

Group

Teacher Guide

GRADES 3 & 4

Fall



Teach as
Jesus Taught!®



Grades 3&4

Teacher Guide • Fall

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Group resources really work!

This Group resource incorporates our R.E.A.L. approach to ministry. It reinforces a growing friendship with Jesus, encourages long-term learning, and results in life transformation, because it's:



Relational

Person-to-person interaction enhances spiritual growth and builds Christian friendships.

Experiential

What we experience through action and discussion sticks with us up to 9 times longer than what we simply hear or read.

Applicable

The aim of ministry is to equip people to be both hearers and doers of God's Word.

Lifelong

Experiences transform the heart, moving faith beyond the walls of church and into everyday life for years to come.

We know you care about kids...

We do, too!

That's why we attempt to ensure that all crafts, toys, and gizmos meet or exceed national safety standards—and are produced by manufacturers that don't use child labor or abuse their labor force. You can order Group resources knowing that in addition to caring for *your* kids, you're also caring for children elsewhere.

Let's keep kids safe!

We strive to provide products that are mechanically reliable and hold together during normal, intended usage. Items are also checked for flammability, and both paint and surface coatings are checked for heavy metals—including lead.

You can help your children stay safe by seeing that toys and gizmos are used as designed, for the purposes designed, and that any broken pieces are disposed of promptly and properly. We value your feedback. If you become aware of a problem affecting the safety of any of our products, please inform us immediately.



Group

Hands-On Bible Curriculum®, Grades 3 & 4, Fall

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ISBN 978-1-4707-6838-6

Printed in the United States of America.

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UNDERSTANDING YOUR THIRD- AND FOURTH-GRADERS

PHYSICAL DEVELOPMENT

Most:

- Work quickly and with good fine-motor coordination.
- Want frequent repetition of activities they've enjoyed.
- Are interested in active games and organized activities.

EMOTIONAL DEVELOPMENT

Most:

- Have feelings that may be hurt easily.
- Are sensitive to praise and criticism from adults.
- Are developing the ability to empathize with others.

SOCIAL DEVELOPMENT

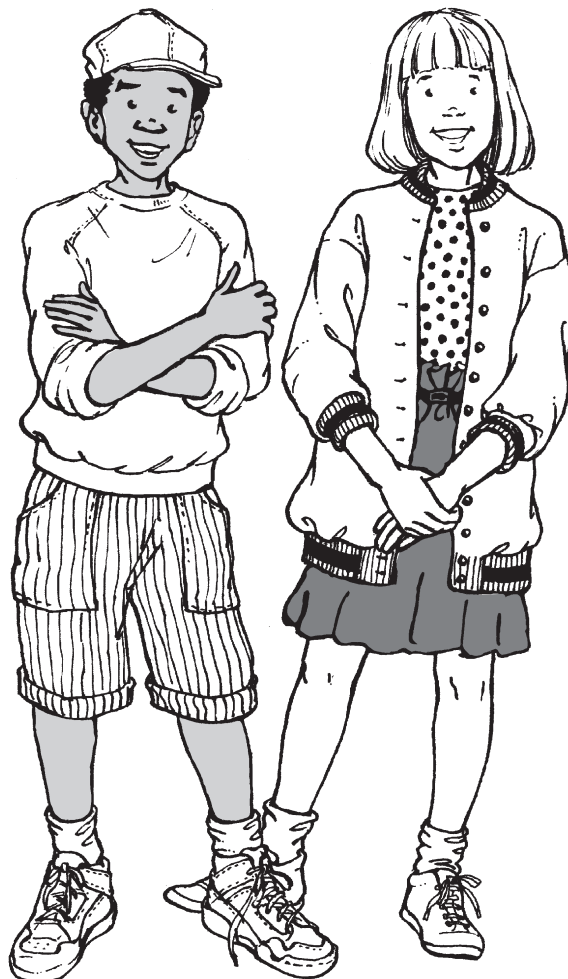
Most:

- Want to be part of a group.
- Enjoy extended group projects.
- Are able to accept limited constructive criticism.
- Naturally avoid interaction with the opposite sex.

MENTAL DEVELOPMENT

Most:

- Can read well.
- Like to be challenged but don't like to fail.
- Need to feel independent; don't always want help from teachers.
- Understand cause and effect; like to arrange and organize information.



SPIRITUAL DEVELOPMENT

Most:

- Are able to accept that there are some things about God we don't understand.
- Are ready to relate individual Bible events to the scope of Bible history.
- Recognize the difference between right and wrong; able to make deliberate choices about actions.

Welcome to the Adventure!

Third- and fourth-graders are a ton of fun. They are discovering that their minds work in amazing ways. They are uncovering mountains of new concepts in school in math, science, literature, and relationships. They are determining their filters for the way they view the activities and people in the world around them. You are the one who will introduce them and help them grow in the most important thing in their lives—their relationship with Jesus Christ.

These children want to have fun while they are uncovering truths about God and his world. Using these active, hands-on, and participatory activities that involve you and them, learning can become an exciting adventure. Our master teacher, Jesus, used active learning 2,000 years ago, and it still works today!

Third- and fourth-graders learn quickly and don't want to sit still. They enjoy figuring things out and making choices, so we can give them situations to do just that. They want to use all of their senses, interact with others, and work together in pairs or small groups, so engage them in all forms of active learning and object lessons. They want to do it themselves, so allow for trial and error. These children want to belong, so involve everyone. Make sure no one is left out. Most of all just enjoy them. They will want to be with you if you want to be with them.

