

God Is So Good

Décor: Fall on the Farm

Table of Contents

EDITORIAL STAFF

Editor in Chief: Robin Johnston
Associate Editor, Curriculum:
 Lee Ann Alexander
Children’s Editor: Chris Anderson
Primary Editor:
 Mandi McKibben
Design: Colleen Clabaugh,
 Tim Cummings, Dennis Fiorini,
 Elizabeth Loyd
Artist: Anthony Mitchell

WRITERS

Deanna Barnes, Catherine Barry,
 JoDana Flowers, Beverley Letner,
 Mandi McKibben, Tammy Miller,
 Randy Mocaby, Jennifer Trevino,
 Barbara Westberg, Shannon Wilpitz,
 John Alan Wilson II, Kristin Zeek

Editorial: The Lovable Losers 2
 Classroom Décor: Fall on the Farm 3

UNIT 1: LESSONS FROM DANIEL

September 6, 2020 1 • Daniel Refuses the King’s Meat (Daniel 1) 7
 September 13, 2020 2 • Daniel Interprets Nebuchadnezzar’s Dream (Daniel 2) 13
 September 20, 2020 3 • Nebuchadnezzar Came to God (Daniel 4:28–37) 19
 September 27, 2020 4 • Daniel Interprets the Writing on the Wall (Daniel 5:1–6:3) 25

UNIT 2: LESSONS FROM I AND II TIMOTHY

October 4, 2020 5 • Chief of Sinners (I Timothy 1:15–16) 31
 October 11, 2020 6 • Jesus Paid the Ransom (I Timothy 2:3–6) 37
 October 18, 2020 7 • Let the Word Do the Work (II Timothy 3:16–17) 44
 October 25, 2020 8 • Preach the Word (II Timothy 4:1–5) 51

UNIT 3: LESSONS FROM EZRA AND NEHEMIAH

November 1, 2020 9 • Rebuilding the Temple (Ezra 1–3) 57
 November 8, 2020 10 • A Burden to Build (Nehemiah 1–3) 62
 November 15, 2020 11 • Nehemiah’s Opposition (Nehemiah 4; 6:15–16) 68
 November 22, 2020 12 • Nehemiah Defends the Poor (Nehemiah 5) 73

REVIEW

November 29, 2020 13 • God Is So Good 77



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.”



Primary Teacher’s Manual
 Manufactured in U.S.A., September 2020 1312011
 www.pentecostalpublishing.com • All rights reserved
 ©2020 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.

All quotations marked (NLT) are taken from the New Living Translation, copyright ©2015 by Tyndale House Foundation. Used by permission of Tyndale House Publishers, Inc., Carol Stream, Illinois 60188. All rights reserved.

All passages marked (ICB) are taken from The Holy Bible, *International Children’s Bible*® ©2015 by Tommy Nelson™, a division of Thomas Nelson. Used by permission.



“The Loveable Losers”

By nature I am a very competitive person. I do not like to lose. This can be challenging as sometimes you find yourself on a team that does not have all their ducks in a row. Your team may not have the skills or resources needed to compete. They may lack motivation or coordination. They may be deemed as the “lovable losers” or the “underdogs” of the competition. Time and time again they may get your hopes up, just to dash them back down again. Then comes that day when everything comes together, and they experience their first success. That success builds your team’s confidence, and they begin to succeed more and more.

We often have students that society has dubbed “losers.” They may have been written off and deemed hopeless. They come from broken homes and have faced unimaginable horrors by those who should love them the most. They have learning challenges, social issues, and emotional trauma. They have faced starvation, been bullied, and felt unwanted and unloved. They have scars and hide pain and fear we cannot even comprehend.

Yet here they are in our classrooms with all their baggage, their doubts and fears, their distrust and

disbelief. They are daring us to love them in the most unusual ways. They may be disruptive and cause complete chaos in the classroom. They may be sullen and withdrawn. They may be defiant, angry, and violent. They may be laughing and smiling while on the inside they are crying out for help.

