

# God Leads His People

## Restoring the 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 Primary Curriculum Teachers.”



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

# CLASSROOM DÉCOR

## Restoring the Museum

Attention all museum patrons! This fall, we are restoring a treasured museum to its former glory. Students are volunteers in training to one day be in charge of the museum. There is no time to waste in preparing an extra special exhibit featuring the God of Israel and some of His greatest leaders from I and II Samuel, I Kings, and I and II Chronicles.

Students will revive the hall of kings with King Saul, King David, and King Solomon. They will revitalize marvelous displays celebrating faithful leaders such as Jonathan, Abigail, Obed-Edom, and Barzillai. Lastly, they will create a relaxing garden of prophets with Samuel and Nathan. This art collection is one of a kind and more interactive than you might imagine.

This quarter, students are museum volunteers who are training to become museum curators, a job which requires appreciation and understanding of the artifacts they oversee. The Word of God is the most valuable artifact in the museum. Students will evaluate Scripture in its original context, apply it to their lives, and learn how to share it with others. At the end of the thirteen weeks, award students a certificate (TRP) 📄 for completing their training.

### 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 Bible History Museum.

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.

As you decorate, string fake cobwebs over the individual décor pieces (the portraits and statues) so students may restore the museum by uncovering the portrait or statue as instructed in the lessons.

### Wall 1: Instructional Wall

This is the wall with the writing board. Remember to keep all important items at students' eye level. Anything higher than the writing board should simply be for show, not for interaction or teaching.

On this wall, frame and mount the timeline frames (TRP) 📄 as they are called for in the lessons. As the tour guide, move students to the appropriate art as you discuss it.

Mount the New Birth poster (TRP) to this wall as well, and refer to it each class period. Mount maps of ancient Bible times and set Bible archaeological books on a small shelf or table nearby.

### 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



Based on the size of your room(s) and the number of students typically in attendance, it may be necessary to limit decorations to the walls or bulletin boards to reserve floor space for students and class activities. For this reason, decorations have been divided into two categories: basic and three-dimensional. Please keep in mind that not all 3-D suggestions require a great deal of space, so even if you are mainly interested in basic decorations, there may be something in the 3-D sections that would work in your room.

Maintain a prop box with a variety of scarves, sashes, and robes for use in various Bible lessons. A crown, fake food, play money, baskets, goblets, and tablecloths are good to keep on hand. Rotate props quarterly to keep them fresh and exciting.

# ● 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 campuses for open houses to meet their children's teachers; to get familiar with what happens in class; and to be updated about what to expect in terms of class rules, homework, and so on. This year, consider hosting a similar event at your church.

The Open House kit 📎 provides you with the tools and resources you need to host an open house to connect more closely with 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 from to adapt this material and use it in whatever way you choose to make this open house a success in your unique church setting.

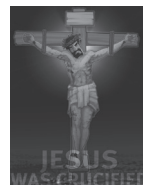
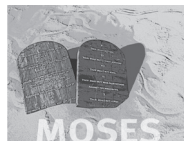
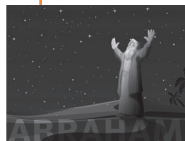
*Volunteers:* Randomly selecting names as a way of choosing volunteers can help maintain order and expedite activities. This quarter, cut index cards in half and on each one write: MUSEUM VOLUNTEER. Give one to each student and have students write their names on the back. Make extras for guests. Put them all in a box and draw one whenever a volunteer is needed.

## Timeline Option

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

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

During each lesson, place that lesson's visuals on the timeline to show its location in relation to the other events students have learned. For a series with several lessons in a short time period, we suggest you create an extension above or below that "zooms in" on that section of time, and then place the visuals along the extension in the order they occur.



### Wall 2: Museum Information Booth and Gift Shop

At the museum information booth, you will track attendance and memory work, store volunteer badges, and keep the offering container. Set up a museum gift shop with prizes to be won and earned throughout the quarter. This is also a great place to store props, pens, pencils, and the various craft supplies to be used in each lesson. When it is time to do a project, students will simply visit the gift shop to pick up what they need.

