

God Helps Us

Preschool
ODIG • Teacher Guide



DiscipleLand
Disciples for Life®

God Helps Us

Old Testament Quarter D

Disciple Targets



This quarter, your children will...

Know

- Joshua needed God's help to lead His people into the promised land
- Samson used God's gift of great strength to help defeat the Philistine people
- God blessed Ruth with a family of her own because she was loyal to Naomi and faithful to the LORD

Feel

- Confident that they can trust God to help them
- Glad that God gives them gifts
- Convinced that God can use them in an important way

Do

- Remember to tell others about the ways God shows His power
- Be careful to never take things that do not belong to them
- Obey the plans their leaders have made for them

- 1 The General:** Joshua Leads God's People _____ *Joshua 1*
After Moses died, God made Joshua a strong, brave leader.
- 2 The Rope:** Rahab Hides the Spies _____ *Joshua 2*
Rahab kept the spies safe because she trusted God.
- 3 The Promised Land:** God's People Cross the River _____ *Joshua 3-4*
God stopped the river so His people could cross on dry ground.
- 4 The Victory:** Jericho's Walls Fall Down _____ *Joshua 6*
The LORD made the walls of Jericho fall down.
- 5 The Thief:** Achan Steals from God _____ *Joshua 7*
God knew that Achan had stolen from Him.
- 6 The Treaty:** Joshua Keeps His Promise _____ *Joshua 9*
Joshua kept his promise not to fight the Gibeonites.
- 7 The Long Day:** The Sun Stands Still _____ *Joshua 10*
The LORD answered Joshua's prayer to make the sun stand still.
- 8 The Judge:** Deborah Delivers God's People _____ *Judges 4-5*
Deborah and Barak led God's people to defeat the Canaanites.
- 9 The Wool Fleece:** Gideon Becomes a Warrior _____ *Judges 6*
The LORD called fearful Gideon to be a brave warrior.
- 10 The Army:** Gideon Defeats the Enemy _____ *Judges 7*
Gideon followed God's plan and defeated a huge enemy army.
- 11 The Strong Man:** Samson Shows His Strength _____ *Judges 13-16*
God strengthened Samson to do amazing things.
- 12 The Reward:** Ruth Chooses the LORD _____ *Ruth 1-4*
God blessed Ruth because she chose to serve God and her family.
- 13 Review:** "God Helps Us"
Review favorite stories and activities during a special "festival."

Dear Teacher,

Welcome to **DiscipleLand**! Joshua followed Moses as God's helper among His people. Deborah, Gideon, Samson, and Ruth all used the tools the Lord gave them to assist the Israelites, too. What an exciting way to introduce your preschoolers to the concept that they, too, can be God's Kingdom helpers!

In this unit, your preschoolers will be encouraged to lead others bravely. They will learn to carefully avoid taking things that do not belong to them. And they will be encouraged to rely on God as they help others.

May the Lord bless you and your students as you encounter His Word together!

In the magnificent Jesus,

Sinda A. Anderson
Chris Ludwig
Becky Sammons
Rob Lassette
Camille Lassette
Anna E. Brudian
Jane Maday
Teri Sue Hobbs
Cheryl Blatchley
Craig Young
Mark P. Steen
Wendy Maday

Contents

Letter to Teacher	1
Why Is Discipleship Important?	2
How Does DiscipleLand Build Disciples?	3
How Does Preschool Build Disciples?	4
Meet Dee, Cy, Paul, and Chip	5
Anatomy of a Lesson	6
Preschool Curriculum Map	8
Lesson 1	10
Lesson 2	16
Lesson 3	22
Lesson 4	28
Lesson 5	34
Lesson 6	40
Lesson 7	46
Lesson 8	52
Lesson 9	58
Lesson 10	64
Lesson 11	70
Lesson 12	76
Lesson 13 Review	82
Age Level Characteristics	84
Learning Centers	86
Coloring Pages	88
Letter to Parents	96
Good News for Preschoolers!	97

DiscipleLand

Statement of Faith

We Believe...

The one, true God exists in the form of three distinct and equal persons—Father, Son, and Holy Spirit.

The Bible is God’s inspired, inerrant message to all people. In His holy Word, God has revealed eternal truths that shall ever remain humankind’s final authority for all matters pertaining to life and faith.

Jesus Christ is truly God and truly Man. He was conceived by the Holy Spirit, born of a virgin, and lived without sin, in perfect obedience to the Father. Christ performed great miracles and explained the kingdom of God, but was rejected by His people. He died on the cross for the sins of others, was buried, and rose victoriously to live forever.

All people are sinful by nature and deed, yet can be forgiven by God’s grace through faith in Jesus Christ. All who genuinely trust Christ are regenerated by the Holy Spirit and united with Him for eternity.

The Holy Spirit is fully God. He convicts the world of sin, indwells believers, empowers Christians to live holy lives, and distributes spiritual gifts for the edification of the Body of Christ.

Jesus Christ’s return is imminent. He will gather all who believe in Him and will establish His kingdom. All who reject Jesus Christ will endure eternal punishment in hell while those who place their faith in Christ will enjoy eternal life in heaven with Him.

Why Discipleship?

Jesus’ Master-Plan

Jesus’ preeminent passion, the focus of His ministry, His earthly delight—was His twelve disciples. It is certainly true that He ministered to the masses, but Christ poured His *life* into those twelve diverse men.

Jesus modeled discipleship to His select band of followers. The Lord knew that if He failed to effectively train the twelve, His mission would ultimately fall short of its global objective. Jesus *really loved* His disciples—and they knew it! Discipleship was Christ’s sole weapon to win the world. He never mentioned “Plan B.”

Anatomy of a Disciple

First and foremost, Jesus Christ calls every believer to follow Him. Walking in Jesus’ steps and being His disciple is the Christian’s highest privilege! When we examine the lives of dynamic disciples throughout history, we consistently find three components:

- *Knowledge*—Growing disciples **KNOW** God intimately
- *Character*—Growing disciples **LOVE** God passionately
- *Conduct*—Growing disciples **SERVE** God selflessly

Effective discipleship interweaves these three dimensions—knowledge, character, and conduct.

Children’s Discipleship

God has given parents primary responsibility for the spiritual training of their children. But most parents don’t know where to begin. They feel overwhelmed with this responsibility. So, parents often entrust this task to the church, or to chance.

It is time for churches to encourage and equip parents to carry out their responsibility. Jesus Christ commissioned the Church with only one task—“make disciples.” Disciplemaking is the most pivotal ministry that churches can provide. The vitality of the next generation of Christians hinges on the church’s willingness to do so. Churches must plan purposeful ministries to disciple parents and children. ***Children’s discipleship is the hope of the world!***

How Does **DiscipleLand** Build Disciples?

Jesus commissioned His followers with only one responsibility—to “make disciples.” **DiscipleLand**’s family of resources forms a comprehensive Children’s Discipleship System™ with four components:

DiscipleLand Preschool

launches children ages 2-5 to begin walking with God. 200 different Bible stories acquaint your preschool children with God’s power and His holy Word. The Old Testament series introduces children to God’s loving character. The New Testament series guides them to a personal friendship with Jesus.

DiscipleLand Kindergarten

inspires kids ages 5-6 to follow amazing Bible heroes. Your children will explore the wonder-filled dramas of fascinating Old and New Testament personalities—embracing 48 godly heroes and heroines they can respect and emulate. Along the way they will discover that Jesus was and is the special Hero who fulfilled God’s plan to rescue people and save the world.

DiscipleLand Core Bible

challenges children in grades 1-6 to become victorious disciples. Kids are equipped for Christian service through 24 quarters of sequential Bible curriculum. Every quarter builds on the foundation of knowledge and skills learned previously. Each lesson is packed with rock-solid Bible content and engaging graphics.

DiscipleLand Adventure

motivates kids in grades 1-6 to pursue their discipleship journey. Each captivating adventure takes children to locations around the world where they learn to creatively apply topical, Biblical principles. Along the way, your kids will develop practical skills for using God’s Word, relating to people, and living out their faith in the real world.

***DiscipleLand** helps children reach their
peak potential as dynamic disciples of Jesus Christ.*



To order resources, visit
DiscipleLand.com.

How Does Preschool Build Disciples?

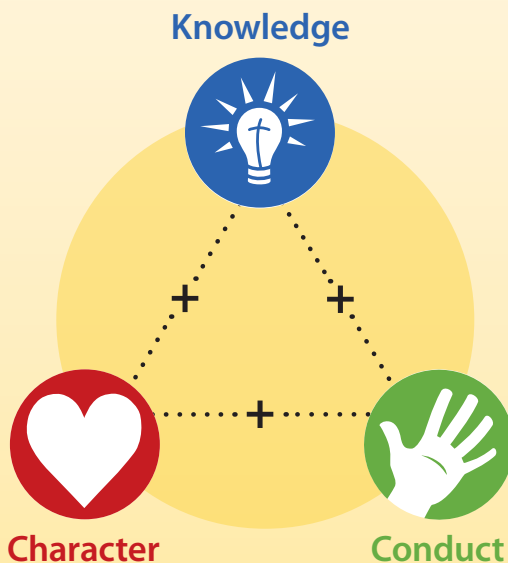
DiscipleLand partners with teachers and parents to help transform children into dynamic disciples of Jesus Christ. In **DiscipleLand Preschool** your kids will grow to **know** God intimately, to **love** Him passionately, and to **serve** Him selflessly, reaching their peak potential as Jesus' disciples.

- They develop a reservoir of **KNOWLEDGE** based on a Biblical worldview
- They display Christlike **CHARACTER** in every area of life
- They demonstrate faithful **CONDUCT** that honors God and helps people

KNOWLEDGE In **DiscipleLand Preschool**, 200 different Bible stories spark the minds of young children. The Old Testament sequence, *Discover God*, introduces your children to the amazing events that established and sustained the nation of Israel, God's people. In the New Testament sequence, *Discover Jesus*, your kids walk with Jesus and explore His marvelous words and mighty deeds. They also witness the exciting growth of the early church.

CHARACTER **DiscipleLand** stimulates the hearts of preschool children as they identify with the challenging situations that godly men and women encountered. Your kids relate to the struggles and victories that Bible-times people experienced. They capture Christ's passion for God and for people. They also embrace the convictions and values of first-century Christians who "turned the world upside down."

CONDUCT **DiscipleLand** encourages preschoolers to emulate Jesus Christ and the behavior of Old and New Testament heroes. Each lesson includes practical activities that guide your children to apply Biblical truths to their lives. Special *DiscipleTime* stories and puppet scripts support Bible passages and provide contemporary application ideas. *Parent Partners* segments suggest ways moms and dads can review and reinforce each lesson in the home.



Meet Dee, Cy, Paul, and Chip

DiscipleLand helps children become lifelong, active followers of Jesus Christ.

Dee, Cy, and Paul serve as role-model characters for your children. They demonstrate how to be Jesus' disciples—imparting confidence in the Bible, sensitivity to people, and love for God.

Dee, Cy, and Paul begin as preschoolers and “grow up” alongside your children through the elementary grades. This means that each child will continue to identify with *Dee, Cy, and Paul* and be inspired to become a *Dee-Cy-Paul* (disciple) of Jesus Christ!

Their lovable dog is named Chip. *Dee, Cy, Paul, and Chip* will escort your children through the exciting journey of Christian discipleship.



Dee, Cy, and Paul live in the same neighborhood, and they attend the same school and church.

Dee Morgan

- Social and hospitable
- Enjoys being outdoors and playing soccer
- Loves to daydream and sing
- An only child, adopted as a baby
- Chip is her dog
- Parents are Christians

Cy Yung

- Natural leader
- Objective and quick-witted
- Loves practical jokes and baseball
- Oldest of three children
- Becky is three years younger
- Diane will be born when he is seven
- Parents are not Christians

Paul Shepherd

- Observant and practical
- Organized and a “go-getter”
- Loves computers and basketball
- Creative and plays the guitar
- Youngest of four children
- Susan is the middle child
- Mark and Mike (twins) are the oldest
- Dad is a pastor

Chip (the dog)

- Belongs to Dee
- Yellow Labrador Retriever
- Playful, inquisitive, and brave

Anatomy of a DiscipleLand Lesson

The General

Big Idea After Moses died, God made Joshua a strong, brave leader.
Bible Passage Joshua Leads God's People—Joshua 1

Lesson Summary

Just as they need good shepherds, people need good leaders. Moses led God's people through the Sinai desert regions for forty years. They had learned to follow the Lord. But now that Moses had died, the people needed a new leader who could take them into the Promised Land. Joshua was the logical choice. He had been one of two spies who believed that God would help them overcome the mighty Canaanites. Joshua had led the army in victory over the Amalekites. He had been one of two spies who believed that God would help them overcome the mighty Canaanites. Joshua had remained faithful to Moses and God through all the wilderness travels. But Joshua was not a natural leader. He was timid, sometimes fearful, and indecisive.

Moses exhorted Joshua to be strong and courageous (Deuteronomy 31:7-8). Shortly after Moses passed from the scene, God reminded Joshua to be strong and courageous (three times: Joshua 1:6, 7-9). The tribal leaders of Israel also urged Joshua to be strong and courageous (Joshua 1:18). Clearly, Joshua would have to overcome his timidity to effectively carry Moses' mantle of leadership for Israel. People never become good leaders until they learn to be good followers. Joshua had been Moses' faithful understudy for forty years. Joshua meditated on the Scriptures daily, and he trusted the Lord to strengthen and embolden

him. Because of this, and with God's help, Joshua was able to assume this pivotal leadership role. A few children in your class probably exhibit Joshua's natural fear of leadership. Encourage them to trust the Lord to give them strength and to make them brave. Other preschoolers in your class will have a natural disposition to lead others. Encourage them to learn to be followers, too.

Pray for Wisdom

Lord, sometimes it is difficult to have courage in the face of circumstances that seem overwhelming. Thank You for providing examples of leaders who turned to You for courage and strength. Please give me strength as I lead these children. May my dependence on You be evident to them, and may they see more of You than they see of me. I ask this in Jesus' name, amen.

SUPPLIES

General Supplies
 Bibles, Disciple Guides (pages 1-6), Lesson stickers
 Pencils, markers, crayons, sponges (optional)
 Paper, scissors, tape, glue

Welcome & Worship Time
 • YOU BE THE LEADER: none

Bible Time
 Teaching Picture—The General
 • SNACK—cream cheese or frosting, graham crackers, teddy bear-shaped cookies
 • JOSHUA LED THE PEOPLE: none

Disciple Time
 Teaching Picture—The Bear Show
 • STRONG AND BRAVE LEADER MEDAL: felt paper, string or yarn, round pasta shapes

DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Joshua needed strength and courage to lead God's people into the Promised Land.

FEEL (character)

- Brave to follow the Lord.

DO (conduct)

- Ask God for courage and strength to do what is right.

Welcome & Worship Time

Topic—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—You Be the Leader
 Use alternate ideas to introduce this lesson, refer to the Additional "Learn By Doing" Activities on page 153.
 At the children's arrival, have them take turns leading each other around the room doing different kinds of movements. They can crawl, tiptoe, walk sideways or any other way. Make sure that all the children who want to get a chance to lead others around. Tell the children they will be hearing about how God helped one man become a great leader.

Sing With Joy

Moses' children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *To Canaan Follow, Follow* (traditional)
- *This Is My Commandment* (traditional)
- *To In the Lord's Army* (traditional)
- *I Have Decided to Follow Jesus* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Divide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse

Joshua 1:6
 "Be strong and brave as you lead God's people."

Unit Memory Verse

Judges 6:16
 "God said, 'I will help you.'"

Verse Activities

Have your children say the words as you lead them in a line. You may also have the children take turns leading the other children as they say the words.

Seek God's Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs. As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Bible truths in practical ways.

Tell the Truth

Open your Bible to the passage and place it on your lap. Show the Teaching Pictures. The Bible story is printed on page 12 and on the back of the sticker pack.
 The story, *The General*, is based on Joshua 1. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Story for Younger* version.
 Tell the children to snap their hands behind their ear every time they hear the word "listen" in the story. You may want to practice a few times before you begin. As you read the story, pause each time you say the word "listen."

Disciple Guide—page 1
 Place the appropriate stickers from the sticker pack on the picture as you reinforce the Bible story.

Talk and Snack
 Consider spreading cream cheese or frosting on a graham cracker. Then have the children add a few miniature teddy bear-shaped cookies standing up in a line in the frosting or cream cheese.

While you eat, talk about the Bible story. These questions will help you get started.

- Who became the new leader of God's people?
- Where did God want Joshua to lead His people?
- Who promised to help Joshua be a good leader?
- Who promised to follow and obey Joshua?

Play and Move

Play a version of the game, "Red Light, Green Light." Have the children line up on one wall with a large space between you and them. Explain to them that when you say "Go," they may move toward you in some manner, such as baby steps, giant steps, tiptoeing, or walking sideways. When you say "Stop," they must stop moving and freeze. After one or more children reach you, the game ends. Encourage children to take turns leading the game.

Disciple Guide—page 3
 Talk with your children about who is the leader in each situation on the page. Have them draw lines to connect the followers to their leaders.

For the Teacher

This section is all for you, the teacher, to begin preparing for the lesson. It will bring the lesson's main points into focus and arm you with information and inspiration. It includes a summary of the lesson and a prayer to encourage you before presenting the lesson to your kids.

Disciple Targets A list of key Bible truths and response goals for your children. By the end of each lesson, kids should know, feel, and be able to do each listed item.

Supplies A complete list of supplies for all suggested activities.

Welcome & Worship Time

Prepare your children for the Bible story by involving them in learning activities.

Learn By Doing Enjoy an opening activity or participate in learning centers together.

Sing with Joy Develop your preschoolers' love of music and singing.

Rehearse the Verse Review the memory verse. We provide a new Bible verse for each lesson, a verse for each month, or a verse for the entire quarter. You are free to decide which will work best for your children.

Seek God's Blessing Pray that God will bless your time together with the children.

Learn By Doing—Joshua Led the People

(For alternate ideas to reinforce the Bible story, refer to the Additional "Learn By Doing" Activities on page 153.)

Sing this song to the tune of *The Farmer in the Dell*.

Joshua led the people,
 Joshua led the people,
 God made him brave and strong
 So he could lead the people.
 God will make me brave,
 God will make me brave,
 I can lead like Joshua,
 "Canoe God will make me brave."

Pray for People

Ask for prayers regularly. Pray for each personal concern. Pray that your students would be courageous to lead others when they were asked to.

Bible Story—The General

(based on Joshua 1)
 God's people lived in the desert. It was very dry. It was very sandy. It was very hot! Moses was their leader. He listened to God. Moses told the people how to obey the Lord. But now Moses was old. It was time for a new leader. Who would be the next leader for God's people?
 For many years, Moses had a helper named Joshua. He loved and obeyed God. But sometimes Joshua was not brave. Sometimes Joshua did not know what to do. Sometimes Joshua was afraid. Who would be a good leader for God's people?

Next, the Lord told Joshua, "Read the Bible every day. Listen to Me. Obey and follow Me, Joshua. If you do these things, I will be with you everywhere you go. If you follow Me, then you will be a great leader."
 Joshua was excited. He wanted to obey God. He wanted to be strong and brave. He wanted to follow God. "Get ready!" Joshua told the people. "Soon it will be time to go. The Lord promised to give us this land. It will be our new home."
 "Hooray!" the people told Joshua. "We're glad you're our new leader. We'll obey you just like we obeyed Moses. We need a strong, brave leader. Listen to the Lord, and we'll listen to you. Do everything God says, and we'll follow you."

God told Moses what to do. One day, Moses put his hand on Joshua's head. Then Moses prayed, "God, please bless Joshua. Help him be brave. Show Joshua what to do." That day, God made Joshua very wise. Now Joshua would be brave. Now Joshua would not be afraid. Now Joshua would know what to do.

The General (Summary/Review)
 Moses was a good leader, but now he was very old. God's people needed someone new.
 "The Lord has chosen you to lead us," Moses told Joshua. "Be strong and brave because God is with you!"

Moses knew that God would help Joshua. "Thank you for being a good helper," Moses told Joshua. "Now God wants you to be our new leader. God will help you be strong and brave."

After Moses died, Joshua became leader of God's people. "Read the Bible every day and follow Me," the Lord encouraged Joshua. "I will help you lead My people!"

After Moses died, the Lord spoke to Joshua. "I want you to lead My people. You will lead them to a new land. Don't worry, Joshua. Just as I was with Moses, I will be with you, too."

"You must be strong and brave," the people reminded Joshua. "Do everything God tells you, and we will follow you."

"Be strong and brave!" God reminded him. "Don't be afraid. I will help you lead the people. Do everything My way. Obey Me every day. And be sure to pray. Then you will be a good leader!"

Disciple Guides

Your children will enjoy their carefully designed, full-color workbooks. They will have fun placing special stickers in key areas on the first page. The second page features a beautiful Bible picture that captivates children. Encourage parents to ask the questions and do the activities with their kids.

The third page of each lesson is designed to help children develop thinking skills appropriate to their age level. The fourth page features an adventure story with Dee, Cy, and Paul.

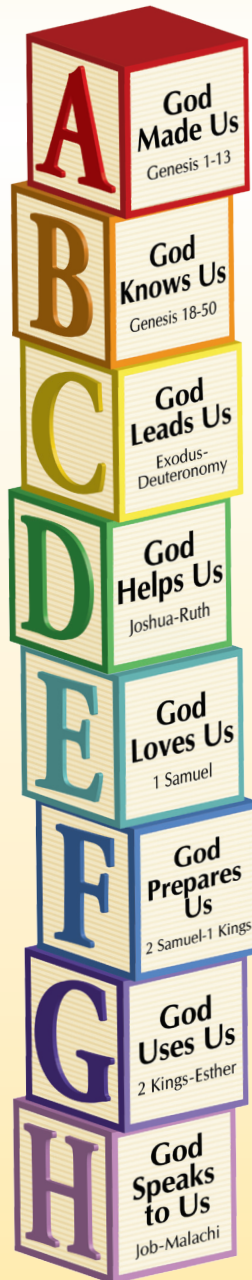


Curriculum Map

Discover God

Old Testament Building Blocks

Introduce children to God's greatness and plan.



Witness God's power and pleasure as He creates the entire universe!

Observe the patriarchs of the faith who learn to trust God through challenges and opportunities.

Join Moses as he leads God's people from captivity in Egypt to freedom at Mt. Sinai.

Follow the adventures of the men and women who conquer and settle the promised land.

See God shape leaders to shepherd His people through everyday situations and supernatural events.

Share the experiences of anointed kings who lead God's people wisely.

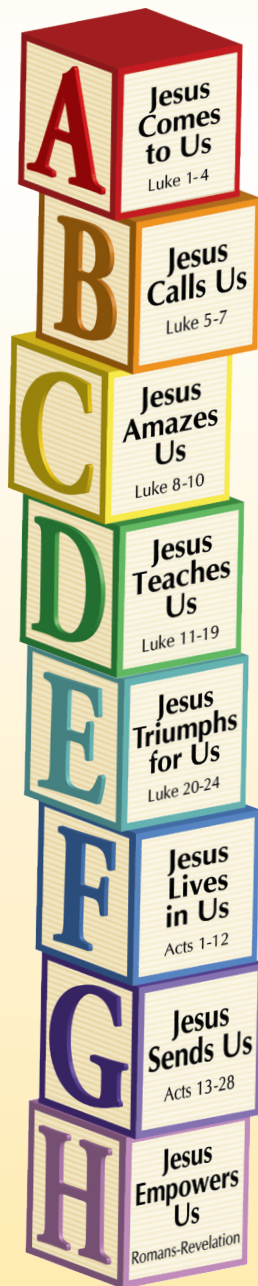
Watch in amazement as prophets like Elijah and Elisha demonstrate God's mighty power.

Celebrate God's greatness in the Psalms and through the lives of devout prophets like Daniel and Jonah.

Discover Jesus

New Testament Building Blocks

Guide preschoolers to become Jesus' friends.



A
Jesus Comes to Us
Luke 1-4

Celebrate the momentous event when God sends His special Son, Jesus, to join His people.

B
Jesus Calls Us
Luke 5-7

Watch as Jesus calls together twelve special friends and teaches them to trust His Father.

C
Jesus Amazes Us
Luke 8-10

Worship Jesus as He performs magnificent miracles and serves people in need.

D
Jesus Teaches Us
Luke 11-19

Eagerly listen to Jesus' messages and respond to His life-giving words.

E
Jesus Triumphs for Us
Luke 20-24

Rejoice as Jesus dies to forgive sins and rises victoriously from the grave!

F
Jesus Lives in Us
Acts 1-12

Join Jesus' friends who see Him ascend to heaven and who receive the gift of the Holy Spirit.

G
Jesus Sends Us
Acts 13-28

Discover Jesus' love for people everywhere as early missionaries tell others about Jesus.

H
Jesus Empowers Us
Romans-Revelation

Experience Jesus' indwelling power as Christians trust God to accomplish His great plan.

The General

Big Idea After Moses died, God made Joshua a strong, brave leader.

Bible Passage Joshua Leads God's People—Joshua 1

Lesson Summary

Just as sheep need good shepherds, people need good leaders. Moses led God's people through the Sinai desert regions for forty years. They had learned to follow the Lord. But now that Moses was dead, the people needed a new leader who could take them into the Promised Land.

Joshua was the logical choice. He had been Moses' lieutenant for many years. Joshua had led the army in victory over the Amalekite raiders. He had been one of two spies who believed that God would help them overcome the mighty Canaanites. Joshua had remained faithful to Moses and to God through all the wilderness travails. But Joshua was not a natural leader. He was timid, sometimes fearful, and indecisive.

Moses exhorted Joshua to be strong and courageous (Deuteronomy 31:7-8). Shortly after Moses passed from the scene, God reminded Joshua to be strong and courageous (three times: Joshua 1:6, 7, 9). The tribal leaders of Israel also urged Joshua to be strong and courageous (Joshua 1:18). Clearly, Joshua would have to overcome his timidity to effectively carry Moses' mantle of leadership for Israel.

People never become good leaders until they learn to be good followers. Joshua had been Moses' faithful understudy for forty years. Joshua meditated on the Scriptures daily, and he trusted the Lord to strengthen and embolden

him. Because of this, and with God's help, Joshua was able to assume this pivotal leadership role.

A few children in your class probably exhibit Joshua's natural fear of leadership. Encourage them to trust the Lord to give them strength and to make them brave. Other preschoolers in your class will have a natural disposition to lead others. Encourage them to learn to be followers, too.

Pray for Wisdom

Lord, sometimes it is difficult to have courage in the face of circumstances that seem overwhelming. Thank You for providing examples of leaders who turned to You for courage and strength.

Please give me strength as I lead these children. May my dependence on You be evident to them, and may they see more of You than they do of me. I ask this in Jesus' name, amen.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 1-4), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- YOU BE THE LEADER: none

Bible Time

- Teaching Picture—The General
- SNACK—cream cheese or frosting, graham crackers, teddy-bear-shaped cookies
- JOSHUA LED THE PEOPLE: none

Disciple Time

- Teaching Picture—The Bear Show
- STRONG AND BRAVE LEADER MEDAL: foil paper, string or yarn, round pasta shapes



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Joshua needed strength and courage to lead God's people into the Promised Land.

FEEL (character)

- Brave to follow the Lord.

DO (conduct)

- Ask God for courage and strength to do what is right.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—You Be the Leader

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 15.)

As the children arrive, have them take turns leading each other around the room doing different kinds of movements. They can crawl, tiptoe, walk sideways or any other way. Make sure that all the children who want to get a chance to lead others around. Tell the children they will be hearing about how God helped one man become a great leader.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *I’m Gonna Follow, Follow* (traditional)
- *This Is My Commandment* (traditional)
- *I’m In the Lord’s Army* (traditional)
- *I Have Decided to Follow Jesus* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 1:6
“Be strong and brave to lead God’s people.”

Monthly Memory Verse: Joshua 1:6
“Be strong and brave to lead God’s people.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words as you lead them in a line. You may also have the children take turns leading the other children as they say the words.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The General as you tell or read the story. (The Bible story is printed on page 12 and on the back of the Teaching Picture.)

The story, *The General*, is based on Joshua 1. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Tell the children to cup their hands behind their ears every time they hear the word “listen” in the story. You may want to practice a few times before you begin. As you read the story, pause each time you say the word “listen.”

Disciple Guide—page 1

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider spreading cream cheese or frosting on a graham cracker. Then have the children add a few miniature teddy-bear-shaped cookies standing up in a line in the frosting or cream cheese.

While you eat, talk about the Bible story. These questions will help you get started.

- Who became the new leader of God’s people?
- Where did God want Joshua to lead His people?
- Who promised to help Joshua be a good leader?
- Who promised to follow and obey Joshua?

Play and Move

Play a version of the game, “Red Light, Green Light.” Have the children line up on one wall with a large space between you and them. Explain to them that when you say “Go,” they may move toward you in some manner, such as baby steps, giant steps, tiptoeing, or walking sideways. When you say “Stop,” they must stop moving and freeze. After one or more children reach you, the game ends. Encourage children to take turns leading the game.

Disciple Guide—page 3

Talk with your children about who is the leader in each situation on the page. Have them draw lines to connect the followers to their leaders.

Learn By Doing—Joshua Led the People

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 15.)

Sing this song to the tune of *The Farmer in the Dell*.

*Joshua led the people.
Joshua led the people.
God made him brave and strong
So he could lead the people.

God will make me brave.
God will make me brave.
I can lead like Joshua.
‘Cause God will make me brave.*

Pray for People

Ask for prayer requests. Pray for each personal concern. Pray that your students would be courageous to lead others when they are asked to.

Bible Story—The General

(based on Joshua 1)

God’s people lived in the desert. It was very dry. It was very sandy. It was very hot! Moses was their leader. He listened to God. Moses told the people how to obey the LORD. But now Moses was old. It was time for a new leader. Who would be the next leader for God’s people?

For many years, Moses had a helper named Joshua. He loved and obeyed God. But sometimes Joshua was not brave. Sometimes Joshua did not know what to do. Sometimes Joshua was afraid. Who would be a good leader for God’s people?

God told Moses what to do. One day, Moses put his hand on Joshua’s head. Then Moses prayed, “God, please bless Joshua. Help him be brave. Show Joshua what to do.” On that day, God made Joshua very wise. Now Joshua would be brave. Now Joshua would not be afraid. Now Joshua would know what to do.

Moses knew that God would help Joshua. “Thank you for being a good helper,” Moses told Joshua. “Now God wants you to be our new leader. God will help you be strong and brave.”

After Moses died, the LORD spoke to Joshua. “I want you to lead My people. You will lead them to a new land. Don’t worry, Joshua. Just as I was with Moses, I will be with you, too.

“Be strong and brave!” God reminded him. “Don’t be afraid. I will help you lead the people. Do everything My way. Obey Me every day. And be sure to pray. Then you will be a good leader.”

Next, the LORD told Joshua, “Read the Bible every day. Listen to Me. Obey and follow Me, Joshua. If you do these things, I will be with you everywhere you go. If you follow Me, then you will be a great leader.”

Joshua was excited. He wanted to obey God. He wanted to be strong and brave. He wanted to follow God. “Get ready!” Joshua told the people. “Soon it will be time to go. The LORD promised to give us this land. It will be our new home.”

“Hooray!” the people told Joshua. “We’re glad you’re our new leader. We’ll obey you just like we obeyed Moses. We need a strong, brave leader. Listen to the LORD, and we’ll listen to you. Do everything God says, and we’ll follow you.”

The General (Summary/Review)

Moses was a good leader, but now he was very old. God’s people needed someone new.

“The LORD has chosen you to lead us,” Moses told Joshua. “Be strong and brave because God is with you!”

After Moses died, Joshua became leader of God’s people. “Read the Bible every day and follow Me,” the LORD encouraged Joshua. “I will help you lead My people!”

“You must be strong and brave,” the people reminded Joshua. “Do everything God tells you, and we will follow you.”



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What was Paul excited about after school?
- Who would watch Paul in the class play?
- Why was Paul afraid to lead his class in singing?
- Who sang “The Bear Song” loudest of all?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing—Strong and Brave Leader Medal

Supplies: copies of medal from page 15, string or yarn, round pasta shapes, glue or tape

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 15.)

See activity description on page 15.

Remind the children that when they rely on God, He will make them strong and brave when they lead.

Pray for Life-Change

Ask the Lord to help the children depend on Him when they lead others.

Dee-Cy-Paul Story “The Bear Show”

“Dad, guess what happened at school today?” Paul shouted as he closed the door behind him.

“I don’t know, Paul, but it sounds exciting!” said Mr. Shepherd. “What’s up?”

“I got the main part in our class play, The Bear Show,” explained Paul. “I’m Bear!”

“That’s great, Paul! That’s awesome!” answered his dad. “When is the play?”

“This paper tells all about it,” Paul answered, digging through his backpack. He handed the slip of paper to his dad.

“Great—it’s on a Saturday! So your mom and I can watch, and we’ll bring Mark, Mike, and Susan. And of course your grandparents will want to come, and I’m sure Uncle Jim and Aunt Trisha would like to see the play, too. And then....”

“Wow,” Paul interrupted. “That’s a lot of people!”

“Well, sure, Paul. Your family loves you very much. We will all want to see you in the play, especially since you got the main part!” Mr. Shepherd smiled. “Would you like someone to help you learn your lines? I’d be glad to help.”

“Um, thanks, Dad, but I think I’d like to go play in my room,” answered Paul. “Maybe later.”

“Okay, Paul. Just let me know!”

Paul walked quietly to his room, shut the door, and sat on the bed. He wanted to think. He had been so happy that he was playing Bear in the class play. Now he didn’t feel happy at all. Now he felt a little bit...afraid.

“There are going to be tons of people at the play!” he realized. “It won’t just be all the people from my family, but all the people from all the other kids’ families, too!”

Paul thought and thought. He remembered that at the end of the play, all the kids in the play would make a long line behind him. Then they would walk through the audience singing The Bear Song. Paul would be the first person in

the line. He was the leader, because he was Bear.

“Oh, no!” Paul cried out loud. “What if I forget the words to The Bear Song? What if I forget what I’m supposed to say? What if I’m a terrible Bear?” Suddenly, Paul wasn’t sure he wanted to be the leader. Being Bear didn’t sound like very much fun anymore.

Paul’s Dad heard him shout, and came into the room. “What’s the matter, buddy? Are you okay?”

Paul shook his head. “No! I don’t want to be Bear anymore!”

Mr. Shepherd was confused. “What do you mean?” he asked. “A few minutes ago, you were thrilled to play Bear!”

“I know,” Paul answered. “But then I thought about leading all the kids in the class, and all of the people who will be there. I thought about singing The Bear Song in front of them, and now it just doesn’t seem like fun at all! What if I’m a terrible Bear?”

Paul’s dad understood. He asked, “Are you afraid that you’ll mess up and won’t be a very good leader?”

Paul nodded.

“You know, another leader in the Bible was afraid that he wouldn’t do a very good job. His name was Joshua. So do you know what he did?”

“What?”

“He asked for God’s help!” answered Mr. Shepherd. “Joshua was afraid, and he wanted to do a good job leading. So he asked God to help him be brave, and to help him be a good leader. And God did help him!”

