

# Teaching Little Ones



3

## Introducing the Bible

Sunday School material for 3 to 5 year olds

Term 3 [units 4-6]

# Introducing the Bible

... for 3 to 5 year olds

## Unit 4: Moses

1. Moses the baby	Exodus 1:6-14,22; 2:1-10
2. Moses and the burning bush	Exodus 3:1-4:20
3. Crossing the Red Sea	Exodus 14:1-31
4. God looks after the Israelites in the desert	Exodus 13:20-22; 16:1-36
5. Moses—revision	Exodus 2:5-10; 12:31; 14:21-22; 16:11-18, 35

## Unit 5: Samuel and David

1. The Birth of Samuel	1 Samuel 1:1-28
2. Samuel works for God	1 Samuel 1:28; 2:11-12, 17, 26; 3:19-21; 7:15
3. Who will be king?	1 Samuel 16:1-13
4. David is king	2 Samuel 5:1-12; 8:15; Psalm 51:1-4

## Unit 6: Special lesson

1. Looking Forward to Christmas
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## *Teaching Little Ones*

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*Teaching Little Ones* is a six-year syllabus of Sunday School lessons for young children.

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2. Learning About God (3-5 year olds)

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3. Introducing the Bible (3-5 year olds)

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6. Salvation (5-8 year olds)

ISBN 978 1 921068 67 1

# Moses the baby

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**Bible reference...** Exodus 1:6-14, 22; 2:1-10

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**Lesson aim...** To tell the children about Moses, the baby, and how God kept him safe.

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**Main message...** God looked after baby Moses and kept him safe.

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**Story preparation...** Use props to tell the story—you will need a doll, a basket (a shoe box would do), a sheet to wrap the doll in and blue tissue paper or cloth for the river.

*People in the Bible:* Cut out the rectangle on page 7 to add to the ‘People in the Bible’ chart. Have a piece of paper covering the Red Sea and held on with blu-tack.

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## Introduction...

Talk about things you put babies in—prams, cradles, cots, bassinets, strollers etc.

“Today we’re going to hear about a baby going in something very different.

“Today’s story is true—it really happened—and we can read about it in a part of the Bible called Exodus. Exodus comes just after Genesis, which told us about Abraham and Joseph.”

“Joseph and his family moved to a country called Egypt. Joseph’s family were God’s people. They were called the Israelites because Joseph’s father’s name was Israel. So God’s people were called the Israelites and there were lots and lots of them now.”

## Story...

“A long time after Joseph, there was a new king in Egypt called Pharaoh. The new king did not know about Joseph and his family. The king thought that there were too many of God’s people, Israelites. He made them slaves to the people who lived in Egypt. That meant that they had to do what they were told. Being a slave was a very hard job. The king

made them build big cities (places where there were lots and lots of buildings) and it was very hard work.

“But instead of not as many Israelites, there were more and more of them. The Israelites had lots of babies. The king didn’t want there to be so many Israelites, so the king did a horrible thing and said that all the baby boys should be killed.

“There was a lady who was one of God’s people, the Israelites. She had a baby boy. [*Take out doll*] When he was born she hid him, but soon he got too big and she couldn’t hide him any longer. The baby’s mother didn’t want him to be killed, so she put him into a basket that would float. [*Wrap doll and put in basket*]

“The mother put the basket in the river near the edge. [*Place basket on blue paper or cloth*]. There were tall plants called reeds growing at the side of the river and she put the basket in the reeds. The baby’s sister stood where she could see what would happen to him. King Pharoah’s daughter, the Princess, came to the river. She saw the basket in the reeds and sent someone to get it. The Princess opened it and saw a baby boy. The baby was crying and she felt sorry for him, and she also knew that he was an Israelite baby. The baby’s sister asked the Princess if she could find someone to look after the baby for her. The princess said, ‘Please do.’ So the girl went and got the baby’s mother. The Princess asked the baby’s mother to look after him for her. [*Take doll out of basket*]

“When the child was older, his mother took him to the king’s daughter, the Princess, and the child lived with her as if he was her son. She named him Moses.”

## Conclusion...

“How wonderful that God looked after baby Moses and kept him safe! The king was trying to kill all the boy babies, but Moses didn’t get killed. The king’s daughter, the Princess, looked after Moses as if he was her son! So God looked after Moses and kept him safe.”

## ‘People in the Bible’...

Show ‘People in the Bible’. Name the people already on the chart and then add Moses. [*Have a piece of paper covering the Red Sea and held on with blu-tack —it will be removed next week*] Point to ‘Exodus’ and then to ‘Genesis’ in the class Bible and reinforce the fact that the true stories we’re hearing about Moses come from Exodus.

## Pray...

“Dear God, thank you for looking after baby Moses and keeping him safe. Amen.”

## Activity suggestions...

### 1. Opening basket

Before the lesson, print pages 8 (one per seven children) and 9 for each child, and cut out the baskets on page 8. You will need to prepare a container of blue paper scraps for the children to paste on as water, and a container of reeds (green strips of paper). In the lesson, first give the children page 9 to colour in the baby and the reeds. Then the children paste on blue paper for water and green strips of paper for reeds (the teacher may need to use the glue stick on the appropriate area for the children to add the 'water' and 'reeds' to the area with glue). The teacher then uses tape to attach the top part of the basket (from page 8) over the baby on page 9, so the basket can be lifted up to see the baby underneath.

### 2. Miriam and baby Moses

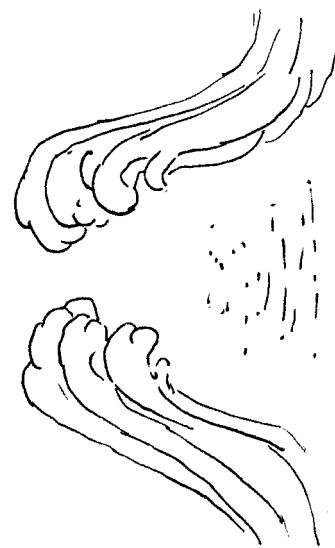
Before the lesson, print page 10 for each child and print page 11 for every six children. Cut out the items on page 11, and quickly colour the reeds with a green highlighter pen or cut the reeds from green paper. In the lesson, the children colour page 10. Once completed, the teacher tapes the basket lid on so that it can be lifted to open. And then the teacher attaches the reeds over Miriam with a split pin (with ends covered with tape for safety) so that the reeds hide her and then can be moved aside to see her.

### 3. Baby Moses in basket

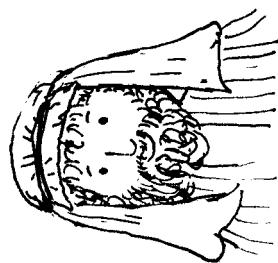
Before the lesson, print page 6 so that there is a caption for each child. In the lesson, each child will need a strawberry punnet or lid section of a half dozen egg carton. Each child can decorate the 'basket' by pasting on pieces of brown paper (for carton not punnet) or stickers, which are ideal for the punnet (computer address labels coloured in brown make great stickers for this). Once completed, attach a caption to each basket. Then the children can make baby Moses. Baby Moses can be made using either a cardboard roll (for the egg carton) or ball of playdough. If using a cardboard roll, the children draw a face and paste on paper for clothes or wrap it in a fabric square or paper towel. If using playdough, the children shape it into a baby and wrap it in a square of fabric. Put a square of fabric or tissue paper inside the basket for the baby to lie on. Baby Moses can then lie in his basket.

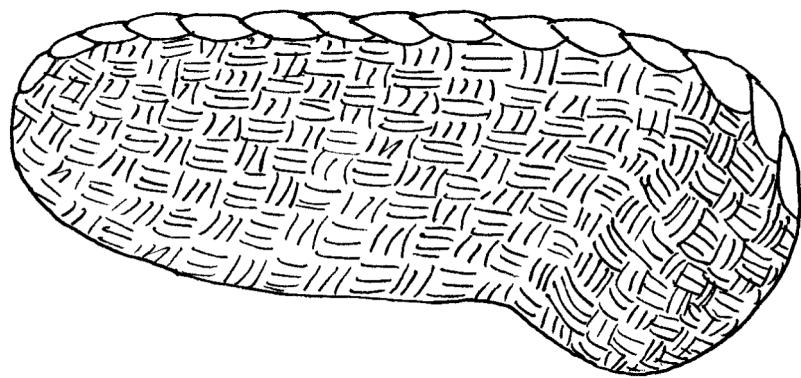
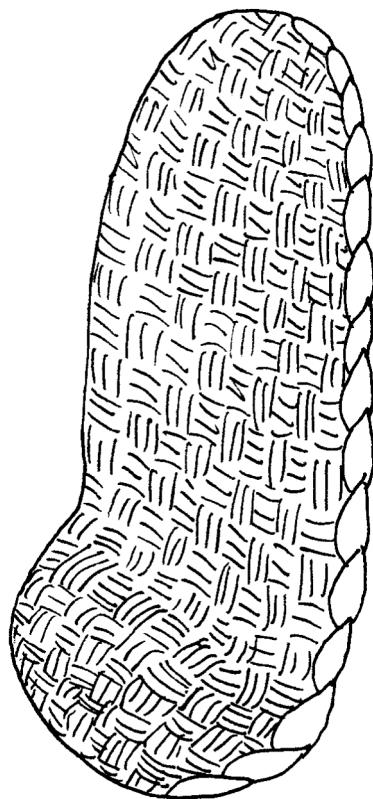
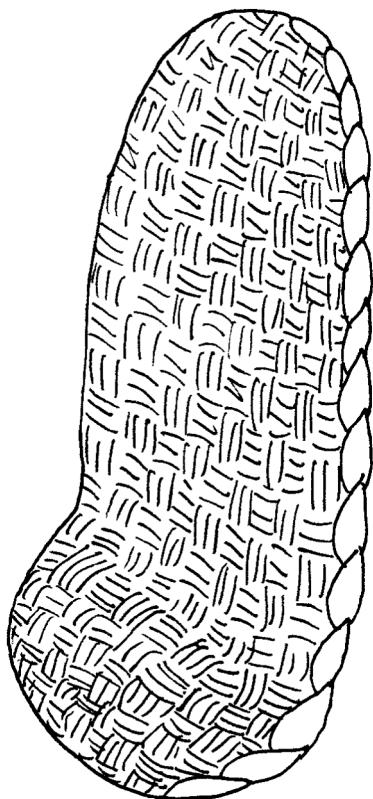
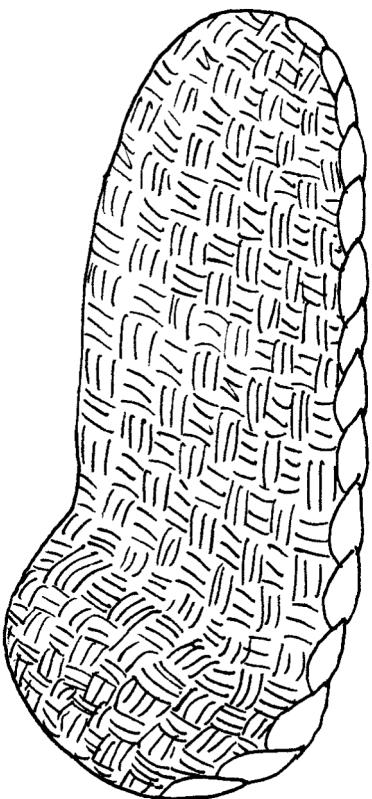
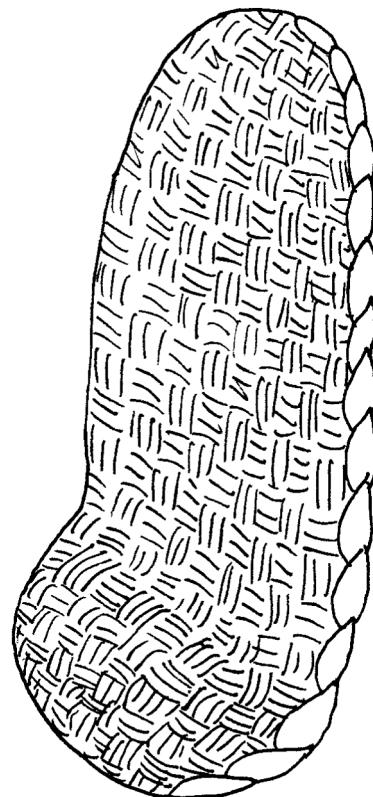
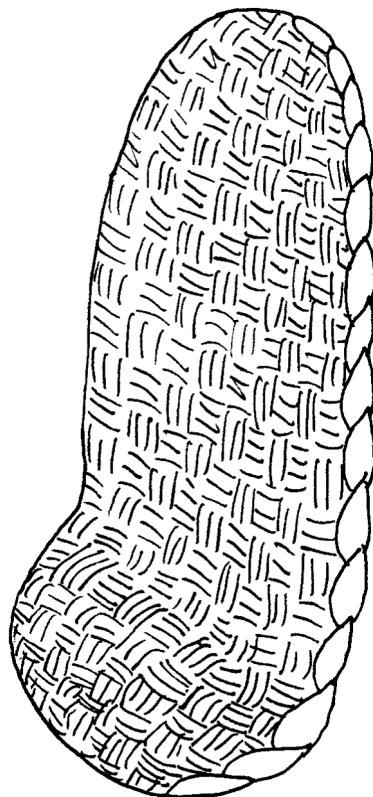
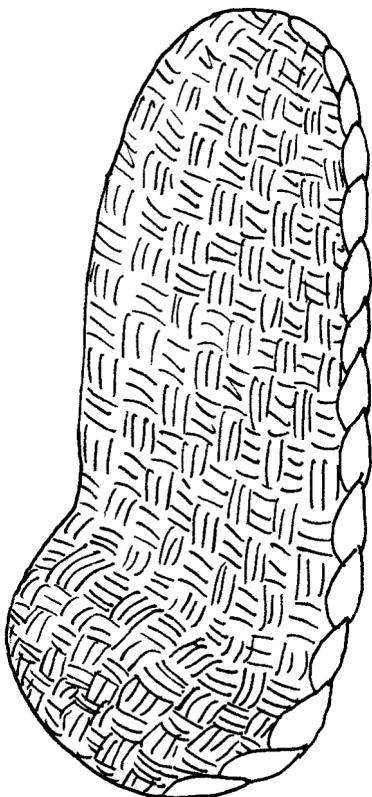
Caption for activity #3:

<p>God looked after baby Moses and kept him safe.</p>  <p>Exodus 2 verses 1-10</p>	<p>God looked after baby Moses and kept him safe.</p>  <p>Exodus 2 verses 1-10</p>	<p>God looked after baby Moses and kept him safe.</p>  <p>Exodus 2 verses 1-10</p>
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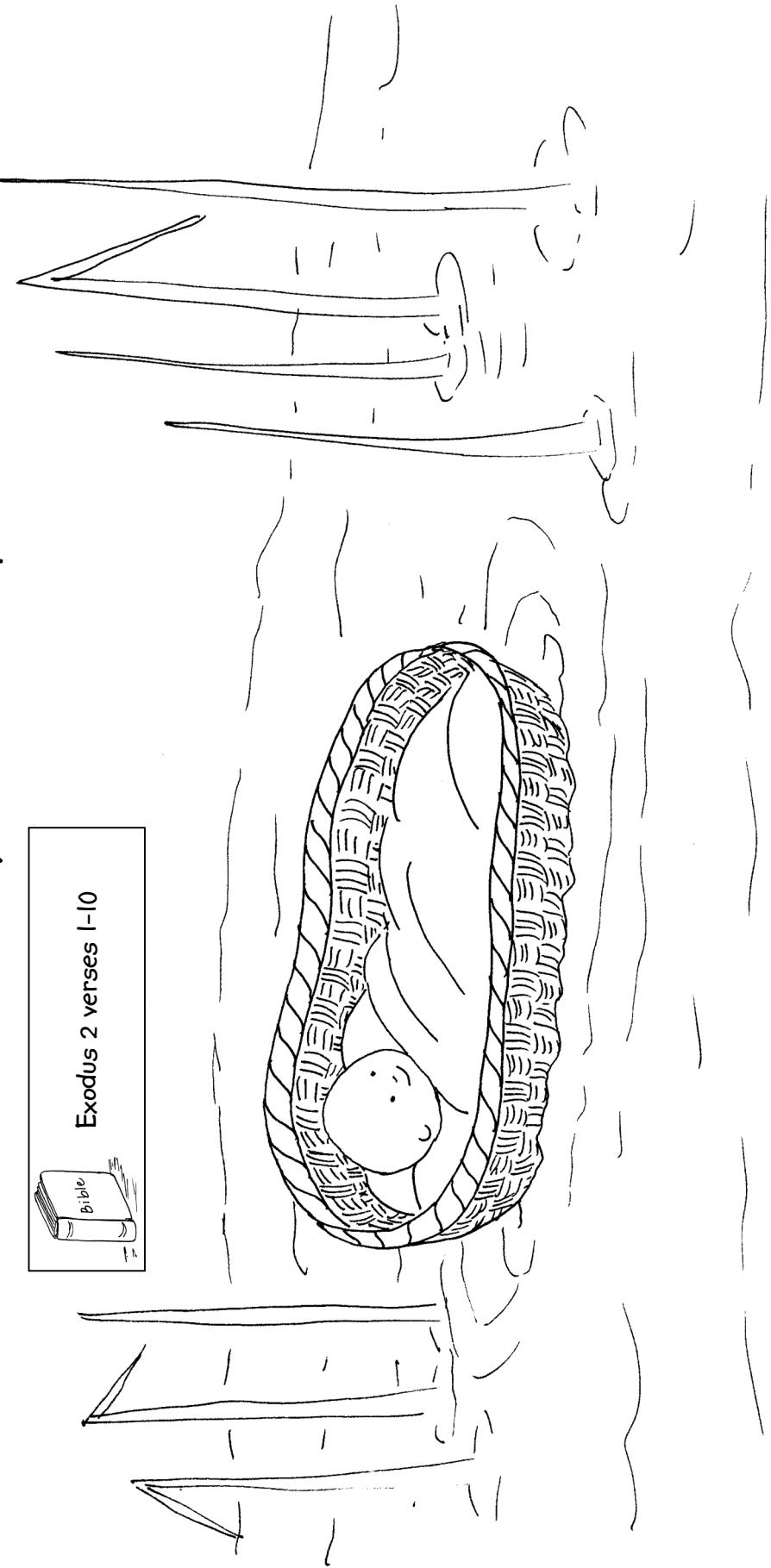


Moses



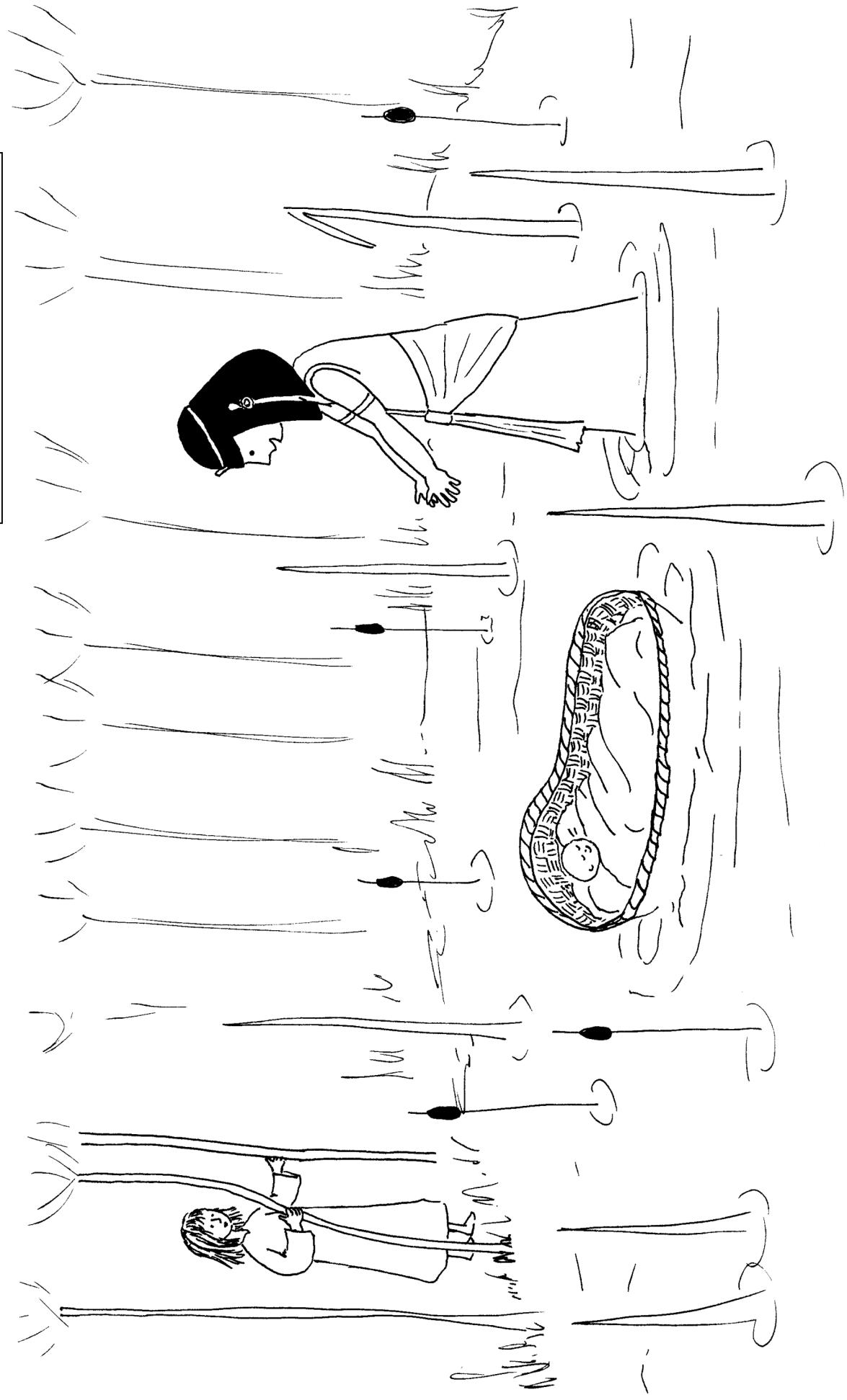


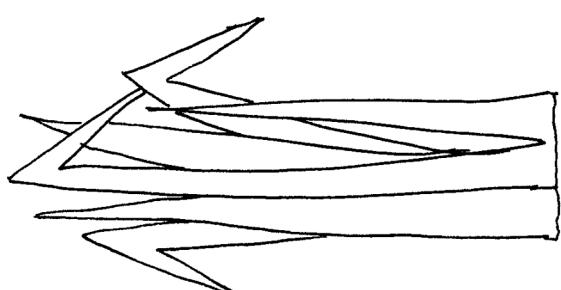
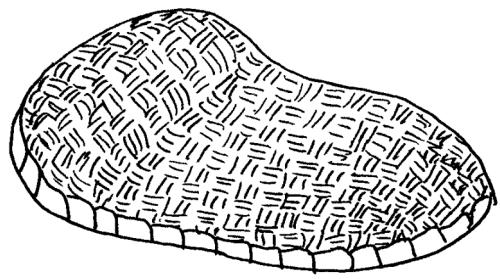
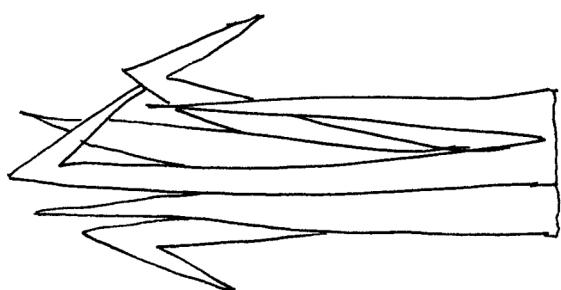
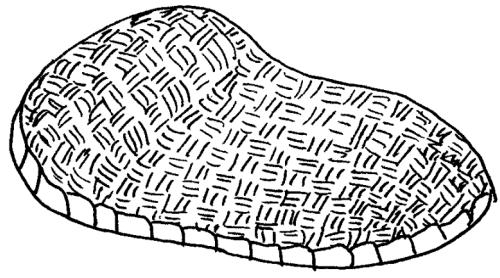
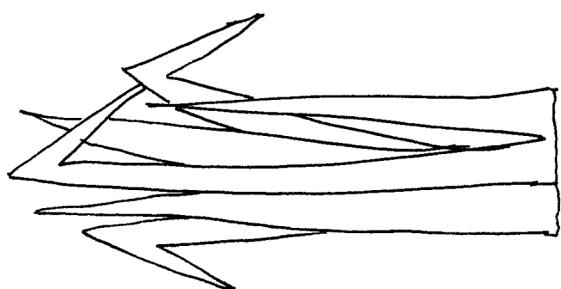
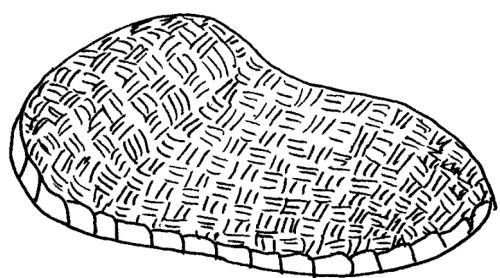
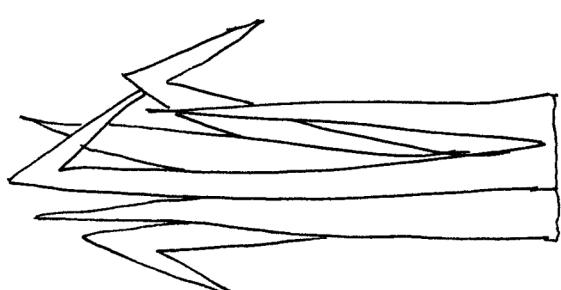
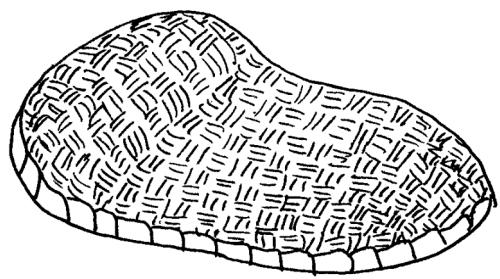
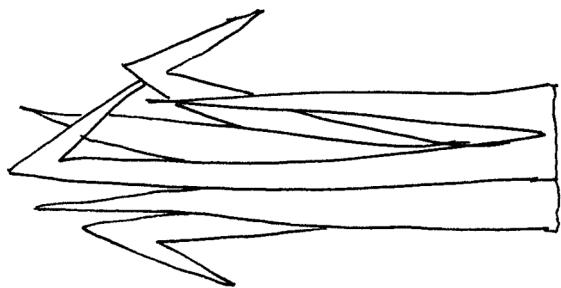
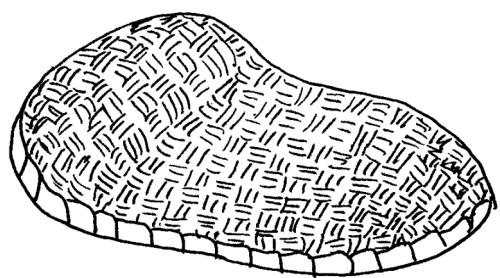
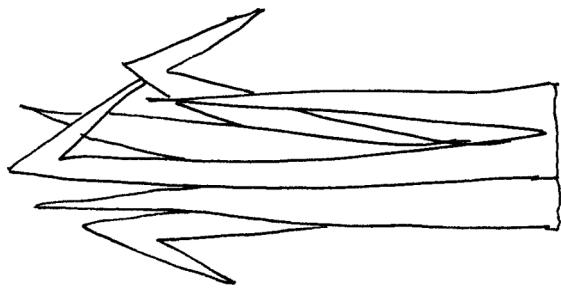
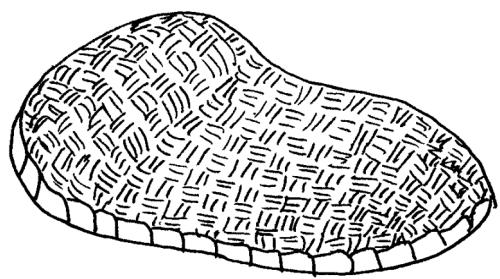
God looked after baby Moses and kept him safe.