Here are a few helpful do's and don'ts to make experiential learning work best for your kids:

- **Do think outside the learning-space box!** Move tables so students can move around freely and work in groups. Scope out other areas, such as a foyer, a parking lot, or a fellowship hall, that could be used for activities.
- **Don't turn down the volume!** Recognize the difference between good “learning noise” and a situation needing your attention. Active-learning activities often are fast-paced and noisy.
- **Do take advantage of teachable moments.** An activity that bombs may provide a wonderful opportunity for learning if you ask questions such as “Why didn't this work?” “How is this like what happens in real life?” or “What can we learn from this experience?”
- **Don't show children the contents of the Learning Lab® before they are used in the lessons.** Keep them guessing what's coming next!
- **Do get to know your children.** Be aware of the attitudes they bring with them. They may be dealing with family, school, or relationship issues. Encourage students to share their feelings as they participate in activities.
- **Don't forget—experiential learning is fun and captivating!** Enjoy it! A positive experience learning about God within the safe boundaries of your classroom will lead to more positive experiences with God outside the classroom. What a great way to encourage your students to discover the joy of the Lord firsthand and to grow in a personal relationship with Jesus Christ!



Be aware that some children have food allergies that can be dangerous. Know your children, and consult with parents about allergies your kids may have. Also, be sure to read food labels carefully as hidden ingredients can cause allergy-related problems.

Making the Most of Your Hands-On Bible Curriculum®

**⚠ WARNING:
CHOKING HAZARD—**

Learning Lab may include small parts. Not for children under 3 years.

Module Introductions Within each quarter of Hands-On Bible Curriculum, there are three modules. Each module has a theme that runs throughout the lessons. The introduction to each module includes an overview of the lessons and a chart listing the Bible Point and Scripture used in each lesson.

Bible Point There's one point that you want your children to take home at the end of your lesson. That's the Bible Point. You'll see it referenced in the margin as well as italicized and underlined in the lesson. We've designed for it to be repeated numerous times during the lesson so no one will miss it.

Bible Verse These words, straight from God's Word, show the biblical basis for the lesson. The Bible verse appears in boldface in the lesson.

Teacher Enrichment This part of the lesson is just for you. If you can, read it early in the week. It includes an explanation of the Bible passage and some suggested ways to pray during the week so you'll be prepared, heart and mind, for your important hour with your children.

This Lesson at a Glance This valuable chart shows you the big picture for your lesson. You can quickly see what supplies you'll need and what needs to be done before you begin. A minute on this page will save you 10 during your lesson!

The Jesus Connection To us, this is the most important thing—making the connection between the story and Jesus, the reason for the story. You'll find a Jesus Connection in every lesson, set apart in a box. We want children to find Jesus every week in your class, so don't miss this part of the lesson.

Hands-On Bible® Connection We want all kids to use their Bibles every week. The *Hands-On Bible* is, in our estimation, the best way to get kids into this important book. It's the Bible that kids not only read but also do! In every lesson, you'll find a quick, fun way to get your kids involved in using their Bibles. The tip is in a box that you can't miss.

Teacher Tips You'll find these in the margin throughout the lesson. They're just to give you additional ideas to enhance what you're doing. They vary from alternative ideas for activities to age-level insights.

"Hands-On Fun at Home" Papers These photocopiable pages suggest family activities that will reinforce what your students learned in class.

“There is only one thing worth being concerned about.”

—Luke 10:42

What is this one thing? It's the whole reason for this curriculum—

it's the whole reason for Sunday school. It's what we (and you) want your kids to know! Check out what Thom and Joani Schultz (Group's chairman and chief creative officer) have to say about the one thing and what it means in your life.

In Luke chapter 10, Jesus visits the home of Mary and Martha. As Martha worries about preparing dinner and being a busy servant, she gets upset because Mary isn't helping. But Jesus tells her, “There is only one thing worth being concerned about. Mary has discovered it, and it will not be taken away from her.”

Martha was doing good work. In fact, she was serving the Lord. But Jesus made his priority for us clear. He wants to have a loving relationship with us even more than he wants us to serve him.

Many might say Jesus is the one thing. But no, it's a **growing relationship with Jesus**. Martha would have identified serving Jesus as the one thing. But Mary better understood the *real* one thing.

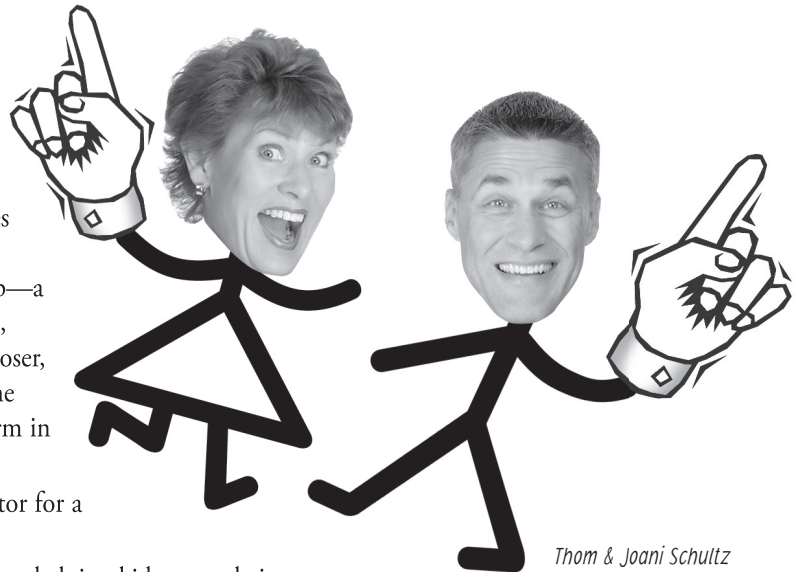
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals, theological disputes, solemnity, rituals, and more. To the spiritually hungry, churches often seem more preoccupied with these distractions than the one thing.

