The Writers (at the time of writing)

Emmanuel O. Abbey, North Ghana Mission in West Africa.
Audrey Boyle Andersson, Yxe, Sweden.
Hilary Baatjies, South Africa.
Carlyle Bayne, Abidjan, Côte d’Ivoire, West Africa.
Jackie Bishop, Rocky Mountain Conference, Denver, Colorado.
Iryna Bolotnikov, Zaoksky Theological Seminary, Tula Region, Russia.
DeeAnn Bragaw, Colorado.
Linda Porter Carlyle, Medford, Oregon.
Verna Chuah, Chinese Union Mission in Hong Kong.
Sarah Coleman Kelnhofer, Andrews University.
May-Ellen Colón, General Conference.
James Dittes, Tennessee.
René Alexenko Evans, Tennessee.
Douglas Hosking, Quebec, Canada.

Patricia Humphrey, Texas.
Nancy Beck Irland, Oregon.
Noelene Johnsson, North American Division.
Birthe Kendel, Trans-European Division, England.
Barbara Manspeaker, Maryland.
Vikki Montgomery, Maryland.
Edwina Neely, Maryland.
Lydia Neikours, Euro-Asia Division, Russia.
Rebecca Gibbs O’Fill, Maryland.
Carole Smith, Chesapeake Conference, Maryland.
Miriam Tumangday, Southern-Asia Pacific Division.
Denise Valenzuela, Columbia Union Conference, Maryland.
Eileen Dahl Vermeer, Ontario, Canada.
June Zeeman, South Africa.
Contents

COMMUNITY: We treat each other as God treats us.

1. Seventy Times Seven (April 1) ................................................................. 10
2. Payday at the Vineyard (April 8) ............................................................... 20
3. Loving the Unlovable (April 15) ................................................................. 30
4. The Day Jesus Cried (April 22) ................................................................. 40

WORSHIP: We worship the Creator.

5. A Cloud Leads the Way (April 29) ............................................................. 50
6. Bitter Waters Made Sweet (May 6) ............................................................. 60
7. God’s Choice (May 13) .............................................................................. 70
8. Water From a Rock? (May 20) ................................................................. 80

GRACE: Grace is the gift of life.

9. Breakfast With the Birds (May 27) ............................................................ 90
10. Food for One More (June 3) ................................................................. 100
11. Fire on the Mountain (June 10) ............................................................... 110
12. God’s Gentle Whisper (June 17) ............................................................... 120
13. Up, Up, and Away (June 24) ................................................................. 130

www.gracelink.net/primary
Bible study Overview

Lessons one through four are about living with others in the family of God.
• We forgive one another.
• We treat others kindly and fairly.
• We include people who are sometimes left out.
• God’s children care for one another.

Lessons five through eight help us understand how to worship God.
• When we obey God, we worship Him.
• We worship God with joyful praise.
• When we respect His authority, we are worshipping God.
• We worship God when we trust Him.

Lessons nine through thirteen focus on God’s gift of grace to us.
• God knows our needs and cares for them.
• Even when bad things happen to us, we know that God loves us.
• God listens and answers when we pray.
• We will listen to God’s gentle voice.
• God’s grace is the gift of eternal life.

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

• Grace is God’s love providing Jesus Christ as a sacrifice for our sins.

• Grace is God’s love encouraging us to accept that sacrifice.

• Grace is God’s love inspiring us to respond in praise and worship.

• Grace is God’s love giving us the wisdom and strength to treat one another with love and respect, just the way He treats us.

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

www.gracelink.net/primary
To the leaders/teachers,

These guides were developed to:

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

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

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

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

Applying the Lesson gives the students a chance to explore how the lesson can be applied in a practical way in their daily lives. This section appeals to commonsense learners, who ask, “How does it work in my life?”

The Readiness Activities give the students a reason to want to learn the lesson. This section appeals to imaginative learners, who ask, “Why should I learn this?”

The Bible Lesson lets you teach the students the content in a way that involves them. This section appeals to the analytical learners, who ask the question “What do I need to learn?”

The Prayer and Praise section is the time-honored “business” of Sabbath School and may be used at any point during the lesson; however, it is recommended that you begin with Readiness Activities, even while some students are still arriving.

www.gracelink.net/primary
E. Involve the adult Sabbath School staff in new and flexible ways.

A very small Sabbath School can be managed by one adult.

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

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

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

To use this guide . . .

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

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

Always have available regularly used supplies such as:

- aluminum foil
- art supplies (glue sticks, fabric glue, glitter sticks, craft sticks, etc.)
- bags (paper, plastic, sealable plastic; large and small)
- balloons
- baskets, bowls, jars for collecting offering
- beanbags
- Bibles
- blindfolds
- boxes, large and small
- cassette tape and/or CD player
- chalkboard or dry-erase board
- cotton balls or fiberfill
- costumes (Bible-times: robes, head dress, sandals, rope or heavy yarn, large T-shirts)
- cups (disposable, paper/plastic/Styrofoam)
- electrical extension cord
- flashlight
- gifts (small, inexpensive)
- hole punch
- index cards
- Jesus stickers and pictures
- magazines and catalogs (old—for cutting)
- magnets
- nature specimens
- paper clips (steel)
- paper plates, large and small
- papers, large and small (newsprint, rolls of brown paper, poster board, construction paper (various colors, lined and unlined)
- pencils, pens, markers, crayons, colored pencils
- ribbon
- rhythm instruments
- rubber bands
- scissors
- self-stick notes (Post-it notes)
- stapler and staples
- stickers
- string
- tape (masking, cellophane, double-sided)
- yarn (several colors)
Lesson 1
• 10 paper hearts (see p. 140)
• heart-shaped container
• pictures of people helping others
• “accounts” book
• “swords”
• “throne” for king
• “prison gate”
• paper hearts (see p. 140)
• glitter

Lesson 2
• heart-shaped container
• farmer’s hat
• pieces of paper with questions on them
• six inflated balloons
• coupons (see p. 141)

Lesson 3
• baby food jars
• scented materials such as vanilla extract, ground cinnamon, cloves, lemon juice, orange juice, chocolate
• heart-shaped container
• cushions
• pita bread in a basket
• empty bowls
• bowl of fruit
• baskets of pretend food
• jug of water
• bottle of perfume
• wig of long hair (optional)
• light object, heavy object
• small gifts

Lesson 4
• bowl of cooked noodles
• small pillow
• snacks such as pretzels or crackers
• party hats
• heart-shaped container
• toilet paper
• folding cot
• sheet or blanket
• stones, bricks, or books
• basket of items (see activity)
• recent newspapers

Lesson 5
• long rope
• tables and chairs
• small rewards
• tambourine
• white sheet
• bright flashlight
• red paper clouds
• white paper clouds
• pictures or drawings of eyes, glasses, or binoculars; paper heart; traffic sign; dog on a leash; tablets of stone
• door hanger pattern (see p. 142)

Lesson 6
• sandpaper
• cotton
• sand
• uncooked rice
• popped popcorn
• brown paper bags
• pitcher of lemon water
• water container
• water cup cutout (see p. 144)
• jug of lemon water
• large container with sugar crystals
• cloud cutout attached to a paint stirrer or stick
• empty bowl or bucket
• wooden spoon

Lesson 7
• blocks
• modeling clay (plasticine)
• 13 long, thick sticks
• white artificial flowers with green leaves
• almonds
• double-sided tape
• large box or bag
• beanbag
• slips of paper with scenarios
• tissue or netting
• label saying “Respectfully Yours”

Lesson 8
• tables and chairs
• blindfolds
• medium-size rock
• “rock wall” made from garbage bags stuffed with newspaper
• wading pool
• brown plastic garbage bags
• garden hose
• rod or walking stick
• magnets and steel paper clips
• smooth rock for each child

Lesson 9
• lemon wedges
• bag of treats
• blindfolds
• double-sided stop sign attached to wooden handle
• bird cutouts
• two crowns
• “prayer time” notebook
• headbands
• long nylon scarves
• leather pouch
• black cloth
• throne
• lunch bag with nails, bolts, screws
• lunch bag with seeds, dirt, small sealed container of water
• lunch bag with empty food wrappers
• old magazines

Lesson 10
• water
• small paper cups
• containers of whole-wheat flour and salt
• measuring cup
• sealable plastic bags
• jar with “OIL” label
• firewood
• “prayer time” notebook
• pita bread
• mixing bowl
• flour, oil, water
• grace coupons (see p. 142)

Lesson 11
• two tin cans
• long string
• toy stuffed animals
• firewood
• prayer notebook
• two “altars”
• big water jug
• bright-red light
• recordings of thunder and fire sounds
• large stones
• kiddie pool
• three inflated balloons

Lesson 12
• seashell, cup, bowl, or other curved object
• brown blanket or sheet
• prayer notebook
• drum or metal pans
• red, orange, and yellow streamers
• sign that says “Wind”
• index cards
• clothespins
• nylon cord or rope

Lesson 13
• rock
• small paintbrush or soft cloth
• long piece of string, measuring tape, or meter stick
• basket or bowl with “John 3:16” sign
• chariot and horse cutouts on red, yellow, or orange construction paper (see p. 143)
• blue plastic or cloth
• gift cutouts (see p. 144)
• two round coins for each child

www.gracelink.net/primary
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Bible Story</th>
<th>References</th>
<th>Memory Verse</th>
<th>Message</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNITY:</strong> We treat each other as God treats us.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 1 April 1</td>
<td>Forgive others.</td>
<td>Matthew 18:21-35; COL 243-251</td>
<td>Matthew 18:35</td>
<td>God wants me to forgive others from my heart.</td>
<td>See p. 11</td>
</tr>
<tr>
<td>Lesson 2 April 8</td>
<td>Parable of the vineyard.</td>
<td>Matthew 20:1-16; COL 396-404</td>
<td>Acts 10:34</td>
<td>God wants us to treat others as He treats us.</td>
<td>See p. 21</td>
</tr>
<tr>
<td>Lesson 3 April 15</td>
<td>Mary anoints Jesus.</td>
<td>Luke 7:36-50; DA 557-568</td>
<td>1 Peter 2:17</td>
<td>God wants me to include those who get left out.</td>
<td>See p. 31</td>
</tr>
<tr>
<td>Lesson 4 April 22</td>
<td>Lazarus’s death/resurrection.</td>
<td>John 11; DA 524-536</td>
<td>Galatians 6:2</td>
<td>God wants me to care about others.</td>
<td>See p. 41</td>
</tr>
<tr>
<td><strong>WORSHIP:</strong> We worship the Creator.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5 April 29</td>
<td>Moses at the Red Sea.</td>
<td>Exodus 13:21, 22; 14:19, 20; PP 282-290</td>
<td>Psalm 119:10</td>
<td>We worship God when we obey Him.</td>
<td>See p. 51</td>
</tr>
<tr>
<td>Lesson 6 May 6</td>
<td>Bitter waters made sweet.</td>
<td>Exodus 15:22-27; PP 291-294</td>
<td>Psalm 138:1</td>
<td>We worship God with joyful praise.</td>
<td>See p. 61</td>
</tr>
<tr>
<td>Lesson 7 May 13</td>
<td>Aaron’s rod buds.</td>
<td>Numbers 16 and 17; PP 403</td>
<td>Revelation 14:7</td>
<td>We worship God when we respect His authority.</td>
<td>See p. 71</td>
</tr>
<tr>
<td>Lesson 8 May 20</td>
<td>Moses strikes the rock.</td>
<td>Numbers 20:1-13; PP 411-421</td>
<td>Isaiah 26:4</td>
<td>We worship God when we trust Him.</td>
<td>See p. 81</td>
</tr>
<tr>
<td><strong>GRACE:</strong> Grace is the gift of life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 9 May 27</td>
<td>Elijah fed by ravens.</td>
<td>1 Kings 17:1-6; PK 119-128</td>
<td>Isaiah 41:10</td>
<td>God knows my needs; He cares about me.</td>
<td>See p. 91</td>
</tr>
<tr>
<td>Lesson 10 June 3</td>
<td>Elijah and the widow.</td>
<td>1 Kings 17:7-24; PK 129-132</td>
<td>1 Peter 5:10</td>
<td>Even though bad things may happen, I know God loves me.</td>
<td>See p. 101</td>
</tr>
<tr>
<td>Lesson 11 June 10</td>
<td>Elijah on Mount Carmel.</td>
<td>1 Kings 18:1-39; PK 137-154</td>
<td>Psalm 4:3</td>
<td>God listens and answers when I pray.</td>
<td>See p. 111</td>
</tr>
<tr>
<td>Lesson 12 June 17</td>
<td>God speaks in a still small voice.</td>
<td>1 Kings 19:1-18; PK 167-176</td>
<td>Isaiah 30:21</td>
<td>I will listen to God’s gentle whisper.</td>
<td>See p. 121</td>
</tr>
<tr>
<td>Lesson 13 June 24</td>
<td>Elijah taken to heaven.</td>
<td>2 Kings 2:1-15; PK 225-228</td>
<td>Romans 6:23</td>
<td>God’s grace is the gift of eternal life.</td>
<td>See p. 131</td>
</tr>
</tbody>
</table>
Seventy Times Seven

Objectives
The children will:
Know that God wants us to treat others with the same mercy and forgiveness that He has shown us.
Feel a desire to show mercy and forgiveness to others.
Respond by being ready to forgive others.

The Message
God wants me to forgive others from my heart.

References
Matthew 18:21-35; Christ’s Object Lessons, pp. 243-251

Memory Verse
“Forgive your brother or sister from your heart” (Matthew 18:35).

Monthly Theme
We treat each other as God treats us.

The Bible Lesson at a Glance
In a parable Jesus told, a king forgives one of his servants an impossible debt, more than the servant could ever earn in a lifetime. Unmindful that he owes his freedom to the king, the servant goes out and demands repayment from a man who owes him a minor debt and has him put in prison.

This is a lesson about community.
Even though God’s people are part of His family, they are still human. They will make mistakes, and others will hurt them. God desires that His children forgive—as He has forgiven them.

Teacher Enrichment
Jewish law required a person to forgive another three times. See Amos 1:3, 6, 9, 11; 2:1, 4, 6. Peter probably thought he was being generous by suggesting that one should forgive another person seven times.
The first servant owed his master 10,000 talents (see Matthew 18:24). One talent equaled 6,000 denari, so he owed his master 60,000,000 denari. This indicates that he must have been a high official in the government.
The fellow servant owed the first servant a denarius, which was equal to 100 denari or about one day’s wage (see Matthew 20:2). Therefore, the first servant owed his master 600,000 times as much as his fellow servant owed him.

Room Decorations
Place the caption “We Treat Each Other as God Treats Us” in front of the room. Put a picture of one child bothering another child on the left side. Make a “meter” with a place that shows numbers. Label it “mistake meter.” Make some high numbers show on your “mistake meter”—such as 450.
Show the same two children on the right side of the “mistake meter” smiling and shaking hands, with Jesus smiling nearby. Place other pictures around of children helping each other in various ways, such as visiting a sick child, helping another child with schoolwork, etc.
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. Ten Hearts</td>
<td>10 paper hearts (see page 140), Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Forgiveness Acrostic</td>
<td>chalkboard and chalk or large newsprint paper and marker, Bible</td>
</tr>
<tr>
<td>Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td>Sing for Joy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td>Children’s Mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>heart-shaped container with pictures of people helping others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td>Bibles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td>Bibles</td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td>A. Eraser Board</td>
<td>whiteboard and marker or chalkboard and chalk, eraser, Bibles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Forgiveness Circle</td>
<td>Bibles</td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td>Share-a-Heart</td>
<td>paper hearts (see page 140), liquid glue and glitter, art supplies, pens or markers, scissors</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity that is most appropriate for your situation.

A. Ten Hearts
In advance, place the 10 hearts on four walls in the following way: One heart on one, two hearts on another, three hearts on the third, and four on the last. Four corners of a large table or a group of chairs would also work.

Say: *I am going to say different things that people do that hurt others. Think about what I say and then decide whether it would be easy or hard to forgive someone who did that to you. One heart means harder to forgive, four hearts means easier to forgive. When you decide, go stand at the place of your choice.* Read the following:

- cutting in line
- lying
- breaking a promise
- leaving someone out of a party
- keeping someone off your soccer team
- saying unkind words
- hitting or hurting someone physically

You may want to add others that are relevant for your group.

Debriefing
Allow response time as you ask: Why is it easier to forgive some things than others? How do you feel when you have to say you are sorry? How do you feel when you forgive someone? Is it easy to forgive others? Is it easy to ask for forgiveness?

No matter what we do, God is always ready to forgive us if we are truly sorry. And He wants us to be ready to forgive others. Let’s read Psalm 103:1-3. Allow time to find and read the text together.

Ask: How many of your sins does God forgive? See verse 3. How does that make you feel? Can God help you to forgive even in hard-to-forgive situations? Our message today reminds us:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.

Say that with me.

B. Forgiveness Acrostic
Create an acrostic that says “FORGIVE” by writing the word vertically where all can see. Ask children to think of something for which they might need forgiveness that starts with each letter of the word and write it beside that letter. (For example, F could stand for “fighting.”)
**Debriefing**

Allow response time as you ask: How many different things do we need to be forgiven for? How do you feel when you have to ask someone to forgive you? Is it easy to forgive others?

Read aloud Ephesians 4:32. Ask: Will God ever quit forgiving us? What does that tell us about how we should forgive others? What do you think about that? No matter what we do, God is always ready to forgive us if we are truly sorry, and He wants us to forgive others. Today’s message reminds us:

> GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.

Say that with me.

---

**Prayer and Praise**

**Fellowship**

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

**Suggested Songs**

- “Redeemed!” *(Sing for Joy, no. 68)*
- “I’m So Happy” *(Sing for Joy, no. 65)*
- “We Are the Church” *(Sing for Joy, no. 141)*
- “We Are His Hands” *(Sing for Joy, no. 129)*

**Mission**

Share a story from *Children’s Mission*. Help the children identify forgiveness and compassion in the story.

**Offering**

Remind the children that we show compassion by bringing an offering so others can learn about God.

**Prayer**

Ask the children to think of something wrong someone said or did to them recently. Remind them that God wants them to forgive others. Give them time to pray silently, then close by asking God to help all forgive others from their hearts.

---

*You Need:*

- heart-shaped container with pictures of people helping others

---

www.gracelink.net/primary
You Need:

- Bible-times costumes
- “accounts” book
- safe “swords”
- “throne” for king
- “prison gate”
- small pieces of paper
- yarn
- small box

Bible Lesson

Experiencing the Story

Characters: A teacher, a child, Peter, some disciples, Jesus, first servant, second servant, third servant (using the word “servant” allows the teacher to involve girls), several guards, king

Props: Bible-times costumes, a book of accounts for first servant, swords for guards (optional), throne for king, prison gate (optional)

Assign the parts and, while assistants help the main characters get dressed, tell the rest of the class that every time they hear you say forgive, forgiven, or forgiveness they are to say, “Have mercy!” Practice this.

Read or tell the story.

In Jesus’ time the priests and rabbis taught that you need to forgive (Have mercy!) a person only three times. [Beckon the teacher to stand by you.] Suppose you were running to tell your friend something [beckon the child to come] and you accidentally stepped on the teacher’s toes. [Child steps on teacher’s foot.] Ouch! That hurts. But the teacher says, “I forgive (Have mercy!) you, child.”

By mistake you tread on his toes again. Ooo! That hurts! But the teacher knows the rules, so he says, “I forgive (Have mercy!) you, child.” As you turn to go, you do it again. You quickly tell him you are sorry, and again he says, “I forgive (Have mercy!) you, child.”

You know you have reached your limit of forgiveness (Have mercy!) with the teacher. You want to get out of there. As you run to the door, your arm hits him in the stomach. The teacher doesn’t have to forgive (Have mercy!) you any more! So you had better run. [The two scurry back to their seats.]

So when Peter asked Jesus, “How many times shall I forgive (Have mercy!) someone who sins against me?” Peter thought seven was a really generous number.

But Jesus said, “Not seven times, but seventy times seven.” That’s 490 times. That’s more times than you should try to keep track of. Jesus meant that there’s no limit to how many times you should forgive (Have mercy!) someone.

Jesus told this story to show what He meant:

A servant works for a king, managing the king’s money. [First servant comes forward and works busily with the book.] One day the king sits down to look at his accounts. [The king takes the book and begins checking through it.] He discovers this man owes him millions, far more than the man could ever repay. [The king writes on a piece of paper and gives it to the servant.]

The king is angry. “Guards!” he yells, “Take this man, his wife, his children, and everything in his house. Sell them to repay the debt.” [The guards grab the man.]

The man falls on his knees and begs for mercy. “Please! Give me time,” he pleads. “I will repay everything I owe.”

The king knows that if the man saves everything he earns for the rest of his life, he could never repay half of the debt. But even so, the king feels sorry for the man. The king takes the paper and writes across it: canceled. The servant goes free.

As soon as the king’s servant leaves, he meets another servant who owes him money. Now, this second servant owes him a denarius, about a day’s wage (Matthew 20:2). The first servant grabs the second by the neck and begins choking him. “Pay back the money you owe me,” he demands.
“Please be patient with me,” begs the second servant. “Give me time, and I will pay back everything I owe you.”

But the first servant refuses. “Pay up now,” he growls. And he has the second servant thrown into prison. ‘Stay there until you can pay me,” he yells.

Other servants of the king, seeing the whole thing, run and report it to the king. [The servants whisper in the king’s ear and point to the wicked servant.]

“Bring that wicked servant to me,” the king demands. [The first servant comes forward.] “You wicked servant,” the king storms. ‘I took mercy on you! I canceled millions in debt for you. Couldn’t you have shown mercy to your friend and forgiven (Have mercy!) him the little bit that he owes you?” And the king had the first man thrown in prison. [The guards lead him to prison. The king then walks by the prison and wags his finger at the man.] “You stay there until you can repay every penny.”

“And that,” said Jesus, “is what happens to those who do not forgive.” (Have mercy!) Jesus was telling His disciples that they should forgive others just as God forgives them. And He wants us to do the same. Remember our message:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.

Debriefing

Write each question that follows on a small piece of paper and tape (or tie) the paper to a piece of colored yarn. Cut the yarn to different lengths and leave one end of each piece hanging out of a small box. Allow a child to choose a piece of yarn and pull it, then either read the question or choose someone else to read it.

1. Does God really want us to count how many times we forgive?  
2. How was the first servant like you and me? (He was forgiven a lot; he refused to forgive; he forgot that God wants us to forgive out of love.)

3. How do you think the king felt after he forgave such a big debt?  
4. Did the king forgive out of love? How do you know?

Memory Verse

Say: This is the Bible verse we want to remember today: “Forgive your brother or sister from your heart” (Matthew 18:35). Show the signing for this verse as you say it again. Repeat. Have children repeat several times. Brush your right hand over your left, palms together, then say: Why do you suppose this sign is used for forgiveness? (It is like erasing something from your memory.) Let’s remember today’s message:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.

Bible Study

Say: The Bible has many verses about forgiveness. Let’s read a few of them. Have all the children find the same verse, one verse at a time. Adults assist as needed. Have each verse read aloud, then discuss it to be sure the children understand its meaning.


Say: Why should we forgive others? One reason is that Jesus has forgiven us. Let’s read about this in the Bible. Assign the texts below and have them read aloud. Be sure the children understand what each text teaches.

Psalm 85:2  Ephesians 1:7  Colossians 1:13, 14  Colossians 3:13  1 John 1:9  1 John 2:12
Debriefing
Say: These texts tell us that Jesus is always willing to forgive us when we do wrong, if we are really sorry. What do you think about that? How does knowing this affect us when others ask us to forgive them? (Knowing that Jesus forgives us makes it easier for us to forgive others.) Remember our message:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.
Say that with me.

Applying the Lesson

A. Eraser Board
Ask the children to name as many things a child their age might do for which they would need forgiveness. List them one by one where all can see.

List the first one, then erase it and write the next one. Keep writing and erasing until you have listed at least 10 things.

Debriefing
Discuss the significance of starting clean, sinning, and being forgiven, thus having their sins “erased” as they seek forgiveness. Remind them that God is always ready to forgive them when they ask Him to, no matter what the sin is or how often they seek forgiveness.

Read and discuss Isaiah 1:18 together. Ask: How often can you ask God to forgive you for something? (As often as you feel the need.) How does this help us when we need to forgive others? (Because God forgives us, we should be willing to forgive others.) Let’s remember our message:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.
Say that with me.

B. Forgiveness Circle
Have the children sit or stand in a circle. (Large class: Form several circles.) Ask them to ask forgiveness of the person on their right for a made-up transgression. For example: “I’m sorry I kicked you. Please forgive me.” Or “I’m sorry I yelled at you. Please forgive me.” Go around the circle at least twice.

Debriefing
Ask: How did you feel when you were asking for forgiveness? (Strange asking for forgiveness for something I hadn’t done; OK; etc.) How did it feel to be forgiven? (OK; good; all right; etc.) Find and read Matthew 18:21, 22 together.

Ask: What did Jesus mean when He said “seventy times seven”? Does that mean that we should count the number of times we forgive someone? Be sure the children understand that Jesus meant an unlimited spirit of forgiveness. Remind the children that it isn’t so much how many times you forgive someone—it is the spirit of forgiveness. Let’s say our message together:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.
Say that with me.
Sharing the Lesson

Share-a-Heart

Give each child a large paper heart (see page 140) and art supplies. Have the children cut out the heart, decorate it, write the memory verse on one side, and on the other side write “God loves us and forgives us.” As the children work, ask them to think of someone with whom they would like to share their paper heart.

Debriefing

Say: Have you thought of someone with whom you want to share your paper heart? Take it home with you and share it with them sometime this week. Tell them what forgiveness means to you.

Is there someone you need to talk to this week? someone from whom you need forgiveness or someone you need to forgive? Think about it, then pray about it. God will help you. Let’s say today’s message together once again:

GOD WANTS ME TO FORGIVE OTHERS FROM MY HEART.

Closing

Have the children stand in a circle. Ask God to help them to be ready to forgive others who may wrong them, and to help them say they are sorry when they do something wrong. Thank God for always being ready to forgive us.

You Need:

• large paper hearts (see p. 140)
• scissors
• art supplies
• liquid glue and glitter
• pens or markers
Have you ever been so angry at someone that it was hard to forgive them?

One day Peter asked Jesus, “How many times shall I forgive someone who sins against me? Seven times?” In Jesus’ time the priests and rabbis taught that people had to forgive a person only three times. So Peter may have thought he was being generous by suggesting the number seven.

Not seven times, Jesus said, but 70 times seven. That’s 490 times! Wouldn’t it be hard to keep track of that number of times for each person we have to forgive? Jesus said that big number because He does not want us to count the times we forgive someone. Instead, we should be willing and ready to forgive others. Then Jesus told a story to make His point.

A certain man worked for a king, managing the king’s money. One day the king sat down to look at his accounts. He discovered this man’s account was millions in debt, far more than the man could ever repay. The king ordered the man, his wife, his children, and everything he owned to be sold. All the money would help repay the debt.

The man fell on his knees and begged for mercy. “Give me time,” he said, “and I will repay everything I owe.” The king knew the man could never repay so much money. He felt sorry for the man, so he canceled the debt and let him go.

The king’s servant was so relieved he rushed away. On his way out he met another servant—one who owed him some money. It was just a little bit, about a day’s wages. The king’s servant grabbed the second man by the neck. He began choking him. “Pay back the money you owe me,” he demanded.

“Please be patient with me,” begged the second man. “Give me time, and I will pay back everything I owe you.” But the king’s servant refused. He had the second man thrown in prison until he could pay the debt.

Other servants of the king saw the whole thing. They immediately reported it to the king. The king called the first servant back. “You wicked servant,” he stormed. “I canceled millions you owed me. Shouldn’t you have had the same mercy on someone else? Someone who owed you so little?” And the king had his servant taken away to prison.

We are sometimes like the king’s servant. He owed more money than he could ever repay. He wanted forgiveness, but was unwilling to forgive others. But just as the king forgave his servant, God
has forgiven our sins. And since God has forgiven us, He asks us to treat others with mercy, kindness, and forgiveness.

Daily Activities

**Sabbath**
- Play quiet music as you and your family read the lesson story together. How much is 70 times seven?
- Think of something for which you need forgiveness. Then think of someone you need to forgive. Talk about it together and decide what to do.
- Read the memory verse together.
- Pray for someone who has been unkind to you.

**Sunday**
- During worship today, read Matthew 18:21-35. Act out the story.
- Ask your parents to show you the bills they get each month. Think about the money the king’s servant owed. Hold up your parents’ smallest bill. Think about the amount the second man owed the king’s servant. Who owed more?
- Ask God to help your family use money wisely.

**Monday**
- Before worship time, draw pictures about the lesson story. Then use the pictures to tell the story to your family during worship.
- Discuss together: When someone asks you for forgiveness, is it easy to forgive? What if you have to keep forgiving for the same thing? Read and discuss Matthew 18:21, 22 together. Say the memory verse to three different people.
- Pray that God will help you to forgive others.

**Tuesday**
- Before worship, cut out a small heart from an empty plastic bottle. Punch a hole in the heart and thread a six-inch (15-centimeter) length of yarn through it. Put the heart in an ice cube tray, with the loose end of the yarn staying out of the tray. Add water. Put the tray in the freezer. Save this for worship tomorrow.
- During worship, read Matthew 18:23-27 together. Draw a face that shows how you feel when you forgive someone. Draw a face that shows how you feel when you ask for forgiveness.
- Say the memory verse together. What word could be used instead of “heart”?

**Wednesday**
- During family worship, discuss: Why is it often hard to forgive someone? Read Matthew 24:12 together.
- Take the ice cube tray with the frozen heart out of the freezer. Sin makes our hearts (our attitudes, our lives) cold. People with cold hearts don’t want to forgive or treat others well. What could melt this cold heart? (Use a paper or cloth towel. Try to melt the ice and free the heart.) Only Jesus can thaw our cold hearts. As we let Him live in our hearts, we will be forgiving and caring.
- Draw the memory verse with pictures instead of words.
- Pray for a kind, forgiving heart.

**Thursday**
- Read Matthew 6:12, 14 for family worship. What was Jesus doing when He said these words? Pray for people who have wronged you. Pray that you will forgive from your heart.
- Imagine that you are the king in your lesson. What would you say to the servant who couldn’t pay? Compare your answer to Matthew 18:27.
- Play, sing, hum, or listen to “He Has Shown Thee (Micah 6:8)” (He Is Our Song, no. 125).

**Friday**
- For worship, do a charade of the lesson story.
- Write or draw about something wrong you have done. Pray now and ask Jesus to forgive you. Jesus forgives you and gives you a new heart (a new attitude).
- Make a small red paper heart. Add or draw a picture of Jesus as a symbol of the new heart He gives you. Read Ezekiel 11:19 and Ephesians 4:32 together.
- Pray for kind hearts that will always be ready to forgive others.
References
Matthew 20:1-16; Christ’s Object Lessons, pp. 396-404

Memory Verse
“God does not show favoritism” (Acts 10:34).

Objectives
The children will:
Know that God does not favor people.
Feel glad that God treats us better than we deserve.
Respond by treating others as He treats us.

The Message
God wants us to treat others as He treats us.

Payday at the Vineyard

Monthly Theme
We treat each other as God treats us.

The Bible Lesson at a Glance
A landowner begins hiring men early in the morning to work in his vineyard. He agrees to pay them a fair wage for a day’s work. At various times during the day he hires other workers, right up to one hour before quitting time. At quitting time the vineyard owner tells his foreman to pay the workers, starting with the ones who were hired last. No matter how long they had worked, each worker is paid the same amount. The workers who worked longest complain. The landowner reminds them that he paid them what they agreed to.

This is a lesson about community.
God treats people well not because they have earned it, but because He is a loving God who treats people better than they deserve. God does not show favoritism. In response to His marvelous grace God wants His people to treat others the way He treats them—with love and acceptance.

