

God Leads His People

Training in the Museum

Table of Contents

EDITORIAL STAFF

Editor in Chief: Robin Johnston

Associate Editor, Curriculum:

Lee Ann Alexander

Children’s Editor: Chris Anderson

Preteen Editor: Deanna Barnes

WRITERS

Ashley Hibbetts, Sharon Krnavek,
Melinda Poitras, Jessica Simpson,
Jessica Tanderup, Barbara Westberg,
John Wilson

THEME DEVELOPMENT

Ashley Hibbetts

DESIGN

Layout: Dennis Fiorini

Artist: Jason Kirchgessner,

Anthony Mitchell

Editorial: God Is Greater 2

Classroom Décor: Training in the Museum 3

UNIT 1: GOD CHOOSES LEADERS

September 1, 2019	1 • God Chose Samuel	9
September 8, 2019	2 • Israel Demanded a King	15
September 15, 2019	3 • Saul Disobeyed God	21
September 22, 2019	4 • God Chose David	27

UNIT 2: GOD DEVELOPS LEADERS

September 29, 2019	5 • Jonathan Honored David	33
October 6, 2019	6 • David Respected King Saul	38
October 13, 2019	7 • Abigail Brought Peace	43
October 20, 2019	8 • David Showed Mephibosheth Grace	49

UNIT 3: GOD HELPS LEADERS

October 27, 2019	9 • God Blessed Obed-Edom	54
November 3, 2019	10 • God Told Nathan What to Say	60
November 10, 2019	11 • God Used Barzillai to Help King David	65
November 17, 2019	12 • God Helped David Make Solomon King	70

REVIEW

November 24, 2019	13 • God Leads His People	76
-------------------	-------------------------------------	----



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 Preteen Curriculum Teachers.”



Preteen Teacher’s Manual
Manufactured in U.S.A., September 2019 1411911
www.pentecostalpublishing.com • All rights reserved
©2019 Pentecostal Publishing House,
36 Research Park Court, Weldon Spring, MO 63304

Materials in this curriculum may only be copied for use in the local classroom. Do not reproduce, distribute, or transmit any other part of the Word Aflame curriculum in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without possessing prior documented approval from Pentecostal Publishing House, a department of the United Pentecostal Church International. To request permission, contact customerservice@pentecostalpublishing.com.

Websites indicated in source citations are not intended to imply an endorsement by Pentecostal Publishing House (PPH), nor does PPH vouch for the content of these sites. Given the transient nature of online publications, it is possible a web address may no longer be active or may have been altered since the print date of this publication.

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

CLASSROOM DÉCOR

Training in the Museum

Welcome students to an intriguing museum where Bible history comes to life. Exhibits of lesson-related artifacts line the walls. A chronological timeline illustrates the events discussed each week.

Encourage students to investigate, analyze, and report. As they uncover clues and formulate plans, they will apply God's Word to their lives.

Have Jewish music 🎵 playing as students arrive. Greet them at the door with a clipboard in hand. Take notes about the experiences they share. Look into their eyes and let them know you care. Record their prayer requests. Use the list to pray for students daily.

Room Decoration

Attach the door poster (TRP) and frame the classroom entrance with faux ivy to create a museum atmosphere. Line window sills and high shelves with colorful vintage bottles or antique items. Create stained glass windows, if possible, with static cling window film.

The suggested wall decorating ideas can be adapted for any size classroom or teaching situation. Decorations can be basic or detailed and three-dimensional. Designs can be reduced in size to fit bulletin boards. Simply choose the best ideas for your students.

Keep all important items for interaction and teaching at the students' eye level. Anything higher should be used only for decoration.

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: Welcome

This wall should have a writing board as the focal point for teaching lesson segments. Cover the wall with black paper or plastic tablecloths. The wall could alternatively be covered with a brick-patterned paper. Fasten red fabric or plastic tablecloths to the edges and across the top of this wall to create drapes. Tie the panels to the sides with gold rope or ribbon.

