."



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Celebrate the fact that Jesus is alive, thanking God for His love and planning to follow Jesus.

## Active Game Option Full of Life

### MATERIALS

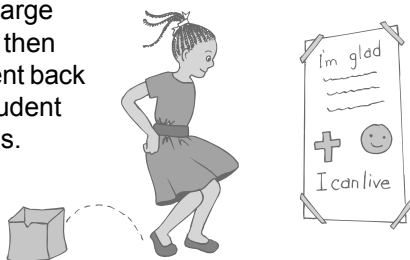
Bible, five large sheets of paper, khokis, masking tape, small slips of paper, paper bag, pencils.

### PREPARATION

On the large sheets of paper, write the following sentence starters, one sentence starter on each paper: "I can follow Jesus by.....," "I'm glad Jesus is alive because....," "I want to praise God by.....," "I thank God for His Son because.....," "I will celebrate Jesus' resurrection by....." Attach large sheets of paper to a wall. Place khokis near papers. On small slips of paper write different ways to move ("crab-walk, skip, hop on one foot, walk backwards, crawl, etc.") Place slips of paper in a bag.

### PROCEDURE

1. Distribute blank slips of paper and pencils to students. Students choose one of the sentence starters and write or draw something to complete the sentence on their paper.
2. Students line up across from the large sheets of paper. First student picks a slip of paper from the bag you prepared, reads it, places it back in the bag and moves in that manner to the paper with the sentence starter matching the one he or she completed. Student writes or draws his or her sentence completion on the large sheet of paper and then continues movement back to the line. Next student repeats the process.



3. When all students have completed the activity, students read 1 John 3:1 in their Bibles. **What does it mean to be God's children? The verse says God calls us His children because He loves us so much. How can we respond to His love? How can we follow Jesus?**

### TABLE ALTERNATIVE

Write the sentence starters on small slips of paper. Pass one of the sentence starters around the table as you play music or clap your hands. Student holding the paper when the music or clapping stops shares how her or she would complete the sentence.

## Art Option Song Mural

### MATERIALS

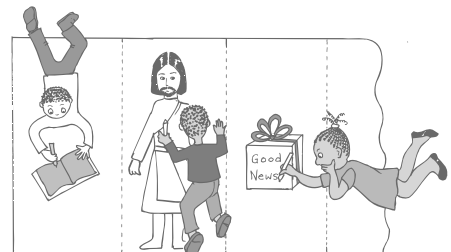
Bibles, one or more large sheets of brown paper, khokis, tape or Prestik, a cassette or CD player and worship music with an appropriate Easter song or hymn.

### PREPARATION

Accordion-fold the brown paper, making one 0.5m wide section for each student in your class. If possible, photocopy the words of the song you choose, one copy for each student in the class.

### PROCEDURE

1. Play the song you choose (e.g., "Lord I lift your name on high," or "Rejoice and be glad!"). Ask students to listen for things Jesus has done for us. After the song, students say what Jesus has done. Write their ideas on a sheet of paper or chalkboard. **How do Jesus' actions show love for us? What are some reasons people choose to follow Jesus?** Read 1 John 3:1 with students. **How can we follow Jesus?** (Show love to Him by spending time learning about the Bible. Pray. Be kind to others. Help others.)
2. Spread out the brown paper on the table or floor. Distribute song photocopies if possible. Each student chooses a phrase of the song. Students line up along the brown paper in song order. Play the song as needed to help students arrange themselves correctly. Each student writes and illustrates his or her chosen phrase (see sketch).
3. When pictures are completed, tape or Prestik song mural to the wall.



### PRAYER

Read Psalm 103:1-5 **What are some ways this passage says God shows His love?** (He forgives sin. Redeems. Gives good things.) **Easter is a time to remember what God did for us. It is a wonderful time to celebrate and thank God for the love He has shown us!** Students share words or phrases that describe God's love. Invite volunteers to pray aloud, thanking God for who He is and using one of these words or phrases in their prayers.

### WORSHIP SONG

Sing an Easter hymn or song. If you chose the Song Mural activity, sing the song the students illustrated.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

# Bible Memory With Juniors

Some teachers approach Bible memory work as though Psalm 119:11 says, "Thy Word have I hid in my heart that I might get a star on my chart."

They seem to confuse Bible verses with vitamin pills or insurance: "You may not understand this verse now, but later on you'll appreciate it."

Then there are those who seem committed to transmitting traditions: "I had to learn Bible verses when I was a kid. Now it's your turn."

And then there are the ones who hold an open Bible, following along as the students recite. Their explanation: "Kids are good at memorising; adults aren't!"

Or the teachers who put up large charts on which a few students have earned a vast array of stars, while the rest of the class obviously gave up after the second week.

Last are teachers who prompt Juniors through recitations of verses without giving any attention to the meaning or application. In far too many cases, Bible memorisation is treated as though it were such an unpleasant thing to do that students will only attempt it if given a prize for the effort.

Discovering truths from God's Word can be an exciting and rewarding experience for students in Grades 4 through 6. Some students may memorise easily. Others may have difficulty recalling all the words, but can still clearly understand the meaning of the passage. Be sensitive to the learning style of each student. Each is an individual and has a different capacity to memorise and recall.

Here are some ideas for helping Juniors understand and memorise God's Word.

- » Refer to phrases and concepts from Bible verses and passages as often as possible in your natural conversation and discussion during each session.
- » Ask questions to check a student's understanding of a specific Bible passage. For example, "How would you say this verse in your own words? How might you explain this verse to a younger child? How would you explain it to a friend who was not familiar with the Bible? What are ways these verses can help you at school? in the neighbourhood? with your family? What do you think is the most important word in this verse? Why?"

- » Divide a passage into meaningful segments, focusing on one phrase or sentence at a time. To prompt meaningful recollection of a phrase or sentence, ask questions such as, "What does the passage say about...?" "What will happen if...?"
- » To aid in memorising a longer passage, suggest that students memorise the last phrase or sentence first, then add each preceding one until the passage has been learned. This approach works well because people tend to have the most difficulty remembering the end of a passage. By learning the end first, that part of the passage will be repeated most often, and students will remember it easily.
- » Occasionally share situations in which knowing God's Word has helped you. Repeat a specific Bible verse that has special significance for you.
- » Use the variety of ways Bible passages are presented and discussed in iVangeli Curriculum. Games, learning activities and discussions encourage understanding and practical application of each Bible passage. As you lead Juniors in activities, encourage them to memorise God's Word, and give honest encouragement for each student's efforts.
- » Rather than individual memorisation contests which often discourage Juniors for whom memorisation is difficult, challenge your students to work together to achieve a class goal. For example, explain that when a passage has been memorised by at least half the class, you will provide a pizza, popcorn or doughnut party. Make the first goal one that should be achievable within a month. The second goal can require additional time. Provide a visual reminder of the goal and a means for students to record their progress. For example, students may draw a slice of pizza or doughnut on a poster to show each point earned.

Above all, remember that your own attitude towards God's Word and your memorisation of Bible verses will have the greatest effect on Juniors as you encourage them to "hide God's Word in their hearts" (see Psalm 119:11).

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**Scripture**

Exodus 1 - 2:10

**Memory Verse**

Psalm 27:1

**NIV:** *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?*

**TEV:** *The Lord is my light and my salvation; I will fear no one. The Lord protects me from all danger; I will never be afraid.*

**Character Study**

When Moses' life was in danger, his sister and mother acted courageously to protect him.

**Lesson Goals**

- 1 Identify ways people protect themselves when afraid;
- 2 Realise that when we feel afraid or worried, we can ask God to help us know what to do and to give us courage to do what's right;
- 3 Identify situations in which we need courage and ask God for His help.

**Life Focus**



When you're worried about fearful situations, ask God for courage and wisdom.

# Moses is Born



**GOAL**

Identify ways people protect themselves when afraid.

**MATERIALS**

Large sheet of paper and khokis or chalkboard and chalk.

**PREPARATION**

Begin the word puzzle by writing the word "protection" in large letters vertically down the centre of a large sheet of paper or chalkboard.

**PROCEDURE**

Students make a puzzle of the word "protection" by writing ways people protect themselves when feeling afraid (police, alarms, dogs, metal detector, telephone, mace, martial arts, big friends, locks, fences). Words or phrases must begin with or contain one of the letters in the word "protection." (While accepting all students' expression of fear, keep your discussion brief. Focus on the feeling of fear, rather than the weapons themselves.) **Why do people feel they need protection? Often people worry about the things they fear. What are some other things people do when they are afraid? Let's find out how God helps us when we are afraid.**



## Moses is Born

**GOAL**

Realise that when we are afraid or worried, we can ask God to help us know what to do and to give us courage to do what's right.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What's a good hiding place in your home? What do you like to hide in this place? Who else knows about your hiding place? In our story today listen to hear about a place a mother and her daughter hid something very valuable.**

Students find Exodus 1 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**What do you remember about Joseph and his brothers?** (Supplement student responses with the following information.) Joseph's father and brothers and their families all went to live with Joseph in Egypt during the time of famine. They lived there happily for many years. During this time Egypt was ruled by a Pharaoh. Pharaoh was the title of a ruler in ancient Egypt.)

## Story Telling Idea

Write the word "Fortunately" on one sheet of paper. Write the word "Unfortunately" on another sheet of paper. Periodically, as you talk about the events in the story, hold up one of the papers for students to say in unison. For example, hold up "Unfortunately" before you describe Joseph's death. Hold up "Fortunately" before you tell that a Hebrew mother was able to hide her son.

The Pharaoh was kind to this family of Hebrews. Pharaoh had made Joseph a leader in his kingdom and because of Joseph the people of Egypt had enough food to get through the severe famine.

After many years, Joseph and his brothers grew old and died. Their children grew old and died. But that wasn't the end of Hebrew people (also called Israelites)! The Bible says that over the years, their families grew so that the land was full of Israelites.

Then a new Pharaoh became ruler, and he didn't like the Israelites! **Read what he was afraid of in Exodus 1:9,10.** "Those Hebrews will become my slaves," the Pharaoh decided. "They will work from morning to night making bricks."

The Egyptian taskmasters used whips to make the Hebrews work very hard. The Hebrew slaves built two large cities. An odd thing happened, though. The harder the Israelites worked, the more of them there seemed to be. Pharaoh was hoping to DECREASE the number of Hebrews, but instead their number INCREASED.

Soon Pharaoh thought of another plan. He sent for the women who helped the Hebrew mothers when they were having babies. **What did Pharaoh tell these women, called midwives, to do? Read Exodus 1:16 to find out.** These women knew God would not want them to obey Pharaoh's order! They protected the baby boys instead.

So Pharaoh gave a terrible order. "Drown all the Hebrew baby boys," he said. "Throw them into the Nile River." One Hebrew family was determined they would not let Pharaoh kill their baby boy. For three months the family kept their baby a secret. **What would you do to keep a baby a secret? What problem might you have?**

Soon the baby's mother had an idea of how to keep the baby safe. **Read Exodus 2:3 to find out what she did.** She used tar and pitch (a sticky material like tar) to make the basket waterproof.

Miriam, the baby's older sister, hid in the tall plants, called reeds, beside the river and watched as the basket floated on the water. *What if soldiers see the basket? What if there is a crocodile nearby?* she might have wondered. Then she heard voices. Some women were coming down to the river to bathe. Miriam peeked through the reeds. Miriam could hardly believe her eyes! It was the PRINCESS - the Pharaoh's own daughter and her helpers! *Would they see the basket? Would they call Pharaoh's soldiers?*

"That looks like a basket over there," the princess said. "Go and get it," the princess told her helper.

- When the princess opened the basket, the baby was crying. The princess felt sorry for him. "This is one of the Hebrew babies," the princess said.
- Meanwhile, Miriam was still watching from her hiding place along the river. **What would you have done if you were Miriam? What do you think she did?**
- **Read what she did in Exodus 2:7.**
- "Yes," answered the princess, "go and do that." So Miriam ran to find someone who would take care of the baby. Who do you think she found? Of course, she immediately went to her mother and brought her back to the princess.
- **Read what the princess told Miriam's mother in Exodus 2:9.** Now the baby was safe! No one would try to hurt the baby that belonged to the princess - and the baby still got to live with his family for a while.
- The baby grew to be a little boy. Soon it was time for him to go and live in the palace with the princess. The princess named the boy "Moses" which in Egyptian means "is born." The name Moses also sounds like the Hebrew word meaning "to draw out." The name would remind the princess, and anyone else who knew this story, that Moses was drawn or taken out of the river. Moses lived in the Pharaoh's palace until he was a man.



## CONCLUSION

**Miriam and her mother showed courage by planning a way to keep Moses safe. Most of us probably don't have to worry about someone hurting us or the people we care about. But, no matter how small or how big our worries or fears are, we know that because of His love for us, God will help us know what to do. He gives us people to help us and encourage us to do right.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **Why was Pharaoh cruel to the Israelites?**
- » **At the river, what else could Miriam have chosen to do?**
- » **How did God help Miriam and her mother care for the baby? How did their actions show courage?**
- Students complete "Dot-to-Dot Meaning" memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Psalm 27:1 in their Bibles.
- » **What are some reasons Psalm 27:1 gives us for not being afraid? How can this verse help someone feel courageous?**
- » **What are some scary situations children your age might face?**
- » **What are some wise and courageous things you could do in those situations?**

The paraphrase of Psalm 27:1 reads as follows: *"Even when I am afraid, God always helps me and gives me courage."*



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Identify situations in which we need courage and ask God for His help.

## Game Option Woven Words

### MATERIALS

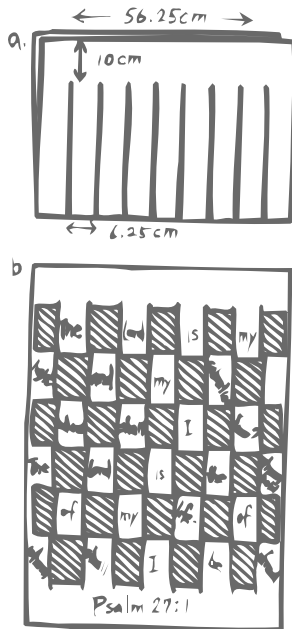
Bible, large sheet of brown paper, cardboard strips (at least one for each student), khokis, ruler, scissors, tape.

### PREPARATION

Fold brown paper in half. Measure and cut slits in brown paper (see sketch a). Unfold. Prepare one sheet of brown paper for each group of five to seven students.

### PROCEDURE

1. Give each student a cardboard strip. Ask each student to write on the strip a description of a situation in which children need courage because of feeling afraid or worried. (Some students may write on more than one strip.) To help students think of situations ask, **What might happen during break at school to make a child your age feel worried? Why might someone be afraid on the way to or from school? While a child is playing on a netball team, when might she need courage? When you see someone doing something wrong, what do you need courage to do?**



2. **Who used something woven in our story today? What fearful situation was she in?** Volunteers answer. One at a time, invite students to read their situations aloud and weave strips through the brown paper slits (see sketch b). Discuss situations written on strips by asking, **Have you ever been in a situation like this? What happened? How might God help someone in this situation? How might someone your age show courage in a similar situation?** Tape each strip in place.

3. When all strips have been woven into the slits, invite students to take turns writing Psalm 27:1 on the brown paper, one word at a time (see sketch b). **How does this verse describe God? How can this verse help us when we're worried or afraid?** (Reminds us of God's help. Reminds us of God's power.)

## Survey Option Voting for Courage

### MATERIALS

Bibles, slips of paper, paper bags or envelopes, pencils.

### PROCEDURE

1. Give each student several slips of paper and a pencil. **Which situation would take the most courage: telling the truth about a broken window to your parent or to a teacher?** Students write answers (parents or teacher) on a slip of paper. (Make sure students realise there are no right or wrong answers.) Collect papers without revealing the answers, placing them in a paper bag or envelope. Label the paper bag or envelope with the appropriate situation. Repeat process with other situations: playing a piano concert or kicking a free kick in a soccer game; riding in a taxi without friends or walking to school by yourself; trying out for sports team or competing in a spelling contest; riding on a scary ride at an amusement park or figuring out what to do in a fire. (Optional: Invite volunteers to suggest additional situations.)

2. Give each pair of students a paper bag or envelope and ask students to count the votes on the slips of paper. One at a time, ask each group to report vote totals. Discuss situations by asking the following questions:

- » **When have you been in one of these situations?**
- » **What helped your courage?**
- » **What made it hard for you to have courage?**
- » **What might someone in this situation ask God?**
- » **How might God help you have courage?**

3. Read Psalm 27:1 with students,

asking them to personalise the verse by saying their own names in place of the words "my" and "I." Close this activity by asking volunteers to pray, asking for God's help when they feel afraid or worried.



### PRAYER

Briefly share with students a time when you needed help from God in knowing what to do in a fearful situation. Invite volunteers to share personal examples. **Let's ask God to help us when we feel afraid.** Lead students in prayer.

### WORSHIP SONG

Sing a song about trusting God.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Exodus 2: 11 - 4

**Memory Verse**

Ephesians 2:10

**NIV:** *We are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.*

**TEV:** *God has made us what we are, and in our union with Christ Jesus he has created us for a life of good deeds, which he has already prepared for us to do.*

**Character Study**

When Moses was worried about leading God's people away from Egypt, God reminded Moses of His wisdom and power.

**Lesson Goals**

- 1 Discover ways in which God has made each person unique;  
.....
- 2 Understand that because God made us in unique ways, He is wise and powerful enough to help us love and obey Him;  
.....
- 3 Identify interests and abilities, and ask God to help us love and obey Him, even when we don't think we can.  
.....

