

PHILIPPINES/PNG edition

Evangelism & Discipleship in a Box!

The Children's **GOSPEL BOX**



A partnership between
Gospel Light Worldwide
and Foursquare Missions Press

CURRICULUM

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

Contains
Reproducible
Activity Pages




English

Primary Teacher Guide
Grades 1 - 3

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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>

MAKING THE BEST USE OF YOUR TIME

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 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 children 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 child 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 children to read, study and understand the Bible for themselves. Each Bible story includes time for children to develop hands-on use of their Bibles. This segment is titled Bible Skills. To accomplish this goal:

20 - 30 minutes

- Each child, or pair of children needs a Bible. If children do not bring Bibles from home, see if your church can raise money to provide Bibles in your classroom for children 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 children know where the story comes from.
- Use the activities on Page 1 of the *iNdelela Student Activity Pages* to help children personalise the Bible truths. The activities vary from discussions to drawing, but always focus on the same Bible truth taught throughout the lesson.



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 Primary 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 children. 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 children have heard from God's Word, and come with ready hearts to worship Him. Try to find songs that are appropriate to the Bible truth taught that day.

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 children 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 children to bring their own Bibles to class. If children 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 children with opportunities to use a Bible by allowing children to take turns looking up verses in your Bible.

Blindfold: Some games require children to be blindfolded. An old dish towel, scrap of material or a scarf work well. Alternatively, have children 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 white 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 children 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 children's clothing. For Bible-times costumes, read the ideas in Lesson 5 and build up your own supply.

Idle Student Activity Pages: The reproducible pages are essential in guiding children 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.

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 children to use khokis, but in most activities children 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: Children will need either a pen or pencil to complete the *Student Activity Page*. Children in Grades One and Two will not be familiar with using a pen yet, so we recommend providing them with lead pencils. Just remember to keep the pencils sharp!

Scissors and Glue: These are used in art activities. Blunt paper scissors are best for Primary children. Remember that children can take turns using scissors, so you don't need one for each child. 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 children 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 children 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 children in your class may be met.

Scripture

Genesis 1; 2:7-9

Memory Verse

Genesis 1:1

NIV: *In the beginning God created the heavens and the earth.*

TEV: *In the beginning God created the universe.*

Lesson Focus

God showed His creativity when He made the world and everything in it.

Lesson Goals

- 1 Identify ways God showed creativity in making the world;
- 2 Tell words that describe God's creation;
- 3 Demonstrate his or her God-given creativity.

Life Focus



Age Level Tip

Every child who enters your classroom needs to feel loved and wanted. Listening attentively to what a child has to tell, or kindly but firmly redirecting a child's out-of-bounds activity, are but two of many ways to demonstrate your love and care in ways a child can understand.

God Made All Things



MATERIALS

Bible, beanbag or soft ball.

PROCEDURE

Children form a circle. As you and the children toss the beanbag back and forth, repeat the words of Genesis 1:1, one word for each toss. **What do you learn about God from this verse?** After children respond, ask them to repeat the words with you as they continue tossing the beanbag. (Challenge: have the person who catches the beanbag say the whole verse and add the name of an animal, bird or fish after "the heavens and the earth." Occasionally comment on the creative variety of children's responses.) New arrivals watch activity until they are familiar with how the game is played, and then join in.



God Made All Things

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, an empty box with lid.

BIBLE SKILLS

The Bible has many books in it. Our Bible story today is from Genesis. Genesis is the very first book in the Bible. Let us find the book of Genesis. Help children find the book of Genesis. **The book of Genesis is about the beginning of the world.**

INTRODUCTION

Who would like to make something with what I have in this box? Give the box to a volunteer. *Peter, what can you make with the items in your box?* (Nothing.) **That is right. We can not make something out of nothing. But God can. He created EVERYTHING out of nothing!**

STORY SUMMARY

Tell the following story in your own words.

IN THE BEGINNING

Close your eyes and imagine what it might have been like before God made the world. There was nothing - no houses, no people, no animals, no sun or sky or land. It was just dark and empty. But God was there! And God decided to make something wonderful and beautiful in all that empty darkness.

So God said, "Let there be light!" (Children open eyes.) **What do you think happened then?** Light shone all around! God called the light "day" and He divided the darkness from the light to make what He called "night."

God saw that it was GOOD. And that is what God did on the first day!

The next day, God said, "Let the sky and the water be made separate from each other." Now there was water below the sky and a sky that arched over the water. And that is what God did on the second day!

What do you think God did next?

GOD FILLED THE HEAVENS AND THE EARTH

On the third day, God gathered the water together. He spoke, and the waters gathered together to make rivers and oceans. Once the water was moved around, the dry land appeared. Now there were mountains and hills, deep canyons and dry deserts. God had changed that empty darkness and shaped a beautiful world.

But God was not finished yet! There was still not anything on the earth that was ALIVE. The land and the sky and the waters were empty. Nothing was growing in all the earth.

So God said, "Let there be all sorts of grasses and plants and trees." And green grass sprang up. All kinds of flowers bloomed - red, yellow, pink, purple - every colour you can think of! Trees of all shapes and sizes grew. Fruit trees and grape vines grew beautiful fruit and deep purple grapes. God looked at all the work He had done. And God saw that it was GOOD!

What else do you think God made?

Next, God made a special bright light and put it in the sky to shine during the day. We call that light the sun. And He made the moon and stars to shine at night. God did a lot of things on the fourth day!

On the fifth day, God filled the water and the sky with living creatures. He put fish and sharks and octopuses and whales into the oceans. Birds flew through the sky. Some birds were tiny; some birds were BIG. And they were every colour you can think of!

On the SIXTH day, God made land animals. He made little mice and middle-sized aardvarks and laughing hyenas - and great big polar bears and hippopotamuses and even dinosaurs! **What are some other big animals God made? little animals?**

GOD CREATED PEOPLE

Now the world was a hopping, buzzing, galloping, wiggling, lively place! This was all very wonderful. But the day was not over yet. The next thing God did was even more amazing.

God created a MAN. God called the man Adam. Then God made a WOMAN called Eve. God made them different from the animals. They could think and they could make things; they could talk to each other and to God. God loved Adam and Eve. These were His special friends! Adam and Eve lived in a beautiful garden that was full of the wonderful things God had made.

Then God looked at the world He had created. It was exactly like He wanted it to be! **What do you think God said about His world?** He looked around at everything and said, "This is GOOD!"



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 1.

MATERIALS

Bibles, five pieces of paper, copies of *iNdelela Student Activity Pages* for Lesson 1.

PREPARATION

Write each of these words on separate pieces of paper or card: who, what, where, when and why.

PROCEDURE

Help children review today's Bible story by asking them to answer five questions about the story. Place papers facedown on table or floor. As children take turns choosing papers, ask the appropriate questions for volunteers to answer.

» **Who was here before the world was created?**

(God.)

» **What might have been God's favourite thing to create?**

» **Where did Adam and Eve live?** (In a beautiful garden.)

» **When God made the world, how did He show His creativity?** (He made things in different colours,

sizes and shapes.)

» **Why do you think God created Adam and Eve?**

(To be His special friends.)

After volunteers answer, repeat Genesis 1:1 with children. Place papers facedown on table or floor again. Invite volunteers to choose paper and answer the five questions about the verse and times children may enjoy God's creation.

» **Who does this verse tell about?** (God.)

» **What is the main idea of the verse?** (God made everything.)

» **Where do you like to go to see some of the things God has made?**

» **When have you seen something unusual God created?**

» **Why did God make you?** (To be His special friend and to enjoy the world He made.)

God created such an interesting world. And I am glad God made each person in a special way.

Direct children to complete the African Grassland activity on Page 1 of the *iNdelela Student Pages*.

Children who finish early can write down as many names of birds as they can think of.

Close in a brief prayer, thanking God for the things He made.





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.

Game Option Animal Actions

MATERIALS

Bibles.

PROCEDURE

1. **What is your favourite animal? What do you like about that animal?** Volunteers answer. **Genesis 1:1 reminds us that God made all these animals.** Read verse to children. **God is creative! What do you think it means to create?** (To make something new.) **Each animal God made is different. And He made each person different. God made us creative, too. How do people show their creativity when they draw a picture?**

2. **Today we are going to play a game that shows God's creativity and our creativity. We will take turns showing the actions of animals. We will not make any sounds. When you guess the animal, say the words of Genesis 1:1 as you tell the answer.** Demonstrate actions of elephant or other animal. When children guess the answer, guide them in saying, "In the beginning God created elephants."

3. Ask each child to think of at least one animal. Then volunteers take turns showing actions while others guess the animal names. **What makes this animal different? Why do you think God made giraffes with such long necks? God made each animal perfect so it could feed and defend itself. Where have you seen this animal? What sound does this animal make?**



Thank you for showing one way you are creative. Being creative is a special gift from God. God made us all and He loves us very much.

4. Close this activity in prayer. Invite volunteers to finish this sentence: **Thank you, God, for...**

ALTERNATIVE IDEA

If you have 12 or more children, group children into pairs. Whisper the name of a different animal to each pair. Ask children to move around the room. At your signal, children begin making the appropriate animal sounds, trying to find their partners. Repeat game as time permits, assigning different animals to each child.

Art Option Create a Mask

MATERIALS

Bibles, card or paper, khokis or crayons; Optional: scissors, string.

PROCEDURE

1. **What are some words you might use to tell about God's creation?** Accept ideas from several volunteers, then read Genesis 1:1 to children. **God showed His creativity when he made the earth. Each animal and person God made is different. Because God made people in ways that are like Him, we are creative too. We cannot make something from nothing as God can, but we can show creativity when we do things in new or different ways.**

2. Group children into pairs or trios to tell each other their answers to the following question: **If you were able to make an animal, what would it look like?** As you listen to children's answers, comment on their creative responses.

3. Give each child a piece of paper. **Think of an animal you would like to make. Then make the face of your animal. It can be a real animal or a pretend animal. Use your creativity to make something different.**

4. As children make their masks ask questions such as, **How does your animal move? Where does your animal live? What does it eat? What noise does your animal make?**

Optional: make the faces into masks by tying string to the sides. You may also wish to provide fabric scraps, buttons and wool for children to use in making the masks.

BULLETIN BOARD IDEA

Write "God made an Amazing World" on a strip of paper. Attach the strip of paper and completed masks to bulletin board.



PRAYER

In our Bible story today we learned that God made the world in such a creative way! How did God use colour to show His creativity? What kinds of patterns did God use? (Stripes, spots.) Let us thank God for His creation. Ask for volunteers to complete this sentence, Thank you, God, for...

WORSHIP SONG

Sing a song of God's creation, such as "If I were a butterfly."

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 2:7-9,15-25; 3:1-24

Memory Verse

1 John 4:16

NIV: We know and rely on the love God has for us.

TEV: And we ourselves know and believe the love which God has for us.

Lesson Focus

God cared for Adam and Eve even when they disobeyed.

Lesson Goals

- 1 Tell that God cared for Adam and Eve;
- 2 Describe a way he or she experiences God's love;
- 3 Express love to God, and become a member of God's family as the Holy Spirit leads.

Life Focus



Age Level Tip

As you guide children, often use words like: "Please," "I'm sorry," "That's all right," and "Thank you" in your conversation. Children hearing your words will follow your example and use them, too.

God Loved Adam and Eve



MATERIALS

White paper, transparent sticky-tape, HB pencils (dark and soft lead).

PROCEDURE

Give each child a sheet of white paper. Use a pencil to make a dark scribble on a small section of your paper. Rub the ball of your finger on the scribble. Put a piece of tape on your finger. Peel off the tape and put it on the white paper to see your fingerprint. Collect other fingerprints from your friends.

Encourage children to compare the fingerprint patterns. Each person's fingerprint is different from anyone else's. When God made people, He showed His love by making each one special.



God Loved Adam and Eve

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

What is the name of the very first book in the Bible? Assist children in finding the book of Genesis in their Bibles. Genesis tells about the beginning of the world.

STORY SUMMARY

Tell the following story in your own words.

GOD MADE PEOPLE

Who can name something God made in our world? What was the last thing God made? When God made people, He did it in a very special way. The Bible says that God took sand from the ground. He used the sand to form a body. But THEN, God breathed His breath into the body. And that body became a LIVING PERSON! Only God could do that!

God named that person Adam. He put Adam in a special garden. Adam took care of the garden. He gave names to all the animals. But God knew it was not good for Adam to be alone. So God made Adam fall asleep. God took a rib out of Adam's side, then closed up the place again. And from that rib, He made ANOTHER person! Only God could do that!

But this person was not JUST like Adam. This person was different! Adam woke up and saw her. He said, "THIS person came from my bones and flesh. I will call her woman." What do you think Adam thought when he saw Eve?

ONE RULE

Adam and Eve must have been very happy in the garden. There was plenty to do. They worked in the garden and talked with God every evening. And there was lots to eat! In fact, Adam and Eve could eat from any plant or tree in the garden except ONE. God told Adam, "You must not eat from the tree of the knowledge of good and bad. You will die if you do!" God loved Adam and Eve. He wanted them to be happy. So He made this one rule for them to obey.

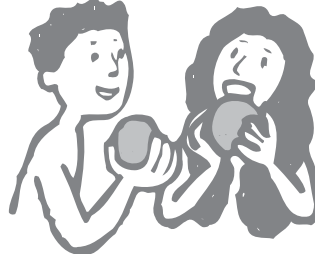
Adam and Eve obeyed this rule until one day a beautiful snake came along. This snake was God's enemy, the devil. The devil wanted to ruin the beautiful garden and the happy people God loved so much.

The snake said to Eve, "Did God REALLY say you could not eat from any tree you wanted?"

Eve replied, "We can eat from any tree except the one in the middle of the garden. If we eat fruit from that tree, we will die!"

The snake said, "You will not die! If you eat that fruit, you will be like God!"

Eve looked at the fruit. It was beautiful to look at; in fact, it looked DELICIOUS! And if it would make her like GOD, well, wasn't THAT a good idea? Eve looked. Then she reached. She picked the fruit off the tree and took a bite.



ADAM AND EVE WERE AFRAID

At that moment, everything changed. A person had disobeyed God's one rule. Disobeying God's rules is called sin. Eve took the fruit to Adam and he ate some, too. Now they had BOTH disobeyed! They looked at each other. It had never mattered to them before that they did not have any clothes on. But now they were embarrassed! They took some leaves from a fig tree and made clothes for themselves.

Suddenly they heard a sound. They knew God was coming! UH-OH! **What do you think Adam and Eve did? What would you do?** They HID. Adam and Eve hid from God, who loved them so much!

God called, "Adam, where are you?"

Adam stepped out from where he was hiding in the trees. He said, "I heard you coming and I was afraid because I am naked. So I hid."

God asked, "Who told you that you were naked? Did you disobey Me?"

Adam said, "The woman you put here with me gave me some of the fruit from the tree, and I ate it."

God said to Eve, "What have you done?"

Eve replied, "The snake tricked me!"

GOD'S PROMISE

God must have been very sad. Adam and Eve could not live in the beautiful garden any longer. Thorns and weeds would grow out of the ground. Now there would be pain and death. But God still loved Adam and Eve! He still wanted them to be His special friends. God made clothes for Adam and Eve from animal skins.

And God also made a VERY important promise. He told the devil, "Someday I will send Someone to get rid of you." This special Person would take the punishment for the wrong things people had done. And God's promise came true many, many years later. Because the Person He sent was JESUS!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 2.

MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 2.

PROCEDURE

Review today's Bible story by saying the following sentences, one at a time, asking volunteers to tell an event that happened immediately after the event described in the sentence.

- » **God created people.**
 - » **Eve told a snake God's rule.**
 - » **Eve believed the snake's lie.**
 - » **Adam disobeyed God and ate fruit from the forbidden tree.**
 - » **Adam and Eve hid from God.**
 - » **God made an important promise.**
- After children respond ask,
- » **What makes you feel sad about this story?**
 - » **What makes you feel glad?**
 - » **How did God show His love for Adam and Eve after they disobeyed them?** (He promised that one day He would send Jesus to take the punishment for their wrong actions.)

Adam and Eve knew they could depend on God's love for them. That is what 1 John 4:16 tells us. Read verse from Bible. **What word in this verse means the same as "depend" or "count on"?** (Rely.) **I can depend on God to always love me, even when I have done wrong things.**

Because God loves us, He planned a way for His Son, Jesus, to take the punishment for the wrong things we do. If you are sorry for the wrong things you have done and believe Jesus died to take the punishment for your sins, you can be a part of God's family. If you would like to find out more about God's family, talk to me after class. Be alert for a child who may be interested in becoming a Christian. (See "Leading a child to Christ" on page 109.)

Direct children to complete the Tongue Twisters on Page 1. The coloured-in section reveals the word "Yes." Those who finish early can complete the bonus activity, "How does God show His love for 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.

Art Option Great Shapes

MATERIALS

Bibles, roll of brown paper, scissors, crayons, tape; optional - large conversation balloons cut from paper.

PREPARATION

Cut a 1 metre section of brown paper. Alternatively, cut one for each child.

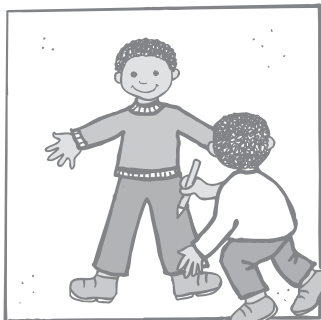
PROCEDURE

1. **After God created Adam and Eve, what did God say?** ("This is good.") **God made each person in a special way. First John 4:16 reminds us of God's love.** Repeat verse with children.

2. Distribute crayons. Children work together to trace around a volunteer's body on the paper. (See sketch.) After outline is complete, children colour the body shape, adding details for facial features and clothing. (If each child is making a body shape, they work in pairs, taking turns to trace around the other person's body.)

3. Ask questions such as, **How are you similar to the person next to you? How are you different?**

Talk with children about reasons they may not feel valued or special. **When might children your age feel no one likes them? Listen to responses. Sometimes we all feel like we can not do anything right - no matter how hard we try. When I feel that way, it helps me to remember that God understands when I make a mistake. And He promises to always care for me, even when I have done wrong.**



4. Cut out the body shape and tape it onto classroom wall. Optional: Give each child a large paper conversation balloon. Ask each child to complete the sentence, "I am special because..." and write it on the balloon. (Non-writers will need assistance.) Attach conversation balloons near the mouth of the body shape.

5. Lead children in prayer. Ask each child to say his or her name at the conclusion of the prayer. **Dear God, we love You. Thank You for loving and caring for us. Thank You for making each person special. Thank You for loving Mandisa. In Jesus' name, Amen.**

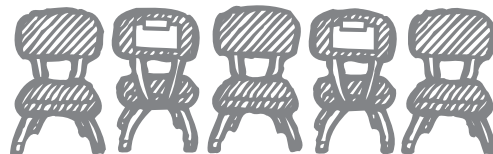
Game Option Chair Choices

MATERIALS

Bibles, chairs, paper, pen, tape or Prestik.

PREPARATION

Arrange chairs for yourself and each child in a line, every other one facing the opposite direction. (See sketch.) Number a small piece of paper for each chair and tape it to the back of the chair. Make an additional set of numbered papers. (Alternative Idea: Instead of using chairs, number papers and place them on the floor. Children walk around the papers.)



PROCEDURE

1. **What will happen when I sit in this chair?** Sit on a chair. **I rely on the chair to hold me. The word "rely" means that I am sure about something. What are some other things we can usually rely on?** (Turning on a light, using the phone, a car, etc.) **But what might not work on your car?** Volunteers answer. **The Bible tells us something we can ALWAYS rely on. Listen for the word "rely" in this Bible verse.** Read 1 John 4:6 aloud; children repeat it. **What can we rely on?** (God's love.)

2. Then lead children in this game. Children repeat 1 John 4:16 as they walk around chairs. After the last word is spoken, each child sits in the closest chair. Choose a numbered paper from the second set. Then invite children to say with you, **We know and rely on the love God has for** (name the child seated on the chair whose number was chosen.) Repeat until each child has had a turn. Vary the activity by asking the child to repeat the verse by memory, inserting his or her name (or the name of a friend) for the last word.

3. Lead children in prayer. Ask each child to say his or her name at the conclusion of the prayer. **Dear God, we love You. Thank you for loving and caring for us. Thank you for loving Andile. In Jesus' name, Amen.**



PRAYER

Lead children in a prayer thanking God for His promise of a Saviour.

WORSHIP SONG

Songs such as "Jesus loves me" and "Jesus loves the Little Children" would be appropriate.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 6:1 - 9:17

Memory Verse

Psalm 119:34

NIV: *I will keep your law and obey it with all my heart.*

TEV: *I will obey your law; I will keep it with all my heart.*

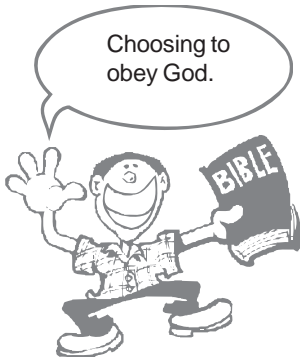
Lesson Focus

God planned a way for Noah and his family to be saved from the flood.

Lesson Goals

- 1 Identify Noah's choice and how he obeyed God;
- 2 Suggest times it might be hard to always do what God wants;
- 3 Discuss ways he or she may obey God.

Life Focus



Age Level Tip

Tips for building relationships with children:

Greet each child by name, offering a genuine smile and a warm greeting.

Sit at the child's eye level. Avoid hovering over children. Join in the activities whenever you can.

Noah and the Ark

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MATERIALS

Bibles.

PROCEDURE

Children stand at one end of your classroom. Choose one child to be the leader. He or she announces a silly law for all children to obey when moving across the room. For example, "Hold one hand in the air." "Hold your elbows with your hands and hop across the room." Allow children to take turns being leaders. Invite new arrivals to join those walking across the room. **These are silly laws. I am glad we don't have to follow them all the time. Listen to what a king in Bible times wrote about God's laws.** Read Psalm 119:34 to children. **Today in our Bible story we will hear about how important it is to know and obey God's laws.**



Noah and the Ark

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, 40 small objects (blocks, coins or buttons) in a bag.

BIBLE SKILLS

Our Bible story today is from the very first book of the Bible. What is that book's name? (Genesis.) Today I am going to tell you one of the most famous stories in Genesis. Assist children in finding Genesis.

STORY SUMMARY

Tell the following story in your own words.

PEOPLE DISOBEYED GOD

After God made the world, more and more people were born. Adam and Eve had children, and THEIR children had children, until finally, there were more people than anyone could count!

But a very sad thing was happening. People began to forget that God wanted them to love each other and be kind to each other. Instead, people began to do terrible things to one another. They were hurting and even killing each other! They didn't care what God wanted them to do. That made God very sad. Something would have to be done about all that meanness and disobeying.

NOAH OBEYED GOD

But in all that meanness and disobeying, there was one person who DID love and obey God. His name was Noah. Noah saw other people doing wrong things. But Noah tried to do what God wanted him to do.

Finally, God decided it was time to stop the terrible things going on in the world. He would have to put an end to the people who were so disobedient. But God planned for Noah and his family to be safe. God said, "Noah, I want you to build a big boat, an ark. I will make it rain until the whole earth is COVERED with water. But you and your family will be safe in the ark."

God told Noah EXACTLY how to build the ark. The ark was to be made from certain kinds of wood. And it was going to be BIG! When it was finished, it was going to be as long as two rugby fields! Once again, Noah did just what God told him to do. He set to work chopping down trees, sawing and nailing. When the ark was all put together, Noah painted the boat inside and out with tar. This kept water from leaking into the boat. Building the ark was a BIG JOB! It took Noah and his family many, many YEARS to build it. **What do you think Noah's neighbours said to him about the ark?**

INSIDE THE ARK

After the ark was built, God said, "Noah, take your family into the ark. And take EVERY kind of animal and bird with you."



Again, Noah did what God told him to do! He loaded food for his family and for ALL those animals into the ark. Then God sent the animals to Noah. Rhinoceroses, elephants, glow worms, animals of every kind and size came to Noah! Noah loaded them all into the ark. Rabbits and hippos, lions and mice, mossies and eagles - all these and more found places in the ark.

What other animals came into the ark?

Finally Noah, his family and HUNDREDS of kinds of birds, insects and animals were in the huge boat. As Noah and his family stood inside the ark looking around their new home, they began to hear something! Ping, ping. Ping, ping. Noah and his family listened. Plink, plink, plink! Rain started coming down. Now it came down faster and harder! Then, the Bible tells us, God shut the door.

The rain fell even harder. Little puddles got larger and LARGER until finally the ground was covered with water! The ark began to move. It lifted and began to FLOAT! For 40 days and 40 nights the rain fell hard and fast. (Show bag. Children count objects as you take them out the bag.) It takes time to count 40 (buttons). Waiting for 40 days and 40 nights to go by takes MUCH longer!

OUTSIDE, the water got DEEPER and DEEPER until one day, even the tallest mountain on earth was COVERED with water. But inside the ark, Noah and his family and all the animals were snug and dry.

What do you think Noah and his family did during those 40 days?

GOD'S PROMISE

One day, it got very quiet. The rain had stopped! But it was a LONG time before the water dried up. Noah, his family and the animals lived on the ark for almost a YEAR. Then one day God said, "Noah, come out of the ark. Bring your family. And bring out all those animals and birds, too."

What an exciting day THAT must have been! At last, Noah and his family and ALL the creatures that had been taking care of could leave the ark!

The first thing Noah did was to thank God for keeping him and his family safe during the flood. God was glad that Noah remembered to thank Him.

God made a special promise. God promised, "I will NEVER again destroy the whole earth with a flood." Then to remind everyone of His promise, God put a beautiful rainbow in the sky. Even today, whenever we see a rainbow, we remember that God promised NEVER again to cover the whole earth with water.

CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete



iNdlela Student Activity Pages for Lesson 3.

MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 3.

PROCEDURE

Children who were present last week will be familiar with the Before and After activity and may enjoy acting as leaders. Ask leaders to describe in one sentence an event from today's Bible story. As each event is described, volunteers tell an event that happened immediately before or after the event described in the sentence. Supplement children's ideas with these sentences.

- » **Noah built an ark.**
- » **Rain fell for 40 days.**
- » **Noah thanked God for keeping him and his family safe.**

After completing this review activity ask,

- » **What choice did Noah have to make?**
- » **Was it hard or easy for Noah to obey God? Why?**
- » **What might have happened if Noah had disobeyed God?** Volunteers answer.

Noah obeyed the word of Psalm 119:34. Read verse aloud. (As time permits, help children find verse in Bibles.) Ask, **What does it mean to keep God's laws?** (Obey God's commands in the Bible. Do what God wants.)

What are some of God's laws? (Help people in need. Tell the truth. Be fair.) **How might someone your age obey that law? When might it be hard for you to do what God wants?**

Encourage children to share specific situations in which they may obey God. Share an example from your life. (Situations children might discuss are: playing fair in games, following parents' instructions, not swearing.) Remind children that if they ask Him, God will help them obey.

Direct children to the "What would you do?" activity on Page 1 of the *iNdlela Student Pages*. Discuss



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.

Snack Option Rainbow Toast

MATERIALS

Bibles, white sandwich bread, milk, food colouring, small containers, new paintbrushes, toaster, knives, plates, serviettes.

PROCEDURE

1. **Let us name the colours in a rainbow.** (Red, orange, yellow, green, blue, indigo, violet.) **Why does the Bible say God put a rainbow in the sky?** (To remind people of God's promise to never again destroy the earth with a flood.) **Rainbows remind us that God keeps His promises.**

2. **Today you may each paint some of the colours of a rainbow onto a piece of toast.** Let children help you fill each small container about a quarter full of milk, then add several drops of food colouring to each container - one colour in each. Each child uses a paintbrush to lightly paint a slice of bread with various colours of milk (do not soak the bread). Children may paint the milk in the shape of a rainbow or in designs of their own choosing. Toast bread, then guide children to notice the vibrancy of colours. Enjoy eating the toast.

3. As children eat, use this informal time to talk with them about ways they may follow Noah's example of obedience. Read Psalm 119:34 to children. **What do you think it means to do something with all your heart?** (Do your best. Try your hardest.) **How did Noah show he obeyed God's instructions with all his heart? What are some ways you can obey God's instructions?** Encourage children to tell specific ways they need God's help in obeying Him. (Children may mention situations such as getting along with brothers and sisters, following parents' instructions, doing their best work at school.)

4. Lead children in a brief prayer asking for God's help in obeying.



Game Option Listen Up

MATERIALS

Bibles.

PROCEDURE

1. **Listen and try to follow my directions exactly.** Give instructions for a variety of motions. **Stand up. Raise your right hand. Kick your left foot backwards. Stick out your tongue. Shake your head.** Invite several children to take turns leading group in actions.

2. Then say, **You've been doing a good job of listening and obeying. That is what Noah had to do in our Bible story today. What would have happened if Noah had ignored God's directions?** Children answer. **Noah obeyed God's law with all his heart, just like Psalm 119:34 says.** Repeat verse with children. **God's laws or instructions help us know how to do what is right.**

3. **Now let's play a game called mirror images. Instead of listening for directions to obey, you'll be looking for what to do. Pretend you're looking in a mirror. When you see the person in the mirror move, then you need to move in exactly the same way.** Group children into pairs and ask them to stand face-to-face. Designate one person in each pair as the leader. As the leader moves, his or her partner tries to move in exactly the same way. After a few minutes, children switch roles.

4. Then say, **Doing what we see each other do reminds us that we need to do what God's Word says. We need to listen and obey God's laws or instructions.**

5. Lead children in a brief time of prayer asking for God's help in following His Word.



PRAYER

Read aloud Psalm 119:34, leaving out several key words. Volunteers tell the missing words. **What is one way you've learned you can obey God at home? at school?** Allow several children to answer. Then lead children in a brief prayer asking God's help to obey Him, mentioning situations shared by children.

WORSHIP SONG

Sing songs of obedience, such as 'Trust and Obey', or 'The B-I-B-L-E.'

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

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

Memory Verse

Nahum 1:7

NIV: *The Lord is good...He cares for those who trust in him.*

TEV: *The Lord is good...He takes care of those who turn to him.*

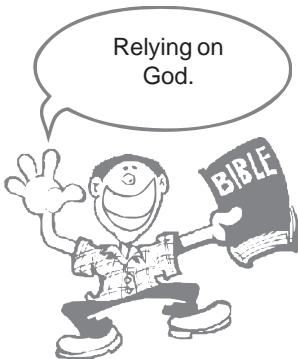
Lesson Focus

God guided Abraham to the new home He had promised him.

Lesson Goals

- 1 Report the ways God took care of Abraham;
- 2 Describe situations when he or she needs God's care;
- 3 Thank God for His loving care.

Life Focus



Age Level Tip

Why are Bible Learning Activities so important for children? It's not enough for a child to hear God's Word or even memorise it. He or she must *do* it! Direct, first-hand activity is a child's most effective way to learn.

Abraham's New Home



MATERIALS

Bible, large sheet of paper and pen or chalkboard and chalk.

PREPARATION

Write "The Lord is good. He cares for..." on large sheet of paper or chalkboard.

PROCEDURE

Read words on large sheet of paper. **How do you think this verse ends?** Children decide how to finish the sentence. **What kinds of people do you think God cares for? Who do you think God loves?** After children have given their ideas, read Nahum 1:7 to children and write remainder of verse on paper. **What do you think it means to trust in the Lord? When we trust God, it means we depend on or believe in Him. Today we will be learning about a man named Abraham who trusted God.**



Abraham's New Home

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

The Bible has many books in it. What is the name of the first book? (Genesis.) Assist children in locating Genesis.

INTRODUCTION

If you were going to a place you had never been to before, what one thing would you most want to take? Why? Volunteers answer. **Our Bible story is about a man named Abraham who travelled to a place he had never been before. What things do you think he took with him?**

(Note: To avoid confusion, the names Abraham and Sarah are used throughout the lesson.)

STORY SUMMARY

Tell the following story in your own words.

ABRAHAM LOVED GOD

Abraham was a man who lived in the city of Ur. Ur was a big city, full of fountains and trees and houses. Abraham and his wife, Sarah, had lived in Ur all their lives. Their friends and family all lived in Ur, too. They had a home and many helpers who worked for them.

Now there was something different about Abraham. He was like his neighbours in Ur, BUT Abraham loved God. He often talked with God. And one day, God told Abraham something VERY SURPRISING.

"Abraham," God said, "I want you to go to a new land. I will show you where to go." **How do you think Abraham would know where to go?**

READY TO GO

Abraham and Sarah and all their helpers worked hard to get ready for this long trip. They probably sold their house and many of the things they had in the city. They would not need these things on their trip. Since this would be like a long camping trip, they packed up pots and pans and fastened them to the camels and donkeys. They tied clothes and tents into big bundles. They packed rugs and blankets. Then they filled water bags with water and packed food. They said good-bye to all their friends and relatives. Soon it was time to leave. **How would you feel about leaving if you were Abraham or Sarah?**

A NEW LAND

Abraham, Sarah and some of their family began to walk. The sunny desert was hot. Even though they rode the camels or donkeys some of the time, travelling was hard work! There were no cars, and they could not stop at a hotel for a meal and a bath. When they did stop, they put up the tents. They would probably build a fire, cook supper and then sleep rolled up in their blankets. When it was time to move on, they would get up, pack up everything again, get fresh water in the water bags and start walking. Sometimes, they must have wondered where they were headed - and if they would every get to the land God promised! But Abraham trusted God. He was sure God would take care of him. He knew that sooner or later, they were going to reach the new land where God had promised to bring them.

For days and months, they travelled this way. Sometimes they stopped for a longer time, but then God would tell them to go. So they would pack up the tents and camels and donkeys. And they would move on again. Soon the land looked very different.

One day, they came to a place of hills and valleys covered with good grass that would feed many sheep and goats and cows. "This is the land I promised to you," God told Abraham. It was beautiful! The land was called Canaan. They must have been glad to set up their tents and pound the stakes into the ground, because this time they were STAYING! God had led them to the very place He had promised them. They had not got lost, even though they had never seen a map! **What is the first thing you would do when you moved to a new place?**

The very first thing Abraham did in this new land was to build a special place to worship God. He praised God and thanked Him for bringing him ALL that way. God had done it! God had brought Abraham and his family to a new land.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 4.

MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 4.

PROCEDURE

Ask children to think of items they would have brought with them if they were Abraham and Sarah travelling to their new home. **Because God promised Abraham a new home, the land to which Abraham travelled is sometimes called the Promised Land.**

Begin the activity by saying, **I'm going to the Promised Land and I'm going to bring water.**

Child seated next to you repeats the sentence and adds on another item. For example, "I'm going to the Promised Land and I'm going to bring water and bread." Continue until each child has had a turn to repeat the sentence and add one item to the list. Suggested items would be camels, sheep, goats, cheese, grapes, tents, clothes, water jugs, etc.

» **If you were moving to a new home, what would you look forward to?** Children answer.

Moving to a new home can be exciting and fun.

» **What might someone your age worry about, if he or she were moving to a new home?**

» **What other kinds of things might children your age worry about?** Volunteers respond.

We all worry about things that frighten us or seem scary. It helps me to remember that God cares for me no matter what happens.

Read Nahum 1:7. Then say, **I remember God cares for me when I worry about (storms).**

Child seated next to you repeats the sentence and adds on another item. For example, "I remember God cares for me when I worry about storms and robbers." Continue until each child who wants to has had a turn. (If needed, simplify the game by starting over after five items have been listed.)

If children have difficulty adding on items ask questions such as, **When do you need God's care at school? in your neighbourhood? at home?** Concerns children may mention are gangs in their neighbourhoods, tests at school, fear of violence or disaster, AIDS.

As you listen to children's concerns, you can reassure them of God's love and care.

Direct children to the "God's Care for Me" activity on Page 1 of the *iNdlela Student Guide*. Children who cannot yet write can say their prayer to God out loud.

Close the time with a brief prayer thanking God for His care of those who trust in 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.

Art Option Footprint Path

MATERIALS

Bibles, rolls of brown paper, khokis or crayons.

PREPARATION

The length of paper needed will depend on the number of children in your class. Allow 1 metre for each child.

PROCEDURE

1. **What do you think Abraham and Sarah liked or disliked about the long trip they went on.** Children tell ideas. **What are some ways God took care of Abraham on the trip?** (Kept him safe. Provided food and water. Gave directions to Canaan.) Read Nahum 1:7 together. **We can trust God to take care of us, too.**

2. **To help us remember the times and places in which God takes care of us, we are going to take an imaginary trip.** Show brown paper. Divide group into pairs. Children take turns standing on the paper and tracing around their shoes to make a path. (See sketch.) Children will enjoy positioning their feet in a variety of directions.

Now, let us think about some of the ways God cares for us. Where does God take care of you? Children name places they go. Ask, When might you need God's care in your neighbourhood? Why might children your age feel worried or afraid at school during break?

Encourage children to share specific situations. They may mention fights among children at school, worries at home about a parent who is unemployed, etc.

3. Then ask each child to choose a specific location mentioned in your discussion (home, school, neighbourhood, shops, taxi, library, sports field, etc.) Assign child a section of the paper on which to draw a picture of the location. After pictures are completed, let children walk on the footprint path. Lead children in a brief prayer thanking God for His loving care. Mention the locations pictured on the path.

TEACHING TIPS

1. Watch for opportunities when you may briefly connect the child's activities or words to today's Life Focus. **Thando, I heard you say you need God's care when you catch the taxi to school each day. What is it like on the taxi? When do you need God's care the most? God is glad to help and care for you. Let's ask Him.**



Game Option Circle Run

MATERIALS

Bibles, small object (eraser, block, sponge, etc.)
small pieces of paper, pencils.

PROCEDURE

1. Open your Bible to Nahum 1:7. Read verse to children. **What is a way God cares for you?** Children answer. If children have difficulty thinking of answers ask, **Who has God given to help you stay safe? Where is one place you have travelled safely? What has God given you to help you stay healthy? What has God given you to learn new things?** Lead children in a brief prayer of thanks.

2. **To remind us of the ways God cares for us, we're going to play a game.** Give each child a piece of paper and a pencil. Each child writes his or her name on a paper. Collect papers, shuffle them and place them facedown in a pile. Children sit in a circle with their hands cupped behind their backs.

3. Choose a child to be "It." "It" takes the top paper from the pile and reads the name silently. Give "It" a small object. As "It" walks around the circle to locate the child whose name was selected, children repeat verse: *The Lord is good. He cares for...* (children wait to see who will be chosen). "It" drops small object into chosen child's cupped hands. Children say that child's name.

Child chases "It" around circle once, trying to catch "It." Whether or not "It" is caught, he or she sits down in the circle. The child who was chasing "It" is the new "It." Repeat game until each child has had a turn to be "It."



PRAYER

What did Abraham do when he arrived at his new home? (He thanked God.) Abraham showed his thankfulness to God. Let us thank God for His loving care. Lead children in a brief prayer of thankfulness.

WORSHIP SONG

Find a song in your church song books that talks of God's care and His presence with us where ever we go.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 15:1-6; 17:1-8,15-22; 18:1-15; 21:1-7

Memory Verse

Hebrews 10:23

NIV: *He who promised is faithful.*

TEV: *We can trust God to keep his promise.*

Lesson Focus

God kept His promise to give a child to Abraham and Sarah.

Lesson Goals

- 1 Tell that Abraham believed God's promise;
- 2 Identify promises God has made;
- 3 Ask God for help in trusting His promises;

Life Focus

Trusting God's promises.



Age Level Tip

A Bible-time costume box is a valuable addition to any Primary-level classroom. At this age, children are experts in imaginative play and will enjoy acting out Bible stories even more when they can dress up.

The Birth of Isaac



MATERIALS

Bible, paper, pencils or crayons.

PROCEDURE

How do you feel when someone promises something good to you? (Excited. Happy.) Children draw, write, or tell about their favourite promises. Ask, **Has a friend every promised to give you something? Did your mom or dad ever promise to take you somewhere?** As children write or draw say, **Hebrews 10:23** tells about someone who always keeps His promises. Read verse. **What do you think this verse is talking about? This verse tells us that God is faithful. That means He will do what He says.**



The Birth of Isaac

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Let us find Genesis 15 in our Bibles. Remind children that Genesis is the first book in the Bible. **Each book in the Bible has chapters. The big numbers on the page are the chapter numbers.** Help children find Genesis 15.

INTRODUCTION

If you could have a different name, what name would you choose? Allow several volunteers to answer. **When a baby is born, the mother and father get to choose the baby's name. Sometimes they name the baby after a relative. Or, they might choose a name because of what it means. Our Bible story today tells about a baby whose name has a FUNNY meaning. His name means "he laughs."**

STORY SUMMARY

Tell the following story in your own words.

GOD'S PROMISE

Abraham was an old man. His wife, Sarah, was old, too. Abraham and Sarah had been married for a LONG time. God had promised Abraham that he would be a father. God had promised Abraham that he would have many grandchildren and great-grandchildren. But Abraham and Sarah did not have ANY children yet! And he and Sarah were even OLDER than most grandparents!

But God told Abraham again, "You WILL have a baby boy. And from that baby will come more grandchildren and great-grandchildren than you can imagine! Look at the stars, Abraham. Can you count them? You will have more grandchildren than there are stars in the sky!" **What do you think Abraham thought when he heard God's promise?** (Abraham believed God.)