If the church wishes to pursue a growing relationship with Jesus, it will need to rethink and reprioritize its ministry. A one-thing ministry emphasizes relationship. And we believe a relationship with Jesus resembles in many ways a human-to-human relationship—a friendship. The process of attraction, getting acquainted, enjoying one another's company, having fun, growing closer, and forming a bond of love and devotion is a natural one that lends clues to how a one-thing relationship may form in the context of church ministry.

How can we build a church that becomes an incubator for a one-thing relationship, for *real* friendship with Jesus?

That's what Hands-On Bible Curriculum is all about—helping kids grow their friendships with Jesus. As they experience the Scriptures and do the activities, they're building that relationship in a real and relevant way.

What's the most important thing your church can do for kids? Help them choose the one thing. And use tools like Hands-On Bible Curriculum to make it a reality.



Thom & Joani Schultz

David: Shepherd and King

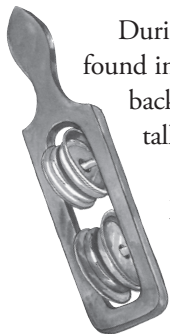
Introduce your class to one of the great characters of the Old Testament—David. “David: Shepherd and King” focuses on five events that tested and shaped David’s faith. Although he was chosen by God to lead Israel, David’s life was no easy walk in the park. This shepherd-turned-king experienced many challenges and trials—some of his own making.

Whether he was tending to flocks or to matters of state, David felt God’s presence and love through good times and bad. Kids often think of David as a brave, good hero because of the often-told story of David and Goliath. But David was far from perfect. He struggled with many of the issues that third- and fourth-graders face: respecting leaders, handling conflicts, showing gratitude, demonstrating kindness, and being cautious about advice. Use these lessons to help kids discover more about David’s life as they learn more about how God wants them to live.

Five Lessons on David

Lesson	Bible Point	Page	Bible Basis
1	God wants us to respect our leaders.	11	1 Samuel 16:14-23
2	God doesn’t want us to seek revenge.	25	1 Samuel 24
3	God wants us to thank and praise him.	37	2 Samuel 7:18-29
4	God wants us to be kind to others.	49	2 Samuel 9:1-13
5	God wants us to be careful about accepting advice.	59	2 Samuel 15–19

The Signal



During the lessons on David, your attention-getting signal will be the *noisemaker* found in the Learning Lab. Shake the *noisemaker* whenever you want to get kids back together. In response to the *noisemaker*, kids should immediately stop talking, raise their hands, and focus their attention on you.

Tell kids about this signal—and practice it—before each lesson begins. Explain that it’s important to respond to this signal quickly so the class can do as many fun activities as possible. During the lessons, you’ll be prompted when to use the signal.

The Time Stuffer

Times of transition are an important part of teaching children. Unfortunately, not everyone in your class works at the same pace or even arrives at the same time to your class. Set up the following ongoing project kids can work on during “down” times or while waiting for others.

During this module, kids will examine the life of David, “a man after [God’s] own heart” (Acts 13:22). Try this creative approach to get kids thinking about what they are pursuing.

Set out modeling paints and thin-tip paintbrushes. Give each child a model car to work on throughout the upcoming weeks. Rather than having kids decorate the cars according to the directions and decals supplied with the models, have them decorate their cars to reflect whatever in life is most important to them. For example, if a child loves her dog more than anything, she might paint a bone on the hood.

As kids finish their models, read Acts 13:17-23 together. Challenge kids to think about the things they are driving after and pursuing. Encourage children to think about why the most worthy pursuit is a growing relationship with Jesus. Remind them that their relationship with Jesus is one of the few pursuits that will last beyond this life.



Bible Point

God wants us to respect our leaders.

Bible Verse

“Pray...for kings and all who are in authority” (1 Timothy 2:2a).

Growing Closer to Jesus

- Students will
- discuss what it means to lead and to follow,
 - learn how David showed respect to his leaders,
 - discover the qualities of good leaders,
 - discuss who their leaders are and how they can show respect to them, and
 - affirm that God is their ultimate leader.

Teacher Enrichment

Bible Basis

■ David serves in King Saul's court.

**1 Samuel
16:14-23**



Samuel's anointing of David as the next king of Israel was apparently kept secret. It's possible that even David's family didn't realize exactly what had happened and that they thought David was anointed for some special service to God.

Remember that even Samuel seems to have been looking for someone strong and tall, like Saul, when he obeyed God's direction to anoint the one who would be king of Israel. David didn't look very kingly at this point in his life. The evidence suggests that he may have been only about 12 when he was anointed by Samuel to be the next king. However, he had apparently developed in strength and courage as he tended his father's sheep. The fact that God chose David after emphasizing the importance of his heart tells us that David's heart must have been right before God.

When Saul asked David to play the harp to soothe his troubled spirit, Saul was completely unaware that David would replace him as king. David served Saul faithfully, and Saul liked him so much that the king made David one of his armorbearers. This exposure to the workings of a nation was likely a great training experience for David, even though Saul had no idea he was training his replacement.