**Life Focus**



God made us able to do good things for Him.

# Moses and the Burning Bush

.....



**GOAL**

Discover ways in which God has made each person unique.

**MATERIALS**

Paper, pencils, transparent sticky tape.

**PROCEDURE**

Each student blackens a small (2.5 cm wide) area on a sheet of paper with a pencil. Student rubs his or her finger over the pencilled area. Student then firmly presses transparent tape over pencil mark on finger, lifts off the tape and places it on a clean sheet of paper. Students wash their hands.

Students look closely at their fingerprints. Ask, **How is your fingerprint different from other fingerprints?** All students write their names on the back of their papers. Collect papers, mix them up and redistribute. Students attempt to find their own fingerprints.

**God made each of us unique. That means no one is exactly the same as anyone else. What are some other ways you are different from other people?** Volunteers answer. **God made each of us unique so that we can do the unique things He wants us to do. Today we are going to talk about how we can do what God wants even when we think we can't.**



## Moses and the Burning Bush

**GOAL**

Understand that because God made us in unique ways, He is wise and powerful enough to help us love and obey Him.

**MATERIALS**

Bibles.

**INTRODUCTION**

**If you had to give a speech to a big crowd, how would you feel? What might you be afraid of? In our story today we are going to learn about a man who was afraid to give an important speech.**

Students find Exodus 2 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Moses grew up as a member of Pharaoh's household - the adopted son of Pharaoh's daughter! He lived like a prince, but he was also an Israelite and had been taught about God by his real mother. The Israelites (also called Hebrews) had been slaves of the Egyptians for hundred of years. Moses must have felt sorry for his people. One day he saw an Egyptian who was

## Story Telling Idea

Before class cut out 10 to 12 large conversation balloons from paper. At the beginning of the Study, divide class into two groups. Give conversation balloons and khokis to each group. When students in the first group hear something God said to Moses, guide a volunteer from the group to write in a conversation balloon a short summary sentence of what God said. When students in the second group hear something Moses said to God, they fill in a conversation balloon. Display balloons on classroom walls.

beating an Israelite slave! He checked to be sure no one saw him. Then he killed the Egyptian and hid the body, but someone had been watching Moses. Moses knew he had to run away from Egypt before he was put to death as a murderer.

Moses ran into the desert to a place called Midian and worked as a shepherd for many years. **What are some ways you think being a shepherd would be different from being a prince?**

The life of a shepherd was probably boring compared to the excitement of palace life, but one day while Moses was taking care of the sheep, a strange thing happened that had never happened in the palace. Moses saw a bush on fire, but the leaves did not turn into ashes. So Moses went closer to investigate. Then Moses heard a voice calling his name!

"Here I am," Moses answered. The voice told Moses to take off his sandals because he was in a holy place. **Read Exodus 3:6 to find out what else the voice said. What did Moses do? What would you do if you were in that situation?**

The Lord told Moses how much He cared about the Israelites slaves who were suffering in Egypt. God wanted to take them out of Egypt and give them a new home where they would not be slaves any longer. Most important of all, God had chosen Moses to help. **Read Exodus 3:10 to find out what God told Moses to do.** And as if that wasn't scary enough, God also told Moses to go to the leaders of Israel and tell them what God was going to do!

Moses was afraid when he heard the Lord's instructions. "I can't do that!" he said "why would anyone follow me?"

God gave Moses a very good reason. "I will be with you," He said. That wasn't enough for Moses. He was still afraid. **Let's read Exodus 3:13 to see what Moses asked next. What did God tell him in verse 14?** This very special name showed that God is all-powerful and totally dependable and that Moses and the rest of His people could trust Him completely.

Still, Moses was worried that no one would believe him. So God gave Moses the ability to do some amazing things that would help to convince the Israelites and Pharaoh. First, He told Moses to throw his shepherd's staff to the ground. When Moses did, the staff became a snake! God instructed Moses to pick up the snake. When He did, the snake became a staff again. Then God had another sign for Moses to show to His people.

• **What did God tell Moses to do in Exodus 4:6,7?**

• (Leprosy is a skin disease.)

• Finally the Lord gave Moses one last thing to do if the people still did not believe him. **Read about it in Exodus 4:9.**

• Moses was still worried. He said, "Lord, I've never been good at speaking I've always been slow and awkward when I speak." **Read what God told Moses in Exodus 4:11,12.**

• Moses was still worried. He asked, "Lord, send someone else to do this - someone who can speak better than I can."

• By this time the Lord was angry! Moses just wouldn't believe that His help was enough. God didn't give up on Moses. He said, "I'm sending your brother Aaron to help you. I will be with you and teach both of you what to do and say."

• At last Moses was ready to what the Lord had told him to do. He made the long trip back to Egypt, meeting his brother Aaron on the way. Together they went to the leaders of the Hebrew people and explained the Lord's instructions, showing them the miraculous signs. And when the Israelites heard that God cared about them and was going to deliver them, they bowed down and worshipped Him.



## CONCLUSION

Moses learned that because God made him, God would be able to help Moses lead the Israelites out of Egypt. Because God made us, He is able to help us do what He asks, too.

• **When we feel afraid or worried about doing what God wants, we can remember that God made us and loves us. He promised to help us do good things for Him. God gives us these promises when we belong to His family.** (Talk with students about becoming Christians, referring to the "Leading a Student to Christ" article on page 109.)

• Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

• » **What was Moses worried about in this story?**

• » **What did God do to show Moses he could depend on God?**

• » **After Moses had seen the miraculous signs what did he ask God to do?**

• *The highlighted letters complete the sentence:*  
• "When you **worry**, remember to **depend** on God."

• Students complete the memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Ephesians 2:10 in their Bibles.

• » **How does Ephesians 2:10 describe what God wants us to do?**

• » **What are some of the good works God wants people to do?**

• » **What are some reasons to depend on God's help in doing good?**





Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Identify interests and abilities, and ask God to help us love and obey Him even when we don't think we can.

**Family Kit Option Circle Spin Game**

**MATERIALS**

Bible, sheets of cardboard, large paper clip, pencils, khokis, scissors, rulers.

**PREPARATION**

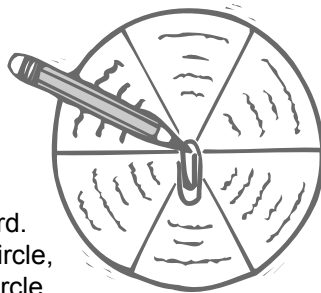
Make several cardboard circle patterns on thicker card approximately 30 cm in diameter. Make a sample spinner following the directions in step 2 below.

**PROCEDURE**

1. Show the sample spinner you made. Invite a volunteer to take a turn spinning the paper clip (see sketch) and answering the questions written in the section in which the paper clip stops. Repeat with several other volunteers until each student has answered a question or until time is up. **These questions help us think about the unique ways in which God has made us. As we grow older, we learn more and more about how we can use our interests and abilities to love and obey God. When we are worried about not being able to do something God wants us to do, we can depend on God to help us. What does Ephesians 2:10 say God has done for us?** Volunteer reads the verse aloud.

2. Lead students in making their own spinners, following these directions:

Students take turns tracing around cardboard circle patterns on cardboard. Each student cuts out a circle, draws lines to divide the circle into six sections and writes each of the following questions in separate sections: "What's something you want to learn to do?" "What's something you like to do?" "What's your favourite way of helping someone?" "Who's someone you want to be like?" "What kind of job would you like to have someday?" "What kind of games do you like to play?" **Use a paper clip and pencil to use your spinner at home with your family.** Optional: provide students with a paper clip to take home.



**TEACHING TIP**

Make circle patterns by tracing around an upside-down bowl that is approximately 30 cm in diameter.

**Interview Option Kid Talk**

**MATERIALS**

Bibles, paper, pencils.

**PROCEDURE**

1. Interview several volunteers to show how the activity will be done. **What's something you want to learn to do? What's something you've done a good job on - school project, chore at home, sports team?** If time permits, invite a volunteer to interview you, asking the same questions. **God has made each of us with special interests and abilities. Some of these abilities you might already know about. But as you grow, you'll probably discover new interests and abilities. What abilities do you think God gave Moses?** Volunteers answer. **At first, Moses was worried about talking to Pharaoh. When we are worried or afraid to do something we can depend on God to help us.**

2. Divide class into pairs. Each student interviews his or her partner by asking the question "What's something you want to learn to do?" Students record answers on paper. After several minutes, lead students to continue the interviews using these additional questions: "What do you want to be like when you are grown up? Why?" "What subjects are you looking forward to studying at school?" "What's something you've done a good job on?"

3. Group all students together. Invite each student to tell one or two answers his or her partner gave. **God has made us all in different ways. What did Moses learn about God in our story today?** (Because God made Moses, God would be able to help Moses do what was right as the leader of the Israelites.) **Moses probably didn't have any idea of all the adventures he would have as the Israelites' leader. What does Ephesians 2:10 say about the people who love God?** Volunteer reads verse aloud.



**PRAYER**

Briefly share with students about a way in which God helps you use an ability to do good. **I depend on God and trust in Him for His help in loving Him and others.** Read Psalm 56:3,4. **Why can we trust God to help us when we're worried or afraid?** Volunteers respond. End the prayer time by thanking God for His help.

**WORSHIP SONG**

Sing a song thanking God for enabling us to serve Him.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Exodus 5:1 - 12:42

**Memory Verse**

Psalm 56:3,4

**NIV:** *When I'm afraid, I will trust in you. In God, whose word I praise, in God I trust; I will not be afraid. What can mortal man do to me?*

**TEV:** *When I am afraid, O Lord Almighty, I put trust in you. I trust in God and am not afraid; I praise Him for what He has promised. What can a mere human being do to me?*

**Character Study**

God's power shown through the plagues gave Moses confidence to face Pharaoh and lead the Israelites away from Egypt.

**Lesson Goals**

- 1 Describe things and people that children think are powerful; .....
- 2 Recognise that in every circumstance God's power is available to help His followers; .....
- 3 Describe situations in which children are afraid and express confidence in God's power. ....

**Life Focus**



There's nothing that God's power can't defeat.

# Plagues to Passover



**GOAL**

Describe things and people that children think are powerful.

**MATERIALS**

Newspaper, scissors.

**PROCEDURE**

Students find and cut out newspaper pictures, ads and headlines describing people and things that are powerful (police, sports stars, government leaders, storms, inventions, animals, cars, etc.) Students show and describe items they cut out. **What are some other things that are powerful?** Volunteers answer. **Some people spend all their time and money trying to get these powerful things or becoming powerful in one of these ways. Today we're going to talk about why it's important to know that God's power is bigger and greater than anything or anyone.**



## Plagues to Passover

**GOAL**

Recognise that in every circumstance God's power is available to help His followers.

**MATERIALS**

Bibles.

**INTRODUCTION**

**Have you ever been frightened by a bug? What do you do when you see a big spider?** Volunteers answer. **Today we're going to talk about a time in the Bible when God used a lot of unusual things - even bugs - to help people learn about His power.**

Students find Exodus 5 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**What do you remember about the early years of Moses' life?** (Invite volunteers to share information about Moses' birth and rescue by the Egyptian princess and his flight to Midian.) Then - just when Moses probably thought he was going to be a shepherd for the rest of his life, something surprising happened. **What did God do to get Moses' attention? What was the awesome job God gave Moses to do?** (Volunteers tell about God speaking to Moses in the burning bush.) God reminded Moses that with God's help, he could do what God had asked.

Now it was time for Moses and Aaron to see Pharaoh. "God sent us to give you a message," Moses and Aaron said. "God wants you to let the Hebrew

## Story Telling Idea

Before class, tape brown paper over table top. During class, assign each student one of the following verses: Exodus 7:17,18; 8:2,3; 8:16,17; 8:24; 9:3,4; 9:8,9; 9:18,19; 10:4-6; 10:21,22. Student reads assigned verse(s) to find which plague is described. (More than one student may be assigned each verse.) Give students several minutes to cover as much of the paper as possible with drawings of the plagues. As you tell the story, volunteers show drawings and tell about the plagues.

people go into the desert so they can worship Him.”

Pharaoh was furious! **Read Exodus 5:7-9 to find out what Pharaoh did to make the Hebrews work even harder.** The Hebrew people blamed Moses for all this trouble!

Moses must have wondered what God wanted Him to do now. **Read Exodus 5:22,23 to find what Moses prayed to God. Read Exodus 6:1 to find what God answered.** God reminded Moses of His power and sent Moses and Aaron back to Pharaoh.

Pharaoh still refused to listen to Moses' words. He thought his own power and the power of the gods he worshipped were stronger than the power of the God of Moses - the one true God. So God sent plagues on the land of Egypt to show His power. (A plague is anything that causes great harm or suffering.)

The first plague came when God told Moses to go to the banks of the Nile River that flowed through Egypt. Living in a desert, the Egyptians depended on this river to get most of their water. In fact, the water from the Nile River was so important to Egypt that the people worshipped this river! Moses hit the water with his long wooden walking stick (also called a staff). The river turned to blood! All the fish died and people had no water to drink. Surely this punishment would convince Pharaoh to let the Hebrews leave.

But Pharaoh wasn't impressed - after all, his own magician also turned water into blood.

So God sent the second plague - frogs - MILLIONS of them. Frogs hopped and croaked all over Egypt. **Read Exodus 8:8 to find out what Pharaoh did because he hated the frogs so much.**

So Moses prayed and the frogs died. But as soon as the frog were gone, Pharaoh changed his mind. He wouldn't set the Hebrews free.

God kept sending plagues into the land of Egypt. After the plague of frogs came swarms of gnats and then flies. And then the herds of animals belonging to the Egyptians got sick and died. Next there came a plague of boils - painful sores - that covered the Egyptians AND their animals. Then came a terrible hailstorm. It beat down every plant growing in the fields and knocked the fruit and leaves from all the trees.

All these plagues and even more - locusts and a terrible darkness - were sent by God to show His power to the Egyptians. But each time Pharaoh changed his mind about letting the Israelites free.

Finally the day came when God had only ONE more message for Moses to give the Pharaoh. "At midnight,"

Moses warned, "all the firstborn males in Egypt will die." How sad that God had to do this to show Pharaoh that He is the One true God and to get Pharaoh to free the Hebrew slaves. God also told Moses how the firstborn sons of the Hebrew families could be saved from this destruction.

Moses met with the leaders of Israel. He told them exactly what to do to keep their families safe. "If you put the blood of a lamb on the tops and sides of your doorframes, the death that will come to the Egyptians will 'pass over' your homes," Moses explained.

Moses also told the people to prepare and eat a special meal. **Read Exodus 12:8 to find what foods the Hebrews were to eat.** It would be called the Feast of the Passover. Every year they were to eat this same meal to help them remember this night of escape.

The Israelites did everything just as they had been instructed by Moses. At midnight throughout all of Egypt the firstborn son in every house died. But not one Hebrew boy was harmed!

An urgent call from Pharaoh came for Moses. "Get your people and leave!" the sad Pharaoh cried.

The Hebrew slaves didn't waste time. Hundreds and thousands of them came out of their houses and began to follow Moses. They were leaving FOREVER! No more would they be slaves. God's power had set them free!



## CONCLUSION

Some of you might have heard lots of stories about God's power and how He cared for and rescued the Israelites. Some of you might be hearing about His power and love for the very first time. It's important for all of us to remember that God's power really is greater than anything else. No matter what situation we are in, we can be confident that He loves us and will help us.

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » What do you think the Israelites talked about on their journey?
- » If Moses hadn't been confident in God's power, how might this story have been different?
- » Why is Jesus sometimes called the Passover Lamb? (See 1 Corinthians 5:7.)

Students complete 'Artist at Work' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Psalm 56:3,4 in their Bibles.

- » How might someone who is confident in God's help and power act when they're afraid to talk to an older person? What might that person say? Invite volunteers to suggest other situations.
- » When are times you need to remember God's power?



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Describe situations in which children are afraid, and express confidence in God’s power.

**Art Option Hieroglyphics**

**MATERIALS**

Bible, sheets of paper, pencils, khokis.

**PREPARATION**

Draw these simplified hieroglyphics for Moses’ name on a sheet of paper or chalkboard.

**PROCEDURE**

1. Show the hieroglyphics you prepared. **In Bible times when Moses lived, people communicated with each other by drawing pictures called hieroglyphics. In the hieroglyphics for Moses’ name an owl is the first picture because in the Egyptian language the word “owl” starts with the same sound as Moses’ name.**

2. **In our Bible story today, how did God show Moses how powerful He is? Why did God want Moses to know about God’s power?** (To convince Pharaoh to let the people leave. To help Moses feel confident when he talked to Pharaoh. To encourage Moses to depend on God.) **When are some times children your age are afraid?** Volunteers answer. Then have students read Psalm 56:3,4. **What word in these verses mean to depend on or rely on?** (“Trust”) **Remembering God’s power will help us trust Him when we’re afraid.**

3. Each student thinks of objects that begin with each letter in the word “trust” and draws hieroglyphics. Suggest students lightly sketch hieroglyphics in pencil before drawing over the lines with khokis. Display hieroglyphics in the classroom or students may take them home.

**ENRICHMENT IDEAS**

1. Assign each student a word in one or more sentences of Psalm 56:3,4. Students create hieroglyphics for their assigned words. Display hieroglyphics on wall or bulletin board along with the appropriate words from the Bible verses.
2. Give each student a piece of brown paper. Student crumples and recrumples paper several times so it resembles old parchment. After smoothing out the paper, student draws hieroglyphics on it.
3. Students create hieroglyphics for their own names.



