

TEACHER
RESOURCE

UNIT 3

From Aaron's Rod to Eli

LEVEL THREE

SON SEEKERS

AGES 11-12+

Balaam and his Donkey



HEY,
STOP
HITTING

GOD'S PEOPLE
ENTER
A NEW
LAND

PROMISED LAND

SURF'S
UP!

Name:

RUTH, NAOMI
AND BOAZ
A LOVE STORY

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 |
| 1240BC | Joshua 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 Three Teacher Resource?

Each Level Three 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.

Aaron's rod

Numbers 16 & 17

Storyline

Korah, Dathan, Abiram and On gathered 250 leaders of the people together and opposed Moses and Aaron. Moses rebuked Korah and challenged him and his followers to bring offerings of incense to the tabernacle so that God could show who was holy and whom He had chosen. Dathan and Abiram refused to come, staying in their own tents. The ground opened up and Korah, Dathan, Abiram and all their households were swallowed up. The 250 leaders were consumed by fire. The rebels were punished. God told each of the tribes to write their name on their rod and these were placed in the tabernacle. God then showed the people that Aaron was the one He had chosen, by making his rod sprout with buds, blossom and produce almonds.

Suggested Teaching Approach

Recount the story, emphasising:

- God had appointed Moses and Aaron as leaders.
- Moses and Aaron made mistakes and had their failures, but this did not alter the fact that they had God-given authority.
- There was no excuse for those who rebelled against God's appointed leaders.
- All authority belongs to God, but He has appointed men to represent His authority – governments over nations, parents over children, elders over the church. We are to submit and obey, even though these people are not perfect. Sometimes they are very imperfect and some governments are ungodly. We are still required to submit and obey them.

Theme One

“Submit to those who lead”

God had set Moses and Aaron as His authority over the children of Israel. Korah, Dathan, Abiram and On despised and rejected Moses and Aaron's leadership. In spite of Moses and Aaron's imperfections, God nevertheless was with them. In rejecting Moses and Aaron, they were rejecting God's order. We need to be aware of God's order in His church and in our families and be willing to respect and honour God's order and authority in spite of the imperfections we may see in those set over us.

Key Thought

God honours and blesses the person who is prepared to submit to His order in the family and in the church.

Aim

For the children to develop a respect and a responsive attitude towards God's established order in the church, and also in the family and society in general.

Memory Verse

“Obey those who rule over you, and be submissive, for they watch out for your souls.” (Hebrews 13:17).

Theme Two

“The Lord chooses”

The Lord chose Moses and Aaron to lead His people. He chose others to be heads of their tribes. God had a place for each one. He has a plan for each one of us. We do not have to fight or argue with others when we are playing or working together. Like Moses, if we pray to God and talk to our parents, the ones God chose to look after us, He will show us the way of wisdom that He has chosen for us.

Key Thought

God's people are like His sheep and He chooses leaders who will be shepherds to take good care of them.

Aim

For the children to know that the Lord has a special place in His body for all of us.

Memory Verse

“You did not choose Me, but I chose you and appointed you that you should go and bear fruit.” (John 15:16).

Activity A - Word Puzzle and Questions

Materials

- One Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Follow the instructions on the Activity Sheet.

Word Puzzle and Questions

1. The children of Israel rebelled against Moses' and Aaron's authority but Moses was not worried. What did he declare with great authority?

Instructions:
To find out what Moses said, move from one square to another following a connecting line, without lifting your pen. Letters may only be used once, and not all letters are used.

START →

| | | | | |
|---|---|---|---|---|
| S | I | S | I | H |
| X | H | I | O | W |
| Z | R | W | L | W |
| O | H | D | O | L |
| T | L | E | S | H |

The Lord will show who is His. Numbers 16:5

2.

God showed that Moses and I were to lead the children of Israel. Who are the people YOU look to for guidance?



Eg. Dad, Mum, Elders, Sunday School Teacher

Activity B – Story Quiz - Who or What Am I?

Materials

- Bibles.
- Watch.
- Lollies for prizes (optional).

Steps

At Home

- Write the names of objects or people from the story on pieces of paper (1 name/object per piece of paper) and fold the paper up.

In Class

- Hand out the pieces of paper to the children, but they are not to let the other children see their piece of paper. They can have more than one each.
- Give the children five or so minutes to read through the lesson Scriptures to familiarise themselves with how their character or object fits into the story.
- The children then one at a time give clues to the class to describe the object/person written on their piece(s) of paper. They start their description with “Who (or what) am I”, eg. “Who am I? I am a leader among the children of Israel, but I am jealous that Moses is leading us. I am as good as he is! With Dathan, Abiram and On, I am planning to challenge Moses.” Answer: Korah.
- You may like to give a prize to the first person in the class to get the correct answer.
- If you wish, you could set a time limit of 30 seconds or so for the class to guess the answer. If they guess within that time the person giving the clues could receive a prize, and if the class don't guess it within that time the answer could be passed on to another person to give clues.

Aaron's rod

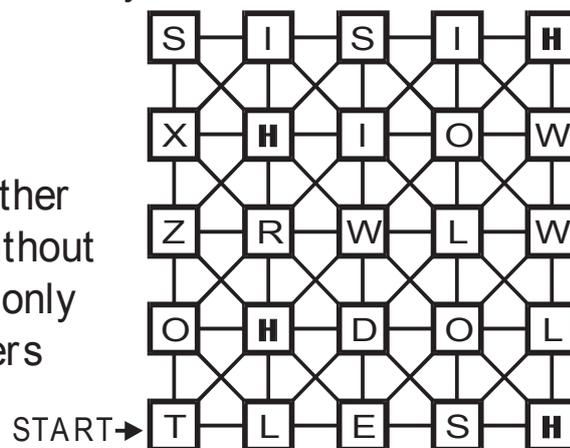
Activity A – Word Puzzle and Questions

Word Puzzle and Questions

1. The children of Israel rebelled against Moses' and Aaron's authority but Moses was not worried. What did he declare with great authority?

Instructions:

To find out what Moses said, move from one square to another following a connecting line, without lifting your pen. Letters may only be used once, and not all letters are used.



----- Numbers 16:5.

- 2.

God showed that Moses and I were to lead the children of Israel. Who are the people YOU look to for guidance?



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Moses hits the rock

Numbers 20:2-13

Storyline

The people of Israel came to Kadesh and stayed there. There was no water, so they began to complain to Moses and Aaron that they would die of thirst. They also complained that they should have stayed in Egypt instead of coming to this wilderness. The Lord told Moses and Aaron to speak to the rock which would then yield water. Instead, Moses took the rod and hit the rock twice. Water flowed, but the Lord told Moses and Aaron they would not take the people into Canaan because of their unbelief and failure to obey God's command.

Suggested Teaching Approach

To show the importance of following instructions, give each child a piece of coloured paper and give directions for folding. Keep directions simple and say only once. The completed article could be an origami object. Compare the outcomes, drawing the conclusion that for the result to be correct, the directions have to be followed exactly. Continue with the story, or
Read Numbers 20:1-8 - the Lord's instructions to Moses and Aaron concerning speaking to the rock. Then act out what Moses actually did. (He called the children of Israel "rebels" and struck the rock twice in anger.) Without prompting have the children compare the Lord's instructions with Moses' actions. Talk about God's punishment of Moses and Aaron for their disobedience.

Theme One

"Believe and obey God's word"

Moses recognised the children of Israel's need for water, so he and Aaron spent time with God seeking God's answer. God spoke to Moses and told him exactly what to do. He was to speak to the rock. However, Moses rose up in anger towards the people and, in disobedience to God, hit the rock twice with his rod. We need to be obedient to what God has instructed. Here we see Moses judging the people, and reacting to the people, rather than simply obeying God's command and allowing God to work His purpose through the circumstances.

Key Thought

God saw the need of His people. He told Moses what to do to meet that need. Moses disobeyed, and we see that God did not give any special treatment to Moses, but in fact disallowed him from entering the promised land.

Aim

To teach the children to hear God's voice and to be obedient to His instruction.

Memory Verse

"Believe in the Lord your God, and you shall be established; believe His prophets, and you shall prosper." (2 Chronicles 2:20).

Theme Two

"God is faithful"

God intended to reveal His holiness, even though the children of Israel continued to rebel. By looking at this story in the light of the faithfulness, love and mercy of God, we see how God displayed His great love to the children of Israel. We see how He is tolerant to His people throughout the ages, and how faithful God is. God had promised to deliver them, and meet all their needs. Even though Moses was disobedient and the children of Israel were rebellious, God met their needs, and God continues to meet the needs of His people. He is continually faithful to those who are called by His name.

Key Thought

We should never lose sight of God's continued faithfulness and His mercy towards us, even when we fail.

Aim

To help the children see that God's mercy and love is able to save them, even though at times they are like the children of Israel (when they grumble and murmur). God continues to be faithful.

Memory Verse

"The Lord is gracious and full of compassion, slow to anger and great in mercy." (Psalm 145:8).

Activity A - Word Search

Materials

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

Steps

- After reading Numbers 20:1-13, the children search the square to find the listed words.



WORD SEARCH
 READ NUMBERS 20:1-13 THEN CIRCLE THE WORDS FROM THE STORY LISTED BELOW. THE WORDS MAY READ FORWARDS, BACKWARDS, UP, DOWN OR DIAGONALLY.

| | |
|------------|------------|
| DRINK | STRUCK |
| ROD | TWICE |
| SPEAK | ABUNDANTLY |
| TABERNACLE | KADESH |
| BELIEVE | MERIBAH |
| WATER | WILDERNESS |
| MOSES | ANIMALS |
| AARON | EGYPT |
| HALLOWED | ROCK |
| GLORY | REBELS |
| CHILD | YIELD |

The word search grid contains the following words circled: WATER, ABUNDANTLY, ANIMALS, DEW, AARON, MERIBAH, GLORY, SPEAK, and STRUCK.

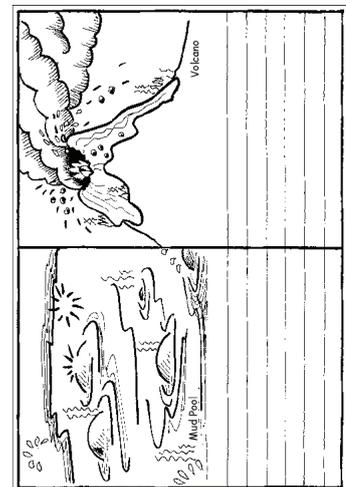
Activity B - Responding to God

Materials

- A small moulded volcano of clay, plasticine or playdough, approx 5-7 cm high, on a plate. The hollow in the top should be approx. 1 cm deep.
- Vinegar.
- Bi-carbonate (baking) soda.
- A syringe or dropper (syringe is best, or a small squirt bottle could also be used).
- Red or yellow food colouring or paint dye.
- 1 Activity Sheet per child.
- Pens/pencils/rubbers.

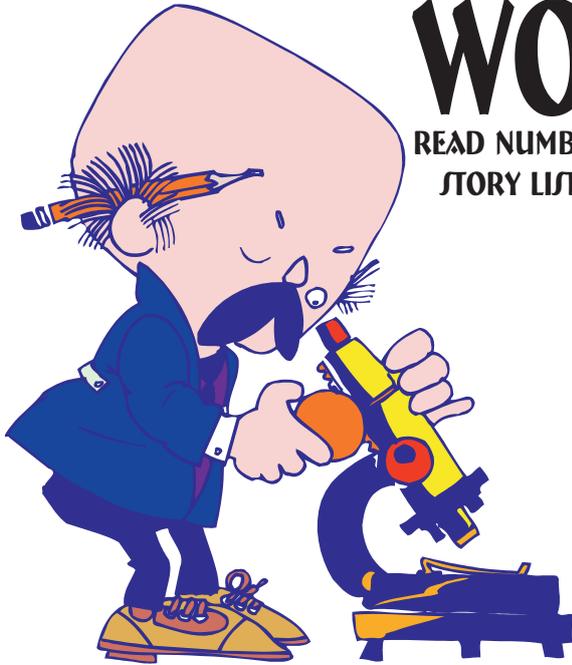
Steps

- Place 1 teaspoon of bi-carb into the hollowed top of the volcano and add a little food colouring
- Draw up vinegar into the syringe and squirt a small amount of the vinegar into the bi-carb in the volcano. The mixture will froth and bubble and, with sufficient vinegar added, will run over the hollow and down the sides of the volcano.
- As a discussion, introduce the concept of quick reactions (like a volcano). Some people react to instruction, discipline and frustration like a volcano. They have a quick temper and react quickly and dramatically. Moses was like this when he **struck** the rock in anger, rather than speaking to it as instructed. Other people react by grumbling and being continually negative. They are always finding fault with teachers, parents and leaders. They are the 'knockers.' They are like seething pools of hot bubbling mud. The children of Israel reacted like this.
- Ask the children to think about three different situations when they have been cross about what they have been told to do. Ask them to decide if they reacted like a grumbling mud pool or a violent volcano. They should then briefly write their situations in the appropriate half of the Activity Sheet.
- Encourage the children to share what is on their sheet. Discuss how God wants us to respond. Pray with the children, asking God's help to respond correctly to Him.



