

TEACHER  
RESOURCE

# UNIT 5

From the Prophets to Restoration

LEVEL THREE

# SON SEEKERS

AGES 11-12+



## JONAH SPITS THE DUMMY



Name:



Hot time for three COOL friends

# Teacher Resource

## Contents

Teaching Sonseekers ..... 1

A teacher's guide ..... 2

### Unit 5 (Lessons 65-80):

65. *The widow's oil,  
a boy raised*..... 4

66. *Naaman*..... 8

67. *Famine in Samaria*..... 12

68. *Jonah*..... 18

69. *The captivity of Israel  
(the northern kingdom)* ..... 22

70. *Hezekiah and Sennacherib* 26

71. *Isaiah*..... 30

72. *Josiah* ..... 34

73. *Jeremiah*..... 38

74. *The captivity of Judah  
(the southern kingdom)* ..... 42

75. *Daniel interprets the king's  
dream* ..... 46

76. *The fiery furnace* ..... 50

77. *The writing on the wall* ..... 56

78. *Daniel in the lions' den* ..... 60

79. *Esther* ..... 64

80. *Restoration*..... 68

Unit 5 Awards..... 75

Curriculum Outline ..... 76



## Teaching Sonseekers ...

Dear Teacher

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

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

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

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

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

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

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

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

Yours in Christ

*The Sonseekers Team*

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

## Timeline

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

## What are the Sonseekers materials?

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

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

The Sonseekers materials comprise two related elements:

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

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

## What's in my Sonseekers Level 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.

# The widow's oil, a boy raised

II Kings 4

## Storyline

Two women approached Elisha at different times but each with a difficulty. The first had just been widowed and had no way of paying her husband's debts. Elisha gave her instructions to follow so that not only was the debt paid but she and her sons could live on the remainder. The second woman had no sons but God blessed her and she bore a son. But after some years, the child died and the woman came again to Elisha. She would not leave him until her son was restored to her.

## Suggested Teaching Approach

1. Ask children to read relevant passages where possible; condense long ones for them, reading only important points.
2. **Theme 1** - In pairs, ask children to write down other Scripture accounts they know of where God has supplied someone's need or use a brainstorming approach with the whole group. As a group, discuss whether God does the same today. Has He changed?
3. **Theme 2** - Talk about why God loves a cheerful giver and relate any personal experiences.
4. Pray together.

## Theme One

### "God shall supply all your need"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"My God shall supply all your need according to His riches in glory by Christ Jesus." (Philippians 4:19).*

## Theme Two

### "Giving to others"

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

### Key Thought

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

### Aim

For the children to desire a willing and giving heart.

### Memory Verse

*"He who has a generous eye will be blessed, for he gives of his bread to the poor." (Proverbs 22:9).*

## Activity A – Clay Pots

### Materials

- Clay (or substitute – recipe below).
- Cardboard or plastic lids to work on.
- Damp cloth and towel to clean hands.
- Old shirts to protect clothing.

### Steps

- Children can fashion their own pot.
- If teacher has access to a kiln, they could be fired during the week, or the children could simply sun dry them at home.

### Clay Substitute (prepare at home)

- 2 cups plain flour.
- 1 cup salt.
- 2 tablespoons cooking oil.
- 4 tablespoons cream of tartar.
- 1 cup boiling water.
- Pour boiling water and oil over dry ingredients. Mix well. Add more flour if too soft. The mixture should be pliable and not sticky. Knead until smooth, as soon as mixture is cool enough. Wrap in foil and store in an airtight container. The mixture will keep for a few days.
- This recipe makes enough dough for approximately 6 pots. It will set hard and can be painted.

## Activity B – Furnish Elisha's Room

### Materials

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

### Steps

- The children read II Kings 4:9-10 to discover the furniture that the lady used to prepare a room for Elisha, and draw those things in the room on the Activity Sheet. They can then add other items they would furnish the room with.
- Next the children can unscramble the mixed up words on the bricks and write the correct words in the spare bricks.



# The widow's oil – a boy raised

## Activity B – Furnish Elisha's Room

Read II Kings 4:9-10 and draw in Elisha's room the furniture the lady put in it. Then add other things you might put in for Elisha's comfort. On the bricks are jumbled words from the story - unscramble them and write the correct words on the spare bricks.

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# Naaman

II Kings 5:1-19

## Storyline

Naaman was a commander of the Syrian army but he was also a leper. In his household was a maid captured from Israel. She spoke to Naaman's wife of the prophet in Samaria who would cure Naaman. Naaman took a letter from the king of Syria, with gifts, to the king of Israel. The king of Israel was angry because he knew he could not heal Naaman. When Elisha heard about this, he told the king to send Naaman to him. At Elisha's house, a servant was sent out to tell Naaman to bathe seven times in the Jordan. At this he became angry, for he expected Elisha himself to heal him and the Jordan was not as clean as rivers in Syria. Naaman's servant stated that if Elisha had asked him to do something great he would have done it but he was only asked to bathe and be clean. Naaman obeyed and was healed.

## Suggested Teaching Approach

1. Choose relevant verses and select some children to read aloud.
2. **Theme 1** - Discuss what pride is and what it is motivated by - thinking of ourselves more highly than we should. Talk about being obedient with a humble heart.
3. **Theme 2** - Discuss what it means to share our testimony of faith with others. Why is our testimony important?
4. Prayer - ask some children to pray for specific things.
5. Additional Activity – act out an unscripted role play of the account of Naaman's healing.

## Theme One

### “God requires humble obedience”

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

### Key Thought

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

### Aim

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

### Memory Verse

*“Humble yourselves in the sight of the Lord, and He will lift you up.” (James 4:10).*

## Theme Two

### “A testimony of faith”

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

### Key Thought

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

### Aim

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

### Memory Verse

*“Therefore do not be ashamed of the testimony of our Lord.” (2 Timothy 1:8).*

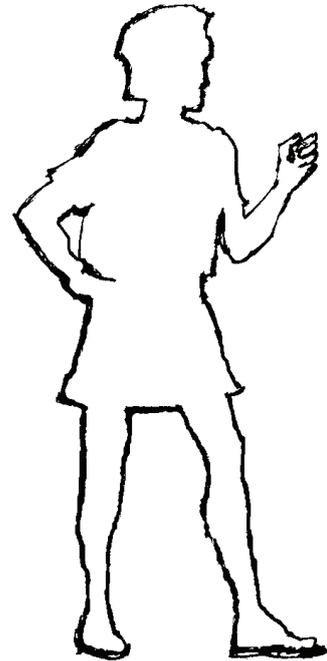
## Activity A – Naaman’s Uniform

### Materials

- 1 Activity Sheet per child.
- Colouring pencils/felt pens.
- Glue.
- Scissors.
- Scraps of coloured paper or material.

### Steps

- The children draw or collage a uniform on the outline of Naaman.



## Activity B – Word Puzzle

### Materials

- 1 Activity Sheet per child.

### Steps

- The children complete the words by choosing a letter from the list provided. Each letter may only be used once.

Using the letters in the water drops, complete the words. Each letter is only used once.

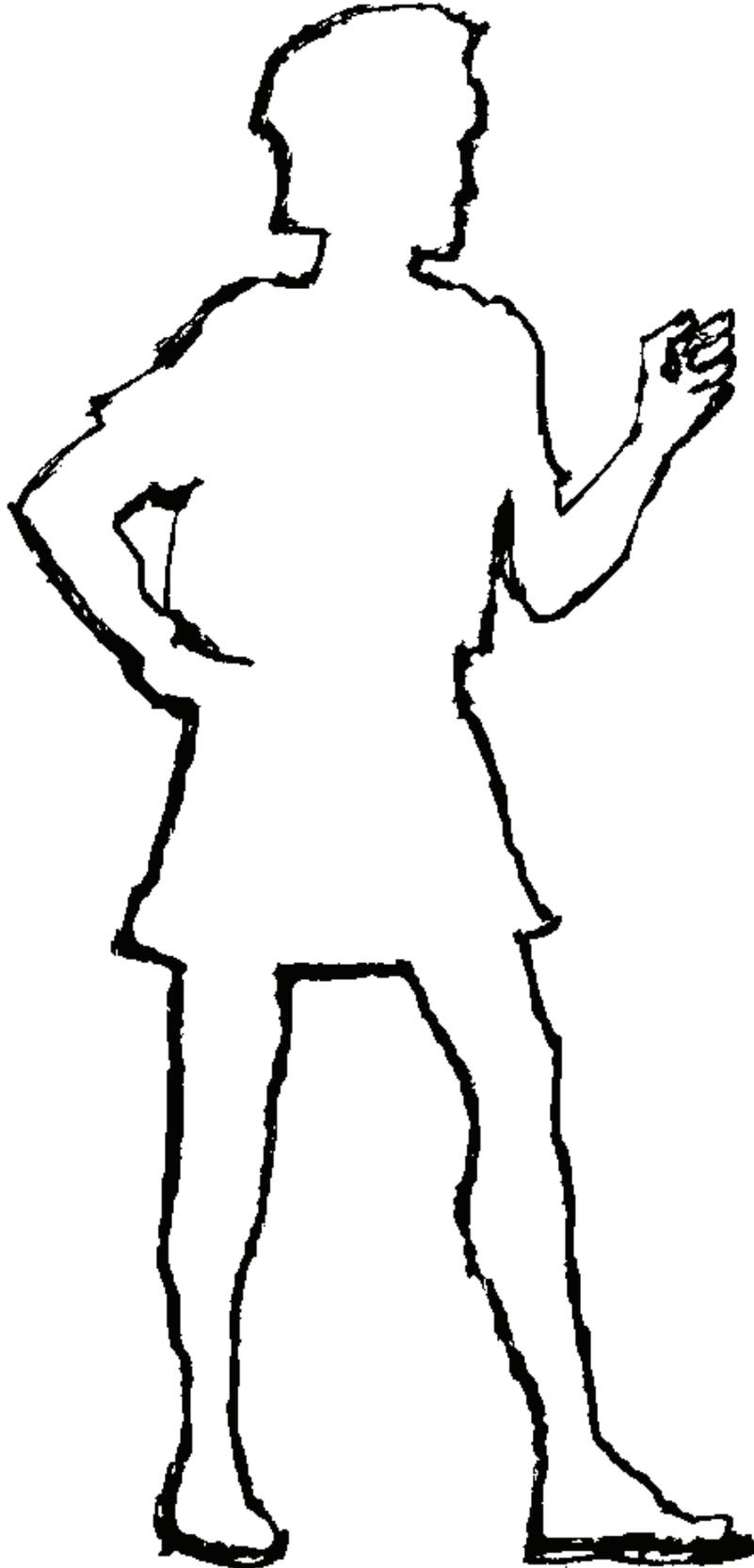
The word puzzle grid contains the following words with missing letters:

- LEPER
- DONKEY
- WATER
- MIRACLES
- KING
- PROPHET
- HEALED
- SERVANT
- PRAISED
- SEVEN
- ELISHA
- JORDAN
- MASTER
- ISRAEL

The letters in the water drops are: E, K, S, A, S, J, V, T, M, T, G, L, O, P, N, V, H, R, A, W, Y, D, C, R, H, I, L, I.

# Naaman

## Activity A – Naaman's Uniform



# Naaman

## Activity B – Word Puzzle

Using the letters in the water drops, complete the words. Each letter is only used once.

The word puzzle grid contains the following pre-filled words:

- Row 1: L E R R
- Row 2: D O K E
- Row 3: A E R
- Row 4: M I A L E S
- Row 5: I N
- Row 6: P R P E T
- Row 7: E A E D
- Row 8: S E R A T
- Row 9: P R S E D
- Row 10: E E N
- Row 11: E I S H
- Row 12: O R A N
- Row 13: A S E R
- Row 14: I A E L

Water drops containing letters are located around the grid:

- Row 1: E, K, S, A, S, J, V, T, M, T
- Row 2: L
- Row 3: O
- Row 4: V, N
- Row 5: R, H
- Row 6: A, Y
- Row 7: D, C, R
- Row 8: G, P, N, W, H, I

A cartoon camel is sitting in a river at the bottom right of the grid.

# Famine in Samaria

II Kings 6:24 - 7:20

## Storyline

The Syrian king laid siege against famine-ravaged Samaria. As the Israelite king walked along the wall a woman sought the king's help, and told him of the occurrence of cannibalism. This angered him, he declared that the disaster was from the Lord, and threatened to kill Elisha. A messenger went and told Elisha who prophesied of the city's salvation. An officer who heard this scoffed and Elisha foretold his death. Four lepers went to the enemy camp for food, and found it deserted, for the enemy had heard the sound of a mighty army with chariots, and so they fled. They found food, clothes and riches and returned to tell the king who investigated. The people plundered the camp and carried the food back to Samaria. As the food was being sold in the gate the people trampled the disbelieving officer to death.

## Suggested Teaching Approach

1. Prayer that the Lord will teach us to rely on Him in all our ways.
2. Relay the facts of the story, emphasising the wonder of the Lord's ways, particularly the desperate situation, Elisha's prophesy, the miracle of the sound of the army, the lepers' discovery and the scoffing guard's judgment.
3. Have children relate circumstances in their experience where they relied on the Lord for provision or deliverance.

## Theme One

### "Confidence in God"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"For the Lord will be your confidence, and will keep your foot from being caught." (Proverbs 3:26).*

## Theme Two

### "God is with us"

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

### Key Thought

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

### Aim

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

### Memory Verse

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

## Activity A – Memory/Concentration Game

### Materials

- 2 copies of each 2 Activity Sheets, enlarged and copied onto cardboard if possible.

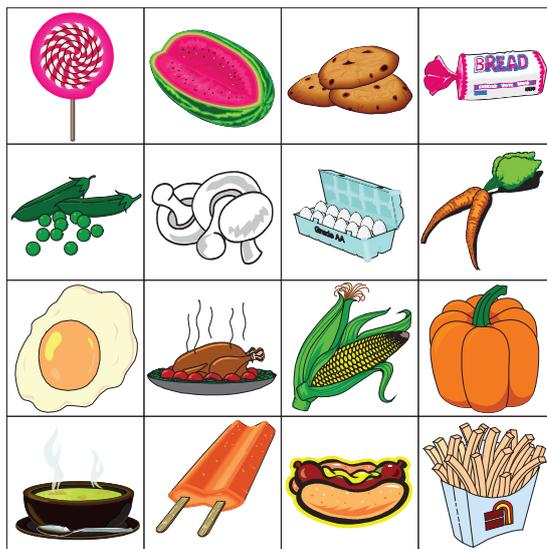
### Steps

#### At Home

- Cut the pictures up into cards.