Prayer

- Read Hebrews 13:17.
- Consider your position as spiritual leader in your class and your relationship to your leaders.
- Pray: Lord, help me lead the children in my class by...and help me follow my leaders by...

Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the “Hands-On Fun at Home” handout (at the end of this lesson) to send home with your students.
- Pray for your students and for God’s direction as you teach the lesson.

This Lesson at a Glance

	What Students Will Do	Classroom Supplies	Learning Lab Supplies
Attention Grabber	A “Batty” Leader —Use a bat as a compass, and read Titus 3:1 to discuss leading and following.	Bible	
Bible Exploration & Application	Name That Stranger —Act out a game show based on 1 Samuel 16:14-23 about David going to King Saul’s court.	Bibles, “Name That Stranger” skit (pp. 21-22), masking tape, newsprint, scissors, CD player, index cards, tape, pencils	
	A Good Leader Is... —Read 1 Samuel 16:7b and 18, and brainstorm about the qualities of good leaders.	Bibles, tape, newsprint, markers	
	Differences —Look at an optical illusion, look up Bible verses about leaders, and pray for leaders.	Bibles, index cards, pens, slips of paper	
	Leader Prayer —Take turns being a leader and praying for our leaders.		
Closing 	The Perfect Leader —Play a game, and read Isaiah 40:28 to learn about God’s ultimate wisdom and leadership.	Bible, pencils, index cards, various classroom items	

Welcome



Tell kids that whenever they hear the *noisemaker*, they are to stop talking, raise their hands, and focus on you. Explain that it's important to respond to this signal quickly so the class can do as many fun activities as possible. Practice the signal two or three times.

Attention Grabber

■ A "Batty" Leader

SUPPLIES: Bible



Before class, set a Bible on a chair in one corner of the room, and open the Bible to **Titus 3:1**. Inflate the *inflatable baseball bat*.

When kids have arrived, have them form a single-file line in the corner of the room opposite the Bible. Hold up the *inflatable baseball bat*, and say: **We're going to start out today by trying to walk to that Bible in the corner. It may not be as easy as it looks, though, because this baseball bat is going to be our "leader."**

Place the bat on the floor, and allow the first person in line to spin it. Then have that person lead the group in taking three steps in the direction that the large end of the bat points.

Give each student a chance to spin the bat until everyone has taken a turn or until you've reached the Bible. Then ask:

- **How successful were we in walking to the Bible? Why?** (Not very good, because we kept going in the wrong direction; great, the bat pointed us right to the Bible.)
- **Was the bat a good leader? Why or why not?** (No, a bat can't know where we need to go; yes, we got where we needed to go.)
- **What does it mean to lead?** (To have others follow; to help other people get where they need to go.)
- **What does it mean to follow?** (To do what the leader tells you; to go where the leader goes.)
- **What makes being a leader difficult?** (You have to know where people need to go; you need to know what is good and right; people have to like you; people have to be willing to follow you.)
- **What makes being a follower difficult?** (Disagreeing with the leader; a leader who doesn't know where to go or what to do.)

Have a volunteer read aloud **Titus 3:1** from the Bible on the chair, and then ask:

- **According to this verse, what attitude are we supposed to have toward our leaders?** (We should submit to them; an attitude of obedience.)
- **Why do you think we are to treat them that way?** (It's what God wants us to do; it helps us learn how to follow God.)

teacher tips

Research shows that kids remember about 90 percent of what they do, but less than 10 percent of what they hear. Kids need to be actively involved in lively experiences that bring home the lesson's Bible Point!

teacher tips

Repeating the Bible Point over and over will help the children remember it and apply it to their lives. Help children learn one point that will stay with them for days and even years to come.



Say: Today we're going to learn about David, who became a great leader. Many of you might know a great deal about David and some of the great things he did. But before he became a great leader, he was a great follower. He understood that ► God wants us to respect our leaders. When David's leaders asked him to help, he did. Let's find out how.

Bible Exploration & Application

■ Name That Stranger

SUPPLIES: Bibles, "Name That Stranger" (pp. 21-22), masking tape, newsprint, scissors, CD player, index cards, clear tape, pencils



Before students arrive, make one photocopy of the "Name That Stranger" skit for each child, and make a curtain by taping two large sheets of newsprint together. Cut a simple, long beard out of newsprint. Cue the CD to track 2, "Name That Stranger."

Say: **Take out your Bibles, and open them to 1 Samuel 16:14-21. These verses**

tell the story of a king named Saul who was suffering from some very bad moods. His servants thought music would make him feel better. One of the king's servants knew about David, who was strong and brave and played the harp very well. David was a shepherd and was the youngest boy in his family, but the king sent a message to David, asking David to come play the harp for him. We're going to do a fun skit to learn about David.

Hand out photocopies of the skit, and help kids choose roles. The skit calls for five speaking roles and two stagehands. If you have fewer than seven kids, have students play more than one part. If you have more than seven kids, add another Curtain Closer, and have other kids play the studio audience.

Have "King Saul" wear the *paper crown*, and have "the lion" get down on all fours. Have "David" drape the *fabric* over his or her shoulders, and have "Jesse" wear the fake beard by using a piece of tape to attach it to his or her chin. The Game Show Host will hold the *inflatable baseball bat* as a microphone.

