

YOUTH EDUCATIONAL ADVENTURES

Think Like a Hero

YE3K · Teacher Edition

Juniors · Year 3: Bible Heroes

Christian Educational Ministries — a faithful digital edition of the printed program

Stop This Plague

MEMORY VERSE

Numbers 16:48 - "He stood between the living and the dead, and the plague stopped"(NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Give a definition of "hero."
2. Relate the events of Numbers 16.
3. Explain that Moses' and Aaron's actions should remind us of Jesus Christ.
4. State that Jesus Christ intercedes on our behalf.

TOPICS & THEMES

Aaron

Authority

God's Judgment

Grumbling

Intercessor

Jesus, High Priest

Jesus, Intercessor

Korah's Rebellion

Moses

Plagues

Rebellion

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard, chalk, card stock pieces for each student, a large poster board, markers, crayons, ziplock bags

PREPARATION

The junior age group is normally a transitional age between seeing Mom and Dad and teachers as the best thing to emulate, to looking more towards peers, athletes, and other prominent personages. This can be disconcerting to parents, and should be, when their children's choices

are less than ideal. These next two YEA books will focus on biblical characters and their strength of character which not only makes them Bible heroes, but points us to our real Super Hero, Jesus Christ. It is important that this age group comes to know Jesus Christ as an approachable Hero - not God who is just out there somewhere. God gave us great physical examples like Moses and Aaron to point us to different characteristics of Jesus Christ. These examples help all of us come to understand and know Him better.

Because each lesson in this book will give us a glimpse into the character of Jesus Christ, plan to make a huge poster board-sized puzzle. Before class, cut the poster board into ten jigsaw pieces. You'll use one each week for this book.

Ten-Week Memory Challenge - to memorize in order the books of the Old and New Testament.

Ten-Week Project Challenge - create a Hero Board Game. Encourage students to use biblical heroes, but leave it open to their discretion. Remind them when creating a board game, they should be sure to include directions and all pieces needed for play.

Note: As you prepare the lesson, read through Numbers 16 in different translations. I used the NIV when writing this lesson, but the KJV can give a slightly different flavor.

HOW TO TEACH THIS LESSON

After opening the class with prayer, ask: What is a hero? What does a hero or heroine do? How can you know if someone is a hero or heroine? Write the students' answers on the board. Ask them to hang on to those thoughts for just a little while.

Review the story in Numbers 16 - explain who Korah, Dathan, and Abiram were, what their accusations were against Moses and Aaron, and if their accusations were true.

Moses' reaction - note that when charged with elevating himself over the people, Moses fell face down before God and made a way for Him to demonstrate who was holy. But to the accusation that he brought the Israelites out of Egypt to kill them in the desert, Moses got very angry and asked God not to accept their offerings of incense.

God's reaction- note that God had once again had enough of the rebellious community of Israel's grumbling and complaining. He told Moses and Aaron to move away from them so He could destroy them right there.

Integrity - Ask: How would you have reacted? What did Moses and Aaron do? God wanted to destroy all the people. They asked God not to destroy the people because of the sins of Korah and his followers. Even though the people had been a lot of trouble, Moses and Aaron pleaded with God not to destroy them. Thus, Moses and Aaron saved the lives of the whole community.

They showed great integrity - by firm adherence to what they believed was right, to the point of petitioning God to change His purpose.

The earthquake - Korah, Dathan, and Abiram, all of their families, and their possessions were swallowed by the earth. Then God immediately consumed with fire the 250 leaders who offered incense before Him.

An offering made to God - Note that once something has been offered to God, it is holy. Ask: What did God tell Moses to tell Eleazar to do with the censers? Where was he to put the hammered bronze? Why did God want the Israelites to see the metal from the bronze censers on the altar every time they brought a sacrifice to God?

No more grumbling, right? Not quite. Ask: Was there any more grumbling against Moses and Aaron? How soon? What was the accusation this time? What did God do?

Interceding for the people again - Moses and Aaron again fell face down before God. What did Moses tell Aaron to do? This is a good place to have students recite their memory verse.

Heroes - Moses and Aaron were heroes because they saved the people twice in two days. They picture the One who makes intercession for us (Hebrews 7:25). Ask: Who does that? Who saves us from the wrath of God?

Assignment - introduce the Ten-Week Memory Challenge and Ten-Week Project challenge (see Preparation).

REVIEW QUESTIONS

1. What is a hero?
2. What was the Korah rebellion?
3. What happened when Korah and his followers offered incense before God?
4. What was Eleazar supposed to do with the bronze censers? Why?
5. When did the people grumble again? Why?
6. What happened when God became angry at the people?
7. What did Aaron do to stop the plague?
8. Aaron and Moses are heroes that should remind you of whom?
9. What does Hebrews 7:25 say Jesus does for us?

TEACHER-DIRECTED ACTIVITY

Heroes and Their Characters.

Take one of the poster board jigsaw pieces (see Preparation). On one side, write "Aaron" and "Moses." On the other side, write "Saved the People" and "Integrity." Give students an 8.5 x 11" piece of card stock. Tell them to cut their card stock into ten jigsaw-shaped pieces. On one piece

they should do as you've done on yours, then decorate the front and back. Give each student a ziplock bag to store them for next week.

SONG

"Fairest Lord Jesus" is on page 79 of the Kids Classics Collection.

CLOSING PRAYER

Lead in prayer giving thanks for God giving them Jesus Christ, a real Hero.

Balaam's Curse

MEMORY VERSE

Hebrews 12:2a - "Let us fix our eyes on Jesus, the author and perfecter of our faith." (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate the story of Balaam and his donkey from Numbers 22.
2. Explain why the Israelites were blessed and what caused them to be cursed.
3. Transfer the lesson to today.
4. State and understand the memory verse: Hebrews 12:2a.