#### In Class

- Place all the cards face down in a square on the table. (There should be two pictures of each type of food).
- The first child has a turn by turning over two cards. If the cards are the same picture, they get to keep the cards and continue their turn by turning over another two. If the cards are different, they turn them back over and leave them where they were, and the next child has a turn. Keep going around the class until all the cards are gone. The child with the most cards at the end of the game wins.
- You could add interest to this game by giving lolly prizes each time a child gets a pair.
- Another variation would be to nominate some of the cards as wipe-out cards. You would need to do one extra set of cards (only one page would be necessary) for yourself, then before the game starts pull out a few of the cards that can be the 'wipe-out' cards. Don't show them to the children, but explain to them that some of the cards will be 'wipe-out' cards. Know which ones they are yourself. When a child gets a pair that matches one of the 'wipe-out' cards they could be penalised in some way (either out of the game or take all the pairs they have already won from them.)



## Activity B – Samaritan Similes

### Materials

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

### Steps

- This activity may appear to be a simple crossword, however some analytical comparison skills are required to find consistencies across Scriptures and events in the Bible, and the children may require varying levels of assistance.
- The children may wish to work in pairs – one finding the Scripture from the story in II Kings and the other finding the other Bible Scriptures for comparison.

### Samaritan Similes - Double Clue Crossword

With a friend, match the two Scripture clues. One is from the story today, the other is from a similar event elsewhere in the Bible. Find the common word/s and complete the puzzle.



#### Across

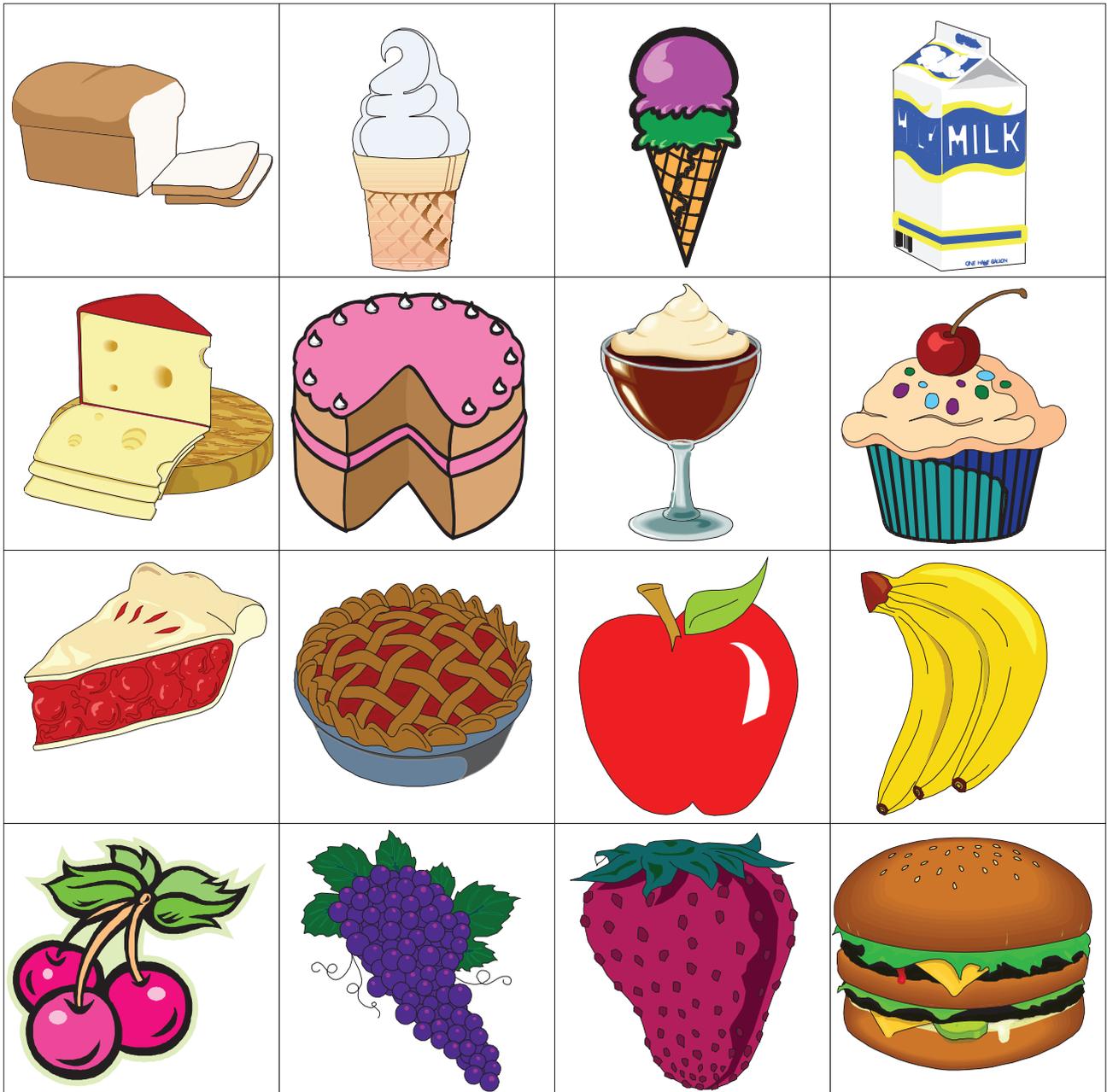
2. What was left by the enemy? (2 words)  
*II Kings 7:3; Joshua 7:21.*
4. Who lives outside the city, not allowed in?  
*II Kings 7:3; Luke 17:12.*
6. Place of sales.  
*II Kings 7:1; II Kings 7:18.*
7. A desperate situation.  
*II Kings 6:25; Ruth 1:1.*
8. Who provided deliverance?  
*II Kings 7:6; Exodus 14:25.*

#### Down

1. The sound of what caused fear in the enemy? (2 words)  
*II Kings 7:6; Jeremiah 47:3.*
2. Sign of mourning.  
*II Kings 6:30; Jeremiah 4:8.*
3. What happened to the ones who doubted God's deliverance?  
*II Kings 7:20; Numbers 14:36-37.*
5. What substance is measured and given a price?  
*II Kings 7:1; Revelation 6:6.*
7. What had the enemy done?  
*II Kings 7:7; Joshua 10:11.*

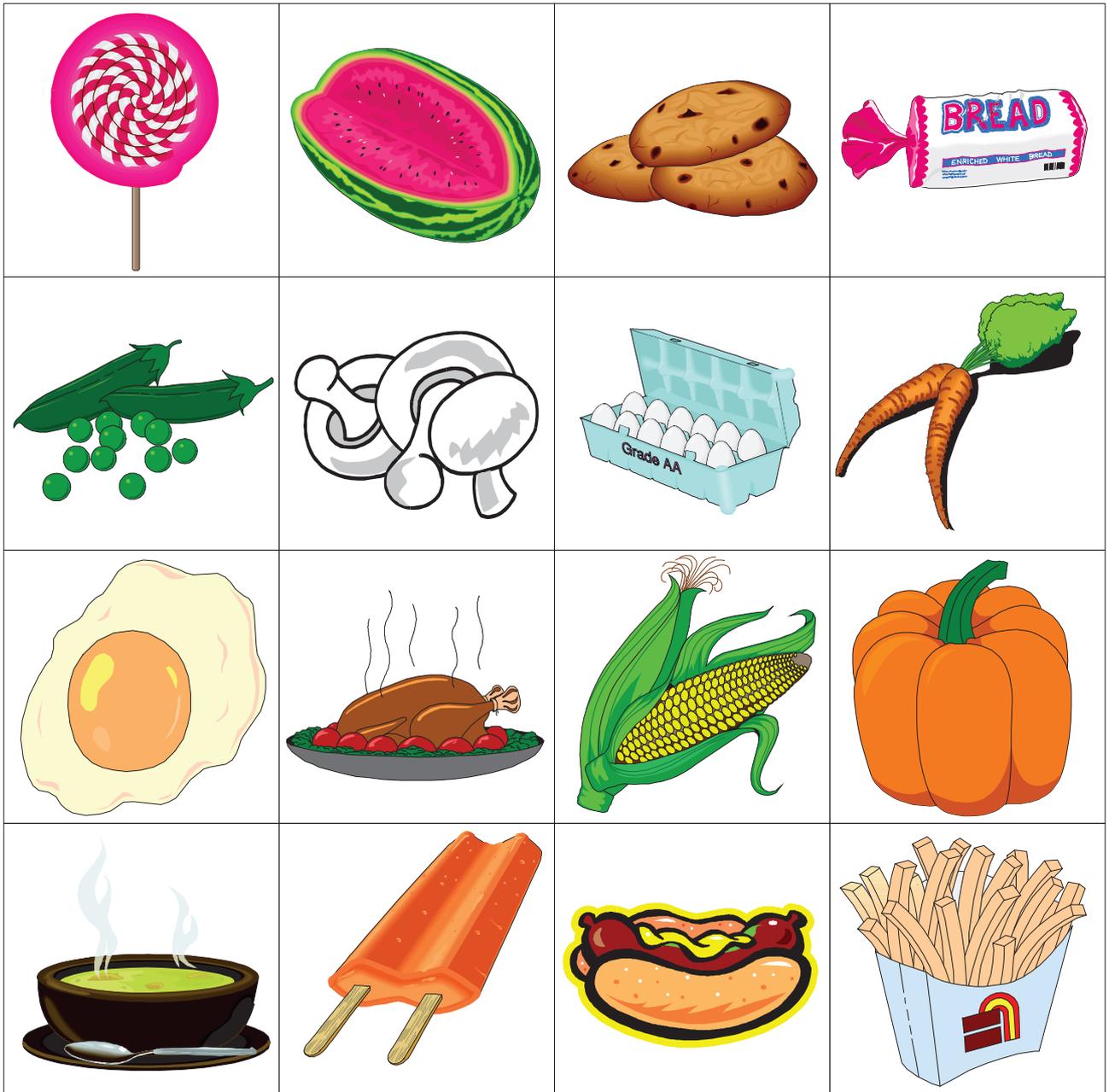
# Famine in Samaria

## Activity A – Memory/Concentration Game



# Famine in Samaria

## Activity A – Memory/Concentration Game

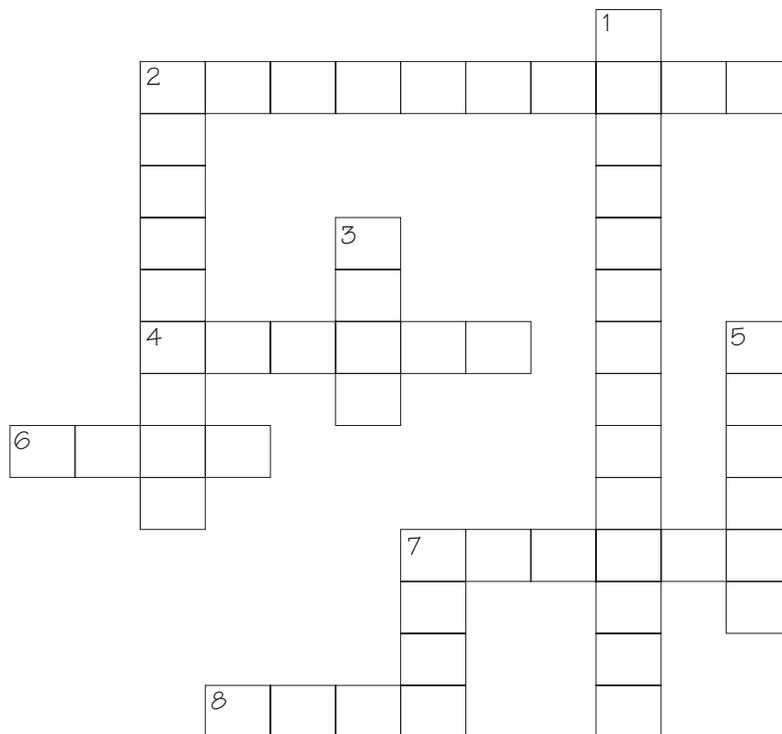


# Famine in Samaria

## Activity B – Samaritan Similes

### Samaritan Similes - Double Clue Crossword

With a friend, match the two Scripture clues. One is from the story today, the other is from a similar event elsewhere in the Bible. Find the common word/s and complete the puzzle.



### Across

2. What was left by the enemy? (2 words)  
1 Kings 7:8; Joshua 7:21.
4. Who lives outside the city, not allowed in?  
1 Kings 7:3; Luke 17:12.
6. Place of sales.  
1 Kings 7:1; 1 Kings 7:18.
7. A desperate situation.  
1 Kings 6:25; Ruth 1:1.
8. Who provided deliverance?  
1 Kings 7:6; Exodus 14:25.

### Down

1. The sound of what caused fear in the enemy?  
(2 words) 1 Kings 7:6; Jeremiah 47:3.
2. Sign of mourning.  
1 Kings 6:30; Jeremiah 4:8.
3. What happened to the ones who doubted  
God's deliverance?  
1 Kings 7:20; Numbers 14:36&37.
5. What substance is measured and given a price?  
1 Kings 7:1; Revelation 6:6.
7. What had the enemy done?  
1 Kings 7:7; Joshua 10:11.

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# Jonah

II Kings 14:23-25; Jonah

## Storyline

God was angry with the people of Nineveh and wanted to destroy them so He sent Jonah to tell them. But Jonah tried to run away and sailed from Joppa to Tarshish. On the way, God sent a wind and the sailors were scared the boat would sink. Jonah was asleep and they woke him up and told him to pray. They cast lots to find out whose fault it was and it fell on Jonah. After talking to them, he told them to throw him overboard. They prayed and did so. A great fish swallowed Jonah. For three days Jonah prayed to the Lord. Then the fish vomited him up on a beach. God told Jonah to go to Nineveh and he obeyed and told the people what the Lord said. The people listened and repented so God did not destroy them. Jonah threw a temper tantrum but the Lord rebuked him.