In this area, display the New Birth poster (TRP) to create a new birth exhibit. Review God's instructions weekly. Explain how repentance, water baptism in the name of Jesus, and receiving the Holy Ghost with evidence of speaking in other tongues are the ways we identify with the gospel message of the death, burial, and resurrection of Jesus Christ. Discuss how these life-changing experiences help us live a holy life and prepare us for Heaven.

Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

📄 = Downloadable resource using code on TRP instruction sheet

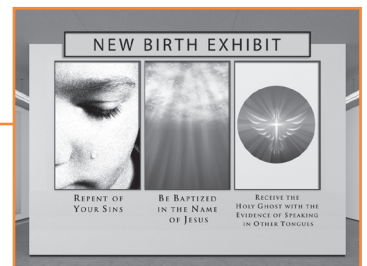
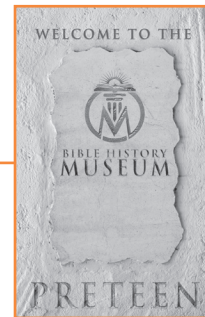
(AP) = Activity Paper

BP = Bible Point

MV = Memory Verse

JBQ = Junior Bible Quizzing

HC = Home Connection



● 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.

● Looking Ahead

Check your lesson 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 AP 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.

Use the Digital Resources

If you occasionally loan out your teacher’s manual or accidentally leave it at church, do not 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.

Walls 2 and 3: The Museum

Combine two walls into a museum display area.

Each week a teacher, dressed in character, could stand in the museum to introduce the lesson. For extra fun, place a white cardboard square with a large red dot on the floor. Choose a volunteer to press the red button to make the teacher “come alive” and describe the historical Bible background, pointing out artifacts and displays to help students visualize the setting.

Cover the walls with black paper or plastic tablecloths. Displays and artifacts are described in detail below.

Similar to a museum, protect artifacts, artwork, and display areas with stanchions placed in front of both walls (see page 6).

Use classroom décor art 📎 to make gold-frames or cut small frames from cardboard and spray-paint gold. Label each artifact and display.

To create three-dimensional displays for artifacts:

- Spray two cardboard boxes with black paint. Stack the boxes at interesting angles and attach with glue or packing tape. Place an artifact on top.
- Use step stools or ladders to display items.
- Drape cloth over a chair and place the item on the chair.
- Hang items from the ceiling with fishing line.
- Place items in clear storage containers as display cases.
- Make a tent at the corner of wall 2 and wall 3. Place a window tension rod between the two walls and hang a long curtain or length of fabric. Spray a dollar store bottle with gold paint to create anointing oil. Place the bottle on stacked black boxes in the tent.

DIY Artifacts

Crown

Cut a one-inch strip of posterboard and glue or staple it into a circle to make a headband. Cut leaf shapes from paper or use artificial leaves. Hot-glue the leaves around the band in a horizontal pattern, overlapping each leaf. Spray the entire crown with gold paint. Display the crown on stacked black boxes.

Ten Commandments

Buy one large sheet of Styrofoam. With marker, draw the shape of the commandment tablet and write at least the commandment numbers on the Styrofoam. More details may be added, if desired.

Using a hot knife tool (available at hardware stores), quickly cut out the tablet shape. Use caution because the Styrofoam will melt instantly. Trace the numbers and words on the tablet by barely touching the knife to the board, melting the words into the foam without cutting through the board. Allow the board to cool. Then brush over the outlines with gray, black, and white craft paint. Do not use spray paint.

The Ten Commandments could be hung from the ceiling with fishing line or placed on a table against the wall.

Jonathan's Bow and Arrows

Use a long thin stick. Tie a length of twine to each end and bend the stick into a bow shape. Place thin straight sticks in a cardboard shipping tube, leaving approximately four inches of the sticks above the edge of the tube. Cut feather shapes from felt. Cut slits on the sides of each feather. Glue feathers to the ends of the sticks. Display this artifact on a stool draped with black cloth.