TOPICS & THEMES

Angel

Animals in the Bible

Donkey

Balaam

Blessings

Blessings/Cursings

Consequences of sin

Curses

Donkey

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, visuals for lesson presentation

PREPARATION

Do you remember the old country song, "I Never Promised You a Rose Garden"? Sometimes Christians receive the mistaken idea that once they enter into a covenant relationship with their Savior, everything will be coming up roses, so to speak. But as the words to the song say: "Along with the sunshine, there's gonna be a little rain sometime." It is important that the students

don't walk away believing that following God always means things will go smoothly and that they will never experience pain. To leave them with that concept is to put a stumbling block to their faith in front of them. Spend some time thinking this week about what it means to be blessed and what it means to be cursed. The answer has to do with our relationship with God, our ultimate reward, and the process of sanctification. Hebrews 2:10 tells us that Jesus was made perfect, or complete, through the things He suffered. James 1:2-4 says that our trials develop perseverance so that we will be mature and complete. But God also promises that when we're going through the difficult things, He will never leave us or forsake us (Hebrews 13:5), and He will never give us more than we can bear (1 Corinthians 10:13).

This would be an excellent visual lesson. Flannel boards would work great. You may also wish to use small props: donkey, building blocks for walls, action figures for Balaam and Balak.

Note: Again, when teaching this lesson, you will get a different impression as to Balaam's character depending upon which version you read. Some seem to indicate that he was a pagan diviner who set out to do great harm to Israel. Others seem to show a prophet who knew God, but was going wrong - influenced by money. It is, therefore, not completely clear why God was angry enough with Balaam to send the Angel to kill him.

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin the discussion.

Talking animals - Discuss the idea of talking animals with the class. Some students will say that their pets do talk because they know their pet's behavior so well. Sometimes the behavior of pets shows an amazing awareness of what's happening around them. (The story of Blackie in the Students' book is true.) Ask the students if they have any similar stories about pets.

Numbers 22 - Work your way through Numbers 22, retelling the story with lots of help from the students. (See Preparation for presentation ideas.) Ask: Why did Balaam's donkey avoid the Angel of the Lord? Why was the donkey able to see the Angel when Balaam couldn't?

Discerning Balaam's heart - Ask: Does it seem strange that God told Balaam he could go, but then the Angel stood ready to kill Balaam for going? Show the students that Numbers 31:16 shows that even though Balaam couldn't curse Israel, he gave advice that would cause God's wrath to come upon Israel - a way to get Israel to bring the curses upon themselves.

God's wrath - Tell the students that in piecing the story together over several chapters, we see God's wrath because of Balaam's advice and the death of 24,000 Israelites.

Blessings vs. curses - Ask: What causes the blessings? It is directly linked to following God and putting Him first. Ask: What Scriptures do you think will support blessings coming because you

put God first in your life? (Proverbs 3:5-6; Romans 8:28; Deuteronomy 28.) Read the Scriptures students suggest. Then talk about the opposite: the curse. If we don't follow God and His ways, things will not work out right. This does not mean that God promises Christians a free and easy ride. Ask: Why do you think that is? Lead the class to discover that they learn valuable lessons from the bad times that make them better people.

Week Two Hero - So who is the Hero for our lesson this week? Jesus Christ. Why? He is the one who loves us, who gives us strength, who saves us from our sins and ourselves. If we keep our eyes on Him, we will be blessed.

REVIEW QUESTIONS

1. Who was Balaam?
2. Who was Balak?
3. What did Balak want Balaam to do?
4. Did Balaam do what Balak wanted? Why/why not?
5. How did Balaam bring a plague or curse upon Israel?
6. Are Christians blessed or cursed today?
7. What causes people to be blessed or cursed?
8. Who is our Hero for Lesson Two?

TEACHER-DIRECTED ACTIVITY

Jigsaw Puzzle

Continue working on your jigsaw puzzle, using the piece for Lesson Two. On one side, write "Jesus Christ." On the other, write "Brings us blessings and salvation." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces too. If you have time and choose to use visual means of presentation, allow students to take turns retelling the story by themselves.

SONG

"Thy Word Have I Hid in My Heart" is on page 75 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for giving them Jesus Christ, a real Hero, who brings us blessings and salvation, and ask that He will help them to always put Him first.

Changing of the Guard

MEMORY VERSE

Daniel 2:21 - "He changes times and seasons; he sets up kings and deposes them. He gives wisdom to the wise and knowledge to the discerning" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Retell the events of Joshua succeeding Moses as leader.
2. State that God chooses leaders.
3. Describe the pitfalls of prosperity.
4. Give ways to combat the dangers of prosperity.
5. Tell about some biblical leaders and what they accomplished.

TOPICS & THEMES

Authority

Change

Consequences of Sin

Joshua

Moses

Promised Land

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, cassette or CD, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces

PREPARATION

Change is never easy for us. We all get very comfortable with the familiar things around us. But things in our lives never stay the same. Change is inevitable. And it's important that our children realize change happens for many reasons.

Sometimes they have the mistaken idea that once a person has attained a position, they get to retain that position no matter what. That is inaccurate, as this lesson highlights. Because Moses

did not obey God and uphold his holiness to the people, God did not allow him to enter the Promised Land. Deuteronomy 34:7 NIV says, "Moses was a hundred and twenty years old when he died, yet his eyes were not weak nor his strength gone." God took the leadership from him and gave it to Joshua.

Death is another change that students this age have trouble with. Typically around this age, for the first time they will experience the death of someone close to them. They need to know it's okay, and normal, to grieve. Yet our lives are in God's hands, and this life is not the end of the story for those who know and love God.

Do some basic research on the Changing of the Guard at Buckingham Palace. Try to get a photo/video of Buckingham Palace and the Changing of the Guard, if possible.

HOW TO TEACH THIS LESSON

Open the class with prayer and then begin the discussion.

Changing of the Guard - Each day the guards at Buckingham Palace in London, England are replaced. Because there is such pomp and ceremony, many tourists come to watch the event.

Ask: Why do you think the guards are changed? (They cannot stay on duty constantly. They need to eat, drink, sleep, move.) In the same way, leaders are changed. Sometimes a new leader takes over because the present one is old, sick, or unable to lead anymore. Sometimes, a leader is not a good leader. Then a new leader has to take over. Sometimes, a new leader is chosen when the present leader's turn is up - like our government and voting system. Say: Let's look at one example from the Bible of the Changing of the Guard and why it happened.