Moses hits the rock

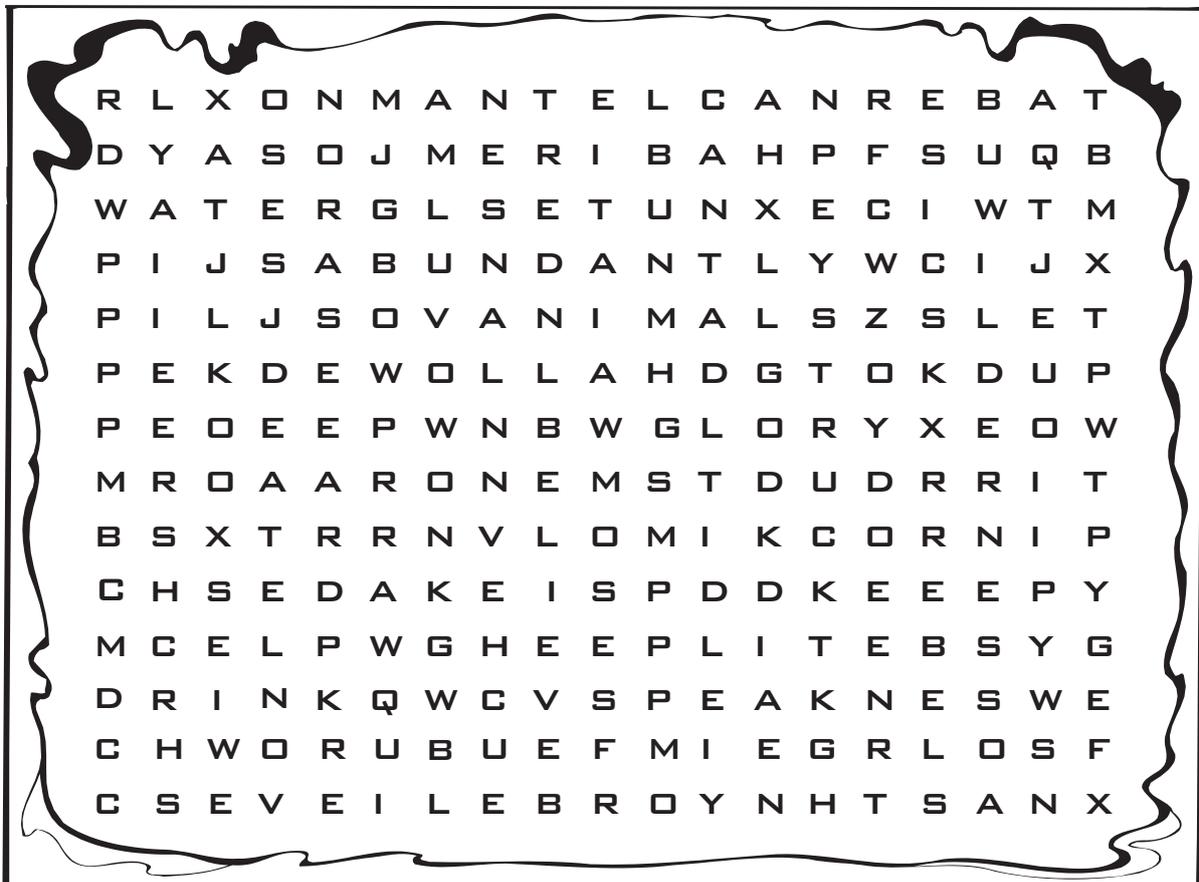
Activity A – Word Search



WORD SEARCH

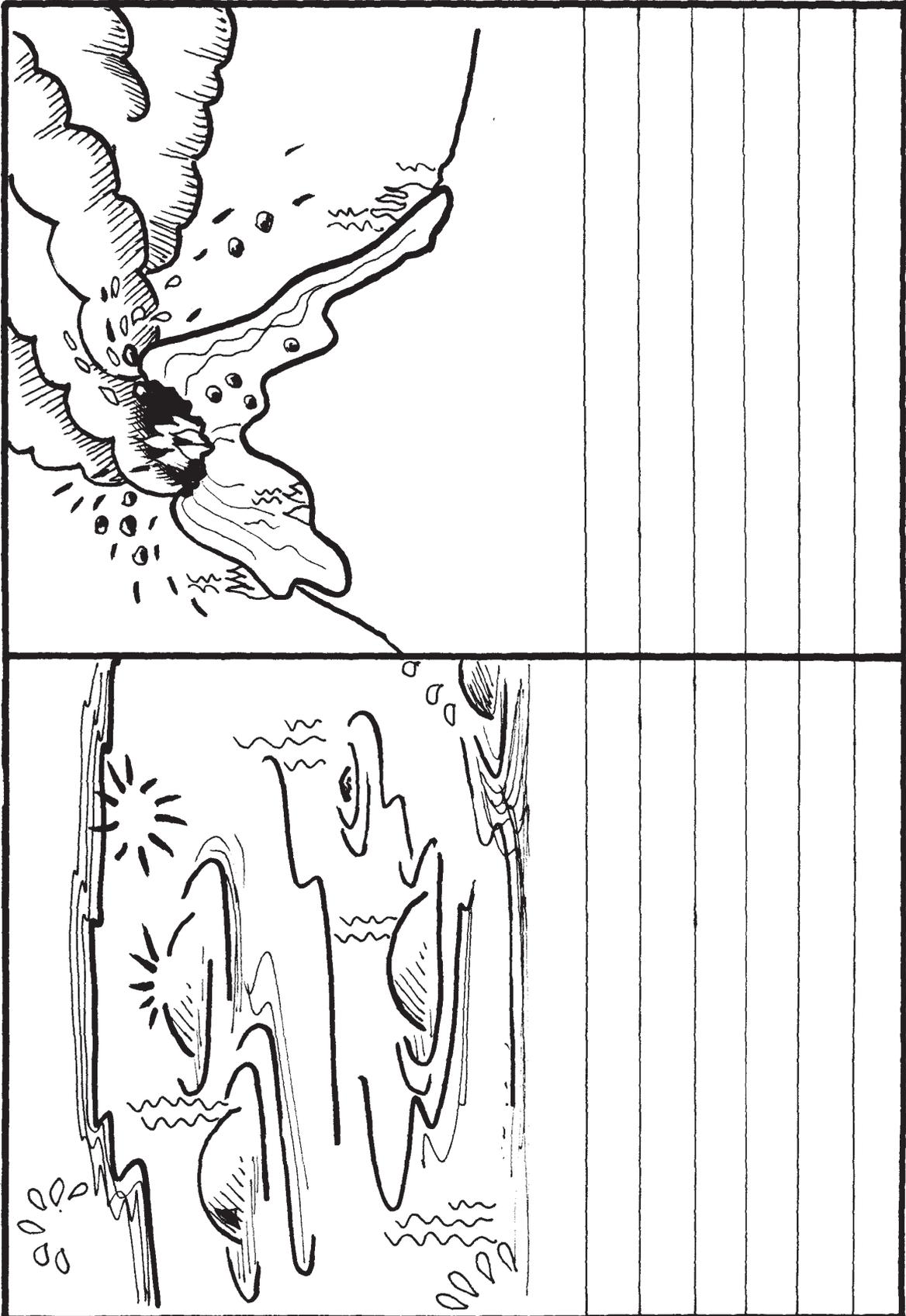
READ NUMBERS 20: 1-13 THEN CIRCLE THE WORDS FROM THE STORY LISTED BELOW. THE WORDS MAY READ FORWARDS, BACKWARDS, UP, DOWN OR DIAGONALLY.

| | |
|------------|------------|
| DRINK | STRUCK |
| ROD | TWICE |
| SPEAK | ABUNDANTLY |
| TABERNACLE | KADESH |
| BELIEVE | MERIBAH |
| WATER | WILDERNESS |
| MOSES | ANIMALS |
| AARON | EGYPT |
| HALLOWED | ROCK |
| GLORY | REBELS |
| CHILD | YIELD |



Moses hits the rock

Activity B – Responding to God



The bronze serpent

Numbers 21:4-9;
John 3:14-15

Storyline

As the people of Israel continued their journey through the wilderness, they once again began complaining against God and Moses, for not providing what they wanted. They particularly complained about the manna that God miraculously provided every day. So God sent fiery serpents of judgement among them, and many of the people died. When the people acknowledged their sin, Moses sought the Lord on their behalf. He was instructed to make a serpent of bronze and raise it up on a pole. From then on, whenever a person was bitten, if he looked at the bronze serpent, he lived. Just as Moses lifted up the serpent, so Jesus was lifted up on a cross and crucified so that we might live.

Suggested Teaching Approach

The telling of this story may raise many questions in the children's minds. Try to draw out their thoughts eg. "Is God's discipline too hard?" "Why didn't He just take the snakes away?" etc. This is a good opportunity to talk about 'unanswered prayer,' and patient thankfulness in God's present provision for us.

Theme One

"Look upon Jesus"

The children of Israel deserved to be punished for the way they grumbled constantly. But God was merciful and He provided a remedy for those who were bitten by the snakes. Those who looked at the bronze serpent on the pole were healed. We deserve to be punished for our sin, but Jesus died on the cross for our sin. If we look to Him and believe in Him we shall receive true life.

Key Thought

God judges sin, but has provided a way of forgiveness through His Son Jesus. As we turn and look to Jesus we will receive His life.

Aim

For the children to know that God has made a way for us to be forgiven when we are sorry for our sin and turn to Him.

Memory Verse

"And as Moses lifted up the serpent in the wilderness, even so must the Son of Man be lifted up, that whoever believes in Him should not perish but have eternal life." (John 3:14-15).

Theme Two

"Confess our sins"

The people soon realised they had sinned when the judgement of God came upon them in the form of deadly snakes. They admitted their sin and asked for deliverance. God's answer was to have them lift up their eyes to look at a symbol of their sin - a snake on a pole. The penalty of our sin is death. In confessing our sin and looking to Jesus who became sin for us (He was nailed to a cross), we escape the judgement of God that would otherwise come.

Key Thought

Open confession brings God's mercy to us instead of His judgement. Our sin is forgiven by God who is faithful and just in His dealings with us.

Aim

For the children to understand clearly the importance of recognising, admitting and confessing their sin in order to experience God's forgiveness.

Memory Verse

"Confess your trespasses to one another, and pray for one another, that you may be healed." (James 5:16).

Activity A - Dicing with Snakes

Materials

- 1 dice.
- 1 Activity Sheet scoreboard.
- Pen/pencil.

Steps

At Home

- Using liquid paper, connect the dots on the '5' side of the dice. This forms a cross symbolising the brazen serpent on a pole – God's salvation.

Rules

- Each player has a maximum of 3 rolls of the dice to achieve the highest points, on his/her turn.
- The more often they roll, the greater the chance of rolling a 2 (or 'snakebite').
- If a player rolls a 3 then a 4, and decides to stop he gets 7 points on the scoreboard.
- If he continues and throws a 'snakebite' he 'dies' and loses all points from that turn, **unless** he can roll a 5 ('bronze serpent') then he 'lives' and the points are added to his score.
- Once points are on the scoreboard they can't be lost.
- Highest score wins.



Activity B - Bible Search Competition

Materials

- Bible.
- Prizes or rewards (optional).
- Pens/pencils and notepaper.

Steps

- Divide the children into two groups.
- Explain about the competition and that points will be given for correct and relevant answers.

Round One

- Ask the children to think of examples of when God saved His people (or individuals) from destruction.
Prompt: "What example have we been talking about today?"
Answer: "Bronze serpent."
- Go on encouraging the groups to think of other examples by giving them clues, eg. a situation involving a lot of water (Jonah, Noah's Ark – Genesis 6, or the Red Sea – Exodus 14); a situation where a lamb had to be killed and the blood then put on doorways (Passover - Exodus 12). Other examples: Daniel in the lion's den – Daniel 6; Shadrach Meshach and Abednego – Daniel 3; Crucifixion; Paul and Silas in prison – Acts 16; Paul shipwrecked, saved from the serpent – Acts 27,28.

Round Two

- In this part of the competition the children need to use their Bibles to find where the above stories (examples) are found.
- Ask some pertinent questions to prompt them:
Who was involved? (Disciple, prophet, apostle, etc.)
Where in the Bible? (Old Testament or New Testament; beginning or end; check your Bible contents list).
When? (Before or after Christ, or in relation to other well known Biblical figures eg. Abraham, Moses, Daniel.)

The bronze serpent

Activity A – Dicing with Snakes



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Balaam and his donkey

Numbers 22 - 24

Storyline

Balak, the King of Moab, became very afraid when the children of Israel camped near his land. He was sure that they would overrun his land. He sent for Balaam, a prophet, promising him riches and great honour if he would come and curse the people of God. God spoke to Balaam, telling him not to go and not to curse the people of Israel, for they were blessed. But Balak sent for Balaam a second time, and Balaam went, incurring God's wrath. The Angel of the Lord stood in Balaam's way, ready to kill him if he proceeded. Balaam did not see the Angel, but his donkey did and lay down, thus saving Balaam from the Angel's sword. Balaam's eyes were opened to see the Angel, who allowed him to proceed to Moab, where, in league with Balak, he twice used sorcery to try to bring a curse upon God's people but three times the Lord overrode him, and Balaam was obliged to pronounce a blessing on God's people, and declare their coming victory. In his third and fourth prophecies, he did not use sorcery, but prophesied correctly.

Suggested Teaching Approach

Tell the story of Balak and Balaam, and have the children tell you the characteristics of the key individuals - God, Balak, Balaam and the donkey. List these characteristics on a whiteboard, or paper. Strongly emphasise God's desire for us all to have honest hearts to be part of His purposes.

Theme One

"Obey God's word"

God spoke to Balaam directly, but Balaam did not want to obey God. Then God spoke to him through his donkey. God doesn't usually speak to us through animals, but He speaks in many other ways. He speaks through our parents, our teachers, the elders, and sometimes through our brothers and sisters. God also speaks to us through the circumstances of life. We need to listen to those whom God has sent to speak to us, and obey His word to us.

Key Thought

God spoke through a donkey to get Balaam's attention. He speaks to us in many different ways and He wants to get our attention too.

Aim

To show the children that if our heart is not willing to go God's way we cannot do His will or hear His voice.

Memory Verse

"Listen to Me, you who follow after righteousness, you who seek the Lord." (Psalm 51:1).

Theme Two

"God's purpose is unchangeable"

When God brought His people out of Egypt, His purpose was to bring them into the promised land. God would not allow the enemies of His people to thwart His purposes. God's purpose today is to change His people to be like Himself and to join them perfectly together. There are many things which oppose the fulfilment of God's plan today also, but His purpose will not change and, by His power, He will bring it to pass.

Key Thought

Satan and man have their own plan, but God's purpose will prevail and God sometimes uses Satan and man to fulfil His own plan and purpose.

Aim

For the children to begin to understand God's purpose for His people and acknowledge His capacity to bring it to pass.

Memory Verse

"Indeed I have spoken it; I will also bring it to pass. I have purposed it; I will also do it." (Isaiah 46:11).

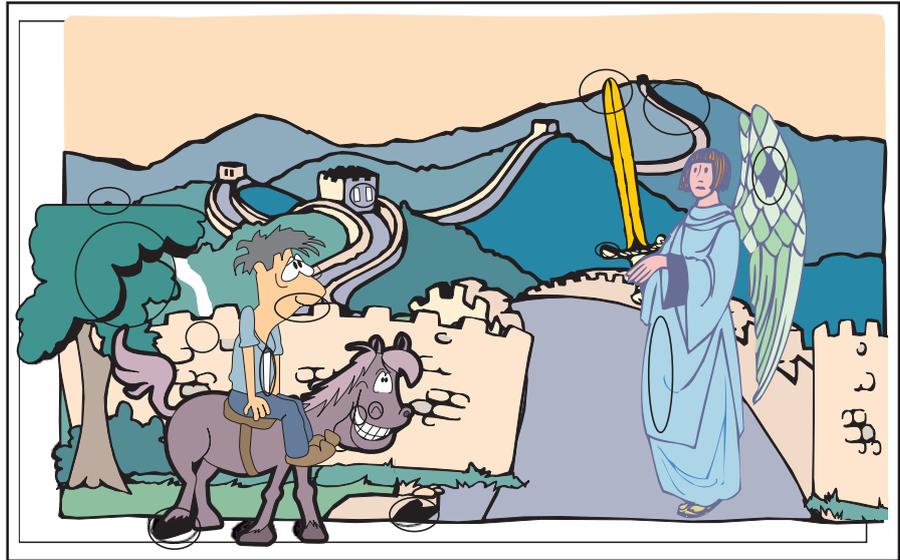
Activity A - Spot the Differences

Materials

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

Steps

- The children try and find the 15 differences between the two pictures.



Activity B – Discover the Word/Phrase/Verse (like “Wheel of Fortune”)

Materials

- 1 (or 2 if you have a large class) Activity Sheet(s) photocopied onto cardboard (enlarged if you wish).
- Blackboard or whiteboard.
- Pen and paper for each child to score.

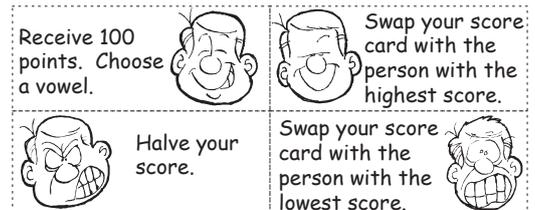
Steps

At Home

- Cut the Activity Sheet(s) into cards.

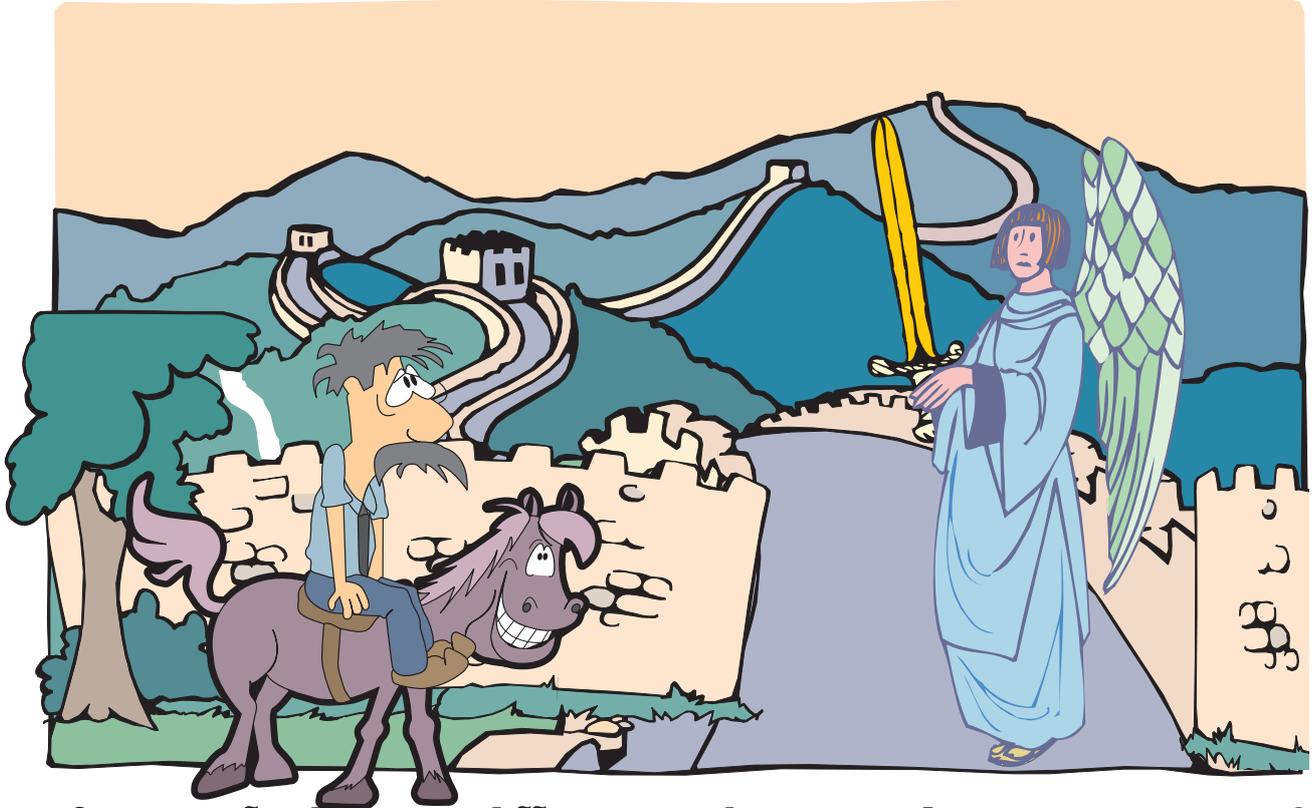
In Class

- Choose a short sentence, phrase, verse or word from the story (suggestions below) and write on a blackboard or whiteboard, a dash for each letter in the verse, showing the spaces between the words. If you don't have access to a blackboard or whiteboard you could write these up on large sheets of paper or cardboard before class.
- Starting at the first child, he/she chooses a consonant. If that consonant is not in the verse, the turn moves to the next child and he/she chooses a consonant, etc. If the consonant is in the verse, the teacher writes that letter in each place in the verse where it appears, and the child receives a card from the stack, and writes on their piece of paper the amount of points, and/or follows any other instructions on the card. If the card says to “choose another letter” the child has another turn, and if they again guess a letter that is in the verse, they also choose another card. As they go along, they keep a tally of their score on their own piece of paper. The instruction card goes back into the pack of cards.
- If a child thinks they know what the whole sentence/verse is, they must wait until their turn, and instead of choosing a letter they say the whole thing. If they are wrong they are out of the game for that verse, and if they are right they get an extra 1000 bonus points, and start choosing first for the next verse.
- The game is over when time runs out, and the winner is the person with the most points.
- Suggested verses/phrases/words to use:
 - “Your way is perverse before Me.” (Numbers 22:32)
 - “God is not a man, that He should lie.” (Numbers 23:19)
 - “He has blessed, and I cannot reverse it.” (Numbers 23:20)
 - “I could not go beyond the word of the Lord my God, to do less or more.” (Numbers 22:18)
 - “The Lord his God is with him.” (Numbers 23:21)
 - “Oh, what God has done!” (Numbers 23:23)
 - Angel of the Lord
 - Balak/Balaam/Donkey/Sword, etc.