Paul sat thoughtfully, then asked, “Dad, do you think God would help me, too?”

Mr. Shepherd smiled. “Of course He will!”

Together, Paul and his dad prayed and asked God to help Paul be brave and be a good leader. And the next week, when it was time to sing The Bear Song at the class play, Paul sang loudest of all.

Dee-Cy-Paul Puppet Script "The Bear Show"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a small backpack and a piece of paper for Paul, and a man's hat for Cy. You will also need a pillow and a blanket.

INTRODUCTION

[Enter Cy and Paul.]

Cy: Hey, Paul! Today we get to tell a story about being a brave leader.

Paul: Great! I know a good one—let's tell the story about when our class did the play called The Bear Show. Will you play my dad?

Cy: Sure! Let's get started!

[Exit Cy and Paul.]

SCRIPT

[Set the pillow and blanket up at one end of the stage. Cy is onstage, wearing the man's hat. Enter Paul, wearing the backpack and with the piece of paper attached to his hand.]

Paul: [Excited.] Dad, guess what happened at school today?

Cy: I don't know, Paul, but it sounds exciting. What's up?

Paul: I got the main part in our class play, The Bear Show. I'm Bear!

Cy: That's great, Paul! That's awesome! When is the play?

Paul: This paper tells all about it. [Looks the slip of paper over.] It's very soon—look!

Cy: [Examines Paul's paper.] Great—it's on a Saturday! So your mom and I can watch, and we'll bring Mark, Mike, and Susan. And of course your grandparents will want to come, and I'm sure Uncle Jim and Aunt Trisha would like to see the play, too. And then....

Paul: [Interrupts.] Wow—that's a lot of people!

Cy: [Nods.] Well, sure Paul. Your family loves you very much. We will all want to see you in the play, especially since you got the main part! Would you like someone to help you learn your lines? I'd be glad to help.

Paul: Um, thanks, Dad, but I think I'd like to go play in my room. Maybe later.

Cy: Okay, Paul, just let me know!

[Exit Cy. Paul walks quietly across the stage to the pillow and blanket—his "room." He sits on the blanket, looks at the paper in his hands, sighs, and shakes his head.]

Paul: I was so happy that I was going to play Bear in the class play. Now I don't feel happy at all! Now I feel a little bit...afraid. [Pauses.] There are going to be tons of people at the play. It won't just be all the people from my family, but all the people from all the other kids' families, too! [Pauses again.] Then there's that part in the play—when all of the kids make a long line behind me. We walk through the audience in our line and sing The Bear Song. I'm the first person in line! I'm supposed to be the leader, because I'm Bear. [Shakes his head.] I'm not sure I want to be the leader. Being Bear doesn't sound like very much fun anymore. [Shouts.] What if I forget the words to The Bear Song? What if I forget what I'm supposed to say? What if I'm a terrible Bear?

[Enter Cy, rushing after hearing Paul shout.]

Cy: What's the shouting about? What's the matter, buddy? Are you okay?

Paul: [Shakes his head.] No! I don't want to be Bear anymore!

Cy: [Confused.] What do you mean? Just a few minutes ago, you were thrilled to play Bear!

Paul: I know. But then I thought about leading all the kids in the class, and all of the people who will be there. I thought about singing The Bear Song in front of them, and now it just doesn't seem like fun at all! What if I'm a terrible Bear?

Cy: [Nodding his head.] I understand. Are you afraid that you'll mess up and won't be a very good leader?

Paul: [Nods.] Yes.

Cy: You know, another leader in the Bible was afraid that he wouldn't do a very good job. His name was Joshua. So do you know what he did?

Paul: What?

Cy: He asked for God's help! Joshua was afraid, and he wanted to do a good job leading. So he asked God to help him be brave, and to help him be a good leader. And God did help him!

Paul: [Pauses thoughtfully.] Dad, do you think God would help me, too?

Cy: Of course He will! Let's pray together and ask God to help you be brave and be a good leader.

Paul: Okay, Dad.

[Paul and Cy bow their heads. Curtain.]

APPLICATION

[Enter Paul, and Cy without the man's hat.]

Cy: So, the show went on, and we had our play. And Paul was awesome as Bear!

Paul: Yeah, it was a lot of fun. I wasn't afraid at all the day of the play, and I know it's because God was helping me be a strong and brave leader. I really needed God's help!

Cy: So, are you brave enough to sing The Bear Song in front of these kids?

Paul: Sure—God will help me! Are you ready, kids? [Paul sings "The Bear Song" to the tune of "Twinkle, Twinkle, Little Star."]

When someone asks you,
"Where is Bear?"

Just point and say, "He's over there.
He never stays home in his cave,
He always wants to sing and play."
I am Bear, I have no cares,
I sing, sing, sing, sing everywhere!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#1) for children to color. (See page 88 of this Teacher Guide.)

Strong and Brave Leader Medal

(suggested Disciple Time activity)

Supplies: foil paper, string or yarn, round pasta shapes, glue or tape

Before class, make a medal from foil paper for each child and write “[child name] is Brave and Bold.” Punch holes in the top as indicated on the pattern. Cut a 12” length of yarn or string for each child, and dip the ends in glue and allow to dry, or wrap with tape. Give each child a medal, a piece of string or yarn, and some pasta. Show the children how to string the medal on the yarn or string and how to add pasta pieces on both sides of the medal. Tie the ends of the string together to form a necklace for the children. Remind them that when they rely on God, He will make them strong and brave when they lead.

What Leaders Do

Have the children act out the jobs that some of your church leaders do. Some ideas include: leading the choir, collecting and counting the money from the offerings, answering the phones, praying and teaching, and helping sad or needy people.

Leaders in Our Room

Help your children realize that adults aren’t the only people who can be church leaders. Discuss with your children ways that they can lead in your room. Invite any child who is comfortable doing so to practice leading in an activity. Some ideas you might consider include: a “welcome leader,” who helps new people feel welcome; a “song leader;” or a “cleaning leader,” who makes sure the trash around the room is picked up.

Who Does It?

Sing this song to the tune of *Are You Sleeping, Brother John?* At the end of the song, name a leadership job at your church and see if anyone can name who does that job. Tell the children who does the job and discuss what things they have to do in that job.

*Special people, special people
Have big jobs, have big jobs.
Leading in our church,
leading in our church.
God helps them. God helps me.*

Directed Drawing

(for older preschoolers)

Supplies: white paper, crayons, simple drawings

Have the children work in small groups of three or four children. Give one child a copy of a simple drawing of a house or outdoor scene. Give the other children paper and crayons. Have the first child lead the children in drawing the same item as the picture he or she has. The children should draw what the first child directs without looking at the picture. Let the children trade roles with a new simple drawing.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional “Learn By Doing” activities.

The Rope

Big Idea *Rahab kept the spies safe because she trusted God.*

Bible Passage *Rahab Hides the Spies—Joshua 2*

Lesson Summary

The Lord blessed Joshua with a spirit of wisdom (Deuteronomy 34:9). He had learned an important lesson from the disastrous experience forty years earlier when the Israelites listened to the ten spies who were afraid of the Promised Land “giants” (Numbers 14). This time, Joshua secretly sent two men to spy out the land. In case the spies returned with negative news, Joshua didn’t want their report to disillusion all the people.

To Joshua’s delight, the spies returned with tremendous news! The courage of the Canaanite people had already melted away. These people knew all about the exploits of the Israelites. They knew that the Lord was Israel’s powerful Ally. They feared that God’s people would soon overrun the land. This report must have heartened Joshua and increased his courage to lead the Israelites into the Promised Land.

In this story, Rahab clearly proclaims her faith in the Lord. Though she had undoubtedly grown up worshipping the false Canaanite deities, Rahab openly acknowledged to the spies that she believed the Lord was Sovereign in heaven and earth. Rahab decided that it was better to show allegiance to God and His people than to lead the king of Jericho to the roof of her house where the spies were hiding. Rahab believed. She took a great risk to protect the two spies.

Of course, God does not condone Rahab’s life of prostitution. Nor does He endorse her lie regarding the whereabouts of the spies. God does, however, affirm Rahab’s faith. After the fall of Jericho, Rahab evidently settled among the Hebrews, married, and lived among the devout. Her name is registered in the “hall of faith” (Hebrews 11:31). Rahab also holds the distinction of being in the genealogy of both King David and the Lord Jesus (Matthew 1:5).

Preschool children can show their faith in a variety of ways. Encourage your class to trust God to help them. Invite the children to look for ways to help others who are in need.

Pray for Wisdom

Precious Father, Rahab’s faith is so inspiring! She selflessly faced the impending destruction of Jericho, because she believed in You and Your power. Thank You for being the Rock—my Helper in times in trouble.

As I teach the children, help me communicate practical ways they can help others in need. I pray in Jesus’ name, amen.



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Rahab believed in the Lord, so she hid the two spies and helped them escape.

FEEL (character)

- Confident that they can trust God to help them help others.

DO (conduct)

- Show faith in God by helping people who are in need.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 5-8), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- HIDE: small blankets, mats

Bible Time

- Teaching Picture—The Rope
- SNACK— celery sticks, slices of cheese, long red licorice whips
- YOU ARE GREAT!: none

Disciple Time

- Teaching Picture—Breakfast in the Park
- ROPE OF FAITH: long chenille wires

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Hide

Supplies: small blankets and mats

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 21.)

Set out the blankets and mats. Have the children hide under them. Have other children try to guess who is under the blankets and mats. Explain to them that they will hear about some men who hid on a rooftop.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *Serve Him, Serve Him* (traditional)
- *A Helper I Will Be* (traditional)
- *Do For Others* (traditional)
- *Love One Another* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 2:6
“Rahab hid the two spies at her house.”

Monthly Memory Verse: Joshua 1:6
“Be strong and brave to lead God’s people.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while they cover their heads. Remind them that Rahab hid the spies on her roof under some bundles of grain.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The Rope as you tell or read the story. (The Bible story is printed on page 18 and on the back of the Teaching Picture.)

The story, *The Rope*, is based on Joshua 2. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Tell your children to make their faces show the emotions mentioned in the story. Have them practice by making an excited face, a brave face, an angry face, a frightened face, and a happy face. Pause when you come to the emotion words in the story to allow the children time to make an appropriate facial expression.

Disciple Guide—page 5

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

To remind the children of the two spies Rahab hid, consider serving two small celery sticks hidden under a slice of cheese. You could also serve a long red licorice whip to remind the children of the long red cord Rahab hung from her window.

While you eat, talk about the Bible story. These questions will help you get started.

- How many soldiers did Joshua send to spy out the land?
- What city did the spies go to?
- Who helped to hide the spies from the king of Jericho?
- What did Rahab tie to her window so her family would be safe?

Play and Move

Have your children pretend to do all the things that Rahab did: climb the stairs to the roof; cover the spies; tell the soldiers “no”; hang a cord out her window. They can also pretend to do the things the spies did in the story.

Disciple Guide—page 7

Have the children identify ways to help people in need by matching the pictures on the right with the pictures on the left. Have the children draw lines matching the pictures as you talk about ways they can help.

Learn By Doing—You Are Great!

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 21.)

Sing this song to the tune of *If You’re Happy and You Know It*, and do the actions indicated.

You are great when you’re helpful and you serve.

(Move clasped hands on both sides of head, like a winner.)

You are great when you’re helpful and you serve.

(Repeat motions above.)

You show faithfulness

(Put hands together in prayer.)

When you help those with less.

(Shake head “no.”)

You are great when you’re helpful and you serve.

(Repeat motions for first line.)

Pray for People

Ask for prayer requests. Pray for each personal concern. Pray that your students would be confident that they can trust God to help them.

Bible Story—The Rope

(based on Joshua 2)

God’s people were camped right beside the land the LORD had promised to give them. Joshua was excited and ready to lead everyone across the Jordan River to their new home.

“Cross the river and look over the land,” Joshua told two of his best soldiers. “Go to the city of Jericho and learn about the people. But don’t let anyone find out what you are doing. Then come back here and tell me what you learn.”

The two spies were brave. They crossed the river and walked through the land. They entered Jericho’s city gates. They went into the house of a woman named Rahab. But someone saw the spies go into Rahab’s house. Someone told the king of Jericho.

The king became angry. “Bring those two men out of your house,” he ordered Rahab. “They are our enemies. We know they have come to spy on our city.”

“Yes, the men came here earlier today,” Rahab told the king. “They left just before dark. Go quickly! You might be able to catch them before they cross the river.” But the spies were really hiding on the roof of Rahab’s house. Rahab kept the men safe from the king.

When the king’s soldiers left, Rahab told the spies, “I know that the LORD will give you this land. All the people in Jericho are afraid of you. We’ve heard that God has done great things for you. I believe that the LORD rules heaven and earth.”

Then Rahab asked the spies, “Since I helped hide you from the king, please help me. When your people come to Jericho, don’t harm me, or my family. Please protect us from your soldiers.”

“We will keep you and your family safe,” the spies promised Rahab. “Tie this red rope in your window. We won’t harm anyone inside this home.” Then the spies used a rope to climb down the city wall to the ground. They hid in the hills for three days.

The spies were happy when they returned to Joshua. They told him that the people in Jericho were afraid. They told him that Rahab believed in the LORD. Now Joshua knew that God would help them win the land He had promised.

The Rope (Summary/Review)

“Go explore Jericho,” Joshua told two men. “Don’t let anyone catch you spying!”

The spies sneaked into the city and stayed at Rahab’s house. Soldiers looked everywhere, but they didn’t find the spies. Rahab had hidden them on her roof.

“Your God is great and mighty,” Rahab told the spies. “When He gives you this land, please protect my family.”

“Tie this red rope in your window,” they replied. “Everyone inside this house will be safe.” Then the spies climbed down the wall.

They reported to Joshua, “The LORD will give us Jericho!”

Disciple Time



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- Why did Cy's dad wake him up early one Saturday morning?
- To whom were Paul, Cy, and Mr. Yung serving breakfast?
- What did Cy think about serving breakfast?
- How does God want us to treat people who have less than we have?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Rope of Faith

Supplies: long chenille wires

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 21.)

See activity description on page 21.

Have the children take their ropes home to remind them to show their faith in God by helping people in need.

Pray for Life-Change

Ask the Lord to help your children show their faith by helping those who are in need.

Dee-Cy-Paul Story "Breakfast in the Park"

Cy woke up when he felt his dad shaking him. "Wake up, Cy."

Cy pulled his blanket over his head. "It's too early, Dad!"

Mr. Yung laughed and pulled the blanket back down. "Too early for what? Come on! We still need to pick up Paul."

Cy groaned and got out of bed to brush his teeth. He had been dreading this morning all week. Normally on Saturday mornings he would sleep late, eat breakfast in his pajamas, and watch cartoons with his sister. But this Saturday morning was different.

"Bundle up, Cy," his dad called. "It's very cold outside!"

Cy groaned again. Today, Cy's dad was taking Paul and Cy to the park to help serve breakfast to people who were very, very poor. Cy's dad had told them that most of the people were so poor that they didn't even have homes to live in!

Cy didn't like getting up early in the morning—especially when it was so cold. But there was another reason why Cy had been dreading this morning all week long. Cy wasn't so sure that he wanted to spend his morning with people who were poor.

As he and his dad drove to pick up Paul, Cy complained, "I just don't see why I couldn't sleep late today!"

Mr. Yung replied, "Cy, you sleep late almost every Saturday. But today we're going to do something different. It's very important to help people with special needs."

Cy yawned. He didn't understand why it was so important to help.

Paul was excited to be awake and to help serve breakfast to the poor people. "This is going to be lots of fun, Cy!" he said as he got into the car.

"Sure. If you say so," Cy answered. He didn't sound so sure.

When they arrived, lots of people were already waiting in line to be served

breakfast. Tables had been set up all around the park. Mr. Yung led Paul and Cy across the park to the workers' tent. When he found out what their jobs would be, he took them over to a cart full of pitchers of orange juice.

"Okay, boys," said Mr. Yung. "Your job will be to make sure that everyone has enough orange juice. So just carry the pitchers around, and if people ask you for more, fill up their cups. You can even work together. Okay?"

"Sure thing, Mr. Yung," answered Paul.

Cy and Paul walked around the park with a pitcher of juice, filling up people's cups. As they walked, Cy asked Paul, "Why are we out here today?"

"What do you mean?" Paul wondered.

"Well, I'd rather be at home watching cartoons," Cy answered. "I think that would be more fun than spending time helping a bunch of poor people. Don't you think that they're kind of, you know, weird?"

"Because they're poor?" said Paul. "No, I don't think that they're weird because they're poor. I think they're just like us! And there's a very good reason to help people who are in need."

"Really? What is it?" Cy asked.

"Because God tells us to help others who don't have the things we have," Paul explained. "God says that when we help people who are in need, we're showing how much we love Him."

Just then, Cy noticed that Paul was pouring the last of the juice for a little boy who was their age. "I know him from school," thought Cy. "He's not weird!" Suddenly, showing God's love seemed like lots of fun!

"Wow!" said Cy. "Showing God how much we love Him sounds like a great reason to miss Saturday cartoons!" He looked at Paul's empty pitcher. "Let's go get another pitcher of juice, and show God how much we love Him!"

"Great idea, Cy!" said Paul as they ran across the park.

Dee-Cy-Paul Puppet Script “Breakfast in the Park”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need hats, mittens, and heavy coats for Cy and Paul, and an old, torn coat for Dee.

INTRODUCTION

[Enter Dee, Cy, and Paul. Cy has his arms wrapped around himself and is shivering.]

Cy: It's kind of cold in here today!

Dee: Do you think so? I think it's nice.

Paul: I think Cy just doesn't like to be cold. I could tell you about a morning when Cy was very, very cold!

Cy: You mean the morning when we were at the park?

Paul: Yep! That's the one!

Cy: [Groans.] Do you really want to tell that story?

Dee: Oh, yeah. I definitely want to hear it.

Paul: What about you, kids? Do you want to hear the story?

[Encourage audience to respond.]

Dee: Then let's get started!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Enter Cy and Paul, in coats, hats, and mittens. Throughout their conversation, Cy shivers.]

Cy: Brrrr! It's so cold out here.

Paul: I think it's nice. It's not as cold as it was a couple of months ago—summer will be here soon!

Cy: [Yawns.] And it's too early, too.

Paul: [Laughs.] Too early for what?

Cy: I've been dreading this morning all week. Normally on Saturday mornings I sleep late, eat breakfast in my pajamas, and watch cartoons with my sister. But not this Saturday—I'm outside in the freezing cold in the early, early morning!

Paul: Isn't it kind of nice to do something different on a Saturday?

Cy: [Groans.] I'd rather be at home in my pajamas watching cartoons than here at the park!

Paul: But look at all the people here at the park this morning, Cy! Won't it be fun to do something totally different this Saturday? We're going to serve breakfast to people who are very poor. A good meal will really help them out.

Cy: I don't know, Paul. I don't like getting up early in the morning—especially when it's so cold. But there's another reason I don't really want to be here. I'm not so sure I want to spend the morning with people who are poor. My dad told me that most of the people here are so poor they don't even have homes to live in!

Paul: Cy, it's important to help people with special needs. And besides, it will be lots of fun!

Cy: [Sounding uncertain.] Sure. If you say so. [Looking around.] Wow. Look at all the people, already lined up to be served breakfast. And tables—I've never seen so many tables around the park!

Paul: Okay, Cy. Our job will be to make sure that everyone has enough orange juice. So we just carry around pitchers and if people ask for more, we fill up their cups. We can even work together! Okay?

Cy: Yeah, I guess.

Paul: Well, what's the matter, Cy?

Cy: I guess I still don't understand why we're here today.

Paul: What do you mean?

Cy: Well, I'd rather be at home watching cartoons. I think that would be more fun than spending time helping a bunch of poor people. Don't you think that they're kind of, you know, weird?

Paul: Because they're poor? No, I don't think that they're weird because they're poor. I think they're just like us! And there's a very good reason to help people who are in need.

Cy: Really? What is it?

Paul: Because God tells us to help others who don't have the things we have. God says that when we help people who are in need, we're showing how much we love Him.

[Enter Dee, in her old, torn coat. She waves at Cy and Paul.]

Dee: Hi! Thanks for serving breakfast this morning! [Dee sits down at one end of the stage.]

Cy: [To himself.] Wait a minute. She's not weird. I know her from school. Hey—there are lots of kids here! Showing God's love could be lots of fun!

Paul: Did you say something, Cy?

Cy: Showing God how much we love Him sounds like a great reason to miss Saturday cartoons! Let's go get a pitcher of juice to serve, and show God how much we love Him!

Paul: Great idea!

[Exit Cy and Paul. Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: That was an important morning for you, Cy.

Cy: Yeah. It was really fun, and it was good to remember that God wants us to help people who are in need.

Paul: People are in need in all kinds of ways—some people need food, and some people need clothes, and some people just need a hug. God says that when we show love and help people, we are showing Him how much we love Him!

Dee: Hey, kids! Do you know anyone who might need something?

Cy: Can you think of any ways you could help them?

Paul: Can you think of how exciting it would be to help them and show God how much you love Him? Wow!

Dee: We're out of here, kids. See you next time!

Cy and Paul: 'Bye!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#2) for children to color. (See page 89 of this Teacher Guide.)

Rope of Faith

(suggested Disciple Time activity)

Supplies: long chenille wires

Give each child a few chenille wires and have them twist them together into a rope shape. If possible use red wires. Have the children tell you when rope was used in the story. (The spies used a rope to escape out the window, and Rahab used a red rope to show she was faithful.) Have the children take their ropes home to remind them to show their faith in God by helping people in need.

Spy Glasses

Supplies: cardboard tubing from paper towels or toilet paper, hole punch, tape, yarn or ribbon, crayons or markers

Tape two tubes together for each child. If you are using tubing from paper towels, cut them in half. Punch one hole in each side of the glasses and tie one end of a 12" piece of yarn or ribbon to each of the holes. Allow the children to decorate the tubes with markers and crayons and show them how to use them like spyglasses. Remind them that Rahab helped the two spies that Joshua sent to Jericho.

Faith in God

(for younger preschoolers)

Teach the children this rhyme with the motions indicated.

I spy up and I spy down.

(Circle your eyes with your hands, and look up and down.)

I spy all around the town.

(Look all around.)

I spy girls who have faith in God.

(Look at a girl.)

All the girls give a little nod.

(Girls nod.)

I spy boys who have faith in God.

(Look at a boy.)

All the boys give a little nod.

(Boys nod.)

I help up and I help down.

(Hold hands palms up out in front of you.)

I help all around the town.

(Circle hands with palms up.)

I help girls who are in need.

(Point to a girl.)

All the girls have faith indeed.

(Girls nod.)

I help boys who are in need.

(Point to a boy.)

All the boys have faith indeed.

(Boys nod.)

Tall Walls

Supplies: wooden blocks, piece of red yarn

Have the children build a tall wall in a circle. Remind them that the city of Jericho had a tall wall all the way around it. Also help them understand that Rahab's house was part of the wall. They can make a window somewhere in the wall to be Rahab's house and hang a red piece of yarn from it.

The Distribution Center

If your church hosts a distribution center for food and/or clothing, take the children to see it and explain how it works. If you do not have a center in your church building, try to make arrangements to go on a field trip to see one near you. Remind the children that when they donate food or clothing, they are showing their faith in God by helping people in need.

Clothing and Food Drive

At least a week before this lesson, alert parents that you would like their children to bring in clothes and canned goods to donate to a local distribution center. Tell the children that they are showing their faith in God when they help people who need food and clothing.

ISpy

Play the traditional game of "I Spy" with your children. Find an object in your room that is clearly visible to your children and give them clues about it. Allow the children to guess. If they have difficulty, give a few more clues. Play again with a new object.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

The Promised Land

LESSON 3

Big Idea God stopped the river so His people could cross on dry ground.

Bible Passage God's People Cross the River—Joshua 3–4

Lesson Summary

Almost all the Israelites who had witnessed the miraculous parting of the Red Sea had died. Only Joshua, Caleb, and those who had been children could recall what God had done on behalf of His people. But the event had been passed along to this new generation. Even the Canaanites remembered the demonstration of God's might (Joshua 2:10).

God knew that His people would need encouragement and motivation to prepare for the faith-testing rigors of conquering the Canaanite people who populated the region. As the Hebrew people prepared to enter the Promised Land, God chose to display His great power in a way that reminded everyone of the parting of the Red Sea.

The Jordan River was a formidable barrier that gave the Canaanite people a certain sense of safety. As long as the Israelites were on the eastern shore of the Jordan, residents of Canaan were relatively secure. But when the report reached the kings of Canaan that God's people had crossed the Jordan River, they were alarmed. When they learned how God had miraculously stopped the flow of water for the Israelites, they became terrified. These kings had observed the activities of this wandering horde of Hebrews for forty years in the wilderness. These same kings had probably mocked the God who had brought the Israelites out of Egypt—only to keep them in a relentless holding pattern. Now the Lord turned their insults and taunts into fear and trembling. The kings of Canaan knew that the

power of the Hebrew God was a factor that they could not afford to overlook.

Preschoolers readily embrace Bible stories that recount displays of God's power. They see no reason to doubt God's ability to do whatever He pleases. As you communicate this story, make sure to reinforce the intricate timing that this miracle required. The water in the Jordan River stopped flowing exactly when the priests carrying the Ark stepped from the riverbank. The water began flowing again exactly when the priests completed their mission and stepped onto the opposite riverbank. Only a sovereign, all-powerful God can align events so perfectly! Encourage the children to tell others about the ways God shows His great power.

Pray for Wisdom

Lord, Your power is beyond my understanding. Thank You for the convincing miracles in the Bible. Open my eyes to Your marvelous deeds in my own life and in the world around me.

Impress the children with demonstrations of Your amazing power, Lord. Help them recount stories like this one with their family members and friends. I pray in the powerful name of Jesus, amen.

SUPPLIES

General Supplies

Bibles, Disciple Guides (pages 9-12), Lesson stickers
Pencils, markers, crayons, puppets (optional)
Paper, scissors, tape, glue

Welcome & Worship Time

• WATER PLAY: large shallow tub or wading pool, containers, water

Bible Time

Teaching Picture—The Promised Land
• SNACK—graham crackers, blue frosting
• DRY AND WIDE: none

Disciple Time

Teaching Picture—Dee's Special Necklace
• MY REMEMBERING ROCK: clean, smooth, fist-sized rocks



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- God's people crossed the dry Jordan riverbed and built an altar to remember His power.

FEEL (character)

- Amazed that God is so mighty.

DO (conduct)

- Tell others about the ways God shows His great power

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Water Play

Supplies: large shallow tub or wading pool, containers for pouring water, water

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 27.)

Before class, fill the tub or pool about halfway with water. If necessary put large trash bags or plastic dropcloths on the floor as a protective covering. Allow the children to pour water into the tub or pool. Encourage them to try to stop the flow of water as someone is pouring. Tell them the story today will be about water that did stop flowing.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *Peace Like a River* (traditional)
- *What a Mighty God We Serve* (praise chorus)
- *My God Is So Big* (traditional)
- *Deep and Wide* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 3:16

“The water stopped and the people walked across the Jordan River.”

Monthly Memory Verse: Joshua 1:6

“Be strong and brave to lead God’s people.”

Unit Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while pretending to walk across the ground where the river was.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The Promised Land as you tell or read the story. (The Bible story is printed on page 24 and on the back of the Teaching Picture.)

The story, *The Promised Land*, is based on Joshua 3–4. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Tell your children that every time they hear the words “deep” and “wide” they should spread their arms. For “deep,” have them hold one hand high above their heads and the other arm as low as possible. For “wide” they should spread their arms wide apart. Be sure to pause when you say these words in the story.

Disciple Guide—page 9

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving graham crackers that have a ribbon of blue frosting across them. Have the children use their fingers to push the frosting to one side of the cracker, like the waters of the Jordan River piled up.

While you eat, talk about the Bible story. These questions will help you get started.

- What was the name of the river that God’s people wanted to cross?
- Who carried the golden promise box into the river?
- Why didn’t the people get wet when they crossed the river?
- What did the men do with the stones they carried from the river?

Play and Move

Have the children make the noises that would be heard during the story. Some ideas are the noise of the river flowing, the sounds of the people walking, the sound of people piling up rocks, and the sounds of people praying and thanking God.

Disciple Guide—page 11

Talk with your children about all the ways we remember God is powerful and tell others about it. Have them place a sticker near the things that remind us of the powerful things God has done.

Learn By Doing—Dry and Wide

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 27.)

Sing this version of the song *Deep and Wide* with your children, and do the actions indicated.

Dry and wide.

(Hold hands out to sides, and then put one hand overhead and one straight down.)

Dry and wide.

(Repeat.)

The river’s flowing dry and wide.

(Move hands from one side to the other with fingers wriggling, and then repeat motions above.)

Dry and wide.

(Repeat motions in first line.)

Dry and wide.

(Repeat.)

God stopped the river dry and wide.

(Hold up one palm, and then repeat motions in first line.)

Sing the song again, doing only the motion for the word “dry.” Then sing again deleting the words “dry” and “wide” and only doing the motions. When you sing the song a third time, delete the words “dry,” “wide,” and “river.”

Pray for People

Ask for prayer requests. Pray for each personal concern. Pray that your students would be amazed at God’s awesome power.

Bible Story—The Promised Land

(based on Joshua 3–4)

God’s people had traveled through the desert a long, long time. Now they were camped beside the Jordan River. It was time for Joshua to lead them into the land God had promised to give them.

Each day, the people went to the river to fill their buckets with water to drink. The Jordan River was deep and wide. The children were very careful when they were near the river.

One day, Joshua told God’s people, “Get ready to enter the Promised Land. The priests will carry the golden box, God’s Ark of Promise. When the priests move, follow them.”

Then Joshua said to everyone, “Tomorrow the LORD will show you His great power. In the morning, you will see amazing things. Get ready!”

“How can we reach the Promised Land?” the people wondered. “It’s not safe for the people and animals to cross the deep, wide Jordan River. What amazing things will God show us tomorrow?”

The next day, priests lifted God’s Ark of Promise to their shoulders. They walked straight toward the Jordan River. As soon as their feet touched the water, the river stopped. Instead of flowing past them, the water stood up in a heap far away! The priests walked forward and stopped in the middle of the dry riverbed.

Now the river was not deep. Now the river was not wide. Now it was time for all God’s people to cross. Everyone saw the LORD’s amazing power. Everyone was glad to trust Him.

All the people safely crossed the Jordan River into the Promised Land. Then God told Joshua, “Bring twelve large stones from the Jordan River.” Twelve strong men went to the riverbed, lifted stones to their shoulders, and arranged the stones in a big pile.

Then the priests who carried God’s Ark of Promise crossed, too. As soon as they reached the other side, the water began flowing again. Before long, the Jordan River was as deep and wide as before. All the people were amazed!

Everyone remembered that day. God’s people never forgot how the LORD showed His great power to help them cross the Jordan River. God’s people saw the pile of stones that the men had brought from the river. The stones reminded everyone of God’s amazing power.

The Promised Land (Summary/Review)

To reach the Promised Land, God’s people had to cross the Jordan River. It was deep and wide—but the LORD told Joshua just what to do.

Priests lifted God’s Ark of Promise to their shoulders. When they stepped forward, the river stopped flowing!

The priests walked to the middle on dry land. Then all of God’s people crossed the dry riverbed. Everyone was amazed!

“Pick up stones from the riverbed,” Joshua told twelve strong men. “Pile the stones up so everyone will remember what the LORD has done for us today.”



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What did Dee make for her dad while she was at Paul's house?
- Who sent Dee a package?
- What was special about the necklace?
- How did Dee thank her grandparents for the necklace?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— My Remembering Rock

Supplies: clean, smooth, fist-sized rocks; markers

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 27.)

See activity description on page 27.

Have the children take the rocks home to help them remember to tell others how wonderful and powerful God is.

Pray for Life-Change

Ask the Lord to help the children remember to share with others the ways that He has shown His power.

Dee-Cy-Paul Story "Dee's Special Necklace"

"Hi, Dad!" shouted Dee as she entered the door. "I'm home from Paul's house!"

"Hi, Dee," answered Mr. Morgan. "What have you been doing all day?"

"Finger painting," Dee replied as she took off her shoes and put them in the closet.

"Oh, finger painting," Mr. Morgan said. "I'm sure that was lots of fun."

"Yeah—it was great. And look, Dad—I painted a picture of Chip for you!" she said, holding up the picture.

Dee's dad smiled as he looked at the yellow dog painted on the page. "That's an awesome picture, Dee!" he said. "I'll hang it in the garage."

Dee smiled. She liked making pictures for her dad because he always hung them in his garage, where he worked a lot.

"Well, something very exciting happened while you were gone," Mr. Morgan told Dee.

"Really? What?" Dee asked, jumping up and down.

"You got a package in the mail!" Mr. Morgan answered, handing her a puffy yellow envelope.

"Cool!" Dee squealed. She loved getting mail—and puffy yellow envelope packages were her very favorite. "Who is it from?"

"It's from Grandma and Grandpa," he answered.

Dee shook the envelope. "I wonder what it is!"

"Open it up and find out!" suggested Mr. Morgan.

"Okay!" Dee tore open the envelope. Inside was a small black box. When Dee opened it, she found a silver necklace with a pretty silver cross hanging from it.

"Wow!" said Dee. "It's a necklace."

"Yes—it's a very, very pretty necklace!" agreed her dad.

"Neat," said Dee, throwing the box on the table. "I'm going to play ball in the

yard with Chip!"

"Hang on just a second, Dee," her dad said. "That's a very special necklace. We should sit down together and write your grandparents a thank-you note for it."

"Dad, Laura gave me a plastic frog necklace last week," Dee pointed out. "I didn't write her a thank-you note for it."

Mr. Morgan nodded. "That's true, but this is a very special necklace."

"It is?" Dee wondered. "Why?"

Mr. Morgan replied, "For a few reasons." He picked up the box and opened it. Dee looked carefully at the necklace. "First, your grandparents gave it to you because they love you very much. So when you wear it, you can think of them and how much they love you."

"Oh," said Dee. "I didn't think of it like that."

"And this is a cross necklace," Mr. Morgan continued. "Do you remember why the cross is special?"

"Because Jesus died on a cross," Dee answered.

"Yes, He did." Mr. Morgan nodded. "Then what happened?"

"Jesus came back to life!" Dee said. "He became alive again! And now He's my best Friend!"

"Right again! So this necklace will also remind you of Jesus, and how much He loves you, too!" Mr. Morgan smiled. "When you wear it, this necklace can help you remember lots of things. It will help you remember how much your grandparents love you, how much Jesus loves you, and that you can tell others Jesus loves them, too!"

"Wow! What a great gift!" Dee said. "Dad, will you help me put the necklace on?"

"Of course, Dee."

"Then, maybe we could do a finger painting to send to Grandma and Grandpa," she suggested.

"That sounds like a great idea," said Mr. Morgan as he put the necklace on Dee.

Dee-Cy-Paul Puppet Script “Dee’s Special Necklace”

DIRECTOR’S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a finger-painted picture, a large yellow envelope, and a small cross necklace. You will also need a man’s hat for Cy.

INTRODUCTION

[Enter Dee, Cy, and Chip.]

Cy: Hey, Dee. What’s new?

Dee: Not much, Cy.

Cy: Chip! It’s great to see you! You’re looking especially handsome today!

