

YOUTH EDUCATIONAL ADVENTURES

Act Like a Hero

YE3L · Teacher Edition

Juniors · Year 3: Bible Heroes

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

Keep Your Word

MEMORY VERSE

Ecclesiastes 5:2 - "Do not be quick with your mouth, do not be hasty in your heart to utter anything before God. God is in heaven and you are on earth, so let your words be few."

OBJECTIVES

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

1. Retell the story of the birth of Samuel.
2. Describe one of the character traits of God - faithfulness.
3. Explain the seriousness of making a promise.
4. Explain that God considers a promise binding.
5. Conclude that we all need to be very careful of what we say.

TOPICS & THEMES

Children

Eli

God's Promises

Hannah

Prayers, answered

Promises, Oaths

Samuel

Vow

Women

Hannah

PREPARATION

Most of us have been taught in the Greek style of education: sit and listen to the teacher. Unfortunately for most of us, that does not match our predominant learning style - the way in which we learn best. If we only get to learn one way, most of us are visual learners. We appreciate pictures and visual aids. But truly, we all learn best if we can get all of our senses involved: listening, seeing, touching, and moving. Because our children are so valuable to us, because we want them to really come to know Jesus and be in a covenant relationship with Him,

please make every effort to get out of what may be your comfort zone of Greek style education: don't preach to the students. Get them involved.

Ten-Week Challenge: Challenge the students to read as many chapters of the Bible as they can in ten weeks. Then design a project to show how many books they've completed. It could be a drawing with the names hidden in the drawing; a mobile with each dangling piece bearing the name of a book; a jigsaw puzzle with the names of the completed books; a chart; etc. The presentation is not the big thing; the focus is on how many chapters and books they actually read. Plan to provide prizes.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan.

Establish the reason for keeping promises - Tell the students that in the settling of this country, an unspoken maxim (or rule governing everyday life) was that a man was only as good as his word. Tell them that you want to demonstrate what that means. Ask for a volunteer. Have the student grasp your hands and lean back as far as they can while you are holding their hands. Be sure to plant your feet and maintain a good grip. Once the student is completely off balance and is only saved from falling because you are holding on, tell them that keeping your promise, fulfilling your vow, living up to your word - those phrases all mean that the other person can trust that you will do what you say you will. Is there ever a time when it wouldn't matter if you kept your word? Not really. Say: Even if I was holding (student's name) inches from a couch, where he/she wouldn't be hurt, it is a matter of trust. After I've promised that I won't let go, no matter what, if I do let go, it damages the trust. Then the next time we do this, (student's name) won't trust me. In big projects, like the settlement of a country, when people depend upon each other daily - for their very lives - if you can't be trusted, you aren't worth very much as far as how valuable you are to the success of the project.

Hannah and Samuel - Ask the students to tell you the story of Samuel. Prompt them with leading questions, if necessary. Then ask: How could Hannah give up Samuel? Talk about how Hannah would have felt the next day, in ten years, in 20 years. Remind the students that Samuel became the last great judge in Israel; he anointed Saul and David as kings over Israel. He was very important to God and to God's people. By keeping her promise, Hannah greatly and positively impacted the entire nation of Israel for decades.

God's perspective - This may seem very harsh to you, but think about 1 Peter 1:19-20. Jesus was slain from the foundation of the world; that is, He and the Father planned when they were creating the world for Jesus Christ to become the Savior and be sacrificed for all who believe! That's a long time to watch the events of history before Jesus' birth and know that the sins would be laid upon Jesus' shoulders. Praise God that He keeps His promises!

To be like God - God is preparing for Himself a people. Titus 2:14 says He's purifying His people, that we will be eager to do what is right. God's definition of right includes keeping your promises. God keeps His promises - so much so that Jesus Christ is called Faithful and True, and the Way, the Truth, and the Life. Keeping promises--being faithful--is an integral part of God's character. And that's what He wants from His people too.

What about us? - Tell the students that you know some of them are probably thinking that because they are just kids, no one expects them to keep their promises. Yes! We do. And God does. Have them recite their memory verse. Those are good words to live by. "God is in heaven and you are on earth, so let your words be few."

REVIEW QUESTIONS

1. Why was Hannah so upset at the beginning of 1 Samuel 1?
2. What did Hannah vow to God?
3. How did Hannah keep her promise to God?
4. How do we know that God keeps His promises?
5. What is one of the names of Jesus that shows that He keeps His promises?
6. How do we know that God wants us to keep our promises?
7. Is breaking a promise a sin?
8. What does Solomon say about making a vow?

TEACHER-DIRECTED ACTIVITY

Promise Perusal and Sword Search

In the Students' Activity, they were to have looked up Scriptures and written down a summary for each of the promises given by God. Use them as a sword drill. Everyone starts with their Bible closed. When the Scripture reference is called, everyone looks for that Scripture. The first student to get to the Scripture stands and reads it aloud. Once the Scripture is read, check the students' understanding of what it means.

Then continue with the next Scripture. Scriptures used in the Students' Activity: Genesis 21:1; Exodus 3:16-17; 1 Kings 8:20; Psalm 119:41; Acts 2:39; Romans 4:13; Galatians 3:14; James 1:12; 2 Peter 3:9, 13; 1 John 2:24-25

SONG

"I Will Sing of the Mercies of the Lord Forever" is on page 17 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in asking for God's wisdom in making promises and asking for His forgiveness for promises that they have hastily made and not kept.

Come A-Runnin'

MEMORY VERSE

Hebrews 12:1, 2a - "Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us. Let us fix our eyes on Jesus, the author and perfecter of our faith.

OBJECTIVES

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

1. Describe Samuel's reaction to God calling him.
2. State the importance of obeying his/her parents immediately.
3. Explain why we obey God.
4. Explain how obedience leads to usefulness.

TOPICS & THEMES

Attitude

Eli

God's Commands

God's Voice

Light

Obedience

Relationship With God

Samuel

Tabernacle

PREPARATION

Make a set of cards with parental directions and child responses emphasize attitude. Here are a few suggestions, and you may wish to add your own.