Have the cast and stagehands look over the skit. Encourage kids with speaking parts to have fun and ham it up. Have the Curtain Closer and the Sound Technician help you use masking tape to mark a stage on the floor. Instruct the Curtain Closer to hold up the curtain in front of the stage area before each scene and move to the side when the scene begins. Instruct the Sound Technician to turn the CD player on and off when prompted by the script.

When everyone is ready, signal the Curtain Closer to hold up the curtain and signal the Game Show Host to go on.

After the skit, return the *CD*, *paper crown*, *fabric*, *inflatable baseball bat*, and *giant comb* to the Learning Lab box for future use. Then shake the *noisemaker*, wait for kids to respond, and invite everyone to sit down.

Ask: • **How did David respond when he heard that King Saul wanted him to play the harp?** (He went right away; he played whenever the king wanted him to.)

teacher tips

Performing skits is great fun for this age! So kids won't mind performing this one more than once. You may want to have kids perform the skit again during class or when parents come so they can see it.

• **How do you think David felt as he was on his way to the king's palace?** (He was excited; he was nervous.)

Say: **David knew that ► *God wants us to respect our leaders, so he obeyed his father and his king. He left his home, his family, and his sheep and went to King Saul's court to play the harp. When the king wanted David to stay as an armorbearer, David stayed. Let's see how well David served the king.***

Have kids form pairs, and give each pair a Bible, an index card, and a pencil. Have kids designate one partner as the Reader and the other partner as the Recorder.

Explain that the Reader will read aloud **1 Samuel 16:21-23** while the Recorder writes on the index card how things went for David at the court of the king.

After pairs have had time to read the verses and write their responses, ask:

- **How did the king feel about David?** (He liked David very much; he made him part of his guard.)
- **Why do you think the king felt this way about David?** (David worked hard; David obeyed the king.)
- **How did David show respect for his leaders?** (He lived with Saul and played for him whenever he was asked; he obeyed his father.)
- **Who are your leaders at home?** (Parents; guardians; grandparents) **at school?** (Teachers; principals) **in church?** (Teachers; pastors) **in our country?** (Police; mayor; governor; president)
- **How can you show respect for your leaders?** (Obeying them; not making fun of them; praying for them.)

Say: **Because David knew that ► *God wants us to respect our leaders, he served King Saul well. In the long run, David's respectful behavior helped to show that he would one day be a good leader.***



■ *A Good Leader Is...*

SUPPLIES: Bibles, tape, newsprint, markers

Have kids stay in their pairs from the previous activity. Say: **Before David went to serve in Saul's court, God knew his people would need a king to replace Saul. He told his prophet Samuel where to find this new king. At that time, David was a young shepherd, and Samuel didn't think David would be the new king.**

In each pair, have one partner read aloud **1 Samuel 16:7b**: "People judge by outward appearance, but the Lord looks at the heart."

Ask: • **What do you think this verse means?** (People can't see other people's thoughts, but God can; God doesn't care about the same things people care about.)

• **What does this verse say about God's ability to choose leaders?** (God is better because he knows things nobody else does; God is concerned with their hearts.)

Now ask the other partner in each pair to read aloud **1 Samuel 16:18**: "One of the servants said to Saul, 'One of Jesse's sons from Bethlehem is a talented harp player. Not only that—he is a brave warrior, a man of war, and has good judgment. He is also a fine-looking young man, and the Lord is with him.'"

Ask: • **What good qualities did David have?** (He was a talented harp player; he was brave and strong and had good judgment; the Lord was with him.)



Move from being the principal player and information giver to being a guide and facilitator. Active learning takes a lot of pressure off you because the spotlight shifts from you to the students. Become a choreographer of sorts! This doesn't mean that you "check out" of teaching. Now it's your job to guide students to the point of the lesson—the Bible Point.

• **Which qualities do you think would help David be a good leader?** (Being strong and brave; having good judgment; the Lord was with him.) **Why?** (He needed God's help; lots of things could happen to make a king need to be brave and strong.)

Say: **Although David was young, God did choose him to be the king; God looked at David's heart and found the qualities of a good leader. Now we're going to spend a few minutes brainstorming about the qualities of good leaders.**

Have kids form two groups, and give each group markers and a sheet of newsprint.

Say: **Think about the leaders you know in church, at school, in your family, and in our country. When I shake the noisemaker, write down as many good leadership qualities as you can think of. When I shake the noisemaker a second time, stop writing.**

Shake the *noisemaker* and then, after one minute, shake the *noisemaker* again. Ask each group to read one of the qualities of a good leader. Let groups alternate sharing their ideas until they've named all the good qualities on their lists. Display the lists, and then ask:

• **Which of these qualities do you admire most in a leader?** (Being caring; being smart; being close to God.) **Why?** (Leaders need to care about the people they lead; leaders have to be smart to know how to lead; leaders need to rely on God to show them how to lead.)

• **Do you know a good leader at school who has shown some of these qualities? at church? at home?** (My mom or dad; my pastor; my teacher.) **Explain.** (My mom and dad are really smart; my pastor relies on God to help him; my teacher really cares about me.)