Chip: Woof?

Dee: Wow, Cy! That was a very nice thing to say!

Cy: Well, it’s good to remind each other of important things once in a while.

Chip: *[Nods.]* Woof, woof!

Dee: You’re right, Cy—it is good to help each other remember important things. I have a super story about being reminded. Would you and Chip like to help me tell it?

Cy: Sure!

Chip: Woof!

Dee: Great. Cy, you play my dad, and we’ll get started!

[Exit Dee, Cy, and Chip.]

SCRIPT

[Cy is onstage with Chip, wearing the man’s hat and holding the envelope. Enter Dee, carrying the finger painting.]

Dee: Hi, Dad! I’m home from Paul’s house!

Chip: Woof! Woof, woof!

Cy: Hi, Dee. What have you been doing all day?

Dee: Finger painting.

Cy: Oh, finger painting! I’m sure that was lots of fun.

Dee: Yeah—it was great. And look, Dad, I painted a picture of Chip for you! *[Holds up the paper.]*

Cy: That’s an awesome picture, Dee! I’ll hang it in the garage, so I can see it while I work. And my—that must be the best-looking dog I’ve ever seen!

Chip: Woof! *[Wags his tail and licks Cy.]*

Cy: I meant the picture, Chip. *[To Dee.]* Well, something very exciting happened while you were gone.

Dee: *[Jumping up and down with Chip.]* Really? What?

Cy: *[Holds up the envelope.]* You got a package in the mail!

Dee: Cool! I love getting mail—and yellow envelope packages are my very favorite. Who is it from?

Cy: It’s from Grandma and Grandpa.

Dee: I wonder what it is!

Cy: Well, let’s go get some scissors and find out!

[Dee and Cy exit briefly. Chip continues to jump excitedly around the stage. Re-enter Dee and Cy. Cy no longer has the envelope, but has the cross necklace hanging from his hand. Chip stares at the necklace.]

Cy: Look at what Grandma and Grandpa sent you, Dee!

Dee: Wow! It’s a necklace.

Cy: Yes—it’s a very, very pretty necklace!

Dee: Neat. I’m going to play ball in the yard with Chip. Come on, Chip!

[Chip doesn’t notice. He continues staring at the necklace.]

Cy: Hang on just a second, Dee. That’s a very special necklace. We should sit down together and write your grandparents a thank-you note for it.

Dee: Dad, Laura gave me a plastic frog necklace last week. I didn’t write her a thank-you note for it.

Cy: *[Nods.]* That’s true, but this is a very special necklace.

Dee: It is? Why?

Cy: For a few reasons. *[He holds up his hand and the necklace. Dee and Chip examine it closely.]* First, your grandparents gave it to you because they love you very much. So when you wear it, you can think of them and how much they love you.

Dee: Oh. I didn’t think of it like that.

Cy: And this is a cross necklace. Do you remember why the cross is special?

Dee: I’m not sure. Let me ask my friends. *[To the audience.]* Do you remember why the cross is special?

[Allow time for the audience to respond.]

Cy: That’s right—Jesus died on a cross....

Dee: And then He came back to life! He became alive again! And now He’s my best Friend!

Cy: Right again! So this necklace will also remind you of Jesus, and how much He loves you, too! When you wear it, you can remember lots of things. It will help you remember how much your grandparents love you, how much Jesus loves you, and that you can tell others Jesus loves them, too!

Dee: Wow! What a great gift!

Chip: *[Nodding.]* Woof!

Dee: Dad, will you help me put the necklace on?

Cy: Of course, Dee.

Dee: Then, maybe we could do a finger painting to send to Grandma and Grandpa.

Cy: That sounds like a great idea.

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Chip.]

Dee: I still wear my necklace all the time—see?

Cy: It’s a great necklace, Dee. And it’s a great reminder of your grandparents’ love for you and Jesus’ love for you.

Dee: Sometimes it’s hard to remember important things like telling others about how amazing God is. That’s why we have each other—to remind us!

Cy: That’s right! And it’s important, too, to remind your dog how good-looking he is every once in a while.

Chip: Woof!

Dee: *[Shaking her head.]* Cy, I think you’re crazy. We’ll see you next time, everyone.

Cy: Goodbye!

Chip: Woof!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#3) for children to color. (See page 90 of this Teacher Guide.)

My Remembering Rock

(suggested Disciple Time activity)

Supplies: clean, smooth, fist-sized rocks; markers

Give each child a rock and markers. Encourage them to decorate the rocks with something that will help them remember that God is wonderful and powerful. This could be a scene from a Bible story, or a representation of something powerful God has done in their lives. Have them take the rocks home to help them remember to tell others how wonderful and powerful God is.

Rock Pile

Supplies: large pieces of brown paper grocery sacks

Set out a large number of pieces of paper and have the children tightly crumple the paper to make rocks. Then have the children pile up the rocks. Remind the children that God's people piled rocks from the River Jordan so they could remember how powerful God is and tell others.

What God Has Done

(for older preschoolers)

Supplies: teaching pictures from previous lessons

Set out the teaching pictures for the children to look at. Have one child choose a picture to tell the other children about. Remind the children that it is important to remember how wonderful God is and to tell others about Him.

Got To Cross the Jordan

Use this variation of "Going on a Bear Hunt." Have the children make walking sounds by alternately patting each knee with each hand. As they "walk," tell the story of the crossing of the Jordan River. Have them repeat each line after you say it. At the end of each verse, have them shout, "God is awesome!"

Got to cross the Jordan.

See the river.

Can't go over it.

Can't go under it.

Have to go through it.

(Shout) *God is awesome!*

Got to cross the Jordan.

See the water stop.

It didn't go underground.

It didn't go up in the sky.

God has stopped it.

(Shout) *God is awesome!*

Got to cross the Jordan.

Priests going across first.

See the dry ground.

They can walk on it.

Now all the people cross.

(Shout) *God is awesome!*

They crossed the Jordan.

Got to remember this.

Got to tell everyone.

Get some rocks from the riverbed.

Pile the rocks high.

Use them to remember.

(Shout) *God is awesome!*

Memory Game

(for older preschoolers)

Supplies: 3" x 5" note cards; glue sticks; pictures of a river, a dry riverbed, people praying, and other things associated with demonstration of God's power

Before class, find exact matching pictures of items or events that show God's power, including items or events from today's story. Make a set of cards from the pictures by cutting the note cards in half and putting matching pictures on each half. Mix up the cards and place them in rows with the pictures down. Have the children play a memory game by taking turns looking at two pictures at a time. If the cards match, the child gets to keep the cards and have another turn. If the cards do not match, they are placed down again, and the next child takes a turn. Remind them that God wants them to remember and tell others about all He has done.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

The Victory

Big Idea *The LORD made the walls of Jericho fall down.*

Bible Passage *Jericho's Walls Fall Down—Joshua 6*

Lesson Summary

Bible-times cities were fortified with high, thick walls made of stone. The Old Testament city of Jericho seemed to be very secure. But when the Israelites arrived, God presented Joshua with a very unique battle plan. Joshua had seen God's hand of deliverance in Egypt. He had witnessed God's marvelous provision and protection during the wilderness years. But Joshua could never have imagined what the Lord had in mind for the city of Jericho. When God revealed His strategy, Joshua must have been dumbfounded. He must have wondered what the people would say and do when he explained God's battle plan.

The willingness of God's people to accept Joshua's strange strategy shows that they had indeed learned to trust the Lord. The Israelites had learned to walk by faith and not by sight. They were ready to obey God—even if His orders might seem ridiculous.

Though this 3,000-year-old Bible story might seem far-fetched, archaeological discoveries confirm details of the Biblical record. Jericho is now an eight-acre mound called Tell-el-Sultan. Three major excavations have been completed on the remains of Jericho during the last 100 years. Archaeologists have determined that two parallel, thirty-foot-high walls circled the city. The remains of these walls were completely charred, confirming the record that Joshua burned the entire city after it fell (Joshua 6:24).

Preschoolers will especially enjoy acting out this story. Remind them of Joshua's resolute determination to obey whatever the Lord told him to do. Encourage your children to eagerly listen to and obey instructions from their leaders.

Pray for Wisdom

Lord, the events at Jericho were an amazing and tremendous display of Your greatness. Thank You for giving Joshua faith to carry out Your unusual instructions to conquer Jericho.

As the children in my class grow, it will be increasingly important for them to carefully follow Your instructions. Use the lesson of Jericho to encourage them to follow You. I ask this in Christ's name, amen.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 13-16), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- JERICOH'S WALLS: large styrofoam or cardboard blocks

Bible Time

- Teaching Picture—The Victory
- SNACK—mini-marshmallows or square cheese crackers
- RING AROUND THE CITY: none

Disciple Time

- Teaching Picture—A Cookie Disaster
- TRUMPETS: construction paper



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- After God's people marched around Jericho, God made the city walls fall down.

FEEL (character)

- Eager to follow God's directions.

DO (conduct)

- Carefully listen to and obey instructions.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Jericho's Walls

Supplies: large styrofoam or cardboard blocks

(For alternate ideas to introduce this lesson, refer to the *Additional "Learn By Doing" Activities* on page 33.)

Set out a large number of blocks for the children. If you do not have large blocks, you can make them from grocery bags and newspapers. Fill one bag with crumpled newspapers and pull a second bag over the top to make a large block. Have the children build a big, strong wall and then push it over. Tell them that today they will hear a story about a huge, powerful wall that falls.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *O-B-E-D-I-E-N-C-E* (traditional)
- *Oh, Be Careful Little Ears* (traditional)
- *Trust and Obey* (traditional)
- *I Have Decided to Follow Jesus* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 6:20
“The people shouted and the walls fell down.”

Monthly Memory Verse: Joshua 1:6
“Be strong and brave to lead God’s people.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while marching around the room.

Seek God's Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—*The Victory* as you tell or read the story. (The Bible story is printed on page 30 and on the back of the Teaching Picture.)

The story, *The Victory*, is based on Joshua 6. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Show the children how to hold up their fingers to show the numbers 1 through 7. Have them hold up one finger when you talk about the first time the Israelites went around the walls, two fingers for the second time, and so on. Then have the children hold up the correct number of fingers as you count the seven times around the city on the seventh day. Be sure to allow time for the children to hold up the correct number of fingers.

Disciple Guide—page 13

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving mini-marshmallows or square cheese crackers for the children to use to build walls.

While you eat, talk about the Bible story. These questions will help you get started.

- Why did the people who lived in Jericho lock the city gates?
- Who marched around the city of Jericho?
- How many times did the soldiers and priests march around the city on the seventh day?
- What did God do when the people shouted?

Play and Move

Have the children pretend to be God’s people as they march around the city of Jericho, shouting and blowing trumpets on the seventh time around.

Disciple Guide—page 15

Talk with your children about which pictures show children who have listened to instructions and are obeying. Have them draw lines from the listening ear to those children who are obeying.

Learn By Doing—Ring Around the City

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 33.)

Sing this song to the tune of *Ring Around the Rosie*. The children can hold hands and walk around in a circle as they sing, sitting down on the last line.

*March around the walls.
God will make them fall.
Obey. Obey.
The walls fall down.*

Pray for People

Ask for prayer requests. Pray for each personal concern. Pray that your students would be eager to follow directions.

Bible Story—The Victory

(based on Joshua 6)

Joshua had led God’s people across the Jordan River. Now they were camped in the land God had promised to give them. But other people already lived there. These people thought they were safe behind their high, city walls.

The people in the city of Jericho had locked the city gates. No one could go in or out. The people who lived there were afraid of God’s people.

“Tell your soldiers to march around Jericho for six days,” the LORD told Joshua. “Tell the priests to carry My Ark of Promise. Tell them to blow their trumpets. On the seventh day, I will bring a great victory. On that day, march quietly around Jericho seven times. Then tell the priests to blow their trumpets. Tell the soldiers to shout their loudest.”

Joshua obeyed the LORD. He told the priests what to do—and the priests obeyed. Joshua told the soldiers what to do—and the soldiers obeyed. The soldiers marched out carrying their swords. The priests marched out carrying God’s Ark of Promise. Joshua told the soldiers, “Be very quiet when you march. Don’t talk or even whisper. The trumpet sound will tell everyone that God is with us.”

On the first day, the soldiers and priests marched around Jericho. The soldiers were quiet. They didn’t say a word.

The second day the soldiers and priests marched around the city again. The soldiers were quiet.

The third day they marched around Jericho once again. The soldiers didn’t talk.

The fourth day they marched around the city again. The soldiers kept silent.

The fifth day they marched around Jericho again. The soldiers didn’t speak.

The sixth day they marched around the city again. The soldiers were very quiet.

On the seventh day, they marched around Jericho—one, two, three, four, five, six, seven times. The soldiers didn’t say a word. Finally, Joshua gave the signal.

The priests blew their trumpets as loud as they could. The soldiers shouted as loud as they could. Just then, the walls of Jericho began to crumble and crack. God caused the city walls to fall down! The soldiers charged straight ahead into the city.

The LORD made Jericho’s walls fall down because His people obeyed Him. Now Jericho belonged to God’s people.

The Victory (Summary/Review)

Jericho’s city walls were very high and strong. “Don’t worry,” God told Joshua. “Follow My special battle plan.”

On the first day, soldiers marched silently around Jericho. Priests carried God’s Ark of Promise and blew their trumpets. Every day for six days, they marched around the city.

On the seventh day, they marched around Jericho seven times—then everyone stopped.

Joshua gave the signal. The priests sounded their trumpets. The soldiers shouted!

And the great walls came crashing to the ground! God conquered Jericho!



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What were Dee, Cy, Paul, and Chip baking?
- Which ingredients did Dee think tasted best?
- How did Dee's cookies look when they were done?
- Why didn't Dee's cookies turn out?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Trumpets

Supplies: construction paper, crayons, tape

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 33.)

See activity description on page 33.

Have the children take the trumpets home as a reminder of how important it is to listen carefully and obey.

Pray for Life-Change

Ask the Lord to help your students carefully listen to and obey instructions.

Dee-Cy-Paul Story "A Cookie Disaster"

"Come in," Mrs. Yung said to Paul, Dee, and Chip. "We've got lots of cookies to make!"

"Okay, Mrs. Yung," said Dee. Today, Dee, Cy, and Paul were helping Mrs. Yung bake cookies to sell at the school bake sale. Everyone knew that Mrs. Yung made the best cookies in town.

Paul, Dee, and Chip followed Mrs. Yung into the kitchen. Cy was there, putting on a baker's hat. "Hi!" he said as he pulled the hat over his head. It was too big, and it fell down over his face.

Dee and Paul laughed. "Hello in there!" said Paul.

"We're going to work in two groups," Cy's mom explained. "Paul and Cy are one group, and Dee and Chip are the other. I'll pour all of the ingredients, and then you mix them up together."

"Okay, Mom," said Cy.

"Please remember that it's very important to listen carefully and follow the instructions I give you. Otherwise, the cookies won't turn out."

Dee, Cy, and Paul put aprons over their clothes so they wouldn't get messy. Chip wagged his tail—he loved to bake!

Mrs. Yung measured the ingredients and handed them to the kids. At the table, Cy poured the ingredients into the big bowl. He and Paul stirred them up together. At the counter, Dee did all of the pouring and stirring—Chip loved to bake, but he wasn't very much help.

Suddenly, the phone rang. "I need to answer that," said Mrs. Yung. "I'll be right back."

"Okay, Mrs. Yung," Paul answered. He stirred cookie dough while Cy watched.

Dee was slower, since Chip wasn't very helpful. She hadn't poured in the flour yet. Suddenly, she noticed that the ingredients were sitting right beside her on the counter. "Hmm," thought Dee. "Flour doesn't taste very good, but sugar does, and so do chocolate chips." She paused, then decided, "My cookies will taste the best!" Dee poured some of the flour back, and added more

sugar and chocolate chips to her bowl.

Mrs. Yung came back into the kitchen. "Okay, I think we're ready to put the cookies in the oven!"

Dee used a spoon to put cookie dough on the cookie sheets. The dough seemed too sticky and gooey. Mrs. Yung put Dee's cookies in the oven right beside Paul and Cy's.

A few minutes later, Mrs. Yung opened the oven and used oven mitts to take out the cookies. "Well, I wonder..." she said as she put the cookies on the rack to cool.

"What's the matter, Mom?" asked Cy.

"Well, these cookies look great," said Mrs. Yung, pointing at the ones that Paul and Cy had made. They were fluffy and looked delicious! "But something is wrong with these!" She showed the kids the cookies Dee had made. They were flat, and they looked burned and yucky.

"Oh, no!" said Dee. "Those look awful! I thought I was making them better!"

Cy nibbled one of Dee's cookies. "Oh," he said, scrunching his face, "They don't taste very good, either."

"Dee, did you follow the instructions?" asked Mrs. Yung.

"Well, I wanted my cookies to taste better. So I added more sugar and chocolate chips, and I didn't put in much flour," Dee explained.

Mrs. Yung laughed. "Well, that explains it, then!" she said. "Dee, it's very important to follow instructions. Cookies need all of the ingredients in just the right amounts."

"Oh! I thought that if you put in more things that taste better, the cookies would taste better, too!"

Cy shook his head, and held up Dee's cookie. "Nope! Do you want to taste this?"

Dee laughed and shook her head. "No, thanks," she answered. "Mrs. Yung, can I try again? This time, I will be very careful to follow instructions."

Mrs. Yung smiled. "Of course, Dee. Let's get started!"

Dee-Cy-Paul Puppet Script “A Cookie Disaster”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a baker's hat for Cy.

SCRIPT

[Enter Dee, Cy, Paul, and Chip. Dee, Cy, and Chip all appear happy. Paul walks slowly, with his head down.]

Dee: Hey, Paul. You don't seem like yourself today. What's the matter?

Paul: *[Sighs.]* Nothing.

Cy: No, really. You look so sad. What happened?

[Chip snuggles up next to Paul and whines.]

Paul: It's not that big of a deal. It's just that—you know the homework that our teacher, Miss Raymond, gave us to do yesterday?

Dee: Yeah—I thought the homework was fun!

Paul: Well, I didn't do it right, and she said I have to do it over again.

Cy: Oh, Paul. I'm sorry.

Paul: Thanks, Cy.

Dee: You didn't do it right? It was easy, Paul! What did you do wrong on the homework?

Paul: I didn't follow the instructions.

Dee: Oh, well, that explains it, then. I followed the instructions perfectly. *[Chip puts his head under his paws.]* Miss Raymond says that I'm excellent at following directions. I always make sure to follow instructions all the time.

[Cy exits quietly.]

Paul: Oh, really, Dee?

Dee: Uh-huh!

Paul: I can think of one time when you didn't follow instructions well at all!

Dee: When?

[Cy re-enters, wearing the baker's hat.]

Cy: Does this help you remember, Dee?

Dee: Uh, um, I mean, well, there was that one time that I didn't follow directions so well....

Chip: Woof, woof!

Dee: Okay, you're right. There have been lots of times when I haven't obeyed instructions well.

Paul: *[To audience.]* Kids, would you like to hear about one time when Dee didn't follow directions carefully?

[Allow time for audience to respond.]

Dee: Oh, all right.

Cy: One day, Dee, Paul, and Chip were helping my mom and me make cookies. Dee and Chip were working together, and Paul and I were working together. My mom poured all the ingredients, and then we mixed them up together.

Dee: That was fun. Chip and I made a good team! Chip loves to bake.

Chip: Woof!

Paul: Everything was going well. Then the phone rang. Cy's mom left the kitchen to answer it.

Dee: Oh, yeah! Chip and I were working at the counter, where Cy's mom had all of the cookie ingredients laid out. I hadn't put in any flour yet, and I didn't think that flour tasted very good, so I decided to pour some of the flour back in the bag and only put a little bit in the cookies.

Cy: Yeah?

Dee: But sugar tastes very good, and so do chocolate chips! I wanted to have the best-tasting cookies of all, so I added more sugar and chocolate chips to my bowl.

Paul: Then, Mrs. Yung came back into the kitchen, and we put our cookies into the oven to bake. Dee's dough looked, well, a little bit sticky and goey when Mrs. Yung put her cookies in the oven right beside our cookies.

Cy: A few minutes later when my mom opened up the oven, she noticed right away that something was wrong with Dee's cookies.

Paul: Our cookies looked great. They were fluffy and looked delicious! But something was wrong with Dee's cookies. They were flat and they looked burned and yucky.

Dee: They didn't look that bad.

Cy: I didn't see you try to eat one! I tasted one, and it, um, didn't taste very good.

Dee: Well, I thought I was making them better, but I didn't follow the instructions. I left out most of the flour and put in more sugar and chocolate chips than I was supposed to.

Paul: And that explained why your cookies turned out the way they did.

Dee: Yeah—I learned that it's very important to follow instructions. Cookies need all of the ingredients in just the right amounts.

Cy: Just because sugar and chocolate chips taste better, putting more of those things in the batter didn't make the cookies taste better.

Dee: Mrs. Yung was very nice and let me try again. I was very careful to follow instructions, and my cookies turned out perfectly!

Chip: Woof, woof!

Dee: Sorry, Chip. Our cookies turned out perfectly.

Cy: Hey, kids, there are lots of people who give us instructions.

Paul: Our parents, teachers, pastors, babysitters, brothers and sisters, and all kinds of people give us directions.

Dee: God gives us instructions in the Bible, too!

Paul: The first thing we do when we're given directions is listen carefully so that we understand what to do.

Dee: Then, we obey the instructions we're given!

Cy: Speaking of instructions, aren't we supposed to listen to our stomachs? Mine is telling me to run back home to see if we can eat something yummy. Do you want to join me?

Paul: Yes—we're out of here! See you next time, everyone!

Dee and Cy: Bye!

Chip: Woof!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#4) for children to color. (See page 91 of this Teacher Guide.)

Trumpets

(suggested Disciple Time activity)

Supplies: construction paper, crayons, tape

Give each child a piece of the construction paper and crayons. Encourage them to decorate the paper any way they would like. Help them to roll the paper into a cone and secure with a piece of tape. Have the children take the trumpets home as a reminder of how important it is to listen carefully and obey.

I Will Obey

Play a game similar to “Mother, May I?” but change it to “I Will Obey.” Have all the children line up along a wall across from you. Give the children an instruction about how to move forward. For example, you can say, “Teacher says jump forward three times.” The children are instructed to say, “I will obey,” and then they jump forward. You then choose another action such as tip-toe forward. Continue with other movements such as giant steps or side steps until all the children reach you.

Listening Walk

Take your children for a walk, listening to sounds along the way. You can walk around your church listening to babies crying, children singing, teachers teaching, and even floors squeaking and doors opening. You can also take them outside and listen to traffic, birds, the wind, and other sounds. Ask them what they think it might have sounded like as the people walked around Jericho and blew the trumpets.

Do What I Say

Tell the children that you will not tell them what to do, only show them, so they will need to pay very careful attention to what you do. Some ideas are: sit down and tuck your knees up; put your right hand on your head; put your right elbow on your knee. Next tell the children that they will need to listen carefully, because now you will only be telling them what to do and not showing them. Some suggestions are: stand up tall; wave your hands; touch your toes; turn around; or clap your hands.

Obey At Home

Sing this song to the tune of *The Mulberry Bush*, and do the actions that match the words of the song.

*This is the way I pick up my toys,
Pick up my toys, pick up my toys.
This is the way I pick up my toys,
When I obey my parents.*

*This is the way I make my bed,
Make my bed, make my bed.
This is the way I make my bed,
When I obey my parents.*

*This is the way I wash my hands,
Wash my hands, wash my hands.
This is the way I wash my hands,
When I obey my parents.*

Ask the children for additional activities that their parents might ask them to do, and sing these in the song.

DVDs

There are many high-quality Christian DVDs available that deal with the story of the fall of Jericho. Check with your local Christian bookstore or on the Internet to locate these.

Lots of Sounds

Supplies: CD player, CD's of interesting sounds and sound effects (available at most libraries)

Remind children how important it is to listen carefully and obey, just as Joshua did. Have them listen to sounds on the CD and try to identify them. You could also have the children talk into a tape recorder and then play back the tape to identify who is talking.

Telephone Game

(for older preschoolers)

Have the children sit down in a circle and then whisper something in one child's ear. That child whispers the message to his or her neighbor. Continue having each child whisper the message until it travels all the way around the circle. Have the last child say the message out loud and see if it is what you whispered. Remind them that Joshua had to listen very carefully to what God said.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional “Learn By Doing” activities.

The Thief

Big Idea God knew that Achan had stolen from Him.

Bible Passage Achan Steals from God—Joshua 7

Lesson Summary

Never before had any army waged such a campaign! After the tremendous victory at Jericho, the Israelites reveled in the greatness of their God. With the Lord on their side, conquering the nations that resided in the Promised Land seemed simple. Conversely, the Canaanites were shaking in their sandals. The Hebrews had miraculously crossed the Jordan River. The stronghold at Jericho had crumbled before Israel's God. As a result, the other cities west of the Jordan lost hope.

All the momentum favored God and His people. Their victory was nearly certain. But Achan's covetous actions undermined Israel's progress. No one saw Achan tuck the valuable items into his backpack as the soldiers sacked Jericho. No one saw Achan bury them beneath his tent. But God knew exactly what Achan had done.

As a result of Achan's sin, the attack against Ai was disastrous. Joshua and his military advisors were baffled by the humiliating defeat. Joshua did not know what to do except fall on his face before the Lord. Joshua knew that the news of this defeat would quickly reach the ears of the surrounding people: "Israel has been defeated! They are not invincible. Now we have hope!"

God quickly let Joshua know that the embarrassing defeat at Ai was due to Israel's disobedience, not to God's indifference. The Lord does not allow His children to enjoy victory while they practice deceit and attempt to bury the evidence.

After Achan's sin was uncovered and addressed, God revealed a clever plan to lure the people of Ai from their fortified city. This time, Israel handily defeated them. Momentum and optimism again returned to God's people. The Lord would bless them as long as they remained honest and obedient.

Like Achan, preschoolers are tempted to take things that attract their interest. Help your children realize that disobedience hurts not only them, but others around them as well. Encourage the children to share with others and to be careful never to take things that don't belong to them.

Pray for Wisdom

Father in heaven, forgive me for trying to hide things from You or from others. Stealing is such a regrettable offense. Deliver me from the temptation to steal or to covet what is not mine.

Protect these children, Lord, from the temptation to use their little hands in ways that would offend You. Help them understand that stealing hurts everyone involved. Bless these children in Jesus' name, amen.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 17-20), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- BURIED TREASURE:** sand table or large tubs, sand or rice, small toys, play jewelry

Bible Time

- Teaching Picture—The Thief
- SNACK**—candy wrapped in gold or silver foil or chocolate gold foil coins or carrot slices
- OH, BE CAREFUL:** none

Disciple Time

- Teaching Picture—Princess Chloe
- STEALING HURTS:** paper plates, old magazines, glue sticks



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Because Achan had taken things from the Lord, God's people lost a battle.

FEEL (character)

- Sad that stealing hurts many people.

DO (conduct)

- Never take things that do not belong to them.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Buried Treasure

Supplies: sand table or large tubs, sand or rice, small toys, play jewelry

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 39.)

Before class, fill the sand table or tub with sand or rice. Set the small toys and play jewelry nearby. Have the children bury and recover the items. Tell them that today they will hear about a man who buried some treasures.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *Be Kind* (traditional)
- *Oh, Be Careful Little Hands* (traditional)
- *Trust and Obey* (traditional)
- *The Wise Man and the Foolish Man* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 7:20
“Achan said, ‘I have sinned by stealing from God!’”

Monthly Memory Verse: Joshua 9:19
“We will keep the promise we made.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while pretending to dig and bury a treasure.

Seek God's Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—*The Thief* as you tell or read the story. (The Bible story is printed on page 36 and on the back of the Teaching Picture.)

The story, *The Thief*, is based on Joshua 7. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Teach your children how to make a “thumbs up” sign and a “thumbs down” sign. Tell them that each time they hear that someone obeys, they should make the “thumbs up” sign to show it is a good thing. When they hear about disobedience, have them make the “thumbs down” sign to show it is a bad thing. Allow time for them to show the appropriate sign whenever you mention obedience or disobedience in the story.

Disciple Guide—page 17

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving candy wrapped in gold or silver foil. You could also serve chocolate gold foil coins or even carrot slices to be like coins.

While you eat, talk about the Bible story. These questions will help you get started.

- Why didn't Joshua's soldiers defeat the people who lived in the city of Ai?
- Who had stolen things from Jericho that belonged to the Lord?
- Who knew that Achan had stolen these things?
- Where did Achan hide the things he had stolen?

Play and Move

Have the children play “Doggy, Doggy, Where's Your Bone?” The children sit in a circle with one child in the center. Place a block behind the child in the middle and have the child cover his or her eyes. Point to one child in the circle to quietly take the block and put it behind his or her back. Remind all the children in the circle to keep their hands behind their backs. Lead all the children in saying

“Doggy, doggy, where’s your bone? Somebody’s taken it from your home.” The child in the center tries to guess who has the block. If the child guesses correctly, the child who took the block moves to the middle. If not, choose another child to sit in the middle and play again.

Disciple Guide—page 19

Talk with your children about things that they might be tempted to take even though they do not belong to them. Have the children find and color the items that are hidden in the classroom scene.

Learn By Doing—Oh, Be Careful

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 39.)

Sing this version of *Oh, Be Careful Little Hands* with your children.

Oh, be careful little hands, what you do.

Oh, be careful little hands, what you do.

Don’t take things that are not yours,

Or like Achan you’ll be sad.

Oh, be careful little hands, what you do.

Pray for People

Ask for prayer requests. Pray for each personal concern. Pray that your students would feel sad for the people who have been hurt by stealing.

Bible Story—The Thief

(based on Joshua 7)

God helped His people cross the Jordan River. They finally entered the Promised Land! Next, Joshua and the soldiers marched around the city of Jericho. They watched God make the walls fall down. The LORD gave His people a great victory!

Now Joshua sent a small army to fight against the city of Ai. But God didn’t help Joshua’s soldiers. The men of Ai came out and fought against God’s people. Joshua’s soldiers were afraid and ran away. Some soldiers died.

When Joshua and the other leaders heard the bad news, they fell to the ground. “LORD, today our enemies defeated us,” they prayed. “Why didn’t You help us?”

“One of your soldiers disobeyed Me,” God told Joshua. “He stole things from Jericho. That’s why I didn’t help you win the battle today.”

Before the battle of Jericho, Joshua had told his army that all the beautiful things belonged to the LORD. Soldiers were not allowed to take anything for themselves. All of God’s people obeyed—except one. A soldier named Achan had disobeyed. He stole some valuable things he had found in Jericho. Then Achan hid them beneath his tent. He didn’t tell anyone what he had done. But the LORD knew. God saw what Achan had done.

The very next morning, God helped Joshua discover which soldier had stolen from Him. Joshua called everyone together. From all the tribes, God chose the tribe of Judah. From all the families in Judah, God chose Achan.

“Tell me what you have done!” Joshua demanded.

“I disobeyed God,” Achan admitted. “I sinned against the LORD. When I was in Jericho, I saw a beautiful robe. I also found a bar of gold and a bag of silver. I wanted those things for myself, so I took them. I buried them in the ground beneath my tent.”

Joshua’s helpers ran to Achan’s tent. They found the robe, the gold, and the silver.

Now everyone knew what Achan had done. Because Achan had stolen from God, the army had lost the battle and some soldiers had died. Everyone was sad that Achan had sinned. Everyone was sorry he had not obeyed the LORD.

The Thief (Summary/Review)

Joshua’s soldiers were shocked. The little city of Ai had defeated God’s people in battle!

“LORD, why did we lose?” Joshua prayed. “Why didn’t You help us today?”

“Someone has stolen from Me,” God explained. God pointed out Achan, the man who had stolen treasures.

“In Jericho I sinned against the LORD,” Achan admitted. “I took a beautiful robe and some gold and silver. They are hidden under my tent.”

God saw what Achan had done. Everyone was very sad that Achan had disobeyed the LORD.



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What had Dee brought to Laura's house?
- How was Laura's doll different from Dee's?
- What did Dee take home from Laura's house?
- How did Dee feel about taking something that wasn't hers?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Stealing Hurts

Supplies: paper plates, pictures cut from magazines or clip art of things children would want, markers, glue sticks

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 39.)

See activity description on page 39.

Have the children take the plates home to remind them that taking things that do not belong to them makes people sad.

Pray for Life-Change

Ask the Lord to help your students be careful never to take things that are not theirs.

Dee-Cy-Paul Story "Princess Chloe"

"Hey, Laura!" said Dee as she entered Laura's house.

"Hi," answered Laura. "Did you bring your doll?"

"Yep," said Dee, holding up her "Chloe" doll. Chloe looked a little ragged. Her pants were a little torn on one side, and she had teeth marks on her legs from Dee's dog, Chip. But Dee loved Chloe and thought she was beautiful. "Where's yours?" Dee asked.

"My dad just bought me a brand new 'Chloe' doll!" Laura answered excitedly. "Look!"

Laura held up her Chloe, and Dee gasped.

"This is the new 'Princess Chloe' doll," explained Laura. "Isn't that the prettiest dress ever?"

"Yeah," Dee said quietly. Suddenly, her Chloe didn't look pretty at all. She was dirty, her clothes were ordinary and ragged, and Chip's teeth marks looked bigger than ever. Dee wanted a new Princess Chloe doll, too!

Dee and Laura played all afternoon, and Dee liked Laura's new Princess Chloe doll more and more. Finally, when it was time for Dee to go home, she asked Laura, "Do you think maybe you could come to my house tomorrow to play?"

"I don't know," Laura answered. "Let me ask my mom. I'll be right back!"

Laura ran out of the room. Dee looked at Laura's Princess Chloe doll. She was so pretty! Maybe Laura wouldn't mind if Dee borrowed Princess Chloe for a little while—just for today, and she would give her back tomorrow. Without really thinking, Dee shoved Laura's Princess Chloe doll into her backpack, right next to her own Chloe doll.

The doorbell rang. It was Dee's mom to pick her up. Dee ran to the door. "Goodbye, Laura," she shouted.

"Dee!" called Laura. "My mom said I could play tomorrow, so I'll see you then."

"Okay," answered Dee. "See you later."

"Bye!"

That evening, Dee played with her old Chloe and Laura's Princess Chloe alone in her room. But it wasn't very much fun.

Dee wondered if Laura missed Princess Chloe. She wished she had asked Laura if she could borrow Princess Chloe.

Soon, Dee's mom called to her. Dee went to her parents' room. "Yeah?"

"Laura's mom just called," said Mrs. Morgan. "Laura can't find her Princess Chloe doll, so she's not going to come over to play tomorrow."

Dee gulped. Uh-oh, she thought. "Um, Mom, I know where Princess Chloe is," she said.

"Really? Laura looked everywhere, and she's very sad that she can't find it."

Dee looked down. "Princess Chloe is in my room."

"Did Laura let you borrow her doll?" asked her mom.

"Well, not exactly. I mean, I didn't ask her." Dee sniffled. "I did something wrong, didn't I?"

Mrs. Morgan looked down at Dee. "It's wrong to take things that don't belong to you, Dee," she answered. "God says that we should never, never take things that aren't ours."