**Offering:** Make a donation box from a shoe box covered in butcher paper. (Be sure to wrap the lid separately so you can remove it to retrieve the offering weekly.) Cut a slit on the top. On the side of the box, write: “Museum Donations—the museum is free for everyone to enjoy, but we rely on your generosity to keep it that way. Thank you!” Place the offering box at the information booth and instruct students to drop their offerings in it as they arrive.

**Attendance Charts:** Attendance charts for students are near the back of the activity paper. A digital version 📄 is also available for printing extra copies as needed. This quarter, students collect attendance tracking museum pictures (TRP) 📄. The goal, of course, is to collect all the pictures.

**Memory Charts:** If you choose to incorporate the memory work from the EXPANDED section, memory charts for students are near the back of the activity paper. A digital version 📄 is also available for printing extra copies as needed.

### Wall 3: Hall of Kings

Create a royal artwork exhibit by covering the entire wall with black material, butcher paper, or plastic tablecloths. Drape red material or plastic tablecloths in swags along the top of the wall and down the sides to create the look of a curtain. Tie the curtain back with a thick braid of gold yarn or rope. Add tassels for an opulent look.

From the classroom décor 📄, print the portraits of King Saul, King David, and King Solomon (or even better, draw modern art versions of your own). Mount them to the wall and to the side of each, mount a card stating the king’s name.

### Wall 4: Garden of the Prophets

Bring the look of an outdoor sculpture garden to life with a backdrop of solid green butcher paper or drawings of trees, shrubs, and flowers. From the classroom décor 📄, print and mount the statues of Samuel and Nathan. Create card plaques with their names on them and mount to the bases of the statues.

3-D Variation: Place the portraits in actual picture frames or cut three free-form picture frames from white foam board. (Size according to your wall space and size of your portrait prints.) Spray-paint the frames gold. Add a red rope barrier in front of the exhibit, as to keep patrons from touching the prized artwork, and add picture lights above each picture frame.

3-D Variation: Spray-paint two boxes with a stone effect to create the bases of the sculptures. Reinforce the reproduced statues of Samuel and Nathan by gluing them to foam board (or even better, make statues of your own). Cut them out and mount them to the boxes. Affix name plaques to the sculpture bases. Surround the statues with greenery, fake plants, a bird bath, an outdoor bench, and various lawn sculptures to complete the look. Add floor can lights at the base of the statues of Samuel and Nathan.

### Additional Bulletin Board Ideas



#### On Display Every Day

From the classroom décor 📄, print and frame the Fruit of the Spirit art as a display. Put them in picture frames around the words: ON DISPLAY EVERY DAY. *Option:* Assign a Fruit of the Spirit to each student to draw. Use their art to create a display for the bulletin board.

#### The Good Book Gallery . . . Open Daily

Use the illustration of the Bible from the classroom décor 📄. Around the Bible, add the words: THE GOOD BOOK GALLERY . . . OPEN DAILY.



#### The Primary Collection

Take pictures of your students in various silly and serious poses. Print and frame these portraits for display. Send them home with students at the end of the quarter.

# ● 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.

## Additional Theme Related Ideas

*Leadership Banquet:* Host a leadership banquet to honor a leader in your church and thank this person for being a godly example. The goal is to honor a leader other than your pastor—someone who helps your pastor unselfishly. Let students decide who it should be. This banquet is written as an optional activity for lesson 11, but plans will need to be carried out in advance to make it happen. It is a perfect way to get parents involved with the planning, the food, and the serving. Although it is called a banquet and an invite will need to be sent in advance to the leader you wish to honor, it should not be the primary focus of the class. Allow some time for this toward the end of the lesson and specify to the leader when to come to the classroom. Have students think in advance how this person is a help to the pastor and prepare a note of thanks.