## God looked after baby Moses and kept him safe.

Exodus 2 verses 1-10





# Moses and the burning bush

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**Bible reference...** Exodus 3:1-4:20  
[Also read Exodus 2:15, 23-25; 5:1-2; 7:1-7; 12:29-32]

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**Lesson aim...** To tell the children about God speaking to Moses, calling him to lead God's people out of Egypt, and how Moses responded.

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**Main message...** God wanted Moses to help God's people leave Egypt.

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**Story preparation...** Print pages 17-19, colour and cut along bold line to make into picture cards. Otherwise, print page 16, cut out each square and paste them onto a piece of cardboard with a blank rectangle (the same size as each picture) covering each picture to make it look like windows. The windows are opened/lifted to see each picture.

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## Introduction...

"I'm thinking of ...

...someone. He was a baby. His mother wanted to keep him safe. [Moses]

...something. The baby was put in this. [basket]

...someone. She found the baby at the edge of the river. [Pharaoh's daughter/Princess]

...somewhere. It was the country where Moses was born. [Egypt]

"Moses was born in Egypt but when he had grown up he lived in another country."

## Story...

"This is a very special story and it is true—it really happened and we can read about it in a part of the Bible called Exodus.

[show (i)] "When Moses grew up, he left Egypt. He went to stay with a man called Jethro and his family. One day when Moses was looking after Jethro's sheep and goats, he saw a flame in the middle of a bush. [show (ii)] The bush was on fire, but it was not being burnt up. Moses went to look, and a voice spoke to him from the bush. It was God's voice. God said, 'Moses! Moses!' And Moses said, 'Here I am.' God told Moses that he was God. Then Moses was afraid.

[show (iii)] “God told Moses that God’s people, the Israelites, were very unhappy. The Israelites were in Egypt and were slaves, which means that they worked very hard for the people who lived in Egypt. The Egyptians were very mean to the Israelites. The Israelites had cried to God for help. God had heard them and he wanted Moses to go back to Egypt to bring the Israelites out to another country.

“Moses said to God, ‘I am nobody. [show (iv)] How can I go to the king and bring the Israelites out of Egypt?’ God promised Moses that he would be with Moses, but still Moses had lots of questions.

[show (v)] “Moses was holding a walking stick. God told him to throw it on the ground. When he threw it, it turned into a snake. God told him to pick it up and it turned back into a stick. God told Moses to do that in front of God’s people, the Israelites, to show them that God had spoken to Moses.

“Moses was still afraid to go and help God’s people leave Egypt. Moses wanted God to send someone else. Moses said he wasn’t a good talker, but God told him that he would help Moses to talk. But still Moses didn’t want to go. He wanted God to send someone else. [Show (vi)] So God said that Moses’ brother Aaron could go with him to do the talking. God said that he would help Moses and Aaron. God told Moses to take his walking stick so that he could do special things with it.

“Moses then did what God told him to. Let me read from the Bible what Moses did: [Read Exodus 4:20 from your class Bible] ‘So Moses took his wife and his sons, put them on a donkey, and set out with them for Egypt, carrying the walking-stick that God had told him to take.’

## Conclusion...

“God had a very important job for Moses to do—God wanted Moses to help God’s people leave Egypt, but at first Moses didn’t want to do it! God promised that he would be with Moses. God gave Moses someone to do the talking and he promised to do special things through Moses. At last Moses did what God wanted him to do. I wonder what will happen next week?”

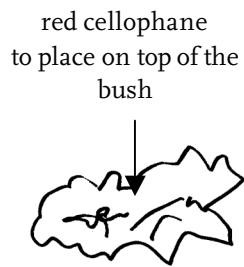
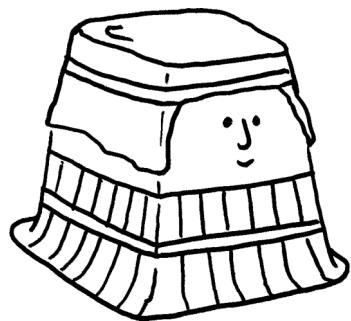
## Pray...

“Dear God, thank you that you cared for your people and wanted them not to be slaves anymore. Thank you that you promised to be with Moses and to help him. Amen.”

## Activity suggestions...

### 1. Make Moses

Before the lesson, print page 15 and cut a caption for each child. Gather together the materials needed for this activity, as described below. In the lesson, the children use a small yoghurt container (or polystyrene cup or similar) to make Moses. Wrap around paper (eg. striped wrapping paper or plain paper which the children have decorated by colouring/drawing) or fabric for clothes, and secure with tape. The children make the burning bush by covering a small yoghurt container, or an egg carton hump, with green paper (one piece of green paper covering the entire yoghurt container—this might be easier for you to do before the lesson) and then the children paste on red cellophane pieces (which you have roughly cut and placed in a container before the lesson) as fire. The children then place Moses and the bush on a polystyrene foam packaging tray or paper plate and the teacher attaches the caption. If you want to add more to the scene, the children could also paste on cotton wool balls as sheep.



### 2. Drawing

Before the lesson, print page 20 for each child. In the lesson the children draw a picture of Moses and the burning bush.

### 3. Collage picture

Before the lesson, you will need to cut out 'bush' shapes from green paper and flames from red paper, or print page 22 on red paper and page 23 on green paper and cut out sufficient for each child. Place them in two containers for the lesson. Print page 21 for each child. You will also need to rip or cut small pieces of green paper (and place in a container) and place cotton wool balls in a container. In the lesson, the children complete the picture on page 21 by colouring Moses and then filling in the rest of the picture with pasting. The children paste a green paper bush with red paper flames over the bush. The children then paste green paper scraps for grass and cotton wool for sheep.

Caption for activity #1:

<p>God wanted Moses to help God's people leave Egypt.</p>  <p>Exodus 3-4 verse 20</p>	<p>God wanted Moses to help God's people leave Egypt.</p>  <p>Exodus 3-4 verse 20</p>	<p>God wanted Moses to help God's people leave Egypt.</p>  <p>Exodus 3-4 verse 20</p>
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<p>God wanted Moses to help God's people leave Egypt.</p>  <p>Exodus 3-4 verse 20</p>	<p>God wanted Moses to help God's people leave Egypt.</p>  <p>Exodus 3-4 verse 20</p>	<p>God wanted Moses to help God's people leave Egypt.</p>  <p>Exodus 3-4 verse 20</p>

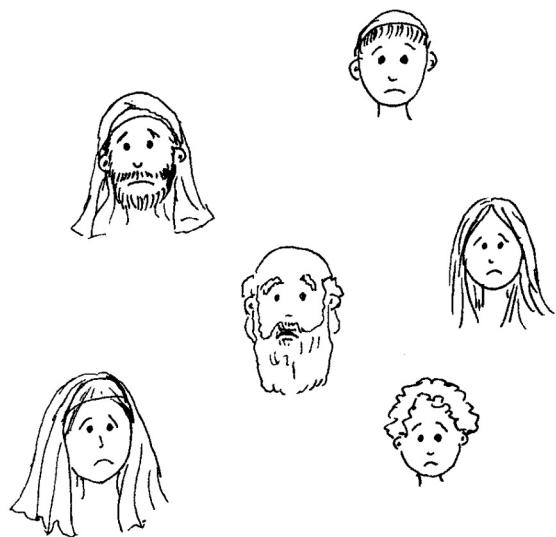
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(ii)



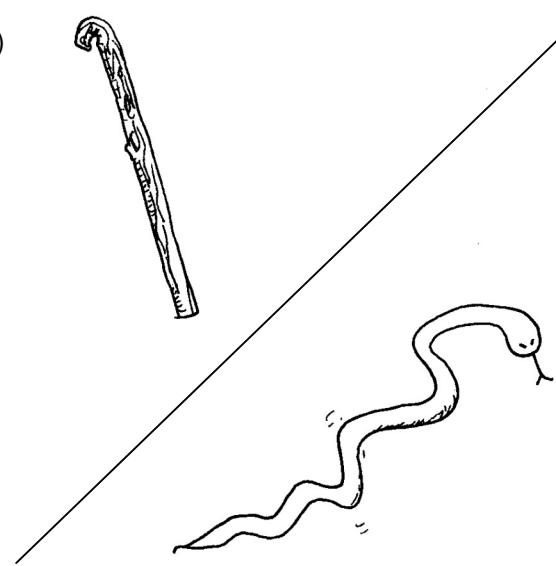
(iii)



(iv)



(v)



(vi)



(i)

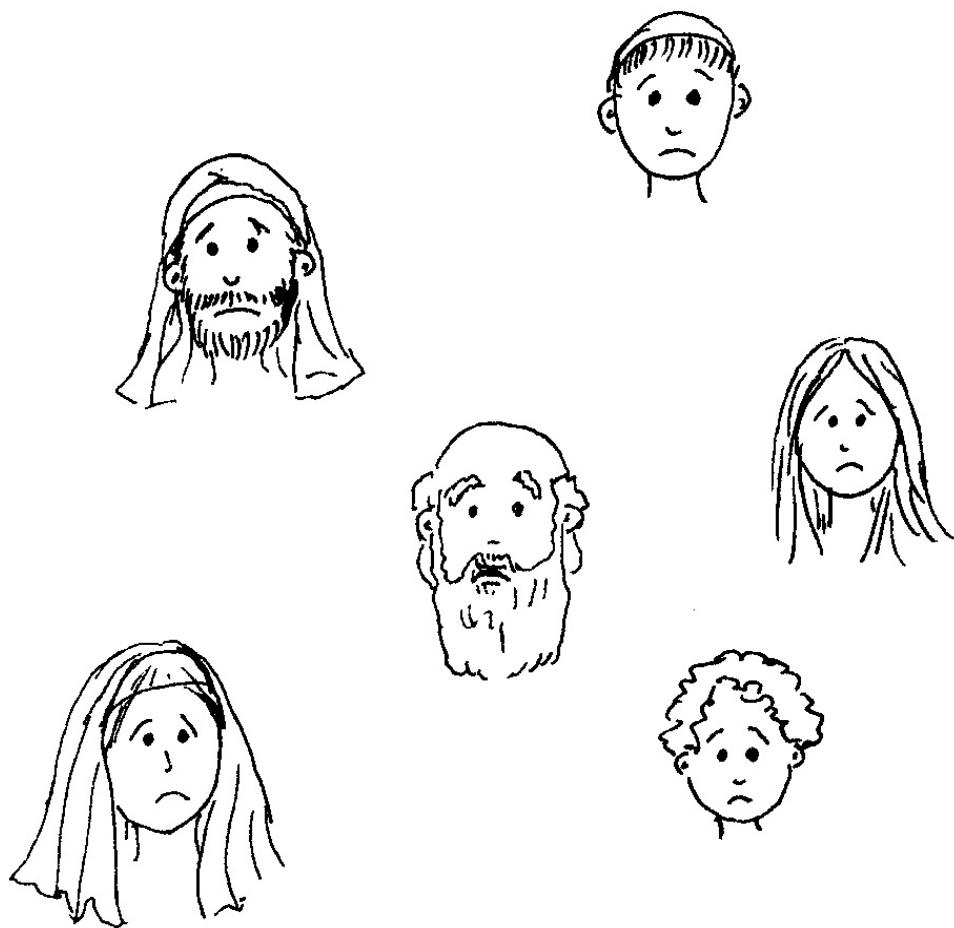


(ii)



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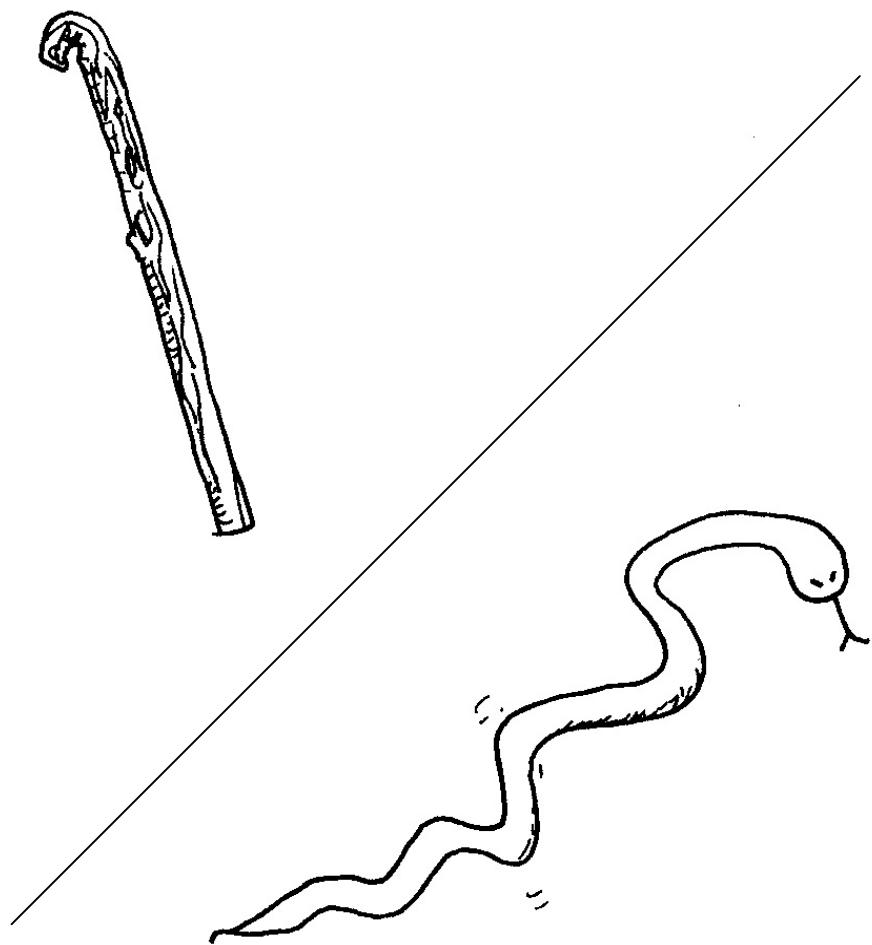
(iii)



(iv)



(v)



(vi)



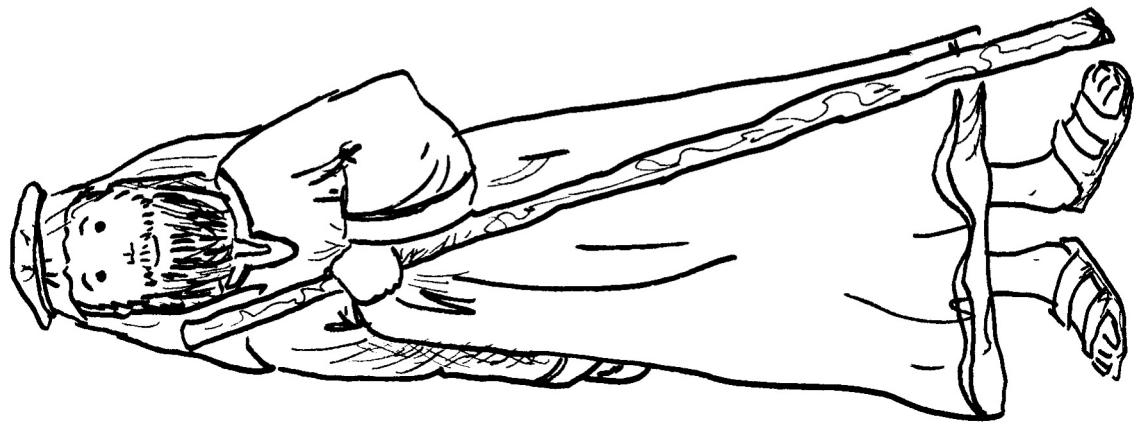
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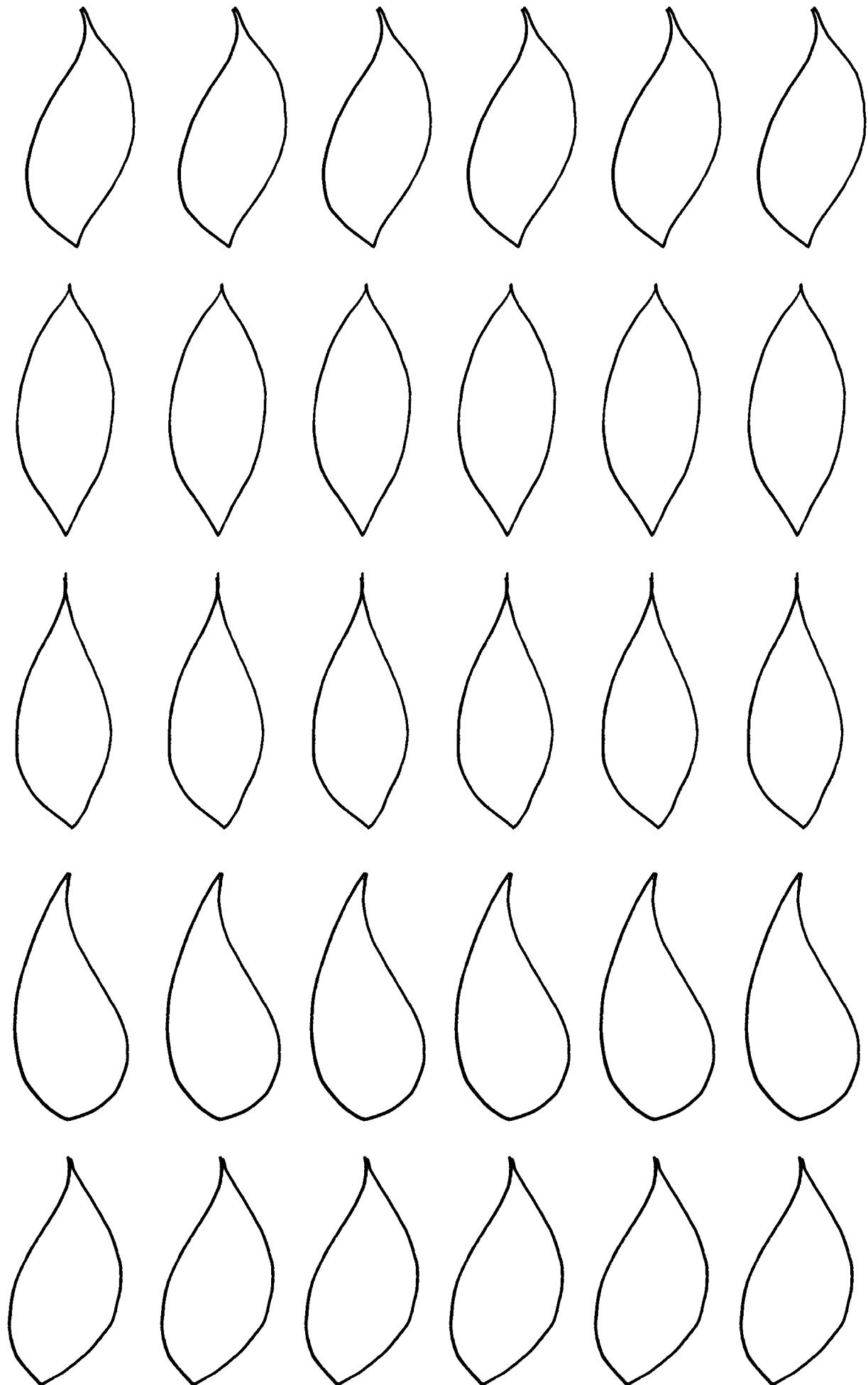
God spoke to Moses from a burning bush.  
God wanted Moses to help God's people leave Egypt.