Teacher Enrichment
The first hour would be at 6:00 a.m.; the third hour, 9:00 a.m.; the sixth hour, noon; the ninth hour, 3:00 p.m.; the eleventh hour, 5:00 p.m. During the day workers would gather in the marketplace. The employers would go there and hire workers for the day or part of it. This is still a common practice in some parts of the world.

Room Decorations
See Lesson 1.
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. Who's More Important? B. Line Up!</td>
<td>old magazines, scissors, glue, tape, construction paper, Bible</td>
</tr>
<tr>
<td>2 Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship Songbook Mission Offering Prayer</td>
<td>none</td>
</tr>
<tr>
<td>2 Any Time</td>
<td>up to 10</td>
<td>Fellowship Mission Offering Prayer</td>
<td>none</td>
</tr>
<tr>
<td>3 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story Memory Verse Bible Study</td>
<td>farmer’s hat, small pieces of paper with questions written on them (see Debriefing) Bible, six inflated balloons, marker Bibles</td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td>Fair or Unfair?</td>
<td>Bibles</td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td>Do Unto Others</td>
<td>coupons (see p. 141), pens or pencils</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.
Welcome students at the door. Ask them how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities

Select the activity that is most appropriate for your situation.

A. Who’s More Important?

Ask each student to cut five pictures of people out of an old magazine. Encourage them to find pictures of a wide variety of people (homeless, children, elderly, professionals, celebrities, etc.) and to be creative with cutting and cropping. Tape or glue each picture to a separate piece of construction paper, and tape each paper to a wall or door. Ask the students to help you arrange the pictures according to which person is most important.

Debriefing

Ask: Where would you put your own picture in this lineup? Why did you choose some people as more important than others? Read aloud Acts 10:34. Does God see one person as more important or more valuable than another? How would God arrange these pictures? (All would be equal.) Today’s message is:

GOD WANTS US TO TREAT OTHERS AS HE TREATS US.

Say that with me.

B. Line Up!

Tell the students to line up so you can give them a surprise. Be sure to designate a place as the head of the line and allow them to struggle a little for the first place in line. Once they are lined up, begin at the back of the line and distribute small gifts (stickers, flowers, pencils, etc.).

Debriefing

Ask: How did you feel when the last person got the surprise first? Whom do we often consider to be “the first”? (the best looking, the richest, the smartest, etc.) Whom do we often consider to be “the last”? (the less attractive, the poor, those who are clumsy or not as intelligent, etc.) Read aloud Matthew 20:16. What does this verse tell us about how God sees people? about how we should treat others? Today’s message is:

GOD WANTS US TO TREAT OTHERS AS HE TREATS US.

Say that with me.
Fellowship
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

Suggested Songs
‘We Are His Hands’ *(Sing for Joy*, no. 129)
‘The Family of God’ *(Sing for Joy*, no. 139)
‘We Are the Church’ *(Sing for Joy*, no. 141)
‘Wonderful, Wonderful’ *(Sing for Joy*, no. 39)

Mission
Share a story from *Children’s Mission*. Help the children identify a situation where someone received more than they deserved or treated someone else better than they deserved.

Offering
Remind the children that all our material blessings come from God. Just as God treats us better than we deserve, we share His love when we give so that others can know Him.

You Need:
• heart-shaped container

Prayer
Invite each child to think of someone he or she doesn’t like. Suggest that they now pray silently for that person, asking God to treat the person better than they want to. Allow time for silent prayer. Then close the prayer time by thanking God for loving us so much that He treats us better than we deserve.
Bible Lesson

Experiencing the Story

Before telling the story, put on a hat that a farmer might wear. Inside the crown, stuff papers with the questions from the Debriefing written on them.

Form three groups as shown in the box below. Each group listed in column 1 listens for certain words, indicated in column 2. When they hear those words, do the action indicated in column 3.

Read or tell the story.

The kingdom of heaven is like a farmer who owned a huge vineyard. Every day the farmer went down to the marketplace. Lots of workers (ALL: Dig) were standing around shouting and looking for work. And the farmer would take workers (ALL: Dig) back to help him.

One day the farmer wanted to make juice from his ripe grapes, so he hurried to the marketplace at 6:00 in the morning. (EARLY BIRDS: Stand and stretch.)

So the farmer hired these early birds at 6:00 in the morning. (EARLY BIRDS: Stand and stretch.) And he agreed to pay them the usual pay for a day’s work.

Later that morning the farmer came back to the marketplace and hired some more workers. (ALL: Dig.) And soon they were busy picking grapes in the vineyard.

The farmer went to the marketplace again at noon. (NOONERS: Pick grapes.)

Again he found workers (ALL: Dig) standing around. So he said to the people he hired at noon (NOONERS: Pick grapes), “Go to my vineyard, and I’ll pay you what is right.” And soon they were busily picking grapes in the vineyard.

The farmer returned to the marketplace late in the afternoon (LATE-COMERS: Run in place). Again he found workers (ALL: Dig) standing around. “Go to my vineyard, and I’ll pay you what is right,” he told them. And soon they were busy picking grapes in the vineyard.

At 6:00 the farmer rang the bell for the harvesting to stop. The farmer told his foreman to pay the workers (ALL: Dig) for their day’s work, beginning with those who were hired last. What time did they start? (Late in the afternoon.) So all the workers (ALL: Dig) gathered around to be paid.

When the early birds (stand and stretch) saw that the latecomers (run in place) were paid a full day’s wage, they were excited. “Wow! All that for a couple hours of work,” they said. “How much more it will be for us because we worked all day.” But when the farmer paid them, they received no extra, just the full day’s pay they had been promised.

“Wait!” they cried. “This is not fair. Those latecomers (run in place) worked only for two or three hours. But they got a full day’s pay!”

“Am I being unfair to you?” the landowner asked. “You agreed to work for the usual pay for a day’s work, and that’s

<table>
<thead>
<tr>
<th>Group</th>
<th>Identifying Phrase</th>
<th>Group Stands and Does Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Birds</td>
<td>“6:00 in the morning”</td>
<td>Stand and stretch.</td>
</tr>
<tr>
<td>Nooners</td>
<td>“At noon”</td>
<td>Pretend to pick grapes.</td>
</tr>
<tr>
<td>Latecomers</td>
<td>“Late in the afternoon”</td>
<td>Run in place.</td>
</tr>
<tr>
<td>All</td>
<td>“Workers”</td>
<td>Pretend to dig.</td>
</tr>
</tbody>
</table>
what I’m paying you. Now I want to treat this **latecomer (run in place)** better than he deserves. Can’t I do that with my own money?*

And then the **workers (ALL: Dig)** knew that God treats all people better than they deserve. And He does not favor people.

**Debriefing**

At the end of the story, take off your hat and call volunteers to select a question. They can read the question themselves or ask someone else to read it. The person who reads the question chooses a volunteer to answer it.

1. Why were the early bird workers upset with the farmer? (Because he paid the latecomers so much.)

2. Did the farmer pay anyone less than he deserved? (No, everyone got what they agreed to or more.)

3. How is God like the farmer? (He treats people better than they deserve; He treats people the same; He shows no favoritism; etc.)

4. What did you do to deserve the sunshine today? (Nothing.)

5. Name some gifts from God that you did nothing to deserve. (Accept any reasonable response.)

Ask: **If God treats us better than we deserve, how should we treat others?**

Say today’s message with me:

**GOD WANTS US TO TREAT OTHERS AS HE TREATS US.**

**Memory Verse**

In advance, print each word of the memory verse (<em>“God does not show favoritism”</em> [Acts 10:34]) on an inflated balloon. Write the reference on one of the balloons.

Read aloud Acts 10:34. Have the children form a line. The child with the first balloon says the word on the balloon and tosses it into the air. The second child says the second word, tosses their balloon in the air, catches the first balloon, and goes to the end of the line. The third child repeats the action. Continue until the verse has been said several times. If the balloon is missed, the person goes back and does it again. For even more fun, use two teams.

(Adapted from Barbara Manspeaker, compiler, *Quick Access: Children—Ideas for Ministry* [Lincoln, Nebr.: AdventSource, 1999], p. 2.)

**Bible Study**

Help the children find Matthew 20:1-16 in their Bibles. Divide the children who can read into three groups. Have one group read in unison the narration, one group read in unison what the landowner says, and one group read in unison what the workers say. The nonreaders can try to follow along in their Bibles or listen.

**Debriefing**

Allow response time as you ask:

**What would you have said to the farmer if you had been one of the first hired? Was the farmer showing favoritism?** (No, but he was treating latecomers better than they deserved.)

**Sometimes when God treats someone better than we think they deserve, we complain that God is not fair. God loves us all the same and has no favorites. God treats us all better than they deserve. If God treats everyone better than they deserve, how should we treat others?** (In the same way.) Let’s remember today’s message:

**GOD WANTS US TO TREAT OTHERS AS HE TREATS US.**

Say that with me.
Applying the Lesson

Fair or Unfair?
Read the following scenarios to the children one at a time. After each, ask: Is it fair or unfair? How would you feel in that situation?

You are left out of the midweek soccer team because you will not play in the Saturday league.

You have saved for a long time and finally bought a new MP3 player for yourself. Then someone buys an identical player and gives it to your brother or sister.

Someone else won a game your class is playing together. You know they cheated.

You come in first to win a race, but everyone who ran is given the same prize.

You and your brother (or sister) have been asked to cut the grass and clean up the yard after school. You cut the grass, but your brother (or sister) plays with friends. Your father thanks you both for doing the work.

You and your sister (or brother) are supposed to go to bed at 8:00. Your sister (or brother) plays with friends instead of doing homework after school. You do your homework, then play. When bedtime comes, your sister (or brother) is allowed to stay up late to get her (or his) homework done.

Debriefing
Allow response time as you ask: How does God want us to treat each other when things seem unfair? Let’s read Matthew 5:43-48 together. Allow time. If we are to treat others as God would treat them, what should we do in all these situations? (Treat people better than they deserve.)

Isn’t it good to know that God loves us and treats us the same even when things that seem unfair happen? Let’s remember our message. Say it with me.

GOD WANTS US TO TREAT OTHERS AS HE TREATS US.
Sharing the Lesson

Do Unto Others

Say: Today we have talked about how things sometimes seem unfair and how God wants us to treat others as He does. It may seem unfair that you are asked to do chores someone else in your family is supposed to do. Or that you have to give up something so someone else can have something.

Think of such a situation. Maybe something one of your parents has to do, or a time a brother or sister needs something. Think of a way you can treat them as God wants you to. Then complete this coupon. (See page 141.)

Debriefing

Form pairs and have the children tell each other what they will do and practice what they will say when they give their coupon to a family member. Then have the group get back together. Say: Take your coupon home and share it with someone in your family. Tell them what you have learned today and how you want to treat others. Share today’s message with them. Remember . . .

GOD WANTS US TO TREAT OTHERS AS HE TREATS US.

Closing

In a closing prayer, ask God to bless each child as they try to treat others as He would treat them today and every day.

You Need:

• coupons (see p. 141)
• pens or pencils
Payday at the Vineyard

John was busy raking leaves in his yard. After an hour, his friend Liam came by and offered to help. John found another rake, and the two boys worked together.

Two hours later they were done with the job. John’s father was very pleased. He gave each boy some money to say “thank you.” John and Liam received the same pay, even though John had worked one hour more. John thought to himself, This is not fair. Then he remembered a story Jesus told about fairness.

In Jesus’ time, men would gather in the marketplace at 6:00 in the morning. There they would wait for someone to come and hire them. One morning a vineyard owner came looking for workers. At 6:00 he hired some men. He agreed to pay them the usual pay for 12 hours of work.

At 9:00 he came back to the marketplace. He saw men still standing around. “Go work in my vineyard, and I’ll pay you what is right,” he told them. At noon and at 3:00 he hired more men. Again at 5:00 in the afternoon—just one hour before quitting time—he did the same thing.

At 6:00 in the evening the landowner told his foreman to pay the workers. He should begin with those who were hired last and end with those who were hired first.

First the foreman paid those who had worked only an hour. He gave them a full day’s pay. Then he paid those who worked for three hours. He gave them a full day’s pay too.

Those who were hired first began to smile. They were sure they would receive more. After all, they had worked longer and harder than the others. It would only be fair, wouldn’t it? But when they received their pay, their smiles turned to frowns. They got the same pay as everyone else!

“Wait!” they complained. “Those men worked only an hour. You made them equal to us. We did most of the work, and in the heat of the day, too.”

“I’m not being unfair to you,” said the landowner. “You agreed to work for the usual pay for a day’s work. That’s what I’m paying you. I can do what I want to with my money. Don’t be jealous because I am generous.”

And then Jesus said it again. “The last will be first, and the first will be last.”

Do you think it’s fair? You may not. And that’s the point Jesus was making. God does not treat us the way we deserve. God treats us much, much better than that. It is His grace that saves all of us, those who accept Him at the last minute and those who accept Him early. God doesn’t have to save any of us. He does it because He loves us.

Do you treat others in God’s family the same way God has treated you? When someone is mean to you, do you treat them with love and kindness? Try to treat others as God treats us.

References
Matthew 20:1-16; Christ’s Object Lessons, pp. 396-404

Memory Verse
“God does not show favoritism” (Acts 10:34).

The Message
God wants us to treat others as He treats us.
Daily Activities

Sabbath
- If possible, have an adult family member take you to a field or vineyard and read your lesson story together. Imagine that you are in the vineyard in your story, watching the workers.
- Read the memory verse in Acts 10:34, last part. Tell what it means. Make six cutouts of a cluster of grapes. Write one word from your memory verse on each. Write the reference on the last cluster cutout.
- Pray for people who work on farms.

Sunday
- During family worship read the lesson story in the Bible (Matthew 20:1-16).
- Make a list of some of your favorite things, such as toys, clothes, pictures. Put your most favorite item on top of the list, followed by your next favorite thing, etc. Now make a list of your friends. Put your favorite friend first, your next favorite friend next, etc. Does God have a “people list” like that?
- Pray for your friends.
- Arrange your memory verse cutouts in order. Then read or say the verse.

Monday
- For family worship, read John 13:35 together. Think of ways you can treat your family better. Draw a picture to show how. Put your picture where you can see it every day. Pray as a family that you will treat each other as God treats you.
- Arrange your memory verse cutouts in order. Then say the memory verse for your family.

Tuesday
- During family worship, think of ways you can treat people at school or church better. Plan how your family can do these things. Read John 13:35 again.
- Say your memory verse together.
- Play, sing, hum, or listen to “The Family of God” (Sing for Joy, no. 139).

Wednesday
- With your family, read Romans 2:11. How should you treat those you don’t know? What can you and your family do for someone you don’t know? Remember, God treats everyone better than they deserve.
- Pray for opportunities to treat others kindly.
- Arrange your memory verse cutouts in the right order and say your memory verse out loud.

Thursday
- For family worship, serve grape juice to everyone in your family. While they drink, tell your lesson story in your own words.
- Read together Luke 23:39-43. Tell how Jesus treated one of the thieves who was crucified next to Him. How is this story like your lesson story?
- Say your memory verse from memory.
- Ask Jesus to help you not to play favorites.

Friday
- Make a clay model or draw a picture of three people you have a hard time loving. Why do you feel that way? Discuss your reasons with your family during worship. Pray together for power to treat others as Jesus would. Read John 15:12 together.
- Share your experiences this week in treating others well. How did you feel?
- Act out this week’s Bible lesson. Or draw pictures and use them to tell the story to your family. Close by saying your memory verse.
Loving the Unlovable

Monthly Theme
We treat each other as God treats us.

The Bible Lesson at a Glance
Simon the Pharisee is having a feast at his house. Jesus and His disciples are invited. During dinner, Mary, an uninvited and unwelcome woman who had lived a sinful life, comes in and weeps at Jesus’ feet. She wets His feet with her tears, wipes them with her hair, and then pours perfume on them from an alabaster box. Simon and others are unhappy about this. Jesus defends Mary by pointing out to Simon that Mary was forgiven a lot and therefore loves Him a lot.

This is a lesson about community.
Jesus treated Mary with respect and included her in His circle of friends, even though she was rejected and scorned by many others. His followers will do the same to all including the least lovable.

Teacher Enrichment
When a guest (especially a rabbi) entered a house to attend a feast three things were done. The host placed his hand on the guest’s shoulder and gave him the kiss of peace, cool water was poured over the guest’s feet to cleanse and comfort them, and either a pinch of sweet-smelling incense was burned or a drop of attar of roses was placed on the guest’s head. In this instance none of these three customs was performed. (See William Barclay, The Gospel of Luke [Westminster Press, 1975], p. 94.)

Guests at a feast removed their sandals before the meal and reclined on their left side on the couches on three sides of the table, with their left elbow resting on the table and their feet at the lower end of the couch, away from the table. This made it comparatively simple for Mary to “anoint” the feet of Jesus without being noticed until the aromatic scent of the perfumed ointment filled the room. (See The SDA Bible Commentary, vol. 5, p. 762.)

Room Decorations
See Lesson 1.
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. On the Outside</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The Nose Knows</td>
<td>baby food jars, cotton balls, scented materials such as vanilla extract, ground cinnamon, cloves, lemon juice, orange juice, chocolate</td>
</tr>
<tr>
<td>Any Time Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship Songbook</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td><em>Sing for Joy</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td><em>Children’s Mission</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>heart-shaped container</td>
</tr>
<tr>
<td>2 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td><em>Let’s Sing Sabbath Songs</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td>Bibles</td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td>A. Helping Hand</td>
<td>light object, heavy object, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Who Is the Leader?</td>
<td>none</td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td>Special Containers for Special People</td>
<td>small containers; art materials; small gift such as a flower, piece of candy, or some other treat; note paper; pens or pencils; Bibles</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity that is most appropriate for your situation.

A. On the Outside
Form groups of five or more children. Ask all but one child in each group to form a tight circle and close up all the space so no one can get inside. Then have the child on the outside try to get inside the circle. Tell those in the circle not to let him or her inside. After two minutes, call time and select another child to be outside the circle. Repeat the activity until everyone has had a turn inside and outside the circle.

Debriefing
Say: How did you feel when you were kept out of the circle? (unhappy, confused, sad, left out) How did you feel about keeping others out of your circle? (wanted to keep them out, wanted to let them in, didn’t care) Have you ever felt shut out of a group or an activity? What did you do about it? What can you do when you see that someone is being left out? (Invite them in. Make them a part of the group. Ask them to work with you. Share with them.) Today’s message is:

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.
Say that with me.

B. The Nose Knows
Line baby food or other small jars with cotton balls so students won’t be able to see inside. Into each, drop a scented material. (See list in the box.) Place another cotton ball on top of the scent so students won’t be able to see inside (or have students close their eyes and wave the bottle under their noses). See how many scents they can recognize.

Debriefing
Ask: Why are smells important? (They help us taste our food; they give us clues to what’s going on around us; they just smell good.) We’re talking about smells today because our Bible story is about a woman who did something important with some perfume. Some people thought Jesus shouldn’t have had anything to do with this woman. But that’s not Jesus’ way. Today’s message is:

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.
Say that with me.

You Need:
• baby food or other small jars
• cotton balls
• scented materials such as flower petals, perfume, vanilla extract, ground cinnamon, cloves, lemon juice, orange juice, chocolate

1
Prayer and Praise

Fellowship
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to all visitors and introduce each by name. Acknowledge birthdays or special events.

Suggested Songs
- “We Are His Hands” (Sing for Joy, no. 129)
- “The Family of God” (Sing for Joy, no. 139)
- “We Are the Church” (Sing for Joy, no. 141)
- “I’m So Happy” (Sing for Joy, no. 65)

Mission
Use a story from Children’s Mission.

Offering
Collect the offering in a heart-shaped container.

Prayer
Ask each child to think of someone to whom they should show more respect. Ask the children to think of that person as you ask God to help each child to treat people with love and respect.
Bible Lesson

Experiencing the Story

Dress volunteers in Bible-times costumes and act out the story together. Do not expect students to speak their part. They get involved as you prompt them while telling the story. For a really unforgettable experience, clear out the chairs and have lots of cushions and pillows on the floor so everyone can be part of the feast.

Characters:
A rabbi, mother, father, child, servant, Jesus, Martha, Mary, Simon, disciples, guests

Read or tell the story.
A knock is heard and a child runs to answer the door. The rabbi, an honored teacher, has come to visit. So the child invites the rabbi to step inside and then politely says, “Father, Mother, it is the rabbi.”

Immediately the child’s father steps forward. “Welcome,” he says, and placing his right hand on the rabbi’s shoulder, he gives the kiss of peace.

While the father offers the rabbi a cushion to sit on, the mother calls a servant to bring a towel, a bowl, and a jug of water. The servant pours the water over the rabbi’s feet and then dries them with a towel.

The father then touches a little scented oil on the rabbi’s forehead and feet. The father puts a bit of scented perfume on the “rabbi’s” forehead and feet. These three rituals were always performed to show respect to a rabbi.

Martha helps him. Simon counts to see if they have enough cushions. Martha checks that the food is ready. Simon plans where everyone will sit.

Then the guests begin to arrive. Simon greets each one. The “disciples” and “guests” enter one by one and sit on the cushions. They remove their sandals and sit down, leaning on the cushions with their feet stretched out in front of them.

Simon welcomes all of his guests and asks a blessing on the food. Simon opens the perfume bottle and pretend to pour the contents on Jesus’ feet.

As the perfume fills the air, the other guests look about. What is Mary doing? they wonder. Simon is not pleased. Jesus had healed him of leprosy. To show his thanks, Simon has arranged this feast for Jesus and invited lots of important people. They all know that Mary has been a bad woman. She is not one of the important people. Simon wishes she had not come.

But Mary is not thinking about anything except Jesus and how much she loves Him. Her tears of love and thanks flow into the ointment, and she kneels down and wipes Jesus’ feet with her long, flowing hair.

As the perfume fills the whole room, people talk. You Need:

- Bible-times costumes
- cushions
- pita bread in a basket
- bowl of fruit
- empty bowls
- baskets of pretend food
- bowl for washing
- jug of water
- large bottle of perfume or cologne
- wig of long hair (optional)
- Bible

www.gracelink.net/primary
have been sold and the money given to the poor.”

Simon wonders why Jesus allows such an unimportant person to touch Him. Jesus knows what Simon is thinking. He knows what Mary is feeling.

“Leave her alone,” Jesus says. “She has done a beautiful thing. When I came into your house, you didn’t wash My feet, you didn’t pour oil on My head, you didn’t give Me a kiss. This woman has been forgiven a lot, and she loves Me a lot.”

Then Jesus promises that people everywhere will hear Mary’s story. This story will help them to understand that God loves and accepts everybody, including those who are left out.

Debriefing
Allow response time as you ask:
What do you suppose Mary was thinking as she cried and put expensive perfume on Jesus’ feet? What were the proud people in the story thinking? What was Jesus thinking?
What would you do if you were in a group of people and all of a sudden you smelled perfume? Read aloud John 12:3. Do you think it was easy for Mary to do that without being noticed? (No, the smell filled the whole house.) How do you think she felt when everyone began looking at her? If you see someone who is embarrassed, what would you do? What does our message say?

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.

Memory Verse
Read aloud 1 Peter 2:17 and discuss its meaning.

Sing the memory verse to the tune of “Sing, Ev’ryone, Sing” (Let’s Sing Sabbath Songs, no. 17) or use a familiar song of your choice.

Show proper respect.
Show proper respect.
Show proper respect in all that you do and say.
Show proper respect.

Love the brotherhood.
Love the brotherhood.
Love the brotherhood of all the believers.
Love the brotherhood.

Bible Study
Say: The story of Simon’s feast is found in four books of the Bible—Matthew, Mark, Luke, and John—called “the Gospels.” We are going to read the same story in these four places.

Have adults assist as needed. Have children read aloud the following texts, one text each.
Matthew 26:6-13 Mark 14:3-9

Debriefing
Ask: What did we learn about Simon from these texts? (He had been a leper. Jesus had healed him.) Who criticized Mary? (Judas and some of the Pharisees) What did Simon think about Mary’s actions? (He thought Jesus could not be a prophet if He did not know that Mary was a “terrible sinner.”) What did Jesus think about Mary’s actions? (She was showing how thankful she was because He had forgiven her sins.)

Are there times we think unkind thoughts about people? (Yes.) After reading this story, what should we do about that? (We should try to think kind thoughts and include everyone, especially people who are treated poorly or left out of things.) What does our message say?

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.

You Need:
• Bibles
• Let’s Sing Sabbath Songs

www.gracelink.net/primary LESSON THREE 35
Applying the Lesson

A. Helping Hand
In advance, select two children to participate in this activity and tell them what to do and say. Give one child something very light to carry, such as a letter, and ask him or her to walk across the front of the room. Meet the child partway and offer to help carry the package. The child passes the light object to you and halfheartedly says, “Thank you.”

Give another child a heavy backpack or other large package and insist that he or she carry it across the front of the room. Let the child struggle for a while as he or she tries to carry it. Meet the child and offer to carry it. The child enthusiastically says, “THANK YOU!”

Debriefing
Say: Which of the two children was more grateful for my help? Jesus told Simon a story about this idea. Read it together in Luke 7:40-48, 50, then say: Jesus accepted and loved everyone, even people such as Mary, who did wrong things. Mary was helped a lot, so she loved Jesus a lot.

Do you know someone like Mary? Someone who has problems and perhaps is not accepted by your friends? Can you choose to love and accept that person this coming week? (Pause and give the children a few moments to think of someone. They should not share it.) Let’s say our message together:

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.

B. Who Is the Leader?
Ask for a volunteer to go outside the room. Have the rest of the children stand in a circle. Choose one person to be the leader, who will do actions that all the other children will follow. Then have the volunteer return to the class and stand in the center of the circle. The leader is to change actions when the volunteer is not looking. Change the leader several times and give several children the opportunity to be the volunteer who tries to discover who is the leader.

Debriefing
Allow response time as you ask: What was it like when you were trying to figure out who was leading the group? What did you think when you couldn’t figure out who was the leader?

Sometimes many of our friends are doing something, and we are not included. How does it feel to be left out? Have you ever been in a group that left others out? When that happens, what can you do?

How can you help include others in your activities? (Invite them to join you; pick them to be on your team; share something with them; ask them to help you; etc.) Let’s remember today’s message:

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.

Say that with me.

You Need:
• light object, such as a letter
• heavy backpack or other heavy container
• Bible
Sharing the Lesson

Special Containers for Special People

Have each child select and decorate a container. Tell them to put into the container a small gift such as a flower, piece of candy, or some other treat—along with a note that says “Jesus Loves You.” Invite them to go to a person who seems to have few friends and give him or her the container, saying, “I made this for you.”

Debriefing

Allow response time as you ask: To whom will you give your container? Allow time for discussion. Encourage the children to share the name. If they do not know, help them to think of someone in your church family.

Say: As you share your container with that special someone, think about what Jesus said in Matthew 25:40. Allow time to find and read the text aloud. “Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.” When we include others, we make them happy. And we make Jesus happy too. Let’s say today’s message together again.

GOD WANTS ME TO INCLUDE THOSE WHO GET LEFT OUT.

Closing

Gather the children in a circle so no one is left out. Offer a quiet prayer thanking God for each child and asking Him to help each one remember to include those around them who might be left out of things.

You Need:

- small containers
- art materials
- small gifts (must fit in containers)
- note cards or papers
- pens or pencils
- Bibles

www.gracelink.net/primary
Loving the Unlovable

When Rafael and his family moved to a new neighborhood, he felt lost. He felt lonely at his new school. Then one day a student came up to him in the hall and said, “Hi! I’m Karin. I’ve seen you, but I don’t know you yet. Come sit with me and my friends during lunch!” Someone else included people who were left out—Jesus. He was friends with everyone.

The dinner party at Simon’s house was the place to be. Simon was one of the leading Jewish rulers, and Jesus had healed his leprosy. To show his thanks, Simon planned a huge feast for Jesus. Everybody who was anybody came. Mary was there too. She was the kind of person people talked about, not to. Everyone knew she was a sinner. Everyone knew Jesus had ordered seven demons out of her. She probably hadn’t even been invited to the party. But since she followed Jesus everywhere, no one stopped her. They just wanted her to stay quietly in the background. Mary knew about her reputation. She knew she was not accepted in “polite” company. But she wanted to show Jesus how thankful she was. She had with her a small alabaster jar of perfumed ointment. When no one was looking, she poured the ointment over Jesus’ head and feet. Her tears of love and thanks flowed into the ointment. Quietly she knelt down and wiped Jesus’ feet with her long, flowing hair.

Probably no one would have noticed if it weren’t for the fragrance. It smelled so good and quickly filled the whole room. People started talking. “That stuff is expensive!” they whispered to each other. “It cost what a man earns in a whole year! If she had sold it, the money could have been given to the poor. What a waste!” Simon had a different thought. If Jesus really were a prophet, He wouldn’t let that woman touch Him. She’s a terrible sinner!

Mary was caught; and she was embarrassed. Jesus knew what Simon was thinking. He also knew what Mary was feeling. “Leave her alone,” He told the whisperers. “You’ll always have the poor with you, but you won’t always have Me. She has done a beautiful thing for Me.”

And then Jesus turned to Simon. “Two men owed money to the same moneylender,” He said. “One man owed 500 denari. The other owed 50 denari. The moneylender knew neither man could pay him back, so he canceled their debts. Which one do you think loved him more?”

“I suppose the one who had the bigger debt,” said Simon.

“You’re right,” said Jesus. “When I came into your house, you didn’t wash My feet. You didn’t pour oil on My head. You didn’t even give Me a kiss of peace. But this woman did all that and more. She has been forgiven for a lot, and she loves Me a lot.”

Jesus showed respect for Mary, the least-acceptable person at the party. He had even praised her efforts above Simon’s. The last person anyone would have expected became a good example.
That kind of respect took Mary by surprise. She was used to being unloved and left out. Now she was being appreciated.

We all know people like Mary—people who get ignored or picked on. Jesus treated Mary kindly. He made her feel wanted and respected. He wants to include every person in His family just as He included Mary. And He wants us to treat one another the same way He treats us.

**Daily Activities**

**Sabbath**
- Ask your family to sit as people did in Jesus’ day. Remove your shoes. Lie on your left side on a make-believe couch. Hold your feet away from a make-believe table, and lean on your left elbow. While in this position, share some food. Then read the Bible lesson story together. Imagine that the people in the story are with you. What are they thinking about? Talk about it together.
- Teach your memory verse to your family.

**Sunday**
- For family worship, sit around a table together. Serve only half of your family a sweet treat. Discuss how it feels to be left out. Then share with each other so everyone has some of the treat. Tell about people you have seen being left out. Talk about what you did or could have done to help them. Read James 3:17 together. What does this text mean to you?
- Say your memory verse together before prayer.

**Monday**
- Play “musical chairs” for family worship. (Play music, and suddenly stop it. Everyone must quickly find a seat.) Put out only enough chairs for about half of your family. Talk about how it feels to be left out.
- With your family, read aloud Luke 7:36-50. How did Jesus make a left-out woman feel included? What can you do to include others as Jesus did? Ask Him to help you.
- Say your memory verse from memory.

**Tuesday**
- During family worship, read Mark 14:5 together. Talk about Mary’s gift. One denarius was a day’s pay in Jesus’ time. Mary’s perfume cost more than 300 denari. Her gift was worth about a year’s wages! What does this tell you about Mary’s feelings for Jesus?
- Ask an adult to help you find out what a year’s wages are today.
- If you could give Jesus a gift, what would it be? Draw a picture that tells. How much would you spend?
- Say your memory verse. Pray for the homeless in your town.

**Wednesday**
- During family worship, write a happy note to someone who is often forgotten (perhaps a person in a nursing home). Add a message from God, such as Jeremiah 31:3, and draw a picture on your note. Mail it or deliver it yourself. Pray for that person today.
- Sing “We Are His Hands” (*Sing for Joy*, no. 129).
- Say your memory verse to three people.

