

TEACHER MANUAL  
SUMMER 2020

# BEGINNER

GRADES 1–2



# God's Kingdom

## Décor: Kingdom Repair Squad

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, "Word Aflame Beginner Curriculum Teachers."



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All Scripture quotations are taken from the King James Version unless otherwise noted.



## In Need of (Unknown) Repair

I am a musician. I learned to play the organ at age nine and added the piano at age thirteen. I was blessed to attend a Christian school and play for our school choir. Around my sophomore year, we planned a songfest of Pentecostal “oldies” for our annual awards banquet. The music got my adrenaline flowing; I loved jamming on that precious Hammond organ.

One afternoon the choir was not in the best of moods. We musicians were rolling our eyes and stifling bored yawns for the nth time behind everyone’s backs as the director helped readjust some attitudes . . . and, then, it happened.

I had a bad habit of brushing my lips against the metal mesh of the microphone. On this day, I was also tapping my fingers against the underplate of the keyboard. In one precise second, my lips touched metal at the same time my finger found a screw plate . . . and the entire choir thought I was getting a blessing from the Lord. I jumped approximately five feet—right off the organ bench and platform. As I danced around the altar trying to regain feeling in my fingers, everyone in the room stared in astonishment.

Unknown to us, the good ol’ Hammond did not have a grounding wire. Being much older than my youthful self, said organ did not appreciate the connection

I created. It needed to be repaired. When fingers touched organ metal and lips touched mic metal, ta-dahhh—electricity grounded.

My story happened in the church house, when we were singing worship songs, to a vital piece—the organ, and it revealed something was broken, which in turn caused me hurt and damage.

As I read and prayed over this quarter’s material, I realized my comical story is applicable to our ministry. We come to God’s house, ready to worship and enjoy His presence, yet there is something (or someone) in need of (unknown) repair. What better place for it to be revealed!

As we minister to precious children, we may discover unknown brokenness. The brokenness may have caused terrible hurt and damage, but restoration and repair abound in God’s kingdom. He knows the needs, and He provides the healing. Our task is to bring young lives to the Healer and allow Him to repair what is broken. Then they will be able to worship fully and be a testimony of His grace. I pray your ministry is filled with healing this summer.

P.S. The repair man came, and the Hammond was fixed before our songfest.

### ACCESSING THE DIGITAL CURRICULUM

With your purchase, digital resources for both the teacher’s manual and the teacher’s resource packet (TRP) are available through access codes.

To access the PDF and DOCs of the teacher’s manual digitally:

1. Visit [pentecostalpublishing.com/downloads](http://pentecostalpublishing.com/downloads) and follow the instructions to access digital resources.
2. Use the download code: **BGsu20IsraelTM**.

The coupon code will be valid for one year from the date of the first lesson.

# ROOM DÉCOR DEVELOPMENT

## KINGDOM REPAIR SQUAD

Breakdowns rarely fit our schedules. It seems there is never a perfect moment to repair a broken gadget or appliance, but the urgency to use the item nudges us to make an appointment for repairs.

Society is filled with an urgency to repair the broken and damaged. Drugs, alcohol, ungodly actions—each directs us toward the repair shop with the hope that something broken can be made new. Isn't it wonderful that Jesus is the Redeemer of broken humanity?

This quarter we will learn that the children of Israel strayed. Their lives were broken—seemingly beyond repair. Yet God sent godly men like Elijah and Elisha to demonstrate God's love and restoration. Like the prophets of old, you can demonstrate that love to your students. Through your hands, heart, and words, God can restore and repair the precious lives in your classroom.

As you decorate, pray over each corner of the room. Welcome the children who desire to be restored and repaired by God. Expect the miraculous and watch how Jesus heals brokenness and offers hope.

### Room Decoration

When an item needs fixing, the team at Kingdom Repair Squad is ready and willing to help. Members of the squad have eager minds and busy hands as they scrutinize, diagnose, and repair electronics and gadgets. No problem is too hard to analyze and repair in their shop. As they mouse their way around on computer screens and adjust background codes to make gadgets run smoothly, the squad is learning the importance of every step in the repair process. Always ready to troubleshoot the next problem, these kingdom-minded workers know what it takes to keep things processing.

Decorate your walls or bulletin boards with the suggested wall ideas. These can be adapted for any size classroom using basic, detailed, or three-dimensional designs. Reduce theme art to fit bulletin boards.

*Make it 3-D:* Create an electronics workshop using all things screen-related. Visit the thrift store and pick up old computers or laptops, programming quick guides, gadget cleaning tools, screen protectors, network cables, and anything related to “smart items.” Set up shop by placing these in random areas of the classroom.

Keep all important items for interaction and teaching at students' eye level. Anything above students should simply be used for decoration.

#### Wall 1: Customer Service

Every electronics repair shop has a customer service counter. Set up a table on one end of this wall with a computer, pen, paper, and phone. Print a Kingdom Repair Squad name tag  for each student and keep them here to give to students each week. Add a counter bell for customers to ring when needing service. On review week, stock the counter with treats and prizes for students to purchase with their stars (see page 80 of lesson 13 for details).

### Explaining Our Acronyms and Symbols

**(TRP)** = Teacher's Resource Packet

 = Downloadable resource using code on TRP instruction sheet

**(AP)** = Activity Paper

**BP** = Bible Point

**LA** = Life Application

**MV** = Memory Verse

**MW** = Memory Work

**JBQ** = Junior Bible Quizzing

 = Home Connection



# Looking Ahead

Check the quarter's title pages (like page 7) now to see what supplies need to be gathered. Designate what activities require multiple copies, cutouts, or unusual supplies. For each lesson:

- Create a sample of every craft activity.
- Practice object lessons well before class to make sure your methods provide the desired result.

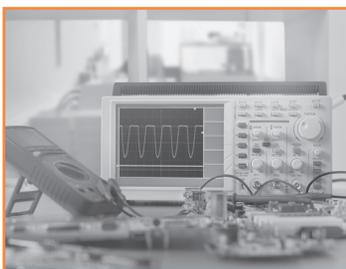
Before the quarter begins, tear apart the activity papers and sort the papers by lesson for easier distribution each week. Set apart the title page to send home in week 1. Order one activity paper per student with a few extras for visitors and for growth.

Also plan for these special items:

- Lesson 1: Print one set of attendance cutouts (A) for each student. Cut apart the tools and store in separate envelopes marked with students' names.
- Lesson 2 requires copies of a photo or your pastor (1 per student).
- Lesson 3 needs an electronic device that has been drained of battery life.
- Lesson 4 needs an electronic device that has a removeable battery.
- Lesson 6 requires plastic medicine droppers for the Life Application activity.
- Lesson 7 requires laminating the stick puppet faces prior to class.
- Lesson 9 requires quarters, dimes, nickels, and pennies for students' use.
- Lesson 13 suggests a prize store set up at the customer service counter. Order prizes early.

## Use the Digital Resources

If you occasionally loan out your teacher's manual or accidentally leave it at church, do not panic. Before the quarter begins, follow the process on page 2 to download the entire manual to your electronic device. You can check supplies, study, and focus your prayers with a few simple clicks on your device.



This is also your lesson area and should have a writing board. Enlarge the Kingdom Repair Squad logo (A) and mount it on the wall. Also mount the attendance charts (AP). Each week students will add one item to their "peg board."

### Wall 2: Squad Area

Teamwork is important and needs to be acknowledged. Place a table against this wall. On the back of the table place computer cables, electronic packaging, and boxes. Keep a box of simple electronics tools nearby: various sized screwdrivers, small hammer, wire stripping pliers, micro-fiber/anti-static cloths. Decorate the wall with quick-start computer guides, programming booklets, and lists that mention various gadgets.

Also mount the unit MV posters (TRP) (A) on this wall. Write students' names on the memory charts (AP) (A) and place them on clipboards on the table. Students draw an X in a box on the tracking sheet each week the verse is practiced.



### Assembling the New Birth Poster

On the New Birth poster (TRP), cut along the edges of the garage doors with an X-Acto knife to create flaps that open upward. Attach the New Birth pictures (TRP) behind the appropriate doors so that when the flap is lifted, the corresponding picture will be seen.

# ● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Items” folder that contains the following:

- *Attendance Cutouts Master*
- *Attendance Chart*
- *Basic Timeline Visuals*
- *Bible Art (Line Art and Color)*
- *Child Information Form*
- *Classroom Décor*
- *Digital Postcards*
- *Home Connection Calendars*
- *Home Connection Devotionals*
- *JBQ Quizzes*
- *JBQ Verses*
- *Memory Chart*
- *Name Tags*
- *New Birth Handout*
- *Review Questions*
- *Spiritual IEP*
- *Teacher Training Article: “Developmental Delay”*
- *Unit Memory Verse (MV) Handouts*

To download your digital resources, look for the code on the back of the TRP cover sheet.

## *Wall 3: Parts Area*

The parts area offers new life to broken items. Cover the wall with brown paper and place shelves against the wall. Fill the shelves with various parts that are used for electronics—monitors, keyboards, speakers, old cell phones and tablets, battery chargers, screen protectors, and cases. Place a broom, mop, and shop-vac in the corner.

Assemble the New Birth poster (TRP) and mount it next to the shelves.

## *Wall 4: Squad Office*

Place a desk in the corner and fill it with books about computers, smartphones, and electronic devices. Add the volunteer container (see Volunteers section on page 6) and any office supplies. Use this wall like a giant office bulletin board, mounting squad announcements, prayer requests, and praise reports.

## ADDITIONAL BULLETIN BOARD IDEAS

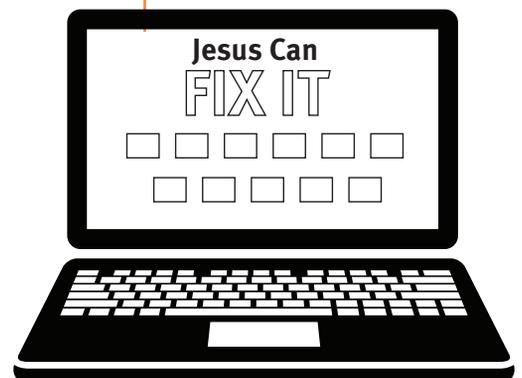
### *Get Charged Up for Jesus*

In the center of the board, mount a picture of a large docking station or USB port 📶. Label the board: GET CHARGED UP FOR JESUS. Print pictures of electronic devices 📱 and allow students to write their names on them, one per student. Mount these around the board and connect each one to the port with a piece of yarn.

### *Jesus Can FIX IT*

Print the laptop theme art 📱. Mount it in the center of the board. Use a simple font for the words: JESUS CAN. Use a bold, capitalized font for the words: FIX IT. On squares of paper, write problems Jesus can fix (e.g., WORRY, SIN, GUILT, SHAME, ADDICTION). Randomly mount the squares around the computer.

If you are unable to decorate the walls of your room, use one of the wall ideas for your bulletin board.



# ● Bible Quiz Option

Word Aflame is pleased to partner with UPCI Children’s Ministries to present a Junior Bible Quizzing activity as the last option for every lesson. The JBQ materials in the General Items of the digital resources  will permit you to study the material at your desired pace. JBQ’s theme for 2019–20 has been Songs of the Shepherd, studying the psalms of David.

- JBQ Verses  breaks down the 288 selected verses into nineteen sets. Start the quarter by sending students home with one set of verses. Each week, based on their comprehension of the material, choose whether to send home a new set of verses or tell students to study last week’s verses again.
- The last option of each lesson describes a fun activity to help your students recall the material. Use the JBQ Quizzes  that correspond to the JBQ Verses  studied by your students.

## Offering Container

Use a small electronics bag or laptop case as an offering container.

## Volunteers

Select volunteers by labeling electronic tools with students’ names and placing them in a case. When a volunteer is needed, pull a tool from the case. Do not return the tools until all students have helped.

## Additional Ideas

- Use an old laptop to type prayer requests on the screen each week. Have students read and pray over the requests.
- Print and cut out the Kingdom Repair Squad logo  for each student. Give each student a folder. Students glue the logo on the folder and place their activity papers inside.
- Create and print out a timesheet for each student; add a place to “clock in” when students arrive.
- Serve snack foods that can be made into electronic circuit boards (graham crackers, frosting, ribbon fruit roll-ups or thin licorice ropes, Life Savers, pretzels, marshmallows). For ideas on how to make this look authentic, search for “circuitry snacks.”

## Facebook

Join our Facebook group: Word Aflame Beginner Curriculum Teachers. Interact with editors and Sunday school teachers. Share tips and gather ideas. Post pictures of your class and encourage others by posting what God is doing in your students’ lives.

**Note:** Before posting pictures of students, get parental permission using the child information form .

# GOD TAKES CARE OF ELIJAH

## *A Widow Feeds Elijah*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Prior to Lesson 1, print one set of attendance tool cutouts 📄 for each student. Cut apart the tools and store them in separate envelopes marked with students' names. Gather toy tools and place them in a bag.

Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container, unit 1 MV poster (TRP)

**Opening Activity:** Copy and cut out a Silhouette figure (TRP) 📄 for each student. Students will also need markers and pencils.

#### Relate and Receive

**Bible Lesson:** Cut apart the Widow's Flour and Oil visuals (TRP) 📄. To make unleavened bread, gather supplies and follow instructions shown on page 9.

God Takes Care of Elijah Bible art (TRP) 📄, Bibles

#### Apply and Act

**Life Application:** Practice the object lesson described on page 11.

9-inch balloon, wooden skewer, liquid dish soap, activity papers (page 1), crayons

**Prayer and Call to Action:** New Birth poster (TRP)

**Home Connection:** For each student, prepare to send home a unit 1 HC calendar (TRP) 📄, the cover of the activity paper, a lesson 1 HC devotion 📄, and a child information form 📄.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** On cardstock, print and cut out a Silhouette figure 📄 for each student. Students will also need crayons, glue, yarn for hair, and fabric scraps for clothing.

*Suggested songs:* "Jesus Loves the Little Children" with alternate lyrics (see page 12), "No One Loves Me" 📄 by Kim Ballesterio

**Memory Work:** A loaf of bread, unit 1 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons, toothpicks, glue

**Option 1:** Whiteboard, markers, and eraser

**Option 2:** Silhouette figures 📄 from Worship, construction paper (1 sheet per student), marker, glue

**Option 3:** Select and print one set of JBQ Verses 📄 for students to take home. Research Junior Bible Quizzing at the website, [www.najbq.com](http://www.najbq.com).

#### Unit 1

Elijah

#### Unit Aim

Students will examine how God shows that He is God.

#### Unit Memory Verse

I Kings 18:37

#### Scripture Text

I Kings 17:8–16

#### Bible Lesson Verse

I Kings 17:14

#### Bible Point

God takes care of His people.

#### Life Application

I believe God takes care of me.

# Teacher Devotional

Read I Kings 17:8–16. Prayerfully consider what this passage says:

## About God

God sees us in the midst of our emotional pain and spiritual storms. We can rest knowing God is always near. Just when our circumstances seem too heavy, He has a way of stepping in and taking care of us.

## To You as a Teacher

I will hold strong in the faith and know that God will take care of me. No matter the weapon the enemy uses to try to depress our spirits, I will stand tall and live in the victory God has promised.

## To Your Students

Beginner students are young enough to need care, yet old enough to do certain things on their own. It is important they realize we all need God’s care, no matter our age. It is not a sign of immaturity or weakness to accept God’s care.

Do your students realize Jesus loves them? Take every opportunity to show the love of God to them through your response to Him, as well as your actions toward others. Give a hug, a smile, and a hello when you see your students—anytime, not just during class. Tell them you love Jesus. Show them by loving others. Help them experience God’s love and understand that His immense love causes Him to care for us.

## CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

Beautiful weather and leisurely days are soon to arrive. Welcome your Beginners to a fun-filled, mind-stimulating quarter featuring hands-on activities and Bible lessons that impact their lives.

Distribute attendance charts (AP) 📌 and have students write their names on the charts before attaching them to the wall. Students glue one tool on the chart each week they attend. Tour the squad area and let students explore.

**The Kingdom Repair Squad finds computer bugs, fixes smartphones, and keeps programs processing. As we use the tools and learn about repairing gadgets, we will hear how God repairs broken lives and makes things new.** Lead students to the unit 1 MV poster (TRP) and slowly read I Kings 18:37. **The Lord hears us when we pray.** If using the suggested prayer board in the squad area, consider taking prayer requests and posting on the board.

Introduce the Bible Point: **God takes care of His people.** Show a tool bag. Ask students to select a tool and explain how it helps us care for our possessions. **Just as we use tools to care for things, Jesus gives His love to care for us.** Instruct students to point to themselves and say the Life Application: **I believe God takes care of me.**



## Opening Activity: God Cares for Me Figures

Give each student a Silhouette figure 📄. On one side, students write the name of someone who takes care of them. On the other side, students decorate the figure to look like that person.

- Name one way this person helps you.
- How does God take care of the person who takes care of you?

## RELATE AND RECEIVE

Access Prior Experience: **Who cooks the food at your house?**

**What is your favorite meal?**

## Bible Lesson: The Widow Woman Feeds Elijah (1 Kings 17:8–16)

### Prior to Class:

1. Put 1 cup of flour in a large transparent container. In an identical container put another cup of flour.
2. Put 2 tablespoons of oil in a large clear bottle. In an identical bottle put another 2 tablespoons of oil.
3. (Use large transparent containers to emphasize that the widow's supplies were almost depleted.)
4. Place ½ cup of water on a worktable.
5. Gather these supplies: toaster oven and baking sheet for toaster oven (or use church oven and baking sheet), mixing bowl, stirring spoon, and rolling pin.

Store the containers of flour and oil out of sight. Prepare a work surface for kneading the bread. (If baking the bread during class time will be difficult, you could make the bread ahead of time and have the containers of flour and oil available just for demonstration.)

### Unleavened Bread

- 1 cup flour (extra for dusting the work area)
- 2 Tablespoons extra virgin olive oil
- ½ cup water
- Spray oil

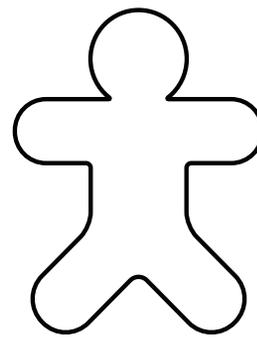
Combine the first three ingredients. Turn out onto a floured surface. Knead for 5 minutes. Roll out to about 1/8-inch thickness. Bake on a greased baking sheet at 350° for 20 minutes.

Gather students near the writing board. Help them find 1 Kings 17 in their Bibles.

**The Bible is full of exciting, amazing stories telling how God takes care of His people. In 1 Kings 17 we read the story of how God took care of Elijah, a widow, and her son.**

Distribute pictures to volunteers. As you teach, ask each volunteer to step to the front and hold the picture.

**Picture 1: The prophet Elijah told King Ahab, "Because the people have been worshiping idols, God is going to shut up the heavens. It will not rain again until I say."**



### Bible Lesson Verse

“For thus saith the LORD God of Israel, The barrel of meal shall not waste, neither shall the cruse of oil fail, until the day that the LORD sendeth rain upon the earth” (1 Kings 17:14).

- What is an idol?
- What would happen if it did not rain for a long time?
- How do you think King Ahab felt about Elijah’s message?



*Picture 2:* For three-and-one-half years, it did not rain. It was a bad time for the crops, the animals, and the people.

God told Elijah, “Go to Zarephath. Stay there. I have commanded a widow to take care of you.” A widow is someone whose husband has died. Widows had no one to take care of them, so they were often poor people.

Elijah obeyed. He found the widow woman picking up sticks to build a fire. He knew this was the widow God said would take care of him.

Elijah asked, “Would you bring me a drink? I am thirsty.”

The woman nodded. As she started to get him a drink, Elijah said, “Wait a minute. Would you please bring me a piece of bread too?”

She stopped and stared at him. “Sir, I only have enough flour in my barrel and enough oil in my bottle to make a small loaf for my son and myself. I am picking up sticks to build a fire. I will bake the bread. After we eat it, we will die.”

- Have you ever said, “I’m starving to death”? Were you really?

Bring out one flour container and one oil bottle. **This widow and her son were literally starving to death.**

Elijah told her, “Do not worry. First, bake bread for me. Then you can bake bread for yourself and your son.”

The widow may have thought, *Didn’t he hear what I said? I only have enough bread for one small loaf, only enough for my son and me.*

Elijah said, “For thus saith the LORD God of Israel, The barrel of meal shall not waste, neither shall the cruse of oil fail, until the day that the LORD sendeth rain upon the earth” (I Kings 17:14). In other words, he said, “God has told me that if you will obey, you will have flour and oil until He sends rain.”

*Picture 3:* The woman trusted that God would do as Elijah said. She baked Elijah a small loaf of bread. She used all her flour and oil.



