

Lesson 1

CREATION

Genesis 1-4

INTRODUCTION

The Bible is the revelation of God's eternal plan. Genesis is the book of beginnings—the beginning of the universe, the beginning of measured time, the beginning of man, the beginning of the home, the beginning of sin, and the beginning of hope for the salvation of mankind. The three eternal beings are present at the beginning and each have a role in the creation of the world.

1. God the Father- "In the beginning God"—God purposed and planned
2. God the Spirit- "And the Spirit of God"—the Spirit hovered over the waters
3. God the Son (the Word)- "And God said"—Jesus Christ, the Word of God, created all things (John 1:1-3, Col. 1:16)

The three-in-one are one in purpose, one in work, and one in righteousness (John 10:30, 37-38; 1 Cor. 2:10; Eph. 4:4-6)

According to Genesis, God created man and woman. They did not evolve from anything; they were *created in His image*. God then gave man the responsibility to care for the garden of Eden and to never eat of the tree of knowledge of good and evil. If he ate fruit of the tree, he would die. Adam also named all the animals. God saw that there was no helper for Adam, so he took one of Adam's ribs and made woman.

Satan came and told the woman that she would not die if she ate from the tree of the knowledge of good and evil. So she ate the fruit and gave some to Adam. This was the first sin. God cast them out of Eden.

Adam and Eve had two sons named Cain and Abel. Both sons brought offerings to God, but God only looked on Abel with favor. In his anger Cain murdered his brother.

TEACHING

After the lesson, each child should know:

1. God the Father, Son, and Holy Spirit were present at creation.
2. God created everything and saw that it was good.
3. God wants our first fruits.
4. Sin is what separates us from God.
5. God planned for Jesus to die for our sins from the very beginning.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Have the students decorate three ice pop sticks however they choose. On each stick, write either "Father," "Son," or "Holy Spirit." Glue the three sticks together in the shape of a triangle. Adhere a small magnet strip on the back of each stick, and this trinity craft easily transforms into a magnet for the refrigerator. Discuss how God planned for Jesus to die for our sins from the very beginning.

Have kids decorate a pre-made frame or one they make out of popsicle sticks. Then have them draw a self portrait. Talk about how we are all made in God's image.

WORSHIP TIME:

"Creation" by JoLinda Crump

"My God is So Big"

"Lord I Lift Your Name on High"

Lesson 2

NOAH

Genesis 6-9:17

INTRODUCTION

The descendents of Adam multiplied, and after many years passed, the Lord saw that the wickedness of man was great. Their hearts were evil and violence and corruptions filled the earth. God was grieved in his heart that he had made man. He decided to destroy men and animals with a great flood. However, Noah found favor in the eye of the Lord for he was righteous. God told Noah to build an ark in which two of every animal and Noah's family would be saved. It rained for forty days and forty nights, destroying everything on earth except the ark and those in it. After 150 days, the waters receded. God promised to never destroy his creation again. The rainbow is a symbol of that promise.

TEACHING

After the lesson, each child should know:

1. God promised to never again destroy the world.
2. Noah walked with God and God saved him.
3. The sign of God's covenant is the rainbow.
4. God destroyed the people and animals of earth because of their wickedness.

ART/CRAFT STATION

Experiences/Craft Suggestion:

1. Use water colors to paint a rainbow.
- OR-
2. Rainbow Window Cling: Dye white glue the colors of the rainbow. Place glue in bags and cut a small piece off one of the corners (enough that a small stream of glue can be squeezed out). Print out an outline of a rainbow and place in clear page protectors (you will need enough page protectors for each student). Allow students to color the plastic (using the outline of the rainbow as a template) using the different colored glue. Allow to dry (kids can take it home the next time they are there). Peel the glue design off and use it as a static cling on a window or mirror.

WORSHIP TIME:

"Arky, Arky" (to the tune of "Rise and Shine and Give God the Glory")

"The Animals Went in 2 by 2"

Lesson 3

ABRAM

Genesis 11:31-Genesis 19

INTRODUCTION

God chose Abram to be the father of a nation through whom his Son would come. God made a covenant with Abram that comprised of three promises:

1. God promised to make Abram a great nation, that his offspring would be as great as the stars in the heavens.
2. God promised to give Abram and his descendents the promised land.
3. God promised that through Abram all the people of the earth would be blessed.