## Suggested Teaching Approach

The important points to bring out in the story are: Jonah's reactions, Nineveh's reactions, God's actions throughout. It is important to discuss reasons and motives with the class for this should help them come to understand their own motives when obeying or disobeying either parents, teachers, or God. In fact, discuss without mentioning specifics, the children's own reactions.

## Theme One

### "A gracious and merciful God"

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

### Key Thought

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

### Aim

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

### Memory Verse

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

## Theme Two

### "Repentance"

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

### Key Thought

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

### Aim

To show the children the importance of true repentance.

### Memory Verse

*"As many as I love, I rebuke and chasten. Therefore be zealous and repent." (Revelation 3:19).*

## Activity A – Role-Play or Story Writing

### Materials

- Dress up clothes if desired.
- Paper and pencil for each child.

### Steps

- Either have the children make up and act out a short play based on the book of Jonah. Nothing is to be written down – a very impromptu performance. Allow them approximately 5 minutes to talk about it. (Perhaps they could act out the play to the rest of the Sunday School the following week.) Or:
- The children can write the story of Jonah as if they were Jonah telling it to his grandchildren or write a newspaper report for the “Nineveh News” with a suitable front page headline.

## Activity B – Word Puzzle

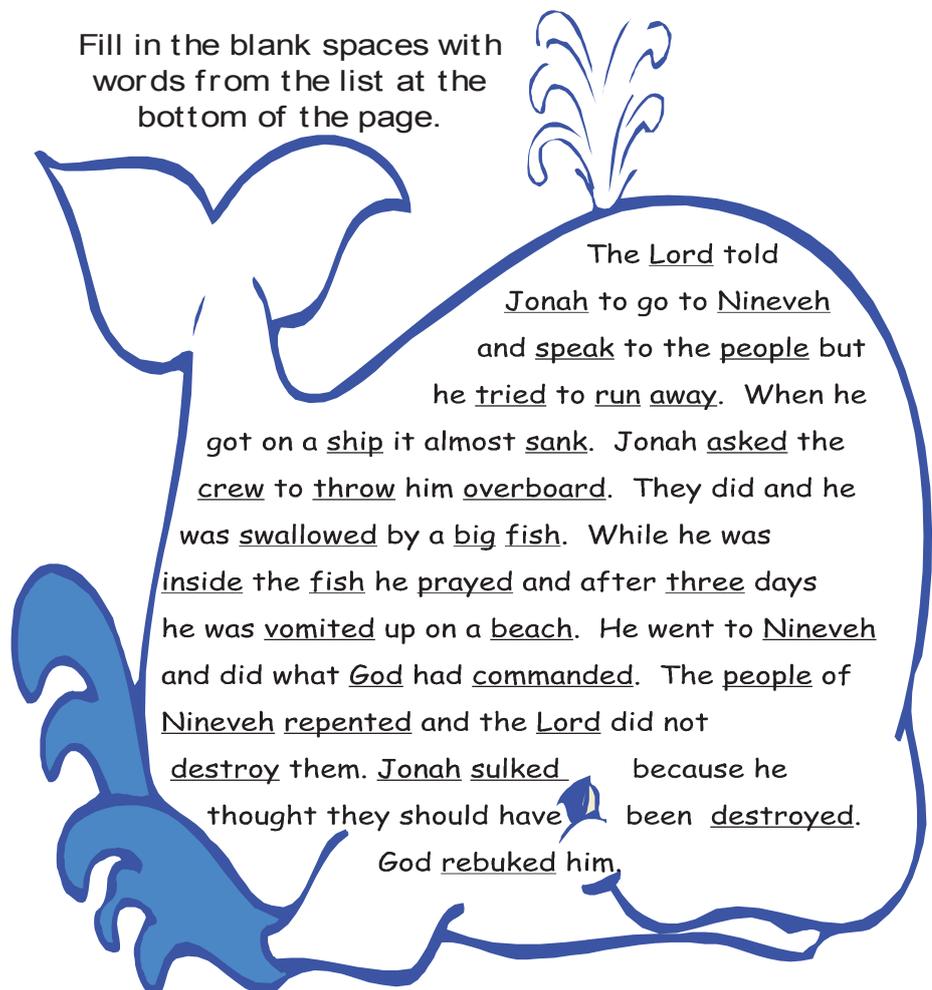
### Materials

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

### Steps

- The children complete the story by filling in the missing words from the word list.

Fill in the blank spaces with words from the list at the bottom of the page.



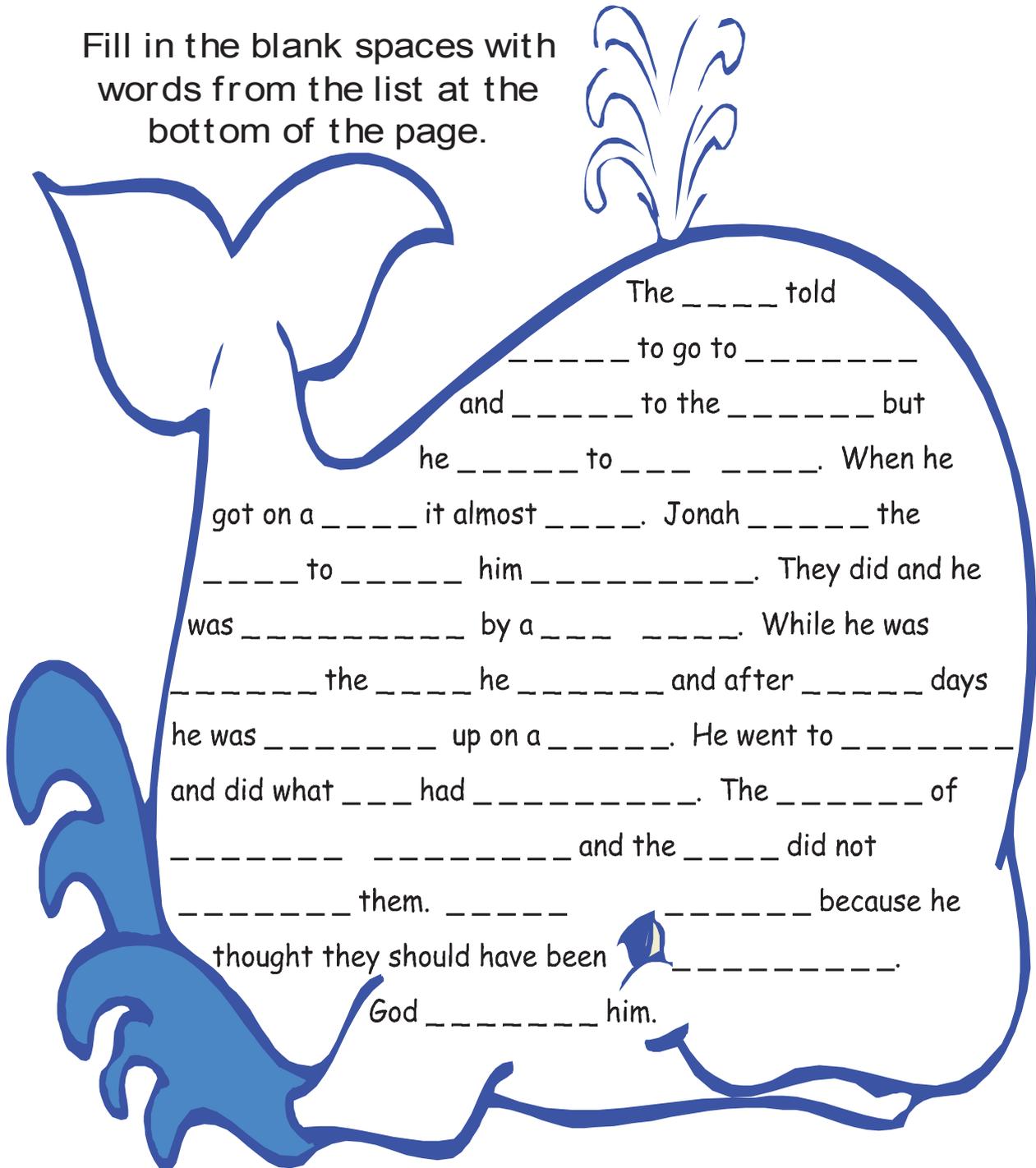
The Lord told Jonah to go to Nineveh and speak to the people but he tried to run away. When he got on a ship it almost sank. Jonah asked the crew to throw him overboard. They did and he was swallowed by a big fish. While he was inside the fish he prayed and after three days he was vomited up on a beach. He went to Nineveh and did what God had commanded. The people of Nineveh repented and the Lord did not destroy them. Jonah sulked because he thought they should have been destroyed. God rebuked him.

destroyed	God	Nineveh	swallowed	destroy
three	commanded	speak	run	Lord
big	asked	people	inside	repented
ship	people	prayed	Nineveh	vomited
rebuked	beach	tried	throw	Jonah
overboard	Jonah	sulked	sank	fish
Lord	Nineveh	crew	fish	away

# Jonah

## Activity B – Word Puzzle

Fill in the blank spaces with words from the list at the bottom of the page.



destroyed  
three  
big  
ship  
rebuked  
overboard  
Lord

God  
commanded  
asked  
people  
beach  
Jonah  
Nineveh

Nineveh  
speak  
people  
prayed  
tried  
sulked  
crew

swallowed  
run  
inside  
Nineveh  
throw  
sank  
fish

destroy  
Lord  
repented  
vomited  
Jonah  
fish  
away

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# The captivity of Israel (the northern kingdom)

II Kings 17

## Storyline

This chapter relates the closing scene of the kings of Israel, about 200 years after Jeroboam established his kingdom. Hoshea became king by treason and murder and reigned for nine years. He did evil in the Lord's sight, but was not as evil as his predecessors. Their destruction came from the Lord because they served other gods. Shalmaneser, king of Assyria, discovered that Hoshea had not paid his tribute and attacked Samaria. The alliance with the king of Egypt failed, and Hoshea was imprisoned. After three years of siege, Samaria was captured. The ten tribes were scattered and the land reinhabited with other nationalities. After troubles with lions in the area, the Assyrian king sent back a priest to teach the people living there how to appease the God of the land. He did this but the nations continued to worship their idols.

## Suggested Teaching Approach

1. Prayer.
2. Discuss forgetfulness. What happens when you put off doing what your parents tell you until later? How many times do you later obey without being reminded or chased? How many times do we deliberately try to avoid doing what we were told?
3. Children briefly share their stories.
4. Tell the story and apply it to the children's lives.

## Theme One

### "Fear God and obey Him"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"You shall walk after the Lord your God and fear Him, and keep His commandments." (Deuteronomy 13:14).*

## Theme Two

### "God is merciful and God judges"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"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 – Word Search

### Materials

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

### Steps

- The children find the words listed in the word square.



## Activity B – Which Scripture – Which Picture?

### Materials

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

### Steps

- The children read the Scriptures, then write about each situation in the space provided, matching the pictures to the stories.

Match the stories in the Scripture references to the pictures, and write about each situation of deliverance.

Psalm 51 Title and verses 10-14; II Kings 17:1-2,39-41;  
 Jonah 1:2-3,17; 2:10; 3:1-3; Exodus 3:2-4; 4:10,14-15.

**Jonah**  God told Jonah to go to Nineveh. Jonah went the opposite way and ended up in the belly of a fish. Jonah repented, God delivered him and he went to Nineveh and preached. Jonah 12-3,17; 2:10; 3:1-3.

**Moses**  God spoke to Moses from the burning bush. Moses said he was not able to do as God asked. God was angry with Moses, then God provided for him. Exodus 3:2-4; 4:10,14-15.

**David**  David knew God, but sinned against Him. David repented and asked God to restore him in salvation. Psalm 51:10-14.

**Hoshea**  God's people didn't walk His way, but God called them to repent. They did not fear the Lord, but worshipped images. If they had obeyed God He would have protected them from the enemy. II Kings 17:12,39-41

# The captivity of Israel (the northern kingdom)

## Activity A – Word Search



# WORD SEARCH



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

IDOLS

STATUTES

ISRAEL

JEROBOAM

HOSHEA

ASSYRIA

GOD

SHALMANESER

EGYPT

AHAZ

HALAH

PHARAOH

KINGS

GOZAN

TRIBES

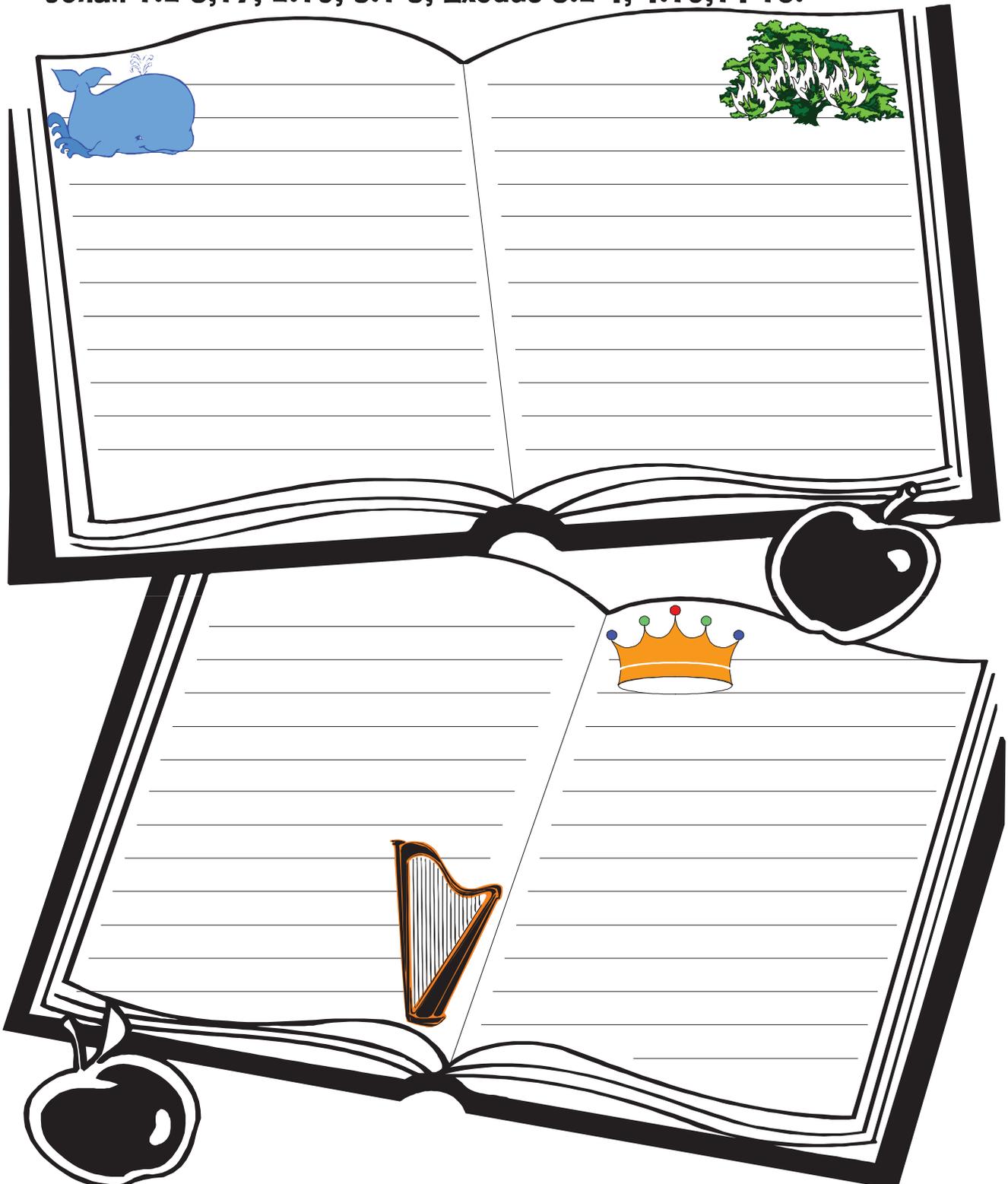
# The captivity of Israel (the northern kingdom)