They are wondering if things will be different this time. *Will these people love and accept me? Can I trust them and this God they are talking about? Are they going to look beyond my facade? Are they going to discover what I am hiding? If they do, will they toss me aside?*

As teachers, what do we do? We love them one moment at a time without reservation. We treat them with kindness with every word, glance, and action. We meet the needs that we can. We pray and introduce them to God. We respect them and teach them how to respect themselves, others, and God. We help them discover who they are through God’s eyes. We search for the good and build on that. We share stories of God’s goodness and model His unconditional love to them. We watch as they become “lovable winners.”

ACCESSING THE DIGITAL CURRICULUM

If you purchased your curriculum through the PPH website, the purchaser should have been prompted during check-out with instructions on how to easily download the digital material. In addition, both the teacher’s manual and the teacher’s resource packet (TRP) are available through access codes.

Teacher’s Manual: To digitally access a PDF of the teacher’s manual and Microsoft Word DOC files of each lesson:

1. Visit <https://pentecostalpublishing.com/downloads> and follow the instructions to access downloadable resources.
2. Use the download code: . This code will be valid for one year from the date of the first lesson.

Teacher’s Resource Packet: To digitally access the reproducible items for the resource packet (TRP), see the resource packet instruction sheet.

Reproduction of these resources is granted for local church use only, and only to those who have purchased the appropriate Word Aflame materials.

CLASSROOM DÉCOR

FALL ON THE FARM

Fall has arrived on the farm. Farmers are in their fields reaping the harvest they so carefully planted in the spring and maintained throughout the summer. The produce must be taken to the market. Canning homemade goods must be done. There are hayrides and bonfires to enjoy, s'mores and hot dogs to devour, hot chocolate and apple cider to warm us, fresh apple and pumpkin pies to bake, and fall cleaning to be done.

Fall is breathtaking. The change of seasons is always exciting. As we drive through the countryside, we notice the beauty as the green leaves change to red, yellow, orange, and gold. As the temperatures drop, we feel a crispness in the air, and the leaves begin to fall.

Just as we experience changes with the seasons of weather, we experience changes in seasons of our lives. As you journey through this quarter, you will discover how Daniel, Nehemiah, and others faced different seasons, each one coming with its own set of challenges and changes. You will explore how they faced those obstacles, how they overcame them, and how they learned that, no matter what the circumstances, God is so good.

Door Poster

Attach the door poster (TRP) to welcome students and invite them into an exciting classroom accented with images associated with fall on the farm.

Wall Décor

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

Wall 1: Instructional Wall

Using the classroom décor art (TM), create a cornfield on the wall. For the background, use brown butcher paper or crinkled brown paper bags to create dirt that the cornstalks will rest on. Make corn stalks from brown or green construction paper or, if available, use real corn stalks. Make corncobs from green and yellow construction paper.

This is the wall with the writing board. Mount the New Birth poster (TRP) to this wall and refer to it each class period. Also mount the unit MV poster (TRP) in this area.

Make a sign that says: YOU REAP WHAT YOU SOW. It can be made with paper, wood, or metal with stenciled letters. Make it large enough to be prominent. If you have shelves near your instructional area, transform them into a barn using red and white bulletin board paper, or a tractor using green and yellow bulletin board paper. Add props such as farm and gardening tools, plants, collectible tractors and other farm equipment, farm animal figurines, milk bottles, and so on.

Wall 2: The Pond

Use blue bulletin board paper to create a pond. Using classroom décor art (TM), add lily pads, frogs, cattails, and fish to it. Make a dock out of brown or gray construction paper. Create grass around the pond using green bulletin board paper. Add farm animals grazing nearby.

Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

(TM) = Teacher's Manual

📁 = Digital resource using code on TRP instruction sheet

(AP) = Activity Paper

BP = Bible Point

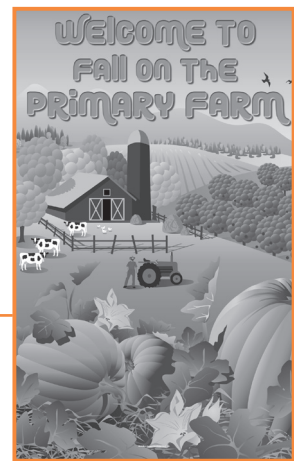
LA = Life Application

MV = Memory Verse

MW = Memory Work

JBQ = Junior Bible Quizzing

🏠 = Home Connection



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



Make it 3-D: Use a tarp to make a pond near the wall. Use brown or gray butcher paper to create stones around it. Attach magnets to plastic fish and frogs; place them in the pond. Create a fishing pole using a stick and string with a magnet attached at the end.