**Game Option X Marks the Spot**

**MATERIALS**

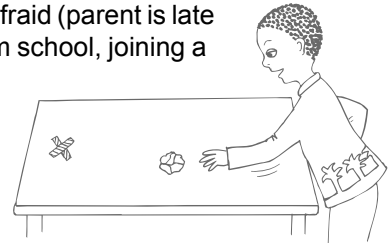
Bibles, scrap paper, masking tape.

**PREPARATION**

Place a masking tape X at one end of table (see sketch). Prepare one table for each group of six to eight students. Alternatively, place the mark on the floor.

**PROCEDURE**

1. Give each student a sheet of scrap paper. Student crumples paper tightly to form a ball. Students stand at the opposite end of the table from the X. Each student takes a turn to roll his or her ball, trying to get the ball to stop on or near the X. (It’s OK if some balls get knocked off the table or away from the X - that’s part of the fun!) After each student has had a turn, the student whose ball is the closest to the X gives a situation in which a child his or her age might feel afraid (parent is late to pick them up from school, joining a new class or sports team, member of the family diagnosed with AIDS). Continue activity as time permits.



2. Occasionally during the game, talk with students about the situations they describe. Ask the following question: **When has someone you know been in a situation like this? What happened? What does Psalm 56:3,4 say we should do when we’re feeling afraid?** Volunteer reads verse. **Why can we be confident that God can help us when we’re afraid?** Briefly tell students specific situations in which you have felt confidence in God’s power and help.

**TEACHING TIPS**

1. Vary the game by having the student whose ball lands closest to the X try to say Psalm 56:3,4 from memory.



**PRAYER**

Ask students to suggest words describing God’s power (awesome, great, amazing, etc.). Then invite volunteers to say sentence prayers, thanking God for His power.

**WORSHIP SONG**

Sing a song about God’s power, such as “Our God is an awesome God.”

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Exodus 13:17 - 15:21

**Memory Verse**

Exodus 15:11

**NIV:** *Who among the gods is like you, O Lord? Who is like you - majestic in holiness, awesome in glory, working wonders?*

**TEV:** *Lord, who among the gods is like you? Who is like you, wonderful in holiness? Who can work miracles and mighty acts like yours?*

**Character Study**

Moses and the Israelites praised God for rescuing them from the Egyptians' pursuit.

**Lesson**

- 1 Discover words that describe God;  
.....
- 2 that we can love and praise God because He cares enough about us to help us through problems of fear and worry;  
.....
- 3 Describe ways God helps us in fearful situations and tell Him of our love and praise.  
.....

**Life Focus**



# The Red Sea

.....



**GOAL**

Discover words that describe God.

**MATERIALS**

Bibles, squares of paper, pen.

**PREPARATION**

Write Exodus 15:11 on separate squares of paper without any punctuation.

**PROCEDURE**

Mix the word cards you prepared and put them face up on the floor or table. Students look at words and guess which word they think is the last word of the verse. Then distribute equally to each student. Students locate Exodus 15:11 in their Bibles and refer to the verse as they work together to put cards in order. When students have completed the verse ask, **How does this verse describe God? What are some other words people use to describe God? What are some "wonders" God has done?** Volunteers answer. Collect words and redistribute, repeating activity as time permits. **During our study today, think about why you might want to praise God.**



## The Red Sea

**GOAL**

Realise that we can love and praise God because He cares enough about us to help us through problems of fear and worry.

**MATERIALS**

Bibles.

**INTRODUCTION**

**How do people feel when they are being chased? Sometimes it's fun to play catches. But sometimes it can be scary - especially if you are being chased by an angry person! Today we are going to talk about some people who were being chased by their enemies.**

Students find Exodus 14 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**What do you remember about the times Moses and the Israelites lived in Egypt? How did they finally escape?** (Pharaoh made the Israelites slaves and treated them cruelly. God sent plagues to Egypt, and finally Pharaoh let Moses and the Israelites leave.) Now Moses and thousands and thousands of Israelites were walking quickly and quietly into the desert night. But even though they walked quietly, they must have felt like shouting!

## Story Telling Idea

Before the story, give each student a sheet of paper and a pencil or khoki. Assign each student one item to draw quickly (more than one student may draw each item): cloud, fire, night sky, daytime sky, desert, tents, sea, dust cloud, soldiers, chariot, horse, wind, dry path, happy faces. As you tell the story, students show pictures at the appropriate times. Alternatively, ask students to draw pictures on the chalkboard.

They were finally out of the place where they and their ancestors had been slaves for so long. No more cruel slave masters!

The Israelites knew they were free, but they didn't know where they were going. So all during the day, God provided a huge cloud that moved along in front of them. Even a group of people as large as this one could see and follow that big cloud! Then at night, God sent a gigantic pillar of fire to guide them. Moses followed the cloud and fire in the sky, and the Israelites followed him.

The Israelites walked day after day through the desert. Finally the Israelites set out camp by the edge of a big sea called the Red Sea. But soon the ground began to tremble. There was a deep rumbling. It wasn't thunder. It wasn't an earthquake. Then out on the horizon, dust rose - not a little dust, as if a few people were coming. No, there was a lot of dust. It sounded like an army!

Remember Pharaoh? After the Israelites had left, Pharaoh thought he had made a huge mistake in letting all his slaves get away! **What do you think he did? Let's read Exodus 14:6,7 to find out.** The Israelites were being chased by hundreds of angry Egyptians who were determined to bring them back to slavery!

The Israelites felt like running but the sea was in front of them. The whole army of Egypt with its chariots and swift horses was coming right behind them! **What do you think the Israelites could do? Let's read Exodus 14:11,12 to find out what they did!**

"Don't be afraid," Moses said. "Stand right where you are and you will see how God will bring you out of trouble. He will fight for you!"

And Moses was right! Before Pharaoh and his soldiers could get closer to the Israelites, God moved the big cloud from in front of the Israelites to stand behind them. Now the huge cloud stood between the Egyptians and the Israelites!

The sky over the Egyptians became so dark, the army had to stop - the soldiers couldn't see anything! But where the cloud faced the people of Israel, it was still light! God had sent darkness and the cloud to stop Pharaoh's army!

Then God told Moses exactly what to do. **Read Exodus 14:21,22 to find out.**

All night long the wind blew. It blew so hard that it blew a path through the waters of the sea. By morning, the water was stacked up in a wall of water on the right and wall of water on the left. There was a wide, dry path right through the sea! **What might you have said if you had seen these walls of water?**

The people lined up and followed Moses over that dry path. Every single person and animal made it safely across. No one even got wet feet! Well, Pharaoh's army wasn't about to let the Israelites get away, no matter how strange and scary those walls of water looked! The chariots and soldiers rushed down the path to catch the Israelites. But as all the Egyptian soldiers raced down the path, God showed His power once again. **Let's read Exodus 14:25 to see what God did to save the Israelites.**

God told Moses to stretch his hand over the sea. When Moses did, those standing walls of water came CRASHING down! The soldiers and the chariots were all gone. **How do you think the people felt when they saw how God had helped them? Let's read Exodus 14:31.**

God had saved His people again! They were so happy, so relieved and so grateful, they just had to sing and praise God. Moses and Miriam even made up a song, right there on the far shore of the Red Sea! Everyone sang and danced and played instruments to thank God for His amazing power and help. It was the biggest, noisiest, happiest celebration ever held in that quiet desert!



## CONCLUSION

God cares for us just as much as He cared for the Israelites. He promises to be with us and help us when we are afraid or worried. Sometimes we might forget that God is the One who makes it possible for us to have the good things in our lives. Even more important, He's the One who helps in the not-so-good times. Take time each day to praise God for His help in every way.

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

» **What are some ways God took care of the Israelites?**

» **What did the Israelites say when they were in danger?**

» **What did the Israelites do when they saw God take care of them? What did they praise Him for?**

Students locate Exodus 15:11 in their Bibles as you discuss these questions.

» **What is the answer to each of the questions in Exodus 15:11?**

» **What are some words you would use to describe God?**

» **How does God help people when they are afraid? How would you feel if God helped you in that way? What would you tell Him?**

Optional: If you have plenty of time in your session, you may want to make a box as described in the Praise Talk section on page 1 of the *iNyaniso Student Activity Pages*. Follow the discussion questions in *iNyaniso*.



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Describe ways God helps us in fearful situations and tell Him of our love and praise.

**Mural Option Who's in the Picture**

**MATERIALS**

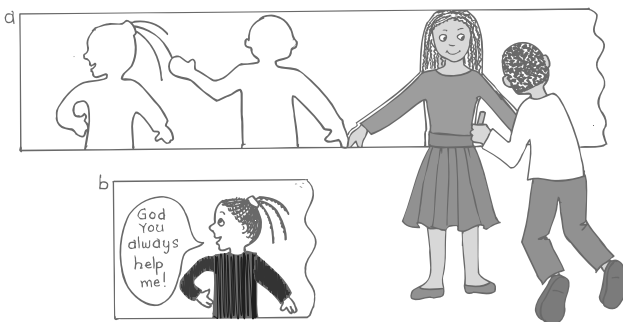
Bible, brown paper, pencils, crayons, scissors, khokis, masking tape or Prestik.

**PREPARATION**

Cut a length of brown paper so there is room for each student's upper body to be traced on it.

**PROCEDURE**

1. Group students into pairs. Each student takes a turn to lie down on the paper while their partner traces around his or her body. Suggest students pose in a variety of ways (see sketch a).
2. Each student colours in their face, hands, arms and clothing details. Next to his or her figure, student writes a prayer of praise to God and draws a conversation balloon around it (see sketch b). To help students think of prayers ask, **What does Exodus 15:11 say you can praise and thank God for? A student reads verse aloud. How has God helped you and your family? What are you glad God has made?**
3. Display the complete mural on a classroom or passage wall.



**TEACHING TIPS**

1. Give your own prayer ideas during this activity. Your personal example is the best teacher. Use simple words in your prayers and keep them brief. A few short sentences give the student a model for prayer which is meaningful and which he or she can imitate. Long sentences and long prayers make prayer seem boring and not something for a child.
2. If you do not have large rolls of paper available, you could allow students to complete this activity at a chalkboard. The whole group can work on one figure, each writing in their own prayer of praise around the figure.

**Construction Option Clay Talk**

**MATERIALS**

Bibles, a fist-sized lump of play dough or clay for each student.

**PREPARATION**

None. (Optional: Make play dough by mixing 1 cup flour, 1 cup water, 1/2 cup salt, 1 Tbs. cooking oil and 2 tsp. cream of tartar together in medium saucepan. Stir and cook until dough pulls away from the sides of the pan. Knead until cool. Store in an airtight container. Makes enough for six to eight students.)

**PROCEDURE**

1. Give each student a fist-sized lump of play dough or clay. Name a location such as school. Each student makes an object that is likely to be found at school. Let students know they will have three or four minutes in which to make their objects.
2. When time is called, ask volunteers to show and describe objects they have made. Talk with students about ways God can help them at school.
  - » **Do any of these objects remind you of a time when a child might be worried or afraid at school?**
  - » **When might someone your age need God's help at school?**
  - » **What makes children worried or afraid at school?**
  - » **When has God helped you at school?**
 Repeat activity with other locations such as home, neighbourhood, shopping mall.
3. End this activity in prayer. Begin the prayer by asking students to read Exodus 15:11 aloud. Then invite volunteers to thank God for His help. When you close the prayer time, briefly mention students' responses in your prayer.



**PRAYER**

Invite volunteers to give prayer requests about times they or others need God's help. Write requests on squares of paper. Collect papers, mix them up and distribute to volunteers. Lead students in prayer, asking the volunteers to pray about the requests on the papers.

**WORSHIP SONG**

Sing a song of praise to God for His help.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Exodus 16:1 - 17:7

**Memory Verse**

Psalm 55:16,17

**NIV:** *I call to God, and the Lord saves me. Evening, morning and noon I cry out in distress, and he hears my voice.*

**TEV:** *But I call to the Lord God for help, and He will save me. Morning, noon, and night my complaints and groans go up to him, and He will hear my voice.*

**Character Study**

The Israelites needed food and water in the desert, but they complained to Moses instead of asking for God's help.

**Lesson Goals**

- 1 Compare and contrast responses of people who need help.  
.....
- 2 Understand that we can talk to God about our problems or needs, confident of His compassion and help.  
.....
- 3 Describe situations in which children may have problems or complaints, and ask God for His help.  
.....

**Life Focus**



Remember God's compassion and ask Him for what you need.

# Water From a Rock



**GOAL**

Compare and contrast responses of people who need help.

**MATERIALS**

Large sheet of paper and pencils or chalkboard and chalk.

**PROCEDURE**

Play a game like Pictionary. Whisper the word "fire" to a volunteer. Volunteer draws on paper or chalkboard one or more pictures until the other students guess the word. When the word has been identified ask, **What should we do if there's a fire in our house? at school? How many different ways of getting help can you think of?** Students respond. Repeat activity with other volunteers and these words: "earthquake" "coldrink spilled on a shirt," "hailstorm," "flat tire on bike," "flood," and "no electricity." Conclude the activity by commenting, **People often do a lot of different things to get help. As we talk about what some people in Bible times did when they needed help, think about who you might talk to when you need help.**



## Water From a Rock

**GOAL**

Understand that we can talk to God about our problems or needs, confident of His compassion and help.

**MATERIALS**

Bibles.

**INTRODUCTION**

**How many different ways have you used water today? What would be the worst thing about not having water?** (Being thirsty, couldn't get anything clean.) **Today we'll hear a story about some people in Bible times who ran out of water. Listen to find out what they did.**

Students find Exodus 16 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Moses and the Hebrew people had crossed the sea. They were safe from the Egyptian army. And now they were on their way to a wonderful new land God had promised! But **FIRST**, they had to walk a long way through a hot, dry desert with no shops, no houses - and almost no water at all - just hot, dry sand and rocks.

Besides that, the food the Israelites had brought from Egypt was almost gone! And there was neither food in the desert nor a place to buy food.

**When you're hungry, what do you usually do?**



**What do think the people did when they saw that their food was nearly gone? Let's read Exodus 16:2,3 to find out.**

The people were worried! They knew there was nothing they could do to get more food! They mumbled and grumbled. They moaned and groaned and complained. "Moses and Aaron brought us here to DIE!" the people said. EVERYBODY had something bad to say about Moses and Aaron!

Moses could have been worried too, but instead he talked to God about the people's complaints. And God told Moses what to do.

Moses called all the people together. "God says He has heard your complaining," Moses told them, "and He says to tell you in the evening you will have meat and in the morning you will have enough bread so you won't be hungry. Then you will know that He is your God." **Read Exodus 16:13,14 to see how God fed all those people.**

Thousands of quail (a type of bird) came flying towards the camp, so low to the ground that they could easily catch them. They were everywhere! That evening there was plenty of delicious quail meat for everyone to eat.

The next morning when people came out of their tents, the ground was covered with little white things that looked like flakes. "What is it?" the people asked.

"This is the bread God has sent," Moses explained. "God has told us to take just what we need for each day. Don't try to save any for the next day." Every morning the people gathered manna for their families - an omer (about 2 litres) per person. Manna was ground up and then either cooked in a pot or made into cakes. Every day, every person - big or small, young or old - had enough to eat.

Most of the people obeyed God's instructions about not trying to save manna overnight. **What happened to the manna that some people kept overnight? Read Exodus 16:20 to see.**

Six days a week God sent manna in the morning and quail in the evening. On the sixth day they were able to gather extra so that on the Sabbath no one had to work. God proved every single day that He loved the Israelites and was taking care of them! To remind them of His loving care, God told Moses to gather an omer of manna and keep it in a jar for the coming generations.

"I want your children to be able to see the bread I gave you to eat in the desert when I brought you out of Egypt," God said. "I don't want them to forget that I took care of my people in the desert."

So Aaron, Moses' brother, filled the jar with manna. **How long did God send the manna to the Israelites? Let's read Exodus 16:35 to see.** God never let the people go hungry.

Well, now the people had food. But the Israelites still found MORE to complain about! **When they camped at a place where there was no water, what do you think they did?** Mumble and grumble. Moan and groan. Instead of remembering that God was giving them food every day, all they could think about was how THIRSTY they were.

"Are our children and cattle going to die of thirst?"

- they asked Moses. "We need water. Give us water!"
- "Why do you keep complaining?" Moses asked.
- "When are you going to believe that God will take care of you?"
- "You must be trying to kill us with thirst," the people whined. "In Egypt we always had enough water."
- Moses talked to God. "What shall I do?" he asked.
- "The people are complaining. They are so thirsty! I'm afraid they will throw stones at me."
- God listened to Moses. God knew the people were giving Moses a hard time. God told Moses exactly what to do. "Go ahead of the people, and take some of the leaders with you. Bring your staff with you, too." This staff was the one Moses had used in Egypt to show Pharaoh the power of the one true God. **What did God promise Moses would happen? Read Exodus 17:6**
- Moses lifted His staff high, then swung it hard against the rock. The moment Moses' staff hit the rock, the rock cracked open wide and a stream of water gushed out of it. And there was enough water for everyone!
- Moses named that place Massah, which means "testing," and Meribah which means "quarrelling." He gave the names to remind everyone how they had worried and complained instead of asking their loving God for help.



