

God Leads His People

Museum of Israel's Golden Age

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



Beginner Teacher's Manual

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

CLASSROOM DÉCOR

Museum of Israel's Golden Age

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

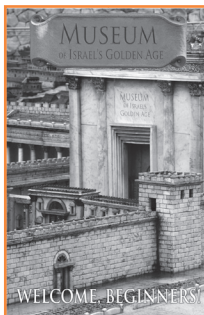
JBQ = Junior Bible Quizzing

HC = Home Connection

Take a walk with Samuel as he anoints kings. Encounter the grace and selflessness of men who set up a newly formed nation. Learn how ordinary people influenced a government. Explore Israel's wilderness dioramas. Your young leaders-in-training will discover stunning facts as they explore the Museum of Israel's Golden Age.

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.

Transform your classroom into a world of discovery. Create stunning exhibits with biblical artwork. Make and display artifacts that relate to the stories of I & II Samuel, I Kings, and I & II Chronicles. Use 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. Fill the room with Jewish music 📄 and the sound of the shofar 📄. 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 into small display areas, highlighting each corner with a display. 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 Museum of Israel's Golden Age.

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

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: God's People

God's people make history as they become His leaders. They can become part of Bible history when they follow God. Help your students discover Jesus through the New Birth. Mount the New Birth poster (TRP) on this wall next to the writing board. Use a décor art picture frame 📄 to surround each Bible art picture (TRP) 📄. Label this wall: GOD LEADS HIS PEOPLE.

● 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 a thrift shop to frame the posters. On foam board attach the words: MUSEUM OF ISRAEL'S GOLDEN AGE. Hang it from the ceiling.

Wall 2: God's Word



Cover this wall with black paper or plastic tablecloth and label it: GOD'S WORD HELPS LEADERS. Place an old Bible in a display case on the table against the wall. Frame and mount each unit MV poster .

Mount maps of ancient Bible times and add Bible archaeological books. Include a rug and one or two student-sized chairs or pillows.





Near this display, store an inkless stamp pad (available at office supply stores or online) and several fun, rubber stamps. In the first lesson, students will write their names on the memory charts   and mount them on this wall. Students stamp one square after studying the verse each week.

Make it 3-D: Consider making a museum bookshelf for the books of the Bible. Wrap the covers of sixty-six books (use various sizes and widths) in various colors of paper. Along each spine, write one book of the Bible. Place these on the bookshelf and allow students to practice putting the books of the Bible in order.

Wall 3: God's Leaders

Cover the walls with black paper or plastic tablecloths. Label the wall: GOD'S LEADERS. This wall is used for the Bible lesson. Each lesson will have a Bible leader summary  and specific artifacts to display. For maximum impact, create these artifacts using your imagination, or if time and resources are limited, print the picture of Bible artifacts .

Prior to the Bible lesson, allow students to read the summary and touch the artifacts. The teacher can act as the tour guide. If room permits, start the Bible lesson in this area and then travel to various museum displays each week.

Mount student attendance charts   on this wall. Each week, students glue one attendance picture   into place 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 9) 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:

- Keep your pastor's photo handy. Since this quarter is about leaders, it will be used often.
- Lesson 3 (page 22) needs two sets of drumsticks.
- Lesson 8 (page 49) needs a blindfold for each pair of students.
- 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: 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 an interactive, hands-on part of the museum where activities, crafts, and team building occur.

Label the wall: GOD HELPS HIS LEADERS. Put a table against the wall and shelves or supply containers along the wall. Fill this area with the supplies needed for optional activities: art supplies, simple instructions on how to create a replica of a Bible artifact, and worship instruments. Search the internet for pictures of DIY items corresponding with the Bible artifacts, print these off, and place these in a binder for students to study. Have the supplies to create these DIY items available. Encourage early arrivals to spend time in this area.

Bible Leader Summaries

Cut apart the Bible leader summaries (TRP) and place them in a folder by lesson. Each week place the summary on the God’s Leaders wall as a museum display plaque. Put the weekly Bible artifacts on display beneath the summary.

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.

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

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

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 museum name tags. Write each student's name on a name tag and place the tags on a Volunteer Bulletin Board. To choose a volunteer, have a student, with eyes closed, spin around three times and point to the board. Select the name that is closest to the student's finger. 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 Beginner 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 .

GOD CHOSE SAMUEL



CORE SUPPLIES

Excite and Engage

Welcome: 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: Activity papers (page 1), crayons, pennies (1 per student)

Relate and Receive

Bible Lesson: Gather several large stones to represent an altar. Mount the Bible leader summary (TRP) for lesson 1 near the artifacts of the Styrofoam idol and altar of stones. Prepare to play the thunder sound effect 📄.