1. Parent: Take out the trash.
Child: Aw, Mom, I wanted to watch my video (grumbles).
2. Parent : Take out the trash.
Child: OK (but moves slowly and reluctantly).

3. Parent: Take out the trash.

Child: OK (but does so angrily, with noise and banging).

4. Parent: Take out the trash.

Child: OK, Mom (moves quickly, quietly, respectfully).

5. Parent: Take out the trash.

Child: Already done, Mom.

Variations: Make your bed, pick up your room, brush your teeth, get ready for bed, do your homework, take the dog outside.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan.

Role play with attitude - Using the cards from Preparation, ask for a volunteer to play "Mom" and one to play the child. Allow the same student to do each scene to get the feel for different responses. Switch off and run through another situation. After everyone gets to play the child and the parent once, debrief. Ask them what felt good for the child. Ask what the parent felt in each situation.

Retell Samuel's story - Remind the students that Samuel was still very young, and why. Talk about God calling him, how many times God called before Eli realized who it was, and what kind of attitude Samuel had when responding. Also talk about the fact that the lamp of the Lord had not yet gone out in the Temple. It was against God's law to allow the lamp to go out. That Eli was allowing it to go out is a strong indication that Eli was not as godly as he should have been. Eli's sons were definitely not righteous. It is interesting that, in that environment, Samuel grew up knowing and loving God, an attested prophet in Israel. Furthermore, he was one of the greatest judges that Israel ever had. Samuel's willingness to obey, to come when he thought Eli was calling him, is a strong indicator of Samuel's subsequent willingness to serve God wholeheartedly.

Obedying parents and authority figures - God gives us physical examples so we can understand our relationship with Him more fully. 1 John 4:19-21 says that we can't love God (who we can't see) if we don't love our brother (who we can see). Similarly, if we don't show love, honor, respect, and obedience to our earthly parents (who we can see and who can punish us immediately), we won't show love, honor, respect, and obedience to our Heavenly Parent (who we don't see and who doesn't punish us in obvious ways).

Benefits to obedience - Our willingness to obey our parents pleases them. They are likely to give us more responsibility and freedom. Our willingness to obey our Heavenly Parent pleases Him. He is then able to give us more responsibility in serving Him. Someday this age group will

understand that anything outside of living for God is meaningless. They might not completely understand, but emphasize that even the wisest man outside of Jesus Christ, Solomon, tried it all and found that it is all meaningless, a chasing after the wind. Only God the Father and Jesus Christ, their will, and service to them are important.

REVIEW QUESTIONS

1. What did Samuel do when he heard God calling him in the very early morning?
2. How many times did Samuel go to Eli before Eli realized it was God?
3. Why is it important to obey your parents and others in authority over you?
4. What does it mean to submit?
5. Why does our obedience make us so valuable to God?
6. What role did Samuel play in the lives of the Israelites?

TEACHER-DIRECTED ACTIVITY

In the Students' Activity, they looked up the following Scriptures and wrote down who God was calling in each instance. Some of the verses also talk about what God called the person. Talk about the calling each person received from God--the role each played/is playing in God's plan.

1. Romans 1:1 (Paul)
2. Genesis 2:23 (woman - Eve)
3. Matthew 4:18-20 (Peter and Andrew)
4. Matthew 4:21-22 (James and John, sons of Zebedee)
5. Mark 2:13-14 (Levi, also called Matthew)
6. Genesis 12:1-4; Hebrews 11:8 (Abraham)
7. James 2:23 (Abraham called God's friend)
8. Daniel 10:11-12 (Daniel called Highly Esteemed, Greatly Beloved)
9. Acts 13:22 (David called a man after God's own heart)
10. Romans 1:6 (YOU!)

SONG

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

CLOSING PRAYER

Lead the students in prayer asking for God's help in learning to obey their parents and in learning to obey God.

Choose Your King

MEMORY VERSE

Joshua 24:15 - “But if serving the LORD seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your forefathers served beyond the River, or the gods of the Ammorites, in whose land you are living. But as for me and my household, we will serve the LORD.

OBJECTIVES

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

1. Describe why the people wanted a king.
2. Retell the warning God gave about having a king.
3. Explain why it was wrong to want a king.
4. Explain that a good appearance doesn't always mean something's good for you.

TOPICS & THEMES

King

Putting God First

Samuel

Saul (OT)

PREPARATION

Have you ever noticed how children pick up on TV commercials? Those catchy jingles and tunes stick in their minds so easily. That's how music is. Educators know that music is a very effective way to indelibly imprint information in students' minds. With that in mind, remember that these lessons are written with song suggestions, and the songs are not selected haphazardly, but emphasize the message through music. Instead of tacking on the song if you have time at the end of your lesson, why not start your Sabbath class with the song? It's a good way to get the mental juices flowing in praise to God. It sets the scene for your lesson. And, for the most part, children love to sing. You may find your students hurrying to class a little faster so they won't miss the song. If you present the song with the same confidence you do the lesson, your students will follow your lead.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan.

Appearances can be deceiving - Place several objects on the table for the students to see as they walk in to class — a wrapped package, juice bottles, and a hardbound book. (See Activity below for more details.) Ask the students to evaluate each object and choose which they would like to open. Open the items one at a time. After the students know what is in each object, ask them again if they really want the object now. Talk about how it is really hard to know if you want something before you actually have it. Discuss how that is such a good marketing technique. Stores sell toys because the picture on the package makes it look like so much fun. Kids in the picture are so happy because they are playing with that toy. Reality is often quite different. Ask if any of them have had an experience like that.

The people want a king - Ask: What was going on at the end of Samuel's life? Why did the people want a king? Talk about the wickedness of Samuel's sons and the people's choice for a king to lead them like all of the nations around them. How did Samuel react?

God's reaction - Ask: When Samuel went to God, what did God say? Discuss God's response - that the people were rejecting Him. Why was it a rejection of God to ask for the physical king?

