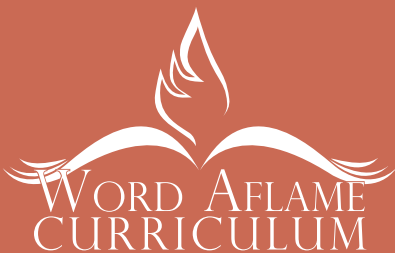


TEACHER MANUAL
SUMMER 2020



PRIMARY

GRADES 3–4



GOD'S KINGDOM

God's Kingdom

Décor: The Repair Shop

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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 Primary Curriculum Teachers."



Primary Teacher's Manual

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



“The Bible Is Boring!”

I’ll never forget the moment one of my darling little fourth graders uttered those words during reading class. “The Bible is boring!” I was shocked into silence but motivated to action. The next day I threw the curriculum-suggested Bible reading out the window. “Turn to the Book of Judges,” I told the kids. As we read and acted out the stories, we also played games and did related craft projects—everything possible to make the Bible interesting. By the end of the week, the same student was saying, “These stories are awesome!”

Once again I was convicted. I didn’t want my students to just think of the Bible as a bunch of epic stories. Instead of merely falling in love with the Word, I wanted them to connect to the One whom these stories were about, falling in love with its Author. My challenge was to make the Word come alive while also making the Author real to my students. How could I accomplish this?

I needed to make repairs to my approach. First came a diagnostics test, examining my students—their interests, needs, learning styles, home environments, and where they were spiritually. Then I used this

data to analyze how my curriculum, teaching style, and personality meshed with what needed to be accomplished. I had to diagnose the problems before I could make the necessary repairs.

As with most repairs, it came at a high cost. It took me hours to research, analyze, discuss, plan, critique, and revise, . . . and then tinker with it yet again. It took humility to recognize that I wasn’t perfect, my teaching wasn’t perfect, and my classroom wasn’t perfect. I needed help from others and from the Master Repairman. It was worth it, though, as my students became excited about the Bible. They began to recognize how God was active in their lives, they fell in love with Him, and most experienced the new birth.

Just as you need to take your car in for routine maintenance every quarter, you need to do routine maintenance in your classroom every quarter. Don’t be afraid to take inventory of your classroom and diagnose the repairs that might be needed. It may seem difficult at first, but it will result in a well-oiled machine that runs longer, more effectively, and more productively.

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 and follow the instructions to access digital resources.
2. Use the download code: **PRsuzoDividedTM**.

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

ROOM DÉCOR DEVELOPMENT

THE REPAIR SHOP

Summer is the perfect time for restoration and repair. People everywhere feel the urge to use the warm-weather months to make their lives better. Homeowners inspect their homes and take note of things that need repairing. Some projects seem to be too big to tackle alone, so they make lists of what needs to be done and start hiring experts to do the necessary work correctly.

Many children's classes will see an influx of students during the summer months . . . be ready. God will bring you children who need His touch of restoration in their lives. Our world is broken. Many homes are broken, resulting in broken students. They go to school and extra-curricular activities with other broken people. Thankfully God is the Redeemer of broken humanity.

The children of Israel were far from God, broken, and seemingly beyond repair. However, even in the midst of their rejection of God, His love for them sent great men like Elijah, Elisha, and other prophets to provide restoration for those who would submit to God's plan. Through your hands, your heart, and your words, you can be used by God to restore, repair, and transform the precious young hearts that will be in your class throughout the summer.

As you decorate, pray over every corner of the classroom. Prepare your heart to welcome the children who will need God's loving restoration in their lives and in their homes. With God, nothing is impossible.

Door Poster

Attach the door poster (TRP) to welcome students and invite them into an exciting classroom accented with images associated with a car repair shop.

Wall Décor

The wall decorating ideas can be adapted for any size classroom or teaching situation. Decorations can be basic or detailed and three-dimensional. Designs can be reduced in size to fit bulletin boards. Simply choose the best ideas for your students.

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

Wall 1: Instructional Wall

Line the back wall with heavily corrugated cardboard that has been spray-painted metallic silver or with corrugated tin sheets (found at large hardware stores). The corrugated cardboard could also be cut to the proper size to cover the front and sides of a table to use as a podium or for object lessons (similar to a table skirt).

This wall contains the writing board. Mount the New Birth poster (TRP) to this wall and refer to it each class period. Also mount the appropriate unit MV poster (TRP) in this area.

Make a sign that says: THE REPAIR SHOP. It can be made of paper, wood, or metal with stenciled letters. Make it large enough to be prominent. If you have shelves near your instructional area, line them with silver foil to give them an industrial look. Add props such as quarts of oil, funnels, filters, and tools.

Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

📄 = Downloadable resource using code on TRP instruction sheet

(AP) = Activity Paper

BP = Bible Point

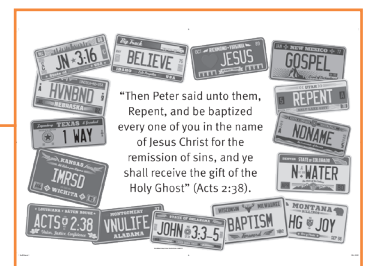
LA = Life Application

MV = Memory Verse

MW = Memory Work

JBQ = Junior Bible Quizzing

HC = Home Connection



Looking Ahead

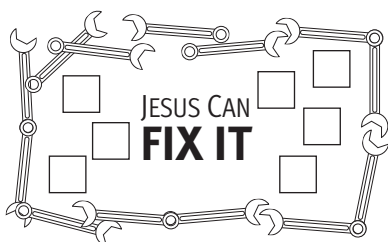
Check the quarter's title pages (like page 7) now to see what supplies need to be gathered. Create a sample of every craft activity and practice object lessons well before class to make sure your methods provide the desired result.

Designate what activities require multiple copies, cutouts, or unusual supplies. Several uncommon supply items offer key sensory details to this quarter. See each lesson for complete instructions.

Some non-standard supply items are suggested for this quarter.

- If you would like to prepare in advance, you will need invisible ink pens with a UV light, available at [amazon.com](https://www.amazon.com) (six for \$8.00).

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.



Wall 2: Jesus Can FIX IT

- Use a simple font for the words: JESUS CAN. Use a bold, capitalized font for the words: FIX IT.
- Make construction-paper wrenches in the color of your choice. Stagger and layer them as a border around the words on the wall or on the edge of the bulletin board.
- Cut four-inch squares of paper. On each square write one problem Jesus can fix (e.g., WORRY, GUILT, SICKNESS, FEAR, SIN). Attach these squares to the wall or bulletin board.
- Have extra squares accessible to students. They may write prayer requests on them throughout the quarter and attach them to the wall or bulletin board.

At the end of the quarter, your class can look back at the prayer requests and praise God for any that have already been answered.

3-D Idea: Make larger-than-life wrenches or other hand tools and lean them in a corner or mount them along the side wall of the classroom. These can be made out of cardboard or foam board and painted or lined with colored duct tape.

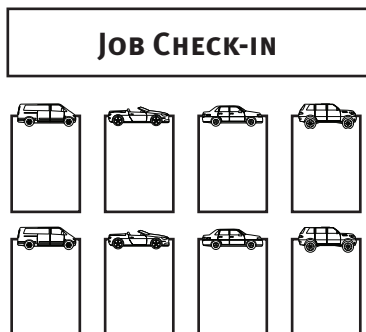
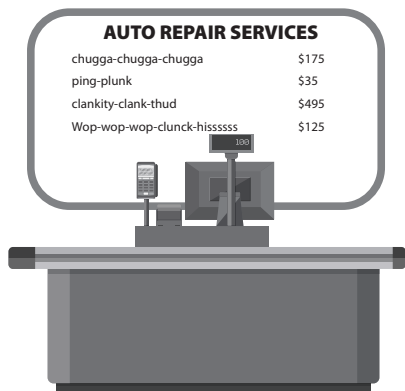
Wall 3: The Checkout Counter

Bring some humor into the décor by creating a large sign: AUTO REPAIR PRICES. List problems and prices on the sign. Each problem listed should be for a noise the car is making, such as CHUGGA-CHUGGA-CHUGGA, PING-PLUNK, CLANKITY-CLANK-THUD. Price each item with a silly price. If you are planning a classroom store, consider setting it up in this area. Add those items and prices to the list.

Create a checkout counter using a skinny table. Cover it with a tablecloth that matches your theme colors. Place a cash register on it. If using this for your classroom store, place the prizes students can purchase on this table.

Wall 4: Job Check-in

Title this wall or bulletin board: Job Board. Use it to track memory work and attendance. Cover the wall or board with shiny silver paper as a background. If decorating the wall, set a table in front of the wall and place a clipboard for each student on the table. If using a bulletin board, attach a clipboard for each student to the board using large thumbtacks. On each clipboard, hot-glue a car cutout and write the student's name. Place an attendance chart (AP) and a memory chart (AP) on each clipboard.



● 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 Chart*
- *Attendance Diagnostic Stickers*
- *Basic Timeline Visuals*
- *Classroom Décor*
- *Digital Postcards*
- *Home Connection Calendars and Devotionals*
- *JBQ Quizzes and Verses*
- *Memory Chart*
- *New Birth Handout*
- *Spiritual IEP*
- *Student Information Form*
- *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.

Timeline Option

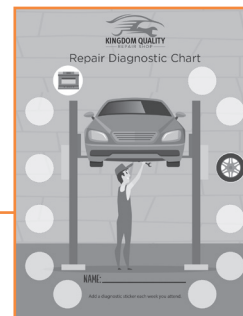
To aid students in understanding where lesson events fall in relation to other events in the Bible, we recommend teachers create a timeline on a wall of the classroom.

- Purchase straight-edge bulletin-board border in a solid color. Using a wall-safe adhesive, attach several pieces end-to-end as space permits.
- From the TRP, print the timeline visuals 📄 of Creation, Noah’s Ark, Abraham, Moses, King David, Jesus’ Crucifixion, and Jesus’ Return, as well as arrows.
- Cut out the arrows and place them at the ends of the timeline to emphasize that it goes on beyond what is shown.
- Over the left arrow, place the Creation visual.
- Place the Crucifixion visual two-thirds of the way down the timeline.
- Between these visuals, place Noah’s Ark, Abraham, Moses, and King David, respectively.
- Over the right arrow, place the Jesus’ Return visual. Cut out the WE ARE HERE arrow and place it next to this visual.

During each lesson, place that lesson’s visual on the timeline to show its location in relation to the other events students have learned. For a series with several lessons in a short time period, we suggest you create an extension above or below that “zooms in” on that section of time, and then place the visuals along the extension in the order they occur. At the end of the quarter, leave the visuals up. Over time, you will create an extensive timeline.

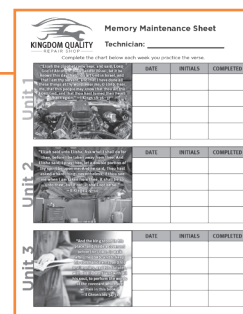
Attendance Automobile Diagnostic Chart

An attendance chart for each student is included with each activity paper. A digital version 📄 is also available for printing extra copies. This quarter, students will track their attendance each week by placing a diagnostic sticker on an automobile diagnostic chart.



Memory Maintenance Sheet

If you choose to incorporate the memory work from the EXPANDED section, a memory tracking page for each student is included with each activity paper. A digital version 📄 is also available for printing extra copies as needed. This quarter, students will track their memory work by filling in a memory maintenance sheet with the date, their initials, and an X.



Additional Ideas

- Have the teaching staff dress as auto mechanics. Male teachers can wear coveralls, clear protective eyewear, and have a rag hanging out of the back pocket. Female teachers can wear an apron made out of denim overalls and clear protective eyewear. Each teacher should wear a large name badge with a silly name that will draw children into the character(s).

● 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.

- Use a standing tool chest to store classroom supplies or props. To make one, use a large, sturdy cardboard box as your base. Spray-paint the entire box a glossy red. Use gray and black duct tape to outline drawers on the tool chest. Add your church logo to the tool chest. If you want to make it mobile, attach plastic coaster wheels to the bottom.
- Make tire seats. Clean old tires. Spray-paint them, if desired. Purchase half-inch-thick plywood. Use a jigsaw to cut out a circle that equals the measure of your tires. Purchase fabric and stuffing. Place the stuffing between the wooden circle and the fabric. Using a staple gun, staple the fabric to the wooden circle. Set the seat on the tire.
- Set up an area where students can build cars out of various materials (e.g., LEGOs, K'NEX, bottles, bottle caps, small boxes, magnets, nuts, bolts, and washers).
- Place an oil drum in a corner of your classroom and label it: HOLY GHOST ANOINTING OIL.
- Schedule a class field trip to tour a repair shop.
- Snack suggestions: chocolate donuts or Oreos for tires, Bugles for traffic cones, trail mix for nuts and bolts, punch or juice for transmission fluid, carrot and celery sticks for dipsticks, apple wedge cars with grapes attached with toothpicks for tires.
- Have a container of wet wipes ready for cleaning up after snacks and projects. Decorate the container with a new cover and label it: SHOP RAGS or SHOP TOWELS.
- Wrap empty soda cans in colored paper. Decorate them to look like vintage motor oil cans. Keep a beanbag available to use as a stack 'em and knock 'em down game to fill any extra time. The motor oil cans also make good props for any shelving units.

Offering Method

Option 1: Use an oil drain pan to collect offering. If you do not have one, these can be purchased for a reasonable price from an auto parts store.

Option 2: Buy an unfinished wooden toolbox from a craft store. Paint or cover it to match your theme colors. Emphasize that when we give to the Lord, we are helping do the work of repairing what has been broken. Our giving is a tool in the hands of God.

Volunteers

Prepare a tin can or bowl large enough to reach into with your hand. Fill the container with large metal nuts or washers that are numbered. Place a corresponding number on each student's chair or table spot in the classroom. During class time, when a volunteer is needed, blindly select a nut or washer from the container and call out the number to see which student will be your volunteer. This container can be kept on the prop shelving units.

Facebook

Join our Facebook group: Word Aflame Primary 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 student information form 📖.

GOD TAKES CARE OF ELIJAH

A Widow Feeds Elijah



CORE SUPPLIES

Excite and Engage

Welcome: Take the batteries out of a remote-controlled car; place the batteries out of view.

Repair Shop soundtrack 🎧, unit 1 MW poster (TRP), attendance charts (AP) 📅, attendance diagnostic stickers (TRP) 📅, offering container

Opening Activity: White paper (1 sheet per student), pencils, markers

Relate and Receive

Bible Lesson: Bibles, Bubble Web poster (TRP), fine point marker, Mix-n-Match cards (TRP), tape or Plasti-Tak

Apply and Act

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

Prayer and Call to Action: Index cards (1 per student), pencils

Home Connection: For each student, prepare to send home a unit 1 HC calendar (TRP) 📅, and the lesson 1 HC devotion 📅. Send home students' AP covers. Prepare to have parents fill out student information forms 📅.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "Way Maker" recorded by The Pentecostals of Alexandria at BOTT 2018, "Nobody Loves Me Like You" by Chris Tomlin

Memory Work: Unit 1 MV poster (TRP), Bible, memory charts (AP) 📅.

Use a marker to write the memory verses on construction paper (a different color for each team). Cut the verses into puzzle pieces (equal number of pieces per team). Hide the puzzle pieces around the classroom.

Reinforce and Review

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

Option 1: Use masking tape to create start and finish lines. You will also need a timer.

Per team (minimum 2): bag of craft pom-poms, empty spaghetti-sauce jar (or similar sized jar)

Option 2: Construction paper (2 sheets per student), scissors, magazines (that can be cut), glue, stapler, markers

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.

Unit 1

Elijah

Unit Aim

Students will examine how God shows that He is God.

Unit Bible Verse

I Kings 18: 36–37

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 will testify how 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

As Elijah asked for a share of what she thought was her final meal, the widow trusted God to take care of her. God cares about our lives and the lives of our students. Like the widow, you may have students who are experiencing what seems like a lack of care or provision in their families. Help them discover God's care, even in difficult times.

Note to Teacher

In every lesson segment, **bold print** suggests dialogue for the teacher. However, simply reading a teacher's manual bores students. Instead of boring them, excite them. Look at them. Use your own words and expressions. Add related personal experiences. Direct communication inspires students and keeps them focused and involved.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 as students enter and tour the classroom. Compare the activities of a repair shop with the various ways God repairs us.

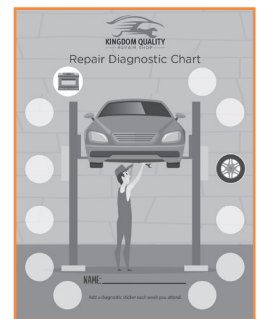
Show students the unit 1 MW poster (TRP). Encourage them to memorize all the unit verses this quarter. **God repairs our souls as we memorize His Word.**

Students write their names on their memory maintenance sheets (AP) 📝. Each week the verses are practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

Show students the new offering container, where they will place their offering when they arrive each week.

Students write their names on their attendance automobile diagnostic charts (AP) 📝. Each week students attend, they add a diagnostic sticker (TRP) 📝. Introduce the Bible Point: **God takes care of His people.**

Show the remote-controlled car. Pick a student to test drive it. When the car does not work, ask students to diagnose what is wrong with it. After discussion, get the batteries from their hiding place. Add the batteries and let the student try to drive it again. **This car needed batteries to operate correctly. The same is true of an actual car. The owner of the car must take care of the car and make sure it has a working battery and engine or the car will not go anywhere. A good owner will know when something does not sound or feel right and will check it out. Like good owners take care of their cars, God takes care of His people. God knows what His people need, and He takes care of them.**



Opening Activity: God's Care

Challenge students to solve these riddles.

It can climb walls and hang from the ceiling.
It can whiz through the air at speeds of sixty miles per hour.
It can fly as high as ten thousand feet above the ground.
It fascinates aerodynamic scientists.
What is it? *A bat*

It is the smallest of the bird species.
It can hover and can fly backward and sideways.
It is beautiful with a rainbow of shiny iridescent feathers.
It flaps its wings at more than eighty times a second, producing the sound that gives it its name.
What is it? *A hummingbird*

This little insect is known by its smell.
You best not disturb it, or it might squirt you.
It repels predators by blasting them with boiling chemicals.
Some species spray as many as five hundred squirts a second.
What is it? *A stinkbug*

This spider hides in wood piles and under rocks.
It is known by its red hourglass marking.
It is the most venomous spider in the United States.
It has a bad reputation because it eats its mate.
What is it? *A black widow spider*

Not only did God “fearfully and wonderfully” design humans, but He also created animals to provide for and protect themselves in amazing ways. What an awesome Creator we have. Every rose petal has an individual print. No two snowflakes are alike. There are three hundred thousand species of beetles and weevils. No detail is too small for God’s attention. He cares for each creature, especially humans, who are made in His image.

Give students white paper, pencils, and markers. Challenge them to design and name an original animal. Student share their creatures.

- What does your creature eat?
- How does it protect itself?
- Where does it live?
- How long does it live?
- What is unique about it?

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” (I Kings 17:14).



RELATE AND RECEIVE

Access Prior Experience: Have you ever shared the last bite of your snack or meal with someone else? If so, why?

Bible Lesson: A Widow Feeds Elijah (I Kings 17:8–16)

Display the Bubble Web poster (TRP) ① and ask students to look up the references in their Bibles to complete the bubbles. Read the verses together and connect the facts to give students an overview of Elijah's situation leading up to our lesson today.

- A _____ of the Lord (I Kings 18:22) (*prophet*)
- King Ahab's _____ (I Kings 21:20) (*enemy*)
- Prophesied that God would stop the _____ (I Kings 17:1) (*rain*)
- Hid by the brook _____ (I Kings 17:3) (*Cherith*)
- Drank from the _____ (I Kings 17:4) (*brook*)
- Fed by _____ (I Kings 17:4) (*ravens*)
- **What happens when it does not rain for a long time?** Define the word *drought*.

Use the Mix-n-Match cards (TRP) to teach the lesson. As you ask each question, post the question on the wall. Mix up the answer cards and place them face up on the table. Students match the answers to the questions.

Read I Kings 17:7. **The drought that affected Israel had also dried up Elijah's water supply. That created a problem, but Elijah was not worried. He knew who would take care of him.**

- **Question 1: Who was Elijah's caregiver?**
Answer: "Cast thy burden upon the LORD, and he shall sustain [supply with food, drink, and other necessities of life] thee" (Psalm 55:22).

Instead of Elijah being nourished by ravens and a brook, God had a new plan for His prophet. It was time for Elijah to move on.

- **Question 2: Where did God tell Elijah to go?**
Answer: "Arise, get thee to Zarephath" (I Kings 17:9).

Zarephath was not in the next block. It was approximately one hundred miles away. Though God was still providing for Elijah, if he wanted to eat, he had to take a hike.

- **Question 3: Who did God say would provide for Elijah in Zarephath?**
Answer: "I have commanded a widow woman there to sustain thee" (I Kings 17:9).

In Zarephath lived a widow woman and her son. A widow is someone whose husband has died. In those days, Social Security, retirement pensions, and life insurance did not exist. Widows could not draw unemployment or find much work. Without a provider, they were usually very poor. But do not worry; God had a plan for this woman.

- **Question 4: What was the widow doing when Elijah arrived in Zarephath?**
Answer: "Behold, the widow woman was there gathering of sticks" (I Kings 17:10).
- **Question 5: What did Elijah ask her for?**
Answer: "Fetch me, I pray thee, a little water in a vessel, that I may drink" (I Kings 17:10).