Ready to Enter the Promised Land - Set the scene for the students: The Israelites have been wandering in the desert for 40 years. Everyone who rebelled at going in the first time has now died. It is only Moses, Caleb, Joshua, and the children of Israel who now stand ready to enter the land. Only Moses is not going in. Ask: Why? Moses struck the rock twice (Numbers 20:9-13), breaking faith with God, and not upholding God's holiness before the people. God told Moses to climb Mt. Nebo; he would see the Promised Land, but would not enter with the people.

Joshua named leader - Ask: Who chose Joshua to lead the people? God did. (Deuteronomy 1:37-39.) Moses instructed Joshua to be strong and courageous. Why? He had to lead the people and divide the inheritance among them. But Moses also told Joshua that God would be with him to help. Then in Deuteronomy 34:9 we are told that Moses laid hands on Joshua, and Joshua was filled with the spirit of wisdom so that the people listened to him and did what he said.

Reading the Law - Levites and Elders were told to read the Law to the people every seven years at the Feast of Tabernacles, so that they would learn to fear and obey God.

The song of Moses - Why did God give Moses a song to teach the people? It would be a testimony against them when they followed the inclinations of their hearts towards evil and rejected God after they became prosperous. They would remember the song better than the spoken word. Ask the students their favorite hymn and to sing a few words. Then ask them what last week's sermon was about. Music is powerful.

Moses' death - Before Moses went up on Mt. Nebo to die, he blessed the people. Then the people mourned him for 30 days.

How does this apply to us? - We can learn a couple of things from this account. First, when God puts you in a leadership position, be careful to give God the glory and to uphold His holiness to the people around you. Secondly, it is easy to become lax in our relationship with God when things are going really well. Make an effort to spend more time reading your Bible, singing hymns, praying, and thanking God for the things He has given you. And remember, when God gives you a job, He's going to give you the tools you need to accomplish it, just as Joshua had to step forward and take over as leader after Moses died. He was given wisdom from God when he needed it.

REVIEW QUESTIONS

1. Why was Moses not allowed to lead the children of Israel into the Promised Land?
2. Who chose Joshua to lead the people after Moses' death?
3. What do people normally do when things are going well? (The inclination of the heart.)
4. What should we do when things are going well in our lives to avoid becoming lax in seeking God?

TEACHER-DIRECTED ACTIVITY

Jigsaw Puzzle

Continue working on your jigsaw puzzle, using the pieces for Lesson Three. On one side, write "God." On the other, write "chooses leaders." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces.

SONG

"God is So Good" is on page 87 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God's help in keeping Him first, in good times and bad, no matter what.

God Equips the Called

MEMORY VERSE

Ephesians 1:3 - "Praise be to the God and Father of our Lord Jesus Christ, who has blessed us in the heavenly realms with every spiritual blessing in Christ" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate what God told Joshua as Joshua began to take over as leader of Israel.
2. Explain that God has promised to never leave or forsake us.
3. Explain that following God's Law will make us successful in this life.
4. Explain that Jesus Christ is the only way to ultimate success--salvation.
5. State that God gives the necessary tools in order to complete the task given.
6. Describe biblical examples of God equipping someone to fulfill his purpose.

TOPICS & THEMES

Authority

God's Gifts

God's Leading/Guidance

Joshua

Trusting God

Wisdom

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse chart, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' puzzle pieces, sand, water, tweezers/eyedroppers (enough for all students), 2 pans for sand and 2 pails for water

PREPARATION

God tells us to be courageous in the face of the jobs He calls us to perform. God is not going to give us a job without giving us the necessary tools to complete it. It is important to teach our children to ask for the necessary tools and to believe God will provide them. It's also important

to convey that what we need and what we think we need may not be exactly the same thing. Our faith must remain constant so that we uphold God's holiness to those around us even if we think we should do things a little differently than what God is showing us.

Even though it may be tempting to just talk to our students, it is very important to do hands-on projects and demonstrations. These things make lessons memorable - indelibly imprinted upon their minds when they must be courageous in performing God's will. Remember, these lessons can have a lifelong (and eternal) impact on our children. Let's make the most of the opportunity we have.

Before class, fill one pan with sand and one pail with water. Place an empty pan/pail a few feet from each.

HOW TO TEACH THIS LESSON

Eyedropper or tweezer - As students enter the classroom, give each a tweezer or an eyedropper. Tell them they'll need it later in the lesson. Open the class with prayer.

Joshua 1:1-9 - Have one of the students read Joshua 1:1-9. Ask: What two things stand out in these verses? 1) God's encouragement to be strong and courageous because He will be with Joshua, and 2) God's exhortation to obey and live the Law of God.

Promises for us? - Explain that if we have accepted Jesus Christ as our Lord and Master, He has given us promises similar to those He gave to Joshua. Ask for volunteers to read the following Scriptures: Hebrews 13:5; Proverbs 3:3-6; Psalm 119:105; Ephesians 1:3; 2 Timothy 3:16-17; and Romans 8:28.

Equipping the called, or calling the equipped? - Many biblical examples (such as the ones in the Students' Activity) show that God will give the tools necessary to complete the task. And His glory is much more evident when the task is completed by someone who couldn't accomplish the task without God. Our goal, then, is to trust God, submit our wills to His leading, and be courageous in doing our jobs. God can do great things through people who submit their will to Him.

Tweezers and Eyedroppers - Instruct students to take out their tweezers and eyedroppers. Say: "Please follow directions carefully. Everyone who has a tweezer, move to the pan with the sand. Everyone who has an eyedropper, move to the pail with the water. Now, those of you at the sand pan are going to move the sand into the empty pan. Those of you at the water pail are going to move the water into the empty pail." Then wait for about two minutes to see what the students do. Note: You did not tell them to begin, only what their jobs were going to be. After the pause, say: "Oh, by the way, you at the sand are going to need these tools. And you at the water are going to need these tools." Provide empty yogurt cups, toy shovels, or other appropriate utensils

for moving sand and water. Then tell the students they may begin. (Emphasize this direction, especially if someone started before getting a tool.)