Mix the flour, oil, and water in a mixing bowl to make the dough. Knead the bread on the worktable. Put the empty containers back where you stored them. Do not let students see the extra container and bottle.

**Something amazing happened after the widow obeyed Elijah.** Bring out the identical containers of flour and oil. **It was just like Elijah said God had said. There was enough flour and oil for another loaf of bread—enough for her, her son, and the man of God.**

Every day when she looked in the flour barrel and the oil bottle, there was flour and oil for another loaf of bread. Until the drought ended and rain poured from the heavens, the barrel and bottle were never empty.

Picture 4: Because the widow took care of Elijah, God took care of her and her son. God takes care of His people.



Show the God Takes Care of Elijah Bible art (TRP) . The widow trusted that God would take care of her. Elijah believed that God would take care of him. God takes care of His people. As the bread bakes, teach the Life Application.

## APPLY AND ACT

**Life Application:** I believe God takes care of me.

Because the widow believed that God would do as Elijah said, she gave Elijah the first loaf of bread. As she took care of Elijah, God took care of her and her son.

Practice this object lesson prior to class. Demonstrations are readily available on YouTube.

Do the following balloon object lesson:

- Inflate and tie off a balloon.
- Lightly coat a skewer with liquid dish soap.
- Starting near the knot, slowly push the skewer through the balloon until it comes out the top.

As you run the skewer slowly through the balloon, name hard things God might ask us to do (e.g., love our enemies, forgive someone who hurt us, donate time or money).

**This balloon did not pop because I was careful. God is careful with us. Even if God asks us to do something hard, we should always obey. It might hurt a little bit, but He will take care of us.**

Distribute activity papers. In the box on the front page, students draw a picture of how God cares for us. Then in the maze, students help Elijah find the widow.

Review the Life Application: **I believe God takes care of me.**

## Prayer and Call to Action

Lead students to the New Birth poster (TRP). **God takes care of us in many ways. The most important one: He saves us from sin.** Explain each picture of the poster.

Gather students in a circle and pray: **Thank You, Jesus, for taking care of me. Help me to remember that You came to save me and love me.**

Encourage students to watch for ways God shows He cares in the coming week.

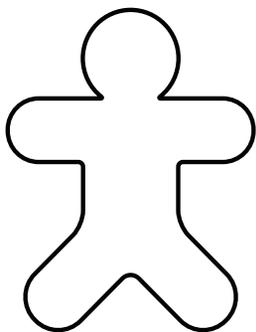
**B** God Takes Care of Elijah  
A Widow Feeds Elijah  
YOUNG CHILDREN  
LESSON 1

In the box, draw a picture of how God cares for us.  
In the maze, help Elijah find the widow.

An activity page with a drawing box on the left and a maze on the right. The maze starts with a character of Elijah and ends with a character of a widow. The maze is a complex path of orange lines on a white background.

I believe God takes care of me.





Although this is considered a “classic” Sunday school song, please sing the alternate lyrics. Deeming children as “yellow, red, and black, and white” is both culturally insensitive and unnecessary to get the song’s wonderful message across.



The unit posters are printed on the back of the AP cover. Send this cover page home with parents the first week so families can study the unit memory posters throughout the quarter.

## Home Connection

- For each student, send home a copy of the unit 1 HC calendar (TRP) and the lesson 1 HC devotion, or show parents the URL on the back of the activity paper so they can download it themselves.
- Send home the cover of the activity paper, showing parents that the back contains the memory work posters. Encourage them to post it at home.
- Use the child information forms to get contact information from parents. This will be used to establish a home connection throughout the quarter.
- This week contact parents and explain the quarter’s theme.

## EXPANDED *(designed to supplement a teaching period over 45 minutes)*

### WORSHIP AND THE WORD

#### Worship

Distribute the Silhouette figures and art supplies. Students decorate the figures to look like themselves. Instruct students to raise their figures high as they march around the room singing the song “Jesus Loves the Little Children” with these alternate lyrics:

**Jesus loves the little children,  
All the children of the world,  
Come together in His light,  
They are precious in His sight,  
Jesus loves the little children of the world.**

Play “No One Loves Me” by Kim Ballestero (originally from Word Aflame’s *Kids in Praise, Volume 1*). Encourage students to raise their hands and praise Jesus.

#### Memory Work: I Kings 18:37

Gather students at the unit 1 MV poster and read I Kings 18:37, phrase by phrase, with students echoing the words.

**Elijah believed God heard his prayer. He believed God would take care of him. God took care of Elijah and gave him bread to eat.**

- **Tell about a time when you prayed and believed that God heard your prayer.**

Have students stand in a circle. Pass the loaf of bread around the circle. As it is passed, each student recites one word from the verse. Continue until the verse is recited several times.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

## REINFORCE AND REVIEW

### Activity Paper

On the back of the activity paper, students color the picture and glue toothpicks in the widow's hand and on the ground. Review how God cared for Elijah and the widow.

### Option 1: Pictionary

Play a game of Pictionary. Call up one student at a time. Whisper to the student one word (see margin) to draw a picture of on the board. The other students guess what is being drawn.

**God takes care of us by providing the things we need. God also takes care of His people by providing things they enjoy.**

- **Name something that is your favorite thing.**

Lead students in thanking the Lord for His care and provision.

### Option 2: God Cares for Me Craft

Distribute the Silhouette figures 📄 students created during Worship. Have students glue their figures on construction paper and write: GOD CARES FOR ME.

### Option 3: JBQ Introduction

If Bible quizzing is new to your students, introduce the concept of Junior Bible Quizzing. Hand out one set of JBQ Verses 📄. Explain that each week, a fun activity will help students review the material.

*Option:* If you have some JBQ games for the upcoming quarter prepared, show students some activities you will be playing.



### Pictionary Words

Clothing  
House  
Food  
Water  
Friends  
Parents  
Car

See page 6 for more information on the JBQ option.



## Unit 1 Elijah

### Unit Aim

Students will examine how God shows that He is God.

### Unit Memory Verse

I Kings 18:37

### Scripture Text

I Kings 17:17–24

### Bible Lesson Verse

I Kings 17:24

### Bible Point

God honors His preachers' prayers.

### Life Application

I believe God answers my pastor's prayers.

# GOD HEARS ELIJAH'S PRAYERS

## *Elijah's Prayer Is Answered*

## CORE SUPPLIES

### Excite and Engage

**Welcome:** Gather several old or broken electronics. Place these on a work table surrounded with various tools.

Attendance charts (AP) ⬇️, attendance tool cutout ⬇️, glue, offering container, unit 1 MV poster (TRP)

**Opening Activity:** For each student, print and cut out a picture frame (TRP) ⬇️. Also prepare a 4" x 6" photo of your pastor for each student. Students will need markers and glue.

### Relate and Receive

**Bible Lesson:** Activity papers (page 1), pencils, God Hears Elijah's Prayer Bible art (TRP) ⬇️, Bibles

### Apply and Act

**Life Application:** Invite your pastor to visit the class and give testimonies of answered prayers. If your pastor cannot visit, consider filming a short greeting from your pastor, testifying about God's goodness and answered prayers.

**Prayer and Call to Action:** No supplies needed

**Home Connection:** For new students, copy the unit 1 HC calendar (TRP) ⬇️. For all students, copy the lesson 2 HC devotion ⬇️.

## EXPANDED SUPPLIES

### Worship and the Word

**Worship:** *Suggested songs:* "God Can Do Anything" by Doug Horley from Chuffed, "You Are Good" by Jason Whitfield

**Memory Work:** Write the verse words on sticky notes (1 word per note) and hide them around the room  
Unit 1 MV poster (TRP), Bible, memory charts (AP) ⬇️, crayons

### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons

**Option 1:** Posterboards (1 per pair of students), markers

**Option 2:** Prepare review questions from the Bible lesson. You will also need two sets of rhythm sticks

**Option 3:** Attach a verse reference to each bowling pin. Set up the bowling pins in formation.

JBQ Quizzes ⬇️, JBQ Verses ⬇️, ball

# ● Teacher Devotional

Read I Kings 17:17–24. Prayerfully consider what this passage says:

## About God

There is never a time God does not hear the prayers of His preachers and those in His service. God responds by honoring those prayers. No request is too great or need too large for God.

## To You as a Teacher

Our pastors have been anointed and appointed to be a shepherd over us. God has given such a large responsibility to them and, in return, God is touched by their prayers. There is something very powerful about the relationship our pastors have with God.

## To Your Students

The world seeks to damage, defame, and destroy the role of God’s preachers. We must emphasize the importance pastors and preachers have in our lives. Have your students met their pastor? Do they know their pastor personally? Do they know their pastor’s name? Teach students their pastor’s name. Invite your pastor to visit and interact with your class. Make a card and have each student sign it. Always speak highly and respectfully of your pastor. It is vital students understand the important role their pastor has in God’s church. Help them understand that their pastor is their friend and is willing to help. Teach them that their pastor prays for them; encourage them to pray for their pastor too.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

As students enter, direct them to the work table. **We have some broken items that were dropped off at the Kingdom Quality Repair Shop. How can we fix them?** Encourage students to express ways the broken items can be fixed; ask them which tools might work best.

Distribute attendance charts (AP) 📌. Students glue one tool on the chart each week they attend.

**At the Kingdom Repair Squad, we fix broken items and make things run like new. In every squad, there is a leader—one who shows others what to do. I am the leader of our squad, and I will show what needs to be fixed.**

**Our church has a leader. Our leader’s name is Pastor (*name*). How many of you know our pastor?**

Lead students to the unit 1 MV poster (TRP) and slowly read the verse. **Our pastor does many things. Pastor (*name*) is a preacher, a helper, and a prayer warrior. Pastor (*name*) prays for us and for people who do not come to church. Do you think God hears our pastor’s prayers?**

#### Opening Activity: Picture of Pastor

Give each student a picture frame (TRP) 📌 to decorate. While they decorate, distribute a copy of your pastor’s photo to each student. Talk about your pastor, emphasizing that this is their pastor.

- Tell of a time when you talked with Pastor (*name*). What did you talk about?
- Have you ever asked Pastor (*name*) to pray for you?

## Bible Lesson Verse

“I know that thou art a man of God, and that the word of the LORD in thy mouth is truth” (I Kings 17:24).



After frames are decorated, help students glue the frames to the photos. Challenge students to take the pictures home and post them in their rooms to remind them to pray for their pastor each day.

## RELATE AND RECEIVE

*Access Prior Experience:* Think of a time when you needed help.

**Who did you ask to help you?**

### Bible Lesson: Elijah's Prayer Is Answered (I Kings 17:17–24)

Gather students at a table and distribute activity papers. On the front page, students number the pictures in proper sequence as the story is told.

Begin the lesson by reviewing the characters from lesson one. Then help students find I Kings 17 in their Bibles.

**Elijah lived in an upstairs room, above the widow and her son. The widow made bread for him every day, and God took care of them.** Ask students to write a number 1 by the picture of Elijah, the widow, and her son eating bread.

**One day the widow's son became ill. His mother did everything she knew to make him better. Instead, he got more and more sick. Then he stopped breathing; he was dead.** Ask students to write a number 2 by the picture that shows what happened to the boy.

**His mother was so upset. She cried and cried. She wondered why he had died. Then she remembered the prophet Elijah. He had told her what to do when she had no food. Maybe he could help her son. She went to him. “My son is dead. What have you done to me? I gave you bread, yet this has happened.”** Ask students to write a number 3 by the picture that shows how upset the woman was as she talked with Elijah.

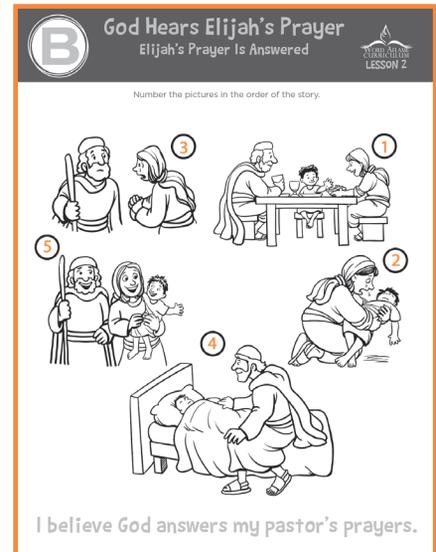
**Elijah said, “Give me your son.” Elijah took the boy upstairs to his room and laid him on his bed. Then crying over the boy, Elijah began to pray, “Lord, let this boy live again.”**

**Elijah got up. Nothing happened. He prayed again, “Lord, let this boy live again.”** Ask students to write a number 4 by the picture of Elijah praying for the boy.

**Elijah got up. Nothing happened. For the third time, he prayed again, “Lord, let this boy live again.” The boy started breathing. He opened his eyes and smiled. He was alive!** Ask students to write a number 5 by the picture where the boy is alive.

**Elijah took the boy downstairs and said, “Here is your son. He is alive.”** Show the God Hears Elijah's Prayer Bible art (TRP) 📖.

**When the widow saw her son alive, she told Elijah, “I know that thou art a man of God, and that the word of the LORD in thy mouth is truth” (I Kings 17:24). She knew God had honored her preacher's prayer.**



## APPLY AND ACT

### Life Application: I believe God answers my pastor's prayers.

Review the Life Application: **I believe God answers my pastor's prayers.**

Introduce your pastor and allow your pastor to give a few testimonies of answered prayers. Allow students to ask questions.

### Prayer and Call to Action

**Just as Pastor (name) prays for us, we should pray for Pastor (name).** Have students gather around your pastor and pray. Lead in prayer: **Jesus, thank You for our pastor. Thank You that Pastor (name) prays for us. We pray for Pastor (name) today. Give Pastor (name) strength. Help Pastor (name) make wise decisions. In Jesus' name, amen.**

### Home Connection

- For students who did not receive one last week, send home a copy of the unit 1  calendar (TRP) . For each student, send home a lesson 2  devotion , or show parents the URL on the back of the activity paper.
- If able, plan a field trip to the park and ask your pastor to join the time of fellowship.

## EXPANDED *(designed to supplement a teaching period over 45 minutes)*

## WORSHIP AND THE WORD

### Worship

Sing the fun song “God Can Do Anything” by Doug Horley from *Chuffed*. Have a testimony service and allow students to tell of answered prayers.

Then sing “You Are Good” by Jason Whitfield.

### Memory Work: I Kings 18:37

Gather students at the unit 1 MV poster (TRP) and review the verse. Discuss the ways God answers prayer. Let students know that God answers their prayers just like He answers their pastor's prayers.

Tell students the words of the verse are written on sticky notes and hidden in the room. Assign one word to each student (or pairs of students) and ask them to find the word. Once it is found, the student puts it on the MV poster to cover the matching word.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

If your pastor is unable to visit class in person, consider filming a short greeting of your pastor testifying about God's goodness and answered prayers.

### I Kings 18:37

“Hear me, O LORD, hear me, that this people may know that thou art the LORD God.”



## REINFORCE AND REVIEW

### Activity Paper

**Elijah prayed for the widow's son, and he was healed.** On the back page of the activity paper, students find the items in the picture.

#### Option 1: Poster Contest

- **What are some things our pastor does for us?** Allow students to answer.
- **Here is a list of what Pastor (*name*) might do each week** (name any that students missed):
- **Visit people who are sick**
- **Buy supplies used at church**
- **Study the Bible and prepare sermons**
- **Pray for us**
- **Unlock the church and get ready for service**

Have a poster design contest. Form groups of two; give each group a posterboard and markers. Each group draws a picture showing how their pastor cares for them. Invite other teachers to judge the posters.

#### Option 2: Rhythm Review

Form two teams who sit in a single line facing each other. Give the first student on each team a pair of rhythm sticks. When a review question is read, the first student to hit the sticks together may answer. If the answer is correct, the team gets a point. If the answer is incorrect, the other team may attempt to answer and earn the point. Pass the sticks to the next student on each team and continue play. The team with the most points wins.

#### Option 3: JBQ Bowling

Students will take turns rolling a ball down to knock out the bowling pins. Whichever pins they knock down, they must quote the references on the pins. For each verse they quote correctly, they get a point.

If students have mastered the verses, send home a new set of JBQ Verses . Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

Ask a helper to be the spotter and watch for which student is first. If students hit their sticks before the question is finished, create a rule that they will be disqualified for hitting sticks while you are talking.

# GOD SHOWS HIS POWER OVER BAAL

## *God Sends the Fire*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Allow an electronic device (phone, laptop, iPad) to drain its battery. Place the device and a variety of tools, including a battery or charger, on a table.

Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container

**Opening Activity:** Activity papers (page 1), markers, New Birth poster (TRP), unit 1 MV poster (TRP)

#### Relate and Receive

**Bible Lesson:** Fill a metal pie pan with sand. Gather the story props: 2 male action figures (Ahab and Elijah), wooden blocks (1 per student), rocks, sticks, cup of water, plastic spoon, small red cloth.

God Shows His Power over Baal Bible art (TRP) 📄, Bibles

#### Apply and Act

**Life Application:** Cut apart the “Who Are You Serving?” cards (TRP) 📄. Fold each one and place them all in a paper sack. Using a permanent marker, write numbers on strips of masking tape to number each chair for musical chairs. On strips of paper, write matching numbers and put them in a basket. You will also need music.

**Prayer and Call to Action:** New Birth poster (TRP)

**Home Connection:** For new students, copy the unit 1 HC calendar (TRP) 📄. For all students, copy the lesson 3 HC devotion 📄.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Activity papers (page 1), crayons; *suggested songs:* “One God” 📄 by Kim and Courtney Ballesterio, “I Belong to a Mighty God” by Integrity Kids

**Memory Work:** Cell phone, unit 1 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons

**Option 1:** Whiteboard and marker

**Option 2:** Print and cut apart the Sheet of Number Ones 📄. Cut enough for each student plus extras. Purchase shredded crinkle paper (used for gift baskets) or make paper confetti by shredding paper. Place the shredded paper in two large bowls and hide half of the #1s in each bowl.

Masking tape, 2 chairs; *optional:* 2 plastic tablecloths

**Option 3:** Prepare a set of cards with the verse references on them and a set of cards with the text on them.

JBQ Quizzes 📄, JBQ Verses 📄, prizes

#### Unit 1

Elijah

#### Unit Aim

Students will examine how God shows that He is God.

#### Unit Memory Verse

I Kings 18:37

#### Scripture Text

I Kings 18:17–39

#### Bible Lesson Verse

I Kings 18:37

#### Bible Point

God is God alone  
and has all power.

#### Life Application

I will serve the one true God.

# ● Teacher Devotional

Read I Kings 18:17–39. Prayerfully consider what this passage says:

## About God

There is no one and no thing that compares to God. He created the universe with a spoken word and has all power. He is the almighty God.

## To You as a Teacher

It is easy to become wrapped up in activities and things that take our focus away from God. Temporary distractions pale in importance to the eternal rewards we gain by living for Him. We must make the conscious decision to serve the one true God every single day.

## To Your Students

Every era possesses idolatrous ways that challenge the one true God. Our students must understand how today's idols challenge God just as idols did in the Old Testament. Reveal God's power in common ways, such as the power over electricity, the roar of the wind and waves, and the heat of the sun. Assure students that they can plug into His power every day and personally see that He is God alone and has all power.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

Last week's lesson challenged students to pray for their pastor throughout the week. As students enter, ask if they remembered to do so.

Gather around the table and show the electronic device. **This will not turn on.** Show students that it does not boot up. **What tool would help us with this problem?** Allow discussion. If a student suggests that it needs a battery or to be plugged in, begin teaching that point. If students do not suggest this, drive the conversation toward the fact that it lacks power. Introduce the Bible Point: **God is God alone and has all power.**

Distribute attendance charts (AP) 📄. Students glue one tool on the chart each week they attend.

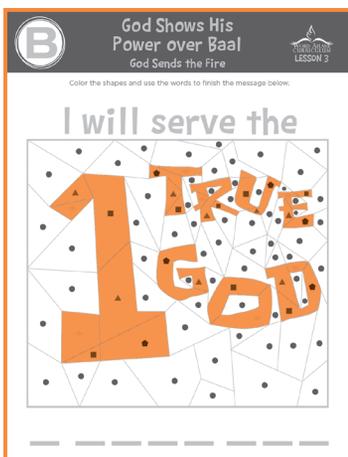
Lead students to the unit 1 MV poster (TRP) and slowly read I Kings 18:37.

- Think of one way God shows people He is God.

#### Opening Activity: Activity Paper

Introduce the Life Application: **I will serve the one true God.** Distribute activity papers. On the front page, students color by shape to reveal the words: 1 TRUE GOD. Show them where to write the words at the bottom of the page.