Say: **► God wants us to respect our leaders, so it's good to recognize and appreciate the qualities of good leaders. Let's appreciate the good leadership qualities in each other right now.**

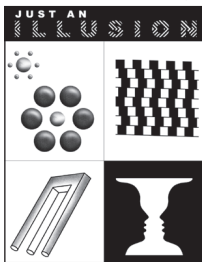
Have kids each turn to a partner and tell each other what good leadership qualities they see in each other. Then say: **God wants followers to respect their leaders. But God also wants leaders to be kind and fair. Let's talk more about the leaders in our lives.**



BIBLE POINT ►

■ Differences

SUPPLIES: Bibles, index cards, pens, slips of paper



Before class, write each of the following Bible references and types of leaders on a separate index card:

- family leaders—**Deuteronomy 5:16**
- school leaders—**Proverbs 14:20**
- church leaders—**Hebrews 13:17**
- government leaders—**1 Peter 2:13-14**

Hang the “*Illusions*” poster on the wall so that kids can see it.

Give each student a slip of paper and a pen. Direct the students' attention to the “Face/vase” quadrant of the poster.

Say: **Look at this picture and silently write what you see. Then we'll see if you all saw the same thing.** When students finish writing, ask them what they saw. Most of them will have seen either two faces or a vase. When everyone has shared, ask:

- **Why do you think so many of you saw different things? Explain.** (We're different people; we notice different things; the illusion has two different pictures.)
- **How is this like the way we see things in our lives? Explain.** (Sometimes people see things differently; we sometimes disagree on what we see.)
- **What might happen if followers disagree with their leaders?** (There could be big problems; they might argue; they could learn from each other.)
- **What do you do when you disagree with a leader?** (I talk to my friends or parents about the problem; I tell the leader how I feel; I find another leader.)

Say: **Sometimes people disagree about what they see. A leader might have a different idea than a follower. But ►God wants us to respect our leaders, even when we disagree or see things differently.**

Let's look at what the Bible has to say about how we're to treat the leaders in our lives.

Have kids form four groups. Tell each group to pick a Reader, a Recorder, and a Reporter. Have other kids be Encouragers who keep the discussion on track and encourage everyone to participate.

Say: **I'll give each group an index card with a different type of leader and a Bible reference written on it.** Give each group a Bible, a pen, and one of the index cards you prepared before class.

The Reader will look up the Scripture reference and read the verse. The Recorder will write your group's answers on the index card. Work together to answer this question: Based on the Bible passage, what are ways we can show respect to the leaders named on the index card? The Reporter will share your group's answers with the rest of us.

As kids work, circulate among the groups to offer help as necessary. If kids seem stumped, offer the following suggestions:

- Show respect to family leaders by obeying your parents, being polite, being encouraging and helpful at home, and remembering to say thank you.
- Show respect to school leaders by listening to teachers, not getting mad when teachers correct you, and being polite to classmates who lead groups or games.
- Show respect to church leaders by cheerfully helping to clean up at church; listening to teachers, the pastor, and other leaders; and cooperating during classes and other activities.
- Show respect to government leaders by praying for the president and encouraging others to obey the law.

When the groups finish writing, shake the *noisemaker*, and wait for kids to respond. Ask Reporters to share their group's Scripture passage and discussions.

After Reporters finish, say: ►**God wants us to respect our leaders.**



As they've listened to the news or read their schoolbooks, most of your kids have learned about bad leaders in the world. Some kids may even have had experiences with bad leaders. Use their questions about why God allows bad leaders as an opportunity to dig deeper into Scripture. Remind your kids that God is always just. Read **Romans 8:28**, and explore the idea that, although we don't always understand why things happen, God can create good things out of any situation, good or bad.



If you have fewer than 12 kids, have the class form two groups, and give each group two cards.

HANDS-ON BIBLE

Give each student a large index card, and make markers available to the class. Make sure children have their *Hands-On Bibles*.

Say: **David respected Saul and served Saul well. Sadly, Saul became jealous of David, even though he served so faithfully. Open your *Hands-On Bible* to the “Green-Eyed Monster” activity by 1 Samuel 29, and follow the directions.** Children will read about Saul's jealousy and conduct a visual experiment that shows how jealousy takes our eyes off God.

After children complete the experiment, say: **Even though Saul was jealous, David continued to serve him faithfully. David's example shows us that we even need to show respect to bad leaders!**

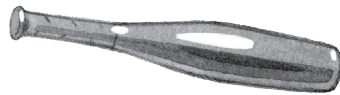
Tell children to take their *Hands-On Bibles* home and do the “I Choose” activity by 1 Samuel 15 for their parents.



BIBLE VERSE ►

■ Leader Prayer

SUPPLIES: none



Remove the *inflatable baseball bat* from the Learning Lab and inflate it. Have the children line up on either side of the *inflatable baseball bat*, grasping it with one hand.

Say: **One way we can respect our leaders is to pray for them. Our Bible verse for this week is 1 Timothy 2:2a, which says: ►“Pray...for kings and all who are in authority.”**

Think of a leader you'd like to pray for. The first person in line will lead the group a short distance and then stop to say a short prayer. After that person has prayed, he or she will move to the end of the line, and everyone else will move up. Then the next person will lead the group and pray for a leader. If you don't want a turn, you may just move to the end of the line.

Close by praying: **Help us show respect for these leaders. In Jesus' name, amen.**

Closing

■ The Perfect Leader

SUPPLIES: Bible, index cards, pencils, various classroom items



Say: **God wants us to respect our leaders, and God is our ultimate leader. Let's find out why God is a leader we can always respect.**

Put the *balancing bird*, *giant comb*, *bloom ball*, *snapper hand*, *gotcha grabber*, and *super skrunch* on a table. Add enough small classroom items—such as an eraser, a Bible, a roll of tape, and a marker—so that you have one item for every two kids.

