

TEACHER  
RESOURCE

# UNIT 5

From the Prophets to Restoration

LEVEL ONE

## SON SEEKERS

AGES 5-6

JONAH  
SPITS THE  
DUMMY



Name:

Hot time for three **COO/** friends



# Teacher Resource

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## Teaching Sonseekers ...

Dear Teacher

Teaching young people about God's Word is a great honour and privilege. We note God chose Abraham, a man of faith because he "would teach his children and his household after him, to know the Way of The Lord" (Gen 18:19)

One who undertakes such a task will understand they have accepted a responsibility to become a witness of God's great love and faithfulness. As an example of Christian faith and integrity they have a wonderful opportunity to share their love for God's Word. The tremendous blessing for those who commit themselves to this task is that the Holy Spirit will strengthen and equip you to shine as a light to your class.

Recent trends away from Sunday School structures towards child minding activities have, we believe, been unfortunate as they fail to recognise the impact and effect the message of God's love through Christ has on young people.

Children are the Church's future. As such they are precious and well worth any investment in quality resources and dedicated teachers.

The 'Sonseekers' curriculum offers children Sunday School material that gives them a sound background in Biblical events, people and places. Secondly it offers a pastoral approach for the children to know God is able to help them and change their lives.

Structurally, any program will operate effectively if those teaching are faithful, zealous and committed to a team approach that might include:

- regular prayer and discussion in relation to curriculum issues, student needs and upcoming events and presentations;
- organisation and management of resources;
- training and development needs of teaching staff.

Teaching Sunday School is a rich and rewarding task. May God bless and guide you as you serve in this way.

Yours in Christ

*The Sonseekers Team*

# A teacher's guide to using the Sonseekers materials . . .

## Timeline

4000BC	Creation Adam and Eve The Fall
2500BC	Noah The Flood Tower of Babel
2000BC	Abraham
1900BC	Isaac
1800BC	Esau and Jacob
1750BC	Joseph
1360BC	Moses
1280BC	Exodus from Egypt and Journeys Joshua
1240BC	Entry into and Conquest of Land
1220BC	Judges
1100BC	Gideon
1070BC	Samson
1063BC	Samuel
1020BC	Saul as King
980BC	David as King
940BC	Solomon as King
900BC	Kingdom Divided
839BC	Elijah Emerges; Mt Carmel Jehoshaphat
814BC	Elisha's Ministry
749BC	Jonah
662BC	Hezekiah; Isaiah
576BC	Josiah
540BC	Daniel taken to Babylon
527BC	Exile into Babylon
457BC	Restoration from Babylon
4BC	Birth of Jesus
26AD	Baptism of Jesus Call of Disciples
28AD	Feeding of 5000 Parables
29AD	Miracles; Transfiguration
30AD	Raising of Lazarus Parables Palm Sunday Jesus' Crucifixion and Resurrection Day of Pentecost Peter's Ministry
33AD	Conversion of Paul
45AD	Paul's Missionary Journeys
60AD	Paul as Prisoner to Rome

## What are the Sonseekers materials?

The Sonseekers Sunday School materials are a four year course of 128 Bible lessons. The lessons are written with the twin aims of teaching the students an accurate chronology of Biblical events and also drawing from each lesson pastoral points relevant to the age and stage of each child. They are written at four levels to cover from Prep to Year 6 age groups. The 128 lessons are organised into 8 units, each of sixteen lessons. The table below indicates the suitable age group for each level:

Sonseekers Level	Student Age	School Level
Level One	5 - 6	Prep, Year 1
Level Two	7 - 10	Year 2, Year 3, Year 4
Level Three	11 - 12+	Year 5, Year 6

The Sonseekers materials comprise two related elements:

- **Teacher Resource** – including lesson plans & activity masters which can be photocopied;
- **Student Handbooks** – including homework activities.

There is also a Bible timeline showing chronology of major events, with the dates of the current unit's lessons highlighted, included in each Teacher Resource.

## What's in my Sonseekers Level One Teacher Resource?

Each Level One Teacher Resource contains sixteen lesson plans for the relevant age of your students. Each lesson plan comprises:

- the key thought or focus for the lesson;
- a suggested way to introduce the lesson;
- a summary of the relevant bible story;
- a memory verse for the lesson, together with a suggested way of teaching that verse;
- an activity which can be used in the lesson;
- a number of extra ideas involving fun, practical activities.

Note: The photocopy masters for each activity are included with the lessons in this Teacher Resource book.

.../cont'd

# ... teacher's guide ...

## **How do I best use my Teacher Resource?**

The art of serving as an effective Sunday School teacher is linked to the degree of diligence in preparing for each lesson. The Sonseekers materials are only designed to assist the teacher in this process. They do not take away from the teacher his or her responsibility to prayerfully consider the needs of the children in the class and to seek God's revelation and wisdom in presenting each Bible lesson. The following suggestions are then made with regard to using this resource.

### **Prior to the lesson**

- ◆ Prayerfully read the Bible passage for the lesson. The reference is provided in the header on the first page of the lesson plan. All Scripture references are taken from the New King James Version (1983 edition).
- ◆ Read through the lesson plan and decide which activities will be most appropriate for the students in your class. Generally, aim for a variety of activities over a unit.
- ◆ Think about how you will combine the various elements of your lesson. Refer to the suggested teaching approach for ideas if necessary. Link the activity to the story so that the significance of the activity is clear to the students.
- ◆ Prepare all activities thoroughly prior to the lesson. Rehearse any planned activity at home to make sure:
  - that you know how to do it yourself;
  - that you have all the relevant materials in the quantities you will need;
  - that you know the length of time that the children will need for the activity.

### **During the lesson**

- ◆ Review the memory verse from the previous lesson with the children. Also check on the completion of the homework activity page.
- ◆ Revise the previous lesson before going on to a new story. You may like to use the timeline to help you do this.

# The widow's oil, a boy raised

II Kings 4

## Storyline

A woman, whose husband had just died, came to Elisha. She had bills she couldn't pay and her sons were to become slaves. All she had in her house was a jar of oil. Elisha told her to collect lots of jars from her neighbours and to pour the oil into them and she obeyed him. When the last jar was filled, the oil stopped. Elisha told her to sell the oil, pay her bills and the rest was for them to live on.

A woman from the town called Shunem knew Elisha was a godly man and prepared a room at their house for Elisha to stay whenever he wanted. Elisha was blessed and asked if he could help her. The woman and her husband had no children, so Elisha prayed and, after a year, a son was born. One day, the boy complained of a headache and he died. The woman went to Elisha and told him. Elisha went to their house and God gave him the power to bring the boy to life again.

## Suggested Teaching Approach

Mention that today's lesson shows how Elisha helped two different women, one was a widow (explain this term) and the other one's son died.

If choosing Theme 1, **briefly** tell about the woman from Shunem and then relate in greater detail the story about the faithful widow. (The reverse applies if choosing Theme 2.)

Optional - Teacher or assistant (if female) could dress in the attire of a woman from biblical times i.e. a full-length dress or skirt - long piece of cloth draped over head, tied with a sash. As the story is related, the 'faithful widow' or the 'woman from Shunem' could mime the action taking place at specific times, e.g. pouring oil into the jars, looking worried and happy, welcoming Elisha, looking for Elisha, etc.

## Theme One

### "God shall supply all your need"

The faithful widow came to Elisha in great need. Situations will come our way which could cause us to be worried; but the Lord wants us to talk to Him about these things and then to trust Him. God provided miraculously for the widow and saved her sons from becoming slaves. God also provides for us as we trust Him. Our faith is made stronger as we see God answer our prayers.

### Key Thought

God does not want us to be worried about any situation but to ask and see Him provide for us as we obey Him.

### Aim

For the children to know we can trust God to supply all our needs.

### Memory Verse

*"God shall supply." (Philippians 4:19).*

## Theme Two

### "Giving to others"

The woman from Shunem was not only interested in her own life, she also cared about the comfort and happiness of others. God saw her caring heart and was pleased. He wanted to bless her and He gave her a son. As we are willing to share our lives and what we have with others, we will know that the Lord is teaching us how to love one another.

### Key Thought

God is pleased with those who give willingly, not expecting anything in return.

### Aim

For the children to desire a willing and giving heart.

### Memory Verse

*"Give to him who asks you." (Matthew 5:42).*

## Activity A - Paper Puppets

### Materials

- 2 puppets for each child, photocopied or mounted on cardboard.
- Colouring pencils or felt pens.
- Collage material.
- Glue.
- Scissors.

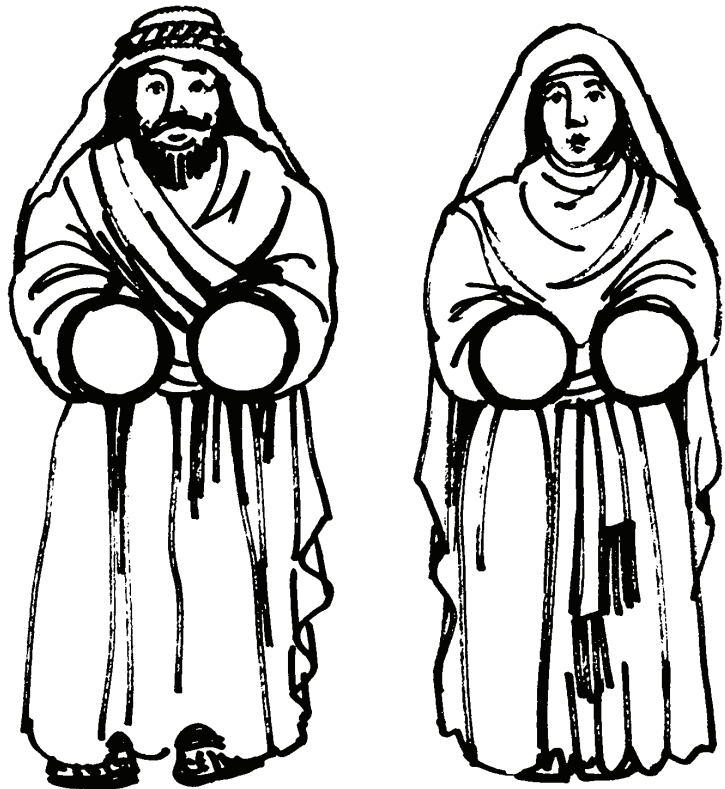
### Steps

#### At Home

- Cut around the outline of the puppets if your class would not be up to it.

#### In Class

- Help the children cut out the puppets' hands which are the two holes in the centre of each puppet.
- Decorate the puppets by colouring with pencils or felts and have scraps of colourful material, paper, wool, cotton wool, etc. to cut and glue onto the pictures.
- Have the children put their thumb and index finger through the holes and pretend the puppets are Elisha and the woman from Shunem, or the widow.
- Ask the children to act out scenes from either story. They will probably need close guidance and specific suggestions from the teacher, eg:  
Scene 1: The woman from Shunem speaking with her husband and then asking Elisha to stay at her house.  
Scene 2: Showing Elisha the room and telling him that it will soon be time for dinner.  
Scene 3: Elisha telling her she will have a child, etc.



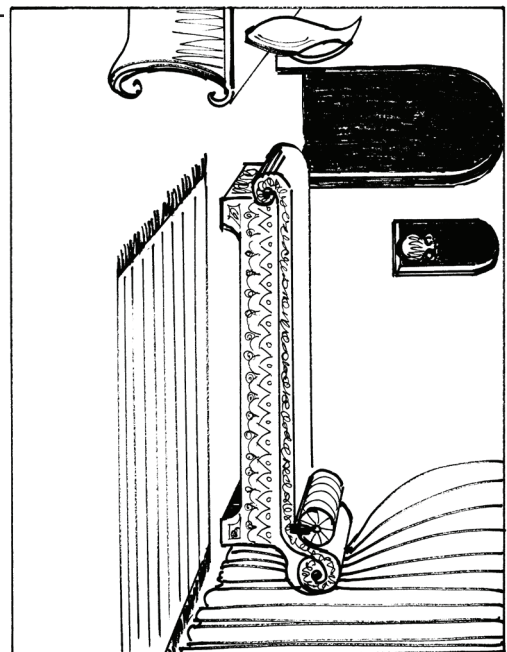
## Activity B - Complete the Picture

### Materials

- 1 Activity Sheet per child.
- Colouring pencils/felt pens/crayons.

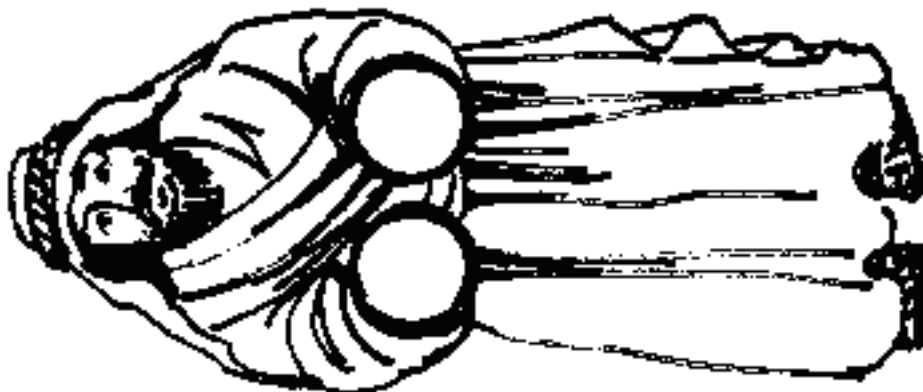
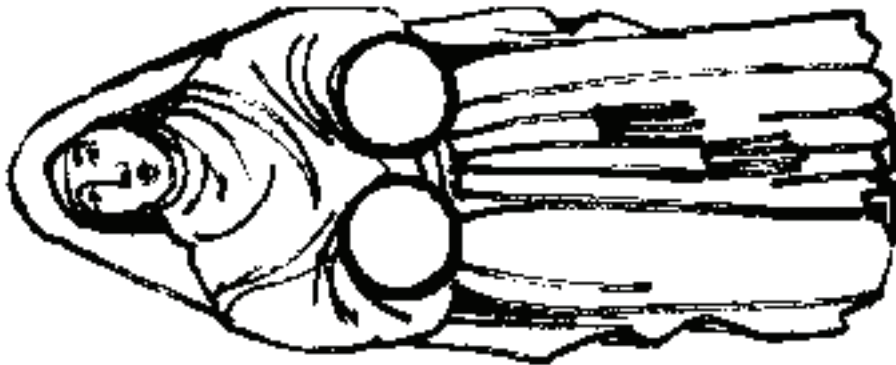
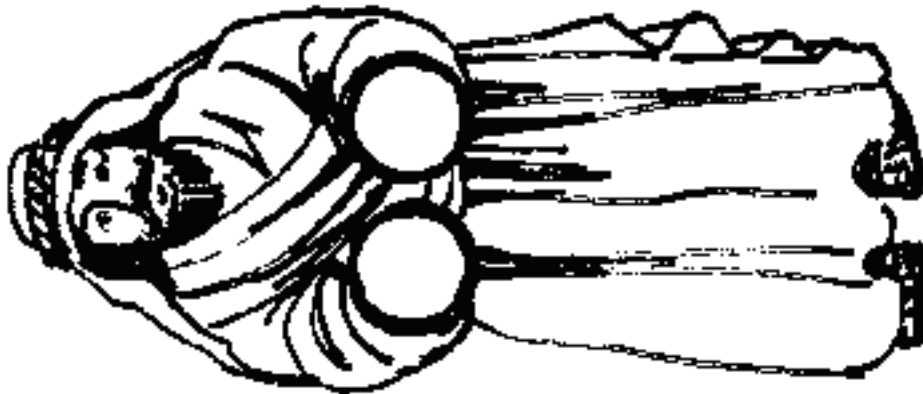
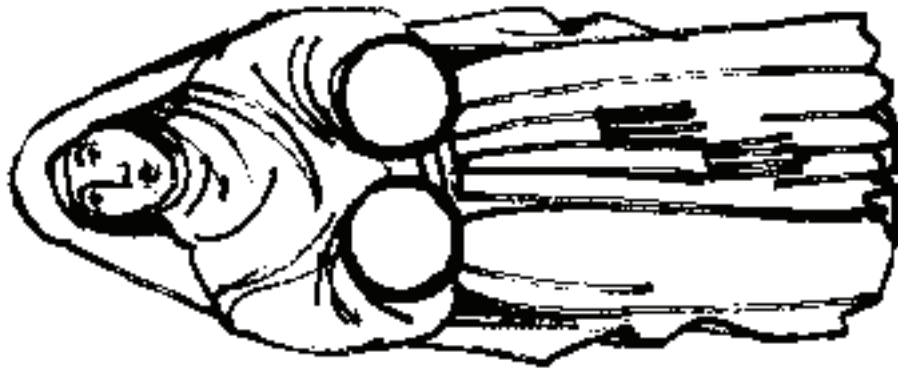
### Steps

- The children draw Elisha and the sick boy in the picture.
- They can then colour the picture.



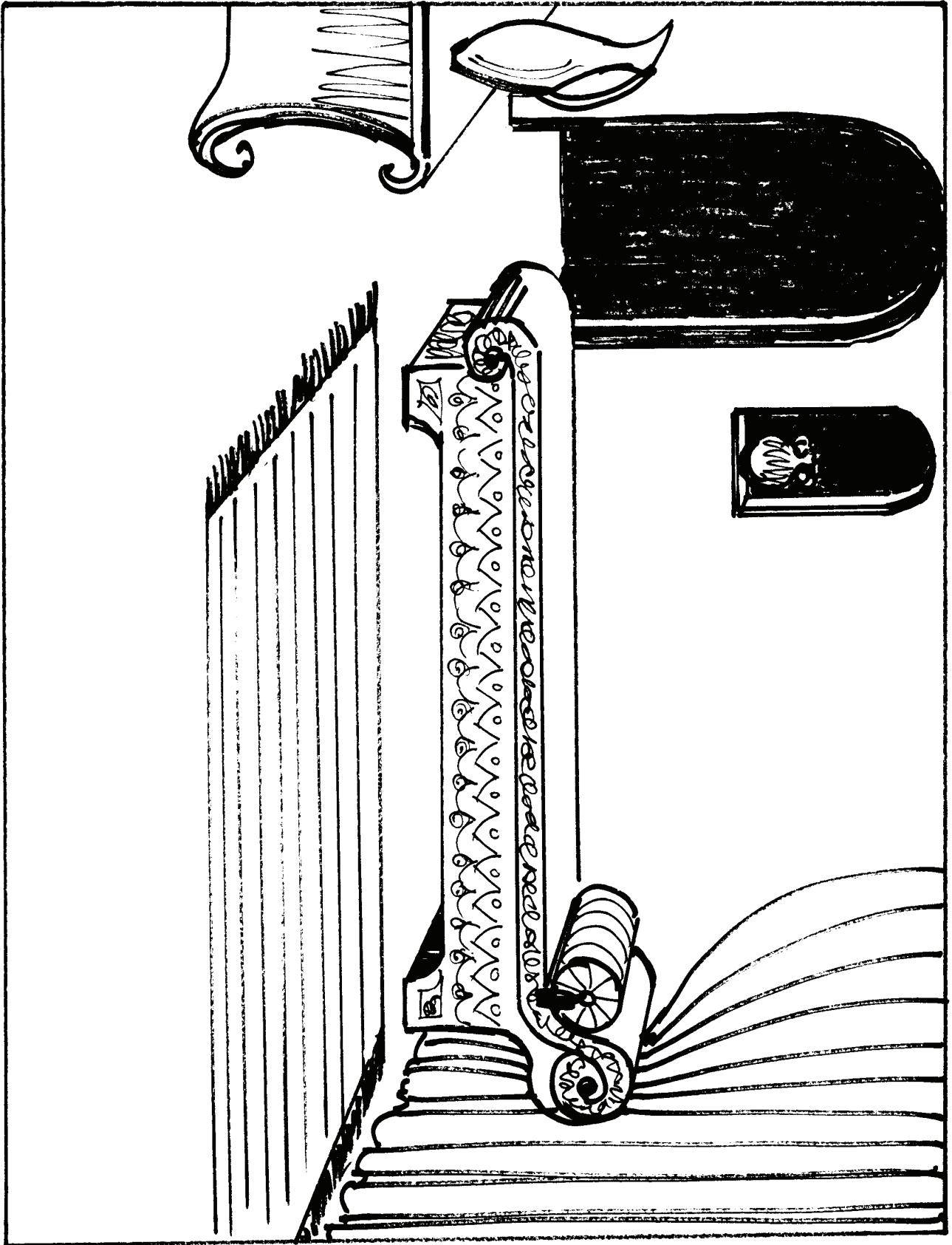
# The widow's oil, a boy raised

## Activity A – Paper Puppets



# The widow's oil, a boy raised

## Activity B – Complete the Picture



# Naaman

II Kings 5:1-19

## Storyline

Naaman was a captain in the Syrian army. He was a very brave man, but he was a leper. Naaman's wife had a young Israelite maid who said she believed the prophet in Samaria could heal Naaman. The king of Syria sent a letter to the king of Israel asking for help. The king of Israel was angry because he knew he could not cure Naaman. Elisha heard about this and asked the king to send Naaman to him. When Naaman arrived at Elisha's house, Elisha just sent him a message to go and wash seven times in the River Jordan. Naaman wasn't happy with this and went off in a rage, but his servants persuaded him to be obedient and he was healed. He went back to his country knowing that God was real.

## Suggested Teaching Approach

The teacher could bring a plastic doll (G.I. Joe type) with chalk marks on the skin (or whatever would easily rub off) to represent Naaman's leprosy, and a basin/bucket to class. While telling the part where Naaman went into the river, dip the doll seven times in the container filled with water (making sure spots have come off after the seventh time).  
As an alternative, use collage material instead of colouring in the river scene.

## Theme One

### "Humble obedience"

Naaman, in his pride, could not accept that Elisha didn't come out and heal him personally. All that was expected of him was obedience to the word that was spoken. The Lord does not always come to us in a dramatic, personal way. Often He will meet us with a word that has been spoken by someone else. Our response is to be one of humble obedience.