## Activity B – Which Scripture, Which Picture?

Match the stories in the **Scripture** references to the pictures, and write about each situation of deliverance.

**Psalm 51 Title and verses 10-14; II Kings 17:1-2,39-41;**

**Jonah 1:2-3,17; 2:10; 3:1-3; Exodus 3:2-4; 4:10,14-15.**



# Hezekiah and Sennacherib

II Kings 18 – 20  
Isaiah 36 - 38

## Storyline

Hezekiah, the 12th king of the southern kingdom of Judah, held fast to the Lord at a time when Judah was steeped in idolatry. He tore down the nation's idols and places of false worship, and caused the people to gather again to worship the Lord in the temple in Jerusalem. When Sennacherib, king of Assyria, invaded Judah, and encroached on the walls of Jerusalem, attempting to entice the people to deny the Lord and surrender, Hezekiah fervently sought the Lord, who answered him, assuring him through the prophet Isaiah, of His deliverance of Jerusalem. Around this same time, Hezekiah fell sick, and was warned by Isaiah, from the Lord, to prepare for death. Hezekiah, however, again fervently sought the Lord, and the Lord healed him; granting him another fifteen years of life.

## Suggested Teaching Approach

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

Relate the story to the class emphasising your chosen theme.

## Theme One

### “Trust in the Lord”

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

### Key Thought

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

### Aim

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

### Memory Verse

*“In God I have put my trust; I will not be afraid.” (Psalm 56:11).*

## Theme Two

### “Walk in God's ways”

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

### Key Thought

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

### Aim

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

### Memory Verse

*“You shall walk in all the ways which the Lord your God has commanded you.” (Deuteronomy 5:33).*

## Activity A – Profile of Hezekiah

### Materials

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

### Steps

- The children look up the Scripture references from II Kings to complete the questions, giving a profile on Hezekiah.

### II Kings

**Father (18:1)** Ahaz

**Mother (18:2)** Abi

**Age when crowned (18:2)** 25

**Type of man (18:5)** A man who trusted God.

**Main enemy (King of Assyria) (18:13)**  
Sennacherib

**Who came against Jerusalem? (18:17)**  
The Tartan, the Rabsharis, the Rabshakeh and an army from Jerusalem.

**What did Hezekiah do when told of the demands of the enemy? (19:1)**  
Tore his clothes, covered himself with sackcloth, and went into the house of the Lord.

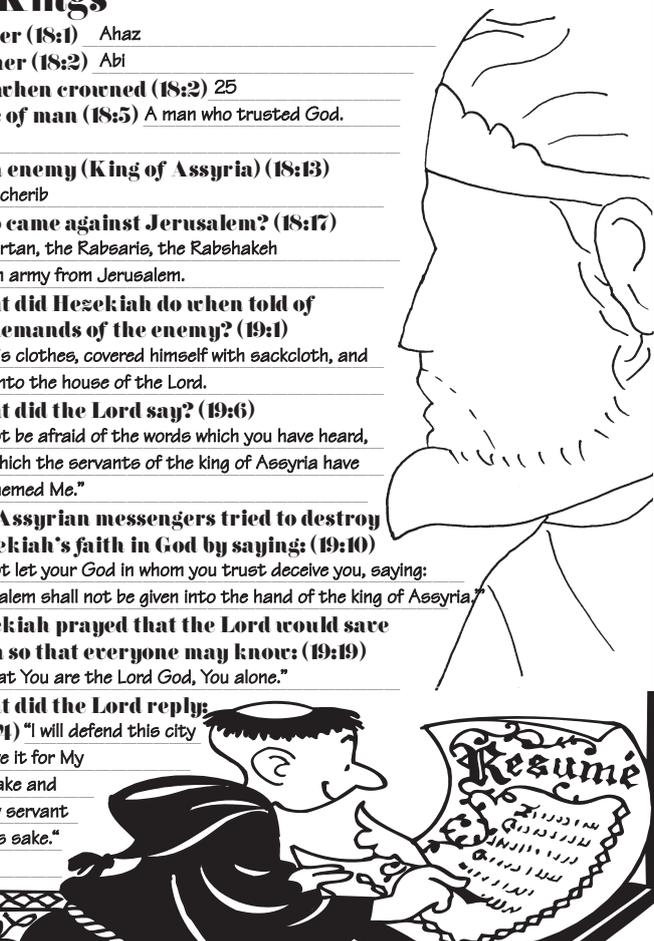
**What did the Lord say? (19:6)**  
"Do not be afraid of the words which you have heard, with which the servants of the king of Assyria have blasphemed Me."

**The Assyrian messengers tried to destroy Hezekiah's faith in God by saying: (19:10)**  
"Do not let your God in whom you trust deceive you, saying: 'Jerusalem shall not be given into the hand of the king of Assyria.'"

**Hezekiah prayed that the Lord would save them so that everyone may know: (19:19)**  
"... that You are the Lord God, You alone."

**What did the Lord reply: (19:31)** "I will defend this city to save it for My own sake and for My servant David's sake."

## Profile of Hezekiah



## Activity B – Discussion and Debate

### Materials

- Pens/pencils/paper.
- Bibles.

### Steps

- Discuss the way the Assyrians tried to destroy Hezekiah's faith in II Kings 18:19 "what confidence is this" and "in whom do you trust?" and how the king tried to entice the people from trusting Hezekiah.
- Divide the children into two groups.
- Each group discusses things which challenge their commitment, and their responses to them.
- Have each group prepare and present a debate argument on 'the battle.' One group are to be 'the tempters' challenging the other group, the 'committed.'

# Hezekiah and Sennacherib

## Activity A – Profile of Hezekiah

### Profile of Hezekiah

#### II Kings

Father (18:1) \_\_\_\_\_

Mother (18:2) \_\_\_\_\_

Age when crowned (18:2) \_\_\_\_\_

Type of man (18:5) \_\_\_\_\_

Main enemy (King of Assyria) (18:13) \_\_\_\_\_

Who came against Jerusalem? (18:17) \_\_\_\_\_

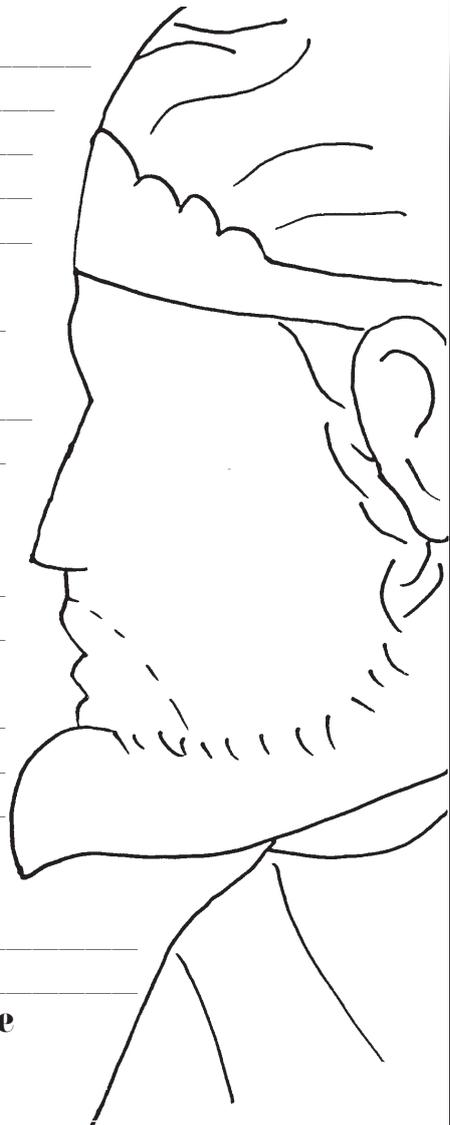
What did Hezekiah do when told of the demands of the enemy? (19:1) \_\_\_\_\_

What did the Lord say? (19:6) \_\_\_\_\_

The Assyrian messengers tried to destroy Hezekiah's faith in God by saying: (19:10) \_\_\_\_\_

Hezekiah prayed that the Lord would save them so that everyone may know: (19:19) \_\_\_\_\_

What did the Lord reply: (19:34) \_\_\_\_\_



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## Storyline

Isaiah was a prophet whom God raised up to speak to His people, Judah, to turn them back from their rebellious ways to a true following of the Lord. Before he was able to be used of the Lord, Isaiah himself had to come to a full conviction of sin and repentance. The Lord was then able to cleanse him and send him forth as His messenger. He expressed God's repugnance at His people's merely external form of worship, and His desire for them to return to Him and be cleansed. He described the terrible state of wickedness and disorder into which they had fallen, because of their rebellion. He promised judgment and destruction if they continued in their wicked ways, but restoration and deliverance of the remnant who returned or remained faithful to the Lord.

## Suggested Teaching Approach

1. Ask the children to share/discuss their own experience with responding to the call of God on their life.
2. Have a box, with a lid on it with something interesting inside. Point out that it is not known what is inside as it is dark – no light. Take the lid off. Liken the box to our hearts and how, without God's glory shining in, we would never be able to see what is really in our hearts.

## Theme One

### “Called to be a messenger”

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

### Key Thought

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

### Aim

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

### Memory Verse

*“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

### “Sin is revealed in God's presence”

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

### Key Thought

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

### Aim

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

### Memory Verse

*“If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness.” (1 John 1:9).*

## Activity A – Coded Scripture

### Materials

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

### Steps

- The children use the code to decipher the Scripture.
- As each one completes the Scripture, have them look up a key word in the concordance to find where the verse is found in the Bible, and then look it up to see if they have it correct.

### Answer

- Isaiah 1:18.

**DECIPHER THE SCRIPTURE VERSE USING THE CODE IN THE BOXES.**

↖	↗	↘	↙	↕	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>				
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	"	"	,	;	.					
↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔

**“COME NOW, AND LET US**  
**REASON TOGETHER,”**  
**SAYS**  
**THE LORD,**  
**“THOUGH YOUR**  
**SINS ARE LIKE SCARLET,**  
**THEY SHALL BE AS**  
**WHITE**  
**AS SNOW; THOUGH**  
**THEY**  
**ARE RED LIKE**  
**CRIMSON,**  
**THEY SHALL BE AS**  
**WOOL.”**

## Activity B – Scripture Search

### Materials

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

### Steps

- The children look up and write out the Scriptures on the ‘us’ side.
- Discuss with the children the process that Isaiah went through, showing them from the Scriptures they have written out how we are to face the same process.