The king's tribute - God told Samuel to warn the people what a king would mean to them. Have a student read 1 Samuel 8:11-18. Despite this warning, what did the people say?

Samuel anoints Saul - Have a student read 1 Samuel 9:2 and 1 Samuel 10:24. Discuss the fact that Saul's appearance was very good. Also discuss with the students that initially, Saul was very humble. It looked like the people had made a good choice. But remind the students that God hadn't told them what could happen if they asked for a king, God told them what would happen. God's word should have meant more to the people than the good appearance of Saul. But it didn't.

Your Choice - What does it mean to put God first in your life? Does it mean you can't have a new computer or TV? Does it mean you never get to have any fun? Discuss with the students how God's laws are a guide to making life work well. God won't save us from all problems and difficulties, but choosing God's ways will help to avoid some pain and suffering we would otherwise experience. If you choose your way or the world's way, you are definitely going to run into trouble sooner or later - and some of those mistakes may have consequences you will regret the rest of your life. So, choose God as your King.

REVIEW QUESTIONS

1. Why did the people want a king when Samuel was old?
2. What did God say having a king would mean to the people?

3. Why was it wrong to want a king to lead them?
4. How can something that looks good actually be bad for you?
5. Give one example how appearances can be deceiving.

TEACHER-DIRECTED ACTIVITY

Appearances Can Be Deceiving

Plan to start the teaching portion of the lesson with this activity. Have several objects on the table when the students walk in. With these three suggestions you'll be able to talk about: 1) something that looks good but has nothing of value inside; 2) something that looks good and is something that others have, but isn't the same thing at all; and 3) something that looks bad but really contains something desirable. Here are some suggestions:

1. A nicely wrapped and decorated box, full of shredded paper or even empty. When you're discussing it after it's unwrapped, talk about how something can look really nice on the outside, but it's just full of hot air when you look inside. There's nothing of substance there.
2. Three juice bottles, two filled with apple juice and one filled with vinegar. Make sure the lids on are tightly so the smell doesn't give them away. Make sure the students open the apple juice first. Then open the vinegar bottle. Discuss how the student who opened the vinegar wanted juice the same as the other students. In the case of kings, some kings are good and some are bad. You won't know until they have reigned over you for a while.
3. An old hardback book. Find a secondhand bookstore so you don't have to spend too much on this book. Open the front cover. Carefully using a razor blade, cut the pages about an inch in from all sides, making a rectangular opening smaller than the pages. Cut all the way through the pages and remove the inside paper. It still looks like a book from the outside, but it has become a container when you open the cover. Fill the inside of the book with some sort of wrapped candy. Discuss with the students how, although the book doesn't look appealing at all, the inside has something very desirable in it. It gives a whole new meaning to "don't judge a book by its cover."

SONG

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

CLOSING PRAYER

Lead the students in prayer asking God to help them choose Him in everything.

Ask For God's Guidance

MEMORY VERSE

1 Chronicles 28:9 - "... acknowledge the God of your father, and serve him with wholehearted devotion and with a willing mind, for the LORD searches every heart and understands every motive behind the thoughts. If you seek him, he will be found by you; but if you forsake him, he will reject you forever."

OBJECTIVES

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

1. Give specific examples why Saul lost the kingdom.
2. Explain how drawing lots worked.
3. State that our attitude of submission to His will makes a huge difference to God.

TOPICS & THEMES

Attitude

Fasting

God's Will

Honey

Jonathan

Kingdom

Obedience

Patience

Saul

Solomon

Wait on God

PREPARATION

Be sure to pick up a book on origami at the public library early in the week so you'll be able to practice some of the folding projects before class.

We live in a society that fosters independence. We have so called self-made millionaires and people who've pulled themselves up by their bootstraps. It is a natural occurrence in raising children; we teach them to become more independent of us. We want them to tie their own shoes, make their own beds, and feed themselves. And when God has blessed them with sharp

minds to readily grasp concepts, we loose the boundaries to let them be all they can be. But somewhere along the line, we have to make sure they still know that God is in control. We are not deists, believing that God has created all things and now sits back and watches it all unfold. We believe that God is involved in our daily lives as Christians. Otherwise, all things could not work for our good (Romans 8:28). So, since God is in control, and since we love Him and want to please Him, we must learn not to be independent of Him. Every decision is made with prayer and an attitude of obedience to whatever He wills for us. Does that mean God will audibly answer us? Not in my experience. But the Bible is full of God's guidelines, and the Holy Spirit within will give us peace with our decisions if they're made in accordance with God's word.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan. Write each student's name on an index card and tape the cards under the seats before class.

Following directions and waiting: Greet each student at the door as they come into class. Plan ahead of time to be in deep conversation with someone. Tell each student to wait until you are finished before they sit down, and that you will be just a few minutes. Make sure that you continue the conversation until the students are restless. If someone does sit down before you are finished, immediately start your class. If no one sits down, be sure to carry on your conversation long enough to ascertain they will follow your directions not to sit before you start.

Debrief: Have the students sit down. Ask: Now what was that all about? What was so important that I had to interrupt our class time? Couldn't I have had that conversation another time? Let the students speculate. Then tell them it leads into what today's lesson is about. Talk about your request that they wait until you finished your conversation. Samuel also asked Saul to wait for seven days. Now have the students pull out the cards from under their chairs. Because the names were hidden, they didn't see any reason not to sit wherever they wanted, as normal. In Saul's case, he wasn't supposed to offer the sacrifices to God; Samuel was. Have the students move to the places designated by the cards.

Saul's curse: Discuss Saul's curse on the men if they ate anything. They were suffering from hunger, especially because they'd been fighting, but they wouldn't eat. When Jonathan ate the honey, he was unaware of the curse. Regardless of the foolishness of the curse, because Saul was the king, God honored that curse. Now Saul would have to follow through. He was ready to kill his own son because of the rash curse he'd placed on the army despite the fact God had obviously blessed Jonathan that day. God does not take our words lightly. We have to learn to be very careful what we say, to think what could happen, and then be sure to do what we say we will.

