PRIMARY

D

Leader/
Teacher
Guide



Third Quarter

Year D

D

Grace LINK CURRICULUM

Primary Leader/Teacher Guide
A Sabbath School Resource for Leaders/Teachers of Primary Children
GraceLink Sabbath School Curriculum

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This Bible study guide is about . . .

Lessons one through four tell us that the Bible teaches us that we belong to the family of God.

- God loves and cares for us.
- I can be a good example to others.
- God leads us as we study and obey His Word.
- God's family celebrates His love together.

Lessons five through eight are about attracting others to God's love.

- God can use my life to influence others for good.
- God helps me accept everyone.
- With God's help, I have the courage to do what is right.
- God leads us to opportunities to serve Him and His people.

Lessons nine through thirteen teach us about worshipping God.

- When I have God's Word in my heart, I can say no to Satan.
- I worship God in my daily, quiet prayer time.
- I worship God when I praise Him no matter what happens.
- I worship God when I study my Bible every day.
- I worship God when I thank Him for Christian role models.

God's grace. Grace is a word that helps explain God's love in action toward people, who don't deserve it.



- Grace is God's love providing Jesus Christ as a sacrifice for our sins.
- Grace is God's love encouraging us to accept that sacrifice.
- Grace is God's love inspiring us to respond in praise and worship.
- Grace is God's love giving us the wisdom and strength to treat one another with love and respect, just the way He treats us.



So, welcome to *GraceLink*. God's grace is power. It's the unlimited, for sure, forever power that finds you and fills you up with everything you need to live a full and wonderful life in Him.

To the leaders/teachers,

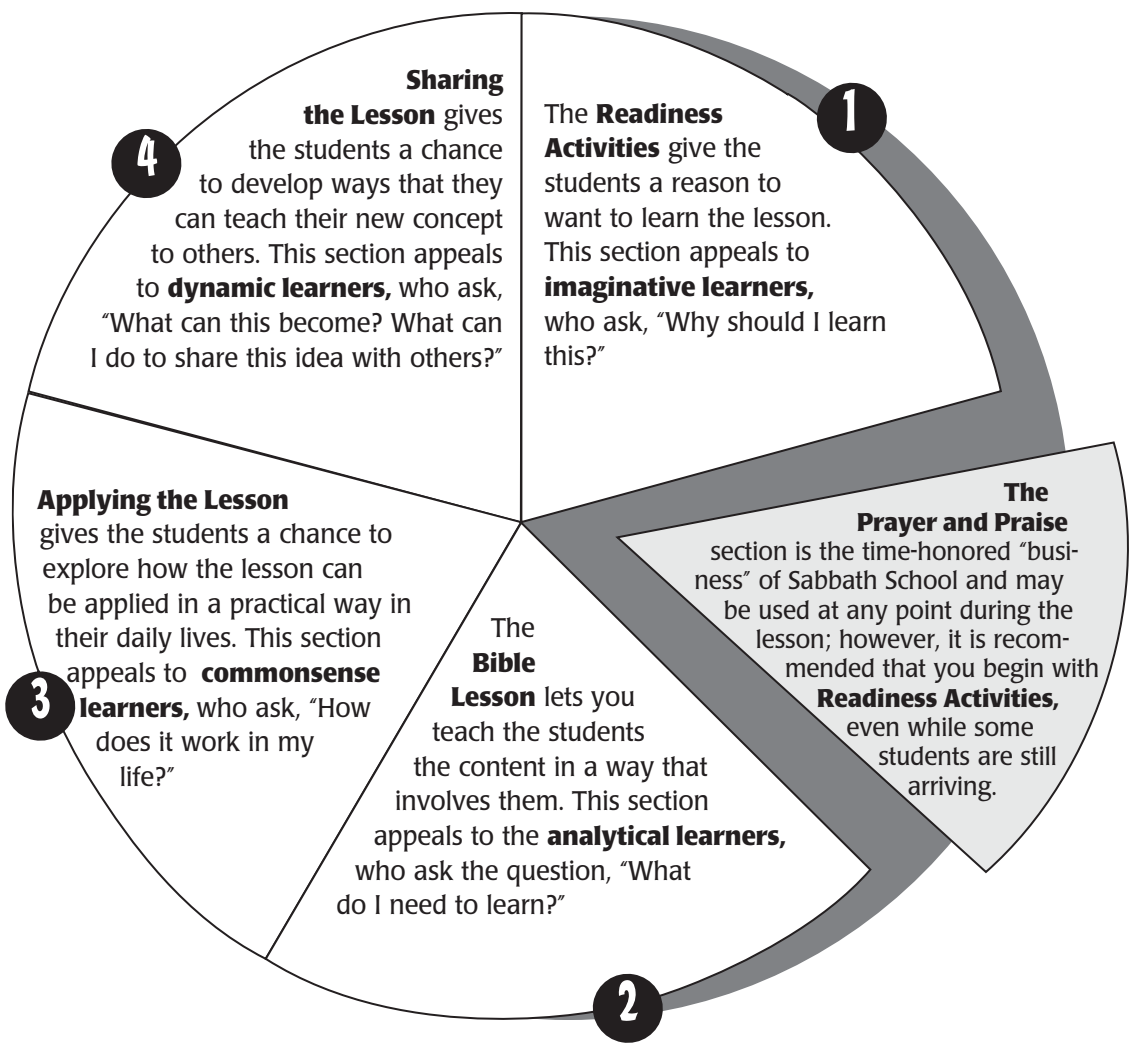
These guides were developed to:

A. Introduce the lesson on Sabbath, inspiring students to study that same lesson throughout the following week.

B. Focus the entire Sabbath School time on one message, one point about God's grace, the response of worship we make to that grace, or how that grace empowers our loving relationships with one another and our service to a world God's love created and sustains.

C. Give students active learning experiences so that they can more readily internalize the truths being presented. These experiences are followed by debriefing sessions in which you ask questions that lead the students to reflect on what they experience, interpret the experience, and apply that information to their lives.

D. Reach each student in the way he or she learns best. By following the natural learning sequence on which these outlines were based, you will also connect students with "the message" for the week in a way that will capture each one's attention and imagination.



E. Involve the adult Sabbath School staff in new and flexible ways. A very small Sabbath School can be managed by one adult.



A larger Sabbath School can be managed by one leader/teacher with other adult volunteers to facilitate the small group interaction. This gives small group facilitators a maximum involvement with the students and their dynamic learning while requiring a minimum of preparation on the facilitator's part.

A creative alternative is to enlist leaders/teachers with different personal learning styles to lead different segments of the program.

(For more detailed information about the natural learning sequence, the learning styles, and other dynamics of teaching and learning, contact your conference Sabbath School or Children's Ministries directors.)

To use this guide . . .

Try to follow the natural learning sequence outlined, but adapt activities as necessary to make the program work in your particular situation.

Look ahead at the Program Overview for each week so you can be prepared with the simple materials suggested.

Always have available regularly used supplies such as:

- aluminum foil
- art supplies (glue sticks, fabric glue, glitter sticks, craft sticks, etc.)
- bags (paper, plastic, sealable plastic; large and small)
- balloons
- baskets, bowls, jars for collecting offering
- beanbags
- Bibles
- blindfolds
- boxes, large and small
- device that can play audio (CD, MP3, streaming, etc.)
- chalkboard or dry erase board
- costumes (Bible-times: robes, head dress, sandals, rope or heavy yarn, large T-shirts)
- cups (disposable, paper/plastic/Styrofoam)
- electrical extension cord
- flashlight
- gifts (small, inexpensive)
- hole punch
- index cards
- Jesus stickers and pictures
- magazines and catalogs (old—for cutting)
- magnets
- nature specimens
- paper clips (steel)
- paper plates, large and small
- papers, large and small (newsprint, rolls of brown paper, poster board, construction paper [various colors], lined and unlined)
- pencils, pens, markers, crayons, colored pencils
- ribbon
- rhythm instruments
- rubber bands
- scissors
- self-stick notes (Post-it notes)
- stapler and staples
- stickers
- string
- tape (masking, cellophane, double-stick)
- yarn (several colors)

Additional Supplies Required for This Quarter

Lesson 1
- dry beans or rice or small stones
- 2 large sheets
- tambourines
- large pan or bucket of sand
- baking pans
- blindfold
- plastic bags
- sandpaper

Lesson 2
- dominoes
- shelf paper
- dowels
- throw scrolls
- large "scroll" with memory verse
- crown
- bowl of water
- small stones

Lesson 3
- small treasure
- instructions to find treasure
- homemade bread
- knife
- book
- blankets
- scroll
- three copies of script
- royal cloak
- lamp pattern (see p. 140)
- two dowels
- crown

Lesson 4
- red watercolor or crayon
- newspaper
- unleavened bread
- grape juice
- picture of a lamb
- salt
- herbs
- six sheep shapes (see p. 141)
- paper plates and cups
- blankets
- 10 small household items
- box wrapped as present
- small presents
- balloons (optional)

Lesson 5
- food coloring
- picture of house or different shape papers
- things that smell
- perfume bottles
- gold box
- pretty piece of fabric
- pins
- royal robe
- two crowns
- hand cream
- sweet-smelling lotion
- small cloth drawstring bags or plastic bags
- potpourri

Lesson 6
- Box of mixed crayons in various stages of use (see activity B, p. 62)
- fabric from Lesson 5
- pins
- crowns
- royal cloaks
- scroll
- heart-shaped papers (see p. 142)
- information about a community need

Lesson 7
- plank or wide board

- fabric from Lesson 5
- pins
- royal cloak
- "gold" scepter
- six paper plates
- gold or silver foil

Lesson 8
- documents with seals
- wax or clay or play dough
- box, papers, pen
- fabric from Lesson 5
- royal cloaks
- pins
- seal such as used on a certificate
- low table
- three quilts/blankets
- "golden" cup
- coupons (see p. 143)

Lesson 9
- watering can
- plant
- empty thread spool
- needle
- box covered to look like a Bible
- stones (optional)
- bread (optional)
- picture of Jerusalem (optional)
- picture of world or a globe (optional)
- two heart shapes per child (see p. 142)

Lesson 10
- paper plates
- lamp
- lightbulb
- flashlight
- batteries
- white sticky labels
- bell
- pin
- nine inflated balloons
- paper plate clocks (see activity)

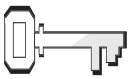
Lesson 11
- strips of cloth
- small stones
- strips of black/brown paper
- bandages
- cardboard sword
- chains (see activity)

Lesson 12
- paper heart shapes (see p. 142)
- four chairs
- variety of fruit or pictures of healthy foods
- magnifying glass
- baby bottle with milk
- jar of baby food
- bread
- can of food
- baby picture, primary-age child's picture
- Bible picture book
- International Children's Bible
- bookmark pattern (see p. 144)
- clear contact paper (optional)
- heavy paper or card stock

Lesson 13
- large seeds
- paper cups
- potting soil and water
- newspaper
- large ball of yarn
- envelope with letter
- "chains" (see activity)
- large body shape cut from paper
- cloth scraps and/or stickers

Lesson	Bible Story	References	Memory Verse	Message	Materials
COMMUNITY: The Bible teaches us that we belong to the family of God.					
Lesson 1 July 6	A song of praise sung by the Red Sea	Exodus 14; 15; Psalm 106:1–12; PP 287–290	Exodus 15:1	God loves and cares for us.	See p. 11
Lesson 2 July 13	Josiah restores the worship of the true God.	2 Kings 22; 2 Chronicles 34; PK 384, 385, 392–406	2 Chronicles 34:2	I can be a good example to others.	See p. 21
Lesson 3 July 20	Josiah leads a great revival.	2 Kings 22; 2 Chronicles 34; PK 384, 385, 392–406	Psalm 119:105	God leads us as we study and obey His Word.	See p. 31
Lesson 4 July 27	Josiah leads a celebration.	2 Kings 23:21–25; 2 Chronicles 35; PK 392–406	Psalm 145:7	God's family celebrates His love together.	See p. 41
SERVICE: People are attracted to God through the lives of His people.					
Lesson 5 Aug. 3	Esther is chosen to be queen.	Esther 1; 2; PK 598–601	Matthew 5:16	God can use my life to influence others for good.	See p. 51
Lesson 6 Aug. 10	Mordecai saves the king and tells Esther to plead for the Jews.	Esther 2:19–23; 3; 4; PK 600, 601	1 Samuel 16:7	God helps me accept everyone.	See p. 61
Lesson 7 Aug. 17	Esther gives a banquet.	Esther 5; 6; PK 602	Proverbs 3:6	With God's help, I have the courage to do what is right.	See p. 71
Lesson 8 Aug. 24	Esther saves her people.	Esther 7; 8; PK 602–606	Esther 4:14	God leads us to opportunities to serve Him and His people.	See p. 81
WORSHIP: We praise God in our times of worship.					
Lesson 9 Aug. 31	Satan tempts Jesus.	Matthew 4:1–11; DA 114–131	Psalm 119:11	When I have God's Word in my heart, I can say no to Satan.	See p. 91
Lesson 10 Sept. 7	Jesus heals a leper and spends time in prayer.	Luke 5:12–16; Mark 1:35; Mark 14:32–41; DA 262–265	Luke 5:16	I worship God in my daily, quiet prayer time.	See p. 101
Lesson 11 Sept. 14	Paul and Silas sing in prison.	Acts 16:16–40; AA 211–220	Acts 16:25	I worship God when I praise Him no matter what happens.	See p. 111
Lesson 12 Sept. 21	The Bereans study the Scriptures.	Acts 17:1–14; AA 231–233	Acts 17:11	I worship God when I study my Bible every day.	See p. 121
Lesson 13 Sept. 28	Paul writes to Timothy.	2 Timothy 1; 2; AA 203, 498–508	2 Timothy 1:8	I worship God when I thank Him for Christian role models.	See p. 131

Seashore Song



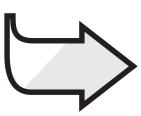
References
Exodus 14; 15; Psalm 106:1–12; *Patriarchs and Prophets,* pp. 287–290



Memory Verse
"I will sing to the LORD, for he is highly exalted" (Exodus 15:1, NIV).



Objectives
The children will:
Know that God loves and protects His people.
Feel safe and secure in God's love for His people.
Respond by singing praises to God for His protection.



The Message
God loves and cares for us.

Monthly Theme

The Bible teaches us that we belong to the family of God.

The Bible Lesson at a Glance

The lesson briefly reviews the familiar story of the Israelites safely crossing the Red Sea. The major emphasis of the lesson is placed on the song of praise led by Moses and Miriam, as recorded in Exodus 15:1–18, 21. Moses and Miriam lead the people in singing praises to God for His protection and miraculous leading.

This is a lesson about community.

Banded together to leave Egypt, the Israelites formed a community—a body with common heritage and culture. They developed their own "family" under God's protection and guidance. The Red Sea experience teaches us that we can trust God to take care of His people. Today we can experience being part of God's family by sharing in the Christian community. God offers us the same protection and guidance that He gave to Israel.

Teacher Enrichment

"**Dance.** In the Bible dancing is always connected with rejoicing. The nature of this rejoicing may be religious, festive, or merely joyous. The Biblical dance bears little resemblance to the society dance (or even to the so-called "square dance") of modern Western civilization. The Biblical version was usually performed by women, but on rare occasions they were joined by men. Even on these occasions there is no evidence of physical contact between the sexes.

"Dancing was frequently performed with the accompaniment of musical instruments (Ex. 15:20; Judges 11:34) . . . Frequently, however, dancing had no religious significance, but was simply an expression of special festive joy (Jer. 31:4), and as such is often contrasted with mourning (Ps. 30:11; Lam. 5:15; Luke 7:32)" (*The SDA Bible Dictionary,* pp. 262, 263).

"**Tabret.** Translated 'tambourine' or 'timbrel.' Authorities on ancient musical instruments agree that the *toph* was a hand drum, made of a wooden hoop and very probably 2 skins. It was beaten by the hands, and must have made a kind of tom-tom sound. It was played mostly by women, and used as an accompaniment to singing and dancing, to accentuate the beat" (*The SDA Bible Dictionary,* p. 1086).

Room Decorations

Musical instruments: Music and praise are important parts of the stories. Have a table with musical instruments that the children can experiment with. Provide the opportunity to create their own instruments by filling jars with different levels of water and hitting them with a stick, or making shakers. These may be used in Prayer and Praise.

Temple: Create a temple scene using felt pictures. Contrast this with pictures of churches today.

3D pictures: Have a number of posters or books of 3D pictures, where the true picture emerges as you look at the "picture." (The Book of the Law was hidden; we have to study to find the truths of the Bible.)

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Tambourines*	paper plates, stapler, beans or dried rice or small stones, stickers or crayons
		B. Impossible Challenges	none
		C. Human Knot	none
Any Time Prayer and Praise*	up to 10	Fellowship	none
		Songbook	*Sing for Joy*
		Mission	*Children's Mission*
		Offering	church-shaped box or musical instrument
		Prayer	none
2 Bible Lesson	up to 20	Experiencing the Story	two large sheets words to Moses' and Miriam's songs, tambourines (see Readiness A)
		Memory Verse	tambourines (optional), chalkboard
		Bible Study	Bibles, large pan/bucket sand, four pieces of paper
3 Applying the Lesson	up to 15	*Impossible Maze*	three or four baking pans, blindfold, water, plastic bags
4 Sharing the Lesson	up to 15	*Separating the Red Sea*	blue construction paper, crayons or markers, sandpaper or light brown paper

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been, what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- 2 small paper plates per child
- stapler
- beans or rice or small stones
- stickers or crayons

A. Tambourines

Say: **We are going to make a tambourine.** To demonstrate, place two plates facing each other and staple together. Put dried beans, rice, or small stones between the plates before the final staple. Decorate using stickers or crayons. Let the children use their tambourines as you sing a praise song together.

Debriefing

Ask: **Was it fun to make and play a tambourine? How do you feel when you sing and play your tambourine? When do you feel like praising God? Have you ever been so happy that you want to hop and jump for joy? That was just how the Israelites felt in today's story. When God rescued them out of an impossible situation, they just wanted to praise Him. God cares for us as much as He cared for the Israelites. Let's say today's message together:**

GOD LOVES AND CARES FOR US.

Say that with me.

B. Impossible Challenges

Form small groups. Ask the groups to try one or more of the following challenges:

1. Stand on your nose.
2. Put your elbows together behind your back.
3. Put sticky notes on the ceiling.
4. Jump 10 feet from a standing position.

Debriefing

Ask: **Did anyone succeed in doing any of the tasks? Why not? How did you feel when you realized they were impossible? In today's story the Israelites were in an impossible situation. God can help us when we are in difficult situations. He loves us and takes care of us. Let's say today's message together:**

GOD LOVES AND CARES FOR US.

Say that with me.

C. Human Knot

Say: **Let's join hands and form a circle.** There should be no more than 10 chil-

dren to a group. **Without letting go, weave in and out and try to form a human knot. You can step over or crawl under hands, but you cannot let go of your neighbor's hand.** When they are in a knot say: **Now untangle yourselves without letting go of your neighbor's hand.**

Debriefing

Ask: **What happened when you tried to form a knot? How did you feel when you were tangled up? How did you feel when someone offered to help you sort it out? Jesus loves and cares for us and is always there to help us sort out the tangles in our lives. In our lesson today, God rescued the Israelites from an impossible situation. Let's say today's message together:**

GOD LOVES AND CARES FOR US.

Say that with me.

Prayer and Praise Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Clap Your Hands" (*Sing for Joy,* no. 4)
"Psalm 66" (*Sing for Joy,* no. 11)
"Come Into His Presence" (*Sing for Joy,* no. 14)
"Lord, We Praise You" (*Sing for Joy,* no. 17)
"Join With Us" (*Sing for Joy,* no. 20)



Mission

Share a story from *Children's Mission.* Ask: **What did you learn about God's family from today's mission story?** Point out that no situation or circumstance is too difficult for God.



Offering

Say: **We show that we love and care for others in God's family by giving our offerings.**

You Need:

- church-shaped box or musical instrument, such as a drum



Prayer

Have a "popcorn prayer." Tell the children to pray short sentences from anywhere in the room (like popcorn popping). They can thank and praise God for the blessings He has given them, and they can bring any difficult situations or problems to Him.

2 Bible Lesson

You Need:
- two large sheets
- words of Moses' and Miriam's songs where all can see (see lesson)
- tambourines from Readiness A or follow directions in Readiness A and make some before class.

Experiencing the Story

Characters: Moses, Miriam. The remainder of the children represent the children of Israel.

Setting the Scene

Dress the children in Bible-times costumes. Use two large sheets on the floor to represent the sea. When the sea "parts," pull the two sheets apart. Have the children follow Moses through the "sea."

Say: **Have you ever felt things were impossible? Our story today is about a time when the Israelites were in an impossible situation. God had an unexpected solution. Afterward, they sang the song of Moses and Miriam—thanking and praising God for His goodness.**

Read or tell the story.

The Israelites were scared. *[Children crouch by "sea" and look scared.]* They were trapped. Pharaoh and his army were behind them. In front of them was the Red Sea. They felt certain that they would either drown or be taken back to Egypt as slaves.

As they camped by the Red Sea, God's angel and the pillar of cloud that had been showing them the way moved behind them. Throughout the night one side of the cloud kept Pharaoh's army in darkness. On the other side, the cloud looked like fire and gave light and warmth to the Israelites. Pharaoh's army could not get near them.

The Lord told Moses to stretch out his hand over the sea *[Moses stretches out hand.],* and he did. All night long, God sent a wind to blow back the sea. The wind caused the sea to divide. *[Pull the two sheets apart.]* When it was almost morning, the Israelites walked through the sea! *[Have the children walk through the middle of the "sea."]* Walls of water stood to their right and to their left. But the ground where they walked was dry!

Pharaoh's army followed the Israelites into the sea. *[Children turn and look at imaginary Egyptians following them.]* But their chariots got stuck and would not move. "God is with the Israelites," they screamed. "Let's get away from them!"

Then God said to Moses, "Hold your hand over the sea." *[Moses stretches hand out.]* Then the water came crashing back, and all Pharaoh's army drowned.

When the Israelites saw this, they could hardly believe their eyes. They were so relieved and happy! Everyone started singing and praising God.

Their song told how God saved them from Pharaoh's army. Let's "sing" it together: *[Direct attention to the words of the song written where everyone can read it.]*

"I will sing to the Lord
because he is worthy of great honor.
He has thrown the horse and its rider into the sea. . . .
The enemy bragged, 'I'll chase them and catch them.' . . .
But you blew on them with your breath and covered them with the sea.
They sank like lead in the powerful water.
Are there any gods like you, Lord?
No! There are no gods like you.
You are wonderfully holy.
You are amazingly powerful.
You do great miracles. . . .
You keep your loving promise.
You lead the people you have saved.

With your strength you will guide them to your holy land. . . .

Lord, that is the place that you made for yourself to live.

Lord, that is the temple that your hands have made.

The Lord will rule forever!" (Exodus 15:1–18, ICB).

Moses' and Aaron's sister, Miriam, was so happy, she grabbed her tambourine and started dancing and singing. All the other women played their tambourines and danced and sang with her. Miriam sang: *[Have all the girls move in a circle and shake their tambourines.]*

"Sing to the Lord because he is worthy of great honor.

He has thrown the horse and its rider into the sea" (Exodus 15:1, ICB).

Moses, Miriam, and the Israelites sang about two things at the same time. They sang about being saved while crossing the Red Sea. They may have also been looking forward and singing about what would happen in the future—how God will save His children and take them to live with Him in heaven. We can all sing the song to celebrate how God has helped His family through the ages, continues to help us today, and will help us in the future. *[Sing the song again, letting the children move around and shake their tambourines.]*

Debriefing

Say: **Imagine that you were with the Israelites. How would you have felt when trapped between the army and the Red Sea? How would you have felt about God's solution?**

Why do you think Miriam and Moses led the people in singing? Deuteronomy 20:4 tells us that our God goes with us to fight and save us. God loves doing impossible things for His children. Say today's message with me:

GOD LOVES AND CARES FOR US.

Memory Verse

You Need:
- tambourines (optional)
- memory verse written so all can see it

Form a circle and move around as if the children are part of Miriam's "dance." While walking in the circle, have the children clap hands or shake their tambourines and read the words of the memory verse.

Repeat several times until you are sure that the children know the words. The memory verse is: "**I will sing to the Lord, for he is highly exalted" (Exodus 15:1).**

Bible Study

You Need:
- large pan/ bucket of sand
- four pieces of paper
- Bibles

In advance, write the following texts on pieces of paper and bury them in a large pan of sand. (For large groups you may need several sets.)

Divide the children into four small groups. Be sure that each group has an adult to help nonreaders.

Say: **Let's dig into God's Word and find out about some other people who were in situations that seemed to be impossible. When you find a text, discuss it with your group.**

Have one person from each group "dig" in the sand to find a text.

Matthew 14:29–31 (Peter walked on water.)

Exodus 2:6–8 (Baby Moses found by the princess.)

Daniel 6:19–22 (Daniel in the lions' den)

2 Kings 2:6–8 (Elijah parts waters of Jordan River.)

Allow time for the groups to share their findings.

Debriefing

Ask: **Can you think of others in the Bible who faced impossible situations? How would you like to trade places with them? With God, nothing is impossible. Jesus has solutions for every situation. He is taking care of us, even when things seem to be impossible! Remember:**



GOD LOVES AND CARES FOR US.

Say that with me.

3 Applying the Lesson

You Need:
- 3 or 4 baking pans
- blindfold
- water
- plastic bags

Impossible Maze

Make a maze using three or four baking pans half full of water. Place plastic bags under the pans to protect the floor.

Ask for a volunteer to remove their shoes and stockings and try to walk through the maze blindfolded, without getting their feet wet.

Let everyone who wants to try have a turn. Then say: **Now you can have a friend to guide you.** Repeat the exercise allowing everyone to have the opportunity to lead or be led through the maze. Have paper towels or clean towels to dry feet that might get wet.

Debriefing

Ask: **Were you in an impossible situation without any help? How about when you were helping the blindfolded person? What was it like when your friend helped you? How did it feel to have someone help you?**

How was this experience like God's care for us?

We have someone who is always on hand to help us no matter what the situation or how difficult it is. God loves and cares for us. He delights in doing difficult things. Let's say today's message together:



GOD LOVES AND CARES FOR US.

4

Sharing the Lesson

Separating the Red Sea

Distribute the supplies. Then demonstrate each step as you give the following directions (see picture):

Fold a piece of blue construction paper into thirds by folding both end sections toward the middle. Then fold each end section back halfway so that the edges line up. Partially open the "Red Sea" and color fish in the side parts of "water." Glue sandpaper or light brown paper in the middle of the "sea."

Divide the children into pairs and ask them to share the story of God's rescue from Israel's impossible situation with each other. Ask them to share any "impossible" situations they may have faced (or are facing) and talk about solutions.

Say: **Would anyone like to share a time when God helped them? God helped Moses, Miriam, and the Israelites, and He can help us too.**

Encourage the children to share positive outcomes that helped them and/or their family.

Debriefing

Ask: **How do you feel knowing that no matter what the situation you are in, God has not just one, but many solutions?**

Say: **Now that you have shared with one another, think of someone not in this class with whom you would like to share what we have studied today. Take your paper home and show it to that person as you tell them how God saved the Israelites and about the song of praise Moses and Miriam and the Israelites sang. You can teach them today's message too. Let's say it together:**

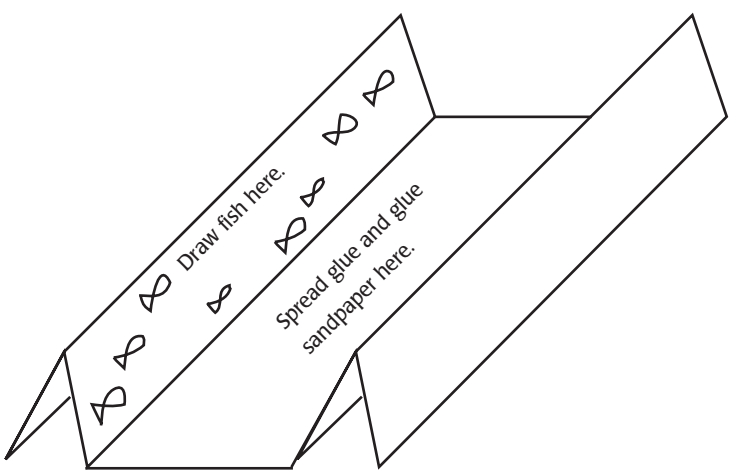
GOD LOVES AND CARES FOR US.

Closing

Invite the children to stand in a circle. Thank God for loving and caring for us all the time. Pray for those who may face difficult situations in the week ahead.

You Need:

- blue construction paper
- crayons or markers
- sandpaper or light brown paper (grocery bags are ideal)



Seashore Song

References
Exodus 14; 15; Psalm 106:1–12; *Patriarchs and Prophets,* pp. 287–290

Memory Verse
"I will sing to the LORD, for he is highly exalted" (Exodus 15:1, NIV).

The Message
God loves and cares for us.

Have you ever been scared or frightened and did not know what to do? That is just how the children of Israel felt at the beginning of our story. Read on to find out how their fear was transformed into joy.

The Israelites were trapped and they were afraid. Pharaoh and his army were behind them. In front of them was the Red Sea. They felt certain that they either would drown or be taken back to Egypt as slaves.

As they camped by the Red Sea, God's angel and the pillar of cloud that had been showing them the way moved behind them. Throughout the night one side of the cloud kept Pharaoh's army in darkness. On the other side, the cloud looked like fire and gave light and warmth to the Israelites. Pharaoh's army could not get near them.

The Lord told Moses to stretch out his hand over the sea. All night long, God sent a wind to blow back the sea. The wind caused the sea to divide. When it was almost morning, the Israelites walked through the sea! Walls of water stood to their right and to their left. But the ground where they walked was dry!



Pharaoh's army followed the Israelites into the sea. But the Lord made them panic. Suddenly, their chariots would not move! "God is with the Israelites," they screamed. "Let's get away from them!" But they could not.

Again God said to Moses, "Hold your hand over the sea." He did. And the walls of water came crashing down, and all Pharaoh's army drowned.

When the Israelites saw this, they could hardly believe their eyes. They were so relieved and happy! Everyone started singing and praising God. Their song told how God saved them from Pharaoh's army. Let's "sing" it together:

"I will sing to the Lord
because he is worthy of great honor.
He has thrown the horse and its rider into the sea. . . .
The enemy bragged, 'I'll chase them and catch them.' . . .
But you blew on them with your breath and covered them with the sea.
They sank like lead in the powerful water.
Are there any gods like you, Lord?
No! There are no gods like you.
You are wonderfully holy.
You are amazingly powerful.
You do great miracles. . . .
You keep your loving promise.
You lead the people you have saved.
With your strength you will guide them to your holy land. . . .
Lord, that is the place that you made for yourself to live.
Lord, that is the temple that your hands have made.
The Lord will rule forever!" (Exodus 15:1–18, ICB).

Moses' and Aaron's sister, Miriam, was so happy. She grabbed her tambourine and started dancing and singing. All the other women played their tambourines and danced and sang with her. Miriam sang:

"Sing to the Lord because he is worthy of great honor.

He has thrown the horse and its rider into the sea" (Exodus 15:21, ICB).

Moses, Miriam, and the Israelites sang about two things at the same time. They sang about being saved while crossing the Red Sea. They may have also been looking forward and singing about the future—how God will save His children and take them to heaven. We can all sing the song. We, too, can celebrate. God has helped His family through the ages. He continues to help us today. And He will help us in the future.

Daily Activities

Sabbath

- If possible, go for a walk with your family by a river, lake, or sea. As you walk, see how many Bible stories you can think of that are connected with water. Find a quiet place and read your lesson together.
- Imagine what it would look like if the water divided to create a path through the middle.
- Thank God for water.

Sunday

- Make a praise instrument using an empty plastic container, paper towel tube, or other container. Put some small stones or dried beans inside to make it rattle. Tape paper over the openings. Play your new instrument as you sing a praise song at worship time.
- Draw 12 big music notes on a piece of paper and write one word of the memory verse in each. Repeat the verse, shaking your instrument with the rhythm of the words. Teach the verse to your family.
- Thank God for music.

Monday

- For family worship, take turns reading a verse at a time from Exodus 15:1–18.
- Fill a shallow pan with water. Try to blow a path of "dry" land. A straw may make it easier. What happens as soon as you stop blowing?
- Ask two people to tell you about an impossible situation. How did God help them?
- Ask your family to help you find a promise of help in the Bible.
- Thank God for being with you in impossible situations.

Tuesday

- Look up the following texts to discover other times God did the impossible: 2 Kings 6:18; 2 Kings 20:5; Acts 12:7; Acts 28:3–5.
- Look at a Bible map and find the Red Sea. Discover the sea nearest to your home.
- Pray that God will be with all those who are traveling on water.

Wednesday

- Make an obstacle course. Blindfold some members of your family and let them try it first without help; then with help.
- Talk about ways that God is our guide.
- Miriam led the Israelites in songs of praise. In what other ways can we praise God?
- Write a poem or rap praising God for caring for your family. Read it as a prayer.

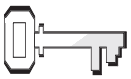
Thursday

- During worship, read Revelation 15:2–4. Who will sing the song of Moses in the future?
- Draw two pictures: one of the Israelites after they escaped from the Egyptians, and one of the people on the sea of glass.
- Thank God that He sent His Son, Jesus, to make it possible for us to stand on the sea of glass.

Friday

- Ask your family to help you act out your lesson story during worship. Read the song of Moses and Miriam in Exodus 15. Then sing your own song of praise.
- Thank God for the Sabbath, and for being with you everywhere you go.