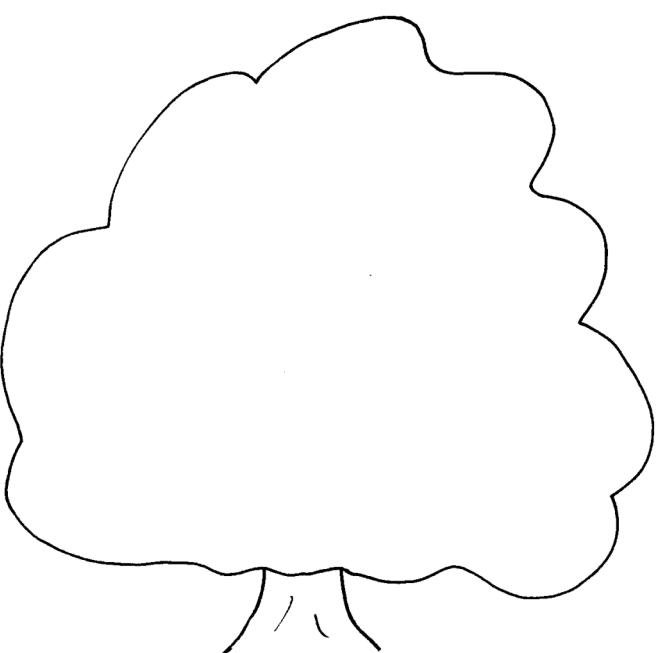
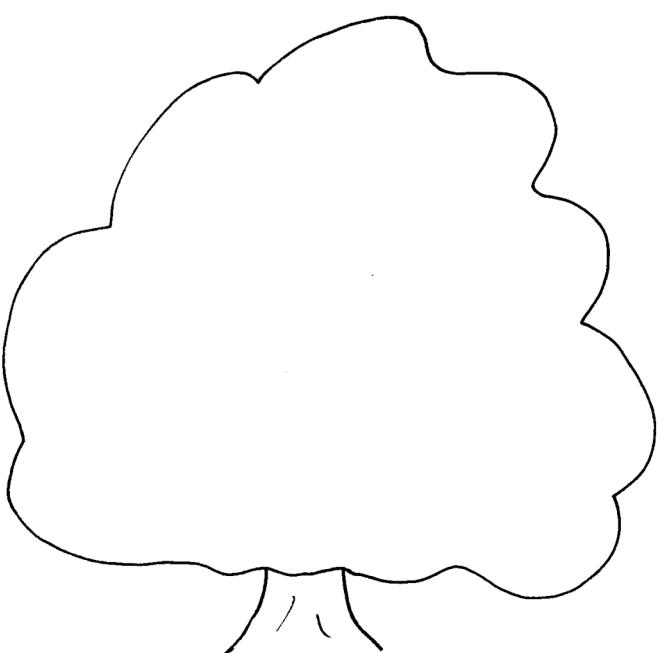
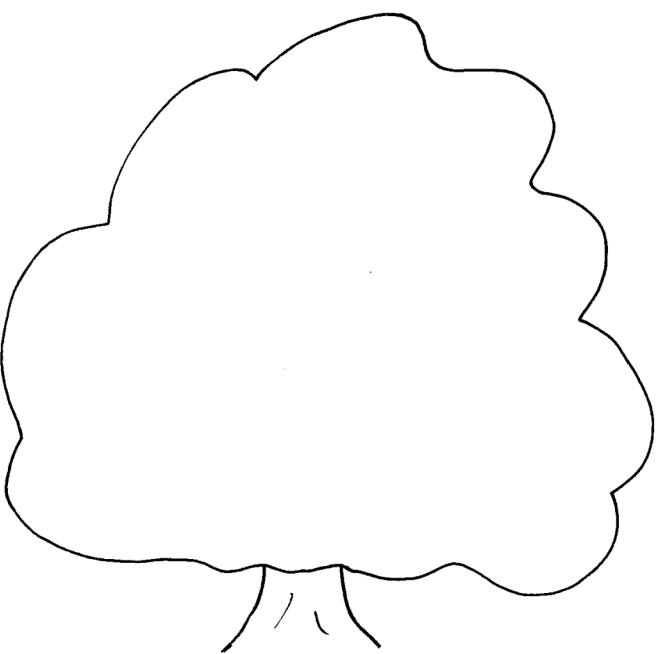
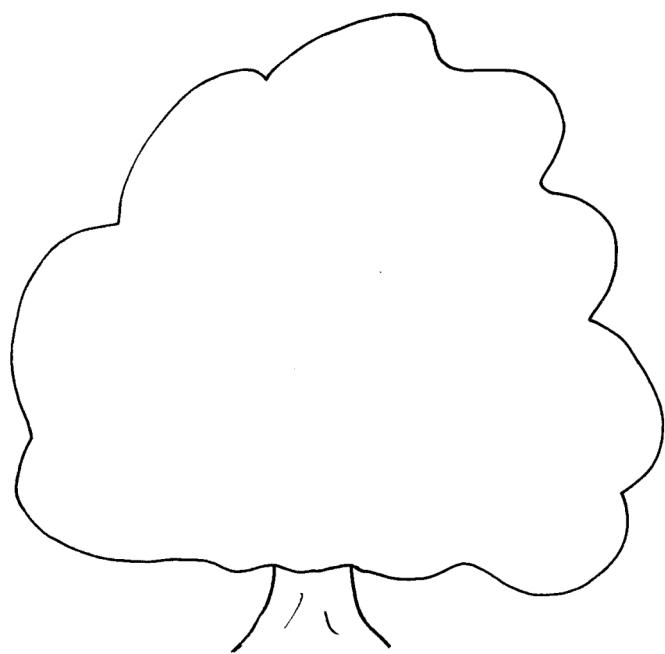
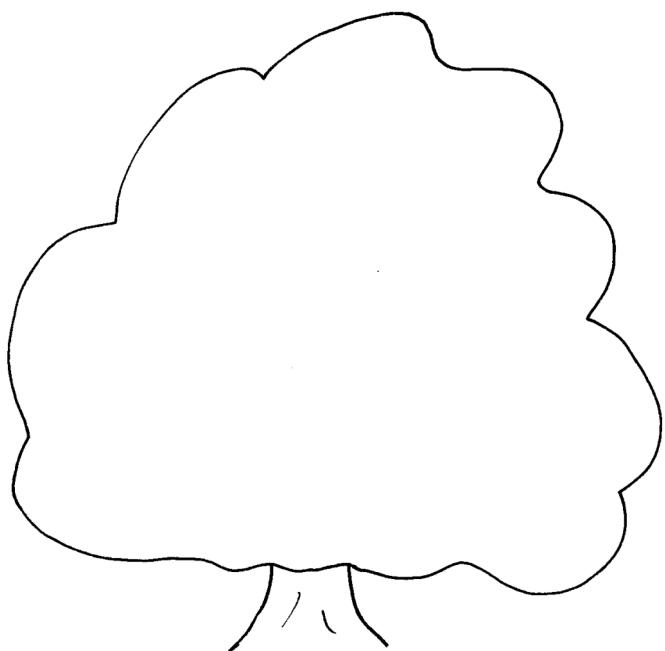
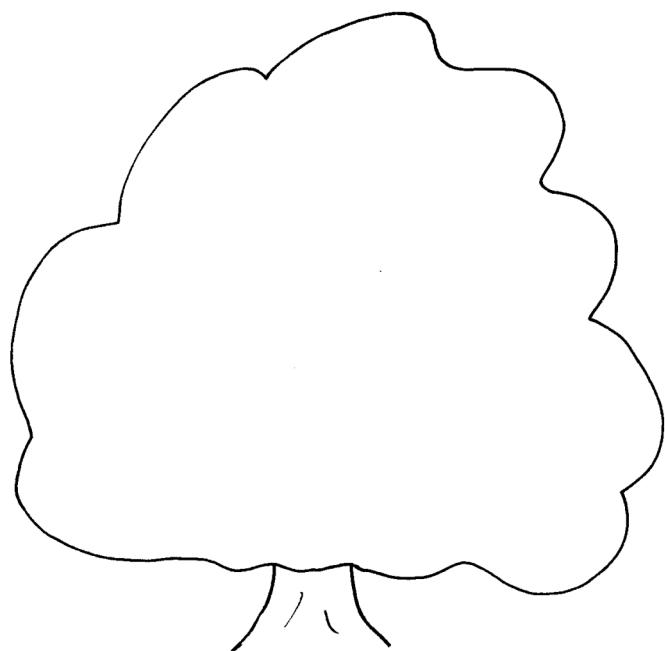


Exodus 3 and 4

God wanted Moses to help God's people leave Egypt.







# Crossing the Red Sea

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**Bible reference...** Exodus 14:1-31

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**Lesson aim...** To help the children understand the miraculous nature of the Israelites' departure from Egypt and across the Red Sea.

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**Main message...** God pushed back the water so Moses and his people could walk across the Red Sea on dry ground.

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**Story preparation...** See page 27 for instructions for assembling and using the visual aid.

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## Introduction...

*Talk about things that you can and you can't make water do:*

“Can you splash water? Yes. Can you drink water? Yes!

Can people swim in water? Yes, but some of us might not be able to swim yet.

Can you walk on top of water? No, but you can walk in water if you can reach the bottom.

Can you make water stand up and make big walls which stay there? No, you can't make water stand up like a wall—it falls down.

“Today we’re going to hear a story from the Bible where God makes water do things that we can’t make it do.”

## Story...

*The numbers in brackets refer to the numbers on page 27.*

“Remember last week we heard that God told Moses to go and help the Israelites leave Egypt? When Moses got to Egypt, Moses and his brother Aaron went to the king. Let me read the Bible to see what happened [*read Exodus 5:1-2 from your class Bible*], ‘Then Moses and Aaron went to the king of Egypt and said, “The LORD, the God of Israel, says, “Let my people go, so that they can hold a festival in the desert to honour me.” “Who is the LORD?” the king demanded. “Why should I listen to him and let Israel go? I do not know the LORD; and I will not let Israel go.”

“This is very sad. The king doesn’t know God. And the king does not want the Israelites to go. It took a long time before the king let the Israelites leave and lots of sad things happened first. Then God made the king let the Israelites leave and God helped them get out of Egypt.

[1] “The Israelites left Egypt and got to a place near a sea called the Red Sea.

[2] “The king from Egypt and his army (that’s lots and lots of men who are soldiers) came after them, to try to force them to come back to Egypt. [point to picture] This is a picture of the king telling the army to go after the Israelites. They went so fast that we can’t see them for all the dust! When the Israelites saw the king and his army chasing them, they were afraid and cried to God for help. Moses said, ‘Don’t be afraid.’ God told Moses to lift up his stick and hold it over the sea.

[3] “Moses did what God told him to do. He held his hand over the sea and God made a strong wind push the water back. The wind blew all night and turned the sea into dry land. The Israelites were able to walk through the sea on dry ground with a wall of water on each side of them.

[4] “The king’s army went after them into the dry part of the sea.

[5] “God told Moses to hold his hand over the sea and the water came back. The water covered the king’s army. And so the Israelites were safe and could get away.”

## Conclusion...

“The Israelites did leave Egypt. God pushed back the water so Moses and his people could walk across the Red Sea on dry ground. And God was able to stop the king’s army from getting the Israelites. God looked after his people!”

## Action Rhyme...

God looked after Moses  
as a man and a baby.  
God looked after his people  
when they came to the Red Sea.  
God pushed back the water  
so they could walk across safely.

*point up (for ‘God’), then clasp hands together  
reach hand up high and then cradle arms  
point up, then wiggle all your (upright) fingers  
make waves with hands  
point up, then push with hands  
make walking action with fingers*

## Pray...

“Dear God, thank you for making the sea stand up so that the Israelites could get across. Thank you that you are in charge of the sea and everything you have made. Amen.”

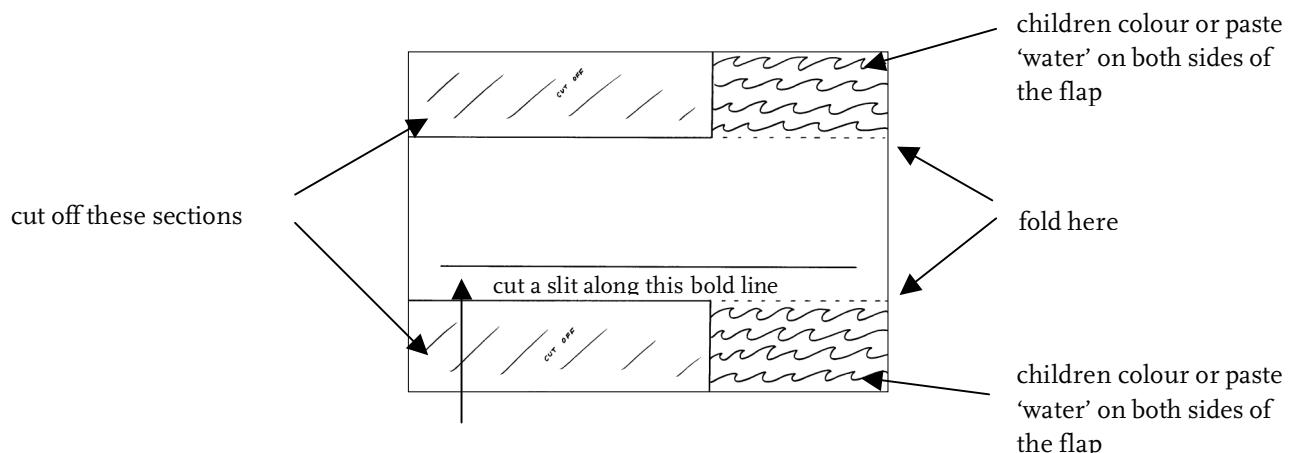
## 'People in the Bible'...

Show 'People in the Bible'. Point to Moses. Uncover the Red Sea. Say, "Here is the water for the Red Sea standing up. This is what we heard in the story today. This is how we'll remember it's Moses—because it was Moses who God used to lead the Israelites out of Egypt and through the Red Sea."

## Activity suggestions...

### 1. Crossing the Red Sea

Print page 30 and cut along bold lines and fold along dotted lines as illustrated:

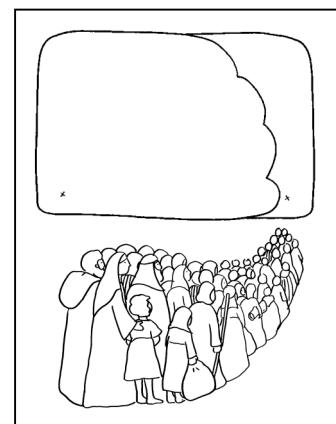


The Israelites go in the slit (attach a strip of cardboard to the picture on page 31 and put cardboard through the slit).

Print page 31 and cut out the box with the Israelites for each child. Then attach a strip of cardboard to the back of the picture, extending below the picture, so it can be held. In the lesson, the children make the Red Sea by either colouring both sides of the flap or pasting blue paper pieces on both sides (see diagram above). Once completed, put the Israelites in the slit so that the sea can be lifted up and they can move across the sea on dry ground.

### 2. The Israelites

Before the lesson, print pages 32 and 33. Cut out the two parts of the sea on 33 for each child. In the lesson, the children colour in the two parts of the sea and then colour the Israelites on page 32, colouring the area beside them yellow for the dry ground. Once completed, the teacher attaches the two parts of the Red Sea, each with a split pin at the point marked with a cross (and covers the ends of the split pins with tape for safety). They can be rotated revealing dry ground. An alternative is to only print page 32, and cut off the top half. Paste the lower half on an A3 page for the children to paste blue paper pieces to make 'walls of water' either side of the Israelites.



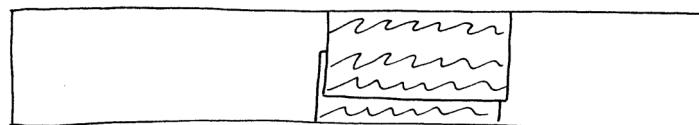
### 3. Picture page

Print pages 34 and 35 for each child. They fill them in as follows:

- (i) draw a picture of Moses holding his stick
- (ii) colour in the sea
- (iii) draw the parted sea and the Israelites.

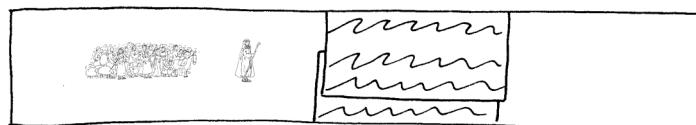
#### Instructions for visual aid:

You will need a long strip of yellow cardboard (or a long tabletop or display board). Either print or copy page 28 twice, preferably onto blue paper. Draw waves on the other side of each page. Attach these two pages to the edges of the cardboard so that they overlap like so:



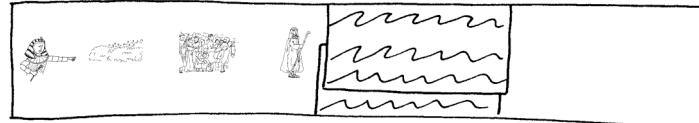
Print page 29, colour, and then cut along the line. Blu-tack Moses and the Israelites to the cardboard as shown below. This is the first scene for the story:

[1]



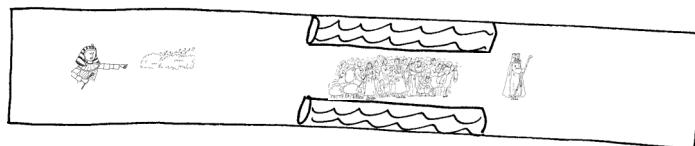
When indicated in the story at [2] move the Israelites forward and add the Egyptian army:

[2]



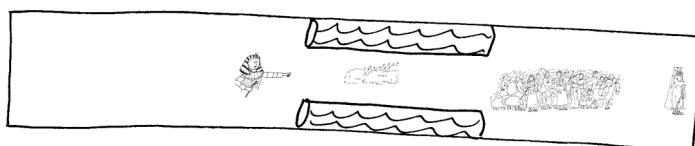
For [3], lift both sides of the sea, roll and blu-tack to upper and lower edges of the cardboard and move Israelites through and blu-tack on the other side:

[3]



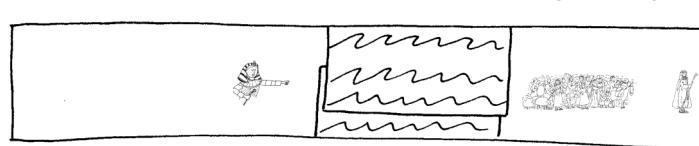
When Israelites are attached to the other side, move the Egyptian army:

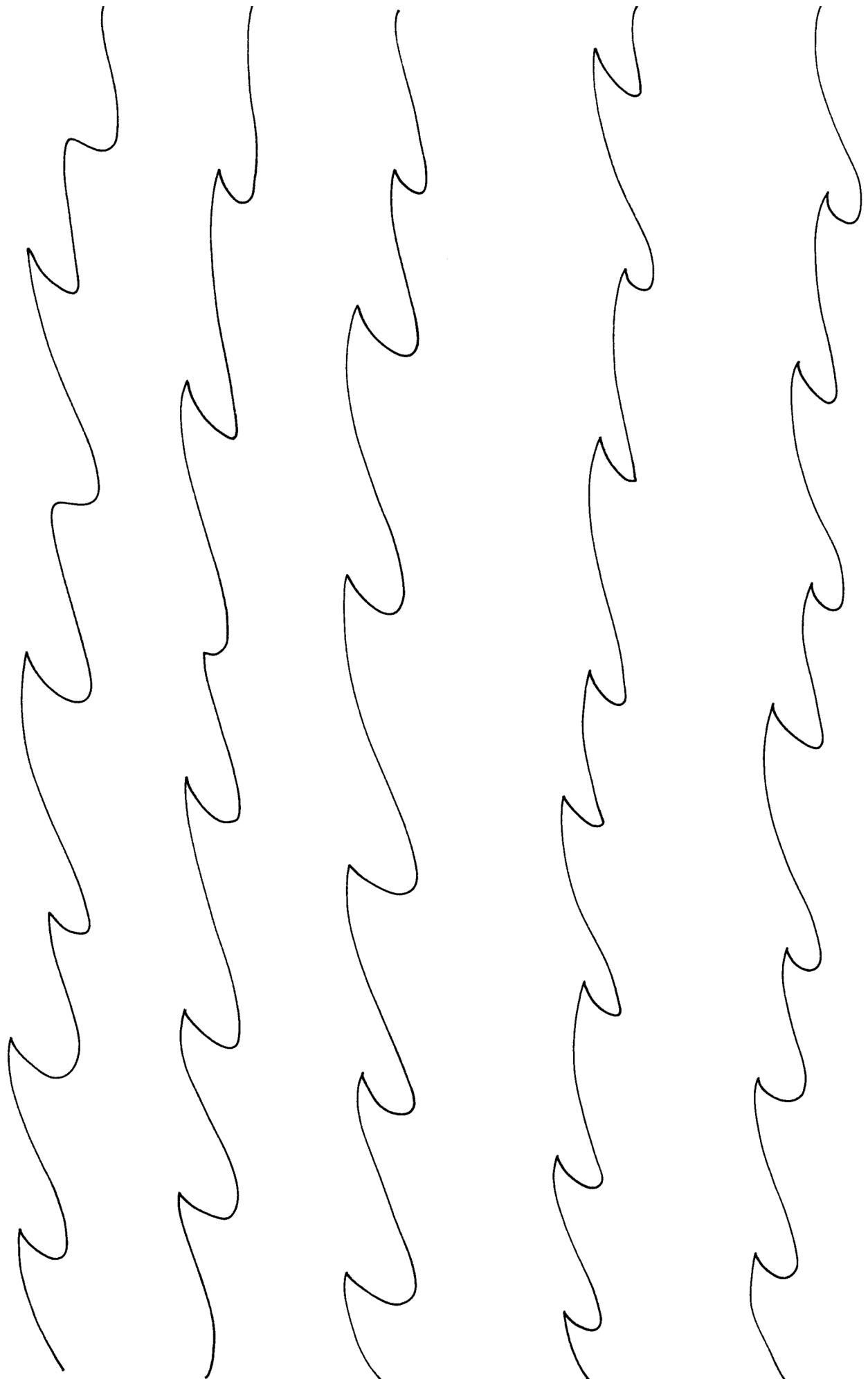
[4]

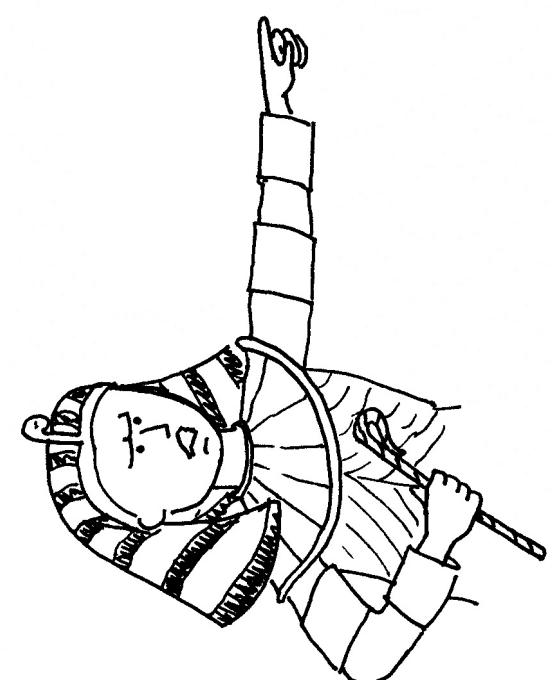


Then undo the blu-tack on the sea and unroll the sea, covering the Egyptian army:

[5]

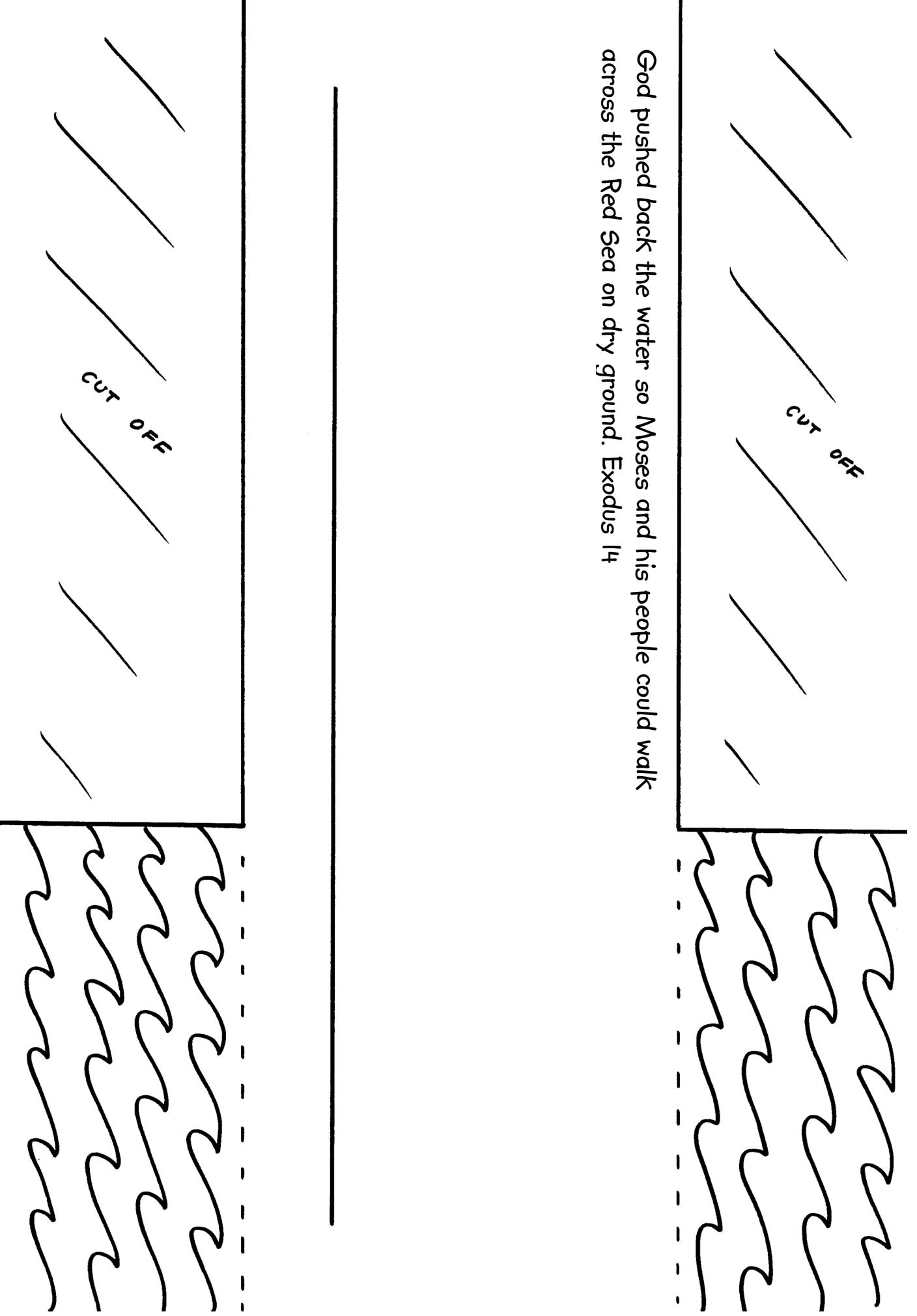






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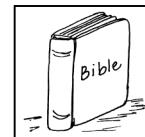


God pushed back the water so Moses and his people could walk  
across the Red Sea on dry ground. Exodus 14

