

# God Leads His People

## Class Décor: Discovery Center Museum

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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 Kindergarten Curriculum Teachers.”



Kindergarten Teacher's Manual

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

# CLASSROOM DÉCOR

## Discovery Center Museum

### Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

📄 = Downloadable resource using code on TRP instruction sheet

(AP) = Activity Paper

BP = Bible Point

MV = Memory Verse

JBQ = Junior Bible Quizzing

HC = Home Connection

Crown the king. Trek the wilderness of Israel with outlaws. Sneak into the palace and watch the inner circle plan the transition from one generation to another. In the Discovery Center Museum, your students can explore artifacts and paraphernalia pertaining to the ancient, golden age of Israel.

Dive into the Old Testament era when Israel's new government stepped on the scene. As we study the lives of Samuel, Saul, and David, your students will learn that God leads His people through the leaders He selects. Developing leaders is much like developing a museum—it requires determination and education. Just as museum attendees are offered hands-on activities and interactive experiences, so also God's selected leaders engage in observation and immersion opportunities in His leadership program.

Have fun creating a Discovery Center Museum in your classroom. Set up display areas and work tables where your leaders-in-training can learn about Israel's first kings. Create hands-on activity corners that appeal to your busiest explorers and quiet bookish places for your historians. Hang old maps and pictures of Israeli artifacts on the walls. Purchase gold metallic paper to cover boxes, bulletin boards, or tables where artifacts will be displayed. Search Pinterest and the internet for unique DIY exhibit ideas. Be ready to dig in and have fun learning biblical history.



### Room Decoration

Arrange the classroom as a children's museum with display areas in each corner. If your classroom is small, consider using one display area and changing the exhibit each week. Attach the door poster (TRP) and invite students to explore the Kindergarten Discovery Center Museum.

Decorate your walls or bulletin boards with the suggested wall ideas. These can be adapted for any size classroom using basic, detailed, or three-dimensional designs. Reduce décor art to fit bulletin boards. On each wall (or bulletin board), mount discovery eyes 📄.

Keep all important items for interaction and teaching at students' eye level. Anything above the student should simply be used for decoration. Create 3-D exhibits by placing small tables, boxes, or trunks along the wall. Create Bible artifacts that match the narrative, hang maps of ancient Israel, and place story props on display. Encourage students who arrive early to explore the interactive areas in imaginary play.

Sound effects are a great way to enhance the learning experience. In addition to the Jewish music 📄 and shofar horn 📄, search the internet for sound bites that relate to ancient Israel: Jews praying, Israeli music, and sheep and cattle sounds. Use these throughout the quarter.

### Wall 1: Discover Jesus

Every time a new name is added to the Book of Life, God's church continues to make history. Help your students discover Jesus through the new birth. Mount the New Birth poster (TRP) on this wall next to the writing board. Use décor art picture frames 📄 to surround each Bible art. In one corner of the wall, mount discovery eyes 📄 and label the wall: DISCOVER JESUS.

# ● Plan an Open House to Kick off the Quarter

As each summer ends, a familiar routine occurs across North America. Schools invite parents to their campus for an open house to meet their children's teachers; get familiar with what happens at class; and to be updated about what to expect in terms of class rules, homework, and so on. This year, why not take advantage of this trend and host a similar event at your church?

The Open House kit 📎 provides you with the tools and resources you need to host an open house so you can connect more closely to the parents of the children you minister to each week and encourage more buy-in at home. These kit materials will guide you through the process of planning, advertising, and hosting this event where parents walk through the Sunday school classes, meet the teachers, learn about the class routines, and find out how they can partner with the church to nurture their children's spiritual growth at home.

Feel free to adapt this material and use it in whatever way you choose to make this Open House a success in your unique church setting.

*Make it 3-D:* Purchase light-weight, gold picture frames from the thrift shop to frame the posters. On foam board attach the words: DISCOVERY CENTER MUSEUM. Hang it from the ceiling.