ABRAHAM LAUGHED

Many years went by and Abraham grew even older. But STILL they did not have a baby. Surely, it was too late for Abraham and Sarah to become parents. Then one day, God told Abraham His promise again. And again, Abraham believed God's promise, even though it made him laugh! It was funny to think that he and his wife could have a baby! Abraham wondered, *How can I have son when I am a HUNDRED years old? And how can Sarah be a mother when she is NINETY?*

But what God said was true! God told Abraham, "Sarah WILL have a son. His name will be Isaac. I will keep my promise to you." Even though Isaac was not born yet, Abraham believed what God said.

SARAH LAUGHED, TOO

More time went by, and still, no baby. Then one day, three visitors came to Abraham's tent home. And, even though ONE of the visitors looked like a man, He was really GOD! Abraham invited his guests to eat and rest. He asked Sarah and a helper to get some food ready. Abraham served a good meal for their important guests.

As the visitors ate, Sarah stood at the opening of the tent. She was listening to the things God and Abraham were talking about. She heard God say that within a year she and Abraham would have a SON! **What do you think Sarah did when she heard that?**

Sarah laughed, just like Abraham had laughed! She said to herself, "I'm so OLD! Will I really have a child NOW?"

God knew what Sarah had said to herself. He said to Abraham, "Why did Sarah laugh? NOTHING is too hard for the Lord! When I come back here next year, Sarah really WILL have a son!"

THE PROMISE DELIVERED

Months later, at the EXACT time God had promised, Abraham and Sarah DID have their own baby boy! And they named him Isaac. **What did Isaac's name mean?**

Sarah looked down at the beautiful baby in her arms. She said, "God has made me laugh! Everyone who hears about this baby will laugh, too. Who would have BELIEVED that old Abraham and Sarah would have a baby?"

Abraham and Sarah were VERY happy to have this little baby. Isaac must have made them laugh many, many times. And every time they laughed, Abraham and Sarah must have remembered that God NEVER forgets His promises!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 5.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 5.

PROCEDURE

Designate a chair or area in your classroom as the "hot spot." **Pretend you are either Abraham or Sarah. When you are in the hot spot, we will ask you questions about what happened in the story. Who would like to be in the hot spot first?** (If children are reluctant to volunteer, demonstrate by taking the first turn yourself.) Child in the hot spot chooses to be either Abraham or Sarah and answers one or more questions from the group, such as "Abraham, what did God promise you?" "Did you believe God's promise? Why?" "Sarah, why did you want a baby?" "What did you hear God say?"

Questions may ask for story facts or for opinions.

(Have ready several questions to ask if group has a hard time thinking of what to ask.)

Repeat with several volunteers.

» **Do you think it was easy or hard for Abraham and Sarah to wait for Isaac to be born? They waited a long time. But they knew God would keep His promise.** Read Hebrews 10:23.

» **What word in this verse tells what God has done?** (Promised.)

» **What word tells us what God is like?** (Faithful.)

One or two children at a time may sit or stand in the hot spot and repeat Hebrews 10:23.

Let's find out what some of God's promises are.

I will say a sentence telling one of God's promises. Each promise will be missing a word. The person in the hot spot tries to guess what the word is. Say these sentences, one at a time, leaving out the capitalised words: "God HEARS our prayers. God is with us EVERYWHERE. God LOVES us. God will HELP us do good." If time permits, repeat the activity, leaving out more than one word.

Then say, **God's best promise is sending Jesus so we can become members of His own family. If you would like to find out more about God's family, talk to me after class.** (See "Leading a Child to Christ" on page 109.)

Children choose one of the promises, "God hears me pray" or "God is with me" on Page 1 of the *iNdelela Student Activity Pages*. They then draw a picture to show how God keeps that promise to them.

Lead children in a brief prayer asking God for help in trusting His promises.





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.

Game Option Promises, Promises

MATERIALS

Bibles.

PROCEDURE

1. **What did Abraham and Sarah wait for?**

How do you think they felt while they waited?

Volunteers answer.

Abraham and Sarah were glad when God

kept His promise and Isaac was born.

2. **Let us play a game to help us remember four of God's promises.** Children sit together in centre of room. **The first promise we will use in our game is "God is with me"** (see Joshua 1:9). **Even though we can not see Him, God is with us everywhere we go. Which of these places would you like to go to - a beach, a mountain, a desert or a jungle? Show your answer by where you stand.** Designate a corner of the room to represent each answer. Children walk to the corner of their choice. Repeat question using four different choices: school, shops, park, school bus stop. Children return to centre of room. Ask, **Why are you glad to know God is with you at school? At the shops?** (Children may mention situations such as travelling safely, not feeling lonely, feeling safe because of God's care.) Repeat the above procedure with each of these promises:

3. "God loves me" (see John 3:16). **God loves us and made each one of us special. Do you have black, brown, blond or red hair? Show your answer by where you stand.** Repeat question using four different choices for career choices (musician, teacher, doctor, scientist).

4. "God helps me do good" (see Philippians 1:6). **God promises to help us do good things. Do you need God's help at school, playing a sport, at home or in your neighbourhood? Show your answer by where you stand.** Repeat questions using four different choices for school subjects (maths, spelling, reading, writing).

5. "God hears me pray" (see Psalm 120:1). **Which of these things might you want to pray about - playing in a soccer game, someone who is sick, staying with a baby-sitter or getting along with your friends. Show your answer by where you stand.** Repeat question using four different choices for things for which children may thank God (food, home, friends family member). (continued...)



Snack Option Bible-Times Cooking

MATERIALS

Bibles, pita bread pieces or cream crackers, mixing bowl and spoons, plastic knives, serviettes, for every 12 children: 250ml cream cheese, 5ml ground cinnamon, 7.5ml honey.

PROCEDURE

1. **Who's the MOST important person you can think of?** Volunteers give names. **If someone very important were coming to your house, what do you think your family would do to get ready?** Volunteers answer.

2. **Abraham and Sarah had some special guests in our story today. What do you think Abraham and Sarah remembered most about the visit of their three special guests? Who was one of their guests? What did He tell Abraham and Sarah? Did His promise come true? Even though Abraham and Sarah had to wait, God DID keep His promise.**

3. **What kinds of food do you think Abraham and Sarah served their guests?** Volunteers answer. Refer to Genesis 18:5-8 as you explain that Abraham and Sarah served bread, meat, cheese and milk.

4. **Let's make a snack that uses some of the same foods Sarah and Abraham served to their visitors.** Children take turns mixing cream cheese with cinnamon and honey until smooth, then spreading mixture on bread pieces or crackers.

5. Children pretend to be either a host or a guest, distributing or receiving snack. **What would you say to (important person named earlier) if you were bringing him or her this snack?** Encourage children to use polite words and actions as they serve snack on serviettes to each other.



PRAYER

What are some promises God has made to us?

(To be with us. To love us. To hear our prayers. To help us do good. To forgive us.) Tell about a time God kept one of these promises in your life. Lead children in prayer, asking God's help in trusting His promises.

WORSHIP SONG

Find a song that relates to the new Unit, and teach it to the children over the next four weeks. Or, sing "Every promise in the Book is mine."

Scripture

Genesis 25:19-34

Memory Verse

Philippians 2:4

NIV: *Each of you should look not only to your own interests, but also to the interests of others.*

TEV: *Look out for one another's interests, not just for your own.*

Lesson Focus

Jacob selfishly tricked Esau into selling the birthright God had given Esau.

Lesson Goals

- 1 Identify Jacob's selfish actions;
- 2 Discuss times children his or her age may want to act selfishly;
- 3 Select ways he or she may act unselfishly and care for others.

Life Focus



Age Level Tip

Service projects (such as Let Me Help on page 22) allow you to take your class beyond simply talking and hearing about obeying the Bible. Acts of service done as part of a group help children actually obey the Bible.

Jacob and Esau



MATERIALS

Bible, bag of small sweets or biscuits, or some other snack.

PROCEDURE

Show bag of sweets. **How would you feel if I gave one piece to each of you and kept the rest for myself? Philippians 2:4 tells us to think about other people's feelings.** Read the verse to the children, then ask them to repeat it after you. As time permits, help children locate Philippians 2:4 in their Bibles. **Whose interest am I looking out for if I keep all the sweets? If I look after YOUR interests and feelings too, what will I do?** After all the children have arrived, let children vote on the best way to share the sweets. Children divide the sweets and eat them.



Jacob and Esau

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Where will you find the book of Genesis in the Bible? Genesis has many chapters. Our story today is in chapter 25. The big numbers on the page tell the chapter. Help children find Genesis 25.

INTRODUCTION

Do you know any twins? Are they exactly alike? How are they the same? How are they different? Children answer. **Today we are going to learn about some twins who lived long ago in Bible times. Their names were Jacob and Esau. Listen for ways Jacob and Esau were the same and ways they were different.**

STORY SUMMARY

Tell the following story in your own words.

JACOB AND ESAU

Abraham's son Isaac grew to be a man. He married a beautiful woman named Rebekah. They were married for a long time and had no children. They prayed and asked God to send them a child. Now God had answered their prayer. They were going to have a baby. But guess what? There was not just one baby; there were two babies. Isaac and Rebekah were going to have TWINS!

Finally the day came when the babies were born. Now, some twins look alike. And some twins even act alike. But THESE twins were only alike in a

few ways. They were both boys and they lived in the same place. In many other ways, they were DIFFERENT! Esau was rough and strong and had lots of hair. He loved to be outside. He grew up learning to hunt with a bow and arrows. He hunted food for his family.

Esau's twin brother, Jacob, did not look anything like Esau. Jacob was quiet and had smooth skin. He liked to stay close to the family tent, and it seems that he became a pretty good cook.

Isaac was proud of his strong son, Esau. And because Esau was born first, Isaac planned to give Esau the birthright. That meant that one day Esau would become the leader of the family. Getting the birthright also meant that Esau would get twice as much as Jacob of everything their father owned.

How were Jacob and Esau the same? How were they different?

A SELFISH TRADE

One day, Esau had been out hunting. He had hunted a long time without catching anything for supper. Now it was almost suppertime and he was tired and very, VERY hungry. As he came closer to the family tent, he smelled FOOD. And it smelled WONDERFUL! **What kind of food smells good to you?**

Esau came inside the tent. He looked over at the fire and sure enough, there was a steaming pot of stew. And guess who was stirring it? Jacob! Jacob had been cooking while Esau was out hunting. Jacob could see that Esau had not brought anything home for supper. And he could see that Esau WANTED some of his stew!

Esau ordered, "Give me some of that stew. I'm starving!"

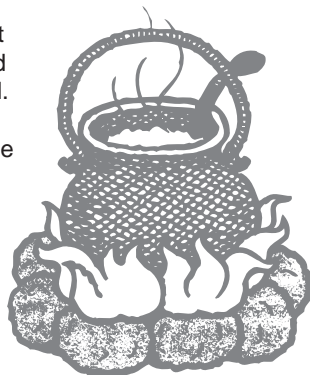
But Jacob did not want to GIVE Esau the stew. He had thought of a way to make Esau PAY for it.

Jacob answered, "I'll let you have this stew IF you promise me that I can have your birthright."

Esau said, "I'm about to DIE because I'm so hungry. That birthright won't do me any good if I'm dead. Go ahead. You can HAVE the birthright. Just give me some of that stew!"

So Esau traded away his right to be the family leader. He exchanged the extra things he would get from his birthright for some STEW! **Do you think that was a**

fair trade? Why or why not? Jacob knew the trade was not fair - but he did not care. He was looking out for his OWN interests. If Esau wanted to make a trade that was not very smart, that was HIS problem. Jacob did not care about what was best for Esau. And Jacob did not know that one day, his selfish actions would cause even more trouble for himself!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 6.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 6, two pieces of paper or card, pen.

PREPARATION

On separate papers write the words "selfish" and "unselfish."

PROCEDURE

Show two papers and read the words aloud. Read the following sentences and let the children take turns choosing the paper which best describes the actions of the people in today's Bible story:

Esau helped provide meat for his family to eat.

Jacob cooked food for his family.

Jacob wanted the special things Esau, the oldest son, would get.

Jacob would not give Esau something to eat unless Esau traded his birthright.

After children answer ask,

» **How do you think Esau felt toward Jacob after Esau traded his birthright?**

» **What would you have done if you were Esau?**

Volunteers respond.

Selfishness is not just a problem that happened in Bible times.

» **Is it hard or easy to get along with selfish people? Why?**

» **Often people do not want to be friends with someone who is selfish. Who knows what God's Word says about being selfish?**

Philippians 2:4 tells us to care for others. Read verse with children. **Today we make the same kind of choice - to be selfish or to be unselfish.**

When might children have to make that choice?

(Children may mention situations such as when someone gets a new toy, when friends are choosing what game to play, when family chooses what TV programme to watch.) Then let a volunteer describe the selfish or unselfish actions of a person in one of the situations mentioned. Other children choose the paper ("selfish" or "unselfish") which best describes the person's actions. Repeat activity with other volunteers.

As children complete the "Be a Lookout" activity on Page 1 of the *iNdelela Student Activity Pages*, discuss how children can care for each person in the picture. If there is time, have children draw themselves in the picture being unselfish.

Close in prayer.



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.

Game Option Let's Get Together

MATERIALS

Bibles.

PROCEDURE

1. **Have you ever played with someone who was selfish and never let you have a turn? How did you feel? What did you do?** Let children tell answers. **What usually happens when someone is selfish and does not think about how others may feel? Why is it a good idea to take turns with others?** Read Philippians 2:4 with children. **How does God want us to treat others?**

2. **To help us remember the importance of looking out for the interests of others, we are going to play a game.** Group children into pairs. Each pair stands back-to-back with arms linked at elbows, and tries to walk across the room without falling. **What will happen if you do not work together? What if you want to go one way and your partner wants to go another way? What if one person takes big steps and the other person takes little steps?**

How can you look out for someone else as you play this game? If you have an uneven number of children in the group, bring that fact to the group's attention. Then ask, **How can our group look out for David's interests? What can we do so everyone gets a turn to play?**

3. Then, vary the game by grouping children in threes. Each trio stands facing outward in a circle, links arms at elbows and walks across the room. Continue play, making groups bigger until all children are together in one group.

4. Close the activity by saying, **I saw ways you looked out for others as you played this game. Let us ask God's help to be unselfish in the ways we treat others.** Lead children in a prayer.

Teaching Tips

1. If possible, lead children in games outside in a large open area.
2. Use masking tape on a floor, or draw wavy lines with a stick in sand to mark curved paths in which the pairs walk.



Service Option Let Me Help

MATERIALS

Bibles, paper or card, khaki's or crayons; optional - stickers, fresh flowers or other supplies for decorating cards.

PROCEDURE

1. **What would it be like if no one cared for other people? What if everyone was selfish?**

Volunteers give opinions.

Read and repeat Philippians 2:4 with children.

» **Who looked after his own interests in today's Bible story?**

» **How could Jacob have acted differently?**

2. **Today we are going to look out for someone's interests.** Explain the service project you chose (or give children the option to choose themselves.) Then lead children to complete the activity. As part of the activity, pray with children for the people who will receive their cards.

Absentee Cards

Children draw pictures and write messages on cards for those children who are absent. Ask,

» **What could you say to invite Nathan and Selo to come to our class next week?**

» **What picture can you draw to show something you enjoy doing in our class?** Allow non-writers to dictate a brief message for you to write. Address, stamp and post the completed cards, or give them to children to hand out at school.

Encouragement Cards

Elderly people who are unable to attend church services or who are hospitalised may appreciate receiving an encouraging card. Children draw pictures and write encouraging messages or Bible verses on cards. Verses from the Psalms would be appropriate, such as "Give thanks to the Lord," Psalm 136:1.

Optional: Arrange for the children to personally deliver the cards to the Old Age Home or hospital.



PRAYER

Following God's command to look out for others helps everyone. Pray, asking God's help for children to act unselfishly.

WORSHIP SONG

There are many songs that speak of the love we should have for others. Also, continue teaching the Unit song which focuses on living in a way that pleases God.

Distribute *iNdelela Activity Student Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 26:12-33

Memory Verse

Proverbs 15:1

NIV: *A gentle answer turns away wrath, but a harsh word stirs up anger.*

TEV: *A gentle answer quietens anger, but a harsh one stirs it up.*

Lesson Focus

God was pleased when Isaac solved a problem with his neighbours by showing kindness instead of arguing.

Lesson Goals

- 1 Tell the results of Isaac's kind actions;
- 2 Discuss times children need to solve problems with others;
- 3 Identify words or phrases that show kindness.

Life Focus



Age Level Tip

In dealing with a child's behaviour that disrupts the activity, you can do one of two things - ignore it or respond to it. There are times when ignoring the problem will be the best solution. If you must respond, deal with the child individually. Never embarrass a child in front of others.

Isaac and the Wells



MATERIALS

Bible, large sheet of paper and crayons; or chalkboard and chalk.

PREPARATION

Draw the chart shown on your paper.



PROCEDURE

Ask, **What's something a kid your age might want the biggest piece of? What are things a kid your age might want to be first in?** Ask children to draw pictures of their answers in the appropriate sections on the paper. Say, **In our Bible story today, we'll find out about some people who wanted the most of something.**



Isaac and the Wells

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Help children find Genesis 26:12 in their Bibles. **Twenty-six is the big number on the page. Twelve is the little number. Our Bible story today begins in this verse.**

INTRODUCTION

What is your favourite thing to drink? Children answer. **What is the one ingredient that is the same in all these drinks?** (Water.) **People and animals can not live without drinking water.**

STORY SUMMARY

Tell the following story in your own words.

THIRSTY ANIMALS

In Bible times, people got water by digging wells. Wells are deep holes dug into the ground. If the hole is dug in the right place and it is deep enough, the hole fills with clean water. **How deep do you think a well might need to be? Deeper than you are tall?**

Isaac and his family lived in a place where there was not much water, especially during hot, dry summers. Isaac and his family and sheep and goats all needed LOTS of water to drink! So Isaac moved them to a place where there was enough water.

ABRAHAM'S WELLS

Isaac and his family and animals went to live in a valley where Isaac's father, Abraham, had lived many years before. The valley was called Gerar (JER-ar). Abraham had dug wells in that valley. Now Isaac got water from those old wells, too. God told Isaac He would help him there - and He did! Whatever Isaac planted grew very well. His herds of animals were growing, too.

There was only one problem: The people of Gerar got ANGRY! They were jealous of all the good crops and animals Isaac had. So they filled the wells Isaac was using with sand! The king of Gerar told Isaac to go away. **What do you think most people would do if their neighbours were so unfriendly? What do you think Isaac did?**

ISAAC'S DECISION

Isaac did not fight to keep those wells. He did not even argue. He and his family and animals packed up and moved on. They went to another place where Abraham had dug wells. They worked hard to clean out those old wells. Soon they had fresh, clear water. But it was not long before other people from Gerar came to the wells with THEIR animals and said, "This water is ours!" They were ready to fight with Isaac! But Isaac did not want to fight. He let them have the wells.

Isaac's family moved again. Isaac's helpers dug another well. They had water again! But guess what? The same people came and argued about THIS well, too! Again, Isaac refused to fight. Again he let the arguing people have this well and he and his family and animals moved on. **Why do you think Isaac decided not to fight?**

GOD'S BLESSING

Of course, when they moved, the FIRST thing they had to do was get some water! So they dug ANOTHER well! Isaac must have wondered, *Will someone try to take this well away, too?*

That night, God came to Isaac and said, "Do not be afraid; I am with you. I will keep on helping you." Isaac made a special place to worship God there - and of course, Isaac's helpers started to dig ANOTHER well!

Soon, he saw people coming over the hills. He must have thought, *Oh, no! Here come MORE people who want to fight!*

The men who came were the leaders of Gerar, the land where the king had told Isaac to leave. Isaac asked, "Why are you here? You want me to go away!"

The leaders said, "We can see that God is with you. We want to make a promise with you. We will never fight with you again. And we want you to promise that you will not fight with us, either."

Isaac made a special meal for his guests. They ate and drank. The next morning, they all promised to be friends. And after Isaac's new friends left, his helpers came to say, "There is water in the well we dug!" Isaac knew God had given him water. And he was glad God had helped him not to fight about the wells.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 7.

MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 7.

PROCEDURE

Children who were present in Lesson 5 will be familiar with this activity. Designate a chair or area in your classroom as the "hot spot." **Imagine you are a person from today's Bible story. When you sit or stand in the hot spot, we can ask you questions about what happened in the story today. Who would like to be in the hot spot first?** If children are reluctant to volunteer, you may have the first turn. Guide hot spot volunteer to name a character from the story (Isaac, the king of Gerar, Isaac's helper, a person who argued about the well) and answer one or more questions from the group. Suggested questions might be "King, why did you tell Isaac to move?" "Isaac, when the people came and argued with you about the well, how did you feel?" "Why did you move instead of fighting for your wells?" "Isaac's helper, what did you have to do to find water?" Questions may ask for facts presented in the story or they may ask for opinions.

After several children have a turn say,

» **How do you think God felt about Isaac's kind actions?** (He was pleased. He promised to always be with Isaac and help him.)

» **What was the result of Isaac's kind actions?** (Helped to stop an argument.)

Proverbs 15:1 tells us a way to stop an argument. Read Proverbs 15:1 to children.

» **Which word in this verse means the same as anger?** (Wrath.) **The same as kind?** (Gentle.) **The same as horrible?** (Harsh.) One or two children at a time may sit or stand in the hot spot and repeat Proverbs 15:1.

Tell me some kind words we could say to stop and argument. Help children think of

sentences such as: "You can choose first." "Let's take turns." "I'll use the game later." "We can share." "Let's play together." "Thank you." "That's OK." After suggesting sentences, guide each child to choose one (or think of another). **Now, I'll give each of you a number. When I call your number, run to the hot spot and say one of the kind sentences that would help stop an argument.**

The 'Speaking Kind Words' activity on Page 1 of the *iNdlela Student Pages* is explained in the Apply activity, Situation Cards, on page 25 of this Guide.





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.

Discussion Option Situation Cards

MATERIALS

Bibles, Lesson 7 *iNdelela Student Activity Pages* for each child.

PROCEDURE

1. Show a situation card from Lesson 7 *Activity Pages* and describe the situation. For example, **One day a Grade One girl was playing on the playground with a ball. A bigger girl came along and grabbed the ball! What could the Grade One girl do?** Children suggest possible solutions. Read and repeat Proverbs 15:1 with children. Discuss which solutions would qualify as gentle (asking for the ball, getting another ball, asking to play with the bigger girl, asking a teacher for help) and which would qualify as harsh (grabbing the ball, yelling, swearing, pushing the girl, calling names).

2. Then give each child a Lesson 7 *iNdelela Student Activity Page*. Talk about the situations pictured on the cards. **What is happening in this picture? What is the problem?** Make sure each picture is discussed.



3. Group children in groups of two or three. Ask one child in each group to choose a situation. Other children in the group tell gentle or kind ways to solve the problem pictured on their card. (See sketch.) Children may share their responses within their groups or to all children. Ask,

- » **How could you show kindness in this situation?**
- » **What could you say?**
- » **When might you be in a situation like this?**
- » **How can you follow Isaac's example and treat others with kindness?**
- » **What advice do you think Isaac might give you?**

Repeat until each child has had a turn to choose a situation.

4. Say, **God understands when we feel like arguing or fighting. But if we ask Him, God promises to help us obey Him and treat others kindly.** Close in prayer asking for God's help in treating others kindly.

Art Option Verse Banner

MATERIALS

Bibles, roll of brown paper, drawing paper, scissors, khokis or crayons, sticky tape or glue.

PREPARATION

Write the words of Proverbs 15:1 across the top of the lengthwise brown paper.

PROCEDURE

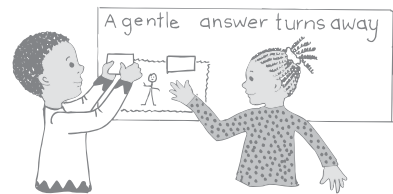
1. Read and repeat Proverbs 15:1 with children.

Ask, **What does this verse say is the result of gentle words? harsh words?** Volunteers share. Tell children about a time someone spoke either gently or harshly with you. **God wants us to use our words and actions to stop arguments and fights.** Lead children in a brief prayer asking God's help to show kindness instead of arguing.

2. **To help us remember Proverbs 15:1, we're going to work together to make a verse banner.** Show paper on which you wrote Proverbs 15:1. **You may draw pictures to help people remember these words. What object would remind you of the word "gentle"? "harsh"? What could you draw that shows what it means to "turn away"? What could you draw to remind you of the words "stirs up"?**

3. After children suggest their ideas, let children form groups of two or three. Let each group choose a different part of the verse to illustrate on paper: a *gentle answer, turns away, wrath, but a harsh word, stirs up, anger.* Children may draw individual drawings or they may work together on one larger drawing.

4. Children cut around drawings and tape them on the banner. Attach the completed banner to wall in your classroom or church.



PRAYER

When you feel like arguing, it's not easy to be kind. Share with children a time you needed God's help to be kind. Ask for volunteers to share when they will need God's help to solve problems with others. Lead children in prayer.

WORSHIP SONG

A song about loving others, such as "Love the Lord your God" would be appropriate.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 27:1-45; 32:3-21; 33:1-4

Memory Verse

Zechariah 8:16

NIV: *Speak the truth to each other.*

TEV: *Speak the truth to one another.*

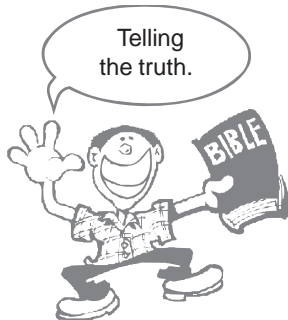
Lesson Focus

After Jacob disobeyed God by lying to Isaac, Jacob ran away from home.

Lesson Goals

- 1 Report Jacob's dishonest actions and their consequences;
- 2 Illustrate situations when children may choose to tell the truth;
- 3 Ask for God's help in telling the truth.

Life Focus



Age Level Tip

Application activities are most beneficial when used with a group of up to six to eight children. With a group this size, the quality of relationships can be established and maintained. If the group becomes much larger, direct involvement in learning becomes more difficult for each child, reducing learning.

Jacob Lies



MATERIALS

Bible.

PROCEDURE

Make two statements that are true and one statement that is not true. (I have brown hair. I like horses. I have been to the moon.) Let children guess which of the statements is not true. Then let volunteers take turns telling two truths and a tale while the others guess which statement is not true. (New arrivals may watch before taking a turn.) **Silly stories like these are just part of a game. But what might happen if we tell a lie in real life?** (Get in trouble, hurt someone's feelings, etc.) **That is why God wants us to obey Him and tell the truth.** Read Zechariah 8:16 to children. **In our Bible story today, we are going to find out about a lie that caused big trouble for a family.**



Jacob Lies

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, blindfold.

BIBLE SKILLS

Our Bible story begins in Genesis 27:1. Help children find Genesis 27:1. Remind children that the big numbers are the chapter numbers and the little numbers are the verse numbers.

INTRODUCTION

Ask for a volunteer to be blindfolded. He or she tries to guess the identity of another child by gently touching the child's face and hair. Repeat as time allows. **Listen to hear about a time a father used his sense of touch to find out which of his sons he was talking to.**

STORY SUMMARY

Tell the following story in your own words.

AN OLD FATHER

Many years had gone by since Jacob bought his brother Esau's birthright for a bowl of stew. The two brothers had grown into men. Isaac and Rebekah were much older, too. Isaac was so old that his eyes were not working the way they used to. He was blind.

Isaac called Esau into his tent. "I'm getting old and may not live much longer," Isaac said. "I want to give you my blessing." (The blessing was a promise that Esau would be the leader of the family after Isaac died.)

Then Isaac said, "But first, go hunting and bring back some meat. Then cook it the way I like it. After we eat, I will give you my blessing."

A SNEAKY PLAN

Rebekah heard Isaac and Esau talking. She did not want Esau to be the leader. She wanted HER favourite son, Jacob, to be the leader of the family! So Rebekah made a plan - a very sneaky plan.

"Jacob! Jacob! Come here!" she called.

"Here I am, Mother," said Jacob. "What is it?"

"Your father is about to give Esau the blessing. Now, I have a plan so YOU can get your father's blessing. But you will have to hurry! Get two young goats."

Jacob did as his mother asked. Rebekah made a delicious goat stew, cooked the way Isaac liked it. She told Jacob to take the food to Isaac and pretend to be Esau. Rebekah brought out some of Esau's clothes and helped Jacob put them on. Then she tied some goatskins on the smooth skin of Jacob's hands and arms. Jacob was ready!

What do you think happened when Jacob went to his father?



A LIE

Jacob took the food to his father.

"Who's there?" asked Isaac.

"It's me, Esau," Jacob lied. "I have made your food just the way you like it. Sit up and eat and then you can give me your blessing."

But Isaac suspected something was wrong. He asked, "How did you get back so quickly?"

"God helped me," Jacob lied again.

"Come closer," Isaac ordered. **How might Isaac use his senses to identify his son?**

When Jacob came closer, Isaac touched the goat skin on Jacob's hand. It felt like Esau's hand. Isaac could smell Esau's clothes. They smelled like the outdoors, like Esau. So Isaac believed Jacob's lie. Isaac ate the food Jacob brought, then he gave Jacob the blessing that should have been Esau's. As soon as Isaac blessed him, Jacob left the tent.

THE CONSEQUENCES

Right after Jacob left Isaac's tent, Esau came back from hunting. He cooked Isaac's favourite meal, then hurried to take it to Isaac.

But when he got to the tent, he found that Isaac had already eaten.

"Who are you?" Isaac demanded.

"I am your son, Esau! I brought the food you asked me for. I am here for the special blessing you promised to give me."

Isaac began to shake all over. "Who was it that fixed the meal I just ate? I gave him my special blessing and I can not take back the blessing!" **How do you think Isaac and Esau felt?**

Because Esau was SO very angry at Jacob's lies, Rebekah told Jacob to leave home. Jacob's lie caused so much trouble that he stayed away from

his family for many years. Later, God told Jacob to go back home. Jacob was still so afraid to meet Esau again that he sent many special gifts to Esau. **What do you think happened?** The Bible tells us that when Esau saw Jacob, he ran to him and put his arms around him. And then Esau kissed Jacob!

It was all over! No more anger and quarrelling. No more cheating and lying. Jacob was glad he could finally come back home. Esau had forgiven him!

CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 8.



MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 8.

PROCEDURE

This activity is similar to the one in Lesson 4. Say, **Isaac was very old.** Child seated next to you repeats the sentence and adds on another sentence telling what happened next in the Bible story. For example, "Isaac was very old and he asked Esau to cook him some meat to eat." Continue until each child has had a turn.

After playing the game several times ask, **» What kinds of problems did Jacob's dishonest actions cause? Volunteers answer. God says that it is better to be honest.** Read Zechariah 8:16 aloud. Then say, **I will speak the truth to my friends.** Child seated next to you repeats the sentence and adds on another person to whom he or she may speak the truth. For example, "I will speak the truth to my friends and my mom." Continue until each child has had a turn. (Children may add on teachers, neighbours, grandparents, coaches, brothers and sisters, etc.)

» When might it be hard to tell the truth to your mom? your teacher?

» What if you tell a lie to your parents about something wrong you have done and later they find out the truth? Acknowledge responses.

God understands when we are afraid to tell the truth. But God knows that someone who tells lies will not be happy and may end up causing a lot of hurt feelings.

Lead children in a brief prayer, asking God's help in telling the truth.

Lead the children in a discussion of the "What would you say?" situations pictured on Page 1 of the *iNdlela Student Pages*. Then ask children to write or draw of a time when they had to choose to tell the truth. If time permits, have children share their



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.

Discussion Option Talk Show

MATERIALS

Bibles.

PROCEDURE

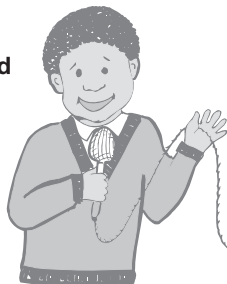
1. Pretend to be the host for a TV talk show. **Good morning! My name is (Cathy Chatalot/Will Wannatak) and I'm here at station TRUE. I'm so glad you're tuning in with me today. My topic this morning is "Kids Who Love to Tell the Truth." How many of you in my studio audience are kids? Good. How many of you have ever told the truth? Good. You are the PERFECT audience for today's show.**

2. Announce that the first topic for discussion is times when people have lied to you. Ask children to think of things people may lie about. As children tell situations, ask questions such as, **How did you find out the person lied? Why might the person have lied to you? How did you feel when you found out? How could the person have obeyed Zechariah 8:16?**

3. **Our second topic for today is times when people lie because they are afraid they will get into trouble.**

Ask children to suggest situations. Children may suggest situations such as when they forgot to do their homework, got in a fight with a brother or sister, did not clean up their room when they were supposed to, etc. Comment, **It is easy to think it is better to lie, especially when we think we can get away with it. But who always knows when we lie? (God. Ourselves.) If someone does discover your lie, what might happen? God understand when we want to lie, but He knows it is better for us to always tell the truth.**

4. Continue talk show discussion with these topics: times when you wanted to lie but chose to tell the truth, times when someone forgave you for telling a lie, times people lie to get someone else in trouble, times people lie when playing a game. Throughout the discussion, emphasise that God wants us to obey Him by telling the truth and that He promises to help us, even when it is hard. Refer to Zechariah 8:16 and the actions of Jacob and Esau in your conversation. Your acceptance of children's answers without passing judgment or embarrassing them will encourage honest sharing. Close the talk show by inviting children to pray with you, asking God's help to tell the truth.



Game Option Who's Talking?

MATERIALS

Bibles, chair.

PROCEDURE

1. **Have you ever tried to make your voice sound like someone else's? Let's hear your best disguised voice.** Volunteers demonstrate by whispering, talking in a high or low voice, speaking with an accent, etc.

2. **In our Bible story today, Jacob disguised his voice. Why? What happened after he disguised his voice? Children share answers. What do you think Jacob learned about the results of lying?**

Volunteers answer.

3. **Let's pretend to be Isaac and Jacob. Who would like to be Isaac?** Isaac sits in a chair facing a wall and covers his or her eyes. **Who would like to be Jacob?** Teacher points to one of the volunteers who silently gets up and walks behind Isaac. Jacob disguises his or her voice and says, "Father, here is some food." Isaac has two tries to guess the name.

4. Repeat until all children have had a turn to portray Isaac and/or Jacob.

At the end of the game say,

When we disguise our voices, we're just having fun. But in our Bible story today, Jacob disguised his voice to trick his blind father.

» **Why was it wrong for Jacob to do that?** (Jacob broke God's rule and hurt others.)

» **What do you think would have happened if Jacob had obeyed our Bible verse?** Locate and read Zechariah 8:16 together.



PRAYER

What verse from the Bible should Jacob have obeyed? Repeat Zechariah 8:16 with children. Pray, asking God's help in telling the truth.

WORSHIP SONG

A song such as "Oh be careful little eyes what you see" would be appropriate. Emphasise the verse "Oh be careful little mouth what you say." Or continue singing the Unit song focusing on actions that please God.

Distribute *iNdlela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Building Trust in the Classroom

Imparting information is only part of what the effective teacher accomplishes in classes at church. Establishing an atmosphere of trust and love that makes the child want to return is just as important. Why do children gather at church instead of learning about God from a book or DVD? Because only in a communal setting can children and teachers build the Body of Christ and form friendships that last for years. Some adults who grew up in a church fondly remember the church teacher who made them feel valued.

TEACHER-CHILD RELATIONSHIPS

Trust. As the teacher, you have the opportunity to be someone whom children can count on to be present on more than an occasional basis. Children need to feel that they can talk to you in confidence without ridicule or criticism. Children expect that what you present in class is accurate and useful.

Attitude. Children like teachers who are positive, upbeat, confident, cheerful, friendly and willing to help. Leave your personal problems at home and give children your undivided attention.

Fun. As responsibilities set in, adults tend to become serious and preoccupied. While the subject matter you present in class is serious in nature, the atmosphere of the class does not have to be dreary. This doesn't mean that you have to act silly or let chaos reign in their classroom. It means that you can enjoy games with your children, find joy in their discoveries and maintain a happy classroom environment.

Acceptance of feelings. Listen and empathise with the feelings of the children in your class. Children respond to situations with emotions rather than rational logic. Their reactions may seem childish because they have not learned how to control their feelings or how to think through situations. While you need not agree with everything a child says, you can be a sounding board and a sympathetic ear.

Acceptance of ideas. Adults are often self-critical and self-censoring. Children are often freer to express wild and crazy ideas. Encourage children to think aloud and ask questions. Children are more involved in learning when they feel that their ideas are accepted. One way to encourage brainstorming is to ask open-ended questions about opinions instead of facts ("How did the lame man feel when he could walk again?" "How do you think David felt when he heard King Saul's threat to hurt him?") Questions with more than one right answer are less threatening to children because they don't feel that they will make mistakes in their answers.

Enabling questions. Allow children to make choices instead of telling the child what to do. Instead of saying "Put the Bible back in the cupboard," ask, "Where do we put the Bibles?" Ask children what phrases or slogans best summarise the lesson's Bible truth. Children like to feel they have an important role in the classroom.

Praise and affirmation. Every child wants to feel like the most special child in the world. Compliment and encourage children frequently, mentioning specific actions you have observed. The more children feel valued, the more they want to participate in learning and feel that God accepts them.

Nonverbal signs. Use body language to show acceptance. Sit at the children's eye level and avoid hovering over them. Nod and lean forward when a child is speaking. Smile frequently!

Touching. Due to concerns over child abuse, touching can be a difficult issue in educational settings. While you don't want to appear cool and aloof, neither do you want your well-meaning gestures to be misinterpreted. Children sometimes have crushes on a teacher of the opposite gender. Placing a hand for a few seconds on the child's upper arm, shoulder or upper back can be appropriate to express concern. Hold a child's hand when leading the child across a room, as part of a game, in a prayer circle or if the child is scared. Brief hugs are fine when you and the child have developed a trusting relationship over time. A child may be uncomfortable if you continue touching him or her for a long time or too frequently. It is always safer to have two adults present in a classroom at all times.

CHILD-CHILD RELATIONSHIPS

Trust and security. In many churches, children don't know each other. They go to different schools during the week and may live in distant parts of the city. The children won't automatically get to know each other, much less develop relationships of trust. Start by having children learn their peers' names (name games are fun) and something about each other (pets, hobbies, siblings, sports, favourite performers or TV shows). Maintain a safe place where children won't be hurt and their belongings won't be stolen.

Group activities. A good way to develop friendship is through group work. Children bond when they have a common goal or problem to solve. Have children work in pairs, trios and small groups using drama, music, games and cooperative art projects. Be sure each person in the group has a task and is not left out. One person from each group can share the group's discovery or project with the rest of the class. Acknowledge the contributions of each child.

Sharing. Children learn about each other by sharing their heritage and interests. Invite children to demonstrate music, food or artwork from their home life. Children also enjoy bringing an item from home with spiritual importance in their family (heirloom Bible, gift cross, Scripture embroidery, devotional book, etc.).

Prayer. During class prayer time, encourage children to pray for each other. This may be uncomfortable or threatening at first. Model sentence prayers for children to hear and imitate. As children feel comfortable in sharing things for which they are thankful and/or their concerns, invite other children to pray for them. Children can say together, "Thank You, God," when someone describes something for which he or she is thankful.



Scripture

Genesis 37

Memory Verse

1 Corinthians 13:4

NIV: *Love is kind. It does not envy, it does not boast.*

TEV: *Love is kind; it is not jealous or conceited.*

Lesson Focus

When Joseph's brothers were jealous, they disobeyed God and hurt Joseph.

Lesson Goals

- 1 Tell the results of jealousy in Joseph's family;
- 2 Describe family situations that may cause jealous feelings;
- 3 Discuss ways God wants him or her to handle jealous feelings.

Life Focus

Dealing with jealousy.



Age Level Tip

Be sensitive to each child's family situation. Instead of using the word "family," you might use the phrase, "the people you live with" or "the people who care for you." Each child's family is different. No child should be made to feel uncomfortable as you discuss family situations.

Joseph's Family



MATERIALS

Bible, paper or cardboard, scissors, marker pen.

PREPARATION

Cut heart shapes from paper or cardboard. Write the words of 1 Corinthians 13:4 on hearts, one word on each heart. Number hearts in order on back. Hide hearts in your classroom.

PROCEDURE

Children search for hearts and put them in numbered order. Turn over hearts and read the verse aloud. **Envy means being jealous or angry because you do not have what someone else has. In our Bible story, we will find out what happened when ten brothers became jealous of another brother.**



Joseph's Family

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from Genesis, chapter 37. Help children find Genesis 37:1. **We are going to find out about a LARGE family. The father of this family was named Jacob. Look at Genesis 37:1 to find his name.**

INTRODUCTION

If you moved to another country, what things might be different there? (Food, language, clothing, etc.) **Today we are going to hear about someone who went to live in another country.**

STORY SUMMARY

Tell the following story in your own words.

DAD'S FAVOURITE

Jacob had twelve sons. The ten oldest sons usually worked together to care for all the animals the family owned. And they agreed on one thing: they could not STAND their eleventh brother, Joseph.

You see, Joseph was their father's favourite son. To show how special Joseph was to him, Jacob gave him a very special gift. This gift was a beautiful coat of many different colours. None of the other brothers had a beautiful coat like that. Imagine how the brothers felt every time they saw Joseph proudly wearing that coat! The way Jacob treated Joseph made his other sons very jealous.

Besides that, sometimes Joseph told his father things the other brothers were not doing right. On top of THAT, Joseph told his brothers about some dreams he had had. In Joseph's dreams, his brothers bowed down to him, as if he were very important! When Joseph told his brothers about his dreams, the brothers were REALLY jealous! They were getting FED UP with Joseph. **If you were Joseph, would you have told about your dreams? Why or why not?**

One day, the ten brothers took their sheep far away to find more grass. After the brothers had been gone for many days, Jacob told Joseph, "Go check on your brothers. Come back and tell me if they are all right."