**Our God has all power. His name is Jesus. We do not worship idols. We do not serve other gods. We serve the one true God.** Lead students to the New Birth poster (TRP). Discuss how the one true God wants us to be saved.



## RELATE AND RECEIVE

*Access Prior Experience:* Tell of a time when you were in a contest. Did you win? Why or why not?

### **Bible Lesson:** God Sends the Fire (1 Kings 18:17–39)

Gather students at a table with a Bible. Help students find 1 Kings 18 in the Bible. Select two volunteers to role-play with the action figures. Give remaining students wooden blocks, representing the prophets of Baal.

**For three years, there was no rain. The crops had died. The animals were dying, and people were starving.**

Point to one action figure. **King Ahab was the king. He did not worship God. He worshiped an idol named Baal. Ahab thought Baal was powerful. Ahab was wrong. God is God alone and has all power. Ahab worshiped Baal because he thought Baal made it rain to water the crops.**

- **Who gives the rain for the crops?**

Point to the second action figure. **This is the prophet Elijah. He worshiped the one true God. Elijah told King Ahab, “The Lord is God and I worship Him. There will be no rain for three years.” Elijah prayed and God stopped the rain.**

- **Why do you think God took away the rain?** *To prove He has power over the rain*

**After three years of no rain, Elijah went to King Ahab and said, “Meet me on top of Mount Carmel. Bring your prophets of Baal. We will have a contest to prove who is God.”**

Place Elijah and King Ahab in the center of the table. Have students place all the wooden blocks around the action figures, representing the prophets of Baal. **King Ahab went to the top of the mountain. The prophets of Baal went. The people of Israel went. Elijah went.**

**Elijah said to the people, “How long will you try to serve both Baal and the Lord God? Make up your minds. If the Lord is the true God, follow Him. But if Baal is the true God, follow him.”**

**The people did not say a word.**

**Elijah continued, “I am the only prophet of the Lord here. Baal has 450 prophets on his side. Let’s each build an altar and put a sacrifice on it. You pray to Baal. I will pray to the Lord God. The one who sends fire down on the altar is God.”**

**The people agreed to the contest. The prophets of Baal made an altar.** Ask students to make an altar with rocks and lay sticks on it. **The prophets of Baal began to cry and dance and pray to Baal. They acted ridiculous. They cut themselves with knives. They shouted. Baal did not answer. No fire fell on the altar.**

**The prophets of Baal did this all morning. They did this all afternoon. Baal did not answer. No fire fell on the altar.**

**At evening Elijah called all the people to him. He built his own altar and put sticks on it.** Place the pan with sand on the table. Ask students to build an altar with rocks and sticks on it. **After the altar was built, Elijah did something strange. He dug a trench around the altar.** Show students how to create a trench with a plastic spoon.

### **Bible Lesson Verse**

“Hear me, O LORD, hear me, that this people may know that thou art the LORD God, and that thou hast turned their heart back again” (1 Kings 18:37).

“Bring me four barrels of water,” he ordered. “Pour it on the altar.” Pour water over the altar. He had them do this three times. That is twelve barrels of water. Think about what water does. It makes things wet.

- Does wood burn if it is wet?

The water soaked the wood and Elijah’s sacrifice. All the stones were soaked. Water filled the trench.

Then Elijah prayed, “Hear me, O LORD, hear me, that this people may know that thou art the LORD God, and that thou hast turned their heart back again” (I Kings 18:37). Elijah wanted everyone to know that God is the only one with power.

God answered Elijah’s prayer with fire. Take the red cloth and cover everything. Instantly God sent fire out of the sky. It burned the whole sacrifice. It burned all the wood. It charred the stones. It burned the dust. It even burned up the water. Show the God Shows His Power over Baal Bible art (TRP) 📖.

When the people saw God’s power, they worshiped and said, “The Lord is God.” They knew Baal was not a real god.



## APPLY AND ACT

**Life Application:** I will serve the one true God.

An idol is anything we love more than we love God. The people of Israel loved Baal and ignored the one true God. Baal was a statue—a lump of metal. The people brought offerings to him, they bowed and worshiped him, and they prayed to him.

While we do not worship statues, sometimes we love other things more than we love God—things like ourselves, our friends, or even famous people.

Randomly arrange the numbered chairs in a circle. Play musical chairs.

- When the music stops, each student sits in the closest chair.
- The leader draws from the basket.
- The student seated in that chair draws a card from the bag.
- If that action describes someone who is serving God, the player stays in the game.
- If the action describes someone who is serving an idol, remove the chair and the player drops out of the game.

Continue until only one student and chair is left in the game or all the cards have been drawn.

- Why does it please God when we worship Him alone?

## Prayer and Call to Action

**Idols stop us from serving the one true God. Idols stop us from being saved.**

Gather around the New Birth poster (TRP) and lead in prayer: **Jesus, thank You for providing a way for us to be saved. We do not want idols in our lives. Forgive us when we allow things to become more important than You. Help us to worship and serve You, the one true God.**



## Home Connection

- For students who did not receive one last week, send home a copy of the unit 1 HC calendar (TRP) 📅. For each student, send home a lesson 3 HC devotion 📖, or show parents the URL on the back of the activity paper.
- If parental permission is given, call each student sometime during the week and review the story.

## EXPANDED (designed to supplement a teaching period over 45 minutes)

### WORSHIP AND THE WORD

#### Worship

Use the activity papers during worship. Each time the song mentions *God*, students lift the paper in the air and worship Him.

Sing “One God” 🎵 by Kim and Courtney Ballestero (originally from *Word Aflame’s Kids in Praise, Volume 1*). Then sing “I Belong to a Mighty God” by Integrity Kids.

#### Memory Work: I Kings 18:37

Gather students at the unit 1 MV poster (TRP) and review the verse. **When we pray, the one true God hears us. He promises to answer our prayers.**

Gather students in a circle. Pass a cell phone around as each student says one word of the verse. Recite the verse several times, having a new student start each time.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

### REINFORCE AND REVIEW

#### Activity Paper

On the back page of the activity paper, students draw Elijah praying next to the altar.

#### Option 1: Bible Math

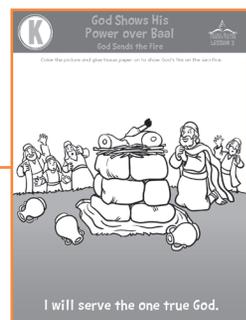
**Did you know that numbers are important in the Bible? There were numbers in our Bible story today.** Write the questions on the board and select volunteers to write the answers.

##### How many:

- years without rain? 3
- prophets of Baal? 450
- prophets of God? 1 (Elijah)
- altars with a sacrifice? 2
- barrels of water poured over Elijah’s sacrifice? 12
- times fire fell on a sacrifice? 1
- gods we serve? 1

#### I Kings 18:37

“Hear me, O LORD, hear me, that this people may know that thou art the LORD God.”



## Teach Smarter

Make relay cleanup easier by placing a plastic tablecloth under each chair to catch the shredded paper.

### Option 2: God Is One Relay

Mark a starting line with masking tape. Form two teams. Place each bowl of shredded paper on a chair opposite each team.

1. On “go,” the first student from each team hops to the team’s bowl and searches for a number one.
2. Once found, the student lifts it high while the team shouts, **“I will serve the one true God.”**
3. After the shout, the student hurries to tag the next student in line and then goes to the end of the line. The next teammate repeats the action.

The first team to find a number one for each teammate wins the relay.

### Option 3: JBQ Memory Match

Lay the verse references face up. Lay the cards with the verse text face down. The first student will pick a verse from the face down group, and then match it up with the correct verse reference. (They get 2 tries.) The next student will take a turn and play continues as time allows.

At the end, each quizzier picks a prize.

If students have mastered the verses, send home a new set of JBQ Verses 📖. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

# GOD SEES AHAB'S ACTIONS

## *Naboth's Vineyard*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Find an electronic item that has a removeable battery. Remove it and place the item inside a box. Put this on a work bench or table and attach a scribbled note that says: FIXED. RETURN TO CUSTOMER.

Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container, unit 1 MV poster (TRP)

**Opening Activity:** *Per student:* coffee filter, black washable marker, small paper cup (half filled with water)

#### Relate and Receive

**Bible Lesson:** Make six balloon feet (TRP) 📄 out of cardstock. Write one character's name on each set of feet (KING AHAB, QUEEN JEZEBEL, NABOTH, CITY LEADER, TROUBLEMAKER, ELIJAH).

On slips of paper, write the following words to describe each Bible character, place the slips in the appropriate balloons, and inflate them:

Ahab (greed, selfishness, anger)	Jezebel (hate, wickedness, murder)
Naboth (love, obedience, faithfulness)	City Leader (fear)
Troublemaker (lying)	Elijah (godliness, obedience)

God Sees Ahab's Actions Bible (TRP) 📄, Bibles

#### Apply and Act

**Life Application:** Activity papers (page 1), pencils

**Prayer and Call to Action:** No supplies needed

**Home Connection:** To prepare them for next week's new unit, print a copy of the unit 2 HC calendar (TRP) 📄 for each student. Also prepare a lesson 4 HC devotion 📄 for each student.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* "I Can Do What Is Right" by Phebe Rei Dela Cruz, "O Be Careful, Little Eyes" by Cedarment Kids

**Memory Work:** Print and cut apart the two unit 1 MV puzzles 📄.

Unit 1 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** For each student, print and cut apart a set of Bible Lesson Review pictures 📄.

Activity papers (page 2), glue

**Option 1:** For each student, make a hidden-message paper by writing with a white crayon on white paper. Using large heavy strokes for letters, write: GOD SEES EVERYTHING. Students will need dark-colored washable markers.

*Optional:* Paper to cover table, child smocks (1 per student)

**Option 2:** In permanent marker, write the number 3 on the end of three craft sticks, the number 2 on four craft sticks, and the number 1 on five craft sticks (total of twelve sticks). Place these number side down in a cup.

Family-size bag of M&M's or Skittles, Dixie cups (1 per student)

**Option 3:** Take a large piece of foam and attach lollipops all over it.

JBQ Quizzes 📄, JBQ Verses 📄

#### Unit 1

Elijah

#### Unit Aim

Students will examine how God shows that He is God.

#### Unit Memory Verse

I Kings 18:37

#### Scripture Text

I Kings 21:1–24

#### Bible Lesson Verse

I Kings 21:20

#### Bible Point

God sees everything and responds to both good and evil.

#### Life Application

I will do what is right.

# ● Teacher Devotional

Read Matthew 1 Kings 21:1–24. Prayerfully consider what this passage says:

## About God

God sees everything we do—both the good and evil actions. Try as we may, there is no way to hide our actions from God. He has responded throughout the ages by rewarding those who do right and by punishing those who are against Him.

## To You as a Teacher

I will start my day by making choices that please the Lord. As the day moves along into the evening and eventually into the night, I will continue to choose that which is good in God’s sight. I commit to please God by consistently making good choices.

## To Your Students

The youngster quickly covered her eyes after purposely dumping out the toys that had just been put away. When questioned about her actions, she responded, “I’m not here. You can’t see me.”

While we all chuckle at this scene, we also realize that humans often act like that child. Many don’t believe God sees or cares about their actions, or they think God only sees the worst sinners’ actions (like a murderer or a terrible dictator). This thinking may affect our children by giving a false sense of security and a license for inappropriate behavior or creating a negative concept of God as a vengeful judge.

Help students understand that God is omniscient and loving. He sees every action we perform, knows every thought we think, and hears every word we say. Instill a sense of responsibility for their actions, thoughts, and words as they realize He cares about us.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

As students enter, distribute attendance charts (AP) 📅. Students glue one tool on the chart each week they attend. Lead students to the unit 1 MV poster (TRP) and review it.

Notice the scribbled note and repaired item. **The note says, “Fixed. Return to customer.” How wonderful! Another worker must have repaired it last night. The customer called this morning asking if it was fixed. I am so glad we have workers who do a good job.**

- How do you feel when you do something right?

As students discuss, pick up the item, allowing the lid to swing open. Express surprise. **Wait! What is wrong here?** Students help as you discover the battery is missing. **The battery is missing. We cannot return this to the customer without a battery. Someone did a sloppy job and pretended it was right thing. I am not happy that one of my workers did a wrong thing. The worker allowed me to think this was ready to send, but I looked inside and found it was not.**

- How do you think the customer would feel getting the item like this?

After discussing the sloppy, pretend repair job, introduce the Bible Point: **God sees everything and responds to both good and evil.**

**Just like a boss notices if a worker does something good or bad, God notices when we do good or bad. Just like a boss tells a worker if the work makes the boss happy or sad, God also tells us how He feels about our actions. We need to do the right thing.** Introduce the Life Application: **I will do what is right.**

### Opening Activity: True Colors Activity

Give each student a coffee filter, a washable black marker, and a small paper cup half-full of water. Instruct students to draw a 1-inch tall stick figure on the edge of the filter.

- **What color is the stick figure?** *Black*

**The stick figure represents you. The cup of water represents God. Gently dip the edge with the stick figure into the water.**

- **What colors do you see now?** *The black should separate into colors.*

**When we get near God, our true colors show. He knows what we are thinking inside. He knows we make choices that are not always right.** Discuss how the activity might help us make right choices, emphasizing the fact that God sees our actions and will help us make right choices.

As they clean up from the activity, have students say the Life Application: **I will do what is right.**

## RELATE AND RECEIVE

*Access Prior Experience:* **Tell of a time when you chose to do right, but you could have done wrong. What made you choose the right action?**

### Bible Lesson: Naboth's Vineyard (I Kings 21:1–24)

Gather students at a table with a Bible. Help them find I Kings 21 in the Bible. As the story is told, move the balloon figures around on the floor.

Introduce King Ahab balloon. **King Ahab was out for a stroll around the palace grounds. Over the fence he saw a beautiful vineyard. "Ahhh," he said to himself. "I would love to have that vineyard."**

Introduce Naboth balloon. **He went to see the owner of the vineyard. His name was Naboth. King Ahab told Naboth, "I want to buy your vineyard."**

**Naboth shook his head. "It is not for sale."**

**Ahab said, "So you want more money? Name your price. Or I will trade you another bigger, better piece of land."**

**Naboth answered, "My vineyard has been in my family for generations. The law of Moses says I cannot sell it. I will not sell it for any price."**

**King Ahab stomped home. He flung himself on his bed and turned his face to the wall, pouting like a three-year-old.**

Introduce Queen Jezebel balloon. **Queen Jezebel came into the bedroom. "What's wrong with you?" she asked.**

**The king sobbed, "I want Naboth's vineyard, and he won't sell it to me."**

### Bible Lesson Verse

"I have found thee: because thou hast sold thyself to work evil in the sight of the LORD" (I Kings 21:20).

Jezebel snorted. “Well, you are the king, right? You can have anything you want. I will take care of this.”

Introduce City Leader and Troublemaker balloons. **Jezebel wrote letters to the city leaders and signed the king’s name. She ordered the city leaders to pay troublemakers to lie about Naboth. The troublemakers were to accuse Naboth of cursing God and the king.**

Burst City Leader and Troublemaker balloons. Gather papers that fall out. **Inside the balloon are papers that tell us what these people were like. What do the papers say?** Let students read the papers. Discuss the two attitudes (fear and lying) and the actions that come from the attitudes.

**The city leaders did what the queen asked. The people grew angry at Naboth, and they killed him.** Burst Naboth balloon. Gather papers that fall out. **Inside the balloon are papers that tell us what Naboth was like. What do they say?** Let students read the papers (love, obedience, faithfulness). **God saw that Naboth was trying to live right, even when the troublemakers told lies about him.**

**Once Naboth was dead, King Ahab stole his vineyard. He strolled among the beautiful grapevines, gloating over his new possession. When he looked up, he saw someone coming. It was Elijah, the man of God.** Introduce Elijah balloon.

**Ahab groaned. “So you found me, oh my enemy.”**

**Elijah nodded. “I have found thee: because thou hast sold thyself to work evil in the sight of the LORD.”** Elijah also told Ahab, “**God has seen everything you have done. He will destroy you, just as you have destroyed Naboth. He will destroy Queen Jezebel also.**”

- **How did Elijah know what Ahab and Jezebel had done?** *God told him.*

Burst Ahab and Jezebel balloons. Let students read the papers (greed, selfishness, anger) (hate, wickedness, murder).

- **What do you think God saw in Elijah’s heart?** Burst Elijah balloon and read the papers (godliness, obedience).

Show the God Sees Ahab’s Actions Bible art (TRP) 🗣️. **God sees everything and responds to good and evil. He saw King Ahab when he wanted the vineyard. He saw what King Ahab and Queen Jezebel did. God told Elijah what King Ahab did to Naboth. Elijah went to the vineyard and found King Ahab in it.**

- **Which person in this story should we be like?** *Naboth or Elijah*



**B** God Sees Ahab’s Actions  
Naboth’s Vineyard

Read each sentence. Circle Naboth’s smiling face if the person did right.  
Circle Ahab’s angry face if the person did wrong.

**Jeremy was angry because his little brother went to visit his grandparents, and Jeremy had to stay home. Was Jeremy right or wrong?**

**Abby saw Nathan bullying Josiah. She told the teacher. Was Abby right or wrong?**

**The man in the checkout line in front of Maria dropped a dollar. She picked it up and returned it to him. Was Maria right or wrong?**

**Timothy played with a game in the toy department at the store. He broke it. He hid it behind the other games. Was Timothy right or wrong?**

**Elaina told a lie about April because she was mad at April for playing with a new girl at the park. Was Elaina right or wrong?**

**Debi ran to her room, slammed the door, and pouted when her mother told her she could not go to her friend’s house. Was Debi right or wrong?**

**I will do what is right.**

## APPLY AND ACT

**Life Application: I will do what is right.**

Distribute activity papers. On the front page, students read the sentence and circle Nathan if the person did right or Ahab if the person did wrong.

- **Jeremy was angry because his little brother went to visit his grandparents, and Jeremy had to stay home. Was Jeremy right or wrong?**
- **Abby saw Nathan bullying Josiah. She told the teacher. Was Abby right or wrong?**
- **The man in the checkout line in front of Maria dropped a dollar. She picked it up and returned it to him. Was Maria right or wrong?**

- Timothy played with a game in the toy department at the store. He broke it. He hid it behind the other games. Was Timothy right or wrong?
- Elaina told a lie about April because she was mad at April for playing with a new girl at the park. Was Elaina right or wrong?
- Debi ran to her room, slammed the door, and pouted when her mother told her she could not go to her friend's house. Was Debi right or wrong?

### Prayer and Call to Action

Ask students to close their eyes and think about the following questions (not answer out loud). **If God looked in your heart, what would He see? Would He see things that make Him smile or things that make Him have a sad face?**

**Jesus wants us to do right, but we often do wrong. We need to repent, which means we ask Jesus to forgive us. He will forgive us. He will wash away our sins and make us clean when we are baptized in Jesus' name. He will fill us with the Holy Ghost; then we will have the power to live right.** Lead students in a prayer of repentance: **Jesus, I am sorry for the wrong things I do. Please forgive me. Help me to do good things.**

Challenge students to please God by doing right things this week.

### Home Connection

- To prepare students for the new unit next week, send home a copy of the unit 2  calendar (TRP) .
- For each student, send home a copy of the lesson 4  devotion , or show parents the URL on the back of the activity paper.
- Make a list of your students and think of one good action each has done. Throughout the week, text parents with a compliment for their child's action.

## EXPANDED *(designed to supplement a teaching period over 45 minutes)*

### WORSHIP AND THE WORD

#### Worship

Discuss how doing what is right is a way of worshipping Jesus. Then sing "I Can Do What Is Right" by Phebe Rei Dela Cruz and "O Be Careful, Little Eyes" by Cedarment Kids.

#### Memory Work: I Kings 18:37

Gather students at the unit 1 MV poster (TRP) and review the verse. Allow students to recite it individually; compliment all who attempt to recite it.

- **Was Ahab a good king? Did he listen to and obey God?**

**King Ahab worshiped other gods. He did not talk to God. We do not want to be like King Ahab. We want to worship and talk to the one true God.**

Form two teams. Assign each team to one end of the table. Give each team a unit 1 MV puzzle (TRP) . On "go," teams race to put the puzzle together. The first team to finish is the winner.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

#### I Kings 18:37

"Hear me, O LORD, hear me, that this people may know that thou art the LORD God."

Place the pictures from your teacher in the proper order.

HC [www.hc.org](http://www.hc.org) [www.hc.org](http://www.hc.org)

"I have found thee, because thou hast sold thyself to work evil in the sight of the Lord" (1 Kings 21:20).

UNIT 1 MEMORY VERSE  
"Hear me, O Lord, hear me, that this people may know that thou art the Lord God" (1 Kings 18:37).

pentecostal

Consider covering the table with paper, using child smocks, and rolling up students' sleeves before having them color the entire paper with dark marker. Be sure the markers are washable.