## Wall 2: Discover God's Word

Cover this wall with black paper or plastic tablecloths. In one corner of the wall, mount discovery eyes 📎 and label the wall: DISCOVER GOD'S WORD. Fasten red fabric or plastic tablecloths to the sides and across the top, draped to represent museum curtains. Tie the side panels with gold rope or ribbon. Mount each unit MV poster (TRP) with a gold frame surrounding it.

On a small table, store an inkless stamp pad (available at office supply stores or online) and several fun rubber stamps. The memory chart (AP) 📎 has twelve spaces—one for each week. Students stamp one square after studying the verse each week.

On a display table, place Bible artifacts that students can use to role play the lessons.

*Make it 3-D:* Ask a handyman to hang a light-weight pole from the ceiling to hang the side curtains. Use this area as a theater where students can stand on stage to quote memory verses, practice Bible quizzing, or answer review questions.

## Wall 3: Discover God's Leaders

This wall is used for the Bible lesson. One teacher plays the museum curator. Designate a special museum hat or jacket for the museum curator to wear as each Bible story is introduced. Each lesson will have specific artifacts and props that students can touch and test while the Bible lesson is taught.

Cover the walls with black paper or plastic tablecloths. In one corner of the wall, mount discovery eyes 📎 and label the wall: DISCOVER GOD'S LEADERS. Organize the artifacts and props by unit and lesson (or individually each week if space is limited).

Mount student attendance charts (AP) 📎 on this wall. Each week, students glue one attendance picture into place on the chart. For interactive review, challenge students to recall each story from the artifact on the chart.

*Make it 3-D:* Designate display areas by creating museum stanchions in front of the wall.

# Looking Ahead

Check the quarter's title pages (like page 10) now to see what supplies need to be gathered. Designate what activities require multiple copies, cutouts, or unusual supplies. Recruit volunteers to help with drawing, copying, or cutting. For each lesson:

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

Before the quarter begins, tear apart the activity papers and sort the papers by lesson for easier distribution each week. Set apart the title page to send home in week 1. This will provide families with a copy of the unit memory posters for at-home study. Order one activity paper per student with a few extras for visitors and for growth. Also plan for these special items:

- Throughout quarter: Picture of your pastor
- Lesson 5 (page 33): Pictures of leaders in your church
- Lesson 8 (page 49): Child-sized wheelchair and crutches
- Lesson 9 (page 55): A large box and a child's wagon
- Lesson 10 (page 60): Construction items (e.g., nails, tools, small pile of wood)
- Lesson 10 is about pastor appreciation. Ask your pastor to visit the class.

## Pastor Appreciation Sunday

Lesson 10 suggests a special pastor-appreciation song (page 63). Consider having one or more classes learn the song, so everyone can sing it during service that week.

## Use the Digital Resources

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

NOTE: Some smartphones will not open zip files but will open PDFs.

Save the zip files to your computer and then send the PDF to your phone.

## DIY Stanchions

Materials needed:

- Inexpensive toilet plungers
- 1/2-inch PVC pipe and caps (suggestion: Purchase lengths of PVC at building supply stores and cut into smaller pieces.)
- Strong glue (suggestion: E6000)
- Gold spray paint
- Red crepe paper

Instructions:

1. Use a plunger as the base of each stanchion.
2. Replace plunger sticks with PVC pipe. Measure and cut the PVC pipe to the desired height.
3. Glue pipe to plunger and apply a PVC cap to each pipe.
4. Spray entire stanchion with gold spray paint.
5. Attach crepe paper to the top of one stanchion, twist and drape it, and attach it to the next one, continuing between the rest of the stanchions.

# ● 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 is Songs of the Shepherd, studying the Psalms of David. We will use the 288 selected JBQ verses through summer 2020, so don’t feel the need to get through all of the verses this quarter.

- 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.

## Wall 4: Discover God’s Help

God helped His leaders by giving them mentors who spoke His words. We can discover God’s help through our leaders and God’s Word. Make this wall the Discovery Center Museum’s library. In one corner of the wall, mount discovery eyes 📎 and label the wall: DISCOVER GOD’S HELP.

Stack heavy-duty boxes to create small shelves and fill with picture books about Bible stories, maps of ancient Bible times, and Bible archaeological books. Add a rug and one or two student-sized chairs or pillows.