Once they've moved some of the sand and the water, ask students to come back to their seats. Discuss how they may have assumed they were going to use the eyedropper or the tweezer because that's the tool they had going in to the task. Discuss the feelings of frustration they may have had at the overwhelming tasks of moving sand and water with inadequate tools. Then talk about how they were not told to begin, just what they were going to be doing. Talk about the feelings they experienced at being given more appropriate tools. Ask if any of them thought about asking for a shovel or a pump. Make the connection for them that God will provide us the appropriate tools at the appropriate time for accomplishing the task He has given. This would be a good time to share the Activities they completed in the Students' book for today's lesson.

REVIEW QUESTIONS

1. What did God tell Joshua as he prepared to take over the leadership of Israel?
2. What promises does God also give to us as we get ready to serve Him?
3. Why do we follow God's Law? Is it for salvation?
4. Will God ever give us a task without giving us the appropriate tools? How do you know?
5. What is one biblical example of God equipping someone to fulfill His purpose?

TEACHER-DIRECTED ACTIVITY

Jigsaw Puzzles

Continue working on your jigsaw puzzle, using the piece for Lesson Four. On one side, write "Joshua. On the other, write "be strong and courageous." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces too.

SONG

"Dare to be a Daniel" is on page 9 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God for the tools and the courage needed to accomplish the tasks He gives them to do.

Faith in Action

MEMORY VERSE

Hebrews 11:1-2 - “Now faith is being sure of what we hope for and certain of what we do not see. This is what the ancients were commended for” (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate the story of Joshua 2.
2. State that in Hebrews 11:31, Rahab was commended for her actions based on her faith.
3. Explain how actions that demonstrate our faith in God can impact others.

TOPICS & THEMES

Faith

Holy Conduct

Jericho

Lying

Rahab

Spies

Witnesses

Women

Rahab

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, candle (preferably scented), matches, jar or tin can

PREPARATION

We may have a tendency to avoid talking about Rahab with our students because of two things: the lies and her profession. But she is an incredible example of someone who believes in God based on what He has done in the lives of His people. With all the examples of godly people in the Bible, it is significant that Rahab is listed in both Hebrews and in James. We believe the

Scripture is inspired by God. So it is not an accident that Rahab was chosen to exemplify faith (Hebrews 11:31) and righteousness (James 2:25). Spend time thinking about these two negatives that we can focus on, instead of her example of faith. She is called a prostitute, although some commentators have given the alternative occupation of innkeeper. Regardless, she wouldn't be the last prostitute that God used to show His glory. The Rahab of Joshua 2 may be the same Rahab listed in Matthew 1:5 in the ancestry of Jesus. The second issue is that of lying. We know that God hates all liars and they will be destroyed (Revelation 21:8). But a distinction must be made between someone who tells a lie once and the habitual liar. Once we get past that, we must deal with the whole idea of God using a lie to accomplish His purpose. Ideally, each of God's servants will trust Him completely and follow His ways without error. Realistically, we are all imperfect servants. God does not condone lying, but He can work the circumstances to effect His will.

The bottom line is that we want our children to demonstrate the kind of faith that Rahab had while realizing that lying and prostitution are not God's will for their lives.

If you are using a paper copy of these lessons, it is time to call I-888-BIBLE-44 to order Bible Heroes Book Four.

HOW TO TEACH THIS LESSON

Open the class with prayer.

Light a candle - Begin the lesson by lighting a candle. Ask: What can this candle do? (Provide light, heat, and give a scent.) Can the candle do any of these things if it is not lit? The ability to do each of these things comes from fire. If we cover the candle with a tin can or a jar, will it still be able to do these things? No. Cover the candle and put it out until later in the lesson.

Retell Joshua 2 - Work through the story in Joshua 2 with the students telling the story as much as possible. Point out Rahab's confession of faith and the vital military information she gave to the spies. Read Hebrews 11:31. Talk about the inclusion of Rahab in the "Faith" chapter.

Hiding the spies - Discuss how Rahab hid the spies. This may be a good place to discuss the practice of lying (see Preparation).

The Agreement - Emphasize the agreement made between the spies and Rahab. If she broke her part of the agreement (if she betrayed the spies, if the scarlet cord was not in the window, or if someone wasn't in the house), then the Israelites would not save her (and her family) when God gave Jericho to the Israelites.

Reporting to Joshua - Discuss the spies' escape from Jericho and their report to Joshua. Read James 2:25. Note that Rahab is mentioned among several people in Hebrews 11, but is she one of the two examples cited in James. Her faith was remarkably strong to stand against her culture.

God's presence evidence - Ask: Why were the people of Jericho so afraid of the Israelites?

Our witness to a darkened world - God uses people to display His glory. Through our actions God becomes evident to the people around us. Discuss these two statements and come up with examples of how this is true. Then talk about how seeing God's involvement in our lives can lead others to have faith in God and be saved from their sin and this darkened world. Now go back to the candle.

God in us - We are like the candle. God is like the fire that lights the candle. Without His involvement in our lives we cannot perform our jobs that impact the world around us. If we hide our actions from those around us, people will not be able to see God's involvement in our lives. If we display God's involvement in our lives, people can be impacted for their good.

REVIEW QUESTIONS

1. What vital military information did Rahab give to the Israelite spies?
2. Where in the Bible does it talk about Rahab's faith?
3. What was Rahab's part of the agreement?
4. What would have happened if Rahab had broken her part of the agreement?
5. How can God's involvement in our lives lead others to have faith in God?

TEACHER-DIRECTED ACTIVITY

Jigsaw Puzzles

Continue working on your jigsaw puzzle, using the pieces for Lesson Five. On one side, write "Rahab." On the other side, write "faith in God." Give students their ziplock bags so they can continue with their jigsaw puzzle pieces.

SONG

"Jesus Bids Us Shine" is on page 37 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking God to help them demonstrate His involvement in their lives to people around them.