**Isaiah**

4. "Whom shall I send ...?"  
Then I said, "Here am I!  
Send me." And He said,  
"Go, and tell this people."  
Isaiah 6:8-9

3. "Your iniquity is  
taken away, and your  
sin is purged."  
Isaiah 6:7

2. "Woe is me, for I am  
undone! Because I am  
a man of unclean lips."  
Isaiah 6:5

1. "I saw the Lord."  
Isaiah 6:1

**Us**

4. "Who has saved us and  
called us with a holy  
calling, not according to  
our works, but according  
to His own purpose and  
grace." II Timothy 1:9

3. "That if you confess  
with your mouth the Lord  
Jesus and believe in your  
heart that God has raised  
Him from the dead, you  
will be saved." Romans 10:9

2. "I acknowledged my  
sin to You, and my iniquity  
I have not hidden. I said,  
"I will confess my trans-  
gressions to the Lord" and  
You forgave the iniquity  
of my sin." Psalm 32:5

1. "Awake to righteous-  
ness, and do not sin: for  
some do not have the  
knowledge of God. I  
speak this to your shame."  
I Corinthians 15:34



# Isaiah

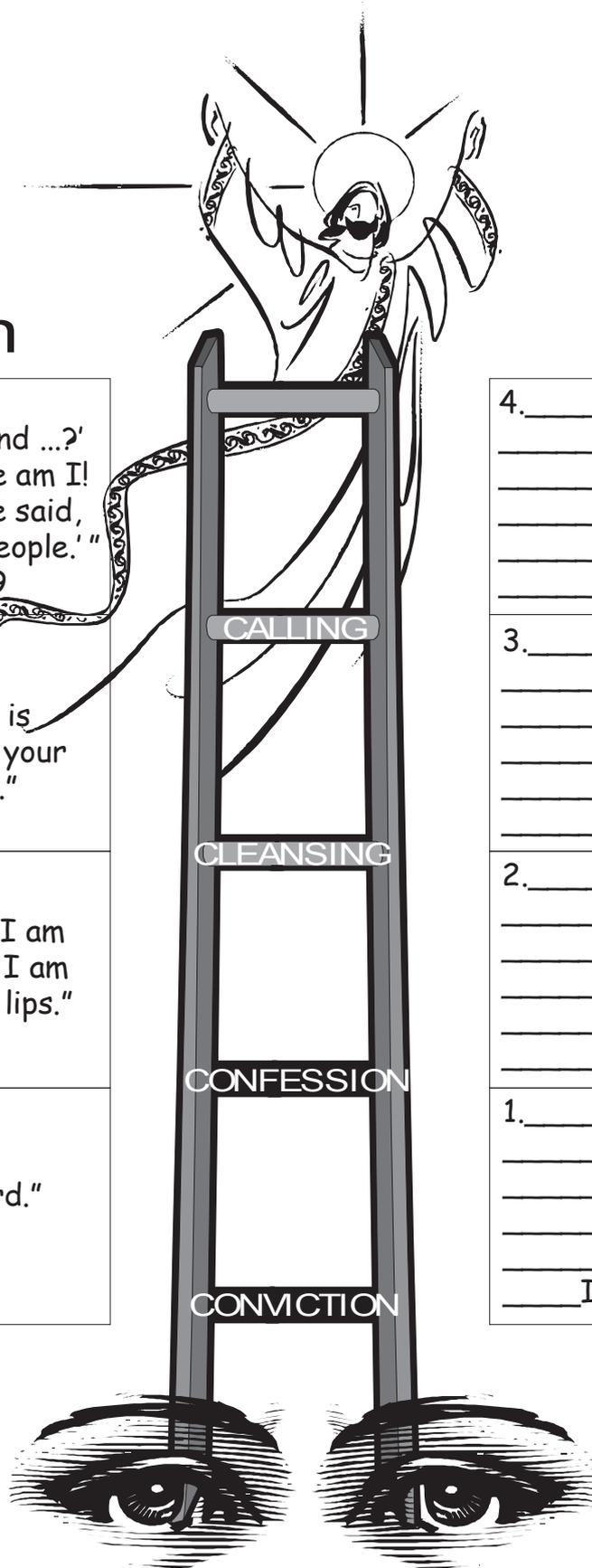
## Activity B – Scripture Search

### Isaiah

- |   |
|---|
| <p>4.<br/>"Whom shall I send ...?'<br/>Then I said, 'Here am I!<br/>Send me.' And He said,<br/>'Go, and tell this people.'<br/>Isaiah 6:8-9</p> |
| <p>3.<br/>"Your iniquity is<br/>taken away, and your<br/>sin is purged."<br/>Isaiah 6:7</p>   |
| <p>2.<br/>"Woe is me, for I am<br/>undone! Because I am<br/>a man of unclean lips."<br/>Isaiah 6:5</p>  |
| <p>1.<br/>"I saw the Lord."<br/>Isaiah 6:1</p>  |

### Us

- |   |
|---|
| <p>4. _____<br/>_____<br/>_____<br/>_____<br/>_____ II Timothy 1:9</p>      |
| <p>3. _____<br/>_____<br/>_____<br/>_____<br/>_____ Romans 10:9</p>         |
| <p>2. _____<br/>_____<br/>_____<br/>_____<br/>_____ Psalm 32:5</p>          |
| <p>1. _____<br/>_____<br/>_____<br/>_____<br/>_____ I Corinthians 15:34</p> |



# Josiah

II Kings 22:1 - 23:25

## Storyline

Josiah became king of Judah at eight years of age and reigned for 31 years. He was remembered for doing what was right before God. He began by repairing the temple during which time Hilkiah the High Priest found the Book of the Law. After Josiah had read it, he asked of the Lord just what to do. As a result, he read it to the people, himself making a covenant to follow the Lord and keep His commandments. The people also took this stand. Consequently, Josiah meticulously went about burning, casting out and breaking down all that was not from the Lord until the Temple was completely cleansed and the house of God was once again restored. Josiah performed the words that were written in the Book of the Law as a result of his turning completely to the Lord.

## Suggested Teaching Approach

This lesson can begin by asking the children if they have ever been told to do something but either a) couldn't be bothered, b) only half completed it or, c) rushed it so it would be over with. List the reasons why they didn't follow through, eg. didn't think it was important. Start the actual lesson by introducing Josiah, a man who served God according to His word.

## Theme One

### "A heart to serve God"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Let us have grace, by which we may serve God acceptably with reverence and godly fear." (Hebrews 12:28).*

## Theme Two

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

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Man shall not live by bread alone, but by every word that proceeds from the mouth of God." (Matthew 4:4).*

## Activity A – Sins of the Heart

### Materials

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

### Steps

- Discuss the Activity Sheet with the children.
- The children can write all the sins they can think of in the heart.
- They then find how many times the word 'repentance' is hidden in the word search.

Write all the sins you can think of in the heart.

How can we now cleanse this heart that is full of sin? When King Josiah found sin in his kingdom, he turned to the Lord with all his heart - this is called repentance. When we find sin in the kingdom of our heart, we must turn away from it and turn to the Lord for His forgiveness.

How many times can you find the word **REPENTANCE** in the square below? 7 TIMES

r	f	t	r	v	c	d	w	h	r	r	x
r	e	p	e	n	t	a	n	c	e	r	m
e	i	p	p	n	g	v	c	p	n	e	n
p	q	v	e	h	r	u	e	x	h	p	n
e	z	b	n	n	u	n	m	l	o	e	a
n	y	r	t	c	t	k	l	s	w	n	q
t	n	v	a	a	y	a	q	w	e	t	r
a	w	e	n	k	j	h	n	u	o	a	w
n	y	c	c	z	x	c	v	c	b	n	m
c	e	d	e	l	k	j	h	e	c	p	
e	v	e	c	n	a	t	n	e	p	e	r

## Activity B – Bible Celebrity Heads

### Materials

- Sticky labels.

### Steps

#### At Home

- Write on the sticky labels the names of characters from the stories this term. One name per sticker.

#### In Class

- Place a sticker with a character's name on it on the forehead of each child in the class, making sure that each child does not see the name on their sticker.
- The first child then begins asking the class questions to find out who he/she is. The questions can only be answered yes/no. When the child asks a question to which the answer is 'no' the turn moves on to the next child.
- Keep going until all children have guessed which character they are.
- Have a second round of stickers ready if needed.

#### Alternative Activity – Role Play

- Ask the children to divide into small groups (if possible).
- Role play one or more of the circumstances they shared at the beginning of the lesson, only this time put a different ending to it – one that showed a change of heart or a following through of response.

# Josiah

## Activity A – Sins of the Heart

Write all the sins you can think of in the heart.

How can we now cleanse this heart that is full of sin? When King Josiah found sin in his kingdom, he turned to the Lord with all his heart - this is called repentance. When we find sin in the kingdom of our heart, we must turn away from it and turn to the Lord for His forgiveness.

How many times can you find the word **REPENTANCE** in the square below?

r	f	t	r	v	c	d	w	h	r	r	x
r	e	p	e	n	t	a	n	c	e	r	m
e	i	p	p	n	g	v	c	p	n	e	n
p	q	v	e	h	r	u	e	x	h	p	n
e	z	b	n	n	u	n	m	l	o	e	a
n	y	r	t	c	t	k	l	s	w	n	q
t	n	v	a	a	y	a	q	w	e	t	r
a	w	e	n	k	j	h	n	u	o	a	w
n	y	c	c	z	x	c	v	c	b	n	m
c	e	d	e	l	k	j	h	h	e	c	p
e	v	e	c	n	a	t	n	e	p	e	r

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### Storyline

Jeremiah began his work as a prophet in the reign of Josiah and continued through the reigns of the last five kings of Judah. At this particular stage God was clearly stating His ways of dealing with nations and kingdoms. Jeremiah's duty was to proclaim the word of impending destruction to the people of Judah and Jerusalem. In so doing, Jeremiah found himself at odds not only with the authorities, but also with the people, who together made life very miserable for him. We thus find a man who knew the hardships of his call but who carried on in faith. The Lord provided Jeremiah with two very practical examples of how He deals with His people in the analogy of the potter and the clay.

### Suggested Teaching Approach

- Theme 1.** Have on hand some clay/putty both soft and hard. Illustrate the usefulness of soft as opposed to the uselessness of the hard. Create a chart listing attributes of a hard heart verses a soft heart. Discuss how, at various times, we are all hard of heart, and the means by which our heart is softened.
- Theme 2.** Teachers and children could share personal instances of persecution/ridicule because of their Christian belief. Centre the discussion on Jeremiah's response to persecution. The children could work in pairs and role play some typical situations.

### Theme One

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

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

#### Key Thought

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

#### Aim

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

#### Memory Verse

*"But now, O Lord, You are our Father; we are the clay, and You our potter; and all we are the work of Your hand." (Isaiah 64:8).*

### Theme Two

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

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

#### Key Thought

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

#### Aim

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

#### Memory Verse

*"Yet if anyone suffers as a Christian, let him not be ashamed, but let him glorify God in this matter." (1 Peter 4:16).*

## Activity A – Pottery

### Materials

- Clay, play dough or clay substitute – see recipe from lesson 65.
- Pencils.
- Clay boards or ice cream lids.
- Old shirts to protect clothing.

### Steps

- Give each child enough clay or playdough to mould a small pot.
- Allow the children to decorate their pots by scratching a design on them with a pencil.
- If using clay, explain to the children that the pots are not water tight, but they could be sun dried by placing them in a sunny position for a few days, eg. a window ledge.
- Alternatively, “Fimo” jewellery making clay is excellent and has the added benefit of being able to be baked in a normal oven. The children could make jewellery or pots and the teacher could take them home, bake them in his/her oven and return them to the children the following week.

## Activity B – Word Search

### Materials

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

### Steps

- The children find the words listed in the Word Search square.
- Students discuss relevance of each in story.



*Can you find these words in the potter's jar:*

**ACCUSERS  
IDOLS  
TEMPLE  
JOSIAH**

**FAMINE  
SWORD  
ENEMIES  
FAITH**

**POTTER  
DESTROYED  
JERUSALEM  
LORD**

**CLAY  
JEREMIAH  
PROPHET  
JUDAH  
ROCK**

# Jeremiah

## Activity B – Word Search



*Can you find these words in the potter's jar:*

**ACCUSERS**  
**IDOLS**  
**TEMPLE**  
**JOSIAH**

**FAMINE**  
**SWORD**  
**ENEMIES**  
**FAITH**

**POTTER**  
**DESTROYED**  
**JERUSALEM**  
**LORD**

**CLAY**  
**JEREMIAH**  
**PROPHET**  
**JUDAH**  
**ROCK**

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# The captivity of Judah

## (the southern kingdom) II Chronicles 36:1-21; Jeremiah 52; Daniel 1

### Storyline

The northern kingdom of Israel had already been taken captive by the Assyrians, yet Judah failed to return to the Lord. This was in spite of the constant warnings given by Jeremiah the prophet. Thus God allowed the utter destruction of Jerusalem at the hands of Nebuchadnezzar the Chaldean king. God's judgment was severe because of Zedekiah's wickedness, the idolatry of the people and the abuse of His prophets. Not only did the people suffer through starvation, death and captivity, but the city and the temple were destroyed. Many of the temple vessels were taken to the temple of false gods. Among the captives were Daniel and his three friends who were specially selected to serve in Nebuchadnezzar's administration. Though they were given new names, they retained their nature as servants of God and God blessed their faithfulness with abundant knowledge and wisdom.

### Suggested

### Teaching Approach

1. Theme 1. Sometimes our parents give us a set time in which to do, or stop doing, something, eg. they may ask us to tidy our bedroom inside half an hour. What happens if they ask us to do, or stop doing, something, but don't give us a time limit? What happens if our parents have a time limit in their minds, without telling us what that limit is? Lead into the story, showing that God had put a time limit on the people's rebelliousness.
2. Theme 2. Discuss with the children what it means to be sanctified. How did Daniel and his three friends demonstrate that they were sanctified to God? Discuss he kinds of things might stop a person walking in a sanctified manner?
3. Role Play. Use Daniel chapter 1.

### Theme One

#### "God's judgement is true"

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

#### Key Thought

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

#### Aim

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

#### Memory Verse

*"Lord God Almighty, true and righteous are Your judgements."*  
(Revelation 16:7).

### Theme Two

#### "Sanctified to God"

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

#### Key Thought

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

#### Aim

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

#### Memory Verse

*"But as He who called you is holy, you also be holy in all your conduct."* (1 Peter 1:15).

## Activity A – Time Limit Game

### Materials

- A timepiece (stopwatch or egg timer, etc.).
- 1 basket/box per team.
- 3 small bean bags/tennis balls per team.

### Steps

- Divide the children into teams.
- The object of the game is for each team member to successfully throw the three balls into the basket before the teacher calls 'time'.
- Each team lines up behind a start line, with the basket placed a set distance away.
- On the 'start' call, the first team member begins throwing the balls, one at a time, into the basket. Every ball which goes astray, must be retrieved by that team member, who then returns to the start line and continues until all three balls are in the basket.
- That team member then collects the balls and hands them to the next team member.
- The team loses one point for every ball not thrown in the basket when the teacher calls 'time', eg. if two team members do not have time for a turn, the team loses six points.
- The game can be played a number of times. The team with the least number of points is the winning team.