"But I wasn't taking it forever," Dee explained. "I was going to give it back tomorrow!"

"Yes, but you didn't ask Laura to lend Princess Chloe to you," answered Mrs. Morgan. "You took it without her permission. The Bible says to never take things that aren't ours because it hurts us and it hurts them. Laura is very upset because you took something that belongs to her."

"I feel awful, too," Dee said. "I'm really sorry that I took Laura's doll."

Mrs. Morgan put her arm around Dee. "Taking things that don't belong to us hurts everyone." She gave Dee a hug. "Let's pray and tell God how you feel about what you've done. Then, we'll call Laura, and you can ask her to forgive you, too. That might make both of you feel better."

"Okay, Mom. And then can we go over to Laura's so I can give Princess Chloe back?"

"That's exactly the right thing to do, Dee," her mom answered. Then they bowed their heads to pray together.

Dee-Cy-Paul Puppet Script “Princess Chloe”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need two dolls small enough to attach to the puppets' hands. One should be dressed in very pretty, sparkly clothing—noticeably fancier than the other. You will also need a man's hat.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Dee: Hey, guys. Today we're going to tell a very important story.

Cy: How important?

Dee: Very, very important.

Paul: Wow. Can we help you tell the story, Dee?

Dee: Are you sure you want to?

Cy: Yeah! I definitely want to help tell an important story.

Paul: Me, too!

Dee: Okay. Then Paul, you get to play Laura, and Cy, you can pretend to be my dad. Okay?

Cy: Sounds great!

Paul: No problem. Laura's cool. I don't mind playing a girl. Let's get started!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Paul is onstage, holding the fancy doll.]

Paul: Okay, I don't mind pretending to be a girl for our story, but I'm not sure I want to play with dolls!

[Enter Dee, carrying the normal doll.]

Dee: Hey, Laura!

Paul: Hi! Did you bring your doll?

Dee: Yep! [Holds up her doll.] She's a little ragged. Her pants are a little torn on one side, and she has teeth marks on her legs from the time Chip chewed on her. But I sure do love my Chloe doll! She's my favorite. Let me see your doll.

Paul: My dad just bought me a brand new Chloe doll. Look! [Holds up doll. Dee gasps.] This is the new “Princess Chloe” doll. Isn't that the prettiest dress ever?

Dee: [Quietly.] Yeah. [Turns away from Paul and speaks to herself.] My Chloe doll doesn't look pretty at all now. [Looks at her doll.] She's dirty, and her clothes are ordinary and ragged. And Chip's teeth marks in her legs are huge! I want a new Princess Chloe doll, too. I like Laura's doll much better than mine.

Paul: This sure is fun. Maybe tomorrow, I can come over to your house and we'll play again. What do you think?

Dee: Sure, Laura. That sounds like a good idea.

Paul: I'll go ask my mom and be right back.

[Exit Paul.]

Dee: Laura's Princess Chloe doll is so pretty! Maybe Laura wouldn't mind if I borrowed Princess Chloe for a little while—just for today, and I'll give her back tomorrow.

[Enter Paul.]

Paul: My mom said that would be fine.

Dee: Great! Hey, Laura, I know a great game we can play....

[Blackout. When the lights come up again, Dee is onstage with Cy, who is wearing the man's hat. Dee has one doll in each hand.]

Cy: Did you have fun playing dolls at Laura's today, Dee?

Dee: I sure did, Dad. [To herself.] It was much more fun than playing with these dolls by myself. I wonder if Laura misses Princess Chloe.

Cy: Well, Laura's mom just called. Laura can't find her Princess Chloe doll, so she's not going to come over to play tomorrow.

Dee: Uh-oh. Um, Dad, I know where Princess Chloe is.

Cy: Really? Laura looked everywhere, and she's very sad that she can't find it.

Dee: I have Princess Chloe. [Holds up doll.]

Cy: Did Laura let you borrow her doll, Dee?

Dee: Well, not exactly. I mean, I didn't ask her. [Pauses.] I did something wrong, didn't I?

Cy: It's wrong to take things that don't

belong to you, Dee. God says that we should never, never take things that aren't ours.

Dee: But I wasn't taking it forever. I was going to give it back tomorrow!

Cy: Yes, but you didn't ask Laura to lend Princess Chloe to you. You took it without her permission. The Bible says to never take things that aren't ours because it hurts us and it hurts them. Laura is very upset because you took something that belongs to her.

Dee: I feel awful, too. I'm really sorry that I took Laura's doll.

Cy: Taking things that don't belong to us hurts everyone. Let's pray and tell God how you feel about what you've done. Then, we'll call Laura, and you can ask her to forgive you, too. That might make both of you feel better.

Dee: Okay, Dad. And then can we go over to Laura's so I can give Princess Chloe back?

Cy: That's exactly the right thing to do, Dee.

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: You did a great job playing Laura, Paul!

Paul: Do you think so? Playing with dolls wasn't so bad, after all.

Cy: And Dee was right—our story today was very, very important. It's hard sometimes not to be jealous of things that other people have.

Dee: Like me! I was jealous of Laura's Princess Chloe doll because she was so pretty.

Paul: But no matter how much we want something, God tells us that we should never, never take things that aren't ours.

Cy: That's right! That's a lesson we should never, never forget.

Dee: I hope you liked our story, everyone.

Paul: See you next time!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#5) for children to color. (See page 92 of this Teacher Guide.)

Stealing Hurts

(suggested Disciple Time activity)

Supplies: paper plates, pictures cut from magazines or clip art of things children would want, markers, glue sticks

Have the children create a sad face on the paper plate using the markers. Then have them glue pictures of things that children might be tempted to take. If you are using clip-art pictures, have the children color the pictures before they glue them onto the plate. Have the children take the plates home to remind them that taking things that do not belong to them makes people sad.

Hide and Seek

Play a modified version of “Hide and Seek” with your children. Help one child to cover his or her eyes and count to ten while the others find places to hide in the room. The child should look around the room and call out the names of children he or she can see. As their names are called, the children should return to the starting point. Remind the children that Achan hid treasures he had taken from the city.

Who Stole the Cookie From the Cookie Jar?

(for older preschoolers)

Play and sing the game of “Who Stole the Cookie From the Cookie Jar?” Have the children sit in a circle and decide whose name will be called first. Chant the words in rhythm while alternately slapping knees and clapping hands. The child who is called first will decide whose name to call next. Continue the game until all the children have been called.

Group: *Who stole the cookie from the cookie jar?*

First Child: *(Jimmy) stole the cookie from the cookie jar.*

Jimmy: *Who me?*

Group: *Yes, you!*

Jimmy: *Not me!*

Group: *Then who?*

Jimmy: *(Linda) stole the cookie from the cookie jar.*

Stand Up, Sit Down

Help your children understand the difference between stealing and using things. Have the children gather around you and sit down. Say statements about situations when children are just playing with things and situations when children take things. The children should stand when they hear of a situation where children are just playing. They should sit if the situation involves a child taking something. Some ideas include: playing with blocks or putting them in a backpack; eating a snack with other children or sneaking over and getting an extra snack when no one is looking; playing at a friend’s house and picking up all the toys when they’re done or putting a toy in a coat pocket.

No Stealing

(for older preschoolers)

Have the children act out scenes where it might be hard not to steal. You may want to consider using the Dee, Cy, Paul, and Chip puppets. You can also make puppets for the children to use. Some suggestions for situations are:

- Seeing fresh cookies before dinner and taking one without asking a parent.
- Playing with a friend’s toy who is visiting your house and putting his or her toy in your toy box.
- Playing at your friend’s house, finding a toy you like under the bed, and taking it home with you.

It Makes God Sad

(for younger preschoolers)

Sing this song to the tune of *London Bridge* with your children.

*Stealing makes God very sad,
very sad, very sad.*

*Stealing makes God very sad.
Be careful not to steal.*

Coin Rubbings

Supplies: several coins, sheets of paper, old crayons with wrappings removed, double-sided tape

Set out the coins and tape them to the table. Show the children how to place the paper over the coins and rub the crayons on the paper so the shape of the coins appears on the paper. Talk about what Achan did with the coins he took from the city.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional “Learn By Doing” activities.

The Treaty

Lesson 6

Big Idea *Joshua kept his promise not to fight the Gibeonites.*

Bible Passage *Joshua Keeps His Promise—Joshua 9*

Lesson Summary

The Lord had told Moses not to establish terms of peace with the nations who lived in Canaan. Joshua was under orders to destroy all those cities west of the Jordan River. But God had given His people permission to live in peace with nations outside of Canaan (Deuteronomy 20:10-18). After the conquest of Ai, the other nations of Canaan knew that they would inevitably confront the Israelites and their God. They weighed these options: 1) fight against Israel; 2) surrender to Israel; 3) align with Israel; 4) flee from Israel.

The Gibeonites realized that Joshua's army had totally destroyed both Jericho and Ai. Joshua fulfilled the Lord's command to kill all the inhabitants of the land. They had taken no prisoners. The Gibeonites lived less than seven miles from Ai. Their officials knew that their army could not withstand God's might and Joshua's troops. To fight meant almost certain death. They decided to gamble on their ability to successfully deceive Joshua. They also counted on Joshua's resolve to honor his commitments once their plan was uncovered.

The Gibeonites' gamble worked. Joshua neglected to consult with the Lord on this matter. The tattered wardrobes and tainted words of the Gibeonites convinced Joshua. Their deception was not discovered until after Joshua agreed to a peace treaty. Even though the Gibeonites carried out a plot that was based on deception and lies, Joshua did not waver.

The treaty had been ratified; Joshua had promised not to destroy the Gibeonite people. Though Joshua was pressured to rescind his agreement, he refused to break his word.

Preschoolers can readily relate to the concepts of truthfulness and deception. They can grasp the importance of making and keeping promises. As you teach this lesson, discourage the Gibeonite deception scheme and underscore Joshua's strength of character. Joshua kept his word, even though he had neglected to ask the Lord for counsel. Encourage your children to keep their promises, too.

Pray for Wisdom

Merciful Father, thank You for the picture of grace that Joshua showed the Gibeonites when they deceived him. Thank You for Joshua's willingness to stick to his convictions. Help me keep every promise I make—to You and to others.

Encourage these children to take their promises seriously, Lord. Let them see good examples of people who keep their promises. Help them only make promises they intend to uphold. In Jesus' name, amen.



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Although the Gibeonites lied to Joshua, he did not break his promise to them.

FEEL (character)

- Careful to only make promises they can keep.

DO (conduct)

- Keep all their promises.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 21-24), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- TRAVELERS: suitcases, backpacks, old coats, boots, blankets, pillows, play food, hats

Bible Time

- Teaching Picture—The Treaty
- SNACK—large croutons, ranch dressing
- KEEPING PROMISES: none

Disciple Time

- Teaching Picture—Paul's Toy Animals
- JOB CHART: large sheets of construction paper, job stickers from this lesson

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Travelers

Supplies: suitcases, backpacks, old coats, boots, blankets, pillows, play food, hats

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 45.)

Set up the dress-up area and tell the children to dress up like travelers going on a long trip. Have them pack things for the trip into the suitcases and backpacks. They can travel to a different area of the classroom and unpack, and then re-pack to travel back to the original area of the room. Tell them that today they will hear about some people who pretended to be travelers.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *This Little Light* (traditional)
- *Love One Another* (traditional)
- *What Can I Do?* (traditional)
- *Give And It Will Be Given* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 9:19
“We will keep the promise we made.”

Monthly Memory Verse: Joshua 9:19
“We will keep the promise we made.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while shaking hands.

Seek God's Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The Treaty as you tell or read the story. (The Bible story is printed on page 42 and on the back of the Teaching Picture.)

The story, *The Treaty*, is based on Joshua 9. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Explain to the children that one sign of promising something is to shake hands. Have them find a partner to shake hands with every time they hear the word “promise” in the story. As you tell it, pause each time you say the word “promise” to allow the children time to shake hands.

Disciple Guide—page 21

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving large croutons to be like the dry bread the people carried with them. You could provide ranch dressing for the children to eat with the bread.

While you eat, talk about the Bible story. These questions will help you get started.

- Why did the Gibeonites wear old clothes and worn-out shoes?
- Whose help did Joshua forget to ask for?
- What promise did Joshua make to the Gibeonites?
- How did the Gibeonites help God's people?

Play and Move

Have the children pretend to be the travelers in the story today. They can pack up, make the sounds of the animals, bounce up and down, and bow low when they meet Joshua and God's people.

Disciple Guide—page 23

Talk with your children about the promises they make. Then look at the pictures and have them draw lines matching the pictures that show things children could do to keep promises.

Learn By Doing—Keeping Promises

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 45.)

Sing this song to the tune of *The Farmer in the Dell* with your children.

*Keeping promises,
Keeping promises.
Joshua did and so will I.
We’re keeping promises.*

After you have sung the song, ask children to share about a promise they have made and kept. Sing the song again.

Pray for People

Ask for prayer requests. Pray for each personal concern. Pray that your students would be careful to only make promises they’ll keep.

Bible Story—The Treaty

(based on Joshua 9)

God’s people were now living in the Promised Land. People in the nearby city of Gibeon had heard about the LORD. They knew about Joshua’s strong army. They didn’t want to fight Joshua and the LORD. So the leaders of Gibeon decided to trick Joshua.

The Gibeonites loaded their donkeys with old grain sacks. They dressed up in patched clothes. They put on worn-out shoes. They packed dry, crusty bread. Then they came to Joshua.

“We’ve been on a long journey. We walked many days to get here,” they lied. “When we left home, our bread was soft and warm, now it’s old and hard. When we left home, our clothes and shoes were new. Now they’re worn out.

“We came to make a promise-treaty with you,” the Gibeonites told Joshua. “From our far-away land we heard of God’s power. We know He freed you from slavery in Egypt. We know He helped you win battles. Our leaders told us to make peace with you. We want to be your friends and servants.”

Joshua looked at the men from Gibeon. He saw their worn-out clothes and their stale food. He thought they were telling the truth. Joshua forgot to ask the LORD to help him decide what to do. “Yes, we will make a promise-treaty with you,” Joshua told them. “We promise not to fight your people. We will be friends.”

Soon after that, God’s people discovered that the Gibeonites had lied. Joshua learned that they lived nearby. Some of God’s people were angry. They wanted to fight the Gibeonites for tricking them. But Joshua and the leaders said, “No! We cannot hurt the Gibeonites. We promised to protect them. We must keep our promise.”

“Why did you trick us?” Joshua asked the men from Gibeon.

“We knew that the LORD would help you win all the battles,” they answered. “We were afraid of you and your God. From now on, we promise to be your servants. We will work hard for your people and your God.”

The LORD was glad that Joshua kept his promise. From that day on, Joshua remembered to ask God to help him make decisions. From that day on, the Gibeonites chopped wood and carried water. They kept their promise to serve God’s people.

The Treaty (Summary/Review)

The Gibeonites came to Joshua wearing worn-out clothes. “We live far away,” the Gibeonites lied. “We’ve heard about the LORD. We want to be your friends.”

“Since you live far away, we will not fight you,” Joshua promised. But Joshua forgot to ask God what to do.

Joshua soon found out the Gibeonites had lied to him. “Why did you trick us?” Joshua asked.

“We were afraid of you and your God,” they answered. “From now on, our people will be your servants.”

“Although you lied,” Joshua replied, “I’ll keep my promise.”

Disciple Time



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What was advertised on the back of Paul's cereal box?
- Who loaned Paul money to buy the plastic animals?
- What were the toys like?
- How did Paul respond when Mike said Paul didn't have to repay the money?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— It Won't Break

Supplies: things that will not break easily, such as rocks, metal items, hard plastic items

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 45.)

See activity description on page 45.

Encourage the children to keep their promises as things that "won't break."

Pray for Life-Change

Ask the Lord to help your students keep their promises.

Dee-Cy-Paul Story "Paul's Toy Animals"

"Wow!" Paul cried as he looked at the back of his cereal box.

"Whoa!" laughed his brother Mike. "What's on the back of that box, Paul?"

"Look at this!" Paul said as he turned the box around. "200 plastic toy animals!"

"Wow!" Mike said as he looked at the box. "They're only ten dollars if you send it in with the top of the box."

"Ten dollars!" Paul said. "I have five dollars saved from my chores."

"Then you only need two more weeks' money from chores!" Mike answered.

Two weeks! Paul thought. Two weeks seemed like a long time to wait. "Mike," Paul said thoughtfully, "Do you have five dollars that I could borrow? I'll pay you back right away—I promise!"

Mike thought, then answered, "Okay, Paul. I'll loan you the five dollars, since you promised to pay me back. That way, you can send in for the toys today."

"Awesome!" Paul shouted. "Thanks, Mike!"

"You're welcome," Mike said and smiled. "I'll even help you fill out the form and send it in, okay?"

"Great!" Paul said as he went to find a pen and an envelope.

Paul and Mike sent in for the toys that afternoon. "200 plastic animal toys!" Paul thought. "Think of all the games I'll be able to play with 200 plastic animal toys! I could pretend to have a zoo—it would be the biggest zoo ever, with 200 animals!" He was glad he had borrowed money from Mike. Since he promised to pay him back right away, that meant Paul couldn't buy anything for himself for two weeks, but that was okay. "I'll have 200 toy animals to play with," he thought. "Who needs candy?"

The days seemed to take forever to pass as Paul waited for his toys to arrive. Finally, when Mike brought in the mail the next week, he said, "There's something for you, Paul!"

"My toy animals!" Paul said excitedly.

Then he saw the package Mike had brought him. It was very small. "That box is too small to hold 200 animals," Paul said. "I wonder what it is."

Mike looked at the package carefully. "It's from the cereal company," he said. "It must be your animals."

Paul opened the box and looked inside. There they were—200 animal toys. But they weren't what he was expecting. They were much, much smaller than they looked on the back of the cereal box. He poured the box out over the table, and at the bottom of the box were animal legs and tails that had already broken. And there weren't even enough kinds of animals to play zoo—there were only dogs and cats and horses and cows.

"Oh, no!" Paul said. "This isn't what I wanted!"

"Yeah—these are nothing like the animal toys that were shown in the picture on the cereal box," Mike agreed. "I'm sorry that we wasted our money on these!"

Money! thought Paul. "I still have to pay you back! Now I have to go another week without anything for myself, and these toys aren't even any good," he said as he picked up a dog by its tail. The tail broke, and the dog fell to the table.

"Sorry, Paul," Mike said quietly. "Maybe it's not such a big deal for you to pay me back."

Paul thought quietly to himself, then said, "Thanks, Mike, but that wouldn't be right. I promised you that I would pay you back. Even though I didn't get what I wanted, it would be wrong for me to break my promise. Promises are important!"

Mike nodded. "You're right, Paul," he said. "Promises are important." Suddenly, Mike had an idea. "I have some glue. Why don't we see how many of these animals we can fix, and then maybe we'll think of a game to play with them?"

"That's a great idea!" agreed Paul, and the two brothers went to fix the toy animals together.

Dee-Cy-Paul Puppet Script “Paul’s Toy Animals”

DIRECTOR’S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a cereal box and lots of small toy animals. You will also need a baseball cap for Cy.

INTRODUCTION

[Enter Cy and Paul. Paul is carrying one of the small toy animals]

Cy: Hey, Paul! What do you have there?

Paul: It’s a cow with no legs.

Cy: A cow with no legs? That doesn’t sound like a very fun toy to play with!

Paul: You’d be surprised what you can do with a cow with no legs, Cy. You can pretend it’s a boat, or a sled, or just a cow—with no legs.

Cy: Yeah, I guess anyone can play with a toy cow that has legs. Where’d you get it?

Paul: Would you like to hear the story about how I got a box full of broken toy animals?

Cy: Sure!

Paul: Great! All you have to do is pretend to be my older brother Mike.

Cy: Sounds super!

[Exit Cy and Paul.]

SCRIPT

[Paul is onstage, looking at the back of the cereal box. Enter Cy, wearing the baseball cap.]

Paul: Wow!

Cy: Whoa! *[Laughs.]* What’s on the back of that box, Paul?

Paul: Look at this, Mike! 200 plastic toy animals!

Cy: Wow! It says here that they’re only ten dollars if you send them in with the top of this box.

Paul: Ten dollars! I have five dollars saved from my chores.

Cy: Then you only need two more weeks’ money from chores!

Paul: Two weeks! Two weeks seems like a long time to wait. *[Pauses.]* Mike, do you have five dollars that I could borrow? I’ll pay you back right away—I promise!

Cy: *[Pauses to think.]* Okay, Paul. I’ll loan you the five dollars, since you promised to pay me back. That way, you can send in for the toys today.

Paul: Awesome! Thanks, Mike!

Cy: You’re welcome. I’ll even help you fill out the form and send it in, okay?

Paul: Great! Let’s send for the toys this afternoon. 200 plastic animal toys! Think of all the games I’ll be able to play with 200 plastic animal toys!

Cy: You could pretend to have a zoo—it would be the biggest zoo ever, with 200 animals!

Paul: Yeah! Thanks for letting me borrow the money, Mike. Even though I can’t buy anything for myself for two weeks since I promised to pay you back right away, that’s okay. I’ll have 200 toy animals to play with. Who needs candy?

[Blackout. When the lights come back on, Paul is onstage with the toys, looking at them. Enter Cy.]

Cy: Hey, Paul! They finally came! Wow—it seems like it took forever for your toy animals to come. *[Looks carefully at the toys.]* They’re kind of small, aren’t they? They look much smaller than they did on the back of the cereal box.

Paul: Yeah—they are much smaller than I thought they’d be. And lots of them are broken, too. When I took them out of the box, the bottom was full of animal legs and tails that had already broken.

Cy: It doesn’t look like there are very many kinds of animals, either—only dogs and cats and horses and cows.

Paul: This isn’t what I wanted at all!

Cy: Yeah—these are nothing like the animal toys that were shown in the

picture on the cereal box. I’m sorry that we wasted our money on these!

Paul: Money! And I still have to pay you back! Now I have to go another week without anything for myself, and these toys aren’t even any good.

Cy: Sorry, Paul. Maybe it’s not such a big deal for you to pay me back.

Paul: *[Pauses.]* Thanks, Mike, but that wouldn’t be right. I promised you that I would pay you back. Even though I didn’t get what I wanted, it would be wrong for me to break my promise. Promises are important!

Cy: *[Nods.]* You’re right, Paul. Promises are important. *[Pauses.]* I have some glue. Why don’t we see how many of these animals we can fix, and then maybe we’ll think of a game to play with them?

Paul: That’s a great idea!

[Curtain.]

APPLICATION

[Enter Cy and Paul.]

Paul: So that’s how I ended up with a whole box full of animal toys with no legs.

Cy: Great story, Paul!

Paul: And more importantly, that’s how I learned that keeping promises is very important.

Cy: That’s right. Promises are very important. We should be careful to only make promises we know we’ll keep.

Paul: I also learned that it’s important to find out everything you can about something before you spend your money on it.

Cy: Good idea.

Paul: Anybody want to buy a box of 200 broken toy animals? *[Pause.]* Just kidding!

Cy: See you later, everyone!

Paul: Bye!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#6) for children to color. (See page 93 of this Teacher Guide.)

It Won't Break

(suggested Disciple Time activity)

Supplies: things that will not break easily, such as rocks, metal items, hard plastic items

Set out the objects. Ask the children if these objects can break. Allow them a chance to try to break them with their hands. Remind them that the promises they make need to be like these things—unbreakable.

Pretending

Have the children pretend to be different types of people. You could provide dress-up clothes for them. They could pretend to be a baby, a king, a princess, various animals, or different occupations such as nurse, doctor, or police officer. Remind them that the people in today's story pretended to be travelers from a far country to trick Joshua.

Promise Symbols

(for older preschoolers)

Supplies: rings, ribbons, pictures of a rainbow, friendship bracelets, pens, paper

Talk with your children about some of the symbols used to show that people have made a promise. A wedding ring symbolizes the marriage promise. A ribbon symbolizes a promise to help someone or remember something. The rainbow symbolizes God's promises to people. Friendship bracelets symbolize a promise of friendship. Sign your name on the paper to show how people sign their names to promise to do something. Also demonstrate shaking hands. Take time to talk with the children about promises they have made and kept.

Transportation Center

Supplies: small toy cars, trucks, airplanes, newsprint or butcher paper, crayons

Before class, tape newsprint or butcher paper to one of the tables and draw roads on it. Allow the children to add trees, flowers, and houses. Encourage them to use their imaginations as they move toy cars, trucks, and airplanes around on the table. Talk about how the people in today's story pretended to travel a long way. Also talk about how they would have traveled, not in trucks or cars, but on camels and donkeys.

Prayer Time

Supplies: CD player, a CD of quiet, reflective music, floor pillows

Set up a prayer area in a corner of your room with the floor pillows. Set up the music to be softly playing nearby. Encourage the children to go to the prayer area to talk with God. Remind them that Joshua did not take the time to pray and ask God to help him make a wise choice about the people who pretended to be travelers.

Friendship Bracelets

(for older preschoolers)

Supplies: yarn or string in different colors, tape

Cut three pieces of yarn or string and tie them together at one end. Tape that end to a table and show the children how to braid the pieces together. This will be a hard skill, so don't be worried about them getting the braid done correctly. Any twisting together of the pieces will do. Help them tie off the yarn at the other end and choose someone to whom to give their bracelet. Be sure that each child has a bracelet. Remind them that this is a symbol of their promise to be a friend.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

The Long Day

Big Idea *The LORD answered Joshua's prayer to make the sun stand still.*

Bible Passage *The Sun Stands Still—Joshua 10*

Lesson Summary

News of the treaty between the Gibeonites and the Israelites quickly reached the ears of the neighboring Canaanite cities. Just as quickly, leaders from these communities allied themselves and declared war against the traitorous Gibeonites. Five Amorite kings were steadfastly determined to make the Gibeonites pay dearly for betraying their neighbors and joining forces with the Israelites.

The Gibeonites were greatly outnumbered and had only one hope—the Israelites. If a messenger could reach Joshua, and if the Israelites could rally their army to defend their new friends, and if that army could arrive before the Amorites had broken through their fortifications, then the Gibeonites had a chance to survive.

Joshua and the Israelites were camped twenty-five miles from Gibeon. When the messenger relayed his urgent appeal, Joshua wasted no time. He first sought counsel from the Lord. During that time of prayer, God assured His leader of a great victory. Immediately, Joshua sent soldiers on an all-night, uphill march to Gibeon. Soon, Joshua's army had engaged the enemy and reversed the fortunes of the Gibeonites.

As the soldiers began fleeing to their respective cities, God sent large hailstones from the sky, pummeling the alliance armies without injuring the Israelites. That afternoon, Joshua recognized that the great victory God had promised was beginning to materialize, but his soldiers needed more

time to complete the objective. Under cover of darkness, the enemy would be able to hide from the Israelites and regroup. God's victory would be incomplete.

Joshua showed great faith by making an extraordinary request—that God would extend the duration of sunlight so his soldiers could pursue the enemy. The Lord responded to Joshua's prayer. He stopped the sun in the sky for an entire day! There has never been another day like it since.

God also hears the prayers of preschoolers. Impress on your children that God loves to hear their prayers and He cares about everything they care about. God delights in the prayers of His children!

Pray for Wisdom

God, You are never deaf to my petitions and needs. Thank You for answering my prayers. I praise You for granting me unlimited access to the King who always listens!

Motivate these children to eagerly come to You in prayer, Lord. Encourage their faith by answering their prayers. In Jesus' precious name, amen.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 25-28), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- SUN AND MOON: blue and black paper, gel pens, glitter glue

Bible Time

- Teaching Picture—The Long Day
- SNACK—round cookies, bright yellow frosting or orange sections
- GOD MADE SUN AND MOON: none

Disciple Time

- Teaching Picture—Another Rainy Day?
- PRAYER SILHOUETTES: 11" x 14" white and black construction paper, overhead projector, stool



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Joshua defeated the enemy because God stopped the sun in the sky.

FEEL (character)

- Assured that God will answer their prayers.

DO (conduct)

- Pray for God to help them do what He says.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Sun and Moon

Supplies: blue and black paper, gel pens, glitter glue

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 51.)

Give each child a piece of blue paper and a piece of black paper. Show the children how to use the gel pens and glitter glue to create pictures of the sun on the blue paper and the moon on the black paper. Tell them that they will be hearing about something amazing God did with the sun and the moon.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *Heavenly Sunshine* (hymn)
- *This is the Day* (praise chorus)
- *Rise and Shine* (traditional)
- *What a Mighty God We Serve* (praise chorus)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Joshua 10:13
“The sun stood still and the moon stopped.”

Monthly Memory Verse: Joshua 9:19
“We will keep the promise we made.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have the children say the words with their arms in a big circle over their heads.

Seek God's Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—*The Long Day* as you tell or read the story. (The Bible story is printed on page 48 and on the back of the Teaching Picture.)

The story, *The Long Day*, is based on Joshua 10. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Tell the children to hold up five fingers each time they hear the word “five” in the story. You may want to practice before you begin the story.

Disciple Guide—page 25

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving round cookies with bright yellow frosting or orange sections to be like the sun and the moon.

While you eat, talk about the Bible story. These questions will help you get started.

- How many kings sent armies to fight against the Gibeonites?
- Who came to help the Gibeonites?
- What came from the sky and fell on the enemy soldiers?
- What did God do so Joshua’s soldiers could fight longer?

Play and Move

Play a version of the game “Red Light, Green Light” with your children. Have the children line up near one end of the room. Stand opposite them across the room. When you say “Go,” the children may move forward toward you. When you say, “Pray,” the children should stop and kneel as if praying. They may also use other prayer positions. When the children reach you, have them go back across the room and play again.

Disciple Guide—page 27

Talk with your children about what is happening to the people in each picture. Have them draw lines from the praying hands in the center to the people who need prayer. Have the children place the praying hands stickers near the people for whom they would like to pray.

Learn By Doing—God Made Sun and Moon

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 51.)

Sing this song to the tune of *The Ants Go Marching* with your children.

*God made sun and moon stand still.
Hooray! Hooray!
Yes, God made sun and moon stand still.
Hooray! Hooray!
Joshua prayed to God for help.
God heard his prayer and answered it.
And the army won
While the sun
Stood still,
And the moon did, too!
Boom! Boom! Boom!*

Pray for People

Pray that your students would be assured that God is listening to and will answer their prayers.

Bible Story—The Long Day

(based on Joshua 10)

God freed His people from slavery in Egypt. God gave them food and water in the desert. God helped everyone cross the Jordan River into the land He promised to them.

Next, the LORD helped Joshua win battles against the cities of Jericho and Ai. Then Joshua promised to be friends with the Gibeonite people who lived nearby. Before long, all the people who lived in the land knew about Joshua and the LORD. They knew that God fought for His people.

Five kings who lived in the land got together for a meeting. They decided to fight against Joshua’s friends, the Gibeonites. Soon, all their soldiers came and attacked the city of Gibeon.

The king of Gibeon needed help. He couldn’t fight five kings and five armies! So the king of Gibeon sent a messenger to Joshua. “Please come help us!” the messenger pleaded. Joshua prayed and asked God what he should do.

The LORD answered Joshua’s prayer. “Go. I will help you win a great victory,” God promised.

Joshua and his soldiers marched all night long. In the morning, they reached Gibeon. When Joshua’s soldiers arrived, the five enemy kings were very surprised! They thought Joshua’s army was far away.

Joshua’s soldiers attacked the five kings and their armies. The LORD fought for His people. He confused the enemy soldiers. They became afraid and ran away. Then God sent balls of ice from the sky. The large hailstones fell on the enemy soldiers.

Joshua’s army chased the enemy soldiers. Joshua knew that God wanted to give His people a great victory. But the sun would soon go down. Soon it would be dark. At night, the enemy soldiers would hide and get away.

“LORD, please make the sun stand still,” Joshua prayed. “Don’t let the sun go down until we have won the battle. Please give us a great victory.”

God answered Joshua’s prayer. He stopped the sun in the middle of the sky! The sun stayed up a long, long, time. That day was different from every day before or since. On that day, Joshua and his soldiers won a great victory. They defeated the five kings and five armies. The LORD answered Joshua’s prayer and helped His people. Now they could be safe in the Promised Land.

The Long Day (Summary/Review)

“Soldiers are attacking our city!” a Gibeonite messenger shouted to Joshua. “Please come help your friends.”

“Go! I will give you the victory,” God promised.

Joshua’s soldiers surprised the enemy and chased them. Then the LORD sent large hailstones that fell on them!

As the sun began to set, Joshua prayed, “LORD, please keep the sun high in the sky until we win the battle.”

And God stopped the sun from setting! On that day, the LORD won a great victory for His people.

Disciple Time



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- Why were Dee, Cy, and Paul so excited?
- What did the weather report say about the next day?
- Who did Dee, Cy, and Paul ask for help?
- How did God answer their prayer?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Prayer Silhouettes

Supplies: 11" x 14" pieces of white and black construction paper, pencils, scissors, tape, glue, overhead projector, stool

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 51.)

See activity description on page 51.

Write the child's name and date on the paper and write the words "I can pray for God's help."

Pray for Life-Change

Ask the Lord to help your students turn to Him in prayer for help.

Dee-Cy-Paul Story "Another Rainy Day?"

"Tomorrow's the big day!" Dee said to Cy as he pulled his sand bucket out of the closet.

"Yeah, I know. I'm so excited!" Cy shouted.

Paul laughed. "Me, too!" he said. "I can't wait to go to the beach."

"It's been a long time since we've been able to play outside," said Dee. "It's been rainy for so long!"

"Yeah," agreed Cy. "It feels like we've been stuck inside forever!"

"I'm even tired of computer games," said Paul. "It will be great to play outside for a whole day."

"And the beach is the best place to play outside!" Dee squealed.

Suddenly, Mrs. Yung came into Cy's room. "Hi, Mrs. Yung," said Paul. "Thanks so much for taking us to the beach tomorrow!"

"You're welcome, Paul," Mrs. Yung replied. "But I might have bad news. I just heard the weather report, and it's supposed to rain again tomorrow."

"Again?" cried Cy. "It rains all the time!"

"Tomorrow!" said Dee. "Oh, no! If it rains, we can't go to the beach!"

"We'll still get everything ready to go to the beach as planned," said Mrs. Yung. "But if it's raining tomorrow morning, I'm afraid we'll just have to bring our picnic basket to the living room and eat lunch together there." She sighed. "We'll just have to wait and see!" she said as she walked out of Cy's room.

"Oh, no!" said Dee. "Do you think the weather report could be wrong?"

Paul shrugged. "I don't know," he said.

"What can we do?" Cy asked.

"Well, you know what Paul's dad says to do when there's nothing else we can do," Dee said. "We should pray!"

"Yeah!" Paul agreed. "In the Bible, when Joshua needed God's help, he prayed and asked God to stop the sun. And God did it—He made the sun stand

still for a whole day! I'm sure God could make the rain stay away if we ask Him."

"God definitely can make the rain stay away for the day," Dee said. "But that doesn't mean He will. We shouldn't pray for selfish reasons. Sometimes God doesn't answer our prayers because He has something else in mind for us."

"Maybe someone else is praying that it will rain tomorrow," said Cy.

"That's true," Paul said. "But it's always good to pray, so let's pray. We'll ask God to give us a sunny day tomorrow."