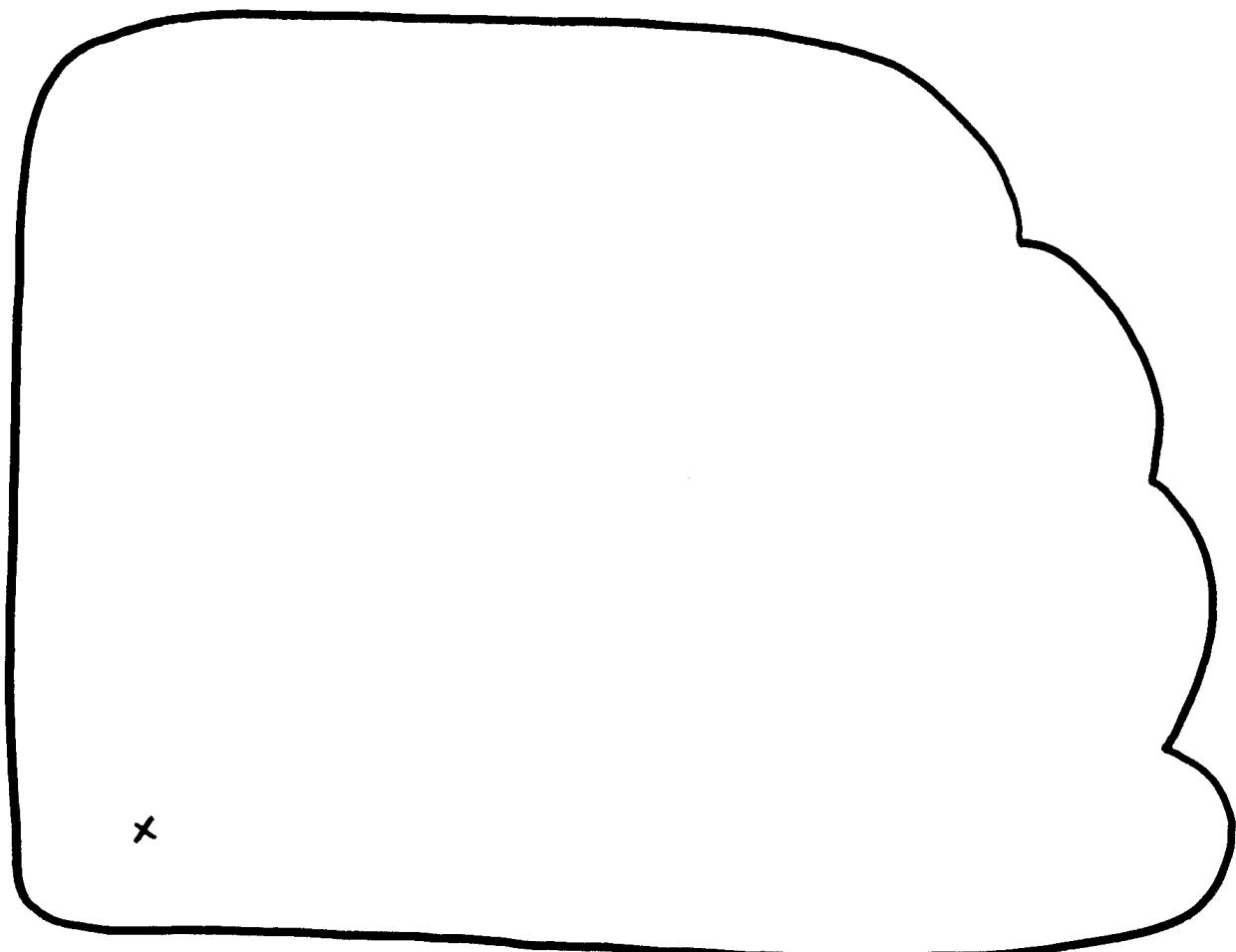
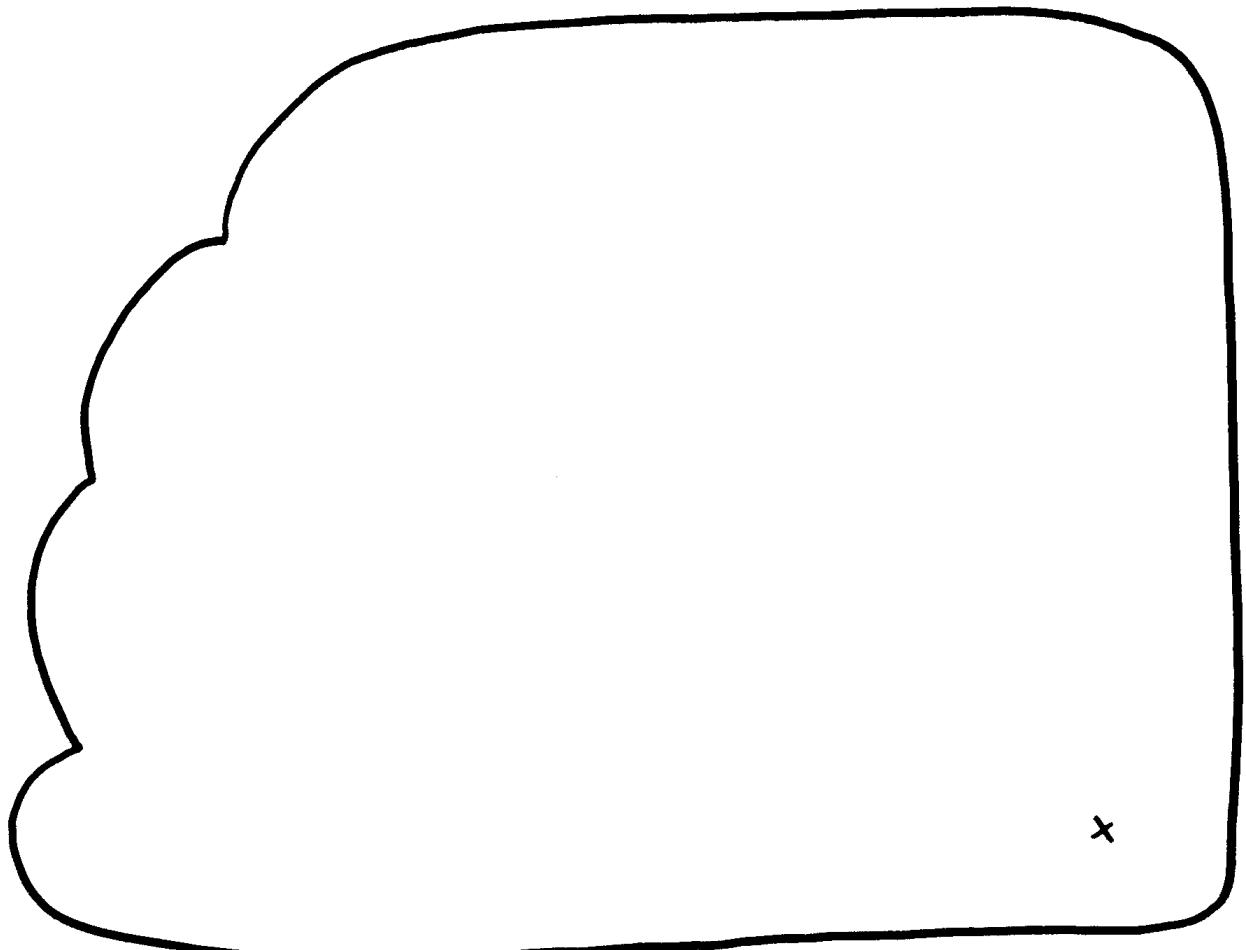




God pushed back the water so Moses and his people could walk across the Red Sea on dry ground.



Exodus 14



The true story of the Israelites crossing the Red Sea is from God's book, the Bible, in Exodus 14.



Exodus 14

(i) God told Moses to hold his stick over the sea.



(ii) God made the wind blow and push up the water in the sea.



(iii) The Israelites were able to walk across the Red Sea on dry ground with walls of water on both sides.

# God looks after the Israelites in the desert

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**Bible reference...** Exodus 13:20-22; 16:1-36

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**Lesson aim...** To talk about how God looked after the Israelites in the desert and miraculously led them and gave them food each day.

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**Main message...** God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.

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**Story preparation...** You will need a sheet of blue and a sheet of black cardboard (for day and night sky). Colour two copies of the picture of the Israelites on page 41 in bright colours and paste one on each piece of cardboard. Then you need to make some things which will be added to the cardboard as you tell the story (put blu-tack on each item). Make a pillar of cloud by pasting cotton wool onto a piece of cardboard (see page 44 for an idea for a cloud), a pillar of fire (see page 44 for an idea for a fire) from red paper and make manna by ripping up white paper into small pieces. Print page 42 and cut out the birds for quails and fold along dotted lines to make their wings stand up.

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## ‘People in the Bible’...

Show the ‘People in the Bible’ chart. Point to Abraham and remind the children of the promises God made to Abraham. Then remind the children where Moses is and explain that God is still keeping his promises to his people.

## Introduction...

Show a picture of a desert and explain what a desert is and how barren it is (it doesn’t have lots of plants, so there wouldn’t be lots of fruit and vegetables). Also talk about how difficult it would be to know where to go in the desert as it would all look the same.

## Story...

“After God’s people, the Israelites, left Egypt, God led them towards the land he had promised to give Abraham. The Israelites did not know the way, so God had to show them where to go. We cannot see God, so he could not just walk in front of the Israelites to show them the way. God made a special cloud to go in front of them in the day [*attach cloud to blue cardboard*] and some fire that they could see at night [*attach fire to black cardboard*]. The Israelites followed the cloud or fire wherever it went and when it stopped, they stopped too. In the day the special cloud was always there in front of the Israelites, and at night the fire was always there in front of the Israelites. So God’s people, the Israelites, always knew where to go in the desert.

“After they had been in the desert for many days, the Israelites started to be unhappy. The Israelites were unhappy because they were hungry and there was nothing to eat. Instead of asking God for help, they complained to Moses and Aaron. The Israelites even started to wish they were back in Egypt.

“God saw that they were unhappy and he heard their complaints. I’m going to read from the Bible what God said to Moses [*read Exodus 16:12 from your class Bible*], ‘I have heard the complaints of the Israelites. Tell them that at twilight (that’s the beginning of night time) they will have meat to eat, and in the morning they will have all the bread they want. Then they will know that I, the LORD, am their God.’

“God gave the Israelites a special bread called manna [*attach manna to blue cardboard*]. The people found it on the ground outside in the morning when they woke up. And when it was nearly night time, God sent birds called quails that were meat for their dinner [*attach quails to black cardboard*].

“Everyday the Israelites picked up from the ground as much manna as they needed for their family that day. God didn’t want any of them to keep any manna till the morning. They had to trust God that he would keep giving them the food they needed.”

## Conclusion...

“So God looked after His people, the Israelites, in the desert. He showed them where to go with the cloud and the fire. God also gave the Israelites food to eat. The Israelites had enough food to eat for the whole time that they were in the desert.”

## Action Rhyme...

It's grown from last week...

God looked after Moses  
as a man and a baby.  
God looked after his people  
when they came to the Red Sea.  
God pushed back the water  
so they could walk across safely.  
God gave them food to eat  
So they were never hungry.

*point up (for 'God'), then clasp hands together  
reach hand up high and then cradle arms  
point up, then wiggle all your (upright) fingers  
make waves with hands  
point up, then push with hands  
make walking action with fingers  
pretend to eat, putting hands to mouth  
shake head and rub tummy*

## Pray...

"Dear God, thank you for looking after Moses and the Israelites—showing them where to go and giving them food to eat. Amen."

## Activity suggestions...

### 1. Plate

Each child will need a paper plate or round piece of cardboard. Before the lesson, write the caption 'God gave food to the Israelites. Exodus 16' around the edge of the plate/circle or paste on the caption from page 39. You will also need to cut or rip small pieces of crepe or tissue paper and place in a container. In the lesson, the children make manna by rolling up the pieces of crepe or tissue paper and pasting them onto the plate.

### 2. Collage picture

Print page 43 for each child to colour in. Once they have coloured the picture, the children paste on little scraps of beige or light brown paper (which you have prepared beforehand by ripping up a piece of paper into little pieces and placed in a container, or the children rip some pieces themselves in the lesson) for manna.

An alternative to this activity is to give the children an A3 page with the caption on page 40 pasted on. In the lesson, read the caption to the children and discuss with the children what they could draw. The children then draw their own picture.

### 3. Collage page

Before the lesson, gather together the materials listed below and print page 44 (you might like to enlarge this page) for each child to paste as directed:

- In the upper box, the children paste red paper pieces on the fire and cotton wool on the cloud.

- In the lower box, the children paste little pieces of beige paper as manna (to prepare this just rip up a piece of paper into little pieces). Or you could print page 44 on yellow paper and use white paper as manna.

*Caption for activity #1:*

<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>
<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>
<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>
<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>	<p><b>God gave food to the Israelites.</b></p>  <p>Exodus 16</p>

Caption for activity #2:

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.

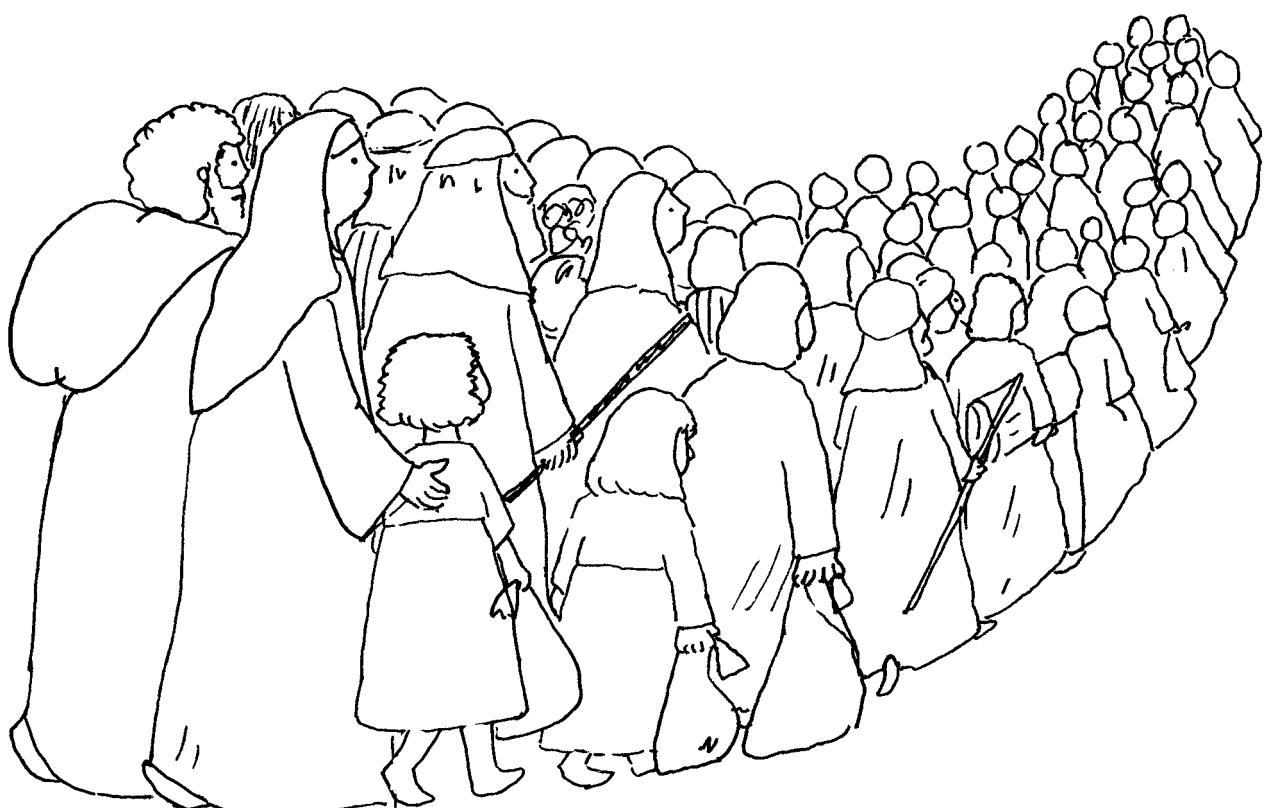


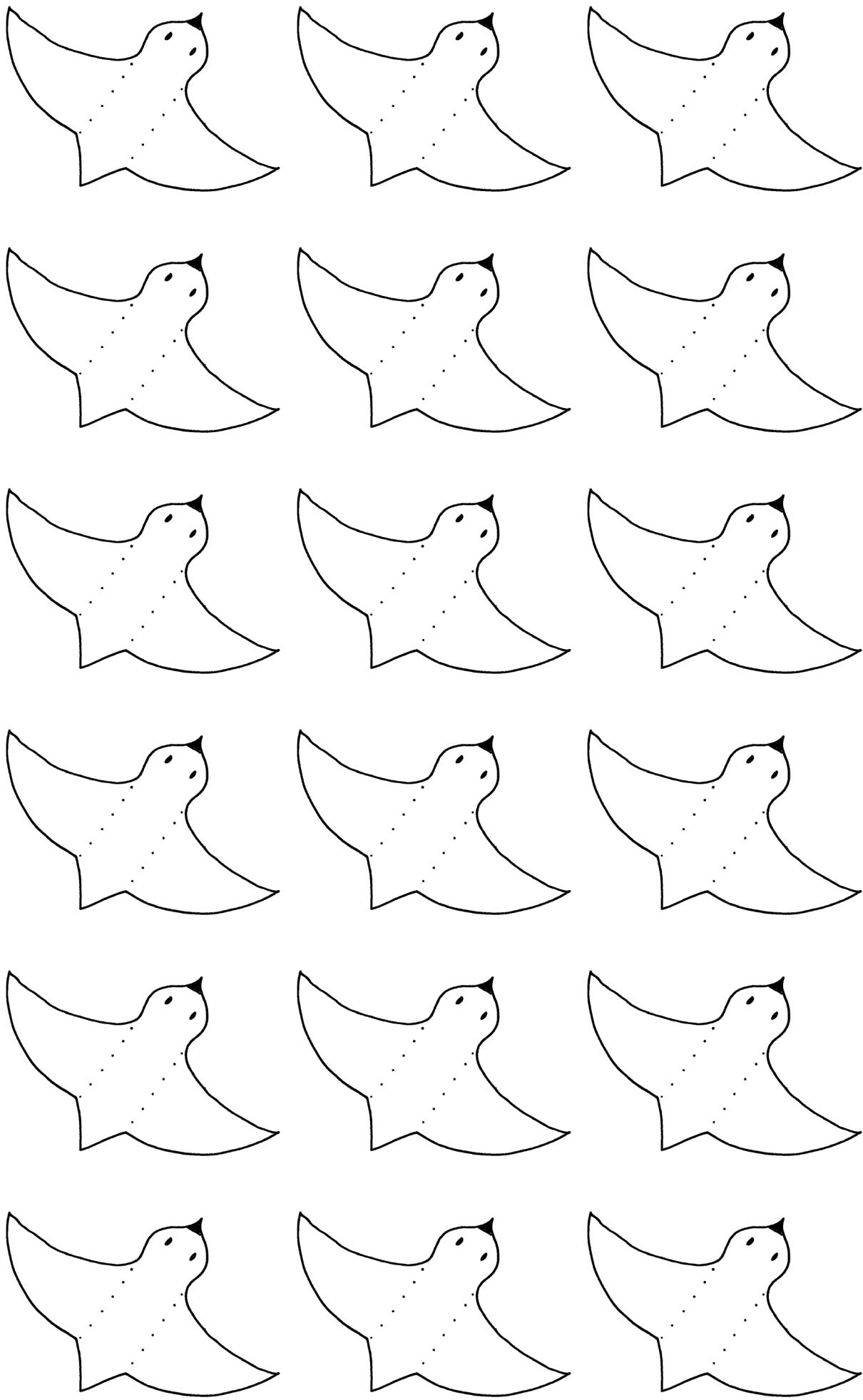
Exodus 16

God looked after Moses and the Israelites in the desert. He showed them where to go and he gave them food.



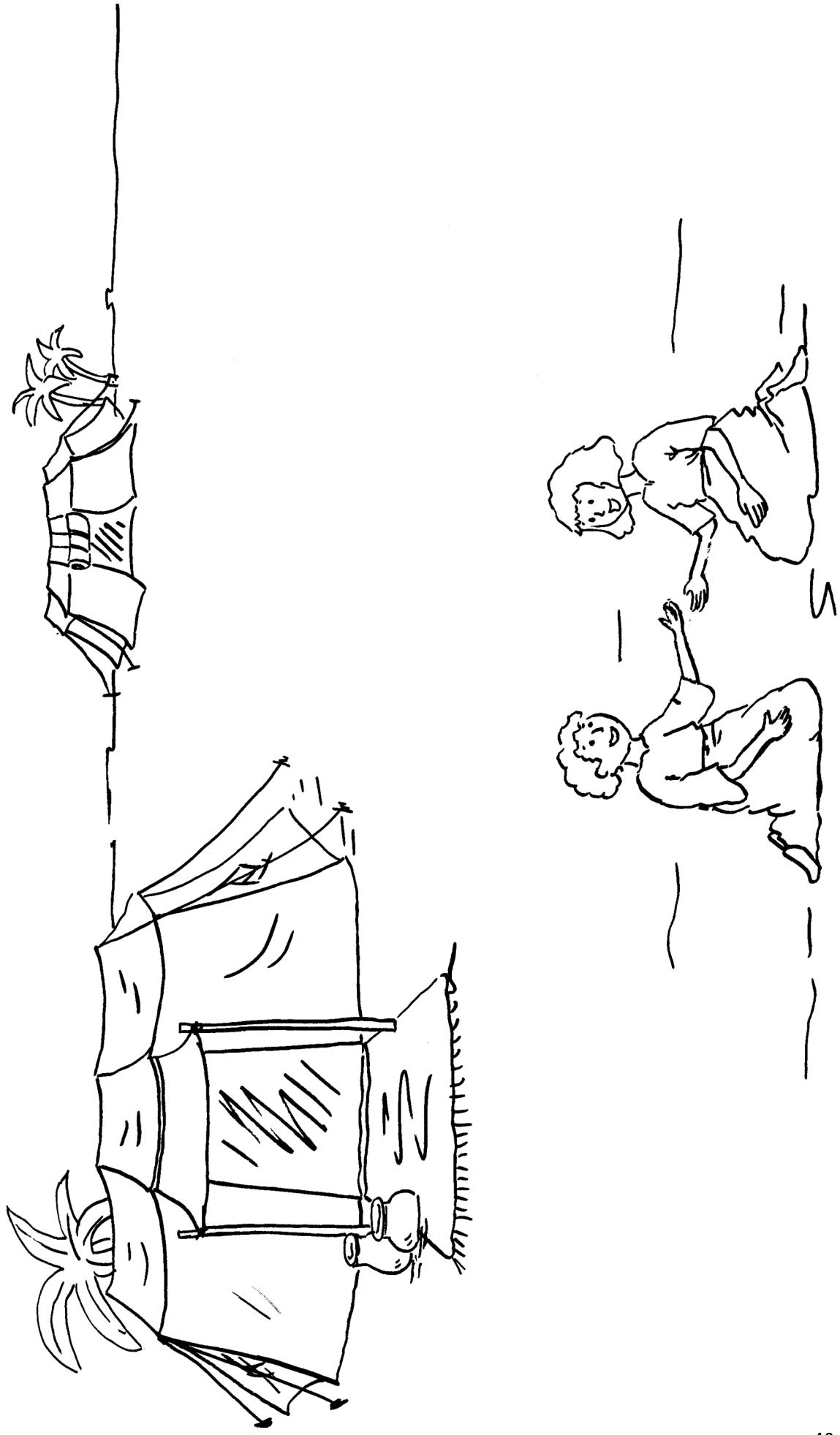
Exodus 16



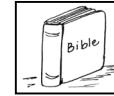


God looked after Moses and the Israelites in the desert and he gave them food.