**Thursday**
- With your family, read Mark 14:1-9. What new things did you learn about this story?
- Recall a time you felt that someone left you out. Share how you felt. What will you do if you see someone left out at school?
- Tell or write what your memory verse means in your own words. Then pray for students at your school.

**Friday**
- Bring at least five different fragrant things to family worship (include good and bad smells). Have everyone take turns smelling them. Ask: Which smells good? Which smells bad? Which would you like to smell most often? Thank God for things that smell good.
- Read Matthew 7:12 together and talk about it. What is this verse often called?
- Retell the Bible lesson by sitting in a circle with your family. Ask each to add a sentence to the story. Start at the beginning and go around the circle. Say your memory verse at the end.
The Day Jesus Cried

Monthly Theme
We treat each other as God treats us.

The Bible Lesson at a Glance
Lazarus is ill. His sisters, Mary and Martha, send for Jesus. Before Jesus arrives at their home, Lazarus dies and is buried. He has been in the tomb for four days when Jesus arrives. Jesus weeps with the family, and they walk to the tomb. Jesus calls, “Lazarus, come forth.” Lazarus comes to life and rejoins his family.

This is a lesson about community.
Before Jesus comes again, people will experience sadness, death, and disappointment. There will be many opportunities for His children to show caring, empathy, and sympathy to one another during times of loss. God wants members of His family to openly show caring to one another as Jesus did when Lazarus died.

Teacher Enrichment
Normally in Palestine, because of the climate, burial followed death as quickly as possible. The finest spices and ointments were used to anoint the body. In the house of mourning there were set customs. As long as the body was in the house, the inhabitants were forbidden to eat meat or drink wine. No study was permitted. No food was to be prepared in the house or eaten in the presence of the body. All furniture was carried out or reversed and the mourners sat on the ground or on low stools. A week of deep mourning was followed by 30 days of light mourning. (See William Barclay, The Gospel of John [Philadelphia: Westminster Press, 1975], vol. 2, pp. 88, 89.)

‘Had Christ been in the sickroom, Lazarus would not have died; for Satan would have had no power over him. Death could not have aimed his dart at Lazarus in the presence of the Life-giver. . . . He suffered the enemy to exercise his power, that He might drive him back, a conquered foe. He permitted Lazarus to pass under the dominion of death; and the suffering sisters saw their brother laid in the grave” (The Desire of Ages, p. 528).

Room Decorations
See Lesson 1.
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. Birthday Traditions</td>
<td>cooked noodles, small pillow, snacks such as pretzels or crackers, party hats (optional), plates or napkins, Bible Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Friendship Circle</td>
<td></td>
</tr>
<tr>
<td>Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td>Sing for Joy Children’s Mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td>heart-shaped container</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td></td>
</tr>
<tr>
<td>2 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>Bible-times costumes, toilet paper, tape, sheet or blanket over a table to form a “tomb,” folding cot or rug long strip of paper, marker, rubber ball or wadded paper, Bible Bibles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td></td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td>A. Carrying Burdens</td>
<td>stones or bricks or books, basket or box, Bibles Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Put It to Work</td>
<td></td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td>A. Care Basket</td>
<td>basket filled with books, coloring books, games, activities, Bibles recent newspapers, paper, pens or pencils</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Weep and Rejoice</td>
<td></td>
</tr>
</tbody>
</table>

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

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities

Select the activity that is most appropriate for your situation.

A. Birthday Traditions

Demonstrate how birthdays are celebrated in different parts of the world. Bring in some cooked noodles and give a noodle to each child. Say: **In China people eat long noodles on their birthday to symbolize long life.**

Give one child a small pillow and ask her to lie on the floor and pretend to sleep. Invite the others to gather around and “wake her up” by singing “Happy Birthday.” Say: **In Mexico the birthday person is serenaded awake with a special birthday song.**

Give another child the pillow and ask him to pretend to sleep. Have the others “wake him up” and begin feeding him snacks, such as pretzels or crackers. Say: **In Sweden your family would wake you up early and feed you lots of cake.**

Distribute party hats and plates or napkins to all the children. Give each a few of the snacks. Say: **In the United States it’s customary to have a party and invite friends.**

Debriefing

Ask: **How do you celebrate birthdays in your family?** Allow time. **Why do you look forward to birthdays?** (get presents, good food, have fun, play games, etc.) **What are some other special family times?** (Thanksgiving, Christmas, Easter, etc.)

Being part of a family means that we share good times and bad. We like special celebrations, but sometimes bad things happen as well. What do we do when sad things happen? (We help and care for one another.) **Let’s read Romans 12:15 together.** Allow time. **In today’s lesson, a family is sad because someone died. We are part of the family that lives in our home, and we are also a part of God’s family. Sometimes people in God’s family need help when sad things happen. Today’s message tells us:**

**GOD WANTS ME TO CARE ABOUT OTHERS.**

Say that with me.

B. Friendship Circle

Seat the children in a small circle. (Large class: Form groups of six to eight.) Beginning with the teacher, go around the circle and have each person name something they like about the person to their right. As each child speaks, the teacher should add another affirmation, so each child will receive two statements of encouragement. If some children do not want to participate, ask adult helpers to either ask someone else to name something or name something themselves so no child goes without affirmation.

You Need:
- cooked noodles
- small pillow
- pretzels or crackers
- party hats (optional)
- paper plates or napkins
- Bible
Debriefing

Ask: **How do you feel when someone says nice things about you?** (good, happy, like it, etc.) **How do you feel when someone says unkind things about you?** (bad, sad, unhappy, angry with the person, etc.)

We are all part of God’s family, and He wants us to care for one another. One way we do this is by saying kind words. Another way is to show that we care when bad things happen. In today’s story, someone in a family dies and the others are sad. Let’s read Romans 12:15 together to find out what Jesus would want us to do at such a time. Allow time. **How do we do that?** We show them that we care by what we do and say. Today’s message says:

**GOD WANTS ME TO CARE ABOUT OTHERS.**

Say that with me.

---

Fellowship

Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

Suggested Songs

- “His Banner Over Me Is Love” (*Sing for Joy*, no. 25)
- “We Are His Hands” (*Sing for Joy*, no. 129)
- “Jesus Bids Us Shine” (*Sing for Joy*, no. 133)
- “The Family of God” (*Sing for Joy*, no. 139)

Mission

Share a story from *Children’s Mission*. Help the children identify caring in the story.

Offering

Point out that we show caring for others when we bring our offerings to help them learn about God.

Prayer

Try a popcorn prayer. Form a circle. Ask the children to close their eyes and say the names of people who need help. Have them do this like popcorn popping—speaking out from anywhere in the circle at any time. Also give them opportunity to add their personal requests in popcorn style. In closing, a teacher can thank God for others in our lives who care for us, and ask God to help us be aware of and help others who need our care.
Bible Lesson

Experiencing the Story

Characters: Mary, Martha, Lazarus, disciples, messenger, Jesus

Props: Bible-times costumes, toilet paper and tape, “tomb” (sheet or blanket placed over a table), cot or rug for a bed

Setting: Bethany—the town and the tomb. Up front, to one side, Lazarus in bed, Mary and Martha sit beside him weeping; on the other side up front is the “tomb.” Jesus and a few disciples are grouped some distance from the tomb (near the door, on the other side of the room).

Each time the words cry, weep, weeping, or wailing are said, the children should wipe their eyes as if wiping tears away.

Read or tell the story.

[Point to Jesus and disciples.] One day when Jesus was with His disciples, teaching and healing people, a messenger came running from Bethany. [Messenger runs from the class to Jesus.] “Come quickly!” the messenger begs. “Your friend Lazarus is ill. Mary and Martha need You.”

“I will come soon,” Jesus tells the messenger. [Messenger leaves.] But Jesus did not hurry. He stayed where He was for two more days, and then began walking to Bethany.

[Point toward the sisters.] Meanwhile Mary and Martha sit anxiously beside Lazarus’ bed. How they wish that Jesus were there. But He does not come. And Lazarus dies. Sadly the sisters watch as Lazarus’ body is prepared for burial.

[Have Lazarus stand up so that the entire class can get involved wrapping him in toilet paper. They use tape to fasten their pieces of paper. Please make sure that they do not cover his nose, eyes, or mouth. As they work, explain that the people wound the body in cloth with sweet-smelling flowers and herbs and ointments. The whole class then follows the body to the tomb. Lazarus enters it, and the “stone” is rolled into place.]

Mary and Martha and the mourners return home. They wail and weep [wipe eyes] four more days for Lazarus. At last a messenger hurries to Martha. “Jesus is down the road,” he says. Martha runs to meet Jesus, leaving Mary with the mourners. Martha meets Jesus just outside Bethany.

“If You had been here my brother wouldn’t have died,” she says. “I know that even now God will give You whatever You ask. You are the Christ, the Son of God.” And with new hope in her heart she runs to call her sister.

“Jesus is here,” she tells Mary, “and He is asking for you.” Mary jumps up and runs to Jesus. She falls at His feet and sobs, “Lord, if You had been here, my brother would not have died.” Jesus looks at the two weeping women [wipe eyes]. He understands their burden of sadness; His loving heart cares so much for them that Jesus weeps, too [wipe eyes].

Then together they walk over to the tomb and Jesus calls, “Lazarus, come forth.” Something stirs within the tomb and Lazarus walks out. Quickly the people unwind the grave clothes [people remove paper]. Jesus has lifted the heavy burden of sadness. All tears are gone, except tears of joy. Just as Jesus shared His friends’ burden, we can show caring when others are hurting.

Debriefing

Ask: How many of you have been at a place where someone is very sick, or at a funeral? Allow response time. Did today’s Bible story remind you of that? How did Jesus show that He cared.

You Need:
- Bible-times costumes
- toilet paper
- tape
- sheet or blanket thrown over a table to form a “tomb”
- folding cot or rug

www.gracelink.net/primary
when He was with Lazarus’ sad family and friends? (He came to visit them, cried with them, raised Lazarus to life.)

Jesus showed that He cared for Lazarus, Mary, and Martha. He wants us to follow His example and care for others. What can you do to show that you care for someone who is sad? (Visit them, offer to help them, pray with them, bring flowers, write notes, etc.) Let’s say our message together:

GOD WANTS ME TO CARE ABOUT OTHERS.

Memory Verse

Read aloud Galatians 6:2, first part. (“Carry each other’s burdens.”)

Write the memory verse in large letters on one long strip of paper. Have two children hold the paper strip so everyone can see it.

Point to the words as everyone reads the verse.

Throw out a ball and at the same time say the first word of the memory verse, “Carry.” The person who catches the ball says the next word, “each,” and then throws the ball quickly to someone else who catches it and adds the next word. The object is to get through the verse without missing a word. Repeat until all know the verse.

Bible Study

Say: The Bible has many verses that bring hope for someone who is sad or worried. Let’s find some of these verses in our Bibles. Perhaps you can share some of these verses to encourage someone.

Have adult helpers assist as needed. Have all the children find the same verse. (Large class: Form several small groups.) Have the verses read aloud:

Matthew 11:28  Psalm 68:19
1 Peter 5:7  Isaiah 41:10
Philippians 4:6, 7, 19  Revelation 21:4

Debriefing

Ask: How do you feel when you hear encouraging words? (hopeful, better, it helps, etc.) How can you use these verses to encourage others? Remember our message:

GOD WANTS ME TO CARE ABOUT OTHERS.

Say that with me.
Applying the Lesson

A. Carrying Burdens

Bring enough stones or bricks or books to make a heavy load for one child. Put a basket with a couple of the stones or bricks in a corner where the children can see it.

Ask one of the children to carry the basket over to you. Then talk about types of burdens: pain, sorrow, sickness, job loss, bad grades, broken relationship with a friend, not enough money, no food in the house.

As you mention these, put more stones into the basket. Ask the children to suggest more burdens people face and keep adding stones.

When it’s too heavy for a child to carry, ask the child who carried it over to take it back to the corner. When they give up or say they can’t, ask if someone else can. Then ask the students, How could we help lighten our friend’s load?

Let the children figure out a way to carry it back with more help. Encourage each child to “carry” one of the “burdens.”

Debriefing

Read Galatians 6:2 together. Ask: Although you could help someone else carry a heavy load, can you actually bear another person’s burden of pain, sorrow, or sickness? How can you bear some of the burdens you mentioned? (sympathize, share scriptures of hope and resurrection, pray) How does helping others make you feel? Allow response time, then have the children say the message with you.

GOD WANTS ME TO CARE ABOUT OTHERS.

B. Put It to Work

Read aloud Colossians 2:2, 3 and Psalm 68:19, then ask the children how they could react to the following situations:

1. The father of someone you know at school lost his job.
2. A new neighbor had a baby.
3. One of your parents’ friends had surgery.
4. Your friend’s grandmother died.

Debriefing

Ask: Can we actually feel the pain and loss someone else experiences? Does Jesus? Read and discuss together 1 Peter 5:7; Psalm 55:22; Matthew 11:28-30. Then have the children repeat the message with you.

GOD WANTS ME TO CARE ABOUT OTHERS.
A. Care Basket

Bring a basket to class labeled “Care Basket.” It can be filled with books, coloring books, games, and activities for use by any child in your Sabbath School group who may be sick and not attending. The basket will be delivered to that person’s house and returned the following Sabbath or whenever they are well or attending again.

Ask the children to bring additional supplies to fill the basket, and leave it in the Sabbath School room until it is needed.

Debriefing
Read Matthew 25:34–40 together. Ask: How do you think Jesus would feel about our Care Basket? Can you think of any other activities that would help other people when they are sick or sad? Allow response time. Then have the children say the message together.

GOD WANTS ME TO CARE ABOUT OTHERS.

B. Weep and Rejoice

Quotation: “He weeps with those that weep, and rejoices with those that rejoice” (The Desire of Ages, p. 533).

Bring some recent newspapers to class. Read the above quotation aloud. Ask the children to look for items about people who are sad or happy.

Have the children make two headings, one that says “Rejoice” and one that says “Weep,” and list the names of the people they found in the newspaper under one of the two headings. For example, someone in an accident would be sad (“Weep”) and someone celebrating a wedding or anniversary would be happy (“Rejoice”).

Debriefing
Ask the children what they could say or do to comfort or congratulate these people. Encourage them to look for people with whom they can weep or rejoice during the coming week. If appropriate, have the children select one person in the news and send them a note of encouragement. Have the children repeat the message with you.

GOD WANTS ME TO CARE ABOUT OTHERS.

Closing
In a closing prayer, pray for those whose names the children listed, or for someone in your church or class who is ill. Ask God to help the children always to care about others.
The Day Jesus Cried

Has someone you loved died? Have you lost a friend or a pet?
One day Jesus visited some friends who shared bad news with Him. What do you think He did then?

Mary, Martha, and Lazarus lived in Bethany, not far from Jerusalem. These two sisters and their brother were close friends of Jesus. He often stayed with them when He was in Bethany. They knew His power, so when Lazarus became sick, Mary and Martha sent word to Jesus.

But Jesus did not hurry. He stayed where He was for two more days. Then He started for Bethany. By the time He got there, Lazarus had been dead for four days.

Jesus knew Lazarus would die. He planned to raise Lazarus from the dead. This would prove that He, Jesus, was the Son of God. But Lazarus’ poor sisters didn’t know about Jesus’ plan. All they knew was that Lazarus had been sick.

And they had sent for Jesus, and He hadn’t come. When Martha heard that Jesus was nearing the village, she went out to meet Him.

“If You had been here, my brother wouldn’t have died,” she said. But there was still a glimmer of hope in her. “I know that even now God will give You whatever You ask,” she added.

“I am the resurrection and the life,” said Jesus. “Whoever lives and believes in Me will never die. Do you believe this?”

“Yes,” said Martha. “I believe that You are the Christ, the Son of God.” She had new hope in her heart, and she ran and got her sister.

“The Teacher is here,” she told Mary. “He is asking for you.”

Mary jumped up and hurried outside the village to meet Jesus. When she saw Him, she fell at His feet and cried the same thing Martha had. “Lord, if You had been here, my brother would not have died.”

Jesus looked at His two friends who were heartbroken and crying. His own tender heart was moved, and Jesus cried too. He shared Mary and Martha’s loss. He felt the sorrow they were feeling, and He cried with them.

We should treat others as Jesus did and feel what they are feeling. Just as Jesus shared His friends’ loss, we are to share one another’s joys and sorrows.

But Jesus was not only crying because He felt sorry for Mary and Martha. He was not crying because Lazarus had died, because He knew that He was going to raise him from the dead soon. Some people thought that’s why Jesus was crying, so they said, “See how he loved him!” But Jesus was crying because of them! Many of them would not accept Him as Savior and would eventually die without forgiveness of their sins and the hope of eternal life. It makes Jesus sad when people do not choose to trust Him.

References
John 11; The Desire of Ages, pp. 524-536

Memory Verse
“Carry each other’s burdens” (Galatians 6:2).

The Message
God wants me to care about others.

www.gracelink.net/primary
We should show our care for others as Jesus did. We should tell others how much Jesus loves them and wants to give them the best life. Some people will choose Jesus, and others won’t. We should be sad for those who will die without choosing God’s way.

**Daily Activities**

**Sabbath**
- Go with your family to a cemetery or other quiet place outdoors. Read your lesson story together. Make believe that you are near Lazarus’ burial place. Imagine that you were there when Jesus called Lazarus out of the tomb.
- Read your memory verse to your family.

**Sunday**
- During family worship, read together John 11:1-44, each family member reading one verse at a time.
- Together, think of people you know who are sad. Choose one and plan how your family can show caring to them this week. Pray for them today.
- Sing together “Make Me a Servant” (*He Is Our Song*, no. 126).
- Teach the memory verse to your family.

**Monday**
- Begin an experiment with your family (to be finished later this week). Put a very ripe piece of fruit in a dark place and leave it there for four days. On Friday, look at it again.
- How long was Lazarus in the grave? Read John 11:17 to find out.
- On a big piece of paper, write your memory verse inside a circle. Make it look like the stone that covered Lazarus’ tomb. Then read or say the memory verse to an adult. Pray for those who have lost loved ones recently.

**Tuesday**
- During family worship, draw a sad or crying face. Read John 11:35. Talk about the verse with your family. If Jesus can cry when He is sad, what does this teach you about crying today? Is it all right for grown-ups to cry too? Do you think Jesus has ever cried for you?
- Say your memory verse together, then thank Jesus for caring for you.

**Wednesday**
- With your family, talk about what you can do to show that you really care about each other. Write or draw your loving action on a card, and make a commitment to do this before Sabbath. Read together Galatians 6:10. Is this verse good for families too?
- Read the memory verse in a different way by inserting the names of the members of your family where it says “each other.” Tell how you will carry someone’s burden today.

**Thursday**
- Discuss with your family: What can Jesus’ example teach us about carrying other people’s burdens? Read together Matthew 11:28; Psalm 68:19. In your own words, tell what these texts mean.
- Name ways you could have lightened Martha and Mary’s burden had you been there.
- Tell your memory verse to someone whose burden or troubles you would like to help carry.
- Sing together “Love Is in Your Hand” (*He Is Our Song*, no. 134). Then pray for that person.

**Friday**
- At the beginning of family worship, look at your piece of fruit from Monday. What does the fruit look like? Can it be restored? Read John 11:25 together. Who alone has the power to restore life?
- Now read together Romans 15:5. Practice saying words of encouragement as you role-play the following situations: a good friend moves away; a pet dies; being sick; bad grades at school; good grades at school; a friend gets something new.
- Report on the caring projects started during Sunday’s family worship. Then pray for each person involved.
A Cloud Leads the Way

Monthly Theme
We worship the Creator.

The Bible Lesson at a Glance
After the Israelites leave Egypt and march toward the Promised Land, God sends a cloudy pillar by day and a pillar of fire by night to protect, guide, and provide light and warmth. Pharaoh’s army comes after them and the pillar of cloud comes between the Israelites and the Egyptians. God divides the Red Sea, the Israelites walk through it on dry land, and the sea comes together and drowns the Egyptians. The Israelites worship God for saving them.

This is a lesson about worship.
Worshiping God involves respect and a willingness to obey what He says. If we say we worship and respect God, but don’t follow His leading or obey His commandments, we are not worshiping at all. The Israelites were worshiping God when they followed His leading out of Egypt and through the Red Sea.

Teacher Enrichment
The Lord often spoke to Israel from the pillar (Numbers 12:5, 6; Deuteronomy 31:15, 16; Psalm 99:7). "In one of the most beautiful and comforting passages of Isaiah's prophecy, reference is made to the pillar of cloud and of fire to represent God's care for His people [Isaiah 4:5, 6]. . . . "[Pharaoh's army consisted of] ‘six hundred chosen chariots, and all the chariots of Egypt,’ horsemen, captains, and foot soldiers" (Patriarchs and Prophets, p. 283).

Room Decorations
Pictures or objects such as the following could be placed in various parts of the room: desert pictures or real sand and desert life in a flat box or on a cloth on the floor; something to represent the Red Sea parting; a map of the Israelites’ journey from Egypt toward Canaan; tents; a likeness of the pillar of cloud, Aaron’s rod that budded, and a picture or likeness of a big rock with water coming out.
<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door;</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hear pleased/troubled</td>
<td></td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. Follow the Rope</td>
<td>long rope, chairs and tables, small reward for each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. People Tangle</td>
<td>child, Bible</td>
</tr>
<tr>
<td>Any Time Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td>Sing for Joy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td>Children’s Mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>basket or bowl or tambourine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>Sing for Joy</td>
</tr>
<tr>
<td>Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>white sheet, bright flashlight, red paper clouds,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>white paper clouds, pictures or drawings of eyes,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>glasses or binoculars, paper heart, traffic sign,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dog on a leash, tablets of stone; Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bibles</td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td>A. Think, Pair, Share</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Obedience Scenarios</td>
<td>Bibles</td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td>Ask Me</td>
<td>markers, pencils, crayons, construction paper,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>door hanger pattern (see p. 142)</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity that is most appropriate for your situation.

A. Follow the Rope
Before class, place a rope on the floor and wind it in and around chairs, tables, and, if appropriate, out the classroom door and into other areas of the building. Have students follow the rope to its end. (Consider taking off shoes and walking on the rope.) At the other end, surprise them with a small reward.

Debriefing
Ask: Would you have received the reward if you hadn’t followed the rope? (No.) Read aloud Exodus 13:21. What would have happened if the Israelites hadn’t followed the pillar? (They might have been lost. They might have died in the desert.) What has this taught us about following God’s commands? (God knows what is best for us.) And that reminds us of our message for today:

WE WORSHIP GOD WHEN WE OBEY HIM.

Say that with me.

B. People Tangle
Have the students stand in a circle. (Large class: Form groups of 8-10.) Students are to reach across the circle and grasp hands with another student. When all the hands are grasped and the arms are a big tangle in the middle, instruct the students to untangle themselves without letting go of their partner’s hands. When they are unable to do this, begin to help them untangle by giving such instructions as “Katie, you lift your right arm over Kevin’s head. Kevin, you duck down under Vanessa’s arms,” etc., until all the students are untangled.

Debriefing
Ask: Why could I help you get untangled when you couldn’t get untangled yourselves? (You are taller; you were outside the circle; you could see things we couldn’t see and knew something we didn’t know.) Read aloud Jeremiah 33:3. What does this verse tell us about the instructions God has given us? (He sees things we can’t see and knows things we don’t know. He knows what is best for us. His directions are there to keep us from “getting tangled up” or to help us get “untangled.”) Today’s message is:

WE WORSHIP GOD WHEN WE OBEY HIM.

Say that with me.
Fellowship  
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

Suggested Songs  
“Psalm 118:24,” “This Is the Day” (*Sing for Joy*, no. 94)  
“I Have Decided to Follow Jesus” (*Sing for Joy*, no. 119)  
“Trust and Obey” (*Sing for Joy*, no. 113)  
“Teach Me, Lord” (*Sing for Joy*, no. 110)

Mission  
Share a story from *Children’s Mission*. Help the children identify obedience in the story and how it glorified God.

Offering  
God saved the Israelites and they worshipped Him by celebrating with music and praise. They also worshipped Him when they obeyed His commands each step of the way. As the offering is collected, ask: **How does bringing an offering show obedience to God?**

Prayer  
Ask for prayer requests and thank-You’s to Jesus. Ask the children to name some things God asks us to do. (Be kind, forgive, help others, study the Bible, take care of our health, go to church, etc.) During prayer time, also ask God to help us obey and to make us willing to do what He asks us to do. Close prayer time by singing together “Teach Me, Lord” (*Sing for Joy*, no. 110).
You Need:
- white sheet
- bright flash-light
- red paper “cloud” for each child
- white paper “cloud” for each child

Bible Lesson

Experiencing the Story
Instruct the children as follows:

When they hear: When they hear: They do:

God Point upward.
Pillar of cloud Hold up white circle.
Light Shade their eyes.
Pillar of fire Hold up red circle.

Read or tell the story.
Long ago in Bible times, the Hebrew people lived as slaves in the land of Egypt. The Egyptian people were mean. They so mistreated the Hebrew slaves that the Hebrews cried out to God. (point upward.) And God (point upward) raised up a great Hebrew leader named Moses.

Because Pharaoh would not listen, God (point upward) brought trouble on Egypt until their pharaoh ordered the Hebrews to leave Egypt immediately. Moses had warned the people to be packed and ready, so in a short time the Hebrews were on the road with all their belongings, their families, and their flocks and herds. God (point upward) led the people toward the Promised Land.

Because the Hebrews were loaded down and taking all their herds and flocks with them, they could not travel very fast. To show them the way, God (point upward) sent a tall pillar of cloud. (Hold up white circle.) The cloud went before the people, protecting them from the sun during the day. At night it became a pillar of fire (hold up red circle) that made their camp as light (shade eyes) as day. What a comfort to look up and know that God (point upward) was taking such good care of them. The pillar of cloud (hold up white circle) was God’s (point upward) way of showing His loving care.

When the pharaoh realized that the Hebrews were gone, he was upset. Now who would do the work? So the Egyptian army raced across the desert after them. The Hebrews were camped at the edge of the sea when someone noticed a cloud of dust on the horizon. “Pharaoh’s chariots!” somebody yelled. “Let’s get out of here!”

But they couldn’t go forward; the sea was in their way. They would drown. And they couldn’t go back; the Egyptians were coming down the road. And they couldn’t go to the side; a mountain blocked their way. They were trapped, and they were terrified.

“Don’t be afraid,” Moses encouraged. “Stand firm, and you will see the Lord deliver you today.”

As the Egyptian army drew closer, the pillar of cloud (hold up white circle) did something awesome. It moved up and over the Israelites and came to rest between them and the Egyptian army. On one side the cloud brought darkness to the Egyptians, but on the other side it gave light (shade eyes) to the Hebrews. The cloud kept the people safe all night.

“Tell the Israelites to move on,” God (point upward) said to Moses. Even though there was nothing but the Red Sea in front of them, the Israelites obeyed and headed for the water.

“Raise your staff and stretch out your hand over the sea,” God (point upward) commanded. Moses obeyed, and a strong wind began to blow a path of dry ground through the sea. All that night the pil-
A pillar of fire (hold up red circle) provided light (shade eyes) as the Israelites walked through the Red Sea on dry ground with a wall of water on their right and a wall of water on their left.

The Egyptians followed, but as soon as the last of the Israelites was safely on the other side, the Lord told Moses, “Stretch out your hand over the sea so the waters will flow back together.” Again Moses obeyed, and the entire Egyptian army was drowned in the Red Sea as the waters flowed back together.

What a celebration the Israelites had that morning on the far side of the Red Sea! “I will sing to God (point upward),” they sang. “The Lord is my strength and my song; He has become my salvation.” That morning the Israelites knew for sure that God (point upward) loved them and they loved God. (Point upward.) They just wanted to worship Him. And they had been worshipping all night, for when we obey God (point upward) we worship Him.

Debriefing
Say: Make believe you were in the crowd of Israelites when the Egyptians were chasing them. How do you think you would feel? (scared, frightened) God told Moses and the Israelites to march right into the Red Sea to escape from the Egyptians. What happened? (The Israelites did what God said, and the sea opened for them. They arrived safely on the other side.) When you follow what God says, what will be the result? (You will be happy; you will be safe.) The Israelites were so happy that they had a big worship celebration. God will work out what is best for our lives when we obey Him. Let’s say our message together:

WE WORSHIP GOD WHEN WE OBEY HIM.

Memory Verse
Read aloud Psalm 119:10. Say: We can’t see a pillar of cloud, but if we seek God when we pray and read the Bible every day, He will show us the way we should go. Let’s learn this verse so we will never forget God.

Put up flash cards as described below. Help the children read the verse by reading the words. Then replace the first flash card with the appropriate picture and read the entire verse. Next time, replace the second word with a picture, and read the verse. Repeat this step until the children can say the entire verse from the pictures. Finally, have them close their eyes and say the entire verse by remembering the pictures.

Phrase from the verse: Picture to draw or cut from magazines:
“I seek you” eyes, glasses/ binoculars
“with all my heart” paper heart
“do not” traffic sign:
circle with a slash
“let me stray” dog on a leash or adult holding child’s hand
“from your tablets of stone”

Conclude by saying: We may want to obey God, but sometimes we stray from following His way. God will keep us from straying if we ask Him to.

You Need:
• Bible
• pictures or drawings of: eyes, glasses or binoculars, paper heart, traffic sign, dog on a leash, tablets of stone
Bible Study

Say: We will read in the Bible the parts of today’s story that show that Moses and the Israelites obeyed God.

 Helpers assist as needed. Have all the children find the same verse. (Large class: Form small groups.) Have the verses read aloud:

Exodus 13:21
Exodus 14:1–4
Exodus 14:15, 16, 21, 22
Exodus 14:26, 27

Debriefing

Ask: What happened when the Israelites obeyed God? (God saved them from the Egyptian army.) Did they know how God would solve their problem? (No, but they still obeyed and trusted God.) What do you think happens when we obey God when we are afraid or can’t see a solution? (God will help us just as He helped the Israelites.) Why can we be sure that God will help us? (Because we have Bible records that tell us how He has helped people in the past. Because God never changes.) Obeying God is one way we can worship Him. Let’s say our message together:

WE WORSHIP GOD WHEN WE OBEY HIM.

Applying the Lesson

A. Think, Pair, Share

Ask the children to think about the Bible story. (Allow time.) Have them choose a partner and share the answer to the following:

From this story what do you know for sure about God? (He loves us; He cares for us; etc.) What does this story tell you about worship? (When we obey, we worship God; that praising God is worship; that worship is showing love; etc.)

What do you know for sure about you and God? (He loves me; I want to worship Him; etc.)

Tell the following story and do the debriefing afterward.

Muffy’s Mission

Muffy is busy cleaning her room. “What are you doing, Muff?” you ask.

Muffy keeps working. “I am showing Mom how much I love her,” she says.

Just then Muffy’s mom calls her. Muffy doesn’t go; she is too busy.

“But, Muff,” you remind her, “don’t you want to show your mom how much you love her?”

“Sure!” she replies. “That’s why I am doing this. To show my love.”

Debriefing

Ask: If Muffy does not go when called, what will her mother think? (Muffy doesn’t love her enough to come quickly.)

Ask: What did you learn in the Bible story that might help Muffy? (She shows love when she obeys.)

Ask: What do you think Muffy should do? (Go when her mother calls, and finish cleaning her room later.)

Can you think of a time you found it hard to obey? Why was it so hard? When it seems hard to obey, ask God to help you. Remember ...

WE WORSHIP GOD WHEN WE OBEY HIM.
B. Obedience Scenarios

After reading each of the scenarios to the class, ask: **What are the possible alternatives, both good and bad? What is the best alternative? Why?**

1. Your mother has gone shopping. She has asked you to stay home and finish your schoolwork. Your friend next door wants you to come outside and play.

2. Your father calls you, but you are playing soccer and don’t want to go in.

3. You have an exam in school. You do not know the answer to one question. While the teacher is not looking, your friend offers to show you the answer.