Powerful and Mighty

MEMORY VERSE

Joshua 4:24 - "He did this so that all the peoples of the earth might know that the hand of the LORD is powerful and so that you might always fear the LORD your God" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Retell the events of Israel crossing the Jordan River.
2. State the significance of the priests holding the Ark in the midst of the river during the crossing.
3. Explain the reason a man from each tribe picked up a stone from the middle of the river.
4. Share some personal experiences where God's power has been displayed.
5. Brainstorm ideas for remembering God's involvement in his or her life.

TOPICS & THEMES

Ark of the Covenant

Flood

God's Omnipotence

Jordan River

Joshua

Miracles

Remember/Remembrance

Stone of Remembrance

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board, jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, popsicle sticks, 18" x 5.5" strips of paper, glue

PREPARATION

Think about ways God has manifested Himself in your life. Share encouraging examples with the students. Some people talk about God as if He audibly speaks to them. Often their retelling comes across as religiosity. Many have prayed for healing and have received that healing. Their faith has been encouraged, and they want to share it. But the manner in which they share has a profound effect. Be careful to give God the glory. Faith is the assurance of what we hope for and the certainty of things not seen. Juniors are quick to spot things that don't ring true and this can negatively affect their faith.

A memorial to what God has done is a good idea. My family began making a scroll of remembrance (based on Malachi 3:16) for the Feast of Tabernacles. One page was for everyone's memories of that Feast; the opposite page was a collage of photos taken at that Feast. Copies were made so each family member had a copy of everyone's memories. Now that some members have died, it is precious to get out the scroll of remembrance and read their thoughts of some of the wonderful times our family had worshipping God.

There are almost limitless ways to make visual reminders of God's blessings: hand prints in plaster or concrete, a painting, a poster, a poem, a homemade book with photos or drawings, a song, a homemade candle, a bush planted in the yard, a flower garden, a pile of rocks, bookmarks, etc.

HOW TO TEACH THIS LESSON

Open the class with prayer and begin the discussion.

Object lesson - Bring a collection of memorable things (photos, drawings, books, knick-knacks, scrapbooks, wall hangings, a baby's first toy, whatever) for students to see when they enter. After they are seated, explain how each object brings back memories. Share your memories about a couple of the objects.

Gilgal - Explain that for a longtime after the Israelites had settled in the Promised Land, there was a pile of rocks at Gilgal. Ask: Who knows why those rocks were there?

Crossing the Jordan - Discuss how Joshua told the people to consecrate themselves the day before they crossed the river. Ask: What does it mean to consecrate yourself? Why would Joshua ask the people to devote themselves to God?

The Ark of the Covenant - The Ark symbolized the presence of God. Where did Joshua tell the priests who were carrying the ark to stand? As soon as their feet touched the water what happened? Why were the people told to keep away from the Ark? God is never to be treated lightly. Honor and respect that is due Him must always be given.

Dry Ground - Discuss how incredible it was that, at the exact moment the priests stepped into the water, it piled up in a heap 20 miles up stream. Ask: Why did the water "pile up" so far

upstream? Discuss the number of people who made the crossing. They might have spread out several miles in order for everyone to cross that day. The second incredible miracle was how the people crossed on dry ground without wading through mud. Then once the priests stepped out of the water, the river returned to flood stage! The third miracle!

Rocks of remembrance - God told Joshua to instruct one man from each tribe to pick up a rock from the middle of the Jordan River, where the priests had stood. Then Joshua set them up in a pile in Gilgal. It was to be a continual reminder of what God had done for them. Why? As the students learned in their memory verse, God's power would be displayed for all nations and so that Israel would fear Him always. Discuss how the pile of stones would be a monument reminding other people of what God had done for His people, and how it would remind God's people to fear Him. What does that mean? Should we be afraid of God? We should fear to disobey God and should have the proper respect for Him. But we don't need to be afraid of God who shows us His love in so many ways. This word fear is used in the sense of "to worship and to serve God."

Faith-builder - Discuss how having the physical reminder of God's power and deliverance strengthens our faith and encourages us, especially during difficult times when it is a blessing to know that God is with us.

Personal reminders - Brainstorm ways of reminding ourselves of God's involvement in our lives. (See Preparation.) We want those reminders of God's goodness: they make a good witness of God to people around us, they remind us to worship and serve our great God, and they encourage us when we need it.

REVIEW QUESTIONS

1. What happened when the Israelites were ready to cross the Jordan River?
2. Why did the priests hold the Ark in the middle of the river until everyone had crossed?
3. Why did the water pile up 20 miles upstream?
4. Did the people cross in the mud?
5. What did God tell one man from each tribe to get out of the middle of the river?
6. What happened as soon as the priests carrying the Ark stepped out of the water?
7. What did Joshua do with the stones? Why?
8. How has God been involved in your life?
9. What things can you do to make physical reminders of God's goodness?

TEACHER-DIRECTED ACTIVITY

Using popsicle sticks and strips of paper, make simple scrolls. On the paper, print in large letters the memory verse: Joshua 4:24 - "He did this so that all the peoples of the earth might know that the hand of the LORD is powerful and so that you might always fear the LORD your God." Encourage students to hang scrolls in their rooms where they can be seen every day.

Continue working on your jigsaw puzzle, using the piece for Lesson Six. On one side, write "God." On the other, write "mighty and powerful." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces too.

SONG

"My God is So Big" is on page 14 of the Kids Classic Collection.

CLOSING PRAYER

Lead students in prayer thanking God for His goodness to them, and asking for His help in thinking of ways to remember that goodness.

Recipe for Success

MEMORY VERSE

2 John 1:6 - "And this is love: that we walk in obedience to his commands. As you have heard from the beginning, his command is that you walk in love" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Retell the story of the fall of Jericho.
2. State the importance of following God's way exactly.
3. State that Jesus Christ is the only way to salvation.