### Key Thought

When we consider ourselves better than someone else or more worthy of honour, we deny ourselves the blessings of God.

### Aim

For the children to understand that the Lord requires humble obedience to His word as it comes to our lives.

### Memory Verse

*"The Lord lifts up the humble." (Psalm 147:6).*

## Theme Two

### "A testimony of faith"

The young maid loved her master, Naaman, and wanted to help him. She believed God was able to heal him and told him so. When people we know are sick or unhappy, we want to help them, too. We can tell them that God loves them and is able to help them if they ask Him, and then obey Him, as Naaman did.

### Key Thought

Just as the maid was willing to share her faith, we too can share our faith in a simple way that can bring God's love to others.

### Aim

To encourage the children to tell their friends that the Lord loves them and is able to help them if they ask.

### Memory Verse

*"Speak the word without fear." (Philippians 1:14).*

## Activity A - Naaman Picture

### Materials

- 1 river scene Activity Sheet per child photocopied or mounted on cardboard.
- 2 'Naamans' per child (one leprous and one healed), photocopied or mounted on cardboard.
- 1 paddle pop stick per child.
- Scissors.
- Glue.
- Stapler and Staples.
- Colouring pencils/felt pens/crayons.
- Sticky tape.

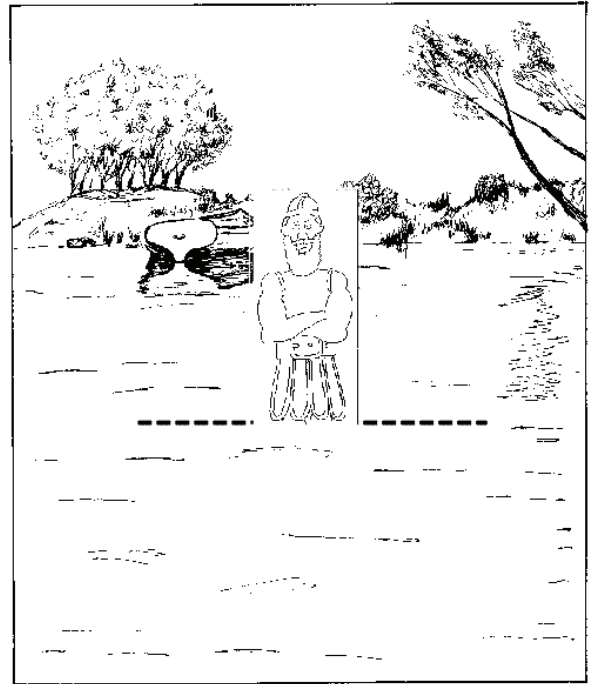
### Steps

#### At Home

- Cut along the dotted line in the picture if this would be too difficult for the children to do.
- Reinforce the slit with sticky tape.

#### In Class

- Cut out both pictures of Naaman and staple one on the front and one on the back of the same paddle pop stick.
- Colour in the picture.
- Now 'dip' leprous Naaman through the slit in the picture seven times. On the seventh 'dip,' turn the paddle pop stick around so that when he comes up, he is healed.
- Colour the River Jordan brown.



## Activity B - Hidden Message

### Materials

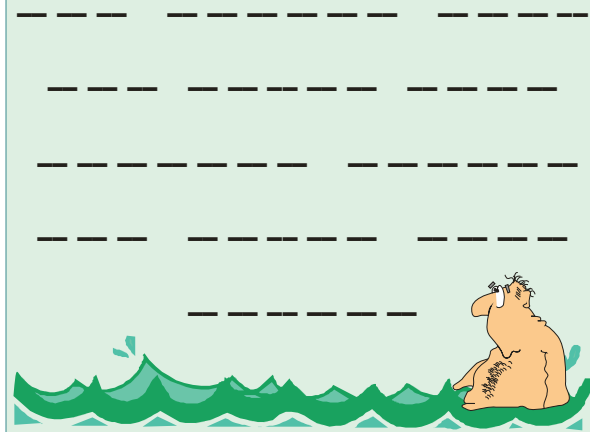
- 1 Activity Sheet per child.
- Pens/pencils.

### Steps

- The children cross out every third letter, then write the remaining letters in the spaces to reveal the message.
- The students will need help and encouragement to complete this activity which may take some time.

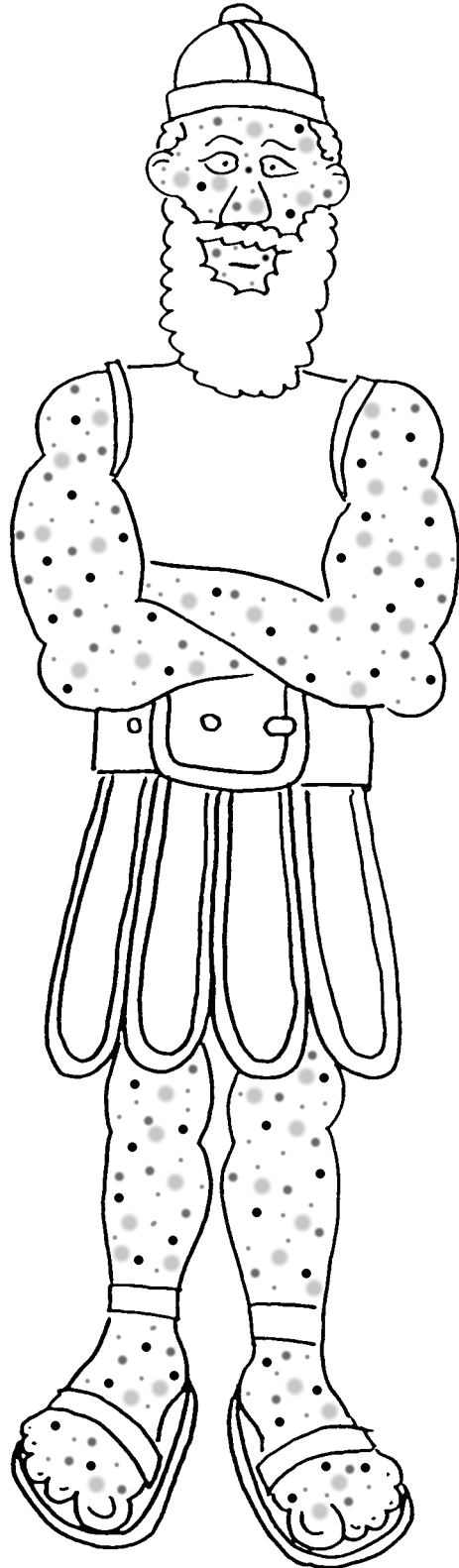
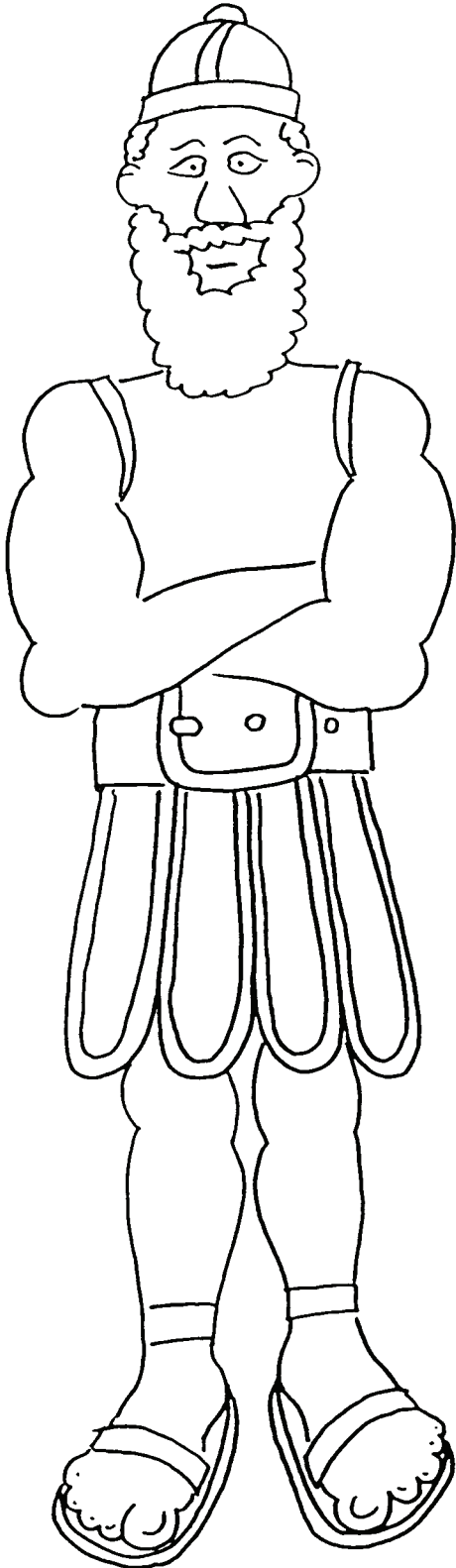
**Cross out every third letter, then write the remaining letters in the spaces below, to reveal the hidden message. Put a circle around each one as you write it down, so that you don't leave any out.**

T	H	Z	E	L	F	I	T	Y	T	L	N	E	M	Z	A	I	O	D	H	W
A	D	T	F	A	S	I	T	U	H	T	V	H	A	Y	T	T	B	H	R	S
O	U	C	G	H	X	E	L	A	I	S	M	H	A	P	G	O	L	D	W	Q
O	U	C	L	D	K	H	E	M	A	L	J	N	A	W	A	M	X	A	N	



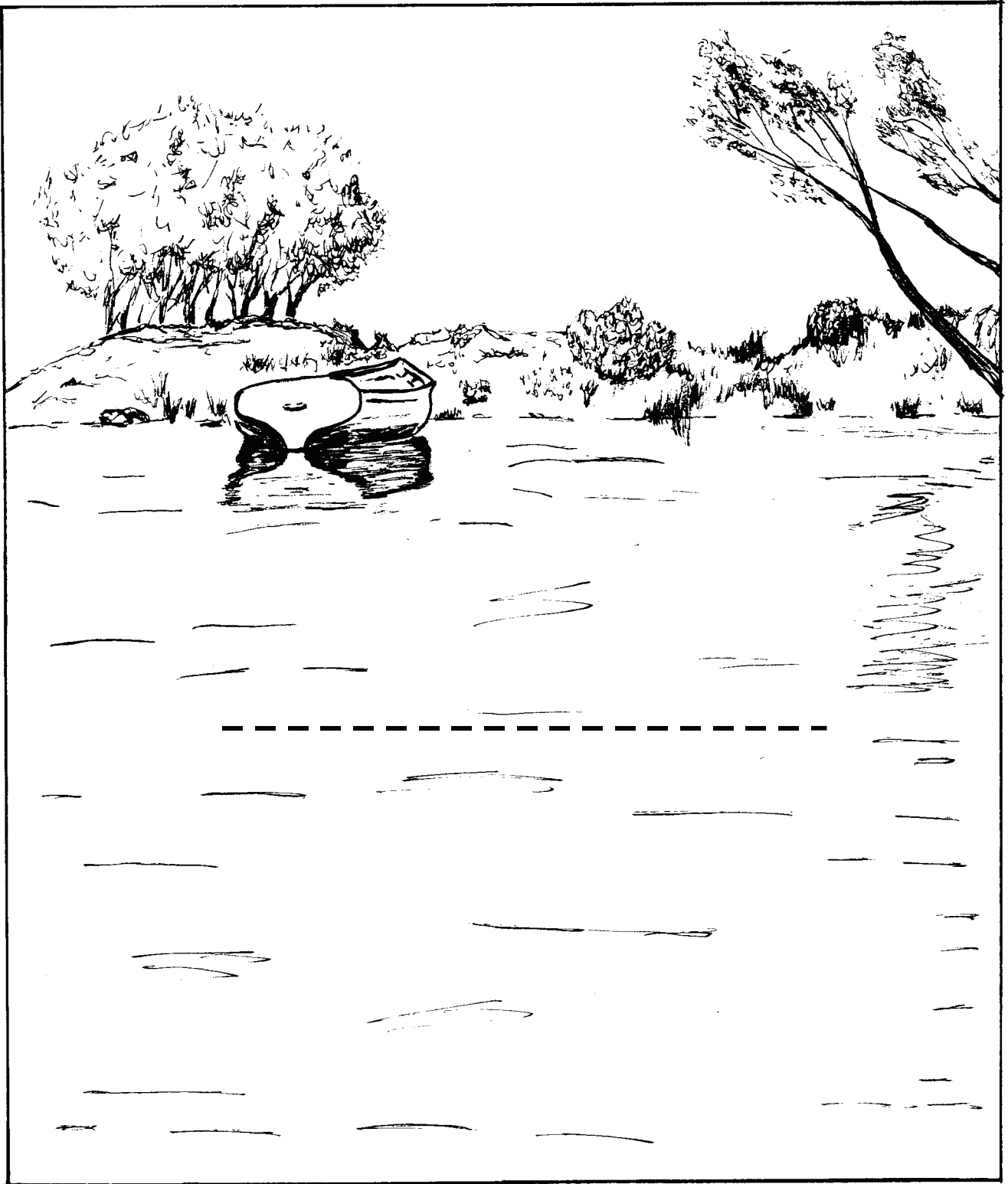
# Naaman

## Activity A – Naaman Picture



# Naaman

## Activity A – Naaman Picture



# Naaman

## Activity B – Hidden Message

**Cross out every third letter, then write the remaining letters in the spaces below, to reveal the hidden message. Put a circle around each one as you write it down, so that you don't leave any out.**

T H Z E L F I T Y T L N E M Z A I O D H W  
A D T F A S I T U H T V H A Y T T B H R S  
O U C G H X E L A I S M H A P G O L D W Q  
O U C L D K H E M A L J N A W A M X A N

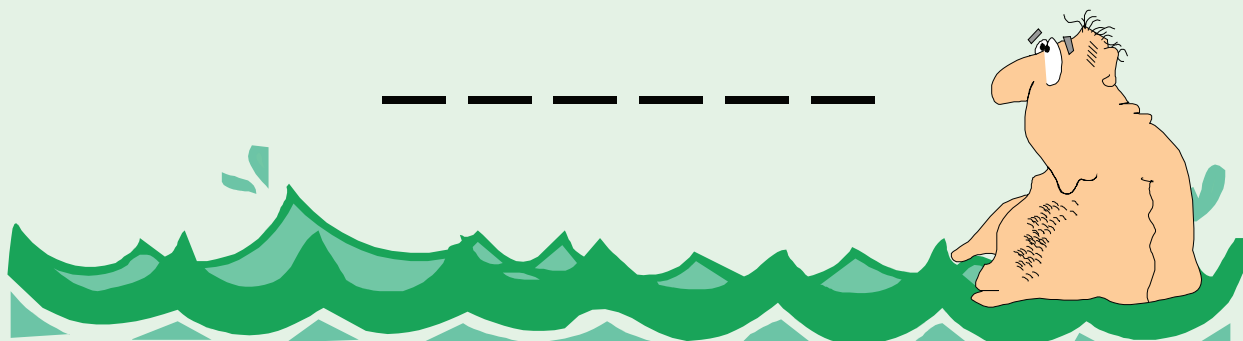
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# Famine in Samaria

II Kings 6:24 – 7:20

## Storyline

The king of Syria again made war with the king of Israel. After a while, there was no food left in Samaria and the people were starving. The king of Israel was very angry and blamed Elisha for this disaster. He sent a servant to kill Elisha, but God warned Elisha and saved him. Elisha prophesied that the next day the Lord would provide much food for the people to eat. That night some leprous men discovered that the Syrian army had run away, leaving all of their food supplies behind. The leprous men reported this to the city and the king sent a few horses and men to investigate. They found it was true that God had frightened the Syrians and provided the starving people of Samaria with food, just as Elisha had prophesied.

## Suggested Teaching Approach

Relate the story dramatically. The assistant teacher could assume the roles of different characters and interject from time to time with direct speech in order to emphasise attitudes and storyline. The children could also be included as the people of Samaria suffering from hunger and then eating their fill at the end.

Have a discussion to emphasise the chosen Theme and Aim.

Option A – If time permits, do both activities as an aid to telling this detailed story starting with Activity B.

Option B – Convert Activity B into a role play with suitable props such as food/drink and appropriate dress up clothing.

## Theme One

### “Confidence in God”

Elisha was confident that his prophecy of salvation for the city was from God and that it would be fulfilled in spite of the desperate situation which existed. Elisha’s confidence was maintained even when his own life was threatened. Just as Elisha trusted and relied on God for deliverance, we too in our day-to-day experience, can rely on God.

### Key Thought

When we have a personal relationship with God, this brings a confidence in our ability to know His will, and to believe for strength to walk in it.

### Aim

To help the children understand the Lord’s greatness and how we can confidently trust Him.

### Memory Verse

*“We have confidence toward God.” (1 John 3:21).*

## Theme Two

### “God is with us”

It is easy to believe that God is with us when all things seem to be going well. However just as in this story, sometimes we have to endure very testing times when, in spite of our faith, things seem to be going very wrong. We need to know and be able to confess in those times as well that God is with us.

### Key Thought

We know that God is with us because of the relationship that we have with Him – not because of circumstances.

### Aim

For each child to know that with every temptation and trouble, God is always there to help us through.

### Memory Verse

*“The Lord is with us.” (Numbers 14:29).*

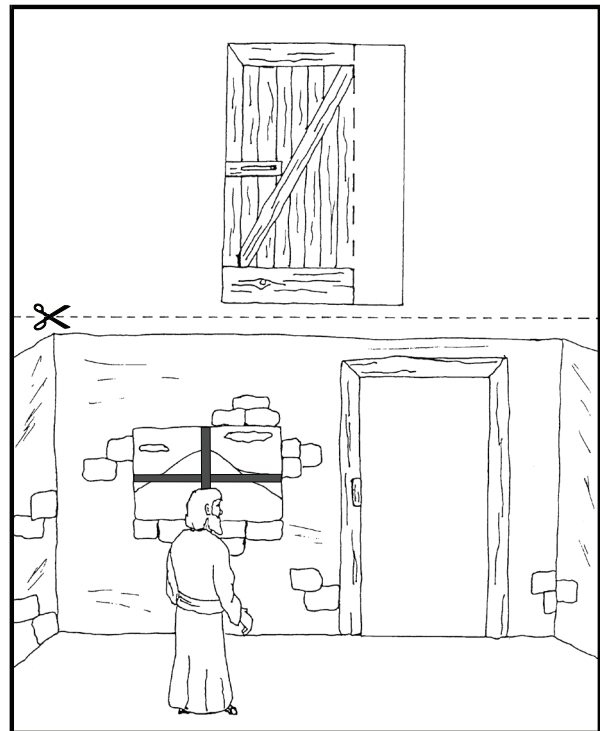
## Activity A - Messenger at the Door

### Materials

- 1 Activity Sheet per child.
- Scissors.
- Colouring pencils or crayons.
- Glue or sticky tape or stapler and staples.

### Steps

- Explain the activity.
- Have the children draw in the king's messenger in the distance in the doorway.
- Cut out the door. Assist the children to fold the tab on the door.
- Help the children attach the door to the main picture, with glue, sticky tape or staples, then close it so the messenger can't get in. They could use sticky tape to seal it closed.
- Colour the picture.



## Activity B - Lolly Hunt

### Materials

- Wrapped lollies, eg. Minties (be aware of possible food allergies).

### Steps

#### Before Class

- Hide the lollies outside.

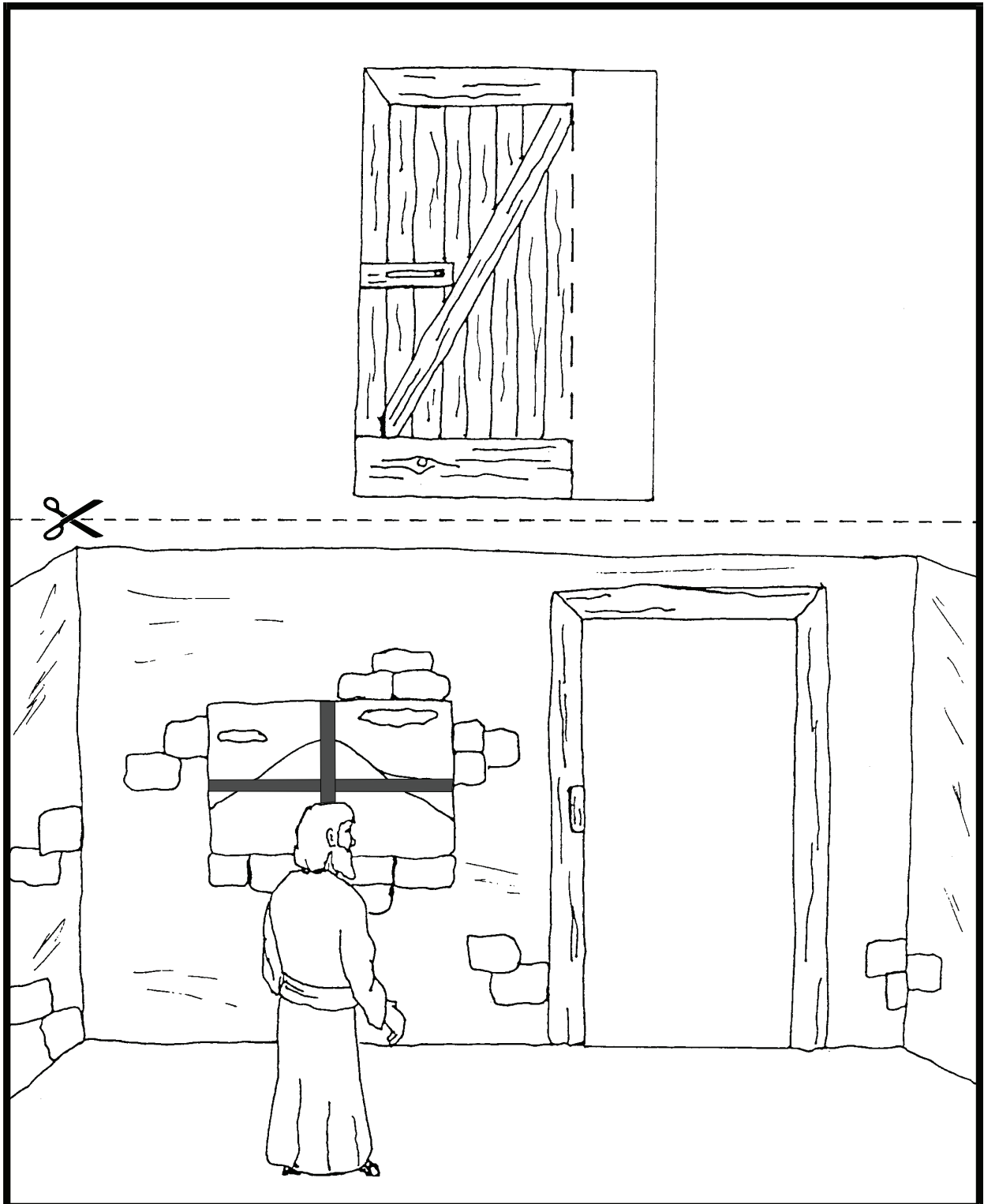
#### In Class

- The children go searching for the lollies. When they are all found, those that have found a lot are to share them with those that have none or only a few.
- Discuss with the children how desperate the starving people would have been to find some food.