Wall 3: The Apple Orchard

Using the classroom décor art 📎, create an apple orchard using brown butcher paper for the trees, green bulletin board paper or tissue paper for the grass and leaves, and red construction paper or tissue paper for the apples. On the apples, attach pictures of the students. Title this: YOU'RE THE APPLE OF HIS EYE.

Make it 3-D: Place apple baskets with fake apples near the wall. Place a wheelbarrow in the corner.

Wall 4: The Farm Hands

Use this wall to track memory work and attendance.

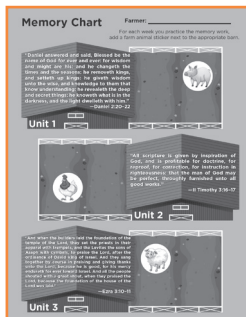
- On the top half, create the sky using blue bulletin board paper. Attach clouds made from cotton.
- On the bottom half, create a farm scene. Use red bulletin-board paper to create a barn. Outline the barn and barn door with white bulletin board paper trim.
- Have students trace their hand onto construction paper and then decorate their hand to look like a farm animal (research “farm handprint art” on Pinterest).
- To a bulletin board, attach a clipboard for each student using large thumbtacks. Hot glue each student’s farm animal to a clipboard. Place an attendance chart (AP) 📎 and memory chart (AP) 📎 on each clipboard.

Attendance Charts: An attendance chart is included with each activity paper. A digital version 📎 is also available for printing extra copies for visitors. This quarter, students will track their attendance each week by gluing a popcorn kernel to the harvest scene on their charts.

Most classes have students who may not be able to attend class due to circumstances beyond their control. Provide opportunities for those students to add a popcorn kernel for other reasons, such as demonstrating a Christian attitude or helping another student. In this manner all students will be included.

Memory Charts: If you choose to incorporate the Memory Work from the EXPANDED section, a memory tracking page is included with each activity paper. A digital version 📎 is also available for printing extra copies for visitors. This quarter, students will track their memory work each week by adding a Farm Animal sticker (TRP) 📎 next to the appropriate barn.

IMPORTANT! Mini glue dots are the best way to attach the popcorn kernels to the attendance charts. A package of 300 mini glue dots can be purchased for less than \$5.00 at craft stores or online.



BULLETIN BOARD IDEAS

Bulletin Board #1: Grow in God

Use black bulletin board paper to cover your board. Use green, yellow, and brown construction paper to create sunflowers. On each sunflower, write a different way we grow in God (e.g., read your Bible, pray, fast, repent, be baptized in Jesus’ name, receive the Holy Ghost, give).

Bulletin Board #2: Be a Part of God’s Herd (New Birth Board)

Create a pasture scene using blue bulletin board paper for the sky and green paper for the pasture. Cut out sheep from posterboard. Cover the sheep with cotton balls for a 3-D effect. Label each sheep with the New Birth parts (repentance, baptism in Jesus’ name, Holy Ghost infilling).

Bulletin Board #3: We’re Popping with Excitement about God’s Goodness

Cover the board with brown bulletin board paper. Add corncobs to the board. On the corncobs have students write ways God has been good to them.

● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Items” folder that contains the following:

- Attendance Chart
- Basic Timeline Visuals
- Classroom Décor
- Digital Postcards
- Home Connection Calendars
- Home Connection Devotionals
- JBQ Quizzes
- JBQ Verses
- Memory Chart
- Memory Farm Animal Stickers
- New Birth Handout
- Open House Kit
- Spiritual IEP
- Student Information Form
- Teacher Training Article: “Children with Limited Verbal Skills”
- Unit Memory Verse (MV) Handouts

To download your digital resources, look for the code on the back of the TRP cover sheet.

Bulletin Board #4: Quack Open the Good Book

Create a grassy area using green bulletin board paper. Make a pond in one corner of the bulletin board using blue paper. Using classroom décor art 📎, create a few ducks. Also create a large open Bible 📖 and place it above the ducks.