A drink of water was not an unreasonable request, but before the widow could bring Elijah a drink, he asked for something more.

- **Question 6: What else did Elijah request?**

Answer: “Bring me, I pray thee, a morsel of bread in thine hand” (1 Kings 17:11).

His request stopped her in her tracks. She thought, *He wants bread? From me? My food is almost gone, I am poor, and my son is hungry. Doesn't the prophet know about the drought? She was destitute.*

- **Question 7: What did the widow have in her pantry?**

Answer: “I have not a cake, but an handful of meal in a barrel, and a little oil in a cruse [bottle]” (1 Kings 17:12).

She told Elijah she was preparing to make one last meal for her and her son, and they would eat it and die.

Elijah told her not to fear. He told her to prepare his food first and then make food for herself and her son. It may sound selfish, but God had a plan. Elijah told the widow God would provide enough meal and oil until the drought was over. It was a test of faith not only for the widow but for Elijah as well.

- **Question 8: What did Elijah tell her God had said?**

Answer: “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).

When the widow obeyed the instructions from God, given by Elijah, God provided. Until the end of the drought, there was always meal in her barrel and oil in her bottle, according to the word of the Lord as spoken by the prophet Elijah. God knew the woman's heart and took care of the woman and her family.

APPLY AND ACT

Life Application: I will testify how God takes care of me.

Share with students this true story, “The Missionary and the Hen.” **Katherine Hendryx was a Pentecostal missionary in China during a civil war. Soldiers put her under house arrest. Day and night guards stood at her door and would not let her leave her house. She only had the food the guards gave her, which was not much.**

One day during prayer, she told God, “I am so hungry for an egg.”

The next morning when she heard scratching at her kitchen window, she went to see what it was. A hen was sitting on the ledge of her window. *Cluck-cluck-cluck, cluck, cluck—the hen flapped her wings and then flew to the ground. Katherine smiled.* Sitting there in her window was a fresh egg.

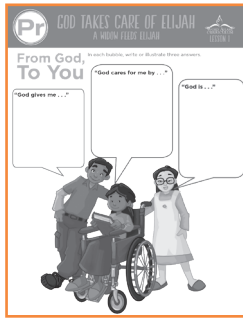
“Oh, thank You, Jesus,” she sang. That morning she had an egg for breakfast.

The next morning, the hen was back—*cluck-cluck-cluck, cluck, cluck.* Another egg for the hungry missionary's breakfast.

Morning after morning the hen laid an egg in the window. What about the guards? Well, they never caught on. Chickens were everywhere, so a chicken in the window was no big deal.

Until Katherine was allowed to return to the United States, she had a delicious egg for breakfast every morning.

This true story was told to Barbara Westberg by a pastor's wife in Oklahoma who knew Sister Hendryx well. Kathryn Hendryx taught at Pentecostal Faith School, Oklahoma City, during the late 1940s. Barbara remembers Sister Hendryx coming to her church when she was a child.



Yes, God takes care of His people. Sometimes God takes care of us in supernatural ways, using a hen in a window or replenishing meal and oil. At other times He takes care of us in ordinary ways that we often take for granted.

Distribute activity papers and colored pencils. On the front page, students write or illustrate three things in each of the bubbles for the following:

- *Bubble 1:* “God gives me . . .” (e.g., family, friends, food)
- *Bubble 2:* “God cares for me by . . .” (e.g., saving, healing, providing)
- *Bubble 3:* “God is . . .” (e.g., Savior, shepherd, friend)

God takes care of His people in many ways. Please share one of the ways He has taken care of you.

Prayer and Call to Action

Give each student an index card and a pencil to write a prayer request. **It does not matter to God whether our requests are big or small. He cares about whatever concerns us.**

Shuffle the cards and let each student take one. Gather in a prayer circle and pray for these requests. Students will take home the cards and pray over them during the week.

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 passages for the entire quarter.
- Use the student information forms to obtain contact information from parents as they pick up their children. The information will be used to establish a home connection throughout the quarter.
- Send a message to your students this week sharing some of the ways God has shown you personally that He cares about His people.

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

WORSHIP AND THE WORD

Worship

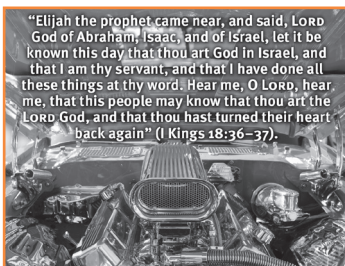
Lead students in thankful worship along with the following songs:

- “Way Maker” recorded by The Pentecostals of Alexandria at BOTT 2018
- “Nobody Loves Me Like You” by Chris Tomlin

Memory Work: I Kings 18:36–37

Introduce the unit 1 MW poster (TRP). Read verse 36 together. Repeat it multiple times, using a different voice each time, while familiarizing students with the verse. Define any words or phrases students do not know. Do the same for verse 37.

Form teams according to how many puzzles you created and assign a color of paper to each team. Instruct students to find their team’s specific colored pieces. Let students know how many pieces there are; they cannot start to put the puzzle together until they have found every piece. The first team to complete their puzzle wins.



After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📌.

Send students home with the AP cover, which has the unit memory verses for the entire quarter on the back. Also consider sending students home with a unit 1 MV handout 📌.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, students unscramble the letters in the jugs and write them on the recipe card. Then they fill in the blanks of the Bible lesson verse to reveal God's promise to the widow.

God takes care of His people. Sometimes He cares for us by using others.

- Who has God placed in your life to care for you?
- Has God ever used you to care for someone else?

Discuss ways God might use your students, now and in the future, to care for others.

- How can God use you to care for our pastor?

Pray for the people God has placed in our lives to care for us.

Option 1: I Know God Cares Because . . .

Form two (or more) teams, placing a jar at the finish line for each team. Provide each team with a bag of craft pom-poms. Students close one eye and place a pom-pom on it, squeezing it shut to hold it in place. Then they race to their team's jar. When they get to their team's jar, they shout a specific example of how they know God cares for them (e.g., "God gave me friends," "God helped us when my dad lost his job," "God helped my sister find her lost toy"). After they shout it out, they carefully drop their pom-pom from their eye into the jar. If they miss the jar, they must spin around five times before picking up the pom-pom and dropping it in the jar with their hand.

Set a timer for five minutes. When time is up, count how many pom-poms each team collected. **We came up with a lot of ways God cares about us, and I am sure there are many more ways that we did not mention.**

Option 2: "God Cares about Me" Collages

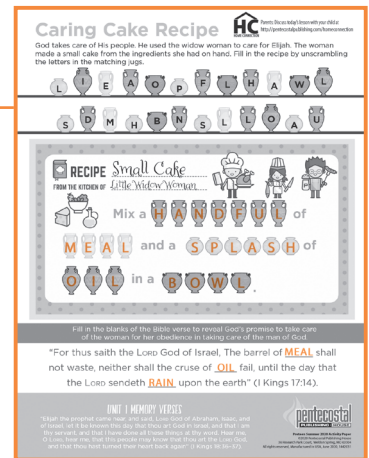
God cares about what we care about. Just like God knew the woman's heart and cared for her in our lesson, He knows our hearts and cares for us.

- From construction paper, students cut out two heart shapes, put them together, and staple the tops.
- On the top heart, students write: GOD CARES ABOUT WHAT WE CARE ABOUT.
- From magazines, students cut out pictures that represent what they care about. Then they glue the pictures on the inside heart to create a collage.

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.



AP Answers

handful, meal, splash, oil, bowl

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 Bible Verse

I Kings 18: 36– 37

Scripture Text

I Kings 17:17–24

Bible Lesson Verse

I Kings 17:24

Bible Point

God honors the prayers of His preachers.

Life Application

I believe God answers my pastor's prayers.

GOD HEARS ELIJAH'S PRAYER

God Heals the Widow's Son

CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (📻) from lesson 1, unit 1 MW poster (TRP), attendance charts (AP) (📄), attendance diagnostic stickers (TRP) (📄), offering container, gas can

Opening Activity: Invite someone who has received a miracle of healing or provision after being prayed for by the pastor (or testify yourself). Students will interview the person. Prepare to record the interview (test the recorder before class).

Contact List (TRP) (📄)

Relate and Receive

Bible Lesson: On a whiteboard, draw three blank faces (large, medium, and small) as shown on page 16. You will also need dry erase markers and an eraser.

Bibles, Bubble Web poster (TRP) from lesson 1, Emoji sheet (TRP) (📄)

Apply and Act

Life Application: Activity papers (page 1), pencils, access to your email account

Prayer and Call to Action: Whiteboard and marker

Home Connection: For new students, print a copy of the unit 1 HC calendar (TRP) (📄). For each student, print a copy of the lesson 2 HC devotion (📄). Prepare to send postcards (TRP) (📄) or greeting cards.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “10,000 Reasons (Bless the Lord)” lyric video by Matt Redman, “I Lift My Hands” lyric video by Chris Tomlin

Memory Work: Unit 1 MV poster (TRP), memory charts (AP) (📄), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Parachute or a king-sized flat sheet, music

Option 2: On strips of paper, write possible answers to prayers that a pastor might pray about (e.g., someone getting baptized, getting a new church van, teaching a Bible study, someone coming to church for the first time, someone being healed). Fold the papers and put them in a bag. You will also need a timer.

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

JBQ Quizzes (📄), JBQ Verses (📄)

● 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

Many times when we are upset, we do not know what to do or what to pray. Our pastor is there to guide us during these times and to pray for us. Encourage your students to share their needs and prayer requests with their pastor. Assure students they can call on their pastor and church leaders during times of need.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 🛠️ to their attendance charts (AP) 📋. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God honors the prayers of His preachers.**

Show the gas can. **What is this used for?** Pause for responses. **That's right. People put fuel or gas in it. Then they use that fuel when their car or lawn mower's gas tank is low. Our cars and lawn mowers will not work without fuel. Without fuel, we would be sitting on the side of the road, miles from our destination, or our yard may only be half-mowed.**

Prayer is like fuel to preachers. They pray and receive the strength, wisdom, peace, and guidance to continue their journey. God honors the prayers of preachers.

Opening Activity: Answered Prayers

Introduce the guest to students (or prepare to testify yourself). Explain how the person received a miracle after being prayed for by the pastor. Place a recorder in front of the person being interviewed. Start the recording by stating the date, the occasion, and the guest's name.

Have the guest share the testimony. After the testimony, open the floor for Q&A. Have students move near the recorder to ask their questions. Before students ask a question, have them introduce themselves.

After the interview, pass around the Contact List (TRP) 📋. Ask students to write down the contact information of someone they wish to send the recording to. As soon as possible, digitally send the recording to the people that students have listed. (*Note:* You may need to contact parents to get complete contact information.)

If your students are not outgoing, prepare a list of questions for them to use. Alternately, you may need to limit each student to one question.

I Kings 17:17–24

¹⁷ And it came to pass after these things, that the son of the woman, . . . fell sick; and his sickness was so sore, that there was no breath left in him.

¹⁸ And she said unto Elijah, What have I to do with thee, O thou man of God? art thou come unto me to call my sin to remembrance, and to slay my son?

¹⁹ And he said unto her, Give me thy son. And he took him out of her bosom, and carried him up into a loft, where he abode, and laid him upon his own bed.

²⁰ And he cried unto the LORD, and said, O LORD my God, hast thou also brought evil upon the widow with whom I sojourn, by slaying her son?

²¹ And he stretched himself upon the child three times, and cried unto the LORD, and said, O LORD my God, I pray thee, let this child's soul come into him again.

²² And the LORD heard the voice of Elijah; and the soul of the child came into him again, and he revived.

²³ And Elijah took the child, and brought him down out of the chamber into the house, and delivered him unto his mother: and Elijah said, See, thy son liveth.

²⁴ And the woman said to Elijah, Now by this I know that thou art a man of God, and that the word of the LORD in thy mouth is truth.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever had a desperate need? Who did you ask to help you? What happened?**

Bible Lesson: God Heals the Widow's Son (I Kings 17:17–24)

Draw three blank faces on the board.

- A large face with a beard to represent Elijah.
- A medium-sized face with a scarf to represent the widow.
- A small face with a cap to represent the boy.

Provide a marker and eraser for students to use. Post the Emoji sheet (TRP) 🗺 near the whiteboard.

Display the Bubble Web poster (TRP) from lesson 1. Ask questions to review the events. Explain that today's Bible lesson occurred after these things.

Have students find I Kings 17:17–24 in their Bibles. Read each verse aloud and discuss what is happening (see below). Ask students what emotions the characters were feeling. Volunteers draw the appropriate emojis on the blank faces. This exercise will lead students to consider the range of emotions covered in this situation.

Read verse 17. **The widow's son died. This was the same boy whose life was saved by the miracle of the meal and oil. No doubt his mother wondered why, after miraculously saving him, God would allow her boy to die.** Volunteers draw expressions for widow and son.

Read verse 18. **Grief makes people say and do strange things. When people are grieving, they may look for someone to blame, such as the doctor, a relative, or even God. The widow went to Elijah for help, but she blamed him for her son's death.**

- **Is it logical for her to ask for help from the person she is blaming? How do you think her accusation make Elijah feel?** Student adds expression to Elijah's face.

Read verse 19. **Elijah took action.** Student changes Elijah's expression. **He carried the lifeless boy to an upper bedroom.**

Read verse 20. **Elijah asked God, "Why has this happened? Why are You doing this?" What was Elijah feeling?** Student changes Elijah's expression.

Read verse 21. **In prayer Elijah stretched himself over the boy and cried, "O Lord, let this boy live."**

- **Why do you think Elijah had to pray three times? Why wouldn't God answer his prayer the first time?**

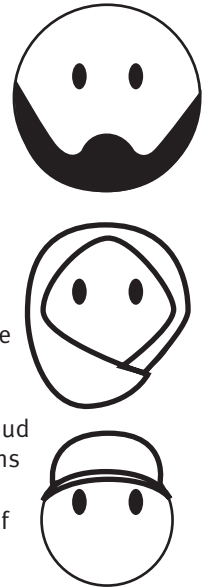
Did Elijah's feelings change? If so, how? Student changes Elijah's expression.

Read verse 22. **God heard Elijah and revived the boy. How was Elijah feeling? How was the boy feeling?** Add emojis to their faces.

Read verses 23–24. **Elijah carried the living boy back to his mother and said, "Look, your son is alive."**

The woman responded, "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).

- **How were all the characters feeling now?** Change expressions as needed.



APPLY AND ACT

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

Distribute the activity papers and pencils. Ask students to draw a picture of their pastor and then make a list of things their pastor might pray for them. Then ask for volunteers to share their lists with the class. Use these lists to do the following activity.

Work with students to create an email or write a letter to the pastor. Each student adds one sentence to the message, expressing appreciation for the pastor's prayers or requesting prayer for a need. All sentences are included in one email or letter. Below is an example:

Dear Pastor (*name*),

Our lesson today was about God answering Elijah's prayer for the widow's son. We also heard (*guest's name*)'s testimony of how God answered your prayer for his (or her) need. An audio copy of our class's interview is attached.

We want to express our appreciation for your prayers and ask you to please pray for our needs.

- "Thank you for praying for my grandmother when she was sick."
(Jason Ogle)
- "Please pray for my unsaved dad." (Adaline Lyons)






Thank you from the Primary Class,
(*name*), Teacher

Prayer and Call to Action

While our pastor often prays for us, how often do we pray for our pastor? Ask students to name specific needs the pastor might have. List these on a whiteboard. Lead students in praying focused prayers.

Lead students in focused prayer: **Lord, thank You for answering our pastor's prayers. Please help us remember to pray for our pastor and our pastor's family every day. This week, please answer our pastor's needs (*fill in with needs*) by the power of Your Holy Spirit. 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 copy of the lesson 2  devotion , or show parents the URL on the back of the activity paper.
- This week send a postcard (TRP)  or greeting card to each student. Both parents and students will appreciate the contact.
- Ask your pastor if there are any specific requests your class can pray about. Send these prayer requests to your students' parents and encourage them to pray for the pastor's needs with their family.



If sending an email, attach the audio recording file. Otherwise, share the recording with your pastor later.

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

WORSHIP AND THE WORD

Worship

Use worship time to thank God for answering the prayers of the pastor. Instruct everyone to raise their hands and sing along with the following songs:

- “10,000 Reasons (Bless the Lord)” by Matt Redman
- “I Lift My Hands” by Chris Tomlin

Memory Work: I Kings 18:36–37

Review the unit 1 MW poster (TRP). Form small groups. Give groups five minutes to come up with their own actions for the memory verses. Then ask each group to perform their actions for the class. Say the verses together again as a group.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📌.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, a questionnaire is provided. Students interview the pastor or a member of the pastoral staff and return their questionnaires next week to share with the class. Build excitement by reviewing the questions and making guesses as to the pastor’s answers. Have students make their interviews unique by filling in the blank to question #2 (e.g., book, game, song, dessert, soda, animal) and formulating a question of their own for #5.

Spend time thanking God for your pastor and asking God to give your pastor protection and wisdom.

Option 1: The Pastor’s Prayer Covering

Show the parachute or sheet and instruct all students and teachers to hold on to the edges all the way around. Play music. When the music stops, students thrust their arms up in the air, get underneath the parachute, tuck it behind them, and sit on the edges creating a balloon with the parachute. The last person seated under the parachute says a prayer for your pastor (e.g., “Lord, please keep my pastor healthy,” “God, please bless my pastor’s family”). Repeat this process as time allows.

Being under the parachute is like being covered by our pastor’s prayers. God honors the prayers of our pastor. It is important that we pray for our pastor too.

Option 2: Pastor’s Answered Prayers Charades

Form two teams. Each team chooses a person to be the “actor.” The actor draws a paper from the bag and acts out the item listed. The rest of the team has one minute to guess what the student is acting out. If the team has not guessed it when time is called, the other team has fifteen seconds to guess. The team who guesses correctly earns a point. Play continues with teams taking turns acting and guessing.

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.

Unit 1 Memory Passage

“Elijah the prophet came near, and said, LORD God of Abraham, Isaac, and of Israel, let it be known this day that thou art God in Israel, and that I am thy servant, and that I have done all these things at thy word. 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 18:36–37).

The image shows a worksheet titled "Interview with My Pastor" with a small logo at the top left. Below the title, there is a paragraph of instructions: "Find time this week to interview your pastor or a member of the pastoral staff. To make your interview unique, fill in the blank for question #2 and make up your own question #5. Bring this paper back to class next week and share your discoveries about the pastor with your classmates." The worksheet contains five numbered questions, each with a corresponding icon and a blank space for an answer. Question 1: "What did you want to be when you were a child?" with a baby icon. Question 2: "What is your favorite _____?" with a question mark icon. Question 3: "What is your favorite Bible story and why?" with a Bible icon. Question 4: "What toys did you like to play with as a child?" with a toy block icon. Question 5: A blank space for a question, with a question mark icon. At the bottom of the page, there is a section titled "UNIT 1 MEMORY VERSES" with the text: "Start the prophet came near, the God, the God of Abraham, Isaac, and of Israel, let it be known this day that thou art God in Israel, and that I am thy servant, and that I have done all these things at thy word. 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 18:36-37). There is also a small logo at the bottom right.

GOD SHOWS HIS POWER OVER BAAL

God Sends the Fire



CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (🔊) from lesson 1, attendance charts (AP) (📄), attendance diagnostic stickers (TRP) (📄), offering container, VIN number visual (TRP)

Opening Activity: Make confetti by using a hole punch on a stack of construction paper. Place the confetti in a bowl. Rehearse the Elijah's Challenge script (TRP) (📄) with a student actor. Encourage the actor to ad lib. Place a vacuum in the classroom out of students' view.

Relate and Receive

Bible Lesson: Write the letter B on slips of paper (1 per student minus 2). Fold them and place them in a sack.

Bibles, Bubble Web poster (TRP) from lesson 1, crown, mantle or cape, facial tissues, Explosion sound effect (🔊)

Apply and Act

Life Application: Activity papers (page 1), pencils

Prayer and Call to Action: For each student, copy Elijah's revised prayer (TRP) (📄).

Home Connection: For new students, print a copy of the unit 1 HC calendar (TRP) (📄). For each student, print a copy of the lesson 3 HC devotion (📄). For each family, send home a bag of Crunchy Flamin' Hot Cheetos.

EXPANDED SUPPLIES

Worship and the Word

Worship: Musical or rhythm instruments; *suggested songs:* "Power" (🔊) by PPH Kids Music, "There's No God like Our God" by Norman Hutchins, "Our God" lyric video by Chris Tomlin

Memory Work: Write both MW verses on the whiteboard.

Unit 1 MV poster (TRP), paper to cover the poster, eraser, ball, music, memory charts (AP) (📄), markers

Reinforce and Review

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

Option 1: Use brown construction paper to cut out pieces of meat to go on the altar. Use blue construction paper to cut out water droplets and puddles to paste on the project.

Per student: One full toilet paper roll; gray, orange, and red tissue paper; markers, glue, scissors

Option 2: With brown wrapping paper, cover boxes of all sizes (e.g., cereal, mac 'n cheese, granola bars, tissues).

Markers

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 (🔊)

Looking Ahead

Lesson 4 includes an optional idea for using invisible ink pens with built-in UV lights. This activity will dramatically increase students' interest. Check a local craft or office supply store, or you can purchase a package from Amazon.com. To double the use of the pens, give them as prizes. Students love these.

Unit 1

Elijah

Unit Aim

Students will examine how God shows that He is God.