**Debriefing**

Ask: **Is it always easy to obey? Why?** What is the secret of obeying God? Let’s look up and read Psalm 119:10 (the memory verse). Allow time. Find and read the text aloud together.

How can we seek God? (Study the Bible; study our Sabbath School lessons; listen to our pastor, parents, and teachers; pray and ask God to help us.) **Let’s say our message together again:**

**WE WORSHIP GOD WHEN WE OBEY HIM.**

<table>
<thead>
<tr>
<th>You Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bibles</td>
</tr>
</tbody>
</table>

### Sharing the Lesson

**Ask Me**

The children will make doorknob hangers that say, “Ask me.” They write the memory verse on the back, then they color and decorate the hangers and cut them out. They will hang them on their bedroom door.

After they are done, have the students get into pairs to practice this dialogue.

Student 1 (holding up doorknob): Ask me.

Student 2: Ask you what?

Student 1: Ask me how to worship God.

Student 2: How do you worship God?

Student 1: ‘I seek you with all my heart; do not let me stray from your commands’ (Psalm 119:10).

Have the students switch roles.

**Debriefing**

Ask the students: **What does this text tell you about worship?** (That when we obey, we worship God.) **How will you use your door hanger this week to help someone want to obey and worship God? How will your door hanger help you to obey even if you don’t feel like it? Let’s say our message together:**

**WE WORSHIP GOD WHEN WE OBEY HIM.**

**Closing**

In a brief prayer, ask God to lead the children as He led the Israelites by guiding their thoughts and actions. Ask Him to help each child to follow His leading and to worship Him as they obey Him and their parents.

You Need:

- markers, crayons, pencils
- construction paper
- door hanger pattern (see p. 142)

A template is provided on page 142.
A Cloud Leads the Way

John enjoyed summer camp. He was learning many new crafts. He especially liked leather craft. He followed his counselor’s directions very carefully as he worked on a new wallet.

Our Bible story tells about a large group of people who also followed directions. They followed directions from God—unusual direction, but very important.

After 400 years of slavery the Israelites were finally on their way to the Promised Land. But which way should they go? All that stretched before them was the hot, dry wilderness.

God did not leave them to wonder. Instead, He led them personally, and in a way especially fitted for the desert. “By day the Lord went ahead of them in a pillar of cloud to guide them on their way and by night in a pillar of fire to give them light, so that they could travel by day or night” (Exodus 13:21). During the day the cloud gave them shade from the sun’s heat. At night when the desert became very cold, the pillar of fire provided heat as well as light. The cloud led the Israelites into the desert and on to the Red Sea. There it stopped.

Soon the Egyptians realized that when the Israelites left, their supply of slaves were gone. In a short time Pharaoh’s army raced across the desert. They wanted to get the Israelites back. The Israelites saw a great cloud of dust coming their way. From their camp at the edge of the sea, they could see the chariots racing toward them. What could they do? A mountain blocked their way on one side. The Red Sea kept them from going ahead. And Pharaoh’s army kept coming straight at them. They were trapped, and they were terrified.

“Do not be afraid,” said Moses. “Stand firm, and you will see the Lord deliver you today.”

The Egyptian army drew closer. But God’s cloud of protection did something awesome. It moved up and over the Israelites. Then it came to rest between them and the Egyptian army. On one side it became a cloud that brought darkness to the Egyptians. But on the other side it was fire that provided the Israelites with light.

“Tell the Israelites to move forward, into the sea,” God said to Moses. Even though there was nothing but deep water in front of them, the Israelites obeyed. They gathered their things and headed for the water.

“Raise your staff and stretch out your hand over the sea,” God commanded Moses. Moses obeyed, and a strong wind began to blow a path of dry ground through the sea. All that night the pillar of fire provided light. And the Israelites walked through the Red Sea on dry ground. The wall of water on their right and left stayed in place.

The Egyptians followed the Israelites into the sea. As soon as the last of the Israelites arrived safely on the other side, the Lord spoke to Moses again. “Stretch out your hand

References
Exodus 13:21, 22; 14:19, 20; Patriarchs and Prophets, pp. 282-290

Memory Verse
“I seek you with all my heart; do not let me stray from your commands” (Psalm 119:10).

The Message
We worship God when we obey Him.

www.gracelink.net/primary
over the sea so the waters will flow back together.” Again Moses obeyed. And the Egyptian army drowned in the Red Sea as the waters flowed back together.

What a celebration the Israelites had that morning on the far side of the Red Sea. “I will sing to the Lord, for He is highly exalted,” they praised. “The Lord is my strength and my song; He has become my salvation.” What a worship service that was!

That morning the Israelites worshipped God in a special way. They wanted to thank Him for keeping them safe. But if they had not obeyed, there never would have been a victory celebration. Imagine what would have happened if they had not followed God’s command. Their obedience was an act of worship just as much as the celebration they enjoyed that morning.

Worship is honoring God. We can use our voices and our songs to honor God. And our lives can honor Him too, when we do what He asks.

### Daily Activities

#### Sabbath
- If possible, go to a lake or river with your family. Find a quiet place and read your lesson story. Imagine how the Israelites felt when the sea parted and they were able to walk through. Do you think they were sometimes scared? What does God want us to do when we are scared?
- Read your memory verse to your family.
- Sing “Trust and Obey” (*Sing for Joy*, no. 113).

#### Sunday
- Ask an adult to help you make some cookies. Talk about following the recipe. Read the directions and start mixing things together. If you add extra salt, what difference would it make? If you throw in a handful of sand, will the cookies be good? Why is it important to follow directions? Why is it important to follow God’s directions (rules)? Read Proverbs 3:5-8 and Deuteronomy 30:16 together.
- Teach your memory verse to your family.

#### Monday
- For family worship, read Exodus 13:21, 22; 14:19, 20. If possible, go outside and look at some clouds. Imagine following one of them when you go on a trip. Share with your family what you think that would be like. In what ways does God lead you and your family? Are you following Him?
- Sing “I Have Decided to Follow Jesus” (*Sing for Joy*, no. 119). Tell Jesus that when you pray.
- In your own words, tell your family what your memory verse means.

#### Tuesday
- For family worship, draw a picture of persons you should obey. What does God say about obeying certain people? Read together Ephesians 6:1-3 and Romans 13:1. Discuss: Why should I obey these people? When I obey them, do I worship them?
- Draw a picture of Jesus and a Bible. Read John 14:15. Write on your picture: “When I obey Jesus, I worship Him.” Show it to your family.

#### Wednesday
- For worship today, read Genesis 6:22 and Genesis 12:1, 4. On the lines below, write the names of the two people who obeyed God.
- Light a candle. How much light does it give? What would it be like to see a pillar of fire?

#### Thursday
- During family worship, draw a face on each side of a paper plate. On one side, make a smiley face to represent Jesus’ happy way. On the other side, make a frowning face to represent Satan’s unhappy way. Which kind of face will you choose? Ask your family members to tell about times that are Jesus’ way or Satan’s way. Show the face on the plate that goes with each.
- Read John 10:10, last part, together.
- Say your memory verse together. Ask God to help you always to obey Him.

#### Friday
- For family worship, act out the lesson story. Then read Exodus 15:1-18 together.
- Read Psalm 143:10 together. Then pray together as a family. Say your memory verse as part of your prayer.

www.gracelink.net/primary  LESSON FIVE  59
Bitter Waters Made Sweet

Monthly Theme
We worship the Creator.

The Bible Lesson at a Glance
From the Red Sea the pillar of cloud leads the Israelites into the desert. Their water supply exhausted, they rejoice when they arrive at the springs of Marah. Finding the water bitter, they complain to Moses, who cries to God for help. God instructs Moses to throw a piece of wood into the water, and the water is made sweet.

This is a lesson about worship.
The Israelites could not live without water, so it can be said that the sweet water was their “salvation.” Jesus is our salvation. He brings us joy, just as the water brought joy in the desert. We worship and praise Him for bringing us the joy of being saved.

Teacher Enrichment
Marah was three days’ journey from the Red Sea and they had traveled without water—a perilous experience, especially in the desert. About 600,000 men (on foot), besides women and children, left Egypt (see Patriarchs and Prophets, p. 281). If we consider an equal number of women and slightly more children, it could have been that about 2 million people left Egypt. The cry for water must have been loud. Marah still means “bitter” today, because of this experience.

Room Decorations
See Lesson 5.
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td><strong>1</strong> Readiness Options</td>
<td>up to 10</td>
<td><strong>A. How Dry I Am</strong></td>
<td>variety of dry things—such as sandpaper, cotton, sand, uncooked rice, popped popcorn; brown paper bags</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B. Make Me Laugh</strong></td>
<td>a pitcher of lemon water (enough lemon to make it a little sour) paper cups, Bible</td>
</tr>
<tr>
<td><strong>Any Time</strong> Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook Mission Offering Prayer</td>
<td>Song for Joy Children’s Mission water container water cup cutout for each child (see p. 144) pencils and markers</td>
</tr>
<tr>
<td><strong>2</strong> Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>Bible-times costumes, jug of lemon water, small paper or plastic cups, a large empty container with sugar crystals at the bottom (enough to sweeten up the lemon water and make it tasty lemonade), cloud cutout attached to a paint stirrer or stick, empty bowl or bucket, wooden spoon, Bible Bibles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse Bible Study</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> Applying the Lesson</td>
<td>up to 15</td>
<td><strong>Happy Things</strong></td>
<td>Bible</td>
</tr>
<tr>
<td><strong>4</strong> Sharing the Lesson</td>
<td>up to 15</td>
<td><strong>A. Have a Praise Party for God</strong></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B. Joyful Praises</strong></td>
<td>none</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. How Dry I Am
Bring in a variety of dry things in brown paper bags so the children can’t see what’s inside (suggestions: sandpaper, cotton, sand, uncooked rice, popped popcorn). Allow them to stick their hands in the different bags and try to guess what they’re feeling.

Debriefing
Ask: What do those things have in common? (All are dry.) Our story today is about a dry, dry place and something that happened to God’s people there that made them very happy. What do you think they did to show God how happy they were? Affirm their responses. One way was to praise God. Our message for today is:

WE WORSHIP GOD WITH JOYFUL PRAISE.
Say that with me.

B. Make Me Laugh
(One important purpose of this activity is to get the children to feel thirsty so they will more fully appreciate the Bible story.)

Divide the children into pairs. One person in each pair is to try to make the other laugh. When he succeeds, the teacher or adult helper pours a little water into that child’s paper or plastic cup. (Do not allow children to drink the water. Save it for Experiencing the Story.) Repeat with the other child. Do this activity a few times, each time pouring a little water into the cup. Hopefully the children will feel more thirsty every time the water is poured. Each child should have about a half cup. Save it for Experiencing the Story.

Debriefing
Ask: How did you feel when you laughed? Do you like that feeling? What word do we use to describe that feeling? (joy) Read aloud Psalm 138:1. How does it feel to praise God? Allow response time. That reminds me of our message for today:

WE WORSHIP GOD WITH JOYFUL PRAISE.
Say that with me.
Prayer and Praise

Fellowship
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge any birthdays or special events.

Suggested Songs
“Alleluia” (Sing for Joy, no. 16)
“Sing Praises to the Lord” (Sing for Joy, no. 2)
“Philippians 4:4” (Sing for Joy, no. 23)
“Praise Him, Praise Him” (Sing for Joy, no. 12)
“I Have the Joy” (Sing for Joy, no. 109)

Mission
Share a story from Children’s Mission. Help the children identify something that caused joy or joyful praise in the story.

Offering
Say: The Israelites praised God for making some bitter waters good for drinking. We can praise God for the blessings He has given us and share those blessings so others can learn about Him, too.

Prayer
Give each child a cutout. Form a circle.
Say: You each have a cutout of a cup. This reminds you of the blessing of sweet water that God gave to the Israelites in the desert. This blessing brought them much joy. Think of something in your life that brings you joy. (pets, family, friends, material blessings, etc.) Write it or draw a picture of it on your cup cutout. Go around the circle and thank God for what is on your cup cutout. Have a teacher close the prayer session when everyone who wants to has prayed.

You Need:
• water container

You Need:
• cutout in the shape of a cup for each child (see p. 144)
• pencils or markers
Bible Lesson

Experiencing the Story

Dress the children as Israelites. (This activity calls for lemon water to be sweetened using sugar and changed into lemonade. Activity should be done at the teacher’s discretion depending on students and parents’ interests and concerns. It is intended to teach that water that was bad for drinking became good. It is not intended to give the impression that sweetened drinks are better than water.)

Characters: Teacher dressed as Moses, fathers, mothers, children

Special Effects: Use the cups of water from Readiness Activity B. There should be one for each child. If Readiness Activity B was not done, then have someone pour lemon water into small paper cups—one for each child.

Props: A cloud cutout attached to a stick that Moses holds, a jug of lemon water, small paper cups, a large container with sugar crystals at the bottom (enough to turn lemon water into tasty lemonade), an empty bowl or bucket for throwing out tasted water, Bible-times costumes (oversized T-shirts and bathrobes, etc.) for “Moses” and the children, a wooden spoon.

Storyteller: Adult male dressed as Moses.

Read or tell the story.

Hello, people. My name is Moses. Thank you for joining us on our journey to the Promised Land. [Raise the cloud you are holding.] The cloud of God’s presence is moving. [Move a couple steps.] Come along with us; God’s cloud will show the way. [Walk around the room; check to be sure the children are following you.]

[Continue walking around your room or walk around the church or the parking lot. Pretend to see desert plants and animals, pointing them out, describing them as if they are real. Mention the desert sand. On the way back, talk about how thirsty you feel and how much you need water after three days in the desert. Ask if anyone has any water left. Make the walk last long enough so that the children are getting thirsty. When you are within sight of your room again, gather the children around and continue the story.]

Look across the desert there. [Point toward your room.] That is Marah. See it way in the distance? I heard that there is a spring of water at Marah. So keep up your courage, we will soon have water to drink. I herded sheep here in the wilderness for 40 years when I was a young man. I remember Marah.

[As you enter the room, say:] There, just as I expected, the pool of Marah. Water! [Encourage the children to come over and get a drink. Give out the cups with the lemon water in them. The children will soon sputter and complain.]

What’s the matter? You want water; well, here it is. Drink up. [Encourage everyone to get their water. Then take some yourself.]

Oh, wait a minute! I can’t drink that! What is the matter with the water? [Taste the water again.] It’s sour. Was your water sour? Is that why you cannot drink it? Some of you are getting angry, I see. Don’t be mad at me. Trust God. Remember just three days ago the Lord worked a miracle at the Red Sea. What happened? [He made a path through the sea.] So don’t you think He can find some good water in the dry desert?

Listen, when you are in need, don’t grumble. Go to the Lord. Tell Him the problem and see what He will do. [Pause and close your eyes. nod your head a couple of times.] Amen.

God says to throw a stick into the water. Do you see any wood around here? [See if someone will point out the wooden

You Need:

• Bible-times costumes
• jug of lemon water (enough lemon to make it a little sour)
• small paper cups or cups of lemon water from Readiness Activity B
• large container with sugar crystals at the bottom (enough to turn lemon water into tasty lemonade)
• cloud cutout attached to a stick
• empty bowl or bucket
• wooden spoon
• Bible
spoon.] Yes, here is a wooden spoon. Let's pour some water, the same kind as you have in your cups, into this big bowl. [Pour lemon water from the pitcher into an empty bowl with sugar crystals at the bottom. Use sugar that will be almost invisible in the bowl.] Now let's use—our stick wooden spoon—to stir the water. [Stir the water so that all the sugar is dissolved.] Now the water in your cups does not taste good so let's pour that out and try some of this water. [Children pour out their water. Serve them some of the new water. Drink some yourself and talk about how good it now tastes.]

Remember always what happened here today. In just a short time God turned our sadness and thirst and tiredness into joy. When we think we might die of thirst, God gives us water to drink. He saves us and makes us happy again. He is always giving us new reasons to praise Him. What a wonderful God!

Debriefing

Have the children sit down. As the children drink their water, ask:

How did you feel when you saw that you were going to get some water to drink? (happy, relieved, excited) What did you think when you took a taste of it? (disappointed, upset) Then how did you feel when you got the other water? (happier than the first time, joyful) Read aloud Isaiah 12:3. How does God give you joy? (when He meets our needs, by saving us from sin, when He solves our problems, when we go out in nature and learn about His creatures, etc.) Have you praised God today for all the joy He brings into your life? Let's say our message together.

WE WORSHIP GOD WITH JOYFUL PRAISE.

Memory Verse

Read aloud Psalm 138:1 and encourage the children to repeat it using the following actions. Repeat until the children know the verse.

"I will" Point to self.
"praise" Raise hands, palms up, elbows by your side.
"You, Lord" Raise hands upward.
"with" Hands down.
"all" Right hand cupped, thumb two inches from chest.
"my heart." Right hand over heart.

Optional: Sing the memory verse to the tune of "Grant Us Your Peace" (Dona Nobis Pacem) (Sing for Joy, no. 103, or The Seventh-day Adventist Hymnal, no. 471).

Bible Study

Say: Let's read from the Bible the story of bitter waters being made sweet. This story is a good example of God's goodness to people. (Adult helpers assist as needed.) Have the children find Exodus 15:22-27. Ask four children to read one verse each of this passage. Then say: The Bible has many praise verses that talk about all the good things that God does for us. We will read three of them. Help the children find and read the following verses:

Psalm 106:1, 2
Psalm 117:1, 2
Isaiah 12:2, 3

Debriefing

Allow response time as you ask: For what can we praise God today? How do you feel when you praise God? (happy, joyful, glad) When we think about the good things God has given us, it makes us feel good and happy. Praising God is one way that all of us can worship Him. Let's say our message together:

WE WORSHIP GOD WITH JOYFUL PRAISE.
Applying the Lesson

Happy Things

This is a clapping rhyme that gives children a chance to name things that bring joy into their everyday lives. The group will sit in a circle, learn the rhyme, and continue clapping it throughout the exercise as each child names a happy food, place, and day.

Begin by naming the category (food, place, day). Pat thighs twice (xx) and then clap hands twice (xx) as you chant “I praise God for happy things. Happy [choose one: food, places, days] make us sing.”

Continue the clapping rhyme as you go around the circle and allow the next person to fill in the name of something in that category. (Example: First time through, everyone says, “I praise God for happy things,” and the teacher continues, “Happy foods make us sing.” Then everyone: “I praise God for happy things.” The next child: “Juicy berries make me sing.”) Continue around the circle until each child has had a chance to name a happy food, place, and day.

Debriefing

Ask: Do we show as much joy and enthusiasm for God as we do for our favorite foods or favorite places or favorite days? What can you do with your body to express praises to God? Read aloud Proverbs 15:13 and Proverbs 17:22. Every day in every way we can praise God with joy. Say today’s message with me:

WE WORSHIP GOD WITH JOYFUL PRAISE.

You Need:
• Bible
A. Have a Praise Party for God

Ask the children to plan a ‘Praise Party for God.’ This would be something they can do during the week, perhaps during family worship, where they would praise God joyfully.

Debriefing

Ask the children: Where and when will your praise party take place? Who will attend? What supplies will you need? Who will you invite to help you praise God? For what will you praise Him?

What will you do at the party?
Read aloud Psalm 149:1-5. Be sure the children understand the meaning of this portion of the psalm. Let’s repeat the message together:

WE WORSHIP GOD WITH JOYFUL PRAISE.

B. Joyful Praises

In advance, arrange for the children to visit another children’s Sabbath School group or the adult Sabbath School to sing a favorite praise song.

Before the children go to sing, say: When we praise God, we make Him happy, we feel happy, and we make others happy as well. Today we have an opportunity to share the happiness God has given to us with [name of group].

After you have sung, return to your classroom for debriefing.

Debriefing

Allow response time as you ask:

How do you think God feels when He hears us sing praises to Him? What do you think about sharing praises to God with others? Can you share some praise songs with someone at home this week?

Think of someone who will enjoy joining you in praising God. Share a song with them this week.

Remember, God is always happy when we praise Him. He is especially happy when children praise Him. Let’s say today’s message together:

WE WORSHIP GOD WITH JOYFUL PRAISE.

Closing

Invite the children to stand in a circle. Close with prayer. Ask God to help them to look for new ways to praise Him during the coming week.
The Jones family was on a hike in unknown woods. They walked for a long time. Soon they knew that they were lost. Their water bottles were empty, and they were very hot and thirsty. “Let’s stop here,” said Mother, “and ask God to help us.”

After praying together, they began walking again. Before long they found the right trail. And soon they were back at their campsite.

At their campfire that night they worshipped God with joyful praise. Then Mother told the story about a time when the Israelites had water problems too.

The joyful celebration on the banks of the Red Sea was over. The pillar of cloud began to move again. The Israelites knew it was time to move on. So they followed the cloud into the desert. For three days they traveled without finding water. The water they had brought with them was gone. They had to find more if they were to stay alive.

The cloud led them toward Marah, where they expected to find a spring. Moses had herded sheep in that wilderness for 40 years. He knew the place well. He knew the water at Marah was bitter and not fit to drink. But God had led them to this place.

Just as Moses expected, at the first sight of water the joyful cry went up, “Water! Water!” Men, women, and children rushed to the spring. But as soon as the first of them tasted it, their joy turned to disappointment.

It had been just three days since the Lord had worked the miracle at the Red Sea. Just three days since He had destroyed the Egyptian army. It had not been long since they had left Egypt and their lives of slavery. God Himself, in the pillar of cloud, had led them to Marah. But they forgot all that. “What are we going to drink?” they grumbled to Moses.

Moses did what the Israelites did not do. He turned to the Lord for help. The Lord showed Moses a piece of wood and told him to throw it into the water. Moses did, and the water became sweet. And then, imagine how the people rushed forward to the water. They had gone from joy at finding water to disappointment after tasting it. Now they were back to joy after God worked the miracle. They were no longer in danger of dying of thirst. They had been saved!

And then God gave them a promise through Moses. “Listen carefully to the voice of the Lord and do what is right in His eyes. If you do what He asks you to do, He will keep you from the diseases of the Egyptians.” God would keep them from much of what troubled Egypt. Would they worship God with their lives? Would they honor Him with their obedience? If they did, God would give them happy lives.

God gives you the joy of salvation.
tton. Just as the Israelites were saved by the sweet water at Marah, you are saved by
the grace of Jesus Christ. That is a reason for joy.

“With joy you will draw water from the wells of salvation” (Isaiah 12:3). That
promise is as true for us today as it was for the Israelites. Praise God with joyful praise!

**Daily Activities**

**Sabbath**
- With your family, take a long nature walk. When you stop for rest and water, read the lesson story
together. Take a big drink of water and thank God
that He provides for all your needs. Find and read
together Psalm 138:1, which is the memory verse.
How many ways can you praise Him?

**Sunday**
- During family worship, play “Sing a Scripture.”
Give each family member a Bible verse to “sing.”
Each person (or two) makes up their own tune
and practices it. Some suggested verses are: Psalm
59:16 or 17; Psalm 66:1, 2; Psalm 66:5; Psalm 67:1;
Psalm 121:7, 8; Psalm 138:1 (your memory verse).
Use the whole Bible verse, or just part of it and
repeat it several times.
- Read Proverbs 15:13, first part. Practice smiling in
front of the mirror. Does it make you happier?

**Monday**
- For family worship, read Exodus 15:22–27. How
many days did the Israelites survive without water?
(Exodus 15:22).
- Look in books or on the Internet (with your par-
ents’ permission) for information about deserts.
Draw a picture based on what you learn.
- Sing or say your memory verse.

**Tuesday**
- With your family, make some popcorn (or enjoy
another salty treat). How did it smell? How did it look?
How did it taste? Did it make you thirsty? How would
you have felt if you had been at Marah when God
made the water sweet? Thank God for good water.
- Read Exodus 15:25 and Isaiah 12:3.
- Say the memory verse several times, each time a
little louder.

**Wednesday**
- In worship today, read Exodus 15:24 together.
- Draw what you think a grumbler looks like. Pray
with your family that you will praise God instead of
grumbling about life. Should you praise God when
bad things happen to you? Talk about it with your
family. Then sing a “happy” song together.
- Find out where your water comes from. Thank
God for it.

**Thursday**
- During family worship, read Psalm 77:14 together.
Think of something amazing that God has done for
your family. Then make plans to tell it to someone
who is not in your family. Read Exodus 15:26
together.
- Sing a song of praise to God for taking such
good care of you. (For example, “God Is So Good”
[Sing for Joy, no 13].) Then say your memory verse
together.

**Friday**
- Repeat your memory verse while you help your
family prepare for Sabbath.
- During family worship, tell the Bible lesson story in
your own words. Ask your family members to help
you act it out.
- Praise God with a “singing relay.” One person sings
the first line of a familiar praise song, then points to
somebody else. That person must sing the second
line and then point to another singer, and so on.
- Thank God for His loving care this week.

www.gracelink.net/primary
**God’s Choice**

**Monthly Theme**
We worship the Creator.

**The Bible Lesson at a Glance**
Korah, Dathan, Abiram, and 250 men who supported them lead a rebellion against Moses and Aaron. God destroys the rebels. The grumbling continues, so God tells Moses to ask the leader of each of the 12 tribes to bring a walking stick to the tabernacle. Moses writes each man’s name on his stick. Aaron’s name is written on the tribe of Levi’s stick. The sticks are left overnight. The next day Aaron’s stick has blossoms and almonds growing on it—proving that God chose Aaron to be priest.

_This is a lesson about worship._
Korah, Dathan, Abiram, and their 250 supporters were really rebelling against God’s authority when they rebelled against Moses and Aaron. They were leading Israel away from worshiping God when they rejected His authority. Worship and respect go together. It is a serious matter to show respect to God as part of worshipping Him.

**Teacher Enrichment**
“Korah and his fellow conspirators . . . had been favored with special manifestations of God’s power and greatness. They . . . went up with Moses into the mount and beheld the divine glory. But . . . a temptation . . . had been harbored, and had strengthened . . . until their minds were controlled by Satan. . . .

“[They] were successful in alienating two hundred and fifty princes, men of renown in the congregation. . . .

“His [Korah’s] hearers . . . decided that all their disasters were chargeable to him [Moses], and that their exclusion from Canaan was in consequence of the mismanagement of Moses and Aaron’ (Patriarchs and Prophets, pp. 396, 397).

Aaron’s rod that budded was placed in the side pocket of the ark, along with the pot of manna and the books of the law of Moses—signifying God’s temporal provision during Israel’s wilderness wanderings.

**Room Decorations**
See Lesson 5.
**Program Overview**

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td><em>A. I Made It Myself!</em></td>
<td>blocks, modeling clay (plasticine), or other materials for creating something, Bibles, chalkboard and chalk or paper and markers, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>B. Who Am I?</em></td>
<td></td>
</tr>
<tr>
<td>Any Time Prayer</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td><em>Sing for Joy</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td><em>Children’s Mission</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>offering container</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>Bible</td>
</tr>
<tr>
<td>2 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>13 long, thick sticks; white artificial flowers with green leaves; almonds; double-sided tape; large box or bag; craft sticks or tongue depressors; cup or bowl</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bibles, beanbag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bibles</td>
</tr>
<tr>
<td>3 Applying the</td>
<td>up to 15</td>
<td><em>A. Respecting Others</em></td>
<td>none</td>
</tr>
<tr>
<td>Lesson</td>
<td></td>
<td><em>B. Respect in Church</em></td>
<td>posterboard, slips of paper with scenarios, marker</td>
</tr>
<tr>
<td>4 Sharing the</td>
<td>up to 15</td>
<td>Respectfully Yours</td>
<td>almonds, tissue or netting, ribbon, label saying “Respectfully Yours”</td>
</tr>
<tr>
<td>Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. I Made It Myself!
Make available blocks, modeling clay (plasticine), or other materials from which the children can create something God has made. After the children are finished, invite each to show and describe his or her creation to the other children, and explain what it is.

Debriefing
Ask: How do you feel about what you’ve made? (I like it; I’m proud of it; etc.) How would you feel if your brother or sister or someone else ruined it for you? (I’d be angry; I wouldn’t like it; etc.) How do you think God feels when He sees us ruining the things He’s made? How do we ruin our world? our bodies? other people? Read aloud Revelation 14:7. God has authority over the world because He created it. Today’s message tells us . . .

WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.

Say that with me.

B. Who Am I?
You may want to divide large classes into smaller groups. One person from each group will come to you to get a word and either act it out (charades) or draw it where all in the group can see. Tell the group the category is “People in Authority.” Words to whisper to the actor/artist are:

policeman   soldier   coach   grandparents
parents   babysitter   teacher   friends’ parents

Debriefing
Ask: How do we show respect to each of these people? (Don’t break the law, do what they ask you to do, speak to them politely, etc.) How is the authority these people have like God’s authority? How is it different? How do you feel when you are required to show respect? (I feel like I’m forced; I want to show respect. It depends on the person and/or situation.) How do we show respect to God? Read aloud Revelation 14:7 and have the children repeat it with you. Today’s message tells us . . .

WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.

Say that with me.
Fellowship
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the
door (as appropriate). Review the memory verse and allow time for sharing experiences
from last week’s lesson study. Give a special warm greeting to visitors and introduce each by
name. Acknowledge any birthdays or special events.

Suggested Songs
“Lord, We Praise You” (Sing for Joy, no. 17)
“Joyful, Joyful, We Adore Thee” (Sing for Joy, no. 1)
“Sing Praises to the Lord” (Sing for Joy, no. 2)
“God of Great and God of Small” (Sing for Joy, no. 3)
“Alleluia” (Sing for Joy, no. 16)

Mission
Share a story from Children’s Mission. Help the children identify an individual or situation
that involved respecting authority.

Offering
Say: We respect God as the owner of the universe when we
bring gifts to Him each Sabbath. Let’s give Him our gifts now. Then
collect the offering.

Prayer
Have someone read Psalm 95:6 and someone else read Habakkuk
2:20. Explain that we can pray in any position, but we are reverent dur-
ing prayer and worship time to show respect for God’s authority. Kneel
reverently together and ask God to help us respect Him and those He
has placed in authority.

You Need:
• offering container

You Need:
• Bible
**Bible Lesson**

**Experiencing the Story**

When the story tells of the rod that bloomed, use double-sided tape to attach the flowers and a few almonds to the stick.

Instruct the children as follows:

<table>
<thead>
<tr>
<th>When you say:</th>
<th>They do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korah</td>
<td>Shake heads.</td>
</tr>
<tr>
<td>Dathan</td>
<td>Wag their fingers in negative gesture.</td>
</tr>
<tr>
<td>Abiram</td>
<td>Put thumbs down.</td>
</tr>
</tbody>
</table>

**Read or tell the story.**

There was trouble in the camp. **Korah (shake heads), Dathan (wag fingers), and Abiram (thumbs down)** were very upset. They didn’t think that Moses and Aaron should be the only leaders. **Korah (shake heads)** also thought it unfair that only Aaron’s family served as priests. **Korah (shake heads)** and other Levites worked in the tabernacle but only Aaron’s family were allowed to be priests. “I am a Levite just like Aaron,” **Korah (shake heads)** may have thought. “Why can’t my family have a chance to be priests too?” The more he thought about it, the more unfair it seemed.

But **Korah (shake heads)** had forgotten something very important. Moses had not asked for the job of leading the Israelites. God had chosen him. Aaron and his sons had not asked to be priests either. God had chosen them. When **Korah (shake heads)** began grumbling about the leaders, he was not complaining against Moses and Aaron. He was complaining against God. **Korah (shake heads), Dathan (wag finger), and Abiram (thumbs down),** soon found others who agreed with them. Two hundred fifty other men joined the plot against Aaron and Moses. They came as a group to Moses. “Why do you set yourself above the Lord’s people?” they demanded to know.

Moses tried to warn them: “It is against the Lord that you and all your followers have banded together.” But they wouldn’t listen. These men refused to accept the leaders that God had chosen. They refused to follow the instructions God had given. God wanted everyone to know that Moses was the leader that He had chosen. God made something happen that had never happened before and **Korah (shake heads), Dathan (wag fingers), and Abiram (thumbs down)** and the 250 men were destroyed.