Bibles; whiteboard, markers, and eraser; Styrofoam cups (1 per student), markers, trash can

Apply and Act

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

Prayer and Call to Action: Pictures of leaders in your church and community

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:* “Follow the Leader” by Mr. Smart and the Freedom Kids, “I Have Decided to Follow Jesus” by Cedarment Kids

Memory Work: Index cards (1 per student), markers, unit 1 MV poster (TRP), memory charts (AP) 📄, inkless stamp pad, rubber stamps, bag

Reinforce and Review

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

Option 1: For each student, print and cut out a set of footprints 📄.

Construction paper (1 sheet per student), markers, glue

Option 2: No supplies needed

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.

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.

Unit 1

God Chooses Leaders

Unit Aim

Students will examine how God chooses leaders.

Unit Memory Verse

I Samuel 16:7

Scripture Text

I Samuel 3:19–21; 7

Bible Lesson Verse

I Samuel 3:19

Bible Point

God chooses His leaders.

Life Application

I will follow my leader.

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

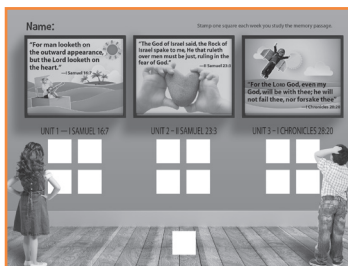
Children love to play follow-the-leader. At times they follow a good example. Other times they head the wrong direction, following wrong leaders. A good leader sets safe boundaries, allows for interaction with others, and provides opportunities to learn from mistakes.

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.

SHARE IT!

Upload your photos to our Facebook group: Word Aflame Beginner Curriculum Teachers. 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.

If you are displaying lesson artifacts in the museum, keep these in groupings according to unit. For unit 1's artifacts, label an area: GOD CHOOSES LEADERS.



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

EXCITE AND ENGAGE

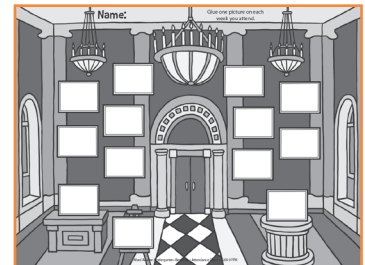
Welcome

As students enter the Museum of Israel's Golden Age, greet them and offer a tour of the museum. Stop by the God's People wall (see page 4) and discuss how God's people make history as they become His leaders. Explain the New Birth poster (TRP) and encourage students to become one of God's leaders.

Show the donation box and explain how donations help a museum. Compare this to how we willingly give offerings to help God's people do His work.

Lead the group to the God's Leaders wall (see page 5). Highlight a few Bible artifacts and discuss how a museum helps us to learn from history.

Distribute attendance charts (AP) 📄 and show students where to 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 (AP) 📄.



Continue the tour by leading students to the God's Word wall (see page 5). Show the memory charts (AP) 📄 and books of the Bible display. Encourage students to learn God's Word and become the best leaders they can be for Jesus. Explain how they will stamp one square after studying the verse each week. **Our memory verse tells us one way God chooses leaders. He looks at the heart.**

- How do you think God looks at the heart? What does that mean to you?

Finish the tour at the God’s Help wall (see page 7). Allow students to explore this area for a few minutes. **Our museum is filled with items and stories about God’s leaders. We will learn about the leaders God chose for Israel. We will hear about Israel’s golden age—a time when things went well for Israel and they had great leaders.**

- **Name a great leader, past or present, whom you admire. Why do you think this person was or is a great leader?**

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

Opening Activity: Aiming at the Mark

Distribute activity papers. On the front page, students color each ring of the target a different color.

- **Why do we use targets?**

Allow students to place the activity papers a few feet from where they are standing. Give each a penny and have students flip their pennies onto their targets. Discuss where the coin landed. **When you aim at the target, you hope to hit the center. You are aiming for the best spot.**

- **Consider how we make choices in life. Do we always make the best choices?**

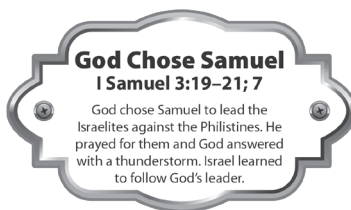
God chooses leaders for us to follow. Ask students to circle the pictures showing leaders we should follow. **Do you think God just aims and hopes to get the best leader? How do you think God chooses His leaders?** As this is discussed, mention the unit MV.

God chooses His leaders after He looks at their hearts. Because I know God chose my leader, I will follow my leader.

RELATE AND RECEIVE

Access Prior Experience: **Describe a time when you had to be a leader. Who were you leading and where did you lead them? Have you ever had to follow a leader?**

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



Gather students near the lesson artifacts (Styrofoam idol and altar of stones) at the God’s Leaders wall.