Josiah Gets It Right



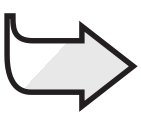
References
2 Kings 22;
2 Chronicles 34;
Prophets and Kings,
pp. 384, 385, 392–406



Memory Verse
"[Josiah] did what was right in the eyes of the LORD" (2 Chronicles 34:2, NIV).



Objectives
The children will:
Know that others are influenced by our faithfulness to God.
Feel a desire to do what is right at all times.
Respond by asking God to lead in everything we do.



The Message
I can be a good example to others.

Monthly Theme

The Bible teaches us that we belong to the family of God.

The Bible Lesson at a Glance

At the early age of 8 Josiah becomes king of Judah. He reigns for 31 years. As a young man he begins "to seek the God of his father [ancestor] David" (2 Chronicles 34:3). He travels throughout the land of Judah ordering that all the idols be broken, altars torn down, and places of idol worship destroyed. He orders the priests to use temple offerings to restore the temple as a place of worship to the true God. The priests take charge of the work. Under Josiah's leadership, God's people work together to put God first in their land.

This is a lesson about community.

King Josiah, though very young, had a great influence on his people. He led them away from idolatry to worship of the true God. We, too, can encourage others in our community of faith to worship God in the right way.

Teacher Enrichment

"According to Bible usage idolatry includes both the worship of false gods in various forms and the worship of images as symbols of Jehovah. The New Testament broadens the concept of idolatry to include such practices as gluttony (Phil. 3:19) and such attitudes as covetousness (Eph. 5:5). . . .

"Idolatry has been practiced from early times. The immediate ancestors of Abraham 'served other gods' (Joshua 24:2, KJV). . . . Idolatry was a frequent sin of Israel (Deut. 32:16; 2 Kings 17:12; Ps. 106:38), and was of more than passing concern to the early Christian church (1 Cor. 12:2). . . .

"From the time of the conquest of Canaan to the Babylonian captivity idolatry was a persistent, undermining influence in the experience of Israel. In the earlier period there was a series of cycles: Israel would lapse into idolatry and would fall victim of aggression. In time a judge would arise who would free the people from oppression and restore the worship of Yahweh. This pattern was repeated over and over (see Ps. 106)" (*The SDA Bible Dictionary*, p. 519).

Room Decorations

See Lesson 1.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Domino Effect* *B. A Book With a Difference*	set of dominoes shelf paper, dowels, glue
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* offering container used last week
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	scroll (see Readiness B), Bible-times costumes, chair, throw, crown, royal cloak large scroll Bibles
3 Applying the Lesson	up to 15	*Putting God First*	scrolls from Readiness B or use the following to make one: dowels, glue, shelf paper
4 Sharing the Lesson	up to 15	*Making Ripples*	bowl, water, small stones

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1

Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- set of dominoes (several if a large class)

A. Domino Effect

Have the children line up the dominoes, a half inch (1.5 cm) apart, standing on their shortest end. When they are finished lining them up, ask one of the children to push over the first domino. Watch the effect.

Debriefing

Allow response time as you ask: **What happened? How could one domino make the whole group fall? We call that a "domino effect." Each domino had an effect on the next one. Our actions are like the dominoes. What we do affects others. In our lesson today we will learn how a young boy's influence spread over a whole nation. Today's message says:**



I CAN BE A GOOD EXAMPLE TO OTHERS.

Say that with me.

You Need:
- 24 inches (60 cm) of shelf paper per child
- 2 dowels per child
- glue

B. A Book With a Difference

Help the children glue the dowels to each end of the paper. Show how to roll it up from both ends to form a scroll. (Save the scroll for Applying the Lesson.)

Debriefing

Ask: **Where did people use scrolls?** (In Bible times.) **Do you know where people still use scrolls today?** (In synagogues every Sabbath.) **The scrolls were made of leather. We are going to learn about a special scroll that had been hidden for a long time. It was discovered because one boy was a good example. Today's message is . . .**



I CAN BE A GOOD EXAMPLE TO OTHERS.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Clap Your Hands" (*Sing for Joy,* no. 4)
"Bless His Holy Name" (*Sing for Joy,* no. 9)
"We Are the Church" (*Sing for Joy,* no. 141)
"The Family of God" (*Sing for Joy,* no. 139)
"Alleluia" (*Sing for Joy,* no. 16)



Mission

Share a story from *Children's Mission*. Emphasize how people's actions affected others.



Offering

Say: **When we give our offerings, we support the work of mission pastors, doctors, nurses, teachers, mechanics, pilots, and many more. By supporting their work, we are able to influence others.**

You Need:

- offering container from Lesson 1



Prayer

Ask each child to name a way that they would like to be a better influence. Form pairs and ask the children to pray for each other. Allow time. When the pairs finish, have an adult ask God to fill each child with the Holy Spirit.

2 Bible Lesson

You Need:
- scroll
- chair covered with cloth to make a throne
- crown
- royal cloak
- Bible-times costumes

Experiencing the Story

Characters: King Josiah, Hilkiah, Shaphan. The remainder of the children should be divided up as "courtiers" standing near the king, people giving offerings, builders, gatekeeper-priests. (Children may need to have more than one role.)

Setting the Scene

Invite a man to play the role of Josiah. As he tells his story have workmen, courtiers, Hilkiah, and Shaphan mime the story. Before Sabbath School starts, hide a scroll. Tell "Hilkiah" where it is before you begin the lesson.

Read or tell the story.

My name is Josiah. When I was about your age I became king. To be exact, I was 8 years old. Although I was young, I had heard a lot about my grandfather and father, and I knew that they were not good kings.

My grandfather, King Manasseh, did many evil things. He built idols and places for people to worship false gods and the stars in the sky. He even burned one of his sons in the fire as a sacrifice to heathen gods. And he built altars to the false gods in God's temple. He talked to evil angels and killed many people who had not done anything wrong.

King Manasseh also lost the Book of the Law, God's special message to His people. The priests were supposed to read this Book to the people every day. Without the Book, the people would not learn to live as God wanted them to.

My father, King Amon, became king when he was 22, but he followed grandfather's example. He was so evil! Some of his officers hated him so much that they murdered him in the palace. When the people heard this, the officers were put to death. It was after this that I became king.

I had seen how so many people had suffered, and I was determined that I was not going to be like grandfather Manasseh or my father Amon. I was going to obey God.

I dedicated myself to God and asked Him to use me to help the people learn more about Him. I began to understand that we needed to get rid of all the idols and altars to the false gods. I went through the land asking people for their help. *(Mime asking people for help. Groups of children mime breaking down altars and idols.)* When they broke down the idols, they ground them to powder. *(Children mime grinding.)* Then I sprinkled the powder on the graves of the people who had worshipped false gods. *(Mime sprinkling powder.)*

By the time I was 26, I knew what I wanted to do most of all. I wanted to purify and repair the temple. I called my assistant, Shaphan, and gave him some instructions to pass on to Hilkiah, the high priest.

"Tell Hilkiah to gather all the money the gatekeeper-priests have collected from people at the temple. Tell him that this money is to be used to repair the temple. He is to give the money to the builders. They are to pay workers and buy supplies with it."

Shaphan went to see Hilkiah right away. *(Mime going to see Hilkiah.)* He gave him my instructions. Hilkiah told the gatekeeper-priests to gather the money. *(Send priests to collect money.)*

Hilkiah began looking around the temple. *("Hilkiah" starts looking around as*

if searching for something.) Suddenly he shouted, "Come see what I have found!" Everyone came running. *(All go to Hilkiah who pulls out the "hidden scroll.")*

"What is it?" asked Shaphan.

"What happened?" asked the other priests.

"Look at this," said Hilkiah holding up a big scroll and smiling. "I found the Book of the Law! It was right here in the temple all along."

"Let me see it," said Shaphan. Hilkiah handed it to him.

Shaphan read a few paragraphs. "The king needs to see this!" he exclaimed.

"Please take it to him," Hilkiah responded. "He will be so pleased."

So Shaphan brought God's Book of the Law to me. And, yes, I was pleased.

Next week I will tell you more about what happened when we read the Book of the Law.

Debriefing

Ask: **Why did the people do such bad things while King Manasseh and King Amon ruled? What kind of example were those kings?**

How was Josiah different?

What did Hilkiah find?

When we try to do right things, we encourage others to do right things too.

Let's say today's message together:

I CAN BE A GOOD EXAMPLE TO OTHERS.

Memory Verse

You Need:
- large "scroll" with memory verse

Write the memory verse on the scroll. Open the scroll to show the verse. Have the children repeat the verse and do the actions.

[Josiah] did what was right	Thumbs up.
in the eyes	Point to eyes.
of the LORD.	Point up.
2 Chronicles 34:2	Palms together; then open.

Repeat several times showing fewer words each time you open the scroll.

Bible Study

You Need:
- Bibles

Form five pairs or small groups. Give each pair one of the following questions. Assist nonreaders. Allow time for reporting to the class.

1. How old was Josiah when he became king? (2 Kings 22:1)
2. How long did Josiah remain king? (2 Kings 22:1)
3. What kind of person was Josiah? (2 Kings 22:2)
4. What did Josiah tell Shaphan to do with the money the people had brought to the temple? (2 Kings 22:3–6)
5. What did Hilkiah the high priest find in the temple? To whom did he give it? (2 Kings 22:8)

Debriefing

Ask: **How would you like to be made king or queen? How do you think Josiah felt? What made him different from his father and grandfather?**

How did Hilkiah react when he found the scroll?

Although we may not be kings or queens, we are still part of a community that we can influence. God will help us. Let's say today's message:

I CAN BE A GOOD EXAMPLE TO OTHERS.

3 Applying the Lesson

You Need:
- scrolls from Readiness B (or direct the children to use the following to make a scroll)
- 24 inches (60 cm) shelf paper per child
- 2 dowels per child
- glue

Putting God First

Use the scrolls made in Readiness B or help the children glue the dowels to each end of the shelf paper; then show them how to roll it up from both ends to form a scroll.

Allow response time as you say: **In today's story the Israelites had been led by bad kings to worship idols. Today we do not bow down to images as they did.**

Is it still possible for us to have idols in our lives? What could be an idol today? Allow discussion time and list responses where all may see.

An idol is anything that is more important to us than God. Idols affect our relationship with God because they take our mind and attention away from Him. Draw or list on your scroll some things that may become idols.

What can we do to stop these things from becoming idols? Allow discussion and list responses as before. **Draw or write on your scroll some of the things that help us put God first.**

Debriefing

Allow response time as you ask: **How does putting God first help us become a positive influence on those around us?**

Is it always easy to put God first? How can we do that? One way is to ask God to be with us.

Let's say a prayer right now asking God to help us put Him first in our lives. If you want to make that commitment, put your hand up while we are praying.

At the end of the prayer say: **Let's say today's message together.**

I CAN BE A GOOD EXAMPLE TO OTHERS.

4

Sharing the Lesson

Making Ripples

Ask: **What are some things we can do that will help us become a positive influence?** List responses. (smile, be friendly, be helpful, be kind, obey God's rules, etc.)

Have the children gather around the bowl or pan of water. Drop a pebble or small stone in the water. Ask: **What happened when the stone hit the water?** (It sank; it made ripples in the water.)

Call attention to the ripples and say: **Our actions are like ripples. What we say or do affects others in some way. We want to have a positive or good effect on others.**

What can you do to be a good example for others at home, at school, or on the playground this week? When you think of something you will do, drop your pebble in the water and watch the ripples.

Allow time for the children to respond. Then remove the pebbles from the water and give one to each child.

Debriefing

Say: **Take your pebble with you and show it to someone today. Give them the pebble and tell them about the ripple effect and how you want to try to be a good example to others this week. Invite them to be a good example too. That's the way the ripple effect works.**

Who wants to share with us what you have decided to do to be a better influence on others this week? How will you make it happen? Who will help you as you try? How do you think others will react to your example? How will you feel about it?

Let your pebble help you remember that even small things we do affect others. And remember our message:

I CAN BE A GOOD EXAMPLE TO OTHERS.

Closing

Sing "God Made Our Hands" (*Sing for Joy,* no. 57). Close with prayer, asking God to help the children be a positive influence on those around them.

You Need:

- bowl or pan of water
- pebble or small stone for each child

Josiah Gets It Right

References
2 Kings 22; 2 Chronicles 34; *Prophets and Kings*, pp. 384, 385, 392–406

Memory Verse
"[Josiah] did what was right in the eyes of the LORD" (2 Chronicles 34:2, NIV).

The Message
I can be a good example to others.

Have you ever been in a situation where a friend tries to get you to do something you know is not right? How easy is it to say no? Josiah was surrounded by people doing bad things, but he learned to say no and changed a whole country.

King Josiah was not at all like his father, King Amon, or his grandfather, King Manasseh. His grandfather did a lot of evil things. He built places for people to worship false gods and to worship the stars in the sky. He even offered one of his sons as a burnt sacrifice to one of the gods. King Manasseh built strange idols and altars in God's temple. He hurt a lot of people who did not do anything wrong.

While Manasseh was king, the scroll with God's Book of the Law disappeared. The priests were supposed to read from this scroll to the people every day. Without the scroll, the people could not learn about God.



Josiah's father, King Amon, did even worse things. His officers hated him so much that they killed him in his own palace. And then the people killed those officers. And that's how Josiah became king when he was still just 8 years old.

King Josiah was not like his father and grandfather. He really loved God. He always tried to do the right thing. As a teenager he dedicated himself to God.

When King Josiah was 20, he began to get rid of all the idols and altars to false gods. He destroyed their worship places. He tore down their altars. He had men break up the idols and grind them into powder.

When King Josiah was 26, he decided to purify the land and repair the temple. He sent his royal assistant, Shaphan, to see Hilkiah, the high priest. Before Shaphan left, King Josiah gave him some instructions.

"Tell Hilkiah to gather all the money the gatekeeper-priests have collected from people at the temple," King Josiah said. "Tell him that this money is to be used to repair the temple. He is to give the money to the builders. They are to pay workers and buy supplies with it."

Shaphan entered the temple and found Hilkiah. Hilkiah listened carefully to King Josiah's instructions. Immediately Hilkiah told the gatekeeper-priests to gather the money. The temple would be repaired! At this same time, Hilkiah had news for King Josiah. He said to Shaphan, "I have found the Book of the Law!

"Look at this," he said, holding up a big scroll and smiling. "It was right here in the temple all along."

Hilkiah handed the book to Shaphan. Shaphan read a few paragraphs. "The king needs to see this!" he exclaimed.

"Please take it to him," said Hilkiah.

And Shaphan did.

Next week we will discover what happened when King Josiah received the long-lost book.

Daily Activities

Sabbath

- Hide a small object and ask your family to try to find it. Then read the lesson story together.
- If possible, go for a walk near some water. Toss a stone in it and look at the ripples. Ask your family: How are the ripples like our influence?
- Thank God for the good example you have in your family.

Sunday

- Read and discuss 2 Kings 22 for worship. What did you learn about King Josiah?
- Make a scroll and write your memory verse on it.
- What is the oldest book in your home?
- Ask God to help you to do what is right.

Monday

- Think of Bible stories about things that were lost and found. (See Luke 15.) Make a list to share with your family.
- Make a book by folding four sheets of paper and stapling them together. Write some of your favorite texts in the book and share them at worship.
- Plan a "good example" surprise for someone today. Ask Jesus to help you.
- Thank God for your family.

Tuesday

- For family worship, review 2 Kings 22. How did the priests get things to rebuild the temple?
- Look up 2 Corinthians 9:7. What kind of giver does God want us to be?
- Find a box or jar and decorate it. Start saving for a special offering for your church.
- Sing a song of praise at worship and ask God to help you to be a happy giver.

Wednesday

- Ask your family whom they admire most and why.
- Draw five things that could become idols for your family. During family worship, talk about how to stop these from becoming idols in your home.
- Review your memory verse; say it to an adult.
- Ask God to help you make Him the center of your life.

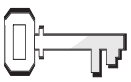
Thursday

- The builders worked to repair God's house. What can you do to help your church be a better place? Make a plan with your family.
- Have a tug-of-war with your family. How is this like the struggle to do the right thing? With God on our side, who will win? How can we resist sin? (See Philippians 4:13.)
- Pray for strength to resist temptation.

Friday

- Act out the lesson story at family worship. Ask your parents to tell about someone who has been a positive influence in their lives.
- Say your memory verse together.
- Thank God for the Sabbath and for your church family.

Hidden Treasure



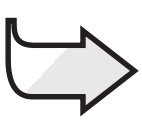
References
2 Kings 22;
2 Chronicles 34;
Prophets and Kings,
pp. 384, 385, 392–406



Memory Verse
"Your word is a lamp for my feet, a light on my path" (Psalm 119:105, NIV).



Objectives
The children will:
Know that God's Word is the most important guide for daily living.
Feel eager to know what the Bible says to help guide our lives.
Respond by often studying the Bible with their family to learn about God's plans for us.



The Message
God leads us as we study and obey His Word.

Monthly Theme

The Bible teaches us that we belong to the family of God.

The Bible Lesson at a Glance

When King Josiah is 26 years old, he orders the restoration of the temple. In the process "Hilkiah the priest found the Book of the Law of the Lord that had been given through Moses" (2 Chronicles 34:14). Josiah studies the book. He asks Huldah, the prophet, to help him understand it. He gathers all the people in the temple and reads it to them. Standing before everyone, he promises to renew the covenant of the law and asks the people to do the same. All the people promise to follow the Lord and to obey the words of the covenant.

This is a lesson about community.

King Josiah led his "community"—the people of Israel—in a great revival. He shared the Book of the Law with them. That book is part of the Bible (Old Testament) as we know it today. God's message for us is that He will lead us and our Christian community as we study and obey His Word today.

Teacher Enrichment

"In ancient times literary compositions were written on sheets of leather, parchment, or papyrus. A single sheet was sufficient for a short communication, but for a lengthy literary work a scroll, or roll, made by joining together a number of sheets of leather or papyrus in the form of a long strip, was required. For convenience of handling, the strip was rolled on end sticks. The common length of papyrus rolls was about 30 ft. (c. 9 m.), but some were much longer. The longest ever found, the great Harris Papyrus, now in the British Museum, has a length of 133 ft. (c. 40.5 m.).

"These rolls were usually written on one side only, hence the particular remarks of Ezekiel and John, who refer to scrolls written within and without (Eze. 2:10; Rev. 5:1). The writing was arranged in short columns according to the width of the roll" (*The SDA Bible Dictionary,* p. 990).

Room Decorations

See Lesson 1.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Treasure Hunt*	small treasure, instructions for finding treasure
		B. Eating the Right Things	homemade bread, knife
		C. A Guiding Light	flashlight, book, blankets
Any Time Prayer and Praise*	up to 10	Fellowship	none
		Songbook	*Sing for Joy*
		Mission	*Children's Mission*
		Offering	container used last week
		Prayer	two dowels, tape or glue, paper, pencils
2 Bible Lesson	up to 20	Experiencing the Story	Bible-times costumes, scroll (see p. 37 for scroll text), crown, king's robe, three copies of script
		Memory Verse	none
		Bible Study	Bibles, paper
3 Applying the Lesson	up to 15	*Bible Solutions*	Bibles
4 Sharing the Lesson	up to 15	*Spreading Encouragement*	crayons/markers, lamp pattern (see p. 140)

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

A. Treasure Hunt

You Need:
- small treasure
- instructions for finding the treasure

In advance, hide a small treasure/object of interest. (Large group, hide several treasures.) Prepare instructions leading to the treasure. For example, "Go to the door. Behind it you will find directions for what to do next." Say: **I have hidden a treasure in the room. Here are the instructions to find it.**

Debriefing

Ask: **Did you enjoy searching for treasure? How did you feel when someone else found it first? Today we are going to learn more about the treasure Hilkiah found in last week's story. What was it?** (the Book of the Law) **It is part of our Bible today. God's law is like a map leading us to treasure. If we follow what it says, it will lead us to heaven. Today's message is:**



GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

Say that with me.

B. Eating the Right Things

You Need:
- homemade bread
- knife

Hold up the bread. Say: **I have some freshly baked bread. It smells delicious.** Give a piece to the children to smell. **Fresh bread is always soft. Feel this and tell me what you think.** Give a small piece to someone to feel. **If I just leave this bread on the table, what will happen?** (The bread will get moldy. I will be hungry.) **What will happen if I eat it?** (I will not be hungry; I will feel better.) If appropriate to your situation, let each child taste the bread.

Debriefing

Ask: **What happens if we don't eat?** (If we miss a meal, we will just be hungry. If we stop eating, we will die.) **Just as we need food to keep our bodies healthy, we need to keep spiritually healthy. Last week we learned about a great discovery made in King Josiah's day. The priest found something special. What was it? Today we will see what difference it made in their lives as the people began to read and understand God's Word. Today's message says:**



GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

Say that with me.

C. A Guiding Light

If possible, darken your room completely. Or huddle under some blankets with the children. Say: **Look around. How much can you see? Who is sitting next to you?**

How do you know? (Feel them. Hear their voice.) **I have a book that I want you to read. What do we need so we can see?** (light) **Turn on the lights or shine a flashlight under the blanket.**

You Need:
- a dark room or heavy blankets
- flashlight
- book

Debriefing

Ask: **What do you think about sitting in the dark? Were you able to read? Not having God's Word in our lives is like living in the dark. The Israelites had been in the dark for a long time because God's Law had been lost. God's Word is still important today. Why? Today's message tells us:**

GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

Say that with me.

Prayer and Praise — Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Clap Your Hands" (*Sing for Joy,* no. 4)
"The Bible, God, Is Wise and True" (*Sing for Joy,* no. 19)
"Bless His Holy Name" (*Sing for Joy,* no. 9)
"The Family of God" (*Sing for Joy,* no. 139)



Mission

Share a story from *Children's Mission.*



Offering

Say: **Our offerings go to help others who may not have places to worship and do not know about God's Word.**

You Need:
- container from Lesson 1



Prayer

Invite each child to write/draw a prayer request. Tape or glue the papers to form a prayer scroll. Base your prayer on the prayer scroll items. Use this for several weeks.

You Need:
- two dowels
- tape or glue
- paper for each child
- pencils

2 Bible Lesson

You Need:
- Bible-times costumes
- scroll with Ten Commandments printed on it (see p. 37 for text)
- crown
- king's robe
- three copies of the script

Experiencing the Story

Characters: Josiah, Huldah, Shaphan, Israelites

Setting the Scene

Have "Josiah" sitting in a special chair (throne) in one corner of the room. Place Huldah seated on a simple chair in the opposite corner. Designate a third corner as the site of the Temple.

Have three good readers read the parts of Josiah, Hulda, and Shaphan where appropriate. Or ask the children to mime as you read/tell the complete story.

Remind the children that Josiah had been crowned king at the age of 8. Unlike his father and grandfather, Josiah tried to do what was right. Under his direction the people had destroyed the altars to false gods and their idols. He had ordered the restoration of the temple. While the high priest was looking around the temple, he found a scroll, which he gave to Shaphan to give to the king.

Read or tell the story.

Shaphan returned to King Josiah and reported about the work on the temple.

"The builders have done their job. They have used the money for rebuilding the temple. Materials have been bought, and they have paid the workers."

Then he added, "And Hilkiah, the high priest, gave me a book." Shaphan showed the scroll to the king. *(Take out scroll and hand it to "Josiah.")*

"What is this?" asked King Josiah. *(Look puzzled.)*

"This scroll contains the Book of the Law that was lost during your grandfather's reign," said Shaphan.

King Josiah sat up in his chair. He opened his eyes wide. "Really?" he said with a big smile. "This is wonderful! Please read it to me." *(Mime reading the scroll.)*

King Josiah listened very carefully. As Shaphan read, Josiah's smile turned into a frown. He moaned and cried. Then he jumped up and ripped his clothes. *("Josiah" jumps up and pulls at his cloak.)* He couldn't believe what he had heard. The Book said the Israelites would be punished for their sins. King Josiah had tried so hard to help the people do right.

"We must ask the Lord about the words in the Book," he said to Shaphan. "I know my father and grandfather did wrong. And they led the people to do wrong. Find out what will happen to the people who are alive today."

Shaphan and some others went to see the prophet Huldah. *(Group goes to see Huldah.)* When they got to her house, they showed her the scroll.

"Huldah, please tell us what these words mean," they asked as they opened the scroll.

"Tell the king this is what the Lord God is saying," said Huldah. "I will do everything that is written in this book. The people disobeyed Me. They worshipped other gods. They've done a lot of bad things. They will be punished so they will know that sin causes trouble."

"But tell King Josiah that God has a special message for him," Huldah continued. "God says to Josiah, 'You have listened to My words about what will happen to your people. You are sorry for what they have done. You even tore your clothes to show how troubled you were. I have heard your sorrow. I will let you die in peace. You won't see all the trouble that will come to your people.' "

Shaphan took Huldah's message back to King Josiah. *("Shaphan" returns to "Josiah.")*

King Josiah knew now that he couldn't save the people from their punishment. But he could keep it from happening right away. While he still lived, he would help them follow God. And they could teach their families to do the same. He would do all he could to help the people.

He called all the people together, from the least to the greatest. *("Josiah" leads everyone to the temple.)* Together they walked to the temple. There Josiah read to them from the Book of the Law. *(Have the people sit and listen as Josiah reads the Ten Commandments from the scroll.)**

"My people, I want to follow the Lord and obey all His commands," King Josiah said. "Will you promise me that you'll do the same?"

And the people said, "We will." *(All repeat "We will.")* "We will obey the Lord, our God."

Will you make that same promise to God? Will you do it today?

Debriefing

Ask: **What was on the scroll that was found in the temple?** (the Book of the Law) **How did King Josiah react when the scroll was read to him?** (He cried, moaned, tore his clothes.)

Who was Huldah, and why did Joash send the high priest to her? (She was God's prophet; to ask her what the words on the scroll meant.) **What did Huldah say would happen?** (The people would be punished for past sins, but not during Josiah's lifetime.)

Why was finding the scroll an important discovery? How did it make a difference in the lives of the people? (The people promised to obey the Lord, to stop sinning, etc.)

*See page 37 for text for the scroll.

Remember today's message:

GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

Memory Verse

Divide the children into two groups:

Group one says:

Your word	Palms together; then open.
is a lamp	Form a circle with your hands.
for my feet,	Point to feet.

Group two says:

a light	Shade eyes.
on my path.	Point to ground.
Psalm 119:105	**Palms together, then open.**

Repeat several times. Then switch the groups and continue until the children can say the whole verse.

Bible Study

In advance, number and write the texts below on slips of paper.

Form nine groups or pairs. (Small group: Give more than one text.) Team nonreaders with readers or have adults assist. Say: **Apparently the Book of the Law had been lost for some time. Let's find out more about that book. What was it? Where had it come from? Find and read the text I give you; then be ready to tell us what you learn.** Have the children read the texts in order.

1. 2 Chronicles 34:14
   (law came through Moses)
2. Exodus 19:20
   (God gave the law on Mount Sinai)

You Need:
- Bibles
- slips of paper

3. Exodus 20:1–17
(The Ten Commandments)
4. Deuteronomy 5:4, 5
(God spoke the law)
5. Deuteronomy 5:22
(God wrote the law on stone tablets)
6. Deuteronomy 9:7–17
(golden calf; Moses breaks tablets)
7. Deuteronomy 10:1, 2
(God wrote the law again)
8. Deuteronomy 10:3–5
(Moses put the tablets in ark)
9. Deuteronomy 6:6, 7
(children to learn law)

Debriefing

Allow response time as you ask: **Where did the Book of the Law come from?** (It was the same law God spoke on Sinai and wrote on stone tablets.)

What do we call that law today? (the Ten Commandments) **How important is that law to us today?** (It is just as important as it was to the Israelites.)

Which commandments tell us how to relate to God? (first four) **Which tell how to relate to people around us?** (last six)

How does knowing the commandments help us in our daily lives? (They are a guide to right living, etc.) **Let's read God's promise to those who keep His law.** Find and read aloud Jeremiah 31:33, 34. **What do you think about that promise?** Let's remember our message:



GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

3 Applying the Lesson

You Need:
• Bibles

Bible Solutions

Divide the children into small groups. Give each group one or more of the following scenarios. Let them discuss possible solutions. Then give them the text to read. Allow time for each group to report to the whole class.

1. Rita is having problems with kids who bother her at school and is feeling very discouraged. Can you think of something that will help her? (Deuteronomy 31:6)

2. Jerry is feeling afraid. What might give him comfort? (Psalm 34:4)

3. Julia feels as if God doesn't hear her prayers. What might encourage her? (Psalm 34:15, 17)

Debriefing

Ask: **How does the Bible help you when you are in a difficult situation?**

If you don't know a text that helps you, whom can you ask to help you find one?

What do you think about getting help from reading the Bible?

Does the Bible have answers for every situation? How do you know?

I believe God's Word can help us in whatever situation we are facing. Remember . . .



GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

Say that with me.

4

Sharing the Lesson

Spreading Encouragement

Distribute a copy of the lamp to each child. (See page 140.) Ask them to copy the memory verse onto the lamp, substituting the word *God's* for the first word.

"Your word is a lamp
for my feet, a light
on my path"
(Psalm 119:105).

Ask the children to think of someone they want to share this message with, someone who may need comfort or encouragement.

Divide the children into pairs. Say: **Tell your partner whom you plan to give your card to. Then talk together about other ideas to encourage the person.**

Debriefing

Ask: **What are some of the ways you can encourage others?**

Can you think of a time you felt discouraged and someone helped you? What did they say or do? If they say no, ask: **What would have made you feel better?**

God's Word will always help us and our friends no matter what the difficulty. Let's say our message together:



GOD LEADS US AS WE STUDY AND OBEY HIS WORD.

Closing

Have the children form a circle. Ask God to help them as they learn from His Word during the week ahead.

You Need:

- lamp pattern (see p. 140)
- paper
- crayons/ markers

Text for scroll to be used in Experiencing the Story, page 34

Have no other gods.
Worship only God.
Respect God's name
Remember the Sabbath.
Honor your parents.
Do not murder.
Do not commit adultery.
Do not steal.
Do not lie.
Do not covet.

Hidden Treasure

References
2 Kings 22;
2 Chronicles 34;
Prophets and Kings,
pp. 384, 385,
392–406

Memory Verse
"Your word is a lamp for my feet, a light on my path" (Psalm 119:105, NIV).

The Message
God leads us as we study and obey His Word.

Have you ever looked forward to something, and then everything seemed to go wrong? Josiah was so excited when Shaphan came with the scroll from the temple, but then . . .

Shaphan returned to King Josiah and reported about the work on the temple.

"The builders have done their job well. They used the money as directed for rebuilding the temple. They have bought materials and paid the workers."

Then he added, "And Hilkiah, the high priest, gave me a book." Shaphan showed a scroll to the king.

"What is on this scroll?" asked King Josiah.

"It is the Book of the Law that was lost during your grandfather's reign," said Shaphan.

King Josiah sat up in his chair. He opened his eyes wide. "Really?" he said with a big smile. "This is wonderful! Please read it to me."

King Josiah listened very carefully. As Shaphan read, King Josiah's smile turned into a frown. He moaned and cried. Then he jumped up and tore his clothes. He couldn't believe what he had heard. The book said the Israelites would be punished for their sins! *I have tried so hard to help the people to do right,* he thought.



"We must ask the Lord about the words," he said to Shaphan. "I know the Lord is angry because of what my father and grandfather did. They led the people to do wrong. Find out what will happen to the people who are alive today."

Shaphan and some other men went to see the prophet Huldah. When they got to her house, they read to her what the king had heard.

"Huldah, please explain this to us. What do these words mean?" they asked.

"Tell the king this is what the Lord God is saying," said Huldah. "I will do everything that is written in this book. The people disobeyed me. They worshipped other gods. They've done a lot of bad things. They will be punished so that they will know that sin causes trouble.

"But tell King Josiah that God has a special message for him," Huldah continued. "God says to Josiah, 'You have listened to My words about what will happen to your people. You are sorry for what they have done. You even tore your clothes to show how troubled you were. I have heard your sorrow. I will let you die in peace. You won't have to see all the trouble that will come to your people.'"

Shaphan took Huldah's message back to King Josiah.

King Josiah knew now that he couldn't save the people from their punishment. But he could keep it from happening right away. He would help them follow God. And they could teach their families to do the same. He decided to do all he could to help prepare the people to obey God.

He called all the people together, including the older leaders of the kingdom and the priests. Together they

went to the temple. There he read to them from the Book of the Law.

"My people, I want to follow the Lord and obey all His commands," King Josiah said. "Will you promise me that you'll do the same?"

And the people said, "We will! We will obey the Lord, our God."

God wants us to make that same promise. And He will lead us as we study and obey His Word.

Daily Activities

Sabbath

- Go for a walk with your family. Talk about what it means to have God is leading in your life. How can you be sure He leads you and your family?
- Count the number of Bibles in your home.
- Thank God for His Word—the Bible.
- Teach the memory verse to your family.

Sunday

- Draw a lamp or a lightbulb and write the memory verse underneath it. Place it where you can see it every day.
- How many different light sources can you find in your house? Count the lightbulbs.
- Sit in a dark room and think what it would be like to live without light. Thank God for light.

Monday

- Read and discuss 2 Chronicles 34 during family worship. Where did the Book of the Law come from? Who was Huldah?
- Begin to memorize the names of the books of the Bible. How many do you already know? See if anyone in your family can say them all.
- Ask each family member to name their favorite book or story in the Bible.
- Thank God that we have the Bible to guide us.

Tuesday

- What did Jesus call the Word of God? (See Matthew 4:4.)
- Ask if you can help bake bread or some other good thing to share at supper. Explain to the family that Jesus says that reading the Word of God is like eating good food.
- Ask your family to make a family promise to "feed" on the Word of God every day.
- Pray that God will help you keep your promise.