Additional Ideas

- Dress as a farmer (e.g., flannel shirt, overalls, jeans or jean skirt, boots, straw hat). Encourage students to dress likewise, or as a farm animal.
- In your teaching area, set up hay bales for students to sit on. To make cleanup easier, a tarp is recommended.
- Provide a box of farmer clothes for your students to wear if they wish. With the threat of lice, we do not recommend sharing hats.
- Use a sawhorse to create an actual horse. Add a neck and head to it with wood. Use yarn or horsehair to create a mane and tail. Add a saddle.
- Set up a table containing age-appropriate farm toys.
- Using the faces provided in the décor art 📎, transform mason jars into farm animals. These could be utilized for holding classroom supplies.
- Schedule a class field trip to a local farm, apple orchard, pumpkin patch, or corn maze. This is a great way to make a home connection.
- Have a container of wet wipes ready for cleaning up after snacks and projects. Paint the container with red and white paint to look like barn doors.
- Use cardboard boxes to create a barn for students to play in.

Offering Method

Option 1: Use a toy tractor with a wagon attached to it to collect the offering.

Option 2: Use a small metal pail or mason jar decorated like a farm animal to collect the offering.

Volunteers

Fill an apple basket with apple cutouts that are numbered. Place a corresponding number on each student’s chair or table spot in the classroom. When a volunteer is needed, select an apple from the container and call out the number to see which student will be your volunteer. This container can be kept on the prop shelving units in the stage area.

● Bible Quiz Option

Word Aflame is pleased to partner with UPCI Children’s Ministries to present a Junior Bible Quizzing (JBQ) 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.

For 2020–21, JBQ is studying the Book of Mark. This material will be used through the summer of 2021, so do not feel the need to get through all the verses this quarter.

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.

Option 3 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.

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 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. At the end of the quarter, leave the visuals up. Over time, you will create an extensive timeline.

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 and encourage others by posting what God is doing in your students’ lives.

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

DANIEL REFUSES THE KING'S MEAT

Daniel Chooses to Stay Holy



CORE SUPPLIES

Excite and Engage

Welcome: Farm Animal Soundtrack (📻), scrambled eggs, bacon, milk, plates, cups, forks, napkins, offering container, attendance charts (AP) (📄), markers, popcorn kernels, mini glue dots, Play-Doh

Opening Activity: Prior to class, practice the object lesson.

New Birth poster (TRP), shallow bowl of water, black pepper, toothpick, dish soap

Relate and Receive

Bible Lesson: Create a banquet table with a fancy tablecloth, dinnerware, and cloth napkins. On the table, place a pitcher of juice, rolls, and meat (e.g., fried or rotisserie chicken). Place a king's crown at the head of the table.

Ask a helper to be Daniel. Provide him with Daniel's monologue (TRP) (📄) and let him practice prior to class.

Bibles, robe for Daniel

Apply and Act

Life Application: Activity papers (page 1), pencils, colored pencils

Prayer and Call to Action: No supplies necessary

Home Connection: Prepare to send each student home with a unit 1 HC calendar (TRP) (📄) an AP cover, a lesson 1 HC devotion (📄), and a Student Information Form (📄).

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "Let Them See You" by JJ Weeks Band, "I Choose God" by Jackmans Family Band, "I Want to Be Like Jesus" from Group (posted on YouTube by Jeff Howe)

Memory Work: Prior to class, print out or write the words of verse 20 on copy paper. Cut out the words or phrases and tape them to the bottom of students' chairs.

Unit 1 MV poster (TRP), memory charts (AP) (📄), markers, Memory Farm Animal stickers (TRP) (📄)

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Prepare a zipper bag for each student containing at least 10 of each: M&Ms, Skittles, and Smarties. Small cups (1 per student), timer

Option 2: White cardstock (1 sheet per student), blue painter's tape, scissors, black 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.

Looking Ahead

Lesson 2 recommends using an owl pellet dissection kit as part of the opening activity (page 13).

Unit 1

Lessons from Daniel

Unit Aim

Students will examine the life of Daniel to learn how our actions allow God's goodness in our lives.