## CONCLUSION

**When we have problems or don't have the things we need, sometimes the first thing we do is complain.**

**This story reminds us the first thing we should do is talk to God and tell him what we need and how we feel.**

- **Because we can't see God it might be hard for us to remember that He is real and cares for us. But because we know God loves us, we also know that He wants to hear from us and will give what is best for us.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

» **What did the Israelites do when they felt that God was not providing for them?**

» **How was Moses different from the other Israelites?**

» **Why did God help the Israelites?**

The answers for the crossword on page 2 are:

- 1. grumbled. 2. forty. 3. quail. 4. manna. 5. water
- 6. answered. 7. two.

Students complete 'Prayers for Help' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Psalm 55:16,17 in their Bibles.

» **What do you learn about God from these verses?**

» **How might these verses help a child your age?**

» **When is a time you need God's help?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Describe situations in which a child your age may have problems or complaints, and ask God for His

**Active Game Option Balance Relay**

**MATERIALS**

Bible, paper cups and plates, khaki.

**PREPARATION**

Divide Psalm 55:16,17 into six sections. Write each section and the reference on a cup or plate, alternating cups and plates (see sketch a). Make one set for each team of no more than six students.

**PROCEDURE**

1. Divide class into teams of no more than six students. Each team lines up, half on one side of the room and half on the other side of the room (sketch b.). Set out cups and plates as shown.

2. At your signal, first player of each team finds the plate with the first phrase in Psalm 55:16,17. Player carries plate to other side of the room and gives plate to first player in that line. This player finds the cup with the second phrase from the verse, places it on the plate and carries cup and plate across the room, giving them to the next player in line. Continue until the cups and plates are all stacked together in the proper order. If plates and cups fall, student restacks them and continues carrying them to the other side of the room.



3. First team to finish reads verse aloud together and answers one or two of the following questions:

- » **When does Psalm 55:16,17 say that God will hear us?** Students read verses in the Bibles.
- » **When could children your age ask God for help?** (Arguments, homework too difficult, driving with parents in the storm.)
- » **When might children be tempted to complain instead of asking God for help?**
- » **What are some problems children your age might have at school? home?**
- » **What might a child with this problem need help doing?**
- » **How could talking to God about the problem help?**

Repeat activity as time permits.

**Puppet Option Plate people**

**MATERIALS**

Bibles, light cardboard, glue, paper plates, elastic bands, scissors, wiggle eyes, stapler and staples.

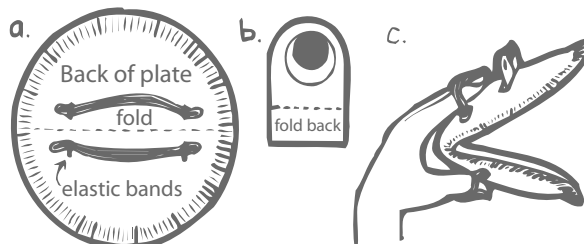
**PREPARATION**

Make sample puppet following the directions in Step 2.

**PROCEDURE**

1. Show puppet you made to students. **What name would you give this puppet? What kind of voice do you think this puppet should have? What problem at school or with their families could your puppets have? What could this puppet say or do to show something children your age might complain about?** Volunteers tell ideas.

2. Give each student a paper plate. Students fold plates in half and staple elastic band to the backs of the folded plates as shown in sketch a. Students also cut stand-up eye shapes from light card, gluing on wiggle eyes if available, folding the edge of the paper as shown in sketch b. and gluing onto the puppet. To manipulate the puppet, students insert four fingers beneath top elastic band and thumb beneath the bottom elastic band (see sketch c).



3. Students take turns using the puppets to act out situations in which children may have problems or complaints at school, with their friends or with family members (a friend says you cheated, you have a hard maths test to take, you have a hard time scoring goals in soccer). Help students who may not be familiar with acting out situations by taking a part yourself. Make comments and ask questions to help extend situations. **What could someone in this situation say to God? What do you think God might do for someone who asked for help in this situation?** Students find and read Psalm 55:16,17 in their Bibles.



**PRAYER**

Read Psalm 119:10-12. **God promises to help us obey Him. What are some other things God will help us do?** (Be honest, be fair.) Invite volunteers to give prayer requests for themselves or others. Lead students in prayer, mentioning their requests and thanking God for His help.

**WORSHIP SONG**

Sing a song about God being our help in times of need.

**Scripture**

Exodus 19; 20

**Memory Verse**

Psalm 119:105

**NIV:** *Your word is a lamp to my feet and a light for my path.*

**TEV:** *Your word is a lamp to guide me and a light for my path.*

**Character Study**

God gave the Ten Commandments to Moses and the Israelites as a rule for living.

**Lesson Goals**

- 1 Discover why it's important to follow directions; .....
- 2 Recognise that paying attention to the directions and wisdom in God's Word is just as important today as it was in the Bible; .....
- 3 Match Bible commands to specific situations and ask God's help in .....

**Life Focus**



God's Word is a treasure of directions and wisdom.

**Age Level Tip**

Discussion activities work best with small groups. Most Juniors are shy with strangers and prefer to be with a few close friends. Give opportunities to develop friendships by allowing them to work together in small groups.

# God Gives Ten Rules for Living

.....



**GOAL**

Discover why it's important to follow directions.

**MATERIALS**

A snack, for example biscuits.

**PROCEDURE**

**Where would you hide a snack in this room?** Students take turns giving directions to volunteers, directing them to hiding places without naming the specific locations. ("Stand by the classroom door. Take two steps. Turn to your left and take 10 steps.") Continue as time permits. Then while students close their eyes, quickly hide the snack in classroom. Students open eyes. Give directions to one student, leading him or her to the hidden snack. While students eat the snack together ask, **What happened if the directions were hard to understand? What would have happened if you didn't follow the directions?** Students respond. **We can read God's directions to us in the Bible. Some of you probably already know some of the directions or commands written in the Bible. See if you can find out some new commands today and how they might help you.**



## God Gives Ten Rules for Living

**GOAL**

Recognise that paying attention to the directions and wisdom in God's Word is just as important today as it was in Bible times.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What do you need to do to get ready for a birthday party? What other kinds of special events do you and your family get ready for?** (First day of school. Christmas. Visit from grandparents.)

Students find Exodus 19 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

For three months the Israelites had walked through the desert. They were on their way back from Egypt to the land God had given to Abraham and his family hundred of years ago. Probably because there were enemies along the shortest route, God guided them on a safer but much longer route. Then one day, the cloud that guided Moses and the people stopped at the base of a steep, rocky mountain. As the Israelites set up their tents and put their sheep out to graze, they had no idea what an important event was about to take place!

## Story Telling Idea

Divide class into several groups. Assign each group one or two words for which to plan and practise sound effects (walking, sheep, lightning, thunder, trumpet, earthquake). Give students a few moments to practise sound effects. Students make sounds during the story when these objects or events are mentioned, stopping when you signal. (Optional: Provide items for students to use in making sound effects such as wooden blocks, cellophane paper, baking trays, etc.)

After everyone was settled, Moses climbed the mountain, called Mt. Sinai, to talk to the Lord. Somewhere, WAY UP among the rocks and boulders, the Lord called to Moses. "Moses," the Lord said, "I have a message for you to give to the people." **What did God want to do for the people of Israel? Let's read Exodus 19:5,6 to find out.**

Moses listened as the Lord spoke. When the Lord finished, Moses hurried back to the Israelite camp. "Bring all the leaders to me," he called. All the leaders gathered around Moses. When everyone was still, Moses told them what God had said. **Read Exodus 19:8 to find how the people responded to God's words.**

For the second time, Moses climbed up Mount Sinai and told the Lord what the people had said. "Moses," the Lord answered, "I am going to visit the people in a thick cloud. And when I speak with you, all the people will hear the sound of my voice. Then they will always believe you."

"The people must get ready," the Lord continued. "This is what they must do....."

Once again Moses listen carefully. And once again Moses hurried down the mountain - and once again he called the people together.

"The day after tomorrow the Lord is going to visit us in a special way," Moses told the people. "We must get ready for His visit!" So the people made themselves clean to get ready for the Lord's visit - including washing all their clothes.

"Another thing we must do," Moses instructed, "is set up a boundary around the mountain. The Lord said no one is to go up on the mountain - or even touch the boundary. Anyone who disobeys will die! You may only go near the boundary when you hear the Lord's trumpet." The boundary around the mountain showed that the mountain was a holy or special place.

The whole camp was busy as they followed all of God's instructions. Finally, the day of the Lord's visit arrived. **What do you think happened? Follow along as I read Exodus 19: 16- 19 to find out.** By this time, the Lord CERTAINLY had the Israelites' attention! And that was just what He wanted, for God had some VERY important things for Moses to tell them!

We can read what God said in Exodus 20. **Read Exodus 20:3.** This was the first of four commandments that God gave about how to worship and respect Him. He also said the people were not to make any idols

(false gods) like the people around them did. Nor were the Israelites to misuse God's name in any way. And they were to keep the Sabbath (the seventh day of the week) holy and special by resting on that day and not doing any work.

Then God gave six commandments about how people should treat one another. **Read Exodus 20:12 to find out how God says children should treat parents. What did God promise the Israelites if they obeyed this command? Read verse 13 and 16 to find two ways to show God's love to others.**

When God said we shouldn't give false testimony against our neighbour, He meant we should not lie about others. God also commanded husbands and wives to love each other. He warned against wanting what others have and taking other's things ourselves. Then God was quiet. **How does Exodus 20:18 say the Israelites felt about what they had seen and heard?**

"MOSES" the people cried. "YOU listen to God then you tell us God's message! But please don't let the Lord speak to us. We will die!"

"Don't be afraid," Moses told the people. "God has shown you His mighty powers so you will have respect for Him and won't sin against Him."

Moses turned and walked once more up the smoke-covered mountain where he heard more of God's instructions for His special people, the Israelites.



## CONCLUSION

**These commandments from God have a special name. What are they called? (The Ten Commandments.)**

**God thought these commands were so important that he sent earthquakes and thunder and lightning to get the people's attention. God didn't give these commands just so we would have a bunch of rules to follow. He gave these commands and all the other wise instructions in the Bible because He wants us to know the best way to live.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **Why did God give the Ten Commandments?**
- » **Which of the Ten Commandments tell us ways to love God? Which tell us ways to love others?**
- » **What are some ways children your age obey these commands? disobey these commands?**

Students locate Psalm 119:105 in their Bibles as you discuss these questions.

- » **What does this verse say about one way God's Word can help us?**
- » **What are some things God's Word teaches us to do?**
- » **What can children your age do to remember God's Word?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Match Bible commands to specific situations and ask God's help in obeying the commands.

### Discussion Game Option In the Bag

#### MATERIALS

Bible, squares of paper, pen, three paper bags (or other containers such as bowls).

#### PREPARATION

On separate squares of paper write paraphrases of the Ten Commandments (see the Teaching Tip below). Place papers in a labelled bag (see sketch). Repeat process with place names (classroom, street, kitchen, principal's office, etc.) and objects (book, bicycle, soccer ball, sandwich, pencil, etc.). Print as many commands, places and objects as needed so there is at least one card in each bag for each student.



#### PROCEDURE

1. Invite several students to choose command papers from the bag. Students take turns reading commands. **How can paying attention to these directions from God's Word help you? What does Psalm 119:105 say God's Word does to help us?** Students find and read Psalm 119:105 in their Bibles. Return papers to the bag.

2. Students sit in a circle. Pass one of the bags you prepared around the circle. Each student takes one paper from the bag. Repeat with other bags so that each student has one command, one object and one place paper.

3. Invite a volunteer to say what is written on his or her cards. **Think of how a child your age could use that object in that place to obey that command.** Student gives a situation or asks another student to help him or her think of a situation. **How would a child who wants to obey this command act in this situation? What might happen if he or she didn't obey? What could a child your age say or do to encourage a friend to obey this command?** Continue with other students as time permits.

#### TEACHING TIP

Use these paraphrases of the Ten Commandments: "Serve only the real God." "Love God more than anything." "Do not use God's name to swear." "Don't forget God's day of rest." "Show respect to your Mom and Dad." "Don't take what isn't yours." "Don't lie about anyone." "Be satisfied with what you have." **Note:** Paraphrases for the sixth and seventh commandments are not included here since students this age are not usually tempted in these areas, and focusing on these tends to lead students to think of sin as something other people do.

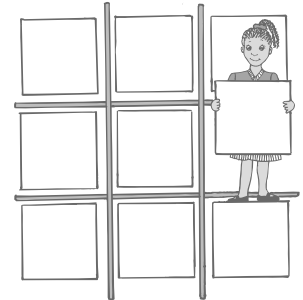
### Game Option O's and X's Commands

#### MATERIALS

Bibles, paper or light card, khoki, masking tape or string.

#### PREPARATION

Write paraphrases of the Ten Commandments (see Teaching Tips of Discussion Game Option to the left) on paper or card. Also print "Free" on one paper. Use masking tape or string



to make a life-size Noughts and Crosses grid on the floor. Place one paper, words face down, in each section of the grid (see sketch).

#### PROCEDURE

1. Divide class into two equal teams. Volunteers from each team take turns choosing sections of the Noughts and Crosses grid to stand in, reading aloud the commands. Teams continue taking turns until one team has three students standing in a row or until all sections of the grid are occupied.

2. Invite a volunteer from the winning team (or the team who had the last turn) to choose one of the commands on which a team member is standing. Other students on the team share situations in which children can obey that command. Discuss situations by asking questions such as "When are might children your age be tempted to disobey this command?" "How can obeying this command help you?" "How does Psalm 119:105 say God's Word can help us?" Volunteer reads verse from Bible. **God's Word is like a light because it helps us know how God wants us to live.** Repeat game as time permits, changing the placement of the cards for each new game.

#### TABLE ALTERNATIVE

Make a Noughts and Crosses board on a large sheet of paper and write commandments on small squares of paper. Divide class into two teams. Each team chooses a symbol (X or O). Teams play game as above, writing their symbols in sections on game board instead of standing in the sections.



### Praise Time

#### PRAYER

Invite students to think about the commands they want God's help in following. As you read Psalm 119:10-12, students pray silently, thanking God for the Ten Commandments and asking for His help in loving and obeying Him.

#### WORSHIP SONG

An appropriate song would be "Trust and Obey."

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Exodus 24:34

**Memory Verse**

Deuteronomy 5:32

**NIV:** *Be careful to do what the Lord your God has commanded you; do not turn aside to the right or left.*

**TEV:** *Be sure that you do everything that the Lord your God has commanded you. Do not disobey any of His laws.*

**Character Study**

The Israelites convinced Aaron to disobey God’s Word and build the golden calf.

**Lesson Goals**

- 1 Identify people or things that cause us to think or act in certain ways;
- 2 Realise that when we are tempted to do wrong, it’s important to stop and think, remembering what God has said about how to love and obey Him;
- 3 Discuss how to obey God in specific situations.

**Life Focus**



When you’re tempted, let your attitudes and actions show your love for God.

**Age Level Tip**

Asking “why” and “how” questions requires some thinking - which means they will also require some learning and growing!

# Aaron Builds a Golden Calf



**GOAL**  
Identify people or things that cause us to think or act in certain ways.

**MATERIALS**  
Three different cereal boxes, or three chocolate wrappers.

**PROCEDURE**  
Display cereal boxes. **Which of these cereals looks the best to you? Which one would you prefer to eat? Why?** Volunteers respond. **When you are choosing something like cereal, chocolate, or computer games, how do you decide which one to choose?** (Adverts. Friends. Experience.) **Which of these things help you make the best choices? Sometimes we choose things to say and do without really thinking about what we’re doing. Today we are going to talk about why it’s often important to stop and think about some of our choices.**



## Aaron Builds a Golden Calf

**GOAL**  
Realise that when we are tempted to do wrong, it’s important to stop and think, remembering what God has said about how to love and obey God.

**MATERIALS**  
Bibles.

**INTRODUCTION**  
**What’s the best excuse you’ve heard from a child for not doing his or her homework? Listen to an excuse a man in our story gave.**

Students find Exodus 24 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**  
A long time ago in Old Testament times, when God brought His people, the Israelites, out of Egypt, He gave them some special rules or commandments to follow. **Read in Exodus 24:3 what the people said when their leader Moses had finished telling them God’s law.** Let’s see how long they remembered their promise.

God invited Moses to come up to Mount Sinai. “Stay here on the mountain,” God said, “until I give you tablets of stone on which I have written My laws.”

Before Moses went up on Mount Sinai to meet God, he told everyone that his brother Aaron and a man named Hur were in charge of things until he returned. “If there are any problems while I am gone,” Moses instructed, “talk to them.” Then Moses and his helper, Joshua, started up the mountain.

Several weeks went by and everything went along just fine in the camp. More weeks passed however and Moses still didn't return. The people grew tired of waiting. **Turn to Exodus 32:1 to find out what the people decided to do.** With Moses gone, the Israelites wanted a leader they could see. **What was wrong with the people's request for some new gods?** (God had told them it was wrong. An idol is a statue of a god that is made by people and then worshipped.) **If you were Aaron, what might you have said to the people? What do you think Aaron did? Let's read Exodus 32:2 to see what Aaron told the people.**

Men and woman, boys and girls all scurried home to get their gold earrings. They hurried back to Aaron and he melted the gold. Then he used tools to shape the gold into an idol that looked like a calf. **What did the people say about the calf? Read Exodus 32:4 to find out.**

Who had brought the Israelites out of slavery? Who had guided them through the day and night with the pillars of fire and cloud? Who still gave them manna and quail to eat? It was the Lord! How could the Israelites forget His love?