Exodus 16

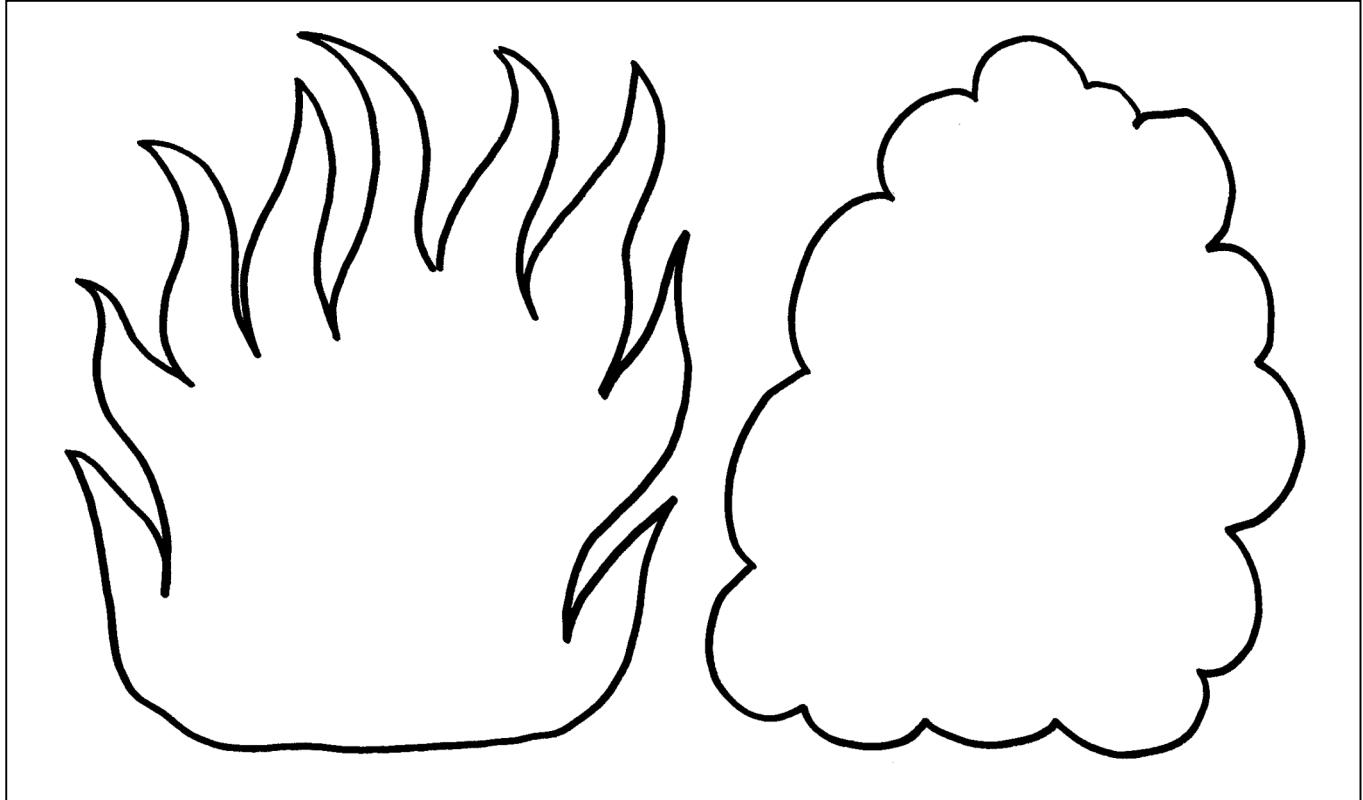


God looked after Moses and the Israelites in the desert.

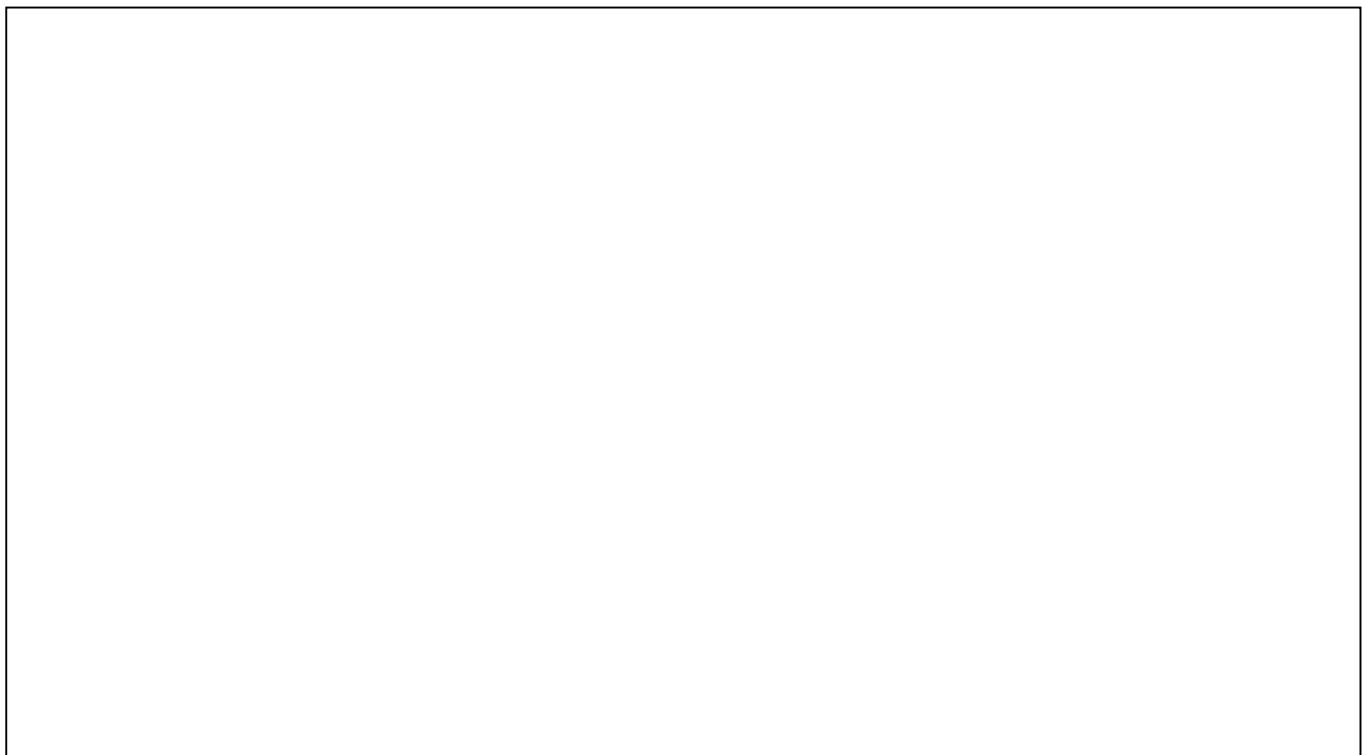


Exodus 13 verses 20-22 and Exodus 16

God showed them where to go



and God gave them food to eat.



# Moses—revision

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**Bible reference...** Exodus 2:5-10; 12:31; 14:21-22; 16:11-18, 35

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**Lesson aim...** To revise the lessons on Moses and the Israelites, and emphasise that God looked after them.

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**Main message...** God looked after Moses and the Israelites. He was with them wherever they were and he gave them what they needed.

---

**Story preparation...** Print and colour pages 48-51. Join them together to make a concertina book which you unfold as you tell the story and then stick on the wall as a reminder of the stories about Moses.

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## Introduction...

You could ask the children questions about Moses and the Israelites from the last few stories. Be prepared to answer your own questions in case everyone is quiet! Then do the action rhyme...

## Action Rhyme...

God looked after Moses  
as a man and a baby.  
God looked after his people  
when they came to the Red Sea.  
God pushed back the water  
so they could walk across safely.  
God gave them food to eat  
So they were never hungry.

*Point up (for ‘God’), then clasp hands together  
Reach hand up high and then cradle arms  
Point up, then wiggle all your (upright) fingers  
Make waves with hands  
Point up, then push with hands  
Make walking action with fingers  
Pretend to eat, putting hands to mouth  
Shake head and rub tummy*

## Story...

“The last few weeks we’ve been learning about Moses and God’s people, the Israelites, and how God looked after them.

[show page 48] “This says [pointing to caption] ‘God looked after Moses when Moses was a baby’. Remember when Moses was a baby? He was kept safe in a basket made by his mother, and the Princess let his mother look after baby Moses. When he was a child, Moses lived with the Princess. When Moses was grown up he left Egypt.

[show page 49] “This says [pointing to caption] ‘God wanted Moses to help God’s people leave Egypt’. God’s people, the Israelites, were still living in Egypt. They were slaves and they were very badly treated; they had to work very hard. God spoke to Moses from a burning bush. He told Moses to go and help the Israelites leave Egypt. The king did not want the Israelites to go. But God made the king let them leave and God helped them get out of Egypt.

[show picture 50] “This says [pointing to caption] ‘God pushed back the water so that Moses and the Israelites could walk across’. When Moses and the Israelites came to the Red Sea, God made the water go back. They were able to walk across on dry ground, and get away from the Egyptians who were chasing them.

[show page 51] “This says [pointing to caption] ‘God gave food to the Israelites in the desert’. When they lived in the desert, God gave them food to eat—in the morning God gave them special bread called ‘manna’ and at night time God gave them meat called ‘quail’. The Israelites were never hungry. Also God showed them where to go with a special cloud in the day and a fire that they could see at night.”

## Conclusion...

“God looked after Moses and the Israelites. He was with them wherever they were and he gave them what they needed.”

## Pray...

“Dear God, thank you for all we have learnt about Moses and the Israelites. Thank you that you looked after them. Thank you that you look after us too. Amen.”

## Activity suggestions...

### 1. Booklet

Before the lesson, print pages 48-52 (use the Adobe Acrobat ‘layout’ feature to print two pages to a sheet if you want to reduce the amount of printing you need to do) and either staple them together, with page 52 as the cover, before the lesson or in the lesson (away from the children’s hands) after they have been completed. Tape over the ends of the staples for safety.

The children fill in the pictures by colouring and pasting. Pages 48 and 50 can be coloured in. Pages 49 and 51 are suitable for pasting. For page 49 the children could paste green paper ‘leaves’ (which you have previously cut out) on the tree and red paper ‘flames’

(which you have previously cut out). Let the children paste the green paper first and then remove it from the table. It doesn't really matter where the red flames are pasted so they are best pasted on second. For page 51, the children can paste on manna (little pieces of beige paper which either you have ripped and placed into a container before the lesson, or, if appropriate, the children rip in the lesson). Page 52, the cover, can be decorated by drawing, colouring or pasting around the caption box.

### *2. God looked after the Israelites—picture*

Before the lesson, print page 53 for each child. There are two options for completing the page, so choose the most suitable for your class:

- (i) the children colour each picture, or
- (ii) the children colour some pictures and paste on the following:

*Suggested collage materials:*

the bush	<i>green and red paper</i>
pillar of cloud	<i>cotton wool</i>
pillar of fire	<i>red paper</i>

### *3. 'God looked after the Israelites' page*

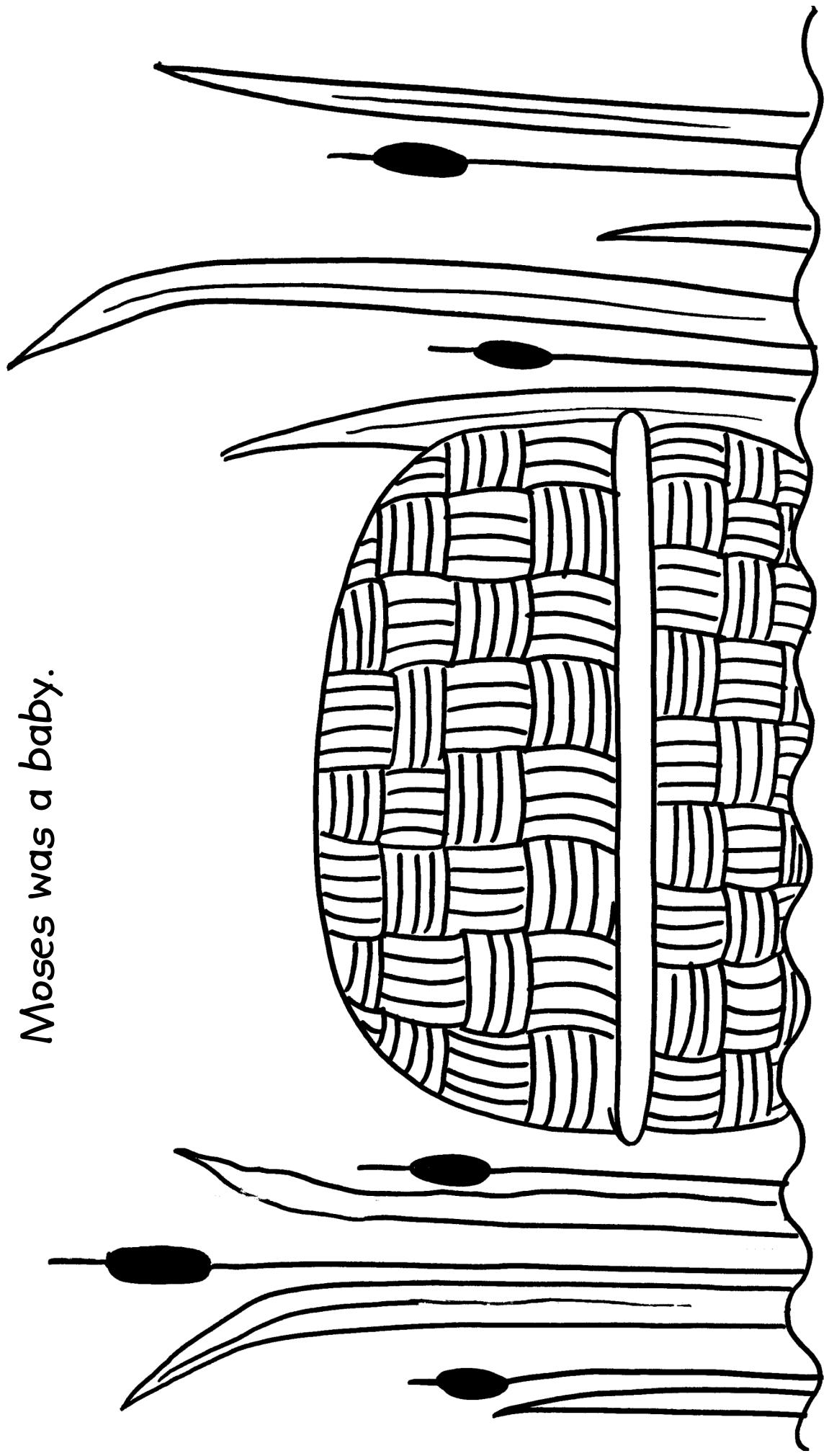
This option is only suitable if you have adequate teacher assistance. Before the lesson, print page 54 for each child. There are two options for completing the page, so choose the most suitable for your class:

- (i) the children draw each of the things drawn on page 53, or
- (ii) the children make each picture with thumb prints. You will need a palette of water colour paints (with the tiniest amount of water added) or five sponges with powder paint and a little water on each. Basically, the more water, the runnier the paint and the harder it will be to do 'thumb prints'. Thumb prints are traditionally made using an ink pad—but water colour paints will be more manageable and easier to clean up. The colours required are:

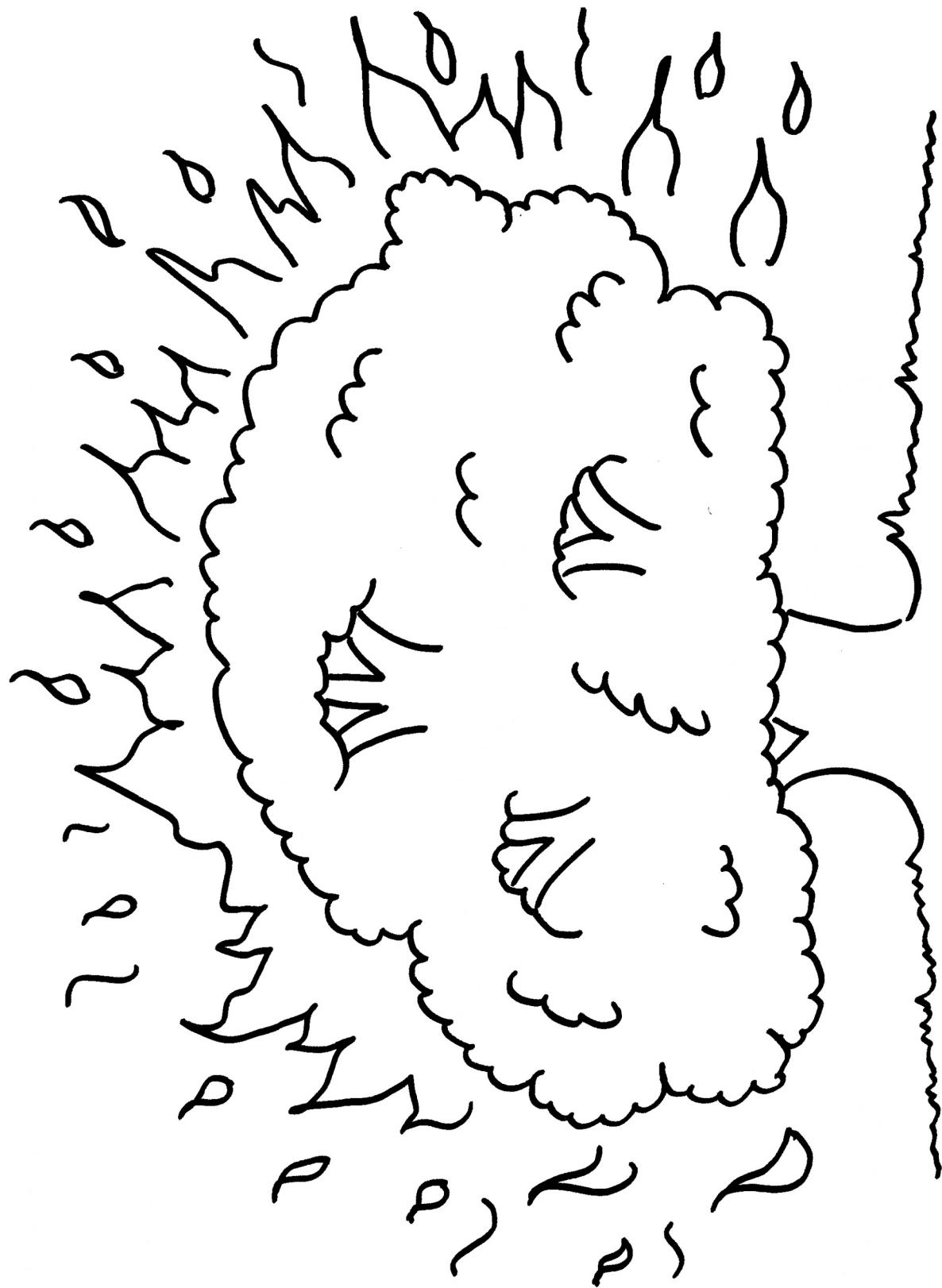
- brown for the basket
- green for the bush and then dab on red dots for fire
- two blue thumb prints to make the Red Sea opening
- grey for the cloud
- red for the fire
- brown for a plate and then dab on white dots for manna.

Or, if you have only one colour paint, the children can use their imagination!

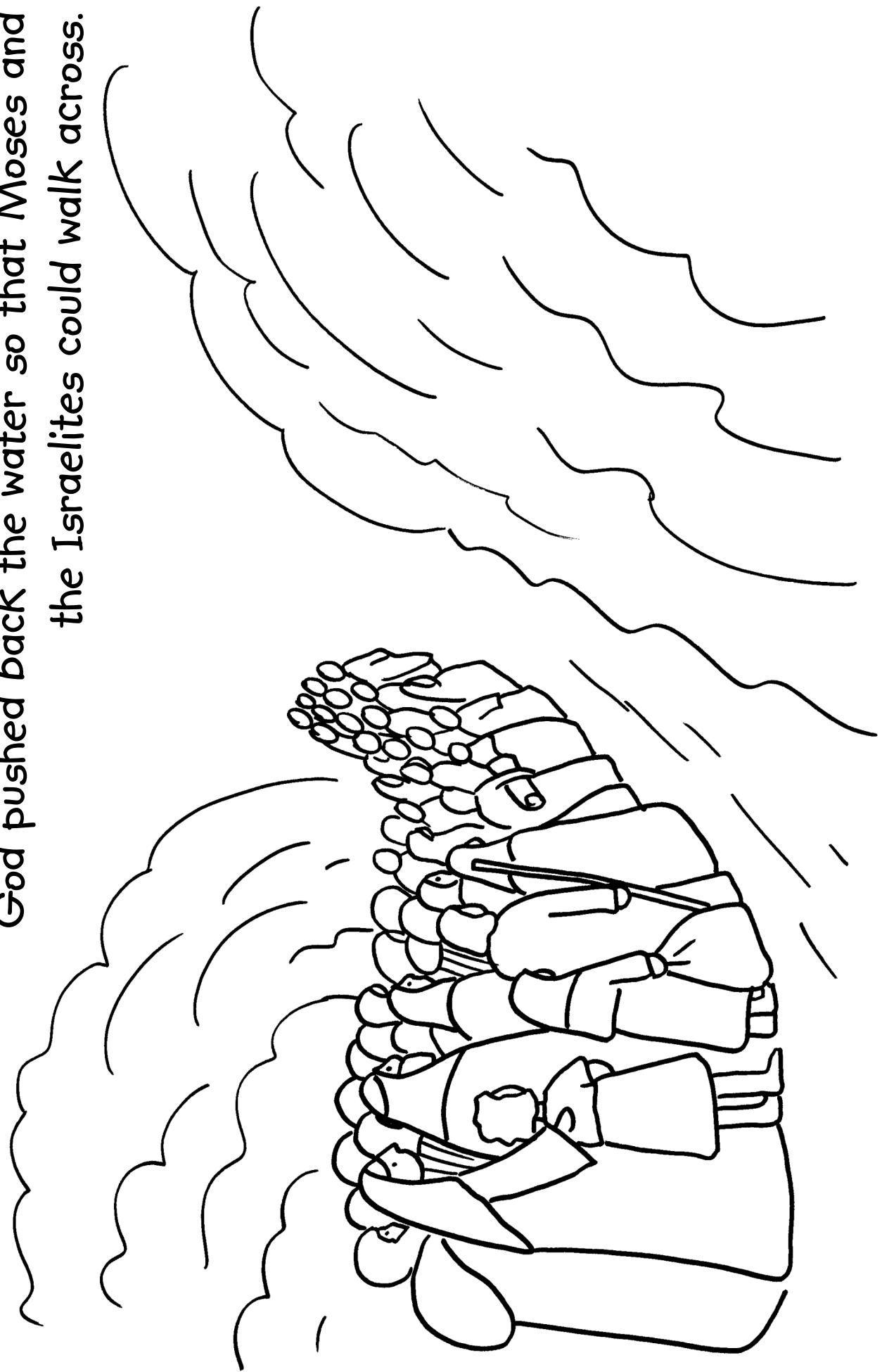
God looked after Moses when  
Moses was a baby.



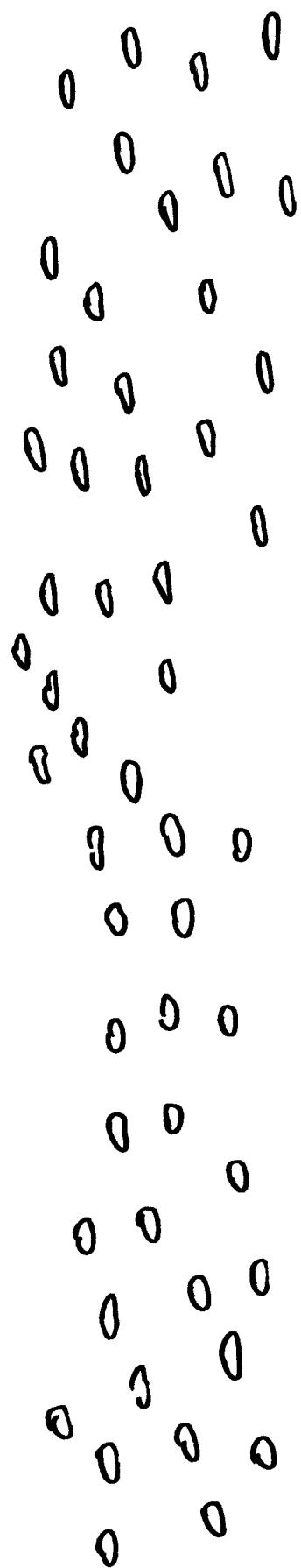
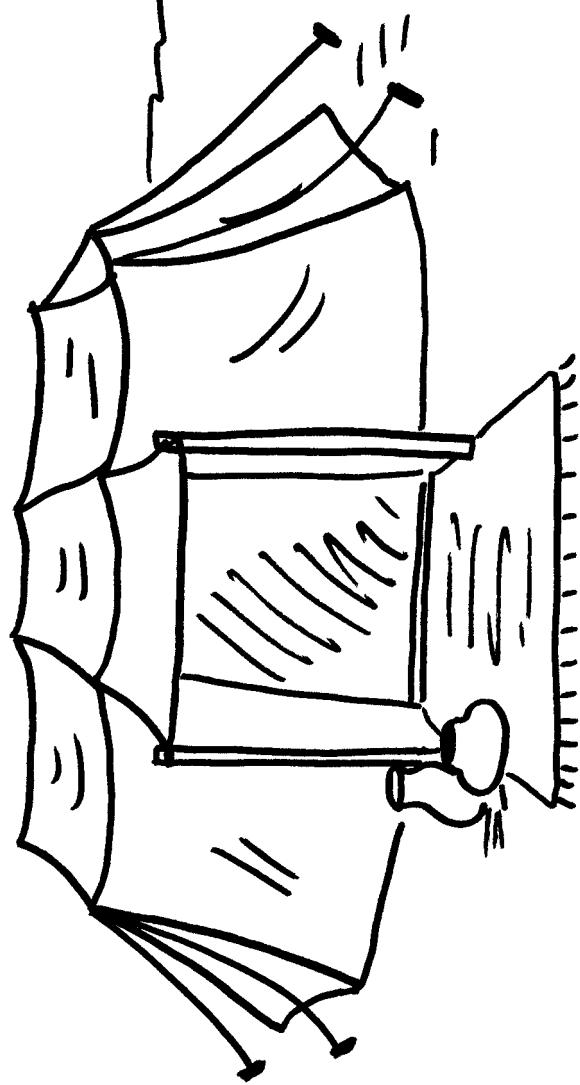
God wanted Moses to help God's people leave Egypt.