# Famine in Samaria

## Activity A – Messenger at the Door

Elisha is expecting a messenger at the door. Draw the messenger in the distance outside the doorway, then cut out the door above the picture, and glue the tab to the door in the picture, and then quickly shut it. Fix it in this position with some sticky tape.



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# Jonah

I Kings 14:23-25;  
Jonah

## Storyline

Some time after the death of Elisha, God told Jonah to take a message to the wicked people of Nineveh. Instead, Jonah got on a boat sailing for distant Tarshish. God sent a fierce storm. The sailors were afraid that the boat would sink. Jonah admitted that he was running away from God and told them to throw him overboard. When they did this, the sea calmed. God prepared a big fish to swallow Jonah, and he was in the fish for three days and nights. Jonah cried out to God and the fish vomited Jonah onto dry land. Again God instructed Jonah to preach the message to Nineveh. This time Jonah obeyed. The people repented and were saved from destruction. This angered Jonah but God rebuked him. God showed mercy because the people of Nineveh were sorry for their sin.

## Suggested Teaching Approach

Tell the story with the aid of a Picture Bible storybook.

Discuss your selected theme and then move on to your chosen activity. If choosing Activity B which is more suited for older children, it would be best if approached as a class activity, discovering each word together and then recalling how each word fits into the story.

To conclude, if your location permits, take the children outside and divide into two groups to play hide and seek. (NB Set firm limits as to where the children may go to hide.) Discuss how they can hide from each other or their parents, but they cannot hide or run away from God as He is always present.

## Theme One

### “A gracious and merciful God”

Jonah ran from God and risked many other lives, but when he cried out to God, he was saved from the belly of the fish. The people of Nineveh were so wicked that God wanted to destroy the whole city. When they repented, the Lord had compassion on them. This gives us great hope, for God’s love and compassion are also towards us, when we repent and turn to the Lord. He loved us so much, He sacrificed His own Son to save us.

### Key Thought

Our God is a God who wants to show us love and compassion when we turn to Him. His mercy and forgiveness is always towards us.

### Aim

For the children to grow up in the Lord knowing that whatever their circumstances, the Lord will also deal with them in His love, drawing them into His purposes.

### Memory Verse

*“His compassions fail not.” (Lamentations 3:22).*

## Theme Two

### “Repentance”

The people of Nineveh had so offended God that He decided to destroy them. When they repented, He relented, but some years later they sinned again and this time He did destroy them. If our repentance is true repentance it will show fruit, if not we will fall into our old ways, perhaps even worse ones. We must not be like the people of Nineveh.

### Key Thought

We have truly repented when we have turned from our wicked ways and turned to walk in a godly manner.

### Aim

To show the children the importance of true repentance.

### Memory Verse

*“Repent and do the first works.” (Revelation 2:5).*

## Activity A - Jonah in the Fish Cut-out

### Materials

- 1 Activity Sheet per child.
- Scissors.
- Small pieces of brightly coloured paper.
- Colouring pencils/felt pens.

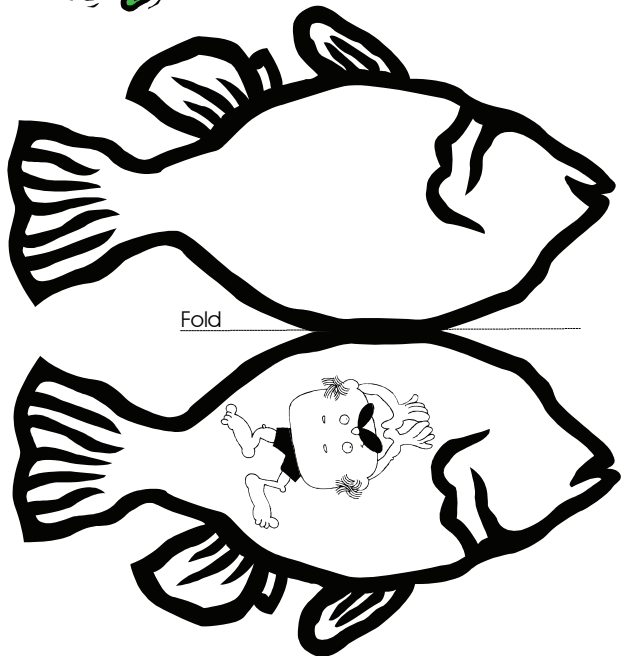
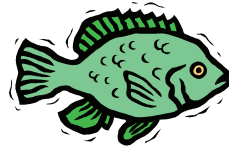
### Steps

#### Before Class

- Cut out the joined fish.

#### In Class

- Fold the top half down so Jonah is hidden in the fish.
- Glue the coloured paper onto the fish to make it colourful on the outside (or colour it appropriately with pencils/pens).



## Activity B - Word Search

### Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Colouring pencils.

### Steps

- The children find and circle the words in the puzzle.
- They can then colour the page if time permits.

Find and circle the listed words in the word square.

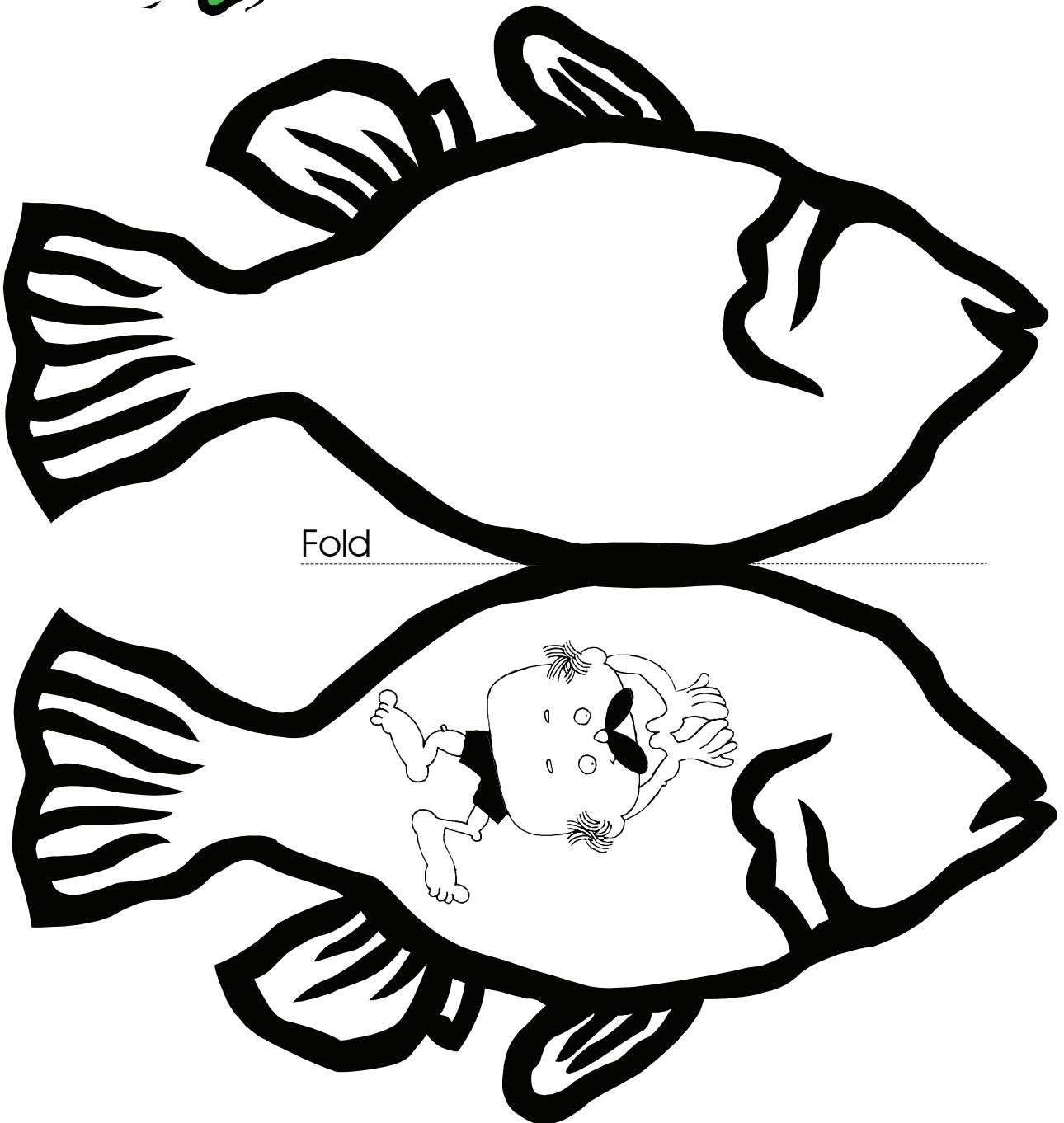
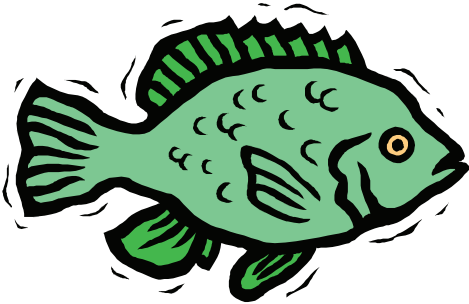


Draw in the ship's crew and Jonah and the fish.



# Jonah

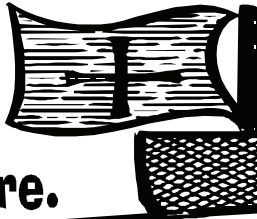
## Activity A – Jonah in the Fish Cut-out



# Jonah

## Activity B – Word Search

Find and circle  
the listed words  
in the word square.



Draw in the ship's  
crew and Jonah  
and the fish.

G	A	C	R	Y	P
P	O	W	I	N	D
C	F	D	S	H	B
A	F	I	S	H	B
L	N	A	H	S	E
M	I	S	I	I	L
J	N	L	P	H	L
O	E	E	P	S	Y
N	V	E	C	R	Y
A	E	P	L	A	H
H	H	L	O	T	S

WIND  
CALM  
NINEVEH  
ASLEEP  
FISH  
JONAH  
BELLY  
TARSHISH  
GOD  
LOTS  
CRY  
SHIP



# The captivity of Israel (the northern kingdom)

II Kings 17

## Storyline

When God sent Jonah, His prophet, to Nineveh to tell the people there that God was angry with their sin, the people were sorry and changed their ways. God was glad and had mercy on them. However, God's own people, the people of Israel, also sinned. For a long time they decided not to love God - they wanted to worship idols instead. God sent many prophets to them to tell them to destroy the idols and to love God again. The people of Israel would not listen. They would not be sorry for their sin. Because of their disobedience, God sent the king of Assyria to capture them and make them slaves. They were taken away from their homes forever and people from other countries came to live in their land.

## Suggested Teaching Approach

Relate 2 Kings 17 to the class, comparing the response of the Israelites to the response of the people of Nineveh (from last lesson). Use ring puppets to dramatise the action (Make the puppets before the lesson.)

### Ring Puppets

Cut a strip of paper 7 cm x 3 cm. Overlap and glue the ends together to make a ring to fit your finger. Cut out circles the size of a 10¢ coin and draw a face in each circle. Glue a face onto each ring, slip the ring on your finger and you're ready to role-play.

## Theme One

### "Fear God and obey Him"

God promised He would protect us and keep us safe if we obey Him and keep His commandments. This story shows us what happened when the Israelites disobeyed God and the trouble it caused them. When we forget to put the Lord first in our lives or deliberately disobey Him, we leave ourselves open to things going wrong. It is not what God wants us to do. He calls us to put Him first in our lives.

### Key Thought

If we truly love God we will fear Him for who He is. God's desire is that we love Him and worship Him alone.

### Aim

To teach the children to obey God and follow His commandments, and He will always be with them.

### Memory Verse

*"Serve the Lord with fear." (Psalm 2:11).*

## Theme Two

### "God is merciful and God judges"

When God sees His people sinning He wants to have mercy on them; so He speaks to the sinner through their parents or through someone else. God hopes the sinner will be sorry and change their ways. He is a merciful and forgiving God. However, He will not allow sin to continue in our lives and He will allow judgement to come to us, just as He judged the people of Israel when they would not listen to His prophets.

### Key Thought

God loves us and therefore desires to judge our sin and to see us repent and change.

### Aim

For the children to understand that their parents discipline them because they love them and want to see their lives changed.

### Memory Verse

*"Whom the Lord loves He chastens." (Hebrews 12:6).*

## Activity A - Ears to Hear

### Materials

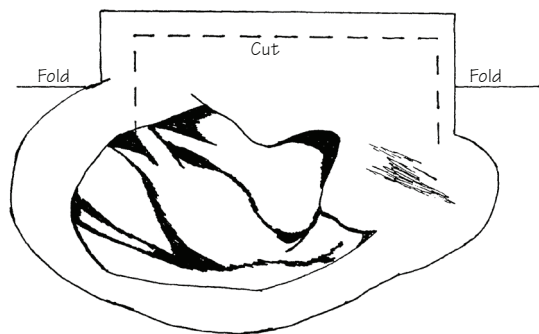
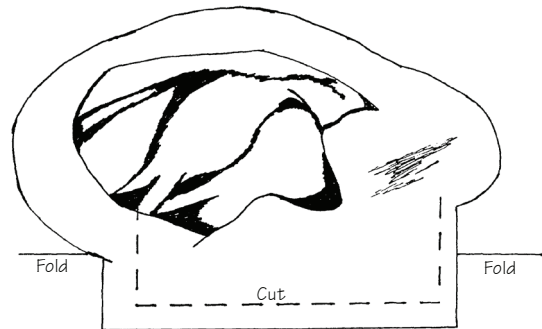
- 1 Activity Sheet per child.
- Scissors.
- Colouring Pencils.
- Cardboard (optional).
- Stapler (optional).

### Steps

- Colour in the ears, then cut them out.
- Cut along the dotted line to make a slit.
- Fit the ears over the children's ears.

OR

- Attach the ears to a band made of cardboard big enough to fit around a child's head. Staple the ears to the side of the band.
- If using staples, position them so that they will not catch the hair.
- Discuss with the children - a) why it is so important to listen to God, parents and teachers; b) what happens if you don't listen.



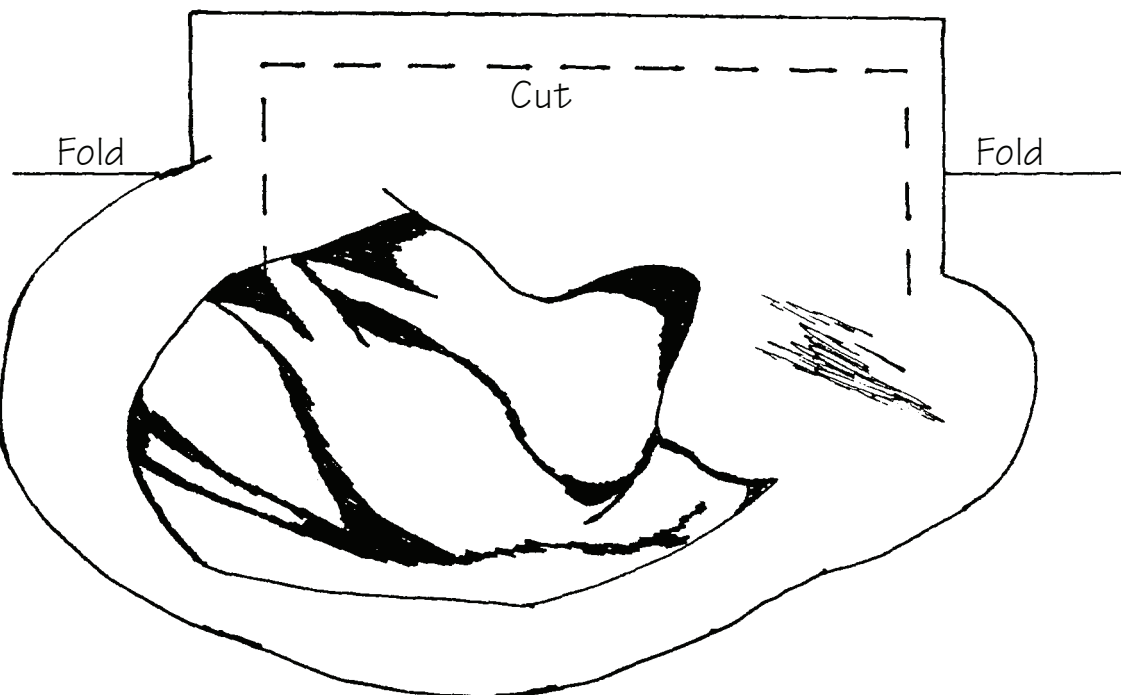
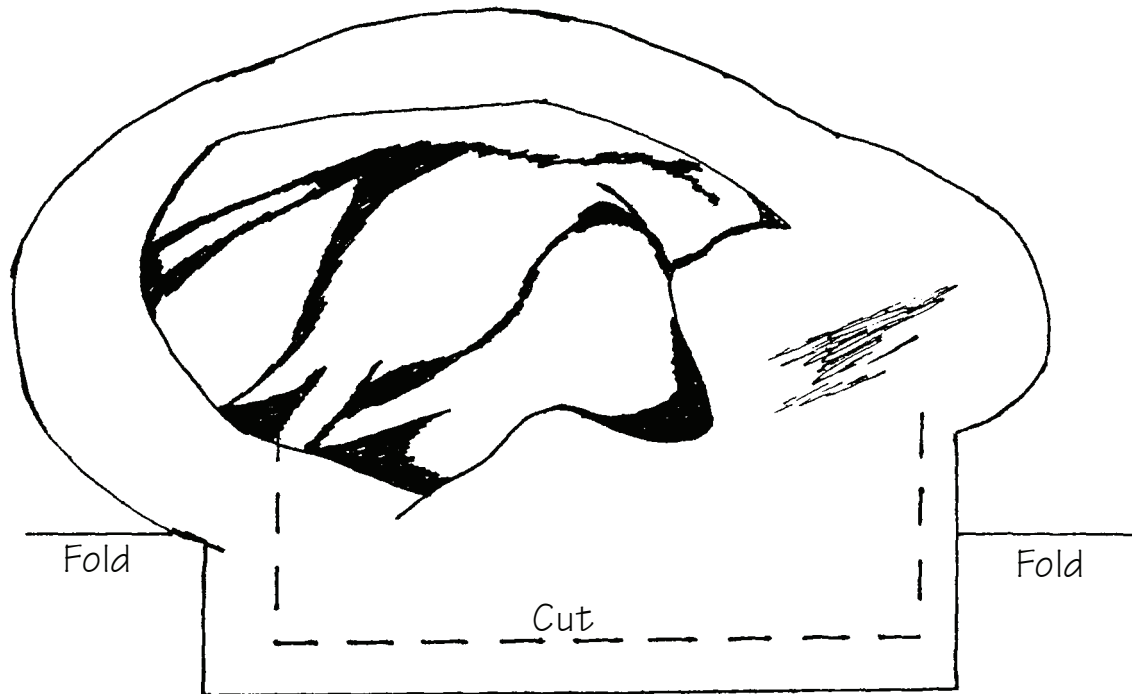
## Activity B - Crows and Cranes

### Steps

- Split the children into two equal groups and have them stand facing each other in straight lines about five metres apart. Call one group 'crows' and the other group 'cranes.' Call out 'crrranes,' 'crrrows, or 'crrrums.' If crows are called, they chase the cranes, trying to tag as many as possible before a prearranged signal; perhaps a whistle. On the signal, the cranes who have been captured now become crows. The reverse follows if cranes are called. On the call of crumbs, no one runs. The winning team is the team with the most children.
- Explain that when a child tags (captures) another child, the one who is captured is taken from their team (land) and has to go to another team with their captor. Liken this to the children of Israel being taken captive to another land.

# The captivity of Israel (the northern kingdom)

## Activity A – Ears to Hear



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# Hezekiah and Sennacherib

II Kings 18 - 20;  
Isaiah 36 - 38

## Storyline

King Hezekiah was a good king who lived a good life in the sight of God. He destroyed all of the false idols that were being worshipped in the land. The king of Assyria, Sennacherib, sent messengers who tormented Hezekiah by saying that God could not save the people of Judah from the Assyrians. The Assyrians foolishly said the people should not trust in King Hezekiah or God. Hezekiah sought the Lord with tears and fasting and God told him, through the prophet Isaiah, that Sennacherib would not defeat the city but would run away and die in his own country. After this, Hezekiah became very ill and God told him through the prophet Isaiah that he would die. Again Hezekiah turned to the Lord with tears and humility and again God heard him and healed him and he lived another 15 years to serve the Lord.

## Suggested Teaching Approach

Introduce the story with discussion: At school, sometimes other children can make life difficult by saying they will hurt us or by doing mean things to us. When this happens, what do we do? Sit down and cry? Run away and hide? Get help from a teacher or another adult? Which one of these things would truly solve our problem? Just as we can ask for help from adults who care about us, we can also ask for help from God because He loves us and cares about us even more. There was a king in the Bible who had a problem just like this one.