Tell kids they'll each get a chance to choose an item for their partner to guess, and they'll each get a chance to guess. Have kids form pairs, and have the first guesser in each pair stand with his or her back to the table of items. Have the partners pick up an item from the table and stand with their backs to the guessers. Encourage the partners to stand silently while the guessers take five seconds to try to guess the item their partners chose. Shake the *noisemaker*, and wait for kids to respond. Then have partners switch roles. After five seconds of guessing, shake the *noisemaker* again. Say: **In this activity, you had to guess what item your partner chose.**

Ask: • **Were you able to guess what item your partner chose?** (No; yes.) **If so, how?** (The item made noise.) **If not, why not?** (I couldn't see or hear anything.)

• **What difference would it have made if you could see everything that was happening?** (I would be able to see what my partner took.)

Have a volunteer read aloud **Isaiah 40:28**; then ask:

• **How does God's knowledge of things compare with our knowledge?** (God knows far more than we do; God knows everything.)

• **What difference would it make to a leader to know everything that was happening?** (He would know what all the followers were doing; she could always know what to tell them.)

• **What does this verse say about God's leadership abilities?** (God made everything; God never gets tired; God knows everything; God is a perfect leader.)

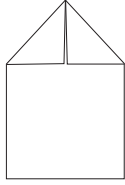
Say: **No person can understand what God understands. He is our perfect leader.** ► ***God wants us to respect our leaders*, and he wants us to remember that he is our perfect leader.**



Say: **But because God, our perfect leader, understands us so well, he knew we would need a perfect example to show just how to be respectful followers. He sent Jesus to us. Jesus showed us how to be respectful followers.**

Ask: • **What is something Jesus did that can help us see how to be respectful followers?** (He obeyed God when he died on the cross; he prayed often so he knew God's will.)

• **How can this help you follow Jesus' example more closely?** (I can pray more often; I can try to obey better, the way Jesus did.)



For deeper study about leaders, you may want to discuss **Romans 13:1-7** with your kids. Paul wrote this passage during the reign of Nero, who persecuted and executed many Christians. Paul understood that God established authority to help us and that even Nero's authority helped to maintain some law and order. But Paul, who was imprisoned for telling others about Jesus (**Acts 16**), also recognized that God is our highest authority; we shouldn't compromise obedience to God for obedience to earthly authority.

Encourage your kids to pray for "all those in authority," as Paul urges in **1 Timothy 2:1-3**. And remind them that God's Word can help them follow their leaders respectfully.

Ask: • **How do you think we can show respect to God?** (Never use his name wrongly; obey him; learn about him.)

After a few suggestions, hand each child an index card and a pencil. Have children fold the corners down on one end to form a point. Have them turn the card so it is pointing up, toward God.

Say: **Let's thank God for being our perfect leader by committing to one way of showing him respect this week. Think of one way you can show respect to God this week, and write that on your card. For example, you could show respect to God by watching your language. Keep the card in your Bible or near your bed as a reminder of your commitment to follow God, our perfect leader.**

After a few moments, pray: **Thank you, God, for being our perfect leader. Help us live our lives with respect toward all our leaders—but especially to you. In Jesus' name, amen.**

Return the *balancing bird*, *giant comb*, *bloom ball*, *snapper hand*, *gotcha grabber*, and *super skrunch* to the Learning Lab for future lessons.



Growing closer to Jesus extends beyond the classroom.

Photocopy the "Hands-On Fun at Home" handout (at the end of this lesson) for this week, and send it home with your kids. Encourage kids and parents to use the handout to spark meaningful discussion on this week's topic.

Name That Stranger

CAST OF CHARACTERS: Game Show Host, King Saul, Lion, Jesse, David

STAGEHANDS: Sound Technician, Curtain Closer

PROPS: **From the Learning Lab:** *paper crown, fabric, giant comb, inflatable baseball bat* **And:** fake beard (made from piece of newsprint)

■ Round 1

PROPS: *paper crown* for King Saul to wear, *inflatable baseball bat* for the Game Show Host, *fabric* for David to wear over his shoulder

CHARACTERS: Game Show Host, David, King Saul

(CURTAIN CLOSER: *Open the curtain just as Game Show Host walks on.*)

Game Show Host: I want to welcome our studio audience to our game today. I'm your host.
(Studio audience applauds.)

Game Show Host: Our contestant today is from the hill country of Bethlehem. Give a warm welcome to *(pause)* David. *(David walks on and bows as the audience applauds.)*

Game Show Host: David, here are the rules of our game today. One at a time, three strangers will come on. They will each give you three clues to help you figure out who they are. Without looking at them, you must try to guess the identity of the strangers. If you get it right on the first guess, you get 30 points; second guess, 20 points; and third try, only 10 points. Are you ready to play? *(David nods.)* Are you ready, studio audience? *(Audience cheers.)*

(Sound Technician: *Start "Name That Stranger" on the CD. After the trumpets sound and the announcer says, "Scene 1," push the pause button on the CD player.*)

Game Show Host: Bring out the first stranger. *(King Saul wearing crown stands behind David and raises clasped hands over his head.)*

King Saul: I needed your help.

David: Wow! That's a hard one. I helped lots of people.

King Saul: You lived in my house.

David: Well, I've lived in a couple of places. I'm still not sure.

King Saul: You helped me by playing your harp when I was troubled, and I was very impressed by your attitude and obedience.