A TERRIBLE SURPRISE

Joseph went to find his brothers. He had to walk a long time before he found them. As he came close to them, the brothers saw him coming. It was easy to spot Joseph wearing that colourful coat! The brothers started talking about him. **What do you think they said about Joseph?**

One jealous brother said, "Let's kill him and throw his body into one of these pits. We'll see where his dreams get him then!"

Some of the other brothers agreed, but Reuben, the oldest brother, said, "We can't KILL him! Let us just throw him into the pit."

So that is what they did. When Joseph arrived, his brothers grabbed him, ripped off his beautiful coat and threw him into the pit!

SOLD AS A SLAVE

Joseph's brothers sat down to eat and talk about what to do with Joseph. Way off down the road, they saw a caravan coming toward them. A caravan was a group of people who travelled together to protect each other from wild animals and robbers. These people were traders on their way to buy and sell things in Egypt. As the traders came closer, one of the brothers had an idea.

"Look!" he said. "Those traders always want to buy slaves. Let us SELL Joseph! They will take him to Egypt and we will NEVER have to see him again!"

The brothers stopped the traders. They pulled Joseph from the pit and SOLD him. The traders probably tied a rope around Joseph so he would not get away. Joseph was now a SLAVE!

A slave is someone who is owned by another person and must do what that person says.



THE COVER UP

While Joseph and the traders were travelling to Egypt, the brothers began to wonder, *WHAT are we going to tell our father?*

One of them said, "Let us take Joseph's coat and tear it up. We will dip it in some blood. When we show it to our father, he will think that some wild animals killed Joseph."

So that is what they did. When they went back home, they showed Jacob the coat. Jacob was so

sad, he ripped his OWN coat and began to cry. He cried for days and DAYS. The whole family tried to make him feel better, but not one of those brothers told their father what REALLY happened to Joseph. Next week we will find out what happened to Joseph in Egypt.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 9.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 9.

PROCEDURE

Ask children to stand and listen to sentences describing events in the Bible story. **If the sentence is true, keep standing. If the sentence is false, sit down.** Say sentences one at a time, allowing time for children to respond. When a sentence is identified as false, invite a volunteer to correct it.

- » **Jacob was the father of 12 daughters.** (False.)
- » **Jacob's family raised pigs.** (False.)
- » **Reuben was Jacob's favourite son.** (False.)
- » **Jacob gave Joseph a beautiful coat.**
- » **Joseph dreamed that one day his brothers would bow down to him.**
- » **Jacob sent 10 of his sons to find Joseph.** (False.)
- » **Joseph left his beautiful coat at home.** (False.)
- » **Joseph's brothers ripped off his coat and threw him in a deep pit.**
- » **Traders came on their way to Babylon.** (False.)
- » **Joseph's brothers sold him as a slave.**

Read 1 Corinthians 13:4 to children. **How could knowing 1 Corinthians 13:4 have made things different in Jacob's family?**

Let's talk about ways 1 Corinthians 13:4 can help us when we feel jealous. When might children your age feel jealous of someone? Children might mention feeling jealous when a brother or sister gets to do something special, has a birthday party, gets better marks at school, plays a sport better, etc. Share an example from your own life. **When we feel jealous, we might feel like doing or saying something unkind or mean. I can think of two things that are good to do when we feel jealous. One is to remember the good things we have. Another is to think about God's promise to help us.**

First let the children answer the "What to Do about Jealously" activity on Page 1 of the *iNdelela Student Pages*. Then discuss the right responses as a group. Close in prayer, asking for God's help in dealing with jealousy.



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.

Art Option Paper Chain Family

MATERIALS

Bibles, cardboard, white paper, pencils, scissors, khokis.

PREPARATION

Draw a simple figure pattern on cardboard and cut it out. (See sketch.) Make additional figure patterns - one for every four children. Make a sample paper chain to represent your family.

PROCEDURE

1. Hold up your paper chain. **What does this paper chain show about my family?** Volunteers answer.

2. Children fold white paper the width of figure pattern - one fold for each family member. (Some children may need more than one sheet of white paper in order to have enough figures for his or her family.) You may need to make the first fold for each child. Child traces around pattern on top side of folded paper. (See sketch.) Children cut out figures, being careful not to cut apart attached hands of figures, and then colour figures to look like family members.



3. Read 1 Corinthians 13:4. (As time permits, help children find verse in Bibles.) **What are some ways you might act that do not show love when you feel jealous? What can you do to obey 1 Corinthians 13:4 and show love?** Talk with children about specific ideas such as: talk to God or your parents about the way you feel, think about good things you have, remember not to say or do unkind things, etc.

4. Close this activity in prayer. Invite volunteers to finish this sentence: **Thank you, God, for the people in my family - Mom, Wandile and Pamela.**

TEACHING TIPS

1. You may wish to prefold sheets of white paper for children to use. Instruct children to cut off sections that they do not need.
2. When children have completed paper chains, invite them to share about their families. **Who are the people in your family? What does your family like to do together? What happens in your family that might make you jealous? Everyone has jealous feelings, but God can help us. We can tell God how we feel and ask Him to help us act in loving ways.**

Drama Option A Jealous Situation

MATERIALS

Bibles, large sheet of paper and pen (or chalkboard and chalk); optional - a variety of costumes and props.

PROCEDURE

1. **Who was jealous in our Bible story? What happened as a result of jealousy?** Read 1 Corinthians 13:4. **What might have happened if they had acted in a loving way?** Children share ideas.

2. **Let's write a story about a family when someone in a family felt jealous.** Guide children to make up a modern-day story about a family who experiences a jealous situation. As children tell ideas, write their suggestions on large sheet of paper. Help children think of ideas by asking questions such as, **Who are the characters in our story? What happened in the family to make one of the members jealous?** (One child was chosen to be on a special sports team. One child has a birthday. One child is invited to the zoo.) **What did John do when he felt jealous? What happened next?** Ask children to suggest two endings to the story - one with an unloving response to feeling jealous, and one with a loving response. When the story is complete, ask children to suggest a title.



3. Next, choose volunteers to play the parts of family members. Read aloud the story with the unloving ending as children act it out. **Whenever we feel jealous, we have a choice to make. We can act in a loving or an unloving way. Let's say our Bible verse together.** Repeat 1 Corinthians 13:4 aloud. Ask for God's help to be loving. Then read the story with the loving ending as new volunteers act it out.



PRAYER

God understands when we might feel jealous of what someone else has. He will help us remember to show love instead of saying or doing horrible things. Pray, asking for God's help to show love when feeling jealous.

WORSHIP SONG

Sing a song that talks of loving others.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 39:40

Memory Verse

Joshua 1:9

NIV: Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.

TEV: Don't be afraid or discouraged, for I, the Lord your God, am with you wherever you go.

Lesson Focus

Joseph knew God was with him even when he was unfairly put in prison.

Lesson Goals

- 1 Report the unhappy events of Joseph's life;
- 2 Discuss actions children may take when feeling unhappy or discouraged;
- 3 Repeat a Bible verse as a reminder that God is always with him or her.

Life Focus



Age Level Tip

Move close to a child whose attention is wandering. Placing a hand on the arm or shoulder will usually gain the child's attention.

Joseph in Prison



MATERIALS

Bible, two sheets of paper, khokis or pencils, mirror, paper for each child.

PREPARATION

On one sheet of paper write the word "terrified." On the second sheet of paper write the word "discouraged." Display next to the mirror.

PROCEDURE

Give each child a piece of paper. Invite them to draw faces that look discouraged or terrified. Children look in mirror to get ideas for drawing.

When might someone your age feel terrified? discouraged? The Bible has good news for people who are terrified or discouraged. Read Joshua 1:9. No matter what bad situation we find ourselves in, we know God will be with us and help us.



Joseph in Prison

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today begins in Genesis 39. Assist children in finding Genesis 39. **Where do you look to find the chapter numbers?** (At the top of the page.) **Look for Joseph's name in the first verse.**

INTRODUCTION

Have you ever been blamed or punished for something you did not do? How did that make you feel? Allow volunteers to respond. **In our Bible story today, we will find out about a man who went to JAIL for something he did not do!**

STORY SUMMARY

Tell the following story in your own words.

JOSEPH'S NEW LIFE

Joseph and the traders walked and walked on their long trip, finally arriving in Egypt. Even though Joseph was a slave in a country far from his family, he knew that God still cared about him. He knew that God would help him.

The traders sold Joseph to an important man named Potiphar. Potiphar was in charge of Pharaoh's guards. (Pharaoh was the king of Egypt.)

Potiphar had a big house, lots of money and many helpers. Potiphar needed another helper, so he bought Joseph, took him home and put him to work. **What jobs do you think Potiphar's slave would do?**

Joseph worked hard and did his best. Joseph did everything Potiphar told him to do. And God helped Joseph. When Potiphar saw that Joseph was honest and a hard worker, he gave Joseph more important jobs. Joseph kept working hard and doing his best. Soon, Potiphar put Joseph in charge of his HOUSE, all his HELPERS and all his LAND. He even trusted Joseph to be in charge of all his MONEY! Things were finally getting better for Joseph.

But THEN, Potiphar's wife got angry with Joseph. She lied about him to Potiphar. "Joseph attacked me," she lied. And Potiphar believed his wife. He became very angry with Joseph and threw him into PRISON!

Now what could Joseph do? He did not deserve to be in prison. He had not done anything wrong. **How would you have felt if you were Joseph?** Joseph knew that God was still with him. He was sure God had not forgotten about him.

JOSEPH INTERPRETED A DREAM

While Joseph was in prison, the jailer gave him work to do. Joseph did such good work that the jailer noticed him and gave him important jobs. God helped Joseph do his best at those jobs, too. Finally, the jailer put Joseph in charge of ALL the prisoners!

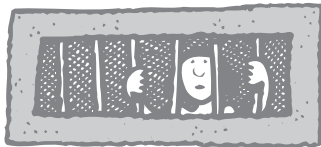
One day Joseph noticed that one prisoner was looking very sad. This man had been one of Pharaoh's most important helpers. He had been the cupbearer to the Pharaoh. The cupbearer protected Pharaoh by tasting everything Pharaoh drank to make sure the drink was safe. But Pharaoh had become angry with the cupbearer and now he was in prison.

The cupbearer was sad because he had dreamed a very strange dream. He did not know what it meant. He told his dream to Joseph.

"God has helped me know what your dream means," said Joseph. "Your dream means that in three days you will be let out of prison and go back to work for Pharaoh again."

Joseph said, "Now, when you get back to the palace, please tell Pharaoh about me. Ask him to let me out of here. I have not done anything wrong." The cupbearer promised to help Joseph.

Just as Joseph had said, three days later Pharaoh sent for the cupbearer. He went back to his old job.



Do you think the cupbearer remembered his promise? Why or why not? The cupbearer forgot all about his promise to tell Pharaoh about Joseph! Joseph stayed in prison for a long, long time. But he did not give up. Even though things were hard, he knew God was taking care of him. Next week we will find out how Joseph finally got to see Pharaoh!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdelela Student Activity Pages for Lesson 10.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdelela Student Activity Pages* for Lesson 10.

PREPARATION

Write each of these words onto separate pieces of paper "who," "what," "where," "when" and "why."

PROCEDURE

Place papers facedown. As children take turns choosing papers, ask the appropriate questions for volunteers to answer. Ask,

» **Who was in the story?** (Joseph, Potiphar, Potiphar's wife, cupbearer.)

» **What happened in the story?** (Joseph worked hard for Potiphar. Potiphar's wife lied about Joseph. Joseph was put in prison. Joseph was put in charge of all the prisoners. Joseph explained the dream of the cupbearer.)

» **Where did the story take place?** (Egypt. Potiphar's house. Prison.)

» **When did the story take place?** (After Joseph's brothers sold him. Many years ago in Bible times.)

» **Why was Joseph put in prison?** (Potiphar's wife lied about him.)

» **Why was Joseph put in charge of the other prisoners?** (The jailer noticed that Joseph did everything well.)

Place papers facedown again. Read Joshua 1:9. Invite volunteers to choose papers and answer five questions about the verse.

» **Who should remember this verse?** (Everyone.)

» **What is the main idea of this verse?** (Remember God is with you.)

» **Where is God with you?** (Wherever you go.)

» **When is God with you?** (Always.)

» **Why is God with you?** (Because He loves you.)

Joseph knew he had not done anything wrong. But Joseph knew God was with him. What are bad things that may happen to our families?

(Moving to an unfamiliar place, someone is sick, pet dies, divorce, parent has no job, etc.) Be sensitive to children's individual family situations as they suggest events. Do not expect every child to answer. **What can you do to show that you remember God is with you even when something happens that makes you feel unhappy?** (Follow Joseph's example and do your best. Talk to a parent or teacher. Pray to God. Repeat Joshua 1:9.)

Children draw themselves in each picture of "My Plan" on Page 1 of the *iNdelela Student Pages*, showing how they can pray, remember God's Word, and talk to Mom or Dad when bad things happen to them. Close in a brief prayer.



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.

Art Option Home Sweet Home

MATERIALS

Bibles, scissors, white paper, pencils, crayons or khokis, tape, one paper bag for yourself and each child.

PREPARATION

Make a sample paper bag home (see directions below.)

PROCEDURE

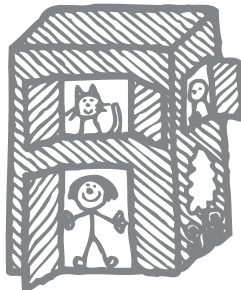
1. Show your paper bag home, and tell about it.
2. Give each child a paper bag, pencil and scissors. Demonstrate how to draw and then cut the door and windows. Assist children as needed. Suggest children decorate bags to look like their homes. Then children draw pictures of family members and pets onto pieces of paper cut to fit behind doors and windows. (Younger children may need your help to cut paper the appropriate sizes.) Children tape completed pictures behind doors and windows. (See sketch.)
3. Invite volunteers to tell about their homes, families and pets. **What is one thing you like about the place where you live? one thing you don't like?**

When children have finished sharing say, **God wants our homes to be filled with love and good times. But sometimes people feel discouraged or even terrified at home. What might make a child your age feel discouraged or scared at home? What can a child your age who is discouraged or scared do?**

Volunteers give ideas. Listen carefully to children's responses. **When I feel discouraged, I pray to God. You can pray to God, too. Also, it helps to talk to an adult who cares about you. Remember that God is with you, just like he was with Joseph. You can say Joshua 1:9 to remind you of God's care. Let us say it together now.** Repeat Joshua 1:9 together. Children may take home their paper bag homes.

TEACHING TIPS

1. Be sensitive to children's living situations. If you think a child may be embarrassed about his or her home, suggest children may draw the kind of home they would like to live in.
2. If you can't find paper bags use cereal boxes, or have children draw their home on paper.



Writing Option Dear Joseph

MATERIALS

Bibles, paper, pencils.

PROCEDURE

1. **Let's pretend we live in Bible times and Joseph is our friend. We've just found out that he's in jail and we want to write a letter to Joseph. What can we tell Joseph that might help him through his hard times?** Write children's ideas on paper. To stimulate thinking ask questions such as,
 - » **What happened to Joseph?**
 - » **How do you think Joseph might be feeling?**
 - » **What do you know about God that would help Joseph?**

» **What Bible verse would help him?** (Optional: Children use Bible to locate and read Joshua 1:9).

» **What do you do when you're feeling unhappy or discouraged?**

» **What suggestions do you have for Joseph?**

2. After discussing ideas, children may write an individual letter to Joseph, or take turns dictating sentences to you for a group letter. When letters are complete, read them aloud.

3. Fold letters and seal them with tape. Children may address letters to:

Joseph, son of Jacob

Pharaoh's Jail

Egypt

4. **Joseph had lots of trouble in his life, but God was with him and helped him. When we are afraid or discouraged, we can be sure that God is with us, too.**

TEACHING TIPS

1. You may want to group children in pairs to write letters. Pair a more advanced child with a less advanced child. Suggest children take turns writing every other word.



PRAYER

When we feel worried or afraid, God wants us to tell Him how we feel. Praying to God helps us remember God's love and care. Invite children to tell situations about which they would like to pray. Then mention these prayer requests in your prayer and thank God for His promise to always be with us.

WORSHIP SONG

Songs that speak of God's loving presence and help would be appropriate.

Distribute *iNdlela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 41

Memory Verse

Psalm 46:1

NIV: *God is our refuge and strength, an ever-present help in trouble.*

TEV: *God is our shelter and strength, always ready to help in times of trouble.*

Lesson Focus

God helped Joseph explain Pharaoh’s dreams so that the people in Egypt were rescued from the famine.

Lesson Goals

- 1 Summarise the ways in which Joseph depended on God;
.....
- 2 Discuss fears children may have about the future;
.....
- 3 Thank God for His promises of help.
.....

Life Focus



Age Level Tip

If a child is a show-off, acknowledge his or her desire for attention. It helps to give the child positive attention early in the session. Ask the child to help you complete a task. Then later, mention to the class the specific contribution the child has made.

Pharaoh’s Dreams

.....



MATERIALS

Bible, paper, pencils or khokis.

PROCEDURE

What is a wildlife refuge? (A place where wild animals are protected from being hurt or killed.) **What would be a good refuge for a springbok? a goldfish? an ant?** Each child chooses a fish, bird or insect and draws what might be a good refuge for that creature. Ask, **What is a refugee camp?** (A place where people can go for protection and help.) **Why do you think people might need a refuge - a safe place where they are protected from being hurt? The Bible says that God is a refuge for us, because He is with us and cares about us, no matter what happens.** Read Psalm 46:1 from the Bible. **Later in our Bible story, we will find out how God was a refuge to Joseph.**



Pharaoh’s Dreams

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bibles, unpopped popcorn kernels (enough for the class) in a jar.

BIBLE SKILLS

Our Bible story today is about a king of Egypt. Egyptian kings were called “Pharaoh’s.” The book of Genesis in the Bible tells us about one of the Pharaohs. Assist children in finding Genesis 41:1 and locating the word “Pharaoh.”

INTRODUCTION

Show the jar with popcorn kernels. **This jar holds enough popcorn to feed our class. How many jars do you think we would need if we were going to have popcorn every Sunday for a year? In Bible times, people stored foods, like corn for making bread, in big barns. Listen to the story to hear why some people stored up a lot more corn than usual.**

STORY SUMMARY

Tell the following story in your own words.

PHAROAH’S DREAM

Day after day after DAY went by. Joseph must have wondered how long he would be a prisoner. But one day, Pharaoh’s guards came to Joseph’s jail cell.

“Pharaoh wants to see you,” they said. **What do you think Pharaoh wanted?**

Joseph was brought into Pharaoh's throne room. Pharaoh said to him, "I have had two dreams. None of my wise men can tell me what the dreams mean. But my cupbearer tells me that YOU explain dreams."

"I can not do that, Pharaoh," said Joseph. "But GOD can. God will help me tell what your dreams mean."

Pharaoh began to tell Joseph his dream. He said, "I dreamed I was standing by the river. I saw seven healthy cows come out of the river. Then seven ugly, skinny cows came up out of the river. They ATE the seven fat cows! The dream was so strange, it woke me up. When I went back to sleep, I dreamed another dream. I saw seven stalks of good, healthy corn. But then seven dry, shrivelled stalks of corn appeared. They ATE the good stalks of corn!" **What would you have told Pharaoh about his dreams?**

JOSEPH EXPLAINED THE DREAMS

These dreams WERE strange. But God helped Joseph know what they meant.

"The seven fat cows and the seven good stalks of corn mean that for seven years there will be lots of extra corn growing in Egypt," Joseph said. "And the seven skinny cows and the seven dried-up stalks of corn mean that for the seven years after that there will be a famine."

FAMINE! That meant that no rain would fall. And if no rain fell, no corn would grow. And if no corn grew, the animals would have nothing to eat, and neither would the people!

Pharaoh must have been worried. But Joseph told Pharaoh exactly what God wanted Pharaoh to do. "The first seven years," said Joseph, "you will have far more corn than you will need. You must find a very wise man to see that people save all the extra corn and store it in big barns. Then, when the famine comes, use the corn to make enough food to last for seven years."

Pharaoh listened carefully to everything Joseph told him. He said to all of his wise men and helpers, "Since God has shown Joseph what should be done, I think Joseph should be in charge of this important plan." Then Pharaoh turned to Joseph. "Joseph, since

God is with you, I am making YOU second ruler over all of Egypt. You will answer only to me. YOU are in charge

of this plan!" Pharaoh even gave his special ring to Joseph to show everyone how important Joseph was. **What do you think Joseph did first?**

THE PEOPLE ARE RESCUED

Joseph travelled all over Egypt in a chariot and ordered that big storage barns be built. Inside the barns the people stored the extra corn from each year's harvest. As each year went by, more and more corn piled up in the barns.

Then after seven years, there was no more rain. The grass turned brown. Corn could not grow in the hard ground. The people came to Pharaoh for corn. Pharaoh said, "Go to Joseph. Do what he tells you."

Joseph opened the barns where the corn was stored and sold corn to everyone who came. God had helped Joseph rescue the whole COUNTRY of Egypt from dying of hunger!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdelela Student Activity Pages for Lesson 11.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 11.

PROCEDURE

Say true or false sentences describing events in the Bible story. Children identify true sentences by making thumbs-up motion and identify false sentences by making thumbs-down motion.

- » **The cupbearer never got out of prison** (False.)
- » **Pharaoh had two dreams.**
- » **The cupbearer told Pharaoh about Joseph.**
- » **Pharaoh sent his carpenters to get Joseph.** (False.)
- » **Joseph told Pharaoh that his dreams meant Egypt would always have plenty of food.** (False.)
- » **Joseph told Pharaoh to save food for seven years.**
- » **Pharaoh asked his cupbearer to lead Egypt in saving food.** (False.)
- » **Joseph ordered the people of Egypt to build big storage barns.**
- » **During the famine the people of Egypt had plenty of food.**

Ask,

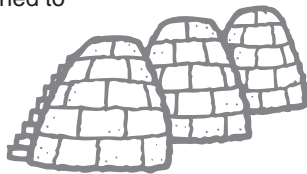
- » **What might Joseph have worried about?**
- » **How did Joseph show he depended on God to help him?** (Told Pharaoh that God would help him explain the dream.) Read Psalm 46:1.

Read Psalm 46:1. **What do you learn about God from this verse?** Repeat Psalm 46:1 several times, both correctly and incorrectly. Children make thumbs-up motion if the verse is correct and thumbs-down motion if incorrect.

What are some things children might worry about? (School. Fighting. Not having enough money or a place to live. AIDS.)

Remember that God will help you and your family. We can't know what will happen to us next week or next year. But we do know that God is strong enough to help us no matter what happens.

Children draw themselves in a situation where they need God's help on Page 1 of the *iNdelela Student Pages*. Those who finish early can complete the bonus activity to remind them of the memory verse.





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.

Game Option Pillow Passers

MATERIALS

Bibles, pillow; optional - children's worship music.

PROCEDURE

1. Hold pillow and ask, **What person in our Bible story does the pillow remind you of? What did Pharaoh dream about? What problem did Joseph have in the story? How did God help Joseph? God was a refuge for him. God helped Joseph in a time of trouble.** Children work in pairs to locate and read Psalm 46:1 aloud several times. .
2. Say, **Let us play a game to help us remember Psalm 46:1.** Children sit in circle. As you clap or sing (or play children's worship music), children pass the pillow around the circle. When the clapping or music stops, the child holding the pillow repeats Psalm 46:1. Play the game until each child has had a turn to repeat the verse.
3. You may vary the game by asking children to say the verse in the first person, substituting specific situations in the verse. For example, "God is my refuge and strength, an ever-present help when my brother wants to argue" or "God is my refuge and strength, an ever-present help when I'm afraid."
4. After playing the game say, **Psalm 46:1 tells us that God will be with us no matter what happens. So even when we feel afraid, we can tell God how we feel and thank Him for His help.**
Close activity with prayer.



TEACHING TIPS

1. Limit the number of children in each circle to a maximum of six. Bring additional pillows to form more groups if you have more than six children.
2. If a child has difficulty repeating the words of Psalm 46:1, suggest he or she choose a volunteer to say the words with him or her.
3. If you have older Primaries, children pass two pillows at the same time. The two children holding pillows when clapping stops say the verse together.

Art Option Dream Books

MATERIALS

Bibles, a variety of old magazines, scissors, glue, paper, stapler, khokis or crayons, pencils.

PROCEDURE

1. Ask each child a different question about the future:
 - » **What is something you'd really like to do when you are older?**
 - » **What kind of job would you like to have?**
 - » **What would you like to do for fun?**
 - » **What kind of house would you like to live in?**
 - » **How many people would you like to have in your family?**
 - » **Where might you want to go to University?**
 - » **What kind of pet would you like to have?**
2. Children staple several sheets of paper together to make individual booklets. Children write "Dream Book" on the covers. (See sketch.) Children cut pictures from magazines that show what they would like to do or have in the future and glue pictures in their booklets. Or, children may draw pictures.
3. **These pictures show things you'd like to have or places you'd like to go. Does God promise to give you all those things? (No.) What does God promise we WILL have in the future? (His love and care. His help.)**
Sometimes the future surprises us. How was Joseph surprised by what happened to him? How did God help Joseph? How do we know that God will help us every day? Read Psalm 46:1 with children. When good things or unhappy things happen to us, God is with us. Let's thank God that He promises to always help us.
Lead children in prayer.



Praise Time

PRAYER

Read Psalm 46:1 to children. **Let's thank God for our families and for God's promise to help us.**
You or a volunteer leads in prayer.

WORSHIP SONG

There are a number of songs that put the memory verse to music. Or a song such as "His banner over me is love" is appropriate.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 42

Memory Verse

Titus 3:1

NIV: *Be ready to do whatever is good.*

TEV: *Be ready to do good in every way.*

Lesson Focus

God planned for Joseph to help his family have food.

Lesson Goals

- 1 Tell the way Joseph helped his family;
- 2 List times people in his or her family may need help;
- 3 Plan a way to help a family member.

Life Focus



Age Level Tip

Limit the number of yes or no questions you ask children. Such questions do not encourage discussion. Conversation with children needs to be a dialogue rather than a monologue. Check yourself to see if you listen more than you speak.

Joseph Helps His Family



MATERIALS

Bible, large sheet of paper, crayons.

PROCEDURE

Children use crayons to trace each others' hands on the paper. Children write their names beside their handprint. Inside outlines, children write or draw their answers to one of these questions: **How have you used your hands to help someone in your family? How has someone in your family used their hands to help you?** Write Titus 3:1 on top of the paper. Children read verse aloud together. (Help children find verse in their Bibles.) **Later in our Bible story, we will find out what good thing Joseph did for his family.**



Joseph Helps His Family

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from Genesis 42. Let us find the book of Genesis. Assist children in finding Genesis 42:1 and locating the name of Jacob in the verse. **Who was Jacob?** (Joseph's father.)

INTRODUCTION

What chores or jobs might children do at home? How else can children help their families? Volunteers answer. **Today we will hear about something Joseph did to help his family.**

STORY SUMMARY

Tell the following story in your own words.

NO FOOD

For two long, dry years no food had grown in the land where Jacob and his family lived. The famine that was in Egypt was in their country, too. No rain had fallen. And now there was no food. Jacob's family was going to starve to death if Jacob did not get help.

Then, one day Jacob heard that there was food to buy in Egypt. Jacob said to his ten oldest sons, "What are you standing around here for? Take some money. Go buy us some food in Egypt!"

The brothers packed for the trip and started out for Egypt. But Benjamin, the youngest brother, did not go along. Jacob still missed his favourite son, Joseph. He did NOT want to take the chance that Benjamin might not come back.

A TRIP TO EGYPT

The brothers travelled for days and days, walking or riding on their donkeys. Finally, the brothers arrived in Egypt. When they asked about buying some corn, they were told to see the man in charge of selling food. So they went to the place where this important man was. And guess WHO that man was? Joseph! They bowed to him and asked if they could buy food. They did not recognise their own brother! **Why do you think the brothers did not recognise Joseph? How did Joseph look different?** (Joseph was older and dressed in Egyptian clothes.)

But this man wearing the clothes of an Egyptian ruler recognised the men who were bowing before him! Long ago, he had DREAMED they would bow down to him someday! Here in front of Joseph were his own brothers! But instead of telling them who HE was just yet, he gave them a test. He said sternly, "Who are you? Where are you from? I think you must be spies!"

The brothers said, "We are not spies. We are just ten brothers from Canaan. We are here to buy food for our families back home."

But Joseph acted like he did not believe them. He put them in jail for spying! **What do you think Joseph's brothers thought?**

A TEST

Three days later, Joseph sent for his brothers.

He told them, "I will give you a chance to prove you are not spies. If you really ARE some brothers who came to buy food, go back home and bring your little brother here to me! And to

be SURE you come back, I am keeping ONE of you here!" Now the brothers were really worried. They said to each other, "It is because of what we did to Joseph all those years ago. God is punishing us!" The brothers did not realise that Joseph understood everything they said! Joseph turned away with tears in his eyes. Maybe they were sorry for being so horrible to him! Then Joseph came back to them and ordered Simeon, one of the brothers, to be taken back to the jail.

Joseph told his helpers to fill his brothers' sacks with corn. And Joseph had his helpers put the MONEY his brothers had paid for the corn back into their sacks. Joseph may have wanted to test his brothers again. When the brothers stopped for the night, one of them opened his sack to get corn for his donkey. He found his money, right there in the top of the bag! **What do you think the brothers thought when they found the money?** They were afraid again! Maybe this was a trick!

The brothers kept on travelling and finally returned home. They told Jacob EVERYTHING that had happened. They said, "We MUST take Benjamin

with us when we go to buy food again - or that Egyptian ruler said we had better not come back at ALL!" **What do you think Jacob said?** Next week we will find out what Jacob said and what Joseph's brothers did the next time they ran out of corn.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 12.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 12.

PROCEDURE

This review activity is similar to the ones in Lessons 4 and 8. Children enjoy games with a familiar structure. Begin the activity by saying, **Jacob's family did not have enough food.** Child seated next to you repeats the sentence and adds on another sentence telling what happened next in the Bible story, for example, "Jacob's family did not have enough food. Jacob told ten of his sons to go to Egypt to buy food." Continue until each child has had a turn.

Ask,

- » **How did Joseph help his family?**
- » **Did Joseph's brothers deserve his help?**
- » **Why do you think Joseph helped them when they had been horrible to him?**

Volunteers answer. **Helping others is something God wants us to do.**

Read Titus 3:1 aloud. **What do you think is the opposite of being ready to help someone?** (Always waiting until you are told or asked to help.) Help the children find Titus 3:1 in their Bibles.

Then repeat the Add On activity with ways children can help at home. Say, **I will do good by making lunch.** Child adds on another way he or she may help. For example, "I will do good by making lunch and sweeping the floor." Continue until each child has had a turn. Ask,

- » **Why might you not feel like helping someone?**
- » **When you help another person, how does it make the person feel?**
- » **How does it make you feel?**
- » **What would your family be like if no one ever helped anyone?**

Accept children's ideas and opinions. **Helping others is a good way to obey God's Word and show God's love.**

Direct children to complete the 'What's the Word' activity on Page 1 of the *iNdelela Student Pages*. If time permits, ask children to share their ideas with the class.

Encourage children to pray for God's strength to help 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.

Art Option Good-for Something Vouchers

MATERIALS

Bibles, cardboard, scissors, khokis, glitter, glue.

PREPARATION

Make a sample gift voucher. (See sketch.)

PROCEDURE

1. **Have you ever received a gift voucher? What were you able to buy with the gift voucher? A gift voucher is just a piece of paper, but you can exchange it for something else. Imagine that Joseph gave his bothers or his father a gift voucher that could be exchanged for some kind of help. What do you think the gift voucher might say?** (Good for one meal at my house. Good for one sack of corn. Good for one ride in my chariot.) Complete sample gift voucher using volunteers' ideas.

2. Open your Bible and read Titus 3:1 aloud. (As time permits, help children find verse in their Bibles.)

What is a way you have done good by helping someone in your family? What is a new way you might help someone at home this week? Ask questions to help children think of putting away clothes, making beds, setting the table, picking up dropped items, cheering up someone who is sad or lonely, etc.

3. After children tell answers, children make and decorate a gift voucher with the materials you provided. **Who will you give your gift voucher to? What help does that person need? What can you do to help?** Assist children as necessary in writing on the gift voucher.

4. After children complete vouchers, invite volunteers to tell about their vouchers. Close activity in prayer. Children ask God's help in doing good to their families.

ENRICHMENT IDEAS

1. Children make booklets of vouchers - one voucher for each member of the family. Or, children may wish to make vouchers for friends.

2. Plan a way the children in your class may help a needy person or family. Service projects catch the imagination and enthusiasm of children as a first-hand way to put Titus 3:1 into action. Children may work together to help prepare sandwiches to be handed out at feeding schemes or make cards to give to elderly people or those in hospital.



Game Option Meet you in the Middle

MATERIALS

Bibles, several balloons.

PREPARATION

Blow up and tie one balloon.

PROCEDURE

1. Read or ask children to read Genesis 42:25. **How did Joseph help his family? Children answer. Since each of our families is different, there are lots of different ways we can help the people we live with. What can you do to help someone in the morning before school? after school? at night?** Volunteers answer.

2. **To help us think of family members we can help, let's pretend that we are a big family and play a game together.** Assign one of the following family member names to each child: brother, sister, mother, father, cousin, aunt, uncle, grandmother, grandfather. Children stand in a large circle.

3. **When I call the names of two family members, they run to the middle of the circle and bat the balloon back and forth, helping each other keep the balloon up in the air as long as possible.** Bat balloon into centre

of circle while calling two of the family member names. **Brother and grandmother!**

The brother and grandmother enter the circle and bat the balloon back and forth. Children

in the circle count the number of times (with a maximum number of 12) the pair bats the balloon before it touches the ground. Children return to their places in the circle. Then repeat the game, calling different names.



PRAYER

Ask volunteers to give names of people they live with and how they sometimes need help. Then lead children in prayer asking God to help children help family members even at times when those family members have been unfair or unkind. Include in your prayer the specific names children mentioned.

WORSHIP SONG

Sing a song that teaches children to serve others in love.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Genesis 43:1 - 45:28; 46:5-7

Memory Verse

Ephesians 4:32

NIV: *Be kind and compassionate to one another, forgiving each other.*

TEV: *Be kind and tender-hearted to one another, and forgive one another.*

Lesson Focus

Joseph showed God's love by forgiving his brothers.

Lesson Goals

- 1 Describe Joseph's actions which show he forgave his brothers;
- 2 Mention ways to show forgiveness;
- 3 Ask for God's help in forgiving others;
- 4 Become a member of God's family as the Holy Spirit leads.

Life Focus



Age Level Tip

As children participate in Bible learning activities sit and move among them, so you can guide behaviour with a gentle touch or a soft whisper.

Joseph Forgives



MATERIALS

Bible, large sheet of paper or chalkboard.

PREPARATION

Write the words of Ephesians 4:32 on paper or chalkboard and display on wall for children to see.

PROCEDURE

Read Ephesians 4:32 from your Bible. **Listen for three words that tell ways to show God's love.** Read verse again. (Kind, compassionate, forgiving.) **What might someone do to be kind? What does the word "compassionate" mean? (To care about someone.) What does it mean to forgive someone? (To be kind when someone has done something wrong to you.) Today we'll hear about someone who obeyed Ephesians 4:32.**



Joseph Forgives

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today begins in Genesis 43. Let us find Genesis 43:1. Assist children as necessary. **We will read this verse in a few minutes.**

INTRODUCTION

What has been the best good surprise for you? How did it make you feel? Volunteers respond. **In our Bible story today, we will find out how Joseph surprised his brothers.**

STORY SUMMARY

Tell the following story in your own words.

ANOTHER JOURNEY TO EGYPT

One day Jacob called his nine oldest sons together. Jacob said, "We are running out of food. You need to go back to Egypt for some more." **Why were they running out of food? Read Genesis 43:1 to find the answer.** (For beginning readers, have them put their fingers on the word that starts with F)

"But we CAN'T go back to Egypt!" said the brothers. "The leader told us he would not see us again unless we brought Benjamin with us."

Jacob did NOT want to send Benjamin away. Jacob was afraid Benjamin might not come back! But they needed FOOD! Finally Jacob said, "All right.

Take Benjamin. May God make this Egyptian kind to you. And PLEASE bring Benjamin back!"

JOSEPH'S PLAN

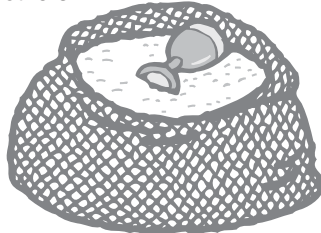
Day after day Jacob's sons walked until they finally reached the Egyptian palace. They hoped they could see their brother, Simeon, again! The Egyptian ruler had kept Simeon in jail to be sure the brothers would come back. Finally, Joseph's helpers brought Simeon to them. The brothers were very glad to see each other!

Soon the Egyptian ruler - Joseph, their brother - came to them. He asked, "How is your father that you told me about?"

"He is well," they said. They bowed down to Joseph and gave him the gifts they had brought. They tried to give Joseph the extra money that had been in their sacks the last time. But Joseph said they could keep it. Then they introduced Benjamin to this man who was such an important Egyptian!

Joseph was so happy to see his little brother that he began to cry. He invited the brothers to eat with him. But Joseph still did not tell them who he was. He wanted to give his brothers

one more test. Joseph told his helper, "Fill the sacks of these men with corn AND put my best silver cup inside Benjamin's sack." The helper hurried to do as Joseph said.



JACOB'S FAMILY REUNITED

Early the next morning the eleven brothers started off for home. But soon they heard Joseph's helper calling, "Stop! Thief!"

The brothers stopped and said, "We are not thieves!"

"Yes, you are," said the helper. "One of you stole my master's silver cup!"

The helper searched each brother's sack until he found the silver cup in Benjamin's sack. The helper took all the brothers back to Joseph's house. **How do you think the brothers felt now?**

Joseph said, "This man stole my cup. I will keep him here as my slave!"

"No, PLEASE do not do that," Joseph's brother, Judah, begged. "You can't keep my brother BENJAMIN! We promised our father that we would make SURE he got home safely. You see a long time ago we had another little brother. Our father thinks wild animals killed him. Our father would probably die if ANYTHING happened to Benjamin! Please, take me instead! Please let Benjamin go back home!"

Now, THAT'S what Joseph wanted to hear! His brothers were not jealous of Benjamin like they had been of him. And they really cared about their father, Jacob.

Joseph announced, "I am your brother, Joseph!" But his brothers did not say anything. They were TERRIFIED! **Why do you think the brothers were afraid?**

Joseph said, "Do not be afraid. You wanted to hurt me, but God turned it to good! He sent me to Egypt ahead of you to save ALL our lives!" Joseph was NOT angry that his brothers had been so horrible to him! He loved his brothers and forgave them. He even invited them to bring the rest of their families and come to live with him in Egypt. So all of Joseph's brothers, his father and relatives moved to Egypt where there was plenty of food - and Joseph, whom they thought they would never see again!

CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete



iNdelela Student Activity Pages for Lesson 13.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 13.

PROCEDURE

Designate a chair as the "hot spot." **Imagine you are a person from today's Bible story. When you are in the hot spot, we can ask you questions about the story.** Volunteer names a character from the story and answers one or more questions. Questions may ask for facts or opinions. (Suggested questions: Benjamin, how did you feel when you were travelling to Egypt? Joseph, how did you feel when you saw Benjamin? Judah, why couldn't you recognise Joseph? etc.)

After several children have had a turn say,

Ephesians 4:32 describes Joseph's actions.

Read Ephesians 4:32 with children. **The word "compassionate" means to care about others.**

» **How did Joseph show that he cared about his brothers?**

» **What did Joseph do to show forgiveness?**

What does it mean to forgive someone? (To be kind even when the person has been horrible. To say "I forgive you" and mean it.)

What are some times people who live together might need to forgive each other? (When someone breaks something, says something horrible, forgets to do a job.) Assign each child a number.

When I call out your number, run to the hot spot and tell about a time you can forgive someone you live with.

Then say, **Because God promises to forgive us, we can become members of God's family. If you would like to find out more about God's family, talk to me after class.** (See "Leading a Child to Christ" on page 109.)

Direct children to complete the 'Pyramid Maze' on Page 1 of the *iNdelela Student Pages*. The answers are: "But you promised" - "I'll go tomorrow." The broken cricket bat - "You didn't do it on purpose." The girl hit by the door - "I'm not hurt."



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.

Game Option Bull's-Eye

MATERIALS

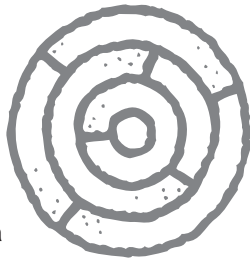
Bibles, large sheet of paper, marker pen, tape or Prestik, blindfold.

PREPARATION

Draw a target on a large sheet of paper. (See sketch.) Divide target into at least six sections, in addition to the bull's-eye. Tape or Prestik target to wall at children's eye level.

PROCEDURE

1. Introduce game by saying, **Have any of you ever shot an arrow? Played dart games? What did you use to play these games?** Children share experiences. **What is the centre of the target called?** (The bull's-eye.)