Relate the story to the class emphasising your chosen Theme.

Introduce an Activity. If choosing Activity B, compare the heart of Hezekiah, which yearned for the ways of the Lord, with Sennacherib's heart, which was proud and arrogant. Emphasise that Hezekiah's attitudes would lead to happiness, but pride and self-centredness would always lead to unhappiness.

## Theme One

### "Trust in the Lord"

King Hezekiah was a righteous man because he loved and trusted God and obeyed His commandments. He knew who God was and so he knew that he could put his trust in Him at all times - especially when he was worried or afraid. We can trust the Lord too, and it is important that we learn all we can about Him so that we know Him as a friend who is always with us, watching over us every day.

### Key Thought

God loves us and cares for us. As we trust God, He shows us the way we should go.

### Aim

To encourage the children to turn to the Lord, trusting Him instead of worrying or being afraid.

### Memory Verse

*"I will trust and not be afraid." (Isaiah 12:2).*

## Theme Two

### "Walk in God's ways"

God knew that His people would be tempted to follow the evil ways of their neighbours, but He loved them so much He wanted them to choose His way. When the kings attempted to walk according to God's way, He always backed them up and brought deliverance for His people. We too, can walk faithfully, even in the midst of an evil generation and God will prosper us.

### Key Thought

We must guard our heart and mind and choose to walk in God's ways to know His guidance.

### Aim

To express to the children that it is up to them to choose to be faithful to the Lord and walk in His ways.

### Memory Verse

*"Walk in His ways." (Deuteronomy 8:6).*

## Activity A - Playdough Modelling

### Materials

- Enough playdough for the children in your class.

### Steps

- The children make models of Hezekiah, Isaiah and Hezekiah's bed.
- The children re-enact the story of God raising Hezekiah from his bed.

### Playdough Recipe

- 1 cup plain flour.
- ½ cup salt.
- 2 tsp cream of tartar.
- Combine above in a large saucepan.
- Gradually stir in 1 cup of water, 2 tbsp oil, 1 tsp food colouring
- Cook over medium to high heat. Stir constantly until a ball forms.
- Remove from heat and knead until smooth.
- Store in airtight container.

## Activity B - Happy/Unhappy Upside Down Book

### Materials

- 1 of each 4 Activity Sheets per child.
- Scissors.
- Colouring pencils or felt-pens.
- Glue.
- Stapler and staples.

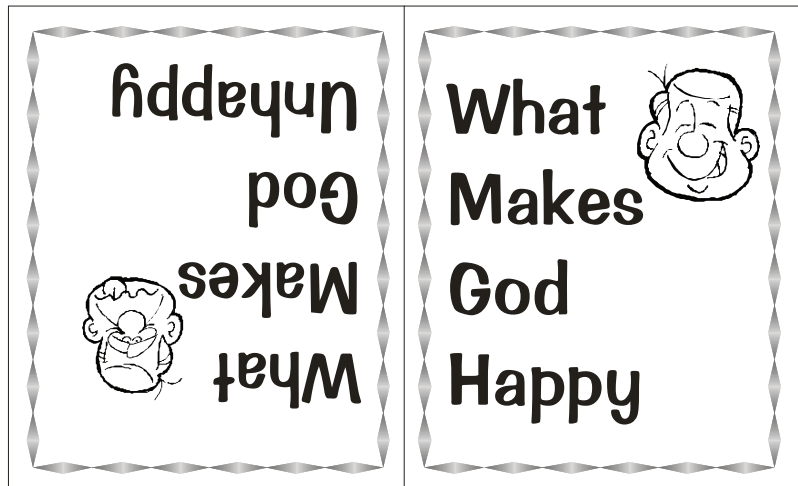
### Steps

#### Before Class

- Cut out the book outline on each page, and glue pages 1 and 2 back to back, and 3 and 4 back to back, keeping the 'happy' pages up one way, and the 'unhappy' ones up the other way.

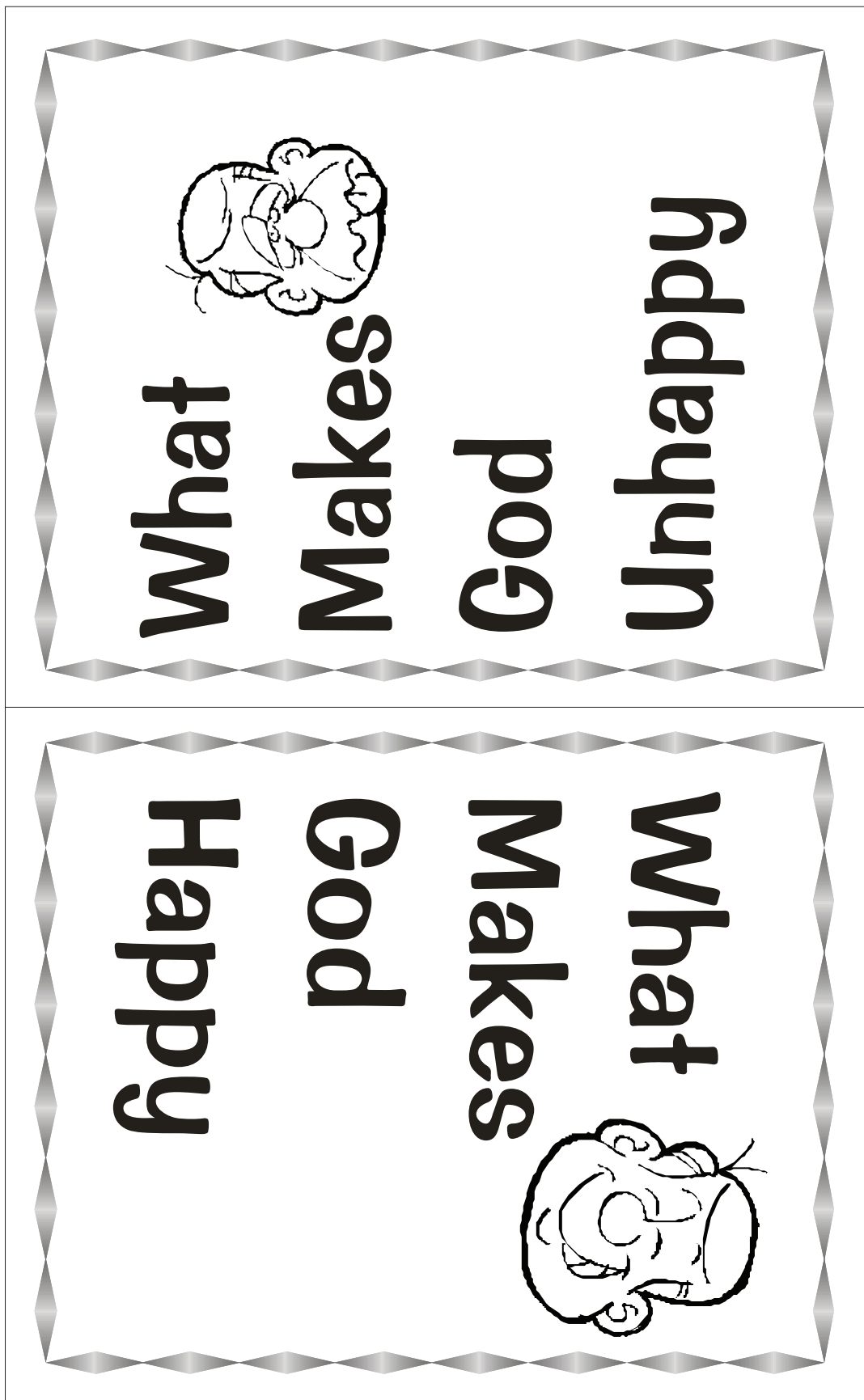
#### In Class

- Fold the pages in half and insert pages 3 & 4 inside pages 1 & 2 to make a booklet, with the title pages on the outside, and again, keeping the 'happy' pages up one way, and the 'unhappy' ones up the other.
- Staple the book down the middle.
- Discuss with the children the things that please God and the things that don't please Him.
- The children then draw pictures on the page that illustrate each caption.
- When they look through the book one way it shows all the 'happy' pages, then when they turn it upside down and go through the other way it shows the 'unhappy' pages.



# Hezekiah/Sennacherib

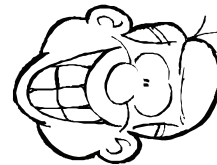
Activity B – Happy/Unhappy Upside Down Book – Page 1



# Hezekiah/Sennacherib

Activity B – Happy/Unhappy Upside Down Book – Page 2

**Fighting with  
others.**



**Caring  
for others.**

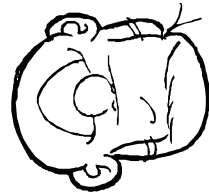
# Hezekiah/Sennacherib

Activity B – Happy/Unhappy Upside Down Book – Page 3

**Disobeying.**



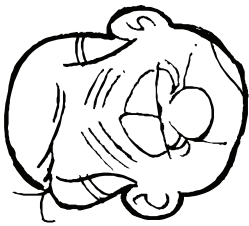
**Obeying.**



# Hezekiah/Sennacherib

Activity B – Happy/Unhappy Upside Down Book – Page 4

**Being selfish.**



**Sharing with others.**



# Isaiah

Isaiah 1 - 3; 6

## Storyline

God chose Isaiah to be His prophet some time before Hezekiah became king of Judah. Isaiah continued to prophesy through Hezekiah's reign. Isaiah saw God in a vision and became aware of his own wickedness. God purified him and asked who would go to do His work. Isaiah offered himself, so God told Isaiah to go and speak to His people. Isaiah went and warned the people of Judah and Jerusalem of God's judgment on their sin. He spoke of God's people as becoming like a garden without water. He also comforted the people, telling them of God's love, forgiveness and how He would reward those who were faithful to Him.

## Suggested Teaching Approach

Introduce the children to Isaiah by telling who he was and relating the content of the storyline. (A picture of him from a Picture Bible would help.)

Discuss together how we are all called by God and have a specific work to do. Consider together the way God enables us to do what He's calling us to do. Ask the children to share/discuss their own experience with responses to the Lord to date.

Introduce the Activity.

## Theme One

### "Called to be a messenger"

God met with Isaiah, showed him his sin, cleansed him, and called him to be His servant. His holy presence brings a great conviction of His lordship and of our own sin. Only through a genuine repentance can God bring His cleansing, which gives us confidence before Him, and allows His enabling to flow to us to do what He is calling us to do.

### Key Thought

A true encounter with God will reveal to us our own wretchedness and the need to be changed.

### Aim

For the children to consider their own response to the Lord's call on their lives.

### Memory Verse

*"Here am I! Send me." (Isaiah 6:8).*

## Theme Two

### "Sin is revealed in God's presence"

Isaiah was given a vision of the Lord's glory and holiness. In God's presence, Isaiah became very aware of his sin. In the same way, God's presence makes us aware of our sin. We can then confess our sin and repent of it.

### Key Thought

As we are aware of God and how holy He is, only then can we see our own sinful being.

### Aim

To encourage the children to deal with their sin as it is revealed by God's presence.

### Memory Verse

*"Confess your trespasses." (James 5:16).*

## Activity A - Making a Garden

### Materials

- Packet of seeds.
- Potting mix.
- 1 small pot per child.
- Garden trowel.
- Watering can.
- 1 label per pot (length of paper to fit circumference).
- Colouring pencils/felt pens.
- Masking/packing tape.
- Scissors.

### Steps

- Write the words 'God is my Gardener' on each label, making sure it is centred. Decorate the rest of the label with colouring pencils/felt pens.
- Fill each pot with potting mix.
- Plants seeds in the soil.
- Water.
- Label each pot, securing the label to the pot with masking or clear packing tape.
- Emphasise to the children the need for constant gentle sunshine, watering and attention to the plant. Check week to week, how the children's plants are progressing.
- Explain that God has to keep touching our lives to help good fruit to grow.

## Activity B - Invitation

### Materials

- 1 Activity Sheet per child.
- Pencils.
- Colouring pencils/felt pens.

### Steps

- Discuss 'having a party' with the children – things to do when having a party: preparation, sending invitations, what to do at the party, telling friends where the party is and how to get there, what to wear.
- Discuss the feelings of anticipation that children may feel about going to a party, going to someone else's house and being with the person who has invited them.
- Discuss what is required when we go to where Christians meet – preparation, etc, including the points mentioned above.
- Have the children fill out the 'invitation' which is to be their own invitation to come to the place where God's people meet.
- Colour the invitation.
- Make the point again that God is inviting people to come to meet Him today.



# Isaiah

## Activity B - Invitation

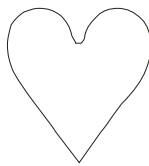
# Invitation

Come to My House

To: \_\_\_\_\_

When: \_\_\_\_\_

What to  
Bring:



What to

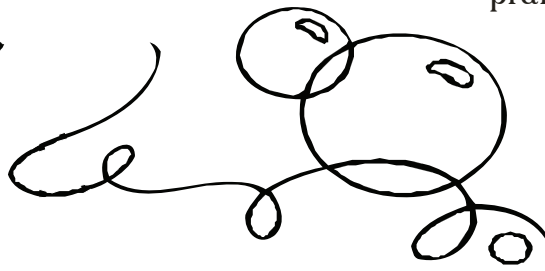
Do:

Sharing, helping,  
fun, enjoyment.

What to  
Wear:



A  
garment  
of  
praise.



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# Josiah

II Kings 22:1-23; 25

## Storyline

Josiah was eight years old when he became king. Of all the kings of Judah, there was no other whose heart was as tender and humble before the Lord. He walked the way of his forefather, David. The two kings before Josiah had made God angry because they did evil things and worshipped idols. When he was repairing the house of God, Hilkiah, the high priest, found the Book of the Law. Josiah gathered his people together and said that they were to live by the laws of God. He then made himself very busy throwing out all of the idols in the land, destroying the places of idol worship and killing the priests who worshipped idols. The feast of Passover had not been celebrated for many years so Josiah said everyone was to celebrate it.

## Suggested Teaching Approach

Use Activity A (Footstep Scripture) as a focus/introductory activity for the group.

After completing this Activity, speak with the children about King Josiah who was a little eight-year-old boy when he became king. Emphasise the fact that he walked in God's way.

Introduce the story, following the Theme of your choice.

## Theme One

### "A heart to serve God"

God raised up Josiah as a child to serve Him by leading the nation of Judah. Although he was young, Josiah was faithful in serving God. God calls us as children to serve Him, even in small ways, in our homes and at school. He wants us too to be faithful.

### Key Thought

God is very interested in seeing children serve the Lord and being committed to Him.

### Aim

To encourage the children to understand that they are not too young to serve the Lord.

### Memory Verse

*"Serve the Lord your God." (2 Chronicles 30:8).*

## Theme Two

### "Living according to God's word"

Josiah knew it was important to live the way God intended so he taught the people about the laws of God and the feast of Passover. Jesus has told us that the way to live as God lives is by loving one another. We show our love for one another in many ways - giving, helping, forgiving, etc. We show our love for God when we worship, pray and go to meetings where we learn more about Him.

### Key Thought

Josiah re-discovered God's word and restored God's way to Judah. God has given us His word, which shows us how to live.

### Aim

To encourage the children to live according to God's word.

### Memory Verse

*"Your word has given me life." (Psalm 119:50).*

## Activity A - Making a Footstep Scripture

### Materials

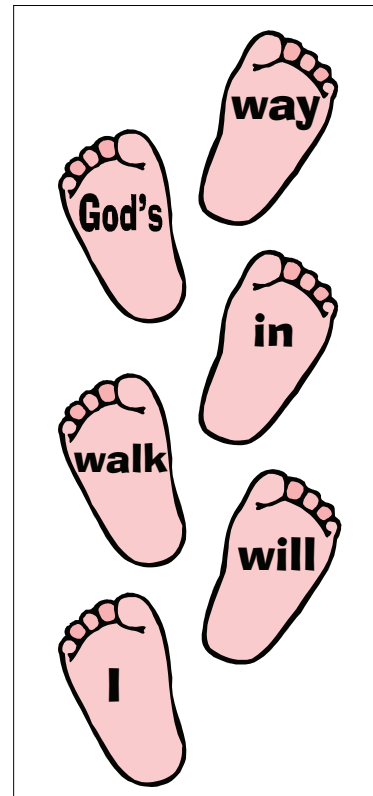
- 1 length of plain white paper (approx 150 cm x 50 cm) for each child.
- Nikko pens.

### Steps

- The children are to work in pairs.
- One child places his/her paper on the floor and proceeds to 'walk' the length of the paper. With each step, the other child traces around the shape of the first child's foot. They will need six footprints on each of their pieces of paper.
- The children change places and the 'walker' becomes the 'tracer.'
- Each child now takes his/her footprints and writes 'I will walk in God's way' – one word in each footprint.

OR

- Use paint and get the children to walk across the paper (printing their footprints).
- Have a bucket of water and towels at the end of the paper for the children to wash and dry their feet.



## Activity B - Walking Tins

### Materials

- 2 tins (milo size) per child\* NB Ensure that there are no sharp edges on the tins.
- 2 lengths of nylon twine per child (approx 140 cm each)
- Crepe or tissue paper.
- Glue.
- Chalk.

### Steps

#### At Home

- Make 2 holes, approx 2 cm from the top (lid end) and directly opposite each other, in the sides of each tin.

#### In Class

- Children write 'Walk in God's Way' on one of the tins and their own name on the other.
- Decorate the tins with crepe or tissue paper.
- Take the lid from one tin and thread the two ends of one of the pieces of twine through the two holes, from the outside to the inside. Knot the twine securely on the inside of the tin, then replace the lid. Repeat with the other tin and piece of twine.
- The children stand on the tins, tightly grasp the loop of twine in each hand and attempt to walk. It is a little like walking on stilts.
- If an area is available, you could chalk a path outside for the children to walk along.
- Discuss with the children the need to walk where God wants us to walk.

\* If suitable tins are scarce, have all the children take turns on the one pair of tins.

# Jeremiah

Jeremiah 18 - 20

## Storyline

Jeremiah hated to be made fun of, yet he was continually driven by an inner compulsion to make God's word known. Through Jeremiah, God used the example of a potter working with clay to tell the Jewish nation what He planned to do to them. Jeremiah went before the people to tell them what God had shown him and he used a jug to demonstrate God's message. God had said that if they kept doing the wicked things they had been doing, their city and its people would be destroyed. The people did not want to hear his words so they captured him and hurt him. Jeremiah cried out to God in his trouble and thanked God for looking after him.

## Suggested Teaching Approach

Make a cup from clay, plasticine or playdough. Break it up and rework it into a different shaped vessel. Then take a china cup (preferably cracked, chipped or one bought cheaply from a thrift shop). Wrap the cup in layers of newspaper or a towel and hit it with a hammer to break it. Talk about why the first cup could be broken and then reworked and why the second could not. Discuss how we need soft hearts, not hard hearts for the Lord to work in our lives.

## Theme One

### "Clay in the Potter's hands"

God showed Jeremiah two types of clay - likened to His people at that time. The first was still malleable in the potter's hand, and though it was marred, the potter was able to work it into the form that He wanted. The second was hard and brittle, could not be reworked, and was fit only to be broken in pieces. As long as we remain soft towards God, He is able to change us. However we can reach a point where our hearts are so hard that we are unable to respond to the fashioning of God.

### Key Thought

Our heart attitude towards the Lord determines what use we, as His vessels, will be.

### Aim

For the children to understand the meaning of a 'soft heart', and how God can use us.

### Memory Verse

*"We are the clay, and You our potter." (Isaiah 64:8).*

## Theme Two

### "Suffering for speaking God's word"

Jeremiah prophesied God's word in an uncompromising manner. The people opposed and rejected the word and Jeremiah felt the full impact of this opposition to the point of physical hurt. When we align our lives with the will of God and are obedient to His call, we too may find that we face opposition as we stand firm in our commitment.

### Key Thought

People will oppose God's word, but that should not deter us from being faithful to it.

### Aim

For the children to be aware of the likelihood of persecution and ridicule from some of their peers as they declare their faith in God.

### Memory Verse

*"In the world you will have tribulation." (John 16:33).*

## Activity A - Construction of a Vessel

### Materials

- Enough clay/plasticine or playdough for each child to make a vessel or pot.

### Steps

- As the children mould their clay to make a container, discuss with them the fact that, as the creator of the vessel, they have total control of the end product.
- Have the students break the container then remake it. Discuss the point of God re-making His people when sin corrupted His first creation.

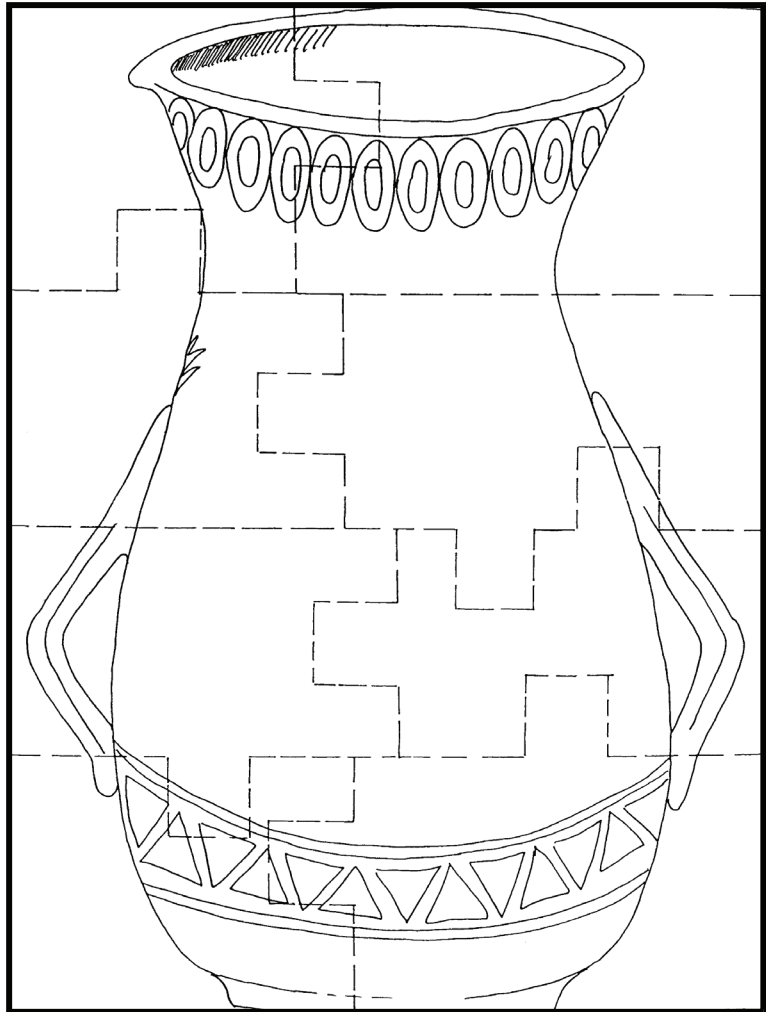
## Activity B - Jigsaw

### Materials

- 1 Activity Sheet per child, photocopied or mounted on cardboard.
- Colouring pencils (not felt pens).
- Scissors.
- Glue.
- 1 small plastic bag or large envelope per child, in which to take the jigsaw home.