Unit Memory Verse

I Kings 18: 36–37

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

Society bombards today's youth with many false doctrines, teaching beliefs that contend with Christianity to "help" our students be more compassionate. As Sunday school teachers, we must help our students differentiate between sound doctrine and false doctrine, instilling a love for the Bible and the one true God at a young age. Encourage your students to recognize how God is at work in their own lives and in the world around them.



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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 📌 to their attendance charts (TRP) 📌. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: God is God alone and has all power.

Show a picture of a car's VIN number (TRP). **Each car has a unique number on it called the Vehicle Identification Number or VIN number. There are thousands of cars with the same make and model, but each one has its own unique VIN number. If the vehicle is stolen, it can be identified by its VIN number. The VIN number helps those tracking it distinguish it from other cars that are the same make, model, and color.**

The same can be said of God. People have created many gods, but there is only one true God. If we know the truth about God, we will not become confused when others try to sway us into believing in their false gods and doctrine.

Opening Activity: Challenges

Provide a student actor with the Elijah's Challenge script (TRP) 📄. Also give the student a bowl of confetti and show the student where the vacuum is.

STUDENT: (Enter, carrying bowl of confetti.) **Teacher, look what I found.** (Pick up a handful of confetti and sprinkle it back into the bowl.) **Confetti . . . I love confetti. It's party time!** (Dance around the room, flipping confetti in the air, letting it fall everywhere.)

TEACHER: **(Student actor's name), stop! Look at the mess you are . . .**

STUDENT: (Trip and almost fall, which scatters the remaining confetti.)

TEACHER: **Just look at the mess you made. You can pick it up.**

STUDENT: **But, Teacher, I can't pick up all of that.** (Look at the other students.) **Please, guys, help me.**

TEACHER: **Oh no. This is your job. You made the mess. You're on your own.**

STUDENT: **But, Teacher, I can't. It's too much. I . . .** (smile and snap fingers) **wait a minute.** (Quickly go get the vacuum and vacuum up the confetti.)

Discuss how the student felt about picking up all the confetti, piece by piece.

- **How was the problem resolved? What type of power did it require?**

Our Bible lesson is about a man who was in a situation where he was greatly outnumbered. He could have felt overwhelmed, but he wasn't. He relied on a greater power—the one true God.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever felt outnumbered or overwhelmed at school or in a group of friends or family?**

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

Use the Bubble Web poster (TRP) 🗺️ from lesson 1 to refresh students' memories about Elijah and the drought in Israel.

Choose two dramatic students to pantomime the roles of King Ahab and Elijah as you tell the story. Ahab wears a crown; Elijah wears a mantle or cape. The remaining students are the people of Israel who gathered on Mount Carmel to watch the showdown.

Have students find 1 Kings 18 in their Bibles. **The drought had been going on for three and one-half years. As the crops shriveled in the fields, the animals were dying, and the people were starving.**

King Ahab was angry. He was stomping around and yelling, "When I find that prophet Elijah, I am going to . . ." He went looking for Elijah. "Aha! There you are, you troublemaker."

Elijah pointed his finger at the king. "I am not the troublemaker. You are—you and your family. You have disobeyed God. You worship idols. Call the 450 prophets of Baal, the 400 prophets of the groves, and the people of Israel to meet me on Mount Carmel. It is time for a showdown. We are going to find out who is the true God—my God or Baal."

The day for the big contest arrived—450 false prophets versus one true prophet. Everyone gathered around. Students gather.

Elijah said, "How long will you try to serve both Baal and the Lord God? Make up your minds. If the Lord is the true God, then follow Him; however, if Baal shows that he is god, then follow him."

Tension sparked the air. The people of Israel chose sides. Let each student (except for Elijah and Ahab) draw a slip of paper from the container; explain that a B is for Baal or an E is for Elijah. (Do not reveal that all the slips are Bs.) Give students tissues to wave as they cheer for the team or person represented by the slip of paper they drew. Encourage students to cheer, clap, and boo as the scene dictates. Tell students to separate into teams depending on whether they drew an E or a B. They may be surprised to find that Elijah has no one on his side.

- **Who do you think King Ahab was cheering for?**

Elijah explained the rules. "Each team has one bullock (bull) to prepare for a sacrifice. Each team will build an altar and then place the wood and sacrifice on it, but no fire. Then they will pray. The God who answers by fire will prove He is the only true God, and you will serve Him alone."

Bible Lesson Verse

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

The people agreed, “Good idea.”

Elijah waved at the prophets of Baal. “You first—let the contest begin.”

Baal’s prophets laid the wood for the fire, prepared the sacrifice, and started praying, “Oh Baal, send the fire.” Nothing happened. They prayed louder, “Oh Baal, send the fire.” Nothing happened. “Send the fire. Send the fire. Send the fire,” they chanted. Nothing happened. They jumped. Nothing happened. Encourage the class to get involved, cheering or jeering and waving their tissues.

Elijah stood to one side and mocked, “Cry louder. Jump higher. Maybe your god is taking a nap.”

The false prophets prayed louder. They ran faster. They jumped higher. On and on and on, all morning and afternoon, they continued. They went wild, even cutting themselves. They were frantic. Still nothing happened.

- How do you think King Ahab felt?

Finally, Elijah yelled, “Stop! That is enough of this foolishness. It is my turn.”

Exhausted and disappointed, the bloody false prophets dropped to the ground.

Using twelve large stones, Elijah built an altar. He placed the wood and sacrifice on the altar. Then he did something unexpected. Elijah dug a ditch around the altar. “Bring me four barrels of water,” he ordered. “Pour the water on the altar.” He commanded this to be done three times.

- How many barrels of water was that? *Twelve*
- How do you think King Ahab felt about this waste of precious water?

The sacrifice, the wood, and the altar were soaked. Water ran into the ditch.

Wet things never burn, but Elijah was not worried. He knew the one true God had all power. Instead of jumping around and screaming like the prophets of Baal, Elijah prayed a simple prayer, “Lord, You are the God of Abraham, Isaac, and Jacob. Prove now that You are God and that I am Your servant. Show these people that You commanded me to do these things. Show them that You alone are God; then they will worship You only.”

Play the Explosion sound effect 📢. *Swoop! Whoosh!* Everything was gone. The sacrifice, the wood, the stones, and even the water in the ditch were all completely consumed by the fire that came down from heaven.

The people fell to their knees and bowed their heads. Students do so. They cried, “The Lord, He is God. The Lord, He is God.”

- How do you think the false prophets reacted?
- What do you think King Ahab did?

One man defeated 850 men, because one plus God is a majority every time.

APPLY AND ACT

Life Application: I will serve the one true God.

- **What is an idol?** *Anything or anyone we put above God in our lives*
- **Name some things and people who are idolized in our world.**
- **Do you worship or idolize any of these things or people?**

Elijah was outnumbered on Mount Carmel, but he was not overwhelmed. He called on the one true God for help. One plus God is enough to defeat any size or number of enemies.

Sometimes we find ourselves in situations where we feel outnumbered. We may be the only one standing for the one true God.

- **What is the key to victory in a situation where you are outnumbered or overwhelmed?** Discuss prayer, memorizing Scripture, and calling on church friends for prayer.

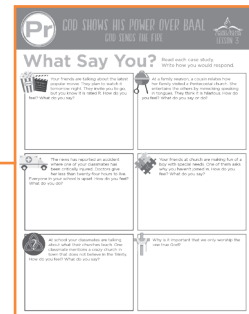
Distribute activity papers and pencils. Students take turns reading each case study. Students will discuss possible responses and then write how they would respond in the blank after each case study.

1. **Your friends are talking about the latest popular movie. They plan to watch it tomorrow night. They invite you to go, but you know it is rated R. How do you feel? What do you say?**
2. **At a family reunion, a cousin relates how her family visited a Pentecostal church. She entertains the others by mimicking speaking in tongues. They think it is hilarious. How do you feel? What do you say or do?**
3. **The news has reported an accident where one of your classmates has been critically injured. Doctors give her less than twenty-four hours to live. Everyone in your school is upset. How do you feel? What do you do?**
4. **Your friends at church are making fun of a boy with special needs. One of them asks why you haven't joined in. How do you feel? What do you say?**
5. **At school your classmates are talking about what their churches teach. One classmate mentions a crazy church in town that does not believe in the Trinity. How do you feel? What do you say?**
6. **Why is it important that we only worship the one true God?**

Prayer and Call to Action

Praying God's Word is powerful. Show students how to personalize Acts 2:38 and John 3:16 (or other verses) by inserting their names or the names of people who need prayer.

Give each student a revised copy of Elijah's prayer (TRP) 🙏 and pray it together: **Lord Jesus, let it be known this day that You are the one true God and that I am Your child. Hear me, O Lord, hear me, that [name of someone who is lost] may know that You are the Lord God, and that You are asking [him or her] to turn [his or her] heart to You. In Jesus' name, amen.** Encourage students to keep this in their Bibles to pray throughout the week.



Acts 2:38

Then Peter said unto (name), Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and (name) shall receive the gift of the Holy Ghost.

John 3:16

For God so loved (name), that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

Home Connection

- For students who did not receive one yet, send home a 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.
- Send home the cover of the activity paper, showing parents that the back contains the memory work passages for the entire quarter.
- Send each student home with a bag of Flamin' Hot Cheetos and encourage students to tell their families about the fire falling from heaven in today's lesson.
- During the week, encourage parents to discuss with their children ways we can distinguish between the one true God and false gods.

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

WORSHIP AND THE WORD

Worship

Lead students in exuberant praise with actions and musical or rhythm instruments. Suggested songs include:

- “Power” 📖 by PPH Kids Music (originally on Best of PPH Kids Music 2018)
- “There’s No God like Our God” by Norman Hutchins
- “Our God” lyric video by Chris Tomlin

Memory Work: I Kings 18:36–37

Review the unit 1 MW poster (TRP), and then cover it up. Play a game of Hot Potato Deletion. Have students sit in a circle near the whiteboard. Play music as students pass a ball around the circle. When the music stops, the student with the ball reads the verses written on the board. After each student reads, erase a word or section and play the music again. When the music stops, the student with the ball reads the board while remembering the missing words or phrases. Continue until all the words have been erased. Challenge students to say the verses on their own.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📅.

REINFORCE AND REVIEW

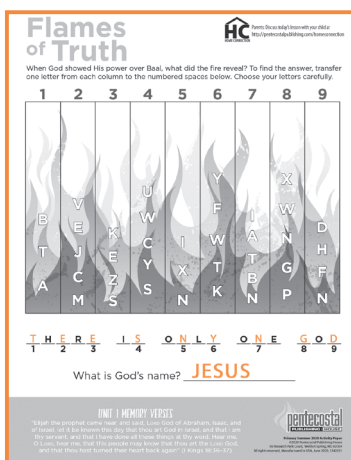
Activity Paper

On the back of the activity papers, students will transfer one letter from each column to the blanks to answer the question: When God showed His power over Baal, what did the fire reveal? (Answer: There is only one God.)

Students will also answer the question: What is God’s name? (Answer: Jesus)

God’s power is not only revealed by fire falling from the sky. He demonstrates His power in many different ways.

- What are some ways God shows His power today?



Option 1: Altar on Fire

Set out supplies and walk students through the following steps:

- In the middle of a sheet of gray tissue paper, set a roll of toilet paper.
- Pull the corners and edges of the tissue paper up and tuck them in the middle of the roll to give the roll a gray exterior.
- On the sides, use a marker to draw twelve stones.
- On top of the “altar” (where the gray is tucked in), paste brown construction-paper “meat” cutouts.
- Place the blue construction-paper “water” cutouts all over it with puddles along the bottom.
- Use red and orange tissue paper to create flames by pulling the sheets through the middle of the toilet paper roll.

As students work, discuss how God answered Elijah’s prayer with fire.

Option 2: Sacrifices of Praise

Show the boxes that have been wrapped in brown paper. On the boxes, students write words that we use when we give a sacrifice of praise to God (e.g., Hallelujah; I worship You; You are awesome).

Once the boxes are finished, have students build an altar with them. If you have a large class, form small groups. Have groups work together to build the most unique altar. Discuss the importance of serving the one true God.

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 quizzer 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.



Unit 1

Elijah

Unit Aim

Students will examine how God shows that He is God.

Unit Memory Verse

I Kings 18: 36–37

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 make good choices.

GOD SEES AHAB'S ACTIONS

Ahab Steals Naboth's Vineyard

CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (🔊) from lesson 1, attendance charts (AP) (📋), attendance diagnostic stickers (TRP) (📋), offering container, nails

Opening Activity: Write numbers on four gift bags (1–4). In two bags, place a reward in each (e.g., an apple, a special pen). In the other two bags, place an unpleasant item in each (e.g., an onion, a dried-out marker). Staple or tape the bags shut. Number index cards 1–4 and shuffle them.

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. Option: Use an invisible ink pen with a UV light to write the attributes.

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

Place the slips in balloons, inflate, and attach to the appropriate feet. Use a marker to draw facial features. Add paper crowns to Ahab and Jezebel. See an example of a balloon figure on page 28.

Table, Bibles, sharp object to pop balloons

Apply and Act

Life Application: No supplies needed

Prayer and Call to Action: Activity papers (page 1), pencils

Home Connection: For each student, prepare to send home a unit 2 HC calendar (TRP) (📋) and a lesson 4 HC devotion (📋). Prepare to send invitations for a class picnic.

EXPANDED SUPPLIES

Worship and the Word

Worship: With masking tape, create a long path on the floor. Use a marker to label the taped path: GOOD CHOICES.

Suggested songs: "I Choose God" by Jackmans Family Band, "I Desire" by Natalie Grant

Memory Work: Write the memory passage on two different colors of construction paper (one color per team). Cut out each word or phrase and place them in a container (one per team). For each team, hang a blank posterboard on the opposite side of the room from where teams will line up. Place a roll of tape next to each team's posterboard.

Unit 1 MV poster (TRP), small prizes, memory charts (AP) (📋), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Prepare yogurt toppings—some tasty (raisins, cinnamon, sprinkles, chocolate chips, chopped fruit, granola) and some that seem gross (crushed BBQ chips, garlic powder, pepper, chopped veggies, soy sauce).

Individual plain yogurt cups (1 per student), spoons (1 per student), napkins, New Birth poster (TRP)

Option 2: Paper, pencils

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

JBQ Quizzes (📋), JBQ Verses (📋)

Teacher Devotional

Read I 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

Students will relate to King Ahab's envy of Naboth's vineyard. We must help students understand that there are consequences for their choices. Encourage students to think before they make a choice—think about what the Word of God says, how others would feel, and what effect it may have on their lives.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 🛠️ to their attendance charts (AP) 📝. Have students place their offering in the offering container when they arrive.

Introduce the Bible Point: **God sees everything and responds to both good and evil. Show the nails. Most nails are small, but they are powerful.**

- **How can nails be used for good? How can nails be used for bad?**
- **What would happen if a car ran over nails in the road?**

We cannot always see nails, so we don't know if they are being used for good or bad. People may not know if we are choosing to do good or evil, but God sees everything and responds to both good and evil.

Opening Activity: Consequences

You are free to choose, but you must accept the results (rewards or consequences) of your choices.

Play a game of It's Your Choice. Choose four students to take turns choosing a gift. First, students draw from the numbered cards to determine the picking order. As players decide which bag they want, other students shout their suggestions. Players may pick up the bags to judge the weight, but they cannot shake them (if they shake the bags, they are replaced). Once all four have chosen a bag, let them open the bags to see if they contain what seems like a reward or a consequence.

- **Did the size and design of the bags influence your decision?**
- **Did you feel pressured to do what your classmates suggested?**
- **Were you pleased or disappointed with the results of your choice?**
- **The fourth player had no choice; the decision was made by the other players. Name some situations where you might have no choice.**

When you pop the balloons and read the characteristics, save the papers for review at the end of the lesson.

If you are using the invisible ink pen, students will not be able to read the writing until you turn on the UV light. Compare this to shining the light of God's Word on our hearts.

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).



RELATE AND RECEIVE

Access Prior Experience: **Have you ever made a bad choice because you wanted something that belonged to someone else?**

Bible Lesson: Ahab Steals Naboth's Vineyard (I King 21:1–24)

Line up the prepared character balloons on a table. Ask students to open their Bibles to I Kings 21. Explain that students will act as a board of specialists. Their job is to discuss the questions and examine each character's heart as revealed by the choices that person made.

One day 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 land for an herb garden." He went to see the owner, Naboth. "I want to buy your vineyard."

Shaking his head, Naboth replied, "It is not for sale."

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

- **What choices did Naboth face at this point?**

Naboth shook his head again and replied, "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."

- **Was Naboth's decision good or bad? Why or why not?**

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

Queen Jezebel came into the bedroom and asked, "What is wrong with you?"

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

Jezebel snorted, "Well, you are the king, aren't you? You can have anything you want. I'll take care of this."

She wrote letters to the city leaders and signed the king's name. She commanded the leaders to call the people together and pretend to honor Naboth. She ordered the leaders to hire two troublemakers to lie about Naboth and accuse him of cursing God and the king.

- **Was Jezebel's decision to falsely accuse Naboth good or bad? Why?**

On the scheduled day, the people came together. The leaders directed Naboth to sit high above the people in a place of honor. Then the troublemakers shouted their lies. "What is that man doing up there? We heard him curse God and the king. This man should die. Stone him!"

The people rose up in anger, took Naboth outside the city, and stoned him. Pop the Naboth balloon. Gather the paper that falls out.

- **What did God see in Naboth?** Read the characteristics.
- **The consequences of Naboth's decision to not sell his inheritance was death. How could this have been a good choice?** Possible conclusions: He obeyed God's law. He was at peace with himself and God. He was rewarded with a place in God's Word.
- **Are we always rewarded for right choices?** By people, no. By God, yes—eventually.
- **What do you think God saw in the hearts of the city leaders and troublemakers?** Students guess. Pop the balloons and read the characteristics.

The leaders sent word to Jezebel, “Naboth is dead.”

The wicked queen laughed. She told the king, “Get up. Naboth’s land is yours.”

Ahab hurried to Naboth’s vineyard. As he strolled among the beautiful grapevines, he gloated over his new possession. Then he saw someone coming. Oh no, it was Elijah, the man of God. It was time for Ahab and Jezebel to face the consequences.

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

Elijah nodded. “Yes, I have found you because you have sold yourself to work evil in the sight of the Lord. God has seen everything you did. You and your wife killed an innocent man. Now God will bring evil upon you and destroy you, just as you have destroyed Naboth. Dogs will eat Jezebel’s body.”

- **How did Elijah know what Ahab and Jezebel had done?**
- **What do you think God saw in Elijah’s heart?** Students guess. Pop the Elijah balloon and read the characteristics.

Right there in Naboth’s vineyard, God burst Ahab and Jezebel’s balloons. Pop each balloon and read the characteristics.

God sees everything and responds to good and evil.

APPLY AND ACT

Life Application: I will make good choices.

The rewards and consequences for our choices are often invisible, much like they were in the opening activity. They may be internal (what we feel inside), rather than external (what we receive).

Discuss the alternative choices each character could have made in this story and the possible consequences of each.

- **How could Naboth have chosen differently? Ahab? Jezebel? Elijah? What would be the consequences of these choices?**
- **What choice did the city leaders and the troublemakers have? What were the consequences of their choices?**

Engage the class in a discussion of how our choices affect our feelings.

- **When you choose to do right, how do you feel?**
- **When you choose to do wrong, how do you feel?**

Read this true story about a man named Kazim from Pakistan. **Kazim was captured by radical Muslims who demanded he recant his faith in Jesus. When he refused, he was forced to chop wood from sunrise to sunset. Often his bleeding hands turned the ax handle red.**

Eventually he was released, but then he was rearrested. This time a pistol was held to his head, but even under the threat of death, he refused to declare Muhammad as the one and only true prophet. For two weeks he was beaten daily. After four months of torture, he was released on bail.

He returned home to find that his wife had fled in fear because Kazim’s chief tormentor, Shafiq, had moved into his home. Shafiq had claimed everything Kazim owned as his. Kazim found his wife, and with only \$2.00, they fled the village. Other Christians provided them with a house, food, clothing, a Bible, and a rickshaw (which is like a three-wheeled bicycle with a passenger’s seat).

For Review

Shuffle the papers gathered from the balloons. Challenge students to match the characteristics with the characters.

Source: A true condensed story from *I AM N Devotional* by The Voice of the Martyrs, written by Judy Gordon Morrow.



Acts 1:8

But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth.

Now Kazim starts each day in prayer. Then he drives his rickshaw as a taxi to provide for his family. His body bears scars, but even more evident to all is his joy in Jesus.

- **Kazim chose to be true to Jesus. Was this a good or bad choice?**
- **What did his choice cost him?**
- **What could the radicals not take from Kazim?**
- **Which was greater: the reward Kazim received or the loss he suffered?**

In Muslim and communist countries, thousands of Christians are being persecuted daily for refusing to renounce Jesus. Many are losing everything they own. Others are imprisoned and forced to do hard labor. Others are losing their lives. Like Naboth, these steadfast Christians refuse to sell out.

Prayer and Call to Action

Distribute the activity papers and pencils. Ask students to read each statement and determine whether it would be an easy or hard decision.

After students finish, discuss each decision and why it would be easy or hard to make. There are no right or wrong answers.

At the bottom of the page, students complete the Life Application: **I will make good choices.**

Read Acts 1:8. Discuss how we are given power when we receive the Holy Ghost.

Ask students to bow their heads, close their eyes, and answer these questions silently.