Saul's Sword and Robe Piece

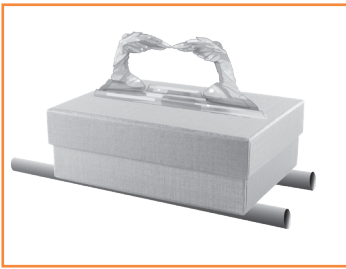
Use a small piece of tan fabric and frame it on a black piece of paper with a fancy gold frame. Attach the frame to a wall. Buy an inexpensive toy sword. Paint the handle brown and the blade silver. Prop the sword across the top of the framed picture.

Abigail's Food

Cover a small table with a tablecloth. Pile the table with serving bottles, plates, and plastic food from a dollar store (e.g., grape clusters, corn cobs, loaves of bread). On the day of this lesson, consider providing actual food for students to sample. (Be aware of food allergies.)

Mephibosheth

Set a king's table by covering a box or card table with an elegant tablecloth. Add place settings of candlesticks, fancy dishes, cloth napkins, and faux fruit.



The Ark of the Covenant

Cover a shoebox with shiny gold wrapping paper. Cover two cardboard tubes with the same paper. Tape each tube to the underside of the shoebox. Print two cherubim (TRP) on cardstock and cover each with gold glitter. Attach a folded paper stand of cardstock to the back of each one. Then attach the cherubim to the top of the shoebox.

King David's Temple Supplies

Display a small toolbox, a hammer, a tool belt, and a tape measure on the steps of a small ladder.

Barzillai's Supplies for King David

Stuff three burlap sacks with polyester fiberfill and tie each bag closed with twine. Use black paint or a large permanent marker to label the bags: CORN, BEANS, LENTILS. Prop the bags against the wall.

King Solomon's Throne

Gather sheets of cardboard or foam board, a straight-backed chair, strong packing tape, craft jewels, and gold paint. For the back of the throne, cut cardboard to overlap the sides of the back of the chair and extend about eight inches above the back of the chair. Cut the top edge of the board in an elaborate shape to create the back of the throne. Cover the seat of the chair with a board overlapping the sides by a few inches. Cut a piece of board to cover the entire lower front of the chair, obscuring the chair legs. Tape all pieces to the chair with strong packing tape. Spray with gold paint and decorate with craft jewels. If the throne is strong enough, consider using it as a photo op for students.

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.

Wall 4: Information Center

Cover the entire wall with royal blue paper or plastic tablecloths. Add a fancy gold frame border. Attach the unit MV posters (TRP) to this wall. If space is limited, display one at a time, changing the posters with each unit. Post the Old Testament map of Israel (TRP) nearby.

Track attendance and memory progress on this wall or place a table in front of the wall where the charts are kept in folders labeled with students' names.

Most museums have a timeline to help visitors visualize the historical order of exhibits. The lessons of this quarter are in chronological order. 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.
- Print the basic timeline visuals 📌 of Creation, Noah, Abraham, Moses, King David, the 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 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.

Additional Bulletin Board Ideas

Make History, Follow God

Cover the board with an antique-style scrapbook paper. Add an ornate border. Use black craft paper to frame pictures of students. Use a variety of frame shapes and sizes.

The Greatest Artifact Ever Discovered!

Cover the entire board with metallic gold paper. Frame the board with magnifying glasses. Make a large open Bible at the center of the bulletin board. Take a picture of a page of the Bible and have a copy/print store print it as an engineering print. Fold the print in half to make it look like two pages of a book. Fasten the center fold of the paper to the bulletin board. Use layers of plain paper, slightly protruding from under the top pages of the Bible to give it dimension. Lightly paint the papers underneath with tea to give an antique look. Create a three-dimensional effect by pushing the pages up slightly and fastening the sides to the board.