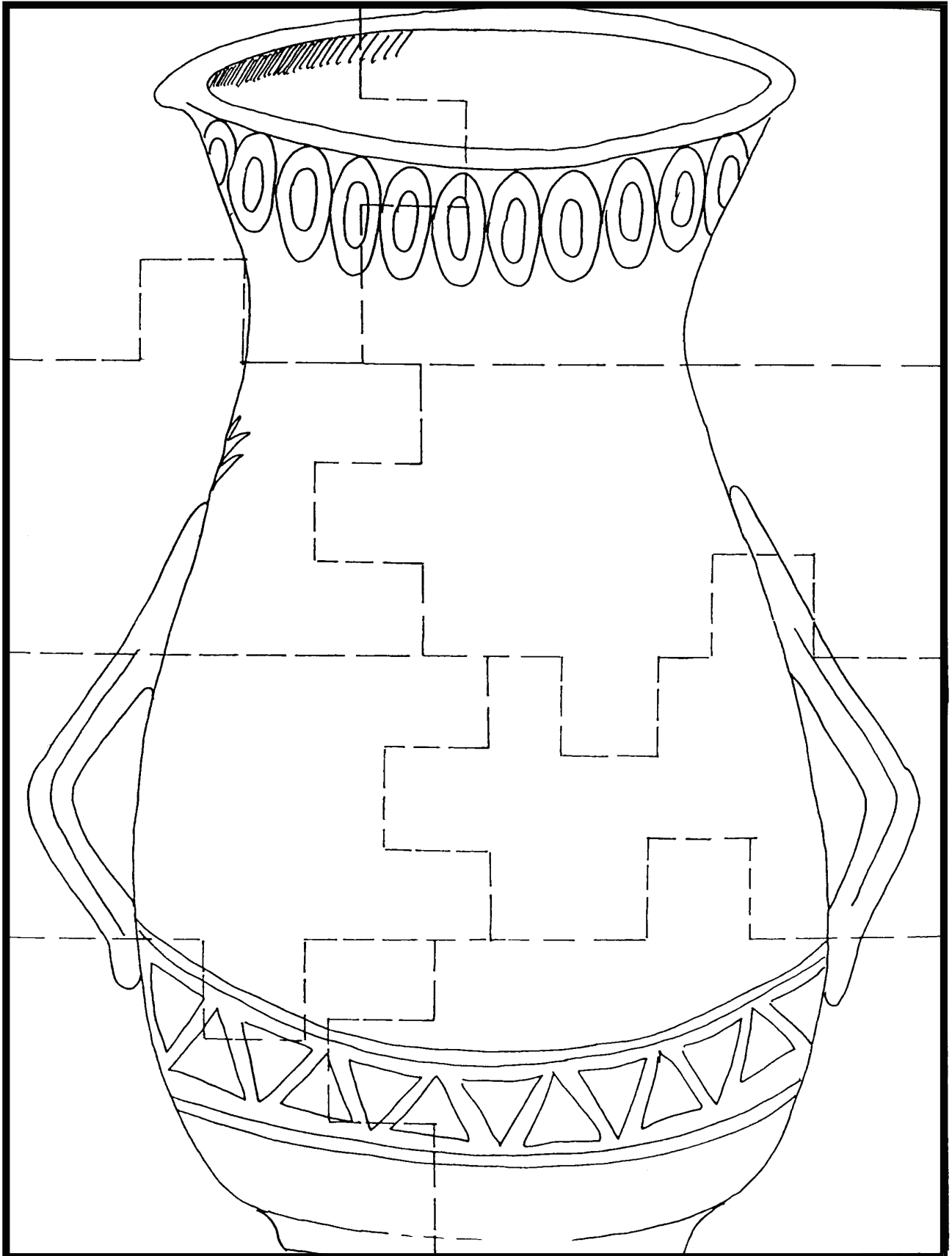
### Steps

- The children colour the **pattern only** on the vessel.
- Cut along the dotted lines on the picture to make jigsaw pieces.
- Assemble the jigsaw and talk to the children about the way God rebuilds our lives after they have been broken by sin.
- This activity could also be done as a whole group by creating a large floor puzzle of a pot and each child is given a piece of the puzzle to fit in.



# Jeremiah

## Activity B - Jigsaw



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# The captivity of Judah (the southern kingdom)

II Chronicles 36:1-21;  
Jeremiah 52; Daniel 1

## Storyline

Because of the wickedness of Judah and many of her kings, God allowed Nebuchadnezzar, king of Babylon, to attack them as He had already warned them through His prophet, Jeremiah. Later, Jerusalem and the temple were destroyed, King Zedekiah's sons were killed and he was blinded. Nearly all the people were taken into captivity to Babylon. Amongst these were four wise men, including Daniel. King Nebuchadnezzar wanted them to be trained for his service. They were to eat rich food appointed by the king. But Daniel and his friends determined only to eat vegetables, ie nutritious grains. The king's steward reluctantly agreed. After ten days, Daniel and his friends looked healthier and fatter than the other young men. God also gave them knowledge and wisdom.

## Suggested Teaching Approach

Use the segments of the story wheel to tell the story. As you come to each point, hand the children the new picture. Afterwards, the children can colour the pictures and finish the story wheel.

## Theme One

### "God's judgement is true"

Judah had witnessed the destruction of Israel and still did not repent and be reconciled to God. They had ridiculed God's prophet and treated His word with contempt. There came a time when God chose not to restrain His hand of judgement any longer. We need to take heed to the dealings of God in the lives of others and to respond positively to the word of God as it comes to us. His patience and longsuffering is to bring us to repentance and will be followed by judgement if we do not respond.

### Key Thought

Whilst God may not immediately punish those who sin, His judgement upon sin is sure.

### Aim

For the children to understand the danger of not responding when God begins to call forth repentance.

### Memory Verse

*"God is a just judge." (Psalm 7:11).*

## Theme Two

### "Sanctified to God"

Sometimes when we are with other people who do not love God, it seems easier to do exactly as the rest do. God is very pleased with us when we are faithful to Him, especially when others are not. Daniel and his three friends were brave and did what God wanted and not what the others did, and God blessed them. God wants us to be faithful to Him. We can be sure that if we are faithful to God, He will bless us.

### Key Thought

When we are faithful to God, He will be with us and bless us and we will know His life.

### Aim

To encourage the children always to do what God requires and not what others say they should do.

### Memory Verse

*"Be holy in all your conduct." (1 Peter 1:15).*

## Activity A - Morning Tea

### Materials

- Have a variety of food provided for morning tea – carrot sticks, cakes, cordial, water, fruit, nuts, biscuits, etc.
- 1 piece of paper per child.
- Pencils.

### Steps

- After the children have eaten the food, ask the children to draw which foods they think Daniel and his friends would have eaten.
- Alternatively, if there is not enough time for drawing pictures, simply ask the children to name the foods that Daniel and his friends would have eaten.

### Answer

- Only the fresh vegetables and water.

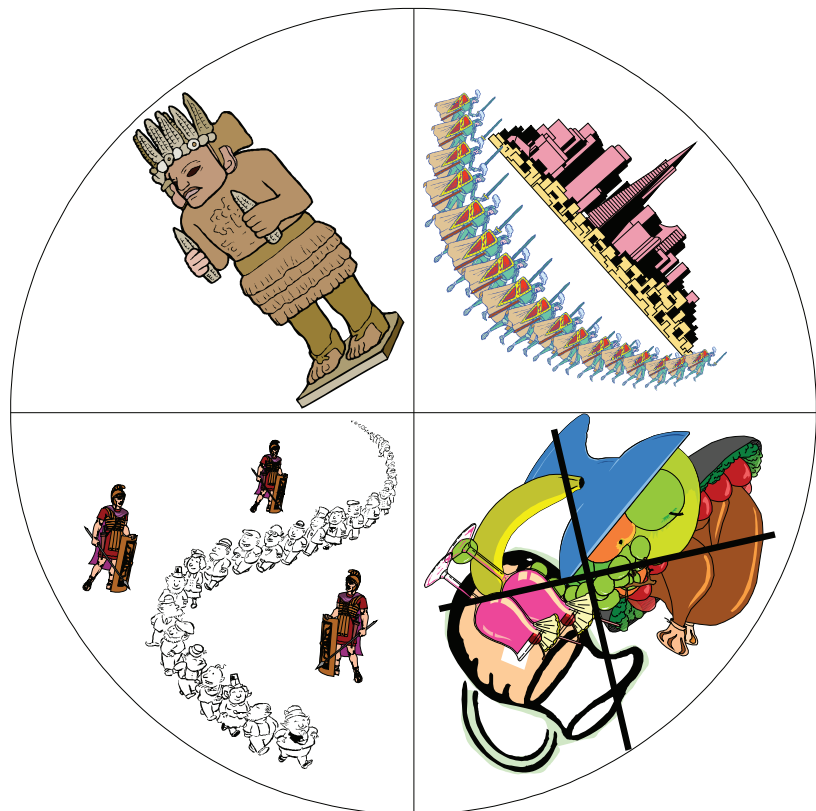
## Activity B - Story Wheel

### Materials

- 1 of each 3 Activity Sheets per child.
- Scissors.
- Glue.
- 1 split-pin per child.

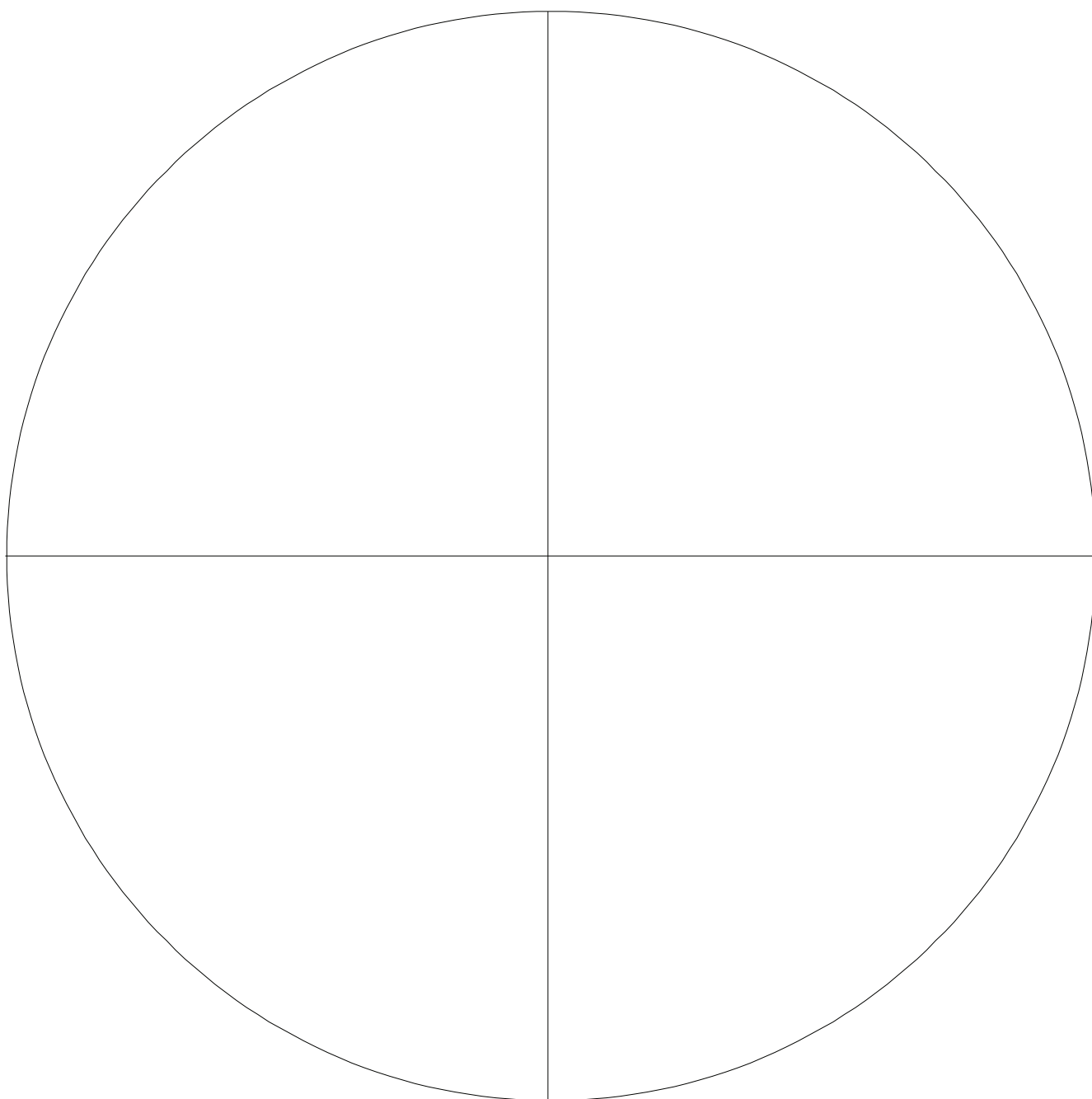
### Steps

- As the story is being told, the children can cut the assigned segment from Sheet 2 and glue it onto Sheet 1.
- Segment 1 – Idol
- Segment 2 – City surrounded
- Segment 3 – No food
- Segment 4 – Taken into captivity
- Now take Sheet 3 and cut out the circle and the assigned segment.
  - Attach this circle to the circle on Sheet 1 by pushing a split-pin through the centre of both circles.
  - The top circle can now be rotated, revealing each picture individually and allowing the children to re-tell the story with the relevant picture.
  - Encourage the children to re-tell the story to their parents.



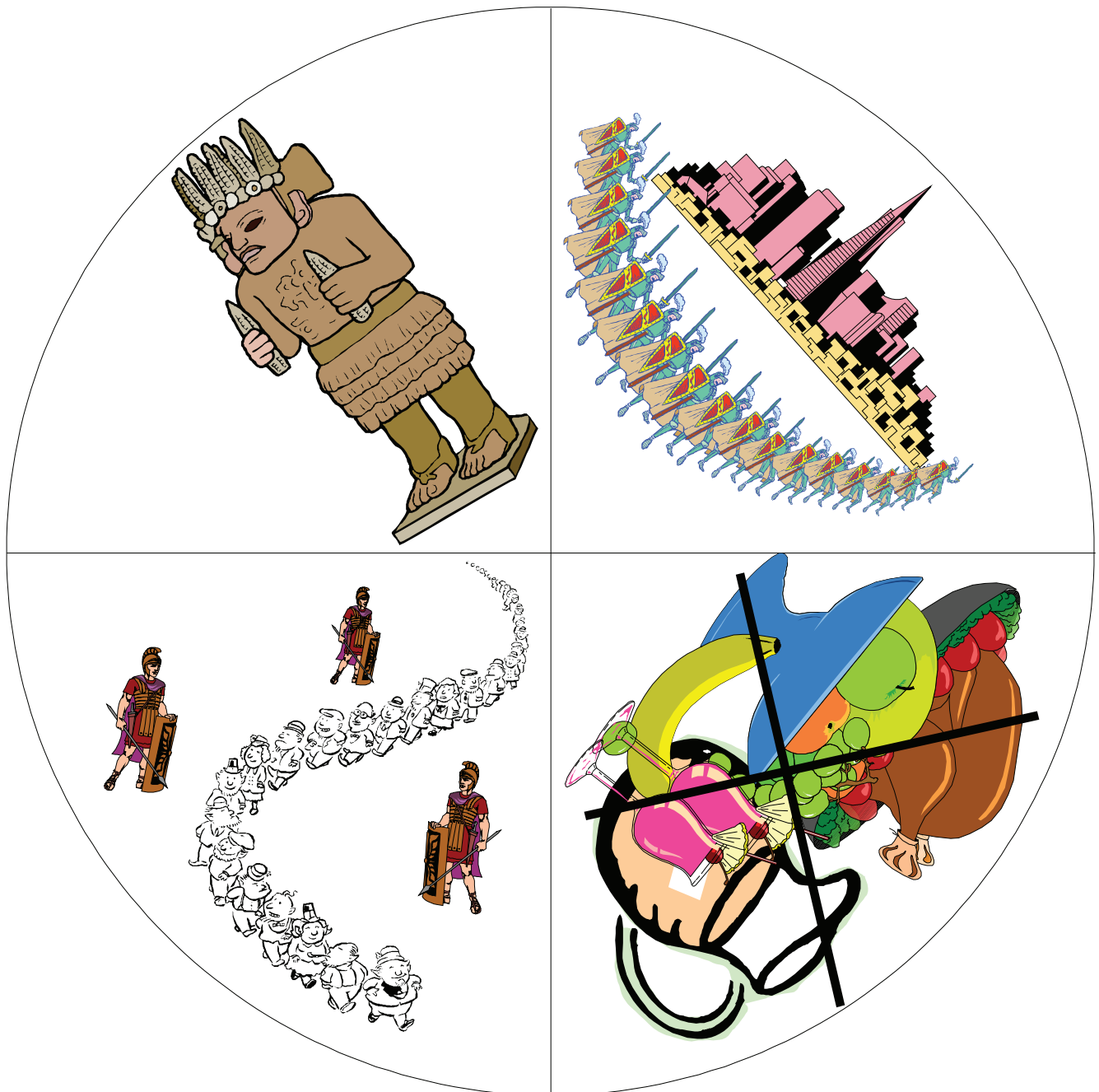
# The captivity of Judah (the southern kingdom)

## Activity B – Picture Wheel – Sheet 1



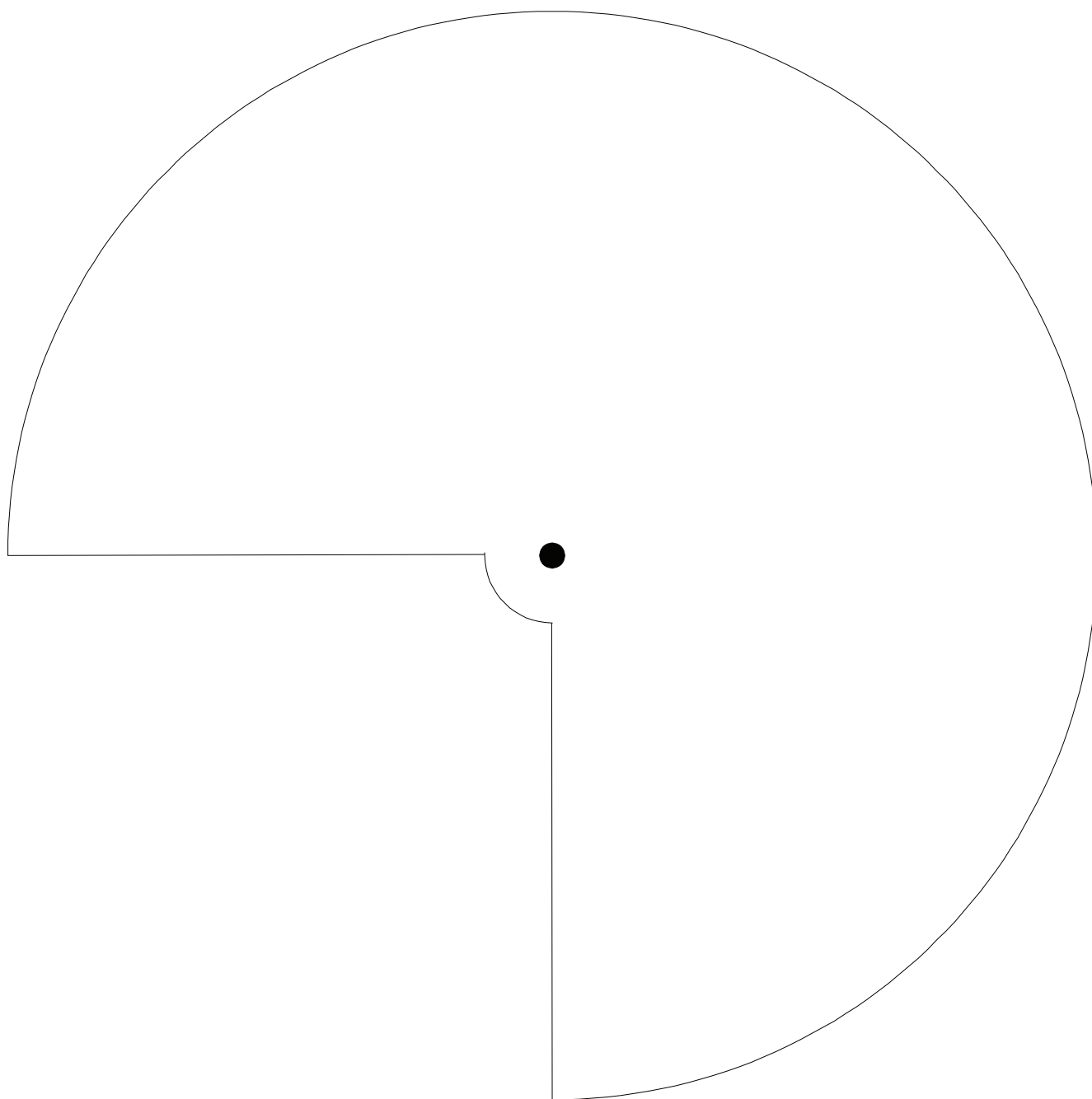
# The captivity of Judah (the southern kingdom)

## Activity B – Story Wheel – Sheet 2



# The captivity of Judah (the southern kingdom)

## Activity B – Picture Wheel – Sheet 3



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# Daniel interprets the king's dream

Daniel 2

## Storyline

Nebuchadnezzar was king of Babylon when the children of Israel were taken captive. One night, Nebuchadnezzar had a dream which troubled him and when he awoke, he could not remember it. He called for the magicians and wise men and demanded that they tell him the dream as well as the meaning of it. They said no one could explain it without first knowing the dream. The king was furious and ordered all the wise men to be destroyed. When Daniel heard this, he asked Nebuchadnezzar for more time. This was granted and Daniel and his friends prayed to God who showed Daniel the dream and its meaning about a great statue and what would happen at the end of time. Nebuchadnezzar was impressed and Daniel gave God the glory for revealing it to him.