TOPICS & THEMES

God's Laws

Jericho

Jesus, the Way

Joshua

Obedience

Salvation

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, treasure hunt clues, toaster oven, cookie dough, cookie pan, spatula

PREPARATION

Hands-on activities are fundamental in impacting our children long-term. The more you can involve all of their senses, the longer the lesson will remain in their memories. Try to prepare for each week's lesson early in the week to make the most of your teaching opportunity. Try to visualize how the lesson will progress. Incorporate visual (sight), auditory (hearing), tactile (touching), kinesthetic (movements) and olfactory (smell) stimuli, if possible.

Since the student lesson talks about baking cookies, plan to serve chocolate chip cookies during Sabbath class. If possible, teach your lesson, incorporating baking cookies. This does not have to

be a big deal. Use prepared cookie dough. Bring a small toaster oven or convection oven to class. The effort you put into this will be well-rewarded. You will not believe how long the students will talk about you making cookies in class!

Tie the cookie baking with a treasure hunt. Before the students arrive, hide clues around the room. Each clue lead should to the next. The last clue should lead to the treasure. In this case, the cookies would be a great treasure. This will take some time and fore-thought. Be sure to give yourself plenty of time before the students arrive to hide the clues. Add a note on the Reminder page to create a Heroes Board Game for their ten-week challenge.

HOW TO TEACH THIS LESSON

Baking cookies - When students walk in, have treasure hunt clues hidden. Greet students with the smell of baking cookies. Open the class with prayer.

Following the recipe - Ask: What would happen if I didn't follow the recipe to make cookies? What would happen if I have the oven too hot? What would happen if I leave the cookies in the oven longer than the recipe calls for? Stress the importance of following the recipe.

The Fall of Jericho - Have students help you retell the story of Jericho, beginning with Joshua 5:13 and continuing through the end of Joshua 6. Talk about the commander of the army of the Lord. It is significant that he was neither for Joshua nor for their enemies. He was there to give Joshua directions. God was giving Jericho into Joshua's hands, but Joshua had to do it God's way.

Marching orders - Discuss who led the procession, what the seven priests were doing, where the Ark was, what the people did. Discuss what happened on days one through six. Talk about what the people might have felt like after six days. Remind the students that Israel had just come through the Jordan River, miraculously, and they'd set up the stones of remembrance in the plains of Jericho, at Gilgal. Ask the students if they think the experience of crossing the Jordan made the Israelites more likely or less likely to be willing to follow God's directions - and why.

Day seven - Discuss what happened on day seven. What were the Israelites supposed to do with the people of Jericho? What were they supposed to do with the precious metals?

Rahab - Although Jericho's inhabitants and animals were completely destroyed, Rahab and everyone in her house was saved. There is a powerful symbolism here with the scarlet cord in the window and the directions that only the people in the house would be saved. Ask: What other event in Israel's history does that make you think of? (Passover.)

Recipe for success - Joshua gives us a memorable example of obedience to God's directions. That's why he's our hero this week. Whether you are making cookies, Joshua is conquering

Jericho, Rahab is being saved, or you are being saved, you have to follow the directions. If you don't follow the directions exactly, you will fail.

Ultimate recipe for success - Making cookies doesn't matter in the long run. It doesn't matter if you burn a few or if they crumble. But being in God's kingdom does matter. Joshua shows us that God cares that we follow His directions exactly. And God's directions say that Jesus Christ is the only way into God's Kingdom. He is the ultimate recipe for success.

REVIEW QUESTIONS

1. Who did Joshua see near Jericho?
2. What directions did God give Joshua for conquering Jericho? Why?
3. What was different on the seventh day than on days one through six?
4. What did the Israelites do to the people and animals?
5. Who was the exception in the destruction of Jericho?
6. Why is it important to follow God's directions exactly?
7. How do we gain salvation?

TEACHER-DIRECTED ACTIVITY

Jigsaw Puzzle

Continue working on your jigsaw puzzle, using the piece for Lesson Seven. On one side, write "Joshua." On the other, write "obedient." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces too.

SONG

"Joshua Fought the Battle of Jericho" is on page 7 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking for God's help in being obedient and truly knowing that their salvation is only found in Jesus Christ.

Lookin' For a Sign

MEMORY VERSE

Proverbs 15:22 - "Plans fail for lack of counsel, but with many advisers they succeed" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Retell the events in Judges 6-7.
2. Describe the signs God gave to Gideon that He would use Gideon.
3. Explore why God only allowed Gideon 300 men.
4. Apply the lesson to today.
5. Brainstorm sources for making decisions and receiving assurance.

TOPICS & THEMES

Adversity

Angel

Battle

Fleece

Gideon

God's Leading/Guidance

Midianites

Sign

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, construction paper, glue, glitter glue, glitter, paper punches

PREPARATION

As our children get older, they are able to take on more responsibility and learn to make more of their own decisions. There will be many influences swaying their directions and decisions. It is important that we provide a solid foundation for them to rely on, to withstand the negative

influences of peer pressure, society, and their own carnal nature. We want them to go to the Bible, to their parents, respected church members, and their pastor for counsel. But they have to be comfortable going to these sources for help. Before the need arises, they must learn to recognize the value in godly advice and be willing to overcome their innate shyness and reluctance to approach an adult with some questions. Hopefully this lesson will help them realize that these resources are available and these people are willing to help.

HOW TO TEACH THIS LESSON

Open the class with prayer and begin the discussion.

Where to go for help - Ask: When you are hurt at school, where do you go for help? The school nurse, your teacher, or the school secretary are there to help you and they want to help. Where do you go for help when your bicycle tire is flat? Where do you go when you need help with your homework? Let's talk about Gideon, who needed some help and encouragement.

Vicious cycle - Do you know what a vicious cycle is? It is something negative that happens over and over where you can't seem to get out of it. That's what was happening with the Israelites. After Joshua died, the Israelites served God for a while, then they began to serve other gods and turn their backs on God. So God allowed their enemies to oppress them. When things got bad enough, the people cried out to God. Then God sent someone to save them. That's what was going on in Judges 6. The Midianites were oppressing the Israelites, so much so that the Israelites were living in caves and mountain clefts. And the Midianites were destroying the crops of the Israelites. So the Israelites were hungry and poor.