## REINFORCE AND REVIEW

### Activity Paper

On the back page of the activity paper, students glue the Bible Lesson Review pictures (TRP) on their papers in correct sequence. Review the story as they work.

### Option 1: God Sees Everything Craft

Give each student a prepared paper that contains the hidden message. Instruct students to select a dark-colored marker and color over the entire paper. As the words appear, read the message.

**God sees everything. Nothing is hidden from God. He even knows our thoughts. He sees what we do when no one else is around. Let's review the story and think about what God saw.**

- **What did Ahab think when he saw Naboth's vineyard?** *I want that.*
- **What did Jezebel do to get the vineyard for Ahab?**  
*Told lies and had Naboth killed*
- **What did Ahab do after Naboth was dead?** *Took the vineyard*

### Option 2: Review Game

Give each student a Dixie cup. Prior to answering a review question, each student selects a craft stick. If the student answers the review question correctly, everyone receives that many pieces of candy to place in their cups. If the answer is incorrect, no candy is given.

Review Questions

1. **What was the king's name in the story?** *Ahab*
2. **What was the queen's name in the story?** *Jezebel*
3. **What did King Ahab see and want?** *A vineyard*
4. **What grows in a vineyard?** *Grapes*
5. **Who owned the vineyard?** *Naboth*
6. **What did Naboth say when King Ahab asked to buy the vineyard?** *No*
7. **How did King Ahab act when Naboth said no?** *He pouted.*
8. **Who wrote letters to the men of the city?** *Queen Jezebel*
9. **What did Queen Jezebel tell the men to do?** *Answers vary: Lie about Naboth. Get him in trouble for something he did not do. Kill him.*
10. **After Naboth was dead, what did King Ahab do?** *He took the vineyard.*
11. **Who saw Ahab's actions?** *God*
12. **Who was sent to talk with King Ahab?** *Elijah the prophet*
13. **What did Elijah say would happen to King Ahab?** *Someone would take his things because he took the vineyard.*

### Option 3: JBQ Lollipop Tree

Ask students a unique word, quotation, or location question. If they get it right, they pick from the lollipop tree.

If students have mastered the verses, send home a new set of JBQ Verses. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

# GOD HONORS ELISHA'S PERSISTENCE

## *Elijah Is Translated*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container, unit 2 MV poster (TRP)

**Opening Activity:** Pennies (1 per student), prize

#### Relate and Receive

**Bible Lesson:** Activity papers (page 1), pencils, Elisha Receives a Double Portion Bible art (TRP) 📄, Bibles

#### Apply and Act

**Life Application:** Cut construction paper into stepping stones (1 per student plus three extras). On half of the stones, write words that help us follow Jesus (e.g., pray, read the Bible, worship, obey, love others). Prepare to play the song “I Have Decided to Follow Jesus” by Cedarment Kids.

Small zipper bags (1 per student), candies (a few pieces per student), tape

**Prayer and Call to Action:** New Birth poster (TRP)

**Home Connection:** For new students, copy the unit 2 HC calendar (TRP) 📄. For each student, copy the lesson 5 HC devotion 📄. Send a postcard to each student.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Rhythm instruments; *suggested songs:* “You Are Worthy of My Praise” by Vineyard; “I’ll Follow You” by Bob Singleton Kid Chorus

**Memory Work:** A mantle (scarf), unit 2 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), small strips of fabric (1 per student), glue

**Option 1:** Round-headed clothespins (1 per student), fine-tipped permanent marker, pieces of fabric, glue

**Option 2:** Whiteboard, markers, and eraser

**Option 3:** Set up a ring toss game of your choice (either homemade or store bought).

JBQ Quizzes 📄, JBQ Verses 📄, candy or prizes

#### Unit 2

Elisha

#### Unit Aim

Students will prove the importance of following God and His leaders.

#### Unit Memory Verse

II Kings 2:9

#### Scripture Text

II Kings 2:1–15

#### Bible Lesson Verse

II Kings 2:2

#### Bible Point

God honors those who persist after Him.

#### Life Application

I will follow God.

# ● Teacher Devotional

Read II Kings 2:1–15. Prayerfully consider what this passage says:

## About God

When we walk closely with our pastor, God promises to bless us. If we follow our leadership with unwavering faith and persistence, God will honor our prayers and work by doubling our efforts.

## To You as a Teacher

Do not confuse belief in God for following God. When we follow God, we are submissive to His will and His ways. When we commit to following God, we intentionally submit to the leadership He has placed over us. When we do this, God promises to bless our ministries.

## To Your Students

Elisha wanted what Elijah had—a life that reflected God’s power. Elijah caused Elisha to persist in following God for his own ministry.

You can be an Elijah to your students. Encourage them to go forward in God’s plan. As you guide them, students will learn persistence in following God’s will. By seeking Him, they will find what they need. You can encourage them in their pursuit of God. Urge them to push on. Support them when they fail. Persuade them to fulfill their potential in the path Jesus provides.

Unit 1 demonstrated God’s power and taught students that God is God. Unit 2 emphasizes the importance of following God and the leaders He selects.

The Bible Point mentions two words that may not be used often by Beginners: *honor* and *persist*. Make sure they understand what these words mean.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

As students enter, ask them how they did with lesson 4’s challenge of pleasing Jesus throughout the week. Then ask students to follow you around the Kingdom Repair Squad so they can learn new things.

Lead them to the attendance charts (AP) 📉. Students glue one tool on the chart each week they attend. **For a repair shop to serve its customers, the workers must arrive on time each day. When they arrive, workers fill out time cards, which shows how many hours they worked. We enjoy doing our attendance charts because it shows that we came to church and worshiped God.**

Lead students to the unit 2 MV poster (TRP) and read II Kings 2:9. **Every repair shop has a manual—a book that tells workers how to do their jobs. Our manual for life is the Bible. It teaches us to live. We study and memorize it each week.**

Lead students toward the Squad area. **Here the Squad repairs items. This area reminds me of coming to church. When we come to church, we allow God to repair our hearts and lives. Once He does, we want to follow Him.**

#### Opening Activity: A Penny Game

Give each student a penny and demonstrate the following exercise for them. Students should use their dominant arm and hand for this game. Offer a prize to the first student to catch the penny.

- Touch your shoulder with your dominant hand.
- Point your elbow out in front of you; lift it to the same height as your shoulder.
- Without moving your arm, turn your hand so your palm is up.

- Place the penny on your raised elbow.
- Quickly drop your elbow, and as the penny falls, catch it with your dominant hand.

Challenge students to keep at it until someone catches the penny.

- Was this exercise easy or hard?
- Were the instructions easy to follow? Why or why not?
- Why did you persist (keep on trying)?

Sometimes God’s instructions are easy to follow. Sometimes they are not. Still, it is always rewarding to follow God. Introduce the Life Application: **I will follow God.**

## RELATE AND RECEIVE

*Access Prior Experience:* Tell about a time you played follow-the-leader. Would you rather be the leader or the follower? Why?

### Bible Lesson: Elijah Is Translated (II Kings 2:1–15)



Distribute activity papers. On the front page, students complete the pictures as the story is told.

Help students find II Kings 2 in their Bibles. **The day had arrived. Elijah, the prophet of God, was going to leave. His servant, Elisha, knew it. The young men who attended the school of prophets knew it. Everybody was wondering: *When is he going to leave? Where is he going?***

**Elijah and Elisha were at their headquarters in Gilgal. Elijah said, “Stay here, Elisha. God has told me to go to Bethel.”**

**Elisha answered, “No, I will not leave you.”** In picture 1, ask students to trace the words that Elisha told Elijah.

**Then they went to Bethel, where the young prophets from the school asked Elisha, “Did you know the Lord is going to take your master away today?”**

**Elisha said, “Yes, I know, but do not talk about it.”**

**Elijah told his servant, “Stay here. The Lord is sending me to Jericho.”**

**Elisha answered, “As the Lord lives and as you live, I will not leave you.” He was persistent.** In picture 2, ask students to trace Elisha.

**On they went to Jericho. Another group of young prophets asked Elisha, “Do you know the Lord is going to take your master away today?”**

**Elisha replied, “Yes, I know, but do not talk about it.”**

**Elijah said to Elisha, “Stay here. The Lord has sent me to the Jordan River.”**

**Elisha answered, “As the Lord lives and as you live, I will not leave you.” He kept following Elijah. He was very persistent.**

### Bible Lesson Verse

“As the LORD liveth, and as thy soul liveth, I will not leave thee” (II King 2:2).

**On they went to the Jordan River. Fifty young men from the school of the prophets stood at a distance and watched. Elijah took off his mantle. He rolled it up and hit the water. The water divided to the right and to the left. Elijah and Elisha crossed on dry ground.** In picture 3, ask students to trace Elijah’s mantle.

**After they crossed, Elijah asked his servant, “What can I do for you before I am taken away from you?”**

**Elisha answered, “Give me a double portion of your power.”**

**“You have asked a hard thing. But if you see me when I am taken from you, it will be yours.”**

**The two men walked on. Elisha did not take his eyes off his master. He was persistent. He was going to get that double portion.**

**Suddenly a chariot and horses of fire swooped down and separated Elijah and Elisha. Elijah vanished. He was gone. All that was left was his mantle that came floating down to the ground.** In picture 4, ask students to trace Elijah in the chariot.

**Elisha yelled, “My father, my father, the chariot of Israel, and the horsemen.”**

**He picked up the mantle and walked back to the Jordan River. He struck the water just as Elijah had. It divided right and left. Elisha walked across on dry ground.** Show the Elisha Receives a Double Portion Bible art (TRP) 📄.

**The young prophets who were watching were amazed. They said, “Elisha now has the power Elijah had.”**

- **Why do you think Elisha kept following Elijah?**
- **What was Elisha’s reward for being persistent?**
- **What if Elisha had stayed at Bethel and not followed Elijah?**

## **APPLY AND ACT**

**Life Application: I will follow God.**

Tape the paper stepping stones to the floor in a circle. Give each student a zipper bag. As you play the song “I Have Decided to Follow Jesus,” students march, stepping from one stone to the next. When the music stops, the students standing on actions that help us follow God receive a piece of candy. Repeat, making sure all students get candy.

**Following God is rewarding and sweet.** Have students say, **I will follow God.**

## **Prayer and Call to Action**

**Elisha wanted to do double the things Elijah did for God. Because Elisha did not quit, God answered his prayer. Because he kept following God and his leader, his life was full of miracles as he followed God’s way.**

Lead students to the New Birth poster (TRP) and review it. **We can also be filled up. God fills us with the Holy Ghost. The Holy Ghost inside of us will bring blessings and miracles. Lead students in prayer: Jesus, I want to follow You. I want to be like Elisha and receive Your blessing. I will not quit. Thank You, Jesus.**

Pray with students to experience the presence of God and to potentially receive the Holy Ghost. Encourage students to follow Jesus in all they do this week.



## Home Connection

- For each student, send home a copy of the unit 2 **HC** calendar (TRP) and the lesson 5 **HC** devotion, or show parents the URL on the back page of the activity paper so they can download it themselves.
- This week send a postcard to each student or, with parental permission, connect with each student via phone.

## EXPANDED *(designed to supplement a teaching period over 45 minutes)*

### WORSHIP AND THE WORD

#### Worship

Hand out musical instruments. Have students take turns being the worship leader; have remaining students follow the worship leader in a rhythm pattern. Practice this before singing the following songs:

- “You Are Worthy of My Praise” by Vineyard
- “I’ll Follow You” by Bob Singleton Kid Chorus

#### Memory Work: II Kings 2:9

Gather students at the unit 2 MV poster (TRP) and read II Kings 2:9 slowly while students echo the words.

Students stand in a circle and pass the mantle (scarf) around while saying the verse. The student holding the mantle at the final word leaves the circle, and play continues until one student remains.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

### REINFORCE AND REVIEW

#### Activity Paper

On the back page of the activity paper, students glue a piece of fabric on the picture to represent Elijah’s mantle that fell next to Elisha.

#### Option 1: Elisha Craft

Give each student a round-headed clothespin. With a permanent marker, students draw a face on the clothespin. Glue on fabric for clothing and add a strip for the mantle that Elisha received.

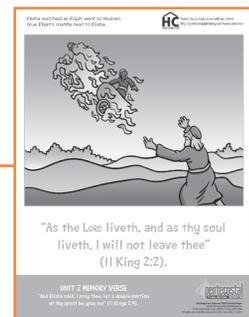
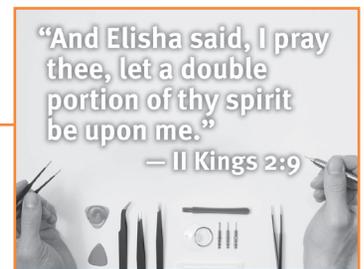
Discuss Elisha’s persistence as he followed Elijah and the reward he received.

#### Option 2: Tic-Tac-Toe Review Game

Draw a tic-tac-toe grid on the board. Form two teams: X and O. Ask review questions. If the team answers correctly, the team marks their letter in the grid. Play several rounds.

#### Review Questions

1. **What did the young prophets tell Elisha?** *Elijah was leaving.*
2. **How many times did Elijah tell Elisha to stay at a city?** *Three*
3. **What did Elisha say each time Elijah told him to stay at a city?** *“No, I will not leave you.”*



4. **What did Elijah use to part the river?** *His mantle*
5. **What did Elisha want from Elijah?** *A double portion*
6. **How would Elisha get a double portion?** *By watching Elijah as he left*
7. **What came to take Elijah to Heaven?** *A chariot of fire*
8. **What fell to the ground as Elijah was taken?** *His mantle*
9. **Who used Elijah's mantle to part the river?** *Elisha*

### **Option 3: JBQ Ring Toss**

Give students a question to answer. If the student does NOT answer the question correctly, they get one ring to toss. If the student DOES answer the question correctly, they get three rings to toss. For every ring that makes it around the stake, they earn a piece of candy or prize.

If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

# GOD HONORS THE WIDOW'S OBEDIENCE

## Plenty of Oil



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container, unit 2 MV poster (TRP)

**Opening Activity:** Borrow game pieces (1 per student) and a number cube from a purchased board game.  
Activity papers (page 1)

#### Relate and Receive

**Bible Lesson:** Scatter a variety of containers (pans, vases, bottles, pitchers) around the room. Keep one for the widow.

Bibles, mantle (scarf) for Elisha, black scarf for the widow, Plenty of Oil Bible art (TRP) 📄, Bible

#### Apply and Act

**Life Application:** Clear plastic cups (2 per student), water, food coloring, plastic spoons, vegetable oil, plastic medicine droppers (1 per student)

**Prayer and Call to Action:** Whiteboard and marker

**Home Connection:** For new students, copy the unit 2 HC calendar (TRP) 📄. For each student, copy the lesson 6 HC devotion 📄.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Make STOP and GO signs from red and green construction paper.

*Suggested songs:* “Stop and Go” by PBC Creation Station, “Obey” 📄 by Kim Ballestero

**Memory Work:** Using two colors of markers, make two sets of MV words on index cards by writing one word on each card. Mix sets together and place them in one pile.

Unit 2 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), pencils

**Option 1:** Draw a smiley face on a sheet of paper (see directions on page 41).

Paper (1 sheet per student), pencils

**Option 2:** For each student, print a Widow's Oil coloring sheet 📄. Students will need watercolor paints, paintbrushes, water, smocks, and paper towels. Cover the table with a plastic tablecloth.

**Option 3:** Set up a table filled with cupcakes, candy, or other prizes. Around the table on the ground, make squares big enough for a student to stand in. Label the squares with numbers.

JBQ Quizzes 📄, JBQ Verses 📄, music

### Unit 2

Elisha

### Unit Aim

Students will prove the importance of following God and His leaders.

### Unit Memory Verse

II Kings 2:9

### Scripture Text

II Kings 4:1–7

### Bible Lesson Verse

II Kings 4:1

### Bible Point

God takes care of those who obey Him.

### Life Application

I will obey God.



## RELATE AND RECEIVE

Access Prior Experience: **What are ways you obey your parents, teachers, and leaders?**

### Bible Lesson: Plenty of Oil (II Kings 4:1-7)

Select two volunteers (Elisha and the widow) and give each a scarf to wear. The remaining students represent the widow's sons.

Help students find II Kings 4 in their Bibles. **A widow came to the prophet Elisha. A widow is a woman whose husband has died. Widows were often poor because they had no way to earn money.**

**The widow sobbed as she spoke to Elisha. "My husband was one of the students at the school of prophets. You know how he feared and obeyed God. Now my husband is dead. He had borrowed money. Now I must pay his debt, but I don't have any money. If I do not pay, the man we owe will take my two sons to be his slaves."**

Elisha felt sorry for her. **"What can I do to help you? What do you have in your house?"**

**"I have only a pot of oil."**

**God gave Elisha a great idea. Elisha told the widow, "Go and borrow empty bottles from your neighbors. Gather all you can find. Go into your house. Close the door. Let no one in, except your sons. Then pour the oil you have into the empty bottles."**

**The widow may have been puzzled by the prophet's instructions. How could she pour enough oil from her one pot to fill all the other bottles? She did not know, but she obeyed.**

**She sent her sons to borrow bottles. Bring out the widow's bottle. Send students to gather the bottles scattered around the room. As her sons brought the bottles to her, she poured oil from her bottle into the other bottles. Widow pretends to do so. It was amazing. She filled the first bottle, and oil was left in her bottle. She filled the second and the third, and still there was oil. She kept pouring. Show the Plenty of Oil Bible art (TRP) 📖.**

**When she had filled all the bottles, she told her sons, "Go borrow some more."**

**They answered, "There are no more. The neighbors have given us all they have."**

**The oil stopped flowing from the widow's bottle.**

**She told Elisha what had happened. He said, "Sell the oil and pay your debt."**

**She obeyed.**

- **To whom did the widow go for help?**
- **To whom should we go for help?**
- **Has your family ever gone to the pastor for help? Tell us how the pastor helped you.**
- **What would have happened if the widow had not obeyed the man of God?**
- **What happened because she obeyed Elisha?**

### Bible Lesson Verse

**"Thou knowest that thy servant did fear the LORD" (II Kings 4:1).**



## APPLY AND ACT

### Life Application: I will obey God.

Give each student a clear plastic cup filled with water. Help them put drops of food coloring into the water and stir it. **When we obey God, we are like this water—it is something others like to see; it is pleasant looking. Obedience makes others look at us and say, “That person is blessed.”**

Give each student a clear plastic cup that is half full of vegetable oil. Use a plastic medicine dropper to show students how to drop colored water into the oil. Allow students to put several droppers full into the oil. Watch the reaction as the colored water separates from the oil. **The vegetable oil is like the world. The world around us is full of wrong things—bad attitudes, naughty words, and sinful actions.**

- **What happened to the water when it was put in the oil?** *It separated.*

**When we obey God, we will not become like the world. We will be separate from those wrong things, and God will be pleased. Just like God took care of the widow by giving her a miracle, He will take care of those who obey Him.** Students repeat the Life Application: **I will obey God.**

### Prayer and Call to Action

- **What are ways we can obey God?**

Write students’ answers on the board. Have students touch the board as they pray. **Jesus, I want to obey You. Please help me to do these things for You this week. Thank You for blessing me when I obey.**

Encourage students to pray this prayer each day.

### Home Connection

- For new students, copy the unit 2  calendar (TRP) . For each student, copy the lesson 6  devotion , or show parents the URL on the back page of the activity paper so they can download it themselves.
- Consider having a class fellowship—perhaps an outdoor event that allows students and parents to meet each other.

## EXPANDED (designed to supplement a teaching period over 45 minutes)

### WORSHIP AND THE WORD

#### Worship

Select two volunteers to hold the STOP and GO signs. Whenever the words *stop* and *go* are sung, the volunteers lift the signs in the air. Play the lyric video for “Stop and Go” by PBC Creation Station.

Then lead students in singing “Obey”  by Kim Ballestero (originally on Word Aflame’s *Kids in Praise, Volume 1*). During the chorus, students raise their hands and clap high over their head to the beat of the song. During the verses, students give high fives for obeying their parents.

## Memory Work: II Kings 2:9

Gather students at the unit 2 MV poster (TRP) and read the verse slowly while students echo the words.

Play a verse relay. Put the verse index cards in a pile on one side of the room. Form two teams and assign each team a card color and one end of a table on the opposite side of the room. At your signal, the first member of each team runs to the pile and selects one card of their team's color. The team members hurry to the table and place their card on their end. Once they have laid the card on the table, the next student repeats the action. As the cards appear on the table, team members work together to put the words in correct sequence. The first team with the entire verse in correct sequence wins.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

## REINFORCE AND REVIEW

### Activity Paper

**The widow was blessed because she obeyed.** On the back page of the activity paper, students match the blessings to the people who are obeying.