"All right!" said Dee. Then she, Cy, and Paul bowed their heads to ask God for a sunny day at the beach.

The next morning, Cy woke up early and looked out his window. "The sun is shining!" he cried.

His mom came into his room. "Get your swimsuit and your beach ball, Cy," she said. "It looks like the weather report was wrong. Paul and Dee will be here soon, and then we're going to the beach!"

"Yeah!" said Cy. Soon, Dee and Paul arrived, all ready for a day in the sun.

"Isn't this exciting?" cried Paul. "It's sunny!"

"That's right—and God answered our prayer!" Dee said. "That's really cool!"

"I think we should pray again," said Cy. "Let's thank God for answering our prayer."

"Great idea, Cy," answered Paul. Dee, Cy, and Paul bowed their heads, and Paul prayed quietly, "Thanks, God, for answering our prayer. Thanks for the sunshine and for a day to play outside. We love You! Amen."

"Are you ready, kids?" called his mom.

"We're on our way!" they answered. "Let's go to the beach!"

Dee-Cy-Paul Puppet Script “Another Rainy Day?”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need sunglasses and a beach ball. You will also need a woman's hat for Dee, and a blanket.

INTRODUCTION

[Enter Dee, Cy, and Paul. Dee is wearing the sunglasses.]

Cy: Um, Dee, what are you doing?

Dee: Huh?

Paul: Well, you don't really need sunglasses right now. We're inside.

Dee: Yeah, but today's story is about going to the beach. So I thought I would be ready!

Cy: Actually, today's story is mostly about getting ready to go to the beach. So you won't need those, after all.

Dee: Oh, too bad. I think they make me look cool.

Paul: You're funny. May I borrow those for our story?

Dee: Yep!

Cy: Dee, can you play my mom in our story today?

Dee: Yep!

Paul: Great. Let's get started!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Cy and Paul are onstage. Paul is wearing the sunglasses, and Cy is sitting on the beach ball.]

Paul: Tomorrow's the big day!

Cy: Yeah, I know. I'm so excited!

Paul: *[Laughs.]* Me, too! I can't wait to go to the beach. It's been a long time since we've been able to play outside. It's been rainy for so long!

Cy: Yeah. It feels like we've been stuck inside forever!

Paul: I'm even tired of computer games. It will be great to play outside for a whole day.

Cy: And the beach is the best place to play outside!

[Enter Dee, wearing the woman's hat.]

Paul: Hi, Mrs. Yung. Thanks so much for taking us to the beach tomorrow!

Dee: You're welcome, Paul. But I might have bad news. I just heard the weather report, and it's supposed to rain again tomorrow.

Cy: Again? It rains all the time!

Paul: Tomorrow! Oh, no! If it rains, we can't go to the beach!

Dee: We'll still get everything ready to go to the beach as planned. But if it's raining tomorrow morning, I'm afraid we'll just have to bring our picnic basket to the living room and eat lunch together there. *[Sighs.]* We'll just have to wait and see!

[Exit Dee.]

Cy: Oh, no! Do you think the weather report could be wrong, Paul?

Paul: *[Shrugs.]* I don't know.

Cy: What can we do?

Paul: Well, you know what my dad says to do when there's nothing else we can do. We should pray!

Cy: Yeah! In the Bible, when Joshua needed God's help, he prayed and asked God to stop the sun. And God did it—He made the sun stand still for a whole day! I'm sure God could make the rain stay away if we ask Him.

Paul: God definitely can make the rain stay away for the day. But that doesn't mean He will. We shouldn't pray for selfish reasons. Sometimes God doesn't answer our prayers because He has something else in mind for us.

Cy: Maybe someone else is praying that it will rain tomorrow.

Paul: That's true, but it's always good to pray, so let's pray. We'll ask God to give us a sunny day tomorrow.

Cy: All right!

[Paul and Cy bow their heads. Blackout. When the lights come back up, Cy is onstage under the blanket, asleep. Enter Dee.]

Dee: Wake up, Cy!

Cy: *[Sits up and looks around.]* Is the sun shining, Mom?

Dee: Get your swimsuit and your beach ball, Cy. It looks like the weather report was wrong! Paul just arrived, and we're going to the beach!

[Enter Paul.]

Paul: Isn't this exciting? It's sunny!

Cy: That's right—and God answered our prayer. That's really cool!

Paul: I think we should pray again. Let's thank God for answering our prayer.

Cy: Great idea, Paul!

[Paul and Cy bow their heads.]

Paul: *[Quietly.]* Thanks, God, for answering our prayer. Thanks for the sunshine and for a day to play outside. We love You! Amen.

Cy: Amen.

Dee: Are you ready, boys?

Cy and Paul: *[Shout.]* Let's go to the beach!

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul. Dee is wearing the sunglasses again.]

Paul: That was fun! Isn't that a cool story, kids?

[Allow time for the audience to respond.]

Dee: That story was even cooler than me wearing sunglasses!

Cy: And the coolest thing of all is that God always listens to us when we pray.

Paul: That's right! God hears every thought that we have.

Dee: God cares very much about you and everything that happens to you.

Cy: So whenever you need help, ask God, and you can be sure that He hears you.

Paul: That's our story for today, kids! Now, we're going to the beach. Dee, can I borrow your sunglasses again?

Dee: No way, Paul. They're too cool for you!

Cy: You're funny, Dee! See you later, everyone!

Dee and Paul: Bye!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#7) for children to color. (See page 94 of this Teacher Guide.)

Prayer Silhouettes

(suggested Disciple Time activity)

Supplies: 11" x 14" white and black construction paper, pencils, scissors, tape, glue, overhead projector, stool

Set a stool next to an empty wall away from windows. One at a time, have each child sit on the stool facing sideways and shine the light of the overhead projector on him or her from about three feet away. Tape a piece of black paper on the wall so the child's shadow appears on the paper. Adjust the projector so that the child's profile fits on the paper. Have the child bow his or her head and fold hands in prayer. Trace the child's profile on the paper. Remove the paper and repeat for each child. Cut out the silhouettes and glue them onto white paper. Write the child's name and date on the paper and write the words "I can pray for God's help."

Prayer Anywhere

Supplies: pictures of places where a person can pray (church, dinner table, bedroom, car, or outside)

Ask the children to sit on the floor in front of you. Hold up each picture and talk about the places someone can pray. Remind them that Joshua prayed outside before the battle. Ask the children where they like to pray and why they like to pray there.

Praying Hands

Supplies: tan-colored construction paper, pencils, scissors, glue, markers

On the construction paper, trace each child's hands separately with their fingers close together. Cut out the two hands and have the children glue them together as if in prayer. Write "I can ask God for help" on the hands. Ask each child what they might need God's help with.

Prayer Time Clocks

(for older preschoolers)

Supplies: paper plates, paper fasteners, construction paper, crayons, markers

Before class, write numbers around the edges of the paper plates so they resemble clocks. Also write "I Can Pray Anytime" in the center. Cut two construction paper arrows for each child, one shorter than the other, to be the hands on the clock. Let the children color the outer edges of their plates. Help them fasten the arrows in the middle of the plate with a paper fastener. The children may not be able to tell time, but this can serve as a good reminder that they can ask for God's help at any time.

Prisms

Supplies: prisms, bright light from a window

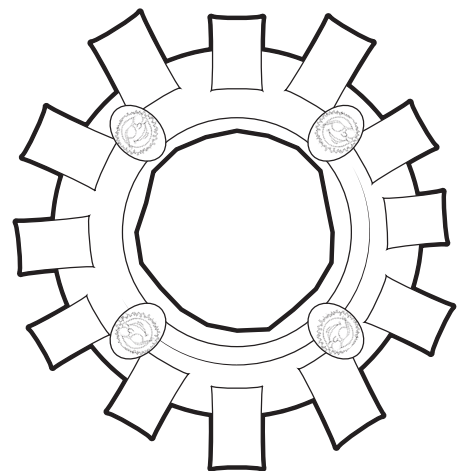
Allow the children to play with the prisms. Show them how to hold the prisms in the sunlight and make rainbows. Talk about how the sun stood still in the story.

Sun Masks

(for older preschoolers)

Supplies: paper plates, yarn, 1" x 4" strips of yellow construction paper, glue, scissors, hole punch, sun stickers from sticker sheet

Cut the center out of the white paper plate. Glue the strips on the plate covering the remaining edge so the strips form sun rays. Punch a hole in each side of the plate, under the strips, and tie a 10" piece of yarn through each hole. Have the children add sun stickers from the sticker pages in their student workbooks. (See example below.) Tie the masks loosely on the children so their faces show through the center. Talk about what God did to the sun in today's story.



See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

The Judge

Big Idea *Deborah and Barak led God's people to defeat the Canaanites.*

Bible Passage *Deborah Delivers God's People—Judges 4–5*

Lesson Summary

The book of Judges records a 400-year period in which various judges ruled Israel. This era is marked with triumphs and tragedies that follow a consistent pattern—God's people lose their spiritual zeal and rebel against the Lord; then God allows His people to fall into the hands of their enemies; these hardships bring the Israelites to their senses—they repent of their sins and seek the Lord; then God rescues His people, who enjoy a time of growth and freedom. (Judges 2:10-18 is an example of this pattern.)

Though Joshua had subdued the land, pockets of Canaanites remained. As the Hebrews became occupied with their personal interests, they grew weary of the constant struggle to keep the Canaanites at bay. Instead, they formed military alliances and intermarried with their enemies. This soon led to spiritual apathy and idol worship. As a result, God turned His people over to their enemies.

In time, Israel would awaken to its tragic condition and call on the Lord for deliverance. God responded by providing a leader, deliverer, or judge who set Israel free from its oppressors and reestablished peace and justice. But eventually the nation drifted back into increasingly degenerative habits, and the cycle continued.

Deborah lived during one of these tragic times when the superior military strength of the Canaanites held Israel in subjection. She served both as a legal advisor as well

as a prophetess who relayed messages from God (Judges 4:4). Deborah's solid faith and character helped galvanize Barak's confidence. He was able to gather an army to fight the oppressive Canaanites. In the end, God fought for Israel and delivered them via a downpour of rain that immobilized the greatly feared chariots of the Canaanites.

Help your preschoolers sense Deborah's confidence and Barak's apprehension. Show them how Deborah's trust in the Lord was contagious, bolstering Barak's initial lack of confidence. Explain how Barak was able to do something that was very hard for him, something he had never before done. Encourage your children to develop trust by attempting things that are hard for them to do.

Pray for Wisdom

Mighty God, I praise You for the brave armies of Your people and the leaders You gave them. Thank You for Deborah's example of leadership and for Barak's willingness to face the difficult challenges.

Lord, please remind these children to reach for You when they are asked to do hard things. Help them learn to trust Your readily available strength. In Jesus' holy name, amen.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 29-32), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- PUZZLES: puzzles of various types

Bible Time

- Teaching Picture—The Judge
- SNACK—mini-crackers or cookies
- DEBORAH LISTENED TO GOD: none

Disciple Time

- Teaching Picture—I'm On Your Team
- CHORE CHART: large sheets of construction paper, chore stickers from sticker sheet

DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- God sent Deborah and Barak to lead His people to victory.

FEEL (character)

- Confident that God will help them when they try difficult things.

DO (conduct)

- Attempt to do something that is difficult for them.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Puzzles

Supplies: puzzles of various types

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 57.)

Before class, set out several types of puzzles that your children have not played with before. You could use tray puzzles, jigsaw puzzles, and floor puzzles. Try to select puzzles that will challenge your children without frustrating them. Tell them they will hear about how God helped someone do something very hard.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *What Can I Do?* (traditional)
- *God Is With You* (traditional)
- *I’m in the Lord’s Army* (traditional)
- *What a Friend We Have in Jesus* (hymn)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Judges 4:9
“Deborah went to battle with Barak.”

Monthly Memory Verse: Joshua 9:19
“We will keep the promise we made.”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while they hold hands with a friend.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The Judge as you tell or read the story. (The Bible story is printed on page 54 and on the back of the Teaching Picture.)

The story, *The Judge*, is based on Judges 4–5. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Read the refrain to the children before you tell the story. Teach the children to make “strong arms” when you say the word “mighty” in the refrain; cup hands behind their ears when you say “listen;” put their hands on their hips when you say “brave;” make a sad face when you say “sad;” and make a happy face when you say “glad.”

Disciple Guide—page 29

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving mini-crackers or cookies that they can try to stack up. Remind them that it is a hard job to stack these up but that God will help them.

While you eat, talk about the Bible story. These questions will help you get started.

- Why were God’s people afraid to fight against Sisera?
- What did God want Barak to do?
- Who did Barak want to help him defeat the enemy soldiers?
- What happened to Sisera’s powerful chariots?

Play and Move

Have the children line up in rows and march like they were in Deborah and Barak’s army.

Disciple Guide—page 31

Talk with the children about the things on the page that children might be able to do. Have the children color the pictures of things they would be willing to try to do with God’s help.

Learn By Doing—Deborah Listened to God

(For alternate ideas to reinforce the Bible story, refer to the Additional “Learn By Doing” Activities on page 57.)

Sing this song to the tune of *If You’re Happy and You Know It*.

Deborah listened to God, yes, she did.

Deborah listened to God, yes, she did.

They had problems, God had answers.

Deborah told them what God said.

Deborah listened to God, yes, she did!

They had a big, bad king, yes, they did.

They had a big, bad king, yes, they did.

Barak wouldn’t fight alone.

Deborah went and so they won.

They beat the big, bad king, yes, they did!

Pray for People

Pray that your students would be confident of God’s help when they try difficult things.

Bible Story—The Judge

(based on Judges 4–5)

When God’s people obeyed Him, they became strong. But God’s people didn’t always listen to the LORD. When they disobeyed, they became weak. Then the nearby Canaanites grew more powerful. They made God’s people serve them.

A mean General named Sisera commanded the Canaanite army. He made God’s people serve him for twenty years. Sisera had 900 chariots and many, many soldiers. The chariots were very powerful and fast. No one wanted to fight against those mighty chariots.

God’s people did not like serving the Canaanites. They prayed for the LORD to rescue them from Sisera’s soldiers.

During that time, God gave a woman named Deborah wisdom to help people with their problems. She often sat under a palm tree and encouraged others. Sometimes God spoke to Deborah and told her what He wanted His people to do.

One day, God gave Deborah a message for a man named Barak. “This is what the LORD says,” she told Barak. “Go. Take ten thousand soldiers and fight Sisera. I will help you win a great victory. Then My people will be free again.”

Barak listened to Deborah, but he wasn’t very brave. He wasn’t sure he could do what God had told him. “I won’t go unless you come with me,” Barak told Deborah.

“Yes, I will go with you,” she agreed.

Before long, Barak encouraged many soldiers to fight. Barak and Deborah’s army marched up the mountainside. Then Sisera’s chariots and soldiers gathered in the valley below. When Barak saw all the mighty chariots, he was afraid that his army would lose the battle.

On that day, God sent bright bolts of lightning and loud crashes of thunder from the sky. Heavy rain came down. Water flowed from the mountain into the valley below. Soon the valley was flooded with water. The powerful chariots became stuck in the mud.

Deborah said to Barak, “Go! Today the LORD will help you fight against Sisera. Today you will win the battle.”

God gave Barak courage. He led the soldiers down the mountain to fight Sisera’s army. On that day, the LORD gave Deborah and Barak a great victory. Now God’s people were free!

The Judge (Summary/Review)

God’s people had disobeyed the LORD. Now they were slaves. “We’re sorry—please forgive us!” they pleaded. “Help us!”

God heard His people. He told Deborah, the wise judge, “Get Barak to fight the Canaanites!”

“I won’t go unless you come with me,” Barak told Deborah.

Barak and Deborah encouraged many soldiers to come fight. Before the battle, God sent heavy rains that made the land muddy. The Canaanite chariot wheels got stuck.

The LORD gave Deborah and Barak a great victory. God’s people were free at last!

Disciple Time



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What was Cy's class preparing to do the following Sunday?
- What would Cy recite for the whole church?
- How did Cy feel about speaking in front of so many people?
- Who helped Cy remember that God would help him?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Chore Chart

Supplies: large sheets of construction paper, markers, chore stickers from sticker sheet, crayons

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 57.)

See activity description on page 57.

When the parents pick up their children, explain about the charts, and encourage them to let their children try a few of the chores shown on the stickers at home.

Pray for Life-Change

Ask the Lord to give your children opportunities this week to try things that are difficult for them.

Dee-Cy-Paul Story "I'm On Your Team"

"Guess what we're doing in Sunday school today, Cy?" Paul asked as they walked into their classroom.

"Um, let me think. We're...learning about Jesus?" Cy said, and laughed.

Paul laughed, too. "Of course we're learning about Jesus. But we're also getting ready for next week, when our class will show the whole church what we've learned this year!"

"Cool!" said Cy. He enjoyed standing in front of the church with other people. It was fun—every year he would stand with all of his friends. A few of them would sing, or recite a verse, or tell a story, but Cy didn't do anything. He just stood up front and smiled.

During class, their Sunday school teacher, Mrs. Angela, asked, "Who would like to lead the class singing a song next week in front of the church?"

Dee raised her hand. "Thanks, Dee," said Mrs. Angela. "Now, who would like to recite our new memory verse?"

Cy waited for someone to volunteer. But nobody raised his hand! "Well, let's see if we can choose someone, then," said Mrs. Angela. "Cy, you're excellent at remembering the Bible verse. How would you like to recite it for the church?"

Cy swallowed. "Uh...well...I mean," he stuttered.

"Yeah, Cy," Paul urged. "You remember memory verses better than anyone else. I think you should teach the memory verse to the church!"

"Well, um, okay, I guess," Cy answered as he shrugged.

"Great!" said Mrs. Angela. "Let's all be ready. Just work hard to remember your parts for next Sunday!" she called as the kids left the classroom.

Outside, Cy was very quiet. "Is something wrong, Cy?" Paul asked his friend.

"Well, not really," Cy answered. "It's just that, I know I'm good at memorizing the verses we learn in Sunday school.

But I'm not good at all at saying things in front of a lot of people. It's really difficult for me!"

"Oh," said Paul. "I didn't know it would be so hard for you, Cy. You're really good at playing sports in front of many people."

"Yeah, but that's different. I'm always on a team, so there are other kids there, too," he replied. "But next Sunday, I'll be reciting the verse all by myself!"

"You'll be saying the verse alone, Cy," Paul said. "But you can pretend like I'm on your team! I'll stand right behind you, and I'll be there the whole time!"

Cy thought, then sighed. "Okay, Paul. It will be hard for me, but I'll try!"

"Great!" said Paul, and gave his friend a high five.

The next week at church, Cy's Sunday school class walked into the church where all of the grown-ups were sitting. They walked in a line up to the front. Paul walked right behind Cy as all the kids lined up on the stage.

Right after Dee had finished leading the class in singing a song, Mrs. Angela walked up to the microphone. "Cy Yung is next. He's reciting our new memory verse!"

Cy's heart was beating very fast, and he was sweating. He looked at all the people out in the seats. There were so many of them! And they were all looking at him! "Oh, no," he thought to himself. "I don't think I can do this."

Then he felt a hand on his shoulder. He looked behind him. There was Paul, smiling at him! "You can do it!" Paul said. "I'm on your team!"

Cy smiled. Talking in front of the whole church was something he had never done before, and it was hard, but Paul believed he could do it. Slowly, Cy stepped up to the microphone. Then he smiled. And he recited the verse perfectly!

Dee-Cy-Paul Puppet Script “I’m On Your Team”

DIRECTOR’S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a woman’s hat for Dee.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Cy: Hi, everyone! How would you like me to help you learn today’s memory verse?

[Allow time for audience to respond?]

Dee: Wow, Cy! Look how confident you are!

Cy: Thanks! I’m good at reciting the memory verse.

Paul: That’s right—you’ve always been very good at that.

Dee: But you haven’t always been very good at saying things in front of people! It used to be very difficult for you.

Cy: I know. But I learned that God will help us when we try something that’s new and difficult!

Paul: That sounds like a story, Cy. Can we tell it to these kids?

Cy: Sure! Dee, will you be our Sunday school teacher, Mrs. Angela?

Dee: No problem. Let’s tell a story!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Enter Paul and Cy.]

Paul: Guess what we’re doing in Sunday school today, Cy?

Cy: Um, let me think. We’re...learning about Jesus?

[Paul and Cy laugh.]

Paul: Of course we’re learning about Jesus. But we’re also getting ready for next week, when our class will show the whole church what we’ve learned this year!

Cy: Cool! I like standing in front of the church with all of my friends. It’s fun to be up there in the group. And I like listening to the kids singing, or reciting Bible verses, or telling a story. [To himself.] But I don’t want to do anything—not with all those people watching! I’ll just

stand in the front and smile.

[Enter Dee, wearing the woman’s hat.]

Dee: Hi, kids. Let’s choose parts for next Sunday. Who would like to lead the class singing a song in front of the church?

Paul: [Raises his hand.] I’ll do it, Mrs. Angela!

Dee: Thanks, Paul. Now, who would like to recite our new memory verse? [Pause. Dee looks around.] Anyone? No? Well, let’s see if we can choose someone, then. Cy, you’re excellent at remembering the Bible verse. How would you like to recite it for the church?

Cy: Uh...well...I mean....

Paul: Yeah, Cy! You remember memory verses better than anyone else. I think you should teach the memory verse to the church!

Cy: Well, um, okay, I guess....

Dee: Great! Let’s all be ready. Just work hard to remember your parts for next Sunday!

[Exit Dee. Cy fidgets nervously.]

Paul: Is something wrong, Cy?

Cy: Well, not really. It’s just that, I know I’m good at memorizing the verses we learn in Sunday school. But I’m not good at all at saying things in front of people. It’s really difficult for me!

Paul: Oh. I didn’t know it would be so hard for you, Cy. You’re really good at playing sports in front of many people.

Cy: Yeah, but that’s different. I’m always on a team, so there are other kids there, too. But next Sunday, I’ll be reciting the verse all by myself!

Paul: You’ll be saying the verse alone, Cy. But you can pretend like I’m on your team! I’ll stand right behind you, and I’ll be there the whole time!

Cy: [Sighs.] Okay, Paul. It will be hard for me, but I’ll try!

Paul: Great!

[Paul gives Cy a high five. Blackout. When the lights come up, Dee, Cy, and Paul are all onstage, facing the audience. Dee is

standing apart from Cy and Paul.]

Cy: [In a loud whisper.] Paul, you did a great job singing!

Paul: [Also whispering.] Thanks, Cy. You’ll do a great job, too!

Dee: [To the audience.] Cy Yung is next. He’s reciting our new memory verse!

Cy: [Whispering loudly to himself.] My heart is beating so fast, and I’m all sweaty! Look at all of those people out there! There are so many of them! And they’re all looking at me! Oh, no. I don’t think I can do this.

Paul: [Puts his hand on Cy’s shoulder. Cy looks at him.] You can do it, Cy! I’m on your team!

Cy: [Whispering to himself.] Well, here goes! Talking in front of the church is something I’ve never done before, and it seems like it will be hard, but Paul believes I can do it! [Cy steps forward. Have him recite a memory verse of your choice.]

[Paul gives Cy a high five. Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: Great story, Cy! I remember the first time I tried to ride a bike. That was very difficult for me, and I couldn’t do it for a long time. But now I can, and it’s a lot of fun!

Paul: And I was very nervous the first time I sang for lots of people. But I asked God to help me, and He did!

Cy: Hey, kids! Can you think of something that’s difficult for you to do?

Dee: Like riding a bike....

Paul: Or making your bed....

Cy: Or remembering to put your toys away when you’re finished playing?

Dee: When you try to do something difficult, remember that God can help you!

Paul: Hey, Dee! Let’s go ride bikes!

Dee: Sounds awesome—I can do it. See you next time, kids!

Cy and Paul: Goodbye!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#8) for children to color. (See page 95 of this Teacher Guide.)

Chore Chart

(suggested Disciple Time activity)

Supplies: large sheets of construction paper, markers, chore stickers found in *Disciple Guide*, crayons

Before class, create a chore chart for each child by writing “_____’s New Chores” and adding several lines. Give the children the chore stickers (found in the *Disciple Guide* sticker sheet) and then have them place one sticker at the beginning of the first lines. Have the children decorate the chart with stickers and crayons. Tell the children this will be a place for their parents to mark down each time they are able to do the job shown on the stickers. You may want to encourage the children to bring the charts back next week and have a prize for those children who did the chores. When the parents pick up their children, explain about the charts, and encourage them to let their children try a few of the chores shown on the stickers at home.

What Can You Do?

Play a simple game of charades with your children. Have them take turns acting out a new chore they could do at home with God’s help. Have the other children guess what they are doing. If they have trouble thinking of something to do, try suggesting some of the following: taking out the trash, making the bed, raking leaves, sweeping the floor, folding laundry, wiping off the table, setting the table, or watering plants.

Deborah’s Tree

Supplies: broccoli with long stems, teddy bear-shaped cookies, cream cheese, small plates, plastic knife

Place a small lump of cream cheese in the middle of a small plate for each child. Help the children stand the broccoli upright in the lump of cream cheese. Give each child a cookie and have each one use the cookie to be Deborah under the tree listening to what God wanted the people to know.

The Mulberry Bush

Sing the song *The Mulberry Bush* using household chores that the children might be able to do for the actions, and encourage the children to act out the jobs as they sing.

*This is the way we make the bed,
Make the bed, make the bed.
This is the way we make the bed,
So early in the morning.*

Other suggestions: rake the leaves, set the table, brush our hair, clean our rooms, or pick up toys.

Using Our Hands

(for older preschoolers)

Supplies: a roll of butcher paper or newsprint, tape, crayons

Tape butcher paper on the wall at eye level for the children. Have the children place their hands on the paper and trace around their fingers with crayons. Write their names and a job they could do with God’s help using their hands around their hand traces. As a variation, you can use finger paint and have the children make handprints on the paper. Be sure to put paint smocks on the children before they put their hands in the paint, and have soap and warm water ready for fast and easy clean up. You can then write their names under the handprints along with the job they could do.

Palm Trees

(for older preschoolers)

Supplies: newspaper, tape, scissors, green and brown paint

Help each child lay out two sheets of newspaper and roll them up. Tape them together. Make four cuts about 6” long in one end, evenly spaced around the end. Reach inside the roll and gently pull out layers of newspaper. Paint the tree brown and green. Be sure to provide a paint smock for your students, and have wet wipes or warm soapy water available for quick clean up. Remind the children that Deborah listened to God while she sat under the tree.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional “Learn By Doing” activities.

The Wool Fleece

Big Idea *The LORD called fearful Gideon to be a brave warrior.*

Bible Passage *Gideon Becomes a Warrior—Judges 6*

Lesson Summary

The story of Judges moves through seven cycles where God's people turn away from Him, are forced into slavery, repent of their sin, and are finally restored to the Lord via divinely appointed judges. This period of wavering commitment was marked by "doing what was right in their own eyes" (Judges 21:25). During this 350-year period, Israel was often subject to slave-like conditions far worse than they had experienced in Egypt. Confusion and anarchy infiltrated Israel—morally, politically, and spiritually.

Many Israelites worshiped false Gods. Gideon's own family had established an altar to Baal and had set up an Asherah pole (Judges 6:25). As a result of Israel's disobedience, God allowed the Midianites to make annual raids during the harvest season. The Midianites swept through the land on their camels and raided the crops. Israel cowered in fear, hiding in hillsides and caves. The morale of God's people was very low. No one seemed to have courage or faith to oppose the Midianites.

During this era of despondency, the angel of the Lord appeared to an unlikely young man named Gideon. He was threshing wheat in a winepress—where the Midianites would not likely observe his actions. God addressed Gideon as a "mighty warrior." The Lord saw beyond this man's present situation and projected Gideon as the man who would lead His people in a great battle of deliverance.

Gideon was skeptical of the Lord's call. Not until God's messenger brought fire from the rock to consume his offering did Gideon realize that the Lord was literally "with him." He quickly mustered troops from the surrounding regions and prepared to face the Midianites. But Gideon's enthusiasm soon gave way to doubt. He wanted further confirmation that God would help him against the enemy. So Gideon tested the Lord with his fleece.

Many children feel much like Gideon—reluctant to believe that God wants to use them, and unqualified to carry out the task. Show your preschoolers that God has set them apart to Himself. He has called them for His special purpose. The Lord wants to use them in significant ways to serve Him.

Pray for Wisdom

Lord, when You first called Gideon, he was fearful and doubtful. I'm often like that—needing wisdom and strength to represent You to others. Please find ways to use me to encourage and build up those around me.

Children are infinitely valuable to You. May the preschoolers in my class openly embrace You and trust Your desire to use them in significant ways. I pray in Christ's name, amen.

SUPPLIES

General Supplies

Bibles, Disciple Guides (pages 33-36), Lesson stickers
Pencils, markers, crayons, puppets (optional)
Paper, scissors, tape, glue

Welcome & Worship Time

• GET THE WATER OUT: various types of sponges, small fabric scraps, tubs of water

Bible Time

Teaching Picture—The Wool Fleece
• SNACK—cotton candy
• THIS IS THE WAY: none

Disciple Time

Teaching Picture—The Most Important Thing
• HELPING HANDS BAG: large paper grocery bags

DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- A piece of wool showed Gideon that God would help him defeat the enemy.

FEEL (character)

- Assured that God can use them to serve Him.

DO (conduct)

- Tell God that they are willing to be His helpers.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Get the Water Out

Supplies: various types of sponges, small fabric scraps, tubs of water

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 63.)

Set out tubs with a small amount of water. If necessary, cover your floors with protective covering. Set out the sponges and fabric. If you can find fabric that is similar to fleece, provide that for the children. Have the children dip the fabric and sponges in water and then squeeze the water out. Tell them that today they will be hearing about a man who squeezed water out of a fleece.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *A Helper I Will Be* (traditional)
- *My God Is So Great* (traditional)
- *Serve Him, Serve Him* (traditional)
- *I’m In the Lord’s Army* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Monthly Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Unit Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while pretending to wring something out.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The Wool Fleece as you tell or read the story. (The Bible story is printed on page 60 and on the back of the Teaching Picture.)

The story, *The Wool Fleece*, is based on Judges 6. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Help your children find the opposites in the story. The words that appear are: strong and weak; brave and afraid; and dry and wet. As you come to one of the sets of opposites in the story, say the first one and pause to allow the children to say the opposite.

Disciple Guide—page 33

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving cotton candy that will remind the children of the fleece Gideon used to know God was with him.

While you eat, talk about the Bible story. These questions will help you get started.

- Why did God’s people cry out to the Lord?
- What did the angel of the Lord call Gideon to do?
- What happened to the food that Gideon placed on the rock?
- What happened to the piece of wool when Gideon put it outside at night?

Play and Move

Encourage your children to do the actions mentioned in the story. Have them pretend to harvest wheat and hide it; be frightened and surprised by the angel; put food on the rock and watch it burn; and lay out the fleece and then wring water out of it.

Disciple Guide—page 35

Talk with your children about what jobs need to be done in the pictures on the left, and about what objects on the right would be used to do the jobs. Have the children draw lines matching the tools to the jobs where they are needed.

Learn By Doing—This Is the Way

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 63.)

Teach your children this song to the tune of *The Mulberry Bush*.

*This is the way God showed He would help,
Showed He would help,
Showed He would help.
This is the way God showed He would help
Gideon win the war.*

At the end of the verse have the children tell how God showed He would help Gideon defeat the Midianites. Sing it again and have the children tell the other way God showed He would help Gideon.

Pray for People

Pray that your students would be convinced that God can use them in important ways.

Bible Story—The Wool Fleece

(based on Judges 6)

Many of God’s people stopped loving Him with all their hearts. They started worshiping other Gods. Because they disobeyed the LORD, God’s people became weak, not strong. They became afraid, not brave.

Every year, enemy soldiers rode their camels into the Promised Land. God’s people hid in the hills and caves while the soldiers stole their food and animals. Then God’s people cried out to the LORD. God heard their prayers.

The angel of the LORD came and sat down under an oak tree. He watched a young man named Gideon harvest wheat. Gideon was hiding the wheat so enemy soldiers wouldn’t take it. “The LORD is with you, mighty warrior!” the angel told Gideon. “I have called you to do a special job—to save God’s people from the enemy.”

“Our people are too weak to defeat the enemy soldiers,” Gideon replied.

“God has called you to lead His people,” the angel said again. “He will help you defeat them.”

“If God has really called me to do this,” said Gideon, “please show me a sign.” Gideon put some food on a nearby rock. When the angel of the LORD touched it with his walking stick, fire flamed from the rock and burned up the food! Then Gideon knew that God had called him to fight.

On that day, God filled Gideon with power. Gideon sent a message to all God’s people. Many good soldiers came to help Gideon face the enemy.

Gideon wanted to be very sure that God had called him. “LORD, tonight I am going to put this dry piece of wool outside on the ground,” he prayed. “In the morning, if the wool is wet and the ground is dry, then I’ll know You have called me to fight the enemy soldiers.”

When Gideon got up the next morning, the ground was very dry. But the wool was very wet. Gideon squeezed the wool and filled a bowl with water.

“God, I want to be very, very sure that You have called me,” Gideon prayed again. “Tomorrow morning, if the wool is dry and the ground is wet, I’ll know for certain.”

When Gideon awakened, the ground was very wet, but the wool was very dry. Now Gideon knew that God had called him to save His people.

The Wool Fleece (Summary/Review)

“LORD, help us!” God’s people prayed. “Enemies have stolen our food and animals.”

God listened. “Go save God’s people,” an angel told Gideon.

Gideon wanted to be sure that God had spoken. “LORD, tomorrow if the ground is dry, but this piece of wool is wet,” Gideon prayed, “then I’ll know.” God answered his prayer perfectly.

Then Gideon prayed, “LORD, tomorrow if the ground is wet, but the piece of wool is dry, I’ll know for sure.” God did just as Gideon asked.

God had called Gideon to save His people!

Disciple Time



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What were Paul's brothers and sister leaving the house to do?
- Why was Paul unhappy?
- What had happened when Paul invited his friend Ben to church?
- What did Mrs. Shepherd tell Paul is the most important thing?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Helping Hands Bag

Supplies: one large paper grocery bag per child, markers, crayons

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 63.)

See activity description on page 63.

Remind the children to tell God that they are ready to be His helpers.

Pray for Life-Change

Ask that Your students would tell the Lord they are ready to be His helpers.

Dee-Cy-Paul Story "The Most Important Thing"

"C'mon, Mark!" Paul's brother Mike called. "We'll be late!"

"I'm coming!" Mark answered. He ran out of the room he shared with his twin brother, Mike. Mark was carrying his guitar case. "See you later, Paul," he said. "We're going to youth group."

Mike and Mark were teen leaders in the church youth group. Mark played guitar in the worship band. All of the big kids liked listening to him play. Mike was a small-group leader. Every week, he helped other kids learn about the Bible. "See you later," Paul called as they hurried out the door.

Just then, Paul's older sister, Susan, came downstairs. "I'm leaving now, too," she said. "I don't want to be late for volleyball practice!"

Susan was very important, too. She was on the school volleyball team. She was one of the best players. "Have fun, Susan," Paul told his sister.

When his brothers and sister were gone, Paul sighed and looked out the window. Soon, his mom came in the room and found him.