But still the grumbling continued. There were a lot of unhappy Israelites. God was grieved. He knew the people could not make it safely to the Promised Land unless they listened to their leaders. So God told Moses what to do.

Moses asked the leader from each tribe to bring a staff—a thick walking stick. **[Show the sticks. Pretend to write the name of a tribe on each.]** Aaron’s name was written on the walking stick for the tribe of Levi. God told Moses to place the 12 walking sticks in the tabernacle overnight. **[Put all the sticks in a large box or paper sack.]**

“The walking stick belonging to the man I choose will sprout,” God said, “and I will rid myself of this constant grumbling against you.”

In the morning Moses and all the people went to the tabernacle to see what had happened to the walking sticks. When Moses brought out Aaron’s walking stick **[decorate the stick],** everyone was surprised to see that it had not only sprouted, it had budded, blossomed, and produced almonds. An old dead stick had come to life. When Moses showed the walking sticks to all the people, they stood silent in a moment.

---

**You Need:**

- 13 long, thick sticks (walking sticks)
- two or three white artificial flowers with green leaves
- a few almonds
- double-sided tape
- large box or paper bag to hold sticks
- craft sticks or tongue depressors
- cup or bowl

---

www.gracelink.net/primary
of worship. They knew that Aaron served under God’s authority. And they knew they should show respect for Aaron. They knew what we have learned today: We worship God when we respect His authority.

Moses put Aaron’s walking stick in the tabernacle as a reminder to respect the authority of God and of those God puts in authority over us.

**Debriefing**

Have a number of craft sticks (tongue depressors or other sticks) with a different numbered question from the list below taped to each. Stand the sticks in a small cup or bowl and invite the children to choose one each. Call for the questions in order, by calling the numbers. Each person may choose someone to read or answer the question.

1. What was Korah upset about?
2. What were Dathan and Abiram upset about?
3. How many leaders of the people joined Korah, Dathan, and Abiram in grumbling against the authority of Moses and Aaron?
4. Explain why we should not grumble about people in authority over us.
5. Name some people who are in authority over you. How will you act under their authority?
6. How did you feel about today’s Bible story?

**Answer Key:**
1. That only Aaron and his family could be priests. 2. Moses’ leadership. 3. 250. 4. When you grumble about people in authority, you grumble against the person who put them in authority—in this case, God. 5. Parents, teachers, pastor, elders, babysitters, and community leaders, etc. Answers will vary. 6. Answers will vary.

**Let’s say our message together:**

WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.

---

**Memory Verse**

Read Revelation 14:7. Repeat the memory verse, holding up a finger each for:
1. “The heavens”
2. “The earth”
3. “The sea”
4. “The springs of water”

Do a beanbag toss. The children catch the beanbag and then say the next word of the memory verse, trying to keep it going without missing a beat. Repeat until children know the verse.

**Bible Study**

Say: **Let’s read the story of Aaron’s rod in our Bibles. Turn to Numbers 17:1-11.** Have adult helpers assist as needed. Divide the children into two groups. One group will read what the Lord said to Moses, and the other group will read the narration. Read the verses in order:

<table>
<thead>
<tr>
<th>The Lord said to Moses</th>
<th>Narration</th>
</tr>
</thead>
<tbody>
<tr>
<td>verses 1-5</td>
<td>verses 6-9</td>
</tr>
<tr>
<td>verse 10</td>
<td>verse 11</td>
</tr>
</tbody>
</table>

**Debriefing**

Ask: **What did you learn about respecting God from these verses?** (Moses followed God’s instructions exactly [verse 11]. God clearly showed the Israelites whom He put in authority over them [verses 5-9]. They showed lack of respect to God when they didn’t respect those whom God placed in authority over them [verse 10].)

Ask: **Why were Korah, Dathan, and Abiram angry with Moses and Aaron?** (They wanted to be the leaders of Israel.) **Why was it wrong for them to grumble?** (God had not chosen them to be leaders; He had chosen Moses and Aaron. So when they complained, they were grumbling against God.) **Who are some leaders you know today?** (parents, teachers, caregivers, pastors, police, and other community workers)

---

**You Need:**
- Bibles
- beanbag

---

**You Need:**
- Bibles
How should we treat them? (We should treat them with respect.) How can we show them respect? (Listen to them, do as they ask us, obey their rules, etc.) How can we show respect for God’s authority? (Answers will vary but should indicate listening and obedience.) Let’s remember our message:

WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.

Say that with me.

Applying the Lesson

A. Respecting Others

Ask: How do you show respect to people in authority?

Remind the children of the importance of the following:

Voice—how soft or loud they speak
Eye contact—when greeting (depending on the customs or culture)
Dress—well-groomed, dressed properly for the occasion
Actions—particular formalities
Read and help the children act out the following scenarios:

1. Your parents have invited guests to your home. You wish they weren’t coming today. Your mother asks you to meet them at the door.
2. Your principal asks you to come to her office to talk about your grades.
3. You are invited to eat with the person your father or mother works for.
4. Your pastor comes to visit your family.
5. You are playing at your friend’s house, and his/her mother tells you to be quiet.
6. You are playing a game, and your teacher says it’s time to quit.

Debriefing

Ask: Why do we obey these people? (They have been placed in authority over us by God or other people.) How do you feel when someone in authority tells you what to do? (Unhappy, because it’s natural to want to do things our way; would rather not; it’s OK; etc.) Do you think they want us to be happy or unhappy? (happy) Are they telling us this for our own good? (Yes.) What do you intend to do when they correct you? (Listen to them and cooperate.) How is this like treating God with respect? (God placed them in authority over us.) Remember today’s message? Let’s say it together.

WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.
B. Respect in Church

In advance, draw the front of a church on posterboard and cut open the doors. Write different scenarios on small papers and place them behind the doors. (See Debriefing for ideas.)

Ask the children to pull papers through the door of the church. They are to decide if it would be respectful to do that action in church. After each is read, ask: **Is it possible to do this action in a disrespectful way?** (Sometimes we sing or pray, and if we do not mean it, it is just as disrespectful as running or shouting in church.)

**Debriefing**

Review and make sure the following points are discussed. **We are respectful in church when we:**

- Sing (think about the words to songs as we sing)
- Pray (with heads bowed, quietly, reverently, etc.)
- Listen
- Dress appropriately
- Speak at the right time
- Participate

Say: **All these actions show respect to others, but most of all, they show respect for God. Remember our message? Let’s say it together.**

**WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.**

---

Sharing the Lesson

Respectfully Yours

Provide almonds for the children to take home and share. Put several almonds in a tissue or netting or almonds may be put in a napkin or paper cup. Add a paper that says “Respectfully Yours” and tie with a ribbon. Ask each child to think of someone they respect and plan to give them the almonds. Have the children form pairs and practice what they will say when they give the almonds away. Remind them to practice telling the story too.

**Debriefing**

Ask: **Have you chosen someone to whom you will give your almonds? Why did you choose that person? What will you say to them?** Allow response time. **Remember our message? Let’s say it together.**

**WE WORSHIP GOD WHEN WE RESPECT HIS AUTHORITY.**

Closing

Say: **God chose Aaron and His family to be priests. The Israelites had to choose whom they wanted to follow. We also have a choice. As we pray, raise your hand if you want to choose to be on God’s side. Pray a simple prayer asking God to help the children to make good choices.**
Lin and Jacob were playing a word game. Too soon the bell rang and recess was over. “Come, children,” called their teacher. “It’s time for math class.”

Lin sighed. Jacob was not so quiet. “I don’t know why we have to go back so soon,” he grumbled.

A long time ago some grown men thought they shouldn’t have to do as their leader said. They decided to rebel. They wanted to have their own way. But their way was not God’s way.

There was trouble in the camp. Korah, Dathan, and Abiram were very upset. They didn’t think that Moses and Aaron should be the only leaders. Korah also thought it unfair that only Aaron’s family served as priests. Korah and other Levites worked in the tabernacle but only Aaron’s family were allowed to be priests. I am a Levite just like Aaron, Korah may have thought. Why can’t my family have a chance to be priests too? The more he thought about it, the more unfair it seemed.

But Korah, Dathan, and Abiram had forgotten something very important. Moses had not asked for the job of leading the Israelites. God had chosen him.

Aaron and his sons had not asked to be priests either. God had chosen them. When Korah, Dathan, and Abiram began grumbling about the leaders, they were not complaining against Moses and Aaron. They were complaining against God.

But Korah, Dathan, and Abiram soon found others who agreed with them. Two hundred fifty other men joined the plot against Aaron and Moses. Together they went to Moses and said, “Why do you set yourself above the Lord’s people?”

Moses listened to them. Then he warned them, “It is against the Lord that you and all your followers have banded together.” But they wouldn’t listen. These men refused to accept the leaders that God had chosen. They refused to follow the instructions God had given. God wanted everyone to know that Moses was the leader that He had chosen. God made something happen that had never happened before and Korah, Dathan, and Abiram and the 250 men were destroyed.

But that was not enough to stop the grumbling in the camp.

“Get a walking stick from the leaders of each of the 12 tribes of Israel,” God told Moses. “Write the name of each leader on the stick from his tribe.”

Aaron’s name was written on the stick from the tribe of Levi. God told Moses to place the 12 sticks in the tabernacle overnight. “The stick belonging to the man I choose will sprout,” said God. “I will rid myself of this constant grumbling against you by the Israelites.”

In the morning Moses and all the people went to the tabernacle. They wanted to see what had happened to the walking sticks. When Moses brought out Aaron’s stick, everyone was surprised to see it had sprouted. It had budded, blossomed, and produced almonds. An old dead stick had come to life.

When Moses showed the sticks to the Israelites, they realized God had indeed chosen Aaron. Moses and Aaron served under God’s authority, and the people were finally willing to respect that.
Moses put Aaron’s walking stick in the ark in the tabernacle as a reminder to respect the authority of God. And that Bible story reminds us to respect those God puts in authority over us.

Daily Activities

Sabbath
- If possible, take a Sabbath walk with your family in the woods. Find a stick that could be a walking stick and use it. Find a place to rest. Then, together, read your Bible lesson story. Read your memory verse in Revelation 14:7. Take your walking stick home to remind you of the story.

Sunday
- For worship, read Numbers 16 and all of 17 with your family. How many staffs did God tell Moses to gather? (Numbers 17:2)
- Name three people God has put in authority over you. Pray for them today.
- Take some almonds and attach them to the walking stick that you brought home. You may want to add some artificial flowers and leaves. Keep your stick for this week.
- Teach your memory verse to your family.

Monday
- Read Psalm 96 with your family during worship. Take turns reading different verses. Ask each person: Why do you love and respect God?
- Review the memory verse. Then draw a picture of four things that God has made. At prayer time, think of something about these four things to thank God for.
- Sing, play, hum, or listen to “Joyful, Joyful, We Adore Thee” (Sing for Joy, no. 1).

Tuesday
- Korah, Dathan, and Abiram had a problem. Tell your family about it. Read Numbers 16:11 together. About whom were these men really complaining? About whom in authority do you sometimes grumble?
- Ask God to help you not to grumble and complain.

Wednesday
- Write the memory verse on your walking stick, or attach a sign with the verse to the stick. Keep it so you can read it every day.

Thursday
- With your family, read Philippians 2:14, 15. Draw a large star and cut it out. On the star, write three reasons not to grumble. Put it where you will see it often.
- Sing “Smile, Smile, Smile” (Sing for Joy, no. 107) before prayer. Ask God to help you to keep smiling.

Friday
- When a president or king arrives to speak to their people, a band usually plays special music. This shows respect. Make music for King Jesus to show love and respect for Him. Sing “Clap Your Hands” (Sing for Joy, no. 4). While you sing, clap your hands or use rhythm instruments (make some with spoons or sticks).
- Tell or act out your lesson story for worship. After dark, ask your family to go outside with you to see the stars. Read Philippians 2:14, 15 together. Ask God to help you respect His authority during the Sabbath. Talk about ways to do that.
References
Numbers 20:1-13; Patriarchs and Prophets, pp. 411-421

Memory Verse
"Trust in the Lord forever, for the Lord . . . is the Rock eternal"
(Isaiah 26:4).

Objectives
The children will:
Know that we worship God when we trust Him.
Feel a desire to trust God.
Respond by asking God to help them trust Him.

The Message
We worship God when we trust Him.

Water From a Rock?

Monthly Theme
We worship the Creator.

The Bible Lesson at a Glance
The Israelites arrive at the Desert of Zin, and again they have no water. They grumble and blame Moses and Aaron, who take the problem to God. God tells Moses to speak to a large rock and water will pour out. Moses is angry at the people for murmuring and instead of speaking, he strikes the rock twice with his staff. God tells Moses and Aaron that they will not lead the Israelites into the Promised Land because they did not honor Him before the people.

This is a lesson about worship.
Trusting God is an act of worship. Too often people try to solve their problems on their own, without taking them to God or following His guidance given through Scripture. They trust themselves more than they trust God. Those who trust God and His Word above their own ideas are happier and are honoring and worshiping God.

Teacher Enrichment
The rock that provided water for the Israelites in the wilderness represented Christ (1 Corinthians 10:4). This incident took place at the end of the wilderness wandering, after 40 years in the desert. For many years the stream had gushed out near the place where they would camp. "Just before the Hebrew host reached Kadesh, the living stream ceased [flowing]. . . . It was the Lord's purpose again to test His people. . . . "They were now in sight of the hills of Canaan. A few days' march would bring them to the borders of the Promised Land" (Patriarchs and Prophets, pp. 413, 414).

Room Decorations
See Lesson 5.
<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>Readiness Options</td>
<td>up to 10</td>
<td>A. Falling</td>
<td>none chairs, tables, etc., for an obstacle course; blindfolds for half of the group; Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Trust Walk</td>
<td></td>
</tr>
<tr>
<td>Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none Sing for Joy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td>Children’s Mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td>offering basket, medium-sized rock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>rock, markers, sticky notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td></td>
</tr>
<tr>
<td>Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>“rock wall” made from garbage bags stuffed with newspaper, wading pool, brown plastic garbage bags, garden hose attached to a faucet or a jug of water, Bible-times costumes, rod or walking stick, six rocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td></td>
</tr>
<tr>
<td>Applying the Lesson</td>
<td>up to 15</td>
<td>A. Magnet Object Lesson</td>
<td>magnets and steel paper clips, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Scenarios</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Trusting the “Rock”</td>
<td>rock from offering basket, Bible</td>
</tr>
<tr>
<td>Sharing the Lesson</td>
<td>up to 15</td>
<td>Memory Verse on the Rock</td>
<td>large smooth rock for each child, permanent markers in bright colors, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closing</td>
<td>empty basin or shallow pan, pitcher of water</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. Falling
Ask for a volunteer to come up front. When he/she does ask, If I ask you to fall straight back from a standing position, would you do it? (If the child says yes, then ask him/her if that is something most people would do.) (Probably not.) Why? (They may be afraid of hurting themselves.) If I told you there was someone willing to catch you, would you do it then? (Yes) What if I told you that the person who is going to catch you is a 2-year-old? Would you do it then? (Probably not) What if I told you that the person going to catch you was your parent or me? Would you do it then? (Yes, maybe) Would you like to try? If the child decides to try, have him/her fall back and catch that child. After that, ask for others who might like to try. Give as many students as you are able a chance to try.

Debriefing
How does it feel to fall backwards? (Scary, OK, fun) What makes it scary for some people? (They are afraid they’ll hurt themselves, they can’t see what is behind them) Who knows all about our lives, even the things that haven’t happened yet? (God) So does it make sense to trust Him (Yes) Let’s read this verse that tells us one good reason we should trust God. Read aloud Jeremiah 29:11. This verse encourages us to trust God. When we trust God, that is one way of worshipping Him. Our message reminds us of this.

WE WORSHIP GOD WHEN WE TRUST HIM.
Say that with me.

B. Trust Walk
Design an obstacle course or maze using chairs, tables, etc. Divide the class into pairs. Blindfold one of each pair and let the child attempt the obstacle course without help. After the child bumps into a few things, have the him or her start over, this time with the partner giving directions. Switch partners and repeat.

Debriefing
Ask: Was it easier to walk the obstacle course by yourself or with your partner to help you? Was it easy to trust your partner to give you good directions? How is this like trusting God? Read aloud Proverbs 3:5, 6. How long should we
Prayer and Praise

Fellowship
Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week's lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

Songs
- “Trust and Obey” (Sing for Joy, no. 113)
- “Teach Me, Lord” (Sing for Joy, no. 110)
- “Trust in the Lord” (Sing for Joy, no. 111)
- “His Banner Over Me Is Love” (Sing for Joy, no. 25)

Mission
Use a story from Children's Mission. Emphasize how someone trusted God.

Offering
Collect the offering in an offering basket with a medium-sized rock in the bottom. Say: Our Bible story today is a “rock story” that teaches us always to trust God. We give our offerings to thank God for taking care of us. And we help God to help other people learn to trust Him.

Prayer
Have each child write or draw something for which to thank God. Have them come and stick their note to the rock, stand in a circle around the rock, and ask God to accept their thanks and praise and their trust in Him.
Experiencing the Story

Special Effects: Find a way for water to unexpectedly pour out when Moses hits the “rock.” You might set up the wading pool on the floor and add garbage bags stuffed with newspaper to form a rock wall. Cover all with brown plastic garbage bags. Arrange ahead to have someone who is concealed among the “rocks” pour a jug of water. (Options:) Go outside for the story where a hose is more easily set up or concealed. Or tell the story around a sandbox. The water could come from a concealed bottle. At the appropriate time, have Moses hit the “rock” with the walking stick.

Costumes: Dress the children in Bible-times costumes.

Characters: Moses, Aaron, the people (use the whole class)

Instruct the children as follows:

When you say: The students:

Water Make a pouring action.

Complain/grumble/ mumble Say: “I’m thirsty” in an unhappy voice.

Read or tell the story.

The Israelite people were out of water—again (pouring action). So they started complaining (I’m thirsty) to Moses—again. “Why did you bring us out of Egypt to die in this desert?” they grumbled (I’m thirsty). “There’s nothing good to eat here, and there’s no water [pouring action] to drink!” They didn’t mumble (I’m thirsty) about this once or twice but over and over, their voices growing louder and louder.

How many times had Moses heard that? In fact, the people had complained (I’m thirsty) about having no water (pouring action) at this very same place 40 years before. At that time God had told Moses to strike the rock and water (pouring action) had gushed out. Gallons and gallons of water (pouring action). And it kept pouring out from the rock as long as the people were there.

So here they were again with a water (pouring action) problem. The people, instead of trusting God to care for their needs, grumbled and complained (I’m thirsty). And Moses, as he always did when he had a problem, turned to God for help. God told Moses to take his staff—his walking stick—call his brother Aaron, and gather all the people together.

“Speak to that rock before their eyes,” God said, “and it will pour out its water” (Numbers 20:8) (pouring action).

Moses had been patient for a long, long time. But after 40 years of listening to the Israelites grumble (I’m thirsty), he was fed up. He was angry. He was tired. He was probably hot and thirsty too. Whatever the reason, he forgot how patient God had been with him all the years of his life. He forgot how forgiving and gentle and caring God had been.

“Listen, you rebels, must we bring you water (pouring action) out of this rock?” Moses yelled at the people. Then he raised his arm and hit the rock twice with his staff. Sure enough, water (pouring action) gushed out. The people were happy. They rushed forward to reach the water (pouring action).

But almost immediately God gently spoke to Moses. “Moses, you did not trust Me. Not even enough to honor Me as
holy in the sight of the Israelites,” God said. “You will not bring this community into the land I give them.”

And immediately Moses realized what he had done. He had forgotten to trust God, just as the people had. He had forgotten God’s saving grace—His patience, love, and forgiveness. Moses had even forgotten for a moment that it was God who sent the water (pouring action) and that he was only God’s helper.

After 40 years of struggle and waiting, Moses and Aaron would not enter the Promised Land and enjoy its rest. We have learned that we worship God when we honor Him, when we obey Him, and when we praise Him. God also wants us to remember that we worship Him when we trust Him.

**Debriefing**

In a basket, place six smooth rocks, each with a different number written on it, each number representing a question below. Have the children select a rock and say the number. The children listen to the question for their number and call on someone to answer it or answer it themselves.

1. Why were the people grumbling?
2. Had God ever let any of the people die of thirst?
3. If God always cared for the people, why were they grumbling?
4. How did the people make Moses feel with their grumbling?
5. Why was Moses not allowed to go into the Promised Land?
6. What happened when Moses struck the rock?

**Answer Key:**
1. There was no water.
2. No. 3. They forgot how good God was to them; they did not trust Him. 4. They made Moses angry. 5. Because he did not trust God; he did not honor God before the people; he disobeyed God. 6. Water flowed out.

**Ask:** How do you feel when you remember to trust God? (peaceful, happy, not afraid, etc.) Let’s say the message together:

**WE WORSHIP GOD WHEN WE TRUST HIM.**

**Memory Verse**

Read aloud Isaiah 26:4. (“Trust in the Lord forever, for the Lord . . . is the Rock eternal.”) Then learn the verse by playing Scripture Echoes.

You repeat words and phrases from the verses and the children echo you. (“Trust in the Lord; for the Lord is the Rock eternal.”)

**Bible Study**

Say: Let’s look in our Bibles and find some other verses about trusting God. Adult helpers assist as needed. All children find and read the same verse. Large class: Form groups of five or six. Have the verses read aloud:

Psalm 56:3   Psalm 62:8   Proverbs 3:5  
Isaiah 12:2   Isaiah 26:3

**Debriefing**

Ask: How do we know that we can trust God? (He has promised to be with us. He has shown His care for others. We have read about His care for people in the Bible. We have experienced His care, or someone in our family has.) What do you think about knowing that God watches over you, and you can trust Him in every situation? (good, positive, glad, grateful, happy, etc.) Trusting God is another way of worshipping Him, and that’s what our message teaches us. Let’s say it together:

**WE WORSHIP GOD WHEN WE TRUST HIM.**
Applying the Lesson

A. Magnet Object Lesson

Make a chain with steel paper clips and stick one end to one of the magnets. Take another magnet and tell the children you want to move the magnet with the paper clip chain behind it. Put the magnets in the position where they will repel instead of sticking. Ask the children to give you suggestions, then do it the right way.

Debriefing

Ask: If you have been disobedient, do you want to be near the one you disobeyed? Does obedience to God make you want to be in His presence, giving Him worship? Read aloud Proverbs 3:5, 6.

If we have a close relationship with God, it is easier to trust in Him. How do we develop that close relationship with God? Allow discussion time. Let’s remember our message:

WE WORSHIP GOD WHEN WE TRUST HIM.

B. Scenarios

Ask the children to role-play or discuss the following two scenarios:

1. You want to learn the words to a new song. You read them over once and decide to practice it tomorrow. A week goes by before you remember about the song. You sing it through once and then you go out to play. Two weeks later you read all the words to the song all the way through once; then you talk to your friend on the telephone. The next day you tell a friend you want to sing the song along with her, but you can’t remember the words!

Debriefing

Ask: What do you think went wrong? (You did not concentrate on learning the song.)

What do you think would have worked? (To keep singing it until you learn it.)

What do you think would happen if we communicated with God only once in a while? (We would not know Him well, and probably wouldn’t learn to trust Him.)

2. Your grandparents ask you to go with them to run some errands and visit their friend who is sick. You don’t really want to go, so you make up a story about something you need to do. You find out later that they knew you made up the story.

Debriefing

Ask: How will you feel next time you see your grandparents if neither of you mention it? (embarrassed, don’t want to talk, etc.) If you are very close to your grandparents and used to talking about things with them, will it be easier to talk about it? (Yes.) How would you feel about talking with God when you’ve done something wrong if you don’t feel close to Him? (would not trust Him, would not want to talk to Him)

Trust is important in all our relationships, but especially in our relationship with God. Trusting God is one way we worship Him. Let’s say our message together.

WE WORSHIP GOD WHEN WE TRUST HIM.
C. Trusting the “Rock”

Have the children sit in a circle. Read aloud Isaiah 26:4. Take the rock out of the offering basket and pass it around the circle.

As each child receives the rock, invite him/her to tell something for which they trust God (for example, ‘I trust God to give me food”).

Debriefing

Ask: **What does it take to trust someone?** (good past experiences with that person) **What makes us sure we can trust God?** (The Bible tells many stories that show we can trust God; our personal experiences, etc.) **How will you trust God this week?** When and where will you trust Him? Can you trust Him in every situation? Let’s say our message together.

**WE WORSHIP GOD WHEN WE TRUST HIM.**

Sharing the Lesson

Memory Verse on the Rock

Supply a large, smooth rock and a brightly colored marker for each child. Have each child write the memory verse on a rock. (Adult helpers assist as needed.)

If there is room, encourage the children to decorate their rocks. The children can take their rocks home and show them to their family. Later they may want to give them to someone for a gift. Tell them to tell that person the memory verse (Isaiah 26:4) as the rock is given away. Also, say that this gift is to remind the one receiving it to trust in the Rock (Jesus).

You Need:
- large, smooth rock for each child
- permanent markers in bright colors
- Bible

You Need:
- empty basin or shallow pan
- pitcher of water

Debriefing

Ask: **What does the memory verse mean when it refers to the Lord as ‘the Rock eternal’?** (God is strong; He doesn’t change; He can support us, etc.) **How does having God as your rock make you feel?** (happy, confident, etc.) **When you feel worried about something, what will you do?** (Speak to the Rock [God] and ask Him to help you.)

Closing

Invite each child to come to you and pour a little water in the basin while they name a blessing they have received from God. When each child has had a turn, have the children stand in a circle while you thank God for pouring out His blessings on them. Ask God to help the children continue to trust Him to furnish His blessings every day.
Water From a Rock?

Have you ever run out of water? Imagine how thirsty you would be! You’d probably be upset and cranky.

Years ago God told Moses to lead the Israelites out of Egypt. Moses did, but they had a water problem. This is how it happened.

The Israelites were out of water—again. So they started complaining to Moses—again. “Why did you bring us out of Egypt to die in this desert?” they grumbled. “There’s nothing good to eat here. And there’s no water to drink!” They didn’t mumble about this just once or twice. Again and again they complained, their voices growing louder and louder. How many times had Moses heard that? In fact, the people had complained about having no water 40 years earlier. At that time God had told Moses to strike the rock, and water had gushed out. Gallons and gallons of water had poured out, and it kept pouring out from the rock as long as the people were there.

So here they were again without water. Instead of trusting God to care for their needs, they grumbled and complained. And Moses, as he always did, turned to God for help. God told Moses to take his staff—his walking stick—and call his brother, Aaron. Then they were to gather all the people together.

“Speak to that rock before their eyes and it will pour out its water,” God said. (See Numbers 20:6-8.) Moses had been patient for a long, long time. But after 40 years of listening to the Israelites grumble, he’d had enough. He was angry. He was tired of their grumbling and complaining. Once more they were showing that they did not trust God. Moses was so irritated that he forgot that it was God who had caused all the miracles to happen. God had caused the water to flow out of the rock 40 years before. Only God could cause it to flow again. But Moses forgot. He felt he was the one who would make the water come from the rock.

“Listen, you rebels, must we bring you water out of this rock?” Moses yelled at the people. But he didn’t speak to the rock as God had commanded. He raised his arm and hit the rock twice with his staff. And God made the water gush out.

Moses may have felt quite pleased with himself for a moment. He’d probably wanted to yell at the people for a long time. And it may have felt good to hit that rock. But Moses had given the impression that the power to make the water flow had come from him and Aaron. So God was dishonored. If Moses had obeyed, it would have reminded the people that although Moses was their leader, he got all his instructions from God.

Then God spoke again in His calm, gentle voice. “Moses, you did not trust Me. Not even enough to honor Me as holy in the sight of the Israelites,” God said. “Because of that, you will not bring this community into the land I give them.”

Immediately Moses realized what he had done. He, too, had forgotten to trust God. He had forgotten for a moment who was really leading Israel.
For 40 years Moses and Aaron had struggled in the wilderness. For 40 years they had led God’s people. But Moses and Aaron could not go into the Promised Land. The Israelites had to learn that whoever their leader was, that person had to trust God completely and obey all of God’s instructions.

God wants us to honor and worship Him. He wants us to trust Him. He wants us to know that He will be with us every day. We worship Him when we do as He asks. And we worship Him when we trust His leading.

---

**Daily Activities**

**Sabbath**
- God created a waterfall when He provided water from the rock. If possible, sit near a waterfall and read the Bible lesson with your family. Find and read Isaiah 26:4 together.
- Ask everyone to tell about a time they were discouraged. Did they trust God to help them? What happened? Ask God to help you trust Him more.

**Sunday**
- Read together Numbers 20:1-13. With the help of a family member, search the Internet or a book to find out why water is so important. List at least five things that your body uses water for. Find or draw pictures of someone without enough water to drink and someone who’s had enough.
- Cut some rock shapes from cards or heavy paper. Print a word of the memory verse on each “rock.” (Get help, if you need it.) Scramble the “rocks,” then put them in order and read the verse to your family.

**Monday**
- Discuss these questions in family worship: In what situation might you grumble? If you don’t like something, what should you do? Read the following verses together: James 5:9; Psalm 142:1, 2; Psalm 37:7; Matthew 18:15; Proverbs 24:6.
- Arrange your memory verse “rocks.” Read the memory verse aloud five times.

**Tuesday**
- In worship today, ask everyone to remember the last time they were angry. Have them tell what they did. Discuss: Why did Moses suffer so greatly because of his anger? (Read Numbers 20:12 together.)
- Put your memory verse rock cards in order, then say the verse for your family.

**Wednesday**
- At family worship, make a list of people you trust most, starting with the most at the top. Which of the people on the list are closer to you? Does trusting help you be closer to someone? Read and discuss Proverbs 16:20 together.
- Say your memory verse to your family.

**Thursday**
- During worship, find Kadesh on a Bible map. Have someone find its distance from Canaan. Measure this distance from your house to a town nearby.
- Tell your family this week’s Bible story in your own words. What lessons did you learn from this story?
- Read Proverbs 3:5 together. Then sing “Trust in the Lord” (Sing for Joy, no. 111).
- Show the memory verse rock you made in Sabbath School. Recite the memory verse to the person you show it to.

**Friday**
- During family worship, play “leading the blind.” Before worship starts, help set up an obstacle course somewhere inside or outside your home. When worship starts, blindfold half of your family members. Ask the others to be helpers. Each “helper” will lead the blindfolded partner through the obstacle course. Ask, “Did you trust your ‘helper’? What Helper can you trust most?” Read Psalm 118:6, 7 together. Ask your family to repeat the verse with you.
- Show the memory verse rock you made in Sabbath School last week. Give each person a rock to hold. Then ask them to tell one way they can trust in God.

---

www.gracelink.net/primary  
LESSON EIGHT  89
References
1 Kings 17:1-6; Prophets and Kings, pp. 119-128

Memory Verse
“I am your God. I will strengthen you and help you.” (Isaiah 41:10).

Objectives
The children will:
Know that God knows and supplies our needs.
Feel safe in God’s care.
Respond by trusting God to care for them even when bad things happen.

The Message
God knows my needs; He cares about me.

Breakfast With the Birds

Monthly Theme
Grace is the gift of life.

The Bible Lesson at a Glance
Wicked King Ahab and Queen Jezebel rule the land of Israel. God sends Elijah to the palace in Samaria to bear a message of God’s judgment on Israel for their wickedness. Elijah announces to King Ahab that there will be no dew or rain in the next few years except at his word. Elijah leaves quickly and hides in the Kerith Ravine by a brook. God sends ravens regularly to feed Elijah, and he feels safe in God’s care.

This is a lesson about grace.
Even when bad things are happening all around us because of sin, God is still in charge of the world. He can work through nature, people, and circumstances to care for our needs in spite of terrible situations.