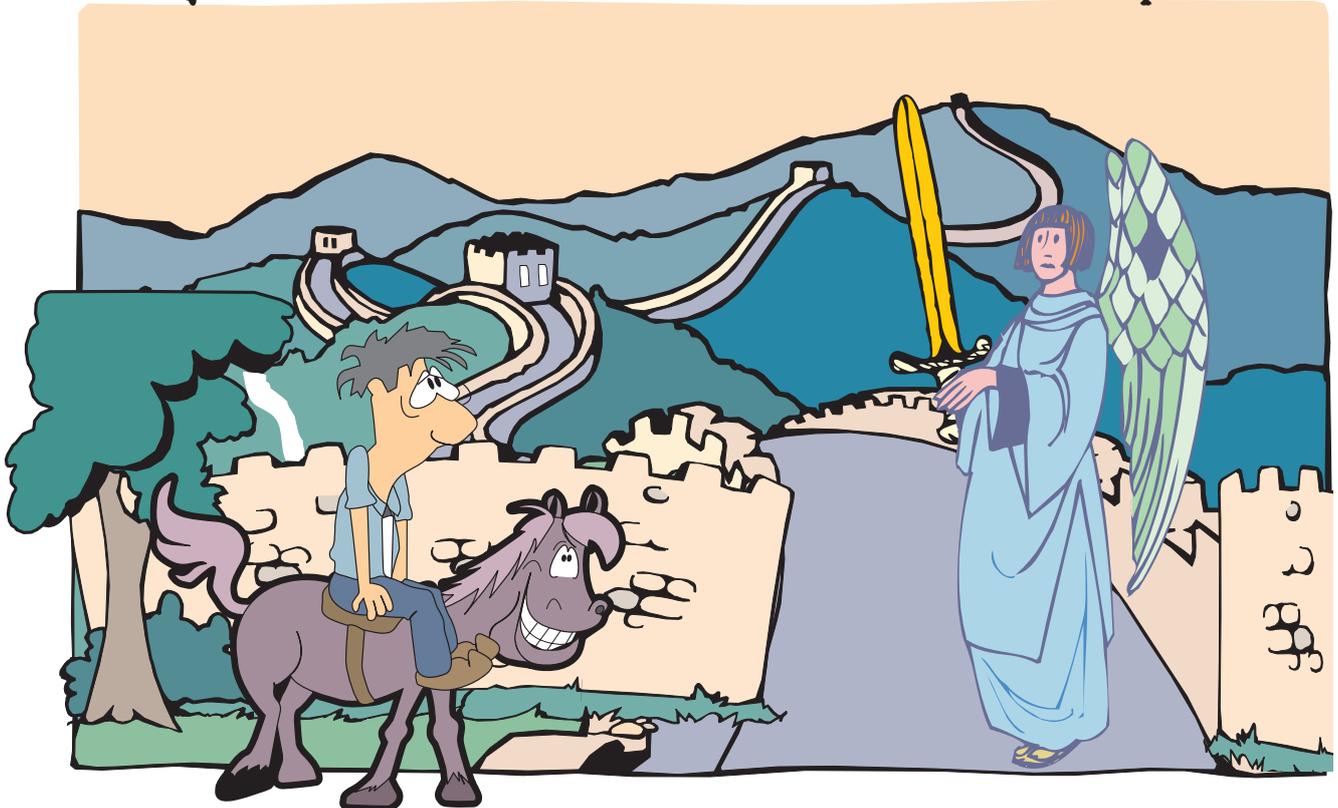


Balaam and his donkey

Activity A – Spot the Difference



Can you find the 15 differences between these two pictures?



Balaam and his donkey

Activity B - Discover the Word/Phrase/Verse

| | | |
|---|---|---|
|  <p>Receive 800 points. Choose another letter.</p> | <p>Receive 700 points. Choose another letter.</p>  | <p>Receive 100 points. Choose another letter.</p>  |
| <p>Lose all your points.</p>  |  <p>Double your score. Choose a vowel.</p> |  <p>Choose a vowel.</p> |
|  <p>Receive 500 points. Choose a vowel.</p> | <p>Receive 300 points. Choose another letter.</p>  | <p>Receive 200 points. Choose another letter.</p>  |
| <p>Receive 200 points.</p>  |  <p>Receive 400 points. Choose a vowel.</p> |  <p>Swap your score card with the person on your right.</p> |
|  <p>Lose all your points but have another turn.</p> | <p>Swap your score card with the person on your left.</p>  |  <p>Receive 300 points.</p> |
| <p>Receive 600 points. Choose another letter.</p>  | <p>Receive 200 points. Choose a vowel.</p>  | <p>Receive 400 points.</p>  |
|  <p>Give 100 of your points to the player on your right.</p> | <p>Lose 300 points. Choose another letter.</p>  |  <p>Receive 500 points.</p> |
| <p>Lose 300 points. Choose another letter.</p>  |  <p>Miss a turn.</p> | <p>Receive 600 points.</p>  |
| <p>Receive 100 points. Choose a vowel.</p>  |  <p>Swap your score card with the person with the highest score.</p> |  <p>Receive 700 points.</p> |
|  <p>Halve your score.</p> | <p>Swap your score card with the person with the lowest score.</p>  | <p>Receive 800 points.</p>  |

Joshua and Rahab

Joshua 1 & 2

Storyline

After the death of Moses, Joshua was appointed by God as leader of the people. God told him to prepare to cross the Jordan, so he sent two spies to check out the land. While in Jericho, they hid in the house of a woman called Rahab. When the King of Jericho heard that the spies were hiding in Rahab's house, he sent to her to bring them out. She hid them, then lied and said that she did not know where the spies had come from and that they had already left. Because she feared the Lord and helped the spies, they agreed to protect her and her family when Israel attacked. She was required to hang a scarlet cord out the window. The spies then reported back to Joshua.

Suggested Teaching Approach

Discuss with the students the types of people who would seem to be most in need of salvation (murderers, robbers, liars etc). It seems that Rahab was probably a temple prostitute. She certainly needed salvation. No doubt she had lived an evil life like the rest of the inhabitants of Jericho, but she had come to faith in the true God. Then discuss the fact that the Bible says there is none righteous and all need to repent and have faith in God - even the 'best' people.

Briefly recall instances (other than the deliverance of the spies in today's lesson) of God's deliverance for His people eg. Noah's ark, Moses in the bulrushes, Jonah after he repented. The key ingredients in these situations were trust in God and obedience to Him.

Theme One

"Saved through faith"

The city of Jericho and all the people living in it were to be destroyed because of their wickedness. Rahab, however, had come to trust in God. She showed that she had faith in God by receiving the Israelite spies. She obeyed their instruction and put the scarlet cord in her window. As a result, she and her whole family were saved. The scarlet cord is a picture of the blood that Jesus shed for us. When we trust Him we, too, can be saved.

Key Thought

Obedience to God's word and His instruction will lead us to salvation.

Aim

For the children to understand that through faith and obedience they can be saved.

Memory Verse

"For by grace you have been saved through faith, and that not of yourselves; it is the gift of God." (Ephesians 2:8).

Theme Two

"Choosing to be different"

Everyone in Jericho was afraid of God's people but they didn't want to live God's way. Rahab, knowing the greatness of God and His people, went against her own leaders to help God's spies. She knew that to secure her own salvation and that of her family, she had to obey every instruction given by God.

Key Thought

It is always important to be loyal to God, even though we may be unpopular or different from others around us because of our loyalty to Him.

Aim

To help the children to learn that to be loyal to God is an everyday way of life for a Christian.

Memory Verse

"The world does not know us, because it did not know Him." (1 John 3:1).

Activity A - Hidden Words

Materials

- 1 Activity Sheet per child.
- Pens/Pencils.
- Bibles.
- Scrabble (optional).

Steps

- The children unscramble the letters to discover the Scripture. If you have Scrabble letters the children can find the letters of the word they are trying to unscramble and re-arrange the Scrabble letters until they make the correct word.
- They then write out Ephesians 6:1-3 in the space provided.

Answer

- "Be strong and of good courage; do not be afraid, nor be dismayed, for the Lord your God is with you wherever you go.
- Ephesians 6:1-3 "Children, obey your parents in the Lord, for this is right. 'Honour your father and mother,' which is the first commandment with promise: 'that it may be well with you and you may live long on the earth.'"



Rahab hid the two spies up on her roof under stalks of flax. Hidden below is a command, followed by a wonderful promise given to Joshua by the Lord.

Find the command by rearranging the letters below. If you have "Scrabble" letters, use these to help you find the words.

"EB GNORTS DNA FO DOOG

EGARUOC; OD ONT EB AIDFAR,

RON EB DESYAMID, ORF HET

RODL ROUY DOG SI WHIT

OYU REVREWEH UYO OG."

In Ephesians 6:1-3, children have a command followed by a promise just for them. Write this Scripture out in the space provided:

Activity B - Questions and Discussion

Materials

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

Steps

- Work with the children to discuss the questions on the Activity Sheet as they answer them.

Read, answer and discuss the questions

1. What kinds of people need God's salvation?
eg. robbers murderers liars, cheats everyone!
2. Who does God want to be saved?
Your response: everyone
Now look up Romans 10:13 and write your answer:
"Whoever calls upon the name of the Lord shall be saved."
3. Are there areas of **your life** God wants to touch and change?
Answer: _____
List some of these areas: eg. friendships, studies, family relationships, etc
4. Does God care about the **simple everyday situations** in your life?
Answer: _____
List some ways you have seen God working in these situations?
eg. at school, in your family, at sport, or at church, etc.

Joshua and Rahab

Activity A – Hidden Words



Rahab hid the two spies up on her roof under stalks of flax. Hidden below is a command, followed by a wonderful promise given to Joshua by the Lord.

Find the command by rearranging the letters below. If you have "Scrabble" letters, use these to help you find the words.

"EB GNORTS DNA FO DOOG

EGARUOC; OD ONT EB AIDFAR,

RON EB DESYAMID, ORF HET

RODL ROUY DOG SI WHIT

OYU REVREWEH UYO OG."

In Ephesians 6:1-3, children have a command followed by a promise just for them. Write this Scripture out in the space provided:

Joshua and Rahab

Activity B – Questions and Discussion

*Read, answer
and discuss
the questions*

1. What kinds of people need God's salvation?

2. Who does God want to be saved?

Your response: _____

Now look up Romans 10:13 and write your answer: _____

3. Are there areas of **your life** God wants to touch and change?

Answer: _____

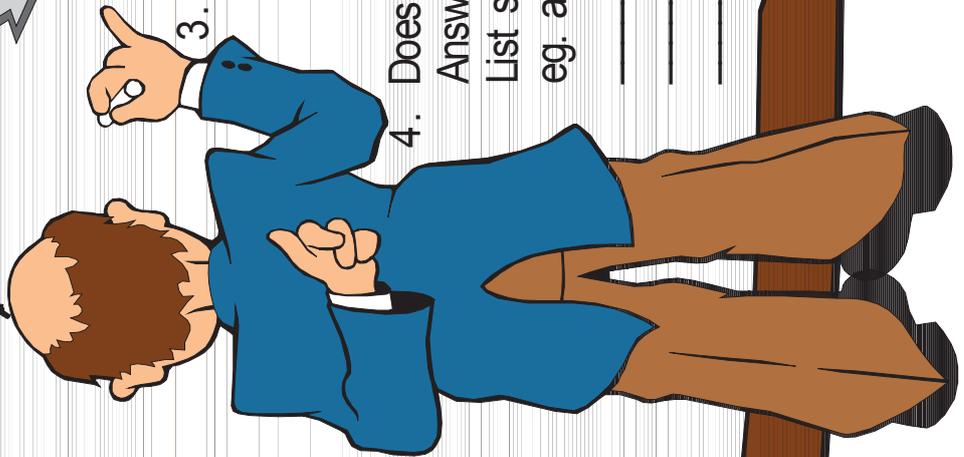
List some of these areas: _____

4. Does God care about the **simple everyday situations** in your life?

Answer: _____

List some ways you have seen God working in these situations?

eg. at school, in your family, at sport, or at church, etc.



Crossing the Jordan, Jericho

Joshua 3 – 6; I Kings 16:34

Storyline

The Lord commanded His people to cross the Jordan River and take the land of Canaan which He had promised to His people under Joshua's leadership. He made a way available to them, by parting the waters of the river. He then led them to the city of Jericho and commanded them to march around the walls of the city for six days, and on the seventh day to march around the city again seven times. After marching around the city, the people all shouted in unison and the priests blew their trumpets, as commanded by the Lord, and the walls of Jericho fell down and were destroyed. Joshua put a curse on Jericho, saying that the man who rebuilt Jericho, would be cursed. His eldest son would die when he laid the foundations and his youngest son would die when he set up the gates. This was fulfilled when Hiel rebuilt Jericho and lost his firstborn son, Abiram, and his youngest son, Segub, as recorded in I Kings 16:34.

Suggested Teaching Approach

Both the crossing of the Jordan and the capture of Jericho are very exciting stories. After 40 years of wandering in the wilderness, the children of Israel are now about to enter the promised land under Joshua's leadership (Moses had died). Tell the children the story of the crossing of the Jordan River and then the taking of Jericho as enthusiastically as possible. Encourage the children to be excited about the thought of trusting in God, who is all-powerful and unchanging. Remind students that 40 years earlier, Moses had led the previous generation of the children of Israel across the Red Sea in similar miraculous circumstances.

Theme One

“Trust and obey God”

If we follow the Lord's commands, He will fulfil His promises made to each of us. Just as the Israelites obeyed the directions God gave and were blessed in the receiving of His promises, so we can know the blessings of God by trusting Him for the direction He would have us take in our lives. He will provide all our needs when we, in faith, obey His direction.

Key Thought

Faith and obedience are both necessary if we want to receive God's promises. In fact, you cannot separate faith and obedience.

Aim

To show the children that if we have faith in God to lead us as our Father, and obey His commands, He will guide our life.

Memory Verse

“Trust in the Lord with all your heart, and lean not on your own understanding; in all your ways acknowledge Him, and He shall direct your paths.” (Proverbs 3:5-6).

Theme Two

“God keeps His word”

The Israelites had been wandering around the desert for 40 years waiting to enter the promised land. God kept His promise of years ago and the Israelites entered the land. We, too, can rely on God to keep His promises to us, and they will be fulfilled in His perfect time. Sometimes we have to be patient and live our lives in the assurance and knowledge of these promises. We also should note that God, having spoken through Joshua, said that the walls of Jericho were never to be rebuilt. Six hundred years later, we see a disobedient man building the walls, and as it had been prophesied, his firstborn and youngest sons died.

Key Thought

Even though we may be required to be patient, the Lord is faithful and will keep His promises.

Aim

For the children to understand that God is reliable, trustworthy and will not forget anything He has promised.

Memory Verse

“Do not become sluggish, but imitate those who through faith and patience inherit the promises.” (Hebrews 6:12).

Crossing the Jordan, Jericho

Activity B – Newspaper Article

Pretend you are reporting for a leading newspaper, “The Canaan Chronicle”. Write the story in your own words and think up a headline for the article, eg,

“No Dams On River”

“Walls Fall Fast!”

The Canaan Chronicle

Headline

Story

Photo

Photo Caption

The form is a newspaper article template with a decorative border. It features a large title 'The Canaan Chronicle' in a stylized font. Below the title is a box for the 'Headline', followed by a large area for the 'Story' with horizontal lines. A 'Photo' box is located in the lower middle section, with a 'Photo Caption' box below it. The entire form is framed by a thick, hand-drawn black border.

The sin of Achan

Joshua 7

Storyline

The children of Israel sinned against God and aroused His anger. After a mighty victory over the large city of Jericho, the defeat of the small city of Ai should have been easy. Only 3000 men were selected for the battle. However, the men of Ai defeated Israel. The greed of one man, Achan caused 36 Israelites to be killed. Achan's sin had been to covet and steal some of the spoil of Jericho and hide it in his tent. The Lord had specifically commanded them to destroy all the spoil of Jericho. After the Israelites had destroyed Achan and his family and the hidden spoil, they were helped by God to defeat their enemies. God was again feared among the nations.

Suggested Teaching Approach

After reading the story, discuss the deceitfulness of Achan and why he took the spoil and hid it. Discuss together the effect that sin had on the whole of Israel.

List some sins that children might try to hide eg. stealing from parents, cheating at school, lying. Discuss how the 'hidden' sin might affect Christian and non-Christian friends, parents etc (eg. betrayal of trust, broken relationships). Ask if anything can be hidden from God. What is the result of opening your life to God, and confessing your sin before Jesus? (see 1 John 1:7-9).

Theme One

"Temptation can lead to sin"

Achan was obviously a greedy man. When he was helping to destroy Jericho, he saw a good garment and some silver and gold. He knew that God had said they were not to touch anything or take it for themselves. But he allowed his greed to become a temptation and then temptation became sin. We must be very careful not to give way to temptations because they can easily end up by making us sin.

Key Thought

Temptation is not a sin, even Jesus Himself was tempted by Satan but did not sin. When temptation comes, reject it quickly.

Aim

To encourage the children to deal with temptation before it leads them to sin.

Memory Verse

"Blessed is the man who endures temptation; for when he has been approved, he will receive the crown of life." (James 1:12).

Theme Two

"Our sin affects others"

Achan sinned privately and thought that he could hide the loot away and no one would know. But God knew. The resulting judgement of God touched not only him but also his family and, of course, the thirty-six men of Israel. Although we may hide our sin from other people, God knows all about it and will judge it. But we need to remember that our sin, even though it is unknown to other people, affects others. God judges our sins as He sees fit and sometimes His judgements may seem very severe. However, although Achan confessed, there is no record of his repenting and asking for mercy.

Key Thought

Let us beware of the secret sins of the heart and remember that our sin affects other people as well as ourselves.

Aim

For the children to realise that when they sin, others are hurt too, and to encourage the children to quickly confess their sin and repent of it.