## Suggested Teaching Approach

Ask the children what some of their fears might be. Discuss how the Lord looks after the birds, lilies, etc (Matthew 6:26-30). There may be an opportunity for prayer at the end of lesson.

When telling the story – one child could be chosen as ‘the image’. The teacher and other children could put different materials on him/her - e.g. gold wrapping paper, silver foil, coloured crepe paper representing iron and clay. Alternatively, draw an outline of a child on butcher's paper, pin the drawing onto the wall and the children add different sections to it. Cut out cardboard ‘rocks’ (one per child) to throw at the foot of the image which would then ‘fall’ off the wall (or if using a child - they could kneel down and lie on the floor.)

## Theme One

### “God gives us wisdom”

Daniel and his friends had been trained in all manner of worldly wisdom. However, this was not sufficient to save their lives and Daniel knew that the only solution to their predicament would be to seek God. The Lord expects us to avail ourselves of the best possible education and training, however, we must remember that He is the source of true wisdom which He reveals to the humble.

### Key Thought

God knows that we lack wisdom. He is the source of all wisdom and delights to give us wisdom, if we ask Him.

### Aim

For the children to understand that God gives answers for situations which we find impossible.

### Memory Verse

*“The Lord gives wisdom.” (Proverbs 2:6).*

## Theme Two

### “Seek the Lord in prayer”

Daniel knew his God to the degree that he could seek Him on behalf of Nebuchadnezzar and then with confidence stand before the king and declare what God had said. We also can know our Lord intimately and declare with confidence who He is and what He has done if we are prepared to seek Him earnestly in prayer.

### Key Thought

It is not possible to get to know God unless we spend time with Him.

### Aim

For the children to understand that God wants us to have a living understanding of, and relationship with, Him.

### Memory Verse

*“Wait on the Lord.” (Psalm 27:4).*

## Activity A - Cardboard Cut-Out

### Materials

- 1 Activity sheet per child, photocopied on cardboard.
- Colouring pencils or felt pens.
- Glue.
- Scissors.
- Newspaper or brown paper.

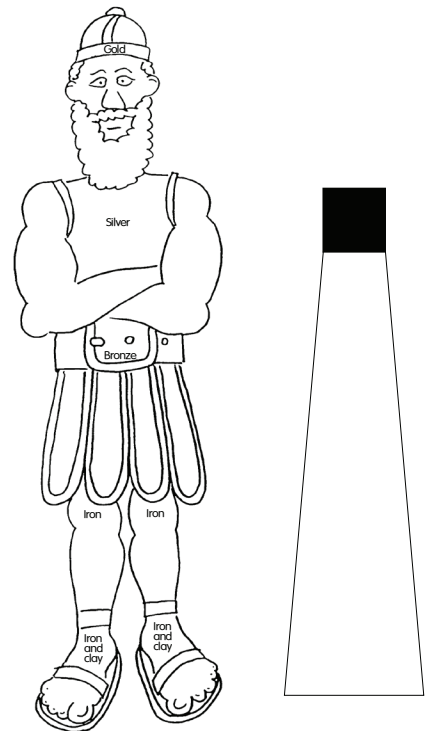
### Steps

#### At Home

- Cut around the outline of the image and stand.

#### In Class

- With colouring pencils or felt pens, have the children colour each section of the image appropriately.
- Show the children how to bend the stand and glue the black section of it to the back of the image, about level with the folded arms.
- Give each child some newspaper or brown paper that they can scrunch into the size of a tennis ball to symbolise the rock.
- The children then throw their 'rock' at their image to make it crash down.



## Activity B - Maze

### Materials

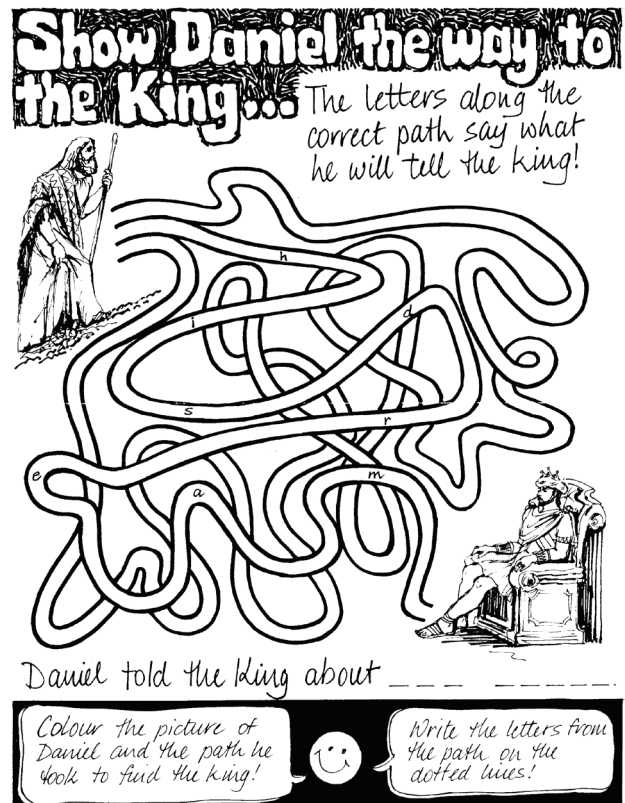
- 1 Activity Sheet per child.
- Colouring pencils.
- Pencils.

### Steps

- Explain the maze to the children, telling them to trace along the paths with their fingers until they find the correct path. (Teacher should demonstrate to clarify this procedure.)
- When the correct path has been found, the children should colour it.
- Write the letters along the path onto the dotted lines.
- Colour Daniel.

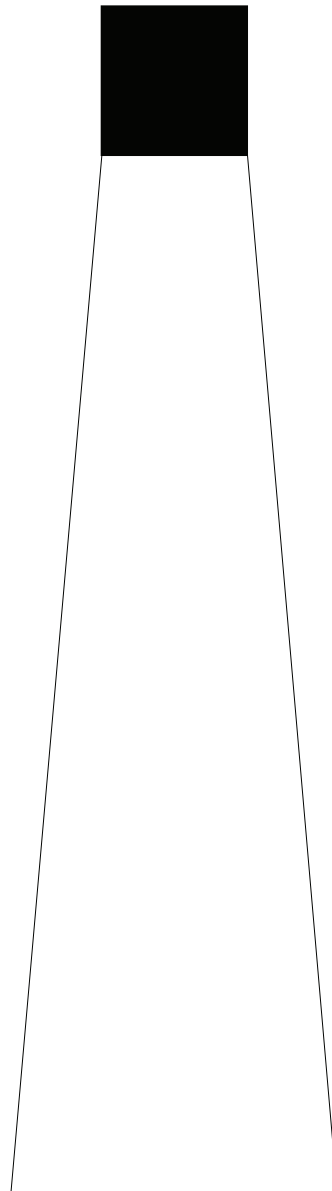
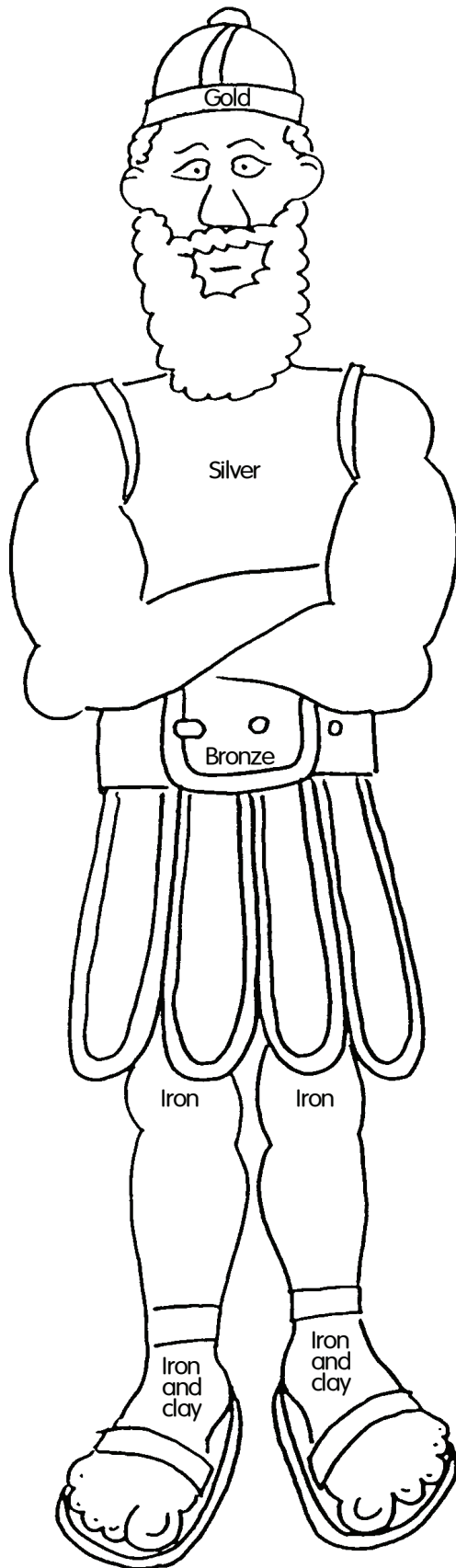
### Answer

- His dream.



# Daniel interprets the king's dream

## Activity A – Cardboard Cut-Out

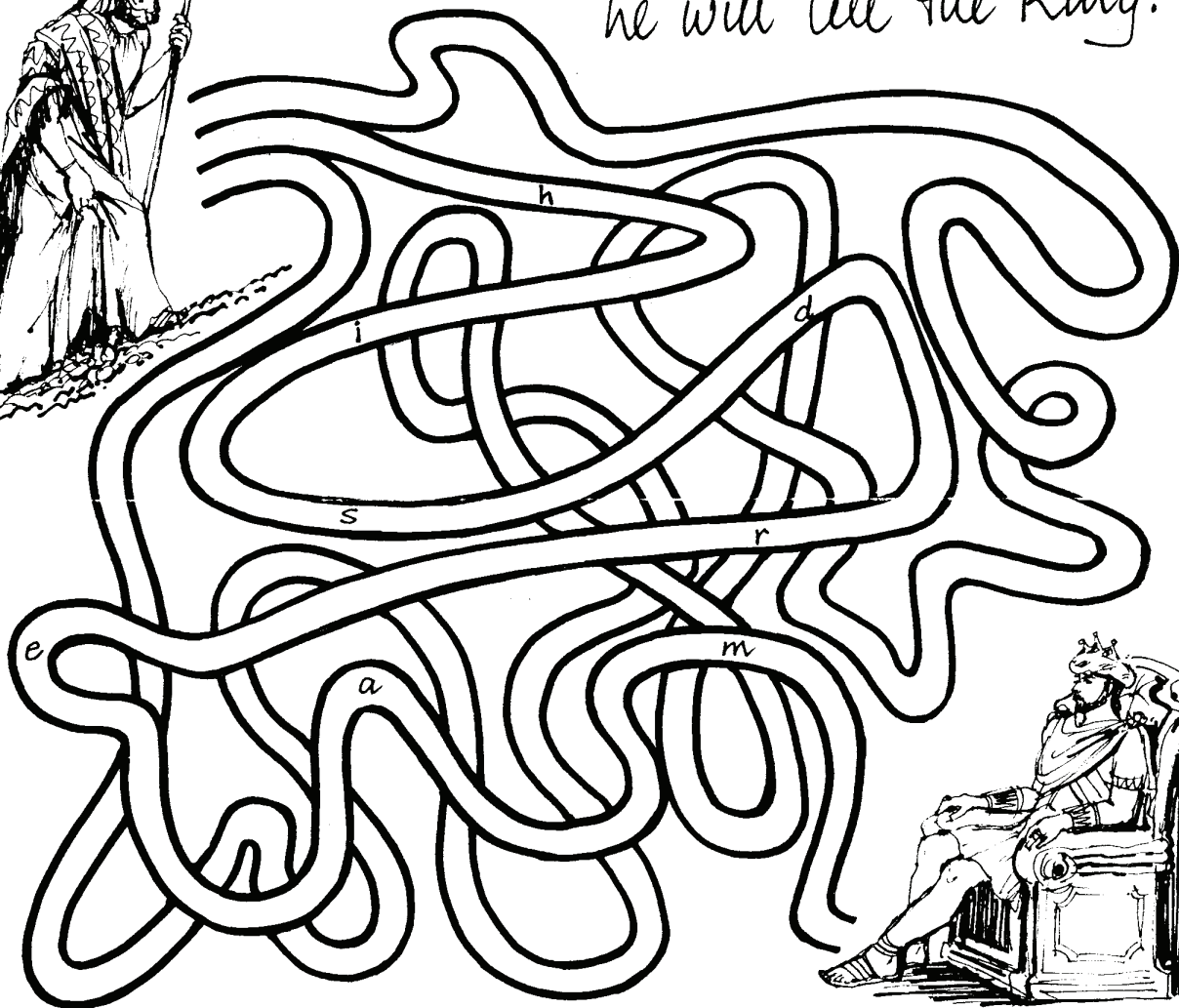


# Daniel interprets the king's dream

## Activity B - Maze

# Show Daniel the way to the King...

The letters along the correct path say what he will tell the king!



Daniel told the King about \_\_\_\_\_

Colour the picture of Daniel and the path he took to find the king!



Write the letters from the path on the dotted lines!

# The fiery furnace

Daniel 3

## Storyline

Nebuchadnezzar set up an enormous gold statue and sent for the governors, rulers etc. to come to a special ceremony. The king ordered that every time they heard the musical instruments play, they should bow down and worship the statue and whoever did not, would be thrown into the fire. Shadrach, Meshach and Abed-Nego did not worship the image because they believed it was wrong and were reported. The king gave them another chance but they refused, telling him that they worshipped God alone and trusted Him to save them. Nebuchadnezzar was furious and ordered the furnace to be heated seven times hotter than normal and the faithful men were tied up and thrown into the fire. Nebuchadnezzar saw four men walking around in the fire and knew that the Son of God was with them. Nebuchadnezzar blessed God, warned the people not to speak against God on penalty of death, and gave Shadrach, Meshach and Abed-Nego more important jobs.

## Suggested Teaching Approach

Use Activity A in conjunction with telling the story.

Discuss some of the things that are very important to the children.

Teacher and children could act out the story using such props as an orange tablecloth or material for the fire, and a crown for the king. Children could make music noises (with different instruments), teacher/s could pretend to be the governors etc. who worship the image while all the children could be Shadrach, Meshach and Abed-Nego refusing to worship.

## Theme One

### “God is always with us”

When Shadrach, Meshach and Abed-Nego were arrested and thrown into the fiery furnace, God was with them. The king realised this too. Before Jesus left His disciples, He promised to be with those who love Him and follow Him. In all situations, God is with those who follow Him.

### Key Thought

During difficult times, even when we think we are alone, God is always with us.

### Aim

To teach the children that God is always with them. They can turn to Him for help in any situation.

### Memory Verse

*“I am with you always.” (Matthew 28:20).*

## Theme Two

### “Putting God first”

Who or what is number one in our lives? Are we putting the Lord first? Other things can take up all our attention. We can enjoy doing these things and be happy when Jesus is at the centre of our lives. Shadrach, Meshach and Abed-Nego loved the Lord more than themselves and were willing to die rather than deny Him. They brought glory to God and were blessed. The Lord will bless us if we love Him more than anything else.

### Key Thought

When Jesus has the most important place in our hearts, we are happy and free to enjoy all things.

### Aim

To encourage the children that their love for God and His ways must be first in their lives.

### Memory Verse

*“You shall have no other gods before Me.” (Exodus 20:3).*

## Activity A - Finger Puppets and Fiery Furnace

### Materials

- Felt pens (small circular stickers optional).
- Plain red material, preferably firmly woven material, eg. medium weight cotton, approximately A4 size per child.
- 6 mm wide elastic.
- Scissors, needle, thread etc (if you do not sew, see alternative suggestion at the end of the activity).

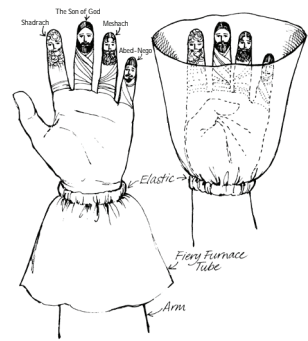
### Steps

#### At Home

- Construct the 'fiery furnace', which will resemble workmen's shoe/sock protectors. For each child, sew together the short ends of the piece of material to form a tube. Then form a casing at one end, thread with elastic and pull up the elastic so it will sit firmly on a child's wrist. (There is no need to hem or neaten the seams.)

#### In Class

- Using felt pens and stickers, draw simple faces on four fingers of the child's non-dominant hand. (They may draw on their own hand or with a partner.) Draw in any other clothing details, as desired, to depict Shadrach, Meshach, Abed-Nego and one like the Son of God. The teacher may draw Nebuchadnezzar on one of the fingers on each child's dominant hand. Put the fiery furnace tube over the child's hand with the four fingers as shown in the diagram. To illustrate throwing them into the furnace, simply pull the ungathered end of the fabric tube up over the hand. The children can look down into the furnace and see four figures, if they hold their thumb on their palm.
- Alternative for those who do not sew – instead of the fabric sleeve, use medium sized brown paper bags with red flames drawn on the sides, and a hole large enough to fit the child's hand, cut in the bottom. Gather the bottom end of the bag around the child's wrist and hold tight with a firm rubber band.



## Activity B - Box Furnace

### Materials

- 1 box for the class eg. shoe box, tissue box etc.
- Strong wire or coat hanger wire.
- Paint – furnace colour.
- Foil.
- Yellow and orange cellophane.
- Pipe cleaners (enough to make four figures).
- Scissors.
- Glue or sticky tape.
- Bright torch.

### Steps

#### At Home

- Cut out a 'window' from the top of the box and cut out a hole (3 cm diameter) at one end of the box for the torch.
- Punch four holes in the long sides of the box (2 on each side)
- Cut lengths of strong wire approximately 15 cm long. Bend the wire at one end to make a handle.
- Paint the outside of the box and allow it to dry.

#### In Class

- Have the children help line the inside of the box with very crinkled foil.
- Some children can help make the four simple figures from pipe cleaners – twist one around to form the head, torso and legs with another half pip cleaner for the arms.
- Pass strong wire through the punched holes and attach the four figures inside the box).
- Cover the torch hole and the window with cellophane.
- Have the children take turns at moving the figures, shining the torch and looking through the inspection hole.
- Encourage the children to re-tell the story and discuss the faith and love for God and His way that the three men had.

# The writing on the wall

Daniel 5

## Storyline

Belshazzar, the king, arranged a great feast for a thousand of his lords and they drank from the holy vessels from God's temple, worshipping other gods. The king saw the fingers of a man's hand write words on the palace wall. The king was afraid and called for his astrologers to read and explain the writing but they could not. He offered rewards but that did not help. Belshazzar was told of Daniel who was able to explain dreams because the Spirit of the Holy God was in him. The king sent for Daniel who explained the words to him. Daniel was not interested in the rewards offered by Belshazzar. Daniel said the message meant that God had judged Belshazzar because his heart had been lifted up against God and his kingdom was ended. That night the king was killed and his kingdom was taken by Darius the Mede.

## Suggested Teaching Approach

Theme 1: Discuss what pride is. Talk about stubbornness, wanting our own way, not listening to advice, thinking you know it all, etc. and the opposites of these things.

Theme 2: Discuss what it means to be a witness to our non-believing friends and acquaintances.

Tell the story in conjunction with Activity A (have a master prepared) and when it comes to the part where the writing on the wall appears, brush over paint to reveal the message.

## Theme One

### "God resists the proud"

Belshazzar was a proud, wicked man who did not love God. He could have learned from his father, Nebuchadnezzar, who had a proud heart but turned to the Lord after he was disciplined. However, Belshazzar continued in his own ways and did not want to humble himself. We are disciplined by the Lord (and parents) in order to change our behaviour. As we are willing to be obedient the Lord is able to change us.

### Key Thought

Our parents discipline us to change our proud hearts so we will be obedient to God's way.

### Aim

To let the children know a soft and obedient heart is well pleasing to the Lord.

### Memory Verse

*"God resists the proud." (James 4:6).*

## Theme Two

### "A witness to the world"

Daniel was known to the queen because of the way he lived - in the wisdom and knowledge of God. The queen knew that the Spirit of the holy God was in Daniel and she was confident of his ability to interpret the writing. The challenge to us, then, is to live in the grace, wisdom and power of God so that our lives are a living testimony to our non-believing friends and acquaintances.

### Key Thought

If God's Holy Spirit is living in us, our witness should be like a beacon to those around us.

### Aim

For the children to understand that we are known by the way we live.

### Memory Verse

*"You are the light of the world." (Matthew 5:14).*

## Activity A - Invisible Writing Picture

### Materials

- 1 Activity Sheet per child.
- White crayons.
- Thin water paints.
- Paint brushes.
- Colouring pencils/felt pens.