TEACHING

After the lesson, each child should know:

1. God made a covenant with Abram that he would be the father of a great nation even though he and his wife were unable to have children.
2. God promised to give Abram and his offspring a place to live called the Promised Land.
3. God promised that through Abram all the people of the earth would be blessed.
4. God changed Abram's name to Abraham.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Bring costumes and props for students act out the story of the three angels visiting Abraham and Sarah to tell them they would have a son (Genesis 18).

WORSHIP TIME:

"Father Abraham"

Lesson 4

ABRAHAM & ISAAC

Genesis 16-22

INTRODUCTION

Abraham and Sarah heard God's promise to give them a son, but after 10 years and still no children, Sarah gave her maid to Abraham to be his wife. Since Hagar, the maid, was the property of Sarah, any children Hagar had would also belong to Sarah and thus be considered Sarah's child. Hagar had a son, Ishmael. Several years later Sarah conceived and bore a son named Isaac. Hagar and Ishmael were cast out of the household by Sarah's request. God promised to still make a nation of Ishmael because he was Abraham's son even though God's covenant with Abraham would be fulfilled through Isaac. God told Abraham to offer Isaac as a burnt offering. Abraham obeyed, and God spared Isaac's life.

TEACHING

After the lesson, each child should know:

1. God's covenant with Abraham would be fulfilled through Isaac, not Ishmael.
2. Sarah had a son when she was 90 years old.
3. Abraham obeyed God and had faith in God even when asked to give up his only son.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Collect a bunch of sticks and scatter them throughout the room. Have the students gather and bundle them together (using bungee cords or some other kind of cord) to make an altar. Talk about how Abraham might have felt when he was preparing to sacrifice his dear son. Discuss what things we love the most/have been waiting for a long time, and what it would feel like to be asked to give it up.

WORSHIP TIME:

"Father Abraham"

Lesson 5

JACOB & ESAU

Genesis 24-28

INTRODUCTION

When Abraham was old, he was concerned about finding a wife for Isaac. He did not want Isaac to marry a Canaanite woman, so he sent his servant to his relatives to find a bride for Isaac. The servant prayed to God for a sign so that he would know the young woman chosen by God for Isaac. Rebekah, the granddaughter of Abraham's brother, came to the well as the servant prayed. She gave the servant and his animals water, the signs for which he had prayed. Rebekah went with the servant to become Isaac's wife. Rebekah had twin boys. The Lord said they would be two nations. One would be stronger than the other, and the elder would serve the younger. Esau sold his birthright to his younger brother for food. The birthright was the special right by birth enjoyed by the firstborn son of the family. The firstborn son received a double portion of the inheritance of his father's possessions and a special blessing from the father. The firstborn also became the head of the family. When Esau was sent out to hunt Rebekah had Jacob deceive his father and gain the blessing meant for Esau. Isaac could not take back the blessing. Jacob ran away for fear of being killed by Esau.

TEACHING

After the lesson, each child should know:

1. God showed Abraham's servant who was to be Isaac's wife (Rebekah).
2. Isaac and Rebekah had twin sons, Esau and Jacob.
3. Esau foolishly gave up his firstborn rights for the temporary satisfaction of his appetite.
4. Jacob, with his mother's help, deceived his father and took Isaac's blessing that was intended for the firstborn, Esau.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Make paper dolls of Jacob and Esau. Have kids decorate the clothes (one hairy outfit that Jacob would use to deceive Isaac).

WORSHIP TIME:

"Abraham, Isaac and Jacob"

(see link <http://biblesongsandmore.wordpress.com/songs/old-testament-songs/abrahamsong/> There are lyrics as well as music for the piano)

Lesson 6 JOSEPH

Genesis 37-46

INTRODUCTION

Joseph was Jacob's favorite son which caused his brothers to be jealous of him. Due to their jealousy, Joseph's brothers sold him as a slave and told their father Joseph was killed by a wild animal. While in Egypt Joseph prospered as the slave of the Captain of Pharaoh's army, Potiphar. But Potiphar's wife tried to tempt Joseph and he escaped from her. Potiphar's wife was angry and told her husband Joseph tried to hurt her. Joseph was put in prison where he interpreted the dreams of two other servants who were in prison. The Pharaoh heard this and sent for Joseph. Joseph told the king his dream meant there would be seven years of plenty followed by seven years of famine. Joseph was made 2nd in command to Pharaoh. When the famine came, Joseph's brothers came to Egypt to buy grain. Joseph tested his brothers and later reveals himself to his brothers. His entire family moved to Egypt.