Memory Verse

"We, being many, are one body in Christ, and individually members of one another." (Romans 12:5).

Activity A - A Shadow Play/Walking on Stones and Discussion

Materials

- Blankets or thick cloth to cover any windows in the classroom.
- Torch.
- Sheet.
- Props for shadow play.
- Plastic packet and small stones.

Steps

- Cover any windows in your classroom so it can be darkened.
- Set up the sheet so it is suspended across a section of the room.
- Set up the torch so it shines behind the sheet, and then turn out any other lights in the room.
- Have some of the children act out a simple drama, of someone trying to hide something, acting it out once with the torch off, then with the torch on.
- Those not involved try to guess what is going on, then they have a turn at acting out a drama.
- Discuss with the children that God is light and sees everything we do. Can they hide anything from God? If they try to hide their sin, how will this affect their Christian friends and their non-Christian friends? What is the result of opening their lives to God, and confessing their sins before Jesus?
- Now have the children each take off one shoe, place a small parcel of stones inside their shoe and put it back on.
- Ask them to walk firmly across the floor.
- Discuss with them how it feels? Can they hide something that hurts, or is it very uncomfortable? Is it easy for others to see that they are hiding something? Does God see the intentions of their hearts even when they tried to hide them from Him? What do they hide from their friends/parents/teachers?

Activity B – Find Achan’s Treasure (like “Battleships & Cruisers”)

Materials

- 1 of each Activity Sheet per child, and extras for some to have a second or third go if they finish quickly.
- One red and one blue pen per child.

Steps

- The children need to work in pairs for this game (if you have an odd number of children the teacher can work with one child), and they will need to work with a large book dividing their section of the desk so each child cannot see the other child’s piece of paper, or maybe the paper could be placed inside a folder that could have one side standing up.
- Each child writes the names of the 12 tribes in blue pen randomly within their first grid, only one tribe in any one grid square (see example pictured). They then write the names of the treasures in the second grid.
- The idea is for the children to find where their partner has put the tribe of Judah in their grid, and then the treasures in Achan’s tent, by asking if there is anything in a particular grid reference (E9, B6, etc). They take it in turns to ask of each other, and they need to mark on their own grid in red which squares they have asked of their partner and what was in those squares. If they ask a reference of their partner and there is nothing in that square, then the turns goes back to their partner. If they get a square that has one of the tribes in it they get to ask for another square, until they get another blank square, or the square that has the tribe of Judah written in it.
- Once a child has struck the tribe of Judah on his partner’s grid, he then enquires in the same way of the second grid to find the treasures. If he strikes a square with a treasure he has another turn, otherwise the turn reverts back to his partner.
- The winner is the first one to have discovered which grid squares all the treasures of Achan’s tent are hidden in.
- If the children finish quickly they can swap partners and have another turn, or just have another go between themselves.

FIND THE TRIBE OF JUDAH

| | A | B | C | D | E | F | G | H | I |
|---|----------|-------|-------|------|--------|--------|----------|----------|-----|
| 1 | | | | | God | | | | |
| 2 | | Judah | | | | | | Naphtali | |
| 3 | | | | | | | | | |
| 4 | | Simon | | | | Rauben | | | |
| 5 | | | | | | | | | |
| 6 | Issachar | | | | | | | Zebulun | |
| 7 | | | | Levi | | | | | |
| 8 | | | Asher | | | | Benjamin | | |
| 9 | | | | | Joseph | | | | Dan |

FIND THE TREASURES HIDDEN IN ACHAN’S TENT

| | A | B | C | D | E | F | G | H | I |
|---|---|---------|------|---|--------|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | Emerald | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | Silver | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | Gold | | | | | | |

The sin of Achan

Activity B – Find Achan’s Treasure

FIND THE TRIBE OF JUDAH

| | A | B | C | D | E | F | G | H | I | |
|---|---|---|---|---|---|---|---|---|---|----------|
| 1 | | | | | | | | | | Judah |
| 2 | | | | | | | | | | Simeon |
| 3 | | | | | | | | | | Reuben |
| 4 | | | | | | | | | | Levi |
| 5 | | | | | | | | | | Benjamin |
| 6 | | | | | | | | | | Naphtali |
| 7 | | | | | | | | | | Asher |
| 8 | | | | | | | | | | Dan |
| 9 | | | | | | | | | | Zebulun |

FIND THE TREASURES HIDDEN IN ACHAN’S TENT

| | A | B | C | D | E | F | G | H | I | |
|---|---|---|---|---|---|---|---|---|---|---------|
| 1 | | | | | | | | | | Garment |
| 2 | | | | | | | | | | Silver |
| 3 | | | | | | | | | | Gold |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |

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The sun stands still

Joshua 10:1-15

Storyline

After the defeat of Ai, the Amorites feared the Israelites greatly. The five Amorite kings fought against Gibeon because Gibeon had made peace with Israel. Gibeon sent to Joshua for help and Joshua went up from Gilgal with the Lord promising that not one of the Amorites would be left alive. God again demonstrated His power, not only by helping the Israelites in the fight, but by also casting down large hailstones on the Amorites as they fled, killing more this way than died by the sword. Joshua spoke to the Lord and commanded the sun to stand still until they had revenge on their enemies. The sun did not go down for about a whole day for the Lord fought for Israel. Joshua and the Israelites then returned to the camp at Gilgal.

Suggested Teaching Approach

Read the Scripture story, then ask the children thought-provoking questions such as: "What prayers does God answer?" "Why would God answer my prayers?" "What is it that Jesus wants me to do?" "How will He help me to do His will?" Encourage the children to discuss these questions sharing thoughts and feelings. Help them to draw examples from their own lives. Remind the children that the Christian walk is dynamic, not static, and that by prayer, reading the word and having fellowship with other believers, they can be a part of what God is doing.

Theme One

"God answers prayer"

When we are doing what God has asked us to do, He will give us what we ask of Him. All we have to do is to ask Him. When Joshua was unable to complete the task God had given him to do, he asked God to help him. Even though the request was 'out of the ordinary,' God was faithful in answering Joshua's request because Joshua was faithful in doing the work God had asked him to do.

Key Thought

When we are doing what God has asked us to do, the Lord hears our voice when we ask in prayer according to His purposes.

Aim

To help the children to understand that God answers prayer when we are doing His will.

Memory Verse

"The effective, fervent prayer of a righteous man avails much."
(James 5:16).

Theme Two

"Nothing is impossible with God"

Joshua knew that God was with the Israelites and would help them win the battle. He had seen the hailstones the Lord had sent to kill many of the Amorites. He knew God had power over all things because He made all things. So he had no hesitation in stepping out in faith and asking God to make the sun and moon stand still. We too can pray knowing that nothing is too hard for God to deal with.

Key Thought

When we call on the Lord to help us with a problem, we should believe He can help us, no matter how impossible it may seem.

Aim

To have the children realise they shouldn't limit God only to what seems possible to them.

Memory Verse

"With men it is impossible, but not with God; for with God all things are possible" (Mark 10:27).

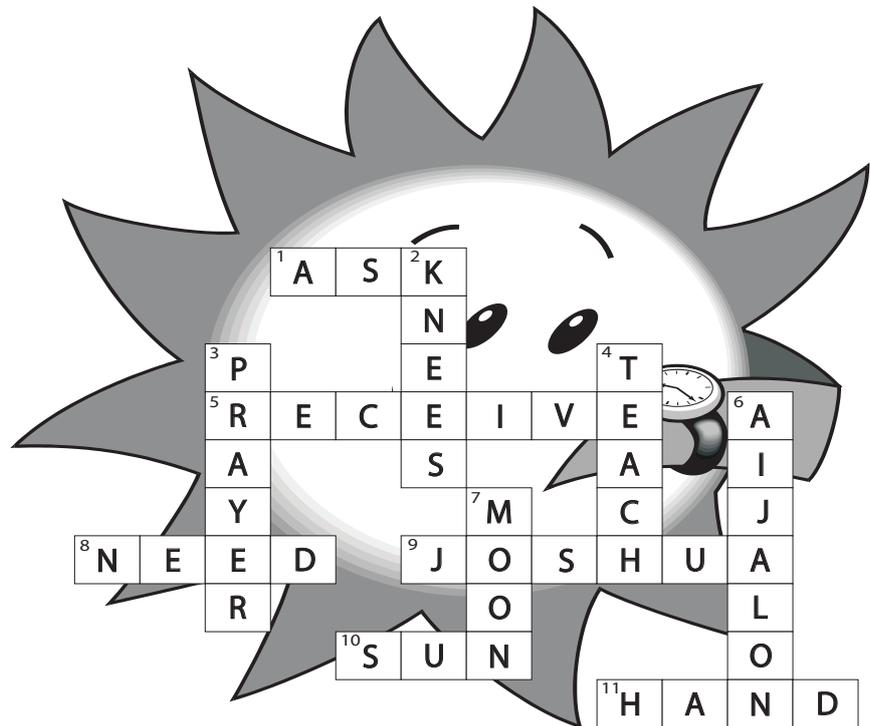
Activity A - Crossword

Materials

- 1 Activity sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children look up the Scriptures and complete the crossword.



ACROSS

1. "This is the confidence that we have in Him, that if we _____ anything according to His will, He hears us." (1 John 5:14).
5. "Whatever things you ask in prayer, believing, you will _____." (Matthew 21:22).
8. "Your Father knows the things you have _____ of before you ask Him." (Matthew 6:8).
9. "Then _____ spoke to the Lord in the day when the Lord delivered up the Amorites before the children of Israel." (Joshua 10:12).
10. "_____, stand still over Gibeon." (Joshua 10:12).
11. "In His _____ are the deep places of the earth; the heights of the hills are His also." (Psalm 95:4).

DOWN

2. "I bow my _____ to the Father of our Lord Jesus Christ." (Ephesians 3:14).
3. "Continue earnestly in _____." (Colossians 4:2).
4. "Lord, _____ us to pray." (Luke 11:1).
6. "And the Moon in the Valley of _____." (Joshua 10:12).
7. "So the sun stood still, and the _____ stopped." (Joshua 10:13).

Activity B - Quiz

Materials

- Paper.
- Pens/pencils.
- Bibles.

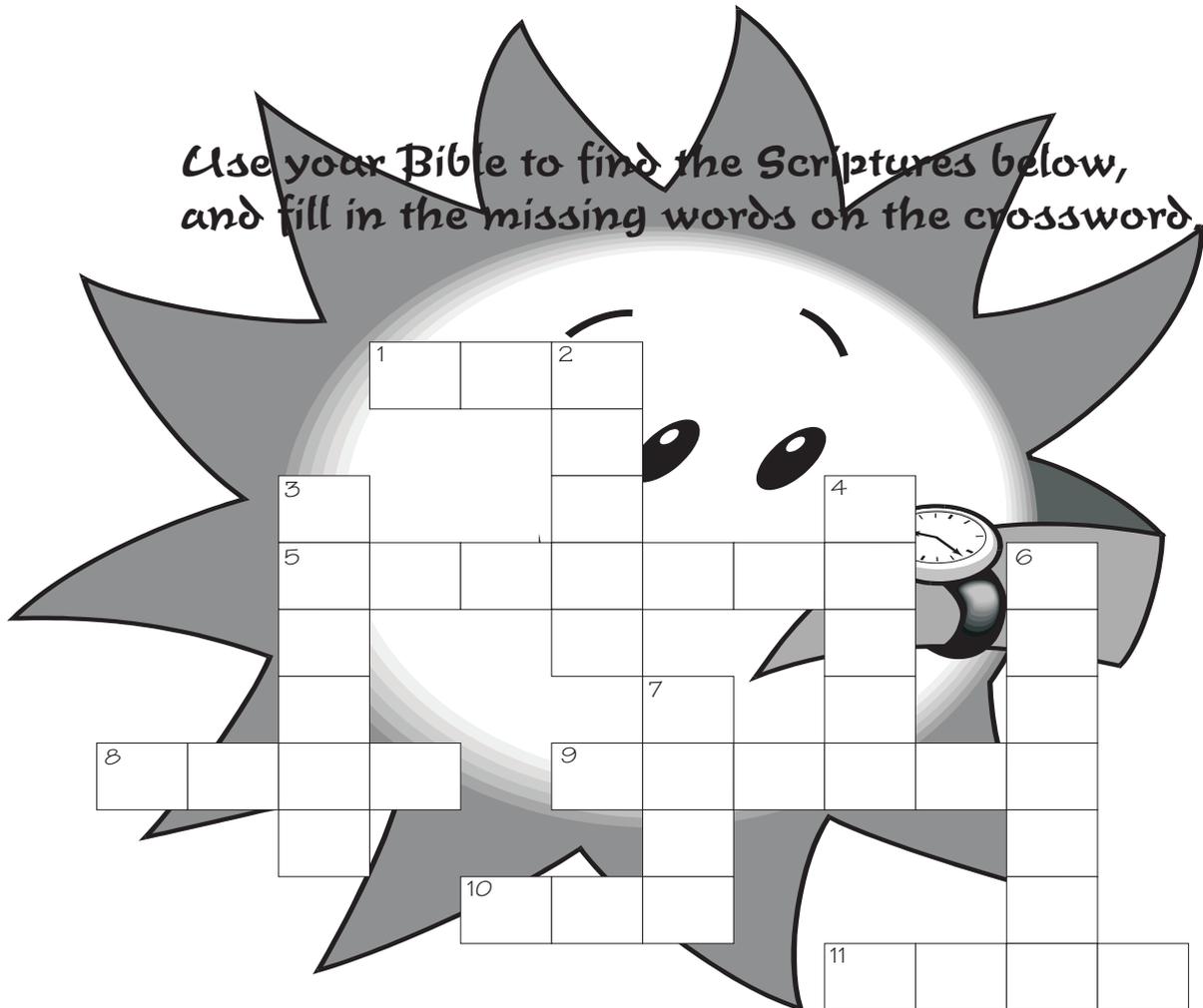
Steps

- Have the children read Joshua 10:1-15.
- Divide them into two teams (A and B).
- Team A write out some questions and answers from verses 1-8, while Team B prepare questions and answers from verses 9-15.
- Team A then ask Team B their questions, and vice versa.

The sun stands still

Activity A - Crossword

Use your Bible to find the Scriptures below, and fill in the missing words on the crossword.



ACROSS

- "This is the confidence that we have in Him, that if we _____ anything according to His will, He hears us." (1 John 5:14).
- "Whatever things you ask in prayer, believing, you will _____." (Matthew 21:22).
- "Your Father knows the things you have _____ of before you ask Him." (Matthew 6:8).
- "Then _____ spoke to the Lord in the day when the Lord delivered up the Amorites before the children of Israel." (Joshua 10:12).
- "_____, stand still over Gibeon." (Joshua 10:12).
- "In His _____ are the deep places of the earth; the heights of the hills are His also." (Psalm 95:4).

DOWN

- "I bow my _____ to the Father of our Lord Jesus Christ." (Ephesians 3:14).
- "Continue earnestly in _____." (Colossians 4:2).
- "Lord, _____ us to pray." (Luke 11:1).
- "And the Moon in the Valley of _____." (Joshua 10:12).
- "So the sun stood still, and the _____ stopped." (Joshua 10:13).

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Gideon's fleece

Judges 6:36-40

Storyline

The nation of Israel had turned their backs on the Lord and God allowed their land, crops and belongings to be plundered. They lived in caves and were very afraid of their enemies. The Angel of the Lord had come to Gideon declaring, "The Lord is with you, you mighty man of valour! Go in this might of yours, and you shall save Israel from the hand of the Midianites." Gideon debated that he was a mighty man and needed assurance to confirm that God was with him. He placed a sheepskin on the threshing floor overnight and suggested that dew only be on the sheepskin and not on the ground. The Lord fulfilled this request but still Gideon was not convinced, and he asked the Lord to reverse the miracle by allowing the dew to be only on the ground and not on the sheepskin. God performed this second miracle, thus Gideon gained his confidence in the Lord.

Suggested Teaching Approach

Read the Scriptures or storyline.

Ask the children to think about their family members or very close friends.

Discuss these points (1) that there are things only you know about them. (2) why and how you know these things. (Activity A could be completed.) Based on this discussion, talk about how well God knows us.

For Theme 2 you can look further at His compassion and reassurance toward us. Perhaps you could use the question "How has God shown some of us compassion and reassurance?"

Use Activity B to revise the storyline, and conclude with the memory verse.

Theme One

"Believing and seeing"

Gideon found it hard to believe that God could use him. He was asked for signs to strengthen his faith. This was because Gideon thought if he could see God's power in action, he could believe and obey God. God is calling us to obey Him first and then He will let us see and understand whatever He is doing in our lives.

Key Thought

God wants us to trust Him and obey His word.

Aim

For the children to learn that the only way to understand what God is doing in their lives is to be obedient first.

Memory Verse

"Now faith is the substance of things hoped for, the evidence of things not seen." (Hebrews 11:1).

Theme Two

"God helps us"

Although Gideon did not feel adequate for the task the Lord had called him to, God nevertheless chose him. God was able to use him despite his failings and fears. Gideon's enabling was to come, not from his natural abilities, but from the Lord. God knew him and provided the necessary reassurance and the Holy Spirit, sufficient to complete the task.

Key Thought

When God asks us to do something, He gives us the ability we need to do it. When we are weak or inadequate, the Holy Spirit has come to strengthen and enable us.

Aim

To encourage the children that the Lord wants them to respond in faithful obedience, even when what is asked seems difficult.

Memory Verse

"Not that we are sufficient of ourselves to think of anything as being from ourselves, but our sufficiency is from God." (2 Corinthians 3:5).

Activity A – Mix and Match

Materials

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

Steps

- The children fill out the Activity Sheet.
- Cut the Activity Sheet into individual statements (along the dotted lines).
- Place all the statements in a ‘hat’ and mix them up.
- Draw out the statements with the children’s answers on them one at a time, and read them aloud.
- The children are to guess which child wrote that answer.