2. Invite children to name a person, place or object from today's Bible story (Jacob, Joseph, Joseph's silver cup, Egypt, Judah, etc.) As they do, write one of those names in each section on the target, leaving the bull's-eye blank. Occasionally refer to your open Bible and ask questions to help children review the Bible story. **What choice did (Jacob) make? What else could (the brothers) have said? What was important about (Joseph's) actions?**

3. When sections are named, ask a volunteer to be blindfolded. Child stands 1 - 2m away from the target. Turn child around once or twice and then face child towards the target. Child walks to target and puts a finger on target. Remove blindfold. Child tells something about the person, place or object written in the section on which his or her finger landed. If child's finger lands on the bull's-eye, child gives a sentence or action that shows forgiveness. Continue until each child has had a turn.

ENRICHMENT IDEAS

1. When someone's finger lands on the bull's-eye, ask all children to repeat Ephesians 4:32 together.
2. Vary the game by placing the target on the floor. Children take turns tossing a coin onto the target.
3. If child misses the target completely, give another turn. Don't allow others to tease; simply accept it as a matter of course. Aim child towards the target.

Discussion Option Paper Clip Chain

MATERIALS

Bibles, large paper clips.

PROCEDURE

1. Read or repeat Ephesians 4:32 to children. (As time permits, help children find verse in their Bibles.) **What do you think is the most important word in this verse? Why?** Encourage each child to give an answer, explaining that there is no right or wrong answer. **Which word in this verse do you think best describes Joseph? Which word would you like to describe you? What can you do or say so that the word "forgiving" describes you?**

2. **To help us remember the words of Ephesians 4:32, let's make a paper clip chain.** Sit in a circle on the floor or around a table and give each child several paper clips. As you say the first word of the verse, hook one of your paper clips to a paper clip of the child next to you. You and the child may only use one hand as you hook your paper clips together. Continue hooking paper clips around the circle, each child adding a paper clip and saying the next word of the verse. Repeat verse several times.

3. Unhook paper clips and redistribute them to children. Then ask children to make paper clip chains by repeating Ephesians 4:32 and adding times to show forgiveness or ways to show forgiveness. For example, "Be kind and compassionate to one another, forgiving each other when your brother borrows your pencil without asking" or "Be kind and compassionate to one another, forgiving each other by saying 'It's OK,'"



4. Close the activity in prayer, asking for God's help in showing forgiveness to others.



Praise Time

PRAYER

Read or repeat Ephesians 4:32 with children. **This verse tells us to show forgiveness by being kind and compassionate. We need God's help to forgive people who have been horrible to us.** Lead children in prayer asking God's help in forgiving others, especially those in our families.

WORSHIP SONG

Sing songs that speak of kindness, love and belonging to God's family.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

John 10:7-18

Memory Verse

John 10:14

NIV: *I am the good shepherd; I know my sheep and my sheep know me.*

TEV: *I am the good shepherd...I know my sheep and they know me.*

Lesson Focus

Jesus compared His love for us with a shepherd's care for his sheep.

Lesson Goals

- 1 Describe how a shepherd cares for his sheep;
- 2 Tell ways Jesus shows love for him or her;
- 3 Thank Jesus for His love;
- 4 Pray to become a member of God's family as the Holy Spirit leads.

Life Focus

Jesus takes care of me.



Age Level Tip

Sometimes children make insensitive comments about others whom they perceive to be different. Be alert for times when you can help the children recognise and value their differences.

The Good Shepherd



MATERIALS

Bible, cassette recorder, blank cassette tape.

PREPARATION

Tape-record yourself and several people familiar to your children saying the words of John 10:14.

PROCEDURE

Children listen to the tape and try to guess who is saying John 10:14. Give clues if necessary. **You knew some of the voices. When a shepherd calls out, the sheep will come because they know their shepherd's voice. John 10:14 tells us Jesus is like a good shepherd because He knows the people who love Him, and He takes care of them.** Repeat John 10:14 aloud with children. Record volunteers saying the verse. Children listen to the recording and identify each other's voices.

ALTERNATIVE IDEA

If you don't have access to a tape recorder, invite several people familiar to your children (parents, etc) to hide behind a door and say the verse.



The Good Shepherd

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story is from a book written by one of Jesus' friends, John. The book of John tells what Jesus did when He lived on earth. John is the fourth book in the New Testament. Help children find John 10.

INTRODUCTION

What are some things people do to take good care of animals? Allow children to tell ways they care for animals. **In our Bible story today, we will hear what Jesus said about people who take care of sheep.**

STORY SUMMARY

Tell the following story in your own words.

A SHEPHERD AND HIS SHEEP

Pretend for a few minutes that you are a sheep. What do you think you would do all day? What does a shepherd do for his sheep?

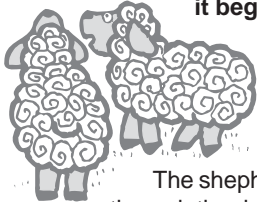
If you were a sheep, the shepherd would lead you out of the pen every morning to find green plants to eat and safe water to drink. You would eat

and eat all day long. But without a shepherd to watch you, you might eat too much or eat the wrong things! You could make yourself very sick that way.

If you were a sheep, you would be looking in front of your nose for food. You could get lost easily while you walked along. You might get caught in thorn bushes or even fall down a cliff and get hurt! **Then what do you think would happen?** Without a shepherd to find you when you were lost, you would NEVER be able to find your way back to the sheep pen alone. You would need a good shepherd to find you, take you home and clean the places where you had been hurt.

And because you would love to eat, you would be too busy looking at the grass to notice when a wolf was coming! Besides, after eating so much, you could not run FAST enough to get away from him! Without a shepherd to chase him away, you could be a wolf's supper!

If you were a sheep, what would you do when it began to get dark? That's right, you would want to sleep! And you would need a good shepherd! He would lead you to the sheep pen (a wall of rocks with a doorway in it.)



The shepherd would let each of you through the door one at a time. That way, he could look at each of you to see if you were all right. He could take care of any injuries you had. He would talk to you and call you by your name. And he would count each of you to be sure you were all safely inside. When each of you were inside, the shepherd would finally lie down to sleep. He would lie down right in the doorway of the pen so NOTHING could get in. Wild animals or robbers who might try to get in would be met by the shepherd first - ready to fight them and protect his sheep. Now you know some reasons why you would need a good shepherd.

JESUS, THE GOOD SHEPHERD

Now, many people raised sheep where Jesus lived. They knew ALL about sheep. They knew that sheep need a good shepherd. One day Jesus taught the people something very important: He said that PEOPLE are a lot like sheep. They need to be taken care of, too. But people need JESUS to take care of them! So to help people understand His love, Jesus talked about Himself as a shepherd, and people like they were sheep.

Jesus said, "I am the One who lies down in the doorway of the pen. I am like the door. Whoever comes into My sheep pen must come by Me. My sheep will be safe there because I am their Shepherd."

"I will not let any robber come inside. A robber only wants to KILL the sheep. But I came so My sheep might have LIFE, the BEST kind of life there is!"

"I am the Good Shepherd," Jesus said. "I give My own life for My sheep." Jesus was saying that He loves His people SO much that He was going to die on the cross to pay for the wrong things they had done and all the wrong things they ever WOULD do.

JESUS AND YOU

And Jesus loves YOU, too. He died on the cross to pay for the wrong things you have done. He did that because He wants you to be part of God's family. Or to put it the way Jesus said it, He wants you to be one of His very own sheep! If you ask Him to forgive you for the wrong things you have done and ask Him to make you part of God's family, He will take care of you just like one of His own sheep! Because He loves you and knows all about you, He can help you better than anyone! "I know My sheep and they know Me," Jesus said. He loves each of us and wants us to be His sheep, too!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdelela Student Activity Pages for Lesson 14.

MATERIALS

Bibles, wooden or plastic blocks, copies of *iNdelela Student Activity Pages* for Lesson 14.

PROCEDURE

Place one block on table or floor. **Let us work together to build a sheep pen. What is something a shepherd does to show love for the sheep?** (Leads them to food and water. Guides them to sheep pen. Guards them. Calls them by name. Finds them if lost.) Each child who answers adds a block to the sheep pen.

Then ask, **In this story, what did Jesus say about Himself?** Read John 10:14 from Bible. **This verse helps me know that Jesus cares for me the same way that a good shepherd cares for his sheep.** Help children read John 10:14 in their Bibles. Volunteers say the verse. Each child who says the verse, adds a block to the sheep pen.

Jesus told about a shepherd so that we would know how much Jesus loves us.

» **What are some ways Jesus shows His love for us?** (Forgives our sins. Died for us.) Each child who answers adds a block to the sheep pen.

» **What are some things Jesus has given you?** (Friends, family, a healthy body.)

» **What are some things Jesus promises to do?** (Answer our prayers, always be with us, help us do what is right.)

Jesus shows His love for us by promising to make the people who love Him members of His family. If a child indicates an interest in becoming a Christian, talk with the child privately. (See "Leading a Child to Christ" on page 109.)

Children draw ways Jesus shows His love in the 'Sheep Shape' activity on Page 1 of the *iNdelela Student Pages*.

Lead children in a brief prayer, thanking Jesus for His 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.

Game Option The Good Shepherd

MATERIALS

Bibles, blindfold.

PROCEDURE

1. **What does a shepherd use to lead the sheep?** (His voice, a staff.) **When a shepherd calls out, the sheep that belong to him will come because they know his voice.**

How is Jesus like a good shepherd? (He loves and takes care of us.) **What are some ways Jesus shows His love for you?** Volunteers answer.

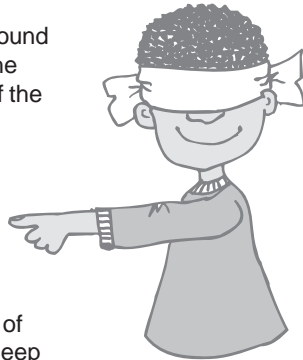
2. **Let us play a game to help us remember that Jesus is the Good Shepherd. To play the game we need to know the words of John 10:14.** Read verse from Bible. Then guide children to stand in a circle. First, choose one volunteer to pretend to be "the good shepherd." The good shepherd stands in the circle with the other children and say, "I am the good shepherd." Then choose another volunteer to be "the sheep." The sheep is blindfolded and stands alone in the centre of the circle.

3. Children walk around the circle. Then let the sheep point to one of the children in the circle. Child who is closest to where the sheep is pointing says, "I am the good shepherd." The sheep listens carefully to the voice of the speaker. If the sheep thinks the speaker is the good shepherd, the sheep nods head yes, or says the rest of the verse: "I know my sheep and my sheep know me."

If the sheep does not think the speaker is the good shepherd, the sheep shakes head no, or says, "No, you are not the good shepherd." Continue process until the sheep identifies the good shepherd's voice or has had several turns to guess. When the sheep has correctly identified the voice of the good shepherd, the sheep becomes the new good shepherd. Select a new sheep.

ALTERNATIVE IDEA

If someone in your church owns a sheep, invite the person to bring the sheep to your class for a short visit. Ask the sheep owner to describe ways in which he or she cares for the sheep. Supervise children as they feed, water and brush the sheep.



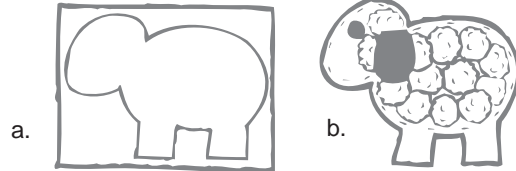
Art Option Stuffed Sheep

MATERIALS

Bibles, cotton wool, glue, stapler, black (or white) cardboard, pencils, material for stuffing (such as plastic shopping bags or newspaper), scissors.

PREPARATION

Draw a simple sheep shape (see sketch a.) on A4 cardboard and cut out. Trace shape onto black cardboard and cut out - two for each child. From scraps, cut sheep ears - one for each child, and cut a circle shape for eye - one for each child.



PROCEDURE

1. **How would you finish the sentence: "Jesus is like a good shepherd because...?"** Volunteers give answers. **What does John 10:14 say about the Good Shepherd?** Read verse with children from Bibles. **Jesus knows and loves us just like a good shepherd cares for his sheep. What does a shepherd do to care for his sheep? What ways does Jesus show His love and care for us?**

2. **To help you remember that Jesus is your Good Shepherd, you may make a stuffed sheep.** Give each child two sheep shapes. Children staple halfway around the edges of the two sheep shapes and stuff sheep with newspaper or other stuffing material. Children close sheep by stapling the rest of the way around. To decorate the sheep, children pull cotton wool apart and glue it on one side of the sheep, glue ears over cotton wool on sheep and glue eyes to sheep heads. (See sketch b.)

3. Children may take their sheep shapes home. Ask, **Where can you put your sheep to remind you that Jesus is your Shepherd?**



PRAYER

What are some ways Jesus, the Good Shepherd, shows His love to us? Allow several children to answer. Then lead children in a brief prayer, thanking Jesus for His love, mentioning ideas shared by children.

WORSHIP SONG

Sing a song of God's care, such as "The Lord's my Shepherd."

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Matthew 6:25-34

Memory Verse

Philippians 4:6

NIV: *Do not be anxious about anything, but...present your requests to God.*

TEV: *Don't worry about anything, but...ask God for what you need.*

Lesson Focus

Jesus told people to remember God's love and care when they were worried.

Lesson Goals

- 1 Tell that Jesus said God cares more about people than about birds or flowers;
- 2 Describe times he or she worries;
- 3 Talk to God about his or her worries and make a reminder of God's love and care.

Life Focus



Age Level Tip

The purpose of Bible Learning Activities is to provide children with the opportunity to apply Bible truths to everyday living in a variety of ways.

Birds and Flowers



Discover

MATERIALS

Bible, one large and small sheet of brown paper, crayons, tape or Prestik.

PREPARATION

Across the top of the large sheet of paper, write the words "What kids worry about." Add a few words to the paper such as "tests," "getting hurt." On the small sheet of paper, write the word "pray" so that it will cover the word "worry."

PROCEDURE

Direct children to write or draw on the large sheet of paper situations that may cause children to worry. **Philippians 4:6 tells us what to do when we are worried.** Read Philippians 4:6 from Bible. Tape the word "pray" over the word "worry" on brown paper. **When we are worried, we can pray. Praying reminds us that God is with us, helping us know what to do. Later we will hear a story Jesus told about two of His creations that never worry - birds and flowers.**



Study

Birds and Flowers

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Let us find the book of Matthew. It is the first book in the New Testament, the second part of the Bible. Assist children in finding the book of Matthew. **The book of Matthew is all about Jesus. Who do you think wrote it? That's right! Jesus' friend, Matthew, wrote the book.**

INTRODUCTION

(Optional: Children sit on blankets outside in a grassy area while you tell the Bible story.) **What things do you think you would see if you were on a grassy hillside?** Invite children to give their ideas. **In our Bible story today, we'll hear what Jesus and a crowd of people saw when they were outside on a grassy hillside.**

STORY SUMMARY

Tell the following story in your own words.

JESUS' TEACHINGS

One day, moms and dads, grandparents, big kids and little kids were all walking out to a hillside. Jesus was going to teach there! So a large crowd walked out to the hillside to hear Him. Finally, all the people were out on the

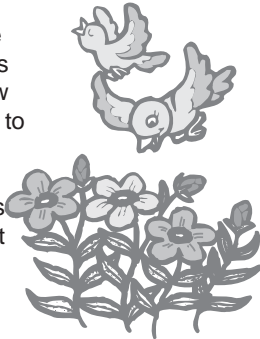
hillside where Jesus and His friends were. People were everywhere! They were sitting, standing, bumping and moving, trying to get a better view.

Jesus began to talk. He told the people things about God. He talked about how God wanted them to live. Everyone listened carefully. **Why do you think the people were so anxious to hear what Jesus said?**

Jesus said, "Do not worry about things. Do not worry about having enough food to eat. And do not worry whether you will have enough to drink. Do not worry about what clothes you will wear. There are more important things in life than food and clothes!"

GOD'S CARE FOR BIRDS

To show the people what He meant about worrying, Jesus talked about things they saw around them. Jesus pointed to the sky where birds were flying and swooping. "Look at the birds of the air!" Jesus told the people. "Think about what they do. Birds do not plant seeds to grow crops. They do not gather up food like farmers do. But God makes SURE they will have enough food to eat. God takes care of them. He loves them. Now think, are you not even MORE important to God than birds in the sky? Of course you are! So remember, do not worry. Ask God for help and He will take care of you."



The people looked up to watch the birds for a moment. As they watched and thought about what Jesus said, they must have smiled. God loves the birds. He feeds them. And just think! Jesus said God loves us even more than He loves birds!

GOD'S CARE FOR FLOWERS

Then Jesus said something else. Perhaps He picked a flower and held it up for everyone to see. Then He said, "Look at the way the flowers grow. They do not make cloth. They do not sew clothes!"

"But look!," He said. "I am telling you, even the richest king in the world never had clothes as beautiful as these flowers have."

Jesus went on, "If God gives the flowers such beautiful clothes, do you not think He will take care of you?"

TRUSTING GOD

"So," Jesus said, "do not worry! Do not say, 'What are we going to eat' or 'What are we going to wear?' That is what people who do not know God worry about. But God knows that you need food and clothes and other things. He will take care of you." **What do you think people can do instead of worrying?**

"Instead of worrying about food or clothes," Jesus said, "ask God what He wants you to do. When you obey God and do what is right, all that you need will be given to you."

"And," said Jesus, "do not worry about tomorrow. Do not worry about how long you will live. After all, you will not make your life any longer by worrying

about it! Every day has enough things for you to think about. God will take care of you today AND tomorrow!"

Perhaps some of the people on that hillside thought about times they had worried. But now they understood. God LOVED them. They could ask HIM for help. God would take care of them! And He will take care of you, too.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdelela Student Activity Pages for Lesson 15.

MATERIALS

Bibles, paper squares, khoki, copies of *iNdelela Student Activity Pages* for Lesson 15.

PREPARATION

Write your name and each child's name onto separate squares of paper.

PROCEDURE

Place the papers you prepared facedown on a table or floor. **Let us see whose turn it is to talk about something Jesus said.** Ask a child to choose a paper. Read the name aloud. The named child tells something Jesus said in today's Bible story. Repeat procedure. To help children think of responses ask,

» **What did Jesus say about birds? about flowers?**

» **What did Jesus say about worrying?**

» **What did Jesus want people to know about how God cares for them?**

Jesus wanted people to remember God's love and care when they were worried. Philippians 4:6 tells us what to do when we are worried.

Help children find Philippians 4:6 in their Bibles.

» **What words in this verse mean the same as "worry"?** ("Be anxious.")

» **What should we do when we are worried?**

(Talk to God and ask for His help.) **This verse does not mean that we should not think about our worries. But God is glad to listen and answer our prayers because He loves us. He will help us know what to do.**

Everyone feels worried sometimes. What are some things children your age worry about?

Children may suggest worries such as school, floods, gangs, getting in trouble, parents getting a divorce, AIDS, hijackings, etc.) Let children know that you understand their worries. Focus on the importance of talking to God about worries and asking Him for help.

Lead children in prayer. Invite volunteers to talk to God about their worries by completing the sentence, "Dear God, I'm worried about..."

'Draw a Prayer' on Page 1 of the *iNdelela Student Pages* will encourage children to tell God what they need. Thank God for always listening to our prayers.



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.

Game Option **Where's My Nest?**

MATERIALS

Bibles, squares of paper, pen.

PREPARATION

Write the names of birds on paper squares, one name on each paper, (wagtail, pigeon, robin, dove, seagull, barbet, mossie, etc.) On one piece of paper, or on the chalkboard, write all the names of the birds.

PROCEDURE

1. **How would you complete the sentence, "Do not be anxious or worry about..."?** Volunteers give responses. Read Philippians 4:6 with children from Bibles. **God wants us to remember His love and care for us and talk to Him about our worries.**

2. Ask for a volunteer to be the "bird." Let the child quietly tell you which type of bird he or she wants to be. (Refer to list on paper or chalkboard.) Group other children into pairs or trios (or, if a small class, each child is a "nest.") Ask group to join hands to form a "nest." Give each nest a paper with the name of a bird. (Be sure to give one nest the paper showing the name of the bird chosen by the volunteer.) At your signal, the bird "flies" to each nest and asks, "I am a (wagtail). Is this my nest?" Each group answers, "Yes! God cares for you!" or "No, but don't worry" depending on what their paper says. When the bird finds the correct nest, or at the end of the time limit, he or she joins a group. Choose a new bird and redistribute the papers. Repeat the game until each child has had a turn to be the bird.



3. To vary the game, let children think of situations that cause children their age to worry. Write the word "worry" on several squares of paper and the word "pray" on one paper (depending on how many groups you have.) Distribute one paper to each group. Ask a volunteer to give a situation in which a child might feel worried. Then the child walks over to each group and asks, "What should I do?" Each group answers "worry" or "pray" according to what its paper says. When the child finds the group that answers "pray," child joins that group and they all repeat Philippians 4:6 together. Repeat the game as time allows.

Nature Option **Flower Fun**

MATERIALS

Bibles, newspaper, potting soil, water in watering can, large spoons, for each child - one small clay or plastic flower pot and one small flowering plant.

PROCEDURE

1. **What are some flowers God made?** (Roses, carnations, sunflowers, cosmos, daffodils, proteas, etc.) **How does God show His care for flowers?** (Provides good soil, sun, rain.) **What did Jesus say about the flowers?** (God takes care of them.) Help children find and read Matthew 6:28,29 in their Bibles.

2. **The Bible says that since we know God takes care of flowers, we can be sure He'll take care of us, too, especially when we're worried. What are some things children your age worry about?** Volunteers answer. **God wants us to talk to Him about our worries. Then He'll help us think of the right thing to do about our problems.**

3. **Let's plant some flowers. Each time you seen the flowers growing, you can remember God's love and care for you.** Cover work area with newspaper. Children use spoons to place potting soil in pots, then transplant plants, adding potting soil as needed. Water plants lightly.



ENRICHMENT IDEA

You may choose to plant a flowering plant in your church garden, or in a pot to be kept in your church, rather than each child planting their own flower.



PRAYER

When you feel worried, you can talk to God about what is bothering you. God always listens and He will help you know what to do. Briefly share with children about something that worries you. Ask for volunteers to tell about things that worry them. Lead children in prayer, mentioning children's worries.

WORSHIP SONG

Song suggestions are "My God is so big," "His banner over me is love," or "He's got the whole world in His hands."

Distribute *iNdelela Student Scivity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

John 5:1-14

Memory Verse

Psalm 17:6

NIV: *I call on you, O God, for you will answer me.*

TEV: *I pray to you, O God, because you answer me.*

Lesson Focus

Jesus helped a sick man by healing him.

Lesson Goals

- 1 Contrast the sick man's expectations with what Jesus actually did;
- 2 Tell about times when he or she needs God's help;
- 3 Ask God for help.

Life Focus



Age Level Tip

Challenging the bored or antagonistic child is a special task. One way to meet the needs of such a child is to provide choices in things to do. If you teach with another teacher, each of you may prepare a different Apply activity. Children choose the activity in which they wish to participate.

Jesus Heals a Sick Man



MATERIALS

Bible, brown paper, scissors, khokis, tape or Prestik.

PREPARATION

Cut four large pieces of brown paper. Using large block letters, write the letters *H, E, L* and *P* on sheets of brown paper, one letter for each sheet. Tape or Prestik the sheets onto the wall in different areas of your room.

PROCEDURE

Ask, **What word do the big letters on the wall spell? When is a time children might need help?** (When they get lost, fall off their bicycles, etc.) Children move around the room drawing or writing their answers on the brown paper. **In our Bible story today, we will hear about a man who needed help.**



Jesus Heals a Sick Man

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from the fourth book of the New Testament. What does the book of John tell about? (What Jesus said and did when He was here on earth.) **Who do you think wrote the book of John?** (Jesus' friend, John). Help children find Jesus' name in John 5:1.

INTRODUCTION

Invite one or more volunteers to move across the room without using their legs (scooting, rolling, etc.) **In our Bible story today, we will hear about a man who was sick. He could not use his legs.**

STORY SUMMARY

Tell the following story in your own words.

THE POOL OF BETHESDA

It was holiday time. Jesus was in the big city of Jerusalem. The streets of the city were filled with people walking and talking and laughing. They had all come to the city to celebrate the holiday, too.

But as Jesus walked, He came to a place where **NO ONE** was celebrating the holiday. It was a quiet place where many people lay around a small pool of water. The pool was called the Pool of Bethesda. And the people who lay around the pool were sick or blind or crippled and could not walk.

Sick people came to the Pool of Bethesda to get well. The water in the

pool bubbled sometimes. People believed that an angel caused the bubbling water. And they believed that if they could get into the water while it was bubbling, they would be made well! So, many sick people had been brought here. As all of the sick people sat or lay around the pool every day, they watched to see if this would be the day the water would bubble.

HEALING A SICK MAN

One man who was lying by the pool had been sick for 38 years! He had been lying on his mat for a long, long time, waiting for the water to bubble. But each time the water DID bubble, his legs were so weak he could not get to the pool by himself. And no one helped him.

So when Jesus saw this man, He walked over to him and asked, "Do you want to get well?"

The man looked up at Jesus. Of COURSE he wanted to get well! But he could not get to the water in time. Perhaps the man looked at Jesus and thought, *Maybe this man could help me get into the water!*

So the man said to Jesus, "I am very sick. I can't get to the pool when the water bubbles. And I have no one to help me."

But Jesus did not tell the man He would help him get into the pool when it bubbled. He just looked at the man and said, "Pick up your mat and walk!"

Show me what you think the man said and did to answer Jesus.

WELL!! The man did not stop to wonder if he COULD walk! He just did what Jesus told him. And RIGHT THEN, he was HEALED! He stood up! Then he bent over, picked up his mat and rolled it up. He tucked the rolled mat under his arm and he walked away! He could jump. He could even RUN! **How do you think the man felt?**

TOUBLE FROM LEADERS

For the first time in 38 years, the man could walk around the city. But soon, some leaders from the Temple came up to the man. The leaders stopped him and said, "You are NOT supposed to carry your mat today. Don't you know the rules? Today is a special day, the Sabbath. No one can do any work on this day. And carrying your mat is work. You could get into big trouble."

So the man told them how he had been healed. He said, "The man who healed me told me to pick up my mat and walk!"

"Who is this man that told you to carry your mat?" the leaders asked.

"I don't know His name," the man said. "But He made me well!"

Praising God, the man walked more quickly now as he went to the big, beautiful Temple shining in the sunlight. The Temple was the place in Jerusalem



where people went to worship and praise God. And this man wanted to walk into the Temple to praise and THANK God that he could walk! While he was thanking God in the Temple, Jesus came to him. The man must have been glad to see Jesus! Jesus had helped the man in a way that was MUCH better than the man ever expected!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 16.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 16.

PROCEDURE

Begin by saying: **A man was sick.** Child seated next to you repeats the sentence and adds on a sentence telling what happened next in the Bible story. For example, "A man was sick. He could not move to the pool to be healed." Continue until each child has had a turn and the story has been reviewed.

» **How do you think the sick man wanted Jesus to help him?**

» **What did Jesus do instead?**

» **What did the sick man learn about Jesus?**
(Jesus cared about him and could help him.)

Read Psalm 17:6. **Why does Psalm 17:6 tell us to ask for God's help?**

As time permits, help children find and read the verse in their Bibles. **God promises to answer our prayers for help. How might God answer our prayers?** ("Yes," "no," "wait a while.") **Because God loves us, we know that He will answer our prayers in the best ways.** Then say the first word of Psalm 17:6. Child seated next to you repeats the word and adds on the next word of the verse. Continue until the verse has been quoted several times.

» **When are some times we need God's help?**

Help children think of responses by asking,

» **When might a child your age need God's help to tell the truth?**

» **When might someone feel afraid and need God's help to know what to do?**

» **When might you need God's help to stop an argument?** (Refer to pictures or writings made by children who completed the Discover activity.)

When children colour the space with stars in them on Page 1 of the *iNdelela Student Pages*, they will reveal the sentence: *Jesus helps me.* Let children personalise their understanding of Jesus' care by completing the bonus activity.

Pray, thanking God for His love. Thank Him that He listens to our prayers and promises to help us when we are in need.



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.

Game Option Walkabout

MATERIALS

Bibles, brown paper, khoki.

PREPARATION

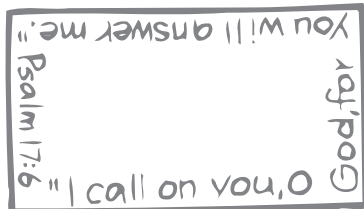
Write the words of Psalm 17:6 in large letters around the sides of the paper.

PROCEDURE

1. Place the paper you prepared on the floor. Ask children to stand around the outside of the paper. Read Psalm 17:6 aloud, then again with each child saying a word or two of the verse. **What promise does God make in this verse? How do we know God will keep His promise? Volunteers answer. Why might people forget to ask God for help? When are some times children your age need to remember God's promise of help?** (When they are afraid. When they have to make a hard choice. When a friend wants them to do something wrong.)

2. Place a khoki next to the word "I." Children walk around paper. When you say "Stop," the child standing closest to the word "I" reads or recites Psalm 17:6 and signs his or her name by the word. This will serve two purposes: allowing children to personalize the verse and keeping track of which children have had turns.

Vary the way in which children move (on tiptoe, baby steps, giant steps, slide, walk backwards).



3. Then, repeat the game with this variation: At your signal, children walk around the paper, saying the words of Psalm 17:6 together. After repeating the entire verse, they freeze in place. The child closest to the word "call" tells a time when he or she might need God's help. The child standing closest to the word "answer" tells a possible way God might help. Repeat as time and interest allow.

ENRICHMENT IDEAS

- Children draw pictures in the centre of the paper of situations in which they need God's help. Or children may write prayers in the centre of the paper.
- Before class, write the words of Psalm 17:6 around the edges of an A4 sheet of paper. Make a photocopy for each child. In class, let each child draw a picture in the centre of the paper of a time he or she needs Jesus' help.

Art Option Body Puppets

MATERIALS

Bibles, large paper bags, paper plates, fabric, scissors, khokis, staplers, large elastic bands, wool or string, tape measure.

PREPARATION

Cut fabric into 7.5cm wide strips. Each child will need two fabric strips about 50cm in length and two fabric strips about 90cm in length. Cut wool into 60cm lengths - two per child.

PROCEDURE

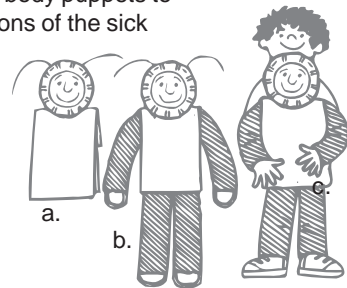
1. **Show me something you can do with your legs.** Volunteers respond by jumping, hopping, skipping, etc. **The sick man must have been very glad Jesus helped him. When are some times you or someone you know needs Jesus' help?** Children answer. Read Psalm 17:6 with children.

2. **Today you may each make a body puppet to show the actions of the sick man.** Give each child a paper plate. Child draws sick man's face on paper plate, staples two lengths of wool onto the top of the paper plate and staples paper plate onto top of an unopened paper bag. (See sketch a.)

3. Distribute fabric strips. Children staple strips onto paper bags to resemble arms and legs and staple elastic bands onto open ends of material strips. (See sketch b.)

4. Children wear puppets by loosely tying the wool from the top of the paper plate around their necks. Then children place their ankles and wrists through the elastic bands attached to the arm and leg fabric strips. (See sketch c.)

5. Children use body puppets to demonstrate actions of the sick man after Jesus healed him. You could also invite three children to act out the story: Jesus, the sick man and a Pharisee.



PRAYER

Invite children to give prayer requests. Lead children in prayer, mentioning children's requests and asking Jesus for His help.

WORSHIP SONG

Find a song in your church songbooks that talks of God's help and promise to answer prayer.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Matthew 14:22-23

Memory Verse

Isaiah 41:13

NIV: *I am the Lord, your God, who takes hold of your right hand and says to you, Do not fear; I will help you.*

TEV: *I am the Lord your God; I strengthen you and say, 'Do not be afraid; I will help you.'*

Lesson Focus

When Peter was afraid, Jesus heard Peter's cry for help and helped him.

Lesson Goals

- 1 Tell that Jesus helped Peter when he was afraid;
- 2 Describe times children his or her age may feel afraid;
- 3 Repeat a verse telling about God's help.

Life Focus



Age Level Tip

Primary children are in the process of learning to listen. Children are often casual listeners. Before giving directions, make sure the child is looking at you. Then say the instruction.

Peter Walks on Water

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MATERIALS

Bible.

PROCEDURE

Read Isaiah 41:13. **What does God promise in this verse?** (To help us.) **Everyone feels afraid sometimes, so this is an important verse to remember.** Children stand in circles of three or four. First player in each group says, "Do not fear" and extends his or her hand across the circle to a second child in the group who takes the first player's hand and says "I will help you." The second child repeats the process, continuing until all children have linked hands. Then children try untangle themselves without letting go of their clasped hands. (Children may not be able to untangle themselves, but they will have fun trying.) Repeat game.



Peter Walks on Water

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Four of Jesus' friends wrote about Jesus. Their names are the names of the first four books of the New Testament: Matthew, Mark, Luke and John. Help children find Matthew 14.

INTRODUCTION

How many of you have ever been in a boat when there were big waves? Show me with your faces how you would feel in a boat that was in big waves. In our Bible story today, we will find out how Jesus' friends felt when their boat was in some really big waves!

STORY SUMMARY

Tell the following story in your own words.

GO ON AHEAD

Jesus and His friends had spent their day at the edge of a VERY big lake. They were far away from any towns, but they had not been alone! More than 5,000 people had come to this place to hear Jesus talk about God. Jesus had been healing and teaching people all day. But now it was getting dark. As the sun got lower, Jesus said to His friends, "Get into your boat. Go on ahead to the other side of the lake while I tell this crowd of people that it is time to go home." Jesus wanted time to be alone after the people left so He could talk to God, His Father.

Jesus' friends got into their boat. They put up their sails and began to sail across the lake as the sun went down. The other people went home, and Jesus went up onto a mountain where He prayed to God by Himself.

WALKING ON WATER

Now, while Jesus prayed and His friends sailed, night came. A big wind began to blow. And the waves began to get BIG! Jesus' friends began to row the boat with their oars, trying to get to the other side of the lake. But the wind kept getting STRONGER, which made the waves bigger and BIGGER. Jesus' friends rowed with all their might! But the waves kept getting HIGHER, the wind kept blowing HARDER, and they could not keep rowing their boat much longer! What could they DO? If they did not keep on rowing, the boat would tip over. They might DROWN!

Jesus knew what was happening on the lake. He knew His friends were getting weaker and weaker! So Jesus walked down the mountain, across the beach and right across the top of that dark lake full of huge, crashing waves!

Jesus' friends were looking out across the lake as they rowed. In the dark, it was hard to tell which direction they were going and they did not want to crash on rocks. But instead of rocks, they saw something ELSE! And was it ever a SURPRISE! Someone was WALKING across the stormy lake! And that someone was headed right towards THEM!

How do you think Jesus' friends felt?

Jesus' friends were TERRIFIED! "It's a GHOST!" they said. HELP! WHAT DO WE DO?"

The person spoke. He said, "Be brave! It's ME! Do not be afraid!" It was JESUS!

Peter was not sure it was REALLY Jesus. So Peter said, "Jesus, if it is really YOU, have ME walk on the water, like you are doing."

"Then come!" said Jesus.

Peter stepped out of the boat. He looked down at his feet. They did not sink! He looked at Jesus. Wow! Peter was walking on the water, too!

CALLING FOR HELP

But then Peter thought, *Wait a minute! People cannot walk on water!* He looked around. The wind was still blowing HARD. The waves were still BIG! And Peter got very SCARED! He started to SINK!

"Lord, save me!" Peter screamed.

Right then, Jesus reached out, took Peter by the hand and pulled him up out of the water. He said,



"You did not trust me, Peter! Why did you let yourself get frightened?"

Jesus held onto Peter as they walked to the boat. When they climbed in, the wind and the waves STOPPED. Everything was quiet!

Jesus' friends looked at Jesus. *How could He make the wind and waves stop like that?* they wondered. *Jesus can do ANYTHING!* they must have thought. **Show me with your faces how you think Jesus' friends felt now.**

"You really, truly ARE God's Son!" they said to Jesus. They were glad to know that when they were afraid or in trouble, they could always ask Jesus for help. He will ALWAYS help!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 17.

MATERIALS

Bibles, squares of paper, pencils, copies of *iNdelela Student Activity Pages* for Lesson 17.

PROCEDURE

Why was Peter afraid? What happened when he was afraid? How did Jesus help Peter? Volunteers answer.

We need God's help when we are afraid.

Isaiah 41:13 tells us about God's help. Read verse aloud from Bible. As time permits, help children find Isaiah 41:13 in their Bibles. **What does this verse tell us about God?** (God promises to help us.) Read verse leaving out one or more words. Volunteers identify the missing words.

When I am afraid, I am glad to remember God's promise of help. Each child writes his or her name on a separate paper. Place papers faceup in a row. While children close eyes, remove one paper. Children open their eyes and identify the missing name. The named child answers the questions:

» **When are times children your age might feel afraid?** Children may mention situations such as getting hurt, fear of the dark, sleeping alone in his or her bedroom, getting into trouble at school, or being a victim of violent crime. Discuss each child's response.

» **What are some ways God might help in that situation?** (Help you know what is right to do. Give you people to care for you.)

» **What should you do when you are afraid?** (Pray to God. Ask a parent or teacher for help.)

Pray, thanking God for His promise of help.

Children must choose only one person's comment to Peter on Page 1 of the *iNdelela Student Pages* and write what they think Peter would tell that person.



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.

Game Option Bottle Spin

MATERIALS

Bibles, empty plastic 500 ml or 2 litre coldrink bottle, paper, pencils.

PROCEDURE

1. Children sit on the floor in a circle. Spin the bottle on the floor in the middle of the circle. Child to whom bottle is pointing answers the questions, **What happened when Peter was afraid?** Continue spinning bottle for each of the following questions: **What did Peter do when he was afraid? Why do you think Peter asked Jesus for help?**

2. Spin bottle so that each child has a turn to answer this question: **Where are some places you might go this week?** (School, playground, park, bedroom, shops, taxi rank, church, car, etc.) Write children's responses on paper. **How does Isaiah 41:13 help us when we might feel afraid at one of these places?** Read verse with children from Bibles.

3. Then guide each child to choose one location listed on the paper. (More than one child can choose the same location.) Distribute paper. Child draws a picture of his or her chosen location on the paper.



4. After drawing pictures, children sit on the floor in a circle. Each child places his or her paper facedown in front of him or her. Spin bottle. Child to whom bottle is facing turns over his or her paper and tells how God might help him or her at the location. Ask, **When has God helped you at (school)? What could you pray to God when you need His help?** Continue until each child has responded.

TEACHING TIPS

1. Some children may not feel comfortable expressing their own fears. Emphasize that it's not wrong to feel afraid. **Everyone feels afraid sometimes. God wants us to remember His love and care when we feel afraid. We can talk to Him and ask for His help.**

2. If a child indicates that an abusive situation exists at home, school or elsewhere, report your conversation to your Superintendent or Minister, so that the proper procedures for determining and dealing with abuse can be followed.

Game Option Ahoy There!

MATERIALS

Bibles, large basin(s), water, objects that will float (styrofoam, tin foil, plastic blocks, paper boats, etc.)

PROCEDURE

1. **In a big storm, would you feel safest in a sailboat or a motorboat? What kind of boat were Jesus' friends in? Why were Jesus' friends afraid of the storm? When are some times children your age feel afraid? What are some things you can do when you feel afraid?** (Pray, talk to others, get someone to help you, etc.)

2. **Today we'll play a game where we will see if all our 'boats' can make it to the other side. This game will help us remember our Bible story and talk about God's help when we're afraid.**

3. Distribute 'boat' materials. Children line up at one end of basin and place their 'boat' in the water against the side. Ask one of the questions below. Any child may answer the question. If the child answers correctly, children use one breath to blow boats towards the opposite side. If the child answers incorrectly, another child may answer. Continue until all the boats get to the other side. Repeat as time allows.

4. The questions to ask are:

- » **Why was it taking so long for the disciples to cross the lake?** (It was hard to row against the wind and waves.)
- » **Who walked on the water to meet Jesus?** (Peter.)
- » **What happened when Peter was afraid?** (He started to sink. He asked Jesus to help him.)
- » **What happened to the wind and the waves when Jesus got into the boat?** (The wind and waves stopped.)
- » **How could Jesus walk on water and stop the wind and waves?** (Jesus is God. He has God's power.)
- » **What did the disciples do when Jesus got into the boat?** (Worshipped Him.)
- » **When might a child feel afraid at home?**
- » **When might a child feel afraid at school?**
- » **When might children feel afraid in their neighbourhoods?**
- » **What can you do when you're afraid?**
- » **What can you do when you need help?**
- » **What does God promise in Isaiah 41:13?**



PRAYER

Read Isaiah 41:13. Then read it again, substituting your name for the word "you." Invite volunteers to repeat the verse, substituting their names for the word "you." Close activity by thanking God for His help.

WORSHIP SONG

Sing a song that teaches that God is with us.

Scripture

Matthew 21:1-16;
Mark 11:1-11; Luke 19:28-38;
John 12:12-18

Memory Verse

Psalm 71:23

NIV: *My lips will shout for joy when I sing praise to you.*

TEV: *I will shout for joy as I play for you.*

Lesson Focus

The people in Jerusalem praised Jesus when He came to the city.

Lesson Goals

- 1 Mention ways the people in Jerusalem praised Jesus;
- 2 Identify reasons to praise Jesus;
- 3 Sing a song to praise Jesus.