God pushed back the water so that Moses and the Israelites could walk across.



God gave food to the  
Israelites in the desert.

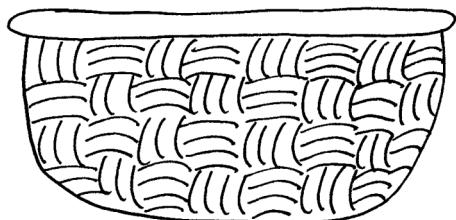


# My book about Moses and the Israelites





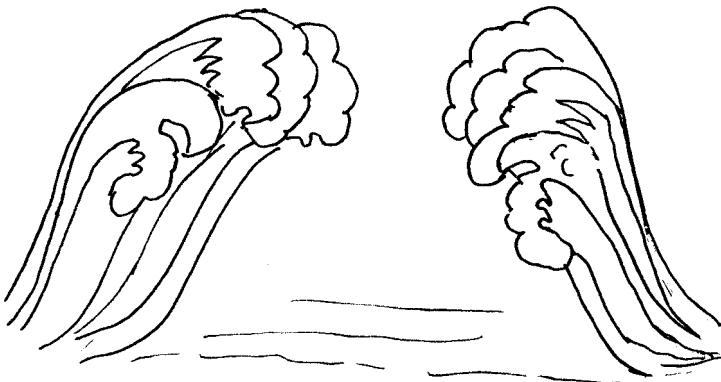
## Exodus God looked after Moses and the Israelites



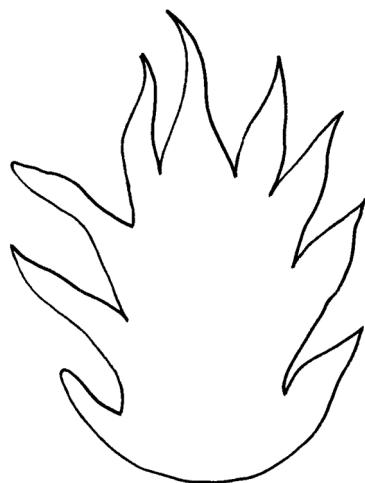
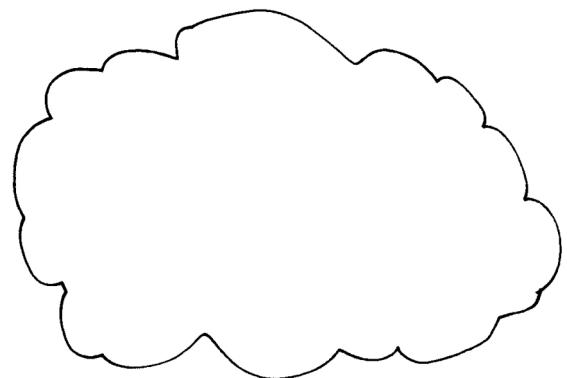
1. God looked after Moses when he was a baby.



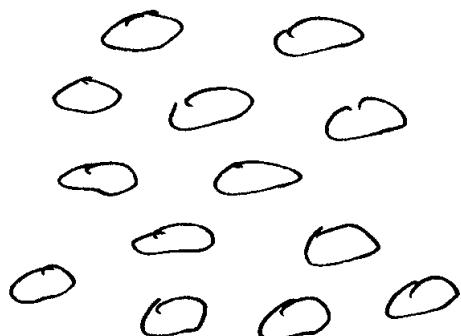
2. God spoke to Moses from a burning bush.



3. God helped the Israelites leave Egypt. God made the sea stand up so Moses and the Israelites could walk across.



5. God showed the Israelites where to go by a fire at night.



6. God gave food to the Israelites in the desert.



## Exodus      God looked after Moses and the Israelites

1. God looked after Moses when he was a baby.

2. God spoke to Moses from a burning bush.

3. God helped the Israelites leave Egypt. God made the sea stand up so Moses and the Israelites could walk across.

4. God showed the Israelites where to go by a cloud in the day.

5. God showed the Israelites where to go by a fire at night.

6. God gave food to the Israelites in the desert.

# The birth of Samuel

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**Bible reference...** 1 Samuel 1:1-28

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**Lesson aim...** To tell the children about Hannah praying for a baby, how God answered her prayer and she kept her promise to God.

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**Main message...** God answered Hannah's prayer and Hannah kept her promise to God.

---

**Story preparation...** You will need a piece of cardboard for the story. One side is blank. What follows is a description for the other side. Follow the placement of the paddle pop sticks on page 61 and paste paddle pop sticks onto the cardboard, making a paddle pop stick temple on one side of the cardboard. Just in case you are wondering, the three paddle pop sticks under the Temple are stairs. Print page 60 and cut out the puppets, back them with blu-tack and attach them as directed when telling the story.

An effective way of using this visual aid would be to rest the cardboard (with the temple pasted on) upright on your lap (so that you can be facing the children with good eye contact) and attach the puppets as you look down on the card. You will be using both sides of the cardboard—the temple side and the blank side.

*People in the Bible:* Cut out the rectangle on page 59 to add to the 'People in the Bible' chart. Have a piece of paper covering the man 'Samuel' and held on with blu-tack.

---

## Introduction...

Talk about babies and how having a new baby in a family makes people happy.

## 'People in the Bible'...

Look at the 'People in the Bible' chart. Point to Moses and remind the children that the story of Moses comes from Exodus. Today's story comes from a part of the Bible called 1 Samuel. Show your class Bible. Open to Exodus and then flip through to 1 Samuel.

Help the children to understand that there are stories about lots of other people between Moses and Samuel. Explain that today's story happened a long time after Moses. Today we'll be hearing about someone called Samuel. Place Samuel (with Samuel as a man covered with a piece of paper attached with blu-tack) on the chart. Say something like, "This is a picture of Samuel as a boy living in the Temple. We're going to hear more about Samuel today."

## Story...

*[The placement of the puppets in the story is indicated in brackets. To begin, show the blank side of the cardboard]*

"There once was a man called Elkanah who was married to Hannah. *[Attach the sad/praying Hannah to the blank side of the cardboard]* Hannah was very upset because she really wanted a baby, but she didn't have one yet.

"Every year Elkanah and his family went to a special church building called the temple. *[Turn over cardboard and place sad/praying Hannah in temple]* One day at the temple Hannah prayed to God about wanting to have a baby and she was crying a lot. She prayed that if God gave her a baby boy she would give him to God. *[Attach Eli]* A man called Eli worked at the temple and he was watching Hannah. Eli didn't know that Hannah was praying—he thought she had been drinking too much wine and being silly. But Hannah told Eli that she was very upset. She told Eli that she had been praying to God. Eli said to Hannah, 'May the God of Israel give you what you have asked for.'

*[Move Hannah away from temple and turn cardboard over]* "When she went away from the temple she was not sad anymore.

"Then Elkanah and his family went home. God answered Hannah's prayer and she had a baby boy and called him Samuel *[place glad Hannah and baby Samuel on blank side of the cardboard]*.

"When Samuel was old enough to leave his mother, Hannah took him back to Eli at the temple. *[Turn cardboard over and place glad Hannah and boy Samuel in temple]* Hannah remembered the promise she made to God to give her baby to him and she kept her promise.

*[If it is possible, pick up your class Bible and read 1 Samuel 1:26-28]* "Now I'm going to read the Bible so we can hear what happened next, 'Hannah said to Eli, "Excuse me, sir. Do you remember me? I am the woman you saw standing here, praying to the LORD ('the LORD' is a name for God). I asked him for this child, and he gave me what I asked for. So I am dedicating (this means 'giving') him to the LORD. As long as he lives, he will belong to the LORD."

"So Hannah took Samuel to live and work for God at the temple. Then Hannah prayed to God remembering how great God is.

## Conclusion...

“Hannah prayed to God when she was upset. God heard her prayer and he answered it. God answered Hannah’s prayer and Hannah kept her promise to God.”

## Pray...

“Dear God, thank you that Hannah prayed to you when she was upset and that you heard her prayer. Thank you that Hannah kept her promise about Samuel. Amen.”

## Activity suggestions...

### 1. *Temple*

You will need paddle pop sticks for this activity—they can be purchased at craft shops. Before the lesson, for each child print page 60 and cut out the people indicated, and print page 61 and back onto cardboard to make it stronger. In the lesson, the teacher places child-friendly P.V.A. glue on the paddle pop stick outlines on page 61 and the children place paddle pop sticks on top. Children then paste on the simple figures (from page 60) for Eli, Hannah and Samuel as a boy (they could colour them in first if that is manageable) in the temple.

### 2. *Finger puppets*

Before the lesson, print page 58 and cut out a caption for each child. Paste this on a paper bag for each child. Gather together some collage materials like coloured paper shapes, patty case segments and/or stickers. Print page 60 and cut out the puppets for each child to colour in. As these pictures are so small, colouring will be a bit tricky, and so you might choose to leave the puppets uncoloured. For a class with sufficient teacher assistance it would be ideal for the children to do the colouring before they are cut out.

In the lesson, place a paper bag in front of each child with the caption side of the bag face down. The children decorate the paper bag by pasting on collage materials. The paper bag can be turned over and carefully decorated on the other side around (and not over) the caption. Then, if colouring, hand out the puppets, one at a time, for the children to colour. Once completed, the teacher attaches a paddle pop stick or a strip of cardboard (with tape or appropriate glue) to the back of each puppet. This can be done before the lesson if the puppets are not going to be coloured. Then add each puppet to the child’s paper bag so that they are kept safe and don’t get mixed up with other children’s puppets.

### 3. *Hannah paper plate face*

Each child will need a cardboard circle (about 15 cm diameter) with a mouth drawn on each side: a happy mouth on one side and a sad mouth on the other side. Print pages 62 and 63. Cut out the dresses on each. Attach one dress to the lower edge of each side of the circle (the caption ‘Hannah was sad...’ is added to the sad face and the caption ‘God answered...’ is added to the happy face) and glue the two sides of the dress together. Fill a

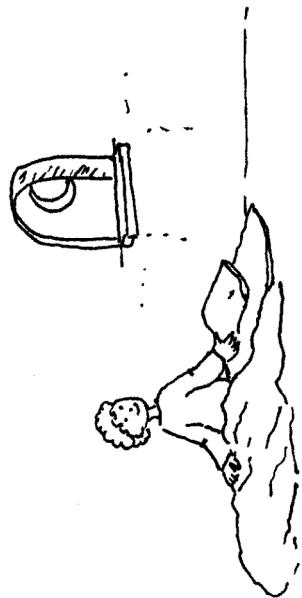
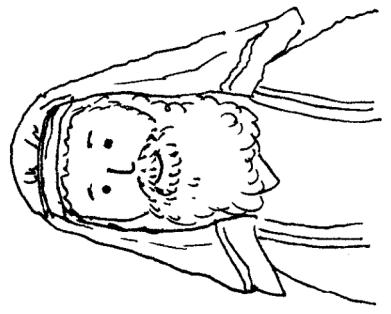
container with coloured or wrapping paper pieces (rip or cut the paper into pieces about 2-3 cm wide).

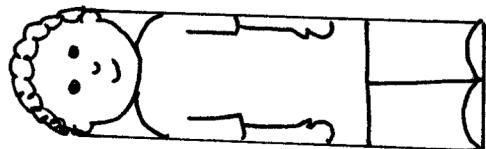
In the lesson, the children make these into a two-sided face puppet for Hannah. Give the children pieces of wool or brown paper scraps to paste on as hair, and blue circles to paste on as eyes. Then take away these items and replace them with the container of coloured paper pieces. The children fill in both sides of Hannah's dress by pasting on the paper pieces. Alternatively, the children could colour or draw on the dress, or add stickers as decorations.

*Caption for activity #2:*

<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>	<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>
<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>	<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>
<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>	<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>
<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>	<p>God answered Hannah's prayer and Hannah kept her promise to God.</p>  <p>I Samuel 1</p>

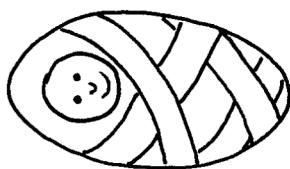
Samuel



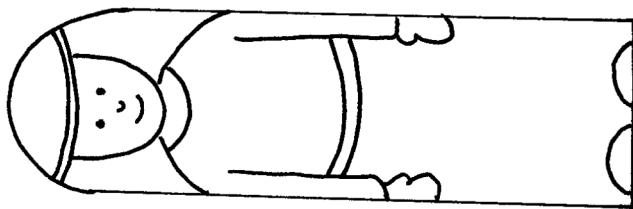


Boy  
Samuel

Print for  
activity #1

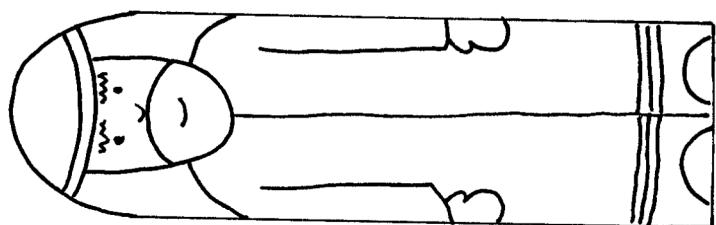


Baby  
Samuel



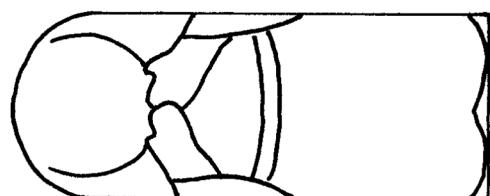
Glad  
Hannah

Print for  
activity #1

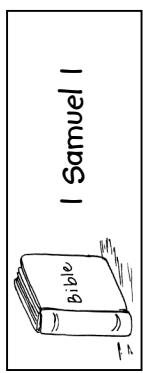


Eli

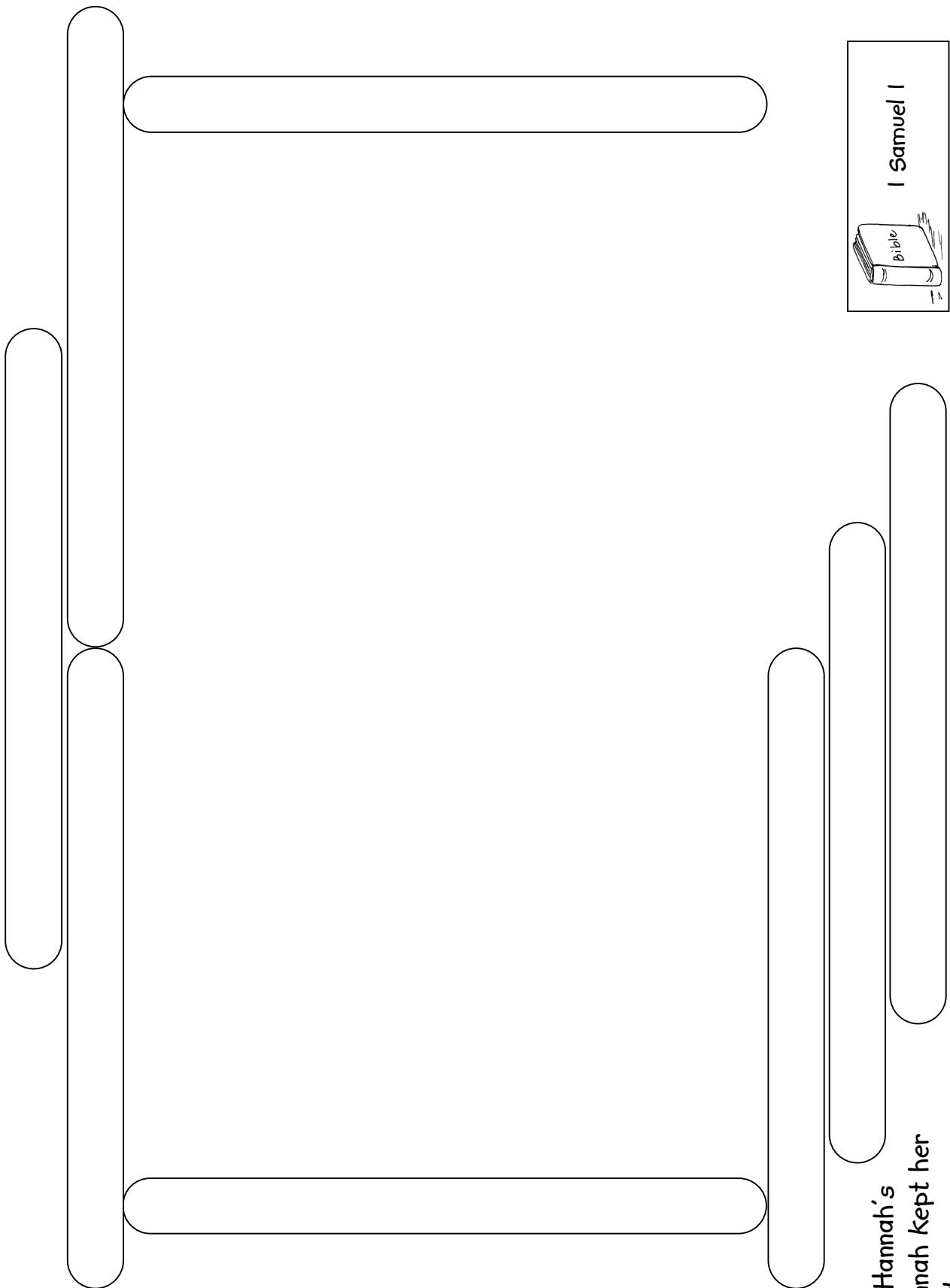
Print for  
activity #1

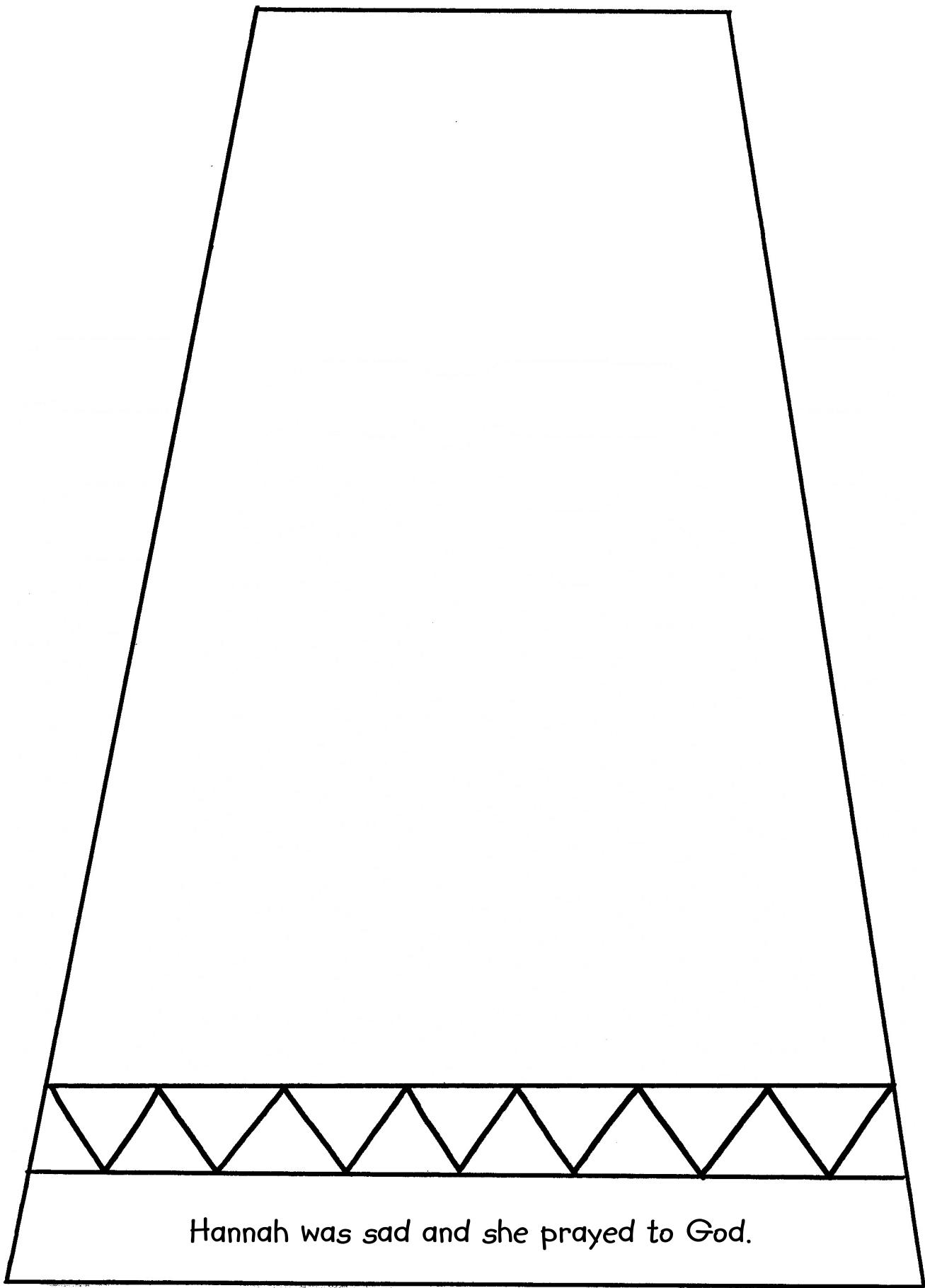


Sad/praying  
Hannah

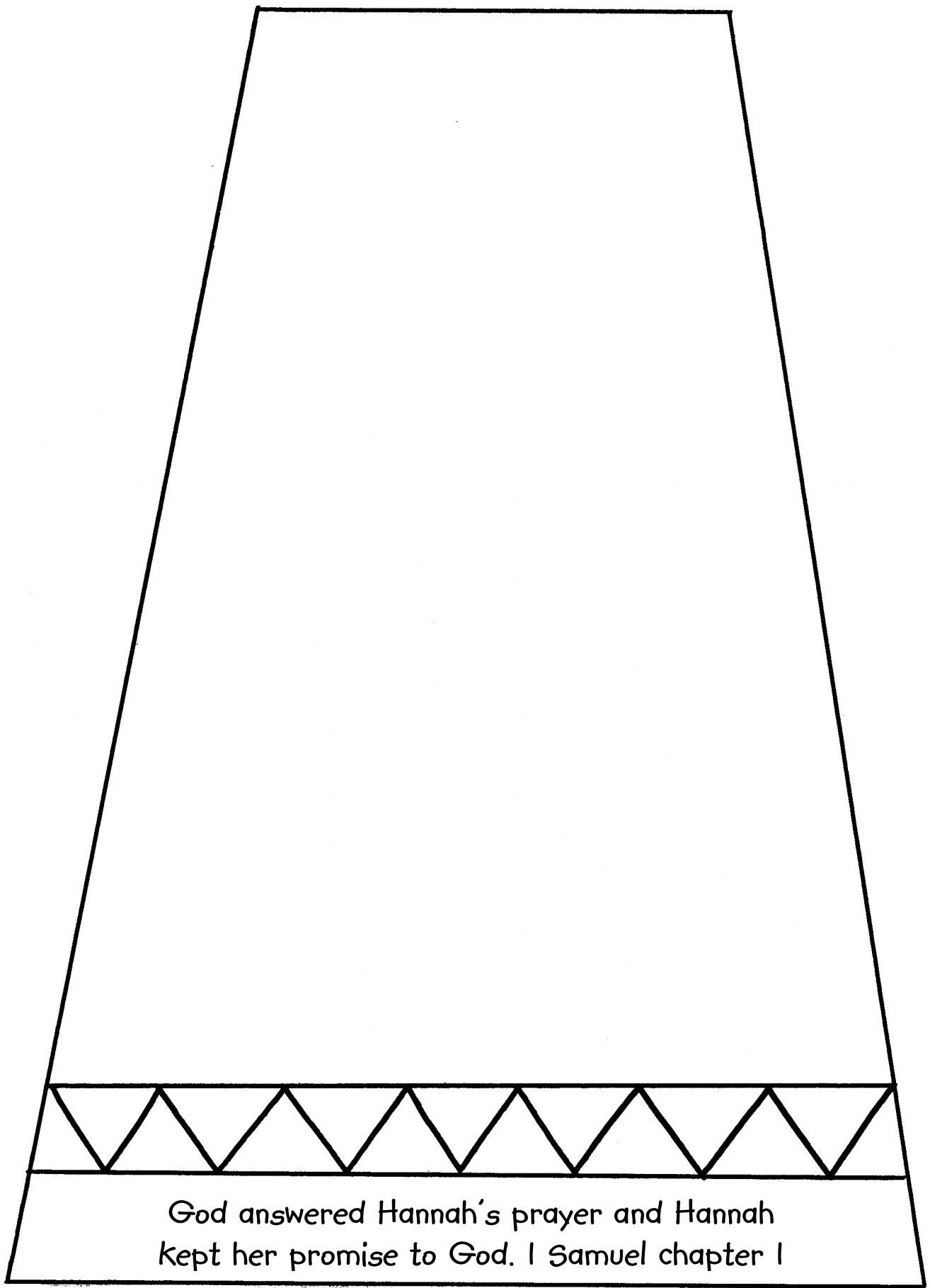


God answered Hannah's  
prayer and Hannah kept her  
promise to God.





Hannah was sad and she prayed to God.