Teacher Enrichment
“Baal was worshiped as the source of life and blessing, as the great storm god, who supplied the earth with moisture, and gave to the land its increase... [Ahab] and [the] people refused to believe that the drought was a judgment from God. They insisted that Baal and Ashtoreth would yet give them the life-giving rain” (The SDA Bible Commentary, vol. 2, p. 813).

Ahab was married to the Phoenician princess Jezebel. This marriage was politically arranged because it opened up the Mediterranean seaports for Israel.

Room Decorations
Place some dead and dried-up plants and small trees around the room. In one spot, add a representation of a brook using either blue cloth or aluminum foil to represent the water next to some “ravens” with pieces of bread in their beaks. Perhaps a small pile of sticks, a small container of oil, and a container of flour can be placed somewhere else. If possible, put a likeness of a cave somewhere in the scene.
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td><strong>1</strong> Readiness Options</td>
<td>up to 10</td>
<td><strong>A. Taste Test</strong></td>
<td>plastic bag of lemon wedges, bag of treats, blindfold for each child, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B. Traffic Stop Game</strong></td>
<td>double-sided stop sign attached to wooden handle, Bible</td>
</tr>
<tr>
<td><strong>Any Time</strong></td>
<td>up to 10</td>
<td>Prayer and Praise*</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fellowship</td>
<td>Sing for Joy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td>Children’s Mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td>container or bowl with bird cutouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>notebook and writing instrument, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>Bible</td>
</tr>
<tr>
<td><strong>2</strong> Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>Bible-times costumes, two crowns, headbands, long nylon scarves, leather pouch, black cloth, throne</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td>Bibles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td>Bibles</td>
</tr>
<tr>
<td><strong>3</strong> Applying the Lesson</td>
<td>up to 15</td>
<td><strong>Role-Play</strong></td>
<td>lunch bag with nails, bolts, screws; another lunch bag with seeds, dirt, small sealed container of water; another lunch bag with empty food wrappers, Bible</td>
</tr>
<tr>
<td><strong>4</strong> Sharing the Lesson</td>
<td>up to 15</td>
<td><strong>Food Collage</strong></td>
<td>Bibles, construction paper, old magazines, scissors, glue</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. Taste Test
Bring in a small plastic bag of lemon wedges (or other sour food) and a small bag of treats. Show both bags to the children and ask them to trust you to give them a taste of one of them. You get to choose which one they get. Blindfold the children and instruct them to open their mouths for the taste test. Give everyone the treat. (To heighten suspense, squeeze some of the lemon wedges to release the smell.)

Debriefing
Ask: How hard was it for you to trust me? Were you glad you did? What have you learned about trusting God? Read aloud Nahum 1:7. How is this like or unlike the activity we just did? (God is good. We have to trust God to know what’s best for us.) And here’s our message for today:

GOD KNOWS MY NEEDS; HE CARES ABOUT ME.

Say that with me.

B. Traffic Stop Game
Form four lines imitating the traffic pattern at an intersection. One child stands in the middle as the traffic cop. As he or she holds the stop sign one direction, the children in the two lanes facing that direction stop. The children in the other two lanes walk quickly past and loop around at the end to come back the other way. The “traffic police” now faces the other direction, causing the other two lanes of “traffic” to stop. The “traffic police” may swing back and forth at any time. Take turns so several children can be the “traffic police.”

Debriefing
Ask: Did this game work? Why? (Yes, everyone stopped when they were supposed to. No, some people didn’t stop.) Why don’t we have more accidents when we ride in our cars? (Because most people obey the traffic signs.) How do you know others will obey traffic laws? (We don’t, but we trust them to.) Can you always trust other people? Are there some people you can trust more than others? How do you feel about trusting our God? (Other people will let us down, but God won’t.) Read Isaiah 41:10 aloud. Then say, That reminds me of our message for today:

GOD KNOWS MY NEEDS; HE CARES ABOUT ME.

Say that with me.
Prayer and Praise

Fellowship
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

Suggested Songs
“God Is So Good” (Sing for Joy, no. 13)
“John 3:16” (Sing for Joy, no. 24)
“Lord, We Praise You” (Sing for Joy, no. 17)
“I Was Glad” (Sing for Joy, no. 144)

Mission
Use a story from Children’s Mission.

Offering
Collect the offering with the “bowl” to remind the children that their offerings will be used to supply someone’s needs.

You Need:
• container or bowl with cutouts of a black bird attached

Prayer
Make a “prayer time” notebook. On one page, write “Blessings From God.” On another write “Requests for Prayer.” Read aloud Philippians 4:19 and ask the children to tell about times God showed His care for them. Record their names and experiences on the appropriate page. Then ask for prayer requests and record them. Form a prayer circle and invite children to offer their thanks or requests as they pray. Plan to use this for several weeks.

You Need:
• notebook and writing instrument
• Bible
Experiencing the Story
As you tell the story, have the children act it out.

Characters: Elijah, guards, King Ahab, Queen Jezebel, prophets of Baal, ravens
Props: Bible-times costumes for guards and prophets; crowns for king and queen, headbands for prophets of Baal; long nylon scarves for Jezebel; robe and leather pouch for Elijah; black cloth for ravens (they hold the corners in their hands as they flap their wings); pita bread or other flat bread; throne for Ahab
Setting: At one side of the room, place a throne where Ahab sits. His guards stand nearby. On the other side of the room, Queen Jezebel and the prophets of Baal stroll up and down. If possible, have adults play the parts of Jezebel and the prophets. Assign someone to remove the throne when Brook Kerith is mentioned the first time. That place in the room will then become the Kerith Ravine.

Read or tell the story.
Let us go way back to Old Testament times. Pretend with me that we are in Bible times. Wicked King Ahab rules Israel. [Ahab comes and sits on his throne. Guards stand at his side.] King Ahab does more evil in the eyes of the Lord than any other king.

Wicked Queen Jezebel is King Ahab’s wife. [Jezebel gives a mean snarl and begins strutting up and down on the other side of the room.] Ahab and Jezebel worship idols. They lead all Israel into idol worship. They encourage the people to disobey the Lord’s commands.

Jezebel appointed prophets of Baal. [Motion for the prophets of Baal to join Jezebel, strutting back and forth.] They boldly killed the Lord’s prophets. [Jezebel and the prophets snarl.] But God has a prophet. [Elijah enters from back of the room, walks slowly up the center aisle, stops partway down the aisle.] His name is Elijah, and he is from Tishbe, in the land of Gilead. Elijah devotes himself to serving God. [Elijah folds his hands and raises his eyes to heaven.] He teaches others to worship the true God. Notice Elijah’s simple clothing and the leather pouch he carries.

Elijah is troubled by the idol worship he sees in the land. He knows it encourages evil in Israel. The sacrifices to heathen gods disgust him.

The priests of Baal tell the people that Baal sends the rain and dew and controls the rivers and streams. [The priests of Baal nod in agreement and proudly pound their chests.] This is more than Elijah can bear. [Elijah shakes his head and raises his hands to heaven again.] He begs God to teach Israel a lesson. So God asks Elijah to go to Samaria and deliver a message to King Ahab.

Elijah knows that Ahab doesn’t want a message from the Lord. Elijah wonders about the palace guards. [Point to the guards; guards frown.] Will they arrest him and turn him over to Jezebel and her wicked priests of Baal? [The priests grin and rub their hands together.] But in spite of the dangers, Elijah is not afraid. He remembers how God took care of Moses and Aaron. He knows that God cares for His people.

So Elijah goes to the palace in Samaria. [Beckon for Elijah to come to King Ahab.] And without stopping for the guards, he marches right up to the king and delivers God’s message.

“As the Lord, the God of Israel, lives,
whom I serve, there will be neither dew nor rain in the next few years except at my word,” Elijah proclaims. Ahab’s mouth drops open. The guards stare. And before they realize what is going on, Elijah is gone. [He walks away quickly.]

“Leave here immediately,” God tells Elijah. “Go eastward and hide in the Kerith Ravine.” [Elijah circles around to come up front; meanwhile Ahab, the guards, Jezebel, and the priests return to their seats.] “You will drink from the brook,” God continues, “and ravens will feed you.”

Elijah finds a safe place beside a stream of water. He drinks at the brook. Then he hears the flapping of wings. [Enter birds with bread, which they hold for Elijah to take, then fly away.]

Elijah is excited. He realizes that God knows his need—his hunger. Elijah feels safe in the Lord's care. Every time the ravens bring him food, Elijah is reminded that God’s grace gives him the gift of life. Elijah knows that his life is precious to God.

Debriefing
Ask: Why did God send Elijah to King Ahab? (He and Jezebel were not obeying God; they taught the people to worship Baal.)

How do you think Elijah felt when God told him to go to talk to the king? (afraid, uneasy, nervous, etc.)

What gave Elijah the courage to go to the king? (He knew God would be with him; he knew he could trust God to care for him.)

How did God take care of Elijah? (He sent ravens to feed him; God sent him to a place where there would be water.)

Does God know about your needs? Does He care about you? (Allow response time.) Our message tells us . . .

GOD KNOWS MY NEEDS; HE CARES ABOUT ME.

Say that with me.
Applying the Lesson

You Need:
- lunch bag with nails, bolts, screws, etc.
- lunch bag with seeds, dirt, small sealed container of water
- lunch bag with empty food wrappers
- Bible

Role-Play
In advance, make up the following lunch bags, one for each child if your group is small. Large class: one bag for each group of five or six children.
1. Bag with nails, screws, bolts, etc.
2. Bag with seeds, dirt, small sealed container of water
3. Bag with empty food wrappers
Distribute the lunch sacks and ask the children to share them with each other.

Debriefing
Ask: What is wrong with your lunch sacks? (We can’t eat screws or dirt and seeds. Maybe we could grow something, but that would take a long time. We want to eat now. We need food, not just wrappers, etc.) How would you feel if your parents gave you a lunch like these? (wouldn’t like it, unhappy, mistreated, etc.)

Are parents supposed to provide for their children? (Yes.) Can parents provide everything you need? (No.)
Who can? (God) Let’s read 1 Timothy 6:17 to understand what God has provided out of love. (everything for our enjoyment, including our parents)
Read aloud Psalm 111:5, first part.
Say: What does God provide that helps our food to grow? (water, air, sunshine)
Water, food, air, and sunshine are proof of God’s love for us.

Do you remember to thank Jesus often for taking such good care of you?
When do you do this? (at mealtime, in family worship, in church, other times during the day, etc.)

Let’s stop right now and thank God for caring for us. After a brief prayer, have the children say the message with you:

GOD KNOWS MY NEEDS; HE CARES ABOUT ME.
Sharing the Lesson

Food Collage

Ask: **How did God strengthen and help Elijah?** (He sent birds to feed him.)
Ask: **How does God strengthen and help us today?** Allow response time, then form groups of five or six, each with an adult helper. Provide old magazines, scissors, and construction paper for each child. Have children cut and paste food pictures to form a collage. Write the memory verse on the collage.

Debriefing

Say: **Hold up your collage so we can see it.** Affirm their work. **Who would like to tell why they chose some of their pictures?** Allow time.

Think of someone you can share your collage with while you tell them about Elijah and the ravens. Be sure each child has thought of someone. **You can tell them about today’s message too. Let’s say it together.**

**GOD KNOWS MY NEEDS; HE CARES ABOUT ME.**

Closing

Gather the children in a circle and ask each to name one thing God gives them (air, food, sunshine, water, family, etc.). Close with prayer, thanking God for supplying all these needs.
Breakfast With the Birds

Have you ever watched birds eating? What do they eat? If God told you that birds would bring your food, what would you expect? Bird seed? Worms? Some fruit? A long time ago God sent birds to feed a man. Elijah’s bird story is not what you might expect.

Long ago wicked King Ahab ruled the land of Israel. Ahab did more evil in the eyes of the Lord than any other king (1 Kings 16:30). King Ahab and his queen, Jezebel, worshipped idols. They led all of Israel to worship idols too. They encouraged the people to disobey the Lord’s commands. Jezebel and the prophets of Baal boldly killed the Lord’s prophets.

God had a prophet whose name was Elijah. He was from Tishbe, in the land of Gilead, on the other side of the Jordan River. Elijah served God and taught others to worship Him. God was troubled by the idol worship he saw in the land. He knew it encouraged wickedness in Israel.

The priests of Baal taught the people that Baal sent the rain and dew. They believed Baal also controlled the rivers and streams. Elijah knew that it was God who controlled nature and not Baal. So God asked Elijah to deliver a message to King Ahab.

Elijah knew that Ahab didn’t want a message from the Lord. He knew, too, that the palace guards would recognize him as a prophet of God. They might try to arrest him. They might even turn Elijah over to Jezebel and her wicked priests of Baal. But in spite of the dangers, Elijah didn’t hesitate. He went to Samaria and, without stopping for the guards, marched right into the palace. He walked right up to the king and delivered God’s message.

“As the Lord, the God of Israel, lives, whom I serve, there will be neither dew nor rain in the next few years except at my word,” Elijah proclaimed. And then he quickly turned and left.

Elijah was not alone when he marched in to see Ahab. Without God’s protection he surely would have been stopped by the guards and put to death. But God was with him when he went in. And God was with him as he left.

“Leave here, at once,” God told Elijah. “Go eastward and hide in the Kerith Ravine. You will find water in the brook there. And I have ordered the ravens to feed you.”

And that’s exactly what happened. Elijah found a safe, quiet place on a hillside above the brook. Every morning and evening the birds brought food to Elijah. And for many months, Elijah drank water from the brook. As long as the brook flowed, he had water to drink.

Elijah felt safe in God’s care. Every time the ravens swooped down, bringing food, Elijah knew that God was giving him the gift of life. And Elijah knew that his life was precious to God.
### Daily Activities

**Sabbath**
- If possible, go to a quiet stream with your family and read the Bible lesson together. Ask: What do ravens look like? Take some food for the birds with you. Thank God for birds.
- Read the memory verse in Isaiah 41:10.
- Sing together “God Is So Good” (*Sing for Joy*, no. 13).

**Sunday**
- Together with your family, read 1 Kings 17:1-6. Talk about a bad time in your family, and how God cared for all of you.
- Read your memory verse together. What two things does your memory verse say that God has done or will do for you? Write them here:

  1. _______________________________________________________________________
  2. _______________________________________________________________________

**Monday**
- During family worship, discuss: What kind of person was King Ahab? Read 1 Kings 16:33. Why do you think Elijah needed to hide after giving the king God’s message?
- Play hide-and-seek with your family. Pretend that the person who is “it” is King Ahab or Queen Jezebel. Describe how Elijah hid from the real Ahab and Jezebel. Why couldn’t they find him?
- Cut memory verse words from a magazine or newspaper. Glue them in the right order to a piece of paper. Read the verse aloud.

**Tuesday**
- During family worship, look at a Bible map that shows Samaria and Kerith Ravine (Cherith Brook). How far might Elijah have traveled before reaching Kerith Ravine? How do you think he felt by this time? Make a picture to show Kerith Ravine and Elijah.
- If possible, sit with your family near a brook. Read 1 Kings 17:6. Imagine Elijah drinking from the brook and getting food from the ravens. Talk about the ways God takes care of your family.
- Say your memory verse together.

**Wednesday**
- For family worship, sit in a circle. Tell your family to take off their shoes without bending their elbows. Give them a minute to try. Then choose partners to help each other remove their shoes. What was different this time? Why do we need God’s help? Read Psalm 46:1 together. Plan to do something to help someone else today.
- Say the memory verse out loud, taking one step for each word. How far did you go?

**Friday**
- Ask a family member to read Elijah’s story (1 Kings 17:1-6) while you act it out.
- Sing a song about God’s love for you.
- Ask each family member to tell how God took care of them this week. Then thank God for His care.

- Write the name of someone you know about who is in danger: _____________________.
  With your family, pray for that person. Say or read the memory verse to your family.
- Sing “You Are My Hiding Place” (*He Is Our Song*, no. 96). Then thank God for protecting your family.
**Memory Verse**

“The God of all grace . . . will himself restore you and make you strong” (1 Peter 5:10).

**Objectives**

The children will:
- **Know** that life is precious to God.
- **Feel** reassured that God cares about what happens to them.
- **Respond** by taking their problems straight to God.

**The Message**

Even though bad things may happen, I know God loves me.

**Monthly Theme**

Grace is the gift of life.

**The Bible Lesson at a Glance**

God tells Elijah to go to Zarephath, where a widow will feed him. Elijah finds the widow gathering firewood. He asks for food and tells her not to worry, there will be flour and oil for her to make a meal, too. He promises her that she will not run out of flour and oil until it rains again. And she doesn’t. When her son dies, she thinks that God is punishing her for past sins. Elijah demonstrates God’s love when he takes the boy and prays for him, and he comes to life.

*This is a lesson about grace.*

God does not send bad things; they come from the enemy. “An enemy did this.” (See Matthew 13:24-30.) God often uses bad situations as an opportunity to show His grace, love, and power. Sometimes we have to wait for things to be resolved, but God will take care of them in His time.

**Teacher Enrichment**

In Elijah’s time Zarephath was in the heart of Phoenicia, the country ruled by kings who worshipped Baal. Ahab would never search for Elijah there. Zarephath is known in the New Testament as Sarepta. Today it’s a small village on the coast of the Mediterranean Sea known as Sarafand.

The famine lasted a total of three and a half years. Elijah spent several months beside the Brook Kerith, but even taking that into consideration, the widow’s oil and flour probably lasted for at least two and a half years.

**Room Decorations**

See Lesson 9.
# Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. Life Is Precious</td>
<td>water, small paper cups, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Bread Recipe</td>
<td>containers of whole-wheat flour and salt, permanent marker, measuring cup, sealable plastic bag for each child, Bible</td>
</tr>
<tr>
<td>Any Time</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td>Sing for Joy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td>Children’s Mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>jar with “OIL” label</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>“prayer time” notebook used last week</td>
</tr>
<tr>
<td>2 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>Bible-times costumes, firewood, pita bread, mixing bowl, flour, oil, water, Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td>Bibles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td></td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td>A. Pleasing God</td>
<td>Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Bad Versus Good</td>
<td>none</td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td>Grace Coupons</td>
<td>grace coupons (see p. 142), pens or pencils</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. Life Is Precious
Tell the children to hold their breath. Ask: Who can hold it the longest? Time them or count slowly. How long can you live without air? (three to four minutes) Give each child some water in a paper cup. How long can you live without water? (a few days) How long can you live without food? (a few weeks)

Life is a free gift from God, and He freely gives us the things we need to stay alive—air, water, the sun, and soil to grow food.

Debriefing
Read aloud 1 Peter 5:10 (the memory verse). Ask: What does “restore” mean? (to renew; to bring or put something back into its original state) How does God restore you and make you strong? (by healing, by sending you what you need through people, circumstances, etc.) When you have a problem, what is the first thing you do? Listen to today’s important message.

EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME.

Say that with me.

B. Bread Recipe
Help the children get started making a simple bread similar to that which the widow probably fed Elijah. On the sealable plastic bag write with the permanent marker: “Add: one teaspoon of water and two teaspoons of oil. Mix well in bag. Roll or pat flat. Fry in oil or bake until brown.” Help each child pour a half cup of flour and a pinch of salt into a bag. The children will take the bag home and finish making the bread there.

Debriefing
Ask: Have you ever been hungry, I mean REALLY hungry? Allow time. How long can you live without breathing? (three or four minutes) How long can you live without food? (a few weeks) How long can you live without water? (a few days)

Our story today is about someone who had just enough food for one more meal. Sometimes bad things happen to us; we may be hungry, or get hurt, but God still loves us, just as He loved the people in today’s story. Read aloud Psalm 37:25. Then say: Our message tells us that

EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME.

Say that with me.
Prayer and Praise

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

**Suggested Songs**
“O, How I Love Jesus” (*Sing for Joy*, no. 114)
“He’s Able” (*Sing for Joy*, no. 40)
“God Is So Good” (*Sing for Joy*, no. 13)
“Trust and Obey” (*Sing for Joy*, no. 113)

**Mission**
Use a story from *Children’s Mission*.

**Offering**
Collect the offering with the “OIL” jar. Explain that God provides money for us to buy the food we need to live, just as He provided oil to help a poor widow in today’s Bible story. We share what He gives to us to help others. They need to know about God’s love and grace too.

**Prayer**
Ask the children if they have “bad things” to pray about as a group. Then ask about answered prayers during the week, or other things for which to praise God. Write responses on the appropriate pages in the prayer notebook started last week. Put a star by prayer requests that were answered. Form a prayer circle and praise God for His love and help in good and bad times.
Bible Lesson

Experiencing the Story

Characters: The widow, Elijah, the widow’s son

Props: Bible-times costumes (oversized T-shirts and bathrobes, etc.), firewood, pita bread, a mixing bowl, flour, oil, water

Setting: Elijah is hiding in the Kerith Ravine, to one side in front of the room. On the other side, the widow and her son are picking up firewood.

Instruct the children:
When you say: They:
Elijah
Put thumbs up.

Water/rain: Clap softly like rain.

Bread
Rub tummy.

Read or tell the story.

Elijah (put thumbs up) is still hiding in Kerith Ravine from wicked King Ahab. And just as Elijah (put thumbs up) predicted, rain (clap softly like rain) has not fallen for months. The water (clap softly like rain) in Brook Kerith has dried up. But God is still caring for Elijah (put thumbs up).

“Go to Zarephath,” God says. “I have commanded a widow there to take care of you.” So Elijah (put thumbs up) begins a 100-mile journey north into the country of Sidon. There, at the gate to Zarephath, he finds a widow gathering sticks.

“Would you please bring me a little water (clap softly like rain) so I may have a drink?” (clap softly like rain) Elijah (put thumbs up) asks her. As she goes to bring water (clap softly like rain), Elijah (put thumbs up) calls after her: “And would you please bring me a piece of bread (rub tummy) too?”

The woman stops. “I don’t have any bread (rub tummy),” she says. “All I have are a handful of flour and a little oil. I was just gathering some firewood so I could mix up one last batch of bread (rub tummy) for my son and me. And after we eat that, we will die.”

“Don’t be afraid,” Elijah (put thumbs up) tells her. “Go home and make me a small piece of bread (rub tummy), and then make something for yourself and your son. For God says the oil and the flour will not be used up until the day the Lord sends rain (clap softly like rain) on the land.” (See 1 Kings 17:14.)

Although this woman is not an Israelite, she believes in God and places her faith in Him. She takes Elijah (put thumbs up) home and bakes bread (rub tummy) for the three of them. After that day, whenever she needs to bake bread (rub tummy), there is just enough flour and oil. They never run out. God sent Elijah (put thumbs up) to this woman to protect his life. And God’s grace working to save Elijah (put thumbs up) also kept the woman and her son alive.

Some time later the widow’s son becomes sick and dies. Her first thought is that God must be punishing her. “What do You have against me?” she cries out in her sorrow. “Did You come to remind me of my sin and kill my son?”

Of course, God has not caused the boy to die. Life is precious to God. God’s grace has kept all three of them from starvation. So Elijah (put thumbs up) takes the boy upstairs to the room where he stays and cries to God. “O Lord, my God, let this boy’s life return to him!” God answers Elijah’s (put thumbs up) prayer, and the boy comes back to life.

When Elijah (put thumbs up) gives the boy back to his mother, she knows for sure that her life is precious to God. Because of God’s grace, your life is precious to God too.
Debriefing

Ask: Who is this story really about? Who is the most important person? (Hint: You don’t even see Him.) (God) Why is God important to the story? (Accept all responses.) What does this story tell us about our God? (He knows our needs; our lives are precious to Him; He can do miracles to take care of us, etc.) How do you feel about God? Do you always take your problems straight to Him? Remember our message for today:

EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME.

Memory Verse

Write the memory verse in large letters where all can see. Call out categories listed below and have children who fit them say or read the memory verse. Ask children to stand as they do so.
- had doughnuts for breakfast
- have lace-up shoes
- are wearing green
- take music lessons
- have a white Bible
- love Jesus
  Repeat until the children know the verse.

Bible Study

Say: Open your Bibles to 1 Kings 17. I will give you some questions and tell you what verse to look at. Whoever finds the verse first, stand up and read the answer from your Bible. Adults assist as needed. Ask:

1. Why did Elijah leave the Kerith Brook? Look in verse 7. (The brook dried up.)

2. Where did God tell Elijah to go to eat? Look in verse 9. (to Zarephath)

3. Elijah asked the widow to get him a drink. What else did he ask for? Look in verse 11. (bread)

4. The widow said that she had no bread, and was about to prepare her last meal. What did Elijah tell her to do first? Look in verse 13. (‘Do as you have said. But first make a small loaf of bread for me.’)

5. Elijah promised the widow that her oil and flour would not run out until it rained again. What does the Bible say happened? Look in verses 15 and 16. (There was always enough flour and oil to make bread.)

6. When the widow’s son got sick and died, what did Elijah do about it? See verses 19–21. (Elijah carried the boy upstairs and cried out to God to let this boy’s life return to him.)

7. How did God respond to Elijah’s request? Look in verse 22. (The boy’s life returned.)

8. What did the boy’s mother say after her son came to life? Look in verse 24. (She told Elijah that she knows now that he is a man of God and that the word of the Lord from his mouth is the truth.)

Debriefing

Ask: How many bad things happened? (The brook dried up, the widow’s food was almost gone, the widow’s son died.) How did God show that He cared? (He send Elijah to the widow. The flour and oil didn’t run out. He brought the widow’s son back to life.) When bad things happen, let’s remember,

EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME.
Applying the Lesson

A. Pleasing God

Share the following information with the children:

People pay special tribute to other gods in different ways around the world. People in other parts of the world pray, give offerings, light incense or candles and pray or wish for eternal life, a happy family, good fortune, good health, and other desirable things.

In Thailand, people buy a piece of gold paper to put on their idol, covering the entire idol with gold. They believe this pleases the gods.

In India, people throw coins to the idol by the highway so their journey will be safe.

In many countries, people worship their dead ancestors. On a certain day each year, they bring that person’s favorite food to the cemetery and burn a paper model of a house, believing this pleases the dead. Vietnamese families, for instance, create shrines in their homes in honor of deceased loved ones, offering food and flowers each year at that time.

Japanese Buddhists clean their homes and prepare special foods. Cemeteries and streets are ablaze with the light from lanterns and bonfires, which are meant to show the spirits the way.

In Mexico the dead are honored with a festive holiday. Families take picnics to the cemeteries where their relatives are buried.

Funerals in Ghana are also happy occasions. It is believed that the dead look after the living, which is cause for rejoicing.

Debriefing

Ask: How is our God different from these gods? (We don’t have to perform rituals or give Him something to make Him like or love us. We don’t worry that bad things are caused by angry gods.) Do we have to earn the favor of our God? (No. The things God gives us are His free gifts to us.) Christianity is the only religion in the world that doesn’t require people to earn their salvation or to earn favor with the gods. Read aloud 1 Peter 1:8, 9. Remember our message for today:

EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME.

B. Bad Versus Good

Form two groups. Have one group call out bad things that may happen, such as: “I fell down and cut my leg.” The other group calls out something positive, such as: “Someone cleaned the cut and took care of it.” Change groups every fourth thing so that each group calls out both bad and good things that happen to children.

Debriefing

Ask: Does God want bad things to happen to us? (No.) Remember last week’s lesson? God said that no rain would fall. Why did the rain stop? (Because the king and the people were worshipping idols.) Bad things happen because sin is in the world. God doesn’t want anything bad to happen, but even when it does, He still loves and cares for us. Let’s say our message together:

EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME.

You Need:
- Bible
**Sharing the Lesson**

**Grace Coupons**
Duplicate and give the children one or more “grace coupons” (see page 142) that they can give out during the week. The children will offer a personal service to the person who may be having a bad day or having a personal problem. Explain that sometimes God shows His love for others through us. Ask them to say, “This service and God’s grace are free.”

**Debriefing**
Ask: **What are some ideas for personal services that you could do for others?** Allow response time. List their ideas where all may see. Say: **Now take a moment and think of someone to whom you will give a grace coupon.** Ask children to raise their hands when done. **Let’s pray that God will help you this week to show someone that God loves them, because:**

**EVEN THOUGH BAD THINGS MAY HAPPEN, I KNOW GOD LOVES ME**

**Closing**
Ask the children to stand and hold up their coupons. In a closing prayer, ask God to help each child become a messenger of His grace to someone in need this week.

---

**You Need:**
- personal service coupons— one or two per child (see p. 142)
- pens or pencils

---

www.gracelink.net/primary
Food for One More


Kerah was hungry. His family was hungry too. They had not had any food for three days. Their father had gone to try to find something. But he came back with nothing. “I’m sorry,” he said. “There is no rice left in our village. It has not rained for many months. Without rain, things will not grow. We may not have any food for a long, long time.”

Just when they thought they would die, God sent help. A truck with a sign that said ADRA came to their village. “Rice, rice!” the driver called. “Each family may have one bag of rice!”

Soon each family in the village had enough rice to last for several days. More trucks came during the long months until rain came again.

A long time ago God took care of Elijah in a special way too.

It hadn’t rained in Israel in months. The fields were brown and dead. Bare trees stood like skeletons against the hot sky. The rivers and streams had dried up. And finally, even the Brook Kerith, where Elijah had been hiding from King Ahab, ran dry. But God was still caring for Elijah.

“Go to Zarephath,” God said. “I have told a widow there to take care of you.” So Elijah left Israel and traveled more than 100 miles away, to another country.

There, at the gate to Zarephath, a widow was gathering sticks.

“Would you please bring me a little water in a jar?” Elijah asked her. “And would you please bring me some bread, too?”

The woman had turned to go get the water. But she stopped when Elijah asked for bread. “I don’t have any bread,” she said. “All I have are a handful of flour and a little oil. I’m gathering firewood so I can bake some bread for my son and me. And after we eat that, we will die.”

“Don’t be afraid,” said Elijah. “Go home and make me a small piece of bread. Then make something for yourself and your son. For God says the oil and the flour will not be used up until He sends rain on the land.” (See 1 Kings 17:14.)

This woman was not an Israelite. But she believed in God and placed her faith in Him. She decided to trust God to take care of her needs.

It happened just as Elijah said it would. He went home with her, and she made some bread for him. After that day, whenever she went to bake bread, there was just enough flour and oil. The flour and oil never ran out. The miracle God worked to save Elijah also saved the lives of this woman and her son.

Some time later this woman’s son became sick and died. Her first thought was that God was punishing her. “What do You have against me?” she cried out in her sorrow. “Did You come to remind me of my sin and kill my son?”

Of course God had not caused the boy to die. God’s grace brings the gift of life. God’s grace had kept all three of them from dying during the famine.

Elijah had been staying in an upstairs room at the widow’s house. He took the boy to that room and cried to God, “O Lord, my God, let this boy’s life return to him!” God answered Elijah’s prayer. At once the boy came back to life.

God cares about the problems in your life too. Even though bad things sometimes happen, God still loves you. He wants you to trust Him. He will take care of your needs, just as He cared for Elijah and for the widow of Zarephath.

References
1 Kings 17:7-24; Prophets and Kings, pp. 129-132

Memory Verse
“The God of all grace . . . will himself restore you and make you strong” (1 Peter 5:10).

The Message
Even though bad things may happen, I know God loves me.

www.gracelink.net/primary
**Daily Activities**

**Sabbath**
- Put some flour in a jar and some cooking oil in another jar. Put these on your dinner table. Set the table with a plate and cup for each person. Put bread on each plate and water in each cup. As you read your Bible lesson together, imagine that you are visiting the widow—eating her bread, drinking water, looking at her miracle oil and flour.
- Read 1 Peter 5:10 together.
- Sing “God Is So Good” (*Sing for Joy*, no. 13), then thank God for your food.