## DIY Stanchions

Materials needed:

- Inexpensive toilet plungers
- ½-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.

## Facebook

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

## SHARE IT!

Please share pictures and videos of your class in action. See the designated “Share It” areas within the lessons for suggestions. Upload them to our Facebook group, “Word Aflame Primary Curriculum Teachers.” Spread the joy and inspire others.


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

# GOD CHOSE SAMUEL



## CORE SUPPLIES


### Excite and Engage

**Welcome:** If you have not already done so, string fake cobwebs over portraits and statues in a way that students can remove them one at a time for each lesson. String cobwebs over tables and chairs so students must remove them to sit. Prepare a display of an old blanket, covering it with cobwebs, or from the printable artifacts  prepare the picture for lesson 1.

Attendance charts (AP) , attendance artifact pictures (TRP) , glue sticks, offering container

**Opening Activity:** Tie four 18-inch strings to a sturdy rubber band with the strings positioned at the north, south, east, and west points of it. (See page 8.) Each team of students needs one rubber band (with four attached strings) and 6 plastic Solo cups.

### Relate and Receive

**Bible Lesson:** Post the Old Testament map of Israel (TRP)  where students can reach it. Cut apart the timeline frames (TRP) . Frames 1–5 will be used in this lesson.




Prepare to play thunder sound effect .

Bibles, dictionary, activity papers (page 1), pencils, purchased star stickers (8 per student)

### Apply and Act

**Life Application:** Students will need sticky notes and pencils.

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

**Home Connection:** For each student, copy the unit 1 HC calendar (TRP)  and the lesson 1 HC devotion . Separate the activity paper covers (AP), to send home. Prepare student information forms  for parents to fill out as they drop off or pick up their children.

## EXPANDED SUPPLIES

### Worship and the Word

**Worship:** *Suggested songs:* “I Will Follow” lyric video by Summit Kids, “I Have Decided to Follow Jesus” by God’s Kids Worship, “Follow Me” song and video by KidSpring Children’s Ministry


**Memory Work:** Bible, unit 1 MV poster (TRP) , memory charts (AP) , markers

### Reinforce and Review

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

**Option 1:** Pictures of your pastor (1 per student), construction paper (1 sheet per student), glue sticks, markers

**Option 2:** Activity papers (page 1), rulers, Old Testament map of Israel (TRP)

**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).

### 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 these passages say:

## 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

How do children determine who to listen to? Do they listen to popular celebrities, top athletes, charting musicians, YouTube influencers, or school friends? The world pipes a cacophony of voices and opinions through various outlets, many directly targeting children with ungodly messages. Who chose these people and where do their messages come from?

Help students understand what it means to be chosen by God and the importance of listening to His message. God gives us leaders we can trust, listen to, and follow.

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

### EXCITE AND ENGAGE

#### Welcome

As students arrive, invite them into the old museum that is in need of restoration. Have students remove cobwebs from their chairs and tables as they are seated. Inform students that they are volunteers, training to one day be in charge of the museum as curators.

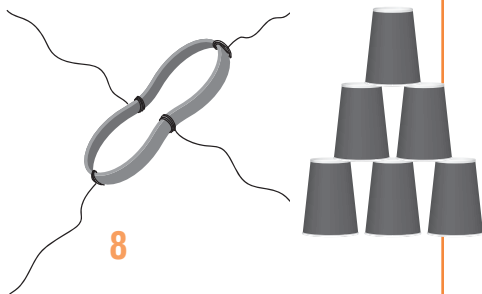
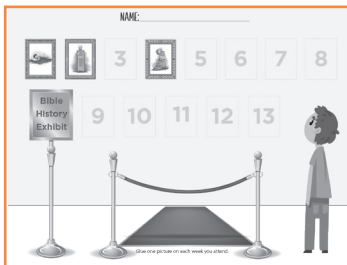
Have them decide on a name for the museum. Each class period, students will restore a portion of the museum pertaining to the lesson. Today, help them locate the blanket display and remove the cobwebs. Explain that this represents the blanket Samuel was using when he first heard the call of God.