The people were very happy with their idol made of gold. When Aaron saw how happy the people were, he built an altar right in front of the calf. "Tomorrow there will be a special feast," Aaron announced. "Bring your offerings!"

Early the next morning the people brought offerings and placed them on the altar before the calf. Together they danced and sang before the golden calf.

Meanwhile Moses was still up on the mountain. He had been there 40 days, receiving more instructions from the Lord about how the people were to worship Him. But even though Moses didn't know what was happening in the Israelite camp, the Lord, of course, knew! **Read Exodus 32:9 to find out how God described what was going on among the people.** God said they were stubborn and wanted to do things their own way, not His way.

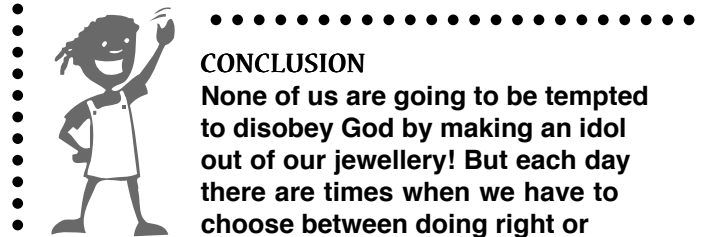
God was so angry He wanted to destroy them! **Find out in Exodus 32:11,13 what Moses did then.** Moses reminded God of His promise to Abraham, Isaac and Jacob (Israel) to make the Israelites a great nation. Because God, of course, hadn't forgotten His promise, He didn't bring disaster on the people.

Moses hurried down the mountainside. In his hands he carried the tablets of stone upon which God himself had written the Ten Commandments - the very laws the people had promised to obey!

As Moses came closer he and his helper, Joshua, heard the noise and shouting. **Read Exodus 32:17 to find out what Joshua thought was happening in the camp.** "No that isn't a shout of victory or defeat," Moses answered. "The people are singing!"

As Moses and Joshua came even closer, they saw the golden calf shining in the sunlight. People were everywhere - dancing and bowing and singing to the idol. Moses was so angry that he threw the stone tablets on the ground, CRACK! They shattered into pieces at his feet! **What did Moses do to the golden calf? Let's read Exodus 32:20.**

- "What in the world happened here?" Moses
- demanded of Aaron. "How did you let these people
- make you act in such a terrible way?"
- Of course, Aaron didn't want to take on the blame,
- so he thought up an excuse. **Read Exodus 32:24 to**
- **find what he said. If you were Moses would you**
- **have believed Aaron?**
- The people of Israel were in DEEP trouble! Moses
- knew the people needed to ask God to forgive them for
- their terrible sin! Moses stood at the entrance of the
- gate and called out, "Whoever is on the Lord's side,
- come and join me here."
- Groups of people hurried to stand beside Moses, but
- many of the people still would not confess their sin and
- refused to obey God. That meant they had to face the
- consequences of their sin. Many people died.
- The next day Moses again said to the people, "You
- have sinned a great sin, but I will pray for you and ask
- God to forgive you."
- Moses begged God to forgive the people. **Read**
- **what Moses said in Exodus 32:32.** Later on, even
- though their sin had some terrible results, God showed
- that He did forgive the people by giving Moses new
- stone tablets on which God's laws were written.



## CONCLUSION

**None of us are going to be tempted to disobey God by making an idol out of our jewellery! But each day there are times when we have to choose between doing right or wrong. Sometimes we do what is wrong because those around us are doing wrong. Almost always, we make wrong choices because we don't take time to remember what God wants us to do. When we stop and think and choose to obey God, we show how much we love Him.**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **Why do you think Aaron agreed to make a new god for the people to worship? Why do you think Aaron lied about how the calf was made?**
  - » **What do you think Aaron and the people learned about the importance of obeying God?**
- Students complete 'Signs for Life' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Deuteronomy 5:32 in their Bibles.
- » **Why might children your age be tempted to "turn aside" from obeying God's commands?**
  - » **What people or things might cause children your age to choose to disobey God?**
  - » **What can you do when you are tempted to disobey God?**

The answers are: *pray, think, obey, stop.*



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Discuss how to obey God in specific situations.

**Game Option Cup Toss**

**MATERIALS**

Bible, large paper cups, aluminium foil, optional: children’s worship music and cassette/CD player.

**PREPARATION**

Crumple aluminium foil to make a small Ping-Pong-sized ball.

**PROCEDURE**

1. Students stand in a circle. Give each student a cup. Play music or the teacher claps hands. Students toss a small aluminium foil ball around the circle, catching and tossing the ball with their cups.

2. When the music or clapping stops, student with the ball in his or her cup gives a wrong action (fighting, arguing, lying, stealing, being horrible to friends, ignoring what parents say, etc.). Ask the following questions: **When are children your age tempted to do this? What can you do to help yourself do what is right when you are tempted to do what is wrong? Why is it better to do right instead of giving in to this temptation?**

3. Repeat game as time permits. After several rounds say, **When we are tempted, we have a choice about what we are going to do. We can choose to give in to the temptation or we can choose to do what is right. What choice did God say was the best choice in Deuteronomy 5:32? Students read the verse in their Bibles. God says we need to be careful to do what is right because He knows it isn’t easy. We can ask God to help us make choices to obey and love Him in our actions and attitudes.**

**TABLE ALTERNATIVE**

Students throw aluminium foil ball to each other as quickly as possible without dropping it, while seated in a circle. Student holding the ball when the music or clapping stops tells a wrong action. Discuss as above.

**TEACHING TIP**

To help students talk about the Bible truths you are teaching, plan to have small class sizes with one teacher for every group of no more than eight students. With this size class, there can be interaction.



**Art Option Covered Table Art**

**MATERIALS**

Bibles, brown paper, khokis, tape.

**PREPARATION**

Cover a table with brown paper. Tape it in place. In the centre of the paper write a variety of ways to choose actions that can help kids obey God’s commands ( pray, talk to an adult, spending time with friends who love and obey God, read your Bible, etc.), scrambling the letters in each word (see sketch a).

**PROCEDURE**

1. Students gather around paper you have prepared and unscramble the words, writing them on paper.

**When might someone want to do these things?**

**How could doing these things help you obey**

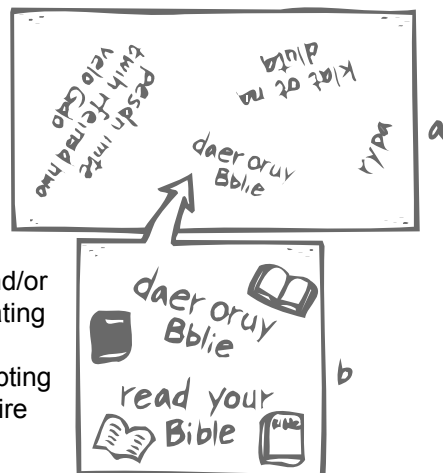
**God?** Tell about a time in your life when you have done one of these things to help you avoid disobeying God. Invite students to share such times in their lives.

**What does Deuteronomy 5:32 say we should do?**

Students read verse in their Bibles. **What are some other ways we can “be careful” to obey God.**

2. Each student chooses one word or phrase from the paper you

prepared (more than one student may choose each word or phrase). Students create designs with pictures and/or symbols illustrating the words and phrases, attempting to cover the entire paper with the designs (see sketch b).



**PRAYER**

**In what ways are children your age tempted to “turn aside” from obeying God’s commands?**

Volunteers answer. **Let’s ask God to help us in the coming week show love for Him by choosing to obey Him in the things we think, say and do.**

Briefly pray aloud.

**WORSHIP SONG**

Sing a song about obeying God.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.



**Scripture**

Exodus 25:1-9;  
35:4 - 36:7; 39:32 - 40:34

**Memory Verse**

Psalm 122:1

**NIV:** *I rejoiced with those who said to me, "Let us go into the house of the Lord."*

**TEV:** *I was glad when they said to me, "Let us go to the Lord's house."*

**Character Study**

Moses led the Israelites to build the Tabernacle - a special place for them to worship God together.

**Lesson Goals**

- 1 Discover things that are more enjoyable when done with others than when done alone;
- 2 Understand that praising God with others encourages us to give Him the honour and worship He deserves;
- 3 Participate in one or more worship experiences, praising God and thanking Him for giving us special places to worship Him and people to worship with.

**Life Focus**



Join with God's family in giving God praise and honour.

# The Tabernacle Is Built



**GOAL**

Discover things that are more enjoyable when done with others than when done alone.

**MATERIALS**

None.

**PROCEDURE**

Ask students to name some of their games, then ask, **Which of these is your favourite game? What would happen if you tried to play that game by yourself? How would it work? Would it be as much fun? Why or why not?** Volunteers answer. **What are some other games you can't play by yourself?** (Netball, soccer, cricket.) **By ourselves we can choose to believe in God and worship Him, but today we are going to be talking about how getting together with others who love God can help us worship Him even more.**



## The Tabernacle Is Built

**GOAL**

Understand that praising God with others encourages us to give Him the honour and worship He deserves.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What's something you're really glad our church building has? What might be something EVERY church should have? Today we're going to discover what was in the very first structure used to worship God.**

Students find Exodus 25 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Moses and the Israelites were travelling through the desert on their way to the new land God had promised them. **How did God help the Israelites while they travelled? What had He given them?** (Pillars of cloud and fire to guide them. Food and water.) But there was one thing the Israelites did not have - a place to worship God. In Egypt, they had no special place to worship the Lord. And in the desert, they were travelling all the time; they certainly weren't going to build a building and then move on! God had a plan to solve that problem. And He told Moses all about it. **Let's read Exodus 25:8,9 to see what God said about this place.**

“Call the people together,” Moses told his helpers. “I have GOOD NEWS! We are to build a huge tent that God called a Tabernacle. It will remind us that the Lord lives among us and be a place where we can worship Him together.” The people could take this Tabernacle apart and carry it with them as they moved from place to place on their way to the land God had promised them.

Now, you might think a tent wouldn't be a very pretty place. But THIS tent would be the most beautiful tent the people had ever seen. **Read Exodus 35:5-9 to find why the Tabernacle would be so beautiful. What did Moses tell the people to give?**

“What's more,” Moses continued, “anyone who has a special skill and is willing can help MAKE the Tabernacle!”

That very day people began to bring jewellery and brightly coloured wool and oil and cloth and wood - all the things Moses had asked for. Every single gift was given eagerly and willingly because the people knew that each gift was an offering to the Lord and would help them have a special place to worship Him.

Soon the Israelites' camp was as busy as a beehive! Some people melted down their jewellery, some cut boards, and some covered the boards with gold. Some people spun bright thread, some made cloth from the goat's hair, and some dyed the ram skins red.

Other people worked to make the special furniture to go inside the Tabernacle. There was a beautiful lampstand, a table, the altar for burning incense and a beautiful box called the Ark of the Covenant. Still other people made a big bronze basin (or bowl) and a bronze altar for sacrifices. People who weren't busy with all these other projects were busy making robes for the priest or were doing one of the hundreds of other jobs that had to be done!

Each morning the Israelites brought more gifts to give to the Lord. **How much do you think the people brought? Let's read Exodus 36:6,7 to find out.** The people brought so much, Moses had to tell them to stop!

Day after day the people worked and worked and WORKED until finally someone put the last stitch of blue thread in the fine linen curtains, and the last piece of bright golden furniture looked just right.

“You've done a good job!” Moses may have told the people. “On the first day of the month, we'll set it all up!”

The people could hardly wait for the big day to arrive. When it finally came, Moses followed the Lord's instruction step-by-step and put together the most beautiful tent any of them had ever seen.

FIRST - the base, the boards, the pillars and all the outer coverings were set up. Then the Ark of the Covenant was placed in a special room called the holy of holies. (The Ark of the Covenant was a special wooden chest that was covered with gold and had beautiful golden angels on top of it. The ark held the stone tablets with the Ten Commandments written on them.)

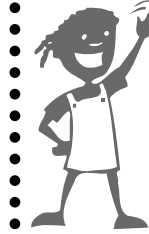
Only the high priest would be permitted in the holy of holies - and he could enter it only once a year! The holy of holies was special because it was where the Lord would meet and talk with the high priest and forgive the Israelite's sins.

• NEXT - the golden table, lampstand and altar of incense were set up in a second room called the holy place. Only the priests would be permitted here.

• **What was placed in the courtyard around the Tabernacle? Read about the items in Exodus 40:29,30.** Moses presented special offerings to the Lord, just as God commanded him to do. The priests washed their hands and feet in the bronze bowl whenever they entered the Tabernacle.

• The Israelites would come to the Tabernacle courtyard to worship the Lord. They would bring sacrifices (animals that had to be killed in payment for the people's sins) and offer them to the Lord at the altar. Giving sacrifices was the way the Israelites told the Lord they were sorry for their sins. When they did this, the Lord forgave them.

• FINALLY - the curtains were put up around the courtyard. Now God's special tent stood complete. It was beautiful. **What do you think happened next? Let's read Exodus 40:34 to find out.** Moses and the people knew God was with them. Now the people had a special place where they could come together to worship God.



## CONCLUSION

• **The Israelites built a special place in which they could praise God together. We may not always feel like praying or singing songs of praise to God by ourselves. But coming together with other Christians helps us remember the good things God has given us and how much He loves us. We can help each other show our love for God by worshipping Him together.**

• Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

• **» What part of the Tabernacle would you have wanted to make?**

• **» Why do you think the Israelites wanted to worship God?**

• The underlined letters spell the words ***gave*** and ***worked***.

• Students complete 'Maths Facts' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Psalm 122:1 in their Bibles.

• **» What's another word for the phrase "house of the Lord"?**

• **» Why do you think people sometimes call a church building the house of the Lord?** (Because it is a special place to worship God.)

• **» What are some of the things we do together to show love and praise for God?**

• The answers to the sums are:

•  $3 + 4 = 7$  and  $7 \times 5 = 35$

• Substitute the words in the box for the numbers.

• The sums then read:

•  $me + you = people$

•  $people \times love \text{ for God} = worship$



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Participate in one or more worship experiences, praising God and thanking Him for giving us special places to worship Him and people to worship with.

### Family Kit Option Secret Code

#### MATERIALS

Bible, sheet of paper and khoki or chalkboard and chalk, paper and pens.

#### PREPARATION

On a large sheet of paper or chalkboard, write Psalm 122:1 substituting numbers for vowels (A=1, E=2, I=3, O=4, U=5) as shown.

"3 r2j43c2d w3th  
th452 wh4 s13d t4  
m2, 'L2t 5s g4 t4 th2  
h45S2 4f th2 L4rd."

#### PROCEDURE

1. Show students the paper or chalkboard you prepared. **This is Psalm 122:1 in a secret code. What do you think the code is?** Student read the verse in their Bible and guess the code (numbers substituted for vowels). **Why do you think people are glad to get together to worship God? What are some reasons people want to praise God?**
2. Distribute paper and pens. Each student chooses a verse he or she would like to remember and share with his or her family. Students then write their verses in the code above or other codes they invent.
3. After students have had time to work ask, **What are some ways you enjoy worshipping God?** Lead students to pray, thanking God for special places to worship Him and people to worship with.
4. Students take home codes and invite family members to solve the codes.

#### ENRICHMENT IDEAS

Students can also encode several questions to ask family members about how they like to worship God, such as "What is your favourite thing to do when you worship God? When have you really enjoyed worshipping God?"

#### TEACHING TIP

Juniors can repeat biblical phrases and give "right" answers while not actually understanding what is said. It's important for children this age to feel successful and competent; giving the right answer does that. However, there is great value in probing a bit further to find out what students actually do or do not understand. Make questions "open-ended," not questions with one-word answers. Questions that help students explain, define and clarify what they said will make the discussion lively and fun.

### Creative Option Write your own Psalm

#### MATERIALS

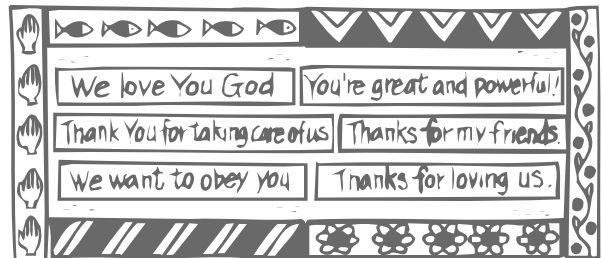
Bibles, large sheet of paper, khokis, scissors, tape.

#### PREPARATION

Cut a large sheet of paper into strips approximately 60 cm in length, at least one strip for each group of up to four students.

#### PROCEDURE

1. Divide class into groups of no more than four. **What way of worshipping God does Psalm 122:1 talk about?** Students read the verse in their Bibles. **What other ways to worship God can you think of? One way to worship God is by telling Him how we feel about Him and who He is.** Give each group a strip of paper. Students write sentence on the paper strips to answer the following questions : **What would you tell God when you worship Him? What are some things we can thank God for?** If students need help in thinking of what to write, suggest they complete these sentence starters: "God, I really like that You..."; "Thank you for..."; or "I know that You are..."
2. Gather strips of paper. Students read the strips and work together to arrange them into a psalm of praise to God, adding additional words as needed to connect thoughts. Students tape strips together and then make and decorate a boarder with additional strips of paper.
3. Lead students in reading their psalm of praise together as a prayer.



#### PRAYER

Share with the students a reason why worship is important to you and invite students to share their reasons. **Let's thank God that we have a special place where we can come and worship Him.** Invite several students to pray sentence prayers.