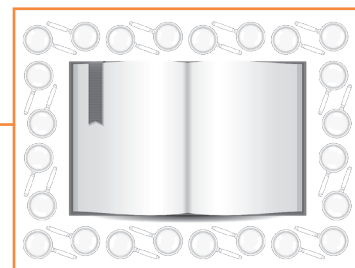
Find the Source

Cover the entire board with newspapers. Add paper borders covered with fingerprints. Fold sheets of heavy parchment paper or cardstock in half horizontally or vertically. Attach the folded sheets to the board with folded edges at the tops or sides to create flaps that can be opened like books. On the cover of each book, glue a picture of a historical artifact, a Bible character, an animal, or a city mentioned in the lessons of the quarter. Inside the books, write the Bible references describing the sources of the pictures on the covers. Invite students to examine the pictures, look up the sources in their Bibles, and use the bulletin board for lesson review.

Offering Method

Use a large clear plastic craft box (also called a large clear favor box) to collect offerings this quarter. These boxes are available at orientaltrading.com, amazon.com, and craft stores. An alternative idea: use a clear plastic shoebox or a clear plastic cup with a lid.

Cut a slit in the top. On an adhesive label, print or write: Museum Donations—the museum is free for everyone, but we rely on your generosity to keep it that way. Thank you!



Most sources require a bulk purchase of the clear favor boxes. Share with another teacher. Use extra boxes for prize containers. The boxes could also be used as artifact display cases in the museum. A Bible could be displayed in one of the boxes and placed in the center of a table draped with a formal gold or red tablecloth.

● 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.

Volunteers

For this quarter, designate chosen volunteers with silver or gold costume vests or lanyard name tags labeled: Museum Staff. Give each student a turn to be on staff at least once during the quarter.

Additional Theme Related Ideas

Use a clipboard to hold lesson notes, as if you are giving a museum tour.

Dress a mannequin as King David.

Surprise students by wrapping up like a mummy to teach one lesson.

Rewards

Use gold spray paint to cover containers of Play-Doh. Add a label: MASTER'S CLAY—ISAIAH 64:8.

Photo Booth

Create a giant three-dimensional cardboard frame photo booth where students can stand or sit inside for pictures. Appliance and furniture stores may be willing to donate large boxes.

Snack Ideas

Ancient golden tablets: Use Wilton's edible gold color mist to paint Milano cookies gold.

Ark of the Covenant: Use rice crispy bars with stick pretzels attached on both sides with frosting. Attach two teddy grahams to the top with frosting.

Memory Game

Show students a tray of museum artifacts and then quickly cover the tray with a cloth. Then challenge students to list the items. Suggested items: toy camel, coin, plastic alligator, old tarnished spoon, craft jewel.

Facebook

Join our Facebook group, "Word Aflame Preteen 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.

IMPORTANT!

Always be aware of students' food allergies.

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 Preteen 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: Jewish music (📻), attendance charts (AP) (📄), attendance artifact pictures (TRP) (🖨️) for lesson 1, glue sticks, offering container, pencils

Food option: Fruit kabobs, apple slices with caramel dip, or warm cookies and milk (always check students' food allergies)

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 10.) Each team of students needs one rubber band (with four attached strings) and 6 plastic Solo cups. Practice before class begins.

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, star stickers (11 per student)

Apply and Act

Life Application: Sticky notes (1 per student), pencils

Prayer and Call to Action: Index cards (1 per student), pencils, background worship music

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 Have Decided to Follow Jesus,” “Called Me Higher” by All Sons and Daughters

Memory Work: Bibles, *optional:* easy-to-read Bible translations; unit 1 MV poster (TRP), memory charts (AP) (🖨️), markers

Reinforce and Review

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

Option 1: Construction paper, pastel crayons

Option 2: Write the questions and hints listed in option 2 on four separate sheets of posterboard. Attach the posters to the walls around the classroom. Students will need markers.

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.