Distribute attendance charts (AP) and the attendance artifact pictures (TRP) for lesson 1. Let students write their names on their charts and attach the picture in place using a glue stick. Select a volunteer to collect offering and lead everyone in saying the Bible point, **God chooses His leaders.**

#### Opening Activity: Recognizing and Following Leaders

Form teams of two to four students. At one end of a table in front of each team, place a stack of six cups, upside-down. Give each team a rubber band, showing how it has four strings attached. *The goal:* Students are to remove the cups from the stack, carry them to the other end of the table, and form a pyramid, but without touching the cups or the rubber band.

Team members should pull the strings until the rubber band is larger than the cup. The team lowers the rubber band over the top cup, loosens the strings to tighten the rubber band around the cup, and lifts it from the stack. The team then moves the cup to the other end of the table and pulls the strings to remove the rubber band and set the cup down. The team will continue moving cups to form a pyramid as shown.



- Did anyone on your team take the lead? Who was it? What did this person do that seemed like a leader?
- What makes someone a good leader?
- How would you describe a bad leader?
- Does it matter if a leader is godly? Why?

Sometimes it does not matter who leads—like in our game. But other times God selects specific leaders for specific tasks.

## RELATE AND RECEIVE

*Access Prior Experience:* Have you ever been put in charge of something that seemed like more than you could handle? What was the outcome?

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

Give each student an activity paper, a pencil, and access to star stickers. Display the Old Testament map of Israel (TRP). As each city is named, students mark it with a star sticker on their activity paper maps. As you tell the story, help students find the cities named in underlined italics.



Post the timeline frames 1–4 (TRP) as they are discussed to form a timeline of Samuel’s life.



*Frame 1:* Have students read I Samuel 1:11 and verse 20. **Hannah was desperate for a child, so while praying at the Tabernacle, she vowed that if God would give her a son, she would dedicate him to the Lord.**

- **What does *dedicate* mean?** Let students look up the definition of the verb.

God answered Hannah’s prayer and gave her a son. She named him Samuel, which means “I asked God for him.” Hannah and her husband, Elkanah, lived in Ramah. Each year they would travel to Shiloh to worship.

*Frame 2:* Have students read I Samuel 1:26–28 and 2:18–20. **A few years later, Hannah returned to the Tabernacle to give her son to Eli, who was in charge of the Tabernacle. Together they thanked God for answering her prayer. From that day on, Samuel ministered to the prophet Eli.**

- **What does it mean to *minister*?** Let students look up the definition of the verb.

Samuel served God willingly. What does it mean to do something willingly? How do you think Samuel’s attitude of willingness led to God choosing him to be Israel’s leader?

*Frame 3:* Have students read I Samuel 3:1–10. **In those days, very few people heard the voice of God. Refer to the display of the blanket artifact. One night, as Samuel was lying down to sleep near the Ark of God, he heard a voice call out, “Samuel!”**

He ran to his master, Eli, to ask, “What do you want?” “I didn’t call you,” Eli replied. “Go back to bed.” So Samuel did.

Again the voice called out, “Samuel!” Again he ran to Eli to ask, “What do you want?”

“I didn’t call you,” Eli replied. “Go back to bed.” So Samuel did.

Who was calling Samuel? This was the first time God was speaking directly to Samuel, so he did not recognize God’s voice. What do you think God’s voice sounds like?

**Timeline.** Most museums have a timeline on the wall to help visitors keep events in order. In this unit, lessons are in chronological order. Use the visuals to create a timeline on your classroom wall for a review tool.

### Bible Lesson Verse

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

**Digging for artifacts.** Museums rely heavily on archeological artifacts for their displays. These artifacts, often uncovered in bits and pieces, give clues as to how people in ancient times lived. In lessons 1–4, students dig for artifacts. Instead of using shovels, sifters, and brushes, they will use Bibles, dictionaries, and maps. Their discoveries give them greater insight into how God chooses leaders.