Place an old Bible in a display case on a table against the wall.

Purchase and hang several ID badge holders on lanyards (one for each student plus guests). For each student, cut out an ID badge 📎 and let students write their names on them. Students can wear these while “touring the museum.”

## Bible Artifacts

Create or gather artifacts that go along with each lesson’s Bible story. Use simple materials when designing artifacts. Search the internet for DIY ideas that correspond with the lesson. Keep these in display boxes around the room without a label. Do not explain each item until the appropriate lesson is taught. These can be used throughout the quarter for review games.

**Lesson 1:** An idol (draw an ugly face on a large Styrofoam cup), several large stones

**Lesson 2:** Bottle of anointing oil, crown

**Lesson 3:** Large stones (stacked to make an altar), King Saul’s spear

**Lesson 4:** Sheep’s wool, shepherd’s staff, anointing oil

**Lesson 5:** Royal-looking robe, bow and arrows

**Lesson 6:** Fake knife next to jagged piece of royal blue or purple cloth

**Lesson 7:** Homemade or bakery loaf of bread (uncut), corn nuts, raisins, figs

**Lesson 8:** Homemade crutches

**Lesson 9:** Ark of the Covenant (box wrapped in gold)

**Lesson 10:** Temple plans (drawn like blueprints), list of supplies (such as wood, gold, nails, cloth)

**Lesson 11:** Items listed in II Samuel 17:28–29, such as bedding, bowls, wooden or metal utensils, flour, corn, dried beans or lentils, honey, butter, meat, cheese

**Lesson 12:** Crown, scepter, king’s robe, king’s throne

If you are not able to create artifacts, photos 📎 are provided in the digital resources for each lesson.

## Additional Bulletin Board Ideas

### *Where in the World Is It From?*

Mount a map of ancient Bible times and the words: WHERE IN THE WORLD IS IT FROM? Each week place a map tack in the area where the artifact was used.

### *Exhibit A*

Mount the Bible art picture for the week on the bulletin board.

## Donation Box

Just as museums need donations to fund the exhibits, so also God's kingdom needs our offerings to fund His kingdom. Students place offering in the box as they enter the museum each week.

## Volunteers

Volunteers are important at the museum. They practice leadership while helping others. Use at least one volunteer each week.

Create a second set of ID badges 📌, but instead of placing these on lanyards (page 7), pin them up on a Volunteer Bulletin Board. When a volunteer is needed, say one letter of the alphabet and have students examine the names on the board. The name that begins with that letter is the helper. If two names begin with the same letter, use the first one discovered. Place name tags in a bucket until all are drawn and then begin the process again.

## Additional Museum Ideas

- Purchase fun colored, plastic clipboards for students to use with the activity paper. Carry these around while touring the museum.
- Create a Museum Gift Shop and add small snacks or toys for students to earn or receive as prizes.
- Make a Museum Selfie Photo Booth. Decorate a large appliance box and place in one corner. Cut a sky light in the top for lighting. Place a stool inside and use an old smartphone to allow students to take selfies with artifacts and props.

## Facebook

Join our Facebook group, "Word Aflame Kindergarten Curriculum Teachers." Interact with editors and Sunday school teachers. Share tips and gather ideas. Post pictures of your class (with parental permission) and encourage others by posting what God is doing in your students' lives.

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

### **Did You Know?**

After accounting for all maintenance and supply expenses, it costs a church more to make boring gray-scale copies of the activity paper than it does to buy a full-color activity paper for each student? Churches may think they are saving money by buying one activity paper and making copies, but in reality, it is costing them more.

Not to mention that copying the activity paper violates copyright laws. Permission is only granted to make copies for visitors. Avoid the need to copy. Order extras to allow for class growth and a few visitors.



## Unit 1

God Chooses Leaders

## Unit Aim

Students will examine how God chooses leaders.

## Unit Memory Verse

1 Samuel 16:7

## Scripture Text

1 Samuel 3:19–21; 7

## Bible Lesson Verse

1 Samuel 3:19

## Bible Point

God chooses His leaders.

## Life Application

I will follow my leader.