Unit Bible Verses

Daniel 2:20–22

Scripture Text

Daniel 1

Bible Lesson Verse

Daniel 1:8

Bible Point

God wants us to be holy.

Life Application

I will separate myself to please God.

Teacher Devotional

Read Daniel 1. Prayerfully consider what this passage says:

About God

In responding to God's desire for us to be holy, we must seek His presence as we consider our presentation. Daniel did not want to *look* holy; he wanted to *be* holy. Holiness begins when God's Spirit flows through us to shape our actions and bring about His purposes.

To You as a Teacher

Holiness does not begin with knowing what to do; it begins with knowing whose you are. Whether dining in the den with kings or lions, Daniel knew he was a child of God and all sustenance begins with God. We must first learn to engage with God to understand how to be separated for His purpose.

To Your Students

Being like Jesus includes being holy. We are called to be set apart for God. Teach your students that being holy is a positive thing. It brings us closer to God, allows others to see God through us, and results in great blessings.

Daniel 1:8 says, "Daniel purposed in his heart that he would not defile himself." Daniel was prepared to follow God's instructions during difficult times. It is vital that our students know where they stand on issues before they are placed in situations that will require them to take a stand. Encourage your students to prepare for when problems come their way, to practice how they can be holy in difficult situations.

Optional Activity: Let students create a model of their favorite farm animal out of Play-Doh.

Option: Let students conduct the object lesson in small groups.



CORE (designed for a teaching period around 45 minutes)

EXCITE AND ENGAGE

Welcome

Introduce students to the new theme. Play the Farm Animal soundtrack 🎧. Invite students to explore the room décor.

Share a farm-style breakfast of scrambled eggs and bacon with your students. Select a volunteer to collect the offering and announce the Bible Point: **God wants us to be holy.**

Give each student an attendance chart (AP) 📋 and a marker. Have students write their names on their charts and glue one popcorn kernel to a blank space on the corn in the harvest scene.

Opening Activity: The Choice to Please God

Have you ever made a bad choice because you were pressured by the people around you? . . . There will always be opportunities to give in to the choices of those around you. It is tempting to choose to fit in, be popular, and take the easier road.

- **What are some situations where others may ask you to fit in with the crowd?**

Sprinkle pepper into the shallow bowl of water. **This pepper represents the bad choices we sometimes make when we give in to peer pressure. However, by saturating our lives in the presence of God, we equip ourselves to withstand that peer pressure.**

- **How can we saturate ourselves with the presence of God?**

We saturate ourselves with the presence of God through faith in His Word, faithful church attendance, prayer, and fasting. Have the class read through the New Birth poster (TRP). **Being full of the Holy Ghost also helps us to stand against peer pressure.**

Dip the toothpick into the dish soap to represent being saturated in God's presence. **Then when we encounter moments of peer pressure to be like everyone else, we are strong enough to stand out from the crowd and be separate.** Put the soap-saturated tip of the toothpick into the middle of the floating pepper. The pepper will disperse to the edge of the bowl. **Holiness is simply a desire to separate from the world in devotion to God.**

RELATE AND RECEIVE

Access Prior Experience: **Have you ever been asked to do something you knew you should not do? Did you feel nervous or intimidated?**

Bible Lesson: Daniel Chooses to Stay Holy (Daniel 1)

This story will primarily be told as a monologue by Daniel. Encourage your actor to get into character.

DANIEL: Enter and pick up the crown on the table. **As I sat at the king's table, I felt very nervous and intimidated.** Point to the glass of juice and the tasty meat on the table. **Back in Jerusalem, my Hebrew family had always followed God's commandments and guidelines about food. I loved God and wanted to please Him.**

When King Nebuchadnezzar invaded Jerusalem, he took my people and my family captive. The king's servants picked the sons of Hebrew princes and kings who they thought looked strong and attractive. They planned to train us for leadership in Babylon.

TEACHER: Ask students: **How do you think Daniel felt about being selected for this role?**

DANIEL: **I must admit, I felt honored to be chosen. My friends Shadrach, Meshach, and Abed-nego felt honored too. What an opportunity, . . . or so we thought. When we arrived at the king's table that day, we realized we had some tough choices coming our way.**

Have a student read Daniel 1:8 (the Bible Lesson Verse).