Saul's disobedience: Saul did not follow God with all his heart. He wanted to do things his way. God gave him a lot of ability and he became arrogant. He didn't do exactly as God told him.

Explain that in 1 Samuel 15, God told Saul to completely destroy the Amalekites and all their possessions. Saul kept the king alive and the best of the animals — to use as a burnt offering to God. 1 Samuel 15:9 says they were unwilling to destroy anything that was good. Saul again showed a disregard for God's instructions, thinking that he knew better.

What about us? Discuss what this means to Christians today. How can we know God's will? Prayer, Bible study, counsel with other Christians/elders/parents. Can we know God's will in every situation? Probably not, but we must be in an attitude to accept His will, be ready to do what He wants, and then do the best we can.

Memory verse: This is a good time to have students recite their memory verse: 1 Chronicles 28:9. Tell them this was David speaking to his son, Solomon.

REVIEW QUESTIONS

1. What did Saul do that displeased God enough to take the kingdom from him?
2. Why did Saul curse the men of the army?
3. Why did Jonathan eat the honey, in spite of the curse?
4. How did Saul find out that Jonathan ate the honey?
5. Why was Jonathan rescued from Saul's curse?
6. How do we know God's will for us today?
7. What attitude should we have towards God in everything we do?

TEACHER-DIRECTED ACTIVITY

Following Directions Exactly

Origami is the art of folding paper into different, recognizable shapes. Plan to pick up a book from your public library early in the week. Then practice making a few objects, so that you can work with the students to make different objects during class.

SONG

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

CLOSING PRAYER

Lead the students in prayer asking God to teach them how they can understand His will in their lives.

Know Who You Are

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 story of Samuel anointing David.
2. Tell how his/her parent(s)' relationship with God affects him/her.
3. State that someday they too will have to make a choice whether to serve God or not.
4. Explain that they, and their actions, are a reflection on God right now.

TOPICS & THEMES

Anointed

Chosen

David

Honor God

King

Relationship With God

Samuel

Serving God

PREPARATION

1 Corinthians 7 is clear about children being holy because at least one of their parents is holy. Read the whole chapter before class to get the context. Pay close attention to verses 12-14. This whole concept may be new to the students — that they are already holy because of their parents. It is important to stress to them that although this is true, there is an age of accountability for each child and it differs with each child based on maturity and understanding. As they reach that age of accountability, they are more and more responsible for their own actions. As the parents' influence decreases, their responsibility increases until the child must make that decision for Christ. This lesson accomplishes three things: it lets them know they are chosen by God and bear that responsibility to bring honor to His name now; it helps to prepare them for the idea that

they are going to have to make a choice at some point; and it allays the fears that the choice must be made immediately which could be under duress to most of them, if they love God.

Purchase some wooden door hangers for the Activity.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan. If you are using paper copies of these lessons, it's time to order the next YEA books - Book One in the Life of Christ series.

Choose a king: Say: Today I'm going to choose someone to be king of the class. Peruse the class. (Sometimes the students will be excited and beg to be chosen. Other times, they will sit more quietly, their eyes begging to be chosen. Don't be surprised by these reactions or something in between. Roll with what they give you. Draw attention to their reactions.) Then have them stand up and walk before you one at a time. Choose the last one.

Choosing David: Ask the students if the previous activity reminds them of anything. Hopefully they will have read their lesson prior to class. This should be a good indicator to you if they did. Discuss 1 Samuel 16:1-13. The following are several discussion points.

1. God's rejection of Saul because of his disobedience.
2. Samuel's reluctance to go to Bethlehem.
3. The people's apprehension when they saw Samuel.
4. The presentation of Jesse's seven oldest sons.
5. David, in the fields, watching sheep - a shepherd.
6. God's reason for choosing David over 7 brothers.
7. The sign that David was truly God's choice - the power of the Spirit in David.

Who are you? Go back to the earlier activity of choosing a king. Discuss how this was very similar to David being chosen. Also, just as David didn't assume the throne immediately, your new classroom king also did not sit down on a throne and begin to rule. Why is that? Just as David had to know who he was and what God's plan was for him, you have to know who you are and what God wants for you. So, who are you?

Memory verse: This is a good time to recite the memory verse - 1 Peter 2:9. Then dissect it.

- 1) Chosen: Say: First it says you are a chosen people. God has chosen each of us. (Allow the students to ask questions and clarify each point as you see they need clarification.)
- 2) Royalty: Then it says you are a royal priesthood. You belong to the royal family which serves God.

3) Holy: You are holy, set apart, and you belong to God. Discuss how each student is holy to God today. (See Preparation: 1 Corinthians 7:14.) Right now, while you are still young and still under the authority of your parents, you are holy. You belong to God because at least one of your parents is baptized and belongs to God. But there will come a day, when you are making more and more of your own decisions. One of those decisions will be whether you're going to serve God with all of your heart or not.

4) Praising God in a darkened world: Right now, each of us has the responsibility to bring honor and glory to God because we're carrying His name with us. We claim to be Christians and to love God, but do our actions prove it?

A child of God: You know who you are - you are God's. Now you have to live like a child of God. Carefully think about what you do because your actions can have a great impact on the people around you - especially on their impression of who God is.

REVIEW QUESTIONS

1. Where did God send Samuel to anoint the new king?
2. What did Samuel invite the people and Jesse's family to do?
3. What was God's and Samuel's reaction to Jesse's oldest son, Eliab?
4. Where was David? When Samuel anointed David, what also happened?
5. Why did God have Samuel anoint David in front of his family?
6. If your parents are Christians, what does God say you are right now? Can that change?
7. As someone who is holy, belonging to God right now, what do your actions show?

TEACHER-DIRECTED ACTIVITY

What Would Jesus Have Me Do Door Hanger

The door hangers can be colored with markers. They can be painted with tempera paint. After they are colored in some way, let the students decorate them with an assortment of foam letters/figures, buttons, scraps of lace, etc. Encourage the students to use their acrostic poems from the activity in their Students' books. Assure them it's okay to change the words/phrases if they have thought of something better.