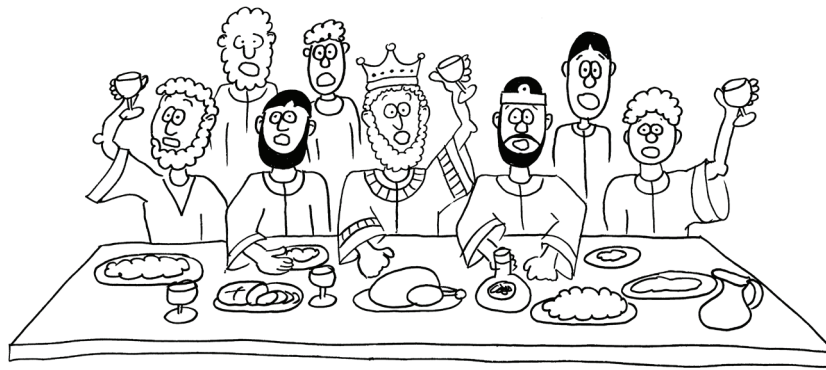
### Steps

#### At Home

- Using the white crayon, write the following words onto each Activity Sheet in the space above the picture of the feast: MENE, MENE, TEKEL, UPHARSIN.

#### In Class

- The children brush paint over the writing to reveal the message.
- They can then colour the rest of the picture and draw in a candlestick and candle at the side of the picture.



## Activity B - The Writing on the Wall

### Materials

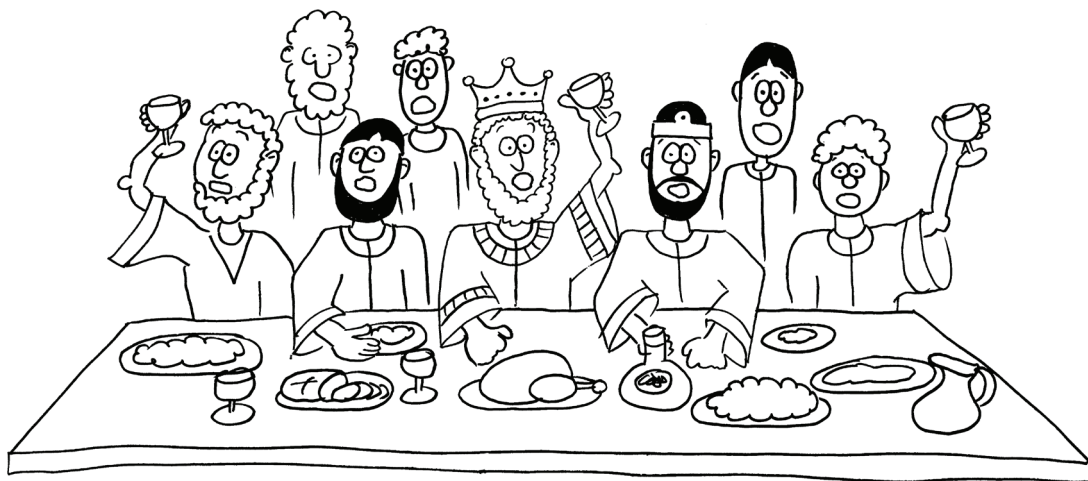
- Tablecloth or sheet.
- 'Banquet' food (made out of cardboard or material) – chicken, fish or leg of lamb, plastic fruit in a bowl, empty apple juice container and suitable snack food eg. dried fruit, cheese and biscuits, crackers etc.
- Plastic wine goblets.
- Clothing props eg. crown, jewellery, gold chain, robes etc.
- Cardboard and thick pen.
- A copy of the words "Mene, mene, tekeli, upharsin."

### Steps

- Cover a table with the tablecloth or sheet and have the children assist in setting up the banquet food and goblets.
- Have the children add clothing props and graciously lead them to their place at the banquet.
- If there are enough children, have some serve and others being served. Swap later.
- Encourage the children to tell the story in their own words.
- While the banquet is in progress, have someone go under the table (or another appropriate place) with a felt pen to copy the inscription onto the cardboard.
- At the appropriate time, display the words and discuss their meaning.
- Discuss the type of heart that the Lord wants all His children to have.

# The writing on the wall

## Activity A – Invisible Writing Picture



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# Daniel in the lions' den

Daniel 6

## Storyline

King Darius raised up leaders over the people and wished to set Daniel over the whole kingdom, because he had an excellent spirit. The other leaders were jealous and tried to find something against Daniel, but he was faithful in everything. They persuaded the king to pass a law that no one was to pray to another god or man except Darius the king for thirty days. Daniel continued to pray to God and was reported to the king who tried, but failed, to save him. Daniel was thrown into the lions' den. King Darius spent a sleepless night and hurried to the den in the morning to see how Daniel was. Daniel told him how God had sent His angel to shut the lions' mouths because he was blameless.

## Suggested Teaching Approach

Discuss things children could be jealous about - clothes, shoes, toys, etc. and how they feel when someone is chosen for a task that they want to do (eg. instances could crop up in the game below when they can not all be an angel at the same time).

Play a "statue" game where the children could all be lions (make paper plate lions' masks if time permits) and growling. Choose an 'angel' who comes and taps the lions twice on the shoulder and they have to stop growling. Daniel walks through unharmed. Children can take turns playing different parts.

## Theme One

### "Trusting God through trials"

Daniel had every reason to be afraid, especially when he heard the lions roaring in the den. However, he knew that he was innocent of any wrongdoing before God and King Darius. He also knew that the other officials had found nothing wrong with him except that he worshipped God, so he was not afraid. If we trust God we do not need to be afraid of what may happen to us or what others may do to us.

### Key Thought

Our heart attitude needs to be one that chooses to trust God even though we are afraid.

### Aim

To teach the children that God can be trusted no matter what happens in whatever situation we find ourselves.

### Memory Verse

*"I will trust in You." (Psalm 56:3).*

## Theme Two

### "Standing firm in faith"

The people that Daniel worked with were jealous of him and Daniel had a close relationship with God. When his enemies plotted to get rid of him, he continued to be faithful to God, even if it meant dying. Because Daniel was innocent, God saved him. Jesus said that evil will come against us. Will we stand for the Lord and keep trusting Him no matter what happens? If we trust the Lord, He will save us.

### Key Thought

We need not fear when people or things are against us. God will help us to stand firm for Him.

### Aim

To encourage the children to grow in faith, knowing that He watches over those who trust and obey Him.

### Memory Verse

*"Stand fast in the Lord." (Philippians 4:1).*

## Activity A - Lion Masks

## Materials

- 1 Activity Sheet photocopied or mounted onto cardboard per child.
- Scissors.
- Felt pens.
- Hole punch.
- Hat elastic.
- Glue.
- Yellow and/or orange crepe paper.



## Steps

## At Home

- Cut out lion heads.
- Cut holes for the eyes.
- Using a hole punch, make a hole on each side of the plate at roughly ear level.
- Cut enough crepe paper into strips approximately 2 cm by 8-10 cm for each child to glue around the circumference of his/her plate to create a lion's mane.

## In Class

- Have the children glue on their lion's mane.
- Measure and cut the required length of hat elastic for each child and secure it by tying it through the pre-punched holes.
- Have students re-tell in their own words the part of the story when Daniel was in the lion's den.

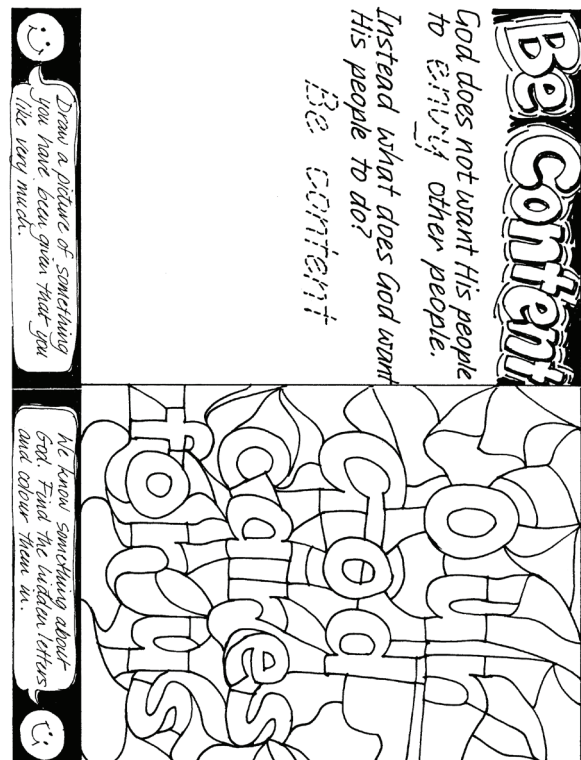
### Activity B - Find the Hidden Words

## Materials

- 1 Activity Sheet per child.
- Pencils.
- Colouring pencils or felt pens.

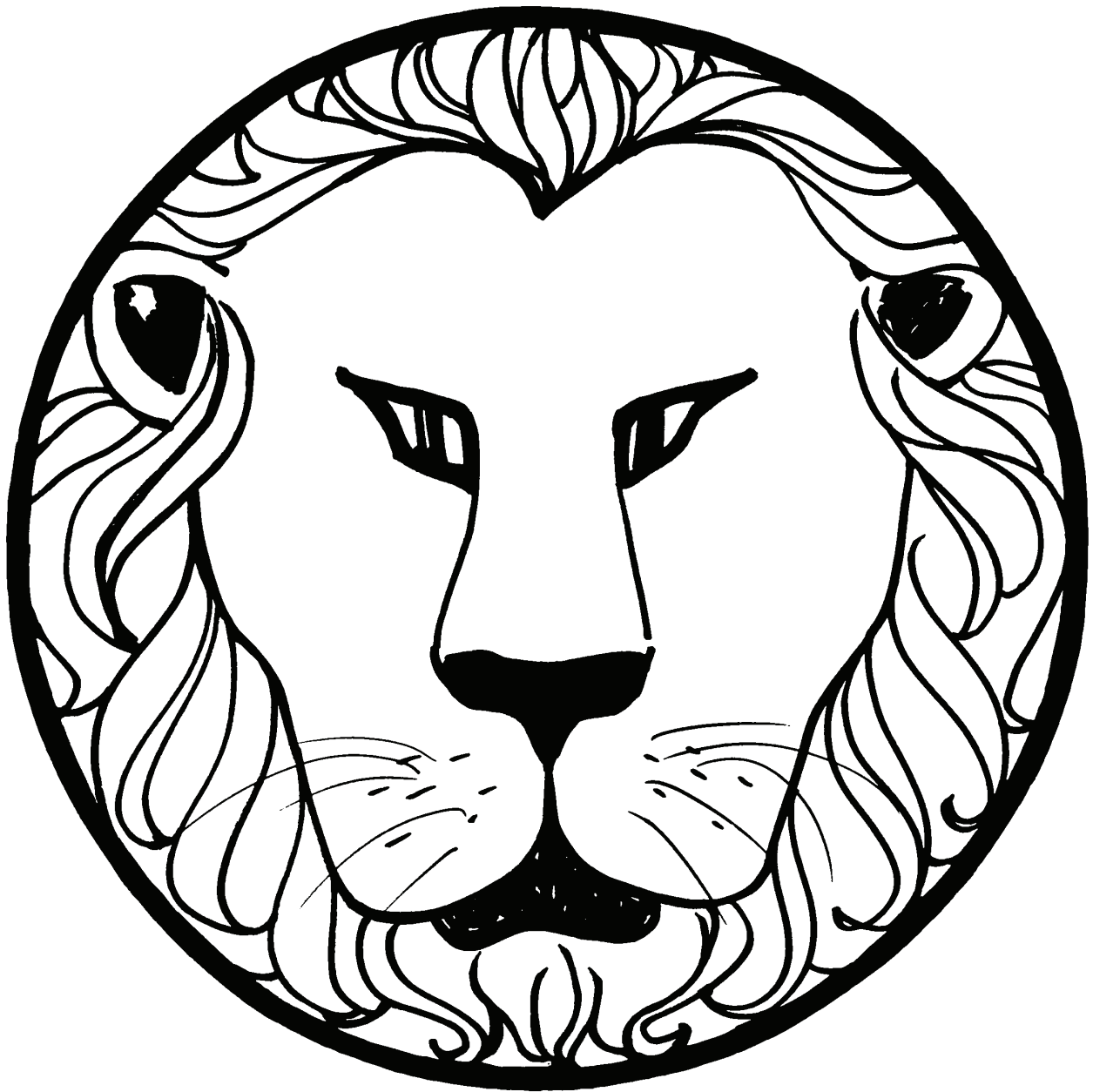
## Steps

- Read the sentences to the children.
- Instruct them to write over the dotted words.
- Proceed through the remaining activities reading the instructions to the children where necessary.



# Daniel in the lions' den

## Activity A – Lion Masks



# Daniel in the lions' den

## Activity B – Find the Hidden Words

**Be Content**

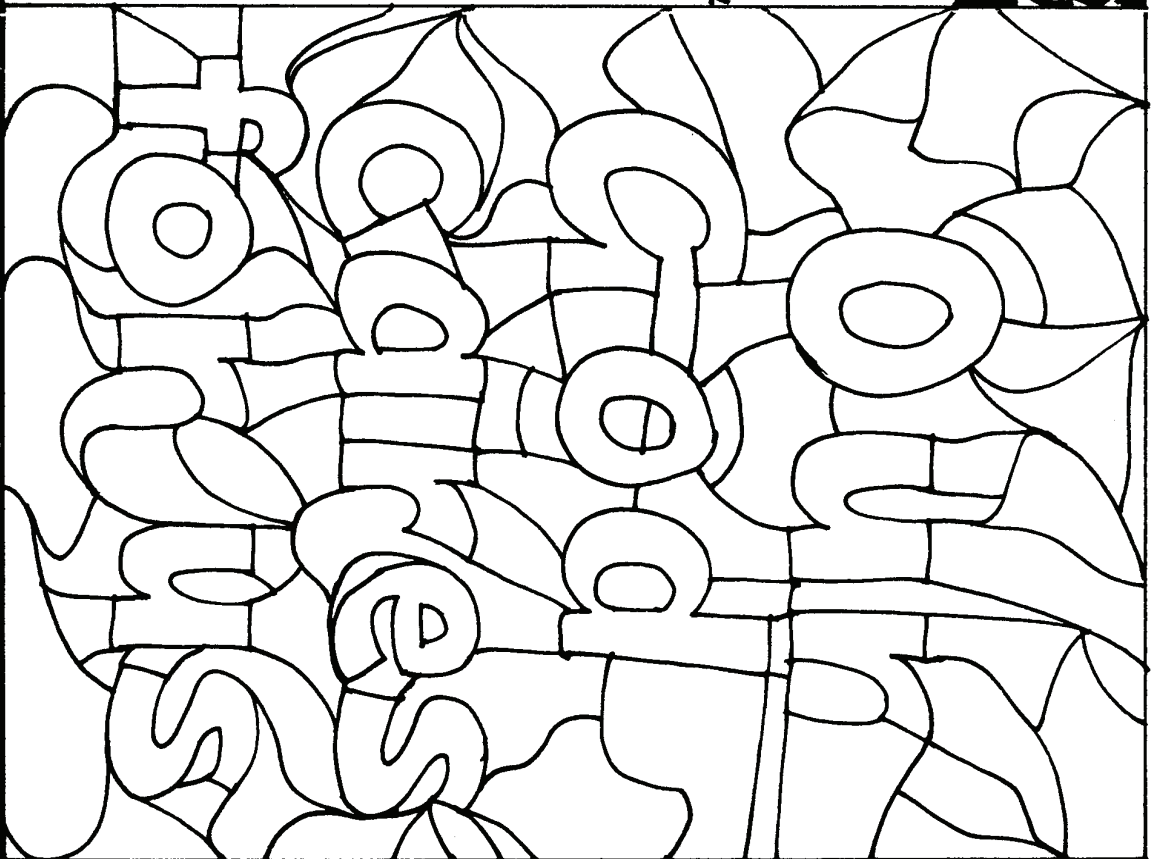
God does not want His people to envy other people.

Instead what does God want His people to do?

*Be content*



Draw a picture of something you have been given that you like very much.



We know something about God. Find the hidden letters and colour them in.



## Storyline

Esther was a beautiful young Jewish woman who had been raised by a relative, Mordecai, when her parents had died. Esther was taken to the palace of King Ahasuerus, where she was chosen by the king to be his new queen. Mordecai told Esther that Haman, one of the king's top men, had made a plan to kill every Jew in the kingdom, because of his hatred of Mordecai. He also told Esther that she must speak to the king on behalf of her people. At this point, the king did not know that Esther was a Jew. Esther called for all the Jews to fast for three days, then she approached the king. After the king was told of the wicked plan, Haman was hanged, the plot to kill the Jews was overthrown, and Esther and Mordecai were rewarded by the king.

## Suggested Teaching Approach

Talk about how hard it is sometimes to be obedient, especially when children are in the middle of a game and Mum or Dad call out, "It is time to come inside and have your bath", or "Turn the T.V. off, it is time for dinner." Then talk about Esther's obedience.

As the story is read, the children can number the drawings from Activity B in the appropriate order. If time permits the drawings can be coloured, cut out and pasted onto another sheet of paper in the correct order.

If the "praying" theme is chosen, after the lesson, spend some time praying. Have the children suggest people with needs.

## Theme One

### "Obedient to God's word"

Esther was put on earth at that point in time to save the Jewish nation. She was obedient to what was asked of her, even when she knew she risked being put to death because she approached the king. Sometimes we are called to do difficult things by the Lord and we need courage and faith as Esther showed, to be obedient to the call of God.

### Key Thought

Esther was willing to risk death to be obedient to the call God placed on her life. How much are we willing to risk to obey God's call to us?

### Aim

For the children to choose to follow what God is asking of them even when it is not easy.

### Memory Verse

*"Obey the voice of the Lord." (Jeremiah 26:13).*

## Theme Two

### "Praying for one another"

All the Jews in Shushan fasted for three days and nights before Esther approached the king. We can support other Christians facing difficult circumstances by praying and fasting for them. God hears the prayers of His people and is able to make a way for them even when the situation seems impossible.

### Key Thought

The Lord made a way for Esther after she and the Jews prayed and fasted. We, too, can pray and fast and see God answer our requests.

### Aim

For the children to know the purpose of prayer and fasting.

### Memory Verse

*"Pray for one another." (James 5:16).*

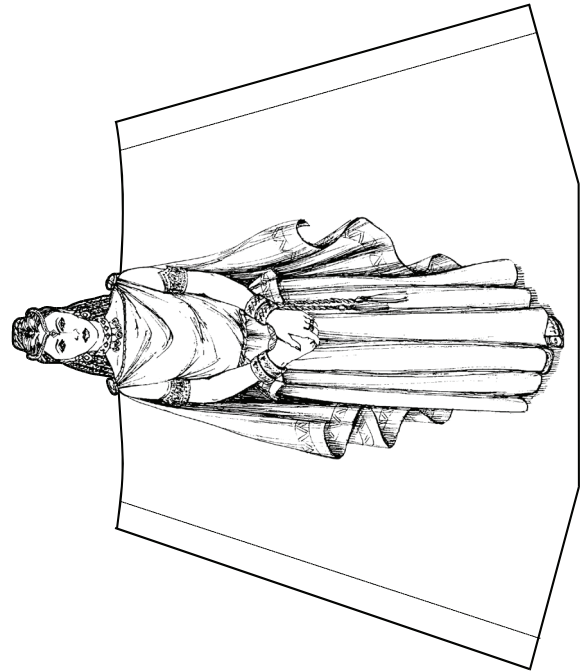
## Activity A - Cut Out

### Materials

- 1 Activity Sheet per child.
- Scissors.
- Colouring pencils/crayons/felt pens, or collage materials, eg. scraps of coloured paper, material, glitter, wool, etc.
- Glue, sticky tape.

### Steps

- Colour or collage the picture of Esther.
- Cut out the outline and glue or sticky tape the sides tabs behind the picture so she can stand up.
- Have the children re-tell the story of Esther in their own words.



## Activity B - Number the Drawings

### Materials

- 1 Activity Sheet per child.
- Pencils.
- Colouring pencils or felt pens.
- Scissors.
- Glue.
- Extra piece of paper per child (optional).

### Steps

#### At Home

- Cut out the six pictures and put each set in an envelope for each child.

#### In Class

- Read the first sentences and instruct the children to write over the dotted lines to find the answers.
- As the story is read, the children can number their set of pictures in the appropriate order.
- The pictures can be coloured and pasted onto another sheet of paper in the correct order.

### Answer

- Esther goes to the palace.
- Esther is made queen.
- Haman plans to kill the Jews.
- The Jews fast and pray.
- Esther asks the king's help.
- Haman is punished.