1. My favourite T.V. show is _____

2. In my spare time I like to _____

3. At school my favourite subject is _____

4. If I had \$100 I would buy _____

5. When I leave school I want to _____

6. My brother’s/sister’s name is _____

7. My most treasured possession is _____

8. When I go out for dinner I _____

9. I like to eat _____

10. For my next holiday I want to go to _____

Activity B – Fleece Crossword

Materials

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

Steps

- The children complete the crossword.

Across

2. In what condition was the fleece to be found? (Judges 6:39)
3. Who was to be saved by Gideon's hands?
8. On what floor was the fleece put? (Judges 6:37)
9. What did Gideon put on the threshing floor? (Judges 6:37)
11. What could there have been on the fleece only? (Judges 6:37)

Down

1. "Bless you as He has _____ you." (Deuteronomy 1:11)
4. What did Gideon ask God to do with the people? (Judges 6:36)
5. What did Gideon want God to do with the fleece once more? (Judges 6:39)
6. What was to be dry of dew in the morning? (Judges 6:37)
7. Who spoke to God? (Judges 6:39)
10. How much water did Gideon wring out of the fleece? (Judges 6:38)
12. What word is the opposite of dry?

Gideon's fleece

Activity A – Mix and Match

1. My favourite T.V. show is _____

2. In my spare time I like to _____

3. At school my favourite subject is _____

4. If I had \$100 I would buy _____

5. When I leave school I want to _____

6. My brother's/sister's name is _____

7. My most treasured possession is _____

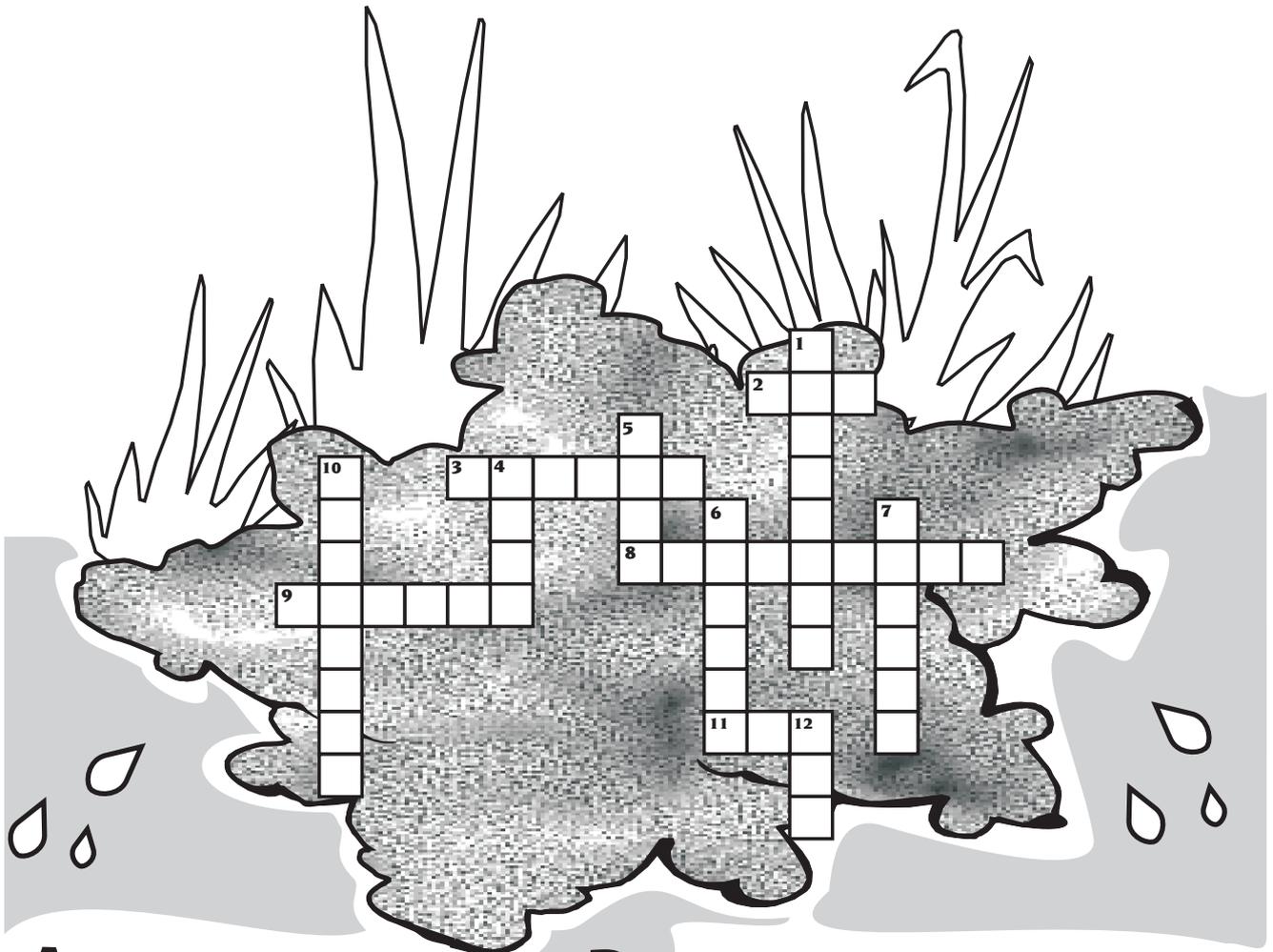
8. When I go out for dinner I _____

9. I like to eat _____

10. For my next holiday I want to go to _____

Gideon's fleece

Activity B - Crossword



Across

2. In what condition was the fleece to be found? (Judges 6:39)
3. Who was to be saved by Gideon's hands?
8. On what floor was the fleece put? (Judges 6:37)
9. What did Gideon put on the threshing floor? (Judges 6:37)
11. What could there have been on the fleece only? (Judges 6:37)

Down

1. "Bless you as He has _____ you." (Deuteronomy 1:11)
4. What did Gideon ask God to do with the people? (Judges 6:36)
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7. Who spoke to God? (Judges 6:39)
10. How much water did Gideon wring out of the fleece? (Judges 6:38)
12. What word is the opposite of dry?

Gideon and his army

Judges 6:11-35;
7:1 - 8:28

Storyline

God recognised that Gideon's army of 32,000 men was too great a number to fight the Midianites, as the people would claim the glory for the victory. God directed Gideon to tell any who were afraid to go home – only 10,000 stayed. Again God said the number was too great and Gideon instructed the men to drink from the water hole. Those who brought the water to their mouth stayed, but those who knelt to drink were sent home. With only 300 men, God was going to give the Midianites into Gideon's hands. That night Gideon and his servant went to the camp of the Midianites and heard a man talking about a dream which showed that Gideon would get the victory. Encouraged by this, Gideon gave each man a trumpet, an empty pitcher, and a torch inside the pitcher. They went to the edge of the Midianite camp, blew their trumpets, broke their pitchers and cried, "The sword of the Lord and of Gideon!" Hearing this, the Midianites fled and many of them were killed.

Suggested Teaching Approach

Read or tell the story.

Introduce your theme with a "victory song" chosen.

Theme 1. Use Activity A to show that we can choose to follow instructions/directions. (Relate it to Gideon and to their own family and church life).

Theme 2. Use Activity A to show how necessary it is to follow instructions carefully, and not always do things our own way.

Discuss what might have happened if Gideon had not chosen to obey the Lord, and his army not obeyed him.

Conclude with the Memory Verse.

Theme One

"God is always with us"

Because Gideon's army was not able to rely on being heavily armed or on their numbers, they stood in the name of the Lord and were victorious. God is our defence if we'll put our trust in Him. This may be difficult for us to do as we look at the battles we have to face, however, we should trust in the Lord to give us the victory.

Key Thought

We can have the victory if we stand in faith and rely on the Lord's power to overcome.

Aim

To emphasise to the children that if they are obedient to the Lord, He will win their battles.

Memory Verse

"The Lord of hosts is with us; the God of Jacob is our refuge." (Psalm 46:7).

Theme Two

"When we are weak, God is strong"

Gideon could not lean on his own strength or cleverness to win the battle, because he had none. Yet with a small number of men, obedient to God's instructions, he and his men won an amazing victory. It is the same for us. God often allows us to feel weak, so that we realise it is not our ability that helps us. At times, He will ask us to do things that we think we cannot do. We must trust Him to help us to do what He wants.

Key Thought

Gideon found that the battle was won by God's tactics, not man's. He knew God wanted him to do the job, but knew he could not do it in his own strength.

Aim

For the children to learn that even though we are weak, God can still use us.

Memory Verse

"God has chosen the weak things of the world to put to shame the things which are mighty." (1 Corinthians 1:27).

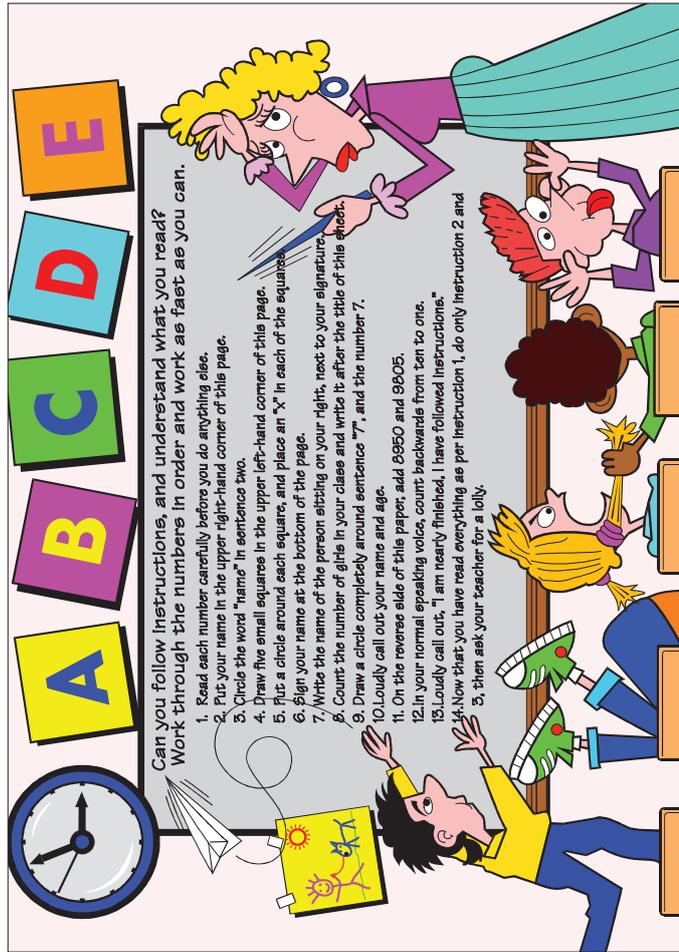
Activity A – Can You Follow Instructions?

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Lollies for those who read the instructions correctly.

Steps

- The children are given a worksheet and asked to complete it as quickly as possible. They are to work through the numbers in order. The first instruction is to read everything carefully **before** doing anything else. If this is done correctly, the children will finish quickly and ask for a lolly.



Activity B – Teach a Song with Explanation

Materials

- 1 Activity Sheet per child.
- A guitarist would be helpful, but the song can be taught without one, if the teacher can hold a tune.

Steps

- Teach the class this song of victory, and explain that even though we are sometimes afraid, if we obey God, we will be victorious.

Fear Not, For I Have Redeemed Thee

Risoluto (♩ = 116)

D7 Gm D7

Fear not, for I have re-deemed thee, I have

Gm Cm7 Gm D7 Gm

called thee by thy name, thou art mine. When thou pass-est through the

D7 Gm Cm

wat-er, I will be with thee.

Gm Cm6 Gm9 Gm

And through the riv-ers, they shall not o-ver-flow thee, When thou

A7 D D+ D Gm

walk-est through the fire, thou shalt not be burned, neith-er shall the flame kin-dle up-

D7 Gm Cm Gm

on thee, For I am the Lord thy God.

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Gideon and his army

Activity A – Can You Follow Instructions?



Can you follow instructions, and understand what you read?
Work through the numbers in order and work as fast as you can.

1. Read each number carefully before you do anything else.
2. Put your name in the upper right-hand corner of this page.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left-hand corner of this page.
5. Put a circle around each square, and place an "x" in each of the squares.
6. Sign your name at the bottom of the page.
7. Write the name of the person sitting on your right, next to your signature.
8. Count the number of girls in your class and write it after the title of this sheet.
9. Draw a circle completely around sentence "7", and the number 7.
10. Loudly call out your name and age.
11. On the reverse side of this paper, add 8950 and 9805.
12. In your normal speaking voice, count backwards from ten to one.
13. Loudly call out, "I am nearly finished, I have followed instructions."
14. Now that you have read everything as per instruction 1, do only instruction 2 and 3, then ask your teacher for a lolly.

A **B** **C** **D** **E**

Gideon and his army

Activity B – Teach a Song with Explanation

Fear Not, For I Have Redeemed Thee

Risoluto (♩ = 116)

D7 Gm D7

Fear not, for I have re - deemed ___ thee, I have

Gm Cm7 Gm D7 Gm

called thee by thy name, thou art mine. When thou pass - est through the

D7 Gm Cm

wat - - er, I will be ___ with ___ thee. _____

Gm Cm6 Gm9 Gm

___ And through the riv - ers, they shall not o - ver - flow thee, When thou

A7 D D+ D Gm

walk - est through the fire, thou shalt not be burned, neith - er shall the flame kin - dle up -

D7 Gm Cm Gm

on _____ thee, For I am the Lord ___ thy ___ God. _____

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Samson

Judges 13 & 15

Storyline

Because Israel again did evil in the sight of the Lord, He delivered them into the hands of the Philistines for forty years. Now the Angel of the Lord came to Manoah's wife and foretold the birth of her son. He was to be a Nazirite to God, and would begin to deliver Israel out of the hands of the Philistines. The child born was named Samson. As he grew, he did find opportunities to kill many Philistines. However, he often found his own reasons and methods, rather than rely on God's ways. At one time, revenge and anger kindled Samson's attacks. On another occasion the Spirit of the Lord came mightily upon Him for the Lord's purposes.

Suggested Teaching Approach

Introduce the lesson with the question, "What would you like to do with the rest of your life?" Then read the Scriptures or storyline concerning Samson.

Develop the theme chosen using discussion around the introductory question, and relating this to Samson.

Activity A could be used to encourage discussion eg. their ID card tells only a little about them. God is interested in their character, responses to Himself, and their desire for His purposes.

Activity B could be used to revise the storyline and search the Scriptures for words to use in describing Samson (and the Philistines).

Theme One

"God has a plan for us"

Samson's parents were prepared by the Angel of the Lord for their son's life purpose. As he grew, the Lord blessed Samson and the Spirit began to move upon him. Samson clearly used every opportunity to provoke and kill the Philistines. When God calls us, He provides us with the grace and strength to perform His will in our lives. God was faithful to Samson by demonstrating His power through Him.

Key Thought

God does not only call a few special people like Samson. He also calls us and He has a purpose for our lives.

Aim

For the children to know that even as young people, they are being called by God to fulfil His purposes.

Memory Verse

"I, therefore, the prisoner of the Lord, beseech you to walk worthy of the calling with which you were called." (Ephesians 4:1).

Theme Two

"God gives us strength"

Being strong in the Lord does not always mean we have physical strength. Samson had to wait for the Spirit of the Lord to move upon him, before he could use his amazing, God-given strength. The Holy Spirit can give us a different kind of strength that we don't usually have, to enable us to do God's will. We need God's amazing strength to be able to love the person who is difficult, to be kind to the person who is unkind, to forgive the one who hurts us, and to pray for our enemies.

Key Thought

Samson's strength came from the power of the Holy Spirit. The Holy Spirit has not changed. He can move in us too, as we learn to live God's way.

Aim

For the children to know that we can do nothing for God in our own strength. It is the Holy Spirit that gives us the power to do His will.

Memory Verse

"The Lord is my strength and my shield; My heart trusted in Him, and I am helped." (Psalm 28:7).

Activity A – Warrior I.D.

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Colouring pencils (for self portrait), or alternatively a small photograph could be supplied by each child.
- 1 piece of cardboard the same size as the ID card for each child.
- Glue.
- Tape measure for measuring the children’s height.

Object

- The object of this activity is to show the class that Samson was a normal person, with strengths and weaknesses, but the Lord used him; and, the Lord has a purpose for each of us.

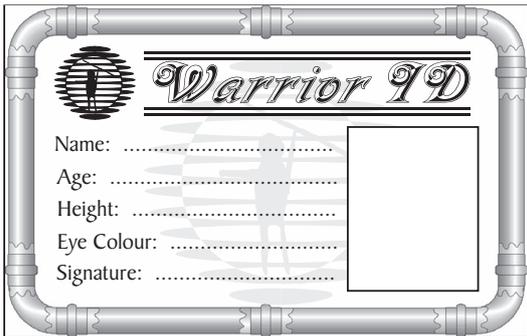
Steps

- The teacher reads the Scriptures (eg. Judges 13:5) then briefly discusses similarities between Samson and each one of the children – God knew them before they were born (Psalm 139) and has a plan for their life, etc.
- The children tick the “yes/no” boxes, then fill out the “Warrior ID” and draw a self portrait in the square.
- Cut out the ID card and glue it onto cardboard.