DANIEL: **The food looked and smelled so delicious. We had no idea how it tasted because we had never seen it before. It was all forbidden food—food forbidden by Jewish law. For us to be holy, God had commanded us not to eat certain foods—these foods.**

I turned to my friends and said, "I know it looks good, guys, but this is not what we eat." My friends stared at me with question marks in their eyes. "Look, guys," I pleaded, "the Babylonians have already changed our names. We are learning their language, we are far from our families, and everything feels strange. Yet . . . we still belong to God. I will not defile myself by eating the king's dinner. I want to remain holy for our God."

My anger boiled as I thought about the night we were captured and forced to leave our homes. I continued my plea. "First, King Nebuchadnezzar overthrew Jehoiakim, the king of Judah. Next, he took control of Jerusalem. Then he sent his guys after us. He wants to train us for his service, all because we are 'strong, handsome, and smart.' No matter how much he tries to change us, we still belong to God, and we must draw the line somewhere." Draw an imaginary line.

I could tell my friends were not quite convinced because they were starving, so I hurried to find the king's official, Melzar, who was quite fond of me. I said, "Hey, Melzar, how about you let us eat vegetables instead of meat and drink water instead of wine? What d'ya say, old buddy, old pal?"

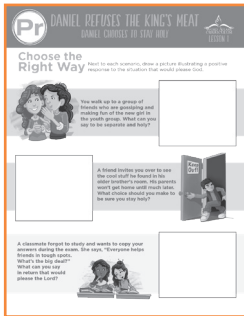
"No way," he replied. "If you guys become thin and weak, the king will have me beheaded for not doing my job."

Bible Lesson Verse

"But Daniel purposed in his heart that he would not defile himself with the portion of the king's meat, nor with the wine which he drank: therefore he requested of the prince of the eunuchs that he might not defile himself" (Daniel 1:8).

Daniel 1:17

As for these four children, God gave them knowledge and skill in all learning and wisdom: and Daniel had understanding in all visions and dreams.



“I tell you what—why don’t you give us a test run? For ten days let us eat food and drink that our God approves of—veggies and water—and at the end of ten days, you will see. God will make us stronger and healthier than all the other young men who are eating the king’s food.”

Melzar agreed . . . and guess what happened. God showed Melzar and the king that we were better off without their food. They may not have understood how God’s holiness was reflected in our lives, but they were able to see that we were stronger and healthier than all the others. Our choice of food kept us holy and undefiled, so God blessed us with great health.

TEACHER: God did indeed show that Daniel and his friends were better off sticking to His commands. After ten days, Daniel and his friends looked better and stronger than all the other young men who had been eating the king’s food. God honored their faithfulness.

Have a student read Daniel 1:17.

DANIEL: God honored our faithfulness.

TEACHER: Ask students: **According to the verse, what happened because of their faithfulness to the Lord?** *Their knowledge, wisdom, and skill increased.*

DANIEL: God wants us to be holy. Do you trust Him? . . . Then let your choices reflect His holiness. If you choose to be separate from things that do not please God, He will lead you to tremendous blessings, just like He did for me and my friends. Exit.

APPLY AND ACT

Life Application: I will separate myself to please God.

Holiness is a choice we make to please God. We choose to separate ourselves from ungodly things in order to please Him.

Hand out activity papers (page 1), colored pencils, and pencils. Read each scenario on the activity paper and discuss possible responses that would encourage holiness. Students will illustrate the response they would give in each situation.

- You walk up to a group of friends who are gossiping and making fun of the new girl in the youth group. What can you say to be separate and holy?
- A friend invites you over to see the cool stuff he found in his older brother’s room. His parents won’t get home until much later. What choice should you make to be sure you stay holy?
- A classmate forgot to study and wants to copy your answers during the exam. She says, “Everyone helps friends in tough spots. What’s the big deal?” What can you say in return that would please the Lord?

Option: If time permits, ask students to brainstorm and role-play additional situations where they can choose holiness.