## Activity B – Spiral Puzzle

### Materials

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

### Steps

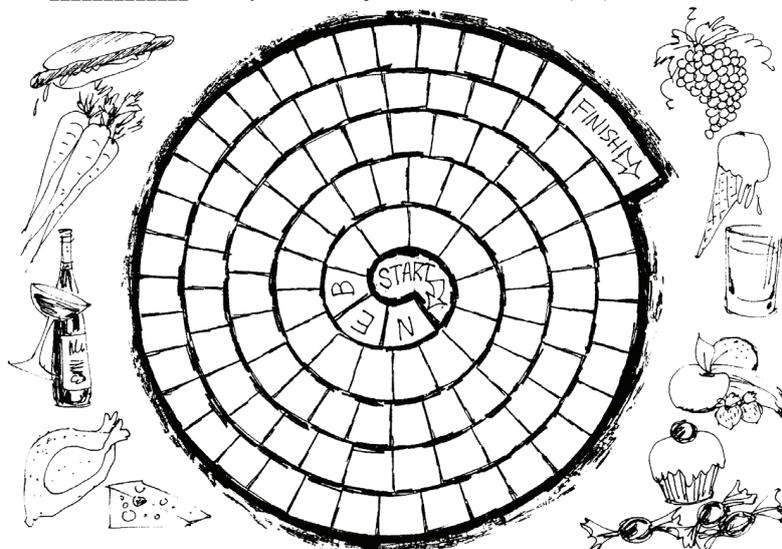
- The children look up Daniel 1 to find the answers to the questions and write the answers in the spiral.

### Answer

1. Nebuchadnezzar
2. House of God
3. Three
4. Delicacies
5. Wine
6. Judah
7. Meshach
8. Defile
9. Vegetables
10. Water
11. Ten Days
12. Better
13. Wisdom, Understanding

Fill in the spiral, by answering the clues below. Start at the centre of the spiral. The first three letters have been given to start you off. The number, or numbers in brackets at the end of each clue, tells you how many letters are in the answer. All the answers are found in Daniel 1.

1. The name of the king who conquered Jerusalem. (14)
2. He took precious articles from the \_\_\_\_\_. (5,2,3)
3. Some of the captives from Jerusalem were to be trained for \_\_\_\_\_ years to serve the king. (5)
4. Those being trained to serve the king were to eat \_\_\_\_\_. (10)
5. They were to drink \_\_\_\_\_. (4)
6. Daniel and his friends were descendants of \_\_\_\_\_. (5)
7. The new name of one of Daniel's friends. (7)
8. Daniel determined that he would not \_\_\_\_\_ himself with the king's food and drink. (6)
9. To honour God, Daniel and his friends decided to eat only \_\_\_\_\_. (10)
10. They drank only \_\_\_\_\_. (5)
11. Their appearance was to be tested at the end of \_\_\_\_\_. (3,4)
12. At the end of the testing time, Daniel and his friends looked \_\_\_\_\_ than all the other young men. (6)
13. Because of their commitment to Him, God gave Daniel and his friends greater \_\_\_\_\_ and \_\_\_\_\_ than anyone else in King Nebuchadnezzar's realm. (6,13)

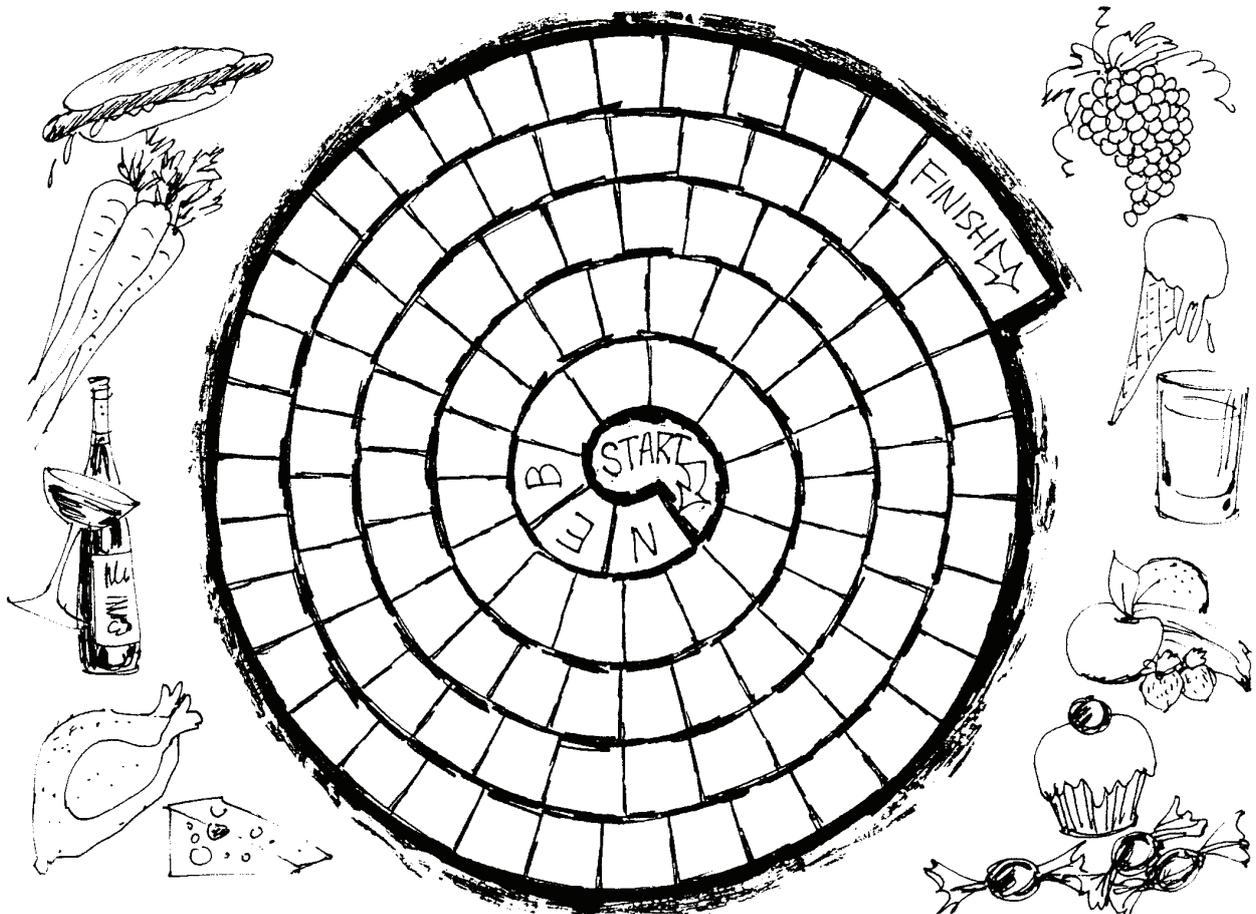


# The captivity of Judah (the southern kingdom)

## Activity B – Spiral Puzzle

Fill in the spiral, by answering the clues below. Start at the centre of the spiral. The first three letters have been given to start you off. The number, or numbers in brackets at the end of each clue, tells you how many letters are in the answer. All the answers are found in Daniel 1.

1. The name of the king who conquered Jerusalem. ( 14)
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5. They were to drink \_\_\_\_\_. ( 4)
6. Daniel and his friends were descendants of \_\_\_\_\_. ( 5)
7. The new name of one of Daniel's friends. ( 7)
8. Daniel determined that he would not \_\_\_\_\_ himself with the king's food and drink. ( 6)
9. To honour God, Daniel and his friends decided to eat only \_\_\_\_\_. ( 10)
10. They drank only \_\_\_\_\_. ( 5)
11. Their appearance was to be tested at the end of \_\_\_\_\_. ( 3,4)
12. At the end of the testing time, Daniel and his friends looked \_\_\_\_\_ than all the other young men. ( 6)
13. Because of their commitment to Him, God gave Daniel and his friends greater \_\_\_\_\_ and \_\_\_\_\_ than anyone else in King Nebuchadnezzar's realm. ( 6,13)



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# Daniel interprets the king's dream

Daniel 2

## Storyline

Nebuchadnezzar's dream and Daniel's interpretation are the history of a prophecy which takes us through time to the future establishment of the kingdom of the Messiah. Nebuchadnezzar was greatly perplexed by the dream and even more concerned when he was unable to recall it. The challenge to the wise men was not only to interpret the dream but firstly to establish what the dream was. The penalty for failure to meet the king's demand was an order for the destruction of all the wise men - this included Daniel and his friends. Daniel's confidence in his God to reveal the dream and its interpretation was well founded. He was able to set the king at ease and subsequently found favour with the king.

## Suggested Teaching Approach

- Theme 1.** Dramatise the story with the teacher being the king and children the wise men. Set the task of identifying the king's dream and interpretation. Establish dire consequences for failure. The task will be too great; so some might suggest they pray. Highlight the fact that God does give us wisdom.
- Theme 2.** The children choose a partner and spend three minutes sharing details of their life. Come back together and have each child give a report about their partner in one minute. Highlight the fact that not much can be learnt in a short time, and that Daniel's confidence resulted from his intimate relationship with God over time.

## Theme One

### "God gives us wisdom"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"If any of you lacks wisdom, let him ask of God, who gives to all liberally and without reproach, and it will be given to him."* (James 1:5).

## Theme Two

### "Seek the Lord in prayer"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Wait on the Lord; be of good courage, and He shall strengthen your heart."* (Psalm 27:14).

## Activity A – Dictionary Game

### Materials

- Paper and pens for each child.
- Prizes.

### Steps

#### At Home

- Choose words from the dictionary that the children would never have heard of and that have unusual meanings.
- Write the words and meanings out on pieces of paper. Use the same type of paper that the children will be using in class, so they can't tell the difference between what you have written on and what they will write on.

#### In Class

- Read out the first word you have chosen. Ask each child to write what they think is the meaning to that word on a piece of paper.
- Collect all the pieces of paper, and read out the meanings, together with the correct meaning.
- The children have to guess which meaning is correct for the word.
- Each child can earn points for guessing the correct meaning, and also earn points if anyone else chooses his or her meaning as correct.
- Discuss the impossibility of Daniel knowing the meaning of the dream when he didn't even know what the dream was.

## Activity B - Crossword

### Materials

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

### Steps

- Children look up the Bible verses to answer the questions and complete the crossword.

# CROSSWORD

**ACROSS**

- \_\_\_\_\_ of kings. (Daniel 2:47)
- What would their houses become? 2 words. (Daniel 2:5)
- In the \_\_\_\_\_ of the king's reign. (Daniel 2:1)
- The \_\_\_\_\_ of heaven. (Daniel 2:18)
- What Nebuchadnezzar had. (Daniel 2:1)
- Arioch was a \_\_\_\_\_. (Daniel 2:14)
- Who had the dream? (Daniel 2:5)
- What metal were the legs made of? (Daniel 2:33)

**DOWN**

- Another word for reeds. (Daniel 2:38)
- Which country did Daniel come from? (Daniel 2:25)
- What did the king see? (Daniel 2:31)
- Opposite to awakes. (Daniel 2:1)
- Daniel described this dream as a \_\_\_\_\_. (Daniel 2:18)
- Cut out without hands. (Daniel 2:34)
- Daniel told the king he had been given a \_\_\_\_\_. (Daniel 2:37)
- What did Daniel become? (Daniel 2:48)
- Opposite to calm. (Daniel 2:12)
- The feet were partly made of \_\_\_\_\_. (Daniel 2:33)

# Daniel interprets the king's dream

## Activity B - Crossword

# CROSSWORD

### ACROSS

5. \_\_\_\_\_ of kings. (Daniel 2:47)
6. What would their houses become?  
2 words. (Daniel 2:5)
9. In the \_\_\_\_\_ of the king's  
reign. (Daniel 2:1)
10. The \_\_\_\_\_ of heaven. (Daniel 2:18)
12. What Nebuchadnezzar had. (Daniel 2:1)
15. Arioch was a \_\_\_\_\_.  
(Daniel 2:14)
16. Who had the dream? (Daniel 2:3)
17. What metal were the legs made of?  
(Daniel 2:33)

### DOWN

1. Another word for reside. (Daniel 2:38)
2. Which country did Daniel come from?  
(Daniel 2:25)
3. What did the king see? (Daniel 2:31)
4. Opposite to awake. (Daniel 2:1)
7. Daniel described this dream as a  
\_\_\_\_\_. (Daniel 2:18)
8. Cut out without hands. (Daniel 2:34)
11. Daniel told the king he had been given  
a \_\_\_\_\_. (Daniel 2:37)
13. What did Daniel become? (Daniel 2:48)
14. Opposite to calm. (Daniel 2:12)
15. The feet were partly made of  
\_\_\_\_\_. (Daniel 2:33)

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# The fiery furnace

Daniel 3

## Storyline

Shadrach, Meshach and Abed-Nego had been rewarded by Nebuchadnezzar when Daniel had interpreted the king's dream. They now incurred his wrath by refusing to bow down to his image of gold. They testified of their belief that God could deliver them from the fire. However, it was their further statement, that irrespective of what God chose for them, they would not bow before the image, which caused Nebuchadnezzar's rage to increase. Shadrach, Meshach and Abed-Nego were cast into the now seven times heated furnace, but their faith was vindicated by the presence of a fourth 'person' walking with them in the furnace. This fourth person was like the Son of God. Nebuchadnezzar acknowledged that he had witnessed the hand of God upon the three faithful men.

## Suggested Teaching Approach

- Theme 1.** Discuss together some of the situations where the children have known that God is with them and is looking after them.
- Theme 2.** Discuss together what it means to put God first. What are some of the things that people who don't know God put first in their lives?

## Theme One

### "God is always with us"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Do not be afraid, nor be dismayed, for the Lord your God is with you wherever you go." (Joshua 1:9).*

## Theme Two

### "Putting God first"

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

### Key Thought

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

### Aim

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

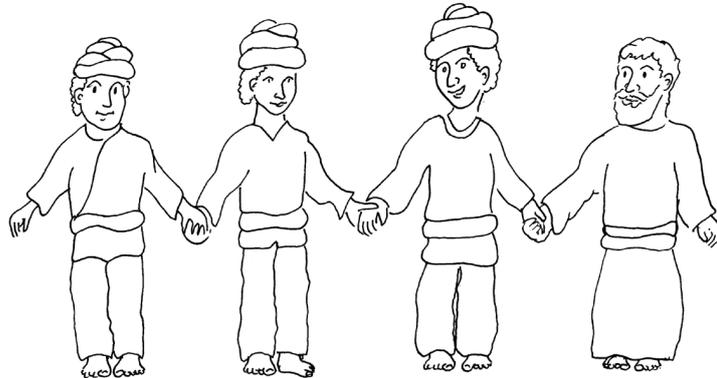
### Memory Verse

*"Seek first the kingdom of God and His righteousness, and all these things shall be added to you." (Matthew 6:33).*

## Activity A – Fiery Furnace

### Materials

- 2 circular pieces of cardboard cut from the template on the Activity Sheet. Make a small hole in the centre of each disk.
- 1 set of characters from the Activity Sheet per child, glued to light card.
- Red cellophane – 53cm x 7cm per child.
- Glue.
- Staples and stapler.
- Felt pens/colouring pencils.
- 1 six sided pencil per child.