- **Have you recently made wrong choices that you regret?**
- **Are you facing a situation that demands a choice and doing what is right will be difficult?**

Have students pray individually that God would empower them to make right choices, no matter the cost. As students pray, go around and pray for each of them.

Home Connection

- For each student, send home a copy of the unit 2 **HC** calendar (TRP) and the lesson 4 **HC** devotion, or show parents the URL on the back of the activity paper so they can download it themselves.
- Consider texting or emailing parents this week to share encouraging reports about their children.
- Schedule a class family picnic for next month and send invites to each family this week.

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

WORSHIP AND THE WORD

Worship

Lead students on a worship walk along the prepared path of “good choices” while listening to these suggested songs:

- “I Choose God” by Jackmans Family Band
- “I Desire” by Natalie Grant

Memory Work: I Kings 18:36–37

Review the unit 1 MW poster (TRP). Challenge students to say the verses individually. Give a small prize to each student who says the verses from memory.

Form two teams. Have teams line up on the opposite side of the room from the posterboards. On go, the first student from each team pulls a word or phrase paper from their team's container, runs to their team's posterboard, and tapes the word where they think it goes. Then they run back and tag the next student in line. The next in line does the same and can move the words to fit their word or phrase or to fix the verses as needed. The first team to complete their memory work in the correct order on the posterboard wins.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📌.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, students will choose words from the grapes to fill in the blanks and complete the story. Then have students identify and write good choices God will reward and rotten choices that could result in unwanted consequences.

Discuss the choices students have made and the results of their choices. **How can God help us make good choices?**

Option 1: Choices Bring Consequences

We make choices every day—some with lasting consequences and some that may not be major.

Let students choose their toppings for their yogurt cups. Once they have added their toppings, all students must take at least one big bite. If they made good choices, they will enjoy the taste of their treat. If the choices turn out to be not so good, the taste will reflect that.

- **If you could choose again, what toppings would you add or take away?**
- **What is a choice you made in the past that you wish you could change?**

Refer to the New Birth poster (TRP) 📌. **If we make a wrong choice, we can repent. However, we still must face the consequences of that choice.**

- **How can the Holy Ghost help us to make the right choices?**

Option 2: Composers of Choices

Form small groups. Each group will choose a song with a familiar tune that everyone knows (e.g., “The Alphabet Song,” “Row, Row, Row Your Boat,” “Jesus Loves Me”). Challenge students to rewrite the lyrics of the chorus with words about making good choices. When they finish, have each group present their song to the class.

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.

Unit 1 Memory Passage

“Elijah the prophet came near, and said, LORD God of Abraham, Isaac, and of Israel, let it be known this day that thou art God in Israel, and that I am thy servant, and that I have done all these things at thy word. 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 18:36–37).





Unit 2
Elisha

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

Unit Memory Verse
II Kings 2:9 –10

Scripture Text
I Kings 19:16
II Kings 2:1–15

Bible Lesson Verse
II Kings 2:2

Bible Point
God honors those who follow Him with persistence.

Life Application
I will follow God.

GOD HONORS ELISHA'S PERSISTENCE

Elisha Follows Elijah

CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (📻) from lesson 1, attendance charts (AP) (📋), attendance diagnostic stickers (TRP) (📋), offering container, vegetable oil, water, clear glass, spoon

Opening Activity: Unit 2 MW poster (TRP)

Relate and Receive

Bible Lesson: Bring in a cloak or mantle (a large square of fabric can be a mantle).

Gusty Wind sound effect (🔊), blue sheet or plastic tablecloth, candle, matches

Apply and Act

Life Application: New Birth poster (TRP), activity papers (page 1), pencils, colored pencils, markers

Prayer and Call to Action: Illustrations made during Life Application

Home Connection: For new students, prepare to send home the unit 2 HC calendar (TRP) (📅). For all students, prepare to send home the lesson 5 HC devotion (📖).

Optional: Housewarming gift

EXPANDED SUPPLIES

Worship and the Word

Worship: Bibles; *suggested songs:* “Good Fight” by Unspoken, “I Have Decided to Follow Jesus”

Memory Work: Apply masking tape to dominoes and write a word of the memory verses on each domino. Consider creating two sets of tiles to make it a race. Mix all the tiles in a pile.

Unit 2 MV poster (TRP), timer, memory charts (AP) (📋), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Paper towel tubes (1 per student), marbles (10 per team), bucket (1 per team)

Option 2: No supplies needed

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

JBQ Quizzes (📋), JBQ Verses (📋)

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 was so dedicated to Elijah that he would not leave his side. As Christians we need that kind of commitment to God. Encourage your students to develop a personal walk with God that is consistent and persistent through life's ups and downs. Teach them how to pray and read God's Word daily.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 🛠️ to their attendance charts (AP) 📅. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God honors those who follow Him with persistence.**

People must choose if they will follow God or the world. Show the vegetable oil and the water. **This oil represents the good things of God. The water represents the evil things of the world.** Fill the glass with equal amounts of vegetable oil and water. Stir the oil and water together. Pause for a moment. The oil and water will separate. **Oil and water do not mix, just as good and evil do not mix. People must make a choice to follow God and do what is right.**

Opening Activity: Me and My Shadow

Choose two students to help you demonstrate how a shadow works. Provide boundaries or classroom rules before they begin. Let them decide who will be the person and who will be the shadow. Encourage students to be creative, but give them a few ideas:

- Pretend to eat an apple.
- Pretend to do a chore.
- Pretend to play a sport.

The shadow must mimic every action the other student performs. You can rotate students and give others a turn during this time.

- **How difficult was it to perform the tasks as a constant shadow?**

Read II Kings 2:9–10 from the unit 2 MW poster (TRP). Point out how persistence can sometimes be a hard thing.

Share examples of people in your church who have followed God for many years. Discuss the evidence that shows how God has honored their persistence. (e.g., Sister (name) prayed for many years for her son. Her persistence paid off when she witnessed her son receive the Holy Ghost and then get baptized in Jesus' name).

God honors those who follow Him with persistence.

Bible Lesson Verse

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

RELATE AND RECEIVE

Access Prior Experience: Have you ever been so determined to do something that you would not give up?

Bible Lesson: Elisha Follows Elijah (I Kings 19:16; II Kings 2:1–15)

Briefly review the previous lessons about Elijah’s life. **From surviving famine to standing his ground against a wicked king and queen, Elijah faced many challenges in his role as God’s prophet. Yet he was persistent and determined.**

- In your opinion, what was Elijah’s biggest challenge?

In I Kings 19:16, God instructed Elijah to choose a man named Elisha to become his successor. A *successor* is a person trained to take over someone’s job.

Place a blue sheet or plastic tablecloth on the floor to represent the Jordan River. Then choose two students to be Elijah and Elisha. Place the cloak over Elijah’s shoulders. The other student stands close to Elijah.

It was a big day for Elijah and Elisha. You could feel it in the air. Something big was going to happen, and Elisha did not want to miss it. As they traveled together to Gilgal, Elijah said, “Elisha, the Lord is sending me to Bethel. You should stay here.”

- Why do you think Elijah did not want Elisha to go with him? Could he have been testing Elisha’s persistence?
- How do you think Elisha responded?

Elisha replied, “As surely as you live and the Lord lives, I will not leave your side.” So Elisha went with Elijah to Bethel.

When they arrived, the prophets in Bethel asked, “Elisha, do you know that God is going to take Elijah away today?”

Elisha quickly hushed them and said, “Yes, I know; now be quiet.”

Then Elijah came to Elisha and told him, “Elisha, the Lord is sending me to Jericho. You should stay here.”

Elisha shook his head and said, “As long as you live and the Lord lives, I will not leave your side.” So Elisha went with Elijah to Jericho.

Once they reached the town, the prophets in Jericho asked, “Elisha, do you know that God is going to take Elijah away today?”

“Yes,” said Elisha, “now be quiet.”

Elijah came again to Elisha and told him, “Elisha, you should stay here; the Lord is sending me to Jordan.”

Again Elisha told Elijah, “As long as you live and the Lord lives, I will not leave you.” The two of them set off walking toward the Jordan River.

- In your opinion, why didn’t Elisha want to leave Elijah’s side? How did his action show persistence?

Fifty prophets followed Elijah and Elisha from a distance and watched them come to the Jordan River. Elijah took off his mantle, rolled it up, and struck the water with it. Elijah dramatizes as a helper rolls back the blue sheet so Elijah and Elisha can walk across. **Amazingly, the waters divided, and they walked across the river on dry ground.** Helper rolls the sheet back to its original position.

After they walked across, Elijah looked at Elisha and asked him a big question. “Elisha, what do you want from me before I leave you?”

Elisha must have sensed the big moment was close at hand. Would he ever see Elijah again? He took the opportunity to ask for something very important. “I want to inherit a double portion of your spirit.”

- **What does *inherit* mean?** *To receive something (money, property, or position) from someone when that person dies*

Elijah said, “You have asked for a hard thing. However, if you see me being taken by the Lord, your request will be fulfilled. If you are not with me when it happens, you will not receive it.”

Elijah and Elisha continued their walk for a little while. Play the Gusty Wind sound effect 🎧. Suddenly a fiery chariot pulled by fiery horses came charging between them, tearing Elijah and Elisha apart. Elijah whooshed off to Heaven in a whirlwind.

Light the candle. Just like this candle with the flame burning brightly, Elijah was there one moment, and then a whirlwind from God—like a strong breath—took him away. Blow out the candle. The chariot and Elijah disappeared, leaving only a trace of smoke. Elijah drops the mantle on the floor.

Elisha’s teacher and friend was gone. Elisha cried out, “Master, you were like a father to me.” He tore his clothes to show his grief. Then he picked up Elijah’s mantle that had fallen to the ground.

Elisha returned to the bank of the Jordan River, and just like his teacher, Elisha struck the water with the mantle while asking, “Where is the Lord God of Elijah?” Helper rolls up the sheet. The waters parted and Elisha walked to the other side of the river.

Those fifty prophets from Jericho were still watching from a distance. They were amazed to see all that happened. They greeted Elisha and bowed before him. “The spirit of Elijah is now on Elisha,” they said.

- **Why did Elisha stay close to Elijah all day?**
- **What happened to show us that Elisha got what he asked for?**

Elisha’s persistence to follow Elijah resulted in him receiving a double portion of God’s Spirit. God honored Elisha with a leadership position and miraculous experiences because of his persistence.

APPLY AND ACT

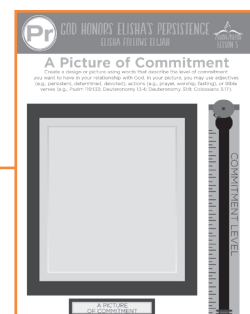
Life Application: I will follow God.

How can we be persistent like Elisha in our own lives? Review the New Birth poster (TRP) and emphasize that it takes “first steps” to start the journey of following God.

Discuss ways to be persistent in following God beyond the new-birth experience.

- **What can we do in our daily lives to show our commitment to following God?**
- **What do we do that shows others we are following God?**
- **What are some other ways we can demonstrate our persistence in following God?**

Distribute the activity papers and colored pencils. On the front page, students create a design or picture using words that describe the level of commitment they want to have in their relationship with God. They can use adjectives (e.g., persistent, determined, devoted), actions (e.g., prayer, worship, fasting), or Bible verses (e.g., Psalm 119:133; Deuteronomy 13:4; Deuteronomy 31:8; Colossians 3:17).



As students work on their word art, explain the principle of sowing and reaping. **Hosea 10:12 says, “Sow to yourselves in righteousness, reap in mercy; break up your fallow ground: for it is time to seek the LORD, till he come and rain righteousness upon you.”**

Sowing takes work. You cannot give up when things get difficult. You must be patient and persistent in order to gain (reap) the rewards. When you choose to daily follow God and His Word, God will honor and bless your faithfulness and persistence. That is part of the sowing and reaping process. We give Him our lives, and He rewards us with eternal life.





Prayer and Call to Action

Have students discuss their word art illustrations. **Do you see anything on your illustration that you may not be very strong in? Maybe it is prayer or fasting or reading the Bible or being a witness to others.**

We are going to pray for the Holy Ghost to give us the strength to grow in these areas. Following God with persistence takes determination. To be determined, we need strength. We receive that strength through prayer.

Lead students in a prayer for strength. Resolve to continue following God no matter what. **Lord Jesus, I have made up my mind to follow You all the days of my life. Some days are long, and some are tough. I need Your strength to keep going. I know You are a strong tower, and I can do all things through You because You strengthen me. I will do my best to always follow You and Your plan for my life. Help me in the areas of my life that need strengthening, and help me to grow closer to You. In Jesus’ name, amen.**

Home Connection

- For each student, send home a copy of the unit 2  calendar (TRP) . For each student, send home the lesson 5  devotion , or show parents the URL on the back of the activity paper.
- Have any of students recently moved? Consider sending a housewarming gift from your church staff this week.

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

WORSHIP AND THE WORD

Worship

God’s Word helps us follow God with persistence. God’s Word is the sword of the Spirit that helps us defeat temptation. We need to memorize it. Students and teachers hold their Bibles while marching around the room, worshiping and singing the suggested songs:

- “Good Fight” by Unspoken
- “I Have Decided to Follow Jesus”

Memory Work: II Kings 2:9–10

Introduce the unit 2 MW poster (TRP). Choose a student to read the verses. Define any words or phrases students may not know.

- **What is something you like to have double of?** *Ice cream, mashed potatoes, money*
- **What did Elisha mean when he said he wanted a double portion of Elijah’s spirit?**

Unit 2 Memory Passage

“Elijah said unto Elisha, Ask what I shall do for thee, before I be taken away from thee. And Elisha said, I pray thee, let a double portion of thy spirit be upon me. And he said, Thou hast asked a hard thing; nevertheless, if thou see me when I am taken from thee, it shall be so unto thee; but if not, it shall not be so” (II Kings 2:9–10).

Play Bible Domino Effect. On “go,” time begins. The first player takes all dominos from the pile and lines them up in verse order; dominoes should be standing on end in preparation for the domino effect. When all dominoes are on end and in a row, the player pushes the front one down to collapse them all. Stop the timer when the last domino falls. Check to see if the student got the words in correct order. Add one second per word that is out of place; this adds more time to the score. Students take turns playing until all have completed. The shortest time wins.

Like these dominos, Elisha fell right in line behind Elijah. Where Elijah went, Elisha went. What Elijah said to do, Elisha did. Elisha followed the man of God in his life and obeyed him.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 🕒.

REINFORCE AND REVIEW

Activity Paper

Keep it up or give it up? On the back of the activity paper, students sort the phrases based on the attitudes they require or describe. For example, for “memorizing Scripture,” students should “keep it up,” but for “making excuses not to try something,” students should “give it up.”

Ask students to share personal accomplishments that required a keep-it-up attitude. What are some areas where they had to give it up? Discuss how God helps us persist in many areas of life. **The most important area of persistence is in following God.**

Option 1: Marble Relay

Form two teams. Each team forms a line, standing side by side. Give the first student in each line ten marbles. Place a bucket at the end of each line. Give each student a paper towel tube. Once the relay starts, students are not allowed to touch the marbles with their hands. They may only pass the marbles by using their paper towel tubes, and every student’s paper towel tube must be used. Any dropped marbles must be sent back to the first person in line. The first team to get all ten marbles into their bucket wins.

At the end of the game, remind students of the power of persistence. **We must be persistent, especially when following God seems challenging or even impossible.**

Option 2: Twisted Follow-the-Leader

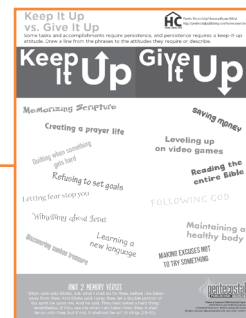
This game has three roles: Leader, Followers, and Guesser. The Leader leads the Followers in a series of activities. For example, if the Leader jumps up and down; the Followers also jump up and down. No matter how silly, the Followers are encouraged to imitate the actions of the Leader. They are also encouraged to not make it obvious who is leading. The Guesser’s job is to pick out who the Leader is.

Select a student to be the Guesser. The remaining students sit in a circle facing one another. The Guesser exits the room. While the Guesser is out, select a Leader. Everyone else is a Follower. The Guesser returns to the room and sits in the middle of the circle. The Leader discretely leads the Followers in actions. Play continues until the Guesser picks the Leader.

Reiterate the lesson’s Bible verse. **“As the LORD liveth, and as thy soul liveth, I will not leave thee” (II Kings 2:2). Even when the leader did things we would not normally do, we continued to follow. There are times when the direction of the Lord may seem strange. However, we should follow Him, trusting He is working for our good.**

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.



Unit 2

Elisha

Unit Aim

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

Unit Memory Verse

II Kings 2:9 –10

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.

GOD HONORS THE WIDOW'S OBEDIENCE

The Miraculous Flow of Oil

CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (📁) from lesson 1, attendance charts (AP) (📁), attendance diagnostic stickers (TRP) (📁), offering container, baseball

Opening Activity: 3 small empty bowls, 3 small bowls with ¼ cup vinegar in each, 3 spoons, dirty pennies (at least 1 per student), salt (1 teaspoon per group), cotton swabs (1 per person), paper towels, unit 2 MW poster (TRP)

Relate and Receive

Bible Lesson: Activity papers (page 1), colored pencils

Apply and Act

Life Application: Cut up the Lesson 6 review questions (TRP), place each in a separate container, and hide them around the room.

Prayer and Call to Action: Worship music

Home Connection: For new students, prepare to send home the unit 2 HC calendar (TRP) (📁). For all students, prepare to send home the lesson 6 HC devotion (📁) and 8–10 index cards.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “When the Spirit of the Lord” by Fred Hammond & RFC, “I Give Myself Away” by William McDowell

Memory Work: For each student, print a Find 10 from 10 word search (TRP) (📁).

Unit 2 MV poster (TRP), memory charts (AP) (📁), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Whiteboard, markers, and eraser; paper (1 sheet per student), pencils, markers

Option 2: Provide each student with a portion of black posterboard (a posterboard can be cut into halves or thirds if needed).

White chalk, chalkboard pens

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 (📁)

● Teacher Devotional

Read II Kings 4:1–7. Prayerfully consider what this passage says:

About God

The Word is full of instructions that lead and guide us throughout life. God honors our obedience to His Word by taking care of us in our times of need. Simply put, our blessings come from obedience.

To You as a Teacher

As adults, we spend the majority of our lives obeying rules and laws. For example, we rarely question traffic rules because we know they are for our benefit. While obeying these rules and laws are important, how much more important it is to obey God. As a result, biblical obedience yields eternal payoffs.

To Your Students

“Make your bed.” “Pick up your toys.” “Brush your teeth.” “Do your homework.” “Be nice.” Children often need to be reminded to obey. Imagine how rich we would be if we received a quarter for every time we had to repeat instructions to a student. We often reward students for obeying, and God does the same. He honors our obedience and rewards it in many ways, including with the promise of eternal life. Encourage students to think of how obedience can be a positive thing in their lives.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 🛠️ to their attendance charts (AP) 📋. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God takes care of those who obey Him.**

Show the baseball. **How many of you enjoy playing baseball?**

- **What are some rules that a parent might make for playing baseball at home?**

We have rules to keep us safe, to keep those around us safe, and to keep the things around us safe. Imagine a child choosing to play baseball in the front yard instead of the backyard where Mom said to play. The child swings the bat, smacks the ball, and crash! The ball flies through the windshield of Mom’s car.

- **What might be some consequences of the child’s actions?**
- **How could the child have avoided these consequences?**

Obedience is not always easy, but it is the right choice. Our parents make rules to help us be safe. God has rules too, and He takes care of those who obey Him.

Opening Activity: Follow God’s Instructions

Show the dirty pennies. **Do you think these pennies looked this way when they were brand new? No, the pennies were shiny and clean when they were new. We need to clean the pennies to restore them to their original look. I remember reading that you can use vinegar to clean them.**

Form three groups. Give each group pennies, a bowl of vinegar, an empty bowl, and some cotton swabs. **Put your pennies in the empty bowl. Dip a cotton swab in vinegar and clean the pennies.** There may be a slight cleaning effect, but nothing significant.

Pretend to be disappointed in the results. **I guess I should have read the instructions more carefully.** Consult your teacher's manual for instructions. **Now I understand. I was supposed to mix salt into the vinegar.** Measure 1 tsp. of salt into $\frac{1}{4}$ cup of vinegar for each group. Stir until the salt is dissolved. When the salt is completely dissolved, have students put the pennies into the mixture. They may need to stir the solution a bit, but the results will be surprisingly different—the effort will produce clean, shiny pennies.

We are like the vinegar, and the salt is like God. We can try to be obedient on our own, but it is hard to obey when we use our own strength. It is much easier to obey when we ask God for help, and obedience is rewarding. Read II Kings 2:9–10 from the unit 2 MW poster (TRP). **Obedience, like persistence, can be another hard, but rewarding, thing we choose when following God and His leaders.** Give each of your students a shiny penny to remind them how brightly their righteousness shines when they obey God.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever obeyed instructions that seemed strange or inconvenient?**

Bible Lesson: The Miraculous Flow of Oil (II Kings 4:1–7)

Distribute the activity papers and colored pencils. On the front page, students illustrate scenes as you share the lesson.

Elisha was a prophet who shared God's messages with people. In area #1, students fill in Elisha's speech balloon with, "OBEY GOD."