### Option 1: Follow the Drawing

- What does it mean to obey?

Discuss how obedience requires following directions. **When we follow God's directions, He helps us and takes care of us.**

**Let's see if you can practice following directions today.** Give each student a piece of paper and a pencil. Challenge students to listen to your directions and do exactly as you say. **If you do exactly as I say, you will create a drawing that will look just like mine. Let's see how close you can get.** Make sure your drawing is hidden (you will reveal it after the activity is finished).

- Draw a large circle on your paper.
- In the middle of the circle, draw a nose.
- Under the nose, draw a smile.
- Above the nose, draw two eyes.

Ask students to show you their completed drawing and compare it to yours. They should have a smiley face drawing. **When we obey God's directions and follow His plan for our lives, it brings a smile to our faces and fills our lives with joy.**

### Option 2: Widow's Oil Water Color Painting

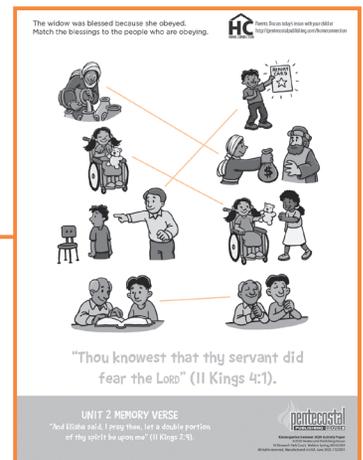
Distribute Widow's Oil coloring sheets 📄 and supplies. As students decorate, review the Bible lesson.

### Option 3: JBQ Cake Walk

Play some music. When the music stops, call out a number. The person on that number must answer a question. If they get it correct, they choose a treat or prize and then they are out of the game. If they get it incorrect, play continues and the student remains in the game.

## II Kings 2:9

"And Elisha said, I pray thee, let a double portion of thy spirit be upon me."



If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



**Unit 2**  
Elisha

**Unit Aim**  
Students will prove the importance of following God and His leaders.

**Unit Memory Verse**  
II Kings 2:9

**Scripture Text**  
II Kings 5:1–14

**Bible Lesson Verse**  
II Kings 5:8

**Bible Point**  
God uses preachers to tell people what to do.

**Life Application**  
I will obey my pastor.

# GOD HONORS ELISHA'S INSTRUCTIONS

## *Naaman Is Healed*

### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Purchase an age-appropriate building kit (e.g., LEGOs, robot, wooden snap-together object). Place the building kit on a table. Remove the instructions and save for later.

Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container, unit 2 MV poster (TRP)

**Opening Activity:** Using masking tape, mark a giant maze on the floor (as suggested in the margin on page 43). You will also need a blindfold.

#### Relate and Receive

**Bible Lesson:** For each student and teacher, cut apart and laminate the Captain Naaman faces (TRP) 📄 to make them waterproof.

Naaman Is Healed Bible art (TRP) 📄, Bibles, bowl of muddy water, dry erase markers, craft sticks, tape, alcohol wipes

#### Apply and Act

**Life Application:** For each student, print and cut part a set of New Birth pictures for AP (TRP) 📄.

Activity papers (page 1), glue, pencils

**Prayer and Call to Action:** Thank you cards (1 per student), pencils

**Home Connection:** For new students, copy the unit 2 HC calendar (TRP) 📄. For each student, copy the lesson 7 HC devotion 📄. Send a postcard to each student.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* “Trust and Obey” by Maranatha Kids, “Obey, Obey the Lord” by KidTunz

**Memory Work:** Unit 2 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons

**Option 1:** *Lemonade ingredients:* lemons, sugar, crushed ice, water, knife, spoon, 16-ounce cup with tight-fitting lid, cups (1 per student), straws

**Option 2:** No supplies needed

**Option 3:** Write the verse references on scrolls and place them inside empty plastic water bottles. Replace the lids and float them in a large tub of water.

JBQ Quizzes 📄, JBQ Verses 📄, small prizes

# ● Teacher Devotional

Read II Kings 5:1–14. Prayerfully consider what this passage says:

## About God

The Bible provides numerous examples of God using a preacher to give instruction to His people. Sometimes this is done via mass communication with a message from the pulpit. Other times God might speak through our pastors during a private counseling session or an after-service conversation. Still, God uses His preachers to instruct His people.

## To You as a Teacher

Sometimes, when a pastor or preacher speaks to us, we recognize the words as coming from God. When this happens, we must choose to obey, even when the advice seems unusual. Everything God does is intended for our benefit, and He will use preachers to speak into our situations to help us.

## To Your Students

Obedying leaders is an important concept for children to practice. It is vital they understand how pastors (preachers) instruct us to obey Jesus. Children are often told to respect their elders, without really understanding the meaning of respect. We demonstrate respect when we listen to and obey our leaders. The pastor (or the preacher) is called (and has the responsibility) to share God's message. Students learn best by watching their leaders, and you can make an impact on their view of respect.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

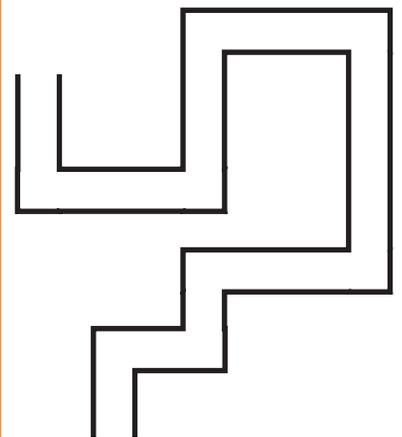
The challenge from lesson 6 was for students to pray each day to be obedient. As students arrive, discuss the results. Distribute attendance charts (AP) ↓. Students glue one tool on the chart each week they attend. Lead students to the unit 2 MV poster (TRP) and review the verse.

Gather students around the building kit and ask if they know how to put it together. Allow them five minutes to build it. After five minutes, discuss the results. If they built the object, ask how they were able to do it. If they were unable to build it, ask what was missing that would help them. Show the assembly instructions and discuss the importance of following instructions.

#### Opening Activity: Giant Maze

**God gives us a pastor to teach us how to please Him. Obeying our pastor will keep us safe and help us be saved.**

Demonstrate how obeying instructions keeps us in line by allowing students to walk blindfolded through the maze. For each round, one student is selected to give verbal commands and guide the blindfolded student through the maze. Choose different players for each round.



## Bible Lesson Verse

“Let him come now to me, and he shall know that there is a prophet in Israel” (II Kings 5:8).

Leprosy is a severe, disfiguring disease that attacks the skin and nerve endings. It causes terrible infectious sores all over the body and deadens the nerve endings. People with leprosy might stick a hand in the fire and not feel it because their nerves are dead, or they could step on a piece of glass and not know it. In Bible days leprosy was not curable. At certain stages of the disease, lepers were isolated.

## RELATE AND RECEIVE

*Access Prior Experience:* **Have you ever gone swimming in a muddy lake? How did you feel?**

### Bible Lesson: Naaman Is Healed (II Kings 5:1–14)



Gather around a table. Give each student a laminated Captain Naaman face (TRP) and help students tape a craft stick to the back of the face.

Help students find II Kings 5 in their Bibles. **Naaman was a captain in the Syrian army. He was a rich and important man. He had a wonderful house, a wife, and servants. He also had a problem—he was a leper, which meant he had a sickness called leprosy. The sickness would never go away. It made his skin hurt. It gave him terrible sores.** Using dry erase markers, have students draw sores on Naaman’s face. **Naaman did not know what to**

**do about the leprosy. No doctor could help him get better.**

The Syrians and Israelites were at war. The Syrians invaded Israel and took a young girl as prisoner.

- **How would it feel to be captured and taken to a foreign land as a prisoner?**

The girl was sent to be the servant of Captain Naaman’s wife. She wanted her master’s husband to get better. She told Naaman’s wife, “I wish Captain Naaman would go see the prophet Elisha. The prophet would heal him of leprosy.”

When Naaman heard this, he traveled to Israel to find this prophet Elisha. First, Naaman went to Elisha’s king with a letter from his king that read, “Please heal my servant Naaman of his leprosy.”

The king of Israel was upset and asked, “How am I supposed to heal someone of leprosy?”

However, when Elisha heard about Naaman’s letter, he sent a message that said, “Let Naaman come now to me, and he shall know that there is a prophet in Israel.”

Have students carry the stick puppets around the room. **When Naaman arrived at Elisha’s house, the prophet sent out his servant with a message for Naaman. “Go and wash seven times in the Jordan River, and you will be healed.”**

Naaman exclaimed, “The Jordan River? That river is too muddy! Why can’t I wash in one of the rivers near my home? I thought the prophet would come out, put his hand on me, and pray for me.” Naaman was upset. He thought about just going home. He didn’t want to wash in the muddy Jordan River.

- **If you have a sore, do you wash it with dirty water? Why not?**
- **Why do you think Elisha told Naaman to dip in the muddy Jordan River?**  
*Because God said to do it.*

Naaman was ready to go home without being healed, but then his servant spoke up, “Sir, if the prophet had asked you to do something hard, would you do it? He only asked you to wash in the river.” Naaman thought again about the words of the prophet.

Naaman decided to obey the prophet. He went to the Jordan River. Demonstrate with a stick puppet. Naaman probably shuddered as he stepped into the dirty water. He held his hand over his nose and down he went. One time . . . and then up he came with mud dripping from his hair. No change. He went down again. Two times . . . more mud and still he was covered with sores. Three times . . . four . . . five . . . six—he was filthy and still had as many sores as ever.

When he washed the seventh time, he looked at his skin. Wipe the stick puppet with an alcohol wipe. Naaman was healed! The leprosy was gone. His skin looked normal. He had no more sores.

He quickly went back to Elisha and thanked him. He said, “I know there is a God in Israel. I am healed.”

What do you think would have happened if Naaman had not obeyed Elisha?

Allow students to take turns dipping their Naaman stick puppets in the muddy water seven times and then using an alcohol wipe to clean off the marker. Discuss the importance of Naaman following Elisha’s instructions.

## APPLY AND ACT

**Life Application: I will obey my pastor.**

Distribute activity papers. On the front page, students glue on the New Birth pictures for AP (TRP) ⚡. Discuss how your pastor teaches how to be saved by preaching God’s Word.

Introduce and have students trace the words of the Life Application: **I will obey my pastor.**

## Prayer and Call to Action

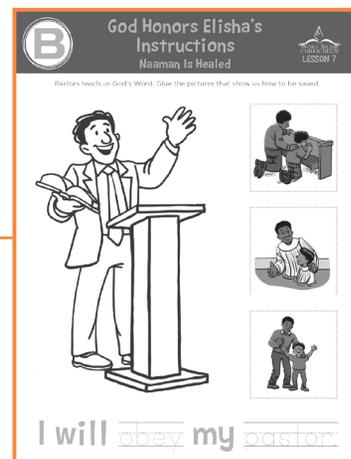
Have each student sign a thank you card for your pastor. **We will pray over these thank you cards and then give them to our pastor.**

As students hold the cards pray: **Jesus, thank You for giving us a pastor who loves You and cares for us. Help me to listen when Pastor (name) tells me about You. Help me to obey my pastor.**

If possible, allow students to deliver the cards in person.

## Home Connection

- For new students, copy of the unit 2 HC calendar (TRP) ⚡. For each student, copy the lesson 7 HC devotion ⚡, or show parents the URL on the back page of the activity paper so they can download it themselves.
- This week call your pastor to say how much you appreciate the leadership and care your pastor shows and that your class is praying for his or her ministry.
- Send a postcard to each student.





## Option 1: Making Lemonade

Here is an easy recipe used at county and state fairs.

Lemonade Shake-ups:

- 1 lemon (room temperature)
- ¼ cup sugar
- ½ cup crushed ice
- 16 oz. cup with lid
- Water

Roll the lemon to release juices and cut it in half. Save half for another use. Cut the half lemon into four pieces and place in cup. Add sugar. With a spoon, mash the lemon into the sugar for approximately ten seconds to release the juice and the rind's lemon oil. Add crushed ice. Add water to fill cup. Place lid on cup and shake vigorously for approximately 30 seconds.

**God uses preachers to instruct us. It is important to listen to our pastor's directions. Let's practice giving and listening to instructions.**

Show your ingredients for making lemonade: lemons, sugar, ice, water, knife, spoon, cup, and straw. Ask students to give you directions on how they think a glass of lemonade should be made.

Follow their directions *exactly*. Ask a volunteer to do a taste test and discuss how the lemonade tastes. If it does not taste right, explain that the proper directions must be given. Then make a new glass.

- Was it easy for you to give instructions to make the lemonade?
- Did it turn out like you wanted? Why or why not?

**There are times when our pastor must give instructions. Pastor (name) prays and reads God's Word to do the best job when giving instructions. By listening and obeying, we can work together to make good things.**

Allow students to make and enjoy a cup of fresh lemonade.

## Option 2: Charades

Students form groups of two or three. Assign each group one instruction that a pastor may give (e.g., read the Bible, pray, repent, clean the church, show love to others). Allow students one minute to plan their charades. Then have each group demonstrate and allow remaining students to guess what it is.

## Option 3: JBQ Message in a Bottle

Show students the tub of water containing water bottles. Let students select a bottle, pull out the verse reference, and quote the verse. If they get the verse correct, they get a small prize.

If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

Numerous YouTube videos show how to make a glass of lemonade.



**Unit 2**  
Elisha

**Unit Aim**  
Students will prove the importance of following God and His leaders.

**Unit Memory Verse**  
II Kings 2:9

**Scripture Text**  
II Kings 6:24–7:16

**Bible Lesson Verse**  
II Kings 7:9

**Bible Point**  
God will look after His people.

**Life Application**  
I can trust God to take care of me.

# GOD TAKES CARE OF THE PEOPLE

## *Four Hungry Lepers*

### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Place several electronic devices that have screens on a table.

Attendance charts (AP) ⬇️, attendance tool cutout ⬇️, glue, offering container, alcohol wipes, unit 2 MV poster (TRP)

**Opening Activity:** Cut apart the Missionary Story visuals (TRP) ⬇️ and practice telling the story.

#### Relate and Receive

**Bible Lesson:** Set up a small tent in one corner of the room. Wrap various-sized boxes with aluminum foil and gold wrapping paper. Inside the tent, place snacks, drinks, the gold and silver boxes, and various pieces of men's clothing.

God Takes Care of the Lepers Bible art (TRP) ⬇️, Bible, Chariots and Horses sound effect ⬇️

#### Apply and Act

**Life Application:** New Birth poster (TRP), snacks (1 per student)

**Prayer and Call to Action:** Chair, snack, water bottle, piece of clothing, shoes, blanket, money

**Home Connection:** To prepare students for a new unit next week, print a copy of unit 3 HC calendar (TRP) ⬇️ for each student. Also copy the lesson 8 HC devotion ⬇️ for each student. Prepare to send special notes of encouragement to students this week.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Umbrella; *suggested songs:* "Trust in the Lord" by Hillsong Kids, "Trust in the Lord" from *Extreme for Kids, Vol. 4*

**Memory Work:** For each student, print and cut apart a set of unit 2 MV puzzle pieces for AP (TRP) ⬇️. Activity papers (page 1), glue, unit 2 MV poster (TRP), Bible, memory charts (AP) ⬇️, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons

**Option 1:** Practice making chenille-wire figures as shown in margin on page 53.

Chenille wires (4 per student), index cards

**Option 2:** Inflated beach ball

**Option 3:** Create a spinning wheel with dividers. Label each piece/space with a different type of question (direct, two-part, three-part, four-part, quotation, quotation completion, location, and cross-reference).

JBQ Quizzes ⬇️, JBQ Verses ⬇️, prizes

# Teacher Devotional

RRead II Kings 6:24–7:11. Prayerfully consider what this passage says:

## About God

God loves His people. He can take what we see as insurmountable circumstances and provide for us in ways we can't even comprehend. He takes care of us because we are His own.

## To You as a Teacher

Doubting comes easy when circumstances do not look like they favor us. However, faith comes into play when we trust that God is always in control, no matter how it appears. We must have enough faith to completely trust in God. His ways are greater than ours, and He always takes care of us.

## To Your Students

Although one of the world's wealthiest nations, a reported 14.5 percent of US households—nearly 49 million Americans—struggle to put food on the table. One out of every seven children in America lives in food-insecure households. That means children in your class may come to church hungry. God often provides miraculously for His children's needs, but usually He uses His children to care for His children. What can you do to help these hungry children?

Statistics given on various web sites differ. The statistics given here are from [www.bread.org/who-experiences-hunger](http://www.bread.org/who-experiences-hunger).

## CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

Greet students and direct them to the table. Allow them to select an electronic device and use an alcohol wipe to clean the screen. Discuss how important it is to keep screens clean and free of germs. Compliment them for taking care of the devices.

Distribute attendance charts (AP) 📄. Students glue one tool on the chart each week they attend. Lead students to the unit 2 MV poster (TRP) and review II Kings 2:9.

**Learning God's Word helps us understand that He takes care of us. He wants us to be the best we can be and look pleasing to Him. Just like we took care of these items by cleaning the screens, God takes care of us.**

#### Opening Activity: A Missionary Story

Introduce the Bible Point: **God will look after His people.** Tell this missionary story, using the Missionary Story visuals (TRP) 📄.

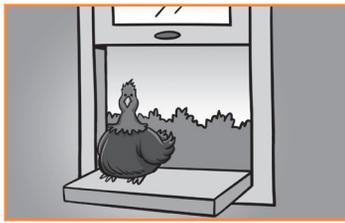


**Picture 1: Katherine Hendryx was a Pentecostal missionary in China during a civil war. Soldiers arrested her and locked her in a house. Day and night guards stood at her door. She could not leave the house. She only had the food the guards gave her, and that was not much.**

**Picture 2: One day she told God, "I am so hungry for an egg." The next morning she heard scratching at her kitchen window.**



This true story was told to Barbara Westberg by a pastor's wife in Oklahoma who knew Sister Hendryx well. Barbara remembers Sister Hendryx coming to her church when she was a child in the 1940s.



*Picture 3:* She went to check what it was and found a hen sitting on the window ledge. *Cluck-cluck-cluck, cluck, cluck*—the hen flapped her wings and flew to the ground. Sister Hendryx gasped and smiled. There in her window was a fresh egg.

*Picture 4:* “Oh, thank You, Jesus,” she sang. That morning she had an egg for breakfast.

*Picture 3:* The next morning, the hen was back in her window—*cluck-cluck-cluck, cluck, cluck*.



*Picture 4:* On the window sill was another egg for the hungry missionary’s breakfast.

*Picture 3:* Morning after morning the hen laid an egg in her window.

**What about the guards? They never caught on. Chickens were everywhere, so a chicken in the window was no big deal.**

*Picture 4:* Until Katherine Hendryx was released from house arrest and allowed to return to the United States, she had an egg for breakfast every morning.

**God takes care of His people.** Introduce the Life Application: **I can trust God to take care of me.**

## RELATE AND RECEIVE

*Access Prior Experience:* **Have you ever been extremely hungry? How did it make you feel and act?**

### **Bible Lesson: Four Hungry Lepers (II Kings 6:24–7:16)**

Gather at a table. Help students find II Kings 6 in their Bibles.

**The people of Samaria had ignored God for a long time. Because they constantly disobeyed Him, God allowed the big, bad Syrian army to surround their city and trap them inside. Anyone who tried to go outside the city gates to get water or food was killed.**

**Soon the pantries in Samaria were bare and the water barrels were dry. The people were trapped and starving to death. So hungry, in fact, that II Kings 6:25 says they were paying top dollar just to eat a donkey’s head.**

- **How would you cook up a donkey’s head so you could eat it?**
- **How desperate would you have to be to eat a donkey’s head?**

**The king of Samaria blamed the man of God for Samaria’s problems. Out of anger the king sent men to kill Elisha, but God warned Elisha they were coming. God moved on Elisha to announce, “By this time tomorrow, there will be enough food for everyone.” Some people believed him. Some people laughed at him. The army was huge, and it did not look like they were going anywhere anytime soon.**

- **How did Elisha know there would be food?** *God told him.*

**Meanwhile, four lepers were living just outside the gates of the city.** Choose four students to be the lepers. They sit outside the open classroom door.

## **Bible Lesson Verse**

“Then they said one to another, We do not well: this day is a day of good tidings, and we hold our peace” (II Kings 7:9).

- **What is a leper?** Review facts from lesson 7 (page 44).