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

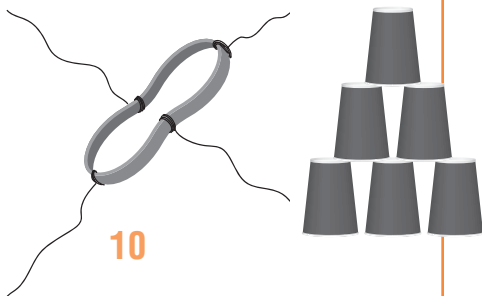
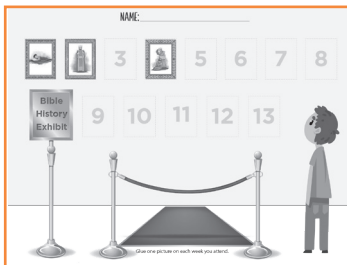
Have you ever had a boss who caused you to wonder how they achieved their appointed position? These leaders can be difficult to follow because they do not inspire you to do any more than the minimum to get by. As a part of God's kingdom it is the opposite. Our pastors and ministers are anointed and prayerful 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

As the quarter begins, observe students and take notes. Ask a few questions about their families, their school situations, and their hopes and dreams. Use their statements as clues for your daily prayers for them. Ask the Lord to show you how to meet the specific needs of your students during future lessons.

Remind students of their value to God and to the leadership of your church. Encourage them to listen carefully to details from God's Word to find direction for their lives. God designed each of them for a unique purpose. Remind them often.

Always check for students' food allergies before serving snacks.



CORE (designed for a teaching period around 45 minutes)

EXCITE AND ENGAGE

Welcome

Play Jewish music 🎵 as students enter. Take students on a tour of the museum and inspire excitement about upcoming discoveries.

Food option: Serve a welcoming snack of fruit kabobs, apple slices with caramel dip, or warm cookies and milk.

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 a leader naturally rise to the occasion? Who was it? What did this person do that seemed like a leader?

What makes someone a good leader? Let students give examples of good leaders. Does it matter if a leader is godly?

Sometimes it does not matter who leads, but at other times God selects specific leaders for specific tasks.

- Can anyone pastor any church, or are certain pastors, missionaries, or evangelists called to specific areas and 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 1–5 (TRP) as they are discussed to form a timeline of Samuel’s life. Ask students to look up I Samuel 1 in their Bibles.



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.

What does this tell you about the value of life before birth? In Jeremiah 1:5, God told Jeremiah, “Before I formed thee in the belly I knew thee; and before thou camest forth out of the womb I sanctified thee, and I ordained thee a prophet unto the nations.”

Frame 2: Have students read I Samuel 3:1. 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: In those days, very few people heard the voice of God. 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?”

Timeline. Most museums have a timeline to help visitors keep events in order. The lessons of this quarter are in chronological order. Attach the Old Testament map of Israel (TRP) nearby.

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.



“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?

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. Have students read I Samuel 3:11. **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.**

- **The Lord was with Samuel and “did let none of his words fall to the ground” (verse 19). What does this mean?**

Samuel was chosen by God to be Israel’s *prophet* (declaring God’s word), *priest* (performing the ceremonies), and *judge* (discerning right and wrong in legal matters).

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 Mizpah. 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 🗣️. **When God spoke, the sound of thunder was so loud that it threw the enemy army into a state of confusion. Israel’s soldiers chased them all the way back 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, while traveling along a circuit of cities: Beth-el, Gilgal, and Mizpah.

Ask students to consider the facts they have examined about Samuel and analyze how Samuel allowed God to fulfill the purpose He had designed for Samuel’s life. Have students write their conclusions in the space provided on their activity papers.



APPLY AND ACT

Life Application: I will follow my leader.

Give each student a sticky note and a pencil. Students write one characteristic people look for in a leader. Post these on a board in jumbled fashion. Then work together to rearrange the notes. Start with characteristics the class feels are most important for leaders and end with the least important characteristics.

- **What is the difference between what man looks for and what God looks for in a leader?**
- **How do these characteristics help us choose to follow our leaders?**
- **Which characteristics do you see in the leaders of our church?**
- **How can we demonstrate that we are following the leaders of our church?**






Prayer and Call to Action

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

We are all called to minister (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 entire life, but you can know what God wants you to do this week.