**Sunday**
- During family worship, read 1 Kings 17:7-16. Then make the bread you started in Sabbath School. (In a sealable plastic bag mix together a half cup of flour, a pinch of salt, one teaspoon of water, and two teaspoons of oil. Roll or pat flat. Fry in oil or bake until brown.)
- Make and decorate a cutout of a big oil jug like the one in your story. Write your memory verse on it. Put it where you will see it every day.
- Thank God for good bread.

**Monday**
- In worship today, read 1 Kings 17:17-24 together.
- Draw a face to show how the widow felt when her son died. Draw another face to show how she felt when he lived again.
- Imagine that you have only one slice of bread left. You won’t get more for three days. If someone asks you to share, what will you say?
- Say your memory verse in your own words. What does the word *grace* mean? Ask God to help you show His grace to others.

**Tuesday**
- During worship, read 1 Kings 17:15. What good thing happened because the widow was willing to share her food? Think of a time you shared with someone and received a blessing yourself. Tell your family about it.
- Teach these motions to your family as you say the memory verse. For God—point up; grace—point to your heart; restore—wave your hands from the top of your head down your body; strong—flex muscles.
- Thank God for your health and strength.
- Find someone with whom to share your grace coupon that you were given in Sabbath School or write on a piece of paper, “Ask me to do something for you,” then sign your name to it.

**Wednesday**
- Tell your family the part of your Bible story about the widow’s sick son (1 Kings 17:17-24). Discuss together: Where do bad things such as sickness and death come from? (One of Jesus’ stories in Matthew 13 helps to answer this question. See verses 24, 25, 38, and 39.) Ask your family to explain these verses.
- Read the memory verse (1 Peter 5:10), but say your name in place of “you.”
- Pray for someone you know who is sick.

**Thursday**
- During worship today, read 1 Kings 17:22, 23. Imagine that you are the boy who came back to life. What is the first thing you would say to God? What might you say to your mother?
- Thank God for giving you grace and life.
- Say your memory verse out loud, clapping your hands on each word.
- Sing a “Thank-You” song before prayer.

**Friday**
- During worship today, ask your family: In what ways does God’s grace make each of us strong? Then read together 2 Corinthians 9:8.
- At the top of a piece of paper, write: “I know God loves me.” Under that write: “God’s grace provides . . .” Then ask each person to list or draw a picture of something God’s grace gives you. Across the bottom of the paper, write: “God cares for you and me.”
- Thank God for His many blessings to your family.

www.gracelink.net/primary  
LESSON TEN  109
Fire on the Mountain

Monthly Theme
Grace is the gift of life.

The Bible Lesson at a Glance
After three and a half years of no rain God tells Elijah that He will send rain. Elijah tells Ahab to summon all the people of Israel, including the prophets of Baal and Asherah, to Mount Carmel. Two altars are built, and wood and sacrifices are laid upon them. One altar is God’s and the other is Baal’s. Elijah says, “The god who answers by fire—he is God.” Baal does not answer. After Elijah prays, God answers by fire. The people cry, “The Lord—He is God!” Shortly after, it rains.

This is a lesson about grace.
Even when we forsake God, He makes the first move to bring us back to Him. We will suffer the consequences of leaving Him, but God always invites us to come back so He can restore us. He hears and answers our prayers.

Teacher Enrichment
Obadiah was a vizier—a high executive officer—in Ahab’s court. A vizier literally runs the kingdom on behalf of the king. (See Ralph Gower, The New Manners and Customs of Bible Times [Chicago: Moody Press, 1987], p. 271.)

“Gladly would he [Satan] have sent the lightning to kindle their sacrifice. But Jehovah has set Satan’s bounds, restrained his power, and not all the enemy’s devices can convey one spark to Baal’s altar” (Prophets and Kings, p. 150).

Room Decorations
See Lesson 9.
# Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td>A. <em>I Hear You!</em></td>
<td>two tin cans and a long string or two walkie-talkies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Why Aren’t You Listening?</td>
<td>one toy stuffed animal for each child or one for the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>whole group</td>
</tr>
<tr>
<td>Any Time Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td><em>Sing for Joy</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td><em>Children’s Mission</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>offering container</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>Bible, prayer notebook</td>
</tr>
<tr>
<td>2 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>Bible-times costumes, firewood, toy stuffed animal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to represent sacrifice, two “altars,” big water</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>jug, bright-red light to shine on God’s altar,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>recording of thunder and fire sounds, large stones,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kiddie pool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td>Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td>Bibles</td>
</tr>
<tr>
<td>3 Applying the</td>
<td>up to 15</td>
<td>Prayer—What Is It?</td>
<td>writing instruments, paper, Bibles</td>
</tr>
<tr>
<td>Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Sharing the</td>
<td>up to 15</td>
<td>Boppin’ Balloons</td>
<td>three inflated balloons, one balloon per child, one</td>
</tr>
<tr>
<td>Lesson</td>
<td></td>
<td></td>
<td>marker per child, Bible</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

**A. “I Hear You!”**
Ahead of time, make a tin-can “telephone.” Attach one end of the long string to the bottom of one can, the other end to the bottom of the other can. Have two children hold the cans, move as far apart as the string will allow, and pull the string fairly tight. Have one child talk into his/her can while the other listens. Upon hearing the voice through the can, he/she says, “I hear you! How can I help you?” Have the children take turns doing this. This activity can also be done with walkie-talkies.

**Debriefing**
Say:

- Why is it important to respond when someone talks to you? (shows that you care)
- How do you feel when someone ignores you when you try to talk to them? (frustrated, hurt, ignored)
- How do you feel when someone hears you and helps you? (happy, good, relieved)

Our Bible story today is about two gods—a false god who couldn’t help those who were calling on him, and a God who listened and answered His followers. And that brings me to our message for today:

GOD LISTENS AND ANSWERS WHEN I PRAY.

Say that with me.

**B. Why Aren’t You Listening?**
Say: We are going to talk to our stuffed animal now. Choose a child to speak first, then ask several others to do the same. Say: Tell your animal that you are thirsty and ask it to bring you a drink. Allow time, then say: Wait for your animal to answer and do as you ask. Pause, then say: Did your animal answer and do as you asked? (No.) Why? (It is not alive, can’t hear, think, or do anything.)

**Debriefing**
Ask:

- Was it wise to talk to a stuffed animal and expect it to hear and do something? (No.) Why not? (Because it is not alive, can’t hear, etc.)
- How did you feel about asking a stuffed animal to do something? (foolish, stupid, strange)
- When we need help with something, whom should we ask? (Someone who is alive, friend, family, God.)
- What we just did reminds me of today’s message:

GOD LISTENS AND ANSWERS WHEN I PRAY.

Say that with me.
Prayer and Praise

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

**Suggested Songs**
- “The Lord Hears Me” (*Sing for Joy*, no. 105)
- “Whisper a Prayer” (*Sing for Joy*, no. 96)
- “A Little Talk With Jesus” (*Sing for Joy*, no. 98)
- “God Is With Us” (*Sing for Joy*, no. 104)

**Mission**
Use a story from *Children’s Mission*.

**Offering**
Say: *We serve a God who hears people all over the world (in any language). He cares about everyone. And He wants us to listen and show that we care too. One way to do that is to share our money when we bring an offering to Sabbath School.* Collect the offering.

**Prayer**
Read or have a child read Psalm 4:3, last part. Invite the children to tell about times they have prayed and God heard and answered their prayers. Record new prayer requests in the class prayer notebook, or where all can see. Assign each request to children who are willing to pray out loud. Form a circle, join hands, and have the children pray. To close, sing “Whisper a Prayer” (*Sing for Joy*, no. 96).
Bible Lesson

You Need:
• Bible-times costumes
• firewood
• stones or large rocks
• two “altars” (may be made from boxes, blocks, Styrofoam, etc.)
• child’s swimming pool
• toy stuffed animals (bulls, if possible)
• big water jug filled with water (if feasible)
• bright-red or orange light to shine on altar
• recording of thunder, fire crackling

Experiencing the Story

Characters: Obadiah, Elijah, King Ahab, the prophets of Baal, the watching crowd

Props: See box list. If these are not available, encourage children to pantomime the story as it is told.

Setting: Set up the two altars, placing a heap of large “rocks” in the middle of a child’s swimming pool for Elijah’s altar. Build Baal’s altar nearby.

Storyteller: Tell the story in the first person, as if you are seeing it happen.

Read or tell the story.

Obadiah is running down the path. His robe flaps behind him. “Elijah is here!” he gasps. [Obadiah runs and meets Ahab in the front of the room.]

King Ahab’s face turns red with anger. Elijah is just the man he is looking for! It hasn’t rained in Israel for three years. There is little food to eat. And the king thinks it is Elijah’s fault. The king hurries to meet Elijah. “There you are—Israel’s troublemaker!” he shouts. [Ahab and Elijah meet.]

Elijah stands tall and unafraid. “I have not made trouble for Israel,” he responds. “You are the troublemaker. You and your family. You worship Baal’s idols instead of the Lord.

“Bring all the people of Israel and all the prophets of Baal to Mount Carmel,” Elijah says. “There we will see which is the true God—Baal or the Lord.” [Elijah and Ahab part.]

So King Ahab calls all the people and all the prophets of Baal to Mount Carmel. [Everyone assembles at the front of the room around the two altars.]

Elijah stands before the people. [Elijah steps forward and looks at the crowd, gesturing as you read the story.] “The prophets of Baal will sacrifice a bull,” he says. “They will put it on top of the wood on their altar but not set fire to it. I will sacrifice a bull, too, and put it on top of the wood on my altar. I will not set fire to it either. The prophets of Baal will call on the name of their god. I will call on the name of the Lord. The one who answers by setting the wood on fire is the true god.”

All the people agree that this will be a fair test. [Crowd nods in approval.] Elijah looks at the 450 prophets of Baal. “You may go first,” he says. Baal’s prophets sacrifice their bull and lay it on their altar. Then they begin to pray. They call and shout to Baal all morning, but there is no answer. [The “prophets of Baal” put the animal on the altar and call to Baal.]

The prophets begin to dance wildly. Then they cut themselves with knives and swords to get Baal’s attention. But there is still no answer.

In the evening Elijah says, “Now it’s my turn.” First he repairs the altar and puts wood on it. Then he digs a ditch around it. He sacrifices his bull and puts it on top of the wood. [Elijah steps forward, stacks the heap of “stones” in the child’s swimming pool to repair the altar, and makes digging motions around it.] “Fill four large jars with water and pour them over the offering and the wood,” he says.

The people hurry to do so. [Some of “the crowd” pour water over the altar. Be sure it falls into the swimming pool.] “Do the same thing again,” Elijah says.

They do it again. [Pour more water over the altar.]

“Do it a third time!” Elijah orders. [Pour more water over the altar—as much as is feasible.]
They do as he says. Water runs all over the altar and overflows the ditch.

Then Elijah bows his head and prays. “O, Lord, prove today that You are the God of Israel!” [Elijah bows his head.]

Instantly, fire flashes down from heaven. It burns up the bull. It burns up the wood. It even burns up the stones of the altar and the water in the ditch! [Play recordings of fire and thunder sounds, if available, and shine a bright-red light on Elijah’s altar.]

The people of Israel fall down on their faces and cry out, “The Lord is God! The Lord is God!” [Have the crowd bow low and make excited gestures pointing to heaven.]

Debriefing
Say: What does this story tell us about our God? (He is powerful; He is the greatest; He listens and answers prayer, etc.) How would you feel if you really had been on Mount Carmel? (scared, happy, full of love and respect for the God of heaven, etc.) When you pray, are you just as sure as Elijah that God will answer your prayer? (Wait for response.) Let’s say our message together:

GOD LISTENS AND ANSWERS WHEN I PRAY.

Memory Verse
Write today’s memory verse where all can see. “The Lord hears when I call to him” (Psalm 4:3). Read it together, doing the body motions as indicated:

You say: You and the children do:

“The Lord hears when I call to Him.” Point upward. Point upward.
Touch your ear. Touch your ear.
Point to self. Point to self.
Cup hand around your mouth. Cup hand around your mouth.

Repeat until the children know the verse.

Bible Study
Say: Our Bible has many stories about God answering prayers. Let’s read some. We will start with today’s Bible story.

Have adult helpers assist as needed. Have all children find the same verses. (Large Sabbath Schools: Form groups of six to eight children.) Have children take turns reading the verses aloud:

1 Kings 18:36-39 1 Kings 17:17-22
Exodus 3:1-10 Exodus 14:10-16
Acts 12:5-11

Debriefing
Allow response time as you ask: What do all these Bible stories tell us about God? (He hears and answers prayer.) Does God always answer right away? (No. Sometimes we have to wait, and sometimes God says no because He knows that what we ask for would not make us happy.) How do you feel about knowing that God always hears and answers your prayers? (Allow time for discussion.) Let’s remember our message:

GOD LISTENS AND ANSWERS WHEN I PRAY.

Say that with me.

You Need:
• Bibles
Applying the Lesson

Prayer—What Is It?

Form groups of five or six children. Ask each group to list different ways of communicating (such as face to face, telephone, texting, letter, e-mail, handwritten notes, codes, sign language, body language, tone of voice, foreign languages, etc.). Adult helpers assist as needed. Have some groups share their lists.

Ask: How often do you telephone, text, or write notes to your friends? (often, not often) What would your friends think if you never called, wrote, or talked to them? (You don’t want to be their friend; you don’t care about them.) Is Jesus your very best Friend? (Ask for a show of hands.) How often do you talk to Him? (Allow response time.) Do you use any of the ways you listed to talk to Jesus? (Let the children think about this.)

We have an even better way to reach Jesus. It is called prayer. It is a wireless, machineless, cordless system that reaches all the way to heaven! And it has an automatic translation system from any language to the language of heaven! There is no invention on earth that comes even close! (Adapted from Come Meet Jesus, vol. 2, p. 163.)

Debriefing

Say: What do you think about God’s communication system, called prayer? (It’s awesome, wonderful, great, etc.) Here’s one way to talk to God through prayer. Help the children understand the steps of prayer as follows:

Ask (read aloud Matthew 7:7)
Believe (read aloud Mark 11:24)

Claim the answer by returning thanks that you have already received the answer God promised (read aloud Matthew 21:22).

Note: If we base our prayer on a Bible promise, we can confidently claim an answer to prayer. Jesus claimed an answer to His prayer before it was answered when He was at Lazarus’ grave (John 11:41).

(Adapted from Glenn and Ethel Coon, The Science of Prayer—Its ABCs [Roan Mountain, Tenn.: 1974].)

Say: Now let’s pray together using the Ask, Believe, and Claim steps. We will pray for one special need that was mentioned during prayer time.

Have the children open their Bibles to Philippians 4:19 and point to it as they pray. Write a short prayer where all can see, modeled after the following sample prayer. Have the children read and say it with you. (Note: This is an example. Use a real situation known to the class.)

Dear Jesus, Mr. Smith lost his job. Please supply his need [Ask]. We believe that You will take care of him and his family [Believe]. You say in Philippians 4:19 that you will supply all our needs [point to Philippians 4:19 in Bibles]. We claim this promise for Mr. Smith and his family. Thank You, Jesus for taking care of them [Claim]. In Jesus’ name, amen.”

Let’s remember our message for today each time we pray:

GOD LISTENS AND ANSWERS WHEN I PRAY.

Say that with me.
Sharing the Lesson

Boppin’ Balloons
Inflate three balloons. Have the children stand in a circle. Say: We’re going to toss these balloons around the circle. If a balloon touches the floor, it must stay where it landed, out of the game. If the activity lasts more than five minutes, call time and have the children hold the remaining balloons.

Debriefing
Ask: How is keeping balloons in the air like what friends and family do for each other? (Friends and family work together to support each other.) How did you feel when a balloon hit the ground? (sad; I didn’t do my part) How is letting a balloon hit the ground like what sometimes happens between friends or family members? (Sometimes friends and families let each other down.) What kinds of things do you do to support your friends and family? (Help them with their problems; cheer them up; pray for them.) Read aloud James 5:16.

One of the best ways to support others is to pray for them. How do you feel when someone tells you that they are praying for you? (good; like they care) Distribute balloons and markers. Have the children blow up their balloons, then autograph each other’s balloon. Say: Take your balloon to a neighbor, friend, or family member and tell them that you and your friends who signed the balloon will be praying for them this week. Remember, when you pray, great things happen (James 5:16)! Let’s say our message together:

MY GOD LISTENS AND ANSWERS WHEN I PRAY.


Closing
Place the candle on a table and gather the children around it. Light the candle. Say: It is impossible for us to light the candle without matches, just as it was impossible for the prophets of Baal to light the fire that would burn their sacrifice. But nothing is impossible for God.

It was God who sent the fire and burned Elijah’s sacrifice when Elijah prayed. Let’s pray together and praise Him for His power and thank Him for His gifts to us. Offer a short prayer.

You Need:
• three inflated balloons
• balloon for each child
• markers
• Bible

You Need:
• candle
• matches
Fire on the Mountain

Jack and Mary were spending a week at camp. They missed home so much. If only they could speak to Mom and Dad, they were sure they would feel better. They called home from the camp office. When Mom answered the phone, they were very happy.

And that’s how Elijah felt when God heard his prayer.

Obadiah ran down the path. His robe flapped behind him. “Elijah is here!” he shouted to King Ahab.

King Ahab’s face turned red with anger. Elijah was just the man he was looking for! It hadn’t rained in Israel for three years. There was almost no food to eat. And it was Elijah’s fault. The king hurried to meet Elijah. “There you are—Israel’s troublemaker!” he shouted.

Elijah stood tall and unafraid. “I have not made trouble for Israel,” he replied. “You are the troublemaker. You and your family worship Baal’s idols instead of the Lord. “Bring all the people of Israel and all the prophets of Baal to Mount Carmel,” Elijah went on. “There we will see which is the true God—Baal or the Lord.”

So King Ahab called all the people and all the prophets of Baal to Mount Carmel.

Elijah stood before them. “The prophets of Baal will sacrifice a bull,” he said. “They will put it on top of the wood on their altar but not set fire to it. I will sacrifice a bull, too, and put it on top of the wood on my altar. I will not set fire to it either. Baal’s prophets will call on the name of their god. I will call on the name of the Lord. The one who answers by setting the wood on fire is the true God.”

All the people agreed that this was a fair test.

Elijah looked at the 450 prophets. “You may go first,” he said.

The prophets sacrificed their bull and laid it on their altar. Then they began to pray. They called and shouted to Baal all morning, but there was no answer. They began to dance wildly. They even cut themselves with knives to get Baal’s attention. But still there was no answer.

In the evening Elijah said, “Now it’s my turn.” First he repaired the altar and dug a ditch around it. Then he sacrificed his bull and laid it on top of the wood. “Fill four large jars with water and pour them over the offering and the wood,” he directed.

People rushed to do as he asked. “Do the same thing again,” Elijah said. More water was poured over the altar.

“Do it a third time!” Elijah ordered. This time water ran all over the altar and overflowed the ditch.

Then Elijah bowed his head and prayed. “O, Lord, prove today that You are the God of Israel!”

Instantly fire flashed down from heaven. It burned up the bull. It burned up the wood. It even burned up the stones of the altar and the water in the ditch!

The people of Israel fell down on their faces and shouted, “The Lord is God! The Lord is God!”
Daily Activities

Sabbath
- Go with your family to the top of a hill or mountain and read your Bible lesson. Imagine the scene with the two altars and the crowd. Try to build an altar like Elijah’s. (See 1 Kings 18:31.)
- Read Psalm 4:3 together. Teach the verse to your family.

Sunday
- During family worship, read 1 Kings 18:1-39. Ask family members to read Elijah’s, Ahab’s, and the crowd’s words. Have someone read the part that tells what’s happening.
- If possible, build a bonfire. As you watch the flames, imagine what it was like when God sent fire from heaven.
- Figure out how many months it hadn’t rained. How many days.
- Make up a tune and sing your memory verse.

Monday
- During worship today, ask your family: How do we usually pray? (“Help me”? “Give me”? ) Talk about other parts of prayer:
  1. Praise (saying what God is like—merciful, loving).
  2. Confession (saying that you are sorry for doing wrong).
  3. Thanks (thanking God for something).
  4. Requests (asking God to help with something).
- Make a prayer booklet. Draw a picture or cut out pictures from magazines to illustrate the four parts. Write the words to Jeremiah 33:3 on the cover. Pray a prayer using all four parts. Say your memory verse to God to end your prayer. Thank God for hearing you.

Tuesday
- During family worship, read Elijah’s prayer in 1 Kings 18:36, 37. What was Elijah’s request? Say or sing your memory verse. Then pray together, praising God, confessing your mistakes, thanking God, and finally, presenting your requests.
- Write or draw a picture of a prayer request you have. Decorate a “prayer box” and put your requests and your thanks there each day.

Wednesday
- With your family, read 1 Kings 18:38. God has three types of answers to our prayers: 1. Yes. 2. No. 3. Wait. How did God answer Elijah’s prayer?
- With your family, discuss a time God said “Yes” to a prayer request. A time God said “No.” A time He said “Wait.” Ask God to help you understand when He is saying yes, no, or wait.
- Sing “A Little Talk With Jesus” (Sing for Joy, no. 98).

Thursday
- With your family, read 1 Thessalonians 5:17. When do you usually pray? When are good times to pray? In what places have you prayed? List three places here: __________________. ________________.
- Draw a clock face on heavy paper and put it where you will see it every day. Let this symbol help you remember that you can talk to God any time and any place. Sing “Whisper a Prayer” (Sing for Joy, no. 96).
- Sing or say your memory verse together.

Friday
- Role-play Elijah on Mount Carmel for family worship. God answered Elijah’s prayers in two different ways. Read 1 Kings 18:38, 45. First, He sent __________________ from heaven, and then He sent __________________ from heaven.
- Say your memory verse. Then set an empty chair in your family circle. Pretend that Jesus is there. Open the prayer box that you made on Tuesday. Each family member can take a request and tell it to Jesus. Talk to Him like a friend.
- Close with Jesus’ special prayer. Say or read the Lord’s Prayer (Matthew 6:9-13).
God’s Gentle Whisper

Monthly Theme
Grace is the gift of life.

The Bible Lesson at a Glance
Jezebel is trying to kill Elijah. Elijah is afraid, and runs for his life for 40 days. Tired and discouraged, he arrives at Mount Horeb, and goes into a cave to rest and hide. God says to him, “What are you doing here, Elijah?” God says to go stand on the mountain, and He will pass by. There is a powerful wind, an earthquake, and a fire, but Elijah isn’t moved by any of these. Finally God speaks in a gentle whisper and tells Elijah to go back where he came from and continue to work for Him. Even though Elijah wasn’t feeling good about himself, he listened and did what God asked him.

This is a lesson about grace.
God comes after His children, even if they try to run away from Him. He lovingly whispers to them the way to go, and gives them the power and loving support to do it. To be on the right track in life, we must put away distractions and listen to His voice.

Teacher Enrichment
Mount Horeb, the ‘mountain of God’ to which Elijah fled, is also known as Mount Sinai. This is the same mountain where God first appeared to Moses in the burning bush, where the Lord caused water to flow from the rock for the Israelites, and where God handed His holy law to Moses.

“It was from a ‘clift of the rock’ on Sinai that Moses had been given a view of God, and it may have been the same cave where Elijah now took up his lonely abode” (The SDA Bible Commentary, vol. 2, p. 824).

Room Decorations
See Lesson 9.
# Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>1 Readiness Options</td>
<td>up to 10</td>
<td><strong>A. Whispering Welcome</strong></td>
<td>Bible</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B. Shell Sounds</strong></td>
<td>seashell, cup, bowl or any other curved object; Bible</td>
</tr>
<tr>
<td>Any Time</td>
<td>up to 10</td>
<td>Fellowship</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songbook</td>
<td><em>Sing for Joy</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission</td>
<td><em>Children’s Mission</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
<td>offering container</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prayer</td>
<td>prayer notebook</td>
</tr>
<tr>
<td>2 Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story</td>
<td>adult Bible-times costume for Elijah; brown blanket or sheet; drum or metal pans; red, orange and yellow streamers; sign that says “Wind”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory Verse</td>
<td>Bible, index cards, clothespins, nylon cord or rope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bible Study</td>
<td>Bibles</td>
</tr>
<tr>
<td>3 Applying the Lesson</td>
<td>up to 15</td>
<td><strong>True Listening</strong></td>
<td>none</td>
</tr>
<tr>
<td>4 Sharing the Lesson</td>
<td>up to 15</td>
<td><strong>Listening Path</strong></td>
<td>none</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. Whispering Welcome
Greet children at the door in a whisper and talk to them only in a whisper for several minutes. The children will probably respond in a whisper naturally. Eventually someone will ask, “Why are we whispering? (Or if the children aren’t also whispering, ‘Why are you whispering?’) If no one asks after several minutes, you can ask.

Debriefing
What happens when someone whispers? (You tend to whisper back; you have to pay attention; you have to be quiet so you can hear.) God whispers to us, too. Read aloud your memory verse, Isaiah 30:21. How does God talk to us? (through nature, through the Bible, through circumstances, through our thoughts, through people who love Him) Do you take time to “hear” His voice? Allow response time, then say: That reminds me of our message for today:

I WILL LISTEN TO GOD’S GENTLE WHISPER.

Say that with me.

B. Shell Sounds
Provide a seashell for the children to listen to. (A cup, bowl, or any other curved object will give you the same sound. Fun fact: The sound you hear is really the sound around you, and also the sound of your blood circulating in your head.) Give everyone a turn.

Debriefing
Ask: How is the sound in the shell like God’s voice? (It’s a gentle sound or whisper; you have to listen very carefully to hear it; the sound comes from deep inside the shell and God speaks deep inside us; etc.) Read aloud your memory verse in Isaiah 30:21. How do you know when God is speaking to you? (God will never ask you to do something contrary to His commands or that goes against the Bible; God will never ask you to do something that hurts someone else or that is not a loving thing to do.) When do we need to listen to God’s voice? Allow response time, then say: Our message for today is:

I WILL LISTEN TO GOD’S GENTLE WHISPER.

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

Suggested Songs
“Into My Heart” (*Sing for Joy*, no. 125)
“God Is in This Place” (*Sing for Joy*, no. 46)
“Turn Your Eyes Upon Jesus” (*Sing for Joy*, no. 90)
“Teach Me, Lord” (*Sing for Joy*, no. 110)

Mission
Use a story from *Children’s Mission*.

Offering
As you collect the offering, ask for ideas on how people in the countries that will receive the mission offering can hear God’s gentle whisper of love. (Christian radio and TV, listening to preaching, reading the Bible, Christian friends, etc.) Pray that the offering will help to that end.

Prayer
Use the prayer notebook. Invite the children to share their prayer requests and answers to prayer. Form a circle and invite the children to pray about their requests and to thank God for answered prayer. Encourage the children to remember the requests in their daily prayers at home. Then sing together “Teach Me, Lord” (*Sing for Joy*, no. 110).
Bible Lesson

Experiencing the Story

Have an adult in costume act the part of Elijah. The adult tells the story from Elijah’s point of view.

Special effects:
1. A drum or pans that someone beats for five to 10 seconds when the earthquake comes
2. Red, orange, and yellow streamers
3. Hidden voice to speak through a megaphone made from rolled paper.

God’s voice should sound gentle and loving, loud at first, then nearly a whisper after the fire.

Read or tell the story.

[Enter from the back of the room. Run in, looking over your shoulder. Run to the center of the class. Look surprised to see people. Put your fingers to your lips. Begin the story in a stage whisper, gradually getting louder.]

ELIJAH: Shh! Hello, I am the prophet Elijah. I am running for my life. King Ahab’s wife, wicked Queen Jezebel, is trying to kill me.

I’ve witnessed God do some pretty amazing things. He gave life back to a little boy that I prayed for. So why am I running away? [Throw up your hands; scratch your head.] That’s a good question. Why am I running? [Rub your chin.]

Because I don’t want to be killed. I know she can’t catch me here—40 days and hundreds of miles (kilometers) away.

[Look around.] Sure is dry here, though. Like a desert, even here on Mount Horeb. The mountain of God, they call this place. Used to be called Mount Sinai. Well, excuse me. I’ll feel safer in the cave. [Crawl into the cave and then poke your head out.]

HIDDEN VOICE: “What are you doing here, Elijah?”

ELIJAH [sounding scared and sorry for himself]: I have been very zealous for You, Lord. The people in Israel have rejected You. They have broken down Your altars and killed Your prophets.

[Loudly:] I am the only one left. [Gets out of the cave, raises his arms to God.]

HIDDEN VOICE: Elijah, go stand on the mountain in the presence of the Lord, for the Lord is about to pass by. Come, I want to talk to you.

SPECIAL EFFECTS: [Elijah stands up straight, looks around. Adult helper holds up “wind” sign, and the children blow like the wind.]

ELIJAH: God, I know You were not in the wind. [Elijah rocks back and forth.] Hang on; it’s an earthquake!

SPECIAL EFFECTS: [The children wave the streamers.]

ELIJAH [raising his head]: I didn’t hear God in the earthquake, did you?

SPECIAL EFFECTS: [The children wave the streamers.]

ELIJAH [raising his head]: I still didn’t hear God’s voice. God was not in the wind, the earthquake, or the fire. I am still waiting for it.

HIDDEN VOICE [in a gentle whisper]: Elijah?

ELIJAH: Lord, is that You? [Looks all around.] Just a “still small voice”? You were not in the wind, earthquake, or fire. Just in that gentle whisper. I like that. You don’t go scaring people, do You? Speak, Lord, I’m paying attention. [He pulls his coat over his face and goes to stand at the entrance of the cave, facing out, to listen.]

HIDDEN VOICE [gently]: What are you doing here, Elijah?
ELIJAH: I have been very zealous for You, Lord. The people in Israel have rejected You. They have broken down Your altars and killed Your prophets. [Loudly:] I am the only one left. [In a scared voice:] Now they're trying to kill me, too.

HIDDEN VOICE: Go back the way you came, Elijah. I still have a work for you to do. And by the way, I still have 7,000 faithful people in Israel who have not bowed to Baal.

ELIJAH: Me? You still trust me, Lord? [Pause as if listening.] Yes! [Reach up and make a fist, then pull it quickly down.] God still wants me. [Waves to audience, turns and hurries joyfully away.]

Debriefing

Explain the inner voice in terms of God's small voice speaking to their conscience. Encourage them to listen when their conscience tells them, “This is not right.”

Say: God’s voice also comes from our parents, teachers, pastors, and the Bible. God’s inner voice assures us of what is right. We need to listen to that voice.

Ask: Have you ever heard God’s gentle voice speak to you? What has that voice said to you? (Affirm what they say.) Is God’s voice ever angry at you? (No, never—be emphatic about this.) Satan wants us to think that God is mad at us, but God loves us. He might feel sorry about what we choose to do, but God is never angry at us. God’s voice always encourages us to do good.

If you really mean it, say today’s message with me:

I WILL LISTEN TO GOD’S GENTLE WHISPER.

Memory Verse

Before class, write each word of the verse on a separate card or paper and attach them, in order, with clothespins to a length of nylon cord. Read aloud the memory verse in Isaiah 30:21: “Your ears will hear a voice... saying, This is the way; walk in it.” Have the children read the words as you point. Remove one card at a time. Each time, the class reads the verse again, remembering which words go in the blank spaces. Repeat until all cards are gone. Repeat as needed.

Bible Study

Say: Let’s read some other Bible verses about God’s (God the Father’s or Jesus’) voice speaking to someone. Try to discover who is being spoken to and where they are. Adults assist as needed. Use the following texts:

- Exodus 19:19 (to Moses on Mount Sinai)
- Matthew 3:13-17 (to Jesus in the Jordan River at His baptism)
- Matthew 17:1-5 (to Jesus on the mountain at His transfiguration)
- Acts 9:1-6 (to Saul on the way to Damascus)
- John 5:25; 1 Thessalonians 4:16 (to people at the resurrection)
- Revelation 3:20 (to anyone today who will listen and invite Jesus to be part of his/her life)

Debriefing

Allow response time as you ask: Did all these people immediately realize that it was God who was talking to them? (No.) Why not? (They expected God to talk in a different way.) In what ways do we expect God to speak to us? Are there other ways? God speaks in many different ways, but often we hear Him best in a quiet whisper to our minds. Let’s say our message:

I WILL LISTEN TO GOD’S GENTLE WHISPER.

www.gracelink.net/primary

You Need:
- index cards
- clothespins
- nylon cord
- Bible

You Need:
- Bibles

Lesson Twelve
True Listening

True listening is not just auditory but includes paying attention to what is being said and acting on it.