**Nobody was paying any attention to these four starving lepers—nobody but God. God saw them, and He cared for them.**

**The lepers said to each other, “Why do we sit here until we die? If we go into the city, we will starve like everyone else. Let’s go to the enemy’s camp. They have food. They might kill us, or they might just capture and feed us. What do we have to lose? If they kill us, so what? We are going to die anyway.”**

**They hobbled toward the enemy’s tents. They were ready to surrender.** Lepers move slowly toward the tent and do the actions as you say them. **The lepers looked around. No one was following them. They looked to the left and to the right. No one was there. It was so quiet—too quiet. No soldiers were moving outside the tents. Where was everyone?**

**Did they dare look inside the tents? Carefully, they peeked inside one. It was empty. No, wait a minute; it was not empty. They looked again. Food! Lots of food! They ran into the tent and grabbed up the food, the gold, the silver, and the clothes.** Lepers bring out the stuff.

**No one realized that God was at work taking care of His people.** Play the Chariots and Horses sound effect 🎧. **During the night, God had sent the sound of horses and chariots, so the big, bad Syrian army thought they were being attacked. They ran for their lives and left everything behind. Without a fight, God got rid of the enemy so His people could be safe and have food.**

Show the God Takes Care of the Lepers Bible art (TRP) 🎨. **As the four lepers were gobbling down the food, they remembered their friends and families in the city. There was enough food in the enemy camp for the whole city.**

**They said, “We are not doing good. This is a day of good news, and we are not telling our friends. We must go and tell the gatekeepers to take word to the king.”** Lepers leave everything, run to the door, and pretend to share the news.

**When the king heard the lepers’ news, he said, “This is a trick. The Syrian army knows we are hungry. They are waiting for us to come outside so they can capture our soldiers.”**

**The servants convinced the king to listen to the lepers. The king sent servants to see if it was true. They came back with food. The Syrian army was gone. There was plenty of food for all the people.**

**Soon people poured out of the gates of Samaria and rushed to the enemy’s tents. As the prophet Elisha had promised, there was enough food for everyone. God took care of the lepers, and He used the lepers to take care of His people.**

- **What is the most surprising part of this Bible story?**

**God takes care of His people, and He often does it in the most surprising ways. Remember our missionary story? Sometimes God uses a hen, and other times He uses lepers.**

- **Name a way God might use you to care for someone.**



## APPLY AND ACT

**Life Application:** I can trust God to take care of me.

Sometimes bad things happen around us. We might feel like the people in the city—afraid and wondering what to do. We might feel like the lepers—sick, hurting, hungry, and with no one to take care of us. God took care of the lepers and the people in the city. He made the Syrian army leave. When the army left, they did not take their supplies, and the people got to eat the food left behind.

**We can trust God to take care of us like He took care of the lepers and the people in the city.** Allow each student to select a snack. **As you eat your snack, think of ways God takes care of us.** Allow students to express their thoughts on God's care.

**One way God takes care of us is by saving us from sin.** Using the New Birth poster (TRP), review God's plan of salvation. **It is wonderful that God takes care of you and me, isn't it?**

### Prayer and Call to Action

Gather in a circle. Place a chair in the center. On the chair put a snack, water bottle, piece of clothing, shoes, blanket, and money. **These items remind me that God cares for me. He gives me what I need each day.**

Lead in prayer: **Dear God, thank You for taking care of me by giving me clothes, food, a warm place to sleep, and money to buy things. Help me to remember that I can trust You to care for me.**

### Home Connection

- Prepare students for a new unit next week by sending home a copy of the unit 3 HC calendar (TRP) 📅.
- For each student, send home a copy of the lesson 8 HC devotion 📖, or show parents the URL on the back page of the activity paper.
- Show you care by sending a special note of encouragement to each student this week.

## EXPANDED (designed to supplement a teaching period over 45 minutes)

### WORSHIP AND THE WORD

#### Worship

Discuss what it means to trust (believe) that the Lord will take care of us.

Show an umbrella and talk about how it is used to shelter from rain. Compare this to how we trust God to take care of us when we are hit by the storms of life.

Sing "Trust in the Lord" by Hillsong Kids and "Trust in the Lord" from *Extreme for Kids, Vol. 4*. After the activity, lead students in praise for His care.

## Memory Work: II Kings 2:9

Gather students at the unit 2 MV poster (TRP). Encourage each student to recite the verse; compliment all who attempt it.

Give each student an activity paper and a set of unit 2 MV puzzle pieces for AP (TRP) Ⓡ. On the front page, students glue the puzzle pieces into place to review the verse.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster.

## REINFORCE AND REVIEW

### Activity Paper

On the back page of the activity paper, students color the picture showing how God took care of the lepers.

### Option 1: Four Lepers Craft

Give each student four chenille wires and help them make the four lepers. Fold index cards in half to use as tents. Encourage students to role-play the story with the lepers.

### Option 2: Catch a Ball Game

Stand in a circle with students. Throw a beach ball to a student. The student with the ball finishes the sentence, **“I can trust God to take care of me by \_\_\_\_\_.”** Then the student throws the ball to another student and play continues.

### Option 3: JBQ Winning Wheel

Students will spin the wheel. The space that they land on determines the type of question asked. If they answer the question correctly, they get a small prize.

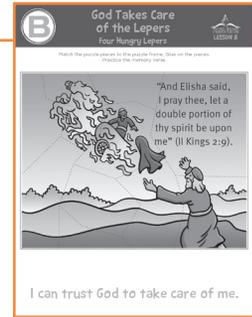
If students have mastered the verses, send home a new set of JBQ Verses Ⓡ. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



## II Kings 2:9

“And Elisha said, I pray thee, let a double portion of thy spirit be upon me.”





### Unit 3 Exile

#### Unit Aim

Students will conclude that while there are consequences for disobeying God, we can always turn to Him and He will hear us.

#### Unit Memory Verse

II Chronicles 34:31

#### Scripture Text

II Kings 11:1–3, 12; 12:1–14  
II Chronicles 24:1–14

#### Bible Lesson Verse

II Kings 12:15

#### Bible Point

God blesses those who give to His work.

#### Life Application

I will give to the Lord.

# JOASH REPAIRS GOD'S HOUSE

## *God's House Is Repaired*

### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Cleaning supplies, broom, dustpan, cloths, small prizes (1 per student)

Attendance charts (AP) ⬇️, attendance tool cutout ⬇️, glue, offering container, unit 3 MV poster (TRP)

**Opening Activity:** Activity papers (page 1), pencils

#### Relate and Receive

**Bible Lesson:** Wooden blocks, quarters, dimes, nickels, pennies, offering container

Joash Repairs God's House Bible art (TRP) ⬇️, Bibles

#### Apply and Act

**Life Application:** New Birth poster (TRP) ⬇️

**Prayer and Call to Action:** Offering container

**Home Connection:** For new students, copy the unit 3 HC calendar (TRP) ⬇️. For each student, copy the lesson 9 HC devotion ⬇️. Prepare to send a thank you card to each student.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* "I Give You My Heart" on *Shout Praises Kids*, "Give Him the Highest Praise" by Clint Brown

**Memory Work:** For each student, print the unit 3 MV handout ⬇️.

Unit 3 MV poster (TRP), Bible, memory charts (AP) ⬇️, pencils, construction paper (1 sheet per student), scissors, tape

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), pencils

**Option 1:** Wooden blocks, beanbag

**Option 2:** Index cards (several per student), markers

**Option 3:** Set up a bean bag game of your choice.

JBQ Quizzes ⬇️, JBQ Verses ⬇️

# Teacher Devotional

Read II Kings 11:1–3, 12; 12:1–14; II Chronicles 24:1–14. Prayerfully consider what these passages say:

## About God

The principle of blessings can be seen consistently in the Word of God. God blesses both the offerings and those who give offerings to His work. While He has does not require our physical resources, He certainly responds to the sacrifices we make in serving Him.

## To You as a Teacher

Everyone wants into your pocketbook. Businesses, charities, thieves, friends, family, and even the church are constantly seeking your money. When should you give and when should you refuse? Out of all of the places to spend, an offering to the Lord is hands-down the best investment. We certainly do not give to receive, but when we give, we receive. You will never regret an investment in God's Kingdom.

## To Your Students

Young King Joash desired to bless God's work. When he had the opportunity, he put that desire into practice. A child's desire to give should be encouraged so the child can grow.

Children may misunderstand what happens when they give to God's work. They put money in the offering container, but they may not know how it is used. Special offering campaigns are helpful in teaching the concept and blessing of giving. Walk with students around the church and show them how offerings are used (e.g., building maintenance, class supplies, pastor's income). Help them understand that their offering helps their church grow.

## CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

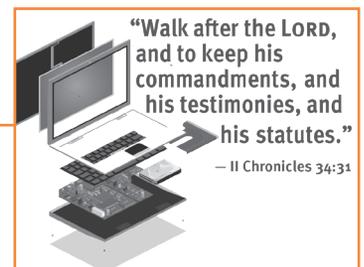
#### Welcome

As students enter the classroom, allow them to pick a task, like cleaning tables and chairs, sweeping, or straightening items. **The Kingdom Repair Squad is having a cleaning day. We are making sure our squad areas are straightened and ready for customers. By keeping things tidy, we work better.**

After the cleaning tasks are finished, give each student a small prize. **Thank you for giving your time and effort. When we give, we are blessed.** Introduce the Bible Point: **God blesses those who give to His work.**

- **What are other ways we can give to God's work?**

Distribute attendance charts (AP) 📄. Students glue one tool on the chart each week they attend. Lead students to the unit 3 MV poster (TRP) and introduce II Chronicles 34:31. **Walking after the Lord and obeying Him are ways we can give to Jesus. When we give our attitudes and actions to Him, we please Him.**





The name *Joash* in II Chronicles is the same person as *Jehoash* in II Kings.

### Bible Lesson Verse

“Moreover they reckoned not with the men, into whose hand they delivered the money to be bestowed on workmen: for they dealt faithfully” (II Kings 12:15).\*

\*This verse indicates that the men were honest in their work

## Opening Activity: What Is an Offering?

God blesses those who give to His work. When we come to church, we might give an offering.

- **What do you think an offering is?** Most likely students will mention money.

Money is an offering to the Lord. The money from the offering is used to help other people learn about God. We use it to take care of our church building and to pay our pastor. We also send money to missionaries who are teaching other people about God.

There are other things that we give—things that help God’s work. Distribute activity papers. On the front page, students place a check mark next to the things they have done. Discuss how each one is an offering to the Lord.

## RELATE AND RECEIVE

*Access Prior Experience:* Have you ever helped fix something that was broken? What did you need to do to fix it?

### Bible Lesson: God’s House Is Repaired (II Kings 11:1–3, 12; 12:1–14; II Chronicles 24:1–14)

Gather students near the writing board. Ask them to build a temple with the wooden blocks.

Show where II Kings and II Chronicles are in their Bibles. **The Bible tells about a young king named Joash. His story is in the Bible two times in two different places—II Kings and II Chronicles. In II Kings, he is called “Jehoash,” but this is the same person.**

**When Prince Joash was a baby, his father, the king, died. Joash’s wicked grandmother killed all his cousins. He would have been killed too, except his aunt hid him. Her husband was the priest. They lived in a room in the Temple. For six years little Joash lived in hiding in the house of God.**

**The wicked grandmother took over the throne and declared that she was queen. She worshiped the idol Baal and did not take care of the Temple. It started to fall apart. Spiders and rats moved in. Dust and decay took over. The house of God looked disgraceful.** Take some blocks from the building. Turn a few sideways.

**What happens if no one is living in a house? . . . No one cares for it and eventually the house begins to break.**

**When King Joash was seven years old, the priest brought him to the people, and they crowned him king. The wicked queen was killed and young King Joash began to change things. He was not happy that God’s house was broken. He wanted to fix it. He talked to the priests about fixing it. He talked to the people about fixing it.**

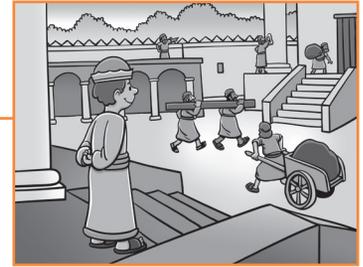
- **What do you need if you are going to fix a broken house?**

**King Joash needed money to fix God’s house. He asked everyone to give an offering to buy the items needed to fix it.** Distribute a handful of coins to each student. **The people were excited. They wanted to fix God’s house. They wanted to give their money.** Show offering container. **The priest put an offering container by the door of God’s house. When people came to worship, they put money in the offering container.**

- **Have you ever put money in the offering?**

Pass the offering container among students and encourage them to put the coins in the offering. **Soon there was enough money to buy supplies and tools. The priests hired workers to fix God’s house. The Bible says these men were honest and faithful (II Kings 12:15). They did their best to fix God’s house.** Ask students to rebuild the temple with the blocks.

**King Joash gave the order. The people gave offerings. The workmen gave their services. They worked together to repair the Temple.** Show the Joash Repairs God’s House Bible art (TRP) 📖. **God was pleased that King Joash wanted to fix His house. God was pleased with the workers who fixed the house. God blesses those who give to His work.**



## APPLY AND ACT

**Life Application:** I will give to the Lord.

**It is exciting to give to the Lord. When we give, we feel happy. When we give, God can bless us. There is something special I can give to the Lord—it is me.** Lead students to the New Birth poster (TRP) 📖. Explain how we are saved when we give ourselves to Jesus.

Play a game of charades. Students work in pairs to show a way they are giving to the Lord while the remaining students guess what is being portrayed.

## Prayer and Call to Action

Gather around a table. Place the offering container in the middle and ask students to touch it while praying: **Jesus, I will give to You. I will give myself, my time, my money, and my actions. Thank You for Your blessings.**

## Home Connection

- For each student, send home a copy of the unit 3 HC calendar (TRP) 📖 and the lesson 9 HC devotion 📖, or show parents the URL on the back page of the activity paper.
- Send each student a thank you card for their willingness to give to the Lord.

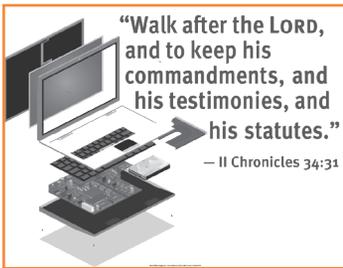
## EXPANDED (designed to supplement a teaching period over 45 minutes)

## WORSHIP AND THE WORD

### Worship

**Giving happens in many ways. We can give money, time, and ourselves. We can give our worship.** Lead students in several styles of worship (e.g., standing and clapping, shouting, jumping) as they sing the suggested songs:

- “I Give You My Heart” on Shout Praises Kids
- “Give Him the Highest Praise” by Clint Brown

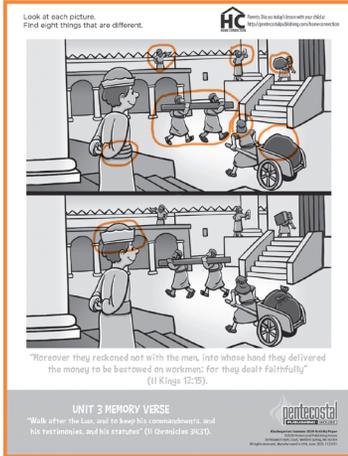


## Memory Work: II Chronicles 34:31

Gather students at the unit 3 MV poster (TRP) and read the verse by phrases.

Distribute the unit 3 MV handouts 📄, pencils, and construction paper. Help students make a frame for the handout by tracing around the handout onto the construction paper and then cutting out the middle of the construction paper. Then help students tape the handout to the paper frame.

Recite the verse several times. Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.



## REINFORCE AND REVIEW

### Activity Paper

On the back page of the activity paper, students find eight differences between the two pictures.

### Option 1: Review Game

Set up blocks in front of a wall. Form two teams. Teams take turns throwing a beanbag at the blocks before answering a review question. If the review question is answered correctly, the team receives a point for every toppled block.

#### Review Questions

- What is the name of the king who wanted to repair God's house?**  
*Joash or Jehoash*
- What was broken when Joash became king?** *God's house*
- Why was God's house broken?** *The wicked queen had not allowed people to worship. People were not going to God's house.*
- What did the priests do to collect offerings?**  
*Put an offering container near the door of God's house.*
- Who gave offerings for God's house to be fixed?**  
*The people who came to worship*
- Name ways offerings are used.** *Various answers*
- Who does God bless?** *Those who give offerings*
- Who gave offerings to see God's house fixed?** *The people*

### Option 2: Guess What I Am Giving

Review the Life Application: **I will give to the Lord.**

- Give each student several index cards.
- Ask each student to decide on something that can be given to the Lord. Suggestions: words such as me, money, time, work.
- Student write the letters to their word on the index cards (1 letter per card).

Each student places the cards in order face down on the table. Students take turns selecting a student to ask and then guessing a letter in that student's word. If the student has that letter in the word, the student turns that letter face up. Continue until all words are revealed.

### Option 3: JBQ Bean Bag Toss

Students will be given a verse to locate. If the student locates the verse correctly, they get three tosses. If the student does NOT locate the verse correctly, they get one toss.

If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

# UZZIAH SEEKS THE LORD

## *Uzziah's Reign*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, attendance tool cutout 📄, glue, toolbox offering container, unit 3 MV poster (TRP)

**Opening Activity:** Write the following riddle on the board (*answer=light switch*):

1. I am here even when you are not.
2. You need me when you enter the room and when you leave.
3. I am attached to the wall.
4. I turn something important on and off.

#### Relate and Receive

**Bible Lesson:** Index cards (1 per student), pencils, King Uzziah and the Lord Bible art (TRP) 📄, Bibles

#### Apply and Act

**Life Application:** Purchase a bag of individually-wrapped snacks. Hide it at eye level, making it slightly challenging to find.

Activity papers (page 1), pencils

**Prayer and Call to Action:** No supplies needed

**Home Connection:** For new students, copy the unit 3 HC calendar (TRP) 📄. For each student, copy the lesson 10 HC devotion 📄.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* “Ask, Seek, Knock” by Hillsong Kids, “Seek Ye First” by Maranatha Kids Praise

**Memory Work:** Cut apart the unit 3 MV cards (TRP) 📄.

Unit 3 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), pencils

**Option 1:** On an index card, write: I WILL SEEK THE LORD. Place it in a bag with twenty blank index cards. You will also need candy.

**Option 2:** No supplies needed

**Option 3:** From posterboard, cut out a large foot. Cover the foot with numbered sticky notes. On the back of two of the sticky notes, draw one foot. On the back of a third sticky note, draw two feet. On the back of a fourth sticky note, draw a boot or shoe.

JBQ Quizzes 📄, JBQ Verses 📄

### Unit 3

Exile

### Unit Aim

Students will conclude that while there are consequences for disobeying God, we can always turn to Him and He will hear us.

### Unit Memory Verse

II Chronicles 34:31

### Scripture Text

II Kings 15:1–7  
II Chronicles 26

### Bible Lesson Verse

II Chronicles 26:5

### Bible Point

God will prosper those who seek and obey Him.

### Life Application

I will seek the Lord.

# ● Teacher Devotional

Read II Kings 15:1–7 and II Chronicles 26. Prayerfully consider what these passages say:

## About God

As Uzziah sought God, God blessed the things he was in charge of. According to Hebrews 11:6, God is “a rewarder of them that diligently seek him.” Yes, God wants His children to thrive and prosper.

## To You as a Teacher

We must approach every day with the intent to seek and obey the Lord. Though some may try to discourage us, we must remain steadfast in our service to Him. God wants His children to thrive and prosper. To start down that road to spiritual growth and Kingdom-minded prosperity, we must seek His will, obey His Word, and believe in His promises.

## To Your Students

Children love to play hide-and-seek. They understand what it means to seek God (although He is not hiding from us). This is a good opportunity to help them discover ways to seek God. If you tell them to look for an item on the table, they will look until it is found. Although it was not hiding, they still had to look for it. Tell them to find a Bible verse and, after training, they will find it. The verse was not hiding, but they had to search for it. Explain that God is not hiding, but we must seek Him. He is waiting to hear from us.

Students may not understand the words *prosper* and *seek*. Throughout the lesson, use age-appropriate words, such as *bless*, *look for*, and *learn*.

### Riddle:

1. I am here even when you are not.
2. You need me when you enter the room and when you leave.
3. I am attached to the wall.
4. I turn something important on and off.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

Greet students as they enter the Kingdom Repair Squad and ask them to name one thing that makes them happy. Introduce the Bible Point: **God will prosper those who seek and obey Him.**

**To *prosper* means to be blessed and growing. When we seek the Lord through our praise and worship, we prosper. As we pray and learn God’s Word, we will be happier people.**

Distribute attendance charts (AP) 📌. Students glue one tool on the chart each week they attend. Lead students to the unit 3 MV poster (TRP) and review the verse.

#### Opening Activity: Seek-and-Find

Play a game of seek-and-find. Ask students to read the riddle on the board and look around the room for the object (*answer*: light switch). If time permits, create more riddles. **Reading the riddle made you seek the answer.**

- Was the answer hidden from view?