# GOD CHOSE SAMUEL

## CORE SUPPLIES

### Excite and Engage

**Welcome:** For each student, print and cut out a set of LOOK discovery eyes 📄. Each student will also need a craft stick and glue.

Attendance charts (AP) 📄, attendance pictures for lesson 1 (TRP) 📄, markers, glue sticks, donation-box offering container

*Bible Artifact:* Draw an ugly face on a Styrofoam cup to represent an idol or print the Bible artifact picture of an idol 📄.

**Opening Activity:** Paper and pencils for students, blindfold, trash can

### Relate and Receive

**Bible Lesson:** Prepare to play the thunder sound effect 📄. Instruct an assistant to interrupt the story at the appropriate time. Gather several large stones to represent an altar to be revealed as another artifact at the end of the story.

Bible display near the Discover God's Help wall, biblical robe for Samuel, broom, turban, Bible artifact (cup idol), Styrofoam cups (1 per student), markers, trash can

### Apply and Act

**Life Application:** Posterboard, fine-tipped markers

Bible art: God Chose Samuel (TRP), New Birth poster (TRP)

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

**Home Connection:** Unit 1 HC calendar (TRP) 📄, lesson 1 HC devotion 📄, activity paper covers (AP), child information forms 📄

## EXPANDED SUPPLIES

### Worship and the Word

**Worship:** *Suggested songs:* "Father Abraham," "I Have Decided to Follow Jesus" by Cedarment Kids

**Memory Work:** Near the Discover God's Help wall (see page 7), place discovery items such as binoculars, eyeglasses, a telescope, and a microscope.

Unit 1 MV poster (TRP), memory charts (AP) 📄, museum badges/lanyards (1 per student), inkless stamp pad, rubber stamps

### Reinforce and Review

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

**Option 1:** Assembled discovery eyes from Welcome, Bible artifact (cup idol) from Bible Lesson, whistle

**Option 2:** Music, chairs

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

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with 📄 can be downloaded by following the instructions on the cover sheet in the teacher's resource packet. Items marked (AP) can be found in the back of each student's activity paper.



# Teacher Devotional

Read I Samuel 3:19–21 and chapter 7. Prayerfully consider what this passage says:

## About God

God alone knows the true condition and contents of a leader's heart. God responds to our dedication to Him by promoting the most dedicated to positions of responsibility in His kingdom. God is not impressed and gives no extra consideration to someone simply based on their name or family history. God chooses leaders who choose Him first.

## To You as a Teacher

Have you ever had a boss who caused you to wonder how they achieved their appointed position? These leaders can be difficult to follow because they do not inspire you to do any more than the minimum to get by. As a part of God's kingdom it is the opposite. Our pastors and ministers are anointed and prayerful leaders. They look out for us and inspire us to be more than we thought we could be. We can follow them with confidence because we know they are following God.

## To Your Students

Children love to play follow-the-leader. At times they follow a good example. Other times they head the wrong direction, following wrong leaders. A good leader sets safe boundaries, allows for interaction with others, and provides opportunities to learn from mistakes.

Your students follow your lead. You represent Jesus and His love. How you interact with your pastor and other leaders indicates your desire to follow leaders. Allow your example to shine. Give your students the opportunity to be chosen by God as one of His leaders.

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

### EXCITE AND ENGAGE

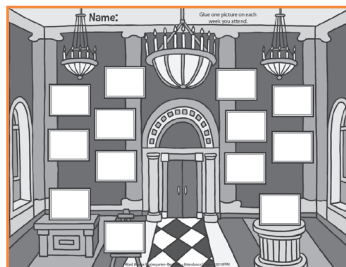
#### Welcome

The Discovery Center Museum is open for adventure. Your group of leaders-in-training are headed for a hands-on history lesson from the Old Testament. Discovering how God leads His people will be exciting as they explore biblical artifacts around the museum. Throughout this unit, help your students understand that God is choosing them to be leaders in His kingdom.

Show students the donation box, explaining how donations help a museum. Compare this to how we willingly give offerings to further God's kingdom.