#### WORSHIP SONG

Sing a song of worship thanking God for the church. Or sing a Psalm, or a general song of worship to God.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Numbers 20:1-21;21:4-9

**Memory Verse**

John 3:36

**NIV:** *Whoever believes in the Son has eternal life, but whoever rejects the Son will not see life, for God's wrath remains on him.*

**TEV:** *Whoever believes in the Son has eternal life; whoever disobeys the Son will not have life, but will remain under God's punishment.*

**Character Study**

After the Israelites realised their sin, they had faith in God's power to heal them.

**Lesson Goals**

- 1 Evaluate things in which people have faith;  
.....
- 2 Realise that believing in God's love and accepting Jesus' sacrifice make it possible for our sins to be forgiven;
- 3.....  
Choose to become members of God's family as the Holy Spirit leads, and identify situations in which God's forgiveness is needed.  
.....

**Life Focus**



Turn away from doing wrong and accept God's forgiveness.

# The Bronze Snake

.....



**GOAL**

Evaluate things in which people have faith.

**MATERIALS**

None.

**PROCEDURE**

Whisper one of these items to a volunteer: lamp, chair, brakes on a car, aeroplane, telephone, lock, bicycle wheel. Student pantomimes using the item until the item is guessed by other students. Repeat with other volunteers and items. As items are guessed ask, **Does this item always work? Why or why not? When might you not have faith that this item will work?** Volunteers share ideas. **To have faith in something means that you believe it will work the way it's supposed to work. When we have faith in people, it means we believe the people will do what they have said they will do. Today we'll be talking about what it means to have faith in God.**



## The Bronze Snake

**GOAL**

Realise that believing in God's love and accepting Jesus' sacrifice make it possible for our sins to be forgiven.

**MATERIALS**

Bibles.

**INTRODUCTION**

**What's something children your age would complain about? Which of these things is it easiest to complain about? Why?** Volunteers share.

**Listen for the complaints of the Israelites in today's Bible story.**

Students find Numbers 20 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

Last week we learned about a special place the Israelites built in which to worship God. It was a tent - called the Tabernacle - that they could take with them to wherever they moved. For 40 years the people moved from place to place in the huge desert, always taking the Tabernacle with them. Now the Israelites were camped in the desert at a place called Kadesh.

The Israelites soon faced a serious problem. There wasn't enough water for so many people and all their flocks and herds. "Why did you make us leave Egypt to bring us to this terrible place?" an angry mob asked Moses. **What do you think Moses and Aaron did?** The Bible tells us they went right to

## Story Telling Idea

Before class, write the word “forgiveness” in a vertical column on the left side of a large sheet of paper or chalkboard. In class during the story students think of words, phrases or sentences beginning with each letter in the word “forgiveness” which describe story events. Students write ideas on the paper or chalkboard.

the Tabernacle. Moses and Aaron must have known they needed God’s help.

**Read Numbers 20:7,8 to find out what God told Moses and Aaron.** These instructions sounded simple enough. Moses was only to speak to the rock and there would be enough water for all!

Moses started following out instructions. He took the staff as God had said and walked over to the rock. He and Aaron gathered the Israelites in front of the rock as God had said! Everyone was anxious to see what would happen.

As Moses looked down at the large crowd of thirsty, grumbling people, he got angry. “Listen, you rebels!” Moses shouted. “Must we bring water from this rock?” And Moses HIT the rock with the staff. Wham! WHAM! Water gushed out of the rock - so much water that all the people drank their fill! **What do you think God said about hitting the rock? Let’s read Numbers 20:12 to see what God said about it.**

Moses must have felt sad that he would not see the Promised Land. But, of course, God still loved him and guided him. Moses began making plans to have the people move on. They were to travel right through the land of Edom - a land that belonged to the Edomites and their king.

In those days if you travelled without permission through someone else’s country, the people who lived there might declare war! The people who lived there did not want to share their water and food with a large group of travellers!

Moses wanted to be sure the king of Edom was friendly and would let the Israelites pass through in peace. Moses sent messengers to the king of Edom.

“Our forefathers went to visit Egypt. But they became slaves! Now God has rescued us and brought us out of Egypt. We need to pass through your country. We will not go through your fields or drink your water.” **If you were king of Edom, what would you have said? Read Numbers 20:18 to find out the king’s answer.** NOTHING Moses said to the king changed his mind. There was nothing to do but to travel all around Edom.

On and on the Israelites travelled. The land was very hot, dry and lonely. To make matters worse, terrible sandstorms and high winds often swirled around them. The people began to look at all the trouble they were having - and again they forgot to have faith that God was with them!

More and MORE, louder and LOUDER, the people complained. **Let’s read Numbers 21:5 to find out what they said.**

It seemed as though the people forgot to thank God for all the AMAZING ways He was taking care of them.

Finally the Lord taught them a lesson! **Read Numbers 21:6 to discover the unpleasant surprise the people found in their camp.**

These snakes were deadly POISONOUS snakes!

The Israelites soon figured out the reason for the snakes. “We sinned when we complained against God,” they said sadly. “Please, Moses, ask God to take away the snakes.”

At once Moses prayed to God. He told the Lord that the people were truly sorry for complaining and forgetting to thank God. God heard Moses’ prayer and told Moses what to do. **What do you think God told Moses to do? Let’s read Numbers 21:8 to see.**

Moses made a bronze snake and placed it high on a pole so all could see it.

The news spread quickly! It didn’t matter whether the person was a little child or an old man or woman. Each Israelite had to make a choice. Would he or she believe God and look at the snake for healing? Anyone who believed and looked at the snake was healed! The bronze snake itself didn’t heal anyone. It wasn’t magical. Each Israelite’s faith in God was the important thing. Once again God took care of the Israelites as they travelled on to the Promised Land.



## CONCLUSION

Many, many years later, when Jesus was explaining how to have faith in God, He talked about this time when the Israelites showed their faith by looking at the bronze snake. Jesus said that in the same way anyone can show faith in God by looking to or believing in Jesus as God’s Son. Jesus died to take the punishment for our sins. When we accept what Jesus has done, God gladly forgives our sins and we become members of His family. (Talk with interested students about becoming Christians, referring to “Leading a Student to Christ article on page 109.)

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What choices did the Israelites make during this story? What were the results of their choices?**
- » **How did the Israelites show belief in God?**
- » **What happened to Jesus when He lived on earth that reminds us of the bronze snake being placed on a pole?**
- Students complete ‘Personal Prayers’ memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating John 3:36 in their Bibles.
- » **What’s another way to say “has eternal life”?**
- » **What’s another way to say “will not see life”?**
- » **What are some ways children your age can show belief in God?**
- » **What would you like to know about becoming a member of God’s family?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Choose to become a member of God’s family as the Holy Spirit leads, and identify situations in which God’s forgiveness is needed.

**Active Option Human Obstacle Course**

**MATERIALS**

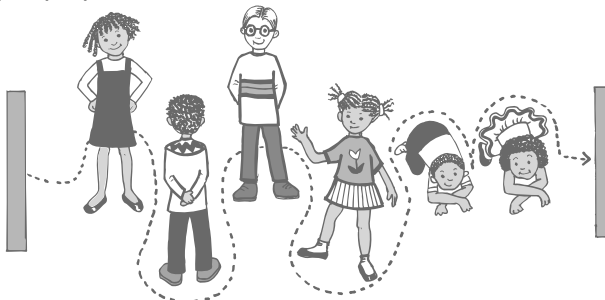
Bible, squares of paper, pen, masking tape or string.

**PREPARATION**

On squares of paper write the word “forgiveness,” one letter on each paper. Using masking tape or string make “Start” and “Finish” lines on opposite sides of the room, or outside.

**PROCEDURE**

1. Divide class into two teams. First team creates a human obstacle course between the Start and Finish lines (standing with legs spread for students to go under, crouched down for students to go over, standing in a row for students to go around, etc.) Stack papers you prepared face down at the Finish line.



2. Second team goes through the obstacle course, one at a time. Each student picks up one paper as he or she completes the course. The team continues going through the course until it has picked up all the papers. The team puts the letters together to find the word. **What does it mean to forgive someone? What did God do to forgive us for the wrong things we do? How can we receive God’s forgiveness?** Students read John 3:36 in their Bibles. Repeat activity with teams switching roles as time permits.

**TABLE ALTERNATIVE**

Students draw mazes on sheets of paper, placing letters of the word “forgiveness” along the correct path and placing other letters along the incorrect path. Students trade mazes and try to find the correct paths.

**TEACHING TIP**

When a visitor comes to your class, it’s important to do more than simply greet him or her; the way you and your students include a visitor can make an eternal difference! Be sensitive to a visitor’s background. He or she may have no Bible learning or come from a very different culture. Take time to get to know them.

**Game Option Verse Go Around**

**MATERIALS**

Bible, squares of paper, pen.

**PREPARATION**

Write the first phrase of John 3:36 (“Whoever believes in the Son has eternal life”) on squares of paper, one word on each paper.

**PROCEDURE**

1. Show the papers you prepared. **How would you put these words together to make a sentence?**

Students work together to make a sentence with words. **Let’s find out how these words are used in the Bible.** Students read John 3:36 in their Bibles.

2. Students sit in a circle with one volunteer standing outside of the circle.

Distribute verse papers randomly to students sitting in the circle.

Students place cards face up on the floor in front of them. Volunteer walks around the outside of the circle, tapping each student lightly on the head saying the words of the first phrase of John 3:16 (one word each time he or she taps a person on the head).

3. When the volunteer comes to a student with the word he or she is saying, student with the card gives a situation in which a child his or her age would need God’s forgiveness. **How do people feel when they need forgiveness? Why is God’s forgiveness important? What did God do to give us forgiveness? What do we need to do in order to be forgiven?** Repeat activity with different volunteers as time permits.



**PRAYER**

**Read Psalm 119:10-12. These verses remind us that God’s Word will help us obey Him. When we sin, however, what does God want us to do? Let’s thank God for sending Jesus to die for our sins so that we can be forgiven.**

**WORSHIP SONG**

Sing a song thanking Jesus for dying on the cross to forgive us for our sins.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

John 1:29-34; Micah 5:2,4;  
Luke 1:5-25, 57-80.

**Memory Verse**

Psalm 57:9,10

**NIV:** *I will praise you, O Lord, among the nations, I will sing of you among the peoples. For great is your love, reaching to the heavens; your faithfulness reaches to the skies.*

**TEV:** *I will thank you, O Lord, among the nations. I will praise you among the peoples. Your constant love reaches the heavens; your faithfulness touches the skies.*

**Character Study**

The coming of Jesus, the promised Saviour, was announced by prophets and John the Baptist.

**Lesson Goals**

- 1 Discover ways to make important announcements;  
.....
- 2 Realise that Christmas is a time to celebrate the arrival of the promised Saviour - Jesus, who came to save us and show God's love to us;  
.....
- 3 Plan ways to tell others about Jesus, the Saviour, and celebrate His birth.  
.....

**Life Focus**



Announce the good news of the Saviour's arrival.

# God's Promise Announced



**GOAL**

Discover ways to make important announcements.

**MATERIALS**

None (optional - chalkboard)

**PROCEDURE**

As you greet each student, whisper a question to each one ("How do you find out if there is no school?" "How do you find out about a birthday party?" "How do you find out about a war in another country?") Students give answers during a discussion or they write answers on a chalkboard. **Let's see how many different ways of making announcements we have thought of.** Students count answers. **These are all ways to tell others about important things. What are some other ways to tell others important things to others? What are some other important things that others need to know? Let's discover some announcements that changed the world.**



## God's Promise Announced

**GOAL**

Realise that Christmas is a time to celebrate the arrival of the promised Saviour - Jesus, who came to save us and show God's love to us.

**MATERIALS**

Bibles.

**INTRODUCTION**

**How would you communicate if you couldn't talk? How would you feel if you couldn't get your friends to understand you? In our story today listen to find out about a man who tried to communicate without talking.**

Students find Luke 1 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

All through Old Testament times God communicated with His people. From the very beginning of the Bible, we read how God told His people the best way to live and how they could obey Him. The men and women who told God's messages to the people were often called prophets. Micah was one prophet who told the people in Israel that God wanted them to treat each other fairly and to be kind to the poor people. Micah also warned the people about the terrible things that were going to happen very soon - things that really happened just as God said they would.

## Story Telling Idea

Choose students to take the part of Zechariah, the worshippers waiting outside the Temple and the angel. Read Luke 1:8-22 aloud. Students pantomime this part of the story as you read.

But the most important thing Micah told them about didn't happen until 700 years later. **Let's read one of Micah's messages in Micah 5:2. Who was one person born in Bethlehem? What are some words in Micah 5:2 that describe Him?** (Ruler. From ancient times.)

Seven hundred years after Micah, many people in Israel still remembered this ancient promise. One of those people was a man named Zechariah. **Read Luke 1:5 to see what his job was.** Zechariah was married to Elizabeth. **How do verses 6,7 describe them?**

Zechariah was in Jerusalem to take his turn working at the Temple. During that time he was chosen for the very special job of going into the holiest place in the Temple to burn incense. Incense was a mixture of spices which was burned on an altar to worship God. Zechariah stood before the altar, waiting while the incense burned. Suddenly he was terrified! Before him stood an ANGEL! The angel said, "Don't be afraid, Zechariah, your prayers have been heard. You and Elizabeth are going to have a son. You must name him John. He will be a joy to many people - and important to God's plan. And he will help people get ready for the coming of the Lord."

That was quite an announcement - and quite a promise! And it came from the angel Gabriel! But instead of falling down before the angel and saying, "Thank you!" Zechariah said, "How can I be sure of this? I'm old. My wife is old." Zechariah didn't seem to think that God could DO this! He was not sure he could believe the angel's promise. **Read Luke 1:19,20 to find out what Gabriel said so that Zechariah would know this promise was true.** Then the angel was gone.

Zechariah finally made his way out into the bright sunlight of the Temple court. **What did the people think? Let's read Luke 1:21,22 to find out.**

Zechariah returned home, and he soon found that Gabriel was right! His wife Elizabeth WAS going to have a baby! Imagine how excited Zechariah must have felt, yet he couldn't say a WORD! He must have felt a bit foolish, too, for not having believed God's message.

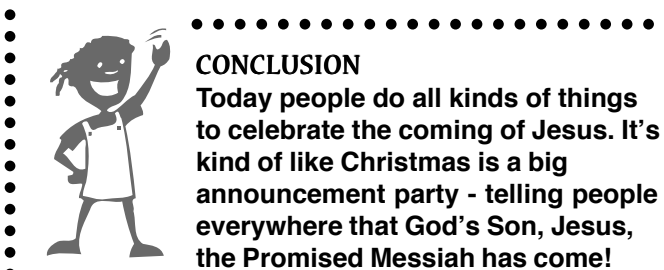
When Zechariah and Elizabeth's son was born, all their friends and relatives came together on the eighth day to name him.

Someone said, "He should be named Zechariah after his father." That was the usual way to name a baby boy in those days. But Elizabeth stopped everyone.

"No!" she said. "His name is John!"

WELL! This was very strange! No one in their family had ever been named John. People must have looked at Zechariah, wondering what he thought of his wife's choice! But when Zechariah got hold of a writing tablet, he wrote, *His name is John.* **What happened next? Look at Luke 1:64.** All their friends and neighbours -

- and everyone who heard about it - were amazed at what had happened!
- Thirty years later, when John was grown up, he was doing just what the angel Gabriel had told Zechariah he would be doing - announcing the coming of the Messiah, the great ruler Micah had promised 700 years before. Great crowds of people followed John and listened to his teachings. Some people even thought John might be the Messiah God had promised, but John always told the people that someone much greater than he would come soon.
- John became known as "John the Baptist" because he baptised so many people.
- It wasn't long before Jesus came to see John. When John saw Jesus, he pointed at Jesus and said, "Look! The Lamb of God, who takes away the sins of the world!" John believed that Jesus was the One the prophets had told about - and John was right! Jesus truly was the great ruler Micah and all the other prophets had promised God would send.



- **CONCLUSION**
- **Today people do all kinds of things to celebrate the coming of Jesus. It's kind of like Christmas is a big announcement party - telling people everywhere that God's Son, Jesus, the Promised Messiah has come!**
- **It's fun to celebrate Christmas with all the songs and decorations and giving and receiving of gifts. But our Christmas celebration becomes even more special and important to us when we realise that we are really celebrating the birth of our Saviour - the One God promised to send to show His love for us and to forgive our sins.** (Talk with students about becoming Christians, following the guidelines in the "Leading a Student to Christ" article on page 109.)
- Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:
- » **What did prophets do? What kind of messages did they give from God?**
- » **What specific things did Micah say about Jesus? What did John the Baptist say about Jesus?**
- » **Why do you think there were so many announcements about Jesus in the Bible? Why is it important for people to hear about Jesus today?**
- Students complete 'Word Pictures' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Psalm 57:9,10 in their Bibles.
- » **What are some ways we praise God at Christmas?**
- » **What kind of songs do we sing at Christmas? How do they help people learn about Jesus?**
- » **How has God shown love to you? What can you praise Him for this Christmas?**





Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Plan ways to tell others about Jesus, the Saviour, and celebrate His birth.

## Art Display Option Advent Banner

### MATERIALS

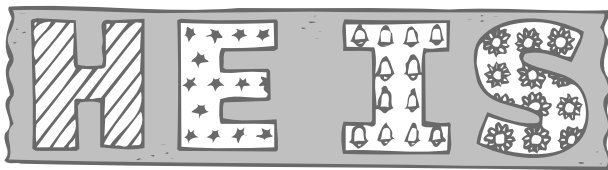
Bible, brown paper, scissors, tape, khokis, masking tape.