### Steps

#### At Home

- Prepare cardboard circles.
- Glue a set of figures to light card and cut out.

#### In Class

- On one long side of the cellophane, crease up 1cm and make cuts in the creased edge every 1cm.
- On the other long side, make uneven cuts to represent flames.
- Bend up the feet of the figures and staple them to one of the circles.
- Put the creased edge of the cellophane under the edge of the other circle without the figures and staple all the way round and join the ends.
- Attach a tab to this circle so you can hold it still.
- Push the pencil up through the hole in both circles with the figures on top.
- Hold the tab still and turn the pencil so the figures walk in the flames.

## Activity B – Correct the Story

### Materials

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

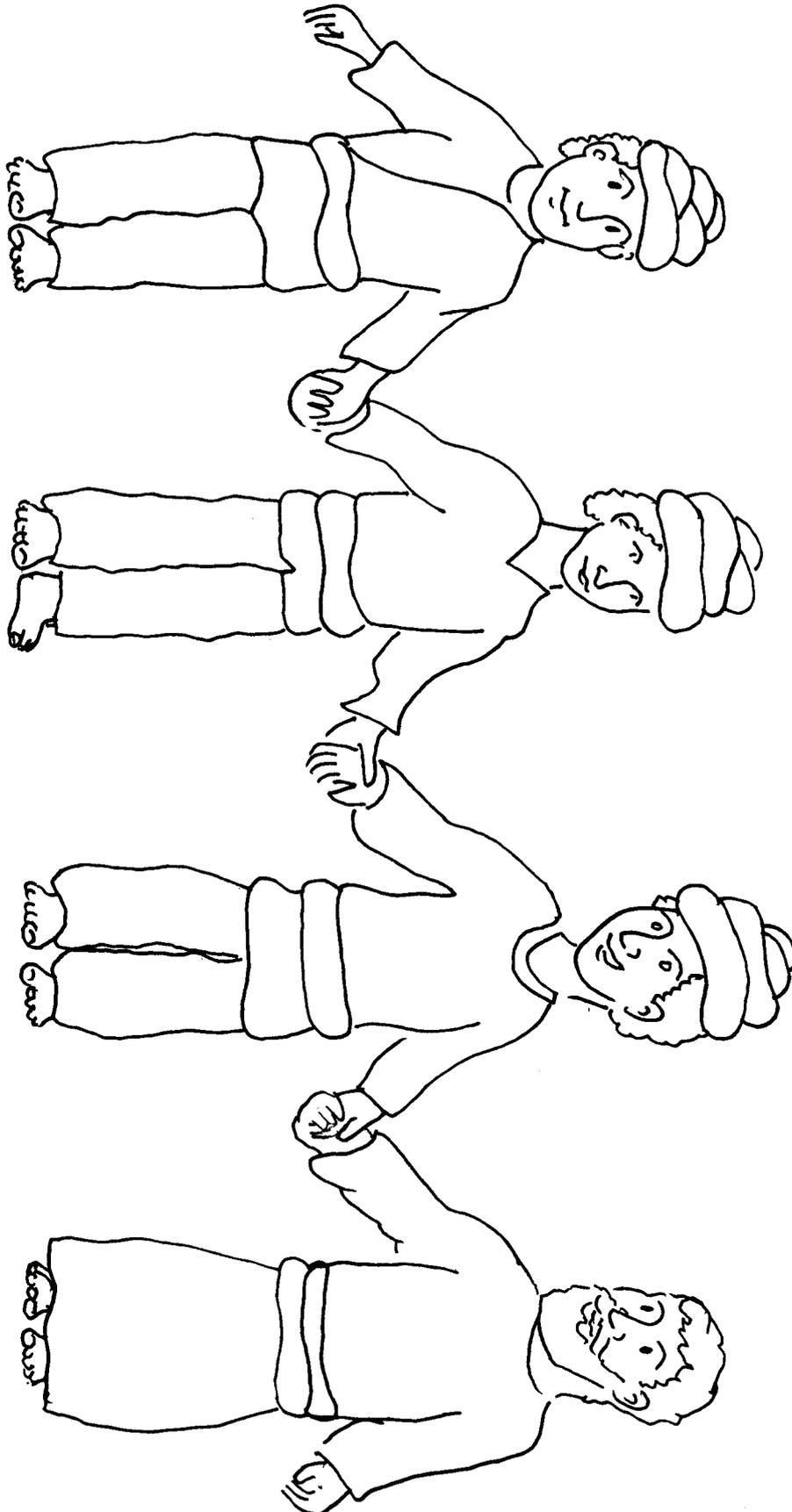
### Steps

- The children look up Daniel chapter 3 and make the appropriate corrections to the story.

Nebuchadnezzar, the king, was a very proud man and he had an image of gold made. He set it up in the plain of Duro in Babylon. He gathered together the sotrops, administrators, governors, counselors, treasurers, judges, magistrates and officials of the province and commanded that when the people heard the sound of the horn, flute, harp, lyre and psaltry in symphony they had to fall down and worship the image. Three men, Shadrach, Meshoch, and Abed-Nego wouldnt bow to the image. Certain Chaldean men then went to Nebuchadnezzar and told him what had happened. When Nebuchadnezzar heard that these Jewish men would not bow to his image, he was furious, and asked to have them brought to him. He asked if it was true that they would not serve his gods, and offered to give them another chance to bow to the image, and told them they would be cast into a fiery fumace if they didn't do it this time. They told Nebuchadnezzar there was no way they would worship his gods no matter what he threatened to do to them. This made Nebuchadnezzar so angry he requested that the fumace be heated seven times hotter and the men bound and thrown in. The fumace was so hot, that the men trying to throw Shadrach, Meshoch and Abed-Nego in were killed by the fire. When Nebuchadnezzar looked into the fumace he saw four men walking in the fumace, and they were all loosed from their bonds. He was astonished but he called to them to come out of the fumace. He realised that their God was real and commanded that anyone who spoke against their God would be cut in pieces. He then promoted Shadrach, Meshoch and Abed-Nego in the province of Babylon.

# The fiery furnace

## Activity A – Fiery Furnace



# The fiery furnace

## Activity A – Fiery Furnace



# The fiery furnace

## Activity B – Correct the Story



I am going to tell you a story about Nebuchadnezzar. Just to see if you are awake, I've made some mistakes in the story and it's up to you to put them right. You may need to look up Daniel 3 for help.

Nebuchadnezzar, the prophet, was a very proud man and he had an image of iron made. He set it up in the plain of Spain in Babylon. He gathered together the sandtraps, administrators, governors, counselors, treasurers, priests, magistrates and children of the province and commanded that when the people heard the sound of the horn, flute, harp, lyre and walkman in symphony they had to fall down and sing to the image. Three men, Shadrach, Moses and Abed-Nego wouldn't sing to the image. Certain Spanish men then went to Nebuchadnezzar and told him what had happened. When Nebuchadnezzar heard that these Babylonian men would not sing to his image, he was quite pleased, and asked to have them brought to him. He asked if it was true that they would not serve his princes, and offered to give them another chance to sing to the image, and told them they would be cast into a lions' den if they didn't do it this time. They told Nebuchadnezzar there was no way they would worship his gods no matter what he threatened to do to them. This made Nebuchadnezzar so glad he requested that the furnace be heated seventeen times hotter and the men bound and thrown in. The furnace was so hot, that the women trying to throw Shadrach, Moses and Abed-Nego in were singed. When Nebuchadnezzar looked into the furnace he saw three men and a baby running in the furnace, and they were all loosed from their bonds. He was not surprised, but he called to them to come out of the furnace. He realised that their God was real and commanded that anyone who spoke against their God would be thrown into the ocean. He then promoted Shadrach, Moses and Abed-Nego in the province of Jerusalem.

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# The writing on the wall

Daniel 5

## Storyline

Belshazzar became king after Nebuchadnezzar died. One day during a great feast, he commanded that the vessels of gold, taken from the temple in Jerusalem, be brought so that all his guests could drink from them. Then he praised the gods of gold, silver, bronze, iron, wood and stone. A man's hand appeared and wrote on the wall. The terrified king called for the wise men to interpret the writing and promised them rewards. The queen reminded the king about Daniel, who had served Nebuchadnezzar, interpreting his dreams. Daniel reminded Belshazzar how God had dealt with Nebuchadnezzar, but how Belshazzar, knowing this, had not humbled himself. Daniel interpreted the writing and was rewarded by the king. That night, Belshazzar was killed and Darius the Mede took his kingdom.

## Suggested Teaching Approach

1. After presenting the story, discuss together what 'God resists the proud' means. What does it mean to be humble?
2. Belshazzar's and Daniel's different responses could also be discussed in small groups, recorded on butcher's paper and then brought back to the group as a whole.
3. In two minutes, have each child list all the things about themselves that make them known to Teacher/Mum/Dad. Have each child choose a partner and list aspects of the partner's character. Focus thoughts on the fact that we are known by how we live our daily lives

## Theme One

### "God resists the proud"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Be clothed with humility, for 'God resists the proud, but gives grace to the humble'." (1 Peter 5:5).*

## Theme Two

### "A witness to the world"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"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 – Write on the Wall

### Materials

- 1 Activity Sheet per child.
- White birthday candles.
- Scraps of gold and silver paper.
- Scissors.
- Glue.
- Pencils.
- Water colour paints, brushes and containers.

### Steps

- Have the children write the message on the wall with the birthday candles.
- Paint a light water colour wash over the words so the message appears.
- Cover the goblets with silver and gold paper.



## Activity B – Solve the Puzzle

### Materials

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

### Steps

- Children use the code to decipher the message.

### Answer

- “And you have lifted yourself up against the Lord of heaven.” (Daniel 5:23).

We read that only Daniel could interpret the writing on the wall. Below is a message that Daniel spoke to Belshazzar. See if you can work it out using the code on the left...

D	□
F	▨
A	♥
L	○
R	☾
T	⊕
E	◇
I	▨
G	✕
V	▨
S	—
N	△
Y	⊥
U	Y
H	)
O	□
P	⊂

♥△□ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨  
 ○▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨  
 Y⊂ ♥✕♥ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨  
 ○▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨ ▨▨▨

ANSWER:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The writing on the wall

## Activity A – Write on the Wall



On the wall above, write in the message  
MENE MENE TEKEL UPHARSIN with the  
end of a birthday candle. Then with  
watercolour, paint over the area and the  
writing on the wall will appear!

CUT OUT PIECES OF GOLD  
AND SILVER PAPER AND  
PASTE OVER THESE GOBLETS!

# The writing on the wall

## Activity B – Coded Message

We read that only Daniel could interpret the writing on the wall.

Below is a message that Daniel spoke to Belshazzar. See if you can work it out using the code on the left...

D	□
F	▨
A	♥
L	○
R	☾
T	⊕
E	◇
I	▨
G	⊗
V	▧
S	▬
N	△
Y	∟
U	Y
H	⊂
O	□
P	∩



ANSWER:

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# Daniel in the lions' den

Daniel 6

## Storyline

When Darius the Mede became king of Babylon, he appointed Daniel as one of his governors. Daniel's subsequent promotion to chief governor resulted in his jealous peers plotting his downfall. Knowing Daniel's reverence for God, they had Darius sign a decree that forbade anyone petitioning any god or man other than the king. Offenders would be cast into the lions' den. Daniel continued to pray to his God. When his actions were reported, Darius recognised the plot and sought a way to deliver Daniel. However, he was obligated by the law of the Medes and Persians, which said that the king's decree could not be changed, to have Daniel cast to the lions. That night Darius fasted and was unable to sleep, in his concern for Daniel. Morning however, revealed Daniel unharmed and delivered by his God. Darius had those who had accused Daniel cast to the lions and decreed that the God of Daniel should be revered.

## Suggested Teaching Approach

1. Present the story to the class
2. Have a brainstorming session with the teacher writing children's suggestions on a blackboard or chart as to: Daniel's characteristics (eg. honest), his enemies characteristics (eg. jealous).
3. Compare Daniel with those who were his enemies.
4. Discuss what it means to stand firm in faith.

## Theme One

### "Trusting God through trials"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Behold, God is my salvation, I will trust and not be afraid."*  
(Isaiah 12:2).

## Theme Two

### "Standing firm in faith"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand."*  
(Ephesians 6:13).

## Activity A – Newspaper Article

### Materials

- 1 large sheet of paper/fine cardboard per group.
- Smaller separate sheets of paper for ‘photographs’ or ‘headlines’.
- Glue.
- Felt pens/colouring pencils for newspaper ‘photographs’. (Children may prefer to work only in black, for authenticity.)
- Pen/felt pen for written article.
- Ruler, pencil, rubber for ruling lines.
- Front page of a newspaper, to use as a guide or example.

### Steps

- This activity may be done as a whole class or in small groups, each member with an allocated task.
- Each group writes and illustrates a front page newspaper article, including ‘photographs’ on the events surrounding Daniel’s deliverance from the lions.
- Each group will need to decide:
  - \* the name of the newspaper (e.g. ‘The Babylon Times’);
  - \* the wording of the headline (e.g. MAN DELIVERED FROM LIONS);
  - \* the story details they want to include (the teacher may be able to help here);
  - \* the page layout.
- If children are working as a group, it may be time-saving for the ‘photographs’ and headline to be completed separately, then pasted onto the main sheet.