For smaller classes, give students two or three sticky notes.

For a third time, the voice called out, “Samuel!” Once more, Samuel woke up Eli, who was probably getting pretty cranky about being woken up, but then Eli realized what was happening. “Aha! God is speaking to you, Samuel. The next time you hear your name, say, ‘Speak, Lord, for your servant hears.’” Samuel went back to bed. This time, when God called his name, Samuel answered.

- **What did Samuel say?** “Speak, Lord, for your servant hears.”

Even though Samuel was a child, God gave him an important message. Does God still speak to children today? Give a present-day example.

*Frame 4:* Have students read I Samuel 3:19–21. **As Samuel grew up, the people understood that God was with him; therefore, they listened closely to everything he said. He became a prophet to the entire region, from Dan to Beersheba.**

*Frame 5:* This story is from I Samuel 7:3–13. **Years later, Samuel called the people of Israel to a prayer meeting in Mizpah. He told them, “You need to repent.” The people agreed and started to pray and fast.**

When Israel’s enemy, the Philistines, heard that all the people were gathered in one place, they saw this as an easy victory, so they started to march toward Mizpeh. When the people of Israel heard this, they were scared. “Keep praying for us, Samuel! Ask God to deliver us from the Philistines.” That is exactly what Samuel did, because that is what leaders do.

The Philistine armies arrived just as Samuel was placing a sacrifice on the altar. Play thunder sound effect 🗣️. **God spoke with the sound of thunder that threw the enemy army into a state of confusion. Israel’s soldiers chased them all the way to Bethcar. In Shen, Samuel built a memorial to remind the people what God had done for them.**

Samuel was a great leader. God blessed Samuel’s leadership by giving Israel peace with the Philistines for the rest of Samuel’s life. While Samuel served Israel as a judge, he lived in Ramah, his parents’ hometown.

## APPLY AND ACT

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

Give each student a sticky note and a pencil. On the note, each student writes one characteristic people look for in a leader. Post the notes randomly on the board. Then work together to rearrange the notes, starting with what the class feels is the most important characteristic God looks for in a leader. End with the least important.

- **What is the difference between what man looks for in a leader and what God looks for?**
- **Why is it important to identify godly leaders?**
- **Why is it important to follow godly leaders?**
- **Which characteristics do you see in the leaders in our church?**

**We can trust leaders God chooses, and we can trust the leaders of our church.**

## Prayer and Call to Action

Before you can lead, you must follow. Samuel only became Israel's leader after he willingly served in small ways by lighting lamps, opening and closing doors, and running errands for Eli.

We are all called to minister (to serve) in some area. God has a specific calling for each of us. You may not know what God has called you to do with your whole life, but you can know what God wants you to do this week. Give each student an index card and a pencil. Let students write one way they will follow their leader this week. Ask students to hold up their cards as you lead them in a corporate prayer of commitment.

## 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 verse posters for the entire quarter.
- Use the student information forms to get contact information from parents. This will be used to establish a home connection throughout the quarter.

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

## WORSHIP AND THE WORD

### Worship

Let the song "I Will Follow" by Summit Kids become your students' theme song this quarter. Assist students in creating motions to go with the song. Work on learning the song and motions throughout the quarter. Other suggested songs include:

- "I Have Decided to Follow Jesus" by God's Kids Worship
- "Follow Me" by KidSpring Children's Ministry

### Memory Work: I Samuel 16:7

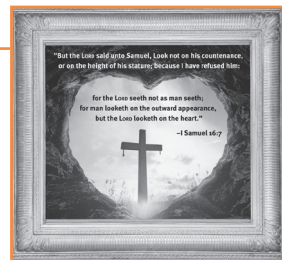
Have a volunteer read I Samuel 16:7 from the Bible while others follow along on the unit 1 MV poster (TRP). **This verse has two parts separated by the colon. The first part answers "What happened?" The second part answers "Why?"** Read the first part.