SONG

"O Be Careful Little Eyes" is on page 39 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking for God's help in honoring Him and learning to live like His child.

Live Courageously

MEMORY VERSE

1 Corinthians 16:13-14 - "Be on your guard; stand firm in the faith; be men of courage; be strong. Do everything in love" (NIV).

OBJECTIVES

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

1. Retell the story of David and Goliath.
2. Express confidence in doing what's right.
3. Develop a reminder that God is our shield.

TOPICS & THEMES

Courage

David

God's Protection

Goliath

Honor God

Philistines

Saul

Trusting God

PREPARATION

There are many misguided zealots in our world, people who are fighting for a cause that has very little to do with God and His ways. But they don't know that. "In fact, a time is coming when anyone who kills you will think he is offering a service to God" (John 16:2). Jesus' words should act as a caution sign for us; we have to stay so in tune with God that we are doing His will.

Consistent Bible study, prayer, meditation, fellowship and counsel with godly believers must be a Christian's lifestyle. That way of life has a much better chance of being maintained if begun early. Our children must develop these habits. We have the responsibility to arm them with God and His ways, because the days are evil.

Plan to borrow a book on coats of arms from your local library. Many times the coat of arms was displayed on a shield that the person wore into battle. The family coat of arms told a lot about a family and what was important to them.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan.

Stand firm activity: In a pie plate, pour water until about half full. Then sprinkle in some salt and some pepper. Tell the students: In this demonstration, the salt represents those people who live by God's ways and who trust Him. The pepper represents people who may live by God's ways, but who don't trust Him; people who don't live by God's ways; or people who don't know God. Now put one drop of dishwashing detergent in the center of the pie plate. The pepper should immediately scoot to the edges of the pan. Talk about it. Say: People who don't trust God run when trouble comes. That's the wise thing to do. But what did the salt, people who follow God and trust Him, do? The salt is precisely where we put it. God's people stay where God puts them, no matter what scary things come their way. Does that mean they never leave or move out of the way because of danger? No. But when God gives them a job to do, they stay and do it, regardless of what they may face.

David and Goliath: This is such a well-known story. Let the students tell the story. Add details as necessary. Ask: Why did David take five smooth stones from the brook? Commentaries indicate that Goliath had four brothers; David may have been expecting to have to fight them once he killed Goliath.

Personalize: Talk about our lives. How do we know when to run like the pepper and when to stay like the salt? We have to rely on God for direction, through Bible study, prayer, mediation, and counsel from godly people around us. The important thing is to be willing to take a stand for what is right, when God wants us to.

Why take a stand?: The bottom line is, what we do is for the glory of God. He doesn't need us to fight battles for Him. However, as Christians, we must live our lives standing for what is right, not compromising our faith because of peer pressure, fear, or laziness. It would be a very sad thing to live your life so that no one could say at your funeral that they knew you were a Christian. That's not bringing glory and honor to our Lord and King.

God is with you: Sometimes people take a stand, but not on God's side. How do you know when it's something to take a stand for? Read your Bible, pray, meditate, and get godly counsel. The closer you stay to God, the more you will know what God's ways are and what to stand up for.

REVIEW QUESTIONS

1. Who was Goliath?
2. What was the challenge he made to the Israelite army?
3. Why was David in the army camp?
4. What was David's reaction to Goliath's challenge?

5. How did David go armed for battle?
6. What did David tell Goliath?
7. What can we learn from David for living our own lives?
8. How do you know when to stand up for something?

TEACHER-DIRECTED ACTIVITY

God is My Shield - Psalm 3:3 and Ephesians 6:16 Give each student a full-sized posterboard. Have them design a shield to hang in their rooms at home to remind them to stand up for what is right, to live courageously, and to trust God, who is our shield. They may want to decorate it with Scriptures, especially those from their lesson. Once designed, decorated, and completed, have them cut it out.

Here are the answers to the activity in the Students' book (Scriptures taken from NIV):

1. Psalm 28:7 - shield
2. Psalm 33:20 - help
3. Proverbs 2:7 - blameless
4. Psalm 20:7 - chariots
5. Psalm 125:1 - Mt. Zion
6. Exodus 14:13 - deliverance
7. Isaiah 51:7 - fear
8. John 16:33 - trouble
9. 2 Timothy 2:3 - soldier
10. John 12:36 - light

SONG

"Onward, Christian Soldiers" is on page 26 of Kids Classics Collection.

Note: See the REACH Music Notes for in the Junior book Building a Firm Foundation (YE3J), Lesson 8, for background information on "Onward Christian Soldiers."

CLOSING PRAYER

Lead the students in prayer asking God to help them discern what is good and right, what to stand up for, and to live courageously for God.

Be Secure

MEMORY VERSE

Psalm 46:1-3 - “God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea, though its waters roar and foam and the mountains quake with their surging” (NIV).

OBJECTIVES

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

1. Relate Saul's jealousy of David.
2. Tell David's response to Saul's attempts to kill him.
3. Define persecution.
4. Explore Scriptures that help when we're enduring persecution.
5. Understand that persecution happens to God's people.

TOPICS & THEMES

David

God's Protection

Persecution

Philistines

Saul

Trouble

Trusting God

PREPARATION

To believe that nothing bad ever happens to Christians is not biblical. It's a grave disservice to allow children to believe they won't suffer, endure persecution or calamities, to believe that Christians only experience good things in this life. Without an accurate picture of what God is doing, we could be tempted to throw out the whole thing when events don't match our expectations. Never do we want children to lose their innocent and pure faith in God because we didn't tell them the whole truth. In this life there will be trouble. This life is not our goal. It is a training ground for what God is preparing for the future. Growing pains are painful. Without cognitive dissonance, there is no growth. God never promised this life would be a rose garden.

We need a balanced vision that shows God will be with them at all times and children can trust Him no matter what. Encourage students to memorize many verses to strengthen their faith in God.