 1	 2	 4	 6
 1	 3	 5	 5

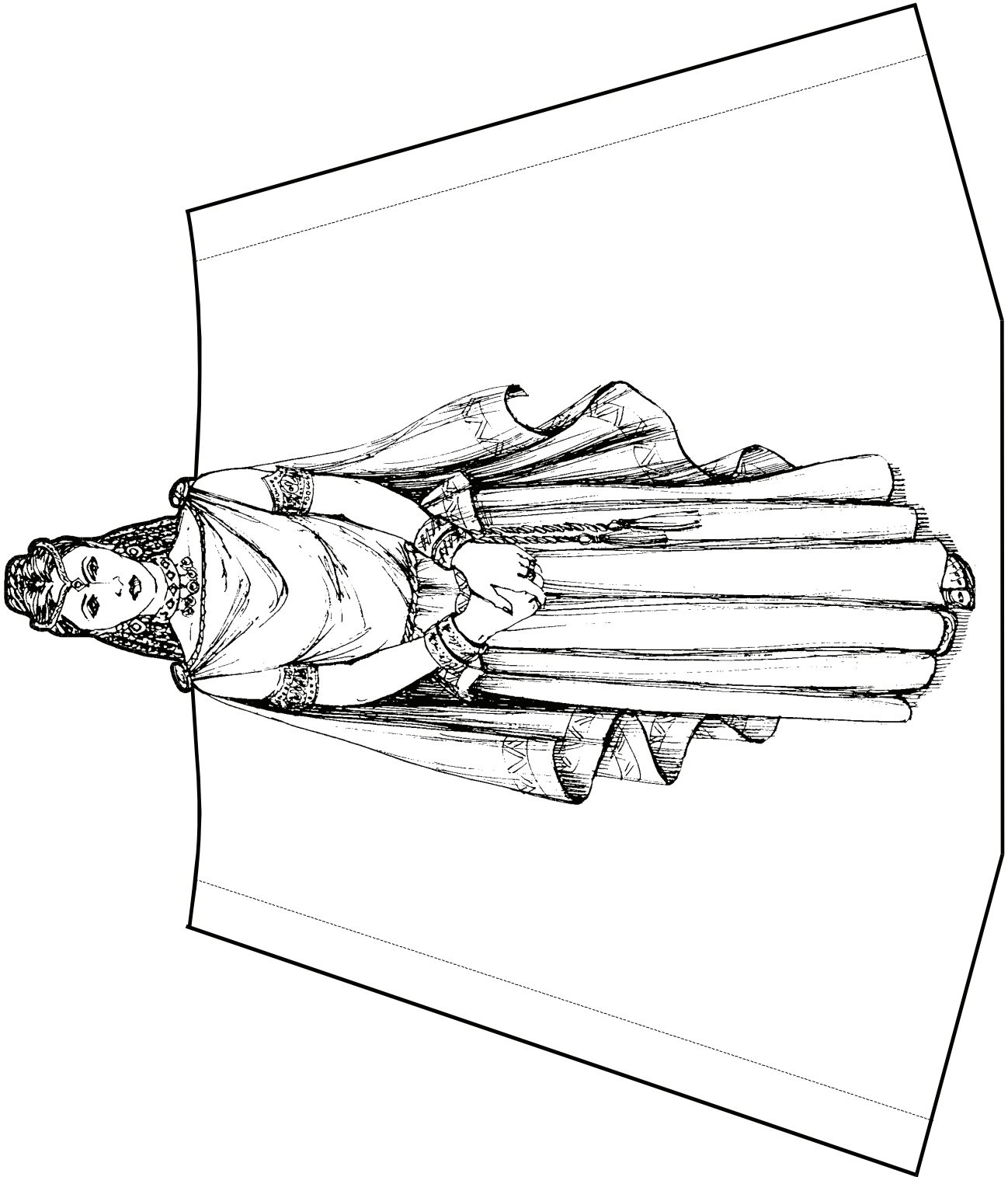
Esther prayed to God and He helped her.  
When we pray to God what does He promise to do?

hear  
answer  
do what is best

Write or draw your own prayer

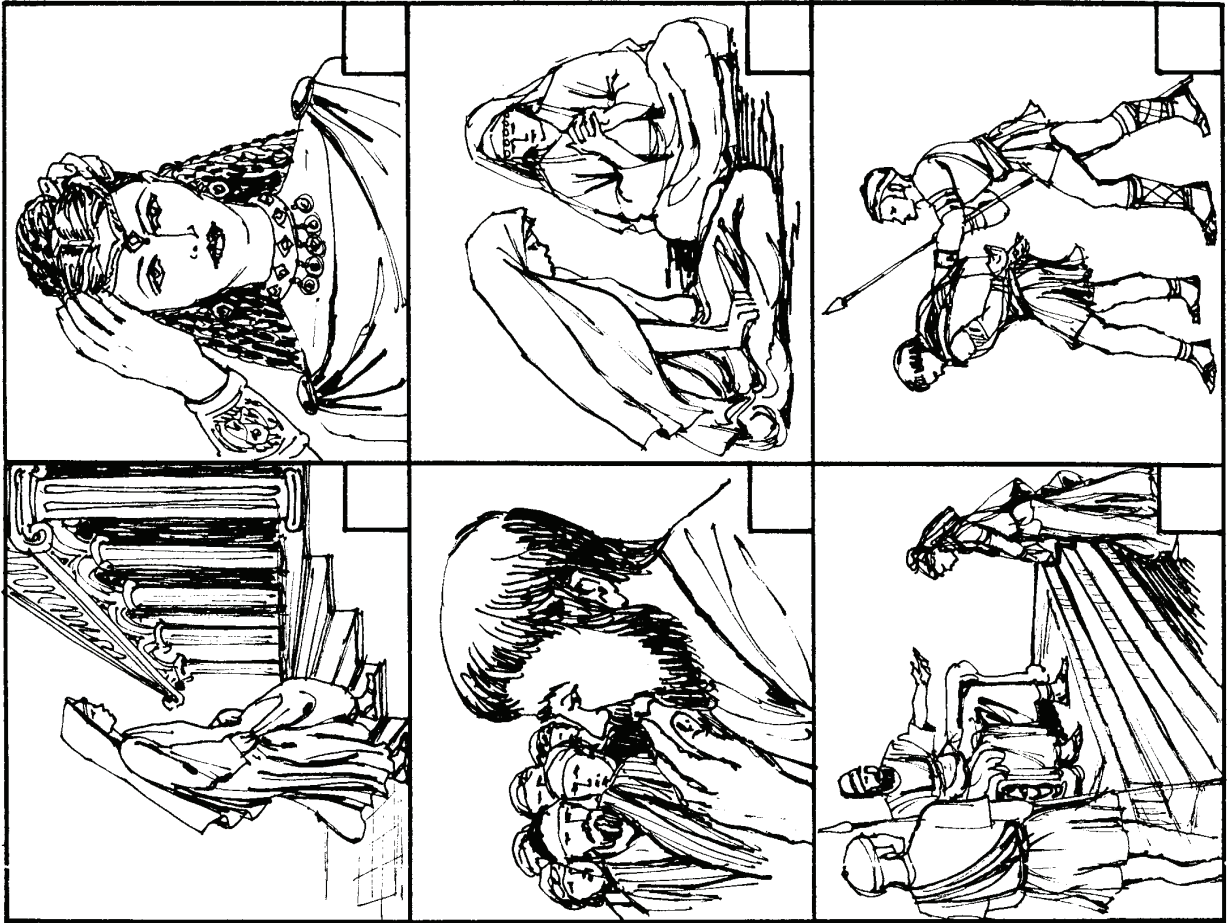
# Esther

## Activity A – Cut-Out



# Esther

## Activity B – Number the Drawings



Esther prayed to God  
and He helped her.  
When we pray to God  
what does He  
promise to do?

He will

answer

do what is best



Write or draw your own prayer.

# Restoration

Ezra 3; 5:1-2; 6:15  
Haggai 1:3-6; 2:6-9;  
Zechariah 4;  
Nehemiah 1:1-3;  
6:15-16

## Storyline

Israel had been captive in Babylon for 70 years due to their disobedience. God stirred up the hearts of King Cyrus and the tribes of Judah and Benjamin to return and rebuild the temple in Jerusalem. Zerubbabel was their leader and Joshua was the High Priest. On their return, the first thing to be rebuilt was the altar where the people worshipped God with sacrifices. After several months, the rubble was cleared and they began to rebuild the temple. During this time, their enemies tricked the new king into refusing permission for the building to continue. The Jews were very discouraged for a long time and so God sent the prophets, Haggai and Zechariah, to encourage them. Eventually, the temple was completed. Later, Nehemiah encouraged the people to finish the walls of the city so they would be protected.

## Suggested Teaching Approach

Tell the children of the special love the Jews had for Jerusalem and the temple.

Use building blocks while telling the story and have stand-up figures of the main characters. Stress the need for walls around the city for protection.

## Theme One

### “Repentance brings restoration”

After seventy years of God’s judgement on His people were over, the Lord brought restoration and freedom to them. When the Lord’s hand is upon us in judgement because of sin in our hearts, we must turn to Him in repentance so that our relationship with Him and with those against whom we have sinned may be restored.

### Key Thought

When we truly repent of our sin and broken relationships, the Lord will restore us.

### Aim

For the children to understand the Lord’s process of judgement (discipline), repentance and restoration.

### Memory Verse

*“Restore us, O God.” (Psalm 80:3).*

## Theme Two

### “God is our defence”

Nehemiah was very sad when he visited Jerusalem and found the walls broken down. He realised that the people had no protection from the enemies. He knew, too, that the enemies despised them. Satan and his demons despise us, but God has provided protection for us. God Himself protects us and our being in His church is also a protection from the enemies outside.

### Key Thought

The Lord has provided the body of Christ, His church, as a place of protection for us.

### Aim

For the children to understand that God protects us from our enemies and we can safely trust in Him. He has provided others in the body of Christ to protect us.

### Memory Verse

*“The name of the Lord is a strong tower.” (Proverbs 18:10).*

## Activity A - God's Temple Today

### Materials

- In the weeks preceding this lesson, collect individual photographs of the class and local congregation (take them yourself, if necessary), or pictures of Christians from missionary magazines (photos of Christians may be available on church web sites).
- Large piece of cardboard or paper.
- Glue.
- Felt pens/crayons/colouring pencils.

### Steps

- Draw a stone wall on the cardboard or paper making each stone just a little larger than the photographs.
- Glue the photographs or magazine pictures onto the stones. It would be great if pictures of Christians from other places in Australia, and from other lands were made available, or
- Allow the children to draw each other, and other members of the congregation onto the stones.
- Display the wall for the congregation to see next week.

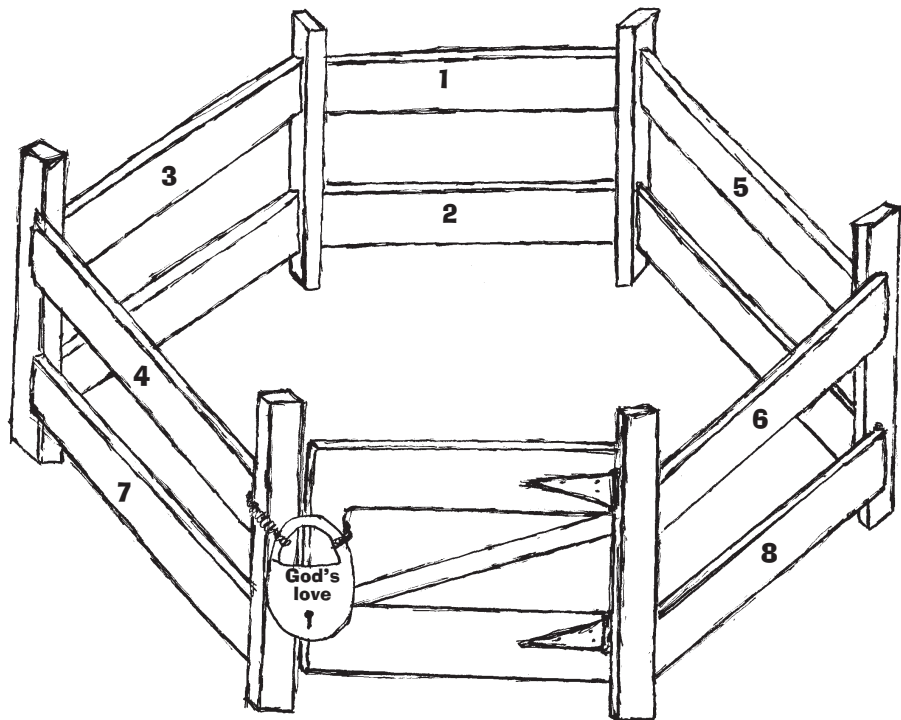
## Activity B - The Walls of Love

### Materials

- 1 of each 2 Activity Sheets per child.
- Crayons/felt pens/colouring pencils.
- Scissors.
- Glue.

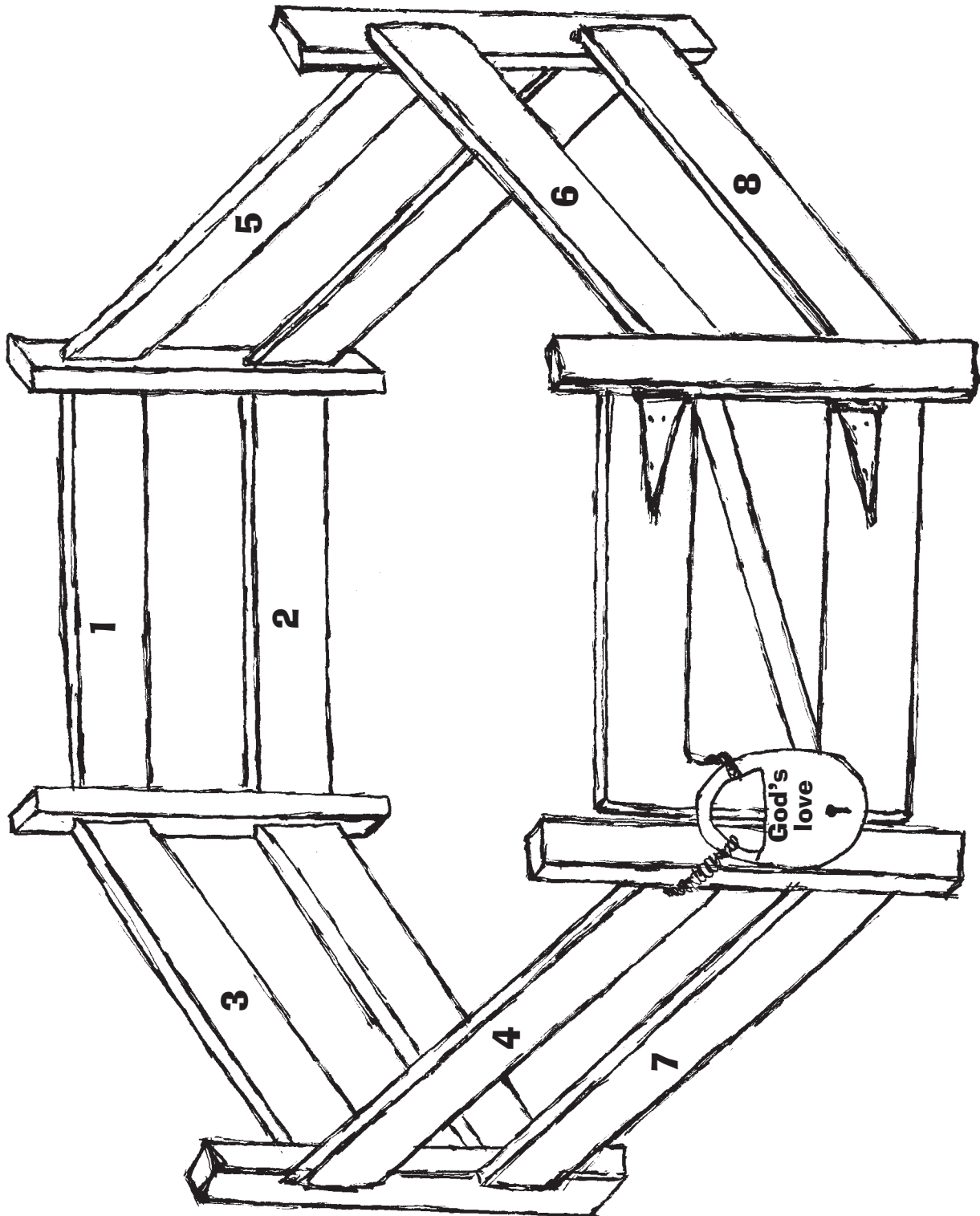
### Steps

- Children cut out the word posts on the second Activity Sheet.
- Glue them over the posts on the fence on the first Activity Sheet in the correctly numbered places.
- Children draw themselves in the centre.



# Restoration

## Activity B – The Walls of Love – Sheet 1



# Restoration

## Activity B – The Walls of Love – Sheet 2

**2**      **baptism**

**1**      **elders**

**5**      **angels**

**7**      **Prayer**

**4**      **parents**

**6**      **truth**

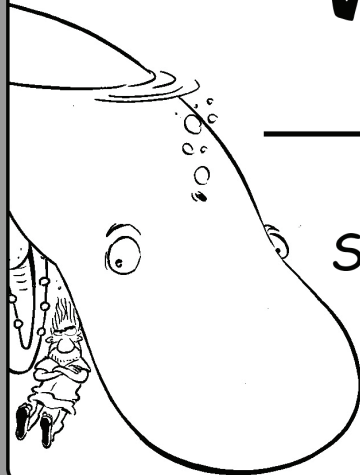
**3**      **Holy Spirit**

**8**      **Bible**

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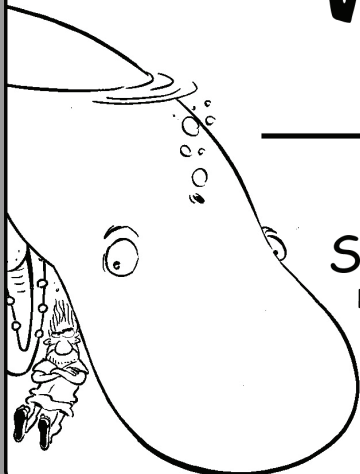
# Well Done!



for completing  
**SonSeekers Unit 5**  
From the Prophets to Restoration



# Well Done!



for completing  
**SonSeekers Unit 5**  
From the Prophets to Restoration



# Sonseekers Curriculum

Unit One	Unit Two	Unit Three	Unit Four
<ol style="list-style-type: none"> <li>Creation 1</li> <li>Creation 2</li> <li>Adam and Eve</li> <li>The fall</li> <li>Cain and Abel</li> <li>Noah builds an ark</li> <li>The flood, Noah and his sons</li> <li>The tower of Babel</li> <li>Abram called, Abram and Lot</li> <li>The covenant with Abraham</li> <li>Ishmael and Isaac</li> <li>Sodom and Gomorrah</li> <li>The sacrifice of Isaac</li> <li>Rebekah, Isaac's bride</li> <li>Jacob and Esau</li> <li>Jacob's ladder, Leah and Rachel</li> </ol>	<ol style="list-style-type: none"> <li>Jacob becomes Israel</li> <li>Joseph, the favourite son</li> <li>Joseph goes to Egypt</li> <li>Joseph interprets the dreams</li> <li>Joseph's brothers</li> <li>Israel in Egypt</li> <li>Israelite slaves, Moses born</li> <li>Moses flees and returns to Egypt</li> <li>"Let My people go"</li> <li>The first passover, Israel delivered</li> <li>Crossing the Red Sea</li> <li>Manna, water from the rock</li> <li>Sinai and the ten commandments</li> <li>Moses and the tabernacle</li> <li>The golden calf</li> <li>Twelve spies, 40 years of wandering</li> </ol>	<ol style="list-style-type: none"> <li>Aaron's rod</li> <li>Moses hits the rock</li> <li>The bronze serpent</li> <li>Balaam and his donkey</li> <li>Joshua and Rahab</li> <li>Crossing the Jordan, Jericho</li> <li>The sin of Achan</li> <li>The sun stands still</li> <li>Gideon's fleece</li> <li>Gideon and his army</li> <li>Samson</li> <li>Samson and Delilah</li> <li>Ruth, Naomi and Boaz</li> <li>Hannah</li> <li>Samuel hears God speak</li> <li>Eli, Hophni and Phinehas</li> </ol>	<ol style="list-style-type: none"> <li>Saul chosen</li> <li>Saul and the Amalekites</li> <li>David chosen</li> <li>David and Goliath</li> <li>David and Jonathan</li> <li>David and Saul</li> <li>David crowned</li> <li>David and the ark</li> <li>Absalom</li> <li>Solomon becomes king</li> <li>Solomon's temple</li> <li>Israel divided, Rehoboam and Jeroboam</li> <li>Elijah and the widow</li> <li>Elijah on Mount Carmel</li> <li>Good King Jehoshaphat</li> <li>Elisha and the double portion</li> </ol>
Unit Five	Unit Six	Unit Seven	Unit Eight
<ol style="list-style-type: none"> <li>The widow's oil, a boy raised</li> <li>Naaman</li> <li>Famine in Samaria</li> <li>Jonah</li> <li>The captivity of Israel (the northern kingdom)</li> <li>Hezekiah and Sennacherib</li> <li>Isaiah</li> <li>Josiah</li> <li>Jeremiah</li> <li>The captivity of Judah (the southern kingdom)</li> <li>Daniel interprets the king's dream</li> <li>The fiery furnace</li> <li>The writing on the wall</li> <li>Daniel in the lions' den</li> <li>Esther</li> <li>Restoration</li> </ol>	<ol style="list-style-type: none"> <li>Zacharias, Elizabeth, Mary and John</li> <li>The birth of Jesus</li> <li>Jesus in the temple</li> <li>John the Baptist</li> <li>Jesus baptised and tempted</li> <li>The call of the disciples</li> <li>Water turned to wine</li> <li>The temple cleansed, Nicodemus</li> <li>The woman at the well</li> <li>Healing of the paralysed man</li> <li>The house built on the rock</li> <li>Jesus stills the storm</li> <li>The feeding of the 5000</li> <li>The centurion's servant</li> <li>Forgiveness in Simon's house</li> <li>The sower and the seed</li> </ol>	<ol style="list-style-type: none"> <li>Jairus' daughter, a woman touches Jesus</li> <li>Jesus walks on the water</li> <li>Miracles of healing</li> <li>The transfiguration</li> <li>A boy is healed</li> <li>The unmerciful servant</li> <li>A man born blind</li> <li>The good Samaritan</li> <li>Prayer</li> <li>The raising of Lazarus</li> <li>The lost sheep, coin and son</li> <li>Attitudes of a servant</li> <li>The marriage of the king's son</li> <li>The ten lepers</li> <li>The ten virgins</li> <li>The talents</li> </ol>	<ol style="list-style-type: none"> <li>Palm Sunday</li> <li>The last supper and Gethsemane</li> <li>The crucifixion</li> <li>The resurrection</li> <li>Peter restored</li> <li>The risen Christ and His ascension</li> <li>The day of Pentecost</li> <li>Peter and John</li> <li>Peter and the Gentiles</li> <li>Stephen</li> <li>Philip</li> <li>Paul's conversion</li> <li>Paul's first missionary journey</li> <li>Paul's second and third missionary journeys</li> <li>Paul's capture and imprisonment</li> <li>Paul's final journey</li> </ol>