TEACHING

After the lesson, each child should know:

1. Joseph's brothers were jealous of Joseph because his father loved him most, so they sold him as a slave.
2. Joseph prospered in whatever he did.
3. God provided for Joseph; He was always with Joseph.
4. Jacob (Israel) moved his family to Egypt.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Have the students each make a paper "coat of many colors." Then have them rip it, dip the edges in some red paint, and glue it to a piece of construction paper. At the bottom of the page, print the words, "The Big Lie." Talk to the students about how, even though Joseph's brothers tricked him and lied about him, God protected him and gave him the strength to forgive and even help his brothers later on.

WORSHIP TIME:

"The Twelve Sons of Jacob" by JoLinda Crump (in binder)

"My God is So Big"

(For extra fun, play some songs from Andrew Lloyd Webber's *Joseph and the Amazing Technicolor Dreamcoat*. "Jacob and Sons" and "Joseph's Coat" would be especially good for this lesson.)

Lesson 7

MOSES

Exodus 1-4; 27-31

INTRODUCTION

Math { After Jacob's family moved to Egypt, they increased and multiplied until the land was filled with them. Joseph died, many years passed, and a new Pharaoh came to power who did not know him. Afraid of the strength and might of the Israelites, the king began to enslave them and force them to build cities for him. In order to decrease the number of Israelites in Egypt, Pharaoh decreed that all boy babies born to the Hebrew women should be cast into the river. One Levite family hid their baby boy. When they could no longer hide him, his mother put him in a basket and placed him in the river where the daughter of Pharaoh found him. Pharaoh's daughter named him Moses and raised him as her son.

When Moses grew up, he saw the oppression of the Hebrews. He saw an Egyptian hit one of the Israelites. Moses killed the Egyptian and fled. He came to Midian, where he married and became a shepherd. The Lord came to Moses, speaking from a burning bush. God told Moses to deliver the children of Israel from Egypt and take them to the Promised Land.

TEACHING

After the lesson, each child should know:

1. Moses was raised as a royal Egyptian even though he was a Hebrew.
2. God wanted Moses to deliver the Israelites from slavery and take them to the land God promised Abraham.
3. God prepared Moses to speak to the Israelites and Pharaoh.

ART/CRAFT STATION

Experiences/Craft Suggestion:

1. Create a baby Moses using half a walnut shell for the basket and a pom pom or cotton ball and some felt for the baby.

--or--

2. Have students trace their hands 4 times of different greens and browns. Cut them out. Students color a print out of baby Moses in the river. Glue cut out hands to make reeds and plants that cover the baby.

WORSHIP TIME:

-Baby Moses He is Born

by Rebecca Strickland (sing to the tune of "London Bridge")

Baby Moses, He is born
He is born, He is born
Baby Moses, He is born
Hurry, hide him!

Mama makes a basket bed.....
Hurry, hide him!

Moses floating in the Nile.....
Miriam is watching

Moses in the bulrushes.....
Miriam is watching

Pharaoh's daughter picks him up.....
God protected Moses.

Lesson 8

THE PLAGUES

Ex. 5-11

INTRODUCTION

After God spoke to Moses from the burning bush on Mount Horeb, Aaron met Moses in the mountain. Together they went to Egypt then gathered together all the elders and children of Israel. Aaron told the people all the words God had spoken to Moses and did the signs in the sight of the people. The people then believed that God had sent Moses and Aaron to deliver them from their bondage, and they bowed their heads and worshipped.

Afterward Moses and Aaron went before Pharaoh and told him their God said to let the people make a three-day journey into the wilderness to worship him. Pharaoh asked, "Who is the Lord...I know not the Lord, neither will I let Israel go." He then commanded his taskmasters to increase the burdens of the Israelites.