Wednesday

- Read and discuss Psalm 40:8 for family worship.
- Make a bookmark with the memory verse on it. Share the bookmark with a friend.
- Ask five people to name a text that has encouraged and helped them. Find those texts and underline them in your Bible.
- Pray for the friend you shared the bookmark with.

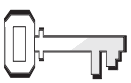
Thursday

- A concordance is a special index to help us find texts. During worship today, ask an adult to help you find a Bible with a concordance. Look up the word *law* and find and discuss two or three of the texts.
- Sing a praise song during worship, then thank God for His law to guide you each day.

Friday

- Before worship begins, hide some favorite Bible texts around the room. Play hunt the text at the beginning of worship. When you find the hidden text, read it aloud.
- Review the story of Josiah. Act it out with your family during worship.
- Choose a psalm and read it responsively. Then repeat your memory verse for your family.
- Ask God to bless you all on His special day.

A Community Celebrates



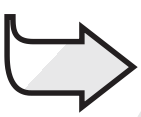
References
2 Kings 23:21–25;
2 Chronicles 35;
Prophets and Kings, pp. 392–406



Memory Verse
"They celebrate your abundant goodness and joyfully sing of your righteousness" (Psalm 145:7, NIV).



Objectives
The children will:
Know that we can celebrate what Jesus has done for us.
Feel a desire to celebrate God's blessings with others.
Respond by choosing to celebrate what Jesus has done for us.



The Message
God's family celebrates His love together.

Monthly Theme

The Bible teaches us that we belong to the family of God.

The Bible Lesson at a Glance

After the restoration of the temple, King Josiah gives instructions to celebrate the Passover. This service reminds the Israelites of how God had led them out of Egyptian slavery. The king wants everyone to participate in this special service, so he personally provides 33,000 animals for sacrifices. Others also contribute. There is great feasting and wonderful music as thousands of people celebrate the Passover and the Feast of Unleavened Bread for seven days. "None of the kings of Israel had ever celebrated such a Passover" (2 Chronicles 35:18).

This is a lesson about community.

Once again King Josiah led the Israelites to follow God's Word; this time to celebrate God's presence and goodness in delivering them from Egypt and caring for their physical needs. Just as God cared for His people then, He cares for us today. He is pleased when we celebrate His goodness to us.

Teacher Enrichment

"Judah's slide to destruction was interrupted by the amazing rule of its all-time best king. Josiah came to the throne at age eight, but received good counsel from the high priests. In 31 years he carried out the most extensive religious reforms Judah had ever seen. He removed and destroyed the altars, idols, and symbols of ungodly worship from the temple. In a thrilling sequence of events, he oversaw the rediscovery of the Law of Moses and acted immediately on what it taught. No king equals Josiah for his sincere and devout practices" (*The Student Bible [Grand Rapids: Zondervan Corporation, 1986],* p. 315).

Passover. "The festival [was] instituted at the Exodus to commemorate the night of the Israelites' escape from Egypt, when all the first-born of the Egyptians were slain. . . . Detailed instructions (Ex. 12:1–28) were given for this ceremonial meal that was to become an annual observance" (*The SDA Bible Dictionary,* pp. 841, 842).

Room Decorations

See Lesson 1.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Paying the Price*	white paper, tape, red watercolor or crayon, newspaper, paintbrush
		B. Preparing for Passover	unleavened bread, grape juice, picture of a lamb, water, salt, herbs, paper plates, paper cups
		C. Egypt Relay	blanket per team, four or five household items per team
Any Time Prayer and Praise*	up to 10	Fellowship	none
		Songbook	*Sing for Joy*
		Mission	*Children's Mission*
		Offering	container used last week
		Prayer	none
2 Bible Lesson	up to 20	Experiencing the Story	Bible-times costumes, crown, royal cloak, items for Passover meal (see Readiness B), adult male
		Memory Verse	paper or chalkboard
		Bible Study	Bibles, six sheep shapes (see p. 141)
3 Applying the Lesson	up to 15	*You Are Special*	box wrapped as present, small presents
4 Sharing the Lesson	up to 15	*Sabbath Celebration*	paper, crayons/markers, balloons (optional)

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- white paper
- tape
- red watercolor or crayon
- newspaper
- paintbrush

A. Paying the Price

Before Sabbath School, tape white sheets of paper to the doorposts of the Sabbath School room. Place newspaper on the floor to soak up any accidents. As the children arrive, ask if they are the oldest child in their family. If so, have them "paint" the "blood" on the doorpost.

Debriefing

Ask: **What was it like to paint the doorpost because you were the oldest child? How did it feel if you were not allowed to paint? If you knew that your life depended on the doorposts being painted, what would you do? Today we will learn about an Israelite celebration called the Passover. We, too, can celebrate things that God has done for us. Today's message is:**



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

Say that with me.

You Need:
- unleavened bread (pita bread)
- grape juice
- picture of a lamb
- water
- salt
- herbs
- paper plates
- paper cups

B. Preparing for Passover

Recipe for unleavened bread.

4 cups of flour
1 teaspoon salt
1 1/2 cups of water

Mix, form into 16 balls. Roll out each ball into a 7-inch (18-cm) circle. Bake in a preheated oven at 500°F (180°–200°C) for five minutes or until the bread is lightly colored, crisp, and blistered.

Prepare the Passover meal. Set the table with paper cups, plates, and the food items used for the Passover. This may be used during the Bible lesson.

Debriefing

Say: **Can anyone guess what this meal was to celebrate? It is good to celebrate what God has done for us. Today's message says:**



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

Say that with me.

C. Egypt Relay

Form two or more teams, depending on the size of your group. Say: **When the Israelites left Egypt, they had to pack in a hurry. You must pack everything in the blanket and run to the other side of the room; then run back and unpack the items. Each team member has to pack and unpack.**

You Need:
- blanket per team
- four or five household items per team

Debriefing

Ask: **What was it like when you were trying to pack quickly? How would you like to pack for your vacation like that? In today's story the Israelites had to pack quickly. Later they would celebrate that night. It is good to celebrate the things God has done for us. Today's message says:**



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Clap Your Hands" (*Sing for Joy,* no. 4)
"Trust and Obey" (*Sing for Joy,* no. 113)
"Lord, I Want to Stamp and Shout" (*Sing for Joy,* no. 56)
"Alleluia" (*Sing for Joy,* no. 16)
"We Are the Church" (*Sing for Joy,* no. 141)



Mission

Share a story from *Children's Mission.* Emphasize the theme of community.



Offering

Say: **When we give our offerings for missions, we show that we care about our neighbors all over the world.**

You Need:
- offering device



Prayer

Form a circle and kneel. Ask the children to thank God for the Sabbath and one thing they like about it. Have them do this like popcorn popping, speaking out from anywhere in the circle at any time. Close by thanking God for the opportunity to celebrate His goodness.

2 Bible Lesson

You Need:
- adult male
- Bible-times costumes
- crown
- royal cloak
- items for Passover meal (see Readiness B)

Experiencing the Story

Characters: King Josiah

Setting the Scene

If possible, invite an adult male to play the role of King Josiah. Have him narrate the story. Seat the children around the "Passover meal" prepared in Readiness B or in advance. If appropriate, let the children taste the meal as "Josiah" tells the story. Or let them see and touch the different foods. Point to the picture of the lamb at the appropriate time.

Every time the word *Passover* is mentioned, the children should raise their hands in the air and wiggle their fingers and hands as a way of saying, "Thank You, God, for saving us." Introduce the speaker as King Josiah.

Read or tell the story.

During the past two weeks you have learned how I became king when I was 8 years old. You know how the Israelites got rid of their idols. And you heard that the Book of the Law was found in the temple. I wanted to celebrate the people's decision to follow God. For many years there had been no **Passover** celebration, so I decided this would be the right way to mark the people's decision.

Normally, people celebrated the **Passover** feast with their families or their neighbors. I wanted the people to understand that we are all part of God's big family. I also knew that some would not be able to afford or understand why they had to sacrifice an animal. So I gave 30,000 sheep and goats and 3,000 cattle. Other leaders wanted to help as well. They also gave thousands of **Passover** offerings.

The **Passover** celebration is to remind the Israelites of the time we had been slaves in Egypt. Pharaoh, the king of Egypt, would not let the Israelites go. So God sent 10 plagues to force Pharaoh to set us free. Those plagues took many forms. Water turned to blood. You know about the frogs, darkness, lice, and hailstones, just to name a few. But the tenth plague was the worst. It would involve taking the life of the firstborn son of families in Egypt.

Moses had explained that each Israelite family was to give God a sign that they wanted the death angel to pass over their home. God instructed them to sacrifice a lamb and put its blood on the doorposts. It was to be a sign. Then the angel would pass over that house. If anyone did not put the blood on the doorposts, the firstborn son would die. The Israelites obeyed God. So that night, when the angel came, he took the life of the firstborn son of every Egyptian family.

The **Passover** feast also showed people how God would save them from sin. The lamb that was sacrificed during the feast represented Jesus. Jesus would die on the cross for everyone's sins.

We always include special things in the **Passover** meal. When we eat it, we are dressed for travel to remind us of the first **Passover**. We eat unleavened bread, bread without yeast. At the first **Passover**, there was no time to let the bread rise. Yeast also reminds us of how sin can come into our lives and work away quietly, almost unseen.

Bits of the meat of the lamb that was slain are wrapped in the unleavened bread. The lamb reminds us of the Messiah, Jesus, who would come to die for our sins.

Bitter herbs remind us of the bitter times we had when we were slaves.

I asked the priests to divide all the people into family groups and then sacrifice a **Passover** lamb for each group. All the priests stood in their places and celebrated the **Passover** with the people. They sacrificed the animals and roasted them. Then they gave the meat to the people.

No work was allowed that day. There was plenty of food and wonderful music. After the **Passover**, the people celebrated the Feast of Unleavened Bread together for seven days. All this time was spent in celebration of God's goodness. He had saved us, and we would never forget.

Debriefing

Ask: **What do you think it was like to be part of Josiah's Passover celebration? What would you have done during the celebration?**

Why don't we celebrate the Passover today? (The Passover pointed forward to the sacrifice of Jesus. Now that He has come and died, it is not necessary.)

Think of something we celebrate in church today. (Communion) **It is good to celebrate what God has done for us. Let's say our message together:**



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

Memory Verse

You Need:
- memory verse written where all may see

Call attention to the words of the memory verse as written so all may see. Cover or erase one word each time the children repeat the verse. By the time all the words have been removed, the children should know the verse. The memory verse is: "**They celebrate your abundant goodness and joyfully sing of your righteousness" (Psalm 145:7).**

Bible Study

You Need:
- Bibles
- six sheep shapes (see p. 141)

In advance, copy questions and texts below onto sheep shapes, one per shape (see page 141). Before Sabbath School, hide them around the room. For large groups you may need more than one copy of each question.

Form six small groups, making sure that nonreaders are paired with readers or that they have an adult to help them.

Say: **Around the room are hidden six sheep shapes with texts and questions. When I say "Go," search for the sheep. Read the question and look up the text to find the answer.**

1. How old was Josiah when he encouraged the Israelites to celebrate the Passover together? (2 Chronicles 34:1 and 2 Chronicles 35:19)
2. What kind of king was Josiah? (2 Kings 23:25)
3. Why and how did the Israelites eat the Passover meal? (Exodus 12:11)
4. Why did the Israelites eat unleavened bread during the Passover? What did they do with the yeast? (Exodus 12:15)
5. What did the Israelites celebrate during the Passover? (Exodus 12:26, 27)
6. Identify two times when Jesus celebrated the Passover. (Luke 2:41, 42; Luke 22:7, 8)

Allow time to share the questions and answers with the whole group.

Debriefing

Ask: **Why do you think King Josiah thought it was important for the Israelites to celebrate the Passover?**

Why don't we celebrate the Passover today? (It celebrated deliverance from Egypt. When Jesus celebrated it with His disciples, He replaced it with the Communion service. See Luke 22.)

Why do we need to remember the things that God has done for us? (Helps build our faith. Reminds us that we can

trust Him with everything in our lives.)
Let's say today's message together:



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

3 Applying the Lesson

You Need:
- small present for each child (flower, badge, sticker, etc.)
- gift-wrapped box

You Are Special

Place a small present for each child in a larger box and wrap the box as a gift. Allow response time as you say: **I have a present here. Would anyone like to guess what is inside?**

When do we usually get presents? This is a special present. It is not for a birthday or Christmas.

Inside this present are smaller presents. One for each of you. I wanted to celebrate that you are here today. Let children come and choose a present from the box.

Talk with the children about other celebrations. Make a list. If necessary, prompt the children to think of celebrating Communion and the Sabbath.

Ask: **What can we do to help us enjoy God's celebrations more?** Discuss ideas on how to make Sabbath more enjoyable.

Debriefing

Ask: **How do people usually feel at celebrations?** (happy, usually have fun)

What ideas can you suggest to your family to make Sabbath more enjoyable? Allow time for each child to respond.

God has given us celebrations to tell us how much He loves us. He is looking forward to the day when we can celebrate them with Him. Let's say today's message together:



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

4

Sharing the Lesson

Sabbath Celebration

Tell the children that they may invite a guest—a friend or relative—to a Sabbath celebration.

With the class, plan a special time to celebrate the Sabbath. Depending on your situation it may be during Sabbath School, the worship service, or a potluck meal and an afternoon activity.

Let the children write a note to invite their guest. Attach each note to a balloon. Each child takes his/her balloon and gives it to the person they choose to invite.

Note: Keep the balloons in your room until after the church service.

Debriefing

Ask: **What do you think about our Sabbath celebration? Whom will you invite? Our Sabbath celebration is special, and we will have a good time.**

Jesus is planning a big celebration in heaven. The best thing of all is that everyone is invited. Do you want to be there? If you do, raise your hand. Let's say our message together.



GOD'S FAMILY CELEBRATES HIS LOVE TOGETHER.

Closing

Close with prayer, asking God to bless the plans for the Sabbath celebration. Thank Him that He is planning a celebration in heaven for all of us.

Note: Be sure to follow through with the celebration the children have planned.

You Need:

- paper
- crayons/ markers
- balloon for each child (optional)

A Community Celebrates

References
2 Kings 23:21–25; 2 Chronicles 35; *Prophets and Kings,* pp. 392–406

Memory Verse
"They celebrate your abundant goodness and joyfully sing of your righteousness" (Psalm 145:7, NIV).

The Message
God's family celebrates His love together.

Think about the best celebration you ever had. It may have been a birthday or Christmas. What made it so special? King Josiah and the Israelites had a very special celebration together. Let's read about it.

Josiah had achieved much during his reign. The Israelites broke down their idols, and the Book of the Law had been found in the temple. After reading the Book of the Law, Josiah wanted to celebrate the people's decision to follow God. The Passover had not been celebrated for many years. So he decided to gather everyone together for a big community celebration.

Normally, people celebrated the Passover feast with their families or their neighbors. Josiah recognized that not everyone would be able to afford to sacrifice an animal. So he gave 30,000 sheep and goats, and 3,000 cattle. Other leaders wanted to help too. They gave thousands of animals for Passover offerings.



The Passover celebration was to remind the Israelites of their time as slaves in Egypt. Pharaoh, the Egyptian king, refused to let the Israelites go. So God sent 10 plagues to force Pharaoh to set the Israelites free. The plagues were terrible. Water turned to blood. Frogs were everywhere. Darkness, lice, and hailstones added more pain. But the tenth plague was the worst. It would involve taking the life of the firstborn son of families in Egypt. However, God had instructed each Israelite family to sacrifice a lamb and put its blood on the doorposts. It was to be a sign. When the angel saw the blood, he would pass over that house. If the angel did not see blood on the doorposts, the firstborn son would die. The Israelites obeyed God. So that night, when the angel came, he took the life of the firstborn son of every Egyptian family.

The Passover feast also showed people how God would save them from sin. The lamb sacrificed during the feast represented Jesus, the Messiah, who would die on the cross for everyone's sins.

The Passover feast included special food. The people ate unleavened bread—bread without yeast. It was flat bread. At the time of the first Passover, there was no time to let the bread rise. Yeast also reminded the people of sin, and how it could come silently into their lives. The lamb was roasted and eaten with bitter herbs. The bitter herbs reminded the Israelites of the hard time they had as slaves.

When Passover day came, all the priests stood in their places to celebrate the Passover for the people. They divided all the people into family groups. Then they sacrificed the animals, roasted them, and gave the meat to the people.

No work was allowed during Passover. The people enjoyed plenty of food and wonderful music. After the Passover, the people celebrated the Feast of Unleavened Bread together for seven days. All this time was spent in celebration of God's goodness. He had saved His people. And they would never forget it.

Daily Activities

Sabbath

- If possible, go for a walk with your family. Find some twigs and tie them together. Dip them in water and draw something on the ground.
- Before the water dries, see if your family can guess what you have drawn. Take turns.
- Find a quiet place and read your lesson story together.
- Thank God for His protecting care.

Sunday

- Draw pictures of the food the Israelites ate at Passover time. Cut them out and glue them to a paper plate. Write your memory verse on the plate. (If you need help, read Exodus 12:3, 8.)
- The Israelites ate their food with bitter herbs. With your family, smell and taste some cooking herbs. Which taste bitter?
- Look up "herbs" in a concordance. Find two other texts where herbs are mentioned.

Monday

- What would you take if you had to leave your home quickly? List five things. Survey your family and list what they would take.
- Look in a newspaper for pictures or information about refugees or people who are homeless. Read Matthew 25:34–40 together. Discuss as a family what you may be able to do to help refugees or the homeless.
- Pray for refugees and the homeless.

Tuesday

- Ask your mom if you may make some unleavened bread. You need 2 cups of flour, 1/2 teaspoon of salt, and 3/4 cup of water. Mix it all together and form 8 balls. Roll each ball into a circle. Bake in a preheated oven 500°F (180°–200°C) for 5 minutes. Share the bread with your family tonight.
- Read 2 Chronicles 35 during worship. What did you learn?
- Sing a praise song, then thank God for His care.

Wednesday

- Create a calendar with family birthdays and other important family celebrations.
- Add national holidays and celebrations to your list. Choose one of these holidays. Find out the story behind the celebration.
- What does God want us to celebrate each week? (See Exodus 20:8–11.)
- Thank God for special days to celebrate His love.

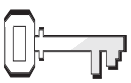
Thursday

- For worship today, read and discuss Psalm 23.
- Cut a sheet of paper into narrow strips. Give each family member a strip and ask them to draw or write about something God has done for them. Glue the ends of the strips together to form a thankfulness chain.
- Thank God for the things mentioned on your thankfulness chain.
- Talk about things you can do to make your family Sabbath celebration better.

Friday

- Help get ready for Sabbath. Clean your room.
- During family worship, review and act out the whole story of Josiah.
- Say your memory verse together.
- Sing a song of praise; then thank God for His protection during the week.

An Unusual Competition



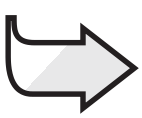
References
Esther 1; 2; *Prophets and Kings,* pp. 598–601



Memory Verse
"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (Matthew 5:16, NIV).



Objectives
The children will:
Know that God's children serve Him as they influence others for good.
Feel motivated to stand for the right in all things.
Respond by choosing to do what is right.



The Message
God can use my life to influence others for good.

Monthly Theme

People are attracted to God through the lives of His people.

The Bible Lesson at a Glance

Queen Vashti angers the drunk king when she ignores his command to appear at his banquet so he can show off her beauty. His scheming counselors warn him that women throughout the kingdom will follow Vashti's example and rebel against their husbands. The king decrees that Vashti is no longer queen.

The king invites young women throughout the kingdom to come before him so he can select a new queen. Mordecai, a Jew, has raised his uncle's orphaned daughter. He encourages her to go before the king. The king chooses her to be his new queen. She is an influence for good in the palace. Her positive influence lays the groundwork for later events.

This is a lesson about service.

God placed Esther in a position where she could serve Him and His people through her influence as queen. Today He places us in positions where we can serve Him through our influence as we associate with others.

Teacher Enrichment

"**Vashti**, an Old Persian name meaning 'the desired one,' or 'the best one.' The queen of the Persian king Ahasuerus (Xerxes). . . . Secular sources know the name of only one wife of Xerxes, Amestris, whom the king had married before he ascended the throne. Vashti may have been one of Xerxes' other wives, unknown from extra-Biblical sources" (*The SDA Bible Dictionary,* p. 1147).

Ahasuerus. The father of Darius the Mede (Dan 9:1). A son and successor of Darius I on the Persian throne (486–465 B.C.), known in secular history as Xerxes. . . . The description of his character by contemporary historians agrees well with the impression one gains from reading the story of Esther, his queen. He was a weak character and was easily influenced by his courtiers and wives. Ezra 4:6 tells how the Samaritans attempted to influence 'Ahasuerus,' identified by many with Xerxes, against the Jews. Whether this effort succeeded or failed is not known" (*The SDA Bible Dictionary,* p. 23).

Room Decorations

If possible, create a simple palace scene in one part of the room. Pillars cut from old wallpaper with a marbled pattern can be very effective on the walls. A throne may be created by draping a throw over a chair. Adding a mat in front of the throne and some large garden pots will create the atmosphere of an exotic, ancient court.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Rainbow Colors* *B. Hear and Draw* *C. What's That Smell?*	clear plastic cups, food coloring, water, bucket simple picture of house or different shape, paper, pencils three or four items with distinctive smells, such as perfume, onion, peanut butter, lemon, liquid soap; paper bags, paper, pencils, blindfolds
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* perfume bottle or gold box pretty piece of fabric, paper, pencil, pins or cellophane tape
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	Bible-times costumes, royal robe, two crowns, perfume, hand cream beanbag Bibles, four perfume bottles, tape
3 Applying the Lesson	up to 15	*Beautiful Characters*	throne, sweet-smelling lotion
4 Sharing the Lesson	up to 15	*Sweet-Smelling Thanks*	small muslin/cloth drawstring bags or small plastic bags, potpourri, card stock paper

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Review last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- clear plastic cups/containers
- food coloring
- water
- bucket

A. Rainbow Colors

Fill each clear plastic container about three-fourths full of water and give one to each child. Let the children add one drop of food coloring of their choice, then experiment with different color combinations. Have a bucket for waste water.

Debriefing

Ask: **What difference did one drop of food coloring make? Our actions are like the food coloring. We influence people every day. *Influence* means that people want to, or don't want to, be like us. Our memory verse speaks about influence too. It says: "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (Matthew 5:16). Our Bible story today is about a girl who chose to be a good influence. Our message is:**

GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

Say that with me.

You Need:
- simple picture of house or different shape
- paper
- pencils

B. Hear and Draw

Ask one person to come to the front of the class. Show them the picture and ask them to describe it to the rest of the class. Tell the class that they cannot ask any questions, but should just draw what they hear described. Compare the drawings with the original when they are finished.

Debriefing

Allow response time as you ask: **How easy was it to draw without seeing what you were drawing? Why? How easy was it to describe the picture? How much easier would it have been to draw a copy if you could have seen the picture? Often people look at us and what we do and follow our example. We want to do what is right, so what we do influences others for good. That's what our memory verse says: "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (Matthew 5:16). Our choices can result in others making good or bad choices. Our story today is about a girl who made good choices and was a good example to everyone she met. Today's message is:**

GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

Say that with me.

C. What's That Smell?

Place each item in a separate paper bag. Blindfold each of the children in turn and let them smell each of the items. When they think they know what they are, they are to go back to their seat and write the names of the items on a piece of paper. When everyone has had a chance to smell the items ask: **What was the first smell? Review each smell.**

You Need:

- three or four items with distinctive smells (perfume, onion, lemon, peanut butter, liquid soap)
- paper bags
- paper
- pencils
- blindfolds

Debriefing

Ask: **How easy was it to recognize each smell? When Mom is baking, how quickly does the smell spread through the house? How does it make you feel?** (Hungry. Want to eat something good.) **In the same way that the smell of something good baking spreads around the house and makes us feel hungry, our actions can make people want to do good. We call that influencing others. Our memory verse encourages us to do good. "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (Matthew 5:16). Our story today is about a girl who set a good example to everyone she met. Today's message is:**



GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

Say that with me.

NOTE: Prayer and Praise appears on page 57.

2 Bible Lesson

You Need:
- Bible-times costumes
- royal robe for King Xerxes
- two crowns
- perfume
- hand cream

Experiencing the Story

Characters: King Xerxes, Mordecai, Esther, Hegai

Setting the Scene

Choose the children to mime the parts. Explain that they need to listen carefully. (Have an adult helper prompt each one as needed.) King Xerxes should sit on his throne.

Have the rest of the children form four groups, each with an adult helper, and do the following when they hear the names:

Group 1: Esther	Use hands to make action of putting a crown on head.
Group 2: King Xerxes	Boys bow, girls curtsy.
Group 3: Mordecai	Nod head.
Group 3: Hegai	Rub cheeks with hands as if washing or rubbing cream on face.

Read or tell the story.

"Cousin Mordecai," said Esther, "did you hear? King Xerxes is sending his men to bring all the unmarried girls to the palace. He's looking for a new queen." *[Esther stands up and looks excited.]*

"I heard," said Mordecai. "But he's not sending for all the unmarried girls. Just the pretty ones. I'm sure you'll be chosen."

"Oh, Cousin Mordecai," said Esther, "I can't leave you. You've taken such good care of me since my parents died." *[Esther shakes her head.]*

"Don't worry about me, Esther," said Cousin Mordecai. Remember everything that I've taught you. But no matter what happens, don't let anyone know you are a Jew or that you are my cousin." *[Mordecai shakes finger to emphasize what is being said.]*

"But why, Cousin Mordecai?" asked Esther, looking puzzled. *[Esther looks puzzled.]*

"Because this is not our home. We are Hebrews. Although our people have lived in Persia for a long time, a lot of people don't like us. They want to get rid of us," said Cousin Mordecai quietly.

"I will do as you say, Cousin Mordecai," said Esther sadly. *[Esther looks sad.]*

"Don't look so sad, Esther," said Cousin Mordecai. "A lot of other beautiful girls will be at the palace. But remember, beauty is as beauty does. Be kind to everyone. That's the best kind of beauty." *[Mordecai smiles.]*

When Esther was taken to King Xerxes' palace, she remembered what her cousin Mordecai had told her. There were a lot of beautiful girls at the palace, and some of them were not very nice. But Esther remembered what Cousin Mordecai had said. She was kind to everyone. *[Esther smiles.]*

The king's helper, Hegai, noticed how kind Esther was. He liked Esther and quickly chose her to begin beauty treatments. *[Give each child a little hand cream to rub into their hands.]* He also gave her special food. Then he gave her seven servant girls and moved them all to the best part of the women's quarters.

For a whole year Esther received beauty treatments at the palace. She was bathed, oiled, and perfumed every day. *[Pass around perfume to smell.]* The designers made her new clothes and shoes. *[Esther mimes trying on a new dress.]*

Meanwhile, Esther's cousin Mordecai walked back and forth near her rooms

every day. *[Mordecai paces back and forth.]* He couldn't talk to Esther. And she couldn't talk to him. But they probably could see each other from far away. *[Esther and Mordecai wave to each other.]* Cousin Mordecai wanted to make sure she was all right. But he didn't want anyone to know that they were related. If they did, they would know Esther was a Jew.

One day Hegai came to Esther, smiling. *[Hegai comes to Esther, smiling.]* "Esther," he said, "the king wants to see you."

"Really? What shall I say to him?" asked Esther.

"Just be yourself," said Hegai, smiling.

"I'm so nervous," said Esther, excitedly. "I can't even think right now."

"Esther, I think the palace people and the king are really going to like you," smiled Hegai. "You are ready to go there. You will say the right things."

Hegai was right. Everyone liked Esther, especially the king. He liked Esther more than any of the other young women he had seen. So he made her his queen. *[Place crown on Esther's head.]*

Debriefing

Allow response time as you ask: **What advice did Mordecai give to Esther when she moved into the palace?** (Be kind to everyone.) **How did the king's servant, Hegai, treat Esther? What kind of beauty treatments did Esther receive? How would you like to spend a year using special lotions and creams every day?**

Before Esther became queen, what made her truly beautiful? (Her character, what she was like on the inside.)

God can use us as well to be a good influence on those around us. Let's say our message for today:

GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

Memory Verse

You Need:
- beanbag
- memory verse words written where all can see

Say the first word of the memory verse. Then toss the beanbag randomly around the circle. As each child catches the beanbag, they say the next word of the memory verse. After going through the memory verse three times, start to cover up one word at a time. By the time all words are covered up, the children should know the memory verse.

"**Let your light shine before others, that they may see your good deeds and glorify your Father in heaven**" **(Matthew 5:16).**

Bible Study

You Need:
- Bibles
- four perfume bottles
- tape

Tape the following verses, one each, onto the four bottles. Divide the children into four groups and let each group choose a bottle. Adults assist as needed. Say: **The Bible tells of many people who influenced others to do right or wrong. Find and read the text to find out who and how they influenced others:**

1 Kings 18:30–38	(Elijah)
2 Kings 5:2–4	(captive maid)
Daniel 1:8, 9	(Daniel)
John 7:45–52	(Nicodemus)

Allow time for each group to report.

Debriefing

Ask: **What kind of influence did each of these people have on those around them?** (good, positive)

Can you think of anyone in the Bible who had a bad influence on others?

What does it mean to influence someone? Let's repeat today's message together:

GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

3 Applying the Lesson

You Need:
- throne
- sweet-smelling lotion

Beautiful Characters

Before Sabbath School, think of something good about each child in the class. Think of some positive things that could be said to a visitor, such as they have a lovely smile that reflects God's love to those around them.

Say: **Esther was very beautiful. She was lovely to look at, but she was also lovely inside. We are going to play "Pass before me." I will be the king, and when you pass before me, I will tell you one lovely part of your character.**

As the children pass by, say something positive and have a helper put a dab of sweet-smelling lotion on each child's hand. If necessary, use a different lotion for the boys, but one that smells nice.

Debriefing

Say: **Put your hand up to your nose and take a deep breath. What can you smell?** (the lotion) **How is your life like the sweet smell of lotion?** (When we do nice things, we can be a positive influence.)

How did you feel when I said something nice about you? What is more important: that we *look* nice outside or *are* nice inside?

The lovely parts of your character are a gift from Jesus. He wants us to influence others for good so they can come to know Him too. Remember our message:



GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

4 Sharing the Lesson

You Need:
- small muslin/ cloth drawstring bag or small plastic bag per child
- potpourri
- card stock

Sweet-Smelling Thanks

Let the children fill the small bags with potpourri and pull the drawstring tight.

Say: **Think of someone who has been a good influence in your life. On your card, write, "Thank you for being a good influence."** Attach the card to one of the strings.

Take a moment to plan how and when you will give the potpourri to the person.

Debriefing

Ask: **Would anyone like to share one way someone has been a positive influence on them? With whom are you planning to share your bag?**

Allow time for sharing, but do not force those who may not want to share.

Say: **God can use anyone who is willing to spread His love to those they meet. Let's say our message together:**



GOD CAN USE MY LIFE TO INFLUENCE OTHERS FOR GOOD.

Closing

Pray that the children will always be a good influence on the people they are with at home and in school.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"I Will Make You Fishers of Men" (*Sing for Joy,* no. 135)
"Give Me Oil in My Lamp" (*Sing for Joy,* no. 132)
"We Are His Hands" (*Sing for Joy,* no. 129)
"I Would Be True" (*Sing for Joy,* no. 117)
"This Little Light of Mine" (*Sing for Joy,* no. 134)



Mission

Share a story from *Children's Mission.* Emphasize the theme of service and how we, too, can serve God where we are.



Offering

Say: **Kindness is like sweet perfume to others. We serve others by being kind. Another way to serve is to bring our money to help others learn about Jesus.**

You Need:
- perfume bottle or gold box



Prayer

Say: **When we pray, it is like coming before our King—King Jesus. We can tell Him everything. Write or draw something for which you want to thank or ask King Jesus. When you are finished, come and pin (or tape) it to the cloth behind the throne.**

When everyone has finished, gather in a circle and pray specifically for each child's concerns. (Large class, divide into small groups with an adult facilitator in each.) You may want to use this idea throughout the month.

You Need:
- pretty piece of fabric to hang behind the "throne"
- small squares of paper
- pencil
- straight pins or cellophane tape

An Unusual Competition

References
Esther 1; 2; *Prophets and Kings,* pp. 598–601

Memory Verse
"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (Matthew 5:16, NIV).

The Message
God can use my life to influence others for good.

Have you ever entered a competition? Did you win? Today's story is about a beauty competition with a very special prize. It may have happened like this:

"Cousin Mordecai," said Esther, "did you hear? King Xerxes is sending his men to bring unmarried girls to the palace. He's looking for a new queen."

"I heard," said Esther's cousin Mordecai. "But he's not sending for all the unmarried girls. Just the pretty ones. I'm sure you'll be chosen."

"Oh, Cousin Mordecai," said Esther, "I can't leave you. You've taken such good care of me since my parents died."

"Don't worry about me, Esther," said Cousin Mordecai. "It will be a good opportunity for you. Remember everything that I've taught you. But no matter what happens, don't let anyone know you are a Jew or that you are my cousin."

"But why, Cousin Mordecai?" asked Esther, looking puzzled.



"Because this is not our home. We are Hebrews. Although our people have lived in Persia for a long time, a lot of people don't like us. They want to get rid of us," said Cousin Mordecai quietly.

"I will do as you say," Esther nodded.

"Don't look so sad, Esther," said Cousin Mordecai. "A lot of other beautiful girls will be at the palace. But remember, beauty is as beauty does. Be kind to everyone. That's the best kind of beauty."

When Esther was taken to King Xerxes' palace, she remembered what her cousin Mordecai had told her. There were a lot of beautiful girls at the palace. Some of them were not very nice. But Esther was kind to everyone.