## Activity B – Picture Differences

### Materials

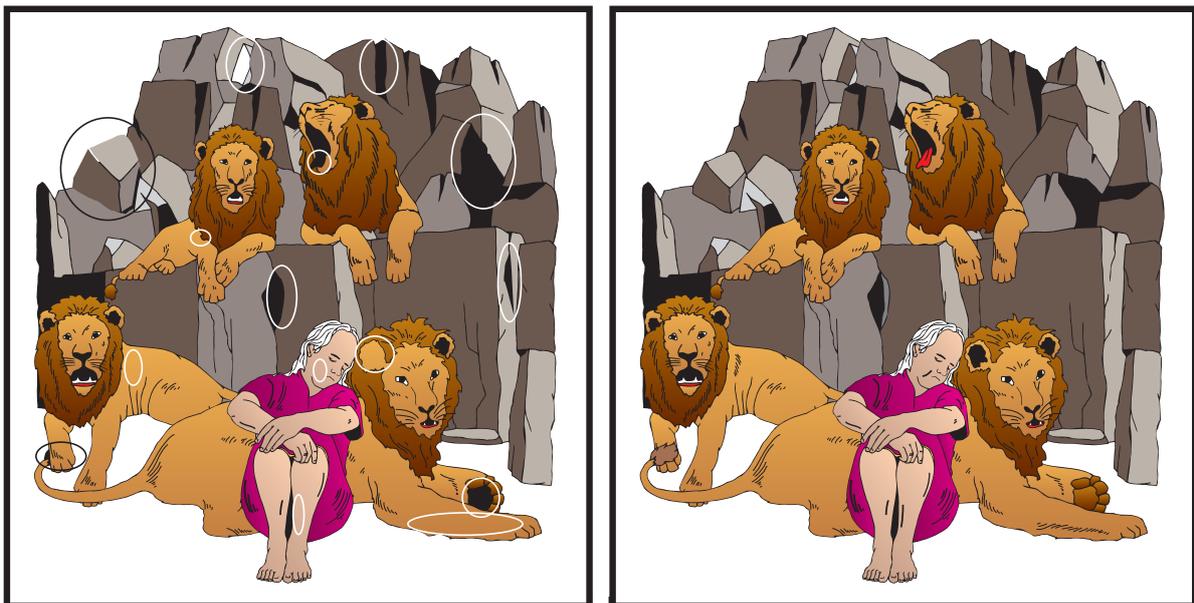
- 1 Activity Sheet per child.
- Pens.

### Steps

- The children study the pictures to find the 15 differences between them.

### Answer

There are 15 differences between these two pictures of the lions’ den - can you find all 15?



# Daniel in the lions' den

## Activity B – Picture Differences

There are 15 differences between these two pictures of the lions' den - can you find all 15?



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## Storyline

About twenty-five years after Babylon fell, Ahaseurus became king of the Medo-Persian empire. His queen was Vashti. After she was banished for disobeying the king, Esther was chosen to be the new queen. She did not reveal that she was a Jew. Esther informed the king of a plot against his life as a result of information supplied by Mordecai, Esther's cousin. Haman, a powerful man in the kingdom, sought to have all the Jews killed and in particular, planned to hang Mordecai. Esther was able to intercede on behalf of her people and have the decree reversed, while at the same time revealing Haman's wickedness to Ahaseurus. This resulted in Haman being hanged and Mordecai being promoted to his position. The Jews have instituted the feast of Purim as a remembrance of their deliverance.

## Suggested Teaching Approach

- Theme 1.** The children could be asked to consider and discuss situations where their obedience to God's word seemed difficult or has caused them to suffer. Discuss responses to such situations. Discuss the implications of our Christian commitment to each other even when it may cause ridicule or embarrassment.
- Theme 2.** Consider the major points in the story and impress these on the children. Discuss the importance of prayer and fasting in this story, and in our lives as Christians today.

## Theme One

### "Obedience to God's word"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Obey My voice, and I will be your God, and you shall be My people." (Jeremiah 7:23).*

## Theme Two

### "Praying for one another"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God." (Philippians 4:6).*

## Activity A - Hangman

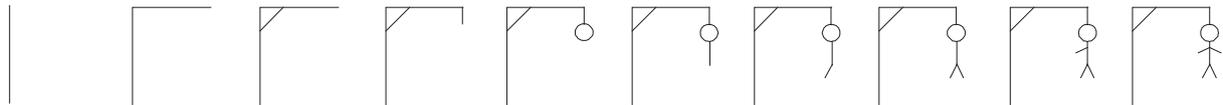
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### Materials

- Paper.
- Pens/pencils.
- Blackboard and chalk.

### Steps

- Either in pairs, small groups or all together, play Hangman with the children.
- The leader marks down a line for each letter of a chosen word. \_ \_ \_ \_ \_
- One at a time, the participants guess a letter they think may be in that word.
- When a correct letter is chosen, the leader writes it in the appropriate space.
- When an incorrect letter is chosen, a part of the gallows is drawn.



- The aim is for the participants to guess the word before the man is hanged.
- Suggested words: Esther, Vashti, Mordecai, Haman, Purim, Annihilate, Deliverance.

## Activity B – Put the Story in the Right Order

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### Materials

- 2 copies of the 2 Activity Sheets.
- Board and tape or Blu-tack.

### Steps

#### At Home

- From one set of Activity Sheets, cut the story up along the dotted lines.
- Keep the second set of Activity Sheets in tact so you can follow the correct order yourself.

#### In Class

- Hand out the cut-up pieces of the story to the children – giving each child an equal number of pieces.
- Have the children attempt to put the story together in the correct order, each child one at a time putting their piece of paper up on a board as they think it fits in. They may all need to help each other to get it right.

# Esther

## Activity B – Put the Story in the Right Order

King Ahasuerus commanded that Queen Vashti be brought before Him.

Queen Vashti refused to come before the king.

The king decreed that Queen Vashti would no longer come before him and her position would be given to someone better than her.

Esther was made queen instead of Vashti.

Esther's cousin, Mordecai, discovered that two of the king's eunuchs wanted to kill the king, and he told Esther, who told the king.

The two eunuchs who plotted against the king were hanged.

Haman was promoted above all the princes and all the king's servants bowed to him.

Mordecai would not bow to Haman.

Haman was furious at Mordecai, and tried to devise a way to destroy all the Jews.

Haman suggested to King Ahasuerus that a decree be written that all the Jews be killed.

King Ahasuerus signed the decree to have all the Jews destroyed and letters were sent by couriers into all the provinces to annihilate the Jews.

Mordecai learned of Haman's plot and tore his clothes, put on sackcloth and ashes and cried out with a loud and bitter cry.

When Esther found out that the Jews were to be destroyed, Mordecai asked her to go before the king and plead that her people be saved.

Esther told Mordecai that she might be killed if she went in before the king without being called by him.

Mordecai told Esther that she would not escape even though she was in the king's palace, but that maybe she was chosen for a time like this.

# Esther

## Activity B – Put the Story in the Right Order

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*Esther told Mordecai to gather all the Jews that were in Shushan and join her in fasting for three days.*  
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*When Queen Esther appeared before the king, he was pleased with her and held out to her the golden sceptre, telling her he would grant her request, up to half the kingdom.*  
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*Esther invited the king and Haman to a banquet that she had prepared.*  
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*Haman was so proud of his exalted position and that he was invited to Esther's banquet that it made him even more angry that Mordecai would not bow to him, so he had gallows prepared so that Mordecai would be hanged.*  
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*One night when the king couldn't sleep, he had the book of chronicles read to him, and discovered that Mordecai had uncovered the plot against his life and saved him. He enquired as to what honour was bestowed on Mordecai for this.*  
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*When Haman came into the king's court, the king asked him what he thought should be done to a man whom the king wished to honour.*  
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*Haman thought the king wished to honour him, so he told the king that the best way to honour a man would be to give him royal robes and a royal horse be brought and the honourable man paraded on horseback through the city square proclaiming that the king delights to honour this man.*  
-----

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*Haman had to give royal robes and a horse to Mordecai and parade him through the square declaring that the king honoured Mordecai.*  
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*At the second day of Queen Esther's banquet the king again asked her what her petition was.*  
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*Queen Esther told the king of the plot against the Jews and that Haman had instigated it.*  
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*The king commanded that Haman be hanged on the gallows he had made for Mordecai.*  
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*Esther pleaded with the king to revoke the order for the Jews to be killed.*  
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*The king told Esther and Mordecai to sign a new decree in the king's name, that the Jews not be destroyed.*  
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# Restoration

## Storyline

After seventy years in captivity in Babylon, some of the people returned to Jerusalem and Judah under Zerubbabel. After their return, they rebuilt the altar and began to worship God with sacrifices. After several months, they laid the foundation of the temple. During this time, opposition came from the Samaritians, whose letter to the king resulted in his refusing permission for the building to continue. Fifteen years later, the prophets Haggai and Zechariah encouraged the Jews to continue building. Zechariah told Zerubbabel that he would rebuild the temple by the power of the Holy Spirit. Haggai foretold a greater temple in which God's glory would dwell. As a result, the temple was completed. After this, Ezra, a skilled scribe, returned to Jerusalem. Some years later, Nehemiah encouraged the people to rebuild the walls, so they would be protected.

## Suggested Teaching Approach

- Theme 1.** Elicit from the children the logical sequence of God's method as expressed in the Aim. Stress the repeated nature of this threefold step throughout life. The children draw a spiral with conversion as the starting point and perfection the end point. Mark in experiences along the way.
- Theme 2.** Tell the story of Nehemiah's return to Jerusalem, emphasising his sadness at the destruction of the wall surrounding Jerusalem. Why was the wall such an important feature of Jerusalem. What is our protection today? What does 'the name of the Lord is a strong tower' mean for us today?

## Theme One

### "Repentance brings restoration"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"Turn us back to You, O Lord, and we will be restored."  
(Lamentations 5:21).*

## Theme Two

### "God is our defence"

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

### Key Thought

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

### Aim

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

### Memory Verse

*"The name of the Lord is a strong tower; the righteous run to it and are safe." (Proverbs 18:10).*

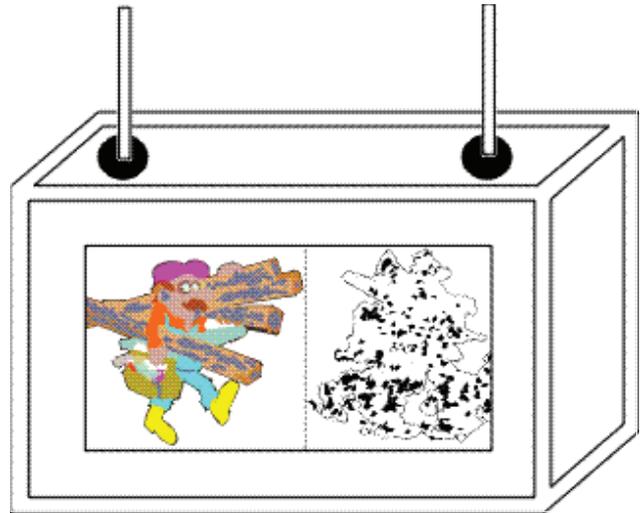
## Activity A – Comic Strip

### Materials

- 1 cardboard box.
- Blank sheets of paper.
- Pens/pencils.
- Colouring pencils/felt pens.
- Glue/sticky tape.
- 2 pieces of dowel.
- Stanley knife.

### Steps

- Cut a square hole out of one side of the box – leaving at least 3 cm as a border.
- Divide the story into segments and give each segment to either individual children, or groups of children depending on the size of your class.
- Explaining the dimensions of each picture to make it fit in the screen, have each child or group draw their segment of the story in comic strip form, along with words.
- Glue or sticky tape the comic strip together, so that it moves sideways, in the right order.
- Attach each end of the strip to a piece of dowel.
- Punch two holes in the top of the box, put the comic strip inside the box with the dowel poking up through the holes in the top of the box.
- Turning the dowel enables the comic strip to be wound back and forth.
- Children narrate their part of the story as the comic strip is shown.



## Activity B – Scripture Search and Fill in the Missing Words

### Materials

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

### Steps

- This activity involves researching the story content across the different books of the Bible (Ezra, Nehemiah and Zechariah). The numerals in brackets indicate the number of letters in the word.



# Restoration

## Activity B – Scripture Search

**HELP REBUILD THE TEMPLE:** *FILL IN THE MISSING STONES!*

WHAT DID THE PEOPLE DO?  
NEHEMIAH 7:6 (4) (4) (4) (9)

EZRA 3:1 (8) (8) (2) (3) (3)

EZRA 3:8 (5) (4)

HOW DID THE LORD SAY THE  
WORK WOULD BE DONE?  
ZECHARIAH 4:6 (2) (2) (6)

WHAT DID THE PEOPLE OFFER?  
EZRA 3:4 (6) (5) (9)

EZRA 3:5 (8) (9)

WHAT DID THE PEOPLE GIVE?  
EZRA 3:7 (5) (4) (5) (3)

WHAT DID THE LEVITES DO?  
EZRA 3:8 (7) (3) (4)

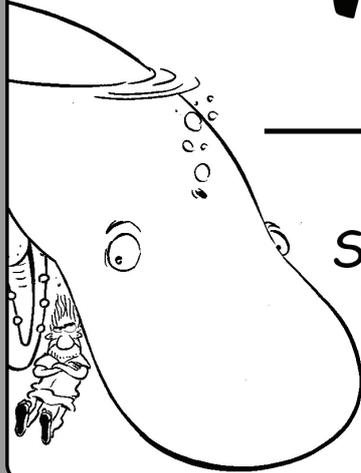
WHAT ROLE DID THE HANDS  
OF ZERUBBABEL HAVE?  
ZECHARIAH 4:9 (4) (3) (10)

(2) (3) (6)

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# SON SEEKERS

## Well Done!

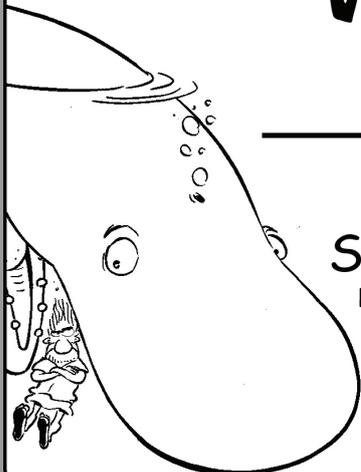


for completing  
**SonSeekers Unit 5**  
From the Prophets to Restoration



# SON SEEKERS

## Well Done!



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



# 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

**SON  
SEEKERS**