Have the children take turns role-playing each scenario, then, after each, discuss who was the true listener or whether there was true listening.

1. Two friends are sitting on the front porch. Mother tells the children, the car could be damaged if it ran over the balls and toys in the driveway. One says, “Yes, right.” The other child goes to pick up the toys.

2. One child is doing homework, another is watching television. Father says, “It’s five minutes until bedtime.” They both say, “Thanks for the reminder.” The child watching the television turns it off and goes to their room.

3. The teacher says, “Please pay attention to this; it will be on a test.” One student looks steadily at the teacher while thinking about playing a game. Another student makes a check beside the information needed for the test.

4. Some children are sitting around by a tree after a hike in the woods. Everybody says, “I’m hungry!” Then all the children take out of their lunch something to eat, except for one whose parents forgot to make a lunch for him. After a bit, one of the children asks the one without a lunch if he would like something out of his. The rest keep on eating.

Debriefing

After discussion of each scenario, ask:

Who was the true listener? Was there true listening? What did you learn about listening to God? (When God asks us to do something, do it.) How do you feel when God tells you what to do? (happy, unhappy, forced, thankful for His guidance) Can you remember a time God told you to do something, and you did it? Share this with your class.

What do we want to remember about this lesson? (To listen to God’s voice; God sometimes speaks in a quiet voice.) If you really mean it, say today’s message with me:

I WILL LISTEN TO GOD’S GENTLE WHISPER.
Sharing the Lesson

Listening Path
If possible, take the children outside and ask them to stand quietly and listen for two minutes. Return to the classroom and ask: **What did you hear?** (Allow response time.) **Are they noises that help you listen to God or do they block Him out?** What are some other sounds that might block out God’s voice? (TV, radio, playground noises, quarreling, teasing, etc.)

**What can you do to be sure you can hear God’s voice speaking to you?** (Listen carefully, stay away from quarrels or teasing, think about God or Jesus, turn off the TV or radio, spend time in a quiet place.)

Say: **This week, plan to invite someone to go with you on a listening path. Stand quietly together for a few minutes. Listen to all the sounds and notice whether they are loud or soft. Tell the person with you what it means to listen for God’s gentle whisper.**

Ask the children to tell something about a person they want to invite to join them on their listening path walk.

Debriefing
**Ask:** Do you feel closer to God when you are outdoors quietly enjoying the things He has made? Most children will say yes. **Why?** (Because what He has made is all around us; there are fewer distractions from noise and things that people made, etc.)

**How can you hear God’s voice when you are enjoying what He has created?** (By listening to sounds He gave to birds, animals, brooks, wind, etc. A quiet place helps us pay more attention to thoughts He puts in our minds.)

**If you really want to hear what God says to you in His quiet way, say today’s message with me:**

I WILL LISTEN TO GOD’S GENTLE WHISPER.

Closing
Stand in a circle and ask the children to quietly whisper a prayer for the person to their right. Close with a whispered prayer, asking God to help the children listen for His gentle whisper every day.
One night Shanika was alone in her bedroom trying to go to sleep. Every shadow seemed to move. She felt afraid. Then her mother came into the room. Her gentle voice helped Shanika calm down.

A long time ago God’s prophet Elijah became frightened too. Then God spoke to him in a quiet voice.

Elijah was running for his life. King Ahab’s wife, the wicked Queen Jezebel, was trying to kill him. Elijah was so scared that he had forgotten that God could protect him from the wicked queen. Instead, for 40 days he ran hundreds of miles into the desert. Finally he came to Mount Horeb. There he hid in a cave.

“Elijah,” God asked, “why are you here?”

Elijah answered, “I have worked very hard for You, Lord. The Israelites have rejected You. They have broken down Your altars and killed Your prophets. I am the only one left, and now they’re trying to kill me, too.”

So God replied: “Go stand on the mountain in the presence of the Lord, for the Lord is about to pass by.” This was God’s way of saying, “Elijah, come here. I want to talk to you.”

Elijah did as God said. Then a great wind tore through the mountains and shattered the rocks. But Elijah didn’t get up, because he didn’t hear God’s voice in the wind. God was not in the strong wind.

Next an earthquake shook the mountain. But Elijah still didn’t get up. He didn’t hear God in the earthquake. After the earthquake a terrible fire swept by. But still Elijah didn’t hear God’s voice. God was not in the wind, the earthquake, or the fire.

After all those powerful forces of nature, a gentle whisper came. Some Bible translations call it a “still small voice.” And in that gentle whisper Elijah recognized God’s voice. He pulled his coat over his face. Then he stood at the cave entrance to listen to God.

“Elijah,” God asked, “why are you here?”

Elijah gave his same “poor-me” answer. God wasn’t angry at Elijah for giving up and running away. God wasn’t angry because Elijah forgot to trust Him.

God’s gentle whisper spoke of God’s love. God loved Elijah, even when he felt sorry for himself. Gently God encouraged the tired prophet. Then He sent him back to work. And God assured Elijah that he was not alone. And he wasn’t, for God still had 7,000 faithful worshippers in Israel.

God’s Gentle Whisper

References
1 Kings 19:1-18; Prophets and Kings, pp. 167-176

Memory Verse
“Your ears will hear a voice . . . saying, ‘This is the way; walk in it’ ” (Isaiah 30:21).

The Message
I will listen to God’s gentle whisper.
<table>
<thead>
<tr>
<th><strong>Daily Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sabbath</strong></td>
</tr>
<tr>
<td>• Go outdoors with your family to a quiet place. Have someone read the lesson story in a quiet voice. Imagine Elijah listening to God’s gentle whisper.</td>
</tr>
<tr>
<td>• Then walk down a path together. Ask someone to walk behind you and read your memory verse aloud (Isaiah 30:21). If you were lost, how would your memory verse make you feel?</td>
</tr>
<tr>
<td>• Sing together “Anywhere With Jesus” (<em>Sing for Joy</em>, no. 45).</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
</tr>
<tr>
<td>• During family worship, read the lesson story in 1 Kings 19:1-18.</td>
</tr>
<tr>
<td>• Why did Elijah feel afraid and sorry for himself? What did God do to help him feel better? (verses 5-7) Think of a time you felt afraid or sorry for yourself. How did God help you? Act it out. Draw a face of someone who has suddenly heard a loud voice.</td>
</tr>
<tr>
<td>• If possible, record your memory verse. If not, whisper it to yourself. Teach the verse to your family.</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>• What question did God ask Elijah—twice? With your family read it in 1 Kings 19:9 and 13.</td>
</tr>
<tr>
<td>• Make a question mark (?) shaped cutout and write God’s question on it. Read Elijah’s answer (1 Kings 19:10) with sadness and crying in your voice. Continue Elijah’s sad tale of pity in your own words (see 1 Kings 19:11-14).</td>
</tr>
<tr>
<td>• Listen to your recorded memory verse with the volume on low—to remind you of God’s still, small voice. Whisper it from memory.</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>• With your family, read 1 Kings 19:11-13 again. Draw pictures of the four great things that happened while Elijah was in the cave.</td>
</tr>
<tr>
<td>• Discuss together: If you were Elijah, what would you rather hear? A loud voice or a soft voice? What does God’s way of speaking in this story tell us about His love?</td>
</tr>
<tr>
<td>• Whisper your memory verse together.</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>• During worship today, think of God’s gentle whisper. Tell three ways you can hear His voice. Talk about conscience. What is it? How can it help you? Who speaks through your conscience? Does it ever tell you to do wrong? Read in Acts 24:16 what Paul said about his conscience.</td>
</tr>
<tr>
<td>• Draw the shape of an ear and write the memory verse on it. Then thank God that you can hear His voice.</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>• Sometimes God speaks in a big way. With your family, read one example in Exodus 19:16-19. Discuss: Do you think God will speak to you in a loud voice? Why? How can you make sure you don’t miss God’s voice? Have you heard His voice or felt His presence? When and where? Read 1 Kings 19:15-18 together.</td>
</tr>
<tr>
<td>• Write or draw about something you heard and acted on today.</td>
</tr>
<tr>
<td>• Ask your family to whisper your memory verse with you. Then thank God for speaking gently to you.</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>• Start family worship by acting out this week’s Bible story. Talk about things that keep you from hearing God’s voice. Read together Psalm 46:10. Then play soft music. Ask everyone to close their eyes and say, ‘Be still, and know that I am God.’ Pay attention to thoughts God puts in your mind. After a while, stop the music. What did you learn from this quiet time? Was it easier to listen to God’s voice? Why?</td>
</tr>
<tr>
<td>• Ask your family to whisper your memory verse with you.</td>
</tr>
<tr>
<td>• Sing “Teach Me, Lord” (<em>Sing for Joy</em>, no. 110) before prayer.</td>
</tr>
</tbody>
</table>
References
2 Kings 2:1-15; Prophets and Kings, pp. 225-228

Memory Verse
“The wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord” (Romans 6:23).

Objectives
The children will:
Know grace is the gift of eternal life.
Feel a desire to accept Jesus’ gift of life.
Respond by acting in faith that they have eternal life now.

The Message
God’s grace is the gift of eternal life.

Up, Up, and Away

Monthly Theme
Grace is the gift of life.

The Bible Lesson at a Glance
God is about to take Elijah to heaven. His helper, Elisha, is with Elijah as he makes a final visit to the schools of the prophets. Elisha determines not to let Elijah out of his sight. Elijah hits the Jordan River with his cloak, and it parts. They cross on dry ground, and then Elijah asks Elisha, “What can I do for you before I am taken from you?” Elisha asks for a double portion of Elijah’s spirit. Elijah is taken up to heaven in a chariot pulled by horses of fire. Elisha picks up the coat that Elijah left, walks away, and uses it to part the Jordan River as Elijah had done.

This is a lesson about grace.
Because of God’s grace, His children will someday be taken to heaven to live eternally with Him. They will either be translated without seeing death, or resurrected from their graves, when Jesus comes to take them home.

Teacher Enrichment
“Elijah was a type of the saints who will be living on the earth at the time of the second advent of Christ and who will be ‘changed, in a moment, in the twinkling of an eye, at the last trump,’ without tasting of death. 1 Corinthians 15:51, 52” (Prophets and Kings, p. 227).

“When Elisha asked that the spirit of Elijah might rest on him, he was offering the kind of prayer that will always be answered. . . . The best, i.e., the spiritual gifts, can always be ours if we earnestly desire and fervently pray for them. . . . Prayer would be given new meaning for us if, when we are told to ask what we will, we should pray that more of God’s Holy Spirit may be ours” (The Interpreter’s Bible [New York: Abingdon Press, 1954] vol. 3, p. 194).
## Program Overview

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Minutes</th>
<th>Activities</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>ongoing</td>
<td>Greet students at door; hear pleased/troubled</td>
<td>none</td>
</tr>
<tr>
<td>Readiness Options</td>
<td>up to 10</td>
<td><strong>A. What Is Forever?</strong> <strong>B. How Many Years?</strong></td>
<td>rock, small paintbrush or soft cloth, Bible long piece of string, measuring tape or meter stick, Bible</td>
</tr>
<tr>
<td>Prayer and Praise*</td>
<td>up to 10</td>
<td>Fellowship Songbook Mission Offering Prayer</td>
<td>none</td>
</tr>
<tr>
<td>Bible Lesson</td>
<td>up to 20</td>
<td>Experiencing the Story Memory Verse Bible Study</td>
<td>Bible-times costumes, blue plastic or cloth Bible Bibles</td>
</tr>
<tr>
<td>Applying the Lesson</td>
<td>up to 15</td>
<td><strong>A. Gifts for You</strong> <strong>B. What Would You Like?</strong></td>
<td>chalkboard or whiteboard chalk or marker gift cutouts (see p. 144); pencils, pens, markers or crayons, Bible</td>
</tr>
<tr>
<td>Sharing the Lesson</td>
<td>up to 15</td>
<td><strong>Forever Coins</strong></td>
<td>two round coins for each child</td>
</tr>
</tbody>
</table>

*Prayer and Praise may be used at any time during the program.*
Welcome
Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Give directions for the readiness activity of your choice.

Readiness Activities
Select the activity most appropriate for your situation.

A. What Is Forever?
Bring in a fist-sized rock and a small paintbrush or very soft cloth. Let each child brush the rock once, pretend that 10 years have passed, then give the rock to the next child to brush. As the rock makes its way around the room, count the imaginary years and ask how long it would take for the rock to wear out from too much brushing. Explain that forever is even longer than that.

Debriefing
Read aloud Romans 6:23. God wants to give us life forever. Why? (Because He loves us.) How do you feel about living forever? (Accept all responses.) Living forever with God is a gift He wants to give us. That’s what today’s message is about:

GOD’S GRACE IS THE GIFT OF ETERNAL LIFE.

Say that with me.

B. How Many Years?
Bring a very long length of string to class. Mark spots in 18-inch (45-centimeter) or 24-inch (60-centimeter) intervals for as many children in the class. Ask each child to find a place on the string and to hold their spot. Stretch the string around the room. Say: Imagine each spot is a 100-year interval. (After every child has found a spot, there should still be a lot of string left.)

Debriefing
Say: Eternity is even longer than what we can see now. And just as you are all holding on to the string, God’s love binds us to Him forever. Read Psalm 23:6 aloud. Because God loves us, He wants us to live with Him forever. He is preparing a home in heaven for each of us right now. Then we will live on the earth after it is made new again. He wants to give us a very special gift. What is your part in receiving God’s gift of eternal life in heaven? (You must accept God’s gift of eternal life by accepting Jesus as your own Savior. Nothing that you do will earn this gift. He will help you to show your gratitude for this gift as you live your life for Him on this earth.) And that leads me to today’s message:

GOD’S GRACE IS THE GIFT OF ETERNAL LIFE.

Say that with me.
**Prayer and Praise**

**Fellowship**
Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Review the memory verse and allow time for sharing experiences from last week’s lesson study. Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

**Suggested Songs**
- “Redeemed!” (*Sing for Joy*, no. 68)
- “Do, Lord” (*Sing for Joy*, no. 91)
- “Thank You, Jesus” (*Sing for Joy*, no. 101)
- “God Is So Good” (*Sing for Joy*, no. 13)

**Mission**
Use a story from *Children’s Mission*.

**Offering**
Before the offering is taken, read or repeat together John 3:16. Say: **God gave Jesus to our world to save us from sin, so we can have eternal life. Now you can give back to God an offering that will be used to help other people learn about Him—so they can also be saved and live forever.**

**Prayer**
Each child writes on the chariot/horse cutout the name of one person who does not know Jesus. A group comes up front (small church: everyone participates) and each child prays for the person they wrote on their cutout—that this person will accept Jesus and live with Him forever. Adult helpers assist as needed. Close with a teacher praying for the children’s special requests.

---

**You Need:**
- basket or bowl with a sign that reads “John 3:16”
- Bible

**You Need:**
- chariot and horse cutout on red, yellow, or orange construction paper for each child (see pattern on p. 143)
**You Need:**
- Bible-times costumes
- two lengths of blue plastic or cloth

---

**Bible Lesson**

**Experiencing the Story**

**Characters:** Elijah, Elisha, group of prophets, all in Bible-times costumes.

**Helpers:** An adult to carry Elijah away. Someone to “part” the Jordan.

**Props:** two lengths of blue plastic or cloth for the river (overlap them so that when Elijah slaps them, the upper piece can be folded back to reveal a dry path).

**Read or tell the story.**

This is a special day for Elisha [enter Elisha], Elijah’s assistant. God has gently whispered that something wonderful will happen to Elijah today. God wants to take him straight to heaven without him dying first. This is a special honor that God has given to only one other person—Enoch.

[Enter Elijah.] And today Elijah is taking Elisha on a last journey to visit God’s schools of the prophets. [The two prophets walk together to the group of students.] They stop at a school in Gilgal.

Now, Elijah knows that he will soon be leaving Elisha, so he gives Elisha a test after they visited the prophets at Gilgal. “Stay here,” Elijah says. “The Lord has sent me to Bethel.”

But Elisha shakes his head. He doesn’t want to let Elijah out of his sight. “As surely as the Lord lives . . . I will not leave you,” Elisha says. So the two of them walk on. [They walk around the room and back to the prophets.]

Soon they come to Jericho. The prophets at Jericho ask Elisha, “Do you know God is going to take Elijah today?” [By now the prophets ask this question without help.]

“Yes, I know,” Elisha replies sadly.

Now Elijah tests Elisha again. “Stay here,” he tells Elisha. “The Lord has sent me to the Jordan.”

But Elisha shakes his head. He doesn’t want to let Elijah out of his sight. “As surely as the Lord lives . . . I will not leave you,” Elisha says. So the two of them walk on. And the prophets from Jericho follow them. [They walk around the room and back up front.]

When they come to the Jordan River, Elijah takes off his coat, rolls it up, and hits the water with it. [Elijah removes “coat” and “parts” the “water.”] The water parts, and the two men walk across on dry ground. Now the time has come to say goodbye.

“What can I do for you before I am taken from you?” Elijah asks Elisha.

Now, Elisha might ask for money. He can ask to be famous. He can ask for power. But instead, he asks for a special blessing. “Let me inherit a double portion of your Spirit,” he answers. He knows the only way he can carry on Elijah’s work is with extra help from God.

“If you see me when I am taken up from you, it will be yours; otherwise not,” Elijah promises. And they keep walking. Then suddenly a chariot and horses of fire appear. [An adult runs in and carries away
Elijah, letting his coat fall to the floor.] Elijah is taken up to heaven in a whirlwind.

Elisha calls after him, “My father! My father! The chariots and horsemen of Israel!” But Elijah is gone.

Then Elisha sees Elijah’s coat where it has fallen. He picks it up and walks back to the Jordan River. He rolls up the coat and hits the water with it, just as Elijah had done. Again the waters part and Elisha walks across on dry ground. [The prophets clap.] God has indeed given Elisha the gift of His Spirit.

**Debriefing**

Ask: What special gift did God give to Elijah? (He was taken to heaven without dying.) How did Elisha feel about that? While they were walking, what did Elisha say that he wanted? (He wanted a double portion of God’s Spirit that he saw in Elijah.) What sign did Elisha see?

When Elisha went back to the Jordan, what did he do? This showed that he believed that God answered his prayer. You show that you believe that you have eternal life now when you plan to live in heaven with God and Jesus. Remember, God has also promised us the gift of eternal life if we believe in Him and do His will. Our message tells us . . .

**GOD’S GRACE IS THE GIFT OF ETERNAL LIFE.**

Say that with me.

**Memory Verse**

Open your Bible and read the memory verse, Romans 6:23 (“For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord”). Ask: According to this text, what is God’s gift to us? (eternal life)

Divide the class into four groups. Divide the verse into phrases, as follows:

“The wages of sin”
“Is death”
“But the gift of God”
“Is eternal life”
“In Christ Jesus”
“Our Lord”

The teacher begins by saying the first phrase loudly. The groups echo the phrase one after the other, each successive group echoing it more softly so that the phrase seems to fade. When the last group has echoed, the teacher begins the next phrase, which is echoed in the same way. Repeat until the students know this verse from memory.

**Bible Study**

Say: To receive the gift of the Spirit Elisha had to keep his eyes on Elijah. Let’s read about that in 2 Kings 2:2, 4, 6, and 10. Assist as necessary. Now let’s read Romans 6:23 to find out about the gift God has promised us. Allow time. Assist as needed. Whom do we need to keep our eyes on? Why? Let’s read one more text. Find 1 John 1:1-3. Read and discuss the text together.

**Debriefing**

Ask: How can we keep our eyes on Jesus? (Through prayer, reading our Bibles, studying our Bible lessons, etc.) Name some other people in the Bible who kept their eyes on Jesus. (Peter walking on water, other disciples and people who followed Jesus.) Let’s thank Jesus for His gift of eternal life and ask Him to help us to keep our eyes on Him. Pray a short prayer together, then say, Let’s remember our message:

**GOD’S GRACE IS THE GIFT OF ETERNAL LIFE.**

Say that with me.

You Need:

• Bibles

www.gracelink.net/primary
Applying the Lesson

A. Gifts for You
Say to the group: Name some gifts you want for Christmas or your birthday. Write the gift ideas on the board until you have listed five. Then say, Let’s place a star beside the gift that you think will last the longest. Wait for the children to indicate which one.

Say: Eternal means forever. How long is that? (Children will answer based on what they learned from the story.)

How important is forever life to you? Is it more important than the gifts on our list?
Today’s Bible story tells us that to receive God’s gifts we have to really want them. Do you really want eternal, forever life?

We also have to ask God for the gift of eternal life, as Elisha asked for his gift. Suggest that everyone kneel and ask God for this gift. Allow time for them to pray their own silent prayer and then pray aloud for all.

B. What Would You Like?
Give each child a cutout of a gift package (see page 144) and say: Write or draw on the back of this gift something that you very much want to have. Allow time. If you have time, let the children decorate or color the “gift” box. When all have finished, have each child tell what they wrote or drew.

Debriefing
Allow response time as you ask: Do you think that you will ever get this present? (Yes, no, maybe.) Why? What is the longest time you have ever had to wait for something you really wanted? In today’s memory verse we learned that God has a special gift for us. What is it? (eternal life) When will we receive this gift? (When Jesus comes again; when we go to heaven; etc.)

What does “eternal” mean? (forever, unending, never ending, etc.) Let’s read 1 John 2:17 together. Allow time to find and read the verse aloud. What does this tell us about eternal life? (If we love God and do His will, Jesus will give us eternal life when He comes again; we will live forever.)

God offers us the gift of eternal life because He wants us to be together with Him forever. And that is what our message is all about:

GOD’S GRACE IS THE GIFT OF ETERNAL LIFE.

Say that with me.
Sharing the Lesson

Forever Coins

Ask: Why do you think a circle represents eternal life? (It has no beginning and no end.) Can you think of some things people use that are round? (coins, cookies, jar lids, etc.)

Give each child two round coins. Tell the children that coins can be a reminder of living forever. They should keep one coin as a reminder of God’s promise of eternal life and give the other coin to someone during the week and say, “God’s grace gives us life forever.” Then ask that person to do the same and give a coin to someone else.

Debriefing

Discuss to whom they might give a coin. Suggest that they give it to the person that they prayed about during prayer time, if possible. Say: Let’s say our message together one more time:

GOD’S GRACE IS THE GIFT OF ETERNAL LIFE.

Closing

Ask the children to stand in a circle. Say: A circle is a symbol of forever. It has no beginning and no end. As we stand in this circle, let’s thank God for His gift of forever life with Him. Offer a short prayer of thanks for the promise of eternal life.

You Need:
• two round coins for each child

www.gracelink.net/primary

LESSON THIRTEEN 137
Up, Up, and Away

“But I don’t want to go to bed!” complained Burt to his older sister.

“You know we need to rest,” Martha answered. “We always will in this life. But when we get to heaven, we won’t need to rest the way we do now.”

“How do you know?” asked Burt.

“Let me tell you what I read in the Bible about Elijah and Elisha. Then you will understand too.”

God had something wonderful planned for Elijah. God wanted to take him straight to heaven without dying first. This was a special honor that God had given to only one other person—Enoch.

Elisha was Elijah’s assistant. Elisha knew that soon the prophet Elijah would end his work and it would be Elisha’s time to carry on. Many of the prophets who worked with them also knew that Elijah would soon be leaving them. God’s gentle voice had told them so.

One day Elijah took Elisha on a last journey to visit God’s schools of the prophets. The prophets in these schools were asking Elisha, “Did you know God is going to take Elijah today?”

“Yes, I know,” Elisha said. The thought of losing Elijah the prophet filled Elisha with sadness. He was probably a little nervous about taking over Elijah’s work, too.

Elijah also knew he would soon be leaving Elisha. So he gave his helper a test. At each school they visited, Elijah told Elisha, “Stay here. I need to go on.”

But each time Elisha insisted on going too. He didn’t want to let Elijah out of his sight. He wanted to be with him till the last moment. “As surely as the Lord lives and as you live, I will not leave you,” Elisha said. So the two of them walked on.

Soon they came to the Jordan River. Elijah took off his coat, rolled it up, and hit the water with it. The water parted, and the two men walked across on dry ground. On the other side it was time to say goodbye. “What can I do for you before I am taken from you?” Elijah asked Elisha.

Elisha could have asked for a lot of things. He could have asked for money. He could have asked to be famous. But instead he asked for a special blessing. “Let me inherit a double portion of your Spirit,” he answered. He knew that the only way he could do the work he had been called to do was with extra help from God.

“If you see me when I am taken up from you, it will be yours; otherwise not,” Elijah said, and they kept walking.

Then suddenly a chariot and horses of fire appeared and separated the two men. Elijah was taken up to heaven in a whirlwind. Elisha called after him, “My father! My father! The chariots and horsemen of Israel!” But Elijah was gone. Elisha tore his clothes to show his sorrow at losing his teacher and friend.

Then Elisha saw Elijah’s coat where it had fallen. He picked it up and walked back to the Jordan River. Rolling up the coat, Elisha hit the water with it, just as Elijah had done. Again the waters parted, and Elisha walked across on dry ground. God had indeed given Elisha the gift of His Spirit.

God wants to give us good gifts, too. His very best gift is the gift that He gave Elijah, the gift of eternal life in Christ Jesus our Lord.

Soon they came to the Jordan River. Elijah took off his coat, rolled it up, and hit the water with it. The water parted, and the two men walked across on dry ground. On the other side it was time to say goodbye. “What can I do for you before I am taken from you?” Elijah asked Elisha.

Elisha could have asked for a lot of things. He could have asked for money. He could have asked to be famous. But instead he asked for a special blessing. “Let me inherit a double portion of your Spirit,” he answered. He knew that the only way he could do the work he had been called to do was with extra help from God.

“If you see me when I am taken up from you, it will be yours; otherwise not,” Elijah said, and they kept walking.

Then suddenly a chariot and horses of fire appeared and separated the two men. Elijah was taken up to heaven in a whirlwind. Elisha called after him, “My father! My father! The chariots and horsemen of Israel!” But Elijah was gone. Elisha tore his clothes to show his sorrow at losing his teacher and friend.

Then Elisha saw Elijah’s coat where it had fallen. He picked it up and walked back to the Jordan River. Rolling up the coat, Elisha hit the water with it, just as Elijah had done. Again the waters parted, and Elisha walked across on dry ground. God had indeed given Elisha the gift of His Spirit.

God wants to give us good gifts, too. His very best gift is the gift that He gave Elijah, the gift of eternal life in Christ Jesus our Lord.

References
2 Kings 2:1-15; Prophets and Kings, pp. 225-228

Memory Verse
“The wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord” (Romans 6:23).

The Message
God’s grace is the gift of eternal life.
<table>
<thead>
<tr>
<th><strong>Daily Activities</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sabbath</strong></td>
<td>If possible, read the Bible lesson story with your family near a river. Try acting it out. Elisha stayed with Elijah everywhere he went. Whom should we follow today?</td>
</tr>
<tr>
<td></td>
<td>Sing together ‘I Have Decided to Follow Jesus’ <em>(Sing for Joy, no. 119)</em>. Then ask Jesus to help you follow Him.</td>
</tr>
<tr>
<td></td>
<td>Read Romans 6:23 together and teach the verse to your family.</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>During family worship, read the lesson story in the Bible (2 Kings 2:1-15).</td>
</tr>
<tr>
<td></td>
<td>Divide a large piece of cardboard into the number of squares equal to the number of words in the memory verse. Have a family member help you print one word of the verse in each square. Print the reference in a square of its own. Now you can play “Beanbag Toss.” Toss a beanbag onto the squares in the correct order of the memory verse. Let your family members have a turn. Play this game all week.</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>For family worship, wrap a gift box with pretty paper and a bow. Label it “Live Forever.” Leave it where you can see it all week. Let it remind you of God’s gift of eternal life to all who love and follow Jesus.</td>
</tr>
<tr>
<td></td>
<td>In your Bible find and read 1 John 5:11. Together, thank God for offering you such a wonderful gift.</td>
</tr>
<tr>
<td></td>
<td>How many round things can you find in your house? How do they remind you of eternal life?</td>
</tr>
<tr>
<td></td>
<td>Play “Beanbag Toss.”</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>During worship today, read 2 Kings 2:6, last part. How many times did Elisha repeat his promise, “I will not leave you”? (See 2 Kings 2:2, 4, 6.) Say the promise to each member of your family. Put each person’s name at the beginning.</td>
</tr>
<tr>
<td></td>
<td>Discuss with your family: What seems longer to you, an hour doing chores or an hour with your friends? How would you like to be with your friends forever? Eternal life will be like that. Tell God that you choose to be with Him forever.</td>
</tr>
<tr>
<td></td>
<td>Draw a circle. How does a circle remind you of “forever” and “eternal life”? Write the memory verse inside your circle.</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>During family worship, take turns telling about a time when someone gave you a wonderful gift. Discuss: Why did they give it to you? What kind of a gift does God offer us? Read 1 John 5:11 together. What does this tell you about God? Read 1 John 4:9.</td>
</tr>
<tr>
<td></td>
<td>Play “Beanbag Toss” to review your memory verse.</td>
</tr>
<tr>
<td></td>
<td>Sing, “John 3:16” <em>(Sing for Joy, no. 24).</em></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Use today’s family worship time to celebrate the reason that we have the gift of eternal life. Read John 3:16 and Philippians 2:8-11. What did you learn about God’s greatest gift to us? Sing “O, How He Loves You and Me” <em>(Sing for Joy, no. 28).</em></td>
</tr>
<tr>
<td></td>
<td>To review the memory verse, snap your fingers or clap your hands in rhythm with the words.</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>For Friday evening worship, give each other a special love gift. Stand in a circle and rub each other’s backs. Then turn inward and hug each other. While still in this position, say the memory verse.</td>
</tr>
<tr>
<td></td>
<td>Read 2 Kings 2:11 together. Imagine what Elijah did when he first arrived in heaven. Pass the “gift” you made on Monday to a family member. Ask that person to tell what he/she wants to do when first arriving in heaven. That person passes the “gift” to the next person, who does the same thing.</td>
</tr>
<tr>
<td></td>
<td>Thank Jesus for His forever gift of forever life.</td>
</tr>
<tr>
<td></td>
<td>Sing “For God So Loved the World” <em>(Sing for Joy, no. 26).</em></td>
</tr>
</tbody>
</table>
For Lesson 1, page 12—Readiness Activity A; page 17—Sharing the Lesson.
Because I want to treat you as God does, this coupon entitles you to ask me to do the following for you when you have other things you need or want to do:

____________________________________________

Signed: ____________________________________

Date: ______________________________________

Because I want to treat you as God does, this coupon entitles you to ask me to do the following for you when you have other things you need or want to do:

____________________________________________

Signed: ____________________________________

Date: ______________________________________

Because I want to treat you as God does, this coupon entitles you to ask me to do the following for you when you have other things you need or want to do:

____________________________________________

Signed: ____________________________________

Date: ______________________________________

Permission to photocopy this page granted for local church use.
Copyright © 2005 General Conference Corporation of Seventh-day Adventists®.
Use scissors to cut along the dotted lines, then hang sign on doorknob.

Grace Coupon

This entitles you to ________________________, a service offered willingly and without price by me. This service and God’s grace are free.

Signed: _____________________________
Date: _______________________________

Permission to photocopy this page granted for local church use.
Copyright © 2005 General Conference Corporation of Seventh-day Adventists®.
For Lesson 13, page 133—Prayer.
For Lesson 13, page 136—Applying the Lesson.

For Lesson 6, page 63—Prayer.