Read II Kings 4:1. **One day Elisha was passing through a small town. A woman approached him crying. "Please sir," she said, "I am a widow, and my husband was a prophet. Before my husband died, he borrowed money. Now that he is dead, I cannot repay his debt."** Students draw dollar signs in area #2. **The woman continued, "I do not have any money. The man my husband borrowed from said if I do not pay him back, he will take my sons away to be his slaves. I love my sons, and I do not want anything bad to happen to them. Please help me."** In area #3, students draw tears on the widow's face.

Elisha asked, "How can I help? What do you have in your house?"

"I only have one pot of oil in my house." In area #4, students draw an outline of a house around the pot of oil.

Elisha felt sorry for the woman, and he wanted to help her. He said, "Go to your neighbors and borrow as many empty jars as you can find. Then go into your house, close the door, and fill the jars from your pot of oil." In area #5, students draw many pots around the single pot of oil.

The woman did not know how this could happen, but she did as Elisha said. The woman and her sons collected as many jars as they could find. Then they went inside the house and shut the door. Play the Pouring Oil sound effect 🎧. **First, she filled one jar and set it aside. Her sons brought her another jar and she filled it. Over and over she filled the jars with oil until each jar was full; her original jar never emptied out.** Students trace over this scene in area #6.

When the woman told Elisha about the filled jars, he instructed her to sell the oil. It would be enough to pay off all the money her husband had owed, plus it would give her enough money to take care of her family. In area #7, students draw smiles on the woman and her two sons. Students add words of thankfulness in the speech balloons.

The woman obeyed the instructions of the prophet. Now her sons would not be taken away from her. She was so glad Elisha helped her. God took care of the woman and provided everything she needed.

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.

Students will race to find the hidden containers. When they have found the containers, students will remove the review questions (TRP). The student with question one will read first. Students will answer the question. Continue until all questions have been answered.

1. **What was Elisha's job?** *He was a prophet of God.*
2. **Why was the widow with two sons so sad?** *She could not pay her husband's debts; the person they owed was going to take her sons as slaves.*
3. **What did Elisha tell the woman to do?** *Borrow empty jars from neighbors and friends.*
4. **The widow only had a little oil. What did Elisha tell her to do with it?** *Fill all the rest of the jars.*
5. **What did the widow do with all the oil?** *She sold it and paid off her husband's debt.*
6. **What might have happened if the woman had refused to obey?** *Answers will vary.*
7. **How is this story comparable to our own lives? Is it hard to obey God, our parents, and our leaders, especially when we do not understand?** *Answers will vary.*

It is important that we obey, even when we do not understand.

Prayer and Call to Action

We all have a debt we cannot repay; we have all done wrong things. Because of the love of Christ, we are not required to be slaves or to live in our sins. Jesus died for our sins and paid our debts. Play worship music as students pray for God's Spirit to help them obey.

Dear Jesus, Thank You for Your love and Your sacrifice that paid my debt. Help me to hide Your Word in my heart that I may obey You and those over me. I want to please You in all I do. In Jesus' name, amen.

Home Connection

- For students who did not receive one yet, send home the unit 2 HC calendar (TRP) 📅.
- For each student, send home the lesson 6 HC devotion 📖, or show parents the URL on the back of the activity paper.
- Consider giving each family eight to ten index cards to complete the Home Connection activity. Ask families to share the results of their experiences via text or email.
- Send a note to each family letting them know you are thinking of them and praying for them.

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

WORSHIP AND THE WORD

Worship

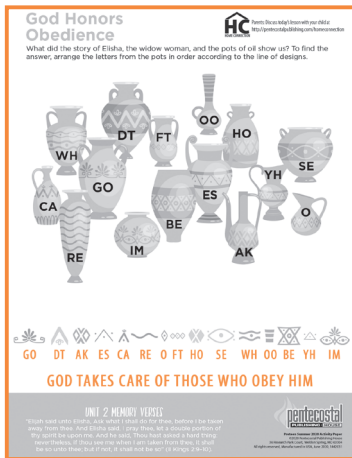
The Bible shows us how to worship God. If we obey God with sincerity, we will demonstrate our worship with actions mentioned in the Bible. These actions include singing, raising our hands, clapping, dancing, and surrendering ourselves to God.

Challenge students to obey God and worship with actions while listening to the suggested songs:

- "When the Spirit of the Lord" by Fred Hammond & RFC
- "I Give Myself Away" by William McDowell

Unit 2 Memory Passage

"Elijah said unto Elisha, Ask what I shall do for thee, before I be taken away from thee. And Elisha said, I pray thee, let a double portion of thy spirit be upon me. And he said, Thou hast asked a hard thing: nevertheless, if thou see me when I am taken from thee, it shall be so unto thee; but if not, it shall not be so" (II Kings 2:9-10).



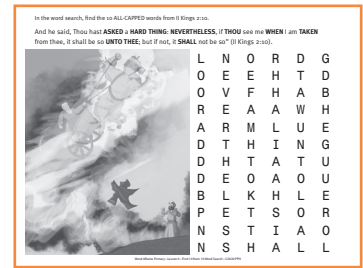
AP Answer

God takes care of those who obey Him.

Memory Work: II Kings 2:9-10

Review the unit 2 MW poster (TRP). Focus on memorizing verse 10. Students will find the ten ALL-CAPPED words in the Find 10 from 10 word search (TRP) 📄.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📄.



REINFORCE AND REVIEW

Activity Paper

What did the story of Elisha, the widow woman, and the pots of oil show us? On the back of the activity paper, students will answer the question by arranging the letters from the pots in order according to the designs.

Discuss how we can obey God, His Word, and the leaders He places in our lives. Identify ways God takes care of us.

Option 1: Timeliness of Obedience

On the whiteboard, work as a class to create a timeline of the widow's story. Students take turns writing each step of the story on the board, starting with the widow calling for Elisha's help.

After the timeline is completed, highlight places where the widow was obedient. **The miracle could not have happened if she had not obeyed what the prophet told her to do.**

Give each student a piece of paper. Each student will create a personal timeline for when they were obedient to the Lord. If a student does not have a personal example, encourage the student to choose another biblical story and create a timeline for it. Students may add illustrations if they wish. As they work, allow students to share their testimonies or Bible stories with classmates.

Option 2: "I Will" Posters

Students will create "I Will" posters to identify areas of commitment to God. Walk them through the following instructions:

- Lay the white chalk on its side and rub over the edges of the posterboard to give it an older look.
- Use chalk pens to write in large letters across the top: I WILL.
- Under this, write commitments you can make to God (e.g., I will listen for the voice of God, I will follow directions the first time I am asked, I will trust what God is doing).

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.

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 INSTRUCTIONS

Naaman Is Healed



CORE SUPPLIES

Excite and Engage

Welcome: Ask a mechanic to join the beginning of class and describe the duties of a mechanic.

Repair Shop soundtrack 🎧 from lesson 1, attendance charts (AP) 📊, attendance diagnostic stickers (TRP) 📋, offering container

Opening Activity: Cut apart the Pastor Picture prompts (TRP) 📋 and glue them on a large sheet of white butcher paper, leaving room around each picture for students to write or doodle.

Colored pencils, markers, activity papers (page 1), pencils

Relate and Receive

Bible Lesson: Plastic sword, pepperonis, bucket of water, towel

Apply and Act

Life Application: Fill two bowls with strips of paper (1 per student) that contain different directions (e.g., Jump in place for 10 seconds. Flap arms like a chicken. Walk backward to your team. Walk like an elephant.).

Prayer and Call to Action: Notebook paper (1 sheet per student), pencils

Home Connection: For new students, prepare to send home the unit 2 HC calendar (TRP) 📅.

For all students, prepare to send home the lesson 7 HC devotion 📖 and blank thank you notes (1 per student).

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “This Is My Desire” by Hillsong, “Word of God Speak” by MercyMe

Memory Work: Write each word of the verses on an index card. Attach the cards to the wall with reusable adhesive.

Unit 2 MV poster (TRP), Bible, memory charts (AP) 📊, markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Crumple several sheets of notebook paper into balls. Place a masking-tape line down the center of the room. You will also need a large umbrella.

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

Unit 2

Elisha

Unit Aim

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

Unit Memory Verse

II Kings 2:9 –10

Scripture Text

II Kings 5:1–14

Bible Lesson Verse

II Kings 5:8

Bible Point

God uses preachers to give people instructions.

Life Application

I will obey my pastor.

● 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

Many media sources influence students to disregard the message and counsel of God's preachers and pastors. Today's youth are taught that it is okay to disobey if what was asked does not appeal to them. They are not taught to consider the consequences of their disobedience or how it might affect themselves or those around them. Seek the anointing of the Holy Spirit to present a biblical view of obedience that creates a greater influence in the lives of your students.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 📌 to their attendance charts (AP) 📌. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God uses preachers to give people instructions.**

When you get older and get a job, you will likely receive a job description describing what your role and responsibilities are. This lets you know exactly what you are supposed to be doing.

Today we have a special guest. (Name) is a mechanic and is going to tell us what the role and responsibilities of a mechanic are.

Opening Activity: What Do God's Preachers Do?

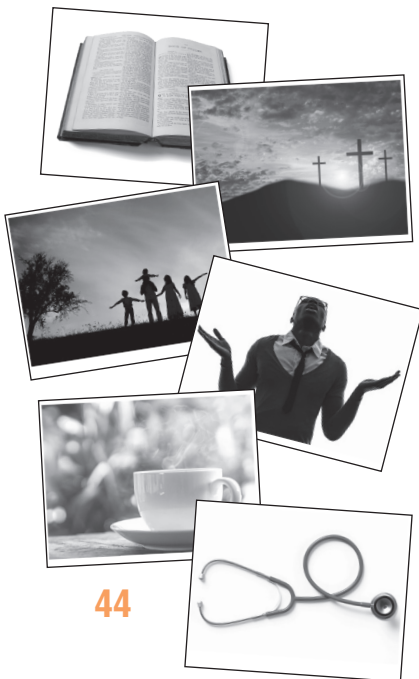
Show the butcher paper with the Pastor Picture prompts (TRP) 📌. **Each of these pictures represents a job or duty of a pastor or preacher. Your job is to work together to decide what the picture prompts represent. You can write or draw your ideas next to each picture. You will have five minutes to do this. Go!**

Once finished, discuss students' ideas. Reinforce with the following responsibilities for each picture if not given by your students. Allow students to add these to the paper.

Bible: Pastors read, study, and teach God's Word to God's people, and they live what the Bible says.

Cross: Pastors teach the gospel of Jesus Christ (Jesus' death, burial, and resurrection) and the plan of salvation (Acts 2:38).

Prayer: Pastors pray daily for the people in the church, the community, and the world. Pastors seek God's direction on how to lead the church and reach the community.



Family: Pastors must take care of their own families. They show love to them by spending time with them, providing for their needs, taking care of things around the house, and leading their families spiritually.

Stethoscope: Pastors are like doctors in two ways. They go to the hospital to visit people who are sick. They also care for sick people. While doctors care for physically ill people, pastors care for our spiritual health.

Coffee Mug: Pastors must be hospitable. They often share a cup of coffee or a meal with others. This is a time when they can get to know the people in their church or community. They may conduct meetings, do Bible studies, counsel others, listen to someone's vision, or share ideas.

It is important to listen to and obey a person who has taken on the challenging role and responsibilities of a pastor.

Distribute the activity papers and pencils. On the front page, students unscramble the words that describe the responsibilities of a pastor. When they place them into the grid, it will reveal one of the most important duties of a pastor: to show love.



RELATE AND RECEIVE

Access Prior Experience: Have you ever tried to do things your own way instead of obeying instructions?

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

We have all been sick at some point in our lives.

- What do you do when you get sick?

Usually people go to a doctor, take medicine, get lots of rest, drink water or Gatorade, and maybe eat some soup or popsicles until they get better. Most of the time, that is all we need to get well, but there are some sicknesses that do not go away. Sometimes people get diseases that last forever; their sickness does not go away.

There was a man in the Bible named Naaman who was a military commander for the King of Syria. Ask a volunteer to be Naaman. Give the student a plastic sword. Naaman had an incurable disease called leprosy. People with leprosy have sores all over their skin, like a very bad rash. Place pepperonis all over the student's arms. Leprosy can become so bad that the skin rots away, leaving open wounds. People can lose their fingers. Their faces and other body parts can become deformed.

Back in Naaman's day, it was a big deal to get leprosy. Most people avoided those with leprosy because they were afraid they would get it too.

- How would having leprosy make you feel?

In the house of Naaman, a young girl from Israel helped Naaman's wife. This young servant girl told Naaman's wife about a prophet in Israel who had power with God and could heal Naaman of his leprosy.

- How do you think Naaman felt to learn of a possible cure?

As a commander in Syria's army, Naaman was sent by the king of Syria to talk to Israel's King Joram. Naaman had a letter from his king requesting that Joram cure the commander. When Joram read the letter, he tore his robes—a sign of fear. He could not help Naaman; only God could do that. Joram thought Syria was trying to pick a fight with Israel.

AP Answers

TEACH
ENCOURAGE
STUDY
CHALLENGE
WORSHIP
WEDDINGS
PLAN
MOTIVATE
VISIT
LEAD
Special Column: TO SHOW LOVE

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.

Thankfully, the prophet Elisha intervened, sending a messenger to King Joram with instructions for Naaman to come to Elisha's house. He said, "Let him know there is a prophet in Israel."

When Naaman arrived at Elisha's house, he did not get the welcome he anticipated. Elisha did not even come out of his house to greet Naaman. Instead Elisha sent a messenger to Naaman with instructions. "Go to the Jordan River and wash yourself in the river seven times. Then your flesh will be restored, and you will be clean again."

- **How do you think Naaman felt about those odd instructions?**

Naaman was angry and offended at Elisha's message. He raved, "What? Is this a joke? I traveled a long way. I am a military officer. Elisha cannot even come out to meet me? I thought he would stand near me and perform some sort of cleansing ceremony, call on the name of his God, wave his hand over my sores, and heal me. But to go swimming in the dirty Jordan River? No way!" Naaman stomped away in a rage.

Naaman's servants came to him and asked, "What harm could it do to at least try Elisha's cure? If he told you to do some great thing, you would have done it. Why not go down to the river and see what happens?"

- **What do you think will happen if Naaman goes to the river?**
- **What do you think will happen if Naaman does not go to the river?**

Naaman decided to go down to the Jordan River. He dipped himself seven times in the river, just like the man of God instructed. Naaman dips his arms into the bucket of water. The peppersonis should come right off. **When he came out of the water the seventh time, Naaman's skin was clean. He was completely healed of the leprosy.** Naaman rejoices and shows everyone his clean skin.

Was the water magical? No. Naaman was healed by God's miraculous power because he obeyed instructions from the preacher in his life.

APPLY AND ACT

Life Application: I will obey my pastor.

Form two teams. Line up teams on one side of the room opposite the two bowls containing the prepared directions. On "go," the first team members run to the bowl, take out a piece of paper, read it aloud, and follow the instructions. Students then run back to their team and tag the next player. Continue play until a team has completed all its tasks.

- **How important was it to follow the directions on the slip of paper?** *They had to follow the directions to win.*
- **How much more important is it to follow God's instructions that He sends through our pastor?**

We can be obedient to the person God has placed in our lives to speak to us.

Form small groups. **We will discuss different instructions God might give us through our pastor. In your group, discuss what your response might be and then create a short skit showing how you could follow that instruction.**

Give each group an instruction, such as:

- Give cheerfully.
- Share the gospel with others.
- Be faithful in church attendance.
- Help the elderly.
- Feed the homeless.





Give students a few minutes to prepare and then have them present their skits.

Prayer and Call to Action

Give each student a sheet of notebook paper and a pencil. Instruct students to write God a letter of appreciation for your pastor. Encourage them to express their commitment to be obedient to this person God has placed in their lives to speak to them.

Have students place their letters on their chairs, kneel, and pray for their pastor. Lead a prayer asking the Holy Spirit to fill each student with an attitude of respect for your pastor.

Home Connection

- For students who did not receive one yet, send home the unit 2  calendar (TRP) .
- For each student, send home the lesson 7  devotion , or show parents the URL on the back of the activity paper.
- Give students thank you notes to take home, so their families can write a note of thanks to your pastor.

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

WORSHIP AND THE WORD

Worship

Emphasize how sincere worshipers follow God's instructions. **God speaks to us through His Word and through the pastors He places in our lives.**


Ask students to close their eyes and show reverent worship as you play the suggested songs:

- "This Is My Desire" by Hillsong
- "Word of God Speak" by MercyMe

Memory Work: II Kings 2:9–10

Review the unit 2 MW poster (TRP). Have students say the verses together using different voices that sound like things related to car problems (e.g., squeaky brakes, flat tire, muffler backfiring).

Play the game Word Drop Switch. The entire class will recite the verses from the cards. Drop (take away) one card. Have the class recite the verses from the wall and fill in the missing word from memory. Mix things up each round—put the previously dropped word back in place and remove a different word or remove multiple words. Students recite the verses each round, adding in the missing word(s). Continue dropping and switching words as time allows.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) .

Unit 2 Memory Passage

"Elijah said unto Elisha, Ask what I shall do for thee, before I be taken away from thee. And Elisha said, I pray thee, let a double portion of thy spirit be upon me. And he said, Thou hast asked a hard thing: nevertheless, if thou see me when I am taken from thee, it shall be so unto thee; but if not, it shall not be so" (II Kings 2:9–10).

A Pastor's Responsibilities

 Home Church Ministries with an outlet
for the church and the non-church world

Pastors do many things. Their days are filled with serving God and helping people. This word list contains several responsibilities of pastors. Shade in the squares as you find the words. Some letters will be shaded more than once. The remaining letters will reveal your instructions.

ENCOURAGE
EVALUATE
LIVE
GUIDE
GUIDE
INSTRUCT
LEAD
LEARN
PRAY
PRAISE
PROPHESY
PROTECT
PROVIDE
READ
STUDY
TESTIFY
TEACH
TRAIN
VISIT
WORSHIP

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

I W I L L O R E Y M Y P A S T O R

UNIT 2 MEMORY VERSES

"You can't carry it all," said John (1st Cor. 16:10), before the laity were told that they should carry it. They have a double portion of the spirit's power. And he said, "You must have a total living relationship with God, or you can't carry it." (1st Cor. 12:4, 5, 6)

 pentecostal
The Church of Jesus Christ of the Apostles and Prophets
The Church of the Living and True God
The Church of the Holy Spirit
The Church of the New Covenant
The Church of the New Testament
The Church of the New Testament and the New Testament

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper is a list of some of the responsibilities pastors have as they serve God and others. Discuss with students how they have seen your pastor accomplish the responsibilities.

- How does our pastor worship?
- What have you heard our pastor pray about?
- In what ways does our pastor protect and provide for us?
- What kind of books might our pastor read and study?

Once students find all the words, the remaining letters reveal the Life Application: I will obey my pastor.

Option 1: The Pastor's Umbrella

Select one student to be the “pastor” and hold the open umbrella. Choose a few students to be the church members. The remaining students will be the enemies.

When the game begins, the enemies stand on one side of the room, the church members are on the other side, and the pastor with the umbrella is guarding the church members. The enemies throw the paper balls at the church members. The pastor's job is to use the umbrella to protect the church members from the onslaught of paper balls.

If a church member is hit, that student must sit down. Play continues until the enemies have thrown all the paper balls. Change roles and play again as time allows.

- How was the umbrella like our pastor's prayers?
- Describe how our pastor's prayers protect us.
- How difficult was it to be protected by the "pastor" if you did not get behind the protection of the umbrella?

Option 2: The What-If Game


Students will role-play the following scenarios. Allow students to brainstorm solutions but be ready to share the best choices.

- What would you do if you had gum in your mouth when you entered church?
- What would you do if the person next to you was on her phone during service?
- What would you do if your friends were laughing and playing during church?
- What would you do if one of your friends never goes to the altar?
- What would you do if your grandpa fell asleep in church again?

These situations happen during church services, but we need to remember the importance of showing honor during church services. This is when God is using the pastor to give instructions. We should be attentive and ready to hear God's words through our pastor and respond to the presence of the Lord during the altar call.

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.

GOD TAKES CARE OF THE PEOPLE

The Syrian Army Provides Food



CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (🔊) from lesson 1, attendance charts (AP) (🔊), attendance diagnostic stickers (TRP) (🔊), offering container, tow truck toy or tow truck visual (🔊)

Opening Activity: Be sure to practice the object lesson in advance. Fill a clear, shallow glass container with less than one inch of water.

Food coloring, drinking glass (clear, tall, and narrow), dish towel, small candle, matches

Relate and Receive

Bible Lesson: Set up a campsite area with a tent, campfire, sleeping bag, etc. Place small food treats (1 per student) inside the tent.

Chariots and Horses sound effect (🔊)

Apply and Act

Life Application: On strips of paper, write simple items students can draw (e.g., cat, house, flower, person, car, bear) and place them in a bag.

Whiteboard, marker, and eraser; blindfold; timer; activity papers (page 1); pencils

Prayer and Call to Action: No supplies needed

Home Connection: For all students, prepare to send home the unit 3 HC calendar (TRP) (🔊) and the lesson 8 HC devotion (🔊). Send an invitation for the class family ice cream social.

Gift card, meal, groceries, or personal items for families in tough circumstances

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “Trust in You” by Lauren Daigle, “Nobody Loves Me Like You” by Chris Tomlin

Memory Work: Unit 2 MV poster (TRP), memory charts (AP) (🔊), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Set up an obstacle course using items such as cones, chairs, and buckets. Place a Bible on a chair at the end of the course.