Life Focus



Age Level Tip

Take time to recognise the accomplishments and good behaviour of children. When children know they will receive attention for positive behaviour, their display of disruptive behaviour often diminishes.

Jesus Enters Jerusalem



MATERIALS

Bible. Optional: blank cassette tape, tape recorder.

PROCEDURE

If using the tape recorder, children record their responses to these questions. Otherwise, children simply respond to you. **If someone gave you a million Rand, what would you say? What do people shout when their favourite team wins a match? What might you shout if your parents gave you a puppy?** Then ask, **When does Psalm 71:23 say we should shout for joy?** Read verse to children. Record children saying Psalm 71:23, repeating the word "joy" in an expressive manner.



Jesus Enters Jerusalem

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is told four times in the Bible, by four different people. What are the names of the four people who wrote about the things Jesus did and said while He was on earth? (Matthew, Mark, Luke and John.) **Matthew is the first book of the New Testament. Find Matthew 21:1. When you find the name "Jesus," say, "Hosanna!"**

INTRODUCTION

Pretend your teacher at school told you that the president of the country was coming to visit your class. What do you think your class would do to show the president they were glad to see him? Volunteers answer. **In our Bible story today, we will find out what some people did when they wanted to welcome Jesus.**

STORY SUMMARY

Tell the following story in your own words.

GOING TO JERUSALEM

The roads to Jerusalem were full of people! Everyone was excited and happy. It was time for the biggest celebration of the year to begin! People were coming to Jerusalem from all over the country. They would have a special dinner with their families and would go to the Temple to sing and pray to God. The celebration would last for a whole week! Jesus and His friends were walking to Jerusalem, too. But as they walked, Jesus said to two of His friends, "Go on ahead to the next town. You will find a donkey there."

Untie it and bring it to Me. If anyone asks where you are taking the donkey, say that the Lord needs it. He will send the donkey back right away.”

Jesus’ friends went to the town. There was the donkey, just as Jesus said. They untied the donkey and led it to Jesus. Jesus’ friends spread their coats over the young donkey’s back to make a place for Jesus to sit. Jesus climbed onto the donkey and began to ride down the road. Jesus’ friends walked along beside Him.

PEOPLE PRAISE JESUS

On that road full of people, the news passed through the crowd quickly. “Jesus is coming!” someone shouted. Someone else heard it and passed it on: “Jesus is coming!” **What do you think people did when they heard Jesus was coming?**

Soon, people were spreading their coats on the road to welcome Jesus to Jerusalem. Other people cut branches from trees and laid them on the road. People were greeting Jesus as if He were a KING! They wanted Jesus to know they thought He was important! The road must have looked like a colourful carpet!

Some people ran on ahead of Jesus, shouting and singing. They told others, “Jesus is coming! JESUS is coming!” And the crowd of people around Jesus got even BIGGER! Pretty soon, there was a crowd in front of Jesus and a crowd that followed Him. Children and old people, mothers and fathers all laughed and sang. “Hosanna! Hosanna! God bless the one who comes in the name of the Lord!” they shouted. (Hosanna means “save us.”)

IN THE CITY

Soon, the people inside the city heard the singing and shouting that was coming from the city gate. They ran out to see what was going on! “Who is this person causing so much excitement?” the people in the city asked.

“It is Jesus! Jesus is coming!” people shouted as they came through the gate. More and more people came! The people wanted Jesus to be their new King. Everyone was singing and waving branches in the air as Jesus rode the donkey through the big gate to the city. He rode up the hill to the Temple. (The Temple was the place where God’s people went to pray and sing to Him.) The children went with Him into the Temple! They were singing and shouting, “Hosanna! Hosanna!”

The children’s songs and shouts made the Temple leaders angry. “Do you hear what these children are saying about You?” they asked Jesus.

“Yes!” Jesus said. “This is what it says in God’s Word. God planned for children and babies to praise Me!”



Even though the leaders were angry, it was a wonderful day in the city of Jerusalem! People sang and shouted and waved palm branches in the air. It was like a big parade. And Jesus was especially glad to hear the children praise Him!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdllela Student Activity Pages for Lesson 18.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdllela Student Activity Pages* for Lesson 18.

PREPARATION

Write each of these words on separate pieces of paper: “who,” “what,” “where,” “when” and “why.”

PROCEDURE

Ask children to answer questions from the story.

Place papers facedown on table or floor. As children take turns choosing a paper, ask the appropriate questions for volunteers to answer. Ask,

- » **Who was in the story?** (Jesus, His disciples, the people in Jerusalem.)
- » **What happened in the story?** (Jesus rode on a donkey into Jerusalem. Many people praised Jesus.)
- » **What did the people do to praise Jesus?** (The people shouted “hosanna.” The people spread branches and coats on the road.)
- » **What does “hosanna” mean?** (Save us.)
- » **Where did the story take place?** (Jerusalem.)
- » **When did the story take place?** (At a celebration time many years ago in Bible times.)
- » **Why did the people praise Jesus?** (Jesus helped many people. They wanted Him to be their King.)

Read Psalm 71:23 to children. As time permits, help children find verse in Bibles. Place papers facedown again. Volunteers choose cards and answer questions about the verse.

- » **Who should remember this verse?** (Everyone.)
- » **What is the main idea of the verse?** (We should praise Jesus.)
- » **What can we do to praise Jesus?** (Sing. Pray. Tell others how wonderful Jesus is.)
- » **Where is a place we can praise Jesus?** (Home, school, church, neighbourhood, etc.)
- » **When can we praise Jesus?** (Anytime.)
- » **Why should we praise Jesus?** (He loves us. He is God’s Son. He gives us good things.)

Direct children to complete the ‘Song of Praise’ activity on Page 1 of the *iNdllela Student Pages*. The answers are: He **loves** me! He **helps** me. He is **God’s Son**. He **hears** me!

Lead children in prayer, thanking God for His 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.

Art Option Praise Palms

MATERIALS

Bibles, green card or paper, scissors, khokis.

PREPARATION

Photocopy or trace the palm branches on the Resource A page at the back of the *iNdelela Student Activity Pages* onto green paper or card, one page for each child.

PROCEDURE

1. **What did the people in today's story use palm branches for?** (To welcome and praise Jesus.) **We are going to use these branches to help us think about reasons we can praise Jesus. When we praise Jesus, we tell how wonderful He is.**

2. Distribute pages. Children cut out palm branches. Help children read the branch with the sentence, "Jesus loves me." Ask, **How do you know Jesus loves you?** (The Bible.) Each child draws a picture of himself or herself on the back of the branch.

3. Continue reading and discussing other sentences, allowing time for children to draw pictures on the branches.

"Jesus is God's Son." **When Jesus lived on earth, how did He show He was God's Son? What did He do? What was He like?** Children draw pictures of Jesus.

"Jesus forgives me." **Why is Jesus the only one who can forgive sins?** (Because Jesus never sinned, He is the only one who could take the punishment for our sin.) Children draw happy faces.

"Jesus takes care of me." **Who are some people Jesus gives to care for you. What are some things Jesus has given you that show He cares for you?** (Friends, family, place to live, healthy body, etc.) Children draw pictures of their answers.

4. **There are many reasons for us to praise Jesus.**

Read and repeat Psalm 71:23 with children. Children may take completed palm branches home or display them in your classroom.

Close in prayer, asking volunteers to say a one-sentence prayer of praise to Jesus.



Music Option Join the Parade

MATERIALS

Bibles, square of paper for each child, pen, rhythm instruments (e.g., tambourine, bells, drum, clappers, shakers, etc.)

PREPARATION

Write each word or phrase of Psalm 71:23 onto separate papers, making one paper for each child in your group of up to 12 children.

PROCEDURE

1. **When have you seen a parade?** Invite children to briefly tell about their parade experiences. **Today we're going to have a parade to help us remember Psalm 71:23.** Read verse from Bibles. **What is one reason you might praise Jesus at home? at school? at church?** Volunteers respond. Tell children about a time when you feel like praising Jesus.

2. Then distribute papers you prepared and let children put them in order. Collect and shuffle the papers and let each child choose one. Children keep their papers hidden as they stand around the perimeter of the room. Child with the first word or phrase of the verse ("My" or "My lips") is the leader of the parade and places his or her paper faceup on a table or the floor and chooses a rhythm instrument.

3. Parade leader plays instrument and walks around the room asking children to say the word(s) on their papers. The child with the next word or phrase places his or her paper on the table or floor and joins the parade by choosing a rhythm instrument. The leader and the second child walk around the room.

4. The second child asks the remaining children to say the word(s) on their cards. Repeat process until each child has joined the parade and the verse papers have been placed in order. Parade members read Psalm 71:23 together. As time permits, collect papers and redistribute them.



PRAYER

Read Psalm 71:23 to children. (Play the tape if you made a recording during the Discover activity.) Ask, **What are some reasons we praise Jesus?** Then pray, incorporating children's answers in your prayer.

WORSHIP SONG

Sing a song of praise to Jesus. You may wish to teach children an Easter hymn over the next four weeks. An extremely suitable hymn is "Tell me the stories of Jesus." Notice the verse that relates to Lesson 17. Only sing up to the verse of the triumphal entry today.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Matthew 26:1 - 28:10; Mark 14:1 - 16:11; Luke 22:1 - 24:12; John 18:1 - 20:18

Memory Verse

Romans 6:23

NIV: *The gift of God is eternal life in Christ Jesus our Lord.*

TEV: *God's free gift is eternal life in union with Christ Jesus our*

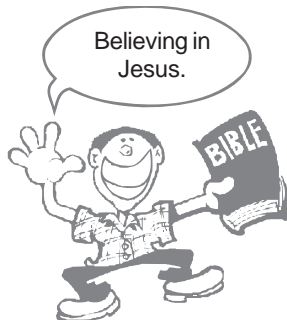
Lesson Focus

Because Jesus died on the cross and rose from the dead, we can become members of God's family.

Lesson Goals

- 1 Describe the responses of Jesus' friends to His resurrection;
- 2 Share his or her feelings about Jesus' resurrection;
- 3 Ask God to become a member of His family as the Holy Spirit leads.

Life Focus



Age Level Tip

When you see a child who is overly excited or disrupting other children, invite the child to help you in a quiet task. Or sit by the child for a few moments to help them calm down and focus on the task.

Jesus Dies and Lives Again



MATERIALS

Bible, newspapers, thick marker.

PROCEDURE

Display your newspapers. **What kinds of stories are usually written about in the newspaper?** (Important events, sports, interesting news about people.) **What important holiday are we celebrating today** (or at this time)? **If you were a newspaper writer, what would you write about Easter? What would the headline, or title, of your article be?** Write children's answers in big letters on the newspaper. (Challenge: Children write headlines on separate newspapers.) **Our Bible story today is about the very first Easter.**



Jesus Dies and Lives Again

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is found in each of the books Jesus' friends wrote about Him. What are the names of the four friends? Let us find the first book in the New Testament. Who wrote the first book? Assist children in finding Matthew 26.

INTRODUCTION

What do you think of when you hear the word "Easter"? Volunteers give one-word answers. (Read headlines suggested by children who completed the Discover activity.) **In our Bible story today, we will hear what Easter meant for Jesus.**

STORY SUMMARY

Tell the following story in your own words.

THE PLAN

Jerusalem was crowded! It was almost time for the biggest celebration of the year. **What happened when Jesus had ridden into town two days earlier?** When Jesus rode into Jerusalem, the people of the city had praised Him. They had called Him the King!

But Jesus knew that God had a plan for Him. He knew that He had to be killed. By His death, Jesus would take the punishment for all the sins, or wrong things, people had done. It was part of God's plan. And Jesus loved us so much, He was willing to die.

JESUS DIES

Even though many people had been praising Jesus, some people HATED Him. These people said to each other, "We must STOP Jesus. Too many people love Him. If we do not get RID of Him soon, WE will not be in charge any more!" They decided to take Jesus away when no one was around. "Then we will kill Him," they said.

Judas, one of Jesus' friends, went secretly to the leaders. Judas said he would take them to Jesus. So the leaders paid Judas money to help them. But Jesus knew what Judas had done. And He knew that God would turn this mean plan into something VERY GOOD. Jesus knew that He had come to earth to take the punishment for all the wrong things people had ever done - or ever would do. Jesus knew God was in charge of what was happening. And Jesus knew He would not STAY dead! So when the people came to take Him away, He let them take Him. Jesus let them hurt Him and make fun of Him. And He let them kill Him on a cross. **How do you think Jesus' friends felt when Jesus died?**

SAD FRIENDS

Jesus' friends were sad and SCARED. They did not know yet how GOOD God's plan was! After Jesus was dead, two of Jesus' friends put His body into a tomb in a garden. A tomb is a little room made in the side of a hill. A HUGE rock was rolled in front of the doorway to the tomb. And Jesus' friends went home feeling VERY sad. It looked like EVERYTHING had gone wrong!

JESUS IS ALIVE!

On the third day after Jesus died, several women who had been Jesus' friends got up very early to go to the tomb. But when they got to the garden, they could see that the big rock that had been in front of the tomb door had been ROLLED AWAY! Mary, one of the women, RAN to get Peter and John, two more of Jesus' friends. Peter and John ran back to the garden. And when they got there, they could see that the tomb where Jesus' body had been was EMPTY! Jesus was not there. Peter and John went home, wondering what was going on. But

Mary, who had followed them back to the garden, stayed there. She looked into the tomb again. Now she saw two ANGELS! One angel asked, "Why are you sad?" **What do you think Mary said?**

Mary said, "Because Jesus is gone. I do not know where He is!" She turned away from the tomb and almost bumped into someone. Oops! She stepped back. *Is this the gardener?* she thought. But then the person spoke.

"Mary!" He said.

Mary knew that voice - it was JESUS!

Mary said, "Teacher!" She was HAPPY! She could SEE Jesus. He was ALIVE! Jesus said to her, "Go and tell the others."

And Mary DID! She must have run as fast as she could! Running into the house where Jesus' friends were she said, "Jesus is ALIVE! I've SEEN Him!"



Some of Jesus' friends thought Mary must have made a mistake. But it was NOT a mistake. Jesus was alive. Soon Jesus came to see His friends. And they began to tell everyone the GOOD NEWS: Jesus is alive! And He is STILL alive! Because we know He is alive, we can have God's gift of salvation and eternal life.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 19.

MATERIALS

Bibles, five paper plates, khoki, copies of *iNdlela Student Activity Pages* for Lesson 19.



PREPARATION

Draw and label paper plates as shown.

PROCEDURE

Place paper plates showing facial expressions facedown on table or floor. Volunteer picks up a plate. Ask,

» **How does this face look?**

» **Who might have felt this way in today's story?**

» **Why? When? Where?** Volunteer or other children give answers. Place plate facedown again.

Repeat procedure with other volunteers to help children review the Bible story. Occasionally mix up the paper plates. Then ask,

» **Which face shows how you feel about the story of the first Easter? Why?**

Romans 6:23 tells us why the story of the first Easter is so important. Read verse to children.

What is God's gift to us?

Because Jesus died on the cross and God raised Him from the dead, we can become members of God's family. If you would like to know more about accepting God's gift of salvation and eternal life, I would like to talk to you. (See "Leading a Child to Christ" on page 109.)

Children take turns picking up paper plates. Child who picks up the happy face repeats Romans 6:23. Repeat as time permits.

In the 'Smile or Frown' activity on Page 1 of the *iNdlela Student Pages*, the following statement is **NOT** true: 'Jesus has an Easter bunny'. All the other statements are true.

Close in prayer, thanking God for the wonderful gift of Jesus, and His promise of salvation and eternal life.



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.

Art Option Easter Windows

MATERIALS

Bibles, coloured tissue paper or cellophane, scissors, sticky tape, ruler.

PREPARATION

Cut tissue paper into pieces at least 10x15cm in size, making at least two for each child. Cut one piece into a heart shape.

PROCEDURE

1. Show heart shape you made. **What does a heart shape remind you of?** Volunteers answer. **A heart reminds me of Jesus' love. Jesus loved me so much that He died on the cross. Why is Easter so important?** (Children may refer to Romans 6:23 to help them answer.) **How do you feel when you think about Jesus dying on the cross and becoming alive again?** Encourage children to share their feelings.

2. **To help us remember why Easter is important, we are going to work together to decorate some windows with special Easter shapes. What shapes remind you of the story of the first Easter?** Children may mention ideas such as a cross to remember that Jesus died, a heart to remember that Jesus loved me so much when He died on the cross, a rock to remember the tomb, a flower to remember the garden where Mary saw Jesus or a sun to remember the first Easter morning.

3. Distribute tissue paper and scissors. Children cut out shapes that remind them of Easter's importance. Ask, **What does a cross remind you of? What do you remember about Easter when you look at a sunrise.** Let children tape their shapes onto windows. (See sketch.) Encourage children to invite family members to view the windows.



4. At the end of class, encourage children to take their shapes home. Ask, **Where can you put your shapes so they will remind you why Easter is important?**

NOTE: You can expect some children to make an egg shape during this activity. No matter what they may learn in Sunday School, some children will always associate Easter with the Easter bunny, chocolate and egg hunts. It is important to show respect for the child's choice of shapes while still trying to focus his or her attention on the real importance of Easter. **Albert, I see you cut out that egg shape. When I see an egg, I think of baby chicks and birds that are born. That reminds me of new life. In our Bible story, who became alive again?**

Game Option Hide the Gift

MATERIALS

Bibles, small wrapped box containing items that make a noise (bells, marbles, or paper clips.)

PROCEDURE

1. Show wrapped box. **What is the best gift you've ever given someone?** Volunteers answer. **Romans 6:23 tells us about the best gift God ever gave.** Have children find and read Romans 6:23 in their Bibles. **What is God's best gift to us?** (Eternal life.)

2. **Let's play a game to help us remember God's great gift to us.** Children sit in a semicircle. Choose one child to be the guesser. The guesser sits or stands in front of the semicircle with his or her back toward the group. Give the wrapped box to one of the children sitting at the end of the semicircle. Children pass the box down the row. At the teacher's signal, the children stop passing the box. The child with the box holds it behind him or her. To confuse the guesser, all of the children put their hands behind their backs, too.

3. The guesser turns around and guesses which child is holding the box. To guess, the guesser must say the name of the child in the following adaptation of Romans 6:23: The guesser says the phrase, "The gift of God to (name of child with box)." If the guess is correct, the class finishes with, "is eternal life in Christ Jesus our Lord." If the guess is incorrect, the class remains silent. If the child whose name was guessed really has the box, the guesser exchanges places with the child who had the box. After three incorrect guesses, the child with the box trades places with the guesser. Repeat game as time allows.



PRAYER

What are some things we can praise and thank God for at Easter time? Lead children in prayer, including children's responses.

WORSHIP SONG

Sing an Easter hymn or contemporary song of Jesus' death and resurrection. If you started teaching "Tell me the stories of Jesus" last week, sing all verses today.

Distribute *iNdlela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Luke 24:13-35

Memory Verse

Isaiah 2:3

NIV: *He will teach us his ways, so that we may walk in his paths.*

TEV: *He will teach us what he wants us to do; we will walk in the paths he has chosen.*

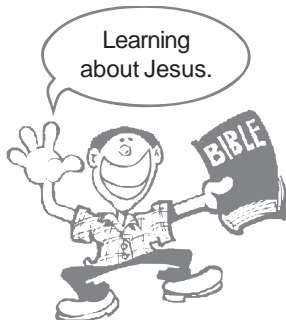
Lesson Focus

Jesus appeared to two disciples on the road to Emmaus and taught them about Himself.

Lesson Goals

- 1 Retell the story of Jesus on the road to Emmaus;
- 2 Identify ways he or she may learn about Jesus;
- 3 Participate in a game to learn about Jesus.

Life Focus



Age Level Tip

Be consistent in what you expect children to do or how you expect them to act. For example, recognise that a child's ability to sit still is limited. Provide physical activities, such as today's game, and changes of pace in schedule to allow children to release pent-up energy.

The Road to Emmaus



MATERIALS

Bible, wool, squares of paper, pen, tape or paper clips.

PREPARATION

String wool around classroom objects or flat on the floor to create a path with many turns and twists. Write each word of Isaiah 2:3 on a separate piece of paper. Tape or paper clip papers in correct verse order onto the wool.

PROCEDURE

Who are your teachers? Children respond. **Isaiah 2:3 tells us about someone we always want to learn from.** Read verse to children. Each child (including new arrivals) take a turn following the path, reading the words aloud. (Pair nonreaders with readers.) **In our story today, we will find out about a very special teacher.**



The Road to Emmaus

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

What are the names of Jesus' four friends who wrote about Him? Our story today comes from the third book of the New Testament. What is the name of the third book? Assist children in finding the book of Luke. **Look for chapter 24. When you have found chapter 24, find verse 13.**

INTRODUCTION

What is the farthest you have ever walked? Volunteers answer. **In our Bible story today, we'll find out what happened to some of Jesus' friends who were walking. In verse 13, what number tells us how many kilometres they had to walk?** Volunteers respond. **It was eleven kilometres from Jerusalem to Emmaus (eh-MAY-us). That is the name of the town where they were going.**

STORY SUMMARY

Tell the following story in your own words.

TWO SAD FRIENDS

Two of Jesus' friends were walking down the road from the big city of Jerusalem to the small town of Emmaus. They had just said goodbye to some of their friends in Jerusalem. As the two friends walked, they talked about the things that had happened. A few days earlier, Jesus had died on a cross. These two friends had heard the amazing news that Jesus was alive.

But they did not know WHAT to believe. They were confused and sad. Was it really true that Jesus was alive? Or was someone playing a horrible trick on them? All they knew for sure was that Jesus had died a few days before. *How could He be alive now?* they wondered.

THE STRANGER

As the two friends walked and talked, another man came walking along the road, too. He began to walk with them and asked, "What are you talking about as you walk along?"

"Are you only a visitor to Jerusalem, that you have not heard about the things that have been happening?" they asked.

"What things?" the man asked.

So Jesus' friends told Him all about it. "We are talking about Jesus! He did miracles and taught us about God. We hoped He was the Messiah, the one who would save us! But three days ago, the leaders arrested Jesus and had Him killed on a cross. And now, this very morning, some of our friends came running to tell us that Jesus is alive! They said the angels told them so, but the ones we talked to did not SEE Jesus! **What do you think Jesus told them?**

Jesus walked quietly beside His two friends and listened to everything they told Him. Then He began to teach them. Jesus said, "Long ago, God promised He would send a Saviour into the world. God said that this Saviour, the Messiah, would have to die. And God said that this Saviour would live again." Jesus told them about all the things God had said in the Bible about the Saviour. He told His friends about the promises God had made. His two friends must have wondered how anyone could know so much about God's promises!

HE IS ALIVE!

Jesus and the two friends walked together for a long time. Now it was getting dark and they had finally come to Emmaus. Jesus acted as if He were going to walk even farther, but the friends said, "Please stay and eat with us; it is almost dark." They went to a place where they could eat supper. Before they ate, Jesus thanked God for the food. And when Jesus began to hand out pieces of the bread, the two friends suddenly knew - this was not just some man they had met on the road - THIS was JESUS! And as soon as they could see it was Jesus, He was GONE.

What do you think Jesus' friends did?

Wow! Now they KNEW Jesus was alive! They had SEEN Him! They were just BURSTING to tell the good news to their friends back in Jerusalem. They had seen JESUS! Even though they had just sat down to eat, and even though it was eleven KILOMETERS, they got right back out on that road. They ran and ran! They could not WAIT to get back to Jerusalem! **How far did they run?**



Huffing and puffing, they came to the place where Jesus' friends were talking and praying together. They burst through the door. "It's TRUE!" they said. "Jesus IS alive! We SAW Him!" And they told their story. "We walked with Him. He told us WONDERFUL things! We ate with Him. That is when we KNEW it was Jesus!" They were so happy! Jesus was alive! And He had helped them understand God's plans.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 20.

MATERIALS

Bibles, copies of *iNdelela Student Activity Pages* for Lesson 20.

PROCEDURE

Before today's story, what do you think the two friends might have already learned about Jesus? (He loved them. He helped many people. He is powerful. He is God's Son.)

» **What had they not learned?** (Jesus was really alive again.)

» **What other things did Jesus teach them about?** (God sent the Saviour, or Messiah, to die for the sins of the world. God promised that the Saviour would live again.)

God wants us to learn about Jesus, too. Read Isaiah 2:3 to children. As time permits, help children find verse in Bibles.

Then ask,

» **What word in Isaiah 2:3 rhymes with "peach"?** (Teach.) **Who teaches you about Jesus?** Children respond.

» **What word in Isaiah 2:3 rhymes with "maze"?** (Ways.) **The phrase "his ways" means what Jesus wants us to do.**

» **What word in Isaiah 2:3 rhymes with "talk"?** (Walk.) **The phrase "walk in his paths" means to obey Jesus.**

Repeat Isaiah 2:3 together with children. Ask, **What are some ways you may learn about Jesus?** (Listen to and read Bible stories. Talk to parents and teachers at church.)

Children complete the 'Let me Count the Ways' activity on Page 1 of the *iNdelela Student Pages*. The correct answers for the sentences are:

- | | |
|-----------|---------|
| 1. Save | 2. Save |
| 3. Delete | 4. Save |
| 5. Delete | 6. Save |

Those who finish early can draw a picture of someone who has taught them about Jesus.

Lead children in prayer, asking Jesus to help children learn about 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.

Game Option Find the Match

MATERIALS

Bibles, large pieces of card or paper, pencils or pens, scissors, bag or packet.

PROCEDURE

1. **How did Jesus' friends feel at the beginning of this story? at the end? Why did their feelings change?** Volunteers give ideas. **What did Jesus' friends learn about Him in this story?** (Jesus is alive.) **Jesus taught His friends about Himself.**

2. Read Isaiah 2:3 with children from Bibles. **Who has taught you about Jesus?** Volunteers answer. **We're going to play a game today to help us remember what we have already learned about Jesus and learn some new things, too.**

3. Ask, **What are some things you know about Jesus?** As children answer, briefly write each answer on a separate piece of paper or card. Supplement children's answers as needed with sentences such as "Jesus is God's Son," "Jesus never sinned," "Jesus healed many people," "Jesus taught people about God," "Jesus died to take the punishment for our sins," "Jesus is alive," "Jesus loves us," "Jesus helps us." Then give each child a card. Child cuts card into two puzzle pieces. (See sketch.)

4. Collect the puzzle pieces from half the class and put them in the bag or packet.

Collect the puzzle pieces from the other

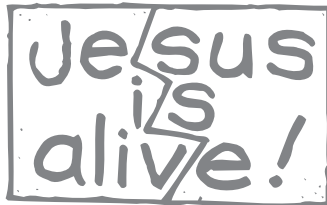
children and set them aside. Ask children to stand around the perimeter of the room. Each child chooses a card half from the bag.

5. At your signal, children walk around the room to find others with matching card halves. After matches are completed, invite each pair to read the sentence on their card aloud. Help with reading as needed. Repeat game with remaining puzzles set aside.

TEACHING TIPS

1. Listen carefully to each child's reply as he or she answers the question, "What are some things you know about Jesus?" You will gain information that will help clarify the child's thinking about who Jesus is.

2. Emphasize that one way to learn about Jesus is to read the Bible. **The Bible is special. It tells the true stories about Jesus' life when He lived on earth.**



Art Option Wristband Verse

MATERIALS

Bibles, strips of paper, khokis, stickers or tape.

PREPARATION

Cut paper into strips, 4cm x 23cm. Make a sample wristband by following the directions below, writing the first phrase of Isaiah 2:3 on it.

PROCEDURE

1. Ask a volunteer to read the words on your wristband. **Today, you may make your own wristband to help you remember our Bible verse, Isaiah 2:3.** Help children find and read Isaiah 2:3 in their Bibles.

2. Give each child a khoki and paper strip. Trim strip to fit child's wrist. Assign each child a word or phrase of the verse. (If you have more than 14 children, divide class into two groups.) Each child copies his or her assigned word or phrase onto a paper strip. Child makes a wristband by circling wrist with strip and attaching strip with a sticker or tape. (See sketch.)

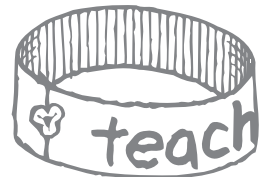
3. To play a game, let children start walking around the room. At your signal, children freeze.

Children hold up their wrists to display their word or phrase of the verse.

Children work together to stand in correct verse order, referring to the Bible to determine where each word or phrase belongs in the verse.

4. Children take turns reading aloud the word or phrase on their wristbands to complete the verse.

Why do we need to learn God's ways? (So we can live the way God wants us to live.) **What are some ways we can learn about Jesus?** (Read the Bible, go to Sunday School and church, listen to parents and teachers, etc.)



PRAYER

Repeat Isaiah 2:3 with children. **Who wants to teach us His ways so we can live the way He wants us to live?** (God, Jesus.) Lead children in prayer, asking God for help to learn His ways.

WORSHIP SONG

Sing "Everybody ought to know" or a song that focuses on Jesus or learning God's way.

Distribute *iNdelela Student Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

John 21:1-19

Memory Verse

John 12:26

NIV: *Whoever serves me must follow me.*

TEV: *Whoever wants to serve me must follow me.*

Lesson Focus

Jesus made breakfast for His disciples and told Peter to follow Him.

Lesson Goals

- 1 Summarise what Jesus wanted Peter to do;
.....
- 2 Discover that following Jesus means loving and obeying Him;
.....
- 3 Give two ways he or she may love and obey Jesus.
.....

Life Focus



Age Level Tip

Sometimes children will only associate with one or two others. As children participate in activities, rearrange the usual patterns of association. For example, when forming a circle, suggest children stand by someone other than his or her best friend.

Breakfast on the Beach

.....



MATERIALS

Bible, skipping rope.

PROCEDURE

Read John 12:26. **We follow Jesus by obeying Him. Let us say this verse as we follow each other over some waves.**

Two children sit on the floor, holding the ends of the skipping rope. Children slide the ends back and forth across the floor to make "waves." Group remaining children in pairs. One child crosses the waves (stepping or jumping) and says the first half of the verse. The other child imitates the action to cross the waves while completing verse. Repeat until all children take a turn.



Breakfast on the Beach

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is told in the fourth book of the New Testament. Who wrote the fourth book? (Jesus' friend John.) **Let us find the book of John. Our story is from the last chapter in the book.** Assist children in finding John 21:5. **Look for the word "fish" in verse 5.**

INTRODUCTION

When you grow up, what kind of job would you like to have? Children pantomime (act out silently) their answers, showing what people in those jobs might do. **In our Bible story today, some of Jesus' friends decided to go back to the job they had before they became Jesus' helpers. Listen to see what happened.**

STORY SUMMARY

Tell the following story in your own words.

GONE FISHING

Jesus had died, but now He was alive again! Many of His friends had seen Him and talked with Him. One morning, some of Jesus' friends got a surprise when they saw Jesus again. This is what happened:

Jesus' friend Peter said to some of Jesus' other friends, "I am going out to fish." They had been fishermen before they met Jesus. Maybe Peter decided it was time to get back to their old jobs. So they all went out in a boat one night. They threw their nets out and pulled them in again. They fished all night LONG. But they didn't catch a SINGLE fish! **How do you think they felt?**

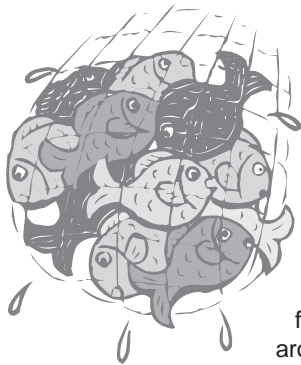
As the sun began to rise, the fishermen could see someone standing on the beach, but they could not tell who it was. The man called out to them, "Have you caught any fish?"

"No!" they called back.

The man on the beach said, "Throw your net on the other side of the boat. You will find some fish." The men threw the net out on the right side. Then they began to pull it in. The net was SO full of fish, they could not even pull it into the boat! When they saw that net so full of fish, they knew - the man on the shore must be JESUS! No one ELSE could tell them where to catch a net full of fish! **Now how do you think they felt?** Peter was so excited that he jumped into the water and swam to shore!

BREAKFAST TIME

The other fishermen brought the boat to the shore and dragged the net full of fish onto the sand. And sure enough, Jesus was there! They could see He had already made a fire. There was some fish cooking on the fire and there was some bread, too.



The men sorted and counted the fish they had caught. They had caught 153 fish in their net!

Jesus called to them, "Come and have breakfast." He took the fish from over the fire and gave some to each of His friends. They stood around the warm fire and ate. And they must have been

happy to see Jesus again! Imagine! Jesus had made breakfast just for them, to show them His love.

TALK TO PETER

Jesus had something else He wanted to do. Jesus wanted to talk to Peter. His friend Peter had run away when Jesus was arrested. Maybe Peter felt like he was not good enough to be Jesus' friend any more.

How do you think Jesus felt about Peter?

But Jesus still loved Peter! That had NOT changed. And Jesus had wonderful plans for Peter! So Jesus took Peter for a walk down the beach. He asked Peter, "Do you love me?"

"Yes, Lord. You know I love You," Peter said.

"Then feed My sheep. Take care of My lambs,"

Jesus told him. Jesus meant that Peter had a new job now! Fishing was no longer Peter's job. Jesus wanted Peter to be like a shepherd and take care of other people who loved Jesus. These people needed to learn about Jesus. And Jesus wanted Peter to teach them! Peter must have been glad!

Then Jesus said to Peter, "Follow Me!"

And Peter did follow Jesus! Peter had made some BIG mistakes, but he still loved Jesus. And he did what Jesus told him to do. For the rest of Peter's life, he taught people about Jesus and helped people know that Jesus always loves us.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 21.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdelela Student Activity Pages* for Lesson 21.

PREPARATION

Make one set of papers by writing each of these words on a separate piece of paper: "see," "say," "hear," "shout," "smell," "feel." Make a second set of papers by writing each word of John 12:26 on a separate paper.

PROCEDURE

Ask children to sit in a circle. Children pass first set of papers around the circle until you say "Stop." Child holding card with word "see" answers the question,

- » **What is one thing you might have seen in today's Bible story?** Repeat process, each time choosing a different word.
- » **What is one sentence you might have heard someone say?**
- » **What is one sound you might have heard?**
- » **What is one sentence someone may have shouted?**
- » **What is something you might have smelled? felt?**

What did Jesus want Peter to do? (Follow Jesus.) **Jesus wants us to follow Him, too.** Read John 12:26 aloud.

- » **What do you think it means to follow Jesus?** (Do what Jesus wants us to do.)
- » **What are some ways you can love and obey Jesus?** Ask,
- » **When your mother asks you to do your homework, what can you do to show you love Jesus?** (Obey her.)
- » **Why is obeying your mother a way to show you love Jesus?** (The Bible tells us to obey our parents.)
- » **When you hear someone at school saying something bad about you, what can you do to show you love Jesus?** (Not get even. Tell your parent or teacher how you feel.)

Children pass second set of papers around the circle until you say "Stop." Children holding papers arrange themselves so verse is in correct order and then say the verse. Child holding the paper "follow" tells a way he or she may follow Jesus. Repeat several times.

Direct children to the 'Shapes of Love' activity on Page 1 of the *iNdelela Student Pages*. As they work, discuss with each child what they are drawing. Help them to personalise the truths.



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.

Snack Option Bible-Times Breakfast

MATERIALS

Bibles, electric frying pan (or a pan on stove or gas cylinder), measuring cup and spoons, cooking utensils, serviettes, small paper plates, flour, vegetable oil, salt, honey, water.

PROCEDURE

1. **What is your favourite food to eat for breakfast? Have you ever eaten breakfast outside? What would make it hard to cook breakfast outside?** Children give answers.

2. **In our Bible story today, what did Jesus make for His friends? (Breakfast.) After they ate, what did Jesus tell Peter to do? ("Follow Me.") John 12:26 talks about following Jesus.** Read verse from Bibles. **What does it mean to follow Jesus?** (Do what Jesus wants. Show love for Him. Obey Him.) **Following Jesus can be easy or hard. For example, when might it be easy to do what Jesus wants by being kind?** (Being kind to someone you really like.) **When might it be hard?** (Being kind to someone who is horrible to you.) As time permits, invite children to give other specific examples of ways to love and obey Jesus.

3. **To help us remember Jesus' breakfast on the beach, we are going to make and eat a Bible-times breakfast.** Guide children to follow this recipe to make cakes of bread:

Stir together 1 cup flour, 2 tablespoons oil, pinch of salt, 2 tablespoons honey and 2 tablespoons water. Roll dough into small balls and flatten to size of a R5 coin. Place small amount of oil in pan to prevent sticking. Cook over medium heat until brown, turning over bread cakes as you would flapjacks.

We are using oil and flour to make cakes of bread, just as Bible-times people did. People often ate bread with olives, cheese or dried fruit.

TEACHING TIPS

- Carefully supervise children as they use the electric frying pan in this activity. Set up the pan and arrange the cord so children will not trip over it.
- Give each child a specific job to do - measuring, pouring, stirring, rolling dough into balls, etc.
- Children eat bread outside. Bring several large towels or blankets on which children may sit.

SIMPLIFICATION IDEA

If you are unable to give children the opportunity to cook, provide several of these foods: olives, dried fruit (raisins, dates, apricots), cheese (feta cheese, if possible), pita bread, tuna. Set out bite-sized portions on small paper plates for children to taste.

Game Option Guess Who?

MATERIALS

Bibles.

PROCEDURE

1. Say, **Follow my actions.** Begin clapping and then start a new action every 10-20 seconds until you have led children through several actions (finger snapping, nodding head, tapping shoulders, etc.). Then repeat, as children try to follow your actions without looking at you all the time. Suggest children look to your side or look slowly around the circle.

2. **How did you know when to begin a new action?** (By following the leader.) **In our story today, what did Jesus want Peter to do?** (Follow the leader, Jesus. Love and obey Jesus.) **John 12:26 talks about following Jesus.** Read verse from Bibles. **What's one way you can follow Jesus? How can you show love for Jesus?** Children may mention situations such as not saying bad things about other people, being honest, helping someone they don't like in class at school, not complaining to parents. **When we do what the Bible says to do, we show that we are following Jesus.**

3. **To help us remember John 12:26, we're going to play a guessing game.** One child stands in the centre of the circle and closes eyes. Choose one child to be the leader who begins an action. Children follow the leader's actions, trying not to make it obvious who the leader is. Child in the centre opens eyes. Leader changes action every 10 seconds or so. Child in the centre guesses who the leader might be. If the guess is incorrect, the guessed child shakes his or her head, no. If the guess is correct, the leader responds by repeating the words of John 12:26. After two or three incorrect guesses, choose a new child to be in the centre and a new leader.



PRAYER

Find a partner and listen as he or she says the words of John 12:26. Children repeat verse to each other. Pray, asking for Jesus' help as we follow Him.

WORSHIP SONG

Find songs of obedience, such as 'Trust and Obey' and 'O.B.E.Y.'

Distribute *iNdlela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Exodus 1; 2:1-10

Memory Verse

Romans 8:31

NIV: *If God is for us, who can be against us?*

TEV: *If God is for us, who can be against us?*

Lesson Focus

God protected Moses in a time of danger.

Lesson Goals

- 1 Describe the wise actions of Moses' mother and sister to keep Moses safe;
- 2 Discuss dangerous situations when he or she needs God's help to know what to do;
- 3 Identify wise actions he or she may take in dangerous situations.

Life Focus

Wise actions in dangerous situations.



Age Level Tip

Children need opportunities for movement during every class session. Small muscle co-ordination is still developing and improving. Girls are ahead of boys at this stage of development.

Moses and His Family



MATERIALS

Bible, blindfold.

PROCEDURE

Read Romans 8:31 to the class. Ask, **What does it mean when you are "for" someone?** (You like that person. You want that person to succeed or win.) **Why would God be for us?** (He loves us.) Then blindfold one child. The blindfolded child counts to ten while the other children tiptoe around a large open area in the classroom or outside. Then the blindfolded child calls, "If God is for us." The other children freeze in place and answer, "Who can be against us?" Continue the call and response until the blindfolded child locates and touches another child. The child who was touched becomes the caller and the game continues, including new arrivals each time.



Moses and His Family

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, an empty basket.

BIBLE SKILLS

Our Bible story today is from the book of Exodus. Exodus means "to leave." Exodus is the second book of the Bible. Let's find the book of Exodus. Assist children in finding the book of Exodus. **The book of Exodus tells about God's people, the Israelites, and how they left the country of Egypt.**

INTRODUCTION

Pass the basket around. **What does your family use baskets for?** Allow volunteers to answer. **How well do you think a basket would float in a river?** Children share opinions. **In our Bible story today, we are going to hear about a time a family used a basket to save a baby's life.**

STORY SUMMARY

Tell the following story in your own words.

A WICKED KING

For 400 years, Joseph's family, the Israelites, lived in Egypt. And the number of Israelites grew, and grew, and GREW! Pharaoh, the ruler of Egypt, was worried that the Israelites might become more powerful than the Egyptians!

So Pharaoh decided to make the Israelites his slaves. The Israelite slaves worked in the hot sun all day. They started work early in the morning and were not allowed to stop until it was time for bed. If they didn't work hard, the Egyptians beat them.

But Pharaoh was still worried that there were too many Israelites. "Listen!" he told his soldiers. "I've got an idea about a way to stop this problem. **What do you think was the king's idea?**

A BRAVE MOTHER

Pharaoh made his idea into a law. The new law said that all Israelite baby boys must be killed! When the Israelites heard the law, they must have gasped in shock.

In one house, an Israelite woman named Jochebed decided not to obey the king's terrible law. For three months Jochebed kept her baby a secret.