"What's wrong, Paul?" she asked. "Are you bored? I'm sure I could think of some chores for you to do," she said and smiled.

"I'm not bored, Mom," Paul answered. "It's just that, well, Mike and Mark and Susan all have really cool things to do tonight. But I don't have anything to do!"

"Well, sure you do, Paul," his mom said. "You could play computer games, or you could invite Dee and Cy to come over and play, or..."

"That's not what I mean," said Paul. "I could find things to do tonight, and that would be okay. But I don't ever get to do anything that's special or important. Mike and Mark do important stuff with the youth group. And Susan's very important on the volleyball team. But nothing I do is very important," he finished, and sighed again.

Mrs. Shepherd smiled. "Paul, do you remember the first time that your friend, Ben, came to church?"

Paul smiled. "Yeah. That was fun!"

"Yes, it sure was," Mrs. Shepherd agreed. "And do you remember what happened the next week?"

"Yeah—Ben's whole family came to church," he remembered. "His mom and dad, and his brother and sister. They were all there, sitting right in the front."

"That's right!" said Mrs. Shepherd, nodding. "Ben brought his whole family to church. And do you remember what happened to Ben's whole family a couple of months after that?"

"Yes, I remember," answered Paul. "Ben's whole family decided together that they wanted Jesus to be their very best Friend." Paul smiled. "That was really cool."

"You're right—it was very cool," said his mom. "Now here's the most important question: Do you remember who invited Ben to come to church the very first time?"

"I think I invited Ben to come to church," Paul answered.

"You did invite Ben," Mrs. Shepherd said. "You were the one who asked Ben to come to church. Because you asked Ben to come to church, his whole family became Christians. They asked Jesus to be their very best Friend!"

"I guess I did, huh?" Paul smiled sheepishly.

Mrs. Shepherd smiled, too. "Leading in the youth group and playing on the volleyball team are things that are important to God. But the most important thing is that people learn about Jesus and ask Him to be their best Friend! Mike, Mark, and Susan are all doing important things tonight. But when you invited Ben to church, you were helping God do the most important thing of all!"

She gave Paul a hug. "And you're important to me, Paul. Now, how about a game of Frog Hopper on the computer?"

"Sounds great, Mom!" Paul answered.

Dee-Cy-Paul Puppet Script “The Most Important Thing”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a woman's hat for Dee and a baseball cap for Cy. You will also need a tee shirt for Chip.

INTRODUCTION

[Enter Dee, Cy, Paul, and Chip.]

Paul: Chip! Thank goodness that you're here. You're very important to the story today, and I need your help!

Chip: Woof?

Cy: Wow.

Dee: That's pretty cool, isn't it, Chip?

Chip: Woof!

Paul: I just want Chip to know that he's important. I'm a little kid, and sometimes that makes me feel like I'm not very important. It must be even harder for a dog to remember how special he is.

Chip: [Nods.] Woof, woof.

Cy: We all need to be reminded that we are special. Let's tell a story about it!

Dee: Good idea! I'll play Paul's mom, Cy will play Paul's brother, Mike, and Chip can play Paul's sister, Susan.

Paul: Cool! Let's get started.

[Exit Dee, Cy, Paul, and Chip.]

SCRIPT

[Paul is onstage. Enter Cy, wearing the baseball cap.]

Paul: Where are you going, Mike?

Cy: I'm headed to the church to lead my small group.

Paul: Cool! What do you do in small group?

Cy: Well, I'm the small-group leader, so every week I help other kids my age learn about the Bible. It's a lot of fun, and a lot of work. [Looks at his wrist.] I'm really late! Goodbye, Paul!

Paul: See you later!

[Exit Cy. Enter Chip, wearing the tee shirt.]

Paul: Hey, Susan. Where are you going?

Chip: Woof! Woof woof, woof!

Paul: You're going to volleyball practice? I'm sure that will be lots of fun.

Chip: [Nods.] Woof, woof. Woof!

Paul: You're right—you don't want to be late. Have fun, Susan!

Chip: Woof!

[Exit Chip. Paul sits down on the stage with his head on his hands and sighs. Enter Dee, wearing the woman's hat.]

Dee: What's wrong, Paul? Are you bored? I'm sure I could think of some chores for you to do.

Paul: I'm not bored, Mom. It's just that, well, Mike and Susan all have really cool things to do tonight. But I don't have anything to do!

Dee: Well, sure you do, Paul. You could play computer games, or you could invite a friend to come over and play, or...

Paul: That's not what I mean. I could find things to do tonight, and that would be okay. But I don't ever get to do anything that's special or important.

Dee: Explain to me what you're thinking, Paul.

Paul: Mike does important stuff with the youth group at church. All of the big kids really like him. And Susan's very important on the school volleyball team. She's one of the best players! But nothing I do is very important.

Dee: [Pauses.] Paul, do you remember the first time that your friend, Ben, came to church?

Paul: [Nods.] Yeah. That was fun!

Dee: Yes, it sure was. And remember what happened the next week?

Paul: Yeah—Ben's whole family came to church. His mom and dad, and his brother and sister. They were all there, sitting right in front.

Dee: [Nods.] That's right! Ben brought his whole family to church. And do you remember what happened to Ben's whole family a couple of months after that?

Paul: Yes, I remember. Ben's whole family decided together that they wanted Jesus to be their very best Friend. [Pauses.] That was really cool.

Dee: You're right—it was very cool. Now here's the most important question: Do you remember who invited Ben to come to church the very first time?

Paul: I think I invited Ben to come to church.

Dee: You did invite Ben. You were the one who asked Ben to come to church. Because you asked Ben to come to church, his whole family became Christians. They asked Jesus to be their very best Friend!

Paul: [Sheepishly.] I guess I did, huh?

Dee: [Nods.] Leading in the youth group and playing on the volleyball team are things that are important to God. But the most important thing is that people learn about Jesus and ask Him to be their best Friend! Mike, Mark, and Susan are all doing important things tonight. But when you invited Ben to church, you were helping God do the most important thing of all! [Hugs Paul.] And you're important to me, Paul. Now, how about a game of Frog Hopper on the computer?

Paul: Sounds great, Mom!

[Curtain.]

APPLICATION

[Enter Dee, Cy, Paul, and Chip.]

Dee: What a great lesson!

Paul: That's right. My mom reminded me that even though I'm a little kid, God can use me in the most important way of all—He can help me tell people about Jesus!

Cy: Kids, are you ready to be God's helpers?

[Allow time for audience to respond.]

Dee: That's awesome! God can do very important things through you when you ask Him to!

Paul: We're all important to Him. Right Chip?

Chip: Woof!

Cy: See you later, kids!

Dee and Paul: Bye!

Chip: Woof!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#9) for children to color. (Available at DiscipleLand.com/downloads)

Helping Hands Bag

(suggested Disciple Time activity)

Supplies: one large paper grocery bag per child, markers, crayons

Give each child a grocery bag. With the bag lying flat, flap side down, have the children place their hands on their bags and trace around them with crayons or markers. Above their handprints write “(child’s name)’s Helping Hands.” Have the children decorate their bags to hold fresh flowers, a hand-made gift or home-baked cookies to serve someone. Remind the children to tell God that they are ready to be His helpers.

Wool

Supplies: newly shorn untreated wool, real wool fleece, or artificial fleece fabric, and different piece of clothing made from wool

Set out the materials for the children to feel and smell. Point out to them that the clothing is made from the fibers of the wool. Ask them what Gideon did with the fleece that he had and why he did that.

What Can I Do With This?

Supplies: a large black plastic trash bag containing a small trash can, a plastic serving bowl or plate, a tray, plastic clothes hangers, a duster, and an artificial plant or flowers

Have the children sit in a circle with you as you hold the large bag. As you take out something from the bag, ask them, “What could you tell God you are ready to do with this?” Have them think of a way you could use it to help another person.

Helping Collage

Supplies: newsprint or butcher paper, tape, scissors, markers, magazine pictures, glue sticks

Before class, cut pictures from magazines that show people who are serving others, such as doctors, nurses, dentists, teachers, waiters or waitresses, mothers, fathers, children taking out the trash, or children setting the table. Tape butcher paper or newsprint to a wall at the children’s eye level. Write “People Who Are Ready to Help God.” Have the children glue the pictures to the butcher paper on the wall. Talk about how the people in the pictures are helping others.

Helping Hands

(for younger preschoolers)

Teach your children this song to the tune of *Are You Sleeping, Brother John?*

I can do it.

I can do it.

Helping hands.

Helping hands.

I’m ready to help You, God.

I’m ready to help You, God.

Yes, I am.

Yes, I am.

Kind Hands

(for older preschoolers)

Read the lines below and have the children act out ways they can help others. As one child does an action, the other children should try to guess what is being done. If the children have difficulty thinking of things to act out, suggest one of these: picking up clothes, setting the table, dusting, picking up trash.

I am ready for God to use me today.

To serve and help others in this special way.

Gideon Collage

Supplies: heavy paper, red construction paper, fleece fabric, tacky craft glue, blue glitter glue, crayons, and small, clean rocks

Give each child a sheet of heavy paper. Show them how to glue a rock on the paper and tear red paper to look like the flames that God sent down. Then have them glue a small piece of fleece onto the paper and use the glitter glue to make dots on the fleece to resemble the dew that formed on Gideon’s fleece. They can use the crayons to draw Gideon, the bowl, or the angel on the paper.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional “Learn By Doing” activities.

The Army

Big Idea Gideon followed God's plan and defeated a huge enemy army.

Bible Passage Gideon Defeats the Enemy—Judges 7

Lesson Summary

In an attempt to ruin Israel, the Midianites joined forces with the Amalekites and other eastern forces (Judges 6:33). They crossed the Jordan River and set up camp in the Valley of Jezreel, very near the area that would later be called Nazareth, where Jesus would grow up.

God selected Gideon to deliver His people from these marauders, but not through the strength of soldiers. As Supreme Commander of Israel, the Lord reserved the right to bring about the victory using His own unique strategy.

Although the combined enemy forces already outnumbered Gideon's army, God told His general to thin the ranks. All those soldiers who showed apprehension or fear were sent home. Two-thirds of Gideon's army hiked home. But Gideon's army was still too large to carry out God's plan. He quickly reduced the force to 300 select soldiers.

Those 300 men followed Gideon's lead and were able to throw the enemy into panic via a surprise nighttime attack. In their confusion, soldiers from the eastern alliance began fighting each other! As the enemy fled from the battle scene, Gideon sent messengers who called up the soldiers who had recently left his army. They willingly joined the effort and helped rout the Midianite forces.

This lesson should convince your preschoolers that following God's plan is much better than doing things their own ways. Help them realize that obeying their parents and teachers will teach them to follow the Lord and do what He wants. Leave your children with an excited anticipation that God has a wonderful plan for their lives!

Pray for Wisdom

Father, thank You for reminding me that no individual who fights in Your name is insignificant. Gideon's army fought without weapons and handily defeated the armies of Midian—because they heeded Your plan.

Thank You for designing a plan for each of these preschoolers. Open their eyes to Your marvelous plans for them. Give each child courage to obey You. In Jesus' name I pray, amen.



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Using trumpets, pitchers, and torches, God helped Gideon's small army defeat the Midianites.

FEEL (character)

- Excited that God always has a plan for His people.

DO (conduct)

- Obey the plans their parents, teachers, and other leaders make for them.

SUPPLIES

General Supplies

- Bibles, Disciple Guides (pages 37-40), Lesson stickers
- Pencils, markers, crayons, puppets (optional)
- Paper, scissors, tape, glue

Welcome & Worship Time

- TRUMPETS: heavy construction paper

Bible Time

- Teaching Picture—The Army
- SNACK—trumpet-shaped corn crackers
- GIDEON'S LITTLE ARMY: none

Disciple Time

- Teaching Picture—The Plan
- TORCHES: paper towel rolls, yellow and red construction paper, yellow, red and orange crepe paper streamers, large paper cups

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Trumpets

Supplies: heavy construction paper, crayons or markers, tape

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 69.)

Have the children decorate the paper brightly. Then show them how to roll the paper into a cone shape to be a trumpet. Secure with tape. Tell them that today they will hear about a battle that was fought with trumpets.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *I’m In the Lord’s Army* (traditional)
- *O-B-E-D-I-E-N-C-E* (traditional)
- *King of King and Lord of Lords* (praise chorus)
- *He’s Got the Whole World in His Hands* (spiritual)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Judges 7:7

“With Gideon’s three hundred men, God saved Israel.”

Monthly Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Unit Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while pretending to blow trumpets and marching around the room.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—*The Army* as you tell or read the story. (The Bible story is printed on page 66 and on the back of the Teaching Picture.)

The story, *The Army*, is based on Judges 7. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Before you read the story, teach the children the question, “What is the plan?” Each time you mention the word “plan” as you tell the story, pause and let the children ask the question. At the end of the story, have the children shout, “That was the plan!”

Disciple Guide—page 37

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving trumpet-shaped corn crackers.

While you eat, talk about the Bible story. These questions will help you get started.

- Why did Gideon tell many of his soldiers to go home?
- How many soldiers helped Gideon fight against the enemy?
- What did Gideon’s soldiers use to surprise and frighten the enemy?
- Who helped Gideon and his soldiers win the victory?

Play and Move

Have your children practice the emotions the people in today’s story must have felt. When Gideon asked if any were scared, many were scared. Have the children show a scared face. Gideon might have felt confused at God’s strange directions. Have the children show a confused face. The sleeping enemy was surprised and scared when Gideon and his men broke the jars and yelled. Have the children show a surprised and scared face. Gideon’s army was very happy when they won the battle. Have the children show a very happy face.

Disciple Guide—page 39

Talk with your children about some of the things their parents might plan for them to do in a day. Look at the pictures and talk about the things these children did. Have them draw a line along the path that shows what the children did.

Learn By Doing—Gideon's Little Army

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 69.)

Teach your children this song to the tune of *The Itsy, Bitsy Spider*.

*Gideon's little army went out to fight for God.
They took some torches
And some trumpets, too!
They scared the bad guys and won the battle.
And the mean ol' bad guys were never seen again.*

Pray for People

Bible Story—The Army

(based on Judges 7)

The Midianite army was huge. Enemy soldiers did whatever they wanted. They made life very hard for God's people.

God called a man named Gideon to fight the Midianites. Gideon had a plan and his soldiers were ready to fight. But the LORD had a different plan. "You have too many men," God said to Gideon. "Tell the soldiers who are afraid to fight to go back home."

Gideon obeyed the LORD. "If you're afraid and don't want to fight," Gideon told his soldiers, "then go back to your homes." Most of Gideon's army went home. Now the Midianite army was much bigger than Gideon's small army. This was part of God's plan.

"You still have too many soldiers," the LORD told Gideon. "Watch your men as they drink water from the brook. When a soldier lowers his head to drink, send him home. When a soldier uses his hands to raise water to his mouth to drink, keep him with you."

Gideon obeyed the LORD. Only 300 soldiers kept their heads up while they drank water. Gideon sent everyone else home. Now Gideon's army was tiny! The Midianite army was huge! This was part of God's plan.

One night Gideon told his soldiers, "Wake up! It's time to attack." Gideon gave all 300 soldiers a trumpet, a lighted torch, and an empty jar. The light from the torches was hidden inside the jars. "God has shown me His plan," Gideon said. "Follow me. Do exactly what I do."

All 300 soldiers quietly made a circle around the sleeping Midianite army. Gideon blew his trumpet. All 300 soldiers blew their trumpets, too. The noise surprised the Midianite soldiers. They were confused.

Pray that your students would be excited that God always has a plan for their lives.

Then Gideon broke his jar. All 300 soldiers broke their jars, too. The sound of the breaking jars and the light from the torches frightened the Midianite soldiers. The light from 300 torches shone brightly in the night sky. They thought a huge army was attacking them.

Then Gideon shouted as loud as he could. All 300 soldiers shouted, "For the LORD and for Gideon!" The Midianite army didn't know what to do. They started running in every direction and began fighting each other!

That night, Gideon's small army defeated the huge Midianite army. God worked out His plan. Everyone knew that the victory belonged to the LORD.

The Army (Summary/Review)

Gideon's soldiers were ready. "Make your army smaller," God said.

"If you're afraid to fight," Gideon told everyone, "go back home." Many soldiers left.

"Make your army even smaller," God instructed. So Gideon kept only 300 men!

That night, Gideon gave every soldier a trumpet and a clay jar with a torch inside. Gideon's soldiers quietly surrounded the enemy camp. They blew their trumpets. They broke their jars. They shouted their loudest.

The enemy soldiers awoke surprised and confused. They started fighting each other! Gideon's small army won a big victory!



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- Where did Mrs. Yung take Dee, Cy, and Paul?
- What things did they do at the carnival?
- Which part of the plan didn't Cy and Paul think was important?
- What happened during nap time?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing—Torches

Supplies: paper towel rolls, yellow and red construction paper, yellow, red and orange crepe paper streamers, tape, glue, large paper cups

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 69.)

See activity description on page 69.

Talk with the children about how Gideon had to follow God's plan and how they need to follow the plans their leaders make for them.

Pray for Life-Change

Ask the Lord to help your children obey the plans you and other leaders in their lives have made for them.

Dee-Cy-Paul Story "The Plan"

"I'm so excited!" said Dee as she got out of the car.

"Me, too!" Paul agreed.

Cy's mom laughed. "This will be a very special day!"

Mrs. Yung was taking care of Dee and Paul for the day, and she had a great plan. This morning Dee, Cy, and Paul were going to a carnival! They would ride the rides, go to the petting zoo, take pony rides, and play games.

"Don't forget the second part of the plan, kids," said Mrs. Yung as they entered the carnival. "When we get home, everyone takes a nap. Okay?"

"Sure, Mom!" Cy answered.

"Good," Mrs. Yung said. "Now, let's play!"

Dee, Cy, and Paul played all morning. They jumped in a bouncy castle. They rode the kid-sized train that went in a circle around the whole carnival. They went down the huge slide. Then, they ran outside to the petting zoo. They fed and played with goats, sheep, ducks, a calf, and even a big, black pig. Finally, at the end of the day, Dee, Cy, and Paul rode on ponies.

As they arrived back at Cy's house, Dee said, "Thanks for taking us to the carnival, Mrs. Yung. That was fun!"

Paul yawned, then nodded his head. "Yeah—especially the pony ride! Thank you!"

Cy yawned, too. "Thanks, Mom," he said.

"You're welcome, kids," she answered. "Let's go inside and rest. I'm tired!"

Dee, Cy, and Paul went into the house. Mrs. Yung put mats on the floor for all three kids. But as soon as his mom left the room, Cy sat up. "I don't feel like taking a nap!"

"I don't either," agreed Paul. "I'm too excited. The carnival was awesome!"

Dee stretched. "I'm tired," she said.

"Okay," answered Cy. "You can sleep in here. Paul and I will draw pictures of the animals we petted."

So Dee lay down, and Cy and Paul went to play. Dee had just fallen asleep when suddenly she heard Paul and Cy shouting.

Dee ran into the living room, followed by Mrs. Yung. "What's going on?" she asked. "What's all the shouting about?"

"Paul took the green crayon and won't let me use it!" Cy answered. "I had it first, and now he won't give it back."

"That's because when you had it, you wouldn't let me use it!" said Paul. "So I'm keeping it!"

"Whoa!" said Mrs. Yung. "Dee, when did all this start?"

"I don't know," Dee answered. "I was asleep."

"Oh," said Mrs. Yung. "Cy, Paul, did you take naps, too?"

"Well, no," Cy answered. "We weren't tired."

Mrs. Yung looked at the two boys. "Do you remember what the plan was for today?" she asked.

"Yes," nodded Paul. "We went to the carnival, the petting zoo, and for a pony ride!"

"What was the other part of our plan?"

"To take a nap," Cy answered. "But that wasn't as important as the first part of the plan."

"Yes, Cy, both parts of the plan were important," said Mrs. Yung. "The first part of the plan was lots of fun. But I knew that you would be tired after the carnival, and that you would need to rest. Naps are part of our plan because I know what is best for you."

"I guess you're right," said Cy. "I am kind of tired."

"Me, too," yawned Paul.

"I'm sorry we disobeyed you, Mom," Cy apologized.

"Me, too, Mrs. Yung," agreed Paul.

"Well, there's still time to obey the second part of our plan. Are you ready to take your naps now?"

All three kids nodded. "Uh-huh."

"Good!"

Dee led the way, and in a few minutes, all three kids were fast asleep.

Dee-Cy-Paul Puppet Script “The Plan”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a man's hat for Paul, a blanket, and some crayons and coloring books.

INTRODUCTION

[Chip is lying down on the stage, snoring. Enter Dee, Cy, and Paul.]

Dee: Chip! Wake up! It's not time for a nap right now!

Chip: Woof?

Cy: No, not yet! Right now we have a plan—to tell these kids a story!

Paul: Will you help us with our plan, Chip?

Chip: Woof, woof!

Dee: Great! Paul will play Cy's dad in our story today.

Cy: Are you ready, kids?

[Allow time for audience to respond.]

Dee, Cy, and Paul: Awesome!

[Exit Dee, Cy, Paul, and Chip.]

SCRIPT

[Enter Dee, Cy, Paul, and Chip. Paul is wearing the man's hat. The blanket is at one end of the stage, and the coloring book and crayons are at the other.]

Cy: What an exciting day!

Dee: *[Nods.]* It sure was! You had a great plan, Mr. Yung!

Paul: I'm glad you three had fun.

Chip: Woof!

Cy: The carnival was a blast! I especially liked the rides and the games. That was the biggest slide I've ever seen! What a ride! And jumping in the bouncy castle was awesome. *[Bounces up and down.]*

Dee: My favorite parts were the petting zoo and the pony rides. Playing with goats, sheep, ducks, a calf, and even the big, black pig! And riding on the ponies at the end of the day was amazing!

Chip: Woof, woof! Woof woof!

Dee: Chip liked the kid-sized train that went in a circle around the whole carnival.

Paul: Don't forget the second part of the plan, kids. The first part of the plan was all the fun we had this morning at the carnival. The second part is taking a nap, now that we're home. Okay?

Cy: Sure, Dad. Thank you for taking us to the carnival. That was fun!

Dee: *[Yawns and nods.]* Yeah—you're the best! Thank you!

Paul: You're welcome. Now, let's rest—I'm tired! Have a good nap!

[Dee, Cy, and Chip lie on the floor near the blanket. Exit Paul. As soon as he's offstage, Cy sits up.]

Cy: I don't feel like taking a nap!

Dee: I don't either. I'm too excited. The carnival was awesome!

[Chip stretches, yawns, and whines.]

Cy: It looks like Chip is tired.

Dee: Okay, Chip. You can take a nap. Paul and I will draw pictures of the animals we petted.

[Chip nods and lies down on the blanket and begins to snore. Dee and Cy move to the other side of the stage near the crayons. They play together for a few seconds, then begin shouting at each other. Chip wakes up and crosses the stage. Enter Paul.]

Paul: What's going on? What's all the shouting about?

Cy: Dee took the green crayon and won't let me use it! I had it first, and now she won't give it back.

Dee: That's because when you had it, you wouldn't let me use it! So I'm keeping it!

Paul: Whoa! Chip, when did all this start?

[Chip whines as if he's saying, "I don't know."]

Paul: You must have been taking a nap. Dee, Cy, did you take naps?

Cy: Well, no, Dad. We weren't tired.

Paul: Do you remember what the plan was for today?

Dee: *[Nods.]* Yes. We went to the carnival, the petting zoo, and for a pony ride!

Paul: What was the other part of our plan?

Cy: To take a nap. But that wasn't as important as the first part of the plan.

Paul: Yes, Cy, both parts of the plan were important. The first part of the plan was lots of fun. But I knew that you would be tired after the carnival, and that you would need to rest. Naps are part of our plan because I know what is best for you.

Cy: I guess you're right. I am kind of tired.

Dee: *[Yawns.]* Me, too.

Cy: I'm sorry we disobeyed you, Dad.

Dee: Me, too, Mr. Yung.

Paul: Well, there's still time to obey the second part of our plan. Are you ready to take your naps now? *[Dee, Cy, and Chip nod.]* Good!

[Exit Paul. Chip lies down on the blanket, and Dee and Cy also lie down. All three begin to snore. Curtain.]

APPLICATION

[Enter Dee, Cy, Paul, and Chip.]

Dee: *[Yawns.]* That was a cool story!

Cy: Yeah—we had a great time at the carnival, but we got into trouble. We didn't obey the second part of my dad's plan for us.

Paul: Our parents, teachers, and other leaders make plans for us all the time—almost every day. They plan for us because they know what's best for us.

Dee: Just like God! He knows us, and He knows what we need. God always has a plan for us—every single day!

Chip: Woof! *[Yawns.]*

Cy: I'm sleepy, too, Chip! Telling our story was the first part of our plan for today....

Paul: And taking a nap was the second part! See you later, kids!

Dee and Cy: Good night!

[Dee, Cy, Paul, and Chip lie on the stage and begin snoring. Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#10) for children to color. (Available at DiscipleLand.com/downloads)

Torches

(suggested Disciple Time activity)

Supplies: paper towel rolls, yellow and red construction paper, yellow, red and orange crepe paper streamers, tape, glue, large paper cups

Cut the construction paper into flame shapes about 1-1/2" wide and 3" tall. Cut the crepe paper into strips about 3" long. Have the children glue several construction paper flames and several crepe paper strips together at the bottom edge. Then help them tape these inside one end of a paper towel tube. Use the paper cups to cover the flames on the torches the children made just like Gideon's men covered their torches. Talk with the children about how Gideon had to follow God's plan and how they need to follow the plans their leaders make for them.

Listen and Obey

Teach your children this rhyme and the motions indicated.

Look! Look! Here is the way,
(Point to your eyes.)

We hop and skip and play.
(Hop, skip and play.)

But when our teachers call to us,
(Cup hands around mouth.)

We listen and obey.
(Put hands behind ears and nod head.)

Shhh! Shhh! This is the way,
(Put index finger on lips.)

We find a place to hide.
(Put arms over head.)

But when our parents call to us,
(Cup hands around mouth.)

We listen and obey.
(Put hands behind ears and nod head.)

Repeat several times so that the children can learn and say the words with you. Talk with them about how important it is to obey the plans their teachers and parents make for them.

A Busy Day

Use this variation of "Going on a Bear Hunt." Have the children make walking sounds by alternately patting each knee with each hand. As they make the walking sound, have them repeat each line after you. At the end of each verse, have them shout, "Obey the plan!"

Goin' to have a busy day.
Time to eat breakfast.
Can't wait till later.
Can't say, "No!"
Have to just do it!
(Shout) **OBEY THE PLAN!**

Goin' to have a busy day.
Time to get dressed.
Can't do it later.
Can't say, "No."
Have to just do it!
(Shout) **OBEY THE PLAN!**

Goin' to have a busy day.
Time to go to the store.
Can't do it later.
Can't say, "No."
Have to just do it!
(Shout) **OBEY THE PLAN!**

Goin' to have a busy day.
Time to eat lunch.
Can't do it later.
Can't say, "No."
Have to just do it!
(Shout) **OBEY THE PLAN!**

Goin' to have a busy day.
Time to take a nap.
Can't do it later.
Can't say, "No."
Have to just do it!
(Shout) **OBEY THE PLAN!**

Goin' to have a busy day.
Time to eat dinner.
Can't do it later.
Can't say, "No."
Have to just do it!
(Shout) **OBEY THE PLAN!**

Goin' to have a busy day.
Time to go to bed.
Can't do it later.
Can't say, "No."
Have to just do it!
(Shout) **OBEY THE PLAN!**

My Classroom

(for older preschoolers)

Supplies: large sheet of butcher paper, markers, tape

Tape a large sheet of paper onto a wall. Draw a very simple map of your classroom. Things you could put on the map would be the door, window, tables, play area, bookshelves, and coat racks. Then draw a dotted line from one thing to another showing a route to take a tour of your room. Tell the children where you will begin and where you will proceed. Then take the children on the tour of the room. You could expand this activity to make a map of your church and then tour the church. Remind the children that you made a plan and then all of them followed the plan.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

The Strong Man

Big Idea God strengthened Samson to do amazing things.

Bible Passage Samson Shows His Strength—Judges 13–16

Lesson Summary

Before Samson was born, the angel of the Lord came to Manoah and his wife. God had called their son to deliver His people from the Philistines. At Samson's birth, his parents dedicated their son to God's service, according to the rules of the Nazirites. This vow set apart a person for the special work of God. Three basic restrictions directed the life of the Nazirite: he could not drink fruit of the vine; he could not go near a dead body; and he could not cut his hair (Numbers 6:1-21).

Samson's parents were godly people, and Samson also apparently accepted God's calling. There is no question that Samson's great strength came from the Lord and that he brought great travail on the Philistines, but his actions were often motivated by revenge. He was self-centered and showed little concern for Israel's welfare. Samson's overall character was sensual, self-fulfilling, and undisciplined.

Samson's lack of spiritual zeal may be traced to his failure to comprehend the scope of the task God had called him to accomplish. Very little in Samson's life is commendable. Only twice in twenty years of judging Israel does Samson call on God—once when facing capture, and again just before his life ends. Perhaps Samson's time in prison brought him to realize that he had largely disappointed the Lord and squandered the gift that God had given him.

Samson's life-ending display of strength may indicate that he finally realized what God had called him to do.

Just as God gave Samson a gift of great strength, the Lord gives all His children special abilities. Encourage your preschoolers by letting them know that as they grow up, they will discover more and more about God's gifts to them. Explain that they can use those gifts, talents, and abilities to serve God and other people.

Pray for Wisdom

Lord, what an abundance and variety of abilities You have given Your followers! Thank You that each of us is unique—made in Your inimitable image.

May the talents and gifts that You've given to these children become increasingly apparent to them as they grow. Help each child use his or her abilities for Your glory and honor. I pray in the matchless name of Your Son, amen.

Lesson 11

SUPPLIES

General Supplies

Bibles, Disciple Guides (pages 41-44), Lesson stickers
Pencils, markers, crayons, puppets (optional)
Paper, scissors, tape, glue

Welcome & Worship Time

- DIG THEM UP: a sand box or tray with sand or rice, clean chicken bones, plastic bees

Bible Time

Teaching Picture—The Strong Man
• SNACK—honey sticks
• USING STRENGTH FOR GOD: none

Disciple Time

Teaching Picture—The Zoo Trip
• STRONG MUSCLES: empty paper towel rolls, 3" or 4" styrofoam balls



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- God's gift of great strength helped Samson defeat the Philistines.

FEEL (character)

- Glad that God gives them gifts and talents.

DO (conduct)

- Find ways to serve others with the abilities God gives them.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Dig Them Up

Supplies: a sand box or tray with sand or rice, clean chicken bones, plastic bees

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 75.)

Before class, bury the bones and bees in the sand. Have the children dig around to find the buried items. If you have trouble finding plastic bees (available at teacher supply stores), you can use clip art or pictures of bees cut from magazines and laminate them or cover them with clear adhesive covering. Tell the children that they will be hearing about a man who found bees making honey in the bones of a lion.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *He’s a Great Big God* (traditional)
- *A Helper I Will Be* (traditional)
- *For Health and Strength* (hymn)
- *Do For Other People* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Judges 16:3

“Samson used his great strength to beat the Philistines.”

Monthly Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Unit Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while making strong arms.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—*The Strong Man* as you tell or read the story. (The Bible story is printed on page 72 and on the back of the Teaching Picture.)

The story, *The Strong Man*, is based on Judges 13–16. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Teach the children this refrain:

*He was strong, strong, strong!
His hair was long, long, long!*

At various points in the story, have them repeat the phrase making strong arms during the first line and moving their hands over their hair on the second. Pause and lead the children in saying the refrain.

Disciple Guide—page 41

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving honey sticks.

While you eat, talk about the Bible story. These questions will help you get started.

- What special gift did God give to Samson?
- How did Samson use his great strength: when a lion attacked him; when he was tied up; when he was locked inside the city?
- Where did the Philistines put Samson when his great strength was gone?
- How did Samson make the big building fall down?

Play and Move

Have the children do a series of exercises like running in place, jumping jacks, push-ups and sit-ups. The children will not be able to do all the exercises but will recognize them as things bigger people do to be strong. Remind them that God made Samson strong.

Disciple Guide—page 43

Talk with your children about each situation where one person is using the gifts God has given them to serve others. Have the children decide which person is serving and color that person in each situation.

Learn By Doing—Using Strength For God

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 75.)

Teach your children this song to the tune of *The Muffin Man*.

*God made Samson very strong,
Very strong, very strong.
God made Samson very strong,
So he could do God’s will.*

*Samson fought a great big lion,
Great big lion, great big lion.
Samson fought a great big lion.
Using his strength for God.*

*He went after Philistines,
Philistines, Philistines.
He went after Philistines.
Using his strength for God.*

Pray for People

Pray that each of your children would rejoice in the gifts God gives them.

Bible Story—The Strong Man

(based on Judges 13–16)

The Philistines were mean. They made God’s people serve them for many years. One day, the angel of the LORD told a man and his wife, “God will give you a baby boy. He will do God’s special work. Make sure never to cut his hair. He will rescue God’s people from the Philistines.”

Their boy was named Samson. As he grew up, everyone knew that God had given Samson a gift of amazing strength.

One time, Samson was walking along the road. A hungry lion roared and ran toward him. But God’s Spirit strengthened Samson. He killed the lion with his bare hands!

Another time, Samson was tied up with two strong ropes. The Philistines were all around Samson. They wanted to kill him. But God’s Spirit strengthened Samson. He broke the ropes and used his great strength to get away.

One other time, the Philistines found out that Samson was inside their city. They locked the iron gates so Samson couldn’t get out. But God’s Spirit strengthened Samson. He grabbed the city gates and tore them loose. Samson carried the heavy gates on his shoulders to a hilltop many miles away!

After that, a woman named Delilah cut Samson’s long hair while he was sleeping. Now Samson’s great strength was gone. The Philistines tied Samson up, but Samson couldn’t break the ropes. The Philistines put him in prison. They made Samson work very hard. The Philistines were mean to Samson and made fun of him. But God remembered Samson. While he was in prison, Samson’s hair grew longer and longer.

One day, the Philistine leaders celebrated their victory over Samson and God’s people. Many Philistines gathered inside a big building with tall columns. Even more Philistines were

celebrating on the rooftop. The leaders brought Samson out of prison and made fun of him.

Samson prayed, “Dear LORD, please give me great strength just one more time.” God’s Spirit strengthened Samson. He put one hand on a big column that held the building up. He put his other hand on another big column. Then Samson pushed with all his might.

Suddenly, the building came crashing down on the surprised Philistines. From that day on, everyone remembered the special gift that God had given to Samson. He used his gift of great strength to help free God’s people.

The Strong Man (Summary/Review)

God made Samson very, very strong. One time, Samson killed a hungry lion with his bare hands!

But when Samson disobeyed the LORD, he lost his great strength. The Philistines threw Samson in jail.

One day, many Philistine leaders had a big celebration. At the party, they made fun of blind Samson.

“Please, LORD,” Samson prayed, “make me strong just one more time.”

God’s Spirit came upon him. Samson pushed with all his might against two giant, stone pillars. The whole building came crashing down on the Philistines!