Find the book *The Three Little Dinosaurs* by Jim Harris at your local library, if possible, to take to class.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan below.

Define persecution: Write "persecution" on the board. Talk about what it means. Discuss events in the students' experiences.

Block the lesson: If the student lesson were a play, the director would have to "block" the action a step at a time; that is, help the students walk through the lesson, who says what and does what, step by step through the story. Help the students act out David's story in 1 Samuel 17-18.

Discussion points during blocking:

- 1) Talk about Saul's jealousy. Saul had lost God's Spirit and the kingdom because of his own actions.
- 2) Note David's reaction to Saul's attempts on his life. David got out of the way and eventually went to Samuel. David was a mighty warrior — had killed many Philistines — yet he never tried to kill Saul to defend himself. Talk about why David did this. Then have a student read 1 Samuel 24:6-7.
- 3) Discuss David's success in whatever he did. Have a student read: If the Lord is for me, who can be against me. (Romans 8:31) Saul tried to send David into battle to have him killed.
- 4) Talk about Saul's vows. Again, in 1 Samuel 19:6, Saul makes a vow, which he soon breaks.
- 5) Discuss the events at Ramah in 1 Samuel 19:18-24. Saul's prophesying was in stark contrast to his murderous behavior. God can (and does) do amazing things to rescue us, even though we may never be aware of it.

Personal application: Draw comparisons to persecution today.

- 1) What causes persecution? Jealousy, fear, wickedness - it's not Christian.
- 2) What should our reaction be to persecution? Get out of the way, protect yourself, but be mindful of Romans 12:14, 17-21.
- 3) If you feel you are being persecuted, do you put the situation in God's hands and trust Him with your life? Read Proverbs 3:5-6. When Sennacherib besieged Jerusalem, King Hezekiah took the letter to the Temple and laid it out before God. (2 Kings 19:14-19). When someone is persecuting us, we should go to God, lay the situation out before Him, and leave it in His capable hands.

Memory verse: Have students recite the memory verse. Talk about God's protection from natural disasters (earthquakes, landslides, tsunamis) as well as personal and physical calamities (disease, divorce, death). Regardless of what happens in our lives, we must trust God. "Shall we accept good from God and not trouble?" (Job 2:10). A godly attitude is: "Be still, and know that I am God" (Psalm 46:10a). Only in Him are we secure.

REVIEW QUESTIONS

1. What was Saul's attitude towards David after he killed Goliath? Why?
2. How did David respond to Saul's attempts on his life? Why?
3. What is persecution?
4. What is a good Scripture to remember when you feel persecuted?
5. Does God always protect Christians from bad things, including persecution?

TEACHER-DIRECTED ACTIVITY

Where Do You Find Shelter?

In The Three Little Dinosaurs, a take-off on The Three Little Pigs, the dinosaurs construct their houses out of bricks, stones, and impenetrable steel, rather than straw, sticks, and bricks. Allow the students to "build" houses out of a variety of materials: popsicle sticks, wooden blocks, building blocks, Legos, playing cards, etc. When completed, ask: Which is the most secure? Some will be somewhat secure, some not at all. Some will keep out the sun and the rain, some might endure a strong wind, and some might withstand a strong earthquake or hurricane. But what about a category 5 hurricane, a tsunami, an asteroid, fire, or nuclear attack? Inevitably, anything we can build with our hands will not save us. We have to trust God and His supernatural power for our security.

SONG

"Little David" is on page 3 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking for God's peace, security, and trust in Him.

Be Content

MEMORY VERSE

James 4:1-3 - “What causes fights and quarrels among you? Don't they come from your desires that battle within you? You want something but don't get it. You kill and covet, but you cannot have what you want. You quarrel and fight. You do not have, because you do not ask God. When you ask, you do not receive, because you ask with wrong motives, that you may spend what you get on your pleasures.

OBJECTIVES

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

1. Define the relationship between Jonathan and David.
2. State how Jonathan showed his love for David.
3. Apply the concept of contentment to their lives.

TOPICS & THEMES

Contentment

Coveting

David

Friend

Jonathan

Kingdom

Sword

Trusting God

PREPARATION

Ours is a materialistic society. We have so much - so very much more than we really need. The present prosperity of our country is astounding. For the majority of the students we teach, hunger and going without basic necessities is not something they've ever experienced. Rather, they have an abundance. Yet, advertisers capitalize on that empty place inside that is looking for what will satisfy and bring contentment. Commercials showing happy, laughing children playing a colorful board game, brightly packaged toys and foods, athletes and movie stars who make obscene amounts of money — these all convey a message to our children that we must take conscious steps to contradict. Our contentment is found in Jesus Christ —though our carnal

nature and the advertisers would strongly deny that! We must help our children understand this concept, and it will help if we are emulating that contentment in our own lives. With this in mind, create a set of activity cards before class (see Activity).

HOW TO TEACH THIS LESSON

Chocolate! Give each student a chocolate bar (Hershey's or Toblerone will work best). Tell them they can eat a little bit right then, but to save most of it for the end of the lesson. Then ignore the candy bars as much as you can.

Kings and princes: Discuss succession. When a king dies, his son takes his place as king. Talk about the privileges and responsibilities of being king. Discuss Saul and Jonathan. We are never told that Jonathan wanted to be king; instead we are told of his love for David.

Covenant: Discuss covenants. Say: When your parents got married, they exchanged rings as a sign of the marriage covenant between them. Define covenant. Then ask: What were the terms of your parents' marriage covenant? Usually it is something like "I, Mike, take this woman to be my lawfully wedded wife, to honor and cherish, to love and protect, in sickness and health until death do us part." Those vows your parents made to each other are the terms of the covenant. They promised to do certain things because of the relationship they agreed to. Discuss Jonathan and David's covenant (1 Samuel 20:42). Then ask: What was the sign of the covenant between David and Jonathan? Jonathan gave David his robe, tunic, sword, bow, and belt (1 Samuel 18:3-4). In a way, Jonathan was handing over the kingship to David, that is, acknowledging that God had taken the kingship from Saul and given it to David.