Give each student a set of LOOK discovery eyes 📁, a craft stick, and glue. Help students glue the eyes onto the craft stick. Explain how important it is to watch for new discoveries as they learn about God's Word.


Distribute attendance charts (AP) 📁 and help students write their names on the charts. Give each student the attendance picture (TRP) 📁 for this lesson to glue in a frame on the attendance chart. Show the Bible artifact of the idol (either prepared or the picture 📁), and let students guess how it relates to the picture.



If you are displaying lesson artifacts in the museum, keep these in groupings according to unit. Group artifacts for unit 1 in an area labeled: GOD CHOOSES LEADERS.

# LÔÔK

## SHARE IT!

Upload your photos to the “Word Aflame Kindergarten Curriculum Teachers” Facebook group. Before sharing, ask parents or guardians for permission to photograph and share pictures of students using the child information form . Keep the signed forms on file if you share students’ pictures on Facebook or any other public site.

Some kindergartners may connect “priest” with the Catholic church. To clarify Eli’s and Samuel’s roles, this story refers to them as Israel’s leaders, although they also served as priests and judges.

## Bible Point

God chooses His leaders.

## Unit 1 Memory Verse

“For man looketh on the outward appearance, but the LORD looketh on the heart” (1 Samuel 16:7).

## Bible Lesson Verse

“And Samuel grew, and the LORD was with him, and did let none of his words fall to the ground” (1 Samuel 3:19).

Play follow-the-leader. Lead students on a museum tour with instructions (no touching without permission, walk carefully, talk quietly). **Our museum is filled with items and stories about God’s leaders. God chose leaders, like the person shown on our attendance chart whose name is Samuel. We will learn how God chose him. Samuel used items like we see in our museum.** Lead students to the unit 1 MV poster (TRP) and introduce the verse—I Samuel 16:7. **Our memory verse tells us one way God chooses leaders. He looks at our hearts.**

- **What does that mean to you? How do you think God looks at our hearts?**

**God chooses leaders for us to follow.** Instruct students to repeat this phrase: **I will follow my leader.**

## Opening Activity: Shooting in the Dark

**Sometimes when people are guessing about something, they will say, “I just took a shot in the dark.”** Give an example. **If you shoot at something in the dark, you probably will not hit it. To choose someone to be Samuel in our Bible story, we are going to shoot in the dark. It could be (student’s name) or (student’s name) or (student’s name).**

Give each student a piece of paper. Help students write their names and draw a picture of themselves. Have students wad the papers into tight balls. Students line up across the room from the trash can. They take turns being blindfolded and throwing their balls at the trash can. The student whose ball lands in the can or nearest it becomes Samuel the leader. If necessary, have elimination rounds until one student is chosen.

- **Was it hard to hit the trash can? Why?**
- **If you were going to choose someone to lead you to your car or the bus after church, would you want that person to be blindfolded? Why or why not?**
- **When God chooses our leaders, do you think He shoots in the dark?**

## RELATE AND RECEIVE

*Access Prior Experience:* **Have you ever led someone through the park or a play area? Was it hard to lead that person?**

## Bible Lesson: God Chose Samuel (1 Samuel 3:19–21; 7)

**The Discovery Center Museum has many artifacts. Artifacts are things we study from long ago.** Gather students near the Bible display at the Discover God’s Help wall (see page 7). **This is an important artifact—the Bible. It helps us discover God’s help. We read about God’s leaders in the Bible.** In the Bible find and review the unit 1 memory verse—I Samuel 16:7.

Lead students to the Discover God’s Leaders wall. Put on the museum curator’s special hat or jacket. Explain how it signals the beginning of the Bible history lesson. Recall the artifact picture students glued to the attendance charts.

**In the Old Testament, we read about a special leader named Samuel. When Samuel was born, his mother promised to give her baby boy back to God to serve Him. When Samuel was little, his mother took him to live at the house of God with Eli’s family. Eli was a priest and judge. He was Israel’s leader, like their pastor.**

Place a robe on the student chosen to be Samuel during Opening Activity. Give Samuel a broom and put Samuel to work. **Little Samuel swept the floor. He cleaned the lights. He locked and unlocked the doors. He learned to serve others. Whatever Eli asked him to do, Samuel did. He learned to be a leader by following instructions.**

- **What are some instructions that help us become leaders?**

The Bible tells us, “And Samuel grew, and the LORD was with him, and did let none of his words fall to the ground” (1 Samuel 3:19). That means the people listened to everything Samuel said. His words were important.