Prayer and Call to Action






Sometimes God may ask us to separate ourselves from bad choices because He wants us to be holy. This might mean standing up for what is right, even when everyone else wants to do the wrong thing. This might mean resisting negative peer pressure. Every day we should choose holiness, which might require us to become separate, like Daniel and his friends.

Take a moment to think of an area in your own life where you may be having trouble choosing to be holy. It could be the clothes you wear, the music you listen to, or the video games you play. Close your eyes and picture yourself making the right choice.

Now let's pray for strength and joy as we make the choices to be holy and separate. Daniel learned that holiness and separation brought benefits that elevated him among his peers. God will do the same in your life as you choose to be holy.

Spend time seeking the Lord for each student. Pray that God will give each student the boldness to stand out from the crowd and the strength to stand up for what is right. Ask God to open your students' eyes to the benefits of living a holy life.

Home Connection

- For each student, send home 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 themselves.
- Send home the cover of the activity paper, showing parents how the back contains the memory work 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.
- This week contact parents and explain the quarter's theme.

EXPANDED *(designed to supplement a teaching period over 45 minutes)*

WORSHIP AND THE WORD

Worship

Lead students in a sincere worship session of surrender and commitment while listening to the suggested songs:

- “Let Them See You” by JJ Weeks Band
- “I Choose God” by Jackmans Family Band
- “I Want to Be Like Jesus” from Group (posted on YouTube by Jeff Howe)


Memory Work: Daniel 2:20–22

Read Daniel 2:20–22 together using the unit 1 MV poster (TRP). Explain any phrases or words your students may not understand. Then focus on verse 20, **“Daniel answered and said, Blessed be the name of God for ever and ever: for wisdom and might are his.”**

Daniel was acknowledging the Lord's wisdom as well as thanking Him for giving wisdom and understanding.

- **Based on what we learned about Daniel today, why did he do that?** *He was praising God for the wisdom, understanding, and favor God had given him after he refused to defile himself.*

Read through verse 20 a few times. Once students seem familiar with the verse, ask them to look under their seats. If they have a word or phrase under their seat, they are in a “hot seat.” They must grab the word and rush to the front to put themselves in word order to complete the verse. If time permits, pass out the words or phrases again and assemble the verse again.

After the memory work is finished, students add a Memory Farm Animal sticker (TRP)  to the correct barn on their memory charts.

Unit 1 Memory Verses

²⁰*Daniel answered and said, Blessed be the name of God for ever and ever: for wisdom and might are his.* ²¹And he changeth the times and the seasons: he removeth kings, and setteth up kings: he giveth wisdom unto the wise, and knowledge to them that know understanding: ²²He revealeth the deep and secret things: he knoweth what is in the darkness, and the light dwelleth with him.”



REINFORCE AND REVIEW

Activity Paper Daniel's Wise Choices

On the activity paper (page 2), students sort through the foods, choosing only the items Daniel would have eaten. Using the words printed in the fruits and vegetables, students fill in the blanks of Daniel's speech bubble to reveal his answer: I WILL SEPARATE MYSELF TO PLEASE GOD.

God wants us to be holy. How can we be holy? By separating ourselves to please God above all others. Discuss ways to please God. Consider actions, attitudes, words, thoughts, worship, friendships, and time.

Option 1: Smarties Stand Out

Give each student a zipper bag of candy and a small cup. Time students as they separate the Smarties out of the mixed candies. Time them again as they pick out only the Skittles. Discuss how it was easier to distinguish the Smarties from the group.

Reiterate the importance of separation from the world and how blessed it is to not blend in. Allow students to eat their candy as a "benefit" of being set apart.

Option 2: Still Holy


Hand out sheets of cardstock, blue painter's tape, scissors, and black markers.

- Using the blue painter's tape, students make the word HOLY on their paper, the bigger the better.
- Using the black marker, students write things the world tries to convince us to do that are wrong. They should write all over the whole paper including over the tape. You may need to help them brainstorm words (e.g., lie, cheat, steal).
- Once the papers are significantly covered in black words, students peel the painter's tape off to reveal the word HOLY.

People everywhere will try to convince us to choose to fit in. No matter what, God helps us choose to do what is right and live a separate and blessed life.

- **How does the new-birth experience help us to be holy?**

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.

See page 6 for more information on the JBQ option.