Introduce and have students say the Life Application: **I will seek the Lord.**

**The Lord is always where we can find Him if we seek Him. Reading God’s Word is like reading the riddle. It makes us think about God and seek Him.**

## RELATE AND RECEIVE

Access Prior Experience: What happens when you win a game of hide-and-seek?  
Why is it fun to find someone who is hiding?

### Bible Lesson: Uzziah's Reign (II Kings 15:1–7; II Chronicles 26)

Gather students near the writing board. Give each student an index card and a pencil. Instruct students to make a mark on the card every time they hear the word *seek* or *seeking*. (The words *seek* or *seeking* occur eight times in this story.)

Show students where II Kings and II Chronicles are in their Bibles. **Uzziah was sixteen years old when he became king. He had a great pastor, the prophet Zechariah. While Zechariah lived, King Uzziah obeyed him. Zechariah taught Uzziah to seek the Lord. As the king learned to seek God, he was blessed.**

- He defeated his enemies.
- He built new cities.
- Other kings paid taxes to him.
- He built lots of towers.
- He dug lots of wells.
- He had lots of cattle and land and farmers who worked for him.
- He had a huge army and supplied his soldiers with strong weapons.
- He built mighty machines.

King Uzziah was rich and famous. When the king was seeking God, things went well. His kingdom prospered, and he had everything he wanted. The Bible says, “And he sought God in the days of Zechariah, who had understanding in the visions of God: and as long as he sought the LORD, God made him to prosper” (II Chronicles 26:5).

Then King Uzziah became proud of what he had and what he had done. He quit seeking the Lord.

- **What does it mean to be proud?**

As king, there was only one thing he was not allowed to do. The king should never do the priests' job. Only the priests chosen by God could go into the Holy Place and offer incense.

Uzziah thought, *I am the king. I am more important than the priests. I can offer the incense if I want to, and I want to.*

He stopped seeking God and started doing what he wanted to do. He went into the Holy Place and started to do the priests' job.

Some brave priests followed him. They said, “Stop! You are not allowed to do this. You are disobeying God. You must get out of here.”

This made the king very angry. But before he could say a word, something strange happened. Leprosy broke out on his forehead.

- **What do you remember about leprosy?** Review the description of the disease in lesson 7 (page 44).

The priests shouted, “Hurry. Leave. Get out of here! You have leprosy.”

The name *Azariah* in II Chronicles is the same person as *Uzziah* in II Kings.

### Bible Lesson Verse

“And he sought God in the days of Zechariah, who had understanding in the visions of God: and as long as he sought the LORD, God made him to prosper” (II Chronicles 26:5).

The words *seek* or *seeking* occur eight times in this story.

The frightened king did not argue. He ran out of the Temple.

From that day until he died, Uzziah lived away from everyone else. Because leprosy was very contagious, he could no longer live with his family. He could not go into God's house. He could not sit on the throne. His son became the king in his place.

No longer was Uzziah a rich and famous king. He was a lonely, sick man. In the end he lost everything because he stopped **seeking** God. God blesses those who **seek** and obey Him, but those who disobey Him eventually pay for their bad choices.

Show the King Uzziah and the Lord Bible art (TRP) 📖. When Uzziah prayed and listened to God, he was blessed. When he did not pray and listen, he was not blessed. God blesses those who **seek** and obey Him.

Ask students how many marks they have on their index cards. Discuss how they were seeking to hear the words and compare this to us seeking to hear God.



## APPLY AND ACT

**Life Application:** I will seek the Lord.

To **seek** means to look until you find something. Hidden in this room is a special treat. Walk around until you see it; do not talk while you are searching. Once you find the treat, do not take the treat; just go to your chair and sit down. Do not tell others where you found the treat.

After all students are seated, discuss how easy or difficult it was to find the bag of treats. Compare this to how we act when we are seeking the Lord. **When we seek the Lord, we do not quit, even if it seems hard. We keep seeking until we find Him.**

Distribute activity papers. On the front page, students find the memory verse words in the word search. Discuss how the memory verse words help us to seek the Lord.

**One way we seek the Lord is by repenting. When we ask Him to forgive our sins, He does. We seek the Lord when we are baptized in Jesus' name. We seek the Lord when we pray to receive the Holy Ghost. I will seek the Lord.**

## Prayer and Call to Action

Gather students in a circle. Lead in an echo prayer.

Dear Jesus,  
I want to live for You.  
I will listen.  
I will obey.  
I will seek the Lord.  
In Jesus' name, amen.

After prayer, allow students to enjoy the treat.

## Home Connection

- For new students, send home a copy of the unit 3 HC calendar (TRP) 📖. For each student, copy the lesson 10 HC devotion 📖, or show parents the URL on the back page of the activity paper.
- Have you sought the Lord for your students' needs? List your students' names and their needs on an index card. Post it near your bed. Seek the Lord for your students each morning and evening.

**B** Uzziah Seeks the Lord  
Uzziah's Reign

In the word search, find the CAPITALIZED words from the memory verse.  
Hint: Yes, you will find "HE" three times.

"WALK AFTER THE LORD, AND TO KEEP HIS COMMANDMENTS,  
and HIS TESTIMONIES, and HIS STATUTES" (1 CHRONICLES 34:31).

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

# EXPANDED (designed to supplement a teaching period over 45 minutes)

## WORSHIP AND THE WORD

### Worship

Add motions while singing “Ask, Seek, Knock” by Hillsong Kids.

**When King Uzziah prayed, he was seeking God. He wanted to know more about God. We can do this while we sing a quiet, worship song.** Sing “Seek Ye First the Kingdom of God” by Maranatha Kids; encourage students to kneel at their chairs in quiet worship.

### Memory Work: II Chronicles 34:31

Gather students at the unit 3 MV poster (TRP) and read the verse by phrases.

Play a game of hide-and-seek verse cards. One person hides the unit 3 MV cards (TRP) while the others face the wall. At the signal, students search for the cards. Once all cards are found, recite the verse as students line up with the cards. Recite the verse several times.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster.

## REINFORCE AND REVIEW

### Activity Paper

On the back of the activity paper, direct students to the pictures of King Uzziah. **As a young man, King Uzziah wanted to know God. He prayed. He obeyed.** Next to Uzziah praying, ask students to circle the thumbs-up. **When King Uzziah grew older, he did not seek God.** Next to the older Uzziah, ask students to circle the thumbs-down.

### Option 1: Seek It

Gather around a table. Each student takes a turn reaching into the bag and trying to find the card containing the Life Application. When it is found, the student receives a piece of candy and all cards are thrown back in the bag. Play several rounds.

### Option 2: Hide-and-Seek

**When you play hide-and-seek, you must look for someone. When we seek Jesus, we must look for what He wants us to do.**

Weather permitting, go outside and play a game of hide-and-seek. When a student is found, the student shouts, **“I will seek the Lord.”**

### Option 3: JBQ Stinky Feet

Divide students into two teams. Ask the first student on team 1 a question. Then switch to team 2 and continue to go back and forth. If they answer the question correctly, they get to pick a number. Each sticky note is worth 100 points for their team with the exceptions of:

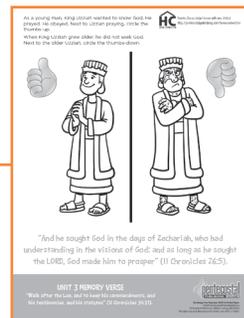
- If they pick a post-it with one foot, their team loses half their points.
- If they pick a post-it with two feet, their team loses all their points.
- If they pick a post-it with a boot or shoe, their team doubles their points.

The team with the most points wins.

### II Chronicles 34:31

“Walk after the LORD, and to keep his commandments, and his testimonies, and his statutes.”

The verse cards will be used again in lesson 12.



If students have mastered the verses, send home a new set of JBQ Verses. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



### Unit 3 Exile

#### Unit Aim

Students will conclude that while there are consequences for disobeying God, we can always turn to Him and He will hear us.

#### Unit Memory Verse

II Chronicles 34:31

#### Scripture Text

II Kings 22  
II Chronicles 34

#### Bible Lesson Verse

II Kings 22:13

#### Bible Point

God wants us to obey His Word.

#### Life Application

I will do what the Bible says.

# JOSIAH UNDERSTANDS THE IMPORTANCE OF GOD'S WORD

## *Josiah Finds God's Word*

### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Place a smartphone, iPad, or laptop computer on a table.

Attendance charts (AP) ⬇️, attendance tool cutout ⬇️, glue, offering container, Bible, unit 3 MV poster (TRP)

**Opening Activity:** Purchase or borrow two small LEGO models with instructions. Scatter all the pieces on the table. Keep the boxes and instructions hidden.

#### Relate and Receive

**Bible Lesson:** In the lesson area, place your Bible on a table and then randomly stack books and papers on it, making sure the Bible is hidden.

God's Word Is Found Bible art (TRP) ⬇️, crown, sash, wooden blocks, Bible

#### Apply and Act

**Life Application:** Activity papers (page 1), pencils

**Prayer and Call to Action:** Bible

**Home Connection:** For new students, copy the unit 3 HC calendar (TRP) ⬇️. For each student, copy the lesson 11 HC devotion ⬇️.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* "I'm Gonna Hide God's Word Inside My Heart," "The Bible Alphabet Song" by Psalty (posted on YouTube by Evame Keteku)

**Memory Work:** Sticky notes (1 per student), Bible, memory charts (AP) ⬇️, crayons, unit 3 MV poster (TRP)

#### Reinforce and Review

**Activity Paper:** Cut apart the AP scrolls (TRP) ⬇️ and print more if needed (1 per student)  
Activity papers (page 2), crayons, glue

**Option 1:** On cardstock, print and cut apart the Bible bookmarks ⬇️ (1 per student). Students will need markers, stickers, a hole punch, and yarn.

**Option 2:** Bible

**Option 3:** Music, chairs, JBQ Quizzes ⬇️, JBQ Verses ⬇️

# Teacher Devotional

Read II Kings 22 and II Chronicles 34. Prayerfully consider what these passages say:

## About God

In much the same way that a parent sets expectations for their children, God has clear expectations for us. Obedience to His Word is not negotiable. God gave clear directions in His Word, and he expects us to follow them.

## To You as a Teacher

Nothing should stand between us and our obedience to God's Word. When obstacles arise trying to prevent us from answering God's call, we must remove them without hesitation. Each and every day, we should be able to look in the mirror and confidently say, "I am in obedience to God's Word!"

## To Your Students

Although Beginners are still learning to read, they are excited to use a Bible. Here are suggestions for teaching them how to be respectful:

- Hold the Bible carefully and lovingly.
- Always place the Bible on a chair or table, not on the ground. Never throw it, step on it, or treat it roughly.
- Keep the Bible on top of other items—never underneath things.
- Use the Bible during class and service; open it when verses are read.

Belief in God's Word will lead to obedience of His Word. These simple actions help instill respect and love for the Word.

## CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

As students enter, distribute attendance charts (AP) 📄. Students glue one tool on the chart each week they attend.

Lead students to the table with the smartphone, iPad, or laptop computer. Show them the device and ask if any of them know how to:

- change the lock screen picture,
- change the background picture,
- adjust the brightness and volume.

**To learn these things, we must obey the instructions. Some of us read the instruction manual. Others were taught by someone who read the instruction manual. The important thing is that someone read the instruction manual to learn how to do the tasks.**

Show the Bible and introduce the Bible Point: **God wants us to obey His Word.**

**God's Word is the instruction manual for our lives. We read it to learn His instructions. We listen to our teachers and pastor to learn God's ways. Once we hear the Word of God, we must obey it.** Lead students to the unit 3 MV poster (TRP) and review II Chronicles 34:31. Discuss how the verse helps us obey God's Word.

Joash (lesson 9) and Josiah (lesson 11) are easily confused. In many ways they are similar, yet generations separated them. Joash, who was rescued from his wicked grandmother by his aunt and uncle, was seven when he became king. Josiah was eight when he became king. Both tore down idols and repaired the house of the Lord. Eight kings and approximately two hundred years separated their reigns.

Joash did right as long as his uncle, the priest Jehoiada, lived. But in his old age, Joash forsook the Lord. Josiah was one of the few good kings of Judah who did right all the days of his life.

### Bible Lesson Verse

“Go ye, enquire of the LORD for me . . . concerning the words of this book that is found: for great is the wrath of the LORD . . . because our fathers have not hearkened unto the words of this book, to do according unto all that which is written concerning us” (II Kings 22:13).

## Opening Activity: Building a Model

Ask students to build the LEGO models from the pieces on the table. **There are two different LEGO sets on the table. Can you build the two models?** Most likely students will question what models are represented.

**Oh! Each kit had a box with a picture. Bring out the boxes. Here they are. Use these to build the models.** Some students may know how to do so; however, many students may not be able to figure out which parts go with which model. Use this scenario to build on while teaching.

When students are finished or cannot figure it out, show the assembly instructions and inspect each LEGO creation to see how closely it resembles the correct build. **These kits are best created when we have the pictures and the instructions. Someone may be able to figure it out by having experience with LEGO kits. Or someone may be able to figure it out by thinking hard about it. But even those people would do best if they read the instructions.**

**When we obey God’s Word, we will know how to live our lives. We might try to do it by figuring it out ourselves, but that is not the best way. We might try to do it because we had experience with life in the past, but that is not the best way. The best way is to obey God’s Word.** Have students say, “I will do what the Bible says.”

## RELATE AND RECEIVE

*Access Prior Experience:* **Have you ever lost something—a special toy, a book, or a shoe? How did you feel when you finally found it?**

### Bible Lesson: Josiah Finds God’s Word (II Kings 22; II Chronicles 34)

Gather students near the writing board. **Why do we clean our rooms?**

**Speaking of cleaning, has anyone seen my Bible? I brought it to class, but I cannot find it. I really need it to show you our Bible story.** Allow students to comment and then hurry on to the story.

Select two volunteers. Place a crown on the first student who represents King Josiah. Place a sash on the second student who represents the priest.

Give remaining students blocks and ask them to build towers, which will represent idols.

**Josiah was eight years old when he became king. The people had stopped worshipping the one true God and were serving idols.**

- **What is an idol?**

**Everywhere King Josiah looked, he saw idols. This bothered the young king, because he loved and served the one true God. When he was twenty years old, he sent his servants throughout the land to tear down the idols and their altars.** Point to the block towers. King Josiah selects two students to knock down the blocks.

**Next King Josiah sent his assistants to check out the Temple. It was a disgrace. For years the people had not taken care of God’s house. The king realized he had a lot of work to do.**

- **How do you think God felt about the people not taking care of His house?**

King Josiah selects a student and motions the student to visit the priest. **The king told his assistant, “Go and tell Hilkiah the high priest to use the money the people have given to repair the house of the Lord.”** The student goes to the priest and acts as if giving a message.

Hilkiah told the workmen. **“Go to work. Fix the Temple. Clean it. When you are finished, I will pay you.”** The priest selects several students to be workers.

**They went to work.** King Josiah sits on a chair near the writing board. The workers move to the worship area to clean and move things. **They cleaned God’s house. It was dirty and filled with things that did not belong. It needed to be repaired.** Begin moving the books and papers to reveal the Bible. **Look what I found!** Take time to show the students II Kings and II Chronicles in your Bible.

**Just like I found my Bible, the leaders found God’s Word while they cleaned and repaired. One man took it to the king. “King Josiah, the men are doing what you said. Look what we found while cleaning.”** Hand the Bible to King Josiah.

Show the God’s Word Is Found Bible art (TRP) 📖. **King Josiah knew it was God’s Word. He asked one of the leaders to read it out loud. King Josiah was shocked. He realized they had not been obeying God’s laws. He was so upset, he tore his clothes. He told his servants, “Our fathers and grandfathers did not obey the words of this book. Surely the Lord is angry with us. Go to the prophetess Huldah and tell her to ask the Lord what we should do.”**

The prophetess told them, **“Much trouble is coming to the land because the people have served idols. God is very angry about this. But because King Josiah has repented, this trouble will not come in his day. God’s judgment will come upon the nation of Judah after King Josiah dies.”**

**Was this good news or bad? This was both good and bad news. It made the king happy and sad. He did everything he could to lead the people back to obeying God’s Word. After King Josiah heard what to do, he repented and asked God to forgive them.** Have Josiah get on his knees and pray.

**King Josiah wanted to obey God’s Word. He led the people in worship. He told them they would celebrate a special holiday for God. It was called the Passover. The people followed King Josiah as He obeyed God, and they were blessed.**



## APPLY AND ACT

**Life Application:** I will do what the Bible says.

Review the Life Application: **I will do what the Bible says.** Distribute activity papers. On the front page, students read the story and fill in the blanks.

Challenge students to spend the week doing what the Bible says.

## Prayer and Call to Action

Gather students in a circle. Pass the Bible around the circle, reminding students to handle the Bible carefully. As each student holds the Bible, help the student pray: **“Jesus, please help me to do what the Bible says.”**

## Home Connection

- For new students, send home a copy of the unit 3 **HC** calendar (TRP) 📅. For each student, copy the lesson 11 **HC** devotion 📖, or show parents the URL on the back page of the activity paper.
- Connect with students’ parents this week through a phone call, text, or email.

**B** Josiah Understands the Importance of God’s Word  
Josiah Finds God’s Word  
JOSHUA 11  
LESSON 11

As you read the story, use the words in the box to fill in the blanks.

King Josiah tore down the idols.  
He wanted everyone to worship God.

As the people cleaned God’s house,  
they found God’s Word.

After King Josiah heard God’s Word, he repented for the bad things they were doing.

He wanted to do what God’s Word said they should do.

I will do what the Bible says.

An activity page titled 'Josiah Understands the Importance of God’s Word' and 'Josiah Finds God’s Word'. It includes a word box with 'WORD', 'HOUSE', 'IDOLS', 'BAD', and 'SAID'. The page contains several fill-in-the-blank sentences related to the story of King Josiah. At the bottom, there is a small illustration of King Josiah and a worker, and a concluding statement: 'I will do what the Bible says.'



# GOD DELIVERS JUDGMENT

## *Capture of the Kingdom*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container, unit 3 MV poster (TRP)

**Opening Activity:** Make a simple puppet stage by hanging a curtain across a closet door frame and having the puppeteer sit inside the closet. Ask an assistant to handle the puppet. Make copies of the Consequences puppet script (TRP) 📄 for you and the assistant. Practice together before class. Whiteboard and marker, sticky notes (5 per student), pencils

#### Relate and Receive

**Bible Lesson:** God Delivers Judgment Bible art (TRP) 📄, Bible, activity papers (page 1), crayons, unit 3 MV poster (TRP)

#### Apply and Act

**Life Application:** Bible

**Prayer and Call to Action:** Paper (1 sheet per student), crayons

**Home Connection:** For new students, copy the unit 3 HC calendar (TRP) 📄. For each student, copy the lesson 12 HC devotion 📄.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Bibles; *suggested songs:* “God’s Word Is the Bible” by David Heath-Whyte from *Maynard’s Groovy Bible Tunes*, “Thy Word” posted on YouTube by vbtyree

**Memory Work:** Use the unit 3 MV cards (TRP) 📄 from lesson 10 and print a second set of cards 📄. Unit 3 MV poster (TRP), Bible, memory charts (AP) 📄, crayons, music, timer

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons

**Option 1:** Write each word of the Life Application on a separate index card: I WILL KEEP GOD’S WORD. Make two sets. Randomly place each set of index cards throughout a Bible. Place each Bible on a chair across from the team.

**Option 2:** Cover the table with white Kraft paper. In large lettering write: I WILL KEEP GOD’S WORD. Provide art supplies for student to decorate.

**Option 3:** Create a tic-tac-toe board on the floor using painters’ tape. From posterboard, create large X’s (red) and O’s (yellow) and laminate them.

JBQ Quizzes 📄, JBQ Verses 📄

### Unit 3 Exile

#### Unit Aim

Students will conclude that while there are consequences for disobeying God, we can always turn to Him and He will hear us.

#### Unit Memory Verse

II Chronicles 34:31

#### Scripture Text

II Kings 24:10–25:21

II Chronicles 36:11–21

#### Bible Lesson Verse

II Chronicles 36:16

#### Bible Point

God kept His Word and punished His people for their disobedience.

#### Life Application

I will keep God’s Word.

# ● Teacher Devotional

Read II Kings 24:10–25:21; and II Chronicles 36:11–21. Prayerfully consider what these passages say:

## About God

God holds His children accountable when they are disobedient. Though He is merciful, He must also keep His word. Just as a loving father will discipline his children to keep them safe and show them how to do right, our Father will punish His children as needed.