But how long can you keep a secret like that? Jochebed knew that something must be done. She and her family must have prayed for God to help them think of what to do.

One day, Jochebed had an idea! She smeared some gooey, sticky tar all over the outside of a basket and lined the inside of the basket with soft blankets. Then Jochebed gently laid her baby inside the basket.

Jochebed picked up the basket and carried it all the way to the Nile River. Miriam, the baby's big sister, followed. She watched as Jochebed carefully set the basket in the water among the tall grass. The basket floated right on top of the river. The baby was safe and dry.

A HELPFUL SISTER

Miriam stayed nearby to watch the basket. She listened to the birds in the trees. But then the birds stopped singing and flew away. Someone was coming! Miriam hid to see what would happen.

Miriam peeked through the tall grass. When she saw who had come to the river, her throat felt dry. For there, right by the grasses where the baby was hidden, was Pharaoh's daughter, the princess! She was coming to the river to take a bath.

Miriam leaned forward from her hiding place to get a better view. The princess pointed to the basket and one of her helpers reached down and picked it up!

The princess opened the basket and saw the baby. He was crying. **What do you think the princess did when she found the baby?** The princess smiled. "Look at this cute Israelite baby!" she said. "He must be hungry! What can we do?"

Miriam left her hiding place and ran over to the princess. "Would you like me to get one of the Israelite women to help you take care of this baby?" Miriam asked politely.

"Yes," said the princess. So Miriam ran all the way to her home to get her mother.

A HAPPY BABY

When Miriam introduced Jochebed to the princess, the princess said, "I will pay you to take care of this baby for me." **How do you think Jochebed felt when the princess told her to care for her own baby?**



Jochebed was so glad that God had protected her baby. Finally the time came when the baby was old enough to live at the palace. The princess named him Moses and treated him as her very own son. Jochebed knew that God would be with Moses. She remembered how God had helped them and had saved Moses' life.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 22.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdlela Student Activity Pages* for Lesson 22.

PREPARATION

Write the names of these Bible story characters on separate pieces of paper: Pharaoh, Israelite people, soldiers, Miriam, Jochebed, princess, Moses.

PROCEDURE

Invite a volunteer to close their eyes while you hide one of the papers you prepared. Volunteer opens eyes and searches for the paper following your clues of hot (volunteer is moving towards the paper) or cold (volunteer is moving away from the paper). When the child find the paper, he or she gives one or more words or phrases that describe the Bible story character. Other children guess the character's identity. Repeat until all characters have been identified. Ask,

» **Who needed God's help?**

» **Who acted wisely? How?** Volunteers answer.

Romans 8:31 tells us about God's help. **What does this verse tell us about God?** (Children who completed the Discover activity may tell what the verse says about God.) Ask the class to read the verse aloud together. **No matter what happens to us, God can help us know what to do.** Ask each child to tell of a situation in which he or she may need God's help. Let the other children tell of wise actions to take in that situation. Ask,

» **When might you feel afraid?**

» **When might you feel worried?**

» **When might a child be in danger?** Children may mention situations such as burglars, fear of the dark, sleeping alone, tests at school, or more serious issues such as exposure to AIDS or hijackings. Encourage discussion of wise actions such as praying to God, asking an adult for help, calling the police or fire department, etc.

On Page 1 of the *iNdlela Student Pages*, children may draw or write of a situation in which they need God's help, and the wise action they might take.

Close in prayer, praying for wisdom in the specific situations children have indicated.



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.

Game Option Obstacle Course

MATERIALS

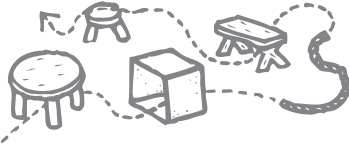
Bibles, *iNdelela Student Pages*, a variety of materials for an obstacle course (such as large cardboard boxes, chairs, table, rope, bench).

PROCEDURE

1. **What did you think was the most dangerous part of today's Bible story?** Volunteers answer. **In each of these dangerous times, Moses' mother and sister acted wisely. What did they do?**

How does Romans 8:31 help us when we are in a dangerous situation? Read the verse with children. **This verse reminds us that God wants to help us in any situation. When might someone your age be in a dangerous situation? When might someone feel afraid? When do you need God's help to know what to do?** Listen to each child's answer and encourage discussion of wise actions to take in each situation. Continually emphasize God's loving care and protection.

2. **We are going to use the situations you drew or wrote about in your Student Activity Pages in an obstacle course. Before you take a turn to move through the obstacle course we build, you may tell of a wise action.** Then invite children to help you set up an obstacle course in an open area of your classroom or outside. Each child takes a turn to share their situation, and the wise action they would take and then move through the obstacle course. If you choose to repeat this, ask children to think of a different situation and wise action. Close activity in prayer, asking for God's help and protection.



TEACHING TIPS

Talking with children about wise actions is an important part of this activity. Also, be alert for ways to direct children's thoughts to God's help in such circumstances. **When we don't know what to do, we can ask God to help us. God has given us minds to think of wise actions. And God has given us parents, teachers and neighbours who can help us in dangerous situations. God will always be with us and care about us, no matter what situation we may be in.** If a child indicates that an abusive situation exists at home or school, report your conversation to your minister or a social worker.

Art Option Moses' Basket

MATERIALS

Bibles, chenille wire (pipe cleaners), thick wool, scissors.

PREPARATION

Cut wool into 1 metre lengths, several for each child. Cut several pipe cleaners in half (not all of them).

PROCEDURE

1. **In Bible times, people made their own baskets. They used reeds, grasses and parts of other plants, like bark and root fibres. They made different kinds of baskets for different uses. The basket Moses' mother used floated like a little boat! Today each of you may make a basket to help you remember how God cared for Moses.**

2. Give each child a length of wool and three and one-half pipe cleaners. Demonstrate wrapping wool around wires several times to secure (see sketch a), then spreading wires to make seven evenly-spaced spokes. (See sketch b.) (An odd number of spokes is required for the alternating over-and-under pattern.)

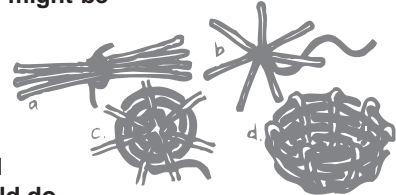
3. Child weaves wool over and under spokes, adding lengths of wool until desired size is reached. (See sketch c.) To finish basket, child bends remaining ends of pipe cleaners down over wool to secure. (See sketch d.)

4. As children work, talk about today's Bible story. **What did Moses' mother do so the basket would float? What did putting tar on the basket do? Miriam did a wise thing to help her family and baby Moses. What are some times when someone your age might be afraid?**

Volunteers answer.

What are some wise things a child your age could do

when things are dangerous? After children give ideas say, We can always ask God to help us know what is the best thing to do.



PRAYER

When do you need God's help to stay safe?

Volunteers answer. **What does Romans 8:31**

promise us? Repeat verse with children. Then lead children in prayer, including situations children mentioned.

WORSHIP SONG

Find a song in your church songbooks that highlights God's protection and faithfulness.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Exodus 2:11 - 5:5; 7 - 11; 12:29-42

Memory Verse

Isaiah 41:10

NIV: *I am your God. I will strengthen you and help you.*

TEV: *I am your God...I will make you strong and help you.*

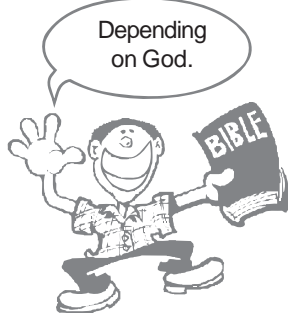
Lesson Focus

God showed His power when Moses led the Israelites away from Egypt.

Lesson Goals

- 1 Tell why Moses felt he could not do what God wanted him to do;
- 2 Identify things God wants him or her to do;
- 3 Ask for God's help in doing right.

Life Focus



Age Level Tip

Children are experiencing new and frequently intense feelings as they grow independent. Sometimes the child finds it hard to control his or her behaviour. There is still a deep need for approval from adults and a growing need for approval by peers.

Escape From Egypt



MATERIALS

Bible, paper, khaki. Optional: cassette/CD player and children's worship music.

PREPARATION

Write each word and the reference to Isaiah 41:10 on a separate piece of paper. Number the sheets in order, then lay them in mixed-up order to form a large circle on the floor.

PROCEDURE

As you sing or clap (or play music), children walk around the circle. When you stop singing or clapping (or stop the music), children stop. Children must read the verse in order, with each child reading the word from the paper closest to him or her, beginning with number one and continuing until the entire verse has been read. Repeat several times. Ask, **What are some ways God helps us?** (Hears prayers, gives us people who love us, etc.) **Today we will hear about a time Moses needed God's help to do what was right.**



Escape From Egypt

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

What are the first two books of the Bible? (Genesis, Exodus.) **The book of Exodus is about God's people, the Israelites. Exodus tells us about a man named Moses who became their leader. Our Bible story today begins in Exodus 2:11.** Encourage children to find Moses' name in verse 11.

INTRODUCTION

What is the funniest excuse you have ever heard for not doing homework or helping out at home? Let volunteers share excuses. **In our story today, we will hear about a man who tried to get out of an important job by giving an excuse.**

STORY SUMMARY

Tell the following story in your own words.

MOSES THE PRINCE

When mean Pharaoh ordered all the Israelites' baby boys to be killed, Moses' mother put him in a basket to float on the Nile River.

Pharaoh's daughter found him, and after she had adopted Moses, she treated him like an Egyptian prince. But Moses knew he was not an Egyptian. His birth mother had taught him that he was an Israelite. And the Israelites were slaves - forced by the Egyptians to work very hard.

One day Moses saw an Egyptian beating an Israelite slave. The Israelite did not deserve to be hurt. Moses did a terrible thing! He killed that Egyptian. Pharaoh was very angry! He ordered that Moses be killed.

Moses was frightened! So he ran away to the desert.

MOSES THE SHEPHERD

Moses lived in the desert mountains for many years, taking care of sheep. One day while Moses was out walking with his sheep he saw a bush with flames all over it - but the bush was not burning up! So Moses came closer to look. But a voice stopped him in his tracks.

"Moses, Moses!" the voice said.

Moses looked around. He did not see anyone. "Here I am," Moses called.

"Take off your sandals," said the voice. "This is a holy place."

GOD was talking to him! Moses' hands shook as he took off his sandals to show respect for God.

God's voice rumbled from the burning bush, "Moses, I know how horrible Pharaoh is to the Israelite people. I want you to go to Pharaoh and tell him to let the Israelite people leave Egypt. I want you to lead My people out of Egypt."

"I can't do it," Moses whispered. "I'm not good at talking," Moses said. "Please find someone else to talk to Pharaoh."

But God knew that Moses would be the best person for this important job. "I will be with you," God promised. "I will tell you what to say. And you can take your brother, Aaron, with you. He can help you talk to Pharaoh."

MOSES THE MESSENGER

So Moses stopped making excuses. Moses remembered the story his birth mother had told him about how God protected him as a baby. Moses knew that since God had helped him all those years ago, God could help him now. So Moses packed up, and he and Aaron went to Pharaoh's house - the palace.

"God has sent us to you," Moses and Aaron said to Pharaoh. "God wants you to let the Israelites leave Egypt."

But there was no way Pharaoh was going to let his slaves go free! Moses and Aaron said, "If you do not do what God says, then God will make some really bad things happen to you and the people of Egypt."

"Ha!" the king said. "I am the most POWERFUL person in the whole world! I am NOT going to let the Israelites go!"

So, just as Moses and Aaron said, God made some REALLY bad things happen to Pharaoh and the Egyptians. First, God turned all of the Egyptians' water into blood. Then God sent frogs, millions of wet, slimy frogs to Egypt. The frogs were in the streets, in the houses and even in Pharaoh's bed!

After these bad things happened, Moses and Aaron went to Pharaoh and said, "Let God's people go!"

But Pharaoh still said, "No!"

Finally, after putting up with blood, frogs, bugs, sickness, hailstorms, darkness and even many of his people dying, Pharaoh agreed to let the Israelites leave!

"Take God's people out of Egypt," Pharaoh said.

"Take them now! Take anything you want from us and go. Just hurry. Get out!"

Moses hurried to tell the Israelite people that they were free! God would lead them to a new land - a place where they could show God how much they loved Him!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdelela Student Activity Pages for Lesson 23.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdelela Student Activity Pages* for Lesson 23.

PREPARATION

Make a set of cards by writing each of these words on a separate piece of paper: see, say, hear, pray, shout, help.

PROCEDURE

Ask children to sit in a circle. Children pass set of papers around the circle until you say "Stop." Child holding paper with word "see" answers the question,

- » **What is one thing you might have seen in today's Bible story?** Repeat process, each time choosing a different word.
- » **What is one sentence you might have heard someone say?**
- » **What is one sound you might have heard?**
- » **What is one need or situation someone may have prayed about?**
- » **What is one sentence someone may have shouted?**
- » **What is one way God helped someone?**

Collect papers. **What right thing did God want Moses to do? How did God help Moses?** (Promised to be with him.) **God wants us to do right things too. Isaiah 41:10 tells us about God's help.** Children recite verse.

- » **How does God help us do what is right?** (Promises to be with us. Tells us right things to do in the Bible. Gives us parents, teachers and friends to help us.) Ask volunteers to mention things God want him or her to do.
- » **How can you help someone?**
- » **When might you obey God's command to tell the truth?**
- » **How can you show God's love to a friend at school?**

Children choose one of the sentences and make up a story on Page 1 of the *iNdelela Student Activity Pages*.



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.

Drama Option Acting Up!

MATERIALS

Bibles.

PREPARATION

Familiarise yourself with the Story Script (right).

PROCEDURE

1. We're going to retell today's Bible story in a fun way. There is something for each of you to say or do. Whenever I read the name of one of the people or things in the script, there is a sound to make or an action to do.

2. Read the list of players and let volunteers suggest sounds or actions for each player. Ask, **What sound could we make for sheep? What action could we do whenever we hear Moses' name?** If children cannot think of an action or sound, use the suggestions in the Story Script. Optional: List players and corresponding actions and sounds on a large sheet of paper or chalkboard to which all children may refer.

3. Each child chooses a part to play ("the slaves," "sheep," etc.) If you have a large group, characters may be represented by more than one child. Read the Story Script aloud, pausing after each capitalised word to give children time to do the action or make the sound several times for that word. After you have read the script once, invite children to choose new parts and repeat the script.

4. Between repetitions of the script, ask questions to help children apply the truth of today's story to their lives. **Why did Moses feel like he couldn't do what God wanted him to do? How did God help Moses? What are some right things God wants you to do?** (Tell the truth. Be kind. Read God's Word. Help others.) **How will God help you?**

5. For the final reading, you may wish to have all children play all parts. Close the activity by reading Isaiah 41:10 together. Pray, thanking God for his help in doing right things.



Story Script

Players	Suggested Sounds or Actions
Israelite slaves	Groan, bent under heavy load
Pharaoh	Shake head no
Moses	Stand, stamp feet three times
Sheep	"Baaa"
Burning Bush	"Shhh"
Frogs	"Ribbet," hop
Bugs	"Buzz," slap at imaginary bugs
Darkness	Shut eyes, pretend to be in the dark

The ISRAELITE SLAVES were in Egypt. They worked hard for PHARAOH. The ISRAELITE SLAVES weren't happy about this. But God had a plan!

A man named MOSES was in the desert herding SHEEP. One day while MOSES was with his SHEEP, he saw a BURNING BUSH! MOSES went to look at this BURNING BUSH. And God talked to him! God said, "MOSES, I want you to talk to PHARAOH. Tell him to let the ISRAELITE SLAVES go. If PHARAOH will not listen to you, tell him I will send FROGS and BUGS and DARKNESS and other terrible things."

At first, MOSES didn't want to talk to PHARAOH, but God said He would be with MOSES. So MOSES and his brother, Aaron, went to PHARAOH and said, "God says: 'Let the ISRAELITE SLAVES go free. Or I will send FROGS and BUGS and DARKNESS and other terrible things.'"

But PHARAOH said, "No!" So God sent FROGS. FROGS hopped in the kitchens, in the beds, everywhere! God sent BUGS. BUGS flew all over, into people's eyes and even into their food! But PHARAOH still did not want to let the ISRAELITE SLAVES go free!

God sent DARKNESS. Nobody could see anything in this DARKNESS. God sent other terrible things, too. Finally, PHARAOH told MOSES, "Go!"

So God's people, the ISRAELITE SLAVES, left Egypt. God had rescued them!



Praise Time

PRAYER

Let's ask God for help in doing right things. Invite children to share prayer requests before leading children in prayer.

WORSHIP SONG

Sing a song that highlights our need for obedience, and God's help in doing right.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Exodus 13:17-22; 14:1-31; 15:1-21

Memory Verse

Psalm 106:1

NIV: Give thanks to the Lord, for he is good.

TEV: Give thanks to the Lord, because he is good.

Lesson Focus

After God led His people across the Red Sea, they thanked Him for His help.

Lesson Goals

- 1 Tell the way God helped His people cross the Red Sea;
- 2 Name ways God helps him or her;
- 3 Thank God for His help;
- 4 Become a member of God's family as the Holy Spirit leads.

Life Focus



Age Level Tip

Seek opportunities to help each child in your class KNOW and FEEL you love him or her. Show genuine interest in each child and his or her accomplishments. Learn children's names and use them frequently in positive ways.

Crossing the Red Sea



MATERIALS

Bible, squares of paper, pen.

PREPARATION

Write each word of Psalm 106:1 on a separate piece of paper.

PROCEDURE

Children sit in a circle. Distribute papers in order facedown in front of children. In a large group, some children may not have papers. In a small group, some children may have more than one paper. Children slip papers clockwise to their neighbours by sliding papers on table or floor until you signal "stop". Children turn over their papers, then read Psalm 106:1 in order. Child holding paper with the word "thanks" tells something for which he or she is thankful. Play again as time permits. (Challenge: Distribute papers in a mixed-up order.) **Today we will find out one thing God's people, the Israelites, thanked God for.**



Crossing the Red Sea

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from Exodus. Exodus is the second book in the Bible. What does the word "exodus" mean? (To leave.) Who are the people Exodus tells us about? (God's people, the Israelites.) Assist children in finding Exodus 13:21. **We will read this verse later in our story.**

INTRODUCTION

How many of you like to play catches? Where do you like to play? Volunteers answer. Chasing each other is fun if we are just playing a game. But today we are going to hear about a time when some people had to run for their lives because soldiers were chasing them!

STORY SUMMARY

Tell the following story in your own words.

FOLLOWING GOD

For 400 years, Joseph's family, the Israelites, lived in Egypt. When mean Pharaoh ordered all the Israelites' baby boys to be killed, Moses' mother put him in a basket to float on the Nile River, where he was found by the princess. After having to flee Egypt, Moses was called by God to lead His people out of Egypt. After many terrible things happened to the Egyptians, Pharaoh finally

told Moses to get the Israelites out of Egypt.

Hundreds and thousands of Israelite people followed Moses away from Egypt. **How do you think Moses knew where to lead the people? Read Exodus 13:21 to find the answer.**

God showed them where to go. During the day, God sent a big cloud to move across the sky in front of them. At night, God sent a fire to guide them.

Late one afternoon the Israelites set up camp by a big sea, called the Red Sea. Just as everyone was setting up their tents, Moses and the people heard a loud rumbling sound. *Was it thunder?* they wondered. No! It was the sound of horses and chariots and soldiers marching!

"Oh no, Pharaoh has changed his mind!" someone shouted.

The Israelites looked around. They felt like running - but there was nowhere to go! The sea was in front of them and the soldiers were coming right behind them!

What do you think the Israelites did?

The people were angry and afraid. "Why did you bring us here to die?" they shouted at Moses. "We can't go forward because of the sea and we can't go back because of the soldiers. What can we do?"

WATCHING GOD WORK

"Don't be afraid," Moses said. "God will help us." And Moses was right! Before Pharaoh and his soldiers could reach the Israelites, God moved the big cloud right in front of the Egyptians. The sky over them became dark. It was so dark the Egyptians had to stop for the rest of the night - they could not see anything!

God had sent the darkness and the cloud to stop Pharaoh's army! Then God told Moses exactly what to do. **What do you think God said to do?**

"Hold you hand over the shore of the sea," God said. Moses held out his hand. The people waited. "Listen!" someone whispered.

Everyone listened. (Make blowing sounds.) The sound started out small, then all of a sudden everyone knew what the sound was! (Invite all children to make blowing sounds with you.) A big wind roared through the night.

CELEBRATING GOD'S GOODNESS

All night long the wind blew so hard that the waters of the sea began to separate and the wet ground became dry. There was a big path right through the middle of the sea! (Children stop blowing sounds.) The people felt like cheering! They lined up and followed Moses along the path. The Israelites crossed the sea on dry ground with a wall of water on their right and a wall of water on their left. They all made it safely across. No one even got WET!

Just then, Pharaoh's army marched up to the sea. They rushed down the path after the Israelites. When Pharaoh and all the soldiers were in the middle of the path, God showed His power once again. God told



Moses to stretch his hand out over the sea. Moses did as he was told and the walls of water came crashing down upon Pharaoh's army.

The Israelites looked over the sea. There were no soldiers, no chariots, no Pharaoh to hurt them. God had saved them again! Everyone wanted to show God how happy they were and how thankful they felt for their safety. **What do you think the Israelites did to show their thankfulness?**

Moses made up a song telling about God's great power. The Israelites sang and danced and played instruments to show their love for God. It was the best party any of them had ever seen!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 24.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdlela Student Activity Pages* for Lesson 24.

PREPARATION

Write these Bible story names on separate index cards: Pharaoh, soldiers, Moses, Israelite people, cloud, fire, chariot, Red Sea.

PROCEDURE

Play Hot or Cold as in Lesson 22. As characters are identified ask, **Did God help (Moses)? How?**

» **How do you think the Israelites felt when they were safely across the Red Sea?**

» **What do you think they said to God?** Volunteers give ideas. **We can thank God for helping us, too.**

Read Psalm 106:1 Ask volunteers to tell a way God helps him or her. Ask,

» **What has God given you?**

» **How does God help you at school?**

» **Who has God given you to care for you?**

The best way God helps us is by making it possible for us to become members of His family. What did God do? (Sent Jesus to show us His love and take the punishment for our sins.) **If you would like to talk about becoming a member of God's family, please talk with me after class.** (See "Leading a Child to Christ," on page 109 for guidelines on guiding a child to become a member of God's family.)

Children find the hidden objects in the 'Thank you for..' activity on Page 1 of the *iNdlela Student Pages*.

Lead children in open prayer, thanking God for His 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.

Game Option Red Sea Recall

MATERIALS

Bibles, a large scarf, piece of material or paper for each child.

PROCEDURE

1. Say, **In our Bible story today, God's people crossed through the Red Sea. Let us act out what happened.**

2. Divide your class into three groups. The first two groups line up facing each other to represent the Red Sea. The third group lines up facing the "sea". This group represents the Israelites. (See sketch a.) Give each child in groups 1 and 2 a scarf, length of material or paper. Children hold scarves or material as shown in sketch b. **Here is our Red Sea. As you can see, it is NOT possible to go through! To get across, the Israelites must do one of these things: You may say Psalm 106:1 or you may tell one thing you are thankful for. Then the sea will open and you can go across.**



3. Child from group 3 says the verse or tells something for which he or she is thankful. Then children representing the Red Sea let go of each other's scarves or material, while holding on to their own, leaving a path for the Israelite to walk through. Guide children to take turns so that everyone gets to cross the sea.



4. For the second round say, **Now we're going to tell a story. Here's the first sentence: God's people left Egypt.** Child adds the next sentence to the story before attempting to cross the Red Sea. Each child adds a sentence before he or she takes a turn.

TEACHING TIPS

1. Ask, **What do you think it must have looked like to have walked through the sea? What smells do you think you would have smelled? What sounds do you think you would have heard?** Invite children to add their ideas as they act out crossing the sea.
2. If you live in an area where children have little or no experience with the sea, bring some shells and a book with ocean pictures for children to explore.

Art Option Thankful Booklets

MATERIALS

Bibles, white paper, stapler, pencils, crayons or khoki's.

PROCEDURE

1. **What do you think the Israelites said after they crossed to the other side of the Red Sea?**

Volunteers answer. **The Bible tells us that the people sang a song of praise to God.** Read Exodus 15:11. **Psalm 106:1 tells us a reason to thank the Lord**

2. **Today you may each make a booklet full of drawings. Each drawing will show a way God has helped you.** Give each child a number of small pages of paper, and pencils or khokis. Instruct them to draw on each page something for which they are thankful. **What is something good God has given you to enjoy? Who has God given to care for you and help you? When has God helped you know what to do? What are you thankful for?** Staple the pages together with a paper cover to form a booklet.

TEACHING TIPS

1. For variety, instruct children to draw pictures using only circles and straight lines, or squares, dots, curly lines or wavy lines.

2. It is important to remember that the most special way God has helped us is by making it possible for us to become members of His family. When appropriate, talk with children about God's gift of salvation to us. **What did Jesus do so our wrong actions could be forgiven?** If a child indicates an interest in talking with you about becoming a Christian, arrange to talk with him or her after class. (See "Leading a Child to Christ," on page 107.)

3. The booklets may be sent home, given to the Preschool class, or donated to a Children's Home or hospital.



PRAYER

What does Psalm 106:1 tell us to do? (Give thanks to God.) Repeat Psalm 106:1 with the children. **Why does Psalm 106:1 tell us to thank God?** (Because He is good.) **What are some good things you know God has done?** Volunteers answer. **Let us thank God.** Lead children in a brief prayer time. Begin by saying, **Dear God, thank you for...** Invite volunteers to finish the prayer.

WORSHIP SONG

Sing a song of God's goodness, power and might.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Exodus 16:1-36; 17:1-7

Memory Verse

1 Peter 5:7

NIV: *Cast all your anxiety on him because he cares for you.*

TEV: *Leave all your worries with him, because he cares for you.*

Lesson Focus

Moses asked God for help and God provided food and water.

Lesson Goals

- 1 Contrast the attitude of Moses with the attitude of the people when they had big problems;
- 2 Identify problems children his or her age might have;
- 3 Repeat a Bible verse telling that God cares about our problems.

Life Focus



Age Level Tip

Children are concerned with pleasing their teachers. Each child is struggling to become socially acceptable to the peer group. Being first and winning are very important. Taking turns is hard. This skill improves by the end of Grade 2. A child's social progress moves gradually from *I to you to we*.

God Cares For His People



MATERIALS

Bible, paper, pencils or crayons.

PROCEDURE

Ask, **What are things children your age might complain about?** Let each child draw a picture of someone who is complaining or something children complain about. (Option for older children: Invite the children to form pairs. Each pair has a turn to act out a situation where children complain. Encourage participation by suggesting that a shy child take a part with little or no speaking. But do not force a child to act.)
Today we'll discover what God wants us to do instead of complaining.



God Cares For His People

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, a bowl of sand.

BIBLE SKILLS

What do you remember about the book of Exodus? (Second book of the Bible. "Exodus" means to leave. Tells the story of God's people, the Israelites, and how they escaped from Egypt.) Assist children in finding Exodus 16:13. **We will read this verse later during the story.**

INTRODUCTION

What is a desert like? (Sandy, dry, hot during the day and cold at night.) **If you took a long trip through the desert, what would you need to take with you?** As volunteers answer, children pass bowl of sand, taking a handful of sand and letting it sift through their fingers back into the bowl. **In our story today, we will find out about a time God's people took a trip through the desert and did NOT have some of the things the needed.**

STORY SUMMARY

Tell the following story in your own words.

COMPLAINING

(Briefly review the previous three stories of this unit. As you do, invite a volunteer to tell ways God had helped His people, the Israelites.) You would think that after all the ways God had helped the Israelites, they would have been happy. But they were not.

One day, the Israelites gathered around Moses and Aaron. But this wasn't a friendly meeting; no, these people were angry! **What do you think they could have been angry about?**

The people complained, "Moses, we're stuck out here in the desert, and our food is gone. Now we're all going to starve to death. And it's all your fault!"

"Yes, Moses," others whined. "We wish we were back in Egypt. At least there was plenty of food there!"

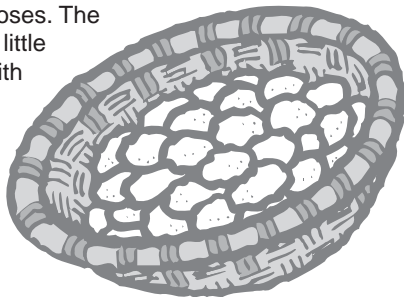
Moses was tired of all this complaining! **If you were Moses, what would you have done?** Moses knew what to do. He would talk to God.

Of course, God had heard all of the complaining. He said, "Moses, I have heard the people and I will take care of this problem. I will give you all the food you need."

GOD'S PROVISION

Just as God said, that night there was enough food for all the people. They looked up and saw hundreds of birds. The birds were flying so low that people could just reach out and grab them. **Read Exodus 16:13 to find out what kind of birds God sent.**

That night the Israelites ate until they were full. And in the morning God sent more good. Thin white flakes covered the ground. "This is bread God has given you to eat," said Moses. The bread was like little cakes made with honey. The Israelites named it "manna." Now everyone had enough food. God had met their needs.



MORE COMPLAINTS

You would think the people would be happy now, but they weren't. Sure, God had given them delicious food, but what about water?

"Hey Moses! Give us water! We're dying of thirst here!" someone cried. **What do you think Moses did?**

Moses knew that God loved them and would take care of them. Moses prayed, "God what am I going to DO with these people?" God had planned a way to help the people get the water they needed. Moses listened as God told him what to do.

GOD'S POWER SHOWN

As soon as he got back to camp, Moses called the leaders from each family. Moses and the leaders walked and walked until they came to a big rock.

"Why are we stopping here?" one of the leaders may have asked. "Moses, there's no water here. Are you sure you know what you're doing?"

But then, before anyone else could even think about complaining, Moses did what God had told him. Moses lifted his walking stick high over his head and swung it toward the rock.

CRACK!!!

As soon as that stick hit the rock something AMAZING happened! WATER came out of the rock! And those Israelites stopped complaining! God is GREAT! He can do ANYTHING!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 25.

MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 25.

PROCEDURE

Say true or false sentences describing events in the Bible story. Children stand if the sentence is true and sit down if the sentence is false. When a sentence is identified as false, invite a volunteer to correct it. Use the following sentences:

- » **The Israelites walked through a hot jungle.** (False.)
- » **The people complained because they didn't have any Coca Cola to drink.** (False.)
- » **Moses and the Israelites had no more food.**
- » **When Moses prayed, God told him He would send food.**
- » **Hundreds of fish swam near the Israelites' camp.** (False.)
- » **God sent eagles.** (False.)
- » **God sent a bread called manna.**
- » **When the Israelites didn't have water they remembered to pray to God.** (False.)
- » **Moses hit a rock with his stick and water came pouring out.**

Then ask, **How do you think Moses felt when the people complained? Did Moses complain about not having any food? Why not?** (He remembered God's love and care. He knew God would help him know what to do.) Have the children repeat 1 Peter 5:7 together.

- » **What are some problems children your age might have?** (Getting along with teachers, friends or family members, someone who lies about him or her, learning something new, financial problems at home.)
- » **Why should we talk to God when we have problems?**
- » **How do you think God might help you when you have a problem?** (Help us know what to do. Remind us of His love and protection.)

Repeat 1 Peter 5:7 several times, both correctly and incorrectly. Children stand if the verse is correct and sit down if it is incorrect.

The first child is choosing to be glad and the second child is choosing to complain in the 'Making Choices' activity on Page 1 of the *iNdlela Student Pages*. Talk about situations in the children's lives where they can choose to remember that God cares for them.

Close the time with a brief prayer thanking God that we can bring our problems 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.

Drama Option Peg Puppets

MATERIALS

Bibles, one or two wooden clothes pegs for each child, circles of paper, scissors, craft glue.

PREPARATION

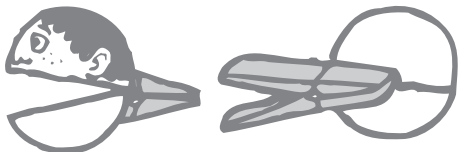
Make two peg puppets following the directions below.

PROCEDURE

1. Use one of your peg puppets to ask the following questions, each time letting a different volunteer use your other puppet to answer. **What did the Israelites complain about in the Bible story today? What did the Israelites say? What did Moses pray about in the Bible story today?** (Moses asked God what to do.) **Why do you think the Israelites complained and were angry? Why did Moses talk to God about his problem? What do you think Moses remembered God had done for the Israelites? What promise do we read in 1 Peter 5:7?** Ask all children to read verse together.

2. Distribute the circles of paper. **We're going to make puppets to act out what we can do when we have problems.** Children cut their circles in half to form a mouth. Use a small amount of glue to attach puppet to peg. (See sketch.)

3. While waiting for the glue to dry, help children think of problem situations to act out with their puppets by asking **What is a problem someone your age might have? What might someone worry about at school? at home?** Remind children of the situations they raised during the Discover activity. After children suggest situations, choose one of the situations mentioned. **Which of our puppet people should we use? What can the puppet people say or do to show they remember God's care?** Children tell ideas. Volunteers use puppets to act out the situation. Continue acting out different situations.



TEACHING TIPS

Be alert for opportunities to relate 1 Peter 5:7 to the problem situations children tell about. For example, a child might say, "My teacher doesn't like me." Acknowledge the child's feelings. **Sometimes you may feel as though your teacher doesn't like you. What do you think God might want you to do or say when you felt that way?**

Art Option Your Own Big Book

MATERIALS

Bibles, sheets of paper, khokis or crayons, stapler.

PROCEDURE

1. **We've learned so much about Moses, and how God cared for him and the Israelites. Let's make a big book telling the story of Moses' life.**

2. Ask children for ideas of what events to include. Decide on the number of pages, and what is to be drawn on each page. To help children recall Bible story facts, ask questions such as:

- » **Where did Moses' mother put him when he was a baby? Why did she have to hide him? Who watched the basket?**
- » **Who found the basket? What did Miriam ask the princess? What did Miriam do?**
- » **Why did the Israelites need help?**
- » **What did God tell Moses to do? What was Moses' answer? How did God say He would help Moses?**
- » **What did Pharaoh say to Moses? What happened when Pharaoh said, "No!"? Why were there frogs, bugs and darkness in Egypt?**
- » **What sea did God's people come to? Who was coming after them? What did God do? What did the people do when they were all safely across the sea? What happened to Pharaoh's army?**
- » **What problems did the Israelites have in the desert? What did Moses do about it? What did God do about the problem when Moses prayed? What food did God give them? What else did the people complain to Moses about? How did God help them?**

3. Appoint a child or group of children to complete each picture you decide on. After children have finished drawing pictures, staple the pages together to form a book. Write a brief paragraph on the facing page opposite each picture. Ask volunteers to read the book aloud to the class.



PRAYER

God wants us to talk to Him about our problems.

Allow time for volunteers to tell prayer requests. Lead children in prayer.

WORSHIP SONG

Sing a song that highlights God's love and care, and His power and might, such as "What a mighty God we serve."

Distribute *iNdlela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Joshua 2

Memory Verse

Jeremiah 10:10

NIV: *The Lord is the true God; he is the living God.*

TEV: *But you, Lord, are the true God, you are the living God.*

Lesson Focus

God used Rahab to help Joshua's spies as a way to show she believed in God.

Lesson Goals

- 1 Tell how Rahab showed she believed God is the one true God;
- 2 Identify behaviours that show he or she believes that God is the one true God;
- 3 Become a member of God's family as the Holy Spirit leads.

Life Focus

Believing in God.



Age Level Tip

Provide opportunities for children to practise taking turns. Help each child accept the opinions and wishes of others and consider the welfare of the group as well as his or her own. Call attention to times when the group co-operated successfully.

Rahab Believes in God

.....



MATERIALS

Bible, blindfold.

PROCEDURE

Read Jeremiah 10:10 to the class. **God is real. He is alive and what He does and says is true. Today we'll hear about a woman who believed this. She helped two people through the maze of city streets to safety.** Blindfold one child. Have the other children stand between the blindfolded child and a finish line, forming a 'maze'. Instruct the blindfolded child, **When I say "The Lord" you must walk straight. When I say "is the true God" you turn right. When I say "He is the living God" you turn left. When I say "Jeremiah 10:10" stop.** Direct the child through the maze using the "verse" directions. Once the child reaches "safety" another child has a turn. The children in the 'maze' can change places to make a different maze. Repeat as time permits.



Rahab Believes in God

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from the book of Joshua. Joshua is the sixth book in the Bible. Joshua was a leader of God's people, the Israelites. Assist children in finding Joshua 2. **Look for Joshua's name in the first verse of Joshua 2.**

INTRODUCTION

What was the best place you ever hid when you played Hide and Seek? Volunteers answer. **In our Bible story today we will find out what happened when a brave woman helped some men find a good place to hide.**

STORY SUMMARY

Tell the following story in your own words.

SPIES!

It was time for the Israelites to move into the land God had promised to them. Moses had died, and there was a new leader, Joshua. But there were people who did not obey God who were living in the land already. The first city the Israelites would come to was Jericho. Joshua needed to find out as much as he could about Jericho. **What do you think Joshua wanted to**

find out? (If Jericho has a strong army. The best way to capture the city.)

Joshua chose two men he trusted to be spies. He told them, "Go secretly and find out all you can about Jericho and the land around it." The two spies packed what they needed and set off, doing their best not to be seen by ANYONE.

The spies quietly came to Jericho, probably hiding in the shadows of trees and behind rocks so no one would see them. They went into the city and tried to look around without being noticed. But a woman named Rahab DID notice them. She could tell that the men were Israelites. She had heard about the Israelites and the amazing ways that God was helping them.

Rahab knew that if the people in her city tried to hurt the Israelites, TERRIBLE things would happen to them, too! She believed that God is the one true God. And she wanted to help these Israelites any way she could. So she took the spies into her house and showed them where to hide. **If you hid someone at your house, where would you hide them?**

Rahab's house was built on the wide, tall wall of the city. (In Bible times strong walls were built around cities for protection. The walls were so big that houses were often built on them.) On the large, flat roof of her house were piles and piles of plants, called flax. She helped the men hide under the flax.

It was not long before there was a loud knock on Rahab's door. A messenger said to Rahab, "Those men who came into your house are SPIES! The king demands that you turn them over to these soldiers!"

SUCCESS!

But Rahab was determined to protect the spies! She told the soldiers that the men had already gone.

"They haven't been gone long," she said. "They left right before it got dark." The soldiers believed her and hurried away!

ESCAPE!

Rahab shut the door and ran up to the roof. She told the men what had happened. "I know that your God is the true God," Rahab said. "And everyone has heard how He has helped your people. I have saved your lives because I believe this. Now I have one thing to ask." **What do you think Rahab wanted?**

Rahab asked, "When your army comes to take over the city, will you promise to protect my family?"

"Yes!" the spies answered. "If you'll help us get out of the city, we promise."

Rahab's house on the city wall had a window that opened to the outside of the wall. Rahab brought a red rope to the window and let it down to the outside.

The men said, "Keep this red rope hanging from your window. When we come with our army, we will leave your house alone."



Rahab smiled. "I'll do it. Now go and hide in the hills for a few days. The soldiers will soon stop searching for you."

The men said goodbye and climbed out the window. They held on to the rope to go down the wall and hid in the hills as Rahab had said to do. The soldiers gave up the search in three days. Finally, the spies were safe! They hurried back to tell Joshua everything that had happened.

Joshua was glad that God had led his men to Rahab. She had shown she believed in God by helping them. God was taking care of the Israelites. And they would keep their promise to Rahab, who had saved the lives of the spies.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdlela Student Activity Pages for Lesson 26.

MATERIALS

Bibles, copies of *iNdlela Student Activity Pages* for Lesson 26.

PROCEDURE

Designate a chair or area in your classroom as the "hot spot." Say, **Pretend you are Rahab, Joshua, a spy, the king or a soldier. When you are in the hot spot, we'll ask you questions about what happened in the story.** Volunteer chooses to be one of the Bible story characters and answers one or more questions from the group such as "Rahab, how did you feel when the spies came to your house?" "Spy, when were you the most afraid?" "King, why did you want to find the spies?" "Soldier, where did you look for the spies?" Questions may ask for story facts or for opinions.

After several children have had a turn, say, **How did Rahab show that she believed in God?** (She helped the spies.) **Rahab believed the words of Jeremiah 10:10.** Read the verse from the Bible. One or two children at a time may sit or stand in the hot spot and repeat Jeremiah 10:10.

Believing in God helped Rahab know what to do when the spies came. What can we do to show we believe in God? (Talk to God. Read the Bible to learn more about God. Obey Him. Say good things about God, instead of swearing.) **If we believe that God is the true and living God, one of the most important things we can do is become a Christian.** (See "Leading a Child to Christ" on page 109.)

Assist children in completing the 'I Believe' activity on Page 1 of the *iNdlela Student Pages*.

The answers are: Pray to God - picture 2; Read the Bible - picture 4; Obey God - picture 3; Say good things about God - picture 1. (The word 'believe' appears 16 times.) Close in prayer.



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.

Discussion Option Story on a Rope

MATERIALS

Bibles, rope or washing line, optional: children's worship music, CD or cassette player.

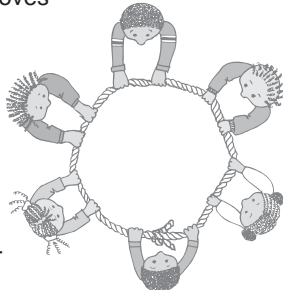
PREPARATION

Tie ends of rope together in a secure knot.