Give each student an index card and a pencil. Ask students to write on their cards one way they will follow their leaders this week. As music plays in the background, ask students to hold up their cards. Lead them in a corporate prayer of commitment.

Home Connection

- For each student, send home a copy of the unit 1  calendar (TRP)  and the lesson 1  devotion , or show parents the URL on the back of the activity paper so they can download it at home.
- This week's activity challenges families to discuss how to become more like Jesus and overlook the differences of others.
- 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.

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

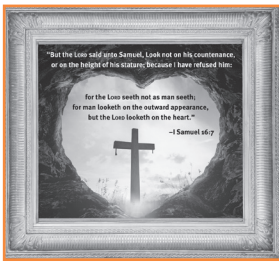
EXPANDED *(designed for a teaching period over 45 minutes)*

WORSHIP AND THE WORD

Worship

Discuss what characteristics people look for in a worship leader. Discuss places someone who might feel called to be a worship leader could serve in the church. Designate a student to lead worship as you play the suggested songs:

- "I Have Decided to Follow Jesus"
- "Called Me Higher" by All Sons and Daughters



Memory Work: I Samuel 16:7

Ask students to find I Samuel 16:7 in their Bibles. Consider reading the verse in several different Bible translations. Discuss how God sees purpose and potential in each of us. **God looks deeper than our physical appearances and abilities. He sees the qualities and motives in our hearts and minds.**

Select a volunteer leader. As the leader recites the memory verse, all students must “follow the leader” by imitating the leader’s voice and actions. Allow every student to be the leader at least one time.

After practicing the verse, congratulate each student for beginning the quest to become a museum curator, a position requiring appreciation and understanding of the artifacts in the museum. **The Word of God is the most valuable artifact. Memorizing its passages is vital to developing leadership qualities and living a faithful Christian life.** Have students sign their names and check a square on their museum curator training logs (AP) 📌. Inform students they will receive a completion certificate at the end of the quarter.

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 I Samuel 3:19.

This week’s challenge: How will you choose to follow your leaders this week?

Option 1: Rewards of Following God’s Leaders

Distribute construction paper and pastel crayons.

- Instruct students to draw a road with a smaller person following behind a man.
- At the top of the page, write the life application: **I will follow my leader.**
- Along the road, have students write blessings that result from following God’s chosen leaders.

Have students share the words they wrote on their roads. Allow time for students to add more words after hearing the ideas of others.

Option 2: Who, What, How, and Why?

Give every student a marker. Ask students to walk to every poster and write their answers to the questions. Provide hints as necessary. Finish the activity by discussing students’ ideas.

- **Who are our leaders?**
- **What are good leadership qualities? Hint: I Samuel 16:7**
- **How do we follow our leaders? Hint: “Obey them that have the rule over you, and submit yourselves” (Hebrews 13:17).**
- **Why do we follow our leaders? Hint: “For they watch for your souls” (Hebrews 13:17).**

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.

GROW and 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.

R	E	M	N	U	H	S	E
W	O	X	K	R	T	O	S
G	L	I	T	O	O	G	I
L	N	H	E	W	P	I	:
E	E	H	B	S	T	D	2
Y	H	T	I	Z	N	4	
U	T	I	L	H	L	K	3
H	D	V	D	L	S	L	
A	O	W	I	F	A	U	E
S	N	S	D	O	Y	O	U
F	A	A	J	E	W	R	H
D	W	W	D	N	F	O	C
N	A	D	N	Q	S	E	M
A	E	I	A	O	D	F	A

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

Ⓛ SAMUEL 3:19.

THIS WEEK'S CHALLENGE:
How will you choose to follow your leaders 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." (I Samuel 16:7)

On four separate sheets of posterboard, write the questions and hints below. Attach the posters to the walls around the classroom.

See page 8 for more information on the **JBQ** option.