When Moses and Aaron appeared before Pharaoh, they requested that Pharaoh allow the children of Israel to journey into the wilderness to worship their God. Pharaoh refused, and instead increased the burdens of the Israelites, saying they were idle and therefore wanted to go and sacrifice to their God.

To prove to Pharaoh that the God of Israel was greater than the gods of Egypt, Aaron cast his rod down before Pharaoh, and it became a serpent. However, Pharaoh called for his magicians whose rods also became serpents when they cast them down. Even though Aaron's rod swallowed the rods of the magicians, Pharaoh refused to listen to Moses and Aaron and hardened his heart.

Moses and Aaron then began to demonstrate to Pharaoh the power of the God of Israel with ten plagues upon the people and land of Egypt. The first nine plagues are discussed in this lesson.

TEACHING

After the lesson, each child should know:

1. God sent Moses and Aaron to Pharaoh with the message: "Let My People Go!" But Pharaoh said no (God hardened his heart).
2. God sent nine plagues on the Egyptians, but Pharaoh remained stubborn and would not let the Israelites go.
3. God sent a tenth and final plague that changed his mind (stay tuned for next week!).

ART/CRAFT STATION

Experiences/Craft Suggestion:

Use the following worksheet as a template and copy for each student. Have them decorate each number to reflect the corresponding plague (for example, the vertical line in the number "1" becomes a red wave pattern to remind us of the water turning to blood).

Talk with students about how those plagues would affect us in our current lives. Discuss times when they have been stubborn or have encountered other people being stubborn. Are we good listeners when we are stubborn?

WORSHIP TIME:

"The Ten Plagues" by JoLinda Crump (for the purpose of clarity for the students, change the lyrics "the murrain of the cattle" to "the plague on the livestock").

"Here I am to Worship"

Name:

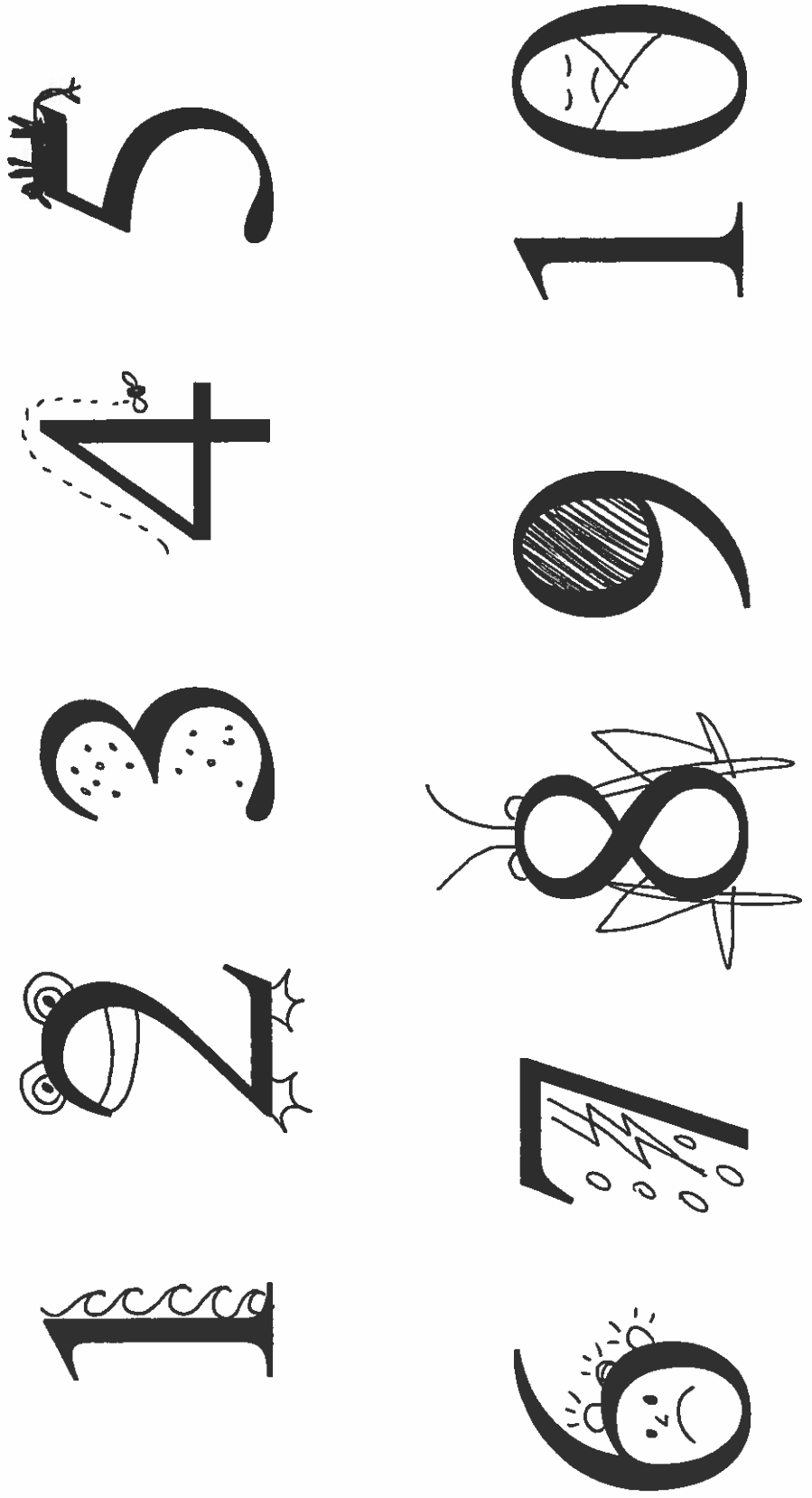
The Ten Plagues in Egypt

1 2 3 4 5

6 7 8 9 10

Name: _____

The Ten Plagues in Egypt



0
1

2

3

4

5

6

7

8

9

0

TYPE IN ALL DIGITS

1000



Get Door Stick

① Lesson

Lesson 9
PASSOVER/ESCAPE FROM EGYPT

Ex. 11-14

Narrator = Me
Israelites = Kussels
Pharaoh = Matt

INTRODUCTION

Although enduring nine plagues upon the land of Egypt and its people, Pharaoh continued to harden his heart. He refused to listen to Moses and Aaron and told them to come to him no more, for the day they saw his face they would die (Ex. 10:27-29).

Moses then announced to Pharaoh that the Lord would bring one more plague upon Pharaoh and Egypt. At about midnight, the Lord would go out into the midst of Egypt. All the firstborn in the land would die, from the firstborn of Pharaoh to the firstborn of his servants and all the firstborn of animals. Nevertheless, Pharaoh hardened his heart and Moses left in anger.

In order to escape this plague, Moses instructed the Israelites to slay a lamb, dip a bunch of hyssop in the blood, and sprinkle the blood on the lintel and doorposts of their homes. The blood upon the lintel and doorposts would be a sign for the Lord to pass over those houses. Those inside would escape the destroyer as long as they remained in the houses until morning.

During the long night, the Israelites were to roast the slain lamb and eat it along with bitter herbs. In addition, they were to remove any leaven from their homes and eat unleavened bread (the bread of haste) that night and for seven more days. They were to eat the prepared food with their loins girded (belt around their waist), their shoes on their feet, and their staff in their hand.

This night of feasting was called the Passover Feast, and the following seven days called the Feast of Unleavened Bread. The Israelites were commanded to observe these feasts each year as a memorial to the time when the Lord passed over their houses and slew the firstborn of the Egyptians.

Next morning, firstborn Egyptians - people + animals died

+ Pharaoh finally declared that the Israelites could go.

Ask questions - Matt

- How did Phar., Egyptians, Israelites feel?
- What does this say about God? Is he mean?