Eli was old and Israel needed a new leader. Eli knew God had chosen Samuel to be the next leader. The people knew it and Samuel knew it.

Do you remember the memory verse? What is one thing God looks at when He chooses a leader? The heart.

While Eli was the leader, the people served idols. Show the Bible artifact (cup idol). An idol is a pretend god, made from wood, stone, or a picture. Give each student a Styrofoam cup and marker. Let students draw ugly faces on the cups. **Imagine singing worship songs to these idols. How ridiculous! Do you think God was pleased?**

When Samuel grew up, Eli died and Samuel became the leader. Place the turban on Samuel. Samuel told the people, “You cannot serve both God and idols. Get rid of all your idols. Prepare your hearts to serve the Lord, and He will deliver you from your enemies—the Philistines.” Ask students to crush their cup idols and throw them in the trash.

Samuel called the people together. They prayed. They repented. Our leaders also teach us to pray and repent. To *repent* means to ask forgiveness for what we did wrong. We pray, “Jesus, I am sorry for the wrong things I have done. Please forgive me.”

- Why did Samuel ask the people to repent?
- Why should we repent?

Samuel prayed for the people. Have Samuel reach his hands toward students and pray, “Lord God, please forgive Your people. Bless them and . . .”

Assistant interrupts by yelling, “The Philistines are gathering for war. They are coming this way!”

The people shook and trembled. Students do so. They cried out, “Samuel, please pray! Pray for us. Pray that God will save us from the Philistines.”

The Philistines came closer and closer. Samuel prayed. Play thunder sound effect 🗣️. What was that? The Philistines looked up. Was it thunder? The sun was shining, and it wasn’t the rainy season, but that was thunder. The Philistines ran for cover. The Israelites chased the Philistines until they were defeated. Samuel leads the Israelites (remaining students) around the room a couple of times chasing imaginary Philistines.

Use the large stones to create an altar. Samuel set up stones as an altar to remind the people that God had helped them. God blessed Israel through the leader He chose. God chose Samuel.

## APPLY AND ACT

**Life Application:** I will follow my leader.

Samuel started learning how to be a good leader when he was about your age. He learned to lead by following his leader.

Return to the game of follow-the-leader with Samuel leading. Tell students that you will watch them and choose the best follower to be the next leader. Watch for a minute and then announce the next leader. Repeat several times.

- Who are your leaders? How do you follow your pastor and parents?
- How does our pastor lead us?



Lead students to the New Birth poster (TRP). **God choses leaders like our pastor to teach us how to be saved. Jesus wants to save us from sin. Our pastor tells us how to repent, get baptized in Jesus’ name, and receive the Holy Ghost. Our pastor leads us to Jesus so we can follow Him.**

**If you learn to follow your leaders, then others can follow you to Jesus. To become a good leader, you must be a good follower.**

Let children take turns placing their right foot on a posterboard. Trace around each foot and write the child’s name in the footprint. In large letters write: WE WILL FOLLOW OUR LEADERS.

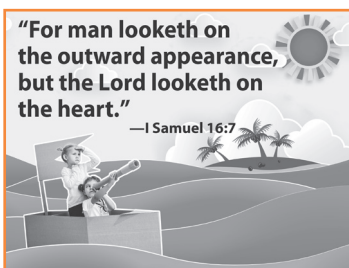


### Prayer and Call to Action

Distribute activity papers and crayons. On the front page, students identify God’s leaders by circling the correct pictures. Discuss each picture and then lead students in prayer. **Jesus, help me follow my leader by (insert what is happening in the picture).** Encourage students to use the paper this week as they pray about following the leaders God has placed in their lives.