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- Why was Dee excited after school?
- What did Dee ask her mom?
- Why couldn't Mrs. Morgan go on the field trip?
- Why was it important that Mrs. Morgan teach at her Bible study?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— Strong Muscles

Supplies: empty paper towel rolls, 3" or 4" styrofoam balls

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 75.)

See activity description on page 75.

Talk with your children about how God made Samson very strong so he could do great things for God.

Pray for Life-Change

Ask the Lord to help your students serve others using the gifts with which He's blessed them.

Dee-Cy-Paul Story "The Zoo Trip"

"Mom!" Dee shouted as she entered the house after school. "Next week my class is going on a field trip to the zoo!"

Dee's dog, Chip, ran to the door and barked, wondering about all the excitement. Dee's mom came to the door to meet Dee, too.

"That's exciting, Dee," answered Mrs. Morgan. "You haven't been to the zoo in a long time."

"Yeah—and I've never been to the zoo with my class," Dee said as she nodded. "Miss Raymond says that we're going to draw pictures of animals, and learn about them."

"That sounds wonderful, Dee," Mrs. Morgan said. "I'm sure you'll have lots of fun with the other kids."

"Yeah, it will be great." Dee paused for a moment, then said, "Mom, would you like to go to the zoo with us?"

"Me?" asked Mrs. Morgan.

Dee nodded. "Yeah! Miss Raymond told us that she needs three parents to volunteer as helpers. I was sure you'd like to be a parent helper."

"That sounds great, Dee!" Mrs. Morgan answered. "I'd love to go. What day next week is the field trip?"

"Um...Wednesday."

"Oh, no!" gasped Dee's mom. "I teach a women's Bible study on Wednesday mornings."

"Bible study?" Dee wondered. "Well, can't you just cancel it or something?"

"I don't think so, Dee," Mrs. Morgan said, shaking her head. "I'm sorry, but I can't come to the zoo with your class."

"But Mom!" Dee cried. "It would be so much more fun if you were there!" Dee sniffed and wiped a tear off her cheek. "Why is it so important that you teach the Bible study?"

"That's a very good question, Dee," answered her mom. "The Bible study is important for me. It's a time during the week when I can talk with my friends about God. I don't get many chances to do that, so my Bible study is a very special time for me. And the women in

the study are counting on me to lead."

"I guess..." Dee said, and shrugged.

"The other important reason is a special gift..."

Dee interrupted. "A gift? You get presents at your Bible study?"

"No, Dee," her mom chuckled. "It's not a present. It's a special gift that God has given to me."

"Wow!" Dee gasped. "God gives away presents at your Bible study?"

"Dee, let me finish. God has given me a special gift. He made me a good teacher. That's why I teach at our Bible study, and that's why I used to teach in a school. If I didn't teach, I wouldn't be using the gift that God gave me. God gives us gifts so that we can help others," Mrs. Morgan explained.

"Oh," said Dee. "Mom, has God given me any special gifts?"

Mrs. Morgan smiled. "Dee, God has given you several gifts. You are very, very special—there is no one else like you on the whole planet! One gift that God has given you is encouragement."

"En-what?"

"Encouragement. Do you remember when Cy got sick and was sad that he couldn't play outside?" asked Mrs. Morgan.

"Yes, I remember," Dee answered.

"You made him cards, and drew him pictures, and played games with him, so that he wouldn't be sad anymore. You went to his house every day until he got better!"

"That's a gift from God?" wondered Dee.

"Yes!" nodded her mom. "And you used your gift of encouragement to encourage someone else." She smiled. "Now, are you sad that I can't go to the zoo?"

Dee shook her head. "No way, Mom! You should teach your Bible study and use the gift God gave you to help others!"

Mrs. Morgan laughed. "Dee, that's a great idea."

Dee-Cy-Paul Puppet Script “The Zoo Trip”

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a small backpack and a man's hat for Cy.

INTRODUCTION

[Enter Dee, Cy, and Chip.]

Dee: Guess what, Cy? God's given me a gift!

Chip: Woof?

Cy: Really? What did He give you?

Dee: He gave me the gift of enlightenment. I mean, the gift of enactment. Or maybe it was the gift of encirclement....

Cy: Dee, what are you talking about?

Chip: Woof, woof?

Dee: Well, it was the gift of en-something-ment. Let's tell these kids a story, and then we'll find out, okay? Will you pretend to be my dad?

Cy: Sure, Dee. Now I'm really wondering what gift God gave you.

Dee: Me, too. We'd better get started!

[Exit Dee, Cy, and Chip.]

SCRIPT

[Chip is onstage with Cy, who is wearing the man's hat. Enter Dee, wearing the backpack.]

Dee: Dad! Next week my class is going on a field trip to the zoo!

Chip: Woof! Woof, woof!

Cy: That's exciting, Dee. You haven't been to the zoo in a long time.

Dee: *[Nods.]* Yeah—and I've never been to the zoo with my class. Miss Raymond says that we're going to draw pictures of animals, and learn about them.

Cy: That sounds wonderful, Dee. I'm sure you'll have lots of fun with the other kids.

Dee: Yeah, it will be great. *[Pauses.]* Dad, would you like to go to the zoo with us?

Cy: Me?

Dee: *[Nods.]* Yeah! Miss Raymond told us that she needs three parents to volunteer as helpers. I was sure you'd like to be a parent helper.

Cy: That sounds great, Dee! I'd love to go. What day next week is the field trip?

Dee: Um...Wednesday.

Cy: Oh, no! I teach a men's Bible study on Wednesday mornings.

Dee: Bible study? Well, can't you just cancel it or something?

Cy: I don't think so, Dee. I'm sorry, but I can't come to the zoo with your class.

Dee: But Dad! It would be so much more fun if you were there! *[Sniffs and wipes a “tear” from her cheek.]* Why is it so important that you teach the Bible study?

Cy: That's a very good question, Dee. The Bible study is important for me. It's a time during the week when I can talk with my friends about God. I don't get many chances to do that, so my Bible study is a very special time for me. And the men in the study are counting on me to lead.

Dee: *[Shrugs.]* I guess....

Cy: The other important reason is a special gift....

Dee: *[Interrupts.]* A gift? You get presents at your Bible study?

Cy: *[Laughs.]* No, Dee. It's not a present. It's a special gift that God has given to me.

Dee: Wow! God gives away presents at your Bible study?

Cy: Dee, let me finish. God has given me a special gift. He made me a good teacher. That's why I teach at our Bible study. If I didn't teach, I wouldn't be using the gift that God gave me. God gives us gifts so that we can help others.

Dee: Oh. Dad, has God given me any special gifts?

Cy: Dee, God has given you several gifts. You are very, very special—there

is no one else like you on the whole planet! One gift that God has given you is encouragement.

Dee: En-what?

Cy: Encouragement. Do you remember when Paul got sick and was sad that he couldn't play outside?

Dee: Yes, I remember.

Cy: You made him cards, and drew him pictures, and played games with him, so that he wouldn't be sad anymore. You went to his house every day until he got better!

Dee: That's a gift from God?

Cy: *[Nods.]* Yes! And you used your gift of encouragement to encourage someone else. Now, are you sad that I can't go to the zoo?

Dee: No way, Dad! You should teach your Bible study and use the gift God gave you to help others.

Cy: *[Laughs.]* Dee, that's a great idea.

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Chip.]

Cy: Encouragement! God gave Dee the gift of encouragement!

Chip: Woof!

Dee: That's right! God gives all of His people gifts, and He wants us to use those gifts to help other people!

Cy: What has God given to me, Dee?

Dee: God has given you the gift of leadership—you're a great leader!

Chip: Woof woof?

Dee: Chip, God has given you the gift of cuteness. You're the cutest dog I know!

Chip: Woof!

Cy: We're out of here for today, kids!

Dee: See you later!

Chip: Woof!

[Dee, Cy, and Chip wave. Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#11) for children to color. (Available at DiscipleLand.com/downloads)

Strong Muscles

(suggested Disciple Time activity)

Supplies: empty paper towel rolls, 3" or 4" styrofoam balls

Help the children push a styrofoam ball on each end of a empty paper towel roll. Tell them that people use things like these, called barbells, to try to build up strong muscles. Have them use the barbells to pretend to build their muscles. Talk with them about how God made Samson very strong so he could do great things for God.

Strength to Eat

Supplies: pretzel sticks, mini-marshmallows

Have your children put a mini-marshmallow on each end of a pretzel stick to form a barbell type shape. Talk about how strong people can lift barbells and then about how God gave Samson the gift of strength. Let the children enjoy the treats.

Acts of Kindness

Supplies: small slips of paper, pen or pencil, paper bag

Before class, write on small slips of paper ways to show kindness to someone and place them all in a bag. Have children take turns putting their hand in the bag and pulling out a slip of paper. You will need to whisper to them what is written on the paper. Without using any words, have them act out what is on the paper. Encourage the other children to guess what the act of kindness is. Remind them that they can use their gifts from God to serve others.

Down Goes the Temple

Supplies: large cardboard or styrofoam blocks

Set out the blocks and have the children build a large building like the temple Samson was in. Then have the children knock the building down just like Samson knocked down the temple of the Philistines.

How Big Are They?

Supplies: groups of items that vary in size, such as toy cars of various sizes or empty cereal boxes of various sizes

Encourage the children to line up the items by size from largest to smallest. Other ideas for items would be dolls, cups, or stuffed animals. Remind them that no matter what size they are, they can use what God has given them to help others.

Can You Lift It?

Supplies: items of various weights that children can lift

Set out items of various weights, some of which the children will be able to lift easily, and some the children will have difficulty lifting. Remind them that God gave Samson great strength so he could do great things for God.

God Gave Me Two Hands

(for older preschoolers)

Say the two lines below and have the children act out ways they can use the gifts God has given them to serve others. Ideas to suggest are picking up trash in the neighborhood, singing a song to someone who is sad, or drawing a picture for someone who is sick.

*God gave me two hands to use today,
To help and serve others in this
special way.*

You Are Great!

Sing this song to the tune of *If You're Happy and You Know It*. Show the children the actions to do with the song. Sing it several times, and after each time, have the children mention ways they can use the gifts God has given them to serve others.

*You are great when you are helpful
and you serve.*

(Move clasped hands on both sides of head, as if a winner, and then clap hands twice.)

*You are great when you are
helpful and you serve.*

(Same as above.)

You do quite a lot.

(Make muscles with arms.)

When you do what God has taught.

(Form an open Bible with your hands.)

*You are great when you are
helpful and you serve.*

(Same as first line.)

See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

The Reward

Big Idea God blessed Ruth because she chose to serve God and her family.

Bible Passage *Ruth Chooses the LORD—Ruth 1–4*

Lesson Summary

The book of Ruth offers a striking contrast of God’s grace operating in the midst of difficult days for God’s people. Ruth is a significant example of noble and godly conduct. She is a remarkable illustration of devotion and kindness during the degenerate period of the judges.

Moses’ Law provided for redeeming people and property sold during times of adversity and poverty. The nearest male relative had the right to buy back lost property and to marry the widow (Deuteronomy 25:5, 7-10). Redemption was not an obligation, but refusal often brought reproach for failing to sustain the family rights. When this took place, the responsibility then moved to the next of kin who was able to redeem all claims. The Book of Ruth provides a beautiful example of this principle in action. Though Naomi qualified to be redeemed, she graciously extended the opportunity to Ruth, her devout daughter-in-law.

The story relates the misfortunes of a family from Bethlehem that sought to escape famine by going to Moab, where the two sons married Moabite women. When all three women became widows, Naomi urged her Moabite daughters-in-law to return to their own people. Ruth, declaring her undying loyalty, refused to leave. Instead, she accompanied her mother-in-law to Bethlehem. Ruth began gleaning grain in the field of Naomi’s relative, Boaz, who treated her with kindness. Later, acting as kinsman-redeemer, Boaz married

Ruth. The son born to them became the grandfather of King David.

Ruth’s example should challenge your preschoolers to value responsibility and loyalty. God sees when they work hard to help their families. God knows when they selflessly help others. God will reward their efforts, too!

Pray for Wisdom

Lord, I praise You for rewarding Ruth by bringing King David, and eventually Your Son, Jesus, through her family lineage. Make me more like Ruth—faithful, devout, brave, and hardworking.

Many of the children in my class come from families that desperately need You. Protect those homes and help those children find hope in You. Cause their faith to flourish. I ask this in Jesus’ name, amen.

Lesson 12

SUPPLIES

General Supplies

Bibles, Disciple Guides (pages 45-48), Lesson stickers
Pencils, markers, crayons, puppets (optional)
Paper, scissors, tape, glue

Welcome & Worship Time

• GATHERING: small pieces of brown and yellow yarn, small lunch bags

Bible Time

Teaching Picture—The Reward
• SNACK—whole-grain bread, seasoned olive oil
• HELPING NAOMI: none

Disciple Time

Teaching Picture—Working Hard Together
• MY FAMILY: copies of people shapes found on page 81, construction paper, glue sticks



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- Ruth was loyal to Naomi and faithful to the Lord.

FEEL (character)

- Glad to work hard to help their families.

DO (conduct)

- Look for ways to do some of the family chores.

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing—Gathering

Supplies: small pieces of brown and yellow yarn, small lunch bags

(For alternate ideas to introduce this lesson, refer to the *Additional “Learn By Doing” Activities* on page 81.)

Before class, scatter lots of yarn pieces around the room. Give each child a small lunch sack and have them gather up as much of the yarn as possible. Tell them that today they will be learning about someone who had to gather up food from the ground.

Sing With Joy

Move the children to worship with a favorite song. Select one below or use a preschool songbook or recording.

- *Serve Him, Serve Him* (traditional)
- *He’s Got the Whole World in His Hands* (traditional)
- *What Can I Do?* (traditional)
- *A Helper I Will Be* (traditional)

Rehearse the Verse

Use the suggested idea below to help your children learn the Bible words. The preschool-friendly paraphrases are based on the Bible verse. Decide which will work best for your children, or use a verse of your choice from the Bible version you prefer.

Lesson Memory Verse: Ruth 4:13
“Boaz married Ruth and they had a baby.”

Monthly Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Unit Memory Verse: Judges 6:16
“God said, ‘I will help you.’”

Verse Activity: Have your children say the words while pretending to rock a baby.

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Tell the Truth



Open your Bible to the passage and place it on your lap. Show the Teaching Picture—The Reward as you tell or read the story. (The Bible story is printed on page 78 and on the back of the Teaching Picture.)

The story, *The Reward*, is based on Ruth 1–4. It captures the interest and attention of older preschool children. If you are teaching younger preschoolers, you may want to use the shorter *Summary/Review*.

Explain to the children that they will be making faces to show how the people in the story felt. Have them practice sad, excited, surprised, and happy faces. As you read the story, pause each time you come to an emotion word to allow the children time to show that emotion.

Disciple Guide—page 45

Place the appropriate stickers (from the sticker page) on the picture as you reinforce the Bible story.

Talk and Snack

Consider serving whole-grain bread dipped in seasoned olive oil.

While you eat, talk about the Bible story. These questions will help you get started.

- Who wanted to go back with Naomi to her homeland?
- What did Ruth do in the fields?
- Who did Ruth meet while she was picking grain in the fields?
- How did God bless Boaz and Ruth?

Play and Move

Have the children act out hard jobs they could do around the house to help the family.

Disciple Guide—page 47

Talk with your children about the jobs pictured on the page. Have the children place a smiley face sticker near the jobs they might be able to do to help their family.

Learn By Doing—Helping Naomi

(For alternate ideas to reinforce the Bible story, refer to the *Additional “Learn By Doing” Activities* on page 81.)

Teach the children the following song to the tune of *My Bonnie Lies Over the Ocean*.

*Wherever you go, I will follow.
Wherever you stay, I will too.
Your people will all be my people.
And lots of hard work I will do.*

*Follow, follow,
I'll follow wherever you go today.
Follow, follow,
I'll work hard and with you I'll stay.*

Pray for People

Pray that your children would be glad to work hard to help their families.

Bible Story—The Reward

(based on Ruth 1-4)

Elimelech and Naomi had two sons. The family moved from Bethlehem to a place called Moab. Their sons grew up there and were married.

Then Naomi's husband died. Before long, her two sons also died. Naomi decided to leave Moab and go back home.

Naomi told her two daughters-in-law, "Goodbye. I am returning to my people and my homeland. Go back to your families. You have been very good to me. God will also be good to you."

But Ruth hugged Naomi and said, "I want to go with you. Where you stay, I will stay. Your people will be my people. Your God will be my God. I will stay with you for the rest of my life."

So Naomi and Ruth walked together all the way to Naomi's homeland. After they arrived, Ruth said, "I'll go work in the fields so we'll have food to eat."

The next morning, Ruth worked hard all day. She picked grains of barley and put them into her basket. A man named Boaz owned the field. Boaz loved the LORD. He was generous and good to everyone. Boaz noticed Ruth and talked with her. He told Ruth to come back to his fields every day. Boaz promised that Ruth would be safe. He made sure that she got plenty of grain.

When Ruth returned home, Naomi was surprised to see how much grain she had picked! Ruth told her that she had been in the fields of Boaz. Naomi knew that Boaz was a good man.

During the harvest, Ruth picked grain in Boaz's fields. She worked very hard each day. Sometimes Ruth and Boaz talked with each other. Every night, Ruth went home and shared her food with Naomi.

Naomi knew that Boaz would be a good husband for Ruth. He was good and wise. Naomi knew that Ruth would be a good wife for Boaz. She was faithful and kind. One evening, Boaz told Ruth that he wanted to marry her. The next day, Boaz talked with his family and planned the wedding.

After Boaz and Ruth were married, God blessed them with a baby. Everyone was so happy! Naomi helped care for the baby. She was glad that Boaz and Ruth were in her family.

The Reward (Summary/Review)

Naomi's family moved to Moab. Soon her husband and sons died. Naomi was very sad. "I must go back to my homeland," Naomi cried.

"I'll go with you, Naomi," said Ruth, her daughter-in-law. "Your people will be my people. Your God will be my God." So Ruth went back with Naomi.

Ruth worked hard in the fields every day. Naomi's relative named Boaz helped Ruth find food and stay safe.

Soon Boaz and Ruth were married. God blessed them with a baby boy. Naomi helped care for her precious grandson!

Disciple Time



Teacher—This special application story complements the Bible story. Select either the narrative or the puppet script on the following page.

Think and Share

After the Dee-Cy-Paul story, talk with your children using these or similar questions.

- What did Mr. Yung need Cy's help with on Saturday?
- Where did Cy want to go instead?
- How many bags of leaves did Cy and his dad rake up?
- How did it make Cy feel to help his family by working hard?

Review the Bible Story

Read the Bible Story *Summary/Review* or creatively revisit the Bible story with drama, flannelgraph, or one of your own ideas.

Learn By Doing— My Family

Supplies: copies of people shapes found on page 81, construction paper, glue sticks, scissors

(For alternate ideas to reinforce the Bible story, refer to the *Additional "Learn By Doing" Activities* on page 81.)

See activity description on page 81.

Talk with each child about the jobs each person in the family does. Encourage them to think of ways they could help their families.

Pray for Life-Change

Ask the Lord to provide times this week for the children in your class to serve their families.

Dee-Cy-Paul Story "Working Hard Together"

"Cy, your dad is looking for you," said Mrs. Yung. "He's out in the backyard."

"Okay, Mom," Cy answered, heading for the back door. "I wonder what's going on?" he thought.

"Hey there, buddy!" shouted his dad from the center of the yard, where he was standing holding two rakes. Cy groaned. He hadn't noticed that most of the leaves had blown off the trees this week. They were scattered over the backyard like a blanket.

"We are having a big barbecue here tomorrow," his dad said. "It would be really helpful to rake up all these leaves."

"That's a whole lot of leaves, Dad!" Cy said, looking around the yard.

Mr. Yung nodded. "I know! That's why I need your help."

But, thought Cy to himself, it was Saturday! All the other kids in the neighborhood would be at the park. He imagined them swinging on the swings, or taking turns down the big slide, or playing soccer together. Besides, raking leaves was hard work! Cy groaned again.

Mr. Yung laughed at Cy's groan. "I guess there's probably something else you'd rather do today than help me rake all these leaves, isn't there?"

Cy thought about it. He would certainly rather be playing at the park with his friends. But his family needed his help. "Well, playing at the park with the other kids would be a lot of fun, Dad," he finally answered. "But I think that we could have a good time raking leaves together, too!"

"Great!" said Mr. Yung. "Here's a rake for you. Let's get started!"

Cy began to rake. The sun grew hotter, and soon he was sweating. "It sure is hot!" said his dad.

"Yeah, and this sure is hard work!" agreed Cy. But even though the work was hard, Cy didn't really mind. In fact, it was kind of fun!

Cy's dad went inside and brought out cups of lemonade for them. They stood in the shade together and drank, and then they began to work again. They worked all morning, had sandwiches for lunch, and then worked part of the afternoon, too. Cy and his dad raked the leaves into big piles, then Cy held the plastic bag open while his dad put the leaves in.

Soon, the yard was clear of all the leaves. Cy looked at the grass. He looked at the twelve bags of leaves standing in a row on the lawn. He was proud of the hard work he and his dad had done. "Look at what we did, Dad!" he said.

Mr. Yung nodded. "Yes—it sure was hard work! But it was much easier with your help. Thanks for helping me, Cy. I know it probably wasn't as much fun as spending the day playing with your friends, but I really appreciate it."

Cy laughed. He was dirty and sweaty. His hands had blisters on them and they ached. He had worked very, very hard! But it had been a good day, working hard to help his family. "You're welcome, Dad," he answered. "I had a great time!"

"So, what next? Is it time to go to the park and play?"

"No way!" Cy said, shaking his head. He was too tired to go to the park. "I think it's time to go inside and read my Sunday school lesson for tomorrow! Is that okay, Dad?"

Mr. Yung wiped the sweat from his forehead with the back of his hand. "Sure, son. That sounds like a great idea!"

That evening, Cy and his dad sat down to watch a movie together. And just a few minutes later, they were both sound asleep.

Dee-Cy-Paul Puppet Script "Working Hard Together"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud.

You will need a woman's hat for Dee and a man's hat for Paul. You will also need two small toy rakes.

INTRODUCTION

[Enter Dee, Cy, and Paul.]

Dee: I love the autumn! It's my favorite time of year!

Cy: Me, too! All of the leaves are falling, and they're so pretty.

Paul: Yeah—it's okay.

Dee: Paul! What do you mean it's just "okay?"

Paul: Well, falling leaves means raking leaves.

Cy: Raking leaves isn't all that bad. Would you like to hear a story about a time when my family raked leaves?

Dee: I would.

Paul: *[Shrugs.]* Why not?

Cy: You guys have to pretend to be my mom and dad.

Dee: Okay. Let's tell your story!

[Exit Dee, Cy, and Paul.]

SCRIPT

[Dee is onstage, wearing the woman's hat. Enter Cy.]

Cy: It all started one Saturday when my mom said....

Dee: Cy, your dad is looking for you. He's out in the backyard.

[Exit Dee.]

Cy: Hmm, I thought. I wonder what's going on? So I went outside, and my dad was out there holding a rake.

[Enter Paul, with the rakes.]

Paul: Hey there, buddy!

Cy: *[Groans.]* I hadn't noticed that most of the leaves had blown off the

trees. They were scattered all over the backyard like a blanket.

Paul: We are having a big barbecue here tomorrow. It would be really helpful to rake up all these leaves.

Cy: That's a whole lot of leaves, Dad!

Paul: *[Nods.]* I know! That's why I need your help.

Cy: But it was Saturday, I thought. I knew that all my friends would be at the park. They would be swinging on the swings, or taking turns down the big slide, or playing soccer together. Besides, raking leaves was hard work! *[Groans.]*

Paul: I guess there's probably something else you'd rather do today than help me rake all these leaves, isn't there?

Cy: I thought about that question. I would certainly rather be playing at the park with my friends. But my family needed my help. So I told my dad that playing at the park with my friends would be a lot of fun, but we could have a good time raking leaves together, too!

Paul: Great! Here's a rake for you. Let's get started!

[Cy takes a toy rake. He continues talking, unnoticed by Paul.]

Cy: So we raked, and the sun grew hotter and soon I was sweating!

Paul: It sure is hot!

Cy: And it sure was hard work. But even though it was so hard, I didn't really mind. In fact, it was kind of fun! My dad and I worked all morning, and had sandwiches for lunch, and then we worked part of the afternoon, too. We both raked the leaves into big piles, and then I held the plastic bag open while my dad put the leaves in.

Paul: *[Wipes his brow.]* Phew!

Cy: Soon the yard was clear of all the leaves. I looked at the grass and at the twelve bags of leaves standing in a row on the lawn. I was proud of the hard work my dad and I had done!

Paul: That was very hard work, Cy! But it was much easier with your help. Thanks for helping me. I know it probably wasn't as much fun as spending the day playing with your friends, but I really appreciate it.

Cy: I was dirty and sweaty. My hands had blisters on them and they ached. I had worked very, very hard! But it had been a good day, working hard to help my family. I told my dad, "You're welcome. I had a great time."

Paul: So, what next? Is it time to go to the park and play?

Cy: No way! I'm too tired to go to the park. I think it's time to go inside and read my Sunday school lesson for tomorrow. Is that okay, Dad?

Paul: Sure, son. That sounds like a great idea!

Cy: That evening my dad and I sat down to watch a movie together. And just a few minutes later, we were both sound asleep.

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: See, Paul? Raking leaves isn't so bad.

Paul: I guess you're right. It's not bad at all to work hard.

Cy: I had a lot of fun working hard to help my family.

Dee: In the Bible, Ruth worked hard to help her family, and it made God very, very happy!

Cy: There are lots of ways that we can do hard work at our homes, kids. We can help with dishes or cleaning or laundry or even raking leaves or weeding the garden.

Paul: Helping your family will make them happy, and it makes God happy, too.

Dee: We'll see you later, everyone!

Cy and Paul: Goodbye!

[Curtain.]

Additional Learn By Doing Activities

All three sections in this lesson include a suggested *Learn By Doing* activity. However, you may want to substitute one or more of the activities below to capture the specific interests and needs of your children.

Select activities based on the ages of your children, their learning style preferences, and their developmental needs.

Coloring Page

Provide copies of the reproducible Bible story picture for this lesson (#12) for children to color. (Available at DiscipleLand.com/downloads)

My Family

(suggested Disciple Time activity)

Supplies: copies of people shapes found on this page, construction paper, glue sticks, scissors

Before class, copy and cut out the people shapes found on this page, so that each child will have enough shapes to represent their family. Give each child a piece of construction paper and a glue stick to place the people shapes on their papers. Write the child's name on his or her paper and talk with the child about the jobs each person in the family does. Encourage them to think of ways they could help their families.



Who Will Follow?

(for older preschoolers)

Teach your children this game based on "Duck, Duck, Goose." Review with your children that Ruth followed Naomi to work hard for her, but Orpah did not go to help Naomi. Have the children sit in a circle. Choose one child to be Naomi. Naomi walks around the outside of the circle and gently taps each child on the head. As Naomi taps a child, he or she should say "Orpah." At some time, Naomi should tap a child and say "Ruth." That child will stand up and join hands with Naomi. They both walk around the outside of the circle until they reach the spot where Ruth was sitting. Naomi sits there and Ruth becomes the new Naomi as you play again.

What Kind of Food?

Supplies: a wide variety of empty food containers, such as cereal boxes, yogurt containers, canned vegetables, canned fruit

Set out the empty containers and help the children sort the foods into groups by type. You could bring in real food in sealed containers. Talk about the type of food Ruth worked hard to get.

Family Kitchen

Supplies: play kitchen with play food and play dishes, a table and chairs

Have the children pretend to be a family and work together to make and serve a meal. Make sure that they change roles and play again. Remind them everyone in a family needs to help.

Bread

Supplies: wheat grain, grinder, mixer, other ingredients for making bread

Bring in wheat and a grinder. Show the children how the wheat is changed into flour and then how to mix the ingredients to make bread. Bake the bread and have it ready to serve to the children at your next meeting. You could also bring in real wheat stalks from a hobby supply store, and supply a rock and a small stone for the children to try grinding wheat themselves.

Made From Grain

Supplies: all types of foods made from grain including noodles, bread, cereal, pretzels

Talk about what things are made from grains of various types. Allow the children to sample a few of the foods if possible. You might also try to have un-ground wheat available for the children to try chewing.

Growing a Field

Supplies: ordinary mixed birdseed, a small area of a flower bed or a large pot or a shallow box lined with plastic (with drain holes), potting soil

Prepare the soil in the flower bed or fill the pot or shallow box with potting soil. Sprinkle the seeds over the dirt and water. The birdseed sprouts quickly and contains a nice variety of grains. Explain to the children that the grain had to grow and ripen before people like Ruth could harvest it.

See *Learning Centers* on pages 86-87 for ideas that can be used as additional "Learn By Doing" activities.

Review

Big Idea Review favorite stories and activities during a special festival.

Bible Passage Review

Lesson Summary

The DiscipleLand Festival is a time to celebrate and review. You and your children will revisit the exciting Bible stories and spiritual concepts that you have enjoyed together during the entire unit.

Create a festive atmosphere for this special lesson. Streamers and other party decorations will greatly enhance the overall learning experience. You may want to invite parents to join all or part of the celebration.

Option #1: Learning Center Format

Set up several Learning Centers for this event. Designate various areas of the classroom for different activities. You may want to rotate groups of children from one center to another or simply allow them to move freely through the classroom. You may even want to foster a carnival atmosphere with individual booths or stations. Be creative!

(See pages 80-81 for more information about Learning Centers.)

Option #2: Normal Format

Instead of using Learning Centers, continue the regular lesson format for this session. If you choose this option, select one or more Learning Center ideas and treat them as Learn By Doing activities for the entire class.

Pray for Wisdom

Heavenly Father, thank You that You are always there to help us and guide us. As we celebrate You, remind me of the ways that You have been my helper this quarter.

May each of Your children in this class always turn to You as their constant Helper and Companion. I ask this in the precious name of Jesus, amen.



DISCIPLE TARGETS

In this lesson, children will...

KNOW (knowledge)

- People need God's strength and courage to lead others and to do what He says.

FEEL (character)

- Confident that they can trust God to help them.

DO (conduct)

- Tell God that they are ready to be His helpers.

SUPPLIES ✓

General Supplies

Bibles, Disciple Guides, Lesson stickers
Pencils, markers, crayons, puppets (optional)
Paper, scissors, tape, glue

Welcome & Worship Time

Streamers, balloons, and other decorations appropriate to a "festival"

Bible Time

Teaching Pictures—1-12
Snacks

Disciple Time

Teaching Pictures—1-12
Puppets (optional)

Welcome & Worship Time

Teacher—Welcome each child warmly. Encourage children to bring their offerings to the Lord.

Learn By Doing

Select a favorite *Learn By Doing* activity that will help you introduce this lesson.

Sing With Joy

Select favorite songs your children have enjoyed during this quarter.

Rehearse the Verse

Review the Bible Verses with your kids.

Unit Memory Verse: Judges 6:16

“God said, ‘I will help you.’”

Lesson Memory Verses:

Joshua 1:6—*“Be strong and brave to lead God’s people.”*

Joshua 2:6—*“Rahab hid the two spies at her house.”*

Joshua 3:16—*“The water stopped and the people walked across the Jordan River.”*

Joshua 6:20—*“The people shouted and the walls fell down.”*

Joshua 7:20—*“Achan said, ‘I have sinned by stealing from God.’”*

Joshua 9:19—*“We will keep the promise we made.”*

Joshua 10:13—*“The sun stood still and the moon stopped.”*

Judges 4:9—*“Deborah went to battle with Barak.”*

Judges 6:16—*“God said, ‘I will help you.’”*

Judges 7:7—*“With Gideon’s three hundred men, God saved Israel.”*

Judges 16:3—*“Samson used his great strength to beat the Philistines.”*

Ruth 4:13—*“Boaz married Ruth and they had a baby.”*

Seek God’s Blessing

Talk with God about your time together with the children today, about the Bible story, and about any special needs.

As you pray, use meaningful and simple words from your heart. The children will learn to pray by listening to you.

Bible Time

Teacher—Bring your preschoolers to the Lord. Encourage them to apply Biblical truths in practical ways.

Review a Bible Story

Show the Bible teaching picture as you tell or read the *Summary/Review* of a favorite Bible story. Afterward, ask and answer questions about the story.

For older preschoolers, you may want to read two or more stories.

Talk and Snack

Select a favorite snack idea from a previous lesson for the children to enjoy.

While you eat, talk about the Bible story. Ask and answer questions from those listed previously.

Play and Move

Give children an opportunity to stretch their arms and legs. For activity ideas, refer to the *Movement Center* on page 86.

Learn By Doing

Select a *Learning Center* activity that will help you reinforce this lesson.

Disciple Time

Teacher—This special application story complements the Bible story.

Review Dee-Cy-Paul Story

Select either the narrative or the puppet script that corresponds to the Bible story you read in *Review a Bible Story* above. Afterward, ask and answer questions.

Learn By Doing

Select a *Learning Center* activity that will help you reinforce this lesson.

Pray for Life-Change

Pray that each child in your class would commit to a personal relationship with Jesus Christ and to be His helper.

Age Level Characteristics— *Knowing Your Kids*

Your Children

By the time children complete their fifth year, approximately eighty-five percent of their basic personalities has been formed. Take time to learn about each child individually. Only by knowing your children can you really begin to meet their needs and contribute positively to their development during these formative years.

Your Classroom

Provide a learning environment that will encourage your children to desire a personal relationship with Jesus Christ and to develop a love for His Word. This is best fostered in a structured and well-managed classroom.

Establish standards and classroom procedures to ensure that your children are always safe from physical harm or potential hazards. Communicate your policies and expectations to parents, and when appropriate, to your children.



Younger Children (2- & 3-year-olds)

Younger preschool children learn by hearing, doing, repeating, and by imitating. Their motivation for learning is often simply to please parents or teachers. They are beginning to do things for themselves. They need help with sharing, playing together, and taking turns.

As a rule, preschool children maintain interest in an activity for only about one minute per year of age. Adjust the time you spend on each activity according to the ages and interests of your children. These little ones are always on the move and need to change activities often.

As you teach, use short sentences and simple words. Preschoolers think literally and concretely. Use concrete objects (e.g. toys, dolls, books) as often as possible. They focus on only one thing at a time and rarely understand figures of speech or abstract concepts.

Preschoolers depend heavily on their five senses (taste, touch, smell, sight, hearing) to experience and learn. Regularly engage their senses. Use vivid visuals, tasty treats, fragrant flowers, textures to touch, and special sounds.

Encourage younger preschoolers to be aware of others' needs, to discover who God is, what He has created, and how much He loves them. Smile and affirm preschoolers often!

Two-Year-Olds can...

- color
- understand “before” and “after”
- sort shapes and colors
- sequence activities
- stack 6 or more blocks/objects
- assemble 3-4 piece puzzles
- turn pages
- identify common objects
- follow 2-3 step directions
- match shapes
- take turns
- ride a tricycle

Three-Year-Olds can also...

- draw
- paint
- glue and paste
- count and identify some numbers
- use scissors
- draw circles and squares
- assemble simple puzzles
- identify “same” and “different”
- help clean-up
- name some colors
- ask questions
- form and reform clay





Older Children (4- & 5-year-olds)

Older preschool children learn by listening, planning, repeating and through trial and error. They eagerly seek adult approval, especially from their teacher. They love to help by holding the teaching picture at story time, by passing out supplies, and even by cleaning up after activities and crafts.