- ② Craft
- ③ Worship - Plague song, Walking in the Light, Father Abraham
- ④ Bible Verse

TEACHING

After the lesson, each child should know:

1. The tenth plague was when Lord took the lives of all of the firstborns in Egypt (human and animal).
2. God made a way for the Israelites to escape the plague. The event became known as "Passover" or "The Feast of the Unleavened Bread"
3. The Israelites were finally able to make their escape from Egyptian slavery, but Pharaoh changed his mind once again and chased down the Israelites at the Red Sea. God saved the Israelites, but drowned the Egyptians.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Make a craft that draws the comparison between the Passover and Christ's death on the cross. For example: Fold a piece of construction paper in half. On one side, make a doorway (posts and lintel) with popsicle sticks. Put red paint on it to represent the perfect lamb's blood. On the other side, create a cross out of popsicle sticks and put red paint on it to represent Christ's blood. Talk about how the lamb's blood paid for sin for one night, but Christ's blood pays for all sins, ever. Mention how Jesus is referred to as a lamb in scripture (Isaiah 53, I Peter 2:18-19, throughout the book of Revelation).

WORSHIP TIME:

"The Ten Plagues" by JoLinda Crump (for the purpose of clarity for the students, change the lyrics "and the murrain of the cattle" to "and the plague on the livestock").

"Nothing but the Blood"

"Holy, Holy, Holy (Worthy is the Lamb)"

Lesson 10

WANDERING IN EGYPT

Ex. 15:22-27, 16, 17, 19, 20

INTRODUCTION

After the Israelites miraculously crossed the Red Sea, they entered the Sinai Peninsula, a land bridge between Egypt and Canaan. They first entered the wilderness of Shur, the northwest portion of the Sinai Peninsula, and after three days found water so bitter they could not drink it. The name of this place, Marah, means bitter. The people grumbled against Moses, but the Lord showed Moses a tree which he cast into the water, causing the water to become sweet. The Lord then made a covenant with the people that if they obeyed him, He would protect them. Leaving Elim they came to the wilderness of Sin, the area in the southwest part of the Sinai Peninsula, where they hungered. Again the people complained to Moses and Aaron, saying they should have stayed in Egypt where they had plenty of food. The Lord provided quails in the evening and rain bread from heaven in the mornings for the Israelites to eat.

After three months of wandering through the desert, God called to Moses from out of the mountain (Mount Sinai) and instructed him to prepare the people to receive his laws and covenant. If the people would keep his covenant, then they would be a "kingdom of priests, and an holy nation" (Ex. 19:6). Moses told the people to wash their clothes and purify themselves for two days. Boundaries were set round the mountain that the people were not to cross or touch. Anyone crossing the borders and going up the mount would be put to death. On the third day the Lord came down upon Mount Sinai in a thick cloud and spoke the Ten Commandments in the hearing of all the people.

When Moses was on Mount Sinai, God gave him many laws in addition to the Ten Commandments. He also gave Moses instructions for building a sanctuary or tabernacle—a place for worship. The tabernacle was used by the Israelites as a temporary place of worship during their wilderness wanderings and during their early years in Canaan.

TEACHING

After the lesson, each child should know:

When the Israelites escaped Egypt and wandered in the desert:

1. God provided them with clean water to drink, and manna and quail to eat.
2. God gave them ten rules to live by (The Ten Commandments)
3. God gave them instructions to build a tabernacle, which was a portable place where the Israelites would worship Him.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Make or purchase a poster that lists the 10 Commandments and go over them with all the students (ask the worship leader to lead the 10 Commandments Song, if that is helpful). Make sure there is a simple image next to each commandment (or come up with a simple hand motion) to help the younger children memorize the commandments. Then turn the poster around. Use a pair a of dice (if you have oversized foam ones, that would be even more fun). Have each student take a turn rolling the dice and then have the student guess/recite the corresponding commandment. If the student rolls an "11," have him recite commandment #1. If the student rolls a "12" have them re-roll the dice.

WORSHIP TIME:

"The Ten Plagues" by JoLinda Crump (for the purpose of clarity for the students, change the lyrics "and the murrain of the cattle" to "and the plague on the livestock").

"The Ten Commandments" by JoLinda Crump

Any songs about following God.

Lesson 11

ISRAEL CROSSES THE JORDAN RIVER

Joshua 3; 4

INTRODUCTION

After the Israelites miraculously crossed the Red Sea, they entered the Sinai Peninsula, a land bridge between Egypt and Canaan. Since the city of Jericho lay at the eastern entrance into the land of Canaan, it was necessary for the children of Israel to capture this fortified city first before they could conquer the land. But before they could attack Jericho, they had to cross the Jordan River. For three days they camped on the banks of the river, planning and preparing for their river crossing.