Blindfold

Option 2: Cut legal-sized paper (11" x 14") into pennant shapes (1 per student). Prepare a sample pennant.

Pencils, colored pencils, markers

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 (🔊)

Unit 2

Elisha

Unit Aim

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

Unit Memory Verse

II Kings 2:9 –10

Scripture Text

II Kings 6:24–7:16

Bible Lesson Verse

II Kings 7:9

Bible Point

God provides for His people.

Life Application

I can trust God to take care of me.

● Teacher Devotional

Read II Kings 6:24–7:16. 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

Our students are not exempt from difficult situations. They face sickness, family problems, bullying, hunger, stress, abuse, depression, peer pressure, and more. Often students will not share their problems with us, but it will be evident through their actions, facial expressions, and attitudes. Use this lesson to bless students who are in difficult situations. Share miracles that you have seen. Help them understand that God can take the impossible and make it possible. He can change circumstances in miraculous ways to take care of His people.



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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 📌 to their attendance charts (AP) 📌. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God provides for His people.**

Show students the tow truck toy or visual 🚚. **What is a tow truck used for? Students respond. That is right. If there is a problem with your car while you are traveling, you may need a tow truck to help get your car home. Your car may have broken down and will not start again. Maybe you were in a wreck. Your car might have hit a patch of ice and slid into the ditch. All of these situations would require the help of a tow truck. The tow truck driver helps take care of people's cars when there is a problem on the road. God also provides for His people as they travel the road of life.**

Opening Activity: God's Vision

Place the clear container with water on the table where students can see it. Stir in food coloring as students watch.

- **How many of you have faced a situation that seemed impossible to get out of? What did you do?**

Today I will show you that, when we ask Jesus for help, nothing is impossible. Look at this container of water. Do you notice anything special about the water? Students respond. This is just ordinary water dyed with food coloring. However, today I will make this ordinary water do something extraordinary. I will make it defy the law of gravity and float up. Who thinks I can do this?

Place a glass upside down in the middle of the water. Nothing will happen. **Did anything happen? . . . No. You are right. Nothing happened because I forgot to ask God for help. Show the candle. This candle represents God's help. Watch what happens when I try again, this time with God's help.**

Place the candle in the middle of the water and light it. Place the glass upside-down over the candle. This will take a few seconds. **Let's see if the water will defy the law of gravity. It might take a minute. Just like in life, sometimes our answers do not come immediately.**

The water will begin to rise. **Look! The water is rising. With God's help, we just witnessed the impossible become possible. In life, God can see answers and solutions we cannot see. Isn't He amazing?**

RELATE AND RECEIVE

Access Prior Experience: **Have you ever felt so hungry you would do anything for a bite of food? How hungry would you need to be to eat a donkey's head? How would you prepare it?**

Bible Lesson: The Syrian Army Provides Food (II Kings 6:24–7:16)

The king of Syria sent armies to surround Samaria. He wanted to take over the entire area, its people, and its resources. The people of Samaria trembled in fear. "Oh, no! What will happen to us?" With enemies all around, no one could hunt for food, gather crops, or bring water to their families. People were starving. Children were crying out for water. They got so desperate for food that they even paid crazy amounts of money for a donkey head.

The king of Israel saw the people suffering. He ripped his royal clothes to show his grief. "It is Elisha's fault," he shouted. "I am going to his house right now. I will cut his head off." The king marched to Elisha's house to arrest him. When he arrived, he yelled, "It is God who brought starvation and hopelessness to our land. Why should we wait on Him any longer?"

Elisha remained calm and said, "God said by tomorrow the people will have more than enough food. They will also have livestock and horses and plenty of silver and gold."

The king's officer shook his head in disbelief, "No way. Even if God opened the windows of Heaven, that could never happen." But God had a secret plan.

That night, outside the city, four men with leprosy were discussing the famine. People who had leprosy were not allowed to live inside the city because of their contagious disease. One of them said, "Why should we sit here waiting to die? We will starve if we stay here, and we will starve if we go into the city. We might as well surrender to the Syrian army. If they let us live, great. But if they kill us, we would have died anyway."

The four men with leprosy arose at dawn to turn themselves in. They quietly approached the Syrian camp. Students get out of their seats and move to the campsite area. "Sshhh. Don't make any noise," one man whispered. He tiptoed closer; then he stopped. He looked all around. "There is no one here. What happened?"

No one realized 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 Syrian army thought they were being attacked. The Syrian army became so scared, they fled their camp, leaving behind their tents, horses, food, silver, and gold.

The lepers could not believe their good fortune. They went in tent after tent, eating and drinking and carrying out clothing, silver, and gold. Allow students to enter the tent one at a time and pick out a treat.

Then one of the men said, "It is not right to keep all these blessings to ourselves. Let us go back and tell the people about this so they can share in the blessings."

When the king heard the news from the men with leprosy, 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."

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).

The servants eventually convinced the king to listen. Soon the starving, thirsty people crowded into the vacated tents to share in the eating and drinking. They carried away the animals, silver, and gold. Elisha's prophesy came true. God took care of His people.

- How did God show the men with leprosy that He provides for His people?

APPLY AND ACT

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

Pair up students. One student will be the guide; the other will be the artist. Blindfold the artist. The guide will take a strip of paper with an item written on it. The guide will help the artist draw a picture of that item (without telling the artist what it is) by giving step-by-step instructions of what to draw. The guide may move the artist's hand but may not move the pencil.

Each guide draws a strip of paper out the bag. The guide cannot tell the artist what the item is. On "go," the guide instructs the artist on what to draw. The guide can use words to describe the item, instruct the artist to draw shapes or lines, and such like. The artist has three minutes to draw the items. When the timer goes off, the artist will take off the blindfold and compare their drawing to the item they were supposed to draw.

If you have time, let students switch roles and play again.

- What does this game show us about trust?

It would have been impossible for the artist to draw the item or know what to draw without the help of the guide. This is how God works; He guides us through the ups and downs of life. Sometimes He tells us what to do through His Word, through prayer, or through the man of God. He has power over impossible situations. We can trust God to take care of us.





Distribute the activity papers and pencils. Students will complete the crossword puzzle about situations in which they can trust God to take care of them.

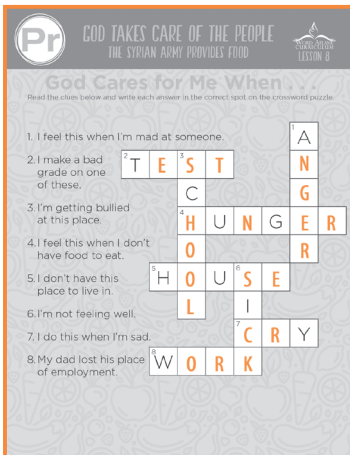
Prayer and Call to Action

We do not have to wait for the impossible to happen to start praising God. We know God can do the impossible, so we can praise Him even before we receive an answer. He is faithful, and He will honor our faith in Him.

Lead students in prayer and speak words of Holy Spirit empowerment over each student. **Thank You, Jesus, for Your faithfulness and for taking care of each of us. We believe and trust that You can do the impossible. We come before You in faith, believing for the impossible situations in our lives to become possible. We praise You and thank You. In Jesus' name we pray, amen.**

Home Connection

- Provide a unit 3  calendar (TRP)  for each student
- Give a lesson 8  devotion  to each student, or show parents the URL on the back page of the activity paper so they can download it themselves.
- Be an instrument of God's care by providing students or families in tough circumstances with a gift card, a meal, groceries, or personal items.
- Schedule an ice cream social for the families of your students. Send invitations to each family this week.



AP Answers

ANGER
TEST
SCHOOL
HUNGER
HOUSE
SICK
CRY
WORK

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

WORSHIP AND THE WORD

Worship

Lead students in worship actions that dramatize phrases of the suggested songs:

- “Trust in You” by Lauren Daigle
- “Nobody Loves Me like You” by Chris Tomlin

Memory Work: II Kings 2:9–10

Review the unit 2 MW poster (TRP). In this passage Elisha asked for a hard thing from Elijah. We will try a few hard things while saying our memory verses.

- First challenge students to say the verses while standing on one foot (no switching feet allowed).
- Next challenge students to say the verses while touching their toes.
- Then challenge students to say the verses with their eyes closed.
- Finally challenge students to say the verses backward.

Elisha was very persistent. He did not give up, even when things were difficult. He continued to follow God and God’s prophet. As a result, God took care of him, and he enjoyed God’s provision.

- What were some ways Elisha showed he was persistent?
- Share about a difficult time when you showed persistence.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📌.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, students try to make sense of the optical illusions. Point out the illusion of the small cat’s shadow appearing as a large lion. **How does this relate to the lesson? The four men with leprosy felt insignificant; they could not see how God was making the Syrian army provide them with food.**

- How does faith in God’s power enable us to overcome situations that look impossible?

Option 1: Following Blindly

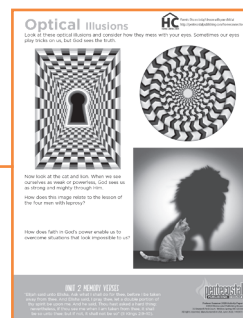
Blindfold one student and place the student at the start of the obstacle course. Choose another student to be the leader. The leader will operate as the voice of the Lord and carefully give instructions to navigate the blindfolded student through the obstacle course to the Bible at the other end. The remaining students will be distractions—distracting the blindfolded student from hearing the leader’s voice, getting the student off course by giving different directions, asking questions, and so on. Allow as many students to participate as time permits.

- What happened when students had faith in the voice leading them?
- What happened when students did not have faith in that voice?

Remember that we can have faith in God’s care because He always provides for His people.

Unit 2 Memory Passage

“Elijah said unto Elisha, Ask what I shall do for thee, before I be taken away from thee. And Elisha said, I pray thee, let a double portion of thy spirit be upon me. And he said, Thou hast asked a hard thing; nevertheless, if thou see me when I am taken from thee, it shall be so unto thee; but if not, it shall not be so” (II Kings 2:9–10).



Option 2: Thankful Pennants

Ask students to create a pennant of thanks to God. Encourage students to write and illustrate their thanks for a time when God demonstrated He cared for them. On one side of the pennant, students illustrate the situation they are thankful for. On the other side, they write their thanks to God. Share your sample pennant with students. If students feel comfortable, allow them to also share theirs.

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.

JOASH REPAIRS GOD'S HOUSE

The People Bring Their Offerings



CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (🎧) from lesson 1, attendance charts (AP) (📋), attendance diagnostic stickers (TRP) (📋), offering container

Opening Activity: Fill a clear bowl almost to the top with water. Fill one balloon with air and another with water. Use a pan and towels to catch the water that will overflow.

Relate and Receive

Bible Lesson: Coins or fake money, cape and crown for Athaliah, robe and crown for Joash, Bible and robe for Jehoiada

Apply and Act

Life Application: Beach ball, activity papers (page 1), pencils

Prayer and Call to Action: "All Things" lyric video by David & Nicole Binion

Home Connection: For new students, prepare to send home the unit 3 HC calendar (TRP) (📋). For all students, prepare to send home the lesson 9 HC devotion (📋).

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "Here I Am to Worship" by Chris Tomlin, "I Give Myself Away" by William McDowell

Memory Work: To create a shuffle puck board, write the memory verse on disposable cups (1 word per cup). At one end of a table, set the cups in a row, but out of order. At the opposite end, mark a starting line with masking tape. Place a shuffle puck (silver dollar, checker, or bottle cap) behind the line.

Unit 3 MV poster (TRP), memory charts (AP) (📋), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), colored pencils, paper clips (1 per student)

Option 1: 100 pennies

Option 2: Cardstock (1 sheet per student), markers

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

JBQ Quizzes (📋), JBQ Verses (📋)

Unit 3 Exile

Unit Aim

Students will conclude God is always available, even though there are consequences for disobeying Him.

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 offerings given to His work.

Life Application

I will give to the Lord.

● 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

Some of your students may be surrounded by family members or friends who do not serve God. This can be quite challenging and can cause conflict. These parents may be resistant to letting their child participate in various church activities. Family members and friends may try to convince students they do not need God or that He does not care for them. Reassure your students that God is always with them. He will honor the time and effort they give to the Lord. Their giving may not be monetary until they are older, but they can give their hearts now.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 🛠️ to their attendance charts (AP) 📋. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God blesses offerings given to His work.**

We do not give to God to receive something back. However, there is no doubt that when we do give to God, blessings and good things are poured out on us. It is important to thank God for those blessings, and a public way of doing that is through testimonies. Give a personal testimony of how God has blessed you for giving to Him (e.g., car repairs were less than you thought, someone paid for your meal or brought you groceries, doctor's report came back with no sign of health problems, you received an unexpected check in the mail). Encourage each student to give a brief testimony.

Opening Activity: Overflow

Cover a table with towels. Place a shallow pan on the table. Put a clear bowl of water in the middle of the pan. **This water represents the blessings in our lives. The balloons represent us.**

First, hold up the balloon containing only air. **What will happen if I drop this balloon into the water?** Dramatically drop the balloon into the bowl. It will simply float on top of the water. **The balloon with nothing but air had little effect on the water at all.**

Next, hold up the balloon full of water. **What will happen if I drop this balloon into the water?** Remind students that the balloon represents them and the water represents God's blessings. As you drop the balloon into the water, it will splash a little and cause the bowl to overflow. **The balloon full of water had a huge impact on the bowl of water.**

When we are selfish and try to keep our money, time, or talents to ourselves, we reject the blessings God designed for us. This is like the balloon containing only air. No matter how hard or fast we drop the balloon, it will only float on the top of the water. We are the same way. If we are selfish with the things God has given us, we will just skate by in life, never knowing how much He could bless us.

When we give to God's work, He blesses us. Our money should be God's money. Our time should be God's time. Our talents should be God's talents. As we give to God, we become filled just like the balloon containing water. Just as the water overflowed, so will the blessings in our lives overflow.

RELATE AND RECEIVE

Access Prior Experience: Have you ever given money or time to help someone?

Bible Lesson: The People Bring Their Offerings

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

Pass out some money (real or fake) to each student. Select several students to play various roles.

Evil Queen Athaliah was on a mission to destroy the royal family. Drape a cape and place a crown on a volunteer to be the evil queen. Ask her to do her best evil laugh. **Athaliah was confident she had killed all the heirs to the throne.** Have the queen say, "I got all of them. Now I will be queen forever" (evil laugh).

Queen Athaliah did not know that someone in the royal family had hidden away a baby named Joash who was in line for the throne. Joash spent the next six years hiding. Dress a volunteer in a robe to play Joash. Have him hide behind a chair.

During these six years, evil things happened everywhere, including idol worship. Have the queen say, "My evil plan is working" (evil laugh). **Even though evil seemed to be winning, God was watching over His people.**

Jehoiada was a priest and cared very much about God's kingdom. Give a volunteer a Bible and robe to act as Jehoiada. **Jehoiada knew Joash was in hiding, waiting to be the true king.**

In the seventh year of Queen Athaliah's reign, Jehoiada brought Joash out of hiding and showed people the covenant that Joash was rightfully king. He was proclaimed king and anointed with oil. Have Jehoiada remove the queen's crown and say, "Get out of here. We have a new king. His name is Joash." **Queen Athaliah was killed by soldiers.** Put the queen's crown away; put a new crown on Joash's head. **Joash was now king at the age of seven, and Jehoiada was his advisor. They both loved God.**

- If you were made king at age seven, what would you do?

King Joash noticed the Temple had been neglected in recent years and needed some major repairs. Walls were damaged and sacred items were missing—stolen by the evil queen's sons and used for idol worship. Have Joash say, "We need to fix the Temple."

King Joash told the priests to gather money from the people so repairs could be made. Have Jehoiada point to the other students and say, "Let's bring our offerings to the Lord. We need to repair His house."

When the people heard this, they were cheerful and brought their offerings to the Temple. Have students hum or sing while they bring up their money and put it in a pile. **Money overflowed from the offering box. Amazed priests emptied the box several times to make room for more money. People gave more than enough to hire workers to repair the Temple. All the vessels that were broken or stolen during Queen Athaliah's rule were replaced.** Have Joash and Jehoiada say, "Thank you, everyone."

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).

God saw the response of the people and was pleased. They gave with cheerful hearts, and they were rewarded. King Joash reigned for many years and listened to his advisor, Jehoiada the priest. Because of their leadership, the people continued to be blessed for many years.

APPLY AND ACT

Life Application: I will give to the Lord.

When we give our tithes and offering today, we are doing the same thing the people did in our lesson. Our church needs the financial support of church members in order to be a nice place for people to come. If no one ever fixed a broken air conditioner or leaking faucet because it costs money, do you think the church building would be a pleasant place to be?

Our church also needs financial support to operate its various ministries. The money we give is used for things like musical instruments, food for the homeless, flyers for outreach, vans for youth trips, support for missionaries, and the list goes on. When we give, we are helping our church reach others in our community.

When we give, God wants us to have a cheerful heart. God will bless us based on the way we give. From now on, let's give with a cheerful heart by saying, "Thank You, Jesus," as we give our offering.

In addition to giving our tithes and offerings to God, we need to give our time and talents to God with a cheerful heart. Toss a beach ball to a student. That student names a way we can give to God's kingdom that is not based on money. If the student needs help, ask the student to think of any talents that could be used in a ministry. The student with the ball then tosses the ball to another student, and the process is repeated.

Distribute activity papers and pencils. Students work to crack the code and find ways they can give to the kingdom of God.

Prayer and Call to Action

Play the song "All Things" by David and Nicole Binion. Lead a focused prayer about being committed to giving cheerfully to God's kingdom. Remind students through prayer of ways they can give their finances, time, and talents to God. Pray that the Holy Ghost would guide them to places and people they can give to by serving.

Home Connection

- Send home the unit 3 **HC** calendar (TRP) 📅 with any student who has not received one yet. For each student, send home the lesson 9 **HC** devotion 📖 or show parents the URL on the back page of the activity paper.
- If any students have mentioned stressful family situations or illnesses, send an encouraging note or text to those parents this week. Let them know you are praying for them.
- Encourage families to do something this week to raise money for a church project of your choice (e.g., Sheaves for Christ, a food pantry, sleeping bags for the homeless).



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

WORSHIP AND THE WORD

Worship

God loves our cheerful giving of money, time, and talents. He is especially pleased when we give Him our hearts and emotions in worship. He loves our praise.

God did not create us as robots. He made us with the ability to make choices. How do you think He reacts when we choose to praise and worship Him? Lead students in sincere worship to these suggested songs:

- “Here I Am to Worship” by Chris Tomlin
- “I Give Myself Away” by William McDowell

Memory Work: II Chronicles 34:31

Introduce the unit 3 MW poster (TRP). Define any words or phrases your students might not know.

- **How many of you have ever made a promise? Why is it important to keep a promise?**

A covenant is a promise. The king made a covenant before God.

- **What did the king promise to do?** “To walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book.”

Play a game of Scripture Shuffle Puck. **The king kept God’s decrees in order. Today’s Bible verse is all mixed up, and it is time to line things up the right way.** Form two teams. Choose one person on each team to be the shuffler and another to be the token and cup grabber. The shuffler will slide the token from behind the line to the opposite end of the table where the cups are set up. The token and cup grabber will pick up the token and any cups knocked over and bring them to the rest of the team to place in word order. Play continues until the shuffler has knocked all the words over and the team has placed them all in the correct word order. The first team to accomplish this is the winner. Switch roles and continue to play as time allows.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📌.

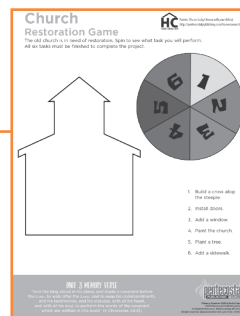
REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, each student uses a pencil and a paper clip to make a spinner. One at a time, students take turns spinning and completing a task of restoring the church. If students land on a task they have already completed, they must pass. Some actions can be completed more than once (adding additional windows and trees or coloring the church again). The first student to complete all six tasks and finish the project wins the game. Discuss with students how they can help keep their church looking nice and inviting.

Unit 3 Memory Passage

“And the king stood in his place, and made a covenant before the LORD, to walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book” (II Chronicles 34:31).



Option 1: Penny Towers

Place fifty pennies in a pile on each end of a table. Form two teams. Have teams line up behind their stack of pennies. On their turn, students pick up a penny and stack it on top of the previous penny. (The first student will start the stack.) Once students have placed their penny on top of the stack, they go to the back of the line.

Play can continue for a set amount of time or until a team runs out of pennies. If the stack falls over during play, the next student can put a penny on any stack that remains of the original tower. The team with the highest stack or the team that uses all the pennies first wins.

Whether we give a penny, a dollar, or a hundred dollars to God, we need to do it with a cheerful heart. Let's say the Life Application together: I will give to the Lord.

Option 2: What Can I Give?

Give each student a sheet of cardstock. Students will create posters illustrating ways they can give to God (e.g., giving an offering, singing a special song, holding the door for an elder, taking out the church trash). Have students use only specific things they have the ability to do.

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

King Uzziah's Choices



CORE SUPPLIES

Excite and Engage

Welcome: On a plate, place several paper clips. Cover them with dirt.

Repair Shop soundtrack (🎧) from lesson 1, attendance charts (AP) (📅), attendance diagnostic stickers (TRP) (📅), offering container, magnet

Opening Activity: Hide several items around the classroom (e.g., a nickel taped under a chair, a LEGO figure on a shelf, a cotton ball in a corner). Make a list of the items and have it posted for students to see.