God answered Hannah's prayer and Hannah  
Kept her promise to God. 1 Samuel chapter 1

# Samuel works for God

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**Bible reference...** 1 Samuel 1:28; 2:11-12, 17, 26; 3:19-21; 7:15

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**Lesson aim...** To tell the children about how Samuel grew up and that God was with him, and to contrast Samuel with Eli's sons.

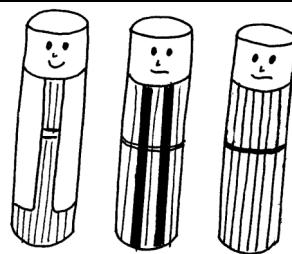
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**Main message...** God was with Samuel as he grew up and Samuel pleased God.

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**Story preparation...** Make cardboard roll puppets for Samuel and Eli's two sons (see illustration at right). You could wrap fabric or striped paper around each roll and secure at back, and then add an elastic band or tie string around middle for a belt. Hold Samuel (put him on about two fingers) on one hand as you tell the story, and Eli's sons (use one or two fingers for each puppet) on the other hand.

---



## Introduction...

“Let’s see what we can remember from last week.

What was the name of the baby?	[Samuel]
What was the baby’s mother’s name?	[Hannah]
Where did Hannah take Samuel when he was a child?	[the temple]
Who looked after him there?	[Eli]

“We’re going to hear more about Samuel today. This true story comes from a part of the Bible called 1 Samuel.”

## Story...

“Last week we heard that when Samuel was a child, his mother took him to the special building called the temple to live and work for God. Samuel grew up there with Eli.

“Eli had two sons [show puppets of the two sons] who also lived at the temple, but they didn’t live the way God wanted them to. They didn’t please God. God thought that what Eli’s sons did was very bad. [place puppets on floor or behind your back]

“Samuel [*show Samuel puppet*] did live the way God wanted him to. He pleased God. As Samuel grew up, God was with him. God spoke to Samuel and what God said came true. God’s people, the Israelites, called Samuel a ‘prophet’ because God spoke to him and Samuel told them what God had said.

“While Samuel was alive, God looked after the Israelites. Because he was a prophet, Samuel told the Israelites the way God wanted them to live and the Israelites listened to Samuel.”

## Conclusion...

“Remember in the story we heard about Samuel and Eli’s sons? [*show sons again on one hand*] Eli’s sons didn’t live the way God wanted them to. God thought that what they did was very bad. But Samuel [*show Samuel with other hand*] was different to Eli’s sons. God was with Samuel. Samuel pleased God because Samuel lived the way God wanted him to.”

## Pray...

“Dear God, thank you for being with Samuel. Thank you that you helped him to live the way you wanted him to. Amen.”

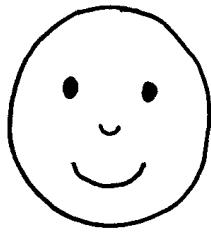
## ‘People in the Bible’...

Show ‘People in the Bible’. Point to Samuel. Say, “This is Samuel as a boy.” Lift off the paper and say, “This is Samuel as a man.”

## Activity suggestions...

### 1. Puppet

You will need to gather the materials for the activity as indicated. Each child will need a cardboard roll with a face drawn on (see at right) to make a cardboard roll puppet for Samuel, similar to the one you used as a visual aid. In the lesson, the children paste on some fabric or paper pieces as clothes. Then paste on cotton wool or wool as hair. Once completed, attach the caption on page 67 to the back.



### 2. Samuel and Eli's sons

Before the lesson, print page 68 for each child. Children make the circles into faces by pasting on wool or small brown paper pieces as hair, blue circles (or circle stickers) as eyes and drawing a mouth and nose.

### 3. Playdough people

Children make Samuel and Eli's sons with playdough (remember that the resemblance to a person may be fairly slim!). They put their playdough people on a polystyrene foam vegetable tray, with Samuel on one side and Eli's sons on the other side. Attach the two different captions from page 67 to either side of the tray.

Caption for activity #1:

God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26	God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26	God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26
God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26	God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26	God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26
God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26	God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26	God was with Samuel as he grew up and Samuel pleased God. 1 Samuel 2 verse 26

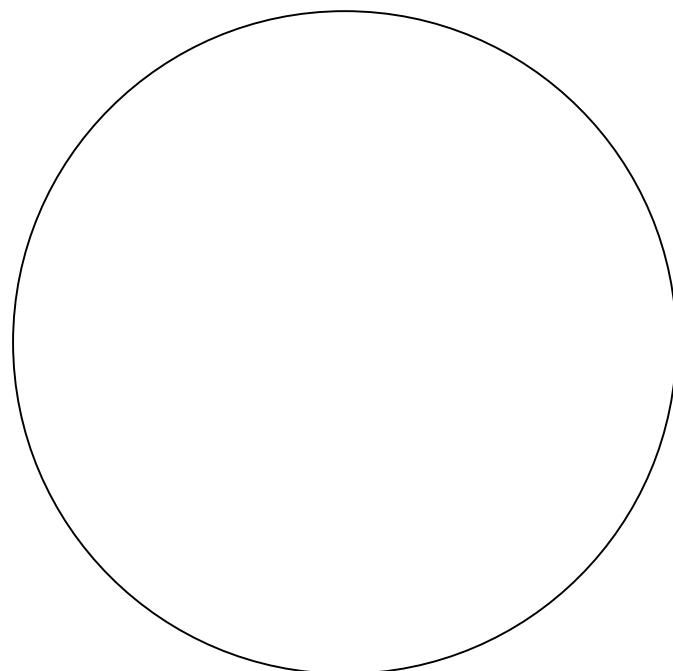
Captions for activity #3:

Samuel lived how God wanted him to. Samuel pleased God.  1 Samuel 2 verse 26	Samuel lived how God wanted him to. Samuel pleased God.  1 Samuel 2 verse 26
Samuel lived how God wanted him to. Samuel pleased God.  1 Samuel 2 verse 26	Samuel lived how God wanted him to. Samuel pleased God.  1 Samuel 2 verse 26
Samuel lived how God wanted him to. Samuel pleased God.  1 Samuel 2 verse 26	Samuel lived how God wanted him to. Samuel pleased God.  1 Samuel 2 verse 26
Eli's sons didn't live how God wanted them to.  1 Samuel 2 verse 17	Eli's sons didn't live how God wanted them to.  1 Samuel 2 verse 17
Eli's sons didn't live how God wanted them to.  1 Samuel 2 verse 17	Eli's sons didn't live how God wanted them to.  1 Samuel 2 verse 17
Eli's sons didn't live how God wanted them to..  1 Samuel 2 verse 17	Eli's sons didn't live how God wanted them to.  1 Samuel 2 verse 17

Samuel lived how God wanted him to. Samuel pleased God.



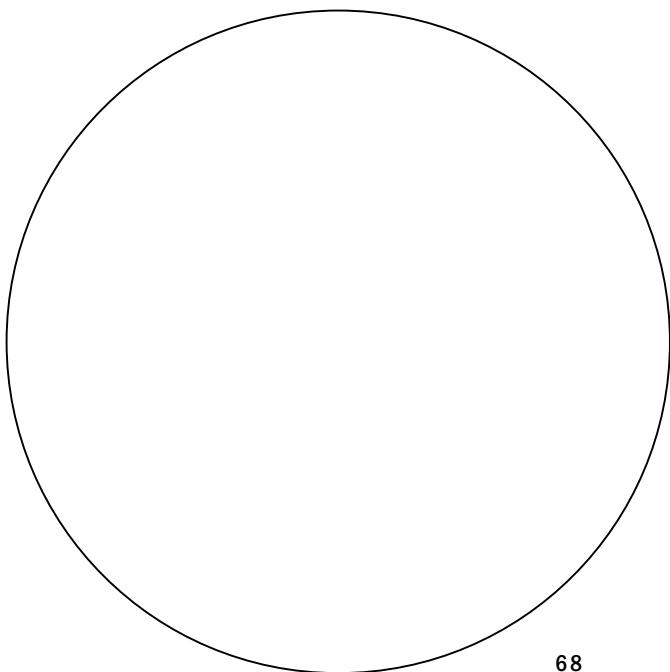
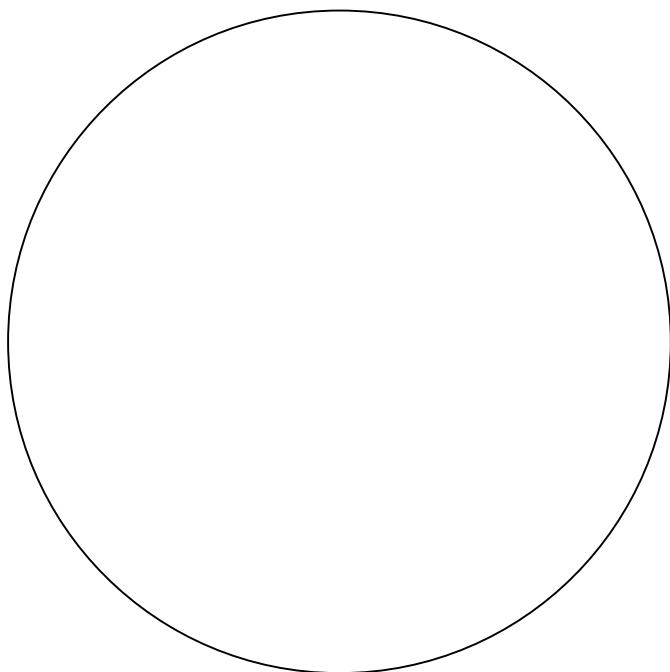
I Samuel 2 verse 26



Eli's sons didn't live how God wanted them to.



I Samuel 2 verse 17



# Who will be king?

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**Bible reference...** 1 Samuel 16:1-13

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**Lesson aim...** To make the children aware that God chose David as king by looking at what sort of person he was and not by what he looked like.

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**Main message...** God chose David to be king not because of what he looked like on the outside, but because of what he was like on the inside—what sort of person he was.

---

**Story preparation...** This is an alternative way of having finger puppets. If you wish to be more conventional, that's fine!

Put small round stickers on your finger nails and make them into faces by adding features with a felt pen—you will need eight (one for each of Jesse's sons, including David).

*People in the Bible:* Cut out the rectangle on page 72 to add to the 'People in the Bible' chart.

---

## Introduction...

Show the children two presents (have one beautifully wrapped and one which is very plain). "Which present would you like to open?" You open the beautiful present first. Have something boring inside the beautiful present, like a stone, and a beautiful present inside the plain one. Then say, "This is a bit like our story today because God looks at people by what they are like on the inside—what sort of people they are like—and not by what they look like on the outside—whether they are big or beautiful."

## Story...

"Today's true story comes from the book in the Bible called 1 Samuel.

"Do you know what a king is? A king is in charge of a lot of people. There was a king in charge of God's people, the Israelites. But it was time to choose a new king. God told Samuel to go and see a man called Jesse. God had chosen one of Jesse's sons to be king. God would show Samuel which one of Jesse's sons would be the king.

“Samuel did what God said. He went to the place where Jesse and his sons lived. When Samuel saw Jesse’s first and biggest son [*show first finger and hide others*], Samuel thought that he must be the one. But God told Samuel not to think about what he looks like or how big he is. God doesn’t think about what people look like on the outside, but what they are like on the inside—what sort of person they are.

“Jesse showed Samuel seven of his sons, one by one [*show the next six fingers one by one*]. Each time Samuel said ‘No, God hasn’t chosen him’ until there were no more sons left. Samuel asked Jesse, “Do you have any more sons?” Jesse said, “There is still the youngest son, but he is looking after the sheep.” Samuel told Jesse to get him. His name was David.

[*Show last finger with a face, preferably your little finger*] “David came in and he was a healthy young man. God said to Samuel, ‘This is the one.’ So David was to be the next king. God was with David, helping him, from then on.

## Conclusion...

“God chose David to be king, not because of what he looked like on the outside, but because of what he was like on the inside—what sort of person he was.”

## ‘People in the Bible’...

Show the ‘People in the Bible’ chart. Point to Samuel and remind the children that Samuel was in today’s story. “But in today’s story, God chose someone to be king—who was it? David. Here David looks like a king, doesn’t he. We’ll put David next to Samuel.” [*attach to chart*]

## Action Rhyme...

God chose David  
to be the next king.  
God was with David  
in everything.

*Point up, then point to a finger*  
*Pretend to put crown on head*  
*Point up, then clasp hands*  
*Outstretch arms in front of you*

## Pray...

“Dear God, thank you for choosing David to be king. Thank you that you didn’t choose him because of what he looked like but because of what he was like as a person. Amen.”

## Activity suggestions...

### 1. David chosen

Before the lesson, print page 73 for each child and cut a small crown (about the size of the one at right) from gold paper (one per child). The children make all of Jesse's sons, including David (whose body is smaller than the rest—he's at the top), either by:



- sticking on eight round stickers to make into faces and then drawing arms and legs
- drawing heads, arms and legs.

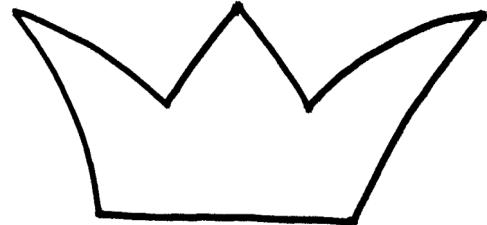
Paste a gold crown on top of David.

### 2. Collage picture of David and sheep

Print page 74 for each child. You will need to cut rectangles (7cm x 3.5cm) from fabric or coloured/striped paper. Rip up small pieces (about 2 cm wide) of green paper and place in a container. You will also need cotton wool balls in a separate container. In the lesson, the children paste a tunic (a paper or fabric rectangle) on David (teacher may need to help so rectangle is not pasted on sideways). Then the teacher quickly swipes a glue stick across the page (under David and above text). The children add green paper pieces as grass. Then the children paste cotton wool balls as sheep.

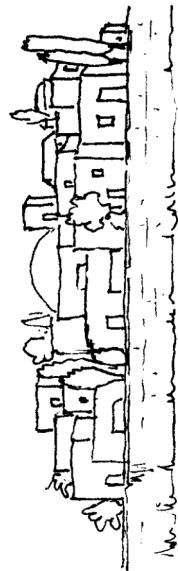
### 3. God wanted David to be...

Before the lesson, you will need to gather together a packet of seeds (or small pieces of tissue paper), some flames cut from red paper, some cotton wool balls and gold paper crowns (use template at right to cut crowns). Print page 75 for each child. In the lesson, the children



paste on: seeds or scrunched up pieces of tissue paper (for farmer), red paper flames (for fireman), cotton wool sheep (for shepherd) and gold paper crown (for king). You will need to be ordered in the way you do this activity. As the children can't read,

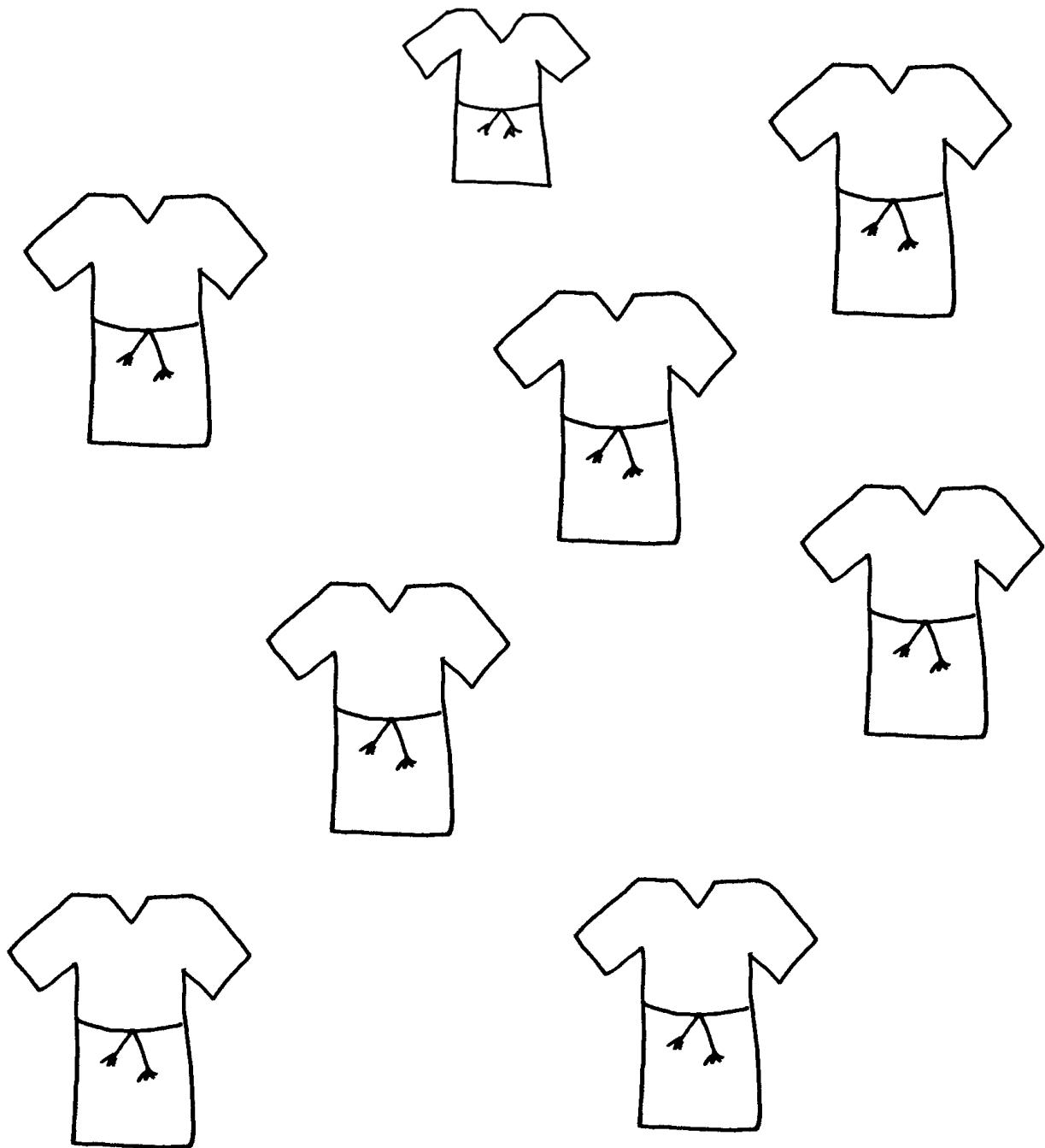
they won't know where to place each item. Only have one item at a time. Place glue in the correct box for the children and then remove that item and replace with the next item. Repeat until finished. Seeds would probably be best added by the teacher (sprinkled on a generous application of glue and gently pressed down—if seeds will be tricky, go for the 'pretend' seeds by scrunching up paper).



King David



# God wanted David to be King

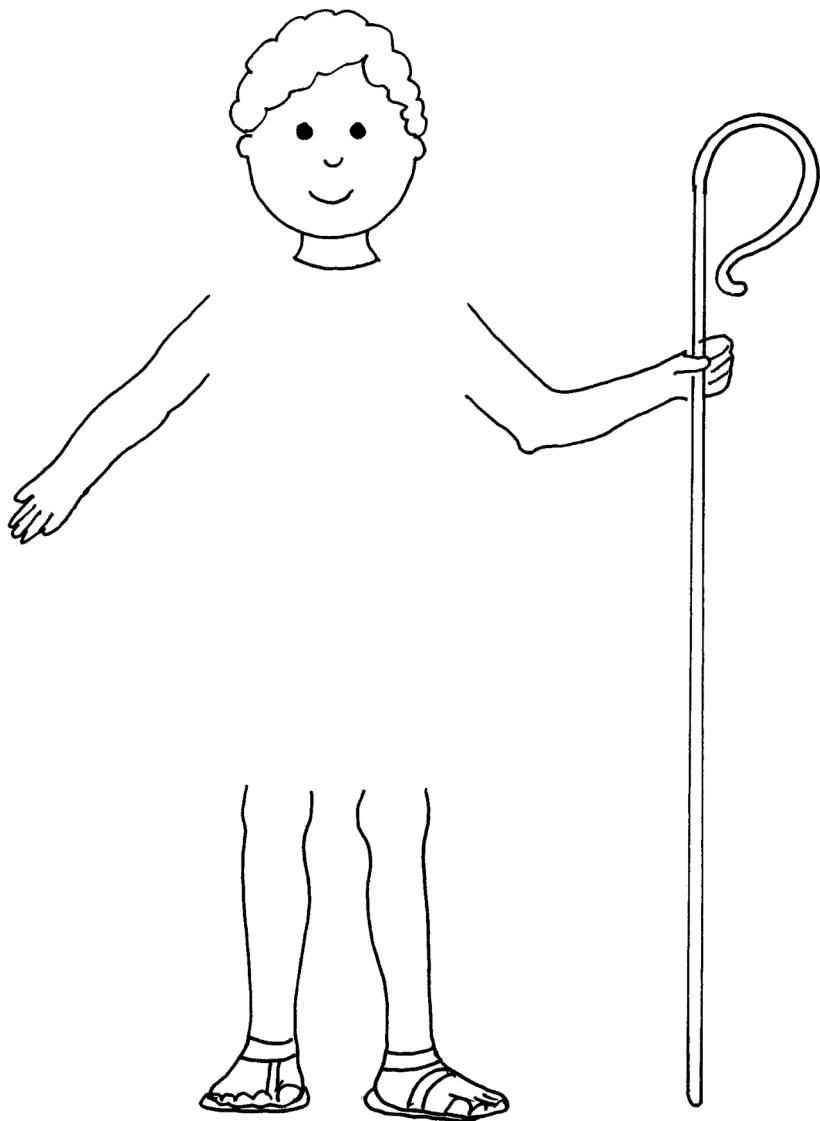


God chose David to be King, not because of what he looked like on the outside, but because of what he was like on the inside—what sort of person he was.



1 Samuel 16 verses 1-13

# God wanted David to be King



God chose David to be King, not because of what he looked like on the outside, but because of what he was like on the inside—what sort of person he was.



I Samuel 16 verses 1-13

# God wanted David to be...

a farmer? no

a fireman? no

a shepherd? no

the King? yes

God chose David to be King, not because of what he looked like on the outside, but because of what he was like on the inside—what sort of person he was.



1 Samuel 16 verses 1-13

# David is king

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**Bible reference...** 2 Samuel 5:1-12, 8:15

Psalm 51:1-4

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**Lesson aim...** To tell the children about David being king and how God was with him and helped David.

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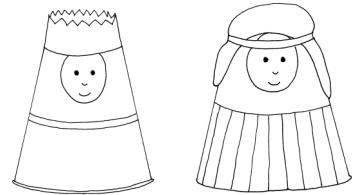
**Main message...** David was made king of the Israelites. God was with King David and God helped David to be a good king.

---

**Story preparation...** For the introduction, you will need two coloured pieces of cardboard and you will need to print pages 81 and 83. For page 81, cut out the crown and the faces, and for page 82 cut out the buildings. Before the lesson, back each with blu-tack. Alternatively, you can simply show pages 81-82.

The story is well suited to using a 3-D model as a visual aid. Use a tabletop or a carton with three sides cut off as the 'stage'. Use upturned yoghurt pots or polystyrene cups to make David and the Israelites by wrapping fabric around them and pasting on a face (see illustrations at right). Make a silver crown (by covering a small strip of cardboard with foil) to put on David's head when he is made king. Use various sized boxes as buildings to make the City of David and David's palace.

---



King David

Israelite

## Introduction...

*[begin with first piece of cardboard]* "Do you know what a king is? [add crown at top] He is someone who is in charge of lots and lots of people [add faces under crown]—that means, he looks after them."

*[begin with second piece of cardboard]* "Do you know what a city is? It's a place where there are lots and lots of buildings and houses [add pictures of buildings as you speak]—it's a place where lots and lots of people live. Sydney (or name of a city the children live in or know) is called a city."

## Story...

“Remember we heard about God telling Samuel that David would be king? Well after some time, David [show David] and his family lived in a place called Hebron. Many Israelites [add other people] came to David there. They made David king [add crown] of all the Israelites. They made him king just like God had promised through Samuel. [move Israelites to one side or off]

“David made a city [add box buildings] called the City of David. People built a building called a ‘palace’ [add special looking building] for David to live in. [Turn box around or cover it, while you continue with the story i.e. without distraction]

“Something important that David did was that he prayed to God. David often talked to God, asking him what he should do. And when David did wrong things he said sorry to God.

“God was with David and God helped David to be a good king. David became a great king because God was with him. And David did the right thing for all his people.”

## Conclusion...

*Look again at the 3D scene. Point to things while repeating the main parts of the story. Then conclude with:*

“So David was made king of the Israelites. David was a king who loved God and he tried to live how God wanted him to. God was with King David and God helped David to be a good king.”

## Action Rhyme...

God chose David  
to be the next king.  
God was with David  
in everything.

*Point up, then point to a finger  
Pretend to put crown on head  
Point up, then clasp hands  
Outstretch arms in front of you*

## Pray...

“Dear God, thank you for King David. Thank you that he was a good king, that he loved you, and that he prayed to you. Amen.”