Normally the Jordan River is not a wide stream nor very deep. But at this particular time—spring harvest time—the river had overflowed its banks. Therefore, without God's miraculous help, the crossing would have been impossible.

Joshua instructed the priests to carry the ark of the covenant to the brink of the river. When the soles of their feet entered the water, the waters would cease flowing some distance above, and the waters below flowing into the Dead Sea would be cut off. The people would then follow, passing over on dry ground, and keeping a space of 2000 cubits (more than one-half mile) between them and the ark. In their wilderness wanderings, the ark was always carried in the center of their camp, but now it was to be at the head of their army as a guide.

Twelve men were selected, one from each tribe, to carry a stone from the place where the priests stood with the ark to the other side (west side) of the river. Joshua also took twelve stones from the place where the priests stood and set them up on the east bank of the river. These two heaps of stones were to be a memorial to the children of Israel that they had crossed the Jordan River on dry ground.

When all the people had crossed over the river, then the priests carrying the ark crossed to the other side. As soon as their feet touched the dry land—the banks of the river—then the waters of the river ran once more, overflowing the banks as before.

TEACHING

After the lesson, each child should know:

1. Joshua, leader of the Israelite army, lead the nation of Israel after Moses died.
2. In order to cross into Canaan (The Promised Land), the Israelites had to cross the Jordan River, which was so wide and overflowing that it would be impossible to cross on foot.
3. God stopped the flow of the Jordan River when the priests carrying the Ark of the Covenant went into the water, and the whole nation of Israel crossed on dry land.
4. A member of each of the 12 tribes took a stone from the dry riverbed and piled them up to create a memorial to remind everyone how God had miraculously provided for them.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Using stone-colored clay or construction paper, have the students glue twelve "stones" on a sheet of paper to replicate the memorial the Israelites made to remind them of God's miracle at the Jordan River. Have the older students write the names of the tribes on the stones (see how many they can name). Note: rather than write "Levi" and "Joseph" have them write "Mannaseh" and "Ephraim." Invite the students to share times when God has provided for them, and brainstorm ways to commemorate and celebrate those times.

WORSHIP TIME:

"The Ten Commandments" by JoLinda Crump

"God is Good"

"How Great is Our God"

Any songs about following God.

Lesson 12

THE JUDGES

Judges 1-21; I Samuel 1-7

INTRODUCTION

The children of Israel were faithful to the Lord God all the days of Joshua and all the days of the elders who outlived Joshua. These people had seen all the miracles and great works the Lord had done for the Israelites. However, when that generation died, the generation that arose after them did not know the Lord or his marvelous works. They rebelled and turned away the Lord, intermarrying with the Canaanites, and worshipping the pagan gods Baal (the male god) and Ashtoreth (the female goddess) of the Canaanite people (Judg. 2:7-13).

The Lord became angry with the Israelites, and He delivered them into the hands of their enemies who oppressed them. After some time the people repented of their evil, turned back to the Lord, and cried to him for deliverance. The Lord raised up a judge to deliver them from their enemies, and the people enjoyed peace and rest once again. However, when the judge died the people forsook the Lord once more, turned again to their idolatry, and worshipped their false gods. God then delivered them into the hands of their enemies, and the cycle repeated itself.

This is the story of the judges of Israel—the period of time between the death of Joshua and the establishment of the United Kingdom under Saul, David, and Solomon. During this time the government of Israel was a loose confederation of the tribes gathered around their shrine, the ark of the covenant. There was no national leader such as Moses or Joshua. The judges were merely tribal leaders—leaders of their own and perhaps surrounding tribes. "...every man did that which was right in his own eyes" (Judg. 17:6; 21:25).

The first enemy to conquer the children of Israel during this period was Cushan-rishathaim, king of Mesopotamia. For eight years Israel served this foreign king, then they cried to the Lord for deliverance who raised up Othniel, Caleb's younger brother. The Spirit of the Lord came upon Othniel, and he warred against the king defeating him (Judg. 3:7-11).

The judges who followed Othniel were Ehud, Shamgar, Deborah, Gideon, Abimelech, Tola, Jair, Jephthah, Ibzan, Elon, Abdon, Samson, Eli, and Samuel.