Relate and Receive

Bible Lesson: Bibles, activity papers (page 1), pencils

Apply and Act

Life Application: New Birth poster (TRP), index cards (1 per student), pencils

Prayer and Call to Action: “You Are Here” by Amanda Kinner, index cards from Life Application

Home Connection: For new students, prepare to send home the unit 3 HC calendar (TRP) (📅). Also prepare to send home the lesson 10 HC devotion (📅) for all students.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “I’ve Got That Holy Ghost down in My Soul” (🎧) and “It’s for Me, It’s for You” (🎧) both by PPH Kids Music

Memory Work: On the inside bottom of foam bowls, write each word or phrase from the verse (one set of bowls per team). Cover the bottom of each bowl with a small, light snack (e.g., Cheez-its, cereal, chocolate chips, Goldfish crackers, grapes, thin apple slices). Be cognizant of food allergies of students.

Unit 3 MV poster (TRP), memory charts (AP) (📅), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Set up an obstacle course using paper cups or cones.

Bandana or scarf, timer

Option 2: Make a copy of the Following Instructions worksheet (TRP) (📅) for each student.

Pencils, small prize

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 God is always available, even though there are consequences for disobeying Him.

Unit Memory Verse

II Chronicles 34:31

Scripture Text

II Kings 14:21

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 and obey 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 can play hide-and-seek for hours. They get especially excited when they are the seeker and find you. How much more should they be excited about “seeking God”? After all, nothing and no one is more exciting to find than God. Help your students understand that seeking involves daily prayer, Bible study, and a determination to obey the Lord. Take these disciplines that sometimes they might consider boring and make them exciting for your students. Make your students want to spend time “seeking God.” He will be the greatest reward they could ever find.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎧 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 📋 to their attendance charts (AP) 📋. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God will prosper those who seek and obey Him.**

If you look at this plate, it appears to just be a plate of dirt. However, when you hold this magnet over part of the dirt, it reveals that there is more to the plate than meets the eye. It is a plate full of paper clips covered by dirt. Cover the paper clips back up; let several students seek for the paper clips.

Opening Activity: Find It

Show the list of hidden items and select one student at a time to find an item. Students are not allowed to touch anything. They must be very careful not to move things or otherwise disturb them. If students are having difficulty finding items, let them know if they are hot or cold as they move throughout the room.

To locate many of the items, the person searching had to search carefully. When we seek God in our lives, we must also be careful. Our desire should be to grow in our walk with God and to please Him with all our actions. Obedience is a major part of this.

To successfully complete the activity, you had to obey the specific directions not to touch anything. God has given us directions in His Word that will help us find His will in our lives if we obey them.

RELATE AND RECEIVE

Access Prior Experience: Have you ever made the choice to disobey? What were the consequences?

Bible Lesson: King Uzziah's Choices

(II Kings 14:21; II Kings 15:1–7; II Chronicles 26)

Sometimes people who are successful can lose sight of how they got where they are. Today's Bible story is a warning of someone who forgot that God was the reason he was blessed.

Have students find II Chronicles 26 in their Bibles. When he was sixteen years old, Uzziah was crowned king by the people of Judah. King Uzziah reigned for fifty-two years. For many years, King Uzziah sought after God and did what was pleasing to God. God blessed him and caused him to prosper.

- What are some ways King Uzziah might have prospered?

With God on his side, King Uzziah waged war against different armies and won. His army was an elite force of warriors who were well-equipped with shields, spears, helmets, bows, and slings to fight their enemies. King Uzziah also was successful at improving buildings, raising animals, and farming and cultivating the land for food. His blessing brought him great fame and respect from everyone.

Unfortunately, because of his success and popularity, King Uzziah became full of pride. He forgot that God was the reason for his triumphs during his reign as king. One day he entered the Temple and burned incense on the altar of God. Under the law of Moses, only the priests were permitted to do that. The priests tried to stop King Uzziah. They told him he was breaking the Law and he would no longer be honored. This made King Uzziah very angry, but still he did not obey.

- What do you think was the result of King Uzziah's disobedience?

King Uzziah immediately broke out in a terrible skin disease called leprosy, which he had until the day he died.

As long as King Uzziah sought and obeyed God, he prospered. When he stopped seeking and obeying God, he lost the blessings of God in his life.

Distribute the activity papers and pencils. Students take turns reading the questions and then circling the correct answers. At the bottom of the page, students unscramble the words to reveal the Bible Point and rewrite it on the blanks.

APPLY AND ACT

Life Application: I will seek and obey the Lord.

I will seek and obey the Lord. These words should serve as an anthem throughout our entire lives. An *anthem* is a theme, song, or statement that defines who we are. No matter our age or the amount of time we spend in church, that anthem will always be important.

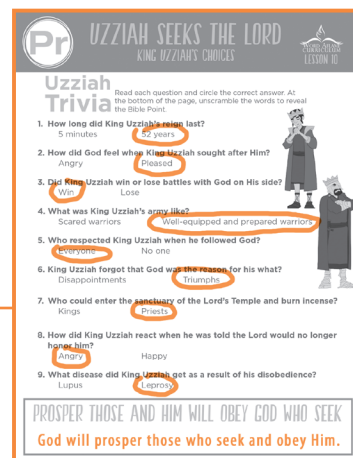
Our quest begins when we believe God's Word is true. The gospel tells us Jesus died, was buried, and then rose from the dead three days later. If we do not have confidence in this, we can never go deeper in our relationship with God.

The next step in seeking and obeying God is to experience the new birth. Point to the New Birth poster (TRP); choose students to read each part of the new birth. Through this experience we gain overcoming power and a boldness in our spirit to do what God tells us to do.

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

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).



AP Answers

52 years
Pleased
Win
Well-equipped and prepared warriors
Everyone
Triumphs
Priests
Angry
Leprosy

God will prosper those who seek and obey Him.

By being obedient we are rewarded with God's blessings. We experience a supernatural peace when we follow the plan God has laid out for us. He blesses us in many ways. We also have the promise of eternal life with our God and Savior, Jesus.

Distribute the index cards and pencils. Ask students to write: **I will seek and obey the Lord by _____.**





Give students a few minutes to write down ways they can seek and obey the Lord. They will use these cards during prayer.

Prayer and Call to Action

Ask students to share (from their index cards) a way they plan to personally seek and obey God. Encourage them to find a place to pray and commit to seeking and obeying God. Play "You Are Here" by Amanda Kinner as students kneel in prayer.

As they pray, walk around the room and pray for each student individually: **I proclaim in the name of Jesus, that You will empower and embolden (name) to seek Your will for (his/her) life. Remove doubt and replace it with spiritual boldness and a commitment to Your kingdom. Help (him/her) to be obedient and willing to do whatever You ask. In Jesus' name, amen.**



Home Connection

- For students who did not receive one yet, send home the unit 3  calendar (TRP) 
- For each student, send home the lesson 10  devotion  or show parents the URL on the back page of the activity paper.
- As parents pick up their children, take a moment to praise each student's accomplishments or ask parents for any prayer requests. Alternatively, during the coming week, send an encouraging email or text message to parents praising their child's accomplishments along with a prayer for God's blessings and prosperity for their family, or ask for prayer requests.

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

WORSHIP AND THE WORD


Worship

When we seek and obey the Lord, He blesses us with the gift of His Spirit. Play "I've Got That Holy Ghost down in My Soul"  and "It's for Me, It's for You"  by PPH Kids Music (originally on *Best of PPH Kids Music 2018*). Use the songs as thankful worship for God's gift. Pray with students who have not experienced the gift of the Holy Ghost.

Memory Work: II Chronicles 34:31

Introduce the unit 3 MW poster (TRP). **In the beginning of our lesson, King Uzziah sought after and obeyed the Lord. He promised to keep God's commandments, statutes, and testimonies. He was committed to God's Word. Let's play a game called Hungry for the Word.**

Before you begin, explain that on the inside bottom of each bowl is a word (or phrase) from the memory verse. Each team must eat all the snacks in the bowls. Once the team has eaten all the snacks in the bowls, they arrange the bowls in order of the Bible verse. The first team to eat all the snacks and correctly arrange the Bible verse bowls wins the game.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) .

Unit 3 Memory Passage

"And the king stood in his place, and made a covenant before the LORD, to walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book" (II Chronicles 34:31).

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, students need to seek diligently and follow directions to find the words that complete the Bible lesson verse. Identify ways students can commit to diligently seeking the Lord throughout their lives. Discuss ways God may prosper students for their obedience in carefully following His directions.

Option 1: Three-Legged Obstacle Course

Pair up students. One pair at a time, tie their legs together using the bandana or scarf. Time each pair as they go through the obstacle course. As each pair finishes, count how many obstacles they knocked out of place and add five seconds for each. Set the obstacles back up and continue with the next pair. At the end, the pair with the shortest time wins.

It is not easy to navigate an obstacle course on your own, let alone with a partner. There are going to be obstacles in life that we are going to have to navigate. During those difficult times, we need to seek and obey God.

Option 2: Follow All Instructions

Have students sit at a table. Place an upside-down Following Instructions worksheet 📄 and a pencil in front of each student. Remind students that it is very important to always read the instructions when doing an assignment or putting things together. Instruct them that when you say, “Go,” they are to flip over their worksheets and follow the instructions. Once they have finished, they are to stand and say the Life Application: I will seek and obey the Lord. The first student to stand receives a small prize.

This was an easy assignment, but many of you made it difficult by not reading all the instructions first, which was the first instruction. We must pay attention to all the instructions God gives us, so we can obey Him.

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 stickynote 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.

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.

Seek-and-Find Word Search

To complete the Bible lesson verse, you must seek to find all the words.

EXAMPLE:
AND I | — = ALL

"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 |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| GOD | MADE | HIM | TO | PROSPER | (8) Chronicles 26:5. | |
| (8) | (9) | (10) | (11) | (12) | | |

| | | | |
|------|---------|---------|--------|
| LONG | OBEY | AND | UZZIAN |
| TO | SEEK | AS | SOUGHT |
| FOR | HE | LORD | ALL |
| FIND | WHO | VISIONS | GOD |
| MADE | THE | HIM | KING |
| IN | PROSPER | DAYS | WILL |

START AT:

| | | | |
|---------|---|------------|---|
| 1. FOR | 1 | 7. KING | 1 |
| 2. HE | 1 | 8. DAYS | 1 |
| 3. GOD | 1 | 9. VISIONS | 1 |
| 4. MADE | 1 | 10. IN | 1 |
| 5. OBEY | 1 | 11. LORD | 1 |
| 6. WILL | 1 | 12. FIND | 1 |

UNIT 3 MEMORY VERSE

*"And the cross stood at the place, and there a constant falling
the cross to make other life grow, and to make the cross stand
and to determine, and the cross, with all the heart,
and with all the soul to perform the words of the command
which are written in this book" (1) Chronicles 24:25.*

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Unit 3 Exile

Unit Aim

Students will conclude God is always available, even though there are consequences for disobeying Him.

Unit Memory Verse

II Chronicles 34:31

Scripture Text

II Kings 22:1–23:25
II Chronicles 34

Bible Lesson Verse

II Kings 22:13

Bible Point

God expects us to obey His Word.

Life Application

I will obey God's Word.

JOSIAH UNDERSTANDS THE IMPORTANCE OF GOD'S WORD

The Book of the Law Is Discovered

CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (🔊) from lesson 1, attendance charts (AP) (📋), attendance diagnostic stickers (TRP) (📋), offering container, activity papers (page 1), colored pencils

Opening Activity: Prior to class, write out the following statements (or create your own) on index cards or strips of paper.

- I create a mini planet NOW.
- I want the temperature in this room to be colder/hotter NOW.
- I turn my shoes into gold NOW.

Relate and Receive

Bible Lesson: Place a Bible in the bottom of a box. Fill the box to the top with random items, completely covering the Bible. Place the box at the front of the classroom.

New Birth poster (TRP)

Apply and Act

Life Application: 3 sheets of paper, pencils, timer

Prayer and Call to Action: "Teach Me to Obey" by Bria Jean

Home Connection: For new students, prepare to send home the unit 3 HC calendar (TRP) (📅). For all students, prepare to send home the lesson 11 HC devotion (📖).

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "Word of God Speak" by MercyMe, "So Will I (100 Billion X)" by Hillsong Worship

Memory Work: Cut apart the Obey the Hat cards (TRP). Place them in a large silly hat.

Unit 3 MV poster (TRP), memory charts (AP) (📋), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Tape the picture of "The Law" Bible (📖) to the bottom of a Jenga block. Build a Jenga tower.

Option 2: No supplies needed

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 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

Our students need to know that the Bible is more than a storybook. While the Bible is full of stories, those stories serve a purpose: to help us know who God is. Students need to understand that God's Word is life and power to us. It gives us strength, peace, and hope. It builds our faith. It helps solve our problems. God's Word is the road map for our lives. Encourage your students to know the Word, love the Word, and live the Word.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 🛠️ to their attendance charts (AP) 📊. Choose a student to introduce the Bible Point: **God expects us to obey His Word.**

Greet students with statements that would typically be associated with leaving: **Goodbye. See you later. Take care.** You will surely get funny reactions. If any students try to leave, ask them kindly to take a seat because class is getting ready to start.

Did you notice anything special about how I welcomed you to class today? Discuss the powerful effect of words. **When we say the wrong thing at the wrong time, it can cause confusion, frustration, or hurt. We should choose our words carefully.**

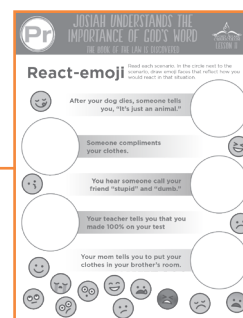
Distribute activity papers and colored pencils. Students take turns reading the scenarios given. In the circle next to each scenario, students draw emoji faces to reflect how they would react. Discuss students' reactions.

Opening Activity: Power of the Word

We have power in our words to influence people and things, but there are limitations. Call up volunteers to demonstrate your point by having each one dramatically read one of the prepared cards to the class, repeating it several times. Emphasize that what they are saying is not happening right in front of their eyes.

The first recorded words of God came in Genesis 1:3. "And God said, Let there be light: and there was light." Notice how, as soon as God spoke, it happened.

The New Testament contains numerous instances of words being spoken by Jesus and things instantly changing. He spoke to the winds and waves while at sea, and they instantly calmed. He raised the dead back to life by commanding them to come forth. Challenge students to think of other instances.



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).

Discuss the powerful, infinite influence of God’s Word compared to the limitations of the words we speak. **God alone can speak the world into existence, raise people from the dead, and control the weather. His Word is powerful and has no limitations or boundaries.**

RELATE AND RECEIVE

Access Prior Experience: Have you ever found a hidden treasure?

Bible Lesson: The Book of the Law Is Discovered

(II Kings 22:1–23:25; II Chronicles 34)

Imagine you are eight years old, your father has just been killed by his own servants, and you have been crowned king over an entire nation. Josiah did not have to imagine this; it was his life.

- **What challenges might an eight-year-old king face?**

As a boy, King Josiah knew he needed to depart from the ways of his father and grandfather, because they did not honor God with their actions. When King Josiah turned sixteen, he really started to seek after God. He realized all the idols and false gods had to be removed throughout the land. Four years later, King Josiah took action. He tore down altars to false gods and smashed the idols.

He also realized the Temple—the house of the Lord—needed repairs. While the repairs were being made, something very special was found. Select a volunteer to search through the box to find something truly precious. When the student finds the Bible, show it to the class.

One of the priests found an original copy of the law of the Lord given by Moses many generations before. This was an invaluable and precious Book. As the priest read it to King Josiah, it had a major impact on him. He immediately repented for not obeying the teachings of God’s Word.

- **What does *repent* mean?**
- **Repenting is a part of what experience?** Refer to the New Birth poster (TRP).

King Josiah sent messengers to one of God’s helpers, a prophetess named Huldah. She said there would be bad consequences upon those who disobeyed God and worshiped idols; however, she added, “The Lord God of Israel says to the king: Because your heart was responsive and you humbled yourself before Me and wept, I have heard you. You will be blessed.”

King Josiah knew how important it was for the people to hear the words of God’s Book that had been discovered in the Temple, so he had it read in public, telling everyone to celebrate the Passover. He made a covenant to obey God’s Word, and he challenged the people to do the same. He obeyed God’s Word for the rest of his life.

APPLY AND ACT

Life Application: I will obey God’s Word.

Form three groups and have each group move to a different corner of the room. Give each group one piece of paper and a pencil. Assign each group one of the three questions below:

1. **Why is it important to have God’s Word in our lives?**
2. **What can we do to demonstrate obedience to God’s Word?**
3. **List people you know or people from the Bible who obeyed God and experienced blessings in their lives.**

Encourage groups to list as many answers as they can come up with in four minutes. Then each group should select a representative to share their answers with the class. After each group presents their answers, allow time for students from other groups to share possible additional answers to the question.





Prayer and Call to Action

Place students into small groups as you play the song “Teach Me to Obey” by Bria Jean. Encourage students to think of one instruction from the Bible they could work on obeying this week and share it with their groups. Have group members pray for each other that they would be committed to obeying God’s Word.

Dear Jesus, Thank You for Your Word. We pray You would help us to love Your Word and to obey Your Word. We pray we would feel Your power when we obey Your Word. In Jesus’ name, amen.

Challenge students to focus on obeying God’s Word this week by reading their Bibles, praying, and being a witness.

Home Connection

- For students who did not receive one yet, send home the unit 3  calendar (TRP) 
- For each student, send home the lesson 11  devotion  or show parents the URL on the back page of the activity paper.
- Provide a gift Bible for any student who does not own one.
- This week send a message to your students challenging them to testify to someone about why it is important to obey God’s Word.

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

WORSHIP AND THE WORD

Worship


Discuss the power of God’s Word. Ask students to raise their hands and invite God to speak to their hearts as you play the suggested songs:

- “Word of God Speak” by MercyMe
- “So Will I (100 Billion X)” by Hillsong Worship

Memory Work: II Chronicles 34:31

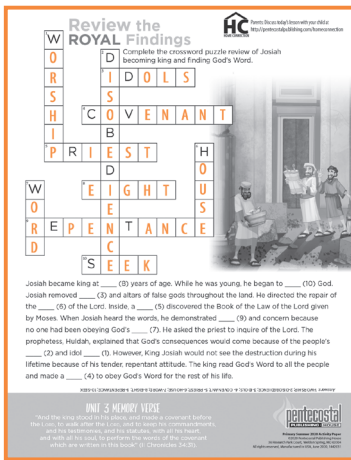
Review the unit 3 MW poster (TRP) and then turn the poster or cover it so it cannot be seen. Challenge students to say the verse from memory.

Play a game of Obey the Hat. Choose a volunteer. The student pulls one Obey the Hat card (TRP) from the hat without looking and hands it to you. After you read the instruction aloud, the student must obey what it says. After the student obeys, the student keeps the card until all cards have been drawn. Once all cards have been drawn and obeyed, students flip them over and work together to see how fast they can arrange the Bible verse in order.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) .

Unit 3 Memory Passage

“And the king stood in his place, and made a covenant before the LORD, to walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book” (II Chronicles 34:31).



AP Answers

- 1-WORSHIP
- 2-DISOBEDIENCE
- 3-IDOLS
- 4- COVENANT
- 5- PRIEST
- 6-HOUSE
- 7-WORD
- 8-EIGHT
- 9-REPENTANCE
- 10-SEEK

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, students review the lesson by completing a crossword puzzle. Answers are at the bottom of the activity paper.

After the review, discuss how we can keep God's Word from being buried and forgotten in all the busy activities of life. Identify lifelong benefits of making and keeping a covenant to obey God's Word.

Option 1: Finding "The Law"

Select a student to knock down the Jenga tower. Students take turns pulling one block at a time out of the pile. Students examine their blocks to see which one has "The Law" Bible 📖 on it. When it is found, everyone rejoices over finding "The Law." If it is not found, students start again taking one block at a time from the pile.

Option 2: Know What "The Law" Says

In this version of Simon Says, you will give a command saying, "The Law Says . . ."

- If it is a command that students would find in the Bible, they must obey it (e.g., leap for joy, obey your parents, read God's Word, love one another).
- If it is not found in the Bible, students should not obey it (e.g., pull someone's hair, eat chocolate, steal a toy).
- If students choose to obey when they should not have, they are out of the game.
- If students choose not to obey when they should have, they are also out of the game.

Option 3: JBQ Musical Chairs

This is played similar to regular Musical Chairs with a slight twist. Set the chairs in a circle facing outward with one less chair than number of students. As music plays, students walk around the chairs. When the music stops, students scramble to find a chair.

The student left standing must quote a verse or answer a question. If they quote the verse correctly, they eliminate the person closest to them. If they misquote it, they are out of the game.

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 DELIVERS JUDGMENT

Jerusalem Is Destroyed



CORE SUPPLIES

Excite and Engage

Welcome: Repair Shop soundtrack (📻) from lesson 1, attendance charts (AP) (📋), attendance diagnostic stickers (TRP) (📋), offering container

Place six tablespoons of baking soda in a clear cup. Place the cup in a 9" x 13" glass baking dish. Place 2 cups of vinegar and a few drops of food coloring in a clear cup; keep it nearby.

Opening Activity: No supplies needed

Relate and Receive

Bible Lesson: Make name tags: KING NEBUCHADNEZZAR, KING JEHOIACHIN, KING ZEDEKIAH.