Preschool children enjoy a predictable sequence of activities. They benefit from the same routine from lesson to lesson. However, they like to move around from one interest to another during activity time and they like to have choices. Learning centers work well with them. Music is also a powerful teaching tool for older preschool children.

Older preschoolers enjoy expressing themselves verbally. Interacting with friends is also becoming important to them. They love to talk and ask many questions. Give preschoolers your undivided attention when they talk with you. Get on their level as much as possible. Maintain eye contact with them. As with younger preschoolers, smile and affirm them often.

Four-Year-Olds can also...

- assemble puzzles
- string beads
- use stamp pads
- create objects with play dough
- finger paint
- place stickers carefully
- create with sponge art
- use complete sentences
- take things apart and put them back together
- recite the alphabet
- tell stories or parts of stories
- trace or copy letters and numbers

Five-Year-Olds can also...

- assemble complex puzzles
- write some numbers
- write some letters
- read a few simple words
- follow more complex directions
- retell stories in their own words
- dramatize stories
- interact socially
- share toys
- work in a group



Your Expectations

God made every child in your class uniquely for His glory. Expect variety rather than conformity. The timeless challenge of every teacher is to discover how to bring out the best in every child. It is rarely easy, but very rewarding.

Your class undoubtedly has children who are more difficult to lead than others. Children who don't receive attention for good behavior will often use bad behavior to receive attention. Therefore, affirm your children regularly!

Extend firm and even-tempered discipline when needed. If you set simple rules and explain them beforehand, the children can easily understand them. When a child purposefully breaks a rule, address the situation with appropriate consequences; then redirect his or her attention back to the lesson.

Be consistent and impartial. When discipline is necessary, be sure your children understand what they have done to misbehave. Always follow through with what you say.

Addressing Behavior Problems

Try these three steps in the case of persistent discipline problems:

- 1) Ask that the behavior stop.
- 2) Seat the child beside a teacher, give the child a brief "time-out," or choose another consequence.
- 3) Involve the child's parents for additional support.

Carry out these steps with love and firmness. Always comfort and encourage children after they have been disciplined. Let them know that God's discipline is motivated by His love (Hebrews 12:5-11).

What are Learning Centers?

Learning Centers are special learning stations set up in a small space. At learning centers, children participate in a designated activity for a variable amount of time. Divide a large class into small groups and rotate each group from center to center, or take your entire class from center to center.

Choose learning centers that

- meet the needs of your children
- fit your teaching style
- accomplish your educational objectives

Option: If your classroom size limits the number of learning centers you can set up, create a rotating center in one corner of the room. Change the activity as often as needed.

Why do Learning Centers work?

Learning Centers energize learners and create the feeling that there are many things to do. Centers come in handy when children arrive early, when parents pick them up late, or when children finish another task more quickly than their peers.

Available from DiscipleLand

DiscipleLand offers these tools to enhance your lessons. To order, visit DiscipleLand.com/order

- DiscipleLand Teaching Pictures
- DiscipleLand Puppets
- Flannelgraph sets

Learning Centers

Bible Story Center

Supplies: DiscipleLand Teaching Pictures, flannelgraph figures, children's Picture Bibles, tape-recorded Bible stories

Idea: Encourage the children to retell or dramatize the Bible story using the pictures or flannelgraph.

Idea: Make an audio recording of your voice as you read each Bible story and Dee-Cy-Paul story. Your children will be delighted to hear you as they listen to the tape.

Coloring Center

Supplies: crayons, markers, colored chalk, colored pencils, photocopies of Bible story coloring pages, blank white paper, finger paints (optional).

Idea: Download and copy the Bible story coloring pages (available online at DiscipleLand.com/downloads). Children will enjoy coloring the Teaching Picture for each lesson and creating their own drawings on blank paper as well.

Craft Center

Supplies: construction paper, glue, paint, scissors, pencils, crayons, markers, beads, stickers, yarn, macaroni, beans, buttons, feathers, sequins; end rolls of newsprint for wall murals. Additional supplies vary for each lesson.

Idea: Create simple objects that remind children of each Bible story.

Game Center

Supplies: puzzles, beanbags, blocks, Legos™, clay, toys, dolls, play dough, matching and sorting games, and other manipulatives.

Idea: Mount one finished Bible story coloring page for each child onto poster board. Cut them into puzzle-shaped pieces. Place them in separate plastic bags. Present the puzzle to each child and challenge him or her to assemble it.

Idea: Many simple games can be obtained at dollar stores or downloaded from the Internet. Consider making homemade versions of "Go Fish" or "Old Maid" with Bible themes.

Movement Center

Supplies: balls, beanbags, jump ropes, dress-up clothes.

Give children an opportunity to exercise their arms and legs and to develop motor skills.

Outside or Gymnasium Activities: playground time, relays, jump rope, tag, hopscotch, “Red Rover,” “Hide and Seek,” “Tug of War.”

Inside Activities: musical chairs, drama/skits/pantomime, dress-up, “London Bridge,” “The Mulberry Bush,” “Ring around the Rosy,” “Duck, Duck, Goose,” “Hide and Seek,” “Simon Peter Says” (variation of “Simon Says”), “Follow the Leader,” “Hokey Pokey.”

Transportation Center

Supplies: small cars, trucks, trains, and so on, rolls of newsprint, carpet with landscape scenes.

Idea: Obtain roll ends of newsprint from your local newspaper (often free for the asking). Tape sheets to a tabletop and allow children to draw roads.

Idea: Find a carpet that is designed to look like a road. If you cannot find this, you can create something similar from a white sheet using markers to draw a road, trees, grass, cities, and so on. Lay the carpet or sheet on the floor and allow the children to play with cars and trucks on it.

Puppet Center

Supplies: Dee, Cy, Paul, and Chip puppets, sock puppets, small disposable plastic glove puppets.

Idea: Dee, Cy, Paul, and Chip puppets are available from **DiscipleLand**. To order, visit DiscipleLand.com/puppets.

Bible-Times Costumes Center

Supplies: used pillowcases, sweatbands, rectangles of cloth, pieces of cording, brown paper grocery bags.

Idea: Use pillowcases and paper grocery bags to make Bible-times costumes. Cut neck and arm holes big enough to easily fit over students’ heads from the pillowcases or bags. You may also want to cut down the front of either. You can hem the cut edges of the pillowcases or use pinking shears when cutting. Uncut pillowcases or rectangles of cloth can be used as headpieces and held in place with the sweatbands. Have pieces of cording available for use as belts.

Music Center

Supplies: children’s praise music, foreign language music, Bible story songs, tape or CD player, simple store-bought or handmade musical instruments, pictures of singing and worship.

Idea: Encourage children to sing along with the songs and to play the instruments as they learn and worship.

Map Center

Supplies: globes of all sorts, large maps of the world, countries, or local state and city maps.

Idea: Set up an area where your children can explore maps. There are many inexpensive globes and inflatable globe balls available. Although children at this age are not able to comprehend distances, they love to look at where they live and where things are happening, such as where the Bible stories are taking place. Maps can be pinned or taped to walls or tabletops so children can more easily see them.

Prayer Center

Supplies: pictures or symbols of Jesus, children praying, praying hands, international people.

Idea: Communicate to the children that this center is for children to pray quietly.

Around the World Center

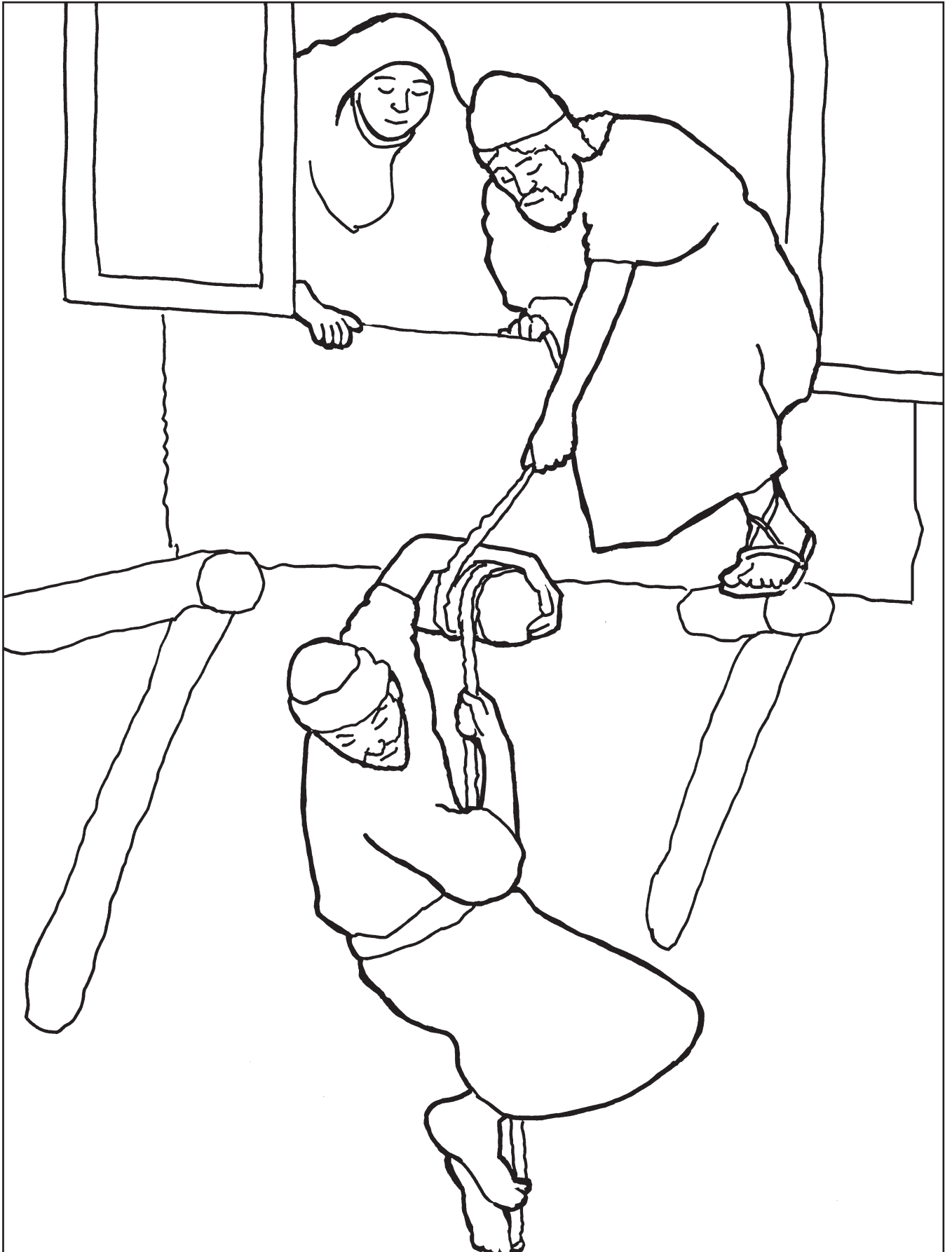
Supplies: pictures of people from various cultures, pictures or stuffed wild animals from around the world, clothing items from different cultures.

Idea: Photographs from National Geographic magazine or other magazines provide vivid images to curious preschoolers. Collect scarves, hats, and other clothing items from different cultures. Encourage your children to dress up like the people they see in the pictures.

Idea: Children are attracted to different cultures through interest in world animals. Begin to associate animals with countries or regions.



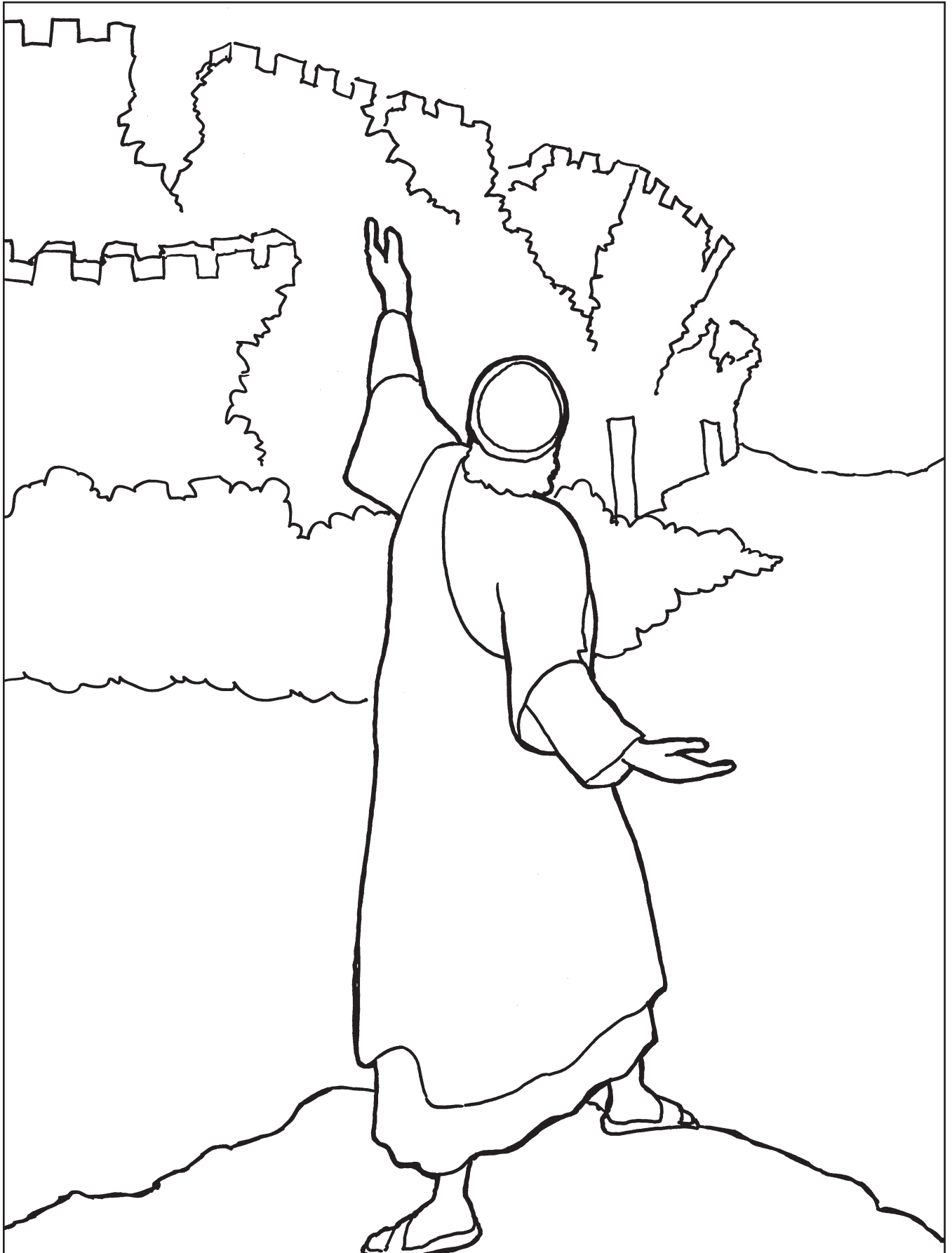
#1—Joshua Leads God's People



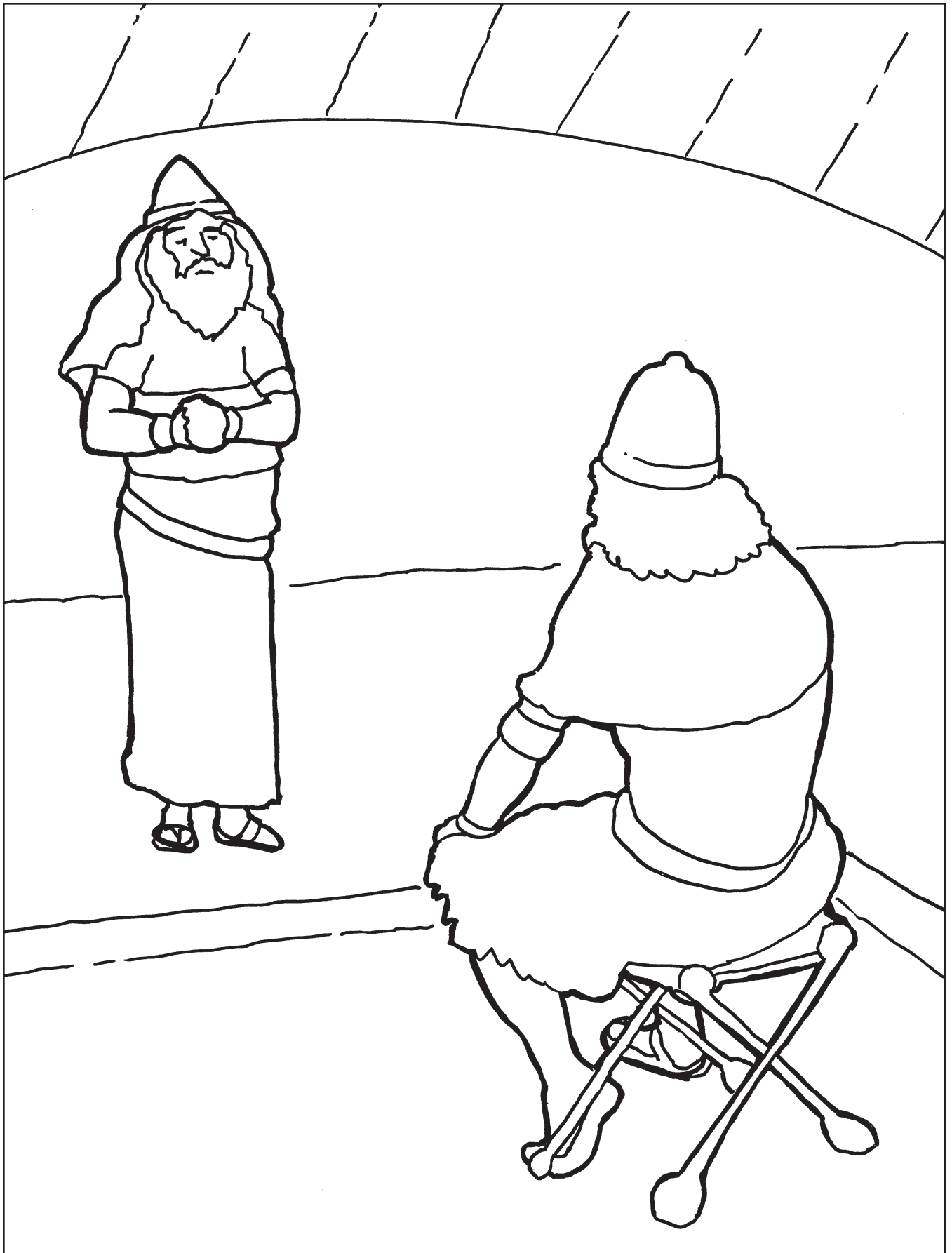
#2—Rahab Hides the Spies



#3—God's People Cross the River



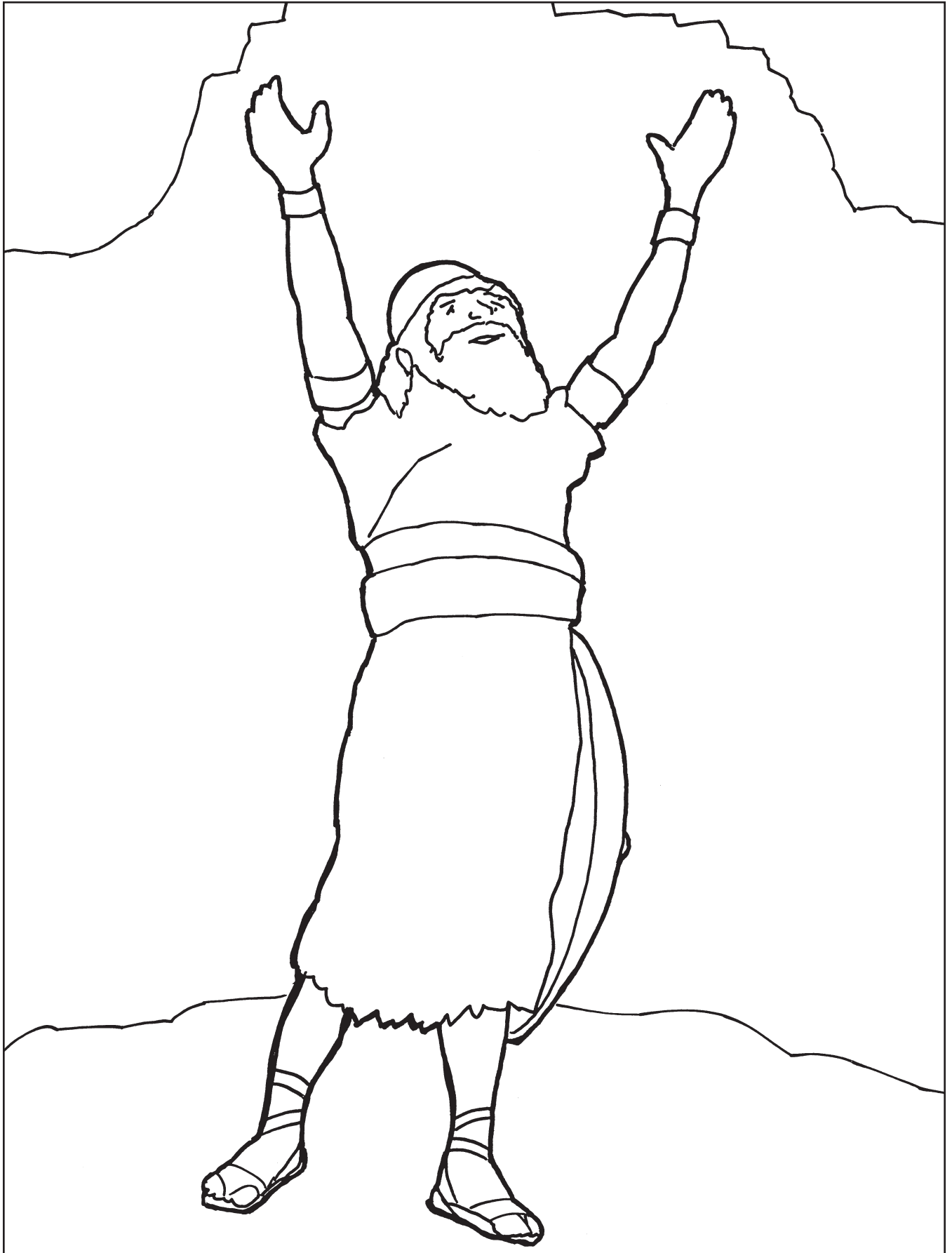
#4—Jericho's Walls Fall Down



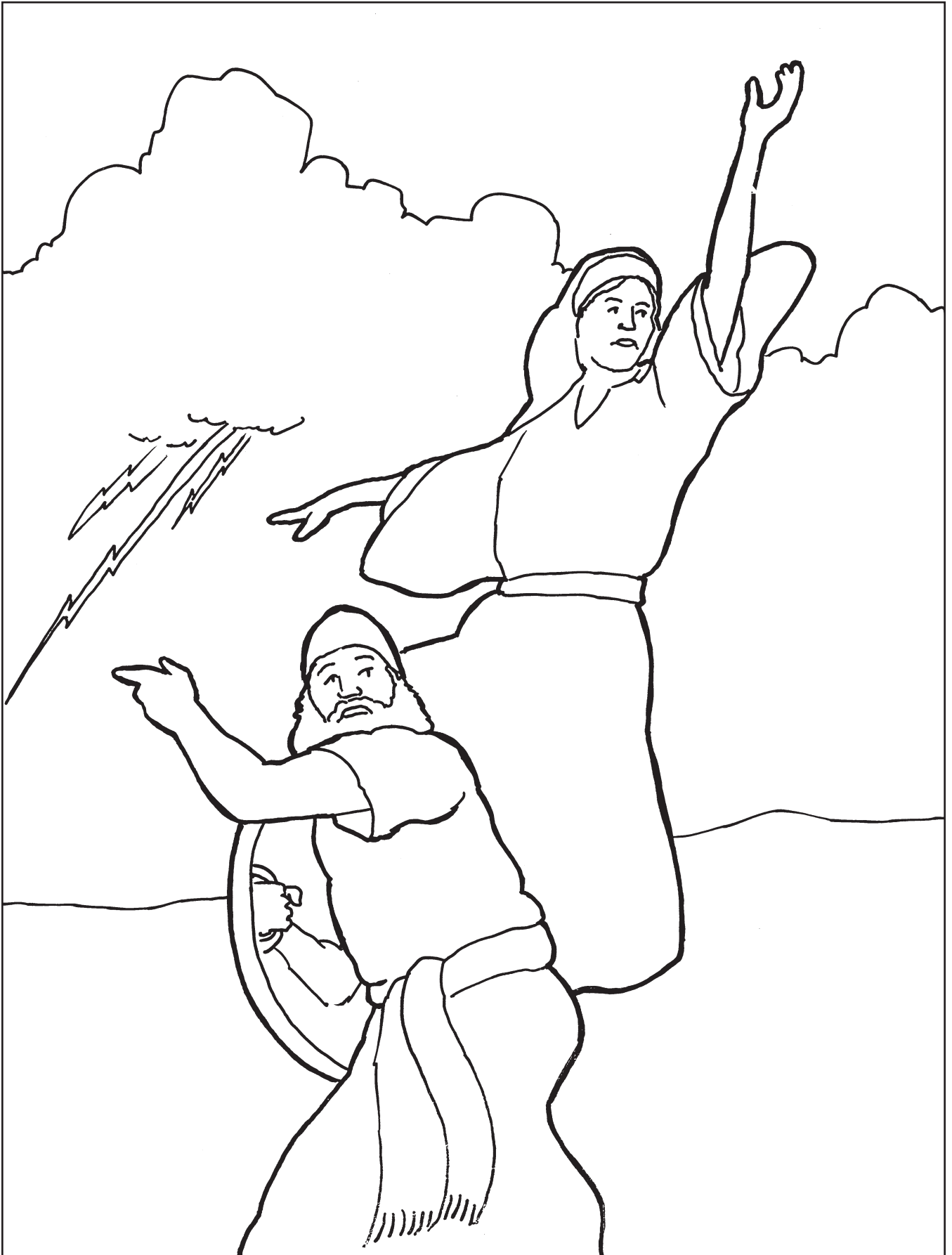
#5—Achan Steals from God



#6—Joshua Keeps His Promise



#7—The Sun Stands Still



#8—Deborah Delivers God's People

God Helps Us

Quarter Memory Verse:

Judges 6:16—“God said, ‘I will help you.’”

Lesson Memory Verses:

Joshua 1:6—“Be strong and brave to lead God’s people.”

Joshua 2:6—“Rahab hid the two spies at her house.”

Joshua 3:16—“The water stopped and the people walked across the Jordan River.”

Joshua 6:20—“The people shouted and the walls fell down.”

Joshua 7:20—“Achan said, ‘I have sinned by stealing from God.’”

Joshua 9:19—“We will keep the promise we made.”

Joshua 10:13—“The sun stood still and the moon stopped.”

Judges 4:9—“Deborah went to battle with Barak.”

Judges 6:16—“God said, ‘I will help you.’”

Judges 7:7—“With Gideon’s three hundred men, God saved Israel.”

Judges 16:3—“Samson used his great strength to beat the Philistines.”

Ruth 4:13—“Boaz married Ruth and they had a baby.”

Take Ten

Take ten minutes each day, five minutes in the morning and five minutes in the evening, to s-t-r-e-t-c-h your child’s spiritual muscles.

Take Five—Listening

Invest five minutes in the morning reading the Bible to your children. As you do, they will grow to love God and His Word. Read the Bible five minutes each day!

Plus Five—Reciting

Invest five minutes in the evening reciting the Bible verse. In a few minutes each day, your child will learn God’s Word by heart. Review Bible verses five minutes each day!

Dear Parents,

Welcome to **DiscipleLand**! We are thrilled that your child is a part of this exciting adventure of discovering Jesus. We will learn together how *God Helps Us* through songs, Bible stories, Bible verses, learning activities, present-day stories, and prayer. Your child will be encouraged to apply Biblical truths in practical ways such as: showing their faith in God by helping others, carefully listening to and following instructions, trying to do something that’s difficult for him or her, and working hard to help his or her family.

Each week your child will receive prayerfully designed, full-color pages that focus on the Bible story, develop thinking skills, and provide personal application of the Bible truths. In addition, a section called “Parent Partners” provides opportunities to ask questions about the lesson, learn the memory verse together, and participate in suggested activities at home with your child.

DiscipleLand Preschool is a child-centered, application-based study that guides children to discover a friendship with Jesus and introduces them to God’s wonderful character and His plans. The activities are specifically designed for both older and younger preschoolers. If you are interested in helping our class with some of the hands-on activities, please let me know.

Thank you for the privilege of teaching God’s Word to your child. We pray that the principles we learn together will help launch your child into the lifelong adventure of walking with God and becoming Jesus’ disciple!

Treasuring your prayers,



Preschool

Good News for Preschool Kids!



God made you and loves you.

God created everything—including you.
(Genesis 1:1; Romans 1:20.)
God loves you and wants to be your Friend.
(John 3:16; Romans 8:38-39.)



God knows everything about you.

You have sinned (done wrong things).
(Daniel 9:4-5; Romans 3:23.)
You deserve to be punished for your sins.
(Romans 5:12; 6:23a.)



Jesus died to forgive your sins.

Jesus lived a sinless life on earth.
(Matthew 1:21; John 10:10; 1 Peter 2:22.)
Jesus took the punishment you deserved.
(1 Peter 2:24; Romans 5:8.)



Jesus rose to give you new life!

You can trust Jesus and become God's child.
(John 1:12, 14:6.)
You can trust Jesus and receive new life.
(John 5:24; 2 Corinthians 5:17.)



Are you ready to trust Jesus as your Savior?

- Admit that you have sinned and need forgiveness.
- Thank God for sending Jesus to die on the cross to forgive your sins.
- Tell God that you trust Jesus as your personal Savior and you choose to follow Him.
- Ask God to make you the kind of person He wants you to be.



Trust God to empower you.

Jesus lives forever inside you.
(Galatians 2:20; John 10:28, 15:5.)
The Holy Spirit will always guide you.
(John 16:13; Acts 1:8.)

Tips for Sharing Christ with Children

Q: When are preschool children ready to begin their journey with Jesus?

A: To receive Christ as their personal Savior, children must:

- Know the difference between right and wrong.
- Understand that God is holy—He requires payment for sin.
- Realize that sin separates them from God. Feel genuine sorrow for their own sins. Admit their personal need to be forgiven.
- Believe that when Jesus died, His sacrificial death paid their debt to God. Christ took the punishment they deserved. He took their place.

When children's minds comprehend, their hearts believe, and their wills desire to respond, then they are ready to trust Jesus and become His children (Romans 10:9-10). Encourage those kids to respond by praying, or confessing, or telling someone about their decision.

- Remember that Jesus welcomes children to come to Him (Matthew 19:14).
- Focus on trusting Christ (rather than simply praying or inviting Him into their physical heart or saying the right words).
- Use visuals, such as a bridge illustration, a wordless book, Gospel bracelet, or diagrams to help communicate difficult words and concepts to children.
- Don't manipulate a child to simply do what you want. Discern the heart attitude and present the Gospel to those you consider ready to trust Christ.

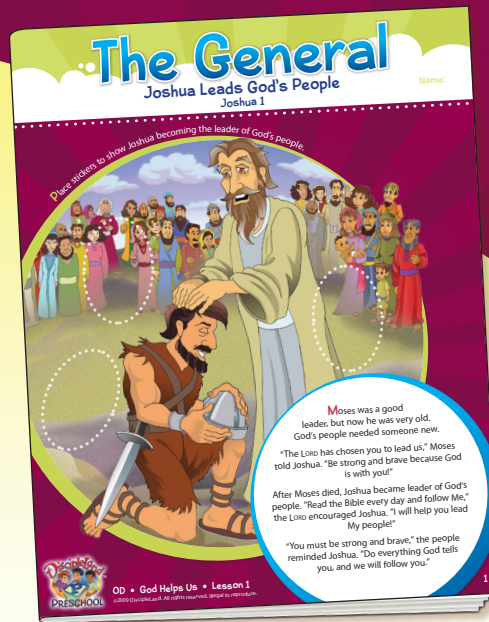
Additional Resources from

DiscipleLand

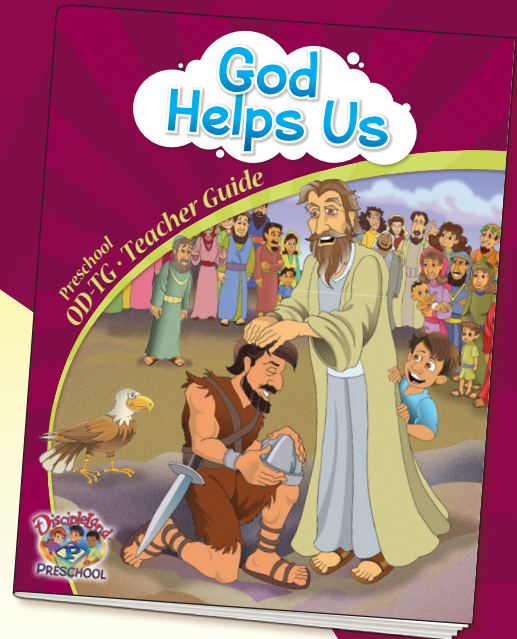
Disciples for Life®

In **God Helps Us**, follow the adventures of the men and women who conquered and settled the promised land. Your children will learn to confidently seek God as their own source of strength.

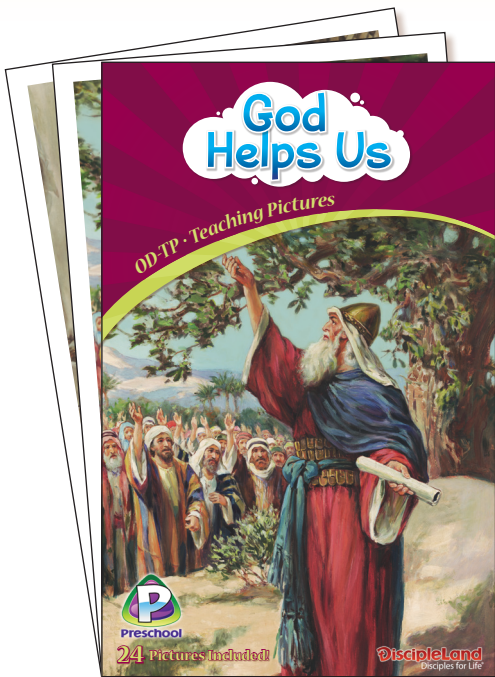
Order these resources at DiscipleLand.com



Disciple Guide



Teacher Guide



Teaching Pictures (10.25" x 16")



Christmas and Easter lessons



DiscipleLand
Disciples for Life®

DiscipleLand.com
800.284.0158

ISBN 0-86606-643-8

9 780866 066433

90000

ODTG—God Helps Us

©2019 DiscipleLand
All rights reserved • Printed in the USA
This material may not be reproduced in any form.
Print Date: February 2019