The king's helper, Hegai, noticed Esther. Hegai noticed Esther's kindness to others. He quickly chose her to begin beauty treatments. He also gave her special food. Then he gave her seven servant girls and moved them all to the best part of the women's quarters.

For a whole year Esther received beauty treatments at the palace. She was bathed, oiled, and perfumed every day.

The beauticians fixed her hair. The designers made new clothes and shoes for her. Hegai gave her anything she asked for.

Meanwhile, Esther's cousin Mordecai walked back and forth near her rooms every day. He couldn't talk to Esther. And she couldn't talk to him. But they probably could see each other from far away. Cousin Mordecai wanted to make sure she was all right. But he didn't want anyone to know that they were related. If they did, they would know Esther was a Jew.

One day Hegai came to Esther, smiling. "Esther," he said, "the king wants to see you."

"Really? What shall I do?" asked Esther.

"Just be yourself," said Hegai, smiling.

"I'm so nervous," said Esther excitedly. "I can't even think right now."

"Esther, don't worry," said Hegai. "I think the palace people and the king are really going to like you."

Hegai was right. Everyone liked Esther especially the king. He liked Esther more than any of the other young women he had seen. So he made her his queen.

Daily Activities

Sabbath

- With your family, collect sweet-smelling flowers or pinecones. Place them on newspaper to dry. When they are dry, put them in a pretty bowl as potpourri.
- Read your lesson story together. How many Bible stories can your family think of that are connected with things that smell?
- Thank God for our sense of smell.

Sunday

- Make a crown for Queen Esther. On the crown, write the memory verse. Place the crown where you can see it every day. During worship, teach the verse to your family.
- Ask your family to name some countries that have kings and queens today.
- Who is your country's leader? Ask God to bless that person.

Monday

- During worship, ask if someone in your family has a passport. If so, ask to look at it. Read Esther 1 and 2 together. What nationality was Esther? What nationality are you?
- Pray that God will guide the leaders of your land.

Tuesday

- During family worship, ask your family to name something they like to smell.
- Think of one thing that makes each person in your family beautiful inside. Tell them what you think. Why is it important to be beautiful inside? Read 1 Samuel 16:7 together for a clue.
- Thank God for making us beautiful inside.

Wednesday

- With your family, play follow the leader. Then read 1 Corinthians 11:1 to discover whom we should follow in order to be a good influence.
- Ask your family to help you find the kingdom of Medo-Persia on a Bible map. Then find the area on a modern-day map.
- Sing a song of praise. Then ask God to help you be a good influence.

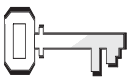
Thursday

- With an adult's help, do a secret service for someone in your family today.
- During worship, give each person a small piece of paper. Ask them to write the name of someone they can influence. Fold the papers in half and put them in a dish. Pick one, and let the person tell one way they could be a good influence on that person.
- Review your memory verse together. Then ask God to help you make right choices.

Friday

- During family worship, take turns reading from Esther 1 and 2. Act out the story with your family. Say your memory verse together.
- Talk about ways your family can serve others. Ask God to help your family be better servants.

Challenging Choices



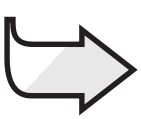
References
Esther 2:19–23; 3; 4; *Prophets and Kings,* pp. 600, 601



Memory Verse
"People look at the outward appearance, but the LORD looks at the heart" (1 Samuel 16:7, NIV).



Objectives
The children will:
Know that all people are God's people.
Feel a desire to accept all people regardless of culture, race, or religion.
Respond by accepting others.



The Message
God helps me accept everyone.

Monthly Theme

People are attracted to God through the lives of His people.

The Bible Lesson at a Glance

Mordecai overhears two of the king's servants plotting to kill the king. He warns the king via Queen Esther. This act of service is noted in the king's record books.

The king promotes Haman above all the nobles in the 127 provinces of his kingdom. Everyone bows to Haman except Mordecai. This angers Haman. In revenge he persuades the king to issue a decree to destroy all the Jews. When Mordecai hears this, he shares it with Esther, asking her to appeal to the king to save her people. Esther agrees, and asks Mordecai to have the Jews fast and pray for her for the next three days; then she will go before the king. Esther is willing to lay down her life for her people.

This is a lesson about service.

Mordecai and Esther served God and His people as they took the responsibility to appeal to the king to spare the Jews. We, too, can serve God and His people today by standing up for what is right in all circumstances.

Teacher Enrichment

"As a successful racial minority in the Persian empire, Esther's people, the Jews, had not melted into their surroundings. Others were jealous of their success and separatism. A vengeful prime minister, Haman, . . . issued an edict of government-sponsored genocide.

"Would Queen Esther intervene? Doing so would risk her life. And what difference could she make? She was a powerless . . . partner to a king who strongly preferred women who never interfered with his wishes. . . . And yet she alone, of all the Jews, had access to the king.

"Esther's cousin Mordecai reminded her of her unique place. . . . Esther responded with action. Her courageous words are a classic statement of heroism: 'I will go to the king, even though it is against the law. And if I perish, I perish'" (Introduction to the book of Esther, *The Student Bible* [Grand Rapids, Zondervan Corporation, 1986], p. 455).

Room Decorations

See Lesson 5.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Alike Yet Different* *B. Skin Deep*	none box or bag of mixed crayons in various stages of use: new, worn down, broken, fat ones, triangle ones, with and without the wrapper, plain and fancy ones
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* none pretty piece of fabric from Lesson 5, paper, pencils, pins
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	several large cardboard boxes, scroll, Bible-times costumes, black marker, chair, two crowns, two royal cloaks, adult male heart-shaped papers (see p. 142), Bible Bibles, paper, basket
3 Applying the Lesson	up to 15	*A. Learning to Accept* *B. Appreciating Differences*	none none
4 Sharing the Lesson	up to 15	*Community Project*	information about a community need in your area

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

A. Alike Yet Different

Ask the children to stand. Then say:

Find a partner who has the same hair color.

Find a partner who dislikes the same vegetables you dislike.

Find a partner who has the same number of brothers and sisters.

After a while, ask the children to find partners who are *different* from themselves; for example:

Find a partner whose hair is a different color.

Find a partner with different colored eyes.

Find a partner wearing different colored clothes.

Find a partner who does not like to play the same games you like.

Debriefing

Ask: **Was it fun finding someone with the same likes and dislikes? What new things did you learn about your friends? Would it be fun if we were all alike? Why?**

God has made all of us different, yet He loves us all the same. He wants us to accept others even if their tastes and ideas are different from ours. The Bible tells us that "People look at the outward appearance, but the Lord looks at the heart" (1 Samuel 16:7). What does that mean? In our lesson today we will learn about someone who wanted everyone to behave in the same way. Today's message is:



GOD HELPS ME ACCEPT EVERYONE.

Say that with me.

You Need:

- box or bag of mixed crayons in various stages of use: new, worn down, broken, fat ones, triangle ones, with and without the wrapper, plain and fancy ones

B. Skin-deep

Show the children a box of mixed crayons in various stages of use: new, worn down, broken, fat ones, triangle ones, with and without the wrapper, plain and fancy ones.

Debriefing

Ask: **How are the crayons different? How are they the same? Which ones do you like best? Did the color on the outside change how the crayon worked? These crayons are like people. We may look different, but we also have lots in common.**

God has made all of us different, yet He loves and accepts us all the same. The Bible says: "People look at the outward appearance, but the LORD looks at the heart" (1 Samuel 16:7). What does that mean? (He wants us to accept others even if their tastes and ideas are different from ours.) In our lesson today we will learn about someone who wanted everyone to behave in the same way. Today's message is:

GOD HELPS ME ACCEPT EVERYONE.

Say that with me.

Prayer and Praise Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Turn Your Eyes Upon Jesus" (*Sing for Joy,* no. 90)
"Give Me Oil in My Lamp" (*Sing for Joy,* no. 132)
"We Are His Hands" (*Sing for Joy,* no. 129)
"I Will Make You Fishers of Men" (*Sing for Joy,* no. 135)
"A Little Talk With Jesus" (*Sing for Joy,* no. 98)



Mission

Share a story from *Children's Mission.* Emphasize the theme of service.



Offering

Say: **God asks us to serve Him in many different ways. One way is by bringing our gifts. God is not interested in the amount of money that we give; He is interested in our willingness to give and to serve Him.**



Prayer

Continue to use the cloth hanging behind the throne (see Lesson 5). Encourage the children to write or draw their prayer requests and/or praise and pin them on the cloth. Select some of the requests at random and pray for them specifically.

You Need:
- cloth from Lesson 5
- small squares of paper
- pins
- pencils

2 Bible Lesson

You Need:
- several large cardboard boxes
- scroll
- Bible-times costumes
- black marker
- chair
- two crowns
- two royal cloaks
- adult male

Experiencing the Story

Characters: Mordecai (adult male), Haman, two men sitting at the gate, Hathach, Esther, King Xerxes. The other children can be Esther's servants and the crowd that bows down to Haman.

Setting the Scene

Create a simple wall by stacking and taping several large cardboard boxes together. Stand them about a door's width from the wall in front of the "palace." Cut a strip of cardboard about 12 inches (30 cms) deep and one yard (one meter) long to link the "stone wall" to the real wall. Paint the outline of stones on the boxes. Place a chair in the space between the cardboard wall and the real wall.

Have Mordecai tell the story. Encourage the children to act out the story as it is told.

"**Mordecai" reads or tells the story.**

My name is Mordecai. I adopted my cousin Esther when her parents died. Now she has been made queen. I am very proud of her, but I have told her not to tell anyone that she is Jewish. I go to the palace every day and wait for news to make sure that she is well. Now that she is queen, I cannot visit her.

I often sit in the gate. *[Mordecai moves over and sits in the gate.]* One day while I was sitting there, I overheard two guards talking about the king. *[Two guards talk angrily to each other.]* They were angry with him and were planning to kill him! When they had gone *[guards walk off],* I called one of Esther's servants over. *[Beckon to a servant.]* I gave him a message for Queen Esther. Esther told the king. King Xerxes investigated my report and discovered it was true. The guards were hung, and the story was written in the daily court record.

About this time King Xerxes made Haman second only to himself. *[Haman comes and begins to strut around.]* King Xerxes ordered that everyone should bow down to Haman when they saw him. So everyone did. *[Everyone bows to Haman as he goes past.]* However, I did not bow. I believe that I should bow only to God.

One day Haman noticed that I had not bowed down to him. He became very angry. *[Haman stomps about, looking angry.]* Haman knew I was a Jew, and he began to think about ways to destroy, not only me, but all the other Jews. *[Haman walks around looking thoughtful.]*

Every officer could ask the king for a favor. Haman lied to the king. He told him that some people were causing trouble. *[Haman "talks" to the king.]* He said he wanted them to be destroyed, and that he would pay money to people who did it. He didn't say that the people to be killed were Jews. So the king gave Haman an order to destroy those people, the Jews, and take their things.

When I heard the order, I put on rough clothes. *[Put on a rough robe.]* I covered myself with ashes and cried at the city gate. *[Sit crying in the gate.]* Esther's servants told her about me. *[Servants point to Mordecai and whisper to Esther.]* Esther sent some good clothes for me to wear, but I refused to put them on. *[Servant with clothing goes to Mordecai, who refuses it.]* Esther sent Hathach to talk to me. *[Two men talk.]* I told him everything and gave him a copy of the order for Esther to read. *[Mordecai gives Hathach a scroll.]* I told him to ask Esther to go to the king and beg for mercy.

Hathach gave Esther the message. *[Esther and Hathach talk, read the scroll, looking worried.]* Esther gave him a message for me. "Nobody may go to the king's throne room without being called. If anyone goes and the king holds out his gold scepter, that person may live. But if the king doesn't, that person dies. And I haven't been called to go to the king for 30 days."

I sent back a message: "Just because you live in the king's palace, don't think that people won't soon know you are a Jew. You can't escape. You might not say anything now. Then someone else will help save us. But you and the rest of our family will all die. And who knows, you may have been chosen to be queen to save us at this terrible time."

Esther sent me a final message. "Gather all the Jews in Susa together. Tell them not to eat or drink anything for three days and nights. My servant girls and I will do the same. Then, even though it's against the law, I will go to the king. And if I die, I die."

Next week we'll find out what happened.

Debriefing

Ask: **What would you have done if you had heard about the plot to kill the king?**

Do you think that Haman had any cause to be angry with Mordecai?

What would you have done when you heard the decree? How do you think Esther felt? How would you have reacted?

How should we behave toward people who are different from us? We are all different, but even so, we can still accept and serve others. Let's say today's message together:

GOD HELPS ME ACCEPT EVERYONE.

Memory Verse

You Need:
- heart-shaped papers (see p. 142)
- Bible

The memory verse is: "**People look at the outward appearance, but the LORD looks at the heart" (1 Samuel 16:7).**

In advance, prepare a set of memory verse hearts for each group of three to five children, by writing the words of the memory verse on heart-shaped papers (see page 142), one word on each heart. Mix the hearts in each set.

Give a set of hearts to each group of three to five children. (Small classes, make a set for each child.) Have the group (or child) use their Bibles to put the words in the right order. Repeat, mixing the hearts each time, until most of the children know the verse. Let the first group (or child) who knows the verse stand and say it. Then talk about the meaning of the text. Be sure the children understand what the text means.

Bible Study

You Need:
- Bibles
- paper
- basket

Divide the children into small groups. Have an adult help nonreaders. Write each of the following questions on a separate piece of paper. Fold the papers and put them in a basket. Let the children pick one or more questions at random. Large group: have more than one copy of each question.

1. How did Haman feel when Mordecai did not kneel down and honor him? (Esther 2:5)
2. Did Mordecai disobey the king's command by not bowing down to Haman? (Esther 3:2) Explain your answer.
3. How did Haman find out that Mordecai was a Jew? (Esther 3:3, 4)
4. What did Haman decide to do to all the Jews? (Esther 3:6) Why? Was Haman fair? Explain your answer.
5. What did Mordecai do when he heard about the law Haman had persuaded the king to sign? (Esther 4:1)
6. Read Esther 4:12–14. What was Mordecai trying to tell Queen Esther? Why?

7. What was Queen Esther's reply to Mordecai when he asked her to talk to the king? (Esther 4:16) What does her reply tell us about Esther?

Allow time for each group to read their questions and answers for the group.

Debriefing

Allow response time as you ask: **Why do you think Mordecai was sure that God had placed Esther in the palace to protect the Jews? What do you think might have happened if Esther had said she was afraid and would not help?**

Does God still have special tasks for us to do?

How does God want us to treat those who are different from us? Is that always easy? Why?

What can we do that will help us understand and appreciate someone who is different from us? (Pray for the person, look for nice things about them or things we have in common.) **God is with us and will help us accept others. Let's say today's message:**



GOD HELPS ME ACCEPT EVERYONE.

3 Applying the Lesson

A. Learning to Accept

Say: **I would like you to listen to the following statements. If you agree, give me the "thumbs up" sign. If you disagree, give me the "thumbs down" sign. If you are not too sure, wiggle your thumb in the middle.** You may need to adapt the statements to meet your local situation. Read one at a time:

Jesus loves and accepts everyone no matter who they are.

People who come from another country are not as intelligent as we are.

People who have blue eyes are lazier than people with brown eyes.

People who have freckles get along better with others than people who do not have freckles.

A person's skin color does not make them better or worse than anyone else.

Debriefing

Allow response time as you ask: **Why do we find it difficult to accept people who are different from us?** Encourage thoughtful responses. Accept their answers.

One reason is that we do not know the person very well. All we notice is our differences. Many times, when we get to know them, we find that they are really similar to us. It is only the outside that is different.

Should we dislike people because they are different? God wants us to accept all people regardless of culture, race, or religion. Let's say our message together:



GOD HELPS ME ACCEPT EVERYONE.

B. Appreciating Differences

Invite the children to sit in a circle. Say: **No two people here are alike. Everyone is different in some way. Do all of us wear our hair the same way? Are we all the same height and size? Would it be fun if we all looked the same? Why not?**

Let's appreciate our differences. Begin by saying: **I am different from** [child] **because my hair is** [color, style, texture]* **and** [child's] **hair is** [color, style, texture]. **But Jesus loves both of us the same, and I am happy that** [child] **is my friend.**

Have the child you named continue this activity by saying, **I am different from** [choose a child] **because I am a boy and she is a girl, but Jesus loves both of us the same, and I am happy that** [child's name] **is my friend.**

Continue until all the children have acknowledged that they accept and care about each other as friends, regardless of their differences.

Debriefing

Ask: **How do you feel knowing that your friends like and accept you regardless of your differences?**

How can we help others experience the same feeling of joy and acceptance?

God made each of us special. We are all different, but we are all God's children. Let's say today's message together:

GOD HELPS ME ACCEPT EVERYONE.

* Encourage children to choose the difference most appropriate to your class. Differences exist in color, brown versus red, etc.; in style, ponytail versus loose, etc.; and in texture, straight versus curly.

4 Sharing the Lesson

Community Project

Identify a community need in your area. If possible, invite someone in to talk about it. It should be a project where it is possible to do something practical, such as collect and distribute food, or help elderly people with yard work, etc.

Say: **One way of getting to know others is by doing something for them.** Explain about the need. Divide the children into small groups and ask each group to come up with ways to help meet a specific need.

Debriefing

Ask the children to share their ideas. Help them coordinate activities.

Say: **Even though we have not met these people, how do you feel about them now that you know a little more about their needs?**

We are all different and have different needs. God helps us to accept everyone. He will help us as we help others.

Discuss and make specific plans to help someone or a group in your community. Be prepared to help as needed.

Let's say our message together:

GOD HELPS ME ACCEPT EVERYONE.

Closing

Gather the children in a circle. Say a prayer, asking God to bless the plans laid and to help you and the children to love and accept all people.

You Need:
- a community need in your area

Challenging Choices

References
Esther 2:19–23; 3; 4; *Prophets and Kings,* pp. 600, 601

Memory Verse
"People look at the outward appearance, but the LORD looks at the heart" (1 Samuel 16:7, NIV).

The Message
God helps me accept everyone.

Have you ever been in a situation in which you did not know what to do? Queen Esther was. Read on to find out what she did.

Mordecai was happy that Esther became queen. But he still did not want her to tell others that she was a Jew.

One day when he was sitting at the palace gate, Mordecai heard two guards talking. They were angry with the king and were planning to kill him! Mordecai told Esther, who told the king. King Xerxes investigated Mordecai's report. It was true! The guards were arrested and hanged. All of this was written in the daily court record.

About the same time, King Xerxes made Haman his second in command. King Xerxes ordered that everyone should bow down to Haman when they saw him. And everyone did, except Mordecai. One day Haman noticed that Mordecai did not bow to him. He became very angry. Haman knew Mordecai was a Jew. He began thinking about ways to destroy Mordecai—and all other Jews.

Haman decided to tell the king that a certain group of people were causing trouble, and that they should be destroyed. He said he would pay the people who destroyed them. He did not tell the king that the people were Jews.



"Keep the money," the king said to Haman. "And do with the people as you please." (See Esther 3:11.)

When Mordecai heard the order, he put on rough clothes. He covered himself with ashes and cried at the city gate. Esther's servants told her how Mordecai was dressed. She sent good clothes for him to wear, but he refused to put them on.

Esther sent Hathach, her servant, to talk to Mordecai. Mordecai told him everything that had happened. He gave Hathach a copy of the order for Esther. Mordecai told him to ask Esther to go to the king and beg for mercy. Hathach hurried to give Esther the message.

Esther sent a message back to Mordecai. "Nobody may go to the king's throne room without being called. If anyone goes and the king holds out his gold scepter, that person may live. But if the king doesn't, that person dies. And I haven't been called to go to the king for 30 days."

Mordecai answered, "Just because you live in the king's palace, don't think that people won't soon know you are a Jew. You can't escape. If you remain silent, help will come another way. But you and the rest of our family will all die. And who knows, you may have been chosen to be queen to save us at this terrible time."

Esther sent one final message to Mordecai, "Get all the Jews in Susa together. Tell them not to eat or drink anything for three days and nights. My servants and I will do the same. Then, even though it's against the law, I will go to the king. And if I die, I die."

What will happen to Esther? Will she die? We will learn more next week.

Daily Activities

Sabbath

- If possible, go for a walk with your family.
- How many different types of flowers and trees can you see?
- Find a quiet place and read the lesson story together.
- Thank God for all the different things that He has made.

Sunday

- Cut out a heart and write your memory verse on it. Hang it where you can see it. During worship today, teach the memory verse to your family.
- Make a list of family differences (color of people's eyes, hair, shoe size, and height). Write a poem about differences and share it with your family.
- Thank God for your family.

Monday

- During worship today, find out as much as you can about gates to cities in Bible times.
- Ask an adult to help you find another Old Testament story where someone was sitting at the city gate. Why did cities have gates?
- Draw a picture of a modern gate and what the gate to Xerxes' palace may have looked like.
- Thank God for His protection.

Tuesday

- With your family, look up Acts 10:34, 35. Who in the New Testament had to learn to accept people even though they were different? If you have difficulty in accepting someone, ask Jesus to help you accept them now.
- Think of a tune or make up a tune so you can sing the memory verse.
- If possible, plan to visit a maze this week. Or make a maze for your family. A maze is difficult because everything looks the same.

Wednesday

- Read and discuss Esther 2:21–23 during family worship. Mordecai overheard two guards plotting to kill the king. Who guards your country's leader?
- Sit in a circle. Whisper something to the person next to you and have them whisper it to the next person. Go around the circle. Was the message the same when it came back to you?
- What should you do if you hear two friends talking about someone else? Review your memory verse.
- Ask Jesus to help you to listen only to good things about others.

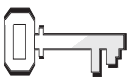
Thursday

- In Esther's time laws were made by the king. How are laws made where you live?
- During worship, ask: What special laws did God give us? Read Exodus 20 together. Discuss: Why did God give us laws? How do they make us happy?
- Mordecai could not meet with Esther when she became queen. How many different ways could they have sent messages to each other?
- What ways can you communicate with a friend who lives in another part of town?
- Thank God for all the ways we can communicate, and that He is only a prayer away.

Friday

- For family worship today, act out the lesson story. Include Mordecai at the gate, Haman going to the king, and Esther and Mordecai's reaction when they learn of the decree.
- Say your memory verse song together.
- Discuss ways your family cares about one another.
- Thank God for your family.

Esther's Banquet



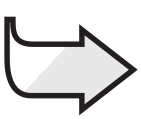
References
Esther 5; 6; *Prophets and Kings,* p. 602



Memory Verse
"In all your ways submit to him, and he will make your paths straight" (Proverbs 3:6, NIV).



Objectives
The children will:
Know that some acts of service require courage that only God can give.
Feel the importance of being true to God at all times.
Respond by asking God for help to do what is right.



The Message
With God's help, I have the courage to do what is right.

Monthly Theme

People are attracted to God through the lives of His people.

The Bible Lesson at a Glance

Esther knows that going to the king without his invitation could result in her death. The king gives her permission to approach and accepts her invitation to a banquet with Haman. At that banquet she invites them to return for another the next day.

That night the king cannot sleep. Reading from his book of records, he discovers that Mordecai has not been rewarded for revealing an assassination plot. The king asks Haman how he should reward someone for a great service. Haman, thinking the king wants to honor him, suggests that the person should be led around the city wearing the king's robe and riding the king's horse. The horse should be led by a noble calling out, "This is the man the king wishes to honor." The king tells Haman to go and do this to Mordecai. Haman is very angry, and is even more determined to kill Mordecai and his people.

This is a lesson about service.

Esther served her people and her God by bravely going before the king without being invited. Mordecai was rewarded in an unusual way for his service to the king. Even so, God calls us to serve Him and His people by speaking bravely for what is right, by refusing to join others in doing wrong.

Teacher Enrichment

"Esther was a remarkably beautiful young woman whose tact and winsomeness brought her into royal favor. . . . Ahasuerus [Xerxes] gave her this rank in his 7th year, about the month of January, 478 B.C. . . . Four years later, in April, 474 B.C., the royal favorite, Haman, cast lots and then secured a royal decree authorizing the slaying of all Jews within the borders of the Persian Empire and the confiscation of their property. . . . In a supreme act of bravery equaled only by her infinite tact, Esther appealed to the king on behalf of her people, apparently for the first time revealing that she herself was Jewish. Upon Haman's execution, the king elevated Mordecai to Haman's former position, and in the month of June signed a decree prepared by Mordecai that, in effect, reversed Haman's decree. . . . Ever since, the Jews have celebrated this festival in honor of Esther and in commemoration of her spirit of bravery and devotion, which God used as the means of bringing deliverance to His people" (*The SDA Bible Dictionary,* p. 341).

Room Decorations

See Lesson 5.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Faith Jump*	two adult helpers, blindfold, plank or board
		B. Trust Fall	none
Any Time Prayer and Praise*	up to 10	Fellowship	none
		Songbook	*Sing for Joy*
		Mission	*Children's Mission*
		Offering	none
		Prayer	pretty piece of fabric from Lesson 5, paper, pencils, pins
2 Bible Lesson	up to 20	Experiencing the Story	Bible-times costumes, gold "scepter," royal cloaks, table and chairs
		Memory Verse	Bible
		Bible Study	Bibles, six paper plates, cellophane tape
3 Applying the Lesson	up to 15	*Doing the Right Thing*	none
4 Sharing the Lesson	up to 15	*Being Courageous*	paper strips, cellophane tape, gold/ silver foil, pencils

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- two adult helpers
- blindfold
- plank or board

A. Faith Jump

The plank or board must be wide enough for the child to stand on and strong enough to hold the child's weight. Ask for volunteers. Have them wait outside with a helper. Bring them in one by one. Blindfold the child and ask them to step up on the board. Instruct the adult helpers in advance to lift the board six inches (15 cm) from the floor. They should move the board from side to side as if it is being lifted high up in the air. When the child believes that the board is high in the air, ask them to jump off. Most will not jump. Help them off and untie the blindfold.

Debriefing

Ask: **What did you think when I asked you to jump off the board? Did it take courage to jump? What did you think when you saw that the board was so close to the floor? Would you have jumped if you had known? Have you ever been in a situation where you needed a lot of courage? Our memory verse says: "In all your ways submit to him, and he will make your paths straight" (Proverbs 3:6). What does that mean? Today we are going to talk about how God can give us courage to do what is right in every situation. Today's message says:**

WITH GOD'S HELP, I HAVE THE COURAGE TO DO WHAT IS RIGHT.

Say that with me.

B. Trust Fall

Ask for volunteers. Have them wait outside with a helper. Bring them in one at a time. Ask them to stand at a certain place and on the count of three to fall straight back without bending their legs. Have an adult catch the child.

Debriefing

Ask: **How did you feel when I asked you to fall back? Would it have made a difference if you had been able to see the person behind you? Have you ever been in a situation where you needed a lot of courage? In our story today, we find that Esther needed a lot of courage. Our memory verse says: "In all your ways submit to him, and he will make your paths straight" (Proverbs 3:6). What**

does that mean? God will give us courage to do what is right no matter what the situation. Today's message says:

WITH GOD'S HELP, I HAVE THE COURAGE TO DO WHAT IS RIGHT.

Say that with me.

Prayer and Praise Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"I Will Make You Fishers of Men" (*Sing for Joy,* no. 135)
"Turn Your Eyes Upon Jesus" (*Sing for Joy,* no. 90)
"A Little Talk With Jesus" (*Sing for Joy,* no. 98)
"This Little Light of Mine" (*Sing for Joy,* no. 134)
"Jesus Bids Us Shine" (*Sing for Joy,* no. 133)



Mission

Share a story from *Children's Mission.* Emphasize the theme of service, and that it is not always easy to stand up for what is right, but that God will give us the courage to do so, if we ask Him.



Offering

Say: **God asks us to serve Him in many different ways. One way of serving Him is to be faithful with our offerings.**



Prayer

Ask the children to write or draw something they are afraid of, or a problem they are facing. Pin their papers to the cloth behind the throne with the other prayer requests. Pray especially for courage to do what is right in difficult circumstances.

You Need:
- cloth (see Lesson 5)
- small squares of paper
- pencils
- pins

2 Bible Lesson

You Need:
- Bible-times costumes
- gold "scepter" (dowel or stick covered with gold foil)
- royal "cloaks"
- table and three chairs

Experiencing the Story

Characters: Esther, Mordecai, King, Haman. The remainder of the children can alternate as the king's servants, the crowd when Haman leads Mordecai through the streets, and Haman's family and friends.

Setting the Scene

Remind the children of the story so far: **Esther was chosen to be queen to replace Queen Vashti. On the advice of her cousin, Mordecai, she had not told anyone that she was a Jew. Haman was second only to the king. He disliked Mordecai because Mordecai refused to bow down to him. Haman persuaded the king to sign a law allowing him to have all the Jews killed. Mordecai appealed to Esther for help. Esther has promised to try to see the king.**

Read or tell the story.

After three days and nights of not eating or drinking, Esther dressed in her prettiest clothes and went to see the king. She walked to the door of his throne room and stood quietly. *[Have Esther walk and stand near the king.]* When King Xerxes saw her, he smiled and held out his gold scepter. *[King holds out scepter.]* Esther walked toward him and touched it. *[Esther walks forward and touches scepter.]*

"What can I do for you, Esther?" he asked. "I'll give you up to half of my kingdom."

"I've prepared a banquet for you and Haman today," replied Esther. "Will you please come?"

"Of course! We'll be there," the king smiled.

Later, when Haman and the king were at her banquet *[sit around table],* the king said to Esther, "What can I do for you, Queen Esther? Remember, I'll give you up to half of my kingdom."

"Come back tomorrow with Haman to another banquet," Esther replied. "Then I will answer your question."

Haman left for home feeling very happy. Not everyone was invited to dinner with the king and queen! Then he saw Mordecai sitting at the gate. *[Mordecai sits at "gate."]* Mordecai did not bow. He did not even stand up when he saw Haman. Haman was very angry, but he said nothing.

When Haman arrived home, he bragged to his family and friends *[Haman struts around, looking very proud],* "I have 10 sons. I have money and power. The king likes me. He gave me a great position. I'm the most important person in the palace after the king. I'm the only person Queen Esther invited to her banquet with the king. And she invited me back again tomorrow."

Then he complained to them about Mordecai *[changes attitude, acts angry].* "Everything would be perfect except for Mordecai!" he shouted. "He's always sitting at the king's gate. He refuses to honor me."

"Why don't you have him hanged?" someone suggested.

Haman liked that idea. So he had his workmen build a hanging platform where everyone could see it.

That night the king had trouble going to sleep. So he asked one of his servants to bring the court records to him to read. He read about the two guards who had planned to kill him. He read about Mordecai's part in reporting those plans and saving the king from death.

"Did we reward Mordecai?" the king asked his servant.

"No, sir," said the servant. "We never did."

The next morning Haman came into the courtyard to ask for permission to hang Mordecai. *[Haman comes hurrying in.]* But before he could say anything, the king asked him, "What should be done to honor a man who has done a good thing?"

Haman thought the king was talking about him. So he said, "Give him a royal robe and a crown to wear. Let him ride through the streets on a royal horse. Have your servant announce, 'This is what the king does for a man he wants to honor.'"

"I like that, Haman," King Xerxes replied. "Do everything that you've said for Mordecai right away. Don't leave anything out." *[King dismisses Haman with a wave of his hand.]*

Haman had to do what the king asked. But he was so embarrassed and ashamed that he hid his face all the way home. When he got there, he told his friends and family what had happened.

"You're losing all your power to Mordecai," they said. "You can't win. You're going to be ruined." But before Haman had time to think and answer, the king's servants arrived and hurried him away to the second banquet Queen Esther had prepared. *[Servants come and hurry Haman away.]*

Next week we will find out what happened at that banquet.

Debriefing

Allow response time as you ask: **How do you think Esther felt when she went to the king's court? How do you think she felt when Haman came to her banquet?**

Why did Haman suggest the reward for the person who had pleased the king?

How do you think Mordecai felt about being led through the streets by a man he knew wanted to kill him?

Sometimes we face very tough situations. No matter what the situation, God will give us the courage to do what is right if we ask Him to. Let's say today's message together:

WITH GOD'S HELP, I HAVE THE COURAGE TO DO WHAT IS RIGHT.

Memory Verse

Have the children repeat the verse and the actions several times until they know it.

In all your ways	Cross hands above head. Bring arms down to the sides to make a big circle.
submit to him	Point upward.
and he will make your paths straight.	Put palms together, slowly push them away from you in a straight line.
Proverbs 3:6	Palms together, then open.

You Need:
- Bible

You Need:
- six paper plates
- Bibles
- cellophane tape

Bible Study

Tape the following questions on the bottom of the plates, one on each plate. Divide the children into six small groups or pairs. Make sure that nonreaders have help. Give each group a plate. If time allows, let the plates circulate from group to group.

Say: **Let's pretend these are some plates from Queen Esther's banquet. On the bottom of each is a question that will help us understand more about the story. Use your Bibles and prepare an answer to share with the class.**

Why did Esther ask Mordecai and the Jews to fast with her and her maids for three days and three nights? (Esther 4:16)

Why was it a brave thing for Queen Esther to go to see the king? (Esther 4:11)

Find two things that show that the king loved Queen Esther. (Esther 5:2, 3)

What happened one night when the king couldn't sleep? (Esther 6:1–3)

Why did Haman suggest that the person the king wanted to honor should wear the king's robe and ride his horse? (Esther 6:6)

How did Haman feel after he had led Mordecai on horseback through Susa? (Esther 6:12)

Allow time for class discussion.

Debriefing

Ask: **Why did Esther need to fast and pray for three days? What does this tell us to do when we are in difficulty?** (We need to take time to pray.)