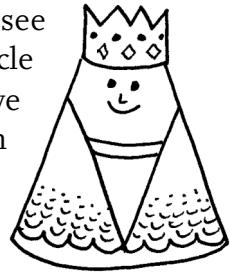
## ‘People in the Bible’...

Point to David and explain that the extra picture is the City of David.

## Activity suggestions...

### 1. Poly-cup David

Each child will need a polystyrene cup (with two lines drawn in felt pen, see right, to represent the top of a piece of clothing), a doily or paper circle (folded in half) and a strip of cardboard for a crown. In the lesson, first give each child a doily or paper circle (which is folded in half) and the children decorate it with stickers or colouring with felt pens or pasting decorative pieces from wrapping paper. The children wrap it around (with teacher assistance) their polystyrene cup to make a robe for David the king. It is attached with tape or an elastic band. Then the children decorate their cardboard strip for the crown, and the teacher staples the ends together (covering the staples with tape for safety). The crown is put on his head and the children either draw (with felt pen) or paste a face. Once completed, the caption below is pasted on the back of King David.



### 2. Crown

Before the lesson, for each child cut a cardboard rectangle long enough to go around a child's head and paste the caption from page 80 in the centre of the cardboard. In the lesson, the children decorate the cardboard with foil, cellophane shapes, cotton wool balls, foam shapes and other collage materials. Once completed, staple the ends together to make a crown that fits the child's head, and cover the ends of the staples with tape for safety.

### 3. Picture pages

Print pages 81 and 82 for each child. The children colour page 81. On page 82, the children can draw people and decorate the buildings.

An alternative for this activity is to print page 79 and cut out one of each caption per child. Paste these onto two A3 pieces of paper. You will need to talk about each page separately. Children draw pictures of people on the page with the caption 'David became king...' and the children draw buildings or paste rectangles to make buildings on the page with the caption 'King David made...'.

*Caption for activity #1:*

David was made king of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses 1-12	David was made king of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses 1-12	David was made king of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses 1-12	David was made king of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses 1-12
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Caption for activity #3:

David became King and looked after all the people called the Israelites. God was with King David and God helped David to be a good King.



2 Samuel 5 verses 1-12

David became King and looked after all the people called the Israelites. God was with King David and God helped David to be a good King.



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2 Samuel 5 verses 1-12

David became King and looked after all the people called the Israelites. God was with King David and God helped David to be a good King.



2 Samuel 5 verses 1-12

King David made a city called 'the City of David'.



2 Samuel 5 verses 9-10

King David made a city called 'the City of David'.



2 Samuel 5 verses 9-10

King David made a city called 'the City of David'.



2 Samuel 5 verses 9-10

King David made a city called 'the City of David'.



2 Samuel 5 verses 9-10

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2 Samuel 5 verses 9-10

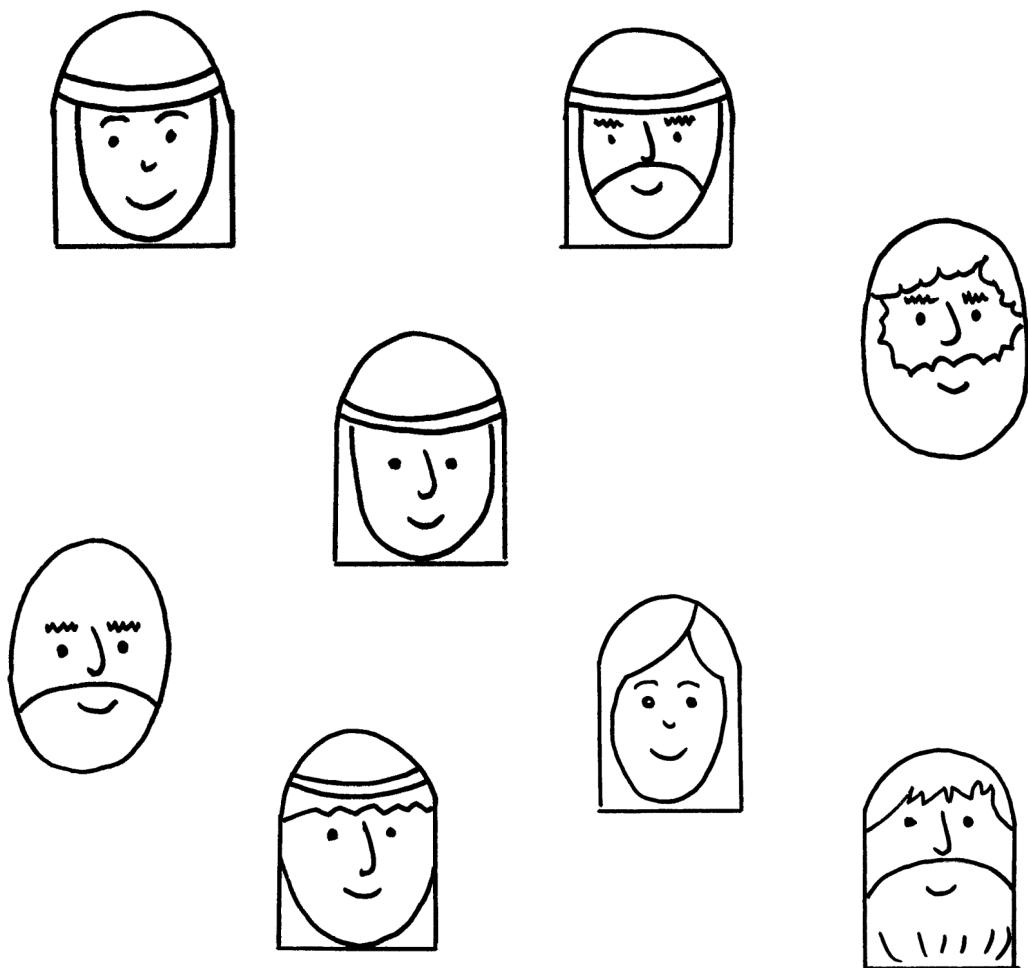
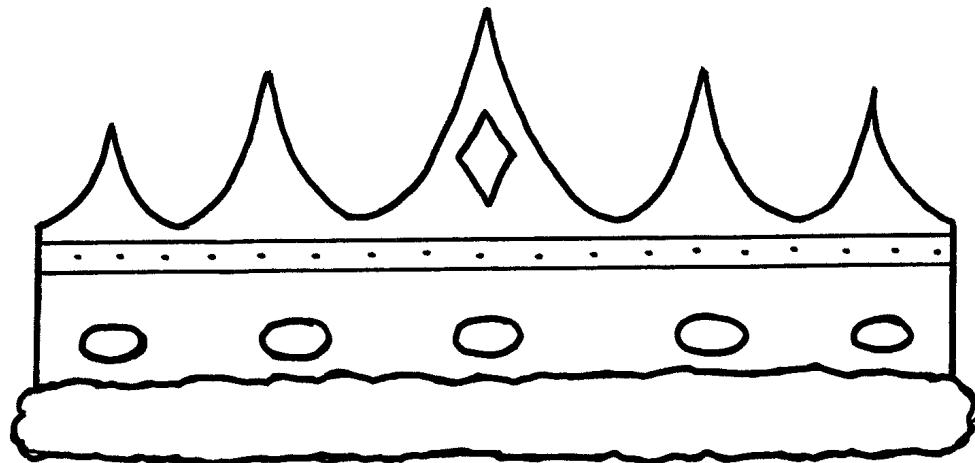
*Caption for activity #2:*

<p>David was made King of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses1-12</p>	<p>David was made King of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses1-12</p>	<p>David was made King of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses1-12</p>	<p>David was made King of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses1-12</p>	<p>David was made King of the Israelites. God was with King David and God helped David to be a good King. 2 Samuel 5, verses1-12</p>
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David became King and looked after all the people called the Israelites. God was with King David and God helped David to be a good king.



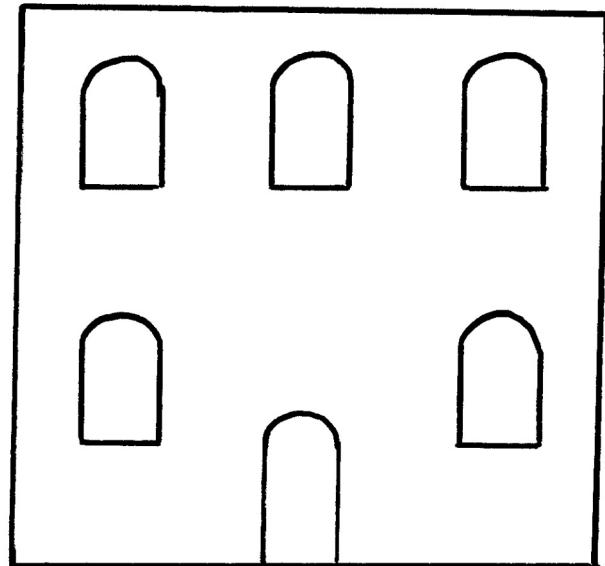
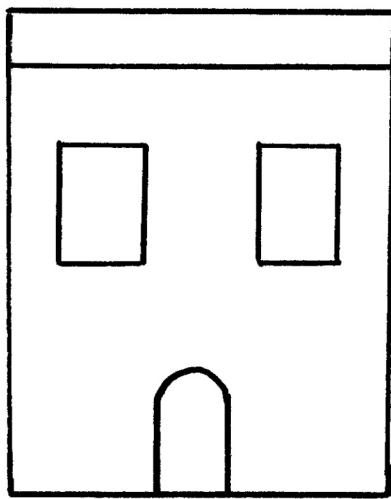
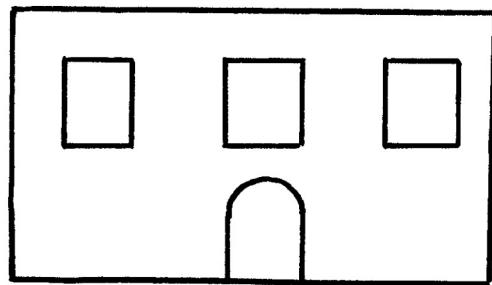
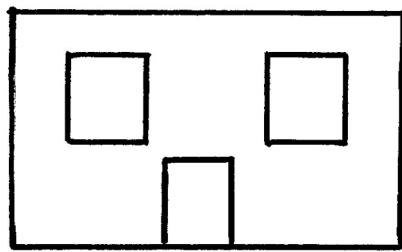
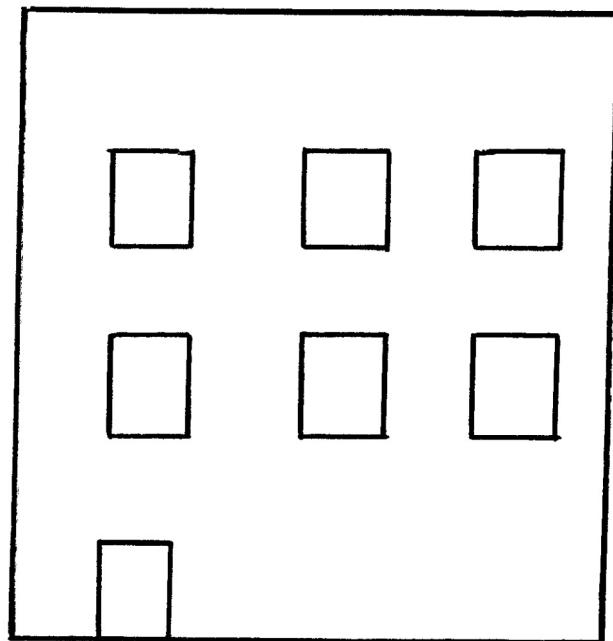
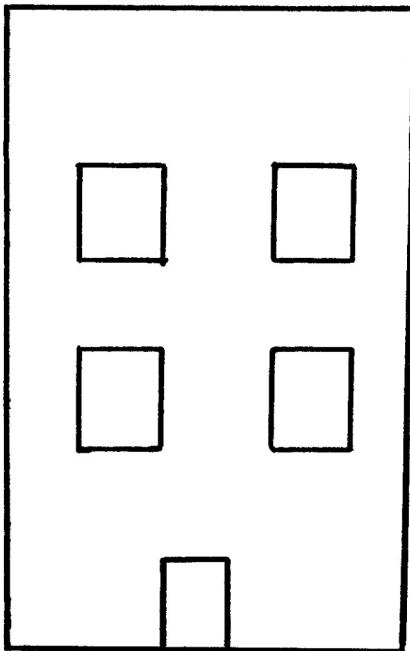
2 Samuel 5 verses 1-12



King David made a city called 'the City of David'.



2 Samuel 5 verses 9-10



# Special Lesson: Looking forward to Christmas

## The purpose of this lesson

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Why think about Christmas now? And what is it that we're thinking of? This is an outward looking lesson, where we think of others in the world, their needs and their greatest need of all—to hear about Jesus. Most of us live in a society which is focused on getting—and getting far beyond our needs—especially at Christmas. We want to encourage the children to see how they can give, so we are looking forward and planning how we can be giving this Christmas. We're wanting to think of ways that our children can give. That's where there's a bit of homework for you to do before the lesson. As this Sunday School material is used in a wide variety of churches in different areas, both physically and economically, I am hoping that you can think of the most suitable way in which your class can help someone in need. We're trying to think of a way that the children can be involved in making something so that it is personal to them, rather than getting their parents to contribute financially.

Here are some ideas for giving:

- contact a missionary from your church and organise to provide sufficient pictures or surprise bag presents (see activity #1) for children they know/children in their Sunday School;
- if you don't have a church missionary, contact a missionary organization and find the details of a missionary you could contact;
- contact the office of your denominational aid organization and ask about making pictures or cards which could be added to gifts/hampers which they distribute at Christmas;
- make cards, gifts or pictures which could be given out at a local nursing home or children's hospital. Ensure that you have sufficient cards/gifts/pictures for the number of people in the home/hospital ward. Each of your children may need to do more than one.

This lesson is in both *Learning about God* and *Introducing the Bible*. The lessons have been written differently but there are some similarities, for instance the main activity idea (surprise bag presents) is the same for both years. The reason for this is that it can be a tradition that the children remember having done the year before (like other Christmas traditions).

## Please note....

I realise that there will be a range of lifestyles represented in a Sunday School class. There may be a child living in a small apartment without a car or computer, while another child lives in a 4 bedroom house with a pool, computer and two cars. We don't want there to be comparisons and envy in the class, so please keep this in mind and refer to things that are common to the children when referring to what the children have, without bringing attention to differences between individual families.

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**Lesson aim...** For the children to become more aware of how lots of children and adults world-wide are in need and for your class to hear about how they will be preparing gifts for Christmas.

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**Main message...** Let's look forward to Christmas by making a present for someone in need.

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**Story preparation...** You will need a present for the introduction. Not the usual idea of a present, though. It needs to have lots of layers of paper and *just a wrapped cake of soap inside.*

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## Introduction...

Show the children the present that you have.

"I'm very excited because I have a present here. I wonder what it is. I like getting presents. Maybe it's the new toy I've been wanting. Maybe it's the best present I've ever got. Maybe... maybe... Well, I'd better open it and see!"

*Unwrap the present and unwrap and unwrap...* as you are unwrapping it, make a comment about how it must be a very special present to have all this wrapping paper.

*Unwrap to find only the soap inside.* "This isn't a very good present. I already have some soap. I get soap all the time. I thought it was going to be a really good present!"

## Story...

"There's something I'd like to tell you and this is true. There are lots of children in the world who would be excited to get soap for a present. There are lots of children who don't have soap. There are actually children in the world who would love to have soap to share with their family!"

"There are lots of children who don't have many clothes to wear. They don't have enough food to eat. There are lots of children who don't have homes to live in. There are lots of

children who live in the street. There are lots of children who have never been given a present and who don't get anything when it's their birthday or when it's Christmas.

"We have clothes and food and homes to live in and toys to play with. We get presents. There are many children and grown-ups who don't have these things.

"There's something else that we have that many people don't have and that's being able to hear about Jesus. We get to hear about Jesus at Sunday School and lots of us have a Bible at home too. Lots of people don't have Bibles, or Sunday Schools to go to, and have never even heard of Jesus.

"I know that Christmas is in a long time, but we're going to talk today about how we can make a present to give someone who might not be getting a present this Christmas. [*If you are sending the presents overseas, also say the next sentence...*] And because it can take a long time to make presents and it can take a long time for presents to get to another country, we need to start now."

*Explain the gift that your class will be making. If it's the surprise bag present, here's one way of explaining it. Adapt the following text to be appropriate to your situation:*

"I know of a family who are in a very poor country. They are living in this country to tell people there about Jesus, which is really great. Lots of the children that they know will not be getting a present this Christmas. So I thought that we could make presents for the children, and then I would post our presents and they would get them for Christmas.

"The presents are called surprise bag presents. First, we need to decorate a paper bag and make it look very special. That's what we'll be doing today. Then next term, we're going to make things and collect things to put in the paper bag—like draw a picture, make a little book, bring in some pictures to put inside.

## Conclusion...

"So when we think about this Christmas, let's think about what we can give and not just what we can get! Let's look forward to Christmas by making a present for someone in need. Let's also pray for the children/people/grown-ups who will be getting our presents. We need to pray that God will look after them and help them to hear about Jesus and know that Jesus loves them."

## Pray...

Pray for the people who will be receiving your presents. Pray that God will look after them and help them to hear about Jesus and know that Jesus loves them. Also pray for the missionaries talking to them/the nurses and doctors looking after them.

## Activity suggestion...

*Please note:* these suggestions may be used for making gifts next term and not necessarily just today. Also, if these are being sent to a missionary to distribute, you could contact your missionary and ask them to send you details of how to write the captions in the language of the country that the gifts are going to.

### 1. Paper bag decorating

Before the lesson, print page 87 and cut out a caption for each bag being decorated. Paste this caption in the centre of the bags. In the lesson, give each child a paper bag with the caption side facing down. The children decorate the non-caption side by pasting on an assortment of collage materials like coloured paper shapes, foil and gold paper triangles, cellophane circles, tinsel scraps, coloured patty case segments, doily segments etc. Children may choose to draw a picture or pattern on the bag. If this is the case, they will need to do this before the bag is covered with glue! Once one side is completed, then the children can turn their bags over and decorate around the caption.

The children may need to make more than one bag, depending on who you are sending them to.

### 2. Posters

Provide each child with either page 88 or the caption from that page cut out and pasted onto a card or piece of cardboard. In the lesson, the children decorate around the text box by drawing or pasting on collage items or stickers.

### 3. Picture of me

Provide each child with page 89 to draw a picture of themselves. Write the child's name on the line.

### 4. Booklet

Print page 90 and fold horizontally and vertically to make a booklet (with 'Hello. This is me' at the front. The children fill in each page as follows:

- (1) draw themselves
- (2) draw their friends
- (3) stick on star stickers
- (4) colour in heart.

### 5. Bookmark

These would be suitable to be given to people in a nursing home or hospital. Decide which bookmark you would like the children to decorate/colour in. Before the lesson, print page 91 or 92 and cut out the bookmarks. In the lesson, the children colour in the bookmark (either 'colour' in the decoration or draw a picture on the plain bookmark) with felt pens or bright crayons/pencils. The children could make more than one bookmark each. Ensure that each child's name is clearly written on the back. After the lesson, the teacher covers both sides of each bookmark with contact paper, extending the contact about half a centimetre beyond the bookmark. The children can see their finished bookmarks next term.

*Caption for activity #1:*

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

To someone special.  
A gift for you.  
Jesus loves you.

**Jesus  
loves  
you**

My name is \_\_\_\_\_

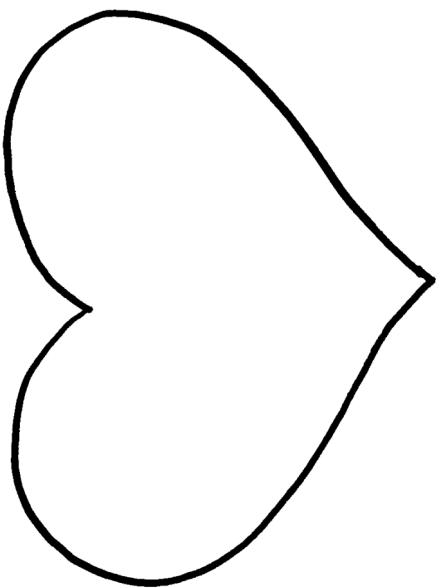
This is a picture of me.

Jesus loves us.

Here are my friends.

Jesus loves you.

Hello. This is me.



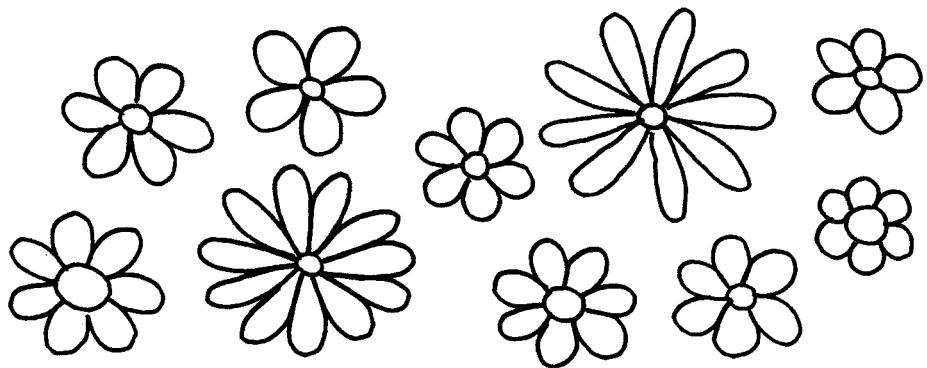
(1)

(2)

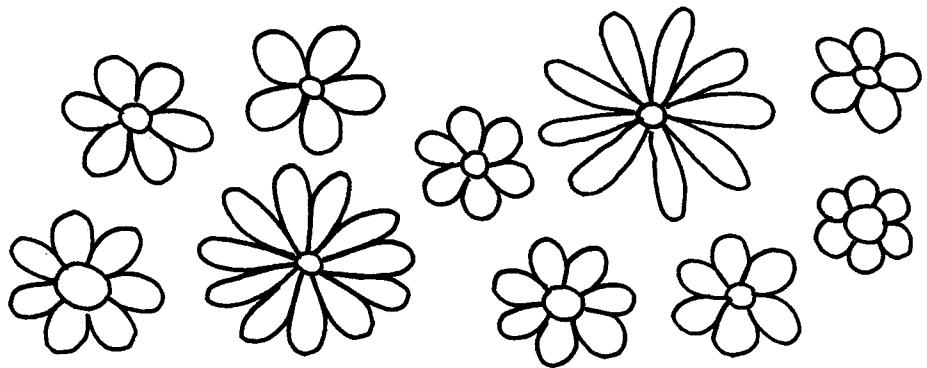
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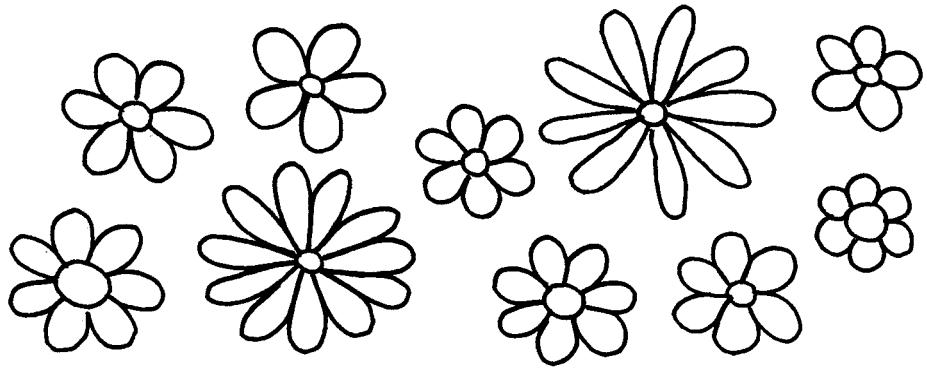
Jesus  
loves  
you



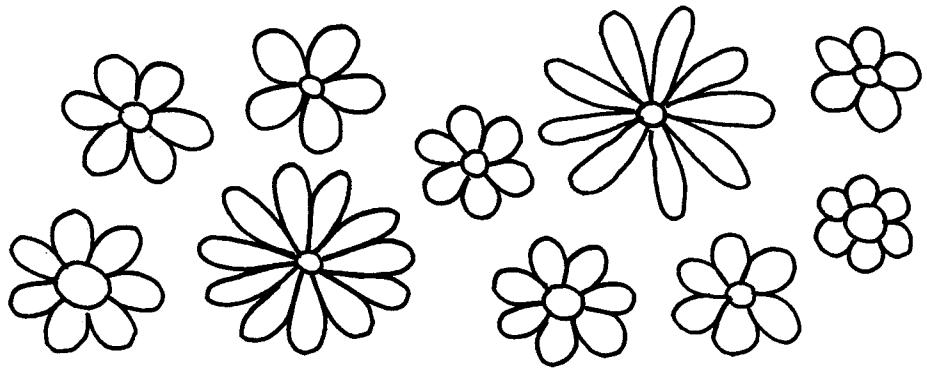
Jesus  
loves  
you



Jesus  
loves  
you



Jesus  
loves  
you





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