SAMSON

(NAME) _____

| | Yes | No |
|---|--------------------------|--------------------------|
| God Knew him before he was born. (Psalm 139) | <input type="checkbox"/> | <input type="checkbox"/> |
| Set apart to God. (Judges 13:5; Numbers 6:2) | <input type="checkbox"/> | <input type="checkbox"/> |
| He grew and the Lord blessed him. (Judges 13:24) | <input type="checkbox"/> | <input type="checkbox"/> |
| The Spirit of the Lord began to stir in him. (Judges 13:25) | <input type="checkbox"/> | <input type="checkbox"/> |
| The Lord answered his call. (Judges 15:18-19) | <input type="checkbox"/> | <input type="checkbox"/> |



Warrior ID

Name: _____

Age: _____

Height: _____

Eye Colour: _____

Signature: _____

Activity B – Acrostic Poem

Materials

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

Steps

- Each child thinks of a word or phrase starting with the letters of the word “Samson”, written down the side of the paper. The words are to be descriptive of Samson, and are to make a poem.
- Each child could read their poem to the class.
- Time permitting, the children could then complete a poem for the word “Philistines”.

Think of words or phrases starting with the letters listed below, to make a poem. Write the words next to the letters.

S _____

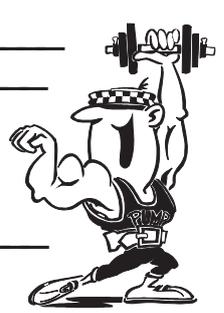
A _____

M _____

S _____

O _____

N _____



P _____

H _____

I _____

L _____

I _____

S _____

T _____

I _____

N _____

E _____

S _____

Samson

Activity A – Warrior I.D.

SAMSON (NAME) _____

God **K**new him before he was born. (Psalm 139)

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

Set apart to God. (Judges 13:5; Numbers 6:2)

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

He grew and the Lord blessed him. (Judges 13:24)

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

The Spirit of the Lord began to stir in him. (Judges 13:25)

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

The Lord answered his call. (Judges 15:18-19)

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|



Warrior I.D.

Name:

Age:

Height:

Eye Colour:

Signature:

Samson

Activity B – Acrostic Poem

Think of words or phrases starting with the letters listed below, to make a poem. Write the words next to the letters.

S

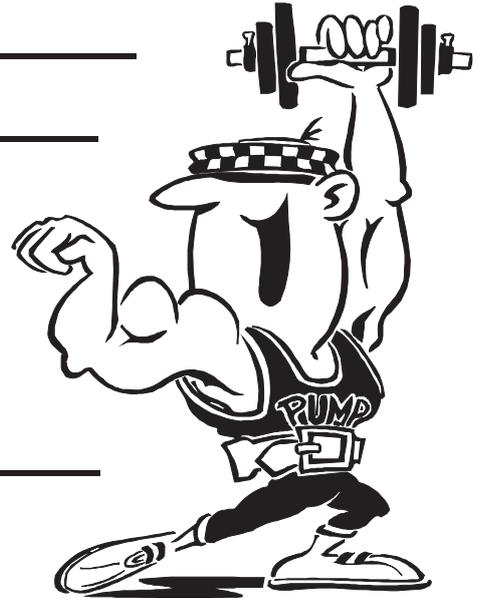
A

M

S

O

N



P

H

I

L

I

S

T

I

N

E

S

Samson and Delilah

Judges 16

Storyline

Samson was a judge of Israel whom God used to deliver Israel from their enemies, the Philistines. Samson chose to love a Philistine woman, Delilah, even though God had commanded the Israelites not to marry into the surrounding nations. Delilah pestered Samson to tell her where he got his strength from, so that the Philistines could overpower and capture him. Samson eventually gave in to her. The Philistines removed his eyes, and made him their slave. Whilst blind and enslaved, Samson asked God to give him back his strength so that he might destroy the enemies of God. He finally killed many of Israel's enemies and himself, by destroying the temple of the Philistine's god.

Suggested Teaching Approach

Read the story from the Bible, highlighting the theme you have chosen. Emphasise the outcomes of the decisions that Samson made. Use the activity you have selected to help the children to see that following God is a day to day choice.

Theme One

“Repent and turn to God”

Samson thought he would always have his amazing strength. We can take God's presence and power for granted, too. God cannot strengthen us if we are not in His will. God gave Samson back his strength, when Samson, blind and bound, repented and cried out to Him. Sometimes things happen in our lives that we let take us away from the Lord, but when we turn back to Him with a soft heart, he can give us a second chance.

Key Thought

When Samson turned back to God, he was given a second chance to defeat the enemy. When we fail, God is merciful and will give us a second chance, if we repent and turn to Him.

Aim

For the children to know that God can give us a second chance, even when we don't deserve it.

Memory Verse

“The Lord is merciful and gracious, slow to anger, and abounding in mercy.” (Psalm 103:8).

Theme Two

“Separated to God”

God had blessed Samson with great physical strength. Samson's weakness of moral character however, cost him his eyesight and his life. He chose to mix God's strength with the pleasures of the world, and suffered judgement personally, even as God's purposes were fulfilled. Samson stands as a solemn warning to us. If we want to serve God and live for Him, we must separate ourselves from the sinful ways of the world. The pleasures that this world gives are nothing compared with the joys that the Lord gives.

Key Thought

We have to make a decision, whether we will follow the Lord and walk separated to His ways to fulfil His purpose.

Aim

For the children to realise that everything they choose to do, will affect their walk with God.

Memory Verse

“Whoever therefore wants to be a friend of the world makes himself an enemy of God.” (James 4:4).

Activity A – Dropping Lollies into a Plastic Bottle

Materials

- 1 x 2 litre clear plastic soft drink bottle.
- 12 paddlepop sticks (from local craft shop), or kebab sticks. (Cut off sharp points.)
- Sharp pointed knife or skewer (needed for preparation of the bottle).
- Round lollies (eg. jaffas) or marbles.
- Pen or marker to label the paddlepop sticks.

Steps

At Home

- Wash the plastic bottle.
- Make holes in the neck of the bottle, so that the paddlepop sticks can be criss-crossed through the neck of the bottle. The aim is to have two layers of criss-crossed paddlepop sticks which will catch the lollies, stopping them from dropping into the body of the plastic bottle. Ensure that the sticks can be inserted and removed with a minimum of hassle.
- Test the ability of the paddlepop sticks to stop any lollies getting through.
- Remove the paddlepop sticks from the bottle.

In Class

- Tell the children:
 - The lollies represent God’s word to our lives.
 - The bottle represents our lives.
 - The paddlepop sticks represent sin, worldly pleasures and compromise.
- With no sticks in the neck of the bottle, show how easily we can hear God’s word to our lives by dropping a few lollies into the bottle.
- Now ask the children what compromises can be made in their walk with God (eg. no Bible reading, disobeying parents, following the crowd, stealing, lying, boasting, cheating, swearing, bullying, impatience, jealousy, etc.) Label each paddlepop stick with a compromise and insert the stick into the neck of the bottle, until the neck is sufficiently blocked.
- Now demonstrate how God’s word to our lives (the lollies) are blocked by the many little (and not so little) compromises that we make (the paddlepop sticks). To do this, drop some lollies into the top of the bottle, so that they are caught by the paddlepop sticks.
- Remove the paddlepop sticks, allowing the lollies to drop into the bottle. This is to re-emphasise that a life free from worldly hindrances allows God’s word to be received.
- Finally, distribute the lollies amongst the class.

Activity B – Scripture Search

Materials

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

Steps

- The children look up and read the Scriptures and write the answers on the Activity Sheet.

Answer

1. The Spirit of God
2. Strong
3. Flesh
4. Wages of sin
5. The hearing of faith
6. Liberty
7. Doer

Read the verses and find the answers. In a way the answers are the opposite of the underlined words.

1. What was the cause of Samson's physical strength? (Judges 14:6,19).

2. God asks many things of His people. On our own we cannot do what He asks. Paul had a thorn in the flesh (a problem, we don't know what), but because he trusted in Jesus, he could say: "When I am weak, then I am _____." (II Corinthians 12:10).

3. Christ has called us to walk according to the Spirit. (This means walking or living our lives as God leads.) Samson didn't walk by the Spirit, he walked according to the _____ (Romans 8:4).

4. Samson earned by marrying Delilah and by not trusting God. We are all sinners and we do not trust God as we should. If people die before they repent, they will not receive the gift of God (eternal life) but the _____ (which is death). (Romans 6:23).

5. God gives us His Spirit to help us to live His way. We do not receive God's Spirit by doing the works of the law, but by _____ (Galatians 3:2).

6. If we are not walking by the Spirit then we are slaves to sin. Christ wants to remove the yoke of bondage from us and wants us to stand in _____ (Galatians 5:1).

7. Samson didn't keep himself totally separated for God, but failed to obey ALL that God commanded the Israelites. (Exodus 34:10-17). Even though we receive the Spirit, not by doing but by hearing with faith, we must take care that we are not a forgetful hearer, but that we are a _____ also. (James 1:25).

Samson wasn't always the man of faith, he was called to be, but he repented. We are called to be people of faith. When we fail, if we repent, God will enable us to walk in His way.



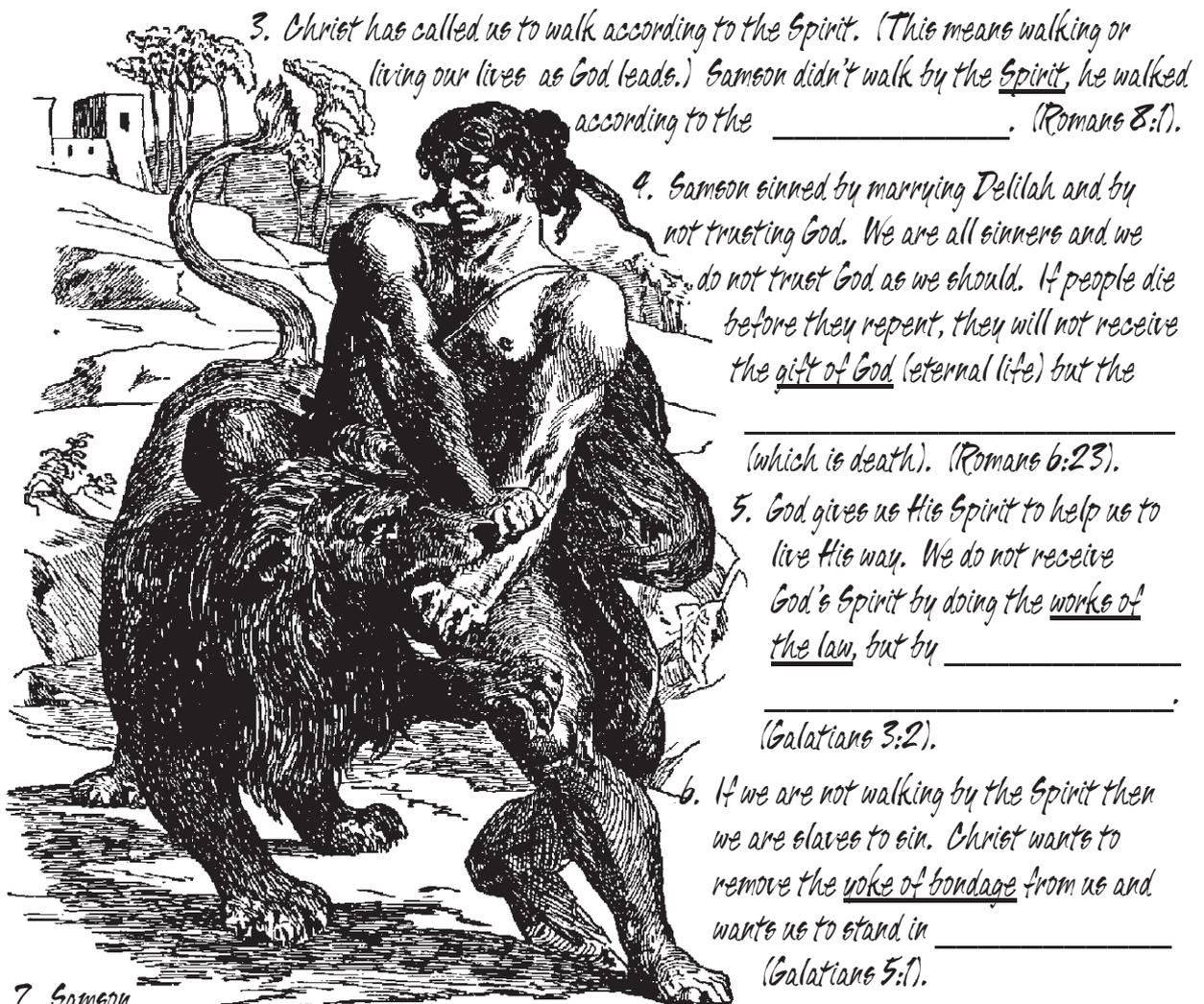
Samson and Delilah

Activity B – Scripture Search

Read the verses and find the answers. In a way the answers are the opposite of the underlined words.

1. What was the source of Samson's physical strength? (Judges 14:6,19).

2. God asks many things of His people. On our own we cannot do what He asks. Paul had a thorn in the flesh (a problem, we don't know what), but because he trusted in Jesus, he could say: "When I am weak, then I am _____." (II Corinthians 12:10).



3. Christ has called us to walk according to the Spirit. (This means walking or living our lives as God leads.) Samson didn't walk by the Spirit, he walked according to the _____ . (Romans 8:1).

4. Samson sinned by marrying Delilah and by not trusting God. We are all sinners and we do not trust God as we should. If people die before they repent, they will not receive the gift of God (eternal life) but the _____ (which is death). (Romans 6:23).

5. God gives us His Spirit to help us to live His way. We do not receive God's Spirit by doing the works of the law, but by _____ . (Galatians 3:2).

6. If we are not walking by the Spirit then we are slaves to sin. Christ wants to remove the yoke of bondage from us and wants us to stand in _____ . (Galatians 5:1).

7. Samson

didn't keep himself totally separated for God, but failed to obey All that God commanded the Israelites. (Exodus 34:10-17). Even though we receive the Spirit, not by doing but by hearing with faith, we must take care that we are not a forgetful hearer, but that we are a _____ also. (James 1:25).

Samson wasn't always the man of faith he was called to be, but he repented. We are called to be people of faith. When we fail, if we repent, God will enable us to walk in His way.

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Ruth, Naomi and Boaz

Ruth

Storyline

During the times of the Judges a famine occurred and Elimelech took his wife Naomi and their two sons to live in Moab. Elimelech died, and Naomi's sons took wives from the women of Moab - Orpah and Ruth. When the sons also died, Naomi decided to return to Bethlehem, as the famine had ended. Though custom did not require it, Ruth entreated Naomi to allow her to return with her. Arriving at barley harvest, Ruth asked Naomi if she could glean in the field of a relative of Elimelech's - Boaz. Ruth served Naomi, caring for her with the gleanings of Boaz' fields. Naomi instructed Ruth regarding Boaz, and Ruth followed in faithful obedience. Her devotion and loyalty were rewarded through Boaz' redemption of Elimelech's property, his marriage to Ruth, and the resulting birth of a son, Obed - Naomi's kinsman. In Matthew 1:5 we see the genealogy of Christ, including Obed - the father of Jesse who was the father of King David.

Suggested Teaching Approach

Either theme could be approached through discussion and questions.

Explain the information related below.

One or both games in Activity B could be used to initiate discussion.

For background information on a kinsman-redeemer (goel) refer to a Bible Dictionary. Under Old Testament law, when a man died without a son, the man's brother was required to marry his brother's widow. Her firstborn son took the name of the deceased. (See Deuteronomy 25:5-10, and note the reference to the removal of the sandal.) The kinsman-redeemer was also responsible to redeem the property of the deceased, which might otherwise have been sold.

Theme One

"Trust and obey"

When Naomi told Ruth to go and sleep at the feet of Boaz, Ruth did not know how it would turn out, but she was obedient to her mother-in-law. Sometimes we are called to be obedient, but cannot see the purpose of what we are being called to do, or how it will turn out. For instance, we may not even like playing a musical instrument, or think that we will be musicians, but Dad and Mum are calling us to practise every day. Obedience does not depend on whether we know how something will turn out, or not.

Key Thought

Ruth trusted Naomi and did what Naomi told her to do, even though she may not have understood why. We must trust and obey our parents even if we don't understand why they ask us to do certain things.

Aim

For the children to know that by simply obeying their parents, they can trust God to work all things together for good

Memory Verse

"O Lord of hosts, Blessed is the man who trusts in You!"
(Psalm 84:12).

Theme Two

"Our life is a testimony"

Ruth went quietly about following Naomi's instructions and caring for her. The community noticed Ruth's hard work, caring lifestyle and worth. God saw too and blessed her with a husband and child and she became King David's great grandmother. Neighbours, school friends, teachers, will notice your lifestyle - what you do, say, and how it matches your actions if you say you are a Christian. God will also notice.

Key Thought

We need to be aware that people around us, and God, observe our lives and notice any contradictions in them.

Aim

To impress upon children the importance of their lifestyle as a witness to those around them.

Memory Verse

"Let your light so shine before men, that they may see your good works and glorify your Father in heaven" (Matthew 5:16).