Calling Gideon - Read through and discuss Judges 6:11-32 with the students. Note that already God had given Gideon some pretty amazing signs: the fire consuming the offering, and the lack of consequences for tearing down Baal's altar and the Asherah pole.

Putting out the fleece - Discuss this event, vs. 36-40. Gideon wanted the assurance so much he asked for the sign both ways. And God obliged. Why?

Gideon's Army - Read Judges 7:1-7 with the students. Why did God only allow 300 men? More assurance? Now that Gideon only had 300 men, he wanted more assurance that God was going to save Israel through him. Read Judges 7:9-22 from a modern or youth translation with the students. Discuss how the torches and trumpets in every man's hand led the Midianites to believe that a much larger army had surrounded their camp. Nevertheless, it was still God who threw them into chaos, causing them to kill each other. Gideon and his men did not really fight the battle.

What about today? - Ask: What should we do when we are faced with a battle? Maybe we don't have the courage to do what we need to do. Maybe we are unsure about our direction. Maybe we

just don't know what to do next.

Should we put out a fleece for God to give us a sign? When the Jews asked for miraculous signs, Jesus said, "This is a wicked generation. It asks for a miraculous sign, but none will be given it except the sign of Jonah" (Luke 11:29). While He was not speaking directly to us, the principle is the same. God has given us what we need for encouragement and direction: in Bible study, prayer, meditation, fasting, and wise counsel. We cannot rely on a special sign from God that shows He wants us to go in a certain direction. God expects us to use the tools He's already given us.

REVIEW QUESTIONS

1. Why were the Midianites oppressing the Israelites?
2. Who did God call to save the Israelites?
3. What did God ask Gideon to do first?
4. What signs did Gideon ask for from God?
5. How many men were in Gideon's army?
6. Why did God allow only 300 men?
7. How did Gideon defeat the Midianites?
8. Where should we go for direction and encouragement?

TEACHER-DIRECTED ACTIVITY

Signing the Way

Sometimes we need to be reminded of the signs God has already given us. Choose a favorite verse to write on a piece of colored construction paper. Decorate with paper punches, glitter glue, etc. Possible verses: 2 Corinthians 4:17; 2 Corinthians 9:8; Hebrews 12:2; Hebrews 12:14; James 1:2-4; Romans 8:38-39; John 14:27. Continue working on your jigsaw puzzle, using the piece for Lesson Eight. On one side, write "Gideon." On the other, write "act on God-given information." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces.

SONG

"One Door, and Only One" is on page 44 of the Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking God for guidance and wisdom when making decisions and to choose godly counselors for advice.

Chosen by God

MEMORY VERSE

1 Peter 2:9 - "But you are a chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into his wonderful light" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate the events leading up to Samson's birth (Judges 6).
2. Tell of several biblical examples of special babies.
3. State that every baby is a gift from God.
4. State that having a relationship with God is our goal.
5. Explain that having been chosen by God leads to a responsibility to witness.

TOPICS & THEMES

Angel

Babies

Baptism

Children

Chosen

Elizabeth

Hannah

Isaac

Jacob

John the Baptist

Manoah's wife

Prayers, answered

Rebekah

Samson

Samuel

Sarah

Zacharias (and Elizabeth)

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, prize

PREPARATION

This age group is old enough now to understand what baptism is and what function it plays in the life of a Christian. Although God may be starting to call these children, they are still children and usually are not ready to make this commitment to God. Nevertheless, 1 Corinthians 7:14 tells us that the children of believers are holy to God because of their parents. We don't want to hurry our children into a covenant relationship for which they are not ready, but we don't want to dissuade them when they are ready. There is fine line to walk, and it must be based on the individual. As they age and grow more independent, they become more and more accountable for their actions. Somewhere in the next few years, they will have reached the maturity, independence, and responsibility levels necessary for baptism. We must be careful never to tell them that they are not important to God, that He isn't calling them, or that they must wait until some magic age before they can accept Jesus as their Savior. Rather, they must grow up believing that God is calling them and that they will someday reach the point where they will be held accountable if they don't accept Jesus as their Savior.

HOW TO TEACH THIS LESSON

Open the class with prayer and begin the discussion.

Reading Judges 13 - Choose students to read through portions of this chapter. Include everyone.

Talking Points - A) Note that Samson's mother's name is never mentioned; however, the Angel came to her, not to Samson's father first. B) Discuss a Nazarite vow - the complete regulations for observing the vow are found in Numbers 6:1-21. Talk about how the spirit of a Nazarite vow applies today. C) Discuss the food prepared for the Angel. He refused to eat it, but directed Manoah to offer it to God. Then as the flame blazed up towards heaven, the Angel ascended in the flame and was not seen again. D) Talk about Manoah asking the Angel his name in verse 17, and the Angel's answer. Note that this word "Wonderful" is also found in Isaiah 9:6 where it applies to the One who would come as "Mighty God." E) Note that when Manoah realized it was the Angel of God, he was sure they would die. Contrast his response with the logical statement from his wife.

Babies are special - Several biblical examples show God answering a woman's prayer to bear a child. Go through the Activity in the Students' book and talk about why each child was special.

1. Hannah, Samuel, 1 Samuel 1:2-20
2. Sarah, Isaac, Genesis 11:30, 16:1; 17:15-21
3. Rebekah, Jacob and Esau, Genesis 25:21
4. Elizabeth, John the Baptist, Luke 1:7, 11-17
5. Manoah's wife, Samson, Judges 13:3-5

You are special - Talk about what makes each person special to God today. When God chooses a person and reveals Himself to that person, that person must make a choice of whether to respond to God's call or not. If he or she responds to God's calling, then he or she enters into a special relationship with God. He turns over his life, his will, and everything he has to God's service. This would be a good time to have the students recite their memory verse. Look at what 1 Peter 2:9 says God's chosen people do.

Chosen - Talk about how you chose each student to read through Judges 13. You gave them a specific job to do. If the student loves God and wants to do His will, then it is very likely that God is calling that student. The next move is up to the student. Will he (or she) accept God's sovereignty? As we talked about in the last lesson, that kind of decision should be made with the help of parents, the pastor, or other godly adults. Tell them it is something they can, and should, be considering. Children are very special to God.