## To You as a Teacher

Being outside of God’s blessings is a place we all want to avoid. We must purpose deep within our hearts to keep God’s Word in all of our daily activities and actions. When we keep His Word, we find a place of true happiness.

## To Your Students

Life has a way of teaching consequences—good ones for obedience, bad ones for disobedience. Israel experienced both consequences because they constantly vacillated between good and bad choices. When children understand the positive results of keeping God’s Word, they will desire to obey it.

The focus of this lesson is God’s judgment. To depict this in an age-appropriate way, the emphasis will be on the positive results of keeping God’s Word. While reference is made to the negative result of judgment and punishment for not keeping His commandments, the goal is to promote obedience because we love God.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

The challenge in lesson 11 was to spend the week doing what the Bible says. As students enter the classroom, ask them to share how they met the challenge.

Welcome students and explain that next week is the final lesson for the Kingdom Repair Squad. Ask students to share one activity they enjoyed during this quarter. As each activity is mentioned, emphasize that it teaches us to follow Jesus.

Introduce the Bible Point: **God kept His Word and punished His people for their disobedience.**

- **When your parent tells you to do something and you choose not to do it, what happens?**

Lead students to the unit 3 MV poster (TRP) and review II Chronicles 34:31. **God’s Word tells us how to obey. When we obey, we are blessed—not punished.** Introduce the Life Application: **I will keep God’s Word.**

Distribute attendance charts (AP) 📅. Students glue one tool on the chart each week they attend.

#### Opening Activity: Consequences Puppet Show

Direct students’ attention to the puppet stage by stepping near it.

**TEACHER:** Good morning, boys and girls. Today we are going to . . .

**PUPPET:** (pop up and interrupt) **Teacher, Teacher, guess what? Guess what Quincy’s mother did.**

**TEACHER:** Jojo, please do not interrupt. That is not polite.

**PUPPET:** But I have something very important to tell you.

**TEACHER:** I will be happy to hear what you have to say later, but not now.  
Interrupting is not acceptable . . .

**PUPPET:** But, Teacher, it was just not fair!

**TEACHER:** JoJo, please sit down and listen. Interrupting is not acceptable behavior.

**PUPPET:** But . . . but . . . oh, well. . . . (exit)

**TEACHER:** Thank you. Boys and girls, today we are going to talk about consequences. There are consequences for . . .

**PUPPET:** (pop up and interrupt) Cont-see-Quincy? Is that what you said?  
Cont-see-Quincy?

**TEACHER:** (sigh) JoJo, I said there are consequences for our behavior.

**PUPPET:** I can't see Quincy either. He is not here. Does anyone know where Quincy is?

**TEACHER:** JoJo, consequences are penalties for wrong behavior.

**PUPPET:** Really? Well, Quincy's mother sure did him wrong. Poor Quincy. Yesterday she didn't buy him an ice cream, but she bought one for his little sister.

**TEACHER:** JoJo, I asked you to sit down and listen, please.

**PUPPET:** You did? I guess I didn't hear you.

**TEACHER:** You heard me. If you do not stop interrupting, you are going into time out. Now, please . . .

**PUPPET:** But, Teacher, what Quincy's mother did was so unfair. Quincy didn't get an ice cream and his little sister did.

**TEACHER:** JoJo, this is the last time I am telling you. It is not acceptable for you to interrupt. If you don't sit down and be quiet, there will be consequences.

**PUPPET:** Teacher, I told you. You cont-see-Quincy because he isn't here, and it was not fair that Quincy didn't get an ice cream.

**TEACHER:** JoJo, Quincy's mother promised to buy Quincy and his little sister ice cream if they behaved while she shopped. She did not buy Quincy an ice cream because he misbehaved, and his little sister, Lucy, behaved very well.

**PUPPET:** Lucy did?

**TEACHER:** Yes, she did.

**PUPPET:** Quincy didn't tell me that.

**TEACHER:** That's not surprising. Because Lucy behaved well, she was rewarded. Because Quincy misbehaved, he was punished. He suffered the consequences. Now will you please . . .

**PUPPET:** Quincy suffered the cont-see-quinces?

**TEACHER:** Yes, he did. There are consequences when we misbeha . . .

**PUPPET:** Oh, that's too bad.

**TEACHER:** Jojo, because you keep interrupting, you must pay the consequences. I warned you. You are going to time out.

**PUPPET:** But, Teacher, I . . . (remove puppet)

Divide the whiteboard into two columns: YES and NO. Give each student five sticky notes and a pencil. Let students vote. They write YES or NO on their sticky notes and post them in the matching column after each question.

- Was it fair that Quincy suffered the consequences for unacceptable behavior?
- Was it fair that Lucy was rewarded for good behavior?
- Would it have been fair if Quincy's mother had given him an ice cream even though he disobeyed her?
- Was it fair that Jojo was put in time out for continually interrupting?
- Was it important for me to keep my word and put Jojo in time out? Why or why not?

**God keeps His Word. When we read the Bible, we learn that God blesses us for obeying His Word. We also learn that God punishes those who disobey His Word.**

- Which will you do?

Encourage students to say the Life Application: **I will keep God's Word.**

## RELATE AND RECEIVE

*Access Prior Experience:* What happens when you obey instructions?  
What happens if you disobey instructions?

### Bible Lesson: Capture of the Kingdom

(II Kings 24:10–25:21; II Chronicles 36:11–21)

Gather at a table. Distribute the activity paper and crayons.

Show students II Kings and II Chronicles in the Bible. Review the unit 3 MV poster (TRP). **This verse tells us how to obey God. We should do what God says in His Word. If we obey God's Word, we will be blessed. If we do not obey God's Word, we will be punished. Israel spent many years disobeying God.**

- Can you remember how the people of Israel disobeyed? They worshiped idols and did not do what God told them to do.



On the activity paper, next to the idol, ask students to draw something they think people idolize. **God was angry with His people. Again and again He had sent His prophets to warn them to obey His laws or else judgment was coming. Instead of repenting, the people mocked the prophets, threw them into prison, and even killed some. They repeatedly ignored God's warnings.**

### Bible Lesson Verse

“They mocked the messengers of God, and despised his words, and misused his prophets, until the wrath of the LORD arose against his people, till there was no remedy” (II Chronicles 36:16).

- Do your parents ever tell you, “This is the last time I am telling you not to do that”? What happens next?

God had told His people for the last time to stop worshiping idols and to obey His laws. God sent the prophet Jeremiah to tell the people what their judgment would be. God had had enough. King Nebuchadnezzar and his army were going to take the people of Israel into time out for seventy years.

The people laughed at Jeremiah, but God was not joking. God had no choice but to keep His word and punish His people. The only thing that would change them was for them to suffer the consequences of their disobedience.

God said, “Those who do not obey My Word will be punished.” God always keeps His Word. Because the people did not obey, God allowed King Nebuchadnezzar to attack the city of Jerusalem. On the AP, ask students to draw an army surrounding Jerusalem. King Nebuchadnezzar was from the country of Babylon and his army captured the city. King Nebuchadnezzar’s army broke down the walls around Jerusalem. They carried the treasures out of the Temple. They set fire to the city of Jerusalem.

King Nebuchadnezzar arrested the king of Israel. He arrested the leaders. God allowed this to happen because the king and leaders did not obey Him.

On the AP, instruct students to color the picture showing the people as prisoners. King Nebuchadnezzar destroyed the city and took the people to the country of Babylon. The people of Israel lost their homes and city because they did not obey God. They were prisoners of King Nebuchadnezzar. Off they marched as captives to Babylon, some six hundred miles away. Imagine walking six hundred miles. Compare to the distance between your city and one your students visit. They probably marched in sandals over hot sand for miles. Chained together and given little food and water, they barely survived.

Show the God Delivers Judgment Bible art (TRP) 📖. Because the people of Judah disobeyed God and ignored His warnings, they lost their homes, their house of worship, their treasures, and their freedom. They suffered the consequences for their disobedience.

- Do you think God wanted to put His people in time out? Why or why not?
- Was it fair for God to punish the people after they ignored His warnings?
- When God had to punish His children, how did it make Him feel? On the AP, ask students to trace the sad face by the people being punished.

The people could have saved themselves much pain and sorrow if they had obeyed God. God kept His Word and punished His people for their disobedience.

## APPLY AND ACT

### Life Application: I will keep God’s Word.

Review the Life Application: **I will keep God’s Word**. Gather in a circle. Pass a Bible around, reminding students to handle the Bible carefully. As each student holds the Bible, the student says one word of the Life Application. Students who say “Word” tell one way they will keep God’s Word. Continue the pattern until all students tell one way to keep God’s Word.



Israel was punished because they did not keep God’s Word. The Bible tells us how they acted, “They mocked the messengers of God, and despised his words, and misused his prophets, until the wrath of the LORD arose against his people, till there was no remedy” (II Chronicles 36:16).

We do not have to be like the people of Israel. We can obey God. We can keep God’s Word, and we will be blessed.

### Prayer and Call to Action

Ask students to each kneel at a chair and pray quietly, echoing your words:

**Jesus, I want to obey. I want to keep Your Word and be blessed. Please tell me what You want me to do.**

Instruct students to remain quiet and allow Jesus to talk with them. After individual prayer, distribute paper and crayons. Have students draw what they feel Jesus wants them to do.

### Home Connection

- For new students, send home a copy of the unit 3 HC calendar (TRP) 📅. For each student, copy the lesson 12 HC devotion 📖, or show parents the URL on the back page of the activity paper.
- Have any students missed several lessons? Plan to visit their homes and invite them back to church.

## EXPANDED (designed to supplement a teaching period over 45 minutes)

### WORSHIP AND THE WORD

#### Worship

Give each student a Bible as you sing “God’s Word Is the Bible” by David Heath-Whyte from *Maynard’s Groovy Bible Tunes*. Then sing “Thy Word” posted on YouTube by vbtymree.

During worship, use actions that show love for God’s Word (e.g., raising it in praise, holding it to the heart, praying it out loud).

#### Memory Work: II Chronicles 34:31

Gather students at the unit 3 MV poster (TRP) and review the verse. Allow students to recite it individually; compliment all who attempt to recite it.

Form two teams. Give each team a set of mixed-up unit 3 MV cards (TRP) 📅. Allow two minutes for teams to unscramble the cards and place them in the correct order. If both teams accomplish this in two minutes, challenge them to do it in ninety seconds, and then sixty seconds.

Each week the verse is practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

#### II Chronicles 34:31

“Walk after the LORD, and to keep his commandments, and his testimonies, and his statutes.”

## REINFORCE AND REVIEW

### Activity Paper

On the back page of the activity paper, students color the shapes with an X to reveal God's Word.

### Option 1: Find It in the Bible

**To keep God's Word, we must search it and read it. This activity will make us look in the pages of God's Word and remind us to always read and obey it.**

Form two teams and have them stand in a line. Place a chair with a prepared Bible on it across the room from each team.

- Each team selects five people to do the relay while the other team members receive and put the index cards in order.
- On "go," the five take turns hurrying to the Bible, respectfully paging through it to find an index card, removing the card, hurrying back to the team with the card, and tagging the next student to go.

The first team to find all the cards and put the Life Application in order is the winner.

### Option 2: Class Mural

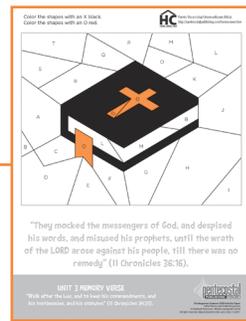
Review the Life Application and allow students to decorate the mural on the table.

### Option 3: JBQ Tic-Tac-Toe

Show students the tic-tac-toe board and the posterboard X's and O's. Divide students into two teams. Ask a question from the JBQ Quizzes 📖. If they get it right, they place their X or O in one of the squares. The team who gets three in a row wins!

If students have mastered the verses, send home a new set of JBQ Verses 📖. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.





**Unit 1**  
Elijah

**Unit 1 Memory Verse**  
I Kings 18:37

**Unit 2**  
Elisha

**Unit 2 Memory Verse**  
II Kings 2:9

**Unit 3**  
Exile

**Unit 3 Memory Verse**  
II Chronicles 34:31

**Bible Point**  
God wants people to be part of His kingdom.

**Life Application**  
I want to be in God's kingdom.

# GOD'S KINGDOM

## Review

### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, attendance tool cutout 📄, glue, offering container

**Opening Activity:** Cut apart the Life Application word strips (TRP) 📄. Each student will need an index card and a pencil.

#### Relate and Receive

**Bible Lesson:** Activity papers (both pages), pencils, Bible, Bible arts from lessons 1–12 (TRP) 📄

#### Apply and Act

**Life Application:** Using sticky notes or masking tape, number four chairs 1, 2, 3, and 4. Place each chair in a corner of the room. Write each number (1, 2, 3, and 4) on one end of a craft stick and place these number-side-down in a cup.

**Prayer and Call to Action:** No supplies needed

**Home Connection:** Note for parents

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Student selections

**Memory Work:** Cut each unit MV poster (TRP) 📄 or handout 📄 into eight pieces. Place in separate envelopes.

Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

**Activity Paper:** Activity papers are used during Bible Lesson

**Option 1:** Items for the favorite game or activity selected from this quarter

**Option 2:** At the customer service counter (described on page 5), place prizes. Label each prize with a price tag according to the points students can earn.

**Option 3:** Supplies from your favorite JBQ activities, JBQ Quizzes 📄, JBQ Verses 📄

# ● Class Evaluation

Did your students enjoy repairing items? More importantly, did they allow Jesus to repair their lives through salvation, deliverance, and healing? The review lesson is a good time to review your own work. Begin by reviewing the lesson material:

- Were you well prepared each week?
- Were all supplies gathered and in order for easy distribution?
- Did you know the lesson well enough to share it without reading from the book?
- Did you hold your students' attention?
- What activities worked? Which ones did not?
- What can you do differently next quarter to make things flow more smoothly?

Now review interactions in the class.

- Did your staff work in harmony, stepping up to help when needed?
- How did you and the staff react to unexpected situations?
- Did students get along with each other?
- How did students interact with you during the Bible lesson time?
- How can you and your staff improve in these areas for smoother class time next quarter?

Finally, review your family connections.

- Did you use the Home Connection each week and encourage parents to use it?
- Did you contact absentees?
- Did you contact new children and visitors?
- Have you had positive and encouraging conversations with all parents at least once during the quarter regarding their children?
- What can you do to improve the family connection between your class (you) and your students' families?

Being part of the Kingdom is a lifelong commitment. As proven by the Bible lessons, personal choices affect our participation in the Kingdom. Pray for the future of each student—that your students will realize the joy of being in His kingdom and dedicate their lives to it.

## ● CORE *(designed for a teaching period around 45 minutes)*

### EXCITE AND ENGAGE

#### Welcome

Collect offering and distribute attendance charts (AP) ⬇️. Students finish their charts by gluing on the last tool. **The Kingdom Repair Squad is closing after today. We have repaired all the items we needed to repair. It is important that every customer is satisfied with the tasks we have done.**

- **Can you remember one thing you enjoyed doing this quarter?**

#### Opening Activity: Life Application Review

Lead students to the squad area. Recall some of the items that were fixed or cleaned during the quarter.

Hand out index cards and pencils. Have students write their names on their index cards. Throughout class time, students will earn stars for accomplishing activities. Each star is worth five points and good toward prizes at the customer service counter.

Send attendance and memory charts home today.

Distribute Life Application word strips (TRP) ⬇ among students. Show each lesson's Bible art (TRP) ⬇ and call out the matching Life Application. When each Life Application is called, the student holding it steps to the front and holds the Bible art while all students recite the Life Application.

Draw a star on each student's index card.

### Life Applications

*Lesson 1:* I believe God takes care of me.

*Lesson 2:* I believe God answers my pastor's prayers.

*Lesson 3:* I will serve the one true God.

*Lesson 4:* I will do what is right.

*Lesson 5:* I will follow God.

*Lesson 6:* I will obey God.

*Lesson 7:* I will obey my pastor.

*Lesson 8:* I can trust God to take care of me.

*Lesson 9:* I will give to the Lord.

*Lesson 10:* I will seek the Lord.

*Lesson 11:* I will do what the Bible says.

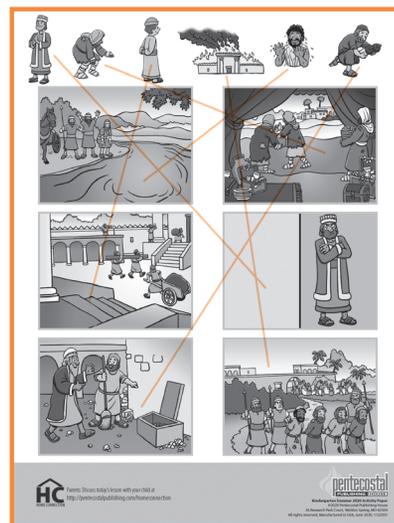
*Lesson 12:* I will keep God's Word.

## RELATE AND RECEIVE

*Access Prior Experience:* Ask students to remember ways we can be blessed by God.

### Bible Lesson: God's Kingdom

Distribute activity papers. For each Bible lesson, show the Bible art and briefly review the story. Ask students to find the person who is missing from the picture and draw a line matching the person with the correct picture. Let students draw a star for completing the activity paper.



### Lesson Titles

*Lesson 1:* God Takes Care of Elijah

*Lesson 2:* God Hears Elijah's Prayer

*Lesson 3:* God Shows His Power over Baal

*Lesson 4:* God Sees Ahab's Actions

*Lesson 5:* God Honors Elisha's Persistence

*Lesson 6:* God Honors the Widow's Obedience

*Lesson 7:* God Honors Elisha's Instructions

*Lesson 8:* God Takes Care of the People

*Lesson 9:* Joash Repairs God's House

*Lesson 10:* Uzziah Seeks the Lord

*Lesson 11:* Josiah Understands the Importance of God's Word

*Lesson 12:* God Delivers Judgment

## APPLY AND ACT

### Life Application: I want to be in God's kingdom.

Play a game of Four Corners. Students gather in the center of the room. At your signal, students scatter to the numbered chairs. Draw a number from the cup. Students at that chair finish this line: **"I want to be in God's kingdom, so I will \_\_\_\_\_."**

Draw a star on each student's index card who finishes the sentence. Play this game several times, allowing students numerous opportunities to finish the statement.

### Prayer and Call to Action

**Part of being in God's kingdom is helping and praying for each other.** Gather in groups of three. Each student shares a prayer request among the group. Lead in prayer as groups pray together for the requests.

Next week begins a new quarter. Build the excitement by dropping a hint to your students about the theme. Consider having students (or teens) help redecorate the room this week. Separate and prepare the resource packet pieces. Tear apart activity papers and separate into weekly piles. Have fun prepping your room for the next quarter.

### Home Connection

- There is no calendar or devotion for this review week. Send home the attendance charts (AP)  and memory charts (AP) .
- Send home a personal note with each student, telling parents how much you enjoyed having their child in class.
- Consider getting together with teachers from other classes and putting together a PowerPoint containing photos of all the fun the children had this quarter. Post it on Facebook (with parents' permission) or show it to your congregation.
- This week, as you decorate for the next quarter, share your photos with parents on Facebook. Ask them to share the photos with their children to get them excited for next week's class. (Also share the photos with us at "Word Aflame Beginner Curriculum Teachers.").

## **EXPANDED** *(designed to supplement a teaching period over 45 minutes)*

### **WORSHIP AND THE WORD**

#### **Worship**

Ask students to share their favorite worship songs from this quarter. Sing several of these, using motions or worship actions.

#### **Memory Work: Review**

##### *Unit 1 Bible Verse*

“Hear me, O LORD, hear me, that this people may know that thou art the LORD God” (I Kings 18:37).

##### *Unit 2 Bible Verse*

“And Elisha said, I pray thee, let a double portion of thy spirit be upon me” (II Kings 2:9).

##### *Unit 3 Bible Verse*

“Walk after the LORD, and to keep his commandments, and his testimonies, and his statutes” (II Chronicles 34:31).

Form three teams. Assign each team a unit verse and give them that unit’s MV poster (TRP) 📄 or handout 📄 that has been cut into eight pieces. At your signal, each team puts their puzzle together. The members of the first team to finish each get three stars on their index cards, the members of the second team each get two stars, and the members of the third team each get one star. Students finish their memory charts and take the charts home.

### **REINFORCE AND REVIEW**

#### **Option 1: Favorite Game**

Play a favorite game or activity from the quarter. Student may earn stars and bolts during games.

#### **Option 2: Customer Service Counter**

At the end of the lesson, students count their stars (each star = 5 points) and use their points to purchase prizes from the customer service counter.

#### **Option 3: JBQ Review**

Choose your favorite JBQ activities from throughout the quarter. Help students review all sets of the JBQ Verses 📄 they memorized this quarter.