Select a volunteer to read the Bible leader summary (TRP). **We read about God’s leaders in the Bible.**

Do you recall our memory verse? How does God choose leaders? . . . He looks at the heart. Review

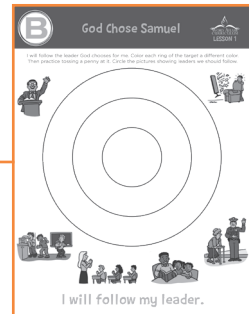
the unit 1 MV poster (TRP) with students.

In the Old Testament, we read about a special leader name Samuel. Help students find 1 Samuel 3 and 7 in their Bibles. **When Samuel was born, his mother promised to dedicate (or give) her baby boy back to God to serve Him. When Samuel was a little boy, she took him to live at the house of God with Eli’s family. Eli was Israel’s priest and judge. He was their leader.**

On the whiteboard, have a student draw small, young Samuel working at the house of God. **Samuel followed His leader. He learned how to care for God’s house. He learned to help the people who came to God’s house. 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?**

Your students are leaders-in-training. Throughout this unit, help them understand that God is choosing them to be leaders in His kingdom.



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).

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 and Samuel knew it too.

- **What does God look at when He chooses a leader?** *The heart*

While Eli was the leader, the people served idols. An idol is a pretend god made from wood or stone, or it can even be 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? No way.

Samuel listened to God. He did not worship idols like the other people. Samuel learned how to be a good leader. Then, after Eli died, Samuel became the leader. On the whiteboard, have a student draw grown-up Samuel. Have remaining students each draw a person near Samuel (to create a crowd).

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.” Have students crush their cup idols and throw them in the trash.

Our leaders also teach us to pray and repent. Samuel called the people together. They prayed and they repented. 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, “Lord God, please forgive Your people. Bless them and . . .”

Suddenly, a messenger interrupted their prayer. “The Philistines are gathering for war and are coming this way. They’re coming to fight Israel!” Have a student draw an army of Philistines.

The people shook and trembled. 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 the thunder sound effect 🗣️ or show students how to create thunder by slapping their thighs. **What was that? The Philistines looked up. It was thunder. They ran for cover. The Israelites chased the Philistines until they were defeated.** Erase the army of soldiers.

Show the artifact of the gathered stones. **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.

Play follow-the-leader. 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 chooses leaders like our pastor to teach us how to be saved. Our pastor tells us how to repent, get baptized in Jesus' name, and receive the Holy Ghost. Our pastor leads us to Jesus.**

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.

Lead students in saying the Life Application: **I will follow my leader.**

Prayer and Call to Action

Show pictures of leaders in your church and community. Discuss each picture and then lead students in prayer. **“Jesus, help me to follow my leader by listening to my leader’s instructions.”**

Encourage students to 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.

The child information form 📄 has been revised this quarter. If you have used this in the past, we recommend you have all parents update their child’s information.

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

WORSHIP AND THE WORD

Worship

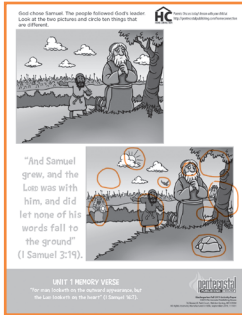
Play a version of follow-the-leader with the leader acting as a worship leader and students following along. Change leaders throughout the songs and encourage each leader to use motions and demonstrative worship gestures. Suggested songs include:

- “Follow the Leader” by Mr. Smart and the Freedom Kids
- “I Have Decided to Follow Jesus” by Cedarment Kids

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.



See page 7 for more information on the JBQ option.

Memory Work: 1 Samuel 16:7

Gather near the God's Help wall (page 7). At the Museum of Israel's Golden Age, we discover how God chooses His leaders. Read the unit 1 MV poster (TRP) and ask students to echo each phrase. **Our verse tells us God looks at the heart. When we look at museum rooms, we see the things around us. When God looks at us, He sees how we think and act inside.**

Give each student an index card and marker. Assign one verse word to each student. Help students write the words on the index cards. Toss all the cards into a bag and shake it. Allow each student to choose a card. At your signal, students race to line up in the correct order. Recite the verse. Repeat the activity several times.

If your class has fewer students than verse words, have students write more than one word per card.

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: Life Application Poster

Distribute construction paper, footprints, markers, and glue. Help students make Life Application posters that say: **I will follow my leader.** Students write the words and glue a set of footprints on the poster.

Option 2: Follow the Whisper

To each student, randomly whisper a leader's name (e.g., Mom, Dad, a teacher's name, or your pastor's name). Whisper the same names to two or more students. Students should not say the name until you signal. Scatter students around the room.

At your signal, students begin saying, "I will follow (*name*)," while wandering around the room to find others who are saying the same name. Once all students find the others in their group, they stand together reciting, "I will follow (*name*)."

Discuss why God places each leader in our lives and how we can follow each 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.