Activity A – Board Game – “Tracing Ruth’s Footsteps”

Materials

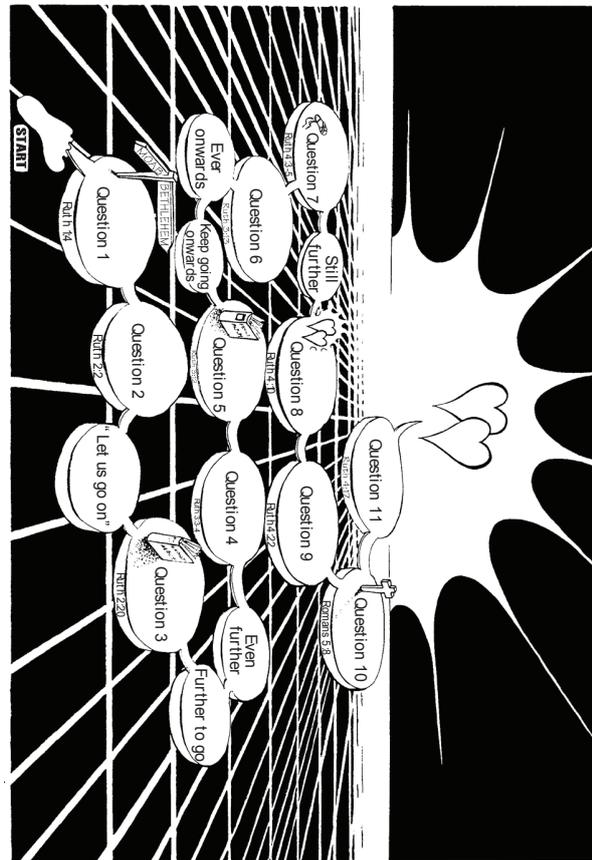
- 1 copy of the Activity Sheet board game enlarged to A3 and mounted on cardboard.
- 1 small marker in the shape of a foot for each child, and a dice.
- Enough copies of the question cards Activity Sheet for one of each question per child. Cut the cards out along the solid lines.
- Pens/pencils.

Rules

- The first child rolls the die and moves the marker.
- The teacher gives him/her the appropriate question card and he/she looks up the Scripture and writes down the answer on the card.
- While the first child is quietly writing down the answer to his/her question, the second child rolls the dice and has a turn. Follow the same steps for each child, going back to the beginning when everyone has had a turn.
- If a child lands on a space that has no question, they stay there until their next turn.
- Once every child has made it to Question 11, the winner is the child with the most correctly answered question cards.

Answers

1. Moab.
2. She was gleaning in the fields.
3. He is our kinsman.
4. Wash herself; anoint herself; put on her best garment; lie at his feet.
5. I am not the nearest kinsman.
6. To wait/tarry till morning.
7. Buy Naomi’s field and marry Ruth.
8. She would marry Boaz.
9. David.
10. He died for us.
11. Obed.



Activity B – Class Games

Choose from either of the two games

- The aim of these games is to encourage the children to relate and work together, helping each other to bring about a solution.
- Be aware of how the children are interacting with each other in the game and encourage all to participate.
- Emphasise the importance of each person’s contribution to the activity.
- Ask the children whether it would have been more difficult to achieve these tasks on their own.
- Encourage them to think about the positive outcome when we share, give and relate to each other as brothers and sisters in the family of God.

Game 1

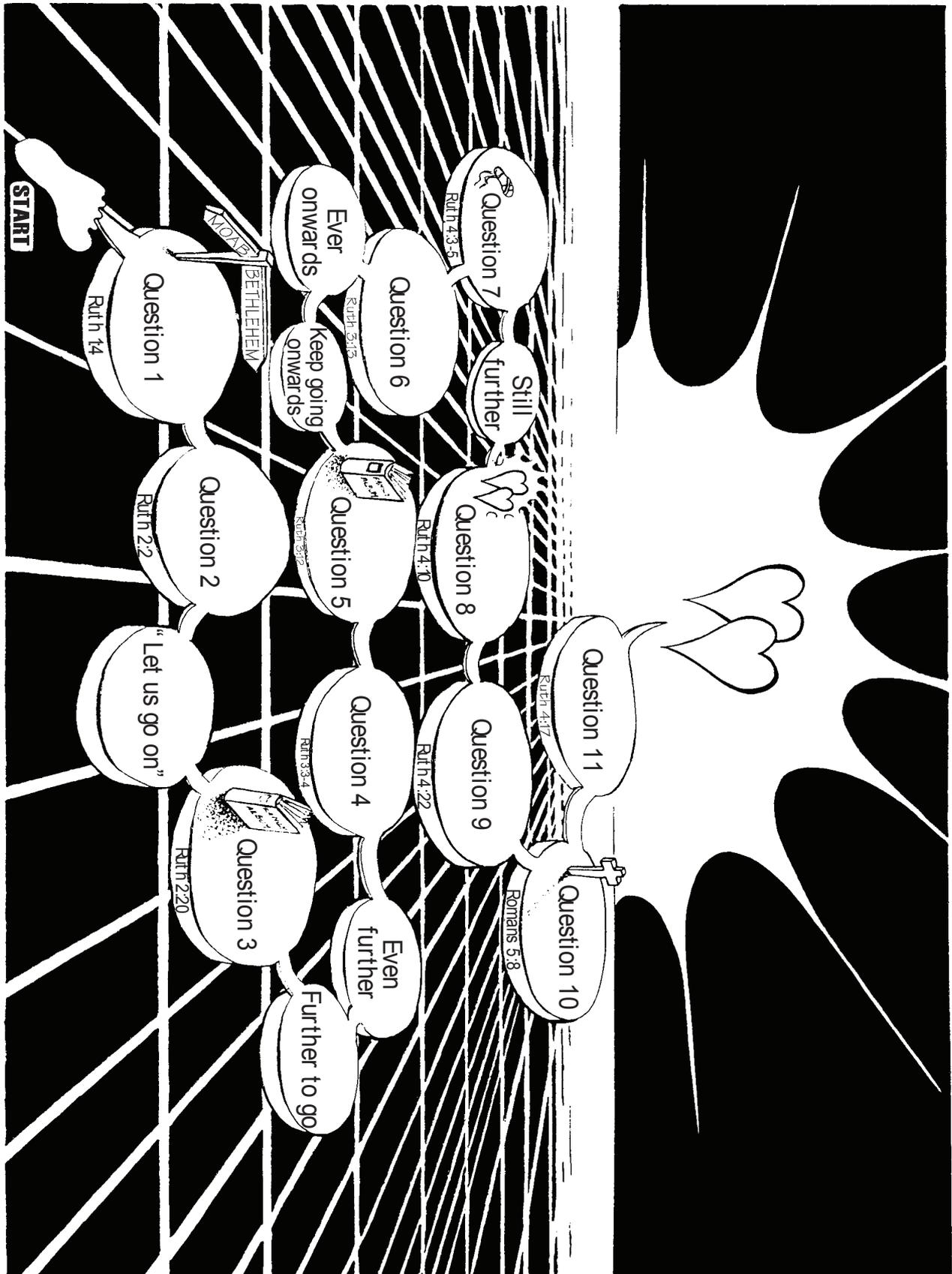
- Gather the children together in a group. Ask them to cross their arms and hold the hand of two different people in the group, so that everyone is jumbled up. The children will need to work together to untangle themselves, without letting go of any hands. As some girls will feel uncomfortable being tangled up with the boys, separate boys and girls groups would be better.

Game 2

- Gather the children into groups of 4-5. Give each group a packet of straws and some Blu-tack with instructions to make a tall building/structure.

Ruth, Naomi and Boaz

Activity A – Board Game – “Tracing Ruth’s Footsteps”



Ruth, Naomi and Boaz

Activity A – Board Game – “Tracing Ruth’s Footsteps”

| | | |
|---|---|---|
| <p>Question 1 From where did Ruth come? (Ruth 1:4)</p> | <p>Question 2 How did Ruth meet Boaz? (Ruth 2:2)</p> | <p>Question 3 What did Naomi tell Ruth about Boaz? (Ruth 2:20)</p> |
| <p>Question 4 What did Naomi tell Ruth to do? (Ruth 3:3-4)</p> | <p>Question 5 What did Boaz tell Ruth about their relationship? (Ruth 3:12)</p> | <p>Question 6 What did Boaz ask Ruth to do? (Ruth 3:13)</p> |
| <p>Question 7 What did Boaz have to do to redeem Ruth? (Ruth 4:3-5)</p> | <p>Question 8 What did it mean for Ruth to be redeemed? (Ruth 4:10)</p> | <p>Question 9 What was the name of Ruth and Boaz’ great grandson? (Ruth 4:22)</p> |
| <p>Question 10 How did Jesus redeem us? (Romans 5:8)</p> | <p>Question 11 What was the name of Ruth and Boaz’ first child? (Ruth 4:17)</p> | |

| | | |
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| <p>Question 10 How did Jesus redeem us? (Romans 5:8)</p> | <p>Question 11 What was the name of Ruth and Boaz’ first child? (Ruth 4:17)</p> | |

Hannah

I Samuel 1 & 2

Storyline

Towards the end of the time of the Judges, there was a man called Elkanah. He had two wives, one of whom was called Hannah. She had borne him no children, but the other wife had, and continually mocked Hannah because she had no children. Hannah deeply desired to have a child. So it was that as the family went to the house of the Lord, Hannah wept and prayed to God for a son. She vowed that the Son would serve the Lord all the days of his life, should God give her one. The Lord enabled Hannah to have a son and she named him Samuel. After Samuel was weaned, she took him to the house of God and gave him to Eli, the high priest, to instruct and teach him in the ways of the Lord. At this time Hannah prayed a prophetic prayer. As Samuel grew, he ministered to the Lord, and God was with him.

Suggested Teaching Approach

Introduce with the storyline or Scripture reading.

Activity A could be used then, to develop the thoughts that God's provision or His comfort, can be found in the midst of chaos.

Activity B could be used to search the Scriptures or as a review tool.

If time permits, Hannah's response of worship in prophetic prayer could be studied. (1 Samuel 2:1-2 or 1 Samuel 2:1-10).

Theme One

"God hears our prayers"

Hannah's heart cried out to the Lord for a son. She had felt some sort of reproach due to the mocking by Elkanah's other wife. We can sometimes feel a lack in our own lives which others (not necessarily mockingly) may bring to our attention. The Lord wants to answer our cry and see our situations change. We can know wholeness and fulfilment, as Hannah did, when we cry out to God

Key Thought

God understands how we feel, but we must be prepared to bring our needs to Him.

Aim

For the children to understand that God hears our sincere cry and will meet our needs.

Memory Verse

"But certainly God has heard me; He has attended to the voice of my prayer." (Psalm 66:19).

Theme Two

"Giving to God"

Hannah was a godly woman, who loved the Lord. She was unable to have children, but she desired a son who would serve the Lord. She promised with all her heart to give this son to God before she had even received from Him. She honoured the Lord by keeping her vow and gave back to Him the son whom He had given her. Are our hearts willing to give back to God what He gives to us?

Key Thought

A willingness to be a giving person is a foundation we need in our lives. Be prepared to give what God has given us.

Aim

For the children to understand that we can never out-give God, and by giving freely God will add more to us.

Memory Verse

"The generous soul will be made rich, and he who waters will also be watered" (Proverbs 11:25).

Activity A – Colour Chaotic Picture by Number

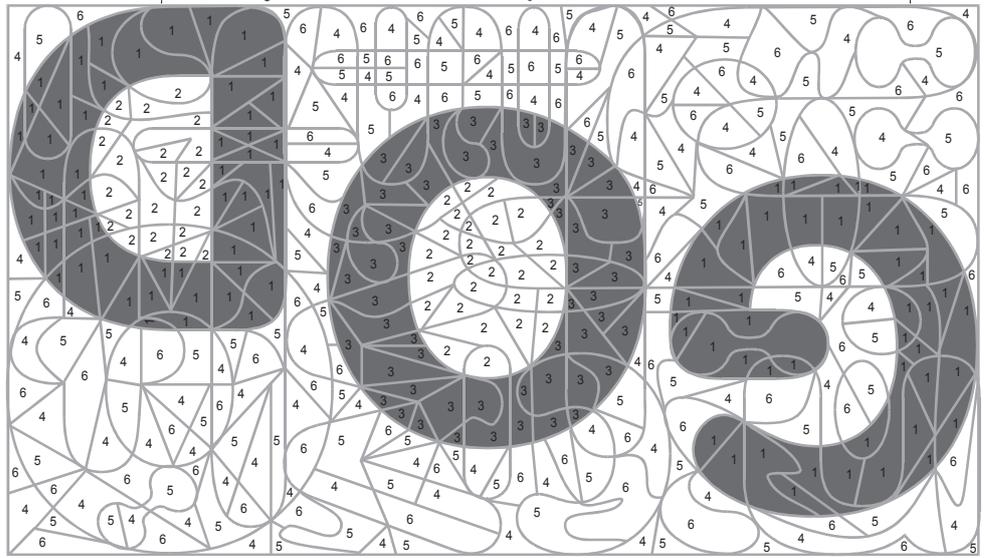
Materials

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

Steps

- The aim of the exercise is to find the word “GOD” clearly in the midst of the chaos that this picture represents.
- This colouring activity may take considerable time. The children may need to be encouraged to colour in with the red and blue first, and then other colours as time permits. Once they have finished colouring, they will have to turn the picture upside down to read the word “GOD”.
- After the children have completed the colouring exercise, ask them questions like the following, to relate the activity to the story:
 - Q.** What did you set out to do in this activity?
A. Colour in the picture by numbers.
 - Q.** What was the result of the activity?
A. Found “God” in the midst of the chaotic picture?
 - Q.** Hannah found God in the midst of her problem. What was the outcome of finding God?
A. Samuel was dedicated to God, and God used Samuel to keep Israel walking in God’s ways.
 - Q.** How do you find God in the midst of your activities, at home and at school?
A. Praying, reading the word, seeking God’s guidance.

Colour each shape according to the code below, to see if you can find a word hidden in this chaotic picture.



1 = Red 2 = Black 3 = Blue 4 = Yellow 5 = Purple 6 = Green

Activity B – Join the Questions to the Answers

Materials

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

Steps

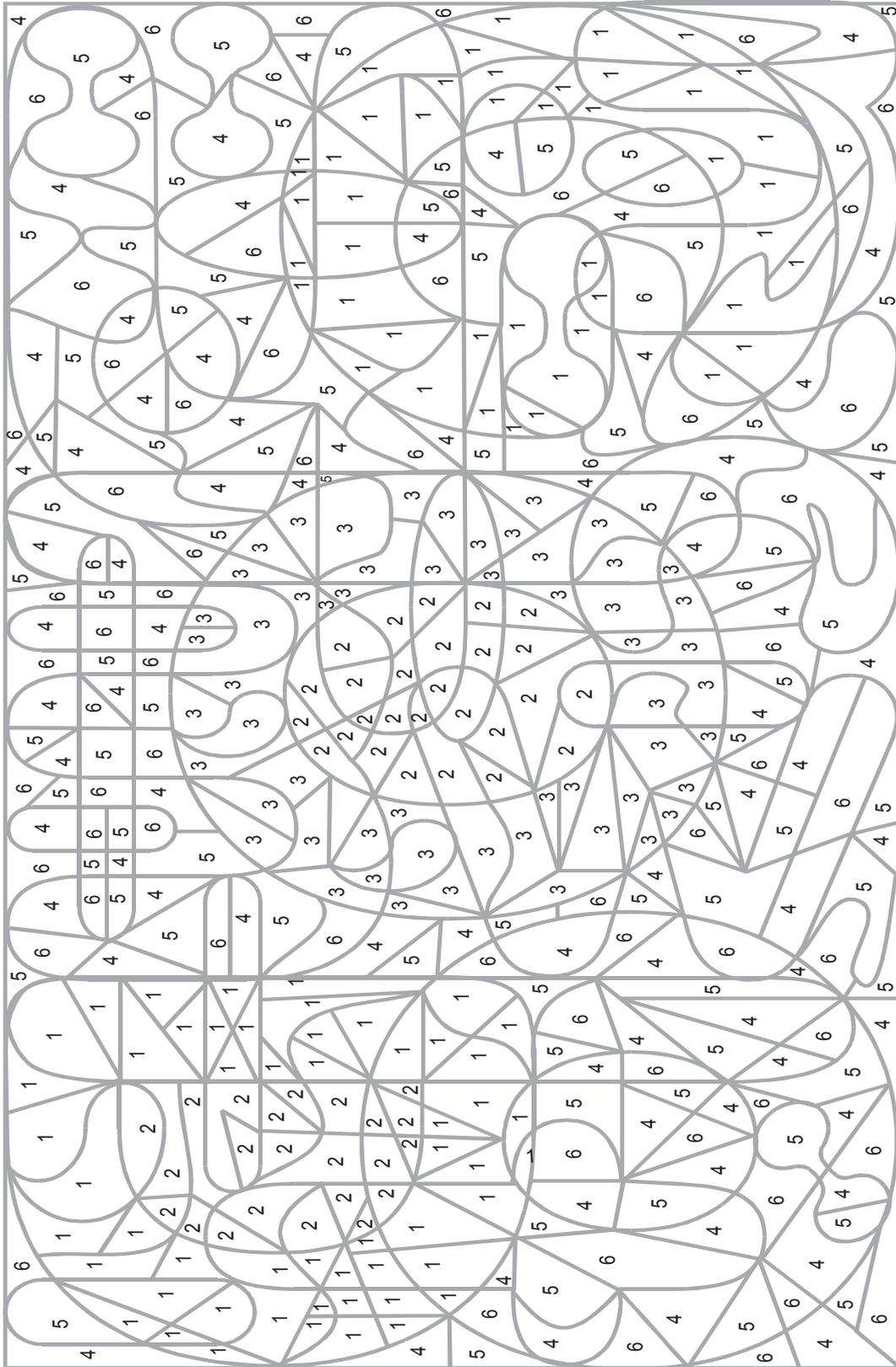
- The children draw a line between the question and the answer, then find the chapter and verse where this is mentioned and write it in on the line.