The king rewarded Mordecai for protecting him. Should we always expect to be rewarded when we do what is right? (No.) **Why?**

When we do what is right, we are serving God. No matter what the situation we can always ask God to give us the courage to do what is right. It does not matter if we do not get a reward. What matters is that we serve God by doing what is right. Let's say today's message:



WITH GOD'S HELP, I HAVE THE COURAGE TO DO WHAT IS RIGHT.

3 Applying the Lesson

Doing the Right Thing

Divide the children into small groups. Ask them to discuss what they would do in one or more of the following situations and report back to the rest of the class. The rest of the class can then say whether they agree with the suggested solution.

1. You see someone being mean to another child and bullying him. How can you stand up for what is right? Why will that take courage? Will God help you have the courage you need?

2. You are in a store with some friends, and they ask you to steal some candy. What do you do? How can you stand up for what is right? Why does it take courage to stand up to your friends? Who will help you?

3. You are walking past the house of an elderly woman and one of your friends suggests that you throw stones at her house. Will you do it? Why will it take courage to do what is right?

Debriefing

Ask: **Which scenario was the hardest?**

Why does it take courage to do what is right? What do we need to do every day to make sure that we make right choices? (Ask God to be with us and help us.) **Let's say our message together:**



WITH GOD'S HELP, I HAVE THE COURAGE TO DO WHAT IS RIGHT.

4 Sharing the Lesson

Being Courageous

Help each child make a scepter by rolling the paper strip into a thin tube. Tape it and cover it with gold or silver foil. The scepter can be decorated by creating lines with a pencil.

Divide the children into pairs. Say: **In your pairs share a time when you were afraid or you had a difficult decision to make. When you have shared your experience, your partner can respond by saying the message: With God's help, I have the courage to do what is right.** Allow time, then reverse roles.

Debriefing

Ask: **Did anyone come up with a situation where you felt that God could not help? We can be sure that God will help us no matter what the situation.**

Put your scepter where you can see it at home and share it with your family as you tell them about Esther. When you do not know what to do, remember Esther and ask God to help you. Let's say our message together:



WITH GOD'S HELP, I HAVE THE COURAGE TO DO WHAT IS RIGHT.

You Need:

- paper strips—6 inches x 9 inches (15 cm x 20 cm)
- cellophane tape
- gold/silver foil
- pencils

Esther's Banquet

References
Esther 5; 6; *Prophets and Kings,* p. 602

Memory Verse
"In all your ways submit to him, and he will make your paths straight" (Proverbs 3:6, NIV).

The Message
With God's help, I have the courage to do what is right.

Have you ever been to a special dinner where everyone dressed in their best clothes? Esther planned a special dinner, a banquet, for the king and Haman.

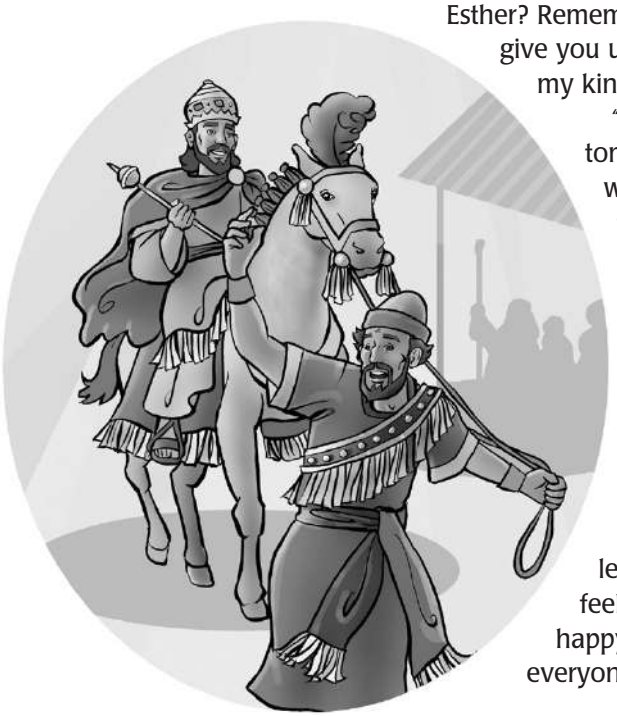
After three days and nights of not eating and drinking, Esther dressed in her prettiest clothes. Then she went to see the king. She walked to the door of his throne room and stood quietly. When King Xerxes saw her, he smiled and held out his gold scepter. Esther walked toward him and touched it.

"What can I do for you, my queen?" he smiled. "I'll give you up to half of my kingdom."

"I've prepared a banquet for you and Haman today," replied Esther. "Will you please come?"

"Of course! We'll be there," he said to Esther.

Later when Haman and the king were at her banquet, the king asked Esther, "What can I do for you, Queen Esther? Remember, I'll give you up to half of my kingdom."



"Come back tomorrow with Haman to another banquet," she replied. "I will answer your question then."

Haman left for home feeling very happy. Not everyone was invited to dinner with the king and queen! Then he saw Mordecai sitting at the gate. Mordecai did not bow to him. He didn't even stand up when he saw Haman. Haman was very angry, but he said nothing.

When Haman arrived home, he bragged to his family and friends, "I have 10 sons. I have money and power. The king likes me. He gave me a great position. I'm the most important person in the palace after the king. I'm the only person Queen Esther invited to her banquet for the king. And she invited me back again tomorrow."

Then he complained to them about Mordecai. "Everything would be perfect except for him," he said. "He's always sitting at the king's gate. He refuses to honor me."

"Why don't you have him hanged?" someone suggested.

Haman liked that idea. So he had his workmen build a hanging platform.

That night, the king had trouble going to sleep. So he asked one of his servants to bring the daily court record to him. He read about the two guards who had planned to kill him. Then he read about Mordecai's part in reporting those plans.

"Mordecai saved my life! Did we reward him?" the king asked his servant.

"No, sir," said the servant. "We never did."

The next morning Haman came before the king. He planned to ask for permission to hang Mordecai. But before he could say anything, the king asked him a question: "What should be done to honor a man who has done a good thing?"

Haman thought the king was talking about him. So he replied, "Give him a royal robe and crown to wear. Let him ride through the streets on a royal horse. Have your servant announce, 'This is what the king does for a man he wants to honor.'"

"I like that idea, Haman," King Xerxes replied. "Do everything that you've said for Mordecai right away. Don't leave anything out."

Haman had to do what the king asked. But he was so embarrassed and ashamed that he hid his face all the way home. When he got there, he told his friends and family what had happened.

"You're losing all your power to Mordecai," they said. "You can't win. You're going to be ruined." But before Haman had time to answer, the king's servants arrived. They hurried Haman away to the second banquet Queen Esther had prepared.

What would happen? What would Esther say? God would be with her. And God will be with you, too.

Daily Activities

Sabbath

- With your family, read the lesson story and talk about other Bible stories in which someone did something brave. Think of words to describe Esther that begin with each letter of the word BRAVE. Examples: B—Beautiful, Brains, Banquet. R—Ready, Right.
- Thank God that He helps us make the right decisions.

Sunday

- For family worship, read and discuss Esther 5:1–5.
- Make a scepter by covering an empty tube or roll of stiff paper with bright paper. Write your memory verse on the scepter. Teach the memory verse to your family.
- During family worship, find a map and ask someone to help you measure the distance between two places if you go in a straight line. Now measure the distance if you follow the road. Which is longer? Ask God to keep you walking on the straight road.

Monday

- With your family, read and discuss Esther 5:4–8.
- Ask if you can plan a Friday night banquet for the family. Help plan the food. Make name cards.
- Try to make up a poem using the words you thought of for the word BRAVE. Share the poem with your family during worship.
- Ask God to help you to be brave.

Tuesday

- Queen Esther and Mordecai were heroes. What did they do for their people?
- Draw a happy face next to each statement that tells something about a real hero.
  - –A hero is someone with big muscles.
  - –A hero is someone who might be scared but has the courage to do what is right.
  - –A hero is never afraid.
  - –A hero asks God to help him or her do what is right.
- Ask God to help you be a true hero.

Wednesday

- During worship today, read and discuss Esther 3:1–6. Find the word *prejudice* in a dictionary. Write the meaning here.

_____

- In the lesson story, who was prejudiced? With your family, think of three ways to overcome prejudice.
- Review the memory verse. Then pray that you will not be prejudiced.

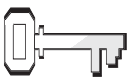
Thursday

- For worship today, read and discuss Esther 6:1–10.
- Before worship, create a Queen Esther award. During worship, give the award to someone in your family who stood up for what is right.
- Review your memory verse together. Ask God to make your paths straight.

Friday

- Help your mother prepare and serve your family the banquet you planned on Monday. After eating, act out the lesson story together.
- Ask each person to tell about a time God helped them to make the right decision.
- Sing songs of praise. Then pray for those who are facing difficult situations.

Rescued!



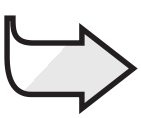
References
Esther 7; 8; *Prophets and Kings,* pp. 602–606



Memory Verse
"Who knows but that you have come to your royal position for such a time as this?" (Esther 4:14, NIV).



Objectives
The children will:
Know that we can be a part of God's plan to save others.
Feel motivated to use our God-given talents to serve others.
Respond by using our talents to lead others to Jesus.



The Message
God leads us to opportunities to serve Him and His people.

Monthly Theme

People are attracted to God through the lives of His people.

The Bible Lesson at a Glance

At the second banquet Esther reveals her Jewish background to the king and pleads for the life of the Jews. When she identifies Haman as the instigator, the king has him taken out and hanged on the gallows Haman had built for Mordecai. Although the king cannot revoke the decree that calls for all the Jews to die, the king can and does issue another decree, giving the Jews the right to defend themselves. The Jews throughout the kingdom are saved. Jewish people still celebrate this incident today in a two-day festival called Purim.

This is a lesson about service.

Esther and Mordecai showed great courage in serving God, their king, and their people. They did the right thing at the right time. We, too, can serve our God by doing the right thing at the right time.

Teacher Enrichment

"Misled by the false statements of Haman, Xerxes was induced to issue a decree providing for the massacre of all the Jews. . . . Little did the king realize the far-reaching results that would have accompanied the complete carrying out of this decree. Satan himself, the hidden instigator of the scheme, was trying to rid the earth of those who preserved the knowledge of the true God" (*Prophets and Kings,* pp. 600, 601).

"Mordecai was given the position of honor formerly occupied by Haman . . . and he sought to protect the welfare of Israel" (*Prophets and Kings,* p. 602).

"The decree that will finally go forth against the remnant people of God will be very similar to that issued by Ahasuerus [Xerxes] against the Jews" (*Prophets and Kings,* p. 605).

Room Decorations

See Lesson 5.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Create a Seal*	wax or clay or play dough, paper, crayons or markers, documents with seals
		B. I Can Help	box, papers, pen
Any Time Prayer and Praise*	up to 10	Fellowship	none
		Songbook	*Sing for Joy*
		Mission	*Children's Mission*
		Offering	
		Prayer	pretty piece of fabric from Lesson 5, paper, pencils, pins
2 Bible Lesson	up to 20	Experiencing the Story	Bible-times costumes, royal cloaks, seal, low table, three quilts
		Memory Verse	Bible, beanbag
		Bible Study	Bible, "golden" cup
3 Applying the Lesson	up to 15	*God's Legs and Arms*	Bible
4 Sharing the Lesson	up to 15	*Helping Coupons*	coupons (see p. 143), pencils, chalkboard or large sheet of paper, marker

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

A. Create a Seal

You Need:
- wax or clay or play dough
- paper
- crayons/markers
- sample of documents with stamped seals (passport, notary seal, seal on a certificate, school transcripts, etc.)

Say: **In past times when not everyone could write, people had a seal. Sometimes their seal had a design, or an animal, or their name. When they sent a letter, they sealed the envelope so the person receiving it would know that no one else had read it. Use these supplies to create your own seal.** Allow time to look at the completed seals and for the children to explain their design.

Debriefing

What were seals used for in Esther's time? (to make laws) **What do you think seals might be used for today?** (birth certificates, school transcripts, wills, licenses, and other important documents) **What do you think about having your own seal? How might you use one?**

Say: **In Esther's time when the king put his seal on a law or decree, it could not be changed. In our story today, the Jews faced serious trouble because of a law that had been sealed with the king's signet ring. But thanks to the help of two people who were faithful to God, the king made another law that helped God's people. Our message says:**



GOD LEADS US TO OPPORTUNITIES TO SERVE HIM AND HIS PEOPLE.

Say that with me.

B. I Can Help

You Need:
- box containing papers with traits written on them

Put papers with these traits (love, helpfulness, kindness, sharing, obedience, truth, prayer, listening, caring) into a box. Divide the children into groups. Have one group choose a piece of paper and then mime the trait listed on their paper to the other group(s), The group that guesses goes next. Be sure that each group gets a turn. Have adults assist as needed.

Say: **Each group will choose a piece of paper. Group one will mime the trait listed on their paper. Each trait is a way to serve others. The group that guesses the trait being mimed will get to go next.**

Debriefing

Ask: **Were you surprised that there were so many different ways to serve others? Is it always easy to know how to help people?** (sometimes it is not easy) **Esther was able to help her people when they were in trouble. She used the**

opportunity God gave her. God will also give us opportunities to help others if we are faithful to Him. Today's message says:

GOD LEADS US TO OPPORTUNITIES TO SERVE HIM AND HIS PEOPLE.

Say that with me.

Prayer and Praise Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"We Are His Hands" (*Sing for Joy,* no. 129)
"Cross Over the Road" (*Sing for Joy,* no. 131)
"Jesus Bids Us Shine" (*Sing for Joy,* no. 133)
"I Would Be True" (*Sing for Joy,* no. 117)
"This Little Light of Mine" (*Sing for Joy,* no. 134)



Mission

Share a story from *Children's Mission.* Emphasize the theme of service in the mission story. Say: **If we are willing and ask God, He will give us opportunities to serve Him.**



Offering

Say: **When we give our offerings, we serve God, and we make it possible for others to serve Him too.**



Prayer

Encourage the children to write or draw some way that they would like to serve God and others. In your prayer ask God to lead each child to opportunities to serve.

You Need:

- cloth from Lesson 5
- small squares of paper
- pins
- pencils

2 Bible Lesson

You Need:
- Bible-times costumes
- royal cloaks
- seal
- low table
- three quilts

Experiencing the Story

Characters: Esther, Mordecai, King, Haman, Harbona; the other children may alternate as courtiers or soldiers

Setting the Scene

Set the banquet table in front of the palace. Fold the quilts so that Esther, the king, and Haman can recline by the table. Remind the children of what has happened. Encourage them to listen carefully and act out the story.

Say: **Last week we learned that Esther dared to go to the king without being invited. The king stretched out his scepter and accepted her invitation to come and bring Haman to her banquet.**

He asked what she wanted. She asked him to come and bring Haman to another banquet the next day.

That night the king could not sleep. When reading through the court chronicles, he realized that Mordecai had not been rewarded for saving his life.

The king asked Haman how he should reward someone who had done him a great service. Haman, thinking the king wanted to honor him, suggested that the person should wear a royal robe and be led by a nobleman through the streets on the king's horse. The king asked Haman to do this for Mordecai. Haman was very angry. Now it is time for the second feast.

Read or tell the story.

King Xerxes and Haman were enjoying Esther's second banquet. *[All three recline around the table.]* The king was curious. He wanted to know what Esther wanted, and why she was taking so long to tell him.

"Queen Esther," he said, "what is it that you want? You know you may have up to half my kingdom."

"My king, I hope you like me. If you care about me, please let me live. And let my people live too," she pleaded. *[Esther pleads before the king.]* "I have been told that we are all to be killed. If we were going to be sold as slaves, I would not have said anything. But we are going to be destroyed."

"What? Who has done this? Where is he?" the king shouted angrily. *[King jumps up.]*

"It is Haman, that man," said Esther pointing at Haman. *[Esther points at Haman.]*

Haman stopped eating. He was scared. He hadn't expected Esther to know. He could tell the king was very angry. The king had slammed down his glass and stomped out of the room. *[King goes off.]* Haman knew the king would kill him. He threw himself on Queen Esther to beg for mercy. *[Haman falls at Esther's feet.]* Just then the king walked back into the room. *[King enters.]*

"Haman!" he roared. "How dare you attack the queen? Especially while I am still here!" *[King makes angry motions.]*

As soon as the king said the words, the king's servants covered Haman's face and took him away. *[Two servants come and take Haman away.]*

One of the king's servants, Harbona, told the king *[comes forward and talks to the king],* "Haman has built a hanging platform right in his own yard. He built it for Mordecai, who warned you about the plan to kill you."

"Hang Haman on it!" the king ordered.

King Xerxes then gave Queen Esther everything Haman owned. Esther finally told the king that Mordecai was her cousin, and the king sent for him. *[Send servant for Mordecai. Servant returns with Mordecai.]* The king gave Mordecai the ring that he had taken back from Haman. He put him in charge of Haman's house and land.

But Esther wasn't finished yet. She went back into the king's throne room and knelt before him. *[Kneel before the king.]* She begged him to stop Haman's plan. He held out his scepter to her, and Esther stood up.

"Please, my king, could you write another order to cancel Haman's orders?" she cried.

"I can't cancel it, because the orders have been sealed with my signet ring," he said. "Decide what you want done. Have Mordecai tell my secretaries what to write. After they are done, he can seal the orders with the ring I gave him."

Mordecai told the secretaries to write that Jews could fight back against anyone who tried to kill them. They could also take the property of anyone who tried to kill them. When the letters were all done, the king's special messengers hurried to deliver them throughout the kingdom. Mordecai left the palace wearing royal robes and a crown.

All the Jews in Susa shouted for joy about the new orders. Everywhere they were delivered, Jewish people celebrated. *[People look happy and appear to be celebrating.]* Some other people even became Jews.

From that day to this, Jews have celebrated the feast of Purim. For two days they celebrate to remember how Esther and Mordecai helped save them from death.

Debriefing

Ask: **How do you think Esther felt about going before the king without an invitation? How would you have felt?**

Why was the king curious? (Because Esther had invited him to two banquets.) **What did the king offer Esther at these banquets?** (Anything, up to half of his kingdom.)

Why couldn't the king cancel his order to have the Jews slain? (The law could not be changed once he had sealed it with his ring.) **What difference did the king's second decree make?** (It allowed the Jews to defend themselves.)

What happened to Haman? to Mordecai?

If we are willing, God can use us to serve Him and His people. Let's say today's message together:



GOD LEADS US TO OPPORTUNITIES TO SERVE HIM AND HIS PEOPLE.

Memory Verse

You Need:
- Bible
- beanbag

Write the memory verse where all may see it. Then read the verse aloud: "**Who knows but that you have come to your royal position for such a time as this?" (Esther 4:14).**

Do a beanbag toss. The children catch the beanbag and then say the next word of the memory verse, trying to keep it going without missing a beat. Remove or erase the first three words and repeat the activity. Continue removing words or phrases until the children can say the verse without help.

Bible Study

You Need:
- Bible
- "golden" cup

In advance, number and write the questions on slips of paper. Place the papers in a "golden" cup from the banquet table. Have twelve children each select a question, look up the reference, and be prepared to share the question and answer with the class. (Small class, some children take more than one question.)

1. How did the king respond to the news of what Haman had done? (Esther 7:7

2. What did Haman try to do after the king learned of his plot? (Esther 7:7)

3. What happened to Haman? (Esther 7:9, 10)

4. What happened to Mordecai? (Esther 8:1, 2, 15; 10:3)

5. Esther made another request of the king. What was it? (Esther 8:5, 6)

6. What was the king's answer to Esther's second request? Why? (Esther 8:7, 8)

7. What did the king's new decree say? Who wrote it? (Esther 8:10, 11)

8. How did the Jews feel when the new decree went out? (Esther 8:16, 17)

9. What happened to the Jews? (Esther 9:1–3)

Debriefing

Ask: **What do you think would have happened if Esther and Mordecai had not been willing to serve God and His people?**

Do you think that God would have found another way to save His people?

What happens to us when we take the opportunities to serve God and His people? (We grow and become better people. We learn to trust God more.) **Let's repeat our message for today:**

GOD LEADS US TO OPPORTUNITIES TO SERVE HIM AND HIS PEOPLE.

3 Applying the Lesson

You Need:
- Bible

God's Legs and Arms

Have someone find and read Matthew 4:18–22 and Mark 2:13, 14. Ask: **What happened to Peter, Andrew, James, John, and Levi?** (Jesus called them to be disciples.)

What did they do for work before they followed Jesus? (fished) **Afterward, what did they do?** (They preached about Jesus.) **What made them special?** (They were willing to follow Jesus.)

Jesus gives us the same invitation today. He wants us to serve Him and His people. Think about these situations and how you could serve Him. Allow time for discussion.

1. You are at the park. An older boy pushes a little girl off a swing and takes it for himself. How might you serve God and the little girl? (Comfort the girl; take her to an adult; ask an adult for help.)

2. Your neighbor asks you to help him rake leaves. He will pay you well for your work. You agree. He says, "Good. Come at 9:00 Saturday morning and we can be done by noon." How might you serve God and His people as you respond?

3. You play soccer well. Some kids in your neighborhood want you to join their team. You really want to, but you know they play a lot of games on Sabbath. How might you serve God as you respond?

Debriefing

Say: **There are many different ways that we can serve God. What is the first step in finding opportunities to serve God and His people?** (the desire to serve)

When we say "I am willing to serve God," He leads us to opportunities.

And He will give us the courage to do what is right. Let's say today's message together:



GOD LEADS US TO OPPORTUNITIES TO SERVE HIM AND HIS PEOPLE.

4 Sharing the Lesson

Helping Coupons

In advance, make four copies of the coupon (see page 143) for each child. Have the children name and discuss different ways to serve God and His people. Make a list where all can see.

Say: **Here are four coupons. Think of people you would like to serve. Write a name on a coupon. Then choose something from the list that you can do. Complete the coupons and sign your name.** Adults assist as needed, but let the children sign their own name.

Debriefing

Ask: **To whom will you give your coupons, and what are you going to do?** Allow time.

Are these the only things that you are going to do to serve people this week? Allow responses.

When we tell God that we are willing to serve Him and His people, He opens all kinds of opportunities. Let's say today's message:



GOD LEADS US TO OPPORTUNITIES TO SERVE HIM AND HIS PEOPLE.

Closing

Have the children gather around, holding their coupons. Ask God to bless them as they give them away and to help them as they serve Him in the week ahead.

You Need:

- four coupons per child (see p. 143)
- pencils
- chalkboard or large sheet of paper
- marker

Rescued!

References
Esther 7; 8; *Prophets and Kings,* pp. 602–606

Memory Verse
"Who knows but that you have come to your royal position for such a time as this?" (Esther 4:14, NIV).

The Message
God leads us to opportunities to serve Him and His people.

Have you ever wanted to know something and Mom or Dad says, "Wait a minute"? It feels as if you are going to burst with curiosity. That is probably how King Xerxes felt when he came to Esther's second banquet.

King Xerxes and Haman were enjoying Esther's second banquet. But the king was curious. He wanted to know what Esther wanted. And why was she taking so long to tell him?

"Queen Esther," he said, "what is it that you want? You know you may have up to half my kingdom."

"My king, if you truly care for me, please let me live. And let my people live too," she pleaded. "I have been told that we are all to be killed. If we were to be sold as slaves, I would say nothing. But we are to be destroyed."

"What? Who has done this? Where is he?" the king shouted angrily.

"It is Haman, that man," said Esther, pointing at Haman.

Haman stopped eating. He was frightened. He hadn't expected Esther to know. He could tell the king was very angry. The king slammed down his glass and stormed from the room. Haman knew the king would kill him. So he threw himself on Queen Esther to beg for mercy. Just then the king walked back into the room.



"Haman!" he roared. "How dare you attack the queen? Especially while I am still here!"

As soon as the king said the words, the king's servants rushed forward. They covered Haman's face and took him away.

One of the king's servants, Harbona, spoke to the king. "Haman has built a hanging platform in his own yard. He built it for Mordecai, the man who warned you about the plan to kill you."

"Hang Haman on it!" the king ordered.

King Xerxes then gave Queen Esther everything Haman owned. Esther told the king that Mordecai was her cousin. She explained how Mordecai had raised her. The king sent for Mordecai. He gave Mordecai the ring that he had taken back from Haman. That ring was a symbol of the power the king gave to Mordecai. Mordecai was now the king's assistant.

Esther wasn't finished with her work yet. She went back into the king's throne room and knelt before him. The king held out his scepter to her again. Esther stood. She begged him to stop Haman's plan.

"Please, my king, help us. Please do something to cancel Haman's orders," she cried.

"I can't cancel that law, because it was sealed with my signet ring," he said. "But I can do something. Have Mordecai tell my secretaries what to write. After they are done, he can seal the orders with the ring I gave him."

Mordecai told the secretaries what to write. The Jews could fight back against anyone who tried to kill them. They could also take the property of anyone who tried. Soon the letters were done and

sealed with the king's seal. The king's special messengers rushed to deliver them throughout the land.

The Jews in Susa shouted for joy when they heard the new orders. Everywhere they were delivered, Jewish people celebrated. Some other people even became Jews.

From that day to this, Jews have celebrated the feast of Purim. For two days each year they celebrate. They remember how Esther and Mordecai served God; how they helped save God's people from death.

Daily Activities

Sabbath

- Share your lesson story with your family. Then sing some happy songs—the kind of songs the Jews may have sung when they celebrated. Ask your family to share an opportunity they have had to serve God and His people. Who are His people?
- Ask God to help you serve Him every day.

Sunday

- Help your mom by setting the table today.
- Ask her for an old piece of cloth. Cut it in a rectangle to represent a tablecloth. Write your memory verse on the cloth. Teach the verse to your family during worship.
- During family worship, see how many Bible stories you can name that are connected with food.
- Thank God for health and strength.

Monday

- During worship today, read Esther 7:9. How high was the gallows Haman built? Can you find something that is a similar height? Measure out that distance on the ground.
- With your parents, plan a happy surprise to serve someone who is not a close friend. Pray for your plan to serve.

Tuesday

- A good way to witness is to share a meal. During family worship, plan to invite someone to a meal. Invite someone who does not know Jesus well. What can you do to help before the visit?
- Read Esther 5:1–3 and 7:1, 2 together. Look at a map of your country. If Xerxes had been king of your country, how much land would he have offered Esther?
- Pray for the rulers in your country.

Wednesday

- During worship, read Esther 6:1, 2. Start a family chronicle. Write in it each day for a week.
- Create a Mordecai award for bravery. Present the Mordecai award to someone you know and explain what it is for. Ask God to bless that person.

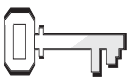
Thursday

- During worship, read and discuss Esther 3:10–12 and 8:8. Create a seal for your family. What special features do you want to include? Think of a family motto to go with the seal.
- Find out about seals and how they were used. How do people use seals today?
- Thank God for your family.

Friday

- During family worship, review the story of Esther from start to finish. Act out your favorite parts with your family. Ask other family members to name their favorite parts.
- Say your memory verse together. Tell what it means to you and your family.
- Before prayer, sing praises to God. Then thank God for the opportunities He gives you every day.

No! No! No!



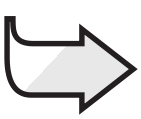
References
Matthew 4:1–11;
The Desire of Ages,
pp. 114–131



Memory Verse
"I have hidden your word in my heart that I might not sin against you" (Psalm 119:11, NIV).



Objectives
The children will:
Know that resisting temptation is an act of worship.
Feel a need to follow Jesus' example by calling on God for help.
Respond by praising God for help in overcoming sin and temptation.



The Message
When I have God's Word in my heart, I can say no to Satan.

Monthly Theme

We praise God in our times of worship.

The Bible Lesson at a Glance

Jesus is led by the Spirit into the wilderness. After fasting for forty days and forty nights, He is hungry. Satan tempts Him to turn stones to bread. Jesus answers, "It is written, 'Man shall not live by bread alone.'"

Satan tempts Him twice more. He takes Him to the highest point of the temple and tempts Him to throw himself down. Again Jesus answers by quoting Scripture. Satan then takes Him up into a mountain and says, "Fall down and worship me." Jesus answers, "Away from Me, Satan! For it is written 'You shall worship the Lord your God and Him only shall you serve.'" After that, Satan leaves Him, and angels come to attend Him.

This is a lesson about worship.

Jesus relied on Scripture as He refused to give in to temptation and thereby honored God. This was an act of worship. We, too, can worship God as we find answers in Scripture and refuse to give in to Satan's temptations.

Teacher Enrichment

"The devil always attacks us at our times of greatest weakness, for it is then we are most likely to fall. For this reason it is of vital importance to preserve the physical, mental, and emotional powers at a high level of strength and efficiency. Anything that weakens these powers weakens our defense against the wiles of the tempter. Such things as overwork, lack of exercise, overeating, a faulty diet, lack of sleep, or anything that lessens intellectual alertness and emotional control tends to open the way for the evil one to enter the soul. To entertain thoughts of discouragement, defeat, or resentment will have the same effect. We must set our thoughts and affections on things above (Col. 3:2) and fill our minds with things that are true, honest, pure, and lovely (Phil. 4:8). We must bring the body into subjection to the laws of our physical being, for it is impossible fully to appreciate things of eternal worth if we live in violation of the natural laws that govern our being" (*The SDA Bible Commentary,* vol. 5, p. 310).

Room Decorations

Bulletin board ideas:

1. Display a list of the books of the Bible. Encourage children who arrive early to learn them.

2. Make a large heart and add the caption "We worship and praise God." Have the children write their names on the heart. From the heart have streamers going to paper balloons. On the balloons have pictures of different ways to praise and worship God.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Distractions* *B. It's Impossible*	none watering can, plant, empty thread spool, needle
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* box covered to look like a Bible Bible
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	all items are optional: stones, bread, picture of Jerusalem, picture of the world or a globe chalkboard/large sheet of paper (optional), chalk/marker (optional) Bibles, paper, pencil
3 Applying the Lesson	up to 15	*Easy Solution*	none
4 Sharing the Lesson	up to 15	*Hidden in My Heart*	two heart shapes per child (see p. 142), glue or glue sticks, pencils, paper, scissors, crayons/markers, Bible

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

A. Distractions

Explain to the children that they are to follow you when you say "Do this" and not to follow your actions when you say "Do that." Have a helper on either side of the room doing completely different actions. Tell the children to follow only you. Play for about three minutes.

Debriefing

Ask: **What were you thinking when people were trying to distract you? What did you have to do to make sure that you followed the right person? Many times we try to do what is right, but Satan tempts us to do wrong. Satan tempted Jesus when He was very weak, but Jesus said "No." Today we are going to discover how Jesus dealt with temptation. Today's message says:**



WHEN I HAVE GOD'S WORD IN MY HEART, I CAN SAY NO TO SATAN.

Say that with me.

You Need:
- watering can
- plant
- empty thread spool
- needle

B. It's Impossible

Give one of the children an empty watering can and ask them to water the plant. When they cannot complete the task, ask another child.

Give a child the empty thread spool and ask them to thread the needle.

You may want to add other impossible tasks.

Debriefing

Ask: **Why couldn't you do these tasks? How did it feel to be given a task that was impossible?** Allow time for responses. **What do you need to water the plant? What do you need to thread a needle? What do we need so we can say no to temptation? In today's lesson we will learn more about temptation and how we can say no to it. Today's message gives us a clue. It is . . .**



WHEN I HAVE GOD'S WORD IN MY HEART, I CAN SAY NO TO SATAN.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"I Have Decided to Follow Jesus" (*Sing for Joy,* no. 119)
"I Would Be True" (*Sing for Joy,* no. 117)
"Dare to Be a Daniel" (*Sing for Joy,* no. 116)
"God Is So Good" (*Sing for Joy,* no. 13)
"Sing Praises to the Lord" (*Sing for Joy,* no. 2)



Mission

Share a story from *Children's Mission.* Emphasize worship in the story.



Offering

Say: **We worship God in many different ways. When we bring our offerings, we worship Him by returning some of what He has given us.**

You Need:
- box covered to look like a Bible



Prayer

Ask each child to think of something that is a temptation for them. When they have finished, say: **When Jesus faced temptation, He answered it with a verse of Scripture. Let's read a Bible promise that will help us when we are tempted.** Read aloud 1 Corinthians 10:13. "**And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can endure."** Then say: **When we ask God for help and study His Word, we are able to resist temptation.**

You Need:
- Bible

2 Bible Lesson

You Need:

All items are optional:
- stones
- bread
- picture of Jerusalem
- picture of the world or a globe

Experiencing the Story

Setting the Scene

Form four groups and assign a helper to each one. Have the groups practice the following before you begin the story:

When you say:	The children:
Jesus	Point up.
Satan	Point down.
God	Point up.
angel	lift arms up and out, palms up in praise

Read or tell the story.

After He was baptized, **Jesus** needed to be alone. He wanted to pray to **God** and think about what He had to do on earth. So He went into the desert. He did not eat for 40 days. After the 40 days, **Satan** suddenly appeared.

Satan knew **Jesus** was hungry and weak, so he said, "If You are **God's** Son, turn some rocks into bread." *[Optional: take out some rocks and bread.]* **God** had just called **Jesus** His beloved Son at **Jesus'** baptism. If **Jesus** did this miracle, He would be showing that He doubted **God's** word. Furthermore, **Satan** also knew **Jesus** would never do miracles to help Himself, only to help others.

Jesus had learned about the Scriptures from His mother, Mary, and at the synagogue where He grew up. When Satan said, "Turn some rocks into bread," **Jesus** thought about the things He had learned from His mother and at the synagogue.

"People don't live just by eating only," Jesus said, looking **Satan** right in the eye, "but by the words that come from **God**." **God** had said that **Jesus** was **God's** Son, so He did not need to prove it. **Jesus** wanted **Satan** to know that to obey and trust **God** was more important than food at the moment. **Jesus** knew He could depend on **God** to provide food for Him at the right time.