REVIEW QUESTIONS

1. Why was Samson special to the Israelites?
2. How was Samson to be different his whole life?
3. What other babies were special gifts; i.e., his mother had been unable to bear children?
4. How does God look at every baby? (Hint: Psalm 127:3.)
5. What makes us even more special to God?
6. When God has chosen you, what are your responsibilities? (Hint: your memory verse.)

TEACHER-DIRECTED ACTIVITY

Do a Sword Drill using the Scriptures listed in the YEA books. Have students stand at attention in a line facing you with a closed Bible in their left hand. Say, "Draw swords." Students should bring their Bibles in front of them, supporting it with their right hand, with their left hand on top of it. Cite the Scripture reference, then say, "Charge." The first person to find the verse steps forward and reads it. Additional Scriptures to use are: 1 Corinthians 7:14; Matthew 22:14; Luke 10:42; John 15:19; Psalm 33:12; Proverbs 8:10. Give a prize to the person who finds the most Scriptures first. Continue working on your jigsaw puzzle, using the piece for Lesson Nine. On

one side, write "Samson," on the other, write "chosen by God." Give the students their ziplock bags so they can continue with their jigsaw puzzle pieces too.

SONG

"Jesus Wants Me for a Sunbeam" is on page 21 of Kids Classics Collection.

CLOSING PRAYER

Lead in prayer asking God to help each student to serve Him wholeheartedly.

Devoted

MEMORY VERSE

John 8:12 - "When Jesus spoke again to the people, he said, 'I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life'" (NIV).

OBJECTIVES

At the end of this lesson, students will be able to: .

1. Correctly attribute the quote in Ruth 1:16-17 to Ruth and explain the circumstances surrounding it.
2. Describe the reaction of Peter, Andrew, James and John when Jesus called them.
3. State that Jesus wants us to submit our will to Him and explain what that means.
4. Explain that devoting ourselves to God is in our best interest.

TOPICS & THEMES

Devotion

Follow God

Naomi

Putting God First

Ruth

Submission

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD or cassette, chalkboard and chalk, poster board jigsaw puzzles, markers and crayons, ziplock bags with the students' jigsaw puzzle pieces, rewards for Memory Work and Challenge Board Games, refreshments, certificates.

PREPARATION

Because this is the last lesson in this book, you will want to have a celebration. Make sure you have rewards to give each student who successfully completes the Ten-Week Challenge and Ten-Week Memory Work. Your celebration may be as simple as cookies and juice or something more elaborate such as cake and punch. It is important that the students feel they've reached a goal and have been rewarded. This keeps them willing to begin work on the new book, the new ten-

week challenge and memory work. Give each student a certificate for attendance and memory verse work, and completed work in this book, etc. Pass out Bible Heroes Book Four to the students.

HOW TO TEACH THIS LESSON

After opening the class with prayer, discuss the following:

Characteristics of Heroes - Say: Over the past ten weeks, we've talked about the characteristics found in biblical heroes. Ask: Who can name them? (Integrity, blessing and salvation, God chooses leaders, strong and courageous, faith in action, mighty and powerful, obedient, acting on God-given information, and chosen by God.) Write these on a chalkboard. Tell students that today's topic is devotion.

Define devotion - Ask: What is the definition of devotion? If the students have seen *The Incredible Journey* or have read either *Homeward Bound* or *Lassie Come Home*, talk about the devotion shown by the pets in getting back to their owners. They didn't rest until they were back where they belonged.

Ruth - Have the students help tell the story of Ruth. Point out that Ruth's devotion to Naomi led Ruth to her kinsman-redeemer, Boaz. Ultimately, this made Ruth the great-grandmother of King David, in the lineage of Jesus Christ!

Devotion in action - Just as pets made an incredible journey to get home, the disciples showed devotion by immediately following Jesus Christ when He called them from their fishing boat.

Personal application - Ask: Is it easy to be devoted to God? No. In fact, Romans 8:7 says that the carnal nature is enmity against God (KJV). The NIV puts it this way, "the sinful mind is hostile to God." We want to do our own thing; we want to go our own way. Being independent and relying on ourselves is part of that carnal nature. We don't want to depend upon God; we want to lean upon our own understanding. So part of being devoted to God is learning to submit to His will, to bring into submission every thought to Jesus Christ (2 Corinthians 10:5). That is not restriction and enslavement: it is truly freedom. But it is a decision that must be made in each situation that develops. (This would be a good time to sing the song "I Have Decided to Follow Jesus." The words will make more of an impression coming on the heels of this discussion.)

Are you a hero? - Just as Gideon, Moses, Joshua, Rahab, and Ruth had to make the decision to follow God, you also have to make that decision. Who knows, someday when the books are written about your life, perhaps you'll be recorded as one of God's heroes or heroines. That's definitely something worth working for, isn't it?

REVIEW QUESTIONS

1. Why did Ruth say, "Where you go, I will go..." to Naomi?
2. Why was Naomi returning to Israel?
3. What did Peter, Andrew, James, and John do when Jesus called them?
4. In Luke 14:33, Jesus says we must give up everything we have, or we cannot be His disciple. What kinds of things do we have to give up?
5. What does God really want from us?
6. When we give our devotion to God, what does He give back to us? (The list may be long!)

TEACHER-DIRECTED ACTIVITY

Ten-Week Challenge

Take the time in class to play any board games the students have created about Bible heroes.

Ten-Week Memory Work

Have the students recite the books of the Old and New Testaments. Make sure you have appropriate rewards for their efforts.

Continue working on your jigsaw puzzle, using the piece for Lesson Ten. On one side, write "Ruth." On the other, write "willingly follow or devoted." Give the students their ziplock bags so they can finish their jigsaw puzzle pieces.

SONG

"I Have Decided to Follow Jesus" is on page 23 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a student to lead in prayer thanking God for giving us Light in His Son Jesus Christ, so that we can see!