- **What happened?** God refused King Saul.
- **Why did God refuse King Saul?** Have students read the second part of the verse.

Form two groups: *what* and *why*. One member at a time from each group will recite the correct part when you ask the questions, "What happened?" and "Why?" Play until everyone has recited a part. If time allows, switch groups and play again.

### SHARE IT!

Sometime during the quarter, video your students performing "I Will Follow" with the actions they put to it and upload the video to the "Word Aflame Primary Curriculum Teachers" Facebook group.



Have students sign their names and check a square on their museum curator training logs (AP).

**GROW** put  
**Follow**

To fill in the blanks, start in the bottom left square and work your way up. Then start at the bottom of the next row and work your way up, repeating across all rows. Green means grow and is good to know. Brown is for ground and you don't write it down.

AND SAMUEL GREW  
AND THE LORD  
WAS WITH HIM  
AND DID LET NONE  
OF HIS WORDS FALL  
TO THE GROUND.  
1 SAMUEL 3:19

THIS WEEK'S CHALLENGE  
How will you choose to follow your leader this week?

UNIT 1 MEMORY VERSE  
"But the LORD said unto Samuel, Look not on his countenance, or on the height of his stature; because I have refused him: for the LORD seeth not as man seeth: for man looketh on the outward appearance, but the LORD looketh on the heart." 1 Samuel 16:7

pentecostal  
BAPTIST CHURCH

## REINFORCE AND REVIEW

### Activity Paper: Grow and Follow

On the back of the activity papers, to fill in the blanks, students start in the bottom left square and work their way up. **Green means grow and is good to know. Brown is for ground and you don't write it down.** The answer is 1 Samuel 3:19.

**Sometimes we are given specific directions to follow, such as with this activity. What would have happened if you skipped the directions or did not follow them? What happens if you do not follow the various leaders in your life?**

Challenge students to pay close attention to their leaders this week and to follow their instructions the first time instructions are given.

### Option 1: Our God-Chosen Leader

Give each student a picture of your pastor, a sheet of construction paper, a glue stick, and markers. Students glue the picture to the center of the construction paper. **God has chosen a leader for us. Our leader is Pastor (name). God has chosen our pastor to pray for us, lead us, and help us develop a closer relationship with God.**

Ask the following questions that will identify good and godly leadership qualities in your pastor. Instruct students to write those around the picture.

- Why do you think God chose this leader for our church?
- What are some qualities that make our pastor a good leader for us and our community?
- What are some ways we know we can trust our pastor?

Afterward, pray for your pastor and family. Instruct students to take their pictures home to remind them to pray for their pastor daily.

### Option 2: Back in Samuel's Day

**What would it be like to live in Samuel's day with no cars, no cell phones, no internet, no McDonalds?** As you discuss this, use a ruler and the scale provided on the Old Testament map of Israel (TRP) to measure the distance between cities.

**How far was it from Dan to Beersheba? Without communication devices, how do you think word spread that Samuel would be Israel's next leader?**

**Where did Elkanah and Hannah live? How far did they travel to worship?**

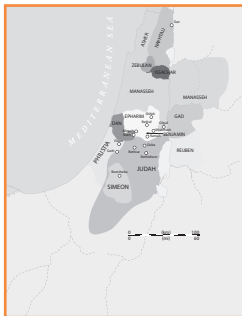
**When Samuel was a child, he lived at Shiloh. When he led Israel, where did he live?**

**For years Samuel served as a preacher, traveling from Bethel to Gilgal to Mizpeh. How many miles did he travel? What kind of transportation do you think he used?**

**If you had to walk to church, would you be here now? How often would you come?**

### Option 3: JBQ Introduction

Introduce the concept of Junior Bible Quizzing. Hand out one set of JBQ Verses 1. 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.



See page 6 for more information on the JBQ option.