Then **Satan** led **Jesus** to the temple in Jerusalem. *[Optional: Show picture of Jerusalem.]* The temple at that time was very tall. **Satan** stood **Jesus** at one of the highest places on the temple. It was probably the place where the priests stood and blew the horn to call the people to worship.

"If You are **God's** Son," sneered **Satan,** "jump off. The Scriptures say, 'Your Father will send **angels** to rescue You. They'll catch You and keep You from crashing onto the rocks.' " That was true. The **angels** would keep Him from crashing onto the rocks. But **Jesus** knew He shouldn't purposely put himself in danger, and He did not want to use the power God gave Him to save Himself. So He knew He wouldn't jump.

"The Scriptures also say, 'Do not challenge the Lord,' " **Jesus** replied.

Satan decided to try one more thing. He took **Jesus** to a high mountain. He showed Him all the kingdoms of the world. *[Optional: Show picture of the world.]*

"Bow down and worship me," **Satan** demanded, "and all this can be Yours." **Satan** was lying. He couldn't promise the world to **Jesus,** because it didn't belong to him. **Satan** knew if **Jesus** bowed down to him, everyone would be lost forever.

"Get away from Me, **Satan!**" **Jesus** commanded. "The Scriptures say, 'You must worship and serve only **God.**' "

Satan left **Jesus** then. He knew **Jesus** would never worship anyone but His Father.

After **Satan** left, some **angels** came

and took care of **Jesus.** They gave Him food and water.

How did **Jesus** resist **Satan's** temptations? He read the Scriptures and thought about them. He went to the synagogue every week. He participated in worship services when His family went to Jerusalem. And He always prayed. Worshipping **God** gave Him strength.

Debriefing

Ask: **Has anyone here ever been really hungry? What does it feel like?**

Can you imagine what it would be like not to eat for 40 days? If you went without food for several days, what would happen to you?

Would you do wrong so you could eat? Jesus could have given in to Satan's temptations, but He didn't. Each time He was tempted by Satan, Jesus answered in the same way. How did He begin? ("Scripture says" or "It is written.") **What can we learn from that?**

Jesus overcame so that you and I can have eternal life. Jesus said no to Satan, and we can too. Let's say our message together:



WHEN I HAVE GOD'S WORD IN MY HEART, I CAN SAY NO TO SATAN.

Memory Verse

Write the memory verse where all can see it. Repeat the verse several times using the following actions.

I have	Point to self.
hidden	Hide hands behind back.
your word	Palms together; then open.
in my heart	Hand over heart.
that I	Point to self.
might not sin	Shake head.
against you.	Point upward.
Psalm 119:11	Palms together; then open.

Bible Study

In advance, write the following on three pieces of paper:

Temptation 1	Matthew 4:1–4; Luke 4:1–4; Deuteronomy 8:3
Temptation 2	Matthew 4:5–7; Luke 4:5–8; Deuteronomy 6:13
Temptation 3	Matthew 4:8–11; Luke 4:9–12; Psalm 91:11, 12; Deuteronomy 6:16

You Need:
- Bibles
- paper
- pencil

Form three groups and give each group one of the papers. Ask each group to read the texts assigned to them and answer the following questions. Allow time for the groups to report their findings.

1. What was Satan trying to get Jesus to do?
2. What was wrong with what Satan asked Jesus to do?
3. What can we learn from the Old Testament verses?

All the Old Testament references come from Moses' farewell speech to the Israelites:

Deuteronomy 8:3—Moses reminds the people how God gave them manna. Spiritual food is more important than physical.

Deuteronomy 6:13—Moses reminds the people to worship only God.

Deuteronomy 6:16—Moses reminds

the people not to complain and test God's patience as they did when they needed water. (See Exodus 17:1–7.)

Debriefing

Ask: **Can you think of ways like these in which we are tempted today?**

If Jesus lived on earth today, what do you think Satan would tempt Him with? What does Satan tempt us with today?

Satan quoted Scripture to Jesus. How did Jesus know that what Satan said was wrong? (Jesus had studied the Scriptures.)

Knowing the Scriptures will help us know how to answer Satan's temptations today. Let's say today's message:



WHEN I HAVE GOD'S WORD IN MY HEART, I CAN SAY NO TO SATAN.

3 Applying the Lesson

Easy Solution

Divide the children into small groups and say: **I have a problem to share with you. Can you help me find the best solution?**

Johanna arrived at school and realized she had forgotten her homework. Her friend Elaine said, "You can copy mine" and handed it to Johanna. What should Johanna do?

Allow each group to respond.

Debriefing

Ask: **What would you do if you were Johanna?**

What could happen if Johanna copied her friend's homework?

What might happen if she did not turn in her homework? Take a vote based on the solutions that the children have come up with.

Say: **Often, we are tempted to do wrong. What should we do when temptation comes our way? Let"s remember today's message:**



WHEN I HAVE GOD'S WORD IN MY HEART, I CAN SAY NO TO SATAN.

Say that with me.

4

Sharing the Lesson

Hidden in My Heart

Give each child two heart shapes (see page 142) to cut out and glue together, leaving the top open. Encourage them to copy a Bible promise and James 4:7 onto pieces of paper and tuck them in the middle of the hearts.

Suggested Bible promises:

Joshua 1:9	Psalm 37:39
2 Chronicles 20:15	Psalm 91:9, 10
Isaiah 40:31	Matthew 11:28
Isaiah 41:10	Matthew 24:13
Psalm 34:7	John 14:1–3

Have the children form pairs. Ask them to share the texts they chose to hide in their heart and explain why they chose those texts.

Say: **Take your hearts home and show them to your family or to a friend. Share the Bible promise and tell why you chose it. Ask them to tell you their favorite Bible promise.**

Debriefing

Ask: **Why is it important that we read our Bibles and learn Bible verses? How does it help us to resist Satan? How does it help us share God's Word with others?**

What happens to us if we do not read the Bible and learn more of God's Word? Let's repeat our message for today:

WHEN I HAVE GOD'S WORD IN MY HEART, I CAN SAY NO TO SATAN.

Closing

Gather the children around a Bible and pray that each one will make time to read it and think about its message every day.

You Need:

- two heart shapes per child (see p. 142)
- glue or glue sticks
- pencils
- paper
- scissors
- crayons/ markers
- Bible

No! No! No!

References
Matthew 4:1–11; *The Desire of Ages,* pp. 114–131

Memory Verse
"I have hidden your word in my heart that I might not sin against you" (Psalm 119:11, NIV).

The Message
When I have God's Word in my heart, I can say no to Satan.

Have you ever been tempted to do something that Mom or Dad have told you not to do? To do something you know is wrong? Satan tempted Jesus, but Jesus said, "No." How was He able to be so strong?

Jesus had just been baptized by John. He needed to be alone. He wanted to pray and think about what He was to do on earth, so He went into the desert. For 40 days He did not eat. He prayed all day, every day. After the 40 days, Satan suddenly appeared.

Satan knew Jesus was hungry and weak. So he said to Jesus, "If You are really God's Son, turn some of these rocks into bread." Satan knew Jesus was God's Son. God had just called Jesus His beloved Son at Jesus' baptism. If Jesus did this miracle, He would be showing that He doubted God's word. Furthermore, Satan knew that Jesus would never do miracles to help Himself. He would only help others.

Jesus had learned the Scriptures from His mother and at the synagogue His family attended. When Satan said, "Turn some rocks into bread," Jesus thought about the things He had learned.

"People don't live just by eating," He replied, "but by the words that come from God." God had said that Jesus was God's Son, so He did not need to prove it. Jesus wanted Satan to know that to obey and trust God was more important than food at the moment. Jesus knew He could depend on God to provide food for Him at the right time.



Then Satan led Jesus to the temple in Jerusalem. Satan took Jesus to one of the highest places on the temple. It was probably the place where the priests stood to blow the horn to call the people to worship.

"If You are God's Son," sneered Satan, "jump off. The Scriptures say, 'Your Father will send angels to rescue you. They'll catch you and keep you from crashing onto the rocks.'" That was true. God had promised that angels would keep His people from crashing onto the rocks. But Jesus knew He shouldn't purposely put Himself in danger, and He did not want to use the power God gave Him to save Himself, so He knew He wouldn't jump.

"The Scriptures also say, 'Do not challenge the Lord,'" Jesus replied.

Satan tried one more thing. He took Jesus to a high mountain. There he showed Jesus all the kingdoms of the world. "Bow down and worship me," he demanded, "and all this can be Yours." Satan was lying. He couldn't promise the world to Jesus. It didn't belong to him! The world and everything in it belongs to God. Satan knew if Jesus bowed down to him, He could not save the world. Everyone would be lost forever.

"Get away from Me, Satan!" Jesus commanded. "The Scriptures say, 'You must worship and serve only God.'"

Satan left Jesus then. He knew Jesus would never worship anyone but His Father.

After Satan left, angels came to be with Jesus. They comforted Him. They gave Him food and water.

How did Jesus resist Satan's temptations? He read the Scriptures and thought about them. He went to the synagogue every week. He participated in worship services. And He prayed. You can read one of His prayers in John 17. Worshipping God gave Him strength. You too can gain strength as you worship God.

Daily Activities

Sabbath

- Jesus spent 40 days in the wilderness. If possible, go for a walk with your family and compare what you see with what it would be like in a wilderness. Collect some rocks and show them as you read your lesson together.
- Count 40 days on the calendar. How many weeks was Jesus in the wilderness?
- Thank Jesus for resisting Satan's temptations.

Sunday

- Read or say the memory verse. Draw an open Bible. Write the words of the memory verse across the pages.
- Cut up your picture to make a puzzle. Ask your family to put the puzzle together during worship. Continue with the puzzle until they can say the verse.
- Ask God to help you say no to Satan's temptations.

Monday

- During family worship, read Matthew 4:1–3. Where did Jesus go? Why?
- Look on a map and find the desert nearest your home. Jesus probably was in the desert near Mount Nebo. Look for Mount Nebo on a Bible map.
- If possible, help make some bread. As you smell the bread baking, think what it is like to be really hungry. Pray for those who do not have enough to eat. How can you help them?

Tuesday

- Read Matthew 4:5–7 for family worship today. Where was Jesus' second temptation? Find Jerusalem on a Bible map.
- Use old magazines and newspapers to make a collage of tall buildings and food. In the middle write **NO** in big letters to remind you that Jesus resisted temptation.
- What is the highest building in your town? Visit a high place where you can look down to see your town.
- Thank Jesus for Bible promises.

Wednesday

- During family worship, read and discuss Ephesians 6:10–17.
- Using things around the house, try to make a set of armor. Show your armor at family worship and talk about what each piece means.
- Pray that all your family will put on God's special armor.

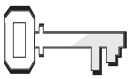
Thursday

- Ask your family: Which text holds the solution for each of the following problems? See Ephesians 6:1; Exodus 20:15; Ephesians 4:32.
  1. John is tempted to be mean to his little brother.
  2. Sheila would rather play than help her mom.
  3. George is tempted to steal a toy in the store.
- During family worship, read Matthew 4:8–10. Satan tempted Jesus by showing Him the world. What is the most important thing in your life?
- Ask Jesus to help you put Him before everything else.

Friday

- Divide your family into two groups and read Matthew 4:1–11 responsively. Think of similar temptations you face. What scripture can you use to resist?
- Say your memory verse together.
- Sing a song of praise. Then thank God for His Word, which helps you resist Satan's temptations.

Time to Pray



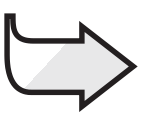
References
Luke 5:12–16.
Mark 1:35; 14:32–41;
The Desire of Ages,
pp. 262–265



Memory Verse
"Jesus often withdrew
to lonely places
and prayed"
(Luke 5:16, NIV).



Objectives
The children will:
Know that quiet
prayer time with
God is part of worship.
Feel the power that prayer
gives us to face problems.
Respond by choosing to
pray every day.



The Message
I worship God
in my daily,
quiet prayer time.

Monthly Theme

We praise God in our times of worship.

The Bible Lesson at a Glance

A man with leprosy sees Jesus. He falls on his face and asks Jesus to heal him. Jesus reaches out His hand and touches the man. He is healed immediately. Jesus tells him not to tell anyone, but to go and show himself to the priest and give an offering. The man is so excited that he tells everyone he meets. Soon a whole multitude is following Jesus. Jesus speaks to them and heals many people. Then, as is His custom, He goes into the wilderness to pray by Himself. In this way He stays in communion with God and gains strength to do all that He has to do.

This is a lesson about worship.

Jesus often withdrew from the crowds to a quiet place for prayer. Even in His final hours on earth He went to Gethsemane to pray. Like Jesus, we gain strength from spending time in prayer. Time spent in prayer is time spent in worshipping God.

Teacher Enrichment

"The Savior found it necessary to . . . turn aside from a life of ceaseless activity and contact with human needs, to seek retirement and unbroken communion with His Father. As one with us, a sharer in our needs and weaknesses, He was wholly dependent upon God, and in the secret place of prayer He sought divine strength. . . . Here He found comfort and joy" (*The Desire of Ages,* pp. 362, 363).

Leprosy. "A chronic infectious disease of man, prevalent in certain parts of the world, affecting about 20 million people today. . . .

"The outstanding feature of leprosy is anaesthesia—the loss of feeling. The result is gradual wear and tear attrition of hands, face, and feet. This is the basis of the incorrect belief that parts drop off and that the disease is not curable" (*The SDA Bible Dictionary,* pp. 667, 668).

"Had the priests known the facts concerning the healing of the leper, their hatred of Christ might have led them to render a dishonest sentence. Jesus desired the man to present himself at the temple before any rumors concerning the miracle had reached them. . . .

"The same priests who condemned the leper to banishment certified his cure. This sentence, publicly pronounced and regis-

tered, was a standing testimony for Christ. . . . The priests were convinced of the divine power of the Savior. . . .

"In laying His hand upon the leper, Jesus received no defilement. His touch imparted life-giving power. The leprosy was cleansed. Thus it is with the leprosy of sin. . . . Whoever will fall at His feet, saying in faith, 'Lord, if Thou wilt, Thou canst make me clean,' shall hear the answer, 'I will; be thou made clean.' Matthew 8:2, 3, R.V." (*The Desire of Ages,* pp. 264–266).

Room Decorations

See Lesson 9.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Powered Up* *B. A Living Death*	lamp, lightbulb, flashlight, batteries white sticky labels (optional), bell, pin
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* box covered to look like Bible none
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	none nine inflated balloons, marking pen Bibles, chalkboard, chalk
3 Applying the Lesson	up to 15	*A. Time to Pray* *B. Prayer Variations*	paper plates, markers chalkboard, chalk (optional)
4 Sharing the Lesson	up to 15	*Let's Pray*	*paper plate clocks made in Applying the Lesson (or make some)*

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Review last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- lamp
- lightbulb
- flashlight
- batteries

A. Powered Up

Make the room as dark as possible. Let the children look at the light sources and ask: **What do all these light sources have in common?** (They need help to shine.) **What does the lightbulb need?** (to be connected to a power source) Screw bulb into lamp and ask: **Why is the lightbulb not shining?** (The power needs to be turned on.) Turn the light on. **What is necessary for the flashlight to work?** Try to turn the flashlight on first without batteries; then with batteries.

Debriefing

Ask: **Why can't the lightbulb shine without the electricity or the flashlight shine without the batteries?** (no power) **Each one needs a source of power. So do we! Today we are going to find out more about the power source available to us. Today's message gives us a clue.**

I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

Say that with me.

You Need:
- white sticky labels (optional)
- bell
- pin

B. A Living Death

Say: **Today we are going to test your reactions. Close your eyes and tell me if you feel anything.** Stroke your finger over the back of each child's hand, or stick on a sticky label. Ask: **What did you feel?** Do not comment on the spots. Ask a child with a spot: **What is that spot on your hand? Does anyone else have a white spot? I am afraid that it is serious. You will have to sit over here and ring a bell to stop anyone else from coming near you.** Give child a bell.

Debriefing

Ask: **What sickness do you think we are talking about?** (leprosy) Many have the misconception that leprosy causes hands, fingers, and toes to fall off. Say: **When someone gets leprosy, it affects their nerves, so they cannot feel pain. They can burn themselves or hurt themselves and not feel it. In today's Bible story we will learn more about Jesus' power and leprosy. Jesus' source of power was time with His Father in prayer. We also can pray often. Our message for today says:**

I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Whisper a Prayer" (*Sing for Joy,* no. 96)
"A Little Talk With Jesus" (*Sing for Joy,* no. 98)
"With Folded Hands" (*Sing for Joy,* no. 97)
"Into My Heart" (*Sing for Joy,* no. 125)



Mission

Share a story from *Children's Mission.* Emphasize worship in the story.



Offering

Say: **We worship God when we give our offerings to help others learn about Him.**

You Need:

- Bible offering container (see Lesson 9)



Prayer

Ask for prayer requests: anything that might be troubling the children or for which they want to thank God. Say: **When Jesus prayed, He often went off by Himself. Find a spot in the room where you can stand or kneel without touching anyone or anything. Close your eyes. Imagine you are completely by yourself and pray silently.** Wait a few minutes, giving the children a chance to pray; then pray aloud for the prayer requests.

2

Bible Lesson

Experiencing the Story

As you tell the story, have the children participate as follows:

When you say:	The children:
leper(s)	Move hand up and down as if ringing a bell.
Jesus	Fold hands as if praying.
God or Father	Point upward.

Practice until the children are comfortable with the actions.

Read or tell the story.

The man cried, "Unclean! Unclean!" It was a long time since he had noticed the first pale spot. When it did not get better, he had gone to the priest. The priest had looked at it and waited for a while, but finally he had said the awful words "You have leprosy."

So the man had had to leave his family and his home, and live outside the town with other **lepers**. Now whenever he came near people, he had to cry "Unclean!"

Someone shouted the news about **Jesus** to the **lepers.** They heard that He healed people from all kinds of illnesses. At first, they hoped He could cure them. Then they remembered that no one had been cured of leprosy since the time of the prophet Elisha. The **lepers** gave up, all but one. And that one thought that if only he could see **Jesus, Jesus** could cure him.

The **leper** did not know how to find **Jesus.** He couldn't go into the cities. He couldn't travel the main roads. So he looked for **Jesus** in the small towns. He traveled on mountain trails where no one else went. Finally the **leper** found **Jesus** teaching people by a lake. He stood away from the crowd and watched **Jesus** heal people. He listened to **Jesus**' kind words. He began to move closer to the crowd. He forgot that he was not supposed to be near people. He thought only about being healed.

When people saw him, some ran away. Others shouted at him. Others tried to stop him from getting close to **Jesus.** They did everything but touch him. But the **leper** had not come this far to give up.

He fell to his knees in front of **Jesus** and said, "Lord, I know You can heal me and make me clean, if You choose to."

"I will," said **Jesus** as He touched the man. "Be healed!"

He touched me! thought the **leper.** *No one has touched me in a long, long time!* He looked at his arm. The white patches had disappeared. All over his body, the sores had disappeared. His skin had returned to a normal color, just like that of people who didn't have leprosy.

"Go now and see the priests. Let them say you are clean. And give your thank offering," **Jesus** said. "But don't tell anyone what I did for you."

The man did everything **Jesus** said, except one thing. He thought **Jesus** was being modest. So he told everyone he met! More people than ever began looking for **Jesus.** They followed Him everywhere.

Jesus needed time to talk with **God.** He often went away for a while so He could have time to pray, time to talk with His **Father.** It was hard to find time to pray when so many people crowded about Him. So Jesus found quiet places where He would not be disturbed. Often

Jesus would get up to pray when it was still dark. Or He would pray all night. His favorite place for prayer was the Garden of Gethsemane.

So many people wanted so much from **Jesus.** He knew it was important for Him to get power and wisdom from His **Father** by praying every day. So He slipped away from people to have some quiet time with **God.**

We can get power and wisdom from **God** too. When we pray and worship **Him** every day, He will be with us.

Debriefing

Allow response time as you ask: **Why was the leper looking for Jesus?**

What made the leper think that Jesus could heal him? (He saw Jesus healing others. He had faith in Jesus' healing power.)

Why did Jesus send the leper to the priests? (A priest had to confirm that the leper had been healed before the man could live with his family again.)

How did the leper feel about being healed? What did the leper do? Why didn't Jesus want him to tell everyone?

Where did Jesus go after He healed the leper? Why?

When do you need to talk to God? Why do you need to talk to Him? Remember . . .



I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

Memory Verse

You Need:
- nine inflated balloons
- marking pen

Print one word of the memory verse on each inflated balloon. Write *Luke 5:16* on the ninth balloon.

Ask: **How easy is it to think when there are many people around you? when the radio or television is on?**

Jesus was usually surrounded by people. He often felt the need for a quiet time to talk to His Father. So, "Jesus often withdrew to lonely places and prayed" (Luke 5:16).

Distribute the balloons randomly. Have the children line up so the words on the balloons form the memory verse. Repeat until the children know the verse.

Bible Study

You Need:
- Bibles
- chalkboard
- chalk

Form five groups. (Large class: Form more groups; use more than one set of texts.) Give each group one of the references. Ask each group to answer these three questions (write the questions where all may see):

1. What did Jesus do?
2. What had happened immediately before?
3. What happened immediately after?

Matthew 14:19–23 Matthew 26:36
Mark 1:35–37 Luke 4:42
Luke 5:15, 16

Allow time for each group to report.

Debriefing

Ask: **Why do you think Jesus needed time alone with His Father? Why do you think He had new strength afterward?**

Why should we follow His example? What difference do you think daily quiet time in prayer would make in your life? When Jesus took time away from everyone to pray, He was worshipping God. We can do that too. Let's say today's message together:



I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

3 Applying the Lesson

You Need:
- paper plate for each child
- markers

A. Time to Pray

Give each child a paper plate and ask them to write from 1 to 12 on the plate like the face of a clock.

Say: **Jesus got up early in the morning to pray. What time is a good time for you to pray?** Help each child identify a time when they can have a daily quiet time to pray. Let them draw the hands of the clock to that time and write today's message across the face: "I worship God in my daily, quiet prayer time."

Debriefing

Ask: **What might keep us from taking time to pray?**

What can we do about that? What can we talk about when we pray? Yes, we can tell Jesus anything: What makes us happy or sad; things that we would not want to tell anyone else.

When we pray, we worship God. And God will always help us find solutions to all our problems, big or small. Let's say our message together:



I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

You Need:
- chalkboard (optional)
- chalk (optional)

B. Prayer Variations

Ask: **Do we always have to kneel and close our eyes when we pray?** (no) **We can pray in many different ways. Think of some.**

Write the ideas where all can see. Possible responses include:

Take a walk and talk with God.

Write a letter to God.

Have a special book for keeping our prayer list.

Make a prayer mobile—hang things for which we want to thank/ask God.

Make a paper prayer chain. Each link names a request or praises God for something.

Debriefing

Say: **Jesus often prayed early in the morning or at night. When is a good time for you to pray?**

Why do we need to make time to pray?

I am going to pray a short prayer. Put your hand up during the prayer if you want to say to God that you will spend time with Him every day.

After prayer say: Let's say today's message together:



I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

4

Sharing the Lesson

Let's Pray

If you did not make paper plate clocks during Applying the Lesson, have the children do so at this time. Ask them to decide when they will have a quiet time of prayer each day and draw the hands of the clock to that time. If they made a clock during Applying the Lesson, proceed as follows:

Say: **Today we have been learning more about prayer. Hold up your paper plate clock and show it to the person next to you. Tell them why you chose that time of day for your quiet prayer time.**

Think of someone in your family with whom you want to share your clock. Take it home and show it to them. Tell them about the man with leprosy and about Jesus' source of power; His prayer time with His Father every day. Tell them that they can share in God's power as they worship Him in quiet prayer time every day. Ask them if they have a daily, quiet prayer time. If not, invite them to decide on a time.

Debriefing

Ask: **To whom will you show your clock? What will you say to them? Practice with the person beside you right now.** Allow time.

Let's remember that Jesus prayed to His Father often. We can pray often too—anytime we want to praise Him or ask Him for help. He will always hear us.

Let's ask God to help us say the right words when we share our clocks with someone. Pray that God will bless each child as they tell others about their prayer time. Then say: **Let's remember our message:**



I WORSHIP GOD IN MY DAILY, QUIET PRAYER TIME.

Closing

Say a short prayer asking God to help the children to spend more time with Him every day.

Editor's note: For creative approaches to prayer with children, we strongly recommend *100 Creative Prayer Ideas for Kids,* by Karen Holford (Pacific Press, 2003), available at your Adventist Book Center.

You Need:

- paper plate clock made in Applying the Lesson
  (or use the materials from that activity to make one)

Time to Pray

References
Luke 5:12–16. Mark 1:35; 14:32–41; *The Desire of Ages,* pp. 262–265

Memory Verse
"Jesus often withdrew to lonely places and prayed" (Luke 5:16, NIV).

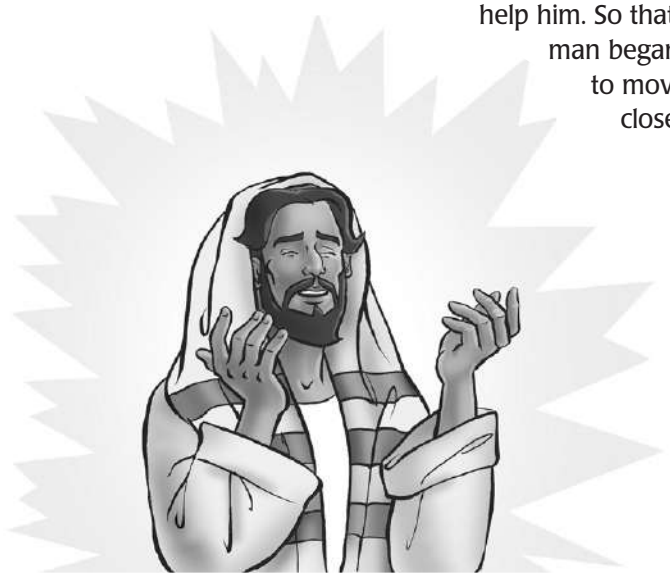
The Message
I worship God in my daily, quiet prayer time.

How often do you talk to someone you love and who loves you? Once or twice every day? Jesus talked with God every day because He loved God and knew God loved Him.

The man called out, "Unclean! Unclean!" It had been a long time since he had noticed the first pale spot. When more spots appeared, he had gone to the priest. And he had heard those awful words: "You have leprosy." He had had to leave his family and home. Whenever he came near people, he had to cry "Unclean!"

One day the leper heard that Jesus healed people. He wondered about that. Could Jesus heal him? Maybe Jesus could cure him.

The leper did not know how to find Jesus. But he would try. He could not go near the cities. So he looked for Jesus in the small towns. He traveled on mountain trails where no one else went. Finally the leper found Jesus teaching people by a lake. He stood away from the crowd and watched. He saw Jesus heal people. He listened to Jesus' kind words. His hope became faith! He believed Jesus could help him. So that man began to move closer to the crowd. He forgot that he was not supposed to be near people. He thought only about being healed.



When people saw him, some ran away. Others shouted at him. Others tried to stop him from getting close to Jesus. They did everything but touch him. But the leper had not come this far to give up. He fell to his knees saying, "Lord, I know You can heal me and make me clean if You choose to."

"I will," said Jesus, as He touched the man. "Be healed!"

He touched me! thought the man. *No one has touched me in a long, long time!* He looked at his arm. The white patches had disappeared. All over his body the sores disappeared. His skin had returned to a normal color, just like that of the people watching him.

"Go now and see the priests," said Jesus. "Let them say you are clean. And give your thank offering. But don't tell anyone what I did for you."

The man did as Jesus said, except for one thing. He told everyone he met! And more people than ever began looking for Jesus. They followed Him everywhere.

Jesus needed some quiet time to talk with God. He often slipped away from people for a while so He could have time to pray; time to talk with His Father. It was hard to talk when people were crowding about Him. So Jesus found quiet places where He would not be disturbed.

Often Jesus would get up when it was still dark to talk to His Father. Or He would pray all night. His favorite quiet place was the Garden of Gethsemane. So many people wanted so much from Him. He knew He needed power and wisdom from God. So He prayed every day. Every day He slipped away from people to have some quiet time with God.

We can get power and wisdom from God too. We need daily prayer time too. When we pray and worship God every day, He is with us.

Daily Activities

Sabbath

- If possible, go with your family to a quiet place outdoors. Read Mark 1:35 together. Imagine that you are in the Garden of Gethsemane, where Jesus often prayed. Discuss and pray about special things your family names.
- Teach your memory verse to your family and sing a prayer song together.

Sunday

- Read Mark 1:35 by yourself. Find a place where you can be alone to pray. Tell God about your day.
- Why do you think Jesus liked to pray in a garden?
- Make a poster that says: "God Answers Prayer." Show it during worship. Ask each family member to tell about an answer to their prayers. Together, thank God for answering prayer.

Monday

- Fold a large piece of paper in half. Trace around your hand, keeping the little finger side on the fold. (Keep your fingers together.) Cut it out (do not cut on the fold). Unfold it, and write your memory verse inside. Put it in your quiet prayer place.
- During family worship, read Matthew 6:9–13 together. Ask your family to help you write the prayer in your own words.
- Pray the Lord's Prayer together.

Tuesday

- During worship today, read and discuss Matthew 6:5–8. When and where do people in your family have secret prayer time? Share answers to prayer.
- Sing "Whisper a Prayer" (*Sing for Joy,* no. 96); then thank God for answering prayer.

Wednesday

- Read and discuss Luke 11:9–13 during worship. Name and count good things that God has done for your family. Thank Him for them.
- Trace around the hands of each person. Cut out the hands and glue all of them on the same paper to make a montage. Above the hands, write "Praying hands worship God."
- Sing a praise song as a prayer.

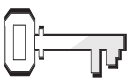
Thursday

- During worship, read and discuss Luke 5:12–16. How do you know the leper had faith in Jesus? What was his life like before Jesus healed him? after?
- Ask each person in your family to imagine that because of illness they cannot live with each other. Ask each person to go to a quiet place alone and think about it. When you come back together, each one is to call out "Unclean! Unclean!" Together, ask Jesus to make you clean in every way. Thank Him for hearing your prayers.

Friday

- Review this week's lesson and act it out with your family. Ask each person to say the memory verse and tell about a quiet time with God this week.
- Have each person toss a wadded paper ball to another and name something for which they want to thank God. Sing a praise song before prayer.

Midnight Song Service



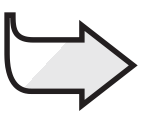
References
Acts 16:16–40;
The Acts of the Apostles,
pp. 211–220



Memory Verse
"About midnight Paul and Silas were praying and singing hymns to God" (Acts 16:25, NIV).



Objectives
The children will:
Know that we can worship God at any time.
Feel that God responds to our worship at all times.
Respond by worshipping God even when things go wrong.



The Message
I worship God when I praise Him no matter what happens.

Monthly Theme

We praise God in our times of worship.

The Bible Lesson at a Glance

Paul and Silas are beaten and thrown into prison because they have cast a devil out of a slave girl. In the prison they are chained together, but they are not sad. They sing songs praising and worshipping God. God sends an earthquake and the prisoners can escape, but don't. As a result, the jailer and his family become believers.

This is a lesson about worship.

Paul and Silas worshipped God when it seemed as if He had forgotten them. Through their worship and witness the jailer and his family learned to know God. Like Paul and Silas, we too can worship God no matter what our circumstances.

Teacher Enrichment

"Under the inspiration of the Holy Ghost Paul commanded the evil spirit to leave the woman. Her immediate silence testified that the apostles were the servants of God and that the demon had acknowledged them to be such and had obeyed their command.

"Dispossessed of the evil spirit and restored to her right mind, the woman chose to become a follower of Christ. . . .

"[The magistrates] saw the woman . . . and were struck by the change in her countenance and demeanor. In the past she had caused the city much trouble; now she was quiet and peaceable. . . . They realized that in all probability they had visited upon two innocent men the rigorous penalty of the Roman law" (*The Acts of the Apostles,* pp. 212–214).

"A mob spirit prevailed and was sanctioned by the authorities, who tore the outer garments from the apostles and commanded that they should be scourged" (*The Acts of the Apostles,* p. 213).

"The apostles were Roman citizens, and it was unlawful to scourge a Roman, . . . or to deprive him of his liberty without a fair trial. . . .

"The apostles did not regard as in vain their labors in Philippi. . . . The news of their unjust imprisonment and miraculous deliverance became known through all that region, and this brought the work of the apostles to the notice of a large number who otherwise would not have been reached" (*The Acts of the Apostles,* pp. 217, 218).

Stocks. "The word refers to the stocks, an instrument of tor-

ture, a wooden frame with holes into which head and feet and hands were thrust, thus placing the prisoner in a most uncomfortable position. . . . With Paul and Silas the feet only were fastened, and the rest of the body was left lying on the ground, a particularly agonizing position for men punished as the apostles had been" (*The SDA Bible Commentary,* vol. 6, p. 333).

Room Decorations

See Lesson 9.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Tied Up* *B. Behind Bars*	strips of cloth, stones paper, crayons/markers, strips of black or brown paper, glue
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* offering container from Lesson 9 beanbag
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	Bible-times costumes, bandages, "sword," chains none Bibles, slips of paper, pen
3 Applying the Lesson	up to 15	*Worship Chain*	none
4 Sharing the Lesson	up to 15	*Sharing Worship*	Bibles, songbooks

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- strips of cloth 1 yard (1 m) long
- stones

A. Tied Up

Divide the children into pairs. Ask them to sit on the floor and tie their ankles together. Place a stone just beyond their reach. Say: **You are in prison. The stone is the key to your cell. If you can reach it, you can escape. Your legs are in stocks. This means that you cannot bend them or stand up.** Let the children try to find a way to get the key. Then untie the children.