Being content: It is remarkable Jonathan didn't scheme to get the kingdom. Because of his love for David (and likely his love for God), Jonathan was content with the position God gave him. Instead of a life of anger and hatred, scheming to get something God wasn't going to give to him, Jonathan had a lasting friendship with David, knowing that he was not going against God's will. That's an incredible contrast!

Personal application: Discuss how this idea of being content with what you have works today. (Integrate the Activity here.) Help the students figure out how to remind themselves to be content. Then have each student recite their memory verse.

Chocolate! Emphasize that you are not trying to embarrass anyone. Have the students look at the chocolate they ate when starting the lesson. How many took just a little bit as directed? How many couldn't quit thinking of the chocolate and wanted to eat it all immediately? How many were content to wait, knowing that it was all yours eventually? How many wanted the one you had plus another one? How many thought about a brother or sister and planned to save some to give to them? How many would give the rest of the chocolate bar back because you really don't want anymore? Talk about how God has given us what we need. But there are lots of things that

we want. None of the students needed chocolate. Some of them wanted to eat the whole candy bar immediately. Some were content because they knew they could have it all at the end of class. Some were willing to share. Some wanted more.

Philippians 4:12-13: Read this Scripture out loud. Emphasize how important it is to be content with what God has given you. After all, like getting the whole chocolate bar at the end of the lesson, you know that someday you will be sons of God in His Kingdom. He's handing the Kingdom over to you! You just have to wait, to learn to be content with what you have right here, right now. It is enough.

REVIEW QUESTIONS

1. What kind of relationship did Jonathan and David have?
2. How did Jonathan show his love for David?
3. Why should you be content with what God has given you today?
4. How can you show your contentment?
5. What is the difference between Philippians 4:12-13 and James 4:1-3?

TEACHER-DIRECTED ACTIVITY

Contentment Cards

Each card states a situation to practice being content with what you have (what God has given you.) The teacher reads the card, setting up the situation. The students take turns giving responses. These are suggestions; add others that seem applicable.

- 1) At a birthday party, your friend is opening his/her presents. Out of a box, he/she pulls _____ (Have student name something he/she really wants.) How do you keep from feeling jealous? What do you tell yourself to remember to be content?
- 2) Dad brings home a toy for your little sister — just because he saw something he knew she'd like. How do you keep from feeling jealous? What do you tell yourself to remember to be content?
- 3) You're watching cartoons on TV. A commercial comes on showing children laughing and enjoying a toy _____. (Have student fill in the blank.) How do you keep from feeling like you have to have that toy? What do you tell yourself to remember to be content?
- 4) Your mom has to go to Wal-Mart. You ask if you can go look at the toys. You see a _____ that looks like it would be so much fun to play with. (Have student fill in the blank.) Your mom says no; she's not going to buy it for you today. How do you keep from being mad at her? What do you tell yourself so that you remember to be content?

5) Your best friend invites you over to play with a new toy he/she just got. You love it. You want one like it. You ask your parents for one when you get home. They say no. How do you keep from pleading? What do you tell yourself so that you remember to be content?

SONG

"I've Got Peace Like a River" is on page 63 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking God to help them learn to be content and to trust Him in everything.

Wait For God

MEMORY VERSE

Psalm 37:3, 4, 7a - "Trust in the LORD and do good; dwell in the land and enjoy safe pasture. Delight yourself in the LORD and he will give you the desires of your heart. .. Be still before the LORD and wait patiently for him. . ." (NIV).

OBJECTIVES

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

1. Tell how David became king first of Judah and then Israel.
2. Tell how Abner tried to keep Saul's kingdom going.
3. Relate how David waited for God to make him king.
4. Apply the concept of waiting on God to his/her life.

TOPICS & THEMES

David

Jesus, King

Jesus, Return of

King

Trusting God

Waiting on God

PREPARATION

Remind the Students of their Ten-Week Challenge: Challenge the students to read as many chapters of the Bible as they can in ten weeks. Then design a project to show how many books they've completed. It could be a drawing with the names hidden in the drawing; a mobile with each dangling piece bearing the name of a book; a jigsaw puzzle with the names of the completed books; a chart; etc. The presentation is not the big thing; the focus is on how many chapters and books they actually read. Plan to provide prizes.

In our affluent society, self-gratification and planned obsolescence have developed a generation who believe that every desire should and must be met right now. Every time a child goes to the store, he wants a new toy. We can afford that toy and don't need the child to do household chores. So, unintentionally our children grow up not knowing the value of money, the

importance of hard work, and the relationship between the two. This creates a generation that doesn't know how to wait for anything (delayed gratification) and doesn't have to work hard to achieve their goals (a good work ethic). And this translates to their entire lives: weight management, exercise, credit cards and managing debt, interpersonal relationships, and most importantly, faith in God. One lesson won't remedy the situation, but bit by bit children must learn to wait on God so it translates into their lives.

Make Story Scramble strips (see Activity). Cut three 11x17" sheets of paper into 4 strips. Print one sentence on each strip.

HOW TO TEACH THIS LESSON

After opening the class with prayer, say "Wait!" Read each situation to the class. Have them decide whether they can wait or not. 1) You have to go to the bathroom. Mom says wait. Can you? 2) You see a new bicycle on sale at the store. Your dad says wait. Can you? 3) You are hiking with your family when you feel a hot spot on your foot. When you tell Mom, she says wait. Can you? 4) You are hungry and want a snack 15 minutes before supper. Mom says wait. Can you? 5) You see a pair of shoes like all your friends have. You ask your dad to buy them, and he says wait. Can you? 6) Your toes reach the end of your shoes. You ask for new ones. Dad says wait. Can you?

Discussion of when to wait - What makes it impossible to wait in each situation? Are there times when you can't wait? Are there times when you can wait, but you just don't think you can? Go back through the situations and change them slightly; i.e., 1) You're on a car trip and are bored. You want to get out of the car, so you tell your mom you have to go to the bathroom. She says wait. Can you? Or, you're on a car trip and really have to go to the bathroom. Your mom says wait until she can find a spot. Can you wait? Talk about the difference in the scenarios.