### PREPARATION

Cut brown paper lengthwise in halves or thirds, taping strips together to make a long, narrow banner.

### PROCEDURE

1. **Some people use the word “advent” when they talk about Christmas. How have you heard this word used? What do you think this word means?** Volunteers give ideas. **A word that helps us understand what “advent” means is “arrival.” Whose arrival did we talk about today? Who announced Jesus’s arrival?** (Prophets. Micah. John the Baptist.) **What does Psalm 57:9,10 say we should do when we think about God’s gift of Jesus at Christmas?** Volunteer reads verses aloud.
2. **Many of the things we do at Christmas help us talk with our friends and family about Jesus’ advent, or arrival. Today we are going to make a banner to help the people at our church celebrate God’s gift of Jesus. What kinds of pictures and sentences can we put on the banner to announce Jesus’ birth?** Volunteers give ideas.



3. Spread out the banner paper on the floor. Students create a banner by writing sentences in large letters, filling in the letters as shown in sketch. Students may also draw pictures and other decorations on the banner.

4. Using masking tape, help students attach the banner in one of these places at your church: hallway, fence or classroom of younger or older students.

### ENRICHMENT IDEA

Students cut large letters from Christmas wrapping paper and glue them on banner to make sentences.

### TABLE ALTERNATIVE

Cut brown paper to make individual strips for students to work on at tables. Tape completed strips together to make one long banner.

## Game Option Celebration Ideas

### MATERIALS

Bible, paper and pens.

### PROCEDURE

1. Students sit in a circle on the floor or around a table. Invite students to list as many ways to celebrate Jesus’ birth as they can (singing Christmas carols, decorating, making biscuits, sending Christmas cards). List ideas on a chalkboard. Each student writes one idea from the list on a separate piece of paper. Students fold their paper and put it in the middle of the circle in a pile.

2. Take one paper from the pile and pass it around as children sing a Christmas carol. When the teacher calls ‘stop,’ the student holding the paper reads the way to celebrate Christmas written on the paper and answers the question, **How can we use (sending cards) to help others celebrate God’s gift of Jesus at Christmas?** Continue the game until all the papers have been read. **What are some other ways we can help others celebrate God’s gift of Jesus at Christmas?** (Send a Christmas card about Jesus to someone who doesn’t know about Him. Invite a friend to come to a special Christmas event at church.) **These are all ways of doing what Psalm 57:9,10 talks about.** Student reads verses aloud.

3. Invite each student to tell at least one way he or she plans to help others celebrate God’s gift of Jesus at Christmas.

### TEACHING TIP

Evaluate the students’ responses to each activity to help you as you choose and lead other Apply activities. Ask yourself, “What worked?” What did not? What should I change the next time I lead an activity like this one? What responses from the students showed the goals were accomplished? What have I learned about the students’ needs and interests?”



### PRAYER

Invite students to give prayer requests about friends and family members who might not know about God’s gift of Jesus and His love for them. Pray for students and their requests, asking God to help students share His love with others.

### WORSHIP SONG

Sing a Christmas carol or song that talks of Jesus’ coming as our Saviour.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Luke 1:26-56

**Memory Verse**

Psalm 130:7

**NIV:** *O Israel, put your hope in the Lord, for with the Lord is unfailing love and with him is full redemption.*

**TEV:** *Israel trust in the Lord, because His love is constant and He is always willing to serve.*

**Character Study**

Mary accepted God's plans for her because she trusted in His constant love.

**Lesson Goals**

- 1 Discover ways we know someone or something is dependable;
- 2 Understand that we can depend on God's love no matter what circumstances we are in;
- 3 Identify situations in which we can trust and rely on God's love.

**Life Focus**



In all the circumstances of our lives, we can depend on God's love.

**Age Level Tip**

To avoid behaviour challenges, be flexible in your teaching procedure. Too much predictability leads to boredom for both students and teachers. A good programme balances stability and flexibility.

# The Angel's Visit to Mary



**GOAL**

Discover ways we know someone or something is dependable

**MATERIALS**

Large bag, several objects that people depend on (alarm clock, torch, compass, shoes, book, map, watch, pen, etc.).

**PREPARATION**

Place objects in a bag.

**PROCEDURE**

Volunteer selects an object without showing it to anyone. Volunteer gives clues, describing the object to other students. Other students attempt to guess the object. The student who correctly guesses the object says whether or not the object is dependable. **What does "dependable" mean? (You can trust something to do what is supposed to be done.) When would people would depend on this object? What might happen if the object was not dependable?** Repeat with other students selecting objects and giving clues as time permits. **What are some other things you can depend on? How do you know they are dependable? Listen to the story to find some reason why we can always depend on God.**



## The Angel's Visit to Mary

**GOAL**

Understand that we can depend on God's love no matter what circumstances we are in.

**INTRODUCTION**

**What kinds of surprises do you like? What do you do when you are surprised? What do other people sometimes do when they are surprised? Today we are going to learn what a young woman did when she was surprised.**

Students find Luke 1 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

In the dusty little town of Nazareth, people always came to the well to get water when the sun came up in the morning. After that, they planted and tilled their crops, swept their houses, wove their cloth and cooked their food. They did the same things their parents and their parents' parents had done, in pretty much the same way.

## Story Telling Idea

As an alternative to this story summary, invite a woman in your church to wear a Bible-times costume and tell the story as if she were Mary. Optional: The visitor may also sing a brief portion of Mary's prayer in Luke 1:46-56. Check your church hymnal or ask your choir director or worship leader for music.

In this quiet town lived a young woman named Mary. She was not married yet, but she had promised that she would marry a man named Joseph. **What do you think life was like for a young woman like Mary?**

Maybe Mary was sweeping, brushing little clouds of dust out the front door. Maybe she was weaving as she sat at the same loom her mother and grandmother had used. But whatever she was doing, suddenly she stopped. She had a visitor! Before her stood an ANGEL. Mary must have dropped whatever she had in her hand! What do you do when you meet an angel? Shake hands and say, "Nice to meet you!"? Mary didn't. She was troubled - amazed and glad all at once - and didn't say a word.

**Let's read Luke 1:28 to find out what the angel said. What do you think the angel meant?** The angel's words meant that Mary was someone who loved and obeyed God.

The angel said gently, "Do not be afraid, Mary. You have found favour with God! You will have a baby boy. Give Him the name Jesus." **What else did the angel say to describe this baby? Read Luke 1:32,33.**

That was certainly a lot to take in! Perhaps Mary sat down, plunk, all at once. *The Son of the most High... ruler forever....? How can such a wonderful thing happen?* she wondered.

Mary finally managed to speak. "How will this happen, since I'm a virgin?" Remember Mary was not married yet.

The angel must have smiled, glad that Mary was not so frightened now. "God's Spirit will come to you. That's the reason this son will be called the Son of God." **Let's read Luke 1:36,37 to find out what else the angel told Mary.** Remember Elizabeth? The same angel had come earlier to tell Elizabeth about her baby, too.

The angel said nothing is impossible with God! **WOW! How do you think Mary felt about this news?** She could have said, "Ja, right!" But she didn't. She took a deep breath and she said, "I am the Lord's servant. May this happen just as you have said it will."

Soon after this, Mary went to visit her relative Elizabeth. Mary must have been so excited. Her relative Elizabeth was someone who could really understand all she was feeling! As Mary walked into Elizabeth's house Elizabeth greeted her. **What did Elizabeth say? Let's read Luke 1:42.**

Mary answered Elizabeth's greeting with beautiful words that were like a song. She was so full of joy and amazement at the great things God had done for her, she just couldn't keep quiet! **Let's take turns to read some of what Mary said. It's in verses 50 - 55.** (Students each read a verse.) **What are some reasons Mary gives for depending on God?**

Mary stayed with Elizabeth for about three months. Perhaps she stayed until Elizabeth's son John was born and Zechariah could talk again!

Mary may not have wanted to go back to Nazareth. It could have been very frightening! When Mary came back to Nazareth and people found out she was expecting a baby, people who didn't understand what had happened would say bad things about her. Joseph, the man who had promised to marry her, might decide not to marry her at all!

But Mary knew she would depend on God. She knew what the angel had said. She knew that God can always be trusted. He'll never let you down!



.....

### CONCLUSION

**The news the angel brought was a big surprise to Mary. Because she trusted God, Mary was able to go through a very scary and yet very exciting time in her life. We also can trust God to help us in every situation we find ourselves in, no matter how scary or surprising or normal the situation may be. God loves us - and that is something we can ALWAYS depend on!**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What news did the angel bring to Mary? How did Mary respond? How did her response show that she trusted God?**
- » **What are some other ways Mary could have responded to the angel's news?**
- » **What are some reasons Mary gave for depending on God?**

Students locate Psalm 130:7 in their Bibles as you discuss these questions:

- » **Why is it good to know about God's unfailing love?**
- » **How has God really shown His love for us?**
- » **How do we know that we can rely on God to always love us?** (He promised in His Word. He always keeps His promises.)
- » **When might you need to trust in God's unfailing love?**



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Identify situations in which we can trust and rely on God's love.

### Game Option Christmas Go Fish

#### MATERIALS

Bible, large sheet of paper and khoki or chalkboard and chalk, squares of paper, pens.

#### PREPARATION

Write Psalm 130:7 on the large sheet of paper or chalkboard, drawing lines to divide the verse into six sections.



#### PROCEDURE

1. Give each student six squares of paper. Students copy verse into squares, dividing verse as shown on large sheet of paper (see sketch). Collect all cards and shuffle them together.

2. Lead students in playing a game similar to Go Fish. Place all the papers face down in a pile. Each student takes a turn to choose four cards. Students look at their cards to see what they need in order to complete the verse. First player asks any student for a paper he or she needs. If the student has the paper, he or she must give the paper to the player, ending the first player's turn. If student does not have the paper, the first player chooses a paper from the pile. Play continues until one student has collected all the words of Psalm 130:7 and places the papers in order face up on the table or floor.

3. Player who won finds Psalm 130:7 in his or her Bible, reads the verse aloud and gives a situation in which children his or her age need to depend on God. **When might someone your age need to depend on God's love? need to ask God for courage? need God's forgiveness? When might we need help in knowing what to do?** Repeat game as time permits.

#### ENRICHMENT IDEA

Gather old Christmas cards. Cut pictures on cards to the same size. Students write verse on back of the picture and use as game cards in the game above.

#### TEACHING TIP

Energetic Juniors learn best in a room with adequate space for active participation - 2-3sq.metres for each student. When students are crowded, behaviour problems increase and learning effectiveness decreases.

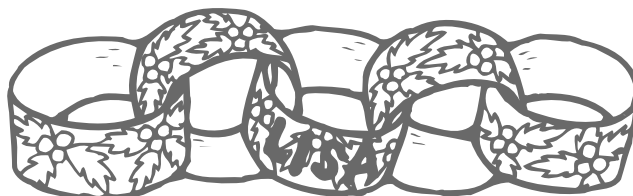
### Display Option The Chain Game

#### MATERIALS

Bibles, Christmas wrapping paper cut into 2.5 x 15 cm strips (eight for each student), tape, khokis, dice.

#### PROCEDURE

1. Distribute eight strips to each student. Students write their names on strips. Collect all strips and mix them up. Students work together to make a paper chain, taping strips together to make loops.



2. **Some people use paper chains to help them remember how many days there are until Christmas. We're going to use our chain to decorate our classroom and to play a game that helps us think about times we can depend on God's love.**

Roll the dice. Beginning with the first loop, count the number of loops indicated on the dice. The student whose name is on that loop answers the question, **When do children your age need to rely or depend on God's love?** (When praying to God, asking for His help. When something sad happens.) Continue the process, counting from previous student's loop, until each student has had a turn to answer the question or until time is up.

3. Students read Psalm 130:7 from Bibles. **Why does this verse say we can hope in the Lord or rely on Him?** (His love is unfailing.) Use the paper chain to decorate your classroom.

#### ENRICHMENT IDEA

Instead of wrapping paper, use red and green paper to make the strips.



#### PRAYER

**In our story what was Mary praising God for?** (His power, His love and help for His followers.) **What are some reasons we can praise and thank God? How has He helped us?** Volunteers gives answers. Lead students in prayer, thanking God for items mentioned by students.

#### WORSHIP SONG

Sing a Christmas carol, or teach students a musical version of Mary's prayer from Luke 1:46-56.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Luke 2:1 - 20

**Memory Verse**

Luke 1:68

**NIV:** *Praise be to the Lord, the God of Israel, because he has come and has redeemed his people.*

**TEV:** *Let us praise the Lord, the God of Israel! He has come to the help of his people and has set them free.*

**Character Study**

God showed love to all people by sending His only Son, Jesus, to be born in Bethlehem.

**Lesson Goals**

- 1 Discover that the word "redeem" means to buy back something that was lost;
- 2 Understand that Jesus came to earth to make a way for us to be saved from the penalty of sin;
- 3 Thank God for sending Jesus and choose to become a member of God's family as the Holy Spirit leads.

**Life Focus**



God's gift of salvation is for us!

# Birth of the Saviour



**GOAL**

Discover that the word "redeem" means to buy back something that was lost.

**MATERIALS**

Empty coldrink cans (one for each student), large sheet of paper and khoki or chalkboard and chalk, unpopped popcorn kernels or dried beans, scissors, wrapping paper, transparent sticky tape.

**PREPARATION**

Wash and dry cans, removing pull tabs. Cut wrapping paper to fit around cans.

**PROCEDURE**

**How many different things do you think people could make with used cans like these?** List ideas on large sheet of paper or chalkboard (planters, paperweights, bowling game, doorstops). **Some people even make houses, toy cars and briefcases with aluminium cans. What are some other items that can be made into usable things instead of being thrown away?** Volunteers share ideas (newspapers, cardboard, plastic). **When we make something good from something useless, we sometimes say we have redeemed or rescued the object. The word "redeem" describes what Jesus has done for us, too. We'll be talking today about how Jesus redeems us.** **Right now let's rescue these cans from the trash by making music with them!** Each student places a handful or two of beans or kernels into a can and uses sticky tape to completely cover the opening. Student tapes wrapping paper around can. (Optional: Let the students use these cans in Praise Time.)



## Birth of the Saviour

**GOAL**

Understand that Jesus came to earth to make a way for us to be saved from the penalty of sin.

**MATERIALS**

Bibles.

**INTRODUCTION**

**When you travel away from home, where do you like to spend the night? Why do you like to stay there? Today we are going to talk about a time two people spent the night in a place very different from these places we've talked about.**

Students find Luke 2 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

## Story Telling Idea

If students are familiar with the story, ask them to assist in telling the story. On five separate sheets of paper write the following headings, one on each paper: Caesar's palace (Luke 2:1,2); Road from Nazareth to Bethlehem (Luke 2:3-5); Stable (Luke 2:6,7); Fields outside of Bethlehem (Luke 2:8,9); Streets of Bethlehem (Luke 2:17). Divide class into five groups, assigning each group a sheet of paper. Groups illustrate story events from their assigned verses. Students show scenes to other groups and tell their part of the story. Supplement story information as needed.

### STORY SUMMARY

The country of Israel was under the rule of the Roman government. This meant that the Israelites had to pay taxes to Rome! The Roman government made sure everyone paid taxes. Everyone had to return to his or her family's home town to be registered with the Roman government.

For this reason a young couple was travelling to Bethlehem from Nazareth. They were on their way to register for the tax records in their old home town. **What were their names?** Joseph might have been a little worried because Mary was due to give birth to a baby any day now. And he knew this baby would be different from any baby ever born! An angel had told Joseph and Mary that this baby would be the Son of God. But it would take at least three days to get to Bethlehem. And travelling is not fun for women about to have babies!

They travelled along day after day. **What happened when they finally came to Bethlehem?** (There was no place for them to stay.) Joseph may have been discouraged. He may have wondered why there was no decent place to stay, after coming all the distance from Nazareth. Would God want His Son to be born out in the street? **When and where was the baby born?** (Students respond or read Luke 2:6,7)

Meanwhile, some nearby shepherds were in for a BIG surprise! Shepherds weren't the cleanest or the nicest smelling. They probably hadn't gone to school and they didn't have much money. In fact, shepherds weren't exactly the most important people in town! People didn't think much of them and their dirty smelly job.

The shepherds sat in the darkness, perhaps huddled around a little fire. Suddenly, the darkness was lit up brighter than at midday! *What is happening?!* the shepherds must have wondered. God was about to make a very important announcement! **Let's read Luke 2:9,10 to see what happened. Who did the angels say this good news was for?** The angel said that in the little town of Bethlehem, that very night, a Saviour had been born! The shepherds must have known they were hearing special news. People in Israel had been waiting a long, long time for the Saviour God had promised to send. They called this promised Saviour the Messiah. **How did the angel say they would be able to find this baby? Read verse 12.**

As soon as the angel was finished speaking, the shepherds were amazed to see and hear many angels! The angels praised God while the shepherds listened in

stunned silence. Then, just as suddenly as the light had appeared, the sky was silent and dark once again. The shepherds looked at each other. What astonishing news! And the angel had told them **THEY** would find this baby! All they had to do was look for the baby in a stable, sleeping in a manger! **What do you think the shepherds said to each other? Read Luke 2:15.** Imagine how excited the shepherds must have been! And when they found the stable, there were Mary and Joseph and the baby, just as the angel had said! The shepherds couldn't stop talking. **Let's read Luke 2:17 to see what they did.** They must have awakened everybody in the neighbourhood to tell them the things they had been told about this baby. "The Messiah is born! Yes, here in Bethlehem! There - in the stable over there! And listen to what the angel told us. Yes! An ANGEL came to us!" The shepherds continued to spread the news, all the way back to the fields - and everyone who heard them was amazed. This was the birth of the promised Messiah, the One people had heard about for years, the One who had come to redeem Israel!