Debriefing

Ask: **How did it feel when you were tied up and unable to move? What would it be like if you had been beaten and then tied up? In our story today two men were beaten and put in prison. Their feet were put into stocks, and they were unable to move. After all that they were still able to sing praises and worship God. Today's message is:**

I WORSHIP GOD WHEN I PRAISE HIM NO MATTER WHAT HAPPENS.

Say that with me.

You Need:
- paper
- crayons/ markers
- strips of black or brown paper
- glue

B. Behind Bars

Ask the children to draw a picture of a place they would like to go. When they have finished, admire the pictures. Then ask them to glue bars of black or brown paper over the picture.

Debriefing

Ask: **What do the bars do to the picture?** (Spoil it. It is not as nice to look at.) **What do you think about looking at the picture through bars? How would you like to be inside a prison and have to see the world through bars? In our story today two men were put in prison even though they had not done anything wrong. In spite of their circumstances they still praised and worshipped God. And that leads us to today's message:**

I WORSHIP GOD WHEN I PRAISE HIM NO MATTER WHAT HAPPENS.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"Dare to Be a Daniel" (*Sing for Joy,* no. 116)
"God Is So Good" (*Sing for Joy,* no. 13)
"This Little Light of Mine" (*Sing for Joy,* no. 134)
"A Little Talk With Jesus" (*Sing for Joy,* no. 98)
"Sing Praises to the Lord" (*Sing for Joy,* no. 2)



Mission

Share a story from *Children's Mission.* Emphasize worship in the story.



Offering

Say: **Bringing money to Sabbath School is one of the many ways that we can worship God. When we give willingly, God will bless our offerings.**

You Need:

- Bible offering container (see Lesson 9)



Prayer

Have the children stand in a circle and take turns tossing the beanbag randomly around the circle. As each one throws it, they are to say: **Thank You, God, that we can worship You in** [insert a place where you can worship God]. When everyone has had a chance, or you have exhausted the possibilities, pray for the class. Emphasize the ability to worship God in any place and in all circumstances.

You Need:

- beanbag

2 Bible Lesson

You Need:
- Bible-times costumes
- bandages
- "sword"
- chains

Experiencing the Story

Characters: slave girl, her owners, judge, Paul, Silas, jailer, jailer's family

Encourage the children to act out the story as you read or tell it. The other children can play the part of the crowd and the jailer's family.

Setting the Scene

Say: **Paul and Silas were on a journey to visit some of the newer churches and to help spread the gospel to other places. When they arrived in Philippi, something strange happened.**

Read or tell the story.

"These men are servants of the Most High God." The slave girl's voice rang out as she followed Paul and Silas down the street. *[Girl follows Paul and Silas.]* She had been following them for days, shouting over and over, "These men are servants of the Most High God." Finally, Paul decided she should be stopped. *[Paul turns and makes a gesture.]* He turned and ordered the evil spirit, "In the name of Jesus Christ, I command you to come out of her!"

Immediately the slave girl became silent. Her masters looked on in astonishment. *[Looks of astonishment, anger, and then they grab Paul and begin to drag him away. The crowd joins them.]* Their astonishment turned to anger as they realized what Paul had done. The slave girl had made them wealthy by telling people's fortunes. Now that the evil spirit had left her, she would not be able to tell fortunes and earn money for her owners.

Her owners grabbed Paul and Silas and dragged them to the market place to stand before the local judge. They accused Paul and Silas, saying, "These men are Jews. They are stirring up trouble and encouraging people to accept non-Roman practices." Quickly an unfriendly crowd gathered. Paul and Silas were beaten and thrown into jail. *[Pretend to beat Paul and Silas and take them to the jailer.]*

The jailer took Paul and Silas into his deepest dungeon. He put their feet in stocks and locked the door, leaving them in darkness. *[Seat them on the floor, tie them together, and leave them.]* It was cold and damp in the cell. Their backs were bleeding and sore. The stocks dug into their ankles, and they could not move.

As they sat in the dark cell, Paul and Silas began to pray and sing hymns to God. *[Sing one of the children's favorites.]* The more they sang, the better they felt. They forgot about their sore backs and ankles. They praised God for keeping them alive. They praised Him for being with them and looking after them. The other prisoners listened in amazement. How could these men sing after being so badly beaten?

Around midnight an earthquake began to shake the prison. *[Sway about as if the ground is moving.]* The prisoners' chains fell off. *[Remove chains.]* The doors flew open. They could walk out of prison.

The jailer ran out of his house. He saw the open prison doors and was sure that all the prisoners had escaped. Immediately he took out his sword to kill himself. *[Draw sword.]* He knew the penalty for letting prisoners escape was a painful death. He would rather take his own life.

Paul called out to the jailer, "Stop! We are all here."

The jailer called for lights. He rushed to the cell where Paul and Silas were

held. Yes! They were still there! Chains no longer held them fast and the cell door was wide open. Paul and Silas could have escaped—but they hadn't.

The jailer fell to his knees, trembling. Then he stood and led Paul and Silas out. "What must I do to be saved?" he asked as he led them away from their cell.

"Believe in the Lord Jesus Christ," responded Paul and Silas.

The jailer took Paul and Silas to his home. *[Jailer goes to Paul and Silas and leads them out of the prison.]* He had heard Paul and Silas singing and worshipping God in their cell. As he washed their cuts and bruises, he asked the men to tell him more about the God they worshipped. *[Bandage a "wound" on Paul and Silas.]*

As they told the wonderful story of how God had sent His Son Jesus to die for their sins, the jailer and all his family decided that they wanted to follow Jesus. They joined with Paul and Silas in worshipping God and were baptized. *[Sing a praise song with the class.]*

The next morning Paul and Silas were released. The judge apologized when he found out that they were Roman citizens. As they left the town, they worshipped God for giving them the opportunity to witness to the jailer and his family.

Debriefing

Ask: **How do you think the girl felt when the evil spirit left her? Why do you think her owners were so angry?**

How would you feel if you were put in prison without a chance to defend yourself? Why do you think Paul and Silas were able to praise God even though they had been beaten and thrown into prison? (They knew that God was with them. They felt that God would be able to reach others through their suffering.) **You will probably never go to prison for what you believe. But you will face some hard and difficult times in your life. When we meet those times we can be sure that God will help us, just as He helped Paul and Silas. Let's say our message together:**



I WORSHIP GOD WHEN I PRAISE HIM NO MATTER WHAT HAPPENS.

Memory Verse

Do the following actions with the children as you repeat the memory verse. Repeat until most of the children know it.

About midnight	Look at wrist as if looking at the time.
Paul and Silas were praying and	Fold hands in prayer.
singing hymns to God.	Point to mouth. Point upward.
Acts 16:25	Palms together; then open.

Bible Study

In advance, write each of the texts that follow on a slip of paper.

Form eight pairs or groups, depending on the size of your class. Team nonreaders with readers. Have adults ready to assist as needed.

Give each pair or group one of the papers on which you have written a text. Say: **All the texts are about times people worshipped God in difficult situations. Read the text, find out who it was, where they were worshipping, and why it was difficult for them. Be ready to share what you learn with the class.** Allow time. Use the following texts.

You Need:
- Bibles
- texts on papers
- pen

Judges 16:25–30	Samson in the temple with the Philistines
Genesis 39:1–4	Joseph as a slave
Genesis 8:15–20	Noah after the Flood
2 Kings 5:1–3	Captive maid in another land
Daniel 3:26–29	Hebrews in the fiery furnace
Daniel 6:10	Daniel praying at home
John 20:19	The disciples in the upper room
Jonah 2:1	The big fish

Debriefing

Ask: **Why do you think each of these people still worshiped God even though they were slaves, captives, or in danger of death?**

How does this compare with us today?

Where do we worship God?

What happens to us when we worship God in difficult times? (We gain new strength and courage and are able to cope better.) **Let's say today's message together:**



I WORSHIP GOD WHEN I PRAISE HIM NO MATTER WHAT HAPPENS.

3 Applying the Lesson

Worship Chain

Say: **We are going to form a human worship chain. I'll begin by saying, I can worship God when I . . .** Name a place and activity. Have the children join the chain one at a time by holding hands and stating a place and activity.

Debriefing

Remain in the chain. Ask: **How strong is our chain?** (as strong as the weakest link) **What will make it stronger?** (worshipping God every day)

In what situations can we worship God?

Regardless of our situation, we can always worship God. Let's say today's message together:



I WORSHIP GOD WHEN I PRAISE HIM NO MATTER WHAT HAPPENS.

4

Sharing the Lesson

Sharing Worship

Plan a praise service to be implemented at a specific time. (Check with your pastor or Sabbath School superintendent for an appropriate time.)

Divide the children into small groups. Ask each group to find a Bible verse or story that either encourages us to praise God or tells of someone praising God in a difficult situation. Have them choose a praise song to go with the verse. Help the children prepare a short explanation as to why they think it is important to praise God in this way/situation.

Encourage them to invite their friends to visit during this special service.

Debriefing

Ask: **What do you think about when you read texts that encourage you to praise God?**

How can you praise God in difficult situations?

Is any situation too difficult for God?

How do you feel about knowing that God is looking forward to meeting with us during our worship service?

Let's reaffirm our commitment to worship by saying today's message together:



I WORSHIP GOD WHEN I PRAISE HIM NO MATTER WHAT HAPPENS.

Closing

Make a human chain again. Stretch out as far as possible. Say: **When we praise God, we reach out to others through our worship.** As you pray, ask God to bless the plans for the worship service.

You Need:
- Bibles
- songbooks

Midnight Song Service

References
Acts 16:16–40; *The Acts of the Apostles,* pp. 211–220

Memory Verse
"About midnight Paul and Silas were praying and singing hymns to God" (Acts 16:25, NIV).

The Message
I worship God when I praise Him no matter what happens.

Have you ever been blamed for something you did not do? Paul and Silas were beaten and put into prison because men told lies about them, but they still praised and worshipped God.

"These men are servants of the Most High God." The slave girl's voice rang out as she followed Paul and Silas down the street. She had been following them for days, shouting over and over. "These men are servants of the Most High God."

Suddenly Paul turned and commanded, "In the name of Jesus, come out of her!" Immediately the evil spirit left her, and she became silent. Her masters watched in astonishment. Then their astonishment turned to anger as they realized what Paul had done. The slave girl had made them wealthy by telling people's fortunes. Now the evil spirit had left her! She would not be able to tell fortunes! She would no longer earn money for them.

Her owners grabbed Paul and Silas. They dragged them to the marketplace and took them before the local judge. They accused Paul and Silas, saying, "These men are Jews. They are stirring up trouble and encouraging people to go against Roman practices." An unfriendly crowd quickly gathered. Soon the judge ordered that Paul and Silas were to be beaten and thrown into jail.



The jailer took them into his deepest dungeon. He put their feet in stocks and locked the door, leaving them in darkness. It was cold and damp in the cell. Their backs were bleeding and sore. The stocks dug into their ankles. They could not move.

As they sat in the dark cell, Paul and Silas began to pray and sing hymns to God. The more they sang, the better they felt. They forgot about their sore backs and ankles. They worshipped God for keeping them alive. They praised Him for being with them and looking after them, even in prison. The other prisoners listened in amazement. How could these men sing after being so badly beaten?

Around midnight an earthquake began to shake the prison. The prisoners' chains fell off. The cell doors flew open. They could walk out of prison.

The jailer ran out of his house. He saw the open prison doors and was sure that all the prisoners had escaped. Immediately he took out his sword to kill himself. He knew the penalty for letting prisoners escape was a painful death. He would rather take his own life!

Paul called out to the jailer, "Stop! We are all here!"

The jailer called for lights. He hurried to their cell. "Yes!" he shouted. "They are all here."

The jailer took Paul and Silas to his home. He had heard Paul and Silas singing and worshipping God in their cell. As he washed their cuts and bruises, he asked them to tell him more about the God they worshipped.

The two men told the wonderful story of Jesus. They told how God had sent His Son to die for their sins. The jailer and his family listened carefully. And they decided

that they wanted to follow Jesus. They immediately joined with Paul and Silas in worshipping God and were baptized.

The next morning Paul and Silas were released. The judge had learned that they were Roman citizens. He knew that the law said Roman citizens could not be imprisoned without a trial. So he apologized to them.

As Paul and Silas left the town, they worshipped God for giving them the opportunity to witness to the jailer and his family. They continued to praise God as they traveled to tell others about Jesus.

No matter where we are or what happens, we can always praise God too.

Daily Activities

Sabbath

- Share your lesson story with your family. Then have a praise fest. One person chooses a song that everyone knows. Then the next person chooses a song. Keep singing until you cannot think of any more songs. How many songs did you sing?
- Thank God that you can sing praises to Him.

Sunday

- During family worship, read and discuss Acts 16:16–21. (See also *The Acts of the Apostles,* pp. 213, 214.) What kind of spirit had controlled the girl's mind? What do you think happened to her when that spirit left her?
- Have a tug-of-war with your family. Who is "tugging" at you to get you to do wrong? Pray for strength to do what is right at all times.

Monday

- Read and discuss Acts 16:22–24 during family worship. Describe how the jailer treated Paul and Silas before he believed in Jesus. Have family members sit on the floor with their ankles tied together, then try to stand. What happens? What was it like for Paul and Silas?
- Thank God for freedom to worship Him. Ask Him to bless and encourage those in prison for their faith.

Tuesday

- During family worship, read and discuss Acts 16:25–34. What changed the jailer's treatment of Paul and Silas?
- Write your memory verse on an adhesive bandage. Put it on your finger or arm to help you remember the verse.
- Learn how to treat cuts and scratches. Practice on your family.
- Ask God to help you help others.

Wednesday

- Teach your memory verse to your family. What time of day did Paul and Silas sing? When can you praise God?
- Use a paper plate to create a clock. Instead of numbers, write a word or draw a picture to tell what you do at each hour. How can you worship God in each activity? Explain your clock during family worship. Thank God that you can worship Him anywhere, at any time.

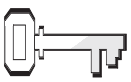
Thursday

- Read and discuss Acts 16:35–39 during family worship today. Why didn't Paul want to leave the prison? Now read Acts 16:20, 21. Why did the magistrates think that Paul and Silas were Jews? What difference did it make in their treatment of the men? What if someone misjudges you? Have you ever been wrong about someone? What did you do about it?
- Pray that God will help you to treat others fairly at all times.

Friday

- The jailer shared a meal with Paul and Silas. Help prepare and serve your family's evening meal.
- Read Acts 16:16–40 together, then act out the story with your family. Sing praise songs before prayer. Thank God for freedom to worship Him. Pray for those who don't have that freedom.

Bible Detectives



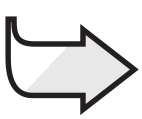
References
Acts 17:1–14; *The Acts of the Apostles,* pp. 231–233



Memory Verse
"[The Bereans] received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true" (Acts 17:11, NIV).



Objectives
The children will:
Know that studying the Bible can enrich our lives and increase our mental abilities.
Feel a desire to read God's Word each day.
Respond by giving thanks to God for His Word, the Bible.



The Message
I worship God when I study my Bible every day.

Monthly Theme

We praise God in our times of worship.

The Bible Lesson at a Glance

Following determined opposition in Thessalonica, Paul and Silas left by night and traveled to Berea. On arrival they went to the Jewish synagogue. These Jews were more fair-minded. They were ready to receive the good news and searched the Scriptures daily to find out whether the things Paul and Silas taught were right. Many of them believed. When the Jews from Thessalonica learned that Paul was preaching about God in Berea, they went there and stirred up the crowds. The Berean brethren sent Paul away to safety under cover of darkness. Silas and Timothy remained to continue the work.

This is a lesson about worship.

The Bereans worshipped God as they studied the Scriptures to learn for themselves whether Paul's teachings were right. We, too, worship God as we search the Scriptures, seeking truth.

Teacher Enrichment

Berea was a small Macedonian city about 50 miles southwest of Thessalonica where the unbelieving Jews had tried to harm Paul while he was staying at the home of Jason. Paul and Silas went directly to the Jewish Synagogue as they usually did. This was particularly courageous after the trouble in Thessalonica. The Berean converts had always been pointed to as a good example to follow, because they were open-minded. After listening to Paul they diligently studied the Scriptures to decide the truth for themselves. It is interesting that the unbelievers of Thessalonica would travel 50 miles, a three-day journey in Bible times, simply to create trouble for Paul and Silas. The city of Berea is called Verria today. (Summarized from *The SDA Bible Commentary,* vol. 6, pp. 343–345, and *The SDA Bible Dictionary,* p. 138.)

Room Decorations

See Lesson 9.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Hide 'em in Your Heart Relay*	8 paper heart shapes (see p. 142), 4 chairs, Bible stickers (optional)
		B. Mind Food	variety of fruit or pictures of healthy foods, chalkboard, chalk
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* offering container from Lesson 9 large sheet black paper, large sheet white paper, pencils, scissors, glue
2 Bible Lesson	up to 20	Experiencing the Story	man to play Paul, Bible-times costumes
		Memory Verse	offering "Bible" (see Prayer and Praise), slips of paper
		Bible Study	Bibles, magnifying glass
3 Applying the Lesson	up to 15	*I'm Hungry*	baby bottle, milk, jar of baby food, bread, can of food, baby picture, primary-age child's picture, Bible picture book, children's Bible, Bible, table
4 Sharing the Lesson	up to 15	*Marking the Place*	bookmark pattern (see p. 144), crayons/markers, clear contact paper (optional), scissors, heavy paper or card stock

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- 8 paper heart shapes (see p. 142)
- 4 chairs
- Bible stickers (optional)

A. Hide 'em in Your Heart Relay

Write each of the following texts inside one of the paper hearts (see page 142) and fold it in half. Make two sets of texts. Divide the children into teams. For each team place two chairs about 15 feet (four to five meters) apart. Line the children up behind one chair. When you say "Go," the first person dashes to the second chair, picks up a heart, reads the first verse, dashes back, repeats it to their group, and touches the next person's hand. Depending on the reading ability of your group, you may need to simplify the verse or have someone help the children read the verse. You may want to give everyone a Bible sticker at the end. Use the following verses.

Rejoice in the Lord always.	(Philippians 4:4)
I have hidden your word in my heart.	(Psalm 119:11)
Give thanks to the Lord, for He is good.	(Psalm 107:1)
All your words are true.	(Psalm 119:160)

Debriefing

Ask: **Were those verses familiar? Do you remember those verses?** Allow time for children to repeat each verse. **You did really well. You also learned a tiny bit of Scripture. When we read and study the Bible, we are worshipping God. The people in today's story studied the Scriptures to find out what was true. We can do that too. Our message for today is:**

I WORSHIP GOD WHEN I STUDY MY BIBLE EVERY DAY.

Say that with me.

You Need:
- variety of fruit or pictures of healthy foods
- chalkboard
- chalk

B. Mind Food

Show the different fruits to the children. Say: **Let's make a list of all the good things about these different fruits.** Allow time. **All these things are true, but the fruit will not do us any good unless we eat it.** If appropriate in your setting, let the children taste a small piece of fruit (an orange segment or something similar).

Debriefing

Ask: **Why do we need to eat fruit? What other foods are good for us? Good food makes us physically strong. What makes us spiritually strong?** (studying God Word, memorizing scriptures, praying, helping others) **When we study God's**

Word and learn our memory verses we make what we are learning a part of our lives. It helps us be spiritually strong. We worship God when we study His Word and learn more about His plans for our lives. Our message for today is:

I WORSHIP GOD WHEN I STUDY MY BIBLE EVERY DAY.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"I Have Decided to Follow Jesus" (*Sing for Joy,* no. 119)
"I Would Be True" (*Sing for Joy,* no. 117)
"A Little Talk With Jesus" (*Sing for Joy,* no. 98)
"With Folded Hands" (*Sing for Joy,* no. 97)
"Into My Heart" (*Sing for Joy,* no. 125)



Mission

Share a story from *Children's Mission.* Emphasize Bible study and worship in the mission story.



Offering

Say: **We worship God when we give our offering to help others to learn and study His Word.**

You Need:
- offering container from Lesson 9



Prayer

Cut the white sheet of paper to look like the pages of an open book. Mount it on the black paper so the black paper looks like the cover of the book. If the "book" is large enough, allow the children to write their prayer requests on the blank pages. If not, have a helper write the requests in the "Bible." Be sure to include thanks for the Word of God in your prayer.

You Need:
- large white sheet of paper
- large black sheet of paper
- scissors
- glue
- pencils

2 Bible Lesson

You Need:
- adult male
- Bible-times costumes

Experiencing the Story

Setting the Scene

Invite a man dressed in a Bible-times costume to play the role of Paul. Tell the children that they will need to listen very carefully to distinguish between the Thessalonican Jews and the Berean Jews. Practice the following until the children are comfortable with the actions.

When they hear:	The children:
Berean Jews	Fold hands in prayer.
Scripture(s)	Put palms together, then open them.
Jews from Thessalonica	Give thumbs-down signal.

Read or tell the story.

My name is Paul. Jesus gave me a special mission. I am called an apostle, or someone Jesus has called and sent out. My job is to tell the story of Jesus, first to the Jews and then to everyone else. The Jews called people of other races, Gentiles.

Whenever I go to a new city, I visit the synagogue on Sabbath. I show the Jews from the **Scriptures** how Jesus was the Messiah and explain to them how Jesus met me on the road to Damascus and I became a Christian.

When I went to the city of **Thessalonica,** some of the Jews and a lot of Gentiles believed my message. Many became Christians. The Jews who did not become Christians were jealous. They wanted to get rid of me. There were not a lot of Jews in the city, so they needed help. These Jewish leaders went to the marketplace, where people who did not have jobs gathered. Here they found some people who liked to make trouble.

Silas was traveling with me, and we were staying at the home of a man called Jason. The bad crowd led by the **Thessalonican Jewish leaders** went to Jason's house to try to find us. When they could not find us, they dragged Jason and some other Christians to court. The Jewish leaders said that Silas and I were disobeying Caesar by saying that Jesus was king. They also convinced the magistrates that Jason should be punished because we were staying with him. The court forced Jason to pay a fine because they believed the lies the **leaders of the Thessalonican Jews** told against him. Silas and I hid, and the crowd never did find us. That night the other Christians smuggled us out of the town, and we went to a place 50 miles away called Berea.

As usual, Silas and I went directly to the synagogue. The **Jews in Berea,** who were called Bereans, listened carefully to what I said. After they listened, they searched the **Scriptures** for themselves to see if what I said was true. After the **Berean Jews** studied, many believed and became Christians. And they kept studying every day, even after they became Christians. They did not study because they were curious. They studied because they wanted to learn more about Jesus. Angels stood beside them to help them understand what they were reading.

When the leaders of the **Thessalonican Jews** found out that Silas and I were in Berea, they followed us. Again they found some bad people in Berea and started another riot. The **Berean Christians**

helped me escape and now I am in Athens waiting for Silas and Timothy. They stayed behind to help the **Berean Jews** learn more about Jesus. Some of the new Berean believers traveled with me, and I told them to ask Timothy and Silas to come join me when they finished their work in Berea.

I was so happy working with the Bereans. There is nothing better than studying the Word of God. The more you study, the happier you will be too.

Debriefing

Ask: **Why do you think the Jewish leaders in Thessalonica tried to cause so much trouble for Paul and Silas?**

Would you have dared to go to the synagogue in Berea after what had happened in Thessalonica?

How would you feel if people tried to kill you because you were teaching from the Bible?

Why did the Bereans study God's Word every day?

How can we be sure that what we hear in Sabbath School and church is right? (Study the Bible for ourselves.) **Let's say today's message together:**

I WORSHIP GOD WHEN I STUDY MY BIBLE EVERY DAY.

Memory Verse

You Need:
- offering "Bible" (see Prayer and Praise)
- memory verse on slips of paper

Write each word of the memory verse on a separate slip of paper. Put the words in the "offering Bible." Have the children pick out one word at a time and place them in the right order to form the verse. They may use their Bibles. Have an adult assist nonreaders.

Repeat the memory verse several times using the following actions:

[The Bereans]	Nod head yes.
received the message	Reach out hand to accept something.
with great eagerness	Jump up and down.
and examined the Scriptures	Put hands together and open and close like a book.
every day	Hold up seven fingers.
to see if what Paul said was true.	Nod head yes.
Acts 17:11	**Palms together; then open.**

Bible Study

You Need:
- Bibles
- magnifying glass

Write the nine statements and questions listed on the top of the next page on very small pieces of paper.

Have the children come one by one and use the magnifying glass to read the statements. The other children should search for the right answer in Acts 17. When they find the verse with the answer, they are to stand. Adults assist as needed.

Say: **Some true-or-false statements and some questions are on these papers. The answers are found in Acts 17.**

Like the Bereans, search the Scriptures to see if the statements are true. When you find the verse or know the answer, stand up.

Call on different children to read the text and tell the answer.

1. True or False? Paul visited Berea first. (verse 1, false, Thessalonica)

2. True or False? Paul spent three Sabbaths at the Thessalonica synagogue. (verse 2, true)

3. Paul told the Thessalonicans that Jesus was the _____. (verse 3, Christ/Messiah)

4. True or False? Paul was staying with James. (verse 5, false, Jason)

5. What time of the day did Paul and Silas leave for Berea? (verse 10, nighttime)

6. What made the Bereans "more noble" than the Thessalonicans? (verse 11; they studied the Scriptures to see if Paul's words were true)

7. What three groups of people are mentioned as believing Paul's message? (verse 12; Jews, Greek men and women)

8. True or False? The Thessalonican Jews believed Paul when they came to Berea. (verse 13, false. They stirred up the crowd.)

9. Where did the Berean believers send Paul for his safety? (verses 14, 15; Athens)

Debriefing

Ask: **Why do you think Paul moved on when there was trouble?** (He did not want the local Christians to suffer.)

Why is it important that we study the Bible for ourselves?

How often did the Bereans study the Scriptures? How often should we study the Bible? Why?

Let's say today's message together:

I WORSHIP GOD WHEN I STUDY MY BIBLE EVERY DAY.

3 Applying the Lesson

You Need:
- baby bottle
- milk
- jar of baby food
- bread
- can of food
- baby picture, primary-age child's picture
- Bible picture book
- children's Bible
- Bible
- table

I'm Hungry

Put the items on the table and ask the children to match the kind of food with the right Bible. Make sure everyone agrees with the responses.

Debriefing

Ask: **Why did you match the foods and the Bibles? How are they similar?**

When you were a baby, your parents shared God's Word with you through their love, by singing songs, and telling you stories.

When you were a toddler, you could look at a picture Bible, and your parents read or told you the stories. Now that you are older, some of you can read a children's Bible for yourself.

As you grow more and more, you will be able to read all of God's Word! One way we worship God is by studying His Word.

Let's say our message together:

I WORSHIP GOD WHEN I STUDY MY BIBLE EVERY DAY.

4

Sharing the Lesson

Marking the Place

In advance, prepare a poster, or write where all can see, the following steps to Bible study. Discuss each step before you distribute the Bible study bookmarks.

Steps to Bible Study

1. Ask the Holy Spirit to help you understand what you read.
2. Read two or three verses, then read it again slowly and carefully.
3. In your own words, write or say the verses.
4. Ask Jesus what He wants to say to you from these verses.
5. Write or draw a picture about it.

Copy the Bible study bookmark (see page 144) onto heavyweight paper or card stock. Give each child two copies. Have the children color and decorate them. If possible, cover with clear contact paper. Review the points on the bookmark.

Debriefing

Allow response time as you ask:

What have you learned about the importance of studying your Bible?

When Paul and Silas learned about Jesus, did they keep it to themselves? Was it always easy for them to share God's Word?

One way we can share God's Word is by sharing a bookmark with a friend or someone in your family. Take a moment to think of someone with whom you would like to share. Next time you see them, give them a bookmark and ask them about their Bible study.

Let's repeat today's message:



I WORSHIP GOD WHEN I STUDY MY BIBLE EVERY DAY.

Closing

Pray that God will be with the children as they study their Bibles every day.

You Need:

- Bible study bookmark pattern (see p. 144)
- crayons/ markers
- clear contact paper (optional)
- scissors
- heavy paper or card stock

Bible Detectives

References
Acts 17:1–14; *The Acts of the Apostles,* pp. 231–233

Memory Verse
"[The Bereans] received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true" (Acts 17:11, NIV).

The Message
I worship God when I study my Bible every day.

Would you like to be a Bible detective? To discover new ideas and information? Let's learn about some Bible detectives who searched the Scriptures to see if Paul was right.

Jesus had given Paul a special mission. He called Paul to be an apostle. His work was to tell the story of Jesus, first to the Jews, then to everyone else.

Paul traveled a lot. When he went to a new city, he went to the synagogue first. He would show the Jews from the Scriptures that Jesus was the Messiah. Then Paul would tell them how he became a Christian.

When Paul went to the city of Thessalonica, some of the Jews and a lot of Gentiles believed what he said. Many people became Christians. Some Jews who did not believe were jealous. They wanted to get rid of Paul. But they needed help to do that. The Jewish leaders went to the marketplace, where people who did not have jobs gathered. Here they found some people who liked to make trouble.

Paul and his traveling partner Silas were staying at the home of a man named Jason. The troublemakers, led by the Jewish leaders, went to Jason's house. But Paul and Silas weren't there. So they dragged Jason and some other Christians to court. The Jewish leaders said that Paul and Silas were disobeying Roman law by saying that Jesus was king. They said that Jason should be punished because Paul and Silas were staying with him. The court believed the crowd and forced Jason to pay money. The crowd never did find Paul and Silas. That night the other Christians sent them to a town called Berea.



As usual, Paul and Silas went directly to the synagogue. The people in Berea, called Bereans, were kinder than the people in Thessalonica. The Bereans listened carefully to what Paul was saying. After they listened, they searched the Scriptures for themselves. They wanted to be sure that what he said was true. After they studied, many believed and became Christians. And after they became Christians, they still studied every day. They did not study because they were curious. They studied because they wanted to learn more about Jesus. Angels stood beside them to help them understand what they were reading.

When some of the Jewish leaders in Thessalonica found out that Paul and Silas were in Berea, they followed them. They found the same kind of troublemakers in Berea and started another riot. But the Berean Christians sent Paul to the city of Athens. There he would be safe.

Silas and Timothy stayed behind to help the Bereans learn more about Jesus. Some of the new Berean believers went with Paul. When they arrived in Athens, Paul sent them back to Berea. He asked them to take a message to his friends. He wanted Timothy and Silas to join him when their work was done.

The Bereans continued to search the Scriptures. They wanted to know more about God. They wanted to learn more about Jesus.

Jesus invites us to study the Bible every day. He wants us to learn more of His Word. As you read the Scriptures, He will help you understand them. Just ask Him. He wants you to know Him better.

Daily Activities

Sabbath

- Share your lesson story and memory verse with your family. Ask: Why did the Bereans study the Scriptures? Ask your family to help you make a Bible study journal. Each day this week, make notes or draw pictures in it as you read the Bible together.
- Read Psalm 92:1 and 2 together. Then write or draw something in your Bible study journal.
- Thank God for blessing you and your family as you study His Word.

Sunday

- With your family, read and discuss Acts 17:1–4 and verses 10–12. What did Paul and Silas do in these places? Write about it in your Bible study journal.
- Ask your family to help you make a poster to advertise Paul's meetings in Berea.
- Pray that God will bless your pastor this week as he or she prepares the sermon for next Sabbath.

Monday

- Before family worship, write your memory verse as small as you can. Make a magnifying glass by putting some water in a clear plastic bag and sealing it. Place your memory verse under it. What happens? Share it and teach your family the memory verse. Write it in your Bible study journal.
- Sing a song about the Bible, then thank God for it.

Tuesday

- During worship today, put three paper cups upside down on a table. Put a coin under one. Move the cups around several times without lifting them up. Ask someone to guess which cup the coin is under. Are they right? Do this 10 times.
- The Bereans didn't guess what was right. Read and discuss Acts 17:11 together to find out what they did to find truth. How can you know if what you are told about God is right? Write about it in your journal.
- Ask God to help you understand what is right as you study His Word together each day.

Wednesday

- Read and discuss Psalm 119:11. What does it mean to you? to your family? Write about it in your journal.
- Sing a praise song, then thank God for His Word.

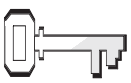
Thursday

- With your family, read and discuss 2 Timothy 2:15. How many different versions of the Bible are in your home? How can they help you understand God's Word? Read and compare your memory verse in each version.
- Ask each person to name and explain a favorite Bible text. Why do they like it? Look up their texts in different Bible versions. How are they the same? How is this being a good Bible detective? List the texts in your journal.
- Thank God for His Word.

Friday

- Read and discuss Acts 17:1–15 during family worship. What happened in Thessalonica? in Berea? What was the big difference between the Thessalonicans and the Bereans? Would you rather be like the Thessalonicans or the Bereans? Why?
- Share some things from your Bible study journal. Say your memory verse together. Then thank God that, as Paul did, you can go to church tomorrow.

Final Letter to a Friend



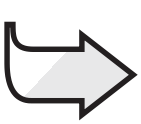
References
2 Timothy 1; 2; *The Acts of the Apostles,* pp. 203, 498–508



Memory Verse
"Do not be ashamed of the testimony about our Lord" (2 Timothy 1:8, NIV).



Objectives
The children will:
Know that God works through people to help us build up our faith.
Feel thankful for teachers, parents, and others who are a positive influence on us.
Respond by choosing to be with people who help us grow spiritually.



The Message
I worship God when I thank Him for Christian role models.

Monthly Theme

We praise God in our times of worship.