David: You're King Saul. *(Audience applauds loudly, and King Saul leaves.)*

Game Show Host: That's correct, David! Ten points for Round 1. David, what was it like to play for Saul?

David: It was a tough gig. You know how people throw tomatoes at musicians they don't like? Well, Saul threw spears!

Game Show Host: But you served and obeyed Saul anyway. Now that's showing respect for your leader.

(continued...)

■ Round 2

PROPS: inflatable baseball bat for the Game Show Host, fabric for David to wear over his shoulder

CHARACTERS: Game Show Host, David, Lion

(Sound Technician: Push Play on the CD player. After the trumpets sound and the announcer says, "Scene 2," push the pause button on the CD player.)

Game Show Host: Bring out the next stranger.

(Lion stands behind David as if ready to pounce and puts his hand over his mouth as if laughing.)

Lion: I helped you get a reputation as being strong and brave.

David: Wow! That's a hard one. You helped me?

Lion: Well, actually, you chased me off.

David: Oh, I know! You're that lion that tried to kill my sheep.

Lion: *(Acting insulted)* Yeah? Well, if I hadn't showed up and chased those sheep, the king never would have heard that you were brave and strong.

David: You're right; you did help me learn that!

(Audience applauds loudly, and Lion leaves.)

Game Show Host: Twenty points for Round 2.

■ Round 3

PROPS: fake beard for Jesse to wear, inflatable baseball bat for the Game Show Host, fabric for David to wear over his shoulder, giant comb for David to use as a harp

CHARACTERS: Game Show Host, David, Jesse

(Sound Technician: Push Play on the CD player. After the trumpets sound and the announcer says, "Scene 3," push the pause button on the CD player.)

Game Show Host: Bring out the final stranger. *(Jesse wearing fake beard stands behind David and smiles lovingly at him.)*

Jesse: You always obeyed everything I asked you.

David: Dad! *(Jesse and David hug.)*

Jesse: I'll never forget the day the messengers came to me saying King Saul wanted you to come to him. You obeyed right away. I was so proud of you.

David: I learned so much about being respectful and obedient from you, Dad. *(Audience applauds loudly, and Jesse leaves.)*

Game Show Host: Thirty points for Round 3. That gives you a total of 60 points in today's game! Obviously, you have really learned that God wants us to respect our leaders. You showed that with your dad and by the way you served King Saul. And I even think that lion learned a little about respect, too! This makes you the big winner of this wonderful prize—a new harp!

(Game Show Host hands David the giant comb, and David starts to strum the comb as the Sound Technician pushes the play button on the CD player. As the harp music plays, King Saul, Lion, and Jesse all come back on and smile contentedly. When all are ready, Curtain Closer closes the curtain.)

Hands-On Fun at Home

LESSON 1



God wants us to respect our leaders.



Bible Verse: "Pray...for kings and all who are in authority"
(1 Timothy 2:2a).

Talk It Over

Read Romans 13:1-3. Talk over what you think about each of these leaders. Decide as a family how you can best follow God's command in Romans 13:1-3—even if you disagree with the leader.

The President _____

The Governor _____

The Pastor _____

The Principal _____

Check It Out

Read Proverbs 29:4.

Talk about governmental leaders with your family. Do you think the leaders are acting fairly or unfairly?

Read Psalm 138:4.

Talk about how leaders can show respect to God.

Faith Walk

This week, let each member of the family be a "dinner leader." The dinner leader will help prepare the meal, choose the topic of conversation during dinner, and give instructions to everyone else on how to clear the table. After everyone has had a chance to be the dinner leader, read **Hebrews 13:17**. Talk about how hard it is to be a good leader, and discuss how to be a better follower.



Have family members look in the newspaper or on an internet news site (with a parent's permission) to discover specific issues facing the mayor of your city or the president that you could pray about. At mealtime or any other time, have each person name the leader and what he or she needs prayer for. Then ask everyone to stand in a circle, hold hands, and take turns praying. Each prayer should ask God to guide the person named.



Fun Food

Make a "crown salad" for your family. Place a pineapple ring in a dish. Top the crown with miniature marshmallows, nuts, and/or raisins. Voilà! A dish fit for a king or queen.

As you eat your crown salad, talk about how each of us acts as a leader in some way every day and about how we can be better leaders by following God's rules.



Teacher Guide

GRADES 3 & 4

Fall

Teach as Jesus Taught!®

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This quarter your 3rd- and 4th-graders will learn these important Bible lessons:

DAVID: SHEPHERD AND KING

1 Samuel 16:14-23	God wants us to respect our leaders.
1 Samuel 24	God doesn't want us to seek revenge.
2 Samuel 7:18-29	God wants us to thank and praise him.
2 Samuel 9:1-13	God wants us to be kind to others.
2 Samuel 15-19	God wants us to be careful about accepting advice.

ESTHER: THE COURAGEOUS QUEEN

Esther 2:1-18	God has a purpose for everything.
Esther 2:21-3:6; 5:9-6:12	We can trust God to work things out for the best.
Esther 3:8-11; 4:1-5:8; 7:1-10	God gives us the courage to carry out his plans.
Esther 8:1-17	God can use us to bring good out of bad situations.

ADVENTURES WITH DANIEL AND COMPANY

Daniel 1:3-17	God helps us make the right choices.
Daniel 3:1-30	God helps us stand up for what's right.
Daniel 4:4-37	God deserves credit for all good things.
Daniel 6:1-28	We should follow God no matter what happens.

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