TEACHING

After the lesson, each child should know:

1. After the Israelite people of Joshua's generation died, they forgot about all the good things God had done, and turned away from him.
2. The Israelites started worshipping Canaanite idols instead of God, so God allowed their enemies to conquer and oppress them.
3. When the Israelites repented and turned back to God, he sent a judge to deliver and lead them. (Remember: The Israelites had no king or other human leader yet.)
4. The Israelites kept falling into this pattern: the people turn away from God and worship idols, God allows their enemies to conquer them, the people repent and call on God, God sends them a judge to lead them.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Create a circular station that reflects the pattern that the Israelites were following. Have the students (individually or in a group) walk through the pattern, and imitate the Israelite's behavior in each phase. Discuss how we do some of these things today!

Suggestions for set-up:

1. "Turning away from God" Have a statue or trophy to represent an idol.
2. "Conquered by enemies" Have plastic or paper-chain handcuffs for the students to wear.
3. "Turned to God" a drawing of praying hands or someone kneeling
4. "Given a Judge to lead and deliver" Have an adult wearing the sign "judge" walk up and take off the "handcuffs" REPEAT, then have the students recite the pattern from memory.

WORSHIP TIME:

"The Judges" by JoLinda Crump

"Awesome God"

Lesson 13

KING SAUL

I Samuel 7-15

INTRODUCTION

During the time of the judges, the Philistines (a warlike people who settled along the Mediterranean coast in southern Canaan about 1200 B. C.) emerged as the Israelites' enemies. When Samuel, the great prophet and judge, was old, the people of Israel asked for a king. Although Samuel warned the people of the evils and responsibilities of a monarchy, they refused to listen. God assured Samuel that the people had not rejected Samuel as their leader, but they were rejecting him (the Lord) as their king. Although God permitted them to have a king, He did not approve, nor did He allow the people to choose the king. Rather, the Lord selected the man and then ordered and directed the prophet Samuel to anoint him king.

One day Saul, a Benjamite, was searching for his father's donkeys. He came to Ramah where Samuel lived to inquire of him about the missing animals. Samuel detained Saul, and the next day at God's direction, Samuel privately anointed Saul as king. Later Samuel anointed Saul publicly before a gathering of the people of Israel in Mizpah. Saul was tall and handsome, and when he proved to be a capable military leader, the people enthusiastically accepted him as their king.

As Saul prepared for his first battle with the Philistines, his first conflict with Samuel occurred. Samuel directed Saul to wait for him at Gilgal for seven days. When Samuel delayed, Saul became anxious because his army was deserting. To keep his army together, Saul offered a burnt offering instead of waiting for Samuel to come and offer the sacrifice. When Samuel arrived late on the seventh day, he reprimanded Saul for his disobedience and told him his kingdom would not continue (I Sam. 13:8-15).

The conflict between Saul and Samuel continued when Saul later went to battle against the Amalekites. Samuel told Saul to utterly destroy those people and their animals. Instead Saul spared the king and the animals, telling Samuel the people took the animals to sacrifice them to the Lord. Samuel told Saul that because of his disobedience, God had given his kingdom to another. Samuel then left Saul and came to see him no more, mourning for him (I Sam. 15).

TEACHING

After the lesson, each child should know:

1. Even though God was their true king, the Israelites wanted to be like "all other nations" (I Sam. 8:5), and demanded a human king.
2. God chose Saul, a Benjamite, as the Israelites' king.
3. Though Saul had the outward appearance of a great king, he did not trust or obey God and did things his own way. Samuel told Saul that he would be replaced by another king.

ART/CRAFT STATION

Experiences/Craft Suggestion:

Talk to the students about situations when we don't know what's best for us (for example, allowing a toddler to choose whatever she wants to eat...she may pick candy or other junk food and not get real nutrition). Talk about how God can see all things, and our own knowledge is limited. One experience might be to blindfold a student and have them taste a jelly bean, or grape, or Froot Loop, and say what color they think it is based on just tasting it.

If there's time, have the students collaborate on a banner that says "God Knows Best."

WORSHIP TIME:

"The First Three Kings" by JoLinda Crump

"Mighty to Save"

"Seek Ye First"

"Trust and Obey"