Bible arts (TRP) from previous lessons, 3 crowns (purchased or made from paper)

Apply and Act

Life Application: Activity papers (page 1), pencils

Prayer and Call to Action: "Wait on the Lord" by James Wilson

Home Connection: For each student, prepare to send home the unit MW handouts (📋) and the lesson 12 🏠 devotion (📋). Send a note to parents and students reminding them of the end-of-the-quarter class party next Sunday. Let them know prizes will be awarded for memory work. Students are encouraged to wear car repair specialist uniforms.

EXPANDED SUPPLIES

Worship and the Word

Worship: Bibles, *suggested songs:* "Create in Me a Clean Heart" by Donnie McClurkin, "Stand in Your Love" lyric video by Josh Baldwin

Memory Work: On the whiteboard, write a blank for each word in the memory verse (each blank should be the size of an index card). On index cards, write each word of the verse. Place prizes (1 per student) in a box.

Unit 3 MV poster (TRP), memory charts (AP) (📋), markers, tape or reusable adhesive

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Flashlight, batteries, Bible

Option 2: Cardstock (1 sheet per student), markers

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 God is always available, even though there are consequences for disobeying Him.

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

Who is God? The answer is simple and complicated at the same time. When students examine the character of God, they will learn that He is just, patient, kind, true, compassionate, loving, and fair. To add another facet to these characteristics, Zedekiah discovered there are consequences for not obeying God. Our students need to understand that God's love is always available to them, but disobeying His principles causes consequences. They need to know that while God loves them, He expects obedience.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎵 on a loop as students enter the classroom. Students add diagnostic stickers (TRP) 📌 to their attendance charts (AP) 📌. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God kept His Word and punished His people for their disobedience.**

Have you learned about cause and effect in school? One thing (the cause) leads to another thing (the effect). If you study hard (the cause), you will get a decent grade on a test (the effect). If you do not study at all (the cause), you will likely get a bad grade on the test (the effect).

- **Can you think of other examples of cause and effect in your life?**
Let students share.

Show the baking soda and the vinegar in their separate cups. **On their own, both baking soda and vinegar stay dormant; they will not change. They will remain a powder and a liquid. Have you ever mixed these two things together?** Select a volunteer to be your assistant. The volunteer will pour the vinegar into the cup of baking soda. Watch the reaction. **In this experiment, the cause was mixing vinegar and baking soda. The effect was a cool chemical reaction in the form of an eruption.**

Opening Activity: Red Light, Green Light

Let's play a new version of Red Light, Green Light. Explain what each color means:

- red=stop
- yellow=crawl
- green=walk fast
- orange=hop on one foot
- purple=walk backward

Students line up at one end of the room. You stand on the opposite side of the room. When you call out a color, students must do the corresponding action immediately. If they choose the wrong action, they must start over. Have another teacher referee by letting kids know when they must start over. Keep changing colors until someone reaches you and is declared the winner.

How did this game illustrate a cause and effect relationship? . . . If you obeyed the color and did the associated action, you continued to move forward. If you did not obey, you had to start over. Starting over was a consequence for not following directions.

God responds to us in the same way. If we do not obey Him and we despise His grace, there will be punishment. Hebrews 12:6 (NLT) says, “For the LORD disciplines those he loves, and he punishes each one he accepts as his child.” He punishes us because He loves us.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever experienced a consequence for not obeying?**

Bible Lesson: Jerusalem Is Destroyed

(II Kings 24:10–25:21; II Chronicles 36:11–21)

From generation to generation, the kings and people of Israel would switch back and forth between obeying God and doing what was evil in His sight. Use Bible art 🎨 from previous lessons to discuss the actions of Israel’s kings and its people.

- **Think back to rulers we have learned about recently. Who chose to do evil instead of obeying God?** *Ahab and Jezebel murdered to get Naboth’s vineyard. King Uzziah burned incense on the altar in the Temple and got leprosy. The wicked Queen Athaliah tried to have the entire royal family murdered.*

Even though these rulers did awful things, God still had patience and gave His people chance after chance to repent and turn toward Him. Unfortunately, when God sent messengers to warn of His coming judgment, His prophets were made fun of and despised.

- **Have you ever been mocked (made fun of) for trying to get someone to do the right thing? What happened? How did that make you feel?**

Today we will focus on three more rulers. We have King Nebuchadnezzar of Babylon and King Jehoiachin of Jerusalem. Dress two volunteers with crowns and appropriate name tags.

King Nebuchadnezzar came to Jerusalem and raided it. He took King Jehoiachin, his commanders, and others as prisoners. There were 10,000 captives in all. He took the treasures from the Temple back to Babylon. He placed a new king named Zedekiah over Jerusalem. Place the Zedekiah name tag on a third volunteer. Have Nebuchadnezzar take the crown from Jehoiachin and place a new crown on Zedekiah. Nebuchadnezzar and Zedekiah shake hands. Jehoiachin can be seated. Nebuchadnezzar stands off to the side.

King Zedekiah was placed in charge of Jerusalem and did what was evil in the sight of God. God gave Zedekiah every opportunity to change. God even sent the prophet Jeremiah with a word of warning to Zedekiah, but Zedekiah refused to humble himself. Have Zedekiah say, “I will do what I want to do. I am not going to listen to some man who claims to be a prophet.”

Meanwhile, the leaders in the Temple and the people also became more unfaithful to God by desecrating the house of God. Do you know what *desecrate* means? Basically, they polluted the Temple with things that were ungodly. God had shown patience and mercy by sending prophets to warn them, but the people refused to listen. God could no longer hold back His anger. It was time to punish the people in Jerusalem.

Hebrews 12:6

For whom the Lord loveth he chasteneth, and scourgeth every son whom he receiveth.

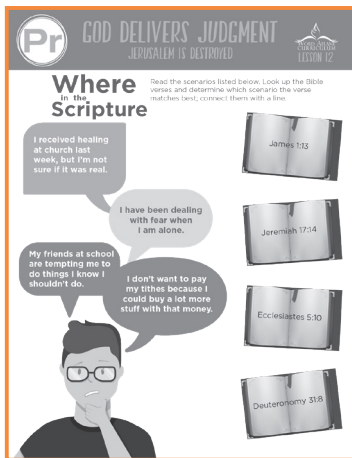
Bible Lesson Verse

“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).

How did God do it? . . . King Zedekiah was a stubborn man. Even though Nebuchadnezzar had given him his position, Zedekiah did not respect him. The oath of loyalty Zedekiah had taken to Nebuchadnezzar meant nothing to him, so he rebelled against Nebuchadnezzar. Have Zedekiah say, “Nebuchadnezzar is a big wimp, and I am not scared of him.” **Zedekiah would regret these words almost as much as not listening to the prophet Jeremiah.**

As punishment for all that had been done against Him, God allowed King Nebuchadnezzar and the Babylonians to attack Judah. Have Nebuchadnezzar and several volunteers arrest Zedekiah and order him to take a seat. Zedekiah acts sad. **The Temple—the house of the Lord—was destroyed. Everything of value inside the Temple was stolen by the Babylonians. The walls of the city were torn down. The palaces were burnt down.** Have Nebuchadnezzar say, “Nobody disrespects me and gets away with it.”

Sadly, King Zedekiah’s eyes were poked out and all his sons were killed. The disobedient people of Jerusalem were taken captive and carried to Babylon. God kept His word and punished His people for their disobedience. The continual rejection of God caused terrible consequences. Have a student read II Chronicles 36:16 (Bible Lesson Verse).



APPLY AND ACT

Life Application: I will keep God’s Word.

Distribute the activity papers and pencils. **Throughout your life, you will be faced with difficult decisions. The Word of God is the best place to get the instructions you need. On your paper are four scenarios and four Scripture references. We will look up the Bible verses and vote to see which scenario the verse best matches.**

- I received healing at church last week, but I am not sure if it was real. (Jeremiah 17:14)
- I have been dealing with fear when I am alone. (Deuteronomy 31:8)
- My friends at school are tempting me to do things I know I should not do. (James 1:13)
- I do not want to pay my tithes because I could buy a lot more stuff with that money. (Ecclesiastes 5:10)

When we choose to obey God’s Word, the results will be positive. If we ignore His Word, there will be negative consequences. When we are faced with making decisions like the scenarios above, we should pray, fast, study the Word, and listen to our spiritual leaders before making any big decisions.

Prayer and Call to Action

Play “Wait on the Lord” by James Wilson as students gather in a circle. Have students pray individually asking for God’s Spirit to help them follow and keep God’s Word every day. Go around the room and pray for each student to be filled or refilled with the Holy Spirit to help them to overcome sin and obey God. **Lord, fill us with Your Holy Spirit. Help us overcome sin and obey You. Help us hold on to Your Word and allow it to guide every decision we make. In Jesus’ name, amen.**

Home Connection

- For each student, send home the lesson 12 devotion or show parents the URL on the back page of the activity paper.
- Send home a copy of the unit MW handouts with each student. Also send a notice asking students to dress as car repair specialists for next week’s fun review lesson. Let students and parents know prizes will be given for memory work. Encourage them to bring a friend.

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

WORSHIP AND THE WORD

Worship

Teachers and students hold Bibles as they worship and sing the suggested songs:

- “Create in Me a Clean Heart” by Donnie McClurkin
- “Stand in Your Love” lyric video by Josh Baldwin

Memory Work: II Chronicles 34:31

Review the unit 3 MW poster (TRP) while standing like a flamingo. Play a game of Stand by Your Word. Ask all students to stand. They must remain standing very still and be prepared to raise their hand the fastest and stand by their word.

Walk around the room with a box full of prizes. As you walk, randomly ask: **Who will stand by their word?** The first student to raise a hand gets to give a “one word” answer. The answer must be a word from the Bible verse. (Note: the words of the verse do not have to be given in order for this game.) If the word is in the verse, the student gets to choose a prize from the box. Mount the index card with that word on the wall in verse order. Repeat this process until all the words to the verse have been given.

Optional: Have some words of the verse already mounted and do this as a fill-in-the-blank type activity. This will make it faster if time is an issue.

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📅.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students work to break the code. Then they read the choices and circle as many as they choose. Reinforce the fact that we have choices, but those choices have consequences—some good and some not so good.

Option 1: Light the Path

Show your flashlight. Take out the batteries and explain that these batteries represent the Word of God in our lives. Read Psalm 119:105. **When we hide the Word of God in our hearts, it allows our path to become illuminated. The Word of God will show us the way we need to go.**

Play flashlight tag. The person who is “it” leaves the room. The remaining students hide. Turn off the lights. Using the flashlight, “it” enters the room and searches for the other students. When a student is found, “it” shouts out the student’s name. Play continues until everyone is found.

Option 2: Powerful Flyers

Give each student a sheet of cardstock. Instruct students to design a flyer titled “God’s Word Is Powerful” by creating and illustrating similes and metaphors showing how God’s Word is powerful (e.g., God’s Word is stronger than a tornado). Students write metaphors on their flyers and then draw pictures to illustrate them.

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!

Unit 3 Memory Passage

“And the king stood in his place, and made a covenant before the LORD, to walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book” (II Chronicles 34:31).

It's Your Choice HC

To break the code, you need to determine which letter is missing from the second word and plug it into the correct space(s). Some numbers are repeated, so use the same letters for them.

| CHOICES | HAVE | CONSEQUENCES |
|------------------------|-------------------------|-----------------------|
| 1. REACH - HEAR = C | 2. CLOTHES - CLOSET = H | 3. HOOPS - SHOP = O |
| 4. PRAISE - SPEAR = I | 5. TEARS - RATS = E | 6. STRAP - PART = S |
| 7. DEAR - RED = A | 8. SAVE - SEA = V | 9. FRIEND - FRIED = N |
| 10. SQUINT - UNITS = Q | 11. TOURS - SORT = U | |

Circle your choices. I choose to . . .

| Accept God's ways | Follow God's instructions | Rebel against God's Word |
|------------------------------|---------------------------|--------------------------|
| Believe God's Word | Ignore God's commandments | Reject God's ways |
| Disregard God's instructions | Listen to God's leaders | |
| Disrespect God's leaders | Obey God's commandments | |

UNIT 3 MEMORY VERSE

“And the king stood in his place, and made a covenant before the LORD, to walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book” (II Chronicles 34:31).

centennial

AP Answer

Choices have consequences.

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 18:36–37

Unit 2

Elisha

Unit 2 Memory Verse

II Kings 2:9–10

Unit 3

Exile

Unit 3 Memory Verse

II Chronicles 34:31

Bible Lesson Verse

Deuteronomy 13:4

Bible Point

God expects obedience.

Life Application

I will obey God and His Word.

GOD'S KINGDOM

Review

CORE SUPPLIES

Excite and Engage

Welcome: Owner's manual from your car, Bible, Repair Shop soundtrack 📻 from lesson 1, attendance charts (AP) 📋, attendance diagnostic stickers (TRP) 📋, offering container

Opening Activity: Cut apart the Review Questions (TRP). On two of the questions, draw a lightning bolt. On one question write: THUNDER. Place all the questions into a hat. You will also need the Review Questions and Answers sheet (TRP) 📋.

Relate and Receive

Bible Lesson: No supplies needed

Apply and Act

Life Application: Paper, pencils, recording device, markers

Prayer and Call to Action: Hang a posterboard on the wall. Students will also need markers.

Home Connection: Completed attendance charts (AP) 📋 and memory charts (AP) 📋

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “Good Fight” by Unspoken, “Witness” lyric video by Jordan Feliz

Memory Work: On the top of three pizza boxes, write: OBEY, SEEK, and FOLLOW (1 word per box). Cut the Pizza Verses (TRP) 📋 (1 pizza per team) into pizza pieces (equal pieces per team). Place one scrambled pizza in each box.

Unit MW posters (TRP), completed memory charts (AP) 📋, *optional:* certificates or prizes (1 per student)

Reinforce and Review

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

Option 1: Cut construction paper into ½-inch-wide strips. Each student will also need a toilet paper or paper towel tube and glue, tape, or a stapler.

Option 2: Slips of paper, pencils, hat

Option 3: Supplies from your favorite JBQ activities, JBQ Quizzes 📋, JBQ Verses 📋

● Class Evaluation

The review lesson is a good time to review your own work. Begin with a review of 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?
- Which activities worked and 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 well?
- 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?

Pray always, asking God to direct your path and order your steps. You are laying foundations that are critical to your students' relationships with God. Help them learn and love to live for God.

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

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎧 on a loop as students enter the classroom. Students add the last diagnostic sticker (TRP) 📌 to their attendance charts (AP) 📌. Have students place their offering in the offering container when they arrive. Introduce the Bible Point: **God expects obedience.**

Show the owner's manual for your car. **This manual has tons of useful information—like what kind of oil and gas to put in the car, how often to change the oil and check the brakes, and how to maintain the engine. If I do not follow the instructions in this book and I do something like put the wrong kind of oil or gas in my car, it could result in damage to my car. My car might make noises, start overheating, or stop running. As the car's owner, it is important to follow the directions in this book (show owner's manual) just as it is important for us as Christians to follow the directions in this Book (show Bible). God expects obedience.**

Opening Activity: Bible Boom

This quarter we have learned a lot about God's greatness and power.

- **What are some miracles we have learned about?**

The Review Questions and Answers sheet (TRP) 📌 is separate from the Review Questions (TRP) that are to be cut apart and placed in the hat.

Send charts home with students today.



Bible Lesson Verse

“Ye shall walk after the LORD your God, and fear him, and keep his commandments, and obey his voice, and ye shall serve him, and cleave unto him” (Deuteronomy 13:4).

This is a good time to present any awards/acknowledgements. Give students a preview of the upcoming quarter to build interest and excitement.

Play a game of Bible Boom. Form two teams. Students take turns drawing a Review Question (TRP) from the hat. If they answer it correctly, they get 100 points for their team. If they do not answer it correctly, they can choose a team member to answer the question for them. If they draw a strip of paper that has a lightning bolt on it, their team loses all their points. If they draw the strip of paper that has the word *thunder* on it, they double their team’s score.

Distribute the activity papers and pencils. Students find and circle the words in the word search puzzle. As they work, discuss what they learned about each of the words during the quarter.

RELATE AND RECEIVE

Access Prior Experience: **What was your favorite lesson of the quarter? Why?**

Bible Lesson: Review—God Expects Obedience

Form two teams. Play a game of Drive or Brake.

- Say a key point from the quarter to the first person on the first team. (Use key points below and add your own.)
- That student must give you an example from the quarter’s lessons, other Bible stories, or the student’s own life that demonstrates that point.
- If the student comes up with a correct example, the student can “put the brake” on someone from the other team and that person must sit down.
- If the student answers incorrectly or cannot come up with an example, the brake is put on that student and that student must sit down.

Switch to the other team and say another key point. Play continues until one team has “put the brake” on every member of the opposite team.

Some Key Points to Review

God takes care of His people.
 God honors the prayers of His preachers.
 God honors those who follow Him with persistence.
 God prospers those who seek and obey Him.
 God expects obedience.
 God forgives and heals.
 God allows consequences for sin.

APPLY AND ACT

Life Application: I will obey God and His Word.

Form three groups. Distribute paper and pencils. Ask each group to create a commercial about obeying God and His Word with our actions and attitudes. Let them present it to the class. Record the commercials and post them on Facebook (with parental permission) for parents to view.

Optional: Students can create a magazine ad using Bible verses to help them remember to obey God.

Prayer and Call to Action

Students will work together to create a group prayer of commitment to follow God and obey His Word. Allow them to discuss their ideas first and then write them on the posterboard.

Pray the commitment prayer as a group.

Home Connection

- In remembrance of the quarter's décor theme, consider sending home a fun age-appropriate repair shop item with each student. Send home a personal note with it, telling parents how much you enjoyed having their child in class.
- There is no calendar or devotion for this review week. Send home the completed attendance charts (AP) ⬇️ and memory charts (AP) ⬇️.
- Consider getting together with teachers from other classes and putting together a PowerPoint containing photos of the students participating in this quarter's lessons. 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 via text, email, or Facebook. Ask them to show the photos to their children to excite them about next week's class. In addition, share the photos with our Facebook group: Word Aflame Primary Curriculum Teachers.

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

WORSHIP AND THE WORD

Worship

Obedying God is rewarding and exciting. Yes, it is sometimes difficult to follow His instructions, but a Christian life is much more than rules and regulations. It is a journey of victory and joy. March around the room, worshiping with actions of victory while singing the suggested songs:

- "Good Fight" by Unspoken
- "Witness" lyric video by Jordan Feliz

Memory Work

Unit 1 Bible Passage

"Elijah the prophet came near, and said, LORD God of Abraham, Isaac, and of Israel, let it be known this day that thou art God in Israel, and that I am thy servant, and that I have done all these things at thy word. 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 18:36–37).

Unit 2 Bible Passage

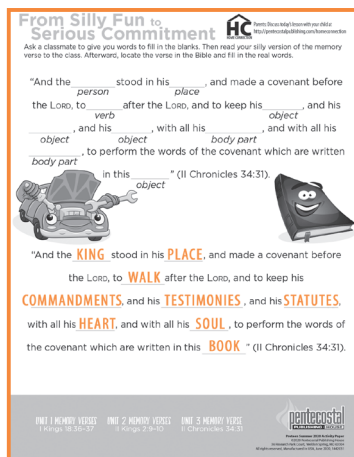
"Elijah said unto Elisha, Ask what I shall do for thee, before I be taken away from thee. And Elisha said, I pray thee, let a double portion of thy spirit be upon me. And he said, Thou hast asked a hard thing: nevertheless, if thou see me when I am taken from thee, it shall be so unto thee; but if not, it shall not be so" (II Kings 2:9–10).

Unit 3 Bible Passage

"And the king stood in his place, and made a covenant before the LORD, to walk after the LORD, and to keep his commandments, and his testimonies, and his statutes, with all his heart, and with all his soul, to perform the words of the covenant which are written in this book" (II Chronicles 34:31).

Review all three unit MW posters (TRP). Then remove the posters.

Form three teams. Select a student or teacher to be the pizza delivery person to distribute one pizza box to each team.



Before teams open their boxes, review three key words we have learned from our Bible memory verses: OBEY, SEEK, FOLLOW. On the outside of each pizza box is one of these words. Give groups a couple minutes to discuss their word, what it means, and how they can apply it to their lives. Groups will share their conclusions with the class.

Instruct teams that on “go,” they will open their pizza boxes and assemble their Pizza Verses (TRP) 🍕. The first team to finish is the winner.

After the memory verses have been reviewed, give students their completed charts to take home. Reward students’ efforts with certificates or prizes.

REINFORCE AND REVIEW

Activity Paper

For the activity on the back of the activity papers, students pair up to create a silly version of the unit 3 memory verse (II Chronicles 34:31). Once everyone is finished, have students read them aloud. Then have students locate the verse in their Bibles, if needed, and fill in the real words.

Challenge students to stand in class and make a covenant before the Lord and their peers to do exactly what this verse says. Perhaps have students raise a hand and repeat the verse after you: **“And I, (student’s name), stand in this classroom and make a covenant before the Lord . . .”** and so on through the verse.

Option 1: Hip, Hip, Hooray!

Give each student a paper tube. Using glue, tape, or staples, students attach strips of construction paper to the end of their tube to create a pom-pom.

When students have finished creating their pom-poms, form small groups and have each group create a cheer that celebrates the greatness of God. Encourage them to use examples from the lessons covered this quarter. Let each group present their cheer to the class.

Option 2: Obedience Charades

Give each student a slip of paper and a pencil. Have each student write a scenario about following and obeying God and His Word. Place the scenarios in a hat.

Students take turns drawing a scenario and acting it out for the class, who must guess what the scenario is.

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.