DRAW A LINE TO CONNECT THE CORRECT ANSWER TO THE QUESTIONS, THEN FIND THE SCRIPTURE THAT REFERS TO EACH QUESTION AND WRITE IT ON THE LINE PROVIDED.

| | |
|--|-----------------------------------|
| Hannah and Peninnah's husband. | Scornfully I Samuel 1:6 |
| The wife with no children. | Razor I Samuel 1:11 |
| How Peninnah treated Hannah. | Hannah I Samuel 1:5 |
| What was not heard by Eli in Hannah's prayer? | Elkanah I Samuel 1:1-2 |
| What Eli assumed about Hannah until she explained. | Samuel I Samuel 1:24-28 |
| The answer to Hannah's prayer. | Sound I Samuel 1:13 |
| What was never to come upon Samuel's head? | Son I Samuel 1:20 |
| Who did Hannah dedicate to the Lord? | Drunk I Samuel 1:13 |

Hannah

Activity A – Colour Chaotic Picture by Number



1 = Red 2 = Black 3 = Blue 4 = Yellow 5 = Purple 6 = Green

Hannah

Activity B – Join the Questions to the Answers

DRAW A LINE TO CONNECT THE CORRECT ANSWER TO THE QUESTIONS,
THEN FIND THE SCRIPTURE THAT REFERS TO EACH QUESTION AND
WRITE IT ON THE LINE PROVIDED.

Hannah and Penninah's
husband.

Scornfully

The wife with
no children.

Razor

How Peninnah
treated Hannah.

Hannah

What was
not heard by Eli in
Hannah's prayer?

Elkanah

What Eli
assumed about Hannah
until she explained.

Samuel

The answer to
Hannah's prayer.

Sound

What was never to come
upon Samuel's head?

Son

Who did Hannah
dedicate to the Lord?

Drunk

Samuel hears God speak

I Samuel 3

Storyline

Families are important. Samuel was taught well, growing in stature and in favour with the Lord and men (I Samuel 2:21,26). Eli did not discipline his sons, and this resulted in disgrace for Eli, and this encouraged many of the Lord's people to sin. Eli was warned (I Samuel 2:27-36), but did nothing about it. Eli trained Samuel well and Samuel ministered to the Lord. However, Samuel had no experience in hearing God's voice. One night, after the Lord called Samuel three times, Eli instructed him how to answer the fourth time. The Lord's prophecy to Samuel was against Eli's household. Samuel was afraid to tell Eli when asked, but nevertheless was obedient to the Lord's voice.

Suggested Teaching Approach

Read the chapter (1 Samuel 3) from Scripture. Then read to the class the storyline and extra Scriptures from the handbook.

Though very simple, the Activity A game could be a useful tool to introduce either 'key thoughts'. Emphasise the point that we can easily hear a voice, but it may be difficult to recognise whose voice it is. Theme 1 follows that we must choose to obey the voice of a 'parent'.

Theme One

"Hearing the Lord's voice"

Samuel grew before the Lord. He served in the house of the Lord under Eli, yet did not recognise the Lord's voice when God spoke to him. How important it is for us to hear God's voice to our own hearts. Would Samuel have grown spiritually had he only served and not heard? Eli had to instruct Samuel in recognising God's voice. Sometimes we may need instruction from others to help us to recognise God's voice.

Key Thought

We can know 'of' or 'about' the Lord without truly knowing Him. Growth comes from being able to hear.

Aim

To encourage the children in a growing relationship with the Lord, and to know Him through His word.

Memory Verse

"Listen to Me, you who follow after righteousness, You who seek the Lord." (Isaiah 51:1).

Theme Two

"A willing heart"

When the Lord called Samuel, and Samuel responded, the Lord told him of the terrible judgements that would fall on Eli and his sons. When Eli asked him the next morning what God had said, Samuel told him everything. From that day, the Lord was with him and he became known as a prophet in Israel. The Lord requires us, not only to hear His voice, but also to declare His message without fear. In that way, the Lord will share more things with us.

Key Thought

No matter how young we are, God can speak to us, but He requires us to have a willing heart to speak out the message He gives us.

Aim

To encourage the children to have the same heart attitude as Samuel – that when the Lord calls they will respond with a willing heart.

Memory Verse

"I will delight myself in Your statutes; I will not forget Your word." (Psalm 119:16).

Activity A – Game “Here I Am”

Materials

- This game needs an open, well defined area – an empty room or small fenced yard is ideal.
- Blindfold.

Steps

- A blindfolded child stands in the centre of the room and the other children are positioned randomly. They must stand still. The aim is for the blindfolded child to catch his/her replacement. He calls “Samuel,” and the children answer, “Here I am.” All children must reply. He tracks them by the sounds of their voices, and the first person he catches takes his place in the centre. The blindfolded person must have ‘bumpers up’ ie. arms bent, hands in front of face, palms out.

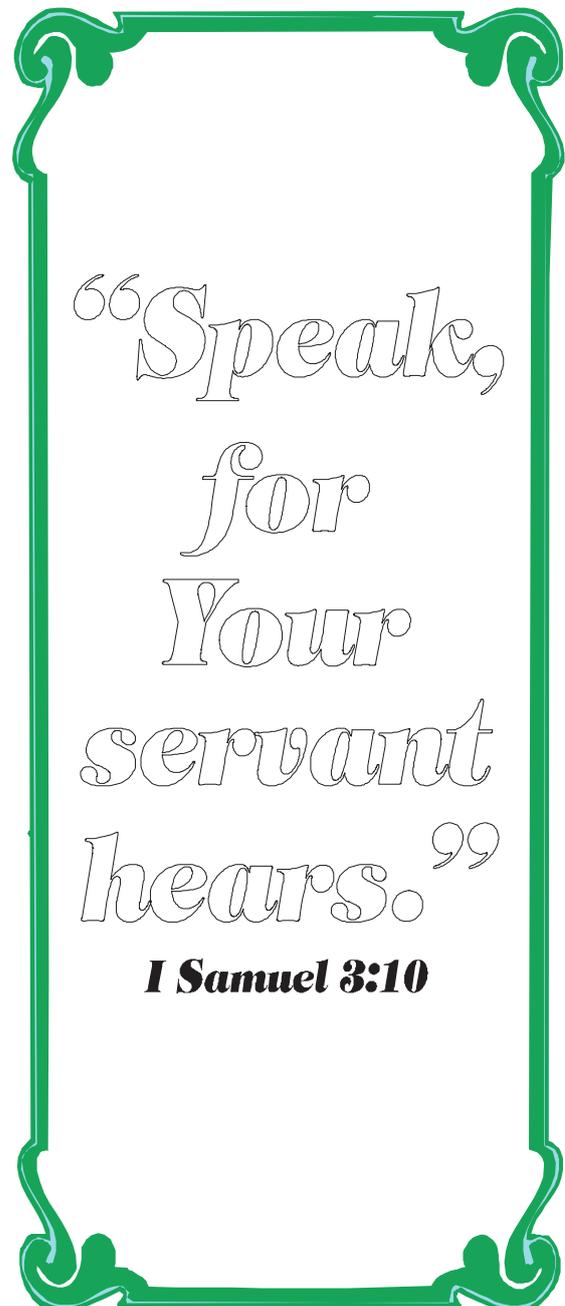
Activity B - Bookmark

Materials

- The Activity Sheet photocopied onto cardboard so there are enough bookmarks for 1 per child.
- Colouring pencils/felt pens.
- Hole punch.
- Pictures.
- Glue.
- Ribbon.
- Clear contact.

Steps

- The children cut out their bookmark and decorate it by colouring the letters, then adding any other artwork or gluing on pictures.
- Cover with clear contact.
- Punch a hole in the top and tie with a ribbon.
- Explain that the Bible is the word of God and He speaks to us through it.



Samuel hears God speak

Activity B - Bookmark

*“Speak,
for
Your
servant
hears.”*

I Samuel 3:10

*“Speak,
for
Your
servant
hears.”*

I Samuel 3:10

*“Speak,
for
Your
servant
hears.”*
I Samuel 3:10

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Eli, Hophni and Phinehas

I Samuel 4 - 6

Storyline

Israel went into battle against the Philistines at Aphek. They suffered defeat and consequently had the ark of the covenant brought to the battle front before engaging the Philistines a second time. They thought that the ark would ensure victory. The second battle was even more disastrous for them. Hophni and Phinehas were both killed, the ark of the covenant captured, and Eli died of shock at the bad news. The capture of the ark brought nothing but trouble to the Philistines. Their idol, Dagon, was found lying face down before it, and the inhabitants of every town where it was taken suffered severe plagues. Finally, the Philistines sent the ark back to Israel.

Suggested Teaching Approach

Read the storyline. Enhance with reference to the Scriptures if time permits. Choose children to role play scenes of the story as suggested in Activity A. Focus on either the fear of the Lord, or the judgment He brings, and to whom He brings it.

Theme One

“Fear the Lord”

The ark of the covenant was a very holy thing and only the high priest was allowed to approach it once a year. But the Philistines captured it and put it in the temple of their god. The result was that their god fell and was broken. Wherever the ark went there was illness. Eventually the Philistines realised that God’s hand was against them and they sent the ark back to Israel. When the ark arrived back in Israel, the people looked inside the ark and over 50,000 were killed. Only then did they realise how holy God is. We must never treat the things of God lightly, but give honour and respect to God.

Key Thought

It is very important that we understand that our God is a holy God. We must give Him reverence, honour and respect.

Aim

For the children to appreciate the holiness of God and the things of God. We must never treat God or His things lightly.

Memory Verse

“The fear of the Lord leads to life, and he who has it will abide in satisfaction” (Proverbs 19:23).

Theme Two

“The judgement of God”

God judged Israel because of their idolatry. He used the ungodly Philistines to execute this judgement. However, because of their contempt for God, they too were subsequently subject to His wrath. We must understand that the same principle applies today whereby God sometimes uses worldly people and situations to bring about awareness of ungodliness in His people. The ungodly are also subject to the judgement of God.

Key Thought

Judgement begins at the house of God and so God judges His people for their ungodliness before He judges others.

Aim

For the children to understand that God will continue to judge His people for their unrighteousness, and that He often uses worldly people and situations in such judgement.

Memory Verse

“But when we are judged, we are chastened by the Lord, that we may not be condemned with the world.” (1 Corinthians 11:32).

Activity A – Role Play – “Trouble in the Family of Eli”

Steps

Role play the major aspects of the story, keeping the theme of judgment at the centre.

- Scene 1. Short battle scene with the Philistines as victors.
- Scene 2. The elders questioning the reason for defeat. Decision to get the ark of the covenant as a source of strength. South as the ark comes into camp.
- Scene 3. The Philistines consider the reason for the shout. Battle scene with the Philistines victorious. The ark captured and returned to the Philistines’ camp. Hophni and Phinehas slain.
- Scene 4. A man runs to Eli. Eli falls and is killed.
- Scene 5. The judgment on the Philistines. Afflicted with tumours. The ark is moved three times, each followed by afflictions.
- Scene 6. The Philistines decide to rid themselves of the ark and send with it a trespass offering.
- Scene 7. The return of the ark is celebrated, but some of the Israelites look into the ark and are slain.

Activity B – Word Search

Materials

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

Steps

- The children find the words listed in the word search, then use the remaining letters to make words that complete the sentences below the ark.

Answers

1. Blessing.
2. Curse.

The POWER of the PRESENCE of GOD

HERE'S A GREAT WORD SEARCH!
Find the words listed below in the word search.

PHILISTINES
ARK OF GOD
ELI
BATTLE
PHINEHAS
HOPHNI

GATH
BETH SHEMESH
SAMUEL
ISRAEL

APHEK
AGHDOD
DRAGON
OFFERING
BOWS

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | S | P | H | I | L | I | S | T | I | N | E | S | O | I | E | S | H | S |
| D | A | R | K | O | F | G | O | D | I | N | G | O | A | S | H | D | O | D |
| G | U | B | A | T | T | L | E | U | R | C | O | N | S | R | S | E | P | G |
| O | E | P | H | I | N | E | H | A | S | A | P | H | E | R | I | I | H | |
| N | I | B | E | T | H | S | H | E | M | E | S | H | L | | | | | |

Cross out each word as you find it. The remaining letters make up the words for the blanks below.

1. The power of the presence of God is a _____ to those who obey Him and are willing to partake of it.
2. The power of the presence of God is a _____ to those who disobey Him and are unwilling to participate in it.

Eli, Hophni and Phinehas

Activity B – Word Search

The POWER of the PRESENCE of GOD

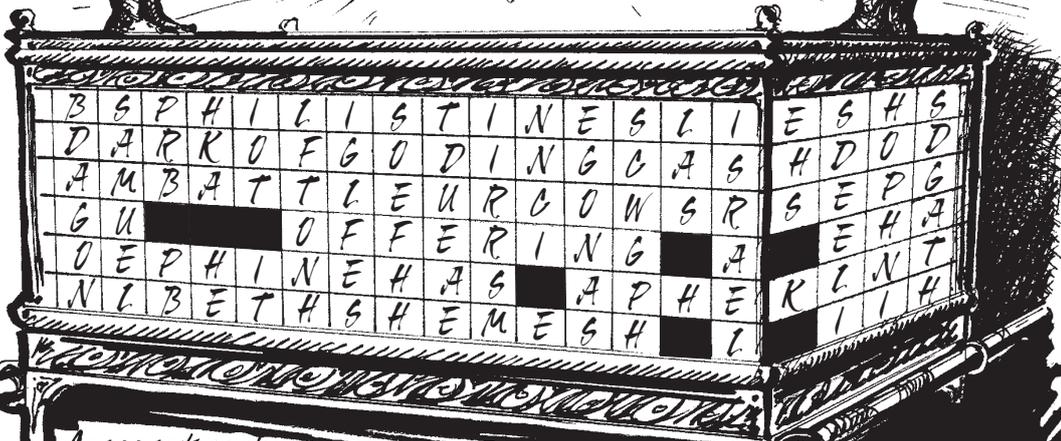
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Find the words listed below in the word search.

PHILISTINES
ARK OF GOD
ELI
BATTLE
PHINEHAS
HOPHNI

GATH
BETH SHEMESH
SAMUEL
ISRAEL

APHER
ASHDOD
DAGON
OFFERING
COWS



Cross out each word as you find it. The remaining letters make up the words for the blanks below.

1. The power of the presence of God is a _____ to those who obey Him and are willing to partake of it.
2. The power of the presence of God is a _____ to those who disobey Him and are unwilling to participate in it.

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SON SEEKERS

Well Done!



for completing
SonSeekers Unit 3
From Aaron's Rod to Eli



SON SEEKERS

Well Done!



for completing
SonSeekers Unit 3
From Aaron's Rod to Eli



Sonseekers Curriculum

Unit One

1. Creation 1
2. Creation 2
3. Adam and Eve
4. The fall
5. Cain and Abel
6. Noah builds an ark
7. The flood, Noah and his sons
8. The tower of Babel
9. Abram called, Abram and Lot
10. The covenant with Abraham
11. Ishmael and Isaac
12. Sodom and Gomorrah
13. The sacrifice of Isaac
14. Rebekah, Isaac's bride
15. Jacob and Esau
16. Jacob's ladder, Leah and Rachel

Unit Five

65. The widow's oil, a boy raised
66. Naaman
67. Famine in Samaria
68. Jonah
69. The captivity of Israel (the northern kingdom)
70. Hezekiah and Sennacherib
71. Isaiah
72. Josiah
73. Jeremiah
74. The captivity of Judah (the southern kingdom)
75. Daniel interprets the king's dream
76. The fiery furnace
77. The writing on the wall
78. Daniel in the lions' den
79. Esther
80. Restoration

Unit Two

17. Jacob becomes Israel
18. Joseph, the favourite son
19. Joseph goes to Egypt
20. Joseph interprets the dreams
21. Joseph's brothers
22. Israel in Egypt
23. Israelite slaves, Moses born
24. Moses flees and returns to Egypt
25. "Let My people go"
26. The first passover, Israel delivered
27. Crossing the Red Sea
28. Manna, water from the rock
29. Sinai and the ten commandments
30. Moses and the tabernacle
31. The golden calf
32. Twelve spies, 40 years of wandering

Unit Six

81. Zacharias, Elizabeth, Mary and John
82. The birth of Jesus
83. Jesus in the temple
84. John the Baptist
85. Jesus baptised and tempted
86. The call of the disciples
87. Water turned to wine
88. The temple cleansed, Nicodemus
89. The woman at the well
90. Healing of the paralysed man
91. The house built on the rock
92. Jesus stills the storm
93. The feeding of the 5000
94. The centurion's servant
95. Forgiveness in Simon's house
96. The sower and the seed

Unit Three

33. Aaron's rod
34. Moses hits the rock
35. The bronze serpent
36. Balaam and his donkey
37. Joshua and Rahab
38. Crossing the Jordan, Jericho
39. The sin of Achan
40. The sun stands still
41. Gideon's fleece
42. Gideon and his army
43. Samson
44. Samson and Delilah
45. Ruth, Naomi and Boaz
46. Hannah
47. Samuel hears God speak
48. Eli, Hophni and Phinehas

Unit Seven

97. Jairus' daughter, a woman touches Jesus
98. Jesus walks on the water
99. Miracles of healing
100. The transfiguration
101. A boy is healed
102. The unmerciful servant
103. A man born blind
104. The good Samaritan
105. Prayer
106. The raising of Lazarus
107. The lost sheep, coin and son
108. Attitudes of a servant
109. The marriage of the king's son
110. The ten lepers
111. The ten virgins
112. The talents

Unit Four

49. Saul chosen
50. Saul and the Amalekites
51. David chosen
52. David and Goliath
53. David and Jonathan
54. David and Saul
55. David crowned
56. David and the ark
57. Absalom
58. Solomon becomes king
59. Solomon's temple
60. Israel divided, Rehoboam and Jeroboam
61. Elijah and the widow
62. Elijah on Mount Carmel
63. Good King Jehoshaphat
64. Elisha and the double portion

Unit Eight

113. Palm Sunday
114. The last supper and Gethsemane
115. The crucifixion
116. The resurrection
117. Peter restored
118. The risen Christ and His ascension
119. The day of Pentecost
120. Peter and John
121. Peter and the Gentiles
122. Stephen
123. Philip
124. Paul's conversion
125. Paul's first missionary journey
126. Paul's second and third missionary journeys
127. Paul's capture and imprisonment
128. Paul's final journey

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