The Bible Lesson at a Glance

While in prison, Paul writes a letter to Timothy telling him that in his prayers he (Paul) thanks God for him as he remembers all that Timothy has done to help him. Paul also writes that he is happy that the "faith" Timothy had received from his grandmother, Lois, and his mother, Eunice, has helped him to become a great preacher. He encourages Timothy to carry on the work and let the Holy Spirit enrich his life. He tells Timothy not to be ashamed of the gospel and to stand firm for what he knows to be right.

This is a lesson about worship.

Paul thanked God for Timothy and for those who helped Timothy become what he was—great worker for God. We, too, worship God when we thank Him for those who have helped us become God's children.

Teacher Enrichment

Timothy was most likely converted by Paul during his visit to Lystra in the first missionary journey. He was probably not more than 18 or 20 when Paul came to Lystra the second time. He was well thought of by the brethren at Lystra as well as at Iconium, which was 20 miles away.

There is no clear indication of the religion of Timothy's father. He was Greek, but may have been a heathen Gentile or a Gentile who feared God. Timothy's mother was a faithful Jewess. There is some indication that she was a widow, which could account for her prominent role in Timothy's history. She and Timothy's grandmother had been careful to give him an education based on a personal knowledge of the Scriptures.

Timothy accompanied Paul on his second and third missionary journeys. He was the first pastor at the church at Ephesus, and eventually is said to have suffered martyrdom at the hands of the Ephesian populace. (Summarized from *The SDA Bible Commentary,* vol. 6, pp. 323, 324.)

Room Decorations

See Lesson 9.

Program Overview

Lesson Section	Minutes	Activities	Materials Needed
Welcome	ongoing	Greet students at door; hear pleased/ troubled	none
1 Readiness Activities	up to 10	*A. Plant a Seed* *B. Grow-in-Jesus Web*	large seeds, paper cups, soil, water, newspaper, markers large ball of yarn
Any Time Prayer and Praise*	up to 10	Fellowship Songbook Mission Offering Prayer	none *Sing for Joy* *Children's Mission* offering container from Lesson 9 paper, scissors, pencils, glue
2 Bible Lesson	up to 20	Experiencing the Story Memory Verse Bible Study	envelope with letter, "chains" envelope, paper Bibles
3 Applying the Lesson	up to 15	*Parts of a Body*	large body shape cut from paper
4 Sharing the Lesson	up to 15	*Positive Mail*	card stock, stickers/scraps for decoration, glue, scissors, crayons/markers

***Prayer and Praise may be used at any time during the program.**

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Listen to last week's memory verse and encourage the children to share any experiences from last week's lesson study. Have them begin the Readiness Activity of your choice.

1 Readiness Activities

Select the activity most appropriate for your situation.

You Need:
- large seeds
- paper or Styrofoam cups
- potting soil
- water
- newspaper
- markers

A. Plant a Seed

Use the newspaper to cover the work area in case of spills. Give each child a paper cup. Have them write their name on the cup, fill it with soil, and plant a seed. (Large seeds such as beans are easy to handle and grow well.) Let the children water them slightly.

Debriefing

Allow response time as you ask: **What does your seed need to grow?** (soil, water, sunshine, warmth, care, etc.) **Yes, plants need several things to help them grow. What do we need to help us grow physically?** (food, rest, exercise, water, love) **What do we need to help us grow spiritually?** (prayer, Bible study, sharing our faith, etc.) **Jesus also gives us people to help us grow like Him. Today we want to worship God by thanking Him for our role models—people who help us know Him. Our message is:**

I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.

Say that with me.

You Need:
- large ball of yarn

B. Grow-in-Jesus Web

Form a circle. Give the ball of yarn to one of the children. Say: **Hold onto the end and throw the ball to someone else. As you throw it say the name of someone who has had an influence in your life. It may be your Mom, Dad, friends, teachers, or someone at church.** Continue until many people have been named and everyone has thrown the ball at least once.

Debriefing

Ask: **What does the yarn remind you of?** (a spider's web) **How is this web like the people who help us grow?** (they are all around us; they support us) **What would happen if one of us let go?** (Part of the web would fall apart.) **Why do we need other people? Jesus gives us people as examples, role models, to help us grow in our Christian life. We worship God when we thank Him for those people. Our message says:**

I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.

Say that with me.

Prayer and Praise

Any Time



Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review last week's memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.



Suggested Songs

"God Is So Good" (*Sing for Joy,* no. 13)
"Sing Praises to the Lord" (*Sing for Joy,* no. 2)
"Whisper a Prayer" (*Sing for Joy,* no. 96)
"This Little Light of Mine" (*Sing for Joy,* no. 134)
"A Little Talk With Jesus" (*Sing for Joy,* no. 98)



Mission

Share a story from *Children's Mission.* Emphasize worship in the mission story.



Offering

Say: **We have Christian role models, but not everyone else does. When we give our offerings, we help provide Christian workers to be role models in other places so they can help others learn about God.**

You Need:

- Bible offering container (see Lesson 9)



Prayer

Have the children cut out the shape of a person and write the name of someone who has been a positive role model for them. Glue all the paper people on a large sheet of paper. Write today's message at the top: **I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.** Thank God for Christian role models and ask Him to help each child to be a positive role model.

You Need:

- paper
- scissors
- pencils
- glue

2 Bible Lesson

You Need:
- envelope with Paul's letter to Timothy
- "chains"

Experiencing the Story

Link the children together with a chain. Either make a paper chain or use string or yarn. The chain should be short enough so movement is limited to a small space.

Setting the Scene

Say: **Paul is an old man and is in prison. He is feeling lonely and missing his friend, Timothy. When you hear the name *Paul,* make a writing motion with your hand. When you hear the name *Timothy,* stand up, as if volunteering for a job.** Practice a few times.

Read or tell the story.

Paul *[writing motion]* looked around his bare prison cell. It was rough, dimly lit, and not very comfortable. He smiled as he remembered his dear friend, **Timothy.** *[stand up]* They had been through a lot. Their trials and the joy of working together for Jesus had made them good friends. But more than that, they were like father and son.

Paul *[writing motion]* remembered when they had first met. **Paul** *[writing motion]* had gone to Lystra. Some people there did not like him preaching about Jesus, so they dragged him outside the city gate and stoned him. That was when **Timothy** *[stand up]* and his mother and grandmother had learned about Jesus. When **Paul** *[writing motion]* returned to Lystra, **Timothy** *[stand up]* was ready to help him in his work, even though he was still a teenager.

Timothy's *[stand up]* father was Greek while his mother, Eunice, and grandmother, Lois, were Jewish Christians. They had taught **Timothy** *[stand up]* from the Scriptures since he was a little boy. They had encouraged him to keep his mind and heart pure. It was their guidance that helped **Timothy** *[stand up]* choose to be a Christian.

Timothy *[stand up]* became **Paul's** *[writing motion]* assistant. They traveled many miles together facing many hardships, but their love for Jesus grew and grew. Now **Timothy** *[stand up]* was working in Ephesus.

*I think I'll write **Timothy** [stand up] a letter,* **Paul** *[writing motion] thought. I would love to have him visit me. I know it will take quite a while for him to get here, even if he can come right away. Why, it will probably be several months before I can see him! And who knows—I could lose my life any day. But I'll write and ask him to come anyway, and I'll leave some instructions for him in case I should die before he comes.*
Paul *[writing motion] began to write:*

Dear **Timothy** *[stand up]*

You have been like a son to me. I wish you grace and peace and mercy from our Lord Jesus Christ. Every day I pray and thank God for you. I am so happy for the faith you learned from your mother and grandmother. Use that gift of faith. Let your spark of faith grow into a big fire.

Don't be afraid of anything or anyone. If someone is doing something wrong, tell them so. Use the power that God gave you. God gives us strength to tell everyone the good news. Never be ashamed to tell people about Jesus. Preach the gospel every time you have a chance.

Use the Bible as your weapon. Do not listen to what others say; read for yourself what is true. Do not

listen to false teachers. Protect other believers from their lies. Teach them everything I have taught you. The Holy Spirit will help you.

Even though I am in prison, I am sure God will keep me believing in Him until the day I die. Please come and see me as soon as you can. When you come, please bring my coat and my books. Be careful of the people who have hurt me. They will try to hurt you, too. Say hello to our friends.

May the Lord's grace be with you,
Paul *[writing motion]*

Debriefing

Allow response time as you ask: **How easy was it to move when you were "chained" together? What do you think it was like for Paul when he was in prison?** (uncomfortable, lonely)

How do you think Timothy felt when he read Paul's letter? Who did Paul say had taught Timothy the Scriptures?

What do you think Timothy did? What would you have done?

Was Paul a role model for Timothy? Who are your role models? Let's say today's message:



I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.

Memory Verse

You Need:
- envelope
- paper

Write the words of the memory verse on individual pieces of paper, one word on each, and place them in the envelope. Have the children come one at a time and take out a word and put it with the other words so it makes sense. Help as needed. Repeat until all children can say the verse without help.

Bible Study

You Need:
- Bibles

Form four groups and assign each group one of the following verses:

1 Timothy 1:1, 2
1 Timothy 1:5
1 Timothy 1:12, 13
2 Timothy 1:14

Provide help for nonreaders. Say: **Paul wrote two letters to Timothy to encourage him. He knew that any day he could be sentenced to death, and he wanted to remind Timothy of things that they had talked about. These letters are in our Bible to encourage us as well. Look at your text and decide what Paul wanted Timothy and those who came after him to have.**

Allow time for each group to report to the class. Discuss each response to be sure the children understand the texts.

Debriefing

Ask: **How can we get the grace, mercy, and peace mentioned in 1 Timothy 1:1, 2?** (God the Father and Jesus Christ give it to us.)

Second Timothy 1:14 says that we should guard the teachings. How can we do this? (Study so we know what is true.) **Who will help us?** (the Holy Spirit)

Why should we not be ashamed of the gospel? (Because Jesus has saved us.)

Paul wrote all these things to help Timothy, and they are in the Bible to help us. Paul was a role model for Timothy. We can thank God for providing role models for us—people who teach us about Him. Let's say today's message:



I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.

3

Applying the Lesson

You Need:
- large body shape cut from paper

Parts of a Body

Make a large body shape from a large piece of paper (or tape several papers together). Cut it in pieces so that each child has a piece (arms, hands, legs, feet, chest, etc.). If you have a large group, use several body shapes or repeat the exercise several times.

Let the children assemble the body.

Debriefing

Allow response time as you ask: **What use is an arm all by itself? What about a foot? Or what about the stomach?**

In one of his other letters Paul calls us the body of Christ. Read Romans 12:4–8 aloud.

We all have different responsibilities. Jesus wants us to look after each other, to use what He gives us to help and encourage one another just as others help us.

What can you do to be a role model or to help someone else to be like Jesus? (Allow time for discussion.)

We worship God when we recognize others who help us grow as Christians. Let's say today's message together:



I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.

4

Sharing the Lesson

Positive Mail

Ask: **Do you like getting mail? Do you like to look at the envelope and guess who it is from?**

Timothy was pleased to get Paul's letter. Someone you know will be pleased to get a card or letter from you. Let's make a thank-you card for someone who has encouraged us to be a good Christian.

Allow time for each child to make a card. They may either draw a picture, use stickers, or use scraps of material. Adults may help with a thank-you message as needed.

Debriefing

Admire all the cards; then ask: **To whom are you going to send your card? Why?** Encourage the children to tell how the person has been a role model for them.

God has blessed us with many people who have been a positive influence in our lives. Let's remember to thank them for what they do. Remember . . .



I WORSHIP GOD WHEN I THANK HIM FOR CHRISTIAN ROLE MODELS.

Closing

Gather the children around a place where they can put their cards. Pray that God will bless the people who receive the cards, and that they will be encouraged, just as they have encouraged others. Ask God to help each child be a positive influence or role model for others.

You Need:

- card stock
- stickers and/or paper scraps
- glue
- scissors
- crayons/ markers

Final Letter to a Friend

References
2 Timothy 1; 2; *The Acts of the Apostles,* pp. 203, 498–508

Memory Verse
"Do not be ashamed of the testimony about our Lord" (2 Timothy 1:8, NIV).

The Message
I worship God when I thank Him for Christian role models.

Do you like to hear news from a friend who is far away? Paul missed his friend Timothy, so he wrote a letter asking him to come visit him.

Paul looked around his bare prison cell. It was rough, dimly lit, and not very comfortable. But he smiled as he remembered his dear friend Timothy. They had been through a lot. Their trials and the joy of working together for Jesus had made them good friends. But more than that, they were like father and son.

Paul remembered when they had first met. Paul had gone to Lystra. Some people there did not want him to preach about Jesus. So they dragged him outside the city gate and threw stones at him. That was when he met Timothy.

When Paul went to Lystra again, Timothy was ready to help him. Even though he was still a teenager, he knew the Scriptures.

Timothy's father was Greek. Eunice, his mother, and Lois, his grandmother, were Jewish Christians. They had taught Timothy from the Scriptures since he was a little boy. They had encouraged him to keep his mind and heart pure. It was their guidance that helped Timothy choose to serve God.



Timothy became Paul's assistant. They traveled many miles together, facing many hardships. And their love for Jesus grew and grew. But now Paul was in prison, and Timothy was working in Ephesus.

I think I'll write Timothy a letter, Paul thought. *I would love to have him visit me. I know it will take quite a while for him to get here, even if he comes right away. Why, it will probably be several months before I can see him! And who knows—I could lose my life any day. But I'll write and ask him to come anyway. And I'll leave some instructions for him in case I should die before he comes.* He began to write:

Dear Timothy,

You have been like a son to me. I wish you grace and peace and mercy from our Lord Jesus Christ. Every day I pray and thank God for you. I am so happy for your faith. And for all you learned from your mother and grandmother. Use that gift of faith. Let it grow into a big fire.

Don't be afraid of anything or anyone. If someone is doing something wrong, tell him. Use the power that God gave you. God gives us strength to tell everyone the good news. Never be ashamed to tell people about Jesus. Preach the gospel every time you have a chance.

Use the Bible as your weapon. Do not listen to what people say; read for yourself what is true. Do not listen to false teachers. Protect other

believers from their lies. Teach them everything I have taught you. The Holy Spirit will help you.

Even though I am in prison, keep believing in God. Please come and see me as soon as you can. When you come, please bring my coat and my books. Be careful of the people who have hurt me. They will try to hurt you, too. Say hello to our friends.

May the Lord's grace be with you,

Paul

Paul's letter to Timothy guided and encouraged him. And it guides and encourages us today.

Daily Activities

Sabbath

- Read and discuss 2 Timothy 1 with your family. Who were Timothy's role models? Of what does Paul say Timothy should not be ashamed? Where was Paul at this time? (See 2 Timothy 1:17.) Where was Timothy? (See 1 Timothy 1:3.)
- Find Rome and Ephesus on a Bible map. How far apart are they? What would be the quickest route from Ephesus to Rome?
- Pray for people who travel to teach others about Jesus.

Sunday

- Write the memory verse word on each of 11 strips of paper. (Don't forget the reference.) Glue the papers together to make a paper chain. Use the chain to teach the verse to your family during worship. Ask Jesus to give you and your family courage and wisdom to tell others about Him.

Monday

- During worship, read and discuss 2 Timothy 1:8, 16, 17. What does this tell us about Paul's life in prison?
- Tie your wrist to that of another person. (Use yarn or string.) Stay tied for 30 minutes. How do you feel? How do you think Paul felt about being chained?
- Thank God for freedom to worship Him.

Tuesday

- For family worship today, read and discuss 2 Timothy 2:1. What does it mean to grow and be strong in Jesus' grace? Read and discuss 2 Peter 3:18. How does God want us to grow? Ask each person to list things needed to grow physically and to grow spiritually. Compare your lists and pray that God will help you grow.

Wednesday

- With your family, read and discuss 2 Timothy 3:14–17. How can you and your family learn more of the Scriptures?
- Make a people prayer chain by standing in a circle and holding hands. Ask each person to pray for the person on their right. Pray that God will help him or her study and understand the Bible.

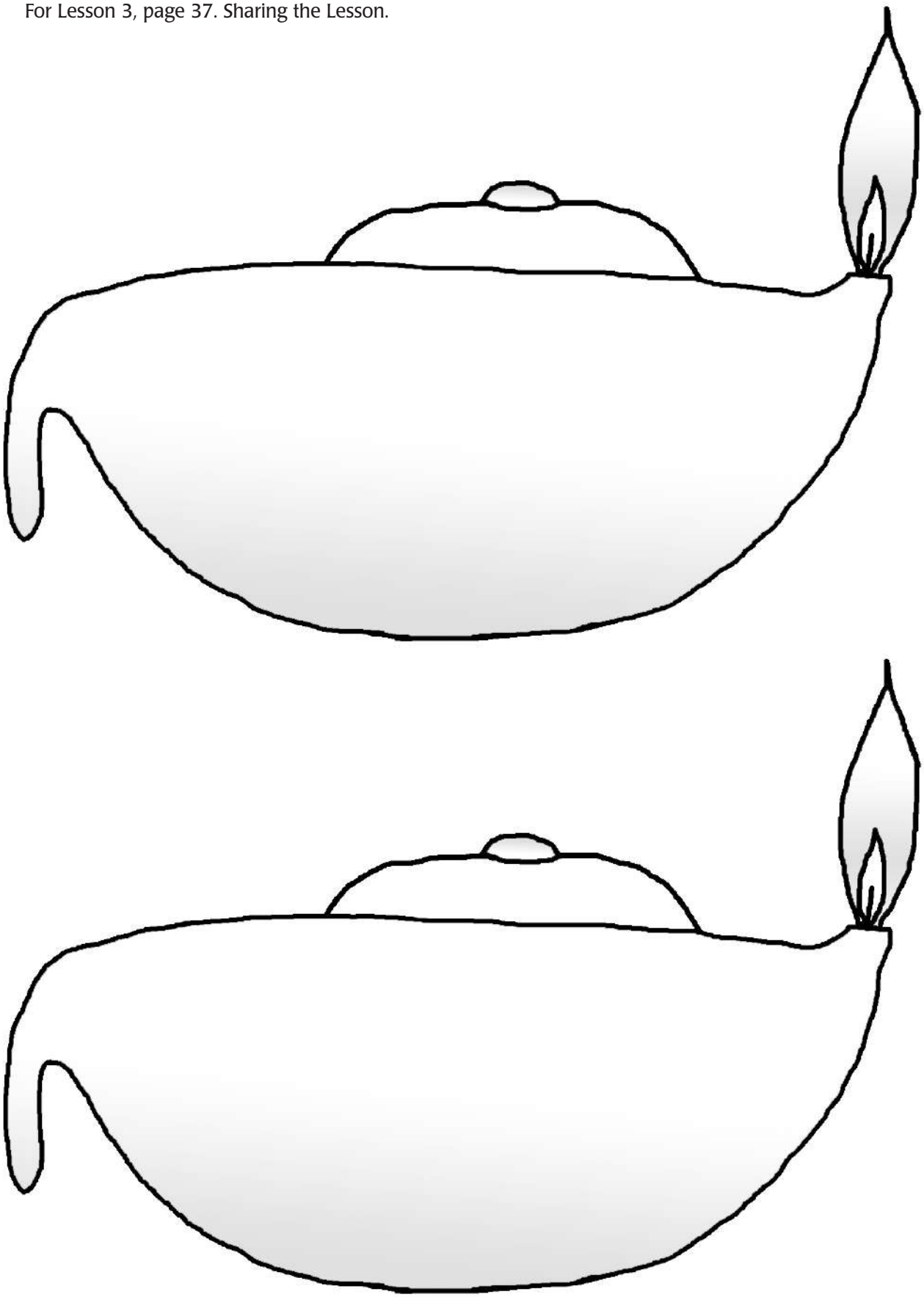
Thursday

- During worship, read and discuss 2 Timothy 1:3–5. Ask each family member to draw a circle in the center of a paper and write their name in it. Then draw smaller circles around it and name in each a person who is a positive influence on them. Then write a note to one of those people and thank them. Thank God for each one.

Friday

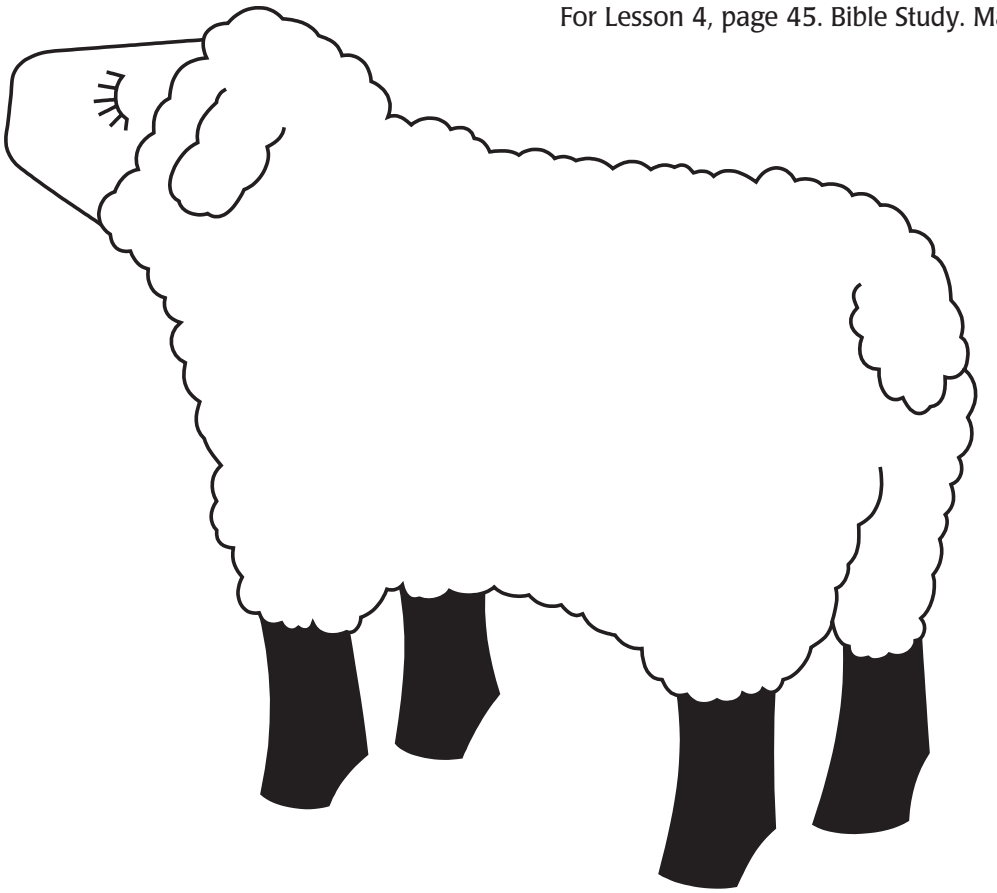
- Ask your family to share a favorite part of Paul's letters to Timothy. Then read a verse that offers instruction. (See 1 Timothy 2:1–3; 6:10, 11; 2 Timothy 1:6, 7; 2 Timothy 2:1–3, 15, 16, 22–24; 2 Timothy 3:14; 2 Timothy 4:1, 2.)
- Write a family letter to God. Thank Him for Paul and Timothy, and for the Bible, His Word. Ask Him to help you learn from it each day.

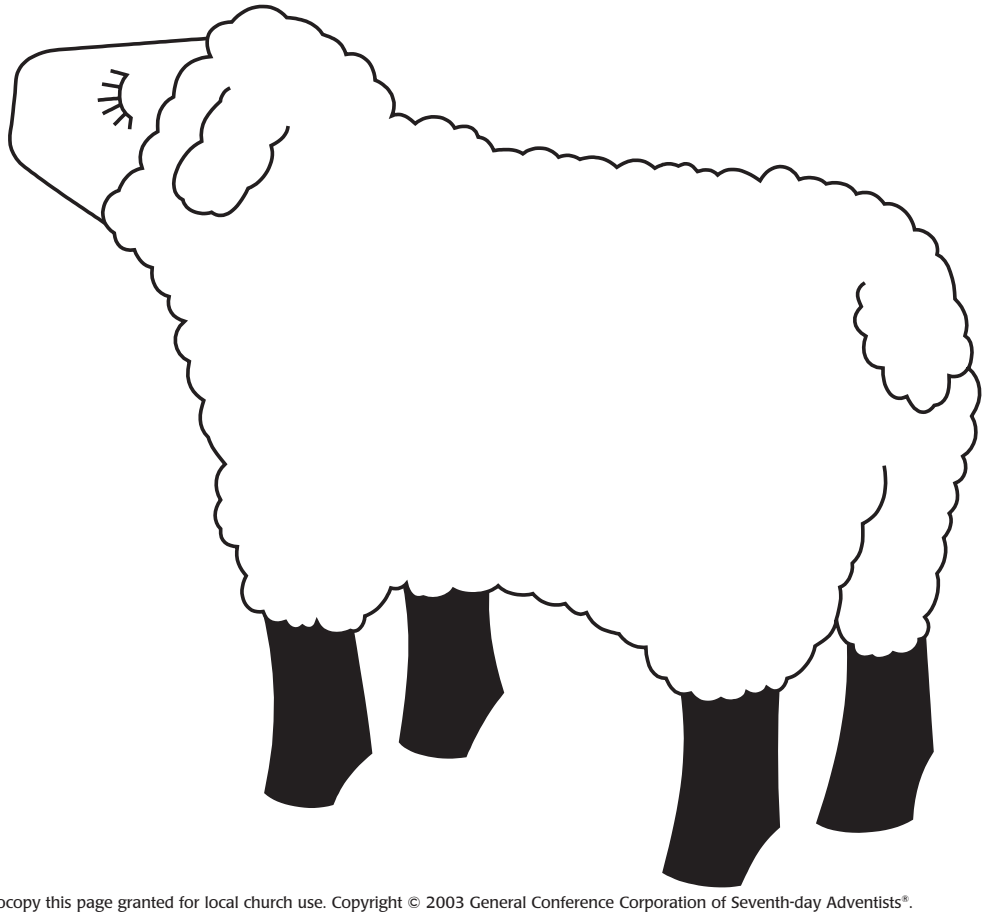
For Lesson 3, page 37. Sharing the Lesson.



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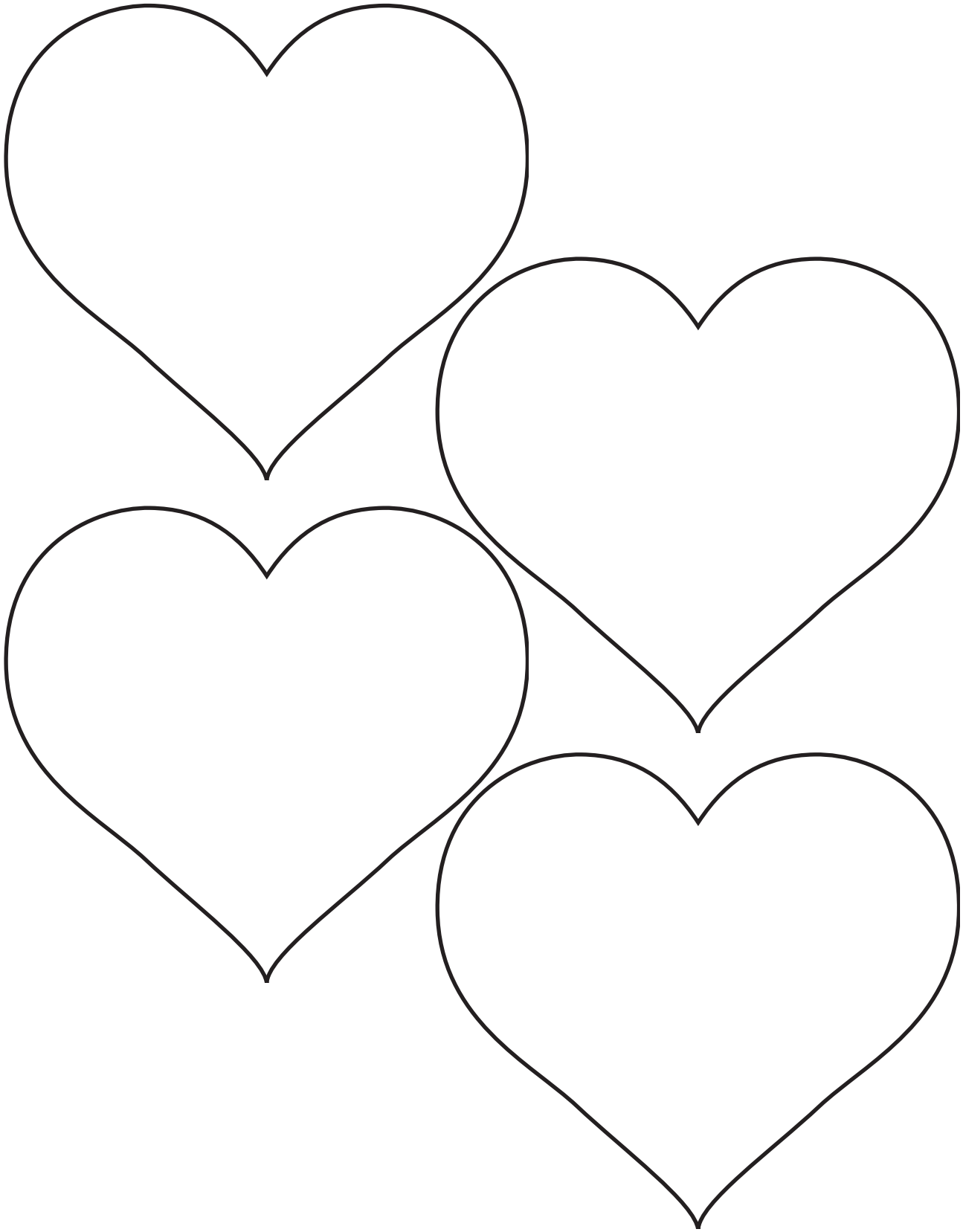
For Lesson 4, page 45. Bible Study. Make six.





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For Lesson 6, page 65. Memory Verse activity.
For Lesson 9, page 97. Sharing the Lesson. Make two for each child.
For Lesson 12, page 122. Readiness Activity A.



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For Lesson 8, page 87. Sharing the Lesson.

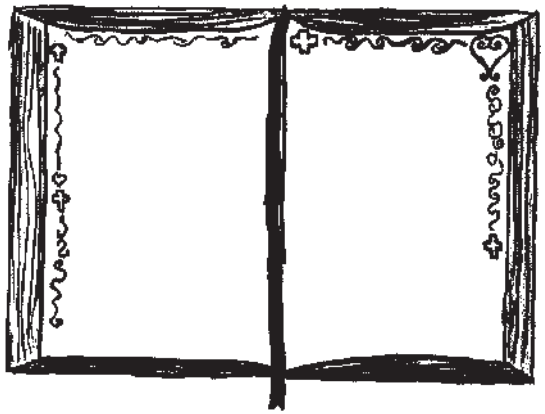




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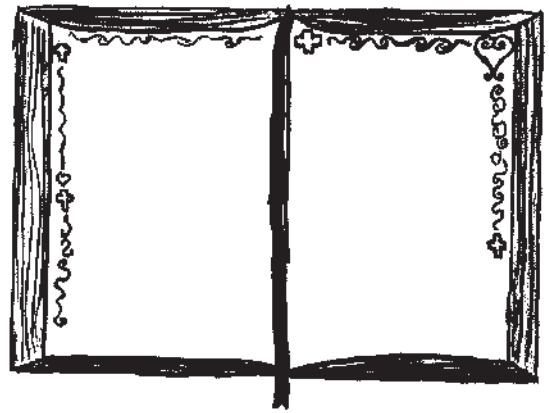
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For Lesson 12, page 127. Sharing the Lesson.



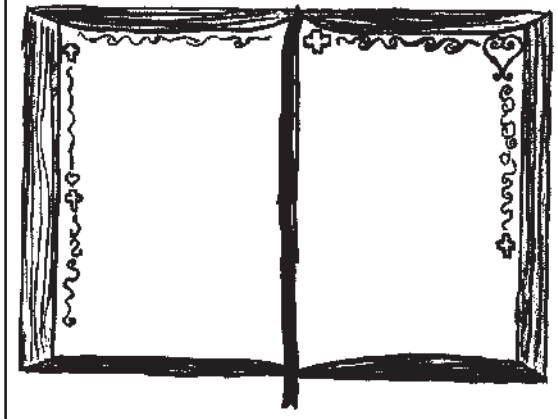
Steps to Bible Study

1. Ask the Holy Spirit to help you understand what you read.
2. Read two or three verses, then read it again slowly and carefully.
3. In your own words, write or say the verses.
4. Ask Jesus what He wants to say to you from these verses.
5. Write or draw a picture about it.



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My Memory Verses

1. "I will sing to the LORD, for he is highly exalted" (Exodus 15:1, NIV).
2. "[Josiah] did what was right in the eyes of the LORD" (2 Chronicles 34:2, NIV).
3. "Your word is a lamp for my feet, a light on my path" (Psalm 119:105, NIV).
4. "They celebrate your abundant goodness and joyfully sing of your righteousness" (Psalm 145:7, NIV).
5. "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (Matthew 5:16, NIV).
6. "People look at the outward appearance, but the LORD looks at the heart" (1 Samuel 16:7, NIV).
7. "In all your ways submit to him, and he will make your paths straight" (Proverbs 3:6, NIV).
8. "Who knows but that you have come to your royal position for such a time as this?" (Esther 4:14, NIV).
9. "I have hidden your word in my heart that I might not sin against you" (Psalm 119:11, NIV).
10. "Jesus often withdrew to lonely places and prayed" (Luke 5:16, NIV).
11. "About midnight Paul and Silas were praying and singing hymns to God" (Acts 16:25, NIV).
12. "[The Bereans] received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true" (Acts 17:11, NIV).
13. "Do not be ashamed of the testimony about our Lord" (2 Timothy 1:8, NIV).

SEVENTH-DAY ADVENTIST CHURCH

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