PROCEDURE

1. Show rope. **What part of today's Bible story does this rope remind you of?** (When the spies climbed down the rope to safety.) **Who helped the spies escape? Why? What might have happened if Rahab had not believed in God?** Volunteers answer.

2. **Let's tell a story about Rahab.** Ask children to stand in a circle, all holding the rope. (See sketch.) Sing or clap (or play music on CD player). As you clap children work together to slide the rope through their hands so the knot moves around the circle. When you stop clapping, child who is holding the knot (or who is nearest the knot) tells a sentence describing something that happened at the beginning of today's Bible story. For example, child may say, "Joshua chose two men to be spies." Continue process with each child who ends up with the knot adding a sentence until the story has been reviewed.



3. Then say, **Rahab's actions showed that she believed in God. Jeremiah 10:10 tells us two things about God. What does this verse say?** Read Jeremiah 10:10 with the children. Then clap as the children slide the knot around the circle. When you stop clapping, child who is holding the knot (or who is nearest the knot) says Jeremiah 10:10. Repeat game.

4. Then say, **Rahab showed her belief in God by the way she acted in her house. Where are some other places we go during the week besides our houses? Volunteers answer. Let's tell what we can do to show our belief in God when we're at those places.** Clap as children slide the rope around the circle. When you stop clapping, child who is holding the knot (or who is nearest the knot) tells a way to show belief in God. To help children think of ways ask, **What can you do to show your love for God? What can you do to obey God? What can you do to learn more about God?**

Art Option Ceiling Art

MATERIALS

Bibles, brown paper, scissors, ruler, khokis, crayons, masking tape or Prestik.

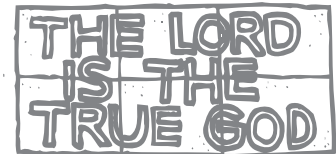
PREPARATION

Cut brown paper to fit the underside of a large table. Then write the first half of Jeremiah 10:10 in large block letters on the paper. Draw lines to divide the paper into sections, one section for each child. (See sketch a.) Tape or Prestik paper to the underside of table. Prepare one paper for every six children.

PROCEDURE

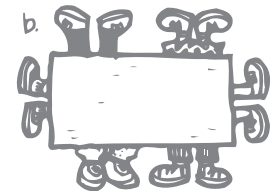
1. **A long time ago, some people painted pictures about the stories in the Bible on the ceilings of churches! How do you think they did that?** Volunteers share ideas.

2. **Today we're going to draw a mural to help us remember the words of Jeremiah 10:10.** Invite children to repeat Jeremiah 10:10 with you. **Rahab showed she believed God is the true God.**



What did she do? (Helped the spies. Said she believed in God.) **Rahab said she believed God is the only true God. What do you believe about God?** (He loves us. He is powerful. He helps us.) **How can you show your beliefs?** (Tell others about God. Obey Him. Pray to Him.)

3. Children lie on floor under table. (See sketch b.) Each child chooses a section of the mural to decorate. Children colour in the letters and add drawings or designs of their own choosing. **If you want to show that you believe that God is the true God, write "I believe" on your part of the mural. Sign your name, too.**



Attach the completed mural to the ceiling or wall.



PRAYER

What words does Jeremiah 10:10 use to describe God? (True, living.) Repeat verse with children. **What other words would you use to describe God?**

Allow children to respond, then lead children in prayer thanking God for His characteristics children mentioned.

WORSHIP SONG

Sing a song of God's character.

Scripture

Joshua 3:1 - 4:24

Memory Verse

Matthew 19:26

NIV: *With man this is impossible, but with God all things are possible.*

TEV: *This is impossible for man, but for God everything is possible.*

Lesson Focus

God showed His power when He stopped the Jordan River.

Lesson Goals

- 1 Tell how God showed His power to the Israelites;
- 2 List ways he or she can see God's power;
- 3 Thank God for His power.

Life Focus



Age Level Tip

There is an intense eagerness to learn and children of this age ask lots of questions. They like to repeat stories and activities. Thinking is here and now rather than past or future. Listening and speaking skills are developing rapidly: girls are ahead of boys. Children think very literally.

God Stops a River



MATERIALS

Bible, rope. Optional: masking tape.

PREPARATION

Draw a line on the ground in an open area outside. Alternatively, place a 1m length of masking tape on the floor in an open area of your classroom or hall. Tie several knots at equal distances on the rope.

PROCEDURE

One or more children line up and sit on opposite sides of the masking tape line. Children pull back on the rope, trying to pull the others across the line. After several minutes, rearrange children in different groups to repeat the rope tug. **God doesn't have a body like we do, so He would not pull on a rope like this. But listen to what Matthew 19:26 tells us about how strong God is.** Read verse with children. **What does this verse tell us about God? Today we are going to learn about a time God showed His strength.**



God Stops a River

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from the book of Joshua. Who was Joshua? (The leader of the Israelites after Moses died.) **The book of Joshua is the sixth book in the Bible. Joshua tells about the time God's people, the Israelites, moved into the land God had promised them.** Assist children in finding Joshua 4:8. **We will read this verse during the Bible story.**

INTRODUCTION

How would you cross a big river? Volunteers answer. **That's the problem God's people faced in our Bible story today. Let's listen to find out what happened.**

STORY SUMMARY

Tell the following story in your own words.

A FLOODED RIVER

God's people were excited! God had helped them escape from Egypt and had promised them a land of their own. And now, after many years, they were getting close to their new land!

Their leader, Joshua, told the people to set up camp by a river called the Jordan River. On the other side of the river was the land God had promised.

The Israelites walked to the river. The river was flooded at this time of the year. The water was almost spilling over the banks. The water was moving very quickly. Any animal or person who fell into the river would certainly drown!

The people didn't have any boats to help them cross the river. There weren't any bridges. It would take too long for them to go around it. And NO ONE could swim across that fast, flooded river. The current was too strong!

For three days the people waited to see what God would tell Joshua to do. On the third day Joshua sent some of his helpers around to tell all the families, "Get ready to leave. Tomorrow is the day you will see God do some amazing things!" **What do you think was going to happen?**

The people hurried to do as the helpers told them. As they rolled up their tents and packed their things, they must have wondered, *How will God help us get across the river? Will THAT be the amazing thing God does?* The last time God had made a path through the water was when the Israelites were escaping from their enemies.

A WALL OF WATER

Now God had told Joshua exactly what to do. So Joshua told the people, "Follow the Ark of the Lord!" (The Ark of the Lord was a beautiful box covered with gold. It had God's laws inside it.)

The priests carried the Ark to the edge of the river. If one of the priests slipped, the Ark might fall and be swept away by the strong river! **How do you think the priests felt as they walked to the edge of the river?**

But God had everything under control. As soon as the priests' feet touched the river, something AMAZING happened!

"Mom, look! The water stopped!" a child may have shouted.

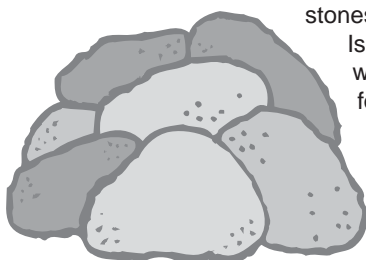
"The water is gone!" someone else said.

"It's God. God did this!" people shouted to one another. The only things left in the riverbed are those large stones. We can walk across! Thank you, God!"

ACROSS THE RIVER

The priests carried the Ark to the middle of the riverbed. They stood there while all the Israelites walked across to the other side. Grandmothers and grandfathers, moms and dads, girls and boys all walked across the dry riverbed. Their feet didn't even get muddy!

Read Joshua 4:8 to find out what the Israelites picked up from the riverbed. (Lead children to read verse.) The leaders of each family picked up big, smooth stones from the centre of the riverbed. Those



stones would help the Israelites remember what God had done for them.

Finally, everyone except the priests were safely across the river.

The priests still stood out in the middle of the Jordan. God told Joshua, "Tell the priests carrying the Ark to come up out of the Jordan."

The very second the priests stepped out of the Jordan, CRASH! The water came rushing back to fill up the riverbed. By looking at the rushing, mighty river, no one would ever have guessed that just a second ago it had been dry! But God's people knew! They even had stones from the riverbed to prove it! They took the stones and stacked them up. Every time the Israelites saw the pile of stones, they remembered God's power. **How did the Israelites feel about what God had done? What do you think the Israelites said to God for His help?**



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 27.

MATERIALS

Bibles, fist-sized smooth rock, rhythm instrument, *iNdelela Student Activity Pages* for Lesson 27.

PROCEDURE

Children sit in circle and pass the rock around the circle while you play the rhythm instrument (or clap your hands). When you stop playing the instrument, child holding the rock names a person or place in today's Bible story. Ask,

» **Who was travelling?**

» **Where did they travel?**

» **Who gave instructions?**

» **Where did they find the stones?**

Repeat activity several times to review the Bible story. Names of people and places may be used in more than one sentence.

How did God show His power to the Israelites?

Volunteer answers. **Let's repeat a sentence that tells what they learned about God.** Read Matthew 19:26 together.

We can see God's power in our lives too. Pass the stone around again. Child holding the stone when the music stops completes the sentence, "I see God's power when..." Ask,

» **What has God made that shows His power?**

» **What are some things that only God can do?**

(Hear and answer our prayers. Forgive the wrong things we do.)

» **How does God help you?**

The answers to the 'Power Riddles' on Page 1 of the *iNdelela Student Pages* are:

waterfall; sun; rhinoceros; God

Lead children in a brief prayer, thanking God for His 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.

Art Option Prayers in Stone

MATERIALS

Bibles, a fist-sized, smooth stone for yourself and each child, khokis.

PREPARATION

Draw a river on a stone. (See sketch a.)

PROCEDURE

1. What picture would remind you of today's Bible story? Volunteers tell ideas.

Show the stone you prepared. **I drew a river to remind me of God's power in today's story. What does Matthew 19:26 say about God's power? Read verse with children. Think of a way you see God's power and tell what you could draw to remind you of it.** Children tell answers. Ask, **What is something God made that show His power? What might you see at the beach? in the sky? in a forest? How does God help us? What is something only God can do?**

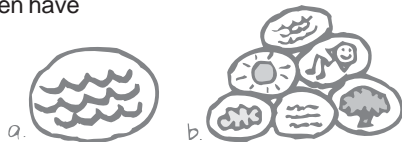
2. Give each child a stone. Child draws picture or writes words on his or her stone. Some children may wish to add additional decorations or designs on their stones. Be sure each child writes their name on the stone.

3. After children have completed drawings ask, **What did the Israelites do after they crossed the river?** (They piled up the stones they had collected from the river.) **Why did the Israelites pile up the stones?** (To help them remember God's power and how He had helped them.)

4. Invite children to pile up their stones. (See sketch b.) As each child adds his or her stone to the pile, he or she describes the picture on the stone. After all stones are piled together, lead children in a brief prayer. Thank God for His power.

TEACHING TIPS

1. If you are unable to find stones, provide gray or brown cardboard or paper. Children cut stone shapes from paper. Children pile up the paper stones by attaching them to wall with Prestik or tape.
2. Cover bulletin board with white paper. On separate pieces of paper children draw pictures of things God made that show His power. Attach pictures to bulletin board with the title, "We see God's power."



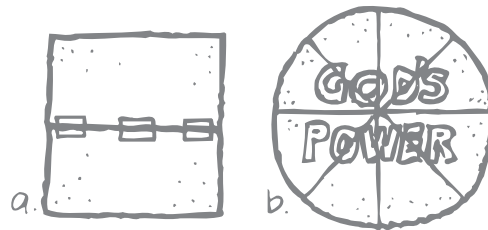
Game Option Megapuzzle

MATERIALS

Bibles, brown paper, masking tape, scissors, khokis or crayons, ruler.

PREPARATION

Use masking tape to attach two lengths of brown paper to each other. (See sketch a.) Turn taped paper over and draw the largest circle possible. Cut out the circle. Write "God's Power" in the centre of the circle in large block letters. Then, draw lightly across the circle to make large wedge shapes, one for each child. (See sketch b.) (If you have more than 8-10 children, you may need to make more than one circle.) Cut wedges apart.



PROCEDURE

1. Distribute one wedge to each child. Say, **In our Bible story today, we saw one way God showed His power. What are some ways we see God's power today?** (Ocean, storms, sunlight, etc.) Volunteers answer. Children draw on their papers things that make them think of God's power. Encourage children to think of as many ways to illustrate God's power as they can. Children may also colour in the letters on their papers and decorate them. **When you're finished, we'll put all the pieces together to find what the words say.**

2. As children work say, **Tell me some ways the people in our Bible story saw God's power. Who was leading the people? Why didn't the people make boats? Was the river full and fast or slow and low?**

3. When children have finished, arrange wedges in a circle so that the words "God's Power" may be read. Children take turns mixing up puzzle pieces and choosing someone to put puzzle together again.



PRAYER

Invite children to say sentence prayers thanking God for His power.

WORSHIP SONG

Sing a song emphasising God's power.

Distribute *iNdele Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Joshua 6

Memory Verse

Deuteronomy 6:17

NIV: *Be sure to keep the commands of the Lord your God.*

TEV: *Be sure that you obey all the laws that [God] has given you.*

Lesson Focus

God gave instructions for the Israelites to follow so they could defeat Jericho.

Lesson Goals

- 1 Tell how the Israelites followed God's instructions;
- 2 Discover four wise instructions from God;
- 3 Choose one instruction he or she can follow this week.

Life Focus

God knows what's best.



Age Level Tip

Consider the skill and ability levels of the children in planning activities. For example, some can handle reading and writing activities and others may do better with music or art. That's why it's important to vary the Apply activities you choose each week.

A Wall Falls Down

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MATERIALS

Bible, paper or card, khaki, wooden blocks, tape.

PREPARATION

Write the words of Deuteronomy 6:17 on paper or card squares, one word on each card. Tape each card onto a wooden block. Then hide blocks in your classroom or area outside.

PROCEDURE

Children search for blocks and build a wall with them, putting the words in order. Read the verse aloud. Volunteers hide cards again for newcomers to find. **What does this verse tell us to do?** (Keep the commands of the Lord our God.) **What is a command?** (An instruction or direction to follow.) **What are some directions God gives us?** (Obey parents, love each other, read God's Word, etc.)



A Wall Falls Down

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our Bible story today is from the book of Joshua. Who was Joshua?

Where do you find the book of Joshua? The book of Joshua tells about the time the Israelites went to the land God promised them.

Look at Joshua 6:1 to find the name of the first city the Israelites came to. Assist children in finding Joshua 6:1.

INTRODUCTION

Let a child lead the group in a brief game of "Simon Says." **Today we will find out about the time the Israelites had to listen and obey some very IMPORTANT instructions.**

STORY SUMMARY

Tell the following story in your own words.

HOME, BUT NOT AT HOME

God's people were now in their new land. But this land was not empty. There were many people living in the Promised Land. These people had known that God's people were coming for a long time. And they had strong armies ready to fight to keep God's people OUT.

But there was good news! God told Joshua that His people would take over the city of Jericho. And with the good news, God gave Joshua instructions.

God told Joshua, "March around Jericho with your army one time every day for six days. Have priests carry trumpets made from sheep's horns. Tell them to blow the horns every day as you march.

"On the seventh day, march around the city SEVEN times. On that day, have the priests blow the horns and make one long, loud blast of noise. When everyone hears that, tell them to SHOUT! The walls of the city will FALL DOWN and they can walk straight in!"

Now, around Jericho was a huge wall of rock. That wall was so big and strong, people had built houses on it. When the city gates were closed, no one could get in or out. **How do you think the Israelites felt when they saw the big, strong wall?**

Joshua told the people all about God's plan. And the Israelites listened to Joshua and got ready to do EXACTLY what God had told them to do.

SIX DAYS OF MARCHING

The Israelites all came together. Some of the army marched first. Then came the priests, carrying the box that held God's law. The priests blew their horns. More of the army got in step behind them. And the Israelites marched all the way around the city of Jericho. But the only sound was the sound of the horns and the STOMP, STOMP, STOMP of marching feet! After they had marched around Jericho one time, the Israelites went back to their camp.

The people marched like this for six days, just as God had told them to do. Every day, the Israelite horns and marching feet were the only sounds as the people marched one time around Jericho.

THE WALL CRUMBLES

But on the seventh day, the Israelites marched up to that huge, high wall around the city and went around the first time. Nothing happened - yet! Then the people marched around a SECOND time, then they marched

a THIRD time -

a FOURTH time -

a FIFTH time -

a SIXTH time -

and the SEVENTH time, the priests blew the longest, loudest blasts they could make on their horns. Joshua called out, "SHOUT! THE LORD HAS GIVEN YOU THE CITY!"

And the Israelites SHOUTED! And as they shouted, they heard a low rumble. Then the ground began to shake with the noise. The huge, strong wall around the city of Jericho began to CRACK! THEN the wall came CRASHING down. The army of Israelites marched straight in, just as God had promised!

VICTORY

The city of Jericho was destroyed, EXCEPT for one family. **Who did the Israelites protect? Why?** The Israelites protected Rahab and her family because Rahab had shown her belief in God by helping two Israelite spies. Rahab had tied a red rope outside her window as a signal to the Israelite soldiers. Rahab and her family left Jericho and went to live with the Israelites.

The Israelites had listened to God. They had done just what He had told them to do, and now the city of Jericho belonged to them!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdelela Student Activity Pages for Lesson 28.

MATERIALS

Bibles, nine paper plates, khoki, copies of *iNdelela Student Activity Pages* for Lesson 28.

PREPARATION

Draw and write on the paper plates as shown in sketch. (Note: Some of these plates will be reused in Lesson 30.)



PROCEDURE

Place five paper plates showing facial expressions facedown. Volunteer picks up a plate and turns it over. Ask, **Who might have felt this way in today's story? Why?** Volunteer tells. Place plate facedown again. Repeat procedure with other volunteers to help children review the Bible story. Occasionally mix up the paper plates. (Each plate may be used more than once.) **How did the Israelites follow God's instructions?** Children tell opinions. Collect plates.

God also wants us to follow the instructions He has given in the Bible. Help children find Deuteronomy 6:17 in their Bibles. **Why is it so important to follow God's instructions?** (God is wise and loving. He knows what is best for us. Obeying God's instructions help us. Following God's instructions is a way to show love for God.) Play Paper Plate Pick Up again. Child who picks up the happy face repeats Deuteronomy 6:17.

We can find God's instructions for us in the Bible. Place all nine plates facedown. Children take turns picking up plates; those who pick up a Bible verse plate repeat the verse aloud. Ask, **When might you follow this instruction?** Children tell answers.

The answers to the 'Playground Path' activity on Page 1 of the *iNdelela Student Pages* are:
Top left : Proverbs 17:17; Top right: Zechariah 8:16;
Bottom left: Galatians 6:10; Bottom right: Ephesians 4:32.

Close in prayer. Thank God for the Bible which gives His instructions for us.



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.

Game Option Spot Check

MATERIALS

Bibles, squares of paper, masking tape, pen, blindfold.

PREPARATION

Clear a wall area and floor space if necessary.

PROCEDURE

1. **What instructions did God give Joshua in our Bible story today?** Volunteers name instructions. **Where do we learn God's instructions for us?** (The Bible, parents, teachers.) **What does the Bible tell us about God's instructions?** Read Deuteronomy 6:17 with children. **Why is it so important to obey God's instructions?** (God is wise and knows what is best for us. Following God's instructions helps us.)

2. Say, **To play a game we need to list some of God's wise instructions. What are instructions God gives us?** As children tell God's instructions, write each instruction on a separate square of paper. (Alternatively, use Post-It notes.) To help children think of instructions ask, **How does God want us to act? What are some ways God wants us to help others?** List at least eight instructions.

3. Children then tape paper randomly onto available wall space. Each child takes a turn to be blindfolded. Turn the child around several times. Child holds out his or her hand and walks to the wall, placing a hand on one of the papers. (If child's hand does not touch a paper, use the paper nearest to where child's hand touched.) Child removes blindfold and tells a way he or she could obey the instruction written on the card. (You may need to read the instruction aloud to the child.)

4. After everyone has had one turn, invite children to mix up the order of papers on the wall and play again.

TEACHING TIPS

If children need help telling God's instructions, use these:

Give thanks to the Lord (Psalm 107:1); *A gentle answer turns away wrath* (Proverbs 15:1); *A friend loves at all times* (Proverbs 17:17); *Speak the truth to each other* (Zechariah 8:16); *Love is patient, love is kind* (1 Corinthians 13:4); *Do good to all people* (Galatians 6:10); *Be kind and compassionate to one another* (Ephesians 4:32); *Be generous and willing to share* (1 Timothy 6:18).



Art Option Rebus Story

MATERIALS

Bibles, brown paper or chalkboard, khokis or crayons, tape, scissors, pencil, white paper.

PROCEDURE

1. **If you were going to tell someone how to capture a city surrounded by a big wall, what would you say?** Children tell opinions. **What did God tell the Israelites to do?** Volunteers answer. **What does Deuteronomy 6:17 say about following God's instructions?** Read verse with children. **It's good for us to follow God's instructions because we know He knows what's best for us.**

2. **To help us remember the ways Joshua obeyed God's instructions, we're going to make a rebus story. A rebus is a story with pictures for some of the words.**

3. Invite children to name a person, place or object from today's Bible story. (Joshua, Israelites, priests, Jericho, trumpets, red rope, Rahab, walls, etc.) List the words on a piece of paper. **These are the words we'll draw pictures for in our rebus story.**

4. Then ask children to help you briefly write today's Bible story using the words from the list. As children tell story sentences, write them on brown paper or chalkboard. Leave ample space for each word which will be pictured. Lightly write the word in pencil and assign a child to draw the picture. (See sketch.)



5. Distribute white paper and khokis or crayons. Children draw their assigned pictures, cut them out and tape them to the appropriate places on the brown paper. Display completed rebus story in your classroom.

6. Close the activity by leading children in a brief prayer, asking God's help in following His instructions.



PRAYER

Why do you think Joshua decided to follow God's instructions? (He knew God is wise and knows what's best.) **What does Deuteronomy 6:17 tell us about God's commands?** (We must be sure to keep them.) Children repeat verse. **What wise instruction from God do you want to follow this week?** Volunteers answer. Lead children in prayer asking God's help in following His instructions.

WORSHIP SONG

Sing "Trust and Obey" or "The B-I-B-L-E."

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Joshua 9

Memory Verse

Psalm 86:11

NIV: *Teach me your way, O Lord.*

TEV: *Teach me, Lord, what you want me to do.*

Lesson Focus

Joshua was tricked because he did not ask God for instructions.

Lesson Goals

- 1 Tell that Joshua was tricked because he did not ask God for instructions
- 2 Identify times children his or her age make choices;
- 3 Ask for God's help in making right choices.

Life Focus



Age Level Tip

Children can sense the greatness, wonder and love of God when helped with visual and specific examples. Children can think of Jesus as a Friend, but need specific examples of how Jesus expresses love and care.

Joshua is Tricked



MATERIALS

Bible, Sign Language chart on Page 93 of the *Teacher Guide*.

PREPARATION

Practise signs from the chart as you repeat Psalm 86:11.

PROCEDURE

Repeat verse several times with children, encouraging them to sign the verse with you. **What do you think this verse means by “your way”?** (The rules God wants us to obey, things God wants us to do, attitudes God wants us to have, etc.)

Today we will hear about a time when Joshua was tricked because he did not ask God about His way.



Joshua is Tricked

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child,

BIBLE SKILLS

Our Bible story today is from the book of Joshua. Where do you find the book of Joshua? (The sixth book of the Old Testament.) **What is the book of Joshua about?** (It tells about the time the Israelites moved into the land God promised them.) Assist children in finding Joshua 9. **This is the chapter where we can read today's Bible story.**

INTRODUCTION

Put on a mask or other disguise. **It is fun to dress up. Today we will hear about some people who wore some very clever disguises.**

STORY SUMMARY

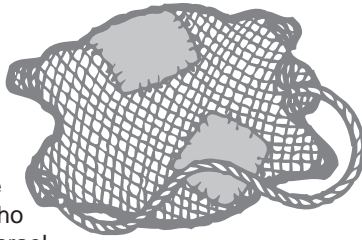
Tell the following story in your own words.

A TRICK

God had led His people to the Promised Land. When they arrived, other groups of people were already living there. These people hated God and His people. The kings who lived in the land called a meeting to decide what to do about the Israelites. They agreed to join together to fight the Israelites.

But there was one group of people who did not think joining with the others would work. These people lived in the towns around Gibeon. They knew that God was helping the Israelites. And they knew they would not win a fight. So the people of Gibeon thought and thought and came up with a plan. **What do you think the people of Gibeon planned to do?**

"If we fight the Israelites, we'll LOSE," the Gibeonite leader said. "So we've got to trick Joshua into believing that we are not with the kings who are the enemies of Israel.



Let's pretend that we are from a far-off country. We'll tell them that we want to be their friends."

So a few of the Gibeonite men dressed up in clothes that were worn out, dirty and dusty. They put on old shoes with holes in the bottoms. They packed up some dried-out, mouldy bread and some old, cracked leather bags. Then they walked over to the Israelites' camp.

A PROMISE

"We have come from a faraway country to see you," the Gibeonites said. "We have heard about your great God. We want our countries to be friends." **What would you have said if you were one of the Israelites?**

Now God had warned the Israelites not to make friends with the people in the Promised Land who lived such wicked lives. So the Israelites asked important questions to find out if these people were telling the truth.

"How do we know you really live far away?" one of the Israelites asked.

"Well, look at our clothes and shoes," one of the Gibeonites answered. "They were new when we started our long trip. And look at this bread. We took it out of the oven right before we left."

Joshua and the Israelite leaders looked at the visitors' torn clothes and dusty shoes. It LOOKED like they had walked a long, long way.

Joshua and his helpers thought the Gibeonites were telling the truth. Promising to be their friends seemed like such a good decision that Joshua did not stop to ask God what to do. Joshua said, "OK. We promise that our countries will be friends. We will not attack you."

The Gibeonites' trick had worked! They tricked Joshua into promising to be their friend! The Gibeonites would be safe! **What do you think the Gibeonites said to each other on their way home?**

A LESSON

Three days later, Joshua found out that the Gibeonites REALLY lived NEARBY. He found out about their old shoes and mouldy bread - and he knew he had been tricked. The Gibeonites were some of the wicked people the Israelites were not supposed to make friends with!

Joshua and the Israelites were ANGRY. They marched over to the Gibeonites' land. "You Gibeonites tricked me into making a promise of friendship," Joshua said. "I can't go back on my promise. But I can't let you get away with your lies. So, for the rest of your lives, you must work for us.

From now on, you will chop wood and carry water for my people, the Israelites."

The Gibeonites agreed. After all, they HAD tricked Joshua. They would have to work for the Israelites, but at least they would be safe. The Israelites were going to keep their promise not to fight them.

The Israelites went back to their camp. They had learned an important lesson: Always ask God what to do before making a decision!



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 29.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdelela Student Activity Pages* for Lesson 29.

PREPARATION

Write each word of Psalm 86:11 on a separate piece of paper.

PROCEDURE

What's one thing that happened in the Bible story? Write each answer on an index card and give it to a child. Repeat process until each child has a card. Then ask children to stand in a line, putting the events in the correct order. One at a time, children read the sentences on their cards in order. Other children echo each sentence.

- » **What mistake did Joshua make when he promised to be friends with the Gibeonites?**
- » **What happened because Joshua did not ask God for instructions?** Children answer.

Why is it important to talk to God about our choices? (God will help us know wise things to do.) Read Psalm 86:11 with the children. Distribute cards with words of Psalm 86:11 in mixed-up order. Ask children to stand in a line, in verse order. Each child reads his or her word. Other children echo each word. Repeat several process several times, redistributing the cards each time.

When are some times children your age might have a choice to do something wrong or right?

Children may mention situations such as when a parent asks child to do something he or she doesn't want to do, when playing a game, when a friend asks child to watch a video he or she isn't allowed to see.

Lead children in prayer, asking God's help in making right choices.

The following pencils do NOT match on Page 1 of the *iNdelela Student Pages*: Lie, Be angry, Complain. Children then choose one of the remaining pencils and write a prayer asking for God's help to do right.



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.

Game Option Bag of Tricks

MATERIALS

Bibles, paper squares, pen, a large bag or packet, a prop for each child (hats, sunglasses, scarves, jerseys, masks, ties, large shirts, etc).

PREPARATION

Write the words “true” and “false” on separate pieces of paper, at least one paper for each child, making an equal number of “true” and “false” cards. Place props into bag or packet.

PROCEDURE

1. Invite a volunteer to pretend he or she is a Gibeonite coming to trick Joshua. **What will you say?** Volunteer responds. **What choice did Joshua have to make? What did Joshua forget to do?** (Ask God for instructions.) **God helps us know how to make right choices.** Read Psalm 86:11 together with children. **What are some ways God teaches us?** (When we read the Bible. When our parents and teachers help us learn good things to do.) Pray, asking for God’s help in making right choices.

2. Show items in the bag. **We’re going to play a game with these disguises. To play the game we need to think of some true-or-false sentences about the Bible story.** Ask children to think of one or two true-or-false sentences about the story.

3. Children line up across the room from the bag. Place true and false cards facedown in a pile in front of the bag. First player runs to the bag. Player chooses one item from the bag and a card from the pile in front of the bag. Player puts on the disguise and if the card says “true,” tells something that happened in the Bible story. If the card says “false,” player tells something that did not happen in the story. Group corrects the false sentence. Player brings the card and disguise to the group. Continue until each child has had a turn.

TEACHING TIPS

1. If you don’t have enough props for each child to choose a different one, each prop may be worn more than once.
2. If you have more than six or eight children in your group, form two groups, with a separate bag of props and cards for each group.
3. Be ready to assist each child as needed in thinking of a true-or-false statement.
4. Before class time, review the Lesson Goals found at the beginning of the lesson and read the conversation suggested for this game. Make a mental note of at least one Lesson Goal that can be achieved through your conversation with the children.

Music Option Musical Taps

MATERIALS

Bibles, three glass drinking glasses, jug of water, metal spoons.

PROCEDURE

1. Whom does

Psalm 86:11 say is our teacher? Read verse with children. **What kinds of things does**



God teach us about? (How to act, how to treat others, how to make wise choices, etc.) **How would knowing this verse have helped Joshua?** (He would have asked God to help him before he made his choice.) **How can this verse help us?** (We can ask God to help us make good choices.) Lead children in a brief prayer asking God to help the children make good choices.

2. To help us remember Psalm 86:11, let’s say this verse in a musical way.

Volunteers fill each glass with a different amount of water. Then children take turns tapping glasses with spoons as they say Psalm 86:11. Suggest children vary the rhythm with which they play the glasses (three quick taps, one slow tap). As time permits, children take turns refilling glasses with differing amounts of water.

ENRICHMENT IDEAS

1. Use eight glasses and fill them with eight different levels of water, increasing the amount of water in each to make the musical scale. Children take turns playing and singing the scale, then making up their own tunes to sing with the Bible verse.
2. For even more fun, colour the water in each glass with a different colour of food colouring.



Praise Time

PRAYER

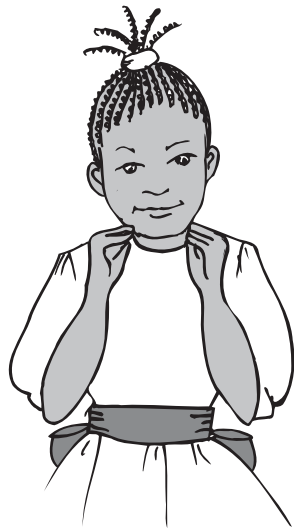
The words of Psalm 86:11 are a prayer. Children repeat verse together. (Children who completed the Discover activity may lead group in signing the verse.) Pray, asking God to help the children make good choices.

WORSHIP SONG

Find an song in your church songbooks of commitment to God’s way, and choosing to do what’s right.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Sign Language
for
Psalm 86:11



“Teach”

Bring both hands towards your face.



“your”

Make a fist with one hand. Hold your hand so that your thumb is pointing up.



“way”

Place both hands straight up against your chest, then move them away from your body in a straight line.



“Lord”

Place the thumb and index finger of both hands together, then move them apart.

Scripture

Joshua 10:1-15

Memory Verse

2 Samuel 7:28

NIV: *You are God! Your words are trustworthy.*

TEV: *You are God; you always keep your promises.*

Lesson Focus

God kept His promise to help the Israelites defeat their enemies and Joshua kept his promise to the

Lesson Goals

- 1 Tell promises that were kept in the story;
- 2 Discuss why keeping promises is good;
- 3 Identify situations in which he or she may keep promises.

Life Focus



Age Level Tip

The gospel becomes real as children feel love from adults. Teachers who demonstrate their faith in a consistent, loving way are models through which the loving nature of God is made known to children.

God Makes a Long Day

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MATERIALS

Ice cubes, towels.

PROCEDURE

Children sit or stand in a circle. **What is something people use ice for?** (Making ice cream, cooling drinks, keeping food cold, etc.) **Let's pass an ice cube around the circle without dropping it. Before you pass the cube, tell one thing people use ice for.** (Challenge: Children say words of 2 Samuel 7:28 as they pass the ice cube.) Repeat activity with newcomers.

I know a way to use ice that no one here has told. One time, ice was used in a WAR! We'll hear about that in our Bible story today.



God Makes a Long Day

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

Our story today is from Joshua chapter 10. What do you remember about Joshua? (He was the Israelite leader after Moses died. Joshua is the sixth book in the Old Testament.) Assist children in finding Joshua 10.

INTRODUCTION

What does it mean to trust someone? (To know the person will tell the truth and keep his or her promises.) **How would you feel if someone made a promise to you and he or she did not keep it? How much would you trust that person?** Volunteers answer. **In our story today we will find out about some people who wondered if Joshua would really keep his promise to them. And Joshua found out whether God would keep His promise, too.**

STORY SUMMARY

Tell the following story in your own words.

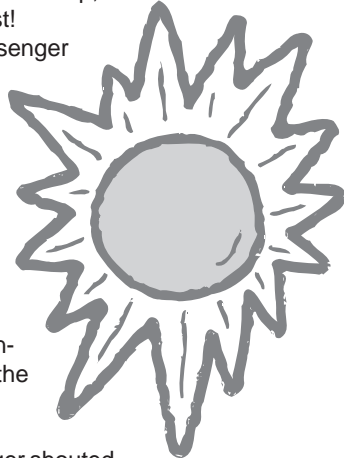
ATTACK

Five kings who lived in the Promised Land were angry! They were angry because they heard that the people of Gibeon had made friends with the Israelites. Joshua and the Israelites had promised to help protect the Gibeonites if they were ever attacked by enemies.

So the kings decided to DO something about the Gibeonites and their friendship with Israel. The kings planned an attack. They called together all their soldiers and led them to Gibeon.

The attack of the five armies caught the Gibeonites completely by surprise! They were totally outnumbered! They needed some help, and they needed it fast!

So they sent a messenger to Joshua to ask for help. *Will Joshua really keep his promise to help us?* the leaders must have wondered. *If the Israelites won't help us, we'll all die!*



GOD'S PROMISE

The Gibeonite messenger must have run all the way to the Israelite camp.

"Help," the messenger shouted. "Gibeon is being attacked. Please, will you keep your promise to us? We need your help!"

As soon as Joshua heard those words, Joshua knew what to do. He had made a promise, and now it was time to keep it. He called for his army and they started off toward Gibeon.

As they marched, God made a promise to Joshua. God said, "Do not be afraid to fight. You will win this battle. Those armies will not be able to defeat you."

Joshua and his army marched all night. They did not even stop to sleep!

VICTORY!

You can imagine the enemies' surprise when they awoke the next morning! Instead of easily defeating the Gibeonites, they had to fight against Joshua and the Israelite army.

The enemy armies were totally confused and Joshua won a great victory. The enemies were so scared, they tried to run away. But God showed His power once again! He sent balls of solid ice, large hailstones, to fall on the enemies. That stopped a lot of them, but there were still many others.

Joshua knew that it was important to be sure all the enemies were beaten that day before they had a chance to reorganise and attack again. But there was one problem. The sun was going to go down soon.

What do you think would happen if it got dark?

The Israelites would not be able to see the enemy soldiers. And many of the enemies would escape.

The Israelites needed God's help. God had said they would win the battle. And Joshua wanted to finish the job NOW. So Joshua prayed, "Let the sun stand still! Give us extra daylight until we win this fight."

And that is exactly what happened. God stopped the sun from going down! It got to be supper time, and the sun was still high in the sky. It got to be bedtime, and the sun still had not gone down! And so God helped the Israelites win the fight. God kept His promise! And Joshua kept his promise to the Gibeonites, too.

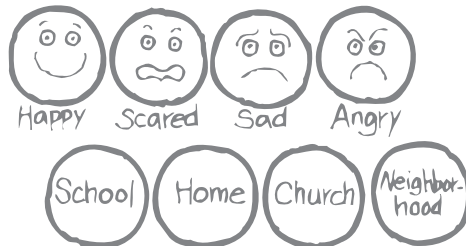


CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 30.

MATERIALS

Bibles, eight paper plates (four from Lesson 28), a khoki, copies of *iNdelela Pages* for Lesson 30.



PREPARATION

Draw and label paper plates as shown in sketch.

PROCEDURE

Place four paper plates showing facial expressions facedown. Volunteer picks up a plate. Ask, **Who might have felt this way in today's story? Why?** Volunteer or other children tell answers. Place plate facedown again. Repeat procedure with other volunteers to help children review Bible story. Occasionally mix up plates. (Each plate may be used more than once.) **What promises were kept in this story?** Children tell opinions.

How did God keep His promise to help the Israelites? Why can we depend on God to always keep His promises? Help children find 2 Samuel 7:28 in their Bibles. Play Paper Plate Pick Up again. Child who picks up the happy face repeats 2 Samuel 7:28. Repeat process several times as time permits.

God wants us to keep our promises, too. Why is it important to keep our promises? (Other people can depend on us and trust us.) **Let's talk about some times we make promises.** Play game with all eight plates facedown. Children take turns picking up plates. Children who pick up a plate telling a place read the name of the location aloud. Ask, **What is a good promise you might make to someone at (school)? Would it be hard or easy to keep that promise? Why?** Children tell answers.

Direct children to complete the 'You're the Artist' activity on Page 1 of the *iNdelela Student Pages*. **When it is hard to keep a promise, we can ask God to help us.**

Pray, asking God's help to keep promises children have drawn.



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.

Game Option Promise Toss

MATERIALS

Bibles, paper clips (or beans or coins), shoe box lid, khaki, ruler.

PREPARATION

Draw lines to divide the inside of the shoe box lid into six or eight equal sections. (See sketch.)



PROCEDURE

1. Ask, **When has someone said to you, "I'll help you"? Did that person keep his or her promise?** Volunteers answer questions.

What does the Bible say about God? Read 2 Samuel 7:28 with children. **How did Joshua show that he trusted God?** Children answer. **Who else kept a promise in this story?** (Joshua.) **Why is it important to keep the promises we make to people?** (If we do not keep our promises, people will not be able to depend on us or trust us to do what we say.)

2. **Today we are going to play a game to help us think about times we can keep our promises. What is a promise you might make to someone?** Write each promise in a separate section of the shoe box lid you prepared. Children may mention promises such as "I'll do it," "You can have the next turn," "I'll help," "I'll pray for," "I'll play with," "I'll finish," "I'll come to," "I'll feed," "I'll put away," etc.

3. After you have written a promise in each section, children take turns tossing a paper clip into the shoe box lid. (See sketch.) Child reads aloud the promise written in the section on which his or her paper clip lands and tells a situation in which he or she might say the promise. Encourage children to tell specific examples. Be sure to participate in this game with children. After playing the game several times, lead children in a brief prayer. Ask God's help in keeping promises to others.

TEACHING TIP

In your conversation with children about keeping promises, emphasise that God is the only one who always keeps His promises. **Sometimes things happen that stop people from keeping their promises. Your mom or dad might get sick and not be able to take you somewhere. Or it might rain when you have promised to play with a friend at the park. God understands when those things happen to us.**

Game Option Let it Hail!

MATERIALS

Bibles, clock or watch with second hand, scrap paper, masking tape.

PREPARATION

Lay a masking tape line on the floor with at least 1.2m of space on both sides.

PROCEDURE

1. Crumple up a piece of scrap paper. Invite children to take turns tossing the paper to each other and repeat the words of 2 Samuel 7:28, one word for each toss. After the verse has been repeated once or twice ask, **What do you think a trustworthy person is like? Why is God trustworthy?** (He always keeps His promises.) **What promise did God make to the Israelites in our Bible story today?** (To help them win the battle.) **How did God keep His promise?** (He made the sun stand still. He sent hailstones.)

2. **Let's make hailstones to use in a game to help us remember 2 Samuel 7:28.** Children crumple scrap paper to represent hailstones. Group children in two teams. One team sits on one side of the masking tape line.

The other team sits on the other side.

Children divide hailstones equally among the two teams. When you say "go," each team begins throwing hailstones over the line onto the other team's side.



3. After 20 seconds, call out "stop." Teams count the number of hailstones on their side. The team with the least hailstones on their side says 2 Samuel 7:28 together. Divide hailstones equally among the teams before playing another round. Continue as time permits. Rounds may be short or long; however, since the goal of the game is to recite 2 Samuel 7:28 as many times as possible, rounds are best kept to 10 or 20 seconds.



PRAYER

What do you think Joshua and the Israelites said to God at the beginning of today's Bible story? at the end? Volunteers answer. **What would you like to say to God about keeping promises.** Lead children in prayer, thanking God for His promises and asking His help in keeping our promises.