### 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 at home.
- Send home the cover of the activity paper, showing parents how the back contains the memory work for the entire quarter. Encourage them to post it in a prominent place at home, like the refrigerator.
- Use the child information form to get contact information from parents. This will be used to establish a home connection throughout the quarter.



### Teacher Tip

Ways to incorporate the memory verse into the CORE lesson:

- Recite it prior to the Bible lesson.
- Set memory verse timers throughout the morning. When a timer rings, students recite the verse.
- Incorporate the verse throughout the lesson by challenging students to listen or watch for a certain signal. When you give the signal, students stand and recite the verse.

## EXPANDED (designed for a teaching period over 45 minutes)

### WORSHIP AND THE WORD

#### Worship

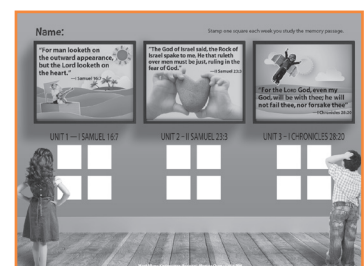
As you play “Father Abraham,” continue playing follow-the-leader by allowing a student to be the worship leader. Encourage your leader to use demonstrative motions and gestures.

Choose another worship leader as you play “I Have Decided to Follow Jesus” by CedarMont Kids.

#### Memory Work: I Samuel 16:7

Gather near the Discover God’s Help wall (page 7). Ask volunteers to demonstrate how each item (binoculars, eyeglasses, telescope, microscope) is used to make discoveries. **In the Discovery Center Museum, we discover how God helps His leaders. He gives us His Word to learn. Read the unit 1 MV poster (TRP). Our verse tells us God looks at the heart. When we look through these museum items, we see the things around us. When God looks at us, He sees how we think and act on the inside.** Point to each student to repeat the verse as you read it. Ask all students to recite it again.

On the memory verse charts (AP), help students write their names. Students stamp one square after studying the verse each week.



## REINFORCE AND REVIEW

### Activity Paper

**God chose Samuel. The people followed God's leader.** On the back of the activity paper, students compare the two pictures and find ten differences.

#### Option 1: Discovery Eyes

Show the Bible artifact (cup idol) and have students recall the Bible lesson. **We are going to use our discovery eyes to play a game. There is no talking in this game, only looking.** Ask all students to stand facing the wall while you hide the cup idol. Hide it in a place where they can see it while standing against the wall. Blow a whistle to signal that they can turn around and search the room with their eyes, staying in place against the wall. **When you see the object, raise your hand.** The first student whose hand is raised becomes the leader and shows the class where the object is hidden. If the leader is correct and finds the object, everyone says, "I will follow my leader." If not, try again until a student finds it.

The student who finds the object gets a turn hiding it. Continue playing until several students have a chance to be leader. Discuss the game.

- **What did you have to do to get the object?** Follow the leader.
- **Why should we follow God's leaders?** God chose them. They lead us to God and teach us His ways.

#### Option 2: Musical Chairs

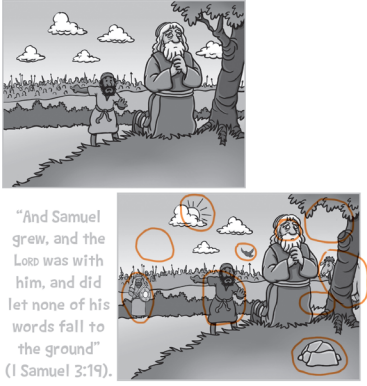
Play musical chairs. When a student is left standing, assign that student a leader position (e.g., mom, dad, teacher, pastor, police officer, coach, and so on). Have student finish this sentence: **I will follow my (leader) by \_\_\_\_\_ (students tell how they can follow that leader).**

#### Option 3: JBQ Introduction

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 they will be playing.

God chose Samuel. The people followed God's leader. Look at the two pictures and circle ten things that are different.



"And Samuel grew, and the Lord was with him, and did let none of his words fall to the ground" (1 Samuel 3:19).

UNIT 1 MEMORY VERSE  
"For man looketh on the outward appearance, but the Lord looketh on the heart" (1 Samuel 16:7).

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See page 7 for more information on the JBQ option.