### CONCLUSION

**Sometimes we get so busy and excited about all the fun things we do to celebrate Jesus' birth that we forget how important His birth was - not only to the people who saw Him as a baby but also to us today.**

**Jesus, the Messiah, came to earth to make a way for us to be redeemed, or rescued, from the penalty of sin. When Jesus grew up, He died on the cross for us. He paid the price for OUR sin. That's an amazing and wonderful gift from God!**

Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **Why did Mary and Joseph have to go to Bethlehem?**
- » **How was Mary's baby different from other babies? How was He the same?**
- » **What did the angel do to announce this baby's birth? What did the shepherds do?**

Students complete 'Personal Praise' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Luke 1:68 in their Bibles.

- » **Why does Luke 1:68 say we should praise God? Why did Jesus come to earth?**
- » **What does it mean to be redeemed?** (To be rescued or brought back.) **Why do you need to be redeemed?** (We have done wrong things which ruined our relationship with God. Because of our sins, we are lost, separated from God's love.)
- » **What do we need to do to be redeemed?** (Accept God's gift of salvation.) Talk with interested students about salvation, referring to "Leading a Student to Christ" article on page 109.



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

### GOAL

Thank God for sending Jesus and choose to become a member of God's family as the Holy Spirit leads.

## Multimedia Option Acts of Praise

### MATERIALS

Bibles, cassette or CD with a Christmas carol of your choice, cassette/CD player, materials for the multimedia option you choose.

### PREPARATION

Listen to the Christmas carol you chose to become familiar with the words and melody.

### PROCEDURE

1. Students listen to the Christmas carol. Then ask a volunteer to read Luke 1:68 aloud. **How are this Bible verse and the song we just listened to alike?** (They both tell about people praising God, about Jesus' birth, describe Jesus' purpose in coming to earth.) **What are some ways we praise God at Christmas time for sending Jesus?** (Sing carols of praise. Thank God in prayer. Send Christmas greetings telling what God has done.)

2. Lead students to complete one or more of the suggested multimedia options as a way of expressing praise to God for sending Jesus.

### PHOTO BULLETIN BOARD

Provide Bible-times costumes and props for students to use in posing as angels, Joseph, Mary, shepherds and wise men. Students pose for each stanza of the song. (Some suggested carols are 'Angels from the realms of glory,' 'Christians awake, salute the happy morn,' 'Come and join the celebration, it's a very special day,' 'The first Nowell the angel did say.') Photograph each pose. After pictures are developed, mount them on a bulletin board with the words of each stanza.



### SONG IN PICTURES

Group students in pairs. Assign each stanza and chorus of the carol to a separate pair of students (repeating stanzas as needed). Give each pair a large sheet of paper. Each pair writes and illustrates the words of its assigned part of the song. Display paper in classroom.

### GROUP VIDEO

Allow students to suggest actions for each phrase or line of the song. (Or ask someone who knows sign language to teach you the signs for certain words in the song.) After practising the actions, video-tape the students doing the actions while the song is played.

## Creative Option Gifts of Praise

### MATERIALS

Bible, two boxes with lids, Christmas wrapping paper, tape, squares of paper, markers, cards.

### PROCEDURE

1. Divide class into two groups. Give each group a box, wrapping paper, tape, squares of papers, and khokis. **Giving gifts at Christmas reminds us of God's gifts. Let's think of some things God has given us.** Students in each group write words or phrases on squares of paper describing what God has given them. Challenge groups to think of at least five different gifts. Be available to talk with students, helping them identify God's gifts. Ask questions such as: **What has God given us to help us live and grow? How has God helped us learn about Him? What promise does God make to us?** Each group places squares of paper in its box, wraps the box and gives it to the other group.

2. Groups open their boxes and take turns removing the squares of paper, reading the words describing God's gifts to both groups. **How many different gifts did we name? What others can we think of? How do these gifts help us?** Volunteers respond.

**God's gift of Jesus at the first Christmas was part of His plan to make it possible for everyone to receive the best gift of all - forgiveness of sin. What did Jesus do so that we can be forgiven? (Took the punishment for our sins.) How does Luke 1:68 describe Jesus' actions?** Students read verse. **When we realise we've done wrong things and accept God's forgiveness of our sins, we become members of God's family.** Refer to "Leading a Student to Christ" on page 106 for further ideas in talking with students about salvation.

3. **Thinking about all the gifts God had given us, what kinds of gifts can we give to Him to show our love and appreciation?** Volunteers share ideas (love praise, thanks, prayers, doing what's right, helping others). Each student writes a prayer of thanks and praise to God on a square of paper without signing his or her name. Students place papers in one of the boxes.



### PRAYER

Read Psalm 130:7,8. Invite students to pray silently, thanking God for sending Jesus to make a way for us to be saved from the penalty of sin. Close prayer time by inviting anyone who wants to talk more about salvation to stay and talk with you after class.

### WORSHIP SONG

Sing a song thanking God for sending Jesus.

Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.

**Scripture**

Luke 2:39 - 52

**Memory Verse**

Psalm 25:4,5

**NIV:** *Show me your ways, O Lord, teach me your paths, guide me in your truth and teach me, for you are God my Saviour, and my hope is in you all day long.*

**TEV:** *Teach me your ways O Lord; make them known to me. Teach me to live according to your truth, for you are my God, who saves me. I always trust in you.*

**Character Study**

As Jesus grew up, He showed love and obedience to God.

**Lesson Goals**

- 1 Discover different ways of growing;  
.....
- 2 Realise that as we grow, we can learn to love and obey God;  
.....
- 3 Plan ways to grow in love and obedience to God.  
.....

**Life Focus**



As we grow, we can learn ways to love God.

**Age Level Tip**

Plan an activity for your class in the school holidays. Meeting together informally can do much to build bonds of friendship in your class. This will encourage them to return next year.

# Jesus

# Grows Up



**GOAL**

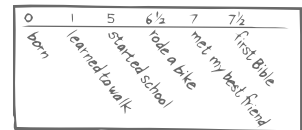
Discover different ways of growing.

**MATERIALS**

Large sheet of paper and khoki or chalkboard and chalk, paper, pencils.

**PREPARATION**

Make a timeline like the one shown, labelling it with information from your own life. On a large sheet of paper, list questions such as: "When were you born?" "When did you learn to ride a bike?" "When did you start going to school?" "When did you lose your first tooth?" "When did you get your first Bible?" "What is something important that happened this year?"



**PROCEDURE**

Show timeline you prepared. **Timelines show important events that happened in the past.** Distribute papers and pencils to students. Students make a timeline of their lives, writing answers to the questions on the paper you prepared. **Your timelines show ways you have grown. What are some other ways you have grown?** Volunteers share ways. **Today we are going to learn about ways to grow in loving and obeying God.**



## Jesus Grows Up

**GOAL**

Realise that as we grow, we can learn to love and obey God.

**MATERIALS**

Bibles.

**INTRODUCTION**

**When have you lost something? How long was it before you noticed the item was gone? How did you feel? Today in our story we are going to find out what Mary and Joseph did when they lost something VERY important.**

Students find Luke 2 in their Bibles. As you tell the following story summary, assist students in discovering answers in their Bibles.

**STORY SUMMARY**

**What kinds of things do you think Jesus did when He was a boy?** Although it's fun to think about these things, there is no record in the Bible of what Jesus did or what His life was like when He was a boy your age. From the time when His family returned to Nazareth until the time He was twelve going on thirteen, the Bible only tells us that Jesus grew and became strong and wise because God's grace and kindness were with Him.



## Story Telling Idea

Ask a volunteer to lie down on a large sheet of brown paper. Trace around the volunteer. As you tell the story, students write inside the body outline things Jesus learned and ways Jesus grew. (If you do not have paper large enough for this activity, draw a body outline on a smaller sheet of paper or the chalkboard.)

### What do you think it would have been like to have Jesus for your older brother?

Joseph, Mary's husband, was a carpenter. In those days, a boy usually learned to do whatever trade or business his father did. **What kinds of things do you think Jesus learned from Joseph?**

When a boy was around five or six, he went to the synagogue school in his city. The synagogue was a place of worship for the people who lived far from the Temple in Jerusalem.

When a boy was between twelve and thirteen, he was considered a man in the community and in the synagogue. A boy this age could then go into the Court of the Men in the Temple. **What did Jesus do when He was twelve years old? Let's read Luke 2:42.**

Jesus' family went to Jerusalem for the Feast of the Passover. The law required all adult Jewish men to come to Jerusalem to celebrate this feast, so there were thousands of other families there, too. For the first time, Jesus was old enough to go with Joseph into the Temple court.

It must have been exciting! The lawyers and the respected teachers were talking about the Law, perhaps even arguing about the meaning of a particular Scripture. This was something men enjoyed. Many books about the Bible had been written by the teachers and lawyers, and they often had different opinions about what a rule meant. They would talk for a long time about the different ways a person could obey that law.

After the feast was over, a group of relatives and friends travelled back to Nazareth together. Mary and Joseph assumed Jesus was with the other boys his age. Later that day, they began to ask around: "Has anyone seen Jesus?" But no one had seen Him. **How do you think Mary and Joseph felt when they couldn't find Jesus?**

After travelling away from Jerusalem for a whole day without seeing Jesus, their worry made them turn back towards Jerusalem, asking everyone along the way, "Have you seen Jesus? He's about this tall..." Although they must have talked to group after group of travellers, no one had seen Him!

Finally they had come all the way back to Jerusalem. *Where could Jesus have gone? What could have happened?* they wondered. Mary and Joseph searched through the city, all the way back to the Temple, asking if anyone had seen their boy. But there, in the Temple courtyard, was Jesus! He was discussing the Scriptures with the lawyers and

- teachers. And the lawyers and teachers were im-
- pressed! They had never seen anyone so young who
- was wise enough to answer such difficult questions
- and understand the meaning of the Law.
- Jesus' mother said, "Your father and I have been
- looking all over for you!" **Read what Jesus said to His**
- **mother and Joseph**
- **when they finally**
- **found Him in**
- **Luke 2:49.** He hadn't
- been lost at all! He was
- in His Father's house,
- the Temple, right where
- He belonged!
- Jesus obediently left
- with His parents and went
- back home to Nazareth. **Read Luke 2:52 to find out**
- **how Jesus continued to grow.** Jesus loved Mary
- and Joseph. But it was because He loved His Father
- God most of all that He was obedient to Mary and
- Joseph and grew in ways that pleased God and the
- people who knew Him.



## CONCLUSION

- We can grow in ways that please
- God, too. At school we spend a lot of
- time learning how to spell and how
- to do maths. Many of us have
- learned to play sport or a musical
- instrument, too. Sometimes we
- might forget how important it is for us to learn
- about ways to love and obey God. We grow to
- love and obey God when we get to know Him by
- learning about the Bible and talking to Him. Then
- we will know how God wants us to live, honour-
- ing our parents and showing love to other people.

• Ask these questions as students complete the Bible story review activity on page 2 of the *iNyaniso Student Activity Pages*:

- » **What did Jesus spend His time doing at the Temple?**
- » **What are some ways in which Jesus grew?**
- » **How did Jesus show that He loved and obeyed God?**

• Students complete 'Growth Chart' memory verse activity on page 1 of the *iNyaniso Student Activity Pages*, locating Psalm 25:4,5 in their Bibles.

- » **What does Psalm 25:4,5 ask God to do? Why do you think the person who wrote this psalm wanted God to do this?**
- » **What are some ways you've already learned to show love and obedience to God? Who has helped you?**
- » **What are some things you can do to help yourself grow to love God more?**

• The answers are: *Be kind to others. Read God's Word. Pray to God. Talk about God. Obey your parents. Memorise Bible verses.*



Choose one of the following activities to help your students explore the relationship between the Bible truth they have been studying and their day-to-day experiences.

**GOAL**

Plan ways to grow in love and obedience to God.

**Active Game Option Bowling for Answers**

**MATERIALS**

Bible, soft ball, masking tape or string.

**PREPARATION**

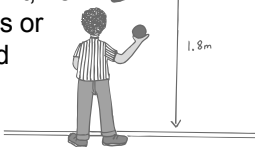
Make a masking-tape or string line on the floor on one side of an open area in your classroom, or outside.

**PROCEDURE**

1. In an open area of your classroom, lead students to arrange themselves in a triangle as human bowling pins (see sketch). One volunteers stands with the ball behind the masking tape line. Play or sing any song while students who are bowling pins stand on only one leg, switching from foot to foot in time with the music. Bowler rolls ball on floor, trying to hit the foot of a "bowling pin." Bowler has three tries in which to hit a bowling pin. A volunteer retrieves the ball each time. If no bowling pin has been hit after three attempts by the bowler, bowler calls out "freeze." All "bowling pins" must stop moving, keeping only one foot on the floor. Bowler gets one more turn to roll the ball.



2. When a "bowling pin" is hit, he or she tells a way children his or her age may learn to love and obey God. Ask questions to help students identify specific situations in which they may learn love for and obedience to God. **When is a good time for you to read God's Word? When are some other times you hear people tell about God's Word? Who are people you can talk to about what it means to love and obey God?**



3. Continue the game as time permits, with new bowlers for each round. Vary the game by asking students who are hit by the ball to quote or read Psalm 25:4,5 or gives ways in which Jesus grew.

**TABLE ALTERNATIVE**  
Set a plastic bowl on the table. Each student takes a turn to gently bounce a Ping Pong ball (table tennis ball) on the table so that the ball lands in the bowl. Each time the ball lands in bowl, student shares a way in which children may learn love for and obedience to God.

**Construction Option Clay Tablets**

**MATERIALS**

Bibles, modelling clay or play dough, toothpicks, paper plates.

**PREPARATION**

Optional: make play dough as described in the Apply activity of Lesson 25.

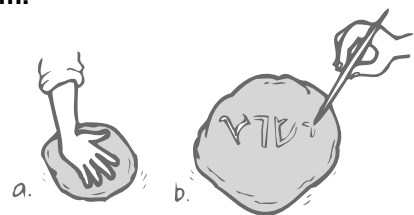
**PROCEDURE**

1. Give each student a fist-sized lump of clay or play dough, tooth picks and a plate. On plates, students flatten lumps into smooth, flat pieces about 1.25 cm thick to represent clay tablets. Explain, **In Bible times people wrote words on thin paper called papyrus or sometimes on broken pieces of pottery. People learned to write by attending school at their churches which were called synagogues. The teachers at the synagogues were called rabbis.**

**What are some of the things you've learned as you have grown? Students give answers. As you grow, you will keep learning things like maths and technology. It's important to keep learning things about what it means to love to obey God, too. How do you think people in Bible times learned to love and obey God? How do we learn to love and obey God today? Let's say Psalm 25:4,5 together as a prayer, asking God to help us learn about Him.**

Students find and read verse aloud.

2. Students use toothpicks to write words on their tablets that remind them of



ways to grow in love for and obedience to God. (Read. Pray. Think. Talk.)

Students place tablets on separate paper plates and use plates to carry the tablets home.



**PRAYER**

**Give each student a piece of paper and a pencil. Students write ways they want God to help them grow during the week. Collect papers and pray, asking God to help students in the areas mentioned. Remember to pray about each of your students' request.**

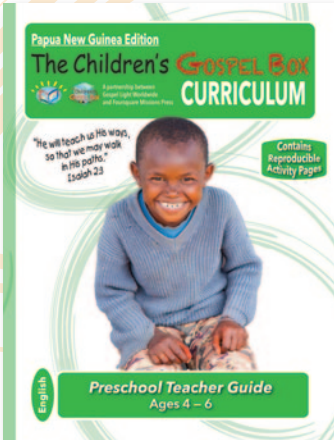
**WORSHIP SONG**

An old favourite, 'Read your Bible, pray everyday' would be very appropriate to this lesson.

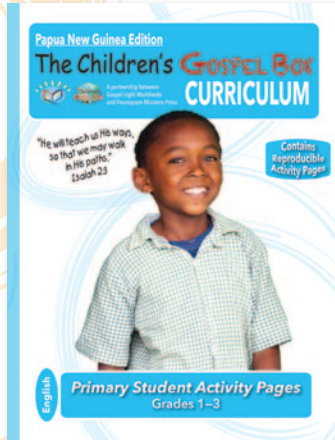
Distribute the *iNyaniso Student Activity Pages*. Call attention to the Search the Scriptures.



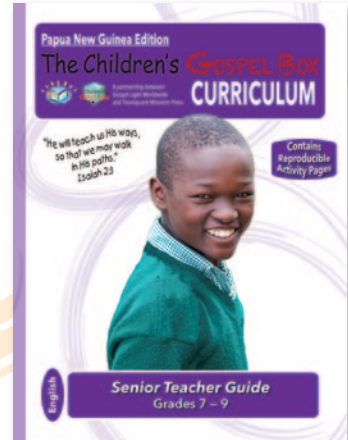
The Following age groups  
are available:



**Preschool**  
Ages 4 – 6



**Primary**  
Grades 1–3



**Senior**  
Grades 7–9



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