WORSHIP SONG

Sing a song of God's trustworthiness, or "Every promise in the Book is mine."

Distribute *iNdelele Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Luke 1:5-66

Memory Verse

John 3:16

NIV: *For God so loved the world that he gave his one and only Son.*

TEV: *For God loved the world so much that he gave his only Son.*

Lesson Focus

God used people who loved Him to help fulfil His plans.

Lesson Goals

- 1 Tell that God used Elizabeth and Mary in His plan to send John, and for Jesus to be born on earth;
- 2 Describe ways he or she can be part of God's plans;
- 3 THANK God for His good plans;
- 4 Become a member of God's family as the Holy Spirit leads.

Life Focus



Age Level Tip

As you lead children in prayer, explain to them that prayer is simply talking to God. Use simple words in your prayers with children.

God's Promise



MATERIALS

Bible.

PROCEDURE

Listen to something very special that God did. Read John 3:16a from Bible. Invite children to repeat verse with you. Then ask children to name different countries. Children repeat John 3:16a, substituting names of countries for the words "the world."

John 3:16 tells us that Jesus was a special part of God's plan. Later in our lessons, we'll learn how we can be part of God's plans, too.



God's Promise

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child.

BIBLE SKILLS

The Bible has two parts: the Old Testament and the New Testament. Our Bible story today is from a book in the New Testament. The book is called "Luke." The book of Luke is the third book in the New Testament. Help children find the book of Luke.

INTRODUCTION

Knock on classroom door or wall. **Pretend that a visitor is knocking on the door. What visitor to our class would surprise you the most?** Volunteers answer. **In our Bible story today, we'll find out about two people who had a surprise visitor.**

STORY SUMMARY

Tell the following story in your own words.

ZECHARIAH AND THE ANGEL

Zechariah and Elizabeth were two of the happiest people in their town. But they wanted to have a baby. For a long time, Zechariah and Elizabeth prayed that they would have a child. But now they were getting old, and it looked like they would NEVER have a baby.

One day Zechariah was all alone in the Temple where he worked. (The Temple was a special place where people worshipped God.) All of a sudden, there was an angel standing right next to him! Zechariah was SCARED!

But the angel said to him, "Don't be afraid. I'm here to tell you that God has heard your prayers. You and your wife will have a son, and you will name him John. God has planned for this boy to grow up and help people get ready for God's Son to come. Many people will listen to him."

When he heard this news, Zechariah asked, "How can I be sure about this? My wife and I are very old, you know."

"I am Gabriel," said the angel, his deep voice booming through the quiet Temple. "I am GOD'S angel! What I told you will really happen. And because you didn't believe me, you won't be able to talk until Elizabeth has the baby!" Then, before Zechariah could try say anything else, the angel was gone!

When Zechariah left the Temple, he tried to tell all the people he knew about the angel. But when he tried to talk, no words would come out of his mouth! Soon Zechariah went back home to his wife Elizabeth. **How do you think Zechariah let Elizabeth know what the angel said?**

MARY AND THE ANGEL

While Zechariah and Elizabeth were getting ready for their baby to be born, God sent the angel Gabriel to another town, to a young lady who was Elizabeth's relative. Her name was Mary.

Mary might have been doing some housework, like sweeping the floor, when all of a sudden she looked up and saw an angel!

The angel said, "Hello, Mary. Don't be afraid. I am here to tell you some good news. God is pleased with you. You will have a baby and it will be a son. You will name him Jesus. He is God's Son!"

"How will this happen?" Mary asked.

Gabriel answered, "God can do all things that are impossible. Even your relative Elizabeth, who is very old, is going to have a baby."

"I will do what every God wants me to do," said Mary. **Why do you think God picked Mary to be Jesus' mother?**

After the angel left, Mary went to visit Elizabeth. Mary wanted to tell Elizabeth her special news! When Elizabeth saw Mary coming, God's Spirit filled Elizabeth with happiness. She told Mary, "God has given you more happiness than any other woman. You are the mother of God's Son!"

THE BIRTH OF JOHN

After Mary went home, the day came for Elizabeth's baby to be born. The baby was a boy, just as God's angel had said! All of Zechariah and Elizabeth's friends and family came to see the new baby. When it was time to name the baby, Elizabeth said, "We will name him John."

The friends and family thought she would want to name her baby after someone in the family! So they asked Zechariah what HE wanted to name the baby. Zechariah took a writing tablet and wrote these words, "His name is John."



As soon as Zechariah wrote those words, he could talk again! **What do you think was the first thing Zechariah said?**

Zechariah started talking about how great God is! All of the friends and family knew that God had something VERY special planned for baby John.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdelela Student Activity Pages* for Lesson 31.

MATERIALS

Bibles, four squares of paper, plus one for each child, *iNdelela Student Activity Pages* for Lesson 31.

PREPARATION

Write each of the following names on four separate papers: 'Zechariah,' 'Elizabeth,' 'Mary' and 'Gabriel'. Then write your name and each child's name on separate papers.

PROCEDURE

Place four cards with Bible names facedown on table or floor. Ask a child to choose one card. To review the Bible story, volunteers tell about the person. Ask,

» **How was (Mary) a part of God's plans?**

» **What did (she) do to show (she) loved God?**

Continue process until all four cards have been used.

John 3:16 tells us about God's plan.

» **What was His plan?**

» **Why did God plan to send His Son to earth?**

(Jesus taught people to love God and each other.

Jesus died to take the punishment for the sins we have committed.)

God wants us to be part of His plans, too. What are some things children your age may do to show love for God? (Read God's Word, the Bible.

Pray to God. Tell others about God's love. Obey God's instructions.) Read or recite John 3:16 with children. Place index cards you prepared facedown on table or floor. Ask child to choose a card. Read the name aloud. Group repeats John 3:16, substituting that name in place of the words "the world." **God planned that when Jesus grew up He would die to take the punishment for our sins. Then each of us could be part of God's family.** (If a child indicates an interest in becoming a Christian, arrange to talk with him or her individually. See "Leading a Child to Christ" on page 109.)

Direct children to complete the 'God's Plan for Me' activity on Page 1 of the *iNdelela Student Pages*.

Discuss the children's answers with the group.

Lead children in a brief prayer, thanking God for His good plans for us.



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.

Game Option Jump for Joy

MATERIALS

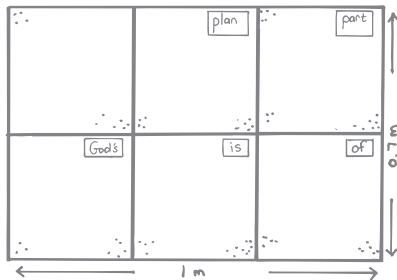
Bibles, masking tape or string, khokis, pieces of paper.

PREPARATION

Place masking tape or string on floor as shown in sketch. Write the phrase "is part of God's plan" on paper, one word on each page.

PROCEDURE

1. **Have you ever been chosen to do a special job? What was it?** Volunteers answer. **Who did God choose to be a part of His plan to send Jesus to be born?** (Mary and Elizabeth.) **God uses people who love Him to be part of His plans. What are some ways we can be part of God's plans?** (Love God. Become a part of His family. Show love to others. Tell people about God.)



2. **Let's play a game to remind us that each of us can be a part of God's plans.** Read aloud the words on the pages you prepared, giving each page to a child who tapes it securely in mixed-up order onto one section of the grid. One section will be blank. Each child writes his or her name on a page. First volunteer tapes his or her name page in the blank section and tells a way he or she can be part of God's plans. Volunteer then jumps into each of the sections in order of the phrase, saying the words aloud. Repeat activity with each child.

3. Ask the children to recite John 3:16a with you. **God planned that when Jesus grew up He would die to take the punishment for our sins. Then each of us could be a part of God's family.** Lead children in a brief prayer, thanking God for His good plans for us.

ALTERNATE IDEA

Bring a soft ball or beanbag to class. Children stand in a circle and toss the ball or beanbag to each other. As child tosses the ball or beanbag, he or she says, "(Child's name) is part of God's plan."

Art Option Verse Rebus

MATERIALS

Bibles, length of brown paper, khokis.

PREPARATION

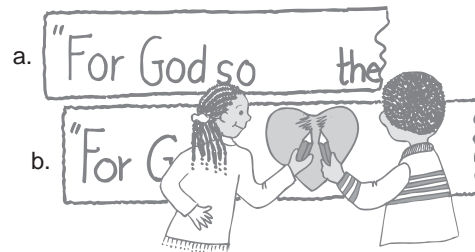
Write the words of John 3:16a on brown paper, leaving large spaces for missing words - loved, world, gave, Son. (See sketch a.)

PROCEDURE

1. Spread brown paper out on table or floor. Invite children to read John 3:16a from brown paper, telling the missing words from memory. **John 3:16a tells us about God's plan. What was His plan? Why did God plan to send His Son to earth?** (Jesus taught people to love God and each other. Jesus died to take the punishment for the wrong things we've done.)

2. **If you were going to fill in the missing words with pictures, what would you draw?** Volunteers give ideas: loved - heart; world - globe, people of different races and ages; gave - outstretched hand, gift; Son - Jesus, baby in a manger. Then assign two or three children to work together to illustrate each missing word on the poster. (See sketch b.) Children may draw more than one picture for each missing word. One child in each group may write the missing word.

3. As children are completing their pictures say, **God's plan was to send Jesus to earth so everyone could learn about God and become members of His family. Where can we put our poster so that lots of people will read it and know about God's plan?** (Inside church, hallway, etc.) If possible, have children help you put the poster in a visible location in your church.



PRAYER

In today's Bible story, how were Mary and Elizabeth part of God's plan? (Mary and Elizabeth were part of God's plan to send Jesus and John.) **What can we do to be part of God's plan for us? How can we show that we love God?** (Become part of God's family, read the Bible, pray to God, obey Him, etc.) Lead children in prayer, thanking God for His good plans.

WORSHIP SONG

Sing a song of dedication to God's service.

Distribute *iNdele Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Luke 2:1-20

Memory Verse

Luke 2:11

NIV: *Today in the town of David a Saviour has been born to you; he is Christ the Lord.*

TEV: *This very day in David's town your Saviour was born - Christ the Lord!*

Lesson Focus

God sent Jesus to be born in Bethlehem as He planned.

Lesson Goals

- 1 Tell how the shepherds responded to the angel's announcement of Jesus' birth;
- 2 Sing a song to praise God for sending Jesus to be born;
- 3 Name ways to celebrate Jesus' birthday.

Life Focus

Celebrating Jesus' birth.



Age Level Tip

The understanding of Jesus as a Friend leads many children to belief and acceptance of Jesus as personal Saviour. Children can comprehend talking to God anywhere, any time in their own words, and need regular opportunities to pray.

Jesus is Born



MATERIALS

Bible, Christmas wrapping paper, scissors, khokis, paper or chalkboard, ruler.

PREPARATION

Write the words of Luke 2:11 on the backs of 7x12cm rectangles cut from wrapping paper - two or three words on each rectangle. On a sheet of paper or chalkboard, write the entire verse out.

PROCEDURE

Place the sheet of paper with the entire verse nearby as a reference. Then place the rectangles, coloured side up, on floor in mixed-up order. Children turn over rectangles and place words in correct order. Read Luke 2:11 together, guiding children to say "Hooray!" at the end of the verse. **Why was Jesus' birth such good news?** (Jesus is the Saviour. Jesus is God's Son.) Repeat as time permits.



Jesus is Born

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, newspaper.

BIBLE SKILLS

What are the names of the two parts of the Bible? Volunteers answer. **The Old Testament tells about the people who loved God and were waiting for God to send His Son. The New Testament tells about God's Son, Jesus, and the people who loved Him. Out Bible story today is from the second chapter of the book of Luke. Luke is the third book in the New Testament.** Assist children in finding Luke 2.

INTRODUCTION

Hold up newspaper, pointing to a new headline. **If you were a writer for this paper, what headline would you write to tell why we celebrate Christmas?** Volunteers answer. **In today's Bible story, we're going to hear about some people who celebrated the very first Christmas.**

STORY SUMMARY

Tell the following story in your own words.

THE BIRTH OF JESUS

What did God promise a young woman named Mary? He promised that she was going to have a baby. And God said that baby would be God's own Son!

Months passed and it was almost time for Mary's baby to be born. Just about that time, the ruler of the country where Mary and her husband, Joseph, lived ordered all people to return to their home towns. The ruler wanted to take a census, or count, of all the people. Mary and Joseph had to go to the town of Bethlehem. They travelled for several days until they came to this small town. Mary and Joseph were not the only people to visit Bethlehem; many other travellers were there, too.

When Mary and Joseph got to Bethlehem, they looked around for a place to stay. But everyone Joseph asked said things like, "We don't have an extra room. Sorry."

It seemed that no one had any room for them. But Joseph knew that Mary needed to get some rest.

Why was Joseph worried about Mary?

Finally, Joseph found an innkeeper who felt sorry for them. The man said, "I do have one place you could stay. It's the place where I keep my animals." But Mary and Joseph were so tired they did not care.

Later that night, something wonderful happened: God's Son was born! As Mary wrapped the baby to keep Him warm, Joseph probably looked around for something to use as a cot. The manger, a box used for feeding the animals, was just the right size. Joseph smiled as he watched Mary gently lay baby Jesus in the manger.

THE SHEPHERDS AND THE ANGELS

While Mary and Joseph were busy taking care of baby Jesus, some shepherds were in a field outside of town taking care of their sheep.

Everything was very quiet.

SUDDENLY -

There was a bright light all around them. **What do you think caused the bright light?**

The shepherds could hardly believe what they were seeing! Instead of the usual twinkling stars, there was an ANGEL! They stood still in surprise!

But the angel said, "Do not be afraid. I am bringing you some wonderful news! This wonderful news is for EVERYONE! Today in Bethlehem God's Son was born! Look for the baby wrapped in cloths and lying in a manger." Just then MORE angels appeared! The sky was FILLED with angels telling how great God is!

Then, just as suddenly as they had come, the angels disappeared. The bright light was gone. Everything was quiet again. The shepherds looked at each other. **What do you think they said to each other? What do you think they did?**

JESUS IS WORSHIPPED

The shepherds ran all the way to Bethlehem. When they found the place where the baby was, He was lying in a manger, just as the angel had said. They knew that this little baby was God's Son. **What do you think the shepherds did?** (Children pretend to be the shepherds kneeling by the manger.)

After the shepherds saw Jesus, they quietly left the stable. As soon as they got a little way down the street, they started telling everyone they saw about the special baby in Bethlehem - Jesus, God's own Son. And they thanked God for everything that had happened that night.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete

iNdlela Student Activity Pages for Lesson 32.

MATERIALS

Bibles, unbreakable Christmas decoration, rhythm instrument (such as drum, triangle, tambourine), *iNdlela Student Activity Pages* for Lesson 32.

PROCEDURE

Children sit in circle. Begin passing decoration around the circle while playing the rhythm instrument (or clapping your hands). When you stop playing the instrument, child holding the decoration names a person or place in today's Bible story. A volunteer uses person or place in a sentence to tell something that happened in the story. Ask questions such as,

- » **Who was travelling?**
- » **Where were they going?**
- » **Who saw something surprising?**
- » **What did they see?**
- » **Where did the shepherds go?**

Repeat activity several times to review the Bible story. Names of people and places may be used in more than one sentence.

Let's repeat the good news the shepherds heard. Read Luke 2:11 with children. **What did the shepherds do after they heard this good news?**

Pass the decoration around the circle again. This time, ask the child holding the decoration when the music stops to repeat Luke 2:11.

People all over the world celebrate the good news that God sent Jesus to be born in Bethlehem. Tell children about a way you celebrate Jesus' birthday. Then play "Pass the Decoration" again, inviting children to tell ways they may celebrate Jesus' birthday. Ask questions such as,

- » **What song can you sing to praise God for sending Jesus to be born?** (Sing the songs that are suggested, even if only first verse or chorus.)
- » **Giving gifts reminds us of God's gift of Jesus. Who can you give a gift to?**
- » **What decorations remind you of Jesus' birthday?**

Children use the words on the small presents as ideas for what they want to give Jesus, in the 'Happy Birthday, Jesus' activity on Page 1 of the *iNdlela Student Activity Pages*.

Pray, thanking God for sending Jesus to be born.



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.

Drama Option Eyewitness News

MATERIALS

Bibles, name tags, khaki.

PREPARATION

Make a name tag for each character in the Bible story - Mary, Joseph, innkeeper, villagers and shepherds. Make enough name tags for villagers and shepherds so that each child will have a part.

PROCEDURE

1. **How do you think TV news reporters get the information they need for the news?** Volunteers answer. **I'm going to pretend to be a TV news reporter for Bible Times News (BTN). I am going to interview each of you to find out what happened the night Jesus was born.**

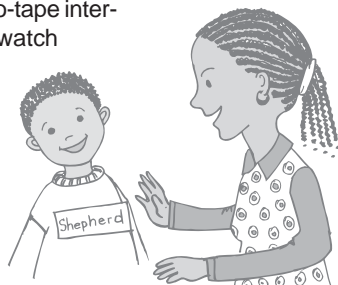
2. Ask children to list characters in the story. (Refer to Luke 2:1-20.) Volunteers pretend to be each character. Give child the appropriate name tag to wear. Interview each character or group of characters. Questions suggestions are:

- » **Joseph, why did you and Mary travel to Bethlehem? What did you think when there was no room for you?**
- » **Innkeeper, why did you tell Mary and Joseph to stay in the stable?**
- » **Mary, what if you had not found a place to stay?**
- » **Shepherds, how did you feel when you first saw the angel? Shepherds, what did the angels say to you? (Children read or recite Luke 2:11.) Shepherds, what did you do when you first saw Jesus? What did you do to show you were glad Jesus was born?**
- » **Villagers, what did the shepherds tell you? Did you believe them?**

3. After the interview comment, **The shepherds celebrated Jesus' birth by praising God and telling others about Jesus. What are some ways you celebrate Jesus' birthday?** Volunteers respond.

ENRICHMENT IDEAS

1. Children wear Bible-times costumes.
2. Tape-record or video-tape interviews and listen to or watch them when you are finished.
3. Bring several Bible-times books showing pictures of inns, stables and shepherds to show children.



Art Option A Visit to Bethlehem

MATERIALS

Bibles, copies of finger puppets on the Resource B page of the *iNdelela Student Activity Pages*, envelopes, scissors, crayons, length of brown paper.

PREPARATION

Draw roads on brown paper. (See sketch a.) Copy Resource B page onto card for each child.

PROCEDURE

1. Show brown paper you prepared. **Let's make a map of the way we think Bethlehem might have looked. What should we draw on our map of Bethlehem?** Include the census taker's building, several houses, one inn, the stable where Jesus was born, the hillside where the shepherds were watching their sheep. Refer to Luke 2:1-20 for location ideas. Each child chooses a location and draws it on the map.

2. Then distribute copies of the Resource B page. Children colour in and cut out finger puppets and chooses one or two to use. (See sketch b.) Each child writes his or her name on an envelope in which to store unused puppets.

3. Lead children to use finger puppets to retell the Bible story action. Choose one Mary, one Joseph, one census-taker and one innkeeper. Other characters (villager, shepherd, sheep and angel) may be played by more than one child. Allow all children to have at least

one turn to use finger puppets. If time permits, retell the story several



times with different children acting out the parts.

4. **God planned from the beginning of time to send His Son, Jesus, to earth. God's people waited a long time for this special day. I'm glad God sent Jesus to earth. Because Jesus came, we can become members of His family!** Close in prayer thanking God for sending Jesus to be born. Children take home finger puppets.



Praise Time

PRAYER

Why is Jesus' birth such good news for us? What does Luke 2:11 say about Jesus? (Jesus is the Saviour. Jesus is God's Son.) Invite children to complete the sentence in a prayer: **"I praise you, God, for..."**

WORSHIP SONG

Sing a song of praise to God for sending Jesus.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Matthew 2:1-15

Memory Verse

Psalm 100:2

NIV: *Worship the Lord with gladness; come before him with joyful songs.*

TEV: *Worship the Lord with joy; come before him with happy songs!*

Lesson Focus

When the wise men came to worship Jesus, God protected Jesus from Herod's wicked plans.

Lesson Goals

- 1 Contrast Herod's actions toward Jesus with the actions of the wise men;
- 2 Tell reasons people worship Jesus;
- 3 Participate with his or her class in a prayer or song to worship Jesus.

Life Focus



Age Level Tip

Children can comprehend that the Old Testament tells what happened before Jesus was born and the New Testament tells of His birth, work on earth and return to heaven and the works that occurred afterwards on earth. Teach them how to use their Bibles.

Wise Men Worship Jesus



MATERIALS

Bible.

PROCEDURE

Read Psalm 100:2 with children. **What does Psalm 100:2 say we should do?** (Worship the Lord, come before Him, be glad, sing songs.)

Choose two children to face each other, join hands and raise their arms to form a bridge. Remaining children walk under the bridge as you lead them in singing (or saying) these words to the tune of "London Bridge is Falling Down." **I will come to worship God, worship God, worship God. I will come to worship God; This is how I worship.** On the last line, the bridge comes down and "catches" someone. The caught child tells a way to worship Jesus (sing a song of praise, thank Him for His love, obey Him, etc.) or recites Psalm 100:2.



Wise Men Worship Jesus

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, perfume bottle in a wrapped box.

BIBLE SKILLS

Our Bible story is from the book of Matthew. Matthew is the very first book in the New Testament. Assist children in finding Matthew 2:1. Ask children to point to Jesus' name in the verse.

INTRODUCTION

Children pass around wrapped box. **What do you think is in this parcel?** Volunteers respond. **This gift is like a gift that Jesus received from some important visitors.** Let a volunteer open the package and show the perfume.

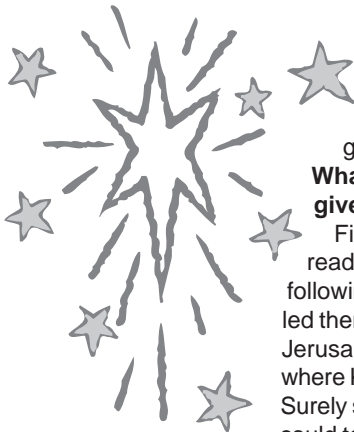
STORY SUMMARY

Tell the following story in your own words.

SEARCH FOR A KING

Because there were no street lights in Bible times, it was easy for people to see the stars. Some very wise men spent time each night looking at the stars, trying to learn all they could about them. One night these men noticed a bright, new star.

The wise men believed that this new star meant a great king had been born. But where did this new king live? They must have studied many books trying to find the answer to that question. The wise men wanted to find this important child, who would be a great king. They decided to follow the star.



They packed their clothes, food and plenty of water for the trip. They chose some gifts to give to the new King.

What gifts would you give to a king?

Finally they were ready to go! They started following the star, which led them to Jerusalem. Jerusalem was the city where King Herod ruled. Surely someone there could tell them where to find this new King.

The wise men asked Herod about this new King. *A new king! Herod must have thought. If people hear about this, they might try to get rid of me! Well, no one else is going to take MY place. Just wait until I get my hands on this child!*

Herod called together a group of people who knew what God had said about sending His Son. Those people told the king, "God said He would send His Son to the city of Bethlehem" (see Micah 5:2).

Bethlehem! King Herod must have said to himself. *Why, that is one of the smallest cities in the whole country! It shouldn't be too hard to find one tiny child in BETHLEHEM!*

Then Herod called the wise men to him. "Go to the city of Bethlehem and search for the child," he told them. "When you find Him, come back and tell me where He is. I want to go worship Him, too." **Why do you think he told the wise men he wanted to worship the child?**

JESUS, GOD'S OWN SON

The wise men left the king's palace and started down the road to Bethlehem. They followed the star right to the home where Mary and Joseph and little Jesus lived. The wise men unpacked their gifts and went to the door. When the wise men saw Jesus, they knew that this little boy was the One they had been looking for. This child was God's own Son! They felt so much love for Jesus that they bowed down to worship Him. Then they gave Jesus the gifts they had brought: gold, incense and perfume. These were gifts meant for a king. And that is how the wise men felt about Jesus: He was the greatest King in the world!

GOD'S PROTECTION

The wise men planned to go back to King Herod the next day and tell him the wonderful news! But that night, God warned them in a dream about King Herod. God told the wise men to go back to their home and not to go back to Herod. God also knew that Herod would send his soldiers to Bethlehem to look for Jesus.

So God sent an angel to warn Joseph while he was asleep. "Get up!" the angel said. "Take Mary and Jesus to the land of Egypt far away. Stay there until it is safe."

Quickly Joseph and Mary packed for the long trip. They obeyed God and took Jesus to Egypt. King Herod's soldiers never found Jesus. God protected His Son.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 33.

MATERIALS

Bibles, unbreakable Christmas decoration, rhythm instrument (drum, triangle, tambourine), copies of *iNdlela Student Activity Pages* for Lesson 33.

PROCEDURE

Children sit in circle. Begin passing decoration around the circle while playing the rhythm instrument (or clapping your hands). When you stop playing the instrument, child holding the decoration names a person or place in today's Bible story. A volunteer uses person or place in a sentence to tell something that happened in the story. Ask questions such as,

- » **Who was travelling?**
 - » **Who saw something in the sky?**
 - » **What did they see?**
 - » **To what town did they travel?**
 - » **Who did they talk to?**
 - » **What did he say?**
 - » **What gifts did the travellers bring with them?**
- Repeat activity several times to review the Bible story.

How were Herod and the wise men different?
Volunteers answer. **The wise men showed they wanted to worship Jesus. Let us say Psalm 100:2 which tells us to worship Jesus.**

- Help children find and read Psalm 100:2 in their Bibles.
- » **What are some reasons to worship Jesus?** (He is God's Son. He loves us. He died to take the punishment for our sins.)
- » **What can we do to show that we love Jesus?** (Sing songs of praise to Him. Thank Him for His love. Obey Him.) **I am glad to worship Jesus, especially at Christmas time.** Play Pass it On again, inviting children to tell ways they may worship Jesus. Ask,
- » **What song can you sing to worship Jesus?**
- » **What Bible command can you obey?**
- » **How can you help another person?**
- » **What can you thank Jesus for?**

Direct children to the 'Star Search' activity on Page 1 of the *iNdlela Student Pages*. The five reasons to worship Jesus are: 'is God's Son,' 'loves us,' 'is wise,' 'is strong,' 'helps us'. In the sixth star children write their own reason to worship Jesus.

Close in prayer, worshipping God for sending Jesus.



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.

Creative Option Worship the King

MATERIALS

Bibles, worship song (on cassette or CD if available), supplies for the worship activity you choose (options below).

PREPARATION

If you choose the mural, tape the ends of a large sheet of paper over a tabletop. Write the words of a worship song onto the centre of the paper. (See sketch.) Some appropriate songs would be 'Oh how I love Jesus,' 'I will sing of the mercies of the Lord forever,' 'Praise Him, praise Him,' 'God is so good,' or 'He is Lord.'

PROCEDURE

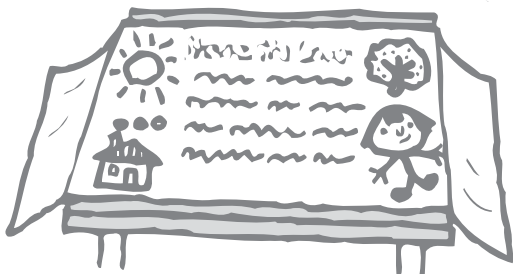
1. **What words would you use to describe King Herod? the wise men? After volunteers answer say, We heard about the way the wise men worshipped Jesus. Why did they worship Jesus? Why do you think King Herod did not worship Jesus? What are some ways we worship Jesus?** Children share ideas: sing songs to praise Him, thank Him for His love, obey Him.

Today we are going to worship Jesus as we sing and talk about a song, (name song you have chosen).

MURAL:

Provide a large sheet of butcher paper, masking tape, khokis. Invite children to first listen to and then sing along with the worship song. Point to the words on the paper as they are sung. Then invite children to draw or write on the mural ways to worship God. Children draw in the large space around the writing. If a child has difficulty thinking of a way to worship God, invite the child to draw a picture of something God gives for which he or she is thankful. Encourage each child to sign his or her drawing. Invite each child to tell at least one other person what his or her drawing is about. Display mural on classroom wall or bulletin board.

(continued...)



ENRICHMENT IDEAS FOR MURAL

1. Provide rhythm instruments for children to use while singing the song.
2. Provide scissors, paper or fabric scraps and glue. Children make illustrations by cutting shapes from paper or fabric and gluing them onto the mural.

SONG WRITING:

Provide paper and khokis. Invite children to first listen to and then sing along with the worship song. Write the words on paper as they are sung. Sing the song several times so that children are familiar with it. Then invite children to think of new words to substitute for a line of the verse.

What reasons can you think of to praise or worship Jesus? As children list reasons ('God is good to me,' 'Jesus gives me food,' etc.), write words on a separate piece of paper and sing them together as a new verse of the song. Adjust words as needed to fit rhythm of song.

ENRICHMENT IDEAS FOR SONG WRITING

1. Children illustrate the new words they wrote by drawing pictures on separate pieces of paper. Write new words on paper, attach to bulletin board, collect the pictures and attach them near the words.

2. Ask a high school student or adult who plays a musical instrument to accompany the children while they sing.

3. Children may also enjoy making up actions to go with their new words.



PRAYER

What are some ways to worship Jesus? One way to worship Jesus is to thank Him. Invite volunteers to finish this prayer that you begin. **Dear Jesus, thank you for...**

WORSHIP SONG

Sing the worship song from the Apply activity, or one of the other suggestions. It would also be appropriate to teach the children a Christmas hymn they are not familiar with.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

Scripture

Matthew 3:1-17; Mark 1:1-12; John 1:19-34

Memory Verse

John 3:16

NIV: *For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.*

TEV: *For God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life.*

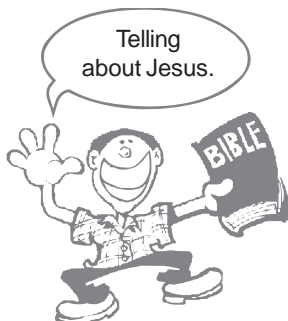
Lesson Focus

John baptised Jesus and told people that Jesus is the Saviour.

Lesson Goals

- 1 Play a game to review what John said about Jesus;
- 2 Repeat a Bible verse that tells who Jesus is;
- 3 Name someone to tell about Jesus.

Life Focus



John Introduces Jesus



MATERIALS

None.

PROCEDURE

What would you say to introduce someone famous to our class? Group children into pairs. Ask them to find out two interesting facts about their partner (for example, if they have a pet, where they like to go on holiday, what is their favourite coldrink, etc.). Then invite children to introduce partners.
Today we'll find out what a man named John said to introduce Jesus.



John Introduces Jesus

The Bible story may be told by one teacher in a large group, or in small groups with individual teachers.

MATERIALS

Bible for each child, sheet of A3 paper or card, tape.

PREPARATION

Roll and tape paper or card to make a megaphone.

BIBLE SKILLS

Our Bible story today is from Matthew. Matthew is the first book in the New Testament part of the Bible. Let us find the book of Matthew. Assist children in finding the book of Matthew. **The book of Matthew tells us about the gospel, or good news of Jesus.** Assist children in finding Jesus' name in Matthew 3:1.

INTRODUCTION

A long time ago, whenever a king visited the people in his kingdom, a person walked in front of the king to let everyone know that the king was coming. What do you think the person might have said? Volunteers use megaphone to tell ideas. **In our Bible story today, we will find out what a man named John said to introduce Jesus.**

STORY SUMMARY

Tell the following story in your own words.

JESUS' EARLY LIFE

When Jesus was a small child, his family moved to a small town called Nazareth. Mary and Joseph took good care of Jesus as He grew. As soon as Jesus was old enough, Joseph taught Him how to build things with wood. Jesus often helped Joseph in his carpentry shop.

The years passed, and pretty soon Jesus was a grown-up. Now Jesus knew it was time to tell people that He was God's Son. So Jesus went to find a preacher named John. Jesus knew that John had been telling many people to stop doing wrong things and start obeying God. Jesus knew that John was helping people to be ready for when Jesus would come.

JOHN'S TEACHINGS

John spent most days talking to crowds of people by a river. He told the people that God would send them His Son to love them and forgive them for the wrong things they had done. God's Son would help them live the way God wanted them to live.

The people listened. Many of them believed what John told them. They wanted to show God they were sorry for doing wrong. They wanted to live the way God wanted them to live. John took them into the river where he baptised them with water to show that God had forgiven them.

JESUS' BAPTISM

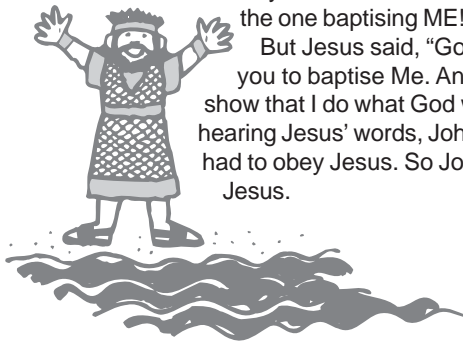
One day Jesus came to John. John looked at Jesus and immediately knew that THIS was the One he had been telling people about. This man was GOD'S SON!

What do you think John did when he saw Jesus? Why do you think Jesus came to see John?

Jesus did not waste any time telling John why He was there. "I want you to baptise me," Jesus said.

John stepped back in surprise. John said, "But Jesus, YOU haven't done wrong things. YOU live the way God wants. YOU should be the one baptising ME!"

But Jesus said, "God wants you to baptise Me. And I want to show that I do what God wants." After hearing Jesus' words, John knew he had to obey Jesus. So John baptised Jesus.



As Jesus was being baptised, something

happened that had NEVER happened before - not with any of the people John had baptised.

God spoke from heaven, "This is My Son, whom I love. I am pleased with Him."

After Jesus was baptised, He went alone to the desert for a few weeks. John stayed by the river and kept telling people about God's Son.

JESUS' INTRODUCTION

One day while John was preaching, some of the people asked John, "Are YOU God's Son?"

"No," John answered. "I am just a man whose job it is to tell you about Him. God's Son is so great that I am not even good enough to tie His shoes."

The very next day Jesus came to the river. John stopped talking in the middle of his sentence. Everyone wondered what was wrong. But nothing was wrong. John pointed to Jesus and said, "Look, this is God's Son!" John wanted the people to know that this was the Man John had been talking about.

The people all turned to see who John was pointing to. Because of John's words, many people believed that Jesus was God's Son. Many people started following Jesus and listening to Him. John had done his job well.



CONCLUSION

If the Bible story was told in a large group, divide class into small groups now. Lead children in reviewing the Bible story and applying the Bible truths to their lives. Complete *iNdlela Student Activity Pages* for Lesson 34.

MATERIALS

Bibles, squares of paper, pen, copies of *iNdlela Student Activity Pages* for Lesson 34.

PREPARATION

Write your name and each child's name on a separate card or paper square.

PROCEDURE

John 3:16 tells something everyone should know. Read John 3:16 together. **What do you think it means to believe in Jesus?** (Believe that He is God's Son and loves us. Believe that He died to take the punishment for our sins and that He is alive today.) **What happens when someone believes in Jesus?** (God promises that the person will live forever. He or she becomes a part of God's family.) Place cards you prepared facedown on table or floor. Ask a child to choose two or three cards. Children whose names are chosen repeat John 3:16 together. If a child indicates an interest in becoming a Christian, arrange to talk with him or her individually. (See "Leading a Child to Christ" on page 109.)

Why did John want other people to know about Jesus? (Because Jesus is God's Son. Jesus is the Saviour.)

God planned for John to tell about Jesus. God wants us to tell about Jesus, too. Let us talk about some things we know about Jesus. Place cards you prepared facedown on table or floor. Ask a child to choose one card. Read the name aloud. Child whose name is chosen tells something he or she knows about Jesus. Ask,

» **Who is Jesus?**

» **What is Jesus like?**

» **Why is Jesus important?**

» **What is one thing Jesus did or said when He lived on earth?**

» **Why did God send Jesus to earth?**

(Be sensitive to children who may be hearing about Jesus for the first time.)

Direct children to complete the 'Sentence Starters' activity on Page 1 of the *iNdlela Student Pages*.

Close this time by asking volunteers to name someone he or she may tell about Jesus.



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.

Game Option Down by the River

MATERIALS

Bibles, blue wool, masking tape, scissors, brown or grey cardboard or paper.

PREPARATION

Designate an imaginary river by taping the ends of two lengths of blue wool to the floor about 2 metres apart.

PROCEDURE

1. Point to the wool on the floor. **Let us pretend this is the river in today's Bible story.** Give children sheets of cardboard to cut in a variety of sizes and shapes to represent stepping stones. Then help children place stones in the river to make a twisty path across the river. (See sketch.) **We are going to cross the river by answering a questions and then stepping only on these stones. If your foot touches the water, you will need to return to the side of the river.**

2. **Who did John tell about Jesus?** (The crowds of people who were listening to him.) **Who can you tell about Jesus?** Each child takes a turn naming someone he or she can tell about Jesus before walking on the stepping stones.

3. Then ask volunteers to change the path by removing one or two stones or by varying the placement of stones.

What did John say about Jesus? (Jesus is the One sent from God. Jesus takes away our sins.)

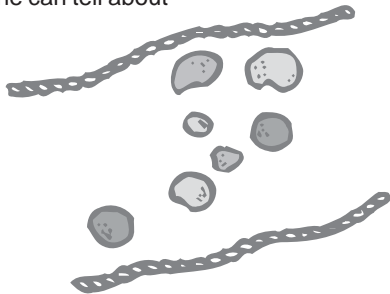
What can you tell others about Jesus? Each child tells something he or she knows about Jesus before walking on the stepping stones.

4. Volunteers change path again. **What is a verse in the Bible that tells why God sent Jesus to be born on earth?** Each child repeats John 3:16 (or a phrase from it) before walking on the stepping stones.

5. Close in prayer, asking God's help in telling others about Jesus.

TEACHING TIPS

1. In order to reduce the amount of time children need to wait before crossing the river, make a separate path for each group of six children. Smaller groups will allow children to participate fully.



Art Option Giant Letters

MATERIALS

Bibles, large sheets of paper, scissors, newspaper, khokis, stapler.

PREPARATION

Draw on five sheets of paper as shown in sketch a.

PROCEDURE

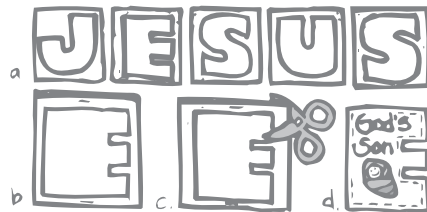
1. **What do you think everyone should know about Jesus?** As volunteers tell ideas, ask questions such as, **What did John the Baptist say about Jesus? What do you learn about Jesus from John 3:16?** (Optional: lead children in reading John 3:16.) **Who can you tell about Jesus?**

2. **We're going to make giant letters to spell the name "Jesus." The words or drawings on the letters will show what we can tell others about Jesus.** Group children into pairs. Assign each pair a letter from the name "Jesus" and give the pair the appropriate paper, as well as another blank sheet of paper.

3. Pairs staple their two sheets together at top and bottom. (See sketch b.) Then children cut out the letters, cutting through both sheets of paper at once. (See sketch c.)

4. Each child draws or writes information about Jesus on the letter. To help children think of what to draw or write ask, **Who is Jesus? What do you know about Him? What did Jesus do when He lived on earth? How does Jesus help people today? What is another name for Jesus?**

5. Children staple around the edges of the letters. (See sketch d.) Instruct children to stuff crumpled or rolled up pieces of newspaper into the opening and staple it closed. Display letters in your classroom or church.



Praise Time

PRAYER

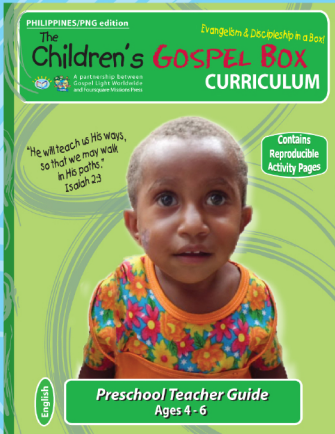
Who told the good news of Jesus in our Bible story today? Who heard the good news? Who can you tell about Jesus? Lead children in prayer. Ask God's help in telling others about Jesus.

WORSHIP SONG

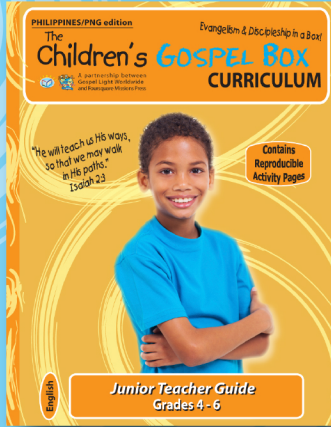
"Go tell it on the mountain" would be very appropriate, or another song that speaks of telling others of Jesus.

Distribute *iNdelela Student Activity Pages* before students leave. Call attention to the Read-aloud Story and Questions to Talk About to be done at home.

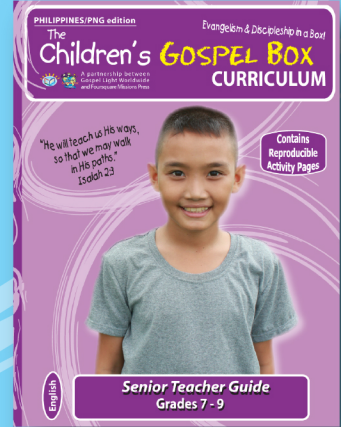
The following age groups are available:



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Ages 4 - 6



Junior
Grades 4 - 6



Senior
Grades 7 - 9



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