David waited on God - Discuss how David became king of Judah and then Israel. Point out that David did not take matters into his own hands to gain the kingdom; i.e., killing Saul. David relied on God, knowing that God would take care of it in His own time and in His own way. What a relief! What if your dad said he would buy you a new bike, and you see one on sale, as in example #2? What do you do? Should you tell your dad about it? Should you pester him to get it now? How long would you be willing to wait? Would you wait for years? Would you still trust that your dad would eventually buy you a bike? David waited for years to become king. He trusted God that much!

Waiting on God - God has promised that everything will work to the good for those who love Him and who are called according to His purpose (Romans 8:28). Note that this verse does not say that everything will be good - just that everything will work to the good. It also is not a promise for everyone, but a promise to those who love God. When things are rough in our lives,

it's good to remember that David never quit trusting God. If we live our lives trusting God and loving Him, we too will gain a kingdom--the Kingdom of God--as sons and daughters of the King of the universe.

REVIEW QUESTIONS

1. How did David eventually become king of Judah?
2. Why did Abner try to keep Saul's kingdom going? .
3. What eventually happened?
4. How did David become king of all of Israel?
5. Why didn't David kill Saul or Abner?
6. What lesson can we learn about waiting on God from David's life?

TEACHER-DIRECTED ACTIVITY

Story Scramble

Give each student one of the paper strips telling the events of the story. Have them rearrange the strips in order.

- 1) Saul chased and tried to kill David for years.
- 2) Twice David had the opportunity to kill Saul, but he refused to lift his hand against God's anointed.
- 3) Saul killed himself and most of his sons died in battle.
- 4) When David asked God where he should go, God told him Hebron.
- 5) The men of Judah made David king over Judah.
- 6) Abner made Ish-Bosheth king over Israel.
- 7) Abner fought against David, but David continued to get stronger, while Abner got weaker.
- 8) Eventually Abner and Ish-Bosheth were killed.
- 9) Israel's men came to David to make him king over all of Israel.
- 10) David ruled Judah seven years and both Judah and Israel for 33 more years.

SONG

"Do Lord" is on page 72 of Kids Classics Collection. (This is a good song for this lesson because we have a "home in Gloryland"- if we take Jesus as our Savior.)

CLOSING PRAYER

Lead the students in prayer asking for God's guidance and assistance in learning to trust Him and wait patiently for Him.

Honor God

MEMORY VERSE

Revelation 5:12 - "In a loud voice they sang: 'Worthy is the Lamb, who was slain, to receive power and wealth and wisdom and strength and honor and glory and praise!'" (NIV).

OBJECTIVES

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

1. Describe how David wanted to honor God.
2. Describe God's reaction to David's plan.
3. State God's promise to David and his son.
4. Explain the phrase: humility comes before honor.
5. Differentiate between honor and dishonor in actions towards others.

TOPICS & THEMES

David

Honor God

Honor Your Father and Mother

Solomon

Temple

Ten Commandments

Honor Your Father/Mother

PREPARATION

Since this is the last lesson in the Bible Heroes series, plan to have a celebration for the students. They need the reward for having reached another goal. If possible, decorate the Sabbath School room prior to their arrival. Interestingly enough, planning a celebration for the students ties right into the lesson! You are showing honor to them because of their hard work to reach a goal. It will be a good teaching tool as you present the lesson.

Make a banner of Proverbs 15:33: "The fear of the LORD teaches a man wisdom, and humility comes before honor." Hang it in the Sabbath School room along with decorations, preferably over the table where you'll display the students' projects.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the lesson plan below.

Students' projects: Make an effort to greet each student as they walk into the room. Pay extra attention to the projects they were to have finished and brought to class today. (Their project was to create a display to show all of the books of the Bible they've read over the past ten weeks.)

Discussion: When students are seated, talk about the honor shown them for completing not only another book, but the whole Bible Heroes series, and for completing their projects. Why would a teacher do that?

Giving honor: Define honor. Why do we honor people? Why do we honor God? How do we honor God? Can anyone think of a good Scripture which talks about honoring God? David wanted to honor God. Discuss 2 Samuel 7. Why did David want to honor God? How did David want to show God honor? What was Nathan's response to David at first? What was God's reaction? What was David's response to God saying no?

Our plans: Sometimes we make plans to honor someone. And sometimes those plans are thwarted. What should our reaction be? Would it show honor to get upset because we can't implement our plans? Why? If we are unwilling to submit to the will of the person we want to honor, then who are we really trying to honor - possibly ourselves? In the Students' book, seven scriptures are listed in the activity section. Have the students take turns reading them. Ask the students if the scripture is talking about honor for God or honor for themselves. In each case where the honor is for God, it is accompanied by the idea of serving and humility. In each case where the honor is for self, it is accompanied by pride and self-importance.

Proverbs 18:12: Ask for a volunteer to read Proverbs 18:12. Discuss the contrast in the verse.

Summary: It is good to show honor to other people and especially to our Heavenly Father and Jesus Christ. Just make sure your actions are truly honorable.

Memory verse: This is a good point to have the students recite today's memory verse.

REVIEW QUESTIONS

1. Why did David want to honor God?
2. How did David want to honor God?
3. What was God's reaction to David's plan?
4. Why does humility come before honor?
5. How do you know when your actions and thoughts honor someone?
6. How can you tell when your thoughts and actions don't honor someone?

7. Who is always worthy of honor?

TEACHER-DIRECTED ACTIVITY

Allow students to present their projects. Encourage them to talk about chapters they've read and what they've learned. Ask them the most interesting thing they learned. Then spend a little extra time allowing them to have snacks. Give students Book One in the Life of Christ series to study next week's lesson.

SONG

"Heavenly Father, I Appreciate You" is on page 82 of the Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking for God's help in discerning when their actions honor Him and others and when they don't.